

# Columbia County Christian School



## Curriculum Scope and Sequence Middle School 6-8

Revised August 2017

## **Table of Contents**

Bible .....	1-2
Math.....	2-4
Language Arts .....	4-5
Science .....	5-7
Health .....	7-8
Social Studies.....	8-9
Computers.....	9
Art.....	9
P.E.....	10
Music .....	10

**BIBLE**  
**Oregon Standard**  
None

**CCCS Bible**

**6<sup>th</sup> Grade Curriculum:**

**ACSI**

A Look at the Old Testament, Gospels and New Testament

A Look at Matthew, Mark, Luke and John

The Church on Fire

Alive in Spirit

The Door Opens to All

The Message and Mission Go Forward

God Declares the World Guilty

Believer's Civil War

Conforming to Christ

Purity, Unity and Love in the Church

Resurrection of Believers

Sowing and Reaping

Managing Our Relationships, Feelings and Friends

Managing Thoughts for Success

Managing Our Choices

Encouraging One Another

Standing Firm

Winning the Real Prize

Working to Please Christ

Forgiveness and Restoration

Growing in Faith

Accepting Discipline

Faith that Works

Self-Control Is the Goal

Keep On Growing

Knowing We Belong to Him

The Final Destination

Seeing the Big Plan

**Scripture Memorization – Growth in Faith and Discipleship**

God/Jesus – John 1:1-2 & 1 John 4:8-9

Bible – 2 Timothy 3:16-17 & Hebrews 4:12

Human Condition/Sin – Romans 6:23

Christ Paid the Penalty for Sin – Romans 1:16

Necessity of Receiving/following Christ only – 1 John 5:11-13

Assurance – Romans 8:38-39

Prayer – Philippians 4:6-7

Development of a Word View – Acts 1:8

Christian Living – 1 John 1:9  
Duty of Humankind – Micah 6:8  
Service/Witnessing – Mark 10:45

Students attend weekly chapel services where they learn how to live out and defend their faith. They also participate in community service activities throughout the year.

### **7th/8<sup>th</sup> Grade Curriculum:**

#### **Lifeway - Character Quest Volume 1**

The character traits studied from a Biblical perspective are love, wisdom, obedience, courage, attentiveness, faith, responsibility, joyfulness, honesty, thankfulness, self control, loyalty, humility, confidence, orderliness, diligence and prayer.

#### **Lifeway - Character Quest Volume 2**

Integrity, patience, forgiveness, initiative, contentment, encouragement, discernment, sincerity, purity, maturity, controlled speech, kindness, respect, leadership, commitment, service, reverence

#### **Scripture Memorization – Growth in Faith and Discipleship**

Students will be expected to memorize two verses each week. More information will be provided in the class syllabus.

Students attend weekly chapel services where they learn how to live out and defend their faith. They also participate in community service activities throughout the year.

## **MATH**

### **Oregon Standard**

Sixth grade math students refine their understanding of decimals and fractions. As they develop fluency with operations on fractions and decimals they learn how to estimate, model, and solve problems dealing with fractions and decimals. Additionally, they apply their knowledge of multiplication, division, fractions and decimals to concepts of ratio, rate, percent and probability. Finally, they explore the foundations of Algebra where they learn about the order of operations, variables, and solutions to basic algebraic equations. Seventh grade math students refine their understanding of surface area and volume. They develop both an understanding of and fluency with various measurement formulas. They also develop an understanding of operations on all rational numbers and greater fluency with linear equations. Finally, they deepen their understanding of proportionality and applications thereof. Eighth grade math students refine their understanding of Algebra where they learn about slope of a line, various applications and representations of linear equations and functions, and solutions to systems of linear equations. Further, they learn how to explore data sets by organizing, modeling, interpreting, describing and making predictions. Finally, they learn to analyze two and three-dimensional spaces of figures and how to apply the Pythagorean theorem to solve various measurement problems.

## CCCS Math

### **Curriculum:**

#### **6<sup>th</sup> Grade ACSI**

Add, Subtract, Multiply, Divide Whole Numbers and Decimals  
Geometric Properties  
Number Theory and Fractions  
Add and Subtract Fractions and Mixed Numbers  
Multiply and Divide Fractions and Mixed Numbers  
Integers  
Application of Statistics and Graphing  
Integers and Rational Numbers  
Perimeter, Area, and Volume  
Ratios and Proportions and Percent  
Measurement  
Probability

### **Curriculum:**

#### **Glencoe McGraw Hill, *Pre-Algebra***

##### **Rational Numbers and Equations**

The Tools of Algebra  
Operations with Integers  
Expressions and Equations  
Multi-Step Equations and Inequalities

##### **Proportions and Similarity**

Ratio, Proportion, and Similar Figures  
Percent

##### **Linear and Nonlinear Functions**

Linear Functions and Graphing  
Powers and Nonlinear Functions

##### **Two-and Three-Dimensional Space**

Real Numbers and Right Triangles  
Distance and Angle  
Surface Area and Volume

##### **Data Sets**

Statistics and Probability

### **Curriculum**

#### **Glencoe McGraw Hill, *Algebra I***

Expressions, Equations, and Functions  
Linear Equations  
Linear Functions  
Linear Functions and Relations  
Linear Inequalities  
Systems of Linear Equations and Inequalities

Polynomials  
Factoring and Quadratic Equations  
Quadratic and Exponential Functions  
Radical Functions and Geometry  
Rational Functions and Equations  
Statistics and Probability

## **LANGUAGE ARTS**

### **Oregon Standard**

Seventh grade students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to identify their own areas of reading interest. Seventh grade students begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal. Eighth grade students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of authors. Eighth grade students not only write or deliver research reports but also conduct their own research. They create clear, coherent compositions that engage the reader. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

### **CCCS Language Arts**

#### **6<sup>th</sup> Grade Curriculum:**

##### **ACSI Spelling**

Word Analysis, Vocabulary, Word Study Strategies, and Writing. Increase skill development in use of words with Greek and Latin roots. Expand vocabulary, word building, and editing skills

##### ***ACSI – Literature Pearl***

Short Stories

Recognizing Plot

Defining Character

Exploring Setting

Understanding Theme

Pulling It all Together

Poetry

Poetic Sound

Poetic Language  
Poetic Form  
Poetic Theme  
Pulling It all Together  
Nonfiction  
**Various Novels**  
**TBD**  
**Writing Book Reports**

**7th/8<sup>th</sup> Curriculum**  
**Grammar and Mechanics**  
*ACSI –Literature Gold*  
Short Stories  
Recognizing Plot  
Defining Character  
Exploring Setting  
Understanding Theme  
Pulling it All Together  
Novella  
Poetry  
Poetic Diction  
Poetic Images  
Poetic Sound  
Poetic Patterns  
Poetic Form  
Lyric Poetry  
Poetic Theme  
Pulling It All Together  
Drama  
Nonfiction

## **SCIENCE**

### **Oregon Standard**

Middle School science students refine their understanding of how the components and processes within living and non-living systems interact and affect their characteristics and properties. They learn about gravitation, forces, and laws of motion. They study atoms, elements, and compounds. They develop understanding of reproduction, inheritance, phenotypes, genotypes, chromosomes, and genes. Students learn about the processes plants and animals use to obtain energy and materials for growth. They study how Earth's atmosphere, landforms, resources, and climate change. Students deepen their understanding of scientific inquiry as the investigation of the natural world based on observation and science principles that includes proposing questions or hypotheses, collecting, analyzing, and interpreting multiple forms of data to produce justifiable evidence-based explanations. They build their understanding of engineering design as

a process of identifying needs, problems, and constraints, and developing and evaluating proposed solution. Students describe the atomic model and explain how the types and arrangements of atoms determine the physical and chemical properties of elements and compounds. They explain how the Periodic Table is an organization of elements based on their physical and chemical properties and how motion and spacing of particles determine states of matter. They also explain how genetics and anatomical characteristics are used to classify organisms and infer evolutionary relationships. They compare and contrast physical and chemical changes and describe how the law of conservation of mass applies to these changes. Students explain how energy is transferred, transformed and conserved and how species change through the process of natural selection as well as describing evidence for evolution. They also explain how gravity is the force that keeps objects in the solar system in regular and predictable motion and describe the resulting phenomena as well as the interactions that result in Earth's seasons. Students describe the processes of Earth's geosphere and the resulting major geological events and explain the causes of patterns of atmospheric and oceanic movement and the effects on weather and climate and analyze evidence for geologic, climatic, environmental, and life form changes over time. Students use scientific inquiry to produce justifiable evidence-based explanations and new explorations. They learn to identify needs and define problems, identify design criteria and constraints, develop solutions, and evaluate proposed solutions.

### CCCS Science

#### **Curriculum:**

##### **ACSI – *Life Science***

Unit 1: Life- Introduction, cells, taxonomy

Unit 2: Viruses, Bacteria, Archaea, Protists & Fungi

Unit 3: Plants – Introduction, plant activity

Unit 4: Animals – Invertebrates, arthropods, vertebrates

Unit 5: Human Body- Cardiovascular system, digestion, immune system, respiratory system, excretory system, movement and senses, human development

Unit 6: Genetics & Heredity

Unit 7: Ecology – ecological landscape, ecosystem dynamics & biomes

#### **Curriculum:**

##### **ACSI – *Earth & Space***

Unit 1: Geology- Introduction, minerals, rocks & soil

Unit 2: The Dynamic Earth – moving crust, earthquakes & volcanoes

Unit 3: Water & Water Systems- water & oceans

Unit 4: Meteorology- atmosphere, weather & climate

Unit 5: The Environment- natural resources & pollution

Unit 6: Astronomy- solar system, sun, earth & moon, stars & the universe and space exploration



## **Curriculum:**

### **ACSI – Physical Science**

Unit 1: Matter- Introduction, composition of matter, nature of matter, atomic structure and periodic table & chemical bonds

Unit 2: Types of Substances- metals, nonmetals and metalloids, organic compounds and other useful materials

Unit 3: Interactions of Matter- solutions, chemical reactions, acids, bases and salts

Unit 4: Matter in Motion- forces and motion, work and energy & types of machines

Unit 5: Energy at Work- thermal energy, waves, sound, light, nuclear energy & energy resources

Unit 6: Electricity and Magnetism

## **HEALTH**

### **Oregon Standard**

Grades 6-8 health skills and concepts include continuing to demonstrate refusal skills around the use of alcohol, tobacco, inhalants and other drugs. Students work on demonstrating personal health care practices that prevent the spread of communicable disease and advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C. They also learn how to track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating. Students identify school, home and community resources for mental and emotional health concerns and practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity. Students identify rules and laws intended to prevent injuries, demonstrate personal responsibility to follow safety-related laws, use the decision making process to use safety practices in and around motorized vehicles, and design an advocacy campaign for preventing violence, aggression, bullying and harassment.

### **CCCS Health**

#### **Grades 6-8**

## **Curriculum:**

### **Curriculum: ACSI Purposeful Design *Total Health, Talking About Life's Changes***

#### **Physical Health**

The Power of Choice

Human Biology

Nutrition: Entering the Food Zone

Fitness and Exercise

Diseases: The Body Under Attack

#### **Mental Health**

Who Am I? (Change and Character)

Let's Talk About Success

Social Health

Building Strong Friendships (communication skills)

Habits of Highly Popular Teens (self care)

Living the Supernatural High (drugs, alcohol and tobacco vs. a relationship with Jesus)

Spiritual Health

Tell Me Why...": Teens and Their Questions (maturity and leadership)

Me, Myself and God

Students also participate in Red Ribbon Week (a week long focus on drug prevention awareness) and a fire safety class from the local fire department

## **SOCIAL STUDIES**

### **Oregon Standard**

**Sixth through eight** grade students expand their study to U.S. and World History, including early world civilizations and the development of nations and the U.S post-revolution to approximately 1900. Students increase their understanding of the U.S. Constitution, rule of law, and the powers and limitations of government. They apply their geography skills to identify physical features, population distribution, and to make predictions. Students also examine markets and types of economies, with emphasis on the U.S. economy. They also study basic investment and savings concepts and practices. Students continue to use Social Science Analysis skills, examining evidence more completely, viewing issues from more than one perspective, and making judgments about alternative responses or solutions to problems.

### **CCCS Social Studies**

#### **Curriculum: Holt McDougal – *Geography***

The Basics of Geography

The United States and Canada

Latin America

Europe

Russian and the Republics

Africa

Southwest Asia

South Asia

East Asia

Southeast Asia, Oceania, and Antarctica

#### **7<sup>th</sup>/8<sup>th</sup> Grade Curriculum:**

#### **Curriculum: Holt – *United States History***

Connecting with the Past: Our Colonial Heritage (Beginnings-1783)

A New Nation (1777-1799)

The New Republic (1800-1860)

The Nation Expands (1790-1860)

#### **Current Events – Various Sources**

Politics

Government  
**Oregon History – Various Sources**

**Bob Jones University Press – *World History***

Foundations Creation to 800  
Changes and Development 1000-1650  
Dominant Powers in Europe and Asia 1450 - 1750  
Revolutionary Age 1750 – 1900  
20<sup>th</sup> Century and Beyond 1900 – present

## **COMPUTERS**

### **Oregon Standard**

See K-12 Educational Technology

### **CCCS Computers**

Students learn to use the computer keyboard and utilize various programs to enhance their academic and problem solving skills. They also use the computer to research information for projects and papers, complete online assignments, prepare presentations, create graphics and communicate with teachers and other students.

## **ART**

### **Oregon Standard**

Grades 6-8 students select and combine essential elements and organizational principles when creating works of art, describe the creative process used, and begin to control the elements and principles to refine their expression. Students use aesthetic criteria to describe their preferences, critique their own work, describe other works of art, and identify how the elements and principles contribute to an aesthetic effect. Students distinguish the influences on works of art and compare and contrast works of art from different cultures. They explain how works of art reflect their contexts, how the arts serve a variety of purposes in a society, and the influences of the arts on individuals and society.

### **CCCS Art**

#### **Discovering Great Artists, MaryAnn Kohl & Kim Solga**

Hands on art in the styles of the Great Masters – Each art process focuses on one style and one artist. The most important aspects of the art projects are discovery, exploration, and individual creativity. [http://www.princetonol.com/groups/iad/links/categorized\\_lessons.html](http://www.princetonol.com/groups/iad/links/categorized_lessons.html) - Categorized lessons by grade from Princeton Online Incredible Art

### **CCCS Performing Arts**

Students participate in the Christmas Program and Spring Program during the school year. They also attend at least one play at a local theater as part of an all school field trip.

# **PHYSICAL EDUCATION**

## **Oregon Standard**

Grades 6-8 students use the mature forms of the basic skills in more specialized sports, dance and activities. They identify principles of practice and conditioning and know when, why and how to use strategies within game play. Additionally, students know the components of fitness and how these relate to their overall fitness status. They assess their personal fitness status on each component and use this information in the development of individualized physical fitness goals. Moving from merely identifying the following rules, procedures, safe practices, ethical behavior, students start reflecting upon their role in physical activity setting and the benefits of physical activity. They make appropriate decisions to resolve conflict arising from the influence of peers and practiced appropriate problem solving techniques

## **CCCS Physical Education**

### **Curriculum:**

#### **SPARK Physical Education**

Fun and fitness, basketball, cooperatives, dance, flying disc, football, golf, handball, hockey, jump rope, racquets and paddles, soccer, softball, stunts, track and field, volleyball, calisthenics, world games

Focus and Fitness – aerobic capacity, muscular strength and endurance, flexibility, and body composition

Spotlight on Skills – sport - specific skills, rhythmic competency, and social skills

# **MUSIC/BAND**

## **Oregon Standard**

None

## **CCCS Music/Band**

### **Curriculum:**

#### **Middle School Band: Essential Elements Book 1**

Essential Elements for band offers students sound pedagogy and engaging music, paced to successfully start young players on their musical journey. Essentials Elements features both familiar songs and specifically designed exercises, created and arranged for a unison learning environment, as well as instrument specific exercises to focus students on the unique characteristics of their instrument.

#### **Middle School Band: Essential Elements Book 2**

Essential Elements for band offers students sound pedagogy and engaging music, paced to successfully start young players on their musical journey. Essentials Elements features both familiar songs and specifically designed exercises, created and arranged for a unison learning environment, as well as instrument specific exercises to focus students on the unique characteristics of their instrument.