



MONARCH MESSENGER

Bunsold Middle School Newsletter

December 2012

Important Dates @ BMS

- 11/21-11/23—Thanksgiving Break—No School
- 11/26—Teacher Professional Development Day—No School
- 12/3—BMS Band Concerts—Bunsold Auditorium
- 12/5—Prime Time—2 Hour Delay for students
- 12/12-- Fundraiser Distribution after school
- 12/17—BMS Choir Concert--MHS Auditorium
- 12/24--January 8—Winter Break—No school



GOALS

Who Sets the Goals?

This is the time of year for parents and guardians to check on their children's goals for academics and behavior. School conferences should conclude with goals for the student that everyone understands, and strategies to reach those goals should be in place. But whose goals are they?

It is important that middle schoolers themselves set the goals—not their parents or teachers. All *student-led conferences* end with the student sharing what he or she thinks needs to be done going forward. Students might ask for help from parents and teachers in achieving their objectives, but middle schoolers must decide next steps on their own.

Unfortunately, when students are not present during the conferences, parents and teachers set the goals to be achieved over the next weeks or term. No matter how appropriate the goals might be, most young adolescents loathe being told what to do. It is better to discuss the ups and downs mentioned at the conference, then see what the student formulates as a process for proceeding. Most students know well what they need to do—it just takes commitment to do it!

Work with your child to select two or three doable and observable goals (I'll get my homework in on time. I'll proofread my papers before turning them in. I'll write down my homework in my assignment book.). When the student selects the goals, the likelihood of achieving them increases significantly. When parents or guardians choose the goals, it falls on them to enforce them. Middle grades students are old enough to see what needs to be one and figure out how to do it. It is the role of parents and teachers to assist them in achieving their goals.

BASE Bunsold After School Enrichment

Marysville Schools is pleased to offer your student(s) the opportunity to participate in a variety of planned enriched academic activities, cultural education activities, character education programs and recreational activities.

Through the BASE Program your student will also receive tutoring in reading and/or math with a qualified teacher. We are very excited to offer a fun, safe and enriching program for your children.

Our program serves Bunsold Middle School. The after school program is held Monday through Thursday on the days that school is in session. The program begins at the dismissal of the school day and run until 6:00 PM.

CHECK OUT THESE ACTIVITIES

Students will participate in...

- ***Study Tables***- BASE Staff assist students in completing their homework and help students prepare for the next day of school.
- ***Healthy Snack***- Students receive a healthy, nutritious snack to fuel up for the afternoon events.
- ***Reading and Math Tutoring***- Students will be broken into groups to work with Certified Teachers in math and reading. This is a great chance for students to get the extra help they might need in each subject. Mondays and Wednesday will be Reading and Tuesdays and Thursday will be our Math nights.
- ***Enrichment Time*** - Each night there will be a different enrichment program that will be going on where kids get involved. Businesses and organizations from around the community along with the BASE Staff will be offering fun and exciting activities that we know kids will love. Community Partners that will be helping us out include the Union County YMCA, the Union County Humane Society, the Youth to Youth Program, Union County Health Department, The High School Robotics Team, The Marysville Public Library, and many others. This will give students a chance to see what's available for them in their community.
- ***Recreation Time***- We are fortunate enough to have a great school with great facilities like Bunsold. There will be opportunities for group games and activities during the program.
- ***Field Trips*** - Students may be offered activities that will be outside of the Bunsold Middle School building to build upon knowledge and experiences that are related to school and after school program events.

Frequently Asked Questions

How do I enroll my child? Call or email Zach Balch, BASE Program Coordinator at (937)642-1721 ext. 2814 or 2835, or email is zwbalch@marysville.k12.oh.us. Mr. Balch can then send the registration form and parent handbook home with your student(s) or he can email you the documents if you would prefer email. These documents plus other information about the BASE Program can also be found on our website at <http://www.marysville.k12.oh.us/site/departments/base/>. Once the registration form is filled out, it can be sent back to school with your student and sent to the office. The signed registration form can also be emailed back to Mr. Balch.



BASE CONTINUED

Does my child have to stay the entire time? We ask that students stay until 5:00 PM every night so that they do not miss out on the tutoring time and part of the enrichment time. We encourage students to stay until 6:00 PM, so they don't miss out on our fun activities.

Do I have to attend each day? We do ask that students attend each day. We are asking students to commit to a month at a time. Since we are funded by The 21st Century Community Learning Center Grant, a big part of the program is showing that students are coming on a regular basis. Plus, maximum educational benefit will occur if students can attend all four days each week.

Is there a charge for this program? Yes and No. The BASE program is licensed as a school-age childcare program through the Ohio Department of Education. The fee for BASE is \$100 per month. Registration deadline is the 20th of each month for the following month. Because of our support from the 21st Century Community Learning Center Grant, there are scholarships available for students that qualify. Contact Zach Balch to see if your student(s) qualify for the scholarship.

Contact Information

Zach Balch

BASE Program Coordinator

Email: zwalch@marysville.k12.oh.us

Phone: (937)642-1721 ext. 2814 or 2835

Kids Are Stressed Too!

There is much in the news today of how adults are under increased pressure and stress due to the economy, fast-changing technology, and the demands of society. Kids feel stress, too, especially those in the middle grades.

Ten- to fifteen-year-olds experience the stress of transitioning between childhood and young adulthood. Worries about appearance, school work, friendships, family issues, and generalized fears literally keep them awake at night. Add to this transitions from one grade to another and from middle school to high school, and it is easy to see why kids this age need extra support from the adults around them. Help kids handle stress by

- *Being there for them.* Getting support from someone lightens the burden.
- *Laughing with them.* Laughing releases tension. Middle school kids are funny! And don't forget to laugh at yourself.
- *Exercising with them.* Walking, bicycling, dancing—even doing household chores—gets rid of some of the body's pent-up stress.
- *Relaxing with them.* Yes, we are busy, and our kids are, too, but taking little breaks here and there can give everyone a new perspective.

“BMS collects Box Tops as a year round fundraiser. The information below gives you several ways to get Box Top credit to our school”



earn cash for our school online with

eBoxTops[®]



Just like regular Box Tops, these electronic Box Tops are each worth 10¢ for our school. There's no clipping required and they are automatically credited to our school.

easy ways to earn eBoxTops today:

shop online & earn eBoxTops

You can earn eBoxTops with every qualified purchase at over 200 stores; just start at the Box Tops Marketplace[®], which has special links to each of these stores that allow our school's account to be credited.

See participating stores at btfe.com/marketplace

click & earn eBoxTops

You can earn free eBoxTops by doing simple online activities like taking a survey or watching a video. There's no purchase necessary and each activity only takes a few minutes.

See this month's activities at btfe.com/clickandearn

enter for chances to win eBoxTops

Box Tops offers sweepstakes and other bonus offers all the time! You could give our school an earning boost with thousands of eBoxTops. Entering is easy and there's no purchase necessary.

See this month's bonus offers at btfe.com/bonus

BM3

SCHOOL ID # 330246

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Congratulations to the following students who are participating in Student Council this year at Bunsold Middle School!

7th Grade

Tori Breedlove
Brittany Burney
Rylee Cavins
Jordan Curry
Cannon Daniel
Mali Dawson
Mike Dibble
Julia Dickman
Abigail Dougherty
Kaleigh Dougherty
Alexis Douglas
Joseph Driscoll
Jaden Freytag
Jordan Gerard
Anne Grimm
Evan Hees
Madison Heflin
Alyssa Henley
Ariel Hill
Natalie Hiltsher
Garrett Hosterman
Jarrett Karnes
Micayla Kesterson
Jase Knutson
Abigail Kunkler
Rachel Ladefoged
Everett Lowe
Olivia Martin
Kirsten McCrum
Aurora Meredith
Ryan Miller
Ian Nicol
Cassie Oiler
Ashlyn Schall
Beau Sloan
Kathryn VanHoose
Anna Weigand
Caitlin Wilkinson
Molly Wimmers

8th Grade

Kathleen Alexander
Malynn Andrick
Bronson Brown
Simon Buchheit
Kaylyn Burns
Emily Cook
Noah Danals - Vice-President
Gunner Daniel - President
Samantha Deeds
Whitney Ey
Madison Flading
Kaitlyn Foster
Mckinsey Fuson
Noah Hellam
Lucille Hoy
Madison Hrytzik
Rachael Humphrey
Madison Kever
Evan Knowles
Henry Lautenschlager
Allison Lee
Jessica Lewis
Jenna Lotz
Camryn Main
Florence McCloy
Kiya Miller
Michael Molchan
Emi Penney
Ashley Pfarr
Grace Samarah
Coleman Thompson
Kilene Tolbert
Carrie Wertz
Whitney Wimmers
Victoria Young - Secretary

Student Council meetings are held the second Wednesday of each month from 2:20-3:30 PM.

BUNSOLD MIDDLE SCHOOL

STUDENT SUPPORT SERVICES

To: Parents of 7th or 8th grade students
From: Mr. Hoehn(7th) & Mrs. Carvour (8th)
Guidance Counselors

Date: November 2012

Dear Parents:

This year Bunsold Middle School will be providing support groups for any 7th or 8th grader who may sign up to join one of the groups. Students will benefit from the opportunity to work on personal growth and interpersonal skills in an education/support group setting.

Students will meet once a week for four to six weeks starting in December/January.

The sessions will last for approximately 30 minutes and will be held in various rooms throughout the building. The group size will be small to encourage participation and confidentiality. The groups will be facilitated by staff, counselors, and outside of school professionals.

Below are examples of groups we may be running this year:

Support Groups:

Study Skills	Anger Management
Peer Relationships	Self-Confidence
Depression	Family Relationships
Sibling Connection	

Thank you for your time.

Chris Hoehn & Vicky Carvour
7th & 8th Grade Guidance Counselors

FLU vs COLD SYMPTOMS...



In the clinic we are seeing plenty of sore throats, coughs and fevers.
Could it be the Flu (also known as Influenza) or is it just the common cold?

Before you can help your child start to feel better, you'll want to know what is causing your child to feel so sick.

When you have the flu you typically have symptoms causing you to feel much worse than if you have the common cold.

Here is a quick look at the differences between the flu and the common cold...

Questions you should ask...	Flu	Cold
Onset of illness...	sudden	slow
Temp...	high fever	none/ mild
Level of exhaustion...	severe	mild
Cough...	dry	severe or hacking
Throat...	fine	sore
Head...	achy	headache-free
Appetite...	decreased	normal
Body/muscles...	achy	fine
Chills...	Yes	No

TIPS TO HELP PROTECT YOU & YOUR FAMILY FROM FLU VIRUSES...

- **Practice respiratory hygiene...**

Cover your nose & mouth with a tissue when you cough or sneeze. Always throw away your tissue after using. Wash your hands immediately. You can also cover coughs & sneezes with your sleeve.

- **Avoid touching eyes, nose & mouth**
- **If you have the flu virus stay home from work or school for 24 hours after you are fever-free, without the use of fever reducing medication.**
- **Remember handwashing is the best way to stop the spread of germs & prevent illness.**

Wash hands regularly with soap & water. You can also use an alcohol based sanitizer for hands that are not visibly soiled.

- **A yearly flu vaccine is the first and most important step in protecting you against the seasonal flu.**



FACTS ABOUT THE FLU VACCINE

It is generally recommended that anyone wanting to reduce their risk of getting the flu can get vaccinated each year. The vaccine is dispensed in 2 methods a shot/injection route and also a nasal spray (FluMist). Minor side effects can occur with both types. September is usually when flu vaccine is available and continues through the influenza season, including months of December, January and sometimes further into the year. The flu season duration varies from year to year. Outbreaks of influenza can occur in October and peak in January or later. As always with any medical concern it is always best to discuss your personal medical situation with your primary medical provider. In some cases the flu vaccine is not recommended in certain individuals. This information is from the website of The Center for Disease Control, www.cdc.gov.

POSSIBLE SIDE EFFECTS FROM THE FLU VACCINE

Flu shot

Soreness, redness, or swelling at site
Fever (low grade)
Aches

FluMist (children-49)

Runny nose
Wheezing
Headache
Vomiting
Muscle aches
Fever

Help protect the health & safety of you, your family and the community, think about getting the seasonal flu vaccine.

UNIFIED ARTS AT BMS

Career Consumer Science



What do you want to be when you grow up? That is a question that many of our students face as they get closer to those high school years. This is a very big question for our kids to think about, and in Career Consumer Science it is one question that we look at very closely.

During the course of 12-weeks, eighth graders are asked to think about what they enjoy doing, what would be some important things that you would like to do in your job. Have you thought about what you are passionate about; can this be incorporated into a future career?

Once students have thought about these questions, we begin researching *career clusters* that they seem to show some interest in. Often we are faced with more questions; what kind of training or schooling would I need in order to do this particular job? Where are these schools, and how much might it cost if I decided to go? Would it benefit me to go to Hi-Point and get started on my future while still in High School? All these questions and many more will be answered in CCS!

Family & Consumer Science



In FCS (Family & Consumer Science) students learn about basic nutrition, like how to keep our bodies functioning properly. They also learn how to read nutrition labels to make sure they are getting the best foods possible. They can recognize what foods provide what minerals, vitamins, and other nutrients we need as well as what each of them do in our bodies. Students also have the opportunity to explore the new My Pyramid website, to see what it can do for them personally, and how/why the pyramid has changed.

During this unit the students also learn valuable basic food preparation skills. Students start out learning basic food safety, so not to endanger themselves or others while they are preparing foods. Students use team working and communication skills to work together so that all food is done properly. Students learn how to read and follow recipes. Students also learn basic cleaning skills by having to clean dishes, counters, floors, etc. that is used during each food lab. There is a variety of foods chosen so the students get to learn and experience all skills involved with food preparation.

During the food preparation we make recipes such as Apple Crisp, Quesadillas, Pizza Pockets, different Breads, Snickerdoodles, Cinnamon Rolls, and Cinnamon Sugar Tortilla Crisps. Each student is responsible for a different task everyday so all learn every aspect of cooking. Students learn many valuable life skills in this class, they will need to take care of themselves as they get older and eventually are out on their own.

ART

Mr. Ritchie's Classes



The Fall Trimester has just been completed, and those students enjoyed a very productive time in Mr. Ritchie's Art classes.

Over the past few weeks all seventh and eighth grade students worked on the final step of their clay projects, the glazing step. Students learned that glaze is actually colored, liquid glass that melts and fuses to the clay once put in the kiln to be fired. Seventh graders created pinch and coil clay pot which were to be decorated in the style of medieval gargoyles. Students used modern monster and alien ideas from movies and TV shows as inspiration in their individual sculptures. Eighth graders learned about Native American totem poles as well as the ideas and themes behind this form of art. Then, after sketching out some ideas, all eighth graders sculpted their own totems out of clay. Major themes of Native American totems are animals, and many eighth graders sculpted many totem sections using many, many different animals.

Following the clay unit, all seventh graders worked on their final project of the Trimester, the Crayon Etching. This is a form of art that incorporates drawing, painting, and sculpture. Students first layer a piece of paper with many, many different colors and shapes using crayon. This creates a thick layer of wax. Then students paint over the crayon with black tempera paint. After trying each student then used an etching tool to "sculpt" or scratch away the dried paint to reveal lines of many different colored crayon beneath. All students etched underwater ocean scenes for their Crayon Etching project.

All eighth graders began their painting project on the concept of the self-portrait in the Cubist style of Pablo Picasso. These students learned the very geometric, mathematical proportions of the human face. Once they have mastered this they drew their own self-portrait in using drafting rulers and mirrors in class. Once an accurate self-portrait drawing is complete, the students are tasked to change their faces in Cubist color shapes and forms just like Pablo Picasso did in his famous works. Students were just finishing up these paintings at the end of the Trimester.

A great deal of student art is on display in the main downstairs hallway at Bunsold, so be sure to check them out when you stop in. Thanks so much for all of your support for Art at Bunsold Middle School.

Mr. Andrew's Classes



The seventh and eighth grade students in Mr. Andrews art classes start begin the year with an exciting and fresh start. Just finishing the 1st trimester and beginning the 2nd with craftsmanship and design in mind students begin the first projects with extreme efforts, emulating styles and works of art of legendary artists such as Michelangelo, Bernini, and Da Vinci.

The first project students worked on were their ceramic creations. Seventh graders created face/character jug, using techniques such as modeling, coil, and pinch building. Eighth graders created a combination of relief and sculpture in the round using techniques of modeling, impressions, and slab building. All projects have been fired in the kiln and glazed; in which we discuss chemical reactions and the difference between paint and glaze.

Following the ceramic projects 7th grade students completed their pop art drawings imitating the style of Roy Lichtenstein and 8th graders took on some inspiration of Pablo Picasso creating their abstract cubism drawing. Other projects completed during the trimester were some observation and shading drawings, a negative space drawing, a creative surrealism drawing, and some graffiti. Students learned how to draw utilizing several different techniques such as the grid system, observation, implied lines, and utilizing the Right side of their brains. Students also experimented with color theory and psychology throughout the trimester.

We look forward to the exploration in the visual arts that this second trimester is starting off with, including student's self-portraits, artist inventory, and their portfolio design.

Any student who is interested in enrichment in the Visual Arts is encouraged to join Art Club at any time throughout the year, Art Club meets every Tuesday after school until 4:00

CHOIR

BMS CHOIR CONCERT—Monday, December 17th!

Mark your calendars! The Bunsold Middle School Winter Choral Concert will be held on **Monday, December 17th at 7:00pm** in the MARYSVILLE HIGH SCHOOL Auditorium.

The concert will feature performances by the **7th Grade Choir, 8th Grade Choir, and Marysville "Mini Swingers" Show Choir**. The groups will perform a wide variety of songs, including Classical Tunes, Folk Songs, World music, and Seasonal favorites!

Admission is FREE and doors will open at 6:15pm!



Bunsold Middle School Bands



The BMS bands have had a very busy fall season with the preparation of several special performances. Our 8th graders performed with the MHS Marching Band at a home football game halftime. They also provided special musical encouragement to the athletes during our fall pep rally and volunteers played at the Volleyball game that encompassed Special Olympics activities. Our 7th graders rehearsed for a performance that combined with the 8th grade band at our annual BMS “night game”. We finally got the bands together to rehearse for this performance prior to the evening performance at the HS stadium. The rain (again this year!) caused our band to be flexible with our performance, but the students met the challenge and gave a great performance. We are very proud of their accomplishments this fall as they prepared for these special sports performances. Our 7th graders also prepared a performance as part of the Veterans Day ceremony here at BMS. It is our honor to be able to share our talents on behalf of the soldiers, sailors, airmen, and marines who serve our country and keep our families safe.

Our Holiday Concert performances are very special and we want to bring to our audiences a wide variety of styles of music and usher in the season with the sharing of this fun and beautiful music. Please join us on December 3rd in the BMS Auditorium for these concerts. 7th Grade Band at 7:00 p.m. 8th Grade Band at 8:00 p.m.

When we enter the 2nd semester, all of our band students will have another playing test, serving as a "re-audition" of the whole group. Parents should hear the practice time increase at home for this important individual playing test.

The BMS Jazz Band will begin in January. There are concerts in the spring that will showcase the Jazz Band. Solo and Ensemble opportunities will be available to the band students as well. The new year will also bring new musical topics as we study more in depth musical topics from our method books and new songs. It won't be too long and we will be preparing our Spring Concerts and Memorial Day performances.

CHARMS! Our Middle School bands have been utilizing the special organizational and communication software program called Charms. Please continue to have your student log in each week to register their minutes of practice. (60 minutes per week please).

You are encouraged to come to a concert or performance of these fine performance groups! Your support of their musical growth is appreciated.

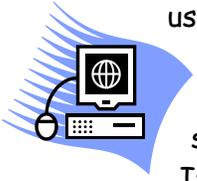
Important Band Dates:

- Mon 12/03/12 7th & 8th Grade Bands: Holiday Concerts -
7:00 p.m.(7th) & 8:00p.m.(8th) - BMS Auditorium.
- TBA TBA BMS Winter Sports Pep Rally - 8th Band - BMS Gym. 2:00 p.m.
- Sat 4/13/13 OMEA District XV Jr.High Solo & Ensemble Contest
All Day - Open to volunteer 7th & 8th graders. Dublin Jerome HS
- Fri 4/19/13 BMS/MHS Jazz Bands “Cabaret Style” Dinner & Concert - MHS Bandroom - 7:00 PM
- Tues 5/14/13 7th & 8th Grade Bands Spring Concerts -
7:00 p.m.(7th) & 8:00p.m.(8th) - BMS Auditorium.
- Sat 5/18/13 8th Band to Cedar Point - All Day
- Wed 5/22/13 Jazz Band performance at BMS Awards ceremony - 6:10 - 6:30 PM - BMS main hallway
- Mon 5/27/13 8th Band performance at Marysville Memorial Day ceremony - AM only.



Computer Technology

There is no question about it. Computers are everywhere, and everyone is expected to know how to use one. That is why our students at BMS take a 12 week Computer Technology and



Applications class in both 7th & 8th grade. The curriculum for both grade levels is based upon the National Educational Technology Standards and Performance Indicators for students (NETS) developed by the International Society for Technology Education (ISTE).

If you would like more information about ISTE and the standards and performance indicators for students you may visit www.iste.org.

Using those NETS, we have formulated 4 essential questions that guide all of our activities and projects. In this newsletter, we will address the first essential question: What does it mean to be a good digital citizen and how can I be one? The speed and accessibility of digital tools and information has expanded exponentially during the lifetime of our middle school students. The way we access and use information has transformed dramatically. And while this is mostly a good thing, it certainly does raise many societal issues regarding the ethical and responsible use of technology. This essential question about digital citizenship encompasses such issues as:

- Cyber safety and security - how to keep your personal information safe and understanding the potential ramifications of posting or sending digital information
- Cyber-bullying - how to not be a cyber-bully as well as what to do if you are the victim of cyber-bullying
- Using digital information legally and ethically - how to follow the principals of Fair Use when accessing, downloading, and using digital information.

Students in both grade levels will be completing projects in Computer Class that address these issues.

While our focus is on teaching the technology standards, we make every attempt to do so while incorporating the grade level standards of the core curricular classes. This way we are reinforcing the current State of Ohio and Common Core standards in Math, English Language Arts, Science, and Social Studies.

In the next newsletter, we will elaborate upon the second essential question: How can I use digital tools to gather, evaluate, store, and use information.

PHYSICAL EDUCATION

All students in physical education participate in physical fitness testing. Students are tested at the beginning of the trimester and at the end of the trimester. A data summary report is provided to each student after each testing session. This report allows students to compare their level of fitness with other students across the nation. Students use their fitness data to make goals for improving their fitness. Emphasis is on students seeing improvement in their personal fitness scores from the start of the trimester to the end of the trimester.



Health

7th Grade -1st Trimester we covered Tobacco, the students made wonderful project to teach their peers the dangers of smoking and chewing tobacco.

We also learned about drugs and alcohol and how your body and mind are affected. Officer Dillahaunt teaches a 2 week course on “Keeping It Real” to teach refusal skills.

8th Grade -1st Trimester we walked through the decision making process using real life situations with the 6 step process. The students also studied bullying, dating violence and wrote a research paper on dating violence. We had a program called “Relationships Under Construction” come in from our Marysville group and our 8th grade students learned about STD’s and the consequences of having sex as a teenager.

We kicked off **Beauty's on the Inside** an 8th grade girl self-esteem program. The first Wednesday of each month the girls come to school with on make-up and their hair pulled back. Each month the kids come up with a new theme to promote kindness and being ok with who you are.



MONARCH MESSENGER TEAM NEWS-7th Grade



Students are working very hard in **language arts**. As a class we are read an awesome novel called The Lightning Thief by Rick Riordan. This is a great story about courage, friendship and loyalty. It has many allusions to Greek mythology, so the students applied what they learned in social studies to help them better understand the book. While we read the novel, the students are studied various literature elements and vocabulary. The students were also taught various reading strategies to help them with comprehension. In addition, the students have been writing in their journals weekly, completing various writing prompts, studying grammar, and learning a variety of writing techniques as well. At the beginning of the second nine weeks, we took advantage of the elections and studied different propaganda techniques. The emphasis was on learning how to be a smart voter, a smart consumer, and a smart teen. We will soon turn our attention to research. Students will research topics and present their findings in the form of a newsletter. We will continue to review and study grammar, punctuation

and capitalization conventions. In our writing, we will focus on editing skills (clarifying ideas, usage, fluency) and selecting more effective vocabulary.

Math and Pre-Algebra: Wow, we are off to an incredible start for this school year. The weeks are already beginning to fly by. In Unit 2 we learned about problem solving with Exponents and Variables as well as Square Roots. We also learned about Absolute values, and how to convert between Fractions, Percents, and Decimals. Now we are working our way through Unit 1, which includes Order of operation, Exponents, Rational and Irrational numbers, and Scientific notation. Organization is a huge key to being successful in the 7th grade, so please make sure that you are keeping your binders well organized and getting your homework finished every night. Don't forget to take advantage of the homework hotline. In **social studies** we started out the year reviewing geography skills including locating places on a map, longitude, and latitude. The students were introduced to our Greece unit by learning about the earliest Greeks, the Minoans and the Mycenaeans. We continued

7-1 cont

our study of Greece by learning about Athens and Sparta, the Persian Wars, Alexander the Great, mythology, and the Olympics. After completing our Greece unit we started studying Ancient Rome. Students have also been learning about current events and the importance of participating in community service activities. Team 7-1 students are off to a great start! Please feel free to contact me with any questions or concerns at kdschnei@marysville.k12.oh.us



In **language arts**, students read The Lightning Thief by Rick Riordan. The students learned a variety of literature terms and applied them to the novel. We focused on different reading strategies to help with comprehension. In addition, the students have been completing various writing prompts, studying grammar, and learning a variety of writing techniques as well. We spent some time with propaganda and the students designed ads. The emphasis was on learning how to be a smart voter, a smart consumer, and a smart teen. We have moved on to our Prejudice unit. They will be researching topics based on their book and design a newsletter over that information. They will then read their chosen prejudice book and do various activities and projects. We will continue to work on comprehension, vocabulary, grammar and a variety of skills. Welcome to **7th grade Math**, we've been very busy so far this school year. Topics of study so far have included integer operations, absolute value, square roots, fraction and decimal computation, the real number system, exponents, order of operations, scientific notation, combining like terms, solving equations, and of course problem solving. Homework, which is an extension of the day's lesson, is given every

day, with the exception of checkpoint quiz and test days. Welcome to **7th grade Pre-Algebra**, we've been very busy so far this school year. In this accelerated course, students will cover the academic content standards for both 7th grade math and 8th grade pre-algebra. Topics of study so far have included integer operations, absolute value, square roots, fraction and decimal computation, the real number system, exponents, order of operations, scientific notation comparison and computation, combining like terms, solving two step equations, solving equations with variables on both sides, solving and graphing inequalities, and of course problem solving. Homework, which is an extension of the day's lesson, is given every day, with the exception of checkpoint quiz and test days.

In **social studies** we started out the year reviewing geography skills including locating places on a map, longitude, and latitude. The students were introduced to our Greece unit by learning about the earliest Greeks, the Minoans and the Mycenaeans. We continued our study of Greece by learning about Athens and Sparta, the Persian Wars, Alexander the Great, mythology, and the Olympics. After completing our Greece unit we started studying Ancient Rome. Students have also been learning about current events and the importance of participating in community service activities. Team 7-2 students are off to a great start! Please feel free to contact me with any questions or concerns at errife@marysville.k12.oh.us.

Science students recently completed their unit on Scientific Inquiry and Scientific Ways of Knowing. The major focus was on scientific investigations and the identification of independent, dependent, and controlled variables. Students also

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studied various charts and graphs to practice analyzing data and drawing conclusions. Laboratory activities were designed to help students understand the importance of experimental procedures. These labs involved a variety of items including milk, coins, dice, grass seed, gum, pendulums, and Kool-Aid! Ask your child about his/her experiences in Science class. Students should be able to give details about the completed experiments. We are currently learning about "Cycles In Nature". Students' artistic skills are being demonstrated as they complete illustrations of the biogeochemical cycles. When completed, students will focus on pollution and its effects on the environment. Students will also study the availability of freshwater and its impact on agriculture and industry. We look forward to welcoming guest speaker Kaylee Port from Union Water and Soil Conservation District as she plans to demonstrate a groundwater simulator and share the effects of pollution with the Enviroscope.

7-3

In Mr. Cunningham's **Language Arts** classes, students spent the first nine weeks working on learning their literary terms, working with sentence structure, adding details and variety to their writing, and studying mythology in conjunction with Social Studies. Students enjoyed reading Rick Riordan's The Lightning Thief. Students also created their own Greek god or goddess and implemented the character in their own narrative. The second nine weeks has students working with argumentative writing, conducting Socratic discussions, and speaking in a team debate. Students will also begin their prejudice unit and working with a research project in the coming weeks. In Mrs. Tucker's **7th grade Math**, topics of

study for the first nine weeks included integer operations, absolute value, square roots, fraction and decimal computation, the real number system, positive and negative exponents, order of operations, and scientific notation. We are currently finishing up Unit 3 with such skills as combining like terms, solving equations, and of course problem solving. Unit 4 will focus on ratios and proportions to solve problems. Ask your child about the jumping jack lab or our Giant comparison coming soon! Homework, which is an extension of the day's lesson, is given almost every day. Please check our weekly update and homework hotline and encourage your child to use his/her agenda.

Mrs. Tucker's **7th grade Pre-Algebra** is an accelerated course, where students cover the academic content standards for both 7th grade math and 8th grade pre-algebra. Topics of study for the first nine weeks included integer operations, absolute value, square roots, fraction and decimal computation, the real number system, positive and negative exponents, order of operations, scientific notation comparison and computation. Students will complete Unit 3 just before Thanksgiving break, covering combining like terms, solving two step equations, solving equations with variables on both sides, and of course problem solving. Unit 4 will focus on ratios and using proportions to solve problems. Ask your child about the jumping jack lab or our upcoming Giant comparison! Homework, which is an extension of the day's lesson, is given almost every day. Please check our weekly update and homework hotline and encourage your child to use his/her agenda. In **social studies** we started out the year reviewing geography skills including locating places on a map, longitude, and latitude. The

7-3 cont

students were introduced to our Greece unit by learning about the earliest Greeks, the Minoans and the Mycenaeans. We continued our study of Greece by learning about Athens and Sparta, the Persian Wars, Alexander the Great, Mythology, and the Olympics. After completing our Greece unit we started studying Ancient Rome. Students have also been learning about current events and the importance of voting and of participating in community service activities. Daily, students write out our "Today's Target" to know what they will need to understand by the end of each class. These ideas tie in to the overall Learning Targets for each unit. Team 7-3 teachers are really enjoying getting to know your students! Please feel free to contact me with any questions or concerns at agwynk@marysville.k12.oh.us. In **science** students have been discovering what it means to be a scientist. Through many labs, including milk kaleidoscopes, "coin-dropping" fun, experimenting with drink mixes, and plant investigations, the students have been experiencing the everyday trials scientists deal with. They have even realized that they themselves are scientists and use science to solve many of their problems. We are finished the unit with a test, and the class will conclude the unit by typing lab reports to show their results of the nine-week investigation of how fertilizer affects the growth of grass. We will next be moving into Earth cycles.

7-4

In **language arts** class we began the year by doing reading and writing lessons around our two team goals: 1. Be the BEST PERSON you can be. 2. Be the BEST STUDENT you can be. Then we learned how to be the "best reader" we can be while reading Lightning Thief! By the end of the book, students

learned five different reading strategies to choose from for the rest of the year—in all of their classes! Recently, we started focusing on being the "best writer" we can be by reviewing how to plan, write, and improve our paragraphs. Presently, we are presenting our "Unique Me" paragraphs to the class and learning about others on our team at the same time!

Hello from **Math & Pre-Algebra**! We're off to blazing start this 2nd quarter. We're wrapping up Unit 3 and we're on to Proportions in Unit 4. There are a couple projects in the works for this unit - students are demanding more projects in math class. It's great because they can show off their math skills in a different format. I've really enjoyed this year and I hope you're getting the text alerts and finding the homework on my website (<http://www.weebly.com/weebly/main.php>).

Feel free and send me any questions or concerns - even suggestions are welcomed. Thanks for doing what you do to help these great kids accomplish so much.

In **social studies** we started out the year reviewing geography skills including locating places on a map, longitude, and latitude. The students were introduced to our Greece unit by learning about the earliest Greeks, the Minoans and the Mycenaeans. We continued our study of Greece by learning about Athens and Sparta, the Persian Wars, Alexander the Great, mythology, and the Olympics. After completing our Greece unit we started studying Ancient Rome. Students have also been learning about current events and the importance of **being an informed voter**. Team 7-4 students are off to a great start! Please feel free to contact me with any questions or concerns at KNichols@marysville.k12.oh.us.

7-4 cont

In **science** class we have been doing Biogeochemical Cycles. This includes the Carbon, Nitrogen and the Water Cycles. The students are working on drawings that illustrate the movement of materials through our environment. Some of the learning targets we will be working toward soon are as follows: I can define capacity, recycle, absorb, smoke, smog, sewage, environmental quality, global warming. I can explain the relationship between pollution and global warming. I can

discuss the long and short term effects of pollution. Included in this unit will be a demonstration about how water travels underground and what affects pollution can have on this water. A visitor from the Union Co. Water and Soil Department will be in to show the students an underground water simulator. Our students have brought in names of Veterans which now are on the wall in our main hallway. Thanks for the help in remembering and honoring our Veterans.



MONARCH MESSENGER TEAM NEWS-8th Grade



In **language arts** students have recently finished up reading "The Outsiders" by S.E. Hinton. Students really enjoyed the book. Next week they will participate in the Outsiders Extravaganza where they can dress up like a greaser or soc and participate in fun workshops relating to the 1960s.

Algebra class has now started for real, (new Algebraic material daily). New material will continue to be introduced daily. Please encourage them to do their homework each night and to ask questions about what they do not understand in class. If they are having trouble please encourage them to come see me before they get too far behind. Also for some to use their on-line books to review or read what they did not understand would help.

Pre-Algebra will also become more challenging as the year progresses, these students also need to be encouraged to complete all their homework. The lack of doing homework has a large effect on their grades for those who choose not to do it. Homework counts 20% of their grade. Each nine weeks they will have between 20 and 30 nightly homework assignments. Each homework is basically worth 1% of their final grade. If they miss 5 it will

lower their grade a $\frac{1}{2}$ a grade, if they miss 10 it will lower it a full grade, etc. They also have a "weekly wrap" due each Tuesday that is used as a review for OAA test that will come up later in the year. Thanks for your help in getting them to improve their work habits.

In **geometry** we are also now doing all new material. We have started on geometric proofs. We are talking about a series of theorems and postulates that the students need to memorize what they say or mean. For some students this means they need to study as well as do their homework. Most are adjusting to this well. If they have questions about their work and you can not help, please encourage them to ask me. Please remember that all my class notes and homework assignments kind be found each night on my web site at mrshortmath.weebly.com This is a great location to go to if your child misses school.

I can't believe it's almost time for winter break! We have a lot more **American history** to cover yet this year. The Election Unit is just about finished. We are about to begin the American Revolution Unit, followed by a unit over the Constitution. We will be spending a lot of time on the Constitution. Expect to see students working on a rather large project when they return from

8-1 cont.

winter break. Please continue to encourage your students to get organized, stay on top of school work, and remain focused on learning as the year progresses. High school will be here before they know it.

So far in **science** we have completed our life science unit. Students learned about reproduction, adaptations, natural selection and the fossil record through hands on activities and nonfiction readings. Currently we are studying the Earth's interior and how plates help shape the surface of the Earth. We will continue with our Earth science unit for the next several weeks, learning more specifically how different geological features are formed.

8-2

In **language arts** students are wrapping up their study of *The Outsiders* with an exciting *Outsiders Extravaganza* on November 20. Students will listen to music from the 1960s, play games and watch television from the '60s, enjoy a great snack, and show off their knowledge of the book. It's a great afternoon that allows students to connect with the literature and enjoy time with their peers. After Thanksgiving, students will write the second quarter expository essay analyzing the novel. Then we will delve into older, classic literature: Charles Dickens' *A Christmas Carol*. This challenging story is a new experience for many of our students. It will challenge their reading skills and promote the caring themes of the holiday season.

In Mrs. Young's **Pre-Algebra** classes, students started the year off with a little number sense. We learned about the types of numbers, how to graph inequalities, order of operations, and square roots. We have just finished our unit on rates, proportions, and percents. Students learned many real life applications dealing with tax, discounts, tip, interest, and so on. Pre-Algebra students are moving into Algebra concepts. We begin exploring concepts like variables, expressions, equations, and finally inequalities.

Mrs. Young's **Algebra** classes started the year with review of number sense. Students learned about writing rules, types of numbers, properties, operations, and functions. Later we moved into review of algebra concepts like combining like terms and solving equations. We have started graphing linear equations and will continue down this path for the rest of the nine weeks. Looking ahead: linear inequalities and systems of equations.

Mrs. Schnapp team 8-2 **social studies** began the year studying Early Explorers in North American and progressed on to Colonization. Students created brochures about colonies they created in a real region. They learned about the economic reasons for colonization as well as how the geography, natural resources, and cultural origins of the settlers caused regions to develop the way they did. The quarter concluded with an Election Unit where students learned about political parties, the candidates, interest groups and propaganda.

8-3

Language Arts students have worked very hard this year so far. The first quarter was devoted to reading short stories and studying the literary terminology that is the basis for our entire year. In addition to reading some exciting stories, students also wrote their own fictional short story. Much of the second quarter is being used to study the All-American classic *The Outsiders* by S.E. Hinton. This book has been loved by students for decades, and this year is no exception. The book will end with a celebration called *The Outsiders Extravaganza*. Students will get to dress up as Socs or Greasers and experience the culture of the decade. Students will also watch the movie and finally, write an essay based on the book. The quarter will end with a reading of *A Christmas Carol*. In **Pre-Algebra** we have been working with a variety of math concepts. Students are currently studying proportions and will be moving onto solving mathematical expressions and single-step/multi-step equations. This will be followed by graphing linear equations,

8-3 cont

inequalities, and systems of equations. Students are also applying their knowledge to solve real life application problems on a daily basis. As we transition into the new year, we will begin our study of topics such as Algebraic relationships, Arithmetic and Geometric Sequences, and geometry. Graphing calculators and technology will be utilized throughout these units.

In **Algebra** we are currently working on linear equations and the variety of forms they can be written in. Students are also using linear models in problems solving and using a line of best fit to predict answers. Students are routinely applying their knowledge to solve real world math problems. Graphing calculators and technology will be utilized throughout these units.

In **social studies** the study of the 13 colonies including religious beliefs, differences in government, culture, immigration, and slavery were the focus of your student's learning during the 1st nine weeks. Students finished this unit by creating a colony.

Recently students analyzed the political ideation of the Republican and Democratic parties and the platforms of the presidential candidates. Students voted in a mock election and compared their voting outcome to Ohio and the United States voting outcomes. Student will end this unit by creating an interest group and a piece of propaganda to support their interest group's belief.

After Thanksgiving break students will begin to explore growing distrust of the colonists with the British in regards to unfair taxes, acts, and proclamations.

In **science** students have spent the first half of the 2nd nine weeks learning about the composition, forces and motions that are responsible for both the interior and exterior of Earth. We have used a variety of resources and models, such as bodies, food, flip charts, drawings and the internet, to help develop an understanding of the interrelationship between matter, thermal energy, force and motion. We will be completing this unit by the

end of November. In December we will be exploring science fair/festival topics as well as beginning the second part (exploring space) of the Earth and Space Sciences (ESS) unit.



In **Language Arts**, Mrs. Grose's classes enjoyed an interesting first quarter. Students were introduced to various reading strategies which were utilized throughout a short story unit. A favorite short story among the students was "The Treasure of Lemon Brown". Advanced LA students were intrigued by the classic story "The Most Dangerous Game". Key literary terms were also a focus throughout the first quarter. For example, students created a living plot profile to reinforce the concept. Students also became very attached to their Wordly Wise workbooks. They were not daunted by the task of building a more extensive vocabulary week by week. For the major writing assessment of first quarter, students crafted narratives based on the themes prevalent in the short stories that were read in class. Currently, students are in the midst of reading the gripping young adult novel *The Outsiders* by S. E. Hinton. An exciting upcoming event includes the Outsiders Extravaganza. Stay gold, 8-4!

In **Algebra**, students recently finished chapter 4. Graphing was the main topic in chapter 4, including finding and using the slopes of a linear equation, plotting points in a coordinate plane and graphing linear functions. Students are currently working on multiple forms of linear equations in chapter 5. These forms include slope-intercept form, point-slope form and standard form. Students will also learn about slopes of parallel and perpendicular lines and positive and negative correlations in chapter 5. In chapter 6 students will solve and graph linear inequalities, including absolute value equations and inequalities. In addition to the traditional lessons in class, students in Algebra will start working on Study Island lessons in late November or early December. Study Island is an internet site that helps students practice math skills they have learned in previous

8-4 CONT

courses. This additional review will provide students with practice on concepts they have learned and may have forgotten. This program will help to better prepare them for the Ohio Mathematics Achievement Assessment they will take in the spring.

In **Pre-Algebra**, students have just finished unit 4. In unit 4 students studied decimals, percents and fractions, markup, discounts and tax, percent change, proportions, and ratios and unit rates. Unit 5 will be next and include expressions, combining like terms, polygons, and properties of addition and multiplication.

Students will then study how to solve equations and inequalities in unit 6. Once this is complete, the course will shift to graphing linear and non-linear equations and inequalities in units 7 and 8.

In **American History**, students have been busy learning about Colonial growth and what life is like in the original 13 British / American colonies.

Students have also been learning about the election process. This study included not only national agenda but state and local issues as well. Terms such as Electoral College, Debates, Precincts, Interest Groups, Voter Registration, Political Parties. In conjunction with the election

unit, we are also studying propaganda and gaining some insight as it will play a significant role in American History. In addition, students participated in the understanding the importance of Veterans Day 11/11/11.

Students will soon have an understanding of Colonial Life and they will learn about the initial use of slavery. What happened to the secure relationship between the Colonies and England? Students will begin to study the Road to Independence and the reasons /causes why our country strived to be their own nation. They will learn about the many important names of people who formed our Independent causes of liberty and documents such as the Declaration of Independence.

Students have been investigating our Earth in **science** class. They can explain how fossils help us know more about the history of Earth. They have investigated the Earth's interior and are connecting the interior to what is happening on the surface. Next, they will be learning about how the tectonic plates move, making mountains, volcanoes, and other geographic features. This unit is exciting as we explore earthquakes and other events!