

MIDDLE SCHOOL NEWS

MOC-FV CSD

November

2017

Special points of interest:

- Weather Related Late Starts and Early Dismissals
- Winter Dress
- Parent-Teacher Conferences
- Middle School Party Night
- Veterans Day Program
- Wild West Book Fair Thank you

November



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Veterans Day Program

The MOC-Floyd Valley Middle School will host a Veterans' Day program On Friday, November 10, 2017. This program is put on by the Floyd Post #200. The program will be in the New Gym at the Middle School beginning at 10:15am. The public is welcomed to attend.



Middle School Party Night

The Fall Party Night will be held on Friday, November 10 from 7:00-10:00pm at the MOC-Floyd Valley Middle School. This party night is for MOC-Floyd Valley Middle School students only. Student do not need money to attend this event as the expenses for this evening are paid for from the Middle School Discount Card Fundraiser. There will be board games in the media center, movies as well as snacks in the cafeteria, ping-pong in the fitness room, basketball as well as other games in the New Gym. The dance will be in the old gym and will be for 7th and 8th grade students only during our Fall Party Night. The dress code and other school rules are applicable at this event. The south doors, by the gym, will be the official entry and exit doors for the evening. The doors will not open until 7:00pm and students should arrange to be picked up promptly at the conclusion of the event. Hope to see everyone there!

Parent-Teacher Conferences

I would like to say "Thank You" for your participation in the Fall Parent-Teacher Conferences. We had a 99% attendance rate this year, which is fantastic. I would like to thank the parents that provided food for our teachers during these conferences; it was greatly appreciated. As parents, you are one of the most influential people in your child's life. Your participation in conferences displays your belief that education and your child's educational progress is important. Thank you for continuing to support your student and their academic progress.

Winter Dress

While inside the Middle School it is always "72 and Sunny" the temperatures outside of our building can be a different story. Students are encouraged to have warm clothes with them for situations where students may end up outside of the school (ie. Fire Drills, loading school buses, etc.) The wind chills and temperatures are dangerous if students are exposed to them for a duration of time. Students riding the school bus are encouraged to have pants in the event that there is an accident/situation with the school bus. The purpose of this is to keep students safe when the temperatures start to drop. Please speak with your child about the necessary gear for the cold season.



Weather Related Late Starts and Early Dismissals

Winter weather will soon be here and that means the possibility of late starts and/or early dismissals. Please talk to your student about a plan for late starts and early dismissals. It puts the students at ease when they have a “plan” for these situations. If school is dismissed early, it can be a challenge to get phone messages to everyone at the end of the day. On a two hour late start, the doors to the Middle School do not open until 9:45am.

If school starts late, all of the following will NOT MEET: My Choice, any before school meetings with teachers, athletic or fine arts practices, and the breakfast program on these mornings. 8th grade students will still have their exploratory classes at the high school on late start mornings.

If school dismisses early because of weather, all of the following will NOT MEET: all practices & games, and any after school meetings with teachers.

Weather related information is available on the school website, through the school Twitter page, and will be on the following Radio and TV stations:

Radio:

KSOU 93.9FM and 1090AM in Sioux Center

KIWA 105.3FM and 1550AM in Sheldon

KLEM 99.5FM and 1410AM in LeMars

KDCR 88.5FM

TV Stations:

KMEG, KCAU, & KTIV



General Music News

By: Mrs. Hallberg

Every middle school student takes general music for 25 days as one of their exploratory classes.

The focus in 6th grade is on dance, and instrumental skills. The students learn to do some basic square dance, some Mexican dances, and some line dances (both disco and country). They watch examples of ethnic dance from countries all around the world. They take a few days to choose a country, and create a Google Slide presentation about an ethnic dance(s) from that country. The second half of the exploratory is spent working with baritone ukuleles. A baritone uke is smaller than a guitar, has 4 strings, and is tuned the same as the top four strings on the guitar. Students learn to play simple melodies, and are introduced to chord and strumming techniques.

The 7th grade students work with guitars, and do exploration of careers that involve music. The guitar work involves playing melodies, learning about chords and chord changes, learning to hear when chord changes need to happen in a song, an introduction to Flamenco and classical guitar, and various strumming patterns. The career aspect introduces students to over 70 careers that involve music in some form. These range from being an attorney working in the music business, to a music therapist, to writing jingles for advertising, etc.. Students choose a career to learn more about and create a Google Slide presentation about that career.

In 8th grade, the general music time is spent with Project Based Learning. Students use this time to research various topics related to music, or do hands on work with an instrument. Some students use this time for rehearsal of honor band or honor orchestra audition music, or work on advancing their skills with an instrument that they already play. Others explore instruments that are new to them. Popular instrument choices are working with adult beginner materials on piano/ keyboard, guitar, ukulele, mallet percussion instruments such as xylophones, or available band instruments (this year these choices are French Horn and Tuba). Students work independently on a project that they agree on with the instructor.



It's a Scary Time in 6th Grade English!

By: Mrs. Jacobsma

In October we worked hard on developing each student's voice as an author. It is true, of course, some people love to write; others don't. We are working to create a sense of ownership and personality in writing. The conventions (spelling, grammar, punctuation, capitalization, and format) take a back seat; these skills are still important and necessary, but we work on them only AFTER the kids have crafted a great story.



The students wrote scary stories—we really focused on building suspense and the development of plot, characters, and setting. We stayed away from the grossness we have seen in movies. The result . . . pretty good stories, even if they don't all turn out scary. The kids are usually quite proud of the work they have put into these stories. We shared and enjoyed scary stories around the campfire following the printing of the final drafts. I relish this day as it is so much fun to listen to the kids bring life to their written words.

Following the scary stories, we will take a couple of weeks to explore true authorship. What do real authors do? How do they continue to find new ideas? Where do good ideas come from? We will work in a book called A Writer's Notebook. This is mostly in class reading and outside of class thinking and writing.

November and December will round out with a closer look at nouns and verbs, the building blocks of every sentence.

We will also continue our regular tasks like spelling and day to day editing of language. Please continue to quiz your child about what's going on in school; you might be delightfully surprised with the answers!

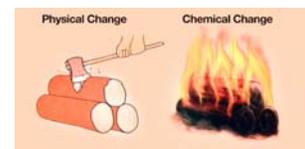
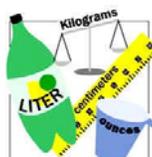
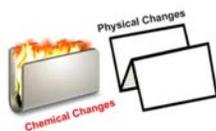


6th Grade Science

By: Mr. Hoebelheinrich (Mr. H)

Over the last month, the 6th graders have become aware of how scientist gather data. After learning about their Scientific Process Skills, and learning the steps to the scientific method, we learned how to take measurements using the Metric System. This was a hands on unit, because the best way to learn how to measure is to practice measuring. The 6th graders are now able to find length, volume, temperature, and mass of certain things using the metric system. After learning about measurements we jumped into Physical Science, where we started talking about physical and chemical changes. We've learned that there is a distinct difference between the two, and that the world around us is full of different chemical changes. These changes range from photosynthesis, all the way to digestion in the human body. The students were given an opportunity to find a chemical change demonstration that they could share in front of their peers. This was an amazing experience for these students because they were able to choose what they wanted to present on. We had demonstrations ranging from making slime, all the way to starting things on fire!

The next step the 6th graders will take is how chemical reactions look at the molecular level. We will learn about the three states of matter, we'll start to talk about atoms, we'll take a look at the periodic table, and we'll be able to see how "new" things are actually created at the molecular level! Once we finish our unit on Chemical Changes, we will most likely jump into Earth science where we will learn about the different cycles on Earth!



Read All About It ... 6th Grade Literature

By: Mrs. TeGrotenhuis



During the month of November, we will complete our first quarter book shares, tie up our *Among the Hidden* unit learning about different literary terms, and begin working on specific non-fiction reading skills. The students have been reading some interesting books, and I look forward to hearing them explain the plot lines to their classmates.

I look forward to beginning a non-fiction unit centering around young heroes. In addition to learning about Malala, a 15 year-old girl who stood up to a deadly terrorist group in Pakistan and also won the 2014 Nobel Peace Prize, we will also learn about other young people who have faced adversity and positively affected those around them. During this time, students will work on close reading skills, finding the central idea, and using text evidence.

After spending time on non-fiction, we will focus on identifying different types of figurative language within poetry. Part of this will be a carry-over from the literary terms we learned while reading *Among the Hidden*. Students will also get a chance to try their hand at using figurative language. This includes idioms, similes, personification, and a few more.

I encourage students to continue reading daily and recording their pages on their reading logs. Most students are doing a nice job at this and enjoy the freedom to read books of their own choosing. I will be challenging the students to read from different genres second quarter in order to expose them to different authors and types of books. Please encourage your child in this area! Thanks for all you do to help!



6th Grade Math

By: Mr. Boersma



FRACTIONS!!!! Possibly the most hated word of all mathematical words. I hear it all the time, "I HATE FRACTIONS!" As a math teacher, I understand the difficulty that some people face when dealing with fractions, I've seen and heard it many times over the last 19 years. But the fact remains that we need to master the use of fractions. In 6th grade we have two major concepts dealing with fractions, multiplying them and dividing them. We are nearing the finish line of the unit, but will continue to work with fractions throughout the 6th grade.

I find myself frequently telling the students that when I was a kid, all we learned was "how". How to divide, how to multiply, how to solve questions, but we rarely learned the "what" or the "why" behind the technique. We have been trying to learn the what, why, and how of multiplying and dividing fractions. What are we doing when we are multiplying fractions? Why does the concept of reciprocals work when dividing fractions? And then finally, how do we accurately solve multiplication/division questions with fractions?

I would like to close by letting you know that if you ever have any questions about your son/daughter's grade, homework, or assessments, please never hesitate to contact me. Feel free to email me at jboersma@mocfv.org or call me here at the middle school at 712-756-4128.

Happy Thanksgiving

**No School
November 22-26**




T H A N K F U L

“Our Corner of History”

Ms. Van Wyk

In 6th grade, we are nearing the end of our unit on ancient Egypt. The students have explored the Old, Middle, and New Kingdoms of Egypt and how over time, it transitioned from a land of massive building projects to the global leaders in trade. They have particularly enjoyed connecting to the past through the stories of pharaohs like Khufu, Ahmose, and Hatshepsut. Moving forward, students will next be asked to examine different aspects of modern Egypt and compare it to the Egypt of old. How has Egypt in the modern world maintained parts of its identity as a great ancient civilization? Students will be asked this question in their upcoming poster project.



As for 8th grade, we have recently finished writing essays for a veteran's organization associated with the Patriot's Pen essay contest. This year's theme was "America's Gift to My Generation." Students wrestled with the concept of the specific freedoms that we enjoy in the United States and how that is beneficial to us personally and to us as a democratic society. I enjoyed seeing them embrace the challenge to think more deeply about this topic. Currently, we are covering what life was like in the 13 Colonies. Students have enjoyed our ongoing debate about which colony would have been the best to live in.



Overall, the year has gotten off to a strong start. Please continue to encourage your students to do their best on their assignments and engage themselves in classroom activities and discussions! It really is the best way for them to get the most out of class! As usual if you have any questions or concerns, please feel free to contact me!



7th Grade English

By: Van Regenmorter (Mrs. VR)

The seventh graders have been learning all about sentences in English class. They started with simple and compound sentences, making sure they know how to find the subjects and verbs and how to check if a sentence is complete. Next, the students moved on to learn about complex sentences and compound-complex sentences. They have worked hard with much repetition, so they are able to use all four kinds of sentences in writing. Varying the kinds of sentences in writing creates fluency, which makes writing flow and enjoyable to read.

When the sentence unit is complete, seventh graders will use their sentence writing and fluency skills during "The Personal Narrative Unit." A personal narrative is a true story about an experience that has happened to the person who is writing it. We begin the unit talking about the elements of a good narrative and looking at an example of a personal narrative that contains all the narrative elements. Next, we review the writing process and begin working through the five steps of the process: prewriting, drafting, revising, editing, and final draft.

It's hard to believe we have already reached the end of first quarter. Thank you for taking the time to read the middle school newsletter. It is a great way for you to stay informed about what's happening in the middle school.





7th Grade Science

By Mr. Vande Kieft

Currently, the 7th graders are exploring the vastness of space in our Earth in the Universe Unit. To kick off our exploration, each student posted a question that they had about space on our "I Wonder Wall" to learn more about the wonders beyond Earth. The 7th graders then read various scientific articles to better understand what lies beyond Earth, our Solar System, the Milky Way Galaxy, and out into the universe. To gain a better understanding of how small the Earth truly is in comparison to the Sun and the rest of space, each class period created their own Solar System Scale Model. First they created a scaled version of a feature of the Solar System that they and a partner researched, and the following day we ventured out to the Activity area to position our Sun, planets, and Moon to complete our scale model to measure the distance between all of the features of our Solar System. We then traveled through our Solar System in a Virtual Reality tour using Google Expedition where we were able to view the various aspects of the Universe. As part of our tour we visited the Sun, each planet, and our Moon while small groups presented the unique aspects of each feature of our Solar System that they had researched earlier in the unit.

The focus of our exploration then shifted to "Why doesn't the Earth fly off into space?" as we experimented with the importance of gravity and inertia in maintaining the Moon's orbit around the Earth as well as the Earth's orbit around the Sun using an online simulation. This led to our discussion about the movement of the Earth, Sun, and Moon in regards to Lunar and Solar Eclipses and the various phases of the Moon. To gain a better understanding of how the movement of the Earth, Sun, and Moon create these phenomena, we created actual eclipses and moon phases using a 3-D "moon" and light source. Finally, the 7th graders ended their journey with a virtual trip to the Grand Canyon to explore the various rock formations and fossils, also to understand how scientists determine the age of the Earth.

In November, the 7th graders are going to be challenged to create their own roller coasters as we channel potential and kinetic energy for a thrilling ride in Physical Science.



Wieking's World

By: Mr. Wieking

It is hard to believe that the first quarter has already passed! It seems like time is flying by, but I suppose that happens when you are having fun. The past month or so the geography class has worked our way through the layers of the earth, the atmosphere and most recently the different climate zones. Since the students all have their own chromebook we've been using different tools of geography that are made possible using digital technology. We've had some great conversations and discussions about climate change and how our earth continues to change over time.



Following our physical study of the earth we'll look at human characteristics, specifically, culture. We'll talk about what makes up culture and how our cultures continue to change. Our geography class will discuss where people around the world are living, what they are doing for work, and how they are changing our environments. I hope to have a great classroom discussion about different uses of resources from around the world.

Before Thanksgiving we'll begin to learn about the United States and Canada. While many of us are familiar with our states in our region we'll dig a little deeper into some states that might be a little new or different from Iowa. It has been a great year so far and I feel blessed to be able to teach in such a great district with such hard working and caring students. If you have any questions or concerns feel free to contact me at bwieking@mocfv.org

7th Grade Math

By: Mr. Baker

In math we are continuing to learn new math skills each day. I feel like the pace has ramped up and keeping caught up with assignments is essential to their current success. Recently we just finished up chapter two which dealt with integers. We used several real life examples of integers, played some fun games such as Coordinate Battleship, and used different scenarios to remember how to handle adding, subtracting, multiplying, and dividing integers. We are now working our way through chapter three dealing primarily with fractions. A new step is added each day, which makes understanding the homework the night before very important.

I want to also thank you for all your support, encouragement, and assistance you have provided your son or daughter during the first quarter of school. Overall, the students have done a great job so far this quarter, and I look forward to working with each of them the rest of the year! The material will continue to get more difficult, so encouraging your son or daughter through some upcoming frustrating moments will benefit them greatly. Please contact me if you have any questions or concerns at bbaker@mocfv.org.



MOC-FV Middle School Orchestra on the Go!

By: Mrs. Haverdink

On Wednesday, October 18, the middle school orchestra participated in the NW Iowa Middle School String Festival hosted at Storm Lake High School. Approximately 300 students from eight different schools attended this festival. Our guest conductor was Dr. Brad Miedema from Sioux Center, Iowa. He is a professor of music at Dordt College. He held large group rehearsals with the orchestra offering helpful tips throughout the day as they prepared for the concert later that day. At the end of the day he commented, "You have no idea how much fun it was working with these wonderful young people. I had a blast! These young people have been amazing to work with."

Here is what some of the students said about the day when asked what they enjoyed about the festival:

"I enjoyed meeting new people and seeing a different conductor's perspective on these pieces of music and how they should be performed. We benefit by gaining the gift of friendship and community, as well as a whole lot of practice on our instrument when we participate in events like this." Luke Van Wyk, Viola

"I enjoyed that we got the chance to go out of town and share our music with an audience. Something I feel everyone gained was the patience to practice all day and make beautiful music. Our guest conductor was awesome and made us excited to be playing. Wednesday was a very fun day!" Maddie Schwarck, Viola

I'm very proud of the students for working so hard to prepare for the festival and for representing our school and community in such a positive way!

The next project for us will be to prepare Christmas music to share at our school Christmas concert and at the area nursing homes.

Students will also have the opportunity to audition for the NW Iowa Middle School Honor Orchestra Festival which will be held at Dordt College in January. Our recorded auditions are due by Thanksgiving. They will be required to play 3-4 short portions of the concert music and two selected scales for their audition. We wish all of them well!





Niehus News

By: Mrs. Niehus

We are just wrapping up the unit centered around the second signpost for fiction, Aha Moment. With this strategy/signpost readers learn to pay attention when a character says something that indicates he/she has realized something important, for example, “It hit me...” “I suddenly understood...” or “Now I knew why...” This is an Aha Moment. Once we have identified the Aha Moment, we ask ourselves a question. For this signpost, the question is “How might this change things?” Answering the anchor question helps students notice character growth, make inferences about conflicts in the plot, and sometimes even start to notice what the author wants the reader to know or understand about life or human nature, the theme.

From Aha Moment, we will move into identifying Tough Questions where, you guessed it, the character asks him/herself a really tough question. When students notice those moments, they will ask themselves, “What does this question make me wonder about?” The answer to this anchor question is also helps students make inferences about conflicts in the plot, and helps to identify the author’s message, the theme.

For each unit, we read one short story together, practicing and using the signpost, then we add a nonfiction piece with the same theme and a poem, learning strategies for nonfiction and poetry along the way. My hope is that by using these signposts students will become better critical readers and more independent readers, able to see important pieces of the text for themselves, and know how to think about them once they have identified them. The best way for parents to help students with these signposts is to ask your students about the books that they are reading. Being able to discuss literature is key to comprehension.

Along with our signpost work, 7th grade literature students will always have quarterly book logs. Students contract for a grade, reading 4 books for an A, 3 for a B, or 2 for a C. In order for a book to “count” for a student, they must also complete a book talk, thereby earning my initialing of their book log. (Longer books count extra, so students are not discouraged from reading thicker, more challenging books.) An especially important thing for parents to know is that the amount of reading we do in class is not enough to meet this goal, so plan that your student should be reading at home every night.

Finally, we are continuing to try to build vocabulary. We work on vocabulary on Tuesdays and Thursdays, and we pattern around a two week framework for each unit of words. Words have Greek and Latin roots, and the hope is that students begin to be able to pick apart words and figure out their definitions based on the root parts in the word. So far, students are doing a nice job on vocabulary, so if you have helped your student to study for a vocabulary test, thank you. It is paying off.

Thank you for all that you do to help your students be successful here at school. If you ever have any questions, please do not hesitate to send me an email (rniehus@mocfv.org).



8th Grade Social Studies

By: Mrs. Oolman, Mr. Mouw, Mrs. Hoogveen, Mr. Boone, Ms. Van Wyk

We continue to study and collect current events each week. In addition, we urge students to regularly watch or listen to the daily news. This helps when we do a News Bowl activity in class. This is a program we purchased that allows the kids to answer questions in a variety of subject and content areas. It’s an excellent way to keep up with current events. Current Events are an interesting activity that often generates some excellent discussions!

We are currently studying colonization. Following a formal study on colonization out of the textbook, we will take a look at Veteran’s Day and its importance. Following this, we will begin studying the road to the Revolutionary War!

8th Grade Science

By: Mrs. Hoogeveen



We just finished up “getting dirty” while investigating weathering, soil types, and soil conservation methods. While you are traveling around and before the snow flies, see if your son / daughter can identify several different types of soil conservation methods in our area. I greatly appreciated all the photos the students sent of the diff types of soil conservation method in the area. The students had to really look for these methods in some unusual places (golf course, road construction, athletic fields, etc.) This was a great reinforcement of what they have learned in class. You may want to share how weathering and soil erosion affect your daily life.



The eighth graders have now shifted gears and are concentrating on erosion (moving materials from one location to another). We are investigating wind, mass movement and glacier erosion. So far, we have been exposed to 6 different types of mass movement and ways to identify them.

The eighth graders will be spending the majority of time exploring glaciers and how they relate to Northwest Iowa. Here are just a few of the glacier topics to ask your young adult about:

Plucking

Ocheyedan Mound

Loess Hills

Bergy Bits

Yosemite Park

Minnesota kettle lakes

Cirques

Arete

Glacier quakes

Okoboji Lake formation

Calving

Growlers

We will end the unit with wind erosion and the formation of sand dunes.

Our next focus will be on water erosion. We will investigate surface water, ground water, and shoreline erosion. The students will create models on different topics dealing with water erosion and deposition.



8th Grade Literature

By: Mr. Boone

In 8th grade Literature we are currently reading *The Outsiders* by S.E. Hinton. Throughout the book we will be working on reading strategies and signposts, which help us make connections, inference, synthesize and determine the importance of the text. Since the book is filled with action and many teenage applicable life issues, we have had great class discussion. Students have been divided into teams of 3 to 4 and are given team roles in which they need to prepare and bring to their conversations. The discussion roles focus on students generating higher-order discussion questions, making connections, and determining important passages in the book. The following is a list of five essential questions we are processing throughout the book:

How do social groups play a part in school?

How does someone's appearance affect how others view him or her?

How do you define the word “family”? Does a family mean different things to different people?

What do you think contributes to violence or bullying among teenagers? What can be done to prevent teen violence or bullying?

After finishing the book, we will be watching the video and writing a final essay. I believe watching the video is a great way for students to compare the visual image of a movie to the visual image they have created in their mind while reading the book. During this novel I have been proud of their willingness to think deeply and wrestle with difficult questions.

Finally, I want to continually stress the importance of independent reading. Practicing and learning to enjoy reading is absolutely essential to improved reading rate, accuracy, and comprehension. I would ask for parents to engage their child in a conversation about a book they are reading on their own or discuss a book or article you have currently read.

8th Grade English

By: Mrs. Oolman

The Me Collection Unit....what is that all about, you ask? Well, here's the guiding or essential question posed to students for their first formal writing unit in 8th grade English:

Me Collection Guiding Question:

You are the author of your life. Things, objects, people, pets, places, hobbies, activities, events, and experiences help to make you who you are. With this in mind, what three "things" make you who you are? What has shaped you into the person you are right now?

It is always rewarding to watch students assess important things or people or experiences in their lives and then do some reflecting on the importance of these. The assignment is in two parts and covers several of our "essential learnings" or "common core objectives". One part will be a formal written paper and the second a speech on one of the objects written about in the paper. You may be asked to help have something important or special at school for your son or daughter to share!

Following the Me Collection writing pieces and speeches, students will be graphing their effort and their grades on the writing project. Additionally, they will use the feedback from the assessment I did for setting growth goals on the next writing project.

Something new I've added this year is a Bell Ringer activity for each day of the week. On Monday we do "Monday Mistakes" and try hard to find all the errors in a piece of writing. "Tuesday Terms" is a day to learn or review two vocabulary words. "Wednesday Wise Words" asks the kids to read a quote by a famous person or author. Then, the kids explain what it means to them, if they agree or disagree with the quote or not, and to provide a real life example of the quote. "Thursday Thoughts" is a response to a short video (from YouTube). So far, we've seen videos that ask our views about age and about a time when we've been surprised. We end each week with "Friday Figurative Language" where the kids are given sentences and they find the kind of language that is different than the literal interpretation. I collect at the end of each week! The kids seem to enjoy it, and I love reading the responses they are generating!

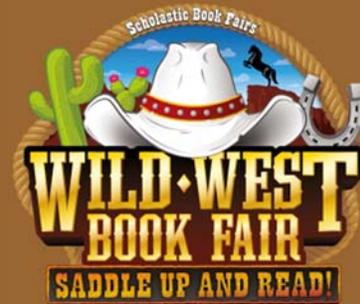
We continue spelling each week and will continue (after the Me Collection unit) with our next unit on sentences---compound and complex.



Wild West Book Fair



The Wild West Scholastic Book Fair has ridden off into a beautiful sunset. Thank you so much for your support of this event! Because of your interest in books and enthusiasm for reading, the goal set for our fair was exceeded. Thanks for encouraging and celebrating reading! More books will be arriving soon for our middle school students!



November 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 7:00am. My Choice	3 1:15pm Early Dismissal	4 NWIBA Jr. High Honor Band Concert at Storm Lake 9:00am-2:00pm IBL Camp Scrimmage
5 Daylight Saving Time Ends	6 Exploratory Cycle 2 Ends	7 Election Day 8th Grade Honor Choir, St. Lake Exploratory Cycle 3 Starts	8	9 7:00am. My Choice	10 10:15am Veterans Day Program 7:00pm-10:00pm Middle School Party Night @ Middle School	11 Veterans Day 9:00am-2:00pm IBL Camp Scrimmage
Makerspace						
12	13 4:15pm BB-B vs Sergeant Bluff-Luton 8 th (H) 7 th (A) 5:00pm School Board Meeting	14 4:15pm BB-B vs Sioux Center 8 th (H) 7 th (A)	15	16 7:00am. My Choice HS & MS OPUS Honor Choir Fest, Ames	17 Iowa Junior Honor Orchestra at Ames 1:15pm Early Dismissal	18
19	20 2 nd Qtr. 3 Week Grade Check 4:15pm BB-B vs Boyden-Hull 8 th (H) 7 th (A)	21 4:15pm BB-B vs Sibley-Ocheyedan 7 th (H) 8 th (A)	22 No School	23 No School	24 No School	25
26	27 4:15pm BB-B vs Central Lyon 7 th (H) 8 th (A)	28 4:15pm BB-B vs LeMars Middle 7 th (H) 8 th (A)	29	30 7:00am. My Choice 4:00pm BB-B vs Sioux Center 7 th (H) 8 th (A)		

December 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 4:15pm BB-B vs Sheldon 7 th (H) 8 th (A)	5	6 2:15pm Hour of Code Activity	7 4:15pm BB-B vs Rock Valley 8 th (H) 7 th (A)	8 1:15pm Early Dismissal	9
10	11 2 nd Qtr. 6 Week Check 4:15pm BB-B vs LeMars 8 th (H) 7 th (A)	12	13	14 Exploratory Cycle 3 Ends	15 Exploratory Cycle 4 Starts	16
Makerspace						
17	18 MS GBB Practice Begins 7:00pm Middle School Concert @ NWC Christ Chapel	19	20	21	22 1:15pm Early Dismissal	23
Winter Break						
24	25 Christmas Day	26	27	28	29	30
Winter Break						
31	Jan. 1 News Years Day	2				
Winter Break						