



# Boltz Middle School

February 2019

## Boltz Middle School

720 Boltz Drive,  
Fort Collins, CO 80525

### Office

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### Principal

Mr. Brett Larsen

### Assistant Principal

Mr. Josh Richey

### Dean of Students

Gabe Vigil

<https://bol.psdschools.org/>

## From the 6<sup>th</sup> Grade Team

### Social Studies

In Social Studies students will begin their introduction to government and economic systems. Students will be learning about the different types of governments and economies that exist in the world. We will continue to explore current events every Friday during the month.

### Science

Never trust an atom. They make up everything! We are studying states of matter, atoms, properties of matter and the periodic table. Students are looking forward to a day of liquid nitrogen experiments with our chemistry club friends from CSU. Ask to see their science notebook as they prepare for their first District Assessment in Chemistry coming up soon.

### English

Language Arts students will read the novel *Red Midnight* by Ben Mikaelson, a story of survival based on a historical event. Classroom activities focus on perseverance and making connection to other stories. Literary essay practice

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## From the 6<sup>th</sup> Grade Team *continued*

addresses literary elements, theme and comparison-contrast. 6th graders should continue to read 20 minutes a day outside of class toward the 40 Book Challenge and complete their assigned Reading Plus lessons weekly.

### Math

We have worked on several different subjects in January! We did our Integer Unit, inequalities and reviewed Mean, Median, Mode and Range. At the beginning of February, we will start our ratio unit. Our ratio unit is a very important unit in preparing our students for 7<sup>th</sup> and 8<sup>th</sup> grade. We will use ratio tables to compare quantities and find percents. It is an excellent unit to work on number sense and thinking mathematically.



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## From the 7<sup>th</sup> Grade Team

### 7<sup>th</sup>/8<sup>th</sup> Grade Math

7<sup>th</sup> Graders have just begun their pre-algebra unit in discovering and exploring linear relationships. The primary goal of this unit is for students to develop an understanding of linear relationships. Students will be able to recognize linear relationships by the constant rate of change between two variables in a contextual situation, a table, a graph, and an equation.

While identifying, representing, and interpreting linear relationships is the central idea in this unit, students also work with inequalities and equivalent expressions. Solving linear equations and writing equations for lines is also explored. All of this content builds off our work with proportions and word ratios.

Here are some strategies for helping your child during this unit:

- Talk about the situations presented in this unit.
- How are the variables related? How do you recognize a linear relationship?
- Search for real-world encounters with linear relationships.
- Review the INB and complete the table of contents to review our learnings. Remember that teacher notes are on the odd pages.
- Search Khan Academy for linear relationships and solving equations.

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## From the 7<sup>th</sup> Grade Team *continued*

### 7<sup>th</sup> Grade Algebra

7th Grade Algebra is in our Exponential Unit and will then be moving on to Quadratic Relationships. We will be studying the four faces of an Exponential Function and writing equations to represent exponential growth and decay. We will then study all four faces of Quadratic Functions. Quadratic Relationships are encountered in such fields as business, sports, engineering, and economics. A quadratic graph, called a *parabola*, is shaped like a U or upside-down U.

Students will study patterns, create tables and graphs, write equations in standard and vertex form, and apply the standards to real-world applications. They will compare quadratic change to linear and exponential change. In addition, students will develop procedural practices of factoring quadratic expressions, completing the square, using the quadratic formula, and solving quadratic equations.

Here are some strategies for helping your child during this unit:

1. Talk about the situations presented in this unit.
2. Search for real-world encounters with quadratic relationships.
3. Review the INB and complete the table of contents to review our learnings.
4. Khan Academy for quadratic and exponential practice and videos.

Here is a fun video on quadratics produced by FCHS students: <http://epresence.psdschools.org/1/watch/1637.aspx>

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# Boltz Middle School

## From the 7<sup>th</sup> Grade Team *continued*

### 7<sup>th</sup> Grade English

Students in 7<sup>th</sup> grade Language Arts are currently engaging in a thematic unit focused on the culture: values, beliefs, and rituals. We will review literature, poetry, and short stories centered on our unit theme. Most of the novels for this unit center around middle eastern culture to align with our Social Studies curriculum. Students will access non-fiction texts about refugees, current events, and conflicts in the region. We can fully explore how culture impacts identity and the elements that make up culture.



### 7<sup>th</sup> Grade Social Studies (Ms. Pearce)

We are almost finished with our unit on the Middle East. Students will have a test on February 4th or 5th over the content, depending on what day they have Social Studies. Looking ahead, we will be starting our unit on Sub-Saharan Africa. Students will spend the first 2 weeks of the unit studying several different aspects of the region including the Berlin Conference and modern-day issues. Then, students will choose their favorite aspect we studied in class and dive deeper into an interactive project.

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# Boltz Middle School

## From the 7<sup>th</sup> Grade Team *continued*

### 7<sup>th</sup> Grade Science

As we begin our genetics unit, we will be looking at physical traits, and learning how they are inherited from our parents. The focus will be on Mendelian genetics (dominant traits and recessive traits). We will look at different combinations of alleles and figure out which combination will present as the dominant trait by using punnett squares to make predictions. We will then examine how nature (and humans) select traits as beneficial and encourage populations to evolve towards beneficial traits. Charles Darwin's Finches will help us understand how organisms come to fit their environment so well. Throughout the remainder of year, we will apply what we have learned about cells to two projects. Our human body and grass frog comparison, as well as our tomato nursery project. Both projects are mandatory and encourage discovery with in our Biology units.



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## From the 8<sup>th</sup> Grade Team

### 8<sup>th</sup> Grade Math

Students in 8<sup>th</sup> Grade Math have just wrapped up the first unit on linear equations. This month we will expand their work into Systems of Linear Equations. The ability to solve systems is very useful in real life for events like finding break-even point in business. The first part of this unit will focus on solving equations graphically. Then we will push into algebraic methods for finding solutions. Finally, we will finish with a look at special situations like systems that have no solution or infinitely many solutions.



By the end of the unit each student should be able to answer each of the following essential questions:

- How can you solve a system of linear equations?
- How can you use substitution to solve a system of linear equations?
- How can you use elimination to solve a system of linear equations?
- Can a system of linear equations have no solution? Can a system of linear equations have many solutions?

~Mrs. Latif and Mrs. Hulse

### GEOMETRY:

Geometry students will be completing their unit on quadrilaterals and other polygons. We continue to add theorems and postulates to our data base and use them for justifying our thinking in proofs. Geometry students will begin studying similarity of polygons. We continue to review Algebra skills as we use them to solve Geometric problems. Please check Synergy for assignments and due dates. ~Mrs. Hulse

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## From the 8<sup>th</sup> Grade Team *continued*

### 8<sup>th</sup> Grade Algebra

#### Algebra:

Algebra is in our Exponential Unit and will then be moving on to Quadratic Relationships. We will be studying the four faces of an Exponential Function and writing equations to represent exponential growth and decay. We will then study all four faces of Quadratic Functions. Quadratic Relationships are encountered in such fields as business, sports, engineering, and economics. A quadratic graph, called *aparabola*, is shaped like a U or upside-down U.

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4. Search Khan Academy for quadratic and exponential practice and videos.
5. Here is a fun video on quadratics produced by FCHS students: <http://epresence.pdschools.org/1/watch/1637.aspx>

### Science 8

In your student's science class, we are moving from the *Energy* unit to *Physics* where we will calculate velocity, acceleration, and momentum. The application part of these concepts is when the students build a roller coaster for a marble. They compare designs to determine who had the fastest time for track completion! The third Lab Write-up was begun with this investigation and they are excited to implement their ideas. The final report is due on the 20<sup>th</sup> or 21<sup>st</sup> of February, depending on whether they have science on a red or gold day. Be sure to ask them about this lab and what they learned.

Thank you for all your support during the time they are working on their Lab Write-ups.

~Mrs. Scandary and Mrs. Rakiacki

## From the 8<sup>th</sup> Grade Team *continued*

### History

Our studies in American history continue to head west as we learn how our country grew and expanded. Some highlights include the Lewis and Clark expedition and looking at the first industrial revolution and how that process influenced the rise of the cities. Your students will also learn about how early roads and canals were the first steps our country took to establish infrastructure as a means of building wealth and opportunity. Please continue to talk with your kids about current events and how they relate to our country's history. ~Mr. Needham

### Teacher Candidate in Math Department

The math department is glad to be joined by Alina Rozenbaum for the spring semester. She will be coteaching with Mrs. Hulse. The following is a biography of Ms. Rozenbaum.



My name is Alina Rozenbaum and I am a teacher candidate with the Colorado State University Masters of Education program, working with Paula Hulse this semester with her 8th Grade Math and Geometry classes. I was born in Kremenchug, Ukraine. I've lived in 3 countries, 3 continents, and 5 states and counting. Not an army kid, but rather an immigrant which has given me a rather unique view of the world and other people. It's made me more open-minded, more patient and more understanding which have all, in turn, fed my love for teaching people. I first began to subconsciously realize my penchant for sharing my passion for various topics and information when I was still in grade school. I loved watching Food Network with my mom, as the cooks on their shows explained things so flawlessly and naturally. I began to narrate my own every-day activities in the same fashion to an invisible audience. As the years went on, and I had a solid understanding of certain subjects in school, which turned my discussion with my cat, to helping my fellow peers.

It wasn't until college, at The University of Tulsa, that I really began to officially tutor and assist students through the established tutoring center on campus. I enjoyed it so much that I began to seek out more clients, both tutoring privately and through other organizations such as Tutor Doctor. After graduating with a B.S. in Applied Mathematics and Computer Science I debated working in the industry. While doing some job hunting in the Bay Area and living with my older brother, I worked as an instructor at

### From the 8<sup>th</sup> Grade Team *continued*

Mathnasium. After a little less than a year, I realized that teaching was my true calling: helping students learn and cultivating their love for mathematics. Once I moved back to Fort Collins I decided to wade into the field of education by applying as a substitute teacher for the Poudre School District.

Previously I had tutored students (K-12) in a teacher to student ratio between 1:1 and 1:4, but I wanted to know how it would feel to run a classroom and teach a larger group of students. Becoming a substitute teacher was one of the best choices I ever made, because it opened my eyes to the best career I could have. After a semester of substitute teaching at elementary, middle, and high schools I decided that secondary education in mathematics was the route for me. I then began to explore options for attaining my teaching license in Colorado. Over the summer I wanted to keep teaching and stumbled across iD Tech, a summer camp for students that are passionate about technology. I was able to create my own curriculum and have my own class. The best part was seeing the smiles on the kids' faces on Fridays, when they realized just how much they learned by showcasing their projects to their visiting families.

Over the years, the more I have tutored and engaged with students mathematically, the more I've realized how untapped their potential is. When I'm helping students understand their homework, the material or teaching them new topics, my main goal always has and always will be passion. I want to discover their hidden love for mathematics. It is such a large and varied field, that no matter which types of students I work with, there is always an area that sparks their interest and curiosity. Mathematics is my passion, and not for the usual reasons of love and logic, but rather because it is simply fun to think about. At its core math is simply fun to think about and hypothesize for the sheer entertainment of it. It's your own perfect universe where the rules are as you make them, and you can spout "what ifs" while day dreaming for hours. And doesn't that just sound like the kid in all of us?



## From the Electives Team

### Engineering

Digital fabrication is in full swing in the Boltz Engineering Department. The students are currently using CNC-milling machines and the CO2 laser daily. As the students become more fluent in digital fabrication the curriculum shifts towards an entrepreneurial focus. Any parents interested in helping monetize student projects should reach out to Andy McAteer at [amcateer@psdschools.org](mailto:amcateer@psdschools.org).



### Boltz Art

Art students are hitting the ground running this second semester! Students are currently wrapping up their first project of designing covers for their personal sketchbooks. Pottery students are learning lots of new ceramic techniques and looking forward to firing their first projects. Just a reminder that if you are interested in furthering your art skills, please join us at Art Club! We meet every Monday after school until 4:30, see Ms. Emami if you have any questions. There are also various art contests, art shows, etc. going on this spring so if you are interested stop by the Art room for more info.



We are off to a great start in PE this semester. I am so grateful that my students did so well for my sub while I was in Costa Rica. As we move forward through these first few months, we will be finishing a basketball unit and will work towards our net/wall activities including pickleball, badminton, and volleyball. Please remember that all students should have their PE clothes in their gym locker so that they are able to be prepared for class each day.

## From the Electives Team *continued*

### Choir

Singers are preparing for their spring concert (March 12, 2019). Each group is performing a set of American folk songs or folk song-esque pieces. Singers are continuing with sight-singing and rhythmic training.

### Drama

Students are studying puppetry in live theater: creating their own puppets and sets and will present their own puppet shows in class. Following puppetry, students will study mime.



### Band

**6<sup>th</sup>/7<sup>th</sup> Grade band students:** PSD Solo/Ensemble Festival is Friday, March 1, 3-9pm. Your student will receive a time slot that day to perform. Please contact Mr. Nguyen as soon as possible if you have a conflict with that day. We can schedule you for a 40-minute time slot around whatever your conflict is.

**Jazz Band students:** The Jazz Band will be performing at the Musical Zoo on Sunday, March 3, 2:55-3:15pm. Students need to arrive at Timberline Church by 2:15pm with their instruments and wearing concert black.

### Musical Theater

February brings the beginning of full staging for “1950’s Cinderella.” Students will practice moving set pieces on and off stages during scenes, use all props during scenes, and start performing from memory. Costumes will be solidified, as will special effects. The show will be presented on April 11, 12, and 13; please plan to come!

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## From the Electives Team *continued*

### Photography

Students are starting to develop an understanding of Photoshop. They have done several projects using the filters, move, and selection tools, and layers, which are the foundation of Photoshop. Students have also created digital portfolios to store their work, which they can give parents/guardians access to. Our first photoshoot project is coming up, which will focus on making sure the students understand the top 6 tips (focus, lighting, picture director, POV, move in close, plain background) and how they should be applying them to their own photography.



Melissa Claeys: [meclaeys@psdschools.org](mailto:meclaeys@psdschools.org) OR 970-472-3768

### Some Reminders:

- Students need to be turning in a practice log every week as part of their Orchestra grade. These practice cards can be turned in via their Google Classroom. They are due EVERY Friday, regardless if the student had orchestra or not.
- 100 minutes of practice time, divided up over 3-4 days a week is required for Orchestra. Please help your student set up a consistent practice schedule that works well with your family schedules at home.
- Students should be practicing the material we cover in class, as a form of review and reinforcement at home. Please ask your student to play for you! This is a great way to stay involved as a parent.

### 3<sup>rd</sup> Quarter Focus:

- 6<sup>th</sup> & 7<sup>th</sup> Grade: Solo and Ensemble Festival Prep!
- 8<sup>th</sup> Grade: Honor Orchestra Auditions, FCHS Orchestra Auditions, Two Octave Scales
- Chamber Orchestra: National Orchestra Festival Prep & Honor Orchestra Auditions

## From the Electives Team *continued*

### Upcoming Concerts/Events:

- 8<sup>th</sup> Grade Field Trip to FCHS – Audition Prep Day, February 6<sup>th</sup>
- 6/7<sup>th</sup> Grade Solo and Ensemble Festival – Preston MS, March 1<sup>st</sup>, times TBA
- Chamber Orchestra – Pre-NOF Concert, Feb. 27<sup>th</sup>
- Chamber Orchestra – ASTA Regional Festival, March 5<sup>th</sup>
- Chamber Orchestra – National Orchestra Festival Trip, March 7-9<sup>th</sup>

### World Language

Recently, in the world languages world of our 8th grade classes, we have been spending the first 8-10 minutes of every class reading a free choice book or story in the target language! This is a huge step in the language skills of second year students! In the 7th and 8th grade classes, we are also working more on writing skills and building confidence with the target language. We are excited to see the places these students will go with their language skills! As always, if you have any questions please contact Frau Moody at [jmoody@psdschools.org](mailto:jmoody@psdschools.org) or Señora Siripachana [jsiripac@psdschools.org](mailto:jsiripac@psdschools.org).

