

Seventh Grade World Cultures

Mr. Paul Monheimer

How to contact me

- ✓ monheimerp@catlin.edu
- ✓ **New!!** To contact all teachers: 7teachers@catlin.edu
- ✓ 503.297.1894x564 (W)
- ✓ 503.350.3968 (H)
- ✓ Web sites: www.catlin.edu–Catlin Gabel School
inside.catlin.edu–Intranet path to Cultures page (parents may register to view page)

1. What is the course content in cultures??

General Skills

- **Reading** - comprehension, skills, vocabulary development, context clues, main idea and details.
- **Writing** - punctuation, sentence and paragraph development, topic sentence and supportive details, legibility, creative and expository writing.
- **Grammar** - parts of speech with emphasis on subjects and verbs.
- **Speaking** - organizing and presenting material, as well as delivery techniques.

Units--These are the "Green Sheets"

- **Oral History Project** - partner interview, listening, following directions, word processing and computer skills, writing process.
- **Geology/Geography/Culture** - A new unit this year will introduce children to GIS mapping software and the tools cartographers, geologists, and geographers use to generate and measure data.
- **Culture/Civilizations** - A detailed study of the following cultures/civilizations in the Eastern Hemisphere:
 - Historical Cultures - Ancient Egypt, Rome, India, and China
 - Culture Comparison- Medieval/Renaissance Europe and Feudal Japan
 - Modern Culture Study - Plan a trip to a country in the Eastern Hemisphere
- **Research** - Library skills, selecting a topic, note taking and research, outlining and bibliography.

2. What are my general expectations for students?

- Bring supplies to class every day.
- Be on time, ready to learn.
- Turn assignments in on time.
- Make up any work possible when absent. This is not always possible.
- Use class time effectively.
- Keep agenda in front of notebook.
- Seek help when needed.
- Exhibit courteous classroom behavior.
- Respect peers and the school community.



3. What can parents do to help their seventh grader achieve success in cultures?

- Call me (297-1894 x564) if you have any questions or concerns--I will pick up messages at least once a week. E-mail (monheimerp@catlin.edu) is a much more efficient way to communicate with me.
- E-mail for make-up work when child has been gone for **three or more** days.
- Set aside at least 1/2 hour per night for a quiet study time, regardless if child has homework. (Students will probably have 1-1 1/2 hours of cultures homework per week.)
- Provide your child with a quiet place to study.
- Encourage child to take extra time with assignments and to have pride in her/his work.
- Ask to see agenda (and the Peek!). Read the monthly *Seventh Scoop*.
- **Have student explain assignment and what he/she learned.**
- Discuss current events; limit TV. Quiet hour when the whole family reads.
- Check with your child to make sure both the insideCatlin Academic Web Page (inside.catlin.edu) and the Cultures Web Page (<http://inside.catlin.edu>) are bookmarked in your browser.
- Expect your child to do the best work possible; discourage mediocrity or second-rate work.
- Encourage your child to learn as much as possible; stress the importance of an education and challenges.
- Take an interested and active roll in your student's studies, not in terms of "Is it done yet?" but rather "What are you working on?"
- **Help your child accept intrinsic rewards for hard work and self-discipline.**

4. Reporting of student progress

- Phone call to child if an assignment isn't turned in.
- Phone calls/e-mail to parents with good news
- Goal Setting/Expectation conference in October
- Written report of student performance in November and June
- Conference with parents and students in February/March
- Student-Led Portfolio presentation in June

5. Important 7th grade dates (Trust us on these!)

- ✓ September 16–Photo Day
- ✓ September 24–25–Discovery Days (Send big lunch and water bottle both days!)
- ✓ October 15–Geography Project Due
- ✓ November 6-7–Robotics Finals Competition
- ✓ November 18–AMC Math Test
- ✓ December 1 _–December 12–ERIC final rehearsals, presentations(parents are invited!), food festival
- ✓ December 19–Written ERIC project Due
- ✓ January 8–12–ERIC Test (2 Class Periods & Weekend–Laptops Encouraged)
- ✓ January 29-30–Crime Scene open for viewing
- ✓ February 23–27–Mock Trial–Science
- ✓ March 4–National Language Exam
- ✓ March 13–Middle Ages Project Due
- ✓ April 6–7–Middle Ages Test (1 Class Period–Laptops Encouraged)
- ✓ May 15–Trip Planning Project Due
- ✓ May 26–29–Portfolio preparation/Class Trip Preparation/Final Exams/Placement Tests
- ✓ June 2–5–Class trip to Mount St Helens
- ✓ June 10–Students present portfolios to parents at home. Parents provide snack!



Language Arts Curriculum Overview

Grade Seven 2008 – 2009

Instructors: Len Carr & Christa Kaainoa
Phone: 503-297-1894 x534 (work)
E-mail: carrl@catlin.edu; kaainoac@catlin.edu

Textbooks: Selected short stories, novels and poetry
To Kill A Mockingbird, by Harper Lee
A Midsummer Night's Dream, by William Shakespeare

Welcome to the seventh grade Language Arts program! We are delighted to have the opportunity to know and teach your children this year.

Literature

Group Reading

As a class, we will study a variety of literature including novels, short stories, nonfiction essays, plays and poetry. Students will learn and practice a number of reading strategies that will help them better understand what they're reading. In the context of literature, students will identify and discuss literary elements such as character, setting, plot, conflict, climax, resolution, theme, imagery, symbolism and foreshadowing. Within the context of poetry, students will identify and discuss literary devices including simile, metaphor, personification, alliteration, onomatopoeia, oxymoron, hyperbole and imagery.

Independent Reading

Students will be responsible for reading approximately one book of their choice, from a given genre, each month. Students will complete an independent reading project for each book.

Writing Workshop

Students will use the writing process to create multiple papers in each of the four modes of writing: expository, narrative, persuasive and imaginative. Paper topics will often be in response to literature we have read.

Mechanics, Grammar and Vocabulary

Through a series of mini-lessons, students will study and apply elements of grammar and usage. Topics include parts of speech; fragments and run-ons; capitalization; end marks; comma; semi-colon; colon; apostrophe; parentheses and ellipses. Vocabulary will be drawn from class reading and writing assignments and will include the study of homophones, synonyms, antonyms, root words, prefixes and suffixes.

Public Speaking

Students have many opportunities to work on their public speaking skills in both formal and informal presentations.

Classroom Participation and Preparedness

I expect students to:

- Practice the "art of discussion"
- Refrain from disrupting class when not actively participating
- Respond to other people's ideas with respect
- Follow oral and written instructions (with clarification)
- Begin to work in small groups without the immediate presence of their instructor
- Assume greater personal responsibility in time management and preparedness
- Devote, on average, twenty minutes of preparation time to homework each evening

We are anticipating a fabulous year. Please contact us if you have any questions or concerns.

7TH GRADE MATHEMATICS AT THE CATLIN GABEL SCHOOL

Although most concept areas and skills we explore are traditional for middle school mathematics, the manner in which we explore them is not like that which you would experience in most middle schools. Through the extensive use of cooperative problem-solving and individual projects, students will hone and expand basic and intermediate calculation skills, develop logical thinking skills, explore the constructive use of technology, continue to add to their conceptual knowledge, and put skills and concepts into context through application and analysis. In the 7th grade program:

- We emphasize the efficient **mastery of the facts and tools** associated with the study of math. They also must possess the essential tools of mathematics and the skill to use them.
- We emphasize **depth of understanding**—the *why* behind the skills we hone. Number theory and concept formation is an essential part of the 7th grade program.
- We emphasize the **application** of those concepts and skills—students learn in context and continue to be challenged with problems and experiences that require them to choose from and apply correctly that which they have learned.
- We emphasize the **connection** between the mathematics we learn and what is being learned in the other disciplines. Connections are made frequently between the content of the math program and that of the other content areas.
- We emphasize **academic risk taking**--being comfortable to push your learning to the point of frustration, feeling safe to ask questions or to challenge, taking the effort to lead the class in a new direction—the “what if” question, and feeling safe to say when you need help.
- We emphasize small group **problem solving**. Respect for others’ ideas and sharing responsibility for the learning of others is valued. Students are reminded that, like players in a symphony orchestra, we each have a role to play in creating something of which we are all an important and integral part. Being in the spotlight, playing in a supportive role, always listening to learn, knowing when it is time to make a contribution –all of these skills are included in the learning repertoire.
- And we **learn how to learn**. Students are grouped by their learning style, by their prior experience, by their optimal learning pace, by their passion for mathematics (or fear of), and by their level of abstract thinking development. We talk openly about how learning math might be different than learning in other areas –different approaches to learning math might therefore be necessary. We spend the year seeking out better learning approaches, strategies, and environments.

The guiding philosophy of the Catlin Gabel School, its mission statement, the National Council of Teachers of Mathematics (NCTM) standards, as well as our areas of personal strength and passion are incorporated into what we hope will be a supportive, responsive, innovative, and challenging program specifically designed for Middle School students but with clear connection to future mathematical challenges.

7th GRADE SCIENCE GOALS

COURSE GOALS - The purpose of this course is to:

- Introduce students to basic lab & computer skills, and different fields of science.
 - Involve the students in doing science in addition to studying scientific concepts.
 - Increase student confidence and enjoyment in science.
 - Engage the students in cooperative learning situations.
 - Provide opportunities for student-directed investigations.
 - Foster the development of each student's independent thinking ability, abstract reasoning skills, and creative problem-solving strategies.
 - Show how math is integrated in science.
 - Show how science is used in everyday life.
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SKILL GOALS - Students will work on the following skills:

- Practice a variety of problem-solving strategies
 - Use mathematics as a tool
 - Improve expository writing skills
 - Read factual material for content
 - Make detailed observations
 - Design an experiment
 - Measure data accurately
 - Record and analyze data
 - Hypothesize, generalize, infer, interpret, and draw conclusions
 - Write a lab report
 - Maintain a well-organized science binder
 - Work cooperatively with a lab partner
 - Work competently and confidently in the science lab and robotics lab
 - Perform basic computer skills and access Internet resources
 - Practice public speaking skills
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CURRICULUM GOALS - Students will demonstrate an understanding of the following topics at an application level:

- Scientific Method – Definition of science, the process & procedures of science, hypothesis vs. theory, names of lab equipment and proper use of them
 - Measurement – Units of measure, measuring tools, the development and advantages of the Metric System, (Math integration: estimation and scientific notation)
 - Space Science - The Solar System – planets, Moon, Sun, (Technology integration: Robotics-computer programming, PowerPoint presentation, internet research)
 - Forensic Science – Observation vs. inference, fingerprinting and types, gathering evidence, crime lab testing, deductive reasoning, developing a case
 - Environmental Science – Earth the Water Planet - Water usage, water cycle, watersheds, erosion, water pollution & groundwater contamination, water purification, acid rain (Math integration: measuring small quantities, log scales)
 - Earth Science - Interior of the Earth, plate tectonics, The Ring of Fire, earthquakes, volcanoes, events in the eruption of Mt. St. Helens, rocks and minerals
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