



OAK MOUNTAIN
A C A D E M Y

MIDDLE SCHOOL CURRICULUM GUIDE 2011-2012

OAK MOUNTAIN ACADEMY
MIDDLE SCHOOL CURRICULUM GUIDE
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The mission of Oak Mountain Academy is to provide a challenging college preparatory education in a safe, positive, and nurturing family environment. We commit to join sound learning with ethical, spiritual, and physical development to produce a responsible citizen who is prepared to be a leader in tomorrow's global community.



OAK MOUNTAIN

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MATH



MATH 6: Linda Powers

COURSE CONTENT:

The Math 6 course stresses that students learn mathematics best by working on problems themselves. Therefore, the assigned homework is critical to success. The problem set is designed to review important skills and concepts, to reinforce learning, to automate foundational skills, to develop flexibility in working with several strands of mathematics, and to provide the distributed practice that improves long-term retention of concepts.

OBJECTIVES:

- To review and strengthen arithmetic skills such as addition, subtraction, multiplication and division with fractions, decimals and integers
- To learn the customary and metric units and conversions within
- To learn to convert between fractions, decimals, percents
- To learn the manipulation of algebraic expressions with variables in one step, two step and multiple step problems
- To apply geometry to area of triangles, parallelograms, trapezoids, and complex figures
- To determine area for circles, triangles, parallelograms
- To discover volume of right solids, pyramids, cones and spheres
- To investigate similar triangles and their uses
- To determine surface area
- To use ratios and proportions to solve problems
- To study probability to determine outcomes
- To investigate slope intercept form for equations of lines
- To graph stem and leaf plots and inequalities

TEXT AND MATERIALS:

Saxon Math 8/7, Saxon Publishers

METHODS OF INSTRUCTION:

- Lecture
- Demonstration
- Class Discussion
- Student work on board
- Videos
- Peer tutoring

METHODS OF EVALUATION:

- Tests
- Quizzes
- Demonstration of skills on board
- Daily homework assignments

MATH - 7: Linda Powers

COURSE CONTENT:

The Math 7 course focuses on introductory algebra topics. It is designed to facilitate the transition from concrete concepts of arithmetic to the abstract concepts of algebra. This math course is intended to allow students the opportunity to practice their new-found skills in such a way that will allow them to become comfortable with math. The distributed practice sets allow for long-term retention of concepts.

OBJECTIVES:

- To read, write, round, add, subtract, multiply, and divide decimal numbers
- To multiply and divide by powers of 10
- To explore prime and composite numbers, divisibility and factors leading to greatest common factor and least common multiple
- To multiply and divide fractions using reciprocals
- To learn exponents and roots, and work with negative bases and exponents, leading to scientific notation multiplication
- To convert units with the customary and metric system using unit multipliers
- To examine measures of central tendency such as mode, mean, median, range, overall average
- To explore algebraic rules, properties, symbols of inclusion, distributive property, like terms, and order of operation
- To evaluate exponential expressions
- To solve one- and two-step equations
- To learn equations of lines and how to graph them
- To solve problems using ratio, proportion and rate
- To perform operations on signed numbers
- To review points, lines, segments, angles, perimeter, and area and expand area to include parallelograms and trapezoids
- To determine surface area for right solids, pyramids, and cones
- To find volume for pyramids, cones, spheres
- To classify triangles and recognize congruent and similar polygons
- To explore the coordinate plane and recognize transformations of polygons

TEXT AND MATERIALS:

Algebra 1/2, Saxon Publishers

METHODS OF INSTRUCTION:

- Lecture
- Demonstration
- Class Discussion
- Student work on board
- Videos
- Peer tutoring

METHODS OF EVALUATION:

- Tests
- Quizzes
- Demonstration of skills on board
- Daily homework assignments

PRE-ALGEBRA: Janet Noble

COURSE CONTENT:

The Pre-algebra course is designed as an introduction to algebra concepts and practices. The focus in this class will be on algebraic functions, solving algebraic expressions, linear functions and more complex geometry. This class will lay the foundation for Algebra I and allow students to prepare for more difficult math classes. The course moves away from basic arithmetic and automatic mathematical solutions and into more problem based solutions.

OBJECTIVES:

- To represent, compare, compute, and solve problems with fractions, decimals, integers, rational numbers
- To represent, compute and solve problems with ratios, proportions, and percent
- To represent large numbers using and working with exponents
- To use mental math to test for reasonableness of answers
- To select, make, and use graphical representation of data
- To find, use, and interpret measures central tendency
- To compute probabilities for simple, compound, and complementary events
- To use observations, scatter plots, and lines of fit from sample data to make conjectures about populations
- To use graphs, tables, patterns and rules to analyze the changes in quantities in linear relationships
- To explore properties of nonlinear relationships
- To model and solve problems using diagrams, tables and graphs
- To use symbolic algebra to represent and solve problems
- To recognize and generate equivalent forms for simple algebraic expressions
- To solve linear equations
- To describe, classify and use relationships among two- and three-side dimensional shapes
- To use two-dimensional representations for three-dimensional objects
- To use coordinate geometry to represent geometric shapes
- To describe sizes, positions, and orientation of shapes under transformations
- To recognize symmetries within objects and congruence and similarity among objects
- To use geometric models to represent and explain numerical and algebraic relationships

TEXT AND MATERIALS:

Pre-Algebra, Prentice Hall Publisher

METHODS OF INSTRUCTION:

- Lecture
- Demonstration
- Class Discussion
- Student work on board
- Peer tutoring

METHODS OF EVALUATION:

- Tests
- Quizzes
- Demonstration of skills on board
- Daily homework assignments

ALGEBRA I: Janet Noble and Linda Powers

COURSE CONTENT:

The Algebra I course serves as a foundation for all future math courses. Basic concepts and properties of algebra are introduced early in the course to prepare students for equation solving. Throughout the course, concepts and skills are introduced algebraically, graphically, numerically, and verbally. The content encompasses all the basic skills needed for further mathematical success.

OBJECTIVES:

- To represent and compute with rational numbers and real numbers
- Compute statistics such as mean, median, mode, range, and standard deviation and to represent this data using histograms, box plots, and scatter-plots
- Identify trends in bivariate data and find functions that model the data
- To compute probabilities of simple and compound events
- To use various representations of functions and choose types to model quantitative relationships
- To analyze functions of one variable, including rates of change
- To understand properties of different types of functions, including linear, quadratic, and exponential
- To use symbolic algebra to represent and explain mathematical relationships
- To write equivalent forms of and solve equations, inequalities, and systems
- To understand and use formulas for area, surface area, and volume
- To use unit analysis
- To solve problems arising from real-world contexts
- To use tables, graphs, verbal rules, and symbolic rules interchangeably
- To use inductive reasoning to make and investigate conjectures
- To use a variety of appropriate methods to solve problems

TEXT AND MATERIALS:

Algebra I, Prentice Hall Publisher

METHODS OF INSTRUCTION:

- Lecture
- Demonstration
- Class Discussion
- Student work on board
- Videos
- Peer tutoring

METHODS OF EVALUATION:

- Tests
- Quizzes
- Demonstration of skills on board
- Daily homework assignments



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ENGLISH

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

ENGLISH GRAMMAR AND COMPOSITION 6: Kayla Miller

COURSE CONTENT:

The goal of this class is to develop life-long communicators of the English language through the expansion of grammar, usage, mechanics, and writing skills. The English class reinforces the skills needed to write successfully across the curriculum and to use writing as a tool for learning.

The grammar and composition strand focuses on the functions and proper use of the English language in writing with an emphasis on mechanics and usage, as well as sentence and paragraph formation. Students utilize the writing process through a modified Writing Workshop format. Students complete a research paper following guidelines found in The Modern Language Association of America's *MLA Handbook*.

OBJECTIVES:

- To expand writing vocabulary.
- To utilize the writing process: pre-writing, rough draft, revise, edit, and publishing.
- To use various functional purposes in writing.
- To experiment with organization, style, purpose, and audience.
- To use various forms of writing.
- To apply standard conventions of American English: capitalization, punctuation, spelling, and grammar.
- To write legibly.
- To listen and respond to various forms of literature such as poetry, prose, and short stories.
- To demonstrate an awareness and appreciation of the richness and diversity of language.
- To adapt language to various situations demonstrating a sense of audience in preparing and delivering oral presentations.
- To utilize the media center as a source of information.
- To select relevant information on a topic from various sources.
- To complete the research process.

TEXT AND MATERIALS:

Holt Handbook, Introductory Course, Holt, Rinehart, and Winston
Elements of Language, First Course, Holt, Rinehart, and Winston
Elements of Literature, First Course, Holt, Rinehart, and Winston
English Simplified, Blanche Ellsworth, John A. Higgins
Introduction to Literature, Harcourt, Brace, Jovanovich, Inc.
In the Middle, First and Second Editions, Nancie Atwell
MLA Handbook for Writers of Research Papers, Joseph Gibaldi
"Wine on the Desert," Max Brand
Daily Oral Language, Level 7, Neil J. Vail and Joseph F. Papenfuss

METHODS OF INSTRUCTION:

Writing workshop
Class discussions
Peer groupings
Cooperative learning groups
Lecture
Oral presentations
Power Point presentations
Writing projects
Student teaching opportunities

METHODS OF EVALUATION:

Writing portfolios
Unit tests, quizzes
Daily Oral Language (DOL) quizzes
Binder tests
Semester tests
Daily assignments, writing projects

ENGLISH GRAMMAR, AND COMPOSITION – 7: Ellen Treadwell

COURSE CONTENT:

As second year students in the middle school environment, seventh-grade students continue to expand their reading, writing, grammatical, and collaborative skills together. The goal for this course is to grow life-long communicators of the English language through application and expansion of daily grammar practices, usage, spelling and punctuation, writing skills, research skills, and vocabulary.

OBJECTIVES:

- To continue to explore the writing process and work through each stage to aid in well written paragraphs and essays
- To write clear, coherent, and focused paragraphs and essays, exhibiting the students' awareness of the audience and purpose, and containing formal introductions, supporting evidence, and conclusions
- To bring in outside information and be able to cite information correctly using the MLA format
- To continue to work on various rhetorical strategies and genres
- To expand vocabulary into conversation and written assignments
- To be exposed to and work with poetry, short stories, novels, dramas, fiction, and non-fiction
- To keep a weekly journal, allowing students to expand and practice writing skills
- To complete projects, book reports, group and individual oral presentations
- To work daily with grammar and sentence structures
- To consistently write legibly and to type many assignments
- To practice good listening skills and polite audience skills

TEXT AND MATERIALS:

- Summer Reading: *The Wednesday Wars*, Schmidt
- 3-ring binder
- A composition notebook for journal writing
- Holt Handbook, Introductory Course*, Holt, Rinehart, and Winston
- The Watson's Go to Birmingham*, Curtis

METHODS OF INSTRUCTION:

- Writing workshops
- Class discussions
- Collaborative groups
- Peer groupings
- Lectures
- Oral Presentations
- Power Point Presentations
- Writing Projects

Creative book reports
DGP (Daily Grammar Practices)
Scavenger Hunts
Peer teaching
Review Games

METHODS OF EVALUATION:

Tests
Quizzes (both announce and unannounced)
DGP (Daily Grammar Practice)
Notebook checks
Daily assignments
Weekly homework
Writing projects

ENGLISH GRAMMAR AND COMPOSITION – 8: Ellen Treadwell

COURSE CONTENT:

As a third year student in the middle school, eighth grade students will continue to expand their reading, writing, grammatical, and collaborative skills together. The goal for this course is to grow life-long communicators of the English language through practice and expansion of daily grammar practices, usage, spelling and punctuation, writing skills, research skills, and vocabulary. At this level in middle school, students will work more heavily on perfecting sentence structures and combining sentences in various ways through grammatical practices. Students will also begin to develop independence in the writing process.

COURSE OBJECTIVES:

- To work through the writing process and begin to perfect various elements such as prewriting and independently completing a first draft
- To explore the creative writing process and develop creative writings
- To write clear, coherent, and focused paragraphs and essays, exhibiting the students' awareness of the tone, audience and purpose
- To compose essays containing formal introductions, supporting evidence, and conclusions
- To bring in outside information and to be able to cite information correctly using the MLA format
- To continue to work on various rhetorical strategies and genres
- To expand vocabulary into conversation and written assignments
- To keep a weekly journal, allowing them to expand and practice writing skills
- To complete projects, book reports, group and individual oral presentations
- To work daily with grammar and sentence structures
- To practice grammar by teaching each other and the class as a whole
- To consistently write legibly and will also type many assignments
- To practice good listening skills and polite audience skills

TEXT AND MATERIALS:

The Name of the Game Was Murder, Nixon
Holt Handbook, Introductory Course: Holt, Rinehart, and Winston
Three-ringed binder, a composition notebook for journal writing

METHODS OF INSTRUCTION:

Writing workshops
Class discussions
Collaborative groups
Peer groupings
Lectures

Oral Presentations
Power Point Presentations
Writing Projects
Creative book reports
DGP (Daily Grammar Practices)
Scavenger Hunts
Peer teaching
Review Games

METHODS OF EVALUATION:

Tests
Quizzes (both announce and unannounced)
DGP (Daily Grammar Practice)
Notebook checks
Daily assignments
Weekly homework
Writing projects
Other methods that will develop as the year moves forward



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FOREIGN LANGUAGE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

SPANISH - 7: Marvia Miranda

COURSE CONTENT:

The goal of this course is designed to teach beginning level Spanish. Students will learn basic level grammar structure, verb conjugation, and conversational skills through writing, reading, listening assignments, and speaking. Also, this course will aim to introduce Hispanic culture, history, and customs through cooking, dancing, and educational activities. Students will complete projects such as short stories, oral dictations, introduction of Latin American heroes.

OBJECTIVES:

- To comprehend short instructional sentences in Spanish both in oral and written form using present tense
- To respond to short sentences in Spanish both in oral and written form using present tense
- To formulate short sentences using articles and contractions (using direct object pronouns *o, la, los, las*)
- To conjugate verbs (ser, ir, tener) in present tense
- To expand vocabulary in Spanish
- To read and interpret short stories in Spanish

TEXT AND MATERIALS:

¿Cómo te va? Glencoe Middle School Spanish B, Schmitt, Conrad J.

METHODS OF INSTRUCTION:

- Lecture
- Oral Presentations
- Cooperative learning groups
- Class discussions
- Writing assignments
- Oral dictation
- Computer lab workshops

METHODS OF EVALUATION:

- Weekly quizzes
- Homework assignments
- Class work assignments
- Written Quarter tests
- Oral Quarter tests
- Projects
- Classroom participation

SPANISH I: Marvia Miranda

COURSE CONTENT:

The goal of Spanish I is designed to teach beginning upper school level Spanish stemming from middle school fundamentals. This course will aim at grammar structure, verb conjugation, and conversational skills through writing, reading, listening assignments, and speaking. Also, this course will aim to promote cultural acquisition through Hispanic culture, history, and customs through cooking, dancing, and educational activities. Students will complete basic typical meals in groups, will present via PowerPoint customs of various Latin American countries, and basic oral dictations.

OBJECTIVES:

- To comprehend short instructional sentences in Spanish both in oral and written form using present tense
- To respond in Spanish both in oral and written form using present tense
- To write short sentences using verbs that end in –ar both in present and preterit tense
- To express simple courtesies in Spanish
- To describe self and others using simple, short sentences
- To tell time
- To order food at a restaurant
- To identify Spanish speaking countries on a map

TEXT AND MATERIALS:

¡Buen viaje! Glencoe Spanish I. Schmitt, Conrad J. and Protase E. Woodford

METHODS OF INSTRUCTION:

- Lecture
- Oral Presentations
- Cooperative learning groups
- Class discussions
- Writing assignments
- Oral dictation
- Computer lab workshops

METHODS OF EVALUATION:

- Weekly quizzes
- Homework assignments
- Class work assignments
- Written Quarter tests
- Oral Quarter tests
- Projects
- Classroom participation

INTRODUCTION OF LATIN – 8: Dr. Richard Evans

COURSE CONTENT:

The goal of this class, meeting three times per week for one quarter, is to introduce students to basic structure of Latin as an inflected language, the importance of Latin as a linguistic background to English and Romance languages, and to the significance of the Greco-Roman world as a general, cultural template for Western civilization.

OBJECTIVES:

To understand that English and Latin, while related languages, enjoy a different
grammatical structure

To understand the general conception of noun inflection in Latin

To understanding conception of case function in Latin

To understand the general idea of case endings in Latin

To contrast Latin noun inflection with limited noun inflection of English

To understand the idea of verb inflection in Latin

To contrast verb inflection in Latin with limited noun inflection in English

To note connections of Latin verb inflection with verb inflection in Spanish

To note major architectural connections in Washington with those in ancient
Rome

To note the “modern” conveniences of Roman Pompeii to those of the present day

To note connections between the Roman constitution and the U.S. Constitution

To note major some vocabulary connections between Latin and English

TEXT AND MATERIALS:

Discovering Languages: Latin. Amsco School Publications
Latin for Americans, Book I. Glencoe McGraw-Hill

METHODS OF INSTRUCTION:

Lecture

Films

Class discussions

Student Reports

Cooperative learning groups

METHODS OF EVALUATION:

Daily assignments

Quizzes

Oral reports

Class participation

FRENCH – GRADE 6: Kayla Miller

COURSE CONTENT:

The goal of this class is to introduce students to the French language by studying vocabulary, French culture, and simple conversations. This class gives a brief overview of and foundation to French basics.

OBJECTIVES:

- To learn how to greet and introduce yourself to someone in French
- To learn the ABC's
- To learn the numbers
- To learn the colors
- To demonstrate knowledge of French geography
- To learn the parts body
- To learn how to describe the weather
- To learn how to tell time
- To learn the days, months, seasons, and dates
- To learn food and café dialogue
- To demonstrate an understanding of the French Culture

TEXT AND MATERIALS:

- Class notes and handouts

METHODS OF INSTRUCTION:

- Class games and activities
- Class dialogues and discussions
- Lecture
- Cooperative learning groups
- Oral presentations
- PowerPoint Presentations

METHODS OF EVALUATION:

- Participation
- Art work
- Review packets
- Small projects



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SCIENCE



EARTH SCIENCE 6: Aimee Paulk

COURSE CONTENT:

The goal of this class is to instill a comprehensive understanding of Earth Science, to develop scientific thinking skills, and to broaden awareness of current scientific events. Students who successfully complete this course should demonstrate knowledge of the following criteria: the nature of science, chemistry, Earth and its materials, the Earth's surface, the Earth's internal processes, the history of Earth, human involvement in the Earth, the air and water of the Earth, and astronomy.

OBJECTIVES:

- To expand scientific knowledge and awareness, not only through an understanding of the content listed above, but also in recognizing the connection between the content and real-world occurrences
- To use logic, reasoning, and scientific experimentation to solve problems and explain phenomena
- To garner an appreciation for the importance of science to the progression of the human race
- To gain an introductory understanding of scientific writing, peer review, and publication

TEXT AND MATERIALS:

- Glencoe Science: Earth Science*, 2005, Feather, Snyder, and Zyke
- Glencoe Science: Earth Science Study Guide and Reinforcement*, 2005, Feather, Snyder, and Zyke.
- Planet Earth*, 2006, BBC Natural History Unit
- Labs and other videos drawn from many sources

METHODS OF INSTRUCTION:

- In-class notes and lecture
- Science journal writing assignments (weekly to bi-weekly)
- Reinforcement activities
- Laboratory experiments
- Hands-on examples (rocks, minerals)
- Class discussion
- Projects
- Reading assignments

METHODS OF EVALUATION:

- Chapter tests
- Writing assignments
- Worksheet assignments
- Lab write-ups
- Pop-quizzes

LIFE SCIENCE 7: Aimee Paulk

COURSE CONTENT:

The goal of this class is to instill a comprehensive understanding of Life Science, to develop scientific thinking skills, and to broaden awareness of current scientific events. Additionally, students will begin to develop a working knowledge of the nature of science and should be able to formulate scientific opinions in response to new scientific discoveries and technologies.

Students who successfully complete this course should demonstrate knowledge of the following criteria: (1) the nature of science, (2) the properties and classification of life, (3) basic cell biology, (4) heredity, (5) natural selection and adaptation, (6) the diversity of life, (7) human anatomy and physiology, and (8) ecology.

OBJECTIVES:

- To expand scientific knowledge and awareness, not only through an understanding of the content listed above, but also in recognizing the connection between the content and real-world occurrences
- To understand the intricacy of life and the importance of considering the possible consequences of human activity on our biosphere
- To use logic, reasoning, and scientific experimentation to solve problems and explain phenomena
- To garner an appreciation for the importance of science to the progression of the human race
- To gain an introductory understanding of scientific writing, peer review, and publication

TEXT AND MATERIALS:

- Glencoe Science: Life Science*, 2008, Biggs, Daniel, Ortleb, Rillero, and Zike.
- Glencoe Science: Life Science Chapter Resources*, 2008, Biggs, Daniel, Ortleb, Rillero, and Zike.
- Planet Earth*, 2006, BBC Natural History Unit
- Supplemental information, labs, and other videos drawn from many sources

METHODS OF INSTRUCTION:

- In-class notes and lecture
- Visual demonstrations
- Science journal writing assignments (weekly to bi-weekly)
- Reinforcement activities
- Laboratory experiments
- Class discussion
- Projects
- Reading assignments

METHODS OF EVALUATION:

Chapter tests
Writing assignments
Worksheet assignments
Lab write-ups
Pop-quizzes

PHYSICAL SCIENCE 8: Wanda Johnson

COURSE CONTENT:

Physical science is an introduction to the basic ideas of physics and chemistry. The first half of the year is devoted to physics; the second half, to chemistry. Laboratory work and “making” projects are frequent, so that the principles can be seen in action in as many ways as possible. Labs are usually analyzed by averaging or by graphing.

OBJECTIVES:

- To examine the scientific method
- To practice using SI units for measuring
- To introduce the laws of motion, gravitation, projectile motion, circular motion, and momentum
- To distinguish heat and temperature
- To investigate heat transfer and heat engines
- To describe and manipulate simple machines
- To understand light as a wave
- To understand sound
- To introduce electricity and magnetism
- To identify and glassware appropriately
- To follow safety procedures in the chemistry lab setting
- To classify matter in several ways
- To describe and apply the Bohr model of the atom
- To use the periodic table to predict properties of elements
- To introduce principles of solubility, solutions, acids, and bases
- To write formulas and balance equations
- To classify reactions
- To introduce organic chemistry
- To understand polymerization

TEXT AND MATERIALS:

- Glencoe Physical Science*
- Videos from many sources, including Bill Nye and *Mythbusters*
- Labs, projects, and activities drawn from many sources

METHODS OF INSTRUCTION:

- Lecture and discussion
- Videos
- Labs and demonstrations
- Simulations and activities
- Essays
- “Making” projects

METHODS OF EVALUATION:

- Tests
- Quizzes
- Informal lab reports
- Lab participation
- Projects



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SOCIAL STUDIES

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WORLD HISTORY AND ANCIENT CULTURES - 6: Jay Louttit

COURSE CONTENT:

World history is a year-long study of history, culture, and civilizations from the ancient to the modern world. Students learn about the geography, history, religious beliefs, and culture of the past while examining the social, economic, and political issues that defined these societies while helping to shape our modern world. Students continue to hone their research, writing, and historical analysis abilities.

OBJECTIVES:

- To explain large scale and long term historical developments on the regional and global scale
- To analyze the ways in which human groups have come into contact and interact with one another, including systems of communication, migration, exchange, conquest, and cultural diffusion
- To assess the significance of key turning points in world history
- To describe the development of distinctive social, economic, and political organizations
- To identify major discoveries, inventions, and scientific achievements and assess their impact on society
- To identify achievements in art, architecture, literature, and philosophy and assess their impact on society
- To compare the world we live in today with past eras
- To explain ideals, practices, and historical developments of major belief systems
- To identify challenges that humans have faced and how they have faced those challenges
- To reflect upon choices humans have made in the past and how choices we make can affect the future

TEXT AND MATERIALS:

- World: Adventures in Time and Place, McGraw-Hill
- 24 Exciting Plays for Ancient History Classes, Bowman
- 20 Exciting Plays for Medieval History Classes, Bowman
- Hands-On History: World History Activities, Sundem
- Short Role Playing Simulations for World History, Giacomo

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Historical Simulations
- Projects
- Oral presentations
- Writing projects

METHODS OF EVALUATION:

Unit tests, quizzes
Daily assignments
Written essays and papers
Projects
Discussion/questioning

WORLD GEOGRAPHY: 7: Jay Louttit

COURSE CONTENT:

World geography begins with fundamental map skills and basic geographical terminology. Through the prism of the five themes of geography, students will learn about the physical features of the earth and the relationship of people to the environment and each other. Students move on to study the geography of the United States, Canada, Western Europe, Eastern Europe, Latin America, South America, Africa, Asia, the Middle East, and Australia. Students continue to hone their research, writing and critical analysis abilities.

OBJECTIVES:

To analyze the ways that the human, physical, and environmental components of the world interact

To identify and describe the regional geography of the world

To identify the historical, economic, cultural, social, and physical characteristics of the world's regions

To explain how a region's characteristics came to be and how they are changing

To analyze how human activities and the environment interact

To analyze how societies reflect their physical environment

To acquire geographical skills that can be applied where spatial information is required

TEXT AND MATERIALS:

Glencoe World Geography, McGraw-Hill

Geography Coloring Book, Kapit

The Geography Book, Arnold

Hands-On History: Geography Activities, Giese

Ready to Use World Geography Activities, Clavarella

METHODS OF INSTRUCTION:

Lecture

Class discussions

Historical Simulations

Projects

Oral presentations

Writing projects

METHODS OF EVALUATION:

Unit tests, quizzes

Map tests

Daily assignments

Written essays and papers

US/GEORGIA HISTORY: 8: Jay Louttit

COURSE CONTENT:

United States (US) and Georgia history is designed to cover America's journey from Pre-Columbian times into the 20th century. Students will develop an in-depth knowledge of significant events, major happenings, and critical turning points in American and Georgian history. The class will explore the events that shaped our nation and the relationship between our country's past and the present. Students will continue to hone their research, writing, and historical analysis abilities.

OBJECTIVES:

- To demonstrate a knowledge of chronology
- To use historical data to support an argument or position
- To differentiate between different points of view
- To interpret and apply data from original documents
- To understand political, social, economic, diplomatic, and Cultural trends in US history
- To identify and explain the significance of key people, events, and places in US history
- To understand background information of US historical events
- To understand the background of US Presidents
- To identify dates of important events
- To identify Political, Social, Economic, Diplomatic, and Cultural trends in Georgia history
- To identify and explain the significance of key people, events, and places in Georgia history

TEXT AND MATERIALS:

- The American Journey*, McGraw-Hill
- The Georgia Studies Book*, Stakes
- Short Role Playing Simulations for US History Classrooms*, Di Giacomo
- Games and Strategies for Teaching US History*, Scott
- 20 Plays for US History Classes*, Bowman

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Historical Simulations
- Projects
- Oral presentations
- Writing projects

METHODS OF EVALUATION:

Unit tests, quizzes
Map tests
Daily assignments
Written essays and papers
Class Projects
Discussion/questioning



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TECHNOLOGY



COMPUTER GRADE 6: Teresa Mason

COURSE CONTENT:

The goal of the 6th grade computer class is to help students become proficient with computer keyboarding and Microsoft Office. Students will practice keyboarding daily to increase their speed and accuracy. Students will utilize Microsoft Office to produce presentations, spreadsheets, brochures, graphs, charts, etc. Students will become familiar with searching information on Galileo for the purpose of presenting a presentation and correctly citing their sources. Students will learn about Internet safety and how to evaluate a website.

OBJECTIVES:

- To demonstrate proper keyboarding techniques
- To demonstrate proper file management (locate, name, rename and save, retrieve files on different software)
- To utilize help screens and information bars
- To manage text (edit, format, font choice, size, and style)
- To utilize spell check and grammar check
- To format documents (page numbers, headers, footers, page breaks, writing tools)
- To be able to copy, paste, and import text and graphics
- To use drawing tools in text documents
- To change a document layout (margins, landscape) and printer settings
- To import images to other applications
- To arrange and sort columns and rows
- To use formulas to calculate math
- To use presentation software to produce slide shows
- To customize presentations by adding transitions, sounds, animations, and timing
- To create spreadsheets, brochures, fliers, and newsletters
- To create a workbook
- To construct graphs and charts from spreadsheet information

TEXT AND MATERIALS:

- Upper School computer lab
- Internet sources
- Galileo
- Microsoft Office*

METHODS OF INSTRUCTION:

- Class Discussion
- Lectures
- Projects
- Internet and Galileo Research
- Oral Presentation

METHODS OF EVALUATION:

Participation
Daily Assignments
Class Projects
Quizzes
Tests

COMPUTER GRADE 7: Teresa Mason

COURSE CONTENT:

The goal of the seventh grade computer class is to help students become familiar with the fundamentals of the computer, proper keyboarding, and the Microsoft Office software. Students will utilize this software to produce presentations, spreadsheets, brochures, graphs, charts, etc. Students will become familiar with searching information on Galileo for the purpose of a presentation and correctly citing their sources.

OBJECTIVES:

- To demonstrate proper keyboarding techniques
- To demonstrate proper file management: locate, name, rename and save, and retrieve files on different software
- To utilize help screens and information bars
- To manage text: edit, format, font choice, size, and style
- To utilize spell check and grammar check
- To format documents: page numbers, headers, footers, page breaks, writing tools
- To be able to copy, paste, and import text and graphics
- To use drawing tools in text documents
- To change a document layout: margins, landscape, and printer settings
- To import images to other applications
- To arrange and sort columns and rows
- To use formulas to calculate math
- To use presentation software to produce slide shows
- To customize presentations by adding transitions, sounds, animations, and timing
- To create spreadsheets, brochures, fliers, and newsletters
- To create a workbook
- To construct graphs and charts from spreadsheet information

TEXT AND MATERIALS:

- Upper School computer lab
- Internet sources
- Galileo
- Microsoft Office*

METHODS OF INSTRUCTION:

- Class Discussion
- Lectures
- Projects
- Internet and Galileo Research
- Oral Presentation

METHODS OF EVALUATION:

Participation
Daily Assignments
Class Projects
Quizzes
Tests

COMPUTER GRADE 8: Teresa Mason

COURSE CONTENT:

The goal of the eighth grade computer class is to help students become familiar with the fundamentals of the computer, proper keyboarding, and the Microsoft Office software. Students will utilize this software to produce presentations, spreadsheets, brochures, graphs, charts, etc. Students will become familiar with searching information on Galileo for the purpose of a presentation and correctly citing their sources.

OBJECTIVES:

- To demonstrate proper keyboarding techniques
- To demonstrate proper file management: locate, name, rename and save, and retrieve files on different software
- To utilize help screens and information bars.
- To manage text: edit, format, font choice, size, and style
- To utilize spell check and grammar check
- To format documents: page numbers, headers, footers, page breaks, writing tools
- To be able to copy, paste, and import text and graphics
- To use drawing tools in text documents
- To change a document layout: margins, landscape, and printer settings
- To import images to other applications
- To arrange and sort columns and rows
- To use formulas to calculate math
- To use presentation software to produce slide shows
- To customize presentations by adding transitions, sounds, animations, and timing
- To create spreadsheets, brochures, fliers, and newsletters
- To create a workbook
- To construct graphs and charts from spreadsheet information

TEXT AND MATERIALS:

- Upper School computer lab
- Internet sources
- Galileo
- Microsoft Office

METHODS OF INSTRUCTION:

- Class Discussion
- Lectures
- Projects
- Internet and Galileo Research
- Oral Presentation

METHODS OF EVALUATION:

Participation
Daily Assignments
Class Projects
Quizzes
Tests



OAK MOUNTAIN
A C A D E M Y

HEALTH AND PHYSICAL EDUCATION

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

HEALTH 6: Deborah Fields

COURSE CONTENT:

The goal of this class is to develop healthy lifetime habits. Health class focus is to motivate and assist students in their discovery of practical applications, to link knowledge and practice to other disciplines and to “real life,” and to encourage further investigation into healthful lifestyles.

The sixth grade Health Education curriculum is designed to incorporate the six priority adolescent risk behaviors which are identified by the U. S. Centers for Disease Control and Prevention. The risk behaviors are: Alcohol and other drug use, Injury and Violence, Tobacco, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior and Diseases.

OBJECTIVES:

- To identify actions and behaviors to prevent injuries, diseases, and disorders
- To compare how family, peers, culture, and media influence personal and family health
- To review how laws, rules, and regulations influence health promotion and risk reduction
- To identify and access valid health resources, services and websites that promotes healthy living
- To use verbal and nonverbal skills to develop and maintain healthy personal relationships
- To decide if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being
- To understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals
- To practice health-enhancing behaviors that contribute to a positive quality of life
- To accept responsibility for personal health and to build a foundation for living a healthy and productive life
- To apply advocacy skills that encourage others to adopt health-enhancing behaviors

TEXT AND MATERIALS:

Lifetime Health Text
Middle School Current Health *Weekly Readers*
Choosing the Best Way
World Health Organization
Center for Disease Control
Kids Health
MYPyramid.gov
Discovery Education
PBS website

METHODS OF INSTRUCTION:

- Lecture
- Peer groupings
- Class discussions
- Role playing
- Power point presentations
- Journals
- DVD Presentations
- Student Presentations
- Professional Presenters
- Health Labs

METHOD OF EVALUATION:

- Quizzes
- Journal writing
- Worksheets
- Daily assignments
- Health Lab evaluation

HEALTH 7: Deborah Fields

COURSE CONTENT:

The goal of this class is to develop healthy lifetime habits. Health class focus is to motivate and assist students in their discovery of practical applications, to link knowledge and practice to other disciplines and to “real life” and to encourage further investigation into healthful lifestyles.

The seventh grade Health Education curriculum is designed to incorporate the six priority adolescent risk behaviors which are identified by the U. S. Centers for Disease Control and Prevention. The risk behaviors are: Alcohol and other drug use, Injury and Violence, Tobacco, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior and Diseases.

OBJECTIVES:

- To describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan
- To compare how family, peers, and culture influence personal and family health
- To examine how the media influence thoughts, feelings, and health behaviors
- To differentiate services that promotes healthy living within the school and community from unreliable sources
- To demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships
- To list the steps of the decision-making process which enable students to collaborate with others to improve the quality of their lives
- To be able to distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers
- To apply the critical steps that should be used to achieve both short-term and long-term health goals
- To identify how diseases and injuries can be prevented by reducing harmful and at risk behaviors and to demonstrate through role playing how to reduce these behaviors to enhance their health
- To develop important advocacy skills to create persuasive health-enhancing messages to encourage others to adopt healthy behaviors

TEXT AND MATERIALS:

Lifetime Health Text
Middle School Current Health *Weekly Readers*
Choosing the Best Way
World Health Organization

Center for Disease Control
Kids Health
MYPyramid.gov
Discovery Education
PBS websites

METHODS OF INSTRUCTION:

Lecture
Peer groupings
Class discussions
Role playing
Power Point presentations
Journals
DVD presentations
Student presentations
Professional presenters
Health labs

METHODS OF EVALUATION:

Quizzes
Journal writing
Worksheets
Daily assignments
Health lab evaluation

HEALTH 8: Deborah Fields

The goal of this class is to develop healthy lifetime habits. Health class focus is motivating and assisting students in their discovery of practical applications, to link knowledge and practice to other disciplines and to “real life” and to encourage further investigation into healthful lifestyles.

The eighth grade Health Education curriculum is designed to incorporate the six priority adolescent risk behaviors which are identified by the U. S. Centers for Disease Control and Prevention. The risk behaviors are: Alcohol and other drug use, Injury and Violence, Tobacco, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior and Diseases.

COURSE CONTENT:

- To describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout the student’s lifespan
- To examine the interrelationships of emotional, physical, social, and intellectual health, and how each aspect of health can be impacted by their surroundings
- To focus on identifying and understanding diverse, internal, and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
- To review how policies and regulations influence health promotion and risk reductions
- To analyze the validity of health information, health promoting products, and services to prevent and detect health problems
- To demonstrate appropriate verbal and nonverbal skills to maintain healthy relationships
- To distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict
- To model the steps of the decision-making process using the GREAT format and to analyze the importance of seeking assistance before making a decision
- To utilize critical skills to achieve both short-term and long-term health goals and aspire to maintain these goals in the future
- To be prepared to modify goals when faced with changing abilities, priorities, and responsibilities
- To identify how diseases and injuries can be prevented by reducing harmful and at-risk behaviors
- To demonstrate how to reduce harmful and at-risk behaviors to enhance health
- To develop important advocacy skills to create persuasive health-enhancing messages to encourage others to adopt healthy behaviors

TEXT AND MATERIALS:

Lifetime Health Text
Middle School Current Health Weekly Readers
Choosing the Best Way

World Health Organization
Center for Disease Control
Kids Health
MYPyramid.gov
Discovery Education
PBS website

METHOD OF INSTRUCTION:

Lecture
Peer groupings
Class discussions
Role playing
Power point presentations
Journals
DVD Presentations
Student Presentations
Professional Presenters
Health Labs

METHOD OF EVALUATION:

Quizzes
Journal writing
Worksheets
Daily assignments
Health Lab evaluations

PHYSICAL EDUCATION 6, 7, 8: Deborah Fields

COURSE CONTENT:

The goal of middle school physical education is committed to helping children learn and improve motor skills and development a commitment to life time physical fitness. It is an instructional program that gives attention to all learning domains: psychomotor, cognitive, and affective.

Students will learn to work together as a team as well as learn to compete with our selves and others through a variety of sports and activities. Physical fitness is a key component of the National Association for Sports and Physical Education and emphasis will be placed on this. Our program content will be based upon The National Content Standards for Dynamic Physical Education.

Middle school students will participate in activities derived from the following list during the school year. These activities will be presented in one, two, or three week units. Students will learn rules and the history in both popular sports and non-traditional games.

OBJECTIVES:

- To understand and participate in Basketball
- To understand and participate in Soccer
- To understand and participate in Yoga
- To understand and participate in Fitness
- To understand and participate in Softball
- To understand and participate in Tumbling
- To understand and participate in Volleyball
- To understand and participate in Track and Field
- To understand and participate in Ultimate Frisbee
- To understand and participate in Indoor Games
- To understand and participate in New Games
- To understand and participate in Flag Football
- To understand and participate in Rhythmics
- To understand and participate in Problem Solving

TEXT AND MATERIALS:

- Developing the Physical Education Curriculum*, Luke E. Kelley and Vincent J. Melograno
- Dynamic Physical Education for Secondary School Students*, Paul W. Darst and Robert P. Pangrazi
- Lifetime Health*, Holt, Rinehart, Winston.

METHODS OF INSTRUCTION:

- Direct Style
- Task Style
- Problem-Solving Style
- Cooperative Learning

METHOD OF EVALUATION:

- Written Test
- Task Sheets
- Check Lists
- Teacher Observation
- Skill Test
- Participation/Dress



OAK MOUNTAIN
A C A D E M Y

FINE ARTS

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

FINE ARTS - 6: Boyce Covert

COURSE CONTENT:

Students engaging in the creative process; find, identify, formulate, solve problems, and pursue open-ended inquiry through production of artworks. Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study.

Students will explore new art techniques and media to create two and three dimensional works. Emphasis is placed on creating illusions of space in two dimensional works using perspective and value. Positive /negative space, texture, form, proportion, and unity are utilized in creating three dimensional works. Sketchbook use for planning work is encouraged.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

- National Gallery of Art Activity Book*, Harry N. Abrams Publishers, Inc.
- Explorations in Art*, Davis Publications, Inc.
- School Arts*, Davis Publications, Inc.
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development Corporation
- Drawing; Ideas, Materials, and Techniques*, Davis Publications, Inc.
- Discovering Drawing*, Davis Publications, Inc.
- 300 Lessons in Art*, Walsh Publishing
- Art Prints*, Crystal Productions
- American Art Appreciation Activities Kit*, Prentice Hall
- Art Smart*, Prentice Hall
- Art Throughout the Ages*, Universal Color Slide
- Slides, transparencies, and videos of artist's work
- A variety of images and resources from the World Wide Web
- Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of new art method and materials
- Viewing and discussion of video, slides, and/or transparencies showing artwork and art movement
- Discussion of meaning behind artwork and movement
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Engages in class discussions
- Knowledge and use of art terminology in class discussions
- Identifies and works to solve visual problems through creative thinking and experimentation
- Applies media, techniques, and processes to express ideas
- Handling of art materials; clean up at the end of class period

FINE ARTS - 7: Boyce Covert

COURSE CONTENT:

Students engaging in the creative process; find, identify, formulate, solve problems, and pursue open-ended inquiry through production of artworks. Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study.

Students will create artworks by applying a variety of media, techniques, and processes to formulate and express ideas and concepts. The media will include acrylic and watercolor painting, printmaking, colored pencil, oil pastel, fiber arts, and sculpture. Sketchbook use is encouraged to plan work and to keep record of ideas and thoughts.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

National Gallery of Art Activity Book, Harry N. Abrams Publishers, Inc.
Explorations in Art, Davis Publications, Inc.
School Arts, Davis Publications, Inc.
Children and Painting, Davis Publications, Inc.
Drawing With Children, G.P. Putnam's Sons
Arts and Activities, Publishers' Development Corporation
Drawing; Ideas, Materials, and Techniques, Davis Publications, Inc.
Discovering Drawing, Davis Publications, Inc.
300 Lessons in Art, Walsh Publishing
Art Prints, Crystal Productions
American Art Appreciation Activities Kit, Prentice Hall
Art Smart, Prentice Hall
Art Throughout the Ages, Universal Color Slide
Slides, transparencies, and videos of artist's work
A variety of images and resources from the World Wide Web
Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of new art method and materials
- Viewing and discussion of video, slides, and/or transparencies showing artwork and art movement
- Discussion of meaning behind artwork and movement
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Engages in class discussions
- Knowledge and use of art terminology in class discussions
- Identifies and works to solve visual problems through creative thinking and experimentation
- Applies media, techniques, and processes to express ideas
- Handling of art materials; cleans up at the end of class period

FINE ARTS - 8: Boyce Covert

COURSE CONTENT:

Students engage in the creative process to generate and visualize ideas. Students will experiment with art methods and materials to gain a further understanding of the relationship of process, material, and technique to communicate ideas. Techniques explored are drawing, painting, sculpture, fiber arts, and printmaking. Media will include acrylic and watercolor paint, oil pastel, India ink, chalk pastel, colored pencil, and fibers.

Aesthetics develop through examination of own artwork and that of others. Effort is made to understand meaning in the study of art through exploration of the personal relationship of artists to community, culture, and world. Creation of art is prompted by art history study. Sketchbook use for planning work is encouraged.

OBJECTIVES:

- To increase students use of art terminology when studying and interpreting artwork
- To formulate a personal response to the visual arts
- To create artwork based on personal experiences and selected themes
- To understand and apply art media in new and inventive ways
- To create compositions using the elements and principles of design
- To make connections between art and other disciplines of study
- To learn about the visual arts in relation to history and culture
- To discuss artwork of self, classmates, and well-known artists

TEXT AND MATERIALS:

- National Gallery of Art Activity Book*, Harry N. Abrams Publishers, Inc.
- Explorations in Art*, Davis Publications, Inc.
- School Arts*, Davis Publications, Inc.
- Children and Painting*, Davis Publications, Inc.
- Drawing With Children*, G.P. Putnam's Sons
- Arts and Activities*, Publishers' Development Corporation
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- Discovering Drawing*, Davis Publications, Inc.
- 300 Lessons in Art*, Walsh Publishing
- Art Prints*, Crystal Productions
- American Art Appreciation Activities Kit*, Prentice Hall
- Art Smart*, Prentice Hall
- Art Throughout the Ages*, Universal Color Slide
- Slides, transparencies, and videos of artist's work
- A variety of images and resources from the World Wide Web
- Teacher's examples of art projects to be completed by students

METHODS OF INSTRUCTION:

- Display teacher example
- Demonstration of new art method and materials
- Viewing and discussion of video, slides, and/or transparencies showing artwork and art movement
- Discussion of meaning behind artwork and movement
- Student's creation of artwork to express individual ideas, thoughts, and feelings
- Demonstration of clean up procedure, if unknown
- Discussion of own artwork and that of others

METHODS OF EVALUATION:

- Art Portfolio
- Engages in class discussions
- Knowledge and use of art terminology in class discussions
- Identifies and works to solve visual problems through creative thinking and experimentation
- Applies media, techniques, and processes to express ideas
- Handling of art materials; cleans up at the end of class period



OAK MOUNTAIN
A C A D E M Y

BIBLE

SAIS SACSCASI
SAIS-SACS Dual Accredited School 2006-2011

BIBLE ENRICHMENT - 6: Kayla Miller

COURSE CONTENT:

During the sixth grade year students study major people of the *Bible*. Presentations and class discussions emphasize the historical and literary context, as well as moral implications of the stories.

OBJECTIVES:

- To become familiar with the structure and format of the *Bible*
- To become familiar with major characters in the *Bible*
- To discover the historical setting within which each character lived
- To explore the moral implications of the *Bible* stories

TEXT AND MATERIALS:

The *Bible*

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Cooperative learning groups
- Student teaching opportunities
- Hands-on learning activities

METHODS OF EVALUATION:

- Participation
- Discussion

BIBLE ENRICHMENT - 7: Kayla Miller

COURSE CONTENT:

During the seventh grade year, the students explore *Bible* stories about Jesus Christ's life with an emphasis on both literary and historical features as well as moral implications. During each unit a different story or stories from the *Bible* are presented and discussed.

OBJECTIVES:

- To become familiar with the structure and format of the *Bible*
- To become familiar with the stories surrounding Jesus birth and childhood
- To become familiar with how Jesus' public ministry began
- To become familiar with Jesus' parables, sermons and miracles
- To explore the different crucifixion accounts found in the Gospels
- To explore the different resurrection accounts found in the Gospels

TEXT AND MATERIALS:

Bible

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Cooperative learning groups
- Student teaching opportunities
- Hands-on learning activities

METHODS OF EVALUATION:

- Participation
- Discussion

BIBLE ENRICHMENT - 8: Kayla Miller

COURSE CONTENT:

During the eighth grade year, students explore various moral teachings found throughout the *Bible* with a particular focus on the Ten Commandments. They discuss the historical context of the related passages, as well as implications the teachings may have on modern times.

OBJECTIVES:

- To become familiar with the structure and format of the *Bible*
- To explore personal decision making
- To discover the various religious traditions surrounding the Ten Commandments
- To explore the commands to honor God
- To explore the commandment to honor Mother and Father
- To explore the commandment prohibiting killing
- To explore the commandments to respect truth and property
- To discuss the notion of justice and the way to work toward it

TEXT AND MATERIALS:

- The Bible*
- Christian Morality and Justice*, Alan J. Talley, St. Mary's Press

METHODS OF INSTRUCTION:

- Lecture
- Class discussions
- Cooperative learning groups
- Student teaching opportunities
- Hands-on learning activities

METHODS OF EVALUATION:

- Participation
- Discussion