

LJMS Gen Ed and Honors Presentation 2023

7th Grade English

Our content is organized by thematic units that are consistent with all FCPS middle schools. Fiction, nonfiction, and poetry are integrated into each unit, along with writing, grammar, and technology.

Quarter	Concept Based Units	Anchor Genre
1	Community; Identity	Narrative Fiction
2	Challenge	Expository (Informative) Nonfiction
3	Perception	Persuasion
4	Connection; Growth	Autobiography

Reading, Writing, and Grammar

Which course is best for your student?

English 7 General Education

- Students are reading **at or below** grade level, or **do not necessarily enjoy** reading **yet**.
- Students need **some support with writing**, and **don't necessarily enjoy it yet**.
- Students need more support in starting and finishing work.

English 7 Honors

- Students read **at or above** grade level and **enjoy reading independently** and often.
- Students are able to **write more independently**, and/or **enjoy writing**.
- Students work well independently and do not need as much support in starting/finishing work.

We look forward to helping **all** our students **enjoy** and become **successful** at all aspects of English.



History 7

- Geography
 - Reconstruction
 - Westward Movement
 - Immigration & Urbanization
 - Industrialization
 - Progressive Movement
 - Imperialism/Spanish American War
 - World War I
 - 1920s
 - Great Depression/New Deal
 - World War II
 - Cold War
 - Post Consumer Culture/Contemporary Issues
 - Civil Rights
 - Globalization
-



History 7 Cornell Notes: Honors vs. General Education

Class Notes / Learning Log / Textbook Notes

Students will explain the reasons for the United States' involvement in World War I.

Use your textbook Unit 3, Chapter 9, Section 2 p. 270-275 to outline the chapter: *America's Road to War*.

Topic: **World War I – America's Road to War**

QUESTIONS/MAIN IDEA

American neutrality

Using Propaganda

America's Early Involvement

Submarine Warfare

On the Brink of War

Russian Revolution

America Enters the War

Summary: *What key events/factors led the United States into World War I?*

Class Notes / Learning Log / Textbook Notes

Review the words from the last lesson & write below:
isolationism _____
imperialism _____

WORD BANK

business world	Yellow Journalism	Guam
materials markets	Isolationism	Cuban
economic	USS Maine	Havana
Diplomacy	Philippines	Cuba
	Puerto Rico	police
	Panama Canal	

Topic: **Imperialism and The Spanish American War**

QUESTIONS/MAIN IDEA

Development of an *Expansionist* United States foreign policy

- From "_____ " to "Imperialism"
- The need for new _____
- The need for sources of raw _____

REASONS for the Spanish American War

- Protection of American _____ interests in Cuba
- American support of _____ rebels to gain independence from Spain
- Rising tensions between Spain and the US as a result of the sinking of the _____ in _____ Harbor.
- Exaggerated news reports of events called _____.

RESULTS of the Spanish American War

- The United States emerged as a _____ leader.
- _____ gained independence from Spain.
- The United States gained possession of the _____ and _____.

Teddy Roosevelt's impact on the foreign policy of the US:

Compare the *Roosevelt Corollary* to the *Monroe Doctrine*

- Asserted the United States' right to interfere in _____ matters of nations in the Americas
- Claimed the United States' right to exercise international _____ power
- Advocated Big Stick _____ (building the _____).

Summary: *How did the role (foreign policy) of the US change during this time?*

Progressive Era Assignment

Booker T. and W.E.B (Booker T. Washington and W.E.B. DuBois)
By Dudley Randall



"It seems to me," said Booker T.,
"It shows a might lot of cheek
To study chemistry and Greek
When Mister Charlie needs a hand
To hoe the cotton on his land,
And when Miss Ann looks for a cook,
Why stick your nose inside a book?"

"I don't agree," said W.E.B.
"If I should have the drive to seek
Knowledge of chemistry or Greek,
I'll do it. Charles and Miss can look
Another place for hand or cook,
Some men rejoice in skill of hand,
And some in cultivating land,
But there are others who maintain
The right to cultivate the brain."



"It seems to me," said Booker T.,
"That all you folks have missed the boat
Who shout about the right to vote,
And spend vain days and sleepless nights
In uproar over civil rights.
Just keep your mouths shut, do not grouse,
But work, and save, and buy a house."

"I don't agree," said W.E.B.
"For what can property avail
If dignity and justice fail?
Unless you help to make the laws,
They'll steal your house with a
trumped-up clause.
A rope's as tight, a fire as hot,
No matter how much cash you've got.
Speak soft, and try your little plan,
But as for me, I'll be a man."



**Both HONORS and
General start with the
same source**

Progressive Era Assignment

HONORS

1. After reading the poem, complete the organizer below and answer the questions:

Booker T & W.E.B.	<u>Booker T. Washington</u> <i>What does this poem say about Booker T. Washington's view on Civil Rights? How should civil rights be achieved according to Washington?</i>	<u>W.E.B. DuBois</u> <i>What does this poem say about W.E.B. DuBois' view on Civil Rights? How should civil rights be achieved according to DuBois?</i>
Education <i>What were this individual's views on education?</i>		
Protests/Activism <i>What were this individual's views on protests/activism?</i>		
Work <i>What were this individual's views on work?</i>		
Discrimination <i>What were this individual's views on discrimination?</i>		

GENERAL

1. After reading the poem, sort each statement under either Booker T. Washington or W.E.B. Du Bois.

A. Believed working is more important than being educated.	E. Encouraged blacks to gain skills for jobs, to save money, and buy property
B. Believed speaking up for your rights is the only way to change the law.	F. Believed protests are not useful, that it will not change the law.
C. Wanted more blacks to get a liberal arts education	G. Demanded the right to vote and civic equality NOW (no need to wait)
D. Accepted racism as a current reality and that improvement would come in time	H. Believed being educated is equally as valuable as working.

(.5 each – total of 4 points)

Booker T. Washington	W.E.B. Du Bois

History 7 Essay Question Examples

HONORS

IV. Paragraph Writing (25 points):

Using the information we have covered in this unit, write a paragraph to answer the question below. Make sure you write in complete sentences.

How did the lives of Indigenous people change with the Expense of Expansion?

GENERAL

IV. Paragraph Writing (25 points):

Write a paragraph to answer the question below. Use the following words in your response. Be sure to use them correctly and write in complete sentences.

westward expansion

settlers

land

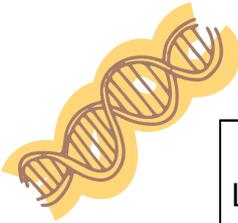
Dawes Act

reservation

buffalo conflict

How did the lives of Indigenous people change with the Expense of Expansion?

$\pi = 3,141592$



Investigations in Environmental Science

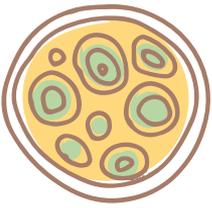
General Education & Honors

LUTHER JACKSON MIDDLE SCHOOL STUDENTS

build Relationships believe Other People Matter strive for Academic Success seek to Realize our Potential



7th Grade
Science



Investigations in Environmental Science

01

What is it? It's Science 7 or Life Science!

7th grade science is the students' first academic immersion into ONE specific area of science – specifically biology!

02

How do we do it?

Classes are centered around structured, *inquiry-based* investigations. They will have the opportunity for *blended learning*, where they will incorporate digital and hands-on resources into their activities and assignments.

03

Why is it important?

Because 7th grade science becomes the foundation for the students' high school science experience, where they will explore Biology & Env. Sci. in greater depth.



What will we be learning?

Quarters 1 & 2:
Ecology/Environmental Science

Unit 1

Interactions & Interdependence
in Ecosystems

Unit 2

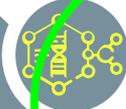
Cause & Effect
Relationships in
Ecosystems



Quarter 3:
Cellular Structure & Function

Unit 3

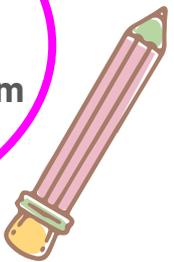
Matter & Energy in
Living Systems

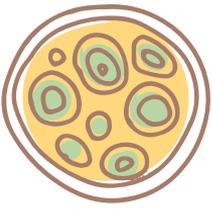


Quarter 4:
Genetics & Heredity

Unit 4

Stability & Change in
the Hereditary System





Investigations in Environmental Science

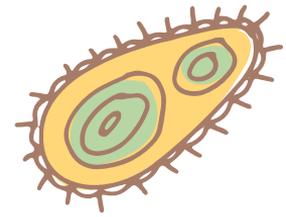
Meaningful Watershed Educational Experience (MWEE) Field Trip Hidden Oaks Nature Center



Students participate in hands on activities, learn about their local watershed, and the effects on Chesapeake Bay.



Some examples of differences between:



General Education

Unit – Cells

- 8 cell organelles & functions
- Compare and contrast plant & animal cells
- Given analogy to match to cell organelle function
- Slotted notes from video, reading, and direct instruction

Honors

- Students explore all of the Gen Ed content **PLUS:**
- Additional organelles (10) & functions
- Create analogy of each organelle
- Cornell Notes with structured outline from videos, reading, and direct



What does DIFFERENTIATION look like?

Directions and Responses:

Read about scientists who have helped us learn more about cells. You may also use other resources provided by your teacher. Summarize each scientists work in the thought bubbles.

Contributor	Summary of Contributions
Robert Hooke 1660's	I contributed to the cell theory by _____ 
Anton van Leeuwenhoek 1670's	I contributed to the cell theory by _____ 
Matthias Schleiden & Theodor Schwann 1830's	I contributed to the cell theory by _____  
Rudolph Virchow 1850's	I contributed to the cell theory by _____ 

Directions and Responses:

Read about scientists who have helped us learn more about cells. You may also use other resources provided by your teacher. Summarize each scientists work in the thought bubbles.

Contributor	Summary of Contributions
Robert Hooke 1660's	I contributed to the cell theory by using my _____ to observe living things. That is how I was able to discover and name _____ even though I didn't really know what they were or that they were very important. 
Anton van Leeuwenhoek 1670's	I contributed to the cell theory by making lots of _____ made of glass. I used the them to look at lake water. I saw many small moving things in the water which I called _____. I wrote to Robert Hooke about them. 
Matthias Schleiden & Theodor Schwann 1830's	We contributed to the cell theory by looking organisms under a _____. We both thought that all organisms are made of _____.  
Rudolph Virchow 1850's	I contributed to the cell theory by looking at cells through a _____. My friend showed me that cells seemed to grow and split in _____. 

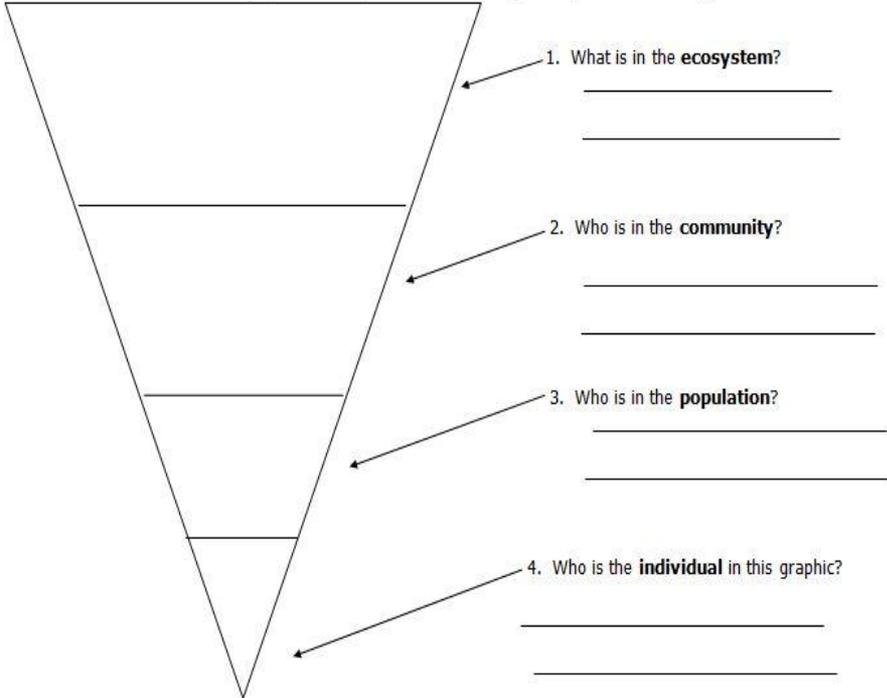


What does DIFFERENTIATION look like?

Name: _____
Date: _____
Period: _____

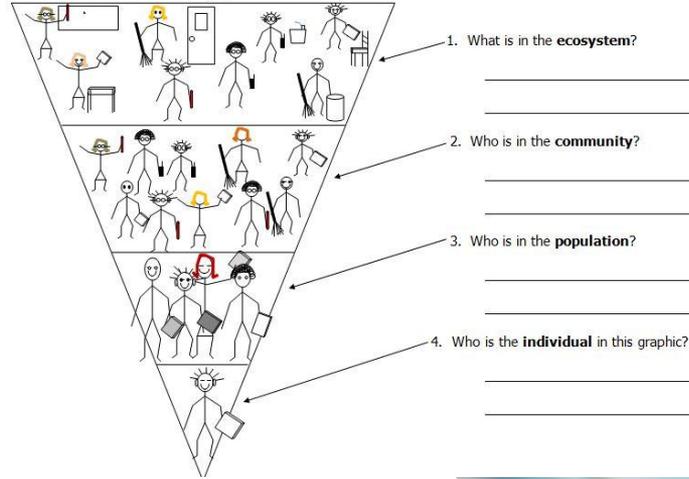
HW 2-1 HN Ecological Organization Temperate Deciduous

Directions: Look at the graphic. Fill in pictures that correctly identify the levels of organization.



Ecosystems

Directions: Look at the graphic. Answer the questions.



Three 7th Grade Math Options

<p>Math 7</p> <ul style="list-style-type: none">• On Grade Level• Prepares students for Pre-Algebra or Algebra I• Takes Math 7 SOL	<p>Math 7 HN</p> <ul style="list-style-type: none">• Pre-Algebra (Math 8) Curriculum plus Honors Topics• Prepares students for Algebra I or Algebra I Honors• Takes Pre-Algebra SOL (Math 8)	<p>Algebra I HN</p> <ul style="list-style-type: none">• Students must qualify by (1) taking advanced math in 6th grade; (2) a score of 91% on the IAAT, and (3) scoring Passed Advanced on the Math 7 SOL• Students take Geometry Honors as 8th graders• Takes Algebra SOL
---	---	---

Portrait of a Math Student

Math 7

- Good mathematics skills
- Good organizational and study skills
- More of a concrete thinker. Example: using a number line to add and subtract integers.

Math 7 HN

- Very strong in mathematics (will be skipping a full grade level of Math 7)
- Strong organizational and study skills
- Able to think abstractly. Example: Why are there two solutions to this problem?

$$\sqrt{x} = 14$$

Algebra 1 HN

- Excellent mathematics skills, including basic computation facts
- Excellent organizational and study skills
- Able to think abstractly, and communicate algebraically and in writing
- Qualifying exams

Comparison of 3 Levels

Math 7

$$\frac{h}{2} + 5 = 27$$

Answer has one solution

Math 7 Honors

$$2(4x - 3) - 8 = 4 + 2x$$

Answer has one solution

Algebra Honors

$$3(x+1) + 1 + 2x = 2(2x+2) + x$$

Answer has *infinite solutions*

$$(8 - 7)^2 \cdot 3 + 8 \div (-2)$$

Students learn Order of Operations in Math 7 that include negative numbers

$$\frac{-3[2^2 + (3 \cdot 6)]}{\sqrt{25} + (12 \div -2)}$$

Order of Operations with negative numbers is assumed prior knowledge, students start incorporating square roots, cubes, absolute value, and nesting

$$\frac{\sqrt[3]{-216} \cdot [10 + (\sqrt{16} - 22)]^3}{8^2}$$

*Math 7 and PreAlgebra is assumed prior knowledge; students begin incorporating positive and negative cube roots

The Big Question

What class is your child socially and emotionally ready for?

Honors courses require self advocacy, motivation to spend more time on homework, organizational skills, and a solid work ethic.

Course selection subject to change based on middle school beginning of the year assessments. It is imperative that your child is placed in the correct course so that they are successful in the long run.