

## 2021-2022 Middle School Curriculum Guide

Grade 8 Matrix				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
INDIVIDUAL & SOCIETIES	<b>Pioneers, Innovators &amp; Developers:</b> Inquiry begins with a focus on the interaction of History and Geography through the concept of time, place and space. Students examine the causes and effects of the Industrial Revolution and then examine Pioneers, Innovators and Developers of the past and present.	<b>How are civilizations developed through conflict?</b> The concept of time, place and space is revisited through investigating how beliefs spark the growth of civilizations. The concept of change is investigated by looking at The American Revolution & Civil War; Selected independent research on an intra& inter-state conflict will be investigated.	<b>Interdisciplinary Unit: Model United Nations:</b> MUN intends to promote awareness of international relations in young people, and to inspire global mindedness and an understanding of the problems of the world and how to solve them, whilst providing an atmosphere where students can improve their communication & research skills and learn open-mindedness.	<b>How are societies governed?</b> The concepts of power & fairness & development are explored through the governance of societies that are used to distribute power in each respective Nation State or governing body. The UN will also be explored in ways that will emphasize the ATL skills of communication, research, critical thinking, and group work.
LANGUAGE & LITERATURE	<b>Is All the World A Stage?</b> Theme development; figurative language and rhetorical analysis; collaborative discussions; identifying an author's point of view; character and plot analysis; analytical writing; conventions of tragedies; texts: <i>Macbeth</i> , screenplays, and drama	<b>The Power of Communication:</b> Compare & contrast texts across genres; analyze an author's point of view and purpose; narrative prose in fiction and nonfiction; writing & spelling conventions; conventions of revision and editing for publication; texts: (auto) biography of choice, <i>Diary of Anne Frank</i> , <i>Maus I</i> , selected fables	<b>Model UN: The Art of Oration:</b> Oral presentation of knowledge & ideas; use of tone, voice, and gesture for communication to diverse people across a range of contexts; interpret and implement figures of speech; gather research from a variety of sources and convey key information to audience; utilizing effective organizational structures for research; expository writing; student-selected and produced speeches	<b>Ethics of Reading:</b> Role of the author in reception of literary works, author intention, persuasive argumentation, point of view, debateable questions concerning the future of texts; articulating the central idea of text; citing textual evidence to produce and support analysis; drafting, reflection, revision; presentation of knowledge and ideas; argument writing
SCIENCE	<b>Scaling and Design Drawing</b> - scale factor & 3d representations <b>Newtonian Physics</b> - kinetic vs. potential energy, inertia, friction, gravity, water bottle rockets, Newton Scooter project	<b>Simple &amp; Compound Machines</b> - Rube Goldberg Project <b>Astronomy/Solar System</b> - planet properties, gravitational attraction & orbits, size & scale of solar system	<b>Light &amp; Sound Waves</b> - properties of waves, electromagnetic spectrum, wave sensing devices <b>Human Nervous System</b> - structure & function of nerves & nerve cells, structure & function of eyes & ears	<b>Physics in the Animal Kingdom</b> - examples of heat, light & sound, force, & electricity & magnetism utilized by various organisms <b>STEM Careers</b> - applications of scientific principles in various career pathways.
MATHEMATICS	[S] Problem solving, Solving equations, linear growth functions [E] Algebraic expressions, Algebraic functions, creating modeling linear equations	[S] Representations of growth, Systems of equations [E] Systems of linear equations, sequences, introduction to Exponential modeling, Analysing and modeling bi-variate data	[S] Transformations, Slope and linear functions [E] Exponential functions (growth & decay), Beginning Quadratic functions	[S] Exponents, Angles and pythagorean. [E] Quadratic Functions (solving), solving systems of quadratics, inequalities, solving complex equations, functions and data

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LANGUAGE ACQUISITION	<b>The Traveler. Spanish Language:</b> Introduction to past tense, (regular and irregular). Geography. <b>Cultural Study:</b> Study patterns of immigration in Latin American countries, compare to the U.S.A. Discuss reasons people immigrate and laws around citizenship.	<b>Superstitiones Españoles Spanish Language:</b> express familiarities, beliefs, and thoughts. <b>Cultural Study:</b> Compare superstitions across cultures and how they connect to values and belief systems.	<b>Are You Kidding Me Spanish Language:</b> reflexive verbs and expressions <b>Cultural Study:</b> Learn about various events in Spain (La Tomatina) and Columbia (Yipao) and the cultural significance of each one.	<b>On a Mission Spanish Language:</b> Preterite regular & irregular verbs: ir, hacer, querer, seguir and geography of Spain (El Camino de Santiago) <b>Cultural Study:</b> Discuss why people go on missions, research latin heroes who sacrificed for a cause and how they/we can make a difference.
PERFORMING ARTS	<b>Performance:</b> Brief study of character conflict inner and outer in stories. Students to create and produce a modernised version of Macbeth, combining modern language and famous quotes. <b>Advanced Band:</b> Play a traditional wind band instrument. Utilize correct posture & hand position. Produce proper tone quality. Read & perform: rhythms, pitches, tempos, articulations, dynamic levels, phrases. Understand various simple forms. Read & utilize various terms & marks. Follow the conductor's cues. Perform expressively. Fall concert.	<b>Performance:</b> More time will be needed for Shakespeare show - a formative assessment, 5 weeks of rehearsal + dress rehearsals, the show itself and then summative assessment reflection. Props and sets being made in Design Lab time. <b>Advanced Band:</b> Continue to solidify that which has been learned. Expand both knowledge & skills at a challenging but attainable pace. December concert.	<b>Performance:</b> history of storytelling, then theatre starting in Greece + create our own Greek tragedy, Medieval 'Everyman' morality play or Theatre of the Absurd - look at Waitig for Godot. William Stafford poetry month - January. Add in social and environmental awareness, inspired by Stafford and current world events. <b>Advanced Band:</b> Continue to solidify that which has been learned. Expand both knowledge & skills at a challenging but attainable pace. March concert.	<b>Performance:</b> Possibly some debating skills/speeches. Adapt a short story that explores power and fairness. <b>Advanced Band:</b> Continue to solidify that which has been learned. Expand both knowledge & skills at a challenging but attainable pace. June concert.
VISUAL ARTS	An exploration into art mediums, techniques, artists & genres (both historical & modern). <b>2D Art - Drawing Fundamentals- Elements &amp; Principles of Design</b> <b>3D Art - Ceramics - Empty Bowls Community Service Project</b>	<b>2D Art - Painting - Modern Expressionism</b> <b>2D Art - Collage - Self Portraits - Modern Art</b>	<b>2D Art - Drawing/Mixed Media - Perspective Drawing historical and modern achievements</b> <b>2D Art - Drawing/Mixed Media - Hero Portraits - Artist focus: Chuck Close - Modern Art</b>	<b>2D/3D Art - Themed Art Show Piece</b> <b>3D - Independant Ceramic Project</b>

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DESIGN	<b>Introduction to Design:</b> The design thinking process. Technical skill building with power tools and the Laser Cutter while integrating in science concepts: Drawing to scale and design sketch	<b>Interdisciplinary w/Performing Arts:</b> Shakespeare stage design	<b>Interdisciplinary w/L&amp;L and I&amp;S:</b> Model United Nations	<b>Celebration of Innovation:</b> Digging deep into the design process through investigation into a need and the development of a prototype. The project concludes with a presentation of the students invention and process.
PHYSICAL & HEALTH EDUCATION	<b>Fundamental Game Skill Building:</b> Sports: Soccer & football. Student will discuss both the rules and safety of the each sport as well as have opportunities to develop all the fundamental skills appropriate for each sport.	<b>Successful Teams:</b> Sports: Basketball & Volleyball. Looking at how effective and successful teams function. What does it take to help a team or group perform to the best of its ability. Personal responsibility and support.	<b>Rules=Fair Competition:</b> Sports: Floor hockey & International kickball. Explore the importance of rules and why they are necessary. Look at how following rules or not following rules affect our environment as well as experiences in both international and domestic sports.	<b>Fitness: Sports:</b> Baseball & Handball. Strength and Conditioning. Review the 5 components of Fitness, explore what happens to our bodies while exercising, as well as set goals for improving performance and health. Also look at the importance of living a healthy lifestyle.
ASSESSMENT & EVALUATION	Portfolios, Quizzes, Tests, Projects, Observation, Peer & Self Assessment			