



Curriculum Overview

6th Grade Curriculum

The 6th grade classes are held in self-contained classroom settings with two primary teachers throughout the day, allowing for a smooth transition into middle school. In addition to their primary teachers, students change classes for PE, Art, Music, Computers, Spanish, and library time. Click here to learn more about our 6th grade year!

Bible 7

Old Testament Survey

To help the stories of God's love and goodness come alive in the hearts of our students, we culminate the year with a project in which students take one of the stories studied throughout the year and put it into video with a group of friends. Students have a blast acting out the stories and filming the project. We call these "create a memory" moments.

Bible 8

New Testament Survey

In this New Testament Survey course, students will actively study the final twenty-seven books of the Bible. The course will help them dig into the New Testament, discovering things they have never noticed before. Students will learn to ask effective questions and research answers. As we build a greater understanding of the Gospels, history, epistles, and apocalyptic writings, students will better grasp the application of God's truth to their own lives. We culminate the year end with a project where students take one of the stories studied throughout the year and put it into video with a group of friends.

Math 7

The seventh grade year of math includes algebraic reasoning, integers and rational numbers, proportional relationships and percents, geometry, measurements and probability. We discuss how God's attributes are evident in math, learn about stewardship, and create a budget.

Math 8

Eighth grade Math is a more in-depth study of pre-algebra and the foundations of geometry, along with probability, proportions and percents. Students are also involved in taking notes, individual and group work, and at least one project. We discuss how God's attributes are evident in math, learn about stewardship, and create a budget.

Because we believe that math was created by God and that we use math to describe and measure what God has made, we expect to find evidence of God's character throughout math. In both 7th and 8th grade, we will discuss how math can show that God is infinite, dependable, unchanging, orderly, and sovereign.



English 7

This is the first course in the middle school English curriculum and required for all students. The course consists of literature and reading, language, composition, vocabulary, and research skills. The text for this course is *Elements of Literature: First Course*. 7th grade covers a variety of units ranging from Greek mythology, to writing, to reading *Tom Sawyer*. The course is designed to impress upon students the importance of excellent language skills in his/her life. In addition, we help students develop an appreciation for the beauties and intricacies of the language that God has given us, and to use that language for His purposes.

English 8

The 8th grade English curriculum offers students the opportunity to work in cooperative learning groups or work individually with the teacher. It is required for all students. The course consists of literature, language, composition, vocabulary, writing traits, novel studies, grammar, poetry, and research skills. The text for this course is *Elements of Literature: Second Course*. The course is designed to impress upon students the importance of excellent standard English language skills in his/her life, as well as to gain an appreciation for the beauties and intricacies of the language that God has given us, and to use language for His purpose.

Social Studies 7

World Geography

The goal of this course is to provide an overview in geographic concepts from a Biblical viewpoint, including the formation of earth's features, the flood, forces shaping the earth, population studies, and patterns of government. The second segment of the course is designed as a survey of the major continents and countries of the world. As we consider the world, various ways man has used earth's resources and the patterns of living that have developed in the world, we hope students will begin to have a vision for using their gifts for reaching our world for Jesus Christ. Geography class provides students an opportunity to interact with and display their knowledge in a variety of different ways. Students paint flags on ceiling tiles, participate in country research projects, and experience field trips to places such as Frederick Meijer Gardens. Each week we pray for a different country around the world.

Social Studies 8

U.S. History / Social Studies

This course could also be entitled, "The Story of America's Christian Liberty," because we will attempt to trace the guiding hand of God on our nation from its origin in Europe up to the Civil War. Students will consider important events in America's past, such as the founding of America, Puritans, the Revolutionary War, the first seven Presidents, and the growing division between the North and South as it leads to the eventual Civil War. In late April, our students will visit Washington D.C. as a conclusion to their middle school experience at NorthPointe Christian Schools.



Science 7

Life Science / Biology

At the beginning of the year the class will go over life processes and cells, followed by a brief overview of the five kingdoms of living things. The second semester will be a study of Kingdom Animalia, which includes a few body systems (skin, bones, muscles, heart, and blood). In this class, students see God's creation up-close through microscope and dissection labs. The year's highlight is our science trip to Chicago to visit the Museum of Science & Industry and the Shedd Aquarium, seeing God's hand in human inventions and God's beauty in His underwater world.

Science 8

Earth & Physical Science

The class begins the year with chemistry to gain a basic understanding of rocks and minerals. Geology will continue for the first semester. Second semester will complete geology with a study of earthquakes and volcanoes. There will then be a unit on creation and evolution followed by some meteorology. The second semester ends with a review of astronomy and other physical science topics. Students enjoy experiencing labs and demonstrations, particularly making gel from glue and doing an air pressure lab. One of the favorite projects is making edible volcanoes. Students learn God's design in His creation and to make things themselves as God's image bearer.

Physical Education 7 & 8

The class is involved in a variety of activities that allow students an opportunity to learn about different sports and acquire basic skills. The purpose of this program is not only to learn proper care and management of the body as "the temple of the Holy Spirit", but to also display, learn, and apply biblical principles such as patience, endurance, self-control, unity, love, and other positive character qualities. We will aim to fully appreciate and enjoy each activity through knowledge of the rules, techniques, basic skills and strategies associated with physical education activities.



Curriculum Goals and Objectives

- To provide a Christ-centered education where the Word of God is an integral part of the entire curriculum.
- To instill a moral code of behavior in the life of each student, based on God’s Word, that will guide them throughout their lives.
- To excel in academic standards with an educational program that will prepare students to reach their fullest potential for the glory of God.
- To train the whole child:
 - Spiritually: to know Christ personally and to yield to His will in every area of life. (Phil 3:10)
 - Mentally: to relate all truth to His truth, to discover and develop individual aptitudes, and to cultivate the power of critical thinking. (Prov.4:7)
 - Socially: to instill a loyalty to Christ in all areas; to develop an understanding and active interest within the family unit. To prepare children to live in the world and yet not be of the world. To teach loyalty to God, home, and country. (Matt 7:12)
 - Emotionally: to build a Christ-controlled personality, enabling the student to adjust to life’s situations in a God-honoring way. To develop self-discipline. (II Tim. 1:7)
 - Physically: to develop a respect for the body as the temple of the Holy Spirit, to teach intelligent care of the body, and encourage the yielding of the body as an instrument for God’s use. (I Cor. 6:19-20)

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Art

6th Grade

Major Goals:

1. The learner will (TLW) understand that God is the Creator of order and beauty.
2. TLW understand and practice, at increasing complexity each year these specific elements of art: line, shape, space, color, value, form, and texture.
3. TLW learn four steps, at an elementary level, four steps in reviewing others' work: description, analysis, interpretation, and judgment.
4. TLW study artists in order understand each of the artistic elements.
5. TLW will memorize verses that embrace God as Creator and His pleasure in our creating art, e.g., Exodus 31:3-5, Rev.4:11, Colossians 1:17.

Practices:

1. Line: show movement, motion, contours, proportion.
2. Shape: combine for collages; negative/positive shapes.
3. Space: vantage points, illusion of space/distance, aerial view.
4. Color: complementary colors; uses in ad campaigns.
5. Value: vast range, light and color connection.
6. Form: add/subtract processes, sculpture works.
7. Texture: combine actual and implied textures; clay pots and animals.
8. Motor Skills: paper structures, found objects, printmaking/rubbing.



Art

7th & 8th Grade Art (A Year)

Major Goals:

1. The learner will (TLW) consider, create, and critique works of art that explore questions of self-identity while shaping their identity in view of God's redemption story.
2. TLW pursue creative exploration through a biblical perspective: God is a God of creativity who created people in His image so that all people have been endowed with this ability.
3. TLW memorize and apply the principles and elements of creating and critiquing works of art.
4. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
5. TLW work individually and also in teams and respect each other's strengths and giftedness.
6. TLW use symbols, color, line, shapes, space, value, and textures to communicate thoughts and emotions.

Units:

Art History:

1. Prehistoric art - 2 weeks
2. Ancient art - 2 weeks
3. Byzantine art – 3 weeks

Survey of Media:

1. Photography – 2 weeks
2. Watercolor – 1 week
3. Sculpture – 2 weeks
4. Printmaking – 3 weeks

Key Projects:

1. Lascaux Cave paintings: charcoal, conte, chalk on toned paper
2. Clay vessels using hand-building techniques
3. Illuminated letter reduction: print, three-colors, and levels, using the same plate
4. Cyanotype photographic process
5. Papier-mache sculpture
6. Observational watercolor pencil still life drawing/paintings
7. Bookbinding and printmaking (making a sketchbook with a printed cover)



Art

7th & 8th Grade Art (B Year)

Major Goals:

1. TLW consider, create, and critique works of art that explore questions of self-identity while shaping their identity in view of God's redemption story.
2. TLW pursue creative exploration through a biblical perspective: God is a God of creativity who makes humans in His image and endows them with this ability.
3. TLW memorize and apply the principles and elements of creating and critiquing works of art.
4. TLW have an awareness of compositional methods, including the elements and principles of art, for the sake of creating, critiquing, and enjoying the fine and applied arts.
5. TLW work individually and in teams and respect each other's strengths and giftedness.
6. TLW use symbols, color, line, and textures to communicate thoughts and emotions.

Units:

1. Renaissance - 4 weeks
2. Realism - 4 weeks
3. Impressionism, Surrealism, Expressionism – 5 weeks
4. Op Art, Pop Art -2 weeks

Key Projects:

1. Group mural: grid system measurements, acrylic paint.
2. Perspective drawing using rulers
3. Still life and shading: bubbles, feathers, and transparent objects
4. Etching or Linoleum carving
5. Collage, etching plate/needle, colored pencils.
6. Andy Warhol-inspired pop art mixed media prints

Testing:

1. Each unit will be summarized with a reflection sheet, encouraging students to consider what they learned from the project, what they enjoyed most/least, and what biblical principles applied to the activity and life learning
2. A large, at-home project of creating/designing an art museum with master works of art will summarize the semester.
3. Written responses to each project include connecting beliefs, identity, and personal voice.



Bible

6th Grade

Major Goals:

1. TLW be able to use Bible verses to explain God's plan of salvation.
2. TLW will memorize and recite verses/passages in God's Word that are "... useful for teaching, rebuking, correcting and training in righteousness." (II Timothy 3:16)
3. TLW be able to give examples of characteristics of God and explain how they can be reflected in our lives as His image bearers.
4. TLW be able to give examples of characters and events in the Bible that have impacted God's people.

Units:

1. Colossians (four weeks)
2. The Setting of God's Story (five weeks)
3. The Real Christmas Story: (two weeks)
4. Jesus' Later Judean Ministry (four weeks)
5. Jesus' Triumphal Entry through Passover (four weeks).
6. Jesus' Death (four weeks).
7. Jesus' Resurrection (four weeks).
8. Pentecost (four weeks).
9. Paul's Missionary Journeys (three weeks).

Projects:

1. Students will memorize and recite Psalm 139:1-18, 23-24, John 1:1-13, and Philippians 4:4-9.
2. Students will memorize and develop ways to creatively illustrate our love, mission, and image mandates (Matthew 22:37-39, Matthew 28:18-20, & Genesis 1:26-28).
3. Students will help to choose and participate in at least two mission projects, that will benefit ministries in our community and/or abroad.

Testing of Mandates:

1. Memorize and recite our three NPC mandates (listed above).
2. Use the TEST (Is it True, Edifying, Seen in God's Word, a Trap?) method to evaluate one situation you have faced this year. Explain the situation and how you discerned what you should do using the TEST method.
3. Plan and participate in our Sixth Grade Empty Bowls Fundraising Dinner.

Texts:

Walking with God and His People (Christian Schools International, 2010)
Holy Bible (Zondervan, 2005)



Bible

7th Grade

Major Goals:

1. TLW understand and express that the Bible is the story of God's acts and words, written so that we might love Him more, share His love with others, and exemplify His image to the world.
2. TLW understand the cultural, geographical, historical, context of Israel and Judah up until the birth of Jesus.
3. TLW surrender their lives to God through faithful worship and service to others fulfilling our mandate to love God and others as ourselves.
4. TLW be challenged to believe that the Bible is God's Word and can be trusted.
5. TLW grow in their knowledge and love of God by memorizing His Word.

Units:

1. Review all Old Testament Books including their main purpose. (8 weeks).
2. Major Themes of the Old Testament: author, character, conflict; covenant, patriarchs, law, Promise Land, King, Israel's and Judah's slide to destruction, and the new Covenant. (12 weeks).
3. The Feasts of the Lord in The Jewish Calendar: Passover; Feasts of Weeks; Feast of Trumpets; Feast of Tabernacles; Feast of Purim; Feast of Dedication; The Festivals Celebrated in the New Testament (8 weeks).
4. Proverbs: A Word from the Wise; Seeking Wisdom and Avoiding Folly; The Uniqueness about Proverbs (4 weeks).

Key Projects:

1. A video presentation of one of the stories in the Old Testament that we covered.
2. A one-page paper about the presentation that includes application of truths learned for their lives today.
3. A Heart Project designed to remind students that God is most concerned with their hearts.
4. Re-Creating a Presentation of one of the Jewish Feasts.
5. Proverbs Project (the writing of the book of proverbs by hand).

Textbook:

Walking With God and His People (Christian Schools International, 2010)



Bible

8th Grade

Major Goals:

1. TLW remember that the Bible is the story of God's acts and words, written so that we might know Him.
2. TLW understand how the Gospel spread beyond Jerusalem
3. TLW acknowledge the gift of salvation and be able to explain that gift to others fulfilling the Great Commission.
4. TLW surrender their lives to God through faithful worship and service to others fulfilling our mandate to love God and others as ourselves.
5. TLW understand how Jesus Christ is the fulfillment of God's sacrifice for the atonement of people.

Units:

1. The Old Testament 39 and New Testament 27 Books of the Bible Review, including remembering the main purpose for each. (10 weeks).
2. The Early Church in the New Testament): The Message of the Gospels; Jesus's Early Ministry; Jesus' Early Ministry, The Law and the Prophets Fulfilled; Preparation for Jesus's Ministry; Who is Jesus?; The Apostles; Jesus the Teacher; The Kingdom of God; The Great Commission; Acts of the Apostles; The Holy Spirit; and The Powers. (12 weeks).
3. Themes of the New Testament: The Church's Birthday; Pressures from Within and Without; The Persecuted Church; Into all the World; Dramatic Transformations; The Era of Evangelism; No More Chains; Faith and Works; The Territory Expands; Paul's Last Journeys; Leadership within the Body; Apocalyptic Literature; From Genesis through Revelation (12 weeks).

Projects:

1. A video presentation of one of the stories covered in the Gospels. A one-page paper about the presentation that includes application of truths learned for their daily lives.
2. Creating a presentation about the details of the Crucifixion
3. A Heart Project designed to remind students that God is most concerned with their hearts.

Textbook:

Walking With God and His People (Christian Schools International, 2010)



Technology

6th, 7th, & 8th Grades

Major Goals:

1. TLW be familiar with a wide array of computer applications, from Windows 7, Microsoft Office 2007 word processing, spreadsheets and graphic presentations, internet information retrieval.
2. TLW be information literate, i.e., to be able to critically assess the credibility and quality of information they retrieve and to use this information as Christians to influence the world around them.
3. TLW discuss the possible consequences and costs of unethical uses of information and computer technology; to protect their technology systems and personal information from predators--all along remembering that technology is only a tool to be used wisely in the light of our Christian faith.
4. TLW develop personal keyboarding skills and attempt to develop improved keyboarding skills measured in the number of words per minute (WPM) typed correctly.

Units:

1. Essentials of using Microsoft Windows 7; navigation, file/ hardware maintenance (two weeks).
2. Basics of Microsoft Word 2007: using Spell Check, text, and paragraph formatting (four weeks).
3. Basics of Microsoft Excel 2007 to design a spreadsheet; learn the layout of a worksheet, create simple formulas, use preassembled Excel Functions, the Fill Tool, formatting cells and creating charts (four weeks).
4. Presentations using Microsoft PowerPoint 2007: formatting text boxes, graphics, photos, sounds, music files, slide transitions, timing, and object animations (four weeks).
5. Keyboarding skills (all through the course).
6. Creating a simple worship video (two weeks).

Projects (6th Grade):

1. Complete in-class assignments and worksheets.
2. Log in and out of a computer network.
3. Use a computer mouse and keyboard to open and navigate through computer programs.
4. Create and print a Microsoft Word document.
5. Use Microsoft Word to create a document.
6. Use Microsoft to create their own spreadsheet.
7. Use Microsoft PowerPoint, as a group, create a presentation.
8. Type frequently to achieve a 10-15 WPM (Words Per Minute) typing goal.



Projects (7th Grade):

1. Develop several documents to type and change needed format.
2. Create a spreadsheet with simple formulas, cell colors, and charts.
3. Create a presentation to tell a story.
4. Create a simple worship video (3-5 minutes) using Windows Photo Story.
5. Achieve keyboarding skills of correct type at 15 WPM.

Projects (8th Grade):

1. Type several documents outside of class and email to teacher as attachments.
2. Create their own spreadsheet with simple formulas, cell colors, and charts.
3. Create a presentation to share of a family trip and share with the class.
4. Create a simple worship video (3-5 minutes) using Windows Movie Maker.
5. Achieve keyboarding skills at the rate of 25 WPM.



Foreign Language

Middle School Spanish

Major Goals:

1. TLW recognize the diversity created by our God as they study the Spanish language and its culture.
2. TLW experience that learning Spanish can be fun and will be able to appreciate the language and the culture.
3. TLW be able to communicate in simple conversations with others in Spanish.
4. TLW learn about their world (specifically South America) and have greater understanding of this wonderful world God has made.

Units:

1. Preliminares: (greetings, good-byes, counting, time, seasons, and weather) (3 weeks)
2. Amigos and students: (articles, adjectives, verb *ser*) (3 week)
3. Family and house: (verb *tener*, possessive adjectives) (3 weeks)
4. House and school: (verbs *-ar*, verb *ir*, *dar*, *estar*) (3 weeks)
5. Shopping: (*ir a*, *tener que*) (3 weeks)
6. Restaurant: (verbs *-er* and *-ir*) (3 weeks)
7. Sports: (verbs *interesante*, *aburrir*, *gustar*) (3 weeks)

Key Projects:

1. *En busca de cachivaches*: a scavenger hunt activity in which the student will look for items that demonstrate how much the Spanish culture has impacted where we live.
2. Memorize proverbs for pronunciation practice.

Testing:

1. Students will describe how God made all people in His image and likeness while creating variety in appearance, aptitudes, and language.
2. Students will explain various ways that they can show God's love to the Hispanic people in our community.

Textbook: *Realidades, A and B*



Language Arts

6th Grade

Major Goals:

1. The learner will (TLW) learn to communicate clearly and to ultimately use God's gift of language to fulfill the mission mandate.
2. TLW become more skillful in narrative, persuasive, and informative writing and speaking.
3. TLW read with more comprehension by identifying the structure of story, finding meaning by context clues, and discerning truth or falsehood in themes of literature.
4. TLW will develop the skill to speak and write to specific audiences, to use language that speaks the "truth in love," and to practice the mandates in all communication.

Reading/Literature:

1. SRA (individualized reading program).
2. Novel Studies: *The Tale of Despereaux*, *The Westing Game*, *Tuck Everlasting*, and others.
3. Analysis writing, discussion, and oral reading.

Writing/Speaking:

1. Creative writing: poems, stories, journaling.
2. Written responses to literature, short essays of persuasion, cover letters and resumes.
3. Personal testimonies, demonstration talk, multi-media project.
4. Literature logs.

Grammar/Language:

1. Parts of speech and sentence structures.
2. Manners of writing and speaking, e.g., punctuation, word choice, formal and informal, spelling, etc.
3. Power of words to evoke emotions, make an argument, give offense, edify others.

Projects:

1. Book projects: Kahoot, Time Capsule, ABC PowerPoint, Symbol Book, and more.
2. Persuasive essay on ethics in business.
3. Storybird story.
4. Autobiography.
5. Black History Month poems and MLK writing.
6. Cultural Research Report.

Testing:

After each novel study, students will examine in writing the themes of each book, especially the contrasts between love and hate, light and dark, and always comparing themes to one or another of the mandates, particularly that all are made in God's image.



Language Arts

7th Grade

Major Goals:

1. TLW develop a basic understanding of plot structure, elements of a story, sentence structure, and poetry.
2. TLW be able to identify problems faced in everyday life and defend a Biblical solution to the problem.
3. TLW recognize the power and responsibility they have in the world to communicate truth and represent Christ.
4. TLW study language in order to be able to clearly and effectively communicate in various forms of writing.
5. TLW learn research skills in order to write a three to five page paper.

Units:

- Unit 1: Our Classical Heritage (Short Stories in Greek Mythology) – 6 weeks
- Unit 2: Marketplace unit – 3 weeks
- Unit 3: Do the Right Thing (Short Stories) – 5 weeks
- Unit 4: Research Paper (Cultural people) – 6 weeks
- Unit 5: Okay for Now (Novel Study) – 8 weeks
- Unit 6: Poetry – 6 weeks

Projects:

1. Greek Mythology Baseball Cards: Students will research key facts about a Greek god or goddess and create a baseball card of “stats.”
2. Marketplace Resume, Cover Letters, and Advertisement: Students will write resumes and cover letters to apply to Marketplace companies. Students will apply persuasive techniques into an advertisement for their company.
3. Problem/Solution Essay: Students will identify a choice faced in everyday life in which the wrong choice often results in a problem. They will address the problem and defend a Biblical solution to the problem.
4. Research Paper: Students each write a three to five page research paper about a personal of cultural significance.
5. Okay for Now Symbolism PowerPoint: Students will identify the symbolism of each chapter and record the significance of it in a PowerPoint.
6. Poetry Packet: Students will create a packet of original poetry representing each type of poem we discuss.

Textbooks:

1. *Elements of Literature: First Course* (Holt, Rinehart, Winston 1997)
2. *Okay for Now* (Houghton Mifflin Harcourt Publishing 2011)



Language Arts

8th Grade

Major Goals:

1. TLW connect and integrate personal knowledge, experiences, world themes, and Biblical perspectives in text through oral and written responses.
2. TLW analyze and study language to clearly and effectively communicate in various forms of writing.
3. TLW develop and investigate elements of a story, parts of speech, traits of writing, and research skills

Units:

1. Unit 1: Public Speaking – 4 weeks
2. Unit 2: Marketplace – 3 weeks
3. Unit 3: *The Giver* – 6 weeks
4. Unit 4: Research Papers – 6 weeks
5. Unit 7: *The Diary of Anne Frank* Play – 5 weeks
6. Unit 6: Grammar – 10 weeks

Projects:

1. Marketplace speech: Students will give a 2-5 minute persuasive speech to the 6th and 7th grade students.
2. America & Me Essay Contest: Students will write an essay on their Michigan Hero.
3. Marketplace Business Plans: Students will write a business plan to use as a roadmap for Marketplace.
4. Research Paper: Students will write a four to six page paper about cultural traits and a person of cultural significance.
1. *The Giver* Writing Project: After reading the novel, students will write a new ending to *The Giver*.
2. Anne Frank Journal: As we read the play, students will respond to questions and prompts in a journal of their own. These journal entries will then be typed and bound.
3. Children's Book Grammar Project: Students will write a children's book applying the grammar learned throughout the unit.

Textbooks:

1. *Elements of Literature: Second Course* (Holt, Rinehart, Winston 1997)
2. *The Giver* (Dell Laurel-Leaf 1993)



Mathematics

6th Grade

Major Goals:

1. The learner will (TLW) apply God's standard of orderliness and precision to daily math assignments.
2. TLW master basic math facts and operations and be able to use them in everyday situations to solve problems.
3. TLW discern when to use various strategies to solve daily problems.
4. TLW solve problems using logical thinking and multiple steps.
5. TLW explain how different aspects of math, like the number line, illustrate God's character.

Units:

1. Integer Operations.
2. Decimal Operations.
3. Fraction Operations.
4. Equations and Expressions.
5. Ratios, Proportions, and Percents.
6. Statistics, Graphing, and Probability.
7. Building Blocks of Geometry.

Key Projects:

1. Create interactive math "textbooks" (journals), adding journal pieces, notes, sample problems, and reflections.
2. Create Google presentations featuring factors, multiples, LCM's, and GCF's for a given number.
3. Create relevant word problem scenarios for Marketplace Company.
4. Design and create a Geometrocity (Digital: Divide and Conquer ©2015).
5. Mastery of math facts.

Testing:

1. Explain how mathematical aspects illustrate God's character (Example: Like a number line that continues forever in both directions, God is infinite).
2. Practice God's desire for orderliness and precision in daily work (I Corinthians 14:40).
3. Journal how our NPC mandates relate to each unit.



Mathematics

7th Grade

Major Goals:

1. TLW apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers.
2. TLW use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.
3. TLW analyze proportional relationships and use them to solve real-world and mathematical problems.
4. TLW draw, construct, and describe geometrical figures and describe the relationships between them and solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
5. TLW use random sampling to draw inferences about a population, draw informal comparative inferences about two populations, and investigate chance processes and develop, use, and evaluate probability models.

Units:

1. Number Sense (4 weeks).
2. Operations with Rational Numbers (5 weeks).
3. Fractions, Decimals, and Percents (4 weeks).
4. Evaluating Multi-Step Equations (5 weeks).
5. Money Sense (3 weeks).
6. Coordinate Geometry (4 weeks).
7. Building Blocks of Geometry (3 weeks).
8. Two-Dimensional & Three-Dimensional Figures (4 weeks).
9. Probability & Statistics (2 weeks).

Projects:

1. Interactive Math Notebook.
2. Daily homework assignments.

Textbook: *Mathematics: Course 2* (Holt McDougal 2010)



Mathematics

8th Grade

Major Goals:

1. TLW know that there are numbers that are not rational and approximate them by rational numbers.
2. TLW work with radicals and integer exponents, will understand the connections between proportional relationships, lines, and linear equations, and will analyze and solve linear equations and pairs of simultaneous linear equations.
3. TLW define, evaluate, compare functions, and will use functions to model relationships between quantities.
4. TLW understand congruence and similarity using physical models, transparencies, or geometry software, will understand and apply the Pythagorean Theorem, and will solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
5. TLW investigate patterns of association in bivariate data.

Units:

1. Rational & Irrational Numbers (5 weeks).
2. Exponents & Roots (4 weeks).
3. Pythagorean Theorem (2 weeks).
4. Multi-Step Equations & Systems (4 weeks).
5. Functions & Graphing (5 weeks).
6. Transformations (4 weeks).
7. Angle Relationships (3 weeks).
8. Surface Area & Volume (4 weeks).
9. Scatterplots (3 weeks).

Projects:

1. Interactive Math Notebook.
2. Daily homework assignments.

Testing of Mandates:

1. Reflection on Tessellation Project: Explain how our tessellation project reflects the image mandate.

Textbook: *Mathematics: Course 3* (Holt McDougal 2010)



Music

Middle School Choir

Major Goals:

1. The learner will (TWL) demonstrate the ability to love others and treat them with respect by working with the body of Christ in the classroom.
2. TLW actively participate in multiple public performances and learn how to respect others and represent Christ as a testimony to others.
3. TLW show basic comprehension of the National Standards for Music Education.
4. TLW be able to sing and perform varied styles of music.
5. TLW be able to discern different styles of repertoire through a godly filter.

Units:

1. **Fall Unit:** Students learn music from other cultures, including foreign language and culture, patriotic songs, and spirituals, ending in a public fall concert.
2. **Christmas Unit:** Students learn both sacred and secular Christmas music, emphasizing Christian music, ending in a tradition of all the choirs singing “Silent Night” and the high school choir singing the Hallelujah Chorus—all in a public concert.
3. **Winter Unit:** Students learn classical music, ending in a district, adjudicated festival, with each choir singing two classical pieces at contest which includes a sight sing. If a choir achieves favorable ratings here, it moves on the state level of competition.
4. **Spring Unit:** Students continue to work on some classical music these last nine weeks, especially if they going to state contest. The emphasis, though, is for students to learn to sing jazz, Broadway, and pops music, learning how to pick out music that is appropriate for Christians. This unit ends with a public spring concert.
5. **Encompassing Unit:** Throughout the year students also sing in small groups for a grade, singing a piece they are rehearsing or sight singing, which helps improve their technique..



Music

Middle School Orchestra

Major Goals:

1. The learner will demonstrate the ability to love others and treat them with respect by always striving for excellence for the glory of God.
2. The learner will perform a minimum four performances per year with the ultimate goal of reaching others for Christ.
3. The learner will develop technical skills on their instrument, enabling them to pursue any musical path.
4. The learner will show basic comprehension of all nine National Standards for Music Education (<http://www.menc.org/resources/view/national-standards-for-music-education>)

Units-Sixth Grade:

1. Technique: half/whole step relation in their left hand; rudimentary knowledge of shifting technique; be able to discriminate between articulations in both the left and right hand (i.e. staccato, legato, marcato).
2. Theory: rhythm (read both duple and triple time signatures; read changing meter within a single piece; read a variety of rhythms) and notation (key signatures; flats and sharps; minor and major keys related to playing).
3. Literature: complete *Essential Elements 2000* book 2 or comparable method book; prepare at least two selections for each concert that use all objectives.
4. Performances: minimum of three concerts per year, Christmas, end of year elementary concert, and one with the entire orchestra program.

Units-Grades 7-8:

1. Technique: shifting into third position; developing vibrato, and developing spicatto.
2. Theory: rhythm (complex meters such as 12/8, cut time, and meters that include hemiolas, syncopation, and compound meters; reading triplets in duple meter and duplets in triple meter) and notation (variety of key signatures; scales up to four sharps and flats; finger patterns up to third position in all keys).
3. Literature: complete *Essential Elements 2000 Book 3* or comparable method book; prepare four selections for each concert unit.
4. Performances: a minimum of four 4 concerts each year, besides performing at both solo and ensemble festival and band and orchestra festival.



Music

Middle School Band

Major Goals:

1. Praise the LORD. Praise God in his sanctuary; praise him in his mighty heavens.
2. Praise him for his acts of power; praise him for his surpassing greatness. Praise him with the sounding of the trumpet, praise him with the harp and lyre,
3. Praise him with tambourine and dancing, praise him with the strings and flute,
4. Praise him with the clash of cymbals, praise him with resounding cymbals.
5. Let everything that has breath praise the LORD. Praise the LORD. (Psalm 150)

Units-Grade 6:

1. Technique: working as an ensemble, tuning/blend, reinforcing basic techniques learned in Fifth Grade; volume control and stylistic aspects of musicality; attempting more difficult music, including a wider range of notes and intermediate rhythmic concepts.
2. Theory: playing a wider variety of keys; learning what the key signatures stand for; adding concepts such as slurring, ties, syncopation, and harmony; broaden knowledge of composers and Italian terms often found in music.
3. Literature: *Sound Innovations Book 1* for each student, matching his/her instrument; sheet music appropriate for the level; sheet music for Christmas concert and Spring concert.

Units-Grades 7-8:

1. Technique: a range of extremities; fluency in dynamic and stylistic control; more difficult passages in music, with fast note changes and tricky rhythms; sight-reading techniques at this level.
2. Theory: more complex time and key signatures, new scales, enharmonic notes, and aural and written skills in relation to music notation.
3. Literature: sheet music for four units, concluding at a Fall Concert, Christmas Concert, Pre-Festival and Festival Concert, and Spring Concert; small ensemble and solo music to prepare for Middle School Solo and Ensemble in the Spring. Each concert will require 3-5 pieces of music to be presented by the Middle School Band. Key text is *Sound Innovations Book 2*.
4. Performances: four concerts; including district and state adjudicated festivals; jazz and contemporary music in spring concert with syncopation.



Physical Education

Middle School Girls

Major Goals:

1. The learner will (TLW) understand that our body is a temple, a gift from God, and a home for the Holy Spirit.
2. TLW improve and maintain her overall fitness throughout the school year.
3. TLW learn or review the rules, strategies, and skills of the following sports: soccer, flag football, basketball, volleyball, hockey, badminton, tennis, and pickleball.
4. TLW continue to improve her motor skills by practicing and trying a variety of activities.
5. TLW demonstrate teamwork, good sportsmanship, self-control, and Christ-like attitudes in competitive and non-competitive situations.

Units:

1. Tennis (four weeks).
2. Football (three weeks).
3. Basketball (four weeks).
4. Volleyball (four weeks).
5. Badminton (four weeks).
6. Hockey (four weeks).
7. Pickleball (four weeks).
8. Softball (three weeks).
9. Soccer (four weeks).

Projects:

1. Mile Run – fall and spring to see improvements.

Testing:

Observations of students on these criteria:

1. Showing good sportsmanship by being a gracious winner and humble loser daily in class.
2. Demonstrating positive interactions with their teammates and opponents, e.g., passing the ball to anyone on their team or not trash talking with opponents.
3. Showing respect to authority, e.g., not questioning officials.
4. Honoring the body God so graciously gave them by exercising through a variety of activities daily.
5. Showing improvement in their physical fitness through Jog-A-Thon (or the mile run for MS/HS).



Physical Education

Middle School Boys

Major Goals:

1. TLW use a variety of simple exercises to develop and maintain personal fitness and coordination.
2. TLW in engage in a variety of games emphasizing movement, fitness skills, and large group cooperation.
3. TLW engage in development of skills needed to play individual sports.
4. TLW in small groups to assess how the class is following the “team agreement” they created early in the school year.
5. TLW will demonstrate how all three mandates apply to exercise and sport.

Units: (4 weeks each)

Fall

1. Football
2. Tennis
3. Soccer
4. Speed Away
5. Volleyball
6. Basketball
7. Floor Hockey

Spring

1. Handball
2. Lacrosse
3. Softball
4. Bowling
5. Badminton
6. Indoor Soccer
7. Pickle ball

Projects:

1. Class cooperation activities such as "touchdown" and fruit-basket-upset.
2. Structured team competition with basic stats kept for team wins/losses and basic stats for floor hockey.
3. Physical Fitness Assessment: 1-mile run/walk, 40-yard dash, push-ups, sit-ups, shuttle run.

Testing:

1. Students will evaluate the "team agreement" from the perspective of all three mandates: Which one reflects "Loving your neighbor," "building disciples," and "taking care of God's creation"?
2. Students will apply “made in the image of God” to their actions in each sport.



Science

6th Grade: General Science

Major Goals:

1. TLW will be able to explain the differences between the theory of evolution and creation.
2. TLW be able to give examples of ways to be good stewards of the earth God has created.
3. TLW be able to list and use the steps of the scientific method to explore God's creation.
4. TLW be able to use tools like thermometers, metric weights, and measuring devices to gather, analyze, interpret, and report data.
5. TLW be able to understand that our God is awesome who has "fearfully and wonderfully made humans."

Units:

1. Species Unit: Classification of, endangered, extinct, and invasive.
2. Adaptations: there types; benefits for survival, differences from macroevolution; seven life processes.
3. MarketPlace Project.
4. Ecosystems and Biomes: biotic/abiotic factors; organisms and energy; food webs, biomes.
5. Empty Bowls Unit: cross-curricular unit; auctions bowls to feed hungry; includes digestion, malnutrition, diseases in Africa.
6. Earth Science: geology, volcanos, earth layers, fossils, weathering.
7. Brain and the Nervous System: optical illusions, central nervous system.

Projects:

1. Create both an insect collection and a leaf collection.
2. Integrate technology by creating an electronic journal using Google Slides.
3. Create an essay based on factual research on the topic of their Market Place Project.
4. Virtually dissect an owl pellet and then an actual one in their discussion of predator/prey relationships.

Testing:

1. Explain at least three reasons why we as Christians do not believe evolution to be true based on our discussions of what the Bible teaches.
2. Explain what role God has given man in regards to His creation.
3. Quote and give reference to one of the verses about how we should treat the poor.
4. Make an analogy between the topics of erosion and your spiritual life. Explain how this should impact your relationship with God.
5. List the pros and cons of open-pit mining and underground mining. Then assume you have been given land to mine. As a Christian, which type of mining would you choose for your business and why?

Textbook: *Science* (Scott Foresman, 2003)



Science

7th Grade: Life Science

Major Goals:

1. TLW will appreciate that all people have worth because they are made in the image of God. As a bearer of the image of God, humans are distinct from all the rest of creation.
2. TLW be able to articulate how the fall has changed the perfect world God intended for us to live in. This articulation will include ideas from cellular structure, genetics, diseases and animal units.
3. TLW recognize God as the designer in creation. Thus, many structures of different animals are similar (homology).
4. TLW make analogies between scientific content and life applications (spiritual and physical).
5. TLW conduct and participate in experiments and activities to further their understanding of the scientific process and the current topic.

Units:

1. Scientific Methods.
2. Life Processes.
3. Cells.
4. Respiration and Photosynthesis.
5. Genetics.
6. The Animal Kingdom.
7. Body Systems.

Projects:

1. Research and perform a scientific demonstration. .
2. Experiments: microscopes, osmosis, photosynthesis, worm and frog dissections.
3. Create a cartoon with illustrations and story about the battle of the cell parts.
4. Work in groups on a cellular tic-tac-toe board to be prepared for "cell day."

Testing:

1. Explain why we dissected a frog and learned its parts when the ultimate goal of the dissection was to learn about humans.
2. Jesus Christ is like the ___ of a cell because ____.
3. Which organic molecule is the Bible like? Explain your answer.
4. Using the topic of worms, explain how we can see the change in creation after the fall. How do we see the original "goodness" God created in creation using the topic of worms?



Science

8th Grade: Physical/Earth Science

Major Goals:

1. TLW recognize that earth is governed by laws and make an analogy from the physical laws to spiritual life.
2. TLW discuss the natural resources of planet earth and recognize the unique position of humans to care for the creation.
3. TLW develop a Christ-centered response to people suffering from natural disasters such as earthquakes, tsunamis, volcanic eruption, and weather-related disasters.
4. TLW conduct and participate in demonstrations, experiments and activities to further their understanding of the scientific process and the current topic.
5. TLW give examples of how the Bible and science are coherent.

Units:

1. The Nature of Science.
2. Forces and Motion.
3. Waves and Sound.
4. Waves: radiation and visible light.
5. Atoms and interactions of matter.
6. Plate tectonics and earthquakes.
7. Atmosphere and weather.

Projects:

1. Experiments on atmospheric gases, air pressure, exo/endothemic reactions, slime, and spaghetti earthquake labs.
2. Create a brochure on various compounds.
3. Create a "short book" on Newton's Laws of Motion.
4. Create a video or PowerPoint about their assigned topic.

When Disaster Strikes: writing on how Christians should respond to natural disasters.

Testing:

1. As a Christian, explain a Christ-like approach to people who have experienced a natural disaster. Answer from the viewpoint of a Christian family and then specifically what you as a middle school student should do. Include biblical texts in your response.
2. Colossians 1:16-17 says, "For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together." Analyze these verses in the context of chapter 21: atoms and their structure. Make sure you include both the scientific and theological sides in your analysis.

Textbooks: *Physical Science with Earth Science* (McGraw Hill - Glencoe, 2009)
Science & Technology - Life Science (Holt, Rinehart, and Winston, 2007)



Social Studies

6th Grade

Major Goals:

1. TLW be able to identify and label geographical features on a map: continents, oceans, gulfs, bays, major lakes, rivers, and mountain ranges.
2. TLW understand that history is God's story and recognize how God has used men to carry out His will on earth.
3. TLW research and learn about different cultures and make connections between those cultures and our three NPC mandates.
4. TLW will be able to analyze, make inferences, and draw conclusions about topics related to social studies.
5. TLW be able to create graphs representing things such as demographics of different areas.
6. TLW recognize that choices people have made throughout history have consequences and have an effect on those coming after them.

Units:

1. Geography – continents, hemispheres, bodies of water, landforms, climates, & general map skills.
2. Beginnings of History & Geography – creation & start of civilizations.
3. Ancient and Modern Middle East – Focusing on the Fertile Crescent.
4. Central Southern Asia – Focusing on India.
5. The Far East – Focusing on China.
6. Africa – Focusing on Northern, Tropical, & Southern Africa.
7. Europe – Researching & making presentations on European cultures.
8. Antarctica.
9. Australia.

Key Projects:

1. In collaborative groups, create country/regional projects, such as a Middle East Google presentation and an Africa tri-fold board display.
2. In committees, plan an Empty Bowls fundraising dinner.
3. In STEM Challenges, creating a Ziggurat Marble Run & an Ancient Irrigation System.
4. Complete a research report and create a tri-fold featuring the culture of a country of their choice.

Textbook: *Old World History & Geography (and Map Workbook)*



Social Studies

7th Grade: World Geography

Major Goals:

1. TLW study the physical and human geography of various regions around the world.
2. TLW be able to articulate why the study of geography is important and how they as Christians can influence the world around them.
3. TLW gain an appreciation for the God who created such a complicated, unique, and diverse world.

Units:

1. Maps - 2 weeks.
2. Intro to Geography – 2 weeks.
3. Physical Geography - 5 weeks.
4. Americas – 5 weeks.
5. Europe/Russia – 6 weeks.
6. Southwest Central Asia – 6 weeks.
7. South and East Asia and the Pacific – 6 weeks.
8. Middle East - 2 weeks.

Projects:

1. Climate Zone: Students research a climate zone and put together a Powerpoint of information. They also create a diorama of their climate zone.
2. Marketplace Essay: Students write a 1-2 page paper analyzing the products they are selling for Marketplace. They need to determine if their company is being environmentally friendly.
3. European Union Newscast: Students will create a 2-5 minute video to explain what the European Union is, why it started, and how it helped to rebuild Europe after WW1 and WW2.
4. Country Research Project: Students are divided into groups to research an Asian country. After collecting information on culture, government, physical features, etc., they present the information to the class in a format of their choosing.

Testing:

1. Mission Mandate: Why is it important for Christians to study geography? How can we as Christians make a difference in our world?
2. Image Mandate: God called us to be stewards in the Image Mandate. How can we make sure we are being environmentally friendly in our Marketplace companies?

Textbook: *World Geography* (Holt, Rinehart, Winston 2007)



Social Studies

8th Grade: U.S. History (Founding through Civil War)

Major Goals:

1. TLW demonstrate that being a good neighbor and citizen means to “love your neighbor as yourself.”
2. TLW implement democratic principles as the basis for being a productive American citizen.
3. TLW apply discernment in thinking “Christianly” about historical events of the past and present.
4. TLW continue to discover God’s gifts in impacting his/her personal history through the use of 21st Century Thinking Skills (critical thinking, creativity, innovation, collaboration, and problem solving).
5. TLW use The Living Through History model to make history relevant to themselves by connecting the past to their present and future livelihoods.

Units:

1. Introduction to Course: (1 week).
2. Discovery and Exploration (1000-1670): (8 weeks).
3. Settlement and the Colonial Period: (6-7 weeks).
4. Birth of A Nation (The American Revolution): (4-5 weeks).
5. The United States Establishes a New Government: (6 weeks).
6. The United States Grows and Develops: (7-8 weeks).
7. Sectional Conflict and a Nation Torn by War: (2 weeks or more).

Projects:

1. First Semester Journal: approximately 16-20 writings on various historical topics.
2. “I Have, Who Has”; a review game/activity on terms, vocabulary for units One and Four.
3. Mayflower Compact Comic Strip: create a comic strip highlighting God’s hand in the development of the Mayflower Compact.
4. Creating a Colonial Town: Students form family groups, choose occupations, design a colonial town and then build it with paper materials—ending with each group presenting their work to the 7th grade.
5. Survival Research Project: a guided internet search of numerous on-line documents related to colonial life.
6. Three-Day Action Debate (Stamp Tax, Boston Massacre, Boston Tea Party).
7. Sketch Up: History House Project.

Testing:

Christopher Columbus Debate: “Should we celebrate Columbus Day?” Students will also assess Columbus’ actions as a “disciple maker” and as a “Caretaker” of God’s resources. Students will consider how they will use their material blessings to honor God in light of these two mandates.

Textbooks: *The American Nation: Beginnings to 1877* (Prentice-hall)

Living Through History: A Manuel for Teachers (JLH Publishing, 2000)