

8TH GRADE – IB MYP YEAR 3
ALICE DEAL MIDDLE SCHOOL - COURSE OUTLINES



This package includes course outlines from all of the 8th grade subjects at Alice Deal Middle School for the 2010-2011 school years. Outlines included are:

1. Language A (English)
2. Sciences
3. Humanities
4. Mathematics (Algebra and Geometry)
5. Arts – Visual Arts
6. Physical Education

Course outlines Language B (World Languages) will be provided in those respective classes.

International Baccalaureate Middle Years Program (IB MYP)

Alice Deal Middle School is an authorized IB World School, offering the Middle Years Program to all our students. The written curriculum at Deal is provided by DC Public Schools; the taught curriculum (how we teach) is based in the fundamental concepts of the IB: holistic learning, intercultural awareness, and communication.

Course outlines included are organized around units of work. A unit is an extended area of study, focused on the IB themes of the “Areas of Interaction.” Each unit will eventually have a specific area of interaction, a unit question that guides learning and thinking, common assessments, and a common method of evaluation. Over the course of the year, students will be assembling critical pieces of work in their IB MYP portfolios.

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English 8

IB Middle Years Program Language A Year 3

At the eighth grade level, the English Department focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that focuses on a complex understanding of word roots and vocabulary comprehension that focuses on text features and structures, distinguishing fact from opinion, identifying themes and motivations in texts, and reading and writing simple figurative language. We will be introducing our students to an intensive writing initiative emphasizing: critical organization, working purposefully through each step of the drafting and writing process, and small group writing circles. During the course of our in depth reading and writing program, each student will create work (including major projects such as a literary critique and research paper) to reflect their academic growth during the school year.

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Introduction to Approaches	Approaches to Learning	<i>How can I organize my ideas?</i>

Character and Plot introductory skills. Summative Activity: Response to Literature/Introduction to five-paragraph thesis essay and basic format of class writing.

Unit Title	IB MYP Area of Interaction	Unit Question
Personal and Social Identity	Health and Social Education	<i>How do individuals or groups express their identities through poetry or prose?</i>

How do individuals and groups express their identities through poetry and prose? - Summative Activity/Response to Literature: Textually based analysis of figurative language’s affect in prose novel.

Unit Title	IB MYP Area of Interaction	Unit Question
Revolution and Societal Organization	Human Ingenuity	<i>How do you decide what is worth fighting for?</i>

Informational text on world revolutionaries/Animal Farm as a allegory for political systems. Summative Activity/Essay: Students craft a persuasive essay using conscious organization and persuasive techniques.

Unit Title	IB MYP Area of Interaction	Unit Question
Choosing a Journey	Environments	<i>What drives a person to explore?</i>

Joseph Campbell’s literary theory on The Hero’s Journey. Summative Activity/Response to Literature: Formalized research citing two formal sources in addition to citing Joseph Campbell’s literary theory. Paper includes cover page, project proposal, outline, paper and bibliography.

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Unit Title	IB MYP Area of Interaction	Unit Question
Oppression as an Institution	Human Ingenuity	<i>Where do you see power?</i>

Close textual reading of Night and the social causes of the Holocaust. Summative Activity/Essay: Students complete an essay justifying their definition of “oppression” and providing evidence from the unit as support

Unit Title	IB MYP Area of Interaction	Unit Question
What is the nature of “freedom”?	Community and Service	<i>What does freedom really mean?</i>

The Harlem Renaissance through A Raisin in the Sun and the changing nature of the American Dream. Summative Activity/Response to Literature: Students complete research paper with formalized cover page, project proposal, outline, thesis-driven paper, and annotated bibliography.

The student will:

- Explain the significance of the five points of plot, and identify the motivation behind major plot actions
- Identify a theme and support identification with evidence
- Analyze a fictional character’s thoughts words and actions in a written statement.
- Define poetic techniques, explain the effect of poetic language and use poetic language to create a purposeful piece of writing
- Highlight organizational structures of a text and explain why each helps us understand the material best
- Create an outline and use to write an organized summary of a fiction and nonfiction piece
- Draw conclusions about the time a piece was written in based on word choice and textual devices
- Write a persuasive piece with a purposeful bias
- Create a multiple paragraph research paper correctly citing evidence and developing a thesis.

Teaching and Assessment

Students will receive quarterly grades that assess their achievement toward DCPS English standards. In addition, student growth will be measured according to the IB MYP Language A learning objectives in three criteria:

- Criterion A—Content (receptive and productive)
- Criterion B—Organization
- Criterion C—Style and Language Mechanics

Teachers will issue progress reports mid-advisory to help apprise students and parents about their progress.

Sample assessments will include:

- Creative exploratory writing

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- Multi-paragraph essays with a guiding thesis
- Literary critique
- Oral and written debate and analysis
- Formal research paper

Physical Science

IB Middle Years Program Sciences Year 3

In Physical Science, students explore the changes that matter undergoes and the relation of these changes to the concept of energy using a combination of guided inquiry and direct instruction.

Students begin their year by building a foundation; they are introduced to the guided inquiry process and the scientific method using structured, cooperative explorations. Students then explore energy in its various forms by examining waves and mechanical interactions. This is followed by an examination of motion and forces, applying the concept of energy developed earlier in the year and introducing conservation.

During the second half of the year, students investigate how electrons flow as electricity and how those flows can be directed in various ways for different purposes. After considering electrons, students consider the whole atom and how atoms interact. They also begin to consider the development of the quantum mechanics of the atoms. Finally, they are introduced to chemical changes, and they determine the energy behind those chemical changes.

Throughout the year students develop investigation skills as they communicate their initial ideas with classmates, consider other view points, observe phenomena, collect and analyze data, form conclusions, and finally reflect on the process. While Physical Science covers a large amount of content, these critical thinking and evaluative skills are emphasized as they are essential to the development of a student and are the foundation for further study.

The Aims of IB MYP Sciences

- Develop inquiring minds and curiosity about science and the natural world
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of science and its application in technological developments
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.”

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Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Scientific Thinking and Inquiry	Community and Service	<i>Under development</i>
Conservation of Energy	Environments	<i>Under development</i>
Forces	Human Ingenuity	<i>Under development</i>
Density and Buoyancy	Approaches to Learning	<i>Under development</i>
Structure of Matter/ Organizing Atoms	Environments	<i>What properties do our resources have on the atomic level?</i>
I, the Scientist	Human Ingenuity	<i>How can I push the limits of scientific knowledge?</i>
Reactions	Human Ingenuity	<i>Under development</i>
Waves	Human Ingenuity	<i>Under development</i>
Electricity and Magnetism	Approaches to Learning	<i>Under development</i>

Teaching and Assessment

Methods

- Note taking
- Oral presentation
- Individual/group work
- Observe, record data, interpret results, and drawing conclusions (basic scientific skills).
- Use of technology: Interactions in Physical Science web-site, computer simulators, power point presentation.

- Demonstration
- Co-teaching

Assessment

- Warm-up
- Class participation/class work
- Homework
- Quizzes/ test
- On line practice
- Projects (rubric based)

IB MYP Sciences Criteria

IB MYP Sciences aspires to develop scientifically informed, caring and responsible individuals who can think critically and make informed choices about themselves, the environment and society.

The objectives of MYP science are divided into six criteria.

A: One World - The student should be able to:

- describe and discuss ways in which science is applied and used to solve local and global problems;
- describe and evaluate the benefits and problems of science and scientific applications as well as their effect on life and society;

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- discuss how science and its applications interact with social, economic, political, environmental, cultural and ethical factors.
- B: Communication* - The student should be able to:
- communicate scientific information using a range of scientific language;
 - present scientific information in a variety of formats, acknowledging sources as appropriate;
 - demonstrate honesty when handling data and information, acknowledging sources as appropriate.
- C: Scientific Knowledge & Concepts* - The student should be able to:
- recognize and recall scientific information;
 - explain and apply scientific information to solve problems in familiar and unfamiliar situations;
 - analyze scientific information by identifying components, relationships and patterns.
- D: Scientific Enquiry* - The student should be able to:
- define the problem or research question to be tested by a scientific investigation;
 - formulate a hypothesis and explain it using logical scientific reasoning;
 - design scientific investigations that include variables and controls, material/equipment needed, a method to be followed, data to be collected and suggestions for its analysis;
 - evaluate the method, commenting on its reliability;
 - suggest improvements to the method.
- E: Processing Data* - The student should be able to:
- collect and record data using appropriate units of measurement;
 - organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts);
 - analyze and interpret data by identifying trends, patterns and relationships;
 - draw conclusions supported by scientific explanations and a reasoned interpretation of the analysis of the data.
- F: Performance in Experiments* - The student should be able to:
- carry out scientific investigations using materials and techniques safely and skillfully;
 - work effectively as members of a team, collaborating, acknowledging and supporting others as well as ensuring a safe working environment;
 - show respect for themselves and others, and deal responsibly with the living and non-living environment.

Resources

Interactions in Physical Science (Herff Jones)

Physical Science (McDougal Littell)

DCPS Science Standards and Curriculum <http://www.k12.dc.us/dcps/standards/g8.htm>

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United States History and Geography: Growth and Conflict
IB Middle Years Program Humanities Year 3

MYP Humanities Year 3 weaves together both skills and content knowledge so that students understand how history and geography effect each other and shape the world around them. Students examine the relationship among social, economic, and geopolitical developments across time and place. They use the processes of conceptual and critical thinking to analyze historical and contemporary issues. Students are encouraged to think independently while developing group process skills.

Our study of US History and Geography will be:

- **Holistic:** We will use other disciplines to help us understand the American story, and we will be looking for connections between “then and now,” and between “us” and “them.”
- **Intercultural:** We will examine a variety of viewpoints and consider alternative perspectives that frame issues from a historical perspective.
- **Communication:** We will examine communication modes, technologies, and systems; we will expand our competencies in critical reading, speaking, and writing.

This course helps students succeed in the IB Middle Years Program by cultivating enquiring minds, by developing the critical thinking skills and historical imagination necessary to work with fragmentary evidence, by examining local and global points of view on history and culture, and by building systems that observe, classify, explain, and relate information from a variety of sources.

The study of US History and Geography is a natural laboratory for developing in students the identity and habits of mind that support the IB learner profile. Throughout the year we will use real world problems, simulations, document analysis, debates, and research projects to help students become inquirers, knowledgeable thinkers, communicators, principled and open-minded risk takers, balanced, caring and reflective human beings.

Students will trace issues of oppression and independence from colonization through the aftermath of the Civil War and into Industrialization and Urbanization. Students explore the colonial interests that caused increasingly harsh treatment of Native Americans and African slaves, and the compare that philosophy with the ideas contained in the independence movements that shaped the Constitution. They trace the conflicting ideas of the Constitution that fostered the emergence of political parties, and they follow those parties’ changing stances on agriculture, urbanization, slave labor, expanding territories, and American Indian displacement. Students end the year by examining the Civil War and Reconstruction that were born from those many conflicts and by the rapid urbanization and industrialization that followed. They also assess the country’s preparation for another wave of immigration as the nation’s economy transforms from agrarian to manufacturing and the population shifts from rural communities to the cities.

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In all units, students will draw connections between geographic sites and historical events.

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Course Introduction	Approaches to Learning	<i>How does one successfully approach the study of American history?</i>
European Exploration of the Americas	Environments	<i>Who is responsible for the genocide of indigenous America?</i>
Colonial Heritage	Human Ingenuity	<i>How was life different for our colonial ancestors?</i>
Changing Your World	Community and Service	<i>How do I know when change is needed?</i>
A New Nation	Approaches to Learning	<i>What are the guiding principles and goals of the US Constitution?</i>
Aspirations and Ideals of the New Nation	Environments	<i>Who owns the land?</i>
Divergent Paths of the American People	Health and Social Education	<i>How can we measure the impact of industrialization?</i>
Big Land, Big Sky, Big Dreams: Early Settlements in the American West	Community and Service	<i>How do we create community?</i>
Slavery in America	Community and Service	<i>How can people successfully challenge and reform institutionalized practices?</i>
The Civil War	Approaches to Learning	<i>What conflicts drove the nation to war against itself?</i>
Character and Consequences of Reconstruction	Human Ingenuity	<i>We got our freedom, but now what?</i>
Growth in the West/ The Rise of Industrial America	Human Ingenuity	<i>How will expansion, immigration, and industrialization change the nation?</i>

The Aims of IB MYP Humanities:

The aims of the teaching and studying of humanities are to encourage and enable the student to develop:

- An inquiring mind
- The skills necessary for the effective study of humanities
- A sense of time and place
- A respect for and understanding of others’ perspectives, values and attitudes

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- Awareness and understanding of people, cultures and events in a variety of places at different times
- An understanding of contemporary humanities issues
- An awareness of the connections with other subjects
- A lifelong interest in an enjoyment of humanities

Areas of Interaction

Throughout the year we will use the areas of interaction to build connections between students' knowledge and experience and to place the curriculum in the context of the real world. For example, students will develop **approaches to learning** that help them undertake research and demonstrate their understanding of knowledge and concepts. We will consider the connections between **environments and culture** in Colonial America, explore **health and social environments** in relation to human conflict and cultural attitudes toward health and wellness; discuss the consequences of **human ingenuity** that fueled the industrial revolution and ponder the relationship between technology and the rise in national wealth; investigate the role of **community and service** in antebellum America and the nature of boundaries and limits in geographic regions. We will develop a class service learning project through Project Citizen to investigate a contemporary problem and propose reasonable, logical solutions.

Teaching and Assessment

In the IB MYP, teachers work together to develop a variety of methodologies, focusing on approaches to learning, especially critical thinking and reflection. Individual and collaborative active learning strategies are at the heart of the classroom instruction. Real world connections and opportunities to investigate and solve problems will help students become world citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past.

Teachers will take advantage of the unique opportunity to integrate the historic community of Washington, DC, into their lesson planning. Students will travel and study in Jamestown and Colonial Williamsburg, Virginia, in October; will tour the National Mall and the three branches of the federal government in December; and will visit either Harper's Ferry, West Virginia or Gettysburg, Pennsylvania in May. Additional field trips to local museums and archives will be scheduled throughout the year.

Students will be encouraged to learn through a variety of assignments and assessments. All routine homework and many classroom tasks will constitute formative assessments for learning. Students receive credit for attempting and completing these assignments. Students will also receive credit for attendance, participation, citizenship and effort. Collectively, formative assessments will count for 40 percent of an advisory grade.

Summative assessments of learning help students judge their academic progress towards District of Columbia standards and IB MYP aims and objectives. These assessments include projects, quizzes, tests, written essays, case studies, exhibits, oral presentations,

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and group research. Summative assessments will account for 60 percent of the advisory grade.

All students will complete a research project guided by the National History Day program. These projects reflect a four-month commitment to collecting information, developing an original thesis, and preparing a presentation in one of four categories: research papers; exhibit boards; documentaries or performances. Superior work will be submitted into several levels of competition that culminate in a national contest in June.

Grading and Reporting

Students receive quarterly grades that assess their achievement toward IB MYP learning objectives in four criteria:

Criterion A—Knowledge: term/facts/examples/descriptions

Criterion B—Concepts: explanations/applications of powerful ideas (time, place and space, change, systems, global awareness)

Criterion C—Skills: technical/analytical/decision-making/investigation

Criterion D—Organization and presentation: logic/clarity/style/referencing

Teachers will issue progress reports mid-advisory to help apprise students and parents about their progress.

Resources

- Text: *Creating America: A History of the United States* by McDougal Littell
- *Contest Rule Book* for National History Day
- Additional resources include DVDs, documentaries, test-taking materials, *Project Citizen* and *We the People*, and other materials selected by the instructors.

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Algebra 1

IB Middle Years Program Mathematics Year 2/3

Algebra, which uses letters to represent numbers, requires the leap from concrete to abstract thought. It forms the foundation for later math, science and computer studies. It is essential to a huge range of occupations, including medicine, marketing, finance, economics, architecture and computer technology.

Beyond its formal mathematical applications, algebra is considered essential for helping to develop critical thinking and problem-solving skills. It is viewed as a gatekeeper course for college and career success. Love algebra or hate it, people also often use it in their daily lives without even knowing it, according to educators and mathematicians. Solving for the unknown. Exponential calculations. These and other algebraic skills are embedded in tasks ranging from figuring out interest earnings on a savings account to measuring fabric for draperies to comparison shopping for a fuel-efficient car or an energy-saving air conditioner.

The vision of the Alice Deal Middle School Mathematics Department is to provide all students with relevant mathematics concepts appropriate for their grade level and to further provide the skills and concepts necessary for success in high school mathematics and in the global economy. We aim to provide students with an appreciation of the usefulness, power and beauty of the mathematics. Technology such as Geometer's Sketchpad, graphing calculators, Smart Boards and the Internet will be used to accomplish these goals.

This course will also strive to foster a positive attitude and strong work ethics and encourage students to communicate math concepts clearly both verbally and in writing. Students will also be encouraged to appreciate the mathematical contributions of other cultures both ancient and modern. The course will meet this need by using manipulatives, and real world problems involving diverse cultures, environment issues and community concerns that will help students derive meaning from abstract mathematics.

This course will maintain autonomy over its individual assessment while striving to cooperate with other core subjects to enhance the IB philosophy. It will strive to have one common assessment for all students taking the same course regardless of their grade level. It will also meet the needs of all students by providing remediation in the form of a math resource class to struggling students and high level math to advanced students. It will collaborate with the Special Education and ELL departments to meet the unique needs of these students.

As the course strives to expand in the IB philosophy, it will continue to provide wide opportunities for students by participating in various mathematics programs and fun activities e.g., Math Counts, American Math Competition, Johns Hopkins Center for Talented Youth, Family.

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Topics

Unit Title	Area of Interaction	Unit Question
Algebraic Expressions	TBD	TBD
Solving Linear Equations	TBD	TBD
Graphing Linear Equations and Functions	TBD	TBD
Writing Linear Equations	TBD	TBD
Solving and Graphing Inequalities	TBD	TBD
Systems of Linear Equations and Inequalities	TBD	TBD
Exponents	TBD	TBD
Quadratic Equations and Functions	TBD	TBD
DC CAS	TBD	TBD
Polynomials	TBD	TBD

The Aims of IB MYP Mathematics:

The aims of teaching and learning mathematics are to encourage and enable students to:

- recognize that mathematics permeates the world around us
- appreciate the usefulness, power and beauty of mathematics
- enjoy mathematics and develop patience and persistence when solving problems
- understand and be able to use the language, symbols and notation of mathematics
- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Teaching and Assessment

Homework is designed to be an extension of the day's class activities or occasionally, an introduction to the next day activity, and as such it is necessary part of the student's day. We treat it as a learning instrument, not a testing instrument. Therefore, we encourage each student to seek help from parents, siblings, each other,

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their math teachers. Students are expected to participate in class and to work with other students on assignments and activities during class. Various projects will be required, rubrics for which will be given out to guide the students in guiding, assessing, and evaluating their work. Students' levels of understanding and competence will be evaluated in a variety of ways: oral questioning, observing group interactions, frequent teacher-made quizzes, projects, graded homework assignments, and unit tests.

Grading and Reporting

In MYP mathematics, the four main objectives support the IB learner profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

- **Knowledge and understanding** promotes learning mathematics with understanding, allowing students to interpret results, make conjectures and use mathematical reasoning when solving problems in school and in real-life situations.
- **Investigating patterns** supports inquiry-based learning. Through the use of investigations, teachers challenge students to experience mathematical discovery, recognize patterns and structures, describe these as relationships or general rules, and explain their reasoning using mathematical justifications and proofs.
- **Communication in mathematics** encourages students to use the language of mathematics and its different forms of representation, to communicate their findings and reasoning effectively, both orally and in writing.
- **Reflection in mathematics** provides an opportunity for students to reflect upon their processes and evaluate the significance of their findings in connection to real-life contexts. Reflection allows students to become aware of their strengths and the challenges they face as learners.

Teachers will issue progress reports mid-advisory to help apprise students and parents about their progress.

Resources

The primary textbook for this course will be *Algebra 1: Applications, Equations and Graphs* (2004) published by McDougal-Littell, supplemented by other printed materials. We will also use manipulatives; Green Globbs, Geometer's Sketchpad and other computer software; graphing and/or scientific calculators; the Internet; video/LCD projectors and overhead projectors; and Smart Boards.

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Geometry

IB Middle Years Program Mathematics Year 3

This course is for students who have demonstrated mastery of the content standards found in the Algebra 1 curriculum.

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This course will also strive to foster a positive attitude and strong work ethics and encourage students to communicate math concepts clearly both verbally and in writing. Students will also be encouraged to appreciate the mathematical contributions of other cultures both ancient and modern. The course will meet this need by using manipulatives, and real world problems involving diverse cultures, environment issues and community concerns that will help students derive meaning from abstract mathematics.

This course will maintain autonomy over its individual assessment while striving to cooperate with other core subjects to enhance the IB philosophy. It will strive to have one common assessment for all students taking the same course regardless of their grade level. It will also meet the needs of all students by providing remediation in the form of a math resource class to struggling students and high level math to advanced students. It will collaborate with the Special Education and ELL departments to meet the unique needs of these students.

As the course strives to expand in the IB philosophy, it will continue to provide wide opportunities for students by participating in various mathematics programs and fun activities e.g., Math Counts, American Math Competition, Johns Hopkins Center for Talented Youth, Family Math Night, and Pi Day.

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Topics

Unit Title	Area of Interaction	Unit Question
Basics of Geometry	TBD	TBD
Reasoning and Proof	TBD	TBD
Parallel and Perpendicular Lines	TBD	TBD
Congruent Triangles	TBD	TBD
Properties of Triangles	TBD	TBD
Quadrilaterals	TBD	TBD
Transformations	TBD	TBD
Similarity	TBD	TBD
Right Triangles and Trigonometry	TBD	TBD
Circles	TBD	TBD
Areas of Polygons and Circles	TBD	TBD
Surface Area and Volume	TBD	TBD

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- develop mathematical curiosity and use inductive and deductive reasoning when solving problems
- become confident in using mathematics to analyse and solve problems both in school and in real-life situations
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop abstract, logical and critical thinking and the ability to reflect critically upon their work and the work of others
- develop a critical appreciation of the use of information and communication technology in mathematics
- appreciate the international dimension of mathematics and its multicultural and historical perspectives.

Teaching and Assessment

Homework is designed to be an extension of the day's class activities or occasionally, an introduction to the next day activity, and as such it is necessary part of the student's day. We treat it as a learning instrument, not a testing instrument. Therefore, we encourage each student to seek help from parents, siblings, each other, their math teachers. Students are expected to participate in class and to work with other students on assignments and activities during class. Various projects will be required, rubrics for which will be given out to guide the students in guiding, assessing, and

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evaluating their work. Students' levels of understanding and competence will be evaluated in a variety of ways: oral questioning, observing group interactions, frequent teacher-made quizzes, projects, graded homework assignments, and unit tests.

Grading and Reporting

In MYP mathematics, the four main objectives support the IB learner profile, promoting the development of students who are knowledgeable, inquirers, communicators and reflective learners.

- **Knowledge and understanding** promotes learning mathematics with understanding, allowing students to interpret results, make conjectures and use mathematical reasoning when solving problems in school and in real-life situations.
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- **Reflection in mathematics** provides an opportunity for students to reflect upon their processes and evaluate the significance of their findings in connection to real-life contexts. Reflection allows students to become aware of their strengths and the challenges they face as learners.

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Resources:

The primary textbook for this course will be Geometry published by McDougall Littell and supplemented by other printed materials. We will also use manipulatives; Green Globes, Geometer's Sketchpad and other computer software; graphing and/or scientific calculators; the Internet; video/LCD projectors and overhead projectors; and Smart Boards.

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Visual Arts

IB Middle Years Program Arts Year 3

In this class, student will explore art from around the world and throughout time. They will understand that art is connected in dynamic ways to the activities and ideas that all humans have in common. These common human experiences are captured by themes explored in the visual arts program.

The visual arts program will help your child enjoy the processes involved in creating and responding to art. As part of the study of art, all students will create artworks that connect meaningfully to their lives. They will learn how to perceive, think, talk, and write about artworks. While becoming aware of beauty in the environment and the importance of art and design in everyday life, students will learn about careers in art and the many art resources in the community.

The student will experience enhance learning of content introduced and will be offered many opportunities to develop in-depth understanding of art as they raise questions and explore issues, relationships and complexities within focused limited topics.

Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Principles of Art and Design (2D)	Approaches to Learning	<i>How can we use language to describe perceptions?</i>
U.S – Multicultural Art Contributions	Health and Social Education	How can we connect human issues to society?
Sculpture (3D)	Environments	How can our understanding of the environment connect to our perception of arts?
Women in Art/Social Commentary	Health and Social Education	How can we create awareness of social justice?
Paper Making, Book Arts, and Printmaking	Community and Service	How can art encourage responsible citizenship?
U.S. Colonial and Contemporary Art	Approaches to Learning	How can we connect art?
Technology	Human Ingenuity	How can we apply technology to communicate meaning?

The Aims of IB MYP Arts

The aims of the teaching and study of MYP arts are for students to:

- understand how the arts play a role in developing and expressing personal and cultural identities
- appreciate how the arts innovate and communicate across time and culture
- become informed and reflective practitioners of the arts
- experience the process of making art in a variety of situations

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- explore, express and communicate ideas
- become more effective learners, inquirers and thinkers
- develop self-confidence and self-awareness through art experiences
- appreciate lifelong learning in and enjoyment of the arts.

Teaching and Assessment

The visual arts team will provide a combination of a structured, studio-like experience for student artists with a more traditional, middle school teaching environment. Students will work towards final products within each of the topics, and will be assessed using the IB MYP Arts assessment criteria as well as the standard DCPS grading scale. Each topic will have a set period of time for instruction, with clear articulation of daily activities.

In addition to completing final products, students will work with a developmental workbook. This tool, provided by the school, will serve as more than a sketchbook but less than a comprehensive book of everything that happens in class. Students will include critical learning in their workbook, artistic reflections, and examples of art principles. The developmental workbook will serve as a bridge between teacher and student, with the teacher on occasion providing comments and suggestions on student efforts in the workbook.

The following assessment criteria have been established by the IB for arts in the MYP. These criteria will be fully explained to students and parents, and will serve as the basis for IB MYP marks provided for final projects and assessing the developmental workbook.

Criterion A: Knowledge and understanding

Criterion B: Application

Criterion C: Reflection and evaluation

Criterion D: Personal engagement



Health and Physical Education

IB Middle Years Program Physical Education Years 3

The course of physical education and health utilizes a comprehensive curriculum which covers aspects of the student's physical, cognitive and affective wellbeing. This course is designed to impact students in each aspect through the use of both district-wide and national standards. Students within the middle years are in the midst of the turmoil of pubescent growth, social decision-making, and life changing choice-making. The aim of this course is to provide evidence based information that will empower students to make the right choices for themselves and to consider the overall impact of those choices on their lives and on the lives of others.

From the physical standpoint, physical health through fitness is the cornerstone of the physical education course component. Physical fitness testing will provide the basis for students to see where they are, goal set, and move towards the goal. Instruction in physical education will focus primarily on health-related fitness and helping students to plan and execute fitness guidelines for themselves. In addition to physical activity, the students will gain better understanding of the human body, how each system functions, the importance of each system, and what one must do to protect that system.

From the cognitive standpoint, this course will challenge students to think critically about decision-making and goal setting. Students will be asked to recall information pertaining to the topic of mastery, creatively express their learning through projects and improvisation in class, and demonstrate understanding of each objective in written and verbal forms.

The affective element is one of the most important in physical education and health class. This element allows students to demonstrate their ability to work with, encourage, and embrace the differences of others who are not like them. This occurs in teams within competitive sports, when students partner with one another to set and maintain fitness goals, and when students are audience members observing another classmates performance. These skills carry on further than this course but have lasting implications with our students as they grow, work and play in different environments.

Topics

Topics which will be covered within this course are broken up into health and physical education categories. Within the health category the course will cover human growth and development, nutrition, substance abuse, goal-setting, decision-making, and healthy relationships. Within the physical education category the course will cover health-related fitness, physical fitness goal-setting and planning, team building and competitive sports.

8TH GRADE – IB MYP YEAR 3
ALICE DEAL MIDDLE SCHOOL - COURSE OUTLINES



Topic	Areas of Interaction	Multi-cultural awareness/Unit questions
Fitness	Health and Social Education	<i>What can you do to enhance your own level of physical fitness?</i> We will examine the fitness habits of Americans and those of people in other parts of the world to compare.
Human Growth and Development (Health)	Health and Social Education	In this unit we will look at the commonalities of all human beings. What makes humans different from any other creature on the planet? What things do we all share and should embrace? We will also look at the differences amongst people everywhere, explore diseases that threaten us, and lifestyles that prevent us from reaching our optimal health.
Volleyball, Basketball, Football, Softball	Community and Service	Within this unit of study the students will participate in competitive sports, have the opportunity to create their own games with their own rules, and examine the impact of sport on cultures around the world.
Substance Abuse (Health)	Environments	This unit will explore substance abuse from the standpoint of the impact that poor judgment has on our future. We will also examine the cultural impact that drug and alcohol abuse has on families and societies.
Lacrosse	TBD	TBD
Nutrition (Health)	Environments	Nutrition is an essential part of survival as a human being. We will examine the benefits of good nutrition as well as the impact on society of poor nutrition. The students will be asked to look into the dynamics of city living and the food offerings available to them on a daily basis.

Teaching and Assessment

- Reflection will be the cornerstone of assessment within the physical education and health programs. Through reflection, students will be able to really judge their own performance, attitudes, and efforts in comparison to others around them. The teacher should utilize this reflection, either written or verbal, as an indication of the student's understanding of what has been taught.
- Formative assessments will be given in both P.E. and Health to get a true reading on where each student is.
- Peer assessments are utilized in order for each student to become engaged in the aspects of positive critiquing of others around them.

8TH GRADE – IB MYP YEAR 3

ALICE DEAL MIDDLE SCHOOL - COURSE OUTLINES



Assessment

Students will be given a variety of different assessment tasks to complete at the end of each day. Some of the tasks will include group or peer supported assessments, individual, or whole class.

IB MYP Physical Education Assessment Criteria

- **Knowledge and understanding** - Tests, quizzes, verbal feedback, actions
- **Movement and composition** - Actions, completion of sequences, rubrics
- **Performance/application** - rubrics, actions, projects
- **Social skills** - attitude and effort measured by the students within self-reflection
- **Personal engagement** - rubrics, actions, group projects

Resources

- Totally Awesome Health (Grade 8)
- The Game Plan (Project Reality- Abstinence Curriculum)
- DC Healthy Families (Nutrition Curriculum)
- Software/Technology: *GradeQuick* and *Edline*, *Smartboard* and *Power Point*
- Educational Videos or DVD's (e.g. *National Geographic*)
- *HopSports* Program with LCD projector
- Wireless Internet Access for Current Events