



# Maple Creek School News

## Taking a Stand in History:

### Maple Creek School Students Investigated Excellent Examples

On January 26, the school's budding historians presented the results of months' worth of research and analysis. Their projects highlighted insightful instances of people taking a stand for justice and equality. We extend heartfelt appreciation to our three judges: Carlene and Rachael Cogliati and Bill Carlson.



The Youngers learned about American symbols and traditions, such as the flag and the flag salute.



Gianni shared what he learned about how Mahatma Gandhi took a stand for the people of India and helped them achieve independence from the British Empire.



Rachel taught the judges about how Helen Keller overcame her sight and hearing losses to become a champion for the rights of the disabled community.



Jaylenne and Shawn walked down the road the Black Panthers took as they stood up for the rights of their communities.



Anna received special recognition from the League of Women Voters for her exploration of how Nellie Bly stood up for those suffering from mental illness. The League gave her \$25 to spend at Booklegger!



Alé demonstrated how Martin Luther King, Jr. took a stand for Civil Rights.

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### Independent Study and Attendance

Maple Creek School offers Independent Study (IS) as an alternative to traditional classroom learning for many reasons. Despite the reasons, all families should be clear about the laws and rules that apply to this voluntary study situation and take them seriously because IS is directly tied to attendance, which is directly tied to student achievement.

The entire independent study packet must be completed to receive full attendance for the independent study. If 85% of the work is completed for a five-day independent study packet, the student will receive four days of attendance and one absence. If less than 80% of the work is completed on two independent study intervals, the student will no longer be able to request independent study.

Independent study absences count towards the total of absences calculated by the SARB board (absence is defined as missing 30 minutes of the school day) that are allowed and what will trigger the SARB process.

Independent Study contracts of at least five days must be signed prior to commencement; the morning of the first day is as close to prior as possible. It is the parent/guardian responsibility to come to the school site to sign independent study agreements. Students must return completed work on the given due date for the packet to be accepted.

An independent study packet for one week takes the teacher approximately 1.5 hours to put together. If possible, a minimum of 48 hours notice of commencement is appreciated. If this is not possible, you can still sign the contract (prior to commencement) and begin working on a reading log and P.E. log. Teaching staff will get the rest of the packet completed as soon as possible.

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## History Day Projects are a Process

The History Day Project requirements include the writing of a "process paper," which describes the research process, not the history researched. This provides students an opportunity to write an explanatory essay for a real audience.

### Gandhi Stood Up for His Dreams

By Gianni O.

At my school, my classmates and I are required to make a project whether they can take it to the county contest or not. The topic introduced was "taking a stand," so first I looked at people who took a stand in history. I thought that other American contestants would do people who changed the United States, so next I looked for people who took a stand for a different continent than North America. Then I discovered Mahatma K. Gandhi, and I added that to one of six topics I chose. I then numbered the topics on how much I liked them. Finally, they were sent home. My mom then approved of one, and it turned out that one was Mahatma Gandhi.

I started my research by getting on Google and looking up Mahatma Gandhi; after doing this for a few days, I had lots of information. Next, I went to the library with my classmates and got some books, so then I got the information I needed. Although lots of people rely on the internet to get information, I got the most information from a book called Gandhi. It was written by a woman named Amy Pastan. I ran into a lot of frustrations from typos, which I made a lot, to losing the internet; that was very irritating. If I had more time, I would probably get more books to get information from, so that I could double-check that my information was correct and to make sure I had everything I needed.

The insanity of history day requires me to do a poster. Even though I don't agree with this, at least I get to do a project. But still, it's not fair. I was thinking about my board and thought why not draw a picture of Gandhi, so I used an overhead projector and traced Gandhi's picture. After I did that, I colored it in with sharpie and cut it out. Next, I used orange and blue paper because I liked them on it and pasted them on my board. Then I pasted my picture of Gandhi on my board. Finally, I placed my pictures in a spot that I liked best because it looked organized. I wanted it organized so that it fit in two categories: Peaceful Protest and Impact. Then I placed subtitles, quotes, and my title, and added my thesis and conclusion.

I thought about how Gandhi took a stand. My topic supported the theme because Gandhi took a stand against British rule, so my topic was successful. Gandhi changed the world because he helped make India a free country; that makes it so Indians are free today. Also, people around the world have adopted his peaceful methods of protest in their acts against injustice.

### Guess What Helen Keller Stood Up For: the Blind and Deaf

By Rachel M.

When our school started getting ready for History Day, I had a few ideas for a topic. I did background research on my six main topics, including Helen Keller. I went to my mom to narrow down my topic. When I heard she did a school play, and she was Helen Keller, I decided to use her because she took a stand in history by helping the blind and deaf.

When I decided to use Helen Keller, I did a little more research. At first, I used Google, and I found a lot of pictures and quotes. A few days later, everyone in my school went to the library to find books about their history topics. When the librarian found a Helen Keller book, it turned out to be the only Keller book. Next, I started to read the book and found really good pictures and some quotes. Then I brought all my information together and put it on a Google Doc. I learned a lot of new ways to use the Docs. I learned how to highlight the words, and I learned how to use the comments on the Docs. If I had more time, I would find more resources for my topic and do more research.

Since I am in 5th Grade, I had one choice on what category to do, so I made a poster.

I started by making the title and subtitles for my poster. Then I found two pictures, one was a picture of Helen Keller reading braille and a picture of Keller's dog then I printed the pictures; and then, I put the two pictures together to make a different picture of Helen Keller reading braille and her dog. Then I put the pictures on a projector after I traced the pictures on my backboard. When I finished I colored my picture. Then I made my timeline it was a little hard but I got it done. Next, I printed my pictures and quotes and cut off the extra paper so it would fit. Then I put my pictures and quotes on a background. Next I laid out all my pictures and quotes once I got everything to fit I made addition to make everything straight after I wanted to make some things straight and some not and then I started to glued everything down.

Helen took a stand by helping the blind and the deaf and now blind and deaf people can do what anyone else can do. For example, I. King Jordan became the first deaf president of Gallaudet University, which is a school for the deaf. Also, Dr. Jane Fernandes was the first deaf person to be selected President of a hearing university. One more is Tova Stewart, who is deaf child actress; she was about six when she appeared in a major motion picture.

## "How Have We Come so Far, and Yet Have so Far to Go?" The Black Panthers

By Jaylenne Harris and Shawn Giuntini

Our project is about the Black Panthers Party. We selected this topic because Jaylenne knew a lot about Black Activist groups. She saw a lot about the Black Lives Matter on the news, and her Mom was really big on educating her about her culture. Because of all the police brutality that is happening today, she felt it would be important to do a history day topic about the Black Panthers. After we chose our topic, The Black Panther Party (BPP), we started doing basic research on what they did and what they stood for and against. We thought this would make a good topic for our history day project because they took a stand against problems that involved the Black Panther community. We found a lot of interesting information that we thought it would be important to point out. We started narrowing it down to the methods they used to take a stand because it was the theme of History Day this year.

When we conducted our research, we first started searching websites about how the Black Panthers took a stand and what legacy they left on the world after they disbanded. After that, we started finding pictures of the members and what they did, such as organizing marches, giving speeches, and establishing the breakfast program. We used a website that had all the newspapers that the BPP published that addressed how they felt about events that were happening at the time, which was really helpful. Another source was this website called "Origin of the Black Panther Party Logo," which gave us good information about the party's logo. We experienced frustrations organizing the bibliography and finding reliable sources. If we had more time, we would try to find a speech (or speeches) from The Black Panthers to add support to our thesis.

We decided to use an Exhibit because we didn't have that much experience with documentaries and because we felt more comfortable with making an Exhibit. While we were putting our project together on the board, it started getting complicated because some of the pictures were too small, or too big, and some of the quotes weren't even spelled the same or the right size. Therefore, it took us like four times to print everything until we finally got the right size for the pictures and quotes.

This year, the theme was how people took a stand in history. The Black Panthers thought through the issues and used an imaginative approach to political organizing. The Black Panther Party set a path for people expressing how they feel about injustice. Good examples of how they affected today are the Black Lives Matter activist group and many modern artists. They have the same beliefs as the BPP, and they carry on their legacy.

## Changing New York's Asylums from the Inside Out: Nellie Bly

By Anna S.

While sifting through my school's selection of books, I found *Ladies First* by Elizabeth Cody Kimmel, a book full of amazing feminist women's stories. Immediately, the chapter on Nellie Bly, "First Woman to Travel Around the World in Under 80 Days," caught my eye. I read the chapter with intense interest. Once finished, I was amazed.

Heading immediately to Google, I found a copy of one of her books, "Ten Days in a Madhouse," and read it immediately. It was revealed to be an expose on Blackwell's Island, an insane asylum in New York in the 1800s. I found that her articles perfectly fit this year's History Day theme because her work directly affected the treatment of the mentally ill.

Digging more deeply, I headed to the Library of Congress newspaper archive, where I found PDF files of dozens of newspapers mentioning, or completely dedicated to her. The newspaper she worked for, the *World*, run by Joseph Pulitzer, is only one of the many primary sources I found, since she also published in the *Washington Post*, and other papers wrote articles about her articles.

Once finished collecting newspaper sources, I poured over my new copy of the *Complete Nellie Bly*, finding quotes and documenting different ways I could phrase my thesis. Nellie Bly took too many stands in her life to focus on her as a person, I had to narrow it down to one single event. Ultimately, since I had decided to focus on "Ten Days in a Madhouse," I narrowed my focus to how she had taken a stand for the lives of patients in Blackwell's Island.

I chose an Exhibit as my project format because I'm relatively familiar with it, and I find it easier to organize information on a poster than on other types of media. The dark black/blue decoration is tribute to the horror of the story, because I wanted to represent the dark creepiness that the story portrays. At first, it was hard to find quotes and photos that supported my thesis, but in the end, I found I could use a comparative format to show how she sparked the reform of New York's (and all of America's) mental health treatment system.

In revealing the horrifying truth of abuse by the people in power all through Asylums and government, Nellie Bly exposed an entire system of mistreatment towards the poor and mentally ill. She took a stand for those whose voices were silenced, and she made sure that the State of New York paid for what had been done. One million dollars more per year was donated towards the care of asylum patients and a few years later the asylum on Blackwell's Island was closed for good.

We can credit the lack of notoriety of today's mental intuitions partially to the development of the scientific understanding of the human brain and neuro diversities, and partially to one Miss Nellie Bly.

## Equality for All: Martin Luther King, Jr.'s Fight

By Alejandra G.

When I was in second grade, my class was reading a story about Martin Luther King Jr. As soon as we were done reading the first page, I had the urge to learn more about him because I was so amazed about what he did. Now I am in fourth grade, and as soon as I heard about History Day, I thought about doing Martin Luther King Jr. or Gandhi. I narrowed it down to Martin Luther King, Jr. because I had already learned a little about him, and he fit right in with the theme.

I went to Google, so I could find more about him. I found pictures of him. A couple of days later, my class and I went on a field trip to the library, and I got some books about him. In these books, I found quotes, pictures and background information. I also found a map of the South. When I was reading these books, some of the words were hard to understand. I had to spend time learning how to use the computer. Now I understand how to use the computer. Also, I had a hard time finding quotes, but I did have success finding pictures, background information and the day Martin Luther King Jr. was born and the day he died. If I had more time to do this project, I would find more things that Martin Luther King Jr. did in his life, other than taking a stand for all people who did not have the same rights as others. I would also find more pictures of him leading marches and telling speeches.

After a couple of weeks, it was time to start thinking about my project. I am in fourth grade, so I am required to make a poster for this project. First, when I went through my artistic process, I chose to put my pictures in the order that they're in because in my mind I thought that it looked neat. I also decided that I should draw a close-up picture of Martin Luther King Jr. on my backboard because my history day project is about him, so I thought I would give it a chance. To draw the picture straight on my board, I printed out a picture that I found on the internet on a clear plastic piece of paper. I put the transparency on the overhead and traced the picture onto my board. I filled it in with a Sharpie. I ended up making a black and white ink drawing of him. I took a couple of photos because they showed that people of all ethnicities can drink out of the same faucet and play together.

Martin Luther King, Jr. changed the world that affects us today because today I can go to school with people of color. I can see a variety of people working at the same restaurant. I can see people of all skin colors drinking out of the same drinking fountain. I can see a variety of kids playing on playgrounds together. Last, I see parents that are so happy that their kids have friends that don't have to be the same as them to play with.

## Valentine's Day Tea



## Celebrating 100 Days of Learning

February 9th was the 100th day of school. In honor of that mark on the calendar, the Younger students engaged in a variety of activities that revolved around the big number. The morning began with a whole group sharing of individual groups of 100 items. While the Olders and Middles worked on their math assignments, the Youngers continued to explore the large number. Later in the day, the students used marshmallows and spaghetti to attempt building structures working within the confines of 100.



## Science Test Changes

Dear Parent/Guardian:

The State of California is implementing new science standards that describe the things we want students to know and be able to do. These new standards help students to think and work like scientists and engineers—asking questions and learning using hands-on investigation and discovery.

Working with science teachers, California is developing the California Science Test (CAST) that emphasizes scientific thinking and reasoning. These new tests will be **given in grades five, eight and high school**. As partners in your child's education, we invite you to take a look at some sample test questions available in the new CAST Training Test at <http://www.caaspp.org/practice-and-training/index.html>. We will be accessing these practice questions in the next month to give the students a preview of what to expect.

It's important to remember that statewide tests cannot take the place of hands-on learning that is taking place in our school. Experiments, in-class assignments, and tests designed by your child's teacher all play a part in gauging what students know.

Statewide tests like the CAST are valuable because they represent a common yardstick—a way to measure the progress of all students at the same time in the same way.

We are excited about the new science standards and the role CAST will play in helping our students reach their potential and prepare for the future. If you have any questions about how we are implementing these new standards, please contact Gwen Neu at 668-5596.

Sincerely,

Gwen Neu, Education Coordinator  
Maple Creek Elementary School

## Annual End-of-Year Testing

Dear Parent/Guardian,

In May, our **3rd-8th grade students** will participate in the Smarter Balanced Summative Assessments, which are part of the California Assessment of Student Performance and Progress (CAASPP) System.

### Why is this test important?

This test was created with teacher input to...

- \* Measure how well your child has mastered the skills and content in mathematics and English language arts at his or her grade level
- \* Align with the instruction that takes place in the classroom everyday
- \* Match the learning goals of each grade level
- \* Assess critical thinking, analytical writing, and problem solving skills, which are needed for success in college and a 21<sup>st</sup> century career.

The test has **different kinds of questions**, including traditional multiple-choice questions as well as ones that require students to explain their answers, show their work, and compose essays.

### What should I expect after my student takes the test?

As you may remember from last year's score report, each subject will be broken down into areas. The report shows how students are doing in each area and where they need help. Depending on the student's needs, teachers can use this information to **provide targeted help to students to address their needs**.

Remember, **the results from this test aren't meant to tell the whole story**. Your child's scores are meant to be one of several ways for you and your child's teacher to see how your student is progressing in school. Test scores, along with student report cards and teacher's observations of your child's performance in the classroom, are used together to form a complete picture of your child's achievement.

### Where can I learn more?

We encourage you to take a look at a practice test for your child's grade level. The practice tests are posted on the California Department of Education's Smarter Balanced Practice Tests Web page at <http://www.cde.ca.gov/ta/tg/sa/practicetest.asp>. To find out more details about the Smarter Balanced test, visit the "Be a Learning Hero" Web site at <http://belearninghero.org/classroom/smarter-balanced>.

At Maple Creek Elementary School, our goal is for all students to achieve their full potential. The Smarter Balanced tests are just one way that we are able to better understand if we are meeting that goal. Thank you for all you do to partner with us in your child's education.

Thank you,

Gwen Neu, Education Coordinator

## Recycling at Maple Creek School

In an attempt to raise money for educational needs and environmental awareness in one project, we have set up recycling bins for your beverage containers. We request that you bring **ONLY** plastic and glass beverage containers and aluminum cans that have the **CA CRV** symbol on them to the school for recycling. We can only handle these items as they are the only ones redeemable for cash.



Please bring your donations to the school on Tuesdays and Fridays. Bill Carlson will direct you to the recycling area and appropriate garbage cans:

- ◆ Aluminum
- ◆ Plastic #1 (water and soda bottles)
- ◆ Plastic #2-7 (these are less commonly accepted for redemption, but if you see the CA CRV symbol on the bottle, donate it!)
- ◆ Green glass
- ◆ Brown glass
- ◆ Clear glass

school on Tuesdays and the recycling area appropriate garbage

The MCS Fundraising Committee, students and staff thank you for your participation in this new program.



[www.calrecycle.ca.gov](http://www.calrecycle.ca.gov)

# March 2017

## Schedule of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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	

### Happening in February and March:

- ☺ Feb. 9: 100th Day  
Grow and Learn 11:30—1:00
- ☺ Feb. 10: School Board 1:30 p.m.
- ☺ Feb. 11: Hum. Co. History Day
- ☺ Feb. 20-24: No School, February Break
- ☺ March 10: School Board 1:30
- ☺ March 16: Grow and Learn 11:30—1:00
- ☺ March 17: St. Patrick's Day
- ☺ March 22: Field Trip—Swim & Arcata Playhouse
- ☺ March 23: Fundraising Committee 2:00
- ☺ March 28/29: Minimum Day—School Out at 1 pm for Parent Conferences

### Looking Ahead

- ☺ April 5: Field Trip—Swim & Arcata Playhouse
- ☺ April 6: Middles to the Symphony
- ☺ April 13: School Site Council
- ☺ April 14: School Board 1:30
- ☺ April 17-21: No School—Spring Break
- ☺ May 1: May Day Café Noon
- ☺ May 4: School Site Council 1:30
- ☺ May 9: Minimum Day—School Out 1 pm
- ☺ May 12: School Board 1:30 pm

Please attend the school board meeting on **March 10 at 1:30 PM** to hear the latest school news and to give your voice to the LCAP process.


**Future meetings begin at 1:30:**

**April 14, 2017**

**May 12, 2017**

**June, 2 & 9, 2017**



	<b>FC:</b> Thursday, March 23, 2017 2:00 PM	<b>SSC:</b> Thursday, April 13, 2017 1:30 PM
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### Maple Creek Elementary School

#### Needs You!

The School Site Council (SSC) and Fundraising Committees (FC) need active community participation to function properly. Members of the SSC meet three times per year to develop, review and evaluate school improvement programs and school budgets.

Members of the FC meet at least three times a year to plan and implement fundraising activities that bring in extra funds for school program improvement.



*We invite everyone to give input on our LCAP as well as any other advice about the conditions of learning at Maple Creek School. Please contact Wendy or Gwen to offer suggestions regarding improvement of the education Maple Creek School delivers to its students.*



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## Maple Creek Elementary School District

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Providing exemplary education that  
fosters communication, trust, and  
respect.

The mission of Maple Creek Elementary School District is to provide an exemplary educational program for the students of Maple Creek School. The high teacher-to-student ratio provides personalized instruction to foster the development of each student's talents, academic performance and social/emotional growth. We provide a solid foundation for our students to enter high school, college and chosen career paths.

Emphasis on promotion of literacy in language arts, mathematics and technology skills:

High expectation and an optimal learning environment produce proficient and advanced academic skills;

Students, teachers and parents cooperate in a nurturing and interactive educational setting that enhances the learning experience;

Global literacy and digital citizenship are promoted with the use of digital devices for the students and professional development for the staff to remain updated on innovative technologies.

Emphasis on communication skills:

Classroom environment promotes the development of personal responsibility, positive social skills, effective self-management strategies, tolerance and respect for both self and others;

Collaborative projects provide opportunities to think critically, be creative, solve problems and work as a community;

An outstanding visual and performance arts program provides a stage for students to demonstrate these skills.

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