

**2008-2009
Curriculum
And
Planning Guide
Grades 6, 7, and 8**

**RED HILL
LUTHERAN
MIDDLE
SCHOOL**

RED HILL LUTHERAN
CHURCH & SCHOOL

13200 Red Hill Avenue, Tustin, California, 92780

Home of the Eagles

RED HILL LUTHERAN SCHOOL

Principal's Message

Red Hill Lutheran School has an outstanding reputation because solid academics are taught from a Christian perspective, integrated with biblical truths and principles. Our teachers are highly qualified, professional educators who are also committed to Jesus Christ and are serving Him as a ministry in the field of education. In addition, we offer a safe learning environment for all students, a variety of extracurricular activities, and progressive instructional tools and methodologies.

This curriculum guide provides a description of the courses that will be offered this coming year. These courses will provide a rigorous core curriculum and a variety of exploratory courses. Our primary purpose is to help all students achieve and learn in a positive, supportive, Christ-centered school environment.

Our Middle School faculty regularly collaborate to provide students with a comprehensive integrated program. Instruction at all three grade levels is student-centered with teachers working together to build academic units which challenge and motivate our students. Newsletters are provided weekly and outline the Middle School assignments, tests, and activities for the week; these are also posted on the school website. Students regularly maintain an Agenda as a planning tool so they can learn good study skills and document class expectations and activities.

The Middle School program consists of six subjects daily according to a "block" schedule. Students attend the three core subjects, Language, History, and Science, three days per week for 80 minutes each day. This enables the students more instructional time in these subjects for more hands-on interactions. It also reduces the daily amount of homework in terms of number of subjects assigned each day. Our students are well-prepared for high school and college; the majority enter honors classes.

In addition to the academic programs, we offer a number of opportunities for students to become involved in exciting and rewarding Middle School programs. Each year our students represent our school at the Science Olympics at Orange Lutheran High School, and we typically place very well. In past years, we have earned two First Place awards and one Second Place award. Our Middle School students can also participate in after-school league sports including Boys' Flag Football and Basketball, Girls' Volleyball and Basketball, Co-Ed Softball, Co-Ed Track. Tournaments for Boys' Volleyball and Basketball, and Girls' Flag Football, Basketball, and Volleyball are also available. Middle School students can also run for office for our Associate Student Body (ASB).

As an outreach ministry of Red Hill Lutheran Church, our primary objective is to provide a Christ-centered, well-balanced education that promotes academic, spiritual, social, physical, and creative development. *We believe all students are blessed with unique gifts, talents, and abilities.* Recognizing that children learn differently, we create rich and varied activities that foster discovery, encourage genuine success experiences, build confidence, promote positive self-esteem, and foster individual growth.

We maintain high academic standards with challenging curriculum that exceeds the California State Standards. These standards are utilized by all teachers as a framework for academic achievement. Comprehensive curriculum for Bible, Mathematics, Language Arts, Science, and Social Studies are utilized. Curriculum is reviewed annually and updated on a regular basis to meet the rigorous California Standards. We are currently pursuing dual accreditation with the Association of Christian Schools International (ACSI) and the Western Association of Schools and Colleges (WASC).

We encourage parental involvement in the Middle School program and we hope to see you often at school. The start of any school year is like the start of a wonderful novel; I look forward to seeing the "story" unfold.

In His Service,
Cindy Jordan, M.Ed., Principal

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The Middle School Program

Instructional Goals

- To gain an outstanding general education, including background and skills in the natural and social sciences, numbers and mathematics.
- To develop skills in oral and written language for effective communication.
- To develop a sense of pride in work and a feeling of self-worth and self-awareness.
- To develop self-respect, responsibility, and self-discipline, as well as a sense of moral and biblical values.
- Associated Student Body (ASB) officers are elected by their peers. These student leaders coordinate dances, assist with chapel services, and promote school spirit activities.
- The Eighth grade year is culminated with a promotion ceremony and reception.
- Administration, teachers, and pastors are available to provide students with guidance in the areas of spiritual development, goal setting, decision making, and self-esteem.

Required Course of Study

- Bible
- Language
- Mathematics
- Science
- History and Social Science
- Physical Education
- Performing Arts/Music
- Computers (*Digital Graphics, Journalism, and Multimedia Productions*)
- Elective

Instructional Excellence

- Active, student-centered, and cooperative strategies are used by teachers to involve students in learning.
- Teachers use a thematic, interdisciplinary approach.
- Students have the opportunity to participate in academic competitions and Performing Arts presentations throughout the year.
- All lessons are integrated with biblical truths and principles.

Supportive Environment

- There are numerous opportunities for student recognition. Students may be recognized each trimester for attaining good citizenship and for Honor Roll, Principal's Honor Roll, and Academic Excellence. Christian Character Quality Awards are given each month, and students may earn A-OK Awards or Eagle Dollars each day.

Parent Involvement

- The Parent Teacher Fellowship (PTF) is strong and involved. Meetings are open to all parents. Many support activities are implemented by parents throughout the school year and participation is encouraged.
- Students are provided with "Agendas" each year. These are a daily planning tool which parents and students are encouraged to utilize as a communication link with teachers. Parents may also communicate with teachers via email.
- The Middle School Newsletter provides important information regarding assignments, due dates, and test dates and should be reviewed weekly.

Extra-Curricular Activities

- Students have the opportunity to participate in a variety of extra-curricular activities after school including league and intramural sports and unique enrichment classes.
- To encourage and promote academic excellence, all students participating in extra-curricular activities shall demonstrate satisfactory minimum progress in meeting the standards of eligibility. To be eligible, a minimum grade point average of 2.0 and a Satisfactory (S) citizenship grade must be maintained.

Characteristics of Middle School Students

Middle School Students

- Have a high level of emotional and physical energy.
- Can be intensely curious.
- Prefer active learning experiences (as opposed to passive learning experiences).
- Have a wide range of individual intellectual development.
- Experience accelerated physical development.
- Can be erratic and inconsistent in their behavior.
- Refer to peers as sources of standards and models of behavior.
- Can be moody and restless.
- Can be curious and idealistic.
- Can be rebellious towards parents but still strongly dependent on parental values.
- Want to know and feel that significant adults, including parents and teachers, love and accept them.
- Are internalizing values and beliefs that they will hold onto until adulthood.
- Will make a lasting determination about the personal significance of Christ's death and resurrection by age 12. In most cases, their spiritual beliefs are irrevocably formed as pre-teens.

The Middle School Years

The middle years are a time for students to move beyond basic skill instruction and explore special interests through classes and activities. The pre-adolescent is a very different person from the child who attended elementary school or the teenager who will advance to high school. Therefore, middle school grades address those features that are unique to that age group.

Varied Rates of Growth

Early adolescents are grouped together in Middle School not because they are alike, but because they are different. God made each Middle School student unique and special in his or her own way. Each looks different and develops at his or her individual rate according to God's plan.

Significant Social, Emotional, and Intellectual Development

The social and emotional changes that occur during pre-adolescence are also important. Although physical diversity is usually accepted, early adolescents often find it difficult to accept their social and emotional differences. Peer influence plays a major role in how young adolescents view their world. Intellectual and cognitive development is taking place at the same time. Youngsters are thinking more in the abstract, and they are capable of more critical thinking. However, students need to be challenged academically. The curricular offerings at Red Hill Lutheran School meet the needs of a wide range of interests and abilities.

Home-School Relations

Even though Middle School students are maturing and becoming more independent, it is still important to keep in touch with his or her teachers to know what is going on in the classroom. Just as in elementary school, there are two times each year when parents are invited to attend general information evenings relating to the instructional program: Back to School Night in the fall and Open House in the spring. Parents are also welcome to chaperone dances and field trips, help with class parties, and participate in other volunteer opportunities.

The goal of education for the middle years is for students to learn to their highest potential in a strong, biblically-integrated academic program that reflects a strong student-centered philosophy. The more the teachers know about students and their families, the better they can work together in partnership to provide the best educational experience possible.

Excerpts from John Lounsbury, II. "Why I believe middle school is better than junior high school." American School Board Journal, 174, September 1987.

Building Learning and Study Skills

What is Homework?

Homework is one way for a student to master a skill or a subject through practice and drill. Homework consists of reading, writing, and math exercises and activities that reinforce what has been or will be introduced in the classroom. Homework may also include long-term projects and special assignments.

Daily Homework Expectations

By the time a student is in Middle School, he or she should be spending a minimum of one hour per day on assignments. Homework should not exceed ninety minutes per day unless the student is working on a special project or assignment. Homework is assigned everyday in Math and varies according to the other subjects. It is not assigned over the weekend unless it is part of a long-term project or if the student needs to make up assignments due to absence.

Time to Study

The time of day selected for studying should match the student's best time for concentration. Some students like to dig into homework immediately after school while the information and assignments are fresh in their minds. Others study best in the evening after they have relaxed from the school day, eaten, and restored their energy. A few even like to get up early and do homework before the day begins while their minds are clear and rested. More important that the specific time is that it is part of a routine, scheduled at the same time each day. When it is impossible to study at the regular time, parents should help their child reschedule the study time to ensure that the homework is completed.

Study Locations

The place selected for doing homework should be well-lit with a good surface for writing and a comfortable but firm chair. It should be stocked with study equipment such as pencils, pens, paper, dictionary, thesaurus, and atlas, and near other resource books. The study place should also be private, away from distractions such as the telephone, television, or music. It should also be public enough that you can monitor activity, making sure that quality work is underway.

Schoolwork Scheduling Tips

Both long-term and short-term goals should be included when developing a study plan.

- Begin by listing the dates when assignments and tests are due.
- Estimate the amount of time required to prepare for each.
- The teacher can provide assistance for estimating how long a specific assignment should take to prepare.
- Using an Agenda calendar devoted to scheduling school activities and assignments, work backward from the due dates and schedule study sessions focusing on the tasks required to complete the given assignments.
- When completing a long-term reading assignment, such as a novel, schedule reading sessions of so many pages per day, ending with a short discussion period where he or she summarizes the section read.
- When changes are made in the study plan, reschedule activities in the calendar to bring the plan up to date.
- Avoid making the mistake of working with a rote study plan such as one-half hour each day per subject. Guide your child in pacing his or her study activities to meet emerging deadlines and goals.

Plan for the Unexpected

Tardies and absences are a serious detriment to academic achievement. It is important for students to attend school each and every school day. Every effort to schedule doctor, dentist, and orthodontist appointments after school is encouraged. If an absence is unavoidable, it is the student's responsibility to check his or her classroom file for assignments. The student should also speak with the teacher or classmates about missed work. Students are expected to complete assignments that were given during absences. Arrangements should be made for students to submit long-term projects on their due dates. The Middle School Weekly Newsletter provides important assignments, due dates, and test dates, and should be reviewed weekly.

Tips for Easier Learning

- Flash Cards: Use for vocabulary and/or Math terms.
- Memory shortcuts/mnemonic devices: Create devices like acronyms (e.g. HOMES for the Great Lakes: Huron, Ontario, Michigan, Erie, Superior).
- Preview Reading: Scan headings, subheadings, and illustrations for an overview before reading for detail.
- Self quizzing: Make up anticipated test questions on each assignment and answer those.
- Notes: Extract key words and phrases from textbooks and teachers' presentations.

Taking Good Notes

The ability to take good notes is an important lifelong skill. Notes should be just that – brief, key words that capture and recall the high points of instruction, content, and ideas.

When a student begins bringing home reading assignments, guide him or her in preparing an outline using chapter and section headings as points and sub points. Encourage the child to develop this outline with key words and phrases found under the headings. Then the child should take this outline to class and develop it even further when the assignment is discussed. If the child uses abbreviations in note taking, he or she should list those and the meanings at the beginning of the chapter notes to eliminate the risk of later forgetting what the letters represent. Also, new vocabulary words should be listed on a separate page for reference and review.

As the student matures, it is increasingly important that he or she develop the ability to take good notes from the spoken word, capturing the essence of lectures, meetings, and instructions. Throughout the growth process, keep reinforcing the importance of listening and writing down key words as opposed to catching whole passages word for word. Good notes are always much shorter than the original. They capture the central terms and thoughts from which more elaborate passages and concepts can be remembered and applied.

Addressing Problem Situations

Nearly every child experiences difficulties on the journey through school. When this happens, a parent may feel helpless, then hopeless about turning his or her child's attitude toward school back on a positive course.

Many times a parent can see trouble coming if he or she listens to the child carefully and keeps open lines of communication with the teachers. Problems and confusion in other growth areas—emotional, social, psychological, physical—often show first symptoms as trouble in school. It is important that a parent recognize the subtle and not-so-subtle signs of school problems and address those quickly with both the child and the teacher.

Warning Signs

- Complaints about school and teachers:
 - Your child does not have to like every teacher in school, but constant complaining about all of them can indicate problems.
 - It is natural for your child to question why he or she has to take a particular subject, but continual complaints about the uselessness of one or all subjects may be a sign of trouble.
- Not bringing home books and claiming a number of excuses such as:
 - There was no homework.
 - The teachers were absent.
 - Everyone was let out early.
 - We have no books.
- High absenteeism, skipping school or reluctance to get up and go to school in the morning.

If any of the above warning signs occur, parents should contact the child's teacher(s) and arrange for a conference.

Course Descriptions

Language Arts

Red Hill Lutheran School Language Arts Program

The Language Arts are based on the truth that God is the Great Communicator. He has presented us with the gift of communication so we can hear, listen, speak, read, and write. God wants us to communicate with Him and with each other so the proper use of the Language Arts is a reflection of our appreciation for His gift.

All students in Middle School are taught the Writing Process: Prewriting, Drafting, Revising, Editing, and Publishing as they write in a variety of writing modes according to the California State Standards. They are taught the *6 + 1 Traits of Good Writing* and all writing is evaluated using a writing rubric. Writing portfolios are maintained to show student growth throughout the year.

Students are exposed to a wide variety of high quality literature. Through their textbooks, *The Language of Literature*, published by McDougall Littell, students experience a variety of literary genres. This anthology is supplemented by three class novels each year. In Grade Six, students read *Number the Stars*, *Chasing Vermeer*, and *A Wrinkle in Time*. Grade Seven students read *The Call of the Wild*, *Roll of Thunder, Hear My Cry*, and *The Giver*. In Eighth Grade, students read *To Kill a Mockingbird*, *Tom Sawyer*, and *The Hiding Place* (subject to change).

Key literary elements and genres are taught through integrated instructional units. Students are taught units on plot, character, setting, theme, fiction, non-fiction, poetry, science fiction, persuasion, text structure and organization, and research reports. Thematic connections to biblical truths and principles are integrated throughout the Language Arts curriculum. Christian-based literature response materials are utilized to deepen this connection.



Language Arts 6

Sixth Grade students study literature, composition, grammar, vocabulary, and spelling in an integrated Language Arts curriculum. This curriculum emphasizes appreciation of quality literature, developmental writing skills, research/study skills, and application of these skills across the curriculum. A variety of modes of writing are taught including research writing, narratives, compare and contrast, informational writing, character analysis, response to literature, and persuasive writing. The processes of listening, speaking, reading, and writing, including grammar, vocabulary, and spelling are integrated as a total learning program.

Language Arts 7

In the Seventh Grade English curriculum, all students learn Language Arts in a full, balanced, and integrated format which is literature based. The curriculum is highly integrated with technology as students participate in the writing process and maintain electronic writing portfolios. Students develop composition skills while writing research reports, persuasive essays, narratives, poetry, summaries, and responses to literature. Included in the program is the study of spelling, grammar, and vocabulary, as well as the opportunity to deliver oral presentations and speeches.

Language Arts 8

Students in Eighth Grade English use the four main components of Language Arts (reading, writing, listening, and speaking) as tools for higher-ordered thinking processes such as clarifying, expressing, and learning new ideas. Students develop effective speaking and listening skills through applied oral language activities. Students experience quality literature that compliments the study of American history as they engage in critical questioning and thinking about the various works. In order to develop research skills, the students complete an ISearch Career Report where they learn to write a business letter and complete a job application. They also write autobiographical narratives, persuasive essays, responses to literature, and poetry.

History

Red Hill Lutheran School History Program

Grades 6 – 8

History and Social Science analysis skills are taught to all students. Understanding of chronological and spatial thinking is developed through the use and construction of timelines, maps and various types of primary and secondary sources and documents. Students are taught to understand how history is written, assess types of sources, and distinguish different historical points of view. They are taught to understand cause and effect, as well as historical continuity. Students learn to evaluate and interpret events of the past and possible outcomes in the future from a Christian world-view. The understanding of world events are placed in the context of a sovereign, infallible God. Students in each grade will complete various projects utilizing historical research skills involving organizing, categorizing, distinguishing relevant from irrelevant facts, and drawing conclusions.

Grade 6

The Sixth Grade course encompasses a study of early world history. Students begin by learning about Paleolithic man's development into hunter-gatherer societies and early agricultural towns. The beginnings of civilization and culture are studied in the formation of the first city-states and the first empires in Mesopotamia. Other early empires studied include Egypt, China, India, Greece and the beginning of the Roman Republic. The culture and daily life of different societies are experienced through a variety of activities including art, creative writing, and role-playing activities. Sixth Grade students complete a research and visual model project on Ancient Egypt.

Grade 7/8 (Alternating Years)

The Seventh Grade course covers world history from the Roman Empire through the Renaissance. Units include the cultures and empires of Byzantium, Islam, Africa, China and Japan. The development of Western civilization and culture is emphasized through the study of Medieval and Renaissance Europe. Students learn about significant developments such as the Reformation, the Scientific Revolution and the Age of Exploration, and how these past events impact their society and culture today. Understanding of these subjects is reinforced through a variety of activities including a Medieval Feast and Dress-up Day, essay writing, and art activities. Seventh Grade students complete research projects on medieval daily life and the Renaissance.

Grade 7/8 (Alternating Years)

The Eighth Grade course concentrates on a survey of the United States History from the colonial time period through the Civil War. Students learn through a variety of activities including Colonial Daily Life Day, role-playing and creating individualized multi-media projects. Students learn about the American system of government through a unit on the Constitution. A Constitution Portfolio is completed in which students express an understanding of the philosophical roots of our government and the content and application of the Constitution and Bill of Rights. Learning about American history and government is brought to life by the opportunity to participate in a field trip to Washington D.C. and other East Coast sites.



Science

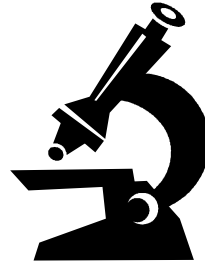
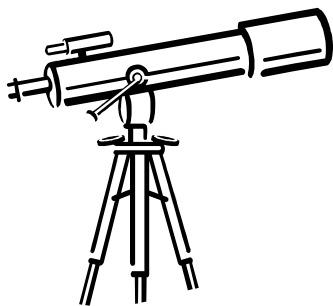
Red Hill Lutheran School Science Program

Grades 6 – 8

Science is the study of God's work in all of creation, and students will develop an understanding and appreciation for it by studying the divine order of creation and how God has devised a perfect plan in His universe. Students will explore a variety of topics through the use of reading, research, discussion, and participation in group and individual projects. Each year, the students utilize the scientific research and experimentation process in the annual Science Fair. They also have the opportunity to join the Science Olympics team which competes with other schools at Lutheran High School.

Science 6

Sixth Grade students focus on the study of Earth Science. This includes the topics of plate tectonics, the Earth's structure, shaping the Earth's surface, energy resources, ecology, weather, and astronomy. This is accomplished in the classroom by means of investigation and experimentation. Independent thinking, research skills, as well as analysis and interpretation of data are introduced.



Science 7

The Seventh Grade course of study focuses on Life Science. This includes the topics of cell biology, genetics, division of life, creationism, evolution theory, ecosystems, and body systems. The scope of these topics is accomplished by means of investigation and experimentation and the interpretation of data with conclusions made in the classroom. Students are also introduced to basic microscope and dissection techniques.

Science 8

Eighth Grade students focus on the investigation of Physical Science. This includes the study of forces, energy, motion and mechanics, electricity, magnetism, density, and buoyancy. Students also study atomic and molecular chemistry, which includes the Periodic Table, chemical reactions, and the chemistry of living systems. The principles focused on in this class are accomplished by investigation, experimentation, and the development and interpretation of data in order to draw conclusions in the classroom. The principles of Physical, Chemical, and Biological Science are integrated in the study of Science in this course.

Mathematics

Red Hill Lutheran School Math Program

All students are taught that Mathematics is the language God used to create His universe and that an understanding of Math gives us insight into the nature and character of God. Mathematical concepts are linked to God's created world by applying them to real world experiences. Students learn that Math is ordered, logical, and predictable because God's order, logic, and predictability are established in creation.

The Math program at Red Hill Lutheran School is designed to guide all students through a complete understanding of pre-algebra concepts in Sixth and Seventh Grade and to complete a beginning Algebra course or a one-year Algebra course in Eighth Grade. The Math curriculum for all grades is based on the California Content Standards for Middle School Math.

Pre-Algebra

Students master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students learn about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Introduction to Algebra

Students learn to manipulate numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. Students learn how to compute the surface area and volume of basic three-dimensional objects. Students make conversions between different units of measurement. They learn how to use different representations of fractional numbers (fractions,

decimals, and percents) and become proficient at changing from one to another. They increase their ability to work with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Algebra 1-A

Symbolic reasoning and calculations with symbols are central in Algebra. Students develop an understanding of the symbolic language of Mathematics and the Sciences. Algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Students will review the essential Pre-Algebra concepts and will cover the beginning concepts of Algebra. They will solve multi-step problems, including word problems, linear equations, and linear inequalities in one and two variables. Students will use mathematical operations with monomials and polynomials and will also factor polynomials and apply these techniques in solving word problems. They will graph linear functions using the slope-intercept method and identify the equation of a line. Entry to high school Algebra IB or Algebra I may follow this course.

Algebra 1

In addition to the concepts outlined in the Algebra 1-A course description above, students in Algebra 1 will solve systems of linear equations and inequalities and interpret the answer graphically. Students will understand the concepts of a function and determine the domain and range. Students will learn the quadratic formula and use it to solve quadratic equations, and they will use and know simple aspects of a logical argument. Successful completion of this course prepares students to enter Geometry or Honors Geometry in high school.



Music and Performing Arts

The Music and Performing Arts program allows students to experience creative expression as one of God's great gifts to us. Students are given a variety of opportunities to develop their unique God-given gifts and talents. Throughout the year, students enjoy singing praises to our Lord. The entire student body participates in the Christmas Program and Spring Sing. During our special Patriotic Chapel, students perform and show their love of our country.

Music Grades 6 – 8

Music is a required course for all Middle School students. The course is divided into three areas of study. The first area of study involves music history. This includes the study of composers, their music, and world events coinciding at a particular time in history. The second area of study is music theory. Basic note reading, writing, and music terminology are learned. The third area of music study is performance. While not a performance class, students are expected to participate in school programs and events. They will learn performance techniques and methods to become better singers and musicians.

*"I will sing to the Lord all my life;
I will sing praise to my God
as long as I live."*

Psalm 104:33

Band Grades 6 – 8

Band is available as an elective to all students in Grades 6-8. Basic note reading, rhythm, and instrumental techniques are learned. Students will provide their own wind and percussion instruments and will be available to perform for school concerts and festivals as required.



Handbells Grades 7 – 8

Handbell ringing is available to students in Grades 7 – 8. Basic note reading, rhythm, and ringing techniques are learned. Students will be available for school performances, festivals, and occasional church performances as required.

Performing Arts Grades 6 – 8

As a supplement to our Music and Physical Education programs, students participate in Performing Arts. The California Department of Education includes the visual and performing arts as a vital part of a well-rounded educational program. Combined with Music, our Performing Arts program allows students to study the history of drama and dance as well as participate in school musical performances. This will also include stage operations such as lighting, directing, sound, costuming, and props.

Dance Team

Dance Team is open to all Middle School students. It provides an opportunity for students to learn artistic expression and dance development. This class will focus on the rhythm and timing for music as well as learning choreographed routines and dance formations. Teamwork, dedication and character building are key elements in this class. Students will also learn how to glorify Jesus Christ through their God-given talents. All Dance Team members are required to purchase of a uniform. Students may be required to perform after school or on weekends as scheduled.



Physical Education

Students in Middle School participate in Physical Education classes three days each week. Physical skills and good sportsmanship are emphasized through games, sports, and exercises. Each year the Presidential Physical Fitness testing program gives students the opportunity to experience and measure personal growth.

Red Hill Lutheran believes that physical education is essential. It is valuable for children to learn to use their bodies and develop physical skills, both for reasons of health and enjoyment. God has given us wonderful bodies and minds, and we have the responsibility of taking good care of His gifts to us. Playing sports also allows students to learn good character, sportsmanship, and perseverance. The goal of our Physical Education program is not to win but to teach children to do their best with the gifts and abilities given to them.

Middle School students also have the option of participating in After-School League Sports. Offerings in the fall include Girls' Basketball and Boys' Flag Football. In the winter, there is Girls' Volleyball and Boys' Basketball. Tournament play offers Boys' Volleyball and Girls' Flag Football. Spring sports include Co-ed Softball and Track.



Health- Grade 6

Sixth Grade students are expected to learn the knowledge and skills that are needed to lead a life with positive attitudes in behaviors related to health. These include the spiritual, intellectual, emotional, and physical growth that occurs at this age.

Personal responsibility for lifelong health

Students will demonstrate ways in which they can enhance and maintain their health and well-being. They will also understand and demonstrate behavior that prevents disease and speeds recovery from illness.

Students will also learn to practice behaviors that reduce the risk of becoming involved in potentially dangerous situations in order to protect their health and follow God's Word.

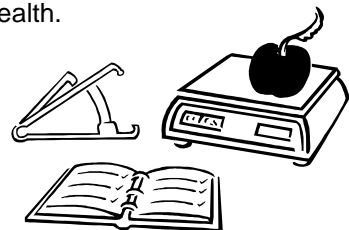
Students will understand and demonstrate how to play a positive, active role in promoting the health of their families, and they will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

An understanding of the process of growth and development

Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life. They will learn and understand that there are individual differences in growth and development.

Informed use of health-related information, products, and services

Students will be able to identify information, products, and services that may be helpful or harmful to their health.



Computers

The goal of the Middle School Computer curriculum is to ensure that students acquire the prerequisite knowledge, skills, and experience within a computer environment to become computer literate. Students are expected to have access to a home computer with an Internet connection and Microsoft® *Office 2003*. A minimum of 256 MB USB flash memory stick is required for all Middle School students.

All computer classes take place in our school's brand-new, state-of-the-art computer lab. Technology is integrated throughout the subject area curriculum. Each classroom teacher has a computer projector and laptop in the classroom, as well as student desktop computers. The school subscribes to UnitedStreaming, an online, standards-based video service that allows teachers to visually enhance classroom lessons. The middle school science laboratory is equipped with a Smartboard interactive whiteboard in order to actively engage students in meaningful learning and inquiry.

Computers

Students in Sixth Grade learn to use organizational features of electronic text (e.g., Internet searches, databases, keyword searches) to locate relevant information. They produce documents with proper formatting using word processing skills. Basic skills such as opening, saving, and creating new files are taught. Students will understand navigation, text manipulation, and editing features. Lessons using Microsoft® *Word*, *PowerPoint*, and *Excel* are taught with a focus on spreadsheet creation, introductory graphics, and photo-editing.



Journalism/Yearbook

Elective

This course is offered to Seventh and Eighth Grade students who are enthusiastic about working on the yearbook and school newspaper. The students will learn the phases of yearbook publication through the actual year-long process of planning and completing the production of the school yearbook. The students will become familiar with the technology used in desktop publication as they design, create, prepare, edit, and develop the school's yearbook. A minimum of one school newspaper will be published each trimester. In addition to the school yearbook and newspaper, the students will explore the media and recognize valid and biased claims in advertising. Good communication and interpersonal skills are important, and oral presentations are a requirement. Team spirit and self-motivation are essential in this class.

Multimedia Production

Elective

Students will work with a variety of applications to create, edit, and present multi-media content. These include some of the same applications as the Grade 6 Digital Graphics class, plus video editing and creation applications, such as *Pinnacle Studio 9*, Microsoft® *Photo Story 3* and Microsoft® *Moviemaker*. Students will also create slide shows and videos in different presentation formats for various school functions. The students will learn to gather materials for their projects from a variety of sources, including the web, cameras, scanners, and materials they create themselves. The students will use Microsoft® *PowerPoint* predominantly for multi-media content presentation, but they will also learn to use applications such as *Power Bullet Presenter* and *Wink*. These applications create *Flash* animations and Demo/Tutorial video presentations in *PowerPoint*, on the web or as stand alone presentations.

Electives (Subject to Change)

Teacher's Aide

Grades 6 – 8

Students may request to be a Teacher's Aide as a Middle School elective. Those approved for this elective must demonstrate outstanding maturity and dependability. Teacher's Aides are responsible for assisting teachers and staff in a variety of tasks including copying, filing, and sorting. Student may also assemble teaching materials, create bulletin boards, and help other students. Opportunities for Teacher's Aide positions are available across all grade levels as well as in the office, for Physical Education, and in the Computer Lab. Enthusiasm and a conscientious, helpful attitude are required.

Home Economics/Life Safety Skills

Grades 6 & 7: Required Exploratory

This course offers Seventh and Eighth Grade students the opportunity to learn a variety of important life-long skills. The students will learn about different ethnicities and how to prepare a traditional dish from each culture. They will also learn dining etiquette, including manners and the proper way to set a table. Students will also learn CPR, First Aid, and other important safety skills. The students will also learn how to write a check, remove stains from clothing, iron, make a list of groceries on a budget, use a phone book, and do simple sewing. The lessons taught in this class will allow the students to master fundamental tasks that will be highly beneficial in their futures.

Associated Student Body

Grades 6 – 8: Elected Representatives

At the beginning of each school year, students may choose to run for an Associated Student Body (ASB) office. Positions available include President, Vice President, Secretary, Chaplain, Historian, as well as 6th, 7th, and 8th Grade Class Representatives. Students elected to office will work together with their advisor to plan activities for the school. They host three Middle School dances, participate in community service events, and assist with weekly Chapel services. Officers meet Wednesdays during Study Hall and at lunch time. They must be available for occasional after-school and weekend activities.

Bible

The goal of the Middle School Bible program focuses on presenting the story of God's acts and words so that students might know Him personally, accept His gift of salvation, and live lives of joyful service and obedience. The Bible is taught as the infallible, divinely inspired word of God. Through its study, students can make an informed commitment to Christ as Savior and Lord and to live that commitment through love, obedience, and service. In Bible class, students are immersed in the Bible so that they may grow in knowledge, wisdom, sensitivity, and creativity.

Grade 6

Through the use of the text *The House of Israel*, students study the Old Testament stories from Creation through the patriarchs, the conquest of Canaan, the judges, and the kingdom of David and Solomon. Weekly Bible verses are committed to memory, as are the books of the Old and New Testament. A Bible Journal is maintained throughout the year. Lessons are integrated with hands-on activities, art, and creative presentations.

Grade 7

Students study the kings and prophets of Israel and Judah, the exile, the return from captivity, and intertestamentary times through the text *The Day of the Lord*. A prayer journal is maintained in which students respond to journal prompts and write prayers and praise. Project-based assessment is used to give opportunity for students to express their understanding of concepts. A variety of creative activities allow students to express their love of God imaginatively.

Grade 8

Using the text *A Light to the Gentiles*, Eighth Grade students closely examine the life of Christ, Paul's missionary journeys, the Revelation to John, and the history of the early church. This New Testament-based curriculum allows students to connect to Jesus' teachings as they strive to behave in a Christ-like manner. Students reflect in their journal on the weekly Bible verse and apply it to how the Word relates to their lives. Classes are discussion-based and give students the opportunity to share and grow in their faith.

