

Welcome to Libby!

Libby 101



Introductions

Principal: Andre Hargunani

Assistant Principal: Kelly Lindsley

Counselors: Diana Patitucci (A- L)

Debby Hazen (M-Z)

Attendance Secretary: Tammi Trimm



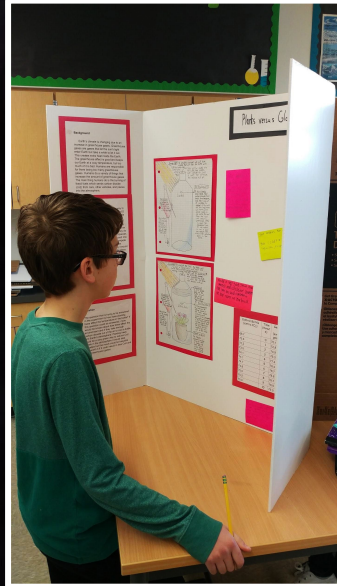
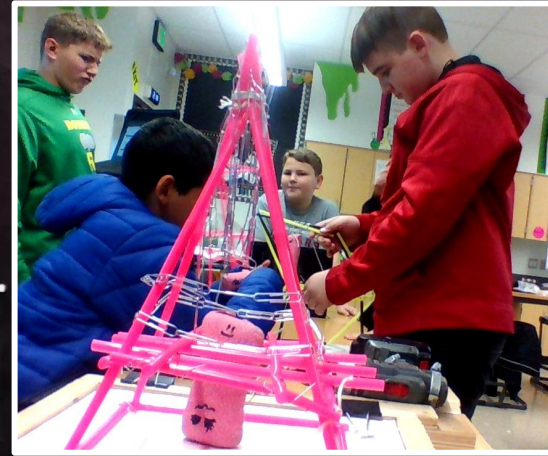
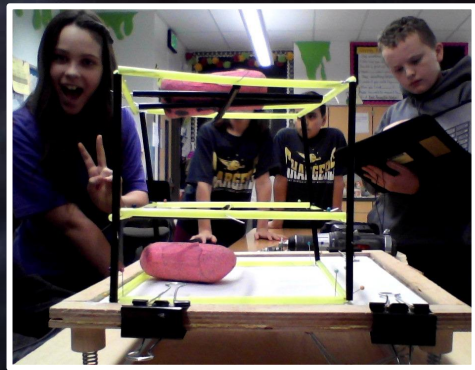
6th Grade Teachers:

- Becky MacBeth
- Tami Shea
- Debbie Ellefson
- Jessica Saddler
- Jessica Zylinski
- Marla Reynolds
- Shelly Kok
- Becky Jensen

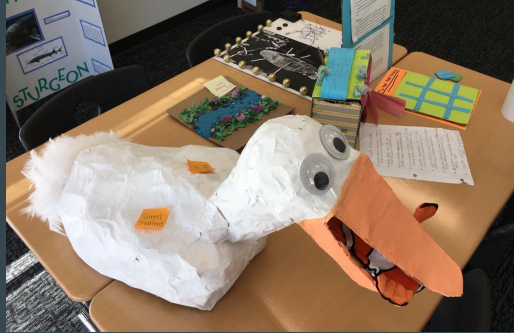
- McKenzie Munn
- Kaci Presnell
- Kristi Meyer
- Mike Boynton
- Dave Holmberg
- Mike MacBeth
- Candace Low
- Kayla Ruble

- Mike Bryan
- CJ Tatman
- Senna Dillsi
- Trisha Snow
- Monty Bowen
- John Cowen
- Jeff Julio
- Margie Roueche

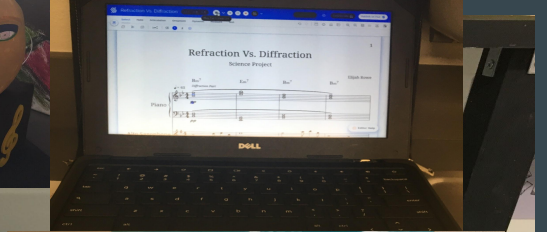
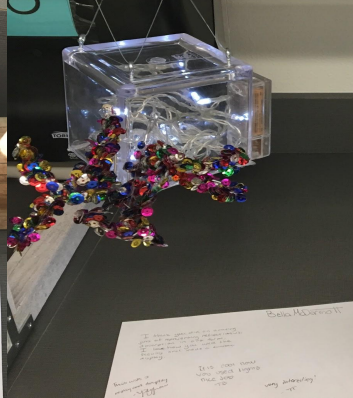
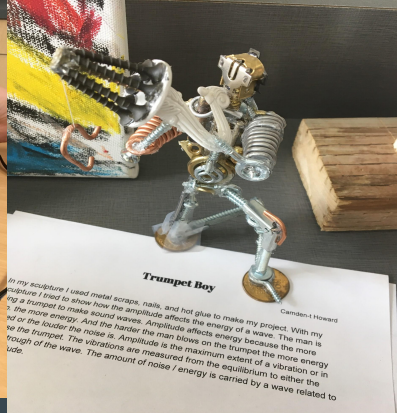
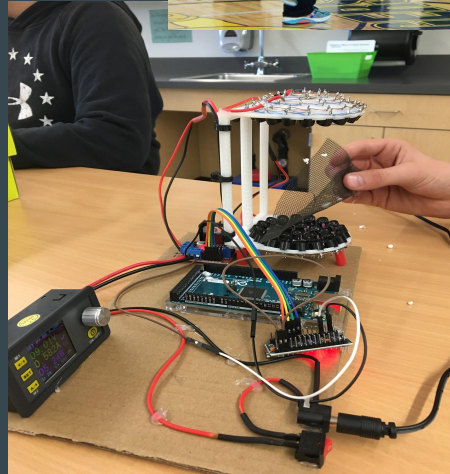
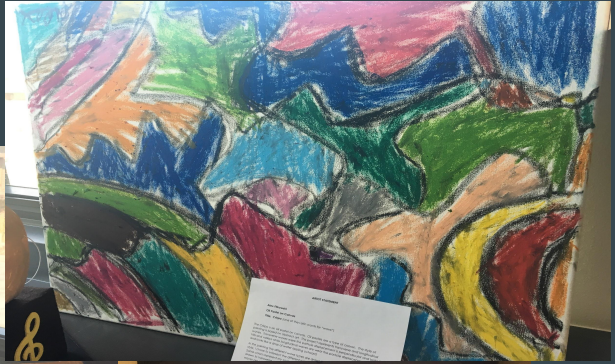
STEAM Projects - 6th Grade



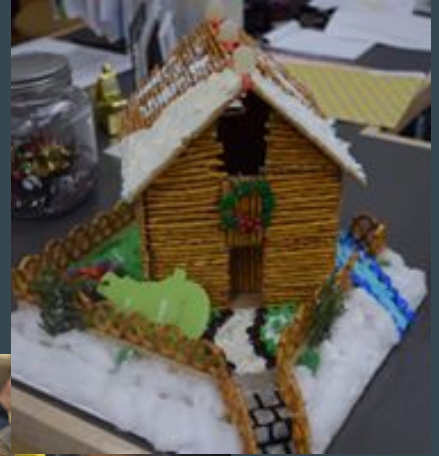
STEAM Projects - 7th Grade



STEAM Projects - 8th Grade



Advisory Challenge with West Richland Chamber of Commerce



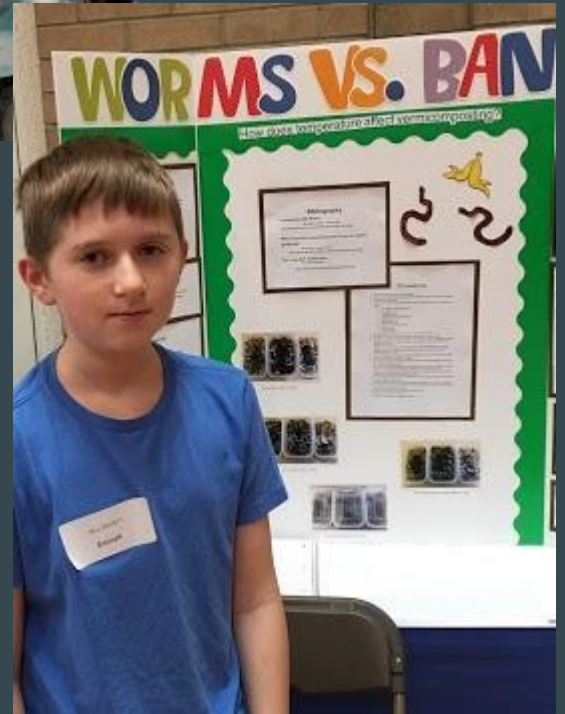
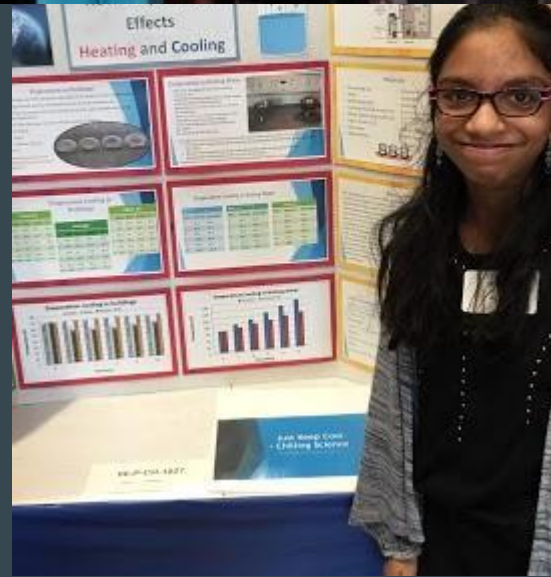
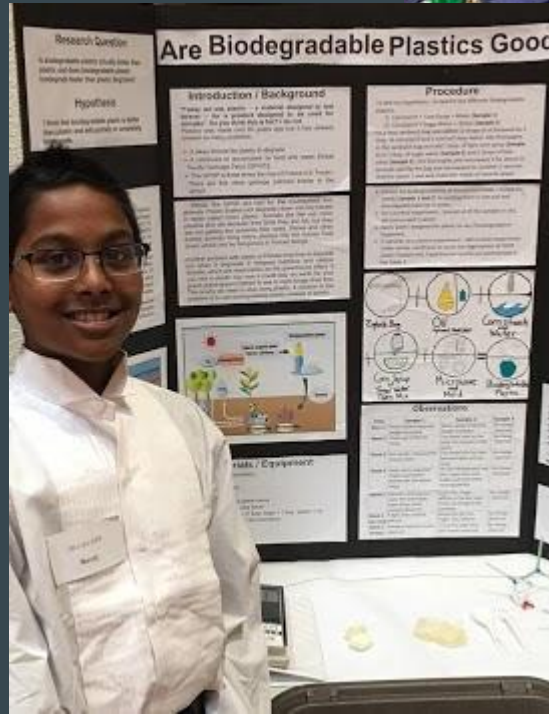
Women's History Event with Manhattan Project National Park



Clubs

| | | |
|---------------------|-------------------------|----------------------------------|
| Art | Charger Champs | Charging for the Community |
| Math Club | Drama | Dungeons & Dragons |
| Recycling | Destination Imagination | Anime Club |
| Kindness Club | Fun Lunch Club | Photography Club |
| Student Ambassadors | History Bowl | Travel Club |
| Coding Club | Origami | Fellowship of Christian Athletes |
| Science Bowl & Club | Podcast Club | LEGO Robotics |
| Yearbook | Writers Club | National Junior Honor Society |

Competitions









The Arts



3 Pillars of Learning

- Projects
- Self-Directed Learning
- Mentoring



Mentoring

Students meet 1:1 with a dedicated mentor who knows them deeply and supports them in setting and achieving their short- and long-term goals.



Projects

Students apply their acquired knowledge, skills, and habits to projects that prepare them for the real-world scenarios they'll encounter in life after school.



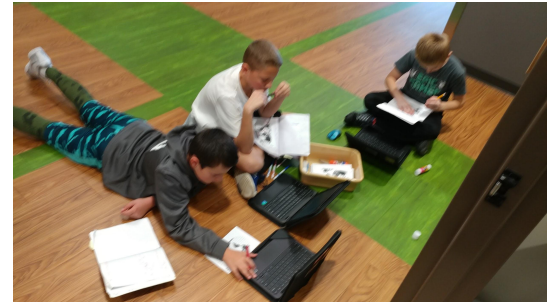
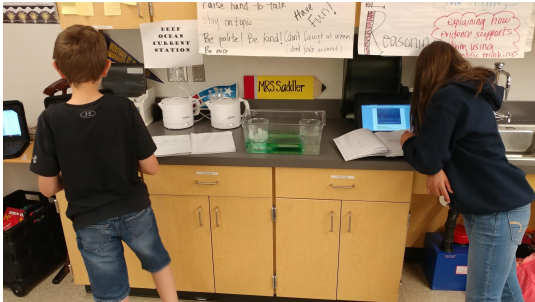
Self-Direction

Students are guided through a learning cycle that develops self-direction by teaching them how to set goals, make plans, demonstrate their skills and knowledge, and reflect.

PROJECTS

Students spend most of their time working with teachers and classmates on rich, real-world projects.

- Units are organized as Projects
- Final Products
- Checkpoints
- Cognitive Skills Rubric
- Focus on Learning, Revision, and Growing

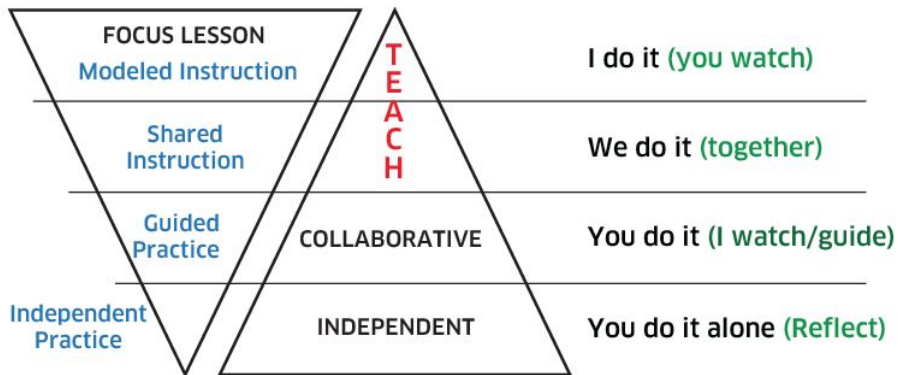


MATH Concept Units

Students spend most of their time working with teachers on grade level conceptual understanding and application.

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Figure 1: The Gradual Release Model



No
struggle



Productive
struggle



Destructive
struggle



Productive Struggle should:

- Be considered essential to learning mathematics with understanding;
- Develop students' capacity to persevere in the face of challenge; and
- Help students realize that they are capable of doing well in mathematics with effort.



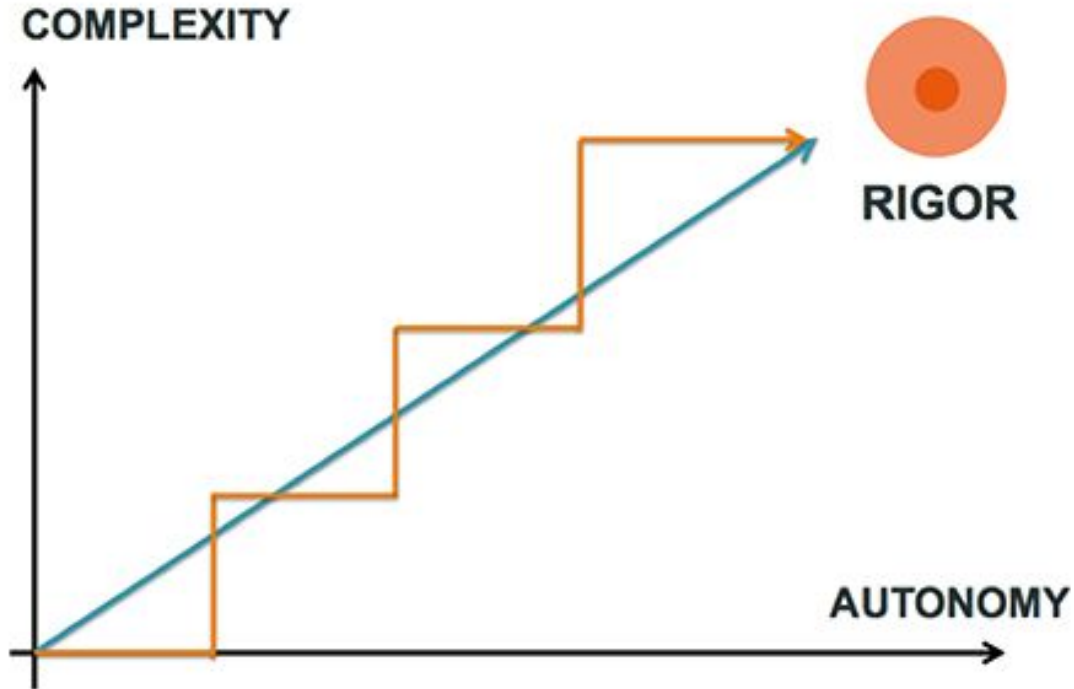
NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Self-Directed Learning

- Teaching students how to do homework
- Clear objectives
- Variety of resources to allow for student choice and meeting various learning modalities
- Flexible pacing
- Goal Setting
- Habits of Success



The Path to Rigor



Mentoring

- 1:1 Connection between Student and Mentor
- Personalized to each student
- Grounded in long term goals
- Ongoing progress checks
- Connect student interests to the subject matter
- Set goals
- Assess strategies



Mentor Check-In

Greetings

What is something you're proud of from the last week?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin et condimentum risus. Suspendisse sit amet eleifend risus.

Discuss last week's met goals

[Pass content assessment](#) — Met on Wed Oct 2

Causes of WW2

[Re-write my thesis](#) — Met on Wed Oct 3

Bioremediation

What did you do to meet these goals?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin et condimentum risus. Suspendisse sit amet eleifend risus.

Discuss last week's unmet goals

[Pass content assessment](#) — Due on Wed Oct 2

Limits of a Function

[Apologize to Mr. Staines](#) — Deleted on Thu Oct 3

Causes of WW2

What obstacles did you encounter?

You skipped this

Discuss next week's goals

How do I support my child? (Projects)

Ask your child about the Project Overview.

- Essential Question
- Enduring Understanding
- Cognitive Skills

History Without Writing

Due September 20th, 2019

Overview

Plans

Project Overview

1 What can physical and artifacts tell us about human history?

2 What can visual artifacts and oral traditions tell us about human history?

3 Compelling Question Group Poster Draft

4 Personal Artifact Presentation Draft

★ Inquiry Argument

★ Personal Artifact Presentation

What is this project about?

Essential Question

- How do we know about the past without written evidence?
- How do historical artifacts relate to my life?

Enduring Understanding

- You explain how different types of sources beyond written evidence are used in history.
- You make an evidence based argument.
- You apply historical learning to your own life.

Description

You engage with primary and secondary source documents and formulate arguments through the inquiry process. You develop an argumentative claim to answer the compelling question of the inquiry and select evidence to back up your claim. You explain how your evidence supports your claim and demonstrate your understanding of the inquiry. You then use your understanding of non-written evidence and artifacts to select a personal artifact, create a presentation about it and what it demonstrates about who you are, explain the connections to the inquiry, and present to the class to teach them more about yourself.

[Read less](#)

Cognitive Skills

[View Rubric](#)

Argumentative Claim Oral Presentation Communicating Accurately and Precisely

Focus Areas - Power

How Do We Study History?

Focus Areas - Additional

1) Early Humans: Paleolithic Culture

How do I support my child? (Projects)

Ask your child about the Final Product(s).

- What product will you child produce by the end of the unit?
- What are the success criteria (Cognitive Skills)?

History Without Writing

Due September 20th, 20

Overview

Plans

Project Overview

1 What can physical and artifacts tell us about human history?

2 What can visual artifacts and oral traditions tell us about human history?

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★ Inquiry Argument

★ Personal Artifact Presentation

Final Product

Plans

Day 9

Day 10

★ Personal Artifact Presentation

You present an artifact that informs the class about who you are as a person. This can be a physical, visual, or oral artifact but should be meaningful and informative! You also explain how your artifact relates to your historical learning about types of non-written evidence used in history.

What is the focus of this final product?

[View Rubric](#)

Oral Presentation

Students are assessed on their presentation in front of the class about their artifact. This final product allows you to see the preparation that students made for this presentation.

How do I support my child? (Projects)

Ask your child which
Checkpoint s/he is currently
working on.

- What is the focus of the checkpoint (Cognitive Skills)?
- What resources are available?
- What do you need to submit?
- When is it due?

History Without Writing

Due September 20th, 2021

Overview

Plans



Project Overview



1

What can physical and artifacts tell us about human history?



2

What can visual artifacts and oral traditions tell us about human history?



3

Compelling Question Group Poster Draft



4

Personal Artifact Presentation Draft



Inquiry Argument



Personal Artifact Presentation



Checkpoint 1

Plans Day 1 Day 2



What can physical and artifacts tell us about human history?

You answer the first supporting question of the inquiry to demonstrate your understanding of physical artifacts and visual artifacts and how we use them to learn about human history.

What is the focus of this checkpoint? [View Rubric](#)

Argumentative Claim

Students answer the supporting question by making a claim about what they have learned based on the resource set.

Communicating Accurately and Precisely

Students will demonstrate consistent, accurate, and precise application of content and/or conventions.

Resources For Everyone



Entry Event Presentation

Learn about the themes, topics, vocabulary, and components of this project!

Physical Artifacts Activity



You analyze the physical artifacts that are presented in Resource 1 of the Document Set and compare your analysis with the analysis of experts. Make sure you have read all of the resources in the document set before doing this activity!



Physical Artifacts Document Set

This resource set provides primary and secondary source documents on physical artifacts.

How do I support my child? (Projects)

Review the Cognitive Skills Rubric

| Composing / Writing | 2 | 3 | 4 |
|---|---|---|--|
| Argumentative Claim Developing a strong opinion/ argument through clear, well-sequenced claims. | Introduces a clear opinion/claim and provides reasons that support the student's point of view. | Introduces a clear opinion/claim and provides logically ordered reasons that support the student's point of view. | Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident. |

| Products & Presentation | 2 | 3 | 4 |
|---|--|---|--|
| Oral Presentation Using appropriate public speaking strategies to engage the audience and communicate points. | Makes eye contact with audience. Shows variable body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation. | Makes regular eye contact with audience. Shows appropriate body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation. | Makes regular eye contact with audience. Shows appropriate body posture and speaks at an adequate volume and pace with clear pronunciation. |

| Products & Presentation (Proficiency) | No Evidence (40%) | Not Yet Meeting Expectations (55%) | Partially Meeting Expectations (70%) | Mostly Meeting Expectations (85%) | Fully Meeting Expectations (100%) |
|---|---|---|--|---|---|
| Communicating Accurately and Precisely Expressing, integrating, and applying specific content and/or conventions with accuracy and precision. | No evidence of accurately integrating content or information. | Demonstrates weak application of content and/or conventions; may include major errors or omissions. | Demonstrates basic or uneven application of content and/or conventions; may include minor errors or omissions. | Demonstrates proficient application of content and/or conventions; may include minor inconsistencies. | Demonstrates consistently accurate and precise application of content and/or conventions. |

How do I support my child? (Self-Direction)

Ask your child about the goals s/he set this week.

- Your child can set goals for each day for each subject area.



| Progress | Week | Year |
|---------------------------|---------|--|
| | Mon 9/2 | Tue 9/3 |
| 2019-2020 Earth Science > | | <input type="checkbox"/> try to get ahead in my work |
| Ancient Civilizations > | | <input type="checkbox"/> Take Cornell Notes on objective 1 How Do We Stud... |
| GenMath1 > | | |
| Libby English 6 > | | <input type="checkbox"/> read 1 to 2 chapters a night |

How do I support my child? (Self-Direction)

Go over the Self-Direction Cycle and Habits of Success:



How do I support my child? (Self-Direction)

Focus Areas

- Homework
- Content knowledge explored in Projects
- Key Terms
- Objectives
- Resources
- Diagnostic
- Content Assessment

How Do We Study History?

| | |
|---|---------|
| → Diagnostic | Start |
| → Introductory Materials Introduction | |
| → Objective 1 Describe the different types of people involved in studying history. | |
| → Objective 2 Explain the different parts of a map and how historians use maps. | |
| → Objective 3 Compare and contrast the different types of evidence a historian uses. | |
| → Content Assessment | Request |

Focus Area Info

Description

By the time you finish this playlist, you should be able to: 1. Describe different types of people and fields that are involved in studying history. 2. Explain the different parts of a map and how historians use maps. and 3. Compare and contrast different types of evidence that historians use.

Key Terms

1. Archaeologist
2. Anthropologist
3. Cultural Anthropology
4. Physical Anthropology
5. Historian
6. Artifact
7. Compass Rose
8. Key
9. Scale
10. Physical Map
11. Political map
12. Thematic map
13. Primary Source
14. Secondary Source
15. Tertiary Source

Score Needed To Pass

8 out of 10 correct.

Students Able to Help

None available yet

Platforms

Summit Learning Platform

- Core Content Classes (Math, ELA, Science, Social Studies)

Canvas Learning Management System

- Exploratories (Art, Choir, Band, Orchestra, Drama, etc.)


Summit Learning Platform






summitlearning.org


| | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|------------------------------|-----------------------------------|----------------------------------|-----------------------------------|----------------------------------|-------------------------------|-----------------------------|----------------|-----------------|--------------|
| 2019-2020 Earth S... | | | | | | | | | |
| Projects | Explaining a Scien... | Geology Story | Natural Hazards | Weather | Climate Change | Scale Visualizations | | | |
| Power Focus Areas | Scientif... | Earth M... | Water a... | Plate Te... | Natural ... | Weathe... | Human ... | Global ... | Earth a... |
| Additional Focus Areas | Water and the Earth 1 | | Natural Hazards: Weather | | | Daily and Seasonal Patterns | | | |
| Ancient Civilizations | | | | | | | | | |
| Projects | History Without Wr... | Ancient Egyptian ... | Athens vs. Sparta ... | Athens vs. Sparta ... | Beliefs & Practices | China & Rome | | | |
| Power Focus Areas | How Do W... | What Was ... | Pharaohs ... | What Was ... | What Were... | What Was ... | What Was ... | What Was ... | What Was ... |
| Additional Focus Areas | 1) Early Humans: Paleolithic C... | 2) What Makes Something a Ci... | 3) Mesopotamian Civilization, ... | What Was the Ancient Empire ... | | | | | |
| Challenge Focus Areas | What Was the Anci... | The Roman Empir... | What Were the Me... | Islamic Civilizations | Islam in the Middle... | The Scientific Rev... | | | |
| GenMath1 | | | | | | | | | |
| Math Units | Area & Surfa... | Introducing ... | Unit Rates & ... | Dividing Frac... | Arithmetic in... | Expressions ... | Rational Nu... | Data Sets & ... | |
| Power Focus Areas | Math 5 Review | Area & Surfa... | Ratios | Unit Rates a... | Dividing Fra... | Arithmetic in... | Expressions... | Rational Nu... | |
| Additional Focus Areas | More on Expressions & Equations | More on Rational Numbers | Data Sets & Distributions | | | | | | |
| Libby English 6 | | | | | | | | | |
| Projects | Memoir of a Student | (2020) Living the Good... | (2020) Bully-Free Project | Stories and Storyboards | Is it Poetry or is it Lyri... | | | | |
| Power Focus Areas | Point of... | Punctu... | Theme 6 | Mechan... | Audien... | Argume... | Senten... | Readin... | Parts of... |
| Additional Focus Areas | Knowledge of Words 6 | Genre | Types of Evidence 6 | Imagery | | | | | |
| Challenge Focus Areas | Reading Check: I am Malala (Y... | Reading Check: I am Malala (Y... | Reading Check: I am Malala (Y... | Reading Check: I am Malala (Y... | | | | | |




Canvas


rsd.instructure.com



 Dashboard










Libby DRAMA Club 2018-2019
DRAMA CLUB
1
  





4&6.Introduction to Computer Sci...
Introduction to Computer Scie...
2019/2020 - Leona Libby Middle School - ...
 





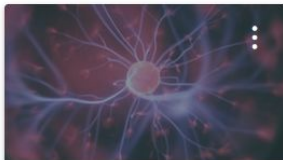
Advisory - MS - Poston
Advisory - MS - Poston
2019/2020 - Leona Libby Middle School - ...
  



Chamber Orchestra MS - Tatman
Chamber Orchestra MS - Tatm...
2019/2020 - Leona Libby Middle School - ...





Concert Choir - Tatman
Concert Choir - Tatman
2019/2020 - Leona Libby Middle School - ...
 










Physical Science MS - Mittleider
Physical Science MS - Mittleider
2019/2020 - Leona Libby Middle School - ...

Canvas

Calendar





Today

←

→

September 2019

Week



Month

Agenda

+

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|---------------------------|-----|-----|--------------------------------------|--|-----|
| 1 | 2 Syllabus Syllabus | 3 | 4 | 5 Student Handbook Scavenger Hunt | 6 #1 Lab Station: Lab Safety & Notebooks 11:59p Physical Science Syllabus Sending Binary Messages | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |

Outcomes (instead of Cognitive Skills)

| Two Kinds | | | | | | |
|--|---|--|--|--|---|-----------|
| Criteria | Ratings | | | | | Pts |
|  RS10: Reading Comprehension Rubric view longer description threshold: 8.5 pts | 100.0 pts 4 - Exemplary - * Understands both the literal and interpretive meaning of the text. * Accurate responds, analyzes, and interprets the text. | 85.0 pts 3 - Accomplished - * Understands the literal and interpretive meaning of the text with minimal errors | 70.0 pts 2 - Developing - * Understands the literal and interpretive meaning of the text with few errors. | 55.0 pts 1 - Emerging - * Occasionally understands the literal and interpretive meaning of the text. | 40.0 pts Level 0 - No evidence shown | 100.0 pts |
|  RS4: Interpret Words/Phrases view longer description threshold: 8.5 pts | 100.0 pts 4 - Exemplary - * Identifies the correct meaning of the word in the sentence. * Explains, with textual evidence, multiple ways the author's words impact the tone/meaning of the text. * Explains, with textual evidence, multiple ways the author shapes the meaning of the text with specific words and phrases. | 85.0 pts 3 - Accomplished - * Identifies the correct meaning of the word in the sentence. * Explains, with textual evidence, several ways the author's words impact the tone meaning of the text. * Explains, with references to the text, ways the author shapes the meaning of the text with specific words and phrases. | 70.0 pts 2 - Developing - * Identifies the correct meaning of the word in the sentence. * Summarizes the way the authors words impact the tone of the text. * Summarizes the ways the author shapes the meaning of the text with specific words and phrases. | 55.0 pts 1 - Emerging - * The definition of the word. * Inaccurate definition or explanation. * Words or phrases that are not explained. | 40.0 pts Level 0 - No evidence shown | 100.0 pts |

Next Steps

- We sent an email today with a form for Q&A
- We will send a follow up email with the information shared tonight
- We will respond to questions from the Q&A form
- We will add information to our website
- **Open House:** October 3
- **Libby 102:** October 15
- Feel free to email your child's teachers with specific questions

Next Steps

leonalibby.rsd.edu/school/staff-directory

— TEACHERS

Career & Technical Education

David Holmberg, Computer Science

Mike MacBeth, Makerspace/Robotics

English Language Arts

Kristi Meyer

Stephen Miller

McKenzie Munn

Kaci Presnell

Melinda Reddick, Language Arts/Drama

Trisha Snow, Language Arts/Drama

Kristin Walker

Library

Rhonda Howard, Librarian

Math

Troy Fulton

Becky MacBeth

Kayla Ruble

Tami Shea

Amy Sperline

Sasha Tiffany

Social Studies

Chris Jacobs

Jeremy Kinlock

Denise Poston

Marla Reynolds

Margie Roueche

Physical Education & Health

Monty Bowen

John Cowen

Jeff Julio

Teacher Support

Cheri Masters, Instructional Technology

Support Coach

Visual & Performing Arts

Michael Boynton, Art

Michael Bryan, Band

Christina Tatman, Choir/Orchestra

World Language

Rosalina Torres

Thank You!

