

7 Green Open Team Meeting

November 13, 2019





Agenda

- Welcome - Mrs. Mellin
- Math - Mr. Fletcher
- Science - Mrs. Clark
- Social Studies - Ms. Pepe
- Language Arts - Mrs. Elterich
- Upcoming Dates

Both levels have “completed”:

0. Review of 6th grade skills (Not 7+)
1. A unit on the real number system including irrational numbers like square roots (approximating) and pi. (Pythagorean Theorem)
2. A 2D geometry unit including circles.
3. We are done with the 3D unit covering surface and volume of prisms, cylinders, (pyramids, cones and spheres.)

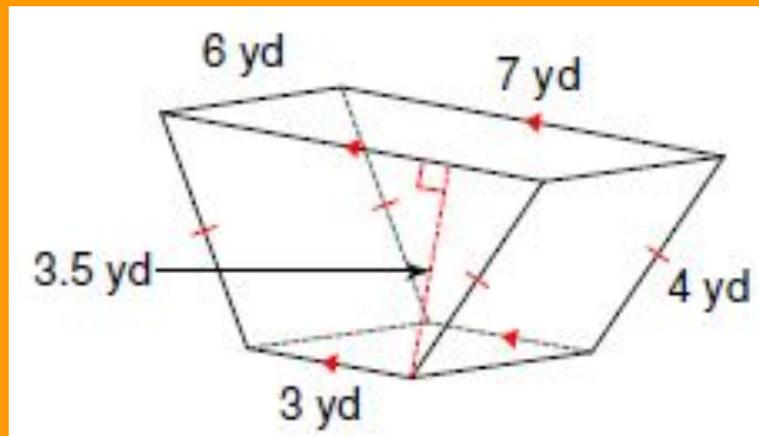
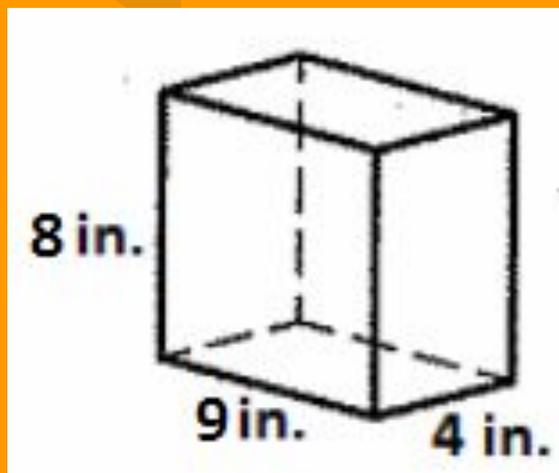
The assessments are organized from easy to hard.

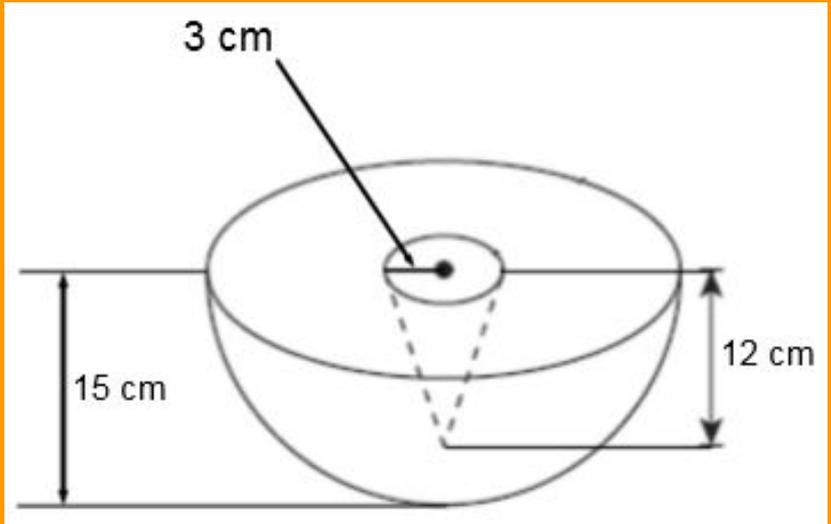
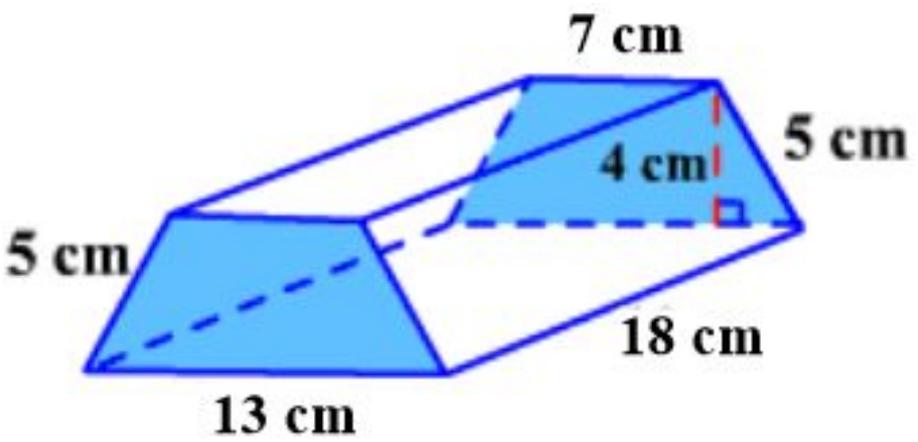
The plan is that all students will do well on the first section, but different levels of understanding will be apparent in the intermediate and the advanced sections.

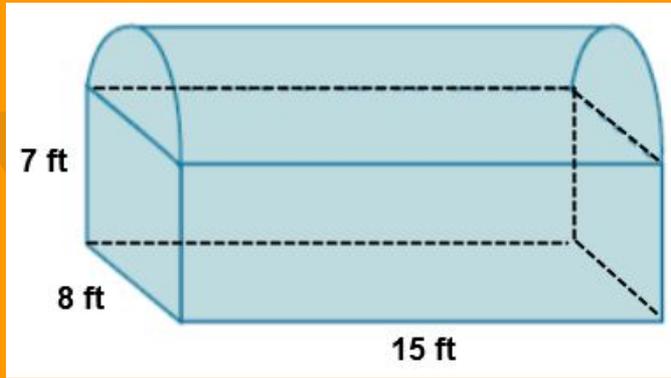
Math 7 70-20-10

Math 7+ 50-40-10

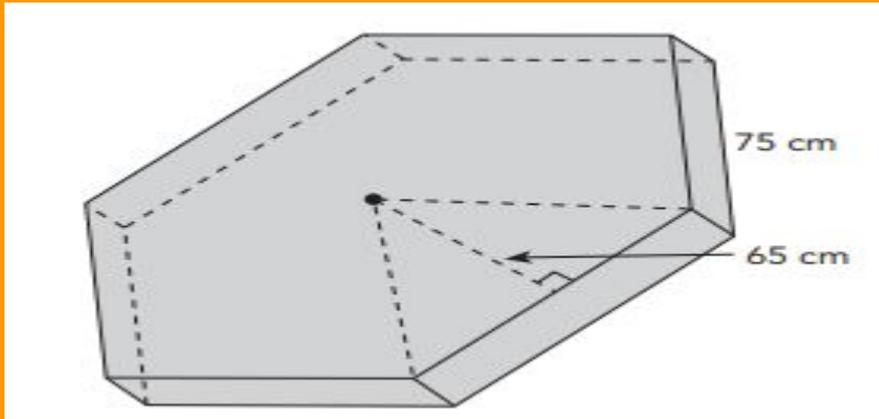
Math 7 and 7+ Basic Skills







7. The prism shown has bases that are regular hexagons. The volume of the prism is 146,250 cubic centimeters. Determine the total surface area of the hexagonal prism. [6 points]



Homework completion. Homework is organized just like the quizzes and tests, so students should know all the easy ones and then eventually be challenged. 20 minutes is a good rule of thumb, but not just on the easy ones. Answers are often posted so an extra 10 minutes to correct the HW. If a student works slowly have him or her do only the odd or even numbered problems to see all levels.



Quiz retakes Math 7 only.

Red marks on the homework. By the time we take the test these red marks should be resolved.

Schoology for the blank pages in the red folder, and the answers in the Notes folder found in the red folder.

Check Powerschool to keep up with grades.

Road map: Lesson with guided practice (correct it)
Practice including “Do Nows” (correct it all)
Mini quiz (corrected and retaken)
Repeat with other lessons and mini quizzes
Review section (corrected)
Test



Math 7: Still focused on behavior way too much of the time. Conversations about student skills that lead to success. Starting with intentionality.

Negative Numbers, yikes! Rules or concepts??

Algebra 1+ Ms. Zaleski

Completed Units:

- 1) Pre-Algebra review including Integer operations, expressions, equations, polynomials, and inequalities
- 2) Arithmetic and geometric patterns

Current Unit: Introduction to Functions

- 3) Next Unit: Linear Functions



Mrs. Clark

Room 154

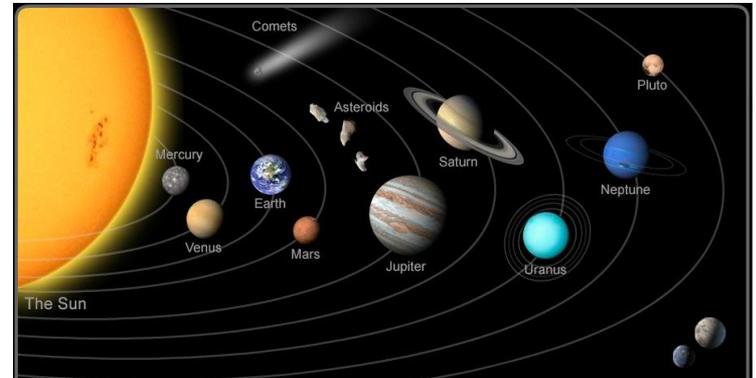


kclark@westportps.org

Email me if you have any questions. The phone lines are shared and spread out around the building this year.

Units of Study in 7th Grade science

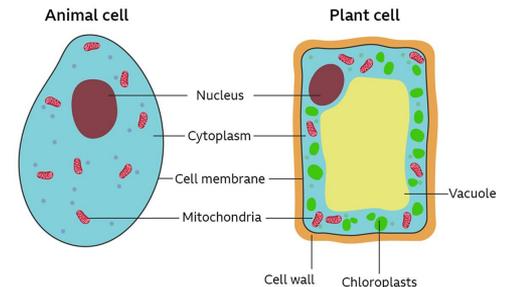
- Me and My Systems
- My Systems and Environmental Input
- Interaction Between Living Things
- Planetary Systems and Their Interactions



CELLS ARE THE BUILDING BLOCKS OF LIFE.

We are currently studying cells:

- Cell theory
- Prokaryotic vs. Eukaryotic
- Plant vs Animal
- Major organelles of the cells

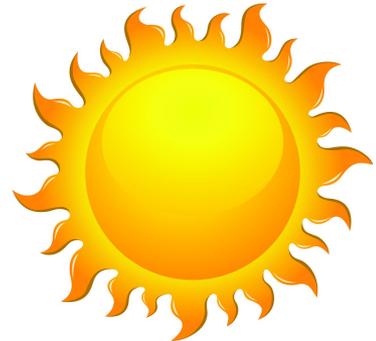


We will soon be starting microscopes:

- Skill set, quiz, look at *many* slides
- See some organelles
- We look at prokaryotic vs. eukaryotic and Plants vs. Animal Cells



- The sun's energy is transformed into glucose in the plant's chloroplasts .
- We eat the plants (glucose) and transform the food into energy for our bodies (heat and motion)

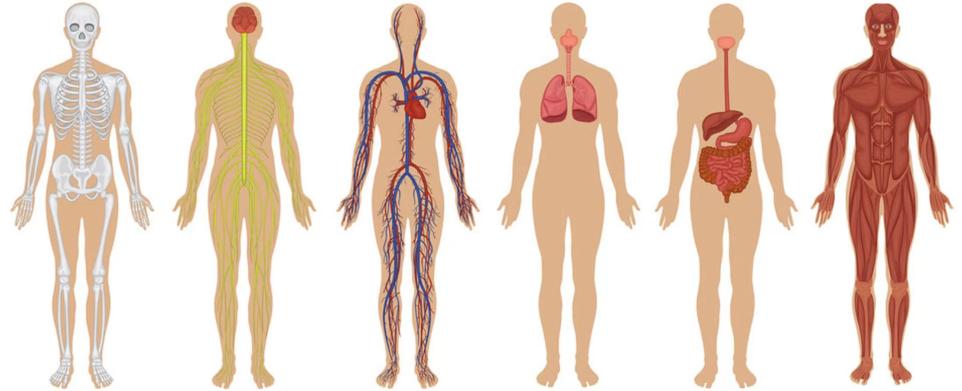




- We create energy in our mitochondria from glucose and oxygen.
- Plants create energy in their chloroplasts using carbon dioxide and sunlight.

Body Systems follow cells...

- Digestive
- Pulmonary
- Cardiovascular
- Skeletal
- Muscular





Social Studies
Alyssa Pepe
Ext. 1541



Social Studies

Curriculum:

Unit 1: Introduction to Government and Economics



- government systems and economic systems

 - comparative advantages of each

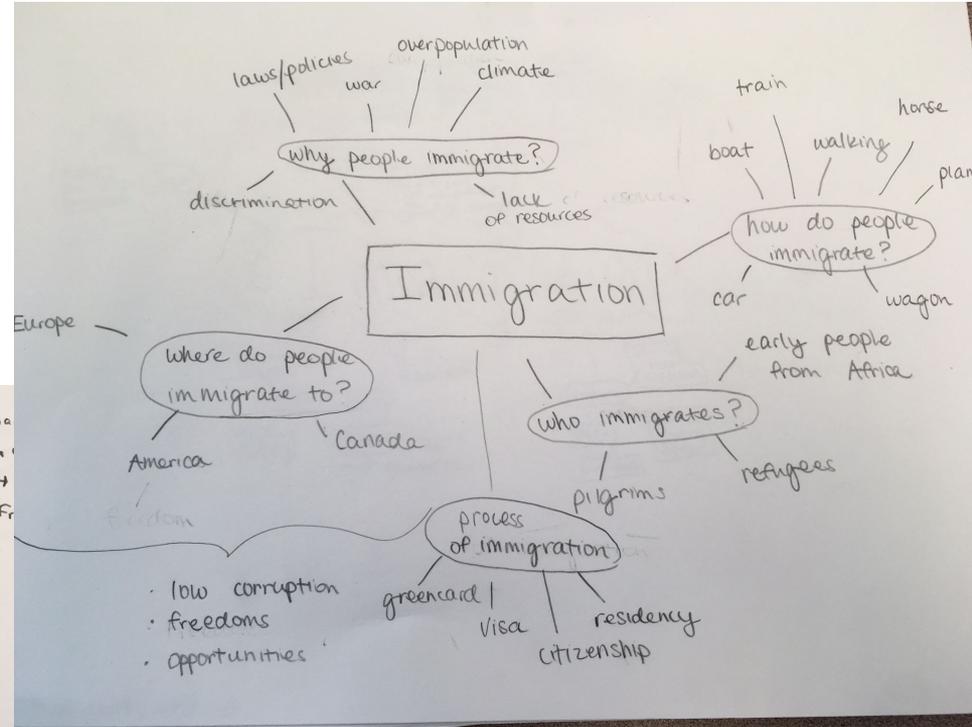
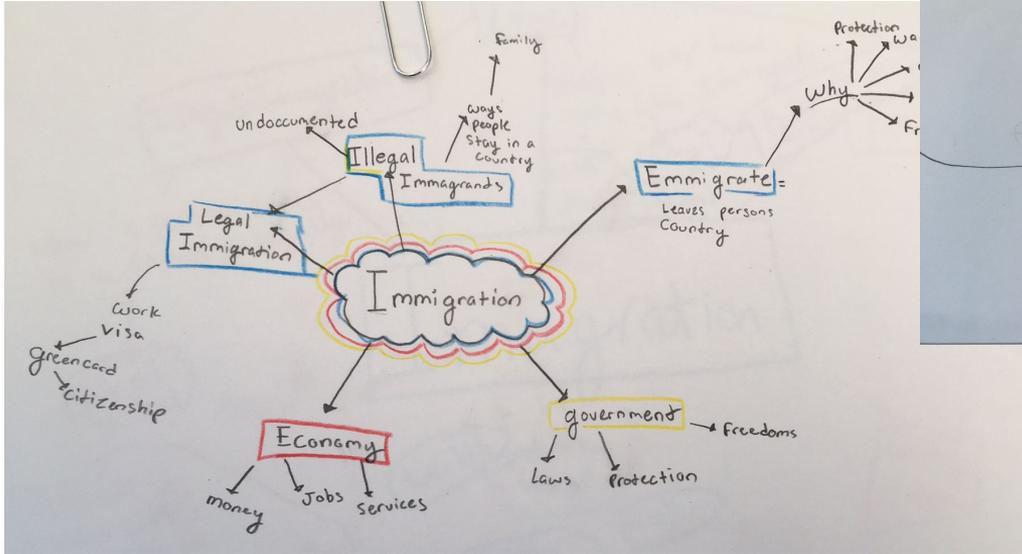
 - Case Studies & Simulation

 - Research question: **What is the best form of govt and economy to meet the needs of the people?**

Social Studies

Unit 2 : Migration

Regional Focus: Americas



Social Studies

Essential Questions:

- What is the **impact and legacy** of migration patterns?
- **How and why** have population changes and patterns occurred throughout history?
- **Inquiry:** Student-generated questions

MIGRATION
Research Questions

- ① What defines the 4 waves?
↳ what are the 4 waves?
↳ why are there 4?
- ② How has migration to U.S. changed over time? Why did it change?
- ③ What are Immigration Policies?
- ④ Why were Policies Created? → ^{How are Policies Made?}
- ⑤ How did Imm. Policy impact who came, when, and why?
- ⑥ Why do people immigrate & emigrate?
- ⑦ How is govt involved in Imm. Policy?
- ⑧ How do people in the U.S. respond or react to immigrants?
↳ How are immigrants treated?
↳ What are their experiences: (challenges?)

Social Studies

Using Primary & Secondary Sources to answer our questions

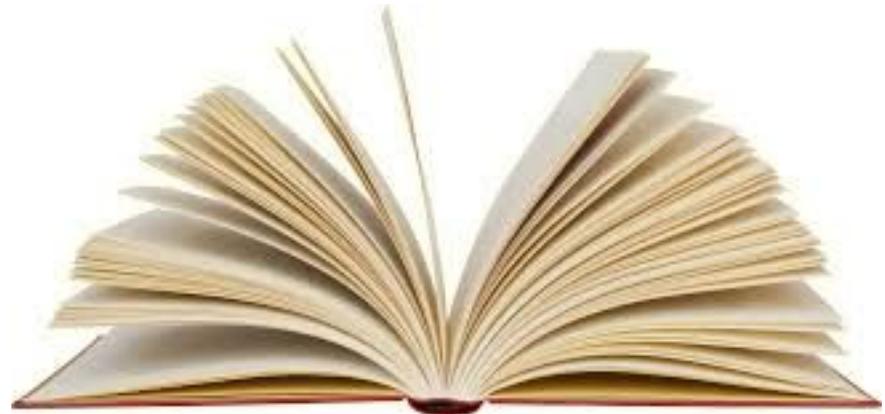
- Historical Case Studies (4 Waves of Migration, Forced Migration)
- Present-day Immigration: The Americas
- Immigration Policy
- Immigration Historical Fiction Book Club



Social Studies

Reading and Note-taking Skills:

- **Comprehension** of complex informational text
- Identifying **salient facts**
- Taking **notes and annotating**
- Determining the **central idea**





S-C-I-M

- Research
- Drawing Conclusions
- Evaluating Sources

S	Summarize	One - two sentence(s)
C	Contextualize	Put it in history's place!
I	Infer	Draw Conclusions
M	Monitor	What is left out of the source? Bias?

Social Studies

Writing Skills:

- Formulating **arguments** → CEEC Format
- Making strong **claims**
- Supporting claims with **evidence**
- Explaining** how the evidence specifically supports the claim



CEEC FORMAT → Argument Writing

★ Research (SCIM)

★ Writing

○ CEEC Format

Name: _____ Date: _____ Section: _____

Model Paragraph Organizer

My Claim: (This is also the topic sentence of this paragraph.)

Description of freedom:

Evidence:

Explanation: (How does this evidence support my claim)

Transitional word or phrase

Evidence:

Explanation: (How does this evidence support my claim)

CLAIM

EVIDENCE

EXPLANATION

**CONCLUDING
SENTENCE**

Schoology:



★ Assignments posted on calendar

Apps For quick access, place your bookmarks here on the bookmarks bar. Import bookmarks now...

Advisees

App Center

			Artifacts! Bring in 2-3 Personal Artifacts! Bring in 2-3 Personal Artifacts! Bring in 2-3 Personal Artifacts!	Personal Artifacts Exit Ticket HW Due: Thurs. 9/7 Personal Artifacts Exit Ticket HW Due: Thurs. 9/7 Personal Artifacts Exit Ticket HW Due: Thurs. 9/7 Personal Artifacts Exit Ticket HW Due: Thurs. 9/7	Due Friday, 9/8 Main Idea Practice HW Due Friday, 9/8 Main Idea Practice HW Due Friday, 9/8 Main Idea Practice HW Due Friday, 9/8	
10	11	12				
				Thinking About the First Amendment Part 1 - HW Due Thursday, 9/14 8:00 am Thinking About the First Amendment Part 1 - HW Due Thursday, 9/14 Thinking About the First Amendment Part 1 - HW Due Thursday, 9/14 Thinking About the First Amendment Part 1 - HW Due Thursday, 9/14 Thinking About the First Amendment Part 1 - HW Due Thursday, 9/14	Thinking About 1st Amendment Part 4 - HW Due Friday, 9/15 Thinking About 1st Amendment Part 4 - HW Due Friday, 9/15 Thinking About 1st Amendment Part 4 - HW Due Friday, 9/15 Thinking About 1st Amendment Part 4 - HW Due Friday, 9/15 Thinking About 1st Amendment Part 4 - HW Due Friday, 9/15	
17	18 (Today) 1. Submit your Model Paragraph Topic Due Monday, 9/18 8:00 am 1. Submit your Model Paragraph Topic Due Monday, 9/18 8:00 am 1. Submit your Model Paragraph Topic Due Monday, 9/18 8:00 am 1. Submit your Model Paragraph Topic Due Monday, 9/18 8:00 am 2. Add Research Questions to Notes 8:59 pm 2. Add Research Questions to Notes Outline 8:59 pm 2. Add Research Questions to Notes Outline 8:59 pm 2. Add Research Questions to Notes Outline 8:59 pm	Step 3. Read and take notes on one additional article HW due Tues. 9/19 Step 3. Read and take notes on one additional article HW due Tues. 9/19 Step 3. Read and take notes on one additional article HW due Tues. 9/19 Step 3. Read and take notes on one additional article HW due Tues. 9/19 Step 3. Read and take notes on one additional article HW due Tues. 9/19	20	15 ▶ SOCIAL STUDIES 7: Section 4	22	23
24	25	26	27	28	29	30

Looking Forward:

→ 4 Waves Research Project & Book Club

Unit 3:

→ Industrialization with a focus on Eastern Europe



Mrs. Elterich

Language Arts

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(203) 341-1538

Author Study Book Clubs (mid Sept - mid Nov)

While reading first book...

- Character development
- Setting and its effect on characters and reader
- Theme
- Story structure
- Author's craft

While reading second book...

- Comparison of story elements across texts
 - Character development
 - Role of minor characters
 - Setting
- Thematic concepts across texts
- Author's craft across texts



Grade 7 Language Arts

September - November

Author Studies
Readers' Workshop



November - December

Realistic Fiction
Writers' Workshop

Realistic Fiction Writers' Workshop



Developing Meaningful
Stories and Characters

- Idea generation
- Character development
- Story arcs

Drafting and Revising with
an Eye Toward Meaning

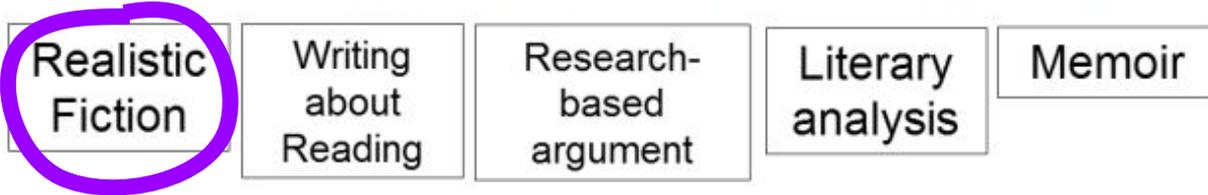
- Planning and writing scenes
- Adding details
- Writing leads, dialogue, and endings
- Using mentor texts

Revisions and Edits
with Audience in Mind

- Reading like an editor
- Weaving in symbolism and imagery
- Purposeful choices of syntax
- Editing on the sentence and word level

Writers' Workshop

- Units of study, each focused within a genre



- Learning through demonstration and example



- Working towards independence





Plotting with Tools (5th session of phase 1)

Teaching Point:

After writers develop their characters, they draft possible plots for their stories. Fiction writers plan by plotting the arc of their stories, looking to intensify the problem.



Review - Plot Diagram

Plot Diagram

2. Rising Action

3. Climax _____

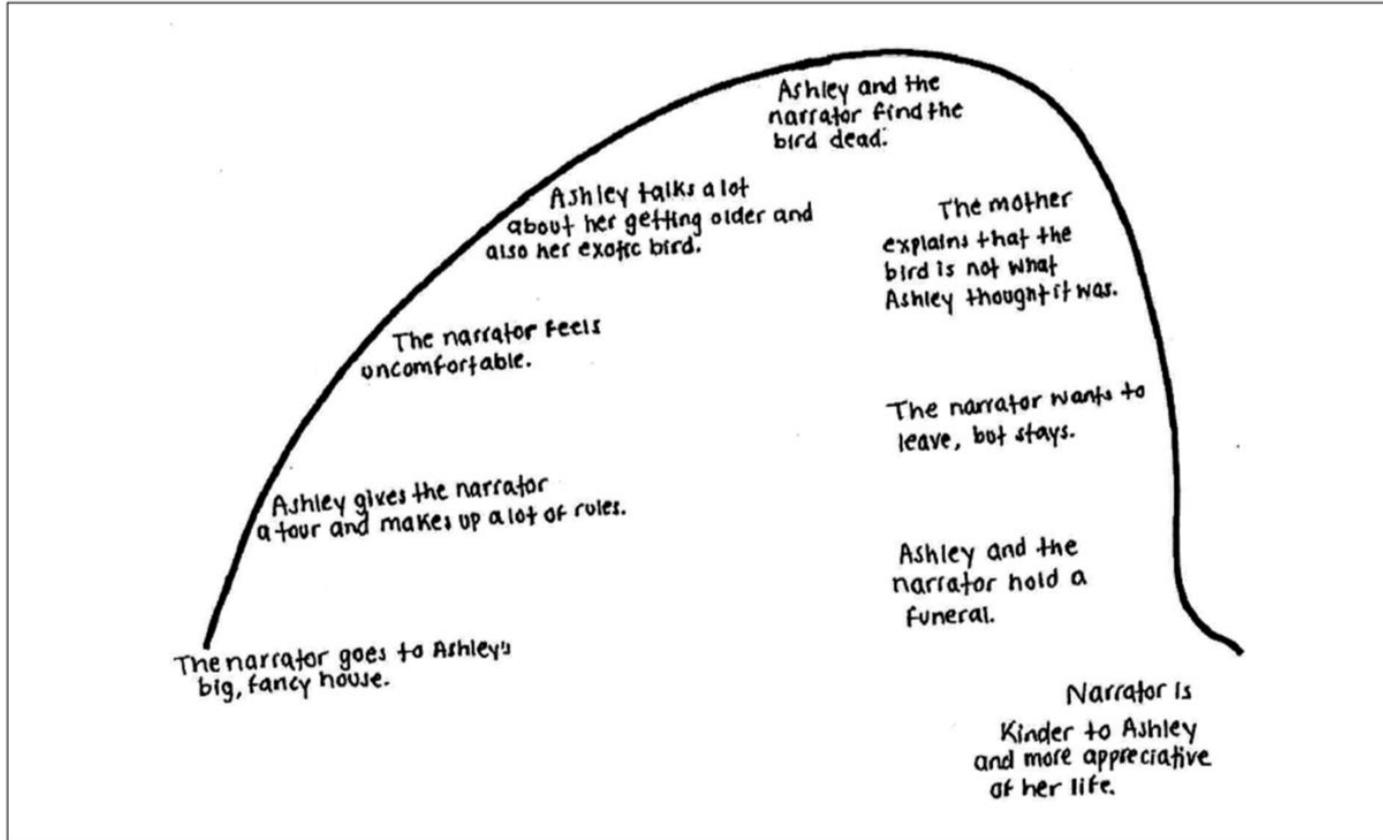
4. Falling Action

Resolution _____

1. Introduction

Conflict - _____

Example Story Arc Based on Mentor Text





Another Approach, Courtesy of Kurt Vonnegut

<https://www.youtube.com/watch?v=oP3c1h8v2ZQ>

(Watch 1-2 clips: 0:21-1:33 and 2:25-4:31)



Time to Get to Work...

Tools to choose from when plotting your story:

- Arc that follows the good/bad fortune of the main character (Kurt Vonnegut video)
- Plot diagram / Plot pyramid (example in your notebook)
- Arc that follows the worsening and resolution of the problem ("Thirteen and a Half" example)
- List (Esmerelda example)
- Timeline
- Flow chart



Mid-Workshop Interruption

- Show (don't tell or summarize) the character's struggle
- Problem must get worse before it gets better
- Character should have to make choices



Next Step

Using your completed story plan that you think is strongest, write a one-sentence summary of your story in order to focus in on what your story is really about.

Consider the “Somebody wanted... but... so...” sentence structure to help with this.

Realistic Fiction Writers' Workshop



Developing Meaningful
Stories and Characters

- Idea generation
- Character development
- Story arcs

Drafting and Revising with
an Eye Toward Meaning

- Planning and writing scenes
- Adding details
- Writing leads, dialogue, and endings
- Using mentor texts

Revisions and Edits
with Audience in Mind

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- Editing on the sentence and word level



Grade 7 Language Arts

November - December

Realistic Fiction
Writers' Workshop



January

The Pearl
Literary Analysis



Important Dates

- Food Drive: 11/11-11/15
- Bread Drive: pick up today at front entrance, drop off 11/25-11/26
- Thanksgiving Break: 11/27 -11/29
- Holiday Break: 12/23 - 1/1
- End of 2nd Quarter: 1/21
- Next Open Team Meeting: 4/22 at 11:08



THANKSGIVING BREAD NEEDED

To all the 7th grade students and parents!

BMS will be donating hundreds of breads for Thanksgiving and we need your help to make them!

Bread tins and instructions will be available for pick up at the BMS front door table during 7th grade open pod meetings on November 6th, 13th and 15th

Baked breads can be dropped off at BMS Monday 11/25 and Tuesday 11/26