



THE PINNACLE PREP SCHOOL NEWSPAPER

December 2017

Principal's Corner.....

Things have been very busy around here during the past month!

Our students have been working hard on several projects. They have just wrapped up their weekly essays on Orphanages from around the World. The students learned a great deal about how the orphanages originated, how they are funded, and what organizations sponsor them. The students also gained a greater appreciation for

their families and the lives they can lead.

In continuing a Pinnacle Prep Thanksgiving tradition, our students have just completed thank you letters to their parents. A video was produced of each student reading his/her letter and the resulting videos will be emailed out to the parents.

The students have continued to listen to the Dale Carnegie audiobook, How to Win

Friends and Influence People. Essays are assigned regularly to have students write about what they are learning from this classic career-boosting publication.

Our students are also excited about starting on their big after-Thanksgiving project. Plans are already being drawn up and supplies are being collected. It is going to be awesome!

STUDENT CLASSROOMS

Ms. Anu Math

Students will work on various concepts of Geometry. In the month of December kids will mainly be working on concepts of right triangles which will include Pythagorean Theorem and its applications, special right triangles and trigonometric ratios. Students working on Algebra 1 will be covering exponents and exponential functions. They will be working on detailed properties of exponents and exponential growth and decay functions. Students will be working on single step equations and inequalities and eventually move on to solving multi-step equations and inequalities involving several transformations. Students will also be working on surface area and volume of three dimensional figures like prisms, pyramids, cone, cylinder and sphere. Students will be using concept of volume to find mass of certain substances using given density. Students will work on percent's by reviewing basic percent concepts and applying those concepts to various applications of percent's in finding percent change, markup, discount, simple interest and compound interest.

Ms. Bagbey 1st - 2nd Grade

Our young learners have made huge strides into our 2nd 9 weeks! We are learning how to use text

and visual features to comprehend what we read.

In the winter months ahead, we will continue to learn new spelling and vocabulary words as we fire-up our reading fluency and comprehension skills. We will be analyzing, making inferences and drawing conclusions using expository text to broaden our knowledge.

In Math, we are sharpening our multiplication skills 1-5 and quickly warming up for 6-9 as the chilly weeks approach us!

We will solve word problems, classify two-dimensional figures and begin learning fractional units. It will also be an exciting adventure as we explore the world of energy and motion!

Mrs. Bradford English/Social Studies

I cannot believe 2018 is knocking on the door already! Too soon! All the students have been reading, reading, reading and this will improve his or her life so much! Reading, any genre, improves mental stimulation, knowledge, stress reduction, memory improvement, vocabulary expansion, improves focus and concentration, stronger analytical thinking skills, and better writing skills (lifehack.org). There is no other class/subject/topic/trick that can do all that with your child's education. So, let's keep those

books going at home during school breaks!

Morning Reading Classes

We have finished "The Westing Game," a mystery with a little humor thrown in to make it fun enough to keep us interested. Vocabulary from the book accompanied us and writing pieces as well. I am going to make a small change to the routine of the class. With the next book, instead of vocabulary, I am introducing reading comprehension questions. The pattern will be to read, answer questions, and write essays. I want to determine how much they can comprehend from the reading and if they are improving or not in this area. The writing is always a work in progress and we can always improve.

The other morning reading class completed "Things Fall Apart," a higher-level novel that takes place in Africa. This book had the students thinking on a different level since it was a completely different culture and time.

The next book for this class will be "Pride and Prejudice." This class will also follow the new pattern of read, answer reading comprehension questions, two – three writing essays each week.

Social Studies/Writing Class

We have completed our first novel study, "Frederick Douglass: An American Slave." We took a short

break from the textbook to read the novel, work on vocabulary, and complete essays that focused on the novel. I enjoyed the novel study in this class and liked how it made the students think on a different level; took them to a deeper, darker place to pull from for their writing. I want to see more of that from them.

We are getting back into the US History textbook; however, again, a little change-up. I will be asking more questions, to make sure there is full comprehension. This is usually accomplished through the review sheets handed out. We will be integrating more novels into our curriculum and there are a couple novels vying for my attention as our next novel, one being “Last of the Mohicans.”

Mr. Martin English

Students in upper grade English have finished *Pride and Prejudice* by Jane Austen and have begun reading *A Child Called It* by Dave Pelzer. *A Child Called It* is a harrowing story of child abuse, made even more poignant by the fact that the author is the abused boy referenced in the story. While disturbing and graphic in parts, the book acts as a testament to Mr. Pelzer’s resilience and courage. As background, the students learned about the evolution of the American public consciousness about the plight of abused children, and the subsequent impact this consciousness had on the legal system. As they move further into the book, attention will be paid to the nature of autobiographies and the reliability of first-person narrators. Students also read a television screenplay of the “The Monsters are Due on Maple Street”, a famous episode of the well-known *Twilight Zone*

television show. After reading, students watched a version that had been broadcast, and wrote an essay about whether the broadcast version had been successful in its interpretation of the story.

Students in lower grade English continue to read *The Not-So-Star-Spangled Life of Sunita Sen* and, in writing assignments, have discussed aspects of the main character’s identity. In addition, students have read the short story “The King of Mazy May” by the famed American adventure writer, Jack London. In a culminating project, students were asked to design a six-panel cartoon depicting a day in the life of someone living in Alaska at the time that the story takes place. In addition to the cartoon, students wrote a paragraph describing their representation. Students have also been introduced to dictation exercises, and have completed their first. Dictation is an excellent way to connect correctly spoken English with correctly written English, with emphasis on punctuation, capitalization, and spelling.

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

In the upper level writing and history class, students have been continuing their intensive study of the Bill of Rights, with focus on the Second, Fourth, and Fifth Amendments. Using materials from law schools and civil rights organizations, students have been writing about the importance of these amendments in American society and their evolution and interpretation over time. Finally, students completed a five-page essay on the Second Amendment,

describing it historically and presenting their own suggestions for reconciling the text of the amendment with the social reality of the United States in 2017.

Mrs. Hozie Science

Our students are exploring their engineering side. Each learning group has a group project. Here are some of the themes:

Amusement Park Physics has generated quite a bit of buzz. This project provides students with a situation in which to apply concepts of measurement, estimation, gravity, motions, forces, and systems. Students are engaged in the inquiry process to gather data and apply what they’ve learned to a real situation. The results may be more or less accurate, but the process is an authentic opportunity to conduct real science and apply math concepts in contexts outside of the classroom.

In the Mars Colony project, students are looking to the future of societies in space. Humans have always had an innate desire to explore past the boundaries of Earth. To that end, there are many technological, societal, and safety-related challenges that are associated with travel to, and habitation of, the Mars surface. This project is designed to familiarize students with space travel, understand the limitations and constraints of living on the Mars and for them to conduct research related to space colonization including energy considerations, shelter design, transportation, and sustainability.

Back to the Moon project explores aeronautical flight and missions to the moon. This project is designed

to help students understand the limitations and constraints of getting to and exploring the Moon. In addition, students learn about robotic arms and end effectors.

In the Build Your Own Country project, students will be creating their own country! This project will assess their research skills, critical thinking and problem solving, and give them an opportunity to do what we all would like to do: RULE OUR OWN COUNTRY!

So much excitement! We can't wait to share these projects with you.

Ms. Jaya Math

Students took a deep dive into the world of graphs – pictograph, bar graphs, and line graphs and they have mastered them. They have started to learn about measurements, converting and comparing them. Don't be surprised if you see them walking around the house with a measuring tape.

They are marching along with fractions and already learned how to simplify, compare and order them. Next, they will move onto adding, subtracting and multiplying fractions.

They are intrigued by geometry and starting to learn about measuring, drawing and identifying different angles, polygons. Students have developed a flair for solving equations and inequalities and applying the skills with the understanding the order of operations. Converting temperatures from Fahrenheit to Celsius and vice versa will fuel their interest in learning about the daily weather. I am very proud of the progress they have made.

Ms. Jessica English/Math/ Science

Happy Holidays Pinnacle Prep Students!

At Pinnacle Prep, we focus on integrated learning as well as varied learning styles. Therefore, my 3rd and 5th graders have been participating in our classic novel studies. They have finished reading and analyzing Treasure Island and Julie of the Wolves. Our next class novel for 3rd grade will be The Witches by Roald Dahl.

Fifth grade's next novel will be Bridge to Terabithia by Katherine Paterson. Continue to ask your students what he or she is reading about during class. This is a great way to check for understanding. Simply asking questions is a useful way to reinforce learning and comprehension. The students enjoyed the "I'm Thankful" letter to parents; I hope that you enjoyed reading them as much as I did. Our next writing assignments will include more letter writing where we continue to use the appropriate format.

All About Science - It's that time again!!!! The third-grade students are about to begin their next research project about our solar system. Once we have completed the sections of the textbook, we will continue our research and further our knowledge about the planet that your student chooses. Asking your child what they learned is a great way to continue the learning and create a school to home connection. Fifth graders are going to be working on their first research year of the school year. We have been studying about ecosystems. Your student has picked an animal and will use the

computer lab and other resources to gather information. Our final project will include a research paper of at least three organized paragraphs. They are very excited about this assignment and are learning some very interesting facts about their animals of choice.

Mrs. Kennedy Pre-K

Another great month of learning has passed, and the progress is exciting. Our newer students are really solidifying the letter names and sounds, as well as memorizing the spelling and pronunciation of sight words. Each group is progressing with the sight word lists, commonly said and uncommonly spelled words. Our emergent reading students are increasing their word recognition and fluency while reading both their journals and beginning books. It's exciting to see the students tapping out more sounds to make words and see the students recognize smaller words they know in larger words. Our emergent readers and our blossoming readers are both making progress. Keep speaking to your children in complete sentences, and have them answer you in complete sentences as well. I see definite progress in this area when the students share their news, ask questions, and answer comprehension questions after they've heard or read a book.

Fine motor activities like threading, connecting carabiners, and snap block, pinching clothespins, and cutting have all worked to improve penmanship, coloring, and cutting. Our silly songs and multiple books read to them each day is also helping develop their language and memory.

Our focus in math is connecting the numbers they can say to the correct visual, saying, “Fifteen” looks like 15. Most are counting well past thirty with some beyond 100, but we have to cement the words we say to the digital representation. Pattern making is a regular activity, as well as exploring shapes in books, dimensional figures, and artistic activities.

In Social Studies and Science, we’ve continued to explore and observe the changes of the season and the holidays we celebrate. We’ve also investigated the reason and purpose of our recent time change, the earth’s tilt and travel, and the water cycle. We’ve had a great time blending literature, math, art, and social studies with our stick people creations.

Our manners class has centered on being a good guest during playdates, family visits, and dinner invitations. They’ve practiced phrases to use when introduced to new foods or foods they don’t enjoy. They’ve practiced ways to show appreciation to family and friends by offering to help clean up or clear dishes after a meal. I hope they are sharing all their skills when they are out of class.

Please continue to read to and with your kids over our holiday breaks. Never be afraid to read a book multiple times, it helps with both memory and language skills. Ask them questions and have them answer in complete sentences. counting steps, forks, or anything else keeps numbers alive in their head over our breaks. Most importantly take time to have fun and enjoy all their progress.

Ms. Laura 1st grade

December is upon us. Time to reflect on all the joys and changes surrounding us. Our students are learning big terms like winter solstice, meaning the least sunlight in a year. We are happily exploring how the days are shorter and the nights are longer. Also, we are celebrating the beginning of winter on December 21st, 2017. We are going to enjoy a journey to the North Pole and find out what our indigenous cousins, the Inuit, do for food, fun, and education. We might even travel to Greenland.

I enjoy watching the inquisitive kids ponder how the alphabet has vowels and consonants. We are learning about articles, used to specify grammatical definiteness, in grammar.

Students are asking more questions about articles, when to use a/an in front of a noun and how important it is to use the correct article in writing and speaking to get their message across. Along with reading more stories they encounter these articles and brings the eureka moment of seeing it in the book and reading aloud to hear and understand its usage.

Reading time has improved fabulously over this last month and that is in part from the great reading at home to reinforce their learning.

Their favorite day of the week is Wednesday since that is our technology day. Students are having fun by performing along with learning. Hopefully they demonstrated our Thanksgiving Day song of “Five Fat Turkeys are we!”

Thursday is a hands-on learning day with crafts and props to reinforce what has been taught. One example is in our Math curriculum, in which learning our coins with our American Leaders are represented in the United States currency. Starting with Susan B. Anthony on the dollar coin, President John Kennedy on the fifty-cent piece, and on our wonderful President Abraham Lincoln on the trusted penny.

Our class continues to reinforce addition and subtraction questions. These questions are answered with a number line for skill and accuracy.

Many crafts are in store this month with the winter wonderland theme going on in our class. Students are gaining their voices and confidence in learning. Our class will be shining bright with their knowledge and perseverance.

Mrs. Kelley Drama, Speech, Debate

Drama, speech and debate classes started. 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 have started rehearsals for a production of *Pride and Prejudice*.

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

James and the Giant Peach by Roald Dahl

Number the Stars by Lois Lowry

Harry Potter and the Sorcerer's Stone by J.K. Rowling

A Christmas Carol by Charles Dickens

STUDENTS OF THE MONTH

Arguing

It is not always good to win an argument. If you win an argument, you might lose something very important, like a relationship. However, if the argument is over an important issue you should try to win the argument. For example, if you are in court and trying to defend yourself, then you should try to win the argument. An argument is when two or more people have different opinions on a certain issue. An argument occurs when one person tries to convince the other person that their opinion is correct.

Winning an argument is important when the issue is critical. For example, once I had an argument with my teacher about my homework. The teacher told the class that she would give everyone a detention if we did not complete

the assignment. I informed my teacher that I had already given her the assignment. She replied that she had not yet received it. I told her that she must have my assignment, but she said no I don't have it. It turned out that she had lost my work. My teacher apologized for the mishap and gave me some candy.

Losing an argument can destroy your self-esteem. For instance, I went out to my mailbox and picked up the mail. When I got inside my house, I opened the mail, even letters that were not addressed to me. I ended up ripping an important check, mailed to my mom. When she discovered my actions, she was not pleased. I started to explain how it was an accident, but like all moms she did not listen to what I had to say. The short argument ended by me apparently losing.

Winning an argument can also have negative effects, like losing a friend. For example, my friend and I were in an argument about him stealing my toys. I ended up confronting him, but little did I know that I would end up losing him as a friend. **Gowtham A.**

Summer

This summer, I went to Pakistan. I stayed with my annoying cousin, but my two other cousins were nice. We had a Minecraft building competition. We had to build a home base in a mountain. I won! Then we had to build a mansion. I also won!

In America, I made ship drawings. For most of them, I used 3 papers: one for the bow, one for the middle and one for the stern. The ships I made were: Titanic II, American Dream, Fusion, Aida's Poseidon and Seabourn Dream. My

spaceships were: Universal, Fusion II, United Star, Generation and Future. My places were King air 360 and LZ129 Hindenburg II.

Finally, I went go-karting. I won 3 times. My closest match was when I almost lost, but I passed someone at the last millisecond. I also almost crashed into the other two racers. I am very good at drifting. I also hit a wall...only once. My racer name is Smoove Move because I am going so fast that the whole world is going in slow-mo. **Ismael H.**

The Second Amendment

This is an excerpt from a longer essay. It has been edited and abridged for placement in the newspaper.

Over the course of US history, a lot of documents have been passed down that have had a major impact on the country we live in. We have the Declaration of Independence giving us freedom from the British, we have the Constitution, and (within the Constitution), we have the famous Bill of Rights. The Bill of Rights is the first ten amendments to the Constitution, and they give US citizens the freedoms only America has to offer. We have the First Amendment which gives us the freedom of speech, freedom of religion, freedom of petition, and freedom of press. We have the Fifth Amendment which gives us access to a fair trial if arrested or accused of a crime. To me, however, none of those are as important as the Second Amendment. The Second Amendment allows us to carry guns- even rifles. I have nothing against the freedoms the other amendments granted to us, but allowing almost anyone to own a gun is outrageous.

There was good reason to include this amendment in the Constitution, though. When the US fought the Revolutionary War, it was not the US military that fought the British. It was a militia, or a bunch of citizens that grouped together to fight for independence. These people needed weapons to fight, which they had, and for this reason today, we have the Second Amendment in the Constitution. This amendment was included so that if the US ever runs into a situation like this ever again, the people will have the weapons to fight back and win their freedom. However, they did not think about technology advancing to the point it's at today. The weapons they had to deal with back then were muskets and cannons that didn't have the ability to cause mass casualties and would shoot one bullet or cannonball at a time. Today, we are dealing with AK-47's and other assault rifles used by modern armies.

In my opinion, I think this amendment should be taken out of the Constitution immediately. There are so many negatives to the Second Amendment that I don't see how it hasn't already been removed from the Constitution. Why scare innocent people, why allow so many innocent lives to be taken, just for some people to own a gun for self-defense, which they rarely end up using? I have nothing against the other amendments- It's just the Second Amendment that makes no sense to me. **Reza O.**

Mars Base Proposal

My team is working on a Mars base. We are going to make a way for there to be water, oxygen, and many other things, for living, on Mars. Everyone is assigned one

thing to design. First, we made a floor plan, then we made a small architectural model, almost the size of a tissue box. Then we made a large Mars base with everyone's individual project in it. There is a school, a water plant, a transportation station, and many other things. I think at the end; this project will turn out pretty good.

My water plant is going to be above ground. So, I'm going to use cardboard for my base. My wall is also going to be made of cardboard. Inside the walls, I will fill it with water, and to show this, I will spray paint the bottom blue. I will spray paint my walls black, or gray. I will attach some toy stairs to the wall, since my water plant will be above ground.

In this project, my class and I used science, math, and reading. In science, we made the floor plan, and designed our buildings, and made our final product. The way we used science is by making a way where there will be oxygen on Mars. The way we used math is our measurements for buildings, volume of water, floor plans, and any other measurements. We are going to label signs to determine each building. **Aayan R.**

Frederick Douglass

"I prefer to be true to myself, even at the hazard of incurring the ridicule of others, rather than to be false, and incur my own abhorrence." What does this quote mean? People may think that Douglass is being arrogant or egocentric. He is not being egocentric, he believes in the saying "To thine own self be true."

What does it mean to be true to thine own self? This means to follow your own conscious and

heart regardless of what others may say about that. Douglass would rather be true to himself, than be true to the wishes of others. He says that if he were to be false to himself, he would cause abhorrence to himself.

What does Douglass think of slavery, and how are his views on slavery relevant to his decision to live true to himself? According to Douglass, slavery is a system that requires lies and deception to function. He believes that God chose him to write this narrative, and expose the truth of the evil of slavery. He is being true to himself by writing the truth of his experience in order to condemn what he sees as great evil.

I agree with his quote, “I prefer to be true to myself, even at the hazard of incurring the ridicule of others, rather than to be false, and incur my own abhorrence.” This is so true, because you are you. God made you because he needed someone just like you for his plan. You should always be true to yourself, even when people are ridiculing you. I too would rather be true to myself and let others ridicule me. **Shafa H.**

The Spooky Gadget

Once my friends and I were at my home because I had a get together

and we were playing pizza challenge. After that, I thought we could go outside and ride our bikes. So, we did. We rode for one mile. We went home again, and somebody dropped a gadget. I picked it up and pushed the button at 5:25 pm. Then, it got out of control, a monster came out.

The monster had three eyes; he was red and blue. He had a big mouth and spikes on his head. We all ran and ran but he got faster and Sara Medd and Annie Flora fell on the concrete. Bill and Jack helped them up.

Spikey bit the monster. The monster stopped for 2 minutes. We stopped at Steve Kury's house. We told his dad, John Kury. Then the monster was getting closer and Steve's dad had a limo, so we jumped in it. His dad drove as fast as he could go. Then Sara Meed threw jelly on the monster. He stopped chasing us. We slept in the car.

The next morning, Annabelle and remembered “we pushed the gadget at 5:25 pm.” So, we should push the gadget at 5:25 pm, I said. The monster was still there. We drove as fast as we could. At 5:23 pm, we stopped, and the monster was going to eat me at 5:25. I pushed the button and “PHOO”

everything was normal. Have you ever had a spooky day? **Alizeh R.**

Lost on Halloween in a Haunted House

Sakina, Zima and I were dressing up for Halloween. It was day time; the house was bright. We got dressed and went downstairs to watch TV. We left the house at 6:00pm. We went to get candy. At night, my friends and I went to a haunted house. That's where the horror began.

The haunted house was gray and black. It was dark. The spider webs were covering the windows. It was dirty; the candles were melted. The spider webs made us trip. There was huge ghost. It was gray with no legs. It floated in the air. We ran to three different hiding spots. The ghost chased us to different places outside the haunted house. We were lost for 5 days.

We all started to think the same thing. We decided to wait outside the haunted house. That's where we found each other. We went home. Our parents were so happy to see us. We had a sleep over. Then we went to school and had so much fun telling our friends. The ghost that chased us came to our school and didn't leave for a year. **Naila A.**

MATH NEWS

We Are Instant Number Crunchers

If you have ever struggled through a math class, you may not think of numbers as natural. They may seem more like a tool that you have

learn how to use, like Excel or a nail gun. And it's certainly true that numbers pop in the archaeological record just a few thousand years ago, with the abruptness you'd expect from an invention. People then improved

the number system after that, with the addition of zero and other upgrades.

But scientists have found that we are born with a deep instinct for numbers, and a new study suggests

that our number sense operates much faster than previously thought. It might be better called our number reflex.

Some of the most compelling evidence for the number sense comes from studies on babies. In a 2010 study, for example, Elizabeth Brannon of Duke and her colleagues showed 6-month-old babies pictures of dots. As they switched between different pictures, they tracked how long the babies looked at each one. In some cases, the pictures were identical. In others, the dots differed in size or spacing, and in still other cases, Brannon and her colleagues added extra dots to the pictures.

When Brannon and her colleagues looked over their data, they found that the attention of the babies tended to be grabbed when they switched the number of dots. What's more, the babies looked longer at a picture when the difference in the number was bigger.

The number sense in infants is the raw material for math aptitude later in life, as Brannon documented when she followed up on the infants three years later. Brannon found that their sensitivity to numbers as six-month-old predicted how well they scored on math tests as three-year-old. Other scientists have also found that a link between number sense and math skills in fourteen-year-olds.

Having discovered our number sense, Brannon and other researchers have begun probing our brains to see how it works biologically. It's not easy to tease out the number sense from all the other things our brains do when they take in a visual scene. There's a huge amount of information to decipher in an instant of vision, and our brains use a complex network of regions to get the job done.

When light hits our eyes, the retina takes the first pass at processing the image and then fires signals down the optic nerve to the back of the head. The visual cortex then teases out some basic features, such as brightness, edges, color, and so on. The regions where this processing takes place then sends signals to other parts of the brain, which detect more complex things, like body movements and faces.

Some researchers have proposed that our awareness of numbers only emerges late in this pathway. We may first have to detect other features of a scene, and then analyze them to figure out how many objects there are in a group. If we look at three lemons on a counter, for example, we might first have to calculate the total area of yellow in our field of vision, determine how much yellow is in each lemon, and then divide the former by the latter.

To probe where our number sense lies on the path of thought,

Brannon and her colleagues placed EEG caps on people's heads. Then they showed their volunteers pictures of dots. As in Brannon's earlier experiments, they varied the pictures with extra dots, as well as changing the size or spacing. Each time, the scientists recorded the electricity produced by people's brains as they processed what they saw.

Analyzing the different responses, the scientists noticed one fascinating spike of electrical activity that emerged from the back of the brain. The strength of the spike varied with the number of dots people saw. The more dots, the bigger the spike.

The size and spacing of the dots, by contrast, had no effect on the spike. If we sensed numbers only by analyzing other features of objects, then you might expect to see an influence. But Brannon and her colleagues could find none. They conclude that this spike represents our direct detection of numbers.

That makes this spike even more intriguing is how fast it occurs: just 75 milliseconds after the scientists present a picture. At that stage in visual perception, the visual cortex is just starting to process signals from the eye. Numbers, the new research suggests, are so important that we start sensing them before we're even aware of what we're seeing.

CURRENT AFFAIRS

Conflict Reflections

Introduction

Many do not know, or realize, that conflict is a natural part of life and doesn't have to indicate a negative environment. Conflict, by definition, is the perception that another could keep you from your goals (Wilmot & Hocker, 2011). What is not widely known is that there are different forms of conflict; relationship, data, interest, structural, and value. The five listed forms of conflict define, specifically, how conflict is related to the situation. If the conflict situation can be analyzed, then there is the possibility that it will not turn into a violent conflict, but rather, have the foresight to realize where the conflict is arising from and be able to control the conflict so to find a satisfactory resolution between all parties.

Relationship Conflict

Relationship conflicts usually are the result of misunderstandings between people, such as miscommunication. It can also revolve around negative stereotypes, behavior, or even negative emotions. This is the basic definition of relationship conflict; however, relationship conflict can be more personal and in-depth than the basic definitions.

Misunderstandings between people are a common occurrence. The conflict is there, but then the confrontation between the people involved usually takes the conflict to a higher level, such as violence or abuse. Li, Zhou, and Keung (2010) conducted a research study

focusing on relationship conflict in the workplace due to research suggesting that relationship conflict has psychological features of increased strain, withdrawal, and intentions for quitting the position. Constant interactions with others will bring occasions of conflict since different personalities bring different views and ideas.

Data Conflict

Data conflicts have roots in misinformation, insufficient information, or the belief that the information was collected correctly. Also, if a party perceives the information as being irrelevant to the topic, then a data conflict can arise. Data conflict is a constant in the academic world since it is the researchers' positions to either prove or disprove hypotheses. Data conflict does not have to be personal, in fact, if it follows the definition terms of what makes it a data conflict, then resolutions should be easily identifiable, at least, even if the resolutions are not achievable. Meier, Gross, Spector, and Semmer (2013) note that some have a personal attachment to their ideas, making it more personal, therefore, more of an interest or value conflict, when it is actually a data conflict.

Interest Conflict

Interest conflict comprises of differences of a party's personal goals, or interests such as money or time. Interest conflict can overlap with structural and value conflicts, so it is important to reflect on the root of the conflict to

determine if interest is the conflict. This allows for proper conflict resolution to occur. Interest conflict can be intentional when a person, or persons, does not take into consideration other's interests before setting out to achieve their own goals. It should also be noted that it may not be intentional, but more of the person (s) not thinking that their goals would be at the expense of someone else. Interest conflict is unavoidable, just as any conflict is unavoidable. Interest conflict may feel more personal, making resolution more difficult, since interest conflict generally deals with personal interests, goals, and ideas. Kouzakova, Ellemers, Harinck, and Scheepers (2011) claim that when self-interest is involved there is more likelihood of a conflict resolution and for the conflict to escalate.

Structural Conflict

Sometimes conflict can develop between parties when there are limited resources or organizational changes. These forms of conflicts are called structural conflict and if properly handled, can have structural outcomes. Structural outcomes are found, generally, within organizations and businesses since structural conflict can be referred to policies and procedures in a workplace. Barsky (2002) conducted a research in a University to study structural conflict since it was the most common type of conflict discovered when the participants were questioned to determine conflict at the school. Barsky (2002) determined that the conflict resolutions in place do not actually get to root of the problems

that deal with structural conflicts. They deal with each case individually, not allowing for a resolution that encompasses the root structural conflict.

Value Conflict

Value conflict has beginning ties with the parties involved having different belief systems. This could lead to a party trying to force a belief system onto another which leads to conflict. Value conflict has the possibility to occur on a routine basis due to all the different religions and cultures that interact in today's global interactions. Some people base their entire lives on a fundamental belief system and take great offense to someone else telling them that belief system is wrong or misplaced. This is enough to have a value conflict. The situation can escalate if

someone not only tries to diminish one belief system, but then, tries to enforce another belief system onto the offended party. This can occur with religion and heritage cultures. In fact, Kouzakova, Ellemers, Harinck, and Scheepers (2011) claim that people usually assume others have the same value system as themselves and when it is realized that isn't the case, the party that wrongly assumed feels more of a conflict with the other and assumes there cannot be a resolution. This is based on the concept that a person's value system is rooted in their self-identity (Kouzakova et al. (2011).

Conclusion

There are different forms of conflict and conflict is a natural part of life, it's the knowledge of how to deal with conflict that

usually destroys the simplicity of conflict. The best way to handle conflict is to reflect on where the conflict is stemming from and to confront the other parties involved with that understanding. After determining the root of the conflict, reflect on what direction you are comfortable going with the discussion as well as the outcomes you are willing to accept to resolve the conflict.

Some conflicts cannot be resolved easily, especially if it is based in structural conflict or data conflict, which may take the involvement of others or management, but it is never wrong to self-evaluate when conflict arises and to not only determine the best course of action for yourself, but to also give the other parties involved respect and consideration

SCIENCE IN THE NEWS

Think about the bees this Thanksgiving....

Excerpt from *NCPIRG wants students to think about the bees this Thanksgiving* from the Daily Tar Heel

People become accustomed to the habit of expecting Thanksgiving to simply come along every November, but in the words of North Carolina Public Interest Research Group's slogan, "No bees, no Thanksgiving."

"One in every three bites of food we eat is dependent on pollinators. However, pollinators have been in decline for decades now," said NC state senator Mike Woodard. "In 2015 alone, there was a 42 percent

loss of pollinators. Historically, going back to 1945, there were 4.5 million beehives in the United States." Today, there are around 2 million.

Woodard said one of the main factors contributing to the decline of bees is pesticide exposure, particularly neonic.... The effects of neonic are rather severe. It is a new insecticide that affects the central nervous system of insects which paralyzes them and kills them. Taylor Griffin, the general manager of a local restaurant, Living Kitchen, was worried about the unfettered use of pollinator killers.

"Since Living Kitchen is a plant-based operation, without bees, our

restaurant will be 100 percent obsolete," Griffin said. "Eat local, be conscious of what's in your food, and strive to keep the hive alive."

Although bad pesticide choice isn't the only factor stunting pollinator species, it is a major culprit. But hope isn't lost, as awareness continues to build. Woodard highlighted two steps in the solution to the bee problem.

"First we must work to eliminate pesticides from pollinator's habitats. Secondly, we can create more habitats for pollinators to forage," he said.... The decline of pollinators, which leads to less food production, has bigger implications too. As much as 70

percent of the Earth’s crops might be affected. A production loss of over two-thirds would hit rural and poor areas the hardest.

Senator Woodard, who introduced a pollinator protection act, said progress is being made. He said they are gaining support from

retailers from companies such as The Home Depot, Lowe's and Walmart, agreeing to lessen their marketing of neonic down to zero percent.

“Thanksgiving is the time of the year when we think about the bounty of the earth. But unless we

act now to begin to protect our pollinators, that bounty will decrease,” Woodard said. “In the years to come, we will have much less to be thankful for.”

ENGLISH NEWS

The Value of the Verbal

I’m biased. I’ve favored stereotypically language-arts based subjects in every scholastic environment I’ve been in. Literature, history, and political science are the types of disciplines where I’ve found the most academic success. Please understand, however, that I know the value of the STEM disciplines and the mathematical aptitude they require. I look with some envy upon those for whom quantitative reasoning comes easily. That being said, please bear with me as I make a case for the value of the verbal.

The scholar Noam Chomsky, widely famous for his political activism, first established himself as a prominent linguist. He postulated the existence of a ‘universal grammar’- a uniquely human characteristic that enables us to use language for communication, distinguishing us from any other animal. The idea that we’re born ‘hard-wired’ for language development is profound. It allows us to see language as both fundamental and foundational. It’s hard to imagine learning math or science without at least a rudimentary ability to transmit

and receive information with words.

Besides being foundational, there’s evidence that an increased linguistic intelligence has a noticeable effect on abstract reasoning and problem solving.¹ Add to this the fact that increased exposure to language- whether reading a book, listening to a speaker, or having a conversation- makes it more likely that we’ll encounter a wider breadth of knowledge, and that breadth of knowledge itself is key to higher-order reasoning skills like metaphor and analogy, and it becomes clear that to downplay the verbal and focus primarily on the quantitative is not just a mistake, but a potentially harmful oversight.

On a final note, the value of communication relative to the development of the many ‘soft skills’ prized by most employers must be considered. The ability to communicate effectively and to socialize with ease and grace are differentiating factors that can give an economic edge to one employee over another, all other things being equal. So, curl up with a good book, spend some time in

conversation, and listen to a speaker or two- it’s valuable, effective, and potent mental exercise.

¹ Luwel, Koen, et al. “The role of verbal and performance intelligence in children's strategy selection and execution.” *Learning and Individual Differences*, vol. 24, Apr. 2013, pp. 134–138.

KEEP YOUR CHILD LEARNING DURING WINTER BREAK

Winter break is a chance for students and parents to relax and recharge. Here are a few ways parents can help keep their children entertained and learning over the winter break.

Give the right kids of gifts.

When you're out shopping, think ahead and seek out items that can encourage your children. Depending on your child's age, you'll be able to find science experiment kits, crafts, robots, engaging books and education-based games, such as trivia or memory games. These are all fun activities that can aid in learning to use their brains. Depending on your child's age, you'll be able to find science experiment kits, crafts, robots, engaging books and education-based games, such as trivia or memory games. These are all fun activities that can aid in learning.

Plan a few field trips. You may choose something with an obvious educational aspect – a discovery center or museum, for example – or you might get creative with lessons and teachable moments. Perhaps you venture to a park

where you identify plants and press leaves, or you visit a planetarium or observatory to explore the night sky.

Set aside family time for learning.

The best way to encourage learning is by making it fun. One way to accomplish this is to set aside time over winter break to learn together as a family. You may sit as a family and watch a documentary or read for an hour before bed. Maybe you all read the same book and turn it into a family book club.

Get some holiday baking out of the way.

The holidays are often synonymous with baked goods, which provide an excellent opportunity for honing math skills. Measuring, halving or doubling recipes, and distributing the resulting product among family members can help students who are learning fractions and ratios better understand the concepts while satisfying their sweet tooth. Make baking an active learning experience by asking questions during the process. "If we are doubling this recipe, how many cups of butter will we need?" "We

only want to make 12 cookies, and this recipe is for 60. What is the amount of flour we actually need?"

Emphasize an attitude of gratitude.

Chances are, your child received many gifts from friends and family. Ask your student to write thoughtful thank-you notes to everyone who gave him or her a gift. This not only instills the importance of gratitude, but it's an extra opportunity for children to practice writing and penmanship (or perhaps the lost art of cursive).

Use travel time to your advantage.

If you're traveling this holiday season, make the long hours productive and banish boredom with educational activities. If your kids are apt to become bored (or cranky) on long drives, introduce them to a new podcast, which can cover anything from science to storytelling. Plus, the discussions they inspire can keep your family engaged long after the podcast is over. You can also try other distractions, like spelling-based driving games or educational games and apps on a tablet.

PINNACLE PREP SCHOOL TEACHER SPOTLIGHT

Mrs. Karla Kelley **Theater, Speech and Debate Teacher**

Hello and thank you for the warm welcome to Pinnacle Prep! I'm Karla Kelley, and I've recently joined the faculty here as a theater, speech and debate teacher. I hold a Bachelor's Degree in speech communications from Texas Tech University; I also attended graduate school at The University of Tulsa and Texas Tech for my teacher's certification in English, speech and theater arts. I've taught at the junior high, high school and college levels for a total of 12 years. My husband's name is Mark, and we live in Frisco with our two sons, Holt who is a freshman at Baylor University and Tyler who is a freshman in high school.

Mrs. Tricia Hozie **Science Teacher**

With over a decade of experience teaching science to all ages, Tricia Hozie has a passion for STEM/STEAM Education (science, technology, engineering, art, and mathematics). In this rapidly shifting global economy, STEM skills empower students to be problem solvers, priming them for the future. Whether your student is in Pre-K or a freshman in college, Mrs. Hozie has a special gift of breaking down complex concepts enabling students to experience science and acquire skills that will carry into higher education and beyond. Mrs. Hozie grew up on a farm in Central Illinois. She was valedictorian of her high school class, graduated cum laude from Illinois State University with a degree in Biology. She did graduate studies for Secondary Science Education at Saint Joseph's University in Philadelphia. In addition, Mrs. Hozie has taught technology classes, drama, and Character Education.

CHRISTMAS TRADITIONS AROUND THE WORLD

Christmas, it's the most celebrated holiday in the world. Our modern Christmas is a product of hundreds of years of both secular and religious traditions.

SWEDEN: "GOD JUL' People in the Scandinavian countries honor St. Lucia (also known as St. Lucy) on December 13. The celebration of St. Lucia Day has spread from Sweden to Denmark and Finland. This holiday is considered the beginning of the Christmas season and referred to as "little Yule". The oldest daughter in each family rises and wakes her family members

early in the morning in a long white gown with a red sash and a crown made of twigs with nine lighted candles. For the day, she is called Lussi (Lucy bride). The room is lighted with candles and the family eats breakfast together.

At night people carry their torches in a parade and at the end of the parade, they throw their torches onto a large pile of straw, creating a huge bonfire.

Light is the main theme of St. Lucia Day as the word Lux, means

light. Lucia is the patron saint of the blind.

FINLAND: HYVAA JOULUA. Many people in Finland visit the sauna on Christmas Eve. They listen to the National "Peace of Christmas" radio broadcast. Families also visit the gravesites of departed family members.

NORWAY: GLEDELIG JUL. Norway is the birthplace of the Yule log. The Norse used the yule log in their celebration of the return of the sun at winter solstice. "Yule" comes from the work Hweol,

meaning wheel. The Norse believed that the sun was a great wheel of fire that rolled towards and then away from the earth. The fireplace is a part of the Christmas scene dates to the Norse Yule log.

GERMANY: FROEHLICHE WEIHNACHTEN. Decorating the Evergreen tree is a German Tradition. The first Christmas trees were decorated and appeared in Strasbourg, in Alsace in the 17th century.

MEXICO: FELIZ NAVIDAD. In 1828, Joel R. Poinsett, American minister to Mexico, brought a red and green plant from Mexico to America. The plants were called poinsettias after Poinsett. The coloring seemed perfect for the holiday. By 1900, they were a universal symbol of the holiday.

Piñatas are filled with candy and coins and hung from the ceiling. Children take turns hitting the piñata until it breaks, and all the treats fall to the floor.

ENGLAND: MERRY CHRISTMAS. John Calcott Horsely began producing small cards featuring festive scenes and pre-written holiday greeting in the late 1830s.

The Celtic and Teutonic people believed that the mistletoe had magic powers. They believed that it had the ability to heal wounds and increase fertility. Celts hung mistletoe in their homes to bring them good luck and ward off evil spirits. During the holidays in the

Victorian era, they would hang mistletoe from ceilings and in doorways. If you were under the mistletoe, they would be kissed under someone else in the room.

Plum pudding is an English dish dating back to the Middle ages.

Caroling also began in England. Musicians would wander from town to town visiting homes of the rich. These people would either give them money for their performance or a hot meal.

The United States and England children would hang their stockings on their bedposts or near the fireplace on Christmas Eve hoping to receive treats while they slept. In Scandinavia, children would leave their shoes on the hearth.

FRANCE: JOYEUX NOEL In France, Christmas is called Noel. This is the French phrase les bonnes Nouvelles, which means “the good news” and refers to the gospel.

Some people burn logs in their homes from Christmas Eve until New Year’s Day. This would ensure good luck for the next year’s harvest.

ITALY: BUON NATALE Italians call Christmas “Natale” meaning ‘the birthday’.

AUSTRALIA: In Australia, Christmas comes in the middle of summer and some parts of Australia may hit 100 degrees on Christmas day.

Outdoor barbecues and beach time is common in Australia.

UKRAINE: SROZHDESTVOM KRISTOBYM. The Ukrainians prepare a twelve-course meal. The youngest child watches through the window for the evening star to appear, this is a signal that the feast may begin.

CANADA: Canadians Christmas is similar to the United States. The Eskimos celebrate a winter festival called Inuit Tuktuk, which features parties with dancing and exchanging of gifts.

GREECE: KALA CHRISTOUYENNA In Greece, many believe in kallikantzeri, goblins that appear to cause mischief during the 12 days of Christmas. Gifts are exchanged on January 1, St. Basil’s Day.

CENTRAL AMERICA: A manger scene is the primary decoration in southern Europe, Central American and South American nations. St. Francis of Assisi created the first living nativity in 1224 to explain the birth of Jesus.

JAMESTOWN, VIRGINIA: According to reports by Captain John Smith, the first eggnog made in the United States was consumed in 1607 Jamestown settlement. Nog comes from the word grog, which refers to any drink made with rum.

<http://www.history.com/topics/christmas/christmas-traditions-worldwide>

WHAT DOES CONFLICT KNOWLEDGE HAVE TO DO WITH PINNACLE PREP SCHOOL?

We cannot find an answer to a problem until we first acknowledge there is a problem. Conflicts, as noted in the article, occur every day, in many forms, at different ages. In fact, part of maturing, interacting with peers, adolescence, puberty, and adulthood all incorporate a form of

conflict resolution. At Pinnacle Prep School, we acknowledge conflict is a part of life. It is our responsibility as educators, administrators, and staff to ensure our students respond appropriately to significant emotional events in his or her life.

Conflicts are not the same as bullying (reference Nov. Newspaper). Pinnacle is bully-free due to our excellent faculty, staff, and diverse student body. Schedule a tour today!

CURRENT EVENTS

- December 8** – Progress Reports
- December 19** – Parent/Teacher Conferences
- December 20** – Book Reports Due
- December 21-January 5** – Winter Break
- January 8** – Students return to school

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