

9/9/2022

Cluster 3 SMORE

Science with Ms. Smith - updated 9/9/22

Welcome to 7th grade science!

Students have been busy doing a *Gab Lab Stations* activity in order to refresh their science and collaboration skills. As students perform the task for each station, they must read and interpret directions, follow a procedure, collect and record data, use a timer, make observations and draw conclusions. We will continue to work on these science skills throughout the year. Next week we begin our life science unit. Students begin by exploring living vs. nonliving characteristics and then examine cells and draw on the learning about plant and animal cells from grade 6 science. Students will be responsible for learning science vocabulary so please ask them to teach you some of the words they study!

Standards we are working towards:

- Classify organisms into the currently recognized kingdoms according to characteristics that they share. Be familiar with organisms from each kingdom.
- Describe the hierarchical organization of multicellular organisms from cells to tissues to organs to systems to organisms.
- Identify the general functions of the major systems of the human body (digestion, respiration, reproduction, circulation, excretion, protection from disease, and movement, control, and coordination) and describe ways that these systems interact with each other.

Math with Ms. Spicer - updated 9/9/2022

We had a great start to the year where we discussed and practiced our expectations of being respectful, attentive, persistent, organized and awesome through some exciting team building challenges. This week we began our unit on scaled copies and scaled

drawings. We are continuing that work for the next few weeks using our awesome Desmos curriculum. We will also complete the iReady diagnostic. Our learning targets are as follows:

- Determine if one figure is a scaled copy of another.
- Describe characteristics of scaled copies using informal language.
- Explain that *scale factor* is the number multiplied by each length in an original figure to create a scaled copy.
- Explain the relationship between lengths in a figure and corresponding lengths in a scaled copy
- Draw a scaled copy of a figure using a given scale factor.
- Describe how scale factors greater than 1, between 0 and 1, or equal to 1 affect distances in scaled copies.
- Understand and explain how the scale factor between figure A and figure B relates to the scale factor between figure B and figure
- Understand and explain how scaling impacts the area of a scaled copy.
- Calculate the area of a scaled copy.

Standards:

CCSS.MATH.CONTENT.7.G.A.1

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

CCSS.MATH.CONTENT.7.G.B.6

Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Attachment:

<https://teacher.desmos.com/desbook-asset/assets/desbook/7/1/7.1-family-resource.pdf>

Ancient History with Mr. Kirkcaldy

Learning Targets:

1. I can list several reasons why we study history.
2. I can discuss my ideas with my classmates.

This week in Social Studies we got to know each other better in classes and worked in groups to think about some reasons why we study history. Students argued about which reason they thought was most important and then looked at some historical examples. Students matched these examples to the reasons why we study history.

Next week we will be working on some historical thinking skills such as observation v. inference and well as types of sources historians use to learn about the past.

English Language Arts with Ms. Fitanides

ELA classes have started the year with some getting to know you activities to build a classroom community. We will be practicing some collaborative group work where groups are piecing together clues to solve a bank robbery. This activity also stresses listening skills, note taking, and inference skills. Students are asked to back up their conclusions with clues/evidence before they uncover the criminal.

We are lucky this semester to have Ms. Gordon as our student teacher. Next week, after iReady (M-W in ELA classes) she will be working with students to review how to analyze and discuss texts including a poem and a non-fiction article. Students will then practice their discussion skills in a Socratic Seminar.

Our first unit will be the Where I am From poem which we hope to start on the 22nd.