

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)
Social Studies



Kathy Kim
(she/her)
Kestrels/Hawks/
Merlins Math



Arun Antonyraj
Kestrels/Hawks/
Merlins Math



Liz Kaufman
Owls/Hawks/ Merlins
ELA



Jason-Craig Rose
Kestrels/Hawks/
Merlins Social
Studies



Allie Thomas
Kestrels/Hawks/
Owls/ Merlins
Science



Sedina Montoya (she/her)
Kestrels
ELA



David DePeña
(he/him)
Kestrels/Hawks/
Merlins
Science



Dana Lawit
Crew Leader- Owls



Anna Knutson
(she/her)
Hawks/Kestrels/Merlins
ELA

The MS 839 Grading Philosophy

Learning is a continuous process

We strive to regularly communicate with families about student progress

Grades are based on achievement of grade level standards not on effort or behavior.

Grades should reflect what students know and can do.



For more info, check out Cornelius Minor interviewed on EL Live

<https://www.youtube.com/watch?v=...>
l&f

MS 839 Grading Practices

(briefly)

- We are using the NYC DOE grading platform
- 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)
 - The DOE will convert these letters to grades out of 100.
 - 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. **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!





The Good Life

Expedition 1
September- December



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?

Social Studies

- ❖ 8th Grade Social Studies examines US history post-Reconstruction to the modern day.
 - Units are organized thematically alongside the 8th grade expeditions.

The Good Life	Do the Right Thing	The World Is Yours
<ul style="list-style-type: none">❖ Civil Rights and Social Movements❖ Industrialization❖ Immigration	<ul style="list-style-type: none">❖ World Wars❖ Cold War❖ War on Terror	<ul style="list-style-type: none">❖ American Imperialism❖ Globalization and Consumerism

Social Studies LTs and Grading

- ❖ **Goal:** build background knowledge and develop historical thinking skills to take on advanced courses and engage in civic life.

Learning Target	How will students learn?	How are students assessed?
Knowledge of History (Case Study Specific)	Daily reading and note-taking, source analysis, group work, discussion, lecture, documentaries, role plays, simulations and more.	❖ Tests and projects
Historical Reading (Yearlong) <ul style="list-style-type: none">• I can use historical thinking skills to analyze primary and secondary source documents.<ul style="list-style-type: none">○ Close Reading, Sourcing, Contextualization, Corroboration		❖ Reading quizzes
Historical Writing (Yearlong) <ul style="list-style-type: none">• I can develop arguments about historical events, people and ideas.		❖ Writing tasks

Social Studies Expedition 1 at a glance

EXPEDITION 1: THE GOOD LIFE

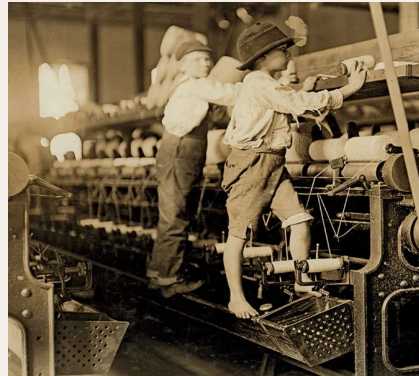
Case Study 1:

The Long Fight for Civil Rights



Case Study 2:

Working to Live,
Living to Work



Final Project with Math,
Science & ELA



Social Studies Expedition 1 Grades

Learning Target	Assessment & Date	Weight
Case Study 1 History Knowledge: <ul style="list-style-type: none"> I can evaluate the strategies and outcomes of US social movements. 	Test 1 - Civil Rights Movement (10/16)	25%
	60s-70s Social Movement Research Project (10/16-20)	
Case Study 2 History Knowledge: <ul style="list-style-type: none"> I can compare and contrast US labor movements of the past to the present day. 	Unions Press Conference Role Play (11/13)	25%
	Test 2 - Industrialization and Unions (11/20)	
Historical Reading: <ul style="list-style-type: none"> I can use historical thinking skills to analyze primary and secondary source documents. 	Reading Quiz 1 - Zinn Ch 9 (9/20)	25%
	Reading Quiz 2 - Zinn Ch 17 (10/5)	
	Reading Quiz 3 - Zinn Ch 11 (11/1)	
Historical Writing: <ul style="list-style-type: none"> I can develop arguments about historical events, people and ideas. 	Historical Writing: Segregation in the US (10/2)	25%
	Historical Writing: Industrialization in the US (11/13)	

Coming Soon!
Field work to
Ellis Island
Immigration
Museum
11/9



8th Grade ELA

Expedition 1 - **The Meaning of Life**

- *What shapes how we approach living? What do we dream for in our lives? What gets in the way of those dreams?*
- *How can storytelling create change?*

Expedition 2 - **Do The Right Thing**

- *How do people choose to stand up for what's right when confronted with evil?*
- *How can I tell if the media I watch is ethical representation or tokenism?*

Expedition 3 - **The World Is Yours**

- *How do cultures recognize young people as they come of age? Who am I becoming as I "come of age?"*

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Sedina - sedina.montoya@ms839.org

What should my child be doing at home?

- Assigned readings
- Supplemental writing or language work
- Check Google Classroom for HW updates
- Occasionally complete projects and class assignments at home
- Family interviews related to class topics

What is my child doing in ELA class?

- Daily writing journaling
- Book clubs, Whole Class Texts & Film Study
- Long and short writing
 - HS/personal essays
 - Literary analysis
 - Argument essays
 - Profile writing and more!
- Socratic Seminar discussions
- Writers' Circle Peer Editing
- Grammar/Language study
- Creative Projects (examples: podcasts, found/blackout poetry, Passages!)
- Small group work



8th Grade ELA

The 8th-grade English Language Arts (ELA) curriculum is thoughtfully designed to provide students with a comprehensive education across literacy skills and modalities, and the development of academic vocabulary.



- Aligns with New York State Next Generation Learning Standards & Outward Bound/Expeditionary Learning philosophy
- Enhances reading comprehension strategies
- Cultivates critical thinking through analysis of various and diverse texts
- Focuses on narrative, persuasive, and expository writing
- Emphasizes grammatical skills more than previous Humanities courses
- Builds speaking and listening proficiency
- Enhances research skills and integrates technology for effective and advanced learning
- Promotes cultural awareness and global perspectives
- Employs continuous assessment and constructive feedback to support student progress in academic vocabulary and language skills
- Helps develop skills for professional & higher-ed communication and self-advocacy

8th Grade ELA

Here are the yearlong Learning Targets that will guide your student's work and learning.

WRITING:

- I can craft clear, coherent and effective writing that is tailored to my purpose and audience.
- I can use voice in my writing to strategically convey different ideas.

LANGUAGE

- I can create meaningful sentences by applying my knowledge of sentence parts.
- I can acquire and use new vocabulary effectively.

READING

- I can understand what a text is saying and make logical inferences from it.
- I can analyze and critique the impact of authors' craft, text structures and message.

SPEAKING & LISTENING

- I can effectively participate in collaborative discussions and presentations with diverse partners.

A note about grammar: With the switch to ELA/SS and with high school in mind, we are able to provide more support with language development and effective writing at the sentence level. 8th graders will get direct instruction in:

- *parts of speech*
- *subject-verb agreement*
- *punctuation*
- *standard capitalization*
- *sentence structure & variety*
- *paragraph organization & transitions*

Let's eat grandma!



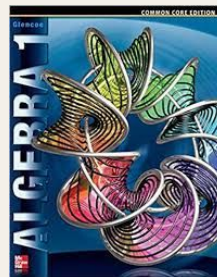
Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

Important **Grades** to watch for in **Expedition 1:**

- Six Word Memoir (**due this week!**)
- Personal Essay / High School Essay (next few weeks)
- Latinx Myths Oral Storytelling (Oct)
- "A Raisin in the Sun" Quizzes (Nov)
- "A Raisin in the Sun" Literary Analysis Writing (Nov)
- Language Quiz (Dec)
- Circles Discussion on "En El Septimo Dia" film (Dec)

Math - Algebra 1



Units in Expedition 1:

#1: Linear Relationships & Equations

- Interpret the y-intercept and slope of a graph or an equation for a linear relationship.
- Write equations to represent linear situations.
- Calculate the slope of a line given the graph and/or points on the line.
- Solve linear equations with one or multiple variables.

#2: Describing Data

- Describe data using correlation coefficients and lines of best fit.
- Use technology to generate lines of best fit and make predictions.

What should my child be doing at home?

- Weekly HW packets due and graded on Fridays
- Review class notes in math folder and Desmos classwork with family

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

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Arun - arun.antonyraj@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

8th Grade Physical Education

Physical Education will focus on students participating in team sports such as team handball, basketball, floor hockey, volleyball, badminton, spikeball, and flag football.

When engaged in these team sports, students are expected to practice effective communication, value teamwork, and demonstrate sportsmanship.

Students will reflect on their experiences in physical education and how to become a stronger team player.



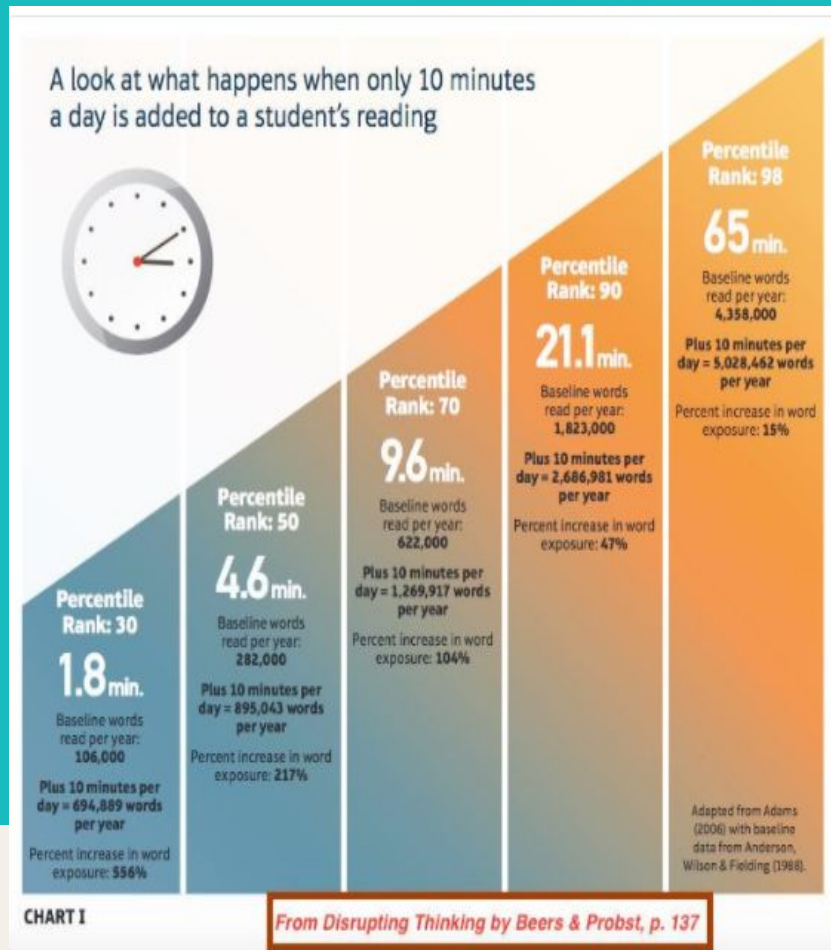
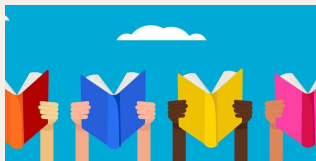
Reading

What happens during this period:

- Independent reading in books that your student chooses, with teachers conferring
- Group reading of shared texts to build engagement and skills
- Current events discussions, vocabulary activities, and fun!
- In some groups, intervention programs happen to support readers with specific needs: REWARDS, STARI

How you can help:

- Encourage your child to read and tell you about their book/magazine/etc.
- Take them to libraries and bookstores to look for books they love
- Encourage them to read aloud to young kids or elderly folks, and model reading for fun yourself!
- Take your student to museums and play word games together to spark curiosity and increase word exposure.





CREW

FYI: There's another session tonight about **Crew & Community Care** tonight!

- ★ Crews sit in a circle and use a talking piece. There will be check-ins, openers, circle activities, debriefs, and closers.
- ★ At its heart, crew is space to have fun and build connections!
- ★ All crews will participate in monthly Parkside Buddies activities with PS130 and P53K classrooms.
- ★ Crew leaders provide support as students prepare for their Student-Led Conferences and their culminating Passage Presentations.





ABOUT CREW

This year 8th grade crews meet twice per week- Tuesdays and Thursdays. We also have Bird circles on Wednesdays. These spaces are a key part of our restorative justice work and our goals

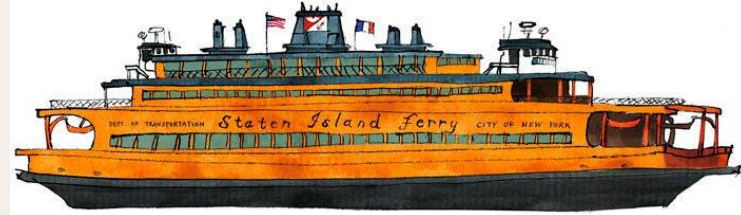
<i>Community</i>	(1) Self-Awareness- I can regulate how I feel, build character, and celebrate who I am. (2) Social Awareness- I can build and maintain positive relationships. (3) Problem-solving- I can work towards solving conflicts.
Challenge	(4) Exploration- I can grow as an individual and as a community. (5) Self-Advocacy- I can support and advocate for my own learning and the learning of others. (6) Decision-Making - I can make informed decisions to influence social and academic outcomes for myself and others.
RESPONSIBILITY	(7) Global Awareness- I can respond to real-life events in order to positively impact the world around me. (8) Academic Planning- I can reflect on my academic and personal growth in middle school to prepare for high school success and personal aspirations.



8th Grade CREW FLOW

September	<i>We Are Crew</i>	<ul style="list-style-type: none">• <i>What are my personal values? What do I want out of life, and why?</i>• <i>How are my ideas about life changing as I become a teenager? In what ways is that similar to or different from my parents, family, friends and community?</i>• <i>What is my learning profile?</i>
October	<i>When the Going Gets Tough...</i>	<ul style="list-style-type: none">• <i>How does my identity shape my thinking and actions?</i>• <i>How do I identify and stand up when harms happen?</i>• <i>What do I do when I mess up?</i>
November	<i>Under Pressure</i> (Fall SLCs & HS Applications)	<ul style="list-style-type: none">• <i>How am I growing as a learner, and what do I still need to work on?</i>• <i>How can I effectively present my learning to an audience?</i>• <i>What high schools will be a good fit for me, and what are their entry requirements? How can I create a balanced high school application?</i>
December	<i>The Good in My Life</i>	<ul style="list-style-type: none">• <i>Who are the people I rely on? Who are the people who rely on me?</i>• <i>How am I connected to, impacted by and impacting my community?</i>• <i>What does gratitude look and feel like?</i>• <i>How can I show gratitude to the people who care for me?</i>
January	<i>Should I Stay or Should I Go?</i>	<ul style="list-style-type: none">• <i>What are healthy relationships, and how can I avoid, cope with or change unhealthy ones?</i>• <i>What are the risks of alcohol and drug use? Of sexual activity? How can I keep myself safe and healthy?</i>
February	<i>Midyear SLCs</i>	<ul style="list-style-type: none">• <i>How am I growing as a learner, and what do I still need to work on?</i>• <i>How can I enhance my presentation skills so that my SLC is more in-depth, engaging and professional?</i>
March	<i>Digital Decisions</i>	<ul style="list-style-type: none">• <i>How do I respond to what I see in the world?</i>• <i>How does the media I consume impact how I treat people in my life?</i>• <i>How do I act when I'm online versus in real life?</i>
April	<i>Play To Our Strengths</i>	<ul style="list-style-type: none">• <i>What have we learned about ourselves and about us as a group that can help us tackle challenges effectively?</i>
May - June	<i>Passages</i>	<ul style="list-style-type: none">• <i>What choices are available to me in the world as I come of age?</i>• <i>What are my responsibilities as a member of a global community?</i>

Coming Soon! **Crew Scavenger Hunt trips!**



Early October
(pending bus availability)





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.kariam@ms839.org



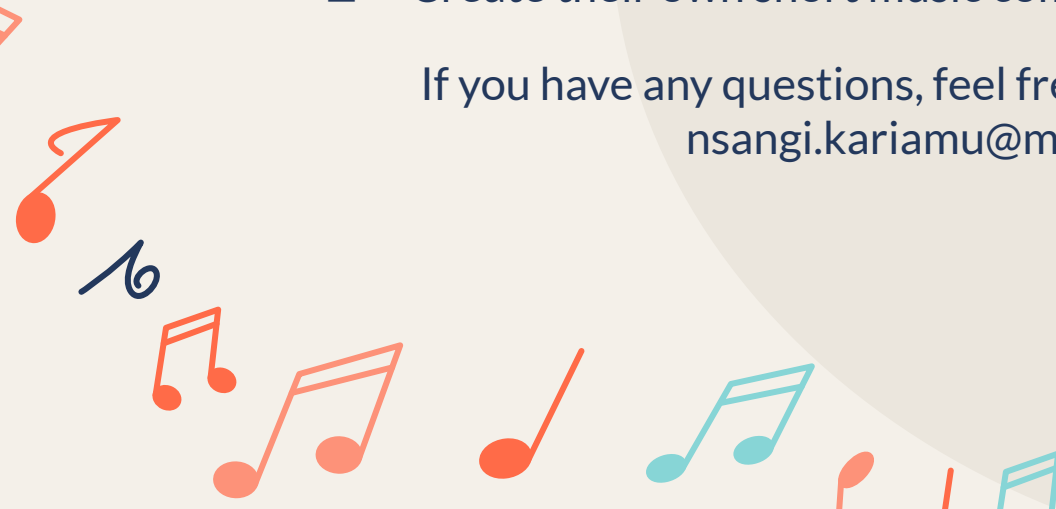
Keyboard Intensive with Nsangi



In the 8th grade Keyboard Intensive, students will:

- Continue to learn how to read and write music notation.
- Learn the names of the notes on the Grand Staff.
- Learn how to play chord progressions and scales.
- Explore different genres of music.
- Create their own short music compositions

If you have any questions, feel free to contact Nsangi at
nsangi.kariamumu@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

Fitness Intensive

Students will engage in a workout routine on a regular basis and learn a variety of topics surrounding the fitness world. Such topics include:

- Exercises
- Muscles
- Weight training
- Calisthenics
- Cardiovascular training
- Endurance training
- Flexibility



Google Form for Follow-Up Questions



Please check the chat
or scan below to
[complete the form](#) for
any follow-up
questions.

