

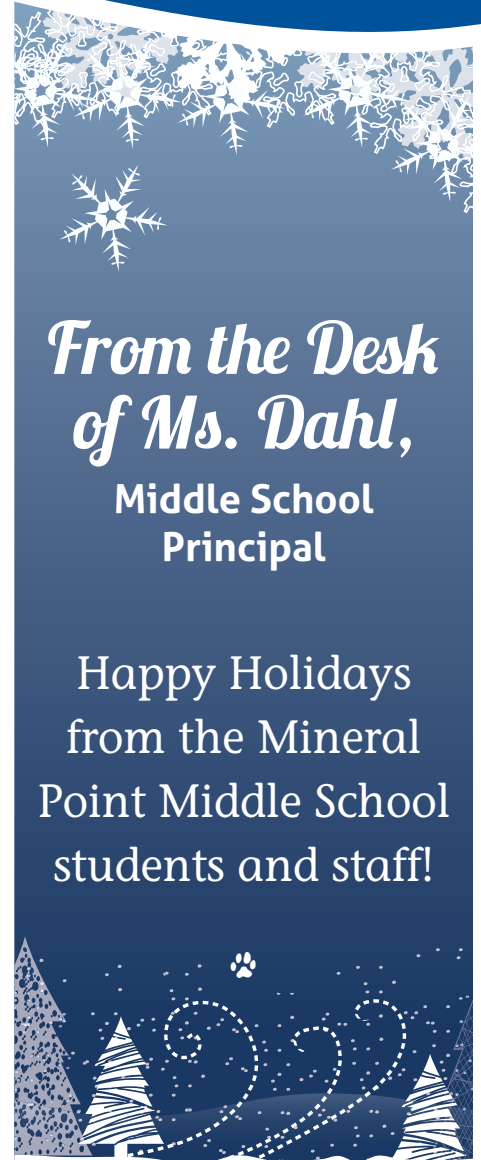
MINERAL POINT MIDDLE SCHOOL

Scoop

December 2015 🐾 Education... That's the Point.

2016 UPCOMING EVENTS

Friday, January 1	New Year's Day
Monday, January 4	Classes resume following Holiday break.
Monday, January 4	M.S. GBB and Wrestling practice to begin.
Wednesday, January 6	Early release, 2:00 p.m.
Wednesday, January 13	Early release, 2:00 p.m.
Friday, January 15	End of 1st semester
Monday, January 18	Teacher workday/no classes for students
Tuesday, January 19	M.S. GBB @ Southwestern, 4:00 p.m.
Tuesday, January 19	M.S. Wrestling @ Dodgeville, 4:00 p.m.
Wednesday, January 20	Early release, 2:00 p.m.
Thursday, January 21	M.S. GBB vs. Cuba City, home, 4:00 p.m.
Tuesday, January 26	M.S. GBB @ Iowa-Grant, 4:00 p.m.
Tuesday, January 26	M.S. Wrestling, home, 4:00 p.m.
Wednesday, January 27	Early release, 2:00 p.m.
Thursday, January 28	M.S. GBB vs. Lancaster, home, 4:00 p.m.
Tuesday, February 2	M.S. GBB @ Dodgeville, 4:00 p.m.
Tuesday, February 2	M.S. Wrestling @ Black Hawk, 4:00 p.m.
Wednesday, February 3	M.S. Progress reports
Wednesday, February 3	Early release, 2:00 p.m.
Thursday, February 4	M.S. Wrestling @ Iowa-Grant, 4:00 p.m.
Tuesday, February 9	M.S. GBB vs. Darlington, home, 4:00 p.m.
Tuesday, February 9	M.S. Wrestling @ Darlington, 4:00 p.m.
Wednesday, February 10	Early release, 2:00 p.m.
Thursday, February 11	M.S. GBB @ Platteville, 4:00 p.m.
Monday, February 15	M.S. Wrestling @ Bluff View Intermediate School, 4:30 p.m.
Tuesday, February 16	M.S. GBB vs. Southwestern, home, 4:00 p.m.
Wednesday, February 17	Early release, 2:00 p.m.
Tuesday, February 16	M.S. Wrestling @ Lancaster, 4:00 p.m.
Thursday, February 18	M.S. GBB @ Cuba City, 4:00 p.m.
Tuesday, February 23	M.S. Wrestling @ Cuba City, 4:00 p.m.
Wednesday, February 24	Early release, 2:00 p.m.
Wednesday, February 24	M.S. Progress reports
Thursday, February 25	M.S. GBB vs. Iowa-Grant, home, 4:00 p.m.



*From the Desk
of Ms. Dahl,*
Middle School
Principal

Happy Holidays
from the Mineral
Point Middle School
students and staff!

Just for fun:

Q: What do you call an elf
who sings?

A: A wrapper!

Worth quoting:

"All truths are easy to understand
once they are discovered: the point
is to discover them."

Galileo Galilei

Most Memorable Christmas Presents **Shared by Middle School Staff Members**

A plaid pantsuit just like the one Karen Carpenter would wear! Mrs. McCoy

I don't think it was a physical gift. My most memorable moment was during Christmas. I remember watching my grandfather who always sat in the corner with the big black garbage bag to collect the garbage. He was watching all of us open all of us open our presents and he was so content and happy to just be a part of it all. The next year, he passed away at the beginning of December from lung cancer, so that moment sticks with me every holiday season and I picture him there every Christmas. Mrs. Payne

My most memorable Christmas present was not mine; It was my brothers. It was the dashboard of a car complete with a key for the ignition, steering wheel, horn, wipers, speedometer and radio that all worked! It also made the sound of an engine. His present was way cooler than the present that I got which was a doll with eyes that blinked! Mrs. Soper

Mrs. Beasley and shortly after getting her my twin brother gave her a haircut. Needless to say, I was not very happy. Ms. Needham

I was about 10-years-old and all I wanted was a purple Schwinn bicycle with monkey handle bars and a banana seat. After all the presents were opened (my brothers and myself) there was no bike. I was devastated though I did not say it. Then my parents told me to go look in the kitchen and there it was, purple and shiny just as I had envisioned it. Ms. Pompos

My favorite and most memorable Christmas present was a three story Barbie Dream House with a working elevator. It was the same height as me, and it even had sounds for the kitchen appliances! Mrs. Flannery

Marcus Allen jersey. Mr. Palzkill

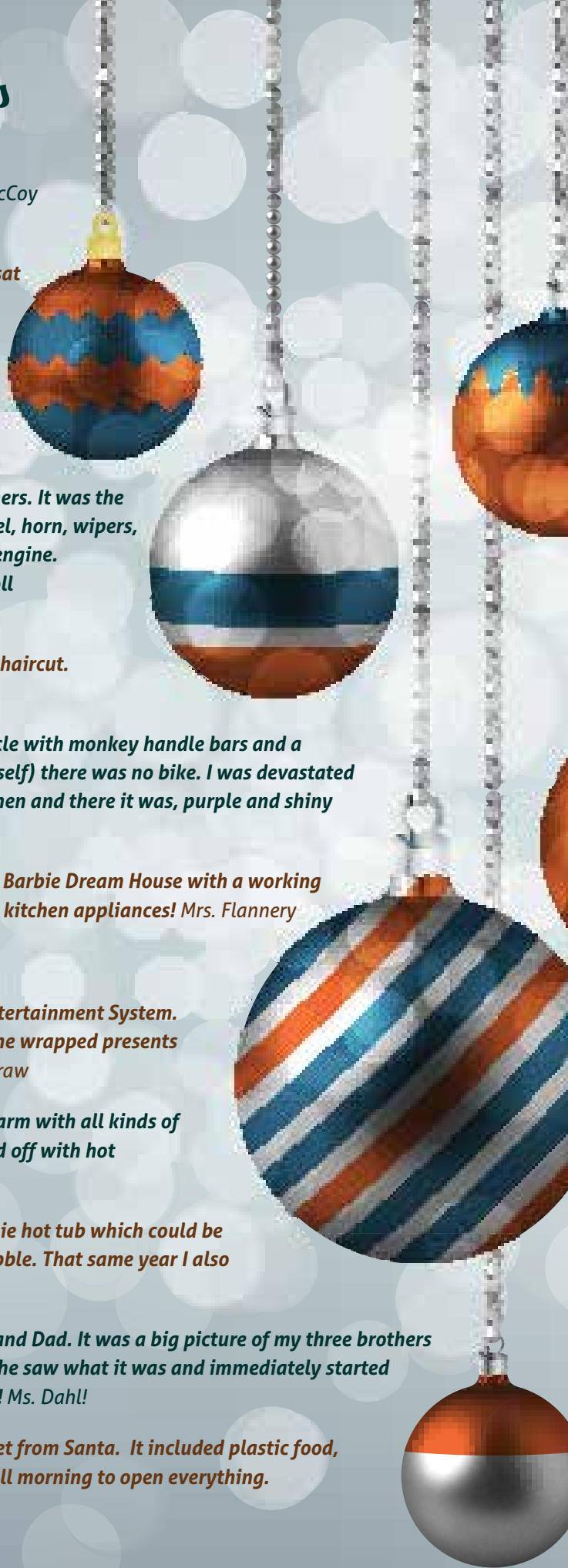
My most memorable Christmas present was when I got a Mintendo Entertainment System. I woke my brother up at 1:00 a.m. and we took turns guessing what the wrapped presents were until it was time to wake up our parents six hours later. Mr. McGraw

As a family we received a toboggan. We had lots of fun living on the farm with all kinds of hills and we would have sleigh riding and tobogganing parties topped off with hot chocolate! Mrs. Weitzel

I loved Barbie as a girl! My favorite Christmas present included a Barbie hot tub which could be filled with water and by pressing on the air pump button it would bubble. That same year I also received the Barbie Corvette from Santa. Mrs. Bakken

My most memorable Christmas present was one we gave to our Mom and Dad. It was a big picture of my three brothers and myself professionally done. When my Mom started to unwrap it she saw what it was and immediately started crying because she was so happy! Of course she made all of us cry too! Ms. Dahl!

When I was about 5-years-old I received a huge kitchen and grocery set from Santa. It included plastic food, dishware, shopping cart, cash register and a full kitchen. It took me all morning to open everything. What a fun Christmas!! Mrs. Macauley 🐾





Meet the Teacher

LESLEY MACAULAY

Art

Favorite Color: Blue

Favorite TV show: Heroes

Where did you attend college:

University of Wisconsin – Platteville

What sports/activities did you participate in high school? Softball, Cheerleading

What is your favorite dessert?

My mom's cheesecake

Favorite place you ever traveled?

Las Vegas

Where would you like to travel? Italy

Why did you become a teacher?

To inspire children to think creatively and love the arts as I do.

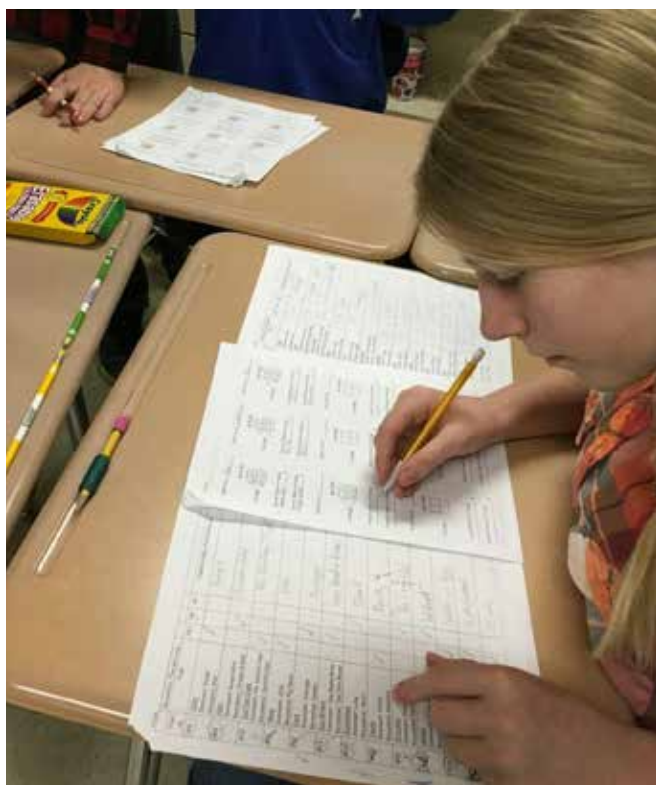
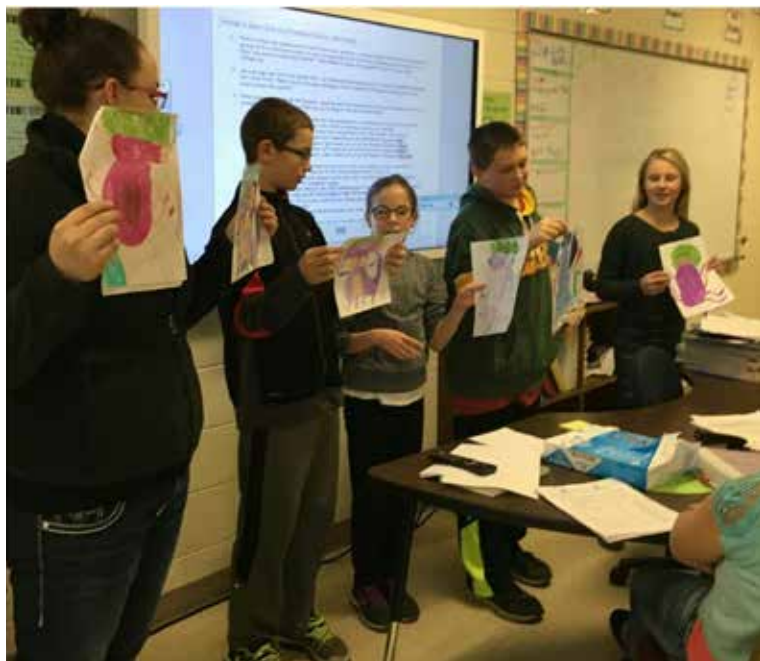
What is your birthday?

April 30, 1986 🐾

Interview by Ella Chambers

Alien Creatures Taking Over 6th Grade Science!

Zygotes, fertilization, mitosis, oh my! The 6th grade science class has been studying sexual and asexual reproduction. To investigate this process a bit more, students had to create alien creatures. First, students identified their creature's traits by using pennies (heads or tails) to identify the zygote of each trait. Then, students had to create a drawing of their creature based on the traits it received. Next, a personal advertisement was written by each creature to find a mate, including figurative language (language arts!) to make each creature fall head over heels in love with another creature. Once a mate was found the creatures combined their traits. This was done by combining each creature's zygotes in a punnett square. Finally, each student created a drawing of the creature's offspring by using the punnett square to identify what the traits could be for the offspring. A lot of hard work and understanding of all of the steps of reproduction went into this project and the outcome was...some interesting creatures! 🐾



Ancient Egypt

The IMC was recently turned into a museum of artifacts unearthed by sixth grade students on their recent "archeological dig" into Ancient Egypt. Each of the students chose a topic that was of major importance to the Egyptians. Once the topic was chosen, students were required to create a 3-D project and write a research paper stating why it was important to this ancient culture. As you can see, students put a lot of thought, creativity, and work into their project. Additionally, students were able to participate in an interactive video conference with Milwaukee Public Museum. Students were able to witness the step-by-step mummification process of fabricated dummy. They also learned about many of the gods and goddesses of the Ancient Egyptians and how the ancient Egyptian spiritual beliefs related to the mummification process. If you have the opportunity, please come and explore the IMC while it is filled with Egyptian artifacts. The artifacts will be displayed until the end of the month. 🐾





Hour of Code

Once again Mineral Point MS/HS Library and students in grades 6-12 participated in Hour of Code during the week in math and computer classes. "Awesome!" "This so much fun!!!" These were comments made by grade six students in Mrs. Soper and Mrs. Brown's classrooms as they participated in the Hour of Code. The grade six students were completely engaged as they were able to use code to manipulate Minecraft characters and scenes. Mrs. Bakken's middle school computer classes coded with a Star Wars program. Due to experience, Mr. Chamber's 7th and 8th grade students were able to choose what coding skills to work on and enjoyed an hour of coding in the area of their choice. Hour of Code is implemented worldwide the week of December 7-13, 2015 as a onehour introduction to computer coding that aims to get students interested in careers in computer programming and to show anyone can learn the basics. Visit code.org to learn more and explore the activities that are designed for people from 6 to 106. 🐾



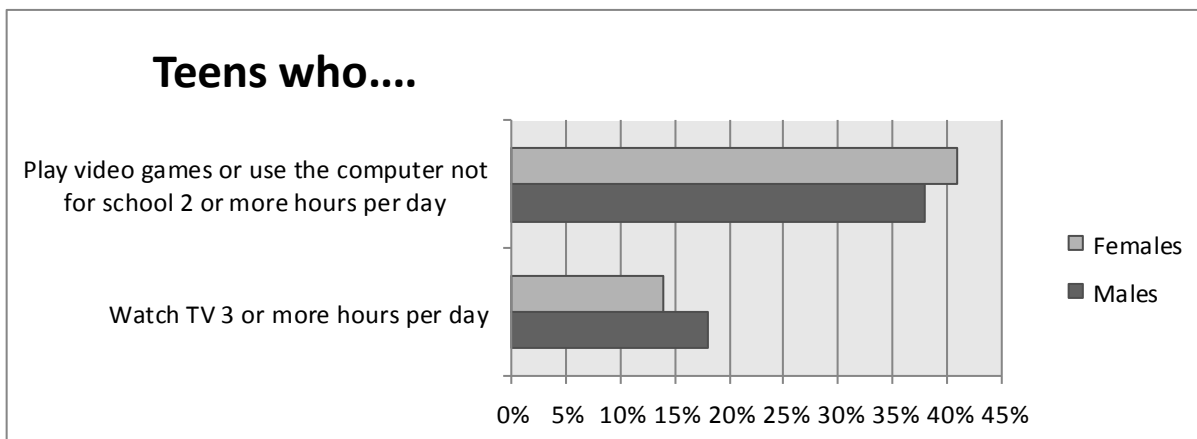


Parents Make A Difference!

Parenting Teens with Technology - Facebook and Cell Phones and Blogs...Oh My!

January 2016

The role of digital technology (think computers, the Internet, video games, cell phones, etc.) in the lives of children has been increasing over the last decade at an astonishing rate. Considering previous generations and the role of radio, film, and television, it is clear that this situation is not new. However, digital media has been changing swiftly since the introduction of the personal computer in the late 1970s. Many parents are only partially aware of the kinds of digital media that are being used by their children and may feel left behind in this emerging digital world.



According to the 2015 Youth Risk Behavior Survey (YRBS) of 5,309 students in 7th to 12th graders from 25 schools in southwest Wisconsin, the majority of teens are strong users of technology. When this survey was conducted in the fall of 2015:

- 79% of teens were playing video/computer games or using a computer for non-school work 2 or more hours per day. Time spent on homework using the internet was not included in this question.
- 32% of teens were watching TV more than three hours each week.

Parents do attempt to monitor their teen's use of the internet by having rules. In the YRBS survey, 70% of middle school students report their parents have rules about internet use and 48% of high school students report the same.

It is common for parents to focus on the potential problems of digital media use, like cyber-bullying or online predators, and how they can protect their children from such dangers. However, there are many positive aspects of digital media, including the ways that it can contribute to your children's development, enhance the parent-teen relationship and provide new tools to strengthen and extend parenting skills.

It is a parent's job to provide love, safety, guidance and resources for their teens. These issues have not changed much over the last several generations, but the way they can be provided has, especially because of technology. By recognizing the important role that digital media can play, parents can be more prepared to adapt their parenting skills to match the needs of their teen and their family.

Parents of today's teenagers might consider how to use digital media in their role as a parent. Turn the page to discover ways parents can use digital media as a positive force to enhance their parenting skills and better communicate with their teen.

PARENTAL ROLE	STRATEGY	USE DIGITAL MEDIA
Love and Communicate	Listen to thoughts, feelings and concerns	Text a question rather than accusatory message if you suspect negative behavior
	Appreciate your teen's new skills, interests and abilities	Ask your child to help you set up a Facebook page
Monitor and Protect	Track your teen's activities knowing where they are, who they are with and when they'll be home	Have your teen text you after school or when they're out with friends for a brief "check in"
	Watch for warning signs of poor physical and mental health in your child	Monitor your child's social media sites and online gaming groups and discussions
Guide and Limit	Use discipline as a tool for teaching and guiding, not for venting or taking revenge	Instead of banning your teen from their social networking site for posting a hurtful comment about another teen, have your teen research the consequences of bullying
	As your teen's skills and maturity improve, work out new responsibilities and privileges	Allow more freedom in choices of video games
Model and Teach	Provide opportunities that help your teen practice decision-making	Involve child in making rules around the use of digital media (screen time, selection of games, etc.)
	Model good lifestyle habits and set a good example around risk-taking	Play active digital media games together
Advocate and Connect	Identify people and services that can support your parenting	Add the email addresses and cell numbers to your contacts list of key people in your child's life (e.g., teachers, coaches, other parents)
	Advocate for your child by looking out for his/her best interests	Check school web site on regular basis to keep track of school activities

Remember – parents make a difference!

By understanding the normal growth and development of teens, parents can better provide them with what they need to become caring, responsible young adults. That includes realizing the role that digital media plays in the lives of today's youth and how it can provide teens with a new avenue for moving toward adulthood.

Parenting with Digital Media Resources:

→UW-Extension : <http://fyi.uwex.edu/eparenting/>

→Common Sense Media (<https://www.commonsensemedia.org/>)

→Digital Parenting: Protecting and Empowering Kids

(<http://www.pbslearningmedia.org/resource/frntt.pd.battle/digital-parenting-protecting-and-empowering-kids/>)

"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 adapted by Deb Ivey, UW-Extension Iowa County from a newsletter written by Ruth Schriefer and an article written by Lori Zierl, UW-Extension Pierce County. This issue was reviewed by Bev Doll, UW-Extension Grant County; Amy Mitchell, UW-Extension Crawford County; Lori Berget, UW-Extension Lafayette County; Chelsea Wunnicke, UW-Extension Richland County; and Ruth Schriefer, UW-Extension Iowa County. Thanks are extended to the 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; or Richland County (608) 647-6148. Or visit our website at: <http://www.cesa3.org/yrbs.html>
An EEO Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.