



# Parent Newsletter

## March 26-30

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\*Please click on the link below and respond to the **VBSD parent survey** based on your experiences with the Freshman Academy. Your opinion is important to us:

<https://goo.gl/forms/pOkG3aCM2YK3ycAz2>

### School News:

- Spring Break March 17th-March 25th! Enjoy your break.**
- Parent Teacher conferences will be held Tuesday, March 27th and Thursday, March 29th from 3:30 to 6:30. Students will be released at 2:00 on both of those days.**
- The high School counselors will in our building Monday, March 26 and Wednesday, March 28 to register 9th grade student for their 10th grade year.**
- No School Friday, March 30**
- Freshman Academy students will visit the University of Arkansas at Fayetteville on either April 10th, 11th or 12th depending on their color team.**
- NO school on April 20th and 23rd! Enjoy a 4 day weekend.**
- Freshman seminars will be presented during the week of May 14-18.**

**Geometry Parents/Guardians- please read the letter at the end of the newsletter.**

## Lesson Plans:

Core Classes	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	Thesis statements; compile evidence for Literary Essay	Literary Essay - Body paragraphs	Literary Essay - Body paragraphs	Literary Essay - Intro/ Conclusion	No School
<b>Science</b>	Bonding Basics	Bonding with a Classmate	19B Worksheet	Writing Formulas Level 1,2	No School
<b>Economics</b>	Citizenship Pre-Test	*Test Data Assessment *Build Personal Study Guide	*Personal Study Guide Continued	*Personal Study Guide Continued *Kahoot Review	No School
<b>Algebra</b>	Mixed Parent Functions	Composition of Functions	Composition of Functions	Composition of Functions	<b>No School</b>
<b>Geometry</b>	Volume	Composite Volume	Viewpoints	Unit 7 Test	<b>No School</b>

Encore Classes	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Keystone</b>	Enrollment with High School Counselors	Enrollment and 4 Year High School Plan	Enrollment with High School Counselors	"Seek First to Understand Then to be Understood"	<b>No School</b>
<b>Ceramics</b>	Work on bas-relief tile	Work on bas-relief tile	Work on bas-relief tile	Finish bas-relief tile	<b>No School</b>
<b>Journalism/ Yearbook</b>	Edit yearbook pages	Edit yearbook pages	Edit yearbook pages	FINISH YEARBOOK	<b>No School</b>

<b>Art I</b>	Demo & create claymation characters	Continue creating claymation characters	Continue creating claymation characters	Finish creating claymation characters	<b>No School</b>
<b>Drawing/ Painting I</b>	Mural planning	Work on Mural	Work on Mural	Work on Mural	<b>No School</b>
<b>Art History</b>	Finish cave art project	*QUIZ on Prehistoric Art -Info. On Mesopotamia	Mesopotamia II	The "Standard of Ur"	<b>No School</b>
<b>Spanish</b>	Piratas Ch.8	Piratas Ch. 8	Piratas Ch.9	Piratas Ch.9	<b>No School</b>
<b>Spanish for Heritage Speakers</b>	Robo en la noche review Ch. 9-15	Robo en la noche review Ch. 9-15	TEST	Rio	<b>No School</b>
<b>FACS</b> 	<b>Monkey Bread Kitchen Labs</b> Groups Alternate Prep and Bake 			<b>Clean and Return Sewing Kits and Boxes</b>	<b>No School</b>
<b>AFNR</b>					<b>No School</b>

# **The following information is for parents/guardians of GEOMETRY STUDENTS only.**

Hi Geometry parents and guardians! As you are aware, we are working a 3-dimensional project in class. We are super excited because it is one of the most fun projects we do all year! Here is a little Q&A about the project.

## **Q: When did the project start? When is it due?**

**A:** It started last Monday, March 5<sup>th</sup>, and it is due Wednesday, March 28<sup>th</sup> at the end of class.

## **Q: How are the students completing the project?**

**A:** It is a group classwork project so the majority of the project will be completed in class so that each group member may have the opportunity to equally contribute to the project. Students were told last Monday to develop a design and bring shapes. They could buy shapes, bring shapes from home (like cereal boxes), or use class materials to create the shapes by tracing nets.

## **Q: Can the students take the project home to work on it?**

**A:** Students may take shapes home to reshape and/or paint them, but the project may not return assembled or completed in any way other than being reshaped or painted. Projects will not be taken home over Spring Break.

## **Q: What about the classwork? Are the students learning anything?**

**A:** Each day we have a lesson that lasts about 10 minutes. After that, students may work on the classwork problems or work on the project. They have to manage their time. We advise them to take a few minutes (about 5-10) to work on the classwork but to spend the majority of the time on the project. Any classwork they do not finish in class needs to be done as

homework either at home or in morning tutoring. The students are submitting their answers using Google Forms so they can check their own understanding. The classwork is for a completion grade only, not a right/wrong grade.

**Q: What if students aren't understanding the material?**

**A:** We have what we are calling "break-out sessions" during class. If students are not understanding a topic, they need to come to us for help. If they do not want to take time in class to get help, they are more than welcome to e-mail us, remind message us, or come to morning tutoring for additional help. They may even want to search YouTube for tutoring videos.

We have attached a copy of the project pacing guide given to the students as well as the project rubric. If you have any questions or concerns, please e-mail us. We look forward to seeing the amazing projects the students will turn in!

**Heather Dillard- Black & Green Team**

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**Courtney Moore- White and Green Team**

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**Rachel Murphy- Gray and Green Team**

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
26	27	28	Mar 1	2

5	6	7	8	9
30 min- introduce the project, pick partners, and start planning a design. 15 min- perimeter lesson & take quiz	30 min- planning design. Decide where shapes are coming from. 20 min- area formulas lesson	30 min- make a detailed sketch of each shape being used. ALL of them. 5 min- Clean up 15 min- area formulas of polygons.	30 min- measure all shapes- every side of them. 5 min- Clean up 15 min- area & perimeter in the coordinate plane lesson	30 min- finish all sketches and measurements. Plan for building. 5 min- Clean up 15 min- surface area lesson

12	13	14	15	16
30 min- Calculate surface area of all shapes being used. 5 min- clean up 15 min- surface area lesson #2	30 min- Calculate surface area of all shapes being used. 5 min- Clean up 15 min- Composite surface area lesson	40 min- start building 5 min- Clean up	NO PROJECT!!! Volume Activity	30 min- Calculate volume of all shapes being used - build 5 min- Clean up 15 min- Composite volume lesson

19	20	21	22	23
26	27	28	29	30
30 min- Calculate Composite volume of design - build 5 min- Clean up 15 min- Cross sections & Views lesson	45 min- draw the isometric & orthographic Views of design. - build 5 min- Clean up	40 min- <b>FINALIZE YOUR DESIGN</b> 5 min- Clean up	<b>UNIT 8 TEST</b>	<b>NO SCHOOL</b>

# ~~~~~ SPRING BREAK ~~~~~

### Surface Area and Volume Project Rubric

	Earned Points	Possible Points
6 Different Shapes	_____	10
3D Model- Created, Themed, and Colorful	_____	10
Effort	_____	20
Sketch of Each 3D Object	_____	10
Measurement of Each 3D Object – Provided and Accurate	_____	20
Surface Area of each 3D Object – Calculated and Correct (includes stating formulas, showing ALL work, and labeling answer with correct units)	_____	30
Volume of each 3D Object – Calculated and Correct (includes stating formulas, showing ALL work, and labeling answer with correct units)	_____	30
Isometric and Orthographic Views	_____	20
Classwork	_____	40
Habits of Work and Learning	_____	10
Final Project Grade	_____	200