

Andrew Middle School News

December 18 - 21

Upcoming Events

Survival Skills Field Trip - December 19

**We are going to be outside for the majority of the day, so please remind your child to dress in layers appropriately for the weather. If your child didn't order a school-made lunch, please have a sack lunch ready on Tuesday.

Caroling - Maquoketa Care Center -
Wednesday, December 20 @ 1:30-2:00

Chicken Chores

On duty this week are:
Alyssa, Braydon, and Jami

Students who complete chicken chores this week, will be bringing home washed eggs on Friday.

Weekly Reminders

**All missing work needs to be completed by Wednesday.

Google Classroom

Please check Google Classroom to keep up to date on weekly assignments. If you need access please let a teacher know!

Textbooks

The Algebra and Spanish textbooks can be found at
portal.pearsonschool.com

Due This Week

Pre-Algebra - PEAR Statistics Post Tests by
Thursday

ELA - Research Projects & Vocab Packets due
Wednesday

Algebra - Chapter Test on Wednesday

Algebra - Unit 2 Project due Thursday

6/7 Science - Assessment on Wednesday

Lunch Menu

Breakfast:

M: Cereal

T: Cinnamon Roll

W: Sausage, Egg, & Cheese on a Bun

Th: Donuts

Lunch:

M: French Cheese Bread

T: Nacho Grande

W: Salisbury Steak

Th: Hamburger

Dear Andrew Middle School Families,

Thank you for attending your child's first trimester conferences. It's a privilege for us to be able to work with your children and we appreciate your partnership in all that we do at Andrew CSD. I wanted to share a few additions/changes that we will be making and beginning after winter break. We will also include these items in our weekly newsletter.

We have heard feedback regarding student keyboarding skills and agree this is an area of improvement for our students. We began some keyboarding lessons at the beginning of the year along with our digital citizenship unit; however, we realize that some students may need additional direct instruction in this area. Therefore, we will be offering keyboarding as an elective starting in January and we will have all students demonstrate proficiency or complete this elective before choosing another elective.

In addition, our teachers at all grade levels have been working a great deal with students in the area of writing and students are learning new strategies to develop their writing along with editing and learning the writing workshop process. Writing has been a focus for many of our teacher teams as they work on essential standards with students during HAWK time. We understand that this is a very important skill and want to ensure that our students are successful writers. At this time, teachers are collecting some baseline data to determine if we need to review a specific skill that has not been mastered or if students are just not taking the time in middle school to edit their work and proof read before handing their work into teachers. Our teachers have developed an editing checklist that students will need to complete before handing in their work. If they don't complete the checklist, they will be asked to go back and work through the checklist and then the teacher can determine if there's a skill issue that needs to be addressed or retaught with that student. Writing samples from students will be on display during our elementary winter concert this week so you have the opportunity to see what your child has been working on in the area of writing.

I also wanted to share that we are asking students to complete one i-Ready lesson in reading per week and two i-Ready lessons in math per week. These lessons take approximately 30-45 minutes each to complete. Many students have study hall opportunities to complete these lessons or they could also be completed as homework. This tool is used as a supplement to classroom instruction and is not intended to be the main source of instruction. For some students this tool also supports any gaps they may have missed in a previous standard or need review in. Teachers are also able to align lessons to the grade level standard that is being worked on in the classroom if a student needs extra practice.

We also want to clarify what students are learning in each grade level in each of their classes. Even though many of the middle school Iowa Common Core standards are banded and are very similar in 6th-8th grade, we also want to ensure that students are learning new content, being challenged and able to show how they are meeting their specific grade level standard. Therefore, teachers will be providing details in the weekly newsletter about how each grade level is differentiated when working on a specific standard even if students are in a mixed grade level class.

Our goal is to continue to provide families with updated and continuous communication in the weekly middle school newsletter so you are aware of what your students are learning, what assignments they are responsible for and how you can support them at home as well as continue to have conversations about their learning. Please look for more updates to come as it's always our goal to implement strategies and initiatives that support our students growth and achievement in all areas of their development.

Thank You,

Tara Notz
Principal, Andrew CSD

Dear Andrew Families,

It's that time of year again when our 8th graders are preparing and thinking about their 8th grade trip. In the past, students have gone to Chicago and within the last few years students have started to stay overnight if they have raised enough money. This trip has been a great way for our 8th graders to celebrate their time at Andrew, spend time with classmates and have some new experiences that they've never had before.

Mrs. Wagner and I have met with the 8th graders several times throughout the year to talk about their fundraising options and to support them with getting into committees. We have recently met with them again and encouraged them to determine which students will be part of what committees and what their plans are for each committee. We are here to facilitate and guide the students in this process or get any supplies that they may need; however, the students know that we are not here to do the fundraising for them.

We have shared with all of the 8th graders that they must be part of at least one fundraising team, determine their role on the team and fulfill whatever their responsibility is on that team. For example, if a team is organizing a movie at school and they are in charge of bringing snacks and working at the concession stand then it's their responsibility to do this if they want to go on the trip. If they are unable to fulfill this obligation for some reason then they would need to find another team to join and fulfill their responsibilities on their new team.

We have encouraged students to talk with parents about how they can get involved to help them with any fundraising supports. For example, each week the middle school students operate The Cafe, a coffee shop for staff and middle school students each Fridays. Students have been bringing baked goods with the proceeds going towards their trip. Parents are welcome to help with this or to talk with their students about what committee they are involved in and how they may be able to help.

Please let Mrs. Wagner or I know if you have any questions about your student's involvement in raising money for the trip as this is an expectation to participate in this experience. So far, the 8th graders have raised a little over \$600!!! They are well on their way to reaching the goal of \$1,000.

Thank you for your support during this fun and exciting time for your 8th grader!

Tara Notz
Principal, Andrew CSD

This Week...

ANDREW MIDDLE SCHOOL

algebra:

This week in Algebra, we are reviewing our work this chapter on solving equations, solving proportions, working with similar figures, and percent problems. Our chapter test will be on Wednesday this week. The unit project has been posted on Google classroom and is due this Thursday, December 21. Look for assignments on Google classroom or with worksheets.

e.l.a:

We will be working on our standard: "Conduct short research projects to answer a question drawing on several sources & generating additional related, focused questions that allow for multiple avenues of exploration." Students will be working on "good, focused questions" to allow for note-taking on a specific topic. Information gathered will be written in summary form, in their own words. Students will turn in their research projects by Friday this week.

pre-algebra:

This week in pre-algebra, we have finished our unit on statistics, looking at data, interpreting the data, and creating data displays. Students now will be working on completing their post-unit surveys and assessments using the PEAR service on their computer.

6th & 7th science:

In science this week, we are working in teams to research how to protect endangered species, specifically looking at the biotic and abiotic factors that affect the species. Student groups will be creating presentations to share when we return from break. We will also have an assessment on Wednesday about biotic/abiotic factors and energy pyramids.

This Week...

ANDREW MIDDLE SCHOOL

8th grade science:

In science this week, students will complete presentations on renewable energy solutions for our future. We may also do some fun engineering challenges to finish out the week.

social studies:

In social studies this week, students will be finishing up their War Argument Essays and participating in a war strategy simulation.

spanish:

In Spanish this week, we are continuing to work on expressing likes and dislikes using the verb "gustar". Students will write their own opinions and present with a speaking test. Writing and listening quizzes will also be used to monitor their progress with this standard this week.

p.b.l.:

In project-based learning this week, students will finish organizing their information from their research on preparing, surviving, and cleaning up after disasters. We will also have a full-day field trip on Tuesday to learn more about survival skills from Jackson County Conservation experts.

About The Standards

ANDREW MIDDLE SCHOOL

Spanish:

In Spanish, we use the national foreign language standards, so they are general standards for the teaching of all foreign languages and these standards remain the same in all schools. These five standards are known as the 5 C's: Communication, Culture, Connections, Comparisons, and Communities. The standards are not split by individual grade levels, but by teaching bands (elementary, middle, high school). At the middle school level students should be able to be at beginning stage to moderate stage in their Spanish proficiency by the time they enter high school. The standards we are currently focusing on are communication standards of interpersonal, interpretative, and presentation. Our focus is on being able to interpret other people's opinions, express our own opinion in writing, and present our opinion through speaking.

Pre-Algebra:

Due to 6th and 7th grade being a combined group of students this year, our shift in standards went from grade-divided standards to utilizing the standards & skills that would prepare students for Algebra studies. 13 out of the 20 standards are related to the 7th grade standards. 4 out of the 20 standards (ratios, statistical questions, long-division, and the operations with decimals), are related to the 6th grade standards that are prerequisite to any pre-algebra or Algebra work and are continuously reviewed throughout each year in middle school. The remaining 3 standards are related to the 8th grade standards that are prerequisite to the high school Algebra course students all take their 8th grade year (analysis of proportional relationships, identifying rational & irrational numbers, & solving one variable equations/inequalities). Together these standards make up the pre-algebra course.

Algebra:

In order to best prepare our students for high school, the shift from 8th grade mathematics to high school Algebra has taken place. The standards used for this class are the Common Core High School Algebra I Standards. The benefit of this, is that many of these standards are also similar to the 8th grade core content standards, just on a heightened, more in-depth level. Thus, by the end of the students' 8th grade year, they will have met the sixth through eighth grade Common Core standards, as well as the high school Algebra I standards, all within their 3 years at Andrew Middle School.

About The Standards

ANDREW MIDDLE SCHOOL

Social Studies:

In social studies we are covering the new 7th grade standards, since all students were taught 8th grade social studies standards last year with mixed-grade groups. Iowa's new social studies standards are grouped by grade according to topics being covered rather than the skills that are learned. Social studies literacy standards are grade-banded for grades 6-8. All students will have been taught the 6th, 7th, and 8th grade social studies standards by the time they finish 8th grade.

Science:

For science, the combined 6th/7th grade class is learning 7th grade science standards and will learn 8th grade standards next year. This year's 6th grade class will actually be learning the 6th grade standards in 8th grade. Once again, the science standards are grouped by grade according to topic, not necessarily skill or ability level, and students will have learned all the standards by the time they finish 8th grade.

ELA:

In ELA, we consider literacy standards that are essential for middle school and are either similar for 6th, 7th, and 8th grade or are grade-banded for literacy. The essential standard is the same for all classes, however, 8th graders are expected to complete the standard more in depth than 7th graders. Likewise, 7th graders should complete the standard with more detail than 6th graders.

PBL:

In PBL, we consider literacy standards that are essential for middle school and are either similar for 6th, 7th, and 8th grade or are grade-banded for literacy in science/social studies. For example, our first project focused on the following reading standard, grade-banded for grades 6-8 in Literacy in Science & Technical Subjects: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (RST.6-8.4)