

# TALENT DEVELOPMENT NEWSLETTER

Volume 19, Issue #2

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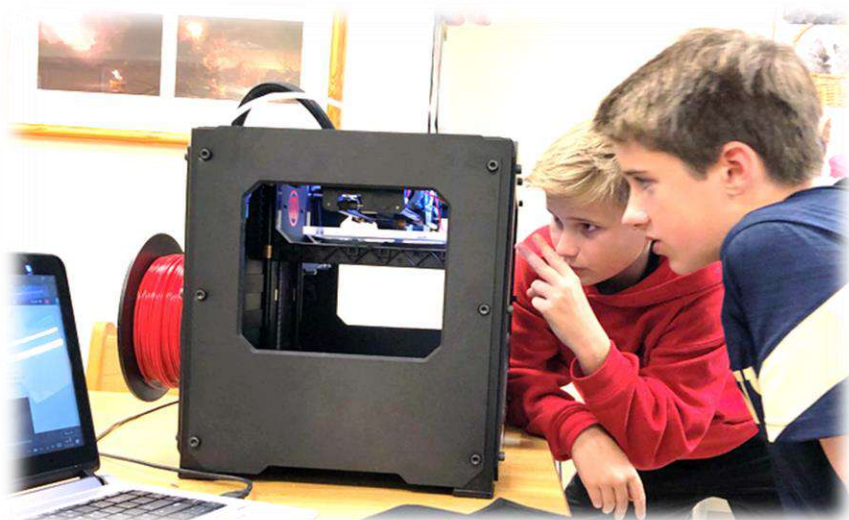
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## ***Extras!***

TD – It is not just in Math and ELA! Mrs. Styles shares how students are being challenged in Individuals and Societies at Piedmont



# Talent Development Newsletter

2019-2020

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Quarter 2

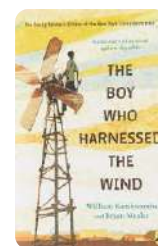
## 6<sup>th</sup> Grade Language Arts



In quarter 2, language and literature students reviewed fiction and Greek mythology through our anchor text, *Percy Jackson and the Lightning Thief*. We practiced skills relating to plot, setting, character, figurative language, and the impact those devices have on a text and its reader. Our culminating task challenged students to take on the perspective of a demigod they invented using characters and scenes from the novel and figures from the Greek pantheon. Students were asked to design a personality and determine choices for their character through the lens of the learner profile, and had the opportunity to share their creations with their classmates.

We took a brief detour to a fictitious version of New York told in verse in the anthology *Here in Harlem*. We asked students to distinguish between author and speaker while seeing the effects that figurative language, word choice, and other poetic devices have on the reader's mood and then asked them to emulate the structure of these poems to demonstrate understanding and apply their skills to their creative work.

We are looking forward to reinforcing nonfiction skills in the coming weeks through the anchor text we are using as a schoolwide read, *The Boy Who Harnessed the Wind*. Our summative performance task will challenge students at their ability level as they choose to research a globally relevant issue and propose a solution using the design process. Students will have the opportunity to collaborate and discuss with their peers to strengthen their thinking process and create viable courses of action in our Solution Symposium. We have just finished exploring identity through fiction and answered questions about how life imitates art. We studied plot structure, characterization, conflict, and theme, and discussed a story's obligation to reflect a deeper message about humanity. We studied Sharon G. Flake's *The Skin I'm In* and our corresponding vocabulary in context before starting our Identity Map project.



In our next unit, we will be exploring Greek mythology through the lens of Rick Riordan's *The Lightning Thief*. Students will be assessed on their ability to synthesize their knowledge of the book and the values and lore associated with mythology in order to revise a scene from the text and make it their own.



## Piedmont Middle School, An IB World School

### 6<sup>th</sup> Grade Math



We finished the Ratios and Proportions unit with a Culture Meal. Students made a variety of dishes from their culture to share with their peers. We spend the last class each day celebrating each other's unique culture with food and conversation.



In addition, students had the opportunity to use their creativity to design a restaurant menu for their very own restaurant. Some students created a website, while others used other resources. Students were asked to use their knowledge of ratios, proportions (tax and tip), fractions and decimals in this project. See the links below for a couple examples of the websites:

<https://sites.google.com/student.cms.k12.nc.us/lotuscafe/receipts?authuser=0>

<https://sites.google.com/student.cms.k12.nc.us/kawassaki/home?authuser=0>

### 7<sup>th</sup> Grade Language Arts

This quarter we have all read different novels based on the needs of our classes. In all units, we are practicing active reading strategies to analyze characters' thoughts and actions.

In Miss Potter's class, students are halfway through their novel, *A Long Walk to Water*. Students have completed comprehension and vocabulary activities that allow them to connect to their knowledge of history. In Mr. George's class, students are researching a country with a water crisis issue, which is one of the major obstacles in the novel. In February, students will be participating in a unique experience. A local refugee organization and a current 8th grade student is putting together a refugee simulation activity for students. discussions, articles and stories that we have read about in class will assist students in understanding the challenges that the main characters in our stories face.

We're kicking off the new semester with ten toes on the pavement! We have been crafting and editing our "This I Believe" essays. The essay is designed to help scholars uncover how they came to cherish their beliefs as we as challenge how they live these core values out each and every day. We will then move to a short informational text unit entitled "Water is Life". Next on the curriculum calendar is a YA novel, "Dear Martin", followed by our poetry unit with excerpts from the critically acclaimed YA novel, "The Poet X" which follows the life a Latina teen Xiomara and how she finds her voice through poetry. We will finish the year with "Copper Sun", another critically acclaimed YA to support our "Voices Now Amplified" unit which covers the origins of the Trans-Atlantic Slave trade. My hope for closing out the school year is to facilitate Literature Circles.

Mr. Milligan's classes are preparing for "The Pigman Mock Trial." The students will be playing the roles of lawyers and witnesses from the novel *The Pigman* by Paul Zindel. The objective of the trial is to prove whether or not the characters are guilty of contributing to the death of Mr. Pigman. One class reads the book as the prosecution team. They look for evidence to prove that John and Lorraine wrongly trespassed in Mr. Pignati's life. The other class reads the book as the defense team. They look for other factors that could have led to Mr. Pignati's death, as well as evidence that shows John and Lorraine did not contribute to his death. I serve as the judge of the proceedings. A jury, consisting of 8th grade students who played the roles of lawyers the previous year, make the final decision. The trial lasts for 1 full school day (except for encore and lunch periods). The class that wins the trial earns a field trip to the Mecklenburg County Courthouse. During the

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field trip the students will take a tour of the courthouse, they will sit in on REAL court cases, they get to have question and answer sessions with REAL judges, lawyers and other court employees. It is a very educational field trip that the students LOVE!

As we prepare students for the Quarterly Assessments, students will use the strategies the active reading strategies we have taught them all year to prepare. As we wrap up this quarter, we will be examining non-fiction and poetry in depth. These units will focus on text structure, using tiered lessons, project based learning, critical thinking, and using the text as evidence. While we do all of these things, we will all be relooping to help prepare students for the EOG at the end of the year. We look forward to educating your child and meeting his or her needs as a gifted learner.

### 7<sup>th</sup> Grade Math

Quarter 2 was a blast in 7th-grade math! We ramped up on the real-world scenarios with tax, tip, and discounts. They learned that you want to have a discount applied before tax to save even more at the end and what a standard tip would be at a restaurant. We had many great conversations along the way!



Students participated in a wide variety of activities including creating menus, receipts, shopping scenarios, and many other great events.

We look forward to moving into our next unit which includes; combining like terms, expressions, and equations. This unit will take a bulk of the 3rd quarter as students will incorporate previous topics from this year and expand on those ideas.



Drinks	Appetizers	Dishes	Sides	Desserts
Water.....Free Flavored Water.....\$1.99 Lemon, Lime, and Peach	Cheese Salad.....\$4.99 Cold tomato, cream, and onion dressing Coleslaw.....\$2.99 Add a topping.....\$1.99 Hot Wings.....\$5.99 Chicken.....\$5.99 Onions.....\$2.99	Honeydew.....\$7.99 Basil, Pickles, Chives, Mayo, Mustard, Ketchup, Cheese, Bacon, Lettuce, and Tomato	Spicy Fries.....\$3.99 Fries.....\$1.99 Lemon.....\$2.99 Lemon.....\$2.99 Lemon.....\$2.99	Triple Chocolate Cake.....\$4.99 1 Slice of Sweet Potato, Blueberry, Apple, or Cherry Pie.....\$4.99 Chocolate Fudge Brownies.....\$3.99 Chocolate Ice Cream.....\$1.99 Vanilla Ice Cream.....\$1.99
Hot or Cold.....\$2.99 (double the price for hot)	Chips and Dip.....\$3.99 Dips include Ranch, Queso, and Onion Dip Chicken Wings.....\$5.99 12oz. \$1.99 Coke, Diet Coke, Sprite, Diet Sprite, Fanta, Diet Fanta, and more	Deluxe Hamburgers.....\$3.99 Includes: Everything Bacon Back Rib.....\$9.99 Pepperoni Pizza.....\$9.99 Cheese Pizza.....\$9.99 Sausage Pizza.....\$9.99	Mac 'n' Cheese.....\$2.99 Baked Fries.....\$1.99 Fruit.....\$2.99 Tater Tot.....\$2.99 Onion Ring.....\$2.99	Ice Cream Sundae.....\$4.99 Includes: Chocolate Sauce, Vanilla, Sprinkles, Nut, Whipped Cream, and Graham Crackers Triple Chocolate Cookie.....\$3.99

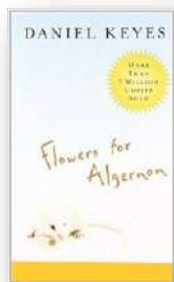
### 8<sup>th</sup> Grade Language Arts

Eighth grade ELA built on concepts of Identity expressed through characterization first introduced in 6th grade literature study. For students, that meant exploring how identity is impacted by context for both literary characters and for our students themselves. We focused on questions such as "Who am I?", "What parts of my identity have I chosen for myself?", "What parts of my identity are determined for me by other people and by society?". We looked at how resources--whether scarce or abundant--are part of the larger context that impacts on the development of identity.



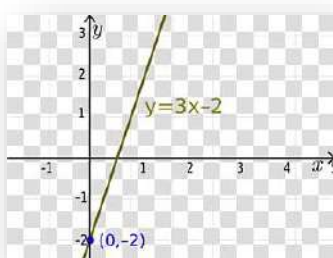


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Students read a variety of literary works such as “Flowers for Algernon” by Daniel Keyes, Monster by Walter Dean Myers, and House of the Scorpion by Nancy Farmer. Students wrote formal and informal journals, papers, and short answers to questions through which they analyzed the works that they were reading. Students examined issues of homelessness through collaborative study and created multimedia projects and presentations. Along with exploring concepts of identity and how it is formed, students delved into word webs, studied Words from Classical Roots Book B, and built personalized lists of need-to-know words in order to ensure high school and SAT readiness.

## **8<sup>th</sup> Grade Math**

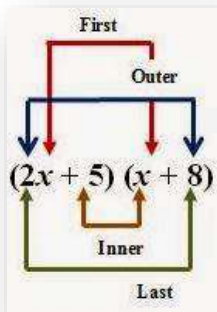


### **Math 8**

Students in Math 8 have been working on linear equations. We have written lines in slope-intercept form given tables, points, graphs, and word problems. Before the test, students were given a tiered lesson to hone their skills. This mirrored personalized learning, as videos were created to support students that struggle with a particular concept within slope-intercept form. It proved to be successful as student understanding increased.

### **Year-long Math 1**

TD students in Math I full year are also working very hard on equations of lines and solving systems of equations. Students created a City Map using their knowledge of slope, y-intercept and equations of lines. Students also learned how important systems of equations are as they applied their knowledge to real-world applications.



### **Math I/II**

Math I/II students wrapped up Math I during 2<sup>nd</sup> quarter. They learned about polynomials, foiling and factoring, the Pythagorean Theorem, the quadratic, growth and decay and how to simplify a radical. Students finished up the quarter and semester by taking the Math I End of Course test. Students did very well. Students are now looking forward to the next math course – Math II, which is half Algebra 2 and half Geometry.

## **FEATURE ARTICLE**

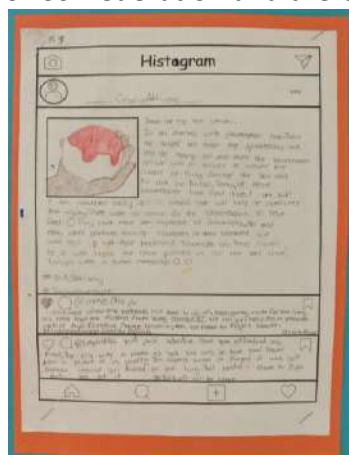
*Individuals and Societies Teachers Continue to Challenge Our Students!*

*by Mrs. Styles*

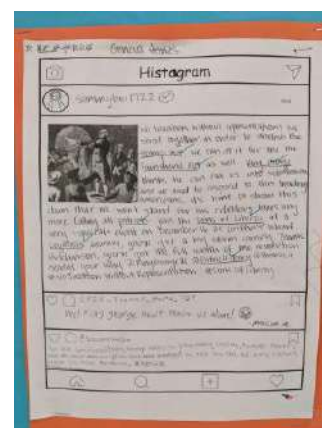
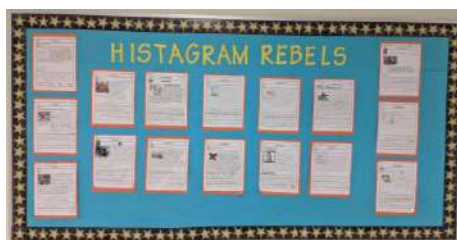
8th-grade Individuals and Societies (Social Studies) have just completed a unit about the Creation of the United States and the early 1800s. Students created “Histograms” (Historical Instagram accounts) for major contributors to the Revolutionary War Time period and took time commenting on Loyalist and Patriot

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personalities. Following that, students also spent time exploring and analyzing the founding documents such as the Declaration of Independence, The Articles of Confederation and the Constitution. Following class discussions about



equality, students chose primary sources and topics for Created Equal Part I essays about the lack of access to equal treatment and rights for some minority groups in the United States following the Civil War and are continuing this exploration in Created Equal Part II. Students also identified the



rap, artwork, and essays.

Carolina's role as a "Rip Van Winkle" state and they created their assessment by having a choice of a ballad, political cartoon, or a letter to a senator to inspire change in North Carolina during the early 1800s.

differences between Federalists and Anti-federalists while being inspired by the Broadway hit Hamilton - creating Students also learned about North

As a conclusion to this unit, students recently developed a children's book or a video about the story of Westward Expansion and how events such as the Louisiana Purchase and the Gold Rush inspired the growth of the United States. We also explored how Native Americans were pushed from their land the treatment they faced due to this rapid expansion effort. Now as we are entering into Quarter 3, we are beginning a unit on abolitionist efforts to end slavery prior to the Civil War.

### The Piedmont Talent Development Team

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