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PERSONAL TESTIMONY

Mrs. Patrick

What a joy it is to be back “home” at Bellingham Christian School. I taught middle school at BCS from 2000-2005, and returned in 2014. Along with raising my children, I was blessed with many opportunities during my time away—including becoming a certified nursing assistant, working in accounting, and caring for the elderly. But my greatest professional joy lies in teaching middle school!

I have lived in Whatcom County for most of my life as well as Seattle, California, and Scotland. I graduated from Bellingham High School and Western Washington University. I hold a bachelor’s degree in education; major in English, and minor in literacy. I have been married for more than 20 years to my wonderful husband, Rob, and we have two awesome children, Brady and Abby. We are a football-loving family who love to spend time together—especially at the beach! My family is my anchor, and I consider them my most important work.

I became a Christian as a young adult though I yearned to know the Lord from an early age. “Religion” was not talked about, nor tolerated in my house growing up, but I never doubted that God existed and that He sent His Son for ME. I attended a Catholic school for girls when I lived in Scotland, and Sister Mary Columbia taught me the gospel. I remember feeling a sense of comfort in the words that she spoke to me because we were, as she put it, “God’s most important work.” She also told me the most important words that anyone has ever spoken to me—God had a plan and a purpose just for me. I was worthy and I had a purpose. Without spiritual nurturing at home, I didn’t understand what it meant to be a Christian. My attempt at a relationship with the Lord was a selfish one, at best, in that I would only lean on Him when I needed something (which usually involved trying to get myself out of trouble!) When, I met my husband, Rob, we had similar backgrounds in the spiritual department and we both knew we were missing something important in our lives. When we began our walk with the Lord, He opened one door after another for us and brought the exact people we needed into our lives.

There are many people I attribute our spiritual growth to, but above all, I know it was the Lord just waiting for us to ask! Today, my thirst for the Lord is never quenched and I am as on fire for Him today as I was when I first began to seek Him.

I know the Lord has brought me to BCS not once, but twice to do His work. It is a calling and an opportunity that I do not take lightly. I am truly honored to be a partner in education with the staff and families of BCS. I am steadfast in teaching the commission of Romans 12—that every day we wake up with a choice to live and love in the Lord:

“I appeal to you therefore, brothers, by the mercies of God, to present your bodies as a living sacrifice, holy and acceptable to God, which is your spiritual worship. Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.” Romans 12:1-2

There is no greater fulfillment than to watch our children be transformed into awesome children of Christ!

PERSONAL TESTIMONY

Mrs. Kvidahl

I grew up in a Christian family, and I do not remember a specific point of conversion. There was a time in kindergarten when I said the sinner's prayer at a backyard Bible club; however I don't know that I fully understood what it meant to be a Christian. I have however seen spiritual growth in my life since then. My assurance of salvation isn't based on a single moment of the past; it is based upon the way I live my life presently.

I believe that since the fall of man, all have been born into this world as a sinner. "Therefore, just as through one man sin entered into the world, and death through sin, and so death spread to all men, because all sinned" Romans 5:12. I also believe that "all have sinned and fall short of the glory of God" Romans 3:23. This is man's most desperate problem; we are separated from a Holy God with no hope of redemption in ourselves.

As sinners, we are in need of an atonement for our sins. Jesus Christ is the perfect spotless sacrifice and atonement for my sin. I believe that Jesus Christ died on the cross for my sins, and that he rose again on the third day for my justification. "He who was delivered over because of our transgressions, and was raised because of our justification." Romans 4:25.

One of my favorite passages in scripture comes from Ephesians chapter 2. It gives a clear picture of a sinner and God's power of redemption.

“And you were dead in your trespasses and sins, in which you formerly walked according to the course of this world, according to the prince of the power of the air, of the spirit that is now working in the sons of disobedience. Among them we too all formerly lived in the lusts of our flesh, indulging the desires of the flesh and of the mind, and were by nature children of wrath, even as the rest. **But God**, being rich in mercy, because of His great love with which He loved us, even when we were dead in our transgressions, made us alive together with Christ (by grace you have been saved), and raised us up with Him, and seated us with Him in the heavenly places in Christ Jesus, so that in the ages to come He might show the surpassing riches of His grace in kindness toward us in Christ Jesus. For by grace you have been saved through faith; and that not of yourselves, it is the gift of God; not as a result of works, so that no one may boast.”

So what does my salvation look like on a day to day basis? Am I free to do what I want now that my sins are forgiven? No! The apostle Paul addresses this issue in Romans 6, “What shall we say then? Are we to continue in sin that grace may abound? By no means! How can we who died to sin still live in it?” According to Ephesians 4:22 I am called to put off my old self and put on the new. I am by no means perfect. I am still a sinner, and struggle with sin daily. However, I have the power of God’s Spirit within me and I can lean on Him as I work towards my perfect sanctification.

I was born in to this world a sinner, I am saved by grace through faith in Jesus Christ, and I am continually trying to learn and grow in Christ. As a Christian I have been called to follow the great commission. “Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age.” Matthew 28:19-20.

God has blessed me with the gift of teaching and compassion. It is my desire to use these gifts while teaching at BCS. I am excited to play a part in the training and growth of the students at BCS. I want to cultivate students who care for their fellow man and community, who find the value in truth and integrity, and who rise above the hindrances set before them. It is my goal to train students in knowledge and character, and to develop lifelong learners.

I will run fast until my last breath – striving to know Christ more and shouting to the ends of the earth about his love and mercy.

“Therefore, since we have so great a cloud of witnesses surrounding us, let us also lay aside every encumbrance and the sin which so easily entangles us, and let us run with endurance the race that is set before us.” Hebrews 12:1

PERSONAL TESTIMONY

Mr. Andy Lewis

God has blessed me in countless way throughout my life. He gave me wonderful parents that made sure I knew of His love and grace from the time I was young. He gave me a church that nurtured my growth and reassured me of the importance God should have in my life. He gave me opportunities for education that allowed me to grow intellectually. He provided food, shelter, and relationships. Knowing that God has provided for my daily needs ever since I was born is a really humbling realization and it points me towards how reliable He truly is.

During high school I realized the importance of what Jesus' sacrifice meant and decided that God was offering a salvation that I could not miss out on. Having that solid foundation from my childhood meant that I wasn't going to have to grow on my own.

In my marriage to my wife, Sarah, I have been shown small glimpses of how God has loved us and how we are to love each other. This has become even more evident as we raise our four children: Theo, Penny, Felix, and Oswald. I love my kids in ways that I could not have imagined before they were born. Knowing how much I love them gives me the smallest understanding of how much more constantly and unconditionally God loves me.

I hope that I can convey the hugeness of God and how much he cares about your child during this year.

TEACHING BACKGROUND

After completing my B.A. in Geography/Social Studies at WWU I enrolled in the post-baccalaureate elementary education program. A year later, in 2005, I began teaching Middle School Math and Science here at Bellingham Christian School. I enjoyed working with middle school students and helping them learn about what God has created and how it works.

I taught 5th grade here at BCS for 3 years and have now moved back to teaching Middle School. This is my second year back with Middle School and I am really looking forward to what this year has in store. Being able to focus on Science/Technology, 6th grade History, and 8th grade Bible is a great combination of subjects I enjoy teaching and working on with students.

PERSONAL TESTIMONY

Mrs. Chalfant

The Lord has always had a hand in my life from my earliest memories. I grew up in a house without any formal connection to a church or to the Lord Jesus. My mother had grown up in the same sort of house and my father had rebelled against his Christian upbringing. But the Lord made sure that my paternal grandmother had just enough time with me to plant the truth deep in my heart.

At the age of nine, I asked Jesus to be my personal Savior. That's pretty much where it stopped. I did try to read the Bible at that age, starting in Genesis and getting all the way to Leviticus before I gave up.

In spite of the lack of Christian influence and fellowship, I hungered to be what I thought God wanted me to be and took every opportunity to attend church with my various friends and to go to whatever after school Bible club might be in the area.

As I grew up, life took over and I made many mistakes that helped determine the course of my life. At the age of 25, I went to my first Bible Study Fellowship class. I went for all the wrong reasons but I went, and that is what God intended for me. My eyes were open to who God really is, what He says in His Word and the implications that had for my life. Here I began my life long journey of study, wrestling and prayer. God finally had my undivided attention.

From that moment on, the most important thing in my life, outside of nurturing my own relationship with my Lord Jesus, has been the desire to teach children the truth that is found in the Bible. Starting with my own children, my grandchildren and every child that God has led into my sphere of influence, God has given me opportunities to help young hearts and minds grasp the truth that God has a plan for their life and will be with them every step of the way. In His infinite wisdom and in an unexpected change of direction, God has brought me to BCS to help teach my other love, Math. I praise God for His wonderful hand leading my life and the blessings of fellowship and common purpose that have come my way in the course of time that I have been here and I look forward to the adventures that await us as we journey with God.

CURRICULUM OUTLINES – Math/Science

Curriculum Outline: Math

Math Foundations – Mrs. Kvidahl and Mrs. Chalfant

Textbook: Arithmetic 6

Mrs. Kvidahl will teach the mainstream course, while Mrs. Chalfant will teach a scaffolded course to students who might need extra assistance.

Content Areas:

- Whole Numbers
- Measures
- Factoring
- Fractions
- Decimals
- Percents
- Graphs
- Basic Algebra
- Basic Geometry
-

Pre-Algebra – Mrs. Kvidahl and Mrs. Chalfant

Textbook: McGraw Hill Mathematics Applications and Connections

Mrs. Kvidahl will teach the mainstream course, while Mrs. Chalfant will teach a scaffolded course to students who might need extra assistance.

Content Areas:

- Problem Solving
- Basic Algebra
- Integers
- Statistics and Data Analysis
- Basic Geometry
- Patterns and Number Sense
- Rational Numbers
- Real Numbers
- Proportions
- Percents

- Fractions and Graphs
- Probability
- Polynomials

Foundations in Algebra* – Mrs. Chalfant

Objective: To review the basic math concepts that are essential for success in all higher level maths AND to begin basic Algebra at a more relaxed pace, thoroughly covering all the foundational concepts. Students in this class will take the full algebra course in 9th grade.

Content Areas: The following areas will be reviewed as needed. (Needs will be primarily determined by a placement test given the first week of class).

- Fractions, decimals and their applications
- Conversions between fractions, decimals, and percentages
- The Language of Algebra
- Integers and Absolute Value
- Rational Numbers and their operations
- Algebraic equations involving addition, subtraction, multiplication, and division
- Proportional reasoning and percent equations
- Functions and Graphs
- Linear Equations
- Powers and Roots
- Polynomials
- Factoring
- Quadratic and Exponential Functions
- Inequalities
- Systems of equations and inequalities

Throughout the course, successful study habits will be emphasized. Speed and accuracy in basic arithmetic will also be improved.

Algebra I* – Mrs. Kvidahl

Algebra I is a high school level course and will be treated as such. The class moves very quickly and it is up to the students to seek extra help if needed. The EOC is no longer required; the primary objective of the course is to prepare students for Geometry I and Algebra II/Trigonometry. There will be a final at the end of the year to assess the student's readiness for Geometry.

Textbook: Glencoe Algebra I – Integration, Application, Connections

Content Areas:

- Expressions, equations, and functions
- Rational Numbers
- Solving Linear Equations
- Proportional Reasoning
- Graphing Relations and Functions
- Analyzing Linear Equations
- Solving Linear Inequalities
- Solving Systems of Equations and Inequalities
- Polynomials
- Factoring
- Quadratic and Exponential Functions
- Rational Expressions and Equations
- Radical Expressions and Equations

Students will be graded on class participation, homework, quizzes, and tests.

****Students will be placed into Foundations in Algebra or Algebra I based on teacher recommendation and a placement exam that will be given the first week of school.***

Science: Grade 6

1. Nervous System
2. Immune System
3. Balance
4. Pendulums
5. Motion & Machine
6. Chemistry

Earth Science: Grades 7 & 8

1. Unit I: The Lithosphere
 - a. Science, faith and reason
 - b. Introduction to geology
 - c. Minerals and ores

- d. Rocks and fossils
 - e. Mountains and high hills
 - f. Earthquakes and volcanoes
 - g. Weathering, mass wasting and erosion
2. Unit II: The Atmosphere
- a. Introduction to meteorology
 - b. Water of the atmosphere
 - c. Movement in the atmosphere
 - d. Weather prediction
3. Unit III: The Celestial Sphere
- a. The earth's moon
 - b. The glory of the stars
 - c. The sun: the greater light
 - d. The nine planets
 - e. Asteroids, comets, and meteors
 - f. The moon: to rule the night
 - g. Exploration of space.
4. Unit IV: They Hydrosphere
- a. The oceans and seas
 - b. Glaciers: the power of ice
 - c. The ground water system

Biology: Grades 7 & 8

- 1. Foundations
 - a. Life and Science

- b. Classifying Living Things
- c. The Living Kingdoms
- d. Cells

2. Heredity and The Origin of Life

- a. Mitosis and Genes
- b. Genetics of Organisms
- c. Genetic Changes
- d. Biblical Creationism
- e. Biological Evolution

3. Microbiology and Plant Biology

- a. Little-seen Kingdoms
- b. Plant Structure, Activities and Reproduction

4. Concepts in the Animal Kingdom

- a. Invertebrates
- b. Vertebrates
- c. Animal behavior
- d. Reproduction in Animals

5. Nature of the Environment

- a. Ecosystem
- b. Relationships
- c. Biomes

6. Human Body

- a. Support and Movement
- b. Internal
- c. Energy

d. Controls

Math/Science Grading Procedures

The grading scale is based on the following percentages:

A	93-100
B	84-92
C	75-83
D	65-74
F	64-0

Grading is done on a point system with test, quizzes and projects having a higher point value than homework and classwork.

CURRICULUM OUTLINE - History

7th and 8th Grade US History - Mrs. Kvidahl

Textbook: America Land I Love

Content Areas:

- Age of Exploration
- 13 Colonies and Colonial life (agriculture, industry, culture, education, gov't)
- Spiritual Revival and the Great Awakening
- Revolutionary War
- US Constitution
- 2nd Great Awakening
- Civil War and Reconstruction
- WWI

- 1920s culture, religion & politics
- Great Depression
- WWII
- Cold War
- Korean War
- 1950s prosperity & culture
- Civil Rights Movement
- Current Events

Students will participate in a Mock Legislative Convention in the spring. They will be required to support and oppose a bill in front of the convention.

Students will be graded on class participation, homework, current events, essays, projects, quizzes and tests.

New World History and Geography: Grade 6

This year-long course is entirely devoted to the Western Hemisphere, specifically the history of the United States and Canada.

1. The First Americans
2. Canada
3. The Colonial Era
4. The Revolutionary Era
5. Expansion and Evangelism
6. Division and Reunion (The Civil War Era)
7. The Nation Grows and Prospers
8. WWI
9. WWII
10. Beyond WWII

(NOT TAUGHT THIS YEAR):

World and Washington State History: Grade 7 & 8

Students will be studying World History from Creation to the Age of Exploration. The factual material in the world history program extensively emphasizes concepts in History of the World in Christian Perspective. Students will also study Washington State's government, environment, and history. Concepts from Washington: A State of Contrasts and Our Northwest Heritage will be emphasized.

This course is an overview of the following topics:

World History:

1. Creation and the Israelites
2. Ancient Egypt
3. Ancient Greece
4. Ancient Rome
5. Early Christian History
6. The Crusades
7. The Dark Ages
8. The Reformation
9. The Age of Exploration

WA State History:

1. Civil Government
2. Environment
3. Natives of Washington
4. Explorers and Traders of Washington
5. Missionaries: the Gospel to the NW
6. Westward Expansion
7. The effects of the World Wars and the Great Depression on Washington State
8. Modern Washington
9. Current Events

History Grading Procedures

The grading scale is based on the following percentages:

A	93-100
B	84-92
C	75-83
D	65-74
F	64-0

Students will be graded on classwork, homework, current events, quizzes, tests, essays, and/or projects.

CURRICULUM OUTLINE – Language Arts

6th grade Literature

Students will read a variety of novels of different genres including historical fiction, biographies, poetry, and fiction. Literature curriculum emphasizes identifying story elements, vocabulary development, comprehension, analytical and critical thinking skills.

6th Grade Grammar

A Beka *God's Gift of Language C* is the text that is used to develop mastery in the following:

- I. Capitalization/punctuation
- II. Sentence structure
- III. Verbs/Adverbs
- IV. Nouns/Pronouns
- V. Adjectives

VI. Prepositions, Conjunctions, Interjections

Reading: Grades 7 and 8

Students will read a variety of novels of different genres including historical fiction, biographies, poetry, and fiction. Literature curriculum emphasizes identifying story elements, vocabulary development, comprehension, analytical and critical thinking skills.

6th Grade Bible

- I. Route 66 – Walk through the Bible

7th Grade Bible

- I. Route 66 New Testament
- II. Excerpts from Proverbs
- III. The Attributes of God
- IV. Christianity and other worldviews
- V. High School Prep: Homosexuality, Swearing, and Moral Relativism

8th Grade Bible

- I. Lightbearers Bible Curriculum – 10 Disciplines as they pertain to a Biblical Worldview
 - Theology
 - Philosophy
 - Biology
 - Psychology
 - Ethics
 - Sociology
 - Law
 - Politics
 - Economics

-History

Reading and Language Arts: Grades 7 and 8

Reading

Students will read a variety of novels of different genres including historical fiction, biographies, poetry, and fiction. Literature curriculum emphasizes identifying story elements, vocabulary development, comprehension, analytical and critical thinking skills.

Composition – Topics will be guided primarily by student choice, but also can be taken from history, math and science content areas.

- I. Poetry
- II. Speeches
- II. Biographies
- III. Research Papers
- IV. Persuasive Writing
- V. Creative Writing
- VI. Narrative Writing

Grammar – Topics are taught using portions of the *A Beka* grammar series, but the majority of the graded work is assessed in the student's published composition pieces.

- I. Capitalization
- II. Punctuation
- III. The Sentence/Sentence Structure

- IV. Verbs/Adverbs
- V. Nouns/Pronouns
- VI. Adjectives
- VII. Propositions, Conjunctions and Interjections

Spelling

7th and 8th grade will use Zaner-Bloser Spelling Connections curriculum. This curriculum is designed to help students become accomplished spellers and advance in their writing, reading and communication skills. Students will have spelling homework, spelling exercises in class and weekly spelling tests.

English/Language Arts Grading Procedures

The grading scale is based on the following percentages:

A	93-100
B	84-92
C	75-83
D	65-74
F	64-0

All assignments are worth specified points. Points are earned through the writing process, and then the student's final product is evaluated. The points are then averaged for the grading period.

HOMEWORK POLICY

Students should expect daily homework, and “light” homework on Wednesdays to allow for church activities. Collected work will not be accepted unless it is complete and organized. Incomplete work can be turned in the following day with a one-grade penalty.

Unexcused late work beyond one day will be given a “zero.” Excused late homework will be expected the number of days specified by the teacher. **IT IS THE STUDENT’S RESPONSIBILITY TO SEE US FOR HOMEWORK IF HE/SHE MISSES A DAY OF CLASS.**

Students will have a planner to record daily homework assignments and important dates of tests and projects. We ask that you check a few times a week to see if your child is filling in his or her planner. This is a simple yet important tool in working toward teaching students organizational skills.

In order for work to be accepted, the following requirements must be met:

- ◆ proper heading
- ◆ complete
- ◆ neatly done
- ◆ no tears or doodles
- ◆ properly corrected

CLASSROOM DISCIPLINE

The proper classroom atmosphere for learning is a place that encourages student/teacher and student/student respect. The classroom should be a living testimony of God's grace. Each student should be able to look forward to coming to the classroom. It should be a place where he/she feels challenged yet accepted.

Our philosophy of discipline is to be proactive. We will do our part to encourage positive behavior through modeling, giving clear expectations (which include holding students to them and following through with consequences), rewarding correct behavior, and making learning fun through motivating activities. We will also organize the classroom to promote efficiency and quality of learning.

Therefore, we expect students to:

- ◆ Be on time
- ◆ Be prepared with texts, materials and written work
- ◆ Demonstrate respect for each other and us
- ◆ Use their class time well (listen attentively during instruction, focus on the task at hand, and put their best effort into quality work)
- ◆ Raise a hand and wait to be called upon to speak
- ◆ Remain seated unless instructed otherwise
- ◆ No food or candy during class

The overall rule for students: make good choices. Students are encouraged to take responsibility for their own behavior. There will be clear consequences for poor choices.

Retreats

Three times a year the Middle School will have retreats. The retreats vary in focus, but are usually centered on spiritual growth, building relationships, community service, student reflection, and celebration. There will be opportunities for parents to help chaperone.

MS Detention Policy

There are 2 types of detention in Middle School:

- lunch time (one half hour)
- after-school (one hour)

Students are assigned lunch detention for the following:

- not being prepared for class
- disturbing the classroom
- consistent off-task behavior
- arriving late to lunch detention

Students are assigned after-school detention for the following:

- disrespect of a staff member
- skipping noon detention
- 3 lunch detentions assigned in a 3-week period

After-school detention is scheduled after contacting parents concerning transportation or any special concerns.

MIDDLE SCHOOL SUPPLY LIST

The following supplies will be required of each middle school student. Please note that some supplies are grade specific. Students may be required to provide (minimal) additional supplies as they pertain to their classes. Classroom teachers will provide this information at the beginning of the school year.

- ESV Bible
- 1 ½" or larger 3-ring binder
- At least 7 subject dividers
- 1 dozen #2 pencils, or mechanical pencils with extra lead
- Large eraser and/or pencil top erasers
- Ball point pens (blue, black, and red)
- 2 black flair pen/fine point (very fine point black Sharpie is ok)
- 2 medium point sharpie pens (black)
- 3-4 highlighter markers
- Colored pencils or markers
- College ruled notebook paper
- 6 composition notebooks
- (1) 3-subject spiral notebook
- 1 pkg. graph paper (7th and 8th grade only)
- 2 pkg. index cards
- 4 pkg. Post-It notes
- 3 glue sticks
- 1 good pair of scissors
- Pencil pouch
- Calculator (Texas Instrument TI-30X) (Algebra students only)
- Compass/protractor (6th grade only)
- 12" ruler with inches and centimeters
- 2 rolls paper towels
- 1 box Kleenex
- 2 pkg. disinfecting wipes
- Thumb drive (for school use only)