Language Arts

GT students just completed “Page to Stage, Past to Present,” a unit designed to challenge them to recognize universal themes in Shakespeare and how those themes are conveyed through performance and writing. Students analyzed themes, point of view, and performance to determine how they all work together to keep Shakespeare relevant in modern-day society. For the unit assessment, students applied skills of critical analysis and created a staging of a classic Shakespeare work in a modern setting. In Unit four, “Choose Your Own Identity,” students will explore a variety of first-person accounts that illustrate point of view regarding life choices and will result in them creating original TED Talks.

Standard students just completed "What Tales Tell" a unit focused on examining literary elements. For the unit assessment, students wrote crossover narratives that combined a researched superhero into the plot of a story read this year. They focused on dialogue, plot organization, and point of view. In Unit four, "Making Decisions that Make a Difference," students will delve into poetry as well as strengthen their ability to analyze argumentative writing and point of view. Students will be reading Gary Paulsen's "My Life in Dog Years" during class to help strengthen these skills.

Reading Research

Reading Research students are finishing up a unit about the genre of Science Fiction. In it, students used a mentor text to write a sequel to a story read in class, utilizing figurative language, imagery, dialogue, and other literary techniques. Students incorporated the characteristics of science fiction into their creative writing.

In Unit 4, students will study how illustrations and art can connect to writing in our world. In particular, they will learn about graphic novels and their characteristics. Students will make a graphic novel adaptation of a story they’ve read in class to demonstrate their learning.
**Reading Foundations**

Reading Foundations students have just finished reading their Independent Reading novel, *The Outsiders*. The novel is realistic fiction about the life of a 14-year-old boy and his struggles with right and wrong in a society in which he believes that he is an outsider. Next, students will read *A Wrinkle in Time*, a story about a teenage girl's awkwardness and insecurity while highlighting her courage, resourcefulness and the importance of family.

Students are halfway through Workshop 2 in their Read 180 program. Students have studied cause and effect, inferences, and the prefixes “in” and “un.” As students move to the second half of the workshop, they will practice analyzing word choice, and honing visual literacy. Students are also working on the Student Application program in Read 180 to have at least 40 active minutes weekly.

**World History**

As the end of the third quarter is rapidly approaching, we wanted to share with you a little about what we have been learning this quarter. The third quarter started all the way back in January, and we began with the subcontinent of India. We examined the geography of India and the formation of the world's tallest mountain range, the Himalayas. After that, we learned about Indian Art, their Caste System, the religions of India, as well as maybe the most famous Indian of all, Ashoka. Once we finished with India, we moved on to a student favorite, Ancient Greece. As we made our way through Ancient Greece, we examined their unique geography, Greek Mythology – which is also discussed in their ELA class, city-states, Athens and Sparta, their interactions with the Persians, then finally Alexander the Great. We will be taking our Unit III Exam the last week of the 3rd quarter, which will be between 3/28 and 4/1. Unit IV will mainly cover the Romans, from Republic to Empire, then on to the Fall of Rome. We also cover a few topics on Ancient China, such as the Dynastic Cycle, Mandate of Heaven, along with their long list of accomplishments and achievements. We will not have a cumulative final in our class, but we will have a Unit IV Exam, like we have had for the first three units. That exam will most likely be held during the first week of June.

**Chinese**

6th graders are finishing up Unit 3: My Family. Students have learned how to express different family members, pets, personality qualities and hobbies of themselves and their families. Students should feel very proud of themselves and their accomplishments in Chinese. I have seen great improvement from every student.

Unit 4 will start on April 4 which will have students learning how to express their daily routines. Since Quarter 4 is always a little shorter with state testing, end of year activities, etc, there will only be 1 major test for this unit.
**Spanish**
During Quarter 3, Students have been learning how to express what school they go to, when their classes are, extracurricular activities, and how it compares to schools in Mexico and Spain. Students have greatly improved their Spanish presentational skills.
In unit 4, students will be learning how to express their clothing style and how it relates to their personality. During this quarter students should expect 1 major assignment.

**Math**
During Quarter 3, GT students learned how to add, subtract, multiply and divide integers. This allowed students to work with simplifying and evaluating expressions and equations. Standard students were introduced to the Order of Operations and how to apply the rules when simplifying algebraic expressions.
In Quarter 4, we will be piloting a new math curriculum called Illustrative Math, which will be a more investigative and exploratory type of learning for students. Please have patience as we all are learning this new curriculum and being introduced to a new way of teaching and learning mathematics.

**Science**
We recently finished our Forces and Motion Unit which focused on Newton's three laws of motion and parts of a science investigation. During our final lab, students designed Alka-Seltzer rockets with film canisters to “resupply the ISS” station.
Students are currently being astronomers and learning about space. We focus on how objects in space move relative to other objects and how this results in seasons on Earth and the phases of the moon.
Our last unit will take a closer look at Earth and investigate plate tectonics, and the changing surface of the Earth.

**General 6th Grade News**
Moving into the last quarter of the school year please remind your child of school behavior expectations. As the weather gets warmer, it is important for students to remember their responsibility to respect the BCPS dress code. Students are not permitted to wear attire that is disruptive to the school environment. Encourage your child to dress in such a way that demonstrates respect for themselves and other students. We are no longer allowing hoods and hats in the building for safety reasons and as always students are expected to keep their cell phones off and away during the school day. Students are not permitted to make phone calls, text, use social media, take photos or videos, etc. while at school. If parents need to reach students, please call the front office. We appreciate your support as we work towards the finish line for this school year.
English/Language Arts: Standard
Classes have been working on the unit, "Appreciating Historical Fiction" during quarter 3. Students read several informational texts about historical events paired with non-fiction texts written about the same events. Students analyzed how the authors of historical fiction used details of real-life events to create their stories. They considered which details in the non-fiction texts were imagined and/or embellished by the author. PBAs were based on student-created historical fiction based on a historical event of their choice.

Our next unit, Examining our Consumer Culture, is designed to allow students to explore information about the effects of how we choose to spend our money. During this unit, they will examine several texts that reflect authors’ arguments on topics related to consumerism. They will analyze how authors craft their arguments with relevant and sufficient information in order to support their ideas.
As a focus of this unit, students will be determining an author’s point of view or purpose in a text and analyzing how the author distinguishes his or her position from that of others. They will also trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim. Finally, they will analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

English/Language Arts: GT
Students have been learning about the ways that authors of historical fiction shape and are shaped by history. Students read a variety of historical fiction and allegory in order to analyze the author's craft and evaluate approaches, perspectives, and biases. Students employed the historical, biographical, philosophical, and sociological approaches to literary criticism to determine how context and biases affect morality and power dynamics in historical fiction. Students workshoped their own historical fiction.
Next, we look forward to the unit, Finding Your Voice - Exploring Perspective and Social Activism. In this unit, students analyze a variety of arguments that represent multiple viewpoints on a variety of topics related to social activism – both written and spoken. Students evaluate what makes an argument powerful, as well as how authors anticipate and address counterclaims. Students will employ the philosophical and sociological approaches to literary criticism. Students workshop their own approaches to argument and social activism.

As part of their studies, students will trace written and spoken arguments and determine the perspectives and purposes presented by authors.

We will focus on the Essential Questions:
What makes an argument powerful?
What shapes and changes perspective?
Reading
Read 180: This quarter we have been working on Unit 3 "Life in Dystopia" within this unit we have been working on identifying key ideas, and traits of dystopian societies.

System 44: This quarter we worked on syllables and compound words. We just completed Unit 4 "Game On" and we have started Unit 5 "fear factor". Within these units, we have been reading short articles and identifying the key ideas and details.

Math: Pre-Algebra
7th-grade mathematicians spent this quarter mastering expressions, equations, and inequalities. We used properties of operations to generate and solve algebraic equations, solved real-world math problems, and graphed linear equations. As we move into the 4th quarter we will be focusing on probability and statistics in our new curriculum Illustrative Mathematics. Our young mathematicians will be:
• designing and using simulations to estimate probabilities of outcomes of chance experiments and understand the probability of an outcome
• representing sample spaces in tables and tree diagrams and as lists
• calculate the number of outcomes in a given sample space to find the probability of a given event.
• comparing populations by sample size
• representing and analyzing data in box plot by determining the IQR, mean, median, and mode.

Math: Algebra
This quarter students in Algebra will be working on operations with polynomials, identifying key features in quadratic functions, and solving quadratic equations using different methods – graphing, factoring, and the quadratic formula. We are giving a giant push to finish all the material needed for the year-end MCAP test, which is required to receive high school credit for Algebra 1. Please encourage your student(s) to complete all their work in a timely manner and to focus during this time. Thank you for all the support and encouragement you give your child(ren) to help them succeed.

Science
Students have learned about harnessing the power of electric and magnetic fields in order to apply forces and control things around them. We’ve explored how generators can turn the force of the wind into electrical energy to power your house, and why your weight changes when you travel to the moon! Soon, students will learn about how sound and light waves change and interact with the world around us, why we see color, and how your phone can store many hours of music and video right in your pocket.
World History
Unit 3 was wonderful! We had a great experience examining the Crusades, the Black Death, Genghis Khan, and the Mongols. We also got to investigate Marco Polo and the beginnings of the European nation-states of Russia, Spain, France, and England. We deviated from our country curriculum to engage in Holocaust Remembrance Day and to more closely examine the conflict between Russia and Ukraine.
Unit 4 promises to be just as exciting. It will start with a lesson on the First Americans and the transition from hunter-gatherers to an agricultural-based society. We will then focus, for the first time this year, on events and peoples of the Western Hemisphere. We will examine the Mayans, Aztecs, and Incas focusing on their governments and innovations. We become experts on what happened to these civilizations upon their interaction with Europeans.
It promises to be an exciting last quarter and we look forward to sharing it with all of you.

World Languages: Chinese
Students have finished up Unit 3 and will be starting Unit 4 soon! For NovChA, students will learn about Daily Routines and Time. For NovChB students will learn about Clothing and Weather. At the end of May, any 7th-grade student in NovChB will be taking a language test to see how well they have progressed in Chinese. This test does not count towards their grade but will give students and the teacher an accurate idea of strengths and areas of improvement.

World Languages: Spanish
Ms. Wong: Level A: During Quarter 3, Students have been learning how to express what school they attend, when their classes are, extracurricular activities, and how it compares to schools in Mexico and Spain. Students have greatly improved their Spanish presentational skills.
In Unit 4, students will be learning how to express their clothing style and how it relates to their personality. During this quarter students should expect 1 major assignment.

Level B: During quarter 3 students have been learning about different holidays of Spanish-speaking countries and their communities. Students have gained a lot of confidence speaking and writing in Spanish.
In Unit 4, students will be learning to express their day-to-day lives and what they will do over the summer. They will have 1 major assignment this quarter.
Math
In preparation for a switch to a new curriculum next school year, math classes are piloting one Illustrative Mathematics (IM) unit per class this school year. This new curriculum involves more student-centered, exploratory learning, challenging many students’ perseverance while also deepening their understanding of the content. Many of the problems involve word problems that can be solved in many different ways. Math 8 is the first to pilot their IM curriculum which is just wrapping up. This unit reviewed solving equations and also explored solving systems of equations. Next year, in Algebra 1, these students will dive deeper into solving systems of equations. This quarter students in Algebra will be working on operations with polynomials, identifying key features in quadratic functions and solving quadratic equations using different methods – graphing, factoring and the quadratic formula. We are giving a giant push to finish all the material needed for the year end MCAP test, which is required to receive high school credit for Algebra 1. Please encourage your student(s) to complete all their work in a timely manner and to focus during this time. Thank you for all the support and encouragement you give your child(ren) to help them succeed. Unlike other math classes, GT Geometry adopted the IM curriculum this school year and have been using it since the start of second quarter. The biggest change is that students work daily in workbooks and use toolboxes to enhance their learning. Geometry students explored trigonometry in our recent unit and loved listening to the SOHCAHTOA song! The current unit is exploring three dimensional solids, finding volume and exploring what happens when volume is dilated.

ELA
During quarter three, examined multiple forms of text to evaluate the advantages and/or disadvantages of conveying information in varying ways. Students read poetry, short stories as well as informational articles and viewed film/media clips to compare and contrast how texts convey key ideas and concepts through the use of rhetorical devices and text structure. They read Chasing Lincoln's Killer in standard ELA work to further this study and prepare to develop a written critique of sources. In GT students read a choice science fiction novel to look at the sociological and psychological implications of the novel. They also read Refugee to explore the role that cultural identity plays in their community and as they progress through the stages of their lives. Students employed various approaches to literary criticism and analyze several multimedia resources in order to synthesize information. During fourth quarter, students in standard ELA will explore issues related with moving away from childhood toward mature, responsible adulthood. They will read a variety of texts including poetry, short stories, informational articles, and longer works of fiction/non-fiction. The standard ELA novel will be They Called Us Enemy.
GT students will explore how language can impact what an audience thinks and believes. To that end, students will analyze the use of rhetoric by various writers and speakers and apply these analytical skills to a piece of original writing. Students will read various speeches, poems, letters, and articles related to the seminal texts, identify elements of rhetoric used by the writers, and evaluate the effectiveness of the rhetoric. The unit culminates with a PBA in which students select and analyze the rhetoric used in two commencement speeches and use one of those speeches as a mentor text to compose their own "farewell to middle school" speech. There are two seminal texts for this unit that may be taught using the Whole Novels approach—The Narrative of the Life of Frederick Douglass and Chasing Lincoln's Killer.

Social Studies:
Students continue to work hard to “Finish Strong!” During quarter 3, U.S. History students finished Unit 3: Nationalism and Expansion and will begin Unit 4: The Civil War and Reconstruction. Students recently completed lessons supporting the concept of sectionalism through an examination of the political, economic, and social characteristics of the North and South. Students examined the government's attempts to resolve the widening chasm between the two regions, the election of 1860 and the ultimate disunion of the country that led to the Civil War. Students will take the Unit 3 assessment and then begin Unit 4. In this unit, students will investigate the pivotal time in American history when we were at war with ourselves. Students will examine the immediate cause of the Civil War and the strengths and weaknesses of both the Union and Confederacy. Students will investigate war strategies of the North and South, wartime technological advances, and specific battles. Students will analyze the quality of conditions during wartime for soldiers and civilians as well as the impact of the Emancipation Proclamation. Advanced Academic (GT) History Students already will begin their 4th quarter Project with the novel The Underground Abductor. The Underground Abductor book study helps bring Harriet Tubman alive and make the experience of slavery more understandable. Slavery and slave resistance are sensitive topics in the curriculum and this book allows us to be more informed and have more meaningful discussions around these topics.

Reading
This quarter we have been working on Unit 3 "Life in Dystopia" within this unit we have been working on identifying key ideas, details, and traits of dystopian societies. We have also been working on building our vocabulary. The most recent words we have been working on are homophones and homographs.

World Language
Students will be starting their final Unit in their Spanish or Chinese class. All of our students have been working hard preparing their language skills for high school. From enhancing their range of vocabulary skills to increasing the complexity of their sentences, students should feel proud of their accomplishments so far. To ensure your student gets placed in the appropriate language/level, please reach out to the high school counselors to confirm.
Science
Students will be starting their last Unit for Science. This whole year we have been examining how humans and other organisms deal with a changing environment. This unit students will be taking a closer look at their local environment and how humans are impacting and changing it. At the end of this unit students will complete a Meaningful Watershed Educational Experience (MWEE) project. A MWEE contains four critical components: an issue definition that becomes the context for learning; outdoor field investigations; action project; and synthesis and conclusions. By successfully completing a MWEE, students also fulfill Student Service Learning (SSL) requirements and receive up to 10 service learning hours. The project will be fully completed throughout the course of the Unit.
Happy Spring everyone! It has been nice to see so many students' faces! Even though the COVID-19 cases are low in our area, we still need to be vigilant. If your child isn’t feeling well and is displaying signs and symptoms of COVID-19, please keep them home, get them tested, and follow up with your regular physician. See testing and vaccine information below.

Spring brings beautiful flowers but also seasonal allergies. If your child suffers from Spring allergies, please make sure they are taking an allergy medication such as Claritin or Zyrtec every morning before school.

COVID-19 Vaccines and Testing
COVID-19 Vaccines Available for Ages 5 and up, Boosters for ages 12 and up. The COVID vaccine is very effective at lowering the risk of hospitalization, long-term complications, and death from COVID-19. Go to this website to schedule an appointment: https://coronavirusvaccineoutreach-bc-gis.hub.arcgis.com/
You can also schedule a vaccine for your child at the Baltimore Highlands Pharmacy, CVS, Walgreens, or Wal-Mart Pharmacies and grocery stores with pharmacies.

Testing: Your child's pediatrician may be able to perform a COVID test in their office. You can also make an appointment for FREE testing through the Baltimore County Department of Health by visiting: https://www.baltimorecountymd.gov/covid-19/testing
Urgent Care centers like PM Pediatrics or Patient First and pharmacies like CVS, Walgreens or the Baltimore Highlands Pharmacy also offer testing but may charge a fee for individuals without insurance.
COVID-19 Hotline: If you have questions about COVID-19 or need help scheduling a vaccination appointment, call the Department of Health COVID hotline: 410-887-3816
Teens and Screen Time

From phones and tablets to streaming movies and YouTube, tech and media are everywhere. Kids love easy access to TV shows, games, and information. Parents and caregivers love that kids can stay in contact while they explore their independence. But it's easy to overdo it when the phone never stops pinging and the next episode plays automatically. Families can keep media and tech use in check by following these few simple practices: How to Help Kids Balance Their Media Lives(https://www.commonsense.org/education/family-tips/6-12-media-balance-and-well-being).

For more information on how to limit screen time on iPhone or Android, as well as how to limit the amount of time your child spends on certain apps/social media, please check out the many helpful resources available on Common Sense Education (https://www.commonsense.org/education/).

Have you recently moved?

Please use the following link to provide us with your new contact information, so that we can update the information on file for your student: https://docs.google.com/forms/d/e/1FAIpQLSfplG4biSvfUQ_utY0O_XF3isE7_giPC1OL1I6jq5_lN98cg/viewform

Attention Parents of 8th-grade students

All 8th-grade students need to provide proof of current residency in order for their file to be complete and sent on to High School. After we return from Spring Break, 8th-grade students will be given a green envelope to take home along with a copy of the residency letter. A copy of this residency letter will also be mailed to the address we currently have on file for your student.

Please return your residency documentation in the green envelope to Mrs. Wallman in the Counseling Office. If you have any questions, please call Mrs. Wallman in the Counseling Office at 443-809-1404. Options for how to submit residency information are detailed in the letter being sent home. If you do not receive a green envelope, you will receive a separate letter at the beginning of May regarding the documentation needed to complete your student's file.

Please understand the importance of verifying your residency for high school. This is a Baltimore County policy and rule and is part of the high school registration progress. In other words, it is mandatory.

Also: If your child has plans to attend a high school other than their zoned high school, please make sure Mrs. Wallman is aware of this change so that your child's records get forwarded to the correct high school. If your child is attending a Baltimore County Magnet School, there is no need to contact Ms. Wallman, as the Office of Magnet Programs sends us this information. Mrs. Wallman can be reached at 443-809-1404 or at kwallman@bcps.org.
During Quarter 3, art students were able to complete a variety of painting projects. Some classes re-created Collaborative large paintings based off original artwork by Corey Barksdale. Some classes learned about, and created Monochromatic Landscapes. All classes learned about the Color Wheel and how the colors are related to one another in order to mix their own colors using only the primary colors (red, yellow, and blue) and white and black.

Transitioning into 4th quarter, art students are beginning to work with 3D materials – clay or plaster – and some classes are beginning printmaking.

Spring interscholastic sports:
Track and field and tennis
Intramurals:
Volleyball and morning basketball (morning basketball will end on 4/7). We have had a great turnout and enjoy seeing our kids be active!

In P.E. class we have finished our hockey and muscle fitness unit and will move into volleyball, pickleball, and track and field for the beginning of the fourth quarter. Please ensure students are dressing in athletic clothing that is weather appropriate as we are planning on spending the majority of our time outside in the spring. Please send students with a water bottle for P.E. class.
Our biggest event of the 2nd quarter was the first live concert at AMS since Winter Concert 2019! We had chairs spaced apart, we had chorus, orchestra and bands play separately to keep audience numbers down, everyone who was performing or in the audience was masked and it WAS WONDERFUL to have live music in front of real people! Every group did an excellent job! Thanks to Mr. Moser and his crew for filming and streaming the concert for those who wanted to stay at home.

The music department has been featuring a character trait and someone who embodies that trait each quarter. We looked at KINDNESS with Mr. Rogers and Courage and actions of the heart with Amanda Gorman.

For the month of January into a bit of February, we all worked on small ensembles. Students chose music and friends that they would like to work with and rehearsed relatively independently to prepare for class recitals and eventually Baltimore County Solo and Ensemble Festival. This activity teaches independent playing, students to make aesthetic judgments, to manage their time wisely as well as manage personalities and different skill levels. This endeavor was successful and many students went on to perform for the Baltimore County Solo and Ensemble Festival. Congratulations to the following students who participated in the festival: Luna O., Precious A, Maddie Y, Jade M., Mark D., Brennan D., Isaac K., Pau K., Sharon W., Sky M., Emem U., Emelyse C., Isabella K., Alex S., Gelela B., Chiara S. A., Frankie R., Molly B., Elinor B., Glory Z, Theodora T., Miley H., Addy H., Mia R., Andrea P., Angel H., Trina N., Malak H., Sarah M., Fiona C., Robert B., Par S., Mercy L., Kayla S., Kairah V., Jillian B., Debbie N., Charlotte P., Daniel L, Owen C., Rosita A.-V., David A., Shanthi N., Taylor J., and Ben B.

During the month of February, Mr. Shortall's chorus classes learned a variety of selections written by African American composers. During this month, the students broke into small groups to perform a spiritual or freedom song which they later shared with the class. In March, the students were exposed to a variety of choral literature written by female composers and had a “Women's Composer of the Day.”

The 6th and 7th-grade percussion classes composed their own music for their chosen groups and performed beautifully for their fellow students!

The Southwest Area Showcase was a GREAT success! The Concert Orchestra and Arbutus Wind Ensemble both performed and showed great progress in their musical abilities since September. They presented themselves professionally as performers and audience members and we are very proud of their presentations. We all got to hear the Catonsville High School groups and they are GREAT. I am so glad that our students have such a fine music program to join at CHS.
Another event that made a comeback after Covid restrictions was All-County Honors Band, Chorus, and Orchestra! The selection process was limited and virtual. We want to congratulate the students who are going to perform with these honor groups on March 26th at New Town High School: Luna O., Ryan M., Isaac K., Alex H., Daniel L., Mercy L., Henry C., Addy H., Shanthi N., Taylor J., Ava D., Charlye L., Cassie B., Veronica M.

Our next event is a recital on April 7th at Charlestown for all the students who participated in the Solo and Ensemble Festival. We are looking forward to inviting all our 5th-grade feeders to a Side By Side Concert on May 4th.

“Spring” Concerts are June 7th (6th grade) June 8th (7th grade) and June 9th (8th Grade). There is a Baltimore County Summer Music Camp. Registration and information are posted on Schoology. This includes guitar classes.

We also want to thank our UMBC intern for doing such a great job teaching our students this year, Tim Provost. He is going to be an exceptional teacher!

If you haven’t done so I want to encourage all students and parents to regularly check Schoology to stay updated on grades. Schoology will help students know what is late, what is coming up and is a great resource. For parents it is excellent for understanding the teacher’s expectations and the status of their child’s courses.

The testing window has already opened and soon students at AMS will participate in standardized state testing. The week after spring break, AMS will begin two weeks of testing. The calendar will be on the website; however, 6th graders are ELA testing April 27 and 28 and Math testing is on May 5th and 6th.

As we move into the last couple of months before the 21-22 school year ends, I encourage students to finish strong. This will set the tone for your upcoming school year! As always it is a pleasure working with you this year.

Sincerely,
Lynetta Parker
Grade 6 Administrator
Arbutus Middle School
This is the beginning of the fourth and final quarter before our 7th graders will become 8th graders! Congratulations to those students who made the honor roll in the third quarter and straight A's! Their names will be hanging in the halls soon. We are so proud of you!!

It is a new quarter, and we always stress the importance of starting each quarter strong. We encourage all students and parents to regularly check Schoology to stay updated on grades. Schoology will help students know what is late, and what is coming up and is a fantastic resource. For parents, it is great for understanding the teacher's expectations and the status of their child's courses. Schoology is also a great resource for communicating. Make sure students are utilizing the after-school coach classes to keep grades up. We also like to begin the quarter by reminding students about AMS' positive behavioral expectations, and we did this by having a 7th-grade class meeting. We reviewed the Eagle P.R.I.D.E. expectations (located on the website). Just a few reminders, no hats/hoods, and no cell phones during school time (except lunch). In our class meeting, we informed the 7th graders of the class field trip in June. Students were informed of the incentive criteria: no more than 3 SIRs, no suspensions, and no more than one 'E' at the time of the field trip.

Last week, we began using lunch pin numbers again. Students were given their pin numbers in their PRIDE classes and were told pin numbers should not be shared with anyone. Cafeteria workers and administration have copies of the pin numbers, so if a student has misplaced their number, we can assist. It is recommended that students save their PIN number on their phone or agenda.

It is that time of year for state testing. The week after spring break, AMS will begin two weeks of state testing. The calendar will be on the website; however, 7th graders are ELA testing on April 27 and 28 and Math testing is on May 5th and 6th.

As we come to our last days of the school year, remember to look back on the positive things that have happened. Every day I am in awe of the positivity, laughter, and camaraderie I see in the classrooms and in the hallways. Let's celebrate these little things you accomplished this semester – bringing a grade up, making a new friend, speaking up for someone, helping another student or teacher during class. It is the little wins that will carry us through to the end of the year. I'm excited to see our 7th-grade class become the leaders of AMS in a short few weeks.

Monique Owens- 7th grade Administrator
8th Grade Admin

We’ve reached the fourth quarter and welcome our 8th graders to the culmination of their middle school years. A few important events and tasks remain before the year ends and students transition to high school, including MCAP testing and the end of the year 8th-grade ceremony. The 8th-grade ceremony will be held on June 10th and more information about the event will come out in the coming weeks. 8th-grade MCAP administration dates are below.

8th Grade MCAP Administration Dates:
ELA: April 25th & 26th
Math: May 2nd & 4th
Social Studies: May 17th & May 19th

As we wrap up the school year, we want to preserve a climate that supports learning and safety so that students can finish the year strong. We appreciate your support in ensuring students are ready for the school day, removing hats and hoods while in the building, and keeping cellphones and earbuds off and away so they can tend to instruction.

Perry Warren
Assistant Principal
Arbutus Middle School