



Welcome to 8th Grade!!!

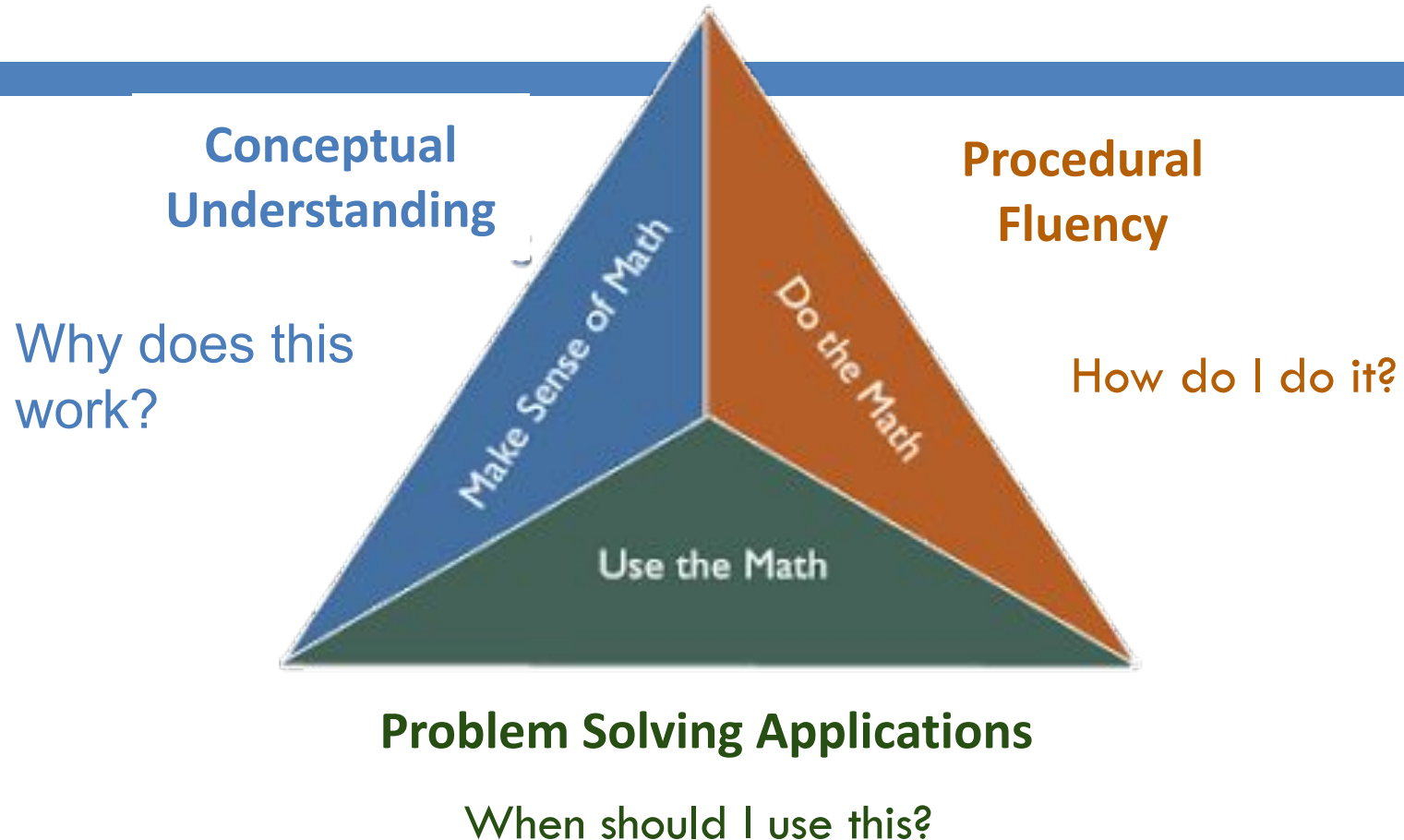
MATH



jen_jordan@psbma.org

Office Hours: Thursdays,
2:30 - 3:00

Goals of Math Class



How to achieve it?

- ❑ **Instructional routines and curriculum that promote engagement and discourse**
- ❑ **Tasks that show rather than tell**
- ❑ **Practice and frequent assessments**
- ❑ **Multiple opportunities to show what they know**
- ❑ **Possible Projects (Stained Glass Window, Graphing Stories, Data Analysis, Desmos Graphing)**

Curriculum Resources

- **Core Curriculum**
 - ▢ **Desmos Classroom (based on Illustrative Math)**
- **Practice**
 - ▢ **Delta Math**
- **Extension and Challenge**
 - ▢ **Nrich**
 - ▢ **MARS**
 - ▢ **Mathcounts**
 - ▢ **Brilliant.org**

Grade 8 Desmos Curriculum



Unit 1: Rigid Transformations and Congruence

20 Days



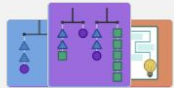
Unit 2: Dilations, Similarity, and Introducing Slope

16 Days



Unit 3: Proportional and Linear Relationships

16 Days



Unit 4: Linear Equations and Linear Systems

20 Days



Unit 5: Functions and Volume

22 Days



Unit 6: Associations in Data

17 Days



Unit 7: Exponents and Scientific Notation

19 days



Unit 8: The Pythagorean Theorem and Irrational Numbers

20 Days

Click [here](#) for overviews of each unit

Desmos Demo

Anonymize
 Pacing
 Pause

15 of 17
 Time Entered

Warm-Up

Activity 1

Synthesis

Cool-Down

1 Warm-Up

2 Challeng..

3 Challeng..

4 Challeng..

5 Another ..

6 Try Your ..

7 Challeng..

8 Challeng..

9 Challeng..

10 Are You..

11 Lesson

12 Cool-D..

13

Anonymize mode is on. Your students' names have been changed to the names of notable mathematicians. [Learn more](#)

Srinivasa Raman...	•	✓	✓	✓	•	✓	✓	✓	—	✓	•		
Margaret H. Ham...	•	✓	✓	✓	•	✓	✓	✗	—		•		
Winifred Edgerto...	•		✓	✓	•	✓	✓	✗	—		•		
Kunihiko Kodaira	•	✓	✓	✓	•	✓	✓	✗			•		
Rediet Abebe	•	✓	✓	✓	•	✓	✓	✓	—		•		
Ingrid Daubechies	•	✓	✓	✗	•	✓	✓	✓	—		•		
Daina Taimina	•	✓	✓	✓	•	✓	✓	✗	—		•		
Liu Hui	•	✓	✓	✓	•	✓	✓	✓	—		•		
Sun-Yung Alice C...	•	✓	✓	✓	•	✓	✗				•		
Jamshid al-Kashi	•	✓	✓	✓	•	✓	✓	✓	—		•		
Kyne Santos	•	✓	✓	✓	•	✓	✓	✓	—		•		
Argelia Velez-Ro...	•	✗	✗	✓	•	✓		✗	—	✗	•		
Mae Jemison	•	✓	✓	✓	•	✓	✓	✓	—		•		
Talitha Washington	•	✓	✓	✓	•	✓	✗		—	✗			
Arlie Petters	•	✓	✓	✓	•	✓							

Feedback, Revisions, and Retakes

- Students get feedback on most practice problem sets
- Not graded until they have class time to revise and ask questions
- Tests get highlights and comments - grades are released later on Canvas
- Revisions are expected for everyone.
- Anyone can retake tests/quizzes for full credit

How You Can Help

- ❑ What do you notice about the problem?
- ❑ Did you do something like this in class?
- ❑ What do you know about this topic?
- ❑ Why don't you read the problem again?
- ❑ Let's read the directions together.
- ❑ Let's look to see if there is anything about this in your classwork.

How You Can Help

- ❑ What do if they seem concerned about grades
 - ▢ ask if they signed up for a retake
 - ▢ suggest coming after school for extra help. (Thursdays at 2:30)
- ❑ Don't worry alone or for long
- ❑ Don't wait until conference days
- ❑ Email to set up a time to meet, Zoom, or talk by phone

Democratic Knowledge Project Curriculum



Identity and Values
in progress

The Rights of the People

on deck

dkp

CIVIC ENGAGEMENT IN OUR DEMOCRACY

*How do I become an authentic,
informed, and skilled changemaker,
and why does it matter?*



PREAMBLE WEEK

I will build community with my classmates and explore civics, democracy, changemaking, and three civic dispositions.



UNIT 1

I will take on the role of community member to create a story of self that explores my values and identity.



UNIT 2

I will take on the role of educator to teach others about rights.



ELECTIONS MODULE

I will explore topics like political parties, the electoral college, the history of voting rights, and alternative voting systems.



UNIT 3

I will take on the role of lawyer to write a legal brief about whether the American presidency has too much power.



UNIT 4

I will take on the role of petitioner to create a petition about an issue that matters to me.



UNIT 5

I will take on the role of political scientist to write an opinion piece about a lever of change and why it matters.



MEDIA LITERACY MODULE

I will explore topics like digital citizenship, bias in media, and misinformation.



UNIT 6

I will practice being a changemaker and plan and complete a civics project in my community.



STORY OF CIVIC SELF

I will create a personal narrative that explains how my sense of civic self has grown over the course of the year.

The Powers of
Government

Loyalty, Voice, or Exit

Levers of Change

Student-Led Civics
Project

Guide to Success in Gr. 8 Social Studies

□ **Communication**

- Asking questions to improve understanding; using Canvas inbox; attending office hours; raising hand in class/participation including active listening

□ **Follow-through**

- Turning in assignments on-time; reviewing feedback provided on graded work; physically and mentally present in class for full 45 min. block

□ **Materials**

- Charged Chromebook
- Pen/Pencil
- Social Studies folder on Google Drive shared with margaret_clayton@psbma.org; all typed work for class should live in this folder, as should uploads of handwritten work e.g. photos

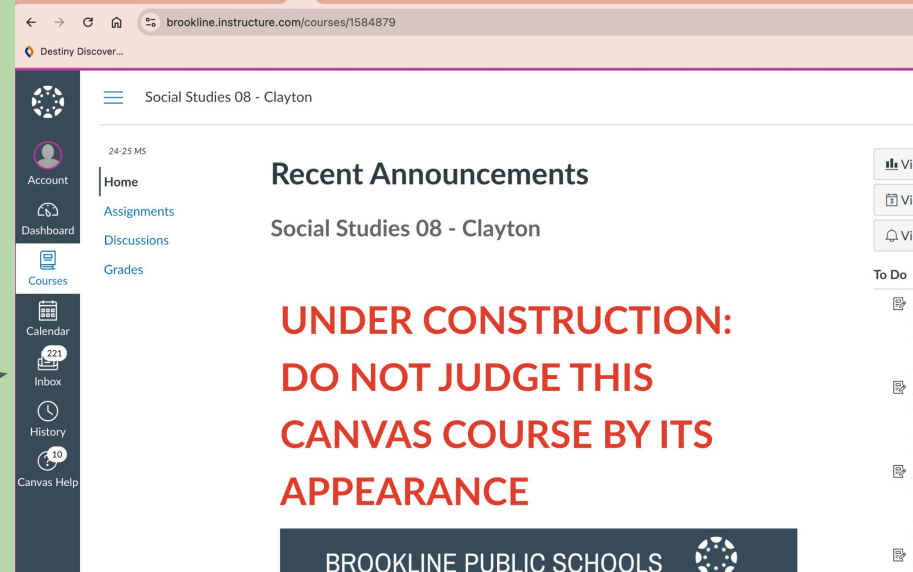
□ **Grades**

- Term average = total points earned divided by total points possible
- Missing work = 0% until end of grading period (for impact), floor is actually 50%
- Individual assignments have specific point values & rubric provided for all larger projects (e.g. DBQs)
- Students may resubmit for more credit after receiving initial feedback; cut-off is end of grading period (ex. first one for Q1 Progress Reports is Tuesday, October 1)

How to contact me:

From the Canvas dashboard, students can (and are encouraged to) message me...

- with questions
- about absences
- with concerns



Drop-In Office Hours for Students:

- 2:35-3:05 p.m. on Mondays

Families

- margaret_clayton@psbma.org

Science - Mr. McManus

Health - Ms. Frias

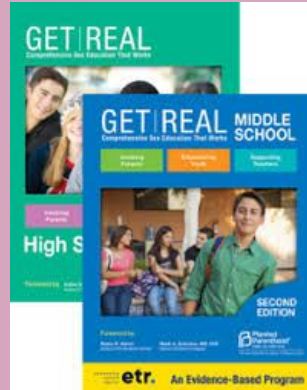
Email: julia_frias@psbma.org

Please reach out with any questions regarding health class or extramural sports programming

Health - Ms. Frias

Curriculum:

- Michigan Model for Health
 - Skills based curriculum,
- Get Real: Comprehensive Sex Ed



Units:

- Introduction to Wellness
- Social, Emotional, and Mental Health
- Safety and Injury Prevention
- Nutrition
- Communication and Conflict Resolution
- Sexuality Education
- Substance Awareness
- Disease Prevention and Control

Same units as 7th grade, with different lessons

ELA - MS. HART

- ❑ 9th year teaching at Driscoll
- ❑ 10th year teaching overall
- ❑ B.A. in English from Kent State University
- ❑ M.Ed. in Secondary English Education from Boston College: Lynch School of Education and Human Development
- ❑ Graduate courses (for continuing education) taken at BC & Harvard Graduate School of Education



HARVARD



GRADUATE SCHOOL
OF EDUCATION

MY TEACHING PHILOSOPHY

My philosophy of teaching is that all students are fully capable of achieving greatness in reading, writing, speaking, and listening. My primary teaching goal is to create and maintain a learning environment where all students feel safe, supported, respected, and capable of success. I want students to look forward to coming to school and spending time in my classroom, regardless of the lesson or topic we're covering (yes, even when we're reading Shakespeare).

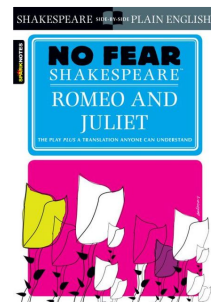
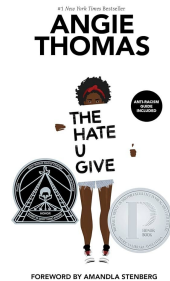
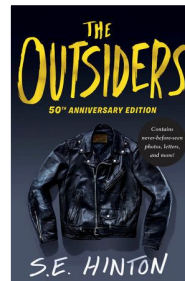
Since reading and/or writing may not be every student's favorite in-school activity, I try to make lessons and assignments fun and engaging for all types of learners. I try to incorporate hands on activities whenever possible and I always try to connect a text or a specific lesson to the real world.

I also feel that it is important to prepare 8th grade students for life after Driscoll, whether that be at BHS or elsewhere. Therefore, after the first month or so of school, I start to amp up the pace and workload so that they can slowly adjust to what they can expect in their high school English classes.

CLASS OVERVIEW

Some of the units we will cover this year:

- Literary Term Review w/ Short Stories
- Whole Class Novel: *The Outsiders*
- Dystopian Book Groups
- Writing Unit: The Literary Essay
- Shakespeare: *Romeo and Juliet*
- Writing Unit: Position Papers
- Historical Fiction: *Of Mice and Men*
- Narrative Nonfiction Book Groups
- Social Justice Book Groups
- Poetry, creative writing, grammar, & vocabulary practice throughout the year



IMPORTANT: ACCESSARY, EMPOWERING, AUTHENTIC, & AWARE

HOMework

- Homework will be assigned 3-4 times per week depending on the unit we're on and what we're covering during each class period. The number of days students have to work on an assignment before it's due is based on the assignment's length and complexity.
- Students are also expected to read an independent reading book (of their choosing) 30 minutes each night.
- Students must write and present a "book talk" on one of their independent reading books once per term (4 total). Students sign up for their book talk presentation date at the beginning of each term.



GRADING

Students will be graded on **quizzes/tests**, **essays**, **assignments**, & **projects**. They will also be graded on **class participation & behavior**.

Students' class participation & behavior grade is put on Canvas weekly → students receive 5 points per school day.

- A student loses points from their daily participation grade for things such as being late to class, being disruptive during a lesson or independent work time, or not using class time effectively.

Assignment Groups Weight ×

☒ Weight final grade based on assignment groups

Participation	25	%
Homework/Classwork	40	%
Quizzes/Tests	15	%
Essays/Projects	20	%
Total	100%	

MISSING/LATE WORK

- **Students are encouraged to advocate for themselves (via Canvas or in person) if they need an extension on an assignment. If they do so, I'm (almost) always willing to give them an extension.**
- **If a student is absent, they will get the number of days they miss to complete their absent work. Depending on the assignment and their absent workload, I'm happy to give an additional day or 2 for them to complete their work.**
- **If a student does not turn in their work and was not absent and/or asked for an extension, they will lose points for each day it's not submitted.**



COMMUNICATION

- **Office Hours:** Mondays
after school (2:35 - 3:30)
or by appointment
- **Monthly Newsletter -**
Coming soon!
- **Email:** Courtney_Hart@psbma.org



Spanish - Profe

BIENVENIDOS A LA CLASE DE ESPAÑOL

WELCOME TO SPANISH CLASS
8TH GRADE WITH
Profe Señora Cecilia



My personal mission: to teach my students so they feel the joy and the pride of speaking and understanding Spanish.



Expectations for 8th grade students



- O* - Learning Spanish in Spanish
- O* -Gain fluency
- O* - Gain global awareness
- O* - Gain independence learning study strategies in preparation for World Language in the High School

About the Curriculum

- ❖ Teaching and learning based on communication
- ❖ Curriculum based on themes and topics
- ❖ Assessments based on Proficiency

- ❖ There is no textbook or workbook
- ❖ We use music, art, poetry, short videos, and tons of visuals to communicate ideas using the language
- ❖ I present real life problems and students recreate solutions in Spanish
- ❖ There is no explicit grammar teaching but grammar in context

THEMES



Topics

- ❖ All about me
- ❖ Talking in the phone formally and informally
- ❖ Extending, accepting and rejecting invitations
- ❖ Shopping for gifts and clothes
- ❖ Ordering in a restaurant
- ❖ Talking about health
- ❖ Learning Culture of Spanish speaking countries
- ❖ Talking about Past Events



FUNCTIONS

What will students be able to do with the language?

- giving basic information
- asking and responding to questions
- describing people, places and things

- expressing preferences and opinions
- expressing feelings and emotions
- expressing hopes, dreams and future plans

- comparing
- telling and retelling stories
- explaining how to do something



Grading = Standard based Proficiency based

- ❖ Assessments are aligned to a rubric and language standards.
- ❖ There are **formative assessment** (class activities - homework) and **summative assessments** (end of unit tests and projects)
- ❖ Students are evaluated based on *how they use the language*, according to a target proficiency level.
- ❖ In 8th grade, the target proficiency level is **Intermediate Low**

How I will measure progress

Proficiency

The ability

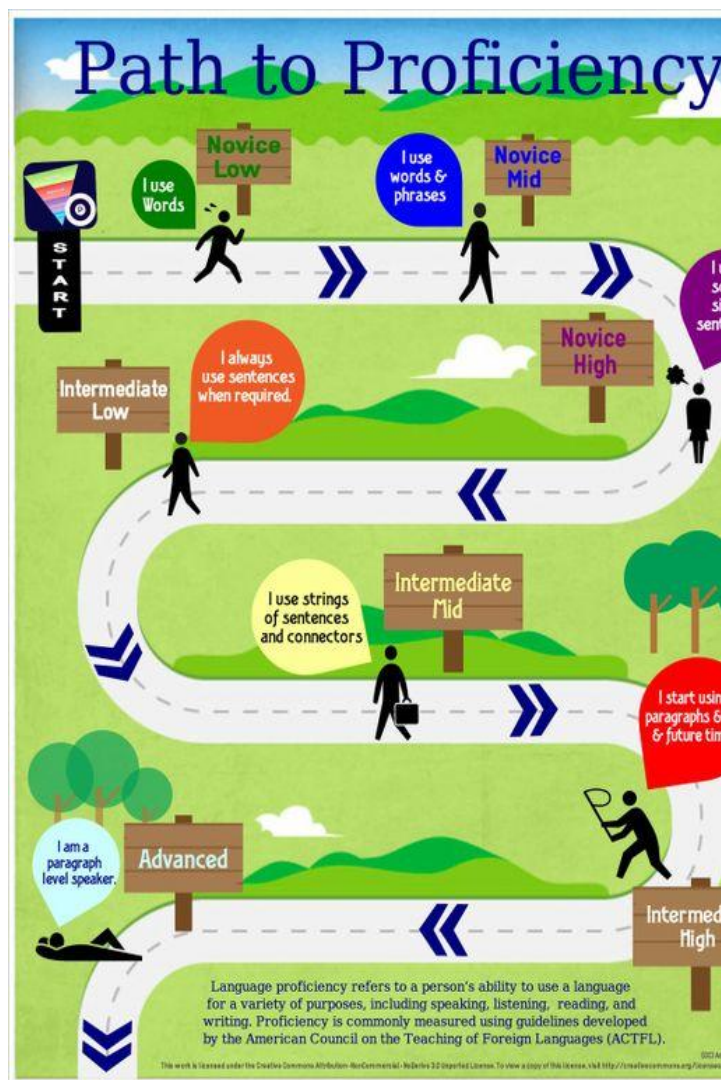
to use the language

to communicate something

with purpose.

Expected level of proficiency

by the end of 8th grade is Intermediate Low



Type of Assessments

Modes of communication

- 0 Presentational Speaking
- 0 Interpersonal Speaking
- 0 Presentational Writing
- 0 Interpretive listening /watching
- 0 Interpretive reading
- 0 Daily participation is very importa...



Novice
Low

Novice
Mid

Novice
High

Intermediate
Low




Intermediate
Mid

Canvas grades

I will continue using standard based grading in Canvas assignments and tests.

The target for the end of the year is **Intermediate Low**.

EXT 4	EXTENDING <ul style="list-style-type: none">• Student demonstrates understanding through extension.• Student actively seeks other ways to expand knowledge.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "4."
EST 3	ESTABLISHED  <ul style="list-style-type: none">• Student meets the end-of-the-year target.• Student demonstrates understanding of content and skills by independently applying new knowledge.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "3."
DEV 2	DEVELOPING <ul style="list-style-type: none">• Student is developing understanding of content and skills with support.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "2."
BEG 1	BEGINNING <ul style="list-style-type: none">• Student is beginning to understand content and skills and requires consistent support.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "1."
NY 0	NOT YET <ul style="list-style-type: none">• Student is not yet showing evidence of initial understanding & is having significant difficulty.• If using Mastery Learning Gradebook in Canvas, may be viewed as a "0."

Report card - Proficiency levels into letter grades

Quarter 4 - End of the Year Target INTERMEDIATE LOW


4. Extended	3. Established	2. Developing (Beginning +)	1. Beginning	0. Not yet
A+	A / A-	B+ / B / B-	C+ / C / C-	D+ / D / D-

Quarter 1 Target NOVICE HIGH


Intermediate Low 1.Beginning	Novice High 4.Extended	Novice High 3.Established	Novice High 2.Developing	Novice High 1. Beginning	Novice High 0. Not Yet
A+	A / A-	B+/B / B-	C+/C/C-	D+/D/D-	E/ F

Proficiency levels into letter grades

Quarter 2 Target Intermediate Low Beginning

Intermediate L 3. Established	Intermediate L 2. Developing	Intermediate L 1. Beginning	4. Novice High Extended	3. Novice High Established	2. Novice High Developing	1. Novice High Beginning
	A+	A / A- 	B+ / B / B-	C+ / C / C-	D+ / D / D-	E / F

Quarter 3 Target Intermediate Low Developing

Intermediate L 3. Established	Intermediate L 2. Developing	Intermediate L 1. Beginning	Novice High 4. Extended	Novice High 3. Established	Novice High 2. Developing
A+	A / A- 	B+ / B / B-	C+ / C / C-	D+ / D / D-	E / F

8th grade Important dates

- **After February vacation**

BHS recommendation and placement
(Intermediate - Honors - Advance)

- **End of May** Final Spanish Exam “STAMP”

- **Beginning/Mid of June**

Restaurant Trip

How to help your child & Communication

-Motivate your child to use the language,
in class, at home, outside.

-Many times homework is to study/review

-Visit me to chat about your child

- Office hours

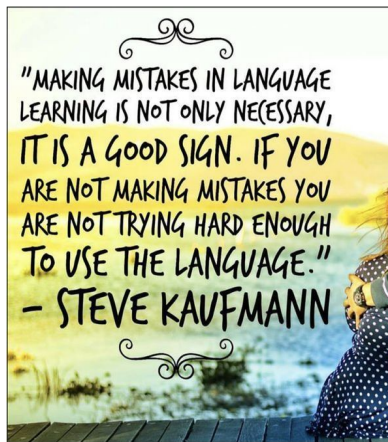
Mondays 2:30 - 3:00

- E mail

cecilia_costanzo@psbma.org

World Language Family page:

<https://www.brookline.k12.ma.us/Page/2351>



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Chinese - Ms. Cao

Learning Center - Ms. Thorne

Education:

- I have a B.A in Social Sciences and a M.Ed in Moderate Disabilities (pre-k to 8) from Boston College.
- This is my 3rd year as a special education teacher at Driscoll
- Prior to working at Driscoll, I worked at William H. Lincoln as a paraprofessional in basically every grade k-8, including a year working in the Adaptive Learning Center.



Learning Center

Learning center is tailored to meet the needs of students on IEPs.

Focus areas can include, but not limited to:

- Reading and Writing
- Math support
- Executive Functioning

Learning Center - Ms. Taube

