



# East Hoke Middle School

September 19, 2024

6:00-7:30 p.m.

# Agenda



- Welcome
- Introduce Administrators
- Introduce Teachers
- Title 1
- Structure of Middle School
- Student Handbook
- Frequently Asked Questions

“

*Every **Student** Counts*

*So...*

*Make Every **Day** Count*

*Make Every **Class** Count*

*Make Every **Minute** Count*

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**EAST HOKE MIDDLE SCHOOL**

*“The Eagles Nest”*



**EHMS**

# Administration



- Dr. Katrenna Rich, Principal
- Ms. Tonja McGill, Assistant Principal
- Mr. Bryan Kingsmill, Assistant Principal
- Ms. Latoya Ray, Administrative Intern

*Making the Grade*  
HOKE COUNTY SCHOOLS

# Support Staff



- Ms. Kenisha Jones - School Counselor
- Mrs. Teresa Maxwell - Social Worker
- Mr. Arthur Tripp - Dropout Prevention Coordinator
- Mrs. Tarshalonda Harris - School Nurse
- Ms. LaToya Harris - Data Manager
- Mrs. Bianca Ray - Bookkeeper
- Mrs. Magdalis Inglis - Registrar
- Ms. Tiffany Murphy - Receptionist

# What is Title I?



- Title I is the largest federal assistance program for our nation's schools
- The goal of Title I is a higher quality of education for every child.
- The program serves millions of children in elementary and secondary schools each year.
- East Hoke Middle School is a Title I school.

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HOKE COUNTY SCHOOLS

# How Title I Works?



- The federal government provides funding to states each year for Title I.
- The North Carolina Department of Education sends the funds directly to the Local Education Agency.
- The school district identifies eligible schools and provides funding based on the “rank and serve” requirements.
- East Hoke Middle School implements a Title I Schoolwide Program.

*Making the Grade*  
HOKE COUNTY SCHOOLS

# Title I Schoolwide Program

## What is the purpose of the program?

- Improve the academic performance of low-achieving students and all other students in the school by working to improve the entire educational program.

## Who is served by the program?

- All students in the school are served as funds are used to supplement the entire educational program.





# Examples of supplemental support for all students

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- ❖ Reading Coaches
- ❖ Intervention Specialists
- ❖ Additional teachers
- ❖ Additional paraprofessionals
- ❖ Additional training for school staff
- ❖ Extra time for instruction (before and after school programs)
- ❖ Family engagement activities
- ❖ A variety of supplemental teaching methods and instructional materials
- ❖ Technology



# Title I Funds

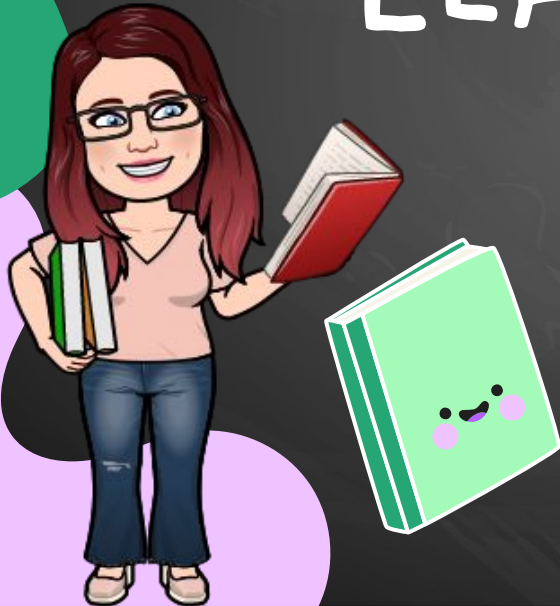
East Hoke Middle School is provided \$227,170.82 to pay for supplemental services and programs for our students this school year.

**List the services and programs for your school.**

- Tutoring
- Teacher Professional Development
- Additional Teachers
- Academic site licenses and subscriptions



# EHMS ELA Department



My cat says  
**HI!**



# Standards vs. Curriculum

**What is a Standard?**  
It is a **GOAL**.



**What is Curriculum?**  
**HOW** you achieve the goal.



Training Coaching Research Resting Nutrition



**Content standards**  
are adopted by the  
**State Board of Education.**

**To teach the content standards,**  
each school  
district  
develops  
its own curriculum.



A standard is a goal. NC Standard Course of Study defines the appropriate content standards for each grade level and each high school course to provide a uniform set of expectations for every public school in North Carolina. The goal of these standards is to prepare all students to become career and college ready.

Local school leaders make decisions about the comprehensive curriculum that they choose to deliver to students, so that they can meet the expectations of the content standards for every grade and subject.

**This keeps the curriculum**  
**at the local level and relevant**  
**to each child and family!**



**To implement the curriculum**  
teachers can use a variety of  
**tools and techniques.**



Technology



Text



Field Trips



Research

**Quality standards and**  
**effective curriculum**  
prepare each child for success in



**College or Career**

# Standards at a Glance

## The Reading Strand

- Key Ideas and Evidence
- Craft and Structure
- Integration of Ideas and Analysis
- Range of Reading and Level of Complexity



## The Writing Strand

- Text Types, Purposes, and Publishing
- Research



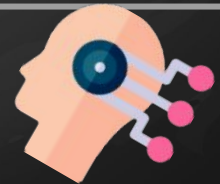
## The Speaking and Listening Strand

- Collaboration and Communication
- Presentation of Knowledge and Ideas



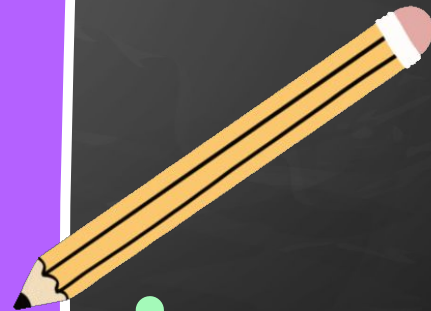
## The Language Strand

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

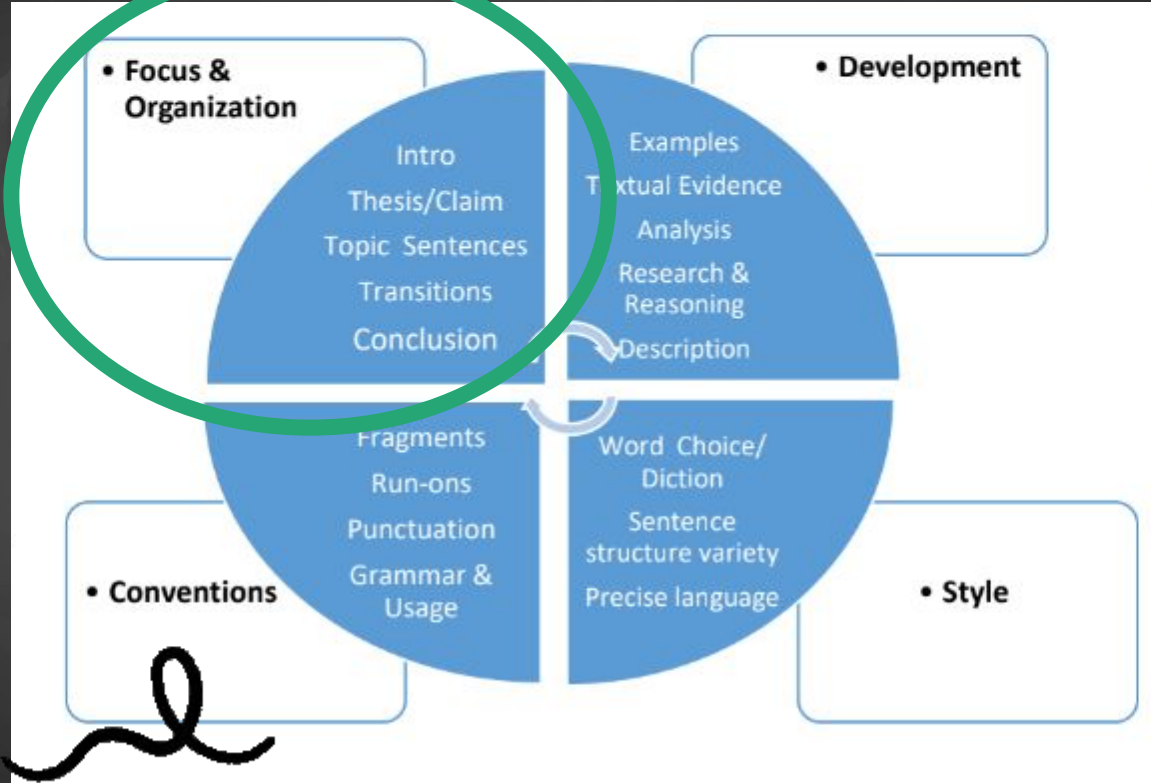


# Writing Focus

- Writing raises the cognitive bar
- Until students read what they have written, they do not see the holes in their logic and reasoning
- Writing solidifies the learning in all content areas
- Writing is a barrier for student success in college and the workplace



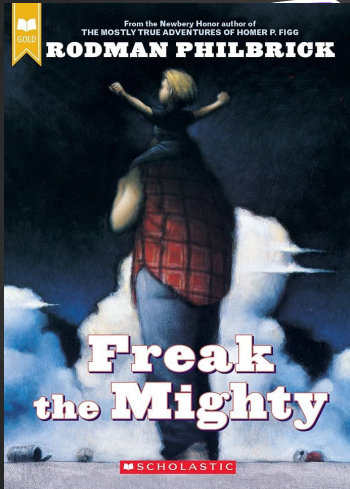
# Quarter 1



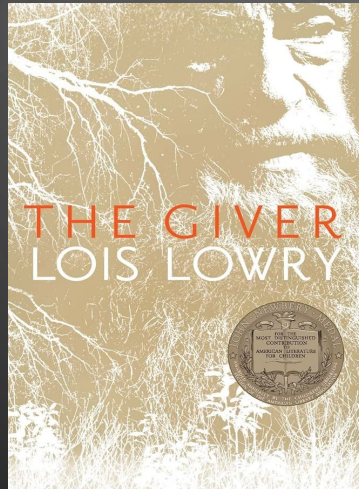
# 6th Grade - Year at A Glance

## Pickard, Salanitro, Radford

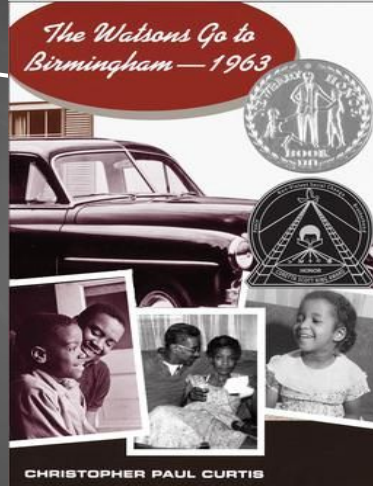
### Unit 1



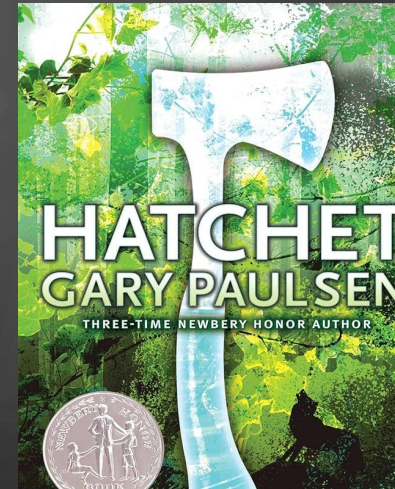
### Unit 2



### Unit 3



### Unit 4



a grammar approach that makes sense

# Daily Grammar Practice

Student Workbook  
First Edition (Original)

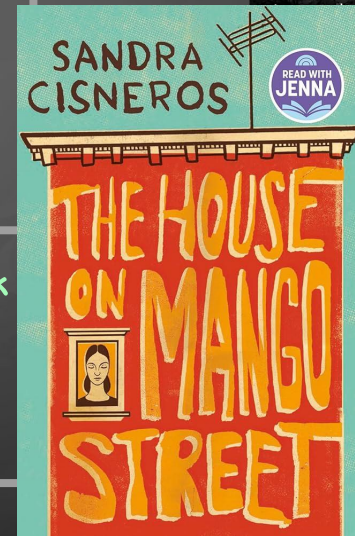
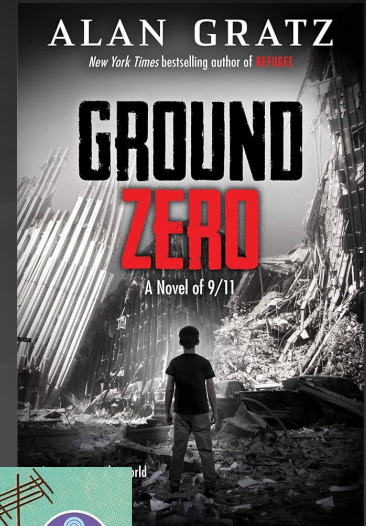
GRADE  
6

Dawn Burnette

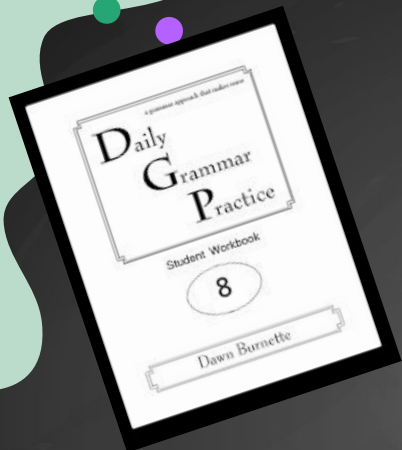


# 7th Grade - Year at A Glance: Doyle, Morgan, Pollard

<u>Ground Zero</u>	<u>Suspense and Fear</u>	<u>The House on Mango Street</u>
<b>Module Topics:</b> Hiroshima/Nagasaki 9/11 US Withdrawal from Afghanistan Remorse Duty	<b>Module Topics:</b> Morality/Ethics Bullying Human Nature	<b>Module Topics:</b> Identity/Names Emmett Till Socioeconomic disparities Discrimination
<b>Culminating Task</b> Novel Annotation Critical Analysis Essay	<b>Culminating Task</b> Socratic Seminar	<b>Culminating Task</b> Novel Annotations



# 8th Grade - Year at A Glance: Snyder, Scott and Lowrey



## "The Outsiders"

By SE Hinton



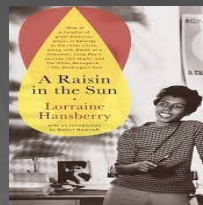
Major Topics:

Class Division  
Empathy  
Identify Family/Found Family

Culminating Task:  
Thematic Essay

## "A Raisin in the Sun"

By Lorraine Hansberry



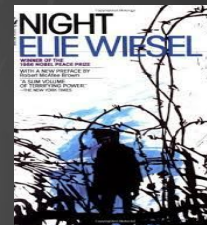
Major Topics:

Lorraine Hansberry  
The Black Migration  
Redlining/Housing

Culminating Task:  
Critical Analysis Essay  
of Characters in ARiS

## "Night"

By Elie Wiesel



Major Topics:

The Holocaust  
Mengele &  
Inherency of Evil

Culminating Task:  
Essay on the Inherency  
of Evil

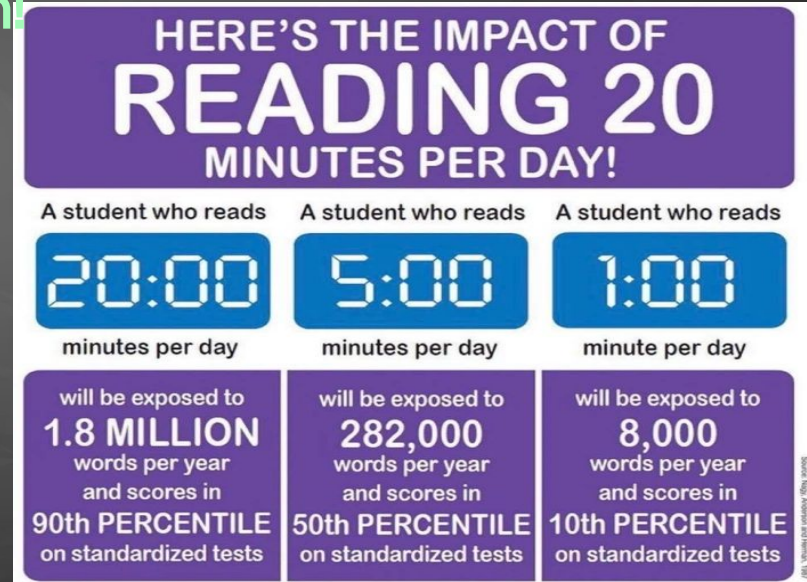
All units include a variety of supplemental texts in order to support student growth and mastery of standards.

# How can you help from home?

Get Connected!!



Encourage your child to read something they are interested in!

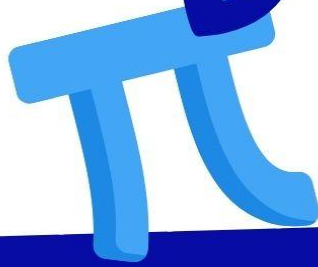
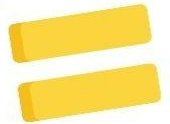
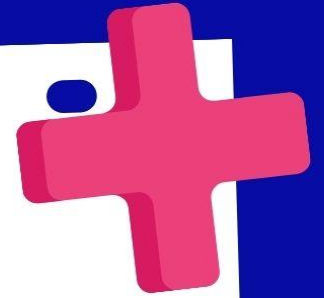


# Math Dept.

2024-25 Title 1 Curriculum Night



# Mathematics Department

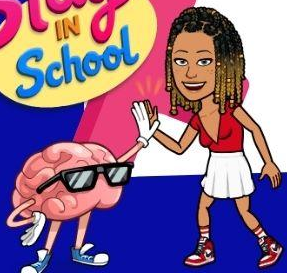




# Meet the Teachers



Stay  
IN  
School



# 6th Grade at a Glance

**Unit 1: Area and Surface Area**

**Unit 2: Introducing Ratios**

**Unit 3: Unit Rates and Percents**

**Unit 4: Dividing Fractions**

**Unit 5: Decimal Arithmetic**

**Unit 6: Expressions and Equations**

**Unit 7: Positive and Negative Numbers**

**Unit 8: Describing Data**

# 7th Grade at a Glance

Unit 1: Scale Drawings

Unit 2: Introducing Proportional Relationships

Unit 3: Measuring Circles

Unit 4: Proportional Relationships and Percentages

Unit 5: Operations with Positive and Negative Numbers

Unit 6: Expressions, Equations and Inequalities

Unit 7: Angles, Triangles, and Prisms

Unit 8: Probability and Sampling



# 8th Grade at a Glance

Unit 1: Equations/Intro to Functions

Unit 4: Introduction to Quadratics

Unit 2: Linear Functions

Unit 5: System of Equations

Unit 3: Exponential Functions

Unit 6: Descriptive Statistics

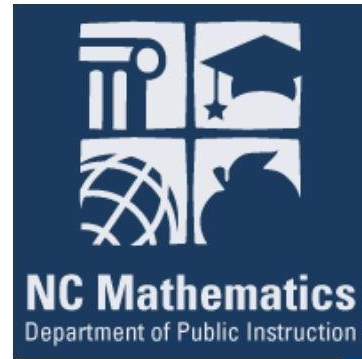
**\*Remember: This is a high school course and students can receive a high school credit for this course.\***

# Our Curriculum Resources

desmos  
classroom



**OPEN-UP**  
resources™



# Any Questions?

Ms. Artis

[ashley.artis@hcs.k12.nc.us](mailto:ashley.artis@hcs.k12.nc.us)

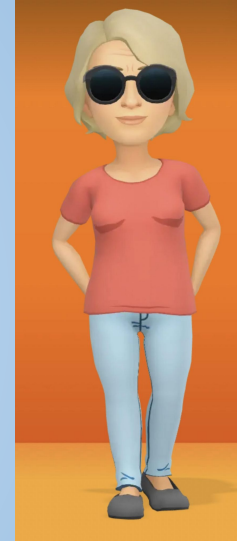
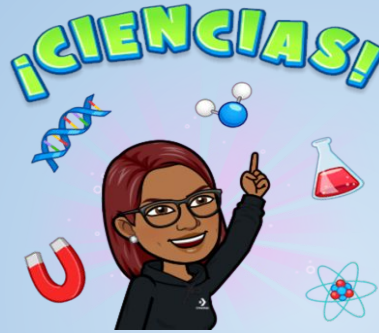
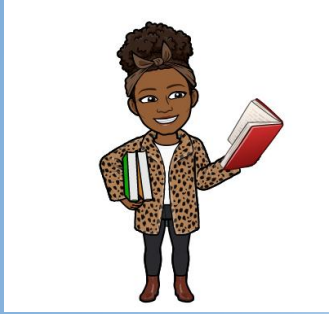


# Science Dept.

2024-25 Title 1 Curriculum Night



# 8th Grade Science (EOG Tested)



## Teachers

Mrs. Wachob

Ms. Lalin

Mrs. Akers

Mrs. Hudson

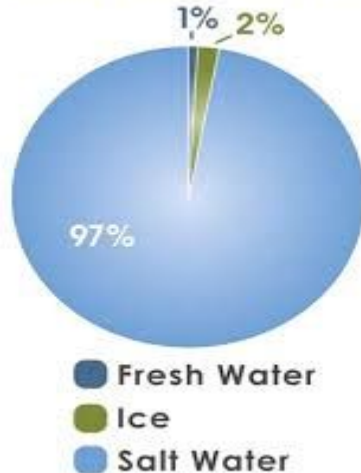
# WELCOME PARENTS!

# Earth Science

- Water unit- hydrosphere, water quality, water cycle, estuaries, distribution of water, ocean zones (hydrothermal vents), ocean system, currents
- Earth history- fossils, relative and absolute dating techniques, geological time scale.



Earth's Water Supply



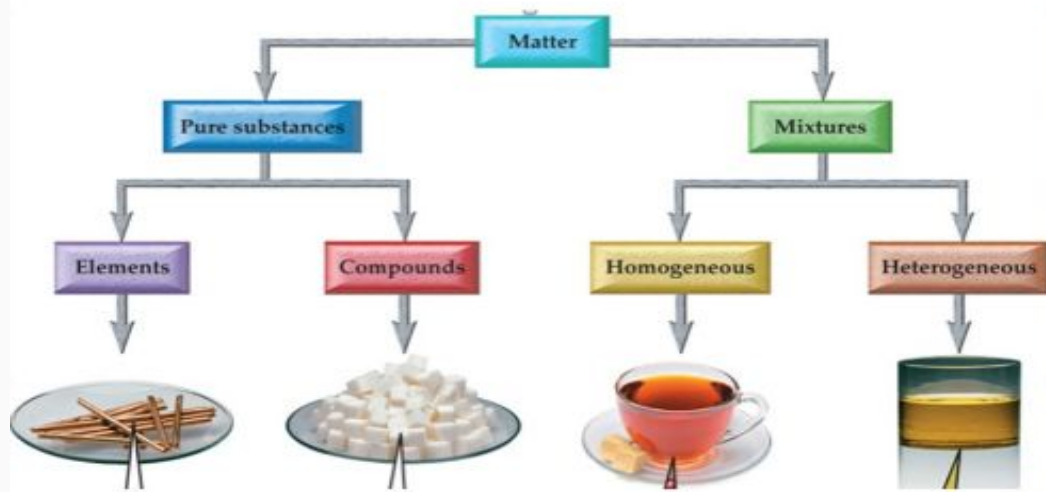
# Physical Science

**Matter and its interactions:** Classification of matter, periodic table, chemical equations, conservation of energy, energy resources, balancing equations, renewable and nonrenewable energy

## Periodic Table of Elements

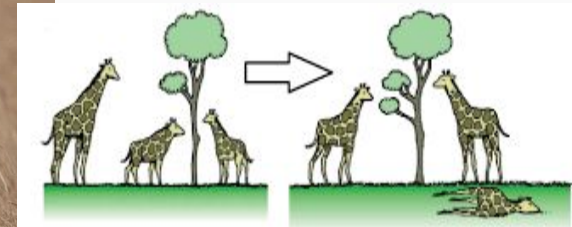
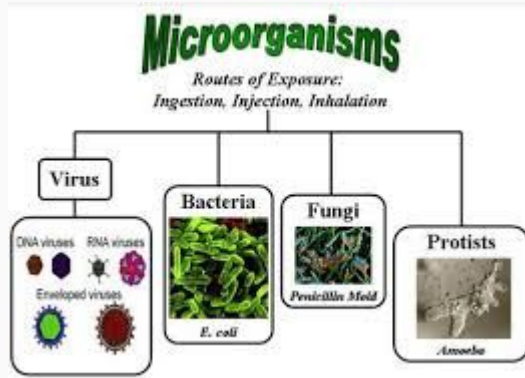
The periodic table shows elements arranged in groups and periods. A legend indicates physical states: Solid (blue), Liquid (orange), and Gas (green). It also identifies categories: Metals (yellow), Nonmetals (purple), and Metalloids (pink). The table includes element symbols, atomic numbers, and names. A note at the bottom states: "For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses." The table is credited to "Ptable.com" and "Copyright © 1997 Thomas Carter (carter@hawaii.edu) http://www.ptable.com".

## The Classification of Matter



# Life Science

- Microbiology- types of pathogens/microbes, vectors, pandemic and epidemic
- Ecosystems- food chains, food webs, symbiotic relationships
- Evolution- natural selection, comparative anatomy, genetic variation, plate tectonics
- Molecular biology- photosynthesis, cellular respiration,



Natural Selection in action



**CLAIM**



**EVIDENCE**



**REASONING**



Think and Explain Like a  
Scientist

(CER)

# 7th Science 2024-25

- *Ms. Quanisha Barnes*
- *Mr. Ray*
- *Mr. Mclaurin*



## What will your students be learning?

### Earth Science

Atmosphere- Layers and composition of Earth's atmosphere and the special phenomena which occur.

Weather- Predicting weather based on temperature, humidity, air pressure, clouds, satellites, air masses & weather fronts.

Air Quality & Stewardship: air pollution causes, effects on human health, greenhouse effect, changes in weather patterns. Regulations for clean air

### Physical Science

Forces & Motion- Linear motion, Laws of motion applied, speed & acceleration (calculations and graph). Work, Power, and Forces.

Energy- Mechanical and electrical energy transfers & transformations. Analyzing the Law of Conservation of Energy when applied to mechanical energy and simple machines (efficiency & mechanical advantage).

### Life Science

Microbiology- animal and plant cells and life processes/functions. Protists' structure and life functions.

Genetics- asexual and sexual cellular reproduction, genetic traits, Punnett squares and pedigree. Causes of genetic change.

Human anatomy- Structure and functions of circulatory, respiratory, nervous, endocrine, excretory, immune, and muscular-skeletal systems

QUESTIONS?

# 6th Grade

## Teachers

Ms. J. Hall

Mr. J. Harley, Jr.

Ms. T. Smith

Planting the seeds.

# Curriculum- focus on modeling & experimentation

## PHYSICAL SCIENCE :

- Chemistry-Intro to Matter & Physical Properties
- Energy- Thermal & Electrical energy
- Wave Energy- Sound & Light

## EARTH SCIENCE:

- Astronomy Systems & Patterns
- Geology- Internal & External Forces Shaping Earth's Surface
- Soil formation, quality, and stewardship

## LIFE SCIENCE:

- Botany- Plant development, growth, & survival
- Ecology- energy flow, interconnected systems.

# Literacy & Math Integration

## **Literacy:**

**Scientific vocabulary, Non-fiction texts, and  
Technical writing- lab reports**

**C.E.R.: Claim, Evidence, Reasoning**

- **Writing strategy that works to strengthen students' abilities to support thoughts with research and first-hand experiences (like demonstrations & experiments)**

## **Math Integration:**

**Data table creation & interpretation**

**Graph creation & interpretation**

**Use of simple scientific formulas to calculate such things as density, solubility, electrical currents, data averages, percent accuracy, ratios, and scalar models.**

# STEM Extracurricular Activities

Clubs will start in October (TBA if prior to that)

**SCIENCE OLYMPIAD**: team competition at regional, state, national & international level in 23 different events covering Life Science, Earth Science, Physical Science, STEM-forensic science, engineering (structural and aerodynamic).

**ROBOTICS**: team competition in which students build and program using code different types of robots to complete different tasks from navigating a maze, kicking/tossing objects, going under water, and battling other robots.

*Plenty of opportunities for students in ALL grades to be part of a team, gain recognition, and have fun learning & doing science.*



# Science Night!

Instead of having a Science Fair, the science teachers have decided to have a Science Night.

Students will choose a science experiment or demonstration. Student projects will be selected and then displayed in the gym.

Science teachers may create a science demonstration, science mural, or short presentations in which student-nominated/selected helpers will present and assist.

The *tentative date* is set for \_\_\_\_\_. More information to come.

Thank you!



# 6th Grade Social Studies

Welcome to Title 1 Night! This year in 6th grade Social Studies, students will dive into world history, exploring diverse cultures and significant events through primary and secondary sources. They'll develop critical thinking skills by analyzing artifacts, comparing perspectives, and understanding how geography shapes human interactions.

# **Curriculum at a Glance:**

**Unit 1 : Thinking Like a Historian**

**Unit 2 : Meet the Ancients!**

**Unit 3 : That's Classic!**

**Unit 4 : East Meets West: Religion, Movement and  
Diffusion**

# Unit 1: Thinking Like a Historian: Historical Skills 101

We are introducing an exciting unit where students will

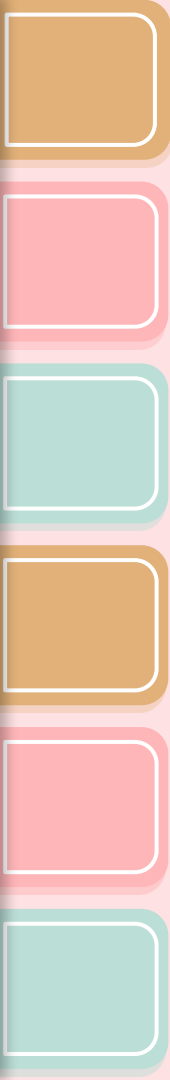
- explore how historians investigate the past using primary and secondary sources.
- engage in inquiry studies to examine cultures and historical events from Asia, Africa, Europe, and the Americas.
- compare different perspectives on these events by analyzing artifacts and assessing the credibility of their sources.
- learn to identify key details and construct well-supported claims and counterclaims, considering the strengths and limitations of various viewpoints.
- use geographic tools to understand how physical features of the Earth influence human interactions and the development of communities. Maps will help them see how movement and settlement patterns shape civilizations over time.

# Unit 2 Meet the Ancients!

- **Introduction to a comparative study of major ancient civilizations (2000 BCE to 1000 BCE)**
- **Comparison of the growth of civilizations in Africa, Asia, and Europe**
- **Explanation of how religion, tradition, and cultural practices influence civilization development**
- **Analysis of how artistic expressions reflect the values of civilizations in Africa, Asia, Europe, and the Americas**
- **Comparison of social structures within ancient civilizations and their relationship with governing structures**
- **Examination of economic systems and technological innovations of ancient civilizations**
- **Determination of the impact of these factors on the development of early civilizations**
- **Understanding civilization development through various viewpoints within each civilization**

# • Unit 3: That's Classic!

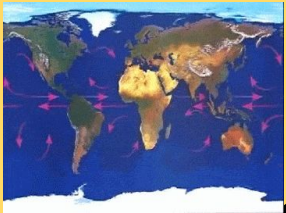
- Introduction to major classical civilizations in the Mediterranean, Eastern Europe, and Asia (1000 BCE to 500 CE)
- Exploration of how religion, tradition, and cultural practices influenced civilization growth
- Analysis of how artistic expressions reflected the values of these civilizations
- Comparison of social structures and governing systems
- Examination of economic systems and technological innovations
- Understanding the impacts of these factors on early civilizations from multiple perspectives



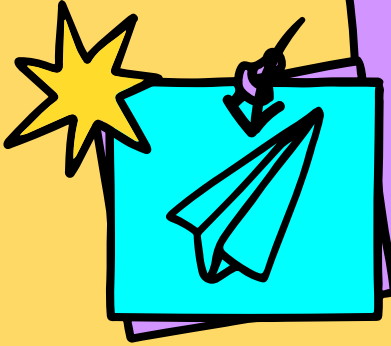
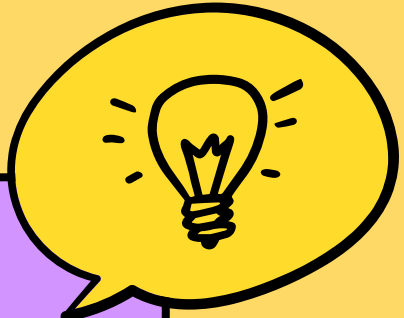
## **Unit 4 East Meets West: Religion, Movement and Diffusion**

- **Focus on the rise of empires across Europe, Africa, the Middle East, Asia, and South America (500 CE to 1300 CE)**
- **Exploration of how religion, tradition, and cultural practices influenced empires like the Holy Roman Empire and the Muslim World**
- **Comparison of social structures of different empires**
- **Analysis of economic systems and technological innovations of the Middle Ages**
- **Examination of how these factors affected trade, movement, and conflict**
- **Assessment of the influence of belief systems on governance and society across various civilizations**

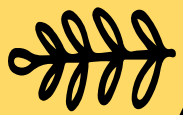




# Welcome to 7th Grade Social Studies



2024-2025





# Meet the Teachers



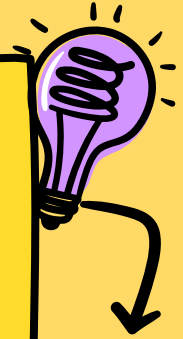
## 7th Grade Social Studies

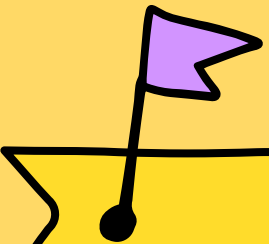
**Ms. Morgan Room 146**

**Mrs. Dubreuil Room 136**

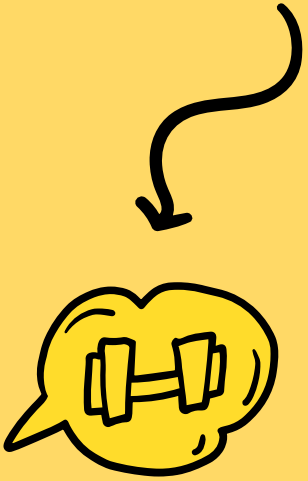
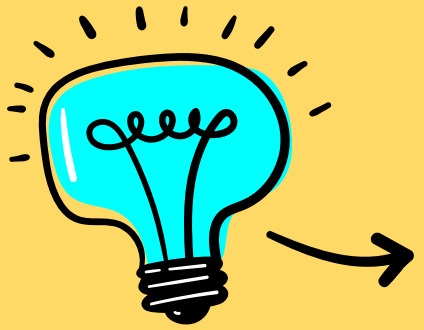
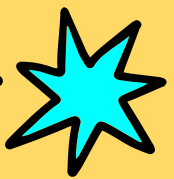
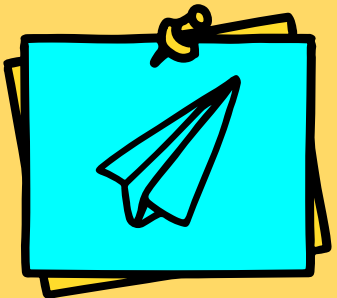
**Mrs. Chin Room 145**

**Mrs. Laverde Room 122 (Spanish Immersion)**



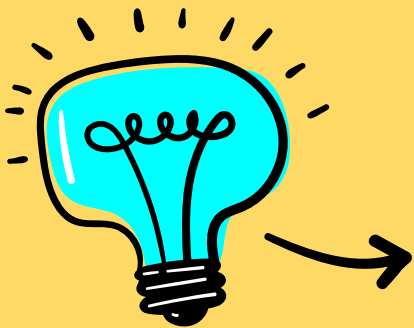
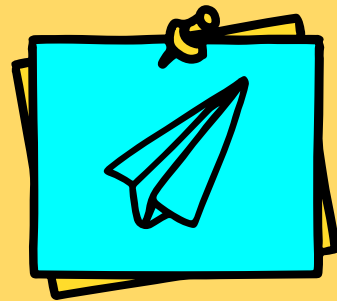


Standards  
(NCSCOS)



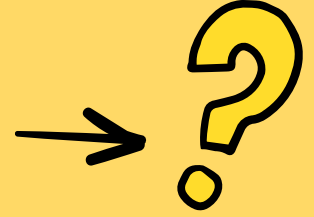


# Literacy Standards





# Units



*History Road Trip*

*People, Place & Purpose*

*How we are Governed*

*Conflict, Conquest & Crisis*

*Modern Economic Systems*

*Contemporary Issues*

*Students will jump through history in a timeline format looking at turning points of each century.*

*Students will explore the interaction between people and the environments in which they live.*

*Students will explore power and the emergence of government systems. This is a study of expansion, war and regional conflict in various regions globally throughout the modern era.*

*Students will gain an understanding of the economic activities of modern societies and regions.*

*Students will compare individual and societal responses to globalization*



*01*



*02*



*03*



*04*



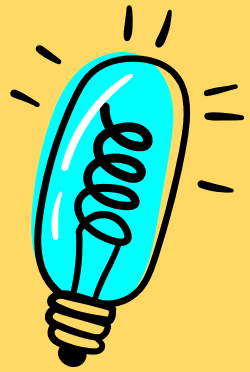
*05*



*06*

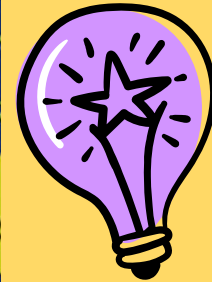


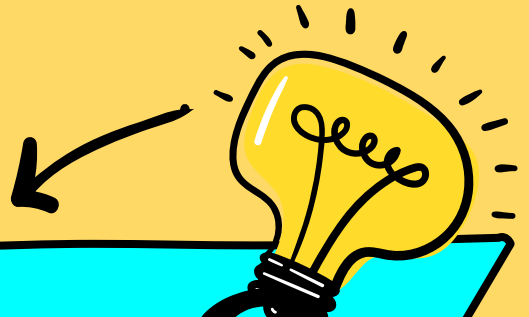
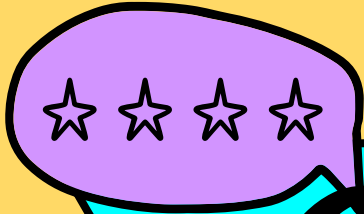
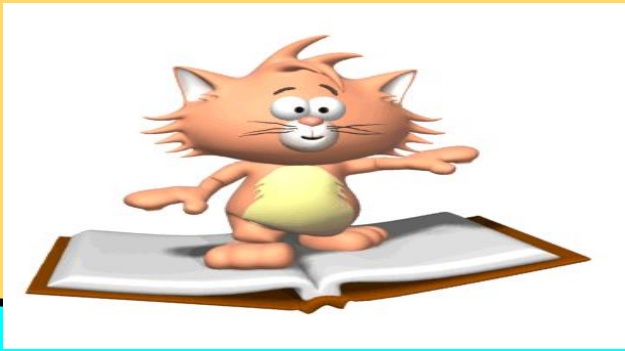
# Geography Matters



## The Plan

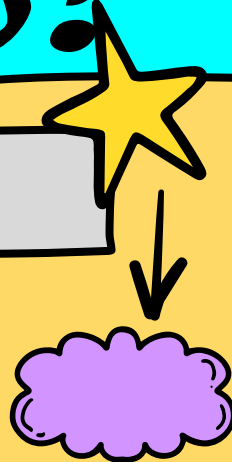
**Teachers integrate geography basics within each unit.**





# Questions?

Thank you for your participation.



# 8TH GRADE SOCIAL STUDIES



**USA**



**MRS. DEBORAH BLUE**  
**MRS. DEBBIE MCKENZIE**  
**MRS. HEATHER LOWERY**

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# Curriculum Night

## East Hoke Middle



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Every student counts  
so...  
Make everyday count  
Make every class count  
Make every minute count

# Course Overview!



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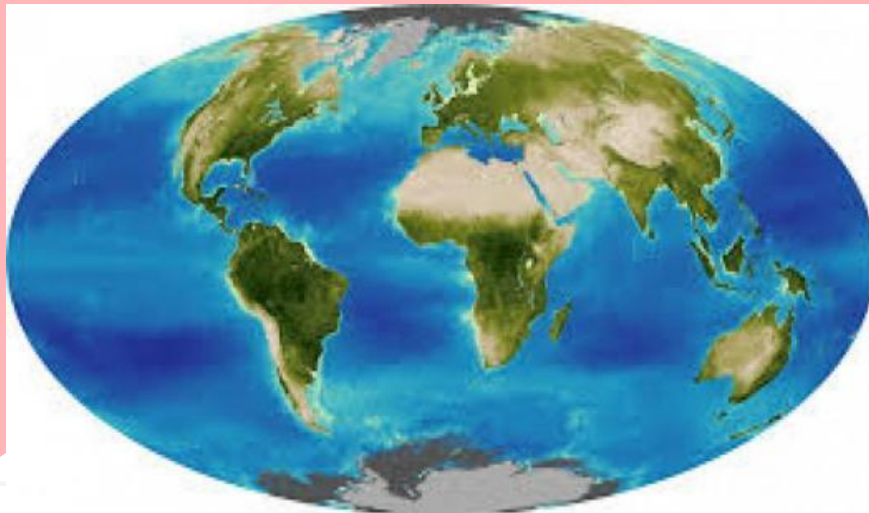
05

- **Comprehensive curriculum**
- **Integrates North Carolina and the United States: Creations and development of the State and the nation.**



# Course Goals

- **Connect students to important themes and issues**
- **Equip them with the knowledge and skills**



# Areas of Focus:

## The 5 Strands:

1. History
2. Geography and Environmental Literacy
3. Economics and Financial Literacy
4. Civics and Governance
5. Culture



# Teaching Methods

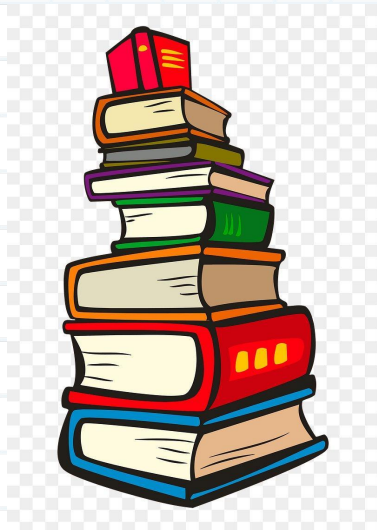


1. **Cooperative Learning**
2. **Lectures and Discussions**
3. **Videos and Role-Playing**
4. **Hands-On Projects**



# Reading and Writing

1. Read at least two books
2. Write essays



# **Living History Museum**

**Our 8th grade students will participate in the Living History Museum. In recent years the project has evolved to become more interactive in order to better align with 21st century skills such as adapting information to a particular audience, thinking on one's feet and developing one's interpersonal skills.**

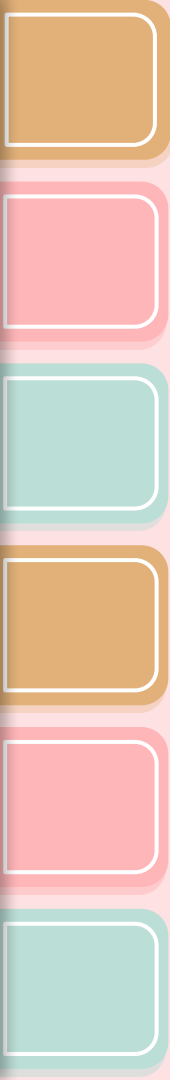
# Parent Involvement

**“It takes a village to raise a child.”**

- 1. Encourage Discussions at Home**
- 2. Help with Reading and Research**
- 3. Engage in Current Events**
- 4. Visit Historical Sites and Museums**
- 5. Support with Projects and Homework**



# Questions?



# Exceptional Children Self-Contained

**Mrs. Owen and Ms. Dean**

# **Self-Contained**

A specialized learning environment for students with exceptional needs or more significant disabilities

---

# Overview of EC Self-Contained Classroom

**Separate setting** - classrooms are separate from general education classrooms.

**Smaller class size** - student-to-teacher ratios than general education classrooms

**Specialized instruction** - individualized instruction that's aligned with the general curriculum. We also focus on life skills, functional academics, and behavioral support.

**Multiple subjects** - The same group of students are taught multiple subjects by one educator throughout the day.



# Life Skills

Social skills  
Occupational skills  
Personal hygiene  
Leisure skills  
Safety  
Emotional self-control

---

**Upcoming  
Robeson Agricultural Fair  
October 1, 2024**

# Contact Information

[dawn.owens@hcs.k12.nc.us](mailto:dawn.owens@hcs.k12.nc.us)

[laurie.dean@hcs.k12.nc.us](mailto:laurie.dean@hcs.k12.nc.us)



# East Hoke Middle School



Parent Information Night





CTE

# Health & Physical Education

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Middle Grades 6th - 8th

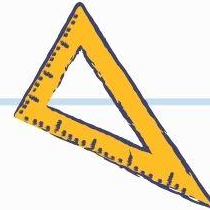
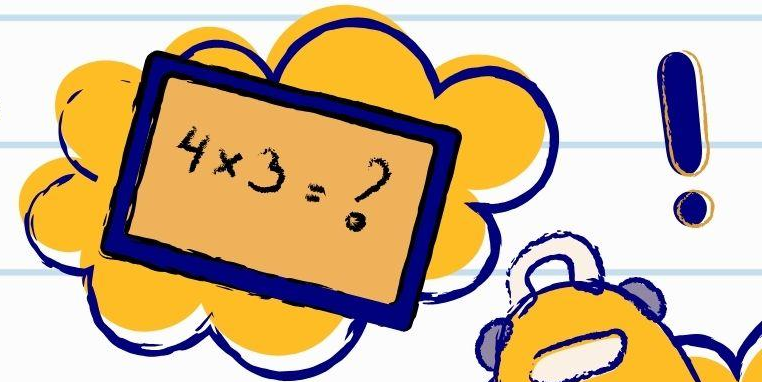
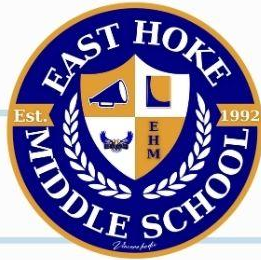
# Health & Physical Education Course Overview

Middle School students in 6th - 8th grade are introduced to the following Health and Physical Education strands: mental and emotional health, personal and consumer health, interpersonal communication and relationships, nutrition and weight management, substance abuse prevention, movement forms, fitness and sports literacy, healthful lifestyles, personal fitness, and appreciation for diversity and social personal responsibility. This course will enable students to gain knowledge and skills about age appropriate healthful living topics relevant to their lives. The standards are progressively differentiated by grade level. Students engage in Health and Physical Education class on alternate weeks for the full year.

In grades 6-8, students understand in greater detail the function of the body, learn to measure their own performance more accurately, and develop plans for improvement. Identifying the types of activities that provide them with enjoyment and challenge will encourage them to be physically active throughout life which is reinforced during instruction in these grades.

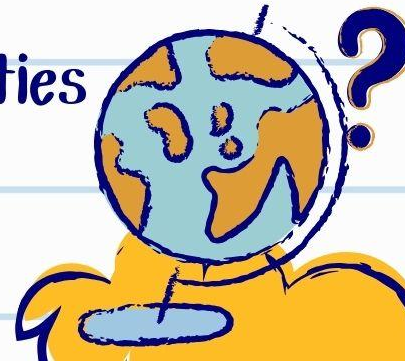


**AYPYN**



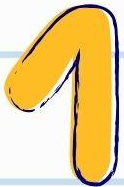
# AYPYN Programs

After School Clubs and Activities



# Army Youth Programs in Your Neighborhood

Army Youth Programs in Your Neighborhood (AYPN) partners with school districts and other community-based youth organizations that provide quality after-school programs for youth 11-18 years of age attending middle and high schools.



# AYPYN Core Program Areas

1. Leadership and Service

2. Health and Wellness Programs

3. Sports and Recreation Programs

4. Education and STEM Programs

5. The Arts (Digital, Fine, Applied, and Performing)

2

# CLUBS OFFERED

## Leadership and Service

B.E.T.A CLUB (Invite Only)

Ladies Mentoring Program

Male Mentoring Program

Student Government Association



3



# CLUBS OFFERED

## Health and Wellness

Eagles in Motion – Fitness Club

R.U.S.H. Club



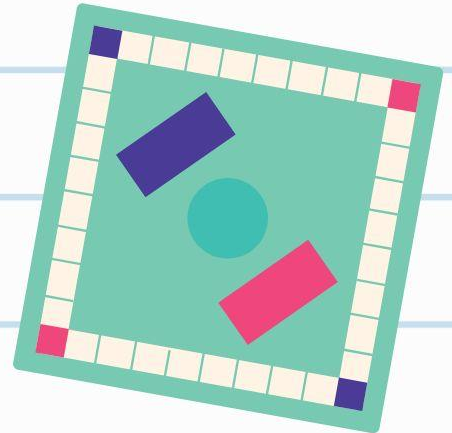
4

# CLUBS OFFERED

## Sports and Recreation

Board Games Club

Study Hall for Athletes



# CLUBS OFFERED

## Education and STEM

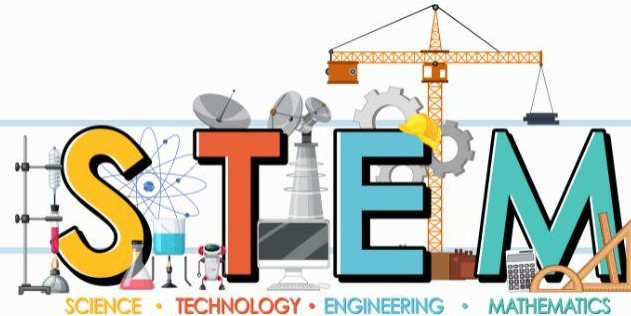
Battle of the Books

English Second Language (ESL) Tutoring

Math Tutoring

Robotics

Science Olympiad



6

# CLUBS OFFERED

## The Arts

Art Club (Invite Only)

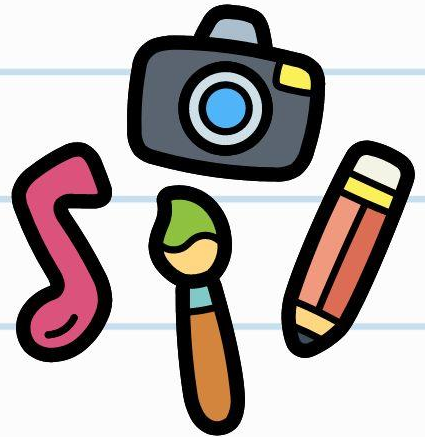
Band Club (Invite Only)

Dance Team (Try Out)

Journalism Club

Step Team (Try Out)

Yearbook Club



# Transportation



8

AYPN forms will help to determine if transportation will be provided by the students!

# CLUBS Beginning Monday

## September 23, 2024

Art Club - Tuesday, Sept. 24

Band Club - Monday, Sept. 23

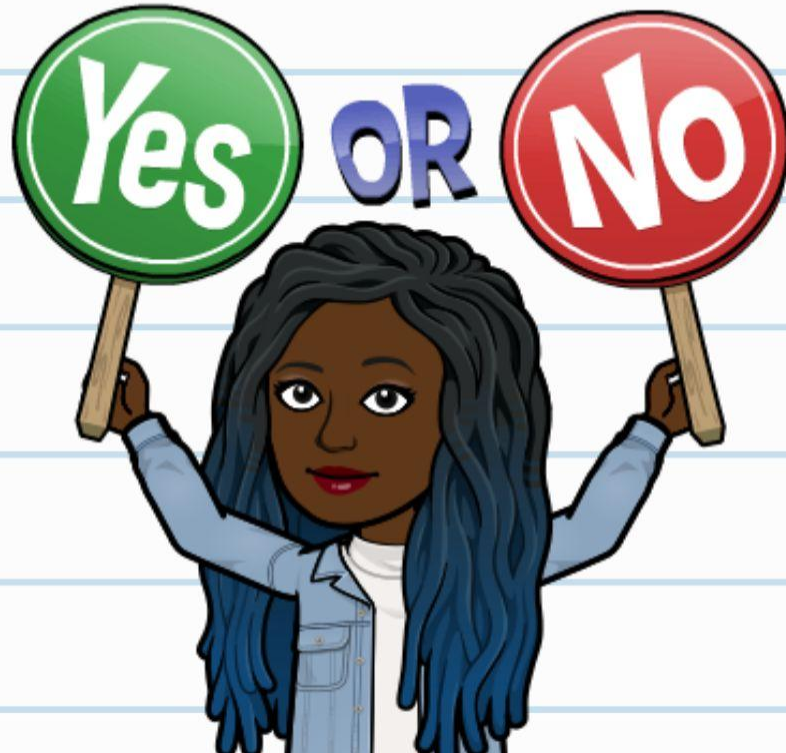
Robotics - Tuesday, Sept. 24

R.U.S.H Club - Tuesday, Sept. 24

9

Majority of the other clubs will begin  
October 7, 2024!

# Any Questions?



10

# World Languages



# Spanish: Introductory Level

Students start learning Spanish with a focus on the development of vocabulary and understanding of their own culture and the one of people who speak Spanish.

## Music



Offered to students in  
Sixth and seventh Grade.



## Traditions & Food

Students will learn how to ask and answer questions using vocabulary while interacting with classmates.

# High School Spanish:

## Level One

Students begin to develop their communicative competence in Spanish by practicing the four communication skills: listening, speaking, reading and writing.

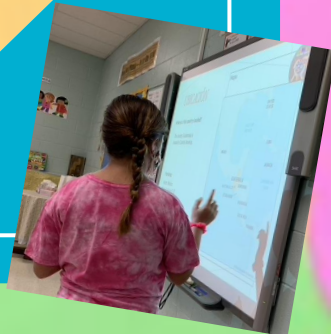
Offered to students in eight Grade.



Students learn to communicate in real-life contexts about topics that are meaningful to them, by promoting using the Spanish language in the classroom, as well as authentic materials to learn about the culture.



Presentational skills will involve preparing information to be shared with an audience, either through speaking or writing.





# EAST HOKE MIDDLE SCHOOL

**1era REUNIÓN "TITLE I" DE ESCUELA INTERMEDIA  
2022-2023**



BIENVENIDO  
S

# Beneficios de esta reunión



- Conocer a los profesores bilingües de la escuela y otros miembros de la escuela.
- Visión y Misión de la escuela.
- Canales de comunicación disponibles con Mrs. Murphy, bilingüe.
- Conocer los temas que sus hijos o hijas van a aprender en cada materia.
- Recursos como tutorías y clubs.
- Preguntas o preocupaciones.

# Personal y profesores bilingües en **EHMS**

## Recepción

Mrs. Murphy

## Inglés

Mrs. Adraste

## Matemáticas

Mrs. Akers

## Ciencias

Mrs. Lalin

## Apoyo estudiantil

Mrs. Inglis

## Electivas

Mrs. Olga

## Sociales

Mrs. Dubreuil

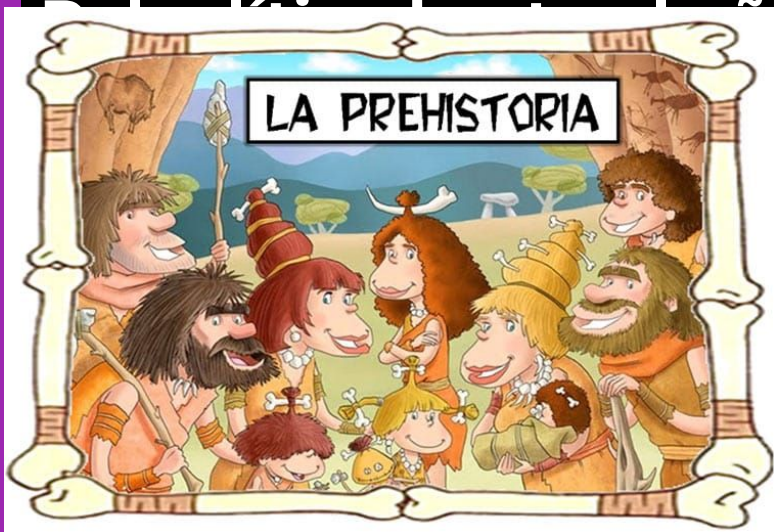
Mrs. Laverde

# Misión de nuestra escuela “East Hoke Middle School”

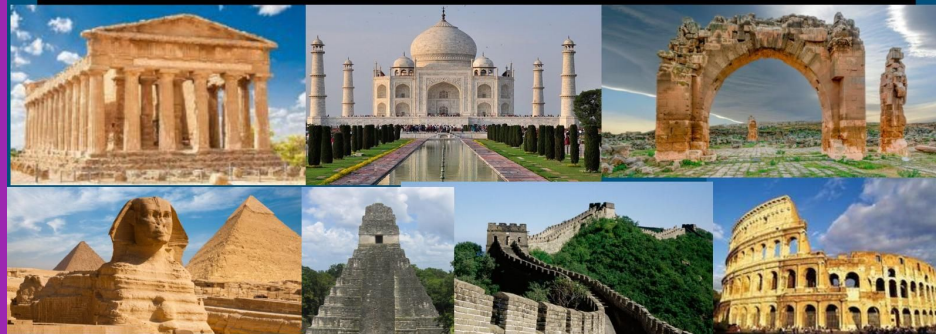
**La misión de la Escuela Intermedia East Hoke es proporcionar un ambiente seguro donde todos los estudiantes puedan prosperar académica y socialmente, mientras se preparan para funcionar en el mundo real.**

# SOCIALES DE GRADO 6°

Este curso está designado para presentar a los estudiantes el comienzo, la expansión y el final de las civilizaciones desde la Era



“Las Grandes Civilizaciones de la antigüedad”





En este  
desde el

# SOCIALES DE GRADO 7°

EDAD

Romano hasta 1492 d.C. con el Descubrimiento de América.

Seguiremos con la EDAD MODERNA desde 1492 d.C (Descubrimiento de América) hasta 1789 d.C. con la Revolución Francesa.



# SOCIALES DE GRADO 8°

Estudiaremos la historia de Estados Unidos y Carolina del Norte. Inicia con la época Colonial y Camino hacia la Revolución, luego con la Expansión, economía de la Nueva nación y finalmente los temas de Norteamérica Contemporánea o actual.





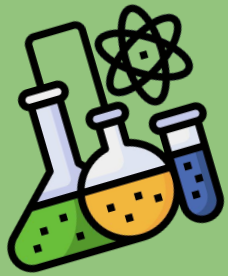
# Noche de Ciencias

**En lugar de tener una Feria de Ciencias, los profesores de ciencias han decidido tener una Noche de Ciencias.**

**Los estudiantes pueden elegir entre un experimento o una demostración científica. Los proyectos de los estudiantes serán seleccionados y luego exhibidos en el gimnasio.**

**Los maestros de ciencias pueden crear una demostración científica, un mural de ciencias o presentaciones cortas en las que los ayudantes nominados/seleccionados por los estudiantes presentarán y ayudarán.**

**La fecha tentativa está programada para \_\_\_\_\_. Más información por venir.**



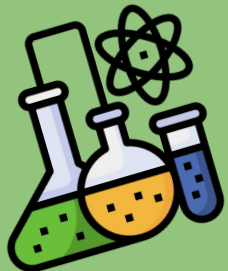
# Ciencias

# as

6°



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8°

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6°

# Matemáticas



7°

# Matemáticas





8°

# Matemáticas



# ELA – Clase de

La clase de Lectura y Escritura enseña a los estudiantes cómo leer, escribir, hablar y escuchar.

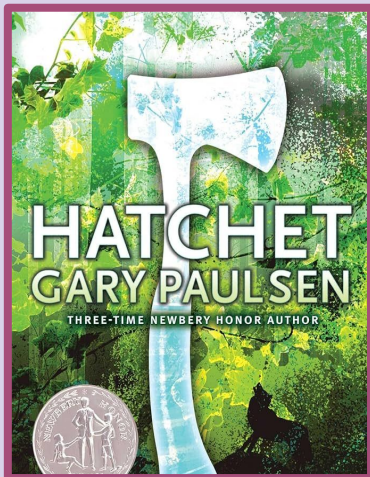
La clase de ELA se centra en las siguientes habilidades:

1. **Lectura:** Los estudiantes aprenden a leer textos complejos de ficción y no ficción, y utilizan detalles y evidencia de los textos.
2. **Escritura:** los estudiantes aprenden a escribir de manera efectiva
3. **Vocabulario:** los estudiantes aprenden nuevas palabras.
4. **Discusión:** Los estudiantes aprenden a comunicarse con otros a través de discusiones en clase.



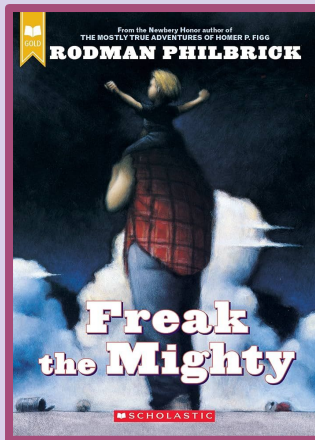
# LA CLASE DE INGLÉS DE

6°



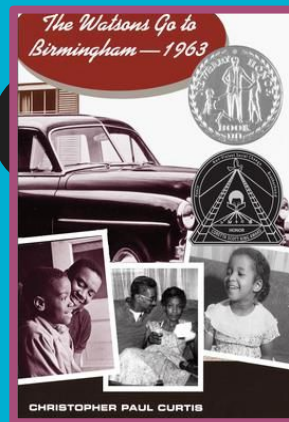
**El hacha**

Libro de suspenso



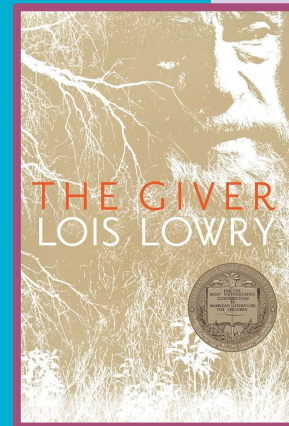
**Freak el poderoso**

Libro de ficción



**Los Watsons van a Birmingham**

Libro de ficción histórica



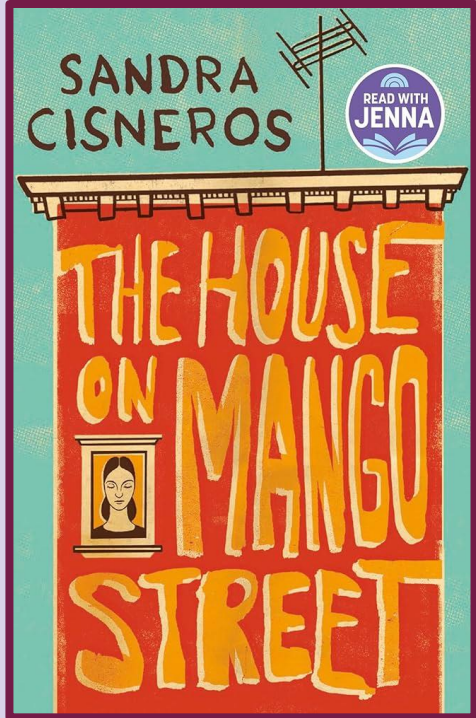
**El dador**

Libro de ciencia ficción



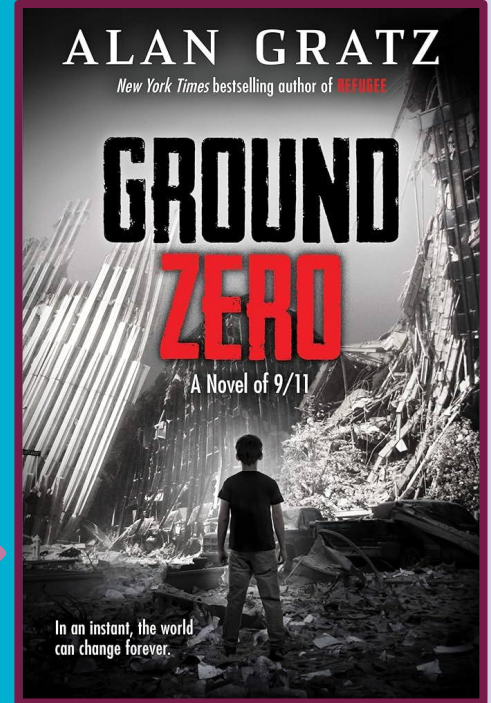
# LA CLASE DE INGLÉS DE

7°



La casa en Mango Street  
**GRADO 7°**  
Ficción

Zona Cero  
Ficción Histórica





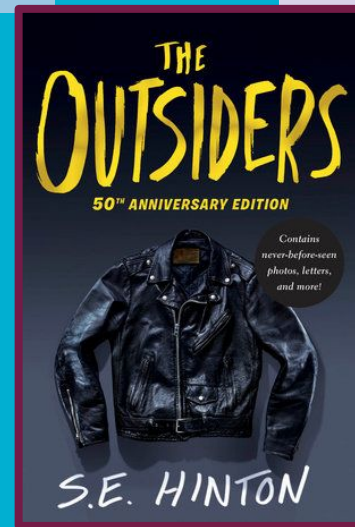
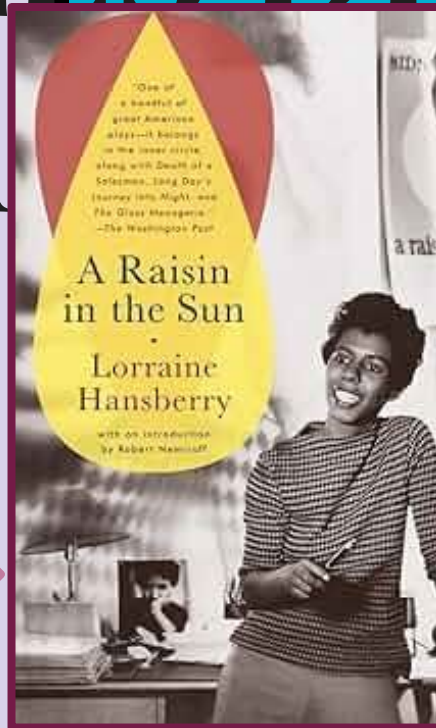
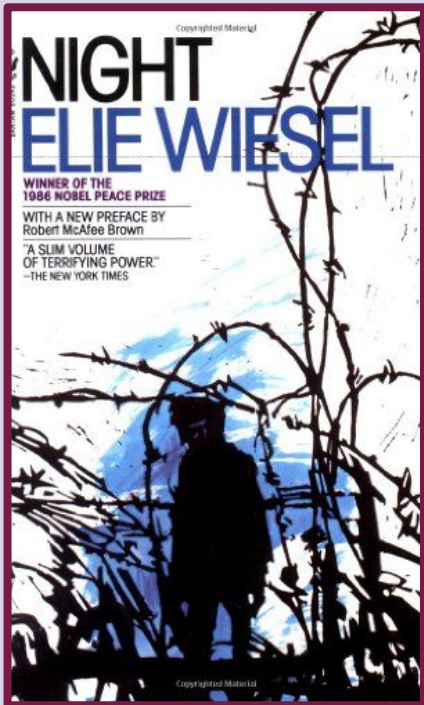
# LA CLASE DE INGLÉS DE

8º

# GRA

La Noche  
Autobiografía

Un lunar  
en el sol  
Drama



Rebeldes  
Libro de ficción



6°

# Electivas

1. Las notas están en **CANVAS** y/o en **POWERSCHOOL**, sus hijos ya saben entrar en el computador o en sus celulares.

2. Pueden ayudar desde casa preguntando a sus hijos cómo van, sus notas y que se las muestren en su computadora y hasta en sus celulares.

3. El comportamiento y la disciplina es más estricta, el irrespeto hacia los maestros o compañeros tendrá consecuencias normativas desde anotaciones en su registro escolar hasta suspensiones dentro y fuera de la escuela.

**ÚLTIMOS  
AVISOS**

Gracias  
Padres



**Aclaraciones o preguntas**