

# Middle School *Curriculum Overview*

**Engaging. Nurturing. Transforming.**



**EASTERN CHRISTIAN  
SCHOOL**

# Art

## Art Curriculum Overview

We recognize that God has expressed creativity as a core attribute in His creation. Art is a powerful and influential expression of God's indescribable creativity and the world's wonderful complexity. Because each person is created in the image of God as a creative and inventive decision-maker, we are committed to the study of art as a part of an excellent academic education each year in middle school. In Art classes our students will learn skills and elements that will increase aesthetic awareness, gain an appreciation for forms and styles, learn historical, cultural and social influences, develop personal skills to produce products and performances, utilize their learning to critique art, and examine art's influence on a view of the world from a Christian perspective. Additionally, we are committed to teaching Art because it enhances our students' perceptions of the beauty of all creation. Art instruction is a part of our overall goal at Eastern Christian to develop within each student a knowledge of God and His world as each student identifies and cultivates his/her God-given talents for ministry and service.

### 5th Grade

#### **How are the elements of art and principles of design used in artwork and design?**

Fifth grade students review the elements of art: line, space, shape and form, color, texture and value. Additionally, they review the principles of design: contrast, unity, pattern, balance, rhythm, emphasis, and movement. These elements and principles are applied in assigned projects as students learn about vocations available in design. In this course, students will interact with various media such as watercolors, colored pencils, clay, markers and oil pastels. Also, students will learn the vocabulary of art so that they can begin to critique artwork.

### 6th Grade

#### **How does art reflect human culture?**

Sixth grade students review the elements of art: line, space, shape and form, color, texture and value. Additionally, they review the principles of design: contrast, unity, pattern, balance, rhythm, emphasis, and movement. These elements and principles will be applied to all assigned projects as sixth grade students study different cultures. In this course, students will participate in cross-curricular projects, studying at least one culture on each continent.

## **7th Grade**

### **How does art record and communicate the human experience?**

Seventh grade students continue to expand their use of elements and principles of design as they look at how art records and communicates human experience. Studying art history students consider various periods of time ranging from 15,000 BC through the early 1900's honing their skills in creating and critiquing art. Throughout the seventh grade year, attempts are made to connect with student learning in History and Language Arts.

## **8th Grade**

### **What is art and how does art expand and enhance our thinking?**

Using what they have learned about the elements and principles of design in middle school, eighth grade students attempt to define art by studying modern art. In their creation of art influenced by various modern artists from the late 1800's through the 20th century, students will look at how art expands perspective and enhances ideas. By the end of middle school art instruction, students will consider how their study of art has enhanced a deeper appreciation of the beauty of all creation and of the awesome gift of creativity.

# Bible

## Bible Curriculum Overview

At Eastern Christian School, the Bible is regarded as God's infallible, inerrant Word. We believe that God's Word is God's inspiring story that begins with God creating and culminates with a resurrected Saviour inviting His people, empowered by the Holy Spirit, to participate in a new era of reconciliation and hope. God's STORY is the inspirational framework for calling each of us to live in partnership with God and others to reconcile the world to the Creator. Its message and principles are central to the identity and fulfillment of our ECS mission.

- ENGAGING THE MIND
  - 1. Every student will be able to sequence the Biblical narrative.
  - 2. Every student will understand the Gospel message and how to apply it to every area of life.
- NURTURING THE SPIRIT
  - 1. Every student will understand that true Christianity is about a personal, spiritual relationship with God the Father through the saving work of Jesus Christ, empowered by the Holy Spirit.
  - 2. Every student will understand that Christians treat themselves and others with grace, love, and mercy, following the example of Jesus Christ.
- TRANSFORMING THE WORLD
  - 1. Every student will understand the Reformed Christian worldview as being rational and defensible in the modern world.
  - 2. Every student will understand that the Christian life is to be lived in partnership with God and others to reconcile the world to God.

## 5th Grade

After establishing a framework of a "Living Hope," given context through a study of the "Old Testament Covenants," students explore the birth, announcement and early ministry of Jesus. Students are challenged to see the marriage of Jesus' humanity and divinity, as demonstrated through his relationships, miracles and foundational teachings and parables.

## 6th Grade

The sixth grade Bible curriculum begins with a review of the overarching Biblical narrative, including the creation, fall, redemption and glory of God's people. After a broad survey, students focus on the later part of Jesus' ministry, culminating in his death, resurrection and ascension. This leads students into an understanding of the Holy Spirit's work in the apostles ministry to the early church, as well as the spread of the gospel through Paul's missionary journeys and letters to the churches.

## **7th Grade**

### **The Undivided Heart**

Seventh graders start with King David and King Solomon and finish with the Divided Kingdom. Through a close study of the various kings in Israel's history, two emerging themes will recur:

- The causes and effects of a nation (or an individual) that is divided in its allegiance toward God
- God's special care and unconditional love for His covenant people in spite of their disloyalty. On a personal level, the students will be challenged to examine their own loyalties and affections, and to respond to God's love.

## **8th Grade**

### **The Universality of the Gospel**

Eighth graders begin the year by learning about the Roman Period and the birth of Christ. The political/social milieu in which Jesus was born is crucial to understanding scripture. Next they examine the life, ministry and death of Jesus, and finish the year with His Ascension and the birth of the Church. Throughout the year, the focus is the universality of the gospel of Jesus Christ: the forgiveness of Jesus is needed by everyone and is offered to everyone.

## **Core Values & Character**

### **5th Grade CVC**

The *5th grade Core Values and Character* class is scheduled during the second and fourth quarters of the school year. In this class, 5th grade students have the opportunity to dissect and study each of our core values, along with the umbrella statement. They explore what it means to daily live out our core values within our ECMS community and in the surrounding community as they participate in their grade level MAD project.

### **6th Grade CVC**

Scheduled over the first and third quarters, *6th grade Core Values and Character* class provides the opportunity to flesh out ECS Core Value statements while preparing them for transition into upper middle school. Big ideas of organization, communication, responsibility and discipline guide the learning and application of Core Value statements, using technology and current events to create a relevant environment for discussion and maturation of Christian worldview.

### **7th Grade CVC**

*7th grade Core Values and Character* class uses our ECS core values as a basis for looking at the correlation and synonymy of other character traits. Students will participate in various activities and discussion times to grow and mature as young men and women of character, and thus understand the ongoing transformation in becoming a model of good character in our ECMS community and the surrounding communities.

### **8th Grade CVC**

Seeking to synthesize the rigorous and accelerating 8th grade year with individual reflection, peer collaboration and the development of a personal vision, *8th grade Core Values and Character* is the culminating ECMS experience. Through the study of rich, developmentally targeted texts and comprehensive reflection on 4 years of academic and personal growth, this class provides the gateway to graduation and a bridge to high school. Composed of practical planning, personal introspection and a collaborative cohesion as an 8th grade cohort, this class provides the context for a strong finish to the ECMS experience.

## **Cyber Center**

### **Computer Literacy Curriculum Overview**

The Technology Vision Statement of ECMS is to prepare students to live, learn and work in the 21<sup>st</sup> century. ECMS will provide technology education within the framework of our Christian perspective that enables students to be comfortable with the concepts and applications of technology. Students and faculty will be able to use computers to process information and to select equipment and tools, which fit the application. Education in the digital age is dynamic and demands that computer and information literacy be applied to all areas of the core curriculum. In order to accomplish this, all students and teachers will have access to information technology. Teachers will effectively employ technology to enhance learning and increase student achievement.

#### **5th Grade**

Investigating the many ways a computer can be used as a tool.

Fifth Grade Cyber Center covers a variety of teaching units. Basic computer and network literacy are covered so that all incoming students to the Middle School understand and are able to use the computers/network throughout the building on school-provided devices. There is also a strong emphasis on improving a student's keyboarding skills at this level. Throughout Cyber Center, a portion of each class period is set aside to keyboarding. Students will use an online keyboarding program as a guide to become more proficient at the keyboard. Students will practice their keyboarding skills while learning more about word processing as well. A major portion of Cyber Center is focused on proper use of the Internet, and the responsibilities which go along with using it. Presentation software is also taught in fifth grade using Google Presentations. Students will be continually challenged to discover new ways to work with digital photos, and import them into a variety of computer applications to edit. Each student will present a multimedia project to an audience of their peers using digital pictures they have taken during class. The correct use of colors, text, and music are also important concepts integrated with this unit.

#### **6th Grade**

Stimulating creativity through the use of a computer.

Sixth Grade Cyber Center continues to build on our Christian perspective as well as the skills taught in fifth grade. Students continue improving their keyboarding

proficiency for a portion of each class. Students will be asked to work both independently and cooperatively throughout the year as they move through the various teaching units. Throughout the year, students also make use of Internet research, and learn correct etiquette and how to properly use/search for information relevant to their requirements. Students are required to create and edit word processing documents in Google Drive using correct formatting techniques. Students will be asked to create and present a presentation using information gathered from another subject area (Social Studies, Science, Bible, Language Arts, etc.). Proper presentation and correct design elements are important concepts taught during this unit. To push students further in their presentations, they will be required to record their presentation as a screencast that can be played anytime from their computer.

## **7th Grade**

### **Improving self-confidence through the use of different software packages.**

The Seventh Grade students continue to improve their skills using word processing, both in terms of keyboarding and formatting skills. Students are engaged in educational software to enhance higher level thinking skills pertaining to logic, categorization, organization, and interpretation through coding. Students have the opportunity to learn what it looks like “behind the scenes” of the programs and apps they enjoy using and are challenged to think like a computer programmer. In addition to thinking like a programmer, students are also asked to use their creativity to create a song using lyrics from a poem from their writing class. Students use a variety of beats, instruments, and sounds to create their song. They are encouraged to think about the theme and mood of their song in their instrument choices. Finally, students are introduced to film scoring using an open source short film where students remove any music and sound effects, and create their own. Students learn how different music creates different moods and how to appropriately incorporate it in their film.

## **8th Grade**

### **Challenging the mind through the integration of various software packages**

Students will continue to be challenged to test/improve their problem solving abilities through the use of software which will help them further refine their inferential and strategic thinking skills. Eighth grade students will also continue to



build on those skills and concepts taught in previous grades, but in greater depth. Students will be required to integrate various skills/techniques using different computer modules, i.e. word processing, draw, paint, presentation, and multimedia software into various projects throughout the school year. Students will be challenged to create a stop motion film integrating what they have learned in their Science class. Students will be researching, planning, filming, and assembling their stop motion project using various applications. This is a culminating project to display the depth of the students' understanding and execution of various computer-related tasks.

# **Health**

## **Health Curriculum Overview**

Health education is an integral part of a well-balanced curriculum in which we seek to educate the whole child. Teaching health and how it affects their total being helps students to fulfill their responsibilities as individuals, as family members, and as members of the community. Because of the numerous serious health issues which bombard our children today (i.e. wide use of drugs, AIDS, violence in families and communities, bullying, teenage pregnancy, sexual diseases, promiscuity, and the rise in obesity problems and thus disease) it is necessary to teach health from a Christian perspective with God's Word as our basis. God has specific and perfect direction for us as Christians, beginning with humans as His own creation, to the restoration we have in Christ alone. It is necessary to lead students to understand the Lordship of Christ and the need for them to live lives of service.

### **5th Grade**

#### **Wellness and Human Sexuality**

The 5<sup>th</sup> Grade curriculum focuses on helping students to become knowledgeable concerning the physical, mental/emotional, social, and spiritual dimensions of health and wellness, and the application of these 4 dimensions to their own personal wellness. Furthermore, the emphasis is on an introduction to human sexuality by studying the endocrine system and the male and female reproductive systems, and by understanding that reproduction and our own human sexuality are part of God's wonderful plan and a gift to each of us.

### **6th Grade**

#### **Wellness and a Healthy Body**

The 6<sup>th</sup> Grade curriculum focuses on providing information for students to understand that wellness, as a way of life, includes being able to make good choices concerning medicines, drugs, alcohol and tobacco. Wellness also includes knowledge about, and the practice of healthy eating as a means toward developing a healthy life style. God has called us to take care of our bodies because we belong to Him and are His creation.

## **7th Grade**

### **Wellness and Body Systems**

The 7<sup>th</sup> grade curriculum focuses on helping students to understand the importance of body systems and how they must function together in order to ensure wellness. 7<sup>th</sup> grade students will focus in on two specific body system - the skeletal system and the endocrine system. God knows every intricate detail of each of our bodies. He created them in such a way so that we can function as whole human beings in daily activities.

## **8th Grade**

### **Wellness in Human Relationships and Human Sexuality**

The 8<sup>th</sup> grade curriculum includes a review of 5<sup>th</sup> grade human sexuality. It then focuses on a more in-depth study of human sexuality and human relationships and the significant influence they have in maintaining a healthy way of life. It is necessary that students recognize God's plan for us as sexual human beings, so that students develop wholesome attitudes enabling them to be a positive influence in their own families and in their spheres of influence.

# **Horizons**

## **Horizons Curriculum Overview**

Horizons is Eastern Christian Middle School's extended learning program that strives to meet the learning needs of our students, especially those who display strength in academics. Our desire at ECMS is to inspire each student to flourish as they grow and learn. Horizons accomplishes this by encouraging students to use their academic abilities along with their developing biblical worldview to work together to enhance their academic and individual strengths and interests, make real-world applications, problem-solve, and question ideas. Students are selected to participate in our Horizons program using standardized test scores and teacher recommendations. These selected students meet together weekly for collaboration. In addition, the Horizons teacher works to support teachers in planning differentiated assignments for use within core classes and to develop enrichment possibilities for all students. Our Horizons program seeks to help inspire our academically talented students and to differentiate classroom instruction so that all students have the opportunity for optimum academic growth and success.

# **Language Arts**

## **Language Arts Curriculum Overview**

ECMS Language Arts instruction provides each student with experiences that will promote growth in literacy. Students will develop their abilities to read, write, speak and listen. Daily, each student will participate in meaningful literacy activities relevant to understanding our world within the framework of a Christian Worldview. Our Language Arts curriculum is designed to encourage our students to see themselves as literate, articulate and creative individuals designed by God to appreciate, enjoy and transform our world.

### **5th Grade**

#### **Increasing Skills in Literacy**

Fifth grade language arts students continue to learn language and reading skills necessary to communicate effectively in God's world. Fifth grade primarily focuses on developing increasingly sophisticated critical readers and writers.

#### **Literature**

In reading, students will explore a variety of genres and respond to them by analyzing text and point of view. Our Accelerated Reader program sets high expectations for independent reading.

#### **Writing**

In writing, students are taught to listen, speak and write effectively and expressively while focusing on proper paragraph form and a variety of lengthier informative and descriptive pieces. Additionally, grammar and usage is taught in conjunction with writing. Students increase their vocabulary and improve their spelling through the study of Latin and Greek roots. Finally, there are opportunities for presenting information orally.

### **6th Grade**

Sixth grade Language Arts includes an integrated approach within the frameworks of Reading Workshop, Writing Workshop and grammar. The goal is for students to have experiences throughout the year that encourage growth in their abilities to read, write, speak, listen and participate in meaningful discussions with each other and in teacher conferences about different pieces of literature and about their own writing. Sixth graders are taught to discover meaning and create meaning while making connections using concepts and strategies taught through mini-lessons and small and large group instruction. Students will be able to see themselves as literate, articulate and creative individuals designed by God to appreciate, enjoy and transform our world through language.

## **Reading Workshop**

Reading Workshop creates a structure for ECMS 6th graders to engage in texts at their individual reading levels, along with class books and literature circle books. Students use Accelerated Reader to set personal goals for growth in comprehension. Sixth graders are instructed in a variety of fiction and nonfiction texts and taught how to respond to them using strategies and analysis of the text. Making inferences, synthesizing information, making predictions, summarizing, asking questions, using context clues, determining point of view, and making text connections help guide students in finding meaning in their reading. Knowledge of Greek and Latin roots and academic vocabulary allow 6th grader readers to decipher word meanings. Students also uncover the beauty of literary elements and devices that create and make texts come alive.

## **Writing Workshop and Grammar**

Writing Workshop in 6th grade allows students to express themselves through written words and oral expression. Students participate in 8 types of writing throughout the year; personal and fictional narrative, descriptive writing, research and expository writing, argumentative writing, creative journaling and response to text. Focusing on solid, lengthier paragraphs with proper format and expressive language, sixth graders are introduced to proper MLA (Modern Language Association) citations in and after their formal pieces of writing. Students follow all of the steps of a writer from brainstorming and drafting to peer and teacher editing before bringing their piece for final publication. Students are given opportunities to present their formal pieces and creative responses to weekly prompts in various different formats as a celebration of their success. In conjunction with their workbook *Grammar, Usage and Mechanics* (GUM), students practice and integrate their growing knowledge of grammar and are encouraged to find and discover that the proper use of punctuation and grammar will help them be communicators now and in the future.

## **7th Grade**

### **Expanding Skills in Literacy**

Seventh grade language arts students continue to learn language and reading skills necessary for effective communication. Seventh grade primarily focuses on developing students' abilities to evaluate literature critically from a Christian point of view and continuing to improve writing skills. In reading, students explore a variety of genres and respond to them by analyzing themes and author's purpose. Through our

Accelerated Reader program, comprehension is improved through independent reading. In writing, students are taught to write effective and well-organized paragraphs and essays, creative and expressive pieces such as poetry, and improve in the skills necessary to conduct and write formal research papers. Additionally, grammar and usage is taught in conjunction with, and through, writing assignments. Students increase their vocabulary and improve their spelling through the study of Greek and Latin roots. Finally, students are given many opportunities for presenting information orally.

## **8th Grade**

### **Equipping Communicators**

Eighth Grade Language Arts continues to equip students with knowledge and competency in literature, reading and writing. Eighth grade students grow in basic literacy skills that will help them to become effective communicators. In reading, students study various genres of literature, concentrating on vocabulary, comprehension, inferences and point of view. The Accelerated Reading Program sets expectations for independent reading to continue to improve comprehension as well. In writing, students compose various genres of writing pieces. The focus is on thesis statements and lengthier, more descriptive, and informative writing. In addition, grammar and usage is taught in formal, weekly lessons and in conjunction with writing. Students increase their vocabulary and improve their spelling through the study of Greek and Latin roots. Oral presentation opportunities are assigned throughout the year. Our study of Language Arts provides many opportunities to discuss humankind's search for meaning and purpose as it connects to the biblical narrative of God's redemptive plan.

### **7th & 8th Grade Reading Workshop**

In Reading Workshop, students focus on fostering independent reading skills by becoming a community of readers within and discussing class books as well as individually selected books. Students use their independent reading as a launching point for understanding and applying skills taught through mini-lessons, vocabulary study, Greek and Latin roots study, group work, teacher meetings, activities and discussions. Students take the STAR reading test several times during the academic year, and use their lexile range score from MAP testing for selecting books.

# **Mathematics**

## **Mathematics Curriculum Overview**

Mathematics is a God-given tool to use in the world in which we live. Math has applications in all areas of our lives, and our goal is to show that math truly is a gift from God. Students are taught from a Christian perspective to develop an appreciation for the fact that although God's world is so complex, it can be analyzed and studied mathematically. They are taught to understand that mathematics is an integral component in the creation of the world. Students are enabled to solve real problems, reason effectively, and make logical connections between classroom instruction and real world applications. They will acquire the mathematical skills, understandings, and attitudes they will need to be successful in their daily lives.

### **5th Grade**

#### **Mastering Basic Skills**

Building on fourth grade foundations, fifth graders will work to master their math skills and practice using them to solve “real world” problems. They begin by reviewing problem solving strategies that will help them in both math and science. Students will enter the new world of decimals and become familiar with place value. They will develop the rules for all 4 of the basic operations. Students will review and build on fractional operations and see how they relate to the decimal world. Students will get a brief introduction to pre-algebra expressions, as well as become “designers” working with plane and 3-D geometry. Curriculum instruction is differentiated to meet the needs of all learners based on pre-testing that happens at the beginning of each new unit. All students will participate in the Continental Mathematics League problem solving competition.

### **6th Grade**

#### **Continued Study of Problem Solving Applications**

Previous math skills will be reinforced, redefined and further developed for use in problem solving situations. All students will participate in the Continental Mathematics League problem solving competition.

#### **Operational Relationships**

The sixth grade year reviews the four operations using whole numbers, decimals, and fractions. Students will learn the relationship between these three areas with a study of ratios, proportions, percents and probability.



## **Basic Algebra Concepts**

Students will be introduced to the basics of Algebra, including writing and solving expressions and equations using whole numbers, fractions and decimals, the rules of the order of operations and integer operations.

## **Extending Geometry**

Students will further develop geometric formulas to include 3-D objects and how to use all of them in practical problem solving situations.

## **7th Grade**

### **Building a Solid Foundation**

Previous math skills will be reinforced, redefined and further developed for use in problem solving situations. Seventh graders will gain a solid foundation in the four operations of math, decimals and fractions. They will learn the value of integers and their use in the four basic operations. They will build on these foundations to solve equations using the four basic operations, decimals, fractions and integers. Students will also learn the relationship between integers, decimals and fractions with a study of ratios, proportions and percents. All students will participate in the Continental Mathematics League problem solving competition.

## **8th Grade**

### **Building Understanding of Solving Equations**

Previous math skills will be reinforced, redefined and further developed for use in problem solving situations. Eighth graders will have a solid foundation in the four operations of Math, decimals, fractions and integers. Students will build on their understanding of solving equations and learn to add, subtract, multiply and factor polynomials. They will learn the relationship between these four areas with a study of fractions, ratios, proportions and percents. They will also be taught to graph and solve linear equations and inequalities. All students will participate in the Continental Mathematics League problem solving competition.

## **Music Curriculum Overview**

Music is a powerful and influential expression of God's indescribable creativity and the world's wonderful complexity. Because each person is created in the image of God as a creative and inventive decision-maker, we are committed to the study of music as a part of an excellent academic education. In Music classes, our students will learn skills and elements that will increase aesthetic awareness, gain an appreciation for forms and styles, learn historical, cultural and social influences, develop personal skills to produce products and performances, utilize their learning to critique music, and examine music's influence on a view of the world from a Christian perspective. Music instruction is an essential part of our overall goal at Eastern Christian to develop within each student a knowledge of God and His world as each student identifies and cultivates his/her God given talents for ministry and service.

### **Grade 5**

#### **What are the elements of music?**

Fifth grade students will apply their appreciation for music to a study of the elements of music and how the elements of music are used in musical examples from yesterday and today. Students will study melody, tempo, dynamics and tone color. They will describe the melody, tempo, dynamics and tone color in musical examples from yesterday and today, and they will perform musical examples with varying melodies, tempos, dynamics and tone colors. By the end of fifth grade music instruction, students will know and be able to describe the elements of music.

### **Grade 6**

#### **What inspires someone to create a piece of music?**

Sixth grade students will add to their knowledge of the basic elements of music the study of rhythm, harmony and form. They will apply this extended knowledge of rhythm, harmony and form to the creation of their own simple, original music composition. Students will also know what inspires someone to create a piece of music through the study of American and World music. To arrive at this description, students will study the contrasting roles of music in the American colonies, and students will perform music as it might have been utilized in the American Revolution. Students will then listen to, analyze, and perform examples of American folk music and world music. Students conclude by applying their knowledge to answer the original question: What inspires someone to create a piece of music?

# **Physical Education**

## **Physical Education Curriculum Overview**

Physical education, education of and through the physical, is an essential part of growth and development as we seek to educate the whole person. Students learn that their bodies are temples of the Holy Spirit, uniquely created by God. In light of this view, they develop physical strength and endurance for the opportunity to continually be serving God above all, and others in the community, throughout all of life. In addition to developing their own bodies, students also develop a positive Christian attitude towards their peers and the community surrounding them. Students learn to see strengths and weaknesses in all people. They learn to be patient, supportive, kind, tolerant, and helpful. They learn sportsmanship and to go beyond sportsmanship - to act in imitation of our Lord Jesus in all their dealings with fellow students.

"The nature of middle school students must be considered when designing instruction to effectively meet their needs. In this context, needs should not be confused with wants; however, instructional design at any level should consider the developmental and maturational level of the learner. As middle school students enter and experience adolescence, they find themselves experiencing many changes in their lives. For most middle school students, physical changes, such as height, weight, and sexual maturation, are occurring at a rate far exceeding that of any time during the grade school years. These physical changes undoubtedly lead to changes in emotional and social development as well. In many cases, students become more keenly aware of their place within peer groups around them, strive to find themselves, and seek to be accepted by their peers and others. As students enter the middle school years, their focus shifts from a desire to gain the acceptance and approval of the teacher to a desire to gain the acceptance and approval of their peers." (Physical Education Curriculum, Christian Schools International).

### **5th Grade P.E.**

#### **Learning Skills Through Games and Activities**

The Fifth Grade Physical Education Curriculum focuses on achieving optimal wellness through movement skills and fitness concepts and skills. Students will practice and refine locomotor, nonlocomotor and manipulative skills through activities and games. Additionally, students will learn fitness concepts and skills designed to enhance their competency in movement skills.

### **6th Grade P.E.**

#### **Confidence Through Cooperation**

The sixth grade Physical Education curriculum focuses on developing confidence and cooperation in working with partners, small groups and small teams. Students will be able to practice and apply movement concepts and movement skills through

lead-up games. The curriculum will also aim to encourage students regarding the importance of fitness concepts and wellness.

## **7th Grade P.E.**

### **Challenged to Meet Success**

The seventh grade curriculum focuses on students continuing to learn movement concepts and skills while being presented with challenges that will provide growth and improvement. Students will also be challenged to apply fitness concepts and skills for self in becoming physically fit on achieving wellness.

## **8th Grade P.E.**

### **Leadership in Competition**

The eighth grade curriculum focuses on learning leadership skills through team competition. Learned movement concepts and skills will be applied in competitive team play for continued improvement and practice. Students will also achieve wellness by personalizing learned fitness concepts and skills in developing personal strategies for an active lifestyle.

# Science

## Science Curriculum Overview

During a student's middle school science career, we focus on solving interdisciplinary problems that involve a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of Mathematics, Science, and Technology; and presenting results.

- **Working Effectively:** Contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group; planning procedures; identifying and managing responsibilities of team members; and staying on task, whether working alone or as part of a group.
- **Gathering and Processing Information:** Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions.
- **Generating and Analyzing Ideas:** Developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data.
- **Common Themes:** Observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem.
- **Realizing Ideas:** Constructing components or models, arriving at a solution, and evaluating the result.
- **Presenting Results:** Using a variety of media to present the solution and to communicate the results.

## 5th Grade

### Scientific Investigations

Students will become part of a science working team, with personal job responsibilities to carry out as part of that team. Students will learn how to use the different tools necessary to study God's intricate creation. They will use these tools in surveys, studies and experiments.

## **Who are you?**

Psalm 139 says that we are “fearfully and wonderfully made”, “knit together” by God’s hand, His “eyes saw (our) unformed body (ies)”. Students will study the endocrine system and marvel at how awesomely God made each one of us. Students will then take a personal look at how well they are caring for that “temple of the Holy Spirit” through a study of nutrition, food sources, agriculture and plants. They will wrestle with how to best use the plants, land and food supplies God has provided us with.

## **What makes you work?**

Students will explore the miniature world of cells to find out what they are and how they work. They will explore the secrets locked inside cells that determine what they look like. They will look at different cells through microscopes, seeing up-close the complexity of God’s vastly small, complex awesome creation.

## **What makes machines work?**

Students will investigate speed, laws of motion, and forces. They will learn what makes a simple machine, and how machines are used in the world around them. Students will apply their knowledge of simple machines to a create a new, inventive moving vehicle all their own.

## **Our Vast Universe**

“Indescribable, uncontainable, You put the stars in sky and You know them by name, You are Amazing God! All powerful, untameable, awestruck we fall to our knees as we humbly profess, You are Amazing God!” Students will end their fifth grade year of study exploring the sun and moon, “traveling” to the planets in our solar system, and enjoying God’s vast universe, marvelling at His power and creativity.

## **6th Grade**

### **Chemical Changes**

This unit develops understanding both of the nature of chemicals and how chemicals should be handled.

It is important as God's caretakers to understand the effects of chemicals before they are widely used.

## **Energy and You**

Energy is the ability to do work. Work occurs when an object is moved by a force acting upon that object. In this unit we will study several types of energy.

The energy demands of society have increased dramatically. We will explore the advantages and disadvantages of fossil fuels as well as other energy sources. How can we conserve energy as part of our calling as stewards of God's earth?

## **Temperature and Heat**

This unit further develops the concept of energy transfer. We will focus on the three heat energy transfers: conduction, convection and radiation.

## **Our Changing Earth**

Many processes in the Earth's atmosphere, hydrosphere and crust produce features that form natural patterns. God's creation is full of motion. Water rushes, winds blow, volcanoes erupt, etc.; our Earth is constantly changing.

## **How can you be a steward to God's creation?**

We explore how we have been entrusted to use and care for the earth. We will gain a deeper understanding of how the interactions of all living and nonliving things impact God's creation.

## **7th Grade**

### **The Restless Earth**

Students will examine the relationship between internal forces of the earth and the external forces, which lead to the ever-changing surface. We build on prior knowledge from sixth grade as we interpret earthquake and volcano data, look for patterns, and consider the various changes we see occurring on earth's surface.

### **Toward the Stars**

With a Christian perspective, we will gain an understanding of the origin and structure of the universe and its ever-changing mysteries. Students will explore their preconceptions regarding the earth and its place in the universe. We will have a better understanding of the connections between earth-related events and our place in the universe.

### **Solutions and the Value of Water**

We are all stewards of the world God created for us and have been commanded to care for the earth. Acknowledging water as a vital resource, students will be introduced to ideas such as solutions, solubility, desalination, and distillation and the natural processes that occur on Earth involving these concepts.

### **Scientific Processes**

Recognizing God as the controller of the world, students will have opportunities to discuss and develop problem-solving skills. With respect to each other's opinions, students will recognize that curiosity and open-mindedness are all attributes of scientists.

### **Environmental Studies**

We are all stewards of the world God has created for us and based on His commands to take care of the earth, students will develop an attitude of care and respect for God's world and understand how our actions can affect various ecosystems and our local environment.

## **8th Grade**

### **Oceans and Climate**

A huge part of our lives are affected by the connection between earth's four spheres--hydrosphere, atmosphere, lithosphere, and biosphere. Students will be



able to better appreciate the complexity of the world God has created and also the responsibility we have to take care of this world for future generations. Students will use data to make weather forecasts based on past trends across the United States and we will discuss the role of climate change on our world.

## **Continuity of Life**

The Bible teaches us that we are all created in God's image and as teenagers struggle with who they are and how they fit into the world around them, they will better understand and appreciate how God planned every detail of who they are and the person they will become. Time will be spent looking at family lines to help us comprehend physical traits (including hereditary illness) that are passed from generation to generation.

## **Machines, Work and Energy**

Energy is involved in all aspects of motion and force and students must comprehend that machines are tools that make life easier, but are also very technical and mechanical in terms of their relationship to energy and work. After being inspired by the work of Rube Goldberg, students finish out their eighth grade year demonstrating many physics concepts through the invention of a contraption designed to make our life easier.

## **Scientific Processes**

Recognizing God as the controller of the world, student will have opportunities to discuss and develop problem-solving skills. With respect to each other's opinions, students will recognize that curiosity and open-mindedness are all attributes of scientists.

## **Environmental Studies**

We are all stewards of the world God has created for us and based on His commands to take care of the earth, students will develop an attitude of care and respect for God's world and understand how our actions can affect various ecosystems and our local environment.

# **Social Studies**

## **History/Social Studies Curriculum Overview**

Social Studies and History are an important part of Eastern Christian's mission to recognize the world around us and to respond with a heart of love. Our students are taught that although their classmates, different from those in their neighborhood, and those throughout the world, they are alike in that they are created beautifully by God as image bearers of Christ in a broken and sinful world, students are encouraged to recognize their differences, histories and heritages, and compare them with those of people around them. In obtaining a deeper understanding of the world, students are better equipped to love, serve and share the good news of Jesus Christ with others. History is more than a series of events. Our understanding of history is often guided by personal values and worldview. It can become a well of experience from which students can learn to improve their own lives. In history we discover the truth about the past so that it can be presented in an accurate way that enriches lives in the present.

### **5th Grade**

#### **Explore the Western Hemisphere**

The fifth grade curriculum covers not only the history, but also the geography, religions and cultures of the various peoples of the past and present in the Western Hemisphere. Our study includes much of this area throughout the year, specifically the United States' northern neighbor of Canada and a large area of Latin America to the south of the United States, including the Great Ancient Indian Civilizations of Mexico and South America. The fifth graders will take a journey through these regions with the goal of obtaining knowledge of its geography, cultures, histories, explorations, economies, governments and religions. The students are encouraged to be active and informed citizens of their communities and of the world.

### **6th Grade**

#### **Explore the Eastern Hemisphere**

The sixth grade curriculum covers not only the history, but also the geography, religions and cultures of the various peoples of the past and present in the Eastern Hemisphere. Our study includes much of this area throughout the year, specifically Europe. An important part of our year is the study of WWI, WWII and the Holocaust. The students compare the hatred surrounding the events of WWII and the Holocaust to the brokenness in our world today and together look to carry out the Good News of Jesus Christ. Sixth graders will take a journey through the regions of the Eastern Hemisphere with a goal of obtaining knowledge of its geography, cultures, histories, explorations, economies, governments and religions. Sixth graders use their

reading and writing skills as they explore and discover meaning in history. Students work with expanses of time on timelines to look throughout history and make connections and cause and effect conclusions. Students are encouraged to become informed citizens of their communities and of the world through our weekly Monday Morning News activities. Students will see their roles as image bearers of Christ as they take into consideration the similarities and differences among themselves, as well as among the people of the Eastern Hemisphere and across the world.

## **7th Grade**

### **Social Studies and World History:**

This course of study begins with a review of map skills and develops a more extensive understanding of the Five Basic Themes of Geography: Location, Place, Region, Movement, and Interaction. The practice of exact location in terms of latitude and longitude and an awareness of the world as a map are explored. We also introduce students into the rudiments of informal logic and the challenge of thinking well in terms of basic definitions and the giving of reasons for claims of truth. We then move into a basic chronology of history from prehistoric cave paintings up to the 17th century in western Europe. Human history and civilization are focused first on the four ancient cultures of Mesopotamia, Egypt, India, and China. The focus then shifts to the European continent, beginning with the ancient Greeks and Romans, moving into the Fall of Rome and the ensuing Middle Ages, Renaissance, and Reformation periods.

The class is interdisciplinary in nature and aspects of literature, art, science, philosophy, and the Bible are significantly explored as relevant to key historical events and characters. From a biblical and Christian perspective, the Bible is a key source that advances our understanding of human history and purpose. It offers significantly alternative explanations, and without a regular reference to Scripture, comparisons with other religions such as Hinduism, Confucianism, and Islam, and an exploration of Greco-Roman, Medieval, and Renaissance ideas would be hindered. The history of western Europe is profoundly influenced by the history of Christianity, and the turning point of the Protestant Reformation likewise cannot be fully appreciated without reference to the Christians and Scriptural passages that brought it about.

## **8th Grade**

### **American History: Early Settlement Through the Civil War Period**

The 8th Grade curriculum emphasizes American history from its origins in Native American experience and the turning point of “1492” seen as the beginning of pivotal clashes and interactions of Native American, European, and African cultures and people. The western European “Age of Discovery”, stimulated in part by Renaissance and Reformation influences, began a process of conflict and exchange that would eventually bring to dominance the presence and interests of Spanish, French, and English interests on this continent. Thus the history of events that brought about the United States of America is chronicled from the period of the Thirteen Original Colonies and the movement into the Revolutionary War and our Independence as a Nation. The development of the Constitution and the resultant beginning of the Republic that would spread westward to the Pacific was underway. The inner forces that would eventually cause the Civil War and bring about the preservation of the Union, and the end of slavery will be studied, as will the difficult transition of the Reconstruction Era.

Through the year we will study the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, the Emancipation proclamation, and the Gettysburg Address as we seek to understand the ideas and principles that unite us as a Nation. Our approach is interdisciplinary as aspects of mathematics, art, literature, philosophy, and religion will be presented and discussed. Throughout the year we will also relate a Christian perspective and passages of Scripture to our study. The Mayflower Compact, the First and Second Great Awakenings, and the abolition of slavery are examples of how the Christian faith and practice of believers impacted the history of who we became as Americans. Students will be challenged from this perspective and will be given opportunity through inquiry and discussion to develop the practice of thinking well about the meaning of American history in our lives.