



# Curriculum Guide

*Spotlight on 7/8 Unit*







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# GRADE 7

## LANGUAGE ARTS

### Skills and Concepts

#### Writing, Vocabulary, and Public Speaking

- To listen actively
- To express oneself clearly in writing
- To recognize qualities of good writing (both process and product)
- To craft texts in a variety of genres (poems, essays, personal narratives, etc.)
- To use literary techniques, such as vivid verbs and alliteration
- To revise to improve content
- To edit and proofread for grammar, spelling, punctuation, and capitalization
- To build vocabulary
- To speak expressively, persuasively, and confidently when making oral presentations

#### Literature

Throughout the year, students learn to appreciate the close relationship between literature and human life. The literature program includes books set in several regions of the world and during different historical time periods. By the end of the year, students should be able to understand these essential questions:

- How do our connections to others change us?
- How can literature change us?
- How can we change the world?

### Texts & Materials

Grammar/Mechanics: *Hands-On English* by Fran Santoro Hamilton is the primary textbook. Mini-lessons from this and a variety of apps, websites, and other sources are incorporated into writing units throughout the year.

Vocabulary: Students use the workbook *Vocabulary for Achievement, Second Course*. They also glean new vocabulary from literature.

### Literature

Many short stories, novels, and poems are assigned for the entire class to read, such as:



- *I Will Always Write Back: How One Letter Changed Two Lives* by Caitlin Alifirenka and Martin Ganda with Liz Welch
- *The Outsiders* by S.E. Hinton
- *Of Mice and Men* by John Steinbeck
- “Flowers for Algernon” (short story and play)

Students will also participate in “Short Takes” with Bevin, our school librarian. Students will select short stories from the anthology *The Talk: Conversations about Race, Love, and Truth* to discuss in small groups.

### Units & Activities

Composition: The aim of the composition program is to enable students to generate fresh ideas for writing and to express themselves clearly, logically, and creatively. Types of writing include narratives, essays, persuasive speeches, reviews, letters, and poetry. Students often critique one another’s papers (peer review), and revision is stressed. Students are expected to hand in all drafts along with their final copies so that they can see how their work evolved.

Grammar/Writing Mechanics: Students are expected to use standard mechanics for all writing assignments. *Hands-On English* is a primary reference book. For spelling, students will be expected to learn and use 100 specific words that follow a variety of spelling rules and patterns.

Vocabulary: Each lesson in the vocabulary textbook features ten words that focus on a topic (e.g., dialects) or a root (e.g., ‘-duce). There is a quiz after every two lessons. In addition, students learn terms in their class novels as they focus on using context clues to decipher meanings.





## GRADE 8 LANGUAGE ARTS

### Skills & Concepts

Language arts includes the study of literature, composition, grammar, vocabulary, and speaking skills. Objectives for 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

### Texts & Materials

Literature: The literature includes *Of Beetles and Angels*, *Stargirl*, *Long Way Down*, *57 Bus: A True Story of Two Teenagers and a Crime That Changed Their Lives*, and stories and poetry by Edgar Allan Poe and other authors. With teacher guidance, sometimes students select their own reading material within a given genre, such as memoir. Students will also participate in “Short Takes” with Bevin, our school librarian. Students will select short stories from the anthology *The Talk: Conversations about Race, Love, and Truth* to discuss in small groups

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 states objectives and method of evaluation accompanies major writing assignments.

Vocabulary: Using the workbook *Vocabulary for Achievement, Second Course*, students expand their vocabulary by studying the meanings of morphemes 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, character development, plot development, conflict/resolution, theme, point of view, and style. Students have opportunities to share their understanding and interpretation through dramatic and artistic activities. They are asked to make connections from the literature to the world and then analyze how they can contribute positively to the world.

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. Students learn to use literary techniques in all of their expository and creative writing. Students often critique one another’s papers (peer review), and revision is stressed. During the year, students write pieces such as analytical essays, persuasive speeches, personal narratives, short stories, memoirs, letters, poetry, and reviews.

Spelling: Standard spelling is expected in all compositions. Students will be expected to learn and use 100 specific words that follow a variety of spelling rules and patterns.



# GRADE 7 SOCIAL STUDIES

Overall Focus: American Identity

## Key Concepts

### Overarching Essential Questions

- Is there a uniquely American identity? If so, how would one describe it, and how did it develop? In what ways does it set us apart from other countries? How have major events in the 18th and 19th centuries impacted this nation's identity?
- How does our understanding of our nation's past inform our thinking about today, and what issues that we are still dealing with?
- What rights, if any, should every person have? In what ways has our nation succeeded in ensuring these rights? How "fair" was American society from its beginnings? How fair is it now?
- How do we know what is true? Is history always—or even ever—unbiased?

### Sample Unit Questions

- How does the way we typically view the Revolutionary War shape American identity?
- What ideas influenced the framers of the U.S. Constitution? What compromises did they make and why?
- How much power should the federal government have?
- What were the roles and responsibilities of the three branches of this new federal government?
- Why do the Constitution and the Bill of Rights matter today? How do they impact our lives?
- What was life like for enslaved and free African Americans in both the North and the South?
- What key events led to the Civil War? Was the war inevitable? How does the Civil War continue to impact our country and our identity today?
- What are the limits and powers of laws and government in making all people "free" and/or "equal?"

- Why did immigrants seek refuge in the United States? What was the immigrant experience like? How does it compare with immigrants' experiences today?
- To what extent did the country's economic growth benefit all Americans? How did industrialization and change peoples' lives? Is inequality a necessary byproduct of growth/development?
- How can individuals and/or the government change peoples' minds about important issues? What role did the media play in shaping opinions then? And now?

## Key Skills

### Students will...

- Connect history to the present
- Analyze and use primary and secondary sources
- Identify what makes a source credible and reliable
- Utilize evidence and examples to support ideas





- Read and analyze data on maps, charts, and other visual tools
- Read and discuss current events news articles
- Collaborate during class discussions and listen actively
- Take effective notes both from lecture and from a written source
- Organize thoughts and put them into an outline or graphic organizer
- Check for consistency of information, standard grammar, and mechanics in writing
- Develop their ability and confidence in public speaking (individually and as a group)
- Write short essays on historical events
- Use technology to present information and ideas clearly and efficiently

Virtual Learning Resources: Interactive study and practice tools (Kahoot, Edpuzzle, IXL, Seterra, and others as appropriate)

### **Selected Texts and Supplementary Materials**

- Teacher-collected materials
- *My World Interactive: American History* (Pearson)
- Upfront Current Events Magazine and website
- The Issue of Race Handout
- Atlas of United States History

### **Major Activities and Assessments**

- Summary of 1770 to 1900 handout
- Constitutional convention simulation
- Causes of the Civil War essay
- Civil War project
- Failure of reconstruction
- Time line project of entire time period





# GRADE 8 WORLD STUDIES

## Essential Questions

- What causes war? What causes terrorism?
- How has technology affected our society and how we live?
- Was the Cold War worth the cost?
- What will be the long-term effects of climate change?
- Do Black lives matter or all lives matter?
- Which kind of government is best? Why did the USSR lose the Cold War?
- How can we arrive at a democracy that functions without acrimony? Do facts matter?
- Why learn about civics?

## Skills and Concepts

- Employing research skills online and with hard copy materials
- Learning from 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 and games
- Critical thinking skills developed from the study of important issues and political and economic questions
- Developing an understanding of the US role in the world and the accompanying problems and benefits
- Recognizing how history repeats itself (sings a similar tune) and how we can learn from it
- Understanding the importance of the environment in a developing world
- Grasping the unique role of the United Nations in world affairs

## Texts and Supplementary Materials

- *World Studies, The Textbook* by Victor Stekoll
- Slide/image program that accompanies the text
- Songbook that accompanies text
- Classroom as a resource room of books, films, and other material

- Digital version of the text on Microsoft Teams
- CDs containing speeches and music
- The comprehensive film list and library for the course
- Trip to the Spy Museum
- Access to [upfrontmagazine.com](http://upfrontmagazine.com) and the paper version
- Youtube videos embedded into the textbook

## Units and Activities

- Survey of the 20th Century up to and through World War II
- The Iron Curtain and the Cold War
- The Civil Rights Movement
- Role of the US in the modern world
- International development and the environment
- Biography project
- Oral history project
- Research paper
- Model United Nations

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

Virtual Learning Apps: Edpuzzle, Parlay, Flipgrid, Kahoot







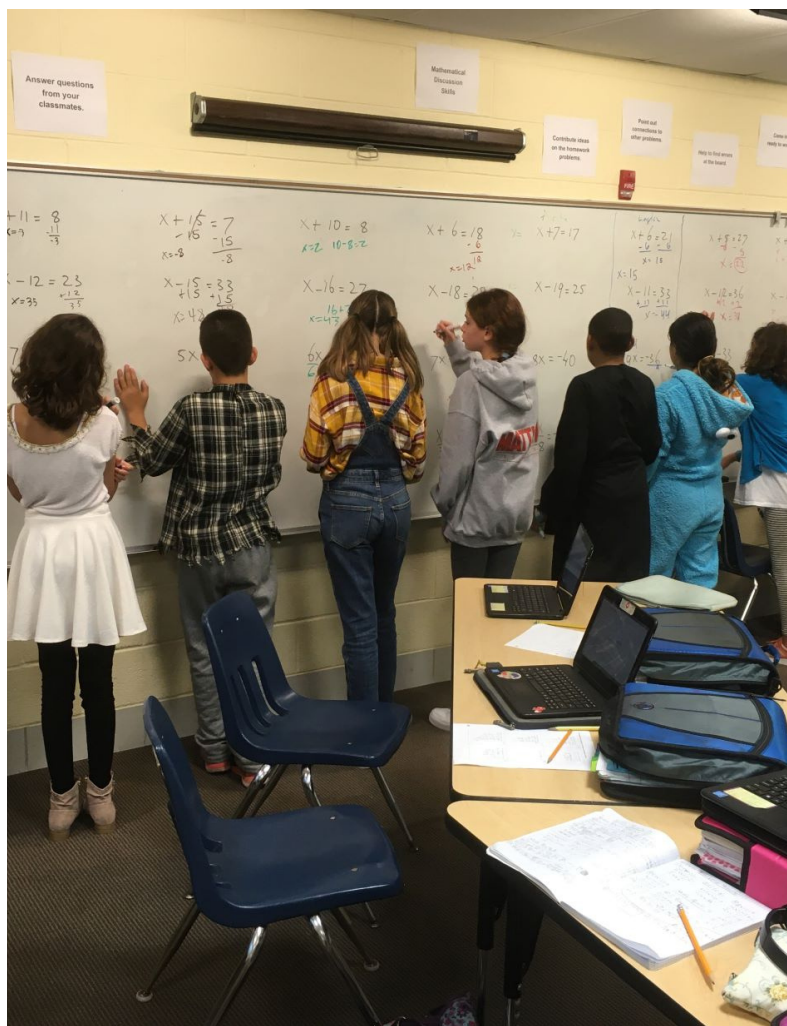
## GRADE 7 PRE-ALGEBRA

### Skills and Concepts

- Working with numerical versus algebraic expressions and how they are used in problem-solving
- Using correct math vocabulary, converting between written and symbolic math
- Reviewing multiplication and long division; performing calculations with large numbers (as needed)
- Performing integer operations, focusing on computations with negatives
- Solving equations, using proper written processes to solve equations and check solutions
- Applying algebraic equations to modeling
- Using the real number system and subsets of numbers
- Performing mathematical operations with fractions, ratios, rates and proportions
- Factoring and using factors in problem-solving, GCF, LCM
- Evaluating and simplifying powers
- Using ratios, proportions, and percent for comparisons and to model changes; finding percent with proportions and equations
- Learning the relationships between algebra and geometry; applying algebraic concepts to understand geometric relationships
- Using the coordinate system
- Using charts and graphs to represent data and visualize arrays of information
- Graphing linear equations and investigating slope as rate of change
- Using scientific calculators
- Using the Desmos graphing utility

### Texts and Supplementary Materials

- *McDougal Little, Pre-Algebra*, 2012/2005
- All accompanying materials: lesson notes, enrichment, review material, quizzes, and tests.
- Illustrative manipulatives
- Virtual learning online resources such as OneNote, Teams, Nearpod, etc.





# GRADE 7 ADVANCED ALGEBRA

## Skills and Concepts

- Working with numerical versus algebraic expressions: evaluating expressions to solve real-world problems
- Applying proper written techniques and processes of algebra
- Solving multi-step algebraic equations and solving "real-world" problems by using algebraic models
- Representing functions visually as graphs, rules, or tables
- Working with integers, real numbers, rational numbers; properties of numbers and order of operations; exponents and powers
- Problem-solving with MATHCOUNTS and the Maryland Math League Contest
- Modeling applications with linear equations; solving linear equations and formulas
- Graphing linear equations and functions; investigating slope as the rate of change and its use in multiple fields

- Identifying functions, domain/range, independent/dependent variables
- Solving and graphing linear inequalities
- Solving systems of equations by graphing, substitution, and elimination
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Calculating probability and odds; determining combinations and permutations
- Using the Desmos graphing utility
- Using 3-Act math to illustrate practical applications of algebraic modeling

## Texts and Supplementary Materials

- Phillips Exeter Year 1: Algebra
- Glencoe Algebra 1
- Topical material from magazines, newspapers, videos, news clips, etc.
- Illustrative manipulatives
- Virtual learning online resources such as OneNote, Teams, Nearpod, etc.





# GRADE 8 ALGEBRA

## Skills and Concepts

- Reviewing computation, simplifying expressions, and solving equations (as needed)
- Solving Inequalities, compound inequalities and absolute value inequalities
- Working with and graphing linear functions, slopes, rate of change, and rewriting functions in different forms
- Solving systems of equations and inequalities
- Representing data using charts/graphs
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Adding, subtracting, multiplying, and factoring polynomials
- 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
- Using a scientific calculator for all relevant concepts
- Using the Desmos graphing utility
- Selected topics which will include math lab activities such as games, group problem-solving, and projects

## Texts and Supplementary Materials

- Glencoe Algebra 1
- All accompanying materials: lesson masters, enrichment, quizzes, tests
- Topical material from magazines, newspapers, videos, and news clips
- Virtual learning online resources such as OneNote, Teams, Nearpod, etc.





# GRADE 8 ADVANCED ALGEBRA

## Skills and Concepts

- Review of computation, simplifying expressions, and solving equations (as needed)
- Problem-solving work with MATHCOUNTS and Maryland Math League Contest
- Solving and graphing linear functions, slopes, rate of change, and rewriting functions in different forms
- Solving systems of equations by graphing, substitution, and elimination
- Solving and graphing systems of linear inequalities
- Representing data using charts/graphs
- Simplifying and evaluating powers; graphing and modeling data with exponential growth and decay
- Adding, subtracting, multiplying, and factoring polynomials
- 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
- Using a scientific calculator for all relevant concepts
- Using the Desmos graphing utility

## Texts and Supplementary Materials

- Phillip Exeter materials
- Topical material from magazines, newspapers, videos, and news clips
- Maryland Math League Contest and MATHCOUNTS materials
- Virtual learning online resources such as OneNote, Teams, Nearpod, etc.





# GRADE 7 SCIENCE

## Overview

The goal for the 7th grade science curriculum is to engage students in scientifically oriented questions and to guide them to formulate explanations after summarizing their own observations. Students will also work on discovering ways to access information needed to form reasonable and logical arguments on the topic. For most of the activities, students will work in teams. They will brainstorm ideas, identify problems, and find solutions.

## Skills

Ask questions  
Conduct research  
Develop predictions  
Design controlled experiments with more than one variable  
Perform tests with multiple trials  
Record observations  
Display results in charts and graphs  
Draw conclusions  
Build theories  
Communicate the results of their findings

## Topics of Inquiry

**Chemistry:** Students will study matter, its properties, and changes. They will identify types of mixtures and solutions through food chemistry experiments. Students will learn about the makeup of atoms, elements, and substances and investigate processes such as fermentation. They will investigate the essential elements in various foods and vitamins.

**Physics:** Students study the forces around us that contribute to motion. Students use the engineering design process to build models based on the concepts being explored.

**Astronomy:** Students will use simulations to grasp how movements of the earth create seasons, why the sky appears to move, how day and night are created, etc. Students will explore our solar system as part of the universe.



**Ecology:** Students will learn about wetlands, beach erosion, maritime forests, microorganisms, food webs, and living animals and their habitats. Students will study the growth of populations and what impacts this growth in a living world. If possible for in-person learning, students will conduct experiments and complete their research as they spend four days of outdoor learning at Chincoteague Island in Virginia.

## Resources for Virtual Classes

There will be a variety of in-class labs and activities, supplemented by the resources below:

- Pearson e-text (access to online and hardcopy version)
- Online resources: Edpuzzle, Nearpod, Flipgrid, Kahoot, iXL, cK12, etc.
- Virtual Lab Resources
- Livestreaming of experiments



# GRADE 8 SCIENCE

## Overview

The goal of the 8th 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 for further study.

## Skills

Students will: 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, build theories, and communicate findings.

## Topics of Inquiry & Investigation

**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 chemical bonding and the types of chemical reactions.

**Physics:** Students will study the laws of physics using class experiments. During this unit, they will research, plan, design, and build models using the steps of the engineering design process. They will be given a long-term challenge problem, and they will be working in teams to find solutions.

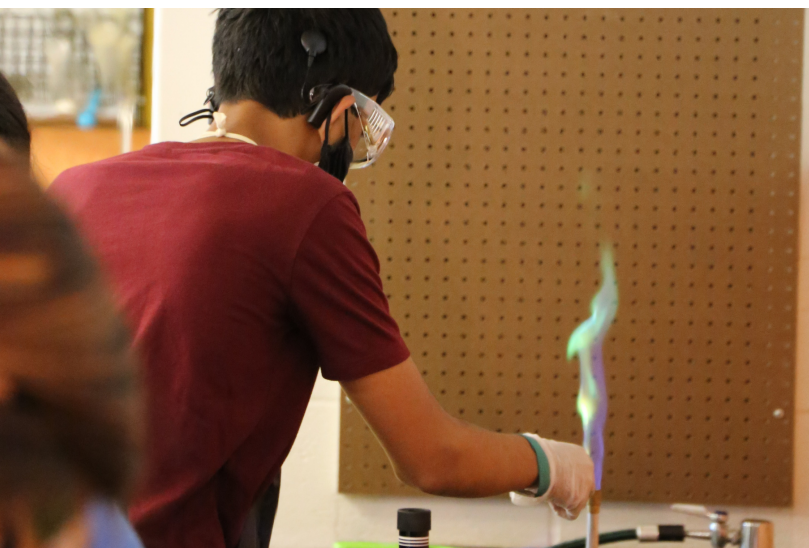
**Earth science:** Students will investigate the inner earth and its composition. They will study tectonic plates and the forces that lead to their motion over time. Based on this, students will investigate through simulations how these forces impact the land formations of our planet.

**Biology and genetics:** Students will use cell templates and microscopes to study different cells. Students will investigate cell processes like photosynthesis, respiration, reproduction, etc. After reviewing cells, cell processes, and reproduction, students will learn about the make-up of DNA using models. They will study genes and their inheritance. They will make predictions of offspring features using the Punnett Square. They will investigate mutations and the ways they affect different forms of life on Earth. At the end of the unit, students will look into genetic engineering and its impact on the future of living organisms.

## Resources

There will be a variety of in-class labs and activities, supplemented by the resources below:

- Pearson e-text (access to online and hardcopy version)
- Online resources: Edpuzzle, Nearpod, Flipgrid, Kahoot, iXL, cK12, Blooklet, etc.
- Virtual Lab Resources
- Livestreaming of experiments





# GRADE 7/8 ART

## Essential Questions

- What is art? Who gets to say what is art and what is not?
- What is the purpose of art?
- How is art connected to other disciplines?
- How is art an important part of our daily lives?
- How does art reflect the culture and society in which it was created?

## Skills

- Compare/contrast works of art
- Analyze/summarize
- Research
- Reflect/contemplate
- Work collaboratively and independently
- Formal critiques during fall semester: Students will practice talking about their own work and providing feedback to their peers.

### • Visual Art Skills and Concepts

- Observation/drawing skills (value/texture drawings)
- Elements of art (line, shape, value, color, form, space, texture)
- Painting using shading to create dimensionality
- Model three-dimensional form
- Printmaking
- Creative communication of ideas

- Understanding the language of art
- Cultural diversity/history as inspiration

## Units and Activities

- Students will learn about art from other cultures, creating art informed by what they learn about these cultures, while making the art personal to their own lives and interests:
- Drawing skills: Students learn how to draw objects in proportion; how to create perspective for landscapes; how to draw portraits; and how to manipulate line quality and create textures.
- Painting: Students develop different techniques to create expressive paintings in a variety of styles.
- Printmaking: Students learn about positive and negative space, repetition, and color by carving and printing a rubber block.
- Sculpture: Students use a variety of materials to create 3-dimensional forms.
- Art History: Students study art/artists from different historical periods and create a work of art that reflects what they learned while also incorporating personal ideas and reflections.
- Art from different cultures: Students study different cultures and create art, such as masks, bowls and other artifacts.





## GRADE 7/8 CERAMICS

### Skills and Concepts

- To appreciate the role of diverse cultures and their contributions to the history of ceramics
- To appreciate the historical significance of ceramic art
- To look at work with a critical eye and to respectfully discuss others' work
- To foster creative problem-solving through students' interpretations of the assigned projects
- To learn and properly use ceramics vocabulary
- To discuss the areas of difference and commonality in functional ware and sculpture
- To explore the nature of clay and its properties
- To know and use safe practices in the ceramics studio
- To demonstrate basic technical skills such as creating with coils, slabs, and pinching, associated with sturdy hand building
- To learn the application of glaze techniques and alternative surface treatments
- To use patterns and texturing to add depth and interest

### Units and Activities

- Exploring the purpose of art and how it reflects the world around us
- Art as self-portrait (how do we experience the world as individuals?)
- Functional ceramics vs. sculptural/decorative
- ceramics from non-western cultures (African, Asian, Middle Eastern)
- Historical ceramics and their function (Greek, Ancient Middle East, Native American)

- Glazing techniques and alternative surface decoration (underglazes, sgraffito, acrylics, watercolors)
- Ceramics and literature (interpreting a piece of literature through clay)

### Possible Projects

- Native American coil pots
- Medieval gargoyles
- Slab built boxes
- Greek friezes (art as storytelling)
- Masks
- Art Nouveau Tiles





# GRADE 7/8

## MUSIC

### Digital Songwriting

Students will compose and perform their own original music using digital tools. They will use computer and web-based programs to explore technologies such as looping, programming, sound editing, and mixing in order to develop and present musical ideas. Working independently and in small groups, students will learn the basic principles of music theory and song construction and apply these concepts to create their own music. Students and teacher collaborate and share ideas through the Soundtrap platform, and students will have the opportunity to perform their music at the end-of-semester Mods Night.

Essential questions related to this work include:

- What differentiates sound from music?
- How are elements of music used to communicate?
- What criteria do we use to evaluate music?
- What role does music play in people's lives?

Skills include:

- Creating and developing musical ideas
- Analyzing musical examples
- Demonstrating understanding of digital technologies
- Learning and applying music theory concepts like scales and chords
- Studying professional music recordings and extrapolating concepts to students' compositions

### Guitar

Each student will receive instruction in guitar at a beginning or advanced beginner level. Songs selected by the students and teacher will be used to develop targeted skills selected by the student and teacher and based on assessment of current playing ability. Students will work toward playing in solo, duo, and group settings. The mod will culminate with an evening performance for parents and will address essential questions including:



- How do elements of music affect the listener?
- How do individuals work together to make music?
- What differentiates sound from music?
- What can I do to make an ensemble sound better?

Skills include:

- Tuning the guitar
- Developing and using good technique for holding the guitar, fingering with the left hand and picking and strumming with the right hand
- Playing melodies and chord sequences on the guitar
- Reading standard musical notation, chord charts, and tablature
- Playing solo and as part of an ensemble
- Performing music representing a variety of styles
- Practicing regularly between class sessions

### 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:

- Introducing, practicing, and mastering musical theater performance and production
- Providing leadership and making artistic decisions
- Collaborative with other students and teachers to achieve a common goal

# GRADE 7/8 DRAMA

Students will spend the semester exploring the concepts of performing scripted material. Students will use Stanislavski's 7 Questions to delve into both teacher- and student-chosen monologues and scenes throughout the semester while additionally experimenting with physicality and voice.

## Skills and Concepts

**Concentration:** Focusing on a given task, activity, or characterizations and maintaining that focus.

**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 which will inform a production of the work.

**Characterization:** Creating holistic portrayals using various acting techniques such as characters histories and analyses.

**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

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







## GRADE 7/8 PHOTOGRAPHY

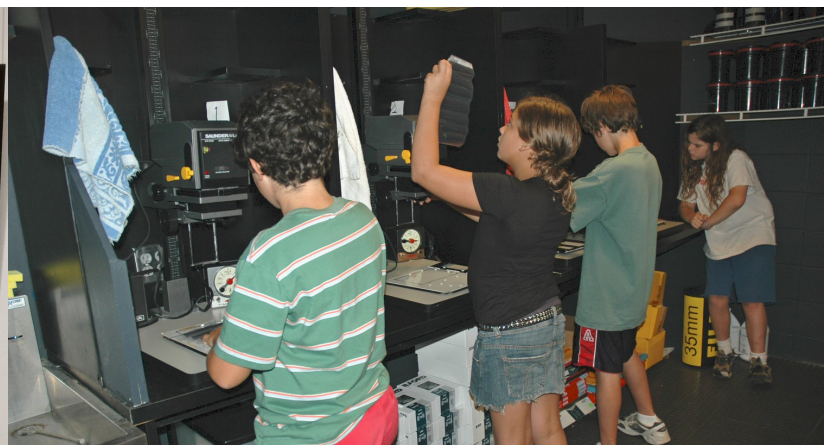
### Skills and Concepts

- To appreciate the art of black and white photography
- To “Learn How to See with a Camera”
- To develop abilities at photographing interesting and appropriate subject matter and to look for shape, geometry, lines, shadows, reflections, and texture
- To understand the rules of composition and contrast range
- To understand the use of chemicals and their management
- To become familiar with enlargers and to learn how to “print”
- To handle negatives in a way that will preserve them and keep them clean
- To manage digital images in organized folders
- To learn how to use Photoshop CS6 to enhance their images
- To begin to understand critiquing and the objective standards of photography
- To dry-mount prints on mount board cleanly and evenly

### Materials and Activities

- Canon film and digital cameras
- Nine high-quality enlargers with easels
- Ten computers with Photoshop CS6
- Numerous books and magazines on photography
- Teacher and student photographs for critique
- Photographic darkroom paper to make contact sheets, 5x7s, and 8x10s
- One summer assignment and one field trip
- Two professional judgments during the year

Students will take photographs using film and digital cameras during the summer. They will have shooting assignments from time to time. They will learn how to develop film, make contact sheets, edit their work, and print in the darkroom. They will enhance their digital images using Photoshop CS6, printing out their best photos for display and competition from both film and digital sources.





## GRADE 7/8 YEARBOOK

Students who sign on for yearbook take on the role of staff for the school publication, with the instructor taking on an advisory role in addition to ensuring that the students' intentions are realized when the book is published. Working together, students decide the content of the yearbook and compose the layout. In the fall, the yearbook staff (students) are assigned specific tasks within teams that will focus on Lower School, Middle School, and arts/sports/events. As in years past, our vendor for the yearbook is Memory Book.





# GRADE 7 SPANISH

## 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 of greetings, numbers, days and dates, weather, telling time, geographical terms, likes and dislikes, classroom activities, extracurricular activities, daily routines, shopping, running errands, driving terms, childhood events, celebrating holidays, natural disasters, accidents, and events in the emergency room.
- Grammar: Review of definite and indefinite articles, nouns, noun-adjective agreement, subject pronouns, subject-verb agreement, asking and answering questions, possessive adjectives, object pronouns, informal commands, comparisons and superlatives, demonstrative adjectives and pronouns, and idiomatic expressions.
- Verbs: Present tense (regular *-ar*, *-er*, and *-ir* verbs, stem-changing and irregular verbs), present progressive, and regular preterite (simple past) tense.
- Culture: Introduction to the Spanish-speaking world through video stories; geography and famous Spanish personalities.

## Texts and Supplementary Materials

- E-textbook: *Realidades 2*, Pearson (first 8 chapters.)
- Online practice workbooks to accompany *Realidades 2*, found on [www.realidades.com](http://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, and tests
- Conversational and listening practice, projects, and writing assignments
- Projects and writing assignments
- Use of Spanish in class





## GRADE 8 SPANISH

### Skills and Concepts

- Awareness of and appreciation for the Spanish language and Hispanic culture, including development of the ability to compare and contrast both syntactic 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 of 7th grade vocabulary and deeper study of 8th grade vocabulary (greetings, numbers, days and dates, weather, telling time, geographical terms, likes and dislikes, activities and places in the community, classroom objects and phrases, classes, food and health, physical and personality descriptions, emotions, family, celebrations, clothing and shopping, household and chores), plus vocabulary related to travel, technology, childhood experiences, natural disasters and medical emergencies terms, TV and movies, cooking, 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, comparisons and superlatives, demonstrative adjectives and pronouns, idiomatic expressions), plus reflexive verbs, reciprocal constructions, indirect and direct object pronouns, formal and informal commands, adverbs, uses of the impersonal *se*, uses of "by" (*por/para*).

- Verbs: Review of present tense (regular -ar, -er, and -ir verbs, stem-changing and irregular verbs), regular and irregular preterite (simple past) tense, imperfect (descriptive past) tense, present and imperfect present progressive tense, present perfect tense, simple future tense, and introduction to the subjunctive tense (time permitting).
- Culture: Review of the geography of the Spanish-speaking world and Hispanic influence in the US. Through the video story "*En Busca de la Verdad*," students will learn about the culture of other Spanish speaking countries.

### Texts and Supplementary Materials

- E-textbook: *Realidades 2*, Pearson (8 chapters from the second half of the book)
- Online practice workbooks to accompany *Realidades 2*, found on [www.realidades.com](http://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, and tests
- Conversational and listening practice, projects, and writing assignments
- Use of Spanish in class

Virtual Learning Resources: Lesson Delivery System (Nearpod), Interactive study and practice tools such as Kahoot, IXL, Quizlet, *Conjuguemos*, and others as appropriate.





## GRADE 7 PHYSICAL EDUCATION

### Skills and Concepts

- Individual skills taught in the 5th and 6th grades are reviewed once again, but are done at near game speed with defensive pressure applied by a partner.
- Focus on hand-eye and foot-eye coordination and skill development.
- Intermediate individual skills are introduced with defensive pressure applied by a partner at near game speed.
- Higher levels of tactical applications are used during live and dead ball situations.
- Students review rules learned in 6th grade and are introduced to more advanced rules.
- One vs. one, two vs. one, two vs. two, and seven vs. seven situation play to give students an opportunity to use their individual skills in simulated game conditions.
- Review the concepts of “width” and “depth” as they relate to using skills in game situations.
- Introduction of intermediate tactical concepts, such as the “principle of overload,” (trying to outnumber the defense in a particular zone), and using passes and player cuts to “clear out” an area to provide scoring opportunities for teammates.
- Combining footwork and movement patterns learned in 5th and 6th grade to add to students’ repertoire of individual offensive and defensive moves—for example, combining a jab step with a crossover step.
- Sportsmanship
- Teamwork
- Goal setting
- Concept of personal best vs. winning at any cost

### Text and Supplementary Materials

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters
- Handouts describing rules and regulations of the sport, as well as a brief history, and quizzes
- Computer applications for skill demonstrations and game footage

### Units and Activities

- Year-round: Physical fitness activities including stretching, jogging, jumping rope, Green Acres physical fitness testing, and large-group games (dodgeball, tag, etc.)
- Fall: Fitness, soccer, basketball skills and large-group games
- Winter: Basketball, floor hockey, gymnastics, table tennis, and new games
- Spring: Softball, track and field, and team handball



# GRADE 8 PHYSICAL EDUCATION

## 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.
- Focus on hand-eye and foot-eye coordination and skill development.
- 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 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 seven vs. seven 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, 6th, and 7th grade to add to the students' repertoire of individual offensive and defensive moves.

- Sportsmanship
- Teamwork
- Goal setting
- Concept of personal best vs. winning at any cost

## Text and Supplementary Materials

- Bulletin boards using photos, diagrams, checklists, and color-coded rosters.
- Handouts describing rules and regulations of the sport, as well as a brief history, and quizzes.
- Computer applications for demonstrations and game footage.

## Units and Activities

- Year-round: Physical fitness activities including stretching, jogging, jumping rope, and President's Physical Fitness testing, large-group games (dodgeball, tag, etc.)
- Fall: Fitness, soccer, basketball skills, and large- group games
- Winter: Basketball, floor hockey, gymnastics, table tennis, and new games
- Spring: Softball, track and field, and team handball





# GRADE 7 ADVISORY

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities of important life issues generated by both students and advisors. We will also be using advisory to support our students' social and emotional health during remote learning.

## 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.
- During advisory, students work cooperatively in small groups.
- The advisory period is used to plan for class trips and to evaluate them afterwards.

## Units and Activities

- Study skills and organizational habits
- Diversity and the "Big Nine"
- Internet safety and cyber-citizenship
- Body image, media literacy, and conformity
- Conflict resolution and peer relationships
- Sexuality education, including examining cultural and gender stereotypes and pressures, developing healthy patterns of behavior, personal decision making, sexual orientation, birth control, and sexually transmitted diseases
- Substance abuse education
- Reflection and preparation for student-led conferences

## Texts and Resources

- The Green Acres Middle School Advisory Handbook
- *Scholastic Choices*, a life skills magazine for teens
- Videos and materials from Discovery Education
- Guest speakers





## GRADE 8 ADVISORY

The overarching goals of the advisory program are to ensure that each student is known well, feels a part of the overall community, and finds ways to be academically and socially successful. The advisory program engages students in discussion and activities of important life issues generated by both students and advisors.

### 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.
- During advisory, students work cooperatively in small groups.
- The advisory period is used to plan for class trips and to evaluate them afterwards.

### Units and Activities

- Study skills and organizational habits
- Overview of the high school application process
- Diversity and the "Big Nine"
- Internet safety and cyber-citizenship
- Body image, media literacy, and conformity
- Conflict resolution and peer relationships

- Sexuality education, including examining cultural and gender stereotypes and pressures, developing healthy patterns of behavior, personal decision making, sexual orientation, birth control, and sexually transmitted diseases
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### Texts and Resources

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## NEXT STEPS

[SCHEDULE A TOUR](#)

[LEARN ABOUT  
ADMISSION](#)

[APPLY](#)

