PIEDMONT MIDDLE SCHOOL

an IB World School

Talent Development News

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6th Grade Math

It is hard to think that the third quarter is almost over. This quarter started with "Decimal Madness". Knowing that our students were at different levels with their understanding of decimals, we created this activity to go at the pace that our students felt comfortable with. This was a two-week long lesson, thanks to a few snow days where our students were given access to notes, videos, and links about decimal operations. This format gave time for our students' teachers to work with the students that needed help and let the ones work freely that were more confident with the material.

Since our work with decimals, we have worked with fraction multiplication and division. This was another topic that was introduced in fifth grade so most of this material was review.

We are currently in the mist of our geometry unit. For this unit we are basing our studies around the work of the artist, Christo. He is an artist who was famous for his wrapping of buildings and other structures. Our students were asked to identify a structure and go through the steps that Christo followed when he was doing his work. They were asked to find the area of each face of their stucture, find the surface area, draw a net, find the cost to wrap their object, and then, finally, write a letter to the owner of the object, asking for permission to do the work. We are looking forward to seeing these projects; our students have put a lot of time into them.

After we finish the Christo unit, we only have a few more things to teach before we start reviewing for the EOGs. In the beginning of the fourth quarter, we will touch upon volume and the coordinate plan, two topics that were introduced in the fifth grade. Then, finally, we are going to finish up data analysis, something that we have been working on during the entire school year.

6th Grade Language Arts

How do I understand and appreciate poetry? Why do humans create poetry? How can words represent ideas and feelings? This quarter's MYP Unit questions explore the themes of creativity and written expression. Students will reflect on various poems to interpret their meanings and to discuss how figurative language and sound techniques are used in poetry. Human Ingenuity will be our focus as we look at the elements of poetry and discuss how poems are created and our desire to read and to create poetry.

We will explore many famous (and not so famous!) poets such as Lewis Carroll, Emily Dickinson, Walt Whitman, Gary Soto, Carl Sandburg, Maya Angelou, Ralph Waldo Emerson, Basho, Issa, and Edward Lear. In class, students will read and practice writing Limericks, Haiku, Concrete, Free Verse, Cinquain, Two Voice, Bio, Ballad, Ode, Narrative, and Acrostic poems. These original poems may be incorporated into the culminating Poetry Slam where students will write and present original poems or recite well-known poems.

Students are encouraged to read as many different poetry anthologies as possible during this unit in order to expose themselves to a wide variety of poems. Active Reading Strategies for reading poetry are to preview the poem (what does it look like on the page?)and to read it aloud a few times, to visualize the

images, to clarify words and phrases, to evaluate the poem's theme, and to let one's understanding grow! Please encourage your 6th grader to practice reading and reciting his or her favorite poems with you.

Do *you* have any favorite poems you would like to share with your 6th grader?

Seventh Grade Math

Our 7th graders have been working very hard this past quarter to recognize proportional relationships and then interpret their meanings. Students determined this by looking at the problems in various ways. Sometimes a graph was the easiest way to tell, but at other times, they found tables actually helped them more. Other students seemed to appreciate the fact that they could write an equation to represent the situation and use it to answer the questions asked. Any way they chose to do the work resulted in the same answer. Ultimately, students practiced all of the ways to become proficient, no matter which form it was shown to them. The Standards of Mathematical Practice 1 (SMP) for Common Core curriculum requires that students "make sense of problems and persevere in solving them"; that is exactly what our classes were doing. We solved the same problem over and over again, but used different methods to get there. Not only did it allow students to practice the other ways of solving the problem, but it also allowed them to self-check along the way to be sure they were getting the same answer.

Included in the quarter were all sorts of proportional problems. We learned about unit rates, ratios, proportions, sales tax, commission, percent change, percent error, and more! To make things even more challenging, most of the questions students worked on were 2, 3, 4, or more steps to get the final answer. Here is just one recent question that the students solved:

Charis wants to buy shoes that cost $35 per pair. The store is offering a deal in which you buy 1 pair of shoes and get the second one half off. A different shoe store has the same shoes she wants, but is offering a discount of 30% off the total order. If the state sales tax is 7.5%, what is the difference in price between the total costs? (Show your work.)

Proportional reasoning is a large section of the 7th grade curriculum, so although we have just taken the unit exam, we are not done incorporating this into what we do.

More recently, the topic in class revolves around expressions and the numerous ways they can be written. Students are taking the given expressions and simplifying or using the substitution method to check for equality (and also to check if they were correct!) and they are factoring the answers to show yet another way to write the same quantity. The honors classes also discovered that using the "F.O.I.L. Method" will help them find the product of expressions, if necessary, even though they will not be tested on knowing that until next year.

Coming in the weeks ahead, students will start to write one, two, and 3 (or more) step equations that represent situations. It will also be the time to connect proportional reasoning to the expressions and equations they write. We will also keep working on the SMP as we work so students become the best Mathematicians they can be!

Seventh Grade Language Arts

In 7th grade ELA, we just finished up the Pigman Mock Trials. The students had a blast, reading and actually becoming the characters in Paul Zindel's novel. In the trial the students became lawyers, bailiffs, clerks, photographers and video technicians. They had to learn how to work together to organize their arguments and present their cases as the defense and prosecuting teams. The students learned many new vocabulary words and literary terms.

The students are now working on an EOG prep assignment called "Mini Madness". They will take 12 mini assessment focused on the various topics that will be assessed on the reading. Students must get at least 5/6 correct on each assessment. Some of the topics that will be covered are:

Chronological and sequential order	context clues	Fact/opinion	drawing conclusions
Recalling details	making inferences	Main idea	author's purpose
Mood/tone	point of view	Theme	plot
Compare/contrast poetry	Persuasion	informational text	

As we get closer to the EOG's, the 7th grade team will be re-looping to make sure the students are prepared for this year's test.

Eighth Grade Language Arts

We have enjoyed yet another successful quarter with eighth grade students in Language Arts. We began the quarter with a close reading of Shakespeare's *A Midsummer Night's Dream*. Students rose to the challenge and used sophisticated reading skills and strategies to decode the language. Students began to use the text as a way to explore our unit question: How does society expect me to act and how does that impact who I am?

Students participated in a variety of activities to enrich their reading experience. We conducted an insult competition, where students used Shakespearean language to creatively "insult" each other in a friendly and lively environment. Students also had the opportunity to work with actors from the NC Shakes Acting Company. The company came to Piedmont and put on the play *A Comedy of Errors*. Then they stayed to work with classes individually on acting techniques and understanding Shakespearean language. We had a wonderful time learning alongside actors!

At the end of the play students chose their favorite monologue in the play to memorize and recite in front of their class. They worked on decoding language, conveying emotion, and choosing appropriate props to compliment a scene. It is not easy to get up in front of a room full of peers and to speak in Shakespearean language, but of course, Piedmont students rose to the challenge.

We are closing the quarter with skill and content review. We have learned so much this year, and we want to take time to reflect and celebrate all of our growth. The eighth grade language arts team anxiously awaits our next unit and the 4th quarter.

Eighth Grade Math

Third quarter was the beginning of the Math II course. Students reviewed algebra concepts learned in Math I and took factoring to a whole other level. They solved radical and rational equations algebraically to determine and identify when extraneous solutions arise. These are solutions to equations that actually don't work when plugged back into the equation. Students transformed geometric figures and completed the Transformation project. Towards the end of third quarter began the Geometry part of the course. Students learned about theorem and postulates and tried their first proof. Students studied concepts that make two triangles congruent and explained how the criteria for triangle congruence: SSS (Side, Side, Side), SAS (Side, Angle, Side), ASA (Angle, Side, Angle) follow from the definition of congruence in terms of rigid motion. Lastly, student studied relationships within triangles such as circumcenter, incenter, centroid, and orthocenter. So much material is a very short period of time.

TD students in Math I full year are also working very hard. The students worked on radicals, exponent rules and polynomials. Students have added, subtracted, multiplied and divided polynomials. Remembering all the rules for exponents is a difficult task. When you multiply, add the exponents, divide, subtract the exponents and raise a power to a power – huh? – multiply the exponents. Students seem to do well when doing one type of exponent, but put it all together and it gets very difficult very quickly. Did you know to properly write an exponent there can't be any exponents that are negative?

Students in Math 8 learned all about linear equations. We started off the quarter with CMP2 Thinking with Mathematical Models. Students learned how to graph a line, determine the y-intercept and the slope. Students learned how to tell if values created a line or were nonlinear. They learned how to determine a function. Ask your child how to use the pencil test to determine if a relation is a function.

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Talent Development News

1241 East 10th Street
Charlotte, NC 28204
Phone: 980-343-5435
Fax: 980-343-5557
E-mail: piedmontopenmiddle@cms.k12.nc.us
Website: http://pages.cms.k12.nc.us/piedmont/

Mission Statement

Piedmont exists to inspire in its students a passion for learning and a commitment to personal integrity and academic excellence. Students demonstrate self-confidence and creativity, are open-minded and inquisitive, and display a sense of social responsibility and global awareness.

Piedmont … You Know … We Care!

What is Talent Development?

The **Talent Development Program** for gifted services is based on consultation and collaboration between the talent development and classroom teachers. They work together to meet the needs of the high achieving student.

Program Benefits

- Gifted education and general education are related, connected and integrated.
- Out of class sessions are scheduled when needed most.
- The pace of learning is enhanced.
- High achieving students receive more challenging tasks within the classroom.
- Classroom and TD teachers work together to maximize student learning.

Did you know?

- Research on the TD Program indicates that students receive at least three times the amount of services using this model compared to the old pullout, once a week program.
- The TD model is most effective when high achieving students are flexibly grouped together based on their instructional needs.
- Every school has a Talent Development teacher.
- The TD teacher at your child's school can tell you how they work with your child and your child's teacher.

TALENT DEVELOPMENT TEAM

- ***Academic Facilitator***
  Dawn Johnston

- ***6th Grade Team***

Language Arts	**Math**
Karen Bailey	Paul Booth
Molly McCarthy	Aaron Kollar
Shelley Lyttle	Sara Suckstorff

- ***7th Grade Team***

Language Arts	**Math**
Patrice Frilot	Karen Gorman
David Milligan	Angela Davis
Cynthia Alexander-Brown	Susie Palgut

- ***8th Grade Team***

Language Arts	**Math**
Elizabeth Immel	Cheryl Lamb
Amanda Benfield	Janet Delery
Kelly Hanson	Stacey Callahan

College Foundation of North Carolina

NCASFAA

Middle School Enrichment Scholarship

Middle School Enrichment Scholarships are awarded up to $1,000 each for any Summer Enrichment Program held on an accredited North Carolina college or university campus. This scholarship is designed to encourage disadvantaged middle school students to begin considering college after graduating from high school by providing tuition to a summer enrichment program. Six recipients representing the Eastern, Western and Middle regions of the state (two per region) are selected annually. Examples of camps include:

- UNC-Greensboro's All-Arts, Sciences & Technology Camp
- Wake Forest's Anthropology Museum Summer Camp
- NC Summer Institute in Choral Arts at Appalachian State University
- UNC-Wilmington's MarineQuest Ocean Trek Camp
- Summerscapes at Catawba Valley Community College
- Engineering Starter Program at North Carolina A&T University
- UNC-Chapel Hill's iD Tech Camp

Eligibility Requirements

- At least 13 years of age at the time of application
- Attending middle school in North Carolina
- Qualify for free or reduced lunch

Application Process

- Applications can be submitted online or may be printed from the NCASFAA website: http://www.ncasfaa.com/docs/toc_scholarships.html
- All documents must be received by December 1st of each year.
- Finalists will be notified by the Middle School Enrichment Committee by December 15th.
- Each finalist will be asked to provide a letter of recommendation from his/her school counselor and documentation indicating their eligibility for free or reduced lunch.

Sponsorship North Carolina Association of Student Financial Aid Administrators (NCASFAA) sponsors the Summer Enrichment Scholarship Program which allows middle school students, who are eligible, to participate in the college experience. Further sponsorship is needed to offer this program to more students. If you are interested in learning more about sponsoring a student, please contact:

Amy Denton
College Foundation Inc.
Middle School Enrichment Committee, Chair
adenton@cfi.org
252-402-6157 (cell)
919-835-2286 (fax)

For information on how to plan, apply, and pay for college, visit CFNC.org