



8th Grade Newsletter

November 2021

Highlights, Important Dates, and Announcements

Nov 10 & 11

- Social Studies Unit 2 Formative #2
- 8th grade Algebra Interim

Nov 18 & 19

- Science Unit 3 (Force & Motion) End of Unit Test

Dec 2 & 3

- SS Unit 2 End of Unit Test
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- In the bottom right corner, there are decorative orange geometric shapes, including a triangle and several squares of different shades of orange.



Social Studies

News and information

As we teach US History chronologically, we have now moved through The American Revolution and are on to the creation of a new country that comes to be known as the United States of America. This week we are holding debates similar to those that took place during the actual Constitutional Convention in 1787. With the conclusion of the convention, we will then move into US government, looking at the role the Constitution plays in our country then, in 1787, and today. We will closely examine each branch of government and the powers each has to keep the country running. We will consider questions such as:

- Who has the power in our country? Who should have the power in our country?
- What was the perspective of those who wrote and signed the US Constitution, and what bias was present in their leadership roles?
- How would you score the United States government in the past 10 years for adhering to the ideals set forth in the Preamble of the Constitution?
- When the Bill of Rights was ratified to ensure the freedoms of the American people, did it successfully accomplish that goal for all Americans?

We will continue working on our historical writing skills, with a specific emphasis on the ability to use evidence to support a claim. You can support this work at home by asking your student, “What proof do you have for that statement?” as a way to encourage them to support their claims and statements with evidence.

Showcasing Student Work: Historical writing answer the question “Should the British American colonists have declared independence from Britain, or stayed loyal?”

The American colonists should declare independence from Great Britain because Great Britain is taking advantage of the colonists and their money. Great Britain kept declaring act after act to tax the colonists. Like the stamp act, an act that made it impossible to have a piece of paper without a government issued stamp on it just making colonists pay unnecessary funds. Or the Sugar Act, an act that increased the cost of basically every food item sold. This was all just so that Great Britain could pay off the French and Indian War which put them in tremendous amounts of debt. The colonists had no say in these acts which is extremely unfair. Then the Boston Massacre. A rampage started between the colonists and redcoats. The Quartering Act made it so that colonists had to house and take care of Britain soldiers which were there to keep colonists in check. In other words, make sure they were doing what King George the III was demanding of them. This obviously angers colonists because they don't have a say about this either. According to a colonist the boat massacre started because the British attacked them with rifles and banknotes while colonists only had mere sticks and rocks to defend themselves with. Great Britain Tortured their people so saying that they should go back and be loyal to



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the king is outrageous in my opinion. Why would the colonists want to go back to a place that had been so toxic to them? Exactly they wouldn't which is why American colonist should definitely declare independence from King George III.

In my opinion, I do not think colonists should stay loyal to Britain and choose to declare independence and heres why. The colonists have had many altercations with being treated unfairly, badly, and just mistreated. Britain and the government of Britain came in and tried to take the colonists taxes which resulted in the colonists throwing tar and feathers at the British. Or when the Boston Massacre took place and the British killed the multiple of colonies. In 1765 the "Stamp Act" took place where the British placed taxes on legal documents like wills, diplomas, marriage papers etc (page 134 American History text book). The colonists felt as if their income would be negatively affected. In the American History text book page 135 it says "They also felt that the mercantilists polices like the Navigation Acts were unfair because they restricted their trade, which negatively affected the colonists' income". In return the colonists would do 'tarring and feathering' on the British where they would throw tar and feathers on the British ruining and sticking to their skin. This proves how the colonists felt when the British did the stamp act and what they did to fight back. Secondly on why the colonists should declare independence. On the night of March 5 1770 a crowd gathered outside of one of the Boston customs home shouting insults at the soldiers, once the crowd grew larger the soldiers began to fight back killing 5 people. On page 139 in the American History textbook it says "The crowd grew larger and rowdier. Suddenly, the soldiers panicked, the fired into the crowd. When the smoke from the musket volley cleared, five people lay dead or dying". This shows that multiple people DIED from the British Soldiers and lives were lost. In conclusion thats why I think the colonists should declare independence because yes the colonists might have done things to the British but instead I think the British should have came together with the colonists to work together.

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Language Arts

News and information:

At the end of October, 8th grade Language Arts students finished reading *Summer of the Mariposas*, which incorporated Mexican folktales in a loose re-telling of The Odyssey. For many students, this was their first experience with the Latin American literature tradition of magical realism.

Before the interim we fit in a short poetry workshop examining feelings that arise from incarceration, in preparation for our next book study. We will be reading *Just Mercy*, a novel by Bryan Stevenson which tells the story of the founding of the Equal Justice Initiative in Montgomery, Alabama and the fight for justice for Walter McMillian, a Black man sentenced the to die for the murder of a young white woman.

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Multi-Language Learners

News and information:

We will continue supporting our MLLs in their Language Arts class. In our co-taught classes, we will be pulling our students to work on specific skills to help them grow and increase their abilities in English.

ACCESS is around the corner! We will be testing our kids from January 10th, 2022 to February 16th, 2022.

Contact Information:

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Science

News and information

In our second unit, Lightwaves, students learned about the energy carried by light and how that can cause skin cancer when ultraviolet light damages DNA. Unit 3 starts November 1st and will focus on Force and Motion. This unit will help students formalize their understanding of how pushes and pulls cause changes in motion and will apply math to explain their everyday experiences. Parents can ask the following questions to start conversations with their students:

- “What is a force?” (answer: a push or a pull)
- “How can things change their motion?” (answer: start moving, stop moving, speed up, slow down, or change direction)
- What factors can change how something moves (answer: how much mass it has and how fast, or slow, it is moving)
- Talk to your students about how their bodies feel or move when you make the car speed up or slow down, and why they move that way.

Showcasing Student Work - Essay: Why Does Australia Have a High Rate of Skin Cancer?

Australia has the highest rate of skin cancer compared to any other country. This is a problem because the skin cancer rate is very high and this is not good. Skin cancer can be caused by too much UV light in the sun and not having enough melanin to protect you from it. The UV light is so high in Australia because there is a hole in the ozone layer causing there to be way too much UV light.

Australians have low melanin meaning that the less melanin they have the higher risk they have of getting skin cancer. Melanin is like protection and when you don't have enough melanin it can't protect you from UV light causing you to have a higher rate of skin cancer. One example from the text that supports this is from “Estimated Percentages of Populations with Each Melanin Level” and shows that people who live in Australia have lower melanin levels. This is relevant because the less melanin you have the more likely you are to get skin cancer because melanin is like a form of protection from the sun.

Another example from the text is “World Ultraviolet (UV) Light Map” and says that Australia and Brazil have high amounts of UV joules. This means that both countries have too much exposure to the sun and UV light can extremely damage your skin. Finally, the last example is from “World Skin Cancer Map” saying that more than 220 people per 100,000 people in Australia get skin cancer. This is significant because it proves that Australia has a high quantity of people with skin cancer and that is not good. As you can see Australia has an extreme rate of skin cancer because of the ozone layer and lack of melanin.

Contact Information

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Math

Geometry - John_Garrison1@dpsk12.net

In November we have been working through Algebraic, Segment, Angle and Parallel Line Proofs. We will finish break with slope of parallel and perpendicular lines and after break move into Congruence and Similarity.

Algebra B - Matt_Groves@dpsk12.org

In November we will be learning about arithmetic sequences and their relationship to linear functions, leading into a further exploration of piecewise and absolute functions. By the end of the month we will have begun learning four different methods to solve systems of linear Equations. Students will also be grappling with homework on a regular basis for the first time.

Accelerated Algebra - Simeon_Smilack@dpsk12.org

In November we are working on all things Linear, looking at linear equations through arithmetic sequences building into the ability to make comparisons between a variety of formats. After break and until Interim 2 we will continue our work with Linear equations and inequalities then growing into Systems of Linear equations.

Interim #1 for all Classes - Nov. 16th and 17th



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Exceptional Learners

News and Information:

Many of the core classes are completing District Interim testing in November and December. Exceptional learners will be provided testing accommodations that are written in their plans (IEPs or 504s). Some of the accommodations include extended time and small group setting. Your student will be offered their accommodations for these assessments.

8th grade students will be starting to look at high schools for next year. Families can work with the special education case manager in order to help with the transition to high school. The 8th grade case manager will set up appointments in the Spring with the high school team.

Contact Information

Suzanne Stafford, 8th grade Special Education Case manager; Suzanne_Stafford@dpsk12.org
Jeremy Hansen, 504 Coordinator Jeremy_Hansen@dpsk12.org



Electives

Visual Arts - Drawing & Illustration

Drawing & Illustration students are currently working on Artist Trading Cards to express certain aspects of themselves. Each student has selected 5 personality or character traits they would like to communicate to the viewer using their choice of imagery and symbols using a variety of techniques and materials to do so. These Artist trading cards are off to a great start and it is very interesting to see the students experiment with new techniques in the classroom!

contact: Aaryn_Novy@dpsk12.org

Intermediate Visual Arts

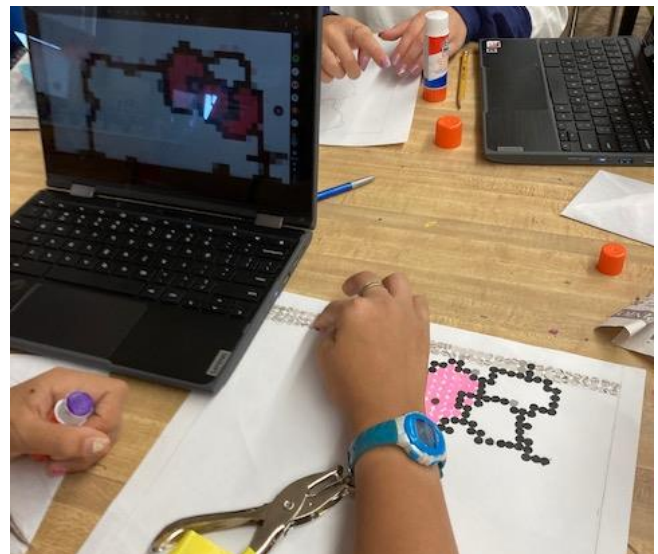
Intermediate Visual Arts students are currently working on portraits of important people in the style of a Tim Burton character. Tim Burton characters are very distinct and have much different proportions than a realistic human face. Students are creating these portraits with exaggerated facial features and dramatic shading after practicing value scales with charcoal pencils. These are so creepy, they're cool!

contact: Aaryn_Novy@dpsk12.org

Advanced Visual Arts

Advanced Visual Arts students are working on pixel collages using a childhood character that is memorable for a specific reason. After pixelating their character, students are using single hole punchers and various types of papers to create their images with tiny circles instead of squares. Students are focusing on various shades of a color to show depth and dimension while keeping these circles in organized rows and columns. These are going to be impressive pieces for sure!

contact: Aaryn_Novy@dpsk12.org



Spanish

Hola familias! For 6th graders and Spanish 1b ask your students about the last short movie we have recorded in Spanish class! It was about a little toy horse on a stick, and it was hilarious. Spanish 1b students are already reading an advanced novel about Pirates. I am so proud!!

contact: PABLO_GOMEZLILLO@dpsk12.org

Theatre Arts

Drama students are working hard to select, edit, and rehearse their small group scenes, which we will present to the class for critique in a couple of weeks. Ask your student what scene they are working on and if you can support them in practicing their lines!

contact: Meghan_Gates@dpsk12.org



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Dance Dancers are working hard on performance prep for the Showcase Performance on December 16th at 7pm. We hope to see you there! contact: Elizabeth_Brennan-OConnell@dpsk12.org	Life Skills Life Skills students are working on interior design and household management. We are incorporating the Hasbro Game of Life to simulate how we all travel through life and have to manage different responsibilities and issues. In the coming months we will be making decor and cooking! contact: Lillian_brown@dpsk12.org
STEM: Medical Detectives The team of medical detectives is beginning to tackle the complex nervous system! We have made models of neurons and posted neural pathways on the floor. We will soon look into neurological disease and medical tests. contact: Keisha_Cervera@dpsk12.org	STEM: Design and Modeling Early last month, students designed wooden puzzle cubes to fill a need for a local furniture company. For the second half of October, students learned how to make 3D models in TinkerCAD. contact: JUSTIN_WALKER@dpsk12.org
STEM: Science & Technology Students have been learning the basics of navigation and how ancient cultures developed technology that is still used today. They've utilized star charts and built compasses and astrolabes to gain a better understanding of their position on the planet. contact: JUSTIN_WALKER@dpsk12.org	STEM: TSA With the competition under 4 months away, students have chosen and started work on their events. Based on the energy and hard work shown thus far, I like our chances to dominate in February. contact: JUSTIN_WALKER@dpsk12.org
Phys Ed Students will be working on fitness and comprehensive health, and we will be starting our basketball unit. We are excited for this fun, collaborative unit! contact: Alvin_Barnett@dpsk12.org	Creative Writing Our Creative Writing students are currently working to produce their own chap books on a variety of chosen topics. They will even have their own cover! contact: SUZI_SMITH@dpsk12.org
Band & Orchestra This last week of October and first week of November, all orchestra, band, and choir classes are performing mini-concerts called 'Musical Snapshots' in the cafeteria for others to enjoy during lunch time. Ask your student which pieces they are performing and be sure to show them some support and pride at home as they embark	Creative Music Production We are finishing up our Instrument Skills unit the first two weeks of November, and then we will begin our final unit of the semester, Songwriting. Students will create the instrumental accompaniments either digitally on the computer or using live instruments, and will write their own lyrics too.



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on their first public performance together this year!

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