



MIDDLE SCHOOL MUSTANG MEMO

CREATING A COMMUNITY OF LIFE-LONG LEARNERS



MILDER'S MINUTE

October and November bring crisp morning air as well as beautiful fall colors all around us. It is that time of year where we all love to gather at events and celebrate fun, friends, family and community. At the Middle school we are going to work to celebrate all of the awesome things that happen throughout the school year. This newsletter is one way to do that. We will highlight different grade levels, classes and school events within each newsletter.

On Sept. 7th Ms. Sandra Wirfs came and spoke to our entire student body about her experiences moving to the United States as an immigrant from Mexico.



Principal, David Milder

641-664-2200

david.milder@dcmustangs.com

SCHOOL PRIDE



MILDER'S MINUTE CONTINUED

She talked about the differences in schools in Mexico, Texas and Iowa. This was an eye opening experience for our students and we have received great feedback from our students about her presentation.

SEPTEMBER STUDENTS OF THE MONTH:

8th Grade: Baxter Joos & Ava Amstutz

7th Grade: Mack Murdock & Greyson Meyer

6th Grade: Calvin Williams & Ava Saner

5th Grade: Claire Van Laningham & Corbin Grim



SEPTEMBER ABOVE AND BEYOND, STAFF MEMBERS OF THE MONTH:

Mrs. VanWinkle, Mrs. Gregory, Mrs. Dixon, Mr. Bridgeman



SCHOOL PRIDE

OCTOBER STUDENTS OF THE MONTH:

8th Grade: Kaelynn White & Hadleigh Brewer

7th Grade: Andrea Gonzalez & Froylan Rodriguez

6th Grade: Lillian Didas & Hudson Rumohr

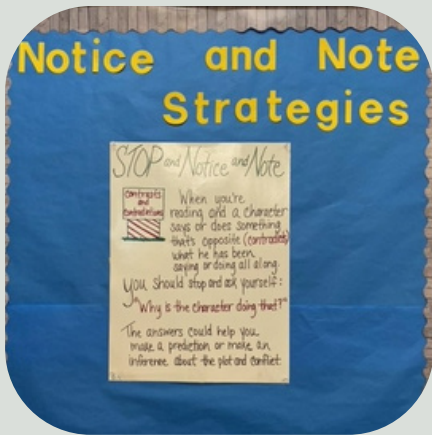
5th Grade: Henry Miller & Harper Mason Mrs. McConaughy



OCTOBER ABOVE AND BEYOND, STAFF MEMBERS OF THE MONTH:

Mrs. Hunter, Mrs. Thompson, Ms. Betty Lipp, Mrs. McConaughy

INSIDE THE CLASSROOM



ENGLISH LANGUAGE ARTS

5th grade Language Arts began the year by reviewing comprehension strategies we use every day as good readers. We have been working on a skill that we call, "stop, think, and jot." This is a simple task of reading a page and thinking to yourself, "What was important about what I just read?" This allows students to check their own understanding of a story. We have been practicing this skill by reading multiple short stories in class.

Students have become successful with this skill which has allowed us to move on and introduce new comprehension strategies students will need to use for higher level thinking. Be sure to ask your child what strategies they should be using everyday when they are reading! See what they can come up with! (hint they should know at least 7)

1. Visualizing
2. Making Connections
3. Asking Questions
4. Aha Moments
5. Character Traits
6. Inferring
7. Contrast and Contradiction



MRS. COOK'S 6TH GRADE WORLD CULTURES & REGION CLASS

This year in 6th-grade students will be studying World Regions and Cultures. In order to do that they have to know how to study geography. They are given many tools for their toolbox in order to study Regions and Cultures. Learning map skills is what we are currently working on and understanding the Five Themes of Geography which is a technique we will use to study the different civilizations (past and present).

INSIDE THE CLASSROOM

For each of the Five Themes, students should ask themselves the following questions about a particular country or region. Five Themes and 8 Elements of culture are the techniques by which we will study geography. These techniques will be used throughout the entire year in from Ancient World to comparing it to countries today. The map skills unit will last until the end of October and then will be studying Ancient Civilizations and using everything have learned and applying it to current units.

The 5 Five Themes of Geography are:

Location: The geographic question, Where is it? refers to a location. Location can identify a precise spot or tell where one place is in relation to another. There are two ways to talk about location. Absolute location describes a place's exact position on Earth. You might call absolute location a geographic address. Geographers identify the absolute location by using two kinds of imaginary lines around the Earth: latitude and longitude. With these lines, they can pinpoint any spot on Earth. Geographers also discuss Relative location. This explains where a place is by describing places near it. For example how near or far away it may be or short or long drives. Activities learning how to plot coordinates on paper and then applying it to Google Earth using current technology so they understand how technology works in the chase of locating places on earth. Understanding where technology such as GPS, Google Earth, and other programs get information. Many hands-on activities are being used to understand these methods.

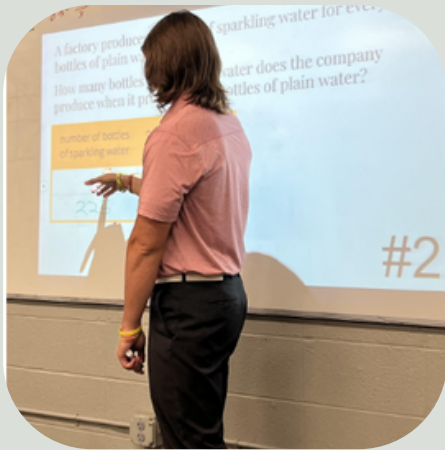
Place: The question, What is it like? refers to a place. Place includes physical characteristics as well as human ones, like language, religion, and politics. Physical Characteristics landforms(mountains, plains, etc) bodies of water (oceans, lakes, bays, etc) ecosystems (soil, plants, animals, and climate). Human Characteristics: bridges, roads, buildings, culture, and language.

Region: The question, How are places similar or different? refers to a region. Region compares physical and human characteristics. What language(s) do people speak? What are the political divisions of the country (states, provinces, republics)? How is the country similar to its neighbors (traditions, language, climate)?

Movement: The question, How do people, goods, and ideas move from one location to another? Refers to movement. How will you travel to the place (route, drive, fly, walk)? Does the country export goods to other places? If so, what and where? Does the country import goods from other places? If so, what and from where? Why would people leave or move to the country (jobs, family, climate, war)?

INSIDE THE CLASSROOM

Human-Environment Interaction: The question, How do people relate to the physical world? refers to human-environment interaction. People learn to use and change what the environment offers them. People depend on the environment. People adapt to the environment. People modify the environment. How do people use the land (farming, herding, mining, industry)? How have people changed the land? Where do most people live (near a river or coastline, the mountains)? Why do you think people settled there (water, safety, food, natural beauty)?



MATH

In 7th Grade Math, with Mrs. Newton, students just finished a Unit on Introducing Proportional Relationships. During this unit students worked on finding the Constant of Proportionality and then using that to help them write equations. They used tables to help them find the C.O.P. Our next unit is over Proportional Relationships and Percentages. During this unit students will be finding proportional relationships with fractions along with percent increase and decrease. Mr. VanEngelenhoven (Mr. V) has been student teaching since the start of the school year. His last day is on October 14.

In 7th accelerated Math, we are finishing our unit on rigid transformations, congruence, angle measures in a triangle, and building polygons. We have learned to use compasses and protractors. We can prove the congruence of 2-dimensional shapes by performing a series of rigid transformations, and we can recognize congruence in triangles by the arrangement of side lengths and angle measures. We can measure angles and build triangles with specific measurements using a protractor, and we can calculate angle measures in a triangle using the concept of congruence between vertical angles and opposite interior angles, and knowing the sum of angle measures in a triangle is always 180 degrees. Unit 2 will start next week, and we will be learning about similarity, scale drawings, and how to calculate the slope of a line.

INSIDE THE CLASSROOM



8TH GRADE FAMILY & CONSUMER SCIENCES

Students started the term learning about child development. They explored types of development, children's books and toys. They researched child development topics of their choice and shared their learnings with classmates. Next they explored sewing techniques. They all learned how to sew buttons and do some basic hand stitching. They finished the unit by creating their own stuffed project or sewing on shirts. Next they will learn about building respectful relationships and end the

term exploring food and nutrition. Students in this class are working on employability skills and are graded using the following standards:

- Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
- Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.
- Demonstrate productivity and accountability while aspiring to meet high expectations.

8TH GRADE SCIENCE

The 8th graders have been working on a unit about genetics that starts out with students noticing and wondering about photos of two cattle, one of whom has significantly more muscle than the other.

So far, students have developed models to show how muscles typically develop as a result of environmental factors such as exercise and diet. We have also worked with cattle pedigrees, including data about chromosomes and proteins, to figure out genetic factors that influence the heavily muscled phenotype and explored selective breeding in cattle.



INSIDE THE CLASSROOM

Soon, students will use what they've learned from explaining cattle musculature to help them explain other trait variations they've seen. We will investigate plant reproduction, including selective breeding and asexual reproduction (in plants and other organisms) and other examples of traits that are influenced by genetic and environmental factors. Students figure out that environmental and genetic factors together play a role in the differences we see among living things.

BAND

Middle School Band is in full swing! The 5th grade band students have selected instruments and we are just starting to learn to play our first notes, so it is very exciting in 5th grade right now! The 6th grade band numbers are awesome. We have around 45 students and we have already learned several new songs. The 7-8 band is busy with learning to march for the first time. We have performed at the Pulaski Corn Show, the Homecoming Parade, and the Davis County Festival of Bands. The Clark Co. Parade Competition is this weekend in Kahoka, MO. The band looks forward to this trip every year and we are busy polishing our marching skills.



NEW STAFF

We've got spirit yes we do, we've got new Staff ready to meet you!

7th Grade ELA, Bailey Hunter

Math, Zoe Klodt

Flex Ed, Mrs. Thompson

Associate, Mrs. TaNisha

Paraeducator, Mrs. Rush

Associate, Ms. Dowding



MUSTANG MEET UPS

ACTIVITIES UPDATE

Our cross county, volleyball and football teams are starting to wrap up their seasons. Please remember that if your students are going out for a winter sport to have your physical and concussion forms filled out and signed prior to the first day of practice. Here are the starting dates for winter sports.

10/24 Girls Basketball 1st Practice

10/31 Boys Basketball 1st Practice

10/24 Wrestling 1st Practice

For the most up to date schedules please visit:

<https://www.southcentralconf.org/public/genie/664/school/4/>



SPIRIT SPOTLIGHT

Homecoming brought lots of energy and excitement into the DCMS building this past September. Volleyball, Football, and Cross Country players all had their chance to talk about the season so far. We also had various dress up days and a full Pep Rally thanks to our Student Council and Davis County High School!

DATES TO REMEMBER

10/17 & 10/20 - Parent Teacher Conferences

10/21 - No School

10/20 - Unity Day: A day for celebrate kindness, acceptance, inclusion, and bullying prevention

10/24-28 - Red Ribbon Week

10/27 - DCMS Haunted Halls

10/28 - Middle School Halloween Dance sponsored by after prom committee.

11/4 - No School: Professional Development Day

11/23-25 - No School: Thanksgiving Break

12/2 - No School: Professional Development Day



ONE SCHOOL...ONE COMMUNITY...ONE GOAL... TO BE THE BEST THAT WE CAN BE



COUNSELOR CORNER

Social skills are a crucial part of our learning experience and school year because we need them as adults to be successful in our relationships at work, home, and literally everywhere we go. These skills help optimize classroom learning and school safety for students. The earlier we learn them, the earlier we become emotionally healthy people.

Fifth grade social skills your child is learning how to set a goal that's right for them. A goal that's right for someone that is specific, challenging, doable, and motivating. Your child is learning how to make an effective plan to reach a goal.

Sixth grade social skills will introduce your child to identify challenges they might face when starting middle school and identify resources in our school where they can get help. They will begin to learn about the brain's ability to grow and change when they practice challenging things. Having a growth mindset supports your child's success in school and in life.

Seventh grade social skills will teach your child to learn that intelligence is not fixed; their brain actually makes new connections and their skills and abilities develop when they practice difficult things.

Eighth grade social skills will reflect on how they have used their personal strengths to develop an interest, skill, or ability. They will choose something they'd like to get better at and think about how they could apply their unique strengths to do that.