

# 8th Grade Curriculum Night

**Session 1**  
5:00-5:15

**Session 2**  
6:00-6:15



## **MS 839**

**A NYC Outward Bound School**

**Meet your 8th  
grade team!**



**MS 839**

**A NYC Outward Bound School**



**Frank Marino**  
(he/him)  
Owls special  
education



**Kathy Kim**  
(she/her)  
Owls/Hawks/  
Merlins Math



**Arun Antonyraj**

**Kestrels/Hawks/  
Merlins Math**



**Liz Kaufman**

**Kestrels/Hawks/ Merlins  
Humanities**



**Jason-Craig Rose**

**Owls/Hawks/  
Merlins  
Humanities**



**Allie Thomas**  
(she/her)  
Kestrels/Hawks/  
Merlins Science



**Sedina Montoya (she/her)**  
  
Merlins  
Humanities & Reading



**Dana Lawit**  
  
Owls/Merlins/  
Hawks Science



**Anna Knutson**  
(she/her)  
8th Grade  
Literacy Lab

# The MS 839 Grading Philosophy



For more info, check out Cornelius Minor interviewed on EL Live  
[https://www.youtube.com/watch?v=dhtjoOFvtyl&feature=emb\\_logo](https://www.youtube.com/watch?v=dhtjoOFvtyl&feature=emb_logo)



# MS 839 Grading Practices (briefly)

- **What's new this year?** We are using the new NYC DOE grading platform (no more Jumprope)
- **What's similar to last year?** We use **letter marks** instead of numbers to communicate to students and families about how students are meeting classroom learning standards
  - We primarily use: **E** (Exceeding), **M** (Meeting), **A** (Approaching), **N** (Not yet)
  - Occasionally, you might also see: X (Missing), NG (Not Graded)
- **How will I be able to see my child's grades?** Starting October 5th, families will be able to access this grading portal through their NYCSA account. If you haven't yet set yours up (or need to reset your password), go to [www.schoolsaccount.nyc](http://www.schoolsaccount.nyc). **Contact our PC, Leah, if you need help accessing your account.**
- **How do I learn more about the MS 839 grading policy and practices?** Look for an upcoming *Notes from the Nest* where Michael and Lauren will give full the rundown on the MS 839 grading philosophy, the terms to know, and everything we know so far about the new DOE grading platform!



DOE Grades  
❤️



# **The Good Life**

Expedition 1  
September- December



# Guiding Questions

## Guiding Questions

1. What does it mean to be alive?
2. How should we live?
3. What do patterns in our lives reveal about our world?



# Humanities

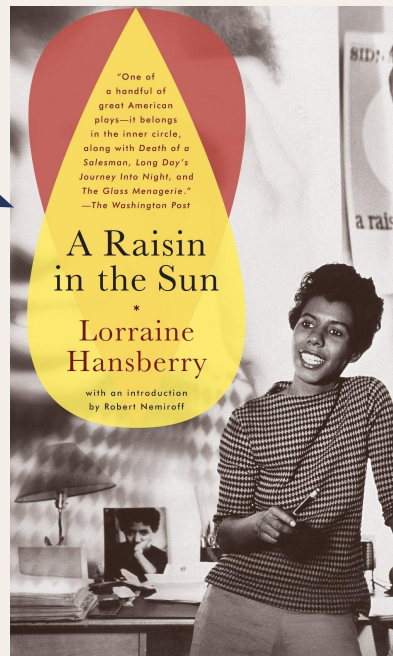
Grade-wide read

## Case Study 1: Dreaming for The Good Life

- *Where do our dreams for a good life come from?*
- *How are those dreams impacted by our circumstances and identities?*

## Case Study 2: Working for The Good Life

- *What makes work dignified?*
- *Which NYC workers live “the good life”?*
- *What do today’s workers believe about living “the good life” in America, 2022?*



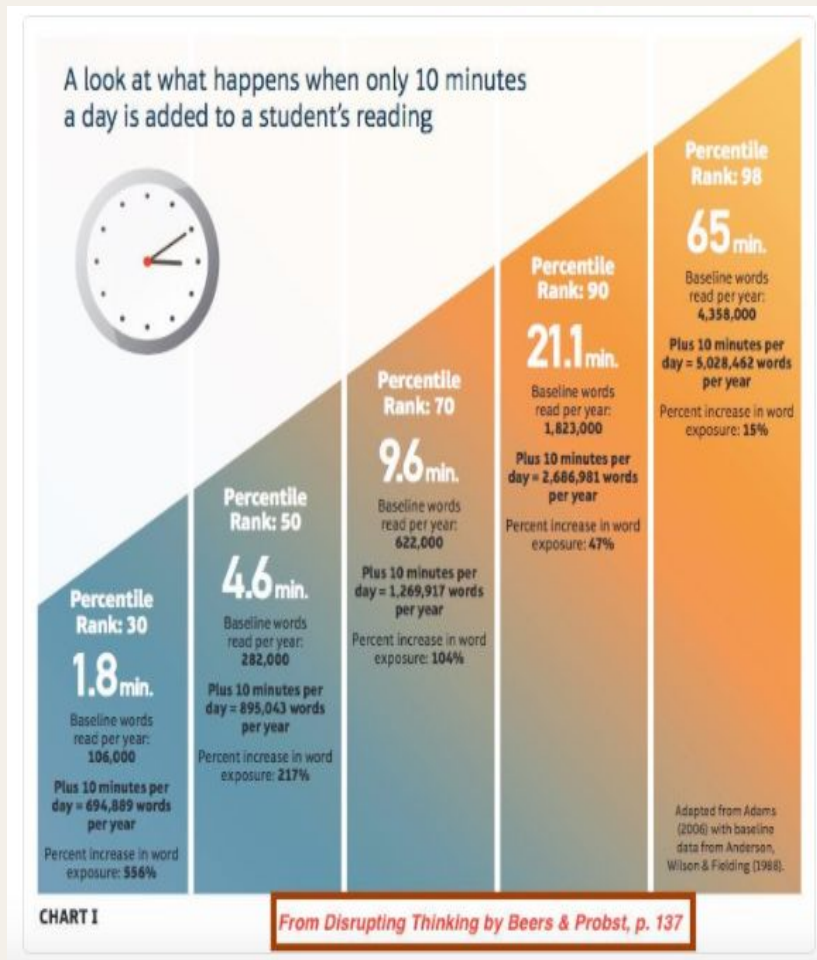
# Humanities

## Projects your child will be working toward in Ex1:

- Dream Manifesto Monologue
- Socratic Seminar Discussion
- Literary Analysis Paragraph
- Worker Profile

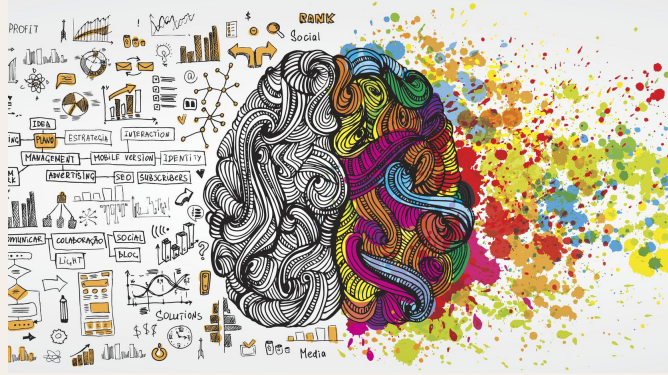
## Homework you might see your child doing:

- Reading independent reading book  
*Please encourage this as much as possible!*
- Finishing classwork
- Research & project work
- Interviews



# Literacy Lab with Anna

[anna.knutson@ms839.org](mailto:anna.knutson@ms839.org)



“Literacy is the way that we interact with the world around us, how we shape it and are shaped by it. It is how we communicate with others via reading and writing, but also by speaking, listening, and creating. It is how we articulate our experience in the world and declare, “We Are Here!”

- NCTE 2020

## Experimenting with the **science** & **art** of literacy!

Sentence parts / grammar study  
Text structures  
Word study  
Typing  
Financial literacy  
Technological literacy  
Media literacy

Creative writing across genres  
Voice & craft  
Analyzing complex texts  
Speaking skills  
Word precision  
Email etiquette  
*And many more fun activities!*

**Meets 2 periods per week**

**Occasional HW**  
(continued classwork or reinforcement)

**Focused on skill cycles, but occasionally connected to Humanities**

# Math - Algebra 1

## Units:

### #1: Representing Relationships

- Use tables, equations, and graphs to describe relationships and make predictions.
- Distinguish between linear and exponential relationships shown in tables, graphs, equations, and situations.
- Write and interpret equations of linear and exponential relationships.

### #2: Linear Equations and Inequalities

- Solve linear equations with one variable, including equations with no solution or many solutions.
- Solve multi-variable equations for a given variable.
- Write equations to represent linear situations.
- Determine solutions to an inequality algebraically and graphically.
- Write inequalities in one and two variables to represent constraints.



#### What students should do at home?

- Desmos HW (on GC)
- Review Desmos classwork and assessments with family

**New York State Regents  
Exam for Algebra 1**  
offered statewide in June

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Frank - [frank.marino@ms839.org](mailto:frank.marino@ms839.org)

# Science - The Living Environment

## Case Study 1 - Cells!

- *different types of cells*
- *microscope skills*
- *organelles & cell functions*

## Case Study 2 - Human Body Systems

- *homeostasis & equilibrium*
- *circulatory, respiratory, musculoskeletal, nervous, and immune systems*

## Case Study 3 - Resilience

- *job-related illness & advocacy*
- *Careers in health & medicine*

### What students should do at home?

- Review lesson notes to practice concepts
- Complete/revise notes before turning in
- Practice vocabulary with family
- Occasional at-home projects (worked mostly on at school)

**New York State Regents Exam for Living Environment** offered state-wide in June

# Google Form for Questions



Please check the chat to complete the form for any questions.



The background features a light beige color with several abstract shapes. A large, light blue shape is positioned behind the text. To the right, there is an orange shape. Three small triangles are scattered around: one orange triangle at the top center, one yellow triangle on the left, and one yellow triangle inside the orange shape on the right.

# **8th grade intensives**

# Music Composition Intensive with Nsangi

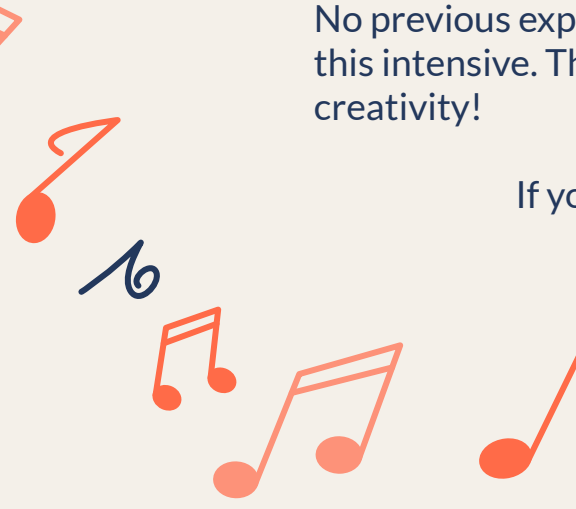


In the 8th grade Music Composition Intensive, students will:

- ❑ Compose their own original music using Soundtrap as a tool for creating and producing.
- ❑ Explore different genres of music and artists.
- ❑ Gain a deeper understanding of the elements of music.
- ❑ Write their own song lyrics!

No previous experience in playing an instrument or writing music is required for this intensive. The only requirement is a love of music and a passion for creativity!

If you have any questions, feel free to contact Nsangi at  
[nsangi.kariamu@ms839.org](mailto:nsangi.kariamu@ms839.org)



# Spanish with Beth

## Topics

**Getting to know others:** Greeting others and exchanging information such as likes and dislikes, interests and hobbies, favorite subjects, etc.

**Identity:** Describing and exchanging information about ourselves and others. (personality, appearance, nationality/culture, family/village etc.)

**Comprehension and “survival” strategies** for negotiating meaning in a new language.

**Culture:** Exploring places, products, and perspectives, Learning about contemporary issues and breaking down stereotypes.

**Opportunities for Heritage Learners** to to strengthen their existing skills and gain more confidence and pride in their home language and culture. We would also love for Heritage Learners to share aspects of their culture with the class. Please reach out to Beth with ideas!



# ACTOR'S STUDIO WITH JENNA



- ACTING AND IMPROVISATION TECHNIQUE
- MONOLOGUES AND AUDITION PREPARATION FOR HS PROGRAMS
- READ, WRITE, AND PERFORM A PLAY!
- ENSEMBLE BUILDING AND THEATER GAMES
- VIEWING AND DISCUSSING VARIOUS THEATER PRODUCTIONS.



# THEATER DESIGN WITH JENNA

- LEARN WHAT GOES ON 'BEHIND THE SCENES'
- 'PAGE TO STAGE' TRAINING IN SCENIC, LIGHTING, SOUND, AND COSTUME DESIGN TECHNIQUES.
- VISITING ARTIST MENTORS AND CREATIVE EXPERIENCES DESIGNING AND STAGE CREW ROLES THROUGHOUT THE YEAR
- VIEWING AND DISCUSSING THEATER PRODUCTIONS.



# Visual Arts

## **8th grade Intensive:**

Build upon the skills learned in 6th and 7th grade in this year long course.

- Sculpture: design a 2D character and then build a 3D model of it in clay; create a site specific monument.
- Painting with shades, tints, and tones
- Drawing with value and texture in a variety of media
- Building and glazing pottery.
- Multi-color printmaking



# Photo Journalism

*In this intensive, we will...*

- ✕ Learn about different photo techniques
- ✕ Use digital SLR cameras and attend school events as photogs
- ✕ Learn about and practice journalism writing
- ✕ Update our school platforms with current events (instagram, website, family newsletters, etc.)
- ✕ Create our Class of 2023 yearbook!

