

Bible

The scope of this course is the entire New Testament. One of the goals of the eighth grade Bible course is for students to learn about the different kinds of books and literature that make up the New Testament, and to gain an appreciation of the state of the world in which it was written. Another aim is for students to be able to discuss the meaning of Christianity and to understand New Testament writings in context. Class discussions encourage students to let Scripture as opposed to the world inform their thinking, especially as they consider choices and issues in their daily lives.

TEXTS

The Student Bible, New International Version. Zondervan.

Dowley, Tim. *The Student Bible Atlas*. Minneapolis: Augsburg Fortress.

Language Arts

Literature

The eighth grade literature program utilizes primarily an anthology of American literature. The readings are chosen to coincide with the regular history curriculum to enhance students' understanding of the significance of both the history and the literature of a given time period. For example, while the students study the Civil War, they read selections from the letters of Lee and Grant, as well as study the novel *Across Five Aprils* by Irene Hunt. This approach results in an exposure to novel and complex ideas presented in an array of formats that challenge the students with rich vocabulary and interesting period writing styles. All of this makes for fascinating discussion in which the students are able to analyze and assess for themselves the presentations of, for example, religious views that may be different from their own. In the formulation of their responses, students have the opportunity to sharpen and to refine both their written and verbal communication skills.

Writing

The eighth grade writing course is grammar intensive in that the students build on the foundational work of seventh grade and begin to study the more advanced and complex aspects of grammar. The students write essays focusing on history as well as exploring literary themes and symbolism in literature.

Grammar

In eighth grade the students explore the more advanced aspects of grammar, building upon their work in the seventh grade. Because students have entered the Logic stage, the grammar course challenges them to think about the reasons for the rules of grammar and not just the rules themselves.

Public Speaking

The Dialectic and the Socratic methods are two of the most effective tools of the Logic stage. The public speaking course is designed to introduce the students to discussion and debate and to give them the tools to do both effectively. Students give oral reports on battles of the Civil War and on poets such as Langston Hughes and Emily Dickinson, to strengthen their confidence and

public- speaking skills. Speaking in front of peers and adults is also emphasized. Clarity in speaking and thinking develop with clarity in writing.

TEXTS

American Literature, MacMillan Publishing Company
Crane, Stephen. *The Red Badge of Courage*. Puffin Books.
Hemingway, Ernest. *Old Man and the Sea*. Scribner Fiction.
Hunt, Irene. *Across Five Aprils*. Berkley Books.
Lee, Harper. *To Kill A Mockingbird*. Warner Books.
Orwell, George. *Animal Farm*. Signet Classic.
Warriner, John E. *English Composition and Grammar, Second Course*, Harcourt Brace Jovanovich.
Teaching Writing: Structure and Style. Institute for Excellence in Writing.
Touchstones, Volumes B and C. CZM Press.

Algebra I

Students in eighth grade engage in an Algebra I course. Eighth graders expand upon their abstract thinking skills by working with concepts such as solving equations with signed numbers, exponents and roots; absolute value equations and inequalities; solving and graphing single variable linear equations and quadratic equations; and direct/inverse functions. These concepts are taught through introduction of the new concept, study of examples with complete solutions, practice of the new concept, daily problem sets, and cumulative tests. This course helps students to develop a strong Algebra background, which they can apply to areas of higher math, science, and everyday activities.

TEXT

Bellman, Allan; Bragg, Sadie; Charles, Randall; Handlin, William Sr.; Kennedy. *Prentice Hall Mathematics: Algebra 1*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2004.

American History

During the Logic phase of the Trivium, students in American history move past rote memorization and simple recitation of facts to begin to examine the major arguments, enduring themes, and essential questions of our country's past. Students focus on the time period from Jacksonian Democracy to the present day with an emphasis on North Carolina history. Through much reading, writing, and discussion, students gain the knowledge necessary to formulate an assessment of historical events and figures that is based upon reasoned inquiry. This course builds upon the skills of listening, note taking, research, planning and organization, formal writing, substantive argumentation, and public speaking begun in the seventh grade.

TEXTS

Davidson, James West, et.al. *The American Nation*. New Jersey: Prentice Hall Publishers, 2002.
Garraty, John. *The Story of America*. New York: Holt, Rinehart, and Winston, 1994. Braun, Erik and Crosby, Jay, ed.

Hakim, Joy. *Our Nation's Archives: The History of the United States in Documents*. New York: Black Dog and Leventhal Publishers, 1999.

Schlesinger, Arthur M., Jr. ed. *A History of US*. New York: Oxford University Press Children's Books, 1999.

The Almanac of American History. New York: G. P. Putnam and Sons, 1983.

Physical Science

The primary goal of this course is to provide students with the knowledge necessary to succeed in the physical science courses offered in high school (e.g., physics, chemistry). This course allows students the opportunity to learn foundational physical science while utilizing the processes involved in the scientific method, (e.g., hypothesizing, organizing and analyzing data, drawing conclusions). The general areas of study in this course include properties and interaction of matter, motion, thermal and nuclear energy, sound and light waves, electricity and magnetism. Students are introduced to the conservation of energy and matter, to the structure of atoms including their involvement with chemical reactions and the concept of force and its relationship to work and energy. A biblical foundation provides the framework for class discussions.

TEXT

DiSpezio, Micheal; Linner-Luebe, Marilyn, Lisowski, Marylin; Skoogs, Gerald; Sparks, Bobbie. *Science Insights, Exploring Matter and Energy*. United States. Prentice Hall, 1999.

Music

Eighth grade meets for one 45-minute music class each week for one semester. This course continues a systematic study of music theory begun in earlier grades, and in addition, provides a concentration on hymnology. The topic in theory is sight singing, which requires both melodic and rhythmic study and practice. The hymnology section comprises a survey of church history, a look at hymns from the various historical periods, and a consideration of some of the many criteria for a good hymn. A student who has attended Trinity School for kindergarten through seventh grade has already been introduced to more than 80 different hymns through the school wide Hymn of the Month program. It is hoped that this eighth grade course gives these students a lifetime appreciation of hymns.

TEXTS

Irvine, Allan & Tibbs, and Ruth Northrup McHose. *Sightsinging Manual, Eastman School of Music Series, 3rd edition*. Appleton-Century-Crofts, 1957.

Crowe, Edgar, et.al *Oxford Sightsinging Books II and IX*. Oxford University Press.
The Hymnbook, 1955 Presbyterian hymnal

Physical Education

Students in grades 6-8 are in the advanced stages of skill and physical development. The curriculum for PE at this grade level is designed to maximize that skill and physical

development. Through the use of group and individual activities, the students are challenged to develop and to improve their physical condition, stamina, strength, and motor skills. Through game and sport play, the students gain knowledge of skills, tactics, and the emotional aspects of various sport activities. The students also participate in simulated game situations to demonstrate their knowledge and understanding of each sport. The students at this level play soccer, basketball, kickball, two-hand tag football, battle ball, volleyball, dodge ball, and capture the flag both on foot and on scooters.

TEXTS

Carpenter, Jeff. *P. E. Teachers Complete Fitness and Skills Development Activities Program*. Parker Publishing.

Zuidema, Marvin A. *Physical Education 6 – 8*. Christian Schools International.

Latin

The eighth grade Latin program continues the specified sequence of Latin grammatical forms, syntax, and vocabulary begun in the 7th grade. Students develop both a linguistic and a philosophical understanding of the language and literature of the Romans by reading primary selections from ancient authors. To achieve proficiency in reading Latin passages and to gain an understanding of Roman life, customs, and literature, students discuss writing styles and content of authors such as Cicero, Pliny the Younger, and Julius Caesar. Students are expected to read Latin passages both for content and for grammatical and stylistic analysis.

TEXTS

Groton, Anne H. and James M. May. *Latin Stories*. 5th edition. Wauconda, Illinois: Bolchazy-Carducci Publishers, Inc., 1995.

Wheelock, Frederic M. and Richard A. LaFleur, rev. *Wheelock's Latin*. 6th edition. New York: Harper Resource, 2000.

Art

At the eighth grade level students become more introspective, and art becomes a more personal form of expression for them. In recognition of this change the art curriculum focuses on the individual. Students examine how art of different eras affects them personally and how their own art production can express their feelings and views. During the first semester students study an overview of Christian art through the ages. The second semester students look at American art from the late 1700's through the modern art movements of the 20th Century.

TEXTS

Arnason, H.H. *History of Modern Art*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., and New York: Harry N. Abrams, Inc.

Hartt, Frederick. *History of Italian Renaissance Art*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., and New York: Harry N. Abrams, Inc.

Hunter, Sam, and John Jacobus. *American Art of the 20th Century*. Prentice-Hall Inc, Englewood Cliffs, New Jersey and Harry N. Abrams, Inc New York.

Janson, Charles R. *Studying Art History*. Prentice Hall, College Div.

Logic

Eighth grade logic is a one year survey course of traditional formal logic. Modern symbolic logic is not studied. The study of traditional logic fits well into this dialectic stage grade, as it requires the students to apply their age-related tendency and propensity for analytical thinking to the reasoning steps of logic. Students examine syllogisms in various forms, analyze them regarding their truth and validity, and integrate logical thinking processes into their other classes. Formal, or Medieval, logic concerns itself with the form of argumentation. Do conclusions follow reasonably from premises and are those premises based upon fact? Some more modern aspects of logic are not covered as they are less helpful in our ultimate goal of examining real life arguments.

TEXTS

Copi, Irving M., and Carl Cohen. *Introduction to Logic*. Prentice Hall, 1998.

Cothran, Martin. *Traditional Logic. Books I and II*. Memoria Press.

Kreeft, Peter. *A Refutation of Moral Relativism*. Ignatius Press, 1999.

Kreeft, Peter, and Ronald K. Tacelli. *Handbook of Christian Apologetics*. InterVarsity Press.

Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

Nature Studies

The eighth grade nature studies continue the Mason philosophy of inquiry, observation, journaling, and painting. Nature studies are correlated with unit studies, memory work, and seasonal opportunities as they arise in the curriculum and throughout the year. Dry brush watercolor is used as a primary tool for reproduction and documentation of the details of nature scenes and objects.

Picture Studies

Students in eighth grade continue the Mason picture studies. The eighth grade focus is on the art of Titian, Copley, Hopper, and Remington. Students continue to gain an appreciation for the professionalism, talent, and passion of good artistry as they further develop their skills of observation, exploration, and narration.

Narration

Narration continues to be an important tool for learning in the eighth grade. Comprehension and retention of content are reinforced through narration of readings in history, Bible, and literature. The writing skills of students at this age are showing more signs of consistency in grammar as well as in individual style. Incorporation of the practice of narration into many areas of the

greater curriculum serves to nurture the confidence of developing writers. Together with the objectives of the language arts and history curriculum, the students are given opportunities to appreciate the many genres of literature, such as informational pieces, letters, and biographies; and to learn to identify key information through having to summarize from a variety of readings. All of this serves to achieve the goals of the Charlotte Mason approach to education, which is to teach the students how to learn in an enjoyable and efficient manner.

Music Studies

In the eighth grade there is a focus on the music of composers whose work represents music of different styles and cultures. The students are exposed repeatedly to the different works either while they are engaged in other hands-on activities or when they are asked to listen attentively. These sessions are often followed by discussion periods in which the students are asked to share their impressions and feelings about the music. Information about the composer and the time period during which the work was composed is also discussed, especially as it may relate to studies in other subjects.

Mendelssohn (1809-1847) *Symphony No. 3 (Scotch); The Hebrides Overture*; incidental music to *A Midsummer Night's Dream*; Organ Sonatas

Mahler (1860-1911) *Das Lied von der Erde; Symphony No. 2 "The Resurrection"; Symphony No. 4; Songs of a Wayfarer*

Hovhaness (1911-present) *And God Created Great Whales, Mysterious Mountain*

Life Skills

The life skills class at Trinity School is intended to give students the opportunity to learn by doing, and in the process, to know joy in the handling of tools and materials. The course teaches practical skills needed for everyday living. This class meets for one 45-minute period per week throughout the year, with each topic receiving a focus of about four to six weeks.

Budget & Financing

1. To introduce basic financial terminology
2. To discuss the concept of stewardship
3. To teach the process of planning for, and living within, a budget
4. To teach the students how to balance a check book
5. To discuss the concepts of income, spending, and saving

Woodworking, Basic Tools, Home Maintenance

1. To present an introduction to basic tools
2. To instruct on the proper use of tools, including technique and safety
3. To discuss the different types of saws and their uses
4. To learn about dry wall repair, seams, and modifications
5. To discuss the different types of connections and connectors such as screws, nails, and glue
6. To learn about the basics of home maintenance
7. To apply the skills learned in class in the completion of a small woodworking project

First Aid/CPR

1. To learn the basics of CPR
2. To become familiar with the process of CPR, using mannequins
3. To learn how to handle emergency situations
4. To learn the basics of first aid, including bandaging and choking

Sewing

1. To teach basic hand sewing, including hems, buttons, and other fasteners
2. To instruct in the basic operation of the machine sewing
3. To familiarize the students with cutting fabric from a pattern and with sizing
4. To teach practical sewing as well as sewing for artistic purposes
5. To complete a small sewing project, such as pajama bottoms

Manners

1. To discuss the purpose and benefit of manners
2. To identify and to give examples of the following two levels of manners:
 - a. Social etiquette, politeness, the basic Golden Rule
 - b. Heart manners, impeccable manners, showing respect for others with humility and graciousness
3. To confer the knowledge of basic American social customs and etiquette
 - a. Introductions
 - b. Host and hostess responsibilities
 - c. Thank you notes, telephone etiquette, table manners

Menu & Meal Planning

1. To teach the students how to plan a nutritious menu and meal
2. To teach the basics of grocery shopping

Car & Bike Maintenance

1. To teach the basics of car maintenance, including the location of the key items requiring routine maintenance
2. To instruct the students in how to change a flat tire, check and replace fluids, etc.
3. To offer the students the opportunity to organize a car-care clinic as a final project
4. To learn bike inner tube repair and how to reposition a bicycle chain

TEXTS

Teacher-created materials