

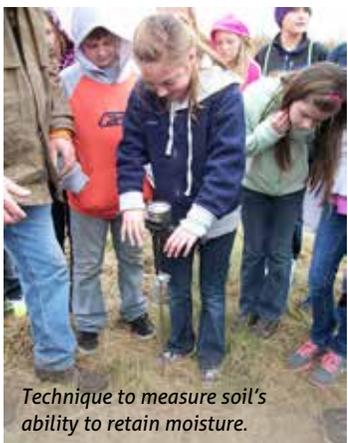
MINERAL POINT MIDDLE SCHOOL

Scoop

October 2014 🐾 Education... That's the Point.



Searching for native prairie species.



Technique to measure soil's ability to retain moisture.



The edible aquifers.

EXPLORING THE GREAT OUTDOORS

On Tuesday, September 30, 2014, the sixth grade students traveled to Bloomfield Farm to participate in the Iowa County Youth Conservation Field Days sponsored by the UW Cooperative Extension. Along with Mineral Point, the school districts from Barneveld, Iowa Grant, and Highland rotated to seven different stations throughout the day to learn about prairie restoration and conservation. Students learned about the basics of surveying, the tall grass prairies, and Wisconsin game fish, along with many other interesting areas. 🐾

UPCOMING EVENTS

Wednesday, October 15

M.S. Progress reports to be mailed home.

Wednesday, October 22

Gr. 6 field trip to the corn maze at Treinen farm in Lodi. Following the corn maze, students will ride the Merrimac ferry across the Wisconsin river before returning to school.

Tuesday, October 28

MS/HS Fall Choir concert, 7:00 p.m.

Friday, October 31

End of 1st Quarter

Friday, October 31

Gr. 6-8 Fall Fling "Dancing with Disguises," cafetorium, 7:00-9:00 p.m.

Monday, November 3

Parent Information & Training session for Google Apps, H.S. IMC, 6:00-7:00 p.m.

Wednesday, November 5

M.S. Parent/Teacher conferences, 4:00-7:30 p.m.

Thursday, November 6

M.S. BBB game vs. Iowa-Grant, home, 4:00 p.m.

Friday, November 7

Early Release

Tuesday, November 11

M.S. BBB game @ Darlington, 4:00 p.m.

Thursday, November 13

M.S. BBB game vs. Cuba City, home, 4:00 p.m.

Tuesday, November 18

M.S. BBB game vs. Lancaster, home, 4:00 p.m.

Wednesday, November 19

M.S. Progress reports to be mailed home.

Tuesday, November 25

M.S. BBB game @ Southwestern, 4:00 p.m.

Wednesday, November 26

No classes

Thursday, November 27

Thanksgiving – No classes

Friday, November 28

No classes

A Cultural Experience at American Players Theatre

On Friday, September 26th the seventh and eighth grade students of Mineral Point Middle School traveled to Spring Green, WI to watch William Shakespeare's "Romeo and Juliet" at American Players Theatre. This is a great experience for students to become educated in live theater, as well as classic literature. Many students do not have the opportunity to participate in these cultural experiences. Because "Romeo and Juliet" is a famous dramatic play with modern depictions, students were able to follow the play more easily and were able to laugh and cry along with the characters in the play. Numerous students commented that the play was much better in real life. Due to Shakespeare's hard to understand language, the students prepared for the production in their reading classes. Abridged versions of the play were read and analyzed to help the students understand the summary of the play. Students also participated in a post-show discussion session with the actors from the performance. They asked questions about Shakespeare, the play, the audition process, and about the actors themselves. American Players Theatre is an outdoor production, and the students and staff could not have had a more beautiful day to enjoy the play and the outdoors. 🐾

When Opportunity Knocks... Go Digital!

EIGHTH GRADE MATH TRYING NEW CURRICULUM

Having an eighth grade computer math class is nothing new to Mineral Point. In fact, for the last 12 years there has been such a class. This class was used to "fill in the gaps" of students at risk and help them to achieve at higher levels. The difference this year is that ALL 8th grade students in Mr. Chambers's math classes are using the digital version

HOW this came to be.

Apex Learning (A privately held provider of e-learning solutions for K-12 education) developed a new line of curriculum called "Middle School Tutorials". As a promotion for their new product, Apex Learning was offering the new material for ALL students at the same price as the old material for 1 class. This price also includes the English Language Arts curriculum.

WHY use it?

This course was not only designed to be aligned with the Common Core State Standards, but it is also designed to prepare students for high-stakes assessments. These are two key components in education today. The key word this year is "rigor". The Smarter Balanced Assessment that all Middle Level students will be taking this spring is a more rigorous standardized test than the WKCE. There will be more questions requiring the application of concepts. The test will also be taken on the computer. Many of the practice problems for the Smarter Balanced are similar to the types of questions in the "Tutorials" curriculum from Apex.

WHAT is it?

The "Tutorials" curriculum is broken into Units. Each unit is broken into modules that focus on a specific set of learning objectives aligned to the standards. Each module is made up of **Learn it**, **Try it**, **Review it** and **Test it** sections.

- **Learn it** – This is when the teaching and learning takes place. Students are required to record new information in their notebooks and **MUST** ask for clarification when needed. This can be done at home.
- **Try it** – This is like the homework. Examples from this section should be recorded in their notebooks. Clarification questions should also be asked at this time. This can be done at home.
- **Review it** – This is a video that explains what has been learned. Students can listen to this first, so they have an idea of what is coming. Notes can also be recorded from this section. This can be done at home.
- **Test it** – This is the only section that needs to be done at school. It is a short 4 or 5 question quiz over the material in the module. Students have 3 opportunities and **NOTES CAN BE USED!** A short review between teacher and student should take place **BEFORE** trying again.

After completing each module, students need to review all concepts taught in the unit and then take the post-test. Students may re-take the post-test 2 times to try and improve their grade. A review should be done between tests. The post-test must be done at school. 🐾

Seventh Grade Transition

Parents of 7th graders,

Although transitioning from the elementary school to the middle school is difficult for some students, we have found that the truly difficult transition is that from sixth grade to seventh grade. Sixth grade operates very much as fifth grade does, just in a different building. Seventh and eighth grade function very differently.

No longer is there one teacher who “keep tracks” of your student. Your child now has a different instructor for every period of the day. He/she is expected to “keep track” of him/herself. Although we have many systems in place to help, i.e. Access time, progress reports and homework club, many students struggle with the extra responsibility of managing their own organizational systems and their own time.

Not only is the structure of the day different, so are the learning expectations. Students are expected to take their learning to a higher level. They need to think more abstractly. They need to apply what they have learned, sometimes out of context, and make predictions, draw conclusions and problem solve. No longer can they completely rely on highlighted items in their text or on the information on their worksheets

and review sheets. Students at this level are now expected to take more responsibility for their own learning and to ask for help when it is needed.

Most students will adjust to these new expectations within a few weeks, but some may struggle longer. We have systems in place to help, but we need the student to engage in their own learning. Anything you can do at home to help organize your student, help them manage their time wisely, instill more personal responsibility, and emphasize the importance of their education will help immensely.

As I mentioned above, we do have systems in place to try to “catch” kids before they get in serious academic trouble, but if you think your child is experiencing more than the typical, short lived adjustments and may need some intervention please call any of us at 987-1020.

We want success for each and every student in our building. Thank you for your cooperation.

Sincerely,

The Middle School Staff 🐾

Teacher Profile:

Mr. VanGalen

By Brady Palzkill



What's your favorite color?

Green

What is your favorite animal?

Gerbil

Where did you go to college?

Silver Lake College,
UW-Madison, and UW-Oshkosh

When did you graduate college?

January of 1991

What is your favorite dessert?

Homemade Chocolate Chip Cookies

What is your favorite place you've traveled to?

Seville, Spain

Where would you like to travel?

If I had the appropriate gear and training I'd like to travel to Antarctica and visit the penguins.

Why did you start teaching?

I love learning & want to help others succeed.

When is your birthday?

July 23

Student Council



Meet this year's Middle School Student Council!

Left to right:

8th grade - Zoe Hay, Abby Shannon, Brady Palzkill.

6th grade - Gabe Sporle, Will Straka.

7th grade - Tessa Hanson, Isaac Lindsey.

From the Desk of Ms. Dahl, Middle School Principal

School Year Begins With Many Expectations

When people ask me how the start of the school year is going, my response has been: "I feel like we started the school year in a dead sprint and we are still sprinting!" Our students have been busy in the classroom and out of the classroom. In September, the 7th and 8th graders attended Shakespeare's Romeo and Juliet at the American Players Theatre. The 6th graders attended a conservation field trip at Bloomfield Manor and will also be traveling to Lodi October 22 to the Corn Maze and a ride on the Merrimac Ferry.

On the first day of school, we talked about expectations. These expectations include: succeeding academically, being respectful, behaving responsibly, displaying a positive attitude and attending school on a regular basis. We realize these expectations will put added pressure on our students, but it will also help in maintaining our academic goals for the 2014-2015 school year. These expectations will help us prepare for the Smarter Balance Assessment and also create a challenging and rigorous academic environment at our Middle School! If you have any questions about your child's homework or grades, please contact their teacher either by phone or email.

With Middle School athletics and activities beginning, I would like to remind parents about the Middle School Activity Eligibility policy. In an effort to provide adolescent students with all possible assistance and sense of focus, an activity eligibility procedure will be followed. Should a student receive an

F or more than 2 D's on a progress report or a nine week report card, the student will be declared ineligible for performance and/or participation in the following activities: athletic contests, dances, student council functions and other extra-curricular or co-curricular activities. Students will be expected to attend practice (when applicable), but will not perform or participate until the F is cleared or he/she is receiving fewer than 3 D's. Grades are due at the end of every three week

interval. During the period of ineligibility, the students will be required to attend 2 of the 4 homework club sessions per week for three weeks. In some instances, homework club attendance may coincide with an early practice. In this case, the student will be excused from practice for the time during which he/she is involved in home work club. Students missing required homework clubs will remain ineligible until all

homework clubs are made up. The Middle School office will schedule all homework club dates. All Coaches and Activity advisors will be advised of a student's eligibility status. Fourth quarter report card grades will provide the base for fall eligibility status. It is not an OPTION if your child is assigned to homework club, it is a REQUIREMENT.

This is the first newsletter for the 2014-2015 school year. Make sure the Middle School office has your current email address. If you do not have an email address, please call the Middle School office (987-0720) and we will be happy to mail you a copy of the newsletter. 🐾

“These expectations include: succeeding academically, being respectful, behaving responsibly, displaying a positive attitude and attending school on a regular basis.”

Teens and Screen Time

How much time do you think your kids are spending in front of a screen? The American Academy of Child and Adolescent Psychiatry states, "By the time of high school graduation, [children] will have spent more time watching television than they have in the classroom." A recent survey found out how much time Southwest Wisconsin teens are spending playing on computers, watching TV, and/or playing video games. Screen time not only increases risks of obesity but may also affect how much sleep your teen gets each night. The study, reported on in the October YRBS newsletter (see next two pages), found that more than 50% of Southwest Wisconsin high school students are getting less than the recommended amount of sleep each night.





Parents Make A Difference!

Teens and Screen Time

October 2014

The average teen only spends three hours per day watching television; however, the total hours spent in front of a screen equal more than five hours per day. In fact, total time spent in front of a screen averages between five and seven hours per day. The National Institutes of Health describes screen time as “a sedentary activity spent in front of any type of screen (TV, iPad, computer, phones, video games, and other electronic devices).”

The American Academy of Child and Adolescent Psychiatry states, “by the time of high school graduation, [children] will have spent more time watching television than they have in the classroom.”

The effects of too much screen time vary and can cause a lifetime of health issues, including:

- Obesity
- Irregular sleep
- School difficulties
- Behavioral problems
- Impaired academic performance
- Violence
- Less time for play

HOW MUCH TIME DO SOUTHWEST WISCONSIN TEENS SPEND IN FRONT OF A SCREEN?

The 2013 Department of Public Instruction Youth Risk Behavior Survey reached 5,354 Southwest Wisconsin 7th through 12th grade youth.

- 19% of the surveyed participants reported spending three or more hours per day, on the average school day, watching television (see Chart 1).
- More than 43% of 7th and 8th grade youth reported spending two or more hours per day on an average school day playing video or computer games or using a computer for something other than school (see Chart 2).

- Roughly 30% of high school students in grade 9-12 reported spending three or more hours per day on an average school day playing video games, or using the computer (see Chart 3).

Chart 1: Percentage of teens who watched television 3 or more hours per day on an average school day.

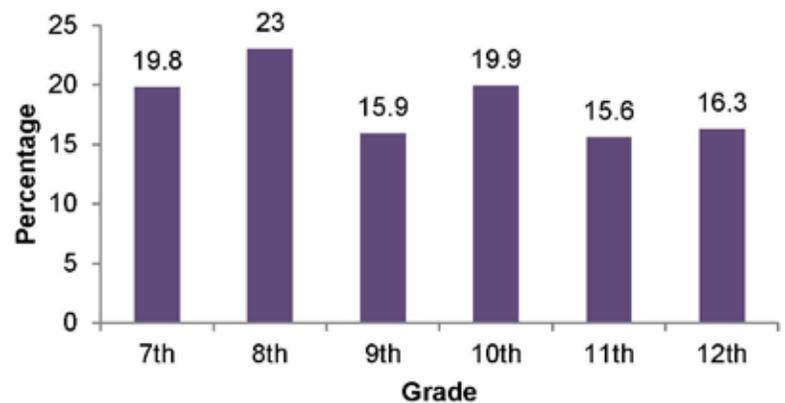
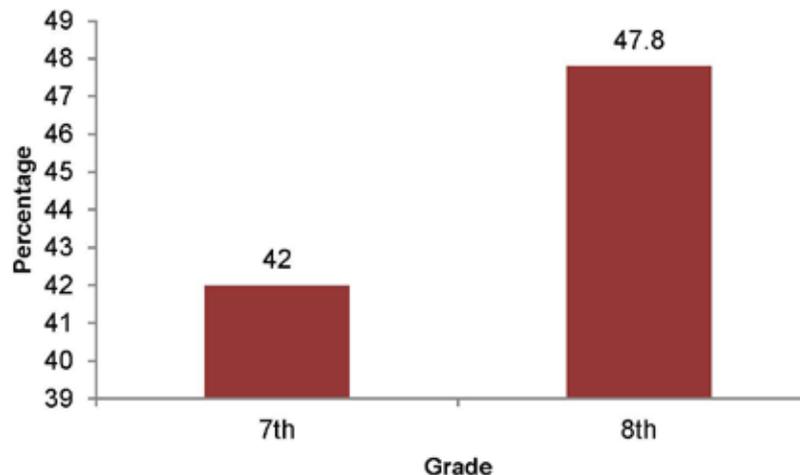


Chart 2: Percentage of 7th & 8th grade youth who played video or computer games or used a computer for something that was not school work TWO or more hours per day on an average school day.



Numerous studies have found that over usage of electronics positively correlates to sleep-related problems. Teens with TV's in their rooms often go to bed later and sleep less than those without TV's in their rooms. Parents are encouraged to completely eliminate TV, computer or cell phone usage the hour before your teen goes to bed.

Chart 3: Percentage of high school students who played video or computer games or used a computer for something that was not school work THREE or more hours per day on an average school day.

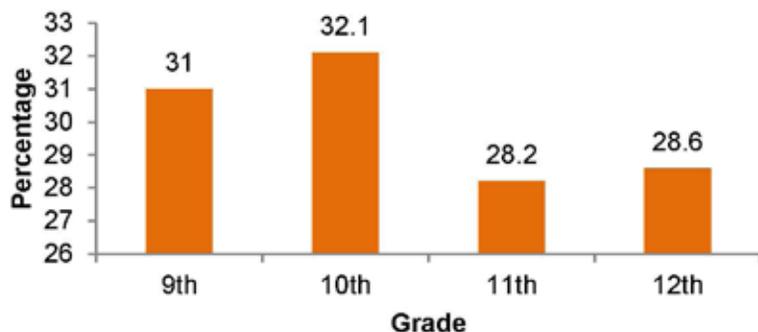
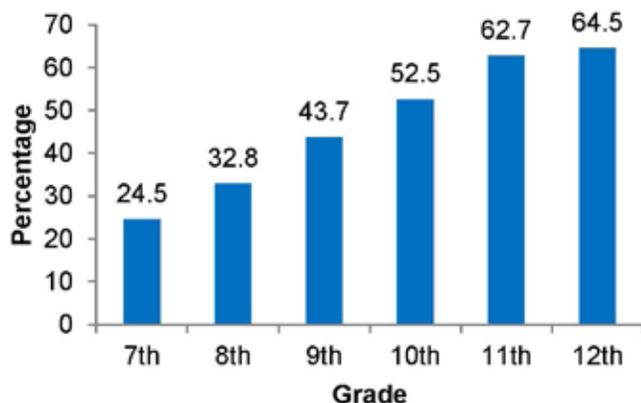


Chart 4: Percentage of teens who get fewer than 8 hours of sleep on an average school night.



Spending too much time using electronics can also cause teens to get fewer hours of sleep. According to Chart 4, 10th, 11th and 12th grade youth receive the least amount of sleep out of all those surveyed. By 10th grade, many youth are excited to take on one major responsibility – driving! A legal driving aged-teen spending too much time watching television, playing on the computer, going to bed late, and getting too little sleep, may be putting themselves in serious danger. The National Sleep

Foundation states, “drowsy driving causes over 100,000 crashes each year. When you are sleep deprived, you are as impaired as driving with a blood alcohol content of .08%,” which is illegal in the state of Wisconsin.

PARENTS CAN MAKE A DIFFERENCE!

- Eliminate background TV
- Keep TVs and computers out of the bedroom
- Don't eat in front of the TV
- Set school day rules for screen time
- Suggest other activities
- Set a good example
- Unplug it

Parent: “I'm tired of arguing and wasting energy to manage screen time. It's easier to just give in and let their brains rot!”

Solution: Use a timer. Make it clear that it is their responsibility to turn screens off when the timer goes off. If they require a verbal reminder to “turn off,” then they lose their next screen time period. Easier said than done? Yes, but if you commit and they know the self-regulating expectation, they'll get it! Screen time periods can also be used as rewards (i.e. when you get your chores done). One parent stated, “[screen time] is pure recreation time, not an entitlement. Their recreation shouldn't be work or aggravation for me. If it becomes that, it's gone.”

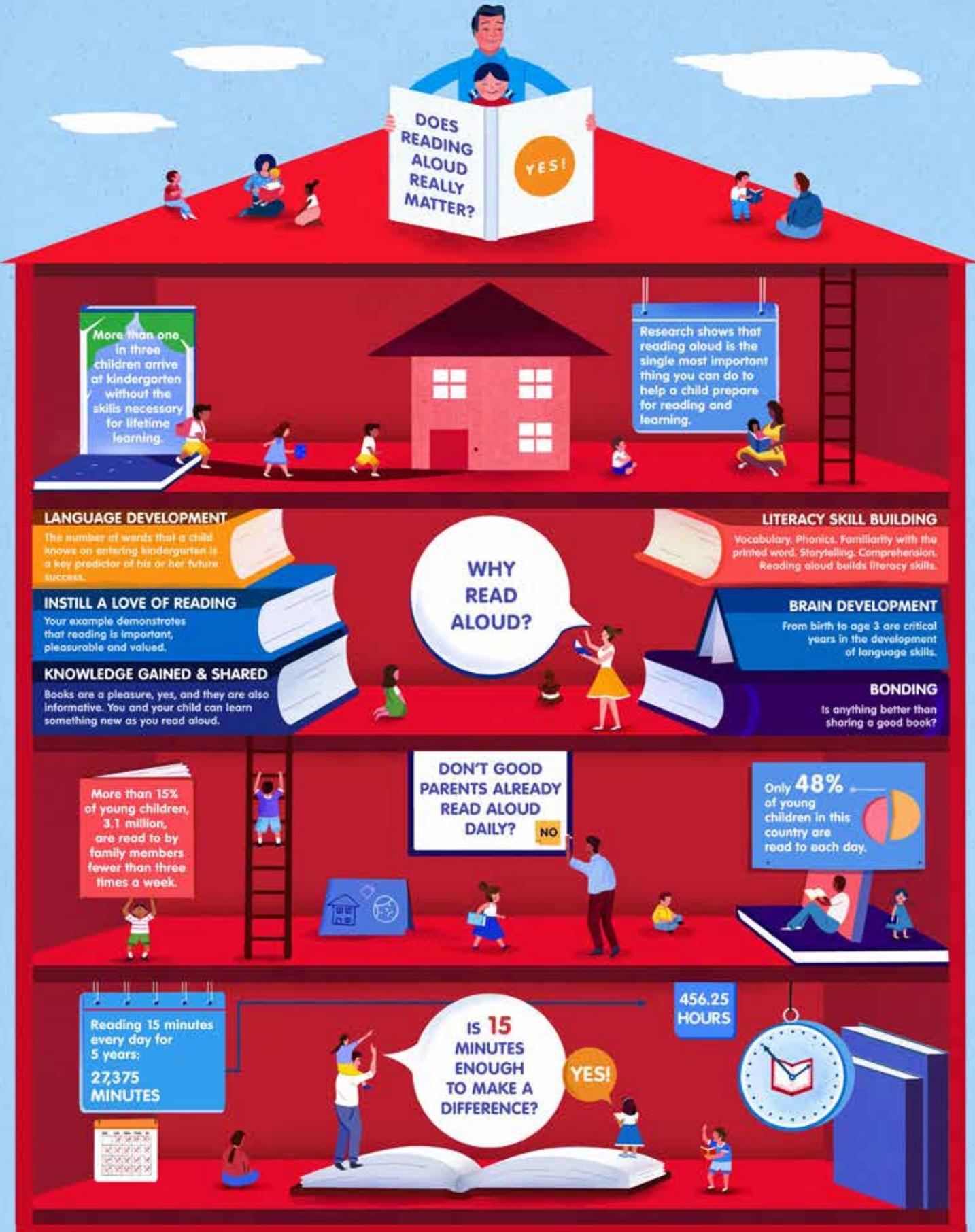
SO...WHAT'S YOUR LIMIT?

According to the National Institutes of Health, teens should be spending no more than **two** hours per day watching TV, playing on the computer, using their cell phones, or playing video games.

Resources:

- Dell'Antonia, K.J. (2014). *Weekly Quandary: Revisiting limits on screen time*. New York Times. <http://parenting.blogs.nytimes.com>
- Kaneshiro, N.K. (2013). *Screen time and children*. National Institutes of Health. <http://www.nlm.nih.gov/medlineplus>
- Mayo Clinic. (2013). *Children and TV: Limiting your child's screen time*. <http://www.mayoclinic.org/healthy-living/childrens-health>

“Parents Make a Difference” is a product of the Southwest Wisconsin Youth Risk Behavior Survey (YRBS), a program of the Department of Public Instruction, University of Wisconsin-Extension and local school districts. This newsletter is adapted from the UW-Extension newsletters “Whose Kids?...Our Kids!” This issue of “Parents Make a Difference” was written by Jennifer LaTour, UW-Extension Richland County and reviewed by Bev Doll and Sarah Hopkins, UW-Extension Grant County; Amy Mitchell, UW-Extension Crawford County, Lori Berget, UW-Extension Lafayette County and Ruth Schriefer and Deb Ivey, UW-Extension Iowa County. Thanks are extended to nearly 5,354 7th to 12th graders from southwest Wisconsin who participated in the 2013 YRBS survey. Contact UW-Extension for further information: Grant County (608) 723-2125; Lafayette County (608) 776-4820; Crawford County (608) 326-0223; Iowa County (608) 930-9850; and Richland County (608) 647-6148. Or visit the website at: <http://www.cesa3.org/yrbs.htm>



DOES READING ALOUD REALLY MATTER? YES!

More than one in three children arrive at kindergarten without the skills necessary for lifetime learning.

Research shows that reading aloud is the single most important thing you can do to help a child prepare for reading and learning.

LANGUAGE DEVELOPMENT
The number of words that a child knows on entering kindergarten is a key predictor of his or her future success.

LITERACY SKILL BUILDING
Vocabulary, Phonics, Familiarity with the printed word, Storytelling, Comprehension, Reading aloud builds literacy skills.

WHY READ ALOUD?

INSTILL A LOVE OF READING
Your example demonstrates that reading is important, pleasurable and valued.

BRAIN DEVELOPMENT
From birth to age 3 are critical years in the development of language skills.

KNOWLEDGE GAINED & SHARED
Books are a pleasure, yes, and they are also informative. You and your child can learn something new as you read aloud.

BONDING
Is anything better than sharing a good book?

More than 15% of young children, 3.1 million, are read to by family members fewer than three times a week.

DON'T GOOD PARENTS ALREADY READ ALOUD DAILY? NO

Only 48% of young children in this country are read to each day.

Reading 15 minutes every day for 5 years:
27,375 MINUTES

IS 15 MINUTES ENOUGH TO MAKE A DIFFERENCE? YES!

456.25 HOURS

 **Fun
Activities**

 **New
Friends**

 **Life-Saving
Skills**

Sign up for Safe Sitter®

Safe Sitter® is a program for 11-14 year olds where you will learn life-saving skills so you can be safe if you're home alone or watching younger children.

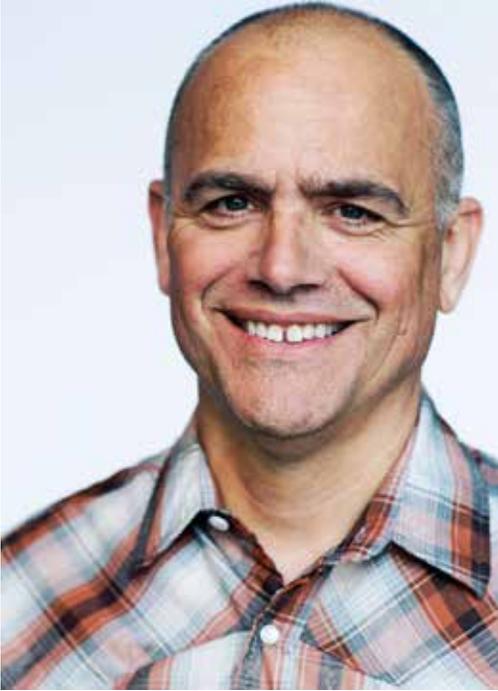
December 30th 8 am-3 pm

Call 930-7165 or visit www.uplandhillshealth.org/events for more information or registration.

SAFE
SITTE^R

Upland Hills
Health 

Michael Perry Visits Mineral Point Middle School



On Friday, September 12, author Michael Perry was in the house. He spoke with our Middle School students at an afternoon assembly about his new book *The Scavengers*.

Michael was born and raised in New Auburn, Wisconsin. After childhood on a small Midwestern dairy farm, Perry put himself through nursing school while working on a ranch in Wyoming.

He lives with his wife and two daughters in rural Wisconsin, where he serves on the local volunteer fire and rescue service. He hosts the national syndicated *Tent Show Radio*, performs widely as a humorist, and tours with his band the Long

Beds (currently recording their third album for Amble Down Records). His bestselling memoirs include *Population 485*, *Truck: Love Story*, *Coop* and *Visiting Tom*. Perry's essays and nonfiction have appeared in numerous publications including *The New York Times Magazine*, *Esquire* and *Runner's World*. You can read his column in the *Wisconsin State Journal* every Sunday.

Mineral Point Middle School would like to thank Michael for stopping by and giving his insight as an author. Thank you to Arcadia Books for scheduling Michael's visit. 🐾

TIME TO SHINE SERIES

By Deb Goid

Time to Shine Series—4 weeks

Girls Grades 7th–9th

Mondays 3:30–5:00 p.m.

(10/20 — 11/10)

Girls Grades 10th–12th

Thursdays 3:30–5:00 p.m.

(10/23 — 11/13)

Lancaster Chiropractic
& Wellness Center

219 W. Maple Street, Lancaster

The Time to Shine Series is a program to help girls find inner strength and awareness of their strengths to develop their unique selves. Each session will include activities, discussions, and wellness activities to help encourage healthy decision making, increase overall self-awareness to encourage goal setting. Participants will:

- *Have an awareness of healthy body image, strengths, and boundaries
- *Develop leadership and communication skills
- *Create an action plan for their future

Facilitator: Lisa Schaefer, Licensed School Counselor and Life Coach with the John Maxwell Youth Leadership Team www.johnmaxwellgroup.com/lisaschaefer

Session #1: Finding Your Strengths:

Using a variety of assessments including the Real Colors for Teens, girls will learn more about what is important to them, what they value, what they excel at and how they communicate.

Session #2: Understanding Inner

Strength and Decision Making: Using empowerment techniques, girls will learn more about assertiveness and how to make healthy choices that will impact their future.

Session #3: Developing a SMART Plan. Girls will learn about the importance of specific, measurable, attainable, realistic and timely goal setting. They will create an action plan to help them with leadership skill development and communication. Activity: “Where I am From and Where I am Going”

Session #4: Empowerment Doll Activity. May invite Mother or Adult Female Friend and will use creative techniques to create dolls to serve as a visual reminder of the activities and class lessons. Certificates given.

SPACE IS LIMITED: 15 Girls for Each Session

Registration Fee- \$60 for 4-night session. \$30 will be refunded after the 4th night to those with 100% attendance.

Register online at

Grades 7th–9th <http://login.myquickreg.com/event/event.cfm?eventid=10616>

Grades 10th–12th <http://login.myquickreg.com/event/event.cfm?eventid=10620>

Advisors...Please register yourself whether or not you are attending and put the girls' names in the Notes box. If you are attending, please add your name in the box as well.

Contact Deb Goid with questions 608.822.2147 or dgoold@cesa3.k12.wi.us

See your children's
RED FLAGS before you
have to wave the **WHITE** one...



Monday, November 3, 2014, 7:00 PM

Townsend Center, Shullsburg, WI

190 N Judgement Street, Shullsburg, WI 53586

Presented by:

Lafayette County Coordinated Care Team

Presenters:

Iris Ostenson, Director of Crisis Services, Northwest Connections

Dr. Will Hutter, Southern Region Youth Crisis Grant Coordinator