



Seventh and Eighth Grade Core Curriculum

Table of Contents

Bible Seventh	2
Bible Eighth	7
Writing Composition Seventh	12
Writing Composition Eighth	14
Grammar Seventh	15
Grammar Eighth	17
History Seventh	18
History Eighth	19
Science Seventh	21
Science Eighth	22
Math Seventh	23
Math Eighth	26
Reading Seventh	31
Reading Eighth	32



BIBLE CURRICULUM CHARACTER QUEST Seventh Grade

❖ **Instructional Goals**

Character Quest is a series of lessons designed to teach character qualities to junior high students. The course begins with a chapter on why the study of character is important and then covers a variety of character qualities. Students will spend approximately two weeks on each Biblically based character trait. They will study the importance of each trait, the cautions regarding its negative counterpart, and the practical applications of that trait to everyday living.

❖ **Instructional Objectives**

The students will:

- ◆ Be able to define each character trait
- ◆ Study Biblical examples of each trait and its counterpart
- ◆ Memorize Scripture related to each character trait
- ◆ Identify principles for applying this character trait to everyday living
- ◆ Seek to incorporate what they have learned into their own lives

❖ **Units Studied** (Vary each year depending on needs of students)

- ◆ Introduction to character traits
- ◆ Love
- ◆ Obedience
- ◆ Wisdom
- ◆ Faith
- ◆ Courage
- ◆ Joy
- ◆ Honesty
- ◆ Self-control
- ◆ Diligence
- ◆ Maturity

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Class discussions
- ◆ Assignments
- ◆ Bible log
- ◆ Prayer
- ◆ Memory verses
- ◆ Chapel



- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Assignments
- ◆ Bible log entries
- ◆ Memory verses
- ◆ Tests

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Character Quest Teacher Guide, Life Way Christian School Resources, Christian Academic Publications and Services, 1999
- ◆ Character Quest student workbook

BIBLE CURRICULUM STUDY OF JOHN Seventh Grade

1st Term (John 1-11) & 3rd Term (John 12-21)

❖ **Instructional Goals**

The purpose of this class is to challenge students to a deeper knowledge and understanding of who Jesus is and to understand the Biblical foundation of a personal relationship with Him. Through this class, students have the opportunity to make an informed commitment to Jesus Christ as Savior and Lord and grow in spiritual maturity. John 1:1 states, "In the beginning was the Word, and the Word was with God, and the Word was God." Jeremiah 9:23-24 states, "This is what the Lord says: 'Let not the wise man boast of his wisdom or the strong man boast of his strength or the rich man boast of his riches, but let him who boasts boast about this: that he understands and knows Me, that I am the Lord who exercises kindness, justice and righteousness on the earth, for in these I delight,' declares the Lord."

❖ **Instructional Objectives**

The students will:

- ◆ Understand the nature of God and the relationship of the Trinity
- ◆ Understand the claims and promises of Jesus Christ in the Gospel of John
- ◆ Study the book of John verse by verse and apply Bible Study methods
- ◆ Be given the opportunity to develop a devotional life through a variety of Bible study methods
- ◆ Title each chapter of John to have an overview of the key themes in the book of John



- ◆ Learn the truth presented in each chapter of John by discussion, answering study questions on each chapter, and memorizing the key verse of the chapter
- ◆ Examine the nature of Jesus as it is revealed in the book of John
- ◆ Learn the purpose of the writing of the Gospel of John (John 20:31, “These were written that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in his name.”)
- ◆ Understand that our lives are to be lived reflecting God
- ◆ Act out certain passages in John for greater understanding and variety
- ◆ Watch a DVD based on the actual text of the Gospel of John as each chapter is covered to reinforce concepts and to help students visualize what is taking place

❖ **Units Studied**

- ◆ The Gospel of John

❖ **Instructional Methods**

- ◆ Prayer (students make requests, conversational prayer follows)
- ◆ Students take turns presenting a devotional at the beginning of class
- ◆ Each chapter of John is read and discussed
- ◆ Study questions in Gospel of John notebook
- ◆ Bible study methods
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Bible logs and other Bible study methods, class notes, and chapel notes
- ◆ Class discussion and participation
- ◆ Completion of homework
- ◆ Tests
- ◆ Gospel of John projects: John 1-6 minibook, John 9 play, Gospel of John poster project
- ◆ Memory verses

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Study questions designed by teacher
- ◆ Bible concordances and dictionaries
- ◆ Teacher resource books
- ◆ Gospel of John DVD directed by Philip Saville



BIBLE CURRICULUM STUDY OF MARK Seventh Grade

2nd Term

❖ **Instructional Goals**

The purpose of this class is to challenge students to a deeper knowledge and understanding of who Jesus is and to understand the Biblical foundation of a personal relationship with Him. Through this class, students have the opportunity to make an informed commitment to Jesus Christ as Savior and Lord and grow in spiritual maturity. Key verse: Mark 10:45 “For the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many.”

❖ **Instructional Objectives**

The students will:

- ◆ Understand the nature of God and the relationship of the Trinity
- ◆ Understand the claims and promises of Jesus Christ in the Gospel of Mark
- ◆ Study the book of Mark verse by verse and apply Bible Study methods
- ◆ Be given the opportunity to develop a devotional life through a variety of Bible Study methods
- ◆ Learn the truth presented in each chapter of Mark by discussion, answering study questions on each chapter, and memorizing the key verse of the chapter
- ◆ Examine the nature of Jesus as it is revealed in the book of Mark
- ◆ Learn the purpose of the writing of the Gospel of Mark
- ◆ Understand that our lives are to be lived reflecting God
- ◆ Act out certain passages in Mark for greater understanding

❖ **Units Studied**

- ◆ John the Baptist (Mk1)
- ◆ Jesus tempted in the desert (Mk1)
- ◆ Jesus calls his disciples (Mk1,3)
- ◆ Jesus heals the paralytic (Mk2)
- ◆ Jesus eats with sinners/deals with Pharisees (Mk2)
- ◆ Jesus teaches at the synagogue (Mk3)
- ◆ Parable of the Sower (Mk4)
- ◆ Parable of the Lamp (Mk4)
- ◆ Parable of the Mustard Seed (Mk4)
- ◆ Jesus calms the waves (Mk4)
- ◆ Jesus casts the demons into the pigs (Mk5)
- ◆ Jesus heals Jairus’s daughter (Mk5)
- ◆ Jesus sends his disciples out (Mk6)
- ◆ John the Baptist beheaded (Mk6)



- ◆ Jesus feeds the 5000 (Mk6)
- ◆ Jesus rebukes the Pharisees (Mk7)
- ◆ Jesus heals the Greek woman's daughter (Mk7)
- ◆ Jesus heals the deaf mute (Mk7)
- ◆ Jesus feeds the 4000 (Mk8)
- ◆ Jesus heals the Blind Man (Mk8)
- ◆ Jesus's transfiguration (Mk9)
- ◆ Disciples argue about who is greatest (Mk9)
- ◆ The Pharisees try to trap Jesus (Mk10)
- ◆ Jesus and the Rich Young Man (Mk10)
- ◆ Jesus heals Bartimaeus (Mk10)
- ◆ Jesus's Triumphal Entry (Mk11)
- ◆ Parable of the Vineyard (Mk12)
- ◆ Jesus questioned by the Pharisees and Sadducees (Mk12)
- ◆ Jesus talks about the end times (Mk13)
- ◆ Last Supper, Garden of Gethsemane, Jesus's arrest (Mk14)
- ◆ Jesus Crucified (Mk15)
- ◆ Jesus Risen (Mk16)

❖ **Instructional Methods**

- ◆ Prayer (students make requests, conversational prayer follows)
- ◆ Students take turns presenting a devotional at the beginning of class
- ◆ Each chapter of Mark is read and discussed
- ◆ Study questions
- ◆ Bible Study Methods
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Bible logs and other Bible study methods, class notes, and chapel notes
- ◆ Class discussion and participation
- ◆ Completion of homework
- ◆ Tests
- ◆ Gospel of Mark poster project
- ◆ Memory verses

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Study questions designed by teacher
- ◆ Bible concordances and dictionaries
- ◆ Teacher resource books
- ◆ Segments of Life of Jesus DVDs that reinforce chapter of Mark that are studied



BIBLE CURRICULUM APOLOGETICS Eighth Grade

❖ **Instructional Goals**

This course is based on the Christian book, The Case for Faith by Lee Strobel. It has been designed to help students begin to identify and formulate answers to questions relating to the objections that non-Christians have with Christianity. Using Scripture, Strobel's "Student Edition" and his 6 session video series, this course will challenge students to recognize that faith and reason are compatible – there is a logic to God, Creation, and many other aspects of the world around us. The goal of the course is to insure that students have been introduced to these objections in a safe and controlled environment that will help to foster discussion that can be used to formulate answers to questions that will be posed to them from the world concerning their faith.

❖ **Instructional Objectives**

The students will:

- ◆ Understand Christianity from a non-Christian perspective
- ◆ Evaluate six main objections the world has with Christianity and formulate Biblical responses
- ◆ Distinguish the difference between truth and relative thinking
- ◆ Assess the differences and Biblical inconsistencies in doctrines/theologies

❖ **Units Studied:**

- ◆ Objection 1: How can a good God allow evil and suffering?
- ◆ Objection 2: How can miracles be real if they contradict science?
- ◆ Objection 3: Since evolution explains life, why do we need God?
- ◆ Objection 4: Isn't it intolerant of God to say that Jesus is the only way?
- ◆ Objection 5: How can a loving God send people to Hell?
- ◆ Objection 6: How can I be a Christian if I still have doubts?
- ◆ The Power of Faith
- ◆ Final Project – Create your own Case

❖ **Instructional Methods:**

- ◆ Direct instruction, power point lecture
- ◆ Class discussion
- ◆ Journal reflection/Bible topic journals



- ◆ Lecture guidelines, worksheets
- ◆ Videos
- ◆ Small group discussion/projects/presentations
- ◆ Independent research project

❖ **Evaluation Techniques**

- ◆ Participation in discussion/small group projects
- ◆ Daily note-taking
- ◆ Quizzes
- ◆ Bible topic journals
- ◆ Final research project

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, The International Bible Society, 1984
- ◆ Lecture notes/power point from, The Case for Faith, Lee Strobel
- ◆ The Case for Faith video
- ◆ The Case for Christ video
- ◆ The Case for Creation video
- ◆ On-line websites

BIBLE CURRICULUM LIFE OF DAVID Eighth Grade

❖ **Instructional Goals**

David is a shepherd, a poet, a musician, a killer of bears and lions, a giant killer, a warrior, an adulterer, a murderer, and a man after God's own heart. David's life is recorded in I and II Samuel and his thoughts, prayers, and praises are recorded in numerous chapters of Psalms. The goal of this term-long study is for students to see into David's heart and discern why God calls David a man after His own heart and in what way they might begin to cultivate a relationship with God that would be like David's.

❖ **Instructional Objectives**

The students will:

- ◆ Become familiar with the events of David's life
- ◆ Understand why God calls David a man after His own heart
- ◆ Appropriate and personalize the depth, richness, and intimacy of David's relationship with God



❖ **Units Studied**

- ◆ I Samuel
- ◆ II Samuel
- ◆ I Kings 1-4
- ◆ Various Psalms

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Memory verses
- ◆ Student presentations
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily quizzes
- ◆ Memory verse quizzes
- ◆ Student presentations
- ◆ Final Exam

❖ **Text/Resources**

- ◆ The Bible, NIV, International Bible Society, 1984

BIBLE CURRICULUM BOOK OF PROVERBS Eighth Grade

❖ **Instructional Goals**

The chief goal of this term-long study of the Book of Proverbs is that students would own and apply the wisdom of Solomon in their words, actions, and thoughts. This 3,000 year-old book by the person whom God described as the wisest man who ever lived is utterly current with godly advice about all aspects of life. A second goal is that students would see that the godly character described in Proverbs is perfectly embodied in the life of Jesus and that as they see their own failings in light of Proverbs that students would understand how Proverbs points to their need for the Savior. A student's sincere embrace of the content of Proverbs would contribute greatly to his success in school, in relationships, and in his spiritual life.



❖ **Instructional Objectives**

The students will:

- ◆ Develop a familiarity with and affinity for Proverbs
- ◆ Apply the principles of Proverbs to relationships with parents, siblings, classmates, and teachers
- ◆ See how Jesus perfectly embodies the wisdom of Proverb
- ◆ Memorize several key verses from Proverbs

❖ **Units Studied**

- ◆ The Fear of the Lord
- ◆ Respect for Parents
- ◆ Diligence
- ◆ Self-Control
- ◆ The Tongue
- ◆ Peer Influence
- ◆ Appropriate Male/Female Relationships
- ◆ Purity in the Face of Temptation

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Bible logs
- ◆ Memory verses
- ◆ Student skits
- ◆ Student speeches
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Bible logs
- ◆ Occasional quizzes
- ◆ Memory verse quizzes
- ◆ Chapel speeches
- ◆ Mid-term and final exams

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Various newspaper and magazine articles
- ◆ Videos



BIBLE CURRICULUM THE BIBLE AND WORLD RELIGIONS Eighth Grade

❖ **Instructional Goals**

This course is based on the Christian book, So, What's the Difference by Fritz Ridenour. This comparative religion study spells out the differences between the Christian faith and major religions, cults, and philosophies. Using Scripture as the foundation for truth, students will better understand their faith and will be prepared to recognize the false teaching warned about in Matthew 7:15: "Beware of false prophets who come disguised as harmless sheep, but are actually wolves that will tear you apart." Students will study the beliefs, history, culture, and practices of seven major world religions and cults; students will be able to identify the flaws and Biblical inconsistencies in these doctrines and theologies. Furthermore, students will understand the concept of a Biblical worldview and its influence in every aspect of life.

❖ **Instructional Objectives**

The students will:

- ◆ Understand and develop a personal Biblical worldview
- ◆ Describe the beliefs, history, culture, and practices of seven major world religions and cults
- ◆ Distinguish the difference between truth and relative thinking
- ◆ Assess the differences and Biblical inconsistencies in doctrines/theologies

❖ **Units Studied**

- ◆ Identifying false prophets (Matthew 7:13-23)
- ◆ Understanding a Biblical worldview
- ◆ Understanding non-Biblical worldviews
- ◆ Relative thinking vs. truth
- ◆ Traditional Roman Catholicism
- ◆ Judaism
- ◆ Islam
- ◆ Hinduism
- ◆ Buddhism
- ◆ Identifying Cults
- ◆ Jehovah Witness
- ◆ Mormonism
- ◆ New Age thinking



- ◆ Final: independent comparative religion project
- ❖ **Instructional Methods**
 - ◆ Direct instruction
 - ◆ Class discussion
 - ◆ Reflective Journals
 - ◆ Lecture guidelines, worksheets
 - ◆ Small group discussion/projects/presentations
 - ◆ Independent research project
 - ◆ 230 minutes per week
- ❖ **Evaluation Techniques**
 - ◆ Participation in discussion/small group projects
 - ◆ Daily note-taking
 - ◆ Quizzes
 - ◆ Bible topic journals
 - ◆ Final research project
- ❖ **Text/Resources**
 - ◆ The Holy Bible, NIV, International Bible Society, 1984
 - ◆ Lecture notes/PowerPoint from, So, What's the Difference, by Fritz Ridenour
 - ◆ Various comparative religion videos
 - ◆ On-line websites

WRITING COMPOSITION CURRICULUM

Seventh Grade

- ❖ **Instructional Goals**

God reveals Himself powerfully and thoroughly through the various written genres, techniques, styles, and purposes in the Scripture (1 Peter 1:20-21). Other writers are able to inspire creativity and stimulate the writing process. The goal is to have our seventh grade students build on previously learned skills and continue to improve their writing ability. A variety of strategies will focus on clarity, purpose, logic, structure, creativity, and the demonstration of organization within the writing process.
- ❖ **Instructional Objectives**

The students will:

 - ◆ Demonstrate clarity, orderliness, fluency, diction and imagery in the following modes: descriptive, narrative, expository/informational, and persuasive
 - ◆ Write complete sentences using proper capitalization, punctuation, and sentence structure



- ◆ State and develop a central topic or theme, excluding extraneous and repetitious information
- ◆ Consistently use basic paragraph form
- ◆ Revise and proofread own writing
- ◆ Work with teachers and peers in revision, while offering positive comments and constructive suggestions
- ◆ Consistently produce the following components of writing: topic sentences, introductions and conclusions
- ◆ Write a five paragraph narrative research paper by successfully employing the necessary skills

❖ **Units Studied**

- ◆ The Writing Process
- ◆ Editing and Revising Marks
- ◆ Essay Writing
 - Descriptive Writing
 - Narrative Writing
 - Persuasive Writing
- ◆ Report Writing
 - Determining and selecting suitable and reliable resources
 - Note Taking
 - Paraphrasing
 - Synthesizing
 - Plagiarism
 - Outlining
 - Using MLA guidelines
- ◆ Creative Writing
 - Parts of a Story
 - Dialogue
 - Poetry

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstration
- ◆ Cooperative learning
- ◆ Guided and independent practice
- ◆ 150 minutes per week divided equally between the English and Language Arts courses

❖ **Evaluation Techniques**

- ◆ Writing Assignments
- ◆ Participation in class
- ◆ Tests and quizzes



- ◆ Journals
- ◆ Reports
- ◆ Essays

❖ **Text/Resources**

- ◆ Writer's Choice: Grammar and Composition, Level 7, Glencoe 2009
- ◆ Meeting Writing Standards: Enhancing Writing With Visuals, Teacher Created Materials, 2000

WRITING COMPOSITION CURRICULUM **Eighth Grade**

❖ **Instructional Goals**

God reveals Himself powerfully and thoroughly through the various written genres, techniques, styles, and purposes of the inspired writers of Scripture (1 Peter 1:20-21). Other writers are able to inspire creativity and stimulate the writing process. The goal is to have our eighth grade students build on previously learned skills and continue to improve their writing ability. By using a variety of strategies students will experience a strong emphasis on clarity, purpose, logic, structure, creativity, and the demonstration of organization within the writing process.

❖ **Instructional Objectives**

The students will:

- ◆ Demonstrate clarity, orderliness, fluency, diction and imagery in the following modes: descriptive, narrative, expository/informational, and persuasive
- ◆ Write complete sentences using proper capitalization, punctuation, and sentence structure
- ◆ State and develop a central topic or theme, excluding extraneous and repetitious information
- ◆ Consistently use basic paragraph form
- ◆ Revise and proofread own writing
- ◆ Work with teachers and peers in revision, while offering positive comments and constructive suggestions
- ◆ Write an expository research paper

❖ **Units Studied**

- ◆ The Writing Process
- ◆ Editing and Revising Marks
- ◆ Essay Writing
 - Descriptive Writing
 - Narrative Writing
 - Persuasive Writing
- ◆ Report Writing



- Determining and selecting suitable and reliable resources
- Note-taking
- Paraphrasing
- Synthesizing
- Plagiarism
- Outlining
- Using MLA guidelines
- ◆ Creative Writing
 - Parts of a Story
 - Dialogue
 - Poetry

- ❖ **Instructional Methods**
 - ◆ Direct instruction
 - ◆ Demonstration
 - ◆ Cooperative learning
 - ◆ Guided and independent practice
 - ◆ 150 minutes per week divided equally between the English and Language Arts courses

- ❖ **Evaluation Techniques**
 - ◆ Writing assignments
 - ◆ Participation in class
 - ◆ Tests and quizzes
 - ◆ Reports
 - ◆ Journals
 - ◆ Essays

- ❖ **Text/Resources**
 - ◆ Writer's Choice: Grammar and Composition, Level 8, Glencoe 2009
 - ◆ Meeting Writing Standards: Enhancing Writing With Visuals, Teacher Created Materials, 2000

GRAMMAR CURRICULUM

Seventh Grade

❖ **Instructional Goals**

A basic grammar course teaches the eight parts of speech, sentence structure, and punctuation. Our goal is to teach the fundamentals of grammar, its usage and mechanics; so that students can then apply the skills to their writing and speech classes as well as to all other areas of their education.



❖ **Instructional Objectives**

The students will:

- ◆ Identify the different parts of speech:
 - Verbs – linking, helping, main
 - Nouns – common, proper
 - Pronouns
 - Subject complements
 - Direct objects
 - Indirect objects
 - Adjectives
 - Adverbs
 - Prepositional phrases
 - Interjections
 - Conjunctions
- ◆ Apply punctuation rules
- ◆ Use the various parts of speech in their work
- ◆ Properly employ the mechanics of writing
- ◆ Improve editing and proofreading skills

❖ **Units Studied**

- ◆ Subjects, Predicates, and Sentences
- ◆ Nouns, Verbs, and Pronouns
- ◆ Adjectives and Adverbs
- ◆ Prepositions, Conjunctions, and Interjections
- ◆ Clauses and Complex Sentences
- ◆ Subject-Verb Agreement
- ◆ Capitalization
- ◆ Punctuation

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Students labeling sentences
- ◆ 150 minutes per week

❖ **Evaluation Techniques**

- ◆ Grammar assignments
- ◆ Applied grammar writing assignments
- ◆ Class participation
- ◆ Tests and quizzes

❖ **Text/Resources**

- ◆ Writer's Choice: Grammar and Composition 7, Glencoe, 2009



GRAMMAR CURRICULUM Eighth Grade

❖ **Instructional Goals**

The goal of this curriculum is to review seventh grade grammar and to introduce clauses and verbals.

❖ **Instructional Objectives**

The students will:

- ◆ Review identification of parts of speech:
 - Verbs – linking, helping, main
 - Nouns – common, proper
 - Pronouns
 - Subject complements
 - Direct objects
 - Indirect objects
 - Adjectives
 - Adverbs
 - Prepositional phrases
 - Interjections
 - Clauses
- ◆ Learn to identify and use the following:
 - Participles
 - Gerunds
 - Infinitives
- ◆ Apply punctuation rules
- ◆ Properly use the various parts of speech in their work
- ◆ Properly employ the mechanics of writing
- ◆ Improve editing and proofreading skills

❖ **Units Studied**

- ◆ Review of 7th grade grammar units
- ◆ Verbals: Participles, gerunds, and infinitives
- ◆ Special Usage Problems

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Practice labeling sentences
- ◆ 95 minutes per week

❖ **Evaluation Techniques**



- ◆ Grammar assignments
- ◆ Applied grammar assignments
- ◆ Class participation
- ◆ Tests and quizzes

❖ **Text/Resources**

- ◆ Writer's Choice: Grammar and Composition 8, Glencoe, 2009

WORLD HISTORY CURRICULUM

Seventh Grade

❖ **Instructional Goals**

The seventh grade history course gives an overview from a Christian perspective of the past and the people behind the events of World History. This perspective is the thread that connects the past with the present, causing history to “make sense” for students. It tells “His story” from Creation to the Modern Age, describing the rise and fall of nations and individuals as they respond to God’s truth. Proverbs 14:34 states, “Righteousness exalts a nation, but sin is a disgrace to any people.” Romans 11:36 states, “For from Him and through Him and to Him are all things.”

❖ **Instructional Objectives**

The students will:

- ◆ See God’s hand in history
- ◆ Understand the history of mankind from a Biblical perspective
- ◆ Understand the role of individuals in history
- ◆ Realize the lessons that can be learned from history
- ◆ Have an increased awareness of current events as well as historical events
- ◆ Increase their use of critical thinking skills while studying different cultures and events
- ◆ Identify major geographical countries and specific regions as outlined in key chapters
- ◆ Create projects that focus on their personal interest in history for a given time period

❖ **Units Studied**

- ◆ The Beginning of World History: The Ancient Middle East/Early Empires
- ◆ New Empires and Cultures: Greece, and Rome
- ◆ The Middle Ages and the Distortion of Christianity
- ◆ Beginning of the Modern Age

❖ **Instructional Methods**

- ◆ Teacher lectures
- ◆ Class discussions
- ◆ Group studies



- ◆ Individual research and projects
- ◆ Review games
- ◆ Historically appropriate stories and videos
- ◆ 184 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness, notes and participation in class
- ◆ Chapter tests and quizzes
- ◆ Special projects

❖ **Text/Resources**

- ◆ History of the World, A Beka Book Publication, 1995
- ◆ Empires, Interact Simulation, Interaction Publisher, Inc. CA 2002
- ◆ World Atlas, McGraw-Hill, 1995
- ◆ Romans, Interact Simulation, 1992
- ◆ Primary source documents
- ◆ Newspaper
- ◆ DVD's relevant to our units of study
 - Julius Caesar (Rome_ A & E 1998)
 - Luther (Protestant Reformation) MGM 2003

HISTORY CURRICULUM

Eighth Grade

❖ **Instructional Goals**

The eighth grade history course provides a survey of the development of the United States from the European “discovery” through the present time from a Christian perspective. It is designed to give students a deeper understanding of God’s hand in the history of the United States as well as the Christian viewpoint in dealing with the issues and events of today. Psalms 33:11 states, “But the plans of the Lord stand firm forever, the purposes of His heart through all generations.” Psalms 33:12 states, “Blessed is the nation, whose God is the Lord.” The course also emphasizes their role of individuals and their cultural influence on America.

❖ **Instructional Objectives**

The students will:

- ◆ Understand the history of the U.S. from a Biblical perspective
- ◆ Develop map skills
- ◆ Identify the geographical parts of the United States and Europe



- ◆ Show increased awareness of current events and critical thinking skills on the issues
- ◆ Develop writing abilities in various formats: comparing/contrasting, taking a position with supporting reasons, analyzing two sides of an issue, essays, research writing
- ◆ Create projects that focus on their personal interest in history for a given time period

❖ **Units Studied**

- ◆ Birth of the United States – 1765 – 1800
 - Founding of the American Colonies
 - 1st Great Awakening
 - French & Indian War
- ◆ Building an American Character – 1770 – 1870
 - Declaration of Independence/ War for Independence
 - Constitution /Bill of Rights
 - American Expansion/Exploration
 - War of 1812
 - Manifest Destiny
 - Events, People and Inventions 1800-1850
- ◆ Times of Testing and Triumph – 1848 – 1912
 - Abolition and Slavery
 - Civil War/Reconstruction
 - Spanish American WarUS Territorial Expansion
- ◆ Times of Challenge and Promise – 1914 – 1994
 - Roaring 20's/Great Depression/New Deal
 - World War I
 - World War II
 - Cold War
 - Highlights of the Decades from the 1950's to the Present

❖ **Instructional Methods**

- ◆ Teacher lectures
- ◆ Class discussions
- ◆ Group studies
- ◆ Individual research and projects
- ◆ Review games
- ◆ Historically appropriate stories and history videos.
- ◆ Living history presentation of the Civil War/Civil War simulation.
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Attentiveness and participation in class
- ◆ Special Projects
- ◆ Tests and Quizzes



❖ **Text/Resources**

- ◆ American, Land I Love, A Beka Book Publications: Pensacola, Florida, 1994
- ◆ American History Atlas, McGraw-Hill, 1995
- ◆ Civil War, Interact Simulation, Interaction Publishers, Inc. 1993
- ◆ A Universal History of the United States of America, Embracing the Whole Period From the Earliest Discoveries down to the Present Time, C.B. Taylor Buffalo, NY 1833.
- ◆ Primary source documents
- ◆ Newspaper

LIFE SCIENCE CURRICULUM Seventh Grade

❖ **Instructional Goals**

Teaching students concepts of science in light of God's administrative role in creation is the primary goal of our science curriculum. Students are encouraged to think critically, examine evidence, and become equipped with truths to combat the rising tide of evolutionist education.

❖ **Instructional Objectives**

The student will :

- ◆ Understand and apply the scientific method
- ◆ Become confident in the use of science-process skills such as observing, describing, classifying, inferring, predicting, measuring, communication, interpreting data, formulating hypotheses, and experimenting as it relates to life science
- ◆ Read critically to understand an author's hypotheses, concepts, and conclusions as they relate to life science
- ◆ Participate in laboratory activities that provide “hands-on” experiences as they relate to life science

❖ **Units Studied**

- ◆ Classification of Living Things
- ◆ Cell Structure, Activities, and Division
- ◆ Genetics
- ◆ Archaeobacteria, Eubacteria, Protista, and Fungi Kingdoms
- ◆ Plant Kingdom: Structure, Activities, and Reproduction
- ◆ Invertebrates: Sponges, Jellyfish, and Worms
- ◆ Vertebrates: Body Systems, Amphibians, Reptiles, and Birds
- ◆ Animal Behavior
- ◆ Ecosystems



❖ **Instructional Methods**

- ◆ Class Discussion
- ◆ Instruction
- ◆ Demonstration
- ◆ Textbook reading assignment
- ◆ Projects – class and individual
- ◆ Labs: 46 minutes per week. – microscope, investigations, and dissections
- ◆ Classroom: 138 minutes per week

❖ **Evaluation Techniques**

- ◆ Assignments
- ◆ Class participation
- ◆ Lab work
- ◆ Tests
- ◆ Projects

❖ **Text/Resources**

- ◆ Life Science for Christian Schools, Third Edition, Bob Jones University Press, 2007
- ◆ Student Activities in Life Science for Christian Schools, Third Edition, BJU Press, 2007

SCIENCE CURRICULUM SPACE AND EARTH Eighth Grade

❖ **Instructional Goals**

Our goal is to give students an appreciation of the scale and complexity of God's creation and its workings. Further, that science is changeable and fluid while God's character and His Word are unchanging. Lastly, we desire that students learn to think critically as they are faced with the claims of evolution.

❖ **Instructional Objectives**

The students will:

- Show increased knowledge of Space and Earth Science and how Space and Earth Science topics impinge on their lives
- Become proficient in the use of the scientific method

❖ **Units Studied**

- ◆ Astronomy: Stars, Deep Sky Objects, Earth's Motions, Solar System, and Space Exploration
- ◆ The Atmosphere and Weather



- ◆ Geology: Minerals and Rocks, Fossils, Volcanoes and Earthquakes, Mountains, Weathering, Mass-Wasting, and Erosion

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Workbook assignments
- ◆ Lab experiences
- ◆ Hands On Projects
- ◆ Videos
- ◆ Websites
- ◆ Demonstrations
- ◆ Student Presentations
- ◆ 184 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Special Projects
- ◆ Tests

❖ **Text/Resources**

- ◆ Space and Earth Science, Bob Jones University Press, 2005

MATHEMATICS CURRICULUM PRE-ALGEBRA Seventh Grade

❖ **Instructional Goals**

Students will review and master topics from previous courses such as operations with rational numbers and integers. The students will also become familiar with variable expressions and operations involving rational and integer expressions. The students will solve equations with one variable and will work with linear and non-linear functions. Students will become proficient at working application problems. Students will appreciate the infinitude, order, and intelligence of God.

❖ **Instructional Objectives**

The students will:

- ◆ Evaluating expressions
- ◆ Order of operations
- ◆ Using exponents
- ◆ Absolute value and opposites
- ◆ Operations with integers
- ◆ Plotting points in the coordinate plane



- ◆ Commutative, associative, and distributive properties
- ◆ Verbal models and algebraic models
- ◆ Operations with decimals
- ◆ Solving one-step and multi-step equations
- ◆ Solving simple inequalities
- ◆ Prime factorization
- ◆ Least common multiple and greatest common factor
- ◆ Scientific notation
- ◆ Conversions among fractions, decimals, improper fractions, and percents
- ◆ Operations with rational numbers
- ◆ Simplifying rational expressions
- ◆ Solving rational equations and inequalities
- ◆ Linear functions, slope, and intercepts
- ◆ Scatterplots
- ◆ Function notation
- ◆ Solving linear systems by graphing
- ◆ Graphing inequalities in two variables
- ◆ Irrational numbers
- ◆ Simplifying irrational numbers
- ◆ Pythagorean Theorem
- ◆ Distance formula
- ◆ Area and perimeter for two-dimensional figures
- ◆ Surface area and volume for three-dimensional figures
- ◆ Stem and leaf plots
- ◆ Histograms
- ◆ Box and whisker plots
- ◆ Factorials
- ◆ Permutations and combinations
- ◆ Probability
- ◆ Operations with polynomials
- ◆ Arithmetic and geometric sequences

❖ **Units Studied**

- ◆ Variables, expressions, and integers
- ◆ Solving equations
- ◆ Multi-step equations and inequalities
- ◆ Factors, fractions, and exponents
- ◆ Rational numbers and equations
- ◆ Ratio, proportion, and probability
- ◆ Percents
- ◆ Linear functions
- ◆ Real numbers and right triangles
- ◆ Measurement, area, and volume
- ◆ Data analysis and probability
- ◆ Polynomials and nonlinear functions



- ❖ **Instructional Methods**
 - ◆ Direct instruction
 - ◆ Peer checking
 - ◆ Excel spreadsheets
 - ◆ 230 minutes per week

- ❖ **Evaluation Techniques**
 - ◆ Homework
 - ◆ Tests

- ❖ **Text/Resources**
 - ◆ Pre-Algebra, McDougal Littell, 2008
 - ◆ Microsoft Excel

MATHEMATICS CURRICULUM

Seventh Grade

- ❖ **Instructional Goals**

This year long course focuses on the addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and integers. There is a strong emphasis on problem solving and on the introduction of algebra concepts. Geometry and measurement are also units in the course.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Understand place value
 - ◆ Understand and apply the commutative associative, distributive, closure, zero, and inverse properties
 - ◆ Perform operations whole numbers, decimals, and integers
 - ◆ Be familiar with both metric and standard units of measurement
 - ◆ Estimate sums, products, differences, and quotients
 - ◆ Be familiar with geometric figures
 - ◆ Develop problem solving strategies,
 - ◆ Calculate measures of central tendency
 - ◆ Read and create graphs and charts describing sets of data
 - ◆ Become proficient using a calculator
 - ◆ Compute problems involving ratio, proportion, and percent
 - ◆ Calculate area and volume for geometric figures
 - ◆ Solve basic algebraic equations
 - ◆ Use the coordinate plane to graph linear equations and functions
 - ◆ Calculate theoretical and experimental probability



❖ **Units Studied**

- ◆ Algebraic Reasoning
- ◆ Integers and Rational Numbers
- ◆ Applying Rational Numbers
- ◆ Patterns and Functions
- ◆ Proportional Relationships
- ◆ Percents
- ◆ Collecting, Displaying, and Analyzing Data
- ◆ Geometric Figures
- ◆ Measurement: Two & Three Dimensional Figures
- ◆ Probability
- ◆ Multi-Step Equations and Inequalities

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstration
- ◆ Class discovery
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Assignments
- ◆ Tests

❖ **Text/Resources**

Mathematics Course 2, Holt, 2007

MATHEMATICS CURRICULUM PRE-ALGEBRA Eighth Grade

❖ **Instructional Goals**

Students will review and build upon skills they learned in previous courses as they begin their study of algebra.

❖ **Instructional Objectives**

The students will:

- ◆ Use and simplify variable expressions
- ◆ Compute accurately with whole numbers, decimals, fractions, and integers with or without calculators
- ◆ Understand number theory
- ◆ Convert fractions, decimals, and percents
- ◆ Understand and compute ratio, proportion and percent problems



- ◆ Understand properties of figures, angle relationships, and parallel lines
- ◆ Construct geometric figures
- ◆ Determine area, surface area, and volume of geometric figures
- ◆ Understand and apply the properties of exponents
- ◆ Write, solve, and graph linear equations, inequalities, and functions
- ◆ Solve and graph linear systems and inequalities
- ◆ Understand special properties of right triangles
- ◆ Use trigonometric ratios (sine, cosine, tangent)
- ◆ Use the Distance and Midpoint Formulas
- ◆ Apply proper problem solving skills

❖ **Units Studied**

- ◆ Algebraic Expressions and Integers
- ◆ Solving One-Step Equations and Inequalities
- ◆ Decimals and Equations
- ◆ Factors, Fractions, and Exponents
- ◆ Operations with Fractions
- ◆ Ratios, Proportions, and Percents
- ◆ Solving Equations and Inequalities
- ◆ Linear Functions and Graphing
- ◆ Spatial Thinking
- ◆ Area and Volume
- ◆ Right Triangles in Algebra

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstration
- ◆ Class discovery
- ◆ 230 minutes per week

❖ **Evaluations Techniques**

- ◆ Daily assignments
- ◆ Tests and quizzes

❖ **Text/Resources**

- ◆ Pre-Algebra, Prentice-Hall, 2009

MATHEMATICS CURRICULUM Eighth Grade Pre-Algebra/Algebra

❖ **Instructional Goals**

Students will review and solidify previous mathematical concepts. The emphasis will be on the concepts of first year Algebra which include solving equations of varying complexity, graphing, and properties of exponents. Students will increase their appreciation for God's orderliness, intelligence, and creativity.



Students who complete this course have the opportunity to take geometry as freshmen.

❖ **Instructional Objectives**

The students will:

- ◆ Compute accurately with whole numbers, decimals, fractions, and integers with or without calculators
- ◆ Understand number theory
- ◆ Convert fractions, decimals, and percents
- ◆ Understand and compute ratio, proportion and percent problems
- ◆ Determine area, surface area, and volume of geometric figures
- ◆ Translate verbal expressions into algebraic expressions
- ◆ Understand and apply the properties of exponents and exponential functions
- ◆ Write, solve, and graph linear equations, inequalities, and functions
- ◆ Solve and graph linear systems and inequalities
- ◆ Use the quadratic formula
- ◆ Apply proper problem solving skills

❖ **Units Studied**

- ◆ Operations with whole numbers, fractions, decimals, and integers
- ◆ Factors, Fractions and Exponents
- ◆ Ratios, Proportions, and Percents
- ◆ Area, Surface Area and Volume of Geometric Figures
- ◆ Connections to Algebra
- ◆ Properties of Real Numbers
- ◆ Solving Linear Equations
- ◆ Graphing Linear Equations and Functions
- ◆ Writing Linear Equations
- ◆ Solving and Graphing Linear Inequalities
- ◆ Systems of Linear Equations and Inequalities
- ◆ Exponents and Exponential Functions
- ◆ Quadratic Equations and Functions

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstration
- ◆ Class Discovery
- ◆ 230 minutes per week

❖ **Evaluations Techniques**

- ◆ Daily Assignments
- ◆ Tests

❖ **Text/Resources**

- ◆ Pre-Algebra, Prentice-Hall, 2009



- ◆ Algebra, Holt-McDougal, 2010

ALGEBRA CURRICULUM

Eighth Grade

❖ **Instructional Goals**

The purpose of this class is to promote students' competence in handling real numbers and variables and in solving equations of varying complexity. Students will also graph various functions and gain mastery through a strong focus on application problems. Students will increase their appreciation of God's infinitude, orderliness, intelligence, and creativity. Students will be prepared to take Geometry as freshmen.

❖ **Instructional Objectives**

The students will:

- ◆ Evaluating variable expressions
- ◆ Order of operations
- ◆ Handling exponents
- ◆ Translating verbal models to algebraic models
- ◆ Operations with integers
- ◆ Properties: distributive, commutative, and associative
- ◆ Solving equations with one variable
- ◆ Discerning whether systems of equations have no, one, or many solutions
- ◆ Percent problems
- ◆ Graphing points and lines in the coordinate plane
- ◆ Identifying axes and quadrants in the plane
- ◆ Direct and inverse variation
- ◆ Slope of a line: formula, parallel lines, perpendicular lines, and collinear lines
- ◆ Functions and relations
- ◆ Linear equations: slope-intercept form, standard form, and point-slope form
- ◆ Solving simple inequalities, compound inequalities, and absolute value inequalities
- ◆ Graphing inequalities in the coordinate plane
- ◆ Solving systems of linear equations graphically, and by substitution, and by combination
- ◆ Graphing systems of linear inequalities
- ◆ Exponential functions
- ◆ Scientific notation
- ◆ Solve and graph quadratic equations
- ◆ Completing the square to solve quadratic equations



- ◆ Quadratic formula
- ◆ Discriminate
- ◆ Graphing quadratic inequalities
- ◆ Operations with quadratic expressions
- ◆ Solving quadratic equations by factoring
- ◆ Simplifying rational expressions
- ◆ Operations with rational expressions
- ◆ Solving rational equations
- ◆ Graphing rational functions
- ◆ Simplifying irrational expressions
- ◆ Solving equations involving irrational expressions
- ◆ Pythagorean Theorem
- ◆ Distance formula
- ◆ Midpoint formula

❖ **Units Studied**

- ◆ Connections to Algebra
- ◆ Properties of Real Numbers
- ◆ Solving Linear Equations
- ◆ Graphing Linear Equations and Functions
- ◆ Writing Linear Equations
- ◆ Solving and Graphing Linear Inequalities
- ◆ Systems of Linear Equations and Inequalities
- ◆ Exponents and Exponential Functions
- ◆ Quadratic Equations and Functions
- ◆ Polynomials and Factoring
- ◆ Rational Expressions and Equations
- ◆ Radicals and More Connections to Geometry

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Peer checking
- ◆ Excel spreadsheet demonstrations
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

The students are evaluated based on their homework scores and test scores. Late homework is counted for half credit, and incomplete homework is not accepted.

❖ **Text/Resources**



- ◆ Algebra 1, Concepts and Skills, Holt McDougal, 2010
- ◆ Microsoft Excel

READING CURRICULUM Seventh Grade

❖ **Instructional Goals**

As an instructor one must train students in a way that provides students with a deeper understanding of how to discern truth through God's Scriptures as well as other reading material. Students will need to read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level. In the process, students will learn new vocabulary as well as read to perform a task. Students will in the midst of reading an informational text, demonstrate general understanding, and examine content and structure. In regards to literature students will listen to and read literary texts. In this process students will demonstrate general understanding, develop an interpretation, and examine content and structure.

❖ **Instructional Objectives**

The students will:

- ◆ Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections
- ◆ Compare and contrast information on the same topic after reading several passages or articles
- ◆ Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies
- ◆ Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects
- ◆ Explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts
- ◆ Identify and analyze general themes, such as: bravery, loyalty, friendship, loss, and loneliness that appear in many different works

❖ **Units Studied**

- ◆ Exodus chapters 1-14 literature study
- ◆ Greek Mythology mixed media unit study
- ◆ The Bronze Bow novel study
- ◆ The Hobbit
- ◆ Short stories unit
- ◆ Interpreting literature
- ◆ Poetry



❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Interactive Instruction
- ◆ Indirect Instruction
- ◆ Independent Instruction
- ◆ 150 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Participation in class
- ◆ Tests and quizzes
- ◆ Individual and Group projects

❖ **Text/Resources**

- ◆ Exodus Chapters 1-14, The Message
- ◆ A Midsummer Night's Dream by William Shakespeare
- ◆ The Bronze Bow by Elizabeth George Speare
- ◆ The Hobbit, J.R.R Tolkien

READING CURRICULUM **Eighth Grade**

❖ **Instructional Goals**

As an instructor one must train students in a way that provides students with a deeper understanding of how to discern truth through God's scriptures as well as other reading material. Students will need to read or demonstrate progress toward reading at an independent and instructional reading level appropriate to the eighth grade level. In the process, students will learn new vocabulary as well as read to perform a task. Students will in the midst of reading an informational text demonstrate general understanding, and examine content and structure. In regards to literature students will listen to and read literary texts. In this process students will demonstrate general understanding, develop an interpretation, and examine content and structure.

❖ **Instructional Objectives**

The students will:

- ◆ Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections
- ◆ Compare and contrast information on the same topic after reading several passages or articles
- ◆ Understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies



- ◆ Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects
- ◆ Explain the effects of common literary devices, such as symbolism, imagery, metaphor, and personification in a variety of literary texts
- ◆ Identify and analyze general themes, such as: bravery, loyalty, friendship, loss, and loneliness that appear in many different works

❖ **Units Studied**

- ◆ Roll of Thunder Hear My Cry novel study
- ◆ Tom Sawyer novel study
- ◆ Macbeth dramatic unit study
- ◆ Holocaust multi-media unit study
- ◆ Short stories unit
- ◆ Poetry
- ◆ Interpreting literature

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Interactive Instruction
- ◆ Indirect Instruction
- ◆ Independent Instruction
- ◆ 150 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Participation in class
- ◆ Tests and quizzes
- ◆ Individual and Group projects

❖ **Text/Resources**

- ◆ Roll of Thunder Hear My Cry by Mildred Taylor
- ◆ Macbeth by William Shakespeare
- ◆ The Hiding Place
- ◆ I Never Saw Another Butterfly
- ◆ Tom Sawyer by Mark Twain