



CSCS
COLORADO SPRINGS
CHRISTIAN SCHOOLS

Middle School Course Descriptions 2018-2019

Colorado Springs Christian Middle School
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Table of Contents

Curriculum Philosophy	3
Mission Statement.....	4
Notice of Nondiscriminatory Policy as to Students.....	4
Goals	5
<u>Course Descriptions</u>	
Bible	6
Leadership	8
Language Arts.....	8
Math	11
Science	14
Social Studies.....	16
Fine Arts.....	19
Art.....	19
Band.....	21
Jazz Ensemble.....	22
Choir	22
Physical Education.....	23
Spanish.....	24
Technology	26
6 th Grade Keyboarding	26
Computer I.....	26
Advanced Computer Applications	27
Yearbook/Journalism.....	28
Videography	29
Middle School Textbooks	30

CURRICULUM PHILOSOPHY

Curriculum can be defined as the ordered arrangement of a course of study to accomplish a given goal. What goal does Colorado Springs Christian Schools have for its students? CSCS has developed a vision statement — a word picture, if you will — which describes what we believe will result when we do our job well.

“Colorado Springs Christian School seeks to glorify God by partnering with Christian families and churches in educating future generations through Christ-centered training, application, and example. A committed, competent, creative faculty and staff educate students as rigorous thinkers with a solid foundation of biblical values. Students will love and pursue truth, recognize beauty in all its forms, live virtuously, reason and problem-solve logically, read insightfully, write incisively, speak persuasively, be physically fit, and serve wholeheartedly. As practicing servant leaders, students will be equipped with the moral strength, the spiritual discernment, and the academic integrity to impact society through responsible, effective Christian living.”

Education — specifically Christian education — is no small task. Now, more than ever, competent Christians are needed in every area of life — law, medicine, politics, education, journalism, the arts, business, ministry, science, and, most importantly, the home.

At the heart of our mission is learning to see the world through God’s eyes, and then learning obedience to do His will on a regular, consistent, and willing basis. Any attempt to truly educate, and yet ignore God, will be futile, as is clear from Scripture:

***Psalm 24:1** — “The earth is the Lord’s, and everything in it, the world and all who live in it.”*

***Colossians 2:3** — “In Christ...are hidden all the treasures of wisdom and knowledge.”*

***Romans 11:36** — “For from Him and through Him and to Him are all things. To Him be the glory forever.”*

***Proverbs 2:6** — “For the Lord gives wisdom, and from his mouth come knowledge and understanding.”*

Our curriculum contains sufficient breadth so that students begin to discover how God has gifted them; it also includes enough depth so that those gifts can be developed, honed, and mastered. The curriculum is designed to provide a broad view of the world from a biblical perspective and to give students a vision for their place and their role within that world.

MISSION STATEMENT

**CSCS exists to provide an excellent education
from a Christ-centered, biblical perspective
for lifelong service.**

The above mission statement of Colorado Springs Christian Schools (CSCS) represents the thrust of its approach to education. CSCS exists to extend the Christian home and church into the school and to provide a consistent pattern of input into the lives of young people. In doing so, CSCS desires to provide quality education to as many as is possible. Students successfully completing the admission process are welcomed to the CSCS family.

CSCS has developed an evangelical, nondenominational course of study which does not seek to alienate by a narrow view of life or to compromise the principles of the Word of God. Whereas education is a primary goal of CSCS, the opportunity to be involved in the spiritual life of each student is of greater significance.

It should also be recognized that Christian school education is an invasion into the domain of the prince of this world and, therefore, is spiritual warfare. We, at CSCS, acknowledge our utter dependence upon God and His unlimited resources to accomplish the task of educating from a biblical perspective. Your faithful prayer support is absolutely essential in achieving the above goal.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The school admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

GOALS

Accreditation—To acquire and/or maintain accreditation through one or more recognized accreditation agencies.

Academic Program—To provide a quality academic program that is biblically integrated, and which educates and equips CSCS students spiritually, academically, socially, and physically for lifelong service.

Enrollment Goal—To enroll a student body large enough to allow for comprehensive academic and extracurricular programs yet small enough to provide for personal attention for each student.

Co-curricular—To offer a program of athletics, fine arts, leadership development, and other opportunities to enhance the curriculum, allowing students to explore a variety of interests and ministries in developing Christian leadership and character.

Facilities—To acquire and maintain attractive, functional educational facilities, uniquely designed and equipped to provide an environment conducive to learning and spiritual growth and which accommodate the enrollment goal.

Financial—To establish a financial plan based on tuition and development resources which allows for the enrollment of families representing a broad range of economic levels and which ensures long-term financial stability.

Parental/Community Involvement—To provide maximum opportunities for parental involvement at all grade levels and to utilize all community resource opportunities that are available.

Public Relations—To establish and maintain a positive image of CSCS through communications and associations among our constituency and the community.

Spiritual—To provide all students opportunities to hear and respond to the gospel, to increase in biblical knowledge, to apply God’s Word to their lives, and to develop Christ-like character.

Staff—To employ staff who are spiritually mature, academically prepared, and professionally skilled, who are Christ-like role models, and who love children and build positive relationships.

Colorado Springs Christian Middle School

Course Descriptions

BIBLE

Departmental Philosophy: The Bible is God’s revelation to mankind. Thus, knowledge, understanding, and application of God’s Word are foundational to living the Christian life. Not only are Biblical truths to be integrated into every subject taught in the Christian school, but daily time should be set aside to concentrate on Bible study and memorization so that the students can increase their wisdom and understanding of the most important book given to mankind. Ultimately, this will lead to the primary discovery in God’s Word - His love and His desire for a relationship with us. *“...so is my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire, and achieve the purpose for which I sent it.”* (Isaiah 55:11)

BIBLE 6

Course Goal: While studying the entire New Testament, the students will become more aware of their value as unique individuals created by God and understand what God desires for their lives. They will gain understanding and appreciation for the character qualities of God and how that impacts them. They will know more about God’s plan for relationships in families, personal friendships, and the sharing of Biblical principles with others in their world. They will be challenged to live for Jesus at school, home, community, and church.

Key Resources:

- NIV Bibles
- ACSI Purposeful Design workbook

Course Content:

- God tells His great story in the Bible.
- God’s Word is truth.
- God’s loves everyone.
- Everyone needs to come to a saving faith in Jesus.
- Christ like behavior, evangelism, ministry, and stewardship are all applications of spiritual growth in Christ.
- Devotions & Meditation: Effort to develop in students a desire for quiet time and understanding how Scripture applies to them today.

BIBLE 7

Course Goal: The students will become more aware of the spiritual battle around them and apply Biblical principles for fighting that battle. They will know the biblical meaning of integrity and related words and will be challenged to be men and women of integrity. The students will understand the history of the early church as described in Acts, the geography

of New Testament times, and the introduction and importance of the Holy Spirit. They will be challenged in their Christian walk by the heroic men and women of Acts.

Key Resources:

- NIV and NKJV Bibles
- *The Shining Sword* by Charles G. Coleman
- 7th Grade Bible curriculum written for CSCS
- *To the Ends of the Earth* – by Jay Borkert, published by ACSI

Course Content:

- *The Shining Sword* by Charles G. Coleman
- Integrity
- A brief introduction to the Bible
- Acts

BIBLE 8

Course Goal: The primary goal of 8th grade Bible is to involve students in the truth of God’s Word, showing them the dynamics of biblical Christian living in every day life.

- **Genesis** (1st and 2nd quarters) reveals the foundation for life - properly relating to God. It chronicles the successes and failures of real life men and women who make a decision about following God. We look at how Genesis sets the stage for the rest of the Bible and ultimately, our salvation.
- The **Gospel of John** (3rd quarter) summary is emphasized incorporating the other three Gospels to give a balanced view of Jesus Christ, and critically looking at the historical Christ and how his Divinity can be proved. The focus will be personal salvation, commitment, growth as a believer, and effective witnessing in the world. Current day topics are related to the time of Christ as He handled real life situations. The emphasis is placed on patterning our lives after the Lord in attitude, thought, actions, and reactions.
- **Proverbs** (4th quarter) is a practical study of how God’s wisdom relates to man. The starting point is the fear of the Lord. Topical studies are emphasized to reveal truths for reacting wisely in current situations resulting in a basic discernment between wisdom and foolishness.

Key Resources:

- NIV Bible
- Curriculum developed by teacher
- Miscellaneous books and videos as support material

Course Content:

- Character Study - Learning lessons for life from Bible personalities.
- Topical Studies - Understanding biblical answers to current questions or challenging subjects.

- Geography Emphasis - Understanding biblical settings, locations, routes, and events using maps.
- Chronology Emphasis - Understanding the order of events and people by utilizing times lines and sequencing.
- Weekly Memory Work with Meditation - Developing consistent patterns for growth and success.
- Daily Scripture Reading - Developing consistent patterns for personally reading and applying God's truth.

LEADERSHIP

Elective Course for 7th or 8th Grade, One-Semester

Course Goal: This semester elective class for seventh and eighth grade will be a study of the character traits and qualities of Christian leadership from a biblical perspective. Students will look at identified leaders from the Bible, as well as leaders from history, past and present, to discern what has made these leaders effective. Students will role-play, conduct character analysis and participate in discussions and debates as well as reading and research. Students will learn the biblical principles of leadership and learn how they can apply those principles to their own lives in order to become godly influencers of the surrounding culture. The final project will be for each student to create, promote, and lead a project on their own.

Key Resources:

- Bible
- Ancillary readings
- *7 Habits of Highly Effective Teens*
- Leadership examples from movies

Course Content:

- Introduction
- *7 Habits of Highly Effective Teens*
- Public speaking
- Biblical Principles of Leadership
- Biblical Examples of Leadership
- Service projects

LANGUAGE ARTS

Departmental Philosophy: Because of the eternal significance of conveying God's Word, the Christian should be able to communicate clearly, logically, and concisely in both oral and written forms. Each student should listen, speak, write, and read with understanding. He/She should think critically from a biblical worldview, while synthesizing both written and spoken material from a Christian perspective. Therefore, it is incumbent upon the Christian school to teach students to communicate in all areas of the language arts from the foundation of

Scripture, in order that their lives as Christians flourish and the spread of the gospel continues until Christ's return.

ENGLISH 6 (Regular, Advanced)

(Advanced English offered dependent on section availability.)

Course Goal: The students will build upon and improve their ability to communicate through the study of vocabulary, spelling, grammar, writing, and literature. Emphasis will be placed on the application of using what is learned in vocabulary, spelling, and grammar in structured writing assignments. Students will have a choice of reading a variety of novels; in addition, they will read four novels as a whole class. Considerable time is given to discussion of the basic elements of literature.

Students in Advanced English will be required to read at least one additional book per quarter; they will also be required to accumulate more points per quarter in *Reading Counts*. Less time will be spent in reviewing grammar in order to allow more time for literature discussion and writing.

Key Resources:

- *Level 6 Shurley Grammar*
- Grammar book – EMC, *Language Essentials*, Redwood Level
- Literature book – EMC, *Mirrors and Windows*, Level I
- *Do Bananas Chew Gum?* by Jamie Gilson
- *Hatchet* by Gary Paulsen
- *Roll of Thunder, Hear My Cry* by Mildred Taylor
- *Crossing the Wire* by Will Hobbs (Advanced only)
- Scholastic *Reading Counts* software
- *Reading Plus* (Read Arouns and See Readers)

Course Content:

- Recognizing and using four kinds of sentences as well as three sentence structures
- Recognizing and using 8 parts of speech and 5 sentence patterns
- Writing journal entries, expository, persuasive, descriptive, and narrative essays/paragraphs
- Identifying the elements of character, setting, plot in *Do Bananas Chew Gum?*
- Reading and discussing three elements plus theme in *Hatchet* and *Roll of Thunder* (Regular).
- Reading and discussing three elements plus theme in *Hatchet*, *Roll of Thunder*, and *Crossing the Wire* (Advanced).
- Reading novels and checking comprehension through the *Reading Counts* computer program
- Expanding vocabulary understanding and reading comprehension through *Reading Plus*

ENGLISH 7 (Regular, Honors)

(Honors English offered dependent on section availability.)

Course Goal: This class focuses on core areas of language arts: grammar, writing, vocabulary, spelling, and literature. Students will recognize that the ability to communicate with one another and with God is part of His plan for our lives and will understand that God is concerned that all communication be clear and easily understood. Therefore, throughout the year proficiency in grammar and composition will be a large focus of this class. Students will read a variety of books and will be required to complete book reports each quarter using various formats. Students will also study the literature genres of short story, novel, drama, poetry, and non-fiction. Through this study the students will become familiar with literary conventions and terms.

Students in **Honors English 7** will read at least two books per quarter including *The Bronze Bow* and *The Hobbit*. Less class time will be spent on vocabulary and grammar (although the same material will be covered), in order to allow for more in-depth discussion of the additional books and additional writing assignments.

Key Resources:

- Grammar book – EMC, *Language Essentials*, Cedar Level
- Literature book – EMC, *Mirrors and Windows*, Level II
- *Johnny Tremain* by Esther Forbes
- *Reading Counts Software*
- *The Hobbit* by J.R.R Tolkien (Honors)
- *The Bronze Bow* by Elizabeth George Speare (Honors)
- *Wednesday Wars* by Gary Schmidt (Regular)
- *Light in the Forest* by Conrad Richter (Honors)
- *Reading Plus* (Read Arouns and See Readers)

Course Content:

- Parts of speech
- Sentence parts
- Phrases and clauses
- Expository, narrative, descriptive, and persuasive paragraphs
- Five paragraph essay format
- Persuasive and comparison/contrast essay formats
- Drama terminology
- Research paper
- Book reports, including written, oral, dramatic representation, and technology-based formats
- Short story terminology
- Poetry terminology
- Vocabulary/spelling development
- Journaling

ENGLISH 8 (Regular, Honors)

(Honors English offered dependent on section availability.)

Course Goal: This class focuses on the major areas of language arts: grammar, literature, vocabulary, spelling, and writing. Through the course students will recognize that the ability to communicate with one another and with God is part of His plan for our lives and will deduce that God is concerned that all communication be clear and easily understood. Therefore, throughout the year attention is given to proficiency in basic grammar and composition. Students read a variety of books and submit book reports in a variety of formats each quarter. Furthermore, the literature genres of short story, drama, novel, poetry, and non-fiction are studied as well as literature terms.

Students in **Honors English 8** will read at least two books per quarter including: *The Hiding Place*, *Call of the Wild*, and *Warriors Don't Cry*. Less class time will be spent on vocabulary and grammar (although the same material will be covered), in order to allow for more in-depth activities of the additional books and additional writing assignments.

Key Resources:

- Grammar book – EMC, *Language Essentials*, Oak Level
- Literature book – EMC, *Mirrors and Windows*, Level III
- *The Count of Monte Cristo* by Alexandre Dumas
- *The Hiding Place* by Corrie ten Boom
- *Call of the Wild* by Jack London
- *Warriors Don't Cry* by Melba Patillo Beals
- *Reading Counts*
- *Reading Plus*

Course Content:

- Parts of speech review
- Diagramming
- Sentence parts
- Phrases and clauses
- Expository, narrative, descriptive, persuasive paragraphs
- Five-paragraph essay format
- Research paper
- Short story terminology
- Poetry terminology
- Original writing pieces
- Vocabulary/spelling development
- Written and oral book reports

MATH

Departmental Philosophy: Galileo wrote, “Mathematics is the alphabet with which God has written the universe.” As the CSCS Math Department, we believe that as His creations our students should see God’s order, design, precision, and truth in the mathematics they study. As our students learn to appreciate God’s gift of numbers and the study of mathematics they should develop a heart of praise and thanksgiving. Just as the Bible says “precept upon precept, line upon line...” (Isaiah 28:10), students learn mathematics by building concept upon concept. Students move from the concrete levels of elementary math to the more abstract levels of mathematical thinking as they progress. It is essential that

students understand each mathematical concept from a graphical, numerical, and algebraic viewpoint to develop the problem-solving skills they need for application to real-world situations. Increasingly, technology is used in the classroom to enhance, but not replace, the basic understanding of concepts that students develop in mathematics.

*Note: High school courses such as Geometry are available per instructor permission.

MATH 6

Course Goal: Completing the Math 6 course students will have developed a conceptual understanding of mathematics that makes sense to them. The primary topics in Math 6 include building number sense, problem solving techniques, use of models and investigations, relating number theory and fraction concepts, adding, subtracting, multiplying and dividing whole numbers, fractions, and decimals. Students also develop a basic understanding of algebra by using number patterns, integers, and solving various equations. Other topics of study include measurement, basic geometry, ratios, proportions, percents, statistics and graphing.

- Note: Advanced Math 6 course description is parallel to Math 7 description below.

Key Resources:

Holt McDougal Mathematics Grade 6 by Houghton Mifflin Harcourt Publishing Company, 2012

Course Content:

- Problem Solving and strategies
- Order of operations
- Powers and exponents
- Statistics and graphs
- Mean, median and mode
- Factors and Multiples
- Divisibility Rules
- Fraction operations
- Decimal operations
- Percents
- Place value
- Simplifying expressions
- Simplifying variable expressions
- Introduction to ratios and proportions
- Measurement
- Introduction to integers
- Solving equations
- Graphing functions
- Coordinate Plane
- Perimeter, area and circumference
- Basic Geometry
- Expanded notation
- Estimating and rounding
- Communicating mathematics
- Probability

MATH 7

Course Goal: Completing the Math 7 course, students will be able to perform basic operations involving fractions, mixed numbers, decimals, prime and composite numbers, exponents, and square roots. They will be able to convert fractions, decimals and percents to solve percent and proportion problems. Geometry is an integral part of this course. Students will use the real numbers to solve perimeter, area and circumference problems of circles and

various polygons. Volume and surface area of polyhedrons are also introduced. Students will be reintroduced to various types of graphs to organize and analyze data. Students will use measures of central tendency to determine which best fits the graph. Finally, students will be introduced to linear algebra to graph and solve linear equations. They will learn to use the Fundamental Counting Principle and are introduced to permutations, combinations, experimental and theoretical probabilities and compound events. (As 6th grade students successfully complete the Math 7 course, they will advance into Pre-Algebra in 7th grade and Algebra 1 in 8th grade.)

Key Resources:

Holt McDougal Mathematics Grade 7 by Houghton Mifflin Harcourt Publishing Company, 2012

Course Content:

- Problem Solving
- Fractions and Mixed Number Operations
- Integer Operations
- Percents and Decimals
- Plane Geometry
- Spatial Geometry
- Probability and Statistics
- Solving Algebraic Equations
- Probability and Discrete Mathematics
- Algebraic Equations and Function

PRE-ALGEBRA (7th or 8th Grade)

Course Goal: Pre-Algebra is a transition from concrete to abstract mathematics. By the end of Pre-Algebra, students will be able to identify and extend patterns, perform the basic operations with any rational number, use scientific notation and the Pythagorean theorem, and solve first-degree equations. They will also be able to work with proportions, rates, probabilities, inequalities, the coordinate graph, and slope. Geometric skills will include work with angles, symmetry, polygons, circles, area, surface area, volume, congruence, similarity, and transformation of figures.

Key Resources:

Holt McDougal Mathematics Pre-Algebra by Houghton Mifflin Harcourt Publishing Company, 2012

Course Content:

- Scientific Calculator Use
- Patterns
- Investigations in Algebra
- Modeling Integers
- The Language of Algebra
- Number Theory
- Rational Numbers and Percents
- Proportion, Percent, and Probability
- Real Numbers and Inequalities
- Geometry Concepts
- Congruence, Similarity, and Transformations
- Diameter, Circumference, Area of Circles, π
- Polyhedrons, Surface Area
- Surface Area and Volume of Prisms and Cylinders

ALGEBRA I - Prerequisite is Pre-Algebra

Course Goal: At the completion of Algebra I, students will be able to solve first- and second degree equations, systems of equations and inequalities. They will use the Pythagorean Theorem, solve proportions, and add, subtract and multiply polynomials. Students will simplify expressions and radicals as well as factor polynomials. They will understand the relationship between equations and their graphs and how slope is involved. Students will also be able to work with tables and graphs, ratios, scale drawings, similarity, and probability and to manipulate rational functions. Successful completion of course and final testing counts for course completion (not credit) in high school at CSCS.

Key Resources:

- *Algebra I Common Core* by Pearson Education, 2012
- Classroom set of graphing calculators
- Teacher's overhead graphing calculator with overhead projector adaptor

Course Content:

- Order of operations
- Operations with integers
- Working with variable expressions
- Finding and writing equations of lines
- Zero Product Property
- Solving equations: one, two and multi-step, and equations with fractions and decimals
- Rates
- Slope
- Distributive Property
- Solving inequalities
- Ratios and Proportions
- Simple and Geometric probability
- Pythagorean Theorem
- Calculating with radicals
- Polynomials: Adding, subtracting, and multiplying
- Absolute value equations
- Solving systems of equations and inequalities
- Parabolas
- Quadratic Formula
- Quadratic equations
- Scientific notation
- Laws of exponents
- Factoring Polynomials
- Rational expressions
- Graphing linear and quadratic equations

SCIENCE

Departmental Philosophy: God's greatness, glory, and love are revealed in the beauty and variety of His creation; science is the study of His creation. Through the study of the laws of nature, students will know and understand God's order. ("In Him all things hold together." Colossians 1:7b) The study of life, earth, and physical science enables students to become critical thinkers, grow in awe of God, and fulfill their stewardship responsibilities of taking the earth and making it work for the benefit of mankind. Science education should give each student the capability and confidence to give scientifically and biblically sound answers to the false teachings of evolutionary theory. "For since the creation of the world God's

invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made...” (Romans 1:20)

SCIENCE 6

Course Goals: Through the development of scientific thinking skills such as observing, identifying, describing, classifying, comparing, contrasting, sequencing, measuring, predicting and problem solving, students will grow in the knowledge and understanding of God’s creation and the importance of science in God’s order. They will see a Godly purpose in the organization of the forces and laws of physics that govern our universe. They will learn scientific theories of creation and compare them to God’s Word. They will have opportunities to integrate scientific thinking and Biblical truth.

Key Resources:

- Textbook – *6th Grade, Science Fusion by Houghton Mifflin Harcourt*, with teacher written Biblical integration

Course Contents:

- Life Science: oceans, ocean animals, and ocean ecosystem
- Geology: rocks and fossils, volcanoes and earthquakes, plate tectonic theory, erosion and weathering, the flood, and Grand Canyon formation
- Physics: gravity, friction, laws of motion, potential and kinetic energy, electricity, electromagnetic radiation, and waves
- Chemistry: elements, compounds and reactions, mixtures, periodic table, and atoms
- Space: space exploration, stars and distances in space, comets, and meteors
- Weather: cloud formation, fronts, hurricanes, and tornadoes

SCIENCE 7

Course Goal: Through observation, questioning and experimentation the student will see and better understand God’s creation. The student will understand the importance of science as well its limitations, see design and purpose in creation particularly in living things (from the least complex to the most complex), learn the major parts and function of human systems and how to maintain good health. They will learn the evolutionary theories of how life came about, their major problems and a scientifically sound and biblically accurate response to such theories.

Key Resources:

- Textbook – *Science Short Courses A, C, and D* (Holt, Reinhart, Winston), supplemented with Biblical integration material
- Packet- “Creation or Evolution- a study of the origin of life” by Jay G. Borkert

Course Content:

- | | |
|-------------------------------|----------------------------------|
| • The limitations of science | • Fungi, plants |
| • The process of science | • Invertebrates |
| • Labs, tools, and measuring | • Vertebrates |
| • The cell | • Human systems |
| • Least complex living things | • Health (integrated throughout) |

- Ecology (integrated throughout)
- Origins of life

SCIENCE 8

Course Goal: The primary goal of Physical Science in 8th grade is to discover God’s technical wonder: our universe. In so doing, students should incorporate the view that the Bible, as God’s truth, is the basis for our world view, and thus the unchanging foundation for our increasing, scientific knowledge of His complex creation. The focus is to improve each student’s attitude toward science and give each student success in accurately handling scientific concepts and information.

Key Resources:

- Textbook – 8th *Grade, Science Fusion by Houghton Mifflin Harcourt*, with teacher written Biblical integration

Course Content: Physical Science introduces the student to the world of molecules, a world ordered and designed by the Creator to function according to basic physical and chemical laws.

- | | |
|---|---------------|
| • Science and the Bible
(Evolution vs. Creation) | • Energy |
| • Measurement | • Heat |
| • Matter and Atoms | • Electricity |
| • Chemical Reactions | • Magnetism |
| • Solutions | • Vibrations |
| • Acids, Bases, and Salts | • Sound |
| • Machines and Mechanics | • Light |

SOCIAL STUDIES

Departmental Philosophy: Social Studies is the organized investigation of man and his society. This involves the study of human events, cultures, environments, relationships, governments, and behaviors. As Christians, we believe that the history of mankind is purposeful and that God is intimately involved in the unfolding of human events. We believe the presence of evil in the world is real and has caused many broken relationships and hardships for people. Through the study of man in society, we can better understand who we are as God’s creatures within families, communities, and countries. It is important to develop skills for investigation and analysis as well as for interpretation of information through a biblical worldview. Through this process, we can understand our purpose on earth and live fulfilled lives which glorify God.

WORLD GEOGRAPHY 6

Course Goal: Students will learn the general geographic aspects of the continents and countries of the world using the five themes of geography approach. A variety of methods

will be used to present the information, and students will have numerous opportunities to complete a variety of activities in connection with each unit. Incorporated into the curriculum are the biblical principles of geography as presented in Ruth C. Haycock's book, *Bible Truth for School Subjects*. Students will be able to recognize these principles as related to their geography studies, and they will be able to develop a worldview based on the Bible and God's creation.

Key Resources:

- Textbook – *The World and Its People*, Glencoe McGraw-Hill, 2005
- *Bible Truth for School Subjects, Volume 1, Social Studies*, ACSI Publishing
- Various missionary stories, biographies, etc.
- Teacher's Resources Kit for The World and Its People, Glencoe McGraw-Hill, 2005

Course Content:

- Geography of the World
- The United States and Canada
- Latin America
- Russia and the Independent Republics
- Southwest Asia
- Africa
- Asia
- Australia and New Zealand
- Europe

AMERICAN HISTORY I – 7th Grade

Course Goal: Students will learn the events, issues, and people who shaped the history of America. This course will provide a survey of American history from the Age of Exploration to the end of the Civil War. It will also include a unit on Civics as we study how the American government first began. United States geography, as well as current events, will be emphasized throughout this course. Additionally, students will learn to measure the key events and actions of primary participants in American history based on the principles and themes found in the Word of God. All human history is ordained by God. Therefore, students will trace how God has been active throughout our nation's history. The student will know as a young Christian the importance of understanding God's role in the history of the world, understanding His impact on the past, and His continuing impact on today and the future. The student will be stimulated to develop a worldview based on the Word of God and its relationship to the history of man and nations.

Key Resources:

- Textbook – *The American Republic – The Early Years to 1877*, Glencoe McGraw-Hill, 2005.
- *God and Government: A Biblical and Historical Study* by American Vision Press publishing company and written by Gary DeMar. Volume 1, Copyright 1984.
- *God and Government: Issues in Biblical Perspective* by American Vision Press publishing company and written by Gary DeMar. Volume 2, Copyright 1984.
- *Encyclopedia of Bible Truths for School Subjects* Association of Christian Schools International publishing company and written by Dr. Ruth C. Haycock. Copyright 1993.
- *The Light and the Glory* published and written by Peter Marshall and David Manuel. Copyright 1982.
- *From Sea to Shining Sea* published and written by Peter Marshall and David Manuel. Copyright 1994.

- Teacher’s Resources Kit for The American Republic – The Early Years to 1877, Glencoe McGraw-Hill, 2005.

Course Content:

- The First Americans
- Exploration and Early European Empires
- Thirteen English Colonies and Life in the Colonies
- The American Revolution and the U.S. Constitution
- The Federalist Era
- The Age of Jefferson and Westward Expansion
- The Age of Jackson and Manifest Destiny
- Civil War and Reconstruction

AMERICAN HISTORY II – 8th Grade

Course Goal: Students will learn the events, issues, and people who shaped the history of America. This course will provide a survey of American history from the end of the Civil War to the Vietnam War. Modern American history (1974 to present) will be explored through research projects and current events. Students will also study a unit on Colorado history as they look at westward expansion following the Civil War. United States geography will continue to be emphasized throughout this course. Students will be challenged to consider why we study history. Through this course the student will know and understand the continuing history of his/her country well enough to realize and appreciate its significance in his/her life. The student will know as a young Christian the importance of understanding God's role in the history of the world, understanding His impact on the past, and His continuing impact on today and the future. The student will be stimulated to develop a worldview based on the Word of God and its relationship to the history of man and nations.

Key Resources:

- Textbook – *The American Journey – Reconstruction to the Present*, Glencoe McGraw-Hill, 2005.
- *Encyclopedia of Bible Truths for School Subjects*, Association of Christian Schools International publishing company and written by Dr. Ruth C. Haycock. Copyright 1993.
- *America’s God and Country*, Fame Publishing, written by William J. Federer. Copyright 1996.
- Teacher’s Resources Kit for The American Journey –Reconstruction to the Present, Glencoe McGraw-Hill, 2005.

Course Content:

- Reconstruction
- Westward Expansion
- Industrialization & Urbanization
- Imperialism
- WWI
- Jazz Age – 1920’s
- The Great Depression – 1930’s

- WWII
- The Cold War through the Vietnam War

FINE ARTS

Departmental Philosophy: Because we are created in the image of God, we have an inherent ability for creative expression that can and should be developed with training and practice in the fine arts. Therefore our students are given opportunities at all grade levels to think creatively and express beauty through art and music.

6th GRADE ART

12-Week Component of the Exploratory Learning Cycle

Course Description: Sixth-grade students attend art for two class periods each week for 12 weeks during their Exploratory Learning Cycle. This 24-session art cycle introduces students to basic skills required for direct observational drawing as summarized in the books *Drawing on the Right Side of the Brain* by Betty Edwards and *Keys to Drawing* by Bert Dodson. These drawing skills are the foundation for the art electives that are offered in middle school and high school. The emphasis of this class is that despite what a student may believe about his or her inherent artistic ability, *anyone* can learn to draw with proper instruction and practice, just as anyone can learn to write in cursive, ride a bike, or play an instrument. Students learn that drawing is a *learned skill*, and sixth graders learn first-hand that with focus and effort, they *can* draw what they see and improve their skills with practice. Students complete drawing exercises that help them perceive outlines and edges, positive and negative space, light and shadow, and relationship and proportion. These skills are reinforced with art projects that begin with observational drawing and then incorporate media such as colored pencils, charcoal, chalk pastels, oil pastels, and watercolor. In addition to teaching students basic drawing skills, the goals of this class include familiarizing students with middle-school art processes and procedures and increasing students' level of artistic confidence and ability.

Key Resources:

- *Keys to Drawing*, by Bert Dodson
- *Drawing on the Right Side of the Brain*, by Betty Edwards
- Visuals from art files, Internet or other sources
- Student handouts

Course Content:

- “Blind” contour drawing, contour drawing, and gesture drawing
- “Upside-down” drawing
- Negative space drawing
- Grid drawing
- Drawing value
- Drawing facial features

ART I & ART II

Elective for 7th or 8th Grade, One Semester

Course Description: Art I and Art II are both one-semester art electives open to 7th or 8th graders. These electives are not sequential; therefore Art II may be taken before Art I, or Art I may be taken before Art II. Art I is offered first semester only. Art II is offered both

first and second semester. The first goal of Art I or Art II is to review, and reinforce observational drawing skills. These skills are introduced in sixth-grade art and reviewed and reinforced in middle-school art electives. Therefore students complete weekly sketchbook drawing exercises that help them perceive outlines and edges, positive and negative space, light and shadow, and relationship and proportion. The second goal of Art I and Art II is to help students learn the language of art, specifically the *elements of art* including line, color, shape, texture, value, space and form, and the *principles of art* including emphasis, unity, balance, rhythm/movement, proportion/scale and pattern/repetition. To achieve these goals, students in Art I and II complete a variety of both 2D and 3D projects that introduce, review and reinforce drawing skills and/or art concepts. Art I students will study several historic art periods, specific artists as well as experience new art media. There will be one project completed for each unit, totaling about 6 projects. Art II students will focus on the 6 days of creation, creating projects that correlate with what was created each day. For example, students will complete a study on value (lightness and darkness) for the first day of creation when God created light. Students will work with a variety of media and processes including: graphite drawing, colored pencil, charcoal, acrylic paint, watercolor, ceramics, printmaking, mixed-media, oil and chalk pastel, etc. The goals of this class also include familiarizing students with middle-school art processes and procedures and increasing students' level of artistic confidence and ability.

Key Resources:

- *Keys to Drawing* by Bert Dodson
- *Drawing on the Right Side of the Brain*, by Betty Edwards
- Visuals and PowerPoint videos from art room, Internet or other sources
- Student handouts

Course Content:

- Drawing skills review and bellwork or other assignments that reinforce these skills
- Art projects in a variety of media
- Quizzes and Unit tests on art vocabulary/definitions/information covered in handouts.

ART III – ADVANCED MIDDLE SCHOOL ART

Elective for 8th Grade, One Semester

Prerequisite: Completion of Art I and Art II. Teacher approval required.

Course Description: Art III—Advanced Art is offered second semester to 8th graders who have completed Art I and Art II. Teacher approval is required for admission to this class. Approval is based upon demonstrated skill in observational drawing. Art III students will complete more advanced drawing exercises in their weekly sketchbook assignments that help them perceive outlines and edges, positive and negative space, light and shadow, and relationship and proportion. The second goal of Art III is to help students master the language of art, specifically the *elements of art* including line, color, shape, texture, value, space and form, and the *principles of art* including emphasis, unity, balance, rhythm/movement, proportion/scale and pattern/repetition. To achieve these goals, students will complete a variety of both 2D and 3D projects that introduce, review and reinforce drawing skills and/or art concepts. Art III emphasizes 3D art using a variety of media such as ceramics, book art, paper mache, paper, wire, and students are exposed to a variety of 3D artists. Art III students will complete a group project which will remain

in the CSCS Middle School building. Projects can vary from painted murals to a mosaic. All group projects are pre-approved by administration.

Key Resources:

- *Keys to Drawing* by Bert Dodson
- *Drawing on the Right Side of the Brain* by Betty Edwards
- Visuals, PowerPoints, and videos from art room, Internet or other sources
- Student handouts

Course Content:

- Design for 8th Grade Graduation Program in black permanent marker or pen and ink
- Drawing skills review and bellwork or other assignments that reinforce these skills
- Art projects in a variety of media with an emphasis on 3D art
- Group Project
- Unit tests on art vocabulary/definitions/information covered in handouts.

INTERMEDIATE BAND – 6TH GRADE

Elective Course for 6th Grade (Either Choir or Band is Required in 6th Grade)

Course Goal: To give students more understanding of how to play their band instrument while developing another talent and means of expression that God has given them.

Key Resources:

- *Tradition of Excellence Book Two* by Bruce Pearson
- Grade 1 to 1½ band sheet music

Course Content:

- New note and rest values
- Syncopation, new rhythm patterns
- Concert B-flat, E-flat, F, A-flat, and C major scales
- Concert G, C minor and D minor scales
- Twenty-one new musical terms and symbols
- Thirty-one composers
- Seven time signatures

Required Materials: Concert Attire to be determined by the director.

MIDDLE SCHOOL CONCERT BANDS

Elective for 7th and 8th Grades, All Year

Course Goal: To continue to develop the understanding of how to play their band instrument while developing another talent and means of expression that God has given them.

Key Resources:

- Grade 1½ through 3 concert band literature
- Scale sheets for major scales
- Fingering chart for their instrument

Course Content:

- All major scales
- Grade 1½ through 3 band literature
- School concerts
- Music symbols and vocabulary
- Correct warm-up, tuning, and practice skill development
- Instrument and music care and maintenance

Required Materials: Concert Attire to be determined by the director.

MIDDLE SCHOOL CHOIR (Grades 6-8)

Music is required for all 6th grade students, but they can elect between band and choir. Choir is an elective for 7th and 8th grade students.

6th grade students have choir 3 days per week. 7th and 8th grade students have choir 5 days per week.

Course Goal: The goal of the Middle School Choir is to provide the opportunity for students to develop their voices and to learn how to sing and prepare for concerts. Students will learn how to use their voices effectively/correctly, breathing fundamentals, blending and balance, part singing, and singing with musicality using vocally appropriate choral literature.

Course Content:

- Vocal Instruction
- Musical Terminology
- Major scale, Melodic Minor scale, Major triad, Minor triad
- Identification of major intervals
- Singing of major intervals
- Rhythmic Sight-reading
- Melodic Sight-reading
- Unison, 2-part, and some 3-part choral literature
- Choral Performance (4 required concerts per year)

Required Concert Attire: *Girls:* Dresses or skirts that are between their knee and ankle, dress shoes or sandals. *Boys:* Dress pants (khaki or black), button-down long-sleeved dress shirts, socks, and dress shoes. A tie is required for the Christmas and End of the Year concerts.

PHYSICAL EDUCATION

Departmental Philosophy: Physical education is a program of instruction designed to build and maintain health fitness, promote basic human movement development, educate students for expressive play, and guide responsible fitness, sport, and recreational decisions. It is another tool that enables the students to develop self-discipline, self-control, teamwork, and good sportsmanship. CSCS focuses on using physical activity for discipleship and service to God. This program helps us understand that, in the eyes of

God, our bodies are a priceless possession, we are temples of the Holy Spirit, and we are created to bring honor and glory to God in all that we do.

Class time is focused on goals rather than activities. Physical activity is stressed not as an end in itself but as a means toward fulfilling personal potential in all phases of life. Our focus for the physical education curriculum is motor skill development, expressive play, health fitness, physical movement concepts, and discipleship in a Christian lifestyle. CSCS physical education is a planned program of personal movement experiences that both develop the body and foster intellectual, decisional, and creative growth in harmony with our goals of Christian education.

PHYSICAL EDUCATION – 6th/7th/8th Grades

For seventh and eighth graders, PE is required for two semesters out of the two years, every day of each semester. Sixth grade students will have PE five days a week all year.

Course Goal: Grade 6 is a transitional grade for students to enter structured recreational and sports activities as opposed to the basic motor skill and play activities of the elementary grades. Students will be required to change into appropriate active attire. Students in all grades will develop and practice principles of good hygiene.

Students in 6th, 7th, and 8th grades will apply proficiency in basic motor skills to a diverse group of individual and team sports. Additionally, each grade level will participate in one day per week of direct, strenuous, physical fitness activities. These activities are designed to increase cardiovascular function, strength, speed, quickness, agility, flexibility and endurance.

Course Content:

Some or all may be covered in a particular semester.

Team Sports:

-Basketball -Softball -Flag Football -Soccer
-Floor Hockey -Volleyball -Ultimate Frisbee -Team Handball
-Lacrosse

Individual Sports:

-Badminton -Weight Training -Frisbee -Juggling -Tennis
-Circuit Training -Pickleball -Fitness Assessment -Leadership Skills

SPANISH

Departmental Philosophy: In Genesis 11, because of man's pride, God confused the languages. This led to misunderstanding, prejudice, and ethnocentrism. Through the study of foreign language, we are able to promote understanding and cooperation between cultures. God's Word requires believers to go to people of all languages and preach the gospel. Therefore, the foreign language department seeks to equip its students with language skills and cultural experiences that will prepare them to communicate

effectively. This study helps to fulfill our goal of training young people for lifelong service by providing a skill that can be used to serve God in any field.

6TH GRADE SPANISH

Component of 6th Grade Exploratory Learning Cycle – 12 weeks

Course Goal: To maintain proficiency of Spanish acquired in previous years and to introduce new vocabulary with regard to food so that students will be able to visit a restaurant and order a meal in Spanish as well as be familiar with menu items (what ingredients are in the dishes and how they are prepared). Students will construct sentences that will aid in better and more fluent communication with Hispanics.

Key Resources:

- Black line masters
- Restaurant menus
- Digital Flashcards and Games for SMART Boards
- CD's and DVD's pertaining to food
- Bible

Course Content:

- Review colors, numbers 1 – 60, days of the week, and classroom items
- Learn new vocabulary using food items for each meal as well as vocabulary for a place setting.
- Visit a restaurant to use Spanish for ordering food, etc.
- Participate in skits and dialogues. Expose students to various aspects of Hispanic culture, especially those things relating to food and family celebrations
- Sing “praise songs” in Spanish
- Talk about typical foods in Latin America and make a typical Mexican dish for their family.

INTRODUCTION TO SPANISH

Elective for 7th or 8th Grade, One Semester

Course Goal: The goal of this introductory course is to motivate students to begin speaking Spanish from the first day of class as well as to develop an understanding of the Hispanic people and their cultures so that they will be able to effectively relate to and communicate with Hispanics when sharing the gospel, making friends, traveling or needing information.

Key Resources:

- *Asi Se Dice (Level 1A)* textbook, McGraw-Hill School Publisher Copyright 2009 (includes overhead transparencies, DVD's relating to the units, workbook, and audio lessons on CD)
- DVD's on numbers, foods, and grammar concepts
- Music – CD's and DVD's that use music to teach curriculum
- Games such as Estallido and Loteria
- DVD's and activities to study Hispanic cultures
- Bible
- Rosetta Stone software
- Symtalk e-library

Course Content:

- Review of basic vocabulary, such as colors, numbers to 100, telling time, months, days of the week, school supplies, and weather.
- Introduce and develop present tense with regular and irregular verbs (ir, ser, estar, tener).
- Introduce and develop vocabulary for expressing likes and dislikes.
- Participate in dialogues using real-life situations.
- Memorize and recite Bible verses.
- Present the use of possessive adjectives.
- Vocabulary relating to student activities in school and after school.
- Read paragraphs in Spanish and accurately respond to questions.
- Foods that are good for our health and foods that are not healthy.
- Build understanding of the people of Latin America and Spain and their unique cultures.

TECHNOLOGY

Departmental Philosophy: The purpose of the technology program is three-fold. Students need to be skilled users of technology in an increasingly technological world, to develop an awareness of how technology does and will affect their lives, and to recognize how, as world Christians, they can make biblically sound decisions with respect to this area of life. The emphasis is on the use of application programs students can use as tools for gathering, analyzing, and communicating information. In this current electronic age, it is important that students know that information is not synonymous with knowledge. It takes a set of ideas or a frame of reference to interpret information in order to attain knowledge. Therefore, it is a foundational goal of technology instruction to help students develop a Christian worldview that keeps technological knowledge and skills in appropriate perspective.

6th GRADE KEYBOARDING

Component of 6th Grade Exploratory Learning Cycle, 12 weeks

Course Goal: This course is designed to assist students with learning and/or practicing the correct fingering with the computer keyboard. In mastering the keying technique, students will become more proficient in the areas of speed and accuracy. It also provides the background needed in preparation for the middle school Computer I class.

Key Resources:

- *MicroType Pro* software by SouthWestern Keyboarding
- Keyboardingonline.com

Course Content:

- Use of the school network, including login, user name, and password.
- Proper keyboarding technique
- Correct alphabetic/numeric fingering of keys
- Speed and accuracy in keyboarding

COMPUTER I

Required in Either 7th or 8th Grade, One Semester.

Course Goal: The students will continue to learn and practice the alphabetic and symbol keys required to keyboard fluently. Students will build on their previous experiences in keyboarding and will be challenged to continue to progress in speed and accuracy. Students will learn the word processing skills in Word needed for business letters and a variety of reports in preparation for high school academic work. Students will be introduced to Excel and PowerPoint. Successful completion of course and final testing counts for completion (not credit) in high school at CSCS. Details provided in syllabus.

Key Resources:

- Ellsworth Publishing Online Keyboarding
- Microsoft Word, Microsoft Corp.
- Microsoft Excel, Microsoft Corp.
- Microsoft PowerPoint, Microsoft Corp.
- Microsoft Publisher, Microsoft Corp.

Course Content:

- Alphabetic Keyboarding
- Keyboarding Technique
- Speed and Accuracy
- Internet research
- Business letters
- Academic Reports
- Tables, columns, and tabs
- PowerPoint presentations
- Publisher newsletter
- Spreadsheets and graphs

ADVANCED COMPUTER APPLICATIONS

Elective for 7th or 8th Grade, One Semester, Prerequisite is Computer I

Course Goal: The students will learn to effectively communicate with more advanced computer application tools. This includes learning to program in the Microworlds programming language. Students will create a more advanced PowerPoint presentation with video and audio. Students will also work in Active Inspire and create a project for use on the interactive whiteboards. An introduction to web page building will be achieved by using a web based site created by the teacher. Each student will have their own site to build. The current site to be utilized is Weebly.com.

Key Resources:

- *Microworlds* programming language, MicroSystems.
- Active Inspire
- *Microsoft PowerPoint*, Microsoft Corp.
- Internet based web page builder

Course Content:

- Programming content
- Recursion

- Programming efficiency and structure
- Ethics
- Layout and design
- Advanced PowerPoint
- Create and edit charts
- Insert IF functions
- Beginning web design

YEARBOOK/JOURNALISM

Elective for 7th and 8th Grade, All Year, Instructor's Permission Required plus student application

Course Goal: This cross-disciplinary class teaches writing skills, layout and design, advanced computer skills, teamwork, and media literacy. Many aspects of journalism are explored including seeing the responsibility of a journalist as it relates to God's standards. The major concentration is producing a seventy-two-page yearbook for the middle school and other media projects used throughout the school year.

Key Resources:

- Jostens *Yearbook Avenue* Web Site
- *Journalism Today* by National Textbook Company, 1993.
- Microsoft Publisher and PowerPoint Software by Microsoft Corporation

Course Content:

- Yearbook terminology
- Layout and Design
- Photography
- Caption writing
- Graphic Design
- Typography
- Microsoft Publisher basics
- Newspaper terminology
- Journalistic writing
- History of American media
- Media literacy
- Microsoft PowerPoint

VIDEOGRAPHY

Elective for 7th or 8th Grade, One Semester

Course Goal: Students will learn basic videography skills and terminology. They will use these skills to shoot quality video on the camera at hand (whether a smart phone, point and shoot, or dedicated video camera). They will edit the videos in Premiere Pro (professional level editing program), include a variety of effects, and render the final project to be viewed by others. These projects include interviews, devotions, and creative clips. Student will understand the importance of producing ethical/biblical videos and realize the potential of videography for the advancement of God's kingdom.

Key Resources:

- Digital cameras (smart phone, point and shoot, or dedicated video camera)

- Premiere Pro editing software as well as other Adobe Creative Cloud applications
- Editing computer

Course Content:

- What is a Christian video?
- Video Equipment
- Planning your video
- Filming skills, terms, techniques
- Editing
- Special effects
- Rendering and presentation

MIDDLE SCHOOL TEXTBOOKS

SUBJECT	GRADE	TEXTBOOK	PUBLISHER	PUBLICATION DATE
Art 1, 2, 3		<i>Understanding Art</i>	Glencoe McGraw-Hill	2005
Bible	7	Curricula developed by Jay Borkert <i>To The Ends of The Earth</i>	ACSI	2002
	6/7	<i>Wise Up</i> & Curricula Developed by CSCS	Positive Action Bible Curriculum	2011
	8	<i>Life of Christ</i> & Curricula Developed by CSCS	Positive Action Bible Curriculum	2011
English	6	The Shurley Method (Grammar) Level 6	Shurley Instructional Materials	1997

		Grammar & Writing: <i>Language Essentials</i>	EMC/Paradigm Publishing	2003
		Literature: <i>Mirrors & Windows</i>	EMC/Paradigm Publishing	2009
	7	Grammar & Writing: <i>Language Essentials</i>	EMC/Paradigm Publishing	2003
		Literature: <i>Mirrors & Windows</i>	EMC/Paradigm Publishing	2009
	8	Grammar & Writing: <i>Language Essentials</i>	EMC/Paradigm Publishing	2003
		Literature: <i>Mirrors & Windows</i>	EMC/Paradigm Publishing	2009
Math	6	<i>Holt McDougal Mathematics Grade 6</i>	Houghton Mifflin Harcourt	2012
	7	<i>Holt McDougal Mathematics Grade 7</i>	Houghton Mifflin Harcourt	2012
	7/8	<i>Holt McDougal Mathematics Pre-Algebra</i>	Houghton Mifflin Harcourt	2012
	8	<i>Algebra I Common Core</i>	Pearson Education	2012
Science	6	<i>General Science</i>	Houghton Mifflin Harcourt Biblical integration packets	2016
	7	<i>Life Science</i>	Houghton Mifflin Harcourt Biblical integration packets	2012
	8	<i>Earth Science</i>	Houghton Mifflin Harcourt Biblical integration packets	2016
Social Studies	6	<i>Geography: The World and Its People</i>	Glencoe McGraw-Hill	2006
	7	<i>American History: The Early Years to 1877</i>	Glencoe McGraw-Hill	2006
	8	<i>American History: Since 1865</i>	Glencoe McGraw-Hill	2006
Intro to Spanish	7/8	<i>Asi Se Dice (Level 1A)</i>	McGraw-Hill	2009
Spanish I	8	<i>Realidades</i>	Prentice Hall	2000