

Third grade travels through famous Missourian history

by Cheyanne Harper

California Elementary School's third grade class hosts their second annual Famous Missourian parade and presentation.

In short, students pick a famous person born in Missouri and write a small biography about the person's life. They dress up as their Missourian and present their biography on stage in front of a crowd.

However, this project is lengthy. Students take a month to do their research with a partner and complete their biography about their Missourian. The school librarian helps the students find books and use the database to locate their information.

The art teacher is also involved in this project. Their art project takes over two months to complete because third grade has their art class only once a week.

Teachers guide students through the process of research and completing their biography. Using a safe search, students scroll through websites to collect their information. They do an outline to help develop their writing.

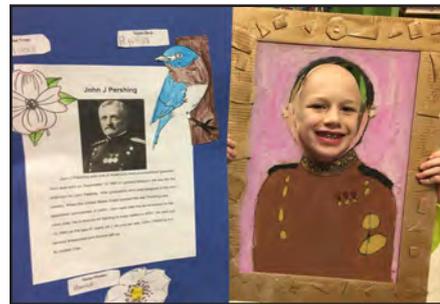
Kayla Barnard, third grade teacher, said all teachers enjoy this project because "We love to see the kids be proud of their hard work."

Students love to show off their projects during the parade around the school but also getting to show their parents all their hard work.

Last year, the third grade class had their presentation in the multipurpose room with an amazing turn out. This year, to increase capacity, they are moving to the gym to make room for all the proud parents.

In May the third grade class gets rewarded for their hard work on this project. They take a trip to the capitol where they tour the Hall of Famous Missourians, and some students even see people they did research over.

This project helps younger students understand important people that helped form our state, in the past and currently.



Ellie Bestgen presents her famous Missourian project about Sacajawea.

Hudler Cain portrays General John J. Pershing.

Career Skills

Students from Mrs. Abernathy's second grade class participated in a career exploration to start learning what they would like to be when they grow up. These lessons are led by elementary counselor Tawnya Clause. The exploration is presented to all California students in kindergarten through second grades.

One of the career activities focused on the health field which would include veterinary sciences and well as human health. Here they get a chance to try out different "tools" that someone would need to be familiar with if working at a medical facility.



Gender, race diversity amongst elementary staff

by Annastyn Trimble

All teachers are hired under the same standards; obtaining a degree in education then passing certification tests required by the state no matter gender, ethnicity, or race. Only the most qualified teachers are hired to grow and shape the young minds of this community.

In our elementary school today there are fifty-two certified teachers. Gary Baker, elementary school principal, states that the ratio of female to male teachers is twenty-five to one. Besides two certi-

fied male administrators, California Elementary School has one certified male classroom teacher and a certified male English as a Second Language (ESL) teacher.

The school does not strive for a balance between male and female teachers, but for the teacher who best fits the position.

"It has always been that more females pursue elementary education degrees and therefore are more prominent during the application" *continued on pg 3*

In my room . . . Mrs. Lee sculpts future artists

by Nyssa Gonzalez

Dana Lee, the California Elementary School art teacher, has been artistically guiding CES kids for nine years. Mrs. Lee loves seeing students engaged and excited about everything they create in her classes.

Recently in Lee's second grade classes, students worked on giant sized sculptures of crayons, pencils, or colored pencils in the style of the artist Claes Oldenburg.

Lee was interested in watching the students use their observation and problem solving skills to make their sculptures as realistic as possible.



"The main goal is to give students a change to work in 3D media. Also, exposing students to a well known artist who is currently living and has accessible work on display in our state," said Lee. "I hope that students take away that art isn't always serious and is meant to be enjoyable."

Lee believes it is important that elementary art uses materials beyond crayons, markers, pencils, and playdough. For the sculpture project, second grade used plaster gauze, which can be messy.

She also likes using

clay, paper mache, tooling foil, sewing, weaving, origami, book binding, and different painting techniques in her classes. Some students that don't excel at 2D media loosen up in 3D and don't worry as much how their art looks compared to others.

"My theory is that elementary art is not a time to master any one skill such as drawing, but a time to tryout many kinds of art making and to see many different kinds of art so that later in life students will have an open idea about what art is and how to appreciate the way something is made as well as the final piece," said Lee.



Kai Kimball, Brayden Pearson, and Sawyer McGill paint finishing touches on their sculptures.

Lawson Dueber and Trenton Templeton paint the pencil sculptures' points.

After the students are finished, Lee plans for the sculptures to go either in the display case at the California Performing Arts Center or the trophy case at the elementary school.

She also plans on picking a few students' art work throughout every grade level to send to the art show at the fair this summer.

Elementary gender, race diversity

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process when we have an open teaching position,” said Baker.

Superintendent, Dwight Sanders, said, “Although the school would love to have more male teachers, there is a very small percentage of males who are in elementary preparation programs throughout this country. Most years, we won’t have a single male applicant for positions at our elementary school.”

Diversity in the elementary does not just pertain to gender, but also ethnicity and race.

The ESL teachers are not Hispanic, but caucasian, due to the fact that ethnicity and heritage are not factors in the hiring process. In fact discrimination in such a way would be against the law as stated in the Equal Employment Act.

“... the plaintiff proved that he was indirectly discriminated against in a hiring case by showing that he was a member of a Title VII protected group; he applied and was qualified... the employer rejected the plaintiff for the job; and the employer continued to seek applicants with similar qualifications after the rejection,” Equal Employment Opportunity Act of 1972.

“Our ESL teachers were the most qualified for the position, and they do a tremendous job excelling in the learning process of not only our ESL students but all of our students that they work with,” said Baker.

The California elementary staff is not 100% Caucasian, but employee rights prevent any further clarification

In some way the students understand diversity, especially due to the fact that the school wants to celebrate the differences and uniqueness of their students and staff. They make it a point for all students to be exposed to multiple cultures.

“Depending on the classroom teacher, as well as the grade-level, we do make is a point to create a student awareness for the differences in the background and cultures of our student body,” said Baker. “We utilize text, student presentations, etc.. to help our students gain knowledge so that they can better understand the world we live in.”

Superintendent

cont. from pg 1

with our district, and for him, the best part of being an educator is the opportunity to work with and develop relationships with students. He says the students keep everyone young at heart.

Sanders said, “Everyone wants to experience success, and it is our calling as educators to help them reach a level of success that they want and deserve.”

This newsletter is a product of the CHS Mass Media class taught by Mrs. Christy Heimericks. Pinto Connection staff: Trinity Bays, Tyler Ford, Gracie George, Nyssa Gonzalez, Chey Harper, Dakota Henry, Jackie Hibdon, Paige Johnson, Jessa Kinchens, Turner Myers, Peyton Peters, Marni Smith, Annastyn Trimble, Jocelyn Wells Contact Information: Print Media Class, California High School, 1501 W. Buchanan, California, MO 65018 or (573)796-4911 Printed by Central Missouri Newspapers, Inc, Jefferson City online archives: www.californiak12.org

Student council donates pennies for patients

by Tyler Ford

Pennies for Patients is a fundraiser that the CMS Student Council puts on to help gather money for kids battling Leukemia and Lymphoma.

February 5-9, students at the middle school could donate to the jar. This February the student council collected \$245.88 from students in grades sixth through eighth.

In the past student council has organized fundraising activities other than just the money jar: a dance and hat days. This year, they had a spirit week for students to dress. This promoted student morale and reminded them to donate their change (Pennies for Pajama Day, Neon Nickels Day, Dazzling Dimes Day, Crazy

Quarters Day).

In addition, Student Council had a generous donation given from a community member who is a cancer survivor that wanted to help support the cause. This donation put them at a grand total of \$545.88.

This is not the first year that the middle school student council has participated in this Pennies for Patients event. Student Council has done this fundraiser for a couple years now and have raised a total of \$813 for The Leukemia & Lymphoma Society.

After the fundraising period is over, the school sends off a check to the LLS Organization.

In my room . . . 2D art turns 3D

by Trinity Bays

In Maggie Long’s seventh grade art class, students are working on a cardboard project. During this project they study Pop Artist Claes Oldenburg, who is best known for sculpting everyday objects.

The first step is to choose five objects that mean a great deal to the individual students, such as ballerina slippers, crayons, and tractors. These items usually represent family members or childhood memories. After discussing their five drawings with Miss Long, they choose one object that they think would challenge them, but still make a successful project.

“Students take a 2D drawing they mock up and turn it into plans to create a 3D sculpture of an everyday object of their choosing,” said Long.

The students cut out pieces from cardboard. Then they use duct tape and hot glue to attach the pieces. Once everything is put together, they paint to make the finished product.

“Art projects teach students different techniques and skill sets. They also teach them a bit of art history and influences of different artists,” said Long. “I try to include a bit of self reflection in many of their projects with opportunities to make each project their own.”



This project takes roughly three to four weeks to complete.

Miss Long has been teaching for eight years. The last five have been at CMS after time in Bogota, Columbia, and Las Vegas.



Seventh grade art students make 3D cardboard projects based on something that is sentimental to them. Alayna Butts chose a box of crayons.

California Middle School Spring Dance

Friday, March 23 3:15-5:00 p.m.

California Middle School Gym

\$3 advanced ticket sales
March 19-21

\$5.00 at the door

This Is Not A Formal Event

Middle School Music Connections and Pinto Express Present...

Annie Jr.
(based off of movie by Harold Gray, "Little Orphan Annie")

Saturday, March 24 @ 7 p.m.
Sunday, March 25 @ 2 p.m.
in CPAC



National FFA Week

Three generations of Porters benefit from FFA

Since 1928, FFA has benefitted lives of students all over the world. Generations have been impacted.

Students like Trey Porter and his family have felt the impact. Trey, a junior at CHS, is a third generation FFA member. Both his dad, Doug Porter, and his grandpa, Leroy Porter, were also FFA members in high school.

"FFA helped me to know what to do in farming and pig raising. It gave me the incentive to do a better job," said Leroy.

Because the organization did so much for Leroy, he wanted his own children to also take part. His son Doug gained much from his own FFA experience.

"My participation in FFA impacted my life in several ways: advancing my leadership skills, teaching me how to work well with others, and really showing me the importance of good record keeping," said Doug. "Most importantly though, the FFA allowed me to build a vast network of friends, business partners, and people in general that brought success in my careers after high school and college."

Trey, the third generation, joined FFA freshman year because he wanted to be a positive influence in his community and school and be better pre-



Doug Porter (class of 1993), Trey Porter (class of 2019), and Leroy Porter (class of 1965) are a three-generation FFA family.

paring to discover new things, Trey has accomplished a great deal including chapter officer, Star Greenhand, state gold star for his record book, and three-time state speech contest participant.

Trey's favorite FFA memory was going to National Convention because he was able to meet a lot of new people from other states."

Leadership opportunities is a significant aspect of FFA that has benefited the Porters.

"FFA has allowed me to better myself at speaking in front of people and come out of my shell I used to be in," said Trey.

Grandpa Leroy said, "FFA and agriculture in general made me a better person in life. I developed leadership skills and found incentives I probably wouldn't have had otherwise."

Doug found it important that his own kids participate in FFA but also believes any high school student from any background can benefit.

"Any student, with the help of FFA, can learn several life skills and deal with real world situations that can serve them greatly throughout their careers."

As for the Porters, Trey plans to

attend Iowa State University to major in animal science then become an ag teacher. While there, he would like to join the college FFA program.

Trey said, "The FFA is something that every high school student should join without a doubt."

As a freshman, Trey Porter was awarded Star Greenhand for the California FFA chapter.



pared for an agricultural career.

For Trey, his Supervised Agricultural Experience (SAE) project of raising and showing show pigs is notable.

"I sell pigs to customers from Missouri and other states as well as raise pigs that I show myself," said Trey. "I breed sows based on what I think will help my herd out the most, and I am also starting to sell my own feed as another part of my SAE."

Through FFA, Trey has learned to always stay positive and try to be a role model to those around him.

Besides meeting new people and

SAE teaches students real life experiences

by Annastyn Trimble & Paige Johnson

High School is full of different opportunities for each individual student: sports, clubs, music, and many more. For students interested in anything agriculture related, FFA is the organization to be part of, especially because of the Supervised Agricultural Experience (SAE).

SAE is a program where students, who enroll in an agriculture class, can learn work skills and gain experiences needed in everyday life to prepare them for the future. Mr. Adam Bieri, Agriculture Advisor at California High School, has greatly stressed the importance of SAE to a student's life.

"The goal for my students is to gain real life experiences that will help with their future after high school, whether it's filling out resumes for college or a job or just taking over the family farm," said Bieri.

Some SAE projects can be as simple as having a part time job after school or volunteer work. Others can be as complex as raising livestock, growing crops, or taxidermy. The more work involved, the better experiences a student will gain.

In addition to the physical work, students are responsible for keeping an up-to-date record book of money made, money spent, or time spent.

CHS senior, Trevor Gerling, said, "It takes time and patience to get what you're working toward."

When keeping track of hours and income put in, it takes just that. An SAE can last however long a student wants it to be. It just takes motivation and effort a student is willing to put in to keep an SAE going; especially with the record book.

Gerling's SAE is beekeeping. As a hobby he enjoys doing outside of

school, he said "I have learned how to properly harvest honey and how to care for the bees themselves."

He chose this particular SAE because "My grandpa had beehives when I was younger, and it seemed interesting to me."

Maintaining a bee farm comes with a lot of responsibility but results in some valuable learning experiences.

"I have learned how to build and follow directions from blueprints. In order to be successful in beekeeping, I have learned to prepare the hives for different weather conditions," said Gerling. "You learn a lot of important skills that are necessary for your future. I definitely



Trevor Gerling, CHS senior, attends his bees as part of his SAE project.

recommend being a part of FFA."

Students may struggle with motivation because this is such a big project that is mainly outside the classroom. They have the teacher during class time to remind them to keep their record books up to date, but the students must be dedicated to their project on a weekly basis outside of school.

After one year of pursuing an SAE project, students can choose to compete against other students in the state for proficiency awards in each of the 47 SAE categories. Proficiency awards are a way to recognize skill development and career based adequacy in related award areas.

Last summer, Gerling received grand champion honey at the Missouri State Fair. Without his SAE, he said "I would not have many things to include on applications for college or resumes."

An SAE provides great opportunities for the future and could be something already being done today.

NHS Induction
California Performing Arts Center
Sunday, March 4
at 2:00 p.m.