

Middle School



English Language Arts



Mrs. Cortes

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Research Paper

- 120 points- Rubrics went home last week; Grade is based on the process, not just the final writing assignment.
- Students will work step-by-step through the research writing process. Students will learn to evaluate credible sources, develop subtopics within their main topic, write outlines, include in-text citations, and learn APA format.

Novel Unit

- The Westing Game - Ellen Raskin
- Students will practice close reading skills, quote analysis, and character development. They will look for foreshadowing, make comparisons, find evidence to support predictions, and participate in class discussions to facilitate comprehension and higher level thinking.
- Learn new vocabulary and practice evidence based writing.

Short Stories, Poetry, & Journaling

- Students will engage with multiple short stories and poems.
- Areas of Focus: writing styles, tone, mood, alliteration and assonance, rhythm, and figurative language.
- Students will have time to journal various topics. The goal for journaling is not necessarily grammar and punctuation, but to physically write for a specified time. This practice is important for students to engage with their own writing.

Devices should only be used for classwork unless otherwise advised



Social Studies



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Students are currently learning about the Election Process. This unit discusses the qualifications and duties of the President, The Electoral College, comparing the Caucuses and Primaries, discussions on Inauguration Day and Inaugural addresses in history. Depending on how the curriculum progresses, we may also look into campaign ads and start discussions on their tone, their target audience, and their message. The unit is created in a way to be nonpartisan-- to encourage thoughtful discussions and an understanding of our election process.

Following the election unit, 6th, 7th, and 8th graders will start a new geography unit. Students will explore lands and regions across the globe. Topics include, but are not limited to: Central America and the Caribbean, History of modern Europe, and Early civilizations of Sub-Saharan Africa. The curriculum will aid students' engagement with the physical geography and land formations in each region, and touch on differences in economy and government. The units are created in a way to help them become "global thinkers".

Devices should only be used for classwork unless otherwise advised



Math



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Welcomed to the flipped classroom, a teaching method where the students do their homework in class and they learn their math lessons at home. With the aid of technology the students watch the lessons they would usually be taught at school in the comfort of their own home. This allows students to pause the lesson to jot down notes, as well as re-watch lessons at any time. This promotes independent learning and allows the students to dive deeper into the subject.

After learning the lessons at home the students come into class with the base knowledge of their lesson. In school they will work on their individual curriculums which are designed so the students can learn at a level appropriate for themselves and also receive extra support when needed. The curriculum also includes hands-on activities, as well as a variety of ways of expressing the knowledge that they are learning to appeal to all types of learners (visual, tactile, verbal, etc.). This not only helps cement the topics into their mind but it also keeps the students engaged and interested in what they are learning.

All the videos and classroom materials that the students will be using throughout the year are posted on my Google website (web link below), so even if a student is learning remotely or is away from school they can still have access to the materials they would have used in class. In class assignments (if a student is absent) and homework assignments are posted daily on Google Classroom. Students also have access to their grades at all times via Google Classroom.

Below I have listed the key topics they will be learning throughout the year by grade level.

6th Grade:

- ❖ Whole Numbers and Decimals
- ❖ Number Theory, Fraction Concepts, and Operations
- ❖ Statistics & Graphing
- ❖ Integers and Rational Numbers

7th Grade:

- ❖ Tools for Algebra & Geometry
- ❖ Exploring Integers
- ❖ Solving One-Step Equations & Inequalities
- ❖ Exploring Factors and Fractions

8th Grade:

- ❖ Exploring Expressions, Equations, & Functions
- ❖ Exploring Rational Numbers
- ❖ Solving Linear Equations
- ❖ Using Proportional Reasoning

Google Site:

<https://sites.google.com/a/silveracademypa.org/mathematics/home>



Life Science



6th Grade

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Goals:

The Science Curriculum should enable students to develop:

1. Scientific literacy.
2. Ecological responsibility and active environmental participation.
3. Critical thinking and analytical skills.
4. An understanding of the scientific method to build problem solving skills.
5. Knowledge, individual talents and skills, an intellectual curiosity, and a genuine interest in the sciences.

Objectives:

Unit 1: Characteristics of Living Things

The students will be able to:

1. Demonstrate a knowledge of the basic characteristics and activities of living organisms.
2. Use the metric system in science activities.
3. Use a microscope to examine a cell.

4. Identify the different parts of plant and animal cells.
5. Relate the delicate balance between life and its chemical environment.
6. Classify organisms using a five kingdom classification.

Unit 2: Simple Organisms

The students will be able to:

1. Evaluate both the beneficial and the harmful effects of viruses and monerans.
2. Identify the structure of viruses, monerans, and protozoans.
3. List the characteristics of protozoans.
4. Compare and give examples of sarcodines, ciliates, flagellates, and sporozoans.

Unit 3: Animals

The students will be able to:

1. Identify the characteristics of invertebrates such as sponges, cnidarians, flatworms, roundworms, and segmented worms.
2. Compare invertebrates and vertebrates.
3. Compare cold blooded and warm blooded vertebrates.
4. Describe the characteristics of fish, amphibians, and reptiles.

Unit 4: Plants

The students will be able to:

1. Compare fungi and plants.
2. Assess the role of fungi and plants in their environment.
3. Describe photosynthesis.
4. Classify plants by their structure.
5. Compare gymnosperms and angiosperms.
6. State the functions and roles of roots, stems, leaves, and flowers.



Physical Science



7th & 8th Grade

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Goals:

The Science Curriculum should enable students to develop:

1. Scientific literacy.
2. Ecological responsibility and active environmental participation.
3. Critical thinking and analytical skills.
4. An understanding of the scientific method to build problem solving skills.
5. Knowledge, individual talents and skills, an intellectual curiosity, and a genuine interest in the sciences.

Objectives:

Unit 1: Diversity of Matter

The students will be able to:

1. Describe the steps generally involved in the scientific method.
2. State the basic metric units of measurement.
3. Describe the general properties of matter.
4. Classify matter on the basis of phase and describe phases changing state.
5. Distinguish between physical and chemical properties and between physical and chemical changes.

6. Classify matter as elements, compounds, or mixtures.

Unit 2: Elements and the Periodic Table

The students will be able to:

1. State the names and describe the properties of the three principal subatomic particles, and apply the concepts of atomic number and mass number.
2. Describe the development of the periodic table.
3. State and apply the periodic law.
4. Compare and contrast metals, nonmetals and metalloids.
5. Describe the properties of elements in groups of the periodic table.

Unit 3: Atoms, Bonding, and Chemical Reactions

The students will be able to:

1. Describe how the atomic theory developed and changed.
2. State what the periodic table implies about atoms and their properties based on their positioning in the table.
3. Describe ionic, covalent, and metallic bonding.
4. Describe chemical reactions *and* identify the information a chemical equation contains.
5. Explain what a balanced chemical equation must show.
6. Identify factors that affect the rate of a chemical reaction.



Hebrew



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Bishvil Ha-Ivrit 2

Upon completion of this level, students will be able to read, write, speak about and understand in spoken form the content of the books, using the vocabulary, syntax, and morphology learned in the books correctly, fluently, and naturally in various contexts and in multiple genres (prose, poetry, songs, biblical verse and midrash). Content: Life in a big city in general, and in Tel Aviv specifically; the body as a mirror for the spirit – health and beauty; clothing – from protection to personal/cultural statement; The good person is s/he law-abiding? someone who volunteers? someone who does chesed (kindness)? ; Attitudes to animals –relationships and obligations of humans toward animals; the role of music, sounds, melody in our life; the smartphone and instant communication in our world - advantages and disadvantages; a survey of the image of Israeli society from different perspectives - behavior and temperament, a multicultural immigrant-based society; the Hebrew language. Syntax: simple nominal and verbal clauses, and sentences with such common coordinating conjunctions as ve (and), gam (also), and aval (but); use of the definite article; agreement of subject and predicate and of adjective and noun; building complete sentences with correct word order and using various adjectives for subject and object; impersonal expressions in the positive and the negative form: (i) efshar (it is/isn't possible), (lo) kedai ((not)worthwhile)), asur (forbidden), mutar (permitted) correctly, fluently, and naturally in the present tense, in speech and in writing.

Morphology: forming masculine and feminine singulars and plurals in nouns, adjectives, and verbs in the present tense; cardinal number adjectives with masculine and feminine nouns; serial numbers from 1-1999 in the masculine and feminine; basic form of the construct state (smichut); prefixes and suffixes of the past and future tense in all regular verb patterns; the preposition et (the definite direct object marker) and definite prepositions b', l', m', shel, and im; interrogatives (question words); expression of cause with ki'; pronouns + yachol (can) and zarich (must) in the present tense; conjugation of the most common prepositions - l', shel, et, im, al. Verbs: infinitives and present tense of the following verb patterns in the regular root form: Paal, Piel, Hifil, Hitpaal, Nifal; selected irregular root forms in the present tense



Judaics



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Biblical Hebrew translation skills continue to be developed and students learn how to translate text by scanning for familiar words and phrases. Rashi remains primary, but other commentaries' interpretations are introduced and compared and contrasted with Rashi's. Students become increasingly sensitive to textual nuance, learn how to develop their own interpretations, and employ them in their own lives and midot tovot (positive personality traits) development. The first 3 parshiot of Shmot (Exodus) and the second half of Samuel 1 (about Saul and young David) will be the Tanach texts. Talmud study advances to Gemara, and facility with Talmudic argument and analysis. Holidays and Jewish lifestyle are included as flipped learning. Jewish History completes highlights of the biblical period and begins the post-biblical Second Temple period. Units on the Holocaust and Modern Israel are covered after Passover, leading up to Yom Hashoah and Yom Ha'atzmaut. Daily prayer (Shacharit and Mincha) and a focus on finding personal meaning in the prayers help students to deepen (or begin) their own relationships with God.

Online Middle School Judaic Homework Instructions

The following short assignments are regularly assigned. Usually, not all will be assigned for the same night. I consider the reinforcement they provide an essential part of the learning. Once the students get "in the swing", the assignments should, together, not take more than 15-20 minutes. Students should visit Google Classroom nightly to view the assignments and access the

links. Parents who want to be informed of their child(ren)'s assignments may sign up to receive that information through "REMIND".

<p style="text-align: center;">e-word</p> <p>2 or 3 matching questions in a Google Form reviewing current Hebrew roots (shoroshim), Hebrew grammar, and common Torah words. Students may consult their lists or other study aids to successfully complete the e-word.</p>	<p style="text-align: center;">JLQ</p> <p>A short flipped learning video on a Jewish Life topic with embedded EdPuzzle questions which will be reviewed and embellished in class.</p>
<p style="text-align: center;">e-read</p> <p>The students have the opportunity to strengthen their Hebrew reading and translating skills by first reviewing a current verse or commentary, and then making an audio recording <u>without looking at the translation</u>. The student sends it to me for an assessment. A parent should verbally certify at the beginning of the recording that the student is not looking at the translation while making the recording.</p>	<p style="text-align: center;">e-quiz</p> <p>A few questions in a Google Form that review the content and comprehension of that day's Chumash topic. <i>It is not really a quiz!</i> Students may and <i>should</i> consult their class sheets when doing the e-"quiz"!!!!</p>

The following 2 tests are regularly scheduled weekly tests. Other tests are administered upon completion of a unit.

<p>Weekly Shores test on <u>Monday</u>, testing the previous week's 4 new roots and 3 other "old" ones from the list.</p>	<p>Parsha of the Week test on <u>Tuesday</u>, covering the information learned during the past week's "weekly Parsha" class. When the Parsha of the Week is not taught (because of a schedule conflict, the test, of course, will not take place.</p>
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