

# 8<sup>TH</sup> GRADE PREPARATION PACKET

*Center for Gifted Studies at Dunedin Highland Middle School*

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2022-2023 School Year



CGS Class of 2022

## **WELCOME MESSAGE**

We would like to officially welcome you to the 8<sup>th</sup> grade Center for Gifted Studies team for the 2022-2023 school year. This packet will be helpful to you and your family as you prepare for your final year at Dunedin Highland Middle School. We are excited to get next year moving in the right direction. Inside this packet you will find tentative syllabi and summer preparation activities, links to communication and curriculum, supply lists, tentative field trips, and much more. All syllabi and supply lists are subject to change.

- Your 8<sup>th</sup> Grade CGS Team Teachers

## **MISSION STATEMENT**

The middle school Centers for Gifted Studies will provide a full-time gifted program experience for students. A challenging and rigorous, interdisciplinary curriculum will be delivered through instructional strategies that promote creative, critical, and complex thinking. Inquiry and investigation will be used as students address relevant, real-world problems. Personal strengths and interest will be developed through differentiated instruction, independent study, service learning, and extracurricular activities. The core subjects of math, science, social studies, and language arts will be taught through an interdisciplinary approach providing a rigorous and challenging learning environment.

### **COMMUNICATION**

If you have questions or need assistance over the summer, please contact the teacher team during the summer break. We will also use REMIND to communicate team-wide information through text messages. If you would like to enroll for whole team communication through REMIND texts, please join the 8h grade CGS Class of 2023 group by texting @2023cgs to #81010. You can also sign up at [www.remind.com](http://www.remind.com).

### **8<sup>TH</sup> GRADE TEAM**

<b>Dr. Teresa Bergstrom</b>	Pre-AP World History and Geography and Advanced Academics	<a href="mailto:Bergstromt@pcsb.org">Bergstromt@pcsb.org</a>
<b>Mrs. Maria de Koter</b>	Literature Elective and Advanced Academics	<a href="mailto:Dekoterm@pcsb.org">Dekoterm@pcsb.org</a>
<b>Mrs. Michelle Emry</b>	Physical Science Honors and Advanced Academics	<a href="mailto:Emrym@pcsb.org">Emrym@pcsb.org</a>
<b>Ms. Julia Lindley</b>	Advanced Academics	<a href="mailto:Lindleyj@pcsb.org">Lindleyj@pcsb.org</a>
<b>Mr. Robert Milo</b>	English I Honors and Advanced Academics	<a href="mailto:Milor@pcsb.org">Milor@pcsb.org</a>
<b>Mr. Justin Russell</b>	Algebra I Honors and Geometry I Honors	<a href="mailto:Russellju@pcsb.org">Russellju@pcsb.org</a>

### **TEACHER TEAM RESUME**

**EDUCATION**

6 Bachelor Degrees, 4 Master Degrees, 1 Doctoral Degree

**INSTRUCTIONAL EXPERIENCE**

124 years overall

**FLORIDA CERTIFICATION AND ENDORSEMENT**

- Language Arts 6-12
- Math 6-12
- Science 5-9
- Social Studies 6-12
- Middle Grades Integrated
- Gifted Endorsement
- Reading Endorsement
- ESOL Endorsement

**AWARDS**

- City of Dunedin Visionary Leadership, 2021
- Dunedin Highland Middle School Teacher of the Year 2007-2008, 2014, 2017, 2019, 2020
- City of Dunedin Teacher of the Year, 2019
- Pinellas Council for the Social Studies MS Teacher of the Year 2013, 2020
- Verizon Thinkfinity Grant for Instructional Technology 2012
- Florida History Day Teacher of Merit Recipient 2012
- Pinellas History Day Teacher of the Year 2011
- National Board Certification for English Language Arts

**OTHER FUN FACTS**

**LANGUAGES**

English, Spanish, Greek, Dog

**COMMON POLICIES**

Respect, Positive Attitude, Timeliness, Professionalism  
(see team syllabus)

**PERSONAL HOBBIES**

Traveling, Reading, Gardening, Singing, Birding, Yoga,  
Home Improvement, Writing, Running, Cycling, Swimming

**WORST JOBS**

Party store balloon artist, unofficial law enforcer, telemarketer selling  
windows, military police, glorified babysitter, clown costume sales

**8<sup>th</sup> GRADE CGS SUPPLY LIST (pending physical attendance on campus)****GENERAL SUPPLIES FOR ALL CLASSES**

- Pencil pouch
- College rule notebook paper
- Pencils
- Blue/Black pens
- Highlighters (one set for all classes)
- Colored pencils (one set for all classes)
- Paper hole reinforcer stickers
- Personal hand sanitizer
- 1 container of Lysol/Clorox wipes (to be collected by AA teacher)

**ADVANCED ACADEMICS ELECTIVE with CGS 8<sup>th</sup> Grade Teacher Team**

- 3-prong plastic folder with pockets
- 1 unopened box of tissues (for an upcoming assignment)

**ALGEBRA/GEOMETRY I HONORS with Mr. Russell**

- 3+ Subject Spiral Notebook (with pockets)
- 3-prong plastic folder with pockets (if spiral doesn't have pockets)
- Scientific calculator (TI-30XIIs is the one Mr. Russell would recommend)
- Graph paper
- Dry-erase marker
- Ruler, compass, & protractor (Geometry only)

**ENGLISH I HONORS with Mr. Milo**

- 1" Binder (clear cover insert preferred)
- 1 composition book

**ADVANCED ACADEMICS LITERATURE ELECTIVE with Mrs. de Koter**

- 1 3-prong folder or 1/2" binder
- 4 dividers for folder or binder

**PHYSICAL SCIENCE I HONORS with Ms. Emry**

- 1 150-page college ruled spiral notebook -or- 2 smaller notebooks (one per semester)

**PRE-AP WORLD HISTORY & GEOGRAPHY with Dr. Bergstrom**

- 1" Binder (clear cover insert preferred)
- 5 subject dividers for binder
- Package of post-its (to be collected)

## **8<sup>TH</sup> GRADE CGS TEAM SYLLABUS**

### **TEAM CLASSROOM RULES**

1. Actively participate in all classroom processes.
2. Learn all required curriculum as per FLDOE Curriculum Standards.
3. Arrive to classes prepared every day for class with required materials.
4. Treat you, others, and our school with respect.

### **TEAM CLASSROOM PROCEDURES**

1. Bathroom or water breaks will be available during convenient times during the class period per your teacher's discretion. Students should try to use the restroom and get water during the class change to avoid missing instructional time.
2. Complete all assignments within the given time restrictions. Turn in make-up work in a timely manner. Tests and quizzes should be made up before school. It is the student's responsibility to schedule based on teacher availability.
3. Sharpen pencils, turn in homework, and begin bell work before the tardy bell.
4. The bell doesn't dismiss class; teachers will dismiss the class.
5. Listen during instruction. All academic questions will be answered after instructions are given.
6. Personal concerns/questions should be shared privately with your teachers during silent activities or between classes.
7. Politely ask permission to move or leave class during instruction. Movement around the classroom should be done quickly, quietly, and safely.
8. Just because a rule or procedure might not be included in this list, doesn't mean that it doesn't exist! Reference the Pinellas County Student Code of Conduct for more details.

### **CONSEQUENCES** (per teacher discretion/degree of infraction)

1. Warning
2. Time Out or
3. Detention with Parent Contact
4. Detention with Parent Contact
5. Administrative Referral

### **LATE WORK POLICY – N.Q.A. (No Questions Asked) TICKETS**

Late work will be accepted using one of two methods: The use of a NQA (No Questions Asked) ticket or to take a daily deduction up to 50%. Each student will receive four NQA tickets for each core class to use during the school year; one designated for each grading period. With the use of this ticket, students may turn in an assignment late without penalty. All additional late work will be given a daily deduction of 10%. Assignments that are submitted up to 24 hours late will earn up to 90% credit. 48 hours (or 2 days) will earn up to 80%. 72 hours (or 3 days) will earn up to 70%, etc. The lowest credit that could be issued for late submissions is 50%. However, all late work assignments must be complete and exemplifies the student's best efforts.

**EXTRA CREDIT**

Attempts at “extra credit” when offered is highly recommended but not mandatory; Extra Credit assignments count as bonus points added to your cumulative grade each marking period.

**USE OF PLANNERS**

Classroom agendas will be present in the classroom for students to enter pertinent information in their planners to ensure that effective time management is practiced. It is the teacher’s discretion to grade how students are utilizing this tool. While planners could be digital or hardbound in nature, hardbound planners should be kept inside the student’s backpack.

**ASSIGNMENT HEADING**

Head all notebook paper-based and digitally submitted assignments with the following information: Full student name, teacher name, period, and date. All assignments without a proper heading could receive incomplete credit; resulting in a zero if the issue continues regularly. Notebooks and binders should have the students first and last name clearly written so that it will not wear off. Names often rub or wear off plastic covers. The name should then be written on the back of the notebook/binder, if possible.

**ACADEMIC HONESTY**

We strictly adhere to the PCS Code of Conduct as it concerns academic honesty and all cases of plagiarism and cheating. While these incidents can stem from external or internal pressures, we would rather have students communicate requests for extension, rather than make irrational decisions that lead to consequences due to cheating or plagiarism. Consequences vary on a case-by-case basis, but administrative referrals could be issued and reflect on a student’s permanent record. We expect that all student work is authentic. Work should not be shared between students, unless approved by the teacher.

**SCHOLARLY DISPOSITION**

As Gifted Center students, professionalism is always expected while students are on campus or representing the Gifted Center off campus. Work should be neat, accurate, and thoughtful in effort and completion. Actively play the role of the exemplary DHMS Gifted Center student to ensure that the culture of our center maintains its stellar reputation for academic and behavioral excellence. Take the initiative to keep team classrooms clean and organized. You are the leading example for those who follow.

**FIELD TRIPS**

While the following trips are tentative, we are currently making plans to attend the following functions as a CGS 8<sup>th</sup> Grade Team:

- St. Petersburg International Folk Festival (SPIFFs; Friday, October 20<sup>th</sup>)
- Museum of Science and Industry (MOSI; to be determined)
- Finance Park at the Stavros Center (to be determined)
- Gradventure at Universal Studios and Islands of Adventure (optional; May 12<sup>th</sup>)

**ADVANCED ACADEMICS ELECTIVE with Dr. Bergstrom, Mrs. de Koter, Ms. Emry, Ms. Lindley, and Mr. Milo**

As a team, we will facilitate the 8th grade Advanced Academics CGS class elective for gifted students. With a unified vision, the team members will facilitate instruction that will support the needs of the whole gifted child. Many of our units will serve the social-emotional needs, as well as the academic needs of students with the goal of successfully preparing them for their transition to high school.

In the Advanced Academics class, students will complete units related to the following topics or concepts of study:

- Develop creative and critical thinking skills
- Brainstorm and solve teen-related issues and real-world issues
- Address relevant topics related to current events
- Discuss topics of social-emotional growth with gifted students
- Research High School programming and University/College interests
- Complete Finance Park and Career Planning unit with accompanying field trip to the Stavros Center
- Interdisciplinary study and student-interest projects
- Conceptual integration of "Conflict" within AA curriculum and core subject-area interdisciplinary study.

Along with the AA curriculum, students will also have opportunities to nurture and sustain healthy habits for academic success through practices related to organization, time management, and support for healthy balances between academic and personal growth. It is imperative that students are willing to work for their highest academic potential, while discovering and determining the healthiest path toward their high school experience.

**ALGEBRA I HONORS -or- GEOMETRY I HONORS with Mr. Russell**

Welcome to the start of a new school year! This year, students will be studying Geometry and Algebra I from the Pearson envision Geometry and McGraw-Hill Algebra series. The curriculum is problem-centered which means that students will investigate mathematical ideas within the context of a realistic problem, as opposed to looking only at numbers. Some problems involve real-world applications or unusual situations, while others are purely mathematical. I am looking forward to a successful year for all of our students. Please feel free to contact me at any time with any questions. My email address [russellju@pcsb.org](mailto:russellju@pcsb.org)

**REQUIRED BACKGROUND**

*To successfully complete this course, you must pass the Florida Department of Education End of Course Assessment and demonstrate an understanding of various algebraic and geometric concepts through tests, quizzes and homework throughout the 2021-2022 school years.*

**GENERAL RULES: Materials + Willingness to Learn = SUCCESS**

1. Students must come to class prepared which means to have all materials they will need to be successful along with a willingness to learn.
2. Be on time for class.
3. No talking when the teacher is talking.
4. Be respectful of those around you and their learning environment.

**GRADING POLICIES**

Homework will be given most days of the week and should be completed/submitted the next school day. Exceptions to this will be explained clearly. A score will be given on homework assignments based on completion and justification of answer.

Homework/classwork will count 30% of your grade, while quizzes/tests/projects will count for 70% of each report period (with some fluctuation). All make up tests will be given before school or during a free period. Late work is considered on a case-by-case basis.

## ENGLISH I HONORS with Mr. Milo

Dear Parents and Students --

Welcome to 8th grade Gifted Language Arts, aka "English 1 Honors." This course counts as a year of high school English, but it also incorporates curriculum and material purchased through our Gifted Studies department. Therefore, we'll use the newer Collections: 9 and the older, the Elements of Literature, 3rd Course with the PCSB 9th grade curriculum. Our curriculum is comprised of a variety of "genres" – poetry, epics, novels, short stories, and informational texts. Writing skills include organization/focus/purpose, evidence and elaboration, and attention to conventions (spelling, capitalization, punctuation, and sentence structure). Presentation skills to include power points, recitation, and debate.

- **Romeo and Juliet** + a sonnet project
- **The Odyssey** + a mythology project on a god, goddess, hero, or creature from world-wide mythologies
- A collection of **classic short stories featuring IRONY** (verbal, dramatic, situational)
- **To Kill a Mockingbird** + a "social justice" research unit on Tulsa Riots, Rosewood, Emmett Till, and the Scottsboro Boys
- **Of Mice and Men** + a brief survey of the Great Depression

In addition, we'll also use the following material provided by the Center for Gifted Studies, College of William & Mary:

- **The Magic Lens** (grammar and composition)
- **Word Within the Word, Vol. 2** (Greek and Latin stems) Lessons 45-60
- **1940's: A Decade of Change** + WW II study on Prelude to War, War in the Pacific, War in Europe, War on the Home Front, Propaganda Posters, and Aftermath
- **Novels:** Maus II and Hiroshima + Anne Frank and Member of the Wedding (extra credit)

Check my PORTAL grade book entries often; I'm in there daily! I often post future entries w/ points possible for your planning. I will also distribute weekly agenda handouts to include the following posts:

- Any highlights/major announcements for the week
- A daily agenda describing materials, pages, activities
- State standards applicable to the lesson design
- Daily journal topics for their composition books

### Ways of Work

- Bell work: write a journal entry in your composition book each and every day (50+ words, date, title, paragraph, and word count); turn it in for credit at the end of each marking period
- English 1 Honors binder of class work: save all notes, handouts, practice papers, worksheets, graphic organizers in an organized binder; turn them in for credit at the end of each marking period.

**Extra Credit Summer Reading for English I Honors**

DEATH BE NOT PROUD is a 1949 memoir by American journalist John Gunther. This book includes mature content related to cancer and subsequent death of a teenager as told by the boy's father. The title comes from Holy Sonnet X by John Donne, also known from its first line as the poem Death Be Not Proud.

I'd recommend that students read DEATH BE NOT PROUD by John Gunther for "extra credit." It ties in nicely with the CHANGE organizer and thematic concept of CONFLICT and is a true story from the era we study. Please email Mr. Milo with your questions at [milor@pcsb.org](mailto:milor@pcsb.org).

## **ADVANCED ACADEMICS LITERATURE ELECTIVE with Mrs. de Koter**

### **CLASS PURPOSE**

Our purpose is to cultivate a love and appreciation of language and literature in a relaxed community-based atmosphere, to understand its crafting, and to apply learned techniques to students' own work, and to make discoveries about themselves and the world.

### **WHAT TO EXPECT**

- Opportunities to absorb content and crafting through short stories, film, novel, art, commercials, plays, and poetry
- Introduction and guidance in gaining proper understanding of elements of fiction, literary devices and writing tools
- Learning games & Book Talks
- Reading and Writing project options
- Mentoring through each student's project choice(s).
- **Ample time to complete work in class...NO HOMEWORK**
- Time to ENJOY reading and creative writing.
- Knowledge gleaned will better prepare for IB, Cambridge and AP literature and composition course work.

### **READING ASPECT**

Students will have the opportunity to read various literary works throughout the year, with choices ranging from science to historical fiction to fantasy. This immersion into literature will help students grow into individuals with crucial analytical skills and cultural competence. By engaging in a variety of activities and projects, this class teaches students to read through a writer's lens. Some of many options include...

- Board games
- Plays/skits/mini movies
- Judge and Jury
- Talk shows
- Arts/Crafts device displays
- Music soundtracks
- Book reflection journals

### **WRITING ASPECT**

Through the introduction and use of writing and grammar tools, students will acquire new perspectives on both literature and writing. By engaging in a variety of activities and projects, this class teaches students to read and write through a writer's lens. This list includes some of the writing project options from which students will choose. I will be there to mentor students while they grow as writers. Types of writing include:

- Poetry/ Voice poems
- Narratives
- Picture book writing
- Short stories & Chapter
- Creative Writing

**PHYSICAL SCIENCE HONORS with Ms. Emry****COURSE DESCRIPTION**

The Physical Science 1 Honors course is a high school level class that focuses on the physical sciences. This class counts as a high school science credit. This course will focus on the identified course benchmarks from the 9-12 Bodies of Knowledge with high levels of complexity. Some of the topics we will cover: States of Matter, Chemical Structure of Matter, Chemical Bonding, Acids and Bases, Heat and Temperature, Forces, Newton's Laws of Motion, Energy, Waves, Cycling of Matter in Biogeochemical cycles and the special properties of water.

Students will be assessed on their retention of concepts learned in 6<sup>th</sup> and 7<sup>th</sup> grade. We will remediate benchmarks as both a whole group and as individual work to support all science clusters that will be assessed on the 8<sup>th</sup> grade Science Standards Assessment.

**GRADING**

Interactive Notebook, Tests, Projects

**CURRICULUM**

Discovery online text available through CLEVER. We will also be using the College of William and Mary text, Nuclear Energy: Friend or Foe?

**WAYS of WORK**

We will be working in our notebook almost every day and students are expected to bring their notebooks every day. Notebooks are collected and graded on test days. Grades are posted as a unit. There will be times when grades are not being entered as we are working through a unit. Some units can take up to 3 weeks to complete.

**PROJECTS**

Projects that support the curriculum will be assigned periodically throughout the year.

## **PRE-AP WORLD HISTORY AND GEOGRAPHY with Dr. Bergstrom**

### **What is Pre-AP World History and Geography (Pre-AP WHG)?**

The Pre-AP World History and Geography is a high school level social studies course that focuses on the evaluation of evidence, explaining historical and geographic relationship, incorporating evidence, and presenting information in a variety of written, oral, or project-based work products. As part of the Center for Gifted Studies, additional differentiation is facilitated to meet the needs of gifted learners.

This course includes four units of study, with each dedicated to one of the four grading periods of the school year:

- 1) Geography and World Regions (a conceptual survey),
- 2) the Ancient Period (to 600 BCE),
- 3) the Classical Period (600 BCE – 600 CE), and
- 4) the Postclassical Period (600-1450 CE).

Pre-AP WHG students will earn a high school social studies elective credit with the completion of this course and their overall academic grade will reflect on their high school transcript.

### **SUMMER PREPARATION FOR PRE-AP WHG**

#### **#1 - National History Day ([www.nhd.org](http://www.nhd.org))**

Each school year, 8th grade CGS students are required to complete a National History Day (NHD) project in Dr. Bergstrom's class. With the 2023 annual theme of **Frontiers in History: People, Places, and Ideas**, we welcome a wide array of topics that could originate from various genres and time periods, whether they are regional, national, or international in scope. While more detailed information about the project will be delivered the first week of school, I ask students to begin the exciting opportunity to branch out and explore possible topics.

Don't make a decision just yet. Key criteria for strong NHD topics include strong multiple connections to the annual theme and expansive historical impact and significance to our world. Just start brainstorming!

#### **#2 - World Geography**

The first unit of study in the Pre-AP WHG curriculum will be a survey of world geography and its relation to humans. Students can begin to explore and familiarize themselves with the natural/physical and political geography of the following regions of the world: Mesopotamia, Egypt, Sub-Saharan Africa, West Africa, Israel and the Middle East, India, China, Meso and South America, Greece, Rome, and Europe. In preparation, students can use the *AP Human Geography World Regions Maps* for study purposes. The World Regions Map can be found through a basic Google search.

### #3 – Extra Credit Summer Reading

To prepare for your first Pre-Advanced Placement class in World History and Geography (Pre-AP WHG), it is imperative for students to begin exploring how it will feel to manage summer reading responsibilities that they will experience as they transition to different specialized programs in high school. Two books have been highly recommended by my colleagues who facilitate the Pre-AP WHG class from across the country. While these books are not mandatory, I will offer extra credit to students who complete one of the two books listed below, which will be included in the gradebook for either the 1<sup>st</sup> or 2<sup>nd</sup> grading periods.

Both books are wonderful introductions to our study of the Ancient World, focusing on the first of many characteristics of a civilization that will be a constant thematic connection in the curriculum for the Pre-AP WHG curriculum: ***stable food supply***. While a stable food supply is in large part the essence of this literature, students will also explore connections with the other characteristics of a civilization: written language, technology, government, religion, the arts, and social structures.

- Standage, Tom. (2005). *A History of the World in 6 Glasses*. Bloomsbury Press. New York, NY. (Amazon Link: <https://www.amazon.com/History-World-6-Glasses/dp/0802715524>)
- Standage, Tom. (2009). *An Edible History of Humanity*. Bloomsbury Press. New York, NY. (Amazon Link: <https://www.amazon.com/Edible-History-Humanity-Tom-Standage/dp/0802719910>)

To showcase this assignment's completion, students will need to complete Cornell Notes for the book that focus on the major concepts and patterns that students identify while they read their selection. (10 handwritten pages max) Dr. Bergstrom will announce the submission date and instructions during the first week of class.

#### **Summer Reading Assignment Expectations:**

1. Select and completely read one of the two books assigned by Dr. Bergstrom.
2. As the student reads the book, they should complete Cornell Notes that focus on the main concepts and connections/patterns presented in the material. The Cornell Notes will be submitted for extra credit at the beginning of the school year.

While these books go beyond the scope of the Pre-AP curriculum, they are offered to provide students an in-depth and differentiated study for higher level readers. *A History of the World in 6 Glasses* refers to adult beverages, as it was far healthier to consume alcoholic drinks than unfiltered water in the ancient world. Both books are equal in historical quality and connection to our curriculum. Students and their parents should decide which book would be best to read based on their preferences. Please email Dr. Bergstrom with questions regarding this summer reading opportunity at [bergstromt@pcsb.org](mailto:bergstromt@pcsb.org).