

# Junior High Team March Newsletter



## **Junior High Entrance and Attendance:**

Junior high doors open at 7:45, and students are allowed to enter at that time. Should students arrive after 8:05 they are to enter through the main entrance and proceed to the office as attendance is taken at 8:05.

## **Missing Class Time**

Please be reminded that students are responsible for their own learning, and this also applies to cases where they cannot attend school. Google Classroom is the main vehicle by which students can keep track of what their classes are studying, dates when assessments are scheduled, etc

## **Junior High Courses**

### **Bible 7-9 ([Mrs. Emberley](#))**

In March we will use three essential questions to guide our study of Esther. How does God take care of His people in extreme circumstances; How do we know God is present? Is He ever absent; and How is God's Providence evident in history? Through discovering responses to these questions, students will learn to experience God in various ways and begin to develop a Christian worldview. Students will also continue memorizing Romans 8 in sections.

### **Physical Education 7 - 9, ([Ms. Polegato](#) ([Ms. Elly](#)))**

Although February was a short month (with the break and learning at home), students were still able to work on their sending, receiving and trapping foot skills. Students will be assessed on these skills in early March. An outdoor walk is planned on Birchwood Trails to encourage students that being out in winter is a great physical activity choice - especially during covid-19! Also, being out in nature is mentally rejuvenating and helps the brain learn better. We will be starting a dance unit and students will learn various dance movements and develop their own routines.

## **Course Topics - Grade 7**

### **Language Arts 7 ([Mrs. Emberley](#))**

Students will move back into technical writing as we explore a cross curricular piece of writing with influential Albertans. We are working to produce an original research paper to participate in "Putting a Face on Alberta's Past!" Essay contest.

### **Science 7 ([Mrs. Gillies](#))**

Students are wrapping up Heat and Temperature by learning about energy sources and energy conversions. We will move on to Structures and Forces next.

### **Math 7 ([Mrs. Gillies](#))**

Students will be learning about circles and calculating areas of various two-dimensional shapes and their combinations.

### **Social Studies 7 [Ms. Polegato](#) ([Ms. Elly](#))**

We are continuing on Unit 2 (Towards Confederation) which will take us to the end of April. This is a dense unit, with numerous events and figures who shaped Canada leading up to Confederation. For part of the unit, students (in groups) will select a key event, learn about it in detail (using "cause and effect"), select a presentation style and then deliver it to the class. Students will continue to learn how events of the time impacted the diverse peoples of Canada.

### **Health 7 [Ms. Polegato](#) ([Ms. Elly](#))**

During March, we will continue to focus on physical health (sleep, eating well, physical activity, substances, weight management and physical relaxation). Matthew Shewchuk from APPLE Schools will be doing a couple of presentations (sleep and cannabis). Students will continue to work on their "Love of God" opt art project that they started last month. It has a written component which will tie together spiritual health and mental health, particularly as it pertains to resilience.



## Course Topics - Grade 8

### **Science 8** ([Mrs. Gillies](#))

In combination with the Grade 9s, the Grade 8s will be participating in the [Caring for Our Watersheds](#) project on supporting a healthy watershed.. This is a research project in which students work in groups to identify a local environmental problem and suggest a practical or educational solution. Mrs. Emberley will be assisting us with the writing piece and the contest deadline is March 23. Students will have class time to work on this project and we will also spend some time discussing the importance of clean water, how human actions can contaminate the water supply, and demonstrating how water quality can be monitored using water test kits. My hope is that students can gain a better understanding and appreciation for our role as God's people in stewarding the earth as we seek what it means to be an Earth Keeper.

### **Math 8** ([Mrs. Gillies](#))

Students are completing the unit on Percents, Rate, and Ratio. They have learned to solve percent problems, including percentages of a whole, finding the whole given a percent, percent increase and decrease, and calculating GST/PST/HST on items. They should also have an understanding of equivalent ratios, unit rates, and solving proportions. We will move on to Surface Area next.

### **Social Studies 8** ([Mr. Baseley](#))

As mentioned in my previous entry, we have recently shifted our focus to the encounter between Spanish conquistadors and the Aztec Empire. In the process, we have closely examined two key players involved in this, and subsequent developments: Hernan Cortes and Huey Tlatoani Moctezuma II. Understanding the personalities of these individuals, and how their actions were shaped by their respective worldviews, has allowed us to gain a greater insight into why the events of 1519-1521 occurred as they did.

Going forward, we will address key questions that are particularly pertinent to us as Christians, such as:

- Was The Almighty really on the side of the Spaniards, as they believed?
- Assuming that the way Cortes and his men did this was wrong, what is the most ideal means of carrying out Christ's Great Commission?

## Course Topics - Grade 8/9 Combined

### **Language Arts 8/9** ([Mrs. Emberley](#))

March is writing month in junior high Language Arts! We will work with the written portions of the Science projects that grade 8/9 students are working on as we develop research skills and work to produce a fully elaborated and supported informational writing.

### **Health 8/9** ([Mrs. Norman](#))

March sees the continuation of our personal health unit. We will look at how to care for the body God gave us by evaluating food choices and identifying strategies for optimal nutrition when away from home. Possible negative effects of substance use and abuse, such as drinking and driving, will also be a focus. Students will also examine how to encourage family, peers, and community in a healthy, active lifestyle, as well as how positive health habits can be supported by a variety of approaches to health practices and treatments.

For your information, in April we will be completing the human sexuality unit.



## **Course Topics - Grade 9**

### **Science 9 ([Mrs. Gillies](#))**

In combination with the Grade 8s, the Grade 9s will be participating in the [Caring for Our Watersheds](#) project on supporting a healthy watershed. This is a research project in which students work in groups to identify a local environmental problem and suggest a practical or educational solution. Mrs. Emberley will be assisting us with the writing piece and the contest deadline is March 23. Students will have class time to work on this project and we will also spend some time discussing the importance of clean water, how human actions can contaminate the water supply, and demonstrating how water quality can be monitored using water test kits. My hope is that students can gain a better understanding and appreciation for our role as God's people in stewarding the earth as we seek what it means to be an Earth Keeper.

### **Math 9 ([Mrs. Gillies](#))**

Students are writing their midterm exam on Friday, March 5. This test is designed to help students to review past material as they study, and to give them an opportunity to boost their current course mark. In the meantime, we have moved on to Chapter 6 on solving inequalities and so far we have mainly focused on solving equations. It is imperative that students can do this for Grade 10 and beyond so we have taken some time to practice.

### **Social Studies 9 ([Mr. Baseley](#))**

In recent weeks, we have shifted our focus to Canada's mixed economic system, and how it differs from that of our southern neighbour. In the process, we have examined a number of key concepts that will also appear in grade 12 Social Studies - albeit in more detail than in grade 9.

These include the following:

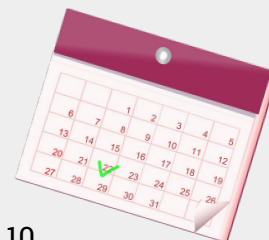
- Scarcity and the three major economic questions
- The means/factors of production
- The four major economic systems (one preindustrial, and three post-industrial)
- The economic spectrum
- Left and rightward shifts in both Canada and the United States - e.g. Pearson vs. Mulroney, FDR, vs. Reagan

## **Parent Teacher Interviews:**

<http://fmcsschoolappointments.com>

- \* register for an account if you do not already have one
- \* add your children (students)
- \* select the teacher you would like to meet with
- \* select the meeting time for each student.

Appointment site will close the morning of Wednesday March 10



## **Important March Dates:**

Friday March 5	Junior High Worship
Wednesday March 10	<a href="#">Parent Teacher Interviews</a> , 4:00 -7:00
Thursday March 11	<a href="#">Parent Teacher Interviews</a> , 5:00 - 8:00
Friday March 12	PLF (No School)
Friday March 19	Junior High Worship (with Pastor Keith Haberstock) Last day of Term 2
Monday March 22	First day of Term 3 (new options)