

## ***LEVEL 3***

# ***SEVENTH AND EIGHTH GRADE NEWS***

***FRIDAY, APRIL 5, 2019***

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***Seussical Musical: Tuesday, April 9th 7 PM***

***Manatee Performing Arts Center***

***Tickets: \$5***

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**SPRING FLING! Saturday, April 13 At the Center! 6:30 PM to 9:30 PM**

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**Standardized Testing: Monday, April 15-Thursday, April 18**

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## ***Academics***

We wrapped up our science work this week, and students received the study notes for the second science test, which will be on *chemical* change. Our science studies in Cycle 4 have been divided into mechanical change and chemical change. In our section on chemical change, we've learned about conservation of mass and how to balance chemical equations, four basic types of chemical reactions (synthesis, decomposition, single displacement and double displacement reactions), endothermic and exothermic reactions, and reactions of acids and bases. This week we've had two exciting chemical demonstrations: the reaction of sodium metal with water, and the decomposition of sucrose with sulfuric acid (think: giant carbon snake). Other science activities have included pH experiments and double displacement reaction which generates a precipitate.

This week we've transitioned from science work to Social World (history and social studies) work. Our focus in Social World this cycle is on the rapid change and upheaval of the Industrial Revolution.

The thematic novels for our current cycle, "Changes," focus on the changing world of the Industrial Revolution. Students had three different novels from which to choose : 1.) *The Jungle* by Upton Sinclair (the infamous story of immigrants working in Chicago's unregulated meat packing

industry), 2.) *Uprising* by Margaret Peterson Haddix (a story about the Shirtwaist Strike of 1909 -also known as the Uprising of 20,000- and the Triangle Shirtwaist Fire of 1911), and 3.) *Lyddie* by Katherine Patterson (a story of a 13 girl on her own, as she transitions from a rural life to the life of a factory worker at the beginning of the Industrial Revolution). In other language work, students have continued to work on elements of literary analysis through a selection of short stories they read each week.

## Spring Fling!

Our 7th and 8th grade students have been busily working on TWO Spring Fling auction projects: a mosaic of a barracuda fish and a replica of a Viking chest. We'll be posting pictures next week. The Spring Fling is April 13th, from 6:30 - 9:30 PM, and includes dinner, music, and auction fun!

## Standardized Testing

We'll be doing our yearly standardized testing April 15-18. The achievement testing instrument we use is the Stanford 10, which uses national norms (as opposed to state norms or no norms). We ask that on those days, that students arrive at school on time, and eat breakfast before they come to school. Testing will take place between 8:30 AM and 11:45 AM.

We will have some healthy snacks for the students during testing time. **We would also be deeply grateful for any contributions of healthy snacks (cheese and crackers, hard-boiled eggs, fresh fruit, and fresh vegetables (making and sending in a snack will count towards your volunteer hours, by the way.)**

## Seventh and Eighth Internships

Since seventh and eighth grade students choose internships in the community at large, rather than within our school community, the choices can sometimes be overwhelming. Are we trying to get our students to volunteer or to shadow? Some are under the misimpression that their internship should be in an area they're considering for an adult career, and therefore shouldn't go to an internship where they'll clean dog kennels, stuff envelopes, or repair a bicycle.

There's a lot of variation in the nature of the internships our students have done and will do. But our general goals are these:

### To Experience Adult Mentor-ship in a Real Workplace Situation

Young adolescents seek new *real* life experiences, and thrive under the mentoring of caring adults. Young adolescence is a unique period in life. Much research has shown that, for those sensitive few years, young adolescents need, and in fact thrive on, hands-on real life experiences. The students respond strongly to mentoring by caring and thoughtful adults who accept the 12, 13, or 14 year old as a young apprentice.

### **To internalize knowledge**

When students take information they know and apply it in a new situation (like creating a spreadsheet, measuring pH, applying their knowledge of marine animals to help younger visitors to Mote Aquarium, etc.) learning becomes meaningful and purposeful. The task of putting what you know into a different perspective is also one of the best ways to stimulate formal operational thinking and foster growth in critical thinking and problem solving.

### **To refine communication skills**

Learning to choose the appropriate behavior and language according to different situations in life is achieved through a wide variety of experiences. An internship setting provides a unique opportunity for the student to observe adult communication patterns in the workplace.

### **To understand the value of their talents and contributions**

Young adolescents *want* to make a contribution. Opportunities to be part of adult society encourage students to give as well as receive from the community. Often, young adolescents don't realize the talents and skills they have, and are amazed when an intern site offers them a summer job (This HAS happened several times). The internship experience allows them to realize that they have many talents and skills to share with others. For example, we've had students discover that they're really talented at organizing in an office space, are great at word processing and editing, or are mechanically inclined and methodical.

And yes, in some cases, it may help a student **explore areas of interest for possible future careers**. Giving students the opportunity to observe and experience various professions can help them decide if they have the motivation, but probably more importantly, the temperament, to successfully pursue certain lines of work. For example, we've had students who were interested in becoming vets, but found that they couldn't bear to see animal surgeries and sick animals.

If you would like an official letter where these internship goals are formally articulated, to take to possible internship sites, you can find it here:

<http://level3678.com/7th-and-8th-grades/internship-letter/>

This year, our internship week is May 13-17. However, if a student is *not* going on the big trip, they also have the option to use the week of May 6 as their internship week, which will open up some flexibility when dealing with businesses and organizations.

You can review the steps for 7th and 8th grade internships here:

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## *Outreach 360 Trip to the Dominican Republic: May 4–May 11*

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### *Thank you to...*

**Kris Feddermann, for shopping for our Level 3 store and hot lunch business.**

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#### **Questions?**

PARENTS AND STUDENTS: We encourage you to contact us with any questions and concerns. The best time to call us is in the evening; alternatively, you can email or text us any time:

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### **Mark Your Calendars**

Seussical Musical.....April 9

Spring Fling Evening Under the Stars.....April 13

Stanford Achievement Testing.....April 15-18

**OUTREACH 360 Trip to the Dominican Republic: May 4-May 11**

Internships.....May 13-17

Algebra 1 EOC Exam.....May 21 and 22

Graduation.....May 23

**Regularly Scheduled:**

Tuesday Tutorials.....3:15 - 4:30 PM

*-The Level 3 Team (Robin, Deana, Erica, and Beronica)*

**Please** send any email address changes and updates to [redidin@gmail.com](mailto:redidin@gmail.com)