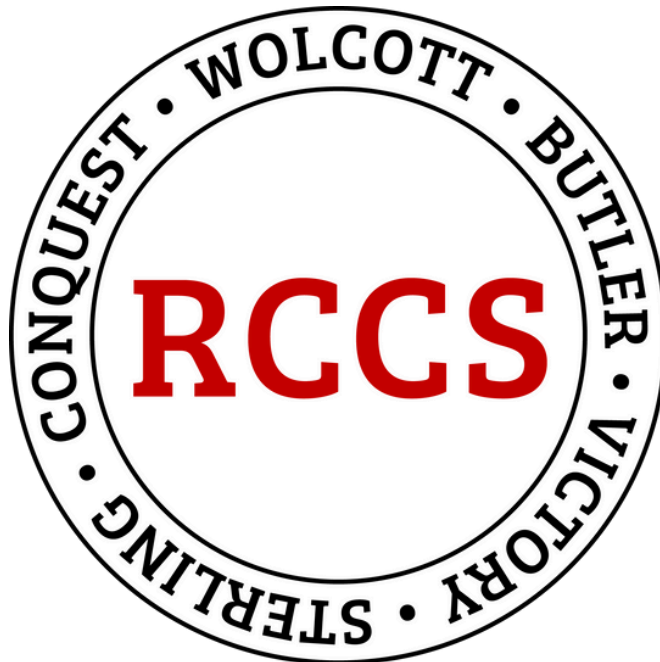


# Welcome to Eighth Grade

**RCCSD FAMILY GUIDE**



The New York State Education Department sets expectations, or standards, for what every student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

# Important Concepts

## **To learn English Language Arts and Literacy at every grade, your child will:**

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

## **To learn social studies at every grade, your child will:**

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

## **To learn mathematics at every grade, your child will:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

## **To learn science at every grade, your child will:**

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

# Meet Our Team



## Mr. Malcott, Social Studies

Mr. Burgess Malcott, an alumus of Red Creek, has been teaching at the district for the past 21 years. The focus in his classroom is to give all students an equal opportunity to succeed through flexible learning tasks. Embedded in these tasks, students learn historical thinking strategies that prepare them for the high school social studies classroom and other real world settings.



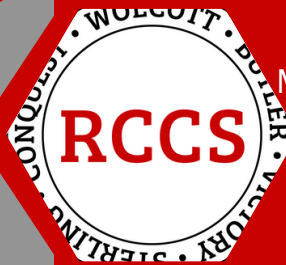
## Mrs. Malcott, Math

Mrs. Rachel Malcott has dedicated the last 14 years of her teaching career at Red Creek, primarily at the 8th grade level. She aims to create a positive learning environment with meaningful learning activities. Through structured peer interactions, students form positive relationships, increase collaboration skills, and grow academically and emotionally.



## Mrs. McCarthy, Special Education

Mrs. McCarthy has served the district for over 30 years, starting by traveling between and working in the elementary and high school buildings in special education. Over the years she has worn many hats, but currently is enjoying her roles as an inclusion teacher in 7th and/or 8th grade, mentor, and Lead Teacher. She enjoys figuring out what works best, academically/behaviorally, for her students, sharing/teaching all students "the little things" that will help them be successful in school and beyond, but most of all she enjoys developing meaningful, and sometimes lifelong, relationships with all students.



## Mrs. Mrzywka, Spanish

Mrs. Elise Mrzywka the middle school Spanish teacher. She is certified in both Spanish and French and has taught for fifteen years. For the last two years, she has been at Red Creek. Teaching students about other cultures is her passion. She loves to travel and continues to learn new things to add to her classroom and curriculum.



## Mr. Schulman, ELA

Zachary Schulman received his certification to teach ELA to grades 7 to 12 and is a relatively new resident to upstate New York. In his free time, Mr. Schulman enjoys reading, writing, and walking along the coast of any large body of water.



## Mrs. Wojieck, Science

Mrs. Wojieck has served in the district for over 20 years, starting in the area of special education and then moving into her specialty area of science. She teaches both 7th and 8th grade science and is PBIS co-coach. She enjoys sharing her passion for learning and science and focuses on meaningful relationships with her students.



# ENGLISH LANGUAGE

NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS



## NEW LEARNINGS & FOCUS AREAS:

- Compare different pieces of evidence for the same claim. Decide which piece of evidence is the strongest.
- Analyze how different text structures contribute to overall meaning, style, theme, or central idea.
- Explain how differences in point of view can make a text funny or suspenseful: for example, when the reader knows something that a character does not know (dramatic irony).
- Analyze the effect of dialogue or events that move the action forward or reveal traits of a character.

### QUESTIONS YOU CAN ASK YOUR CHILD:

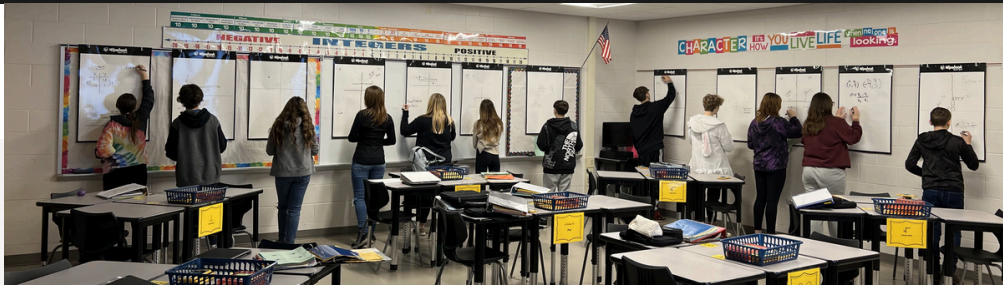
- What do you think about \_\_\_\_? Why might someone disagree with you? What would you say to them?
- How is the book different from the movie? Why do you think they are different? Which one do you think is better? Why?

## BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Analyze and explain the impact of specific word choice on meaning, tone, and mood, including words with multiple meanings.
- In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas & concepts.
- Understand connections between modern texts and traditional ones, like when a short story reminds its readers of (alludes to) an ancient myth.
- Determine one or more themes or central ideas of a text and analyze their development over the course of the text.
- Engage in a range of collaborative discussions with diverse partners expressing ideas clearly.
- Notice when someone includes irrelevant information in their argument—evidence that does not relate to their claim.
- Use technology to present information and communicate with others.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Is my child engaged in school?
- What resources can I use to stay informed?
- Ways to practice critical reading and viewing in everyday life, like with advertisements



# MATHEMATICS

## NYS MATH LEARNING STANDARDS



### NEW LEARNINGS & FOCUS AREAS:

- Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations;
- Grasping the concept of a function and using functions to describe quantitative relationships;
- Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin;
- Understand that the slope ( $m$ ) of a line is a constant rate of change, as well as how the input and output change as a result of the constant rate of change;
- Interpret a model in the context of the data by expressing a linear relationship between the two quantities in question and interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation;
- Solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line; and
- Use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to represent, analyze, and solve a variety of problems.
- Grasp the concept of a function as a rule that assigns to each input exactly one output;
- Understand that functions describe situations where one quantity determines another; and
- Translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations of the function), and describe how aspects of the function are reflected in the different representations.
- Use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems;
- Show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines;
- Understand the statement of the Pythagorean Theorem and its converse, and why the Pythagorean Theorem holds; and
- Apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

### QUESTIONS YOU CAN ASK YOUR CHILD:

- How can you use the math that you learned today?
- Have you completed your weekly review? How many times have you turned it in to be checked? Have you fixed your mistakes? How can you use the Pythagorean Theorem to determine the size of your television?
- What 3 dimensional figures do you see around the house?
- Are you using an agenda to stay organized and to meet assignment deadlines?

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Is my child actively engaged in class?
- Is my child completing assignments on a regular basis?
- What resources can I access at home to support what my child is learning at school (i.e. SchoolTool, Google Classroom, websites)?



# SCIENCE & TECHNOLOGY

## NYS SCIENCE LEARNING STANDARDS



### NEW LEARNINGS & FOCUS AREAS:

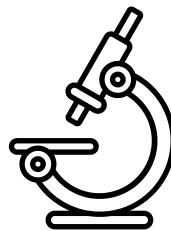
- Life Science is the study of living things. It looks at how living things like cells and whole organisms adapt to changes in their environment. The focus of the course is to guide students to examine prior knowledge, think critically and use evidence to support their thoughts and claims. These learning outcomes are based upon and closely followed by the New York State Science Learning Standards for Middle School Science.

### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Make detailed observations and collect data
- Construct a response with claim, evidence and reasoning
- Read and analyze various diagrams, charts and graphs
- Construct an appropriate graph from a novel set of data
- Identify the key characteristics that make something living
- Explain how the parts of a organism work together to maintain life
- Understand how matter and energy flow within an organism and its environment and the processes that contribute to this flow
- Predict patterns among organisms in ecosystems
- Understand how organism reproduction and genetic diversity contribute to the success of a species.

### QUESTIONS YOU CAN ASK YOUR CHILD:

- How could you identify if something is or was once living?
- How does our body know what to do when we are not feeling well?
- How do changes in the environment impact organisms?
- What happens when the resources in an environment get depleted?
- How can two individuals with the same parents look so different from one another?
- What is something new you learned today?
- Can you tell me about one of your lab experiments/activities?
- What is a vocabulary term you are currently working with? Can you explain what it means to me?
- What tools/methods are you using to help you stay organized and remember what assignments you have to complete or assessments to study for?
- Have you studied for Friday's quiz?



### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Classroom engagement in activities/discussions
- Assignment completion
- Collaborative skills - working with others
- Overall attitude and effort



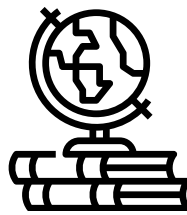
# SOCIAL STUDIES

## NYS SOCIAL STUDIES FRAMEWORK



### NEW LEARNINGS & FOCUS AREAS:

- Reconstruction
- A Changing Society
- Expansion and Imperialism
- World War I and the Roaring Twenties
- Great Depression
- World War II
- Foreign Policy
- Demographic Change



### QUESTIONS YOU CAN ASK YOUR CHILD:

- Have you completed your unit inquiry? How many times have you turned it in to be checked? Have you fixed your mistakes?
- Are you staying organized to meet assignment deadlines, and to prepare for upcoming dates such as quizzes, tests, etc.

### BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize the differences between fact, well supported opinion, and unsupported opinion in texts.
- Describe how the effects of the Civil War reshaped the nation in ways that can still be seen today.
- Describe how a nation's progress can often create problems in society.
- Recognize how the quest for national expansion can often lead to conflict.
- Recognize how economic prosperity or hardships can influence culture and the role of government.
- Describe how unresolved international issues and differing political ideologies can often lead to global tension, instability, and conflict.
- Describe how shifting American demographics in the second half of the 20th century, led to unexpected domestic policy changes, and economic, social, and political reforms

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What resources can I access at home to support what my child is learning at school (i.e. SchoolTool, Google Classroom, websites)?
- Is my child actively engaged in class?
- Is my child completing assignments on a regular basis?





# SOCIAL-EMOTIONAL LEARNING

## NYS SEL BENCHMARKS



### **NEW LEARNINGS & FOCUS AREAS:**

- Strategies for academic success, belonging, growth mindset, helping others, planning ahead, perspective-taking, resilience and starting right.
- Core Competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Strategies for recognizing bullying and harassment including knowing the effects of bullying and strategies for being an upstander
- How emotions affect decisions and the brain
- Proactive ways to positively navigate and manage relationships and social conflict

### **QUESTIONS YOU CAN ASK YOUR CHILD:**

- How do you make positive choices in school?
- How are you a good friend to someone?
- How did your emotions affect your decisions today?

### **BY THE END OF MIDDLE SCHOOL, STUDENTS SHOULD BE ABLE TO:**

- Identify the connections between their thoughts, feelings, and behaviors.
- Apply self-regulation skills to effectively express emotions, including strong emotions.
- Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development.
- Develop a plan and prioritize steps in working toward a goal.
- Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.
- Practice respectful curiosity to better understand others' lived experiences.
- Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication
- Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.

### **TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:**

- How does my child handle a difficult situation?
- How can I help my child handle conflict?







# SPECIAL AREA CLASSES

NYS ART LEARNING STANDARDS

NYS CTE MODULES

NYS MUSIC LEARNING STANDARDS



## IN EIGHTH GRADE, STUDENTS WILL PARTICIPATE IN THE FOLLOWING SPECIAL AREA CLASSES:

- Art
- Career Awareness
- Personal Wellness
- Physical Education
- Technology
- Band (optional)
- Chorus (optional)

### QUESTIONS YOU CAN ASK YOUR CHILD:

- What career interests do you have for the future?
- What subjects do you enjoy learning outside of your core classes?
- What talents have you discovered in your special area classes?

## BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Develop critical thinking skills through problem-solving activities.
- Apply reasoning to analyze information and make informed decisions.
- Conduct basic research using library and online resources.
- Evaluate information for credibility and relevance.
- Explore and express creativity through various mediums.
- Develop a personal style in art and other creative endeavors.
- Navigate and use technology tools effectively.
- Understand digital safety and responsible online behavior.
- Collaborate with peers on projects and activities.
- Develop teamwork skills in different class settings.
- Set and work towards personal and academic goals.
- Create plans to achieve short-term and long-term objectives.
- Explore and appreciate diverse perspectives in art, literature, and career choices.
- Foster an understanding of cultural diversity.
- Adapt to new challenges and learning environments.
- Embrace a growth mindset towards learning and improvement.
- Showcase acquired skills through presentations and performances.
- Develop confidence in artistic expression.

### TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What particular interests and talents does my student demonstrate that I can support at home?
- How does my student do with time management across a diverse schedule of classes?

# Red Creek Middle School

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Rob Carter, Assistant Principal  
Katheryn Armstrong, School Counselor

