



Middle School

Back to School Night Packet

2019-2020

(Core Classes)

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Middle School Grade Breakdown

<i>BIBLE</i>	
CATEGORY	%
Test	30
Quizzes	20
Projects	20
Classwork/Homework	30
<i>LANGUAGE ARTS</i>	
CATEGORY	%
Writing	30
Grammar	20
Reading	20
Spelling/Vocab.	30
<i>MATH</i>	
CATEGORY	%
Tests	30
Quizzes	20
Classwork	20
Homework	30
<i>SCIENCE</i>	
CATEGORY	%
Tests	30
Quizzes	20
Classwork/Homework	20
Labs/Project	30
<i>HISTORY</i>	
CATEGORY	%
Tests	30
Quizzes	20
Projects	20
Classwork/Homework	30

COURSE DESCRIPTION
SIXTH GRADE
LANGUAGE ARTS

Philosophy Statement: God is the supreme communicator. He spoke the world into existence and uses many forms to communicate His goodness and truth to us. Language arts reflects our recognition that God wants us to communicate with Him and others by being proficient in reading, writing, listening, and speaking.

Objectives: Using a variety of articles, short stories, novels, and other sources, students will develop an awareness of basic literary devices and comprehension strategies, i.e. annotating text. In writing and grammar, students will develop and grow in their writing styles by implementing the Evidence Based Writing strategy. The EBW is a standards based writing approach that aligns with the students' grade level state standards. The writing will focus on taking evidence from a source to support a claim/thesis. Students will be expected to write well-constructed sentences that incorporate unit vocabulary.

Textbook: Wordly Wise 300, Grade 7 (Educators Publishing Service)
Easy Grammar Plus (Wanda C. Phillips)
HSP California Excursions – Across the Horizon - Student Edition (Harcourt)
Writing Pathways (Lucy Calkins)
Units of Study (Lucy Calkins)
Balanced Writing Approach (EB Academics)

Resources: Teacher Resource Book/Materials Provided by Teacher
Renaissance Learning (STAR and AR)
Student Consumables

- Wordly Wise 3000 Book 6
- Easy Grammar Grade 6
- Quill.org & IXL.com - Digital Grammar Practice

Novels: Where the Red Fern Grows
A Wrinkle in Time
The Bronze Bow

Areas to be Evaluated: Writing, Grammar, Reading, and Spelling/Vocabulary

**COURSE DESCRIPTION
SIXTH GRADE
HISTORY**

Philosophy Statement: Social Studies reveals God’s sovereign plan through humanity’s interaction with nature, social institutions, and community. It is through the understanding of these interactions that students evaluate the patterns of the past in order to work to fulfill God’s Kingdom here on Earth.

Objectives: Students will explore the ancient civilizations of the Middle East, North Africa, Asia, Central America, as well as Greece, Rome, and the rise of Christianity in Europe. Students will see the development of civilizations and how they interacted with the civilizations around them. This is accomplished through the use of reading, writing, discussion, research, and participation in projects.

Textbook: Discovering Our Past: Ancient Civilizations (Glencoe)

Novel: The Bronze Bow

Course Content: Introduction: Introduction to History
Ch 1: The First Civilizations
Ch 2: Ancient Egypt and Kush
Ch 3: The Ancient Israelites
Ch 4: Early India
Ch 5: Early China
Ch 6: The Ancient Americas
Ch 7: The Ancient Greeks
Ch 8: Greek Civilization
Ch 9: The Rise of Rome
Ch 10: Roman Civilization
Ch 11: The Rise of Christianity

Areas to be Evaluated: Tests, quizzes, homework/classwork, and projects

**COURSE DESCRIPTION
SIXTH GRADE
BIBLE**

Philosophy Statement: The Bible is the foundations of the Christ-centered life. Through careful study and memorization of the Bible, we will develop and defend a Christian worldview, identify and live God’s purposes for our life, and grow in Christian character and God’s grace. The fruit of this study will be “that the man of God will be adequate and equipped for any good work” II Timothy 3:14-17.

Objectives: Students will conduct a study that parallels with that of our Ancient History curriculum, exploring where the Ancient Israelites were during the various events discussed in History Class. This study will start with the creation account found in Genesis and go through the New Testament accounts of the early church; focusing on the principles for Christian living from the example of the early church as recorded throughout the New Testament. Students will be impacted by the lives and actions of heroic men and women who faced danger, persecution, and trials in order to carry a flame of faith into a dark world. Students will be strengthened as they participate in activities to help them apply the scriptures to important issues faced by sixth graders.

Textbook: Bible (English Standard Version)

Sample Content:

Unit 1: Intro to Genesis
Unit 3: Joseph
Unit 5: Israel in the Desert
Unit 7: Mark 1-8
Unit 9: Acts 1-7
Unit 11: Acts 13-27

Unit 2: Abraham
Unit 4: The Jewish People in Egypt
Unit 6: Esther
Unit 8: Mark 9-16
Unit 10: Acts 8-12

Areas to be Evaluated: Tests, quizzes, homework/classwork, and projects

**COURSE DESCRIPTION
SIXTH GRADE
SCIENCE**

Philosophy Statement: Biblical science is the study of God’s creation. God has revealed Himself in two ways: through the Bible and through creation. In creation, God’s eternal power and divine nature are clearly perceived, and God has mandated that we investigate, explore, appreciate, and care for God’s creation. In this way, we come to understand our Creator better in the process.

Objective: The sixth-grade science curriculum looks at four domains: Life Science, Physical Science, Earth and Space Science, and the Human Body. As students are increasing their understanding of the sciences, they will explore the diversity of life, structure in the physical world, patterns on earth and in space, the different systems in the body, and the stewardship of their body. Students will also conduct a science fair project involving research and experimentation, and present their projects during the school science fair in the spring.

Textbook: Choices: Science Level Six (Purposeful Design)

Units of Study: Ch. 1- Classification I
Ch. 2- Classification II
Ch. 3- Cell Processes
Ch. 4- Heredity and Genetics
Ch. 5- Periodic Table of Elements
Ch. 6- States of Matter
Ch. 7- Fluids
Ch. 8- Why Things Move
Ch. 9- Oceans in Motion
Ch. 10- Rock Records
Ch. 11- Violent Motions
Ch. 12- Astronomy
Ch. 13- Interaction of Systems

Areas to be Evaluated: Tests, quizzes, homework/classwork, and labs/projects

**COURSE DESCRIPTION
SEVENTH GRADE
BIBLE**

Philosophy Statement: The Bible is God’s inspired word and the foundation of the Christ-centered life. Through careful study, meditation, and memorization of Scripture, we will grow, by God’s grace, in faith and love as the Holy Spirit sanctifies us more and more into the image of His Son, Jesus Christ. Furthermore, we will develop and learn to defend a Christian worldview, and identify and walk according to God’s will for our lives. The fruit of scriptural study will be “that the man of God will be complete, equipped for every good work.” 2 Timothy 3:17

Objective: Students will come to understand scripture and scriptural principles as a whole. Students will do an in-depth study of the book of Genesis, learning to comprehend God’s design in Creation. God’s design is His will for humanity, including marriage between one man and one woman, the blessing of children, a biblical work ethic and being an image-bearer of God. Students will continue on to learn how sin entered into the world and brought corruption and God’s curse into His universe. This corruption increased until God judged the world by a Flood. Students will then proceed to learn how God established a relationship with Abraham, who would be the father of nations, and from whom would come to the promised Messiah and cursebreaker. Students will then learn, in the second book Exodus, how God established a nation from whom this Messiah would one-day come. Students will learn how the entire Bible is about and points to one person - Jesus Christ. All learning will be reinforced with Scripture memorization.

Textbook: Bible (English Standard Version)

Course Content:

- **Exegesis:**
 - Conduct in-depth studies of the books of Genesis.
 - Study Exodus and other Old Testament books as time permits
 - Grasp the metanarrative of Scripture - Jesus Christ
- **Apologetics** (Defense of the Christian faith)
 - God’s Design in Creation v. Secularism & Evolution
- **Scripture Memorization**

Areas to be Evaluated: Tests, Quizzes, Homework/Classwork, Projects

COURSE DESCRIPTION

SEVENTH GRADE LANGUAGE ARTS

Philosophy Statement: Language is recognized as a God-given gift. Teaching reading, writing, grammar, spelling, and vocabulary empowers students to communicate effectively with others and with God. Students will have the ability and opportunity to express themselves creatively, preparing them for future endeavors.

Objectives: Using a variety of articles, short stories, novels, and other sources, students will develop an awareness of basic literary devices and comprehension strategies, i.e. annotating text. In writing and grammar, students will develop and grow in their writing styles by implementing the Evidence Based Writing (EBW) strategy. The EBW is a standards based writing approach that aligns with the students' grade level state standards. The writing will focus on taking evidence from a source to support a claim/thesis. Students will be expected to write well-constructed sentences that incorporate unit vocabulary.

Textbooks: Prentice Hall Literature, Grade 7 (Pearson Prentice Hall)
Wordly Wise 300, Grade 7 (Educators Publishing Service)
Easy Grammar Plus (Wanda C. Phillips)
Writing Pathways (Lucy Calkins)
Units of Study (Lucy Calkins)
Balanced Writing Approach (EB Academics)

Resources: Teacher Resource Book/Materials Provided by Teacher
Renaissance Learning (STAR and AR)
Student Consumables

- Wordly Wise 3000 Book 6
- Easy Grammar Grade 6
- Quill.org & IXL.com - Digital Grammar Practice

Novels: Crispin: The Cross of Lead (Avi)
Crash (J.G. Ballard)
A Long Walk To Water (Linda Sue Park)

Materials: Student textbooks/Writing Guides/English Archive

Course Content: Literature/Grammar/Class Novels/Spelling/Vocabulary/Writing
Examples: *Annotation, Opinion, Argumentative, Informational, Narrative*

Areas to be Evaluated: Writing, Grammar, Spelling/Vocabulary, and Reading

COURSE DESCRIPTION
SEVENTH GRADE
SCIENCE

Philosophy Statement: Biblical science is the study of God’s creation. God has revealed Himself in two ways: through the Bible and through creation. In Creation, God’s eternal power and divine nature are clearly perceived, and God has mandated that we investigate, explore, appreciate, and care for God’s Creation. In this way, we come to understand our Creator better in the process.

Objective: Students will study various fields of life science including: cell biology; biological energy; plant, animal and asexual reproduction; genetics; natural selection; biological evidences for evolution; fossils; evolution and geology, including plate tectonics; early earth life; human body systems and functions: musculoskeletal system, circulatory system, pressure, vision and light, hearing and sound. In regards to evolution, students will be presented both a secular humanist and biblical perspective on the origin of life on earth. Students will participate in lab experiments, in whole group instruction, in cooperative learning groups, in individual research and presentations. Students will also conduct a science fair project involving research and experimentation, and present their projects during the school science fair in the spring.

Textbook: Focus on Life Science (Glencoe Science)

Units of Study: Cell Biology
Reproduction and Genetics
Evolution
Living System: Structures and Functions

Areas to be Evaluated: Tests, Quizzes, Classwork/Homework, Labs

COURSE DESCRIPTION
SEVENTH GRADE
WORLD HISTORY

Philosophy Statement: Social Studies reveals God’s sovereign plan through humanity’s interaction with nature, social institutions, and community. It is through the understanding of these interactions that students evaluate the patterns of the past in order to work to fulfill God’s Kingdom here on Earth.

Objectives: The students will explore world history throughout the medieval and early modern era through the use of reading, writing, discussion, research, and participation in projects. They will examine the physical and cultural geography of the world and how they relate. The students will also examine the virtues which constitute good character and good citizenship.

Textbook: Discovering Our Past: Medieval and Early Modern Times (Glencoe)
Daily Geography (Great Source)

Materials: Daily Geography/Maps and Charts/History Archive Binder

Course Content: Geography Tools
Unit 1: New Empires and New Faiths
Unit 2: The Middle Ages
Unit 3: A Changing World

Areas to be evaluated: Homework/Classwork, Quizzes, Projects, and Tests

**COURSE DESCRIPTION
EIGHTH GRADE
BIBLE**

Philosophy Statement: The Bible is God’s inspired word and the foundation of the Christ-centered life. Through careful study, meditation, and memorization of Scripture, we will grow, by God’s grace, in faith and love as the Holy Spirit sanctifies us more and more into the image of His Son, Jesus Christ. Furthermore, we will develop and learn to defend a Christian worldview, and identify and walk according to God’s will for our lives. The fruit of scriptural study will be “that the man of God will be complete, equipped for every good work.” 2 Timothy 3:17

Objectives: Students will come to understand scripture and scriptural principles as a whole. Students will come to see the fulfillment of God’s redemptive purpose in the New Testament through the life, death, and resurrection of Jesus Christ. Students will understand the teaching ministry of Jesus, His substitutionary death, and His ascension to glory. This year, students will study the book of Hebrews in-depth, and, time permitting, additional New Testament books. Students will also study Apologetics (defense of the Christian faith) and Worldview, and students will continue to memorize key verses and passages of Scripture.

Textbook: Bible (English Standard Version)

Course Content:

- **Exegesis:**
 - Conduct in-depth studies of the books of Hebrews
 - Study one or more other New Testament books as time permits
- **Apologetics**
 - Presuppositional and Evidential Apologetics
 - New Testament Canon and Reliability
 - Comparative (World) Religions
- **Scripture Memorization**

Areas to be Evaluated: Tests (Over Bible Exposition)
Quizzes (Bible Memorization)
Homework/Classwork (Daily Reinforcement on Class Lessons)
Projects

**COURSE DESCRIPTION
EIGHTH GRADE
LANGUAGE ARTS**

Philosophy Statement: Language is recognized as a God-given gift. Teaching reading, writing, grammar, spelling, and vocabulary empowers students to communicate effectively with others and with God. Students will have the ability and opportunity to express themselves creatively, preparing them for future endeavors.

Objectives: Using a variety of articles, short stories, novels, and other sources, students will develop an awareness of basic literary devices and comprehension strategies, i.e. annotating text. In writing and grammar, students will develop and grow in their writing styles by implementing the Evidence Based Writing strategy. The EBW is a standards based writing approach that aligns the students' grade level state standards. The writing will focus on taking evidence from a source to support a claim/thesis. Students will be expected to write well-constructed sentences that incorporate unit vocabulary.

Textbooks: Prentice Hall Literature, Grade 8 (Pearson Prentice Hall)
Wordly Wise 3000 Third Edition, Grade 8 (Educators Publishing Service)
Easy Grammar Ultimate Series: 180 Daily Teaching Lessons, Grade 8 (Wanda C. Phillips)
Sentence Diagramming Exercises: An Introduction to Sentence Diagramming (Elizabeth O'Brien)
Writing Pathways (Lucy Calkins)
Balanced Writing Approach (EB Academics)
Quill - Digital Grammar Practice
IXL - Online English Platform

Novels: The Outsiders (S.E. Hinton)
The Giver (Lois Lowry)

Materials: Student textbooks/English Notebook/Writing Guide

Course Content: Literature/Grammar/Literature/Class Novels/ Vocabulary/Writing
Examples: Annotation, *Opinion, Argumentative, Informational, Narrative*

Areas to be Evaluated: Reading, Grammar, Spelling/Vocabulary, Writing

COURSE DESCRIPTION
EIGHTH GRADE
SCIENCE

Philosophy Statement: Biblical science is the study of God’s creation. God has revealed Himself in two ways: through the Bible and through creation. In Creation, God’s eternal power and divine nature are clearly perceived, and God has mandated that we investigate, explore, appreciate, and care for God’s Creation. In this way, we come to understand our Creator better in the process.

Objectives: Students will study various fields of physical science including: motion; density; pressure; buoyancy; the parts of an atom, elements, isotopes and ions; the Periodic Table; chemical properties and change; solutions; acids; bases; carbon compounds; the Solar System; galaxies. Students will participate in lab experiments, in whole group instruction, in cooperative learning groups, in individual research and presentations. Students will also conduct a science fair project involving research and experimentation, and present their projects during the school science fair in the spring.

Textbook: Focus on Physical Science (Glencoe Science)

Units of Study: The Structure of Matter (Chemistry)
Motion and Force (Physics)
Solar System, Stars and Space (Astronomy)

Areas to be Evaluated: Tests (Chapter)
Quizzes (Lessons)
Classwork/Homework (Daily; Binder; Notes)
Labs (including Science Fair)

COURSE DESCRIPTION
EIGHTH GRADE
AMERICAN HISTORY

Philosophy Statement: Social Studies reveals God’s sovereign plan through humanity’s interaction with nature, social institutions, and community. It is through the understanding of these interactions that students evaluate the patterns of the past in order to work to fulfill God’s Kingdom here on Earth.

Objectives: The students will explore a chronological account of our nation’s history from America’s discovery through the beginning of World War I. The student will discover proper ways to interact with government and be a responsible citizen.

Textbook: Discovering Our Past: The American Journey (Glencoe)

Course Content: Unit 1:A Changing World
Unit 2:Creating a Nation
Unit 2:Launching the Republic
Unit 4:The Young Republic
Unit 5:Civil War and Reconstruction
Unit 6:Reshaping the Nation

Areas to be Evaluated: Classwork/Homework, Tests, Quizzes, Projects

COURSE DESCRIPTION
SIXTH GRADE
MATH COURSE 1

Philosophy Statement: Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

Objectives: Students will solve problems using positive and negative numbers, percent and positive irrational numbers. They will write and solve equations, draw diagrams, measure, find patterns, and analyze data. In addition, students will continue to develop study skills, including note-taking, test-taking, and use of their notebook.

Textbook: Mathematics Applications and Concepts: Course 1
(Glencoe Mathematics, California Edition)
IXL - Online Math Platform

Course Content: Chapter 1: Number Patterns and Algebra
Chapter 2: Statistics and Graphs
Chapter 3: Adding and Subtracting Decimals
Chapter 4: Multiplying and Dividing Decimals
Chapter 5: Fractions and Decimals
Chapter 6: Adding and Subtracting Fractions
Chapter 7: Multiplying and Dividing Fractions
Chapter 8: Algebra: Integers
Chapter 9: Algebra: Solving Equations
Chapter 10: Ratio, Proportion, and Percent
Chapter 11: Probability
Chapter 12: Measurement
Chapter 13: Geometry: Angles and Polygons
Chapter 14: Geometry: Measuring Area and Volume

Areas to be Evaluated: Classwork, Homework, Tests, Quizzes

**COURSE DESCRIPTION
SIXTH/SEVENTH GRADE
MATH COURSE 2**

Philosophy Statement: Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

Objectives: Students will solve problems using positive and negative numbers, percent and positive irrational numbers. They will write and solve equations, draw diagrams, measure, find patterns, and analyze data. In addition, students will continue to develop study skills, including note-taking, test-taking, and the correct use of the answers given in the back of the textbook.

Textbook: Mathematics Applications and Concepts: Course 2
(Glencoe Mathematics, California Edition)

Course Content: Chapter 1: Decimal patterns and Algebra
Chapter 2: Statistics: Analyzing Data
Chapter 3: Algebra: Integers
Chapter 4: Algebra: linear equations and Functions
Chapter 5: Fractions, Decimals, and Percents
Chapter 6: Applying Fractions
Chapter 7: Ratios and Proportions
Chapter 8: Applying Percent
Chapter 9: Probability
Chapter 10: Geometry
Chapter 11: Geometry: Measuring Two-Dimensional Figures
Chapter 12: Geometry: Measuring Three-Dimensional Figures

Areas to be Evaluated: Classwork, Homework, Quizzes, Tests, IXL (Interactive Internet Math Program)

COURSE DESCRIPTION PRE-ALGEBRA

Philosophy Statement: Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

Objectives: Students will know the properties of, and compute with, rational numbers expressed in a variety of forms. Students will read, write and compare rational numbers, and understand how to differentiate between rational and irrational numbers. Students will calculate with percentages, factor, work with permutations and combinations, multiply and divide exponential values, and represent quantitative values graphically and formulaically. Students will calculate the surface area of three-dimensional objects, and calculate the area and volume of two- and three-dimensional shapes. Students will distinguish between linear and nonlinear functions. Students will use and manipulate Pythagorean Theorem to deepen their understanding of the attributes of figures. Students will begin to utilize the quadratic equation and understand quadratic systems in plotting linear and nonlinear functions on a coordinate plane.

Textbook: Pre-Algebra (Glencoe Mathematics, California Edition)

Units of Study:

Algebraic Tools: Including Numbers, Expressions, Variables, and Properties

Absolute Value, Operations using Integers (addition, subtraction, multiplication, division), Distributive Property, Combining Like Terms, Solving Multi-Step Equations using Inverse Operations, Solving Equations with variables on both sides of the equation, Laws of Exponents and applying them to equations, squares and square roots, operations with polynomials

Factors and Fractions: LCM, GCF, Prime Factorization, Scientific Notation

Rational Numbers: Converting between fractions, decimals and percent; operations with fractions (like, unlike and mixed numbers); arithmetic and geometric sequences;

Ratio, Proportion and Percent: Ratio, Rates, Using Proportions, Scale factors and drawings, Percent proportion and equations, Percent of change, probability and predictability (included simple and compound probability)

Linear Equations, Inequalities and Functions Applying Algebra to Geometry: 2 variable equations, graphing, slope, rate of change, slope-intercept form, writing linear equations, best fit lines, system of equations, graphing inequalities with one and two variables.

Right Triangles: Angles, Angle Relationships, types of triangles (categorized by sides and angles), pythagorean theorem, distance and midpoint formulas, similar triangles, trigonometry functions (sine, cosine and tangent)

Two-Dimensional Figures: Line and Angle Relationships, Congruent Triangles, Transformations on a coordinate plane, types of quadrilaterals, Area of polygons (3-8 sides), Angle relationships of polygons both inside and outside the polygon (3-13 sides), circumference and area of circles, perimeter and area of irregular figures

Three-Dimensional Figures: Build 3-D shapes, Surface Area and Volume, Similar Solids.

Nonlinear Functions: Graphing quadratic and cubic functions

Project: Design a 2 bedroom, 1 bathroom home. Scale furniture to place in designed home. Determine mortgage and interest rate for designed home.

Areas to be evaluated: Tests, Homework, Classwork, Quizzes

COURSE DESCRIPTION

ALGEBRA

Philosophy Statement: Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

Objectives: Students will learn first-year algebra. They will use concepts learned on real-world applications with discipline and creative problem solving.

Textbook: Algebra: Concepts and Applications (Glencoe)

Units of Study:

- Chapter 1: The Language of Algebra
- Chapter 2: Integers
- Chapter 3: Addition and Subtraction Equations
- Chapter 4: Multiplication and Division Equations
- Chapter 5: Proportional Reasoning and Probability
- Chapter 6: Functions and Graphs
- Chapter 7: Linear Equations
- Chapter 8: Powers and Roots
- Chapter 9: Polynomials
- Chapter 10: Factoring
- Chapter 11: Quadratic and Exponential Functions
- Chapter 12: Inequalities
- Chapter 13: Systems of Equations and Inequalities
- Chapter 14: Radical Expressions
- Chapter 15: Rational Expressions and Equations

Areas to be Evaluated:

- Tests (Chapter)
- Quizzes (Mid-chapter, Occasional unexpected)
- Homework (Daily Bookwork, IXL (Interactive Internet Math Program))
- Classwork (Bellringers, Notes)

COURSE DESCRIPTION

GEOMETRY

Philosophy Statement: Mathematics instruction has four main functions. First, it equips students to function effectively in an ever-changing world by becoming proficient in computational and communication skills. Second, it enables students to understand and apply mathematical concepts in everyday life. Third, it develops higher-order thinking skills necessary to make a contribution in related fields of study, research, and technology. Finally, it clearly illustrates the order and structure of the world God created.

Objectives: Students will know the properties of, and compute with, rational numbers expressed in a variety of forms. Students will read, write and compare rational numbers, and understand how to differentiate between rational and irrational numbers. Students will calculate with percentages, factor, work with permutations and combinations, multiply and divide exponential values, and represent quantitative values graphically and formulaically. Students will calculate the surface area of three-dimensional objects, and calculate the area and volume of two- and three-dimensional shapes. Students will distinguish between linear and nonlinear functions. Students will use and manipulate Pythagorean Theorem to deepen their understanding of the attributes of figures. Students will begin to utilize the quadratic equation and understand quadratic systems in plotting linear and nonlinear functions on a coordinate plane.

Textbook: Geometry (Glencoe McGraw-Hill, California Edition)

Units of Study: Chapter 1: Tools of Geometry
Chapter 2: Reasoning and Proofs
Chapter 3: Parallel and Perpendicular Lines
Chapter 4: Congruent Triangles
Chapter 5: Relationships in Triangles
Chapter 6: Quadrilaterals
Chapter 7: Proportions and Similarities
Chapter 8: Right Triangles and Trigonometry
Chapter 9: Transformations
Chapter 10: Circles
Chapter 11: Area of Polygons and Circles
Chapter 12: Extending Surface Area
Chapter 13: Extending Volume

Areas to be evaluated: Tests; Quizzes; Homework; Classwork

Middle School Daily Schedule 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Morning Muster McAndrew Courtyard	Homeroom	Homeroom	Homeroom	Homeroom
8:30-9:35	Math	Math	Math	Math * * On All-School Chapel days, Math will replace JH Chapel (9:20-10:15).	Math
9:40-10:15	MS Bootcamp - Survival Training <i>Large group Focused training *Possibly in the MC Dining Room</i>	Captain Meetings 9:40-9:55 House Meetings 9:55-10:15	SSR - 20 min. IEE - 25 min.	Chapel ** Chapel dress *Bring Bibles and snack for recess	Science Fair Meetings
10:15 - 10:30	RECESS	RECESS	RECESS	RECESS	RECESS
10:35- 11:10	ELA - 8 Bible - 7 Science - 6	Bible - 8 ELA - 7 ELA - 6	ELA - 8 Bible - 7 Science - 6	Bible - 8 ELA - 7 ELA - 6	ELA - 8 Bible - 7 Science - 6
11:15- 11:50					Bible 8 ELA 7 ELA - 6
11:50- 12:30	Lunch <i>11:50-12:10 Lunch 12:10-12:30 Recess</i>	Lunch <i>11:50-12:10 Lunch 12:10-12:30 Recess</i>	Lunch <i>11:50-12:10 Lunch 12:10-12:30 Recess</i>	Lunch <i>11:50-12:10 Lunch 12:10-12:30 Recess</i>	Lunch <i>11:50-12:10 Lunch 12:10-12:30 Recess</i>
12:35- 1:10	Science - 8 History - 7 Bible - 6	History - 8 Science - 7 History - 6	Science - 8 History - 7 Bible - 6	History - 8 Science - 7 History - 6	Science - 8 History - 7 Bible - 6
1:15-1:55					History - 8 Science - 7 History - 6
2:00-3:00	P.E. - A Encore - A	P.E. - B Encore - B	Early Release Day	P.E. - B Encore - B	P.E. - A Encore - A
3:00	Dismissal	Dismissal		Dismissal	Dismissal