



# THUNDERBIRD NEWS

## Totem Middle School Newsletter - November 2018

School Hours 8:15 am - 2:50 pm

Friday Early Release 8:15 am - 1:20 pm

### Inside this issue:

Fall Conferences

School Counselor

ASB

Safe Schools

PTSA

Clubs

Essential Learning  
Standards

Totem Sports

### Dates to Remember:

11/2 - Picture Retakes

11/8 - 2nd Quarter begins

11/9 - Veterans Day  
Assembly

11/12 - No School

11/14 - Coffee w/ the  
Principal

11/14 & 15 - Conferences  
Early Release @ 12:20

11/21 - Early Release @  
12:20

11/22 & 23 - Thanksgiving  
Holiday

TO REPORT AN ABSENCE PLEASE CALL (360) 965-0501

## Principal's Message

Dear TMS families,

With the end of the first quarter coming up on November 7 and conferences November 14, 15, it is a great time to talk with your child about their learning. In each newsletter, we include the learning students are engaged in in their classrooms. We look forward to talking with you at conferences about what your students are learning.

As we partner with you during the middle school years, I invite you to keep in contact with your child's teachers as the year progresses.

Have a great month,

Angela Collins, Principal

*thankful*



# FALL CONFERENCES

Where: TMS Gym

Date/Time: November 14th\* 12:45-3pm &  
5-7pm\*

&

Date/Time: November 15, 12:45-3pm

Student release time: 12:20pm

\*Interpreter services will be available for Spanish & Ukrainian speaking families on November 14th from 12:45-3:00pm & 5:00-7:00pm.



## COFFEE TALK-

WITH SPANISH INTERPRETERS

**Join us in the Totem MS Library on November 14th @ 10am for a mini workshop on community resources available .**



### ATTENDANCE MATTERS

#### Help your teen stay engaged in school

Did you know absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some potentially serious difficulty?

Here are some ways to help your teen stay engaged in school:

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful after-school activities, including sports and club.

#### Fact

When a student improves attendance, they improve their chances of graduating.

# Character Strong



Please join us for our next PTSA General Meeting on November 7th in the Totem Library at 6:30pm.

PTSA Interim Board  
President-Mike Pettruzzelli  
Vice President-Keri Lindsay  
Secretary-Wendy Franklin  
Treasurer-Rachel Loertscher

Cell phones off and away during the day, but hey,



lunch is OKAY!

## TOTEM MIDDLE SCHOOL CELL PHONE POLICY

Phones are to be off and away during the day. Students can use them in the lunchroom during their designated lunch time. Please support your student and encourage them to turn their phones off during the day.

If you or another guardian or contact person needs to get a hold of your student during the school day please call Totem MS Main Office at 360-965-0500.

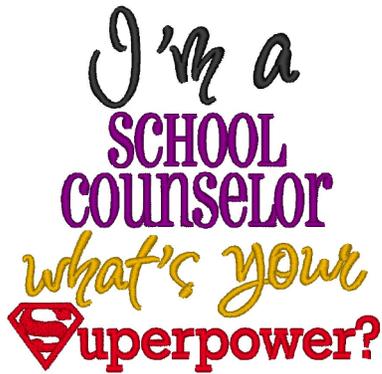
We appreciate your support in what seems like the biggest distraction in the classroom and socially with our students.

We would also like to share the age requirements for some applications...

Your student must be 13 to have access or their own account for each of the following apps; snapchat, Instagram, facebook and youtube.

We are asking for your support to monitor your student's social media and to encourage safe, productive and positive communication on social media, text messages and photo/video capabilities.

If you have any questions regarding this information please contact Lisa Radford, our Dean of Students 360-965 0506 or via email [lisa\\_radford@msd25.org](mailto:lisa_radford@msd25.org).



**WHO IS YOUR STUDENTS COUNSELOR?**

Kristel Hollick 8th grade & 7th grade (L-Z)  
 (360) 965-0520  
 kristel\_hollick@msd25.org

Serena Meidinger 6th grade & 7th grade (A-K)  
 (360) 965-0532  
 serena\_meidinger@msd25.org

**Title 1 Schools**

Schools that have free/reduced lunch percentage at or above the district average qualify for additional funding through a Title 1 federal grant.

Funds are used to support qualified struggling students in reading &/or math. In Marysville School District, 4 schools qualify for and receive Title 1 funds. These schools are: Liberty & Quil Ceda Tulalip Elementary Schools, Totem Middle School, & Heritage High School. If your child attends one of these schools, Title 1 information is available in the school office, or you can request information from the Title 1 Department.  
 (360-965-0052)

If you are in immediate danger or your tip is in regards to a life-threatening emergency, call 911!

To report an unsafe situation anonymously:

Call or text your message to (360) 799-5141

Online at: <https://1248.alert1.us>

Email at: [1248@alert1.us](mailto:1248@alert1.us)

RESOURCES for Families & Students

Care Crisis Line (425) 258-4357



**NonDiscrimination Statement.**

Marvsville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to address questions and complaints of alleged discrimination: Civil Rights Coordinator - Gregg Kuehn, Risk Management Supervisor, [gregg\\_kuehn@msd25.org](mailto:gregg_kuehn@msd25.org), 360-965-0110; Title IX Officer - Tracy Souza, Human Resources Director, [tracy\\_souza@msd25.org](mailto:tracy_souza@msd25.org), 360-965-0071; Section 504 Coordinator, Nancy Smith, Director of Categorical Programs, [nancy\\_smith@msd25.org](mailto:nancy_smith@msd25.org), 360-965-0051; ADA Coordinator - Ginger Merkel, Executive Director of Special Education, [ginger\\_merkel@msd25.org](mailto:ginger_merkel@msd25.org), 360-965-0174. Address: 4220 80th Street NE, Marysville, WA 98270. Website: [www.msd25.org](http://www.msd25.org) Marvsville School District is a drug- and tobacco-free workplace. **You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint. Please Note: Policies that address this issue are Policy 3210 "Non Discrimination" & 5010 - "Non Discrimination and Affirmative Action." These Policies are available online at [www.msd25.org](http://www.msd25.org), at your school, or at the District Office: 4220 80th Street NE, Marysville, WA, 360-965-0000.

# TMS ESSENTIAL LEARNING STANDARDS

## ADVANCEMENT via INDIVIDUAL DETERMINATION (AVID)

Students will be working on public speaking and practicing tutorials.



## PHYSICAL EDUCATION

The following standards are being worked on during the month of November in class:

- Differentiate between muscular strength and muscular endurance.
- Demonstrate difference between dynamic and static stretches.
- Describe relationship between cardiorespiratory endurance activities and intensity levels.
- Describe the role of warm-ups and cool-downs before and after physical activity.
- Describe the FITT principle for each Health Related Fitness (HRF) component.

Every sports unit or fitness activity that we work on include these standards:

- Exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
- Safety--independently use physical activity and fitness equipment appropriately and safely.
- Rules and Etiquette--demonstrate knowledge of rules and etiquette by self-officiating physical activities and games.
- Students will demonstrate competency in a variety of motor skills and movement patterns.

At the end of November we will have completed two sports units and will have worked on the following motor skills:

Indoor Soccer	Volleyball
Dribble, shoot, pass & receive, offensive skill & defensive skill	Serve, underhand pass (bump), overhead pass (set), & strike

## SCIENCE

**8th grade:** Will analyze & interpret data to provide evidence for the effects of resource availability on organisms & populations of organism in an ecosystem.

**7th grade:** Develop models to describe the atomic composition of simple molecules and extended structures.

**6th grade:** Electromagnetic Radiation:

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material & the frequency (color) of the light.
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air & water, air & glass) where the light path bends.

- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

## **ENGLISH/SOCIAL STUDIES**

### **6th grade English:**

- I can use evidence to support my thinking in discussions and in writing.
- I can determine the meaning of works in a text.

### **6th grade Social Studies:**

- I can identify early human civilizations that helped set the foundation for Western Culture.
- I can describe how Ancient Egypt helped shape Western Civilization.

### **7th grade English:**

- I can make connections between two different texts.
- I can use evidence from a text to support my analysis of characters.

### **7th grade Social Studies:**

- I understand various forms of government and their effects on the lives of people in the past or present.
- I can analyze maps and charts from a specific time period to analyze an issue or event.

### **8th grade English:**

- I can determine the theme or central idea of a text and analyze its development over the course of the text.
- I can gather relevant information from multiple print and digital sources, determine the credibility and accuracy of each source and paraphrase that information in my own words.

### **8th grade Social Studies:**

- I can support claims with logical evidence for reliable sources.
- I can connect my evidence to my claim with clear, logical reasoning.

## **MATH**

### **6th grade:**

- Calculate quotients of fractions by dividing fractions by Using fraction models and equations to represent applicable uses of fractions.
- Use ratios and unit rates to solve real-world mathematical problems through reasoning with tables, tape diagrams, double number lines diagrams and equations.
- Use ratio reasoning to convert measurement units

### **7th grade:**

- Solve real-world & mathematical problems involving the four operations with rational numbers.

- Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- Solve real-world & mathematical problems involving the four operations with rational numbers.

### **7th grade Accelerated:**

- Use a horizontal & vertical line to represent addition & subtraction of rational numbers (includes fractions, whole numbers, decimals & integers).
- Use multiplication & division to solve problems involving rational numbers (includes fractions, whole numbers, decimals & integers).
- Solve real world problems using positive & negative rational numbers (includes fractions, whole numbers, decimals & integers).

### **8th grade:**

- Show that linear equations can have one solution, infinitely many solutions, or no solutions. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- Use similar triangle to explain why the slope  $m$  is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation  $y = mx$  for a line through the origin and the equation  $y = mx + b$  for a line intercepting the vertical axis at  $b$ .
- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
- Solve real-world and mathematical problems leading to two linear equations in two variables.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- Interpret the equation  $y = mx + b$  as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
- Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

### **Algebra:**

- Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If  $f$  is a function and  $x$  is an element of its domain, then  $f(x)$  denotes the output of  $f$  corresponding to the input  $x$ . The graph of  $f$  is the graph of the equation  $y = f(x)$ .
- Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

- Graph linear and quadratic functions and show intercepts, maxima, and minima.
- Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).



# Totem Thunderbird Sports

Totem Winter Sports is underway.

Boy's Basketball Coaches are Evan Shaw for 7th grade and Travis Marsh for 8th grade. Equipment needs: Tennis shoes, t-shirt & water bottle.

Girls Volleyball Coaches are Meaghan Craig for 7th grade and Ben Castaneda for 8th grade. Equipment needs: Tennis shoes, shorts, t-shirt & water bottle.

November 26th will be our first games:

7th grade Boys Basketball vs NLMS @ 4pm

8th grade Girls Volleyball vs Cavelero @ 4pm

7th grade Girls Volleyball vs NLMS @ 5:30pm

SOAR LIKE A  
THUNDERBIRD!

S  
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A  
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R  
espectful

## SOCIAL MEDIA

FOLLOW US ON

FACEBOOK : @TotemMiddle

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On the Web: [www.msd25.org](http://www.msd25.org)

navigate to schools, Totem

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your app store: Marysville School  
District, WA