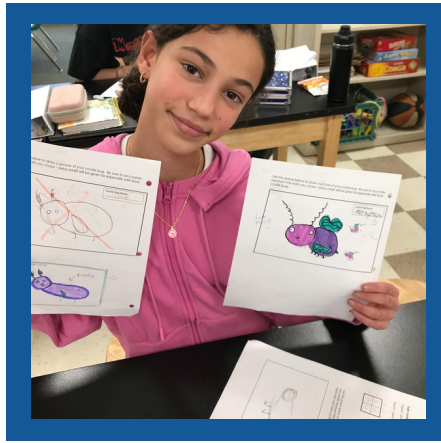


CALENDAR

- 2/14 Valentine's Day
- 2/16 All-School Meeting
8:45 a.m. (American Room)
Pizza Lunch
- 2/16 Re-enrollment Agreements Due
- 2/19-23 February Break
- 2/26 School Resumes
Founders' Day Celebration
Breakfast for Families
8:15 - 8:45 a.m.
- 2/26-3/1 Founders' Week Auction
- 3/1 PACE Parent Coffee Meetup
and Meeting
8:15 - 8:45 a.m.
- 3/1 All-School Meeting
8:45 a.m.
*Founders' Day Award
Announcement*
- 3/1 ASM Spirit Day
Pizza Lunch
Women's History Month
Begins
- 3/7 Pizza Lunch
Science Fair
6:00 - 7:00 p.m.
- 3/8 No School - Professional
Development Day
(Childcare Fun Day Offered)
- 3/15 All-School Meeting
8:45 a.m.
Pizza Lunch
- 3/20-23 MMUN trip to NYC
- 3/28 M.S. Student-led Conferences

Our Classroom



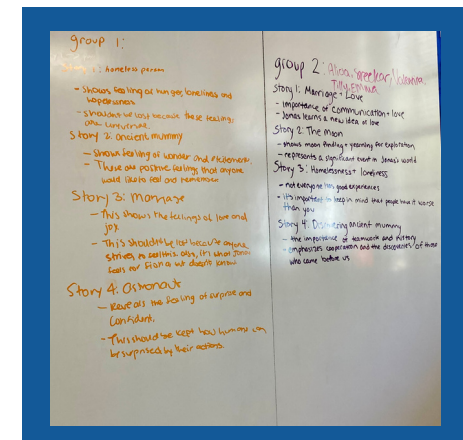
Students chose specific traits to represent different genotypes and phenotypes for their "cootie bugs" in science class. They then paired up and created a "cootie bug baby" using Punnett Squares to help them see that one allele comes from the mom, one from the dad.



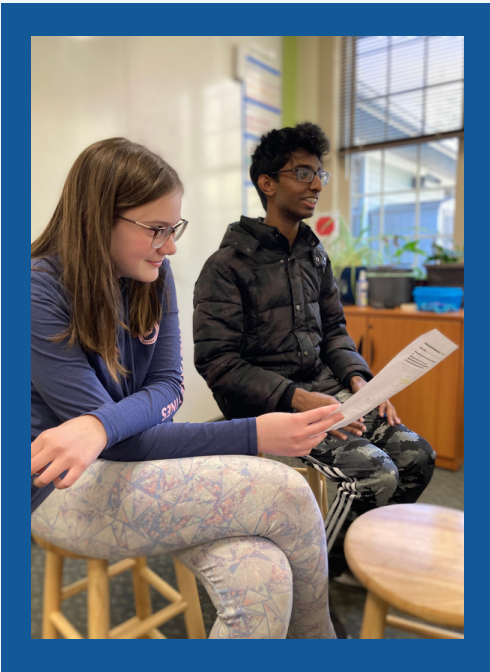
Students presented their folk song in History class. Their songs were very vibrant and creative. Each folk song focused on hardships, motives, and legacies left by groups of people from the West.



Students working on their still life drawings in art class!



In Literature Circle, students worked together to craft opinions based on stories they read in their group. The stories ranged from examples of love and exploration, to homelessness and wonder.



Humanities

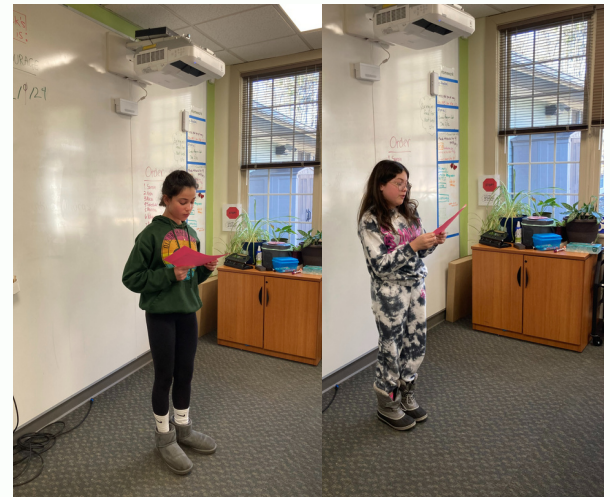
In MMUN, students are brainstorming and working together on their tri-fold poster boards. They are collecting images and writing paragraphs about the country they are representing. The collaboration and communication within groups is evident and students are showing excellent initiative and teamwork.

In History, students completed their exploration of Life in the West. Students wrote folk songs about each group they studied: Explorers, Mountain Men, Pioneer Women, Chinese, Californios, Missionaries, Mormons, Forty-Niners. Students also presented on half of the chapter in a slideshow presentation that included an interactive game, with their assigned group. Next, we will examine the Reform Movements of the mid-1800s to evaluate to what extent life of Americans improved in regards to women's rights, abolition and temperance.

Language

In Literature Circle, we had a discussion on chapters 6-10 of *The Giver*, where students raised their hands and answered questions prompted by the teacher. All students demonstrated effort and completed an evaluation for how they feel they did at the end.

In Writer's Workshop, we have begun studying poetry as part of Black History Month. We looked at three poems by Georgia Douglas Johnson: *Youth*, *Heart of a Woman*, and *When I Rise Up*. Students wrote their own poem using the style and themes explored in the poems by Georgia Douglas Johnson and presented their writing pieces to their peers.

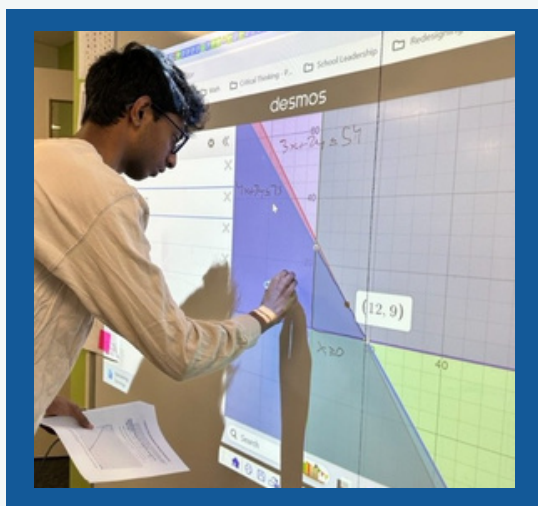


Pre-Algebra

The Filling and Wrapping unit these past two weeks have involved numerous learning outcomes that include: exploring the relationships between surface area and volume for rectangular prisms, regular prisms (triangular prisms, pentagonal prism, etc.), calculating the area and circumference of circles and how they are related, and understanding the relationships between the volumes of cones, spheres, and cylinders. Students manipulated 3D shapes to count and compare the numbers of vertices, edges, and faces each shape had. Students worked on new sets of notes, played whiteboard review games, practiced skills discussed in class for homework, and reflected on these concepts in an investigation 1 and 2 reflection. They also continue to be challenged with a Problem of the Week (POW) that is introduced on Monday and due by the following Monday.

Algebra

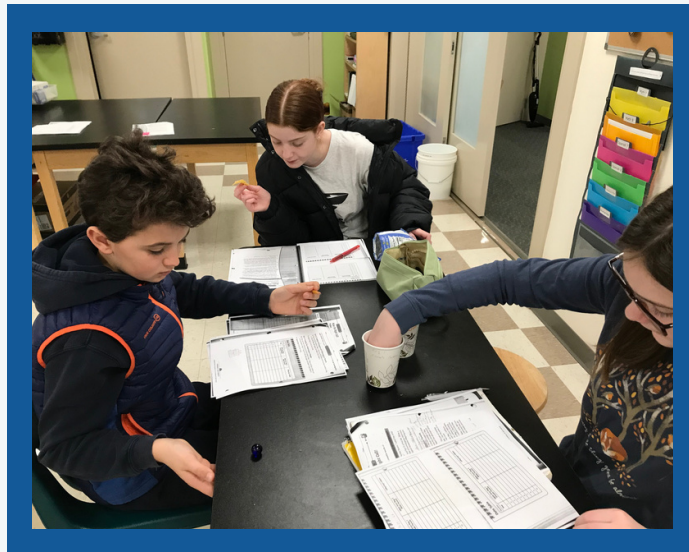
Building on our exploration of solving systems of linear inequalities, we've expanded our focus to include linear programming. This might sound like it involves coding, but actually, it doesn't. Linear programming comes into play when faced with scenarios that demand either maximizing or minimizing a function, or as we've discussed in class, finding the optimal solution. Examples include maximizing a company's profits, minimizing debts, or figuring out how to fit the maximum number of cars into a parking lot. These problems also feature constraints, expressed as inequalities. Our algebra students have been tackling complex problems using this method. A method of solving this is to graph all the constraints and identify the vertices around the solution area, called the feasible region. Students have the opportunity to use an online graphing tool, DESMOS, to help them see this region, as seen in the photo. Although this concept may not traditionally fall under an algebra curriculum, the students have demonstrated they are ready to be challenged to apply their learning to more advanced concepts. Clearly, they are meeting these challenges head-on with confidence and excitement. Talk to your students about this. They are developing impressive skills, which will be beneficial for creative problem solving in any high school math class.



Science / STEM

In life science, we continued our genetics unit with Punnett Squares and lots of vocabulary review. Students worked on a lab during Collaborative with the 6th years creating different crosses of alleles and explaining the probability for various outcomes of different offspring.

In STEM, students should be working on creating graphs from their data tables and analyzing the data. In the Microplastics unit, students simulated putting different types of fabric through a "washing machine" or blender and used a 10x magnifying lens to look closely at the microfibers that came out. They identified physical properties of microfibers to determine whether they were plastic or natural and found that when burned the plastic fibers melted.



[Click here for more classroom photos!](#)

Music Class Highlight



Students practiced sight reading rhythms and maintaining a steady beat while playing King of the Mountain. In this game, one student is designated king/queen, and the person to their right is the next in line, going all the way around the circle until the “bottom of the mountain,” to the left of the king/queen. The goal of the game is to work your way to the top of the mountain and be in the position of the king/queen.

The king starts the play by reading his/her card, with a steady beat. Without missing a beat the king must then read another player’s card. The player who’s card is read must then read their card and then another player’s card and so on until someone makes an error. The rhythms on the card must be read with a steady beat and without missing a beat. If a player makes a mistake (for example, misses a beat, reads a rhythm wrong, says their card out of turn) that player goes to the bottom position on the mountain (the seat to the king’s right) and all players “lower on the mountain” than that player advance up a position.

Founders’ Week Auction

During Founders’ Week (February 26 through March 1), ASM will host an auction! This event will help our school raise funds for our Founders’ Fund for Teaching Excellence; which is an endowment focused on continued professional development opportunities for ASM faculty and staff. The students have been working on our classroom’s auction item and it has been exciting to see them working together to create a unique item for one lucky family to take home. We can’t wait for you to see!

Get ready to bid on this exclusive creation representing the 2023-2024 Middle School!

