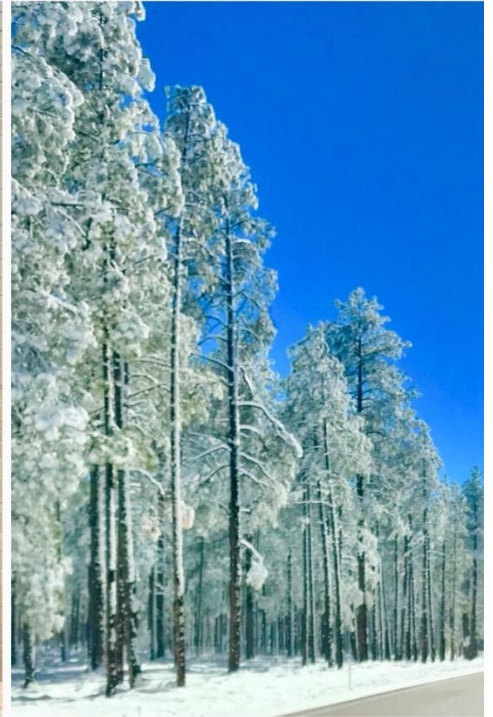


Student Planner & Handbook 2018-19



Learning through Curiosity! We are BR

N A M E	
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WRITE YOUR SCHEDULE BELOW TO REFER TO THROUGHOUT THE SCHOOL YEAR.

	FIRST SEMESTER				SECOND SEMESTER				
1st PERIOD									
2nd PERIOD									
3rd PERIOD									
4th PERIOD									
5th PERIOD Enrichment Wheel	Enrich 1	Enrich 2	Enrich 3	Enrich 4	Enrich 5	Enrich 6	Enrich 7	Enrich 8	
FRIDAY CAPSTONE- STEM TEACHER YEARLONG									

Welcome to Blue Ridge Junior High

Blue Ridge Junior High:	Grades 7th & 8th
Mascot:	Yellow Jacket
School Colors:	Purple & Gold
Enrollment:	375
Staff:	22

Important Contact Information:

Blue Ridge Junior High
1200 W White Mtn Blvd
Lakeside, AZ 85929

Phone: (928)368-6126
Front Office
Ms. Heather: Ext. 4401

www.brusd.org

Welcome to the 2018-19 School Year. We are excited about the innovative programs we have been developing over the last few years, with new elements being introduced this year. It is our goal to offer a balance of academic and extra-curricular activities that provide a variety of opportunities for success and solid character building.

Commitment to Safety—Blue Ridge recognizes that every student and staff member has the right to a safe environment where everyone is treated with respect:

- I understand that I have an essential role in school safety and violence prevention.
- I will immediately report any threats of violence, suicide, presence of weapons or explosives to school administrators, allowing them to investigate and determine the seriousness of the report.
- I will do all I can to stop harassment of others by using the reporting systems in place.
- I will promote the acceptance of individual differences, recognizing that diversity contributes to the strength of Blue Ridge Junior High School.
- All guests are required to check in at the office and pick up a visitor's badge.
Photo ID may be required before a student is released to a guardian.

Thank you for the support and the partnership between students, parents and staff making Blue Ridge Junior High an incredible place to be.

Sincerely,

Loren Webb
Principal ext. 4400
lwebb@brusd.k12.az.us

Bryon Crain
Assistant Principal ext.4404
bcrain@brusd.k12.az.us

Becky Montoya
Counselor ext. 4405
bmontoya@brusd.k12.az.us

BRJH School Day and Class Schedule 8:20am-3:30pm

Students should not arrive before 8:00am, unless arrangements have been made with a staff member.

BRJH Bell Schedule: Monday - Thursday

First Bell	8:20am
Period 1	8:25am-9:45am
Period 2	9:50am-11:00am
Period 3	11:05am-12:15pm
Lunch	12:15-12:55pm
Period 4	1:00pm-2:20pm
Period 5	2:25pm-3:30pm

BRJH Bell Schedule: Early Releases

First Bell	8:20am
Period 1	8:25am-9:20am
Period 2	9:25am-10:15am
Period 3	10:20am-11:10am
Period 4	11:15am-11:55am
Lunch	12:00pm-12:40pm
Capstone	12:45pm-1:30pm

BRJH Bell Schedule: Two Hour Delay

First Bell	10:20am
Schedule	TBA

Grading System	
90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0-59%	F

Parent Reporting System

Grades are posted every 4 ½ weeks and may be checked through the Student Information System. Report Cards will be mailed at the end of the school year. Parents are encouraged to communicate directly with teachers via email, telephone, the student planner and/or the Student Information System.

Promotion Standards

To be promoted to the next grade, students must meet the following requirements:

- The student cannot have an overall failing grade in any core-class: English, Math, Science, or Social Studies.
- A student may not miss more than 10% of the school year, or 18 days.
- Students who do not meet promotion criteria due to failing a major core subject area may have the opportunity to recover the credit by paying \$150 to take the course through the BRJH Learning Center during the summer.
- Special Education students and students previously retained will be considered on an individual basis.

Reward Incentives

Incentive activities will be offered for students passing all of their classes and meeting behavior expectations. Solid character will also be recognized throughout the year.

BRJH Student Supply List

Below is a list of items students will need at BR Junior High. Teachers may have additional requests for their specific class. Please have you student ready for the first day of school with the items in the left-hand column. Items in the right-hand column are greatly appreciated and may be dropped by the front office throughout the school year.

Student's Backpack & At-Home Supplies	At-School Supplies— To be delivered to BRJH Front Office
Pencils: 5 - Mechanical 5 - #2 Pencils	1 – Ream Copy Paper/Student (REQUIRED)
College-Ruled Lined Paper	1 – Package College-Ruled Lined Paper
4 - Composition books	1 – Package Construction paper
1 – Set of Poster boards	1 – Container Cleaning wipes
12 - Colored Pencils	1 – Box of Kleenex
Glue: 1 - White School Glue 2 - Glue Sticks	1 – Presentation Tri-Board
Pens: 2 – Red 2 – Blue 2 – Black	1 – Box of Staples
Markers: 1 - Dry Erase 2 – Highlighters (any colors) Variety of Markers and/or Sharpies	1 – Large Dispenser of Hand Sanitizer
1 – White Board Eraser	1 – Package Glue Sticks
2 – Three-Ring Binders	1 - Package of Dry Erase Markers
4 - Three-Prong Folders	1 – Package of Markers
1 - Scissors	1 – Package of Sharpies
1 – Pencil Eraser	1 – Package of Paper Clips
20 - Page Protectors	Individually Wrapped Snacks: Jerky, Crackers, Granola Bars, etc.
5 - Notebook Dividers	
1 – Scientific Calculator	
1 - Protractor	
1 - Compass	
1 - Ruler with inch and centimeter measurements	
1 – Tablet of Graph Paper	
1 - 16 GB Flash Drive	

Thank you for supporting education!

BRJH Discipline-Consequence Chart

<u>Disciplinary Incident:</u> This is a basic overview of common disciplinary actions. A comprehensive policy will be made available upon request.	<u>Minor:</u> Handled In-Class 1 -Verbal Warning 2 -Discipline Log with Friday Lunch Detention	<u>Significant:</u> 3 -Office Referral sent home with Friday Lunch Detention. Automatic after third Discipline Log entry per quarter.	<u>Major:</u> 4 -Office Referral sent home with 1-3 days ISS. 5 -Office Referral sent home with 1-5 days OSS & Police may be notified.	<u>Major Repeated:</u> 6 -Alternatives to regular school attendance considered & Police may be notified.
Aggressive Behavior	1 2	3	4 5	6
Arson	----	----	----	6
Assault Fighting	----	----	4 5	6
Bomb Threat	----	----	----	6
Bus Ticket	1 2	3	4 5	6
Cheating	----	3	4 5	6
Computer/Network Violation as per AUP	----	3	4 5	6
Defiance of Authority	1 2	3	4 5	6
Destruction of Property	----	----	4 5	6
Distributing Indecent Material	----	----	4 5	6
Tardies, Ditching Class or Detention & Truancy	1 2	3	4 5	6
Dress Code Violation	1 2	3	4 5	6
Extortion/Theft	----	----	4 5	6
Forgery	----	----	4 5	6
Harassment, Intimidation Bullying and/or Hazing	----	----	4 5	6
Indecent Exposure	----	----	----	6
Misuse of Electronics/Disturbing Indecent Material	----	----	5	6
Misuse of School Property	----	3	4 5	6
Possession, Use, Sale and/or Distribution of Alcohol, Drugs, or Illegal Item or Substance	----	----	5	6
Possession, Use, Sale and/or Distribution of Tobacco, E-Cig, or Vapor Pen	----	----	5	6
Profanity, Vulgarity or Obscene Gesture	----	----	4 5	6
Use of Any Instrument as a Weapon	----	----	5	6
Vandalism	----	----	5	6

SEE DISTRICT POLICY FOR MORE INFORMATION ON BEHAVIOR AND DISCIPLINE

Bus Rules

1. At the beginning of the year, the Director of Transportation will designate the pick-up locations for students.
2. All students must be at their designated stop five minutes prior to the scheduled arrival time.
3. All students must ride their assigned bus to and from school.
4. Students may only board and disembark the school bus at their designated stop. When arrangements have been made in writing by the legal guardian or school principal, a student may ride and/or disembark at a different stop.
5. Once a school bus is in motion, students will not be allowed to board the bus.
6. Drivers may assign seats on the bus.
7. After boarding the bus, students shall be seated immediately and remain properly seated for the duration of the bus ride. This includes having their bottoms on the seat bench facing forward, not changing seats, not standing up, not putting hands arms or items out the window and keeping the aisle free and clear.
8. Students are expected to follow rules and respect the Driver. The Bus Driver is in charge. Destructive behavior to the bus will not be tolerated, and students will be held responsible with bus tickets and associated consequences at the discretion of Administration and the Transportation Department, typically as follows:
 - 1st Bus Ticket: Warning or bus suspension.
 - 2nd Bus Ticket: Off the bus for the remainder of the year.
9. The aisle must be kept free of objects that could obstruct an emergency evacuation of the bus.
10. To ensure safety from objects rolling in or under a bus, objects must be secured in a bag or sack. Students should carry a school bag to organize their belongings.
11. Students are prohibited from bringing any potentially hazardous items, chemicals, animals or breakable items on board the bus.
12. Guardians should ensure students are safe to and from their designated bus stops prior to being picked up, and after being dropped off. If guardians are concerned about the behavior and/or safety of other students at the bus stop, they should report it to Blue Ridge Transportation Department, 928-368-6126 ext. 7806, or to appropriate authorities if urgent.
13. Students are not to use cell phones, tablets, laptops, gaming devices or other electronics on the bus.
14. At the bus driver's discretion, music may be listened to through headphones with the volume low
15. enough that others cannot hear it. Taking pictures, video recording and using speakers on the bus is strictly prohibited.
16. All BRUSD buses use video recording devices with audio recording capability.
17. By riding the bus, it is implied all students and guardians understand these rules and will abide by them. Stating that they did not know the rules does not excuse a student from misbehavior or infractions of the rules.

Transportation Department: 928-368-6126 ext. 7806

SEE DISTRICT POLICY FOR MORE INFORMATION ON BEHAVIOR AND DISCIPLINE

Harassment, Bullying & Hazing

Reports of harassment, bullying and hazing are taken seriously and full inquiries will be conducted with all parties involved, including observers when possible. Appropriate school consequences and legal action may be taken, as determined by what the facts and evidence support. Outcomes will include strategies for students to change behaviors and improve interpersonal relationships.

A person who reports or complains regarding hazing should report the incident directly to a school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information; the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- An investigation of the reported incident or activity shall be made within ten schooldays when school is in session or within fifteen days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- The investigator shall meet with the person who reported/complained at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- The investigator shall prepare a written report of the findings and a copy shall be available to the Superintendent upon request.

Where disciplinary action is necessary, District policies shall be followed. Reportable incidents will also involve the Authorities.

SEE DISTRICT POLICY FOR MORE INFORMATION ON BEHAVIOR AND DISCIPLINE

BRJH Personal Electronics Policy & Social Media Information

1. Personal electronics are **only** allowed upon teacher approval and during designated times, such as an instructional tool, reward for good behavior on Fridays at lunch or Electronics Day at the end of the quarter.
 - During these designated times, students **do not** have access to the school Wi-Fi.
2. When students are permitted to utilize their own electronics, it is at their **own risk**. Blue Ridge School District is not responsible for loss/damage/theft, etc. of personal electronics brought to school and does not investigate stolen or damaged electronics.
3. The **rules** and **penalties** agreed to in the **Acceptable Use Policy** apply to personal electronics used, with permission, at school. A few important ones to remember:
 - It is unacceptable to access websites or post media that contains obscene, hateful, violent, threatening, pornographic and other questionable materials or information.
 - Students should immediately report such instances.
 - Misuse of this privilege may result in disciplinary action, revocation of access and/or have legal ramifications.
4. At all other times, personal electronics **should not be seen or heard**.
5. Electronic devices that are seen and/or heard will be **confiscated** and logged at the front office.
 - 1st Offense: Student may sign for the device at the end of the day.
 - 2nd Offense & Beyond: A guardian must sign for the device.
6. Parents and Students posting appropriate Blue Ridge student/event pictures on social media should ensure the permission of all in the picture prior to posting. #wearebr1819

Electronic/Social Media incidents usually originate off-campus during times students are not supervised by school personnel. Once reported as harassment, bullying, hazing and/or threatening; and impacting a student's physical and/or emotional safety; electronic/social media incidents become a school issue. There are investigation limitations, as the school does not have the technological resources to determine where a message originates; who all might have been logged on to a particular account; and/or who all might have had access to various phones and other devices. Attempts to harm reputations have occurred. Regardless of school policies and/or family rules, it is common for students to be logged into their Social Media accounts on multiple friends' phones and to share electronic devices throughout the day. Screen shots of offending posts and/or messages are often presented, but are not proof that an account is legitimate, who was actually logged into the account and/or who sent, shared or posted the message/image. The school will look at a screen voluntarily shown by a student, but the school does not go through a student's phone. The school will conduct a full inquiry and report mandated incidents to authorities for them to investigate further. Guardians may directly contact the authorities to report Electronic/Social Media incidents they feel break the law. It is critical for parents to have boundaries and oversight of their student's social media and electronics.

SEE DISTRICT POLICY FOR MORE INFORMATION ON BEHAVIOR AND DISCIPLINE

BRJH Dress Code

- Dress Code Objectives:
- 1) Promote a safe professional learning environment.
 - 2) Respect privacy and beliefs of the student population.

Enforcement: Students will be given a verbal warning with the opportunity to correct the dress code issue. If the student is unable to make the correction, parents may be called or the school will provide an option. Students who continually break dress code will be written up for defiance and given consequences accordingly.

Slogans & Designs:

- Must be appropriate—no profanity, drug, alcohol, sexual or gang references.

Hats:

- May be worn on Hat Days only.

Bandanas:

- May be worn only if approved for a themed dress-up day.

Contacts & Glasses:

- Prescription contacts only. Sunglasses may be worn outside.

Jackets & Hoodies:

- Hoods must be off inside the building.

Shirts:

- Sleeve material at the top of the shoulder must be at least as wide as a credit card is long.
- Sheer fabric is considered skin and must be covered appropriately.
- Cleavage, midriff and back must be covered.

Shorts & Skirts:

- Must be hemmed with no holes or shreds to avoid a sloppy appearance.
- When standing, must be 4" from the middle of the knee in the front and back.

Pants:

- Must be hemmed with no holes or shreds to avoid a sloppy appearance.
- Must be worn appropriately at the waist with no underclothes showing.
- Pajama pants may be worn only on a pajama themed day.
- Legging fabric must be thick and not reveal underclothing or skin when stretched.

Shoes:

- Safe and appropriate shoes for the season should be worn.
- Slippers may be worn only on a pajama themed day.

Formal Wear:

- Formal attire should be selected within the Dress Code or approved.

Field Trips:

- Clothing selected for field trips should be within the Dress Code or approved.

Other:

- Other circumstances will be determined on an individual basis.



**SEE DISTRICT POLICY FOR MORE INFORMATION
ON BEHAVIOR AND DISCIPLINE**



2018-2019 BLUE RIDGE UNIFIED SCHOOL DISTRICT #32 CALENDAR

Regular Schedule: GL K-6 7:55-2:25 / GL 7-8 8:25-3:30 / GL 9-12 8:20-3:25

Early Release/Friday: GL K-6 7:55-12:00 / GL 7-8 8:25-1:30 / GL 9-12 8:20-1:30

July

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

District Closed
BR Service Day
New Teachers Report
Returning Teachers Report
Back to School Night

January 2019

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Winter Break - District Closed
School Resumes / Begin 2nd Semester
MLK Day - District Closed

August

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1st Day of School

February 2019

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Presidents Day - District Closed

September

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Labor Day
Professional Development
Includes Classified Staff
Parent/Teacher Conferences / Early Release
End 1st Quarter

March 2019

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Parent/Teacher Conferences / Early Release
End 3rd Quarter
Spring Break
District Closed
Begin 4th Quarter

October

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Fall Break
District Closed
Begin 2nd Quarter

April

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Snow-Day Makeup #2
Professional Development
Includes Classified Staff

November

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Veterans Day - District Closed
Thanksgiving Break - District Closed

May

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Snow-Day Makeup #1
Memorial Day - District Closed
*Last Day of School / **Graduation
**Graduation Date will not change regardless of Snow Day makeup

December

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

End 1st Semester
Winter Break thru January 6 - District Closed

June

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

*Last Day - Teachers
*If no Snow Day Makeup is required
Snow Day Makeup (if needed)

BRJH August, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Tuesday, July 31 st : Back to School Night	1 1 st Day of School Orientation Assembly Enrich 1 Starts	2	3	4
5	6	7	8	9	10 Social Media, Bullying & Harassment Assembly	11
12	13	14	15	16	17 NO SCHOOL FOR STUDENTS PD for Staff	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

BRJH September, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Labor Day SCHOOL CLOSED	4 Enrich 2 Starts	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21 NO SCHOOL FOR STUDENTS PD for Staff	22
23	24	25	26	27 Parent Teacher Conference Early Release	28 REWARD DAY ☺ Parent Teacher Conference Early Release	29
30						

BRJH October, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Fall Break	2 Fall Break	3 Fall Break	4 Fall Break	5 Fall Break	6
7	8 Fall Break	9 Fall Break	10 Fall Break	11 Fall Break	12 Fall Break	13
14	15	16	17	18	19	20
	Enrich 3 Starts					
21	22	23	24	25	26 CAREER DAY Great day to work on the Expert Connection for Capstone.	27
28	29	30	31			

BRJH November, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
					FALL DANCE	
4	5	6	7	8	9	10
					Veteran & First Responder Assembly	
11	12	13	14	15	16	17
	Veteran's Day Honored SCHOOL CLOSED					
18	19	20	21	22	23	24
			Thanksgiving Break SCHOOL CLOSED	Thanksgiving Break SCHOOL CLOSED	Thanksgiving Break SCHOOL CLOSED	
	Enrich 4 Starts					
25	26	27	28	29	30	

BRJH December, 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21 REWARD DAY ☺	22
23	24 Christmas Break	25 Christmas Break	26 Christmas Break	27 Christmas Break	28 Christmas Break	29
30	31 Christmas Break					

BRJH January, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Christmas Break	2 Christmas Break	3 Christmas Break	4 Christmas Break	5
6	7 Enrich 5 Starts	8	9	10	11	12
13	14 Martin Luther King Day SCHOOL CLOSED	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

BRJH February, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 NO SCHOOL FOR STUDENTS PD for Staff	2
3	4	5	6	7	8	9
				Enrich 5 Starts		
10	11	12	13	14	15	16
					SPRING DANCE	
17	18 Presidents Day SCHOOL CLOSED	19	20	21	22	23
24	25	26	27	28		

BRJH March, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
				Parent Teacher Conference Early Release	REWARD DAY ☺ Parent Teacher Conference Early Release	
10	11	12	13	14	15	16
	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
17	18	19	20	21	22	23
	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
24	25	26	27	28	29	30
	Enrich 7 Starts					
31						

BRJH April, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
					Possible No School Or Snow Day Make-up	
21	22	23	24	25	26	27
EASTER					NO SCHOOL FOR STUDENTS PD for Staff	
28	29	30				
	Enrich 8 Starts					

BRJH May, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 REWARD DAY ☺	18
19	20	21 SPRING SHOWCASE	22	23 -TALENT SHOW -END OF YEAR VIDEO -8 TH GRADE PROMOTION PARTY	24 Possible No School Or Snow Day Make-up	25
26	27 Memorial Day SCHOOL CLOSED	28	29	30	31 -ACADEMIC, CHARACTER & SPORTS AWARDS Last Day of School: -DANCE -FINAL LAP	

BRJH June, 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

8TH GRADE
FAMILIES—
Save the Date

8th GRADE
STUDENTS—
Make Sure You
Qualify for the
End of Year
Festivities!

*These activities
are tentatively
scheduled and
subject to
change. Check
brusd.org for
updates



**8th Grade Promotion Party
FOR THE
Graduating Class of 2022**

**Thursday, May 23RD, 2019
11:00am – 3:00pm**

White Mountain Family Fun Park

BRJH Staff & Student Council Congratulate All Promoting 8th Graders!
The Class of 2022 will enjoy exclusive-unlimited use of the park.
Bring \$\$ For Snack Bar & Additional Purchases.

**STUDENTS NEED TO BE PICKED UP PROMPTLY AT 3:00pm
FROM THE WHITE MOUNTAIN FAMILY FUN PARK.**

Requirements to Attend the Promotion Party:

- Excellent Behavior
- Passing Grades
- Completed Capstone Project

Permission Slips Must Be Turned In By Wednesday, May 22nd,
2019
To their Capstone Teacher.



8th Grade Final Lap

Friday, May 31st, 2019

12:30PM-1:00PM

Students & Staff of Blue Ridge Junior High, along with the Families & Friends of Promoting 8th Graders are invited to surround the outside of the building and cheer on the 8th Graders as they make their Final Lap.

The Final Lap represents the hard work and accomplishments so far, and our support and encouragement as the Class of 2022 heads to the High School. 8th Graders should dress up for this special event.

The Final Lap will start and end at the front entrance of the Blue Ridge Junior High. Congratulation Posters are encouraged!



Student & Guardian Overview of Capstone Projects 2018-19

We are enthusiastic at our leading role in The White Mountains as a Junior High incorporating STEM projects into our curriculum, allowing students to make connections and become experts in the community as they explore topics through self-directed learning.

CAPSTONE OBJECTIVES:

- Facilitate project/problem based learning, as students explore in-depth the history, innovations and/or future of a topic of their choice.
- Students make connections in their core studies and with experts in their field of interest.
- Students develop organization and time management skills by completing checkpoints throughout the school year.

CAPSTONE SPRING SHOWCASE:

Students are encouraged to present their project in a multi-media format. Some ideas include: Tri-Boards, Binders, Video, Pictures, Music, Models, Newscast, Theatrical Performance, etc.

Capstone Spring Showcase will be on Tuesday, May 21st, 2019.

PASSING CAPSTONE MATTERS:

Capstone Projects and the Capstone Class are graded, with a passing grade required to participate in BRJH Reward Days throughout the school year.

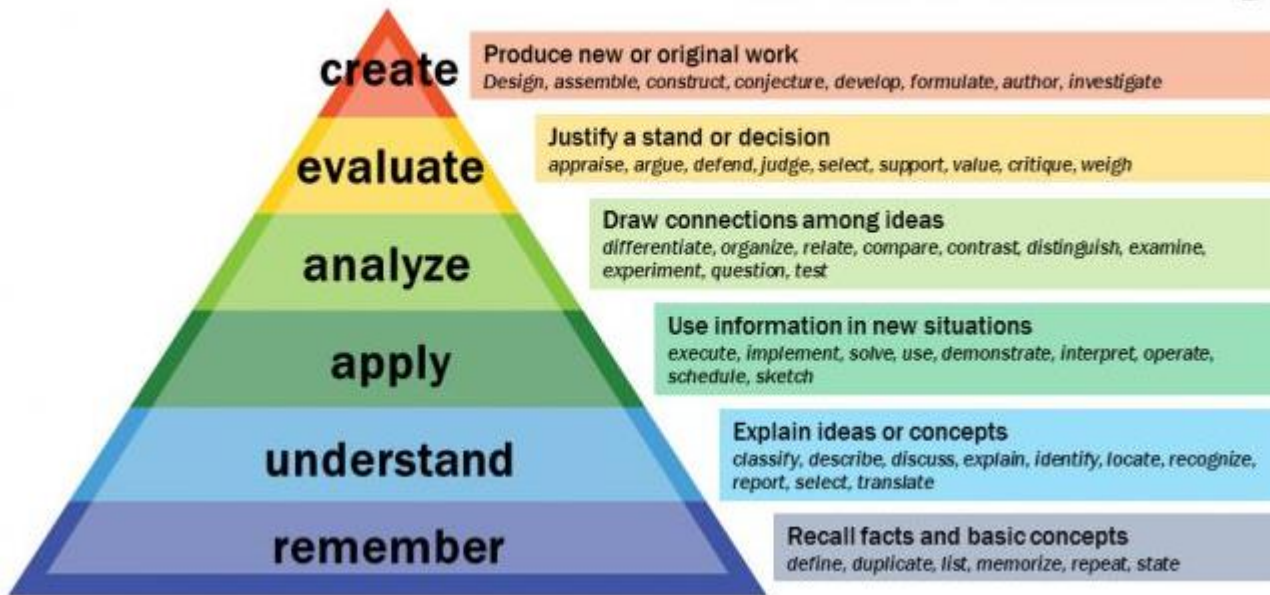
SUGGESTED CAPSTONE PROJECT MATERIALS NEEDED:

- Tri-Board to work on throughout the year and to display at the Capstone Showcase.
- Single Subject Folder to store and organize materials throughout the year.
- Other supplies specific to each project.

Capstone checkpoints and instruction are on the pages that follow.

For further understanding, please read through them.

Bloom's Taxonomy



Students need to communicate with their Capstone Instructor regarding the worksheets that follow. These pages are helpful resources instructors and/or students may use to break Capstone Projects into smaller manageable parts.

Checkpoints may be completed through specific assignments made by the instructor, or students may seek instructor approval to create objectives and activities customized to their specific project utilizing strategies such as those illustrated in Bloom's Taxonomy.

Capstone Checkpoints – Student Name: _____

Capstone Checkpoint:	Points Possible:	Self-Assessment – How did you meet this checkpoint? What can you show?	Turned In:
#1 Interest Inventory & Project Proposal	5 Points Possible		
#2 English Connection Example: Topic Exploration Paper	10 Points Possible		
#3 Math Connection Example: Create a Graph related to your project	10 Points Possible		
#4 Social Studies Connection Example: Report on how your topic impacts society.	10 Points Possible		
#5 Science Connection Example: Research studies related to your topic.	10 Points Possible		
#6 Expert Connection Example: Interview, Field Work, or Volunteer Hours. Career Day is a great time to meet experts.	15 Points Possible		
#7 Class Presentation and Peer Evaluations Class presentations are encouraged during Enrich 7 rotation—Ready, Set, Test.	20 Points Possible		
#8 Digital Cataloging and Capstone Showcase Spring Showcase: Tuesday, May 21 st , 2019	20 Points Possible		

Capstone Checkpoint 1: Student Interest Inventory

What is your favorite class or activity in school? Why?

Do you prefer to work alone, in small groups or large groups? Why?

What do you want to do after High School?

What careers seem interesting to you?

How do you prefer to spend your free time?

What organizations, teams or clubs do you belong to in and/or out of school?

What responsibilities do you have outside of school?

Tell about a favorite book or movie:

What type of music do you like to listen to? Who is your favorite artist?

If you could learn anything about any subject, what would it be?

If you could interview anyone, living or deceased, who would it be? Why?

If you could travel anywhere, where would you choose? Why?

What is one of your talents?

Tell about a past accomplishment:

A person who has influenced you the most:

The hobby you enjoy most:

Are you interested in learning about a particular health issue?

Capstone Checkpoint 1: Project Brainstorming Idea Page

Effects of Energy Drinks	Robotics	Medical Advances	Future of Books
Life Cycle of Elk	Biomechanics of Skiing		Effects of Droughts
Apache Traditions	Clean Water	How Candy Came to Be	
Create a Healthy Snack Recipe		Takis and Mountain Dew Health Effect	
Cosmetology	Concussions		
Mental Health Issues	Does Forgiveness Help?		Effects of Trauma
Advertising/Marketing Trends		Gluten Free Lifestyle	History of Education
Value of Helmets	How Music Has Changed		Study of Someone Famous
Different Types Engines	Physics of Basketball		
Do Awards Change Attitudes?			
Trucks Through Time	Growth vs Fixed Mindset		Football
Who Would Win A Battle Between Two Different Fierce Animals?			Hairstyles
Is There Advantage to being Happy?		Benefits of Bugs	Kepler's 3 rd Law
Does Recycling Help or Hurt?		Leaf Chromatography	Build a Motor
Are Dinosaurs Impacting Our World Now?		Renewable Energy	Build a Hovercraft
Are Hot Tubs Healthy?	Do Trash Bags Decompose?		Modern Heavy Equipment
What's in Rain Water and Should We be Concerned?			Trail of Tears
Are Cowboys Real?	Music Therapy	Risk Takers Brains	
How Does a Compass Work?			
How Does Food Impact Mood?		Military Innovations	Friendship Qualities
What's Up with the Film Industry?	Animal Camouflage Adaptations		Is the Earworm Effect Real?
Fashion Trends of the Past, Present & Future		Does Make-Up Have Side-Effects?	
PVC Pipe Instrument	Do Screen and Text Color Matter?		People of Easter Island
YouTube Effect	How Did Ancient People Track Time?		Future of Social Media
Decision Making Part of the Brain		Sew an Article of Clothing	Why do Plants Wilt?
Compassion as A Strength	Study and Learn How to Write a Song		Is it a Fruit or a Veggie?
Does Laughter Help?	How does Personality Impact Entertainment Preferences?		
How do Different Search Engines Work?		Study an Artform and Create	

Capstone Checkpoint 1: Developing an Idea into a Project

P – **PICK** a topic you are **PASSIONATE** about. Consider what you shared in your interest inventory or other activities, sports or hobbies you love to do. Do you want your project to be service based? What local organizations could you look to? Ex. Love Kitchen, Animal Shelter, BRSD, Boy Scouts of America, Girl Scouts, Salvation Army, Red Cross, etc.

I – What **IDEA** are you interested in studying, creating or innovating? What do you believe would be a great **INNVENTION**? Is there already a product or invention you could **IMPROVE**? What do you already know about this topic? How did you gain this knowledge?

C – What fuels your **CURIOSITY**? Is there a job you're fascinated by? Have you or a family member had a challenge you want to study and learn solutions to? **CONNECT** with professionals—most of them will be glad to share their expertise with you and may provide excellent opportunities to help with your project that may benefit your schooling and employment in the future.

K – **KEEP** your resources in mind. What knowledge or skills would you like to gain through your projects? We live in a small rural community, but have access to the entire world. Through supervised use of the Internet, any subject may be studied. Talk to your classmates, parents, siblings, teachers and others you know to develop your idea into a Capstone Project. Many local businesses are willing to work with you. Find out how to use the school Tech Lab, Fab Lab, computers, etc. to support your efforts.

Capstone Checkpoint 1: Capstone Project Proposal

Student Name: _____

WHAT IS THE INTENDED FOCUS OF YOUR PROJECT? FOCUS SHOULD INCLUDE EXPLORING THE PAST, PRESENT, FUTURE, CHANGES AND/OR INNOVATIONS OF YOUR TOPIC.

Focus should be clearly stated as open-ended and exploratory.

Ex. 1- My project will examine the history and innovations of ice cream.

Ex. 2- I will explore how safety gear innovations have impacted sports injuries.

Ex. 3- My project will focus on how my cultural traditions will prepare me for success.

CIRCLE THE CATEGORY THAT FITS YOUR PROJECT BEST: Science Engineering
Technology Math Culture Fine Arts History Media Medical Civic

HOW WILL YOU PRESENT YOUR CAPSTONE PROJECT?

Projects using multi-media presentations stand out. It's good to have a tri-board or poster, along with a digital presentations. Projects may also include: Book, Music, Art, Verbal Presentation, Slide Show, Electronic Media, Model, Skit, Brochure, Advertisement, etc.

WHO ARE EXPERTS YOU CAN CONTACT LOCAL OR THROUGH SUPERVISED INTERNET?

CAPSTONE OVERVIEW:

Description of your project plan; obstacles you may encounter; and what you hope to accomplish and learn throughout the year as you develop your Capstone Project.

CAPSTONE PROJECTS WILL BE PRESENTED THE EVENING OF MAY 21st, 2019 AT OUR SPRING SHOWCASE.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature for Project Approval: _____

Teacher Comments: _____

Capstone Checkpoint 2: English Connection

Topic Exploration Paper should include the following FIVE paragraphs:

1. Introduction: 5-8 Sentence Paragraph. Briefly describe what you knew about your topic before you started your research. Why was it important for you to find out more about the topic? What motivated your search?
2. History: 5-8 Sentence Paragraph. What is the history of your topic?
3. Innovations: 5-8 Sentence Paragraph. How has your topic changed, evolved, been innovated or improved over time? Or has it been the other way around? Explain how.
4. Future: 5-8 Sentence Paragraph. What will the future of your topic look like?
5. Conclusion: 5-8 Sentence Paragraph. Summarize what you've learned. Tell readers about your sources - how you found them and why you used them. What was your favorite part of studying this topic? Do you hope to have a career tied to this topic? Describe what you learned and how your research experience might have changed you and your future.

Capstone Checkpoint 2: English Connection

Part 1: What do you already know about your topic? Why did you decide to take a closer look at this topic? (5-7 sentences)

Part 2: What do you hope to find out about your topic through your research? Are you going to focus more on the past, present, or future of your topic in your research? How will the information you find help guide you as you work on your capstone? (4 sentences)

Write out 8 specific questions you will use to guide your research. (What specific questions will you Google to get started? Remember, the answers should be something that you didn't know before so if you are doing your capstone on basketball, the question "What is basketball?" would not be the best to get you new information.)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Part 3: Record the answers to the previous 8 questions to show what you learned from your research.

1. _____

2. _____

3. _____

4. _____

5. _____

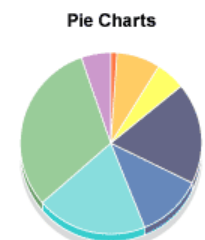
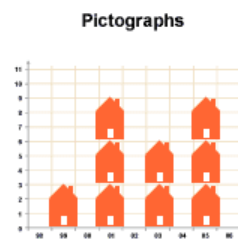
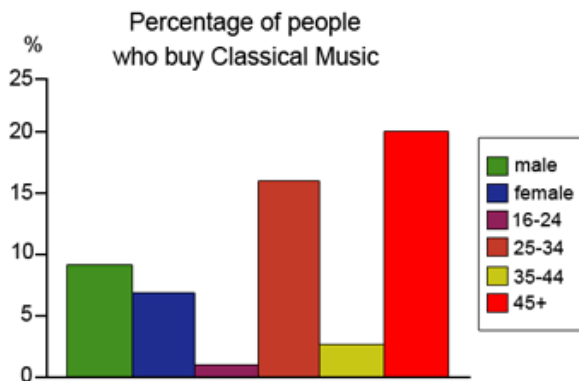
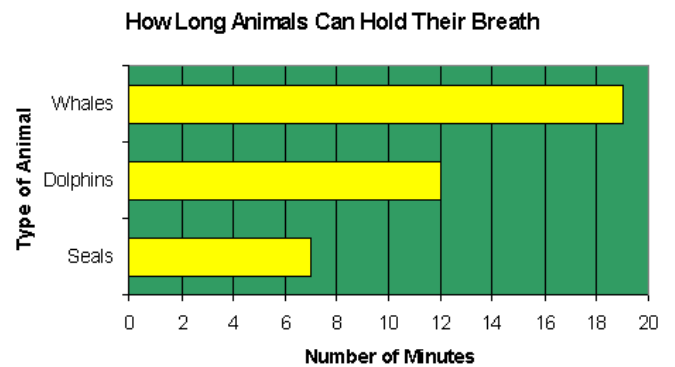
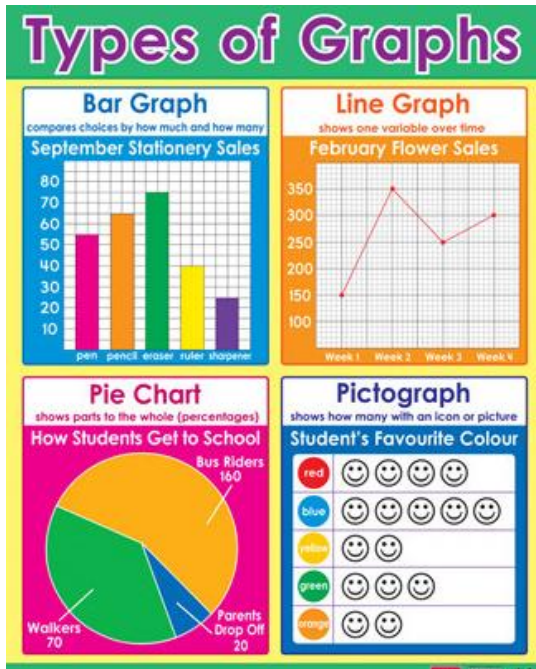
6. _____

7. _____

8. _____

Capstone Checkpoint 3: Math Connection

Use some of the data (information) you learned in your research to construct a graph for your Capstone Presentation.



Capstone Checkpoint 3: Math Connection

The Most Common Graphs Are:

1. _____ 2. _____ 3. _____

Ex:

Ex:

Ex:

Used for:

Used for:

Used for:

Let's create some data to graph 3 ways:

1. Jump rope: Compare how many times 5 different people can jump in 30 seconds. Record names and jumps here:

2. Jump rope: Using a timer, count the number of jumps ONE person makes at 1 minute intervals for a total of 5 minutes. Start over counting at each minute. Record each minute (# of jumps) here:

3. Take a poll of your entire class by asking, "Pick ONE answer that describes you best... A: I like to jump rope. B: I sometimes like to jump rope. C: I never like to jump rope. D: I have NEVER jumped rope." Record the number of responses to each answer here:

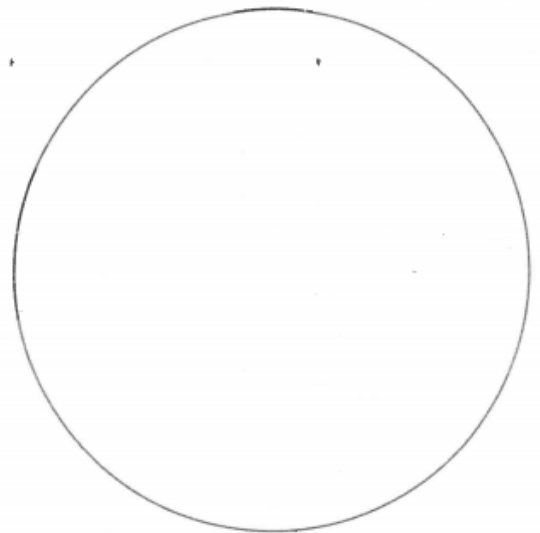
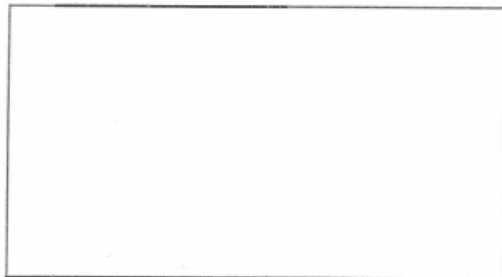
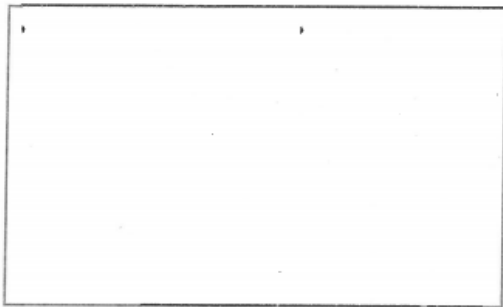
A:

B:

C:

D:

Create 3 Graphs with your data:



Capstone Checkpoint 4: Social Studies Connection

Capstone Checkpoint 5: Science Connection



Science/Social Studies Component

Everything we use, do and think is built upon things people in history used, did or thought. This Capstone component focuses on the building blocks of your topic and how you are going to add your own spin onto what has been done before.

My Capstone topic is: _____

1. **When** was your topic first invented/discovered? (Give a specific time or era in history. If appropriate, create a timeline to show the evolution of your project topic.) _____

2. **Why** was your topic invented/discovered? (What was the reason that somebody invented your project topic. What needs were being addressed or desire being fulfilled?) _____

3. **What** technology was used/developed in the invention/discovery of your topic? (What types of science/technology were used to develop your project topic?) _____

4. **Who** is a specific person in history that had an important influence on your topic? (Name at least one person who was influential in history in relation to your topic. A picture and a short paragraph about that person should be included.) _____

5. **Where** in the world did your topic first become relevant? (Include a map showing where this topic was first introduced. If appropriate, use the map to show the spread of this knowledge over time.) _____

6. **How** did/will your topic effect humanity? (Use your conclusion paragraph to tell your vision of how this topic will be relevant in the future and what changes do you see occurring because of/to this topic.) _____



Capstone Checkpoint 5: Expert Connection

1. Know something about your interview subject before you choose your interview questions.
2. Choose questions from the list and change them up to be specific toward your subject and the expert you are interviewing.
3. Identify the focus of your interview, and develop questions connected with that focus.
4. Use a prompt to get a longer response or more information, like, "Is there anything else you'd like to tell me that I haven't asked?"
5. Practice your interview beforehand with a parent, sibling or friend.
6. At the conclusion of your interview, thank the expert for their time. Be sure to make clear the interview is over and you appreciate the time they gave you.

Format/Script for Setting Up An Interview:

Dear _____,

My name is _____. I am a student at Blue Ridge Junior High, and I have chosen the topic of: _____ for my Capstone Project. One requirement for the project is to interview an expert in the area of the subject I am studying. I would very much like to arrange an interview with you. If you are able to grant my request, let's arrange a time that is convenient for you. Please let me know if you prefer to be interviewed in person at BRJH, by telephone or by email.

Thank you for considering my request. I can be reached in the following way:

Sincerely,

Capstone Checkpoint 5: Expert Connection

1. Do Interview Workshop with your Capstone Class & Teacher.
2. Schedule an interview.
3. Select at least 6 questions below and adapt to your topic.
4. Send a Thank You note after your interview.
5. Use the information from your interview to create a visual for your tri-board.

CAPSTONE SAMPLE EXPERT INTERVIEW QUESTIONS:

1. What is your job title or profession and what do you do?
2. What inspired you to become an expert in this area or product?
3. Which experts have done amazing things in this field or with this product?
4. As you have studied, what have you found most interesting about this field or product?
5. How has this field or product changed through time?
6. What has been a challenge?
7. Tell me one of your favorite parts of being an expert in this area.
8. What personal characteristics are needed to be successful in this field?
9. In what ways will this field or product change or be innovated in the future?
10. What websites, magazines, books and/or articles do you recommend?
11. Who else would you recommend I speak with?
12. What else would you like to share about this field?

*If you are unable to set up an in-person, phone or email interview with an expert in the field you are studying; you may search for an interview transcript or video an expert has already given on the topic you are studying.

Capstone Checkpoint 5: Expert Connection

I am going to interview _____ about _____.
I chose this person because _____.

I will contact him/her via: letter, phone call, email

Contact information: _____

Request letter completed (planner pg. 34)

Date/method sent: _____

Interview questions prepared (see planner pg. 35)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Interview date/time: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Summary of what I learned from the interview:

Capstone Checkpoint 5: Expert Connection

Students must complete a minimum of 2 hours of fieldwork or service hours directly related to their Capstone Project—additional hours are encouraged. The Fieldwork or Service Project Supervisor should be someone other than family. The primary goal of Fieldwork or a Service Project is to establish new academic and/or professional relationships within the wider community. Fieldwork or service hours are in many ways the most important part of The Capstone Project.

Date	Hours	Location	Work	Supervisor Signature

What I expected from my Fieldwork or Service Hours: _____

What I didn't expect from my Fieldwork or Service Hours: _____

How my Fieldwork or Service Hours impacted my understanding of my Capstone Project: _____

*Create a visual for your tri-board with information from your Fieldwork or Service Project Experience.

Supervisor's Review of Student: _____

Supervisor Name: _____ Contact Info: _____

Capstone Checkpoint 7: Class Presentations & Peer Evaluations

Capstone Presentation Planning

Capstone Project presentation planner

Name: _____

Name of Project: _____

Project Category: _____

Presentation type (circle which you plan to use- you may use more than 1)

Tri-board PowerPoint or Prezi Model and report other

Required information:

Title: _____

Science link: _____

History link: _____

Math link: _____

Language Arts link: _____

Arts link: _____

Other: _____

Props: _____



Date you will practice present to the class: _____

List of materials needed for Next week. Get them! Bring them! No excuses!



--	--	--

Neat and Readable



Interesting/Colorful



Informative



What I still need:

Materials: _____

Information: _____

Notes:

Capstone Checkpoint 8: Digital Cataloging & Capstone Showcase

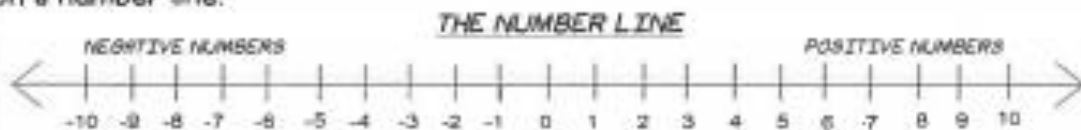
Capstone Grade will be determined by the following, or the individualized plan presented by the student and approved by the instructor.

Capstone Checkpoint:	Points Possible:	Comments & Points Earned:
#1 Interest Inventory & Project Proposal	5	
#2 English Connection	10	
#3 Math Connection	10	
#4 Social Studies Connection	10	
#5 Science Connection	10	
#6 Expert Connection	15	
#7 Class Presentation, Peer Evaluations	20	
#8 Digital Cataloging and Capstone Showcase	20	
	TOTAL POINTS POSSIBLE = 100	POINTS EARNED =

Student Reflection and Comments: _____

INTEGER CHEAT SHEET

Integers- A set of positive and negative whole numbers. They can be represented on a number line.



Absolute Value- The distance a number is from zero on the number line. An absolute value is never negative. Examples: $|-5| = 5$ and $|5| = 5$

ADDING INTEGERS

SAME SIGN- Add and Keep the Sign

Add the absolute value of the numbers and keep the same sign.

(positive) + (positive) = Positive

$$(+4) + (+5) = +9$$

(negative) + (negative) = Negative

$$(-4) + (-5) = -9$$

DIFFERENT SIGNS- Subtract and Keep the Sign of the Bigger Number

Subtract the absolute value of the numbers and keep the sign of the bigger number.

$$(-4) + (+5) = +1$$
$$(+4) + (-5) = -1$$

SUBTRACTING INTEGERS

Do not subtract integers. You must change the signs:

"Add the Opposite"

KEEP- Keep the sign of the first number

CHANGE- Change the subtraction sign to addition

CHANGE- Change the sign of the second number to the opposite sign. If it is positive- change to negative. If it is negative- change to positive.

$$(+4) - (-4)$$

Keep change change
 $(+4) + (+4)$

NOW USE THE RULES FOR ADDING:

SAME SIGN- Add absolute values and keep sign

$$(+4) + (+4) = 8$$

MULTPLYING INTEGERS

SAME SIGNS- POSITIVE

Multiply the numbers. Answer will be positive.

$$(-5) \times (-5) = +25$$

DIFFERENT SIGNS- NEGATIVE

Multiply the numbers. Answer will be negative.

$$(+5) \times (-5) = -25$$

DIVIDING INTEGERS

SAME SIGNS- POSITIVE

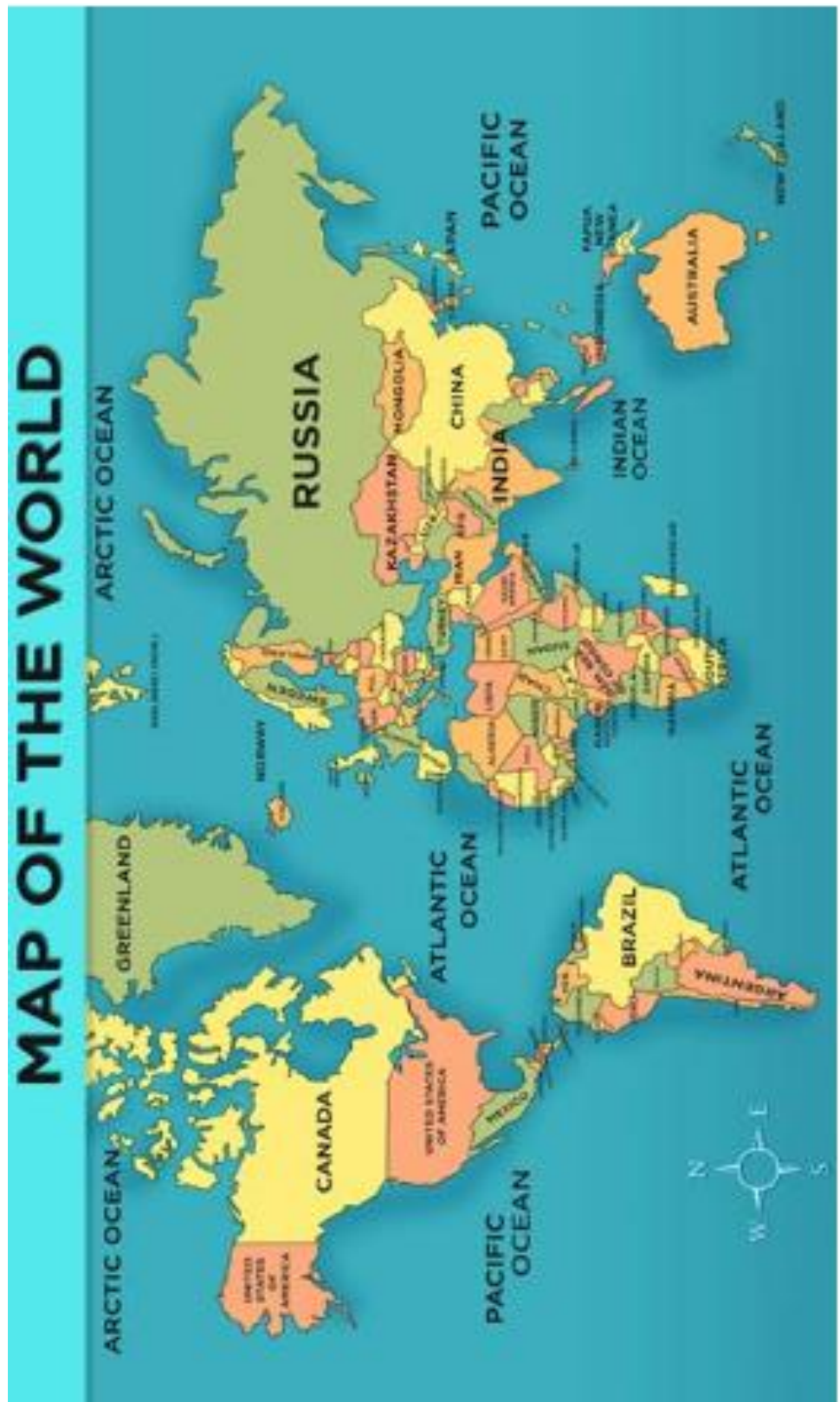
Divide the numbers. Answer will be positive.

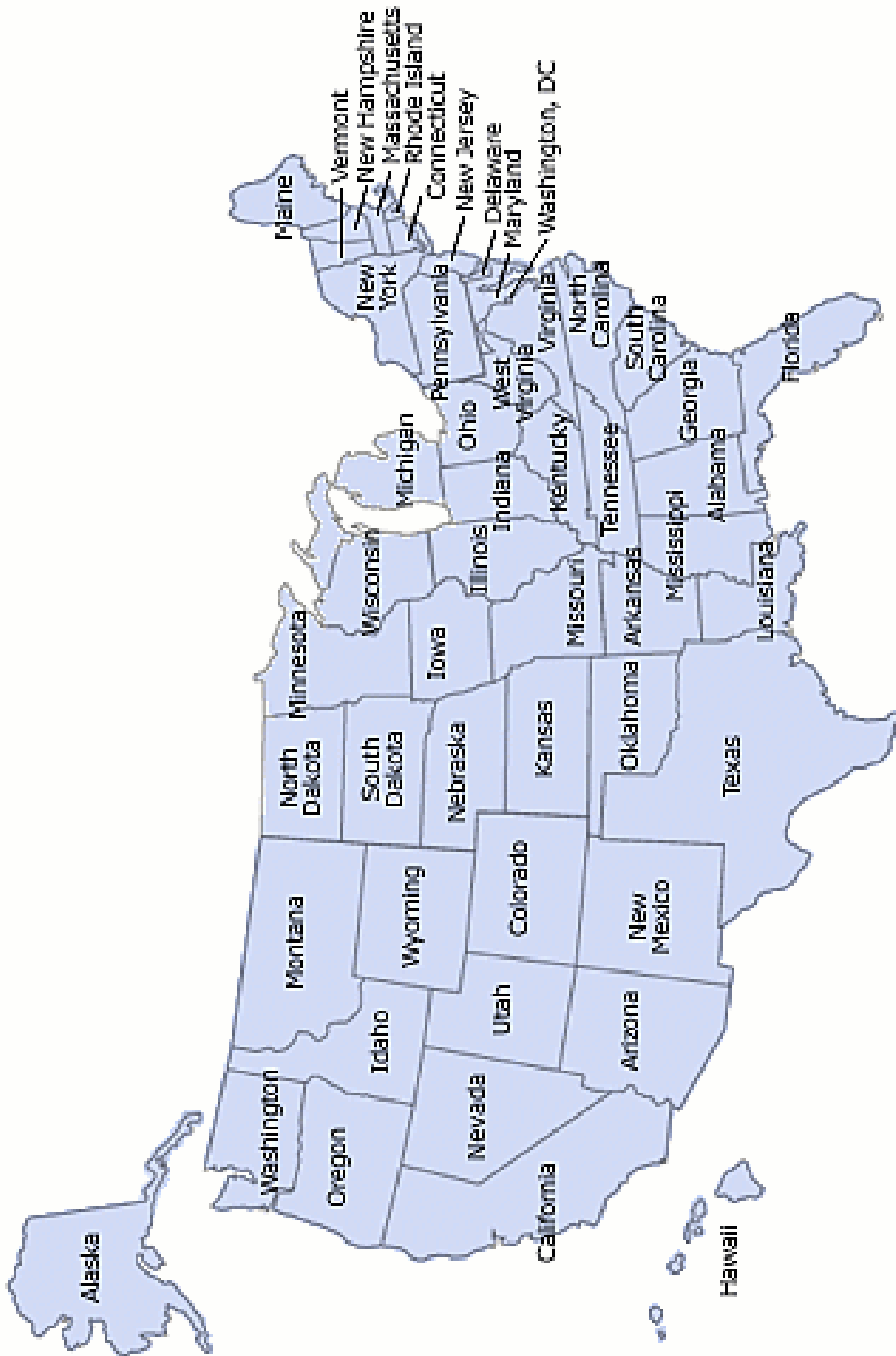
$$(-5) \div (-5) = +1$$

DIFFERENT SIGNS- NEGATIVE

Divide the numbers. Answer will be negative.

$$(+5) \div (-5) = -1$$





Grammar At a Glance

Parts of Speech

Nouns	• Words that name people, places, things and ideas
Pronouns	• Words that take the place of nouns
Verb	• Words that show action or state of being
Adjectives	• Words that describe nouns and pronouns
Adverbs	• Words that describe verbs, adjectives and other adverbs
Conjunctions	• Words that link words, phrases and clauses
Prepositions	• Words that describe a relationship between other words in a sentence
Interjections	• Words that express emotion as an interruption or aside

Remember...



Types of Sentences

.	Declarative – makes a statement
?	Interrogative – asks a question
!	Exclamatory – expresses strong emotion
. or !	Imperative – gives commands or makes requests

Created by Stephanie from Middle School Matters Blog (2012)

Periodic Table of the Elements

1 IA 1A												13 IIIA 3A		14 IVA 4A	15 VA 5A	16 VIA 6A	17 VIIA 7A	18 VIIIA 8A
1 H Hydrogen 1.008												5 B Boron 10.811	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180	
3 Li Lithium 6.941	4 Be Beryllium 9.012											13 Al Aluminum 26.982	14 Si Silicon 28.086	15 P Phosphorus 30.974	16 S Sulfur 32.066	17 Cl Chlorine 35.453	18 Ar Argon 39.948	
11 Na Sodium 22.990	12 Mg Magnesium 24.305	3 III B 3B	4 IV B 4B	5 V B 5B	6 VI B 6B	7 VII B 7B	8 VIII 8	9 VIII 8	10 VIII 8	11 IB 1B	12 IIB 2B	31 Ga Gallium 69.723	32 Ge Germanium 72.631	33 As Arsenic 74.922	34 Se Selenium 78.971	35 Br Bromine 79.904	36 Kr Krypton 84.798	
19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.867	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.845	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.38	49 In Indium 114.818	50 Sn Tin 118.711	51 Sb Antimony 121.760	52 Te Tellurium 127.6	53 I Iodine 126.904	54 Xe Xenon 131.294	
37 Rb Rubidium 84.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molybdenum 95.95	43 Tc Technetium 98.907	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.906	46 Pd Palladium 106.42	47 Ag Silver 107.868	48 Cd Cadmium 112.411	81 Tl Thallium 204.383	82 Pb Lead 207.2	83 Bi Bismuth 208.980	84 Po Polonium [208.982]	85 At Astatine 209.987	86 Rn Radon 222.018	
55 Cs Cesium 132.905	56 Ba Barium 137.328	57-71	72 Hf Hafnium 178.49	73 Ta Tantalum 180.948	74 W Tungsten 183.84	75 Re Rhenium 186.207	76 Os Osmium 190.23	77 Ir Iridium 192.217	78 Pt Platinum 195.085	79 Au Gold 196.967	80 Hg Mercury 200.592	113 Uut Ununtrium unknown	114 Fl Flerovium [289]	115 Uup Ununpentium unknown	116 Lv Livermorium [293]	117 Uus Ununseptium unknown	118 Uuo Ununoctium unknown	
87 Fr Francium 223.020	88 Ra Radium 226.025	89-103	104 Rf Rutherfordium [261]	105 Db Dubnium [262]	106 Sg Seaborgium [266]	107 Bh Bohrium [264]	108 Hs Hassium [289]	109 Mt Meitnerium [268]	110 Ds Darmstadtium [269]	111 Rg Roentgenium [272]	112 Cn Copernicium [277]							

Atomic Number
Symbol
Name
Atomic Mass

Lanthanide Series	57 La Lanthanum 138.905	58 Ce Cerium 140.116	59 Pr Praseodymium 140.908	60 Nd Neodymium 144.243	61 Pm Promethium 144.913	62 Sm Samarium 150.36	63 Eu Europium 151.964	64 Gd Gadolinium 157.25	65 Tb Terbium 158.925	66 Dy Dysprosium 162.500	67 Ho Holmium 164.930	68 Er Erbium 167.259	69 Tm Thulium 168.934	70 Yb Ytterbium 173.055	71 Lu Lutetium 174.967
Actinide Series	89 Ac Actinium 227.028	90 Th Thorium 232.038	91 Pa Protactinium 231.036	92 U Uranium 238.029	93 Np Neptunium 237.048	94 Pu Plutonium 244.064	95 Am Americium 243.061	96 Cm Curium 247.070	97 Bk Berkelium 247.070	98 Cf Californium 251.080	99 Es Einsteinium [254]	100 Fm Fermium 257.095	101 Md Mendelevium 258.1	102 No Nobelium 259.101	103 Lr Lawrencium [262]

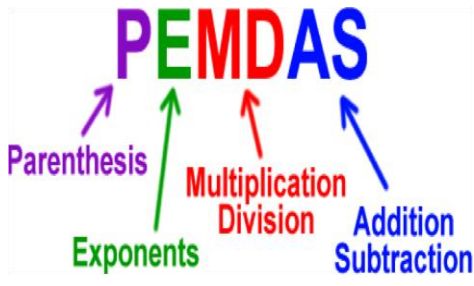
- Alkali Metal
- Alkaline Earth
- Transition Metal
- Basic Metal
- Semimetal
- Nonmetal
- Halogen
- Noble Gas
- Lanthanide
- Actinide

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sciencenotes.org

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$



Geometric Formulas

Rectangle



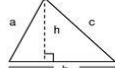
Perimeter: $P = 2l + 2w$
Area: $A = lw$

Square



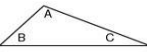
Perimeter: $P = 4s$
Area: $A = s^2$

Triangle



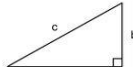
Perimeter: $P = a + b + c$
Area: $A = \frac{1}{2}bh$

Sum of Angles Of Triangle



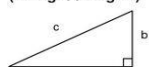
$A + B + C = 180^\circ$
The sum of the measures of the three angles is 180° .

Right Triangle



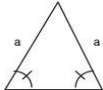
Perimeter: $P = a + b + c$
Area: $A = \frac{1}{2}ab$
One 90° (right) angle

Pythagorean Theorem (for right triangles)



$a^2 + b^2 = c^2$

Isosceles Triangle



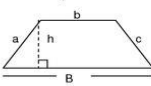
Triangle has two equal sides and two equal angles.

Equilateral Triangle



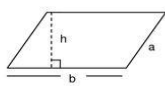
Triangle has three equal sides and three equal angles.

Trapezoid



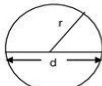
Perimeter: $P = a + b + c + B$
Area: $A = \frac{1}{2}h(B + b)$

Parallelogram



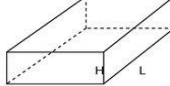
Perimeter: $P = 2a + 2b$
Area: $A = bh$

Circle



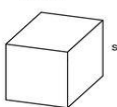
Circumference: $C = \pi d$
 $C = 2\pi r$
Area: $A = \pi r^2$

Rectangular Solid



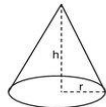
Volume: $V = LWH$
Surface Area: $S = 2LH + 2LW + 2WH$

Cube



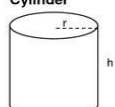
Volume: $V = s^3$

Cone



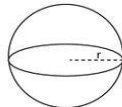
Volume: $V = \frac{1}{3}\pi r^2 h$

Right Circular Cylinder



Volume: $V = \pi r^2 h$
Surface Area: $SA = 2\pi r^2 + 2\pi r h$

Sphere



Volume: $V = \frac{4}{3}\pi r^3$
Circumference: $C = \frac{5}{9}(F - 32)$

Other Formulas:

Distance: $d = rt$ ($r = \text{rate}, t = \text{time}$)
Percent: $p = br$ ($p = \text{percentage}, b = \text{base}, r = \text{rate}$)

Simple Interest: $I = Prt$
($P = \text{principal}, r = \text{rate}, t = \text{time in years}$)

CONVERSION CHART

Liquid Measure

- 8 ounces = 1 cup
- 2 cups = 1 pint
- 16 ounces = 1 pint
- 4 cups = 1 quart
- 1 gill = 1/2 cup or 1/4 pint
- 2 pints = 1 quart
- 4 quarts = 1 gallon
- 31.5 gal. = 1 barrel

Dry Measure

- 2 pints = 1 quart
- 4 quarts = 1 gallon
- 8 quarts = 2 gallons or 1 peck
- 4 pecks = 8 gallons or 1 bushel
- 16 ounces = 1 pound
- 2000 lbs. = 1 ton

Linear Measure

- 12 inches = 1 foot
- 3 feet = 1 yard
- 5.5 yards = 1 rod
- 40 rods = 1 furlong
- 8 furlongs (5280 feet) = 1 mile
- 6080 feet = 1 nautical mile

Conversion of US Weight and Mass Measure to Metric System

- .0353 ounces = 1 gram
- 1/4 ounce = 7 grams
- 1 ounce = 28.35 grams
- 4 ounces = 113.4 grams
- 8 ounces = 226.8 grams
- 1 pound = 454 grams
- 2.2046 pounds = 1 kilogram
- .98421 long ton or 1.1023 short tons = 1 metric ton

Conversion of US Linear Measure to Metric System

- 1 inch = 2.54 centimeters
- 1 foot = .3048 meters
- 1 yard = .9144 meters
- 1 mile = 1609.3 meters or 1.6093 kilometers
- .03937 in. = 1 millimeter
- .3937 in. = 1 centimeter
- 3.937 in. = 1 decimeter
- 39.37 in. = 1 meter
- 3280.8 ft. or .62137 miles = 1 kilometer

Conversion of US Liquid Measure to Metric System

- 1 fluid oz. = 29.573 milliliters
- 1 cup = 230 milliliters
- 1 quart = .94635 liters
- 1 gallon = 3.7854 liters
- .033814 fluid ounce = 1 milliliter
- 3.3814 fluid ounces = 1 deciliter
- 33.814 fluid oz. or 1.0567 qt. = 1 liter

To convert a Fahrenheit temperature to Centigrade, do the following:

a. Subtract 32 b. Multiply by 5 c. Divide by 9

To convert Centigrade to Fahrenheit, do the following:

a. Multiply by 9 b. Divide by 5 c. Add 32

MEASUREMENT CHART

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year	=	365 days
1 year	=	12 months
1 year	=	52 weeks
1 week	=	7 days
1 day	=	24 hours
1 hour	=	60 minutes
1 minute	=	60 seconds

Student Self-Assessment Page

End of Enrichment 1 – August 31, 2018

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 2 – September 28, 2018

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 3 – October 9, 2018

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 4 – December 21, 2018

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

Student Self-Assessment Page

End of Enrichment 5 – February 6, 2019

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 6 – March 8, 2019

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 7 – April 26, 2019

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

End of Enrichment 8 – May 31, 2019

Course	Goal	Actual Grade	What Worked	How to Improve
Math				
English				
Science/Social Studies				
Enrichment				
Capstone				
Elective				

Reward Passes – Passing Classes & Meeting Behavior Expectations

#1 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#2 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#3 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#4 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#5 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#6 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#7 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____
#8 REWARD PASS					
Student Name: _____					
Grade Check: 1 st _____	2 nd _____	3 rd _____	4 th _____	5 th _____	Capstone _____

Yearlong Hall Passes

<p style="text-align: center;">2018-19 Yearlong Hall Pass</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Teacher Signature: _____</p>	
<p style="text-align: center;">2018-19 Yearlong Hall Pass</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Teacher Signature: _____</p>	
<p style="text-align: center;">2018-19 Yearlong Hall Pass</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Teacher Signature: _____</p>	
<p style="text-align: center;">2018-19 Yearlong Hall Pass</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Teacher Signature: _____</p>	
<p style="text-align: center;">2018-19 Yearlong Hall Pass</p> <p>Name: _____</p> <p>Teacher: _____</p> <p>Teacher Signature: _____</p>	

Qam 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25