



### Mrs. Chappell – Social Studies



**Grade 7:** The last quarter involves the Age of Reform and includes the abolitionist's and women's movements. Students will study the institution of slavery through interactive activities, a nation dividing, secession and the Civil War will be the main topics. The culminating activity will be a Civil War program with local re-enactors.

**Grade 8:** Students have begun studying WW II. After further reading and researching, they will evaluate, through debate, the policy of Japanese- American internment camps. The overarching theme for the rest of the year will be the rights and freedoms of American and non-American citizens and whether the threat of national security justifies the suppression of these rights. The Korean War, the Cold War, the Vietnam War, the Civil Rights Movement, and pop culture will also be studied.

I would like to plan an artifact day and have students share their families' WW II memorabilia - (pictures, diaries, letters, medals, etc.) There will be more information to follow. Thank you - in advance for your help.



### Mrs. Gaudreau - Math

**7<sup>th</sup> grade** - the last quarter will focus mainly on geometry. The students will take an 8<sup>th</sup> grade placement test in June and then I will be making recommendations for Algebra Concepts and Honors Algebra. Parents will receive a placement letter in the mail.

**8<sup>th</sup> grade Concepts** – the last quarter will focus mainly on geometry. We will do some work with polynomials at the end of the year. The students have done a nice job this year and most will be well prepared for Algebra 1 next year!

**8<sup>th</sup> grade Honors Algebra** – The last quarter will focus on inequalities, rational numbers and quadratic equations. The students have done a great job in Algebra 1 this year and they are ready for Geometry next year!

### Language Arts – Mrs. Wildes –

Thank you to Ms. McMahan, our student teacher who will be with us for 1 more week.

#### 8<sup>th</sup> Grade

We are midway through a unit theme study on childhood resilience. Students read a short story “Stone Boy”, watched the film *White Oleander*, and are currently finishing up the autobiography *They Cage the Animals at Night* by Jennings Michael Birch. Students will collaborate in pairs on an emotion map project charting the emotional journey of Jennings through symbolic representations. Students will continue to be directed with guidelines, a rubric and models. To close the year, we will read S.E. Hinton’s *The Outsiders*, again focusing in on character resilience. Students will write one last 5-paragraph thesis paper about the novel.

#### 7<sup>th</sup> Grade

7<sup>th</sup> graders are working through a unit theme study on serving others. Students read the short story “Moon”, analyzed the lyrics of *Prayer of a Refugee*, watched the movie *Pay it Forward*, and are currently reading the novel *The Giver*. Each text reveals characters that are willing to look outside themselves to make a difference in the lives of others. National “Pay it Forward” day is April 30<sup>th</sup>, and we will participate in our own class initiative. As part of our experiment, each 7<sup>th</sup> grader is working towards creating a school/community-wide ripple of kindness. It will be interesting to see how it spreads. I ask that you as parents support them as they seek to “make a difference” in their circles of influence. In addition, students will be given the opportunity to impact their community at large through the Welcome House of Peacedale; not only are we participating in the “Helping Many for Just Pennies” fundraiser (a collection of loose change – the Student Council sponsored Penny Wars monies will also be donated), we will take a walking field trip to the Welcome House to help prepare the community garden for planting. Each class will go separately – permission slips will follow. Coming up, students will participate in a creative poetry reading and writing unit to close out the year.