dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Parent Guide

Grades 6 - 8

Quarter Four Learning Focus

The information is provided as a reference for parents as learning at home continues during the Covid-19 pandemic.

#inthistogether

Tips for Supporting Students at Home in English Language Arts

School as we know it has been placed on hold, and parents, you've suddenly found yourselves thrust into the role of educators for your children. We understand the anxiety, frustration and fear that this role may elicit, and stand ready to support you and your children at home. With this in mind we have crafted this list of suggestions that you can immediately use to help ensure that your children continue to practice and enhance important skills in English Language Arts .

Be a positive role model for reading and writing

- Let your children see you reading for pleasure and performing routine activities such as reviewing letters, recipes, instructions, newspapers, magazines, and e-mail. Enlist their help by discussing the contents (as appropriate), soliciting their input and asking them questions and providing them with opportunities to write for different purposes and audiences.

- Engage your kids in conversation regularly. This provides great opportunities for building their listening, speaking, reading and writing skills.

Make sure you have (or have access to) lots of reading materials at home for your children

- Reading materials don't have to be new or expensive. Take advantage of the e-books provided by your school's Library Services listed on your school's website... Variety in reading materials exposes students to differing perspectives and allows them to broaden their worldview. Don't forget to include lots of informational /non-fiction reading materials.

- Ask them to provide evidence for their responses. Ask them to identify and create a running list of unfamiliar words in their text to help build academic vocabulary and help them find the meanings by using online dictionaries, Google etc.

Talk to your children's teachers about reading

Don't be shy — the teacher will welcome your interest! Ask for a list of books for your children to read independently at home that align with topics that they are studying in their ELA classroom; and ways that you can support what they are doing in their ELA class at home. This way, students can continue learning important skills that they need to build their knowledge and skills in literacy.

Listen to (and read) the news and discuss it with your children

Ask them about their opinions. For example, ask them if they think the information or news source is credible, and make sure you ask them to provide reasons for their answer. Ask them to prove the correctness or incorrectness of information presented. Ask them to compare and contrast various news sources in terms of credibility. Students can even research news topics that are relevant or of interest to them to develop their own perspectives- this is an important critical thinking skill that they need.

If your children have difficulty reading, discuss this with their teachers immediately

- Ask the teachers what the school is doing to help him/her and what you can do at home to support your child. When children struggle with reading, it's important for parents and teachers to work together to help solve the problem.

Questions to engage students in reading, writing, listening and speaking :

When reading a book:

Elaborate on_____.
How would you clarify the meaning _____? How would you compare/ contrast_____?
How would you differentiate between_____ and _____?
How would you express_____?
How would you generalize_____?
What can you infer from ? How would you develop_____? How would you after _____ to _____? How would you change_____? How would you modify_____? How would you demonstrate_____?
How would you develop_____ to present _____? How would you present _____?
How would you solve_____?
What actions would you take to perform_____? What examples can you find that _____?
What other way would you choose to _____? What would the result be if _____?

Copy and paste this link to see more questions that stimulate discussion and prompt writing:
https://www.grinnell-k12.org/vimages/shared/vnews/stories/56117b0592c1e/Blooms%20Question%20Stems.pdf

Ideas for Writing

Allow students to write creatively: poems, stories, songs plays etc; write informational papers such as reports on topics important to them, news stories on issues in the community; argumentative writing to take a stand on an issue that is relevant to them, etc.

Middle School Mathematics

The guide is provided for parents to support children during the last quarter of the school year. The topics are listed for each middle school math course. Suggested online resources are provided and questions to support students who may need assistance with assignments. Please contact your child's math teacher for additional guidance with supporting children at home.

Accelerated Math 7/8
Module 4 - Students solve problems involving the area and circumference of a circle and surface area of three dimensional objects. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume.Students explore ideas about congruence and similarity to describe and analyze two-dimensional figures to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines.

Math 6
Module 5 - Students use expressions and equations to solve for unknowns in area, surface area, and volume problems. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures to solve real-world and mathematical problems.
Module 6 - Students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.They learn mean and mean absolute deviation (MAD) are used for data distributions that are approximately symmetric, and the median and interquartile range (IQR) are used for distributions that are skewed.

Math 7
Module 5 - Students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use and evaluate probability models.
Module 6 - Students draw and construct geometrical figures. They solve unknown angle, area, volume, and surface area problems, which include problems involving percentages of areas or volumes.

Math 8
Module 6 - students use their understanding of functions to model the relationships of bivariate data (scatter plots, two-way tables).
Module 7 -Students explain a proof of Pythagorean theorem and solve problems using Pythagorean Theorem. Students understand irrational numbers and ways to represent them (radicals, non-repeating decimal expansions) on the real number line.

Accelerated Math 8/Algebra 1
Module 5 - Students synthesize what they have learned during the year by selecting the correct function type in a series of modeling problems. Skills and knowledge from the previous modules support the requirements of this module, including writing, rewriting, comparing, and graphing functions and interpretation of the parameters of an equation. Students also draw on their study of statistics using graphs and functions to model a context presented with data and tables of values.

Questions to ask your child
Do you understand how to do the problem? Where do you think you should begin? What do you know about the problem? Is the problem similar to a problem you have done before? Can you use your textbook or notes to help you? What friend can you contact for assistance? Can you complete any part of the problem? What questions can you ask your teacher?

Online Support
Khan Academy
Mathia (via Clever login) Discovery Education (via Clever login) search by standard https://military.tutor.com/home

Middle School Mathematics

Science

	6th grade- Module K- Force, Motion, and Fields.	7th grade- Module B- Cells and Heredity	8th grade- Module H- Space Science
What's the story?	In Module K, Force, Motion, and Fields, you will continue your study of matter and energy in the Earth system as you analyze how forces are related to matter in the Earth system and beyond, in our solar system.	In Module B,Cells and Heredity, you will build on your understanding of systems from Modules I and F. You will study cells, which are the smallest living systems and organisms as systems. In Unit 3, you will continue your study of organisms from Units 1 and 2 as you investigate how the traits of organisms are passed down from parents to offspring,	In Module H, Space Science, you will greatly expand the scale of the systems you investigated in Module J and use evidence to explain the patterns of movement of the sun, moon, and stars that we see in Earth's sky. In Unit 2, you will examine evidence to explain how the solar system formed and how we can model the structure of the solar system and the universe.
Essential Understandings by Unit	**Unit 1 Forces and Motion** •How do forces act on objects? •How do gravity, friction, and air resistance influence objects in motion? •How can we describe and measure motion? · •How do Newton's Laws of motion describe and predict patterns we see in the motion of matter? •How are energy and collisions related?	**Unit 1: Cells** • How can cells be observed? • How is a cell an example of a living system? • How do the structures within a cell relate to their function? • Why are cells so small?	**Unit 1 Patterns in the Solar System** • What motions explain the apparent movement of the sun, moon, and stars in the sky? • Why does the appearance of the moon change shape in a monthly pattern? • How can we use models to explain solar and lunar eclipses? • Why does Earth have seasons?
	Unit 2 Electric and Magnetic Forces •What variables influence the strength of a magnetic force? •What variables influence the strength of an electric force? •How can fields be modeled if we cannot see them? •How are an electric current and a magnetic field related?	**Unit 2: Organisims as Systems** •How are living things organized? •How do body systems interact to perform all life functions? •How do plant body systems interact to respond to the environment? •How do animal body systems interact to process information?	**Unit 2 The Solar System and the Universe** • What evidence do we have to explain how the solar system formed? • How do we know where Earth is in the solar system? • How do we know about what exists beyond our solar system? • What role does gravity play in motion in the universe?
	·	**Unit 3 Reproduction, Heredity, and Growth** • How are genes related to an organism's traits? • How are different types of reproduction related to genetic variation? • What influences the reproductive success of flowering plants? • How are animal behaviors related to reproductive success? • How can genetic and environmental factors influence the growth of organisms?	
	Primary Science Instructional Resource: HMH Dimensions- https://www.hmhco.com/		
Where can my child get help?	https://www.discoveryeducation.com/	https://tutor.com/ https://www.khanacademy.org/	https://mackinvia.com/ https://galesupport.com/district/dodea

			
Middle School Social Studies			
	6th Grade - The Eastern World	7th Grade - US History I	8th Grade - US History II
In Quarter 4 your student will be learning:	Students will identify and explain the distinct cultural regions developned after the fall of Rome (e.g. Feudal Western Europe, the Byzantine Empire, and the Islamic caliphates).	Students will explain how reform movements in the 1800s led to social change (e.g. abolitionist, women's rights)	Students will explore the foreign relationship challenges facing the United States post World War II -the War on Terror.
		Students will explore the compromises, causes, and events leading to the Civil War.	Students will identify and explain the major social, legal, economic, and environmental problems facing the United States post World War II.
		Students will identify and explain the role of key leaders, key battles, and the goegraphi, economic and military advantages for the North and South.	
Your student may be learning the content of social studies by:	Writing evidence based arguments and informational texts for a variety of audiences, generating questions and conducting research, readingcomplex texts, preparing and participating in a range of online conversations and collaborations considering multiple -perspectives, present inginformation, and listening to and learning from others.		
Primary Resource	Online Textbook HMH The Eastern World	Online Textbook Pearson United States History	Online Textbook Pearson United States History
Additional Resources	DoDEA Social Studies - Student Support for Learning at Home		

Fine Arts			
	Music	**Art**	**Drama**
Ask and Discuss	What pieces are you working on for your music class?	What project or concepts are you exploring in your art class?	What monologues or dramatic works are you working on in theatre?
	Can you play what your working on for me? The full piece or an excerpt, whatever you are focusing on.	Can you show me what your working on and what it means?	Can you give me a sample performance or excerpt of the work?
	What do you think needs to be improved? What did you do well? What is your plan to refine your skills?	How can you improve this work or what might you do differently? What is your plan to hone your skills with this work?	What do you think needs to be improved? What did you do well?
Arts Standards (DoDEA Links)	https://www.dodea.edu/Curriculum/FineArts/Music/standards.cfm	dodea.edu/Curriculum/FineArts/upload/standards_8x11_visual_arts_ccrsa.pdf	https://www.dodea.edu/Curriculum/FineArts/upload/CCRSA_theatre_G6_12.pdf

Health Education Student Learning	
What: NHES (National Health Eudcation Standard)	
NHES #7: Students will practice health-enhancing behaviors and avoid or reduce health risks.	NHES #1:Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Why:	
a. To understand and practice health enhancing behaviors and prevent illness and disease	a. To understand ideas about practicing healthy behaviors and preventing the spread of disease
How:	
Part 1	Part 2
a. View the infographics "Break the Chain of Infection" 1.) https://wspehsu.ucsf.edu/wp-content/uploads/2015/10/Poster_BreakingChainInfection.pdf and 2.) https://ceufast.com/imgs/ceufast-infection-control-and-barrier-precautions.gif	a. Students will identify risk factors and evaluate personal health behaviors in order to assess their needs and create a plan to reduce or prevent health risks
b. Practice and explain the importance of handwashing, covering your mouth and sanitizing surfaces.	b. Reflect on and identify personal health behaviors that reduce health risks
c. Create an infographic/poster/ad/slide that explains how a student can practice healthy behaviors or diease prevention	c. Create a 3 month health plan for yourself and your family that includes the following topics: nutrition, exercise and stress management
	d. In the health plan of part c, write out: 1.) the amount & type of exercise you & your family will engage in each week, 2.) a meal plan to include nutritious foods, and 3.) weekly mental and emotional health exercises (i.e. yoga, meditation, deep breathing)
Ask & Discuss:	
a. How can I protect myself from catching a cold, the flu or a virus?	a. How can I and my family create an exercise plan at home?
b. How can I boost my immune system?	b. What kinds of foods and nutritious foods and resources can I and my family use to create a meal plan that works for all of us?
c. How can I take care of myself if I become ill?	c. How does exercise, nutrition and stress management play a role in disease prevention?
What's Next?	
a. Students can share with family members their creative item (infographic/slide/ad etc) on practicing healthy behaviors or disease prevention	a. Students can share their plan with their family members and/or include their family members in the creation of their health plan
b. Parents and students can discuss how their family can adopt health practices related to the information shared by the student.	b. Students can meet with their family members once a week or once a month to revise or update their plan based on their families needs. Students can revise or update their invidual personal health plan based as needed
Physical Education Student Learning	
What: National Physical Education Standards (NPES)	
PES #3:The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	PES #5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Why:	
a. To achieve and maintain physical fitness at home	a. To enjoy physical activity and work towards being a physically literate individual
How:	
Part 1	Part 2
a. Use the link to engage and track physical activity at home: https://www.shapeamerica.org/uploads/pdfs/2020/resources/Physical-Activity-Log-Sample.pdf	a. Create a 3-month fitness plan that can be done at home or in your neighborhood using various resources (at home equipment, body weight exercises, items found in nature (walking trails, stairs, parks). Use this calendar as a resource: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Activity_Calendars_English.aspx
Ask & Discuss:	
a. How can I use my fitness log to set personal fitness goals?	a. How can I make my fitness program creative and enjoyable?
What's Next?	

a. Talk with your family about completing the log together	a. Share your fitness plan with family members and ask if they want to join you or create their own plan
b. Create some new fun physical exercises that you can do at home and place in your activity log	b. Write about your at home fitness journey in a journal. Discuss the challenges and successes of working out at home. Give yourself motivating tips to stay on your fitness plan

Career and Technical Education At-Home Supports

Program Overview:	Middle school Career and Technical Education (CTE) is focused on allowing students to explore various career opportunities and engage in basic career skills in preparation for choosing a career pathway in high school. In a typical classroom this goal is achieved through a variety of text and digital resources that are then supplemented with hands-on projects, labs, industry scenario simulations, guest speakers, and field trips. Now that we have transitioned to digital learning for all students, teachers are employing a variety of digital tools to try and provide meaningful engagement for students to still explore career opportunities and develop career skills from home. One of the most supportive things you can do to help your middle school CTE student succeed is to speak with them regularly about courses and to also share about your own work experiences and the importance of flexibility and patience through these trying times.	
General Resources for Career Exploration:	DoDEA has a variety of digital resources provided to students and teachers for career exploration and classroom enrichment. Please explore the links below with your student to explore various career opportunities, explore career interests, and plan for the future.	
	Choices 360	DoDEA's Choices360 is a comprehensive, easy-to-use, online career and academic planning resource that helps DoDEA students graduate with a diploma and a plan.
	Discovery Education	Discovery Education offers engaging media rich activities for students to learn about various subject matter. If a user searches by subject for a topic, there is a whole subject dedicated to careers and workplace skills.
	DoDEA Career Explorer Magazine	DoDEA developed career conversation magazine looking in depth at each of the career pathways offered throughout DoDEA
	DoDEA's Digital Learning at Home for Parents	DoDEA parent guidance for Digital Learning at Home
	DoDEA's Digital Resources - K-12 Digital Resources	Current listing of all DoDEA approved digital learning resources
Standard Operating Procedures for CTE Courses:	In CTE courses, teachers are provided the autonomy and flexibility to develop their own pacing and sequencing of content to meet the needs of their students and communities. This often means that content looks somewhat different between schools based on student needs, interests and abilities as well as community partnerships and resources. As such, the teachers are the best source of which skills are the most suited for focus on during the upcoming fourth quarter. However, it is the expectation of all DoDEA CTE teachers to design and communicate meaningful, engaging instruction based around the competencies and skills necessary for success in the correlating career clusters for each pathway course. This includes middle school exploratory courses that support future high school pathways. The foundational concepts for this alignment can be found in the adopted DoDEA Career Ready Practices and the DoDEA College and Career Ready Standards for Career and Technical Education. Below you will find links to each of these resources, with specific standards page references for each course in the "Course Specific Supports" section.	
	DoDEA's Career Ready Practices	
	DoDEA's College and Career Ready Standards for Career and Technical Education - CCRS-CTE	
Parent/Student Support Protocols:	It is always best to begin discussions with your student to learn what assignments and learning are taking place in their CTE course. However, in the event that you would like further information or clarification, it is recommended to communicate regularly with your student's teacher via email to discuss concerns and ask questions. If requested, teachers should be able to provide alignment between any assigned activity and it's correlating competencies/skills and standards. If you still have questions or concerns that you would like to share, please reach out to the school administrator, who can put you in contact with your district's CTE Instructional Support Specialist.	

Course Specific Supports:

Middle School Course (Course Code)	Course Description	Related Standards (CCRS-CTE)	Aligned Career Pathway	Some Related/Suggested Topics
Business Enterprise (PTB101, PTB102)	The Business Enterprise course introduces middle school students to the world of work-its expectations, demand for skills, flow-of-activity, performance standards and need for interpersonal skills.	Page 10	Business Management	-Practice basic office skills (email, professional writing, word processing, spreadsheets, databases, presentation development) -Explore impacts of current events on economy/business -Explore project management
Applied Technology (PTE101, PTE102, PTE103)	The Applied Technology course provides middle school students an introduction to various forms of technology and technical systems. Career opportunities will also be explored.	Page 17	Engineering and Technology	-Impacts of culture on technology usage -Engineering Design Process activities -3D modeling and design -Prototype development and testing
Introduction to Electronics (PTE104, PTE105, PTE106)	The Introduction to Electronics course is designed to acquaint middle school students with the types and levels of work in power and energy occupations.	Page 17	Engineering and Technology	-Circuit Design -Basic calculations with circuits -How electronics are used in daily life
Computer Applications (PTI101, PTI102, PTI103, PTI104)	Computer Applications is designed to assist middle school students in applying a variety of computer technology and its application to their daily lives. In additional to information literacy, the areas of technology introduced may include word processing, spreadsheet, database, Internet, e-communication, graphics, presentation and publications applications, and using digital and scanning equipment.	Page 10	Business Management	-Word Processing -Databases -Spreadsheets -Presentation Software -Professional Writing
Technology Leader Communications (PTI108)	The Technology Leader Communications course is designed to train middle school students to become effective teachers and learners by complementing the technology support in their school community. Topics include Internet navigation and searching, web page creation, server management, desktop publishing and graphics applications, GIS, CAD, and other specialized software.	Pages 15-16	Cybersecurity	-Internet Research -Technical Documents -Web Design -Computer Graphics
Graphics Communications (PTI110, PTI111, PTI112)	The Introduction to Graphic Communications course is designed to provide middle school students with exploratory and investigative activities in offset lithography, photographic processes, book binding, pad binding, and paper making.	Pages 15-16	Digital Design and Communication	-Digital Photo Manipulation/Editing -Desktop Publishing -Designing Visual Layouts (flyer, brochure, event programs)

Introduction to Programming (PTP101, PTP102, PTP103)	The Introduction to Programming Languages course is designed for middle school students to utilize computer languages that meet needs specified in the Essential Objectives, such as Logo or BASIC.	Pages 15-16	Programming	-Writing Pseudocode -Writing, Compiling, and Testing Code -Virtual Robotics Activities
Video Production (PTV101, PTV103)	The Introduction to Video Production course is designed to provide middle school students with exploratory and investigative activities dealing with camera functions, filming techniques, composition, non-linear/linear editing, and computer animation/graphics.	Page 9	Video Communications	-Creating PSAs for current events -Gathering and Manipulating/Editing video -Writing Scripts and Storyboards
Pathways to Careers (PTW101, VEZ103E)	The Pathways to Careers course is designed to provide middle school students with a broad overview of the world of work through self/career awareness.	Pages 5-8	Applicable to all CTE Pathways	-Resume writing -Practice Interview Skills -Professional Communications
Family and Consumer Sciences (PTZ101, PTZ102, PTZ103)	The Family and Consumer Science course is designed to provide middle school students with basic skills needed for life. The course will acquaint the middle school students with parenting, childcare, basic nutrition, meal preparation, family relationships, environmental resources, and care giving for children and elderly.	Page 13 Page 14	Culinary Arts or Therapeutic Services - Patient Care	-Nutrition and Meal Planning -Basic Consumer Economics -Personal Financial Literacy -Care for Sick, Infant, or Elderly Family Members -Writing a Children's Book -Create a Schedule of Chores/Household Tasks