



# Middle School Course Catalog

January 2020

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*“...in all things Christ preeminent.” ~ Colossians 1:18*



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## Standard Middle School Schedule

<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
English 6	English 7	English 8
Fundamental Math <i>or</i> Transitional Math	Transitional Math <i>or</i> Pre-Algebra	Pre-Algebra <i>or</i> Algebra I
Science 6	Science 7	Science 8
Social Studies 6	Social Studies 7	Social Studies 8
Bible 6	Bible 7	Bible 8
Band 6 <i>or</i> Chorus 6 <i>or</i> Art 6	Band 7 <i>or</i> Chorus 7 <i>or</i> Art 7	Band 8 <i>or</i> Chorus 8 <i>or</i> Art 8
Physical Education 6 <i>and</i> Technology 6 (A/B SCHEDULE, ALL YEAR)	Physical Education 7 <i>and</i> Technology 7 (A/B SCHEDULE, ALL YEAR)	Physical Education 8 <i>and</i> Technology 8 <i>and</i> Introduction to Spanish <i>and</i> Family Consumer Science (ONE COURSE EACH QUARTER)

# **English**

## **English 6**

This course is designed to increase communication skills through reading, writing, speaking, and the study of the English language. Students will read a variety of texts including fiction and non-fiction, short stories, poetry, and essays. They are encouraged to take an active role in learning in which students annotate texts, answer questions, pose questions of their own, and construct knowledge as they search for meaning. An essential component of the course is social collaboration and interaction among learners in ways that strengthen positive interdependence and individual accountability.

## **English 7**

This course continues to develop essential reading, writing, speaking, and listening skills. Through the use of varying texts of increasing complexity, students will develop reading and writing stamina. Students will be supported to become more attuned to the rules of grammar, spelling, and sentence structure. Continuing to foster a love of reading is another essential goal of the course, as students will be exposed to a variety of texts and encouraged to explore their own interests in literature.

## **English 8**

This course is designed to continue and develop student writers. The writing process is used to facilitate the production of a finished and polished piece of writing. Students will continue developing ideas and organizing thoughts to produce fluent writing. As maturing writers, students will be expected to utilize quality word choice. Voice, or the personality of a written piece, is explored through a variety of short stories and poems. Revision and editing strategies will be incorporated into every writing assignment. A continued emphasis on reading and comprehension skills will be embedded throughout the course.

# **Mathematics**

## **Fundamental Math**

This course is designed to help students explore ratios and rates, extend their work with fractions and mixed numbers, and develop fluency with whole number division and decimal operations using standard algorithms. They learn about negative integers and negative rational numbers on a number line as well as absolute value and plotting points on a coordinate plane. Students are encouraged to apply what they have previously learned about arithmetic to work with algebraic expressions and to use reasoning to solve equations and inequalities.

## **Transitional Math**

This course will enhance student understanding of basic math skills, number sense and operations, using formulas, and problem solving. Students will also begin studying probability and statistics where they will learn how to analyze and interpret graphs and data. Geometry will also be taught to them, where they are to learn about the different geometric figures. The latter part of the course will be on measurements, and how to solve for perimeter, circumference, area, volume, and more. All skills are taught to prepare students to transition to mathematical thinking required for success in Pre-Algebra.

## **Pre-Algebra**

This course begins with an introduction to the language of algebra, variables, expressions and one-step equations. Built into the lessons are three components: rigor, conceptual understanding and application. The following skills are taught: operations with integers and rational numbers, powers and roots, ratio, proportion, and similar figures, percents, linear expressions and functions, equations and inequalities. Finally, the course reinforces skills in geometry, probability, statistics, congruence, similarity and transformations. Thus, this course not only provides a fundamental set of algebra skills, but helps students prepare to transition to the vigorous content presented in Algebra I, having all the skills needed to succeed.

## **Algebra I**

This course extends and formalizes mathematics that students learned throughout middle school. Topics include the computation of real numbers (including fractions, decimals, and signed numbers); simplifying and evaluating algebraic expressions; solving linear and quadratic equations in one variable; sets of numbers; properties of real numbers; laws of exponents; computing and factoring polynomials; various word problems (with and without charts); solving linear equations in two variables; linear, quadratic, and exponential functions; systems of linear equations; inequalities in one and two variables; and simplifying and computing with radicals.

*Prerequisites: Successful completion of Pre-Algebra with a C or better recommended.*

*Credit: Students will receive high school credit for this course. Students transferring into SCS will receive credit from middle school ONLY IF their previous school gave credit.*

# **Science**

## **Science 6**

This course explores life science: the study of living organisms and life processes. This course is designed to show these relationships. The student will develop an understanding that God is the Creator and Sustainer of the universe, identify the orderliness and precision of God's creation, and inspire curiosity, wonder, and appreciation of God's creation. Promotion of orderly approaches to problem solving and establishing foundational science facts/skills to further science instruction will be explored. Processes involved in the scientific method will be studied. Integration of science into the student's everyday life in relation to affecting a positive attitude toward science through active participation, relevant discussions, and material covered in class will be developed.

## **Science 7**

A diverse scope of earth and space science issues will be discussed and explored in this course. Key topics include *The Dynamic Earth*, *Earth's Water and Atmosphere*, and *Space Science*. Group work, projects, model building, labs and activities are among the many ways these topics will be explored. A continued emphasis is placed on fostering an understanding of God as the Creator and Sustainer of the universe. Integration of science into the student's everyday life in relation to affecting a positive attitude toward science through active participation, relevant discussions, and material covered in class will be developed.

## **Science 8**

This course explores physical science: the study of matter and energy and the role it plays in our lives and the world around us. This course is designed to show the student these relationships. The student will develop an understanding that God is the Creator and Sustainer of the universe, identify the orderliness and precision of God's creation, and inspire curiosity, wonder, and appreciation of God's creation. Promotion of orderly approaches to problem solving and establishing foundational science facts/skills to further science instruction will be explored. Processes involved in the scientific method will be studied. Integration of science into the student's everyday life in relation to affecting a positive attitude toward science through active participation, relevant discussions, and material covered in class will be developed.

## **Social Studies**

### **Social Studies 6**

Our study of history involves more than examining a series of events. History is a magnificent tale of human beings and their struggle to progress. History examines a cultural heritage, offering students a glimpse of the past, present, and future of human expression. It is a study of historical events, experiences, and traditions that reflect the values and beliefs of early cultures as well as the cultures of today. This course studies ancient civilizations including the Mayans, Egyptians, Phoenicians, Greeks, Romans, and other early civilizations. The first few weeks focuses on geography. Students can expect a few major projects throughout the year, such as building pyramids and creating Greek City-States.

### **Social Studies 7**

Our study of history involves more than examining a series of events. History is a magnificent tale of human beings and their struggle to progress. History examines a cultural heritage, offering students a glimpse of the past, present, and future of human expression. It is a study of historical events, experiences, and traditions that reflect the values and beliefs of early cultures as well as the cultures of today. This course studies time periods beginning with the Renaissance through Modern Times. Included in this study will be wars that involved the United States. The first few weeks focuses on geography. Current events will also be incorporated and discussed throughout the year. Students can expect to complete major projects throughout the year.

### **Social Studies 8**

This course explores the development of the United States of America and its history, from its earliest days to the end of the cataclysmic Civil War. Students will learn of an amazing period covering the clash of cultures: Native American, African, and European; the development of a nation, the Industrial Revolution, and the causes and effects of a divided nation. As a result of this course, students should understand the events of the American past that are responsible for shaping today. Students will also develop a biblical worldview and learn from history the successes and failures of the American people.

## **Bible**

### **Bible 6** *\*Curriculum under revision for the 2020-2021 academic year*

This course is designed as a basic survey of the Old Testament, exploring questions such as: Who wrote it? What is this book about? When was it written? Where does the action take place? How do we see God at work in this book and how does it impact us now? We will look closely at connections between the Old Testament and the New Testament as well as what it communicates about God's nature, character, and plan. We will take time to consider how what we learn in the Old Testament is relevant in our own relationships with the Lord. Scripture memorization is a key element of the course.

### **Bible 7** *\*Curriculum under revision for the 2020-2021 academic year*

This course is designed as a basic survey of the New Testament, exploring questions such as: Who wrote it? What is this book about? When was it written? Where does the action take place? How do we see God at work in this book and how does it impact us now? We will look closely at connections between the New Testament and its fulfillment of Old Testament promises and prophecies as well as what it communicates about God's nature, character, and plan. We will take time to consider how what we learn in the New Testament is relevant in our own relationships with the Lord. Scripture memorization is a key element of the course.

### **Bible 8** *\*Curriculum under revision for the 2020-2021 academic year*

This is a prophecy and typology course designed to aid students in making connections between the Old and New Testaments in the Bible. We will study Old Testament prophecies about Christ and discover how they were fulfilled by Jesus as evidenced in the New Testament. We will study Old Testament figures and rituals and discover how they were "types of Christ" who pointed ahead to the plan, character, nature, and work of Jesus in the New Testament. We will take time to consider how what we learn is relevant in our own relationship with the Lord. In addition, we will memorize Scripture as well as test on general knowledge we have covered.

## **Physical Education**

### **Physical Education**

Middle school physical education is designed to help students develop sport play skills, personal fitness, sport knowledge, and sports character traits. Development in these areas occurs during expressive play, skill acquisition activities, fitness activities, and sport game play. Recreational sport play is also introduced and developed during the class as students transition to apply the skills learned throughout elementary courses. Students are encouraged to find at least one physical fitness and/or sport activity that they enjoy and can take with them beyond the classroom setting.

## Fine Arts

### **Chorus**

Middle School Chorus is designed to teach an understanding of good vocal technique and the science underlying it. Students will develop music reading skills, sight-singing skills, and performance skills while being engaged in leadership and team building opportunities through rehearsals and performances. Chorus is a performance-based class, and attendance at all performances is mandatory. Prior singing experience is not required.

### **Band**

The Middle School Band is an ensemble that provides students with learning and performance opportunities on wind and percussion instruments. The primary focus is on the development, continuation, and expansion of basic skills, including: embouchure and tone development, rhythmic development, reading and notation skills, sight reading, introduction of scales, simple music theory, development of an extensive vocabulary of musical terms and symbols, ear training and listening skills, equipment care and maintenance, and effective practice habits. In addition to large group ensembles, individual growth and achievement are encouraged through participation in adjudicated solo and ensemble contests, honor bands, and private lessons. Middle School band is a performance-based class, and attendance at all performances is mandatory.

*Prerequisite: The sixth grade curriculum is designed for students with at least a year of playing experience. This class is open to those students who were a part of the fifth grade band program or are willing to take private lessons during the summer after fifth grade.*

### **Art**

Middle School Art is a fine arts course of study in which the student will further develop a sense of the self as an artist who is capable of communicating ideas through the making of artistic works, which influence the world around them and impact the social and cultural environments in which they live. This class will equip students with a further understanding of the elements of art and principles of design, history of art, intermediate techniques of various media, and connections between the artist and himself, the artist and God, the artist and the family, the artist and the community, and the artist and the world.

## Technology & Enrichment

### **Technology 6**

Students will explore technological terms in regard to computer basics (hardware and software). Typing skills will continue to be reinforced and applied as students are exposed to various tools available through Microsoft Office Suite and Google Suite. The capabilities of these programs will be explored and applied for use across their content area classes. Additionally, students will explore an introduction to basic coding skills as a foundation for computer programming. Students will improve their internet research skills and explore key elements of digital citizenship (internet etiquette and safety).

## **Technology 7**

Students will explore the world of computer programming and robotics! Using Scratch, a graphical programming language developed at MIT, students learn fundamental programming concepts such as variables, loops, conditional statements, and event handling to create animations, computer games, and interactive projects. The STEM Robotics 101 EV3 curriculum is also used in this course, where students utilize the LEGO® MINDSTORMS® EV3 program from Carnegie Mellon University's Robotics Academy. Through the use of learning-to-program videos, supplemented with lessons on robotics technologies, explicit math and science concepts, and the engineering process, students will design and implement various robotics configurations. They will learn to creatively design solutions to simple problems and to use their robotic creations to accomplish a variety of set tasks. Additionally, students will continue to advance their digital citizenship internet etiquette and safety) knowledge.

## **Technology 8**

Students will be guided through challenging concepts in Scratch Programming. Students will be able to create intricate animations and games using complex logic and program design. Students develop their programming skills while learning about lists, defining procedures, and debugging problematic code. They will broaden their understanding of variables, operators, and event-driven programming while applying their existing knowledge in new ways of thinking about Scratch. Students also examine graphic art and digital music in computers and are encouraged to think artistically and creatively about computer programming and design. Students will continue to advance their digital citizenship (internet etiquette and safety) knowledge.

## **Introduction to Spanish 8**

This course is intended to introduce the student to current examples of everyday speech through visuals and dialogue and will allow the student to practice with these examples through a variety of interesting and functional exercises. Students are introduced to everyday life and are provided a taste of the art, music, and literature of Spanish-speaking countries.

## **Family Consumer Science 8**

Family and Consumer Sciences empowers students to become contributing family members, productive problem solvers, responsible citizens, quality workers, and continuing learners. The curriculum concentrates on the development of process skills in higher order thinking, communication, management, and leadership. Students will learn practical everyday living skills that will help them be successful in life. These skills can be applied to solve complex problems and challenges of daily living today and in the future.

## **Promotion Requirements**

For sixth through eighth grades, students cannot fail more than two core courses and move onto the next grade. A summer recovery course may be required for grades below a “C” in Mathematics.

### **Community Service (Middle & High School)**

In keeping with the philosophy and mission of SCS, thirty (30) hours of unpaid service is *highly encouraged* in middle school. This establishes a strong habit of Christian service and prepares students for the high school community service graduation requirement. Eighty (80) hours of unpaid service beginning after completing Grade 8 are required. We *highly encourage* students to complete approximately 20 hours per year while in high school. All hours above the required number will also be noted on transcript. Credit will not be given for work done at school between the beginning and end of any school day. The project(s) should be submitted to the principal or counselor for approval. The person(s) being served or the project coordinator must document all hours; parent documentation is not permissible. Examples of acceptable projects include: a church, family, school, or community service project; volunteer service at a hospital or nursing home; helping the needy through a youth group project; overseas or local missionary programs. Documentation of all hours is required within three months of completion of the service. Hours completed for other organizations (such as Honor Societies) do not contribute toward the graduation requirement.

*Community Service Verification Forms are available in the Guidance Office.*

### **National Junior and National Honor Society**

#### **Purpose**

The purpose of the Salisbury Christian School Chapters of the National Honor and Junior Honor Societies is to create enthusiasm for scholarship, to stimulate a desire to render service to the school and community, to recognize and encourage leadership in the student body, and to develop Christian standards of good character in the students of this school. This chapter operates under the direction of and in full compliance with the National Constitution of NHS. The chapter is under the sponsorship and supervision of the National Association of Secondary School Principals or NASSP.

#### **Membership Eligibility/Selection of Members**

All tenth, eleventh, and twelfth graders who have a cumulative grade point average of 3.65 or higher and who have been a student at Salisbury Christian School for at least one semester prior to the start of the school year will be considered academic candidates for membership in the Salisbury Christian School Chapter of the National Honor Society. Candidates will then be evaluated on the basis of service, leadership, and character.

All seventh, eighth and ninth graders who have a cumulative grade point average of 3.65 or higher and who have been students at Salisbury Christian School for at least one semester prior to the start of the school year will be considered academic candidates for membership in the Salisbury Christian School Chapter of the National Junior Honor Society. Candidates will then be evaluated on the basis of service, leadership, character, and citizenship. Prior to the final selection, the following shall occur:

- a. Student's academic records shall be reviewed to determine scholastic eligibility.
- b. All students who are eligible scholastically shall be notified and asked to complete and submit an application for further consideration.
- c. The faculty shall be requested to evaluate candidates determined to be scholastically eligible using a form provided by the chapter advisor.
- d. The Faculty Council shall review the applications, faculty evaluations and other relevant information to determine those who fully meet the selection criteria for membership. Membership in the NHS/NJHS shall be considered an honor bestowed by the Faculty Council. With that honor comes an obligation to fulfill the requirements of continued membership listed below. No student has an automatic right to be selected for membership. Each candidate must receive a majority vote from the Faculty Council in order to be inducted. No candidate shall be considered a member until he/she has been formally inducted. Candidates become members when inducted at a special ceremony.

An active member of the National Junior Honor Society or National Honor Society who transfers from this school will be given an official letter, if requested, indicating the status of his/her membership.

An active member of the NJHS or NHS who transfers to this school will be automatically accepted for membership in this chapter. The Faculty Council shall grant to the transferring member one semester to attain the membership requirements and, thereafter, this member must maintain those requirements for this chapter in order to retain his/her membership.

## High School Suggested Course Sequence: Standard

Required Subjects	Ninth	Tenth	Eleventh	Twelfth
<b>English</b> <i>4 credits</i>	English 9	English 10	American Literature	British Literature
<b>Math</b> <i>4 credits*</i>	Algebra I	Geometry	Algebra II	Statistics
<b>Science</b> <i>3 credits</i>	Environmental	Biology	Chemistry	Elective
<b>Social Studies</b> <i>3 credits</i>	U.S. History	Government	World History	Elective
<b>Bible</b> <i>4 credits**</i>	Bible 9	Bible 10	Bible 11	Bible 12
<b>Foreign Language</b> <i>2 credits</i>	Spanish I, Spanish II (Other Language options may be pursued online)			
<b>Physical Ed – ½ credit</b> <b>Fine Arts – 1 credit</b> <b>Health – ½ credit</b> <b>Technology – 1 credit</b>	Physical Education Band, Art, Chorus Health Digital Imaging & Editing, InDesign, Mobile App Development, Intro. to Programming, AP Computer Science			
<b>Electives</b> <i>(All offerings are subject to change)</i>	Anatomy & Physiology, Criminal Justice, Economics, Geography, Internship, Introduction to Business, Leadership, Leisure Sports, Marine Science, Personal Fitness, Financial Literacy/Personal Development, Speech Communications, Yearbook			

### NOTES:

- A credit is the value assigned to a full year course. One half credit (½) is the value assigned to a semester course.
- SCS requires math in all four years of high school, per the Maryland College & Career Readiness Act.
- The Bible sequence will be adjusted for students entering SCS after Grade 9.

**High school students must have earned 5 credits to become a Sophomore, 11 credits to become a Junior, and 18 credits to become a Senior.**

### SCS Graduation Requirements

In order to graduate from SCS students must:

1. Have the necessary number of courses and 26 total credits
2. Fulfill the Community Service Requirement of eighty hours of documented volunteer or missions work
3. Complete their Senior Thesis
4. Have a GPA of at least 2.0
5. Adhere to all Attendance Policies outlined in the Parent / Student Handbook
6. Fulfill all financial obligations to the school

## High School Suggested Course Sequence: Advanced

Required Subjects	Ninth	Tenth	Eleventh	Twelfth
<b>English</b> <i>4 credits</i>	English 9 ( <i>H</i> )	English 10 ( <i>H</i> )	<i>AP</i> Language	<i>AP</i> Literature
<b>Math</b> <i>4 credits</i>	Geometry Algebra II	Algebra II Trig/Pre-Calc	Trig/Pre-Calc <i>AP</i> Calculus	Statistics ( <i>H</i> ) Trig/Pre-Calc <i>AP</i> Calculus
<b>Science</b> <i>3 credits</i>	Biology ( <i>H</i> )	Chemistry ( <i>H</i> )	Physics ( <i>H</i> ) Biology 101 ( <i>D.E.</i> )	Biology 101 ( <i>D.E.</i> ) Physics ( <i>H</i> ) Science Elective
<b>Social Studies</b> <i>3 credits</i>	U.S. History	<i>AP</i> Government	World History	World Civ. ( <i>D.E.</i> ) Intro. to Psych. ( <i>D.E.</i> )
<b>Bible</b> <i>4 credits</i>	Bible 9	Bible 10	Bible 11	Bible 12
<b>Foreign Language</b> <i>2 credits</i> <i>(3-4 credits suggested)</i>	Spanish I, Spanish II, Spanish III ( <i>H</i> ), Spanish IV( <i>H</i> ) (Other Language options may be pursued online)			
<b>Physical Ed – ½ credit</b> <b>Fine Arts – 1 credit</b> <b>Health – ½ credit</b> <b>Technology – 1 credit</b>	Physical Education Band, Art, Chorus Health Digital Imaging & Editing, InDesign, Mobile App Development, Intro. to Programming, <i>AP</i> Computer Science			
<b>Electives</b> <i>(All offerings are subject to change)</i>	Anatomy & Physiology, Criminal Justice, Economics, Geography, Internship, Introduction to Business, Leadership, Leisure Sports, Marine Science, Personal Fitness, Financial Literacy/Personal Development, Speech Communications, Yearbook			

### NOTES:

- A credit is the value assigned to a full year course. One half credit ( $\frac{1}{2}$ ) is the value assigned to a semester course.
- (*H*) designates an Honors course. (*D.E.*) designates a Dual Enrollment Course through Wor-Wic Community College. *AP* designates an Advanced Placement® Course through the College Board.
- SCS requires math in all four years of high school, per the Maryland College & Career Readiness Act.
- The Bible sequence will be adjusted for students entering SCS after Grade 9.

**High school students must have earned 5 credits to become a Sophomore, 11 credits to become a Junior, and 18 credits to become a Senior.**

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In order to graduate from SCS students must:

1. Have the necessary number of courses and 26 total credits
2. Fulfill the Community Service Requirement of eighty hours of documented volunteer or missions work
3. Complete their Senior Thesis
4. Have a GPA of at least 2.0
5. Adhere to all Attendance Policies outlined in the Parent / Student Handbook
6. Fulfill all financial obligations to the school