



2025-2026 8th Grade MYP Combined Syllabus

WELCOME TO 8th GRADE!

In this syllabus you will find general information, contact information for each of your teachers and critical details for each class. Please visit ManageBac for assignment details, deadlines and scores.

Please refer to these links for important general information.

[MYP Secondary Assessment Practices](#)

[Supply List](#)

[8th Grade Reassessment Policy](#)

Click on the [Subject Group Name](#) for specific details about each class.

Group 1 Language & Literature Syllabus			
M1.20	Danielle Meshack- Guevera danielle.meshack-guevara@mwschool.org		
Group 2 Language Acquisition Syllabus			
M.1.11	Ivan Florez, Spanish 2B ivan.florez@mwschool.org		Sabrina Ryder, French 1 s.ryder@mwschool.org Blythe León, French 2A blythe.leon@mwschool.org
Group 3 Individuals & Societies Syllabus		Group 4 Science Syllabus	
M1.19	Brian Ruiz, U.S. History brian.ruiz@mwschool.org	M1.34	Jennifer Reihman j.reihman@mwschool.org
Group 5 Mathematic Syllabus			
M1.03	Emily Howe, Algebra i emily.howe@mwschool.org	H1.12	Zoe Rothenberger, Geometry zoe.rothenberger@mwschool.org Tamra Burwick, Math 8 t.burwick@mwschool.org
Group 6 Visual Arts Syllabus		Group 7 Physical & Health Education Syllabus	
M2.02	Rachel Meissner r.meissner@mwschool.org	M Gym	Chris Grant chris.grant@mwschool.org
Group 8 Design Syllabus		Special Education	
M1.28	Finnuala Williamson finnuala.williamson@mwschool.org		

8th Grade Tutorial Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	ELA: Meshack-Guevera	7:50-8:20 (appt. only)		1:35 - 2:05pm (apt only)		
Group 2	Spanish 1, 2A - Florez		4:05-4:30 PM (appt. only)		7:50-8:20 appt. only	
Group 2	French 2A - León	advisory by appt	advisory appt	7:50-8:20 AM		advisory appt
	French 1- Ryder					
	US History: Ruiz			7:50-8:20 appt.	4:05-4:30	
Group 4	Science: Reihman		4:05-4:30		7:50-8:20 appt.	
Group 5	Algebra I - Howe			7:50-8:20 by appt.	4:05-4:45 PM	4:05-4:45 PM
	Geometry- Rothenberger	4:05-4:30			7:50-8:20	
	Math 8 Burwick					
Group 6	Visual Art - Meissner		7:50-8:20 appt. only		4:05-4:30	
Group 7	PE: Grant	7:50-8:20 appt. only	7:50-8:20 appt. only	7:50-8:20 appt. only	7:50-8:20 appt. only	7:50-8:20 appt. only
Group 8	Design - Williamson	4:05-4:30			7:50-8:20 appt. only	

Accessing Your Accounts



Google

User:

'firstname.lastname@meridianstudents.org'

Google Initial Password: google123

(Change this password after you have created your account.)



Managebac

Sign in with your Google account and password.



Skyward

User: first name.last name

Password: create password, type password, or click forgot password and follow the instructions

8th Grade Specific Reassessment Information

Please refer to the following document for [MYP General Grading and Classroom Norms](#)

Summative Reassessments

All students in 8th grade must complete a standardized [Reassessment Request Google Form](#) in order to alert the teacher of their interest in completing a reassessment. This form must be completed within 1-2 days of the student receiving their mark so that enough time is allowed for students to complete the specific requirements communicated by the teacher and to complete the reassessment.

There is great variety between subject groups and assessment criteria, therefore it also follows that requirements for reassessment will also vary. For example, a reassessment for a figure drawing will differ from a lab report, a research paper or a math exam. Teachers will clearly communicate requirements, which could include completing all missing practice work and formative assessments, attending tutorials, or completing corrections/reflections on their original work. Reassessments might need to take place during tutorials or on Wednesday afternoon in Content Mastery.

Academic Honesty

If a student is found violating the Academic Honesty Policy, they may redo the assignment after a conversation with the teacher and a discipline referral. Requirements may include completing additional lessons in the proper documentation of sources, paraphrasing or general lessons on the importance of academic honesty.

Something to Consider:

While we strive for every student to have a chance to reach and demonstrate a level of mastery in the standards, the best route is to avoid having to complete a reassessment by:

- Being engaged in classroom learning opportunities
- Completing all practice work with fidelity
- Preparing for and completing formative assessments
- Checking scores in Managebac frequently
- Attending tutorials *immediately* if formative assessments indicate the student is not mastering the standards.

Remember:

- With STAAR testing in four subject areas and rigorous requirements set forth by IB, we have a lot of ground to cover in 8th grade. We understand there are valid reasons a reassessment may be necessary and we will work to meet the needs of all students. It is important to remember that new content and assessments will begin during the grace period for late work and during the window for reassessment. Since this can make it challenging for students to keep up with current work, it is always best to do your best the first time around and to do everything you can to turn work in on time.



Group 1: Language & Literature

Course: 8th Grade Language and Literature

Teacher: Danielle Meshack-Guevara

danielle.meshack-guevara@mwschool.org [Link to Syllabus](#)

Please visit Managebac for an at-a-glance look at your assignments.

Required Materials for Language & Literature Class

1 yellow folder

Independent reading book of choice

Pens, pencils, highlighters

(bring them daily)

Laptop/Chromebook

Earbuds/earphones

Course Description:

MYP language and literature courses equip students with linguistic, analytical and communicative skills that help to develop interdisciplinary understanding. Students develop skills in six domains—listening, speaking, reading, writing, viewing and presenting—both independently and with others. MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

Course Aims:

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

MYP Criterion: These objectives define what the student will be able to accomplish at the end of the course.

These are also the MYP assessment criteria for the course:

Criterion A: Analysing: Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

Criterion B: Organizing: Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

Criterion C: Producing text: Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

Criterion D: Using language: Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.



Group 2: Language Acquisition

Spanish 1 MYP 2025-2026

Teacher: Ivan Florez ivan.florez@mwschool.org

COURSE DESCRIPTION:

In Spanish 1 students acquire speaking, reading, writing, and listening skills through a range of activities. Students explore Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended and investigative activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Linguistically, students engage in basic communication with learned phrases, simple questions and answers, simple descriptions of people and things, simple narration in the present, past and future tense, and simple explanations. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

DAILY ORAL PARTICIPATION

Our goal will be for all of us to speak as much Spanish as possible during class time. You will have many opportunities to participate and will be encouraged to speak in Spanish with the teacher AND with your peers.

In order to accomplish this we will need:

1. To be respectful of other students and your teacher.
2. To be supportive of other students.
3. To be risk-takers who are willing to participate.
4. To be positive, and have fun!

FORMATIVES:

Please do your in-class work and your homework as it is assigned. Many assignments will be done on paper. Some of the homework will be through online sites such as www.quizlet.com, www.conjuguemos.com, and formative.com. Other types of assignments will require the use of Google docs and sheets. Missing assignments will result in a failing grade if they are not turned in within the grace period.

SUMMATIVES:

Two criteria will be assessed per quarter by means of one or more summative tests. Criteria tested will be Reading, Writing, Speaking, and Listening.

The use of a translator is strictly prohibited in the foreign language classrooms and will be considered a violation of the Meridian Honor Code. This includes electronic devices as well as use of a native speaker. Online and handheld dictionaries are permitted for one-word queries. Students whose work exhibits evidence of use of a translator will receive a referral and have the opportunity to redo the assignment. The site www.wordreference.com is a great reference for online dictionaries as it provides context for words so you can make the best choice. *Common alternatives such as Google Translate and Spanish Dict do not provide context of words and are not appropriate at this level.*



Spanish 2A MYP (8th grade) 2025-2026

Teacher: Ivan Florez ivan.florez@mwschool.org

Course Description:

Spanish 2A is a one-year course in which students engage in the three areas of communication (*oral, visual and written*) while enhancing their knowledge of the Spanish-speaking world in comparison to their own culture. The teacher concentrates on each of the macro-skills of language – **listening, speaking, reading, writing** and viewing and provides ample opportunities to practice and develop these skills. Students explore the distinctive Spanish-speaking cultures of the world and build skills and strategies for accurate communication through open-ended activities that allow for creativity and cross-cultural comparisons. Through the study and use of Spanish, students build upon their knowledge of other disciplines and develop insight into their own language. Higher-level oral and written communication skills are emphasized through simulations of real-life situations and creative problem solving.

Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the different tenses. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Classwork and formatives

There will be time allocated during class for students to complete class work and formatives in order to minimize the amount of homework. It's crucial that the students use this time wisely so that their assignments are turned in within the timeframe.

Daily Oral Participation

Our goal will be for all of us to speak as much Spanish as possible during class time. You will have many opportunities to participate and will be encouraged to speak in Spanish with the teacher AND with your peers. At the end of each class.

The use of a translator is strictly prohibited in the foreign language classrooms and will be considered a violation of the Meridian Honor Code. This includes electronic devices as well as use of a native speaker. Online and handheld dictionaries are permitted for one-word queries. Students whose work exhibits evidence of use of a translator will receive a referral and have the opportunity to redo the assignment. The site www.wordreference.com is a great reference for online dictionaries as it provides context for words so you can make the best choice. *Common alternatives such as Google Translate and Spanish Dict do not provide context of words and are not appropriate at this level.*



French 2A is the first half of French 2, and will count for one half high school credit. It is a one-year course in which students grow in communicative competence while enhancing their knowledge of the Francophone world in comparison to their own culture. Students will have ample opportunities to practice, play, and grow in their French skills of **listening, reading, speaking, and writing** (Criteria A-D). Through the study and use of French, students build upon their knowledge of other disciplines and develop insight into their own language.

Higher level oral and written communication skills are emphasized through simulations of real-life situations and creative problem-solving. Linguistically, students are introduced to creative communication, asking and answering more detailed questions; giving detailed descriptions of people and things, including simple comparisons; basic narration in the present tense, past (*passé composé*), and future; and expression of personal wishes and needs. Emphasis is placed on language as a communication tool that can empower students to discover different communities, culture, environments and ideas.

Daily Oral Participation

Our goal is to **speak** as much French as possible during class time. Students will have many opportunities to participate and will be encouraged to speak in French with the teacher AND with their peers for authentic communication needs.

USE OF TRANSLATORS IN THE FOREIGN LANGUAGE CLASSROOM:

The use of a translator is strictly prohibited in the foreign language classrooms and will be considered a violation of the Meridian Honor Code. This includes electronic devices as well as use of a native speaker. Online and handheld dictionaries are permitted for one-word queries. Students whose work exhibits evidence of use of a translator will receive a referral and have the opportunity to redo the assignment. The site www.wordreference.com is a great reference for online dictionaries as it provides context for words so you can make the best choice. *Common alternatives such as Google Translate and Spanish Dict do not provide context of words and are not appropriate at this level.*

Semester 1	Semester 2
Unit 0: Who We Are	Unit 3: Bon Appétit!
Unit 1: What We Have in Common	Unit 4: Healthy Habits
Unit 2: Where We're Going	Book Unit: Daniel le Détective



Group 3: Individuals & Societies

Course: US History (Exploration - 1877)

Teacher: Brian Ruiz

Email: brian.ruiz@mwschool.org

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. The study of individuals and societies helps students to critically appreciate the diversity of human culture, attitudes and beliefs. In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

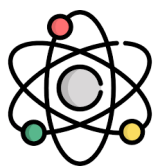
These objectives define what the student will be able to accomplish at the end of the course. These are also the MYP assessment criteria for the course. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.

Criterion B: Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

Criterion C: Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

Criterion D: Thinking critically Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.



Group 4: Science

Teacher: Jennifer Reihman

Contact: j.reihman@mwschool.org

Weekly lesson summaries will be posted every Sunday on Managebac.

Our class objective is to have an exemplary year exploring science following Texas Essential Knowledge and Skills (TEKS) curriculum using the MYP IB framework as our guide.

Before participating in their first laboratory experience, students at Meridian World School and their parent/guardian must complete the following [Lab Safety Agreement](#) and students must demonstrate mastery of lab safety procedures. Students will also be given the following [Classroom Routines](#). During the first week of school, we will develop a set of Essential Agreements together so that we can maintain a positive learning environment.

Middle School Science in Texas is taught as a composite of topics within four categories: Matter and Energy; Force, Motion and Energy; Earth and Space; and Organisms and Environments. This is the basis of the content *knowledge (Criterion A)*.

Students will practice their creative and critical thinking skills through independent *inquiry* and by *designing* scientific investigations (*Criterion B*.)

We will also further develop analytical skills by *processing* and *evaluating* results of investigations (*Criterion C*.)

Finally, students will utilize research and reflection skills as they *reflect on the impacts of science (Criterion D)*.

Semester 1	Semester 2
Unit 1: Change and Consequence Plate Tectonics and Land Formations Weather and Global Climate Patterns	Unit 3: Manipulating Motion Force and Motion Energy Transformations Graphing Motion
Unit 2: Our Place in the Universe Sun, Moon and Earth Electromagnetic Radiation Star Life Cycles	Unit 4: Let's Mix it Up! Chemistry of Ceramics: Elements, Compounds, Reactions Properties of Water

The Science STAAR will be administered in April. This test will cover content from grades 6, 7, and 8. Practice tests and more information can be found on the [TEA website](#).



Group 5 Math

8th grade students will be enrolled in one of three courses, Algebra 1, Geometry or Math 8.

Algebra 1

Teacher: **Emily Howe**

Phone: 512-660-5230 EXT 236

Email: emily.howe@mwschool.org

(E-mail is the best)

Tutorial Times:

- Thursday 4:05-4:40 PM
- Friday 7:50-8:20 AM by appointment

Websites to access: Managebac

Course Description:

This course is designed to develop foundational algebraic thinking while fostering a growth mindset and the traits of the IB learner profile. Students will explore mathematical concepts through inquiry, collaboration, and reflection, promoting critical thinking and perseverance. Mistakes are seen as learning opportunities, and students are encouraged to take risks, ask questions, and actively engage in their learning journey. Throughout the course, students will connect mathematical ideas to real-world situations and other subject areas, strengthening their understanding and appreciation of mathematics as a universal language. Below is a list of the units which make up the course content.

- **Unit 0:** Pre-Algebra Review
- **Unit 1:** Equations & Inequalities
- **Unit 2:** Properties of Functions
- **Unit 3:** Linear Functions
- **Unit 4:** Graphing Linear Functions & Inequalities
- **Unit 5:** Systems of Linear Equations & Inequalities
- **Unit 6:** Intro to Statistics & Interpreting Data
- **Unit 7:** Exponents & Polynomials
- **Unit 8:** Factoring Polynomials
- **Unit 9:** Quadratic Functions
- **Unit 10:** Solving Quadratic Equations
- **Unit 11:** Exponential Functions
- **Unit 12:** Sequences

Course Texts:

There is no textbook for this class. Course materials and notes will be provided as the content is covered. Please see Managebac and participate in tutorials if material is missed.

Materials Needed:

- 3-subject, college-ruled notebook used only for math
 - Needs to be 8.5"x11" at least in size
 - Will be left in the classroom daily
- Pencils, Pens, Coloring utensils of choice (markers, highlighters, colored pencils/pens, etc.)
- Scissors & Glue

- Computer
- Personal TI-84 calculator (optional)

Homework:

Some homework assignments will be optional practice while others will be graded as formative assessments (it will be made clear at the time it is assigned).

STAAR:

Students taking Algebra I are scheduled to take the STAAR EOC exam for Algebra I at the end of April. It is required to pass this exam in order to graduate from any public high school in the state of Texas.

Grading

Students will be assessed based on the criteria below. Specific grading policies can be seen here:

<https://docs.google.com/document/d/1vDm1YjRryLwchNzTfv6QBGA7SVf7tme1GEb3vfhNKlo/edit?usp=sharing>

- **Criteria A:** Knowing and understanding - Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).
- **Criteria B:** Investigating patterns - Students work through investigations to become risk-takers, inquirers and critical thinkers.
- **Criteria C:** Communication - Use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
- **Criteria D:** Applying mathematics in real-life contexts - Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

Collaboration:

The following activities are *authorized* and *encouraged*:

- Working on problems with someone when neither of you has yet solved the problem.
- Asking someone for a *small* hint if you have given a problem a serious try and are stuck.
- Providing guidance in the form of questioning, re-teaching the concept using a similar problem, or reviewing notes.

In this class, academic *dishonesty* includes:

- Asking a peer to show the solution to work that hasn't been handed in or discussed in class yet.
- Showing a fellow student a solution to a problem they have not yet solved or assignment that hasn't been handed in or discussed in class yet.
- Copying or taking pictures of another's work that you have personally not turned in yet.
- Providing answers to a peer during quizzes and tests or intentionally leaving your work visible
- Using apps or websites to access answers in lieu of personal effort.



Geometry

Instructor: Zoe Rothenberger (she/her)

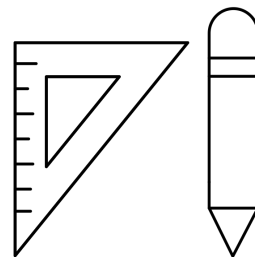
Email: z.rothenberger@mwschool.org

Tutorials: Monday after school, Thursday before school

Phone: (512) 660-5230, EXT: 256

About this Course

My goal in teaching this course is to encourage students to understand why math is important, and gain more confidence in their math skills. Ultimately, I want every student to be able to do math with joy, but if we can't get there, I want them to be able to do math with confidence. I believe that every person is "a math person." Math isn't something you're inherently good or bad at - it's something that you practice and grow your skills with. I want students to know why math works - beyond simple tricks that make the computation easy. Finally, I want students to understand that math is about communication and problem solving - not just plugging in numbers in a calculator.



The general scope and sequence for Geometry units this year is as follows:

Semester 1:

Quarter 1

Unit 1: Constructing Our World

Unit 2: Coordinate Plane Geometry (Parallel and Perpendicular Lines)

Quarter 2

Unit 3: Logic & Reasoning

Unit 4: Triangles

Semester 2:

Quarter 3

Unit 4: Right Triangles & Trigonometry

Unit 5: Circles

Quarter 4

Unit 6: Area, Surface Area & Volume

Unit 7: Probability

If you would like more information on the specific content covered during these units, please see the ManageBac units. The [Geometry Standards for the State of Texas can be found at this link](#), and a geometry textbook can be checked out through the library.

Class Supplies

- 1-subject, **college ruled**, hard plastic cover spiral
 - Dimensions of notebook should be 8.5"x11" ([Link 1](#), [Link 2](#), [Link 3](#))

- [Geometric compass & straightedge](#)
 - Avoid plastic compass sets if possible
- Donated Class Supplies: 1 Pack of Pencils, 1 Glue Stick
 - Bring to class during the first week of school

Wishlist: [Amazon Wishlist Link](#)

Independent Practice

IP will be assigned weekly via DeltaMath each Monday morning and will be due the following Monday. Students are expected to work on it gradually throughout the week. Assignments are designed to take no more than 45 minutes total across the week. **Please contact me directly at my email if the independent practice is consistently taking longer than an hour per week.**

- All IPs will be posted on ManageBac for visibility and planning purposes.
- A student is considered to have “completed” the assignment if:
 - At least 85% of the assigned problems are completed, and
 - Each skill assigned has at least one correct answer.
 (This ensures students do not skip entire skills even if they reach the 85% threshold.)
- Responsible adults can use their students’ progress by using the students Meridian Email to log in on DeltaMath.

For problems that require multi-step work or reasoning (e.g., solving equations, applying theorems), students will be required to submit digital work on DeltaMath. Students may request to submit a hard copy of their work with teacher permission.

Independent Practice Grading

IP would contribute to an ongoing grade under Criterion A: Knowing and Understanding, potentially weighted at 5%. Students still need to submit IP by the assigned due date to receive credit. There is no late window for IP, in line with our current expectations for rubric-assessed formatives.

Interim Assessments

There is no STAAR test for Geometry. 8th grade students taking this course **will** be required to take a STAAR test at the end of the year, usually the Pre-Algebra / 8th Grade Math STAAR. Students who completed Algebra 1 at UT Online (and thus have not completed their Algebra 1 EOC) will be required to take the Algebra 1 EOC at the end of April. *No course time will be used to prepare for this assessment.*

We will be assessing students 3 times a year with a larger, cumulative assessment, in order to ensure our curriculum materials and lessons are effective. The first interim will occur in late October or early November. The second will be in mid-late February, and the final will happen at the end of April or early May. **The dates, content, and results of these assessments will be clearly communicated on ManageBac to students and families.** In addition to providing learners’ the ability to set and track

their own growth goals, these assessments will guide instruction and determine if intervention is needed. It is important that learners take these assessments seriously.

The assessments will be marked and graded as a part of Criterion A for the quarter they are assigned.

Interim 1: Early November (Quarter 2)

Interim 2: Late February (Quarter 3)

Final: Final Exam Week (last week of school)



8th Grade Math

Instructor: Tamra Burwick

Course Overview

My goal in teaching this course is to encourage students to understand why math is important, and gain more confidence in their math skills. Ultimately, I want every student to be able to do math with joy, but if we can't get there, I want them to be able to do math with confidence. I believe that every person is "a math person." Math isn't something you're inherently good or bad at - it's something that you practice and grow your skills with. I want students to know why math works - beyond simple tricks that make the computation easy. Finally, I want students to understand that math is about communication and problem solving - not just plugging in numbers in a calculator.

As for course content, here is my tentative sequencing for the upcoming school year:

Unit 1: Introduction to Problem Solving

Unit 2: Real Number Operations

Unit 3: Slope

Unit 4: Financial Literacy

Unit 5: Solving Equations

Unit 6: Pythagorean Theorem

Unit 7: Transformations of Shapes Across Space

Unit 8: Area, Volume, and Surface Area

As a secondary note, every unit will have content involving numeracy, logic, and problem solving. I believe that numeracy, logic, problem solving, and argumentation are integral parts of what math is, and as such, those concepts will be tied throughout the curriculum. I also know that students in this class may struggle with numeracy and number fluency, and I know helping them with that will go a long way to making them better mathematicians.



Group 6: Visual Arts

Teacher: Rachel Meissner

Tutorials: Thursday 4:05-4:30, by appointment Tuesday morning 8:00-8:20

Email: r.meissner@mwschool.org

Weekly lesson slideshows are posted on Managebac every Sunday.

Course Description:

This visual arts course covers the Elements of Art and Principles of Design and focuses on the development of technique, craftsmanship, and composition. The class curriculum will focus on art production, integrating art history and art criticism. Students will use a variety of materials to create 2-dimensional and 3-dimensional projects. Materials include graphite, clay, watercolor, acrylic paint, and assorted sculpting materials. Students will need a sketchbook and set of drawing pencils (provided in the 8th grade supplies ordered by parents) and a folder. For full information on class guidelines, please visit this [page](#).

The aims of MYP Visual Art:

- Create and present art
- Respond to and reflect on art: develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Deepen their understanding of the world



Group 7: Physical Education

Teacher: Christopher M. Grant chris.grant@mwschool.org

Gymnasium/Auxiliary Room Tutorials: 0800 am by appt only.

PE Supplies:

We will not be dressing out this year but Athletic Shoes are Mandatory. No lockers or locker room will be available.

Class Structure:

1. Meet in designated area for roll call(Gym/Aux Gym)
2. Warm Up, Skills, and Activities
3. Regroup for reflection

Participation

Students in secondary PE classes are expected to participate every class period for a major grade. Students who do not participate in physical education activities will lose their points for that day. If a student needs to be excused from participating, they must bring a signed and dated written note from a parent/ guardian with a valid reason (illness/injury). If your child has a more severe injury and will need to be out for an extended period of time, please turn in a doctor's note to the coaching staff first. A Dr. is the only person that can excuse a student for an extended period of time.

Course Description and Aims:

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

use inquiry to explore physical and health education concepts

- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.



Group 8 Design

Course: MYP 3 Design

Teacher: Finnuala Williamson

Email: finnuala.williamson@mwschool.org

Tutorials: Mondays 4-4:30, Thursdays 7:55-8:20

Course Description:

In Grade 8 MYP Design, students complete six hands-on units that explore how design shapes the world around us. In five of these units, they use the full Design Cycle to solve real-world problems by creating thoughtful and functional solutions. Students build skills in graphic design, product design, textile design, woodshop, and computer-aided design (CAD), learning to communicate ideas and innovate with purpose.



Fig 1: MYP Design Cycle

MYP Design Objectives:

A. Inquiring and Analyzing: Students identify and explain a problem that needs to be solved. They conduct research to understand the problem, analyze existing products, and develop a design brief based on their findings.

B. Developing Ideas: Students create a range of feasible design ideas, present them clearly, and develop detailed drawings or plans that show how the chosen idea will function and be made.

C. Creating the Solution: Students plan and follow a sequence of steps to make their chosen solution, demonstrate technical skills, and justify changes made during creation.

D. Evaluating: Students evaluate the success of their solution based on design specifications, explain how it could be improved, and reflect on the impact of the design and the process used.

Assessment and Grading: You will be assessed on Criteria A, B, C, D of the Design Cycle in each unit.

Academic Honesty: I will be checking for plagiarism, always cite your sources of information.

Course Outline:

Quarter 1

Graphic Design

Quarter 3

Woodshop

Quarter 2

Prototype & Textiles

Quarter 4

Computer Aided Design

Late Work: Late work will be marked as 0 on Skyward within 24 hours of the due date, except for students with accommodations (extended time per their IEP/504) and students with an absence (a one-class-day extension per class day absent).

Absences: It is your responsibility to be proactive about making up missed work due to absence.

Class Expectations: Everyone matters, offer courtesy, take ownership, enjoy the process.