

Green Acres School Curriculum for Eighth Grade Language Arts 2011-2012

Teacher: Tina Chan
Group Size: 12 students

Class Time: Five periods per week

Skills & Concepts:

The components of language arts include the study of literature, composition, grammar, and vocabulary. Objectives for the students include the following:

- To read for enjoyment
- To read critically
- To express themselves clearly orally and in writing
- To listen actively
- To build vocabulary
- To edit work for spelling, punctuation, and grammar
- To learn research and study skills
- To use computers in a variety of ways

Texts & Materials:

Literature: Students read short stories, novels, memoirs, and poems. With teacher guidance, they often select their own reading material. Sometimes the entire class reads the same piece of literature, such as *Of Mice and Men*, by John Steinbeck.

Composition: The grammar text is *Hands-On English* by Fran Santoro Hamilton. Grammar and mechanics are taught in mini-lessons and are reinforced when students write compositions. An assignment sheet that lists objectives and procedures usually accompanies major writing assignments.

Vocabulary: Using the workbook *Vocabulary for Achievement, Second Course*, students expand their vocabulary by studying the meanings of morphemes (the smallest unit of meaning of a word) and words relating to a common topic. Students also learn the meaning of words used in the literature that they read.

Units & Activities:

Literature: In-class discussions and written assignments focus upon:

- Critical analysis of setting
- Characterization
- Plot development, including conflict and resolution
- Theme
- Point of view
- Style

Students often have a chance to share their reading through dramatic and artistic activities.

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Units & Activities (cont'd):

Composition: The aim of the composition program is to enable students to express themselves clearly, logically, and precisely. Expository writing assignments emphasize paragraph development and organization into introduction, body, and conclusion. Students often critique one another's papers (peer review), and revision is stressed.

During the year, students write pieces such as

- Analytical essays
- Comparison-contrast essays
- Magazine articles
- Personal narratives
- Letters
- Poetry
- Reviews
- Persuasive Essays (debates)

Another type of composition is the research report where students use the following skills:

- Select and limit a topic
- Takes notes
- Organize information
- Write a final draft including a "Works Cited" page

Spelling: Final versions of student work are expected to be free of spelling errors. Students are encouraged to use dictionaries and computer spell-check programs to ensure correct spelling.

Vocabulary: Through the workbook, students study the etymology and derivations of words. Some vocabulary building is an offshoot of the literature program.

Green Acres School
Eighth Grade Ethics and Community Service
2011 – 2012

Teacher: Adriana Murphy

Class Time (per week): Two 45-min classes

Group Size: 11

Skills and Concepts:

Skills

- To compare and contrast multiple ethical frameworks
- To analyze and evaluate the impact of decisions on others using one or more ethical frameworks
- To distinguish between right vs. right and right vs. wrong dilemmas
- To define the relationship between values and action
- To listen actively
- To develop a personal code of ethics
- To demonstrate ethical fitness by communicating to others a willingness to challenge misconceptions and engage in tough ethical decisions.
- To be able to use the basic features in Word, PowerPoint, Prezi, iMovie, and Google Docs
- To check for consistency of information, standard grammar, and mechanics in writing

Concepts

- What makes an ethical life?
- Decision-making
- Truth vs. Loyalty
- Individual vs. Community Short-term vs. Long-term interests
- Justice vs. Mercy
- Diversity
- Consumerism
- Responsibility

Selected Texts and Supplementary materials:

The Street Lawyer, John Grisham

Twenty-One for Teens, Adriana Murphy

Units and Activities:

1. Ethical Frameworks
2. Ethical Fitness
3. Drafting a personal code of ethics
4. Social Justice
5. Writing case studies
6. Right vs. Right and Right vs. Wrong Dilemmas
7. Ethics as Others
8. Community Service Expo
9. Conformity
10. Cultural Competency
11. The Big 9
12. Consumer Ethics
13. Research project

Green Acres School
Eighth Grade World Studies
2011-2012

Teacher: Victor Stekoll
Group Size: 11

Class Time: Three 45 minute periods per week

Skills and Concepts:

- employing research skills
 - -use of the library and computer/internet
 - -use of newspapers and magazines
 - -films and videotapes
- continuing to explore styles of studying that are effective
- continued development of essay writing in homework, papers, and tests
- organization and presentation of oral reports using visuals
- working with others in simulations
- critical thinking skills for all of the big issues of our time
- developing an understanding of the US role in the world and the accompanying problems

Some Texts and Supplementary materials used:

- *World Studies*, the textbook, by Victor Stekoll
- Slide/image program that accompanies book
- Songbook that accompanies text
- The Internet for research
- Google World Studies site that houses the text and much more
- Ted Turner's *The Cold War* series
- Numerous books and photographic essays
- CDs containing speeches and music
- Contemporary newspapers and magazines
- The comprehensive film list and library for the course
- Two trips to the Newseum

Units and Activities:

- 20th Century Pre-WWII United States
- Biography Project
- Research and layout program for the Chronology Game or Time Line
- The Iron Curtain and the Cold War
- The Civil Rights Movement
- Comprehensive study of US history since WWII
- Role of the US in the modern world
- International Development and the Environment

Simulations: Monopolies and Roosevelt, Political Systems, Red/Blue Game, Coin Scramble, Model United Nations, Plant Experiment

Green Acres School
Eighth Grade Pre-Algebra
2011-2012

Teacher: David Sheridan

Class Time: five 45-minute periods

Group Size: 5 students

Skills and Concepts:

- Numerical versus variable/algebraic expressions and ways they are used in problem solving
- Review of multiplication and long division; performing calculations with large numbers
- Integers, real numbers, fractions, and representing ordered pairs in the coordinate system; evaluating expressions with negative numbers
- Solving equations to model real-world scenarios
- Fractions and factoring
- Evaluating powers
- Using ratios and percents for comparisons and to model changes; finding percents with proportions and equations
- Learning the relationships between algebra and geometry; applying algebraic concepts to understand geometric relationships; creating scales models
- Using charts and graphs to represent data and visualize arrays of information
- Graphing linear equations and investigating slope as rate of change
- Introduction to polynomials
- Using scientific calculators

Texts and Supplementary Materials Used:

1. *Algebra Readiness*, Prentice Hall, 2010
2. All accompanying material: lesson masters, enrichment, quizzes, tests, and overheads
3. Pearson Successnet Web site
4. Topical material from magazines and newspapers
5. Illustrative manipulatives

**Green Acres School
Eighth Grade Algebra
2011-2012**

Teacher: Victor Stekoll

Class Time: five 45-minute periods per week

Group Size: 7 students

Skills and Concepts:

- Review of computation, simplifying expressions, and solving equations (as needed)
- Inequalities, absolute value, and systems
- Problem-solving work with Maryland Math Contest
- Ability to represent data using charts/graphs
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Operations with polynomials: adding/subtracting, multiplying, factoring
- Writing, graphing, and solving quadratic functions; modeling with parabolas; solving quadratic equations by graphing, square roots, completing the square, factoring, and the Quadratic Formula
- Simplifying radical expressions; solving radical equations
- Simplifying rational expressions; solving rational equations
- Calculating probability and odds; determining combinations and permutations
- Using a scientific calculator for all relevant concepts
- Use of TI-83 graphing calculators in class
- Selected topics which will include math lab activities such as investment, the stock market game, bridge, and constructions

Texts and Supplementary Materials Used:

1. *Algebra I, Foundation Series*, Prentice Hall, 2012
2. All accompanying material: lesson masters, enrichment, quizzes, tests, and overheads
3. Topical material from magazines and newspapers
4. Maryland Math Contest and Mathcounts materials
5. The text book is online for student use, and the Prentice Hall website has numerous activities

Green Acres School
Eighth Grade Advanced Algebra (culmination)
2011-2012

Teacher: David Sheridan

Class Time: two 60-minute periods, and three 45-minute periods per week

Group Size: 10 students

Skills and Concepts:

- Review of computation, simplifying expressions, and solving equations (as needed)
- The Mathcounts Program – see handout later in the year
- Problem-solving work with Maryland Math Contest
- Ability to represent data using charts/graphs
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Operations with polynomials: adding/subtracting, multiplying, factoring
- Writing, graphing, and solving quadratic functions; modeling with parabolas; solving quadratic equations by graphing, square roots, completing the square, factoring, and the Quadratic Formula
- Simplifying radical expressions; solving radical equations
- Simplifying rational expressions; solving rational equations
- Calculating probability and odds; determining combinations and permutations
- Using a graphing calculator
- Use of TI-83 graphing calculators
- Selected topics from more advanced trigonometry, geometry, and mathematical modeling

Texts and Supplementary Materials Used:

1. *Algebra I*, Larson, et al, McDougal Littell, 2007
2. All accompanying material: lesson masters, enrichment, quizzes, tests, and overheads
3. Topical material from magazines and newspapers
4. Maryland Math Contest and Mathcounts materials

Green Acres School
Eighth Grade Geometry
2011-2012

Teacher: David Sheridan

Class Time: two 60-minute periods, and three 45-minute periods per week

Group Size: 10 students

Skills and Concepts:

- Understanding the vocabulary of geometry, practical applications of geometry
- Using deductive reasoning in direct and indirect proofs
- Building a full repertoire of postulates, properties, and theorems to prove geometric principles
- Understanding lines and angles and tools for measurement
- Proving triangle congruence and similarity
- Determining properties of sides and angles of triangles through inequalities
- Using parallel and perpendicular lines in proofs
- Identifying quadrilaterals and using their properties in proofs
- Transforming polygons
- Finding area, perimeter, and volume of regular and irregular polygons and polyhedra
- Proving the Pythagorean Theorem and using it to derive trigonometric properties
- Applying trigonometry to determine measurements and relationships between polygons
- Using properties of circles, radii, chords, secants, and tangents in proofs
- Understanding principles and importance of non-Euclidean geometries
- Using a compass and straightedge for constructions of basic geometric concepts and to investigate complex relationships

Texts and Supplementary Materials Used:

1. *Geometry: Seeing, Doing, Understanding, 3rd ed.*, Jacobs, H. R., Freeman Press
2. Supplemental Proofs for Jacobs
3. Accompanying material: lesson masters, enrichments, overheads for Jacobs

Green Acres School
Eighth Grade Science Curriculum
2011-2012

Teacher: Merita Zajmi

Class Time: Two 45-minute class periods and one 90-minute lab period per week.

Group Size: 13-14 students

Overview: The goal of the eighth grade science curriculum is thinking critically and logically to explore the relationship between evidence and explanation. Student will learn that many scientific investigations result in new ideas and phenomena of study. Students will use appropriate tools and techniques to gather, analyze and interpret data. They will complete research projects throughout the year as well on topics of their interest.

Skills: Ask questions, conduct research, develop predictions, design controlled experiments with more than one variable, perform multiple trials, record observations, display the results in charts and graphs, draw conclusions and build theories. Communicate findings.

Topics for inquiry and investigation this year will be:

Chemistry: Overview of the parts of an atom, elements, and chemical properties of matter. Students will conduct several experiments to study the chemical reactions of different substances. They will study the chemical bonding and the types of reactions.

Radioactivity: Students will conduct tests to verify that even human bodies contain radioactive elements. They will understand the properties of radioactive elements and the effects of nuclear waste. A research topic on nuclear radioactivity will help in understanding nuclear power use.

Physics: Students will study the laws of physics during class experiments. During this unit, they will research, plan, design and build a hovercraft that they will test by riding. They will be given a long-term challenge problem and they will be working in a team to find solutions.

Genetics: Students will learn the DNA make up by building their own DNA model. They will make prediction on the offspring features using the Punnett Square. We will study mutations and ways they affect different forms of life on Earth.

Astronomy: Our Universe: Students will study the Big Bang Theory and how our Universe is expanding. What is our place in the Universe? What is our connection to the stars? What are the laws of physics that apply to the motion of objects in space?

Green Acres School
Eighth Grade Spanish
2011-2012

Teacher: Kate Neff
Group Size: 11 students

Class Time: four 45-minute periods per week

Skills and Concepts:

- **Awareness** of and **appreciation** for the Spanish language and Hispanic culture, including development of the ability to compare and contrast grammatical and cultural knowledge
- **The four areas of language:** listening, speaking, reading, writing; development of strategies for polishing these skills and becoming more effective language learners
- **Vocabulary:** review and deeper study of 7th grade vocabulary (greetings, numbers, days and dates, weather, telling time, geographical terms, likes and dislikes, activities, school, descriptions, family, clothing and shopping, places and events in the community, food and health, house/apartment vocabulary, chores and routines), and vocabulary related to childhood, celebrations, hospital and accidents, TV and movies, cooking, airport and travel, professions, and the environment
- **Grammar:** review of 7th grade grammar (definite and indefinite articles, nouns, noun-adjective agreement, subject pronouns, subject-verb agreement, asking and answering questions, possessive adjectives, object pronouns, informal commands, affirmative and negative words, idiomatic expressions), plus demonstrative adjectives and pronouns, more in-depth study of object pronouns, formal and informal commands, adverbs, comparatives and superlatives, impersonal *se*, uses of *por*
- **Verbs:** review of present tense (regular -ar, -er, and -ir verbs, stem-changing and irregular verbs) and reflexive verbs, regular and irregular preterite (simple past) tense, imperfect (descriptive past) tense, simple future tense, introduction to the subjunctive mode
- **Culture:** review of the geography of the Spanish-speaking world, Hispanic influence in the U.S.A., studies focused on Spain, Mexico, South America, Central America and the Caribbean (history, lifestyle, music, art, literature, food, festivals, etc.)

Texts and Supplementary Materials Used:

- Textbook: *Realidades 2*, Pearson
- E-text and online practice workbooks to accompany *Realidades 2*, found at www.realidades.com
- Audio and video materials to accompany *Realidades 2*
- Maps, newspapers, magazines, music, videos, games in Spanish
- Teacher-made worksheets and presentations

Methods of Evaluation:

- Homework
- Quizzes including listening, speaking, reading, and writing activities
- Projects, presentations, and oral assignments
- Participation in class

Green Acres School
Eighth Grade Advisory
2011-2012

Teachers: Kate Neff, Peter Braverman **Class Time:** one period per week

Group Size: 11 students

Skills and Concepts:

- Advisory provides a time to address issues of importance to young adolescents and to ensure that they have accurate information about these topics.
- Advisory gives students a forum for exploring their values.
- During advisory, students have an opportunity to develop discussion abilities in a nonacademic setting.
- Students work cooperatively in small groups.
- The advisory period is used to plan for class trips and to evaluate them afterwards.

Texts and Resources:

- Scholastic *Choices*, a life skills magazine for teens
- Sexuality curriculum compiled by school counselor
- Videos
- Guest speakers
- Materials gleaned from a variety of textbooks and resources
- “Freaks and Geeks” television series, selected episodes

Units and Activities:

- Applying to high school, including interviewing techniques
- Stress and stress reduction
- Sexuality education, including examining cultural and gender stereotypes and pressures, developing healthy patterns of behavior, personal decision making, sexual orientation, sexual harassment and date rape, birth control, and sexually transmitted diseases
- Substance abuse
- Media/advertising stereotypes

**Green Acres School
Seventh and Eighth Grade Art
2011-2012**

Teacher: Marcelle James

Class Time: Two 90-minute classes per week for 21 class periods

Group Size: 8–13 7th and 8th graders

Skills and Concepts:

- compare/contrast/synthesize
- analyze/summarize
- research
- recording ideas and processes in workbook
- communicate visually and expressively
- elements of visual art skills/concepts

Units and Activities: (elected by students themselves)

1. Visit to American Visionary Arts Museum followed by project chosen by each student
2. Creating and embellishing plaster bird baths/bowls
3. Ceramic sculpture vessels based on underwater themes
4. Imaginary dreamscape-collage/drawing fusion
5. Self-portrait in the style of a chosen famous artist
6. Printmaking based on multicultural motifs

Green Acres School
Seventh and Eighth Ceramics
2011-2012

Teacher: Gayle Friedman

Class Time: Two 90-minute periods per week for 21 class periods

Group Size: 12–14 students

Skills and Concepts:

- To explore the nature of clay and its properties
- To understand the importance of each step in the process of this art form
- To demonstrate basic technical skills such as creating with coils, slabs, and pinching, associated with sturdy hand building
- To appreciate the role of diverse cultures and their contributions to the history of ceramics
- To look at work with a critical eye and to respectfully discuss others' work
- To learn the application of glaze techniques and other surface treatments
- To use texturing to add detail
- To discuss the areas of difference and commonality in functional ware and sculpture
- To access the imagination and process through art
- To solve problems with a hands-on approach
- To know and use safe practices in the ceramics studio

Units and Activities:

Projects chosen from:

- taco fish
- face pots
- replica shoes
- human foot
- covered box
- functional vessels
- masks
- animals
- vessels for a particular kind of food
- whistles
- houses

**Green Acres School
Seventh and Eighth Grade Drama
2011-2012**

Teacher: Sarah Cooney

Class Time: Two 45-minute periods per week

Group Size: 8–12 students

Skills and Concepts:

- **Concentration:** Maintaining focus on a given task, activity, or characterizations.
- **Collaboration:** Working with classmates toward a mutual creative goal while incorporating ideas and talents of others with one's own.
- **Non-Verbal Expression:** Communicating ideas and emotions clearly through the use of gesture, movement, and facial expression.
- **Verbal Expression:** Communicating ideas and emotions clearly and articulately through the use of spoken language.
- **Critical Analysis:** Evaluating a dramatic work, looking for historical context, character subtext, and other insights that will inform a production of the work.
- **Characterization:** Creating holistic portrayals using various acting techniques such as characters histories and analysis.
- **Dramatic Writing:** Writing creatively for performance purposes in accordance with the guidelines of a given assignment.
- **Cooperative Interaction:** Contributing to group efforts, listening courteously and attentively to others, appreciating the talents of others, appreciating drama and other art forms, supporting each other through constructive feedback, assuming roles of leader and follower, showing respect for the teacher and fellow students.

Text/Supplementary Materials Used:

- Published plays, scenes, and monologues from various periods
- Sources regarding historical and social contexts
- Props, music, costumes

Green Acres School
Seventh and Eighth Grade Handbells
2011-2012

Teacher: Jocelyn Johnson

Class time: two 45-minute class periods per week for 10-12 weeks

Class size: 9-11 students

Philosophy:

Handbell class serves as a tool to teach ensemble music. Each student is responsible for his or her individual part, while at the same time working as an active participant in a group setting. Handbell class also fosters a unique opportunity to practice cooperation and teamwork. The students in 7th and 8th grade play a variety of music genres using both handbells and handchimes. They practice and learn many advanced ringing techniques and utilize their knowledge of music theory, history, and analysis to assist them in preparing a piece of music for performance.

Skills and Concepts:

- Proper stretching exercises and use of arm muscles
- Advanced note reading rhythm activities
- Execution of advanced handbell techniques
- Identification of handbell technique symbols and terminology
- Execution of basic music theory and analysis of music
- Care and maintenance of the instrument
- Teamwork and cooperation

Texts and Supplementary materials used:

- *Successful Ringing Step by Step* by John A. Behnke
- Various songs selected for the skill level and interest of the group

Units and Activities:

Each group will practice and prepare pieces of music to be performed at the end of the mod that will display their progress and experience.

Green Acres School
Seventh and Eighth Grade Music
2011-2012

Teacher: Nan Shapiro: guitar class and vocal ensemble
Nan Shapiro, Sarah Cooney, and Jocelyn Johnson: musical

Class Time: Two periods per week for approximately 20 sessions per group

Group Size: 8–11 students per music class; all 7th and 8th grade students participate in the musical

Guitar:

Each student will receive instruction in guitar at a beginning or intermediate level. The mod will culminate with in an evening performance for parents.

Skills include:

- tuning the guitar
- developing and using good technique for holding the guitar, fingering with the left hand and stroking or strumming with the right hand
- playing melodies and chord sequences on the guitar
- reading standard musical notation and tablature
- playing solo and as part of an ensemble
- performing music representing a variety of styles
- practicing regularly between class sessions

Vocal Ensemble:

Students will explore vocal music through choral and solo singing. We will work to develop good warm-up and vocal technique, expand range, and develop repertoire.

Skills include:

- singing a variety of accompanied and *a cappella* music in unison and parts
- singing solos
- reading music from standard notation
- improvising

Musical:

The Green Acres 7th and 8th grade musical tradition dates back to 1973. In addition to singing, acting and playing in the pit orchestra, students make up the crews, which include set, stage, technical, props, publicity and house crews. Some students also serve as crew chiefs, with teachers acting as advisors. All 7/8 students participate, and we strive to create a sense of student ownership.

Skills include:

- mastering all aspects of musical theater performance and production
- providing leadership and making artistic decisions
- cooperating with other students and teachers to achieve a common goal

Green Acres School
Eighth Grade Photography
2011-2012

Teacher: Victor Stekoll

Class time: Two 45-minute periods a week

Group Size: 10–12

Skills and Concepts:

- To appreciate the art of black and white photography
- To continue “learn how to see with a camera”
- To develop abilities at photographing interesting and appropriate subject matter; to look for shape, geometry, lines, shadows, reflections, and texture
- To know and apply the rules of composition and contrast range
- To know and apply the use of chemicals and their management
- To become excellent printers in the darkroom
- To be able to function independently in the darkroom; to be able to “read” test strips independently
- To dry-mount prints on poster board cleanly and evenly
- To understand critiquing and the objective standards of photography
- To handle negatives in a way that will preserve them and keep them clean
- To learn how to use digital cameras and to download and edit images
- To manage digital photos on the computer and to learn how to use Photoshop and manipulate prints, both color and black and white

Materials and Activities:

- 35mm film cameras
- Nine high-quality Saunders enlargers with easels
- Trays, thermometers, grain magnifiers, lupes, scissors, can openers, development tanks, darkroom lights, sink, storage area
- Dry mount press and rotatrimms
- Numerous books and magazines on photography
- Teacher and student photographs for critique
- Seven computers with Photoshop and a color printer
- Summer and winter shooting assignments and two field trips
- Film processing, contact sheets and editing
- Printing at 5x7, 8x10, 11x14 and even 16x20
- Special film techniques such as solarization, reverse imaging, sepia toning, hand tinting, and painting with Dektol
- Digital photo manipulation and printing
- Archival book production as a culminating activity
- Two to three photo judgments

Green Acres School
Eighth Grade Physical Education
2011-2012

Teachers: Larry Jodrie, Derek Edwards, and Matt Marchildon

Class Time: Three 45-minute periods solely for the 8th grade, and one 45-minute period held jointly with the 7th grade

Group Size: 22

Skills and Concepts:

- Individual skills taught in earlier middle school grades are reviewed, and are practiced at game speed with defensive pressure applied by a partner.
- Advanced intermediate individual skills are introduced with defensive pressure applied by a partner at near game speed.
- Two and three step tactical applications are used during live and dead ball situations.
- Review rules learned in the 7th grade and introduce more advanced rules to prepare students should they wish to pursue the sport at the high school level.
- One vs. one, two vs. one, two vs. two, and 7 vs. 7 situation play to give students an opportunity to use their individual skills in simulated game conditions.
- Review intermediate tactical applications involved in game situations that were introduced in the 7th grade, and then build on them by introducing advanced and intermediate tactical applications.
- Continue combining footwork and movement patterns learned in the 5th and 6th grade to add to the student's repertoire of individual offensive and defensive moves.

Text and Supplementary materials used:

1. Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
2. Handouts describing rules and regulations of the sport, as well as a brief history.
3. Videotapes of skill demonstrations and game footage.

Units and Activities

Year-round: Physical Fitness activities including stretching, jogging, jumping rope, "Race Across America", and President's Physical Fitness testing, large-group games (dodgeball, tag, etc.)

Fall: Soccer, touch football, ultimate Frisbee, volleyball, floor hockey

Winter: Basketball, floor hockey, gymnastics, table tennis, new games

Spring: Softball, track & field, team handball