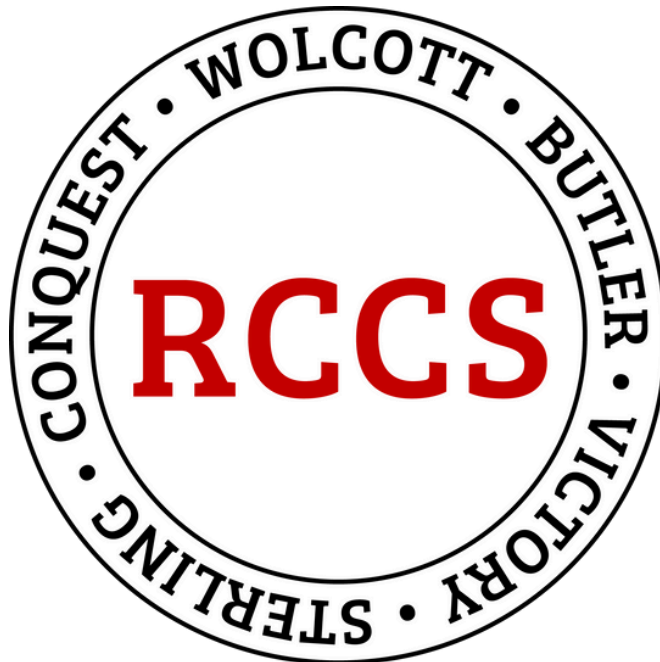


Welcome to Seventh Grade

RCCSD FAMILY GUIDE



The New York State Education Department sets expectations, or standards, for what *every* student will know and be able to do in school. This guide is designed to help you understand these standards and partner with teachers to support your child's learning at home. If you have questions about this information or your child needs extra help, please talk to your child's teacher.

Important Concepts

To learn English Language Arts and Literacy at every grade, your child will:

- Think, write, speak, and listen to understand and to support writing.
- Read often and widely from a range of global and diverse texts.
- Read and write for multiple purposes, including for learning and for pleasure.
- Persevere through challenging, complex texts and writing tasks.
- Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- Monitor comprehension and apply reading strategies flexibly.
- Make connections (to self, other texts, ideas, cultures, eras, etc.).
- Strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

To learn social studies at every grade, your child will:

- Develop fundamental civic knowledge including the structure and functioning of the government, law, and democracy at all levels of government.
- Analyze the impact of individual and collective histories in shaping contemporary issues.
- View and analyze history and current issues from multiple perspectives.
- Demonstrate respect for the rights of others in discussion and classroom debates, and how to respectfully disagree with other viewpoints using evidence.
- Analyze and evaluate news, media, social media, and other sources of information for accuracy, bias, reliability, and credibility.

To learn mathematics at every grade, your child will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of patterns and structures.
- Look for and express regularity in repeated reasoning.

To learn science at every grade, your child will:

- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Meet Our Team



Mr. Tsutsumishita, ELA

Mr. Tsutsumishita was raised in Oswego. He has taught in Fulton and Oswego City School Districts and is excited for his first year in Red Creek. He has been already impressed by the welcoming, earnest spirit of this community and is eager to be a part of that.



Mrs. J. Klemann, Special Education

Mrs. Klemann has worked at Red Creek for over 20 years. After one year in the elementary school, she has spent the rest of her career at the middle school wearing many different hats and working with 6th, 7th, and 8th graders at different times.



Mr. Malcott, Social Studies

Mr. Burgess Malcott, an alumnus of Red Creek, has taught in the district for the past 21 years. His classroom focuses on giving all students an equal opportunity to succeed through flexible learning tasks. Embedded in these tasks, students learn historical thinking strategies that prepare them for the high school social studies classroom and other real-world settings.



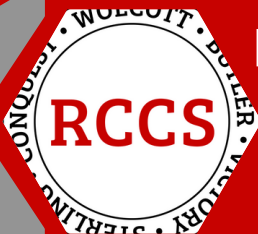
Mr. McCullough, Social Studies

Mr. Liam McCullough has been a social studies teacher in Red Creek for 4 years at the middle and high schools. He has been a coach for the boys modified and girls varsity basketball teams. He enjoys being active outside, playing board games with friends and family, and being a huge movie buff. His favorite snack is Cheez-Its and he starts almost every day with a coffee.



Mrs. Mrzywka, Spanish

Mrs. Elise Mrzywka the middle school Spanish teacher. She is certified in both Spanish and French and has taught for fifteen years. For the last two years, she has been at Red Creek. Teaching students about other cultures is her passion. She loves to travel and continues to learn new things to add to her classroom and curriculum.



Mr. Pitts, Math

Mr. Richard Pitts, an alumnus of Red Creek has taught in the district for the past 32 years. He has taught 7th-grade math throughout his whole career at Red Creek. Mr. Pitts has coached a variety of sports at many different levels including modified and junior varsity baseball, softball, varsity golf, and bowling. During his free time, Mr. Pitts enjoys traveling, hiking, biking and golfing.



Mrs. Wojieck, Science

Mrs. Wojieck has served in the district for over 20 years, starting in the area of special education and then moving into her specialty area of science. She teaches both 7th and 8th grade science and is PBIS co-coach. She enjoys sharing her passion for learning and science and focuses on meaningful relationships with her students.



ENGLISH LANGUAGE



NYS ENGLISH LANGUAGE ARTS LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Compare different points of view in a text: for example, when two characters take turns telling a story or when an author argues against other people's opinions.
- Understand how a text's structure affects its meaning. For example, explain why an author might have repeated certain words or put a flashback in the middle of a story.
- Notice when someone's argument is not logical. Decide whether the evidence they cite supports their claim.
- When making an argument, acknowledge different perspectives: for example, why some people might disagree with the argument.

QUESTIONS YOU CAN ASK YOUR CHILD:

- What do you think about ____? Why might someone disagree with you? What would you say to them?
- How do you know whether to believe what someone says? What kinds of evidence do you use to decide?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Analyze and explain the impact of specific word choice on meaning, tone, and mood, including words with multiple meanings.
- In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning.
- Write a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.
- Support claim(s) with clear reasons and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
- Cite sources in a standard format (like MLA or APA style) when doing research.
- Compare how a work of fiction (like a novel) and a nonfiction text (like a news article) describe the same time period, event, or person.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Engage in a range of collaborative discussions with diverse partners expressing ideas clearly.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Topics your child is interested in and what they read at home
- Is my child engaged in school?
- What resources can I use to stay informed?



MATHEMATICS

NYS MATH LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Developing understanding of and applying proportional relationships;
- Developing understanding of operations with rational numbers and working with expressions and linear equations; and
- Drawing inferences about populations based on samples.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems;
- Use their understanding of ratios and proportionality to solve a wide variety of percent problems;
- Solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects;
- Graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line; and • distinguish proportional relationships from other relationships.
- Develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers;
- Extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division;
- Explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts; and
- Use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
- Build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations;
- Begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences; and
- Extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

QUESTIONS YOU CAN ASK YOUR CHILD:

- How can you use the math that you learned today?
- How can you use percentages to determine the cost of an item on sale? Tip?
- How do you use rates to decide which product is a better buy?
- Have you completed your weekly review? How many times have you turned it in to be checked? Have you fixed your mistakes?
- Are you using an agenda to stay organized and to meet assignment deadlines?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Is my child actively engaged in class?
- Is my child completing assignments on a regular basis?
- What resources can I access at home to support what my child is learning at school (i.e. SchoolTool, Google Classroom, websites)?



SCIENCE & TECHNOLOGY

NYS SCIENCE LEARNING STANDARDS



NEW LEARNINGS & FOCUS AREAS:

- Physical science is the study of matter and energy and all the changes that occur with them. The focus of the course is to guide students to examine prior knowledge, think critically and use evidence to support their thoughts and claims. These learning outcomes are based upon and closely followed by the New York State Science Learning Standards for Middle School Science.

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Make detailed observations and collect data
- Construct a response with claim, evidence and reasoning
- Read and analyze various diagrams, charts and graphs
- Develop a model that shows the atomic structure of a molecule
- Predict how changes in energy impact the particles in a substance
- Use density and other properties to identify a substance
- Be able to use different methods to separate a mixture of substances
- Identify if a chemical reaction has occurred and the evidence for it
- Demonstrate how conservation of mass exists in a chemical reaction
- Apply Newton's laws to solve a problem surrounding collisions
- Understand and describe how multiple forces affect the motion of an object
- Analyze or create graphs relating to kinetic and potential energy and motion
- Determine relationships between energy, type of matter, mass and temperature
- Develop a model of waves and wave properties



QUESTIONS YOU CAN ASK YOUR CHILD:

- What is something new you learned today?
- Can you tell me about one of your lab experiments/activities?
- What is a vocabulary term you are currently working with? Can you explain what it means to me?
- What tools/methods are you using to help you stay organized and remember what assignments you have to complete or assessments to study for?
- Have you studied for Friday's quiz?
- What does an atom actually look like?
- How can we reduce the impact of a collision?
- How could we tell if we have fool's gold or real solid gold?

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- Classroom engagement in activities/discussions
- Assignment completion
- Collaborative skills - working with others
- Overall attitude and effort



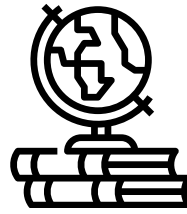
SOCIAL STUDIES

NYS SOCIAL STUDIES FRAMEWORK



NEW LEARNINGS & FOCUS AREAS:

- Native Americans
- Colonial Developments
- American Independence
- Historical Development of the Constitution
- The Constitution in Practice
- Westward Expansion
- Reform Movements
- A Nation Divided



BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Recognize the differences between fact, well supported opinion, and unsupported opinion in texts.
- Understand how geography and climate impacted the establishment of Early American settlements and their economies.
- Demonstrate how interactions between Native Americans and European settlers impacted both groups.
- Investigate how governments act in their own self-interest and should be responsive to its citizen's needs, interests, and individual rights.
- Students will learn how individual views and actions can encourage/discourage change in government policies.
- Examine how the Constitution is a "Living Document" that attempts to balance the rights of individuals with the common good.
- Describe how local, State, and National Governments each have roles and responsibilities.
- Students will investigate how in a democracy, citizens (individually and collectively) influence the government.
- Describe how industrialization and technological improvements changed the way people lived.
- Describe how Westward expansion provided new opportunities and challenges.
- Describe how government leaders have profound influence on the political direction and traditions of a nation.
- Describe how disagreements over social, political, and economic inequality led to the need for reform.
- Describe how economic, political and social differences led to sectionalism and division.

QUESTIONS YOU CAN ASK YOUR CHILD:

- Have you completed your unit inquiry? How many times have you turned it in to be checked? Have you fixed your mistakes?
- Are you staying organized to meet assignment deadlines, and to prepare for upcoming dates such as quizzes, tests, etc.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What resources can I access at home to support what my child is learning at school (i.e. SchoolTool, Google Classroom, websites)?
- Is my child actively engaged in class?
- Is my child completing assignments on a regular basis?





SOCIAL-EMOTIONAL LEARNING

NYS SEL BENCHMARKS



NEW LEARNINGS & FOCUS AREAS:

- Strategies for academic success, belonging, growth mindset, helping others, planning ahead, perspective-taking, resilience and starting right.
- Core Competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Strategies for recognizing bullying and harassment including knowing the effects of bullying and strategies for being an upstander
- How emotions affect decisions and the brain
- Proactive ways to positively navigate and manage relationships and social conflict

QUESTIONS YOU CAN ASK YOUR CHILD:

- How do you make positive choices in school?
- How are you a good friend to someone?
- How did your emotions affect your decisions today?

BY THE END OF MIDDLE SCHOOL, STUDENTS SHOULD BE ABLE TO:

- Identify the connections between their thoughts, feelings, and behaviors.
- Apply self-regulation skills to effectively express emotions, including strong emotions.
- Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development.
- Develop a plan and prioritize steps in working toward a goal.
- Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.
- Practice respectful curiosity to better understand others' lived experiences.
- Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication
- Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- How does my child handle a difficult situation?
- How can I help my child handle conflict?





SPECIAL AREA CLASSES

NYS ART LEARNING STANDARDS

NYS CTE MODULES

NYS MUSIC LEARNING STANDARDS



IN SEVENTH GRADE, STUDENTS WILL PARTICIPATE IN THE FOLLOWING SPECIAL AREA CLASSES:

- Career Awareness
- Health
- Library and Media Skills
- Music
- Physical Education
- Technology
- Band (optional)
- Chorus (optional)

QUESTIONS YOU CAN ASK YOUR CHILD:

- What career interests do you have for the future?
- What subjects do you enjoy learning outside of your core classes?
- What talents have you discovered in your special area classes?

BY THE END OF THE YEAR, STUDENTS SHOULD BE ABLE TO:

- Develop critical thinking skills through problem-solving activities.
- Apply reasoning to analyze information and make informed decisions.
- Conduct basic research using library and online resources.
- Evaluate information for credibility and relevance.
- Explore and express creativity through various mediums.
- Develop a personal style in art and other creative endeavors.
- Navigate and use technology tools effectively.
- Understand digital safety and responsible online behavior.
- Collaborate with peers on projects and activities.
- Develop teamwork skills in different class settings.
- Set and work towards personal and academic goals.
- Create plans to achieve short-term and long-term objectives.
- Explore and appreciate diverse perspectives in art, literature, and career choices.
- Foster an understanding of cultural diversity.
- Adapt to new challenges and learning environments.
- Embrace a growth mindset towards learning and improvement.
- Showcase acquired skills through presentations and performances.
- Develop confidence in artistic expression.

TOPICS YOU CAN DISCUSS WITH YOUR CHILD'S TEACHER:

- What particular interests and talents does my student demonstrate that I can support at home?
- How does my student do with time management across a diverse schedule of classes?

Red Creek Middle School

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