

North Bethesda Middle School

6th Grade Team Weekly Parent Update



6th Grade Parent Update #5 October 10, 2019

Dates:

Fri. 10/11	6th Grade Social 7:00 - 9:00 pm
Mon. 10/14	NBMS Open House

ACADEMIC UPDATES

English Department

English 6 - Ms. Brown

This Week: This week we read a passage from *Red Scarf Girl* and completed an activity where we compared and contrasted the challenges that Brian from *Hatchet* and Ji Li faced in their stories. We completed a chart in our workbooks. On Tuesday we began our Narrative Scenes with dialogue for an argument between two characters. On Thursday and Friday we will build on those arguments to add a setting and develop our characters. We are using paper organizers for brainstorming, but the final product will be drafted, expanded, and edited in the document in the Google Classroom.

Next Week: On Thursday we will take the MCPS Progress Check in Studysync. It will be comprised of about 15 selected response questions based on short reading passages. This assessment will be reported to the county for progress measures and will be reported in the gradebook as the Progress Check for 10% of the overall grade for this unit. We will do a review of terms before the assessment. We will continue and finish our narratives after the assessment and review.

English 6 - Ms. Giorgio

This Week: Students have begun a comparison writing assignment for “Red Scarf Girl” and *Hatchet*. Students have spent time writing and editing this week. Students also had an opportunity to browse the Book Fair on Monday during class.

Next Week: Students will begin an Extended Narrative Writing Project next week. Students will explore the different elements of a story: plot, characters, setting and dialogue and begin drafting their stories.

Homework: *Hatchet* Ch. 18 and epilogue - due Tuesday, 10/15

English 6 - Ms. Hill

This Week: This week students examined excerpts from “Red Scarf Girl” and *Hatchet* and compared the two genres. Students also drafted a narrative scene opening with dialogue and mapped out setting with sensory details. We also had our third book talk on *Hatchet*.

Next Week: Next week students will continue to revise their narrative scene with descriptive details. Students should continue with the homework reading of *Hatchet*, Chapters 16-17 and completing the comprehension discussion questions due Friday, October 18th.

English 6 - Mr. Martin

This Week: This week, students began working on a narrative by writing some dialogue. Students also examined a scene to describe the effects of setting and action on characterization.

Next Week: Next week, students will be finishing up the *Hatchet*, continuing to work on their narratives, reviewing what we have covered thus far, and taking a multiple-choice formative assessment through StudySync.

Digital Literacy - Ms. Byrd, Ms. Hill, Mr. Hill

This Week: This week in digital literacy the students continued to learn about, and use the [Engineering Design and Inquiry Process](#). The second step in this investigative approach is for the students to identify specific issues that relate to a topic. For example, for the topic of [distracted driving](#), the issues relating to this topic might be: laws and regulations for handheld devices and driving, or, what factors contribute to distracted driving? As always, the students accessed reliable online informational resources relating to current topics of interest via the [NBMS Media Center Research Resources](#) and [ProQuest SIRS Discoverer](#) (User ID: mcps, Password: mcps)

Reminders

- When accessing school assignments from your personal computer at home, you will sign in [Google Chrome](#) using your mcpsmd.net account information.

A gentle reminder about the weekly homework assignments. The [Newsela](#) articles for homework help the students prepare for the upcoming [Time for Kids](#) classwork assignments.

Next Week: The students will use the [Engineering Design and Inquiry Process](#) to narrow the topic that they will be investigating.

Read 180 - Ms. Collins

This Week: This week students concluded their reading about the inspiring work of Kesz Valdez. They used a graphic organizer to identify the central idea of the text and how the author uses details to develop that idea.

Next Week: Next week students will read another inspiring text about Malala Yousafzai. We will build a deeper understanding of the text by tracing the development of the central idea and details. Our next homework reading log is due on October 14, 2019. *Happy Reading!!*

ESOL - Ms. Francis

This Week: The students in ESOL 1 and 2 learned about pronouns and antecedents, language structures as used in the short story A Role to Play. They also worked on the reading strategy making inferences and drawing conclusions.

The students in the advanced ESOL classes explored the background for their respective novels. The sixth graders read an informational article on the early history of the airplane. They also completed a blast, a quick write on what makes survival stories captivating.

The seventh graders wrote a short essay on how social norms, such as conformity and peer pressure, influence the main character in the novel Stargirl. The eighth grade students completed a blast on whether juveniles should be treated differently under the law. They also completed a short essay on how the main character in the novel Monster copes with being on trial and what this reveals about his character.

Next Week: The students in the ESOL 1 and 2 will work on sentence structures and the simple past tense. The students in the advanced ESOL classes will continue to explore the themes, learn about their character, and build background knowledge in their respective novels.

Math Department

Applied Investigations into Mathematics - Mr. Fitzpatrick

This Week: This week in AIM, students reviewed percents and proportions prior to their second unit test on Tuesday. We then began our unit on negative numbers, using number lines to model operations. Students looked at data of high and low temperatures to write equations showing ranges.

Next Week: Going forward, students are expected to transition from demonstrating understanding of operations with positive rational numbers through multiple representations to fluency of all rational number operations using properties and the manipulation of numbers.

C2.0 Investigations into Mathematics - Mr. Kuhn

This Week: Students were extending their knowledge of the location of rational numbers on a number line to represent operations with both positive and negative rational numbers.

Next Week: Students will be interpreting addition and subtraction by comparing it to the distance and direction on a number line. Students will also apply properties of operations as strategies to add and subtract rational numbers.

Math 6: - Ms. Rothstein & Mr. Leffler

This Week: This week students were introduced to ratios. Students defined the term ratio and described associations between quantities using the language “for every a of these, there are b of those.” Students learned about equivalent ratios, and a variety of ways to demonstrate their understanding of them, including models.

Next Week: Next week students will generate equivalent ratios and be able to justify that they are equivalent. Students will learn how to use a double number line to help identify the proportional relationship between equivalent ratios. Students will explore and define what a unit rate is, and apply a unit rate to identify equivalent ratios. Students will calculate the distance an object travels in 1 unit of time and express it using a phrase like “meters per second.” Students will end the week by justifying that two situations do not happen at the same rate by finding a ratio to describe each situation where the two ratios share one value but not the other.

Physical Education & Health Department

Physical Education

This Week: This week students will continue with their second units of the quarter (pickleball, soccer, cornhole, and basketball). Fitnessgram testing will take place on any days where students are unable to go outside due to weather. They will run the half-mile on Friday.

Next Week: Next week students will complete their second units of the quarter. Fitnessgram testing will take place on any days where students are unable to go outside due to weather. They will run the mile on Friday.

Health - Ms. Heyn

This week: Students are identifying causes of stress and ways to manage stress. In addition, they have learned about the fight or flight response and the difference between positive and negative stress. This concludes the Mental Health unit. We will begin the Drug unit.

Next Week: Students will learn about the benefits of being drug-free. In addition, they will identify reasons teens use drugs. They will learn about the opioid epidemic.

Music & Art Department

Orchestra - Mrs. Hepburn Lun

This Week: 6th Grade Band and Orchestra students are continuing to work in the majors keys of D Major (orchestra) and B Flat Major (band.) Please ask your music student to play these scales for you. It is vital that all orchestra students are playing with a tuner and tuning both the A string and D string independently. In your music students method book you should be hearing regular practice on Page 8 (Band) and Pages 6-7 (Orchestra.) Both classes will have a playing test on Friday, October 11th. Please check "mymcps" portal for details. Please be sure that you review the North Bethesda Music Handbook with your music student. It can be found

<https://www.montgomeryschoolsmd.org/schools/northbethesdams/departments/> This does not need to be signed and returned.

Next Week: Both classes will continue to review the key signature of B Flat Major (Band), D Major (Orchestra) and continue rehearsing Winter Concert selections. We are looking forward to playing for an audience during parent open house on Monday.

Chorus - Mr. McFeaters

This Week: This week in chorus, students started learning "The Lion Sleeps Tonight."

Next Week: Next week, we will continue to focus on sightsinging, and will have an assessment on "Oh, Watch the Stars."

Art - Ms. Partlow

This week: Students will review color theory and practice color mixing to prepare for an upcoming, creative, painting unit! Students will engage in a group challenge in which they use primary colors to make as many new colors as possible.

Next Week: Students will design a “creative color wheel” that will cleverly display primary, secondary, & tertiary colors as well as tints and tones.

General Music - Mr. Brown

This week:

Next Week:

Science Department

Science 6 - Mr. Elmer, Ms. Lutchenkov, Ms. Sadeghi

This week: This week in science we began to discuss the differences between physical and chemical properties of matter. We completed a lab in which students wrote in invisible ink and then made it reappear -- all because of a chemical reaction!

Next week: Next week we explore the physical properties of solubility, color and begin to learn how density is considered to be a characteristic property of matter. We look forward to next week’s flame test demonstration each year because the students really enjoy the excitement of seeing the different color flames produced by the chemicals.

Social Studies Department

World Studies 6 - Ms. Benton, Ms. Conley, Ms. Jasti Currie

This week: This week we focused on the transition from nomadic hunting and gathering to settled communities and agriculture. Using an economic lens, we examined how hunter-gatherers were able to build permanent communities and still satisfy their basic wants. We learned how, through a slow process, these settled communities transitioned from foraging to agriculture. To get a sense of how early farming developed, students traveled 8,000 years back in time to become early farming families in a Neolithic village. Their goal was to produce a surplus of wheat so that they could meet their economic wants of food, shelter, and clothing. Each time we spun the weather wheel of fortune or misfortune, the class collectively held its breath waiting to find out if the weather would cooperate for a good harvest. Ask your student how their family did: did they become wealthy or did they starve? What was the key to their success or the cause of their starvation? How do they think their simple village will change over time?

Looking for something to do this weekend that would complement your student’s learning? Check out the [Museum of Natural History’s Hall of Human Origins](#). There are several interactive displays on Stone Age life and artifacts that will help your student visualize some of the changes that we have been discussing in class.

Next Week: We will examine how several agricultural villages in the Fertile Crescent grew into cities which then grew into the first known civilization.

Global Humanities 6 - Ms. Grace & Ms. Steimer

This Week and Last Week: This week we debriefed what we learned from our simulation (other than that your children are very competitive!). We examined how our little Neolithic farming village would change after centuries of producing an agricultural surplus using advanced capital resources like irrigation canals. This brought us to a new age in humanity - the rise of cities - and we used the ancient Mesopotamian city of Ur as a case study to determine the defining features of a city and how agricultural surplus was a necessary catalyst for those features. Next, we analyzed what makes a society a "civilization". We discovered that the term is somewhat illusive and subject to varying definitions, but from a historian's standpoint, we can look for six general features. Ask your student what the six features of civilization are and whether they agree with this definition of a civilization. If not, how would they define a civilization? Finally, we will end the week on Friday with a quiz on the transition from nomadic hunter-gatherers to settled city-dwellers.

Next Week: We will examine the Cradle of Civilization, analyze artifacts from one of the world's first civilizations - the city-states of Sumer -, and try our hand in applying ancient Babylonian law in Hammurabi's People's Court. I hope to see all of you at the Open House!

Technology Education Department

Coding & Robotic Design - Ms. Chang

This week: We talked about copy rights. Students are all engaged in the debating. The open notes quiz we made on Tuesday in Google Classroom will be counted as a practicing because most of the students didn't write down notes or had trouble to turn in. Hope they learn the experience and make notes from now on.

Next week: Students will learn and practice how to add pictures and link pages to index of the website they create.

Imagineering Technology - Ms. Paul-Phillips

This week: This week the students have designed and created paper planes that were easy to build to super advanced. Many students became frustrated, but in the end persevered and were successful.

Next week: Our next mission, is of course, to fly these planes and determine which design is the best based on distance in time in the air.

World Languages Department

Ms. Myers is planning a non-school sponsored 12-day trip to France and Spain Summer of 2020 through EF Tours. We will be traveling to Paris, Provence, Barcelona and Madrid. There will be an informational meeting for parents interested in signing their child up for this trip on Thursday, October 17th from 6-7 pm. Please RSVP at: rsvp.eftours.com/7gtphsn In the meantime, you can view more information and the itinerary at: www.eftours.com/2207054ty where you can view the itinerary and other important information. This trip is open to any student at NB, who is currently taking French or Spanish. Lastly, if you have questions or need more information, please contact, Ms. Myers at Kristy_G_Myers@mcpsmd.org .

Spanish

Spanish 1A - Ms. Ranaweera

This week: This week students learned the Spanish months, days of the week, and date formation. There was a quiz on this concept on Friday, October 11th.

Next week: Next week, students will learn the seasons, weather, and review the numbers 1-60 to learn to tell time in Spanish.

Spanish 1A - Ms. Markos

This week: Students applied numbers to write the date in Spanish and on Friday they took a date quiz.

Next week: We will use what we learned about the months of the year and writing dates to start talking about weather conditions in Spanish. The greetings quiz will be available for retake on Tuesday 10/15 in SOARR, students must fill out a retake request form in order to retake any quizzes.

French

French 1A - Ms. Myers

This week: The students took a quiz on greetings on Monday, October 7th. We also reviewed numbers 0-39 and started the second half of the unit. In this half of the unit, the students will learn the subject pronouns, indefinite articles, plurals of nouns and some school related vocabulary. The students were introduced to subject pronouns and school related vocabulary.

Next week: Next week, the students will continue working with vocabulary and subject pronouns. There will be a small quiz/exit card on the numbers 0-39 (date to be determined).

COUNSELING UPDATES

SSL UPDATES

This Week:

Completed SSL forms turned in by September 27, 2019 will be processed in myMCPS portal by first marking period report cards, November 20th. If your student turned in an incomplete SSL form and/or submitted their form after September 27, 2019, SSL hours may not be updated by November 20th. Incomplete SSL Verification forms will be returned to students through her/his/their 1st period teacher. If your student's hours are not updated after November 20th please email Ms. Jurewicz (Carla_A_Jurewicz@mcpsmd.org) or ask your student to stop by room/office A104. Thank you!

Next Week:

Students should continue to turn in completed SSL Verification forms to the Counseling Office. Unfortunately, Ms. Jurewicz cannot complete forms on behalf of students. Incomplete SSL Verification forms will be returned to students through her/his/their 1st period teacher.

Add to Your "To Do" List:

- For students-Add NBMS SSL Google Classroom to your G Suite using the code "iwmjnms". It is the same process you would use to add a Google Classroom for an academic class.
- For parents/guardians-Have your student add NBMS SSL Google Classroom to her/his/their G Suite using the code "iwmjnms". It is the same process she/he/they would use to add a Google Classroom for an academic class. Once your student is registered Ms. Jurewicz will use the "Invite Guardian" function to invite parents/guardians. Please email Ms. Jurewicz the email address you would like to use.

Ideally Ms. Jurewicz would like students and guardians to join the NBMS SSL Classroom.

SSL Opportunities

See the NBMS SSL Google Classroom.

Looking Ahead

"Nonprofit organizations that are not identified with a graduation cap graduation cap on the Montgomery County Volunteer Center (MCVC) website require pre-approval.

The MCPS Form 560-50, Individual Student Service Learning Request, must be submitted and approved by the school-based SSL Coordinator <two weeks> in advance of service. All pre-approval requests must be submitted in a timely manner. There is a two-week allowance for school-based SSL Coordinators to review the request for approval or denial based on compliance with MCPS SSL Program."

OTHER ANNOUNCEMENTS