

## **8<sup>th</sup> Grade Language Arts**

**Course Title:** Language Arts-Grammar, Writing, Literature

**Course Type:** Academic

**Grade Level:** Eighth Grade

**Time on Task:** 50 minutes per day, 4 1/6 hours per week

**Course Philosophy:** The nature of language arts reflects the nature and character of God in both the process and product of communication. In language arts, students will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, and spelling.

**Course Description:** The course attempts to stimulate a student's interest in reading and give him/her an opportunity to experience and discuss various types of literature. Careful attention is given to the elements of literature such as plot, characterization, themes, etc... Proper use of grammar is emphasized and reviewed to improve oral and written communication skills. Basic spelling rules and techniques are taught to improve written communication.

### **Spiritual Goals:**

1. Teach the student to read the Scriptures for him/herself. (II Timothy 3:16,17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as the standard. (Hebrews 5:14, II Peter 1:9, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. ( I Peter 3:15)

### **Course Scope and Sequence**

#### **Language Grammar**

- Identify simple and complete subjects and predicates in a sentence
- Identify and corrects fragments and run-on sentences
- Identify and use nouns properly: proper and common nouns, singular and plural nouns, possessive nouns
- Identify and use verbs properly: helping verbs, transitive verbs, intransitive, linking verbs, verb tenses
- Identify and use predicate nouns
- Identify and use pronouns properly: subjective, possessive, objective, antecedents, indefinite, intensive, reflexive, demonstrative, interrogative
- Identify and use adjectives properly
- Identify and use adverbs properly
- Identify and use prepositions, prepositional phrases, and objects of the preposition
- Identify and use conjunctions

- Identify and use interjections
- Identify phrases and clauses: independent, dependent
- Identify simple, compound and complex sentences
- Identify verbals and verbal phrases: participles, gerunds, infinitives
- Use correct subject-verb agreement
- Use proper capitalization rules
- Use proper punctuation rules
- Identify and use parts of a library to obtain information
- Identify parts of a book: table of contents, index, glossary, bibliography

## Course Objectives

### Language Grammar

*(BIC) Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*

*(BIC) Students will use language correctly and appropriately as an example of excellence in order to bring glory to God. (Colossians 3:17)*

The student will be able to:

1. identify simple/complete subjects and simple/complete predicates in a sentence.
2. classify sentences as declarative, interrogative, imperative, and exclamatory.
3. compose declarative, interrogative, imperative, and exclamatory sentences.
4. recognize and correct fragments. **(PASS)**
5. recognize and correct run-on sentences. **(PASS)**
6. identify and use nouns properly.
7. differentiate between common/proper nouns and singular/plural nouns and possessive nouns.
8. identify and use verbs properly.
9. identify and use prepositions, prepositional phrases, and objects of the preposition.
10. distinguish between predicate nouns and predicate adjectives.
11. distinguish between predicate nouns and direct objects.
12. distinguish between transitive/intransitive, transitive/linking, auxiliary/main, active/passive verbs.
13. use the principal parts of verbs to form verb tenses. **(PASS)**
14. identify pronouns and their antecedents. **(PASS)**
15. classify and use nominative, objective, and possessive pronouns correctly. **(PASS)**
16. differentiate between possessive pronouns and contractions.
17. distinguish among several groups of pronouns: demonstrative, interrogative, indefinite, intensive, and reflexive.
18. identify and use adjectives properly.

19. correctly form and use the comparative and superlative forms of adjectives. **(PASS)**
20. identify and use adverbs properly.
21. correctly form and use the comparative and superlative forms of adverbs.
22. differentiate adjectival prepositional phrases from adverbial prepositional phrases.
23. identify and use coordinating and correlative conjunctions properly. **(PASS)**
24. identify and use interjections properly.
25. differentiate among phrases, independent clauses, and dependent clauses. **(PASS)**
26. differentiate among simple, compound, and complex sentences. **(PASS)**
27. compose simple, compound, and complex sentences. **(PASS)**
28. identify participle phrases, gerund phrases, and infinitive phrases. **(PASS)**
29. use proper subject/verb agreement. **(PASS)**
30. determine the correct uses of these troublesome verbs: lie/lay, rise/raise, sit/set. **(PASS)**
31. recall and demonstrate the proper use of capitalization rules. **(PASS)**
32. recall and demonstrate the proper use of punctuation rules. **(PASS)**
33. use dictionaries correctly to determine definitions, parts of speech, pronunciation, and origins of words.
34. use the library to aid in research.

**Resources:**

Bob Jones University Press: Writing and Grammar 8-Second Edition

**Course Scope and Sequence****Writing**

- write descriptive paragraphs
- revise paragraphs
- write explanatory paragraphs
- write an autobiography
- write persuasive paragraphs
- write newspaper articles
- write endings to stories
- write a character profile
- write an advertisement
- write photo captions
- create a photo essay
- write dialogue for artwork
- write a process paragraph
- write debate scripts
- write book reports

- write fables
- write essays
- write business letters

## Course Objectives

*(BIC) Written communication is a powerful tool God has given us to influence people and should be done in such a manner that communicates His order. (John 20:30-31, I Corinthians 14:40)*

The student will be able to:

1. write a 3-paragraph descriptive paper about an item he/she treasures.
2. write a 5-paragraph autobiography using a timeline of events from his/her life. **(PASS)**
3. use persuasive writing to create a travel brochure.
4. evaluate newspaper articles using the 5 W's.
5. write a newspaper article for the school newspaper. **(PASS)**
6. determine the theme of an unfinished story and write an ending.
7. write a 4-paragraph character profile about an individual in the Bible. **(PASS)**
8. write an advertisement for a product.
9. write captions for photographs.
10. create a photo essay.
11. write a 5-7 sentence explanation of how to do an everyday task.
12. write a script for an informal debate (both sides). **(PASS)**
13. write an invitation to a favorite book.
14. write a four-paragraph fable.
15. develop an essay on one of the following: a. Explain why a Christian should or should not take an active role in the government of their nation, b. contrast the attitudes of the two brothers in the parable of the prodigal son (Luke 15:11-32) **(PASS)**
16. write a business letter to request information. **(PASS)**
17. write a three page essay on an approved topic. **(PASS)**

## Course Scope and Sequence

### Reading/Literature

- use context to define unknown words
- identify and explain figurative language
- increase fluency, speed, and comprehension in reading
- determine purposes for reading
- make inferences and draw conclusions from text
- connect, compare, and contrast ideas, themes, and issues across texts
- determine the main idea of a selection
- paraphrase and summarize text

- distinguish between fact and opinion in texts
- recognize structural patterns found in informational texts: compare/contrast, cause/effect, problem/solution
- analyze characters in a story
- analyze structural elements: plot, climax, theme, setting
- make, confirm, and revise predictions when reading
- analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, and historical fiction
- identify and explain various points of view and how they affect a story's interpretation
- identify and interpret literary devices such as flashback, foreshadowing, symbolism and imagery.
- discern appropriate literature for a child of God

### **Course Objectives**

***(BIC) God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2 Timothy 3:16-17)***

#### **The student will be able to:**

1. state that God has given us the ability to read so that He can tell us how we can be saved.
2. memorize verses (John 20:30-31) that state God's purpose for written language.

***(BIC) Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)***

#### The student will be able to:

1. distinguish between God's truth and man's own thinking by comparing a variety of stories.
2. discern appropriate literature for a child of God.

***(BIC) God has gifted individuals to write material for our enjoyment. (I Corinthians 12)***

#### The student will be able to:

1. verify the meaning of a word in its context through the use of definitions, restatement, example, comparison, or contrast. **(PASS)**
2. identify and explain idioms and comparisons, such as analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. **(PASS)**
3. summarize the main idea and how it is supported with specific details. **(PASS)**
4. make inferences and draw conclusions with evidence drawn from the text.
5. analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view. **(PASS)**

6. analyze characteristics of genres, including fiction, short story, novel, drama, poetry, fable, folklore, mystery, myth, biography, historical fiction, and nonfiction. **(PASS)**
7. analyze a selection for fact and opinion. **(PASS)**
8. determine the purpose for reading and adjust reading speed for the purpose. **(PASS)**
9. identify cause and effect in a passage. **(PASS)**
10. identify the point of view in writing as first person, third person, limited or omniscient point of view. **(PASS)**
11. analyze a character in a story. **(PASS)**
12. identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery and explain how they affect the development of a literary work. **(PASS)**

### **Resources**

Selected Novels: *The Hiding Place*  
*The Hobbit*  
*The Yearling*  
*Adventures of Tom Sawyer*

## **8<sup>th</sup> Grade Mathematics**

**Course Title:** Algebra I

**Course Type:** Academic

**Grade Level:** Eighth Grade

**Time on Task:** 50 minutes per day, 4 1/6 hours per week

**Course Philosophy:** God is a rational, orderly God, and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line...." (Isaiah 28:10), students of mathematics must build concept upon concept in mathematics.

**Course Description:** The course will continue the study of the area, volume, and perimeter of geometric figures begun in Pre-Algebra. The course will concentrate on the fundamental aspects of problem solving.

### **Spiritual Goals**

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2:16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

### **Course Scope and Sequence**

- **arithmetic and evaluation of expressions involving signed numbers, exponents, and roots**
- **properties of real numbers**
- **absolute value**
- **equations and inequalities involving absolute value**
- **scientific notation**
- **unit conversions**
- **solution of equations in one unknown**
- **solution of simultaneous equations**
- **algebra of polynomials and rational expressions**
- **word problems requiring algebra for the solution**
- **graphical solution of simultaneous equations**
- **graphs of a variety of functions: linear, quadratic, cubic, square root, absolute value**
- **translations and reflections of graphs**
- **factoring**
- **Pythagorean theorem**

- Algebraic proofs
- Functional notation and functions
- Solution of quadratic equations by factoring, completing the square, and quadratic formula
- Direct and inverse variation
- Exponential growth
- Computation of the perimeter and area of two-dimensional regions
- Computation of the surface area and volume of a variety of geometric solids
- Statistics
- Probability

***Biblically Integrated Concepts:***

*(BIC) The student will recall verses that prove God's exactness, preciseness and completeness. (Colossians 1: 16-19, Psalm 8)*

*(BIC) The student will explain how mathematics reveals God's exactness, preciseness, and completeness. (Colossians 1: 16-19, Psalm 8)*

*(BIC) The student will display attitudes and habit of good stewardship in their daily work.*

**Learning Objectives:**

The student will:

1. translate word phrases and sentences into mathematical phrases and equations. **(PASS)**
2. translate equations and expressions into word phrases. **(PASS)**
3. simplify and evaluate linear expressions. **(PASS)**
4. simplify and evaluate absolute value expressions. **(PASS)**
5. simplify and evaluate rational and radical expressions. **(PASS)**
6. simplify polynomials by adding, subtracting, or multiplying. **(PASS)**
7. distinguish between linear and nonlinear data. **(PASS)**
8. distinguish between relations and functions. **(PASS)**
9. identify dependent and independent variables, domain, and range. **(PASS)**
10. evaluate a function using tables, equations, or graphs. **(PASS)**
11. calculate the slope of a line using a graph. **(PASS)**
12. calculate the slope of a line using an equation. **(PASS)**
13. calculate the slope of a line using two points or a set of data points. **(PASS)**
14. develop the equation of a line and graph linear relationships given the slope and y-intercept. **(PASS)**
15. develop the equation of a line and graph linear relationships given the slope and one point on the line. **(PASS)**
16. develop the equation of a line and graph linear relationships given the two points on the line. **(PASS)**
17. develop the equation of a line and graph linear relationships given x-intercept and y-intercept. **(PASS)**
18. develop the equation of a line and graph linear relationships given a set of data points. **(PASS)**
19. use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical. **(PASS)**

20. interpret the slope and intercepts within the context of everyday life. **(PASS)**
21. solve linear equations by graphing or using properties of equality. **(PASS)**
22. solve linear inequalities by graphing or using properties of inequalities. **(PASS)**
23. match appropriate equations or inequalities to a graph, table, or situation. **(PASS)**
24. match an appropriate graph, table, or situation to equations or inequalities. **(PASS)**
25. solve a system of linear equations by graphing, substitution, or elimination. **(PASS)**
26. use the formulas from measurable attributes of geometric models, science, and statistics to solve problems within an algebraic context. **(PASS)**
27. solve two-step and three-step problems using concepts such as rules of exponents, probability, rate, distance, ratio and proportion, measures of central tendency, and percent. **(PASS)**
28. match exponential and quadratic functions to a table, graph, or situation. **(PASS)**
29. match a table, graph, or situation to exponential and quadratic functions. **(PASS)**
30. solve quadratic equations by graphing, factoring, or using the quadratic formula. **(PASS)**
31. translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages. **(PASS)**
32. make valid inferences, predictions, or arguments based on data from graphs, tables, and charts. **(PASS)**

**Resources:** Saxon: Algebra I

## 8<sup>th</sup> Grade Science

**Course Title:** Physical Science

**Course Type:** Academic

**Grade Level:** 8<sup>th</sup> grade

**Time on Task:** 50 minutes per day, 4 1/6 hours per week

**Course Philosophy:** Science reflects the magnificent order and complexity of the things God has placed about us. The student's mind is challenged to understand the invisible force that holds together all concrete things.

**Course Description:** The course will study God's physical creation and present science as a way for man to control and master the physical world for the benefit of mankind. The course will lay a firm foundation for physics through a practical study of the motion of God's creation.

### **Spiritual Goals:**

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 66:1-2, Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14, Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:14)

### **Course Scope and Sequence**

- **Matter-the composition and nature of matter, atomic structure, periodic table**
- **Types of Substances-metals, nonmetals/metalloids, organic compounds**
- **Interactions of Matter-solutions, chemical reactions, acids, bases**
- **Matter in Motion-forces in motion, work and energy, types of machines**
- **Energy at Work-thermal energy, waves, sound, light, nuclear energy, energy resources**
- **Electricity and Magnetism-static electricity, currents, circuits, conductor/insulators, electric power, magnets**

### ***Biblically Integrated Concepts***

1. *The laws of thermodynamics are evidences of design by a Creator and not evolution. (Genesis 2:1-3, Psalm 33:6-9, Colossians 1:16-17)*
2. *It is by God's power that matter holds together, within the atom and within the universe. (Nehemiah 9:6, Colossians 1:17)*

3. *Though the physical world usually functions in predictable ways (because God is consistent), God at times intervenes in unpredictable fashion. (Exodus 14:21-22, Joshua 6:1-20, 2Kings 20:8-11)*

### **Learning Objectives:**

The student will:

1. identify the steps of the scientific method. **(PASS)**
2. use the scientific method to investigate. **(PASS)**
3. distinguish between a law and a theory.
4. use appropriate tools(e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events. **(PASS)**
5. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds) when measuring objects and/or events. **(PASS)**
6. recognize potential hazards and practice safety procedures in all physical science activities. **(PASS)**
7. understand that all things made of matter are composed of atoms. **(PASS)**
8. distinguish between atoms, elements, compounds, and molecules. **(PASS)**
9. state the basic properties that all mixtures share.
10. separate mixtures using various methods.
11. identify several examples of suspensions and colloids.
12. distinguish between mass and weight.
13. determine the density of substances. **(PASS)**
14. understand the three basic assumptions of the kinetic theory of matter.
15. identify common characteristics of most solids, liquids, and gases. **(PASS)**
16. describe the molecular behavior of solids, liquids, and gases. **(PASS)**
17. create and observe crystals.
18. identify five phase changes of matter.
19. compare the boiling points of various substances. **(PASS)**
20. distinguish between physical and chemical changes.
21. identify the various models of the atom.
22. discuss the characteristics of the three primary subatomic particles: protons, electrons, and neutrons. **(PASS)**
23. make a model of an atom.
24. describe the arrangement of the periodic table into families and periods.
25. read and write chemical formulas. **(PASS)**
26. determine how many atoms make up certain compounds or molecules. **(PASS)**
27. identify the physical and chemical properties of metals.
28. identify different substances composing ores.
29. name several nonmetals.
30. discuss the properties of hydrogen.
31. identify the halogens and noble gases.
32. distinguish between organic and inorganic compounds.

33. discuss the major reasons for recycling.
34. identify the basic properties of all solutions.
35. identify the basic types of solutions.
36. identify the two basic parts of a chemical reaction.
37. discuss factors that affect chemical reaction rates. **(PASS)**
38. balance simple chemical equations.
39. discuss properties common to all acids.
40. name several common acids and bases and identify their uses.
41. identify the four basic forces in the universe. **(PASS)**
42. identify forces acting on a stationary object and determine net force. **(PASS)**
43. identify Newton's first, second and third laws of motion.
44. distinguish kinetic from potential energy. **(PASS)**
45. identify four ways in which work is made easier by machines.
46. identify factors that contribute to friction.
47. determine the effect of an inclined plane on the work and force needed to raise an object.
48. identify and distinguish between first, second, and third-class levers.
49. identify fixed and moveable pulleys.
50. identify three methods of heat transfer.
51. distinguish between luminous and illuminated objects.
52. observe the different wave properties of light, including reflections, refraction, and diffraction.
53. identify the two types of lenses.
54. explain the difference between a stable element and a radioactive element.
55. identify several uses of radioactivity.
56. explain the difference between renewable and nonrenewable energy sources.
57. identify three major fossil fuels and how they are obtained.
58. discuss how electric currents are created.
59. identify two different forms of electric current.
60. identify several conductors and insulators.
61. identify several magnetic materials.

**Resources:** Christian Schools International: Physical Science

## 8<sup>th</sup> Grade History

**Course Title:** American History

**Course Type:** Academic

**Grade Level:** 8<sup>th</sup> grade

**Time on Task:** 50 minutes per day, 4 1/6 hours per week

**Course Philosophy:** History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

**Course Description:** To build a foundation for Christian citizenship, students will focus on the principles upon which our nation was founded. Students will understand that nothing in history is accidental; our sovereign God directs the affairs of men and nations to accomplish His will. Students will be introduced to famous Americans and significant events in the history of our country.

### **Spiritual Goals:**

1. To teach the student that God has a plan for individuals and nations, and He is carrying this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)
2. To teach the student that Christian citizens have a responsibility to respect and obey those in authority. Christian citizens also have a responsibility to be actively involved in the community or nation in which God has placed them. (Romans 13:1)

### **Course Scope and Sequence**

- The founding of America
- Life in the Colonial America
- The battle for independence
- The Constitution of the United States
- Establishing a new country
- Transportation and communication in America
- Industry in America
- Agriculture in America
- The Jacksonian Era
- The Era of Manifest Destiny
- The Civil War
- Reconstruction

- Industrialism in America
- Settling the Frontier

## Course Objectives

*(BIC)The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)*

*(BIC)The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)*

*(BIC)The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)*

*(BIC)The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)*

The student will be able to:

1. explain the differences among colonial governments.
2. discuss concepts of democracy and taxation.
3. differentiate among the religious backgrounds of the colonial regions.
4. describe the Great Awakening.
5. explain the roles of Jonathan Edwards and George Whitefield in the Great Awakening.
6. list the effects of the Great Awakening.
7. define The Enlightenment, Deism, and Unitarianism and explain their fallacies.
8. differentiate among the typical educational opportunities in the colonial regions.
9. explain the apprenticeship system.
10. name at least one early American painter.
11. describe various arts or crafts practiced by colonial Americans.
12. identify the reasons for the French and Indian War. **(PASS)**
13. explain the results of the French and Indian War. **(PASS)**
14. explain the reasons that Britain tightened its control on the American colonies. **(PASS)**
15. describe the actions the British took that angered the colonists. **(PASS)**
16. describe the incidents at Lexington and Concord. **(PASS)**
17. explain the influence of Thomas Paine on colonial attitudes.
18. distinguish between the positions of the patriots and Loyalists. **(PASS)**
19. name and describe the effects of the treaty that ended the War for Independence. **(PASS)**
20. list and explain three lasting achievements of the American government under the Articles of Confederation. **(PASS)**
21. state and describe the organizational and economic weaknesses of the Confederation. **(PASS)**
22. define republic.

23. explain the reasons that the Constitution of the United States is an amazing document. **(PASS)**
24. name and describe four important principles followed by the Constitution. **(PASS)**
25. explain the significance of the Louisiana Purchase. **(PASS)**
26. name the people involved in the early official exploration of the Louisiana Territory.
27. explain the reasons that the War of 1812 erupted. **(PASS)**
28. list important results of the War of 1812. **(PASS)**
29. define “era of good feelings.”
30. list the three principles of the Monroe Doctrine. **(PASS)**
31. explain the reasons for the Missouri Compromise and its provisions.
32. describe the attitudes of whites and Indians toward each other.
33. distinguish the purposes and effects of tariffs.
34. identify Daniel Boone and the Cumberland Gap.
35. name the man who built the first commercially successful steamboat.
36. name the United States’ first major canal and state its significance.
37. explain the significance of the pony express.
38. name three inventions that greatly affected American agriculture in the 1800s.
39. explain the way the cotton gin affected slavery in the South.
40. explain the significance of the Second Great Awakening. **(PASS)**
41. list the reasons people had for going west in the early 1800s.
42. name three trails used to reach western destinations.
43. explain the provisions of the Compromise of 1850.
44. describe the differing economies and lifestyles of the North and South. **(PASS)**
45. explain the differing political views of the North and South. **(PASS)**
46. describe the way slaves were acquired and treated.
47. contrast the northern and southern views of slavery. **(PASS)**
48. explain the Dred Scott Decision and its effect on the nation. **(PASS)**
49. list the North’s advantages as it entered the war. **(PASS)**
50. list the South’s advantages as it entered the war. **(PASS)**
51. describe the activity and results of the first and second battles of Bull Run. **(PASS)**
52. describe the circumstances and result of the battle of Gettysburg. **(PASS)**
53. explain the purpose and effects of the Emancipation Proclamation. **(PASS)**
54. explain why the Civil War was so devastating for the country. **(PASS)**
55. describe the assassination of Lincoln.
56. define reconstruction.
57. explain why the South needed Reconstruction. **(PASS)**
58. identify and describe the circumstances of Johnson’s impeachment.
59. describe the sharecropping system that developed in the South.
60. list some of America’s natural resources that aided the growth of industries.
61. describe American immigration during the nineteenth century.
62. explain why the cattle drives were begun.
63. name two important cattle trails.

64. explain the significance of the Homestead Act.
65. explain why farmers sometimes fell into conflict with cattlemen.
66. list the problems and hardships faced by prairie farmers.

**Resources:**

BJU Press-*The American Republic*

Selected Videos

Selected Field Trips

## **Eighth Grade Bible**

**Course Title:** Bible

**Course Type:** Academic

**Grade Level:** 8<sup>th</sup> grade

**Time on Task:** approximately 30 minutes four days a week, 2 hours per week

**Course Philosophy:** The study of God's Word is the heart and core of a Christian school. Our mission is to train students to be spiritually strong and knowledge of God's Word is the foundation for being spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

**Course Description:** The course will focus on the judges—deliverers—that God raised up to lead Israel to victory. Students will apply lessons that can be learned from the successes and failures of these leaders. Students will be presented with principles of leadership and encouraged to implement these principles in their daily lives.

### **Spiritual Goals:**

1. To emphasize the sovereignty of God in the history of the nation of Israel as well as in lives of students today.
2. To evaluate the successes and failures of the judges of Israel and make application to the student's personal life.
3. To develop godly leadership characteristics in order to make a positive impact on society.

### **Course Scope and Sequence**

- **Othniel**
- **Ehud**
- **Shamgar**
- **Deborah**
- **Gideon**
- **Abimelech**
- **Ruth**
- **Minor Judges**
- **Jephthah**
- **Samson**
- **Eli**
- **Samuel**

## **Course Objectives:**

The student will:

1. identify when the “period of the Judges” takes place.
2. explain why there were judges in Israel.
3. recognize that God’s commands must be obeyed completely.
4. understand that God will provide victory over His enemies.
5. understand that even in the face of overwhelming odds, God will always provide the victory.
6. recognize the obedience of one man can change the direction of a nation.
7. acknowledge that his/her talents, when totally submitted to God, will bring glory to Him.
8. conclude that God does not depend on great numbers to do His work. He seeks those who obediently follow Him.
9. learn that when God calls us to do a task, He will give us the confidence and strength to accomplish the task.
10. recognize that if we are obedient to God’s commands, He will provide the victory in spite of the overwhelming odds against us.
11. acknowledge that God judges leaders who rule wickedly.
12. recognize the significance of the story of Ruth in the context of the period of the Judges.
13. know that wise leadership is always important, but especially in times of crisis.
14. recognize that God can use anyone—even those despised by others---in His service.
15. realize that he or she should seek to please God in the choice of close companions.
16. recognize that compromising with sin and yielding to temptation weakens our Christian testimony.
17. realize that, in spite of our past failures, God can use those who humbly submit themselves to Him.
18. acknowledge that when God calls us to service, He will prepare us and provide for our every need.
19. learn that, in spite of our personal feelings, we must do as God has directed.
20. compile a positive/negative leadership characteristics list.
21. identify military leaders from history and the leadership lesson that can be learned from them.
22. identify a leader that he/she admires for their courage and explain how this courage has contributed to the leader’s success.
23. identify the information a person needs to know in order to develop an effective and efficient plan.
24. develop a step-by-step approach to effective planning.
25. identify current examples in the news of those who are “standing alone” or taking unpopular positions on issues.
26. explain the differences between bosses and leaders.
27. identify those actions or behavior that contribute to a positive testimony and negative testimony in their home and at school.

28. identify an example from the Bible or the media that illustrates the following principle: “the sin of one person affects the lives of others”.
29. recall peace-making strategies using the acrostic PAUSE.
30. identify the talents or abilities that God has given to him/her.
31. make a list of specific things that he/she can do now to communicate a positive, godly testimony to his/her family and friends.
32. identify a historical or contemporary person who had to overcome obstacles to become a success.

**Resources:** ACSI: Daring Deliverers