



LANGUAGE ARTS

Subject	Texts and Sources Used
Literature Year 1 of 2 year cycle	<p><i>Science Fiction & 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> Short Story 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 Poetry mini unit based upon the book <i>Teaching Poetry Writing to Adolescents</i> <i>The Pearl</i> by John Steinbeck (novella continuation/new ending project in Steinbeck’s style following a unit on the elements of style) Play: “Much Ado about Nothing” by William Shakespeare (play)</p>
Writing	<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). Writing Workshop: <i>Lessons that Change Writers</i> (writing curriculum by Nancie Atwell)- writing workshop once per week</p> <p><i>Writing projects/assignments:</i></p> <ol style="list-style-type: none"> 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.) 2. Write a short story based upon a “what if?” scenario. 3. Write a personal memoir. 4. Write a news story or editorial for the school news. 5. Complete a Shakespeare monologue paraphrase and recitation. 6. Write original poems. 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).
Grammar	<p><i>Holt Handbook First Course (7th) and Second Course (8th)</i> <i>Daily Oral Language</i></p>
Spelling	<p>Spelling- 100 Most Misspelled Words List and Homophones</p>
Vocabulary	<p><i>Wordly Wise 3000</i> Books 7 & 8</p>
Narration Emphasis	<p>Identify themes and figurative language, elements of style</p>
Poetry & Recitation	<p>Major Poets: William Wordsworth, Carl Sandburg Poems: 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
Math	<p>Saxon Course 2 & Saxon Course 3 Advanced Math Students: <u>Algebra 1</u></p>
<p>Science:</p> <p><i>General Science</i></p> <p><i>(Brief History of Science, Scientific Inquiry, Geology, 5 Kingdoms, Applied Science)</i></p>	<p>Primary text: <i>Exploring Creation with General Science</i> (part I) & supplemental resource: Beautiful Feet Curriculum, <i>The History of Science Part III</i></p> <ul style="list-style-type: none"> • Brief History of Science • Scientific Inquiry • How to Analyze and Interpret Experiments • Science, Applied Science, and Technology • The History of Life, Archaeology, Geology, and Paleontology • Foundations of Geology • The Fossil Record • Uniformitarianism and Catastrophism • What is Life/Classifying Life
Nature Study	<ul style="list-style-type: none"> • Improve dry brush watercolor techniques. • Draw anatomy sketches in nature journals • Learn about naturalist: St. Francis of Assisi (wrote <i>All Creatures of our God and King</i>) • Write detailed three-to-four paragraph descriptions in nature journals. • Learn to draw perspective. • Increase proficiency in using field guides. • Learn the scientific names of 20 common animals of NC (i.e. raccoon, fox, opossum, and groundhog). Study their life habits. • Learn the scientific names of 20 common trees and plants on the Arborbrook school campus and in North Carolina. • Identify animal tracks and practice tracking animals in the woods. • Learn about the work of the naturalists Elijah Mitchell and Asa Gray. • Study the nature and life habits of local birds (i.e. game birds, geese, pigeons, swallows, chimney swifts, hawks, owls) • Describe how feathers are designed and how flight actually works • Observe and record the complete process of a chick hatching from an egg in 21 days (if possible) • Learn to identify and paint the most common butterflies of North Carolina • Observe the stages of butterfly metamorphosis • Describe changes in one area of the school campus throughout the seasons • Learn how to collect snowflakes and distinguish basic types • Learn about frost and dew • Study the life cycle of a honeybee



HISTORY, INSPIRATIONAL STUDIES, GEOGRAPHY, & BIBLE

Subject	Texts and Sources Used
<p>History: <i>Year One of JH History Cycle: Early American History 1620-1850 & Civics</i> Semester 1: Explorers, Jamestown, Puritans, Colonial life, Revolutionary War Semester 2: Constitution, early presidents, Lewis & Clark, War of 1812, Government</p>	<p>Spine: <i>History of Us, Volumes 1-4</i> Summer Reading: <i>Fever 1793; Carry On, Mr. Bowditch; The True Confessions of Charlotte Doyle; Johnny Tremain; Night Journeys (choose 2)</i> Semester 1: <i>History of Us, Vol. 1 & Vol. 2</i> Semester 2: <i>History of Us, Vol. 4 & U.S. Constitution</i> Projects/major activities: 1st Semester: Explorer project, newspaper article, historical poster; rewrite Declaration of Independence in modern language 2nd Semester: Debate, comic strip narration, President’s Book, memorize preamble, Constitution board game, simulations (bill becoming a law, etc.)</p>
<p>Picture Study <i>Baroque Art</i></p>	<p>1st Semester: Rembrandt 2nd Semester: Vermeer</p>
<p>Composer Study <i>Baroque Music</i></p>	<p>1st Semester: Handel 2nd Semester: Bach & Vivaldi</p>
<p>Geography</p>	<ul style="list-style-type: none"> • Understand the different types of maps and their functions: climate maps, economic or resource maps, physical maps, political maps, road maps, topographic maps • 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." • 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.
<p>Bible: 7th Grade</p>	<p>Who is God? Who am I? Who is my neighbor? <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>Bible: 8th Grade</p>	<p>Who is God? Who am I? Who is my neighbor? <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>Assembly</p>	<p>Theme: <i>Growing in Christ</i> Theme Verse: 2 Peter 3:18</p>