

**Junior High I/II**  
2016-2017 School Year  
Arborbrook Christian Academy



LANGUAGE ARTS

Subject	Texts and Sources Used
<b>Literature</b> Year 1 of 2 year cycle	<p><i>Science Fiction &amp; Fantasy- FALL semester:</i>  <i>The Hobbit</i> by J.R.R. Tolkien  <i>Out of the Silent Planet</i> by C.S. Lewis  <i>A Christmas Carol</i> by Charles Dickens  <i>The Giver</i> by Lois Lowry  <i>The Horse and His Boy</i> by C.S. Lewis</p> <p><i>Forms of Literature- WINTER/SPRING semester:</i>  <b>Short Story</b> mini unit including: “The Ransom of Red Chief” by O. Henry, “Thank You, Ma’am” by Langston Hughes, “The Bishop Works” from <i>Les Miserables</i> by Victor Hugo, “Fight with a Cannon” by Victor Hugo  <b>Poetry</b> mini unit based upon the book <i>Teaching Poetry Writing to Adolescents</i>  <i>The Pearl</i> by John Steinbeck (<b>novella</b> continuation/new ending project in Steinbeck’s style following a unit on the elements of style)  <b>Play:</b> “Much Ado about Nothing” by William Shakespeare (play)</p>
<b>Writing</b>	<p>Objective: Write to show, not tell. Learn the elements of style; memoir writing, expository, narrative, and persuasive writing            Poetry: Photograph poems, Where I’m From poems, Change poems            Creative writing: Design-a-Country project, write an alternate ending for <i>The Pearl</i> using Steinbeck’s style, “What if” stories (science fiction)            Non-fiction writing: Personal memoir, March edition school news including opinion pieces (expository and persuasive), Shakespearean monologue paraphrase and recitation, persuasive essay (explore a question and gather evidence as a class on both sides).  <b>Writing Workshop: <i>Lessons that Change Writers</i></b> (writing curriculum by Nancie Atwell)- writing workshop once per week</p> <p><i>Writing projects/assignments:</i></p> <ol style="list-style-type: none"> <li>1. Design a country project (based upon reading of <i>Hobbit</i> and <i>Out of the Silent Planet</i>, students will design their own make-believe culture and present it to the class- language, food, map, etc.)</li> <li>2. Write a short story based upon a “what if?” scenario.</li> <li>3. Write a personal memoir.</li> <li>4. Write a news story or editorial for the school news.</li> <li>5. Complete a Shakespeare monologue paraphrase and recitation.</li> <li>6. Write original poems.</li> <li>7. Write a new ending to the novella, <i>The Pearl</i> by Steinbeck, following Steinbeck’s style (following a unit on the Elements of Style).</li> </ol>
<b>Grammar</b>	<p><i>Holt Handbook First Course (7<sup>th</sup>) and Second Course (8<sup>th</sup>)</i>  <i>Daily Oral Language</i></p>
<b>Spelling</b>	<p>Spelling- 100 Most Misspelled Words List and Homophones</p>
<b>Vocabulary</b>	<p><i>Wordly Wise 3000 Books 7 &amp; 8</i></p>
<b>Narration Emphasis</b>	<p>Identify themes and figurative language, elements of style</p>
<b>Poetry &amp; Recitation</b>	<p><b>Major Poets:</b> William Wordsworth, Carl Sandburg  <b>Poems:</b> Selections: “Daffodils” “The World is Too much with Us” “Composed Upon Westminster Bridge” “To a Skylark” Sandburg: “Fog” “Chicago” “A Sphinx”</p>

Junior High I/II

MATH, SCIENCE, & NATURE STUDY



Subject	Texts and Sources Used
<b>Math</b>	Saxon Course 2 & Saxon Course 3 Advanced Math Students: <u>Algebra 1</u>
<b>Science:</b>  <i>General Science</i>  <i>(Brief History of Science, Scientific Inquiry, Geology, 5 Kingdoms, Applied Science)</i>	Primary text: <i>Exploring Creation with General Science</i> (part I) & supplemental resource: Beautiful Feet Curriculum, <i>The History of Science Part III</i> <ul style="list-style-type: none"> <li>• Brief History of Science</li> <li>• Scientific Inquiry</li> <li>• How to Analyze and Interpret Experiments</li> <li>• Science, Applied Science, and Technology</li> <li>• The History of Life, Archaeology, Geology, and Paleontology</li> <li>• Foundations of Geology</li> <li>• The Fossil Record</li> <li>• Uniformitarianism and Catastrophism</li> <li>• What is Life/Classifying Life</li> </ul>
<b>Nature Study</b>	<ul style="list-style-type: none"> <li>• Improve dry brush watercolor techniques.</li> <li>• Draw anatomy sketches in nature journals</li> <li>• Learn about naturalist: St. Francis of Assisi (wrote <i>All Creatures of our God and King</i>)</li> <li>• Write detailed three-to-four paragraph descriptions in nature journals.</li> <li>• Learn to draw perspective.</li> <li>• Increase proficiency in using field guides.</li> <li>• Learn the scientific names of 20 common animals of NC (i.e. raccoon, fox, opossum, and groundhog). Study their life habits.</li> <li>• Learn the scientific names of 20 common trees and plants on the Arborbrook school campus and in North Carolina.</li> <li>• Identify animal tracks and practice tracking animals in the woods.</li> <li>• Learn about the work of the naturalists Elijah Mitchell and Asa Gray.</li> <li>• Study the nature and life habits of local birds (i.e. game birds, geese, pigeons, swallows, chimney swifts, hawks, owls)</li> <li>• Describe how feathers are designed and how flight actually works</li> <li>• Observe and record the complete process of a chick hatching from an egg in 21 days (if possible)</li> <li>• Learn to identify and paint the most common butterflies of North Carolina</li> <li>• Observe the stages of butterfly metamorphosis</li> <li>• Describe changes in one area of the school campus throughout the seasons</li> <li>• Learn how to collect snowflakes and distinguish basic types</li> <li>• Learn about frost and dew</li> <li>• Study the life cycle of a honeybee</li> </ul>



HISTORY, INSPIRATIONAL STUDIES, GEOGRAPHY, & BIBLE

Subject	Texts and Sources Used
<p><b>History:</b> <i>Year One of JH History Cycle: Early American History 1620-1850 &amp; Civics</i> <b>Semester 1:</b> Explorers, Jamestown, Puritans, Colonial life, Revolutionary War <b>Semester 2:</b> Constitution, early presidents, Lewis &amp; Clark, War of 1812, Government</p>	<p><b>Spine:</b> <i>History of Us, Volumes 1-4</i> <b>Summer Reading:</b> <i>Fever 1793; Carry On, Mr. Bowditch; The True Confessions of Charlotte Doyle; Johnny Tremain; Night Journeys (choose 2)</i> <b>Semester 1:</b> <i>History of Us, Vol. 1 &amp; Vol. 2</i> <b>Semester 2:</b> <i>History of Us, Vol. 4 &amp; U.S. Constitution</i> <b>Projects/major activities:</b> 1<sup>st</sup> Semester: Explorer project, newspaper article, historical poster; rewrite Declaration of Independence in modern language 2<sup>nd</sup> Semester: Debate, comic strip narration, President’s Book, memorize preamble, Constitution board game, simulations (bill becoming a law, etc.)</p>
<p><b>Picture Study</b> <i>Baroque Art</i></p>	<p>1<sup>st</sup> Semester: <b>Rembrandt</b> 2<sup>nd</sup> Semester: <b>Vermeer</b></p>
<p><b>Composer Study</b> <i>Baroque Music</i></p>	<p>1<sup>st</sup> Semester: <b>Handel</b> 2<sup>nd</sup> Semester: <b>Bach &amp; Vivaldi</b></p>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Understand the different types of maps and their functions: climate maps, economic or resource maps, physical maps, political maps, road maps, topographic maps</li> <li>• Understand and illustrate Waldo Tobler’s First Rule of Geography that "Everything is related to everything else, but near things are more related to each other."</li> <li>• Use Von Thunen’s model (concentric rings on a map) to understand settlement patterns (why people live where they live) and explain the role of economic geography.</li> </ul>
<p><b>Bible: 7<sup>th</sup> Grade</b></p>	<p><b>Who is God? Who am I? Who is my neighbor?</b> <i>Images of God</i> (10 lessons, IVP Connect LifeGuide Study) <i>Lord, Teach me to Study the Bible in 28 Days</i> (first half) <i>Girl Talk</i> (5 lessons, Lifeway, pending) Masculinity/Femininity study (title pending)</p>
<p><b>Bible: 8<sup>th</sup> Grade</b></p>	<p><b>Who is God? Who am I? Who is my neighbor?</b> <i>The Protectors</i> (7 week study) <i>Images of Christ</i> (10 lessons, IVP Connect LifeGuide Study) <i>The Spirit-Filled Follower of Jesus</i> (5 lessons, DFD2, NavPress) <i>Lord, Teach me to Study the Bible in 28 Days</i> (first half)</p>
<p><b>Assembly</b></p>	<p><b>Theme:</b> <i>Growing in Christ</i> <b>Theme Verse:</b> 2 Peter 3:18</p>