



## **WESTMINSTER CHRISTIAN ACADEMY JUNIOR HIGH SCHOOL PROSPECTUS**

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## **guidelines**

### Our Mission Statement

Our Mission is to glorify God by serving Christian parents and their children through providing a high quality, biblically-based educational program marked by academic excellence and the development of strong Christian character.

### Our Goal for Junior High School

To provide a biblically-based educational program that is appropriate for the development stage of the junior high school child, and to further enhance their character development and spiritual growth.

### Desired Qualities for Westminster Christian Academy Junior High School

- Christ-centered
- Biblically based
- Friendly/student-centered
- Hands on learning opportunities
- Flexible environment
- Academically challenging
- Programs planned to help students develop:
  - ❖ Spiritually
  - ❖ Intellectually
  - ❖ Physically
  - ❖ Socially
  - ❖ Emotionally

### Desired Qualities of Westminster Junior High School Teachers

- Mentor/Discipler
- Encourager
- Student Advocate
- Team Approach



## \Curriculum sequence

<i>Subject</i>	<i>7<sup>th</sup> Grade</i>	<i>8<sup>th</sup> Grade</i>
<b>Bible</b>	World- and Life-View Training	World- and Life-View Training
<b>Language Arts</b>	Explorations in Literature ( <i>BJU</i> ) Novels – a variety of novels will be used, such as <i>Treasure Island</i> , <i>Lyddie Fever</i> or <i>Call of the Wild</i>	Excursions in Literature ( <i>BJU</i> ) Novels – a variety of novels will be used, such as <i>Diary of Anne Frank</i> , <i>To Kill a Mockingbird</i> or <i>Tom Sawyer</i>
	Shurley Grammar	Shurley Grammar
	Vocabulary from Classical Roots A ( <i>Educators Publishing Service</i> )	Vocabulary from Classical Roots B ( <i>Educators Publishing Service</i> )
	WriteTraits ( <i>Houghton Mifflin</i> )	WriteTraits ( <i>Houghton Mifflin</i> )
<b>History</b>	<u>First 3 quarters</u> : US Gov't ( <i>CSI</i> ) <u>4<sup>th</sup> quarter</u> : Kansas State History	US History: A History of US ( <i>Oxford</i> )
<b>Science</b>	Delta Science modules: -- <i>Plants in our World</i> -- <i>Astronomy</i> -- <i>Electrical Connections</i>	Delta Science modules: -- <i>Matter and Change</i> -- <i>Earth Processes</i> -- <i>Newton's Toy Box</i>
<b>Mathematics</b>	Math 8/7 ( <i>Saxon</i> ) <i>OR Algebra 1/2 (Saxon)</i>	Algebra 1/2 ( <i>Saxon</i> ) Algebra 1 ( <i>optional</i> )
<b>Spanish</b>	Ven Comigo! Level I ( <i>Holt, Rinehart &amp; Winston</i> )	Ven Comigo! Level II ( <i>Holt, Rinehart &amp; Winston</i> )
<b>Computer</b>	Laptops available to every student for classwork and basic keyboarding Also taught are desktop programs progressing to columns, tables and spreadsheets	
<b>Specials</b>	Art, Physical Education, Instrumental Music (opt.)	

Junior High Retreat: “Building Christian Community” at a nearby youth lodge

Wildwood Adventure Challenge Course: focus on team-building (*see p. 8*)

Community Service: We will be working with Freedom Fire’s Friday night program three times a year. This program ministers to inner-city grade-schoolers and includes games, skits, devotionals and a meal.

Exploratory Classes: We plan to offer Exploratory Class Week twice each year (in the fall and the spring). During this week, students will take several periods each day for concentrated study on selected topics like drama, business operations, inventions, local history or etiquette.

Travel Component: We want to add a travel component to our junior high school, which would involve at least one domestic trip per year.

### Extracurricular Activities

- Sports (Metropolitan Private School League)  
boys’ soccer and basketball; girls’ volleyball, basketball and soccer
- Quarterly Socials
- Student Council



## COURSE DESCRIPTIONS

### **BIBLE**

World- and Life-View Training will be taught by the Redeemer Church youth pastor. This curriculum will include a theological overview and an emphasis on personal discipleship and exercising spiritual disciplines. Students will also learn to disciple others through mentoring.

### **LANGUAGE ARTS**

#### **Literature**

**Grade 7 – Novels** (*see Curriculum Sequence for possible titles*)

**Explorations in Literature** (*Bob Jones University*)

This textbook helps the student make the transition from pleasure reading to reading for wisdom and enrichment. There are six unit themes: courage, nature and man, generosity, our land, humility, and family. Included are the work of such authors as John Bunyan, the Brownings, Jack London, Charles Dickens, Langston Hughes and O. Henry.

**Grade 8 – Novels** (*see Curriculum Sequence for possible titles*)

**Excursions in Literature** (*Bob Jones University*)

This textbook examines moral and literary discernment and introduces literary criticism. Six timeless themes engage students in critical thinking: choices, friends, viewpoints, adventurers, discoveries, and heroes and villains. The authors covered in this text include Rudyard Kipling, Ogden Nash, James Thurber, Henry Wadsworth Longfellow, Anne Bradstreet and Robert Frost.

#### **Grammar**

**Grades, 7 & 8 – The Shurley Method** (*Shurley*)

This program provides students with a love of the English language and the ability to use it correctly with ease and confidence. The Shurley method provides enough repetition to master each concept taught. It teaches students to merge a strong skill foundation with the writing process. It also promotes higher order thinking skills as students are stimulated to learn and use their own thought processes to solve difficult language problems.

#### **Writing**

**Grade 7 – Write Source Grade 7** (*Great Source/Houghton Mifflin*)

Mechanics, usage and grammar are the keystones of good writing stressed in this program. This curriculum makes these skills easy to learn by putting them where they belong—as a natural part of the writing process.

**Grade 8 – Write Source Grade 8** (*Great Source/Houghton Mifflin*)

This curriculum prepares eighth graders with the skills and strategies they need to be successful writers now and in high school.

#### **Spelling/Vocabulary**

**Grades 7 & 8 – Vocabulary from Classical Roots A & B** (*Educators Publishing Service*)

Students will work with the most commonly used classical words, and begin to see Latin and Greek roots in the English language, as well as its rich heritage. Illustrative sentences provide a springboard for further study of ancient literature, history and geography.

## **HISTORY**

### **Grade 7 – (first three quarters) – Under God (CSI)**

This US government textbook reflects the basic conviction that God ordains government. Revised and updated, this edition contains information about legislation, policies and elections.

### **Grade 7 – (fourth quarter) – Kansas Land (Gibbs Smith)**

This new Kansas history textbook has been adopted by districts throughout the state and includes Kansas geography, history and government.

### **Grade 8 – A History of US (Oxford University Press)**

This well-written series—recommended by *God’s World*—includes short, amply illustrated chapters which cover in great depth the scope of American history. The study guides encourage students to think, question, analyze, debate and recognize themes. Essay-style evaluations and interdisciplinary projects are also provided.

#### **Book 2 – Making Thirteen Colonies**

#### **Book 3 – From Colonies to Country**

#### **Book 4 – The New Nation**

#### **Book 5 – Liberty for All?**

## **SCIENCE**

### **Grade 7 – Delta Science Modules**

Plants in our World – This module covers the plant’s tissue system. Students test plants for various substances and determine how they take in gases, and produce and store food. Students express their findings in equations for respiration, transpiration, and photosynthesis.

Astronomy – Students experience observational astronomy and celestial navigation. They study the impact of Earth’s motion, constellation patterns, and stellar distances and magnitudes. They investigate the life cycles of stars, the shapes of galaxies, and the size of the universe.

Electrical Connections – Students will use electroscopes, and learn the difference between static and current electricity, and the transfer of electrical energy by electric current. Students build, operate and analyze circuits, and explore the concepts of energy sources, receivers and converters. They build galvanometers and convert electrical to kinetic energy to operate a motor.

### **Grade 8 – Delta Science Modules**

Matter and Change – Students will examine the nature of matter, investigate atomic structure and learn to read the Periodic Table. Students will also utilize three-dimensional models and chemical equations and will conduct various experiments.

Earth Processes – Students will explore continental drift and plate tectonics. They construct a layered earth replica and then replicate the formation of the three types of rock. They explore, map and measure the forces that result in earthquakes, volcanic eruptions, and mountain-building and model the explosive events that make plate margins.

Newton’s Toy Box – In this unit, students observe familiar objects, while proving Newton’s three laws of motion. Students engage in games and challenges that emphasize these laws of motion, working with scaled-down applications to master the laws and vocabulary of physics.

## **MATHEMATICS**

### **Grade 7 – Math 8/7 (Saxon)**

Math 8/7 provides students with a solid foundation of skills and concepts needed for success in analytic and quantitative courses. The interrelationship of fractions, decimals and percents is

reinforced throughout the text and geometric concepts are practiced. Daily mental math and problem-solving exercises further strengthen student skills.

**OR**

**Algebra 1/2** (*Saxon*)

This text covers all topics normally taught in pre-algebra, as well as additional topics from geometry and discrete mathematics and represents the culmination of the study of pre-algebra mathematics.

**Grade 8 – Algebra 1/2** (*Saxon*)

This text covers all topics normally taught in pre-algebra, as well as additional topics from geometry and discrete mathematics and represents the culmination of the study of pre-algebra mathematics.

**Algebra 1** (*Saxon*)

This text continues the study of the area, volume, and perimeter of geometric figures begun in Algebra 1/2. The long-term practice of these problems will allow the student to use these concepts without effort. The text concentrates on teaching the fundamental aspects of problem solving, which is simply the application of mathematical concepts in new situations.

**COMPUTER**

**Grades 7 & 8**

Utilizing assigned laptops, students will continue in their studies, progressing from basic keyboarding and desktop programs to utilizing tables, columns and spreadsheets. Further studies may include Power Point and Excel spreadsheet programs, practical uses of internet resources, and web page construction.

**SPANISH**

**Grade 7 & 8**

Students will continue to develop confidence in their ability to comprehend, read and write in another language. Fluency is not expected, but students will be encouraged to converse with each other and with the teacher. In addition, students will be introduced to new skills, reinforce their Spanish vocabulary and enjoy making their speaking and writing more descriptive and interesting.



## Student Council

### Officers:

President – 8<sup>th</sup> grader (exception can be made for 7<sup>th</sup> grade, if necessary)

Vice President – 7<sup>th</sup> or 8<sup>th</sup> grader

Secretary-Treasurer – 7<sup>th</sup> or 8<sup>th</sup> grader

- Students who wish to hold office must have acceptable grades and a positive recommendation from the junior high teachers.
- Students who wish to hold office may campaign the day before the election with posters, etc.
- Prepared campaign speeches of 3-5 minutes will be given on election day.
- All junior high students participate in voting for officers.

Student Council's duties are:

### Community Outreach

- Junior High School Bulletin Board
- Junior High School Bi-annual Newspaper
- Community Service
- Chapel Helpers
- Safety Guards

### Socials

- Holiday Parties for Junior High School  
Thanksgiving; Christmas; Valentine's Day; Easter
- Junior High School Socials outside school (skating parties, etc.)

### Special Events

- Special Speakers
- Eighth Grade Banquet

## **WILDWOOD ADVENTURE CHALLENGE PROGRAM**

As a follow-up to our junior high retreat with its theme of “Building Christian Community”, we will specifically work on team-building at Wildwood. For twenty years, Wildwood’s Adventure Challenge program has provided the metropolitan area of Kansas City a quality outdoor adventure experience.

Wildwood Outdoor Education Center, located in LaCygne, Kansas, provides a setting where groups strive to break down the barriers to successful teamwork, through planning, imagination, successful communication, playfulness, experimentation and team cooperation. Time is spent throughout the day discussing each challenge and applying it to new growth and awareness at home and in the classroom.

### Challenge Course Goals:

**FUN** – Having fun is important because people are involved when they’re enjoying themselves. People are motivated, their attention is more focused, and their energies are higher.

**COOPERATION** – Utilizing cooperation is necessary in order to increase each participant’s ability to work as a part of a group, and to develop in each person a better appreciation of what he or she can contribute.

**COMMUNICATION** – Communication allows people to share their viewpoints, to learn from the experiences of others, and fosters an environment where people can talk openly about their feelings.

**TRUST** – Trust is important in developing group relations. Trust is the safety key that opens the experiential door.

### Adventure Challenge Program

Wildwood’s nationally recognized ***Ropes Course Program*** is a unique hands-on experience in problem solving and communication through a creative team-building process.

The ***Low Course Initiatives*** consist of over thirty structures which are both physically and mentally challenging. These challenges are designed to help participants discover more about themselves and one another. Within specific safety guidelines, the groups work to solve the problems in their own unique style.



## **Developmental Highlights**

The pre-adolescent time in the life of a middle school student is full of change and excitement. During the seventh and eighth grades, students are in transition from childhood to adolescence. In planning an appropriate instructional program, there are a number of characteristics of that transition that must be recognized and accommodated. Our junior high school program has been planned to help students develop in these areas.

### Intellectual Development

The minds of junior high school students begin the change from child to adult, not so much in *what* they think but in *how* they think. Our curriculum is designed to move students from the concrete stage to an increased ability to deal with abstract concepts. We emphasize active learning involving interaction with peers. We use an interdisciplinary approach where teachers from different areas of specialization collaborate to integrate the educational program and coordinate learning goals and experiences for students. Through the learning process, we assist students in developing an awareness of their own gifts and provide opportunities for them to use their gifts to serve others. We also help them see how the learning that takes place in the classroom is relevant for a life of work and service.

### Physical Development

Junior high school students often experience a period of rapid physical growth; young people generally grow more in height and weight during these years than during any other period in their development. At the same time, there is a wide range of individual differences among those of the same chronological age. Girls tend to be one or two years further advanced toward adulthood than boys, but by high school, boys have begun to catch up and pass the girls in physical growth. Our curriculum is designed to address the physical and health needs of students through science and physical education classes, as well as encouraging participation in sports.

### Social Development

Peer groups become increasingly important and influential during the middle school experience, both as sources of standards and models of behavior. Identifying with an adult other than a parent is also not unusual. Young adolescents are often torn between a need for independence and autonomy while still desiring direction and structure. Consequently, it is important that junior high school students are provided with a nurturing environment that supports and encourages both of these traits. Our junior high will provide such an environment both in the classroom and during social activities such as skating parties, mixers and sports nights.

### Emotional Development

At no other time in life are young people as likely to encounter such an extended range of changes to which they must adjust. Therefore, it is not unusual for junior high students to experience a wide variety of emotions, many of which appear to conflict. As they grow and change, junior high students need role models who are willing to be honest and genuine, viewing

each young person with respect and unconditional acceptance. Junior high staff members are committed to being such models.

### Spiritual and Moral Development

Junior high school is frequently the time when young people begin the transition from simple acceptance of beliefs to beginning to make their own decisions. They struggle with issues concerning their relationship with God, the church, the family, and the community. Through morning devotions, discussion in the classroom, and regular chapel experiences, as well as through frequent opportunities for Christian service, our junior high will provide a supportive environment for addressing these issues. In addition, staff members will assist students in nurturing their spiritual growth through the regular integration of faith into all subject areas.