

# PRAISE

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CHRISTIAN ACADEMY



## **Middle School Course Descriptions**

## **Bible**

The Word of God is the ultimate standard and will be integrated into all classrooms. Students will gain Biblical knowledge of God's Word through grade-specific Bible classes. Each class will cover different areas of Scripture to give students' comprehensive exposure to Who God is, who we are in Christ and how we are to live in light of these truths. It is the prayer of the Bible department and Praise Academy that the Holy Spirit works in the life of the student to call them to Himself so that head knowledge will integrate into the heart of the student and a disciple will be born who can then make other disciples (Matthew 28:19-20).

### **Bible 6**

The Grade 6 curriculum completes the four-year study of the Bible begun in Grade 3. It starts with an Old Testament review focused on the need for and plan of salvation. Students then draw connections between the Old Testament and the New Testament through a detailed study of Jesus' ministry, death, resurrection, and ascension. Students also take a closer look at Paul's missionary journeys, learning how God's gift of salvation was extended to the Gentiles and spread throughout the world.

Students gain insights into how to share the gospel message through the examples of Peter, Paul, and others, and increase their understanding of how everyday people are used to build God's kingdom. In addition to their study of Colossians, students take a general look at the letters the apostles sent to the early church, followed by a study of the Book of Revelation and God's promise of everlasting life with him.

### **Bible 7**

In the Grade 7 curriculum, a thematic approach replaces the chronological approach employed in the earlier grades. Concentrating on the Old Testament, the units focus on such topics as God's covenant and his promise of a Savior. The unit on the feasts of Israel helps students make connections between the feasts and the work of Jesus Christ in the New Testament. The unit on Job and Ecclesiastes allows students to study two books of the Bible that were not presented in previous grades. Studying Proverbs gives students practical guidelines for how they are to live as God's children, and with the study of the prophets gives students a personalized look at God's characteristics and the promises he made to Israel.

In the unit on prayer, students learn more about God's gift of prayer, and how to use it to build their relationships with God.

### **Bible 8**

Students in Grade 8 will continue the thematic approach to studying the Bible, beginning with the birth of Jesus and continuing through his early ministry, death, and resurrection. A unit on New Testament writings allows students to note the various challenges facing the New Testament churches and compare them with today's challenges. The unit concludes with a study

of Revelation that introduces students to apocalyptic literature as well as God’s plans for those who have been saved through Christ.

In a unit on personal devotions, students discover how a meaningful devotional habit strengthens their relationship with God and helps them grow in faith and obedience.

A series of units on church history concludes the Grade 8 curriculum. Students learn what happened to the church after the conclusion of the New Testament and follow its progress through the centuries to issues facing the church today. Students will recognize how God continued to work in the lives of his people throughout the history of the church and is present with us now, just as he promised.

## **Language Arts**

The philosophy of the study of the English language is that we empower students through the development of their verbal and written skills. Students will explore the elements of language mechanics, writing, and literature, as they acquire skills needed to communicate, discern the intentions of authors of various works, and relate their studies to a Christian worldview. Students will also develop their ability to apply concepts of critical thinking through reading and writing assignments that challenge their verbal and written communication and comprehension skills. Students will be able to express themselves and their understanding of the material studied in intelligent thought and conversation, as well as in written correspondence. Strengthening students’ language arts skills allow for confidence and success in the world around them – whether in interpersonal relationships, in ministry or the future workplace, and in understanding God’s Word.

### Language Arts 6

This course focuses on oral and written language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to become skilled readers of more sophisticated literature by learning how to study and analyze literature through voice and style. The student will read a target number of books or word count equivalent from a variety of genres, subjects, and disciplines. The student will compose writing in a variety of genres: narrative, expository, technical, response to literature, and persuasive. The student will analyze and edit his or her writing by focusing on conventions, voice, and style. There is an increase in writing, editing, and proofing. Mastering conventions is a major component of this course. Research becomes a critical component of this course. The student will also engage in viewing, listening, and speaking activities.

### Language Arts 7

This course focuses on an appreciation of written and spoken language, as well as media and technology for expressive, informational, argumentative, critical, and literary purposes. The course enables students to study and analyze compelling literature and to explore the author’s

craft. The student will read a target number of books or word count equivalent from a variety of genres, subjects, and disciplines. The student expands his or her choices of writing modes and the students explore different types of sentence structure and more complex convention techniques. The student will compose writing in a variety of genres (narrative, expository, technical, response to literature, and persuasive) and increase abilities in writing, editing, and proofreading. The student will engage in oral presentations and dramatic interpretation; the student will explore the effects of media images, texts, and sounds. The student will continue learning the components of research. The student will also engage in viewing, listening, and speaking activities.

### Language Arts 8

This course focuses on extending the reading experience through a more complete study and analysis of compelling literature. The student will read a target number of books or word count equivalent from a variety of genres, subjects, and disciplines. The student will also study Georgia authors by exploring history, reading different selections, and examining texts. The student will refine his or her skills in the production of quality essays and narratives; the writing also extends into reader response pieces. Writing focuses on writing styles, the use of strong diction, and refining, editing, and proofreading. A study of conventions will build on previous instruction and extend beyond. The student will debate a variety of topics. The student will continue with research. The student will also engage in viewing, listening, and speaking activities.

## **Mathematics**

The philosophy of Math is to empower students to thoroughly subdue and rule over all that exists in God's creation. Students discover the orderliness of this field of study as they are shown that they live in a world designed by an intelligent, loving Creator. Each child discovers his place in creation as he comes to realize that his sense of worth comes from God. Mathematics conveys a sense of the consistency of God, that God and His Word can be trusted. When students come to understand that their created purpose is to give God glory in all things, they will discover that certain aspects of God's glory are revealed best through mathematics. The pursuit of academic excellence in mathematics becomes a mandate as they seek to obey God's commands to "subdue the earth", fulfill the Great Commission by harnessing technology for godly purposes, and to live a selfless life of service to God and others.

### Math 6

By the end of grade six, students will understand the four arithmetic operations as they relate to positive rational numbers; convert between and compute with different forms of rational numbers; understand the concept of ratio and solve problems using proportional reasoning; understand and use line and rotational symmetry; determine the surface area and volume of solid

figures; use variables to represent unknown quantities in formulas, algebraic expressions and equations; utilize data to make predictions; and determine the probability of a given event.

### Math 7

By the end of grade seven, students will understand and use rational numbers, including signed numbers; solve linear equations in one variable; sketch and construct plane figures; demonstrate understanding of transformations; use and apply properties of similarity; examine properties of geometric shapes in space; describe and sketch solid figures, including their cross-sections; represent and describe relationships between variables in tables, graphs, and formulas; analyze the characteristics of linear relationships; and represent and analyze data using graphical displays, measures of central tendency, and measures of variation.

### Math 8

By the end of grade eight, students will understand various numerical representations, including square roots, exponents and scientific notation; use and apply geometric properties of plane figures, including congruence and the Pythagorean theorem; use symbolic algebra to represent situations and solve problems, especially those that involve linear relationships; solve linear equations, systems of linear equations and inequalities; use equations, tables and graphs to analyze and interpret linear functions; use and understand set theory and simple counting techniques; determine the theoretical probability of simple events; and make inferences from statistical data, particularly data that can be modeled by linear functions.

## Science

The philosophy of Science is to empower students through the comprehension of scientific facts and concepts that exists as a part of God's perfect creation. Students will understand that God's Word determines the laws of science (Job 9). An understanding of science will aid in the quality of mankind. Students will also be able to identify the purpose of exploring science to offer a framework of a biblical worldview. In learning science, students will understand and apply scientific concepts, principles, and theories of the physical setting and living environment. As a result, they will gain self-worth through the uplifting of His kingdom (Gen. 1:27). Finally, with Christ first and a sense of self-regard, students will take pride in their academic excellence in science. They will understand all tasks are possible with the help of God and God's power is clearly shown through scientific achievements.

### Science 6

The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth-grade students observe and explain how an aspect of weather can affect a weather system. They use different models to

represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth's materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep and analyze the data they collect and show information in graphical form. When analyzing the data, they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.

#### Science 7

The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Seventh-grade students keep records of their observations, use those records to analyze the data they collect, recognize patterns in the data, use simple charts and graphs to represent the relationships they see and find more than one way to interpret their findings. They make and use observations to explain the diversity of living organisms and how the organisms are classified, how they reproduce and how genetic information is passed from parents to their offspring. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain how matter cycles and energy flows through the ecosystem. They use the concepts of natural selection and fossil evidence to construct explanations about the diversity of life that they see. Seventh graders plan and carry out investigations, describe observations, and show information in graphical form. The students replicate investigations and compare results to find similarities and differences

#### Science 8

The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth-grade physical science students work conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth-grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth-graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.

## **Social Studies**

The Bible is a history book itself. God wants us to know what has happened in the past, and how He was/is involved. When Israel would fear the nations in the land, she was encouraged to look back at what God had already done. As Christians, we should be able to look back not only in our lives but also in our history to see how God has had His hand in everything. Deuteronomy 7:17-19 says, “If you say in your heart, ‘These nations are great than I. How can I dispossess them?’ you shall not be afraid of them but you shall remember what the Lord your God did to Pharaoh and to all Egypt, the great trials that your eyes saw, the signs, the wonders, the mighty hand, and the outstretched arm, by which the Lord your God brought you out. So will the Lord your God do to all peoples of whom you are afraid.” Students learn history through a Kingdom worldview with God as the author of the true story.

### **Social Studies 6**

Sixth grade is the first year of a two-year World Area Studies course. Sixth-grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

### **Social Studies 7**

Seventh grade is the second year of a two-year World Area Studies course. Seventh-grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas to help students begin to understand the variety of governments in the world. The economics domain builds on K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

### **Social Studies 8**

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for an in-depth study of the

geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

## **Physical Education**

We are all created by God and are called to be wise and responsible stewards of our bodies to know and glorify Him through our lives and actions.

### PE 6

Students perform motor skills that are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.

### PE 7

The seventh-grade student performs complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.

### PE 8

Students perform mature movement patterns and sequences that demonstrate the ability to use complex or specialized skills and tactics.