

## RLMS Curriculum Corner - October 2017

### UA- Art/Computer/FCS/Health/Music/PE- Oct Update

#### Art

##### Grade 6 ART

Students have transferred their grid drawing to final art paper and applied their new tone & value knowledge to complete their animal drawings. Completed animal drawings were hung for parents to see on Open House. Students were introduced to Observational Drawing and have begun working with color pencils to “draw what they see”. We are starting with apple drawings, and will progress to multiple fruit drawings of pear and apple in oil pastels.

##### Grade 7 ART

Most Students have completed painting Project 1 Kaleidoscope and are preparing for their Color Theory test next week. Students have begun Project 2 “Relief Pinch Pot Mugs”. Students are exploring sketching 4- 8 pinch pot designs to determine what type of mug they would like to create out of clay.

After completing their sketches students are given clay to form the main part of the mug.

##### Grade 8 2D ART

Students have completed their Pen & Ink drawings. Painting instruction and teacher demonstration of background wash, gradation techniques, and paint mixing has begun. Students have been asked to photograph an original piece (landscape or object) that they would like to paint. Students unable to create a photograph of their own may bring in an internet sourced picture.

##### Grade 8 3D ART

Students are continuing to add clay coils to their pots. The focus this week is on symmetry and smoothing interior and exterior surfaces while pots dry to the leather hard stage. Some students are creating handles, other embellishments, or starting to template shapes and areas for removal.

#### Computers

**6<sup>th</sup> Grade Computers: Mr. Boocks:** Students are continuing to work in typing pals, with the focus on proper finger position and seating alignment. Students finished their first electronic presentation last week, and are currently working on a new presentation. The focus with the new presentation is Simplicity and Uniformity. Students will be moving on to data spreadsheets at the beginning of next week.

## **Mrs. Walker:**

**6<sup>th</sup> Grade Computers:** Students have continued to learn more features of MS PowerPoint, such as inserting and editing pictures, changing the indent using the ruler, aligning and distributing objects on a slide, and copying formats using the format painter. They have learned all the tips and tricks of MS Paint, and then each student has drawn an original Future Me illustration. Independently, students have continued to practice their keyboarding skills using Typing Pals.

**8<sup>th</sup> Grade Computers:** Students are continuing to learn to code. We are progressing through the Lessons in Unit 2, using the online program called CODE.ORG. Specifically, students are learning about loops, nested repeats, conditional while, if/else, and functions & variables. At the end of certain Lessons, students are asked to create a project on their own. They are provided with specific instructions, as well as a rubric for each project. Projects completed include a Nested Repeat Design Project, Basic Picture Project, and even a Star Wars game.

## **Family and Consumer Science**

### **Food Lab**

**6<sup>th</sup> Grade:** Students learn the standard units of measuring and proper techniques while exercising their kitchen math skills. Then it's off to baking a tasty and healthy cookie with their lab teams. They begin their introduction to knife skills while preparing a healthy Vegetable Cheesy Quesadillas and enjoying with their classmates.

**7<sup>th</sup> Grade:** Students will gain independence as they begin planning their Family Meal Projects. They are required to plan, shop, cook and clean for their family breakfast. Students are so proud to complete this all by themselves! We begin foods classes by cooking pancakes from scratch, individual omelets and breakfast turkey sausages with scrambled eggs. What fun!

**8<sup>th</sup> Grade:** Students are mincing garlic and butterflying their chicken as they master their grilling skills on our Cuisinart 5 and 1 Grills. They will continue to gain confidence through independent cooking skills. They enjoy their healthy Grilled Chicken Caesar Salad. Then we begin the Cake decorating unit and students will learn how to use a Pastry bag. Each student will be taking home a cake to share with their families. Students will then begin their lattice crust Apple Pies as they work on pastry boards and roll out dough. The apples are peeled, cored, sliced and placed inside their pie crust. This is great fun for students to enjoy a healthy dessert.

### **Sewing Lab** Mrs. Flashman

**6<sup>th</sup> grade** is assembling their shoulder sak bag after successfully threading and practicing with the sewing machine. They also created a word art design and it is applied with a heat press

machine using iron on transfer paper. The students had to employ several new computer skills to accomplish this. The students switch to foods on Monday, Oct. 9th. They will need to finish their project during homeroom when possible. The quarter began with a home and life safety unit which included a visit from Capt. Kessler, our Asst. Fire Marshall in Fairfield.

7th grade has finished their boxer shorts and created a 5D design to embroider. The students use the serger for the first time to finish the seams on their garment. They also take their measurements to fit the pattern. Many of the students made a pillow to match their shorts. 7<sup>th</sup> grade students switch to foods on Wednesday, Oct. 4<sup>th</sup>.

8th grade is completing their quilt top and has created an embroidery on the computer to apply with the computerized sewing machine.

### **HEALTH - Mr. Dickenson**

Grade 6: This month we will be learning about friendships, alcohol, marijuana, inhalants, and puberty and the reproductive systems.

Grade 7: This month we will be learning about bullying, sexual harassment, conflict resolution, coping with death vaping, and family communication.

Grade 8: This month we will be learning about abusive relationships, marijuana, vaping, coping with depression, suicide prevention and body image.

### **HEALTH - Ms. Maline**

Grade 6: We will be taking our tobacco test the first week in October and also begin learning about marijuana. Next we will discuss alcohol and then inhalants. At the end of our drug unit we will talk about natural highs and generate a list of all the wonderful, healthy ways to find joy.

Grade 7: We will begin our diversity unit which will last a couple of weeks. Students will receive a packet which will include all the activities, stories and videos that we will experience. Students will be expected to share their personal thoughts for each activity. After diversity we will begin the family life unit which will then lead to discussing death and loss.

Grade 8: We will be learning about Alcohol; the cycle of addiction, how it affects families and all the terms associated with it. Students will need to support their thinking in their explanation why underage drinking is a bad idea. After our alcohol unit we will cover depression and suicide prevention and stress management.

## **Music**

**Band 6:** A fantastic beginning of the school year for gr. 6 band! Please continue to turn in your band agreements and check I.C. for grading and lesson makeups. The Winter concert is approaching rapidly, students should please be practicing out of Standard of Excellence as well as “Regal March”, “Saw Mill Creek” and “Terracotta”. Make ups are homeroom Monday and Thursday, keep up the great work!!

### **Band 7:**

I am hearing some wonderful clarity of tone and pitch awareness developing in the 7<sup>th</sup> grade band rehearsals! We have begun our work in Essential Elements Book 2 reading new scale patterns and exercises in preparation for the upcoming scales pre-test that will take place during the month of October. We have been reviewing the concepts of D.C. al Fine, Enumeration (writing in counting), sight reading new pieces, and playing in cut-time. We will begin studying our scores for the December concert in earnest this month and have spent some time on quick compositions in our lessons as well. I was so glad to see a few friendly faces at Open house – thanks for choosing to visit the band room!

Here is a link to the short film I showed at my session if you are interested:  
<https://vimeo.com/194276412>

**8th Grade Band:** We have started the music for the Winter concert. All is going very well. The new challenge is playing music that is much more difficult than the 7th grade literature. We are being assisted by a group of Ludlowe High School band students called the MUSIC MENTORS. They are coming to “sit in” in our Thursday band rehearsals for the first time this week. This also provides a fine articulation exercise for recruiting 8th graders to play in High School.

### **Chorus:**

## **Keyboard Music 6, 7, 8**

October songs/scales are:

Grade 6 - *Yankee Doodle* (level 1) and *C Major Scale*

Grade 7 - *Lightly Row* (level 2) and *G Major Scale*

Grade 8 - building on the basic version learned in September, we progress to - Gospel version (new bass line, and added instrumentation) of *Saints Go Marching In* (level 2) and *F Major Scale*

Each song gets 6 grades:

1. Left hand alone (*Wait for Note*)
2. Right hand alone (*Wait for Note*)
3. Both hands together (*Wait for Note*)
4. Left hand alone (*Notes and Timing - metronome*)
5. Right hand alone (*Notes and Timing - metronome*)
6. Both hands together (*Notes and Timing - metronome*)

*Sight Reading* is being introduced/practiced to develop traditional note reading skills, and improving ability to recognize and place notes on staff where they belong on the piano keyboard.

*Play By Ear* challenge (given a starting pitch/note, figure out the rest of the song) continues on 6 simple tunes:

1. Hot Cross Buns
2. Mary Had A Little Lamb
3. Go Tell Aunt Rhody
4. At Pierrot's Door
5. London Bridge
6. Lightly Row

*Reverse Keyboard Identification* continues to develop reading skills and connecting notes from Grand Staff to piano keyboard.

### **Orchestra - Mr. Kroqi**

Grade 6 orchestra: We have started with the small group lessons. In the lesson, we will be working on scales that students will be tested in January/February, reading music and on the solos (Suzuki bk 1 and 2). In Orchestra, we started two pieces "Cindy" and "An English Folk Song". Very soon two more pieces will be added.

Grade 7: We have started with the small group lessons. In the lesson, we will be working on scales that students will be tested in January/February, reading music and on the solos (Suzuki bk 2 and 3). In Orchestra, we started three pieces "Tangerine Rag", "An English Folk Song" and "Ludwig's Tango". Two more pieces ("Brandenburg Concerto No. 5 and "Frosty the Snowman") will be added in the beginning of October.

Grade 8: We have started with the small group lessons. In the lesson, we will be working on scales that students will be tested in January/February, reading music and on the solos (Suzuki bk 3 and 4). Many students will have the opportunity to audition with the solos that we will prepare in January for the Fairfield County String Festival. In Orchestra, we started "Allegro in D", "Tangerine Rag", "Dumfries Place", "Palladio", "The Cold Of the Winter", "Final Quest".

“A Baroque Concerto”, “Shipwreck Beach”, “Cindy” and “ An English Folk Song” will be added soon.

### **Technology Education Department**

**Technology Education 7th (Mr. Boocks)** Students have just completed the first stage in creating a notepad. They will next be moving on to a set of blueprints in the “charity room” lab. From there students will be looking at stop-motion films and creating their own flip book. Toward the end of the month students will begin to work in the wood shop with Mr. McAleese.

**Communication (Mr. Boocks)** Students are in full swing with open lab. Some students are working on creating video games, some are working on animated movies and a few have moved on and are working on coding using SCRATCH. Students will be working at their own pace for the rest of the semester.

**Transportation (Mr. Boocks)** Students are safely using the lab equipment and are now on their second projects. For this project (the mousetrap vehicle) students are using prior knowledge to design, plan and build their vehicle. Once the vehicles are all complete they will be used to augment a lecture series on friction, the laws of motion and the transfer of power.

### **6th Technology Education Computers( Mr.McAleese):**

Students are progressing through the Typing Pal software and have completed 2 tests to date. Additionally students have created surveys and submitted them to classmates using Google “Forms” and their Gmail accounts which were setup with contacts and groups. They will continue with Typing Pal progressing through 8 Steps (levels). While this is happening we will do other projects using both Microsoft products and Google products. The next one is letter writing. Students have selected someone famous to write a letter to as a way of learning about how to structure a proper letter, with return address, greeting, body of the letter and signature. I will mail these to the subjects, provided I receive back SIGNED letters from parents as a sign of approval. We hope to receive a reply that can be displayed on our wall of fame, currently exhibiting one letter from the White House as a reply to last year’s student writing.

### **7th Technology Education (Mr.McAleese):**

Students have wrapped up their Rube Goldberg projects. They were to learn and practice both collaboration and creative by truly thinking out of the box. Most teams were full of energy and interest and students were very self motivated throughout. Next, we move onto learning Sketchup CAD (Computer Aided Drafting) software to draw a memo holder in 3D. Following this students will actually fabricate the box using the above drawing.

### **8th Transportation Tech (Mr.McAleese):**

Students completed their Mousetrap powered vehicles and tested and revised accordingly in an attempt to achieve the furthest distance. Along the way we learned about various forces, potential and kinetic energy, friction, drag, etc. Next we move onto vertical transport in the form of rockets.

### **8th Manufacturing (Mr. McAleese):**

Students have all completed their introductory manufacturing project, the letter plaque. They are in the process of researching something to fabricate for their final independent work. Students must present a completed detailed drawing with dimensions as well as a materials list. If approved, they may start work on the project to be completed by November 5th, near the end of the marking period.

### **Physical Education:**

For the next month the Physical Education department will be working on the 4 components of the Fitness test. (mile run, curl ups, push-ups and sit and reach) Testing will begin mid-October. Information on the standards and test can be found on the PE website.

### **World Language - Oct Curriculum Update**

French/Spanish

6th Grade Level 10A Spanish and French

Students continue using the target language to greet others and to exchange information about themselves. They can differentiate between formal and informal greetings. This includes asking for and providing information related to age, dates, phone numbers, etc. We are also exploring geography and nationality in French and Spanish-speaking countries around the world.

7th Grade Level 10B Spanish and French

Spanish and French students have begun to compare and contrast typical school days in the U.S. and the target culture. Students will also explore and explain how students in the target culture use their free time after school and on the weekends and make comparisons with their own leisure activities in Fairfield.

8th Grade Level 20 Spanish and French

Students are navigating their way through a target culture city to determine what makes the city unique. They will identify places in the city, describe the purpose of these places, and ask and give directions from one point to another in a city. Students will compare cities around the world to identify common and different elements. Both French and Spanish students will prepare a Google Earth project on their target culture city.

## **8LMS October Update**

**Language Arts:** Students continue to hone their close reading skills as they explore a wide variety of texts, discuss their annotations, respond to the ideas raised by their classmates, and consider the writer's use of foreshadowing, symbolism, and metaphor as they develop themes and gather support for their ideas. Simultaneously, students are applying these skills to their independent reading as they explore fresh titles they're learning about from their peers as well as online resources.

**Math PA:** In Pre-Algebra, students are starting a unit on congruence, similarity, and transformations in the coordinate plane. This unit allows students to develop their visual-spatial skills while also learning important geometric properties.

**Math Algebra:** The Algebra students just finished a project that had them investigating different types of functions. Next, we will formalize some of the things they learned with specific vocabulary, notation, and properties that are relevant to functions. This will lead us into our next unit, which is an in-depth look at linear functions.

**Math Geometry:** The Geometry class is learning the tools necessary for developing logical arguments, including conditional statements, biconditionals, and the Laws of Detachment and Syllogism. These tools will be used to write formal proofs, and we will continue this practice when we move into our next unit on parallel and perpendicular lines and their properties.

**Science:**

Eighth grade science students have been learning about the properties of matter. They are currently designing a procedure and collecting data on a mass and volume problem. During the second week of October science classes will be moving on to physics. Physics will start with observing and measuring motion, followed by forces. For more details, see the topics lists/study guides posted on the website.

**Social Studies:** U.S. History students are learning about the principles of the Constitution and the Bill of Rights and building connections with the documents. Soon history students will be heading Westward! Unit 2 will focus on Westward Expansion and the challenges that come with



territorial expansion. The unit will culminate with a research project in which students will answer the essential question, *Whose Land Is It?*

## **7LM - Oct 2017**

### **Language Arts:**

Students are working on close reading and practicing strategies to track inferences as they move toward creating solid theories. They will be doing in class activities that will culminate with writing an analytical essay.

One thing parents can do, if they'd like, is discuss with your child their independent reading and ask if there are any theories about their characters or storyline they'd like to share.

### **Math:**

**Pre Algebra 7** - In Pre-Algebra, students are currently solving equations. They have solved one step, two step, variables on both sides and solved literal equations. The first chapter is almost a wrap and students will continue to solve equations and inequalities.

**Math 7** - In Math 7, students learned how to add, subtract, multiply and divide integers and completed chapter 1. Students will now learn how to add, subtract, multiply and divide rational numbers as we move to chapter 2.

**Science:** In October, 7th grade science will be exploring ecology and looking at interactions between organisms in ecosystems. We will look at food chains and webs and even create our own CT food web. As we move on in the month we will begin looking at the fun and exciting "Unknown World" which leads us into the microscopic world. From there we will explore our own cells and cell organelles!!

**Social Studies:** October is a fun month in Geography class. 7th grade geographers will conclude their study of spatial thinking and will move on to the Physical world. We will be studying landforms, the hydrosphere, and the lithosphere. In addition, students will also begin studying how islands are created. Did you know there are 6 different types of islands?

## **Crew 6 LMS-Oct Update**

**Language Arts Grade 6** - Throughout the past several weeks, students have been learning and practicing skills that will lay the foundation for working on their first whole class novel. Through reading and annotating a variety of short texts, students were given practice in making

predictions, finding the deeper meaning, recording personal connections, and summarizing a story. Additionally, questions that related to the text were used as a springboard to help students master the ACED technique of crafting solid, well supported written responses. Within the context of their writing, capitalization was the grammar skill of focus. All of these skills will continue to be worked on in the months ahead.

**Math Grade 6** - 6<sup>th</sup> grade mathematicians will continue exploring the four operations in our upcoming unit. They will look at various ways of using the operations with fractions and decimals and applying them to real-world examples. Students will be working on multiplying and dividing fractions, along with dividing mixed numbers. They will then move on to adding, subtracting, multiplying and dividing decimals.

**Social Studies Grade 6** -In geography class, students have learned about basic map skills and spatial relationships including map components, latitude and longitude, and parts of a map. They are currently working on a World Map project at home applying their knowledge of map skills. In school, they are collecting and analyzing data, with the 5 themes of geography, on a country within one of our three regions. Over the next few weeks, students will begin to learn about the 5 Themes of Geography or key ideas, to study physical processes and human systems. In late October, we will begin our World Regional Studies on Middle East and North Africa.

**Science Grade 6-** The 6<sup>th</sup> graders have been busy putting the scientific method to work. Teachers have been performing demonstration lessons to illustrate independent and dependent variables. While learning about hypothesis, the students performed a lab to see how many drops of water would adhere on top of a penny. As we move through the rest of the unit, students will be able to write their own procedure, collect and analyze data, and communicate their results by using graphs. By the end of the unit, the students will all be very well versed with the steps of the scientific method.

### **Counseling/Dean News- Oct**

#### **Using Mindfulness to Facilitate Student Success**

The topic of mindfulness has become a popular current topic. Although not a panacea for all of the challenges of modern life, mindfulness can be an effective tool to facilitate emotional health and effective problem solving.

The Cambridge Dictionary defines mindfulness as: “The practice of being aware of your body, mind, and feelings in the present moment, thought to create a feeling of calm.” Bringing our mind into a state of immediate awareness, in effect, clears our mind of thoughts connected to our

current emotional distress. Uncomfortable thoughts related to future events generates anxious feelings, while negative thoughts associated with past events evoke sadness and despair. Once our thoughts are connected to our current awareness we have greater access to our reasoning strengths as they become unencumbered by blocking emotions.

There are a few very simple mindfulness tools that can be used to help students self-regulate their thoughts and emotions in order to better cope and achieve immediate goals.

The simplest and almost universally effective skill is deep breathing. This exercise is performed once the student is seated with their feet flat on the floor and their hands resting on their lap. The student is then coached to breathe deeply and slowly in through their nose followed by breathing out slowly through their mouth. The stated imagery of smelling a flower and blowing out a candle is useful for reinforcing the correct technique. Incorporating positive self-talk statements like “I can do this” or “everything will be okay” can also benefit.

Another simple and effective technique is to present a game that requires concentration but does not elicit an emotional response. Mazes, sudoku, and crossword puzzles are classic examples that most of us have used that can facilitate mindfulness. A quick and easy task that can be done with students in almost any setting is the A, B, C list. This easy exercise requires the student to make a list of items beginning with the letters of the alphabet as quickly as they can. Animals, music groups, places, and people’s names are among the possible categories that can be used.

A personal favorite tool is nature. A walk outside where the student is encouraged to think about what they hear, smell, feel, and see is an excellent way to help a student redirect their awareness to their present state. Although rarely available when a student would require it, neutrally gazing at an open sky to spot a shooting star can be an enjoyable mindfulness activity. More commonly accessible tasks like spotting birds or hearing the moment when a bell stops ringing are similar activities.

There are a number of very good books that list similar activities that are effective and readily available. We recommend that any activity that you plan to use be practiced in a fun and accepting context. That practice, will allow your student to access and perform the technique when emotional distress is interfering with their ability to access their best thinking resources. Common situations where benefit can be obtained are testing situations, conflicts, and events that trigger anger, fear or anxiety.

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