

# Orientation to 8<sup>th</sup> Grade

May 30th, 2019



“You have to do your own growing no matter how tall you grandfather was.”

*-Abraham Lincoln*



## 8<sup>th</sup> graders are . . .

- ▶ Feeling more grown up . . . And wanting to be treated that way.
- ▶ Continuing to mature physically . . . . But impulse control and decision making are still developing.
- ▶ Ready to take on more responsibility and grow in independence . . . . But still need a strong home-school partnership.
- ▶ Testing boundaries . . . And exceeding their own limits.
- ▶ Capable of critical and abstract thinking . . . And ready to build, create and make things.
- ▶ Getting ready for high school and beyond.
- ▶ Asking to make decisions and be heard.



# Keys to Success in 8<sup>th</sup> Grade

- ▶ Diligence/Time Management
- ▶ Open mindedness - Attitude and Flexibility
- ▶ Responsibility and Accountability “5-Day Rule”
- ▶ Balanced Academic and Social Focus
- ▶ Attending and Participating in Class
- ▶ Organization/Being prepared



# The 8<sup>th</sup> Grade Program

## Core

- ▶ ELA
- ▶ Math
- ▶ Science
- ▶ Social Studies
- ▶ World Language or Resource Center

## Related Arts

- ▶ Music
- ▶ P.E. or Dance
- ▶ Art or Computer Art
- ▶ Health
- ▶ Technology



# Curriculum Areas & Assessments

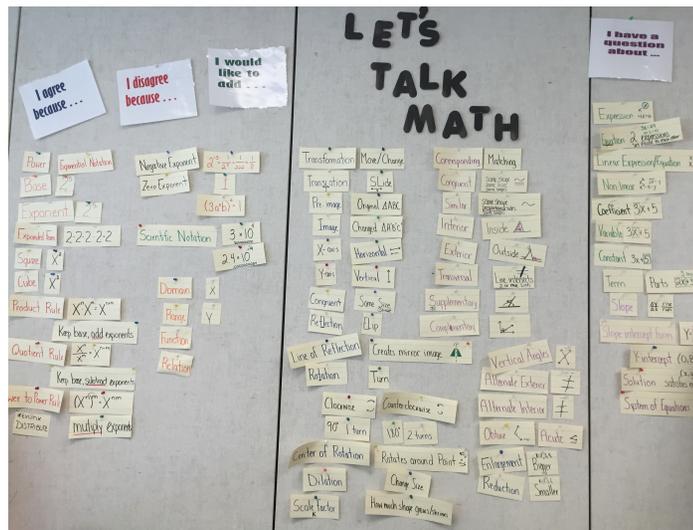
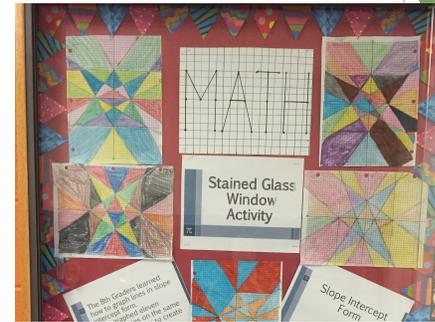
*Measurable student outcomes in all curriculum areas*

- ▶ ELA - State Assessment- 8<sup>th</sup> Grade Personal Project
- ▶ Math - State Assessment &/or Regents Exam -Budget Project
- ▶ World Language - Local Final Exam
- ▶ Science - State Assessment
- ▶ Social Studies - Local Final Assessment



# Math 8

- ▶ Students will take a NYS Math Assessment in April or May
- ▶ Curriculum follows Common Core State Standards:
  - ▶ The Number System
  - ▶ Expression and Equations
  - ▶ Functions
  - ▶ Geometry
  - ▶ Statistics and Probability
- ▶ Focus on:
  - ▶ Math Discourse
  - ▶ Relevancy & Application
  - ▶ Engagement
  - ▶ Student Interest





## Math 8

- ▶ Focus on student centered classroom and application to real world
  - ▶ Educating others about Scientific Notation and Exponents
  - ▶ Creating logos using transformational geometry
  - ▶ Cost-effective packaging using Volume of 3-dimensional figures
  - ▶ Researching and analyzing data about the effects of social media on teens



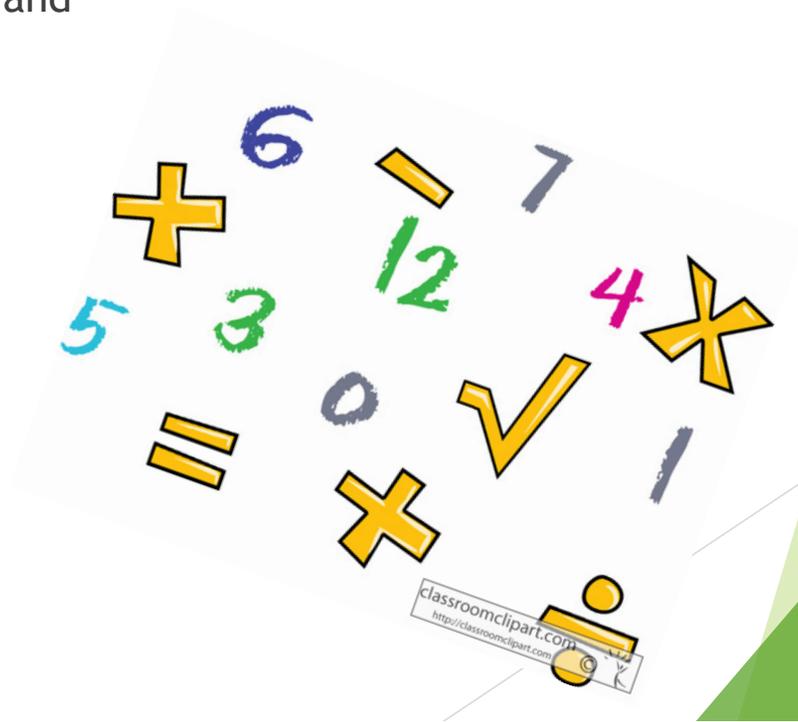
# Algebra I



- ▶ “Mastery of algebra including attention to the Standards of Mathematical Practice is fundamental for success in further mathematics and on college entrance examinations”
- ▶ Algebra I and Algebra I Honors in 8<sup>th</sup> grade will be a compacted course (1.5 years of content is compressed, which requires a faster pace to complete, as opposed to skipping content)
- ▶ High School level course
  - ▶ Final report card grade appears on HS transcript
  - ▶ Algebra I Common Core exam in June (20% of final grade)
  - ▶ A student must maintain an 80% test average to remain in the class.

# Algebra I

- ▶ Expressions and Equations
- ▶ Functions - Linear, Exponential, and Quadratic
- ▶ Function Transformations
- ▶ Systems of Equations
- ▶ Descriptive Statistics





# Math Beyond Grade 8

- ▶ Recommended Sequence for High School (will vary by student)
  - ▶ Algebra I
  - ▶ Geometry/Algebra
  - ▶ Algebra II
  - ▶ Calculus or College Algebra w/Trig
  
- ▶ Possible Point of acceleration in grade 10:
  - ▶ Algebra II and Geometry taken concurrently

# Science 8

## ▶ General Science Skills

- ▶ Scientific Method, Measurement, Graphing, Density, Using Graduated Cylinders and Triple Beam Balances

## ▶ Chemistry

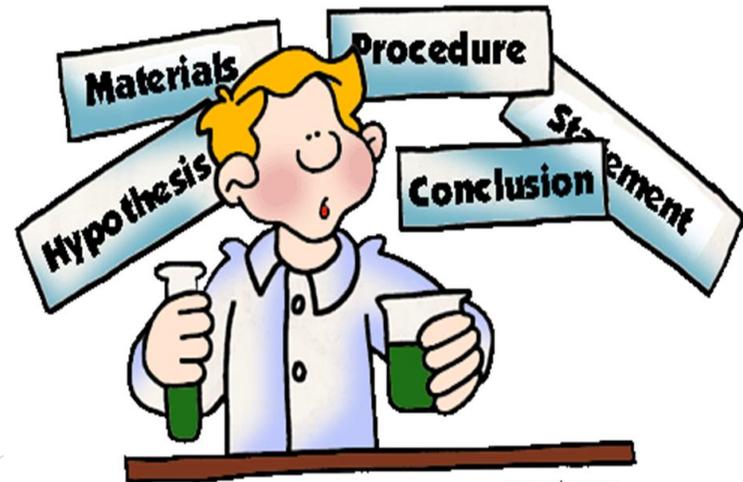
- ▶ Physical and Chemical Properties of Matter, Periodic Table

## ▶ Physics

- ▶ Classical Mechanics

## ▶ Earth Science

- ▶ Geology and Meteorology



# Science 8

- ▶ Intermediate Level Science Test (ILS) - A comprehensive exam which covers science curriculum grades 5-8
  - ▶ Lab Practical - late May
  - ▶ Written portion - Multiple choice/Short answer - Early June



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# Science Beyond Grade 8



► **Recommended Sequence for High School** (will vary by student)

► Biology → Earth Science → Chemistry → Physics



# English

- ▶ **Read** novels, plays, short stories, poems; **cite** specific text in support of all student responses and interpretations.
- ▶ **Read** non-fiction (informational) texts, including historical accounts, essays, speeches, articles; **cite** specific text in support of all student responses and interpretations.
- ▶ **Build and present** (in written or spoken form) argument **citing** text support, while acknowledging counter-argument.
- ▶ **Present** original research, essays, poems, short stories, dialogues-de-emphasizing personal narrative.
- ▶ **Respond** to literature through improvisation, collages, reflections.
- ▶ **Complete** a Personal Project (counts as final exam.)



# Social Studies 8

## Content Curriculum

- Social Studies 8 is a continuation of the 2-year U.S. History program. Curriculum will begin with the post-Civil War period and end with the present day.

## Skills Curriculum

Skill-building is a continuation of the work begun in the 6<sup>th</sup> and 7<sup>th</sup> grade Social Studies program.

- **Writing:** recognizing historical themes and using documents as evidence
- **Research:** finding appropriate sources; synthesis of research; completing multi-step projects
- **Presentation:** making clear and engaging presentations to an audience; being able to respond to audience feedback



# Social Studies 8

## Historical Thinking Skills Grades 6-8

- **EVIDENCE:** Gathering, analyzing (sourcing), and interpreting evidence
- **CONTEXTUALIZATION:** understanding how events fit together; identifying different eras
- **COMPARING & CONTRASTING:** recognizing patterns; identifying change over time
- **GEOGRAPHIC REASONING:** understanding how environment & people interact
- **ECONOMICS:** production and distribution of goods and services
- **CIVIC PARTICIPATION:** taking informed action, becoming a global citizen



# Social Studies 8

## HISTORICAL INQUIRY FOCUS

Creating **compelling questions** and opportunities for students to **engage with the content**, providing **interdisciplinary connections** and **connections to real life**.

### **The Gilded Age: What does it mean to be an American?**

Through text, multi-media and primary documents, students explore the period of industrialization and immigration following the Civil War. The investigation of the era will be organized according to historic themes (economics; government; daily life and culture; civil rights; war)

### **Interdisciplinary Connection**

Students read *Ashes of Roses* in ELA, a novel about an Irish immigrant's experience in New York City, ending with the Triangle Shirtwaist Factory fire.

### **Authentic Assessment**

Students will evaluate current American society, using the historical themes as a framework. What does it mean to be an American right now? Has the definition changed over time?





## World Languages

- ▶ Project-enhanced thematic units with culture of French/Spanish speaking countries embedded in the lessons.
- ▶ Completion of three year course of study with an emphasis on listening and speaking skills, now adding more reading and writing skills appropriate for middle school students.
- ▶ Integration of Common Core, NYS and National Standards
  - #1 - Students will be able to use a language other than English for communication
  - #2 - Students will develop core-cultural skills and understandings with Core Curriculum in Literacy



## World Languages Final Exam

- ▶ Assess speaking, listening, reading and writing.
- ▶ Increased emphasis on grammar and sentence structure in order for the students to develop and improve these skills.
- ▶ Passing this exam and the course earns a student 1 HS credit.





# Health and Wellness

## ▶ Students will be able to:

- ▶ Assess how internal and external influences impact healthy decision making.
- ▶ Identify barriers that inhibit health decision making.
- ▶ Assesses, reflects, and adjusts the plan to maintain and enhance personal health and safety as needed.

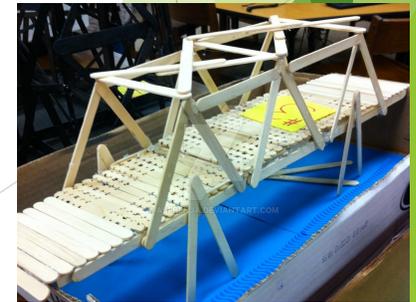
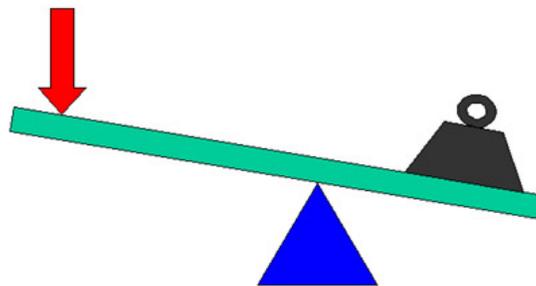
## ▶ Key Topics

- ▶ Choices for Healthy Living
- ▶ Nutrition
- ▶ Fitness
- ▶ Drug Abuse and Prevention
- ▶ Responsible Sexuality
- ▶ Stress Management

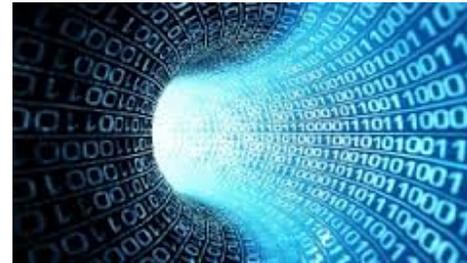
# Middle School Technology Education: Mini Course



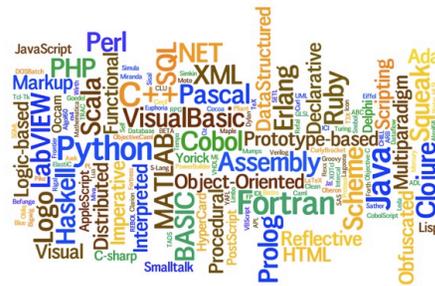
- ▶ Applying math, science and other knowledge to solve practical problems.



# Middle School Computer Science: Mini Course



- ▶ An exploratory introduction to computer programming.



# Visual Arts

## ▶ Structure:

- ▶ Computer Art or Art 8 Studio

## ▶ Key Topics:

- ▶ Elements and principles of Art & Design
- ▶ Composition
- ▶ Working with a variety of art materials
- ▶ Refine and build technical skills (digital and traditional)
- ▶ Focus on using content related vocabulary
- ▶ Learning to reflect and critically assess one's own artwork and that of others
- ▶ Expand understanding of Art as it relates to society and culture



# DANCE

- Get fit in a fun and non-competitive way.
- Warm-up, explore, and choreograph a dance.
- Perform in Winter and Spring concerts.
- Alternative to standard physical education.
- Alternate days opposite music classes.
- Earn points toward the BHS National Honor Society for Dance Arts.
- All levels accommodated.
- Boys encouraged, as well.



Thank you for  
being here  
tonight!!

