

# Welcome to Curriculum Night



2020-21

# General Schedule for 7 & 8th Graders

	7th Grade		
	A Schedule	B Days	C Days
8:45-9:30 a.m.	Arrival	Arrival	Arrival
9:30-10:15 a.m.	Morning Mtg	Morning Mtg	Morning Mtg
10:15-11:15 a.m.	Research	Research	Literature
11:15-12:15 p.m.	Literature	Science	Science
12:15-1:15 p.m.	PE/Music	PE/Music	PE/Music
1:15-2:15 p.m.	Math	Math	Math

	8th Grade		
	A Schedule	B Days	C Days
8:45-9:30 a.m.	Arrival	Arrival	Arrival
9:30-10:15 a.m.	Morning Mtg	Morning Mtg	Morning Mtg
10:15-11:15 a.m.	Math	Math	Math
11:15-12:15 p.m.	Science	Literature	Literature
12:15-1:15 p.m.	Research	Science	Research
1:15-2:15 p.m.	PE/Music	PE/Music	PE/Music

## Currently:

Students in *Blended Learning*

- PE or Music on in-person days  
(alternating days)

Students in *Fully Remote*

- Art on C Days

# NYC DOE Schedule - Based on number of students signed up for hybrid learning

	M	T	W	T	F
Week 1	A	B	A	B	C
Week 2	B	C	A	B	C
Week 3	C	A	A	B	C

# Technology Platforms

- All work is posted on Google Classroom. You can log in and view your child's assignments and grades. Valerie created parent accounts for you. We are not using PupilPath this year.
- Students attend virtual classes via zoom. They must use their DOE account.
- All students must follow the [Spruce Street Acceptable Technology Use Policy](#)

# Student Work Day Expectations

- Attend live meetings on time, with video camera turned on.
- Complete independent work during “class time” before/after live meeting.

*(Students may use time “after school” to finish work as needed (even if “due times” are posted for 2:30, but please let us know if the workload is extending much beyond the school day- our intention is to allow students to have that time for other activities, family time, etc.)*

- Per Nancy: "We are awaiting DOE guidance on some of the most high-stakes questions - standardized testing, grading, and admissions."

For now, students should aim for work completion and trying their best, asking questions to be sure they understand main ideas.

# How You Can Support Your Child

- Help them maintain a “work space” where they can focus on school-work.
- Make sure they are up, dressed, and have eaten breakfast before their first meeting
- Check guardian account summary emails for Google Classroom
- Encourage them to take short breaks between classes
  - (snack, water, movement, stretching, drawing, etc.)
- Encourage them to engage in “non-screen” activities during after school hours, especially including some physical moving around!

# Other Tips for Supporting Independence & Time Management

- Write out or print ABC daily schedule and calendar with class times for easy reference
  - Write in scheduled breaks
- Use a planner for both short- and long-term assignments
- Use a timer
- Create a to-do list each morning or each class period

Mindset Monday

TED Talk Tuesday

Worldly Wednesday

Thoughtful Thursday

Fun Day Friday

**\*\*Official attendance is taken during morning meeting- if your child misses morning meeting, but attends other classes, be sure they EMAIL their morning teacher so their attendance can be counted.**

# DAILY MORNING MEETING

WHAT DOES EACH MORNING  
— LOOK LIKE?



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# Research

— Jenny and Scott —

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# Research

## Focusing on:

- Identifying and analyzing patterns between the past, present, and future
- Understanding the connections between identity and belonging in societies throughout history

# 7th Grade Research Units

## Unit 1 →

Essential Question: **What unites the United States?**

Focus: **The Creation of the USA**

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## Unit 2 →

Essential Question: **How has the United States moved toward or away from unity over time?**

Focus: **From Slavery to Today**

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## Unit 3 →

Essential Question: **Who decides who belongs?**

Focus: **Refugees and Immigration**

# 8th Grade Research Units

## Unit 1 →

Essential Question: Is the “American Dream” achievable?

Focus: Highs and Lows of the early 20th century

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## Unit 2 →

Essential Question: How does our sense of belonging impact our identities?

Focus: World War Two

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## Unit 3 →

Essential Question: How do young people change the world?

Focus: Social Movements and Teenage Activism

# Assignments on Google Classroom

# Research Choice Board (can be found at the bottom of the Google Classroom stream)

**Research**

*History has its eyes on you*

WE ARE HERE TO CREATE HISTORY. NOT REPEAT IT.

**newsela** **HISTORY VIDEOS YouTube PLAYLIST**

**The New York Times**

**TRUE FALSE** **2020** **TEACHING TOLERANCE**

**NATIONAL GEOGRAPHIC**

**iCivics** **OldNYC** Mapping historical photos from the NYPL

**WORD OF THE DAY** **TED**

Hey there! You can unlock awesome resources about history, current events, and more by clicking on anything you see in this virtual recreation of my classroom. Happy researching! - Jenny

**NATIONAL MUSEUM OF AMERICAN HISTORY** **THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY**

**Smithsonian ASIAN PACIFIC AMERICAN** **National Hispanic Cultural Center**

**NATIONAL MUSEUM of AFRICAN AMERICAN HISTORY & CULTURE**

**NATIONAL WOMEN'S HISTORY MUSEUM** **THE HISTORY CHANNEL**

**NEW-YORK HISTORICAL SOCIETY** **Smithsonian's HISTORY EXPLORER**

**THIS DAY IN HISTORY** **Google**

## Contact:

**Jenny:** [JAaron@SpruceStreetNYC.org](mailto:JAaron@SpruceStreetNYC.org)

**Scott:** [SCogan@SpruceStreetNYC.org](mailto:SCogan@SpruceStreetNYC.org)

# Literature

## Remote Learning Goals:

- Take students through the writing process by breaking down monthly essays into small, actionable steps
- Focus on 1-2 ideas about grammar per writing piece
- Provide opportunities for students to listen to read alouds, read independently, AND be read to via an online website
- Slowly increase the workload/level of difficulty
- Provide one-on-one conference time, with either myself or Scott, who will be with all 7th grade classes full-time
- Provide opportunities for students to ask questions after the zoom session



# Writing Pieces/Genres

We follow the NYC standards for writing, which means that we complete 6 “published” pieces per year in the following genres:

**Narrative (2)**

**Argumentative/Opinion (2)**

**Informational (2)**

We use rubrics from Teacher’s College at Spruce street. We follow the curriculum of the reading/writing workshop. While assignments are modified for remote learning, the skills and goals remain the same. If a student needs to learn how to reflect on textual evidence, for example, the way that is taught remotely may differ from how it is taught in person, but what’s important is that the SKILL is taught.

# Units

## 7th

1 - Opinion Writing 1

Short stories by Adam Bagdasarian

2 - Opinion Writing 2 - Lit Essay

Out of My Mind by Sharon Draper

3 - Info Writing 1

Nonfiction Reading

4 - Narrative Writing 1

Historical Fiction book clubs

5 - Info Writing 2

Feature Articles/Journalism

6 - Narrative Writing 2

Memoir/Moth Story Slam

## 8th

1 - Opinion (Thematic Essay)

Counting by 7s by Holly Goldberg Sloan

2 - Opinion 2 (Author's Craft)

Dystopian Literature

3 - Informational Writing 1

Nonfiction Reading - World Without Fish

4 - Informational Writing 2

Literary Nonfiction/Journalism

5 - Narrative Writing 1

Realistic Fiction Book Clubs

6 - Narrative Writing 2

Contemporary Classics

# Homework

## 7th Grade

Starting next week (the 2nd unit), students will write a weekly reading Response based on the book we will read together. Every Monday, they will receive a reading schedule. Every Friday, they will submit a 7-10 sentence response. I will go over it with them next week. They will submit their response as a google form on Thursday nights.

## 8th Grade

The students receive a reading schedule every Monday. Their homework is to reflect on the reading & come up with 3 discussion questions for every Fri, which is when we have book talk groups. They submit their response as a google form on Thursday nights.

# Contact Info

Feel free to reach out with questions/concerns via e-mail:

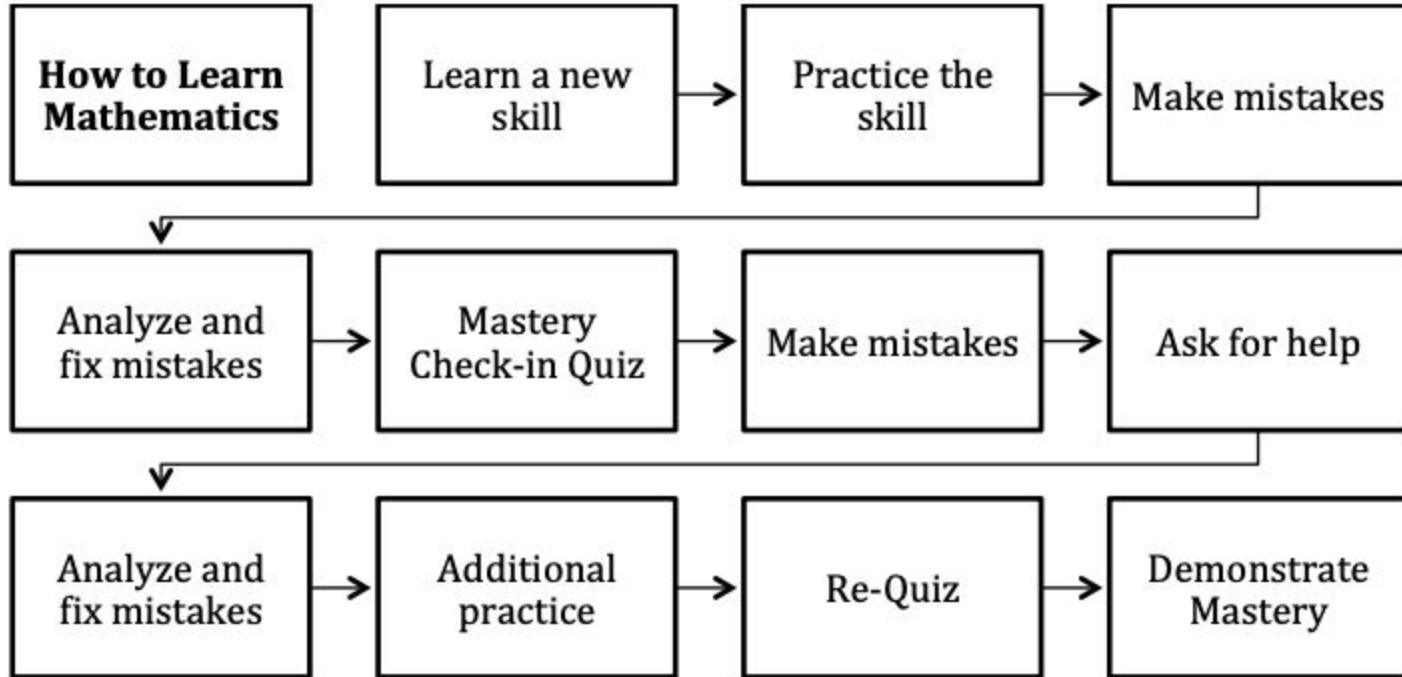
[jleon@sprucestreetnyc.org](mailto:jleon@sprucestreetnyc.org)



# Mathematics

with Kristen & Ricky

# How to Learn Mathematics



## How will mathematics class work?

ALL assignments will be found on [Google Classroom](#).

A typical week will look *something like* the following.

	Monday	Tuesday	Wednesday	Thursday	Friday
Scheduled Activity	Lesson 1	Activity	Lesson 2	Lesson 3	Assessment
On Your Own Time	<a href="#">IXL (Complete any 4 IXL skills from this menu)</a> Deadline: Friday				
Optional Bonus	<a href="#">Independent Menu</a> No Deadline				



## What does a lesson hour look like? (check out video)

For each new lesson, each student must complete these stages:

### **LESSON Introduction / Preparation** (first 10-15 minutes)

1. Visit Google Classroom *ahead of the scheduled math period*.  
Look for mathematics. Read all instructions.
2. If possible, print today's lesson sheet or use a touchscreen.  
*Otherwise, be prepared to handwrite in a math journal.*
3. Watch the daily instructional video BEFORE today's teamwork Zoom meetup.  
Follow along, completing prompts and listening to directions.

### **LIVE TEAMWORK ZOOM / Group Problem Solving** (following 15-20 minutes)

4. Sign in to Zoom, with today's link.
5. You will break out and join your team. Follow the teamwork breakout rules.
6. Work together to solve today's group work problems.  
*Be prepared to share at least once.*

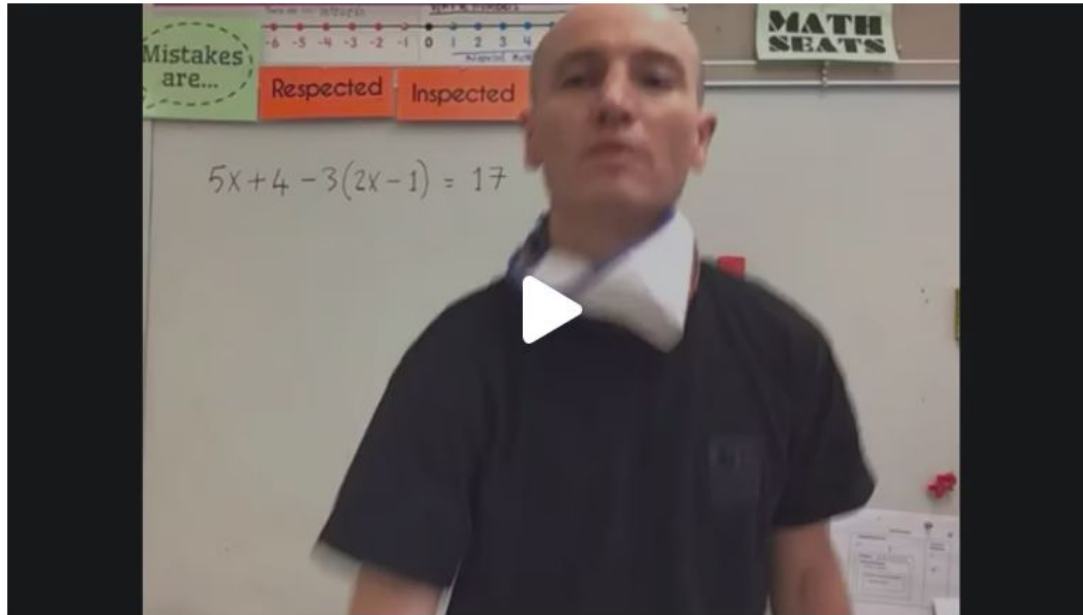
### **INDEPENDENT PRACTICE** (next 15-20 minutes)

7. Present your understanding. Work at your own pace.  
*Work by yourself. Silent problem solving.*

# Edpuzzle Lesson Videos

A1 - U2L2

Ricky Reid



**REFLECT & SHARE / Review** (final 5-10 minutes)

8. Join Ricky to check-in, discuss the lesson and share your solutions.
9. Upload an image of your work and turn in on Google Classroom.
10. Complete the daily reflection and exit ticket online.

**Lesson Completion 4-Point Rubric**

0	1 point	1 point	1 point	1 point
No participation	Lesson Notes Completed	Participate in live class and teamwork.	Complete group problem solving and independent work problems.	Lesson sheet and reflection both completed and work turned in.

# Weekly Mastery Check-in

Students will be assessed for understanding on a regular - weekly - basis.

**MASTERY Check-In** - Integers Diagnostic - Addition

Name: \_\_\_\_\_

*Show ALL work.*

$$17 + 34$$

$$-2 + 5$$

$$8 + (-3)$$

$$(-1) + (-1)$$

# Curriculum




Check out our syllabus!

# Error Analysis & Test Corrections

**To earn additional credit, students must:**

Correct your work, justifying their reasoning.

# The Action Plan: Learning from Mistakes

Level	Khan	1-1 Tutoring	Corrections	IXL
4 Master				Check out all of the RELATED Mastery Skills
3 Proficient				
2 Developing		Ask for assistance.	Complete the ERROR ANALYSIS	
1 Beginner	Help yourself with Khan Academy	<i>Make an appointment to get the help you need!</i>		

# **Independent Work**

4 starred IXLs per week

Unit project (coming soon)













Test Corrections











# IXL




Four skills, from those highlighted, on a weekly basis.

## B. Integers







-   1 Understanding integers
-   2 Integers on number lines
-   3 Graph integers on horizontal and vertical number lines
-   4 Absolute value and opposite integers
-   5 Compare and order integers
-   6 Integer inequalities with absolute values

## C. Operations with integers

-   1 Integer addition rules
-   2 Add integers using counters
-   3 Add integers
-   4 Integer subtraction rules

-  9 Graph a proportional relationship using slope
-  10 Interpret graphs of proportional relationships
-  11 Write and solve equations for proportional relationships

## L. Percents

-  1 What percentage is illustrated?
-  2 Convert between percents, fractions, and decimals
-  3 Compare percents to fractions and decimals
-  4 Estimate percents of numbers
-  5 Percents of numbers and money amounts
-  6 Percents of numbers: word problems

# Grades

A student's grade will depend on three distinct measurements:

60% - Mathematics Hour Lesson Work

20% - Assessments

10% - Participation

10% - Independent IXL assignments

***Grades will be updated regularly and will be available to view on PupilPath.***

# Tutoring

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I'm waiting to hear from Nancy about CUNY.

# Resources

Everything can be found here:

**REIDMATH**

Also, feel free to send a message:

[rreid@sprucestreetnyc.org](mailto:rreid@sprucestreetnyc.org)

[kwedge@sprucestreetnyc.org](mailto:kwedge@sprucestreetnyc.org)



# Science: 7th/8th Grade

**7th Grade:** Physical Science (Physics, Chemistry)

-with Rebecca & Meryl (rarcher & mglicksman)

**8th Grade:** Living Environment (Biology) \*Regents Course\*

-with Rebecca & Kristen (rarcher & kwedge)

(No current info on testing- full curriculum content will be covered.)

Grading/ Expectations- per MS policies

# Science: 7th/8th Grade

## **\*\*Movement Integration\*\***

**Using our whole bodies to understand, remember, and communicate science concepts.**

**7th-** Ask your kids to show you some ways they can show “energy” with their bodies!!!

**8th-** Ask your kids to teach you a movement sequence about all the characteristics of living things!!!

# Science: 7th/8th Grade

## Class time/ Independent work:

- Live Zoom meetings with discussions & movement
- Slides & Videos
- Hands on activities when possible
- Projects tba
- Written independent work- worksheets, etc

**“Due” time of “2:30”- Our aim is that work can be completed during class time-** *no penalties for work turned in after 2:30 (even if it reads “late” on GC.)*

**Grading focus- work completion, effort/engagement, understanding of main ideas.**



# Science Units - 7th Grade

## Physical Science

<b>Unit Name:</b>	Energy, Including Heat and Waves	Force and Motion	Chemistry of Materials, Intro to Biochemistry	<i>Ongoing: Scientific Process Skills</i>
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# **Science Units - 8th Grade**

## **Living Environment Regents Course**

**Unit 1: Characteristics of Life, Cells**

**Unit 2: Biochemistry**

**Unit 3: Human Body- Homeostasis**

**Unit 4: Human Body and Disease**

**Unit 5: Genetics and Comparative Reproduction**

**Unit 6: Evolution**

**Unit 7: Ecology and Human Impact**

## **Resources:**

**New Visions Curriculum**

<https://curriculum.newvisions.org/science/course/living-environment/>

**Textbooks/ Review Books:**

- **NY Living Environment, McGraw Hill**
- **Issues and Life Science, Lab-aids/SEPUP**
- **Barron's "Let's Review- Biology: The Living Environment**