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# Middle School News



**Saint Michael School**

Volume 3, Issue 2

## Reminders and Announcements

October 17, 2019

- Please continue to support the Eagle Run. We are only one week away and the entire school is trying hard to reach our goal of \$60,000. We would love 100% participation.
- Wednesday, October 23, is a minimum day. School ends at 12:15 PM. Please make sure that you have made arrangements for early pick up or Eagle's Nest.
- This Friday's St. Vincent de Paul donations will be canned tuna and peanut butter. Thank you for your continued generosity.
- Please make sure to check the uniform policy. Socks, skirt lengths, and missing belts are common areas for infractions. Remember, socks cannot have logos on them and must be black, white, gray, or navy. In addition, please pay attention to the grooming portion especially nail polish and hair.

## 8th Grade

### Religion—Mrs. Dayton

We have completed the first unit of our Family Life curriculum. Students took a summative assessment on the material today. Our objectives in this unit were to practice skills that can contribute to family happiness and to understand how an informed conscience gives direction in life. Our next lesson's goal is to discover the influences upon a person's personality and how their personality affects their view on life and their decisions.

We have also been making a class rosary on the bulletin board in which each student has made several large paper beads and they take turns adding them to the rosary one at a time. It has been a nice teamwork activity while stressing the importance of the prayer during this month of the rosary. We have one decade to go!

In the next few days, students will also collaborate in making posters of the Beatitudes and will discuss the meaning of them as it pertains to their age and state in life. I look forward to their thoughtful discussion on these rich blessings.

I hope you have all had a chance to look over the "Family Time" portion of Unit 1 which students were supposed to share with you at home. Thank you to those of you who signed it with an activity circled that you tried at home! These handouts contain biblical references to the material we are discussing in that particular unit, prayers to say as a family, faithful exercises to do as a family and much more! I highly encourage you to look at these as a family as it will reaffirm what they are learning in class and ultimately help to make their faith in Jesus that much stronger! The "Family Time" portion of Unit 2 will go home next week!

Thank you for all you do to educate your children in the Faith and please don't hesitate to contact me with any questions, comments or concerns.

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## 8th Grade—cont.

### ELA—Mrs. Rall

In eighth grade, we have finished our first novel and are concluding the first essay assignment of the year. We have been workshopping one-on-one and each student has been able to get individualized instruction based on their goals and interests. We have also just entered into a year-long study of debate, featuring the controversies of YouTubers and other public figures, where the students are challenged to use different media to persuade their audience. These activities are followed by a practice of respectful, in-class debate. In addition, we will be starting our next novel *Roll of Thunder, Hear My Cry* at the end of October.

### Math—Mrs. Miron

**Math 8:** The students completed their study of *Unit 1: Real Numbers, Exponents, and Scientific Notation* with a summative assessment on the entire unit. As a whole, the students did very well and have built confidence through their success.

We have started our next unit of study *Unit 2: Proportional and Nonproportional Relationships and Functions*. In this unit the students will look at the relationships between quantities and determine what those relationships are. Are they proportional? Are they nonproportional? What does that look like? In Module 3 we are looking at constants of proportionality and the different ways that proportional relationships are represented: tables, graphs, and equations. Several resources will be used to access these concepts including interactive notebooks, Mathletics, BrainPop, and others.

**Algebra I:** We are wrapping up our introductory chapter on polynomials, with an eye to demonstrating understanding through summative assessment next week. The students have worked hard to master the vocabulary of polynomials including terms, degree, coefficient, monomial, binomial, and trinomial among others. Concepts studied include combining like terms; adding and subtracting polynomials; multiplying monomials and polynomials; multiplying binomials using FOIL or double distribution; and determining special products of binomials. We finished out the operations of polynomials with learning about Pascal's Triangle, a pattern used for expanding binomials.

Looking forward, Chapter 6 will focus on the usually challenging concepts surrounding factoring polynomials.

### Social Studies—Mr. Halter

In chapter 2 our project based learning and technology project is a Story Board That activity, which focuses on the early events of the American Revolutionary War, including: The Seven Years War, Stamp Act, and the Boston Tea Party.

### Science — Mrs. Davis

Seventh Grade and Eighth Grade are both deep into a unit called "Save The Penguins". The focus of this unit is designed to help students with science concepts related to thermal dynamics, heat and energy as well as teach them the basics of engineering design. They are getting a sense of how engineers are people who design solutions to problems. The students' goal is to design and build a shelter for an ice cube-shaped penguin that reduces heat transfer and keeps the ice from melting. In Save the Penguins, the broad context is global climate change. Students learned that the energy we use to heat and cool our houses comes from power plants, most of which use fossil fuels to convert chemical energy to electrical energy. The burning of fossil fuels has been linked to increased levels of carbon dioxide in the atmosphere, which in turn has been linked to increases in global temperature. This change in temperature has widespread effects upon life on Earth. Penguins live in the southern hemisphere, primarily on the icy continent of Antarctica. As the Earth warms and ice melts, penguins lose habitat. Therefore, students should see that better-designed houses that use less energy for heating and cooling can have an effect on penguins. Energy efficient houses that minimize unnecessary heat transfer will draw less electricity from fossil fuel burning power plants and not contribute as much to global climate change. During this engineering design-based activity, they are not being told what to do- they are creating and innovating, making decisions with their peers based on their knowledge and data collection of various materials and their ability to slow down

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## 8th Grade—cont.

### Science—Mrs. Davis

heat transfer rates. I'm looking forward to watching these budding engineers design igloos in order to save their ice cube-shaped penguins over the next few class periods.

Sometime next week, students will be bringing home directions and project choices for our upcoming Engineering Science Fair that will be held January 22 and 23, 2002. This year's Engineering Science Fair will be school wide and open to all grade levels. Please be on the lookout for details coming soon. Students will be given the choice of picking one of three projects to complete for their Engineering Science Fair project. This will be a first come first serve with parent approval. For students who wish to complete a more unique Engineering Science Fair Project, they will be given one week to determine and get teacher pre-approval on a topic of their choice.

STREAM elective students are wrapping up some amazing Rube Goldberg Machines. I have been impressed with the creativity and watching the students make decisions with

## 7th Grade

### Religion—Mr. Halter

In chapter 4 family life we have been discussing the importance of an emotional balance between the physical, psychological and spiritual aspects of life. I am a bit surprised to find that students are in a real need for positive views of themselves. This Sunday the 7th grade is hosting the Family Mass. After emailing every family, I have only received one response from a single student who was able to attend and participate. I would like to emphasize that weekly Mass or church attendance (whatever your Christian faith might be) is very essential for the development of a Christian child. I would like you to take the time to read the following article.

Why Young Children Belong in Mass <https://www.catholicnewsagency.com/cw/post.php?id=85>

Regular Mass attendance helps to nurture a child's inner life and unites people from all walks of life.

I will make the article available for you at our Parent/Teacher conferences.

### ELA—Mrs. Rall

In seventh grade, the class has finished reading *The Lion, the Witch, and the Wardrobe* and are currently working through their first essay of the year. We have been workshopping one-on-one and each student has been able to get individualized instruction based on their goals and interests. We have also just entered into a year-long study of debate, featuring the controversies of YouTubers and other public figures, where the students are challenged to use different media to persuade their audience. These activities are followed by a practice of respectful, in-class debate. In addition, we will be starting our next novel *I am Malala* at the end of October.

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## 7th Grade—cont.

### Math—Mrs. Miron

**Math 7:** We finished up our study of operations with integers and have moved on to applying those same rules to rational numbers. The students are becoming reacquainted with fraction operations including common denominators, converting fractions to decimals and vice versa, and how to multiply by the reciprocal of the divisor when dividing. After the students demonstrate their understanding of performing operations with rational numbers, the students will apply real life situations that use all of the operations.

**Pre-Algebra 7:** The students are wrapping up their study of expressions and equations. The students have learned to find the solutions to variable equations through using the Properties of Equality for Addition, Subtracting, Multiplication, and Division. They have also explored finding and graphing the solutions for inequalities. They have learned about the difference between having one solution to an equation, and infinite solutions to an inequality. In addition, we have discussed using inequalities to determine solutions to open-ended situations, namely the idea of at least and at most.

### Social Studies—Mr. Halter

In chapter 3, our creative art projects include Camel Caravan and a two-point linear perspective Islamic mosque, while we learn about the origins of Islam.

### Science—Mrs. Davis

Seventh Grade and Eighth Grade are both deep into a unit called "Save The Penguins". The focus of this unit is designed to help students with science concepts related to thermal dynamics, heat and energy as well as teach them the basics of engineering design. They are getting a sense of how engineers are people who design solutions to problems. The students' goal is to design and build a shelter for an ice cube-shaped penguin that reduces heat transfer and keeps the ice from melting. In Save the Penguins, the broad context is global climate change. Students learned that the energy we use to heat and cool our houses comes from power plants, most of which use fossil fuels to convert chemical energy to electrical energy. The burning of fossil fuels has been linked to increased levels of carbon dioxide in the atmosphere, which in turn has been linked to increases in global temperature. This change in temperature has widespread effects upon life on Earth. Penguins live in the southern hemisphere, primarily on the icy continent of Antarctica. As the Earth warms and ice melts, penguins lose habitat. Therefore, students should see that better-designed houses that use less energy for heating and cooling can have an effect on penguins. Energy efficient houses that minimize unnecessary heat transfer will draw less electricity from fossil fuel burning power plants and not contribute as much to global climate change. During this engineering design-based activity, they are not being told what to do- they are creating and innovating, making decisions with their peers based on their knowledge and data collection of various materials and their ability to slow down heat transfer rates. I'm looking forward to watching these budding engineers design igloos in order to save their ice cube-shaped penguins over the next few class periods.

Sometime next week, students will be bringing home directions and project choices for our upcoming Engineering Science Fair that will be held January 22 and 23, 2002. This year's Engineering Science Fair will be school wide and open to all grade levels. Please be on the lookout for details coming soon. Students will be given the choice of picking one of three projects to complete for their Engineering Science Fair project. This will be a first come first serve with parent approval. For students who wish to complete a more unique Engineering Science Fair Project, they will be given one week to determine and get teacher pre-approval on a topic of their choice.

STREAM elective students are wrapping up some amazing Rube Goldberg Machines. I have been impressed with the creativity and watching the students make decisions with their peers based on the knowledge that they learned doing the Lego Chain Reaction activities. Students will be making webpages next week, featuring videos and photos of their working Rube Goldberg machines. Once they are completed, I invite you to ask them to please share their amazing hard work

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## 6th Grade

### Religion—Mrs. Miron

We are deep into our Family Life curriculum. The students should have brought home the “Family Time” tear outs for Units 1 and 2. Unit 1 focused on Love of Family. We discussed diversity, ethnicity, genetics, and the gifts God gives to us through our heredity to help those around us. We created a ethnicity quilt and the students shared some of their cultural traditions.

Unit 2 deals with Love of Self. We are discussing how to be honest with ourselves and through humility and knowing ourselves, we can build self-confidence. The students will be making pennants that show the seven tools of self-discovery: self-awareness, experience of self, experience of others, trust, honesty, freedom of choice, and perspective. In all, the students will be able to think about how to use their knowledge of themselves to make goals.

### ELA—Mrs. Rall

In sixth grade, the students are continuing their reading of *The Lightning Thief* alongside related mythological stories. They are working on their summarization skills through an almost daily game. In addition, Wordly Wise has become an exciting challenge and the students are enjoying the integration of technology in order to learn their vocabulary. We look forward to starting our first essay when we finish the novel and will dedicate our schedule to reviewing and building on the writing process.

### Social Studies—Mr. Halter

We have been working on a project-based learning interactive notebook based upon *Attar of the Ice Valley*. Within the project the students are focusing on the earliest domestication by man of a dingo (wolf), and how this relationship would change man and man’s best friend forever.

### Math—Mrs. Miron

We have finished our second module of study on greatest common factor (GCF) and least common multiple (LCM). Many students found these concepts really challenging and are in need of bolstering the underlying skills of multiplication and division facts. We have moved on and started the next module on classifying rational numbers. The students have learned that there are different sets of numbers and they are classified through shared characteristics. For example, the set of whole numbers includes 0,1,2,3,.. Integers are the whole numbers and their opposites, and rational numbers are any number that can be written as a fraction, which includes whole numbers and integers. Later on in the module, the students will be ordering rational numbers, which will apply the concepts of converting fractions to decimals and decimals to fractions. The students will be using BrainPOP, Mathletics, and other resources to review these concepts.

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## 6th Grade—cont.

### Science—Mrs. Davis

Sixth Grade just finished a unit learning about the atmosphere. Students should be able to recognize that a limited number of the many known elements comprise the largest portion of the atmosphere. They then learned the composition of the atmosphere, knowing which elements are the most abundant in our atmosphere. Based on the composition of the atmosphere they learned and should be able to identify the layers of the Earth's atmosphere. They should be able to demonstrate how the Sun's energy impacts weather and atmospheric movement. They should be able to identify the 4 main types of clouds. Next we will move into a unit learning about Catastrophic weather events and how they impact ecosystems.

