

	History
	<p>Ancient Egyptian Culture</p> <p>In their records, murals, and grave goods, ancient Egyptians left behind a vivid picture of what their lives were like. The models of homes, granaries, bakeries, and breweries found in burial tombs indicate it was not unusual for buildings to be two story structures. The earliest homes were made of reeds; later, baked mud bricks were used. A typical nobleman’s villa included landscaped gardens, private rooms, decorated public rooms, stables, and servants’ quarters. Furniture was simple. Statues of couples in affectionate poses suggest marriage was a tender, caring relationship and children were valued. The lifespan of an average Egyptian was about 38 years; children married young. Loose clothing and jewelry were important – the more you had, the more important you were; children often went without clothes because of the heat. Among the wealthy, men wore makeup and shaved their faces and heads, believing hair to be ugly and unclean. Games, music, and hunting were common pastimes and the people worshipped a plethora of gods. Ancient Egypt was a class society in which was little to no room for advancement. Parents hoped their children could enter training for the position of scribe, which ultimately might make a way for them to rise in rank.</p> <p>In Class: Students will learn about the daily life of an ancient Egyptian.</p>
K-3rd	<p>Assignment #10 Host an evening in ancient Egypt. Make place cards using hieroglyphics to write the names of your guests. (Let each one decipher his own name!) Loaves of flat bread, honey, dates, figs, grapes, roast duck, fish, cucumbers, onions, peas, and beans were typical food items. Wine (grape juice) was a common beverage.</p>
	<p>Assignment #11 Egyptians did not have pillows for their heads. They used a headrest made of wood and carved into a crescent shape to fit the back of the neck. Try sleeping without a pillow one night!</p>
	<p>Assignment #12 Find out more about ancient Egyptian clothing. Would you like to be Pharaoh, a Royal Wife, Court Official, Priest, Scribe, Soldier, or Artist/Craftsman? Design and make your own costume. Use lightweight, light colored fabric. Make sandals using cardboard cutouts in the shape of your foot and braided raffia. Remember a wig and jewelry if you plan to be a wealthy Egyptian!</p>
4th-6th	<p>Assignment #13 Build a model of a step pyramid using Legos, sugar cubes, clay, or even Styrofoam!</p>
	<p>Assignment #14 Continue your topographical map by adding the Sinai Peninsula and the Eastern Desert.</p>
	<p>Assignment #15 Live like an Egyptian! Make a habit of writing down your activities, schedule, books read, etc. The ancient Egyptians recorded everything!</p>
	<p>Assignment #16 Play the ancient Egyptian board game of Senet!</p>
	<p>Assignment #17 Make your own perfume!</p>

	<p>Assignment #18 Make a perfume cone. Purchase a styrofoam cone found in the floral department of your local craft store. Color the tip with a marker, then use a glue gun to attach a piece of ribbon long enough to tie under your chin. Add a drop of your homemade fragrance to the cone. Wear it during dinner one night. Egyptians wore scented grease cones on their heads during banquets. As it melted, fragrance would scent their bodies.</p>
	<p>Bible</p>
	<p>Exodus Moses & the 10 Plagues Long before God called Moses to lead the people of Israel, He equipped him for that purpose: his survival as an infant, his education as a child, his military experience as a young man, and his wilderness training as a man in exile. Nonetheless, when God revealed His plan for him, Moses confessed his unbelief saying, in essence, "I am not important enough, I don't know enough, and I am not persuasive or eloquent enough"... yet, he obeyed God's call.</p> <p>The English word used to title the second book of the Pentateuch means 'way out'. Exodus, then, is a fitting name for the record of Israel's miraculous migration from Egyptian slavery.</p> <p>After a series of nine plagues, God executed one final judgement on the people of Egypt and, thus, affirmed His supreme authority and Israel's chosen-people status. Chosen though they were, He still required them to <i>act</i> in order to receive His gift of deliverance from the bondage of slavery. Through sacrifice and sober celebration, God invited them to participate in a demonstration of His plan of salvation and, at the same time, pointed future generations to the coming Christ.</p> <p>In Class: Students will survey significant events in the life of Moses and his extraordinary calling to proclaim God's omnipotence as seen in the 10 plagues imposed on Egypt.</p>
<p>K-6th</p>	<p>Assignment #10 Play a listening game this week to reinforce the truth of Isaiah 46:9: when one person says, "God is God." The other person replies, "There is no other."</p>
	<p>Assignment #11 Moses was placed afloat in the Nile in a woven basket. Practice weaving (1), (2).</p>
	<p>Assignment #12 Read Exodus chapters 3-11. Make a list of the phrases which are repeated. Discuss the meaning of these phrases and why you think God was so careful to repeat them.</p>
	<p>Science</p>
	<p>Arthropods & Insects On the sixth day of creation, God created "<i>everything that creeps on the earth</i>" including arthropods. Arthropods are animals which have segmented bodies, many jointed legs or limbs, an exoskeleton, no backbone, and are cold blooded. There are more different kinds of these creatures than all others animal phylums combined. And they do more than creep! They fly, hop, climb, swim, and crawl, and live in every environment on earth.</p> <p>Insects are those arthropods with three body parts (thorax, abdomen, and head), six legs, two antennae, wings, and lay eggs to reproduce. While all insects begin as eggs, those undergoing a complete metamorphosis hatch as a creature which does not resemble the adult at all. These larvae have soft exoskeletons because of their accelerated growth; during a rest phase they are called pupa, from which they emerge as the adult insect. The entire cycle may take as little as one week or many years.</p> <p>In Class: Students will identify the characteristics specific to the class Insecta of the phylum Arthropoda of the kingdom Animalia.</p>

K-3rd	Assignment #15 Collect insects and begin an Arthropod collection.
	Assignment #16 Sculpt a model of an insect using aluminum foil, clay, play dough, etc. Remember to include those things which make it an insect!
	Assignment #17 Learn about and create a butterfly life cycle.
4th-6th	Assignment #18 Learn more about lice, flies, and locusts . Why did they make life so miserable for the Egyptians?
	Assignment #19 Identify a food chain including insects. Although many insects are bothersome, they fulfill a vital role in our well-being.
	Assignment #20 Learn about the ten most uniquely sized insects . Did you know that the size of insects range from microscopic to 9 inches or more? Measure each length or weight and compare to objects in your home. Make a chart or graph to show their size to scale.
	Assignment #21 Examine the world around you to find insects performing other useful functions like pollination, controlling pest insects, or decomposing plant and animal carcasses.
	Visual Art
	<p>Hieroglyphics and Cartouches</p> <p>The Egyptians developed a system of writing around 3300 B.C., which utilized symbols and pictures. Egyptian scribes alone were taught the skills necessary to write <i>hieroglyphics</i>. They were taught in special schools, were typically men, and, usually, the child of a scribe. Hieroglyphs were mostly used in government, religion, and the military. They could be written in either direction, as indicated by the direction the human and animal characters faced. The <i>cartouche</i> is an oval-shaped nameplate, attached to the sarcophagus of pharaohs. The outer edge represented eternity as a never-ending, knotted rope; within the loop, the royal name was inscribed and thought to ensure eternal security.</p> <p>In Class: Students will define hieroglyph, survey the ancient Egyptian art of writing, and identify the purpose of a cartouche.</p>
K-6th	Assignment #15 Create a picture journal this week. Use hieroglyphics or illustrations to record the events of each day.
	Assignment #16 Create a cartouche (1) , (2) using clay, paint and hieroglyphics.
	Performing Arts
	<p>Fundamentals of Music: Voice & Choral</p> <p>The first recorded performance of a choral piece is found in Exodus 15, following Israel's escape from Egypt. Imagine a choir a million voices strong singing songs of praise to God!</p> <p>There are three basic elements which allow the human voice to produce sound: energy produced by breathing or air pressure, a larynx with vocal cords, and the throat and mouth area which generates resonance. Sound results as the muscles of the lungs push air across vocal cords causing them to vibrate and collide. The elasticity, tension, and mass of the vocal cords and speed of air flow all work together to shape the sound. When the sound is processed with the cooperation of our lips, tongue, jaw, soft palate, sinuses, and the walls of our mouth, we're able to articulate and create language. Not only can we learn to control the process of changing energy into spoken words, we can learn how to improve the quality of our voice - its warmth, brightness, clarity of tone, agility, and range of pitch. With training and practice, a singer can control his voice with ease.</p>

	In Class: Students will identify the physiology of the voice, proper techniques for singing, and practice choral singing.
K-6th	Assignment #16 A singer can prepare and train their voice with simple warm-ups – just like an athlete stretches before an event. Warming the vocal cords, proper breathing techniques, and using strong diction all improve the quality of vocal performance. Here are a few fun practices to try with your child: <ol style="list-style-type: none">1. Warm-up: Softly hum a “<i>mmm</i>” sound up and down in pitch. Remember to relax and breathe deeply! Your voice is now ready for singing!2. Breathing: Help your child locate their diaphragm by placing their fingertips of one hand over their diaphragm and quickly exhaling with a loud “<i>ha-ha-ha</i>”. Did they feel their diaphragm move? With their hand remaining in place, practice breathing in slowly and deeply to focus on the movement of the diaphragm.3. Diction: Say the phrase “<i>diction is done with the tip of the tongue and the teeth</i>” and have your child repeat. See how quickly, yet clearly, you can repeat this phrase as an exercise to improve diction.4. Diction: Enjoy a variety of tongue twisters with your child to continue testing your skills!