



**Grade 8
Yellow House
Monthly
Newsletter**

**January
2023**

Important Dates and Upcoming Events

- ❖ **January 9:** BCORE Step Up Night at FHS
6:00pm
- ❖ **January 12:** BCORE Concert 6:30pm
- ❖ **January 16th:** No School – Martin Luther King Jr. Day
- ❖ **January 19th:** No After School Activities – Faculty Meeting
- ❖ **January 27th:** Term 2 Ends



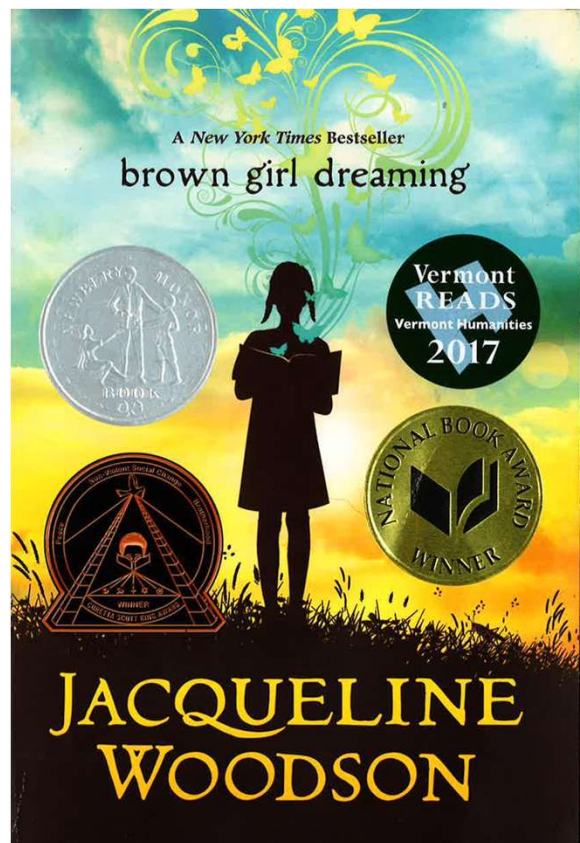
English – Ms. Paladino

CURRENTLY IN ENGLISH:

Students are completing a thematic unit called "Courageous Choices," in which they explore different ways young people show courage. This is contrasted with the first unit, "Bad Behavior," in which people made poor choices that ended up hurting others or themselves. Students are asked to think broadly about how the units are related and what meaning they might have in their own lives.

COMING UP:

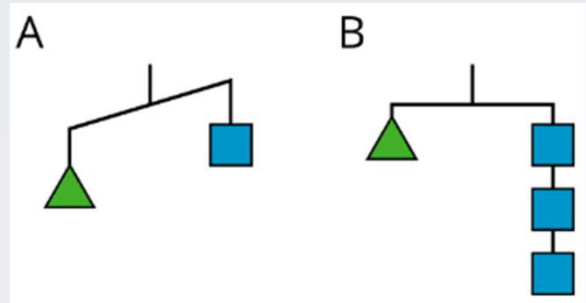
In two weeks, we will begin a novel called *Brown Girl Dreaming*, an award-winning novel by Jacqueline Woodson, that focuses on the theme of identity.



Math – Ms. Gelfand



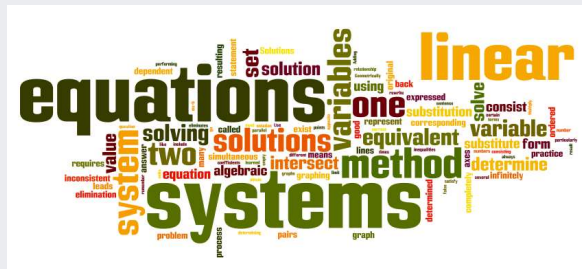
Beginning before winter break we started working with multi-step equations. We spent time thinking through how to solve them, keeping in mind that our goal was to have the variable all alone on one side of the equation. We undo anything else on that side with inverse operations and most importantly – we keep things **BALANCED!**



MULTI-STEP EQUATIONS		
One Solution	$3(2x + 4) = 6(5x + 2)$ $6x + 12 = 30x + 12$ $-24x = 0$ $x = 0$ Check: $3(2(0) + 4) = 6(5(0) + 2)$ $12 = 12$	
Identity (Infinite Solutions)	$8(x + 1) + 1 + 2x = 2(2x + 2) + 3$ $8x + 8 + 1 + 2x = 4x + 4 + 3$ $10x + 9 = 4x + 7$ $6x = -2$ $x = -\frac{1}{3}$ Check: $8(-\frac{1}{3} + 1) + 1 + 2(-\frac{1}{3}) = 2(2(-\frac{1}{3} + 2) + 3)$ $8(\frac{2}{3}) + 1 - \frac{2}{3} = 2(\frac{10}{3} + 3)$ $\frac{14}{3} + 1 = \frac{20}{3} + 6$ $\frac{17}{3} = \frac{38}{3}$ Identity	
No Solution	$8x + 3 - 10x = -2(x - 2) + 3$ $-2x + 3 = -2x + 4 + 3$ $-2x + 3 = -2x + 7$ $3 = 7$ No Solution	

We are now exploring the idea that it is possible to have equations that have not just one, but infinite or no solutions. We are thinking about how to prove which category an equation falls into. We will then move into working with systems of equations, connecting them to the same ideas of as equations with variables on both sides; considering ways to solve them and the types of solutions we might expect to find.

We are using our new online DESMOS curriculum with the occasional breaks for good old paper and pencil practice and some supplementing with ALEKS and Edpuzzle.



In our next unit we will change gears slightly, looking at functions: what they are, various ways to represent them, and how they are used in the real world. We will use that to start looking at finding the volume of 3-dimensional figures.

Science – Ms. Neagle



Currently in Science: We began working on our Chemistry Unit before winter break– this is divided into three parts – the First part is Describing Matter where we explore what makes up matter and understand that all matter has its own set of **Characteristic Properties that make each substance unique.**

Coming up Next: After we finish this unit we will be working on Changes in Matter – What is the difference between a physical and a chemical change and how do we know



Social Studies – Mr. Williams

This month, we are kicking off our Civics Action Project – a highlight of the year!

Civics Project Overview 2023

So far this year, you have learned about the ideas behind our government and the history that led up to the creation of the US Constitution. During the rest of the year, we will closely examine that document and explore the system of government the Framers created (as well as the government of Massachusetts). We'll also be doing something even *more important* – **getting involved in addressing issues in our school, town, state, or country**. Democracy comes from two Greek words—*demos* (“people”) and *kratos* (“power”). Literally, it means “people power”. You’ve got power in our country, and now you get to use it.

Every community has issues/challenges/problems. Think about the communities to which you belong. What is one issue facing that community which affects you? What changes would you like to see?



For this civics project, each student will come up with an issue that they would like to see addressed in the school, town, state, or country. They will research the problem/issue/idea and write an essay explaining it. Each class will then discuss, debate, and vote on one issue to focus on... and then take actions to make some change! Students will also have the option to work on their own personal project if they choose.

Phase 1: Develop Ideas

Each student will brainstorm issues to work on for the civics project, conduct research, and write a formal proposal outlining their ideas.

Phase 2: Choose an Issue to Focus On

In each class, students will share and defend their ideas and discuss, debate, and vote on one issue for the class to focus on. Each class will adopt one suggestion but individual students may work on whatever project they choose.

Phase 3: Research

Students will work collaboratively to conduct research about the idea/problem/issue selected. They will discuss root causes, stakeholders, influencers, decision-makers, proponents and opponents, obstacles etc. What would make for an effective action to address this problem? What would have to happen? What resources and supports would we need?

Phases 4 and 5: Form Actions Teams and Take Action

Students will design specific actions to address the problem (at the school, town, state, or national level) and form “Action Teams”. All students will join one team with a specifically prescribed action to take. Action Teams will carry out their plans (which will vary depending on the nature of the project).

Phase 6: Reflection

Students will reflect on their experience. Did we accomplish our goals? What did we learn throughout the process?

Spanish – Ms. Ricci and Ms. Brawley

In Grade 8 Spanish classes, students are continuing to practice interpreting and expressing past events. They had a lot of fun creating class stories about people being dishonest with their loved ones and what happened when the other person "found out the truth". In the next unit, students will be introduced to how ongoing past events are expressed in the past which will open up discussions about what they used to do when they were younger.



Questions on anything in this newsletter?

Please reach out to us via email!