

## OUR RELIGION SPOT

March is a month to live and prepare our minds and hearts during the Liturgical season of Lent, to then celebrate Easter.

**7th:** During this month of March students in seventh grade continue learning about signs and symbols involving the Sacraments of Christian Initiation celebrated as part of our Catholic faith. In addition to our curriculum, the seventh graders will be reviewing the components, and prayers for the Liturgical Season.

**8th:** Throughout this month of March our eighth graders will continue identifying the basis of Catholic Morality in the life and teachings of Jesus. Students in eighth grade will explore topics as: Important choices to develop good conscience, and the process of making good and moral decisions. In addition to our curriculum, the seventh graders will be reviewing the components, and prayers for the Liturgical Season.



## TIME IN HISTORY WITH MRS. DJ

**Grade 7 will be diving into the Launching of a New Republic.** We will analyze the challenges that were faced during the first presidential administrations (Washington and Adams). By the end of the unit, we will identify and discuss the importance of various aspects of the Jefferson Era (Limits on government, Louisiana Purchase, the War of 1812). Finally, we will then discuss the industrial revolution and its effects, explain how sectionalism developed, and summarize the Monroe Doctrine.

**Grade 8 will roar into the Roaring Twenties** learning about prohibition, bootleggers, Al Capone and speakeasies. They will discover what the automobile did for the growth of America. They will make the connection that the Jazz Age, another name for the Roaring Twenties, takes on a life of its own. We will read about flappers and fads. What is a fad and what fads do we have now? This was the time of new writers and sports heroes, Babe Ruth and women, too. Charles Lindbergh was probably the greatest hero of this time, flying across the Atlantic Ocean alone. Unfortunately, all did not share in the prosperity of the 1920s. The economy slowed, people could not pay their bills, so banks lent less money which hurt the economy even more. There was a backwards snowball effect. This will then lead grade 8 to The Great Depression.

## SCIENCE WITH MR. OLORIZ

### 7th Grade

The 7th grade scientists have been exploring energy in its many forms. Students are applying this knowledge by creating Rube-Golberg machines, complicated systems that involve energy transfers and transformations to perform a simple task. What causes the fluids in thermometers to rise and hot air balloons to fly? Students are exploring these questions and others by learning how to make models that track the movements of molecules that we cannot see. Later this month, we will continue exploring matter on the atomic and molecular as we begin a series of chapters about chemistry.

### Upcoming Assessments

**Chapter 9 Performance Assessment: Rube-Golberg Machine**

709: Friday, March 10th

**Chapter 9 Test**

710: Wednesday, March 8th

709: Tuesday, March 14th

### 8th Grade

The scientists in 8th grade are learning how Newton's Laws of Motion are used to explain how forces affect motion through a series of puzzling situations. This chapter will culminate with students being challenged to design an experiment to determine the acceleration due to gravity with only a ramp, a marble, a yardstick, and a stopwatch. In the next unit, we will begin applying the Laws of Motion to help explain the observable patterns of objects in outer space. We will start by exploring the interactions between the Earth, Sun and Moon that affect our daily lives. Towards the end of March, we will venture further to explore patterns in our solar system and beyond.

### Upcoming Assessments

**Chapter 10 Test: Newton's Laws of Motion**

Friday, March 10th

**Chapter 12 Test: Earth, Sun and Moon Systems**

Monday, March 27th

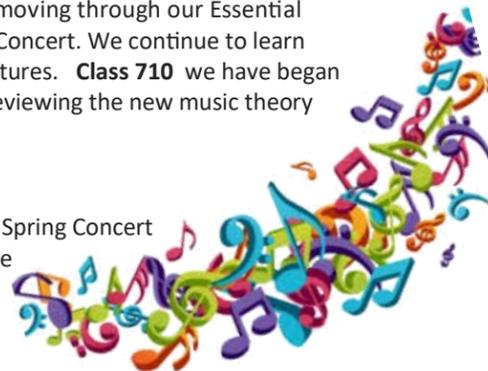
## MUSIC WITH MS. TRINIDAD!

### 7th Grade

**Class 709** started the new quarter off with a D Major playing quiz. We are moving through our Essential Elements Book and starting to rehearse our pieces for the Spring Orchestra Concert. We continue to learn lines and space notes of the Treble Clef and grasp the concept of Time Signatures. **Class 710** we have began rehearsing our piece for the Spring Choir Concert while implementing and reviewing the new music theory knowledge as we prepare for our first Theory Test.

### 8th Grade

We are going to continue to build our music skills and as we prepare for the Spring Concert with our piece and we are continuing on our final Music History Project: Time Periods, as we delve further into understanding the progression of music through the societal influences of the centuries.



# Sacred Heart School

## ENGLISH LANGUAGE ARTS: ELA TESTING

### What types of passages will we be reading?

1. All the passages on the test will require close reading. In other words, you cannot speed read. Be specific and read for details.
2. You will be reading a combination of fiction, nonfiction and poetry to respond to multiple choice questions, short and extended response questions.
3. Some passages may be longer and more rigorous, stay focused.
4. Sentence structure may be challenging, pay attention to punctuation and it will make more sense.
5. It will have rich vocabulary. Use the context clues to figure out the meaning of unfamiliar words.
6. Some passages may voice strong opinions and you may not agree, that's okay. Considering opinions is a part of learning.

### What do Common Core questions look like?

1. Main Idea Questions: Key words include central idea, main idea, supporting details. These questions ask you to think about the entire text. Consider the information presented from the beginning to the end of the passage. If you are stuck, look at the titles, headers and illustrations. Often there is a summarizing statement that helps you to figure it out.
2. Theme Questions: Key words include controlling idea, author's message. What is the author's message? What does the author want you to learn from the reading?
3. Organization Questions: How is the text or section organized? Focus on cause and effect, problem and solution, compare and contrast, chronological order, etc.
4. Evaluate the text: Consider why the author chose to organize the information in a specific format? Did the author use details accurately and effectively? Look at author's word choice?

### Multiple Choice:

1. Read the questions that go with each passage BEFORE reading. This helps to establish a purpose for reading.
2. After reading each passage, answer each question. If you are not 100% sure of an answer, do not change it!

### Reading:

1. Some passages will be paired thematically, think about the controlling idea that unites the two passages.
2. Underline key ideas in the text and key words in the question

### Writing:

1. Read the question carefully. Sometimes you are asked to use details from two or more passages.
2. Use correct spelling, grammar and punctuation
3. Clearly state your claim
4. Use relevant, textual evidence to support an inference or claim
5. Cite the source

### Tips for Taking the Test

- Pace yourself!
- Identify the number of tasks in a written response: circle the verbs and underline topics.
- Read passages carefully and annotate the text using the margins and a highlighter
- Always check your work.
- Use the required amount of details (at least two) to support your writing. Think RACE!
- When you are done, go back and make sure you answered all parts of the question
- Your brain is sharp when you get lots of rest. Go to bed early!!!
- If you feel yourself experiencing test anxiety, take a deep breath and remind yourself to relax because you know everything and then come to pass this test!

### March Calendar

3/1—Ash Wednesday  
3/3 —Early Dismissal at 11:45 am  
3/7—Progress Reports are sent home with students  
3/17—St. Patrick's Day!  
3/17—**SCHOOL WILL BE IN SESSION THIS DAY**  
3/28-3/30 —New York State ELA Testing

### March Root Belief and Core Value

**Core Value:** Hard Work  
**Root Belief:** Excellence Comes From Effort

## MATHEMATICS

### Seventh Grade

This month, we will be moving into Module 5 which focuses on Statistics and Probability. Some of the skills your child will practice include;

How to:

- Identify that probability is a number between 0 and 1 and represents the likelihood that an event will occur.
- Use a probability scale to describe the likelihood of an event to occur (i.e. 0 is impossible, 1 is certain).
- Identify that A chance experiment is the process of making an observation when the outcome is not certain
- Apply the formula for finding an estimate for the probability of an event  $P = \frac{\text{number of observed occurrences of the event}}{\text{total number of observations}}$ .
- Given a description of a simple chance experiment, determine the sample space for the experiment. Given a description of a chance experiment and an event, determine for which outcomes in the sample space the event will occur.
- Distinguish between chance experiments with equally likely outcomes and chance experiments for which the outcomes are not equally likely.
- Calculate probabilities of events for chance experiments that have equally likely outcomes. Calculate probabilities for chance experiments that do not have equally likely outcomes.
- Use tree diagrams to organize and represent the outcomes in the sample space.
- Calculate probabilities of compound events.
- Use various devices to perform simulations (coin, number cube card) and determine the most appropriate simulation for a given situation.
- Design a simulation. Use two colored disks and a random number table in simulations.
- Use estimated probabilities to judge whether a given probability model is plausible and make informed decisions.
- Differentiate between a population and a sample. Differentiate between a sample statistic and a population statistic.
- Hypothesize about methods for collecting data, given a situation.
- Determine whether a sample is truly random and describe why/why not.
- Given a description of a population, students design a plan for selecting a random sample from that population.

### Sample Question

1. The Gator Girls is a soccer team. The possible number of goals the Gator Girls will score in a game and their probabilities are shown in the table below.

Number of Goals	0	1	2	3	4
Probability	0.22	0.31	0.33	0.11	0.03

Find the probability that the Gator Girls:

- a. Score more than two goals
- b. Score at least two goals
- c. Do not score exactly 3 goals



## MATHEMATICS

### Eighth Grade

This month your child will be learning about Functions. Some of the skills your child will practice include;

How to:

- Describe the purpose of a function: to allow us to make predictions about the distance an object moves in any time interval.
- Know that in a function, there is exactly one output for each input. Identify if a table of values shows a function. Use a function rule to determine an output.
- Identify that a linear function has a rate of change that is constant, and the graph is a line.
- Describe a function in terms of distance or volume and time.
- Differentiate between discrete and continuous functions and justify thinking.
- Use rate of change to determine if a function is a linear function.
- Compare properties of two functions represented in different ways (tables graphs).
- Determine whether an equation is linear or nonlinear by examining the rate of change.

### Sample Question

Examine the data in the table below. The inputs represent the number of bags of candy purchased, and the outputs represent the cost. Determine the cost of one bag of candy, assuming the price per bag is the same no matter how much candy is purchased. Then, complete the table.

Bags of candy (x)	1	2	3	4	5	6	7	8
Cost in Dollars (y)				5.00	6.25			10.00

- a. Write the rule that describes the function.
- b. Can you determine the value of the output for an input of  $x = -4$ ? If so, what is it?
- c. Does an input of  $-4$  make sense in this situation? Explain.

## WHAT'S NEW WITH COACH?

We have some groundbreaking news to announce, that our first ever Girls Volleyball team the Sacred Heart Lady Crusaders will be competing in their first ever Volleyball league! The Lady Crusaders are eager and excited to not only play in an actual volleyball league but to make history as the first Girls Volleyball Team for Sacred Heart.

**7th and 8th Grade:** Student are learning how to play kickball and they are learning how to manage a kickball game. Scholars are setting up the gym to make sure the "field" looks appropriate for our kickball lessons. Scholars are learning how to make strategic decisions that benefit the team's' success rather than personal glory. Scholars are learning how to play different bases and are learning terms such runners on the corners, double play, triple play, single, double, triple, foul ball, force out, in-field, outfield, bases loaded and ground rule double.

*Class 709 has completed a total of 228.5 laps, an equivalent to 8.96 miles.  
Class 710 has completed a total of 237.5 laps, an equivalent to 9.31 miles.  
Class 803 has completed a total of 233.5 laps, an equivalent to 9.15 miles.  
Class 805 has completed a total of 292.0 laps, an equivalent to 11.45 miles.*

## FROM MR. MOAKLER'S DESK

### Seventh Grade

Both seventh grade classes have just completed their realistic portrait assignments using shading. For their March assignment they will learn about the Renaissance art, including the great artists from that era. They will also learn about drawing techniques that were developed by Renaissance artists like Michelangelo and Leonardo da Vinci.

### Eighth Grade

**Class 8-05** have been creating a variety of projects, including abstract paintings using tape and tempera paint, and surrealistic artworks combining pictures from magazine and imaginary backgrounds which they drew and then painted. For their new assignment in March, they will start working with clay to create clay pots. **Class 8-03** will be creating in the month of March a variety of projects using different materials as they study different techniques for creating artwork in anticipation of the wide variety of artists and the materials from different cultures they will see on their upcoming museum trip next month.

