

# Student Planner 2020 - 2021

#### THOMPSON MIDDLE SCHOOL

"Using 21st century skills, students will think, learn, create, and care on a global level." = TLC<sup>2</sup>



#### **School Motto**

"Leading the Pack with Pride"

School Mascot

Timberwolves

School Colors

Blue/Gray

#### STUDENT COMMITMENT

Thompson Middle School is committed to quality educational programs for all students. In order to achieve our goal, students, staff, and parents must share the responsibility and support the following student expectations:

- Commitment to P.R.I.D.E. (Perseverance, Respect, Integrity, Dedication, Excellence)
- Focus on Learning (Includes being prepared, having material, and being attentive.)
- Positive Attitude (Follows directions, demonstrates cooperation.)
- SR<sup>2</sup> Safety, Respect, Responsibility
- Commitment to Education (Takes advantage of instructional opportunities.)
- Appropriate Communication (Includes verbal and written, as well as gestures.)

STUDENT NAME		
1ST PERIOD TEACHER		

24040 Hayes Ave., Murrieta, CA 92562 Phone: (951) 696-1410 Fax: (951) 304-1692 Website: www.murrieta.k12.ca.us/thompson

#### MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

#### **Board of Education**

Paul Diffley
Ken Dickson
Linda Lunn
Oscar Rivas
Kris Thomasian

#### Superintendent

Pat Kelley

#### MVUSD MISSION STATEMENT

Inspiring every student to think, to learn, to achieve, to care.

#### THOMPSON MIDDLE SCHOOL ADMINISTRATION/OFFICE STAFF

Principal Kerry Cody **Assistant Principal David Chambers Assistant Principal** Philip Norton 6th Grade Counselor Frank Fravel 7th Grade Counselor Elijah Anderson 8th Grade Counselor Jovianne Zanartu Attendance Clerk Andrea Tjaden Valerie Schmidt Bookeeper Christine Beadles Guidance Technician (A-K) Guidance Technician (L-Z) **Ashley Matkins** 

School Librarian Angie Barnett-Solorza

Felica Petty

School Registered Nurse Nicole Hutson

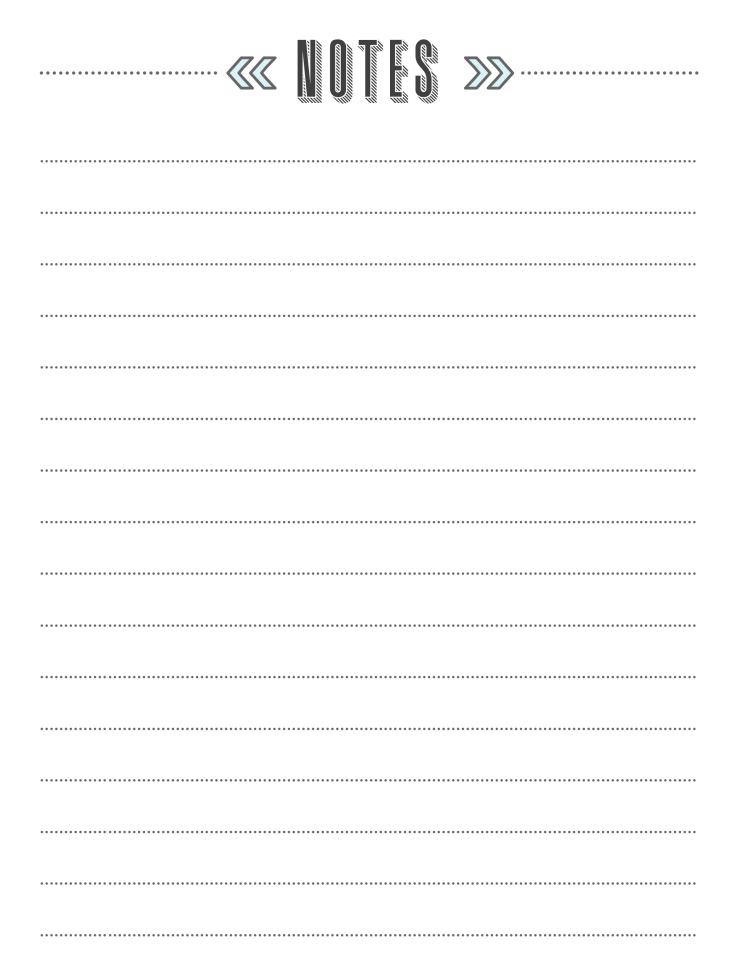
Health Technician

School Psychologist Judith Jaeger-Heyman

School Speech Pathologist Katie Arney

School Secretary Kathleen Balaris
School Resource Officer Officer Brian Quick

Due to unforeseen circumstances, changes to the Student Handbook may occur throughout the year. Addendum(s) to the Handbook will be sent through email. These sections will be clearly identified. It is the student(s) and parent(s) responsibility to be fully aware of additions and/or changes.



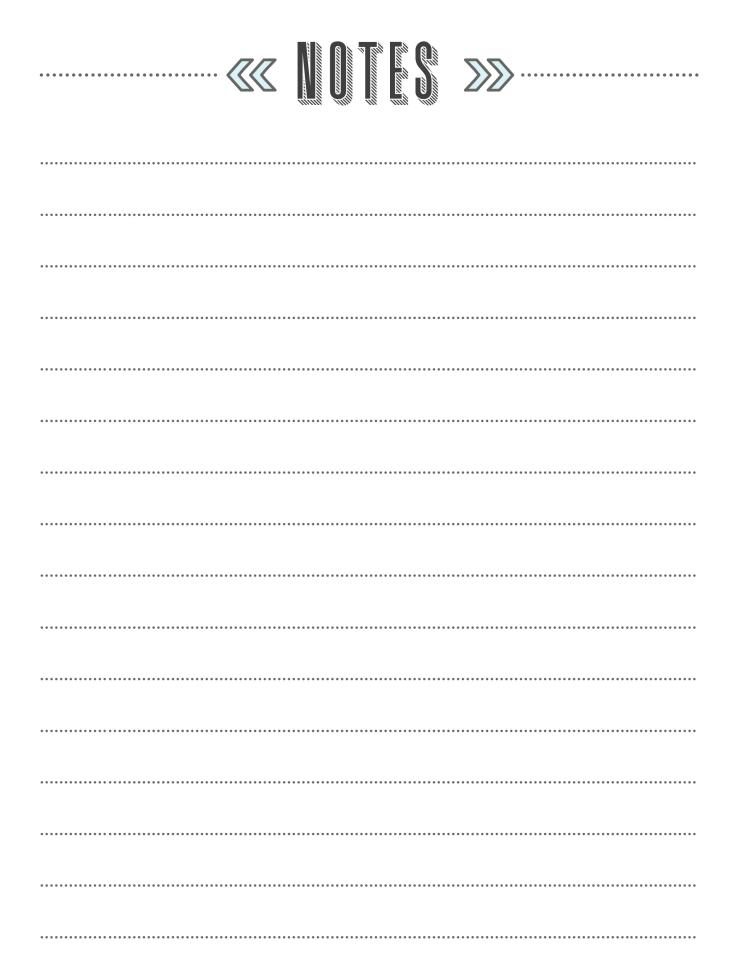
#### **Thompson Middle School**

#### 2020-2021

#### **Student Planner**

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# THOMPSON MIDDLE SCHOOL

# Section 1 – General Student Information:

- SR<sup>2</sup>
- Aeries Information
- Student Log-In Information
- School Website
- Bell Schedule
- School Map
- School Calendar





Be Safe: See something, say something. Walk at a safe pace. Resolve conflicts peacefully. Use materials/equipment appropriately.
Be Respectful:  Respect all staff and each other.  Stop, listen, and make eye contact when someone is speaking.  Listen quietly to all announcements.  Use appropriate language and volume.
Be Responsible:  Tell the truth.  Be accountable for your actions.  Follow rules and procedures.  Ask for help.

### **Aeries Student Portal**

#### How to create a new account or reset a password

#### Go to the Thompson Homepage

https://www.murrieta.k12.ca.us/thompson

#### Click on the Aeries Icon on icon bar across the top of the page



#### **Aeries Shortcut**



### Once you reach this screen, decide whether you need to create an account or reset the password.

Murrieta Valley USD



- If you need to create an account, select the option on the bottom right
- If you forgot your password, but have accessed your own Aeries account previously, select the option on the bottom left.

### Students will need to use their <u>9digitID@student.murrieta.k12.ca.us</u> email for Aeries Portal creation

#### If student selects RESET PASSWORD

Students must then access their Microsoft 365 account to access reset link

#### If student selects CREATE NEW ACCOUNT

Students will follow prompts, including accessing Microsoft 365 for verification link

#### STUDENTS WHO ARE LOGGING IN FOR THE FIRST TIME

Must receive Verification Code and Primary Phone Number from Student Services.

## Thompson Middle School Computer Log-in Information Name: \_\_\_\_\_ School Year: (KEEP THIS INFORMATION PRIVATE) Permanent 9 Digit Number: \_\_\_\_\_ Birthdate in MMDDYYYY Format: \_\_\_\_\_ MVUSD Email Address: 9-digit number @mvusd.org Computer/MS365/Haiku Log-in Password: \_\_\_\_\_ RI Username: \_\_\_\_\_\_ Password: \_\_\_\_\_ IM Username: \_\_\_\_\_ Password: \_\_\_\_\_ Big Ideas Username: \_\_\_\_\_ Password: \_\_\_\_\_ STEMscopes Username: \_\_\_\_\_\_ Password: \_\_\_\_\_ P.E. Locker # \_\_\_\_\_ Lock Combo: \_\_\_\_\_

P.R.I.D.E. of the Pack

8 Digit Lock Serial Number: \_\_\_\_\_

Perseverance Respect Integrity Dedication Excellence

#### **School Website**

Information about Thompson Middle School's upcoming events, calendars, etc., is available on the school website. Additionally, Thompson Middle School is using AERIES, which allows parents and students to check on-line course grades, see what homework is not turned in, etc.

The School Website is at: <a href="https://www.murrieta.k12.ca.us/thompson">https://www.murrieta.k12.ca.us/thompson</a>

The Aeries Website is at: <a href="https://aeriesnet.murrieta.k12.ca.us/parent/LoginParent.aspx">https://aeriesnet.murrieta.k12.ca.us/parent/LoginParent.aspx</a>

#### **Grading Information**

#### Fall 2020 Semester

6 Week Progress Report	September
12 Week Progress Report	November
End of Semester 1 Grades	December

#### **Spring 2021 Semester**

6 Week Progress Report	February
12 Week Progress Report	April
End of Semester 2 Grades	June

**Report Cards** are posted on AERIES at the end of each eighteen week semester. Report Cards are filed in the student's cumulative record.

**Progress Reports** are posted on AERIES every six (6) weeks, in each semester. These reports are a statement of your child's progress from the teacher to the parent/guardian. The Progress Report **does not** become a part of the student's cumulative record. AERIES access through Parent portal allows parents to review your student's attendance, progress, assignments in class, missing assignments and current grade. Please contact Student Services for sign-up information and an access code. If a hard copy of report card is needed, please see Student Services.

#### **MURRIETA VALLEY UNIFIED SCHOOL DISTRICT**

#### 2020-21 STUDENT CALENDAR

180 Student Attendance Days (numbered 1-180)

H = Holiday - No School S = Saturday or Sunday	P = Preparation [PD] = Professional	Day I Development Day
JULY         2020           1         2         3         4         5         6         7         8         9         7           H         SS         SS         IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	10   11   12   13   14   15   16   17     SS   SS	18     19     20     21     22     23     24     25     26     27     28     29     30     31       SS     SS     SS     SS     SS     SS     SS
	10   11   12   13   14   15   16   17   P   PD   1   2   3   SS   SS   4	18     19     20     21     22     23     24     25     26     27     28     29     30     31       5     6     7     8     SS     SS     9     10     11     12     13     SS     SS     14
SEPTEMBER	10   11   12   13   14   15   16   17	18 19 20 21 22 23 24 25 26 27 28 29 30
15 16 17 18 SS SS H 19 20 2	21 22 SS SS 23 24 25 26	27 SS SS 28 29 30 31 32 SS SS 33 34 35
1 2 3 4 5 6 7 8 9	10   11   12   13   14   15   16   17   SS   SS   43   44   45   46   47   SS	18     19     20     21     22     23     24     25     26     27     28     29     30     31       SS     48     49     50     51     52     SS     SS     53     54     55     56     57     SS
NOVEMBER 1 2 3 4 5 6 7 8 9 7	10   11   12   13   14   15   16   17	18   19   20   21   22   23   24   25   26   27   28   29   30
SS PD 58 59 60 61 SS SS 62 6	63 H 64 65 SS SS 66 67	68 69 70 SS SS H H H SS SS 71
1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17 79 80 SS SS 81 82 83 84	18         19         20         21         22         23         24         25         26         27         28         29         30         31           85         SS         SS         H         H         H         SS         SS         H         H
JANUARY 2021 1 2 3 4 5 6 7 8 9	10   11   12   13   14   15   16   17	18 19 20 21 22 23 24 25 26 27 28 29 30 31
	SS PD 86 87 88 89 SS SS	H 90 91 92 93 SS SS 94 95 96 97 98 SS SS
	10 11 12 13 14 15 16 17 106 107 H SS SS H 108 109	18     19     20     21     22     23     24     25     26     27     28       110     111     SS     SS     112     113     114     115     116     SS     SS
		18     19     20     21     22     23     24     25     26     27     28     29     30     31       130     131     SS     SS     132     133     134     135     136     SS     SS
APRIL		
		18     19     20     21     22     23     24     25     26     27     28     29     30       SS     147     148     149     150     151     SS     SS     152     153     154     155     156
		18     19     20     21     22     23     24     25     26     27     28     29     30     31       168     169     170     171     SS     SS     172     173     174     175     176     SS     SS     H
JUNE 1 2 3 4 5 6 7 8 9 7	10   11   12   13   14   15   16   17	18   19   20   21   22   23   24   25   26   27   28   29   30
177 178 179 180 SS SS P	SS SS	SS SS SS SS

# THOMPSON MIDDLE SCHOOL

#### Section 2 – TMS and MVUSD Information and Resources

- Parent Involvement Manual
- Student Services and Policies
- Cell Phone Policy, Dress Code, and General Behavioral Guide
- Difficult Situations Guidelines

#### **THOMPSON**

#### Home of the Timberwolves

#### Parent Involvement Manual

**Philosophy:** Thompson is dedicated to the advancement of each and every student. You child's education comes first. To successfully achieve this goal, a partnership between the school and parent/caregiver is strongly encouraged.

**Parent/Family Involvement:** What the family does with their child is more important to student success than family income or the education level of the parent. Parental participation improves student learning. Thompson welcomes parental involvement. Take an active role in your child's education.

**Visiting the Campus:** For security and safety reasons, all visitors to Thompson MUST register in the office at the beginning of ANY visit, no matter how brief. You may arrange to visit during class time by contacting your child's teacher. Please schedule conferences either before or after school.

<u>Children who are not enrolled at Thompson are NOT PERMITTED TO VISIT or attend Thompson functions due to safety and liability considerations.</u>

**Parent Observation Policy:** In order to minimize disruption to the teaching/learning environment, please follow these guidelines:

- Parents are required to schedule observation appointments through the classroom teacher at least twenty-four (24) hours in advance. It is helpful for the teacher to know the purpose of the visit so the time and length of the visit can be arranged.
- Please report to the office at the time of your arrival. Sign in and receive a guest badge. This is required by the district and by Thompson.
- The office staff will notify the teacher when the parent arrives
- Please be aware, conferences are not available while the teacher is teaching a class with other students. Conferences must be scheduled for another time.

**Scheduling Conferences:** Both before and after school conferences with teachers can be scheduled to help meet the needs of parents' work schedules. The time and locations of special events will be arranged in advance and parents will be notified prior to such events.

- The quickest and most efficient form of communication with teachers is through email. Phone
  calls will be answered in a timely fashion. Please be aware, teachers cannot be expected to
  answer their phones during class time.
- Teachers will answer parent communication within 24 hours, if possible.
- If parents wish to have continual and ongoing communication, please email or call the teacher weekly. Teachers are not expected to initiate weekly emails or calls.
- A student planner is often used to communicate with parents. Please review your child's planner DAILY.
- The school website <a href="https://www.murrieta.k12.ca.us/thompson">www.murrieta.k12.ca.us/thompson</a> provides important information for both parents and students. Check our school website on a regular basis to stay up to date.

**Chain of Command:** The purpose of establishing a Chain of Command guideline is to facilitate communication within our Thompson community. It is important for parents to communicate their concerns, questions, and desires about the educational process and our school. By using the steps outlined below, we can work together to address concerns which may arise:

- 1. The parent meets with the teacher to explain the concern and reach a resolution. A plan of action may be needed. Please schedule a follow up either by phone, note, e-mail, or in person.
- If the concern is not resolved, then it is appropriate to contact a school counselor. The counselor will schedule a meeting with the parent and the teacher. The concern and actions taken will be reviewed. A new plan of action will be developed and carried out. Another meeting may be scheduled to check on progress.
- 3. If the concern persists after the counselor and teacher have attempted resolution, then parents may contact their student's Administrator.

Parents as Partners in Education: The strongest support for learning occurs at home. This can be achieved by setting goals. Taking your child's education seriously helps the child understand the importance of their education. We ask that parents ensure their child's success in the following methods:

- Regular attendance, including prompt arrival and not leaving early.
- Establish a time for homework, daily. Try and review the homework.
- Support school policies, including dress codes and behavior guidelines.
- Communicate regularly with your child's teachers and the school.

**Parents as Models:** Parents have a tremendous impact on children's behavior. What they observe in adults becomes a standard of behavior. Both students and schools benefit from active participations by families. Active participation can be in the form of:

- Asking your child about their day at school (this should be done daily)
- Volunteering, even for a single event, at the school
- Donations
- Communication with your child's educators' on a regular basis

**Parent Behavior**: Parents on campus are expected to model appropriate behavior. It is especially important that parents model the problem solving process--that is, concerns you may have are addressed with the classroom teacher and administration. At no time will adults on campus interact with children other than their own in matters of behavior and/or discipline. If there is an issue with another child, contact school staff immediately. Do not attempt to resolve the issue yourself.

- Dress: Parents should follow dress guidelines as described in the student/district dress code.
- **Language**: Parents on campus are expected to model the use of appropriate language when students are present. This includes slogans, advertising, and sayings on clothing.
- **Tobacco products** should not be used or carried onto school property, including the parking lot. Glass bottles/containers are not allowed.

#### PTSA (Parent/Teacher/Student Association)

The Thompson PTSA is an important school and community organization. The PTSA is involved in many activities that benefit our students, staff, and surrounding community. Red Ribbon Week, Fundraisers, Reflections, and assemblies and other special events are organized/sponsored by the PTSA. The PTSA is always in need of volunteers. Please become a volunteer.

Together, Thompson Parents/Caregivers, Teachers, Staff, and our community can make a positive difference in students' lives.

#### **Parent and Community Support**

**WATCH D.O.G.S.** – Dads of Great Students is a family and community engagement educational initiative with the goal of providing positive male role models for the students, demonstrating by their presence that education is important, as well as to provide extra sets of eyes and ears to enhance school security and reduce bullying.

**PTSA (Parents/Teachers/Students/Association)** – Memberships are \$7.00 each and monies go directly to supporting PTSA, the school, and its students. PTSA meetings are held monthly. Everyone is encouraged to join!

**SCHOOL SITE COUNCIL** – Elected members represent students, staff, parents, and the community. The School Site Council monitors the site plan and expenditures of the Single Plan for Student Achievement budget (SPSA). Elections are held each year to replace parents and teachers who have concluded their two-year terms.

**ENGLISH LEARNERS ADVISORY COMMITTEE (ELAC)** – A committee composed of parents/guardians of students designated English Learners. This committee is dedicated to ensure that members have access to the school's administration and a voice in the education of their children. ELAC meets four times per year.

#### Student Services and Policies

**ABSENCES** – Student attendance is a priority on a daily basis. Students need to attend <u>each</u> class on time throughout the day. Students are expected to be prepared to learn when the bell rings: in assigned seat, supplies ready, personal needs taken care of, and mentally prepared to learn. California schools receive funding as a result of student attendance. Schools will receive funding only for students in attendance. Previously, schools were funded for students who had doctor appointments or who stayed home due to illness. Because of this change, we ask that you make every attempt to make appointments after school hours for your students. Students returning to school after an absence must submit a written or verbal explanation from the parent/guardian stating the student's name, grade level, date of absence, and reason for absence on the first day back to class prior to the start of first period. STUDENTS WILL NOT BE ADMITTED TO CLASS WITHOUT A RE-ADMIT SLIP. Parents may call the Absence Phone Line @ 696-1410, push "1" for Attendance and "1" again for Absence. At this time you will leave first and last name of the student, grade, date of the absence and reason for the absence, your name and relationship, and a phone number where you can be reached. This line is available 24 hours a day, 7 days a week. A note or phone call must be received to the Attendance office by 9:00 AM. the following day (24 hours) or the student will be considered truant. Truant is defined as any absence, without verification, of 30 minutes or more during any one day, and on the third full day of unverified absence in one school year. Habitual absences/truancies may result in family referral to the Student Attendance Review Board (SARB). A hearing will be held with possible monetary penalties resulting. It is the student's responsibility to make arrangements for make-up work. The student will make up any work missed during the absence, within a reasonable time determined by the teacher based on the nature of the work missed. Parents calling or emailing to request missed work may do so once the student is absent for three (3) days. Please remember a 24 hour notice to the teacher is required prior to picking up the work.

**ABSENCE: PERSONAL BUSINESS/FAMILY TRIPS** — A student who will miss school for a pre-planned family trip or other personal business will need to notify the attendance office prior to the start of the absence. These absences are unexcused according to the State guidelines. A written request for absence make-up work must be provided to each teacher five (5) school days prior to the absence. It is the <u>student's responsibility</u> to make arrangements for make-up work. Make-up work for personal business/family trips is due upon the day the student returns to school. Please note that make-up work completed during personal business/family trips may not coincide with class work and academic progress may be adversely impacted. We strongly recommend personal business/family trips to be scheduled during school breaks.

**ABSENCE:** STUDENT EARLY PICK UP — Please make every effort to pick up your student **before 2:50 PM**; after this time, you must wait for dismissal bell which is 3:10 PM. **Only approved contacts**, as specified on the Emergency Card, will be allowed access to the child. The following must be observed when picking up a student during school hours: The contact must be **over 18 years old.** The contact must have a **photo I.D. Please note**, **during State and District testing**, **classes cannot be interrupted.** Therefore, parents will be asked to wait until the student completes his/her exam before the student will be dismissed.

**ACADEMIC HONESTY POLICY** — CONSEQUENCES FOR ACADEMIC DISHONESTY: Any alleged violation of this policy will be investigated thoroughly and appropriate disciplinary measures will be taken consistent with Board policy.

#### FOR FIRST OFFENSE, THE FOLLOWING WILL OCCUR:

- 1. Teacher notifies the parent.
- 2. Loss of all credits for the assignment or test with no make-up permitted.
- 3. Possible conference with student, parent, teacher and Assistant Principal
- 4. Possible Saturday School will be assigned by Assistant Principal.

#### FOR THE SECOND OFFENSE, THE FOLLOWING WILL OCCUR:

- 1. Teacher makes referral to the Assistant Principal and notifies the parent.
- 2. Loss of all credits for the assignment or test with no make-up permitted.
- 3. Saturday School
- 4. Possible Conference with student, parent, teacher, and Assistant Principal.

FOR THIRD OFFENSE, PROGRESSIVE DISCIPLINE WILL OCCUR.

**AERIES** – AERIES allows parents and students to check on course grades, see what homework due or missing, and communicate with teachers via the internet. Parents can activate an account with a verification code and password. This information will be sent home at the beginning of the school year.

**Associated Student Body (ASB)** – Students participate in a Leadership/Student Government class that is part of their daily academic schedule this allows them to explore the various leaderships roles that help govern our school. ASB hosts Thompson school dances, lunch time activities, assemblies, pep rallies and special events.

**BEHAVIOR/POLICIES / EXPECTATIONS** – At TMS, responsibility, self-discipline, and mutual respect for others are important components of each student's education. It is the student's responsibility to follow the rules of the school, treat others as they would want to be treated, and do nothing to interfere with the learning, safety, and well-being of other individuals.

<u>Respectfulness</u>: Courtesy and respect to self, others, and to personal and school property is expected. Physically or verbally aggressive behavior, profanity, and calling others by names other than their given name or nickname is unacceptable.

<u>Responsible</u>: Students are expected to be truthful at all times. Students will not be involved with lying (verbally, in writing, or over the telephone), forgery, fraud, misrepresentation, cheating, or copying others' work, or misuse of school documents.

<u>Public Display of Affection</u>: Students may only display affection for one another by holding hands. Possible discipline for public display of affection beyond holding hands.

**BEHAVIOR: DETENTION POLICY** – Students may be assigned detention by teachers and/or administration. Other school personnel can recommended students for detention through teachers and/or administration.

- After-School Detention: students will receive a minimum 24-hour parent notification for the following offenses: disruption, defiance, disrespect toward another person, inappropriate language/action.
- Transportation to/from school is the responsibility of the parents/guardians.
- Students will not be admitted to After-School detention without a signed Parent Consent Form.
- Students who fail to show up for detention will be assigned two detentions.
- Failure to show for either <u>of two detentions</u> will result in referral to administrator, parent contact, and possible Saturday School.

**BEHAVIOR: DUE PROCESS** – A student's right to due process will be adhered to and respected; students will know the reason for disciplinary actions. Due process begins in the classroom. Rules are posted in classrooms. Students may receive a warning and classroom consequence prior to being sent to the office. Students may be assigned break, lunch, or after-school detention by a teacher or administrator. Students may also be assigned Saturday School and/or be suspended by an administrator.

• Students are subject to search if the administration has information about that student that indicates a search is necessary (i.e. drugs, weapons, stolen property, etc.)

**BEHAVIOR:** LOSS OF ACTIVITIES – Students choosing to disregard behavioral standards will be subject to the loss of extracurricular activities and privileges in addition to receiving disciplinary consequences.

**BEHAVIOR: REFERRALS** – A record will be kept on all students who visit administrators in regards to Disciplinary Referrals. The record will not become a part of the student's regular cumulative file.

**BICYCLES AND SKATEBOARD RACKS** – Bicycles, skateboards, and scooters are to be walked on all areas of the school campus. Students are required to secure their bicycles, skateboards and scooters in the bicycle rack with their own lock and it must be locked at all times. Thompson Middle School will not be held responsible for any damaged or stolen bicycles, skateboards or scooters. Locks, combinations, or keys are required and should not be shared with other students. Bicycles, skateboards, or scooters without locks will be stored in the bike rack, not the office, at the students' own risk.

BICYCLES AND SKATEBOARD RACKS— Students are also expected to obey California's Helmet Law. Please make sure your child is equipped with a helmet if riding a bicycle, skateboard or scooter to school. More information is available at <a href="here">here</a>. Students who do not have the proper headgear may not be able to take their bicycle, skateboard or scooter home. The bike rack will remain locked from the beginning to the end of the school day. At the end of each school day, students are expected to walk their bicycles, skateboards and scooters down the exit area toward Hayes Avenue and Nightway Way before getting on them. Bicycles, skateboards or scooters left in the bike rack for after school activities need to be picked up before the close of the after school program. Bicycles and skateboards must never be left in the racks unattended after hours.

**BULLYING/HARASSMENT**– Bullying or harassment of any kind will not be tolerated at Thompson Middle School. Students will face disciplinary consequences upon the first offense.

**CELL PHONES/CAMERAS**— The district recognizes that many families desire their students to carry cell phones for reasons of safety and emergency use. The district supports and allows possession of cell phones for those reasons. Although Board policy allows possession of cell phones, it also gives the authority to school administration to restrict the use of phones and cameras. Please see page 28 for our electronic device/cell phone school wide policy.

**CLOSED CAMPUS**— Thompson Middle School has a <u>closed campus policy</u>. This means that no student is to leave the school grounds during the regular school day for any reason unless the following procedures are observed: Students may not enter campus <u>before 8:15 a.m.</u> All students will remain on campus during regular school hours. Students needing to leave school during the school day must check out through Attendance and have an authorized adult sign them out. Students may not remain on school campus after 3:10 p.m. unless it is for a specific after-school activity <u>and</u> the required permission form is on file in the school office and with the supervising teacher.

**CLUBS**— Thompson Middle School provides a wide variety of extra-curricular activities for our students. Clubs are available before and after school and during lunch. Clubs vary depending on availability, staffing, and student interest.

**COMMUNICATION**– TMS adheres to an open communication policy. At TMS, no one will be able to address the individual needs of your child better than the classroom teacher. When concerns arise, we strongly suggest that parents make an effort to first contact the teacher. Please note our teachers will make an effort to return calls or e-mails within a 24-hour period. Please note our teachers will make an effort to return calls or e-mails within a 24-hour period. In some cases, more time may be required. Please review the following other methods of communication: Email: A complete directory of Thompson staff email addresses is available on the TMS web site: www.murrieta.k12.ca.us/thompson

#### GRADES AND ASSIGNMENTS are posted: https://aeriesnet.murrieta.k12.ca.us/parent/LoginParent.aspx

• Parent Conferences: A teacher-parent may initiate a Parent/Teacher Conference. The parties involved will make arrangements to meet at a mutually convenient time during the teacher's prep period (8:10-8:50 a.m.). District scheduled conferences occur on minimum days in the Fall.

**DELIVERIES** – Balloons, flowers, etc. are not allowed in the classroom and can only be delivered to the front office. Students may pick up the items from the front office when they leave for home. For safety reasons, glass containers are prohibited. Lunches, books, homework, clothing, etc. will be delivered to the front office receptionist only.

**EMERGENCIES** – Telephone numbers are necessary for us to act efficiently in the event of an emergency. Please include a relative's or neighbor's telephone number in case of an emergency. We request that you notify us immediately about changes of address, email, or telephone numbers.

Important: Please list all telephone numbers and e-mail addresses where parents can be contacted during the school day.

**FOOD POLICY** – Food and beverages will be served and eaten in the lunch area only. **Gum is not permitted on campus at any time**. Glass containers, nuts or seeds in the shell and eating or drinking in classrooms is strictly prohibited.

**GRADE REPORTS** – Report Cards are posted on ABI at the end of each eighteen week semester. Report Cards are filed in the student's cumulative record.

<u>Progress Reports</u> are posted on ABI every six (6) weeks, in each semester. These reports are a statement of your child's progress from the teacher to the parent/guardian. The Progress Report <u>does</u> <u>not</u> become a part of the student's cumulative record. ABI access through the ABI Parent portal allows parents to review student's attendance, progress, assignments in class, missing assignments, and current grade. <u>Please contact Student Services for sign-up information and an access code</u>. If a hard copy of the report card is needed, please request through Student Services.

**HALL PASSES** – Students not in the classroom during class time are required to have a pass at all times. Students must obtain a pass from their teacher before coming to the office. Remember to be polite and patient in the office areas.

**HEALTH SERVICES** - A school nurse and/or Health Technician will be present on campus at all times. Students must obtain a pass to visit the Health Office. **Students must have an emergency card on file in the office in case of accidents.** Parents will be notified of accident situations and are responsible for transporting students except in cases of extreme emergency. It is critical that we be able to reach you or one of your designated contacts. Therefore, you must notify the Health Office of any phone number changes immediately.

**HEALTH SERVICES - MEDICATIONS** – California Education Code (Section 49423) states that when a school district employee gives a medication to a student, it must be in accordance with the written direction of a physician along with written permission of the child's parent or legal guardian. These authorizations must be renewed whenever the prescription changes or within 12 months of the signed authorization form. **The prescription label on the container is not acceptable as a physician's written direction.** This includes all medications including over the counter medications.

- All medications will be stored in the Health Office. Students are not allowed to have
  medication in their possession at school, walking to and from school, or on the school
  bus. This practice provides for the safety of all students on campus. The only exception to this
  policy is if the student's well being is in jeopardy and the medication, such as an inhaler for
  asthma, is carried on his/her person.
- The appropriate release forms can be obtained from the school. Medications must be provided to the school in the container in which it was purchased or filled. Prescription medications must be prescribed to whom it will be administered with the prescription label attached. School personnel cannot give medication brought to school in a plastic bag, plastic ware, or any other repackaging. Out-of-date medication will not be given. An adult must bring the medication to school along with the completed authorization form. If you anticipate a visit to your child's physician or dentist and expect that medication may be prescribed or the dosage changed, please contact the school Health Office for the appropriate forms.

**HOMEWORK** – Homework is defined as an assignment in a subject area that has been taught and learned sufficiently so that the student does the work correctly rather than reinforcing errors or incorrect work. Homework is completed outside of class time. Contact each individual teacher regarding the posting of homework.

- Goals of Homework Extend or reinforce classroom learning, aid in the mastery of skills, teach
  students to budget time and use time wisely, involve parents/guardians in the education of their
  child, but not require the parent/guardian to provide initial instruction, provide opportunities for
  parent/child interaction, and enable a student to make up work missed due to excused absences,
  not including suspensions.
- <u>Types of Assignments</u> The goals of homework, as defined in the District homework philosophy, indicate that multiple kinds of assignments should be used; these are described as follows: Creative activities, cultural enrichment, drill and practice as well as problem solving activities, makeup assignments and revision, test preparation, reading, projects, family discussion topics, review or remediation, extension of learning to new applications, extended reading, and independent research/reports.
- Make-up Homework Policy: When a student is absent from school, it is his/her responsibility to contact teachers upon returning to school regarding make-up work. The time allotted for making up missed work will vary depending on the circumstances surrounding the absence, the actual time out of school, and the teacher's classroom policy. Each student will make arrangements with his/her teachers for turning in work. If a student has been absent for three (3) days or more, the parent should call or e-mail the teachers and request the work. Teachers will be given a 24-hour notice to provide make up work. The make-up policy for missing assignments when a student is not absent is at the discretion of the Individual teacher. Generally, late work may be turned in during the unit/chapter of study with a penalty such as a partial grade. Please read individual teacher guidelines for their specific homework policy.
- Assignments may be fixed/corrected at the discretion of the teacher. Students are encouraged to fix/redo assignments when the opportunity arises.

**IDENTIFICATION CARDS** – I.D. Cards will be issued for all students enrolled at Thompson Middle School. Students are required to present this card: When requested to do so by any school official. Upon admission to a school function (i.e. dances). When checking out material from the library. Do not **LOAN** or **GIVE** this card to any person. It will be confiscated. Replacement of I.D. cards, whether stolen or lost, will be replaced at a nominal fee (payment in advance to TMS ASB). Please contact Student Services

**LIBRARY/TEXTBOOKS** – It is very important that all students follow all library policies on returning library and textbooks. Books checked out through the Library should be returned in the same condition as when borrowed. Failure to return books in a timely manner will result in disciplinary action such as after-school detention and loss of extra-curricular activities. Students must show their Student Identification Card to check out a book from the Library. NO I.D. CARD = NO BOOK.

**TEXTBOOK LIBRARY FINES** – Books checked out to a student must be the identical book returned (i.e., barcodes must match). Even if a student returns a book, if it does not have the correct barcode as originally issued to them, the student is still responsible for finding and returning the originally issued with the correct barcode, or pay for the book. Eighth graders must return and/or pay for all library books and textbooks checked out in their names. This includes all books from grades 6 through 8. Failure to do so will result in the student being unable to receive a class schedule, books, P.E. uniform, ASB card, etc. at MMHS, MVHS or VMHS or have student records forwarded to the new high schools. Sixth and Seventh graders who advance to seventh and eighth will not be issued textbooks or library books if all previous year's books have not been returned.

**LOST AND FOUND** – Items left in a classroom will be turned into Student Services. Items not claimed within a reasonable time period will be donated to charity. Please put your student's last name on personal belongings so items can be easily returned. Notice will be sent out to parents and students prior to each charity donation.

**NOTICE OF CONSEQUENCE** – The Board of Education and staff of MVUSD believe in safe schools. The District supports a policy of **safe schools** and will enforce consequences upon students involved with controlled substances, possession of a firearm, or brandishing a knife at another person. Any offense involving drugs, alcohol, dangerous objects, and all sexual assaults and batteries will be reported to the proper legal authority.

### EXPULSION IS MANDATED UPON THE FIRST OFFENSE FOR VIOLATION OF THE PROVISIONS OF EDUCATION CODE SECTION 48915 C (1), (2), (3), AND (4) WHICH ARE:

- 1. Possessing, selling, or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to commit a sexual assault.

Under certain circumstances expulsion can be recommended on a first offense for any violation of Education Code 48900, including but not limited to:

- 1. Using, possessing, selling, furnishing, or being under the influence of any controlled substance (illegal drugs or alcoholic beverage) or intoxicant of any kind. [Ed Code 48900 (c)].
- 2. Possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object. [Ed Code 48900(b)].

These regulations apply to students in the following situations: On school grounds (this includes the parking lot, as well as vehicles on school property), going to or from school, and on lunch break (on or off campus).

**NUTRITION SERVICES** – A choice of an entrée, hash brown, fresh fruit, juice and milk is available every morning before school and during morning breaks. Students may pay on their accounts in the morning, breaks, and at lunch. Lunches may be purchased on a weekly or monthly basis. Checks should be written to TMS Cafeteria. Please include the student's name and student meal I.D. number on the envelope or check.

- Computerized meal accounts are available to all students. An account can be set up at
   <u>www.myschoolbucks.com</u>. Payments can be made and balances checked online. Applications for free/
   reduced meals are available for each student.
- Applications are available online. Applicants MUST reapply every year, and students status is good for 30 days of new school year. If no new application is filed after 30 days then students will be charged full price.
   Students will be required to pay full price or bring a meal to school until they are notified by mail whether their application has been approved. Snacks are available before school, at break, and at lunch.
- Snack items and prices vary. Please do not send your student with bills larger than \$20.00; Nutrition
  Service does not keep enough change on hand. The availability of the snacks, and ice cream are a
  privilege and subject to revocation if abused by students, i.e., excessive trash in or around the
  lunch/break areas.
- Students are NOT allowed to order food for delivery to the campus.

**PTSA** – The Thompson teachers and staff encourage you to become a member of our Parent, Teacher, Student Association (PTSA). It is a wonderful way to become a part of your student's school career through such programs as the Snack Bar, Bingo Night, and Red Ribbon Week. These are just examples of past programs and your help will ensure that these, and many other programs, will continue.

**RESTROOM PRIVILEGES** – Due to the importance of instructional time, students should make every effort to use the restroom before school, during breaks, at lunch, and during passing periods. (Teachers may grant or deny restroom privileges at their discretion).

**SAFETY** – Students must walk at all times on campus and not run unless otherwise instructed. Students are required by law for their safety to wear a helmet if riding on their bicycle, skateboard or scooter.

- **Earthquake Procedures**: The procedures to use in case of an earthquake will vary depending on the severity and frequency with which the tremors occur.
- **Fire Drills**: Thompson Middle School conducts regularly scheduled fire drills. Evacuation instructions are posted in classrooms.

**SCHOOL SPONSORED EVENTS** – School events sponsored by TMS are subject to the following requirements:

- I.D. Cards must be presented in order to gain admission.
- Only Thompson students may attend. Guests from other schools are not allowed. Faculty members and chaperones have full authority to admit, refuse admission to, or remove any student from an event without refund. School rules and dress codes apply at all times. Students are expected to be courteous, friendly, and polite. Students who do not display appropriate behaviors will be asked to leave. Parents will be contacted and required to pick student up. Until such time as they arrive, the student will remain with the administrator in charge. All events will be scheduled at the discretion of the Principal, ASB Advisor, and Student Government. Any student suspended/expelled, with excessive tardies, or who has lost privileges for any other reason may not attend any school event during the time of their consequence.

**STUDENT DROP OFF/PICK UP** – Students are to be dropped off and picked up in the Nighthawk loop, as well as the Hayes loop. Our driveway gate on Nighthawk will be closed; please do not turn around or drop off students at this lower gate. This creates a very dangerous situation for students on the sidewalk. Areas for student pick-up are clearly marked.

**STUDENT RECOGNITION** – Thompson Middle School implements a Field Day to recognize students who have achieved high levels of academic performance. Thompson also recognizes students for P.R.I.D.E at monthly luncheons.

**TARDIES** – We establish a firm tardy policy when students arrive late to class because they cause a disruption to the learning environment for all other students and staff. It is Imperative that students be at school and in class on time. Teachers will send students to the Attendance office to obtain re-admittance to class ONLY when the period attendance has already been entered in the automated computer attendance program. Eighth grade students may lose the privilege of participating in the end of the year activities if they receive twenty (20) cumulative tardies during the school year. Tardies will be addressed with the following Procedure:

- Tardies 1-3 = Warning
- Tardy 4 = Parent Communication/Conference
- Tardies 5+ = Detention (May include loss of zero period class)

**TECHNOLOGY/COMPUTERS** – Thompson is very fortunate to have such a high level of technology on the campus. Students are expected to use the computers, Internet, and other technologies for educational purposes only. Students are also expected to report those who may be using computers and other technologies in ways not related to their education. Students who do not use the computer or other technologies for educational purposes will be denied access to them. **Willingly searching and viewing inappropriate materials on the computer will result in a discipline consequence.** 

**TELEPHONES** – Students are able to use the telephone in the office during break and lunch time with staff member permission. Office telephone use during passing period is not allowed. Students may not call home for forgotten homework or PE clothing. Students are allowed to use their Cell Phone/Electronic Devices during the school day, but with certain guidelines (see Cell Phone/Electronic Devices Policy).

**TRANSPORTATION** – District-provided transportation is a privilege, not a right. It is important that students conduct themselves in an orderly manner at the bus stop and on the bus. Students may only ride on their assigned bus. The bus driver has complete authority over any circumstance arising on the bus.

Bikes, scooters, and skateboards will be <u>stored</u> and <u>locked</u> in the appropriate racks. Students are required to wear helmets when riding their bike, scooter, or skateboard to and from school.
 Running will be reserved for the P.E. playing areas. Skateboards, scooters, bikes, hoverboards and rollerblades are **not** permitted to be ridden on campus at any time.

**VISITORS –** Parents, guardians, and community members are encouraged to visit TMS. Students from other schools may **not** visit during their vacation periods. All visitors are required to **check in** with the school office upon entering campus. All visitors are required to present photo identification when checking in. Visitors are required to sign both in and out, and to wear a badge during the visit. Those wishing to visit classrooms must have prior approval from the teacher, a 24-hour notice is required. Visitors may remain in the school, as long as they observe the school rules.

#### **VOLUNTEERS** -

Thompson Middle School encourages parents, guardians, and community members to become involved at our school. Volunteers are required to complete a Volunteer Registration form that can be found in the front office. Volunteers who have contact with students, in an enclosed area, for four (4) hours or more per week are required to have a TB skin test. **PLEASE DO NOT LET THIS PREVENT YOU FROM COMING TO OUR SCHOOL AND HELPING.** Any donation of your time is greatly appreciated.

## M.V.U.S.D. Activities Prohibited On School Grounds

The following activities are prohibited on school grounds except as authorized, regulated, or directed by school site administration.

- (1) Loitering in or around the school campus
- (2) Operating any Cycle or Motorized Vehicle
- (3) Skateboards, Roller Blades, Roller Skating
- (4) Golfing
- (5) Possessing Alcohol, Drugs, Weapons or Explosive Devices
- (6) Operating Motorized Toys (such as remote control planes, rockets, cars, etc.)
- (7) Bringing or Allowing Animals on campus
- (8) Riding Horses on school grounds
- (9) Smoking on school premises
- (10) Electronic signaling devices
- (11) Note: All Visitors must check in with front office and secure visitor's pass

Persons violating the spirit or letter of this policy shall be referred to the Murrieta Valley Unified School District and/or the Murrieta Police Department. Such persons shall be subject to the appropriate consequences and/or fines.

MVUSD Policy 5144.1a
California Education Code 48900
California Penal Code Section 626.6 Section 653q

#### What is Bullying?

Bullying is an act of **repeated aggressive behavior** in order to intentionally hurt another person, physically or mentally.

Bullying is characterized by an individual behaving in a certain way to gain power over another person.

Bullying can also be defined as when a person is "exposed, **repeatedly and over time**, to negative actions on the part of one or more other persons." A negative action is defined as "when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways".

The U.S. National Center for Education Statistics suggests that bullying can be classified into two categories:

#### **Direct Bullying**

#### **Indirect Bullying**

Direct bullying is a repeated act that involves a great deal of physical aggression, such as shoving and poking, throwing things, slapping, choking, punching and kicking, beating, stabbing, pulling hair, scratching, biting, scraping, and pinching. Direct bullying can also be threatening, challenging or calling someone names directly to their face. isolate the victim. This isolation is achieved through a wide variety of techniques, including spreading gossip, refusing to socialize with the victim, bullying other peop who wish to socialize with the victim, and criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, sex, or sexual preference, etc.) Other forms of indirect

Indirect bullying is characterized by attempting to socially isolate the victim. This isolation is achieved through a wide variety of techniques, including spreading gossip, refusing to socialize with the victim, bullying other people who wish to socialize with the victim, and criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, sex, or sexual preference, etc.) Other forms of indirect bullying which are more subtle and more likely to be verbal, such as name calling, the silent treatment, arguing others into submission, manipulation, gossip/false gossip, lies, rumors, false rumors, staring, giggling, laughing at the victim, saying certain words that trigger a reaction from a past event, and mocking.

For the school to determine if an action will be defined as bullying the action must have four elements:

- 1. Be an act of aggression
- 2. The act must be done to INTENTIONALLY hurt another person
- 3. The act must be done more than once
- 4. There needs to be an imbalance of power either socially, in numbers or physically.

NOTE: Even if the act is not determined to by bullying, if it is a negative act it will still be dealt with by the school as a discipline issue.

#### What is not considered Bullying?

According to Ronit Baras of the Family Matters project, when talking about bullying, it is very important for parents (and teachers and kids) to understand what bullying is not. Many times, **a single act** or behavior is out of proportion, but it **is not considered bullying.** Some people think that bullying is any aggressive behavior and although such behaviors are a source of concern and need attention, it is important to separate them from bullying. As defined earlier, **bullying is recurring and deliberate abuse of power.** 

#### **Not Bullying List**

- 1. **Not liking someone** It is very natural that people do not like everyone around them, and as unpleasant as it may be to know someone does not like you, verbal and non-verbal messages of "I don't like you" are not acts of bullying.
- 2. **Being excluded** Again, it is very natural for people to gather around a group of friends and we cannot be friends with everyone, so it is acceptable that when kids have a party or play a game, they will include their friends and exclude others. It is very important to remind kids they do the same thing sometimes too, and although exclusion is unpleasant, it is not an act of bullying.
- 3. **Accidentally bumping into someone** When people bump into others, the reaction depends mostly on the bumped person's mood. If they have had a bad day, they think it was an act of aggressive behavior, but if they are in a good mood, they smile back and attract an apology. This is also relevant for playing a sport. For example, when kids throwing the ball at each other, hit someone on the head. It is very important for teachers and parents to explain that some accidents happen without any bad intention and it is important not to create a big conflict, because it was not an act of bullying.
- 4. **Making other kids play things a certain way** Again, this is very natural behavior. Wanting things to be done our way is normal and is not an act of bullying. To make sure kids do not fall into considering it an aggressive or "bossy" behavior, we need to teach them assertiveness. If your kids come home and complain that Jane is very bossy and she always wants things to be done her way, you can share that everyone wants their own way and that Jane is miserable, because she is not flexible. She will suffer in life for insisting that things be done her way. Again, although it is not fun or pleasant, this is not bullying.
- 5. A single act of telling a joke about someone Making fun of other people is not fun for them, but the difference between having a sense of humor and making fun of someone is very fine. It is important to teach kids (and grownups) that things they say as jokes should also be amusing for the others. If not, they should stop. Unless it happens over and over again and is done deliberately to hurt someone, telling jokes about people is not bullying.
- 6. **Arguments** Arguments are just heated disagreements between two (or more) people (or groups). It is natural that people have different interests and disagree on many things. Think about it...most of us have disagreements with ourselves, so it is very understandable to have disagreements with others. The argument itself is not a form of bullying, although some people turn arguments into bullying, because they want to win the argument so much. They use every means to get what they want and find a weakness in the other person, abuse knowledge or trust they have gained, and use it against the other person. It is very important to distinguish between natural disagreements and bullying during an argument.
- 7. **Expression of unpleasant thoughts or feelings regarding others** Communication requires at least two players. Although it may be unpleasant to hear what someone thinks about you, it is not a form of bullying but is a very natural thing. In every communication, there are disagreements and some form of judgment about each other's attitude and behavior. If someone says to you, "I think this was not a nice gesture" or "You insulted me when you said this", this is not Bullying, but an expression of thoughts and feelings.
- 8. **Isolated acts of harassment, aggressive behavior, intimidation or meanness** The definition of bullying states that there is **repetition in the behavior**. Bullying is a conscious, repeated, hostile, aggressive behavior of an individual or a group abusing their position with the intention to harm others or gain real or perceived power. Therefore, anything that happens once is not an act of bullying.

All the behaviors above are unpleasant and may need to be addressed, but they are not treated as bullying.

What to do if you are being Bullied - Now that we know that Bullying is a "repeated aggressive behavior that takes place over time", what actions should you and/or your child take if being bullied?

**Tell a parent-** Too many times students are taught to handle things themselves. Being bullied may be a new experience for your child that you as a parent have more life experience to help him/her deal with. As a parent, it is important that you pay attention to what your child is telling you and find out if things are happening more than once.

**Tell a trusted adult at school** (teacher, counselor, administrator) the number one reason bullying occurs at school is because the school does not know about it. If the school does not know about it, they cannot stop it.

**Work with your school** – Remember your school wants to stop bullying as much as you do. Work with them as a team and devise solutions together.



# THE DIFFERENCE BETWEEN BULLYING AND CONFLICT

Imbalance of power, not friends

Repeated negative actions

Purposeful

Serious with threat of physical or emotional harm

Strong emotional reaction from victim and little to no emotional reaction from the individual(s) doing bullying

Attempt to gain material things or power

No remorse - blames victim

No effort to solve problem

Equal power or friends

Happens occasionally

Accidental

Equal emotional reaction

Not seeking power or attention

Not trying to get something

Remorse - will take responsibility

Effort to solve problem

#### SEXUAL HARASSMENT

#### WHAT IS SEXUAL HARASSMENT?

- Any unwelcome sexual advances, requests for sexual favors, or other verbal/physical conduct of a sexual nature.
- Uninvited behavior that makes being in the school offensive, negative, unfriendly and/or intimidating and leads to a hostile environment that makes learning difficult.
- "This for That/Something for Something Else" is another form of harassment. Examples: The
  manager at the fast food place in which you work says that you will be fired if you do not engage
  in certain behaviors with him/her; Someone blocking the door and refusing to let you through
  unless you agree to certain behaviors.

<u>Flirting</u>	vs	Sexual Harassment
Welcomed behavior		Unwelcome behavior
Leaves you feeling positive		Leaves you feeling negative
Respectful		Disrespectful
Flattering		Unpleasant
Enjoyable		Illegal

### \*SEXUAL HARASSMENT OFTEN GOES UNREPORTED. REPORTING IS THE ONLY WAY TO GET HELP

#### WHAT CAN BE DONE? TAKE ACTION!

- ASSERT YOURSELF: Tell the harasser to stop the behavior. Tell him or her aloud or in writing what behaviors you find offensive.
- <u>CALL FOR HELP</u>: Ask for the help of someone you trust your friends, parents, or a person in authority. Tell them of your problem. Enlist friends as witnesses.
- TAKE NOTES: Keep a detailed, written record of what was said and done to share with the person who investigates your complaint.
- <u>INFORM AUTHORITIES</u>: Report the offensive behaviors to a teacher, counselor, or principal. Give details and provide witnesses. This action may stop the behavior.
- OPEN A CASE: File a complaint with your counselor or administrator against the person who is harassing you.
- NEVER GIVE IN: If you are not satisfied with the results of the complaint, continue to take action and get help from your principal.

Sexual Harassment is based upon the impact on the victim, not the intentions of the perpetrator.

If a student has been proven to have caused sexual harassment,
he/she will be suspended from school and possibly recommended for expulsion.

#### How to Handle Tough Situations

- 1. Cell phone threats or negative comments.
  - a. Take a screen shot of the information communicated to you.
  - b. Avoid going up to the person to discuss the issue. Instead report it to a counselor or administrator so that a conflict mediation can be scheduled.
  - C. Do not listen to instigators (they usually are spreading rumors).
  - d. Think of the consequences at school and at home.

#### 2. Disagreeing with adults.

- a. Comply with what the adult is asking you.
- b. Afterwards approach the adult and ask if you can speak privately about the situation.
- c. Communicate your concerns respectfully to try to resolve your differences.

#### 3. Rumors

- a. When a person comes up to you and tells you they heard something do not take any action.
- b. A clue that it is not true is that they usually heard it from "someone" "somebody" a student that they can't remember or a friend that heard it from another person.
- C. Avoid going up to the person to discuss the issue. Instead report it to a counselor or administrator so that a conflict mediation can be scheduled.
- d. There are many people that like to see other people fight, but remember if students convince you to fight then you will be the one to receive the consequence.

Questions that adults may ask you after you have been involved in an incident.

What happened?	What did you think when you realized what
What were you thinking of at the time?	happened?
What have you thought about since then?	What impact has this incident had on you and others?
Who has been affected by what you have done? In what way?	What has been the hardest thing for you?
What do you think needs to happen to make things right	What do you think needs to happen to make things right?

The Lifeline is **FREE**, confidential, and always available.

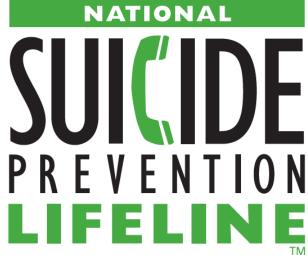
#### **HELP**

a loved one, a friend, or yourself.

Community crisis centers answer Lifeline calls.



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration www.samhsa.gov



1-800-273-TALK (8255)

suicide prevention lifeline.org

Learn the Warning Signs.

#### Thompson Middle School

#### Electronic Device/Cell Phone Policy

Cell phones are allowed on campus but must be turned off and out of sight during passing periods and class hours. Students may not have their cell phone out or in use while walking to or from their classes. Students will not be given permission to leave class to return or answer a cell phone call. Students should only use cellphones in class with direct teacher consent for academic purposes. Students may not have cell phones out during class for checking time, calculating (without teacher consent), taking pictures, text messaging, incoming/outgoing calls, electronic bullying, electronic threats, "sexting" (sent via cell phone) or for any other reason. Absolutely no cell phones, cameras or recording devices are allowed in locker rooms or bathrooms. Students may only use their cell phones in accordance with school policies during their assigned break and lunch within the red line zone of the school (lunch tables and quad; See MAP). Parents, please refrain from contacting your son/daughter during school hours. If it is an emergency, and you need to contact them on their cell phones, please do so during break and lunch only.

If you choose to bring a cell phone or any other electronic device to school, you do so at your own risk. The school does not have staffing to investigate or be responsible for loss or theft of any electronic devices. Loss or theft of any item should be reported to the School Resource Officer.

Pictures or videos of any kind are not allowed on campus without administrative approval. This includes film & digital still cameras, video cameras, and cell phones.

<u>California Education Code Section 51512</u> provides for disciplinary action to be taken if a student uses, without expressed permission from a teacher, any electronic recording or listening device:

"The Legislature finds that the use by any person, including a pupil, of any electronic listening or recording device in any classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is prohibited. Any person other than a pupil, who willfully violates this section, shall be guilty of a misdemeanor. Any pupil violating this section shall be subject to appropriate disciplinary action.

#### **CONSEQUENCES**

<u>First Offense</u> – Warning. The electronic device is taken away by the staff member and sent to Student Services office where it will be safely secured. The student may pick up the device at the end of the day.

<u>Second Offense</u> – The electronic device is taken away by the staff member and sent to the Student Services office where it will be safely secured. The parent must come in to pick up the device from the main office receptionist.

<u>Third Offense</u> – The electronic device is taken away and sent to the administration office where it will be safely secured. The parent must pick up the device. The student will receive an after-school detention.

<u>Fourth Offense</u> - The electronic device is taken away and sent to the administration office where it will be safely secured. The parent must pick up the device. The student will receive progressive discipline, which may include: multiple days of detention, a Saturday School, required to write an essay regarding the impact of teenage cell phone addiction, and/or lose a grade level activity.

1) Name	2) Students, please circle the part
) =	the dress code in violation.

#### TMS Dress Code

of

The purpose of adopting a student dress code is not to infringe on the individual student's rights to freedom of expression, but rather to encourage all students to adhere to policies that promote a unified community, avoid any disruptions to the learning environment and provide for the safety of all students. Our focus is on learning, yet we need to ensure that our students are dressed appropriately for all instructional activities on campus.

All students are expected to know the TMS Dress Code expectations. Parents we need your support with this, so we ask that you review the Dress Code with your student prior to shopping for school attire so that school-appropriate clothing is chosen. School clothing should be safe and appropriate for a variety of instructional or educational activities. Students should be properly dressed and should not be offensive to others. Students who violate the Dress Code will meet with a school administrator and assigned appropriate consequences.

Area in	Minimum Safe Attire	3) Date:
Violation	Student attire and grooming must permit the student to participate in learning without posing a risk to the safety of any student or school district personnel.	<i>5) Date.</i>
	Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.	
	When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities <b>from armpit to armpit</b> to mid-thigh. Tops must have a strap and at no time may any part of a student's buttocks be exposed.	4): Clothing Change I chose to call home for replacement clothes. I
	Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be see through.	understand that I will be sent to class with school- provided clothes if the
	Clothing must be suitable for all scheduled classroom activities including PE, science labs, shop classes, field trips and other activities where unique hazards or specialized attire or safety gear is required. Bare feet are not permitted at any time.	time out of class exceeds ten minutes.  I chose to wear
	Attire and/or grooming depicting or advocating violence, weapons, criminal activity, gang-related activity (including clothes, accessories, or colors identified by MPD as gang- affiliated), use of tobacco, alcohol or drugs, pornography, foul language, hate speech, or clothing that could be considered dangerous or that could be used as a weapon are prohibited.	school-provided clothes.

No list of dress and appearance guidelines for students can be written that will anticipate all potential dress and grooming extremes. In the case of questionable dress or grooming that is not specifically covered in the list above, the administration will make the final decision. Appropriate action will be taken at that time, and when necessary, contact will be made seeking parental cooperation and assistance.

The administration retains the sole discretion to make the final determination whether clothing, jewelry, accessories and/or appearance meet acceptable standards. All school certificated and classified personnel shall be responsible for reporting violations of this dress code. When a dress code violation occurs, the students will be required to change into proper attire. Continued violations of the dress code will be considered defiance and will be referred to administration for disciplinary action.

#### Administration reserves the right to determine appropriate dress code.

5) I	have read and understand the TMS dress
code. I understand that future	e infractions will result in consequences.

# THOMPSON MIDDLE SCHOOL

# Section 3 – Student Resources for Success:

- 7 Habits of Highly Effective Students
- Studying Practices
- ELA and Writing
- History
- Science
- Math
- PE

# 7 Habits of Highly Effective TMS Students



- >>> I AM RESPONSIBLE.
- >>> I TAKE INITIATIVE.
- >>> I DON'T BLAME OTHERS FOR MY CHOICES.



# Begin HABIT TWO With The End In Mind

- >>> I SET GOALS AND PLAN AHEAD.
- >>> I HAVE A MEANINGFUL PURPOSE FOR WHAT I DO.

# habit three Put First Things First

- J SET PRIORITIES FOR MYSELF AND MAKE A PLAN.
- >>> I AM ORGANIZED.

# Think HABIT FOUR Win-Win

- >>> I HAVE CONSIDERATION FOR OTHERS.
- >>> WHEN CONFLICTS ARISE, I LOOK FOR WHAT WILL WORK BEST FOR ALL.

## First HABIT FIVE Seek To Understand

- JI LISTEN TO OTHER PEOPLE'S IDEAS.
- JI TRY TO LOOK AT THINGS FROM OTHERS PERSPECTIVES.



- J VALUE OTHER PEOPLE'S STRENGTHS.
- >>> I GET ALONG WITH OTHERS AND WORK WELL IN GROUPS.



- J SPEND TIME WITH MY FAMILY AND FRIENDS.
- >>> I TAKE CARE OF MY BODY AND HEALTH.

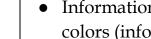
# ~Focused Note-taking Checklist~

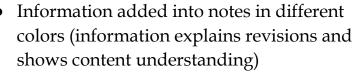
# Phase 1: Note-taking Phase 2: **Processing Notes** Phase 3: Thinking & **Connecting**

- Name, date, class/teacher/period
- Topic and EQ
- All main ideas recorded, spacing between lines, bullets and indentation, paraphrase
- Done in pencil, black or dark blue ink!



- Revising Notes such as: (circle key terms/highlight main ideas/ideas chunked/missing info added)
- Box up concepts or "Aha" moments
- Questions reflect underlined main ideas and correspond to chunks
- Use different color ink (from Phase 1) or use highlighter







- Make connections for easy recalling of information
- Ask Higher Level Questions
- "Flag" information

Annotations!!!

Add Post-it Notes if more space is needed





- Summary addresses Essential Question (EQ) & all questions/notes mentioned.
- There should be a summary on each page for it to count as a complete set of notes.



**SUMMARY** 

Phase 5: Applying **Learning - Reflection** 



- How will this **knowledge** help you be better prepared? How will you apply it?
- How do you plan to use these notes for test/essay/tutorial, etc.



**REMEMBER:** Notes are a LEARNING TOOL!!!



Background: Remember, there is a positive relationship between repetitions in your notes and remembering information. The more you DO TO or DO WITH your Focus Notes, the more you'll remember and the better you will understand the material. Use these tips to get the most out of your notes.

Completed	Symbols	Revision			
	1, 2, 3 A, B, C	Number, letter, or chunk the notes each time a new concept or main idea is introduced			
	Identify and circle key terms	Circle vocabulary and key terms in pencil			
	Main Idea	Highlight or underline main ideas in pencil			
		4. Fill in gaps of missing information and/or reword/paraphrase in red			
	Unimportant	5. Delete or cross out unimportant information by drawing a line through it with a red pen			
	?	6. Identify points of confusion to clarify by asking a partner or teacher			
	*	7. Identify information to be used on a test, essay, for tutorials, etc.			
	Visual/Symbol	Create a visual/symbol to represent important information to be remembered			

#### Writing in the Margins: Six Strategies at a Glance

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

#### **Visualize**

Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.

When visualizing, ask:

- · What does this look like?
- · How can I draw this concept/idea?
- What visual and/or symbol best represents this idea?

#### **Summarize**

Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.

Summaries will:

- state what the paragraph is about
- · describe what the author is doing
- · account for key terms and/or ideas

#### **Clarify**

Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.

In order to clarify information, you might:

- define key terms
- · reread sections of the text
- analyze or connect ideas in the text
- paraphrase or summarize ideas

#### **Connect**

Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.

While reading, you might ask:

- How does this relate to me?
- How does this idea relate to other ideas in the text?
- · How does this relate to the world?

#### Respond

Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.

Readers will often respond to:

- · interesting ideas
- emotional arguments
- provocative statements
- · author's claims
- · facts, data, and other support

#### Question

Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.

While reading, you might ask:

- What is the author saying here?
- What is the author doing?
- What do I understand so far?
- What is the purpose of this section?
- What do I agree/disagree with?

<u>Focused Notes</u>	Name:				
Topic:		Period:			
<b>Essential Question:</b>					
Questions/Main Ideas:					
	Notes:				
	riotes.				
Summary:					



#### TMS Binder Organization System

Why keep an organized binder?	Organization is an important skill to have in school, the workplace, and daily life. An organized binder is an organizational tool to help students maintain notes and schoolwork in one convenient place. Plus, you get to practice using your organizational skills to prepare you for high school, college, and eventually a job/career.
Required Materials:	<ol> <li>2-inch binder</li> <li>Pencil Pouch         <ul> <li>2 pens</li> <li>2 pencils</li> <li>2 highlighters</li> <li>1 pack of stickie notes</li> </ul> </li> <li>TMS student planner – it helps to use the three rings, then twist out the black plastic spiral.</li> <li>Plenty of lined paper</li> <li>8-12 binder tabs labeled in order of classes. Every core class should have a main tab, note tab, and any other requirement tabs from that teacher.</li> </ol>
How to maintain organization?	Students should build 5 minutes into their everyday, after school homework routine to organize and file any loose papers from the day.

Sample Student Schedule:	Sample Binder Set-Up:	
Period 1 - Math	Pencil Pouch	
Period 2 - PE	TMS student planner	
Period 3 - Science	Lined Paper	
Period 4 - Language Arts	Divider 1 – Math	
Period 5 - Social Studies	Divider 2 – Math Notes	
Period 6 - Band	Divider 3 – Science	
	Divider 4 – Science Notes	
	Divider 5 – Language Arts	
	Divider 6 – Language Arts Notes	
	Divider 7 – Social Studies	
	Divider 8 – Social Studies Notes	

#### **Language for Academic Discussions**

Stating opinions	Supporting/Elaborating	
<ol> <li>I think because</li> <li>I (firmly, strongly) believe</li> <li>In my opinion</li> <li>From my perspective,</li> <li>I am convinced</li> <li>My opinion on this (topic, issue) is</li> </ol>	<ol> <li>For (example, instance),</li> <li>A relevant example I (heard, read) was</li> <li>One (possible, convincing) reason is</li> <li>A (key, major) reason is</li> <li>A relevant experience I had was</li> <li>I experienced this when</li> </ol>	

Providing Evidence
--------------------

1.	After hearing, rain convinced
2.	The data on suggests
3.	After reading, I conclude that
4.	After reviewing, I assume that
5.	Drawing from experience, I know that
6.	Based on experience, it seems evident that

#### Comparing/Contrasting

- 1. My (idea, response) is similar to (Name).
- 2. My (opinion, perspective) is similar to (Name)
- 3. My response is similar to that of my classmates.
- 4. My response is different from (Name).
- 5. My (analysis, conclusion, solution) is different from (Name).

#### Agreeing/Disagreeing

- 1. I completely agree with (Name) that \_\_\_\_\_.
- 2. I share your perspective.
- 3. My idea builds upon (Name).
- 4. I don't (quite, entirely) agree.
- 5. I disagree (somewhat, completely).
- 6. I have a different perspective on this (topic, issue).

#### **Responsible Classroom Interaction**

Requesting Assistance	Asking for Clarification		
Raise hand	Raise hand		
Excuse me Sorry for interrupting	Excuse me Sorry for interrupting		
<ul> <li>Would you mind repeating the directions?</li> </ul>	Did you say?		
• I didn't hear Will you say it	<ul> <li>Did I understand you correctly? Do you mean I/we have to?</li> </ul>		
again?	I have a question about		
<ul><li>I missed Will you please repeat it?</li></ul>	One question I have is?		
<ul> <li>Would you mind showing me how</li> </ul>	Will you explain again?		
to?	What do you mean by?		
<ul> <li>Would you please help me (write/say)?</li> </ul>	I don't quite understand your     (question/suggestion/feedback/idea)     Can you please rephrase it?		
<ul><li>How do I spell the word?</li></ul>			
Is there another way to (write/say)?			
<ul><li>May I run another idea by you?</li></ul>			
<ul> <li>Does this (example, reason, explanation) make sense?</li> </ul>			

#### **Assessment Goal Setting**

My Most Recent Language Arts CAASPP Score is:	
My Language Arts CAASPP goal for This Year is:	
My Most Recent Math CAASPP score is:	
My Math CAASPP goal for This Year is:	

#### **RI Proficiency Bands**

Grade	Below	Basic Proficient		Advanced	
	Basic				
1	BR -0	BR-189	190-530	531-1700+	
2	BR-219	220-419	420-650	651-1700+	
3	BR-329	330-519	520-820	821-1700+	
4	BR-539	540-739	740-940	941-1700+	
5	BR-619	620-829	830-1010	1011-1700+	
6	BR-729	730-924	925-1070	1071-1700+	
7	BR-769	770-969	970-1120	1121-1700+	
8	BR-789	790-1009	1010-1185	1186-1700+	
9	BR-849	8501049	1050-1260	1261-1700+	
10	BR-889	890-1079	1080-1335	1336-1700+	
11	BR-984	985-1184	1185-1385	1386-1700+	
12	BR-984	985-1184 1185-1385 1		1386-1700+	

Reading Inventory Goals				
Assessment #1 Score:				
Assessment #2 Goal:				
Assessment #2 Score:				
Assessment #3 Goal:				
Assessment #3 Score:				
Assessment #4 Goal:				
Assessment #4 Score:				

#### **Imagine Math Performance Levels**

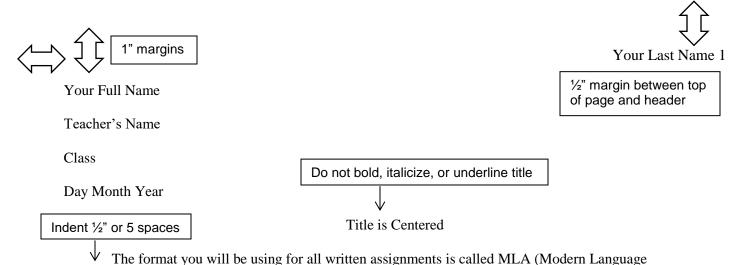
Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
3	EM - 130Q	135Q - 235Q	240Q - 385Q	390Q - 770Q	775Q & Above
4	EM - 275Q	280Q - 385Q	390Q - 525Q	530Q - 910Q	915Q & Above
5	EM - 340Q	345Q - 555Q	560Q - 685Q	690Q - 1005Q	1010Q & Above
6	EM - 430Q	435Q - 675Q	680Q - 805Q	810Q - 1075Q	1080Q & Above
7	EM - 515Q	520Q - 795Q	800Q - 865Q	870Q - 1150Q	1155Q & Above
8/Algebra Readiness	EM - 605Q	610Q - 835Q	840Q - 945Q	950Q -12220Q	1225Q & Above
Algebra I/HS Math I	EM - 680Q	685Q - 895Q	900Q - 1015Q	120Q – 1295Q	1300Q & Above
Geometry/HS Math II	EM - 730Q	735Q - 1065Q	10710Q -1155Q	1160Q – 1350Q	1355Q & Above

Imagine Math Goals		
Assessment #1 Score:	Assessment #2 Goal:	
Assessment #2 Score:	Assessment #3 Goal:	
Assessment #3 Score:	Assessment #4 Goal:	
Assessment #4 Score:		

# THOMPSON MIDDLE SCHOOL

# **ELA and Writing**Resources for Success

#### Modern Library Association (MLA) Reference



Association). Your paper will have one inch margins, a header with your last name and page number on every page, a heading on the first page only, a title created by the writer, and consistent double-spacing using Times New Roman font in size 12. There is no cover page required; please do not include one.

In-text citations, also known as parenthetical citations, follow a specific format. When quoting directly from a written work, be sure to do so correctly. For example, "when using a quote from the text, you must write it word for word, exactly as it is seen, put quotation marks around it, and then cite the author's name and the page number where it is located in the text in parenthesis at the end" (Shakespeare 59). The end punctuation follows the last parenthesis mark. Try to embed quotes "so that your work is more fluid and less choppy" (64). Make sure that you include a works cited page, if needed.

You should always cite the sources for quotations, facts that are not common knowledge, and ideas that are not your own.

The Works Cited appears at the end of your paper. You must include ALL sources used in your essay.

- 1. Title it Works Cited
- 2. Double space between each entry, not each line.
- 3. Each entry is in alphabetical order by author's last name (if there is no author, the title).
- 4. If the entry has more than one line, the second and third lines are indented five spaces.
- 5. There is a period at the end of each entry.
- 6. If you cannot fit the entire web address (URL) on one line, continue it on the next line after a slash only.

#### Newspaper/Magazine Article

Author's Last, First Middle Name. "Title of Article." *Name of Publication*, vol., no., Year of Publication, pp. Page Numbers of Article.

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's Bashai Tudu." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

#### **Article from Online Database**

Author's Last, First Middle Name. "Title of Article." *Name of Publication*. Vol., no., Year of Publication, pp. of publication. *Name of Database*, doi: or URL. Accessed Day Month Year.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal*, vol. 50, no. 1, 2007, pp. 173-96. *ProQuest*, doi:10.1017/S0018246X06005966. Accessed 27 May 2009.

#### Film or Video Recording

Director's First Middle Last Name. *Title*. Media Format. Distributor, Year of Release.

Lucas, George, director. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977.

#### **Online Video**

"Title of video." *Name of Website*, uploaded by Name, Day Month. Year, URL.

"8 Hot Dog Gadgets put to the Test." *YouTube*, uploaded by Crazy Russian Hacker, 6 Jun. 2016, www.youtube.com/watch?v=WBlpjSEtELs.

\*Cite author's name before title if different from uploaded by

#### Book with one author

Author's Last, First Name Middle Name. *Title of Book*. Publisher, Year of Publication.

Ride, Sally. Exploring Our Solar System. Crown, 2003.

\*\* Editor instead of an author: Ride, Sally, editor.

#### **Book with two authors**

Author's Last, First Middle Name and Author's First Middle Last Name. *Title of Book*. Publisher, Year of Publication.

Gonzalez, Guillermo and Jay Wesley Richards. *The Privileged Planet: How Our Place in the Cosmos is Designed for Discovery*. Regency, 2004.

\*\*If there are three or more authors, list: first author, et al.

#### Article in an Online Newspaper

Author's Last, First Middle Name. "Title of Article." *Name of Newspaper/Magazine*, Day Month. Year of Publication, URL. Accessed Day Month Year.

Vergano, Dan. "Planets More Like Earth Found Circling Nearby Stars." *USA Today*, 1 Sept. 2004. 13 Nov. 2004, http://www.usatoday.com/. Accessed 4 May 2009.

#### **Online Image**

Author's Last, First Middle Name. *Title of image*. Year of creation. Institution, City where work is housed. *Name of Website*, URL. Accessed Day Month Year.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*, www.artchive.com/artchive/K/klee/twittering\_mach ine.jpg.html. Accessed 4 May 2006.

#### The Bible

The Bible. Version, Publisher, Year of Publication.

The Bible. King James Version, Oxford UP, 1998.

\*\*In-text citation should include the name of the edition, followed by an abbr. of book, chapter and verse(s). *New Jerusalem Bible*, Ezek. 1.5-10.

#### **Document from an Internet Site**

Author's Last, First Middle Name. "Article or Page Title." *Title of Entire Web Site*. URL Accessed Day Month Year.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how\_10727\_make-vegetarian-chili.html. Accessed 6 July 2015.

#### Song

Last, First Middle Name of Writer. "Title of Song." *Title of Album*, Publisher, Year of Publication.

Nirvana. "Smells Like Teen Spirit." *Nevermind*, Geffen, 1991.

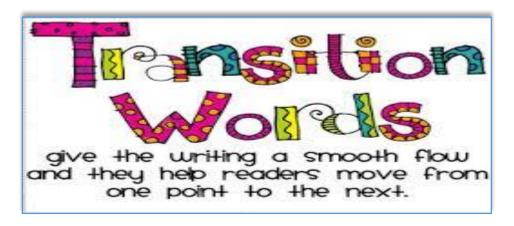
#### Online Encyclopedia/Dictionary

Author's Last, First Middle Name. "Title of Article." Name of Database Reference Source, Publisher, Year of Publication. Name of Database, URL. Accessed Day Month Year.

"Perchloric acid." *The American Heritage Stedman's Medical Dictionary*, Houghton Mifflin, 1995. *Dictionary.com*, www.dictionary.com/browse/perchloric-acid?s=t. Accessed 13 Dec. 2010.

Laws, acts, and similar documents: U.S. Constitution. Art./Amend. XII, Sec. 3.

\*\*In-text citation: (US Const. amend. XII, sec. 3).





Basic Transitional Sequence: When ideas/details are being introduced, integrated, and linked together.

First of all	In addition	Consequently
To begin	Furthermore	Finally
The most significant	Equally important	Therefore
First, Second, Third	In fact	The final
For example	Next	For this reason
The primary reason	Still another reason	Moreover
The most compelling	A further example	In spite of
Of major concern	For instance	Besides
According to	A major factor	The best evidence

Transitional Sequence for Making a Point: When ideas/details are being explained and elaborated.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason





### Time Sequence: When some details occur before others in time.

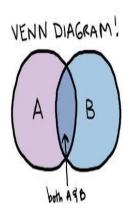
At the beginning	In the middle	In the end
First	Then, Next	Last
Before	During	After
Currently	Suddenly	Finally
Previously	Subsequently	Later
Presently	As soon as	Over time
Earlier	Immediately	By this time
In the past	Meanwhile	Afterwards

#### Final Sequence: When ideas are being concluded or summarized.

In conclusion	In summary	Finally
In closing	All in all	As has been noted
In any event	In other words	As shown
Thus	Therefore	As mentioned earlier
Clearly	Consequently	For this reason



#### Contrast Cues: When words are needed to indicate relations of degree.



The best thing	The worst thing	After all
On the one hand	On the other hand	In contrast
In comparison	By the same token	Similarly
Different from	The same as	Nonetheless
Unlike the	However	Likewise
On the contrary	Instead	Nevertheless
Again	Also	In the same way
At the same time	In the same way	Otherwise

## Transitional Sentence Frames for Analyzing Text and Citing Evidence

<u>Direct Evidence - Select significant passages of texts that support</u> your answer. Be sure to use quotation marks around the author's exact words.

For example/for instance on page in the article/story, (insert title), by (insert author's name), it states "".
According to the article/story, (insert title), the author states/writes that "".
Evidence can be found in the article/story, (insert title), that claims "".
A detail that supports this idea from the article/story, (insert title), is "".
In paragraph on page of the article/story, (insert title), it states "".
is/was an example of According to the author/text, (insert author's name/insert title) it is clear that "".
The most significant reason for/example of can be found in the text ( <i>insert title</i> ) on page where the author states "".
Equally important is Evidence to support this idea is shown in the text (insert title) on page The author, (insert author's name), claims "".
Indirect Evidence - Refer to significant parts of the text that support your answer. Summarize in your own words.
A close reading of (insert title) suggests/clarifies/reveals when the author talked about
Based on the information from ( <i>insert title</i> ), we can assume that because the text mentioned

## Transitional Sentence Frames for Explaining the Text and Elaborating on an Idea

This means
The text/information proves/shows/demonstrates
This is evidence/proof that
This validates/confirms/reinforces
It is important because
In other words
The evidence seems to suggest
More specifically, it is important because
Another point about that is
A different way to think about it is
It is also important to remember
One should also consider

# ACES Writing Strategy

## A

ANSWER THE QUESTION
IN A FORM
OF A SENTENCE

- Restate the question into a statement
- Answer the question completely
- This sentence is your claim
- Provide explanation of answer

C

CITE AN EXAMPLE OR EVIDENCE

- Use clear, specific examples or evidence from the text that supports your claim
- Use signal phrases to introduce evidence
- Use quotations when citing direct quotes
- Cite evidence in MLA format

EXPLAIN, ELABORATE, OR EXPAND ON EVIDENCE

- Explain the *connection* between your evidence and your claim
- Answer the question "So what?"
- Explanation may come before OR after evidence

MAKE A SUMMARY STATEMENT

- Refer back to your claim
- Use an appropriate transition
- Wrap up your paragraph

#### Signal Words

- For example,
- For instance,
- As noted in paragraph two,
- In the words of...
- As stated in the text,
- According to the author,
- When the author states, "..."

#### **Summary Transitions**

- Overall
- In conclusion
- Finally
- Briefly
- In the end
- To conclude
- To summarize

# **Sentence Starters for:** Listening, Speaking, and Writing

Need Help Getting Started? Not sure on what to ask. Try a Sentence Starter.

Clarifying Starters:		
Questions to ask to better understand what the person has said or asked.		
I agree with what said because		
You bring up an interesting point, and I also think		
That's an interesting idea. I wonder? I think Do you think?		
I thought about that also and I'm wondering why?		
<ul><li>I hadn't thought of that before. You make me wonder if? Do you think?</li></ul>		
• said that I agree and also think		
Based on the ideas from and it seems like we all think that		

<b>Building on What Others Say:</b> You might like what someone had to say or see a way to add information on to that thought. The phrases below can help you start the conversation.	Probing for Higher Level Thinking:  Taking the discussion to the next level.
<ul> <li>Could you repeat that?</li> <li>Could you give us an example of that?</li> <li>I have a question about that:?</li> <li>Could you please explain what means?</li> <li>Would you mind repeating that?</li> <li>I'm not sure I understood that. Could you please give us another example?</li> <li>Would you mind going over the instructions for us again?</li> <li>So, do you mean?</li> <li>What did you mean when you said?</li> <li>Are you sure that?</li> <li>I think what is trying to say is</li> <li>Let me see if I understand you. Do you mean or?</li> <li>Thank you for your comment. Can you cite for us where in the text you found your information?</li> </ul>	What examples do you have of? Where in the text can we find? I understand, but I wonder about How does this idea connect to? If is true, then? What would happen if? Do you agree or disagree with his/her statement? Why? What is another way to look at it? How are and similar? Why is important?

Expressing your Opinion	Interrupting
<ul> <li>I think / believe / predict / imagine that What do you think?</li> <li>In my opinion</li> <li>It seems to me that</li> </ul>	<ul> <li>Excuse me, but (I don't understand.)</li> <li>Sorry for interrupting, but (I missed what you said.)</li> <li>May I interrupt for a moment?</li> <li>May I add something here?</li> </ul>
Not everyone will agree with me, but	

# **Sentence Starters for:** Listening, Speaking, and Writing

Need Help Getting Started? Not sure on what to ask. Try a Sentence Starter.

<b>Disagreeing:</b> How to disagree in a polite and academic way.	Inviting Others into the Dialogue: Get the group talking.
<ul> <li>I don't really agree with you because</li> <li>I see it another way. I think</li> <li>My idea is slightly different from yours. I believe that I think that</li> <li>I have a different interpretation than you</li> </ul>	<ul> <li>Does anyone agree/disagree?</li> <li>What gaps do you see in my reasoning?</li> <li>What different conclusions do you have?</li> <li> (name), what do you think?</li> <li>I wonder what thinks?</li> <li>Who has another idea/question/interpretation?</li> <li> (name), what did you understand about what said?</li> <li>We haven't heard from many people in the group. Could someone new offer an idea or question?</li> </ul>

# Offering a Suggestion/Redirecting the Seminar We can't seem to find the connection to the text. Could you point out what and where that connection is? We all want to remember that our goal is a flow of questions and comments and ideas to be shared, rather than a debate to be won. How could your comment be rephrased to reflect our goal? Maybe you/we could.... Here's something we/you might try: .... What if we ...? We seem to be having a debate instead of a dialogue, can we.... Who has another perspective to offer that will help us re-focus the conversation? Let's look at page \_\_\_\_\_ and see what we think about....

# THOMPSON MIDDLE SCHOOL

# **History**Resources for Success

## **Argumentative Writing: History**

#### **Matrix Graphic Organizer**

Take notes in the graphic organizer below about Lorenzo de'Medici. This table will help you organize your research and evidence for the essay.

	GOOD WAYS	BAD WAYS
Source #1 PBS website: http:// www.pbs.org/empires/medici/ index.html	-The Medicis clawed their way to the top -The Medicis were powerful -Had a relationship with the Church -Innovative new ways of banking	-Those who stood in Medici's way could end up humiliated or dead
Source #2 PBS video: http:// www.youtube.com/watch? v=iBlGkTTol9E	-Had the lower class on Lorenzo's side -Allowed artist to push boundaries -Created first art school	-Feud with Pazzi and Church put Florence in danger -Made poor banking decisions, couldn't do favors anymore
Source #3 Lorenzo de Medici: A True Renaissance Man, posted online by "coffeeshopthinking"	-Renaissance man because of his education and character -Florence benefitted from artists brought there to create art	
Source #4 Excerpt from "The Medicis, Bankers that Influenced the Renaissance", by Eric Wynn	-Influential in banking during Renaissance	-Gained access to world because of relationship with Church -Collected taxes for Church

#### Reference: How to Avoid Plagiarism

#### **Purpose:**

To avoid using another writer's ideas or words as if they were your own without giving credit.

#### Plagiarism Includes:

- taking ideas, words, phrases, or sentences from another person's work without giving them direct credit (internal citation).
- cutting and pasting from the internet (or any other source).
- paraphrasing or summarizing information but not using proper internal citations to indicate its source within the text of your paper.
- changing a few words around from a source and pretending they are your own.

#### ORIGINAL PASSAGE

Many people report instances of extrasensory perception, commonly known as ESP, involving their pets. For example, when a dog appears to know when its owner will arrive home, even when the owner comes home at different times each day. Scientists, too, have found evidence of some animals' predictive ability-for example, animals that seem to be able to predict catastrophic events, such as an earthquake or tornado.



- bolded words are too similar to the original
- bolded words are a direct quotation without quotation marks

#### PLAGIARIZED PASSAGE



Some people believe that animals have ESP. Some dog owners, for example, have observed that their dog seems to know when they will arrive home, even when their schedule is unpredictable. Scientists, too, have found evidence of some animals' predictive ability because these animals seem to have predicted natural disasters (Rogo 44).

#### ACCEPTABLE USE (NOT PLAGIARISM)



Some people believe that animals have telepathic abilities. Some dog owners, for example, have observed that their dog can predict daily events despite changes in the regular routine. Researchers have even discovered that animals can foresee natural disasters (Rogo 44).

- synonyms used and sentence structure changed
- direct quotation is now paraphrased
- another option is to include quotation marks around the direct quotation

#### Reference: How to Paraphrase

#### Purpose:

To describe the main point, from a source, using your own words. To put a source statement into perspective or to clarify the position.

#### **How to Paraphrase:**

- 1) Select an appropriate text for your research.
- Read the section that you want to paraphrase.
- 3) Find key words.
- 4) Find synonyms for those key words. Usually, proper nouns do not have synonyms—e.g. Julius Caesar, Pythagorean Theorem.
- 5) Cover the original text with your hand.
- 6) Rewrite your statement using the synonyms.
- 7) Check the original statement to make sure you have captured the main point.
- 8) Remember, the majority of the words and sentence structure need to be your own.

Source

Lehman, Christopher. Energize Research Reading and Writing: Fresh Strategies to Spark Interest, Develop Independence, and Meet Key Common Core Standards, Grades 4-8. Portsmouth, NH: Heinemann, 2012. Print.

#### **Example:**

#### **Original Text:**

"When the last Severan ruler died in A.D. 235, Rome's government became unstable. For almost 50 years, army leaders fought each other for the throne" (Spielvogel 145).



#### Paraphrased Text:

After the Severan rulers ended their rule in A.D. 235, Rome fell into volatile times as military leaders fought for control of the empire (Spielvogel 145).

#### Reference: Four Ways to Include Evidence

#### I. Direct Textual Evidence/Quotations

Quotations illuminate and support the ideas you are trying to develop. Explain how the textual evidence/quotation is connected to your point.

Jonas becomes a different person when he decides he wants to make his own choices. For instance, when learning about different colors, Jonas says he wants to "wake up in the morning and decide things" (97). Clearly, Jonas has defied societal norms and decides against having all his choices made for him by his community.

#### II. Specific Detail

Various types of details from the text support the main idea of your response. These details add credibility to the point you are trying to make. Details should be short and incorporated into your own sentences.

According to a *Smithsonian* article entitled "Founding Fathers and Slaveholders," "Jefferson knew that slavery was wrong, but he didn't have the courage to lead the way to emancipation" (Ambrose 1).

#### III. Paraphrase

Paraphrase when you need the details of the original but not necessarily the words of the original: to paraphrase is to put someone else's words into your own words.

**Original:** "But every once in awhile, you find someone who's iridescent, and when you do, nothing will ever compare" (96).

Paraphrase: On his walk with Bryce, Chet explains how sometimes in life we meet people who possess such a wide array of amazing qualities, making the experience of being with those people unlike any other. He wants Bryce to accept Juli for her unique traits (96).

#### IV. Summary

If a key event or series of events in the text spans multiple pages, a brief summary instead of a direct quotation could be used.

President Monroe kept America afloat during the first major economic depression, the Panic of 1819. By asking Congress to increase tariffs, taxes on imported goods, and to lower government spending, Monroe played a large role in ensuring the nation did not collapse during this trying time (Alavosus 178–179).

#### Reference: Punctuating & Formatting Evidence

#### I. Punctuation

When citing, punctuation marks such as periods and commas should appear *after* the parentheses.

An example of the use of metaphor in Jean Craighead George's *Julie of the Wolves* is "[t]he great wolf's eyes softened at the sight of the little wolves, then quickly hardened into brittle yellow jewels as he scanned the flat tundra" (9).

#### **II. Omitting or Changing Text**

When omitting an unneeded section of the text, use an ellipsis (...),

"The great wolf's eyes...quickly hardened into brittle yellow jewels as he scanned the flat tundra" (9).

When changing a word in a section use brackets [] to insert clarifying text.

Original Text from *The Declaration of Independence*: "He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people" (US 1776).

"[King George III] has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of [American colonists]" (US 1776).

#### III. Dialogue

In cases of dialogue, use the single quotation mark inside the double quotation marks.

When Julie got lost in the tundra, she cried out to Amaroq, "'Amaroq, ilaya, wolf, my friend…look at me. Look at me'" (8).



#### IV. Long Passages — Block Quoting

When citing long passages (four or more lines), indent one inch (or two tabs) from the main margin, do not use quotation marks, and the period comes before the parentheses.

Realizing his wife's intentions, Kino reacts violently:

Quietly he tracked her, and his brain was red with anger. She burst clear out of the brush line and stumbled over the little boulders toward the water, and then she heard him coming and she broke into a run. Her arm was up to throw when he leaped at her and caught her arm and wrenched the pearl from her. He struck her in the face with his clenched fist and she fell among the boulders, and he kicked her in the side. (58-59)

Note: Unless you really need to cite a long passage in full, keep your quotations short.

#### V. Multiple Sources

When comparing two sources by different authors, document the author's name before the page number.

Brian and Julie both change tremendously after their journeys. In the end, "Brian...never said a word about...the Secret" (Paulsen 189), while Julie came to the realization "the hour of the wolf and the Eskimo is over" (George 170).

#### VI. Poetry

For short quotations of verse, use a slash (/), preceded and followed by a space, to show where each new line of verse begins. Cite the line numbers.

Lord Byron uses alliteration in the following lines, "Where thoughts serenely sweet express / How pure, how dear their dwelling-place" (11-12).

#### VII. Verse Drama

When quoting from verse drama, cite the act, scene, and line. For prose drama punctuating and formatting rules, please see your teacher.

When she discovers Romeo's identity, Juliet exclaims, "My only love, sprung from my only hate! / Too early see unknown, and known too late!" (1.5.22).

Source:

Adapted from The Write Approach - English Language Arts Research and Writing Guide. John Burroughs High School, 2009.

#### **Works Cited**

#### **Purpose:**

The purpose of a Works Cited or Bibliography is to give credit to an author and to help the reader find the material that was used in the essay. This list of sources should be on a separate page at the end of your writing.

#### Structure/How to:

- •Begin each entry flush with the left margin; if an entry runs more than one line, use a hanging indentation from the left margin on all following lines.
- Alphabetize entries by author's or editor's last name, or if none, by the first significant word in the citation.
- •Use abbreviations wherever possible for places, publishers, dates, etc.
- Double space entries.
- •Use the correct punctuation, capitalization, and style within the citation. Use of EasyBib, accessible via the JLS Library webpage, is helpful and encouraged.

#### Some of the more commonly used citations:

#### **Book with One Author**

Author Last name, First name. *Book Title*. City of Publication: Publisher, Year Published. Print. (City of publication can be omitted if only one edition of the book was printed.)

#### **Book with Two or Three Authors**

Author #1 Last name, First name, and Authors #2 and #3 First name Last name. *Book Title*. City of Publication: Publisher, Year Published. Print.

#### **Encyclopedia Article**

Author Last name, First name. "Article Title." *Encyclopedia Name*. Edition. Year Published. Medium. *(The medium may be print or web.)* 

#### **Magazine Article**

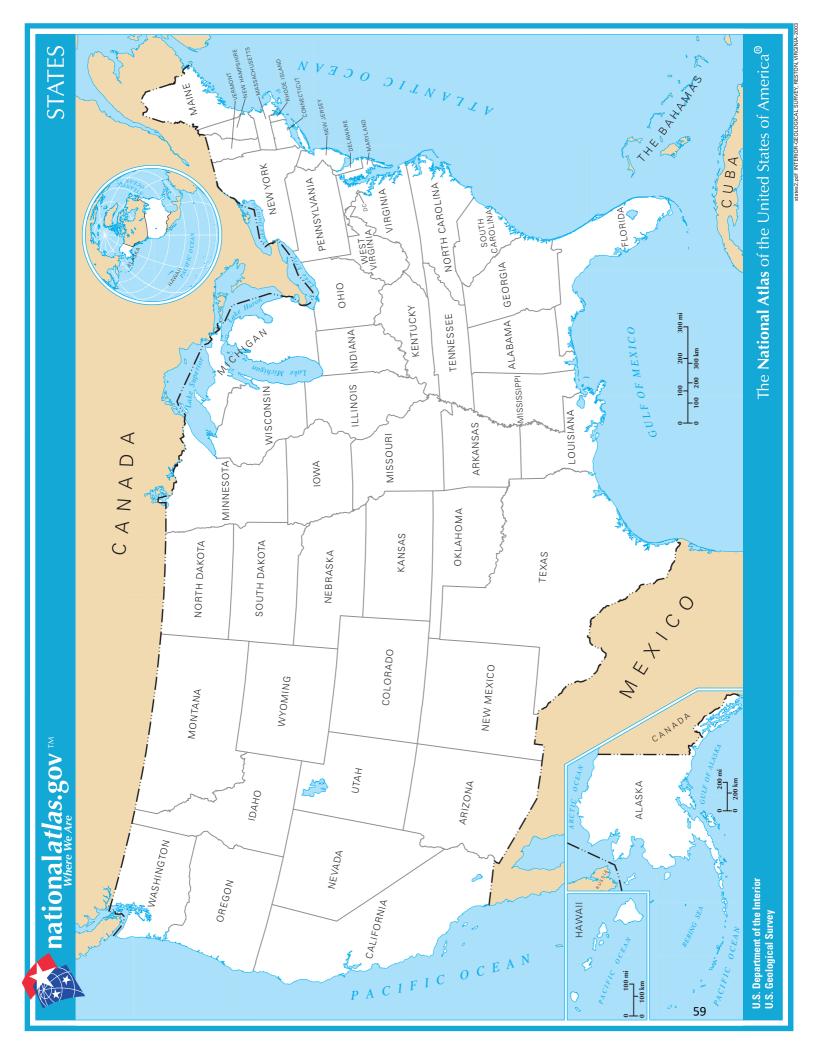
Author Last name, First name. "Article Title." Magazine Title, vol. #, no., yyyy; pp. Medium.

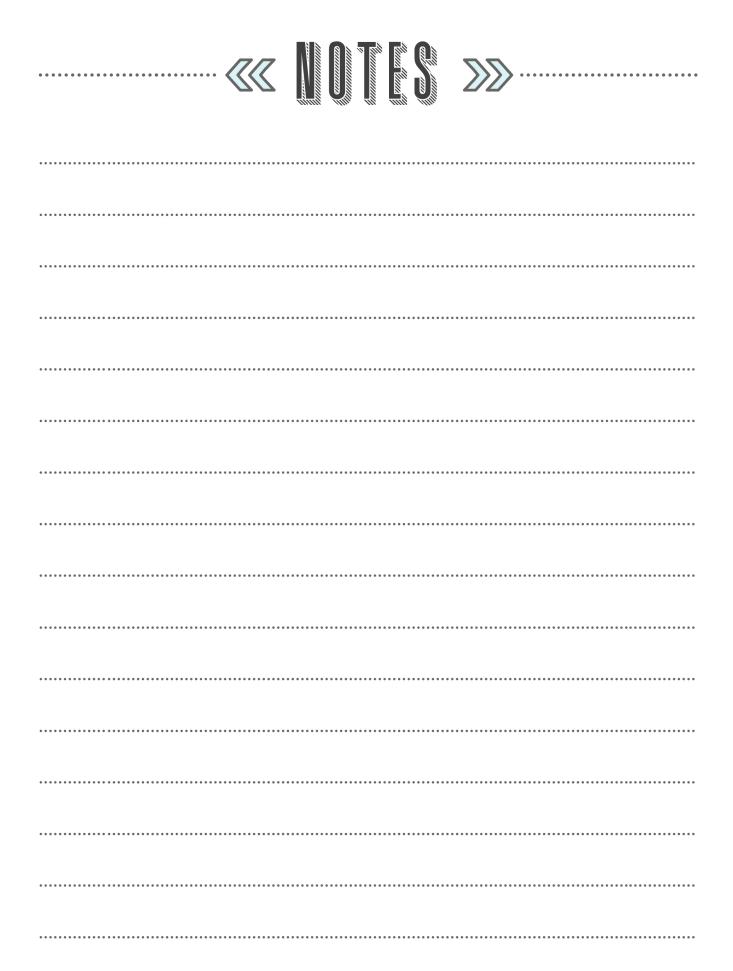
#### **Website, Professional or Personal**

Author Last name, First name. "Title of Web Page." *Title of Overall Web Site.* Version or Edition if indicated. Publisher or Sponsor, if different from the name of the website. Date Published or revised dd Mmm yyyy if known or N.d. Web. Access Date dd Mmm yyyy. URL. *(Omit http://at the start of the URL.)* 

#### Image from the Internet

Artist Last name, First name. "Description or Title of Image." Type of Image (e.g. photo, map, drawing, etc.) *Title of Web Site*, Date of image (if known). Web. Access Date dd Mmm yyyy. URL. (Exclude URL only at your instructor's request.)





# THOMPSON MIDDLE SCHOOL

# **Science**Resources for Success

# Uriting for Science

Claim - Evidence - Reasoning

#### What is CER writing?

CER is a way of writing in science that fully explains your findings with concrete evidence and explanations. It does not explain opinions.

#### 3 Tricks for Better Writing

- 1. Avoid First Person
- 2. Strong Topic Sentences
- 3. Explain Evidence!
- Avoid first person voice and words like I, you, we, and they.
- Explain every piece of evidence! Assume your reader doesn't know the topic!

#### What is a Claim?

A claim is a statement that gives the answer or conclusion to the question or problem.

#### What is Evidence?

Evidence is scientific data that supports the claim. Evidence can be observations, measurements, or results from an experiment.

#### What is Reasoning?

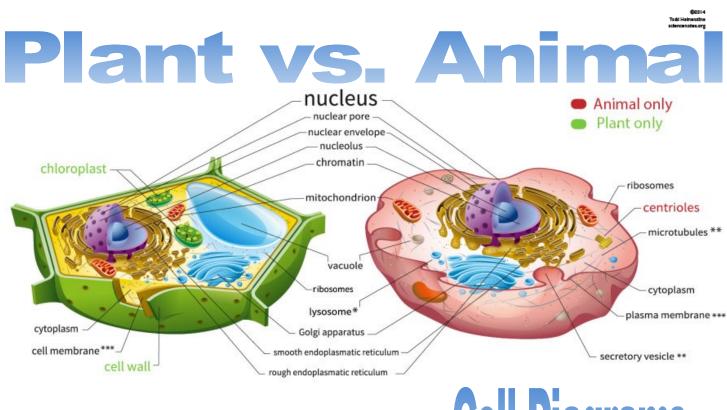
Reasoning explains why the evidence supports the claim. It provides a logical connection between the evidence and claim.

#### How do you put it together?

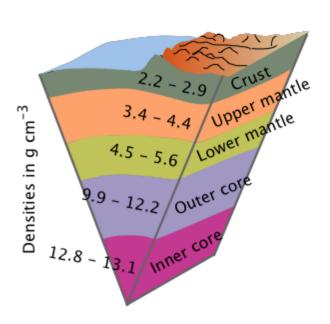
Claim should create your thesis or topic sentence. Then, present your evidence followed by the reasoning. The reasoning is the most important part! All three parts are needed to answer the question.

1	Periodic Table of the Elements									18							
H Hydrogen 1.008	2											13	14	15	16	17	He Helium 4.003
Li Lithium 6.941	Be Beryllum 9.012											5 <b>B</b> Boron 10.811	C Carbon 12.011	7 N Nitrogen 14.007	8 Oxygen 15.999	9 F Fluorine 18.998	Ne Neon 20.180
Na Sodium 22.990	Mg Magnesium 24.305	3	4	5	6	7	8	9	10	11	12	Al Aluminum 26.982	Si Silicon 28.086	P Phosphorus 30.974	16 S Sulfur 32.066	CI Chlorine 35.453	Ar Argon 39,948
K Potassium 39.098	Ca Calcium 40.078	Sc Scandium 44.956	Ti Titanium 47.88	V Varadum 50.942	Cr Chromlum 51.996	Mn Mn Manganese 54.938	Fe  ron  55,933	27 Co Cobalt 58.933	Ni Nickel 58.693	Cu Copper 63.546	30 Zn Zinc 65.39	Ga Gallum 69.732	Ge Germanium 72.61	As Arsenic 74.922	Se Selentum 78.09	Br Bromine 79.904	Kr Krypton 84.80
Rb Rubidium 84.468	Sr Strondum 87.62	Y Ytterium 88.906	Zr Zr Zirconium 91.224	Nb Noblum 92,906	Mo Molibdenum 95,94	Tc Tc Technetium 98.907	Ru Ruthenlum 101.07	Rh Rhodium 102,906	Pd Palladium 106.42	47 <b>Ag</b> Silver 107.868	Cd Cadmium	49 In Indium 114,818	50 <b>Sn</b> Tin 118.71	Sb Antimony 121.760	Te Tellurium	53     lodine   126,904	54 <b>Xe</b> Xenon 131.29
55 <b>Cs</b> Cestum 132,905	56 <b>Ba</b> Barlum 137,327	57-71 Lanthanides	72 <b>Hf</b> Hafnlum 178.49	73 <b>Ta</b> Tantalum 180.948	74 <b>W</b> Tungsten 183.85	Re Rhentum 186.207	76 Os Osmlum 190.23	77 <b>Ir</b> Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.967	Hg Mercury 200.59	81 <b>TI</b> Thallum 204.383	82 Pb Lead 207.2	Bi Bismuth 208,990	84 Po Polonium [208.982]	85 <b>At</b> Astatine 209,987	86 Rn Radon 222.018
87 Fr Francium 223.020	88 Ra Radium 226.025	89-103 Actinides	104 <b>Rf</b> Rutherfordium [261]	105 <b>Db</b> Dubnium [262]	Sg Saaborglum [266]	Bh Bohrium [264]	Hs Hassium [269]	Mt Mt Meltnerlum [268]	Ds Ds Darmatudatum [269]	Rg Roentgenium [272]	Cn Copernicium [277]	Uut Ununtrium unknown	FI Flerovium [289]	Uup Ununpentium unknown	LV Lv Livermorium [298]	Uus Unurseptium unknown	Uuo Ununoctium unknown

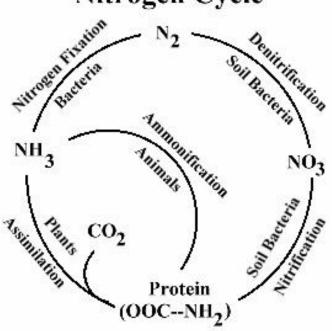
57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Нο	Er	Tm	Yb	Lu
Lanthanum	Certum	Prazeodymium		Promethium			Gadolinium	Terblum	Dysprosium	Holmium	Erbium	Thultum	Ytterblum	Lutetium
138.906	140.115	140.908	144.24	144.913	150.36	151.966	157.25	158.925	162.50	164.930	167.26	168.934	173.04	174.967
89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
Actinium	Thorlum	Protactinium	Uranium	Neptunium	Plutonium	Americium	Curlum	Berkeltum	Californium	Einsteinlum	Fermium	Mendelevium	Nobelium	Lawrendum
227.028	232.038	231.036	238.029	237.048	244.064	243.061	247.070	247.070	251.090	[254]	257.095	258.1	259.101	[262]

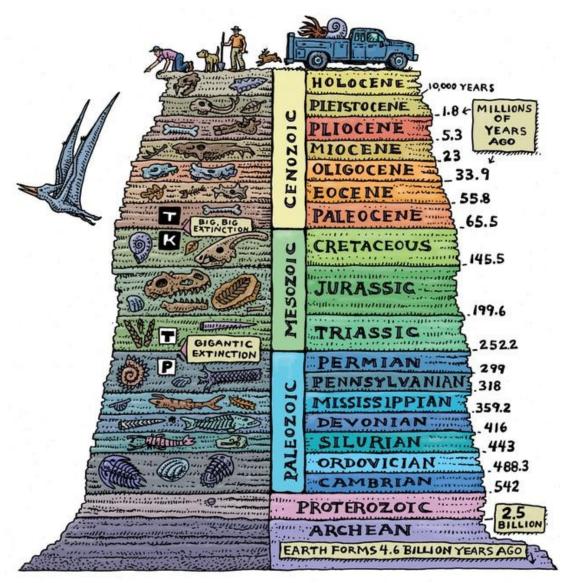


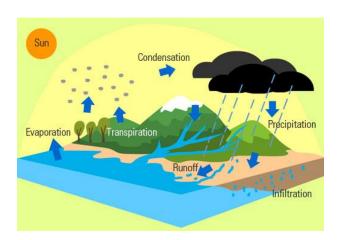
- \* Plants may have lytic vacuoles, which act like lysosomes in animal cells.
- \*\* Although they're not labelled here, plant cells have microtubules and secretory vesicles, too.
- \*\*\* Cell membrane and plasma membrane are just different names for the same structure.

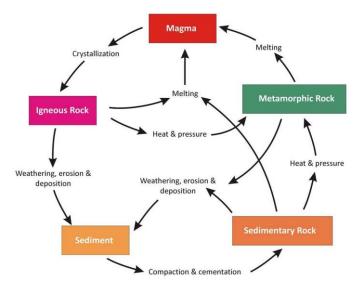


#### Nitrogen Cycle









	GEOLOGIC TIME SCALE						
Т	îme Uni	ts of the Geologic Tir	Development of				
Eon	Era	Period	Epoch	Plants and Animals			
		Quaternary	Holocene 0.01-	Earliest Homo sapiens			
Phanerozoic	Cenozoic	Tertiary	Pliocene 5.3- Miocene 23.8- Oligocene 33.7- Eocene 55-	Earliest hominids "Age of Mammals"			
	Cretaceous 145  ZZ Jurassic 208  Triassic 248		"Age of Reptiles"	Extinction of dinosaurs and many other species First flowering plants First birds Dinosaurs dominant First mammals			
	oic	Permian 286 Pennsylvaniar 320 Mississippian	"Age of - Amphibians"	Extinction of trilobites and many other marine animals First reptiles Large coal swamps Amphibians abundant			
	Paľaeozoic	Devonian 410	"Age of Fishes	First amphibians First insect fossils Fishes dominant			
		Ordovician 505 Cambrian 545	"Age of Invertebrates"	First land plants First fishes Trilobites dominant First organisms with shells			
	Vendian		"Soft-bodied faunas"	Abundant Ediacaran faunas			
Archean Proterozoic	2500	con about 8	vely called ambrian prises 17% of the al time scale	First multicelled organisms  First one-celled organisms			
Hadean	3800 4600 M	a		Age of oldest rocks Origin of the earth			

#### **Metric Conversion**

King	Henry	Died	Unusually	Drinking	Chocolate	Milk
Kilo	Hecto	Deca	* Unit *	Deci	Centi	Milli
10 x 10 x 10 x LARGER than a unit	10 x 10 x LARGER than a unit	10 x LARGER than a unit	Meter (length) Liter (liquid volume) Gram	10 x SMALLER than a unit	10 x 10 x SMALLER than a unit	10 x 10 x 10 x SMALLER than a unit
1 kilo =	1 hecto =	1 deca =	(mass/weight)	10 deci =	100 centi =	1,000 milli
1,000 units	100 units	10 units	1 unit	1 unit	1 unit	= 1 unit
km = kilometer kL = kiloliter kg = kilogram	hm = hectometer hL = hectoliter hg = hectogram	dam = decameter daL = decaliter dag = decagram	m = meter L = liter g = gram	dm = decimeter dL = deciliter dg = decigram	cm = centimeter cL = centiliter cg = centigram	mm = millimeter mL = milliliter mg = milligram
Example: 5 kilo	50 hecto	500 deca	5,000 units	50,000 deci	500,000 centi	5,000,000 milli

DIVIDE numbers by 10 if you are getting bigger (same as moving decimal point one space to the left)

MULTIPLY numbers by 10 if you are getting smaller (same as moving decimal point one space to the right)

# THOMPSON MIDDLE SCHOOL

# Math Resources for Success

#### Addition

Positive + Positive = Positive

Negative + Negative = Negative

Positive + Negative or Negative + Positive

· use the larger number and its sign, subtract

$$5 + 3 = 8$$

(-5) + (-3) = -8

(-5) + 3 = -2

3 + (-5) = -2

(-3) + 5 = 2

5 + (-3) = 2

#### Subtraction

Negative - Positive = Negative

Positive - Negative = Positive

Negative - Negative = Negative + Positive

· use the larger number and its sign, subtract

$$(-5) - 3 = (-5) + (-3) = -8$$

$$5 - (-3) = 5 + 3 = 8$$

(-5) - (-3) = (-5) + 3 = -2

(-3) - (-5) = (-3) + 5 = 2

#### Multiplication

Positive x Positive = Positive

Negative x Negative = Positive

Negative x Positive = Negative

Positive x Negative = Negative

· change double negatives to a positive

 $5 \times 3 = 15$ 

 $(-3) \times (-5) = 15$ 

 $(-3) \times 5 = -15$ 

 $3 \times (-5) = -15$ 

#### Division

Positive + Positive = Positive

Negative ÷ Negative = Positive

Negative ÷ Positive = Negative

Positive ÷ Negative = Negative

· change double negatives to a positive

 $15 \div 3 = 5$ 

 $(-15) \div (-3) = 5$ 

 $(-15) \div 3 = -5$ 

 $15 \div (-3) = -5$ 

Number	Divisibility Rule	Example
Two (2)	A number is divisible by two if it is	642 is divisible by two
	even. Another way to say a word is	because it ends in a
	even is to say it ends in 0, 2, 4, 6 or 8.	two, which makes it an
		even number
Three	A number is divisible by three if the	423 is divisible by three
(3)	sum of the digits adds up to a	because $4 + 2 + 3 = 9$ .
	multiple of three.	Since nine is a multiple
		of three (or is divisible
		by three), then 423 is
		divisible by three
Four (4)	A number is divisible by four if it is	128 is divisible by four
	even and can be divided by two twice.	because half of it is 64
		and 64 is still divisible
		by two
Five (5)	A number is divisible by five if it <b>ends</b>	435 is divisible by five
	in a five or a zero.	because it ends in a five
Six (6)	A number is divisible by six if it is	222 is divisible by six
	divisible by both two and three.	because it is even, so it
		is divisible by two and
		its digits add up to six,
		which makes it divisible
771 (0)		by three
Nine (9)	A number is divisible by nine if the	9243 is divisible by
	sum of the digits adds up to a	nine because the sum of
	multiple of nine. This rule is similar to	the digits adds up to
	the divisibility rule for three.	eighteen, which is a
TD (10)	A	multiple of nine
Ten (10)	A number is divisible by ten if it <b>ends</b>	730 is divisible by ten
	in a zero. This rule is similar to the	because it ends in zero
	divisibility rule for five.	

### One Step Addition Example

The Opposite of Addition is Subtraction

$$y + 14 = 20$$

The value which makes the equation true is 6

### ONE STEP SUBTRACTION EXAMPLE

The Opposite of Subtraction is Addition

$$x - 120 = 80$$

The value which makes the equation true is 200.

## Multiplication Example

The Opposite of Multiplication is Division

$$3n = 12$$

In is simply "n"

The value which makes the equation true is 4.

## One Step Division Example

The Opposite of Division is Multiplication.

K is divided by 2, so we need to multiply

$$\frac{k}{6} \times 2 = 16 \times 2$$

1k is simply "k"

The value which makes the equation true is 32

## Solving Two-Step Equations

Remember undo Addition/Subtraction the undo Multiplication/Division

$$2n-7=15$$

$$2n = 22$$

 $\frac{2n=22}{2}$ 

$$n = 11$$

Add 7 to both sides

Done!

## **Inequalities on a Number Line**

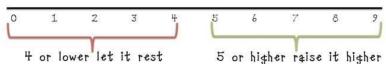
## Symbol Words Example Greater than Less than Greater than and equal Less than ≤ and equal

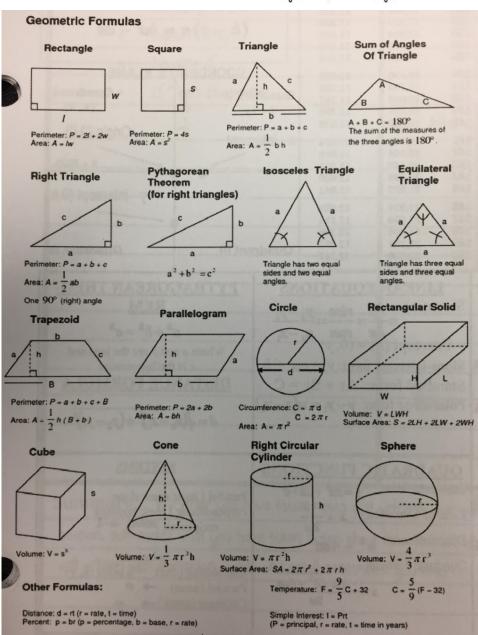
## Rounding

- 1. Underline the place being rounded.
- 2. Look at the number to the right.
- 3. 5 or higher raise the underlined number.
- 4. 4 or lower let the underlined number rest.
- 5. Change all the numbers to the right of the underlined number to zero (0).

Round to the nearest hundredth

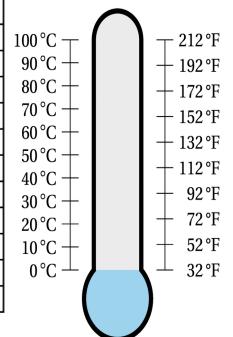
- 1. 845
- 2. 845
- 4 or lower let the underlined number rest
- Change all the numbers to the right of the underlined number to zero.
- 5. 800

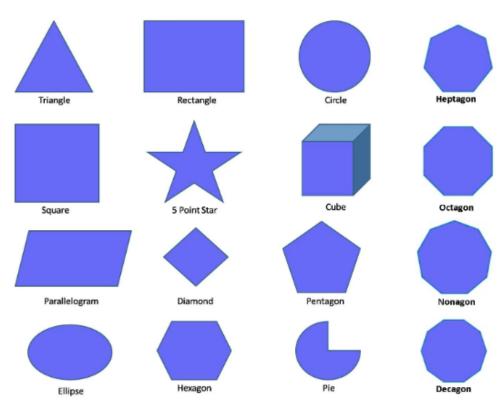




Math Symbols					
+ plus; addition	— minus; subtraction				
• times; multiplication	divide; division				
Δ delta; change in	≈ approximately				
= is equal to	≠ is not equal to				
> is greater than	≥ is greater than or equal to				
< is less than	≤ is less than or equal to				
√x square root	³√x cube root				
a labsolute value of a	± plus or minus				
- a opposite of a	~ similar to				
≅ congruent	oo infinity				
π pi (3.14159265)	AB segment				
<b>AB</b> ray	<i>AB</i> line				
∠ angle	<b>∆</b> ABC triangle ABC				
parallel	1 perpendicular				
(x,y) ordered pair	Therefore				

х	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





# THOMPSON MIDDLE SCHOOL

Section 4 – Monthly Calendars, Weekly Planners, and Notes

# August 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

	Monday - 10	Tuesday - 11	Wednesday - 12
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 13	Friday - 14	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		Perseverance
		persistence in doing something despite difficulty or delay in achieving success
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

·	Monday - 17	Tuesday - 18	<b>Wednesday</b> - 19
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 20	Friday - 21	Weekly Run Time:
		] mile
		minutes seconds
		P.R.I.D.E. & SR2
		Respect
		a feeling of deep admiration for
		someone or something elicited by their abilities,
		qualities, or achievements
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

	Monday - 24	Tuesday - 25	Wednesday - 26
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 27	Friday - 28	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		Integrity
		the quality of being honest and having strong moral principles
		-
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

# September 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	31	1	2	3	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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	Monday - 31	Tuesday -1	Wednesday - 2
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 3	Friday - 4	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Dedication
		the quality of being committed to a task or purpose
		-
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

	Monday - 7	Tuesday - 8	<b>W</b> ednesday - 9
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

minutes seconds  P.R.I.P.E. & SR2  Excellence the quality of being outstanding or extremely good  My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:	Thursday - 10	Friday - 11	Weekly Run Time:
P.R.I.D.E. & SR2  Excellence  the quality of being outstanding or extremely good  My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:			mile
Excellence  the quality of being outstanding or extremely good  My Grades  Math:  Science:  Lang. Arts:  History:  Elective:  PE:  GPA:			minutes seconds
the quality of being outstanding or extremely good  My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:			P.R.I.D.E. & SR2
the quality of being outstanding or extremely good  My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:			
My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:			Excellence
My Grades  Math: Science: Lang. Arts: History: Elective: PE: GPA:			the quality of being
Math:   Science:   Lang. Arts:   History:   Elective:   OFPA:			outstanding or
Math:   Science:   Lang. Arts:   History:   Elective:   OFPA:			
			My Grades
Lang. Arts:			Math:
History:   Elective:   PE:   GPA:			Science:
			Lang. Arts:
PE:			History:
GPA:			Elective:
			PE:
			GPA:

Ī	Monday - 14	Tuesday - 15	Wednesday - 16
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 17	Friday - 18	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Proactive
		creating or controlling a situation by causing something to happen rather than responding to it after it has happened
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

	Monday - 21	Tuesday - 22	Wednesday - 23
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 24	Friday - 25	Weekly Run Time:
		:
		minutes seconds
		P.R.I.D.E. & SR2
		Reactive
		reacting to events or situations
		rather than acting first to change or prevent
		something
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

# October 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 Halloween

	Monday - 28	Tuesday - 29	Wednesday - 30
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - $1$	Friday - 2	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Dílígence
		A persevering application of
		hard work
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

	Monday - 5	Tuesday - 6	Wednesday - 7
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 8	Friday - 9	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		S.L.A.N.T.
		Sít up, lean
		forward, activate your thinking,
		nod, track the speaker
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
		GPA:
Parent Signature	Parent Signature	

·	Monday - 12	Tuesday - 13	Wednesday - 14
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

<b>Thursday</b> - 15	Friday - 16	Weekly Run Time:
		minutes seconds
		P.R.I.D.E. & SR2
		Considerate
		careful not to
		inconvenience
		or hurt to others
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
		GPA:
Parent Signature	Parent Signature:	

Monday - 19 Tuesday - 20 Wednesday - 21 Math Science Lang. Arts History Parent Signature: Parent Signature: Parent Signature:

Thursday - 22	Friday - 23	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		Goal
		the object of a
		person's ambition or effort; an aim
		or desired result
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

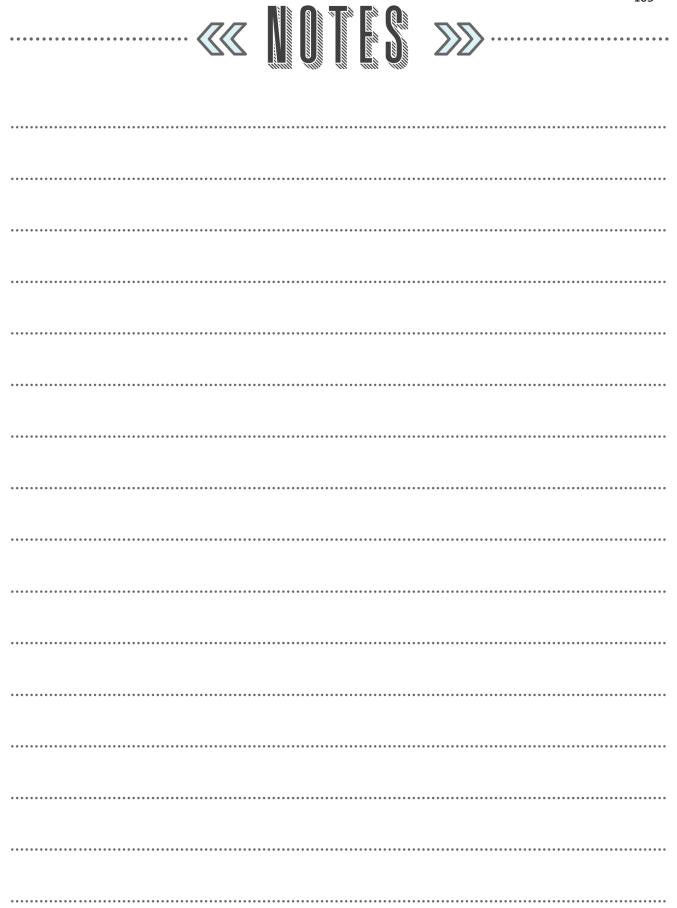
	Monday - 26	Tuesday - 27	Wednesday - 28
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 29	Friday - 30	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		-
		Success
		-
		the accomplishment
		accomplishment of an aim or purpose
		-
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

## November 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11 Veteran's Day	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Thanksgiving	27	28
29	30					



Thursday - 5	Friday - 6	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR2
		_
		"There is no
		such thing
		as failure,
		learning
		experiences."
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
		-   GPA:
Parent Signature:	Parent Signature:	

	Monday - 9	Tuesday - 10	Wednesday - 11
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 12	Friday - 13	Weekly Run Time:
<u> </u>		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Scholarly
		having or showing
		knowledge, learning, or devotion to academic pursuit
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

<sup>110</sup> This Week..... November 16-20, 2020

	Monday - 16	Tuesday - 17	Wednesday - 18
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 19	Friday - 20	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Priorities
		Things that are more
		important to you than other things
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

### December 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Christmas	26
27	28	29	30	31		

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•••••	•••••	•••••	•••••	•••••
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Ī	Monday - 30	Tuesday - 1	<b>W</b> ednesday - 2
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 3	Friday - 4	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Commitment
		-   -   An
		agreement or promise to do something
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

	Monday - 7	Tuesday - 8	<b>Wednesday</b> - 9
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 10	Friday - 11	Weekly Run Time: mile
		minutes seconds
		P.R.I.D.E. & SR2
		Awareness  Knowledge or realization of the truth
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

			Wednesday - 16
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 17	Friday - 18	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Empathy  the ability to understand and share the feeling of
		another
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

# January 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 New Year's Day	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 MLK Day	19	20	21	22	23
24	25	26	27	28	29	30
31						

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	Monday - 11	Tuesday - 12	Wednesday - 13
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 14	Friday - 15	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR2
		_
		- Kindness
		Being sympathetic or helpful
		or helpful
		_
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature	GPA:

### This Week..... January, 18-22, 2021

	Monday - 18	Tuesday - 19	Wednesday - 20
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 21	Friday - 22	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Compassion
		Sympathy or concern for
		another
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature:	GPA:

### This Week..... January, 25-29, 2021

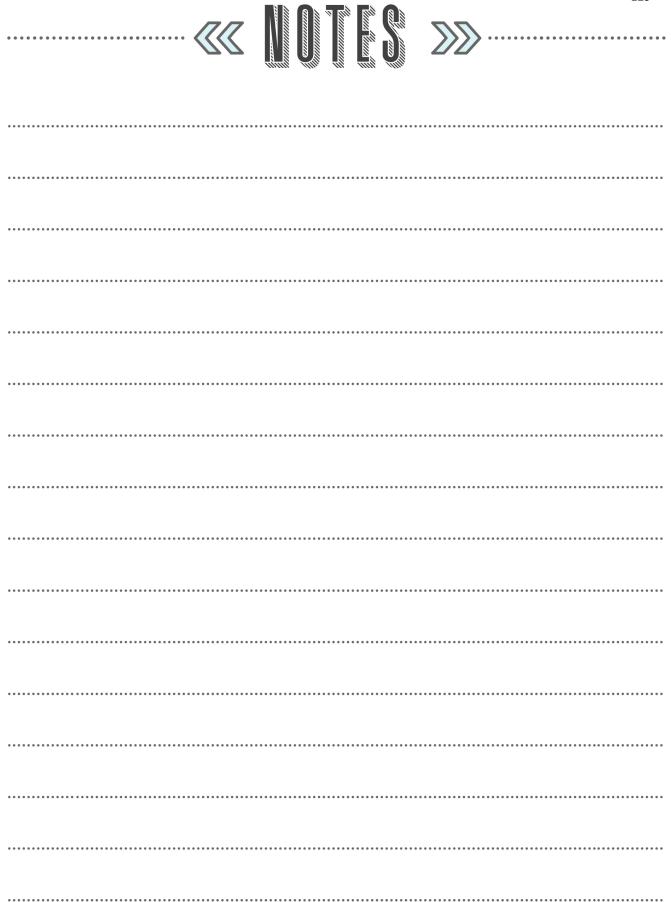
	Monday - 25	Tuesday - 26	Wednesday - 27
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 28	Friday - 29	Weekly Run Time:
		: minutes seconds
		P.R.I.D.E. & SR2
		Motivation
		The desire to act and move
		toward a goal or the reason
		for acting a certain way
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

## February 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 President's Day	16	17	18	19	20
21	22	23	24	25	26	27
28						



### This Week..... February 1-5, 2021

	Monday - 1	Tuesday - 2	Wednesday - 3
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - $4$	Friday - 5	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR2
		Courtesy
		Políte and considerate
		behavior
		My Grades
		_   Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

	Monday - 8	Tuesday - 9	Wednesday - 10
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 11	Friday - 12	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Fairness
		Behavior — marked by
		impartiality
		and honesty;
		free from prejudice
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

	Monday - 15	Tuesday - 16	Wednesday - 17
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 18	Friday - 19	Weekly Run Time: → mile
		minutes seconds
		P.R.I.D.E. & SR2
		Honesty
		Fairness and truthful in
		conduct
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

#### This Week..... February 22-26, 2021

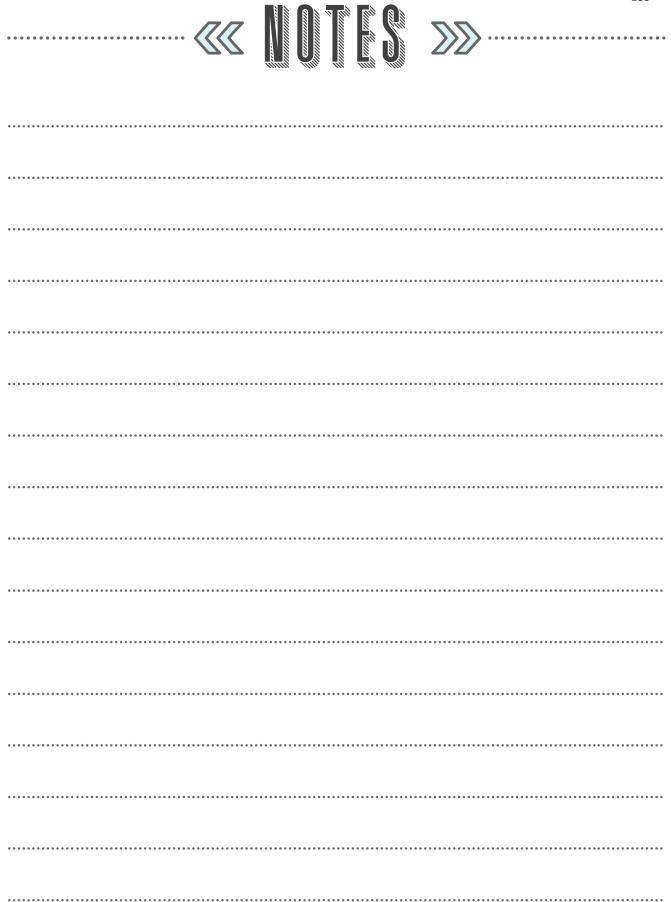
	Monday - 22	Tuesday - 23	Wednesday - 24
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 25	Friday - 26	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		-
		- Values
		Your beliefs or standards for behavior
		-   ·
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

## March 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Thursday - $4$	Friday - 5	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Courage
		The strength to face
		difficult or frightening situations
		My Grades
		-   -
		_   Math: 
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

#### This Week..... March 8-12, 2021

	Monday - 8	Tuesday - 9	Wednesday - 10
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 11	Friday - 12	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Advocacy
		Publicly recommend
		or support
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

Monday - 15 Tuesday - 16 Wednesday - 17 Math Science Lang. Arts History Parent Signature: Parent Signature: Parent Signature:

Thursday - 18	Friday - 19	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		Assertiveness
		Having a confident
		and bold
		attitude
		_
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
D (C)	D 40'	GPA:
Parent Signature:	Parent Signature:	11

#### This Week..... March 22-26, 2021

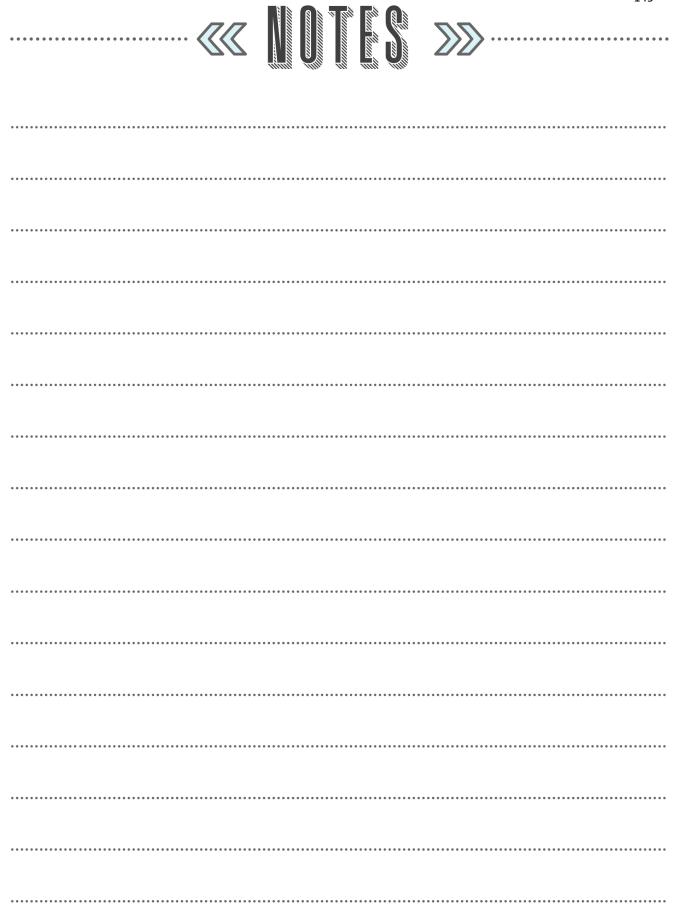
	Monday - 22	Tuesday - 23	Wednesday - 24
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 25	Friday - 26	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR2
		-
		Loyalty
		The state of
		being
		faithful and true
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

# **April 2021**



Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Good Friday	3
4 Easter	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



## This Week..... April 5-9, 2021

	Monday - 5	Tuesday - 6	Wednesday - 7
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 8	Friday - 9	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR2
		_
		Self-Discipline
		Controlling one's actions and behavior
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

### This Week..... April 12-16, 2021

	Monday - 12	Tuesday - 13	Wednesday - 14
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

<b>Thursday</b> - 15	Friday - 16	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Judgment
		A persevering application of hard work
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

# This Week..... April 19-23, 2021

	Monday - 19	Tuesday - 20	Wednesday - 21
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 22	Friday - 23	Weekly Run Time:
		<b>:</b>
		minutes seconds
		P.R.I.D.E. & SR2
		Safety
		Being secure
		and protected
		from harm or danger
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

### This Week..... April 26-30, 2021

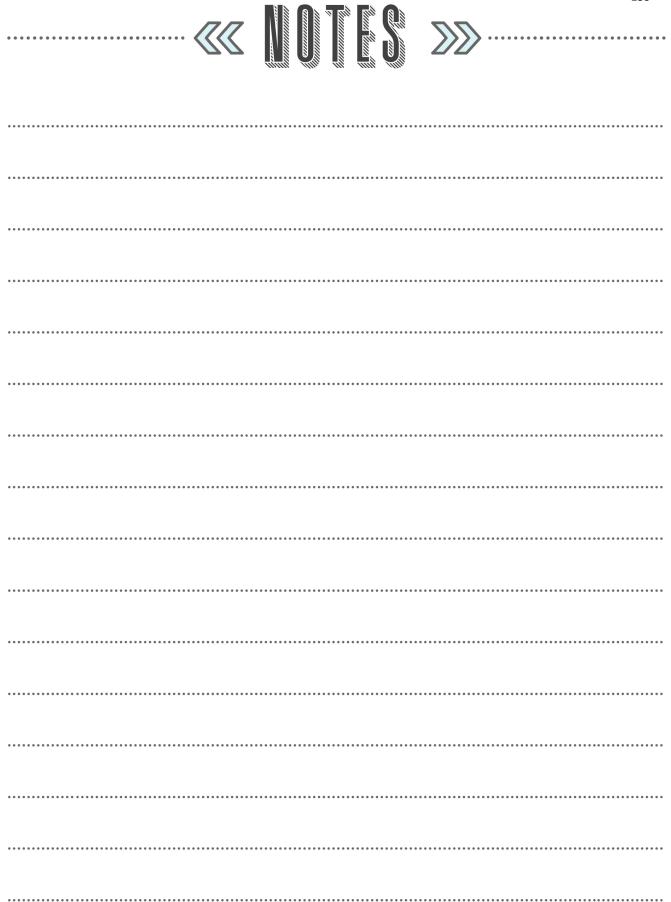
	Monday - 26	Tuesday - 27	Wednesday - 28
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 29	Friday - 30	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		Trust
		-
		firm belief in the reliability,
		character, or truth of
		someone or
		something
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

# May 2021



Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9 Mother's Day	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 Memorial Day					



### This Week..... May 3-7, 2021

	Monday - 3	Tuesday - 4	<b>Wednesday</b> - 5
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 6	Friday - 7	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		_
		- -
		-   "Comparíson
		"Comparison is the thief of joy"
		-    ot joy" -
		-
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

### This Week..... May 10-14, 2021

	Monday - 10	Tuesday - 11	Wednesday - 12
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 13	Friday - 14	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		"Don't let what you can't do
		stop you from what you can do."
		-John Wooden
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature	Parent Signature	GPA:

### This Week..... May 17-21, 2021

	Monday - 17	Tuesday - 18	Wednesday - 19
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 20	Friday - 21	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		"It's not what
		happens to
		you, but how
		you, but how you react to
		it that
		matters."
		-Epíctetus
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
		GPA:
Parent Signature:	Parent Signature:	

### This Week..... May 24-28, 2021

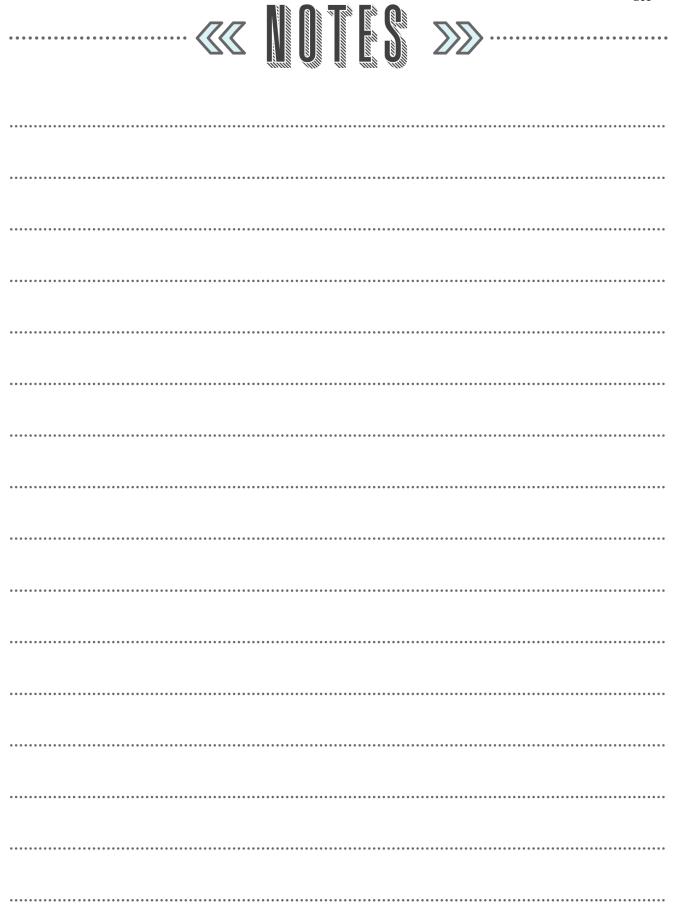
	Monday - 24	Tuesday - 25	Wednesday - 26
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 27	Friday - 28	Weekly Run Time:
		mile
		: minutes seconds
		P.R.I.D.E. & SR.2
		_
		"Never give up on what you really want to do. The person with big
		dreams is more powerful than one with all the facts." -Albert Einstein
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

# **June 2021**



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20 Father's Day	21	22	23	24	25	26
27	28	29	30			



### This Week..... May 31 - June 4, 2021

Ī	Monday - 31	Tuesday - 1	Wednesday - 2
Math			
Science			
Lang. Arts			
History			
Elective			
NOTES	Parent Signature:	Parent Signature:	Parent Signature:

Thursday - 3	Friday - 4	Weekly Run Time:
		mile
		minutes seconds
		P.R.I.D.E. & SR2
		"You must be the change you wish to see in the world." -Mahatma Ghandi
		My Grades
		Math:
		Science:
		Lang. Arts:
		History:
		Elective:
		PE:
Parent Signature:	Parent Signature:	GPA:

