



# TIGER QUARTERLY

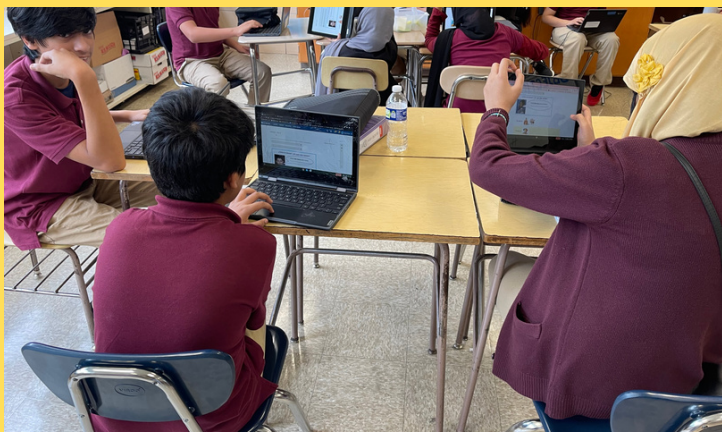
Grade 7

November 2023

## Principal's Message

A year of social and academic learning is off to a promising start as we implement the system and school-wide focus on accelerated instruction, responsive instruction, and social emotional wellness.

The students were administered the Early Fall Assessment (EFA) and Measurement of Academic Progress (MAP) assessment to determine student learning needs and strengths. MAP assessments measure achievement in mathematics and reading and MAP is one indicator of college and career readiness. Parents will receive score reports in the upcoming weeks. Please review areas of achievement and growth with your child. A parent brochure is located on the SWA website. Contact the school testing coordinator, Ms. Hammel, your child's counselor, or your child's teacher for additional questions.



The grade level team leaders and assistant principals will host our first quarter Hallway Party incentive to reward the students who consistently followed our P.O.U.N.C.E. Code of Conduct. Team leaders will also host the Grade Level Awards Ceremony. Our goal is to have 100% participation in these special events. We will continue to recognize and celebrate the students who are coming to school each and every day on time and consistently displaying positive behavior; as well as provide consequences for students who are not making positive choices.

During the second quarter, we look forward to continuing our momentum to accelerate learning.

## Little Free Library - Now Open!

Southwest Academy has welcomed a Little Free Library (LFL) to the campus! The new library is located outside of the main entrance. A Little Free Library is a "take a book, share a book" free book exchange. Books shared at the library feature perspectives on racism and social justice; celebrate BIPOC, and other marginalized groups, and incorporate experiences from all identities for all readers.

Books can be a window into experiences that are different from our own. By reading diverse books, we can increase understanding, empathy, and inclusion. This is how we build community throughout the halls of Southwest Academy.





# Little Free Library - Now Open!

## Continued.....

On November 1st, community members, staff and faculty of SWA, and student leaders gathered at the LFL for the ribbon cutting ceremony. Students were gifted with books, bookmarks, treats, and more! Participants and students throughout Southwest Academy took the "Read in Color" pledge:

- I believe that everyone should be able to see themselves in the pages of a book;
- I commit to talking to my friends, family, colleagues, and neighbors about ways we can collaborate to increase equity and inclusion in our community;
- I will use my passion for celebrating diversity to help others embrace diversity and fight for equity in their lives;
- I will use the resources available to me to expand my worldview and share knowledge and resources generously with my community.

Members of SWA's National Junior Honor Society will monitor the number of books being taken and shared, and refresh the library as needed. Students, families, and community members are encouraged to visit the Little Free Library to take a book or share a book with the Southwest Academy community.

With the Little Free Library, Southwest Academy aims to increase the sense of belongingness amongst our beautifully diverse student body!





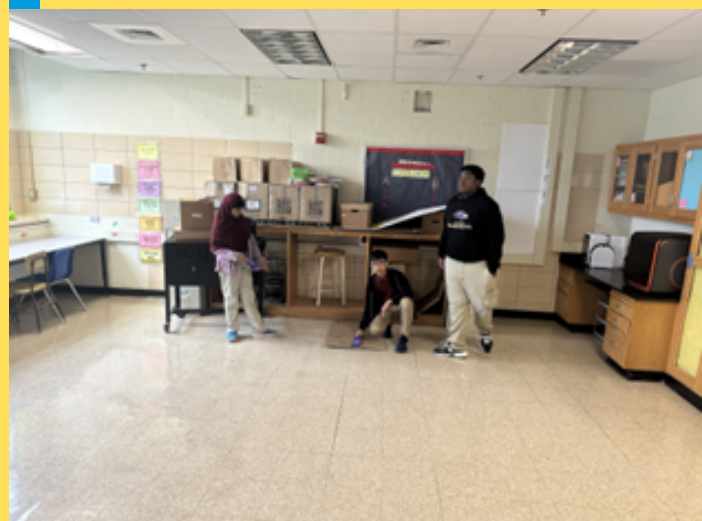
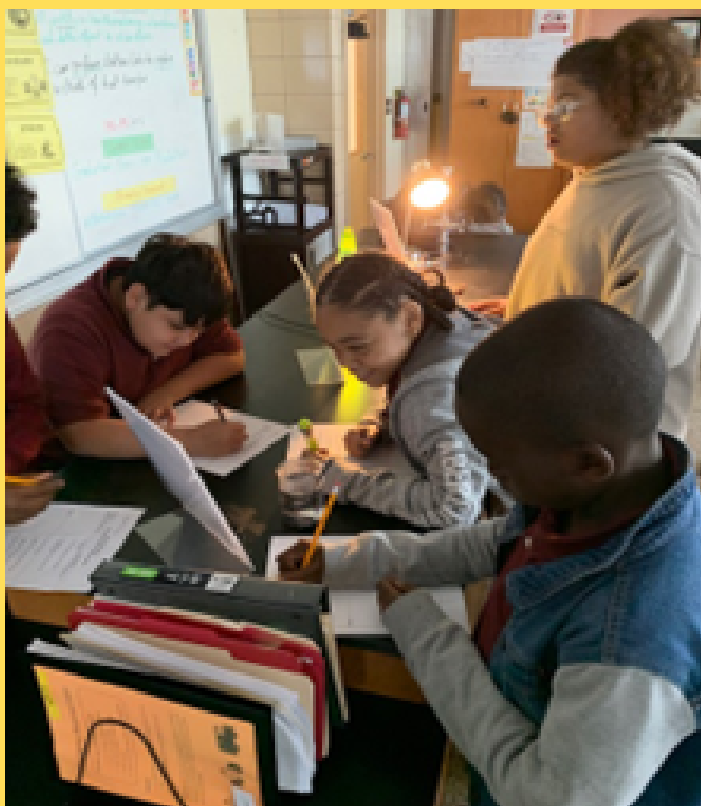
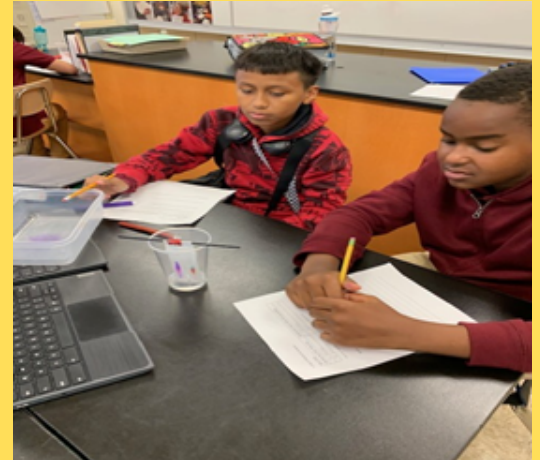
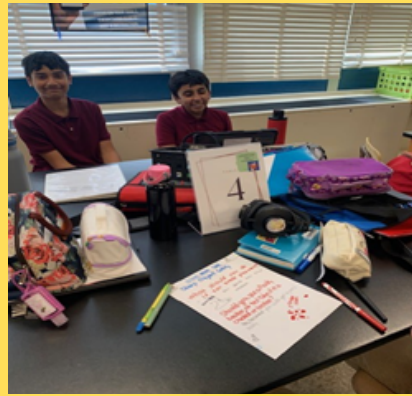
# Academic Highlights

## Spotlight in 7th grade Science classes:

This school year we started the year with full energy and engagement in our classrooms. In our 7th grade science classes (Dr. Gade's and Mrs. Roy's classes), we teachers are making sure to begin the lessons with social emotional learning activities in mind. It is made sure that the students are familiar with the steps of science and engineering practices, where they got the opportunity to do a paper chromatography lab. Students got the opportunity to explore concepts with hands on, station lab activities and apply problem solving skills to find the solution. For unit 1, students are faced with the challenge of designing a device that maximizes thermal energy transfer to cook a s'more. Student groups successfully completed their unit end project that involved the Design Process to build a Smore oven. They are in the process of planning, gathering materials and design the oven.

## Spotlight in Dr. Gade's Magnet 7 classes:

Dr. Gade's Magnet classes made skewers in the class in order to demonstrate their proficiency to follow Engineering Design process while creating prototypes. At Southwest Academy we see joy among students while getting the chance to explore different technology/tools and learn each day.








## Spotlight from Mr. Johnson's Class:

Mr. Johnson's Grade 7 students have learned the purpose of why authors use different text structures in a text or video. Students use text structures to help bring clarity and purpose to their writing. Additionally, the text structure is a way to reinforce the writer's ideas.

Students got a Text Structure chart to use as a resource to help them identify what text structure an author would use to reinforce their idea. This chart can be used for any lesson with informational text or a video.

His students now have a good understanding of why authors use a specific text structure for their writing; to help bring clarity and purpose to their writing.

| Informational Text Structures   |  |  |   |   |
|---|--|--|---|---|
| <b>DESCRIPTION</b><br><br><b>Signal Words:</b><br>Such as, for instance, in addition, also, specifically<br><b>Tips:</b><br>Ask yourself: What specific person, place, thing, or idea is being described?<br>Look for a topic word or phrase and for the synonyms. | <b>COMPARE AND CONTRAST</b><br><br><b>Signal Words:</b><br>Similar, same, alike, both, as well as, unlike, as opposed to, on the other hand, in contrast, instead<br><b>Tips:</b><br>Ask yourself: What is being compared? How are they the same? How are they different? | <b>PROBLEM AND SOLUTION</b><br><br><b>Signal Words:</b><br>Problem, issue, since, as a result, solution, idea, so, leads to, causes<br><b>Tips:</b><br>Ask Yourself: What is the problem and what is the solution?<br>Look for the problem first and then the solution. | <b>CAUSE AND EFFECT</b><br><br><b>Signal Words:</b><br>Since, because, if, due to, as a result of, causes, leads to, consequently, then, therefore<br><b>Tips:</b><br>Ask Yourself: What happened and why did it happen?<br>Remember, you are looking for a cause, not a solution. | <b>SEQUENTIAL</b><br><br><b>Signal Words:</b><br>First, second, third, then, next, before, after, finally, following<br><b>Tips:</b><br>Ask Yourself: Is this event taking place over time?<br>Look for steps or references to time such as dates. |

## Important Dates:

**November 13th-17th**  
**American Education Week**

**November 15th**  
**Navigating Digital Resources**  
**Family Night**

**November 29th**  
**Grade 7 Award Ceremony**

**December 6th**  
**Grade 7 Hallway Party**

**December 7th**  
**AVID Family Night**

**December 13th**  
**Winter Music Concert**

## Spotlight from Ms. Ms. Humphries Math classes:

Students learn to understand and use the terms "reflection," "rotation," and "translation," recognizing what determines each type of transformation. For example, two points determine a translation. They learn to understand and use the terms "transformation" and "rigid transformation."

Scholars identify and describe translations, rotations, reflections, and sequences of these, using the terms "corresponding sides" and "corresponding angles," and recognizing that lengths and angle measures are preserved. They draw images of figures under rigid transformations on and off square grids and the coordinate plane. They use rigid transformations to generate shapes and to reason about measurements of figures. They learn to understand congruence of plane figures in terms of rigid transformations.

Student scholars recognize when one plane figure is congruent or not congruent to another. They use the definition of "congruent" and properties of congruent figures to justify claims of congruence or non-congruence. They investigate whether sets of angle and side length measurements determine unique triangles, multiple triangles, or fail to determine triangles. Students also study and apply angle relationships, learning to understand and use the terms "complementary," "supplementary," "vertical angles," and "unique."



## Spotlight from Ms. Gross and Mr. Fleming's 7th Grade World History Classes:

7th grade students are continuing their journey into World History. They are studying how trade and religion impacted the Byzantine empire as well as what was the most important way Islam spread throughout the Middle East and North Africa. Later they will discuss the African Empires and the importance of the Salt and Gold Trade.



## Spotlight from Ms. Ortiz's Spanish Novice B classes:

In their recent unit students learned to compare their younger self to their current self. Students used four language dominions (writing, speaking, reading, and listening) in present and past tenses to describe their preferences, activities, things, and personality. Students applied their own opinion to the target language "Spanish".

In these pictures, students interviewed other students to know their favorite activities based on their personality using the target language "Spanish".



## Spotlight from Ms. Donelson's and Ms. Scott's Class:

Students from Ms. Donelson's are focusing on digital citizenship, learning how cookies track and what information is appropriate to share online.

Ms. Scott is really proud of SWA Cross- Country team. She states that during our Cross-Country meet on 9/30, our girls ranked #1 out of 6 schools. Our boys ranked #2 out of 6 schools. This is the first year that both girls and boys placed at the same time. WAY to GO TIGERS!!!

## Spotlight from Ms. Cote's Art Classes:

7th grade artists are finishing their investigation of printmaking and how Mexican artists after the Mexican Revolution not only shared the stories of their county and culture, but also influenced American muralists and printmakers. Students next unit will introduce them to Islamic art including textiles and tiles. Art Club begins on Wednesday 10/11 and is a great opportunity for all students to engage in artmaking and skill building outside of the regular curriculum.

