

FMS



***GT Int/Middle
School Port***

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Name	Sponsor	Season in Months
Fellowship of Christian Athletes (FCA)	Jaret King	All year
Future Farmers of America (FFA)	Ashley Mitchell	All year
National Junior Honor Society	Chelsey Vinzant	All year
One Act Play	Mike Wiseman	2 nd semester
Robotics	Jim Tindall	All year
Student Council	Chelsey Vinzant	All year

Music/Fine Arts

Name	Sponsor	Season in Months
Band	Heather Chitty	All year

Athletics

Name	Sponsor	Season in Months
Softball	Sunni Boles	Spring
Basketball	Scott Albritton (B) Nicole Anderson (G)	All year
Cheerleading	Cindy Owens	All year
Cross Country	Jaret King	Fall
Football	Paul Gould	Fall
Track	Alec Wofford	Spring
Volleyball	Lisa Hokit	Fall

Ten Tips for Talking to Teachers

1. **Make an appointment to meet and talk.** By setting a specific time to meet with a teacher, it shows that you are serious about advocating for yourself; it also shows that you have respect for your teacher's busy schedule. Make sure to be on time to your set appointment.
2. **If you know other students who feel the way you do, consider approaching the teacher as a team.** Don't think of this step as "ganging-up" on the teacher, because you will handle your issue with maturity. A teacher is more likely to change her classroom habits if more than one student is affected.
3. **Plan what you would like to say before you go to your meeting.** Write down your questions and concerns. You may even want to pull out the list of your concerns during the meeting, and you and your teacher can consult the list during your meeting – or you could even give the list to your teacher before the meeting so you both know what will be discussed.
4. **Choose your words.** Try not to be offensive when discussing your concerns. Instead of saying "The assignments are boring and take too much time." think about saying, "Is there another way I could satisfy this homework requirement?" Avoid saying class and work are "boring" or a "waste of time." Don't offend a teacher.
5. **Don't expect the teacher to do all of the work or propose all of the solutions.** Be prepared ahead of time to make suggestions or recommend what you think could be done to solve the issue. Your teacher will appreciate your willingness to help with the resolution.
6. **Be tactful and respectful.** Teachers have feelings. The purpose of your meeting is not confrontation. Consider your meeting more like a cordial conversation. Try not to approach the meeting feeling angry because that will only block progress between you and your teacher.
7. **Focus on your needs, not what you think is wrong.** The more the teacher knows about you and what you think you need, the more willing she will be to help. The more defensive and attacked a teacher feels, the less willing she will be to help you. Instead of saying, "Your lectures are confusing and boring." you might say, "I am a visual learner. Are there ways that your lectures could be accompanied by images that may help me understand what you are saying?"
8. **Don't forget to listen.** Teachers may also have some suggestions and insight about what you could do to improve your understanding in the class. You must be willing to meet the teacher half way.
9. **Bring your sense of humor.** Oftentimes there are misunderstandings in the classroom. If you and your teacher can communicate openly, you may find that part of the issue was just miscommunication.
10. **If your meeting isn't satisfactory, get help from another adult.** It's important to discuss your needs with your teacher BEFORE you go to a counselor or principal. When you are willing to advocate for yourself, it shows your teacher that you are maturing and take your education seriously. If you have discussed your needs with your teacher and you still find yourself struggling, then it may be time to get support from another resource.

GT Field Trip Approval Form

Name: _____ Organization: _____ Date of Trip: _____

Period(s): 1 2 3 4 5 6 7 8 Time: _____/all day

PERIOD	CLASS	ASSIGNMENT(S)	TEACHER INITIALS
1			
2			
3			
4			
5			
6			
7			
8			

Attendance Policy:

Absences due to attendance at school-approved trips and activities will be excused; however, the student is required to notify his/her teachers and coaches of a pending absence and MAKE UP WORK IN ADVANCE, turning the assignments into the teacher BEFORE the absence, if the student has ample time to do so.

Parent Signature: _____ Date: _____

6th – 8th Grade Tentative Schedule

September _____ - Program Introduction

Pass out folders, and explain papers inside, discuss high school rules and expectations, and introduce students to GT opportunities.

October ____ - Community Service/Volunteer

Students will participate in community service or volunteer trip.

November 30- Stock market lesson and survey result project

December - _____

January 18- _____

February 22- _____

March 22- _____

April 18- _____

May 10- Affective Needs and Class Evaluation

Students will complete an evaluation.

Volunteer Options Based on Interests

If you like...	Then...
Architecture	Build a house with Habitat for Humanity
Forestry	Be a guide at a state park
Social Work	Work at a soup kitchen
Vet Medicine	Help at an animal shelter or zoo
Ecology	Work at a wildlife sanctuary
Medicine	Hospitals/nursing homes
Music	Work for a radio station
Education	Help with an after-school program
Technology	Set up email accounts for elementary students or work on a school or church website
History	Be a museum guide
Political Science	Work on a campaign or cause
Law	Serve at a legal aid center
Math	Tutor younger students in your school district

Countdown to College: 21 'To Do' Lists for High School Valerie Pierce with Cheryl Rilly

Autonomous Learner Model

The Autonomous Learner Model (ALM) is a program designed to help learners work towards the goal of independent or autonomous learning. The model was originally developed to meet the diversified cognitive, emotional and social needs of gifted and talented secondary students but has now been successfully adapted for use in the primary years.

The model consists of five major dimensions:

1. **Orientation** - understanding giftedness, group building activities, self/personal development
2. **Individual Development** - inter/intra personal understanding, learning skills, use of technology, university/career awareness, organizational and productivity skills
3. **Enrichment** - courses, explorations, investigations, cultural activities, community service, excursions, camps
4. **Seminars** - small group presentations of futuristic, problematic, controversial, general interest or advanced knowledge topics.
5. **In-Depth Study** - individual projects, group projects, mentorship, presentations, assessment of self and others

An autonomous learner is "one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor". (Betts and Knapp, 1981)

SMART Goal Setting: A Surefire Way To Achieve Your Goals

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Specific is the What, Why, and How of the SMART model.

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

WHY is this important to do at this time? What do you want to ultimately accomplish?

HOW are you going to do it? (By...)

Ensure the goals you set are very specific, clear and easy. Instead of setting a goal to lose weight or be healthier, set a specific goal to lose 2cm off your waistline or to walk 5 miles at an aerobically challenging pace

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project. There are usually several short-term or small measurements that can be built into the goal.

Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal? Be specific! "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measured. "I want to be a good reader" is not as measurable. Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop that attitudes, abilities, skills, and financial capacity to

reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best. A goal needs to stretch you slightly, so you feel you can do it and it will need a real commitment from you. For instance, if you aim to lose 20lbs in one week, we all know that isn't achievable. But setting a goal to lose 1lb and when you've achieved that, aiming to lose a further 1lb, will keep it achievable for you. The feeling of success that this brings helps you to remain motivated.

Realistic

This is not a synonym for "easy." **Realistic, in this case, means "do-able."** It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it, but it shouldn't break them. Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are now. A goal of never again eating sweets, cakes, crisps and chocolate may not be realistic for someone who really enjoys these foods.

For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the number of sweet products gradually as and when this feels realistic for you. Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. **Set the bar high enough for a satisfying achievement!**

Timely

Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a clear target to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Time must be measurable, attainable and realistic. Everyone will benefit from goals and objectives if they are SMART. SMART, is the instrument to apply in setting your goals and objectives.

Stress Management

Adapted from http://www.helpguide.org/mental/stress_management_relief_coping.htm

- Identify stressors in your life
- Avoid unnecessary stress
 - Learn to say “no”
 - Avoid people and things that stress you out
 - Take control of your environment
 - Avoid hot-topic conversations
 - Scale down your to-do list
- Alter the situation
 - Express your feelings instead of bottling them up
 - Be willing to compromise
 - Manage your time better
- Adapt to the stressor
 - Reframe problems
 - Look at the big picture
 - Focus on the positive/upside
- Accept the things you cannot change
 - Don't try to control the uncontrollable
 - Learn to forgive
- Try healthy ways to relax and recharge
 - Go for a walk
 - Spend time in nature
 - Call a good friend
 - Workout
 - Write in a journal (how you feel and why, your reaction, how you overcame)
 - Take a long bath
 - Take a nap
 - Take a break from social media
 - Play with a pet
 - Get a massage
 - Read a good book
 - Listen to music
 - Watch a funny movie
- DO NOT
 - Engage in inappropriate or unhealthy practices
 - Overeat/under eat
 - Withdraw
 - Sleep too much or too little
 - Procrastinate in getting help
 - Take stress out on others
 - Zone out through technology