

**Junior High- Grades 7 & 8 (Year 2 of 2 year cycle)**

2015-2016 School Year

Arborbrook Christian Academy



*LANGUAGE ARTS*

<b>Subject</b>	<b>Texts and Sources Used</b>
<b>Literature</b>	<p><i>Realistic Fiction- FALL semester:</i>  <i>Summer of the Swans</i> by Betsy Byars (modern)- <b>A</b>  <i>Homecoming</i> by Cynthia Voigt (modern)- <b>A</b>  <i>The Prince and the Pauper</i> by Mark Twain (classic)- <b>B</b>                      “A Christmas Memory” by Truman Capote (classic)- <b>C</b>                      Play: “The Miracle Worker” by William Gibson (play)</p> <p><i>Fantasy/Science Fiction- WINTER/SPRING semester:</i>  <i>Tuck Everlasting</i> by Natalie Babbitt (modern)- <b>D</b>                      What if...you never grew old?  <i>A Wrinkle in Time</i> by Madeleine L’Engle (classic)- <b>D</b>                      What if...you could visit other planets through dimensional travel?  <i>Fahrenheit 451</i> by Ray Bradbury (classic)- <b>E</b>                      What if...you lived in a society that made reading illegal?                      Play: “The Tempest” by William Shakespeare (play)- <b>F</b>                      What if...you were stranded on a magical desert island?</p>
<b>Writing</b>	<p>Objective: Write in different genres. Learn literary terms; persuasive, narrative, and expository writing                      Poetry: Personification poems, List of 12 poems, Found poems                      Creative writing: Five-paragraph essay unit, key stories, original commercials, zucchini genre stories                      Non-fiction writing: Grammar pow-toon using iPads, March edition school news, research paper tied in with history topic using complete research process  <b>Writing Workshop:</b> Naming the World (poetry) and <i>Building Strong Writers in Middle School</i></p>
<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>Copy Work &amp; Dictations</b>	<p>Copy work in History/Science (Dictations in Bible)</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</p>
<b>Poetry &amp; Recitation</b>	<p><b>Major Poets:</b> Walt Whitman, Langston Hughes  <b>Poems:</b> “I Hear America Singing” “When Lilacs Last in the Door-yard Bloom'd” “When I Heard the Learned Astronomer” “The Negro Speaks of Rivers” “Dreams” “A Dream Deferred”</p>

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**MATH, SCIENCE, & NATURE STUDY**

<b>Subject</b>	<b>Texts and Sources Used</b>
<b>Math</b>	Saxon Course 2 & Saxon Course 3 Advanced Math Students: <u>Algebra 1/2</u>
<b>Science:</b>  <i>Anatomy; History of Science (Introduction to Physics)</i>	August-December: <i>Exploring Creation with General Science</i> (part II- emphasis on Anatomy) January-May: <i>The Story of Science: Einstein Adds a New Dimension</i>
<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>

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**HISTORY, INSPIRATIONAL STUDIES, GEOGRAPHY, & BIBLE**

<b>Subject</b>	<b>Texts and Sources Used</b>
<b>History:</b> <i>Year Two of JH History Cycle:</i> <b>Trimester 1:</b> Western Expansion & Civil War <b>Trimester 2:</b> Civil War/Reconstruction & The Gilded Age/WWI <b>Trimester 3:</b> 20s/Depression/WWII & Cold War	<b>Spine:</b> <i>History of Us</i> <b>Summer Reading:</b> <i>Across Five Aprils</i> or <i>The Perilous Road</i> <b>Trimester 1:</b> <i>History of Us</i> , Vol. 5 & Vol. 6; also <i>Great Documents</i> <b>Trimester 2:</b> <i>History of Us</i> , Vol. 6-8 <b>Trimester 3:</b> <i>History of Us</i> , Vol. 9-10 <b>Projects/major activities:</b> 1 <sup>st</sup> Trimester: <i>Book of the Century</i> entry, gold rush game, anti-slavery article, Civil War project, Gettysburg address, Bull Run play 2 <sup>nd</sup> Trimester: Character sketches of Chief Joseph and Crazy Horse, group presentations on businessmen such as Carnegie and Rockefeller, illustrated Roosevelt book, play "Over There!" 3 <sup>rd</sup> Trimester: 20 <sup>th</sup> century monster graphic organizer, WWII timeline, ancestor project, individual reports on an era (50s, 60s, 70s, etc.)
<b>Picture Study</b> <i>Impressionism</i>	1 <sup>st</sup> semester: <b>Degas</b> 2 <sup>nd</sup> semester: <b>Monet &amp; Renoir</b>
<b>Composer Study</b> <i>Classical Music</i>	1 <sup>st</sup> semester: <b>Haydn</b> 2 <sup>nd</sup> semester: <b>Mozart &amp; Beethoven</b>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use maps and geographic information to plan a trip.</li> <li>• Explore how arbitrary boundaries (like those used in political maps) can create conflict between groups of people and influence decision making</li> <li>• Create map layers and solve problems using spatial context.</li> </ul>
<b>Bible</b>	Readings from NIV Bible: TBA (according to Assembly plan)  Students write, draw, and label pictures in their Bible Journals. Students may also re-enact scenes from the daily reading. Encourage the keeping of a thankfulness journal and scripture memory (system for memorizing verses well). Do copy work and dictations about every third week on a verse or passage from scripture.