

Welcome to Longfellow Middle Curriculum Night for Rising 7th Grade February 7, 2019



This presentation and contact information for our speakers
can be found on our school website at:

<https://longfellowms.fcps.edu>



Welcome to Longfellow!

Administrative Team



Carole Kihm
Principal



Wendy Eaton
Assistant Principal



Robert Plunkett
Assistant Principal



Kevin Sami
Assistant Principal



Marissa Brooks
Director of Student
Services



Curriculum Night Learning Targets

At the end of the evening, we would like parents and guardians to understand:

- Rising 7th Grade Transition Activities
- The Longfellow Academic Advising process and timeline
- Some differences between elementary and middle school
- Course offerings at Longfellow Middle
- Where they can locate more information
- Who they can reach out to for more information



Rising 7th Grade Events- Winter/Spring

Event	Date
Longfellow counselors visit feeder elementary schools to explain courses, Longfellow student life, and how to select courses in StudentVUE	February 6-22, 2019
6 th grade students visit Longfellow Middle with their elementary school *Contact MLBrooks@fcps.edu if you do not attend a feeder school, and would like to schedule a date to visit.	March 25-28, 2019
How to Thrive at Longfellow Middle School *Parents only	April 25, 2019 7:00 pm - 8:30 pm
Longfellow PTA meeting for Rising 7th grade parents	May 3, 2019 9:00 am



Rising 7th Grade Events- Summer

Event	Date
<p>Jump Start to Success Program Registration opens: April 1, 2019 Register through <i>My School Bucks</i></p>	<p>August 6 – 7 (Session A) August 8 -9 (Session B) 8:30 am - 12:30 pm</p>
<p>7th Grade Open House Students will receive their schedules and locker number</p>	<p>August 20, 2019 3:00 pm - 6:00 pm</p>
<p>7th grade Orientation Students will practice their schedules and meet their teachers</p>	<p>August 22, 2019 9:00 am - 11:00 am</p>



7th Grade Student Schedule

Class Schedule

1. Math (levels vary- no AAP)
 2. English Honors or AAP
 3. Science 7 Honors or AAP
 4. U.S. History 7 Honors or AAP
 5. Health and PE
 6. Elective (1 full year or 2 semester choices)
 7. Elective (1 full year or 2 semester choices)
- Lancer Time- approximately 20 minutes for extra help or enrichment at the end of the day

Longfellow operates on a 7 period day. All classes meet everyday.

7th graders eat lunch based on their 4th period teacher.



All Honors Model at Longfellow

- Most 7th and 8th grade students will take Honors English, Honors U.S. History, and Honors Science
- All classes include 'honors' extensions and scaffolds for students who need support
 - Longfellow teachers have taken professional development in differentiation for our honors program
- Special Education and ESOL courses are available



AAP Classes at Longfellow

- Available to level IV AAP students
 - Students must test into the AAP Program
- Students take 3 AAP courses- English, Science, U.S. History
- Increased rigor
 - Additional extensions, faster-paced
 - Emphasis on higher level thinking, problem-solving, and decision-making
- Math is not included in the AAP program in middle school



Interdisciplinary Teams at Longfellow

- Teachers (English, Social Studies, and Science), school counselor, grade level administrator
 - Meet weekly to discuss student progress, strengths, and areas for growth
- Make a larger school “feel smaller”
 - Team events and field trips
- Counselors work closely with the teams to identify students who may be struggling and assist with planning interventions for them



Student Life at Longfellow

- **Lancer Code**
 - Be Respectful, Be Responsible and Be Safe
- **Homework**
 - Average of 60-90 minutes of homework each night
- **Lockers**
 - Students practice opening lockers at the Open House and for the first couple of weeks of school
 - Backpacks are kept in lockers
- **Class changes**
 - Students have 4 minutes between classes



Support Classes at Longfellow

- Read 180
- Action Literacy
- Algebra Readiness
- Power Math
- Strategies for Success



Elective courses at Longfellow

- Classes are “exploratory” and students should consider their interests and talents
- World Language courses are academic classes
 - High school credit in 8th grade and French Immersion
- Students should NOT pick classes to try to be with friends
- Select alternate electives carefully.
 - Sometimes students do not get their top choices due to course availability or class conflicts
- Classes cannot be changed once the school year starts



Online Course Registration

- Students must enter all courses in StudentVUE
- Access StudentVUE/SIS through the FCPS website

https://sisstudent.fcps.edu/SVUE/Login_Student_PXP_OVR.aspx?regenerateSessionId=True

1. Course requests

Navigation

- Messages
- Calendar
- Attendance
- Class Schedule
- Course Request**
- Grade Book
- Health
- Report Card
- Student Info

James
Robinson MS Training (703-426-2100)
2019-2020 School Year, Grade: 08
Counselor: Robinson MS Counselor-21

COURSE REQUEST SELECTION

To make a course request, search for a class below. To help narrow the search, filter the classes. While you may request courses, the school's Student Services team will approve all selections.

Selected Course Requests [Click here to return to course request summary](#)

Action	Ln	Course ID	Course Title	Department	Elective	Credit	Comment
Locked	1	▶ 720033	Health & PE 8	Health & PE		0.000	
Locked	2	▶ 720034	Health & PE 8	Health & PE		0.000	
						0.000	

Alternate Elective Requests (*in preference order*) - Select at least 6 alternates

Action	Ln	Course ID	Course Title	Department	Elective	Credit	Comment
No alternate course requests have been selected or assigned							

2. Enter course code and hit enter

Course ID: Course Title: Department: Elective:

3. Select 'Request' and click gray button above

[Click here to move selected requests to Selected Course Requests](#)

Ln	Action	Course ID	Course Title	Department	Elective	Credit	Comment
1	<input type="radio"/> None <input checked="" type="radio"/> Request <input type="radio"/> Alternate	▶ 923210	Beginning Band	Fine Arts: Music	Yes	0.000	



Welcome

Carole Kihm

Longfellow Principal

Jennifer Von Elm

PTA President



Mathematics- Math 7

7th Grade Level Pre-algebra

- Students explore algebra and geometry concepts and skills; strategies for collecting, analyzing and interpreting data; number concepts and skills

[Click here for FCPS Math 7 Standards](#)

- Number Sense, Computation/Estimation, Measurement, Probability and Statistics, Geometry and Patterns, Functions and Algebra

Preferred Habits

- Student should spend up to 30 minutes per day working outside of math class. This time includes homework completion, after-school help/Lancer Time and frequent practice with basic arithmetic.



Mathematics- Math 7

Assessments

- 2-3 Unit tests based on the FCPS pacing guide
- Weekly quizzes
- Catalog ecart online assessments
- Formative assessments
- Students take Math 7 SOL
- Final exam

Considerations

- When transitioning to middle school, consistent homework completion, frequent review of class materials and outside math support are important.
- This course leads to Math 8/Algebra 1



Mathematics- Math 7 Honors

[Click here for FCPS Math 7 honors standards](#)

- The depth and level of understanding in Math 7 honors is beyond the scope of Math 7
- Course is an acceleration of the Mathematics 8 curriculum and include high school level honors extensions in each unit.
- Course requires students to master the content assessed on the Math SOL test.
- Students who have not completed Advanced Mathematics 6 may need support and/or require additional effort and study to be successful.
- Mathematics 7 Honors prepares students for Algebra 1/Algebra 1 Honors in Grade 8.



Mathematics- Math 7 Honors

Preferred Habits

- Student should spend up to 30 minutes per day working outside of class. This time may include homework completion, after-school/Lancer Time help, and frequent review of materials.
- Assignments often include problem-solving and word problems.
- Student will stretch beyond problems computational in nature in order to make connections between concepts.

Assessments

- 2-3 Unit tests (Pacing Guide)
- Approximately 1 quiz every week
- Summative assessments account for a majority of the overall average
- Formative assessments
- E-cart (catalog/division online assessments)
- Final exam



Mathematics- Math 7 Honors

Considerations

- It is recommended that a student has completed an accelerated program in 6th grade as a pre-requisite.
- In addition to homework completion and frequent review of class materials, student will need outstanding study habits, high levels of motivation, perseverance and the desire to stretch one's self mathematically.

Grade 6 to Math 7 Honors - Content Missed

- Absolute value
- Square root
- Operations with integers
- Solving one/2 step equations
- Single/multi-step proportional reasoning and practical problems.



Algebra 1 Honors

[Click here for FCPS Algebra 1 Honors standards](#)

- High school credit Algebra course; students must qualify for placement into this course.
- The content covers all the normal algebra topics including properties, solving equations and inequalities, linear systems, functions, polynomials, rational expressions, irrationals, and quadratic equations.
- Advanced topics such as set theory, bases, sequences, logic and series and elementary calculus will also be covered.



Algebra 1 Honors

Preferred habits

- Student should spend at least 30 minutes per day working outside of class. This time includes homework completion, after school/LT help and frequent review of materials.

Assessments

- 2-3 unit tests per quarter
- Approximately 1 quiz every week
- Daily drills
- Summative assessments account for a majority of the overall average
- Students take Algebra SOL and a final exam



Algebra 1 Honors

Considerations

- Student must be found eligible to take course by successfully completing an accelerated math program in 6th grade, score in the 91st percentile on the IOWA Aptitude test, and score pass advanced (500+) on the Math 7 SOL
- Student will move onto Geometry Honors in 8th grade with a teacher recommendation.
- Content homework will be supplemented with challenging middle school, high school and post high-school contest problems.
- In addition to homework completion and frequent review of class materials, student will need outstanding study habits, high levels of motivation and perseverance, and the desire to stretch one's self mathematically



Mathematics Activities, Contests, and Supports

Activities and Contests

- Math Counts try-outs and official team
- American Mathematics Competition
- American Mathematics Open Contest
- Π contest

Supports

- Power Math- elective
- After school help with individual teacher
- Lancer Time activity period
- Student lunch period
- Spring SOL prep class



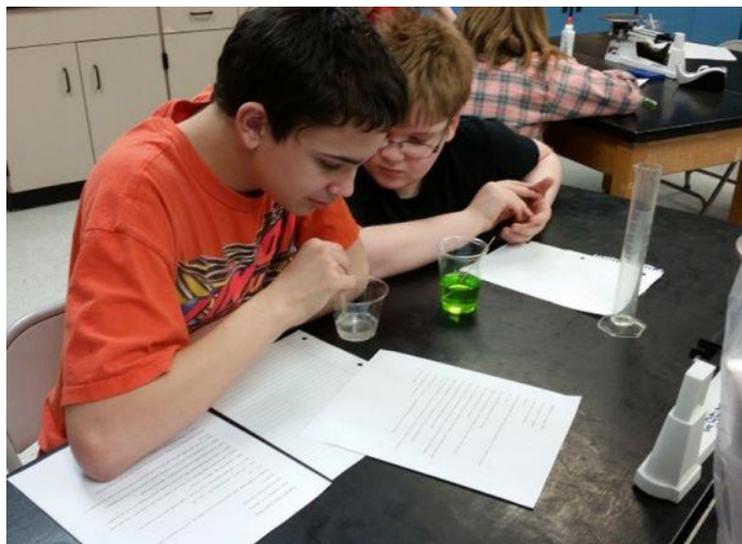
Mathematics Course Selection

Which course is best for your child?

- Recommendation of teacher/counselor
- A discussion with child and teacher
- Keep in mind that both Math 7 and Honors 7 lead to Algebra 1 in Grade 8



Life Science





Life Science

Course Description

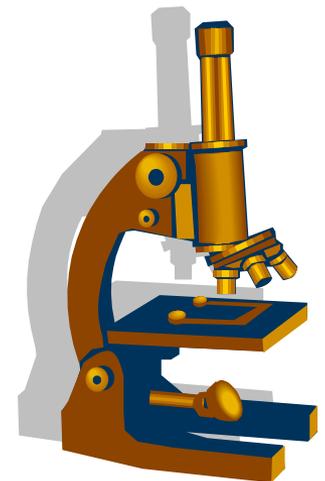
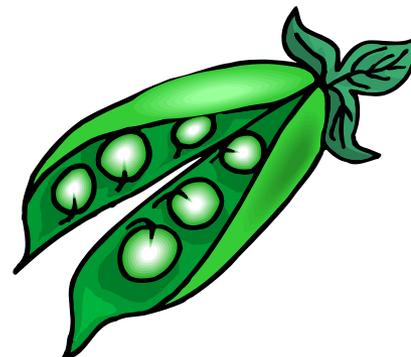
- Introductory course that covers a broad range of topics: ecology, cells, energy in living systems, genetics, evolution, classification and human biology
- Laboratory investigations are an integral part of the course and require students to gather and interpret data, draw conclusions, and find connections between concepts learned throughout the year.



Life Science

Units of Study

- Understanding our Environment (Ecology)
- Observing Living Things
- Exploring Heredity and Diversity





Life Science

General Information

- Science class every day
- Laboratory based class
- More cooperative group work, especially for projects and lab activities
- Average of 20-30 minutes of homework daily
- Assessments are knowledge and skill-based, requiring more application of knowledge



Life Science

General Information

- Experimental design using metric system
- Analysis of real life situations and problems
- Depth and complexity for all students
- No SOL at the end of 7th grade
- SOL is at the end of 8th grade and covers content from 6th, 7th, and 8th grade



Life Science

- **Understanding Our Environment- Topics of study**
- Interdependence among biotic and abiotic factors
- Cycles of nutrients, matter, and energy
- Biomes & adaptations
- Watersheds, management practices, human impact on ecosystems



Life Science

Additional Activities

- Andrew Wilson *Under the Sea* presentation with a focus on living things in the Chesapeake Bay
- Mr. Wilson comes to individual classes and presents to students (allows students to interact with live specimens)
- More live specimens used in class for model ecosystem
- Research-based WIKI project options
 - Bay Critters and their value to the ecosystem
 - Ecology- connecting concepts throughout the unit



Life Science

Model Ecosystems





Life Science

Student using microscope to observe protists from model aquatic ecosystem.





Life Science

Observing Living Things- Topics of Study

- Plant and animal cells, specifically the organization and structure of living things
- Life processes
- Mitosis and meiosis
- Experimental design and graphing
- Nature of science



Life Science

Students will analyze the structure and function of cells and tissues needed to conduct life processes.



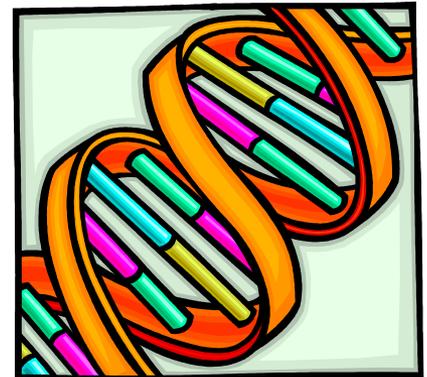


Life Science

Exploring Heredity and Diversity

Students will investigate the passage of hereditary information from generation to generation.

- Use Punnett squares
- Construct a DNA model
- Summarize the major contributions
- Simulate genetic replication
- Identify the benefits and risks of genetic engineering
- Classification





Life Science

Extracting DNA Project



**Student
extracting
DNA from
strawberries**



Life Science

Integrating Technology

- Venier probeware
- Mobile laptops
- Various scientific sites
 - NASA, NATGEO, EPA, etc.
- Microscopes





Life Science

MWEE- Meaningful Watershed Educational Experience

- A field experience applying ecology concepts to the real world
- Takes place here in Fairfax County.
- All students participate.
- Collect macroinvertebrates to assess stream health
- Stewardship activity



Life Science

MWEE- Meaningful Watershed Educational Experience





Life Science

Science Clubs

- Science Olympiad
- Rocketry Club
- Eco/Action Club
- Science Bowl



World Languages

Hello!

你好

Bonjour!

Hola!

Salve!

Good evening!

晚上好

Bonsoir!

Buena
noches!

Bonum
vesperam!





World Languages

Grade 7

Credit: non-credit

Prerequisite: None

CHINESE 1 PART A

FRENCH 1 PART A

SPANISH 1 PART A

- Students develop the ability to communicate about themselves and environment using simple sentences containing basic language structures
- Four main language skills: listening, speaking, reading and writing
- Emphasis on the ability to write and speak
- Explore traditions, customs, beliefs, and cultural contributions and how these elements relate to language.
- Part A of a language does not count as a World Languages high school credit



World Languages

Who should sign up for Part A of a World Language?

- **Students with no previous background in language**
- **FLES students**
 - Part A course provides FLES students the opportunity to continue their language journey
 - FLES students spend 36 hours a year learning a second language in elementary school, while Part A (7th grade) and Part B (8th grade) increases to 144 hours per year
 - Allows students to gain additional developmentally appropriate guided practice and achieve a deeper level of understanding of target language objectives
 - FLES students serve as effective language models to peers with no previous language study



World Languages

Benefits of Level 1 World Language over two years

- Students take Part A in 7th grade and Part B in 8th grade
- Students **must successfully complete Part B of the same language in 7th and 8th grade** to earn 1 high school credit
- Develop strong language foundation
- Additional guided practice
- Achieve a deeper level of understanding of language objectives
- Process the details of language structures and grammar that come with learning a new language
- Prepares students to be successful in Level 2 of a language in high school



World Languages

French 1 Immersion

- Prerequisite: Participation in French Immersion program (Kent Gardens students)
- Students earn 1 high school credit upon
- Transition from the elementary two-way French Immersion program to the sequential World Languages high school program
- Students expand their knowledge of the language
- High school credit earned goes towards the Advanced Studies World Language diploma requirement
- Students are eligible to take French 2 Immersion in 8th grade



Library

Librarians: Ms. Saladino and Ms. Weiss

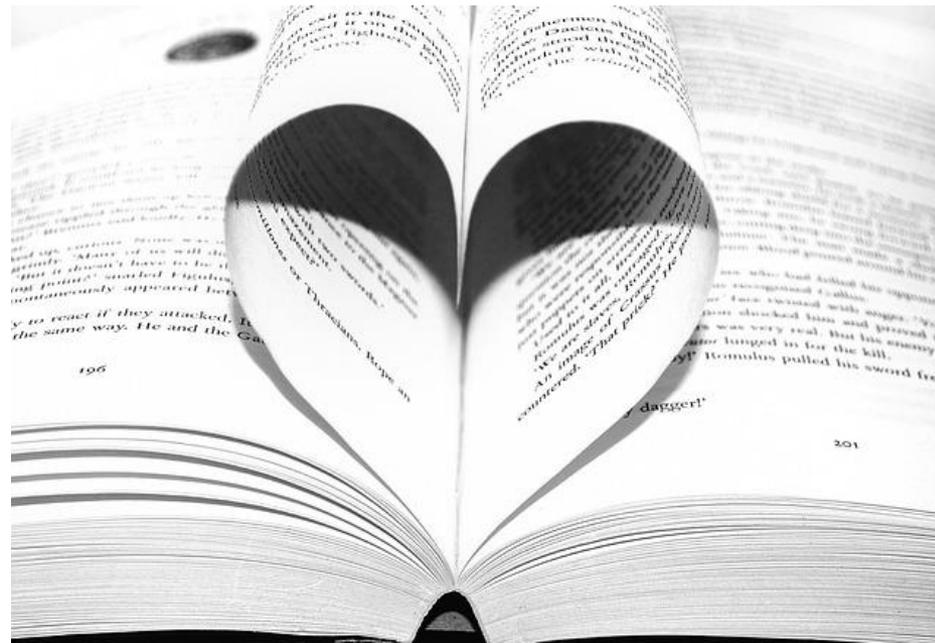




Library

The Longfellow Library Mission Statement

To ensure that students and staff are lifelong readers and effective users of ideas and information.





Library

What are some things that the librarians do?

- **Teach Information Literacy Skills**
 - What Information is needed
 - Where to find the information
 - How to evaluate the information
 - Communicating the information
- **Help Students find books to read and love**
 - Reader advisory
 - Class explorations
 - Displays
 - Student recommendations





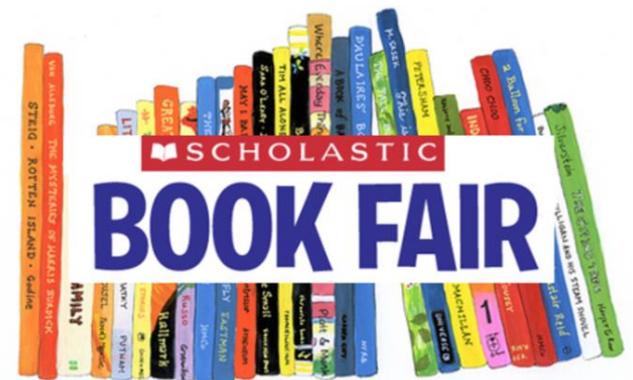
Library

What are some things that the librarians do?

Don't judge a book by its cover... judge it by its first line! Books with compelling first sentences.



Longfellow Library @LMSlibrary · Nov 1
Don't judge a book by its cover... judge it by its first line! Come check out a book from our Great First Lines display! #palducheat



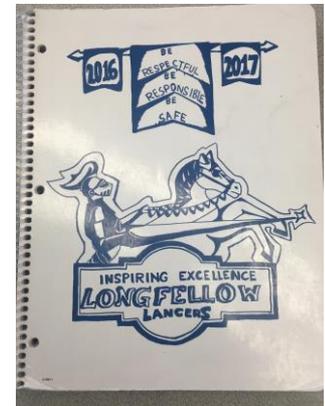
Library



When can students visit the library?



- Before school from 7:10am to 7:25am
- During class, with a pass
- During lunch, with a pass
- During Lancer Time, with a pass
- After school each day





Library

Why do students visit the library?





Library

Longfellow Library On-line

Library
Find out what's happening in the LMS library and in research

Welcome!

Librarians
Jennifer Polidoro
Head Librarian, MS
jepolidoro@fcp.edu

Lisa Hoyle
Librarian, MS
lmhoyle@fcp.edu

Library Hours
7:10 a.m. - 2:40 p.m. Homework Club meets after school each day!

Library Law
Be responsible, resourceful, and respectful. Be readers!

What's New in the LMS Library?

My FCPs Courses Community eCART

General Information

General Information

Alignment

Longfellow Middle School's library website is the primary way to keep up with things that are happening in the Longfellow library this year. The site contains a variety of useful resources related to reading and research. Click on the link to access the site.

General Library Information:

Librarians
Jennifer Polidoro, jepolidoro@fcp.edu
Lisa Hoyle, lmhoyle@fcp.edu
*The direct line to the library is 703-533-2644.

Frequently Asked Questions

When may I visit the library?

1. The library opens every school day at 7:10 a.m. You may visit the library between 7:10 a.m. and 7:25 a.m. to check out or return books. Be sure to be on time for homeroom.
2. During class with a pass from your teacher.
3. During lunch with a lunchtime library pass from one of the adults who monitor the cafeteria. When you sign in to the library, be sure to place your lunch pass in the designated basket on the circulation desk.
4. During Lancer Time with your teacher's special, laminated Library Lancer Time pass. Be sure to return it to your teacher before dismissal!



Library Blackboard page

Longfellow Library
@LMSlibrary Follows you

Your Lancer Library

Falls Church, VA

Library Twitter:

@LMS1library

Library Website: <http://www.longfellowlibrary.org>



Library

Interested in volunteering in the library?

Contact Meghan Saladino at
mbsaladino@fcps.edu

**Longfellow Middle
After School
Program**



After School Program

Goals

- Academic support and enrichment
- Social skills and youth development
- Physical health and recreation
- Family and community involvement



After School Program

After School Operations

- Monday-Friday 2:15-5:00
- Late Bus Days- Monday, Wednesday and Thursday.
 - Late buses will arrive at 4:15. A schedule will be available in August.
- On Tuesdays and Fridays students are expected to walk home or be picked up by an adult by 5:00.
- Students are under adult supervision at all times. Longfellow teachers sponsor after school clubs.
- Two 1 hour blocks (2:25-3:25) (3:30-4:15)
- ALL STUDENTS ARE REQUIRED TO SIGN IN
- An After School Packet with information about the After School Program will be included in the Back to School Folders sent out in August.



After School Program

After School Operations

- Three clubs that require testing/testing/try outs to join.
 - Science Olympiad
 - 2 tests administered in September
 - 30 members make the team
 - Debate Club
 - Odyssey of the Mind
- After School Activities are free and open to all students
- There are no after school activities when schools are closed due to inclement weather or on scheduled early release days.



After School Program

Time	*Monday*	Tuesday	*Wednesday*	*Thursday*	Friday
2:15	Bell Rings	Bell Rings	Bell Rings	Bell Rings	Bell Rings
2:25	Lancer Library	Lancer Library	Lancer Library	Lancer Library	Lancer Library
	Science Olympiad (159 Block 1 & 2)	Open Gym (Gym 2)	TSA (161) Science Bowl (209)	Science Olympiad (159 Block 1 & 2)	Math Counts (Math Wing)
	Odyssey of the Mind (204)	Lancer Athletics (Gym 1 @ 3:30)	Debate Club (145)	Rocketry (222)	Open Gym (Gym 2)
	TJ Prep (Lecture Hall)	Ping Pong and Video Game Club (Lecture Hall)	Model UN (214) Art/Clay Club (105)	Eco Action (146)	Ping Pong and Video Game Club (Lecture Hall)
	Quiz Bowl (209)	Quiz Bowl (209)	Italian Club (008)	SCA (135)	Lancer Athletics (Gym 1 @ 3:30)
	Tennis (Outside Courts)	Science Olympiad (159 Block 1 & 2)	Flag Football (Outside Fields)	Basketball (Gym 1 & Gym 2)	
	FCA (145)		Science Olympiad (159 Block 1 & 2)	Writing Center (150)	
	Girls Fitness/Yoga (Gym 2)		Literary Club (216)	Computer Science (Block 2 Room 222)	
	Rubik's Cube (222)		Timber Lane Tutors (TBD)	Cooking Club (Food Lab Block 1 & 2)	
3:15	Dismissal 2nd Block		Dismissal 2nd Block	Dismissal 2nd Block	



After School Program

More Information

Contact Mr. Barrows

rtbarrows1@fcps.edu

(703) 533-2649

Website

<https://longfellowms.fcps.edu/activities>



BREAK
Please return by 7:05pm





English

**We Begin
with the End in Mind...**





English

When My Students Leave In June...

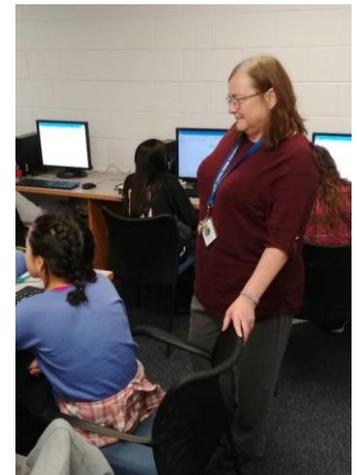
They will read more thoughtfully and write more clearly.

--Mr. Wilson



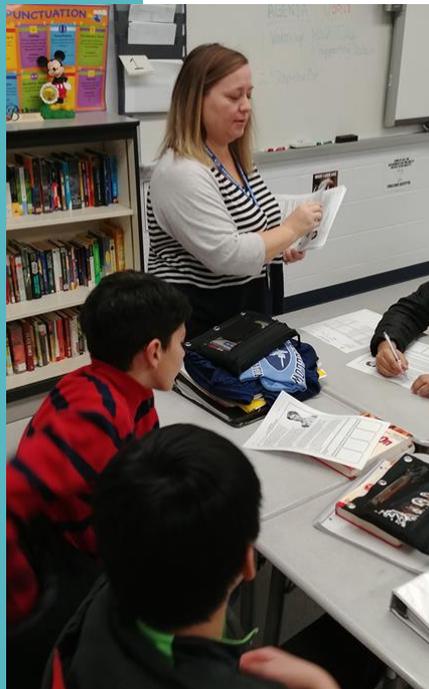
They will have confidence in their ability to read independently, work collaboratively and communicate effectively.”

-- Mrs. Layton



They will have the tools and resources needed for critical thinking, reading, and writing.

-- Mrs. Wu





English

Critical and Creative

We provide a forum for meaningful thought and reflection **through discussion and writing.**

We use literature as a backdrop for life's big questions.

We encourage students to define their own challenges, to stretch their perception of themselves, and to take intellectual risks.



“Halloween in Harlem” Amy Stein



English



We Keep Our Expectations High...



English

Our Classes Are Challenging Because...



There is always a high level of energy and excitement. We're moving around to share ideas with as many people before coming together to synthesize our thoughts as a whole class.

--Mrs. Donohue

Students get analytic skills through engaging activities. When they seek out and discover new ideas in my class, by the time they have finished, they have become experts in that specific area. Plus, they have fun doing so!

--Ms. Maldonado





English

Units of Study

Elements of Fiction/ Narrative Writing

Elements of Nonfiction/Expository Writing

Persuasion/Persuasive Writing

Poetry

Literary Analysis





English

Methods of Differentiation in English

- What each student reads
- What each student does with it
- What each student produces as a result of their learning



English

Academic Rigor

All teams cover the same curriculum, while differentiating from...

- Guidance to Independence
- Concrete to Abstract
- Single facet to multiple facets
- Clearly defined problems to complex problems
- Structured to open ended



It says in the text.....	Page	I would say.....
	10	The protagonist is _____
	16	The protagonist is _____
	18	The protagonist is _____
		The protagonist is _____

It says in the text.....	Page	I would say.....
<p>Example: "He spent all that day roaming over the house. He nearly drowned himself in the bath-tubs, put his nose into the ink on a writing table, and burnt it on the end of the big man's cigar, for he climbed up in the big man's lap to see how writing was done. At nightfall he ran into Teddy's nursery to watch how kerosene-lamps were lighted" from "Rikki Tikki Tavi" by Rudyard Kipling</p>		<p>The protagonist is <u>curious</u> because...<u>he explores things like the bathtub and wants to know how everything in the house works, like inkwells, cigars, and lamps.</u></p>
<p>"<u>Karait</u> had lunged out once too far, and <u>Rikki-tikki</u> had sprung, jumped on the snake's back, dropped his head far between his fore-legs, bitten as high up the back as he could get hold, and rolled away. That bite <u>paralysed Karait</u>, and <u>Rikki-tikki</u> was just going to eat him up from the tail, after the custom of his family at dinner, when he remembered that a full meal makes a slow mongoose,"</p>		<p>The protagonist is _____ because...</p>
<p>"As he held he closed his jaws tighter and tighter, for he made sure he would be banged to death, and, for the honor of his family, he preferred to be found with his teeth locked. He was dizzy, aching, and felt shaken to pieces when something went off like a thunderclap just behind him; a hot wind knocked him senseless, and red fire singed his fur."</p>		<p>The protagonist is _____ because...</p>

It says in the text.....	Page	I would say.....
		<p>The protagonist, <u>Rikki Tikki</u>, is brave.</p>
		<p>The protagonist is <u>cunning and clever</u>.</p>
		<p>The protagonist is <u>quick witted</u>.</p>



English



Our Philosophies Inform our Practice...



English

Authentic Assessments

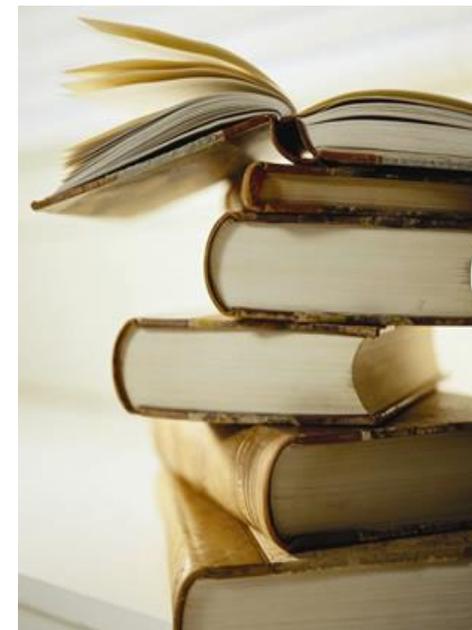
Instructional Reading (i.e., in whole-class instruction and/or literature circles)

Minimum of four full-length texts

Variety of genres in keeping with the requirements of the Program of Studies, to include, but not be limited to, plays, novels, poetry, and nonfiction

Some In-Class Novels:

Touching Spirit Bear
The Outsiders
The Devil's Arithmetic
Nothing but the Truth
Out of the Dust
Cheaper by the Dozen
No Promises in the Wind
Warriors Don't Cry





English

Authentic Assessments

Write regularly, both formally and informally.

Practice and apply the Six Traits of Writing.

Complete at least one such writing from each genre: narrative, expository, persuasive, literary analysis.

Produce additional writing that may not reflect the entire writing process (“quick-writes”, paragraphs, journal entries, summaries, reflections, etc.).

Analyze writing for ongoing self-assessment.





English

Writing Expectations

VA DOE Grade-level Writing Standards

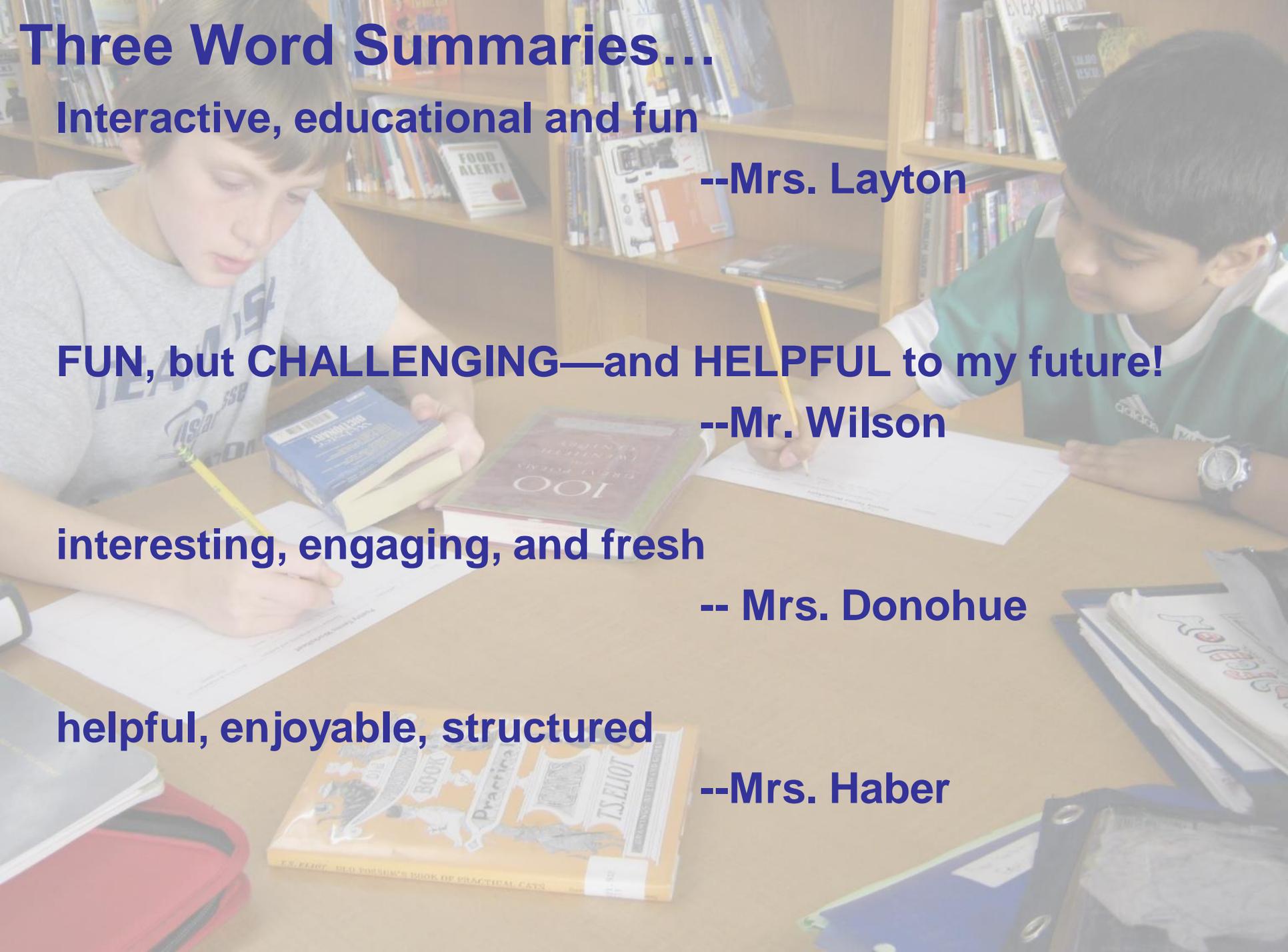
- Recognize/edit fragments and run-ons. 5th Grade
- Noun – Pronoun agreement. 4th Grade
- Use past and present verbs correctly. 3rd Grade
- Write complete sentences. 3rd Grade
- Capitalize the first word of a sentence, proper nouns, and the word “I.” 2nd Grade



English



What Your Students Would Say About Our Classes...



Three Word Summaries...

Interactive, educational and fun

--Mrs. Layton

FUN, but CHALLENGING—and HELPFUL to my future!

--Mr. Wilson

interesting, engaging, and fresh

-- Mrs. Donohue

helpful, enjoyable, structured

--Mrs. Haber



English

Unique Approaches

- Socratic Seminar
- Parallel Reflection
- De Bono's Thinking Hats
- Novel Symposiums
- Literature Circles
- Character and Dramatic
 - Book Talks
- Concept Maps
- Debates
- Wikis
- Blogs
- Discussion Boards





English



We Love What We Teach and Teach What We Love...

What Your Child Can Look Forward to...

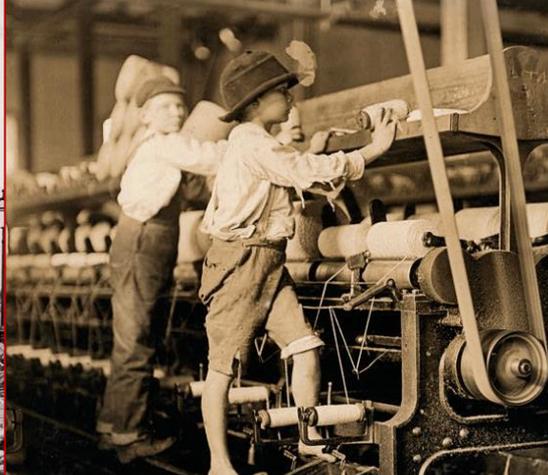
We will use a variety of lessons and texts that help them learn to create their own stories.
-- Mrs. Layton

I love gallery walks: I enjoy watching how students develop their analytic skills.
--Ms. Maldonado

I enjoy when my students take their learning experiences beyond the classroom and tell me how they applied the skills to not only other classes, but to the real world.
--Mrs. Wu

Tableau Tuesdays the students act out scenes of what we are reading.
--Mr. Wilson

Every Friday I introduce a new and great Young Adult book that I think students will enjoy. Students won't want to miss it!
--Mrs. Donohue



U.S. History: 1865- Present





United States History

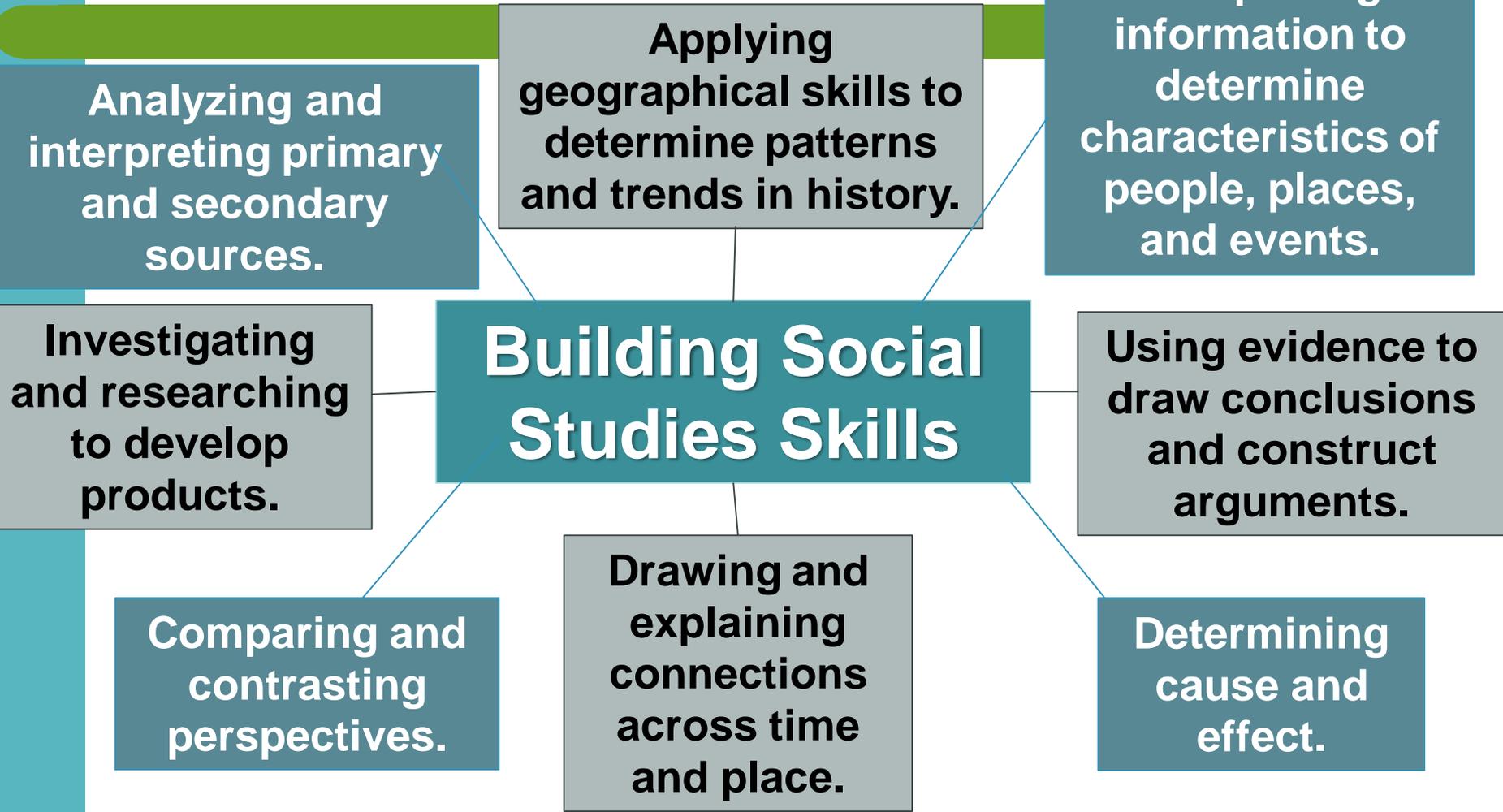
Time Periods and Topics Studied

- | | |
|--|---|
| <ul style="list-style-type: none">❖ U.S. Geography❖ Reconstruction and Post-Reconstruction Challenges for African Americans❖ Westward Expansion❖ Immigration, Industrialization, and Urbanization❖ The Progressive Era | <ul style="list-style-type: none">❖ U.S. Imperialism❖ World War I❖ The 1920s❖ The Great Depression❖ World War II❖ The Cold War❖ The Civil Rights Movement❖ Globalization |
|--|---|

**NO
SOL!**



United States History





United States History

What Do These Skills Mean for the Classroom?

Close reading and analysis of primary and secondary sources.



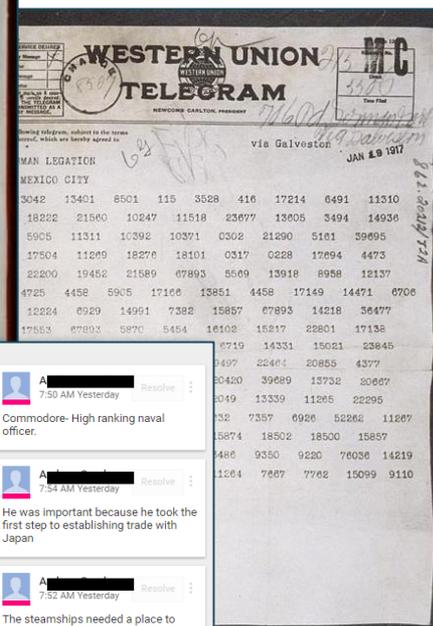
The United States and Japan

On July 8, 1853, American **Commodore Matthew Perry** led his four ships into the harbor at Tokyo Bay, seeking to re-establish for the first time in over 200 years regular trade and talks between Japan and the western world.

There were several reasons why the United States became interested in renewing contact between Japan and the West in the mid-19th century. First, the combination of the opening of Chinese ports to regular trade and the annexation of California, creating an American port on the Pacific, ensured that there would be a steady stream of sea traffic between North America and Asia. Then, as American traders in the Pacific replaced sailing ships with steam ships, they needed to **secure coaling stations**, where they could stop to take on provisions and fuel while making the long trip from the United States to China. The combination of its location in the Pacific and rumors that it held vast deposits of coal made Japan an ideal location for refueling. Additionally, the American whaling industry had pushed into the North Pacific and this industry wanted safe places to go for assistance in case of shipwrecks and reliable supply stations. In the years leading up to the Perry mission, a number of American sailors found themselves shipwrecked and stranded on Japanese shores, and tales of their mistreatment at the hands of the unwelcoming Japanese spread through the United States.

The same motivations that had led the U.S. to expand its land from the Atlantic to the Pacific Oceans also drove American traders and missionaries to journey across the Pacific. At the time, many Americans believed that they had a special **responsibility to modernize and civilize the Chinese and Japanese**. In the case of Japan, missionaries felt that Protestant Christianity would be accepted where Catholicism had generally been rejected. Other Americans argued that, even if the Japanese were unresponsive to Western ideals, forcing them to interact and trade with the world was a necessity that would ultimately benefit both nations.

With these factors in mind, Perry arrived in Japanese waters with a small squadron of U.S. Navy ships, because he and others believed the only way to convince the Japanese to accept western trade was to **display a willingness to use its advanced firepower**. At the same time, Perry brought along a variety of gifts for the Japanese Emperor, including a working model of a steam locomotive, a telescope, and a telegraph, all intended to impress upon the Japanese the superiority of Western culture. His mission was to deliver a letter from President Millard Fillmore



A [redacted] 7:50 AM Yesterday Resolve
Commodore- High ranking naval officer.

A [redacted] 7:54 AM Yesterday Resolve
He was important because he took the first step to establishing trade with Japan

A [redacted] 7:52 AM Yesterday Resolve
The steamships needed a place to restock their coal reserves on their way to China.

A [redacted] 7:57 AM Yesterday Resolve
This was another reason why contact should be established with Japan.



United States History

What Do These Skills Mean for the Classroom?

Conducting research to create products and understand multiple perspectives.

SCANDINAVIAN IMMIGRATION

Explore the world of Scandinavian Immigration in this site, from the foundations for the dream of people to immigrate from their home to a seemingly alien world, to the lives of immigrants in this country.





United States History

What Do These Skills Mean for the Classroom?

Gathering evidence to make an argument.

Immigrants have helped the U.S. prosper and grow, and they persevered through all the money and were discriminated against ("The Library of Congress" and "Article #1" brought. However, they brought food, for sanitary living conditions, and were U.S. cities ("Additional Information about

disputes, were discriminated against, and killed. However, they lead efforts to improve work conditions ("The Library of Congress"). The Japanese immigrants faced difficult living conditions and faced laws preventing them from coming to and owning land in the U.S. However, they brought culture and improved working conditions in Hawaii and the mainland ("The Japanese Immigrants" Presentation). The Mexican immigrants struggled holding onto their land, as well as having their rights protected. However, they had a heavy influence on politics and culture in the U.S ("Article #1" and "Article #2"). The Russian, Polish, and Eastern European Jewish Immigrants faced discrimination due to the fear that they would bring communism to the U.S. and because of their religion ("Additional Information about Each Immigrant Group"). However, they brought culture and a special kind of wheat that could be grown on the Great Plains. The Scandinavian immigrants had a hard time blending in due to a language barrier, but they worked for social reform ("The Library of Congress"). These are only a few of the examples of contributions of immigrants of different nationalities to the U.S., and a sample of the difficulties that they encountered to be accepted as belonging in the country. Despite all the persecution, they contributed to make the U.S. a more prosperous and vibrant society. Thanks to the contributions of people of diverse national origins, races, creeds, and cultural backgrounds, America became greater than the sum of the parts.

Writing an Argument in Social Studies

Crafting an argument in social studies is a very important skill. We all can make claims about what happened or why something matters, but an argument goes beyond stating a position to backing-up an opinion with evidence and reasoning. As we continue to study U.S. history this year, we will be working on developing the skill of writing an argument. This document will become your guide to writing an argument in social studies this year.

Introduction	<ul style="list-style-type: none">• One sentence to set the stage for the argument.
The Argument (or Claim)	<ul style="list-style-type: none">• One sentence that succinctly states the argument.• Does not use first person (for example, "I" or "We").
Evidence	<ul style="list-style-type: none">• Relevant facts, quotations, examples, or statistics that support the argument.• A strong argument will have at least three pieces of evidence.• A strong argument will use a variety of evidence.• Always cited.
Commentary (or Reasoning)	<ul style="list-style-type: none">• Explains the evidence by connecting it to the argument.• Commentary can come after each piece of evidence, or at the end of a series of evidence.
Conclusion	<ul style="list-style-type: none">• One sentence that summarizes the argument and evidence.• Does not just restate the argument.• Does not say something such as "For these reasons, ..." or "This is why ...".
Mechanics	<ul style="list-style-type: none">• Proper spelling, capitalization, punctuation, and sentence structure are always used. These mechanics make the work clearer.• Transitions are used between the ideas so that the argument flows.



United States History

- Reading
- Writing
- Speaking
- Listening
- Revising



Communicator

- Cooperating
- Taking Feedback
- Discussing
- Taking Perspective



Collaborator



Ethical and Global Citizen

- Being Respectful
- Being Honest
- Considering Others' Views

- Questioning
- Applying
- Evaluating
- Creating



Creative and Critical Thinker

Portrait of a Graduate



Goal-Directed and Resilient Individual

- Planning
- Persevering
- Reflecting



Health and Physical Education



***“Educating the mind without educating the heart is no education at all”
- Aristotle***



Health and Physical Education

Standards of Learning

Provide opportunities for students to be active during the school day.

Designed to:

- help students develop knowledge, attitudes, skills, behaviors, and confidence they need to be physically active for life.
- prepare all students to be capable, responsible, and self-reliant citizens in a global society.





Health and Physical Education

5 Standards of Learning

1. Motor Skill Development
2. Anatomical Basis of Movement (Movement Principles & Concepts)
3. Personal Fitness Planning
4. Essential Life Skills (Social Development)
5. Energy Balance





Health and Physical Education

Physical Education Units (29 weeks)





Health and Physical Education

Health Units (9 weeks)





Health and Physical Education

Expectations

P.E. Uniforms

- Dress out everyday
- Brought home the last day of the week to be washed
- Can be purchased through MySchoolBucks.com

P.E. Lockers

- Every student will have their own P.E. locker
- Don't share the combination
- Lock-up ALL valuables

Google Classroom/Black Board

- Used in both Health and Physical Education
- Check daily for assignments and/or announcements



Health and Physical Education

Best Buddies

Best Buddies is the world's largest organization dedicated to ending the social, physical and economic isolation of the 200 million people with intellectual and developmental disabilities (IDD).



- Builds friendships between people with and without IDD, offering social mentoring while improving the quality of life and level of inclusion.
- Builds a meaningful friendships with their peers
- Meets once a week
- Opportunities to participate inside and outside of school



Elective Courses at Longfellow

This video explains the elective courses available at Longfellow

<https://www.youtube.com/watch?v=Tscej9pXhdE>

Elective course descriptions can be found by viewing the Longfellow Course Catalogue on our Academic Advising webpage

<https://longfellowms.fcps.edu/student-services/academic-advising>

Thank you for coming to Longfellow!
***We look forward to meeting our future
Lancers soon!***



**This presentation and contact information for our speakers
can be found on our school website at:**

<https://longfellowms.fcps.edu>