The future is so dependent on the actions of the past and present. As adults, we look back and wish we would have done some things differently. No doubt, college and career opportunities are some of the decisions that are the most pondered with statements such as “I wish I would have done…” It is critical that we help our youth value education and take advantage of the opportunities their K-12 education plays in their future! College/Careers!

Now is the time to ensure that our youth do the work and make the most of every opportunity in K-12 education that will provide them with the requirements to go to college or apprenticeship/certification programs.

Every child has desires and knows how to get what he/she wants. They must really want to do well in school. Their future is dependent on how well they do now! As parents and guardians, we must have high expectations and never settle for less than what children are capable of accomplishing.

What is My Child’s Job?
Progress Monitoring Works!
How to Get HELP!

READING!
WRITING!
MATHEMATICS!

What Do Colleges and Employers Look For?

Family/Community Learning and Fun!

Senior Citizen Beat!

According to research from the Lumina Foundation, the knowledge economy requires Americans to develop the skills that are demanded in a globally competitive environment. As a result, increasing higher education attainment is critical to the U.S. economy. The implications of this shift toward a more highly skilled workforce cannot be overstated. For generations, the American economy created large numbers of middle class jobs that did not require high levels of skill or knowledge.

Because of global competition, these jobs are rapidly disappearing. It is not that low-skill jobs do not exist in the U.S.; it is that the Americans who hold them are not likely to enter or remain in the middle class. They are not likely to have access to quality health care, save for retirement or assure their children access to higher education. Completing some form of higher education is now critical for reaching the middle-class.
There is no doubt that young children benefit from understanding the importance of responsibility. There are numerous skills that enhance a child’s ability to be responsible such as: perseverance, task commitment, time management, motivation, communication, and decision making. It is critical for children to understand early on that attending school is their job and a vital responsibility. When students are responsible, they are learning to be accountable, show self-restraint, and pursue excellence. Furthermore, when children see the connection between school expectations and future employer expectations, they are likely to see that taking responsibility now will help prepare them for the future.

School & Work Requirements:
* Arrive on-time
* Follow directions
* Dress appropriately
* Be responsible
* Complete assigned tasks
* Get along with others

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follow all classroom rules and procedures.</td>
<td>1. Be aware of what is required to complete middle school.</td>
<td>1. Set goals &amp; develop a plan to reach them.</td>
</tr>
<tr>
<td>2. Be able to work with others and be kind to everyone.</td>
<td>2. Create goals.</td>
<td>2. Be on time for all classes.</td>
</tr>
<tr>
<td>3. Learn to set goals, monitor progress, and celebrate success.</td>
<td>3. Complete all school work and monitor progress in all classes.</td>
<td>3. Build a network of people to advise you.</td>
</tr>
<tr>
<td>4. Complete all school work on time.</td>
<td>4. Prepare for high school and decided on a career pathway.</td>
<td>4. Complete school work and monitor progress towards graduation.</td>
</tr>
<tr>
<td>5. Dress appropriately for the weather.</td>
<td>5. Know how to utilize technology and communicate professionally and academically.</td>
<td>5. Prepare for College / Careers</td>
</tr>
<tr>
<td>6. Have good attendance.</td>
<td>6. Map out college and career interests.</td>
<td>6. Choose a career pathway, take appropriate classes and ensure graduation requirements are met.</td>
</tr>
<tr>
<td>7. Accept responsibility for good and bad choices.</td>
<td>7. Make healthy choices.</td>
<td>7. Complete the college cost estimator and be aware of scholarships and grants.</td>
</tr>
</tbody>
</table>

WORK EXPECTATIONS and SCHOOL EXPECTATIONS go hand in hand. Students who start demonstrating these important skills early on, are more likely to continue when they are adults. (See page 8 for the Employer Expectations Poster.)

As adults, we inspire and encourage a love of learning in our students each and everyday. We motivate them to be the best they can be and teach them to never give up. In preparing them for the future, it is our ultimate goal that they will be college and career ready, as well as appreciate and value the educational journey that allowed them to be successful.
Meet The Times Of Northwest Indiana Guest Commentary, Alex Miskus, a senior at Lake Central High School. Why is Alex being featured in the School City of Hobart’s Focus on Education? She has ultimately uncovered one of the keys to being successful in life—Asking Questions! Her story is an important lesson in life about not being intimidated or embarrassed about asking questions. She uncovers the truth about not asking questions—the unknown—which leads to loss of learning and the opportunity to advance in knowledge and information for a successful future. Her story is worthy of discussion with all learners! Way to go Alex! “Asking Questions” is critical for achieving!

I do not have a desire to find what “X” equals or to use the quadratic equation to find the sum of how many watermelons a person purchased. When I look at a math equation, all the letters are just letters and nothing makes the tiniest bit of sense. I would rather write a 20-page essay on a random topic versus solve a math problem.

Through my years of struggling with proofs, solving for “X,” and anything math related, I have learned the idea of asking for help.

Before I grew accustomed to this idea of help, I was reluctant to ask the teacher to repeat the steps of solving a problem or to even attend after-school tutoring. I am growing up in a generation where succeeding in education is one of the most important tasks until one graduates high school. I also have the most intelligent peers in my grade, intimidating me more to raise my hand with the fear of being frowned upon.

As the high school years slowly went on, I forced myself to ask for help. I made myself go get the help I needed while trying to diminish the fear of accepting that if I am wrong, then I am wrong. I soon learned that being wrong is not so much as a sign of stupidity but a sign of where improvement is needed.

Asking for assistance does not make one weak but instead prepares oneself with the idea that not all things will be understood the first time and with help the unknown can be the known.

Even entering middle school, it was hard to grasp the thought that I was actually weak in a subject; I wanted to be one of those kids who understand the material the first time and who seemed like they can solve a problem with their eyes closed.

Struggling in math gave me the courage to reach out for help instead of asking for no help at all. In any situation, people will help and guide you if you simply just ask.

I might never fully appreciate math for giving me the knowledge of finding the circumference of a circle or giving me the tools to determine the width of a random shape, but I do appreciate math for making me ask for guidance when I need it. My academic struggle has made me more versatile and more accepting that I do not have the “math sense” like some.

In the end, I still envy those who can write a perfect essay while breezing through math simultaneously. But if anything, my “math sense” has given me the courage to find help, not only in math, when I need it.

Asking Questions Ticket
1. Do not worry about being judged.
2. Write your questions down.
3. Ask as many questions as you can.
4. Continue to ask questions if you are still confused.
5. Do not give up until you understand.
STUDY TABLES
Many athletic teams have study tables scheduled throughout the year. In addition, students volunteer to tutor after school hours. These study tables are held after school on Mondays in the Board Room. If you would like to attend, sign up for a day in the HHS main office!

PEER TUTORING PROGRAM—STEP
The Student Tutoring Educational Program is available to high school students who need extra help in class. Sign up in the HHS Student Services office.

K-12 RESOURCES

COMPASS LEARNING
Students can complete activities at home via the school webpage. These activities vary by grade, but provide students additional practice to reach their academic goals.

Go to www.hobart.k12.in.us. Once at the homepage, go to the right hand side under COOL TOOLS and click on Compass Learning Odyssey.

Khan’s library of videos covers K-12 math & science topics such as biology, chemistry, and physics, and even reaches into the humanities with playlists on finance and history. This is an excellent way for student to reinforce a concept or get online tutoring!

Visit the Khan Academy at www.khanacademy.org

HOMEWORK HOTLINE
Rose-Hulman Institute of Technology’s Homework Hotline provides FREE math and science homework help to Indiana students.

TOLL FREE: 1-877-ASK-ROSE
www.askrose.org

-high-school-study-tables.jpg
-A4StudyTables.jpg
-A4PeerTutoringProgram.jpg
-A4ElementaryOpenComputerLab.jpg

TEACHER ASSISTANCE
Numerous HMS teachers have times that they volunteer to stay after and offer students additional assistance.

OPEN LABS
HMS students can stay after school Monday—Thursday to utilize the computer lab.

HIGH SCHOOL TUTOR LIST
For a minimal price, middle school students can pay a high school student to tutor them after school hours.

Elementary

OPEN COMPUTER LABS
Several of the elementary schools offer their computer labs to families in the evening to work on homework or just play games. Evenings vary by building.

MASTERY CLUB
In several classrooms, students stay after to retake tests, complete missing work, and reinforce skills / class material.

DISTRICT WIDE TUTOR LIST
Parents can hire a certified teacher to tutor during the school year or summer. Contact the district office for more information at 942-8885.

For additional information, please contact your child’s school!

Middle School

SCALES AND RUBRICS
HELP STUDENTS TRACK THEIR OWN PROGRESS
School City of Hobart recently started utilizing scales & rubrics so that students could assess their understanding. These are a fantastic way for students to measure their understanding, and if needed, get additional help in class.

Below are some examples of the scales and rubrics being utilized:

Elementary

Learning Goal:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can help a friend!</td>
</tr>
<tr>
<td>3</td>
<td>I can do it!</td>
</tr>
<tr>
<td>2</td>
<td>I can do it with help!</td>
</tr>
<tr>
<td>1</td>
<td>I am confused!</td>
</tr>
</tbody>
</table>

See the next page for the PARENT’S GUIDE to Scales and Rubrics! (Page 5)
What are “Scales and Rubrics,” and why do we need them? Quite simply, scales and rubrics are tools that teachers, students, and parents can use to assess and track student progress on a “Learning Goal” throughout a unit of study. A scale is like a mini-progress report, in that students mark where they think they are in the learning process by giving themselves a 0, 1, 2, 3, or 4. A scale is more interactive than a progress report because it is not the past learning performance we are watching...it is the present! Students can seek extra help when they know they rated themselves a 0, 1, or 2 marking. They can feel confident they have it with a 3 or 4 marking! See the previous page (page 4) for examples of scales.

Here are some Progress Monitoring Tools that parents can use in order to assist their child with extra support.

**On a Daily Basis:**

*Check your Child’s Planner.* If your child is not writing his assignments in it, encourage and require him to do so! Many parents require their children to write their assignments down, and this type of accountability is quite helpful!

**On a Daily or at Least a Weekly Basis:**

*Log into Harmony.* Logging into Harmony each week will keep you updated on grades recorded in a teacher’s grade book and provide you with an overall percentage of your child’s progress in each content area. Please check all of the tabs in Harmony, such as “Attendance” and “Discipline.” Many parents check Harmony on Thursday or Friday so that they know their child’s grades going into the weekend. This type of accountability works well.

**On a Quarterly Basis:**

*Progress Report:* You will receive a progress report at the 4th week of each quarter. It is a great way to monitor your child’s overall progress and a time that you may want to contact a teacher with questions about further support at home.

*Report Card:* You will receive a report card at the end of each nine week grading period. There will be 4 report cards each year. It is a great way to monitor your child’s overall progress and a time that you may want to contact the teacher with questions about further support at home.

*SRI (Scholastic Reading Inventory):* Your child will take the SRI test at the end of every nine week quarter. This test gives students their Lexile numbers (reading levels). Ask your child what his/her current SRI score is. Students have their scores, and if they forget them, they can ask their teachers. The goal is to raise the Lexile reading level every quarter.

**Three Times a Year:**

*mCLASS (K-2) and Acuity Test Grades (3-10):* These tests are administered three times a year. They are utilized by our teachers to help students with skills they will need in order to grow, and pass the ISTEP or ECA. Ask your child or teacher about his/her mCLASS or Acuity scores. Make a goal to improve each time the test is given.

**Annually:**

*NWEA, ISTEP, ECA, and ACT—Standardized Tests:* These tests are given as a summary of learning for the year. Passing these tests or being at or above the college and career benchmark is critical.

**Forever:**

*Transcripts* are records of grades, test scores, and citizenship.

### Parent’s Guide to Scales and Rubrics

1. Ask your child what his/her learning goal is in any given subject. Even the littlest Brickies will be able to explain a learning goal!

2. Ask your child where s/he is on the scale for a particular learning goal. A “three” is proficient, and a “four” is above and beyond. Talk to your child about moving up the scale if they are a “one” or “two.”

3. Ask your child to show you one of his learning scales. You will be amazed at some of the data tracking our students are doing. Learning is evident!

4. Parents may find scales useful at home in terms of chores and allowance or talking to a child about his behavior at a store or restaurant. See an example of a “Clean Room.”

### How can you talk to your child about learning goals, scales and rubrics?

- Ask your child what his/her learning goal is in any given subject. Even the littlest Brickies will be able to explain a learning goal!
- Ask your child where s/he is on the scale for a particular learning goal. A “three” is proficient, and a “four” is above and beyond. Talk to your child about moving up the scale if they are a “one” or “two.”
- Ask your child to show you one of his learning scales. You will be amazed at some of the data tracking our students are doing. Learning is evident!
- Parents may find scales useful at home in terms of chores and allowance or talking to a child about his behavior at a store or restaurant. See an example of a “Clean Room.”

### A Clean Room Scale for Parents—Try It!

- **1.** The room is generally clean. All clothes are put away and most are folded. The bed is made.
- **2.** Some clothes are put away. Laundry is near the hamper. The bed is made and the sheets are done. Dust is in places.
- **3.** The room is generally clean. All clothes are put away and most are folded. The bed has been made and the sheets are done. Dust is in places.
- **4.** Entire room is sparkling and smells clean. The rug has been newly vacuumed. The clothes are folded and put away. Toys are on their designated shelf. Bed is made.

## Progress Monitoring Tools

See the previous page (page 4) for examples of scales.
**Raise a Reader to be a Leader**

An important ingredient to **raising a reader** is to surround him or her with reading and thinking everyday. Reading and talking about books has to become the normal. Whether it be recognizing and reading signs as a toddler or reading websites/online newspapers and commenting on blogs as a teen, reading and thinking has to become part of the everyday world.

The answer to finding the “perfect” book for your child is to tap into the non-book things they love. Having a connection or purpose when reading makes it enjoyable. Books are not the only thing a child can read. There are lots of options—magazines, newspapers, articles, websites, blogs, and more.

- Consider getting your child a magazine subscription they look forward to getting.
- Read sections of the newspaper that interest them and talk about it together.

---

### Cue Cards for Use at Home

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>MAIN IDEA</th>
<th>SEQUENCE/CHRONOLOGICAL ORDER</th>
<th>TEXT FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does the author mean when he says ___?</td>
<td>- What would be another good title for this story?</td>
<td>- What happens AFTER ___ but BEFORE ___?</td>
<td>- Which sentence from the story best describes the illustration on page ___?</td>
</tr>
</tbody>
</table>
| - What clues in the reading can help you figure out the meaning of unknown words? | - Which sentence from the article tells the author’s main message? | - Retell the events leading up to/following ___. | - The purpose of the illustration on page ___, is to show the reader ___.
| - What does the author imply by saying “___”? | - What information does the author use to support the main topic of this article? | - What would happen if ___ had been changed to ___? | - According to the information given (including the chart, graph, etc) about ____, which pair of ___ would ___? |

<table>
<thead>
<tr>
<th>ELEMENTS OF A STORY</th>
<th>AUTHOR’S PURPOSE</th>
<th>SUPPORTING DETAILS</th>
<th>VALIDITY &amp; RELIABILITY</th>
<th>SUPPORTING DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is the MAIN problem in the story?</td>
<td>- Why did the authors of ___ and ___ write these stories/articles?</td>
<td>- Which detail from the article helps show how ___?</td>
<td>- On which facts are the opinions about ___ based?</td>
<td></td>
</tr>
<tr>
<td>- What problem did the character face?</td>
<td>- The author of ___ would most likely want to read which of the following articles/stories?</td>
<td>- For what could the information in the article best be used?</td>
<td>- What are the events that caused ___?</td>
<td></td>
</tr>
<tr>
<td>- What happens when the character has a problem?</td>
<td>- Explain what the author thinks is most important about ___.</td>
<td>- What effect did ___ have on ___?</td>
<td>- What evidence supports ___?</td>
<td></td>
</tr>
<tr>
<td>- How is the problem solved in the story?</td>
<td>- Why does the author compare (something) to (someone)?</td>
<td>- How does ___ support the idea that ___?</td>
<td>- Allow your child to help research topics of interest.</td>
<td></td>
</tr>
</tbody>
</table>
| - What in the story indicates the problem is solved? | - Describe how the author creates mood of ___.
| - What events lead to the resolution of the problem? | - On which facts are the opinions about ___ based? | - What are the events that caused ___? | - What are the SIMILARITIES between ___ and ___? |
| - What happens to the character to change from the beginning to the end of the story? | - How is ___ both SIMILAR and DIFFERENT? | - What advantages does ___ have over ___? | - What are the DIFFERENCES between ___ and ___? |
| - Which sentence first lets the reader know how the character feels about ___? | - What information from the article supports the conclusion that ___? | - What evidence supports ___? | - On which facts are the opinions about ___ based? |
| - What is the MAIN problem in the story? | - What information from the article supports the conclusion that ___? | - How does ___ have on ___? | - What effect did ___ have on ___? |

---

Valid sources: Usborne, LCH, reading aloud to a child's "next" to read. Many newspapers, journals, and "apps" are FREE online. It is the thinking that happens while reading that teaches us and inspires us to read more, so how do we help our children to think while they read? See the question ideas below for your child to think and discuss when reading.

**WRITING**

Reading and writing go hand in hand. Students should be able to write about what they read and for other purposes. Help your child write for real purposes. Journaling, jot notes/thoughts about a book, share articles with friends and write own opinions about the article.

---

**Vocabulary**
- What does the author mean when he says ___?
- What clues in the reading can help you figure out the meaning of unknown words?
- What does the author imply by saying “___”?

**Main Idea**
- What would be another good title for this story?
- Which sentence from the article tells the author’s main message?
- What information does the author use to support the main topic of this article?
- What is the best lesson that can be learned from this passage?

**Sequence/Chronological Order**
- What happens AFTER ___ but BEFORE ___?
- Retell the events leading up to/following ___.
- What would happen if ___ had been changed to ___?

**Elements of a Story**
- What is the MAIN problem in the story?
- What problem did the character face?
- What happens when the character has a problem?
- How is the problem solved in the story?
- What in the story indicates the problem is solved?
- What events lead to the resolution of the problem?
- What happens to the character to change from the beginning to the end of the story?
- Which sentence first lets the reader know how the character feels about ___?

**Author’s Purpose**
- Why did the authors of ___ and ___ write these stories/articles?
- The author of ___ would most likely want to read which of the following articles/stories?
- Explain what the author thinks is most important about ___.
- Why does the author compare (something) to (someone)?
- Describe how the author creates mood of ___.

**Text Features**
- Which sentence from the story best describes the illustration on page ___?
- The purpose of the illustration on page ___, is to show the reader ___.
- According to the information given (including the chart, graph, etc) about ____, which pair of ___ would ___?
- Explain what the author does to make the information easier to understand.
- Why did the author begin the article/story with ___?
- How does the Table of Contents help you better understand the organization?

**Validation & Reliability**
- On which facts are the opinions about ___ based?
- For what could the information in the article best be used?
- What evidence supports ___?

**Supporting Details**
- Which detail from the article helps show how ___?
- What are the events that caused ___?
- What effect did ___ have on ___?
- How does ___ support the idea that ___?
The Early Learning Center at George Earle

The Early Learning Center is home to Full-day Kindergarten, Parents as Teachers (PAT), and Early Childhood Development classes. All kindergarten students in the School City of Hobart attend The Early Learning Center for full-day kindergarten. It is the beginning for our youngest Brickies!

Kindergarten Registration

School City of Hobart parents may enroll their child if they are five years old on or before August 1, 2013.

Where: The Early Learning Center
When: Please attend 1 session:
  - April 16 5-7 pm
  - April 18 8:30-11:30 am or 1-4 pm
  - April 19 8:30-11:30 am or 1-4 pm

Enrollment Requirements:

- Parent/Guardian will need to provide the following documents:
  - IN Driver's License or State ID listing current Hobart address
  - Mortgage or Lease Agreement
  - Utility Bill or Cable
  - Child's original birth certificate
  - Immunization Records
  - Custody papers, if necessary

Rounding Up Our Littlest Brickies

The ELC Helping Hands Club
Future Kindergarteners and Parents
Monday, April 15 from 6:00 pm - 7:15 pm
The ELC Gym and Classrooms
To Meet the ELC Staff

Learn about curriculum. Prepare for registration. Learn about transportation, food services, and after school childcare. Participate in fun Dr. Seuss activities!

Kindergarten KICK OFF
for the 2013-2014 school year!

Who: Future Kindergarteners and Parents
When: Monday, April 15 from 6:00 pm - 7:15 pm
Where: The ELC Gym and Classrooms
Why: To Meet the ELC Staff

Bring your child for some early learning fun!
Does my child need preschool?

Research shows that children who attend preschool start kindergarten with better vocabularies, understanding of number concepts, knowledge of the alphabet, and problem-solving skills. If your child is behind at the start of school, it may be hard for him to catch up with the other children. Early childhood education also will give your child practice in following directions and waiting his turn.

Preschoolers learn differently from older children and teenagers. They learn best by active exploration and play, and they learn at their own pace. Young children may be able to sing the alphabet song, but they need to know how letters are used to make words. Young children who attend preschools where they have opportunities to play tend to do better in kindergarten. Another reason to send your child to preschool is to give him/her the chance to play with children his/her age.

Research shows children who attend preschool and who spend time playing with others their same age adjust better to kindergarten. Another reason to send your child to preschool is to give him/her the chance to play with children his/her own age.

Research shows children who attend preschool and who spend time playing with others their same age adjust better to kindergarten. Attending preschool will give your child experience separating from you and spending time in a classroom. He/she will be used to having a teacher and to following school rules. If your child’s experiences have taught him/her that school is a fun, exciting place to be, he/she will start kindergarten eager to learn.

Visit hobart.schoolwires.com/woyc for a list of Hobart preschools.

“When we treat children's play as seriously as it deserves, we are helping them feel the joy that's to be found in the creative spirit. It's the things we play with and the people who help us play that make a great difference in our lives.” — Fred Rogers

Parents as Teachers - Your Perfect Early Childhood Partner!

Being a parent is the hardest job on earth, and Parents as Teachers is here for you! PAT strengthens our Hobart families from pregnancy until kindergarten entry, by empowering parents as their child's first and best teacher through research-based home visits, playgroups, developmental screenings, and community resources. Parents as Teachers is free to all School City of Hobart families with children ages prenatal through kindergarten entry. Sign up today and join us at our next playgroup. Contact Ms. Laura at 219-942-7263 ext 8662 or lkovats@hobart.k12.in.us. For Parents as Teachers information in School City of Hobart, visit hobart.schoolwires.com/PAT. Come out and join in the Early Childhood and Parents as Teachers fun!
Problem Solving and Mathematics Tips for Families

Keep in mind with Math, “If you don’t use it, you’ll lose it.” Mathematics is critical for success in school and for preparing for a career and/or college. Below are samples of grade level standards and tips that families can practice at home.


<table>
<thead>
<tr>
<th>Kindergarten Mathematics</th>
<th>Grade One Mathematics</th>
<th>Grade Two Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count to 100 by ones and tens</td>
<td>Understand that 10 can be thought of as a bundle of ten ones—called a “ten”</td>
<td>Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”</td>
</tr>
<tr>
<td>Understand that numbers from 11 to 19 contain a ten and some leftover ones. (for example, 14 = 10 + 4)</td>
<td>Understand that the two digits of a two-digit number represent amounts of tens and ones (place value)</td>
<td>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</td>
</tr>
<tr>
<td>Play board games, practice flash cards, find ways math is used each day.</td>
<td>Add and subtract numbers through 100 using what students have learned about place value.</td>
<td>Add/Subtract through 1000</td>
</tr>
</tbody>
</table>

Tips to practice at home:
- Use everyday objects to allow your child to count and group a collection of objects. Sort, by different characteristics, add and subtract the objects.
- Practice word problems. Have your child create story problem to represent addition and subtraction of small numbers. For example, “Anna had eight balloons. Then she gave away three, so she only had five left.”
- Use the structure of an expression to identify ways to rewrite it.
- Use everyday objects to allow your child to count and group a collection of objects. Sort, by different characteristics, add and subtract the objects.
- Multiply and divide whole numbers through 1000. |
- Identify geometric shapes, lines of symmetry, rotations/flip of figures. |
- Quickly and accurately add & subtract numbers through 1000. |
- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in place to its left. |
- Read, write and compare decimals. |

<table>
<thead>
<tr>
<th>Grade Three Mathematics</th>
<th>Grade Four Mathematics</th>
<th>Grade Five Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiply and divide numbers to 100.</td>
<td>Round multi-digit whole numbers to any place.</td>
<td>Add the decimal point in the number that represents 10 times the number to its right.</td>
</tr>
<tr>
<td>Quickly and accurately add &amp; subtract numbers through 1000.</td>
<td>Compare two multi-digit numbers based on meanings of the digits in each place, using symbols &gt; (more than), = (equal to), and &lt; (less than).</td>
<td>Add/Subtract fractions.</td>
</tr>
<tr>
<td>Identify geometric shapes, lines of symmetry, rotations/flip of figures.</td>
<td>Add/_Subtract fractions.</td>
<td>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in place to its left.</td>
</tr>
</tbody>
</table>
- Make and interpret line graphs. | **Continue to practice addition, subtraction, multiplication and division facts.** |
- **Continue to practice addition, subtraction, multiplication and division facts.** |

Tips to practice at home:
- Use everyday objects to allow your child to count and group a collection of objects. Sort, by different characteristics, add and subtract the objects.
- Practice word problems. Have your child create story problem to represent addition and subtraction of small numbers. For example, “Anna had eight balloons. Then she gave away three, so she only had five left.”
- Use the structure of an expression to identify ways to rewrite it.
- Use everyday objects to allow your child to count and group a collection of objects. Sort, by different characteristics, add and subtract the objects.
- Quickly and accurately add & subtract numbers through 1000. |
- Identify geometric shapes, lines of symmetry, rotations/flip of figures. |
- Quickly and accurately add & subtract numbers through 1000. |
- Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in place to its left. |
- Add/Subtract fractions. |

<table>
<thead>
<tr>
<th>Grade Five Mathematics</th>
<th>Grade Six Mathematics</th>
<th>Grade Seven Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add &amp; subtract fractions with different denominators (bottom number)</td>
<td>Divide fractions by fractions using models and equations to represent the problem.</td>
<td>Add, subtract, multiply, and divide rational numbers in any form, including whole numbers, fractions, and decimals.</td>
</tr>
<tr>
<td>Multiply and divide whole numbers by fractions.</td>
<td>Solve word problems and justify answers.</td>
<td>Solve multi-step problems involving positive and negative rational numbers.</td>
</tr>
<tr>
<td>Use charts and graphs to represent data and explain the data.</td>
<td>Solve word problems using ratios.</td>
<td>Using knowledge of ratios and proportions, students see that if each cup of slime is made up of 3 parts of glue &amp; 2 parts of starch, there are 5 parts in each cup. They can then compute the quantity of one, two, and three parts of 90 cups to determine the exact amounts of glue and starch needed.</td>
</tr>
</tbody>
</table>

**Ratio Problem:** A slime mixture is made by mixing glue and liquid laundry starch in a ratio of 3 to 2. How much glue & how much starch are needed to make 90 cups of slime?

![Glue and Starch Ratio](image.png)

<table>
<thead>
<tr>
<th>Parts</th>
<th>Quantities</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 parts</td>
<td>90 cups</td>
</tr>
<tr>
<td>1 part</td>
<td>90/5 = 18 cups</td>
</tr>
<tr>
<td>2 parts</td>
<td>2x18 = 36 cups</td>
</tr>
<tr>
<td>3 parts</td>
<td>3x18 = 54 cups</td>
</tr>
</tbody>
</table>

**Tips to practice at home:**
- Ask your child to do an Internet search to determine how mathematics is used in specific careers.
  - Use Khan Academy or ASK ROSE. (see page 4)
- Use the College/Career Areas on the SCOH website. The ACT information provide careers and skills.
What Do Colleges and Employers Look For?

- Have goals and direction.
- Choose a career pathway and work at it.

Classwork equals Grade Point Average (GPA).
A GPA of 3.0 to 4.0 prepares one for college and careers.
ACT college benchmarks are indicators of readiness if "at" or "above."
Be competitive! Work now, play later!
Colleges want high GPA and ACT scores.

Employers have standards!
It starts at school! Attendance, Citizenship, and Grades!
Transcripts include academics, test scores, athletics, service, and citizenship.
TRANSCRIPTS FOLLOW YOU FOREVER!
Transcripts tell colleges and employers about the person they may hire/accept or reject.

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Purdue is considered SOMEWHAT SELECTIVE. 68% of applicants are admitted.

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TRANSCRIPTS FOLLOW YOU FOREVER!
Transcripts tell colleges and employers about the person they may hire/accept or reject.
Hobart High School and Purdue University North Central are partnering up in the 2013-2014 school year in an effort to help high school students earn one year of college credits while at HHS! The program, called "1+3", will be designed to help college-bound students complete some course requirements and upon arrival at PNC, students will only need 3 more years of courses, saving students both time and money! Students will meet with their high school guidance counselor to develop a high school course plan that will allow the courses to be completed prior to graduation. In the senior year, students will work with PNC advisors to determine what the remaining three years of college will look like. Currently, students will be able to use the "1+3" program to obtain degrees in General Studies, Human Resource Management, Biology, and Business. Details are being worked out and further information will be available at the College/Dual Credit Meeting on April 23, 2013.

**What if you have dual credit? Look at the potential financial savings below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 101</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>English 101</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>Intro to Engineering and Design</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>$3034.50</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>English 102</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>Calculus</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>Government</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>3</td>
<td>$606.90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>$3034.50</strong></td>
</tr>
</tbody>
</table>

**Total Savings—2 Semesters—$6069.00**

**Benefits of earning college credits in high school**

* Financial advantage.
* Accelerated start in college.
* Increased rate of success after high school.
* Familiar environment with teachers you know.
* Experience with university registration, policies, and procedures.

Indiana students who are eligible for free and reduced lunch will have their tuition fee waived.

Please join us at Hobart High School on April 23rd to learn more about earning college credit while still in high school. The workshop will be held from 6:00 to 7:00 p.m. in the Great Hall!
Spring Fest
March 22nd from 5-9 pm
Fun for all age groups!

Where: HHS Great Hall-Door #1
When: March 12th from 6:00 - 7:30 pm

Open to the Public
Prizes
Games
Food

Hobart High School
Door #21

4th & 5th Grade Parents
GROWING UP:
Puberty Just Around the Corner
Puberty is just around the corner for your child. Need help talking? The Social Health Association of IN will be here to help. Come learn about the stages of development and how you can help your child as he/she develops and grows. This is what every parent should know. This is an important preview for parents as S.H.I. will be here to educate your child on their development the following day during school.
When: March 20th at 6:30 pm
Where: HHS Board Room
Door #1

Mann Spitler Keynotes on
Fighting the Addiction Beast
Dr. Mann Spitler and his wife Phyllis lost their daughter Manda when she injected herself with a lethal dose of heroin.

Who: Students and Parents
What: D.A.R.E. Graduation and Fighting the Addiction Beast
When: April 24th
Time: 6:00-8:00 p.m.
Where: Hobart High School
Door #18
Why: Celebrate the choice to be drug free and listen to keynote speaker Mann Spitler.

Hobart High School
College/Dual Credit Meeting
April 23, 2013, from 6:00-7:00 pm
HHS Great Hall-Door #1

The College/Dual Credit Meeting for 10th and 11th Grade Parents is an informational meeting to discuss various opportunities for students to earn college credit while taking high school courses at a discounted rate. We will provide a list of college course options that will be offered at Hobart High School during the 2013-2014 school year. Details discussed will be qualifications, cost of the course, and the registration process.

Freshman Orientation for 8th Grade Parents and Students
This is an opportunity to see the high school and to meet with counselors, teachers, and administrators, in order to help prepare for the transition from middle school to high school. Many topics will be discussed at the orientation, including career pathways, 8 block schedule, athletics, career and technical education, graduation requirements, and dual college credit opportunities.

WHERE: HHS Great Hall-Door #1
WHEN: March 12th from 6:00 - 7:30 pm

Hobart High School College Fair
Hobart High School will be hosting a College Fair on April 16th from 6:00 to 7:30 p.m. in the Frank Kurth Fieldhouse.
This College Fair is expected to be larger than the fair held in October and is open to all students and parents. Juniors should plan to attend in preparation for their senior year!
The School City of Hobart (SCOH) invites senior citizens from the community of Hobart to join us for some entertainment, health, and educational events!

Entertainment events for Hobart’s Senior Citizens are made possible by the generous support of the Maria M. Reiner Senior Citizens Trust, a fund of the Legacy Foundation, Lake County’s Community Foundation and the students of SCOH.

**EDUCATION**

The Brickie Cove Book Club, which consists of community senior citizens and HHS students, will meet every month from September through May on the 3rd Wednesday of the month from 2:45 pm-3:45 pm. See the complete schedule on our website at http://www.hobart.k12.in.us/Community/Senior Citizen Corner.

To register call Alice Cope at 219-942-8521 extension 8028.

**ENTERTAINMENT**

Registration is required for the following performances. Please call 219-947-7777.

*February 21, 2013-Midwinter Band Concert and Dessert Night*

5:00 pm desserts and 6:00 pm concert

*March 10, 2013*

Theatrical Performance

*Do Black Patent Leather Shoes Really Reflect Up?*

Appetizers at 2:00 pm

Performance at 3:00 pm

*March 27, 2013-Spring Choral Concert*

Appetizers at 5:00 pm and Concert at 6:00 pm

**HEALTH**

Blood Pressure Screening at HHS will be held every Wednesday from 8-10 a.m. when school is in session. Enter through door #1 and proceed to room 1403.

Starting October 15th….

Residents of Hobart are invited to take advantage of the track at the Hobart High School Frank Kurth Fieldhouse. Simply show your driver’s license or state ID as proof of residency.

Monday-Thursday 6:00 a.m.-7:15 a.m. and 5:30 p.m.-7:00 p.m. when school is in session. Athletic competitions and inclement weather may force closing the fieldhouse. Please watch for signage.

Walk-ins welcome! No registration required.

**ATHLETIC EVENTS**

Hobart’s senior citizens may stop by the HHS Athletic Office-Door #19 for FREE season passes to any SCOH sports event.
The School City of Hobart is an Exemplary (A) School District

“The School City of Hobart does not discriminate on the basis of race, creed, sex, color, national origin, religion, age, sexual orientation, marital status, genetic information, or disability, including limited English proficiency. Annual notices can be found on our website under the Information tab. Contact your school for more information.

School City of Hobart website: www.hobart.k12.in.us