

## 8th Grade Back to School Packet 2017-2018

Dear Eighth Grade Parents and Students,

Welcome back to school, and welcome to the 8th grade! This is an important benchmark year as students prepare to transition into high school, and it is also a special year for eighth graders to step up and serve as the leaders of our student community.

We look forward to working with parents, as we help this class grow in faith and knowledge. We also look forward to working with the students who will be an integral part of this learning process. As responsible learners and examples for the rest of the student body, eighth graders will be expected to follow all classroom/school rules, be prepared, be punctual, and be respectful individuals. ***This is a year of "guided independence."*** Students are encouraged to become more independent learners and thinkers, yet they must also develop the personal discipline to follow directions given to them.

As part of this guided independence, ***please encourage your child to contact his/her teacher to ask for help*** if your child has questions regarding assignments or grades. Subsequently, if you need to follow up, please email us, and we will respond to emails that same day or within 24 hours.

Thank you again for entrusting your children to us. We look forward to a great year ahead!  
Sincerely,

Mr. Alioto & Ms. Bryant

# 8<sup>th</sup> GRADE HOMEROOM

## 2017-2018

### “Stronger Together”

#### Teachers:

Ms. Paula Bryant                      pbryant@csdo.org

Mr. Carl Alioto                        calioto@csdo.org

**Instructional Assistants:** Mrs. Joyce Cardoza, Mrs. Annie Fregulia, and  
Mrs. Suzanne Mooney

**Class Website:** [www.st-mary.net](http://www.st-mary.net) (Click on “Classrooms” and then “8<sup>th</sup> grade.”)

*Our class motto is “Stronger Together.” As we progress through this 8<sup>th</sup> grade year, we look forward to working with your child to make this final year at St. Mary’s a positive and productive conclusion to his/her elementary education!*

### 8<sup>TH</sup> GRADE LEADERSHIP RESPONSIBILITIES

#### Faith Families:

Students will be in charge of Faith Families for many activities this year. They are expected to be prepared, have all necessary supplies, and demonstrate sound leadership qualities. This is a significant part of their religion grade because it provides an opportunity for our 8<sup>th</sup> graders to demonstrate and model Catholic teachings and to shine as thoughtful, Catholic leaders.

#### Kindergarten Buddies:

8<sup>th</sup> graders will have Kindergarten buddies to work with this year. They will read to their buddies, write with them, and complete both academic and religious activities together. The goal is to have each 8<sup>th</sup> grader be a leader and a positive role model for his/her Kindergarten buddy.

#### **\*\*A SPECIAL NOTE TO EIGHTH GRADERS:**

As an eighth grader, it is your big year as the leaders of our school community. Remember, you will be seen as a role model to those around you (in and outside of school). So, as this year progresses, it is your job to display qualities that we as Catholics strive to emulate in the name of Jesus Christ.

### **Junior High Grading**

A point system will be used to keep track of student successes in all classes. Objective evaluation reflects the percentage earned and a letter grade based upon the Diocesan scale.

- **FORMATIVE (10%) - Assessments FOR learning:** an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery.
- **SUMMATIVE (90%) - Assessments OF learning:** an evaluation tool generally used at the end of an assignment, unit, project, or chapter. These types of assessments are more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and presentations) and are typically used to evaluate student mastery of intended learning outcomes.

# 8<sup>th</sup> Grade English Language Arts

Teachers: Ms. Bryant and Mrs. Messier

[pbryant@csdo.org](mailto:pbryant@csdo.org) [amessier@csdo.org](mailto:amessier@csdo.org)

The Junior High English Language Arts Curriculum will be driven by the study of literature and writing but will incorporate skill development in vocabulary, grammar, speaking, listening, and higher-level thinking.

## **Literature**

In literature, students will continue to develop fluency, stamina, and comprehension while practicing reading skills and strategies. Students will be exposed to works of fiction and nonfiction as they move through the curriculum.

Novels:

Students will complete an in-depth study of the following novels during each trimester:

*To Kill a Mockingbird* – Harper Lee (first trimester)

*A Midsummer Night's Dream* – William Shakespeare (second trimester)

*The Omnivore's Dilemma* – Michael Pollan (third trimester)

Independent Reading:

The eighth grade Accelerated Reader program requirements are listed below.

1<sup>st</sup> Trimester: 900 pages

2<sup>nd</sup> Trimester: 1000 pages

3<sup>rd</sup> Trimester: 1100 pages

## **Writing**

Eighth grade writers will master the writing process: prewriting, drafting, revising, editing, and publishing. Students will become proficient in writing essays for a variety of purposes in the informative, narrative, and argumentative styles of writing.

## **Grammar**

Students will continue mastering and practicing the fundamentals of grammar usage and language mechanics. They will build upon previous knowledge while applying these skills across the curriculum. Reinforcement of grammar skills will be supplemented with independent practice at noRedink.com.

## **Vocabulary**

Exposing students to rich expressive language will increase their vocabulary in speaking, writing, and reading. Our vocabulary classes are built to provide your child with the ability to learn and grow through the understanding of word relationships. In addition to vocabulary, students will also study Greek and Latin roots.

## **Textbook**

*Vocabulary Workshop: Common Core Enriched Edition*, Level D, Sadlier, 2012

**8<sup>th</sup> Grade Science**  
**Mr. Chin**  
**mchin@cndo.org**

**Objectives:**

- To read, study, research and conduct experiments
- To learn to utilize and understand the scientific method
- To apply scientific concepts to their own practical world
- To gain an understanding of basic scientific principles about
  - Gravity and Kinetic Energy
  - Waves
  - Planetary Science

**Skills to be reinforced:**

- Note taking and outlining
- Comprehension of resource text and related science themes
- Research and Report writing
- Investigation Reports
- Application of engineering and design principles

Diocesan required concepts will be covered thoroughly so that students will enter high school with a solid background in Earth, Life, and Physical science. In this class, we will cover Physical Science.

First Trimester

Physical Science- Gravity and Kinetic Energy

Second Trimester

Physical Science-Waves

Third Trimester

Physical Science-Planetary Science

**Texts:**

Physical Science Glencoe/McGraw-Hill 1999

This year along with the text listed above students will be utilizing FOSS kits to help aid their understanding of the physical science concepts.

**Daily:**

Students should review their notes and assignments regularly so that they are prepared for tests and quizzes. Students are responsible for all homework assigned in class. **NO late work will be accepted for full credit unless a student has been absent. It is the STUDENT'S responsibility to speak to all teachers to get all absent work.**

**Science Fair:**

This will be held on \_\_\_\_\_January 28<sup>th</sup> 2018\_\_\_\_\_ at the beginning of Catholic Schools Week. 7<sup>th</sup> and 8<sup>th</sup> grade are required to participate in the science fair.

## 8th Grade Social Studies

**Teacher:** Mr. Carl Alioto

**Contact Information:** [calioto@csdo.org](mailto:calioto@csdo.org)

**Curriculum Goals & Objectives:** In eighth grade, students will start an in-depth study of the ideas, issues, and events from the framing of the Constitution up to the Civil War. After students become familiar with the events and philosophies behind the foundation of the United States, students will trace the development of American politics, society, culture, and the economy. In addition, students will become familiar with how our government is run today. Are we upholding the values our forefathers had hoped for when signing the Constitution?

I would like to encourage anyone who has any relevant history material or resources to please come and share them with us.

### **Titles for the units covered:**

- Foundations of American History
- The Constitution of the United States
- The New Republic
- The Nation Expands and Changes
- Civil War and Reunion
- An Age of Industry

**Test Signing Policy:** Students receiving a C or lower on a test will be required to return the test with a parent signature. If a test/quiz is not returned with a parent signature, grade penalties and/or further actions will occur.

**Late Work:** Due dates are set for my and the students' convenience, so time is available for grading and feedback. Any missing work will result in an "incomplete" grade, so they **MUST** be turned in, even if it is late. Late work will be subject to partial credit.

### **Quizzes/Tests:**

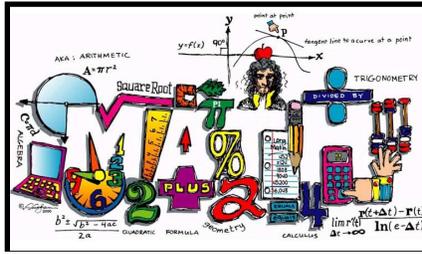
Assignment Posting on the St. Mary Website:

Tests, quizzes, large projects and assignments will be posted on my website.

### **Textbooks:**

America: History of Our Nation, Prentice Hall, 2006.

Videos and other secondary books and Internet activities/resources will be used as supplemental material.



# Junior High Math

Mr. Travis Pacos [tpacos@csdo.org](mailto:tpacos@csdo.org) - Mrs. Lisa Sanders [lsanders@csdo.org](mailto:lsanders@csdo.org)

## Textbook/Resources:

- Textbook: *Core Connections Course CC1 (6<sup>th</sup> grade), CC2 (7<sup>th</sup> grade), CC3 (8<sup>th</sup> grade) and CCA algebra*
- E-book and parent resources: [www.cpm.org](http://www.cpm.org)
- *Course information and important links on the math website:*  
<https://sites.google.com/a/st-mary.net/math-program/>

## Supplies:

- Pencils, Colored pencils, markers
- Scissors
- Calculator
- Composition notebook
- Ruler and eraser
- No White Out
- Graph paper or graph notebook

## Grading:

### **Homework:**

When students are assigned math homework, they should work through it using the following steps:

1. Complete all assigned problems. At the very least, every problem should be attempted—NOTHING should be left blank.
2. Homework must be complete (meaning that ALL WORK is shown, not just the answer) to earn credit.
3. Correct all problems. Students will use the homework guide in class to correct their homework at the beginning of class the day it is due.
4. If a student answers a problem correctly, they should star the correct problem with a red pen.
5. If a student answers a problem incorrectly,
  - Circle the problem
  - Correct all the work as shown on the homework guide and identify personal mistake or misunderstanding with a short descriptive phrase, like “added incorrectly.”
  - If student still does not understand how to complete the problem they must ask the teacher
6. Homework will be collected after all questions have been answered.

### **Notebook/binder:**

Student math notebooks will be collected each trimester and checked for content, organization and neatness.

## **Quizzes, Tests, on-line math modules and Learning logs and/or Projects.**

(Typically, there will be one quiz and one test per unit.)

- The quizzes will cover approximately half of each unit, and students will be given the option to earn partial credit back on their quiz by doing quiz corrections. Quiz corrections:
  - Must be on a separate sheet of paper
  - Must show all detailed work leading to the correct answer
- Test will cover the entire unit (unless otherwise specified). Students will not be given the option to do test corrections to improve their grade.
  - Post-test self evaluations/reflections will also be assigned
- Learning log assignments will give students the opportunity to explain their understanding of a mathematical concept in writing. Please refer to the learning log rubric below. Projects may be assigned as needed for further depth.

### **Students will receive 100% on their math homework IF:**

1. All problems are at least attempted by the student
2. All problems have been completely and honestly corrected

*\*Please note that the students do not have to answer every problem correctly on their own to receive 100% on their homework. They just need to completely correct every problem they could not solve on their own. Homework is NOT a test—it is PRACTICE!*

### **Students will earn half credit on their math homework IF:**

1. Not all problems were attempted
2. Corrections were done dishonestly (i.e. a student marks every problem correct even if some of the answers are not).
3. Corrections were incomplete (i.e. a student put the correct answer without showing the detail).
4. No corrections were done at all

**\*If a student earns half credit on their homework, they can correct their mistakes for full credit.**

## **GRADING FOR MASTERY**

***Used for scoring a single problem on quizzes, tests and for scoring learning logs.***

### **4 Points      “You get it! I can understand your thinking clearly.”**

Student fully accomplishes the purpose of the task. Student work shows full grasp of the mathematical idea(s). Recorded work communicates thinking clearly using some combination of written, symbolic, or visual explanation.

### **3 Points      “You mostly get it. I can understand most of your thinking.”**

Student mostly accomplishes the purpose of the task. Student work shows essential grasp of the central mathematical idea(s). Recorded work in large part communicates student thinking.

### **2 Points      “You get a little bit of it. I can see some thinking.”**

Student work shows partial but limited grasp of the central mathematical idea(s). Recorded work may be incomplete, somewhat misdirected, or not clearly presented.

### **1 Point      “You don’t get it. I cannot understand your thinking.”**

Student shows little or no grasp of the central mathematical idea(s). Recorded work is barely (if at all) comprehensible.

### **0 Points      “You did not turn in the assignment or show any form of participation.”**



# 8th GRADE RELIGION COURSE OVERVIEW

Teacher: Mrs. Schmidt

## JUNIOR HIGH RELIGION GOALS

1. Deepen and grow student's knowledge and understanding of Catholic Church teachings. So we KNOW our faith.
2. Continue to develop and grow student's relationship with God, the parish, and community.
3. Understand and deepen student's understanding of how to transfer the teachings of the Church and experience Jesus to his or her own life. So we LIVE our faith.

## Student Expectations

1. Pay attention and participate
2. Go "deep" and "connect wide"
3. Do your best and let God take care of the rest. – Fr. Bob Schwartz

## CURRICULUM RESOURCES

- Catholic Youth Bible- St. Mary Press
- Other resources will also be included to support and enrich the curriculum

## MATERIALS

- 1 single subject notebook

## CURRICULUM

*The Diocese of Oakland 8<sup>th</sup> Grade Curriculum Standards are divided into the following five main content areas:*

### **We Believe- Knowledge of Faith**

- Creed
- Sacred Scripture/Bible Study
  - Church History

### **We Worship - How We Celebrate**

- Sacraments
- Liturgy

### **We Live- How We Live as Catholics**

- Morality
- Catholic Social Teaching

### **We Pray- How We Pray**

- Prayer

### **We Are God's Family- How We Live in Community**

- Living in community
- Active members of the Church (school, parish, and greater communities)

In addition to the religion standards outlined by the Diocese of Oakland, students will study and celebrate the Church Liturgical year, Church current events, saints, and other ways to share the faith.

## SERVICE LEARNING

Students in grade 6-8 must complete service hours per trimester. Please refer to the Service Learning Guidelines for details.

# **SPANISH WITH SEÑORA HERNANDEZ**

## **Course Overview**

This fun, interactive course for middle school students is filled with diverse, multimedia language activities. Students focus on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning

## **Course Outline**

### **The Middle School Spanish course helps students:**

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in simple conversations and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

### **Vocabulary Theme**

- Each unit presents a new set of vocabulary words pertaining to a particular theme. Each topic is first presented in context and then the vocabulary is further practiced through a variety of interactive activities and practices. A printable vocabulary list is also provided.

### **Grammar Concept**

- Each unit introduces a new grammar pattern. The concept is first introduced in a contextualized situation. The concept is then further practiced in several interactive activities throughout the unit. A printable explanation of the pattern is also provided.

## **Presentation of Culture through Culture Videos**

- In each unit, students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country through short video presentations.

## **Speaking and Writing Activities**

- Students complete speaking and writing activities in each unit. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.

## **Listening and Reading Comprehension Activities**

- Each unit contains both listening and reading comprehension practices. They are based on the vocabulary, grammar, or cultural concepts presented in the unit and challenge students to identify the main ideas and significant details of the listening/reading excerpts.

## **Assessments**

- Listening and reading comprehension quizzes verify that students comprehend the main ideas and/or significant details of target language passages or conversations.
- Culture comprehension quizzes verify that students understand important concepts presented in the culture presentations.
- Unit tests assess students' mastery of the vocabulary words and grammar concepts presented in a given unit. Each unit test also includes reading and listening comprehension questions and an oral or written assessment.
- Summative Exams are comprehensive in nature. Not only do they assess students' knowledge of the language, but they also assess students' ability to produce the language in a communicative way. Summative Exams may include both oral and written assessments.

## **"Life-long Learner" Assignments**

- Each semester students are required to create a plan for incorporating Spanish into their daily lives. They accomplish this by outlining the long-term benefits of learning Spanish, by making goals for what they want to accomplish with their mastery of the language, and by creating a plan for accomplishing their goals.

## **"Explore" Activities**

- These activities help students develop a more profound understanding of Spanish-speaking countries and cultures.