

Chippewa Middle School
PTO Report
6th Grade
December 2015

Science (Mrs. Donoghue and Mrs. Rodis)

The students are busy studying the moon. After collecting data about the shape of the moon, it's time to start exploring the essential question, "What causes the phases of the moon?" The students will use models to investigate the relationship between the Moon, Earth, and the Sun. Using a variety of informational texts, the students will have different choices to explain how the phases of the moon occur. Students will be able to write to explain through an advice column or create a visual with a shorter written response. Closely related to the phases of the moon, students will also review why lunar and solar eclipses occur using models and informational texts. Students will also share their understandings in different ways by comparing and contrasting eclipses or creating a visual.

The next big essential question will be "What causes the craters on the Moon?" Students will be able to choose a variable and test to see what changes on a simulated moon surface. The most common variables to test include the size of the meteoroid and the speed of the impact to measure the effects of the craters formed in the surface of the moon. This will be shown with a basin of flour. Students measure one variable (depth of the crater, width of the crater, or length of the rays) to compare the differences. Data gathered is graphed and shared with the class. Students then apply their knowledge to the surface of the moon. Information will also be discussed from readings in class and video clips from NASA missions to the moon.

Language Arts and Literacy (Mrs. Anderson, Mrs. Kocis, Ms. Murrin, and Mrs. Turk)

The essential questions include:

- Why is it important to produce and develop quality writing?
- How does the information gathered and organized through research help to support ideas in my writing?
- How do I apply grammar and mechanics skills to communicate effectively?

The first learning target is writing a body paragraph including a topic sentence, key details with explanations, and a concluding sentence. The second learning target is using transitions between sentences and paragraphs to connect ideas. The third learning target is self-assessing writing to make appropriate revising and editing changes.

Students will work through the steps of the writing process to gather information in a variety of media formats, organize research, draft their writing, conference

with teachers and peers to revise and edit their writing, and publish their final product to share with others.

At the end of the unit, students will write a well-organized, multi-paragraph informative essay on immigration using the website My Maps. This site will not only allow student to demonstrate their writing skills, but also to integrate their map skills learned in social studies class.

Math (Ms. Mandl and Mrs. Mattson)

The essential questions we are working on include:

- How are two-variable relationships different from one-variable relationships?
- When do you need two variables?
- How is dividing by a fraction similar to dividing by a whole number?
- How is it different?
- How can the meaning of division be extended from whole numbers to fractions?

Students will be working on identifying a dependent and independent variable, finding patterns and solving problems in tables, and seeing a relationship between graphs, tables and equations. Students will also be able to describe how the relationship between multiplication and division can be applied to dividing fractions by whole numbers using models and reciprocals, describe how dividing with mixed numbers is related to dividing with whole numbers and fractions, and apply dividing fractions to solve real-world problems.

Additional essential questions for the future include:

- How can you use place value to do whole number operations?
- How can you extend the use of place value to decimal operations?
- How is working with decimals easier than working with fractions?

Students will be able to add, subtract, multiply, and divide decimals, explain how place value can be used to divide any two whole numbers, translate fractions and decimals, order and compare decimals and fractions, and determine what operation is needed to solve equations with decimals.

Social Studies (Mrs. Anderson, Mrs. Donoghue and Mrs. Mattson)

Students will be working on the following essential questions

- Why do people migrate from one place to another?
- What changes happen in the new country?
- What changes did people leave in the country?

Students are currently studying migration in the modern world. Students will examine what push factors cause people to leave and what pull factors lead them to pick their new location. Students have used many examples from real life, as well as using their imagination to create a place of their own with pull factors to attract people and push factors to make it a harder decision. After reading a biography of a migrant, the students will analyze the push factors, pull factors, and the effects of the migration. They are going to create a map of the person's travels and share it with their classmates. Looking closely at migration streams, students will be better able to understand the world around us.

After migration, students will analyze one of the most important questions, "How does where you live influence how you live?" The students start their journey in Canada where the four different regions will be analyzed based on their population, language, climate, building, and economic activity. Students will also learn note-taking skills as information is collected. They use their notes to complete the end of the unit assessment by figuring out which region four different people live in. The students will also spend some time applying these skills to different locations around the world.

Announcements/Recommendations:

All of the social studies lessons can be read at home on TCI (www.teachtci.com). Students can log in using their short username and their regular password. Please ask them to share their online textbook with you. Please check that your child has all of their needed supplies for all classes.

Chippewa Middle School
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7th Grade Language Arts and Literacy

- Mrs. Carman, Mrs. Edelman, and Mrs. Lueken

Essential Questions:

- How does the audience influence the style of your writing?
- How does the purpose influence the format of your writing?
- How can I assess the credibility of variety of sources and integrate the information into my writing?

Examples of learning targets

- I can write arguments to support claims with clear reasons and relevant evidence.
- I can cite textual evidence that strongly supports my inferences and analysis of a text.
- I can give an objective summary of a text.

Examples of learning tasks

In seventh grade Language Arts and Literacy classes, students have read and analyzed the short story “Lamb to the Slaughter” by Roald Dahl. During our analysis of the text, students will make logical inferences and identify irony within the text. In addition, students will be able to annotate their thoughts during close reading exercises. Then, students will construct objective summaries of the text, while including and citing relevant text support.

In the upcoming weeks, students will focus on formulating a clear and concise claim that is relevant to the text. Then, students will create an argumentative piece of writing that consists of claims, relevant evidence, transitional phrases, counterclaim, and an effective conclusion.

Announcements/Recommendations:

Please make sure your students are reading at least 30 minutes day. Please take advantage of our digital resources such as myOn.com.

Chippewa Middle School
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December 2016
Math (Mrs. Arens and Mrs. Dixon)

In math, students have just completed their studies on Proportional Relationships. Students worked very hard on this topic and now have a better understanding of how to distinguish relationships that are proportional from relationships that are not proportional.

Our next topic of study will be percents. Students will be learning that comparisons are helpful for making plans, predictions, and decisions. Percents are one way to make comparisons. The essential question for this topic will be, "When is it most convenient to use percents?"

In Accelerated Math, students completed the topic of Multiplying and Dividing Rational Numbers. Students used models and relationships that helped them to make sense of multiplying and dividing positive and negative rational numbers. We have started our next topic of study, which is about square and cube roots. Students will focus on the application of squares and cubed roots by learning how to write and solve equations.

Examples of learning targets in regular math include the following:

- I can identify the constant of proportionality (unit rate)
- I can explain if an equation represents a proportional relationship.
- I can use proportional relationship to help me solve multi-step ratio and percent problems involving percent increase and decrease.
- I can use proportional relationships to help me solve multi-step ratio and percent problems involving taxes and tip.

Examples of learning targets in accelerated math include the following:

- I can multiply positive and negative integers.
- I can apply the distributive property to rational numbers
- I can evaluate square roots of small perfect squares.
- I can describe the relationship between cubes and cube roots.

In both classes students used their Digits program to apply knowledge learned to real-life situations. This will continue with our next units of study. We continue to use flex days within our units to incorporate additional support to students. Activities for these days are designed to engage students so that they make connections from our unit of study within their everyday life.

“Check for Understandings“ are used throughout our topics. The purpose of these assessments are to make sure students are comprehending the material being taught. In all classes, we use a Topic Test to assess student’s overall performance.

Announcements/Recommendations:

Our upcoming math unit will deal with percents. Please talk with your child about ways that they can see the application of this information in daily life. Some examples are shopping, dining out, or even banking. All math classes can continue to improve their basic skills needed to progress this year. Students should work on their Intervention Lessons that are located within their individualized digits program.

Chippewa Middle School

PTO Report

Month: November/December 2015

Grade Level/Department:

7th Grade/ Science

Buckley | Spyrison | Froemming | Shanahan

Essential Questions:

Part 1: How do objects appear when they are viewed through the microscope?

Part 2: How can we estimate the size of an object by looking through the microscope?

Part 3: What evidence can we find that brine shrimp are living organisms?

Examples of learning targets:

I can accurately measure the length of an object on the field of view of a microscope.

I can effectively manipulate the field of view in the microscope.

I can focus a microscope to locate a sample on a slide and draw an accurate scientific representation of the sample.

I can create a proper wet mount slide.

I can define and apply vocabulary words related to microscope use.

Examples of learning tasks:

The students will be working independently with the microscopes to complete a variety of tasks. These tasks include taking measurements of numerous cells under the microscope, accurately focusing the microscope to identify the different layers of a specimen, and analyzing different specimens while using proper microscope techniques. Students will be using the microscope to identify the living organism in a mini-pond that they created using materials they collected from the school courtyard.

Examples of learning products:

Using the microscope, student will be locating and identifying various single-celled organisms in a mini-pond created from local organic matter. Students will produce a series of notecards that will provide a labeled drawing of each organism, identified mode of locomotion, and qualitative observations of those microscopic organisms.

Announcements/Recommendations:

- Students should continue to review their class notes on a nightly basis to reinforce our classroom learning.
- Parents should check Parent Portal for updates to student grades and any missing homework.

Chippewa Middle School

PTO Report

December 2015

7th Grade Social Studies

Mrs. Herigodt, Mrs. Buckley, Mrs. Dixon, and Ms. Healy

Curricular Overview:

Students will be continuing to study ancient Egypt and its impact on today's society. Specifically, seventh grade students will analyze ancient Egypt's historical monuments through the use of a podcast, photographs, and the use of secondary documents. Then, students will choose an Egyptian monument and compare it to a monument within the United States, focusing on the similarities in architecture and reasons for construction. Students will review and analyze the social structure of ancient Egypt to the social structure that exists in present day. Students will then determine and defend which social structure is best for citizens. From there, we will then begin our historical analysis of ancient China and its impact on today's society.

Essential Questions

Why are monuments important to both the United States and ancient Egypt?

How did social class affect daily life in ancient Egypt?

Examples of learning targets:

I can connect the importance of both Egyptian and United States monuments.

I can compare Egyptian monuments with United States monuments.

I can analyze how social structure affected ancient Egypt.

I can develop a logical argument as to which social structure is better: that of ancient Egypt or modern United States.

Examples of learning products:

Students will work on the following:

- A monument project, which will focus on the comparison of structures within ancient Egypt to monuments within the United States.
- Students will create postcards to send to friends and family about each of the Egyptian monuments they visited.

- Students will write a journal entry about what it's like to be in a specific social class during ancient Egyptian time.
- Students will role-play how individuals interacted between the ancient Egyptian social classes.

Announcements/Recommendations:

- Students are able to access the Social Studies materials online at www.teachtci.com
- Ask your child about the monuments we are learning in class!

**Chippewa Middle School
PTO Report
8th Grade
December 2015**

Social Studies

Essential Question:

- Should United States actions in world affairs around the turn of the 20th century be praised or condemned?

Learning Targets:

- I can understand how the United States influences the policies of other nations.
- I can determine how the actions of the United States influence its image.
- I can examine how the actions of the United States impact its relationships with other countries.

Learning Tasks and Products:

The students will learn about the different types of foreign policies and how countries use them to their advantage. Students will learn about foreign policies from various presidential administrations and examine and determine the impact of these policies. Students will form their own opinions from their reading.

Regular Math

Essential Questions:

Proportional Relationships, Lines and Linear Equations

- How can you recognize a proportional relationship?
- How are proportional relationships and linear equations related?
- Do all linear equations model proportional relationships?

Systems of Linear Equations

- What methods can you use to solve pairs of simultaneous linear equations in two-variables?
- How do you know when to use each method?

Examples of learning targets:

Proportional Relationships, Lines and Linear Equations

- I can describe what the graph of a proportional relationship looks like.

- I can recognize that a proportional relationship can be represented as a graph or a table of values.
- I can create a graph using data with a proportional relationship.
- I can recognize that a proportional relationship can also be represented as an equation.
- I can explain why an equation is linear.
- I can describe the types of relationships that can be modeled by equations in the form $y = mx$.
- I can calculate the slope of a line given two points or from a graph.
- I can use slope to find a unit rate.
- I can determine the y-intercept on a graph or an equation in slope intercept form, $y = mx + b$.
- I can write an equation in slope-intercept form, $y = mx + b$, by finding the slope and y-intercept on a graph.

Systems of Linear Equations

- I can identify a system of equations.
- I can estimate solutions of linear systems by simplifying equations in $y = mx + b$.
- I can estimate solutions of linear systems by comparing their slopes.
- I can check to see if an ordered pair is a solution to a system.
- I can solve systems of linear equations using graphing.
- I can solve systems of linear equations using substitution.
- I can solve systems of linear equations using addition.
- I can solve systems of linear equations using subtraction.
- I can apply and extend understanding of linear equations in two variables to define a system of two linear equations in two variables.
- I can solve real world and mathematical problems leading to two linear equations in two variables.

Examples of learning tasks:

Students will be making connections between tables, graphs and equations. They will be demonstrating their understanding by creating their own graphs, making comparisons between graphs, and calculating the slope of a line. They will also be solving real world math problems in relation to systems of equations.

Accelerated Math

Essential Questions:

Equations and Inequalities

- How can we utilize equations to solve problems?
- Why do we want to compare rather than get an exact answer?
- Why is it advantageous to use and solve equations algebraically for real-world problems?

Examples of learning targets:

- I can solve equations with variables on the both sides.
- I can identify the type of solutions an equation will have.
- I can write and solve word problems with variables on both sides.
- I can solve formulas for a variable.
- I can solve inequalities with variables on both sides.
- I can write and solve inequalities with variables on both sides.

Examples of learning tasks:

Students will create equations and inequalities in one variable and use them to solve problems. They will build, solve and interpret equations and inequalities in order to model and solve contextual problems. Students will explain the steps of solving equations and inequalities, construct arguments, and justify their solutions.

Language Arts/Literacy

Curricular Overview:

During the months of November and December, students will be learning about argumentative writing in language arts. We will focus on finding relevant and reliable text evidence, looking at the counterclaim, and refuting it. In literacy, we will learn about author's purpose. We will focus on using context clues, figurative and connotative language and word choice.

Essential Questions:

- How does identifying the author's purpose help me gain meaning from the text?
- How does information from multiple sources, and in diverse formats, help me to form knowledge and ideas?
- How does the audience influence the style of your writing?
- How does the purpose influence the format of your writing?

Vocabulary:

- Opponents
- Proponents
- Rebuttal
- Refute
- Ethos
- Pathos
- Logos
- Claim
- Counterclaim
- Evidence
- Source

Learning Targets:

- I can write argumentative pieces that clearly can communicate my position with sufficient reasons and evidence.
- I can revise, edit and rewrite using input from my peers and teachers.
- I can identify the author's viewpoint and purpose.
- I can identify the conflicting viewpoints and evidence.
- I can use the relationship between particular words to better understand them.
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Examples of Learning Products:

Students will be writing argumentative essays, which include finding relevant and reliable text evidence, making sure they have a counterclaim that they refute. They will also read a variety of texts and determine author's purpose.

Science**Essential Questions**

- How does the molecular structure of a substance change as it is heated and cooled?

Learning targets

- I can name the processes that change matters to and from solid, liquid and gas.
- I can describe how changes Kinetic Energy lead to changes in state.

Learning Tasks

- Students will demonstrate the various state changes through a variety of labs and activities.

Announcements/Recommendations:

- Students should be reading a **minimum of twenty minutes** each night.
- Each student should come prepared to math class with a calculator.
- Our first field trip will be Friday, December 11th to see “A Christmas Carol” at the Metropolis Theater. Permission form and money are due Friday, December 4th.

**Chippewa Middle School
PTO Report
December 2015**

6th Grade LMC

Curricular Overview:

The 6th grade Social Studies team has paired up with the LMC to emphasize the importance of being a good Digital Citizen. Our areas of focus will be on information literacy, relationships & communication, cyber-bullying, privacy & security, and self-image & identity. During our unit of study, students will be answering essential questions such as, "What is the place of digital media in our lives?," "What steps can help you find what you're looking for when you search online?," "What is identity theft, and how can you protect yourself from it?" and "How do you judge the intentions and impact of people's words and actions online?" Learning targets will include, "I can master new strategies for effective and efficient online searches", "I can learn how to guard against phishing and identity theft" and "I can learn that it is important to act responsibly when carrying out relationships over digital media." Each lesson consists of a variety of digital tasks that will help them reach their targets. At the end of the unit, students will take a unit assessment created by Common Sense Media.

Digital Citizenship lessons will start during 3rd quarter for 7th and 8th grade students.

Announcements/Recommendations:

For additional family resources, check out the Common Sense Media Family Toolbox at <https://www.commonsensemedia.org/educators/connecting-families/share>

Family and Consumer Sciences (FACS)

Curricular Overview:

The 6th grade FACS curriculum focuses heavily on nutrition and MyPlate. In this unit, the students will answer essential questions such as, "What tools are available for making good choices in regards to food?" and "Why are food guidelines important?" Our learning targets will include, "I can choose healthy foods", and "I understand the benefits of good nutrition and eating habits." The students will master the learning targets by completing a variety of learning tasks such as a MyPlate Webquest, using the choosemyplate.gov website. Currently, the students are completing their culminating assignment for the MyPlate and nutrition unit. The students are drawing the MyPlate visual on a paper plate and labeling the food groups. They will list the serving of each food group that they need each day, and an example of a food that they like to eat from each food group. As the MyPlate unit concludes, we will begin a weeklong food label unit, followed by the sewing unit to end the quarter.

The 8th grade FACS Curriculum begins with a career unit. The students use a program called Career Cruising to research and learn about various careers that interest them. The students will continue to use this program next year at Maine West High School. We are currently finishing up our banking unit. Various credit and banking experts have visited our classroom to teach the students about banking, credit, investing, and saving. When we return from Thanksgiving break, we will begin the safety and sanitation unit. In this unit, students will be answering essential questions such as, "What safety standards should be in place to avoid food borne illness?" and "What are the consequences of cross contamination?" Our learning targets will include, "I can maintain a sanitized work surface." and "I know the required steps to avoid cross-contamination." The students will master the learning targets by completing a variety of tasks. The students will research an assigned food-borne illness and create a project about it, and present it to the class. The students will also walk around the classroom and identify multiple safety and sanitation hazards in the kitchen. As this unit concludes, the students will apply their knowledge of safety and sanitation by completing several cooking labs for the remainder of the quarter. Some of the labs include pizza, macaroni and cheese, and chicken stir-fry.

Band

The Chippewa Band students are gearing up for the Winter Band Concert on Wednesday, December 2nd. Over 65 fifth grade students enrolled as new band members. These eager students have made great progress and are looking forward to their concert debut. The sixth grade Concert Band has made the transition to middle school music. They are developing into a capable ensemble and enjoying the new challenges. The Symphonic Band performed in the D62 Maine West Band Festival in October, and is looking forward to their upcoming concert performance. An introduction to march-style has introduced key Essential Questions such as: 1) How does understanding structure and context inform musical performance; and 2) How do performers interpret musical works? Key Learning Targets have involved the physical (air/fingers), mathematical (rhythm), notational (reading), and stylistic (interpretive) aspects of performance. All band students have been expanding their knowledge, developing new strategies, and applying an array of skills in recent weeks. Band classes will be using Smartmusic, an exciting computer-based interactive practice tool for individual and classroom use. Tip: New material is presented every week in band! Practice at home is important and essential to student progress. Watch for information about the upcoming Solo/Ensemble Unit, which will further develop and challenge student growth while engaging them in music at a personal level. Hope to see you at the concert!

IT

Curricular Overview:

IT (Information Technology) is a class that is designed to use project-based learning to help students think like engineers, learn to code, and become more savvy

consumers of the Internet and technology. Throughout the quarter, 6th and 7th grade students answer essential questions like, "How does the engineering design process work?" "What's the best way to use a search engine?" and "What is computer programming and how does it work?" Learning targets include, "I can design a complex problem within constraints," "I can troubleshoot my code to fix bugs," and "I can organize and write the content for my website."

Students answer these questions by creating simple structures, designing inventions to help explore Mars, creating games and simple apps with code, and planning and building websites. The two-year progression wraps up with a short inquiry and research project where students explore the impact that a specific piece of technology has had on the world.

Recommendations:

Help your 6th grade student brainstorm what their website could be about. I tell them to think of something "you know a lot about, and could talk about for ages." Animals, countries, and books have worked well in the past, as have school appropriate TV shows and movies. Celebrities, athletes, and bands can work as well, but only if the student actually know a good amount of information about the person/people in question.

Once we're past Thanksgiving, student work goes from being hands-on to being mostly digital. This means you can ask students to show you their websites, coding and research projects at any time! Not only does this give them a chance to show off, but it helps add a little bit of accountability.

Art

Sixth grade students will know what a print is and what the advantages are when creating this type of artwork. This helps develop their understanding of the essential question, "What are ways artists can create simple and complex ways of producing an image?" Students will also draw their design and carve it out using a linoleum plate and tools. They will understand what reduction means and understand their design will be a reflection of the original. Using ink, students will print clear prints of vessels from the following country of their choice: Greece, China, and India.

Once printed on paper, students will add plants, flowers, etc. to their vessels. Students will find their chosen country on the map and using the iPad apps, Piccollage or Photomapo, find their country and incorporate their design. Once finished, students will write a Reflection and Critique stating evidence of what their accomplishments and/or disappointments were using proper printmaking vocabulary terms.

Seventh grade students will focus on the essential question, "How do artists use creative and critical thinking skills when creating movement on paper?" by learning

that Op Art is Optical Illusion Art. Students will see many examples of Op Art and learn two basic techniques. Students will search on their computers to find Op Art examples that they want to try for their project. They will know the difference between a design and Op Art, which shows movement on paper. Students will learn how to “dissect” the Op Art image they want to try on their own. They will figure out the best way to approach their drawing by breaking the image down by shapes and lines. Students will know what techniques are important when trying to show movement in art. Students will learn about Op Artists Bridget Riley and Victor Vasarely.

Once finished with their project, students will write a Reflection and Critique discussing their achievements and or disappointments through evidence. Students will also incorporate appropriate vocabulary terms when writing their paper.

While focusing on the essential question, “How do artists create distance using multiple vanishing points?”, 8th grade students will create an interior or exterior space containing three walls. Students will also learn how to draw furniture, items on walls, such as windows, doors, etc. and create a ceiling with lights, tiles, or a balcony. All items will be drawn to the correct vanishing points to show depth and space. Students will use their computers to look up item details and search for possible ideas to incorporate in their drawings. Students theme should be recognizable once finished. Color or shading with a pencil and blending stick will be added to complete their drawing. Once finished with their work, students will cite achievements or disappointments when reflecting on their finished piece. Proper vocabulary terms should be apparent in their Reflection and Critique paper.

Recommendations for learning and exploring:

- (Book) Print Workshop Hand-Printing Techniques and Truly Original Projects by Christine Schmidt
- (Book) Pop-Up Op-Art Vasarely by Philippe Ug

Orchestra

In preparation for our concert the orchestra has been exploring musical techniques effect on musical expression and the value in being musically literate. Students are working to read and accurately perform rhythms on their instrument. We have been using Smart Music and Tenuto for iPad to reinforce these concepts.

Announcements/Recommendations:

- Practicing is considered “homework.” Students who practice consistently (at least four times a week) are more successful in meeting expectations and completing our learning targets.
- December 9th @ 6:30 is the winter orchestra concert. Hope to see you all there!

6 Music / 7-8 Drama

6th Grade Music

The 6th grade music students are currently working on a composer study where they are becoming experts on Johann Sebastian Bach, one of the most influential composers of western music. They are learning about composing music so they can become the composer! In this unit, students will be answering essential questions such as, “How do musicians generate creative ideas?” and “When is creative work ready to share?” Some learning targets will include, “I can compose an 8-measure rhythmic composition using whole, half, quarter, and eighth notes, and, whole, half, and quarter rests” and “I can perform rhythmic excerpts with accuracy and clarity”. As they work toward their targets the students will complete tasks such as, sight-reading rhythm exercises as a class, small group, and individually, and identify rhythm patterns from actual pieces of music. At the end of this unit, all students will compose an 8-measure composition that showcases they rhythms we have been working on in class. Students will select un-pitched percussion instruments to compliment their piece and perform for the class.

7th Grade Drama

The 7th grade drama students are currently working on movement. Specifically, the students are working on reflective movement where they are exploring mirroring and symmetrical movement. Some essential questions are, “What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?” and “How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?” Some learning targets will include, “I can respond to my partner’s creative movement choices by mirroring their motions with detail and accuracy” and “I can reflect emotion and purpose to the audience using only my body language”. Students will complete tasks such as, leading a small group in mirroring, working with groups to create a ‘family portrait’ using Photo Booth to tell a story. You know the phrase, “A picture is worth a thousand words!” They students will end the unit with a project called Sakura. Sakura is a Japanese folk song. Sakura translates to cherry blossom. The students will work with a partner to create symmetrical movement to accompany the song and will perform for the class.

8th Grade Drama

The 8th grade drama students are currently wrapping up their public speaking unit. Some essential questions we will be answering are, “How do theatre artists transform and edit their initial ideas?” and “What can I do to fully prepare a performance?” Some learning targets will include, “I can critique a performance and provide evidence of my opinion” and “I can use appropriate voice qualities while speaking in front of my class to make sure my speech is loud enough, clear, and engaging for the audience.” Students will complete tasks such as, watching and

critiquing speeches of others and practicing talking in front of the class while using projection and good stage presence. As we are finishing the unit, the students are performing their speeches in pairs. Each student will accept and award by giving a one-minute speech. Students will also present an award to their partner by giving a one-minute presentation speech.

Announcement and Recommendations:

- Drama club meets Tuesdays after school where students develop deeper theatrical skills and work on improvisation.
- Music students can practice their treble clef note names by going to musictheory.net

7th and 8th grade Spanish

8th Grade Spanish Curriculum Overview:

Eighth grade Spanish just began a new unit on vacations! Students will learn words for travel and hotels. After we introduce the new vocabulary, students will work on learning how to describe weather and seasons. We will then look at the difference between the verbs “ser” and “estar” which both mean “to be” in English and we will finish the unit by studying -ing words. As culminating activities, students will create a MoveNote Weather Report about a Spanish speaking country and a Digital Book using Emotions and Conditions. This unit will finish mid-February.

7th Grade Spanish Curriculum Overview:

Seventh grade Spanish just began a new unit of school setting vocabulary! After we introduce the new vocabulary, students will work on learning how to create sentences using regular -ar verbs in the present tense. We will focus on communicating using -ar verbs (regular, estar, and gustar) in reading, writing, listening and speaking. For our culminating projects, students will demonstrate knowledge on Google Forms and create a song on Garageband. This unit will end in mid February.

Announcements and Recommendations:

- The country we will study with this unit is Puerto Rico. If you or your family has any fun connections or information/artifacts from that country be sure to discuss those with your student so he/she can share with the class.
- Some great websites that your student can use to practice their Spanish after school are quizlet.com, duolingo.com, or vhlcentral.com. Ideally, your student should be on these sites 10 minutes everyday.

7th & 8th Grade General Music

The seventh and eighth grade general music classroom focuses on the essential of question of, “How do you interpret music?” By exploring multiple musical genres, we “analyze how the artistic components (i.e., elements, principles, expressive ideas,

tools, processes, technologies, creativity) are combined within a work or art.” We listen to a song on a daily basis and students learn new music vocabulary in order to express their opinions on different genres.

7th and 8th grade students are connecting with, “How is music created?” As they finish up their department wide rhythmic common assessment, they are moving on to complete the learning target, “I can sight-read simple melodies and rhythms”, and “I can identify and accurately interpret symbols for dynamics, tempo, expression, and articulation.” They will focus on these by applying the rules they have learned on the treble clef and add them to the bass clef. At the end of the unit, the seventh graders will create a bass clef composition and perform it in small groups. They will record their performances so other groups may evaluate and provide helpful feedback before their final performance in class. The eighth graders will be apply their knowledge to the piano and demonstrate their understanding through short performances that need to be rhythmically and melodically accurate.

Announcements/Recommendations:

- Music is everywhere. Please help your children appreciate music from all eras. Encourage them to find a new artist every week. Great music sources include Pandora and Spotify.
- Learning music helps the brain make more connections. If your child has any musical interests, make sure to encourage their interests. The holiday season is around the corner; give your child a beginner level instrument. Guitars, keyboards, or even a ukulele can be very affordable.

Chorus

Chippewa chorus has reached a new high in enrollment. There are 91 students that have shown interest in singing. Some of these students are brand new this year, but their growth, joy and love of performing is clearly present. Most importantly, we focus on the essential question, “How can we change our technique to match different styles of music?” We discuss this, by working on the learning targets, “I can sing using proper breathing techniques” and “I can perform music from different genres and musical styles.” It is crucial to sing properly so singers can remain vocally healthy throughout their choral experience. Students show their knowledge of vocal technique by short formative assessments, either verbal or written. During rehearsals, we also focus on “How do performers interpret musical works?” by using the learning target, “I can interpret and share artistic works.” This is a consistent assessment by hearing their sections perform during rehearsals. If students are prepared, focused, and practicing, rehearsals move quickly and efficiently. Their final representation is presented at their Winter Concert, on Wednesday, December 16th.

Announcements/Recommendations:

- The greatest benefit of singing is that students can practice anywhere. Be sure to ask your children what songs they are learning in choir.
- Winter Choir Concert: All choirs are performing at Chippewa Middle School on Wednesday, December 16th at 6:30pm. Please come and support the arts. The more the merrier!

Chippewa Middle School

PTO Report

6th – 8th Grade PE and Health

Mr. Dudek, Ms. Karlos, Mrs. Mazur, Mr. Moser and Mr. Pearson

6th PE

Essential Questions

- What are the five cues needed to perform an underhand serve?
- How does participation in volleyball improve physical fitness?

Learning Targets

- I can demonstrate the proper form for the underhand serve.
- I can demonstrate the proper form for the forearm pass.

Learning Tasks and Products

- Partner underhand serve and forearm pass (5 times and switch).
- Partner underhand toss and forearm pass (5 times and switch).
- Students will be able to properly underhand serve over a net from a shortened service line.
- Challenge: Students will be able to rally using the forearm pass.

7th PE

Essential Questions

- What are the five cues used to perform a forearm pass?
- How does participation in volleyball improve physical fitness?

Learning Targets

- I can perform these skills used in volleyball.
 - Underhand serve
 - Forearm pass
 - Set
- I can explain these rules used in our volleyball games.
 - Rally scoring
 - Rotation

Learning Tasks and Products

- Explanation and student demonstration of forearm pass cues.
- Partner underhand toss and forearm pass (5 times and switch).

- Challenge: How many times can you and your partner rally using the forearm pass, without the volleyball hitting the ground.

8th PE

Essential Questions

- What is the proper form for setting a volleyball?
- What is the purpose of a volleyball set during game play?
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Learning Targets

- I can describe how to correctly set a volleyball.
- I can correctly perform a volleyball set while in game play.

Learning Tasks and Products

- Challenge: Partners will be able to build a rally with the skills in the correct order of soft serve, forearm pass, set, down ball, dig.
- Partners will be able to build a rally in the correct order of soft serve, forearm pass, and set.
- Students will be able to execute 3 hit (forearm pass, set, downball) while in game play.

6th Health

Essential Questions

- What are the different components of fitness?
- What are the major muscles?
- What is the difference between health-related and skill-related fitness?

Learning Targets

- I can identify the different components of fitness.
- I can identify which muscles are used during different exercises.
- I can identify the components of health-related skills of muscular strength, muscular endurance, flexibility, and healthy body composition compared to the skill related skills of balance, coordination, speed, power, agility, and reaction time.

Learning Tasks and Products

- Compare and contrast health related fitness to skill related fitness.

- Perform exercises and graph your heart rate to determine the differences between resting heart rate, target heart rate, and maximum heart rate.
- Identify types of exercises and muscles used during different exercises.

7th Health

Essential Questions

- What are the necessary life skills needed to learn for injury prevention and safety?
- How would you stay safe in different types of natural disasters?

Learning Targets

- I can be skilled in first aid procedures.
- I can identify when and how to use an EPI PEN.
- I can describe how to administer abdominal thrusts on a choking victim.
- I can perform hands only CPR.
- I can determine useful items in a first aid kit to treat burning and bleeding.
- I can compare and contrast an adult choking to baby choking techniques.

Learning Tasks and Products

- Create a fire escape plan.
- Demonstrate hands only CPR on a mannequin.
- Demonstrate abdominal thrusts on a mannequin.
- Demonstrate administering a shock on an AED trainer.
- Demonstrate using an EPI pen injection on a trainer.

8th Health

Essential Questions

- What are ways you can promote mental and emotional health?

- How can you apply life skills for positive mental and emotional health?

Learning Targets

- I will develop good character.
- I will choose behaviors that promote a healthy mind.

Learning Tasks and Products

- Practice making responsible decisions with different scenarios.
- Work on mental health and alertness with the use of brain teasers and rebus puzzles.
- Practice skills used to resist peer pressure.
- Practice skills used for stress management.