

Newsletter

WELCOME TO THE 7TH GRADE NEWSLETTER



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UPCOMING EVENTS

Tuesday December 8-
School Site Council Meeting
6:30

Thursday December 10-
PCO Meeting 6:30

Tuesday December 15-
Bi Weekly Progress Reports

Wednesday December 17-
Winter Showcase Concert
6:30-8:00

Snow Jam Dance- TBD

Thursday December 24-
Friday January 1- No School

CHECK OUT WHAT
OUR SCHOLARS ARE
WORKING ON IN
THEIR CLASSES

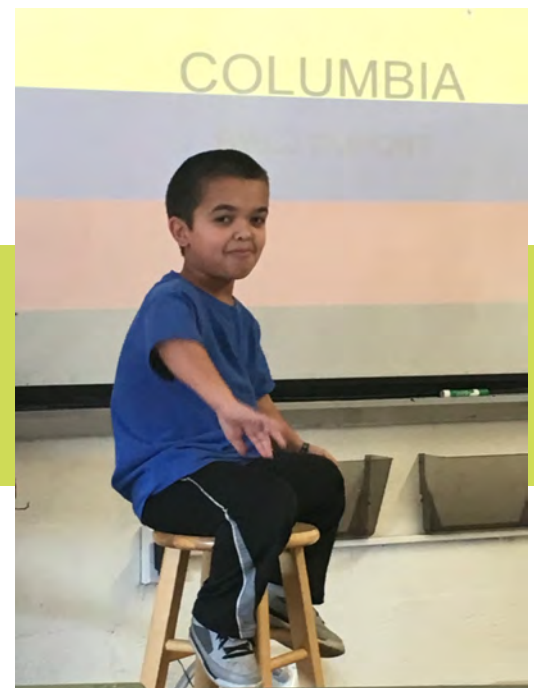
Hello Families and welcome to our 7th Grade Newsletter! We are excited to share with you what we have been working on in class and to give you a look at what will be going on in December.

VISIT THE 7TH
GRADE WEBSITE!
TINYURL.COM/YAY7TH

CULTURAL CELEBRATION

During advisory, we have been working on the culture and identity of different groups of people, such as Native Americans, the LGBTQ community, Hispanic Heritage. Although this has only been an introduction into this work, we will continue to explore different groups' heritage as the year progresses. In an attempt to celebrate the different cultures and parts of our own identities, we held a cultural celebration last Wednesday on 11/25. We had a "Circle" to come up with a working definition of culture, as well as various aspect of culture. Once we

were done with that the students were asked to think about their own culture and identities, and what makes them who they are. Scholars then brought in an item to represent the aspect of their culture or identity to present. Students brought in clothing, food, flag, where others completed powerpoints and posters highlighting many aspects of their culture.



DEBATE TEAM

On November 21st, eight CSUS scholars competed in their first debate tournament of the school year. Each scholar worked in pairs to present their arguments for immigration surveillance or against immigration surveillance. The debate team will be spending the next month preparing on drone surveillance for the next tournament on January 9th.



MATH-MR. ABREU

In the current unit, scholars are working with algebraic expressions. Scholars will be able to use a variety of strategies, including applying the distributive property, combining like terms, and factoring to recognize and create equivalent expressions. Scholars can expand or simplify linear expressions with rational coefficients. Scholars can represent real-world scenarios with expressions. Scholars can explain how quantities in an expression are related to the context of the problem situation.



MATH-MR. GROSS

The month of December is full of math learning experiences. Scholars deepen their understanding of algebraic concepts. Building on prior work with expressions, they learn about equations and inequalities. They use the number line and balances to build conceptual understanding. They keep notes and write examples in their math journals. Working individually or in pairs, scholars learn about algebraic equations and inequalities. To round out their learning experience scholars solve real-world problems. Learning stations add another dimension to scholars work in math. Generally, there are between 5 and 6 stations incorporating a range of math challenges. Some learning stations serve as a review of prior concepts reflecting the current chapter's work and concepts and skills learned in earlier chapters. Some stations extend scholar's

algebraic skill building and conceptual understanding through new real-world problems. One station includes writing in mathematics. Here scholars are required to respond to a writing prompt. They show their understanding through a written response that may include diagrams or pictures. Another station challenges their thinking through logic problems. For example, using nine 9s find 1,000. Remember, you can only use the number 9 to solve the problem. You must use all nine 9s and any of the arithmetic operations to solve the problem. Take the challenge yourself. Have fun and the best of luck. During the month, scholars will have multiple opportunities to strengthen their skills solving problems using algebraic equations and inequalities.

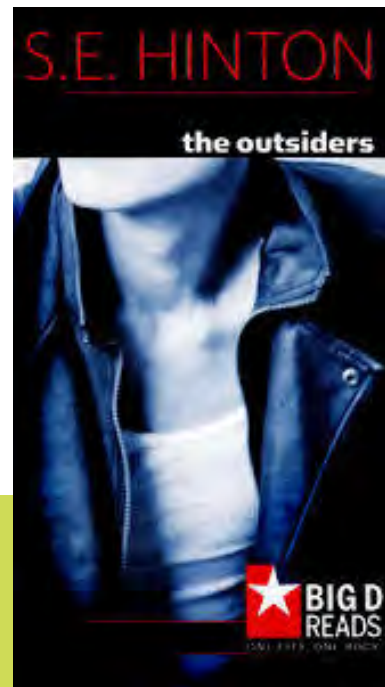
ELA-MS.PREVAL

Scholars are currently in the midst of reading *The Outsiders* by S.E. Hinton. Scholars have engaged in deep conversations about the conflict between the “haves” (the Socs) and the “have nots” (the Greasers). Ponyboy feels that the Greasers are the ones who always have the “rough breaks”. Is this necessarily true?

We are discussing and writing about the plot and character development of Ponyboy Curtis, Dallas “Dally” Winston, and Johnny Cade. All three of these characters have had to endure extreme hardships, and manage their strife in different ways. **Encourage scholars to explain the characters’ motivations (what the characters are trying to achieve; their goals) and the obstacles**

(problems) that are standing in their way.

In January, scholars will be asked to write a letter to the author of a book or poem that had a strong impact or influence on them. Over December break, scholars will need to generate ideas about a book or poem that has made an impression on them.



SCIENCE-MS.GASS

The beginning of December saw the end of our Physics Unit. Scholars are currently working on their engineering and design projects. During these projects, scholars are creating gravity powered vehicles in order to transport materials a certain distance. They will use the process of planning creating and improving their vehicles in order to meet the object. The next unit we will be moving into is Chemistry. We will start our Chemistry unit with a mystery mixtures lab and looking at the elements on the Periodic Table. We will

continue our Chemistry unit more in depth in January, by looking at physical and chemical properties and changes.



SOCIAL STUDIES-MS. TRACEY

Students in social studies classes have been wrestling with a DBQ titled "What is the primary reason to study the Byzantines?". DBQ stands for Document Based Question. It is a type of authentic assessment that has students interacting with historical records.

A DBQ asks students to read and analyze historical documents, gather information to respond to questions, assimilate and synthesize information from several documents, and then write an essay using information sourced from the documents.

DBQs help students compare and contrast issues from differing perspectives, reconcile differing positions and evaluate the strength of particular arguments. They get to be both detectives and lawyers crafting and defending an argument. Students have exhibited lots of perseverance to build numerous skills related to the demands of the DBQ process. Reading and analyzing informational texts, inferring about the importance of evidence are just a few examples of what students were engaged with on a daily basis.

THANK YOU FOR READING OUR NEWSLETTER.

CHECK BACK IN JANUARY FOR VOLUME 4!