



# **BACK TO SCHOOL NIGHT**

SEPTEMBER 21

4:30-7:30

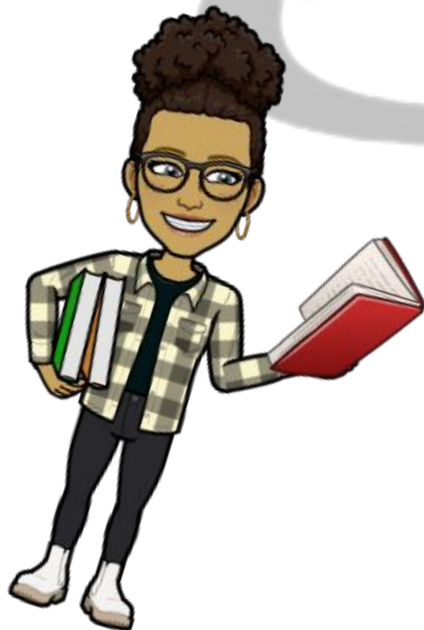


# 8TH GRADE

MS. SPINOSA, AP

ELA –

MS. CABALLERO, MR. CARR, MS. CHIRIAC, MS. HEMRAJ



# 8th Grade ELA Units of Study

## Books You Should See Your Child Reading This Year

### UNIT 1: THE THRILL OF HORROR

- Novel Text: **MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN**
- Short Texts: **VARIOUS TEXTS** By Edgar Allan Poe
  - ◆ Students will examine the genre of horror and engage in critical analysis of written texts and graphic novels.
  - ◆ Students will write a literary analysis using a text of their choice from the unit.

### UNIT 2: FINDING YOUR PATH

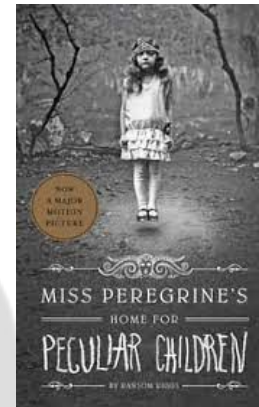
- Novel Text: **THE HATE U GIVE** By Angie Thompson
- Short Texts: Various relating to the Main Theme
  - ◆ Students will read and also compare the novel to the film version of **THUG**.
  - ◆ Students will make connections from the novel to historical and current events.
  - ◆ Students will write an argumentative essay around issues experienced by teens their age.

### UNIT 3: PLACES WE CALL HOME

- Text: **ENRIQUE'S JOURNEY** By Sonia Nazario
- Short Texts: Various relating to the Main Theme
  - ◆ Students will write their own short stories about a character who experiences struggle.

### UNIT 4: THE HOLOCAUST (ANNE FRANK)

- Text: **THE DIARY OF ANNE FRANK** By Anne Frank
- Various Book Club Novels (Student CHOICE)
- Short Texts: Various relating to the Main Theme
  - ◆ Students will write their own short stories about a character who experiences struggle.

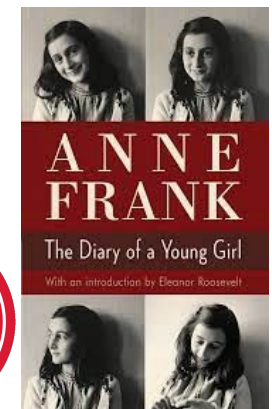
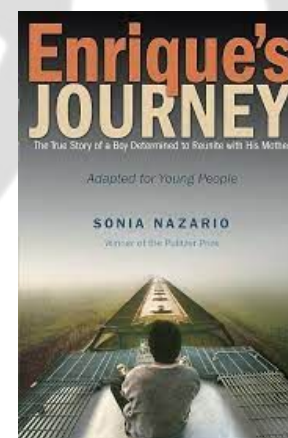


1

2



3



4



# MS. HEMRAJ— 8th grade ENL Teacher



**Good afternoon, I am Ms. Hemraj the English as a New Language (ENL) teacher here at JHS 162. If your child is an English Language Learner, I provide services to help your child become proficient in English./Buenas tardes, soy la Sra. Hemraj, maestra de inglés como nuevo idioma (ENL) aquí en JHS 162. Si su hijo es un estudiante de inglés, brindo servicios para ayudarlo a dominar el inglés.**

Every year in Spring, your child takes The New York State English as a Second Language Achievement Test (NYSESLAT) which is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K-12 in New York State schools. ELLs are tested in Listening, Speaking, Reading, and Writing in English./Cada año, en primavera, su hijo toma la prueba de rendimiento en inglés como segundo idioma del estado de Nueva York (NYSESLAT), que está diseñada para evaluar anualmente el dominio del idioma inglés de todos los estudiantes que aprenden inglés (ELL) inscritos en los grados K-12 en el estado de Nueva York. escuelas. Los ELL se evalúan en comprensión auditiva, expresión oral, lectura y escritura en inglés.

Based on the NYSESLAT results your child will either be an Entering, Emerging, Transitioning, Expanding, or Commanding. Based on their language proficiency level, I provide the necessary teaching strategies they need in order to become more proficient in learning English./Según los resultados de NYSESLAT, su hijo será entrante, emergente, en transición, en expansión o dominante. Según su nivel de dominio del idioma, les proporcionó las estrategias de enseñanza necesarias para que sean más competentes en inglés.

The following chart shows a brief explanation of what each level means if the ELL scored in that area. My goal is to get your child to a Commanding level where he/she will be considered as a former ELL and will receive two years more of ELL services./El siguiente cuadro muestra una breve explicación de lo que significa cada nivel si el ELL obtuvo una puntuación en esa área. Mi objetivo es llevar a su hijo a un nivel dominante en el que será considerado un ex ELL y recibirá dos años más de servicios ELL.

360	<b>COMMANDING</b> Has met the State standard to demonstrate proficiency and is now designated as a Former ELL entitled to receive two years of ELL services.
301	<b>EXPANDING</b> As an ELL, shows great independence in advancing their academic language skills.
259	<b>TRANSITIONING</b> As an ELL, shows some independence in advancing their academic language skills.
220	<b>EMERGING</b> As an ELL, shows some dependence on supports and structures to advance their academic language skills.
181	<b>ENTERING</b> As an ELL, has great dependence on supports and structures to advance their academic language skills.
120	

# MS. CHIRIAC – 8th Grade Special Education ELA Teacher

Hello All,

My name is Ms. Chiriac and I have been teaching special education ELA for the last nine years at IS 162. I was born and raised in Queens and I have attended NYC public school for nearly all my life. I attended Queens College where I received my Bachelor's Degree in Speech Language Pathology followed by Touro College where I received a dual master's degree in Childhood Education and Special Education.

If your child has an IEP and is in 801, 810 or 811, I will be providing special education services to them in ELA. I will support your child with reading comprehension, literacy skills and writing. I am here to help your child with an IEP meet their individualized goals aligned with state skills and standards using the HMH curriculum. I.S. 162 is an all inclusive learning environment and all students are welcome here!

When I am not grading papers, writing IEPs, or planning lessons and creating scaffolds, I enjoy spending time with my daughters at the beach, watching movies, and making dinner for my family, including my dogs Penny & Ziggy.

I look forward to a positive and productive year!

SPED  
teacher

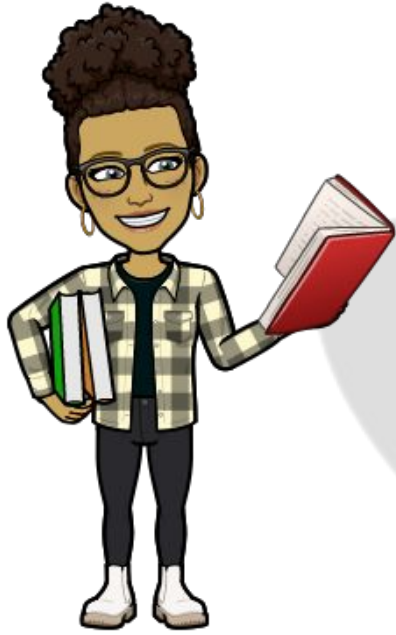


Cheerio!

Education  
without  
discrimination

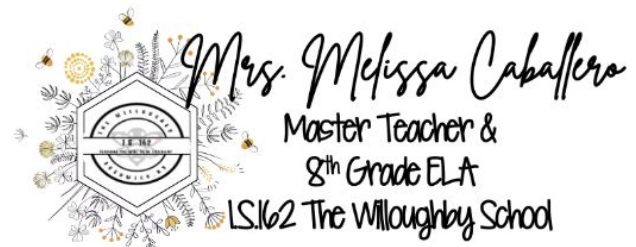


# MS. Caballero- 8th Grade ELA Teacher



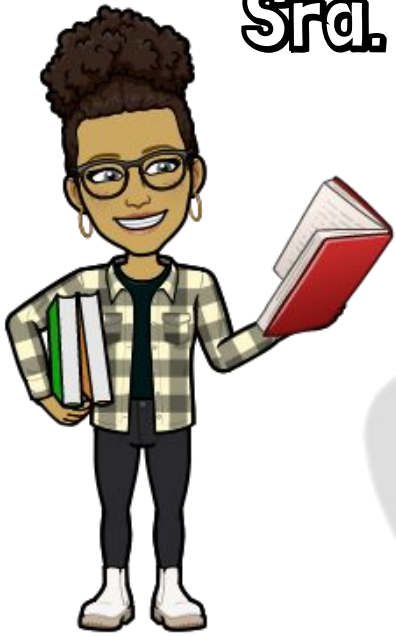
Hi All! I am Mrs. Caballero and I am a proud mom of three! I have lived my entire life between Bushwick Brooklyn and Ridgewood, Queens so working here at I.S.162 is like teaching at home. I love teaching, reading, writing, working out, and spending time with my family.

Before I entered Middle School, many years ago I identified as a student who struggled to enjoy reading. I was lucky enough to have an ELA teacher that saw my potential and introduced me to what it means to read for fun. Each day in my classroom, I strive to provide each of my students with the opportunity to discover a love for reading and writing. I am so excited to embark on this adventure with you!



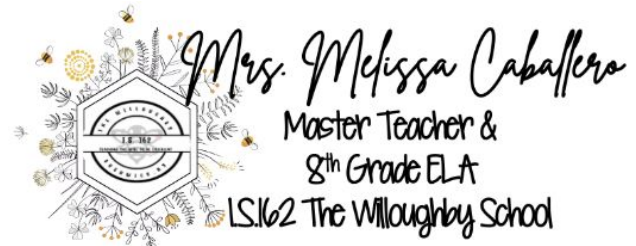


# Sra. Caballero- 8th Grado Maestra de Ingles



¡Hola a todos! ¡Soy la Sra. Caballero y soy una orgullosa mamá de tres! He vivido toda mi vida entre Bushwick Brooklyn y Ridgewood, Queens así que trabajar aquí en I.S.162 es como enseñar en casa.

Me encanta enseñar, leer, escribir, trabajar y pasar tiempo con mi familia. Antes de entrar a la Escuela Intermedia, hace muchos años me identifiqué como un estudiante que luchaba para disfrutar de la lectura. Tuve la suerte de tener un maestro de ELA que vio mi potencial y me presentó lo que significa leer para divertirse.





# MR. CARR – 8th Grade ELA Teacher



Hi there! My name is Mr. Carr and I am the ELA teacher for classes 801, 804 and 805. A little about myself...

I was born in Philadelphia and grew up in South Jersey. I came to New York in 2004 to attend Columbia College, where I earned my BA in English Literature. I worked as a mover for nine years while earning my MFA in creative writing (LIU-Brooklyn) and my teaching certification (Brooklyn College). I love music, movies, animation, Brooklyn, dogs, and - above all else - reading and writing.

Our 8th grade ELA class is focused on reading comprehension and effective creative and academic writing, but it also emphasizes an even more important matter: namely, the truth that reading great books and writing honest works can help students develop empathy, find their path in life, and guide them in discovering the world.

*¡Hola! ¡Mi nombre es Sr. Carr. Un poco sobre mi...*

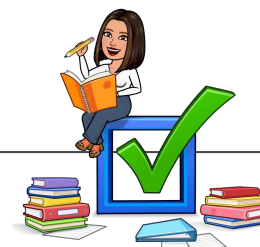
*Nací en Filadelfia y crecí en el sur de Jersey. Vine a Nueva York en 2004 para asistir a Columbia College, donde obtuve mi licenciatura en Literatura Inglesa. Trabajé como empresa de mudanzas durante nueve años mientras obtenía mi MFA en escritura creativa (LIU-Brooklyn) y mi certificación docente (Brooklyn College). Me encanta la música, el cine, la animación, Brooklyn, los perros y, sobre todo, leer y escribir.*

*Nuestra clase de ELA de octavo grado se centra en la comprensión de lectura y la escritura creativa y académica efectiva, pero también enfatiza un asunto aún más importante: a saber, la verdad de que leer libros excelentes y escribir trabajos honestos puede ayudar a los estudiantes a desarrollar empatía y encontrar su camino en la vida. y guiarlos en el descubrimiento del mundo.*



# MATH – ALGEBRA 1

MS. DAWKINS, MS. HAYARDENY, MS. MUNOZ

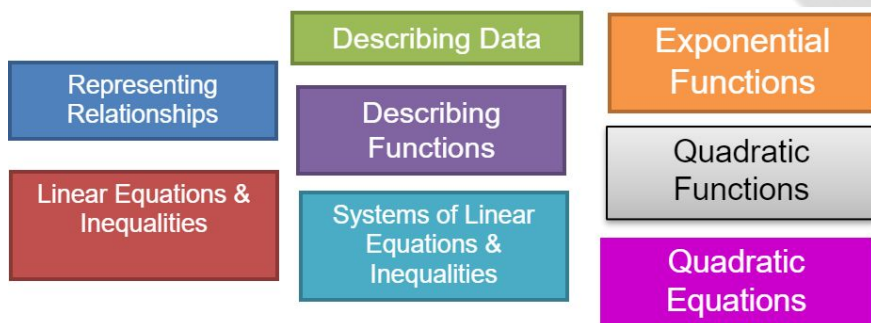


## Algebra 1 Curriculum

**NYS Regents: June 4th, 2024**

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly.

This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics. This class will cover all topics stated in the NYS Algebra 1 Common Core curriculum; it culminates in the Algebra 1 Common Core Regents Exam in June.



## Spanish TBE Classes

Mi nombre es Daysi Muñoz. Soy la maestra de matemáticas de su hijo/a aquí en I.S. 162. Ha sido un verdadero placer conocer a sus hijos estas dos semanas. Estoy ansiosa por crear y cultivar un ambiente de aprendizaje positivo donde los estudiantes de clases 804 y 805 desarrollen una pasión por aprender y aplicar las matemáticas en el mundo real.

Álgebra 1 presenta a los estudiantes variables, expresiones algebraicas, ecuaciones, desigualdades, funciones y todas sus múltiples representaciones. En esta clase, los estudiantes desarrollarán la capacidad de explorar y resolver problemas de aplicaciones del mundo real, demostrarán el uso apropiado de calculadoras gráficas y comunicarán ideas matemáticas con claridad.

Este curso sienta las bases de las matemáticas que ayudarán a los estudiantes a tener éxito en todos los cursos posteriores de esta materia. Esta clase cubrirá todos los temas establecidos en el plan de estudios básico común de Álgebra 1 del Estado de Nueva York; culmina con el examen Regents de Estándares Comunes de Álgebra 1 en junio de 2024.

Tenga en cuenta que este es un gran año para los estudiantes de octavo grado, por lo que le pido amablemente su apoyo para que este sea un año exitoso. Cualquier pregunta o inquietud por favor envíe un mensaje a la plataforma Kinvo o envíeme un correo electrónico a [dmunoz16@schools.nyc.gov](mailto:dmunoz16@schools.nyc.gov)

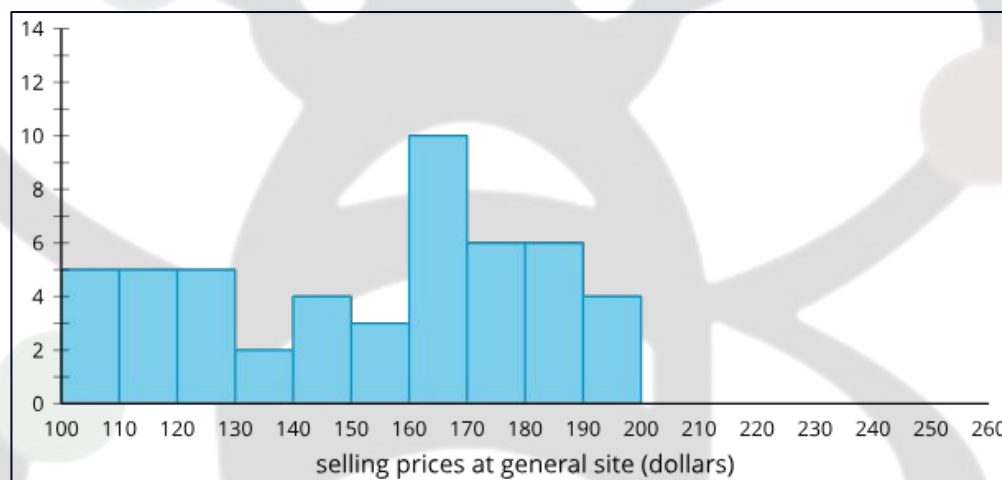
## Special Education Inclusion & Information

Ms. Hayardeny is the 8th grade Special Education math teacher, and works with all 8th graders with IEPs. She is here to work with your child to accommodate their needs and meet their IEP goals.

# MATH – ALGEBRA 1

## Unit 1: One-Variable Statistics

Students will analyze data and recognize trends



## Unit 2: Linear Equations, Inequalities and Systems

Students will represent scenarios with equations, solve and analyze the constraints on different quantities.



# MATH – ALGEBRA 1

## **Unit 3: Two-Variable Statistics**

Students will learn about two-way tables and use them to determine if two categories have an association.

## **Unit 4: Functions**

Students will learn about functions, a relationship between an input and output, where for every input there is exactly one output.

# **MATH – ALGEBRA 1**

## **Unit 5: Introduction to Exponential Functions**

Students will learn about exponential relationships and compare them with linear relationships, using tables and graphs.

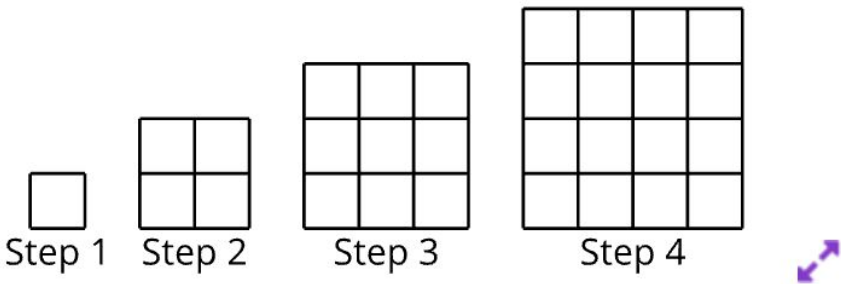
## **Unit 6: Introduction to Quadratic Equations**

Students will learn about patterns that grow quadratically, in contrast with linear and exponential growth.

# MATH – ALGEBRA 1

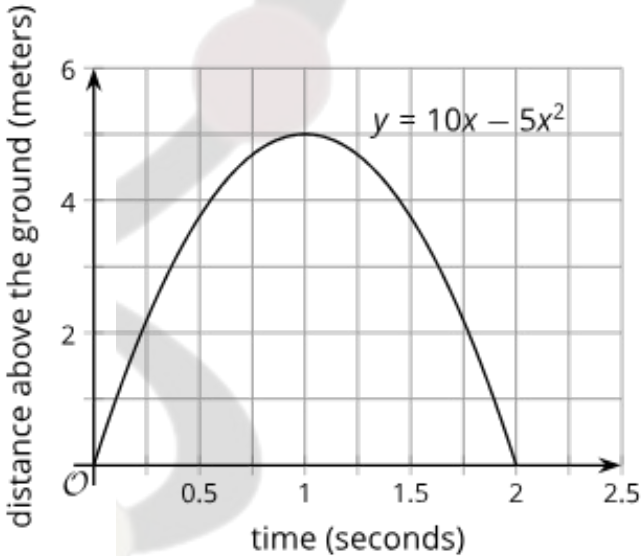
## Unit 7: Exponential Functions

Students will learn to solve quadratic equations using several methods.



Here is a table that shows the pattern.

step number	1	2	3	4	10	$n$
number of small squares	1	4	9	$4 \times 4$ or 16	$10 \times 10$ or 100	$n \times n$ or $n^2$





# SOCIAL STUDIES – MS. HERRERA, MR. MUGNO



Bienvenido

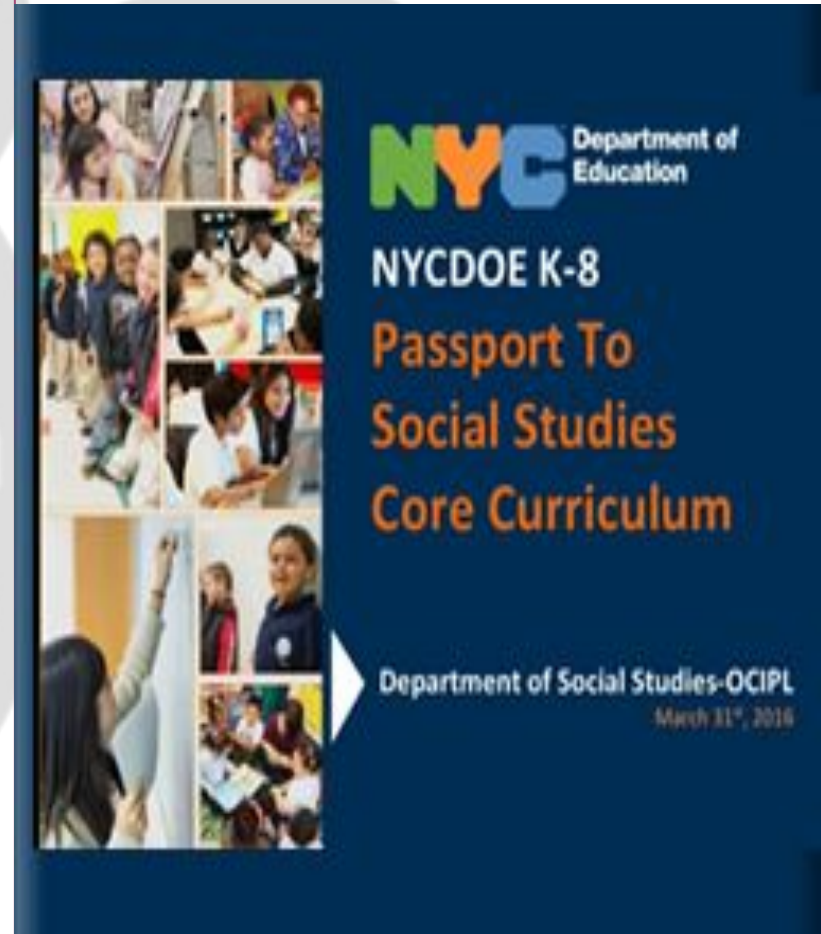


Students use rich content, themes and big ideas to learn history, geography, economics, civics, citizenship and government. They also use important skills to “think like historians. Students will partake in analyzing texts for main ideas, annotating texts with annotation codes, using cooperative learning strategies including ‘TIPS,’ Think, Ink, Pair, Share, and accountable talks.

Students will also be focusing on our Transfer Task Project where they will be interviewing a community member that has migrated to this country.

Los estudiantes utilizan contenido rico, temas y grandes ideas para aprender historia, geografía, economía, educación cívica, ciudadanía y gobierno. También utilizan habilidades importantes para "pensar como historiadores". Los estudiantes participarán en el análisis de textos en busca de ideas principales, anotarán textos con códigos de anotación, utilizarán estrategias de aprendizaje cooperativo que incluyen 'TIPS', Think, Ink, Pair, Share y charlas responsables.

Los estudiantes también se centrarán en nuestro Proyecto de tarea de transferencia, donde entrevistarán a un miembro de la comunidad que ha migrado a este país.



# Unit 1 : Reconstruction/Reconstrucción

**Essential Question:** What are a nation's responsibilities to its citizens after major conflict? - *¿Cuáles son las responsabilidades de una nación hacia sus ciudadanos después de un conflicto importante?*

**Unit Background:** Our current unit of study in 8th grade is Reconstruction. In this Unit, we focus on the time after the American Civil War and how President Abraham Lincoln managed to keep the Union together and his plan to do it. *Nuestra unidad de estudio actual en octavo grado es Reconstrucción. En esta unidad, nos centramos en la época posterior a la Guerra Civil estadounidense y en cómo el presidente Abraham Lincoln logró mantener unida a la Unión y su plan para lograrlo.*

## Student Outcome:

- Read and interpret primary and secondary sources to gather information. • *Leer e interpretar fuentes primarias y secundarias para recopilar información.*
- Articulate the major political, social, and economic causes of the Civil War. *Articular las principales causas políticas, sociales y económicas de la Guerra Civil.*
- Analyze the effects the Civil War had on various Americans. - *Analiza los efectos que tuvo la Guerra Civil en varios estadounidenses.*





# Unit 2 :Changing Society & Progressive Era

## Sociedad Cambiante y Era Progresista

**Essential Question:** How do people, policies, and technological advances shape a nation?- ¿Cómo dan forma a una nación las personas, las políticas y los avances tecnológicos?

**Unit Background:** In this Unit we study the growth of cities and industrialization; The Progressive era and immigration. - En esta Unidad estudiamos el crecimiento de las ciudades y la industrialización; La era progresista y la inmigración.

**Student Outcomes:** Explain the significance of the changes in America - Explicar el significado de los cambios en América.

- America due to industrialization.
- Analyze the causes and effects of immigration.
- Examine the changing relationship between government and business.





# Unit 3 : The U.S. As An Expansionist Nation

## La Primera Guerra Mundial y los Estados Unidos entre guerras

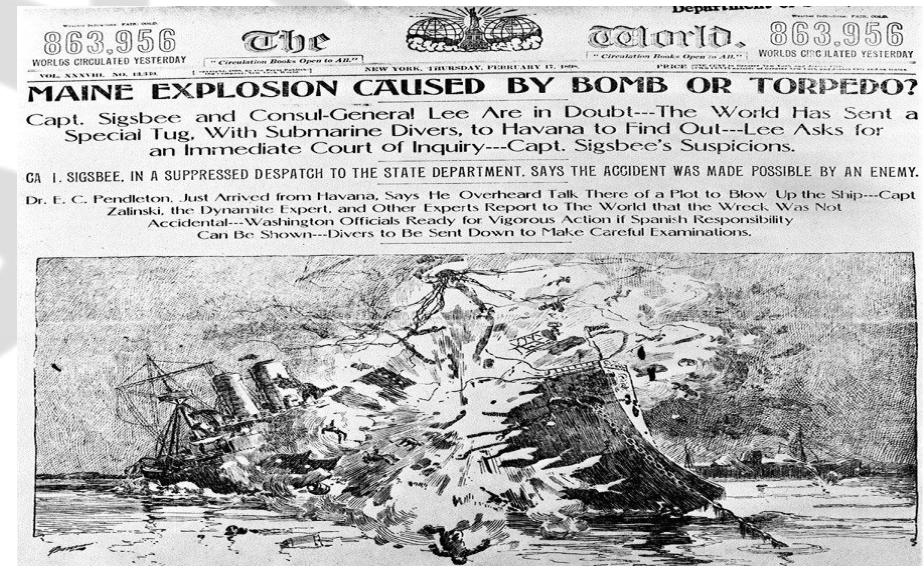
### Essential Question:

- How did Manifest Destiny affect the growth of the nation? *¿Cómo afectó el Destino Manifiesto al crecimiento de la nación?*
- How did U.S. expansion affect different cultures? - *¿Cómo afectó la expansión estadounidense a las diferentes culturas?*
- What factors led to U.S. foreign policy?

**Unit Background:** In this Unit we focus on imperialism and how the U.S. became involved with other countries as well as the effects of yellow jou and Native American culture. - *En esta unidad nos centramos en el imperialismo y cómo Estados Unidos se involucró con otros países, así como en los efectos de los jou amarillos y la cultura nativa americana.*

### Student Outcome:

- Evaluate the characteristics of U.S. imperialism. - *Evaluar las características del imperialismo estadounidense*
- Examine the presidency of Theodore Roosevelt.
- Explain the motivations for different foreign policies.





# Unit 4 : World War 1 & the U.S. Between Wars

## La Primera Guerra Mundial y los Estados Unidos entre guerras

**Essential Question:** What were the major causes of World War I? - ¿Cuáles fueron las principales causas de la Primera Guerra Mundial?

• What were the lasting effects of World War I? - ¿Cuáles fueron los efectos duraderos de la Primera Guerra Mundial?

### **Unit Background:**

*In this unit we will cover topics such as, causes of WW1, U.S. entering war, propaganda, WW1 technology, map analyses, etc. This will be done through group interactions, close analysis, & interactive platform incorporations. - En esta unidad cubriremos temas como las causas de la Primera Guerra Mundial, la entrada de Estados Unidos a la guerra, propaganda, tecnología de la Primera Guerra Mundial, análisis de mapas, etc. Esto se hará a través de interacciones grupales, análisis detallados e incorporaciones de plataformas interactivas.*

### **Student Outcome:**

• Identify the causes of World War I. - Identificar las causas de la Primera Guerra Mundial.

• Analyze World War I propaganda to recognize the effect of different perspectives on information. - Analizar la propaganda de la Primera Guerra Mundial para reconocer el efecto de diferentes perspectivas sobre la información.

• Compare and contrast the Roaring Twenties with the Great Depression.



# **ART – MS. JAMES**



**Hello! My name is Ms. James. This is my first year at the Willoughby school and I am so excited to be here! I love all aspects of art and feel that its main purpose is to serve as a space where people can openly express themselves.**

**I prioritize exploration, collaboration and communication in my classroom and am really looking forward to seeing all of the beautiful art that our students will create.**

**My class will be broken up into three units: Drawing, Sculpture, Painting and Textiles. We will start each unit with learning technique and foundation like shading, perspective and outline, and then we will have more open ended projects where students can put those techniques into use in their own style.**

**¡Hola! Mi nombre es Sra. James. Este es mi primer año en la escuela Willoughby y estoy muy emocionada de estar aquí. Amo todos los aspectos del arte y siento que su propósito principal es servir como un espacio donde todas las personas puedan expresarse abiertamente.**

**Priorizo la exploración, la colaboración y la comunicación en mi salón de clases y tengo muchas ganas de ver todo el hermoso arte que crearán nuestros estudiantes.**

**Mi clase se dividirá en tres unidades: Dibujo, Escultura, Pintura y Textiles. Comenzaremos cada unidad aprendiendo técnicas y fundamentos como sombreado, perspectiva y contorno, y luego tendremos más proyectos abiertos donde los estudiantes podrán poner en práctica esas técnicas en su**



# SCIENCE – Living Environment

## MS. MENDES, MS. JOHNSON, MS. MORALES

### What is Living environment?

This year students will be studying living organisms from the tiniest part of a cell all the way to entire ecosystems.

### This year students will:

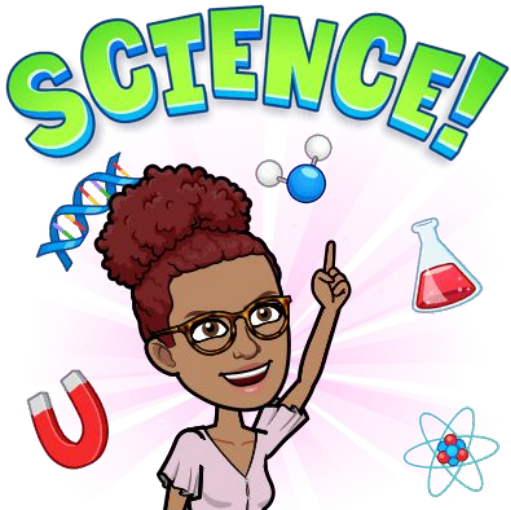
- Complete 20 lab hours (including the **4 required labs**)
- Take the Living Environment Regents

### ¿Qué es la clase de Living Environment?

Este año, los estudiantes estudiarán organismos vivos desde la parte más pequeña de una célula hasta ecosistemas completos.

### Este año los estudiantes:

- Completar 20 horas de laboratorio (incluyendo los **4 laboratorios requeridos**)
- Tome los Regentes de Living Environment



**NYS Living Environment Regents:  
Friday June 14th, 2024**



# SCIENCE – Living Environment

## MS. MENDES, MS. JOHNSON, MS. MORALES

### What units are we studying?

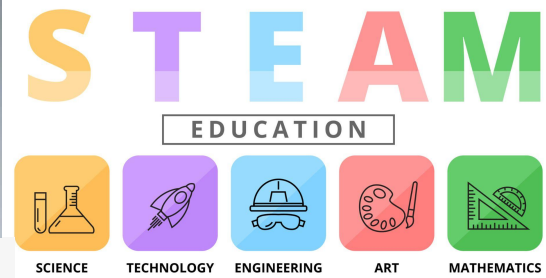
- Unit 1: Characteristics of Living Things
- Unit 2: The Cell
- Unit 3: Genetics
- Unit 4: The History of Biological Diversity
- Unit 5: The Human Body
- Unit 6: Ecology

### ¿Qué unidades estamos estudiando?

- Unidad 1: Características de los seres vivos
- Unidad 2: La Célula
- Unidad 3: Genética
- Unidad 4: La Historia de la Diversidad Biológica
- Unidad 5: El cuerpo humano
- Unidad 6: Ecología

# STEAM - MR. VIGLIETTA

media balance  
online privacy  
digital footprint  
communication cyberbullying  
news & media  
literacy

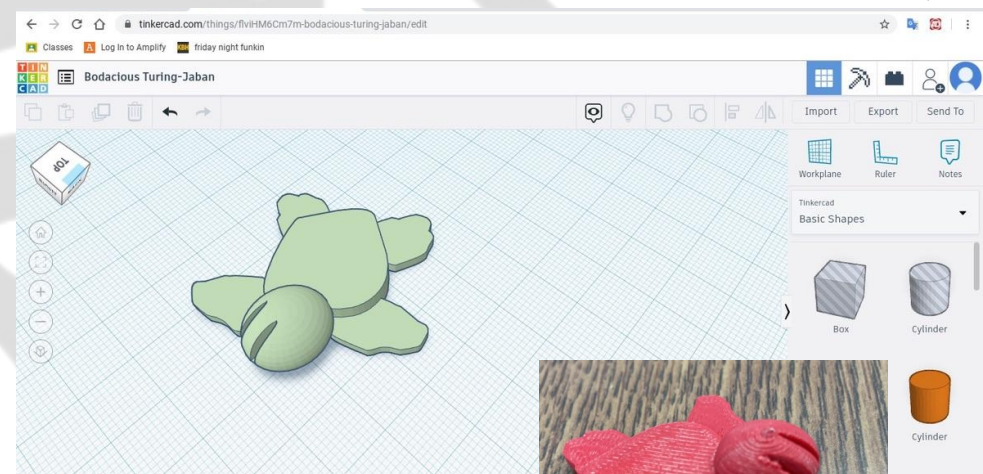


SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATH

I HAVE BEEN AT I.S. 162 FOR 18 YEARS, ORIGINALLY  
TEACHING SPECIAL EDUCATION BUT NOW SERVING AS THE  
8TH GRADE STEAM TEACHER. I HAVE A DEEP PASSION FOR  
TECHNOLOGY AND INFUSING IT INTO STUDENT'S LIVES  
THROUGH STEAM BASED LEARNING AND AFTER SCHOOL  
CLUBS, WHERE I HELP STUDENTS LEARN HOW TO CODE.  
WHEN I'M NOT AT I.S. 162, I LOVE SPENDING TIME  
WITH MY FAMILY, PARTICULARLY EXPLORING THE GREAT  
OUTDOORS OF NEW YORK! I ALSO LOVE ANIMALS,  
INCLUDING MY DOG, CAESAR, AND MY EXOTIC FISH.



CodeHS  
common  
sense  
media

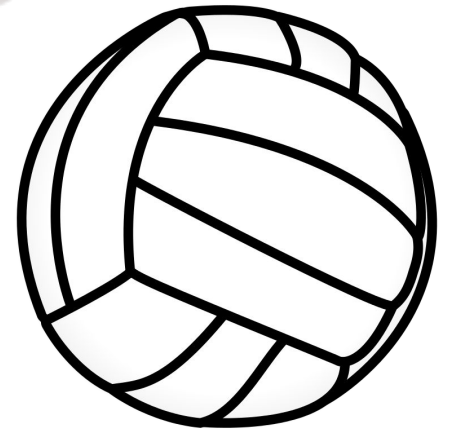




# Physical Education – MR. UPPAL

Good evening parents, I'm Mr. Uppal, physical education teacher here at IS 162. This year, I'm teaching 8th grade and assisting students during their lunch period. During PE, students will be participating in various activities. The units we will cover this year are the following: basketball, physical fitness (NYC Fitnessgram,) floorball, and volleyball.

My goal is to take the skills the students have learned last year and refine them to enhance their sport skills to achieve their optimal level. Students will be expected to come prepared as they will go through vigorous drills and activities to better prepare themselves for high school. I'm hoping your child and my students will take this opportunity to learn the different activities and make them lifelong enjoyment.





My name is Ms. Apicella and I'm Argentinean /Italian. I speak three languages: Spanish, Italian and English. I love teaching! My favorite part of being a teacher is that each day is a new adventure! When I am not teaching or studying Spanish, I enjoy spending time with my family, friends, reading and shopping. I also love to travel.

Mi nombre es Srta. Apicella y soy argentina /italiana. Hablo tres idiomas: español, italiano e inglés. ¡Me encanta enseñar! Mi parte favorita de ser maestra es que cada día es una nueva aventura! Cuando no estoy enseñando o estudiando español, disfruto pasar tiempo con mi familia, amigos, leer e ir de compras. También me encanta viajar.



# On The Road to High School!

1. MySchools Account/ *Cuenta de MySchools*
2. High School Applications/ *Aplicaciones de La Escuela Secundaria*
3. SHSAT (Specialized High School Admissions Test)/ *El Examen para las Escuelas Secundarias Especializadas*
4. High School Application Google Classroom/ *Clase de Google Para La Aplicación Para Las Escuela Secundaria*

## **Researching High Schools:**

<https://www.myschools.nyc/en/schools/high-school/>

## **Office Hours:**

- *Fridays, 8:20 am - 9:20 am*  
*or*
- *Make an appointment via email or phone with Ms. Rivera or Mr. Channing*

## **Important Dates/Fechas Importantes:**

1. Tuesday, October 3, 2023: High School Application & Specialized High Schools Admissions Test (SHSAT) Registration Opens/ *Aplicación de las escuelas secundarias abre y registración de examen para las escuelas secundarias especializadas*
2. Friday, December 1, 2023: High School Application Closes/ *Cierre de aplicacion de escuela secundaria*

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