



## Syllabi Term 2 of 2018-2019

### Humanities

#### **ELA** - Ms. Rogers

With their ELA projects, (historical fiction novels, informational historical texts, fictional writing and drawing, performance) there will be a wide range of skills they are asked to master in this unit, which include:

- Identifying and Analyzing Fictional and Nonfictional Story Structure
- Effective Use of Graphic Organization
- Identifying Main Idea and Supporting Detail
- Locating, then Citing Appropriate Textual Evidence in Writing
- Planning, Drafting and Proofreading Informational Writing
- Basic Grammatical Skills
- Using the Ability to Effectively Self-Critique and to Critique Others' Work
- Developing Inferences from Facts Gleaned from Fiction and Non-Fictional Materials
- Presentation of Material (both Informationally - specifically in graphic novel form)

Throughout all ELA units, we will be paying special attention to differentiate assignments for students with varying levels of comprehension abilities, both high and low.

#### **Social Studies** - Mr. Pierantoni

We conclude our examination of the parallels between the Roman Empire and America, focusing on the laws that govern each in the context of a hypothetical fact pattern. Students will act as "attorneys" and draft a legal brief/poster board project or give oral argument/debate regarding the application of Roman and U.S. laws. We will reflect upon the impact Roman law has on the U.S. laws, customs and practice, and seek to predict the future of the U.S. in relation to Rome with an eye towards the 2020 Presidential election.

#### **Writing Workshop** - Mr. Kruvant

We learn how to develop a story with a solid structure. We practice using literary terms, such as plot, conflict, climax, character motivation, and obstacles, and then they apply these concepts in our writing. We follow the writing process, prewriting, drafting, revising, proofreading, and publishing. In the revision stage, we learn how to "show, don't tell" and use the five senses in fiction.

#### **Vocabulary** - Ms. Francois

In each lesson from the WorlyWise program, we learn to define and use 10-15 new words. We identify parts of speech to analyze the function of our vocabulary words in a sentence. Through different exercises, the we use these new words in sentences with the proper grammar and spelling.



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### **Seminar** - Ms. Vertil & Mr. Cretinon

We meet twice a week to sharpen our writing skills. After focusing on writing complete, clear, and detailed sentences, we are also exploring ways to connect our sentences in paragraphs that flow better. We often use the current reading assignments to work on these skills.

### **Spanish** - Mr. Pierantoni

We build upon the ability to understand Spanish in conversation and context through various scenarios and cultural events/travel by integrating specific grammar rules to begin mastery of Spanish at beginner and intermediate levels.

### **Mathematics**

Our students study mathematics in different settings. During large group classes, students at the same level gather to engage in the exploration of new concepts through independent work, group work, and class-wide conversation. Students also meet in smaller mixed-level groups during which they continue working on explorations started in large group. The teacher varies the grouping of students to ensure all children get the support they need. Some children are also offered additional instruction in very small groups if needed. All children have an account on Imagine Math, an online math program that they are free to use at home as well.

### **Math I** - Mr. Kabbani and Ms. Myles.

We deepen our understanding of fractions using models such as area models, number lines, fraction cards, and manipulatives. We develop and use algorithms to complete the operations of adding fractions with like and unlike denominators, subtracting fractions with like and unlike denominators, writing improper fractions as mixed numbers and vice versa. We explore multiplication of unit fractions by whole numbers as well as adding mixed numbers with like denominators. Using models and algorithms, students solve real-world problems that involve reasoning with fractions. We conclude the term by beginning a study of perimeter and area of rectangles.

### **Math II** - Mr. Kabbani, Ms. Myles, and Mr. Barnes

We deepen our understanding of decimals and their connections to fractions and percent. We continue to add, subtract, multiply, and divide fractions with visual models and algorithms. We learn to read and complete number lines with decimals, compare and round decimals, as well as compute with decimals. We will explore percent and start measuring the volume of rectangular prisms.

### **Math III** - Ms. Vella and Mr. Barnes

We will continue where we left off in helping students gain a deeper understanding of fractions and ratios and extend the content to further include decimals and percents. Next, we will begin our explorations of the four basic arithmetic operations with fractions, including mixed numbers. We will describe strategies for using these operations when solving problems involving fractions.



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### **Math IV** - Ms. Vell and Ms. Jones

We will complete our explorations on the properties of similar figures, and how to use similarity to solve problems by using the scale factor between two figures or the ratio within a single figure. We will begin our next unit by determining the best ratio of water to juice concentrate to introduce us to solving real-world problems involving ratios and investigating the difference between comparing a part-to-part and part-to-whole ratios. We will also explore other ways we can use ratios in our everyday lives as a modern consumer and how such relationships look algebraically and on a graph.

### **Math V** - Mr. Kabbani

We conclude our study of linear relationships and scatter plots and begin a unit on statistics. Students are immersed in exploring bi-variate data and their representation of two-way tables, to answer questions such as "What type of drink do boys and girls prefer?" or "Which political party do the states of New Jersey and New York favor?". We conclude our study of statistics and begin exploring geometric transformations of figures (reflection, rotation, translation) as well as deriving rules for determining coordinates of image points after a geometric transformation.

### **Algebra I** - Ms. Vella

We began by completing our unit on systems of equations and inequalities. We will then move into an overview of exponential functions and how we use exponential growth and decay in the real-world when it comes to working with money or analyzing the size of a population. We will learn how to add, subtract, multiply, and factor polynomials in preparation for our learning to work with quadratic functions.

### **Science** - Mrs. Pickrell and Mrs. Heucke-Sambade

We will learn about ecology and biology, and address topics such as physiological and psychological evolution and anthropology; interactions between living things and the energy cycle; and adaptation and survival techniques as a response to environmental changes. Students will study the following topics: abiotic and biotic factors; qualitative and quantitative observation; data analysis and interpretation; the energy cycle; plant and animal adaptation; and characteristics of life. During lab periods, students will be able to: use tools to collect data and record meaningful and deliberate observations (both qualitative and quantitative) and distinguish between relevant/irrelevant observations; analyze and interpret data; describe the relationship between living and nonliving things in an environment and name several impacts of human activity on ecosystems and landscapes; and point out adaptations and responses to the environment in living things.

**Science Survey** 5th and 8th graders also meet once a week to survey basic concepts of life,



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Earth, and physical science to prepare for the NJSL, the new science test that is now administered at the end of the year. We are starting term 2 with a review of the different forms of energy and their transformations. We will then move on to a review of the Earth's structures and natural processes.

**Engineering** This term 7th graders who built basic moving machines, are figuring out how to program them so they can cover a certain distance in a certain time, thus exploring proportional and linear relationships in a real-life context.

### Visual and Performing Arts

#### Visual Art - Mr. Pyle

First we draw from observation, which builds an ability to focus, and an attention to detail. Secondly, we complete both exercises and projects that encourage the use of visual art that engages with narrative. This work is designed to support the arts integration lessons we will be teaching with content from other disciplines such as science and social studies. Ultimately the goal is to provide activities that allow for personal creativity while also supporting the larger school-wide educational goals.

#### Dance - Ms. Gibson

The introduction to dance exposes the students to different dance styles. We also learn some techniques to strengthen and stretch. The children are also given the opportunity to learn how to choreograph their own pieces in small groups.

#### Disney Musical - Ms. Rogers, Ms. Gibson, Ms. Hanson, Mr. Pyle, and Mr. Cretinon

Many of the 4th and 5th graders will sing, perform, and dance for our production of Aladdin. They rehearse on Tuesday and Wednesday from 3:45 to 5:15. The performance will be at the beginning of February.

#### Art Residencies - Ms. Gibson, Mr. Pyle, Ms. Hanson, Ms. Calandrillo

Thanks to our in-school art teachers and NJPAC teaching artists, many students can participate in theater, advanced dance, video making, vocal music, graphic novel, and mural workshops.