

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

**Course Title:** Language Arts-Grammar, Writing, Literature, Spelling & Poetry

**Course Type:** Academic

**Grade Level:** Seventh 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 child 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 and use nouns properly: proper and common nouns, singular and plural nouns, possessive nouns
- Identify and use verbs properly: helping verbs, transitive verbs, linking verbs, verb tenses
- Identify and use pronouns properly: subjective, possessive, objective, antecedents, indefinite
- Identify and use prepositions and prepositional phrases, and objects of the preposition
- Identify and use adjectives
- Identify and use adverbs
- Identify and use direct objects
- Identify and use indirect objects
- Identify and use predicate nouns

- Identify and use conjunctions: coordinate conjunctions and subordinate conjunctions
- Identify and use interjections
- Identify and correct double negatives
- Identify and use the four basic types of sentences: declarative, interrogative, imperative, and exclamatory
- Identify simple and complete subjects and predicates in a sentence
- Identify simple, compound, and complex sentences
- Identify and use synonyms, antonyms, and homonyms
- Use correct subject-verb agreement
- Use proper punctuation rules
- Use proper capitalization rules
- Identify sentence patterns
- Identify and correct fragments and run-on sentences
- Alphabetize words
- Use guide words to locate entry words in a dictionary
- Identify parts of the library: reference, non-fiction, fiction
- Identify parts of a book: table of contents, index, glossary

## **Learning Objectives**

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

1. ***Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)***
2. ***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:

1. identify and use nouns properly.
2. differentiate between common/proper nouns and singular/plural nouns and possessive nouns.
3. identify and use verbs properly.
4. distinguish between action/being verbs, transitive/intransitive verbs, transitive/linking verbs.
5. use the principal parts of verbs to form verb tenses. **(PASS)**
6. determine the correct use of these troublesome verbs: lie/lay, rise/raise, sit/set. **(PASS)**
7. classify and use nominative, objective, and possessive pronouns correctly. **(PASS)**
8. classify personal, demonstrative, interrogative, and indefinite pronouns. **(PASS)**
9. use reflexive and intensive pronouns correctly. **(PASS)**
10. use proper pronoun antecedent agreement. **(PASS)**
11. identify and use prepositions, prepositional phrases, and objects of the preposition. **(PASS)**

12. differentiate adjectival prepositional phrases from adverbial prepositional phrases. **(PASS)**
13. use prepositional phrases to elaborate written ideas. **(PASS)**
14. identify and use adjectives properly.
15. correctly form and use the comparative and superlative forms of adjectives. **(PASS)**
16. identify and use appositives and appositive phrases. **(PASS)**
17. identify and use adverbs properly.
18. correctly form and use the positive, comparative, and superlative forms of adverbs.
19. identify and distinguish common and proper adjectives.
20. correct dangling and misplaced modifiers. **(PASS)**
21. identify and use direct objects/indirect objects/predicate nouns/predicate adjectives properly. **(PASS)**
22. identify and use coordinate and subordinate conjunctions. **(PASS)**
23. identify and use interjections.
24. correct double negatives.
25. classify sentences as declarative, interrogative, imperative, and exclamatory.
26. compose declarative, interrogative, imperative, and exclamatory sentences.
27. identify simple/complete subjects and simple/complete predicates in a sentence.
28. classify sentences as simple, compound, or complex sentences. **(PASS)**
29. compose simple, compound, or complex sentences. **(PASS)**
30. identify and use synonyms, antonyms, and homonyms.
31. demonstrate the ability to use proper subject/verb agreement. **(PASS)**
32. recall and demonstrate the proper use of capitalization rules. **(PASS)**
33. recall and demonstrate the proper use of punctuation rules. **(PASS)**
34. identify and correct sentence run-ons and fragments. **(PASS)**
35. differentiate between dependent and independent clauses. **(PASS)**
36. identify phrases as independent or dependent clauses.
37. use dictionaries correctly to determine definitions, parts of speech, pronunciation, and origins of words.
38. use the library to aid in research.
39. develop study skills to benefit all subject areas.

**Resources:**

Bob Jones University Press: Writing and Grammar 7-Second Edition

**Writing**

**Course Scope and Sequence**

- conduct research and organize information
- express ideas effectively in written modes for a variety of purposes and audiences
- use the writing process to write coherently

- apply grammatical knowledge to the revising and editing stages of writing
- observe and describe an object for journal writing
- write letters using expressive writing
- write a dramatized scene
- use process writing
- take notes from a lecture
- write directions to a destination
- write directions for a game
- write answers for essay questions
- prepare a travel brochure
- write a biographical sketch
- write editorial letters
- write science fair project reports

***Biblically Integrated Concepts***

***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)***

Learning Objectives:

The student will:

1. write a descriptive essay of your favorite place to hang out. **(PASS)**
2. write an advertisement to persuade someone to attend a youth ministry outing. **(PASS)**
3. write a letter to a pen pal to introduce and express him/herself. **(PASS)**
4. write a paragraph explaining how to do something. **(PASS)**
5. create a play scene from a selected passage in the Bible.
6. take notes from a taped sermon.
7. write directions to the school from their home.
8. write directions to play a familiar game.
9. write an essay explaining why chapel is a vital part of the school program.
10. prepare a travel brochure for a selected location.
11. conduct an interview and write a biographical sketch.
12. write an editorial letter addressing a moral issue. **(PASS)**
13. write a report for a science fair project. **(PASS)**

**Resources:**

Bob Jones University Press: Writing & Grammar 7: Second Edition

## Reading/Literature

### Course Scope and Sequence

- use context to define unknown words
- use word parts (roots, prefixes, suffixes) to define unknown words
- identify and explain figurative language
- increase fluency, speed and comprehension in reading
- summarize and paraphrase printed materials
- determine the main idea of a passage
- make inferences and draw conclusions from text
- determine purposes for reading
- identify key story elements: plot, characters, setting, climax, conclusion, goal, conflict, resolution
- make, confirm, and revise predictions during reading
- recognize structural patterns found in informational text: compare/contrast, cause/effect, problem/solution
- distinguish between fact and opinion in writing
- to select reading material appropriate for the student's reading level
- identify different genres of literature: fable, folktale, mystery, myth, fiction, nonfiction, biography, historical fiction
- identify the point of view of writing: first person, third person, limited, omniscient, etc...
- discern appropriate literature for a child of God
- identify parts of a book

### *Biblically Integrated Concepts*

*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)*

### Learning Objectives

#### **The student will:**

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.

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

**Learning Objectives:**

The student will:

1. verify the meaning of a word in its context through the use of definitions, restatement, example, comparison, or contrast. **(PASS)**
2. use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. **(PASS)**
3. identify and explain idioms and comparisons, such as analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. **(PASS)**
4. summarize the main idea and explain how it is supported with specific details. **(PASS)**
5. make inferences and draw conclusions with evidence drawn from the text. **(PASS)**
6. analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view. **(PASS)**
7. analyze characteristics of genres, including fiction, short story, novel, drama, poetry, fable, folklore, mystery, myth, biography, historical fiction, and nonfiction. **(PASS)**
8. analyze a selection for fact and opinion. **(PASS)**
9. determine the purpose for reading and adjust reading speed for the purpose. **(PASS)**
10. identify cause and effect in a passage. **(PASS)**
11. identify the point of view in writing as first person, third person, limited or omniscient point of view. **(PASS)**

**Resources:**

Selected Novels: *The Witch of Blackbird Pond*  
*The Bronze Bow*  
*Out of the Dust*  
*Roll of Thunder, Hear My Cry*

## 7<sup>th</sup> Grade Mathematics

**Course Title:** Pre-Algebra

**Course Type:** Academic

**Grade Level:** Seventh 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:** Seventh grade mathematics covers Pre-Algebra topics as well as topics from geometry and discrete mathematics.

### 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

- fractions and their arithmetic operations
- decimals and their arithmetic operations
- mixed numbers and their arithmetic operations
- signed numbers and their arithmetic operations
- translating from words to algebraic expressions
- order of operations
- percents
- proportions
- ratios
- divisibility
- rounding
- place value

- unit conversions
- scientific notation
- data representation
- evaluation of algebraic expressions
- simplification of algebraic expressions
- solution of linear equations in one unknown
- word problems involving pre-algebraic concepts
- perimeter, area, surface area, volume, classification of geometric figures and solids
- geometric constructions
- symmetry

***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. write numbers in expanded notation. **(PASS)**
2. round whole numbers. **(PASS)**
3. add, subtract, multiply and divide decimals.
4. multiply and divide by powers of ten. **(PASS)**
5. divide, order and round decimal numbers.
6. classify angles as right, acute, straight or obtuse.
7. identify points, rays, lines, line segments.
8. determine the perimeter and area of different geometric shapes. **(PASS)**
9. recall and use divisibility rules.
10. identify prime and composite numbers.
11. expand and reduce fractions.
12. change fractions to decimals and decimals to fractions.
13. multiply and divide fractions.
14. average numbers.
15. convert metric measures. **(PASS)**
16. determine mean, median and mode.
17. read graphs for information.
18. determine the order of operations.
19. add, subtract, multiply and divide mixed numbers.
20. solve word problems using addition, subtraction, multiplication and division.
21. apply addition, subtraction, multiplication and division rules for equations.
22. determine exponents and roots. **(PASS)**
23. determine volume and surface area. **(PASS)**
24. write numbers in scientific notation. **(PASS)**
25. determine percent.

26. determine ratio and proportion. **(PASS)**
27. solve equations with mixed numbers.
28. determine circumference and pi.
29. solve ratio word problems. **(PASS)**
30. add, subtract, multiply and divide signed numbers. **(PASS)**
31. graph inequalities. **(PASS)**
32. simplify using algebraic addition. **(PASS)**
33. read and understand algebraic phrases. **(PASS)**
34. use the distributive property.
35. estimate higher-order roots.
36. understand powers with negative bases.
37. determine roots of negative numbers.
38. read and write Roman numerals.
39. determine simple and compound interest.
40. determine commission and profit.
41. measure angles.
42. distinguish between complementary and supplementary angles.
43. determine probability.
44. solve multiple term equations. **(PASS)**
45. identify various polygons.
46. determine if geometric figures are congruent.
47. construct perpendicular bisectors.
48. solve equations with the Pythagorean theorem. **(PASS)**
49. add in base 10 and base 2

**Resources:** Saxon Publishers: Algebra 1/2

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

**Course Title:** Life Science

**Course Type:** Academic

**Grade Level:** 7<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 seventh grade course will introduce students to life sciences. The course will cover plants, animals, and humans and the relationships between them.

### **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**

- Life-introduction to life science, study of life science, cells, taxonomy
- Viruses, Bacteria, Protoctists, and Fungi-the structure, types, reproduction, functions and uses of viruses, bacteria, protoctists, and fungi
- Plant structures-introduction to plants, life processes of plants
- Animals-simple invertebrates and echinoderms, arthropods, vertebrates
- The Human Body-organization; nutrition; digestive, cardiovascular, respiratory, excretory, musculoskeletal, nervous, endocrine, reproductive, and immune systems; disease; drugs
- Genetics and Heredity-heredity, applications of genetics
- Ecology-the ecological landscape, ecosystems and community dynamics, biomes, conservation

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

1. *Living things have their origin in God's work. (Genesis 1, Jeremiah 27:5, John 1:3,4)*
2. *God cares about all living things. (Psalm 104:14-30, Psalm 147:9, Matthew 6:26-30)*
3. *God controls the ecological system. (Genesis 3:18, Deuteronomy 7:12-14, Psalm 65:9-13)*

4. *Plants, animals, and man were each created with specific purposes. (Genesis 2:9, Genesis 3:21, Genesis 1:26,28)*

**Learning Objectives:**

The student will:

1. recognize several ways that technology has enriched our lives.
2. recognize several ways that exploitative technology has harmed God's creation.
3. use the steps of the scientific method to test the effects of temperature on the respiration rate of fish. **(PASS)**
4. create and conduct an experiment that uses the steps of the scientific method. **(PASS)**
5. understand and practice the basic safety rules to be used during science labs. **(PASS)**
6. discount the concept of spontaneous generation.
7. describe the characteristics of living things. **(PASS)**
8. determine the basic needs of a living thing. **(PASS)**
9. trace the flow of energy from the sun through food chains.
10. understand how the concepts of compounds and molecules relate to the needs of living things.
11. list several organic compounds needed by most living things.
12. state the basic components of the cell theory.
13. examine cells from various living things as they become familiar with a microscope.
14. state characteristics common to all cells.
15. observe and describe differences between plant and animal cells.
16. state the major parts of a cell and explain the function of each.
17. explain the purpose of cellular respiration.
18. observe the action of enzymes on proteins.
19. observe and describe diffusion and osmosis.
20. understand the requirements of cellular reproduction.
21. observe mitosis in onion cells.
22. explain how taxonomy helps us study living things.
23. recite the seven commonly used taxonomic categories in the proper order.
24. understand the criterion scientists use for classifying organisms into the same species.
25. classify various organisms.
26. know the five kingdoms and example organisms from each kingdom.

**Resources:** Christian Schools International: Life Science

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

**Course Title:** World Studies

**Course Type:** Academic

**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:** The seventh grade curriculum is an introduction to World History built around geographic areas but also focusing on culture. By studying the lives of people and nations who either followed God's standard or failed to do so, students will acquire direction for their own lives. Students will see the truth of God in action and develop values and principles for living based on this knowledge.

### **Spiritual Goals:**

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4:4-14)
2. To teach the student that God has a plan for individuals and nations, and He is bringing this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)

### **Course Scope and Sequence**

- The revival of towns
- The Renaissance
- The Reformation
- The Mongol Empires
- The traditions of Africa
- The age of exploration
- The development of Latin America
- The dividing of North America
- The Age of Absolutism
- Australia and Oceania
- The transformation of Europe
- India

- China and the West
- Colonial Africa
- The new political order in Europe
- Communism in Russia
- Modern Asia
- Middle East
- The realignment of Africa
- The changing face of Latin America

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

***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)***

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

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

***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)***

## **Geography**

### **Learning Objectives**

#### **The student will:**

1. determine which map type—topographical, political, or climate—to use to find specific information. **(PASS)**
2. explain how geographical factors determine where towns are located.
3. use a compass rose to identify direction on a map.
4. correctly identify the hemispheres, the equator, the international date line and the prime meridian. **(PASS)**
5. locate and identify lines of longitude, latitude, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles. **(PASS)**
6. determine a location on a map using latitude and longitude. **(PASS)**
7. define horse latitudes and doldrums.
8. locate trade winds on a map and explain their significance.
9. explain the function and use of a political map. **(PASS)**
10. use a vegetation map to identify types of vegetation in an area.
11. use a relief map to determine elevation.
12. read an export/import map.
13. locate the following on a map: France, Italy, Germany, Central Asia, the regions of West and East Africa, South America, Canada, Eastern Europe, Australia, New Zealand, Antarctica, England, South Asia, Southeast Asia, Southern Africa, the Balkans, Russia, Lebanon, the Democratic Republic of Congo (Zaire), Mexico, Brazil, Argentina, Costa Rica.

14. identify major seas, bays, oceans, mountain ranges, deserts, rivers, lakes on a map. **(PASS)**

### **Economics**

#### **The student will:**

1. contrast a barter economy with a cash economy.
2. distinguish between exports and imports.
3. assess the effects the railroad had on economics in North America.
4. read and create a supply and demand chart.

### **History and Culture**

#### **The student will:**

1. explain the three steps to becoming a guild member.
2. predict the effects of the guild on the economy and society.
3. distinguish the duties of friars and monks.
4. distinguish between Gothic and Romanesque architecture.
5. compare and contrast the medieval man and the Renaissance man.
6. distinguish between positive and negative results of humanism.
7. differentiate between medieval learning and Renaissance learning.
8. identify important authors of the Renaissance and their works.
9. identify changes that occurred in the Roman Catholic church during the Renaissance.
10. identify three elements of Renaissance art.
11. identify important artists of the Renaissance and their accomplishments.
12. summarize events that led to the salvation of Martin Luther.
13. name the three key doctrines taught by the reformers.
14. identify by name and country at least three of Europe's leading reformers.
15. describe the effects of the Reformation on the Roman Catholic church.
16. list scientific advances that were made during the Reformation era.
17. explain key beliefs and practices of Hinduism, Buddhism, and Islam compare them with biblical Christianity.
18. identify religions of the Mongols.
19. compare and contrast a traditional African family and a traditional Western family.
20. describe the structure and function of a typical African family, clan, and tribe.
21. contrast the teaching of salvation in the Bible with traditional African religion.
22. list three major African empires.
23. explain the function of music, dance, sculpture in traditional African culture.
24. identify major explorers and the regions they explored.
25. evaluate how the opening of the New World affected the African continent.
26. analyze the effects of European settlement on Middle and South America.
27. List countries that claimed territory in South America with the colony that each claimed.
28. contrast city life and country life in South America.

29. describe the lives of the rich and poor in Latin America.
30. identify the main revolutionary leaders in the Spanish colonies.
31. list reasons for coming to the New World.
32. describe the effect of the slave trade on the United States of America.
33. identify Spanish explorers and the regions each explored.
34. list the early English and French settlements in chronological order.
35. identify French explorers and the regions each explored.
36. identify English explorers and the regions each explored.
37. analyze how French rulers influenced the French people.
38. describe the Age of Reason.
39. compare and contrast neoclassical music with the baroque style.
40. explain the role of John and Charles Wesley in the revival of England.
41. explain the settling of Australia by the British.
42. compare the exploration methods of Amundsen and Scott in the South Pole.
43. contrast parliamentary government and absolutism.
44. compare and contrast capitalism and socialism.
45. evaluate the theory of evolution and its flaws.
46. describe communism and its flaws.
47. distinguish between romantic, realistic, and impressionistic works of art and music.
48. summarize the course of the British takeover of India.
49. identify early missionaries to India.
50. appraise the situation of women in India before and after salvation.
51. categorize specific inventions and characteristics of the Ming or Manchu dynasties.
52. identify the first missionaries to China.
53. describe the opium wars.
54. explain how Hudson Taylor's methods of reaching the Chinese differed from other missionaries.
55. describe difficulties in exploring Africa.
56. list contributions Europeans made to Africans.
57. evaluate the results of Moffat's and Livingstone's work in Africa on the future of Africa.
58. describe the events leading to World War I.
59. List members of the Central Powers and Allied Powers of World War I.
60. Summarize the results of World War II.
61. List the members of the Axis powers and the Allies of World War II.
62. evaluate the effects of the Holocaust on the formation of the Jewish nation.
63. list the reasons for the formation of the Soviet Union.
64. assess the religious situation in Russia during Communism.
65. analyze the reasons for the fall of Communism.
66. identify the twentieth-century nationalist leaders of China.
67. contrast Japan before and after World War II.
68. describe religion in China before and after Communism.
69. interpret the aggression of Arab nations against Israel in light of Biblical teaching.

70. distinguish the three varieties of Judaism.
71. distinguish the two basic varieties of Islam.
72. define and describe the term apartheid.
73. compare and contrast religions in Latin America.

**Resources:**

Bob Jones University Press-World Studies for Christian Schools

Selected Videos

Field Trips

## **Seventh Grade Bible**

**Course Title:** Bible

**Course Type:** Life of Christ

**Grade Level:** 7<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 students will be engaged in a survey of the Life of Christ. Students will identify events surrounding Christ's birth, death, and resurrection. Various miracles and events during the life of Christ will be discussed. Students will identify the themes of the various books of the New Testament.

### **Spiritual Goals:**

1. To identify Jesus as the fulfillment of the Old Testament prophecies.
2. To identify the purpose of the incarnation of Christ.
3. To identify the power of Jesus as indicated through the miracles performed.
4. To identify the significance of the death and resurrection of Christ.

### **Course Scope and Sequence**

- the birth of Christ
- miracles of Christ
- the death of Christ
- the resurrection of Christ
- the books of the New Testament and their themes
- the beginning of the early church
- the great commission

### **Course Objectives:**

#### **The student will:**

1. gain a basic understanding of who Jesus and the four gospel writers were.
2. identify who the four gospels were written specifically to and why.
3. identify key people and events that pointed to the birth of the promised Savior.
4. locate God's promises in Scriptures that would apply to him/her in personal situations.
5. recall important experiences Jesus had in the temple when he was young.
6. recall aspects of John the Baptist's ministry.

7. recall the events surrounding the baptism of Jesus.
8. understand the purpose of baptism.
9. explain how Jesus was the completion of the Old Testament sacrificial system.
10. identify the ways that Satan tried to tempt Jesus in his early ministry.
11. identify how Jesus used Scripture to stand against Satan.
12. use God's word to stand against Satan when tempted.
13. identify various miracles of Jesus.
14. explain how Jesus demonstrated the importance of treating all people with discrimination.
15. list the twelve disciples of Jesus.
16. explain what it means to be a disciple of Jesus today.
17. recall reasons the Pharisees disliked Jesus.
18. identify miracles proving Jesus' power over the laws of nature.
19. retell the events in the transfiguration of Jesus.
20. explain miracles proving Jesus' power over death.
21. recall the events that happened during the Passion Week.
22. explain the plot of the Jewish leaders and Judas to catch and kill Jesus.
23. recall the details of the last Passover meal Jesus ate with his disciples the significance of these details.
24. retell the story of Peter's denial of Christ.
25. recall the events surrounding the crucifixion of Christ.
26. recall the events surrounding the resurrection of Christ.
27. list appearances that Jesus made after his resurrection.
28. identify ten reasons to believe in the Bible.
29. identify ten reasons to believe that Christ rose from the dead.
30. explain the meaning of Pentecost and its importance to the early church.
31. recall the great commission.
32. practice the great commission.
33. relate the details of Saul's conversion on the road to Damascus.
34. give examples of what spiritual warfare might look like or feel like.
35. discuss ways to combat spiritual warfare.
36. research the Scriptures for descriptions of Heaven.
37. categorize the books of the New Testament into the proper divisions.
38. identify the key theme of each of the New Testament books.

**Resources:** ACSI: The Life of Christ