

**LEVEL 3**

**FRIDAY, OCTOBER 9, 2020**

# **SEVENTH AND EIGHTH GRADE NEWS**

## **LEVEL 3 PARENT EDUCATION NIGHT:**

### **“All About Young Adolescents” 6-7 PM, Tuesday, October 13**

Although we don't have a potluck as part of our parent education night this year, we hope you will still join us this coming Tuesday, as we present information about the alternate reality of young adolescence!

(This is an event geared towards parents only.)

## **Academics and More**

We are now deeply immersed in our social studies (we call it “Social World”) portion of our cycle. Students have had several lengthy lessons and several background reading assignments on events leading up to the American Revolution (Sugar Act, Stamp Act, Tea Act, Boston Massacre, Townshend Acts, the Boston Tea Party, the Intolerable Acts, the Battles of Lexington and Concord, and the decisions to form the first and second Continental Congress). As we learn about the specific events, we also focus on how the seeds of revolution are planted.

**CYCLE 1**

**We are here**



**Week 1      Week 2      Week 3      Week 4      Week 5      Week 6      Wrap-up**

←-----**SCIENCE**----->←-----**SOCIAL STUDIES**----->

←-----**LITERATURE, LANGUAGE, and WRITING**----->

←-----**READ CHOICE NOVEL**----->←-----**READ THEMATIC NOVEL**----->

←-----**PERSONAL WORLD**----->

←-----**MATH**----->

←-----**GEOGRAPHY & CURRENT EVENTS**----->

As part of their study of revolutions, students will also be learning about types of propaganda, and how it has been used historically. We've also been discussing the role of provocateur groups, like the Sons of Liberty.

Students have been working in their small groups to prepare Powerpoint lessons for the other students, and will be presenting their Powerpoints today. Each group has prepared a lesson on a major figure in the American Revolution, and a lesson on a major event that was part of the American Revolution. Major figures include Benjamin Franklin, King George III, and Thomas Jefferson. Event presentations cover the Battle of Saratoga, the Battle of Yorktown, the Declaration of Independence, and the Treaty of Paris.

Students also have individual projects due next week. The individual student projects will focus on aspects of daily life in the revolutionary era.

Our major writing project this cycle has been a mini memoir. We began by studying characteristics of memoirs, as well as how to embellish a memoir with "probable" dialogue. Students have also learned about the important role of reflection in their memoirs, as they back on events described, and put those events in a larger context. The students have been working on the structure and framing of their mini memoir, and many of the memoirs are coming out nicely.

At this point in the cycle, students should be two-thirds of the way through their thematic novels. At the end of cycle, during our wrap-up time, students will have an in-class writing assessment on their thematic novel.

In Personal World, we've been talking and writing about coping strategies for stresses in our lives. We discussed positive coping strategies (like exercise and meditation) and negative coping strategies (like substance abuse and self-harm). We've also talked about coping strategies which fall into a gray area. These are ones which, at the outset, seem harmless, but in the end may well be destructive. For example, taking a break and stepping back from something stressful is initially good, but it's important that it doesn't lead to withdrawal from the world.

A big piece of Personal World this year is the Adult Ally Project. Students choose an adult in their life to be their "adult ally," an adult they can correspond with four times over the course of the year. The adult may not be a parent or someone they live with. Grandparents, aunts, uncles, adult (over 21 years old) cousins and adult friends have all worked well in the past. The students will be choosing their potential adult allies in the next two weeks.

In Geography and Current Events, we've been learning about glaciers, which are a source of tremendous physical force that shape our landscapes. We've had two lessons on the structure and formation of glaciers, and the students have been working on independent readings and an online quiz this week.

**WE ARE NOT DONE WITH THE SCIENCE KITS! We'll be using them in Cycles 2, 3, and 4.**



## Online Help after School

Both Beronica and I are available most weekdays (except Mondays) to help students after school (until about 4:30 PM), both online and in person, in any areas they may need or want help. It's been good to see students make use of this time, and we encourage them to continue!

Students should text us if they wish to set up a time.

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## Thank you to...

-  Jamie Zinkhan, offering to be our room parent for 7th and 8th grade.
-  Joe Zejavac, for donating a case of KN-95 masks.

*Level 3 Families, we are always grateful for all you contribute to our middle school program.*

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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:

Robin [redidin@centermontessori.org](mailto:redidin@centermontessori.org)  
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*-The Level 3 Team (Robin, Deana, and Beronica)*

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