

**Linden Waldorf School  
EIGHTH GRADE CURRICULUM**

2014-2015

**OVERVIEW**

Main Lesson Block/Content

- American history/Civics
- Revolutions
- Short Story
- World Geography
- Anatomy
- Meteorology
- Chemistry
- Physics
- Platonic Solids

Music

- Choral Music: songs from around the world, madrigals
- Soprano, alto, tenor and bass recorder
- Strings/Orchestra

Practical and Fine Arts

- Charcoal drawing
- Painting
- Drama
- Woodwork
- Clay modeling
- Machine Sewing

Movement/Spacial Dynamics™

- Individual and team sports
- Folk dancing
- Circus masters
- Eurythmy

Foreign Language

- Spanish reading and conversation, grammar and structural drills, poetry, vocabulary, art and geography, oral presentations

Skills Class

- Language Arts
- Math (Pre-algebra or Algebra)

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**LANGUAGE ARTS SCOPE AND SEQUENCE**

**Listening Skills:** students will expand listening skills and further develop imagination through stories, folktales, and ballads from the history of the Reformation to the present day using the following:

- Shakespeare
- Edgar Allan Poe
- Poetry, including epic forms
- Songs and poems of revolutions
- Songs and poems of romance

**Speaking Skills:** Students will develop and expand speaking skills as in previous years with emphasis on the following:

- Major play or presentation
- Extemporaneous speaking (class discussion)
- Poetry and prose
- Oral reports

**Writing Skills:** Students will develop and expand self-expression and writing skills through the following:

- Major play or presentation
- Letter writing, business and personal forms
- Composition with emphasis on style (five paragraph essay)
- Expository and narrative writing (persuasive essay)
- Self-penned short story with emphasis on plot, mood, setting and characterization
- Written reports on science experiments and experiences with emphasis on materials, procedures and observations
- Developing more complex sentences using clauses and phrases

**Spelling Skills:** Students will further develop reading skills through:

- Increasing vocabulary based on academic content
- Editing and proofreading of their own work as well as that of their classmates
- Review of previously covered spelling tactics

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- Developing a vocabulary list each week of words introduced through academic subjects
- Increasing proofreading ability given corrected compositions of their own with simple editing instructions.
- Continuing work with etymology as a key to correct spelling
- Review of all previous phases of spelling tactics
- Reviewing and implementing rules for syllabication

**Reading Skills:** Students will expand and further develop reading skills through:

- Reading for information
- Reading for pleasure
- Reading classical and modern literature and plays
- Dramatic reading aloud
- Expanding and developing reading comprehension, speed and word recognition at an eight grade level or above through:
  - Continued use of reference materials
  - Oral and written recall of reports written by the student and by classmates
  - Showing an understanding of ideas presented
  - Drawing critical conclusions
  - Showing an understanding of: main idea, supporting details and foreshadowing

**Grammar Skills:** Students will review and expand knowledge of grammar with emphasis on:

- All phases of grammar taught in previous years
- The relationship of speech and song
- Sound and meaning in words
- Simple declarative, interrogative, imperative and exclamatory sentences
- Compound sentences with coordinate conjunctions and clauses
- Complex sentences with adjective phrases and clauses
- Complex sentences with restrictive and non-restrictive clauses

**The Parts of Speech:**

Nouns related to thinking and knowing

Verbs related to willing and doing

Adjectives related to feeling

Adverbs

Adverbial phrase and clauses

Subordinate conjunctions

Three forms of a sentence: simple, complex, compound

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Diagramming simple sentences  
Punctuation  
Proper capitalization  
Difference between a clause and a phrase  
Verb tenses  
Active and passive voice

### **MATH SCOPE AND SEQUENCE**

Mastery will be evaluated through:

- Tests and quizzes
- Written exercises
- Class participation
- Board work

#### **Math Concepts with Computation (corresponding to Main Lesson Blocks)**

Primarily in the Platonic solids block, but also in physics and meteorology, the following new concepts are introduced and/or constructed and practiced with calculation:

- Pythagorean Theorem (Baravalle's proof)
- Mensuration: surface area and volume of most Platonic solids (e.g. cube, pyramid, octahedron, tetrahedron, icosahedron)
- Stereometry: Students become familiar with Platonic and Archimedean solids by working with them and the vocabulary surrounding them
- Square root calculations in the context of calculating surface area
- Calculating density in the context of physics
- Using graphs to display and evaluate data in various blocks
- (optional) Loci: Drawing conic sections and Cassini curves
- (optional) Number Bases

#### **Math Concepts with Computation Skills (corresponding to Math Skills Class)**

Given appropriate review and practice, students will show mastery of the four processes (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals. Additional topics and skills introduced or reviewed and deepened are:

- Review and deepening of all 7<sup>th</sup> grade computation skills
- Square root algorithm
- Pythagorean Theorem with calculations & as a tool for solving problems
- Scientific notation, review of statistical terms, and reading graphs
- Percents & Growth: finding the base, increase/decrease problems, exponential growth
- Proportions, ratios, exchange rates
- Dimensional analysis (unit conversions between metric & U.S. systems)
- Density: formula and word problems/calculations
- Mensuration: area and volume; similarity and congruency
- Algebra: review of 7<sup>th</sup>; order of operations, laws of exponents, distributive property, evaluating expressions, solving simple equations and inequalities, Absolute Value, and real-world word problems
- Practice of new concepts and skills introduced in Main Lesson
- (optional) Puzzle problems

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- (optional) Mental math & math tricks
- (optional) Number bases
- (Optional) Computers
- (Optional) Separate Algebra I class, covering polynomials to quadratic equations

### **ALGEBRA SCOPE AND SEQUENCE**

Mastery will be evaluated through:

- Tests and quizzes
- Written exercises
- Class participation
- Board work

Building on the foundation laid in the seventh grade algebra main lesson block, the full course of Algebra I is brought over three semesters beginning second semester of seventh grade and going through the year of eighth grade. In seventh grade, the class meets for one period per week and works up to initial work with polynomials. During eighth grade, the class meets for three periods per week as a full, separate math class covering the remainder of the Algebra I curriculum. The class is taught separately alongside the Grade Eight math class. All eighth graders take Grade Eight Math; a subset of the class takes Algebra I in lieu of a study hall.

**Algebra I curriculum includes the following concepts and skills:**

- Operations on integers
- Order of operations
- Variables, terms, and expressions
- Laws of exponents
- Combining like terms
- Distributive Principle
- Evaluating expressions
- Solving equations
- Word problems and puzzles
- Polynomials (monomials, binomials, and trinomials)
- Adding, subtracting, multiplying, and dividing polynomials
- Factoring polynomials
- The Zero Product Rule
- Inequalities and Absolute Value
- Relations and Functions
- Rational expressions
- Word problems and practical applications
- Cartesian graphing of linear equations and inequalities
- Solving systems of equations and inequalities
- Squares and square roots
- Simplest radical form
- Solving quadratic equations
- Completing the square

**ALGEBRA, continued**

- The Quadratic Formula
- Graphs of Functions



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**MUSIC SCOPE AND SEQUENCE**

Overview: This is the year of revolutions and the end of the 7-year cycle. Music during this year needs to meet this deeply stirring, often disturbing, always inward quality. Eighth grade has one music class, two choir classes and two orchestra classes.

Objectives:

- 2-4 part choral music
  
- Songs for the year should include songs about death, and ones criticizing contemporary life. Humorous songs, Elizabethan songs and songs with strong rhythms. Spirituals and ballads (Schubert, Die Winterreise)
  
- Romantic orchestral pieces
  
- Dictation continues and improvisational cadenzas can be explored
  
- Biography work continues
  
- Recorder work in four parts
  
- African Drumming can be brought after most are 14 (drumming before that is not advised because “beat drives us into our bones” and this is only developmentally appropriate after age 14)
  
- All key signatures recognized
  
- All should have a solo during the year either in class or in public

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**STRINGS SCOPE AND SEQUENCE**

Objectives

- Scales: G, D, A, E, F & Bb Major, A & D minor- 1 & 2 octaves. Some students may play 3 octave scales.
- Students can read Level 2, 3 and sometimes 4, string orchestra music (usually from J.W. Pepper.com)
- Continue ensemble playing skills.
- Full-String orchestra arrangements including a double bass section - may include percussion occasionally.
- Pieces may have simple or complex harmonies.
- Students are given the opportunity to learn about reading a score and conducting.

Repertoire:

- May include pieces about Africa (Call of the Drums) , South America, pieces that have a Geometric or number scheme, music inspired by the heavenly bodies (Holst Planets arrangement)
- Music from the Renaissance, African-American folk tunes, Patriotic themes, Revolution or Music with bold themes and many dynamic contrasts, Music with a variety of meter, Music from the class plays (A midsummer Night's Dream - Mendelssohn arrangement)
- Eighth grade project, Orchestra Compositions or other student compositions: May include a good arrangement of a pop tune for an encore piece (Pirates of the Caribbean selections, Linus & Lucy-Guarardi)
- A variety of short chamber music pieces for small ensembles.
- Classes are mostly with all students but we also have sectionals, especially when preparing for playing tests.
- Students have playing tests, usually 4per year, which are usually short excerpts from the music we are learning.
  - Students are required to get help preparing from the private lesson teacher over a 3 week period and then they play the test with their stand partner.
  - Students either pass or they are asked to continue preparing the excerpt and play it again at another time in the near future.

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**HANDWORK SCOPE AND SEQUENCE**

Introduction to the sewing machine.

History of the sewing machine. This will go along with the industrial revolution block in Main Lesson. Each student draws and labels each part of the sewing machine.

Making clothing.

Student projects include: a pair of pajamas and a pair of gym shorts, or shirt with simple sleeves, an apron and a patchwork pillow case with a patch from all the students' fabric on it. They work from a commercial pattern. They use cotton fabric. Sometimes costumes are made or altered for the class play, if not too complex.

The eighth grade makes a quilt for the Gala.

In the second part of the year the students design their own 12 x 12 inch square to make a piece of wall art out of fabric. They will journal their process and exhibit it at the end of the year alongside their eighth grade projects.

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**WOODWORKING SCOPE AND SEQUENCE**

The eighth grade spends a selfless year giving back to the school by creating the gift of a totem pole as a symbol and remembrance of their time spent at Linden Waldorf School. They each choose an image to carve on the pole with a mallet and gouge.

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**SPANISH SCOPE AND SEQUENCE**

**Overview:** The seventh and eighth grades curriculum includes cultural studies. Geography, history, literature, and poetry are appropriate for this age.

***Topics and Content***

- Courtesy, phrases, greetings, goodbye
- Numbers: 1-100.000
- Human body
- Colors
- Clothing
- Musical Instruments
- Food
- School (beginning with classroom objects)
- The home and its parts
- The family
- Occupations and professions
- The seasons
- Months, days
- The date
- Telling time
- Personal information
- Likes and preferences
- Daily routines
- Sports
- Cultural excursions
- Health

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- Nature and the environment
- Means of transportation
- Latin American and Spanish Geography
- Pre-Columbian cultures (Mayas, Aztecs, Incas)

***Celebrations***

- Columbus' Day/Día de la Raza
- Día de los muertos/Día de todos los santos
- Thanksgiving
- Christmas
- Día de los Reyes Magos (6 de enero)
- Día de San Valentín Semana Santa y las Pascuas (Easter)
- Día del libro

***Biographies***

- Painters and artist, including Frida Kalho, Diego Rivera, Fernando Botero, Diego Velazquez, Francisco Goya, Miguel Posadas, Salvador Dalí, Antonio Gaudí (architect), Joan Miro.
- Musicians (various)
- Writers including Miguel Cervantes, Garcia Marquez, Laura Esquivel.
- Poets including José Marti, Pablo Neruda, Ennie Padilla.

***Grammar Topics***

1= introduction

2= practice & application

3= review & mastery

Articles ( 3 )

- Formation and use of contractions: “al” and “del” ( 3 )

Nouns:

- Gender ( 3 )
- Number ( 3 )

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Adjectives:

- Adjectives of quality ( 3 )
- Demonstrative adjectives ( 1 )
- Possessive adjectives ( 2 )
- Numbers ( 3 )
- Comparatives and superlatives ( 1 )
- Agreement in gender and number with article and nouns, positions of adjectives ( 3 )

Pronouns:

- Subject ( 3 )
- Personal ( 2 )
- Direct object ( 1 )
- Indirect object ( 1 )
- Prepositional pronouns ( 1 )

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Verbs:

- Regular, present tense ( 3 )
- Irregular and stem changing, present tense: *ser, tener, ir, querer, poder, salir, dormir, empezar, venir.* ( 3 )
- Gustar (and similar verbs) ( 2 )
- Near future (*ir + a + infinitivo*)
- Obligations (*tener + que + infinitivo*)
- Simple past (pretérito) regular-ar verbs ( 2 )
- Commands (tú) (2)
- Progressive/ gerund with *estar* (1 )
- Ser vs Estar (2 )

Conjunctions:

- *y, con, pero, que*

Prepositions:

- *a, para, por, en, sin, de, hasta* ( 2 )

Interrogatives:

- *Qué, cómo, quién, dónde, adónde, de dónde, cuánto, cuál, por qué, cuándo.* ( 2 )

**Methods**

**Little Emphasis (1)**

**Emphasis (2)**

**Great Emphasis (3)**

- Poetry and recitations ( 2 )
- Songs ( 2 )
- Speech and pronunciation exercises ( 2 )
- Commands and orders ( 2 )
- Games (vocabulary and grammar) ( 3 )
- Illustrated vocabulary ( 2 )
- Prose (reading) ( 3 )
- Prose (writing) ( 2 )
- Autobiographies (writing) ( 3 )
- Literary passages ( 1 )

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- Conversations and dialogues ( 3 )
- Partner conversations ( 3 )
- Grammar and vocabulary exercises (workbook and handouts) ( 3 )