



Curriculum Night September 1, 2011

Seventh Grade Agenda

Welcome and Introduction of Staff

Tutorial

Teacher Ease

Discipline Policy

Homework Policy

Target Time

Curriculum Overview

Questions

Tutorial

Tutorial is available Monday through Friday before school from 7:15-7:50 and Monday through Wednesday after school from 3:00-4:00.

TeacherEase

Beginning with the 2011-12 school year, Peacock Middle School will make student information available with the TeacherEase web-based gradebook. Parents can use the Internet for secure access to a student's grades, missing assignments, absences, and discipline records.

Seventh Grade Discipline Policy

The school wide discipline policy is followed in all cases. For minor classroom disciplinary issues the team has developed the following policy. A student will receive two warnings before action is taken. The student will earn a BAT (Behavioral Adjustment Time) for a third warning. These will be scheduled before and after school. Additional warnings will result in parent/teacher conferences and administrative intervention. In the case of gum chewing, students will receive one warning and then be issued a detention on the second occurrence.

Seventh Grade Homework Policy

Students are required to carry their *F.E. Peacock Middle School Assignment Notebooks* with them to all classes. Failure to do so may result in a BAT. We are sympathetic to unusual circumstances and are willing to make accommodations, but generally, students should have their homework on the day that it is due. In the event of an absence, the school's policy is for students to have one day to make up the work for each day of absence, up to a maximum of one week. Any student who does not turn in an assignment will have this noted by one of us in his or her assignment notebook. We, therefore, encourage parents, guardians, and students to review the assignment notebooks on a regular basis. Late minor assignments should be turned in no later than the beginning of the next class meeting for reduced credit. We reserve the right to adjust this policy for late major assignments. TAPs (Teacher Academic Periods) will be scheduled before and after school because of class absences (band lessons, etc.), school absences, and learning needs.

Target Time is a scheduled twenty-seven minute block of time that meets Tuesdays and Wednesdays from 8:10-8:37. It is used to assess all students' individual strengths and weaknesses and then implement interventions to address academic deficiencies or enrichment activities to enhance academic development.

Mr. Poremba
Language Arts
mporemba@itasca.k12.il.us

Textbooks: Spelling Connections, Zaner-Bloser; Writer's Choice, Glencoe; The Language of Literature, McDougal Littell; and leveled short story collections from Jamestown

Novels: Hoot by Carl Hiaasen, The Giver by Lois Lowry, The Pearl by John Steinbeck, and The Adventures of Ulysses by Bernard Evslin

Writing

- 6 + 1 Traits
- Narrative
- Personal
- Persuasive
- Expository
- Extended Response to Literature

Grammar
Usage
Mechanics
Spelling
Public Speaking
Listening

Reading

Comprehension and vocabulary development
Strategy instruction
Genre study

Independent Reading: Accelerated Reader

Accelerated Reader (AR) is a computerized progress-monitoring assessment and practice tool that provides reliable and valid feedback on comprehension of books that students have read.

Guided independent reading practice is reading practice, during which the teacher guides students to books at appropriate levels, closely monitors their progress, and intervenes with appropriate instruction when necessary. Guided independent reading practice has been shown to accelerate reading growth for all students, regardless of ability.

There are three main steps to Accelerated Reader:

1. The student reads a library book.
2. The student takes an Accelerated Reader quiz on a computer, which assesses the student's comprehension of key elements of the book's content. Accelerated Reader immediately scores the quiz and generates detailed reports describing student performance and progress toward goals.
3. Teachers and parents can use the reports to guide instruction, monitor the student's independent reading, and help the student select appropriate reading materials.

Objectives

To meet or exceed the expectations set for the students by themselves, their parents and guardians, the District 10 Board of Education, the community of Itasca, and the state of Illinois

To develop in students a love of learning

To arm students with the critical and creative skills necessary for a productive life

To create a positive classroom experience

To improve students' reading and language skills

To meet the individual needs of students

To expose the students to many different types of reading and writing experiences

To use appropriate technology for a variety of purposes

Additional Thoughts

Zaner-Bloser.com offers spelling practice and educational games.

The librarians from the Itasca Community Library will visit at least four times this year.

Feel free to contact me with questions and concerns. Your child's success is my number one priority.

An ID card is needed for library checkout. Students are asked to return library books promptly. Students may need to arrange time for computer use before or after school, especially because of absence.

Parents are encouraged to regularly check assignment notebooks for upcoming and missing assignments, TeacherEase, and Accelerated Reader progress.

Seventh Grade Social Studies Curriculum:

The social studies curriculum is divided into three specific topics of study; U.S. history, current events and historical literature.

United States History – The text motivates students with features rich in the relevance of United States history. Some of the highlights of the Holt Social Studies Program include visuals that bring people, places, and concepts to life; the maps help to see the connection between history and geography; reading strategies are a primary focus that help develop skills to access information and master content; and the online text also provides additional reading help to improve comprehension, vocabulary, and test scores.

We will complete the following units of study: Our Colonial Heritage, A New Nation, The New Republic and The Nation Expands. The topics of the units include:

- The World Before the Opening of the Atlantic
- New Empires in the Americas
- The English Colonies
- The American Revolution
- Forming A Government
- Citizenship and the Constitution
- Launching the Nation
- The Jefferson Era
- A New National Identity
- The Age of Jackson
- Expanding West
- The North
- The South
- New Movements in America
- A Divided Nation

Junior Scholastic – Current events social studies magazine that covers news briefs, various cultures, debates and includes maps, graphs, charts and political cartoons. Please see the enclosure that outlines the units of study for this calendar year 2011-2012.

Historical Literature – During the course of the school year, your son/daughter will read a historical novel during common time. The novel is written in chapter-by-chapter format and taught using pre-reading activities, vocabulary and comprehension exercises as well as extension activities.

Class Rules:

1. Be Prompt – Make sure that you are seated in the classroom with all needed supplies, listed on the board, ready to begin each lesson.

2. Be Prepared - Come to class prepared with spiral, pens, homework and assignment notebook.

3. Be Polite - Treat everyone with respect and fairness.

Consequences for Breaking Class Rules:

- **Warning**
- **BAT**
- **Phone Call**
- **Detention**
- **Email**

Grading/Homework/Portfolios

All projects, workbook pages, worksheets, and tests are graded using plus points. Daily assignments are graded and used for assessment purposes to determine if reteaching is necessary before students are tested. Tests and major projects account for 50% of the student grade while the remaining 50% takes into account homework, daily worksheets, maps, effort and class participation. Study guides are always provided for the students and can be found in their assignment notebook.

Homework assignments are graded returned and should be used as study guides for quizzes & tests. Projects are graded using a rubric with specific guidelines emphasized as each project is presented. Each project is presented with exact expectations and sample projects are available for visual learners.

Portfolios are kept for each student and always have a large sampling of work throughout the year. Parents are provided the portfolio contents at the first parent/teacher conference and may at any time request an additional conference throughout the year to view. Otherwise students will be given their portfolio to bring home in June.

I'm looking forward to another great year.

Mary Kabat

GRADE 7 SCIENCE/HEALTH - Mr. Larsen

773-1232 ext 2112

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1. Personal introduction
2. Curriculum overview (science)
 1. Text: The Nature Of Science And Technology:
 - a. What is science?
 - b. Scientific method
 - c. Measurements/metric
 - d. Tools used in science, lab equipment and safety
 2. Text: Inside Earth:
 - a. Plate Tectonics
 - b. Earthquakes
 - c. Volcanoes
 - d. Minerals
 - e. Rocks

3. Text: Earth's Changing Surface:
 - a. Weathering and Soil Formation
 - b. Erosion and Deposition

4. Other Topics Covered
 - a. Astronomy
 - b. Meteorology
 - c. Energy
 - d. Renewable and Nonrenewable Resources

3. Curriculum overview (health)

1. Text: Teen Health:
 - a. What is health?
 - b. How to inventory your health
 - c. Influences on your health
 - d. Building positive self esteem
 - e. Friendship and peer pressure
 - f. Tobacco, alcohol, and drug use and abuse
 - g. Sexually transmitted diseases.

4. General information

- a. Homework assignments are due at the beginning of class.
- b. Vocabulary (vocabulary is pre taught and should be reviewed on a regular basis, parental involvement is strongly encouraged)
- c. Quizzes (there will be regular quizzes over the vocabulary)
- d. Tests (tests will follow the completion of most chapters)
- e. Discipline policy (warnings will be given for minor classroom disturbances, three warnings result in a BAT, more severe infractions of the rules will result in detentions as stated in the student handbook)
- f. This curriculum is not set in stone and minor additions or omissions are possible during the year.

Pre-Algebra and 7th Grade Mathematics

Ms. Kaye

Agenda:

1. Welcome!
2. Textbooks and general curricula
 - a. Glencoe's 2010 Pre-Algebra
 - b. Glencoe's 2010 Math Connects
3. Real-life applications and technology

- a. Scientific calculators
 - b. Itasca Bank and Trust's "My Checking Account"
 - c. Excel spreadsheets and graphs
 - d. Math application projects
4. Class procedures and expectations
- a. Materials
 - b. Homework policy
 - c. Evaluation
 - d. Discipline procedures
5. Questions and class activities
- a. Voice Mail number 773-1232 Ext. 2106

7th Grade Pre-Algebra and Mathematics Curriculum

Pre-Algebra

In this course all basic skills, properties, and operations with whole numbers, decimals, and fractions are covered. Other topics include: solving equations, integers, rational numbers, geometric figures, ratios, proportions, percents, inequalities, graphing in the coordinate plane, measurement, areas and volumes of geometric shapes, problem solving and thinking skills, real-life consumer applications, probability, statistics, data analysis, scientific calculators, and computer spreadsheets and graphing.

Mathematics

The review and mastery of all basic skills and operations with whole numbers, decimals, fractions, and integers is emphasized. Throughout the course, problem solving, introductory pre-algebra, and geometry are interrelated. Other studied concepts include: ratios, proportions, percents, number theory, graphing in the coordinate plane, measurement, areas and volumes of geometric shapes, problem solving and thinking skills, real-life consumer applications, probability, statistics, data analysis, scientific calculators, and computer spreadsheets and graphing.

Math Class Procedures and Expectations

1. Materials Needed for Class:
Pencil, pen, loose leaf paper,
calculator. Peacock's assignment notebook
2. Homework:
 - a. In class, students need to record given assignments in their Peacock assignment notebook.

- b. Homework should have student's name, block, page and problem numbers, and date in the upper right corner.
 - c. All work should be shown as demonstrated in class to receive credit.
 - d. Daily work should be done in pencil. Otherwise a 3 point penalty is given. Incomplete or late homework will be penalized but accepted at the next class session.
 - e. Students will either grade their own or others' work in ink. After class discussion, I will collect and review the work. Daily work is kept in students' files. At the end of chapters or each grading quarter, the work will be available for your review.
 - f. Assignments can be obtained from Peacock's homework hotline.
3. Performance assessments, quizzes, and tests will be announced 2-3 days ahead of time.
4. Notes:
Problems or notes given in class should be written as they are checked from time to time. If the student is absent, he/she should get the notes from another student or me.

5. Evaluation:

The weight of various grades is shown in the following chart:

Weight of Grades:

Homework	25%
Performance assessments, projects, and quizzes	30%
Tests	30%
Notes	15%

Spanish
Mr. Mathelier

Grado 7

BIENVENIDOS/WELCOME

Textos/Textbooks

Paso A Paso (AY Prentice Hall, 2000. Paso A Paso (A) Writing, Audio & Video Activities, ScottForesman, 1997. Paso A Paso (A) Practice Workbook, ScottForesman, 1996.

Objetivos/Objectives

- Primer Paso (First Step) p. 1-25.

What is your name?
Where are you from?
When is your birthday?
How old are you?
Where do you live?
What is your phone number?
Classroom objectives & commands
Days of the week
Numbers
Months & Seasons
Colors
Spanish Speaking Countries

Capitulo 1/Chapter 1 p.27-63

Friendships
Likes & Dislikes
Personality
Characteristics (Physical & Personal)
Sports
Leisure Activities

Capitulo 2/Chapter 2 p.65-103

School Supplies
Subjects
Schedules
Time-Telling
Numbers

Capitulo 3/Chapter 3 p.105-143

Public Buildings & Places
Introduction of regular & irregular verbs
Ar, Er, Ir, Verbs
Leisure/Time Activities

Capitulo 4/Chapter 4 p.145-185

Food/ Products
Hablar & Comer

Capitulo 5/Chapter 5 p. 187-227

Family
Adjectives that describe physical characteristics
Age
Numbers
Possessive adjectives

Work for each unit will include classroom assignments, homework, quizzes, test and projects.

GRADING: Peacock's grading scale as outlined in the Student Handbook will be followed. Spanish will count as a full grade and will be averaged into the student's GPA.

CORRESPONDENCE: Please contact me any time for any question or concern by phone at Peacock (773-0335) or E-Mail at vmathelier@itasca.k12.il.us.