



7th Grade Newsletter

November 2021

Social Studies


News and information:

In 7th Grade Social Studies we JUST FINISHED our expedition into ancient river valley civilizations. So far the students have learned about the characteristics of civilizations and the basics of both Mesopotamia and Egypt. Our second formative was just administered on the 21st and the 22nd and we will update you all more when student performance data is available! So far, students have demonstrated **significant** growth and we are very proud of the work that they have accomplished.

Showcasing Student Work:

This is a response from a student's exit ticket about Greek Mythology:

Myths were very important to the people of Greece as they centered their entire religious culture around myths and gods. Not only did myth's teach important life lessons, but also gave Greek's a way to explain otherwise incomprehensible occurrences. According to the crash course video, the definition of myth is story. Using these stories, ancient Greeks taught important lessons. According to the guided reading, the talented artist, Daedalus told his son not to fly too close to the sun, but he didn't bother listening, leading to his untimely death. The





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lesson to be learned from this story is to listen to your guardian figures. This shows just one of the many lessons Greek myths taught to keep order in their various city states. By telling kids of these tales young parents could make lives easier for themselves and their kids, ensuring they don't make reckless mistakes as shown in the guided reading. Myths also gave the Greeks a way to explain the world around them, such as the discovery of fire.

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Language Arts

News and information:

In Quarter 1, we have 5 major learning goals:

- **citing textual evidence when making inferences about the text** (standard RL.7.1) To support at home, you might discuss your child "How do you think X CHARACTER felt about X EVENT?" "What clues/ evidence from the book/ movie/ television show/ etc. prove that to you?"
- **analyzing how story elements (characters, conflict, setting) interact** (standard RL.7.3) To support at home, you might ask your child "What is the relationship between X CHARACTER & Y CHARACTER?" "How would this book/ movie/ television show/ etc. be different if it were set in another time or place?"
- **analyzing how characters' points of view differ** (standard RL.7.6). To support this learning at home, you might challenge your child to consider the perspectives of other characters or their family members- wondering how are they experiencing this situation differently, how are their priorities/ motivations different?
- **theme, central ideas, and summarizing** (standard RL.7.2) To support this learning at home, you might challenge your child to determine a theme from a story (whether written, video, audio, etc.) or a life experience [we can think of theme as the life lesson or advice the author wants to share with the reader].
- **writing narratives including clear sequence of events, dialogue, and sensory details** (standard W.7.3)

We will finish our historical fiction novel study of *One Crazy Summer* during the 2nd week of October, then apply these skills across other genres. As our final project for the novel study, students will write an alternate ending to *One Crazy Summer* - tying together our reading and writing goals! Students will have their final assessment of these 5 goals on October 26-27. After this final assessment, but before Quarter 2 begins, students will spend the end of October applying their Quarter 1 skills to solve a mini-mystery unit!



Showcasing Student Work:

Paragraph on the themes in our book, *One Crazy Summer*.

I believe the main theme of chapter 30 is "There is more than meets the eye" because of one of the characters I closely observed in this chapter. In Chapter 30, "The Third Thing," we finally learn what Fern saw on the bus on the day of the girls' excursion. She shares a poem called, "A Pat On The Back For A Good Puppy", and it's about Crazy Kelvin getting a pat on the back from the police; the police were saying that he did a good job. Fern shared all about how Kelvin was an undercover agent for the police, he was basically a spy on the inside of the Black Panther Party. And Fern saw it all! Anyways, onto the reason I picked the theme I did. Most people see Fern as a little girl with no useful abilities, no powerful voice. Even Cecile calls her "Little Girl". The Black Panthers, however, don't see her as a little girl. They see her as a powerful person with a powerful voice inside of her, as shown in one of the earlier chapters when she stood up to Crazy Kelvin. In the end, Fern really proves herself to be more than just a little girl. Inside, she knows she's more than that, and she even stands up to Cecile in "A Glass Of Water", and tells her that she isn't "Little Girl", she's Fern. Cecile always knew who Fern was and what she would be, in a way. In that same chapter, "The Third Thing", Delphine tells us that Cecile sent her a letter from jail. Cecile says, ".A poet had been born." Fern had a voice, and she was made to use it. There's more to Fern than meets the eye. So much more. Moral of the story, people. Always question things. Question *everything*. Fern did what she did because she had the ability to use her voice and ask herself, "*What's wrong with this picture?*"

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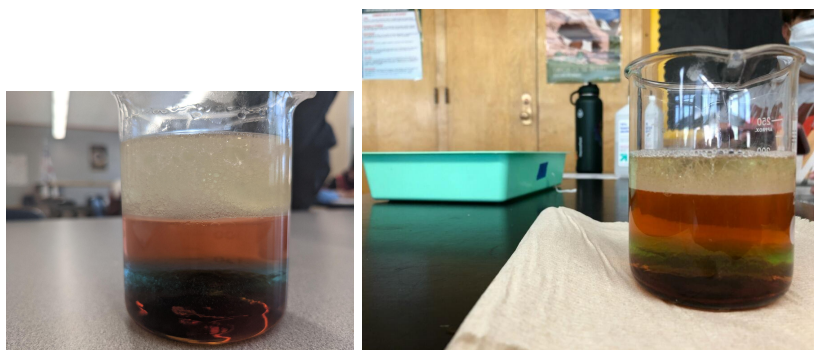
Science

News and information:

7th grade science students began the year by working on measurement skills. Students learned to measure length, width, and height, determine the volume of an object using the displacement method, and decide whether an object would sink or float by calculating its density.

Students are now working on the geology unit where they will piece together a map of Pangaea using fossil evidence, create a scale model of the Earth's interior, plot earthquakes and volcanoes given latitude and longitude, and make their own topographic maps.

Showcasing Student Work:





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Parent Resources:

[7th Grade Science Syllabus](#)

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Math

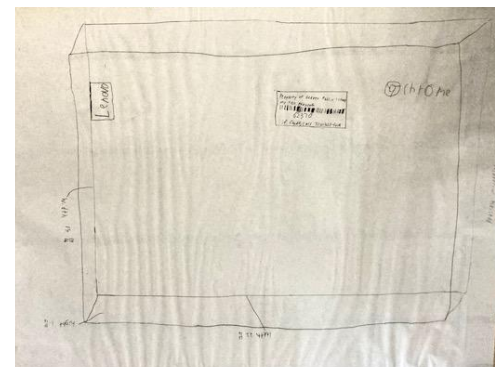
News and information:

In 8th Grade accelerated Algebra we are finishing up Unit 5 - Functions and Volume in the Open Up 8th grade curriculum. We looked at tables, graphs and equations to describe what is and what is not a function and introduced function notation at the beginning of Unit 5. Once we finish with the volume of Cones, Cylinders and Spheres this week, we will move into Unit 1 - Sequences - in the Open Up Algebra curriculum.

In 7th grade accelerated Pre-Algebra we have just concluded Unit 1 - Corresponding Parts and Scale Factor. In this unit we looked at how scale copies and scale drawing use different scales and scale factors to produce images that are different sizes (1 inch = 5 feet, Use a scale factor of $\frac{1}{3}$ to produce the new image, etc.) We are starting Unit 2 - Proportional Relationships and how to find unit rates and constants of proportionality from tables, graphs and equations. We are moving away from just looking at images and proportional relationships to see how proportional relationships are seen in real-world situations.

Showcasing Student Work:

These are examples of scale drawings students created,



Parent Resources:

[7th grade Math Syllabus](#)



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Electives

Visual Arts - Drawing & Illustration

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

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Intermediate Visual Arts

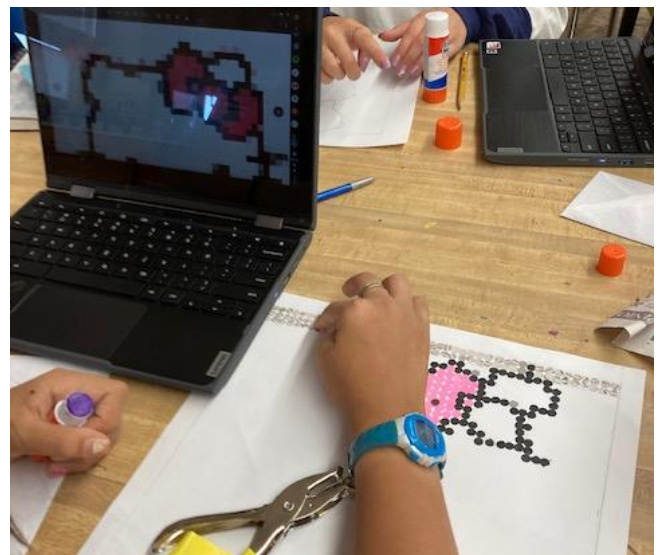
Intermediate Visual Arts students are currently working on portraits of important people in the style of a Tim Burton character. Tim Burton characters are very distinct and have much different proportions than a realistic human face. Students are creating these portraits with exaggerated facial features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

contact: Aaryn_Novy@dpsk12.org

Advanced Visual Arts

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

contact: Aaryn_Novy@dpsk12.org



Spanish

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

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Theatre Arts

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

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



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they are performing and be sure to show them some support and pride at home as they embark on their first time performing publicly together this year!

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or using live instruments, and will write their own lyrics too.

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