

# MIDDLE SCHOOL NEWS

MOC-FV CSD

December

2017

### Special points of interest:

- Hour of Code
- Thank You Party Night Chaperones
- Middle School Holiday Concert
- 8th Grade Service Project



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## Hour of Code

December 4-8, 2017 is Computer Science Education Week. As a part of this week, our school will once again be participating in an Hour of Code activity on Wednesday, December 6. During the Hour of Code activity, our school will stop what we are doing and take one hour to learn about computer coding and participate in various activities. Computer Coding is a skill that anyone can learn and is one that is in high demand. Students will be able to participate in an “unplugged” activity (one without the use of a computer) and will have the option to choose one of the three activities that we will have for them. This event is an opportunity for students to learn to write code, problem solve, nurture creativity and prepare students for possible future careers. This year the activities were designed by Sandy Grooms-Meeks and Amanda Van Kley. In addition to these activities, students are encouraged to access self-directed tutorials on [code.org](http://code.org) to keep learning more and more about computer coding. For more information on the Hour of Code, you can visit [www.hourofcode.org/us](http://www.hourofcode.org/us) and [www.code.org](http://www.code.org).

## Middle School Holiday Concert

The Middle School will be hosting a Holiday Concert on Monday, December 18 at 7:00pm. We will once again have the opportunity to host this concert at Christ Chapel on the campus of Northwestern College. This change of venue will be a fun opportunity for our students and allow us to accommodate family and friends who want to attend. Our Holiday Concert will showcase selections from the band, choir and orchestra groups.



December 22 ~ 1:15 p.m. Early Dismissal  
 December 22-January 2 ~ Winter Break  
 January 3, 2018 ~ Classes Resume



**Merry Christmas and Happy New Year**

## 8<sup>th</sup> Grade Service Project

The 8<sup>th</sup> grade service project for this holiday season is a canned food drive. Students are collecting canned goods, paper products, personal hygiene products and boxed goods to take to the local food pantry in Orange City. Our goal is to help those most in need. All students are invited to participate. Thanks in advance for helping our students with their service/community project!



## 6<sup>th</sup> Grade Math

*By: Mr. Boersma*

The sixth graders have recently finished a unit over ratios, rates, and unit rates. The students did an excellent job overall understanding the new unit. It's probably my favorite unit of the year. Our new unit will tie directly to ratios and rates. We will be speaking about percentages, decimals, and fractions. It may be one of the most useful things that we do all year. If you ever shop, use coupons, etc... you'll know what I mean. Kohl's shoppers, you know the joys of the 30% coupon. What is 30% off of a \$39.99 toaster? We will be working with students on solving that exact type of problem on paper, on a calculator, and mentally.

As I was writing grades in planners, I noticed several students who had a grade lower than in the first quarter. There were two major reasons for that: low assessment scores, and low daily scores. I'd like to address each. Studying for tests can be one of the most valuable, longest lasting skills learned in middle school. Using pretests and study guides, we should never hear "I didn't know what was on the test." A little preparation and asking questions should eliminate that excuse. If you would really like for them to raise their grade, email me about a retake. Finally, daily work. If you look at your child's daily grade and notice a 0 or 1, there was an issue. Either it wasn't done well or it was turned in late. If it's a Study Island assignment, a 0 means that it wasn't completed in the given week. A one means that it was completed, just not to a blue ribbon standard, 100%. Study Islands can be redone over and over until that blue ribbon is completed. As always, please never hesitate to ask questions if there is something that you don't understand. I am always glad to clarify something that your child tells you that just doesn't quite make sense.



## 6<sup>th</sup> Grade Reading . . . Read All About It!

*By: Mrs. TeGrotenhuis*

The sixth grade literature classes be will finishing up a non-fiction unit about young heroes during the month of December. We have been reading about one of the youngest Nobel Peace Prize winners, Malala Yousafzai. Malala is a young girl from Pakistan who was shot by a terrorist group for standing up for her belief in the right to be educated. Students have been introduced to vocabulary such as *Taliban*, *oppressive*, *terrorist*, and *refugees*. In addition, we have been working on a variety of non-fiction reading and writing skills including finding the main idea and using text evidence. Students have learned that we often take our own education for granted when we learn about what Malala and her friends have been through simply to learn. We have also viewed part of her acceptance speech and have become familiar with the risks that people like Malala go through every day. Because it becomes difficult, though, to relate to Malala's world, the students also read short articles and viewed videos about other young heroes right here in the United States. These young heroes made an impact in their community and prove that all of us can do things to positively influence others. Near the end of this unit, the students will be constructing a piece of writing in response to what they have learned about these young heroes.



As we get closer to Christmas, we will read a dramatic version of the story *A Christmas Carol* by Charles Dickens. The students will enjoy reading this classic tale out loud in class. If time permits, the students will write a response about how they want to be remembered when they are gone. I look forward to seeing what is important to our sixth grade students. While some discuss athletics and music, other students focus more on their character and how we treat others.

Please continue to encourage your child to read daily and fill out his/her reading log. By the middle of January, your child should have read at least three different types of genre for the second quarter. Thanks for all you do for our students to help them succeed!

## Our Corner of History

*By: Ms. Van Wyk*



In 6th grade world history, we recently used a website called ThingLink to create a digital poster comparing and contrasting ancient Egypt with modern Egypt. I encourage you to ask your child about their posters as they were well-designed and informative, and I was impressed by their final products! In our new unit on Mesopotamia, we've been learning about Hammurabi and his code of law, and how important written laws are to our society. Currently, each student is working with a group to invent their own city-state and laws which they will be presenting to the class. I am thankful for the enthusiasm and effort that students are putting into their city-states and am thrilled to see their critical thinking and problem solving at work! Following Thanksgiving Break, the next stop on our global history tour will be Ancient India.

In 8th grade, we have just begun our unit on the road to the War for Independence. Prior to this, we were fortunate to have the opportunity to help prepare for Veteran's Day at our school. Each student had to interview a veteran, a loved one, a family friend, the spouse of someone who served, etc.—and ask several questions about what it was like to serve in the U.S. military. Each student also did some individual research to learn something new about Veteran's Day or the military and had the opportunity to share their findings with the rest of the class. It is my hope that as a result of our classwork, these students came to appreciate the true cost of the freedoms we enjoy in the United States even more.



### 6th Grade Science

*Mr. Hoebelheinrich (Mr. H)*

Over the last month the 6th graders have finished up on their chemical changes demonstrations. We researched, and then presented a chemical change to our fellow classmates. Once our chemical demonstrations were done, we jumped right into the four states of matter, and changes in our states of matter. We compared the similarities, and differences between solids, liquids, gases, and plasma. Once we had a better understanding of the four states of matter we were then able to jump into the different changes of matter. We learned about evaporation, condensation, sublimation, freezing, melting, and are now understands whether or not these changes require more energy, or require getting rid of energy.

The next step the 6th graders will take after Thanksgiving and to finish off the second quarter will be to finish physical science, and begin talking about the human body starting with cells! We have just started talking about atoms, elements, compounds, and mixtures. The students will then work through mitosis which is basic cell division in our bodies. This allows your child to grow and replace their damaged or worn out cells. Once we finished mitosis, we will jump straight into meiosis, which is used when it is time for organisms to reproduce. Once we finish the basics about our human body, we will jump into the systems of the body to start off our third quarter.



### More and More Grammar in 6th Grade English

*By: Mrs. Jacobsma*



We have finished the grammar unit on nouns. I think one of the most important lessons learned in this unit is the need to study for tests. I hope the 6th graders have begun to understand that what teachers mean when we say study for tests is, ironically, STUDY for tests.

Next, we will create a dialogue which focuses my authors on the complex parts of writing good conversation before adding it to a story. These are short pieces of writing but powerful nonetheless. Following this writing, we will begin a grammar unit on verbs. We will spend most of the days between then and Christmas break working on this critical part of speech. We will work to identify them and then use them in writing. Making a powerful piece of writing is connected to their choice of verbs. They are under-estimated and under-appreciated parts of speech that make a significant change in writing when used on purpose.

## 7<sup>th</sup> Grade English

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*Mrs. Van Regenmorter (V.R.)*

Since the previous newsletter, the seventh grade English students have been busy. One of the things they did was a mini-unit for Veteran's Day. Each year our middle school hosts a Veteran's Day program. We prepared for Veteran's Day and the assembly by reading an article about school desks and veterans. Students also had a very, very, very, very small taste of sacrifice and being grateful when they didn't have tables and chairs for their English class period one day. If your son or daughter has not already let you know about this day and what we did to remember and honor our country's veterans, please ask them. I hope the seventh graders have become more aware of what others have done and are doing so they may have a chair, a table, and many other things in their lives.

After Veteran's Day, the seventh grade English students have been reviewing and learning some new things about capitalization. The capitalization unit is not very long, so the test will be right after Thanksgiving. After the capitalization test, students will work to edit a Reader Response Write that they complete for both English and Literature classes. Then we will move on to . . . punctuation. We will take on the most challenging punctuation mark first—the comma. After commas, we will continue to learn about other punctuation and its correct use in our writing. We then will have a final test over the unit, but the actual test will be if they are able to punctuate their own writing correctly. This "test" will occur for the rest of the year as we continue to write. I want my students to know that the reason we learn how to correctly use punctuation is to make our writing easier to read and understand.



That updates you on what is happening in 7th grade English. Thank you for taking the time to read the middle school newsletter. By reading this newsletter, you stay informed, and it also gives you opportunities to talk to your son or daughter about school and what they are learning.



### Wicking's World

*By: Mr. Wicking*

Well, another month has come and gone and the holidays are right around the corner. We just wrapped up our culture unit where we learned about different people and their culture. Our class covered a variety of topics like economy, religion, and government. I was really impressed with the conversations and dialogue our students had about topics that were maybe new to them.

We took some time to discover different types of governments found throughout the world. As our world becomes increasingly interdependent and globalized it's important that our students can recognize and understand government structures. We'll use different current events to help reinforce our learning on this topic.

After our project students will begin studying Unit 4 which covers North America. We will briefly look at the United States and Canada, while spending a bit more time studying parts of Central America and the Caribbean.

It has been a real pleasure working with your student so far this year. Even though we've only been in school for a few months I am already seeing academic growth and maturity. Thank you for being committed to the academic success of your student.

### Thank You Middle School Party Night Chaperones

The Fall Party Night was held on November 10 from 7-10pm. Students had an enjoyable evening of playing games, playing ping-pong, watching movies, socializing, and dancing. Royal Entertainment provided the music for the evening and fun was had by all. Thank you to the parents and staff that volunteered to chaperone for the evening; your help was appreciated.

## Niehus News

*By: Mrs. Niehus*



We are wrapping up our unit on fiction sign posts by identifying and using them as we read the novel *The Giver*. This book is a Newberry Award winner by Lois Lowry. Along with using the signposts, we will focus on several essential learnings - building vocabulary, reading grade level work, knowing literary devices, and responding to reading in order to show comprehension.

(This book will count as one of the four students can read this quarter to earn a top score on their independent reading logs, but they need to keep reading on their own as well if they wish to have four books done by the end of the quarter.) In addition to reading the novel and answering discussion questions, students will have comprehension and vocabulary quizzes every six chapters. These vocabulary quizzes take the place of our Greek and Latin vocabulary lists.

The novel is about a small community that has attempted to get rid of many of the world's greatest problems – hunger, racism, war, and poverty – but of course there is a price. With the solution for each problem, a freedom has been forfeited. At first the reader is lured into thinking that this is a perfect society, but as the main character starts to understand the price that has been paid to create his utopian world, he decides the price is too high. Ultimately, that becomes the conflict of the novel as the main character attempts to force the community to change. We will hopefully have some deep discussions about whether the character is making the right choice by forcing the community to change and returning all of the social problems of the past to the community. The novel ends with the message that we have to care about others and our world, “it is the meaning of everything.” It is a powerful message for all of us, and we often tie it to our 7<sup>th</sup> grade service project. This year the senators have decided to host bake sale / concession stands in order to raise money to donate to St. Jude Children's Hospital. This is an awesome service idea, and I am touched by the heart of the senators that came up with this idea for us.

The novel unit usually takes us quite a while, as we read about one chapter a day. Look for students to have their books home often, and help them out by asking them what is going on. Explaining the book to you is a great way to reinforce their comprehension of it.

It is hard to believe we are nearing the halfway point of the year. Thank you for all that you do to help your students be successful here at school. They are a great group, and I am thankful for their positive, upbeat attitudes each day.



## 7th Grade Math

*By: Mr. Baker*

What a fun start we have had to our year in math! I can't believe how fast it is going and all that is being learned. In math we are learning about equations and inequalities, or better known as pre-algebra concepts. While some people may view algebra and variables as a foreign language, I would like to encourage both students and parents to approach this chapter with a great attitude. Great effort will be necessary as we learn new concepts, and I know that a great deal of learning will occur if everyone carries a learning mindset. This may be the most difficult unit we learn during 7<sup>th</sup> grade, but can also be a fun one. I want to encourage students to finish strong before the Christmas break!



## 8<sup>th</sup> Grade Literature

*By: Mr. Boone*

The 8th Grade Literature class has finished reading *The Outsiders* and wrapped up by writing an essay focused on two themes – stereotypes and overcoming adversity. I look forward to reading the students' thoughts on these two themes and the connections they have been able to make to their personal lives. We will finish the unit with a fun Breakout activity using the book for the clues. A Breakout is similar to the popular Breakout Rooms. This is a great team building, leadership, and problem solving activity, while using content from *The Outsiders*.

Following *The Outsiders* unit, the 8th grade will begin a Holocaust unit that is shared between the English and Literature classes. The 8th grade English class will focus on reading *The Diary of Anne Frank* play, viewing *The Diary of Anne Frank* movie, and writing two essays tied to the play and movie. In Literature students will read historical fiction on the Holocaust, identify a topic, research the topic, and present all they have learned to their class. Students will need to identify a unit goal to provide a foundation for their research and a purpose for presenting their information to the class. The goals for the unit can be found below.

### Unit Goals

1. *Develop an understanding of the causes and effects of prejudice, racism, and stereotyping.*
2. *Explore the dangers of remaining silent, apathetic, and indifferent in the face of oppression of others.*
3. *Think about the use and abuse of power and the roles and responsibilities of individuals, organizations, and nations when confronted with civil rights violations.*
4. *Develop an appreciation for democracy. Democracy needs to be appreciated, nurtured, and protected.*

The 8th graders will begin the unit with a Holocaust brainstorm – gathering previous knowledge and asking questions they would like answered about the Holocaust. Next, students will build background knowledge of the Holocaust by reading a series of articles and viewing videos from the United States Holocaust Memorial Museum website. Another important component to introducing the Holocaust is to learn through stories. Students will select an independent reading book on the Holocaust and provide a book talk after reading the novel. As students read their novel, I will be reading excerpts from *Night* by Elie Wiesel. We will be focusing on Notice and Note Signpost – clues in the text that help readers comprehend and think about the book at a deeper level. These activities provide students a strong foundation to the events leading to, during, and after the Holocaust.

Please continue encouraging your child to independently read. Their challenge for the 2nd quarter is to read four books, in which one of those books needs to include a book on the topic of the Holocaust time period. Independent reading on a daily basis is a key component to your child's improvement as a reader. Thank you for encouraging and setting aside time each day for your child to read. If you are looking for some Christmas gift ideas for your child, giving them books is always a great option.

## 7th Grade Science

*By: Mrs. Vande Kieft*

Why do two objects fall and hit the ground at the same time? What do magnets have to do with my earbuds? How does electricity make my hair stand up when I rub it with a balloon? The 7<sup>th</sup> graders are working to answer these questions and many more during our Forces and Interactions Unit where we are busy trying to answer our Big Question of “How do objects interact at a distance?” So far, each class has examined gravitational force and the effect that changes in mass and distance can have on the attraction of gravity. Through our investigations, the students examined the importance of inertia in staying in your seat in an upside down roller coaster and also while dropping objects with different masses from various heights.

In December the 7<sup>th</sup> graders will be taking a more in depth look at the effects of electricity and magnetism and how each can impact objects without any contact between them. Our exploration of electricity and magnetism will conclude our studies for the Forces & Interactions Unit. During this month, each class will compare various magnets shapes and sizes to see their effect on the attraction or repulsion of other objects from a distance to prepare them to design a Magnetic Car to race to the finish line. Our final investigations before break will be examining how electricity works and why static electricity tends to happen in the winter.

Once we have returned from break, the 7<sup>th</sup> graders will apply what they have learned about force, motion, inertia, gravity, magnetism, electricity, etc. and apply it to changes in energy. During our unit on energy the students will virtually experience a thrilling ride on a roller coaster with the various changes in energy. Then, each section will be presented with a problem to solve – Can you create the most exciting roller coaster for a theme park? Groups of students will then have the opportunity to design, create, and test their own roller coaster creations. Finally, we will relate forms of energy to the Winter Olympics and its various events to determine what really makes the difference between the gold, silver, and bronze medals.



## 8th Grade Social Studies

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

We spent about a week on Veteran’s Day research. In addition to learning about America’s Wars, it was REALLY cool to see the kids get excited to go and research information on a veteran who was a family member, a friend, or someone who has served our country in general. It was an awesome experience watching the kids read the Google slides created by their classmates. The kids made a wonderful “Wall of Veterans” on Google slides as a tribute to our guests who came for the Veteran’s Day Program on November 10th. Many of the slides were accompanied by pictures, and that made the show even more meaningful! So many veterans said “Thanks!” to the kids for their neat work! Additionally, we enjoyed viewing The Greatest Generation featuring Tom Brokaw and reading a story entitled “The Things They Leave Behind.” Current event topics during veteran’s day week included research about any topic having to do with any war or something military. Many of these presentations were also fantastic!

The Revolution! We are studying the American Revolution! Chapter 7 outlines the colonists’ anger at Mother England and her many taxes. “No taxation without representation” was the battle cry of the colonists! The study of the events leading up to the Revolution will be completed around Thanksgiving. The Disney version of Johnny Tremain (a time period piece) will be shown to students. When we return from Thanksgiving, we’ll continue our study of our struggles to define a democratic society of our own once we’ve gained our freedom from England.

Current events continue most Fridays. Encourage your son or daughter to study regularly for tests and to prepare for writing the essay test answer! Study materials include flashcards created for kids, Quizlet reviews created for kids on the computer, all study guides, and all bell ringer review sheets (tan), plus outlines or fishbones for essay writing.

## 8<sup>th</sup> Grade English

By: Mrs. Oolman

Students recently began their study of Anne Frank. The unit has three goals:

- *Learn the story of Anne Frank.*
- *Learn to be a critical reader / viewer / thinker.*
- *Learn how to write a compare / contrast essay.*

We began our study with background information on Anne Frank and other Jews~ **Over one million children under the age of sixteen died in World War II, not because of the bombs, but because they did not fit in as Hitler's image of the "perfect" German.**

Many children and their parents living in countries, which had been invaded by the Germans, were imprisoned and killed because they were Jewish.

Jewish people follow the religion known as Judaism. They are known as "Jews".

### Who was Anne Frank?

Anne Frank was an ordinary German Jewish girl. She enjoyed playing with her toys, riding her bike, and going to the seaside.



### Why is Anne Frank famous?

Anne Frank is well known because of her diary. It was first published as a book, in Dutch, in 1947. Since then, millions of people have read the thoughts and hopes of one young girl who was forced into hiding during WW II and have been inspired by them.

### Why were Jews imprisoned and killed during World War II ?

Hitler wanted to create what he saw was the perfect German, this meant that anyone who did not fit into his perfect image was persecuted (ill treated) and/or killed. Hitler persecuted German citizens who were Jewish, Gypsies, or otherwise "undesirables".

### How many people were killed because of their religion?

By the end of World War II, six million Jews were killed because they were, in Hitler's eyes, 'different'.

### What was life like for a Jew living in Germany?

Anne Frank and other Jews were forced to think they were lower and inadequate to everyone else just because they had a different religious belief.

Because of this, Otto Frank, Anne's father, emigrated to Amsterdam, Holland. He and his family, including Anne, were not safe there either because Germany took over Holland in December 1940.

Many laws were passed saying what Jews could and couldn't do, Anne describes some of these in her diary:

**"Jews were required to wear a yellow star, Jews were forbidden to use trams, Jews were required to turn in their bicycles, Jews were forbidden to use any public sports centres, Jews were not allowed to watch any form of entertainment and so on"**

### Why is Anne Frank's diary important?

Through her book, *The Diary of Anne Frank*, people all over the world are able to see what life as a persecuted Jew was truly like during World War II, thus gaining an appreciation for the sacrifices people made in the struggle to stay alive.

Anne describes in her diary how she felt while she was in hiding, and how it was very hard to survive in such a small living space.

**When did Anne receive her diary and what was the occasion?** Anne received her diary on her 13th birthday in 1942, a gift from her parents.

**What did she name her diary?** Anne called her diary "Kitty".

Anne Frank did not become famous until after her death in the Bergen-Belsen concentration camp and after the liberation of all concentration camps. Otto Frank, the only surviving member of the people hiding in the Secret Annex, later had Anne's diary published.

### Activities with this unit will include the following:

- ◆ *Reading the play *The Diary of Anne Frank*.*
- ◆ *Watching the movie *The Diary of Anne Frank*.*
- ◆ *Taking note of major differences between what we read and what we are seeing in the movie and then comparing / contrasting both of these to what we KNOW to be her true story.*
- ◆ *Writing a compare / contrast essay.*
- ◆ *The kids do a lot of writing during the unit. A pre-unit assessment of what they know about prejudice and the Holocaust. Some responses about Anne's life. An essay on a hero. The compare / contrast essay. And, finally, a summarizing response to what they have learned about prejudice, intolerance, Anne Frank, and the Holocaust and HOW they will apply their knowledge to their own lives.*

## 8th Grade Science

*By Mrs. Hoogeveen*

**“Water is the driving force in nature.” Leonardo de Vinci**

This unit, the class transformed into hydrologists! Each young hydrologist researched a specific topic on water erosion to inform the class. Through a wide variety of projects, we went on an adventure to understand more about the complex water system of earth.

First, we learned about stream erosion and development. The students showed how streams erode using the particles that water carries. We compared characteristics of the three stages of stream development (young, mature, old) and applied our knowledge by identifying features on The Floyd River, using the Alton topographic map.

Not only did we learn about the abundant water on the surface of the earth, but we also explored how water moves through the different layers of the earth. We became aware of how humans impact the quality and quantity of groundwater. In our efforts to be conscious consumers, we discussed the sources and dangers of groundwater pollution as well as ways we can decrease groundwater pollution.

We took a virtual road trip around the United States to locate water formations. One of our main stops was Yellowstone National Park, most famously known for its many geysers. We also discovered less known features in the park that are worthy to be explored – mud pots, mud volcanoes, hot springs, and fumaroles to name a few! We also visited the Bonneville Salt Flats, a flat expanse of salt left from the evaporation of a body of water.

As we continued our virtual tour, the students went spelunking to explore cave formations such as stalactites, stalagmites, soda straws, columns, flowstone, and even cave bacon! Our trip took a detour to an unusual cave in Mexico where we learned about snotites. We also investigated the effects of caves collapsing, causing sinkholes.

We concluded our adventure with the transformation from a rocky shoreline to a nice sandy beach. Rocky structures found along our west coast are sea stacks, sea arches, and sea caves. Sand formations on our eastern shore are tombolos, spits, barrier islands, beaches, and more. We put the students to the test as they identified these features on a Tom’s River map.

In early December, we will focus our attention in a new direction – plate tectonics, earthquakes, and volcanoes.

### Middle School Orchestra Shares Musical Christmas Tidings

*By: Mrs. Haverdink*

On Wednesday, December 20, the middle school orchestra will share their Christmas music with the residents of the area retirement homes. The following is an itinerary for the afternoon:

*1:00 Load the bus*

*1:30 Perform at the Pioneer Home*

*2:30 Perform at Prairie Ridge Retirement Home*

*3:05 Arrive at the Middle School*



Students are asked to wear good school clothes for the performances. They will be asked to make up the work they will miss from their academic classes before they go. **The blue homework sheet must be completed and turned in by Monday, December 18 by 3:00 p.m. to the middle school office in order to participate in this event.**

They need to bring their instrument, music, and a labeled wire music stand.

On Monday, December 18, at 7:00 p.m. the orchestra will perform their Christmas music at the Christmas concert at Christ Chapel at Northwestern College. **Students are asked to wear their concert white/black attire and arrive at 6:15 p.m. to tune their instruments.** Come and enjoy the sounds of the season!

# December 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 4:15pm BB-B vs Sheldon 7 <sup>th</sup> (H) 8 <sup>th</sup> (A)	5	6 2:15pm Hour of Code Activity	7 7:00am My Choice  4:15pm BB-B vs Rock Valley 8 <sup>th</sup> (H) 7 <sup>th</sup> (A)	8 1:15pm Early Dismissal	9
10	11 2 <sup>nd</sup> Qtr. 6 Week Check  4:15pm BB-B vs LeMars 8 <sup>th</sup> (H) 7 <sup>th</sup> (A)	12	13	14 7:00am My Choice  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 7:00am My Choice  Winter Begins	22 1:15pm Early Dismissal	23
Winter Break						
24	25 Christmas Day	26	27	28	29	30
Winter Break						
31						

# January 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 New Year's Day	2	3 School Resumes MS Wrestling Practice Begins	4 7:00am My Choice	5	6
Winter Break						
7	8 6th Grade Honor Band at S. City East	9	10	11 7:00am My Choice	12 End of 2nd Qtr	13 Youth Girls BB Tourney
14	15 No School Teacher In-Service NWI Honor Choir at Dordt College 4:15pm BB-G vs Sioux Center 7 <sup>th</sup> (H) 8 <sup>th</sup> (A)	16 Begin 2 <sup>nd</sup> Semester 4:00pm BB-G vs Sergeant Bluff-Luton 7 <sup>th</sup> (H) 4:15pm 8 <sup>th</sup> (A)	17 ILCC Jazz Festival	18 7:00am My Choice	19 4:15pm MS Wrestling @ MOC-FV MS 5:00-7:00pm MOC-FV Taco Feed	20 Youth Boys BB Tourney
21	22 4:15pm BB-G vs Boyden-Hull 8 <sup>th</sup> (H) 7 <sup>th</sup> (A)	23	24	25 7:00am My Choice MS & HS Honor Orchestra at Dordt College 4:15pm MS Wrestling @ Sibley Ocheydan	26 1:15pm Early Dismissal	27 Youth Boys Basketball Camp
28	29 4:15pm BB-G vs Sibley-Ocheydan 7 <sup>th</sup> (H) 5:15pm 8 <sup>th</sup> (H) 4:15pm MS Wrestling @ West Lyon	30	31			