

RLMS Curriculum Corner - February 2018



Counseling Curriculum Corner- February 2018

The development of positive relationships is an essential and important piece of a young adolescent's world. As students start to blossom into individuals, they strive to find peers they can relate to and thrive with. In addition, as middle school students grow into their teenage selves, peer relationships become a key source of validation, boosting or demeaning one's self confidence. Without establishing positive connections, young adolescents may begin to feel socially isolated. Therefore, it is crucial that we work together to support the development of positive relationships within our schools and community.

The "Sandy Hook Promise Foundation" is encouraging schools to participate in a program called, "Start with Hello Week." "Start with Hello" aims at combating social isolation and promoting peer connectedness and inclusion. This week, at RLMS, all three grades will be participating in "Start with Hello" activities during their lunch shifts. Students will be tasked with simple, yet effective, bonding activities while taking part in "mix it up" days in the cafe. (<https://www.sandyhookpromise.org/startwithhelloweek>)

Parents and educators play a pivotal role in the promotion of tolerance and acceptance within our school and community. Below are some highlights from an article published on <http://kidshealth.org> on how parents can support their children in learning tolerance:

- Notice your own attitudes. Parents who want to help their kids value diversity can be sensitive to cultural stereotypes they may have learned and make an effort to correct them. Demonstrate an attitude of respect for others.
- Remember that kids are always listening. Be aware of the way you talk about people who are different from yourself. Do not make jokes that perpetuate stereotypes. Although some of these might seem like harmless fun, they can undo attitudes of tolerance and respect.
- Select books, toys, music, art, and videos carefully. Keep in mind the powerful effect the media and pop culture have on shaping attitudes.
- Point out and talk about unfair stereotypes that may be portrayed in media.
- Answer kids' questions about differences honestly and respectfully. This teaches that it is acceptable to notice and discuss differences as long as it is done with respect.
- Acknowledge and respect differences within your own family. Demonstrate acceptance of your children's differing abilities, interests, and styles. Value the uniqueness of each member of your family.
- Remember that tolerance does not mean tolerating unacceptable behavior. It means that everyone deserves to be treated with respect — and should treat others with respect as well.

- Help your children feel good about themselves. Kids who feel badly about themselves often treat others badly. Kids with strong self-esteem value and respect themselves and are more likely to treat others with respect, too. Help your child to feel accepted, respected, and valued.
- Give kids opportunities to work and play with others who are different from them. When choosing a school, day camp, or child-care facility for your child, find one with a diverse population.
- Learn together about holiday and religious celebrations that are not part of your own tradition.
- Honor your family's traditions and teach them to your kids — and to someone outside the family who wants to learn about the diversity *you* have to offer.

<http://kidshealth.org/en/parents/tolerance.html#>

Please be sure to talk with your child about the importance of acceptance, tolerance and welcoming new friendships as they partake in this meaningful experience. We appreciate your support!

Sincerely,

The RLMS Counseling/Dean Staff



UA- Art/Computer/FCS/Health/Music/PE- FEB Update

Art

Grade 6 ART

Students are all working at various stages of drawing. All students have recently selected and sourced an animal to draw. Most have finished up their tone & value packet and are beginning to grid draw their animal drawings. Any students finished with grid drawings are beginning to transfer their grid drawing to final art paper and will be applying their new tone & value knowledge to their animal drawings.

Grade 7 ART

Students are continuing to work on Project 1 “Clay Pinch Pot or Slab Relief Mugs”. Students have explored sketching 8- 12 pinch pot designs to determine what type of mug they would like to create out of clay. Every mug must include a handle and a relief sculpture that shows an expression or theme. Popular themes of relief sculpture for student mugs include: faces - with an emotion or expression, animals, monsters/gargoyles, ocean life, and nature/plant life.

Grade 8 2D ART

Students have completed their Pen & Ink Practice Packets and have created a photograph, or selected their source art from google images. All Students have begun their rough sketches in preparation to begin a Final Pen & Ink drawing. Next up- Acrylic Painting!

Grade 8 3D ART

All students have finished rough sketches of various pottery shapes exploring handles, braids, and other embellishments and have made their final selections. Students began creating a clay coil pot last week and are continuing to add clay coils this week. The focus this week is on coil building, symmetry and smoothing interior and exterior surfaces while pots begin to take shape.

Mrs. Walker:

6th Grade Computers: Students continue 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 will be learning all the tips and tricks of MS Paint, and then students will each draw an original Future Me illustration. Independently, students continue to practice their keyboarding skills using Typing Pals.

8th Grade Computers: Students continue 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 to be completed include a Nested Repeat Design Project, Basic Picture Project, and even a Star Wars game.

6th Grade Computers Mr. Boocks:

Students are progressing through the Typing Pal software. They will have their first test this Friday. Additionally, students have just finished an electronic presentation and will be learning and practicing how to properly introduce themselves and their presentation in front of an audience.

6th Grade Computers Mr. McAleese:

Students are progressing through the Typing Pal software and will have their first test Friday the 9th. 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 each day for a certain period of time, sometimes the entire class, while we weave in and out with side projects using both Microsoft, Google and time allowing, Sketchup products.

Family and Consumer Science

Food Lab - Mrs. Kempton

6th Grade: Students began the marking period with an introduction to Home & Life Safety with a visit from our town's Assistant Fire Chief. Students worked on their fire packets as they utilized our RLMS Virtual Library. Their home assignments required them to use EDITH escape plans and check their homes for working smoke alarms. Now they're off to the kitchens to begin hands-on practicing as they measure for their healthy snacks in the kitchens. Next week students will begin learning the essential skills of knife safety and cutting techniques. After they have mastered their rough chop skill they will make Vegetable Cheesy Quesadillas and enjoy them with their classmates.

7th Grade: Students have been busy planning, shopping and cooking their Family Meal Projects. In class, students are making pancakes with their teams as they practice their measuring skills and try to master the stove top! Students then begin to hone in on their knife skills as they prepare an individual Breakfast Burritos with peppers and onions. They are so proud of themselves as they show off their knife and cooking skills. Students will present their Family Meal Projects to the class at the end of February. It's so excited to hear how successful students are at home as they practice their new skills and make their family breakfast. Keep on cooking 7th graders!

8th Grade: Students are very excited to finally make it to 8th grade cooking where they use Chef's knives and all the fun small appliances. 8th graders first learned how to make a roux and how to prepare a healthy mac & cheese from scratch. Now they are making pizza dough from scratch, then a fresh marinara sauce while mincing garlic and adding fresh herbs. Students will slice and saute veggies to place atop their individual pizzas. After the mini-break they will make a healthy chocolate pudding tower while they learn to garnish and make food eye-appealing.



Sewing Lab - Mrs. Flashman

6th Grade: The sixth grade sewing students are excited to learn the sewing machine this week after being in the computer lab creating their word art to iron on transfer to the shoulder sak bag they will be making. While in the lab they also followed the home and life safety webquest. The related family involvement project is due on Friday, Feb. 9th. Additionally, we have reversed the classroom by having them watch the sewing tutorials on the library website in preparation for threading and operating the machine.

7th Grade: : The seventh grade students jump right in to sewing boxer shorts after choosing their flannel fabric and taking measurements for fit. They love operating the serger and may choose to put embroidery on their shorts.



8th Grade: Fabric Art

Third Quarter students are choosing their collage character, designing a color palette in electric quilt software, designing an embroidery.

Here are some of the quilts from the 2nd quarter.

The students do amazing work!



HEALTH - Mr. Dickenson

Grade 6: This month we will be learning about bullying, sexual harassment and empathy.

Grade 7: This month we will be learning about alcohol and marijuana.

Grade 8: This month we will be learning about sexual assault awareness and abusive relationships.

HEALTH - Ms. Maline

Grade 6: We are in our friendship unit including bullying, and online safety. On February 14 and 15, officer Kovacs will be speaking with all the classes on these topics. There will be a test following the unit. We will then begin the drug unit.

Grade 7: Happiness Inventories will be shared. We are presently discussing body image and eating disorders. We will then be discussing popularity, rumors and accusations, gossip. Following will be online safety.

Grade 8: The Who I Am projects are due in the next 2 weeks and will be presented to the class. We are in the relationship unit presently discussing boundaries. We will then cover unhealthy and abusive relationships.

Music

Band 6: Students are continuing work on their scales test, many have completed them successfully. In our lesson books we are doing duets, a more advanced playing concentrating on playing 2 different parts simultaneously while interacting with each. New band music will be coming out shortly as well as major scale sheets with all 12 major scales. The band continues to improve, please set up a practice schedule for students if you have not already done so.

Band 7: We are working on scales for our 7th grade scales test, which will take place at the end of February and beginning of March. We will be discussing Marches in the concert band setting, and have already begun working on a few selections for the Spring concert!

Band 8: The 8th band is continuing the sight reading unit. The students elected a student choice band piece to perform. The voting was so close that we have decided to try to perform at least 2 of the 3 top choices. The difficult task is to find appropriate arrangements to perform.

Students are signing up to attend the High Note Festival on May 30.”

Chorus

6- Students in 6th grade suggested songs that they would like to sing in the spring concert. The classes voted and the results are in! “A Million Dreams” and “Riptide” have been added to the program. Students are learning about the musical “Newsies” as we are also preparing “Seize the Day” to our concert. Solo and duet auditions will take place during homeroom on 2/20, 2/21 and 2/23. Students must sign up with Mrs. Lafond and receive a pass to be let out of homeroom. In music theory, students will be writing musical stories in class in which certain words in their stories will be spelled on the treble clef and bass clef staves. Students will share their stories with the class at the end of the month.

7- Students in 7th grade suggested songs that they would like to sing in the spring concert. The classes voted and the results are in! “Three Little Birds,” “Stand By Me” and “A Millions Dreams” have been added to the program. Students have begun learning “Stand By Me” in an a Capella arrangement in three part harmony. Solo auditions will take place during homeroom on 2/12, 2/13 and 2/14. Students must sign up with Mrs. Lafond and receive a pass to be let out of homeroom. In music theory, students will continue learning how to solfege melodies in the key of C.

8- Students in 8th grade suggested songs that they would like to sing in the spring concert. The classes voted and the results are in! “Perfect” and “A Million Dreams” have been added to their concert program in addition to the awesome “Lion King” medley on which these students have been working very hard. Solo auditions will take place during homeroom on 2/26,2/27 and 2/28. Students must sign up with Mrs. Lafond and receive a pass to be let out of homeroom. In music theory, students are learning about accidentals (sharps, flats and naturals) and reviewing treble clef and bass clef note names. We are gearing up to learn how to read key signatures and become more independent music readers.

Keyboard Music 6, 7, 8

Grade 6 - Students begin focus on C major scale, one octave.

Grade 7 - Students expand on C major scale to include 2 octaves with correct fingerings and hand position. We will continue working on Rhythm Dictation and Reverse Keyboard Note Identification

Grade 8 - Marking Period 3, we begin to focus on learning minor scales: a minor, e minor, g minor with correct hand position and fingerings. Rhythm Dictation continues. Reverse Keyboard Note Identification on www.musictheory.net expands from 10 questions per minute to 20 questions per minute.

Orchestra - Mr. Kroqi

Grade 6 orchestra: We started with the scales test. Many students have completed them successfully. We are working intensively on “I Can Read Music” and we are currently in the middle of the book. We’ve started working on 3 new pieces: “Four Seasons”, “Fiddles on Fire”, “Tango Trocadero”. More new music will be introduced in the upcoming weeks.

Grade 7: We started with the scales test. Many students have completed them successfully. We are working intensively on “I Can Read Music” and we are currently in the third quarter of the book. We’ve started working on 3 new pieces: “Sinfonia in D”, “Violas Front and Centre”, “Brandenburg Concerto No. 5”. More new music will be introduced in the upcoming weeks.

Grade 8: Students are working intensively on the Essential Elements Book 3 (green book). The main focus is introduction to the positions. All small group lessons will start performing in front of class in the upcoming weeks. We also will focus on the theory because we will do the theory assessment soon. New music that we are working on includes: “Viva Violas”, “Violas Front and Center”, “Music from Frozen”, “Russian Sailor’s Dance”.

Technology Education Department

Technology Education 7th (Mr. Boocks):

Students just finished a unit on Orthographic Drawings. They are moving into a lab where they will be required to develop a set of blueprints that rely on a top, orthographic drawing for completion.

Communication (Mr. Boocks)

Students finished their first ‘experimental’ film. They will be reviewing their film and others in the classroom, and discussing the positives and the negatives of production quality on each. They will then take this knowledge and begin to work on their first, full length animation.

Transportation (Mr. Boocks)

Students are learning the basics of lab safety and how to use the scroll saw and the drill press. They are in the final stages of their first lab where they were required to draw a front and top orthographic projection of a vehicle to use as a set of plans, and then build the vehicle.

Technology Education Department Mr. McAleese:

7th Technology Education (Mr. McAleese):

Students have drawn a 3D model of the Memo-Holder box which will be the first project fabricated in the Materials Processing Lab. Students used Sketchup CAD software to accomplish this and have discovered the interesting and difficult things about working in a 3D environment.

We have also begun safety lessons in the Lab and soon, will be using the Chop Saw to rough cut material to start fabricating the box.

8th Transportation Tech (Mr. McAleese):

Students have gone through Safety Lessons on the Materials Processing Lab machines and tools in preparation for fabricating their rockets, hot air balloons, mousetrap cars and other projects. They have begun to explore the world of transportation by discussing different aspects of flight, the forces involved and the ones to overcome in both rocketry and Heavier Than Air equipment(Hot Air Balloons). Students will begin to fabricate Hot Air Balloons and weather permitting, we will be outside next week launching them.

8th Manufacturing (Mr. McAleese):

Students have gone through Safety Lessons on the Materials Processing Lab machines and tools in preparation for fabricating Letter Plaques as their introductory projects. I have already discussed the importance of them thinking about their Independent projects sooner than later as time creeps up quickly in the Lab.

Students have designed three plaques using Microsoft Publisher software. After selecting one design, we moved into the Materials Processing Lab to discuss proper layout, relief cuts, and use of the bandsaw to rough cut their plaques. Next steps will involve finish cutting, sanding and staining and polyurethaning. All of this gives students a taste of the Design Process as it is used in Manufacturing from beginning to end, including a brief lesson on packaging.

Physical Education:

Starting next week PE classes will begin new units. Students will participate in badminton, archery, and the fitness center. Additionally, classes will rotate through the climbing portion of the project adventure unit.

World Language - February 2018 Curriculum Update

French/Spanish

6th Grade Level 10A Spanish and French

Grade 6 French and Spanish learners are beginning our next unit, "How do family and community influence me?" We will describe and compare family members using personality

traits, physical characteristics and professions. We will also explore the role of pets in the target culture and compare it to that in our own culture.

7th Grade Level 10B Spanish and French

Our 7th grade Spanish and French learners are wrapping up Unit 4~ How do I use my imagination? We have created Google slides or infographics on famous visual artists and musicians from our target culture as well as made comparisons to similar popular U.S. artists.

Our students have had the opportunity to share their music and art preferences with each other. Additionally, they continue to demonstrate their ability to interpret the target language through various authentic listening and reading activities.

8th Grade Level 20 Spanish and French

Eighth grade Spanish and French students are beginning a unit on what it means to maintain a balanced lifestyle. They will be able to identify healthy food options and what activities people participate in to stay healthy and fit. They will investigate what people in other countries do and compare that to American habits.

Crew 6 LMS-February Update

Language Arts Grade 6 - As we begin the third marking period, we are excited to be moving into the narrative writing unit! Students will be exposed to a variety of storytelling mediums to convey the idea that stories are found everywhere. After learning techniques for creating interesting and realistic characters and storylines, students will write their own narratives. Throughout the unit, a focus on plot development, author's craft, and a variety of grammar skills will be utilized to lift the quality of student work. We have no doubt that students will have a great deal of fun as they develop more skill with this genre of writing!

Math Grade 6 -

Math 6 classes will be exploring ratios and rates. Students will be working with ratio tables, figuring unit rates and then comparing and graphing ratios. Students will then be working with percent. They will be solving percent problems and converting measures. After completing this unit we will be moving on to statistics and distribution.

TPA classes are wrapping up a unit on ratios, rates and proportional relationships. Students have worked on percent increase and decrease, markups and discounts and simple interest. Next, we will be moving on to a unit on geometry. We will be exploring the area of parallelograms, triangles and trapezoids. Finally, we will look at polygons on a coordinate plane and three-dimensional solids.

Social Studies Grade 6 -In 6th grade Social Studies classes, students are in the midst of researching their Ancient Greece/Rome topic. Students began using print resources, and they will be moving onto online websites to further their understanding of their topic. After researching, students will be organizing notes and drafting an informational essay. Moving towards the end of the writing, students will be working with a partner to create a visual presentation related to their topic. The culmination of this project will have students present in class and the Ancient Greece/Rome fair in early March.

Science Grade 6- Grade 6 Science students are continuing their study of weather and climate. Students have finished researching and analyzing data from past hurricanes and have created presentations like true meteorologists. Soon we will be traveling the world learning all about the different types of biomes. The students will take a closer look at the climate and ecosystem of each biome in order to create a brochure to convince travelers to visit our biome. We also are looking forward to our guest speaker from Aquarion Water Company who will present to the 6th grade students all about the importance of water conservation.

7LM - February 2018

Language Arts:

As we begin the 3rd marking period, families are invited to visit your 7th grader's L.A. portfolio on Google Docs. Students are setting new reading and writing goals after reflecting on their work the first half of the year. We will be moving into further investigating the nuances of character while reading the novel The Outsiders and students will take a turn at storytelling themselves within the next month.

Math:

Pre Algebra 7 - In February, 7th grade Pre-Algebra will finish up the 2-Dimensional Geometry Unit with square roots, cube roots and Pythagorean Theorem. The next step is 3 Dimensional Geometry Unit. Student will learn how to find area and volume of 3 dimensional shapes.

Math 7 - In February, 7th Grade math will continue with our Proportional Relationship unit. Student will finish up ratios, rates and proportions. The student will then learn about percents, fractions, and decimals. The students will further explore discounts and markups.

Science: In February, 7th grade science will continue exploring the kingdoms of living things. Students will explore the protist kingdom and have the opportunity to view them under the microscope which always provides some entertainment. Students will then enter the fun kingdom

of Fungi. They will dissect mushrooms and make some awesome spore imprints. Overall it will be a microscopically enlightening month!

Social Studies: In Social Studies the current topic is Demography. Students have been learning about population growth around the world and what the trends are. Is the world over populated? They will be analyzing data which includes birth rate, death rate, total fertility rate, life expectancy etc. and determine if the world can sustain our current population. Along with this data students will construct population pyramids. This is going to lead us into East Asia and the trends we see there.

8LMS February Update

Language Arts: LA students continue to investigate how writers convey unique and meaningful experiences through the use of seemingly ordinary events. As students read short personal narrative mentor texts in class, and their own book length memoirs independently, they discover the characteristics of quality personal narratives in preparation to write their own personal narrative in a few weeks. Ask your student about the epiphanies in: “Looking for America”, “Popularity” and “Everything Will Be Ok”. Ask him or her what it is in a text that leads to the epiphany. Ask what he/she is noticing about an emerging theme in the book he/she is reading.

Math PA: The Pre-Algebra students are finishing a unit on linear relationships and functions and then will prepare for a midterm exam. After the midterm, the students will begin to study the real numbers system, square and cube roots, and the Pythagorean Theorem.

Math Algebra: The Algebra students are studying linear modeling, which is analyzing real-world bivariate data by creating trend lines to make predictions, evaluating these trendlines, and considering whether variables have a cause/effect relationship or are correlated for other reasons. This unit includes a group project where students will research data on a topic of their choice, analyze that data using the tools they learn in this unit, and present their findings to the class.

Math Geometry: In Geometry we are going to study quadrilaterals and their properties, applying these concepts to proofs and to problems where students must find missing measures.

Science: 8th grade science students are learning about energy and conducting various labs to explore energy. Upon completion of the physics units the students will begin learning chemistry.

Social Studies: Students recently completed a research project on the development of industrial America titled *Promise, Problems, Progress*. Students created museum exhibits to share what

they learned during their research. In our next unit, The Emergence of Modern America, students will explore America's changing role in the world during WWI, and the cultural, economic, and technological changes of the 1920s.