

# Crossroads Christian Academy



## Middle School Course Catalog

Revised 15 November 2017

# **CCA MIDDLE SCHOOL COURSE CATALOG**

## **BIBLE DEPARTMENT**

0.5 credits/year

### **PHILOSOPHY STATEMENT**

The purpose of the CCA Bible department is to provide a systematic study of the Bible, including mastery of knowledge and application to daily life, so that the student may become thoroughly equipped in the Word of Truth (II Timothy 3:14-17)

### **COURSES**

#### **6th grade: OT Survey 1; Genesis—Joshua**

##### **0.5 credit**

Course Description: This class is a survey of the first 5 books of the Old Testament. The survey is actually the story of God's relationship with His chosen people, Israel. The story focuses on man's need for redemption, and how God fulfilled His PROMISE to redeem His chosen people.

#### **7th grade: OT Survey 2; Judges—Malachi**

##### **0.5 credit**

Course Description: This class is a continuation of the Old Testament Survey part 1. This course continues studying the story of God's relationship with His chosen people, Israel from Joshua through the end of the Old Testament. The story focuses on how God fulfilled His PROMISE to redeem His chosen people.

#### **8th grade: NT Survey; Gospels/Life of Christ**

##### **0.5 credit**

Course Description: This class is a survey of the New Testament with a special emphasis on the Gospels. This class is a continuation of the Old Testament survey class, showing how God ultimately fulfilled the PROMISE He gave to Abraham by sending His Son, Jesus, to redeem mankind. This class also includes a unit on the history of the early church as described in the book of Acts.

## ENGLISH LANGUAGE ARTS DEPARTMENT

1.0 credits/year

### PHILOSOPHY STATEMENT

As beings created in the image of God, we have been given the ability to communicate through both verbal and written language. This ability is important in all academic disciplines and social situations and should be pursued with diligence. The purpose of CCA's English department is to equip students to communicate with excellence in various academic and social settings through the study of grammar, vocabulary, writing, and literature. Because God has gifted us with language, the English Department uses language to reveal aspects of God's character and Biblical themes as revealed through literature and grammatical structures. The English Department seeks to enable students with the ability to think critically and discern Biblical truth in order to succeed in their professional and personal lives.

### COURSES

#### **6<sup>th</sup> grade: English**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is designed to actively engage students in the areas of reading, writing, listening and speaking. Students focus on identifying key plot elements and drawing upon word choice and inference to make conclusive statements about plot, theme and characters. During the year, using poetic sound techniques and differentiating between simile, metaphor and personification will also be a focus, culminating in an oral performance piece using specific and sophisticated functions of Powerpoint. Vocabulary will be introduced before reading selections for better comprehension, and will focus on using context clues and identifying synonyms and antonyms. Grade 6 will also address problematic homophones and homonyms, which often need reinforcement at this level. Students review paragraph writing and organizational techniques such as mapping or outlining in detail before composing a problem-solution essay, a descriptive essay, a compare/contrast essay and a persuasive essay. Students will also rely heavily on response papers as they are approaching their readings of various types of literature. In their responses, students will begin to learn how to point to textual proof when identifying literary terminology and its effects. The course includes directed grammar units using Daily Oral Language (DOL) and planned lessons. A final portfolio will include written samples of organizational structures and academic essays.

#### **7<sup>th</sup> grade: English**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is designed to actively engage students in the areas of reading, writing, listening and speaking. Students read literature in a variety of genres, including short stories, poetry, nonfiction, biographies, novels, and drama, and apply beginning analysis skills. Students will focus on the fundamental content terminology used in analyzing prose and poetry. Vocabulary will be introduced before reading selections for better comprehension. Vocabulary instruction will focus on using context clues and recognizing primary roots, suffixes and prefixes. Creative writing is a major focus in Grade 7, as students write short stories and poetry. A final portfolio includes creative and academic writing samples. Students review paragraph writing in detail before composing compare/contrast, narrative and analytical essays. Students also give oral presentations using basic multimedia tools such as Powerpoint or video. The course includes directed grammar units using Daily Oral Language (DOL) and planned lessons.

#### **8<sup>th</sup> grade: English**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is designed to actively engage students in the areas of reading, writing, listening and speaking. Students read literature in a variety of genres, including short stories, poetry, nonfiction, biographies, novels, and drama, with a special emphasis on media and multimedia presentations. Students will focus on the fundamental content terminology used in analyzing prose and poetry. The history of the English language is taught alongside root origins as the students master deconstructing vocabulary into roots, prefixes and suffixes. Students briefly review paragraph writing before composing persuasive, expository, descriptive, narrative and analytical essays. Students also

give oral presentations using multimedia tools. The course includes directed grammar units using Daily Oral Language (DOL) and planned lessons.

## MATHEMATICS DEPARTMENT

1.0 credits/year

### PHILOSOPHY STATEMENT

Crossroads Christian Academy's mathematics education strives to develop individual critical thinking skills, analytic ability, and resourcefulness in synthesizing knowledge to solve problems using available means. We want students to understand that math is the art of thinking well. The purpose of learning mathematics is to train the mind to think ordered and logically. We seek to provide students with the skills necessary to identify the pertinent information in encountered problems while understanding that math provides the rules and parameters to guide their thinking towards a solution. Further, we will establish how the characteristics of math flow out of the very nature of God. Our goal is for students to see that both God and mathematics share many characteristics such as immutability, inerrancy, cohesion, and consistency.

### COURSES

#### **6<sup>th</sup> grade: Math 6**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is designed to reinforce skills in basic operations and estimation with decimals, and fractions as well as extend knowledge on topics such as analyzing data sets and creating graphs. In addition, students are introduced to new concepts in algebra, geometry, ratios, rates, percents, and integers.

#### **7<sup>th</sup> grade: Math 7**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Math 7 is designed to ensure that students understand the basic concepts of mathematics. The course includes practice in the 4 basic operations with decimals, fractions, & integers. Topics such as proportions, percents, surface area, volumes, graphing, and probability are also covered.

#### **7<sup>th</sup>-8<sup>th</sup> grade: Pre-algebra**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Pre-Algebra is designed for students who have successfully completed topics covered in Math 7. The course begins with a review of the basic concepts of math including operations with fractions, decimals, and integers. Emphasis is placed on algebraic and geometric concepts, but the course also includes percents, trigonometry, probability, and statistics. **Pre-requisite for 7<sup>th</sup> Grade: Dependent upon score on the Algebra readiness test and Teacher recommendation.**

#### **8<sup>th</sup> grade: Algebra 1**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Algebra 1 is designed to give students a foundational understanding of the basic concepts of algebra. The course begins with a review of operations involving rational numbers and then applies this to solving equations and inequalities. Operations with polynomials and rational expressions, as well as factoring, functions, linear equations, radicals, and quadratics are covered. Concepts in probability, statistics, and trigonometry are also introduced as time permits. Most 8<sup>th</sup> grade students earn High School credit for taking Algebra 1 at CCA.

## SCIENCE DEPARTMENT

1.0 credits/year

### PHILOSOPHY STATEMENT

God, through Jesus Christ, is the Creator of all living and non-living things and the sciences at CCA will be taught with that fact in mind. God's glory and His character are revealed through observation, exploration, and scientific study of His world. We will approach our study of science as a way to glorify God by discovering what He has created and the orderliness of His world around us. We will use the Bible as the basis for our foundational belief and worldview.

Although the Bible is not a science textbook, whenever it touches or connects with science topics, we recognize it as God's authority—correct, without error, and authoritative.

Listed below are just a few belief statements regarding the sciences at CCA:

- It is impossible for nothing to produce something, therefore any hypotheses that eliminate a metaphysical source for the physical realm are rejected. God, through Jesus, created all that came into being (John 1:3, Colossians 1:16).
- Physical Science: The laws of nature emanate from God; they are extensions of God's own nature and character and are the manner by which God upholds the universe (Hebrews 1:3, Colossians 1:17)
- Astronomy: The stars and planets were created by God, for man, to "be for signs and for seasons and for days and years" (Genesis 1:14). Astrology is rejected as the stars and constellations do not determine the fate of men and women, but rather God has knit a person together in his/her mother's womb (Psalm 139:13).
- Earth Science: The Earth, a uniquely designed planet with innumerable perfectly aligned characteristics designed to sustain mankind and other living things, was created by God for man to subdue and have dominion and stewardship over (Genesis 1:28).
- Life Science/Biology: Life was created by God. All living things were created by God, in unique forms, with built-in variability yet with genetic limitations on said forms (Genesis 1:11, 12, 21, 24, 25)
  - Human beings were created by God, created differently from the rest of the living things, bear the image of God, and have dominion over the rest of living things (Genesis 1:26-28). Additionally, humans also are unique in form with built-in variability yet with genetic limitations on form.
- Miracles: Although God usually allows things to run naturally (under the laws imposed upon the Created order by God Himself), and can work miracles within natural law, God many times chooses to act in supernatural ways within the Created order; God, who Created all that is, certainly has the power and authority to supersede the laws He has imposed upon Creation.

### COURSES

#### **6<sup>th</sup> grade: Earth/Space Science**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Students in middle school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The middle school performance expectations in Earth Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

#### **7<sup>th</sup> grade: Life Science**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Students in middle school develop understanding of key concepts to help them make sense of life science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in middle school: 1) From Molecules to Organisms: Structures and

Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity.

**8<sup>th</sup> grade: Physical Science**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Students in middle school continue to develop their understanding of the four core ideas in the physical sciences. These ideas include the most fundamental concepts from chemistry and physics, but are intended to leave room for expanded study in high school courses. The middle school performance expectations in Physical Science build on the elementary and middle school ideas and skills and allow students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the middle school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices including design and evaluation.

## SOCIAL STUDIES/HISTORY DEPARTMENT

1.0 credits/year

### PHILOSOPHY STATEMENT

The CCA social studies department is dedicated to developing skilled, knowledgeable, and concerned citizens of the community, nation, and world. It is essential to possess a vision that extends social understanding and civic awareness to all students. With the understanding that God is sovereign, we expect that our students will recognize that all of human history is under His control and points to His power and plan. Through the study of past cultures and traditions, students will be challenged to discover their own role in God's perfect will. Furthermore, our students, through a proper understanding of historiography, will learn the critical thinking skills necessary to navigate the technology and information overload prevalent in today's world.

### COURSES

#### **6<sup>th</sup> grade: Geography**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Geography is designed to provide students with an introduction to physical and human geography of the world. The course begins with an overview of 5 geography themes and how climate, environment, and resources affect the world's people. Students will learn, practice, and apply various Social Studies skills including interpreting maps and analyzing visuals and other media. Students will examine first-hand resources and literature to identify people's points of view about an area and give them a basis for interpreting historical and cultural information about a country. To further the students' understanding of the connections between the past and present, students will be periodically presenting on Current Event articles throughout the semester.

#### **7<sup>th</sup> grade: World History**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: In 7<sup>th</sup> Grade *World History*, students study the history of humankind with a more concentrated focus from the Renaissance to the present day. Beginning with a review of early civilizations, the course uses active reading and multimedia connections to further help students examine the foundations of Western ideas and trace the rise and fall of Rome. Interpreting new information, students will learn how different cultures, kingdoms and Empires progressed from Medieval times through the Enlightenment. Grounded in this vast historical background, students will better be able to grasp how modern day revolutions and nations were born and how challenges of living in a multicultural world still face us today. To further the students' understanding of the connections between the past and present, students will be periodically presenting on Current Event articles throughout the semester.

#### **8<sup>th</sup> grade: U.S. History**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: Eighth grade U.S. History is designed to provide students with an introduction to U.S. History from its colonial heritage to modern day affairs. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to modern day America, with an emphasis on America's role in major conflicts and events that affected the world. To further the students' understanding of the connections between the past and present, students will be periodically presenting on Current Event articles throughout the semester.

#### **Middle School: Panamanian Civics Curriculum; MEDUCA required**

**0.25 credit Geografia**

**0.25 credit Cívica**

**0.25 credit Historia**

Course Description: This fulfills the MEDUCA requirement for civics for the Panamanian diploma. Geografia, Cívica, and Historia are all covered.





## FOREIGN LANGUAGE DEPARTMENT

1.0 credits/year

### PHILOSOPHY STATEMENT

Language is one of the distinctive characteristics of God's image bearers. It's the channel through which relationships are built. Learning more than one language enables us to be used by God in an increasingly multicultural and multilingual world. We desire to equip our students to work effectively and humbly with people of other cultures, opening wide the doors to sharing the message of the gospel. Communication skills require diligent cultivation and refining. Towards this end, we teach language mechanics and its application. We aim at competency in comprehension and in oral and written expression.

### COURSES

#### **6<sup>th</sup> grade: MS Spanish 6 Native**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is concerned with the formal study of Spanish language and grammar as well as the development of written and oral skills. It will focus on Spanish grammar concepts, the basic aspects of communication, punctuation and spelling, writing sentences, paragraphs, reading and vocabulary expansion. Basic literary analysis skills will also be developed through short stories and literary fragments. The course strives to help students to recognize the value of the language as an instrument of communication.

#### **7<sup>th</sup> grade: MS Spanish 7 Native**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: The course continues to build grammar concepts, mechanics, and knowledge of literature. In grammar, analysis of syntax of simple sentences is covered more deeply. The indicative simple verb tenses are reinforced. Basic literary genres are introduced, such as the narrative, story, fable, legend, novel, poem and theater.

#### **8<sup>th</sup> grade: MS Spanish 8 Native**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: This course is designed for native Spanish speakers, or for those students proficient in the Spanish Language. In this course, students will continue to study grammatical structures, spelling and, punctuation through the teaching of mini-lessons and the correction of written compositions. Emphasis is placed on communication skills through reading and writing in a variety of media. Oral communication is practiced through dialogues, short speeches, and interviews. Writing includes descriptive paragraphs and short stories. Students continue their exposure to literature through the study of short stories and poems including Latin American and Panamanian authors. The specific content of the literature studied will be used as a springboard in the development of learning, thinking, language and life skills.

#### **6<sup>th</sup>-8<sup>th</sup> grade: MS Spanish Non-Native**

**0.5 credit Fall**

**0.5 credit Spring**

Course Description: These courses are designed to introduce Non-Native Spanish-speaking students to the Spanish Language and Culture. There are a variety of course "levels" that are determined by the experience and abilities of the students requiring non-native Spanish.

**FINE ARTS DEPARTMENT**  
0.75 credits both Music and Art

**PHILOSOPHY STATEMENT**

Visual

God creates out of nothing, but He also creates from existing materials. The Visual Art classes are designed, depending on the level, to teach and have students explore the various ways in which they may create a work of art using the Elements or Arts and Principles of Design, which have been established by God. As students are exposed to these elements and principles, through a variety of lessons and projects, they discover that they are creative and have the capability of expressing themselves through various mediums.

Music

Music is an act of worship and praise to God. It can be a wonderful response to God and His creation. Within music are the natural patterns which God has stitched all throughout the universe. Students will explore these patterns as the core of music. In music, each student's talent and skill will be developed through practice and rehearsal. The goal is to provide an outlet for students to use the gifts that God has given them.

**COURSES-Visual**

**6<sup>th</sup> grade: 06 Art**

**0.25 credit**

Course Description: During this course students will explore and refine the application of media, techniques, and artistic processes while learning about selected Master artists and Art Periods. They will explore a variety of art materials while learning new techniques, such as with watercolors and clay, and will be challenged to express their feelings and emotions through art.

**8<sup>th</sup> grade: Introduction to Art**

**0.5 credit**

Course Description: This course is designed to enhance the students understanding and application of all of the Elements of Art and Principles of Design by learning how to draw, to understand shapes, tones, and perspective, while engaging the right side of their brain. Different painting styles and drawing techniques are introduced by using a wide variety of art mediums such as pen, pencil, colored pencils, erasers, soft pastels, and acrylics. Students will also be introduced to 3D Art and will develop at least one three-dimensional project.

**COURSES-Music**

**6<sup>th</sup>-8<sup>th</sup> grade: Music 6, Music 7, Music 8**

**0.25 credit each**

Course Description: Middle School Music is a course designed to increase the student's knowledge of music, with an emphasis on choral singing and music appreciation. Students will study the basic concepts of music: singing, reading and notating, listening, composing, and understanding music in relation to history and culture.

## **PHYSICAL EDUCATION DEPARTMENT**

0.5 credits/year and 0.5 credits Health

### **PHILOSOPHY STATEMENT**

As God's image-bearers, He has given us all things in abundance that we may enjoy them; including our bodies (Genesis 1:27; 1Timothy 6:17). CCA strives to promote a healthy life-style with the purpose of having a long life that glorifies and serves God with excellence. Life is most fulfilling and glorifying with a lifestyle that is physically and relationally healthy and long.

#### **6<sup>th</sup> grade: 06 Physical Education**

##### **0.5 credit**

Course Description: This course is designed to prepare students for life-long physical activities. The main focuses include learning skills in basketball, volleyball, track and field, and soccer. Other life-long activities such as, baseball/softball, power walking, aerobic dance and hiking will be introduced. Personal health and body awareness will also be introduced including the need for personal hygiene in maturing bodies and targeting specific individual health needs through the Presidential Physical Fitness Program. Attitudinal growth will focus on teamwork and Christ-like sportsmanship.

#### **7<sup>th</sup> grade: 07 Physical Education**

##### **0.5 credit**

Course Description: This course is designed as an ongoing preparation and appreciation for life-long physical activities. The main focus includes further development of basketball, volleyball, track and field, and soccer skills. An appreciation of other life-long activities such as, baseball/softball, power walking, aerobic dance and hiking will be continued. Personal health and body awareness, including the need for personal hygiene and targeting specific individual health needs, will be practiced. Further growth in the Presidential Physical Fitness Program will be expected and recorded. Other activities such as cross country running, wrestling, and flag football will be introduced. Attitudinal growth will continue to focus on teamwork and Christ-like sportsmanship as well as the need to encourage classmates to excel.

#### **8<sup>th</sup> grade: 08 Physical Education**

##### **0.5 credit**

Course Description: This course is designed as an ongoing preparation and appreciation for life-long physical activities and preparation for high school after-school sports options. The main focus is further development of basketball, volleyball, track and field, and soccer skills. Motor skills and strategies needed to be competitive in the lifelong sports will be reinforced with games such as floor hockey, soccer volleyball, kick ball, and matt ball. As personal health and body needs become more apparent in maturing bodies, each individual will learn to recognize areas of need and how to make positive change. Further growth in the Presidential Physical Fitness Program will be expected and recorded. Other activities such as cross country running, wrestling, and flag football will be continued. Attitudinal growth will focus on recognizing team sports as a means of social growth and acceptance. Christ-like acceptance of all classmates as teammates and teaching skills to others will be encouraged.

#### **6<sup>th</sup>-8<sup>th</sup> Middle School Health**

##### **0.5 credit**

Course Description: This course is designed to allow students to develop positive attitudes, awareness and knowledge that will promote students to make wise choices regarding personal health. Students will use critical thinking to analyze and apply their knowledge to everyday life decisions. The course begins with the human body systems. Other topics covered include nutrition and fitness, personal care and hygiene, diseases, and basic first aid. Human growth and development in the adolescent years, including physical, mental and social aspects, will also be covered.