

Curriculum Overview

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Seventh Grade Team Directory

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Science - Mrs. Tia Birmingham

Seventh graders will study Earth Science this year. It is often a subject of mixed interest for students as some of it is about rocks, the rock cycle, and the history of the processes on Earth (not always as interesting for all students) and then the more exciting topics like earth processes such as earthquakes, volcanoes, weather, and space.

Earth science will be divided into three main topics. Earth History (rocks, rock cycle, fossils, earth processes such as plate tectonics, earthquakes, and volcanoes); Weather & Water (how weather is formed, climates, how water shapes and impacts the land); Space (Earth's place in space, study of the Sun & Moon and how they influence Earth, seasons, and the solar system). Science is rarely a stand alone topic so concepts from life and physical science will weave themselves in as needed for deeper understanding.

I am very excited to return to teaching this subject after long break! Physical science is my big passion (a topic I've taught for 20+ years) and has a lot of cross over to Earth science topics. I believe in getting science in front of the kids whenever I can in either simulated activities or while looking at real materials and situations. When students get interested, the study and learning follows naturally. If you know of any good speakers or resources, please contact me!

Religion - Mr. Pat Briarty

The focus of 7th grade religion is on the students putting their faith into action. This is achieved by participating in the Missionary Discipleship Institute and supported with the textbook *We Live Our Faith As Disciples of Jesus*.

In addition, the Missionary Discipleship Institute program includes three basic learning phases:

1. Who is my neighbor? (Encounter / Fall / Advent) During this foundational phase, students research the lives of people living on the margins and how issues of injustice affect them, locally and globally. Students form small groups, and each group creates a short presentation to inform the class of the issues. The students decide on an issue facing people on the margins to explore more deeply during Phase Two.

2. Who is showing love to my neighbor? (Disturbance / Winter / Lent) Students reflect on and assess local and global case studies of various Catholic organizations and agencies in loving relationships of missionary discipleship with people living on the margins. Students continue the research on the issue that the class chose in Phase One. They discern possible actions for their missionary service response. Students are challenged to seek out an opportunity to engage in table fellowship/companionship ministry with someone living on the margins of their community.

3. How am I called to love my neighbor? (Response / Spring/ Pentecost) In this final phase, students carry out their plans for the missionary service project. Students reflect on the experience through the Examen prayer and also share information with others in school and larger community.

We Live Our Faith centers on Jesus' life, his teachings, and the sacraments he instituted. The emphasis is on how Jesus' teachings, his sacraments, and his Church support and encourage student discipleship.

Unit 1: Who is God? Focusing on the Creed and Divine Revelation

Unit 2: Who is Jesus? Focusing in the Gospels and through Church teaching

Unit 3: How is Jesus Christ Alive in the Church Today? Focusing on the sacraments and liturgy

Unit 4: How Does the Church Live As the Body of Christ?

Spanish - Ms. Fairbank

The rigor increases in 7th grade as students start to be assessed on a higher level of detail. We will play many activities in class to aid in mastering new topics, but reviewing notes at home for homework will be essential to mastering Spanish this year. Students will continue learning more advanced sentence structures and building on the grammar concepts and vocabulary that they already know; they will read another chapter book and write longer narratives with more complicated structures. Verb Conjugation and Telling Time are our first major grammar concepts; they will make up a significant amount of their Traditional and Standards-based grades in Trimester 1. I expect students to speak aloud and participate in activities; however, I never want anyone to be uncomfortable with speaking in a new language, so we will continue to work on building confidence, taking risks, and understanding how this helps us learn.

The cultural focus for 7th grade is Central American countries and their histories, ways of life, economies, and governments. Throughout the year, we will also discuss immigration and connect it to Catholic Social Teachings and our faith. If you have any experiences or stories from Central America or Guatemala, please contact me as I'd love to have you share them with the class! This ties in nicely with our 7th grade novel, *Esperanza*, which is about a family emigrating from Guatemala. This theme also partners nicely with Religion as we bring 7th graders to serve at a diverse food bank in the Skagit Valley. This is an incredible opportunity (not requirement) to meet migrant farm workers who pick our food during every harvest and to practice Spanish in real life! The Tri-Parish Food Bank is run by St. Charles Parish in Burlington <https://www.stcharles-burlington-wa.org/32>. It is open on Saturdays, so we meet at ASB at 8:30AM on the designated Saturdays to carpool and arrive back to ASB at 4:15PM. Parents are invited to participate with us as well (and we'll need drivers). Our first and only trip in Trimester 1 is Sept. 29th. I hope many of our students can make it! I sent permission slips home a week ago; let me know if you need another.

I'm looking forward to another great year!

Literature - Mr. Mitch Hostetter

The 2018-19 curriculum for literature is designed around narrative and novelization. Contemporary theorists conceive that narrative is essential to how we understand our world. On one hand, sequence of events, motives, and consequences are what prompt our grasp on logic and reason. On the other, we understand our lives, simply, through stories. This year, we will investigate what merits reading fiction has and what the art of storytelling plays in constructing our reality.

First, we will read *The Outsiders* (1967) to investigate how storytelling methods drive understanding thematic concepts, with special attention to classism for the particular novel selection. We will rely on Shakespeare's *The Tempest* to investigate early modern English traditions of storytelling, and then, in order to look at how works have utilized and departed from the strategies originally set by early novelists and dramatists, we will investigate their works from a historical perspective using *Robinson Crusoe* (1719). This unit will look at a classic novel for what it stands for

in the history of the Western Canon as well as its perspective on themes of racial privilege, Christianity, and the environment. Finally, we will investigate a very actively modern novel, *Fahrenheit 451* (1953) in order to look at how many of the established “canonical” rules have been adapted and departed from over the course of continual novelization as well as the development of genre.

In this class, we will research and read a variety of classical as well as modern poetry. First, we will look at classical poets and their forms and devices in order to establish a basic understanding of poetics. Then, likely towards the end of the year, we will turn to modern poetry with the same objectives of looking at the modern novel, that is, probing for newness and inspecting what has changed as the poetry has been built upon.

Language Arts - Mr. Mitch Hostetter

Writing is largely focused on argumentation in the state standards, and in order to enforce these standards, students will use the ICE method of paragraphing in order to maintain formal tone, sound evidence, and adequate explanation. Planning and revision will enforce apt argumentation strategies from a distanced perspective. The “Five Paragraph Essay” will be taught, but only for topics which require about five paragraphs of argumentation; a particular emphasis on paragraphing will help your child adapt to longer assignments in the future.

English language mechanics will be taught throughout the course to state standards. Of course, lessons and/or readings from *Write Source* will be included prior to assessments. Active and quick response on my part will help your child learn conventions with remediation via frequent written assignments.

Social Studies - Mr. Mitch Hostetter

The first half of our class will focus on the history of medieval Europe and other non-western societies’ achievements during the same period. Roughly, we will begin by reviewing some of the major themes of ancient Greek and Roman societies and follow history through the exploration of the New World. We will study the founding and growth of African, Middle Eastern, Asian, and Latin American states through the medieval period.

In our second half of class, we will transition to looking at Washington State history and the history of the American West. In order to supply context, I foresee some time being spent to talk about European exploration of the New World and colonial America but only for about a week. Then, we will dive deep into our own surroundings, its stories, and the city we live in investigating topics including American Indian history and treaty rights, exploration and the territorial period—especially the role of trapping, homesteaders, and missionaries in shaping our state. Lastly, we will investigate the civics of our statehood, and its application in our contemporary society and how our state has grown to be an economic and energy powerhouse, and see how our landscape has changed.

Our units will be assessed based on the standards of determined by Washington State: civics, economics, geography, and history. We will learn to investigate curiosities and issues in order to form positions and accurate narratives based on primary and secondary sources. Often, the standards listed above will be assessed using tests, while social studies skills for analysis will be assessed using written assignments.

Math – Mrs. Tracey Halffman

Seventh grade is an important year for mathematics students, as they move from the concrete, computational math prevalent in earlier grades, to the abstract, higher order math they will see in high school. We will follow the Common Core State Standards to ensure students are ready for the next mathematics challenge.

In 7th grade, students will work on quickly and accurately solving multi-step problems involving positive and negative rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Students will become familiar with expressions and equations to

identify unknown variables. Students will also further develop their understanding of rates and ratios, using tables, graphs, expressions and equations to solve real-world problems involving proportional relationships. Additionally, students will expand their knowledge of 3-dimensional geometry as well as investigate chance processes and develop probability models.

My goal is to help your child succeed in 7th grade mathematics and feel as though he or she can complete any task set forth. In order to accomplish this goal, I will incorporate a variety of activities in each unit of study to meet the needs of all learners. I look forward to a great year.

PE - Mr. Dylan Pouley

The goal of the middle school physical education program is to introduce students to concepts and skills they can carry through life. We will accomplish this by exposing students to many individual, dual, and team experiences throughout the year. These experiences will be creative non-threatening small group drills, modified games and all-active delivery systems. ASB PE aims to recognize that everyone is unique in their abilities. Students are assessed on their effort toward personal growth and excellence. Students should focus on positive participation, sportsmanship and class daily learning targets.

I look forward to teaching your child; if there is anything you need me to know about them please contact me.

Julie Olsen – Drama

7th Grade Drama, designed in to meet 7th grade National Core Arts Standards in Theatre, is dedicated to the study of Shakespeare's world and work. After acquainting ourselves with Shakespeare's stories, we will use a variety of discussion formats to examine the structure and components of Shakespeare's language. We will use context and inference to decode verse, examine how meaning is embedded in meter, interpret and use Elizabethan stage directions, explore Elizabethan movement and manners, and discover how punctuation and structure reveal the logic in Shakespeare's speeches. The goal of 7th grade drama is to ensure fluency in reading and understanding Shakespeare's language.

Executive Function Classes - Homeroom teachers, Mondays, first period

The goal for these classes is to empower students by understanding how their brains work and that they have plasticity - they can grow, change, and shape their brain to meet up with their desires to do well at learning. The activities we focus on in the Monday class will be integrated throughout the week and school year. Goals include increasing skills in impulse & emotional control (self-regulation); flexible thinking; working memory; planning, prioritizing, & organization; task initiation; functioning in a variety of environments; social awareness, flexibility, and attentiveness to others.

Art - Mrs. Darlene Selland

Welcome to the middle school art program at ASB! Art is an expression of who you are. Your artwork allows the people around you to know you better. Art is an expression of your knowledge, feelings and reactions. If you are growing spiritually, intellectually, emotionally and physically, your artwork will also grow and change throughout your life.

The foundation of my Art Program is drawing. It is my desire to teach the students to see simple shapes in complex forms, to develop strong hand-eye coordination and to be more aware of the world around them. I am devoted to realism. I honestly believe, that to be a superior painter, sculptor, or abstract artist, you must master realistic drawing first. I teach the students that all complex pictures begin with simple shapes. I see my students as potential artists, designers, illustrators, decorators, engineers, teachers and architects, just to name a few careers that can benefit from a foundation in drawing.

The Art Program is designed to enable the students to create high quality art using multi-mediums. The students will work with pencils, charcoal pencils (both black and white), colored pencils, colored chalk, oil pastels, watercolors, exacto- knives, scratch board, calligraphy pens and felt pens just to name a few.

The students will learn how to use basic and advanced art materials, the skills and techniques for creating quality artwork, the main principles and elements of art, and aesthetic awareness and appreciation

We are all inherently creative and should be given the opportunity to cultivate that gift. It is my goal to have a classroom where students can develop artistic skills and creative confidence to realize what they can achieve through art. I consider it a privilege to teach art. I pray that my instruction will establish a creative foundation that your son/daughter can build on all the days of their life.

Music - *Mr. Matt Turner and Mr. Bryan Van Pelt*

7th Grade music class will take place in the Fall term and is entitled The Soundtrack to Life. This course is an in-depth exploration of the relationship between music and motion in our daily lives. Examples of these connections will be taken from recordings, silent movies, stage shows, animated shorts, and popular music. Students will learn to create musical scores of their own using Mixcraft software on their laptops. Students will also take notes, research a topic, and present a short mid-term paper. Other important musical elements studied will be orchestration, timbre, harmony, mood, and dynamic expression. Projects will be completed and submitted using Google Classroom. Creativity, perseverance, and a positive attitude are essential for success in this class! Students should bring earbuds to each class.

Overview of Middle School Mathematics

Assumption-St. Bridget math teachers are continuing to work to align our curriculum to the [Common Core State Standards](#), with consideration of our student population. All teachers are working on developing a varied approach to instruction and assessment to ensure that all students are challenged at an appropriate level and learning the key concepts appropriate to their age and development. In addition to student outcomes, the School-wide Learning Expectations (SLEs) are integrated into the mathematics curriculum in the following ways:

- Students will communicate effectively by solving problems using words, numbers, and pictures. This will be done individually and in groups with an emphasis on articulating the thought processes involved in reaching an answer.
- Students will demonstrate critical thinking skills by investigating and analyzing possible strategies to solve problems. Students will draw conclusions, verify results and check for reasonableness of solutions.
- Students will demonstrate that they are lifelong learners by showing curiosity and enthusiasm for applying mathematical concepts in daily life, and to other academic areas.
- Students strive for excellence by assessing their own areas of strength and for growth in the area of mathematics. They set personal standards of quality for their own performance.
- Students live as people of integrity within their community by working through problems in large and small groups and by showing a willingness to help classmates who struggle.

Following are the norms we have established in all middle school math classes:

- Everyone can learn math to the highest levels
- Mistakes are valuable
- Questions are really important
- Math is about creativity and making sense
- Math class is about learning not performing
- Math is about connections and communicating
- Depth is more important than speed

Grading Policies: Tests, quizzes and checkpoint assessments are used to determine student's overall grade for mathematics. Completion of daily assignments provides practice and quick feedback on their progress toward understanding standards.

Please feel free to contact any of us with further questions.

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