



# Quarter Three News From 7th Grade

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\*\*\*\*\***Team Two:** Allin, Kuehl, Dunkelberger, Hovden

Welcome to Quarter three! The year is flying by. Below you will find a short blurb for each of your student's core academic classes as well as teacher contact information. Please reach out with any questions you might have for us. We are looking forward to an excellent second half of the year with our 7th graders!

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## Core Class Information

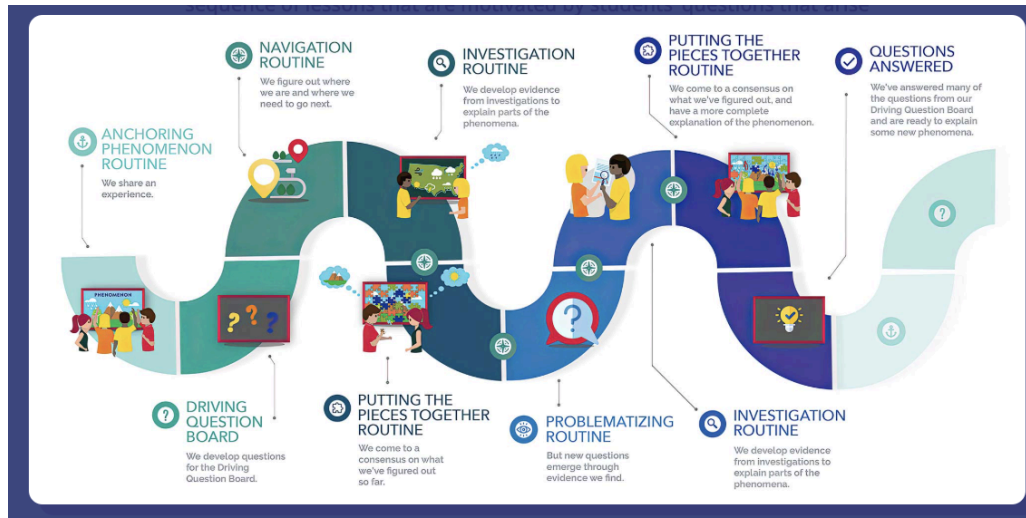
**Science: Mrs. Allin**

**[aallin@northfieldschools.org](mailto:aallin@northfieldschools.org)**

In quarter two we learned about cells and genetics. During the cell unit, students learned how living things heal and grow. In the genetics unit, we figured out how living things look different from each other using cattle with extra big muscles as our anchoring phenomenon. We will complete the genetics unit during the first two weeks of quarter 3.

The OpenSciEd curriculum uses a story line approach and requires students to reach a consensus and figure things out together. I appreciate all the students who contributed to discussions and collaborated with classmates throughout quarter 2. By building a

community of learners, students used evidence to explain how we heal and how traits are inherited.



In quarter 3, students will complete the Natural Selection unit. In that unit, we will investigate how living things today are connected to things that lived long ago. Students will evaluate evidence and learn about connections between ancient and modern penguins to understand natural selection.

During quarter 3, students will discover what is causing M’Kenna’s symptoms as we study metabolic reactions and the human body.

Student notes continue to be a key resource for recording what we have learned. We do phase one note-taking together, with students processing, connecting, and summarizing more independently, but with guidance. We grade selected pages of notes, and tests are open-note. Other key resources posted in Schoology include teacher slideshows and assignments. The slideshows are important to look at when a student is absent. Please encourage your student to use these slideshows when they miss class.

Please contact me with any questions. I look forward to a great quarter three!

-Amy Allin

**Social Studies: Mrs. Hovden**

**([lhovden@northfieldschools.org](mailto:lhovden@northfieldschools.org))**

In the first week of Quarter 3, students will wrap up their World War I historical fiction novel assignment. I'm so proud of their hard work and effort with these books! Book Check #3 (the last comprehension check) is due Tuesday, January 27. After we wrap up our books, we will close the unit by watching the movie adaptation of "*All Quiet on the Western Front*" (the 1979 version made for television), considered to be the greatest (anti)war novel of all time. Here is a review of the film: [Film Review](#)

After the World War I unit, we will study United States history from the 1920s to the Vietnam era in the late '60s and '70s. During the third quarter we will be studying what many historians call "hard history." Topics include:

- the Boom and Bust of the 1920s
- the Stock Market Crash and the Great Depression
- World War II
- the post-war era of the 1950s and Cold War
- the Civil Rights movement of the 1950s-1970s
- the Vietnam Era

Our studies will include a mix of resources including interactive activities, readings from the History of US book series (Joy Hakim), authentic video and audio clips, and other primary sources. Please discuss aspects of these challenging topics with your student as they arise in discussions at home. Let me know if you have any questions or concerns.

## Math: Mr. Dunkelberger

[\(bdunkelberger@northfieldschools.org\)](mailto:bdunkelberger@northfieldschools.org)

### Pre-Algebra

I wanted to share an update on what students will be working on next in Pre-Algebra, along with a few important expectations as we move forward.

We are currently wrapping up our unit on **percent and proportional relationships**, where students have been developing their understanding of ratios, rates, and percent problems and how these concepts connect to real-life situations.

After completing this unit, we will move into a review of **rational numbers**, including positive and negative numbers, fractions, and decimals. Our focus will be on building

confidence and accuracy with these skills, as they are essential for success in later units. Students will then begin applying these concepts as we transition into **expressions and equations**.

As part of this work, we will also be piloting an additional curriculum. This process will help us determine which materials best support our 7th graders' learning needs. Students may notice some variation in lessons and activities, and their engagement and feedback will be an important part of this process.

Please note that classwork and assignments are expected to be completed, and any work missed due to an absence must be made up. Staying current with assignments is one of the best ways students can continue to grow and feel successful in math.

Finally, active participation in class is essential. Asking questions, attempting challenging problems, and engaging in class discussions help students become stronger problem solvers—not only in math class, but beyond the classroom as well.

Thank you for your continued support. Please don't hesitate to reach out if you have any questions.

Mr. Dunk

## **Algebra**

As we head into the next quarter, I wanted to share an overview of what students will be learning in Algebra and how our work will continue to build on key concepts from earlier in the year. We have recently finished **Unit 5 on Linear Functions**, and students will continue to apply and extend those skills throughout the upcoming units.

In Unit 6, students will explore special types of linear equations and relationships. We will focus on identifying graphs of **parallel and perpendicular lines**, with an emphasis on how slope helps define these relationships. From there, we will transition to **scatterplots**, where students will analyze data to determine association, causation, and make predictions based on trends. This unit helps students connect algebraic concepts to real-world data and reasoning.

Later in the quarter, students will move into Unit 7, where they will learn how to **solve systems of linear equations**. Students will practice solving systems using graphs and equations, and will focus on interpreting what the solutions mean within a given context.

To close out the quarter, students will begin Unit 8, which focuses on the **properties of exponents** and **scientific notation**. Students will learn how to apply exponent rules

to simplify expressions and work with very large and very small numbers—skills that are essential for future math and science courses.

Throughout the quarter, students will continue developing their problem-solving skills, mathematical reasoning, and ability to explain their thinking both verbally and in writing. Encouraging students to ask questions and advocate for themselves when they are unsure will remain an important focus.

Please feel free to reach out if you have any questions about our upcoming work. Thank you for your continued support!

Mr. Dunk

## English 7: Mrs. Kuehl

[\(hkuehl@northfieldschools.org\)](mailto:hkuehl@northfieldschools.org)

We are already at the midpoint of the school year, and every year that seems to happen more quickly! We began quarter two by completing our module on the Medieval Ages with a culminating narrative essay. It was a pleasure to see how the students used the knowledge gained throughout quarter one to create interesting and coherent characters and plots.

Shortly after completing that essay, we used the historical fiction novel *Code Talkers* by Joseph Bruchac to help us consider this question: “How do societies benefit from cultural knowledge?” It has been a privilege to watch as students grapple with important questions like this using creativity and intelligence. We also practiced gathering evidence from the text to be used in a compare/contrast essay that we will be writing soon. In addition, students completed 8 weeks of Reading Plus assignments.

As we begin quarter three in English 7, we will be wrapping up this current module with a culminating compare/contrast writing assignment.

By mid-February, we will begin our next module. During this module, we will be using two texts: George Orwell’s *Animal Farm*, and *90 Miles to Havana* by Enrique Flores-Galbis. This is a part of our newly adopted curriculum called *Arts and Letters*.

Before we begin that next module, each student will be given a “Tips for Families” sheet to take home. Please ask your student to share it with you. If they are not able to find it, remind them that there will also be a copy available on Schoology in the COURSE INFORMATION folder of their English course.

Finally, we will continue our work to improve our comprehension and reading fluency using our individualized, online reading program called *Reading Plus*. Please remind your student to practice their reading each week that there is an assignment. If your student’s Skyward grade shows missing work in this area, you can easily check how they are doing by asking to see their Reading Plus Dashboard. Each week that Reading Plus is assigned, students will have 4 empty boxes that will be checked off with green or yellow checkmarks when the lessons are successfully completed. Please remember, students may make up missing lessons simply by completing extra lessons after completing the current Reading Plus weekly assignment.

Please let me know if you have any questions about your student’s progress or coursework. I can’t wait to see what your student will do next!

-Mrs. Heather Kuehl

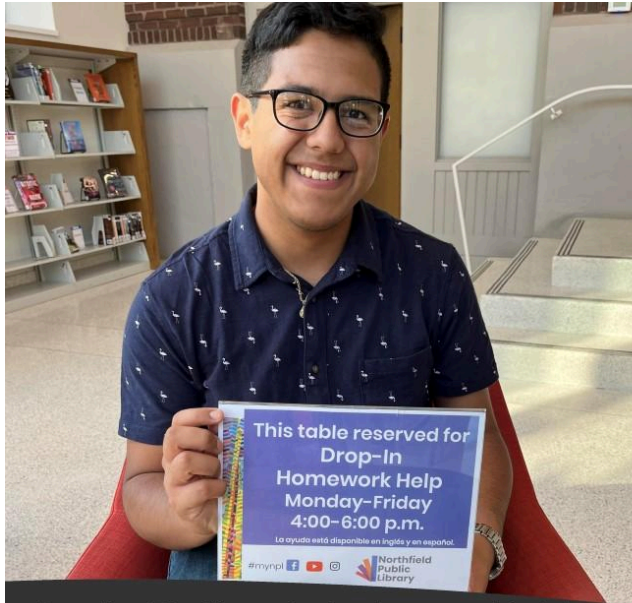
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## Other Helpful Information

### FastBridge Testing

During January, students completed a mid-year, standardized FastBridge assessment in their math and English classes. FastBridge is a customized test that students take on their iPads. This computer-adaptive test chooses each question from a large pool of test items, making subsequent questions more or less difficult than the prior question depending on whether the student answered the prior question correctly. This is a short assessment that is completed during a single class period and helps us track your student's progress in several areas. If you would like to view the results, they will be available in Family Access by the end of January. Please contact your child's English or math teacher if you have any questions.

# Homework Help at Northfield Public Library



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