



Isaac E. Young Middle School

Home of the Knights
Growing Minds of All Kinds

Welcome Families to the Grade 8

MEET THE
TEACHER 

Meet our 8th Grade Team

En Octavo grado

Arrival

8:25 am

Dismissal

3:16 pm

Supplies

- **chromebooks**
- **earbuds**
- **calculators**

Grade Expectations

- **Ready**
- **Responsible**
- **Respectful**

IEYMS Grading Criteria

- **Homework = 10%**
- **Classwork & Labs = 20%**
- **Formative Assessments = 40%**
(includes but not limited to quizzes, exit tickets, response logs, journals, graphic organizers, self-assessments, on demand writing tasks and short responses)
- **Summative Assessments = 30%**
(including but not limited to performance based assessments, end of unit or chapter tests, quarterly or semester exams, cumulative projects, research projects and portfolios)

How to meet with the team of teachers

You can schedule a team conference by contacting your child's counselor.

EMAIL

Mrs. Gabr - tgabr@nredlearn.org

Mrs. Rhett - lrhett@nredlearn.org

Mr. Roberts - jroberts@nredlearn.org

Mrs. Smith - Pamelasmith@nredlearn.org

If you would like to reach out to an **individual teacher**, please email them at the address provided or call the main office - 914-576-4360 to leave a message with a best time to return your call.



English Language Arts 8

Gardner, Mastro, Monteleone

What will my child learn in English 8?

Reading



We will engage in reading a wide variety of genres, both fiction and nonfiction.

Instruction will take place both whole and small group, as well as independent practice.

Writing



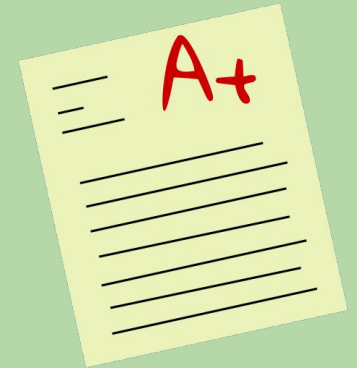
We will engage in several types of writing: Informational/Expository, Argumentative, Narrative.

Informational/Expository: To provide information about a given topic using evidence.
Argumentative: Compose and defend a claim
Narrative: Tell a story

In both reading and writing, daily text based discussions occur, addressing the New York State Next Generation ELA Learning Standards. Claim, Evidence, Reasoning is the school wide writing focus, which will be developed and supported in ELA class.

How will my child be assessed in English 8?

- Homework
- Classwork
- Formative Assessments (Including but not limited to exit tickets, response logs, journals, graphic organizers, self-assessments, quizzes, on demand writing tasks, short-term projects, short responses)
- Summative Assessments (Including but not limited to performance-based assessments, tests, quarterly or semester exams, cumulative projects, research projects, and portfolios)



A Sample Learning Activity

Text based evidence

Attribute 1

Text based evidence

Attribute 2

Character
Name

Text based evidence

Attribute 3

FABULOUS ADJECTIVES			
APPEARANCE	POSITIVE PERSONALITY	NEGATIVE PERSONALITY	SIZE
attractive	agreeable	angry	big
bald	ambitious	bewildered	colossal
beautiful	brave	clumsy	fat
chubby	calm	defeated	gigantic
clean	delightful	embarrassed	great
dazzling	eager	fierce	huge
drab	faithful	grumpy	immense
elegant	gentle	helpless	large
fancy	happy	itchy	little
fit	jolly	jealous	mammoth
flabby	kind	lazy	massive
glamorous	lively	mysterious	microscopic
gorgeous	nice	nervous	miniature
handsome	obedient	obnoxious	petite
magnificent	polite	panicky	puny
muscular	proud	pitiful	scrawny
plain	silly	repulsive	short
plump	thankful	scary	small
scruffy	victorious	thoughtless	tall
shapely	witty	uptight	teeny
skinny	wonderful	worried	tiny
stocky	zealous		
unkempt			
unsightly			

Questions or Concerns?


Send your child's teacher an email!

8th Grade ELA teachers

Mrs. Mary Monteleone - mmonteleone@nredlearn.org

Ms. Barbara Gardner - bgardner@nredlearn.org

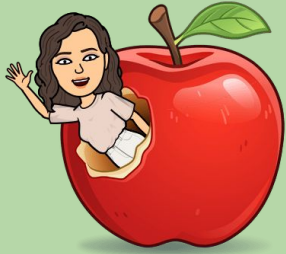
Ms. Ellen Mastro - emastro@nredlearn.org

A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. In the center, a stack of four books is shown, with three wooden alphabet blocks (labeled A, B, and C) balanced on top. To the right, a single red apple sits on a wooden surface. The background is a soft-focus green wall.

English as a New Language 8

Antunes, Salas

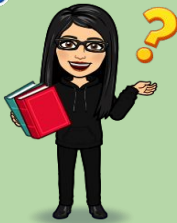
ENGLISH AS A NEW LANGUAGE - ENL



Ms. Antunes

My email:
dantunes@nredlearn.org

Any Questions?



Ms. Salas

My email:
csalas@nredlearn.org

Levels:

- **Entering**
- **Emerging**
- **Transitioning**
- **Expanding**
- **Commanding**

Levels are based on the results
of the NYSESLAT Exam

What we work on:

- **Entering students work on language-centered activities to develop their vocabulary and life skills.**
- **Emerging students work on building and developing grade level academic language needed for classroom success.**
- **Transitioning and expanding students follow the ELA curriculum/ unit map**

STUDENTS WILL BE LEARNING SKILLS IN ALL MODALITIES:

Writing:

- ❑ Write about different topics.
- ❑ Write on a daily basis to practice sentence structures, grammar and new vocabulary.
- ❑ Write personal narratives, poems and reflections based on short stories/passages.

Reading:

- ❑ Read a variety of short stories, articles and poetry.
- ❑ Different reading comprehension skills to help with decoding information.
- ❑ Engage in academic conversations about their readings.

Listening:

- ❑ Listen to spoken English from their teacher and other resources.

Speaking:

- ❑ Practice speaking in academic conversations with their peers and teachers.
- ❑ They will also need to present various projects with the use of acquired skills.

A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. In the center, a stack of four books is shown, with a green spiral notebook on top. Three alphabet blocks (A, B, C) are stacked on the notebook. To the right, a single red apple sits on a wooden surface. The background is a soft-focus green.

Mathematics 8

Henderson, Poole, Molina, Simoes, Kentner

What will my child learn in Math 8?

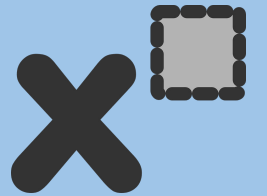
Ready Classroom Mathematics is designed to support all students in becoming critical thinkers, persistent problem solvers, and lifelong learners. The program allows students to:

- Learn key concepts over multiple days to foster deeper understanding.
- Solve problems using a variety of strategies to increase their math flexibility.
- Share their math thinking with classmates helping to solidify their learning.
- Make connections to the math they see in everyday life.

What will my child learn in Math 8?

Units of Study:

1. Geometric Transformations
2. Similarity and Angle Relationships
3. Linear Relationships
4. Functions
5. Integer Exponents
6. Real Numbers
7. Statistics



$f(x)$



How will iReady be used?

The Diagnostic

What It Does

- ✓ Assesses students' learning needs
- ✓ Results create reports teachers use to meet those needs
- ✓ Automatically assigns Personalized Learning lessons*
- ✓ Provides a starting point to show how much students learn and grow this year (so we can celebrate later!)

What It Doesn't Do

- ✗ Give students grades
- ✗ Replace the teacher's understanding of students (I'm still going to grade and look at students' work)
- ✗ Place students in their class levels

Assessment is most effective when it is an ongoing part of instruction.

Evidence collected before, during, and after a lesson is used to inform and adjust instruction.

i-Ready Classroom Mathematics is an adaptive Diagnostic and embedded classroom assessments that provides instructional resources to support the needs of all students.

A Sample Learning Activity

Try–Discuss–Connect Routine

TRY IT

- 1 Make sense of the problem.
- 2 Solve and support your thinking.

DISCUSS IT

- 3 Share your thinking with a partner.
- 4 Compare strategies.

CONNECT IT

- 5 Make connections and reflect on what you have learned.
- 6 Apply your thinking to new problems.

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TRY IT

Solve and support your thinking

Archeologists are studying a shipwreck on the ocean floor. The wreck site is roughly shaped like a parallelogram. The archeologists make a map of the site in the coordinate plane. Each unit on the map represents 1 m. According to the map, what is the area of the wreck site?

Wreck Site Plot

Vertex	Location
P	$(9, 2)$
Q	$(-8, 2)$
R	$(-7, 7)$
S	Not yet mapped, but to the right of point R



Math Toolkit graph paper, rulers

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A collage of school supplies. On the left, a black mesh pencil holder is filled with many colorful pencils. To its right, a stack of four books is shown, with a green spiral notebook on top. Three wooden alphabet blocks are stacked on the notebook, showing the letters 'A', 'B', and 'C'. In the bottom right corner, a single red apple is visible. The background is a soft-focus green wall.

Algebra 1 & Geometry

Henderson, Molina, Poole

Algebra 1 and Geometry

- Algebra 1 and Geometry are credit- bearing high school level courses
- Each course culminates in a Regents Exam administered at the end of June.
- The final average earned in the course and the Regents Examination score become part of a student's official high school transcript.
- Students must maintain an average of **80%** or above to remain in this course.



01

02

03

04

Algebra 1 Units

- Linear equations, inequalities, and systems
- Functions
- Exponential Functions
- Quadratic Functions
- One and two-variable statistics



Geometry Units

- Congruence, proofs, and constructions
- Similarity, proof, and trigonometry
- Extending to three dimensions
- Connecting Algebra and geometry through coordinates
- Circles with and without coordinates



01

02

03

04

Learning Resources



01

02

03

04

Questions or Concerns?

Send your child's teacher an email!

8th Grade Math teachers

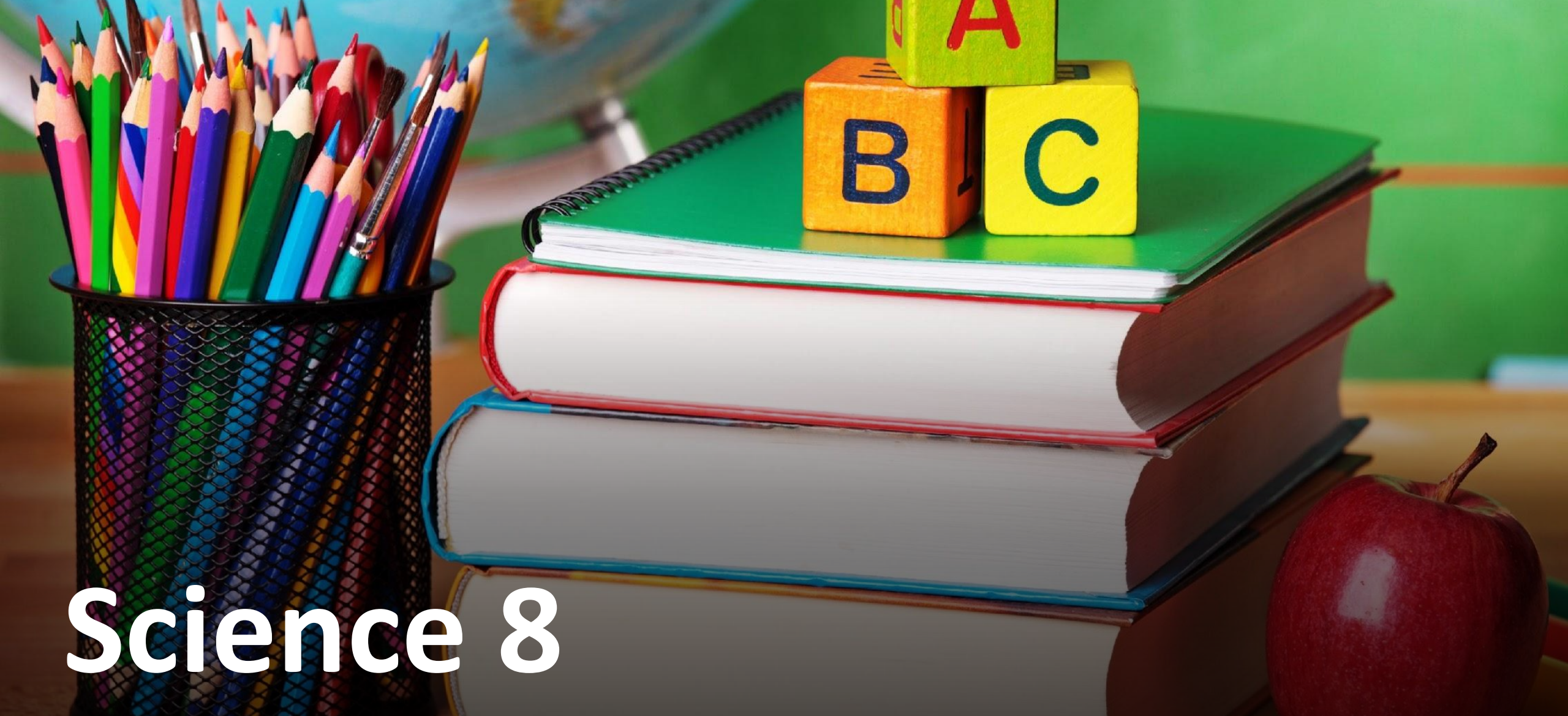
Mrs. Regina Simoes - rsimoes@nredlearn.org

Mrs. Kerry Henderson - khenderson@nredlearn.org

Ms. Maerena Poole - mpoole@nredlearn.org

Mr. Richard Molina - richardmolina@nredlearn.org

Mrs. Patrice Kentner - pkentner@nredlearn.org



Science 8

Costa, Gianserra, Reed, Thomas, Kentner

What will my child learn in Science 8?

8th Grade Science

- Scientific Inquiry/Experimental Design
- Cells
- Reproduction and Development
- Genetics and Heredity
- Biological Evolution
- Ecology and Human Impact
- Energy for Life
- Human System Interactions
- Review for NYS Science 8 Assessment: Density, Earth and Space Science, Physical Properties of Matter, Forces and Interactions

This course culminates in the [New York State Intermediate Level Science Assessment](#)



How will my child be assessed in Science 8?

- Homework
- Classwork and class participation
- Labwork
- **FORMATIVE ASSESSMENTS:** these assessments occur in short term, allowing immediate feedback to the student and teacher regarding content based understanding and knowledge. These assessments are more frequent and occur in forms of quizzes, CER's, exit tickets, logs, journals, short term projects and responses.
- **SUMMATIVE ASSESSMENTS:** these assessments occur less frequent and are used to evaluate the student's overall learning and growth on subject matter. These assessments can be in the form of a chapter test, unit test, quarterly or semester exams, cumulative projects, research projects, and portfolios.

A Sample learning activity: CER EXAMPLE

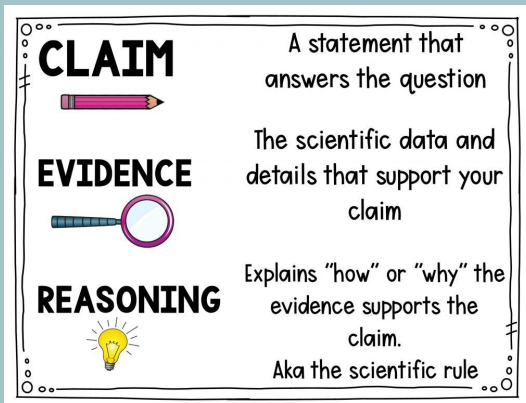
QUESTION: Does a person's height change throughout the day?

CLAIM: A person's height will decrease throughout the day.

EVIDENCE: Based on the graph from data collected of 10 student heights at different times throughout the day, the heights of the students decreased on average by 1.7cm as the day went on.

REASONING: The students did lose height as the day progressed. Each student was measured several times throughout the day and showed an average decrease in height of 1.7 cm. Each student spent the same amount of time sitting too.

When we rest at night, we are laying down and our spine is not affected by the pressure of the body's weight, allowing the intervertebral discs to relax and stretch. Due to the body weight supported during the day, the vertebrae are compressed, decreasing in thickness, causing a decrease in height. In conclusion, a person's height will decrease as the day goes on.



Questions or Concerns?

Send your child's teacher an email!

Mrs. Maria Costa: mariacosta@nredlearn.org

Mrs. Claudia Gianserra: cgianserra@nredlearn.org

Ms. Melisa Thomas: melisathomas@nredlearn.org

Ms. Megan Reed: mreed@nredlearn.org

Mrs. Lily Alvarez: lavarez@nredlearn.org



Living Environment

Reed, Thomas

What is Living Environment?

- ❖ **Living Environment is a credit bearing high school level course**
- ❖ **The course culminates in the Living Environment Regents Exam**
- ❖ **The final average earned in the course as well as the Regents Examination score will become part of a student's official high school transcript.**
- ❖ **Students must maintain an average of 80 and above to remain in this course**

Living Environment + Lab

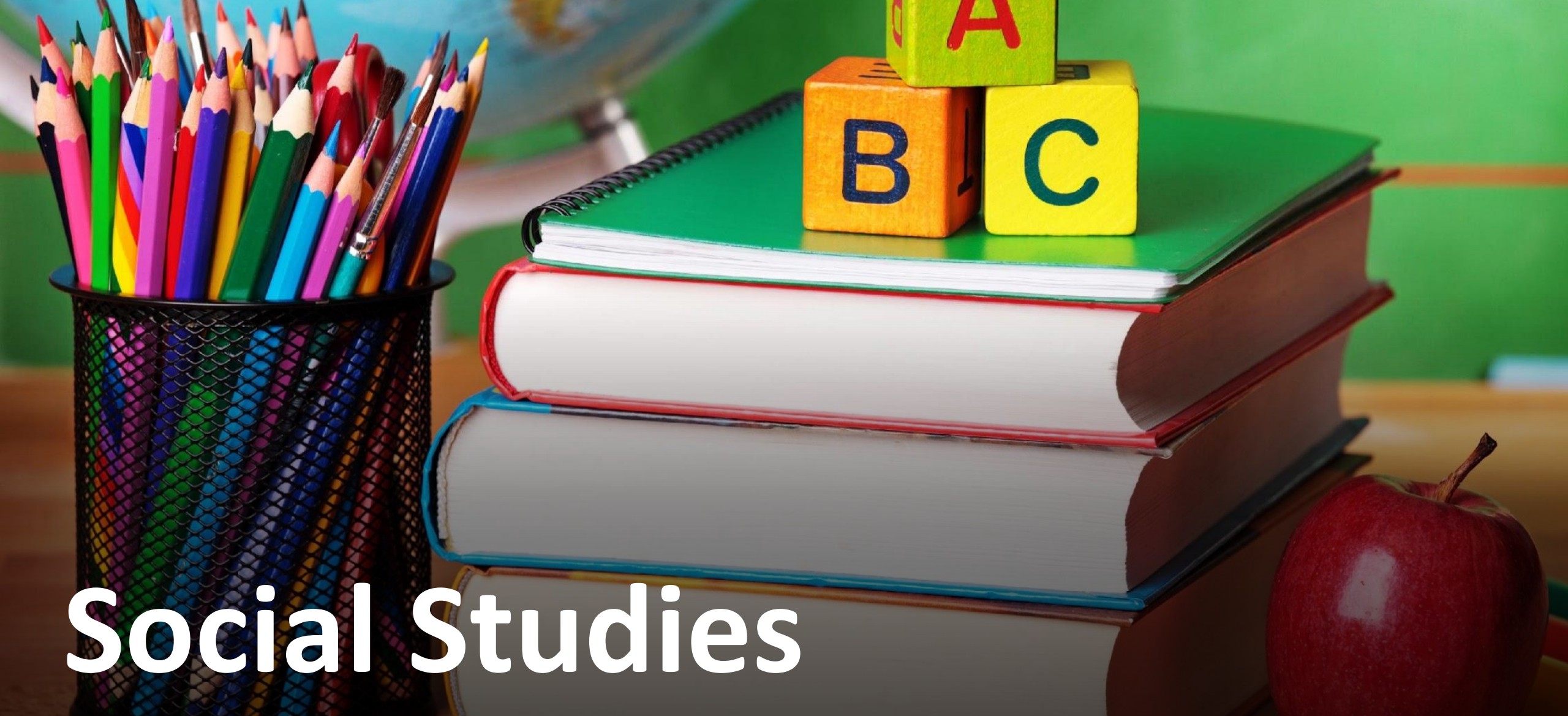
- Experimental Design
- Biochemistry
- Cell Structure and Function
- Photosynthesis & Respiration
- Mitosis and Meiosis
- Genetics & Genetic Engineering
- Biological Evolution
- Reproduction and Development
- Homeostasis and Immunity
- Ecology
- Human Impacts on the Environment

This course culminates in the [New York State Living Environment Regents Exam](#).



Living Environment Lab Requirement

- ❖ The NYS Board of Regents has a mandatory lab component for this course
- ❖ Students must successfully complete 1200 minutes of Lab work to be eligible to write the Regents
- ❖ Included in the 1200 minutes of lab work are 4 mandated state labs which are necessary for Regents eligibility.
- ❖ Students are required to type lab reports for completed lab work



Social Studies

Hill, Martino, Vivolo

What will my child learn in Social Studies 8?

Reconstruction and the African American Experience

Industrialization and Immigration (The Gilded Age)

Expansion and Imperialism

The Progressive Era

WWI and Roaring Twenties

The Great Depression

World War II

The Civil Rights Movement

How will my child be assessed in Social Studies 8?

Homework

Classwork

Formative Assessments (Including but not limited to exit tickets, response logs, journals, graphic organizers, self-assessments, quizzes, on demand writing tasks, short-term projects, short responses)

Summative Assessments (Including but not limited to performance-based assessments, tests, quarterly or semester exams, cumulative projects, research projects, and portfolios)

8th Grade Social Studies teachers

Mr. Hill - chill@nredlearn.org

Mr. Martino - amartino@nredlearn.org

Mr. Vivolo - jvivolo@nredlearn.org

A Sample Learning Activity

Argumentative Writing

- Open ended questions
- Evaluate multiple perspectives
- Students make a claim and provide evidence to support that claim

Was Reconstruction a failure or a success?

Event/Term	Success or Failure	Explanation of why it was a failure or a success
Freedmen's Bureau	Success	
13th Amendment		
14th Amendment		
15th Amendment		
Black Codes		
KKK		
Voting Restrictions		
Jim Crow Laws		
Sharecropping		



A collage of educational items. On the left, a black mesh pencil holder is filled with many colorful pencils. In the center, a stack of four books is shown, with three colorful alphabet blocks (A, B, C) on top. To the right, a single red apple is visible. The background is a soft-focus green and blue.

Reading, Integrated Co-Teaching, Academic Skills

Anastacio, Alvarez, Ferraro, Langlais, Snyder

What will my child learn in Reading 8?

The focus in reading class this year will be to improve reading skills so that students are able to transfer these skills into their content area classes. This will be done through:

- practicing/acquiring oral academic language skills
- building vocabulary knowledge
- utilizing comprehension strategies
- developing metacognition skills
- promotion of independence in reading and writing by providing multiple opportunities for practice

What is an Academic Skills Class?

Academic Skills is designed to help students achieve the goals on their IEP and to assist with foundational skills that will aid in their success in their general education classrooms such as:

- Reading Skills (decoding and comprehension)
- Writing Skills
- Math foundational skills
- Executive functioning skills (organization, time management, study skills)

The Academic Skills teachers are also in constant communication with the students cluster of teachers to ensure students are prepared for upcoming tests and quizzes. We also communicate with the cluster to ensure that students are completing their daily assignments.

What is Integrated Co-Teaching?

When a child is in an Integrated Co Teaching class they will have two teachers. One of the two teachers is the General Education Teacher or the Content Specialist and the other teacher is the Special Education Teacher. This class will have a mix of general education students and students who have an IEP. These two teachers will work together to give all students a high quality education. The Special Education Teacher and General Education Teacher will collaborate to ensure the needs of all students are met by modifications and accommodations.

Special Education Teachers

Lana Ferraro
Scott Snyder
Will Langlais

Emails:

LFerraro@nredlearn.org
SSnyder@nredlearn.org
WLanglias@nredlearn.org

Questions?

Please contact your child's teachers if you have specific questions about a course.

Thank you for joining us tonight!

