



Name \_\_\_\_\_

Teacher \_\_\_\_\_

3295 Atlanta Road  
Smyrna, GA 30080  
678-843-6873

[www.cobbk12.org/CampbellMS](http://www.cobbk12.org/CampbellMS)

Twitter: @cmsspartans1

## Our Mission

Academic Success  
for  
EVERY STUDENT  
DAY

## JR. SPARTANS ARE:

Responsible  
Respectful  
and Safe





# Campbell



Welcome to CMS!

## **Dr. Camille Havis, Principal**

Welcome to Campbell Middle School! We are excited about the learning opportunities students will participate in this year. As Cobb's only International Baccalaureate Middle Years World School, students will be exposed to instruction and learning that is based on a world perspective and will challenge all students to be successful in our global society. The opportunities are large at our school and we urge each student to take advantage of these experiences as well as our extra-curricular clubs and activities.

The faculty and staff pride themselves in working with the students, parents, and community stakeholders at Campbell Middle School. We are committed to excellence and look forward to a fantastic school year!

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### **This Agenda is considered a Textbook**

Student Agendas will be issued and treated the same as a textbook. If you lose or damage your agenda, you will be required to replace the agenda for a cost of \$10.00.

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### **Protocol for Resolving Issues**

We encourage all parents to work with the classroom teacher first. If the teacher cannot resolve the issue then:

Ms. Erin Thaler – 6<sup>th</sup> grade AP & Scheduler

To Be Announced – 7<sup>th</sup> grade AP & Test Coordinator

Ms. Tanika Parrish – 8<sup>th</sup> grade AP & IB Admin & Buses

Mr. Erik Thompson – Connections AP & Special Education Units



# Campbell



## OUR VISION

TO DEVELOP  
PASSIONATE LEARNERS  
ENHANCED BY GLOBAL  
PERSPECTIVES



## HONOR CODE

As a member of The Middle Years International Baccalaureate Program, Campbell Middle School is committed to developing students who will make a meaningful contribution to the world, both during and after their educational experience. Students and faculty are part of a class, school, district, and global community devoted to learning. There is honor in being part of this community. Therefore, in order to sustain this honor, each individual must take personal responsibility to conduct himself or herself by demonstrating honesty and integrity in their conduct. Acts of lying or cheating compromise the principles of what it means to be a citizen of Campbell Middle School. As an IB school, the expectation is that each student will strive to promote respect, responsibility, honesty, compassion, and will encourage the same conduct from their fellow students. This means unless otherwise indicated, any work submitted by a student is to be the original work of that student since cheating and plagiarism undermine the basic trust that must exist between the faculty and students.

- **Disciplinary Action**
  - Assignment of a zero for that particular grade
  - Teacher notification to parent regarding incident
  - Student / Administrator conference
- **After the first offense, all subsequent offenses are directed to the grade level administrator for insubordination. Incidents of cheating are cumulative over the student's middle school enrollment.**



# Campbell



International Mindedness

## **IB MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## **IB LEARNER PROFILE TRAITS**

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**Inquirers** – They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** – They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

International  
Baccalaureate



# Campbell



## International Mindedness

**Communicators** – They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** – They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** – They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** – They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** – They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

**Balanced** – They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

**Reflective** – They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.





# Campbell



## The Jr. Spartan Bell Schedule

6 <sup>th</sup> GRADE		7 <sup>th</sup> GRADE		8 <sup>th</sup> GRADE	
Jr. Spartan News & Advisement	9:15 – 10:00	Jr. Spartan News & Advisement	9:15 – 9:55	Jr. Spartan News & Advisement	9:15 – 9:50
1 <sup>st</sup> Period	10:00 – 10:55	1 <sup>st</sup> Period	9:55 – 10:50	1 <sup>st</sup> Period	9:55 – 10:45
2 <sup>nd</sup> Period	11:00 – 11:55	2 <sup>nd</sup> Period (LUNCH)	10:55 – 12:20	2 <sup>nd</sup> Period	10:50 – 11:40
3 <sup>rd</sup> Period (LUNCH)	12:00 – 1:20	3 <sup>rd</sup> Period (Connections 1)	12:25 – 1:15	3 <sup>rd</sup> Period	11:45 – 12:40
4 <sup>th</sup> Period	1:25 – 2:20	4 <sup>th</sup> Period (Connections 2)	1:20 – 2:10	4 <sup>th</sup> Period (LUNCH)	12:45 – 2:05
5 <sup>th</sup> Period (Connections 1)	2:25 – 3:15	5 <sup>th</sup> Period	2:15 – 3:10	5 <sup>th</sup> Period	2:10 – 3:05
6 <sup>th</sup> Period (Connections 2)	3:20 – 4:10	6 <sup>th</sup> Period	3:15 – 4:10	6 <sup>th</sup> Period	3:10 – 4:10
Announcements & Dismissal	4:10 – 4:15	Announcements & Dismissal	4:10 – 4:15	Announcements & Dismissal	4:10 – 4:15

### IMPORTANT DATES

8/1/23	First day of School
9/4/23	Labor Day (No School)
9/25/23 - 9/29/23	Fall Break (No School)
10/16/23 - 10/20/23	Conference Week Q1 Report Card
11/7/23	Election Day Staff Workday
11/20/23 - 11/24/23	Thanksgiving Break (No School)
12/18/23 12/19/23	Early Release

12/20/23 - 1/3/24	Winter Break (No School)
1/4/24	1 <sup>st</sup> Day 2 <sup>nd</sup> Semester
1/15/24	MLK Day (No School)
2/19/24 - 2/23/24	Mid-Winter Break
4/1/24 - 4/5/24	Spring Break (No School)
5/21/24	Early Release
5/22/24	Last Day of School (Early Release)



# Campbell



JUNIOR SPARTAN PRIDE



## RESPECTFUL / RESPONSIBLE / SAFE

Positive Behavior Intervention and Support (PBIS) at Campbell Middle School promotes positive behavior. We acknowledge students for demonstrating appropriate behavior at school. Our school-wide expectations are for students, staff, and visitors to be **Respectful, Responsible, and Safe**. Students are able to manage their own behaviors through PBIS Rewards as well as keep track of infractions for misbehavior.

PBIS Rewards is a technology-based Management System that helps us with our behavior incentive program. You can learn about PBIS Rewards at their website ([www.pbisrewards.com](http://www.pbisrewards.com)).

Our students can earn rewards throughout the day by meeting our behavior expectations. These rewards are in the form of electronic points. They can redeem these points for privileges, tangible items, access to events, and other similar things. Our expectation is that we will see overall behavior improve throughout the school and that the number of referrals we have will decrease.

PBIS Rewards has a Parent App that will give you some insight into how your child is doing with respect to our PBIS program. A parent letter will be sent home to provide you with directions on how to manage the app.



# Campbell



## PBIS MATRIX FOR COMMON AREAS

	Hallway	Cafeteria	Arrival	Bus	Restroom
Be Respectful	Use appropriate language at volume level ≤ inside voice	Use appropriate language at volume level ≤ inside voice	Follow adult directives	Use appropriate language at volume level ≤ inside voice	Keep facilities clean
Be Responsible	Go directly to your classroom destination	Throw away all trash in your area	Report to the correct location: arrival area, media center, or homeroom  Go to your locker: 5 minutes or less	Follow directions the FIRST time they are given	Get in, take care of business, and return to class  Have a pass  Use your assigned restroom
Be Safe	Stay with your line or have a pass  Walk in a single file line on the right side of the hallway  Keep hands, feet, and objects to yourself	Keep hands, feet, and objects to yourself  Remain seated at your table until permission is given	Stay in your arrival location  Be in homeroom by 9:15am	Stay seated at all times  Keep hands, feet, and objects to yourself	Keep hands, feet, and objects to yourself





# Campbell



ACCEPTABLE SPARTAN ATTIRE

## **Students are required to be appropriately dressed every day.**

In keeping with our desire to promote student self-esteem and self-respect, students are to come to school dressed in appropriate, neat, and clean outfits that are not disruptive, distracting, or in violation of the dress code. All students are encouraged to observe a standard of grooming and dress consistent with the level of formality of the school situation.

### Tops

- No tank tops, camisoles, off-the-shoulder tops, backless shirts, or muscle shirts.
- No see-through shirts or bare mid-drifts.
- Exposed cleavage is unacceptable.

### Bottoms

- Skirts and shorts must not exceed 3" above the knee.
- NO yoga pants/spandex, leggings, boxers, pajama/flannel pants or biking/running shorts.
- Jeggings with pockets are allowable
- No holes/frays in pants/jeans/attire with exposed skin
- Pants MUST be worn at the waist.

### Other

- No inappropriate phrases, graphics or lettering is permitted.
- No sunglasses, hats, bandanas, visors, or hoods. Hats on belt loops/pockets are not allowed.
- No flip flops or slides or crocs.
- No visible under garments.



# Campbell

## ACCEPTABLE SPARTAN ATTIRE



The school reserves the right to make judgments regarding student attire. Students and parents are asked to cooperate with the school. Students who violate the policy will be required to change clothes before being permitted to return to class. Those who will not or cannot correct their dress will be isolated for the day. Repeat offenders will be subject to additional disciplinary action.

- The school reserves the right to revise the above list at any time and to make judgments in individual cases. Consequences are as follows:
  - **1st offense** – Student Warning and phone call home from the teacher.
  - **2nd offense** – Silent Lunch and phone call home from the grade level Admin.
  - **3rd offense** – Chronic insubordination and Admin referral to ISS. Student will be placed in ISS on that day the 3rd offense occurs.

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### DESIGNATED “Hat or Pajama or Costume Day” ATTIRE

For certain events, the principal may allow variance from the above for students at a cost of \$1.

\*The school reserves the right to revise and to make judgments in individual cases.



# Campbell



## SCHOOL COMMUNICATION

Campbell Middle School provides several ways for parents to stay involved in the school. Parents may find the following resources helpful when communicating with the school:

**Web Site:** Current school information can be found on our school web site.

<https://web.cobbk12.org/campbellms>

**E-mail:** All Campbell Middle School faculty and staff members have e-mail and send messages through the CTLS platform. Teacher e-mail addresses can be found on the school web site under the faculty and staff page.

**Grade Reports:** These are available via Parent Vue every 4 1/2 weeks through your student.

**Professional School Counselors:** Grade level counselors are available to arrange conferences about home, school, other student well-being concerns.

**6<sup>th</sup> Grade – Erica Lester**

**7<sup>th</sup> Grade – Alex Gorrell**

**8<sup>th</sup> Grade – Cinde Valencia**

**PARENT VUE:** Web-based student information system which allows parents to view student grades, missing assignments, and attendance. First time users should visit the Parent Resource Center for their security code and instructions for accessing the student information available through Synergy.



# Campbell



## PARENT ENGAGEMENT

Membership in the Campbell Middle School PTSA is vital to the school's success. It is highly recommended that all families join our PTSA and volunteer throughout the year in the many activities sponsored by the PTSA. Information regarding the PTSA will be available at the Meet and Greet before school starts as well as the first Open House. In addition, information is posted in the main office and there is a link to PTSA on the school web site.

Parents are strongly encouraged to participate in committees through PTSA and the school. A sign-up form is available at the school. Sample volunteer opportunities include: Front Office Aide, Media Center Volunteers, School Dances, Organizations & Clubs, Communication / Parental Involvement, Membership, Hospitality, Reflections, Fundraising, Finance, Eighth Grade Farewell Activities, and Multicultural Night Committee.

You may contact our PTSA board regarding events, volunteering, or any questions/ concerns through their website.  
<https://www.campbellmiddleschoolptsa.com/>



# Campbell



## PARENT ENGAGEMENT

### Principal's Advisory Council

The Principal's Advisory Council is intended to provide a means by which parents, community members, and school staff can work together to create a better understanding of and mutual respect for each other's concerns and share ideas for school improvement.

Stephanie Burress  
Candace Ellis  
TBD  
Beth Seelinger  
Tim Gould  
Shawn Freeman  
Alex Gorrell  
Dalia Saldierna

Teacher of the Year  
Instructional Coach  
PTSA President  
Parent  
Smyrna City Council  
Business Partner  
Counselor  
Parent Facilitator

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The CMS Foundation is a nonprofit organization comprised of



CAMPBELL MIDDLE SCHOOL  
**FOUNDATION**  
*Inspire Innovation*

parents and faculty. The Foundation's vision is to provide funding necessary to ensure each student's success and to passionately inspire innovative education that maximizes the overall academic experience at Campbell Middle School fostering a creative and confident environment. <https://campbellmiddlefoundation.org/>



# Campbell



## GENERAL INFORMATION

### PARENT CONTACT INFORMATION

It is a requirement that parents keep the school advised of pertinent contact information such as home address, e-mail address, home, work, and cell phone numbers. Emergency contact information must also be kept updated, as only listed persons will be allowed to check out your students. Because your student is a minor child in middle school, it is a requirement that the school have an updated contact number to reach a parent, guardian, or emergency contact at all times. Failure to update contact information can leave your child at risk if there were to be an emergency and the school could not reach you. **We cannot release a student to Uber or any ride service.**

### THE PARENT RESOURCE CENTER

Our Parent Resource Center is funded through Title I and provides information, resources, and opportunities for **ALL** parents/guardians of students attending Campbell Middle School. Our parent facilitator is available during regular school hours to assist parents with access to the Synergy Grade book, resources for helping students improve in school, resources for becoming involved in your child's education, family, and community resources among other areas. In addition, computers are available for parents to use to access student information and other school related resources. Please visit the CMS website or the Parent Resource Center for more information.

**Padres que necesitan comunicarse con la escuela en español por favor llamar al 678-842-6873 ext. 044 Dalia Saldierna**



# Campbell



WHEN THERE IS AN ISSUE

## **ISSUES WITH OTHER STUDENTS**

If your child is having problems with social issues involving other students, it is recommended that the grade level counselor be contacted to address the issue. The counselors are familiar with the students on each grade level and can assist in a variety of ways to solve social issues. In addition, the grade level administrator may also be contacted to assist.

## **ISSUE WITH A TEACHER**

If your concern relates to a specific teacher, it is necessary for you to first make contact with that teacher to discuss the concern. Assistant principals and counselors will assist if you are unable to contact the teacher, but parents will always be referred to the teacher first to resolve class level issues.

## **ISSUES WITH ADMINISTRATORS**

If after seeking the assistance of the above personnel, there are unresolved issues, please contact the principal to assist.

## **RESTORATIVE CONFERENCE**

A restorative conference is a structured meeting between students, adults, and both parties' family and friends, in which they deal with the consequences of a wrongdoing and decide how best to repair the harm. This process allows for all involved in a situation to express their feelings, ask questions, and have a say in the outcome. If you are interested in using this process to address a concern, please contact your child's guidance counselor.



# Campbell



PHONES SHOULD BE OUT OF SIGHT

## CELL PHONES & SOCIAL MEDIA

Because we have seen an increase in cyber bullying nationwide, and we have seen an increase in students recording other students without their consent (such as fighting), students may not use cell phones without the teachers consent for 2023-2024. Phones are allowed in the morning until 8:45am, during lunch, and beginning at 4:10 for dismissal. If they need to contact you, they can visit the front office with a pass from the teacher. In addition, Social Media web sites (Facebook, Instagram, Snapchat, etc.) are not to be accessed during the school day either through school or personal technology. Finally, students are prohibited from recording a fight, inappropriate activity, or another student or staff without permission. Students who violate these policies per the CCSD cell phone policy may receive a level 2 offense (up to 5 days out of school suspension) for violating code F2, F3, or F4.

## REMINDER:

Students will be asked to put away their phones the first time it is seen. If a student chooses to take it back out because they got a text, missed a call, or just want to check the time, it will constitute a cell phone violation. Hence when an adult is generous the first time, students are expected to be courteous in their response and simply put the phone away as a sign of respect for not making it a big deal the first time.

**Laptops/iPads/Tablets/ (other similar devices):** Students are NOT permitted to bring personal technology devices. **As a reminder, the school assumes no liability for lost, stolen or damaged devices.**





# Campbell



## BEHAVIOR EXPECTATIONS

### CLASSROOM BEHAVIOR EXPECTATION PLANS

Each teacher will develop a classroom plan at the beginning of the school year outlining expectations and general classroom procedures. Students will follow the teacher's classroom rules. Teachers will use the PBIS classroom behavior matrix and set their own class rules for being Respectful, Responsible, and Safe within their classroom.

### TEACHERS CONSEQUENCES FOR STUDENT MISBEHAVIORS

#### ADMINISTRATIVE DETENTION:

Detention is held during the student's lunch period. They will bring their lunch to the office (or designated area) of their grade level administrator.

#### ISOLATION:

Students are isolated within their teacher's classroom or in another classroom. The duration of the isolation is at the discretion of the team teachers with administrative approval and may range from one period or more for a student who may need time to utilize self-control. Students are provided all assignments and expected to complete their work during isolation period.

#### PARENT CONFERENCE:

The teacher(s), counselor, or administrator will communicate with the student's parent by phone, e-mail, or in person to discuss the student's behavior and appropriate action to correct the problem.

#### BEHAVIOR CONTRACT:

In some cases, when a student exhibits persistent behavioral or academic problems, it may be necessary to place the student on a daily contract which is monitored closely by the student's teachers and parents. The contract may contain a rating of behavioral or academic goals and require a teacher and a parent signature.



# Campbell



## BEHAVIOR EXPECTATIONS

### SCHOOL BEHAVIOR EXPECTATION PLANS

When discipline cannot be handled in the classroom, the grade level administrator will become involved.

### ADMINISTRATOR CONSEQUENCES FOR STUDENT MISBEHAVIORS

#### STUDENT REMOVAL:

If a student becomes disruptive in class, the teacher will warn the student to stop the behavior. If the inappropriate behavior continues, the teacher may call an administrator to remove the student from the classroom for the remainder of the class period. At the administrators' discretion, the student may return to his or her class and/or may possibly be assigned additional consequences, if necessary.

#### IN-SCHOOL SUSPENSION (ISS):

Students attend school but are isolated from other students during the day(s) in ISS. Students are expected to do their assignments and credit is given when the work is submitted.

**Students are not allowed to participate in school functions during the day(s) or evening(s) of the ISS assignment.** Students who misbehave or refuse to do their work in ISS will be given extra ISS day(s) or out- of-school suspension. **Students assigned to ISS should report to homeroom at the beginning of the day; after morning announcements they should report to ISS.** Students who choose not to follow these procedures will receive further disciplinary action. If a student misses any day of the assigned ISS, the days will need to be made up upon return to school. An administrator may use isolation in lieu of ISS. The isolation is still considered and treated as ISS.

#### OUT-OF-SCHOOL SUSPENSION (OSS):

When a student's behavior is unacceptable, suspensions from school can be assigned. Students should keep up with their work by checking their teacher's blogs and arrange for their parent/guardian to pick up assignments from the Front Office. **Students who are suspended are not allowed to be on campus or to attend any school sponsored events during the day(s) or evening(s) of the suspension.** Once suspended, a student cannot be on the premises of any Cobb County public school. Parents/guardians should take action to ensure appropriate student behavior upon return to school.

#### ALTERNATIVE SCHOOL

The Cobb County Alternative Education Program may be recommended for students who commit a heinous offence or who repeatedly violate the CCSD Code of Conduct.



# Campbell



## ACADEMIC EXPECTATIONS

### **HOMEWORK**

Students and/or parents should check teacher blogs to confirm information regarding homework assignments and other classroom assignments. Parents should check their students' agenda where assignments should also be listed.

### **INDEPENDENT READING**

All students should read 30 minutes every night. CMS subscriptions are provided by ELA teachers.

"Library Pass" Cobb Public Library Access

\*All you need to log in is your student ID\*

<http://www.cobbcat.org/librarypass/>

### **MAKE-UP WORK**

Students and/or parents should utilize CTLS to check on work missed while being out of school. Students will have five (5) days prior to the end of the quarter to make up any work from a particular day that has been marked as an excused absence during that quarter.

### **LATE WORK**

Students and/or parents should utilize CTLS to check on major projects and other assignments. Students will be marked down five points each day it is late NOT to exceed the 5th day.

### **HONOR ROLL**

The Principal's Honor Roll is achieved by making all A's and all S's in conduct. In addition, Campbell's Honor Roll will recognize student students making the A/B Honor Roll and all S's in conduct each semester with lunchtime rewards, certificates, and other special activities.



# Campbell



## ACADEMICS

### CURRICULUM

Students at CMS will take the following academic courses: English Language Arts, Science, Math, and Individuals & Societies (Social Studies). All students at CMS will take a world language class as part of the IB Middle Years Programme requirements. Students will also participate in Academy classes: Art, Business & Computer Science, Music Appreciation, Technology, Computer Science, Drama, Band, Chorus, Orchestra, Health and Physical Education, or Math Support / Reading Support.

### GIFTED PROGRAM

The Georgia State Board of Education defines gifted students as “students who demonstrate a high degree of intellectual, and/or creative abilities, exhibit an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.” Cobb County provides services for identified gifted students at all levels.

Students who were being served through the gifted program at the elementary level will receive services at the middle school level. In addition, middle school students will have an opportunity for evaluation for gifted services. This will occur through system-wide assessment in the fall for seventh grade students. If you have questions regarding the gifted program, please contact the school’s Gifted Coordinator. [Molly.Groebner@cobbk12.org](mailto:Molly.Groebner@cobbk12.org)



# Campbell



## EXTRA CURRICULAR

Students will have the opportunity to participate in extra-curricular activities. Students should listen for announcements regarding the dates and times that these activities will begin. Parents may also check the website to contact the sponsors of the activities.

**In order to be eligible for any extra-curricular activity, a student must be in good behavioral standing.** Students participating in extra-curricular activities must be picked up no later than 15 minutes after the end of the activity. Failure to do so may result in not being able to participate in future activities.

**Administration reserves the right to exclude any student from school activities** (including dances, clubs, pep rallies, etc.) if there is reason to believe that their behavior could cause a disruption to the program.

### FIELD TRIPS

Our field trips are funded through parent/guardian funding which are collected to enable students to participate. Individual student participation in field trip activities will be contingent upon the student's conduct record. Students and parents will be notified if a student is in danger of losing the privilege to attend a field trip.

### LOCKERS

At this time, the school building leadership team has decided we will not have locker for first semester. We will revisit this decision at the beginning of 2<sup>nd</sup> semester.



# Campbell



## CAFETERIA & MEDIA CENTER

### CAFETERIA

Breakfast is offered to all students between 8:40 am - 9:15 am each morning. Students not eating breakfast need to report directly to their assigned homeroom teacher.

Students are encouraged to prepay for lunches. In support of our school lunch program, **we ask that you do not bring meals from fast food restaurants when bringing your child lunch.** The child will need to eat in the front office should fast food be brought as the meal.

**\*Note: cell phones and other devices can be used with teacher permission in the cafeteria during meal service.**

### MEDIA CENTER

The CMS Media Center has research materials, magazines, books, Internet access, audio-visual materials, and computer programs. All students receive an orientation to the media center at the beginning of the school year. Students are financially responsible for all items they check out. Unpaid media fees will prohibit a student from participating in grade level field days and receiving of final report cards.

### LOST OR DAMAGED INSTRUCTIONAL MATERIALS

All books and instructional materials issued to the student are his/her responsibility. If books and materials are lost or damaged, the student must pay the replacement cost. **This also applies to any lost or damaged books from the Media Center.**



# Campbell



## SCHOOL BUS CONDUCT

Our goal is to provide each student that is eligible to ride the bus the most safe and sufficient means of transportation to our schools. As citizens of Cobb County, students have a right to a safe and comfortable trip to and from school. Safety rules and regulations have been developed to assure all students who are eligible to ride the bus understand their responsibility to follow the bus rules. When rules are broken, the privilege of riding the bus may be suspended. The behavior of students on a school bus is considered an extension of classroom behavior.

Maintaining proper and safe conduct while on the bus shall be the joint responsibility of the student, parent, bus driver and school officials. Students shall observe the following code of conduct established by the Cobb County Public Schools:

1. Students must show proper respect to the driver at all times and obey all driver instructions.
2. Large toys, insects, glass bottles, animals, plastic bags, straight or safety pins, skateboards or objectionable and dangerous items are not allowed.
3. No tobacco, illegal drugs, alcohol and weapons or look-alike items.
4. Students will keep their arms and head inside the bus at all times.
5. Nothing is to be thrown in, out or from the bus.
6. The use of obscene language or gestures is forbidden.
7. Destruction or defacing school property is not allowed.
8. Fighting or physical play is not allowed.
9. Drivers are able to assign seats to middle school students.
10. Students must be quiet at railroad crossings.
11. Students must be seated at all times.
12. The emergency door, windows and hatches are to be used only at the direction of the driver.
13. Students **must** be at the bus stop five minutes prior to the scheduled time and are to wait in an orderly manner.
14. Any behavior that is considered disruptive or unsafe by the driver will be handled through the use of the Safe Rider Program.



# Campbell



## SAFE RIDER PROGRAM

**1st Offense** – Driver Student Conference & Parent Contacted (Courtesy Notice). Student on probation and reassigned to the front of Bus for 1 week.

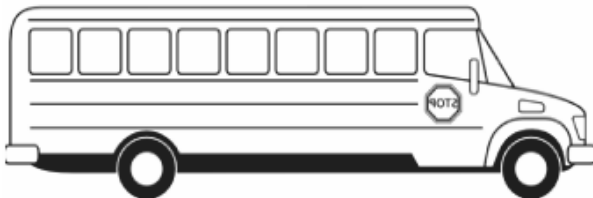
**2nd Offense** – Driver Student Conference & Parent Contacted (Courtesy Notice). Student on probation and reassigned to the front of Bus for 2 weeks.

**3rd Offense\*** – Referral submitted; 3-Day Bus Suspension. Upon return, student placed on probation and reassigned to the front of bus for 1 week

**4th Offense\*\*** – Referral submitted, 5- Day Bus Suspension. Upon return, student placed on probation and reassigned to the front of bus for 2 weeks.

**5th Offense** – Referral submitted; Transportation Director recommends bus suspension for remainder of the year.

\*At 3rd offense, Safe Rider Class and Behavior Contract required.







# Campbell



## ATTENDANCE POLICY

**Upon returning to school after being absent, students must bring a note from a parent or physician explaining the reason for the absence.** Students must attend at least one-half the academic day (3 1/2 hours) to be counted present.

**CCSD recognizes the following as excused absences:**

Personal Illness

A death or serious illness in the immediate family

Recognized religious holidays observed by the student's faith

Absences mandated by order of governmental agencies

Conditions which render school attendance impossible or hazardous to one's health or safety

Serving as a page in the Georgia General Assembly

Pursuant to Georgia Compulsory Attendance Statute, O.C.G.A. § 20-2-690, et seq., a parent or legal guardian who fails to send his or her child to school may be charged with a misdemeanor. At its discretion, a court having jurisdiction may subject the parent or guardian to a fine not to exceed \$100.00, imprisonment not to exceed thirty (30) days, or both if found guilty of violating the Compulsory Attendance Statute. Each day's absence shall be considered a separate offense as related to the penalty. For this reason, it is important to attend school daily and arrive at school on time. Excessive tardies will be referred to an administrator.

**After Three (3) Unexcused Absences:** The teacher will contact the parent or guardian by telephone, letter, or through parental conference regarding attendance.

**After Five (5) Unexcused Absences:** A letter will be sent from a attendance clerk to the parent or guardian regarding attendance.

**After Seven (7) Unexcused Absences:** A School Social Worker referral will be generated.



# Campbell



## WHAT DO I DO IF?

**I am here at 8:10am, but before 8:40am:**

Students are able to enter the school at 8:10 and attend a silent study hall in the theater until 8:40. Students must remain in the theater until dismissed to homeroom at 8:40.

**I have been absent:**

A student returning to school must bring a written note from a parent / guardian explaining the reason for the absence. All notes must be given to the Attendance Office (not the homeroom teacher) upon returning to school.

**An absence due to a medical visit will require an excuse note from the doctor's office in order to be excused.**

Students will have the same amount of days as they were absent, to turn in missed work. It is the responsibility of the student to make up any work missed. If absent from school, check teacher blogs for notes and assignments. If the absence extends beyond three days, please contact teachers to have work ready with at least 24 hours' notice.

**I am tardy to school:**

Any student not in homeroom by 9:15 is considered tardy to school and must sign in at the attendance office. Students must have a tardy pass to give their teacher upon arrival to class.

**I need to leave early:**

Parents and adults on the student's checkout list **need to show a valid picture ID at the time of check-out.**

**NO CHECK OUTS ARE PERMITTED AFTER 3:30**



# Campbell



## WHAT DO I DO IF?

### I become sick at school:

Please report to the clinic with a PASS from your teacher to see the nurse. The nurse will use the clinic's phone to call home, if needed. Students too sick to return to class will be kept at the clinic until the student can be picked up.

### I NEED TO STAY HOME IF...

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL	I HAVE THE FLU
TEMPERATURE OF 100.0 F OR HIGHER	WITHIN THE PAST 24 HOURS	WITHIN THE PAST 24 HOURS	BODY RASH WITH ITCHING OR FEVER	ITCHY HEAD, ACTIVE HEAD LICE	REDNESS, ITCHING AND/OR PLUS DRAINING FROM EYE	HOSPITAL STAY AND/OR EMERGENCY ROOM VISIT	ACHY BODY, PAIN, TIREDNESS, HEADACHE, DRY COUGH, SORE THROAT, RUNNY NOSE (may have vomiting, diarrhea or fever)

### I am ready to go back to school when I am...

Fever free without the assistance of medication for 24 hours (i.e. Tylenol, Motrin, Advil, etc.)	Free from vomiting for 24 hours	Free from diarrhea for 24 hours	Free from rash, itching, or fever. I have been evaluated by my doctor if needed.	Treated with appropriate lice treatment at home.	Free from drainage and/or have been evaluated by my doctor if needed.	Released by my medical provider to return to school.	Released by a medical provider, symptoms are gone.
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### I missed the bus:

**Morning:** Your parents are responsible for getting you to school if you miss the bus. Your absence will not be excused for missing the bus.

**Afternoon:** Parents must pick you up from school by 5pm.

### I am late to class:

If a teacher holds you after class, they will give you a pass in your agenda for your next class. If a student does not have an acceptable reason for his/her tardiness, then the student will have to report to class, and receive an unexcused tardy.



# Campbell



WHAT DO I DO IF?

## I need a bus pass to ride another bus:

Approval for a temporary bus change is only given for an extreme emergency. For a temporary bus change the parent or guardian must provide a written note stating the reason for the temporary change of transportation. **This note must be turned in before 10AM and must include a contact phone number in which the parent / guardian who wrote the note can be contacted to verify the information.** Phone requests will not be accepted. Temporary change of bus transportation lasting more than 3 days must be approved by the transportation field coordinator assigned to CMS.

**NO NOTES WILL BE ACCEPTED BY BUS DRIVERS OR DURING DISMISSAL.** Please understand that the safety of your student is of the utmost importance to us and our transportation department. For this reason alone, the process above must be followed as outlined to assure that your student is taken home in the afternoon in the safest and most appropriate way possible. We thank you in advance for your understanding.

## I need to take medication during the day:

Parents must complete an “Authorization to Give Medicine at School Form” (Form JLCD-2) available at school for each medication given. Medication must be in the original labeled container and brought to the school clinic by a parent. Students may carry inhalers, Epipens or insulin with the proper form on file in the clinic (Authorization to Carry Prescription Medication).



# Campbell



## GENERAL INFORMATION

### **VIOLATIONS COVERED BY COBB COUNTY BOARD OF EDUCATION POLICY**

Student behavior and the consequences for misbehavior are covered by the Administrative Rules of the Cobb County Board of Education. Some of these rules carry consequences that are cumulative throughout the middle school years and even into the high school years in some cases. Some behaviors may result in reporting to appropriate law enforcement agencies. A complete copy of all Administrative Rules listed below will appear in the first day student folder, and they are also available on the Cobb County School District website.

Classroom teachers will review and discuss these rules with students, and they will have a chance to ask questions to clarify understanding. Parents should review the rules as well. Both parents and students will be asked to sign a form stating their acknowledgement and understanding of the rules regarding student behavior. The rules listed below are available for review in the CCSD Middle School Student Handbook:

Administrative Rule JICDA-M – Student Code of Conduct  
Administrative Rule JLCD – Medication  
Administrative Rule JKDB – Long Term Suspension/Expulsion  
Administrative Rule JICK – Sexual Harassment  
Administrative Rule JKG – Chronic Disciplinary Problem Students  
Administrative Rule JJICA – Interscholastic/ Extracurricular  
Activities Code of Conduct



# Campbell



**REMEMBER**

## **Campbell Middle School Creating and Supporting IB Globally Minded Students**

### **SOCIAL EMOTIONAL LEARNING**

PBIS

Restorative Conferences  
2<sup>nd</sup> Step Curriculum  
Sources of Strength

### **ACADEMIC INTERVENTIONS**

Quarterly Grade Recovery  
Morning Spartan Academy  
Reading/Math Support Classes  
Morning Intervention Block

### **STUDENT INCENTIVES**

Quarterly Honor Roll  
Fresh Air Friday  
PBIS Points  
Student of the Month  
PTSA Celebrations

### **MASTER SCHEDULE**

6 Period Day  
2 Connection Classes  
Dual Language 6<sup>th</sup> & 7<sup>th</sup> & 8<sup>th</sup>  
French & Spanish Classes

### **WRAP AROUND SERVICES**

Clothing Closet  
Loaded Backpacks  
Holiday Meals  
Check & Connect

### **PARENT ENGAGEMENT**

PTSA  
CMS Foundation  
Principal Advisory Committee  
Field Trip Volunteers  
School Store





# Campbell



## SCHOOL COMMUNICATION

### THE MORNING INTERVENTION BLOCK

#### **Minecraft Mondays**

Students will collaborate to build their own civilizations as part of their STEAM project in conjunction with their IB Water, Water Everywhere Interdisciplinary Unit.

#### **STEAM Tuesdays**

STEAM is an acronym for Science Technology, Engineering, Arts and Math education. It is an interdisciplinary approach for students that helps them succeed in high school and in their future careers. It will be by grade level and is hands-on problem-based learning with Minecraft embedded.

#### **PBIS Wednesdays**

Positive Behavior Interventions and Supports is a set of ideas and tools that CMS will use to improve student behaviors.

#### **IB Thursdays**

Students will understand the IB Learner Profiles, Approaches to Learning and concentrate on the school wide Water, Water Everywhere Unit and themes.

#### **Friday Reminders**

- 1<sup>st</sup> Friday of the Month
  - = Admin Reminders  
(Grade Level Meeting)  
(Behavior & Incentives)
- 2<sup>nd</sup> Friday of the Month
  - = Safety Reminders  
(Fire Drills, Code Red)  
(Duck & Cover Drills)
- 3<sup>rd</sup> Friday of the Month
  - = Counselors' Corner  
(Social-Emotional)  
(Physical Health)
- 4<sup>th</sup> Friday of the Month
  - = Fix It Friday (behavior)
  - = Find it Friday (academic)

wellness

WATER

## Water, Water Everywhere: Why It's Good to Drink

With all the great choices in soda pop, juices, and flavored sports drinks, why would you choose water to quench your thirst?

Maybe because you'd like to avoid the calories. The sugar. The expense. The aftertaste. Better yet, maybe you'd like to give your body a healthy boost, a dose of what it needs to function well, a measure of what you need to feel well.

Like an apple a day, healthy water consumption is a great way to keep the doctor away.

"Water is the only drink for a wise man."

— Henry David Thoreau

"If there is magic on this planet, it is contained in water."

— Loren Eiseley

Next time you're thirsty, head for the water fountain. Better yet, don't wait until you're thirsty. That means you're already dehydrated. Drink water frequently throughout the day, and especially after strenuous physical activity.

### *Tips for Drinking More Water*

- ✓ Drink a glass when you brush your teeth
- ✓ Drink a glass at every meal
- ✓ Freeze a glass or mug and fill it with cold water for a cool treat
- ✓ Take a bottle of water with you on outings
- ✓ Drink water even if you aren't thirsty

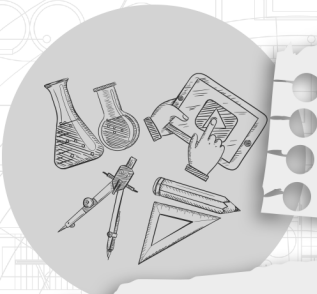
### *How Much Water Do You Need?*

Some say drink a liter of water a day. Others suggest eight 8-ounce glasses – almost double the one liter. Some even suggest 10 glasses a day. Many say it depends on how active you are, how hot it is, what the climate is like where you live, and how much you sweat.

You don't want to slosh around, but do turn to water frequently. Keep yourself hydrated.



# STEM What is STEM?



STEM is an acronym that stands for **science, technology, engineering, and math**. Rather than teaching each of these subjects on its own, STEM education takes a more inclusive approach, integrating all four areas into lessons and experiments. It teaches students how to solve tough problems, gather evidence and data, and understand new information.

Many Americans want to see more STEM in the classroom. In 2015, then-President Barack Obama said, “[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world.”



## STEM FUN FACTS



In 2014, only 16 percent of students were interested in a STEM career, according to the U.S. Department of Education.



Among STEM jobs, occupations in technology, such as computing and software development, are in the highest demand.



STEM “hard skills” also need “heart, soul, beliefs, and value,” says Jack Ma, founder of Alibaba. That underscores how STEM occupations focus on humanity and improving lives.

## AND NOW STEAM

A movement is underway to add “A” to the acronym, making it **STEAM**, and many are adopting it. The “A” represents “art” and its creative disciplines, adding to the mix to reflect the role of artists and designers in innovation. Two examples of art’s influence: a pacemaker based on a musical metronome; and medical stents that were inspired by origami.



# STEM Engineering Design Process



We use the four fields of STEM (science, math, engineering, and technology) to solve real-world problems, or challenges. STEM challenges have five distinct tasks: **ask**, **imagine**, **plan**, **create**, and **improve** - known as the **Engineering Design Process (EDP)**. It acts as a cycle. Once you build a solution, you will find ways to improve it, create a new plan, build a new model, and retest it until you find a solution that works.

**Practice** going through the **EDP** steps yourself! Get a deck of cards and a roll of tape. Find a way to build a house that stands up to strong winds.



## ASK

Define the problem and constraints.

**Practice:** What is the problem? What might stop you from coming up with the best solution?

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## IMAGINE

Brainstorm - how can you solve this problem?

**Practice:** Write down all your possible ideas for how to use the cards and tape to build the house. Sketches are OK!

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## IMPROVE

Find a way to make your plan even better.

**Practice:** Test it by either blowing air onto the card house or putting a fan up to it. How will you change it in the future to help it stand longer?

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## PLAN

Pick your best idea, & plan your solution.

**Practice:** Use a detailed drawing to show your plan.



## CREATE

Build a model of your solution.

**Practice:** Build your card house!

# STEM Teamwork



A crucial part of **STEM** learning is working in teams. **Teamwork** involves brainstorming with your fellow classmates, picking the best idea as a group, building a model together, and thinking of ways to improve it.

**Collaboration** means working together to reach a goal. Within a team, members sometimes take on certain roles. Examples include: head engineer, quality control engineer, operations manager, and communication director.

When working on a team, it's important *not to criticize* others' ideas. Not every idea will be a success or even something you pursue. In those cases, you'll have opportunities to advance ideas with your input.

**Practice** delivering your input in *question* form. Instead of saying, "That model is too large and won't work," try, "What if we made it smaller to fit the requirements better?"

Working in teams can be fun, yet challenging. Here are some tips for successful teamwork:

✓ Respect yourself and others.

✓ Stay on task and avoid distractions.

✓ Accept differences.

✓ Manage your time wisely.

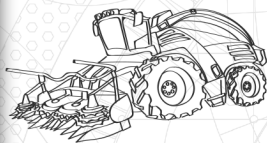
✓ Listen to others while they're speaking.

✓ Stay positive.



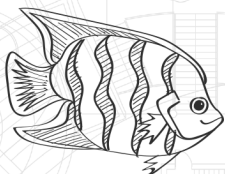
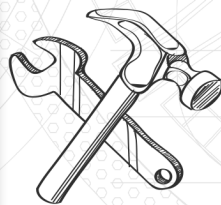
# STEM Careers

**AGRICULTURAL ENGINEER** | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many crops are produced), safety, and available feed and food supplies. These engineers may introduce advances in existing machining, create new equipment and design state-of-the-art facilities. They also study ways to ensure water quality and pollution management.



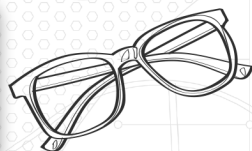
**FOOD SCIENTIST** | Food scientists study food's nutrients and other contents. They identify new food sources and improve methods for processing and preserving food. They also address the world's hunger needs with solutions for growing, storing, packaging, and distributing food supplies.

**MECHANIC** | Care, maintenance, and repairs are all on a mechanic's to-do list. These professionals know every detail of the machines and equipment they work on. Most specialize in key areas — cars, airplanes, refrigeration, office machines — anything that operates mechanically. Because equipment is always changing and being invented, mechanics must continually learn new techniques and procedures.



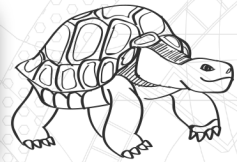
**AQUARIUM DIRECTOR** | An aquarium director oversees everything in the aquarium, coordinating the business office, planning, fundraising, and care of marine life, with staff for specific tasks. Directors also get involved in educational programs and participate in advocacy activities.

**OPTOMETRIST** | Optometrists are medical professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the eye.



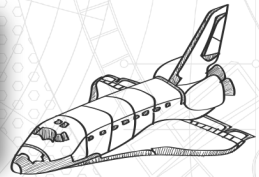
# STEM Careers (pg. 2)

**EVOLUTIONARY BIOLOGIST** | Evolutionary biologists study changes that occur in plants and animals over time. They look at processes that produce diversity, and they study natural selection and common ancestry.



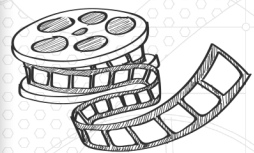
**WILDLIFE TECHNICIAN** | Wildlife technicians study wildlife and their habitats, behaviors, populations, and health, providing education about wildlife to the public. They collect data in various areas; tag and release animals; and take blood or tissue samples. They also monitor habitats, collect water and soil samples, and identify problems that wildlife may encounter.

**AEROSPACE ENGINEER** | Aircraft and spacecraft are the domains of aerospace engineers. They form mathematical models, analyze them with computers, build prototypes, and conduct environmental, operational, and stress tests.



**METEOROLOGIST** | Meteorologists study weather patterns and the atmosphere. They identify trends, pending changes, and how those might affect people. That's especially important when predicting severe weather. Meteorologists also conduct research on climate change and provide information that farmers and businesses can use to make decisions based on expected weather.

**DIGITAL ANIMATOR** | Digital animators create interesting, moving visuals and visual effects for digital communications. Many work in the entertainment, education, and advertising industries. The animations they create attract attention and can increase the impact of the message or commercial.



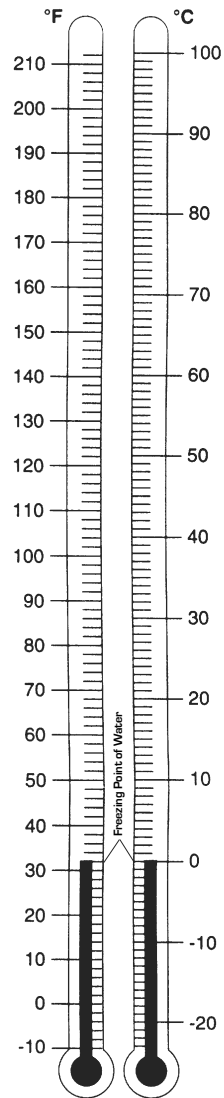
# SCIENCE *unit conversions*

## ENGLISH TO METRIC CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
<b>AREA</b>		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
<b>LENGTH</b>		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
<b>MASS AND WEIGHT</b>		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
<b>VOLUME</b>		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

## METRIC TO ENGLISH CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
<b>AREA</b>		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
<b>LENGTH</b>		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
<b>MASS AND WEIGHT</b>		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	0.23	pound-force
<b>VOLUME</b>		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons

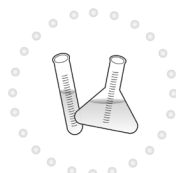


### TEMPERATURE

**Fahrenheit to Celsius:**  
 subtract 32,  
 then multiply by 5  
 and divide by 9.

**Celsius to Fahrenheit:**  
 multiply by 9,  
 divide by 5,  
 then add 32.

# SCIENCE *weights & measures & formulas*



## WEIGHTS AND MEASURES

### ENGLISH

#### Area

1 square foot (ft <sup>2</sup> )	----- 144 square inches (in <sup>2</sup> )
1 square yard (yd <sup>2</sup> )	----- 9 square feet
1 acre	----- 43,560 square feet
1 square mile (mi <sup>2</sup> )	----- 640 acres

#### Capacity

1 cup (c)	----- 8 fluid ounces (fl oz)
1 pint (pt)	----- 2 cups
1 quart (qt)	----- 2 pints
1 quart	----- 4 cups
1 gallon (gal)	----- 4 quarts

#### Length

1 foot (ft)	----- 12 inches (in)
1 yard (yd)	----- 36 inches
1 yard	----- 3 feet
1 mile (mi)	----- 5,280 feet
1 mile	----- 1,760 yards

#### Time

1 minute (min)	----- 60 seconds (s)
1 hour (h)	----- 60 minutes
1 day (d)	----- 24 hours
1 week (wk)	----- 7 days
1 year (yr)	----- 12 months (mo)
1 year	----- 52 weeks
1 year	----- 365 days
1 century (c)	----- 100 years

#### Weight

1 pound (lb)	----- 16 ounces (oz)
1 short ton (T)	----- 2,000 pounds

## FORMULAS

Perimeter of a rectangle	----- $P = 2(l+w)$
Perimeter of a square	----- $P = 4s$
Perimeter of a regular polygon	----- $P = ns$ (n = number of sides)
Area of a rectangle	----- $A = lw$
Area of a square	----- $A = s^2$
Area of a parallelogram	----- $A = bh$
Area of a triangle	----- $A = \frac{1}{2}bh$
Area of a trapezoid	----- $A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle	----- $A = \pi r^2$
Circumference of a circle	----- $C = \pi d$ , or $2\pi r$
Volume of a rectangular prism	----- $V = lwh$
Volume of any prism	----- $V = Bh$
Volume of a cylinder	----- $V = \pi r^2 h$
Volume of a pyramid	----- $V = \frac{1}{3}Bh$
Volume of a cone	----- $V = \frac{1}{3}\pi r^2 h$
Surface area of a cylinder	----- $SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem	----- $a^2 + b^2 = c^2$ (sides of a right triangle)

Simple interest-----  $I = prt$

Distance-----  $d = rt$

### METRIC

#### Area

1 sq centimeter (cm <sup>2</sup> )	----- 100 sq millimeters (mm <sup>2</sup> )
1 sq meter (m <sup>2</sup> )	----- 10,000 sq centimeters
1 hectare (ha)	----- 10,000 square meters
1 sq kilometer (km <sup>2</sup> )	----- 1,000,000 sq meters

#### Capacity

1 milliliter (ml)	----- .001 liter (L)
1 centiliter (cl)	----- .01 liter
1 deciliter (dl)	----- .1 liter
1 dekaliter (dal)	----- 10 liters
1 hectoliter (hl)	----- 100 liters
1 kiloliter (kl)	----- 1,000 liters

#### Length

1 millimeter (mm)	----- .001 meter (m)
1 centimeter (cm)	----- .01 meter
1 decimeter (dm)	----- .1 meter
1 dekameter (dam)	----- 10 meters
1 hectometer (hm)	----- 100 meters
1 kilometer (km)	----- 1,000 meters

#### Mass/Weight

1 milligram (mg)	----- .001 gram (g)
1 centigram (cg)	----- .01 gram
1 decigram (dg)	----- .1 gram
1 dekagram (dag)	----- 10 grams
1 hectogram (hg)	----- 100 grams
1 kilogram (kg)	----- 1,000 grams
1 metric ton (t)	----- 1,000 kilograms

## FORMULA KEY

A	= area
b	= base, length of any side of a plane figure
B	= area of base
d	= diameter
h	= height, perpendicular distance from the furthest point of the figure to the extended base
l	= length
P	= perimeter
r	= radius
s	= side
sa	= surface area
V	= volume
w	= width

I = interest, p = principal, r = rate, t = time

d = distance, r = rate, t = time

# MATHEMATICS *fractions & percentages & multiplication table*

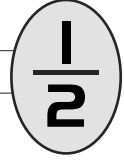
## FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.091	=	9.1%
1/12	=	0.083	=	8.3%

## WORKING WITH FRACTIONS

The top number of a fraction is called the **numerator**.

The bottom number of a fraction is called the **denominator**.



To multiply:

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

To divide, multiply the first fraction with the reciprocal of the other:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

To add or subtract, first find the common denominator:

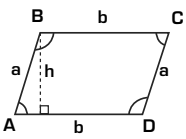
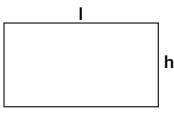
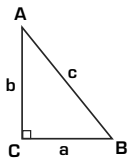
$$\frac{1}{3} + \frac{2}{5} = \left( \frac{1 \times 5}{3 \times 5} \right) + \left( \frac{2 \times 3}{5 \times 3} \right) = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

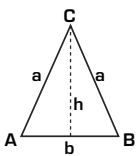
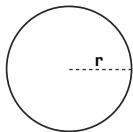
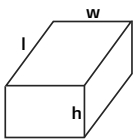
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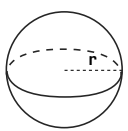
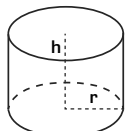
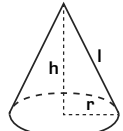
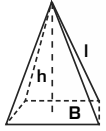
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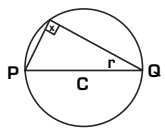
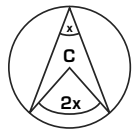
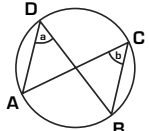


# MATHEMATICS *area & volume*

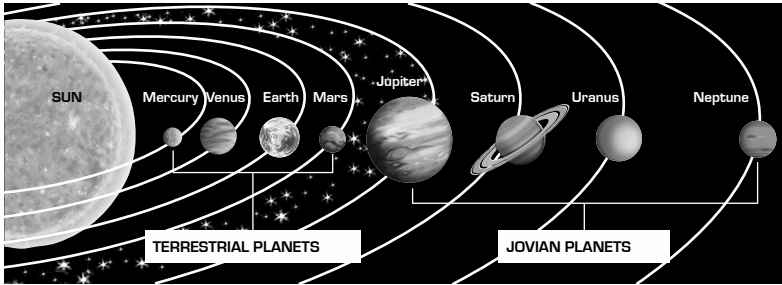
<p><b>PARALLELOGRAM</b></p>  <p>Area of ABCD = <math>bh</math></p>	<p><b>RECTANGLE</b></p>  <p>Perimeter = <math>2(l + h)</math> Area = <math>l \times h</math></p>	<p><b>RIGHT TRIANGLE</b></p>  <p>Area = <math>ab/2</math> <math>c^2 = a^2 + b^2</math> (Pythagorean Theorem)</p>
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<p><b>ISOSCELES TRIANGLE</b></p>  <p>Area = <math>bh/2</math></p>	<p><b>CIRCLE</b></p>  <p>Circumference of a circle = <math>2\pi r</math> Area of a circle = <math>\pi r^2</math></p>	<p><b>RECTANGULAR PRISM</b></p>  <p>Surface area of a prism = <math>2(wl + lh + wh)</math> Volume of a prism = <math>l \times w \times h</math></p>
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<p><b>SPHERE</b></p>  <p>Surface area of a sphere = <math>4\pi r^2</math> Volume of a sphere = <math>4\pi r^3/3</math></p>	<p><b>CYLINDER</b></p>  <p>Surface area of a cylinder = <math>2\pi rh + 2\pi r^2</math> Volume of a cylinder = <math>\pi r^2 h</math></p>	<p><b>CONE</b></p>  <p>Surface area of a cone = <math>\pi rl + \pi r^2</math> (<math>l</math> = slant height) Volume of a cone = <math>\pi r^2 h/3</math></p>	<p><b>PYRAMID</b></p>  <p>Surface area of a pyramid = <math>B + \text{Lateral Area}</math> (Lateral area = sum of triangular faces) Volume of a pyramid = <math>Bh/3</math> (<math>B</math> = area of base)</p>
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<p><b>CIRCLE THEOREMS</b></p>  <p><math>\angle x = 90^\circ</math> (PQ is the diameter)</p>	 <p>C is the center of the circle</p>	 <p><math>\angle a = \angle b</math> (Both angles intercept arc AB)</p>
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# SCIENCE *the solar system*



## THE SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light they called “planets,” which means “wanderers.” Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Besides planets, thousands of asteroids and comets fill the universe. Most asteroids orbit between Mars and Jupiter. Comets exist beyond Pluto’s orbit.

There are two types of planets. Terrestrial planets, closest to the Sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars’ orbit – Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning “gas giants.”

### THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.

**diameter:** almost 870,000 miles  
**temperature:** 27 million°F

### MERCURY

Named for the Roman Messenger god, Mercury orbits the sun faster than any other planet.

**diameter:** 3,031 miles  
**temperature:** -280°F to 800°F  
**mean distance from the sun:** 35.98 million miles

### VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.

**diameter:** 7,521 miles  
**temperature:** 55°F to 846°F  
**mean distance from the sun:** 67.23 million miles

### EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface.

**diameter:** 7,926 miles  
**temperature:** -126°F to 136°F  
**mean distance from the sun:** 92.96 million miles

### MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.

**diameter:** 4,221 miles  
**temperature:** -225°F to 95°F  
**mean distance from the sun:** 141.61 million miles

### JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope.

**diameter:** 88,846 miles  
**temperature:** -234°F average  
**mean distance from the sun:** 483.80 million miles

### SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.

**diameter:** 74,897 miles  
**temperature:** -288°F  
**mean distance from the sun:** 890.73 million miles

### URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781. It is twice as far from the sun as Saturn.

**diameter:** 31,763 miles  
**temperature:** -353°F uniform  
**mean distance from the sun:** 1,784.89 million miles

### NEPTUNE

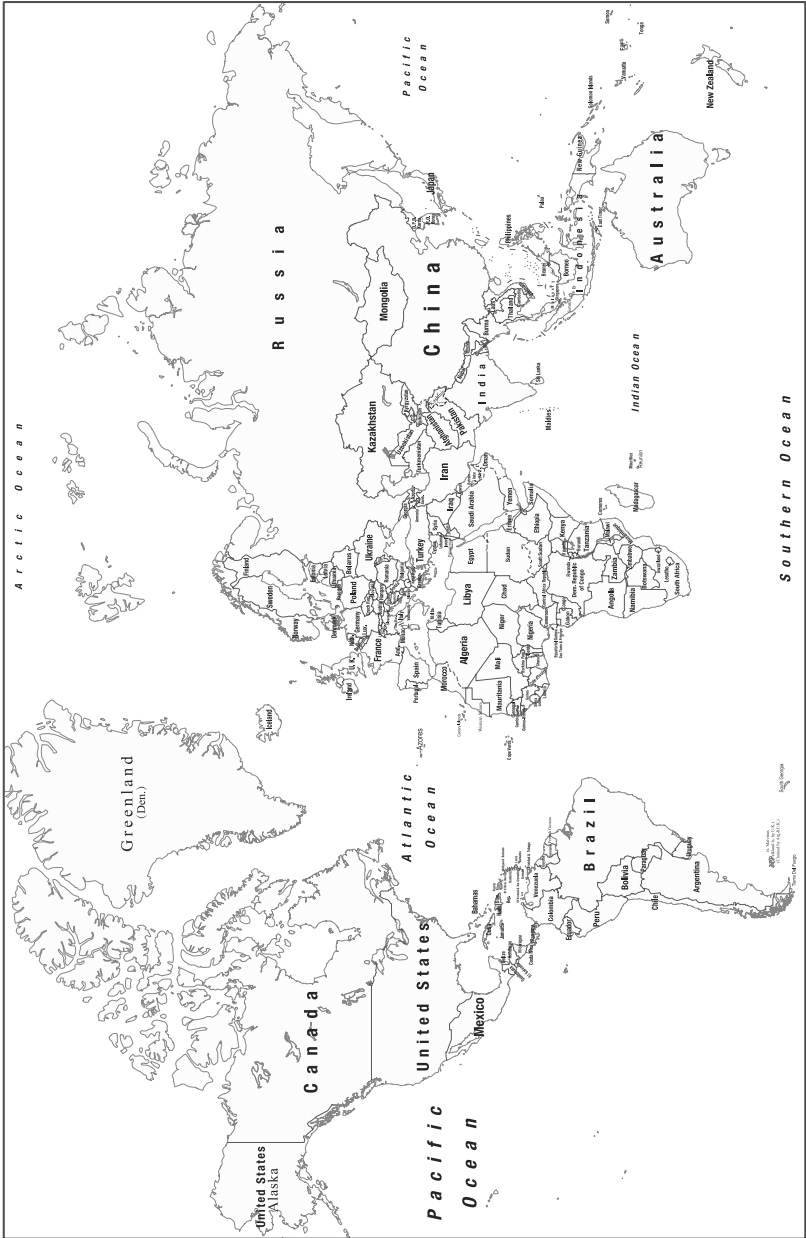
Named for the Roman god of the sea, Neptune’s layer of methane gives a blue coloring. Winds tear through its clouds at more than 1,200 mph.

**diameter:** 30,775 miles  
**temperature:** -391°F  
**mean distance from the sun:** 2,793.12 million miles

### DWARF PLANETS

Named for the Roman god of the underworld, Pluto is the coldest, smallest, and outermost planet in our solar system. In 2006, Pluto was reclassified as a dwarf planet. Other dwarf planets are Ceres, Eris, Makemake, Haumea, and Sedna.

# GEOGRAPHY *world map*



# LANGUAGE ARTS *exploring French*

## GREETINGS

**Hello/Good morning/Good afternoon** | Bonjour

**Good evening** | Bonsoir

**Hi/Bye** | Salut      **Bye** | Ciao

**Goodbye** | Au revoir

**How are you doing?** | Comment allez-vous?

(Informal: Comment vas-tu?)

**I'm...** | Je vais...

**(very) well** | (très) bien

**(very) poorly** | (très) mal

**So-so.** | Comme-ci, comme-ça.

**How's it going?** | Ça va?

**It's okay.** | Ça va.

**It's going well.** | Ça va bien.

**It's going poorly.** | Ça va mal.

**Not bad.** | Pas mal.

**And you?** | Et vous? (Informal: Et tu?)

## INTRODUCTIONS

**What's your name?** | Comment vous appelez-vous?

(Informal: Comment t'appelles-tu?)

**My name is...** | Je m'appelle...

**Pleased to meet you.** | Enchanté(e).

**I'd like you to meet...** | Je vous présente...

(Informal: Je te présente...)

**This is...** | Voici...

## PLEASANTRIES

**Please** | S'il vous plaît (Informal: S'il te plaît)

**Thank you** | Merci

**You're welcome.** | Je vous en prie.

(Informal: Je t'en prie.)

**No problem.** | De rien.

**Excuse me.** | Excusez-moi. (Informal: Excuse-moi.)

## RESPONSES

**Yes** | Oui

**No** | Non

**I don't know.** | Je ne sais pas.

**Of course.** | Bien sûr.

**OK** | D'accord.

**Maybe** | Peut-être

## TITLES

**Miss** | Mademoiselle

**Mrs./Ma'am** | Madame

**Mr./Sir** | Monsieur

## BASICS

**Who** | Qui

**Where** | Où

**When** | Quand

**Why** | Pourquoi

**What** | Quoi

**How** | Comment

**And** | Et

**Also** | Aussi

**A lot** | Beaucoup

## PHRASES

**Do you speak English?** | Parlez-vous anglais?

**How do you say...?** | Comment dit-on...?

**I need help.** | J'ai besoin d'aide.

**Help!** | Au secours!

**I am lost.** | Je suis perdu.

## NUMBERS

**1** | un      **6** | six

**2** | deux      **7** | sept

**3** | trois      **8** | huit

**4** | quatre      **9** | neuf

**5** | cinq      **10** | dix

## DAYS OF THE WEEK

**Monday** | lundi

**Tuesday** | mardi

**Wednesday** | mercredi

**Thursday** | jeudi

**Friday** | vendredi

**Saturday** | samedi

**Sunday** | dimanche

## MONTHS

**January** | janvier

**February** | février

**March** | mars

**April** | avril

**May** | mai

**June** | juin

**July** | juillet

**August** | août

**September** | septembre

**October** | octobre

**November** | novembre

**December** | décembre



# LANGUAGE ARTS *exploring Spanish*

## GREETINGS

**Hello** | Hola  
**Good morning** | Buenos días  
**Good afternoon/evening** | Buenas tardes  
**Good night** | Buenas noches  
**Goodbye** | Adiós/Chao  
**See you later** | Hasta luego/Nos vemos  
**How are you?** | ¿Cómo estás?  
**I'm...** | Estoy...  
**(very) well** | (muy) bien  
**(very) bad** | (muy) mal  
**How's it going?** | ¿Cómo vas?/¿Qué tal?  
**It's okay** | Está bien  
**Not bad** | No está mal  
**And you?** | ¿Y usted/tú?

## INTRODUCTIONS

**What's your name?** | ¿Cómo se llama usted?  
**My name is...** | Me llamo...  
**Pleased to meet you** | Encantado(a)  
**Likewise** | Igualmente  
**I'd like you to meet...** | Me gustaría que conozcas a...  
**This is...** | Este(a) es...

## PLEASANTRIES

**Please** | Por favor  
**Thank you** | Gracias  
**You're welcome** | De nada  
**No problem** | No hay problema  
**Excuse me!** | ¡Discúlpeme!  
**Sorry** | Perdón

## RESPONSES

**Yes** | Sí  
**No** | No  
**I don't know** | No sé  
**I don't remember** | No me acuerdo  
**Of course** | Por supuesto  
**OK** | Bueno  
**Maybe** | Quizás/De pronto  
**Absolutely** | Claro

## TITLES

**Miss/Ms.** | Señorita (Srta.)  
**Mrs./Ma'am** | Señora (Sra.)  
**Mr./Sir** | Señor (Sr.)

## BASICS

**Who** | ¿Quién?  
**Where** | ¿Dónde?  
**When** | ¿Cuándo?  
**Why** | ¿Por qué?  
**What** | ¿Qué?  
**How** | ¿Cómo?  
**Which** | ¿Cuál?  
**And** | Y  
**Also** | También  
**A lot** | Mucho  
**The** | El, La, Los, Las

## PHRASES

**Do you speak English?** | ¿Habla Inglés?  
**How do you say...?** | ¿Cómo se dice...?  
**I need help** | Necesito ayuda  
**I am lost** | Estoy perdido(a)

## NUMBERS

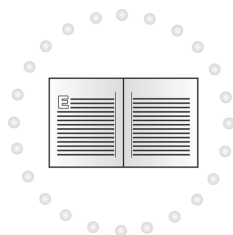
1   uno	6   seis
2   dos	7   siete
3   tres	8   ocho
4   cuatro	9   nueve
5   cinco	10   diez

## DAYS OF THE WEEK

**Monday** | lunes  
**Tuesday** | martes  
**Wednesday** | miércoles  
**Thursday** | jueves  
**Friday** | viernes  
**Saturday** | sábado  
**Sunday** | domingo

## MONTHS

**January** | enero  
**February** | febrero  
**March** | marzo  
**April** | abril  
**May** | mayo  
**June** | junio  
**July** | julio  
**August** | agosto  
**September** | septiembre  
**October** | octubre  
**November** | noviembre  
**December** | diciembre



# CHARACTER *defining character*

## C H A R A C T E R

What's **CHARACTER** all about?

*"Character is power."* ~ BOOKER T. WASHINGTON

*"What lies behind us and what lies before us are small matters compared to what lies within us."* ~ RALPH WALDO EMERSON

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your character – or be known *as* a character, to paraphrase a high school principal's advice to his graduating class.

Your character determines whether your friends, classmates, and family members see you as a leader, respect you as a role model, and ultimately, feel their interactions with you help them become better people.

But what values and personal attributes comprise character? To name just a few, character is defined by:

**C** **CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."

**H** **HONESTY** Be honest with yourself and with others in every interaction. Honesty and integrity are the core values that make respect, courage, and trustworthiness possible.

**A** **ACTIONS** Your actions – not your intentions or words – are what define your character. Often, these become acts of courage, such as taking a stand against injustice, prejudice, cruelty, and other inhumane behaviors.

**R** **RESPONSIBILITY** Your sense of responsibility is what compels you to do the right thing, follow through on your promises, and be accountable for your actions. Personal rights are only possible if they're accompanied by responsibility.

**A** **ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.

**C** **CITIZENSHIP** People of strong moral character don't sit on the sidelines. Contribute your "fair share" – participate fully as a concerned student, volunteer, and voter.

**T** **TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.

**E** **EMPATHY** When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.

**R** **RESPECT** Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.

# CHARACTER *people of character*

## C H A R A C T E R

*The qualities of a great man are "vision, integrity, courage, understanding, the power of articulation, and profundity of character."*

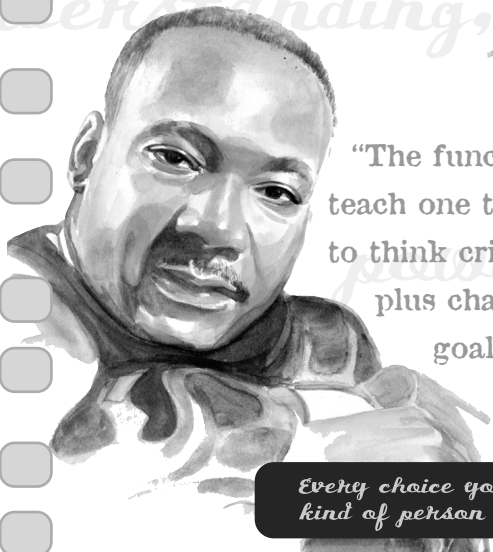
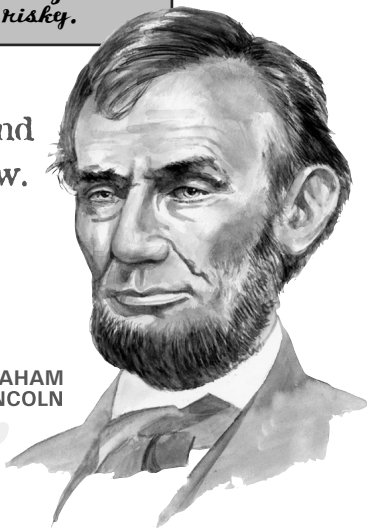
~ PRESIDENT DWIGHT D. EISENHOWER

*Good character requires doing the right thing even when it's costly or risky.*

*"Character is like a tree and reputation like its shadow.*

*The shadow is what we think of it; the tree is the real thing."*

~ PRESIDENT ABRAHAM LINCOLN



*"The function of education is to teach one to think intensively and to think critically ... intelligence plus character – that is the goal of a true education."*

~ MARTIN LUTHER KING, JR.

*Every choice you make helps define the kind of person you are choosing to be.*

*"We learned about honesty and integrity – that the truth matters ... that you don't take shortcuts or play by your own set of rules ... and success doesn't count unless you earn it fair and square."*

~ MICHELLE OBAMA

# CHARACTER *traits of good character*

# RESPECT

## Respect in Your World

Early on we learn when to say “please” and “thank you,” but showing respect isn’t always clear cut. What kinds of words and actions convey respect when:

- Some of your friends are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on an essay?
- You attend your younger sibling’s school talent show?
- A classmate you don’t know very well calls you names in the hallway?

## What’s Your Take?

- Bullies use threats and intimidation to get “respect.” Is that really respect, or is it fear? Can violence be used as a means to get respect?
- Do teachers, principals, coaches and other adults in leadership roles automatically warrant respect? Why or why not?
- When was the last time you were disrespectful to someone else? What was the other person’s reaction?
- How do you feel when someone is disrespectful toward you?
- What can you do to make your school environment more respectful? What about your home?
- How were you respectful toward someone else today?
- How did you show respect for yourself today?

## Me First

You’ve probably heard the saying that you have to be a friend to yourself before anyone else will befriend you. It’s true! Use the following exercise to build your self-respect.

I excel at \_\_\_\_\_

I’m a good \_\_\_\_\_

I’m proud of my ability to \_\_\_\_\_

I can teach others how to \_\_\_\_\_

My favorite thing about me is \_\_\_\_\_



*“If you want to be respected by others the great thing is to respect yourself.”*

— FIODOR DOSTOEVSKY



# CHARACTER *traits of good character*

# RESPONSIBILITY

## My Responsible Roles

As you grow older, your level of responsibility changes. When you are responsible others can rely on you to do your part – whether it's participating in a class discussion, watching your younger siblings after school, or completing your paper route on time. List some of them here:

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## Test Your Responsibility

When you make a mistake, do you

- Blame someone else?
- Admit the mistake and try to correct it?

When you get up in the morning, do you

- Make your bed?
- Leave your bed a mess and hope someone else makes it?

On group assignments, do you

- Follow through with what you told the group you would do?
- Hope someone else in the group does your part?

When you are at school, do you

- Arrive to class on time, listen attentively and turn in your assignments on time?
- Come to class after the bell, talk, pass notes, and finish up assignments in class?



## I Am Accountable

- How do you take responsibility for your words and actions?
- How do you feel when you are acting in a responsible manner?
- How are others responsible for you?
- Who can take responsibility for your success?
- When have you been irresponsible? What were the circumstances? What was the outcome?
- How are we responsible for the environment? As individuals? As a nation?

# INTEGRITY

## Character In Action

You're alone in a classroom and you see the answers to an upcoming test on the teacher's desk. There is no way you will get caught if you look at them. You could "ace" the test without studying, but you would be cheating. What do you do?

Think carefully, your answer to this question indicates whether or not you have integrity.

If you do the right thing and don't look at the test – you are of high integrity.

If you look at the answers so you can do well on the test, you are of low integrity.

- What does your answer say about your character?
- What would you do if you walked in on another student who was snooping for the answers?
- Is it more important to win the game or ace the test? Or is it more important to play fairly and not cheat?
- What have you done today to show your integrity?

## Looking for Inspiration

A person with integrity is honest, truthful and is considerate of others. People with no integrity will lie, cheat and steal to take advantage of others.

Who do you know with integrity?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Integrity Is ...

If you have integrity you are:

- Truthful
- Virtuous
- Honest
- Conscientious

If you don't have integrity, you:

- Lie
- Take advantage
- Cheat
- Pass Blame
- Steal

*"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters."*

— ALAN K. SIMPSON



# CHARACTER *traits of good character*

# HONESTY

## Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty:

Turning in a paper from an internet source that you created by changing some words, paragraph order, and a couple of examples.

Telling your aunt you like the poster she gave you for your birthday even though you no longer like the band.

Telling your parents you're an hour late because your friend had car trouble when the problem was needing to stop for gas, which only took a few minutes.

Letting the umpire call you safe when you know the shortstop tagged you.

Assuring your little sister that the noise she just heard was really the cat when you have no idea what it was.

Keeping the extra dollar you got in change rather than telling the clerk about his mistake.

## Nagging Feelings

How does it feel when someone isn't honest with you?

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How do you feel after you haven't been honest with someone?

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"Truth burns up error."

— SOJOURNER TRUTH

## Is honesty always best?

What do I do if the truth might hurt someone's feelings?

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### *Background Info*

What it means to be honest:

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### *Training Scenario*

A friend asks to copy your science homework. What do you do?

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### *Mission Accomplished*

I was honest this week when:

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## SUCCESS SKILLS *about cheating*

WINNERS NEVER CHEAT.  
CHEATERS NEVER WIN.

SOME PEOPLE RATIONALIZE THE REASONS WHY THEY CHEAT: "THE TEACHER DIDN'T GIVE US ENOUGH TIME," "MY COMPUTER CRASHED AND I LOST MY PAPER," "IT WAS ONLY A LITTLE HOMEWORK," "IT WASN'T LIKE IT WAS A TEST OR ANYTHING IMPORTANT!"

But the bottom line is,

**nobody wins when they cheat.**

What happens when you actually need to know the answer? Don't be fooled, someday it will come back to haunt you.

### Cheaters:

MISS OUT ON LEARNING THE MATERIAL AND EVENTUALLY FIND THEMSELVES IN OVER THEIR HEADS.

UNDOUBTEDLY FEEL BADLY ABOUT CHEATING, WHETHER THEY WANT TO ADMIT IT OR NOT.

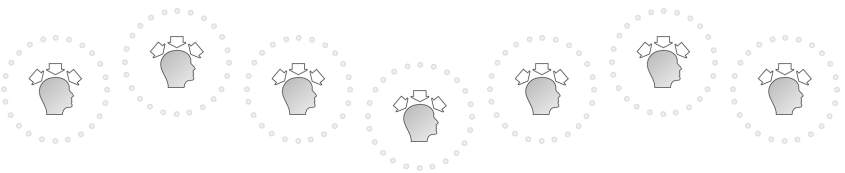
HAVE TO TRY TO KEEP TRACK OF THEIR LIES, WHICH IS IMPOSSIBLE AND A WASTE OF PRECIOUS TIME AND ENERGY.

ARE USUALLY CAUGHT. WEB-BASED ANTI-PLAGIARISM SERVICES AND CHEAT-PROOF SOFTWARE MAKE IT EASY FOR TEACHERS TO ROOT OUT CHEATERS. YOU CAN'T CHEAT FOR LONG WITHOUT SOMEONE EVENTUALLY UNMASKING YOU.

# SUCCESS SKILLS *successful notetaking*

## SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.



# SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

## TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists, and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- {3} Classify information into categories. Some categories may be:
  - a. Time – summer, sun, swimming, hot
  - b. Place – shopping center, stores, restaurants
  - c. Similarities – shoes, sandals, boots
  - d. Differences – mountain, lake
  - e. Wholes to parts – bedroom, bed, pillow
  - f. Scientific groups – Flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or make up a rhyme.
- {7} Visualize the information in your mind.
  - a. See the picture clearly and vividly.
  - b. Exaggerate and enlarge things.
  - c. See it in three dimensions.
  - d. Put yourself into the picture.
  - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.



## TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.

# SUCCESS SKILLS *listening & homework skills*

## LISTENING SKILLS

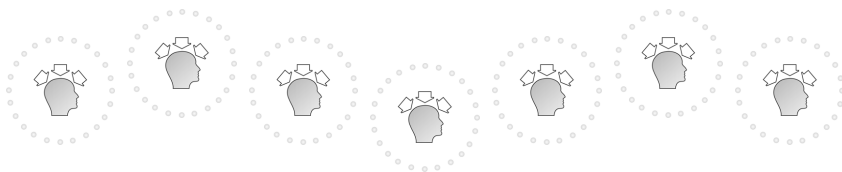
Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

### To help develop listening skills:

- *Approach the classroom ready to learn*; leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher*, focus your attention directly on them.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate*; ask for clarification when you do not understand.
- *Take notes*.
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments*; separate fact from opinion.
- *Connect what you hear* with what you already know.

## HOMEWORK SKILLS

- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning*. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent*. Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow*. Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time*, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.



# Giving back feels great!

Volunteering is an awesome way to fill up a few open hours. All kinds of wonderful things happen when you donate your time, skills, insight, sweat and compassion to someone else. + And given all the groups out there, you'll have plenty of outlets to explore. You can, for example, volunteer to help care for kids or deliver meals to shut-in seniors or make a few furry friends at your local animal shelter. Regardless of your interests or the particular needs in your community, volunteering is a sure and satisfying way to:

- Help those who need help.
- Make new friends.
- Develop new skills, such as teamwork, collaboration, problem solving, fundraising and time management.
- Experience and learn to appreciate more diverse groups of people.
- Discover the power of people working together for a common cause.
- Make connections in your community's social service and business networks.
- Build your resume.
- Promote the causes you consider important.
- Feel good about yourself!
- Stretch yourself while you explore something new and exciting.

VOLUNTEER  
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