

**TLS Junior High Academy**

**CURRICULUM GUIDE**

**Grades 5 – 8**

**2018 - 2019**

**Trinity Lutheran School**



**RAISE  
the  
PRAISE**

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## **MISSION STATEMENT**

"Knowing Jesus Through Education"

### **TLS Vision**

In response to the grace of God in Jesus Christ, we partner with families in the ongoing nurture of confident, caring, healthy and respectful students whose gifts are developed and maintained for service to Christ and their community.

### **TLS Values**

- † Proclaim Jesus as Lord and Savior
- † Strive for Academic Excellence
- † Love and Serve our Neighbors
- † Demonstrate Integrity and Responsibility
- † Nurture a Growing Faith
- † Partner with Families to Educate the Whole Child  
[Spiritual, Physical, Intellectual, Social and Emotional]

Dear Trinity Lutheran Friend,

At Trinity Lutheran School, we understand the varying degrees of spiritual, emotional, academic and physical growth and change early adolescent children experience. Through rigorous curricular instruction, we lovingly prepare our youth for high school and beyond by focusing education through a Scriptural lens. We seek to infuse God's true Word in everything we teach, everyday we teach, for it is written:

"Train up a child in the way he should go, and when he is old he will not depart from it." - Proverbs 22:6

Middle school is a time of information processing and application. Prior to junior high, students have spent many years memorizing and internalizing vast quantities of information in a wide range of academic domains [Grammar Stage]. During their years in Junior High Academy, students will further utilize these concepts as they progress through the Logic Stage. Although middle school students still practice learning by rote in all courses, intentional emphasis is placed on developing an expertise in logic. All Junior High Academy students study the craft of discussion, argument and debate, as well as identification of varying degrees of fallacy to pinpoint faulty reasoning. An ability to expose and correct deception in a safe and trusting environment prepares early adolescents for victory over wordly deception later in life.

As well as rich educational opportunities, Junior High Academy places added importance to organization, study skills, time management and abstract thinking. We aim to educate the whole child Scripturally and academically, pointing to Jesus as the ultimate example of how each person is to live.

"And Jesus increased in wisdom and stature, and in favor with God and man." - Luke 2:52

## Classical Education Stages

### Classical Lutheran Education

TLS is an Active Member of the Consortium for Classical Lutheran Education. Classical Education is reemerging in American Christian schools due to its emphasis on mastery of basic academic skills [Grammar Stage - "input"], application of the basic skills through communication [Logic Stage - "process"] and mastery of discourse and self-expression through critical-thinking tasks [Rhetoric Stage - "output"]. Acquisition and demonstration of knowledge through the employment of the Trivium [Grammar, Logic and Rhetoric] allows students to not only learn higher-level academics, but also explore personal interests. TLS provides a balanced approach to classical education by infusing traditional direct instruction with 21st century activities.



#### **Grammar Stage - "Input"**

Young children have an absorbent mind with the ability to memorize and internalize large amounts of information quickly. Considered a time of input of foundational abilities, rote skill mastery is paramount in all core subject areas with high levels of automaticity. These skills will be required and used in the hierarchy of overall development in later stages.

#### **Pre-Kindergarten - 5th Grade**

#### **Junior Logic Stage - "Input & Process"**

Students transition from the Grammar Stage to the Logic Stage in what TLS calls the Junior Logic Stage. As children grow and gain information, they begin to question the world from their perspective. During this phase, students are encouraged to ask questions as curiosities arise, while still maintaining high levels of memorization.

#### **3rd Grade - 5th Grade**

#### **Logic Stage - "Process"**

Young adolescents are naturally argumentative and thrive when logic is properly applied to their claims. In both core and elective courses, students at TLS engage in thoughtful discussion and debate, learning to utilize facts and reasoning to support their thinking. Meaningful dialogue supports internalization of information as well.

#### **6th Grade - 8th Grade**

#### **Junior Rhetoric Stage - "Process & Output"**

As students mature through the Logic Stage, they also begin working through the Junior Rhetoric Stage. It is during this transitional time that adolescents move away from strong guidance with communication toward more independence. Argument, debate and discussion evolve into structured, eloquent and persuasive speaking. In addition to practicing logic and rhetoric in core and elective courses, all Junior High Academy Students will take a course in Traditional Logic to further examine classical syllogism.

#### **7th Grade - 8th Grade**

#### **Rhetoric Stage - "Output"**

Students shift from Logic/Junior Rhetoric Stages where independent thinking, powerful discourse and self-expression increase significantly due to strong foundations from previous stages. At this level, students will engage in the analysis, interpretation and synthesis of real-life case studies, demonstrating an ability to extract and connect themes among substantial quantities of information, determine causes and effects of current or past events in order to hypothesize futuristic outcomes, and determine validity of opposing viewpoints on the subject matter. Communication and presentation skills are highly refined.

#### **8th Grade - 12th Grade**

# Concordia Christian School Curriculum Standards\*

**Philosophy Statement:** TLS recognizes the importance of academic accountability through superior learning standards and targeted objectives. High academic standards in all subjects that continuously point children toward their growing relationship with Christ help prepare students for decisions and trials they will surely face in this life.



The *Concordia Curriculum Guide* series equips teachers to integrate the Christian faith into their teaching by specifically relating God's Law and His Gospel promises to the subject matter of each lesson. Children are taught all subjects with a focus on God's Word and how it impacts their lives.

Each set of Christian subject standards were developed using a combination of standards compiled by national, professional, and state organizations. Concordia Publishing House has edited these standards to make them applicable to Christian schools in every state. TLS uses this resource to assist in meeting and exceeding state and national academic standards at all grade levels while leading students to grow in their faith and relationship with Christ.

To view complete sets of Concordia Curriculum Standards for any course, please ask the teacher of that course to provide you a copy of the standards.

To view online samples of Concordia Curriculum Standards for any course, please visit the following websites:

## **Concordia Curriculum Standard Samples for 5th Grade**

<http://sites.cph.org/curriculumguide/grades/grade5.asp>

## **Concordia Curriculum Standards Samples for 6th Grade**

<http://sites.cph.org/curriculumguide/grades/grade6.asp>

## **Concordia Curriculum Standard Samples for 7th Grade**

<http://sites.cph.org/curriculumguide/grades/grade7.asp>

## **Concordia Curriculum Standard Samples for 8th Grade**

<http://sites.cph.org/curriculumguide/grades/grade8.asp>

\*Trinity is NOT a Common Core school. We firmly believe academic standards must be based in God's living word and taught through a scriptural lens. If you have any questions or concerns about Common Core and/or Concordia Christian Curriculum Standards, please contact Trinity's Principal, Mrs. Christina Roberts.



## **Christian Leadership Courses**

**Philosophy Statement:** Today's children must learn to fulfill their purpose through Christ in the Global marketplace. Christian Leadership courses instruct students to use their God-given gifts to become Ambassadors for Christ in real-life scenarios. Emphasis is placed on making critical decisions through reliance on scripture and faith, and perseverance with fortitude when matters become complicated. Along with development of personal leadership skills, students will strengthen initiative, logic and communication through school and community projects and presentations. Formerly an elective course, as of the 2017-18 school year, all students now participate in Christian Leadership in conjunction with formal Religion courses.

### **Christian Leadership 5**

#### **Focus: Teamwork**

Students discover personal strengths and develop self-discipline while working collaboratively. Special focus will be placed on teamwork while discovering and expanding upon God-given gifts and talents. Learning to rely on personal strengths and value others' assets as one body in Christ is paramount in Christian Leadership 5. Additionally, students will work toward transitioning from the Junior Logic Stage [beginnings of effective reasoning through communication] to the Logic Stage.

### **Christian Leadership 6**

#### **Focus: Relationship**

The process of learning about positive relationships involves applying effective communication skills. Students participate in an assessment of spiritual gifts and learn ways to value themselves and others, even when spiritual gifts are different. Building on knowledge and practice from Christian Leadership 5, students will now discover working within their identified spiritual gifts as part of the body of Christ.

### **Christian Leadership 7**

#### **Focus: Service and Stewardship**

Connecting with and leading others in charity or missions support is the hallmark feature of Christian Leadership 7. Students will actively fundraise for various causes, and learn fundamentals of running a small business to finance giving. Additionally, some students may even help write grants. Emphasis is placed on being a worthy, humble steward of God's creation and to look for ways to share His blessings on us with those in need.

### **Christian Leadership 8**

#### **Focus: Truth**

Logic and Junior Rhetoric go hand-in-hand to support features of Christian Leadership 8. In this course, students will identify elements of the world or culture in which we live and ways to strategically promote Christian influence and truth into those elements. Becoming defenders of our faith will be woven throughout the course as students study formal Apologetics. As students enter the Rhetoric Stage, reasoning and logic skills will be sharpened through this course to prepare students for decision-making in high school and beyond.

## Bible Courses

**Core Bible Curriculum: Bible [ESV] & One In Christ [Concordia Publishing House]**

**Grades:** 1st Grade through 8th Grade

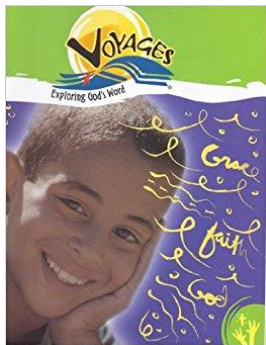
**Website:** <https://www.cph.org/t-topic-oneinchrist.aspx>

**Supplemental Religion Curriculum: Voyages [Concordia Publishing House]**

**Grades:** 4th Grade through 8th Grade

**Website:** <https://www.cph.org/c-173-voyages-exploring-gods-word.aspx?REName=Education&plk=150>

**Philosophy Statement:** God's Word, although integrated into all subject areas, is taught as a core subject at TLS. In addition, students meet to worship together for chapel on a weekly basis, as well as participate in a weekly Christian Leadership course. In formal Bible courses, students study and learn key doctrines of the Christian faith, Reformation of the Church, and how to follow God's commands in the world. They also learn to defend their Christian beliefs through effective communication techniques. Our students are assured of their relationship with Christ and serve as Ambassadors for Christ in local and global communities.



Trinity's core Bible courses for 1st through 8th grade are from Concordia Publishing House's *One In Christ* curriculum. According to Concordia Publishing House:

Through a comprehensive Bible survey and life-application stories, *One in Christ* promotes Bible literacy and discipleship. Centered on our Savior, Jesus, *One In Christ* provides Religion teachers with solid Christian curriculum to help children learn the Bible and grow in faith. Integrated technology-based activities will complement printed materials, adding another dimension to the student experience.

TLS recognizes students in the middle years are developing higher-level reasoning. Our Bible coursework introduces doctrines and Scriptural principles within the course content with real-world applications. Research skills are integrated through Bible study methodologies. Biblical instruction includes relating faith to others and memorization and recitation of key Scriptures.

Along with formal Religion and Christian Leadership Courses, students will spend time each day reading scripture and devotions, and praying with and for teachers and classmates. Furthermore, each class will present chapel to the school at least once annually, including dramatic and musical representations in the message.





## Latin Courses

**Core Elementary Latin Curriculum:** Prima Latina [Memoria Press]

**Grades:** 4th Grade through 5th Grade

**Website:** <https://www.memoriapress.com/curriculum/latin/prima-latina/>

**Core Junior High Academy Latin Curriculum:** Latina Christiana [Memoria Press]

**Grades:** 6th Grade through 8th Grade

**Website:** <https://www.memoriapress.com/curriculum/latin/latina-christiana-i/>

Memoria Press supports a "Classical Christian Education for all Ages" and publish many award-winning educational products, including a complete Latin curriculum. For more information, visit: <https://www.memoriapress.com/>



**Philosophy Statement:** TLS acknowledges God created us with a strong need to interact with one another through language. Communication in the 21st Century requires knowledge of foreign languages to help us better understand cultural distinctions with clarity. All students enrolled at TLS in 1st through 8th grades will study Latin to increase academic vocabulary. Moreover, students will learn common prayers in both English and Latin, such as the Lord's Prayer, as well as traditional Christian hymns.

TLS Latin curriculum is currently expanding from an introductory course in 2nd – 8th grade to a required mastery course. The following course descriptions outline a plan of continued Latin implementation schoolwide for the 2018-2019 schoolyear. TLS aims to be using the full Memoria Press First Form Latin Series by the 2019-2020 year.

### **Prima Latina 4th Grade**

Prima Latina is a preparatory Latin course for students in 4th-5th grade. It is a perfect mix of English grammar and beginning Latin. The course teaches students seven parts of speech, two tenses, 125 Latin vocabulary words, Latin numbers, constellations, and introduces verb conjugations, noun declensions and derivatives.

### **Latina Christiana I 5th/6th Grade**

Latina Christiana I is a beginning Latin grammar course design is a great fit for older elementary and Junior High Academy students. Vocabulary, systematic grammar, practice exercises and Latin sayings are featured in each lesson. Prayers, songs, history lessons and games are also included to add interest and motivation.

### **First Form Latin 7th/8th Grade**

*First Form's* grammar first approach focuses on grammar forms and vocabulary because these are the skills suitable for the grammar stage student [students new to Latin are in the grammar stage for the content, regardless of age]. Upon completion, students will have mastered some verb conjugations, noun and adjective declensions, as well as broadened their Latin vocabulary extensively.

## **Traditional Logic**

**Philosophy Statement:** Christians often find themselves bombarded with untruthful media and information in 21<sup>st</sup> century America. TLS believes it is our duty to equip students with a strategic knowledge of not just the conventions and mechanics of our language, but the messages intended in that language so as not to be deceived. We base all Logic coursework in the belief that our only source of absolute truth comes from the Bible – God’s True Word. This theme is reinforced consistently throughout each Logic course. Trinity desires to train up each child with a firm belief in the Scripture and an ability to accurately dissect information to determine its truth and validity.

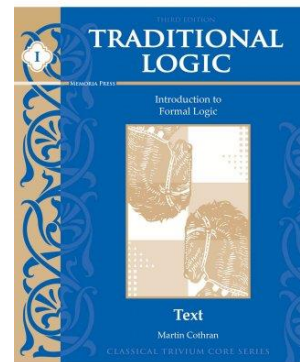
**Core Logic Curriculum:** Traditional Logic Series [Memoria Press]

**Grades:** 6th through 8th Grade

**Website:** <https://www.memoriapress.com/curriculum/logic-and-rhetoric/>

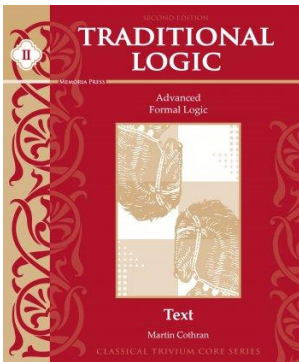
### **Traditional Logic I**

The study of Formal Logic begins in 6th grade. Major tenets of the course include memorization of the four logical statements, opposition and equivalence of these statements, proper form of statements and syllogisms, and an introduction to the rules of validity for syllogisms. Proper outline and traditional note-taking skills are practiced extensively. Basic study skills and test-taking procedures are emphasized and reinforced. By the end of the course, students will be able to pinpoint validity and fallacy in basic arguments, as well as scrutinize the legitimacy of terms through which the argument is written.



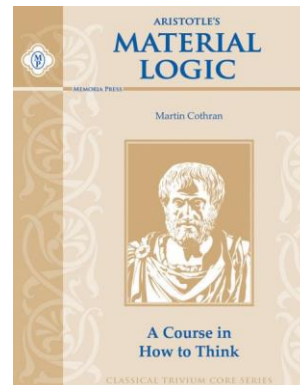
### **Traditional Logic II**

Formal Logic is continued in 7th grade. Content from Formal Logic I is extended as students work with the four figures of the traditional syllogism, the three forms of rhetorical arguments, hypothetical and complex syllogisms, as well as relational arguments. Also studied are examples of arguments from the Bible, Lewis Carroll, Isaac Watts, St. Augustine, and Tertullian, as well as extended case studies of famous arguments throughout history, such as Rene Descartes’ famous enthymeme: “I think, therefore, I am”; C. S. Lewis’ disjunctive syllogism proving the deity of Christ; Plato’s hypothetical argument concerning the power of love; Christ’s conjunctive syllogism: “You cannot serve both God and mammon”; David Hume’s famous dilemma stating the problem of evil; the stoic Seneca’s justification of the virtuous life; and St. Thomas Aquinas’ cosmological argument for the existence of God. Note-taking and study-skills are further advanced.



### **Material Logic**

After studying the “how” of reasoning through Formal Logic, studies in Material Logic will shift to the “what” – content. Material Logic bridges the gap between the basic structure of reasoning and high-level critical thinking by systematically teaching students to think and problem-solve in an organized and rational way. In addition to learning about being through comprehension and extension, students will analyze the following case studies: “The Nature of Philosophy” by Vincent McNabb, “The Function of the Wise Man” by Thomas Aquinas, “What is Heresy” by Hillaire Belloc, and “Idols of the Mind” by Sir Francis Bacon. Students will learn to take Cornell Notes on case studies.



### **Supplemental Formal Logic Texts**

In addition to the regular Formal Logic texts, students will work through excerpts from *The Handbook of Christian Apologetics* by Peter Kreeft and Ronald Tacelli and *Socrates Meets Jesus* by Peter Kreeft.

## Paideia

**Philosophy Statement:** According to Concordia Curriculum Standards, with the exception of religion, language arts leads all school subjects. Language arts can be experienced and approached according to the six separate arts of reading, writing, listening, speaking, viewing and representing. The TLS Language Arts Department believes God gives us language so we may grow in Him through His Word as it is heard, read and studied, and we are blessed with language to admonish, comfort and build up our brothers and sisters in faith. Language in its various forms supports our command from Jesus through The Great Commission:

"Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you..." Matthew 28:19-20a

When Paul penned Ephesians 6:4, he wrote:

"And, ye fathers, provoke not your children to wrath, but bring them up in the *nurture* [Greek direct translation for *nurture* is *paideia*, which here means education, discipline and correction] and admonition of the Lord."

The Paideia approach is a Classical method that is proven to help teach a child to think critically about the world in which he lives through nurture and admonition. Students interact with humanities and language arts in an inclusive environment, where topics of study augment one another more closely than separate courses of study.

In our Junior High Academy Paideia blocks, students daily practice integrating literature studies, nonfiction text reading, genre-specific writing and humanities through a Christian lens, and develop the ability to defend and share their faith through shared inquiry, research and public speaking.

# **Humanities**

## **Humanities 5**

The 5th grade humanities course will cover both semesters of the school year. Geography skills and key civilizations from the ancient world until 1500 A.D. will be the focus of this class. In addition to learning factual information, students will also read various works and literature from this era. Writing will also feature prominently as students begin to learn the structure and content of a proper essay. By the end of this class, students will be able to demonstrate basic geography skills as well as an understanding of ancient civilizations. Students will also be able to clearly form a basic essay.

## **Humanities 6**

This course is a year-long class focusing on world history from 1500 A.D. to World War II and integrating world geography. Students will read selected primary source materials as well as literature pieces as companions to their study of this time period. In addition, students will further their writing abilities through their responses to their reading selections as well as practicing the components of skilled essay writing. By the end of this class, students will understand the major themes and events of this era, be able to identify places on a map, and exhibit good essay form, both in content and technicality.

## **Humanities 7**

This course spans the school year and will focus on United States history from discovery until 1865. This course will also incorporate North American and U.S. geography as well as Montana state history. In addition to learning historical facts, students will also read primary sources and literature pieces from this time period. Writing will also be an essential aspect of this course, and students will further increase their ability to organize and express their thoughts in written form. By the end of this course, students will have grasped both early American history and geography as well as the structure and content of a proper essay.

## **Humanities 8**

This is a comprehensive year-long course covering United States history from 1865 to the present day. In addition, it will integrate U.S. geography and Montana state history. Reading and writing are also essential components of this class. Students will be given selected pieces of literature and primary source readings from this era to analyze and respond to in written form. By the end of this class, students will have a working knowledge of the entirety of United States history as well as the skill to construct an essay with excellent analytical and grammatical qualities.

## English and Grammar

**Core English and Grammar Curriculum: Shurley English/Shurley Grammar**

**Grades:** 1st Grade through 8th Grade

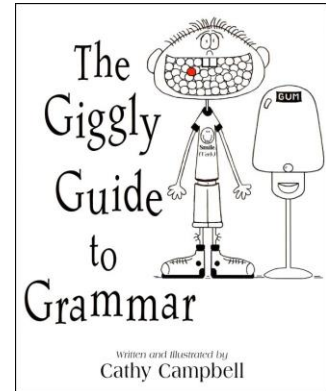
**Website:** <https://www.shurley.com/>

**Core English and Grammar Curriculum: Giggly Guide to Grammar**

**Grade:** 8th Grade

**Website:** <http://gigglyguidetogrammar.com/>

**SHURLEY ENGLISH**  
*English Made Easy*



Shurley English and Grammar scaffolds student learning with careful introduction, practice and assessment of skills. Individual learning styles are highly valued in the Shurley curriculum. Students memorize principles of grammar using rhythmic chants and jingles. Sentence classification [diagramming] is performed using the "Question and Answer Flow," where the patterns of analyzing sentence structure are recited orally. Shurley also provides written practice to help internalize and master concepts. Students also work with vocabulary development, age-appropriate spelling generalizations and public speaking. With Shurley English and Grammar, students use a dual-thinking process of both whole-to-part and part-to-whole to obtain a command of the English language. Shurley also provides a complete intervention component for students who are new to the Shurley method or need additional practice.

### **English and Grammar 5**

Students will continue to build on English and grammar knowledge from previous years' studies as they work through the English and Grammar 5 course. *Shurley English Level 5* seamlessly blends writing lessons into its rigorous grammar content. Vocabulary, spelling, word analysis, punctuation, usage, mechanics and reading skills are also reinforced. For more information, please visit the following website:

[https://www.shurley.com/pdf/parent\\_help/Parent%20Help%20Booklet-L5w.pdf](https://www.shurley.com/pdf/parent_help/Parent%20Help%20Booklet-L5w.pdf)

### **English and Grammar 6**

Students will continue to build on English and grammar knowledge from previous years' studies as they work through the English and Grammar 6 course. *Shurley English Level 6* seamlessly blends writing lessons into its rigorous grammar content. Vocabulary, spelling, word analysis, punctuation, usage, mechanics and reading skills are also reinforced. For more information, please visit the following website:

[https://www.shurley.com/pdf/parent\\_help/Parent%20Help%20Booklet-L6w.pdf](https://www.shurley.com/pdf/parent_help/Parent%20Help%20Booklet-L6w.pdf)



### **English and Grammar 7**

English and Grammar 7 is the culmination of 7 years' work in the *Shurley English* program. Students will review all aspects of grammar at an accelerated pace, demonstrating high levels of proficiency. To celebrate completion of the *Shurley English* series, 7th grade students participate in a class project to design a new and fun way to teach English to a lower grade. Previous projects include making "music" videos to support memorization of jingles, and adding actions to sentence classification to help teach parts of speech. For more information, please visit the following website:

[https://www.shurley.com/pdf/parent\\_help/Parent%20Help%20Booklet-L7w.pdf](https://www.shurley.com/pdf/parent_help/Parent%20Help%20Booklet-L7w.pdf)

### **English and Grammar 8**

In English and Grammar 8, students practice grammar knowledge from previous years' studies for continued improvement and memorization by completing *Shurley Grammar 8*, but English is now expanded and applied in a new format through *The Giggly Guide to Grammar*. In *The Giggly Guide to Grammar*, 8th grade students will enjoy a "lighthearted and ludicrous guide to the essential elements of language and grammar" while they finely tune their mastery of English and grammar. For more information, please visit the following website:

[https://www.shurley.com/pdf/parent\\_help/Parent%20Help%20Booklet-L8w.pdf](https://www.shurley.com/pdf/parent_help/Parent%20Help%20Booklet-L8w.pdf)

## Spelling

### **Core Spelling Curriculum: Spelling Connections [Zaner-Bloser]**

**Grades:** 2nd Grade through 8th Grade

**Website:** <https://www.zaner-bloser.com/products/spelling-connections.php>

### **Supplemental Spelling Curriculum: Rebecca Sitton Spelling**

**Grades:** 1st Grade through 8th Grade

**Website:** <http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/program-overviews/S-sitton.pdf?ext=.pdf>



Designed by Dr. Richard Gentry, *Spelling Connections* bases its program on the foundational belief that "Good Spellers Make Strong Readers." Courses are designed with thorough and extensive research to ensure "the right words" are taught at "the right time" in a child's development. *Spelling Connections* "uses carefully-curated spelling lists to teach patterns, build vocabulary and develop the skills students need to become proficient spellers. Three levels of differentiation for weekly spelling lists are provided in the curriculum.

For students needing higher levels of spelling support, *Rebecca Sitton Spelling* provides unique practice with the highest-frequency writing words in the English language.

For more information about the philosophy and development of *Spelling Connections*, please visit the following website:

[https://www.zaner-bloser.com/products/pdfs/Current\\_Research\\_on\\_Spelling\\_Instruction.pdf](https://www.zaner-bloser.com/products/pdfs/Current_Research_on_Spelling_Instruction.pdf)

# Writing

**Philosophy Statement:** At TLS, we believe in the value and power of writing for success in the 21st century. God stressed the importance of writing as an effective form of communication when He said to Moses:

"Write thou these words, for after the tenor of these words I have made a covenant with thee and with Israel"... And he wrote upon the tablets the words of the covenant, the ten commandments. - Exodus 34:27-28

The demand for excellent writing technique has never been higher in the professional workforce. The TLS Language Arts Department is dedicated to instilling a love and longing for writing in each child while maintaining the highest writing standards.

Providing students with clear criteria that define the writing task promotes increased awareness of expectations which leads to stronger writing performance. Junior High Academy students engage in a writing process that includes strong teacher support through individual and small group writing conferences. Regular conferring assures the writer that specific criteria have been met, and supports development of a plan of action to guide the writer if criteria have not yet been achieved.

Academy students compose several distinctive formal works of writing spanning over multiple genres. Types of compositions include, but are not limited to, fictional narrative, personal narrative, expository essays, persuasive essays, argumentative essays, research papers and poetry.

## **6+1 Trait Writing**

TLS follows the 6+1 Trait Writing model to support students' writing development. The 6+1 Trait model is "a vision... a way of looking at writing that takes teachers and students right inside the process to where the action is." Trait writing uses a common language between teacher and student, emphasizing what current research claims are the most important features of writing. Rubrics, which show a range of writing attributes for each trait, are used throughout the writing process to help target each individual's "next steps" in his or her writing progression.

## **6+1 Traits Defined**

**Ideas:** The heart of it all, the writer's main message and the details, evidence, or anecdotes that support or expand that message

**Organization:** The internal structure [skeleton, if you will] of a piece that gives support and direction to the ideas

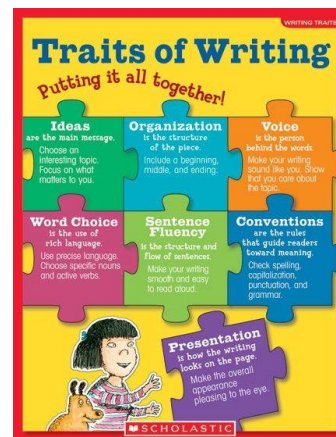
**Voice:** Verbal fingerprints - A mix of individuality, confidence, engagement with the topic

**Word Choice:** A knack for selecting the *just right* word or phrase to make meaning clear and to bring images or thoughts to life

**Sentence Fluency:** Rhythm and flow, the music and poetry of language, and the way text plays to the ear

**Conventions:** The writer's skill in using an editor's tools [punctuation, spelling, grammar, capitalization, etc.] to clarify and enhance meaning

**Presentation:** The overall appearance of the work



## Reading and Literature

**Philosophy Statement:** Academy students must acquire exceptional reading skills and fluency to gain ideas and information. Learning to use strategies to construct meaning from a variety of texts is a cornerstone of 21st century learning and success. The Language Arts Department at TLS desires that students expand upon reading by collaborating with peers through strategic seminars where essential questions about a text are explored and debated. Teachers of every discipline are dedicated to instilling a love and longing for reading in each child.

### **Core Reading and Literature Curriculum: Junior Great Books**

**Grade:** 5th Grade

**Website:** <http://store.greatbooks.org/grades-2-5/junior-great-books-series-5.html>

### **Core Reading and Literature Curriculum: Great Books Roundtable**

**Grades:** 6th Grade through 8th Grade

**Website:** <http://store.greatbooks.org/grades-6-12/great-books-roundtable.html>

### **Core Reading and Literature Curriculum: Great Books Literature & Thought**

**Grades:** 7th Grade through 8th Grade

**Website:** <http://store.greatbooks.org/grades-6-12/literature-thought-series.html>



The Great Books Foundation was born out of a belief that if young adults were to function responsibly in a democracy, they must learn early on to discuss, with careful attention to evidence and inference, concepts presented in a variety of texts. What started in 1943, as a club at which highly-educated adults could impart to one another insights gained from shared readings, soon became the basis for a formal reading curriculum.

The principles of Shared Inquiry are the heart of Great Books. Shared Inquiry is a method of teaching and learning that enables people of all ages to explore the ideas, meaning, and information found in everything they read. It centers on interpretive questions that have more than one plausible answer and can lead to engaging and insightful conversations about the text. Shared Inquiry fully supports the Logic Stage as students analyze and interpret text, further their conclusions through discussion with peers, and adjust thinking based on insights of others. For more information about Shared Inquiry, please visit the following website:

<http://www.greatbooks.org/wp-content/uploads/2014/12/Shared-Inquiry-Handbook.pdf>

In addition to Shared Inquiry, Great Books text selections are grouped to emphasize a specific theme, such as honesty, survival or heroism. These themes, along with other reading skills and strategies, will be further explored through participation in Literature Circles. Authentic, high-quality novels from a range of genres and time-periods perfectly augment and enrich the Great Books experience.

## Mathematics

**Philosophy Statement:** The Mathematics Department at TLS clearly recognizes the attributes of God. His order, precision, creative powers, immutability and patterns all embed mathematics. The study and practice of mathematics helps refine our God-given potential through reasoning, problem-solving and logic.

### **Core Mathematics Curriculum: Saxon Math**

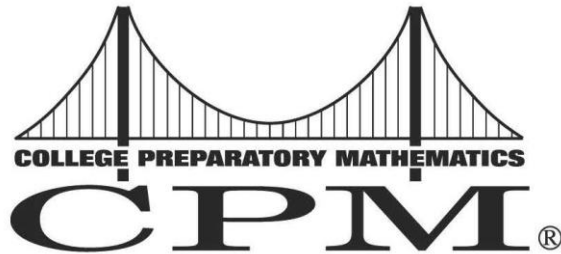
**Grades:** Kindergarten through 8th Grade

**Website:** <http://www.hmhco.com/shop/education-curriculum/math/saxon-math>

### **Supplemental Mathematics Curriculum: College Preparatory Math**

**Grades:** 6th Grade through 8th Grade

**Website:** <http://cpm.org/>



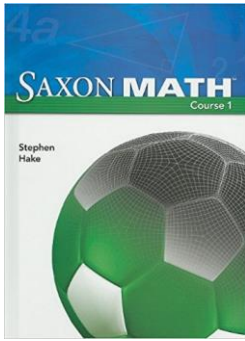
TLS utilizes a guided math model to reach the needs of all learners. Guided math instruction consists of small, flexible groups of students, who receive short bursts of direct instruction in a new or developing concept. Then, after demonstrating sufficient knowledge in the concept, the group is released to further practice this and other mathematical skills with the group, in pairs, or independently, depending on the task. The typical Junior High Academy student works one year above grade-level in math.

*Saxon Math* has an incremental structure [students have time to understand and practice the lesson] that distributes content [students have time to practice and master previous concepts] throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills called for in the Concordia Christian Curriculum Standards and ensures readiness for assessments.

All Academy students work through at least one course in *Saxon Math* each schoolyear. The course in which a Junior High Academy student is enrolled is dependent upon the following five factors: 1.] previous year's math course, 2.] placement test scores taken the first weeks of school, 3.] teacher, curriculum director and principal recommendation, 4.] parent agreement, and 5.] successful completion of trial period in math course. Students who desire to have a higher placement than grade-level at the beginning of the schoolyear are encouraged to consult with their teacher to develop a course of learning during the summer months.

Mathematical thinking is deeply enriched when students work through team-based simulations in the *College Preparatory Mathematics* curriculum. *College Preparatory Mathematics* uses a method similar to *Great Books'* Shared Inquiry in that students are introduced to an essential question, then explore and discuss mathematically to answer that question. *College Preparatory Mathematics* supports Academy students as they progress through the Logic Stage.



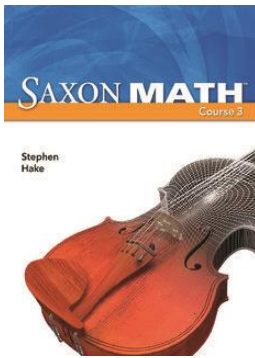
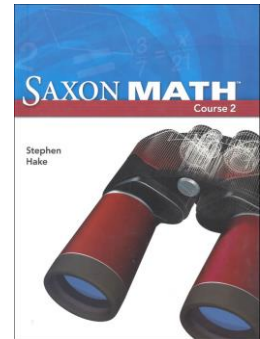


### Saxon Course 1

Students systematically move from whole numbers, fractions and decimals to more advanced work. Course content includes ratios and data sets, measurements and conversions, 3D figure classification, data collection, interpretation, and statistical representation, percents and integers, probability, and geometric investigations. Pre-algebraic thinking is introduced with single-variable equations.

### Saxon Course 2

This course uses higher level problem solving and applications. Course content includes proportional reasoning, increased computation with integers, assimilating properties, solving linear equations, advanced data analysis strategies to form inferences and 2D and 3D figure exploration and graphing.

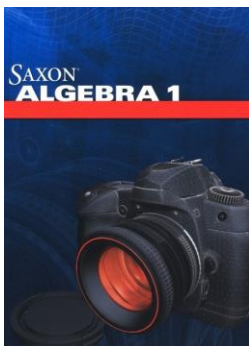
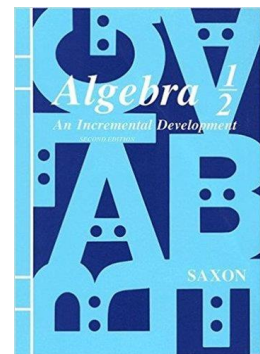


### Saxon Course 3

Students begin pre-algebra preparation and concepts of geometry. Additional proficiency is exercised with rational numbers, decimals, fractions, applied proportions, two-step equations, graphing equations, transformations in regards to geometric shapes, coordinates and higher-level ways to organize, interpret and report data findings. The Pythagorean Theorem is also a new problem-solving focus.

### Algebra 1/2

This course covers all topics normally taught in pre-algebra and includes geometry and discrete mathematics topics that are commonly used in engineering and computer sciences. Instructional Algebra 1/2 includes compression, approximating roots, polynomials, advanced graphing, basic trigonometry, and much more.



### Algebra 1

This course provides a comprehensive teaching of the fundamental aspects of problem solving. Major topics include evaluation of algebraic equations, thorough coverage of exponents, polynomials, solving and graphing linear equations, complex fractions, solving systems of equations, radicals, word problems, solving and graphing quadratic equations, solving systems of equations, and solving equations by factoring.

### EdTech in Mathematics

TLS mathematical digital integrations include Montana EdReady and Khan Academy, as well as access to Saxon Ebooks.

## **Science/STEM**

**Philosophy Statement:** Through the study of science, we learn more about our God - the one who made the world, redeemed it, and supports and preserves all things for the benefit of humanity. At Trinity, science is taught from a distinctly Christian perspective. All lessons are built on the foundation of God's Word. Knowledge of science helps students understand what makes things happen as they do in the world. The laws of science are human descriptions of the relationships God established at the time of creation. Those laws are as accurate as our understanding of nature is at the moment, but they are never absolute. Scientific laws and theories are continually refined, expanded, and sometimes abandoned as additional information is uncovered about God's creation.

### **Core Science Curriculum: Christian Schools International**

**Grades:** 1st Grade through 8th Grade

**Website:** <http://www.csionline.org/home>

### **Supplemental Curriculum: FOSS**

**Grades:** 5th Grade through 8th Grade

**Website:** <https://www.deltaeducation.com/foss/how-foss-works>

### **Supplemental Curriculum: CK-12**

**Grades:** 5th Grade through 8th Grade

**Website:** <http://www.ck12.org/>

### **Supplemental Curriculum: Khan Academy**

**Grades:** 5th Grade through 8th Grade

**Website:** <https://www.khanacademy.org/>

Through structured inquiry, direct instruction, and hands-on lab experiences, Academy students will explore and learn about a wide spectrum of science topics and leaders in various fields of study and research. Each course is yearlong and has a unique focus of study:

**Science 5 - Integrated Science**

- † Biology
- † Physics
- † Space Science

**Science 6 - Earth Science**

- † Geology
- † Structures and Forces of the Earth
- † Water
- † Meteorology
- † Environment
- † Astronomy

**Science 7 - Life Science**

- † Cells
- † Taxonomy
- † All Branches of Life
- † Genetics
- † Heredity
- † Ecology

**Science 8 - Physical Science**

- † Matter
- † Substances
- † Interactions of Matter
- † Force and Motion
- † Energy
- † Electricity and Magnetism

**STEM [Science, Technology, Engineering, and Math]**

TLS engages Academy students in STEM opportunities in science coursework, science labs, elective coursework and clubs. Teaching with the STEM approach gives students a long-term mindset, helping them establish connections between coursework and real-life application. The STEM method also encourages coursework to be investigated across the content areas. In this way, all teachers work together to instruct Academy students in this diverse and expanding field of study.

## **Choir & Music**

**Philosophy Statement:** God gave us a voice to speak, but also to sing praises to Him. With this in mind, the emphasis of musical courses is development of our singing abilities so that we might glorify God through song. TLS believes God's people have been compelled to sing as a form of worship to Him throughout the course of time:

I will be glad and rejoice in thee; I will sing praise to thy name, O thou most High. -  
Psalm 9:2

Similarly, we are also to praise the Lord with instruments. TLS students learn to play multiple instruments before beginning formal band courses in 5th grade, including piano, violin and recorder.

A variety of music, both sacred and secular, is used to instruct students and prepare them for higher levels of musical education and performance.



### **Choir 5**

#### **Required/Full Year**

Fifth grade Choir introduces students to techniques that will help them use their voices correctly in a variety of music genres. Students will learn to sing in the correct "range" for their particular voice, enabling them to develop vocal talents they may not have even known they had. This first year of Choir also gives students great team-building skills as they learn to sing together as one voice for the glory of God.

### **Choir 6**

#### **Required/Full Year**

Sixth grade Choir continues students' vocal education by allowing them to now sing in their particular "part" of the choir, i.e. Soprano, Alto, Tenor or Bass. Their music abilities will be sharpened as they learn how to clearly "read" music that they've never seen before [sight-reading]. They will also enjoy individual and group instruction as they prepare for L.E.S.T. in February.

### **Advanced Choir**

#### **Required 1st Semester/Elective 2nd Semester**

Advanced Choir is for 7th and 8th grade Academy students. Advanced Choir culminates students' vocal training at TLS by giving them the ability to sing higher-level music in many genres with multiple and moving parts. They are taught how to "train their musical ear" to create alternate harmonies that aren't necessarily written in the music score [learning "by ear"]. They will also enjoy individual and group instruction as they prepare for LEST in February.

## **Band**

### **Band 5**

### **Required 1st Semester/Elective 2nd Semester**

Fifth grade Band students will choose a band instrument to play with guidance from the instructor. The first quarter of band involves gaining familiarity with the instrument of choice and playing together as a group. After the first quarter of school, students will pay an instrument rental fee. Students who wish to enroll in Band 6 must complete both semesters of Band 5.

### **Band 6**

### **Elective**

Sixth grade Band students continue to build upon instrumental foundations learned in Band 5. Students wishing to enroll in Band 6 must have completed Band 5 for both semesters of 5th grade. Students new to TLS in 6th grade may enroll in Band 6 with instructor approval.

### **Advanced Band**

### **Elective**

Seventh and eighth grade students who have completed Band 5 and Band 6 may enroll in Advanced Band. The primary focus of Advanced Band is on the development, continuation, and expansion of basic skills necessary for performance. Students have opportunities to work in large group ensembles, small group presentations and individual recitals.

In addition to LEST vocal and instrumental competitions in February, students have many opportunities throughout the year to praise God through their singing and playing. These events include, but are not limited to, the TLS Christmas Program, Spring Concert and Lutheran Schools Week Concert.



## **Visual Arts**

**Philosophy Statement:** God is the creator and sustainer of all. “For by Him all things were created that are in heaven and earth” (Colossians 1:16). Creation is His artwork. “God saw all that He had made, and it was very good” (Genesis 1:31). The Arts Department of TLS believes that the study of the Arts is a necessary part of a Christian education. While incorporating the intellect and volition on all levels, the Arts unique focus is the development of creative expression of the heart and soul, elements key to experiencing and maintaining meaningful relationships with God and with others. Creative expression is an act of worship as we draw closer to God through the study and appreciation of what He has made.

### **Core Visual Arts Curriculum: Art Masterpiece: Meet the Masters**

**Grades:** 1st Grade through 8th Grade

**Website:** <https://meetthemasters.com/how-it-works/>

Concordia Chicago has provided a full Art Masterpiece Curriculum. Art Masterpiece believes recognizing visual cues in a work of art brings about awareness of the times and conditions in which an artist lived, which better enables students to interpret imagery, draw conclusions about its effectiveness and speak critically about the art.

#### **Art 5**

#### **Required**

Art 5 introduces art elements such as line, shape, form, space, value, color and texture. While these elements have been discussed and practiced in Meet the Masters courses in previous grades, students will work harder to apply knowledge and understanding to their artistic representations. Art criticism is introduced and practiced.

#### **Art 6**

#### **Required**

Art 6 reinforces art elements for 6th grade students they learned in Art 5. There is an increased emphasis on artists' cultures and time periods. Students investigate line, shape, form, space, value, color and texture while understanding how art reflects culture. Art criticism is practiced further and applied to one's own art, as well as the art of others.

#### **Advanced Art: 2-Dimensional Design**

#### **Elective**

This elective course for 7th and 8th grade students is a semester class that is a basic introduction to principles of art such as pattern, movement, unity, emphasis, balance, contrast and rhythm, as well as continued practice with line, shape, form, space, value, color, and texture. Application of these elements include drawing, painting and sculpture [depending on interest, materials and skill level]. A variety of techniques and media are utilized. Art history and art criticism are explored throughout the course.

## Technology

**Philosophy Statement:** The use of computers is an integral part of the education and ministries at Trinity Lutheran School. Students at all levels receive computer training and access to online learning tools that promote educational excellence and provide a means for personal growth through which they can become effective witnesses for Jesus Christ and strive to develop their God-given talents.

Academy students have opportunities to practice and develop skills in keyboarding, applications, and computer science. Computer Applications classes are designed to support and enhance the work students are doing in other classes.

Academy students work to construct and program Lego Mindstorms EV3 robots in elective classes and clubs. Robotics is also integrated into science units. In addition to robots, computer science students work with coding and Web design technologies.

TLS provides a 1:1 Chromebook ratio for all 6<sup>th</sup>-8<sup>th</sup> grade students.

## Electives

**Philosophy Statement:** At TLS, we seek to encourage our Academy students to explore the unique gifts the Lord has generously bestowed upon them. Elective courses offer our students opportunities to discover new interests and strengthen known talents. The elective schedule rotates by semester, and course offerings are dependent on interest and availability of materials.

The following is a list of possible electives for the 2018-2019 school year. Band and Choir, although electives for some classes, will be offered both semesters. The official 2018-2019 elective schedule with course descriptions will be available in August 2017.

Advanced Band

Advanced Choir

Advanced Art

Makerspace

Serve & Learn

Speech & Drama

Study Skills

Robotics

Chess

STEAM Projects

Digital Video Production

Creative Writing

Math Lab

## **Health and Physical Education**

**Philosophy Statement:** God made mankind His most beautiful, intelligent and complex creature. Man is created in God’s own image [Genesis 1:27] and is fearfully and wonderfully made” [Psalm 139:4]. The Holy Spirit dwells in the believer’s heart, making the body a temple of God [1 Corinthians 6:19-20]. The Christian has the responsibility to be diligent in the care and maintenance of this “temple.” Man is to love God with his whole being [Mark 12:30]. God’s complete and perfect plan for achieving and maintaining physical health is evident throughout the scriptures. Trinity strives to develop young men and women into powerful and physically fit ambassadors for Christ, healthy and strong, in body and mind, fervently serving the Lord.

The physical education class is structured to enable students to be challenged in individual and team settings, thus, providing opportunities to further the development of self discipline, self control, and social skills. It is in this environment that students will learn to conquer personal challenges as well as realize the value of cooperation in achieving team success.

The students will develop an appreciation and respect for one another’s individual differences and abilities. Students are encouraged to “Do everything heartily as unto the Lord” [Colossians 3:23], with the goal of recognizing and developing personal talents with which to serve the Lord.

Physical Education courses will meet twice weekly by grade level for Academy students.

Health Education centers on nutrition. All 5<sup>th</sup>-8<sup>th</sup> grade students will have rotating units of study on proper diet, exercise and personal hygiene. In addition, 5<sup>th</sup> grade will focus on personal health, 6<sup>th</sup> grade will explore healthy relationships with family and friends, and 7<sup>th</sup> and 8<sup>th</sup> grades will focus on emotional health.

## **Response to Intervention**

**Philosophy Statement:** God has created every person uniquely, yet all in His image. To all, God has given gifts and talents as well as creativity to reflect His own nature. God holds us accountable to honor Him and others with the grace given to us. We are responsible to “offer [our] bodies as a living sacrifice” to our Creator [Romans 12:1] as well as “to use whatever gift...to serve others, faithfully administering God’s grace in its various forms” [1 Peter 4:10]. Therefore, it is our obligation to give all students the opportunities to carry out this personal responsibility.

High degrees of differentiation are practiced within the classrooms at TLS, providing each student with the exact instruction needed at the right time. Learning styles and background knowledge are always taken into consideration when lessons are planned and executed.

Students strongly excelling in a course may qualify for advanced placement. Any Academy student eligible for advanced placement will still attend class with his or her peers. Trinity's guided instructional approach allows for advanced placement to occur within each classroom with no disruption to schedules or students. Rather than be placed in a separate room, students will simply complete course level work that is specific to their abilities.

Highly-qualified interventionists and instructional assistants work together with TLS faculty to provide precise learning support for Academy students who need additional or modified instruction and practice. TLS uses Response to Intervention [RtI] to identify students who need more academic and/or behavioral support. If a student is in need of higher levels of support for academic success, the RtI team will design an Individual Learning Plan specific to an Academy student's needs, and outline goals and measures for success and achievement, and teachers and administration will work together to implement that plan with fidelity and adjust the plan as learning goals are met or exceeded.

For more information on TLS Junior High Academy curriculum please contact:

Mrs. Christina Roberts  
Principal  
christinaroberts@trinityed.org

Mrs. Kacie Elizagaray  
Director of Curriculum & Assessment  
kacieelizagaray@trinityed.org

## **Athletics and Clubs**

TLS offers an amazing combination of Athletics and Clubs to students as part of our ever-growing extra-curricular program. 6th-8th Basketball and Cheer Teams will compete in Portland at the L.E.S.T. Tournaments in February.

### **Current Available Athletics Programs**

**5th-8th Grade Boys' Basketball**

**5th-8th Grade Girls' Basketball**

**7th-8th Grade Girls' Volleyball**

**K-8th Grade Cross Country**

**7th-8th Grade Cheer Team**

**7th-8th Grade Spirit Team**

TLS Clubs are offered on a rotating basis and depend greatly on interest and availability of club leaders and materials. We are always seeking to add new clubs as people feel led to teach. Please contact the Principal, Mrs. Roberts, if you are interested in leading an existing club or are interested in starting something new.

### **Clubs Offered During the 2016-2017 School Year**

Veterinary Pet Pals

Financial Responsibility

Creative Art

Rocketry

Kinderfit

Creative Movement

Cooking and Baking

Crusader Sports Club

Kindercore Literacy

Zumba

Robotics

Math Lab

Science Club

Environmental Club

## **Trinity Lutheran School Song!**

*On Crusaders, on Crusaders, win this game today!*

*On Crusaders, on Crusaders, fight hard as you play!*

*RAH! RAH! RAH!*

*On Crusaders, on Crusaders, fight on for your fame!*

*Fight! Giving God the glory, win this game!*

*Trinity, Trinity, TLS!*

*Trinity, Trinity, TLS!*

*Trinity, Trinity, T—L—S -The best!*

By Marilyn Ludwig

