

Welcome to 7th Grade!!!

Health - Ms. Frias

Email: julia_frias@psbma.org

Please reach out with any questions regarding health class or extramural sports programming

Health - Ms. Frias

Curriculum:

- Michigan Model for Health
 - Skills based curriculum,
- Get Real: Comprehensive Sex Ed



Units:

- Introduction to Wellness
- Social, Emotional, and Mental Health
- Safety and Injury Prevention
- Nutrition
- Communication and Conflict Resolution
- Sexuality Education
- Substance Awareness
- Disease Prevention and Control

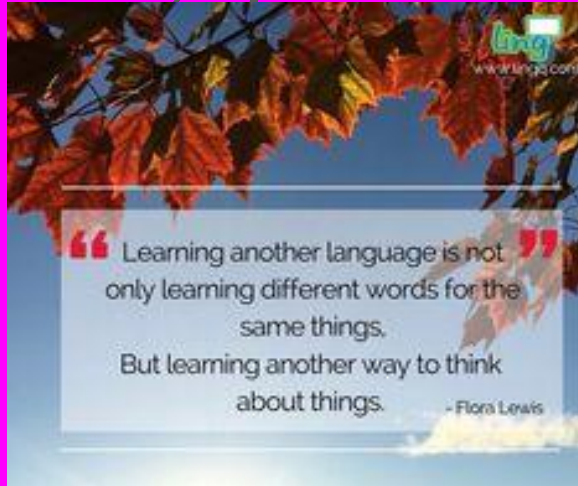


7th Grade Spanish

Bienvenidos a la clase de Español



¡Hola, qué tal!



Profe Señora Cecilia Costanzo



My background

- Native Spanish speaker born, raised, and educated in Argentina
- Bachelor degree in Biology
- Master in Education: Curriculum, Instruction and Admin
- I began my teaching career as a preschool teacher in Argentina and since then I taught in all educational levels.
- Arrived to USA 20 years ago
- Specialized in Teaching of Spanish Language
- Bilingual/Bicultural English-Spanish educator

New approach to teach Languages

My mission: to teach my students so they feel the joy and the pride of speaking and understanding Spanish.

How : by using a communicative approach

What: Themes and topics



*Adapted from AdiosTextbook

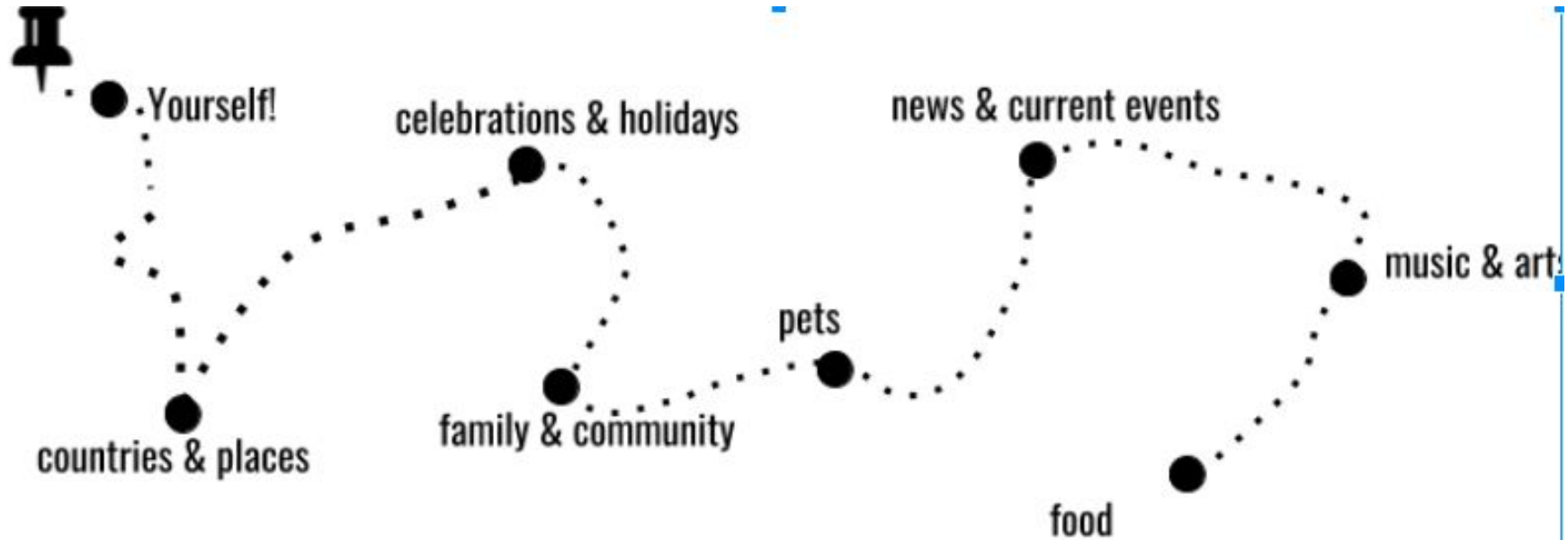
No textbook

No explicit
grammar

No worksheets with
constant repetitions

No rote
memorization

THEMES



Topics

- El calendario
- Me presento
- Pasatiempos
- Cosas de la escuela
- El Mundo (geografía)
- Países del Mundo Hispano (geografía)
- Retratos y Autorretratos (Arte - Descripciones)
- El mapa y la cultura de México
- Casas y hogares del mundo
- Música y canciones del Mundo Hispano
- Lecturas auténticas



FUNCTIONS

What will students be able to do with the language?

- giving basic information
- asking and responding to questions
- describing people, places and things

- expressing preferences and opinions
- expressing feelings and emotions
- expressing hopes, dreams and future plans

- comparing
- telling and retelling stories
- explaining how to do something



Grading = Standard based Proficiency based

- Assessments are aligned to a rubric and language standards.
- There are **formative assessment** (class activities - homework) and **summative assessments** (end of unit tests and projects)
- Students are evaluated based on *how they use the language*, according to a target proficiency level.
- In 7th grade, the proficiency target level is **Novice High**

How I will measure progress

Proficiency

The ability

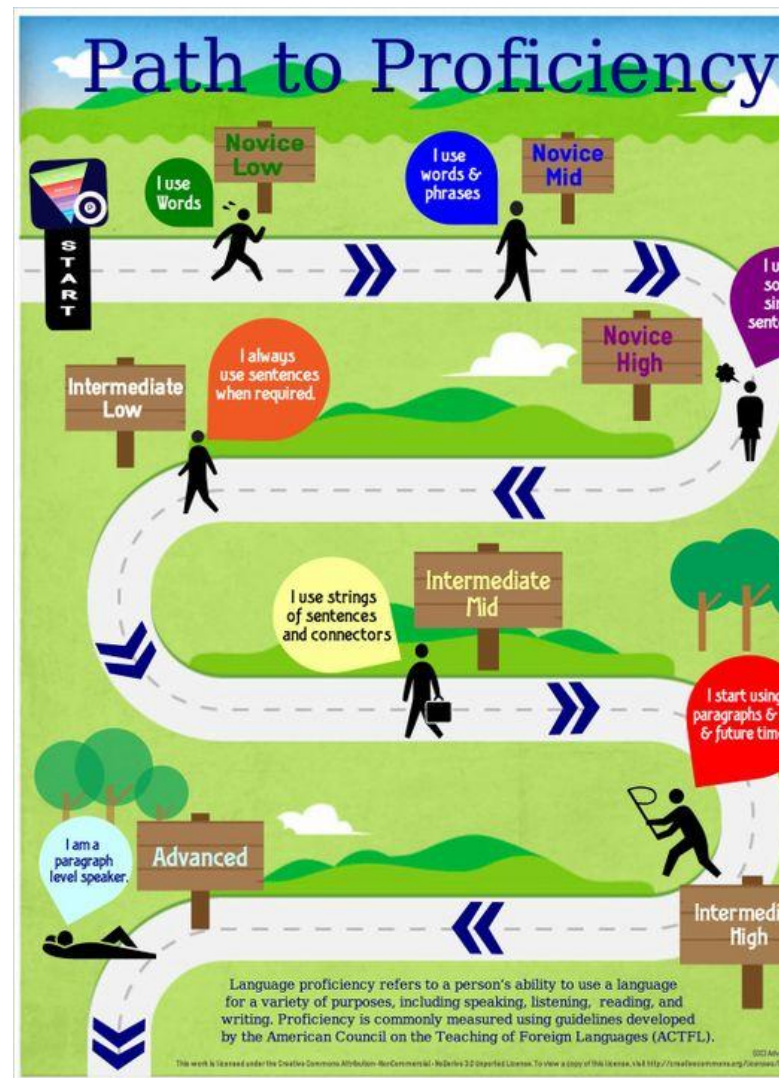
to use the language

to communicate something

with purpose.

Expected level of proficiency

by the end of 7th grade is Novice High



Type of Assessments

Modes of communication

- 0 Presentational Speaking
- 0 Interpersonal Speaking
- 0 Presentational Writing
- 0 Interpretive listening /watching
- 0 Interpretive reading
- 0 Daily participation is very important



Novice
Low

Novice
Mid

Novice
High



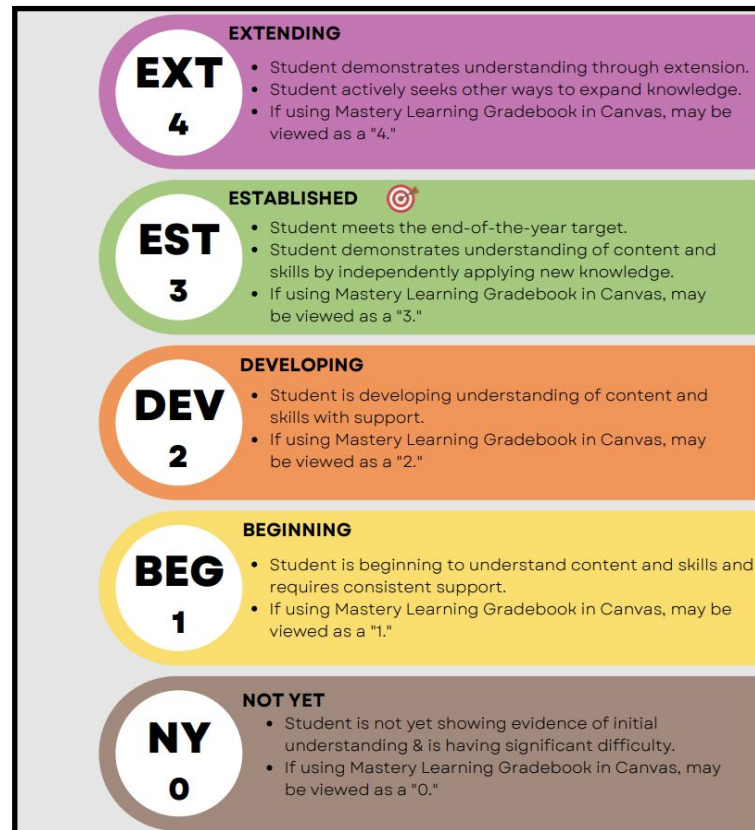
Intermediate
Low

Intermediate
Mid

Canvas grades


I will continue using standard based grading in Canvas assignments and tests.

The target for the end of the year is
Novice High (Established)



Proficiency levels into letter grades

End of the year target: Novice High Established

4. Extended	3. Established	2. Developing (Beginning +)	1. Beginning	0. Not yet
A+	A / A- 	B+ / B / B-	C+ / C / C-	D+ / D / D-

Participation and effort are necessary to improve and it is a different grade separated from language performance

Behavior is also a separate grade from performance and effort/participation.

How to help your child & Communication

-Motivate your child to use the language,
in class, at home, outside.

-Many times homework is to study/review

-Visit me to chat about your child

- Office hours

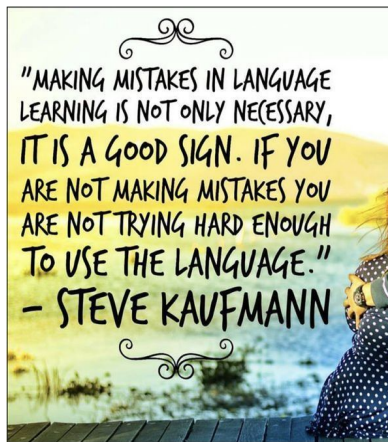
Mondays 2:30 - 3:00

- E mail

cecilia_costanzo@psbma.org

World Language Family page:

<https://www.brookline.k12.ma.us/Page/2351>



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Chinese - Ms. Cao

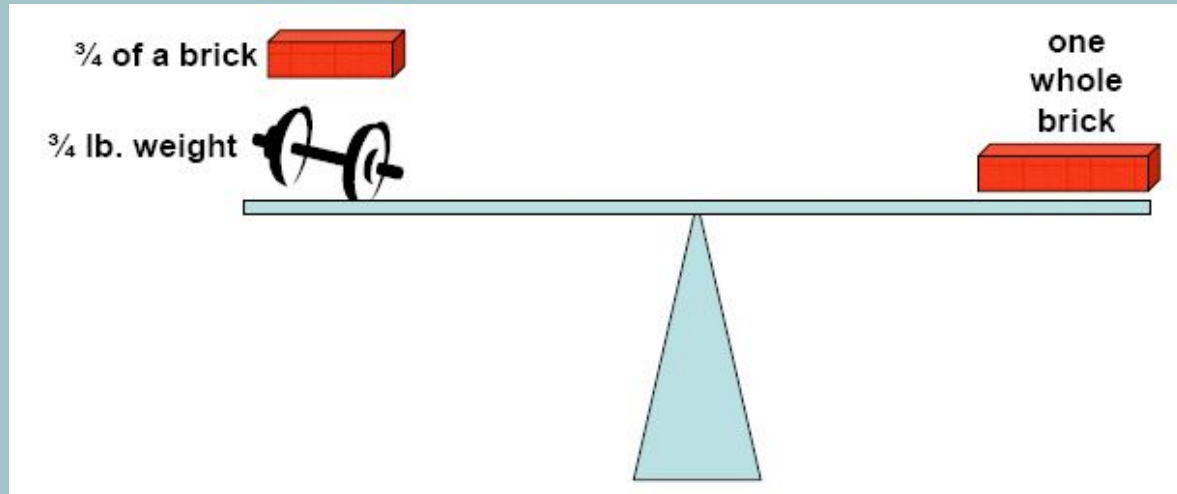
Ms. Cao cannot be with us today
because she is currently teaching at the
Pierce School.

Math - Ms. Soltani and Ms. Jordan

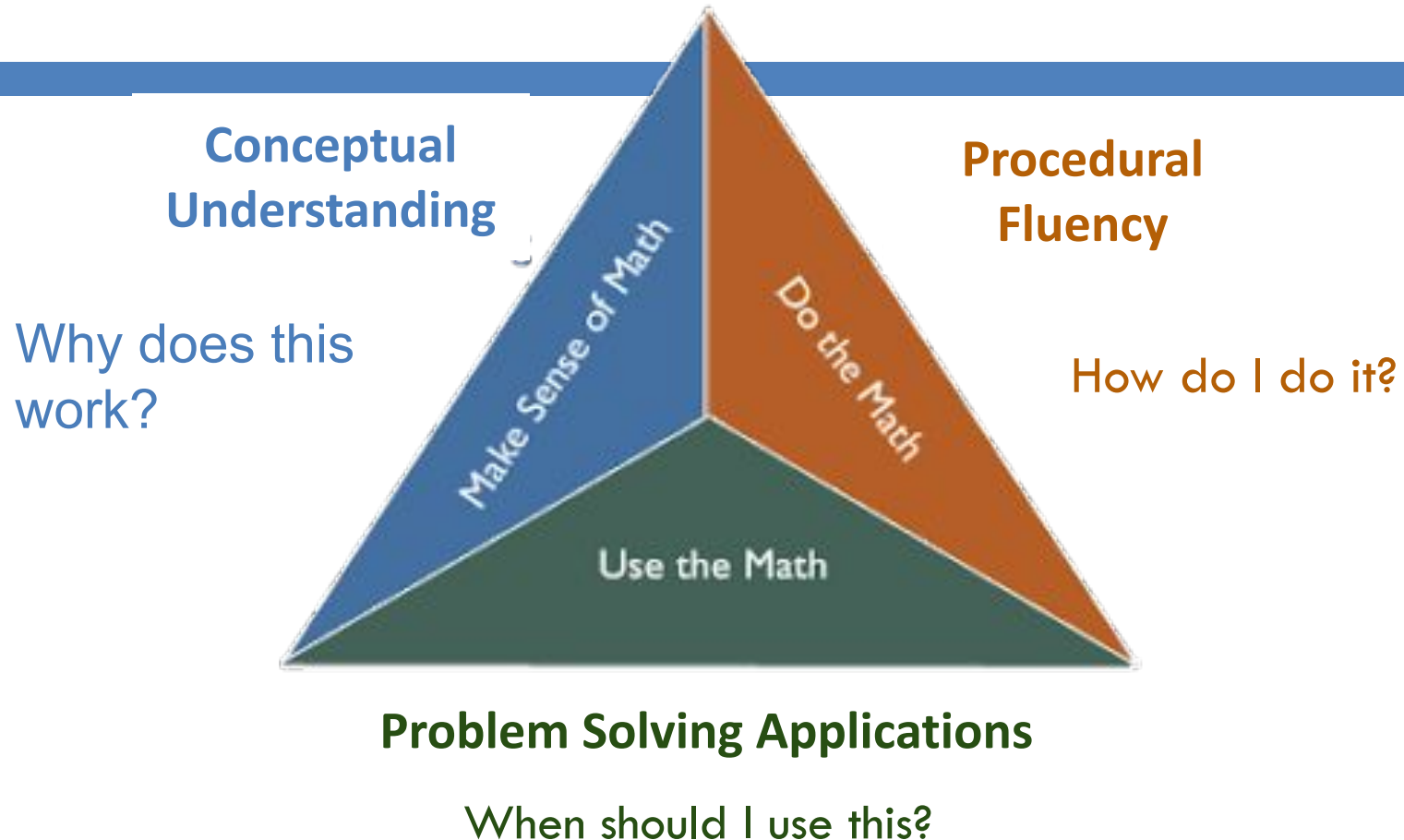
Something to work on while waiting...

A brick balances evenly with a $\frac{3}{4}$ pound weight and $\frac{3}{4}$ of a brick.

Assuming all whole bricks have the same weight, what is the weight of one whole brick?



Goals of Math Class



How to achieve it?

- **Instructional routines and curriculum that promote engagement and discourse**
- **Tasks that show rather than tell**
- **Practice and frequent assessments**
- **Multiple opportunities to show what they know**
- **Possible Projects (Mandy's Garden, Stained Glass Window, Budget, Carnival Game)**

Curriculum Resources

- **Core Curriculum**
 - **Desmos Classroom (based on Illustrative Math)**
- **Practice**
 - **Delta Math**
- **Extension and Challenge**
 - **Nrich**
 - **MARS**
 - **Mathcounts**
 - **Brilliant.org**

Grade 7

Desmos Classroom



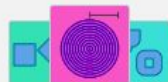
Unit 1: Scale Drawings

19 Days



Unit 2: Introducing Proportional Relationships

17 Days



Unit 3: Measuring Circles

16 Days



Unit 4: Proportional Relationships and Percentages

18 Days



Unit 5: Operations With Positive and Negative Numbers

20 Days



Unit 6: Expressions, Equations, and Inequalities

23 Days



Unit 7: Angles, Triangles, and Prisms

19 Days



Unit 8: Probability and Sampling

21 Days

Click [here](#) for a link to overviews of each unit.

Desmos Demo

Desmos Teacher Dashboard

← 7 - 3 - Scaling Robots ▾

Anonymize

Pacing

Pause

16 of 18

Time Entered ▾

1 Warm-Up

2 Scale Yo...

3 Scale Fa...

4 Imani's ...

5 Imani's ...

6 Anushka...

7 Na'ilah's ...

8 Na'ilah's ...

9 Lesson ...

10 Cool-D...

11

Lynn Conway	•	✓	•	•	✓	•	•	✓	•	•	✓
Rochelle Gutierrez	•	✓	•	•	✓	•	•	✓			
Talitha Washington	•	✓	•	•	✗	•	•	✓	•	•	✓
Wang Zhenyi	•	✓	•	•	✓	•	•	✓	•	•	✓
Shakuntala Devi	•	✓	•	•	✓	•	•	✓	•	✗	✓
Karlie Noon	•	✓	•	•	✓	•	•	✓	•	•	✓
Shiing-Shen Chern	•	✓	•	•	✓	•	•	✓	•	•	✓
Diarra Bousso G...	•	✓	•	•	✓	•	•	✓	•	•	✓
Edray Goins	•	✓	•	•	✓	•	•	✓	•	•	✓
Winifred Edgerto...	•	✓	•	•	✓	•	•	✓	•	•	✓
Grace Alele-Willia...	•	✓	•	•	✓	•	•	✓	•	•	✓
Nkechi Agwu	•	✓	•	•	✓	•	•				
David Blackwell	•	✓	•	•	✓	•	•	✗			
Elbert Frank Cox	•	✓	•	•	✓	•	•	✓	•		
Etta Zuber Falconer	•	✓	•	•	✓	•	•	✓	•	•	✓

Feedback, Revisions, and Retakes

- Students get feedback on their Desmos work
- Tests revisions are expected for everyone.
- Anyone can retake assessments for full credit.

How You Can Help

- ❑ What do you notice about the problem?
- ❑ Did you do something like this in class?
- ❑ What do you know about this topic?
- ❑ Why don't you read the problem again?
- ❑ Let's read the directions together.
- ❑ Let's look to see if there is anything about this in your classwork.

How You Can Help

- ❑ **What do if they seem concerned about grades**
 - ❑ **ask if they signed up for a retake**
 - ❑ **suggest coming after school for office hours**
- ❑ **Don't worry alone or for long or think you need to wait until conference days. Email to set up a time to meet, Zoom, or talk by phone**

**7 - 1 Families: Your
presentations will continue in
Ms. Murphy's room (#1446).**

**7 - 2 and 7-3 Families: Your
presentations will continue in
the Makerspace.**

Social Studies

Ms. Pritchard



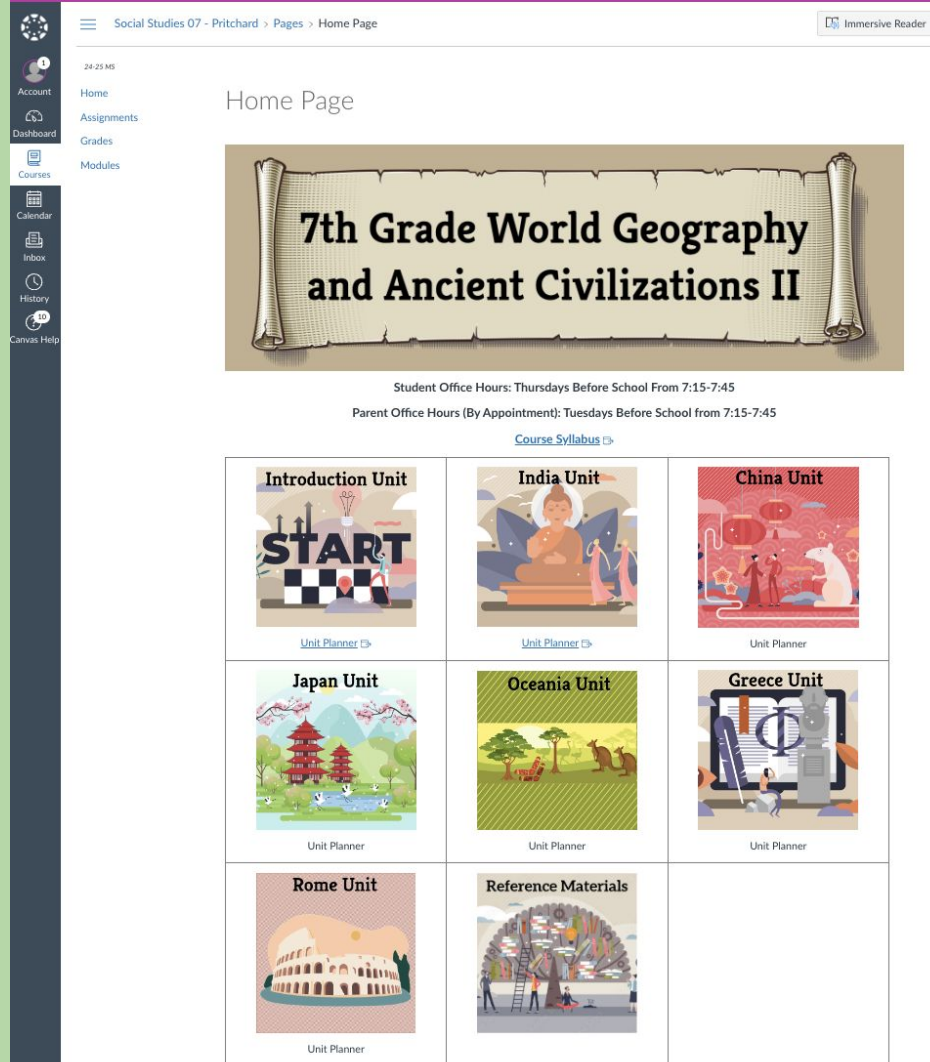
World Geography and Ancient Civilizations II

Introduction Unit	<ul style="list-style-type: none">• How can we develop and practice routines and skills to support our learning?
India	<ul style="list-style-type: none">• How does a society's geography impact how it develops and interacts with the rest of the world?• How can the world work together to address the geographic impact of climate change?
China	<ul style="list-style-type: none">• What is gained and lost when humans and governments try to make economic progress?• Are the gains of economic progress worth the losses?
Japan	<ul style="list-style-type: none">• How does cultural exchange influence a society's identity?
Australia	<ul style="list-style-type: none">• How are historical narratives created?• How can we create historical narratives that are inclusive?
Greece	<ul style="list-style-type: none">• How can we create communities in which people feel included and empowered to participate in civic life?
Rome	<ul style="list-style-type: none">• How can we develop forms of government that are both effective and encourage individual civic participation?

Social Studies Canvas Home Page

From the Home Page,
students can...

- Access each unit of instruction
- Access unit planners
- Access grades
- Send me messages



The screenshot shows the Canvas LMS interface for a course titled "Social Studies 07 - Pritchard". The top navigation bar includes links for Home, Assignments, Grades, and Modules. A left sidebar contains icons for Account, Dashboard, Courses, Calendar, Inbox, History, and Canvas Help. The main content area features a large banner for the "7th Grade World Geography and Ancient Civilizations II" course, which is presented as a scroll. Below the banner, it lists "Student Office Hours: Thursdays Before School From 7:15-7:45" and "Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45", followed by a link to the "Course Syllabus". The page is organized into a grid of unit cards, each with a title, a representative image, and a "Unit Planner" link. The units include Introduction Unit, India Unit, China Unit, Japan Unit, Oceania Unit, Greece Unit, Rome Unit, and Reference Materials.

Social Studies 07 - Pritchard > Pages > Home Page

24-25 MB

Home

Assignments

Grades

Modules

Account

Dashboard

Courses

Calendar

Inbox

History

Canvas Help









Home Page

7th Grade World Geography and Ancient Civilizations II

Student Office Hours: Thursdays Before School From 7:15-7:45

Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45

[Course Syllabus](#)

Introduction Unit  Unit Planner	India Unit  Unit Planner	China Unit  Unit Planner
Japan Unit  Unit Planner	Oceania Unit  Unit Planner	Greece Unit  Unit Planner
Rome Unit  Unit Planner	Reference Materials  Unit Planner	

Unit Planners

Unit Planners are posted for each unit of instruction. They contain:

- Title of unit
- Unit overarching question
- Lesson sequence
- Learning objectives
- Key terms and concepts
- Homework

When absent, students should always check the Unit Planners to see what they have missed.

World Geography and Ancient Civilizations II

Unit: India

Course Skills

Thinking Like A Historian and Social Scientist	<ul style="list-style-type: none">• Evaluates a diverse range of evidence and perspectives to tell accurate narratives about the past and present• Makes connections between the past and present
Being A Changemaker	<ul style="list-style-type: none">• Makes positive changes in our communities and the world

Unit Overarching Questions

How does a society's geography impact how it develops and interacts with the rest of the world?
How can the world work together to address the geographic impact of climate change?

Vocabulary Words for Middle School Scholars

bureaucracy (Day 1)
practical (Day 3)
integrate (Day 3)
interpret (Day 3)
vegetation (Day 4)
petroglyph (Day 6)

deity (Day 8)
pluralist (Day 8)
prophecy (Day 11)
ascetics and asceticism (Days 11 and 12)
deprivation (Day 11)

monk (Day 11)
contempt (Day 12)
impermanent (Day 12)
mortal (Day 12)
civil (Day 19)

Class	Objective/s	Key Terms and Concepts	Homework
Day 1: Introduction to Unit Overarching Questions Date: Wednesday, 9/18	<ul style="list-style-type: none">• I can work with my groupmates to collaboratively identify and justify a solution to address challenges a civilization faces due to changing geography.	physical geography climate change weather agriculture crops	No Homework
Day 2: Mapping Date: Thursday, 9/19	<ul style="list-style-type: none">• I can plot significant physical and political features of Asia on a map.	Afghanistan Bangladesh India Nepal Pakistan Indian Ocean Arabian Sea Indus River Ganges River Deccan Plateau Himalayan Mountains Indus Valley Civilization Mauryan Empire	Finish Day 2 Classwork

A Unit on Canvas

- Each unit is divided into daily lessons that correspond with the Unit Planner.
- All materials for lessons are posted on Canvas.
- Assignments are also listed under each daily header.

Social Studies 07 - Pritchard > Modules

24-25 MS

Home

Assignments

Grades

Modules

SS Textbook 6-8

Collapse All

▼ Course Information

7th Grade Social Studies Syllabus

▼ Introduction Unit

RICK Scores for Unit

Day 1

Day 2

Introduction Unit, Day 2 Guiding PowerPoint

Introduction Unit, Day 2 Classwork

Signed Syllabus Form
Sep 9 5 pts

Day 3

Introduction Unit, Day 3 Guiding PowerPoint

Introduction Unit, Day 3 Classwork

Day 4

Introduction Unit, Day 4 Guiding PowerPoint

Introduction Unit, Day 4 Classwork

Day 5

Introduction Unit, Day 5 Guiding PowerPoint









Day 6

Introduction Unit, Day 6 Guiding PowerPoint

Grades and Assignments

Classwork and Homework	40%	Assigned daily and graded using a standard rubric posted with the assignments on Canvas
Summative Assignments	50%	Include end-of-unit tests, document-based writing responses (DBQs), and group projects
RICK	10%	Weekly score for... <ul style="list-style-type: none">● Arriving to class on time● Bringing required materials to class● Completing start-of-class routine● Completing end-of-class routine● Working with seriousness, focus, and curiosity

Grades on Canvas





[Social Studies 6 Sandbox Pritchard](#) > [Grades](#) > Test Student

[Home](#)
[Assignments](#)
Grades
[Modules](#)
[Newsela \(Gr. 6-8\)](#)

Grades for Test Student

Print Grades

Arrange By
Due Date ▼ Apply

Name	Due	Status	Score	Out of
• Introduction Unit, Lesson 1 Classwork	Sep 1 by 2:30pm		1	1
• Introduction Unit, Lesson 2 Classwork	Sep 2 by 2:30pm		9.25	10 
• Introduction Unit, Lesson 3 Classwork	Sep 3 by 2:30pm	MISSING	0	1
• Introduction Unit, Lesson 3 Homework	Sep 6 by 8am	LATE	0.9	1 
Assignments			85.77%	11.15 / 13.00
Total			85.77%	11.15 / 13.00

Please note
that missing
and late
assignments
are
highlighted
for students.

Canvas Inbox

From the Canvas dashboard, students can and are encouraged to message me...

- with questions
- about absences
- with concerns

The screenshot displays the Canvas LMS interface. On the left is a dark sidebar with navigation icons: Account, Dashboard, Courses, Calendar, Inbox (highlighted with an arrow), History, and Canvas Help. The main content area shows the 'Home Page' for 'Social Studies 07 - Pritchard'. A large banner at the top reads '7th Grade World Geography and Ancient Civilizations II'. Below the banner, office hours are listed: 'Student Office Hours: Thursdays Before School From 7:15-7:45' and 'Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45'. A link for 'Course Syllabus' is provided. The page features a grid of unit planners for various topics: Introduction Unit, India Unit, China Unit, Japan Unit, Oceania Unit, Greece Unit, Rome Unit, and Reference Materials. Each unit planner includes a colorful illustration and a 'Unit Planner' link.

Social Studies 07 - Pritchard > Pages > Home Page

24-25 MS

Home

Assignments

Grades

Modules

Home Page

7th Grade World Geography and Ancient Civilizations II

Student Office Hours: Thursdays Before School From 7:15-7:45

Parent Office Hours (By Appointment): Tuesdays Before School from 7:15-7:45

[Course Syllabus](#)

Introduction Unit Unit Planner	India Unit Unit Planner	China Unit Unit Planner
Japan Unit Unit Planner	Oceania Unit Unit Planner	Greece Unit Unit Planner
Rome Unit Unit Planner	Reference Materials Unit Planner	

Community Matters

Most Fridays, we pause social studies instruction to focus on “matters” that are important to our classroom community because, community “matters.”



While topics and skills covered are flexible based on need, in the past, lessons have focused on...

- Relationship-building
- Collaboration
- Emotions and mindfulness
- Gratitude
- Cognitive flexibility and growth mindset
- Friendship

Office Hours

My student office hours are Thursday mornings before school from 7:15-7:45.

Students can come with questions, complete a weekly check-in, or just work independently in a supervised work space.

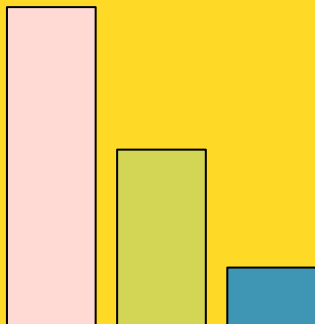
My parent office hours are by appointment on Tuesday mornings before school from 7:15-7:45.

Course Units

- Introductory Unit - Welcome to 7th Grade
- Geology
- Genetics
- Ecology

How Grading Works

- 60% CClasswork
- 30% Labs/Projects
- 10% RICK Score



My Responsibilities to You

- I will communicate clearly and make sure we're all on the same page
- I will treat every student with respect and fairness
- I will make sure everyone has the resources and support they need to succeed this year

LATE WORK POLICY:

Due dates must be honored. Full credit will be given only to projects turned in on time. The following is the policy for late ASSIGNMENTS:

- A) 1 week late (1-5 school days) – 10% off of grade
- B) 2 weeks late (6-10 school days) – 20% off of grade
- C) More than 2 weeks late – half off your grade on the assignment

We care more about effort and mastery than grades. Therefore, if you do poorly on a lab or project, Students will have the opportunity to make corrections and reassess material to show that you have learned the material, and earn back points.

Science

How To Get Extra Help

I will not be available during most students WIN blocks during the school day. However, I will be available after school on **Wednesdays from 2:30 until 3:15 pm for Office Hours**. I can also be available at other times if Wednesdays don't work for you. If you are having a difficult time or do not find the work challenging enough, please talk to us and we can set up a plan to accommodate you. **If students are absent please have them contact me to get caught up.** Again communication is very important. Reach out to me at Ryan_McManus@psbma.org

7th Grade – English Language Arts

Similar to 6th grade! But
with a faster pace and
more independence!

A Few Basics to Get Us Started:

- Me! Zoe Borden (Ms. Borden to your students)-- I am here to support you and your students! Please reach out to me (elizabeth_borden@psbma.org) with individual questions or concerns
- My office hours (for your student)! Mondays 2:30-3:00 – your student can also reach out to me via Canvas message - it is helpful when students reach out to me to notify me of absences!!!

Some big picture considerations for middle school ELA

What is taught in 7th grade ELA is dictated by the [Massachusetts Curriculum Frameworks](#) published by DESE.

- The domains included in ELA as determined by DESE are...
 - Reading literature (fiction, poetry, plays)
 - Reading informational texts (nonfiction)
 - Writing
 - Speaking and listening
 - Language (grammar and vocabulary)

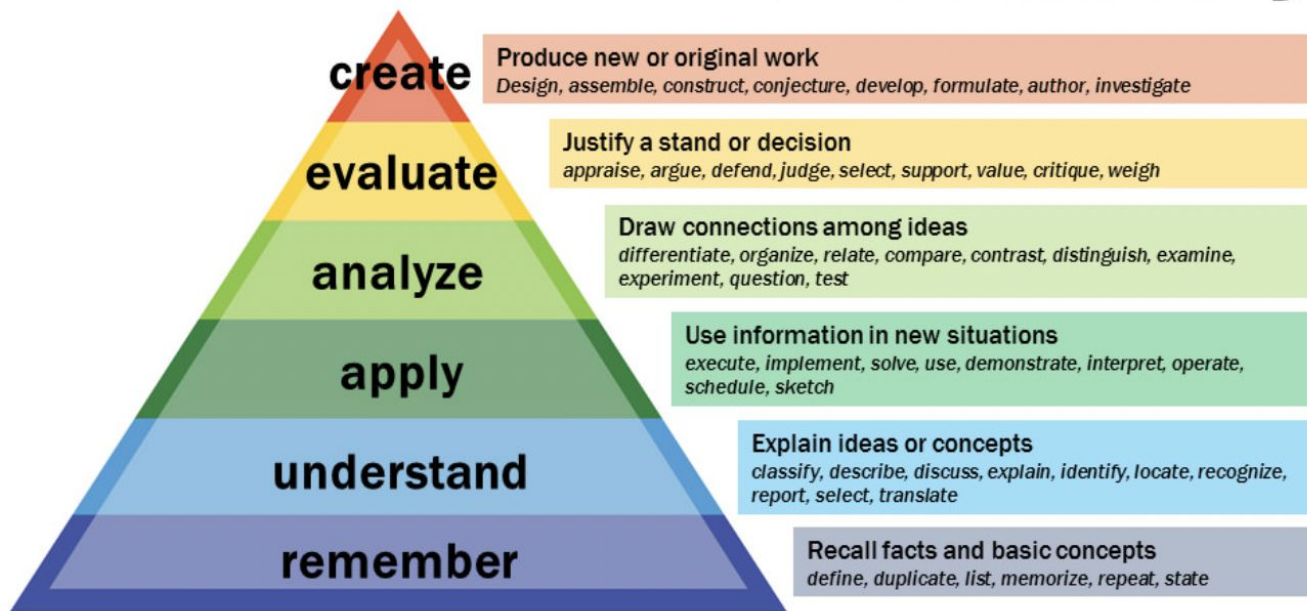
How these things are taught are determined by district selected curriculum and (to a certain extent) teachers!

- The district is currently conducting a curriculum review for English Language Arts
- New curriculum is being reviewed this year. The selected new curriculum will likely reach the middle school classrooms in the school year 25-26
- More information is available via the [district website](#). I may be able to answer some of your questions about this process, but this a district led initiative and questions may need to be referred to district leaders.

As students progress through middle school, we want them to develop their critical thinking skills.

My goal is to provide students with books and tasks that require them to tap into their higher order thinking skills. But to tap into those skills we need a strong foundation of comprehension.

Bloom's Taxonomy



Curricular Units of Study:

- **Investigating Characterization: Author Study Book Clubs** (*Stargirl* used as mentor text)
- **The Art of Argument: Research Based Essays** (with review of research skills)
- **Historical Fiction Book Clubs** (Ms. Reid and I am collaborating on what will hopefully be a fun add to this unit!)
- **Writing Realistic Fiction: Symbolism, Syntax, and Truth** (a structured exploration of authorial craft and techniques)

*note that the curriculum may evolve based on student need, materials, etc

Supplementary Learning

Word Five: Criteria

Context Example One: The coach needed a new second baseman for the baseball team, so he scheduled tryouts for the players who wanted the position. The coach used several important *criteria* to decide which player to choose. "He had to be a powerful hitter, a fast runner, an accurate thrower, and be ready to cover shortstop if necessary. I was looking for a guy who could do it all," the coach said.



Definition: C
you use to n
about some

DRISCOLL LIBRARY



Welcome to the Driscoll Library!

[Click Here to Search for a Book in the Catalog](#)

[Click Here for Research Resources](#)

[The Year of the Turtles at Driscoll Website](#)

- Independent Reading
 - Students are expected to be reading a book of choice at all times
 - My goal is to support them in developing independent reading habits that will stick with them in the future - you can support this!!!
 - Ms. Reid and the Driscoll library are vital to this work!!!
- Vocabulary
 - Tier two academic vocabulary (high frequency words that students could encounter in any domain)
 - An emphasis on incorporating new words in to students' oral and written expressive vocabularies

What does class look like?

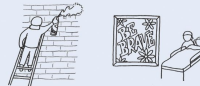
My goals:

- ❖ Students read something and write something everyday
- ❖ Students talk to their peers about their work everyday
- ❖ Students feel their efforts are valued and their opinions and feelings are considered

Now that we are a ways into the text we need to consider how things are evolving and changing. Reading involves an interaction between the reader and the text so it is always important to check in on your own perspective.

When Investigating Perspective, Readers Consider:

How their own perspectives on characters change.



Evaluation:

Grades can be extrinsically motivating to students, and they have a place in education, but I try to cultivate students' intrinsic motivation by prioritizing learning and deemphasizing grades.

In my class, I work to constantly give students feedback by discussing their ideas, asking them to explain their reasoning or provide evidence, and by correcting one off writing assignments, giving notes on fluency etc. Students who want additional help or feedback are encouraged to come to office hours or reach out via Canvas message.

That said, students will be graded on a straight point system. Writing assignments will come with a rubric that students will be provided before the assignment is due. Students will receive rubrics completed by me that will both provide feedback and show them their grade.

IPRs and quarterly grades can give you a glimpse of your child's performance. If you want to know about their progress or learning please reach out to me!

Learning Center - Ms. Taube