



THE PINNACLE PREP SCHOOL NEWSPAPER

November 2017

Principal's Corner.....

It was a great month of October here at Pinnacle Prep. The faculty has been doing a great job of challenging the students and pushing them to reach their full potential. The students have been up to the challenge and have displayed an eagerness to work hard and do their best.

I am excited to announce that Pinnacle Prep has added additional classes to its robust schedule. Art, Theater Arts and Debate are now available to many of our students. In addition, we will be adding a soccer period soon for some of the younger students on Tuesdays and Thursdays to complement

the basketball period for the older boys on Wednesdays and Fridays. The sports have been added as a further incentive for students to do their best in and out of the classroom.

Some of our middle school students recently made a second trip to the Salvation Army near downtown Dallas. Last month they dropped off some items for hurricane victims. This time the students actually got to do some volunteer work by serving meals at lunchtime. Our Pre-K, kindergarten and first grade students also went on a field trip in October. They visited the Flower

Mound Pumpkin Patch and had a great time!

Thank you for your continued support!

STUDENT CLASSROOMS

Ms. Anu Math

Students will be working on various Geometry concepts including perpendicular bisector theorem, angle bisector theorem and hinges theorem. Students will also be working on converse of these theorems. Algebra 1 students will be working on compound inequalities and will also be learning to solve absolute value equations.

Students will also be working on box and whisker plots.

Pre-Algebra kids will be working on solving complex multistep equations which involves using distributive property and involving variables on both sides of the equation.

Seventh graders will be working on probability in detail. They will be working on permutations and combinations. They will be learning about probability of overlapping and mutually exclusive events. They will also be learning the difference between dependent and independent events. Some of our seventh graders will be working on fractions involving variables. They will be working on multistep equations. The concept of square roots will be introduced in this month for our few students. They will be practicing GCF and LCM for large three-digit numbers using actual steps and method.

Ms. Bagbey 1st - 2nd Grade

As we are learning sentence features like using capitalizations, punctuations, and enhanced conventional writing skills using the writing process steps: prewrite, draft, revise, edit and publish, our class has been doing narrative writing using creative imaginations and prior knowledge from lessons and class discussions.

In Science, we learned the scientific method and analyzed the similarities and differences between plants' and animals' needs as well as identified their life cycles. We have been learning the names of all 50 states, mastering our multiplication skills 1-5 and computing the sum and differences of whole two-digit numbers using regrouping methods.

We reviewed the Base 10 relationships with numbers that we use with everyday functions, such as money currency. We pack our day with analyzing measurements and mathematical relationships for connections to our everyday real-life application.

Mrs. Bradford English/Social Studies

This grading period has slipped by without any notice while the students worked away.

The Social Studies/Writing class has finished chapter three, which has taken the students through the development of the colonies and the stirrings of discontent of the

Colonists towards British rule. We will be taking a short break from the text to complete a novel study, Frederick Douglass: An American Slave, with writing assignments focusing on the book. This is not a long book, but well worth reading to give students the knowledge of the first civil rights activist. We will then return to the England taxing the Colonies.

ELA class is on their second book, The Westing Game. The Giver, by Lois Lowry, was finished just in time since the students' October book report book is the last book in "The Giver Quartet" series. Students work on using outlines for writing assignments, acting appropriate in class, and respecting others. Vocabulary words are also a part of our curriculum. I am excited to see where the students can go with their learning!

Mr. Martin English

Students in upper grade English have been reading Pride and Prejudice by Jane Austen. This novel touches on issues of class, etiquette, and relationships in eighteenth and nineteenth century England. It deals with the themes of sincerity vs. insincerity, genuine vs. artificial, and authentic vs. inauthentic. Students have read in class and at home, have participated in class discussions to facilitate understanding, have watched scenes from two different film versions of the novel, and have

taken tests on comprehension to ensure engagement with the text. They are in the final stages of writing a comparison and contrast essay on two main characters of their choice, using MLA format to cite the parts of the story that provide evidence for their assertions.

Turning to the upper-level writing and history class, students have been most occupied with the Bill of Rights in general and the First Amendment specifically. In addition to both in-class and homework assignments related to this subject matter, students are in the final stages of producing an essay on the 'five freedoms' guaranteed by the First Amendment. They are using US Supreme Court case law to discuss their assigned freedom and how that freedom has manifested itself in American society.

Students in lower grade English have started The Not-So-Star-Spangled Life of Sunita Sen and are being introduced to the concepts of immigration and multiculturalism through the text. Students have had in-class discussions and have produced written summaries to check for understanding. Previously, students finished their work on The Diary of Anne Frank and were given a quick lesson on World War II to re-contextualize the story and fully impress upon them the enormity of the conflict. In addition, students have been learning about folklore and its importance in cultures all over the world (including our own contemporary culture). They read a Vietnamese folktale and wrote folktales of their own.

Finally, students in both classes are doing weekly practice in grammar and vocabulary as they work towards mastery of written and spoken English.

Mrs. Hozie Science

In the science lab, Pinnacle students are tapping into their inner scientists.

Bouncy Ball Lab: In this lab we learned about polymers and cross-linking. We added Elmer's glue to warm borax water. The resulting chemical reaction caused the glue to become firm and bouncy. This reaction caused the polymers, or long chains of molecules, in the glue to stick (or link) together and form an elastomer. The borax acts as a cross-linker, hooking the glue's molecules together. Students rolled this new substance to form the rubbery bouncy ball. Cornstarch was added to help bind the molecules together, so the ball would hold its shape. The ball can bounce. When it hits the ground, the ball momentarily deforms. The elastic properties of the polymer allow the ball to rebound back up into the air.

The Cookie Mitosis Lab: Mitosis is a complex cellular process that isn't so easy to explain without using simple terms. So, using an Oreo model is a very simple, and delicious, way to show how DNA is separated through mitosis before the cell divides into 2 daughter cells.

Robotic hand lab: In conjunction with Sci-Fi Friday, students conducted a robotics engineering project. Tools located at the end of robotic arms are called "end effectors." Using drinking straws, string, paper, glue and their own hands, students designed and crafted a remarkably lifelike and useful robot hand. Most students' robotic hands simulated human finger anatomy as the foundation for a fully functional end effector.

In addition, we have done several small labs to enhance our textbook topics. Look for more exciting labs in the next few weeks!

Ms. Jaya Math

Students have completed equations and inequalities with flying colors. They have taken a deep dive into the world of integers and exploring addition, subtraction, multiplication and division of integers. Students are understanding the intricacies of finding the circumference of a circle and calculating the area, surface area, perimeter and volume of different polygons and complex figures. They will also start reading and drawing different types of graphs including pictograph, bar graph and line graph. Students are looking forward to learning a new concept of multiplying and dividing decimals. I am very proud of the progress they have made.

Ms. Jessica English/Math/ Science

In Language Arts, we have just begun reading *Treasure Island*, a great classic. (Books were provided for your students.) Throughout the year, we will be alternating between classic novels and other forms of literature as well.

After reading *Treasure Island*, we will notify parents as to what book to get next for your child.

As with the other novels, we will participate in class discussions, group and individual activities, and vocabulary. We will continue to utilize the computer lab to conduct research about the novel's setting, time period, and characters.

Our current writing assignment is "If I was a Robot." The students are excited about this assignment and I have been reading some very interesting ideas. The students are also practicing various forms of poetry, including acrostic and diamond shape.

In Science, I am so proud of how well the students did with their first research project. They did a great job and had a great time.

We are now learning about erosion, weathering, and soil conservation. Our next chapters focus on the Earth's crust where we will examine parts of an apple in comparison to the Earth's layers. We will also learn about crust changes caused by earthquakes and volcanoes. We will also use the computer lab to further our knowledge about these changes and how they affect ecosystems.

Mrs. Kennedy

Pre-K

Time is flying, and our groups have been having fun! I'm excited to share how well your students have been doing in all subject areas. Each day we share the morning news, so the students can practice speaking in complete sentences and answering questions on subject. Each week I hear their answers improving in context, vocabulary, and grammar. The idea is that if your child can tell a good story, they will later be able to write a good story. Please practice this at home as well.

Phonics, reading, and writing class is working at several levels. Several students have learned how to recite the alphabet and have mastered many of the sounds. That group's focus is mastering the name and shape of the letters as

well. A couple students in this group are really trying to blend sounds for words and are successful with a little guidance. Our other group is reading and writing sentences in their journals. It's so exciting to see their pride when they can read their work aloud.

Math is similar in that the children are counting very well and can express which numbers are larger when manipulatives are used. We are also using manipulatives to study and create patterns. The kids love to do this work! Our area of focus is to be able to identify the numbers and write or circle them once the students have counted a group.

Science has been a study of the changes in season from summer to spring. We've been creating and understanding what makes the colors of fall. We have studied the trees of fall, deciduous and evergreen. We've also talked about what animals do in the fall to prepare for winter.

Manners class has focused on how the students can better improve their personal manners. Issues like interrupting, sharing, being greedy, and selfishness have all been covered. Fridays the kids practice these skills in puzzles and soon game time, it's very powerful to see them grow. Hopefully they are using these manners at home as well.

As always please read with and to your child at home. Reading is the key to many successes.

Also feel free to correct your child's grammar and have them repeat the improved sentence back to you. Hearing correct speech will improve their speech in the long run. A constant focus is to teach the students to list themselves last: Me and my mom and dad went to the store. Should actual be: My

mom, dad, and I went to the store. This way the student is listed last and I is a subject pronoun. Me is used in the end of a sentence as an object pronoun: My brother and sister went with me. By fixing these little rules now, their writing will be even better in the future.

Ms. Laura

1st grade

November is the month to reflect on all the blessings we have surrounding us. Our students have visited The Pumpkin Patch and enjoyed the tale of saving the turkeys for another Thanksgiving Day. Gobblers were running in the maze and bouncing in the jump houses to their hearts content. They enjoyed this field trip and autumn weather at its best.

Students are continuing to focus even on the bluest of days. Students are asking more questions of ideas that come up in their readings such as the difference of a rabbit and a hare. Diurnal and nocturnal questions to understand our state mammal the armadillo.

Our favorite day of the week is Wednesday since that is our technology day. We have in store more ideas with hibernation of bears, squirrels and the wonderful salmon run to spawn, coincides with the fattening up of bears before their long winter's nap.

Students will enjoy the crafts that are in store for them with the making of a tree with their hands and counting all the things to be thankful for incorporated with paint and learning.

Math is coming along nicely with our focus on using the number line

in subtraction by moving to the left in number sequence for the numbers to get smaller. Students are getting a review of concepts learned previously to stay on top of all material and to avoid gaps.

We are delighted to see all the colors changing in the deciduous trees and the students being able to understand that they too are taking a nap, in the big name of going dormant.

Many blessings to all the parents for all for the beautiful students that are a special part of our school.

Mrs. Kelley Drama, Speech, Debate

Drama, speech and debate classes started this past month for older students. It has been a great experience! The kids have brought a lot of energy and enthusiasm to the classes.

They're learning acting, presentation and collaboration techniques through improvisation and team-building exercises in drama. They're also working on script writing. Students will start

The speech and debate class has been learning about speech writing and presentation skills. They have already presented their first informative speeches, which were demonstrations. They all did a great job telling us about things they're interested in outside of school.

I'm excited to see all the great things the students will accomplish in these classes this year.

BOOKS OF THE MONTH

How to Win Friends and Influence People by Dale Carnegie

Stuart Little by E.B. White

The Lemonade War by Jacqueline Davies

The Witches by Ronald Dahl

Bridge to Terabithia By Katherine Paterson

The Not-So-Star Spangled Life of Sunita Sen by Mitali Perkins

Pride and Prejudice by Jane Austen

Anne of Green Gables by L.M. Montgomery

The Running Dream by Wendelin Van Draanen

STUDENTS OF THE MONTH

Humans vs Robots

Robots have taken over the world, life is terrible!

There was a mischievous man who kept making robots to take over the world. He ruled the robots and the robots ruled us. He built so many, they attacked him and went crazy. The robots became rulers and we became useless old servants. That is why I would start a war.

The war is between humans and robots. Everyone over 8 years old fought in the war. First the military fought, then us.

I was sniping with Zaheer and Maysum. Then, our parents came to help us. We killed many, but we fled to get more ammo.

In the meanwhile, all of the people died except us. The robots and I decided to sign a peace treaty. We then decided

to have two different huge space shuttles and lived inside them.

The earth was destroyed, sadly. We got you-tube accounts after people came alive again with special technology that we created. We were then all living in peace.

By: Hadi K.

Then, I'd run away. That would be so fun.

By: Raza K.

The Value of Listening

What exactly, is the key to success? This is an arguable topic, to be sure. But one of the top contenders would definitely be listening. The Value of Listening is often taken for granted, but should not be, as it is a very powerful tool. Most people would not know that you can establish an equal, if not better a relationship with a person simply by listening to them with a genuine interest, as having a back and forth conversation for the same amount of time. But why is this? That is the question we will be exploring today.

In Dale Carnegie's How to Win Friends and Influence People, Carnegie points out the tremendous value of listening. He said he once attended a dinner where a botanist also attended. He had a genuine interest in the man's profession, so he asked him about it. The man talked all evening, and Carnegie barely said a word.

After Carnegie left, the botanist remarked on how good of a conversationalist Carnegie was, despite Carnegie barely saying a word. It's human nature to be more interested in one's self than in anybody else. Carnegie tapped into this quality in the botanist. This benefited both of them, as they both enjoyed the conversation, kept in contact after that, and made friends with each other.

Even as a child, we are told to listen to others rather than speaking up and saying what we have to say all the time, but not many people actually take this seriously. Most of us only talk about us, us, us, at whatever chance we get, rather than

hundred trillion copies of the 100-dollar bill.

If I am still a robot, I would create a lot of animals that are extinct, all of the Greek mythology monsters, and all of the prehistoric creatures. I would copy each of them 900 trillion times. I would order all of them to go under all of the continents. They would come up from under the ground and destroy the continent.

After I destroy all of the continents, the animals and I would build lots of islands. There would be no pollution or toxins. There would be no problems. There would be no violence. Everything would be free, even sport cars.

By: Zayd Y.

If I were a Robot

If I were a robot, I would fly to Zayd's house and have a play date. We would play on his Nintendo switch. We would also play with the Lego table. Since Zayd doesn't have nerf guns, I would fly to my home and get mine. It would be Zayd and I vs all of Zayd's family. Zayd and I would win because I gave all his family the bad nerf guns.

I would also be good at games. Whenever I would play soccer or football, I would win. I want to play soccer all the way until I am 12. Then, I will start playing tackle football. When, I am going play football, I would be a wide receiver. That would be fun.

Whenever I race, I would be able to teleport to the finish line. With my teleporting powers, I would be faster than flash. I would be so fast that if there was a one-million-mile race in one second, I'd be done. I could teleport to Haider's house, get his nerf gun and shoot him.

Robots vs. Human

One day, a scientist was creating something smarter than anyone even smarter than himself.

One day, he was finally done with his creation. It was the first robot in history. No one knew where he lived. So, that meant no one knew he made it, and if he did go out of this house, everyone would know where he lived. Plus, every time he made an invention the people would destroy it. So, he told his robot to create more robots until he had 3 trillion robots.

The scientist name was Frank. Frank told his robots to put the humans in a huge dungeon.

Then, one day a huge war started between humans' and robots. The humans and robots fought hard until the man got tired. Eventually the humans gave up except two, Maysum and Hadi. They had super powers. They defeated the robots.

Maysum and Hadi got to Frank, threw him in a dungeon and Frank was never to be seen again. The humans were released and Maysum and Hadi got money from the people. They bought a mansion and never had to use their powers again. They also never had to go out of their mansion.

By: Maysum Z.

If I was Robot

If I was a robot, I would be able to turn into anything. I would turn in a car. Then, I would speed to work. The people who run the bank will give me 100-dollar bills. I would go home and make 9

listening to what others have to say. If we did more listening, and less talking, we would appeal to others much better than if we were to act as most people do. You will often get your way more often by talking less, and listening more.

There have been many times in my life that listening has helped me. One of these times was in 4th grade. I tried to do a back dive on a diving board, but the top of my head hit the diving board and I started to bleed. I got out of the pool and my dad drove me to the hospital. At the hospital the doctors stapled the wound closed. There were many important procedures we had to follow while my head healed. We had to listen to all of them and carry them out, or something could have gone wrong and worsened the problem. I listened carefully to all the procedures, and thankfully nothing went wrong after I got home.

Another time listening helped me was when I was working on a school project in collaboration with some other students over a Google "Hangouts" video call. The audio quality was bad, so we all had to listen intently so that we didn't miss anything one of the others said. It all worked out and the project was done well. We got an A all because we were able to listen to one another even when it was physically difficult to hear one another.

The third time listening helped happens almost every day. In class listening helps me to know the material being taught in the class. If I were not listening in class I would not know what we were learning in class or how to apply it. I would make horrible grades, and not know basic facts when I was an adult. Because I do listen in class, I do make good grades and know the material. This will help me to be successful later on in life.

In conclusion, listening is a very important skill that is underappreciated. By listening to one another and talking less, we can all make ourselves into more successful, likeable, and friendlier people.

By: Brooks R.

What is the value of being a good listener?

In my opinion, being a good listener really helps you to be better in your manners and showing respect to elders and people around you. The value of being a good listener will really help you in your life.

For example, you go to Walmart and you ask a cashier what the price of 30 apples is. Instead of listening to see what the price is, you start to talk and, at last, you think it is 10 dollars when it is actually 15 dollars. You go to the cashier and they say it is 15 dollars and you start an argument and the argument ends up with you wrong and them right. This is why you have to listen.

One time that listening has helped me was when I went to someone's house. I had gone to my friend's house and she was telling me about her day at school. I was not very interested in her topic and her discussion. Instead of just saying I didn't like her topic, I just listened and then, after she finished, I started to talk about my soccer game that I had had earlier that morning.

Furthermore, another time listening had helped me was when I was at soccer practice. We were passing the ball around and they were talking about what happened at their school. They all go to the same school except for me. I really had nothing to say because I didn't go to their school. I waited for their school talk to be all over and then we started talking about how we were going to crush the Kiwis (another team in our league).

Listening made it much easier than to interrupt their conversation and start talking about something else.

One other time was when my parents were having a discussion with me. They were talking about how we could keep our house cleaner, so we don't have to sweep the entire house every day. I liked this topic, but I didn't really like how my parents were presenting it. I didn't just go and do my own stuff. Instead I learned from it and now we don't have to sweep every day.

In conclusion, I think listening helps you a lot in life. It will make you a better person. I think everyone will learn from this topic and will really help them to be good in manners and be a better person. I think everyone should start to learn this lesson when they are kids because then it will be easy for them as they get older.

By: Auyeh O.

MATH NEWS

The Myth of “I’m Bad at Math

Basic ability in the subject isn't the product of good genes, but hard work.

“I’m just not a math person.”

We hear it all the time and we’ve had enough. Because we believe that the idea of “math people” is the most self-destructive idea in America today. The truth is, you probably *are* a math person, and by thinking otherwise, you are possibly hamstringing your own career. Worse, you may be helping to perpetuate a pernicious myth that is harming underprivileged children—the myth of inborn genetic math ability.

Is math ability genetic? Sure, *to some degree*. Terence Tao, UCLA’s famous virtuoso mathematician, publishes dozens of papers in top journals every year, and is sought out by researchers around the world to help with the hardest parts of their theories. Essentially none of us could ever be as good at math as Terence Tao, no matter how hard we tried or how well we were taught. But here’s the thing: We don’t have to! For *high-school* math, inborn talent is much less important than hard work, preparation, and self-confidence.

How do we know this? First of all, all of us have taught math for many years—as professors, teaching assistants, and private tutors. Again, and again, we have seen the following pattern repeat itself:

- Different kids with different levels of preparation come into a math class. Some of these kids have parents who have drilled them on math from a young age, while others never had that kind of parental input.
- On the first few tests, the well-prepared kids get perfect scores, while the unprepared kids get only what they could figure out by winging it—maybe 80 or 85%, a solid B.
- The unprepared kids, not realizing that the top scorers were well-prepared, assume that genetic ability was what determined the performance differences. Deciding that they “just aren’t math people,” they don’t try hard in future classes, and fall further behind.
- The well-prepared kids, not realizing that the B students were simply unprepared, assume that they are “math people,” and

work hard in the future, cementing their advantage.

Thus, people’s belief that math ability can’t change becomes a self-fulfilling prophecy.

The idea that math ability is mostly genetic is one dark facet of a larger fallacy that intelligence is mostly genetic. Academic psychology journals are well stocked with papers studying the world view that lies behind the kind of self-fulfilling prophecy we just described. For example, *Purdue University psychologist Patricia Linehan writes*: A body of research on conceptions of ability has shown two orientations toward ability. Students with an Incremental orientation believe ability (intelligence) to be malleable, a quality that increases with effort. Students with an Entity orientation believe ability to be nonmalleable, a fixed quality of self that does not increase with effort.

The “entity orientation” that says “You are smart or not, *end of story*,” leads to bad outcomes—a result that has been confirmed by many other studies. (The relevance for math is shown by researchers at Oklahoma City who recently found that belief in inborn math ability may be responsible for much of the

gender gap in mathematics.)

Psychologists Lisa Blackwell, Kali Trzesniewski, and Carol Dweck presented these alternatives to determine people's beliefs about intelligence:

- You have a certain amount of intelligence, and you really can't do much to change it.
- You can always greatly change how intelligent you are.

They found that students who agreed that "You can always greatly change how intelligent you are" got higher grades. But as Richard Nisbett recounts in his book *Intelligence and How to Get It*, they did something even more remarkable: Dweck and her colleagues then tried to convince a group of poor minority junior high school students that intelligence is highly malleable and can be developed by hard work...that learning changes the brain by forming new...connections and that students are in charge of this change process.

The results? Convincing students that they could make themselves smarter by hard work led them to work harder and get higher grades. The intervention had the biggest effect for students who started out believing intelligence was genetic. (A control group, who were taught how memory works, showed no such gains.)

But improving grades was not the most dramatic effect, "Dweck reported that some of her tough junior high school boys were reduced to tears by

the news that their intelligence was substantially under their control." It is no picnic going through life believing you were born dumb—and are doomed to stay that way.

For almost everyone, believing that you were born dumb—and are doomed to stay that way—is believing a lie. IQ itself can improve with hard work. Because the truth may be hard to believe, here is a set of links about some excellent books to convince you that most people can become smart in many ways, if they work hard enough:

- *The Art of Learning* by Josh Waitzkin
- *Moonwalking with Einstein* by Joshua Foer
- *The Talent Code* by Daniel Coyle
- *Talent is Overrated* by Geoff Colvin

So why do we focus on math? For one thing, math skills are increasingly important for getting good jobs these days—so believing you can't learn math is especially self-destructive. But we also believe that math is the area where America's "fallacy of inborn ability" is the most entrenched. Math is the great mental bogeyman of an unconfident America. If we can convince you that anyone can learn math, it should be a short step to convincing you that you can learn just about anything, if you work hard enough.

Is America more susceptible than other nations to the dangerous idea of genetic math ability? Here our

evidence is only anecdotal, but we suspect that this is the case. While American fourth and eighth graders score quite well in international math comparisons—beating countries like Germany, the UK and Sweden—our high-schoolers underperform those countries by a wide margin. This suggests that Americans' native ability is just as good as anyone's, but that we fail to capitalize on that ability through hard work. In response to the lackluster high school math performance, some influential voices in American education policy have suggested simply *teaching less math*—for example, Andrew Hacker has called for algebra to no longer be a requirement. The subtext, of course, is that large numbers of American kids are simply not born with the ability to solve for x .

We believe that this approach is disastrous and wrong. First of all, it leaves many Americans ill-prepared to compete in a global marketplace with hard-working foreigners. But even more importantly, it may contribute to inequality. A great deal of research has shown that technical skills in areas like software are increasingly making the difference between America's upper middle class and its working class. While we don't think education is a cure-all for inequality, we definitely believe that in an increasingly automated workplace, Americans who give up on math are selling themselves short.

Too many Americans go through life terrified of equations and mathematical

symbols. We think what many of them are afraid of is “proving” themselves to be genetically inferior by failing to instantly comprehend the equations (when, of course, in reality, even a math professor would have to read closely). So, they recoil from anything that looks like math, protesting: “I’m not a math person.” And so, they exclude themselves from quite a few lucrative career opportunities. We believe that this must stop.

One way to help Americans excel at math is to copy the approach of the Japanese, Chinese, and Koreans. In *Intelligence and How to Get It*, Nisbett describes how the educational systems of East Asian countries focus more on hard work than on inborn talent:

- “Children in Japan go to school about 240 days a year, whereas children in the United States go to school about 180 days a year.”
- “Japanese high school students of the 1980s studied 3 ½ hours a day, and that number is likely to be, if anything, higher today.”

- “[The inhabitants of Japan and Korea] do not need to read this book to find out that intelligence and intellectual accomplishment are highly malleable. Confucius set that matter straight twenty-five hundred years ago.”
- “When they do badly at something, [Japanese, Koreans, etc.] respond by working harder at it.”
- “Persistence in the face of failure is very much part of the Asian tradition of self-improvement. And [people in those countries] are accustomed to criticism in the service of self-improvement in situations where Westerners avoid it or resent it.”

We certainly don’t want America’s education system to copy *everything* Japan does (and we remain agnostic regarding the wisdom of Confucius). But it seems to us that an emphasis on hard work is a hallmark not just of modern East Asia, but of America’s past as well. In returning to an emphasis on effort, America would be returning to its roots, not just copying from successful foreigners.

Besides cribbing a few tricks from the Japanese, we also have at least one American-style idea for making kids smarter: treat people who work hard at learning as heroes and role models. We already venerate sports heroes who make up for lack of talent through persistence and grit; why should our educational culture be any different?

Math education, we believe, is just the most glaring area of a slow and worrying shift. We see our country moving away from a culture of hard work toward a culture of belief in genetic determinism. In the debate between “nature vs. nurture,” a critical third element—personal perseverance and effort—seems to have been sidelined. We want to bring it back, and we think that math is the best place to start.

CURRENT AFFAIRS

Bullying

ANOTHER REASON TO CHOOSE PINNACLE PREPARTORY SCHOOL

Sometimes the cost of public schools is worth far more than the money it would take to enroll a child in a highly recommended private school. What I'm talking about is bullying.

Bullying has taken its toll on many students and with cyber-bullying on the rise, it is becoming even more difficult to monitor. Texas ranks #1 in the category of "bullying impact and environment" (WalletHub, 2016) and #6 "overall" (WalletHub, 2016). This is not a category Texas wants to be in the top ten. The National Center for Educational Statistics (2016) began collecting bullying data in 2005, whereas it was about 28%. While the percentages of bullying vary in different states, the national average has risen to 35% (Pacer.org, 2017). The rising number of bullying instances are just the ones that have been documented. Many more go unreported.

The effects of bullying range from short term to long term

consequences. Students who are bullies, or who have been bullied, are more likely to experience lower social economic outcomes than students that had neither experience (Associations for Psychological Science, 2017). This can include poverty, academic failure, and difficulty keeping work as an adult. They may also be more likely to commit crimes and abuse drugs or alcohol, contributing to the economic situation.

Bullying does have a link with suicide; however, it is not the exact cause. Bullying can, and will, exacerbate mental health problems (National Institute for Health, 2015), with bullying victims anywhere from twice to nine times as likely to consider suicide after being bullied.

A Lewisville ISD elementary student, nine years old, committed suicide in 2010, at school, after years of bullying. We cannot change what is done, but we can do better.

Pinnacle Prep School has many positive attributes for current and prospective students, ask anyone associated with the school. Pinnacle Prep's focus is an ability-based program for each student, therefore, we

can truly say, "we leave no child behind."

When students have mastered a level, and only then, will they move to the next and most students are an average of one and one half to two years advanced of their peers in public schools.

While this reason is great, it is not the focus of this article and why Pinnacle Prep is a wonderful place for learning.

Bullying.

Bullying in our society is reaching epidemic levels with feelings of helplessness as parents. Pinnacle Prep School is a haven from bullying with our experienced staff and our culturally diverse student body.

Schedule a tour today.

By: Mrs. Bradford

SCIENCE IN THE NEWS

Failure Is an Option

by Melanie Fine

Most teachers will do almost anything to get a student to show up, pay attention, do the work, struggle with the material, and learn, and pass.... After all, no matter how far we stray, we always return to the fact that improving reading, writing and arithmetic can cure most educational deficiencies....

But something funny happens when failure is taken off the table. Success falls right off the table with it, along with true and lasting learning. Watch any child learn to walk, and you see that child fail again and again. She first learns to pull herself up to her feet, using a table or the side of a chair or sofa. She lets go, and she falls. She tries again. She may cry.

Yet she tries again. With a little practice, she gets good at standing while holding onto something. Soon, she attempts to move her feet, still holding on.

She takes two steps forward, and falls backward. She pulls herself up again. She learns from the last fall what not to do this time. Soon, she is walking unassisted, though she still falls. She is laughing more than crying now. Because she's got this. And falling isn't so bad. And failure is her best teacher.

Fast forward a few years. My son won't learn how to ride a bike for fear of falling. And my students won't attempt to solve a chemistry problem without my constant reassurances that they're doing it "right." Yes, learning is risky, but these are measured risks. I'm right there alongside them. They may fail, but the fall isn't so bad. And the learning that comes with it is priceless. My son is afraid of getting hurt. And my students, of getting a "B."

So they won't try unless all possibilities of failing are taken off the table. And yet, without the willingness to be "wrong," and to learn from their mistakes, their treasured "A" remains

elusive, and my son never learns to ride a bike.

We are all familiar with Edison's purported retort to the reporter asking him how it felt to fail 1000 times, "I didn't fail 1000 times. The light bulb was an invention of 1000 steps." ... Learning anything new requires risk, frustration and the occasional "B." And yes, failure, and plenty of it. Because, when it comes to learning, failure is not only an option, but a prerequisite.

Retrieved from https://www.huffingtonpost.com/entry/failure-is-an-option_1_b_9354500.html

PINNACLE PREP SCHOOL TEACHER SPOTLIGHT

Mr. Martin

Greetings to all! My name is Michael Martin and I have joined the Pinnacle Prep team as an upper-level English and History teacher.

I earned my undergraduate degree in

English (BA) and my professional degree in law (JD). I've worked in education (middle school and college), law, small business, and online content editing and production.

I was born and raised near Los Angeles, California and have lived in the

Dallas area since late 2014. I'm impressed by the academic capability and achievement of the students I've encountered here at Pinnacle. It's truly impressive, and a testament to the quality of this educational environment.

Michael Martin, JD

THANKSGIVING

Thanksgiving

The meaning of Thanksgiving for many of us includes a huge feast, football games, shopping and family reunions and a forerunner to Christmas festivities. The first Thanksgiving was a simple gathering. The Mayflower's arrival at Plymouth Rock on December 11, 1620, the Pilgrims suffered the loss of 46 of their original 102 colonists. With the help of Indians, the remaining Pilgrims survived the bitter winter and had a bountiful harvest in 1621. The traditional harvest festival, lasting three days brought the Pilgrims and natives to unite in a "Thanksgiving Observance."

Expression of gratitude for survival, a council's recognition of its flourishing

community, submission of the local natives, the defeat over the British, resulting in a collection of our nation's traditions and values. Over the years, families have added their own customs: To gather in unity- most families come together in celebration of a common purpose. It is a reconciliation of differences as well as a time of healing. To teach the young: Each generation brings purpose and significance to the richness of their heritage. Pictures etc. To prepare the heart: in gratitude, we humbly reflect upon all the gifts (family, friends, and health) that saturate our lives. By giving-thanks we choose to extend ourselves and give to others less fortunate. Out of the abundance of our hearts, we are able to offer our resources to help others.

<https://www.allabouthistory.org/meaning-of-thanksgiving.htm>

Seven ways to Build Strong Character and Integrity in Children

Wondering what can you do to help your kids counter negative influences and stand up for what they know is right? The answer is to nurture a solid moral core that will guide them to stand up for their beliefs and act right without us.

Know What You Stand for So Your Child Knows.

Parents with clearly identified moral convictions are more likely to raise good kids. Because their kids know what their parents stand for and why they do, their kids are more likely to adopt their parents' beliefs.

Here are five quick questions to gauge how well you're parenting solid moral beliefs in your child:

- You can quickly name the 3-5 virtues you want most for your child to acquire.
- Your child could name the virtues you believe in most without prompting.
- You reinforce your child whenever he shows your selected virtues in his behavior.
- Your child can clearly see your chosen virtues in your daily behavior.
- You use those virtues as your day to day code of ethical behavior and family living.

Walk your Talk.

One great question to ask yourself each day is: "If I were the only example my child had to learn moral habits, what did she learn today from watching me?" Make sure the moral behaviors your kids are picking up on are ones that you want your kids to copy.

- Eat a "sample" from a store's candy bin in front of your child without paying?
- Buy a ticket for a "child under twelve" even though your child is older?
- Drive faster than the speed limit with your child as a passenger?
- Tell your child to say you're not there when your boss calls?
- Do the majority of your child's work on a school project, but have him sign his name?

Share your moral beliefs and take stands.

Speaking frequently to your child about values is called direct moral teaching. Parents who raise ethical kids do it a lot. Most important: Stand up for your own beliefs whenever you feel a major value is jeopardized. Your kid needs to see and hear about moral courage, so he has an example to copy.

Ask Moral Questions to Stretch Moral Development.

Questioning is an important parenting tool for enhancing children's consciences and strengthening moral beliefs. Examples: How would you feel if someone treated you that way? If everyone acted that way (cheated, shoplifted) what would happen?

Boost Empathy.

Kids who stick up for others are kids who feel for others. Empathy is what motivates that feeling, halts cruel behavior and urges kids to take a stand. Here are two powerful ways to nurture empathy:

- **Ask: How would you feel?** Ask kids to ponder how another person feels using situations in books, TV, and movies as well as real life. It forces them to think about other peoples' concerns.
- **Use role playing.** It helps kids imagine others' feelings so ask your child to think how the other person would feel if roles were reversed. "Switch sides: what would the other person say and do?" Young kids can use puppets or toy figures to act out the problem from both sides.

Reinforce Assertiveness Not Compliance

If you want to raise a child who can stand up for his beliefs, then reinforce assertiveness—not compliance. Parents who raise morally courageous kids expect their kids to act morally—even demand that they do. Encourage him to share his opinions and stand up for what is right. And do so from early age.

Teach Assertive Skills

The truth is that it takes real moral strength to go against peer pressure and to stick up for your beliefs. So, teach your child assertive skills so he can take the right kind of stand whenever he's confronted with a moral dilemma.

- Teach assertive posture. Teach your kid to stand up for his beliefs by using confident, assertive posture: stand tall with feet

slightly apart, head held high, and look the person straight in the eye.

- Say no firmly. Stress that he must say his beliefs using a friendly, but determined voice. Then don't give in. His job is not to try changing the other person's mind, but to follow his beliefs.
- Tell reasons why. Ask your child to give the person the reason for his stand. It helps strengthen his conviction: "Stop bullying him; it's cruel." Or "No, it's illegal and wrong." Repeating the belief several times boosts assertiveness and helps your child not back down from his stand.

Dr. Michele Borba Author of Big book of parenting solutions.

<http://micheleborba.com/seven-tips-to-build-strong-character-and-help-kids-stand-up-for-their-moral-beliefs/>

“SUPER HEROES” of the Week

Pre-K, Kindergarten and 1st Grade

Pinnacle Prep School started a “Super Hero” campaign. Pre-K, Kindergarten and 1st grade students came into the office and choose a cape and mask to wear all day. Students were chosen for their good behavior, using good manners, being honest, completing all work. Below is the list of Students that are our “SUPER HEROES”

October 12- Abiha and Raniyah

October 16- Kori and Yaseen

October 17- Asiya and Masuma

October 18- Zainab and Muhammad Ali

October 19- Zahra and Reza

October 20- Mahnoor and Hamza

October 23- Fatima and Zain

October 25- Shazeb and Raza

October 26- Kori and Mekyle

BALLOON/AIRPLANE

Pre-K thru 3rd Grade

Pinnacle Prep School believes “Education comes from setting your goals high and reaching for the sky!”

We are starting yet another campaign for students in Pre-K, thru 3rd grade.

Students that are setting their goals high and obtaining their goals in the classroom, working hard and doing their best, using good manners and completing all homework assignments will be rewarded with either a balloon and/or airplane.

One Pre-K thru 1st grade student will be chosen each Wednesday to receive a balloon.

On Friday, a student will be chosen from the 2nd and/or 3rd grade class to receive a balloon (girl) or an airplane (boy).

Also on Friday, one student will receive a Mylar balloon for being the “Overall student of the week.”

CURRENT EVENTS

November 3- Report Cards

November 14-Thanksgiving Feast

November 17-24- Thanksgiving Break

November 30- Book Reports Due

PINNACLE PREP SCHOOL

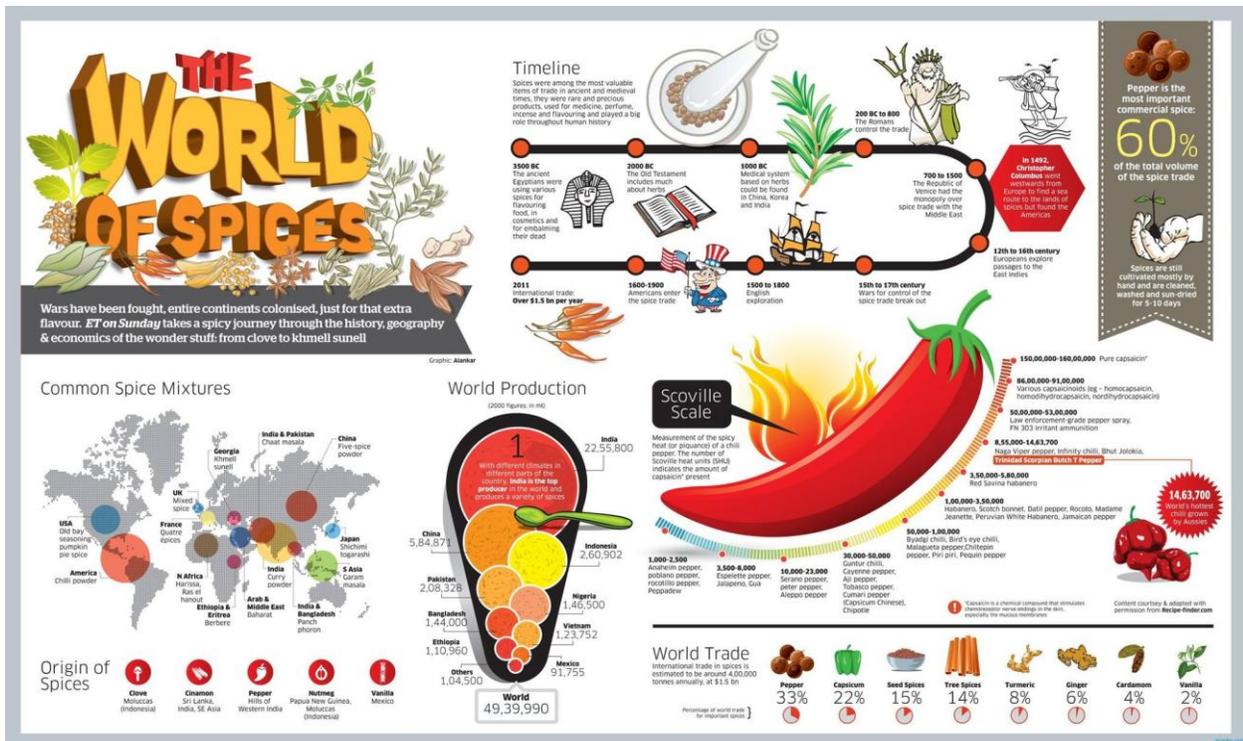
[Pinnacle Prep School Website](#)

[Facebook for Pinnacle Prep School](#)

[Twitter](#)

[YouTube](#)

[Facebook for Dadi's Masala](#)



Thank you for reading and participating in the Pinnacle Prep School Newsletter. Let's continue to support educational reform. You can do this by following us on ALL social medial platforms such as Facebook, Instagram and Twitter and by always remembering: "Education is not the learning of facts, but the training of the mind." Let's build a brighter world for education together.