



Sumner County Schools News

Committed and Focused on Growing Learners

School Year 2016-17, Issue 1

Sumner County Schools (SCS) believes that related arts, specialty areas, and clubs are substantial supports to classroom instruction and the preparation of students for a well-informed future. These areas include art, music, band, chorus, theater, foreign languages, school clubs and teams, etc. The work within these programs is aligned with each school's purpose and the district's mission of quality instruction, a collaborative culture, effective leadership, and efficient resource utilization.

Recent research regarding related arts and specialty areas in education conducted by the Kinder Institute for Urban Research at Rice University and the University of Arkansas (2014) found the following:

Exposure to the arts also affects the values of young people, making them more tolerant and empathetic. We suspect that their awareness of different people, places, and ideas through the arts helps them appreciate and accept the differences they find in the broader world. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. Noticing details in paintings during a school tour, for example, helps train students to consider details in the future. (p.24)

Also, the National Center for Education Statistics shares research on the positive effects that clubs and extra-curricular activities have for students. These activities help students develop responsibility, value teamwork, and promote community while allowing opportunities to apply academic skills in a real-world context. As evidenced in this edition of *Sumner County Schools News*, each school in the SCS district values the development of the "whole child" and advocates for it!



2016-17 Sumner County Schools News School Contributors

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Spotlighting T. W. Hunter Middle School – An Example of SCS Related Arts Programs

Mr. Ahmed White, **T.W. Hunter Middle School (TWH)** principal, says, “The related arts team is an integral component of our school. Each of our related arts teachers goes far beyond the call of duty daily to make sure our students receive an excellent education. Although they are in a non-tested subject area, their work is equally as important as any other class. The connections they are able to foster with the students are valuable in making sure every child is connected to an adult that can relate to them individually and an adult that cares for their overall growth and maturity. Our related arts teachers spend countless hours planning and preparing meaningful lessons. Often, they mirror the curriculum goals of the content area classrooms, which helps the learning go full circle. TWH would not be the school that it is, nor enjoy the success in which we have, without our related arts teachers.”

TWH Chorus—Students who love to sing join the chorus. The program includes a show choir for advanced students. This program includes singing, solo singing, choreography, original songs and arranging, instrumental opportunities, and classroom instruction.



Students at TWH with special talents, such as singing, dancing, and playing instruments, have an opportunity to display their talents. Some students write and perform their original compositions; other students arrange and accompany medleys for their classes. Choreography class is very popular with the students. Most of the choreography is created by students. Students are preparing for show choir in high school and/or college, as well as developing musical strategies that can be used in a possible future career.



TWH Technology—Eighth grade classes do a *Cardboard Chair Project* in technology class. The students work collaboratively through the design process starting from scratch and ending with the finished product of a useable chair. They use higher order thinking throughout the design process. The collaboration in technology class adds to the district's purpose to assist in creating responsible, productive, and respectful citizens. Each person is responsible for his/her part in the process with the expectation that all will be respectful of other's ideas and skills in the group.

TWH Physical Education— The physical education program is designed to expose middle school students to a variety of activities such as team sports, individual and dual sports, resistance training, personal fitness, and lifetime sports. The purpose is to teach, encourage, and motivate all students to perform activities to their best abilities and to make physical activity a part of their daily lifestyles. TWH students participate in the following activities: football, kickball, basketball, volleyball, dodgeball, soccer, ping pong, recreational games, and personal fitness.



T. W. Hunter (continued)



TWH Spanish Class—The Spanish program exposes students to the Spanish language in preparation for the foreign language requirements of high school. It also helps them to determine future needs of foreign language acquisition for college and the workforce. In the class at TWH, students learn fundamental words, basic conversational Spanish, and about Spanish-speaking countries and territories around the world. Recently, students created an application that allows Spanish-speaking students to maneuver around town more easily.



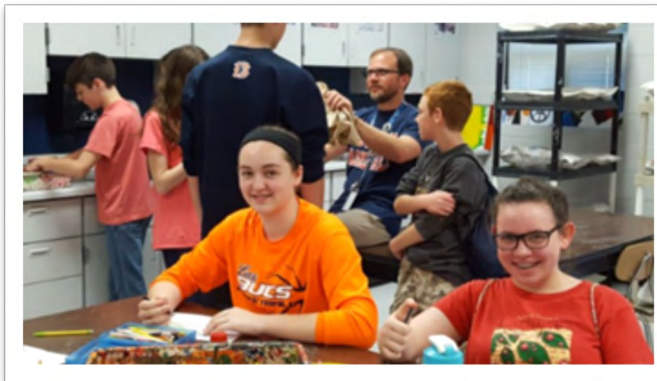
TWH Teen Living /Social Health –The *Snack Shop* is the culminating activity for the eighth grade students in Social Health. Its purpose is to give students an opportunity to use the information they have learned in class in a hands-on, real-world activity. The students select a nutritious snack to prepare. They must calculate the cost to make it, determine the nutritional values for the snack, design a food label for it, and practice safe food and equipment handling procedures while preparing the snack. Prior to the TWH Snack Shop opening, the students will create advertising campaigns for their snacks and utilize speaking skills while they promote their products. Finally, on the two TWH Snack Shop days, students will use communication skills when selling their products, math skills as they make change, and analytical skills as they determine the total amounts sold and the total profit/loss once costs of supplies are deducted.



TWH STEM Program—The purpose of this program is to engage TWH students in the engineering design process to design, create, build, and program robots while using problem-solving skills as individuals and as a group. Mr. Lopez, the instructor, presents STEM (Science, Technolo-



gy, Engineering, Mathematics) and ELA in a fun and interactive way. Each week, students build and/or program robots while using analytical skills to modify their builds and/or programs. The students begin exploration to develop an understanding of robotics and programming by creating conditions where the robots perform tasks to complete designed missions.



ers working with pottery, seventh graders creating animated cartoons, and eighth graders working with Paper Mache.

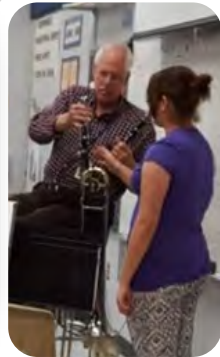
TWH Art Program—Art students work mentally and physically with all genre of materials including clay, paint, charcoal, and animation. They practice with perspective, step processes, and their own creative minds. TWH students learn the creative process of doing things by hand and with technology. They also learn to appreciate master artists and craftsmen, as well as time periods in art history. At TWH, special projects include sixth grad-



T. W. Hunter (continued)

TWH Music and Band— TWH students in general music class experience three levels of music education. In sixth grade, they learn about making music through studying percussion. Over the course of the nine-weeks class, they learn how to read music and perform in a TWH concert playing plastic buckets. The seventh grade students at TWH learn about music composition. Through a partnership with the Country Music Hall of Fame, they learn to write lyrics, and these lyrics are performed for them by a country music songwriter. In addition, TWH students learn about the process of writing and notating music, and then notate a song of their own. Eighth grade students learn about the history of music and how culture and the world shape the path of music and the arts.

In band class, students learn to play an instrument from the ground level. Sixth grade students learn the fundamentals of music instruction to creatively express themselves. Seventh and eighth grade band students begin to not only learn the rudiments of music and the foundational components, but they also learn music literature for various settings. At year's start, TWH students learn music for public venue performances, such as athletic events and parades. This helps prepare students who intend to perform with a college marching band. Concert Literature is where students learn the nuance of making music come to life. Recently, the concert band received two excellent ratings for its performance at the concert performance assessment hosted by the Middle Tennessee School Band and Orchestra Association. Each school year, the band concludes the year by going on a performance tour to local elementary schools. Furthermore, the band was selected to perform at the Holiday World amusement park for the guests visiting the park. Students completing this program should be well-equipped for success in a high school program as they prepare for college.



TWH Keyboarding Class—Students successfully learn valuable computer skills that will benefit them in middle school, high school, college, and beyond. TWH computer/keyboarding class gives students the opportunity to create a variety of multimedia projects using the latest software and up-to-date equipment. Some of the skills that TWH students engage in are keyboarding/word processing with an emphasis on accuracy and speed; the use of Microsoft Word, PowerPoint, or Excel to prepare for using office software in the workforce; music/graphics software, Garage Band; learn graphic design techniques and the principles of application to create brochures or newsletters; and design an effective webpage using Hypertext Markup Language (HTML) for communication and business efforts.



TWH Related Arts program is one of the fine examples of what Sumner County Schools have to offer its students!

T. W. Hunter Middle and Well-Rounded Success



T.W. Hunter Middle (TWH) teachers and students collaborate to build skills and create experiences that ensure students have a well-rounded education. Identified students participate in RTI² classes and *Study Table* classes to work on basic skills in ELA and math, organization, study skills, and time management. TWH has also started a schoolwide initiative for building vocabulary for every student. All academic classes participate at each grade level.

The related arts classes at TWH continue to move forward and accomplish great things. Students exhibit excellence in band, chorus, and art while earning awards at every opportunity. In addition, amazing STEM work is being done by the TWH Robotics Club students. Other options for TWH students are found with Spanish, mythology, songwriting, drama, and book studies.

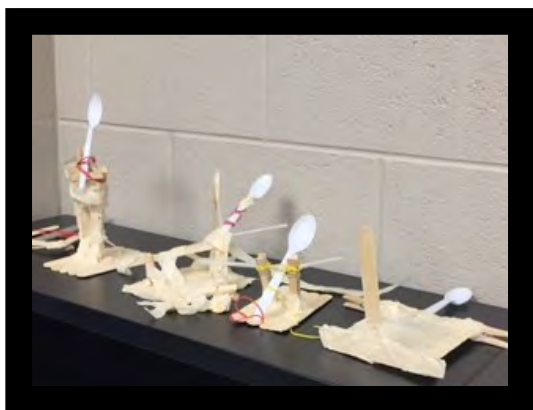
Some of the clubs and organizations that TWH offer are color guard, student journalism, drama, business, and Just Say No. Teams from other organizations participate in quiz bowls and BETA competitions. The school also has its first dance team at the middle school level.



Dr. William Burrus Elementary and STEM

Dr. William Burrus Elementary (WBE) is excited about STEM this year. Several members of the WBE STEM committee visited Jack Anderson Elementary last year during a STEM challenge day. The WBE committee recommended and a decision was made to move the school into a STEM direction. Thanks to the support of the amazing JAE staff, a monthly WBE STEM challenge, based on space exploration, was developed. The students are using the engineering design process to work collaboratively to plan and create a solution to a problem. Students have enjoyed creating a ladder to the moon and a catapult to Mars so far this year. In addition, WBE is pleased to announce Dr. Jenny Isble and Mrs. Pharrah Massey were awarded a Compass STEM Grant for \$2,500 to purchase *Engineering is Elementary* materials.

Catapults to Mars Models

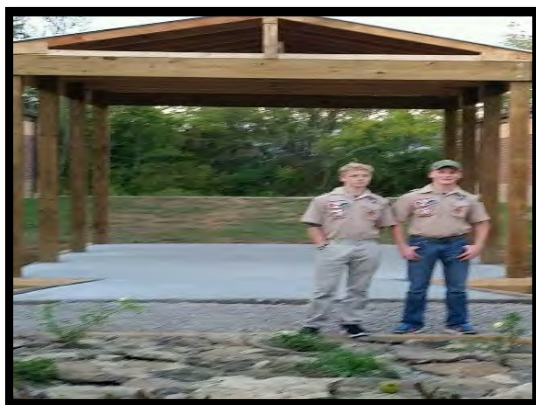


Students testing the Catapult Model



To enhance STEM learning, WBE will be developing a STEM lab and building an outdoor STEM classroom through assistance from the Troop 157 Eagle Scout project of Will and Tanner Barrett. This classroom will be used to conduct experiments and will develop into a working model for conservation, plant, and environmental studies.

WBE fifth graders have a STEM class in their daily schedules. Recently, they worked on a *Cardboard Challenge*. This involved using recycled materials to design and create a project. The students watched the video “Caine’s Arcade” about a young boy who created a working game arcade totally from cardboard. WBE students worked in teams to develop a plan and create their vision in three days. WBE hopes to develop learners that think outside the box with this and other STEM challenges.



Looking Back—WBE: Related Arts Team provides Beneficial Support for Students

Dr. William Burrus Elementary School (WBE) is fortunate to have an amazing related arts program to help prepare students for the future. Related arts teachers support classroom standards and expectations through engaging, creative activities in art, music, P.E., computer, library, and guidance classes. In addition, each related arts teacher is connected with a grade level in its *Classroom Connection Program*. Daily, the teachers work with small groups of students to strengthen academics. This program provides students with an additional mentor/advocate in the building.

Last year, WBE had a full menu of extracurricular activities available to build its new school community and support its vision and goals for students. Some of these were clubs in areas such as technology, art, sports, theater, and random acts of kindness. Other programs were chorus, Girls on the Run, Snapology, a student leadership team, and the A-Team. WBE wanted to connect its focus on academics with a commitment to building leaders and good citizens. It was amazing to watch students from three different elementary schools blend together into one student body and grow into the WBE community.

An example of the beneficial work of these programs was the inaugural WBE Student Leadership Team. It was organized by WBE's incredible P.E. teacher, Angela White. Students were chosen from fourth and fifth grade classes and participated in ongoing leadership training. The inaugural team was designed to promote service learning and showcase students modeling positive behaviors. Those students acted as safety monitors, visitor escorts, special program helpers, and role models. What great work!



WBE completed March Madness Basketball with fourth and fifth graders last year. Students came each week before school to participate in games. Teams were coached by volunteer teachers/principal and proceeds went to build the P.E. equipment room. The morning of the championship game, Coach Massey of SCHS brought the boys' basketball team to exhibit their leadership skills and basketball talents. Teachers then played the top WBE team with some SCHS players helping out. Lots of fun!



Casey Talbot, WBE's amazing librarian, hosted its first ever WBE Literacy Night last year. This night was to celebrate literacy and promote excitement for reading and writing. Dinner was available from Buck's BBQ Restaurant. The students dressed as book characters and participated in a parade. After the parade, there were several activity stations for students to enjoy. These included decorating a tile for WBE's Legacy Wall, BINGO, visits with local authors, bookmark designing, computer lab exploration, a photo booth, and book fair. There was a great turn-out of families, and everyone enjoyed celebrating literacy.



WBE was and is committed to ensuring students continue to make strides learning with technology in a safe, teacher-directed environment.

In technology class last year, students participated in opportunities such as virtual field trips with Google Earth, explored the solar system, and blogged on Kid Blog. Students in grades K-2 loved the enrichment activities on Brain Pop Jr. and ABCya. Students in grades 3-5 worked diligently to earn the Golden Keyboard Award by completing all 14 typing badges on Typing.com. Last spring, they also began using *Google Apps for Education* with school student Google accounts which allowed them to work on word processing, creating slide presentations, and developing spreadsheets. In addition, a technology safety night was hosted. Jason Gibson, Director of the Babb Counseling Center in Hendersonville, shared effective, quickly-implemented tools for parenting in the digital age.



Indian Lake Elementary Clubs and Activities

The arts are instrumental in the growth of students both personally and educationally. **Indian Lake Elementary** (ILE) offers a variety of extracurricular activities and clubs for students to learn and participate in new things. While there are clubs and activities sponsored such as ILE Honor Society, ILE Running Club, ILE Select Choir, and ILE Garden Club, there are other opportunities that are just beginning to bud. It is exciting to see students thrilled to join and become blooming young learners.

ILE Makers Club is a group of students that meet for a period of six weeks to work with STEAM (Science, Technology, Engineering, Art and Math) projects. Students explore computer programming and the engineering design process through different activities and resources to learn how to incorporate technology into all types of learning! ILE sends a big thank you to Mr. Bullock and Mrs. Dillon for sponsoring the Makers Club.



The Art Club meets every Thursday after school starting in November and meets until spring break. This is a special club for fifth graders only. Students must submit original artwork for the application process. Club members work with Mrs. Sircy to concentrate on advanced art projects which include Papier-Mâché', sewing, and bookmaking. It gets a little wild and messy sometimes, but it is always tons of fun!

The sign-language club is committed to creating a deaf-friendly community of conversational signers. Mrs. Eldridge, Mrs. Kane, and Mrs. Dillehay are teaching basic sign language and deaf culture throughout Sumner County. The hope is that all deaf and hearing-impaired individuals in the county will have others to communicate with and make new friends.



At ILE, we continue to focus on the whole student which includes these important extracurricular opportunities. Students are full of excitement to learn new and interesting things while developing or strengthening a skill. Being able to do so with dedicated teachers and a peer group adds another positive aspect to it!

Looking Back—ILE: Peace, Love, and Related Arts

Indian Lake Elementary School (ILE) has a team of related arts teachers who collaborate to make learning fun! This group helps with Response to Intervention and Instruction (RTI²); facilitates clubs after school such as the running club, the art club, and the Notations; prepares students for PTO performances and art shows; plans the fifth grade luau; manages Box Tops for Education collection; works with classroom teachers to help meet SCS Scope of Work standards; and does much more to help ILE students become well-rounded individuals.

Last year, this team of teachers collaborated for a celebration of *Read across America Week*. During grade-level related arts time, all classes participated in a rotation of learning and fun centered on Dr. Seuss. The related arts teachers planned and executed the idea wonderfully, and the students had a blast!

Another example of great teamwork from the related arts team at ILE was the *Peace, Love, and Related Arts Night*. As the school year came to a close, the related arts teachers planned a night to showcase the wonderful things happening at ILE. The showcase was in conjunction with the school's book fair and theme. Field day shirts coordinated with the theme as well!

There are amazing things going on at ILE during “specials” classes! ILE believes it is because of its special related arts teachers!



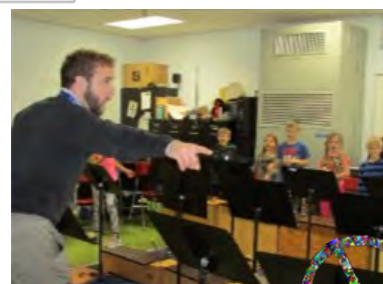
Fun with
Mr. Knupp



Getting
creative with
Mrs. Sircy



Rocking
out with
Mr. Koly



Loving
computers
with Mrs.
Weddle



ILE's Related Arts Teachers

Library learn-
ing with Mrs.
Mackorell



Gene Brown Elementary and Fall Happenings

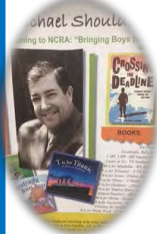
The fall of 2016 has been busy for students and teachers alike at **Gene Brown Elementary** (GBE). Whether they love acting, singing, academics, or sports, there is a place for students to learn and grow. GBE has read under the stars, met a famous author, and danced the night away with our *MOMsters and Sons* dance!



GBE also takes learning very seriously. Each week, Mr. Kendrick, the computer instructor, offers early morning support before school in the lab. This is a great opportunity for students lacking internet resources at home. In the afternoons, fourth and fifth graders work on skills in the *GBE Afterschool Learning Club* with Mrs. Truka, Title I teacher, and Mrs. Munday, a fifth grade teacher, while EL students engage in English-learning activities with Mrs. Rascon, EL teacher.

Another learning opportunity that GBE is very excited about is expanding its one-to-one classrooms. This year, six classrooms have class sets of Chrome Books/laptops and are learning all about Google Classrooms with the help of Kathy Pryor, Title I Technology Coordinator, and Ben Bruce, Instructional Technology Coordinator.

Students have never loved writing and researching so much!



Recently, GBE students in grades 3-5 met with Michael Shoulders, author of the book, *Vis for Volunteer*. Mr. Shoulders shared his writing process with students and inspired them to spend more time in writing! Fourth and fifth graders wrote persuading letters to the author in hopes of eating lunch with him. Twenty boys and girls were chosen to spend this additional time with him, and they greatly enjoyed it.



While learning is very important at GBE, it is the mission of the principal, Mr. Gentry, to give all students varied participation opportunities. Students may choose cheerleading, musicals (Aladdin, Jr. for 2016), art club, soccer/basketball/volleyball camps, and honor choirs. Two service clubs that GBE is proud of are Student Council and Honor Society. The mission of GBE's Student Council is to provide an opportunity for leadership among students, empower students to maintain an active role in schoolwide programs and events, and foster a desire in other students to participate in programs that are devoted to the betterment of the school, community, and world. The students in Honor Society also work to complete several community service projects throughout the year. The two main projects that are completed on a yearly basis are organizing gift bags for the residents of Park Place Retirement Community and collecting can tabs for the Ronald McDonald House.



Looking Back—GBE: Related Arts as An Integral Part of the School



The related arts team at **Gene Brown Elementary School (GBE)** is an integral part of the school community that works diligently to prepare students to be college/career ready. Beyond their classrooms, this team comes together to enrich students' lives.

Last year, the music teacher, Crystal Juechter, went above and beyond the classroom role by leading a choir group before school, as well as putting on grade-level performances, a talent show, and a school musical.

GBE art teacher, Kelly Warren, had an art club that met after school to engage students in the extension of learning and love of art. These students helped create the set and props for the school musical. Bobby Moore, the P.E. teacher, led GBE in promoting health and fitness with a basketball club and the *Jump Rope for Heart Program*. The library teacher, Julie Scudder, encouraged the love of books and life-long learning through book fairs, promotion of GBE's *One Book, One School* initiative, and a close partnership with Title I and its endeavors. Larry Kendrick, computer instructor at GBE, prepared students for technology in their futures with the exposure to and teaching of computer skills and a typing club before school that assisted in developing proficiency in typing. Jenna Lee, guidance counselor, worked closely with the community and organizations, such as Rotary Club, to support good citizenship and learning. She also organized *GBE Career Day* to expose students to a wide range of possible careers.



While all of GBE's related arts teachers were busy leading creative activities, they consistently assisted one another and classroom teachers as well. This team had an active role during the school's reading block, which occurred first thing in the morning. Related arts teachers pushed into various grade-level classrooms to assist in reading instruction. That extra facilitation within the classroom aided students in making gains in reading and supported the achievement of GBE SMART goals. GBE students were and are lucky to have this dedicated team!



Portland Gateview Elementary and Student Readiness



Daily, **Portland Gateview Elementary** (PGE) prepares students to be mindful of being future graduates. Each hallway posts the “Class Of . . .” with the graduation year for the grade level. Any time that grade levels are called, it is by their future graduation year. Kindergarten students are shown here posing for a bright future ahead as they begin their educational journey.



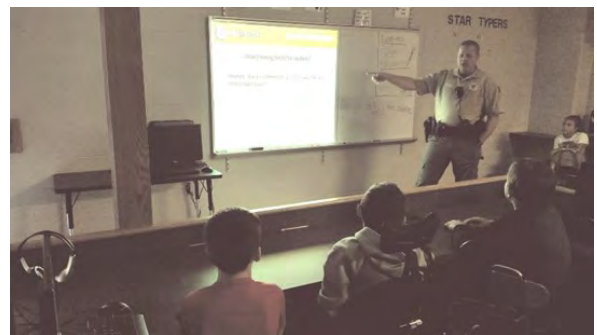
Music teacher, Denise Wilson, prepares students to connect to future formal learning by using music to memorize, learn rhythm, and develop music beat. Research has found that the study of music facilitates learning other subjects and enhances skills that children use in many areas.



A career-ready person capitalizes on personal strengths, talents, education, and experiences to bring value to the workplace and the community through his/her performance, skill, diligence, ethics, and responsible behavior. During *Red Ribbon Week*, PGE students are encouraged to prepare for the future by taking a stand against drugs and focus on what is meaningful and important each day.



At PGE, fifth grade students are being prepared for the future and are becoming college and career ready as art and writing are integrated. Art teacher, Margaret Todd, uses *The Great Wave off Kanagawa* by Hokusai to teach how art can tell a story. Students are given opportunities to imagine, create, and write about their own great waves.



Being ready for technology of the future includes raising awareness about cyber safety and providing students with the knowledge they need to stay safe online. PGE's new SRO Officer, Jon Toney, speaks to fourth grade students during computer lab time.



Looking Back—PGE: Related Arts and College/Career Readiness

Portland Gateview Elementary School (PGE) recognizes that to be college and career ready, technology must begin early. To this end, PGE has a computer lab teacher paid through their PIE (Parents Involved in Edu-



cation) funds. Students begin learning the parts of the computer, keyboarding, mouse skills, and writing skills on the computer as early as kindergarten. Last year, fourth and fifth grade classes experienced technology through Google Expedition (GE). Students took virtual tours of events and places, such as World War II, the Congo, and Gettysburg. They were also part of the Beta Test for GE, and Google Representative, Brendan Dermody, recorded student feedback to use for improving the program. The experience was so engaging that students wrote over 75 extra feedback letters!



Art teacher, Margaret Todd, taught students about scientific elements of clay through ceramics/science integration. Students discovered clay has physical changes when shaped, the process of evaporation occurs for the clay to dry out, and chemical changes occur during the firing of clay. The state of gases was also addressed in the lesson which provided a real-world example of science and art connection.

PGE's music teacher, Denise Wilson, created collaboration with the community and other schools. Mrs. Wilson and Jessie Stone from JWW presented the program, *Lost in the Fifties Tonight in Tennessee*, for parents of both schools and the Portland community. Students shared songs and information related to Tennessee's history and its unique musical heritage. Learning to present before others with confidence prepared students for future career opportunities.



In physical education, Marty Kirkham provided exposure to team building and problem solving skills. Activities that challenged students' logic and reasoning skills occurred with rules such as the use of only certain equipment, no feet on the floor, and move across the gym. They discussed and planned to find solutions to the problem. This type of interaction provided the strong teamwork skills needed for students to be on the path for career and college readiness.

Jackie Wilber, the media specialist at PGE, hosted family nights during book fairs because availability of reading materials is one of the keys necessary for reading to occur at home. A variety of books were offered for purchase for home libraries because PGE believes that reading provides the foundation that opens the door of preparation for all students.



J. W. Wiseman Elementary and a Computer Lab Hero

J. W. Wiseman Elementary (JWW) students are supported through the Related Arts team in many ways. One way is by giving students an opportunity to participate in weekly computer lab lessons. Rhonda Sawyer, JWW technology instructor, is the computer lab hero! She works with students to enhance general technology skills, such as typing and safely navigating the web. Ms. Sawyer also uses various online platforms, such as *Study Island* and *Reading Eggs*, to provide students with further practice on grade specific standards.

As are all JWW related arts team members, Ms. Sawyer is a huge asset to JWW. She helps prepare students for the future and supports teachers in the regular classroom along the way. JWW is thankful for Ms. Sawyer and the entire related arts team. They work collaboratively to do what is best for students and invest in their futures on a daily basis.



Looking Back—JWW: A Student-Centered Related Arts Team



At **J.W. Wiseman Elementary School (JWW)**, stakeholders believe the related arts team is top notch! Each of the teachers worked extremely hard last year to support students and prepare them for the future. One way in which the related arts team did that was by aligning lessons to what the students were learning in their regular classrooms. Each team member used **SCS Scopes of Work** as an instructional guide. They tied in as many of the standards from the scopes as possible and created a sense of logic and consistency for all JWW students.

When one visited the library at JWW, he saw a perfect example of how related arts teachers provided unity. Trisha Hale, the librarian, taught the strategies from the *Primary Toolkit* and the *Comprehension Toolkit* to all students at JWW. She leveled texts and books according to grade levels and facilitated reading comprehension strategies each and every day.

This was only one example of the way JWW related arts teachers played vital roles in preparing the students to be college and career ready. This work also demonstrated their dedication to the education profession. JWW faculty, staff, students, and families believe that they were and are lucky to have such a student-centered related arts team!

Madison Creek Elementary and a Love for Related Arts



Fine arts at **Madison Creek Elementary** (MCE) continues to positively affect each student. Fine arts are essential for students at the elementary level. Not only do the classes grow a student educationally, but they grow a student socially and emotionally as well. MCE offers students five different related arts classes. Each class is unique and individualized in its own way.

Due to the rise in technology worldwide, computer class is an important class for young, growing minds. Computer class not only allows students to become technologically-savvy, but it also allows the students to become familiar with different educational websites to enhance standards-based learning. Students at MCE love when it is computer day!

Library is another related arts class that students love to attend weekly. The library at Madison Creek has an immense selection of books. This gives children the opportunity to become self-selected readers. The librarian diligently works to make sure each student is achieving in reading. She also collaborates with her colleagues to make sure she is challenging the students instructionally based on their grade-level standards. The MCE library is a place of comfort and confidence for the students.

Lastly, MCE offers music, art and P.E. once a week for the students. These classes give students opportunities to express their creativity, decision-making, and inventiveness outside of the general education classroom.



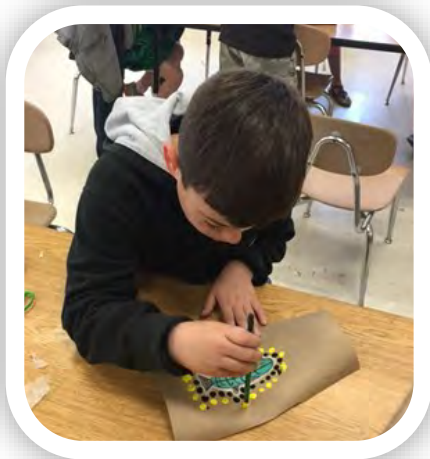
The students at Madison Creek Elementary love related arts time. Not only are the classes fun and exciting for the students, but they also are enriching academic lives.



Looking Back—MCE: Related Arts and the Learning Process



The faculty and staff at **Madison Creek Elementary School (MCE)** worked strategically to incorporate quality instruction in all classrooms including related arts last year. Related arts teachers at MCE included and delivered standards-driven instruction in their daily plans. These teachers gave students an opportunity to express their learning by interpreting, criticizing, creating, designing, and using visual information. As MCE teachers became facilitators and the students engaged in more process-based vs. content-based learning, the school believed it was a positive experience that gave each child an equal opportunity to connect his/her world to the classroom.



North Sumner Elementary—Related Arts Rocks!

The related arts program at **North Sumner Elementary** (NSE) is “rockin’ with learning.” Library, art, music, guidance, and P.E. are all directly involved in the education of NSE students which includes state assessments and LIFE! Art, under the direction of Joe Saunders, and music, led by Amy Oliver, have enrichment programs after school.

Mr. Saunders’ art club works on a variety of media while creating painted ceiling tiles for the library.

Not only are students learning about art techniques, but they are also gathering social skills, planning, and even learning from making mistakes.



Bucket Drummers at NSE

Ann Meador, NSE librarian, works with classroom teachers to align her lessons with students’ needs. “Maker spaces” have been set up to allow for creativity once books have been selected.

Sheila Hoffman, NSE guidance counselor, has been working on social and life skills with students through a variety of activities which include a book study. She often includes R/LA techniques such as close reads.

Amy Oliver leads student musicians with the NSE Recorder Ensemble and Tiger Tones. She has attended the Tennessee Arts Academy for the past several summers where the emphasis has been on literacy and writing. In conjunction with that training, NSE students create their own programs and write songs to submit to a songwriters’ conference at the Country Music Hall of Fame.

Making Science



P.E. coach Rick Whited is constantly incorporating grade-level drill and practice in his exercise programs. The students are often heard counting by fives or tens, reciting the alphabet, or naming continents.

Looking Back—NSE: Related Arts and Proven Practice

RTT² is always bustling at **North Sumner Elementary School (NSE)**, and the outstanding related arts faculty is right in the middle of it. The five related arts teachers frequently meet to go over SCS Scopes of Work and the needs of NSE students. The team believes that it is everyone's responsibility to help students be sound in all academic areas. To meet that valued duty last year, the team used the following strategies:

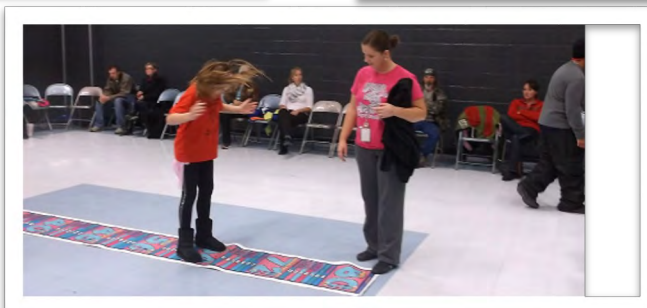
In P.E. classes, students got the physical exercise they needed, as well as being guided to explore mental development by Coach Whited. By using mats from the *Math and Movement* program, students engaged in activities such as skip counting. Transition time between activities was used for reviewing a variety of grade-level topics.

Music classes at NSE with Mrs. Oliver were extremely involved in combining language arts with music. Last year, not only did the students learn to read music with recorders, but they wrote music through a program, *Words and Music*, which was a collaboration with the Country Music Hall of Fame. The program promoted literacy through songwriting. Once the songs were written, the students took a trip to Nashville and the Country Music Hall of Fame to hear their words put to music. Mrs. Oliver also actively participated in the Tennessee Arts Academy summer program.

Mr. Saunders, art teacher at NSE, used the art program to add another aspect to what the students were learning in the regular classrooms. The students used art to help understand various topics studied. They even learned cartography, which is the production and study of maps.

In guidance classes, Mrs. Hoffman used literature to teach NSE students various life lessons. In the media center, Miss Ann, drew on a variety of trade books to reinforce vocabulary, teach inference, and support guided reading. Students were able to apply ideas shared in books to their own lives.

The cooperation between NSE related arts teachers and other NSE faculty and staff has been ongoing for several years. This proven practice continues to help the students and teachers make real-life connections for learning.



Westmoreland Elementary and Math Fact Mastery

Westmoreland Elementary (WES) is continuing its *Fact Flyer Program* this year. The program is schoolwide and focuses on math fluency. Facts are differentiated by grade levels. In order for students to have a solid foundation in math, it is critical to have fact knowledge.

The *Fact Flyer Program* at WES consists of a different expectation for each grade level. These expectations are the standard for determining where students are in learning their math facts. Each grade level has one predetermined standard to master, so it is easy to know the end goal.

In order to keep students engaged in the *Fact Flyer Program*, WES uses a simple recognition reward system. Once a student has shown mastery in his/her grade level goal, the student's name is announced over the intercom in celebration. The student also gets to display his/her name on a handprint on the main hallway bulletin board.

WES believes that students' math successes are influenced tremendously by their knowledge of basic math facts. The ultimate goal is for students to master grade-appropriate facts and build upon those facts each year. Consistent practice and repetition are the best ways to develop these skills.



Looking Back—WES: Learning through STEM and Farm-to-Table Experiences



Westmoreland Elementary School (WES) engaged in a STEM project for its fifth grade students last year. The venture was a farm-to-table STEM endeavor that supported the fifth grade curriculum standards and focused on educating students in four areas. These areas were science, technology, engineering, and mathematics. The STEM method allowed students to learn through a hands-on and engaging approach.

As WES fifth grade students participated in the project, the hope was that they were actively involved in their learning processes. The project required students to collaborate to design and construct a garden system, produce crops, and take care of animals. The animals chosen for the STEM project were a rooster, General Tso (pictured standing at attention above), and baby chicks. Science time spent with these animals occurred when students learned about the stages of egg development and requirements of raising chickens. Also, WES students engaged in mathematics by converting U.S. standard units of measurement to metric units of measurements while exploring the weight and size of animals and measuring the space for the garden.

The ultimate goal of the STEM project at WES was to provide real-life experiences to students while making connections to the rigorous Tennessee academic standards. All faculty and staff were involved in making the learning activity a positive undertaking for the fifth grades students of WES!



Millersville Elementary and Family and Community Involvement

At **Millersville Elementary** (MES), it is believed that all students can meet high expectations. MES provides students with a safe, supporting, and motivating environment. Faculty and staff work collaboratively with family and community in school activities to create lifelong learners. The school is busy incorporating its mission throughout the building. Here is a quick glance of a few things happening at MES:



In October, music teacher, Mrs. White, received the *Farmer's Bank Teacher of the Month Award*. She is a model teacher who holds high expectations and creates a fun, positive learning environment for all students. This year, she worked with K-5 students on a Veterans Day Program. The men and women of the U.S. Coast Guard were invited to be school guests for this event. Mrs. White is also preparing K-5 students to perform in the annual Christmas sing-along program in December.

MES art teacher, Mrs. Orellana, works with her students on various art skills. She teaches students about artists and their paintings. She plans cross-curricular lessons to tie in math, science, reading, and cultural standards while she pushes students to create beautiful pieces of art. Mrs. Orellana also sends out a newsletter to parents to update them on what each grade is learning in art.



In January, MES will be starting an *Around the World Club*. This club is for students in third through fifth grades and will meet after school. In this club, students will have an opportunity to explore different aspects of culture from all over the world. MES students will examine and recreate art, learn about sports while participating in activities such as fútbol and karate, and have opportunities to prepare and sample traditional foods from

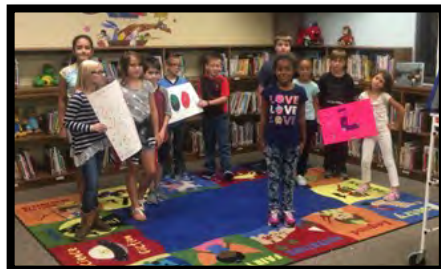
around the world. While the club is hosted by teachers, many parents and families are involved by creating artifact museums for the students to learn and explore. Parents also prepare traditional recipes and teach games. MES is thankful for such a diverse student body and for the opportunity to celebrate and learn from its families.



This year, Mrs. Couch and Ms. Gillingham, fourth grade teachers, created a school council at MES. Each classroom in grades 3-5 has two representatives on the council. Council representatives must do their best academically and set a good example for other students while following all school rules. They are held accountable to maintain these expectations. The council meets monthly to find ideas to better the school and community and determine what it means to be a good leader. This semester, the council has already brainstormed ideas for Spirit Days and hosted *Socktober* which collected 250 pairs of socks to donate to a local shelter. In addition, the council sells candy grams to raise money for a service project and makes



posters and signs for all school activities to increase student involvement. These students have lots of wonderful ideas and are very eager to serve. MES is proud of the council for helping to create future leaders of the world!



Looking Back—MES: Integrating Related Arts Leads to an Exciting Second Semester

Millersville Elementary School (MES) had an exciting second semester in SY 2015-16! Many related arts and regular education classroom teachers were using STEM lessons to promote the district's purpose and commitment for quality instruction.

Science Title Night consisted of nine activities from The Adventure Science Center.

Volunteers manned stations which included lessons from earthquakes to states of matter. Students participated in hands-on activities centered on nanoscience and engineering.

In art class, MES fifth grade students researched, enlarged, and used water colors to create the fluidity of a plant cell. They also did fossil research and created four replicas of fossils using salt dough and plaster. The students wrote short essays on the process of fossil making. First grade explored the characteristics and environment of giraffes. MES students worked on images of giraffes with implied texture and patterns and made backgrounds with mixed texture to create the illusion of tree foliage.

The entire student body prepared to sing and choreograph the song, *TN Ready Funk*, to the tune of the current hit, *Uptown Funk*. The MES percussion ensemble performed an Afro/Caribbean drumming piece and an African piece on bells from Zimbabwe. Many students were present to perform for families on Title Night in April.

Another learning event for MES fifth graders was rationing during WWI. This study involved a STEM lesson which covered heat energy in science. The students were responsible for charting and graphing cook time, changes, and temperature of their cakes. They had to add and subtract with fractions, as well as double and triple ingredients for the recipes. MES students used technology to find another recipe that was rationed and presented it to the class. Finally, the students viewed primary and secondary resources with the use of rationing stamps.



Station Camp Elementary and Music! Music! Music!



Anyone who has ever walked the halls of **Station Camp Elementary** (SCE) quickly found a school bustling with happy children as well as hard-working teachers and a caring, helpful administration and staff. SCE is a large school, but it prides itself as a school that does not feel large. In fact, it has a small school atmosphere of love and kindness. SCE has always been

and will always be a school filled with high achievers in both the student population as well as the staff. Yet, as the student and faculty pursue excellence, there is a team effort to attain educational goals.

One example of teamwork is the music department at SCE. Throughout the year as you walk the Related Arts hall, you may hear beautiful singing voices emerging from the music room, recorders playing a familiar tune, or drums and Orff instruments creating a wonderful Orff composition. You also may hear children naming the lines and spaces of the music staff, as well as naming whole notes, half notes, quarter notes, and eighth notes. You will even see children performing the Kodaly hand signals as they learn to read music and pat their knees to a steady beat to echo rhythm patterns. You will find children moving, dancing, or learning about composers.



You could find Mrs. Andrews, SCE music teacher, telling a story about history as she sings songs to complement it or relating math and science to music. Mrs. Andrews, believes strongly that her job is to be a feeder program for SCMS and SCHS in the theater, band, and choral music programs. Therefore, she strives to prepare students for musical and theater experiences. Music students are allowed to act, speak, sing, and play instruments. They are encouraged to experience auditioning and individual performance opportunities to grow in confidence

in their artistic skills. Mrs. Andrews strongly believes that music is a key element to the development of the whole child.

Music is an integral part of education at SCE. Each grade level is allowed to have a special musical performance. Often, the design of the program aligns with education objectives found in the general classroom.



Looking Back—SCE: Related Arts—An Extension of Each Classroom

At **Station Camp Elementary School (SCE)**, related arts time is more than just time outside of the classroom. It is an extension of the classroom. In this article, SCE related arts teachers share some of the great happenings in their programs from last year.



Computer/Technology Class—It was a busy year for *SCE's Computer Intelligence Agency*. The students learned the parts of a computer, general typing skills, passwords, the use of tools and shortcuts, following directions, mapping, programs such as PowerPoint, tool usage on MyON Reader, to avoid malware, to use and care for iPads, and coding. SCE students also had new and unique opportunity through a Google Classroom initiative. This initiative was a reflection of SCE's commitment to educate and empower students to expand and enrich their learning through the use of new technology. The Google Classroom enabled students to access, collaborate, create, share, and learn information as digital citizens. The opportunities were meaningful and extended beyond the time in technology class.

Physical Education Class—In physical education (P.E.), authentic learning experiences allowed students to be engaged in learning, to have opportunities to develop character, and to be prepared to contribute to the community. SCE faculty and staff believe the research that shows when people are active, they have a healthy body with fewer medical complications, have less stress and anxiety, have more confidence in themselves, and cognitive levels increase. Being physically active and learning a variety of skills will always be beneficial to the students of SCE as children and adults.



Art Class—A favorite art lesson with SCE second graders was in regard to the concepts of abstraction and cubism. The students were shown several examples of abstract art. All work had been simplified into forms like cubes, cones, and cylinders. Once the students were proficient with creating these shapes from paper, they assembled in groups. The group was given a 2D image that had to be "abstracted" into a 3D sculpture. Excitement was in the air as the students discussed the parts of the image and how to problem solve the challenge. A variety of solutions were discovered.

Library—The library was removed from the SCE related arts rotation during second semester last year to allow teachers to observe peers and share best practices throughout the building. This decision allowed the librarian to enhance ELA/writing

standards by collaborating with teachers to present lessons using the extended resources from the library. The library staff also hosted monthly grade-level sessions that engaged all students in novel studies, author visits, and other instructional activities. Those sessions allowed teachers to extend planning time for reflective discussions on issues, such as the depth of standards or analysis of common assessments. Students still had daily open checkout times to visit the library and choose "good fit" books to grow as readers.



Guild Elementary and the Tennessee Arts Academy

The **Guild Elementary** (GES) art teacher, Beth Moore, and music teacher, Adam Bush, visited the Tennessee Arts Academy at Belmont University this summer. Here are a few ways they have carried their experience into their classrooms.

Art Teacher Beth Moore

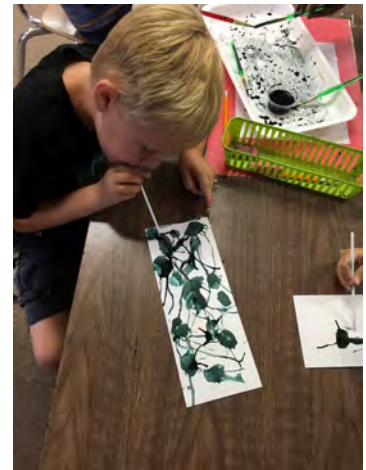
"I was excited to take the lessons and techniques I learned at Tennessee Arts Academy (TAA) at Belmont University and apply them to our multicultural art unit this year. One technique we learned at TAA was blown ink art. After experimenting with the technique to create my own art, I introduced it to our first graders who created amazing cherry blossom tree paintings for our Japanese Art study. I was blown away by how amazing these turned out, and I am so proud of our Guild Gators!"



The seahorse created at TAA



Clay Looney's finished piece



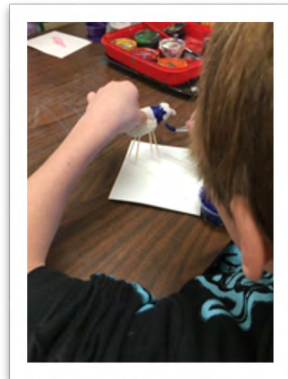
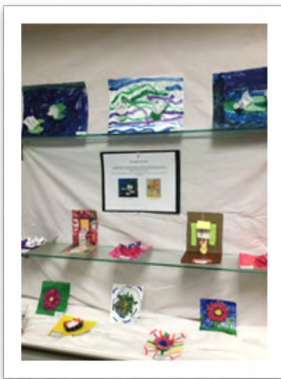
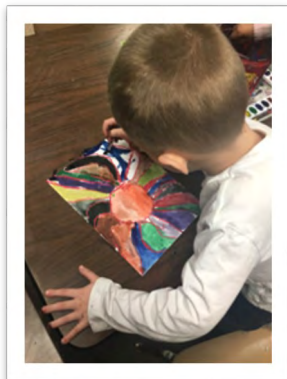
Logan in-progress art

Music Teacher, Adam Bush

Mr. Bush utilized methods learned in the TAA sessions, such as *Literacy in the Music Classroom*, by using reading methods in the music classroom. He also brought World Music (Interdisciplinary, Historical, and Cultural Connections) to the students' learning environment through music.



Looking Back—GES: Art and Music Support the Houses of Guild



Last year, Beth Moore, new art teacher at **Guild Elementary School (GES)**, shared, “During my first year at GES, I found a community that was welcoming and wanting the arts in their lives. Everyday has been a new adventure and a new discovery. We started the Guild Art Club, and I have seen a huge response! We have created fiber arts, built sculptures, made paintings, and collaborated with other schools in Sumner County. Both in the Guild Art Club and in our regular art class, I have seen students who are hungry for a challenge and are not afraid to make mistakes. I can’t wait to see what else these kids can do as we learn and grow together!”



Music at GES rocked with Adam Bush! He is the GES music teacher and was nominated for Grammy Music Educator of the Year by GES principal, Lance Taylor, and was Nashville Predators’ Teacher of the Month in February 2006. Also, the Gallatin Chamber organization awarded GES and Mr. Bush with a grant in 2015 to purchase new stage equipment.

Last year, the music program led by Mr. Bush offered a fourth and fifth grade choir of 50 voices, an Orff Ensemble with 14 students, introductory instruction on guitar for fifth grade, a K-5 Christmas concert, a fourth/fifth grade Halloween concert, and a K-5 talent show. Mr. Bush supported his fellow teachers by acting as the school technology coordinator (STS) for GES. In addition, Mr. Bush stayed involved in the community by

planning many of the musical activities presented by the city of Gallatin, being an active member of the City of Gallatin Enrichment committee, acting as director of Music at the Market, and being the technical director and children’s music coordinator at First Baptist-Gallatin.



Jack Anderson Elementary and the Cardboard Challenge

Students at **Jack Anderson Elementary** (JAE), a STEM certified school, took on *The Cardboard Challenge* on Friday, September 30, 2016. The students created and built their own arcade games. This idea was inspired by a young boy, Caine, who used his big imagination and creativity to build an arcade in his dad's auto parts shop. The students at JAE first brainstormed their projects and then illustrated them on paper. Next, each classroom worked in groups to complete and play their games. Skee ball, plinko, air hockey, and basketball are just a few of the arcade games constructed! The games were judged, and eighteen of the chosen games will appear in the 2017 JAE Spring Carnival.



Looking Back—JAE: Related Arts Enhances the STEM/STEAM Experience

Jack Anderson Elementary School (JAE) is focused on integrating STEM (science, technology, engineering, mathematics) into all areas of learning to support preparing students for the future. With the leadership of music teacher, Pam McCoy, and art teacher, Allison Ligon, STEAM (which adds arts to STEM) is an integral part of JAE students' lessons as well.

Last year in music classes, students in all grade levels were given opportunities to connect music with STEM. For example, JAE students performed the song, *Hot Cross Buns*, using water, beakers, and pencils while applying the knowledge they learned from science (volume and pitch) and music (pitch, high and low, reading rhythms, and performing on instruments).



Mrs. Ligon and JAE's wonderful community of parent volunteers created an art gallery in the main hallway of the school displaying the work of students in all grade levels. Parents visited the gallery through a "guided" tour using iPads and the *Aurasma* application. When visitors scanned an iPad over any work framed in purple, a video of a student or Mrs. Ligon played to describe the project and the process used to create the masterpiece.

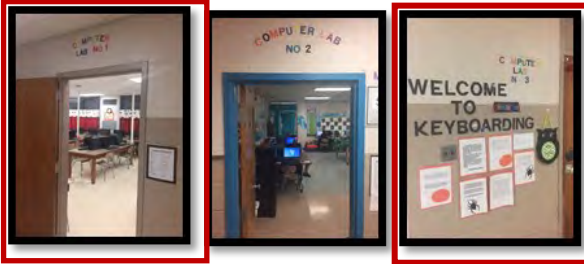
In a collaborative music and art effort, students in first and third grades created musical instruments. First graders created rain sticks in art class. Then, they played them in music class. Third graders made ocarinas (whistles) using clay and played them in music class to identify pitch. In fourth and fifth grades, students activated prior knowledge about potential and kinetic energy by creating abstract art with a painting pendulum.



By integrating STEAM into fine arts at JAE, students were able to participate in experiences that they may not have otherwise had. Students came to understand that STEM wasn't a stand-alone endeavor that only happens in the general classrooms, but it is incorporated in all aspects of learning and definitely enhanced by the arts!

Union Elementary, Computers, and STEM

Union Elementary (UES) STEM is committed to quality instruction for its students, and this is evident in many areas. One that is certainly thriving is the use of technology. The campus has a variety of opportunities for students and teachers. UES has three computer labs, an iMac cart, and four desktop computers per classroom. All teachers have laptops, and some even have an iMac Pro with six more on the way to replace the older laptops.



UES has not only one, nor two, but three computer labs! Each computer lab is equipped with 25 computers. Teachers have designated times throughout the week to use the labs for instruction opportunities. Those might be with Kahn Academy, Google Classroom, preparing for future computer testing, or research.. Any student learning time in the computer lab is time well spent toward their futures!

The newest technology purchase for UES is a cart filled with 30 iMac Pro computers. These will allow students better individual research opportunities while in the media center once a week. Kidz Zone, the afterschool program at UES, will also use them on a daily basis. These computers will help students have more individualized computer time. UES is really excited about this purchase!



Students at UES go to computer lab once a week. While there, they learn computer basics and keyboarding. Mrs. Crystal does a fabulous job teaching the computer skills students will need as they continue their education at UES and beyond.

Each UES classroom has four desktop computers that are used regularly during the day. They are a great addition to the daily centers' rotation.

At UES, everyone takes pride in their commitment to students and education!



Who wouldn't want to be a kindergarten student at this work station?!

Union Elementary is STEM Certified!

Union Elementary School (UES) is continuing its commitment to growing learners who are college & career ready through quality instruction, building a collaborative culture, strong leadership and the effective use of resources.



"Union taps into the natural curiosity kids have about the world around them."



"Our child has been driven academically beyond his comfort zone in a nurturing fashion."



Economic growth in the 21st century will be driven by our graduates' abilities to create ideas and translate them into innovative products and services. At UES, the world of STEM (science, technology, engineering, and mathematics) is a critical component for preparing students to be ready for college, career, and life. Inquiry and research skills are sharpened by:

- *bi-weekly scheduled activities in the STEM Education Collaboratory where all K-5 students engaged in real-world experiences through hands-on labs and coursework.

- *project-based learning throughout instruction with expanded focus on all areas of STEM. Faculty and students learn the Engineering Design Process (EIE) with a year-long collaboration.

- *World of Engineering events such as third grade science fair, STEM Maker stations, STEM clubs, Engineering Open House for families, STEM Career Day, Invention Convention competition, and Kindergarten STEM stations.

- *Farm-to-School gardening which provides cross-curricular learning opportunities through our school garden and greenhouse.

Parents can encourage further learning and growth by:

- *volunteering to be a weekly tutor.

- *assisting in science and engineering labs or helping with the school garden and greenhouse.

- *assisting your child in math through Kahn Academy.

- *serving as a guest speaker for events such as UES Career day.

- *reading with your child.

- *promoting educational experiences both inside and outside of the school day.



UES is providing students an integrated, thought-provoking, real-world education. It was difficult for team members to adhere to the review schedule because students were so engaged in learning that observers wanted to remain in the classrooms extra time to see what was going to happen next. Students are truly being empowered to drive their learning, accept responsibility and prepare for their futures. Congratulations to the school leader who envisioned this school ten years ago and to the Union community for achieving this certification. – Advanced STEM Certification Team

Looking Back—WFE: Related Arts Support for Preparing Students for the Future

Walton Ferry Elementary School (WFE) has a rich history of success and promotion of academic excellence in its students. WFE related arts teachers are dedicated to its students and the district's mission of quality education. This is evident through stimulating quality instruction that provides self-directed thinking and learning experiences for all. The related arts classes offer unique opportunities for students to master learning through fun and engaging activities. The classes are designed to allow students to grow as learners through physical education, technology, guidance, music, and art.



In WFE technology classes last year, Mrs. Nichelle Johnson had K-5 students write computer code! Students participated in the global campaign called “Hour of Code” that reached tens of millions of students in over 180 countries. Once the students of WFE completed their hour of coding, they earned a certificate of completion and participation.

Last year in physical education classes, Mrs. Alison Harris encouraged WFE students to use prior knowledge to maximize outcomes in activities. Students learned how to incorporate classroom curriculum into the physical activity of putt-putt golf. Students used golf putting instruction and scorekeeping strategies taught with previous bowling lessons. Continued focus on hand formation and body location helped the students be successful. Also, six golf holes were created by the students using design, imagination, and engineering skills. Students enjoyed this lesson because it combined the areas of problem-solving skills, chart reading skills, teamwork, and sportsmanship.

Whether WFE students were working collaboratively in their guidance activities or community service projects with Mrs. LaToya Newson, learning how to research and navigate through the shelves in the library with Ms. Gretta Smith, giving an outstanding winter musical performance with Mrs. Jonna Jenkins, or creating beautiful pieces of art to be displayed at Vol State with Ms. Jenny Major, the related arts teachers provided students with opportunities to synthesize their learning through tangible activities last year.

The skills that WFE students learned in related arts classes should be transferrable into college or career. Problem-solving, critical thinking, community service, collaboration, research, and sportsmanship were some of the skills that related arts teachers helped instill in students for all areas of life. WFE helped build a foundation of sound character that will guide students’ decisions throughout life. The bonus was that the students enjoyed it!



Looking Back—GWE: Benevolence and Related Arts



Last year, **George Whitten Elementary School (GWE)** students completed *Jump Rope for Heart* during their Related Arts and Physical Education (P.E.) periods. It was a schoolwide event which took place on Friday, March 4, 2016. *Jump Rope for Heart* provided the opportunity for children to perform community service and give back to others as they raised money for the American Heart Association. Each grade level participated.

GWE raised close to \$11,000 for the American Heart Association! This is the largest amount ever raised by the school during this event. The money raised helped fund potentially lifesaving research into heart and blood vessel diseases. It also supported the development of educational materials which teach the importance of heart health and staying fit.

The faculty and staff gave kudos to Pam Warden, GWE's P.E. teacher, for such tremendous effort and success with this event. Together, GWE provided lessons for the development of the whole child.



Looking Back—VSE: Related Arts Connects with the Core Curriculum



Vena Stuart Elementary School (VSE) and its related arts team made many life and school connections for students last year. Students made vocabulary connections between physical education and core content.



Third grade students learned about Ireland's geography and culture. Students took this knowledge of the Irish countryside and created a landscape with paint. Students also learned how to weave a tree for the landscape.



Last year, the newly-created Vena Stuart Choir gave outstanding performances at VSE Winter Program. Music classes allowed students to experience all aspects of music and to discover their talents and interests.

Looking Back--CRE: Related Arts Support for Preparing Students for the Future

Whether it is science in music class, math in P.E., or ELA in library, **Clyde Riggs Elementary School (CRE)** related arts classes are extensions of regular classroom learning. Related arts teachers at CRE work together and with classroom teachers to ensure students receive rigorous instruction to be successful academically. Along with their content instruction, the related arts team spends a great deal of time with students during RTT². The team serves as interventionists across multiple grade levels during this important time of teaching, re-teaching, and enrichment. As interventionists, team members also serve on the data team to assist in placement of students for tiered instruction. The intervention provided allows them to know individual students and their specific academic needs.

In looking back at last year, we find:

Guidance classes were about helping students become productive members of society. Ms. Erin, the former guidance counselor at CRE, used *Math in the Real World* lessons to connect math to everyday life. When students saw how math had an impact in their lives, they were more likely to grasp the concepts needed for success. From simple addition and subtraction to multi-step multiplication and division word problems, students were tasked with completing various activities with regard to math in the marketplace. The activities were structured for students to gain understanding and reinforcement for the importance of math in their lives. Ms. White, the new counselor, will continue these life connection lessons.

Music was at the heart of all lessons taught by the music teacher, Mrs. Granlund. However, she pushed past the exclusive boundaries of music and music history. Mrs. Granlund turned lessons about pitch and volume into science lessons that were applied to other aspects of learning. She had CRE students work together in small groups to form hypotheses and test experiments about instruments and their pitch and volume variances. Experiments involved the use of items such as glasses and varying levels of water to make sounds. Students were fascinated by the teacher's ability to play sounds on glasses! The goal to reinforce scientific methods on pitch and volume was accomplished through musical exploration.

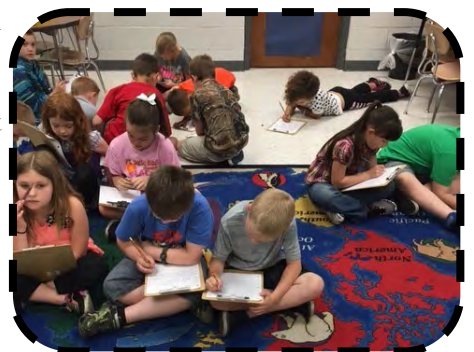
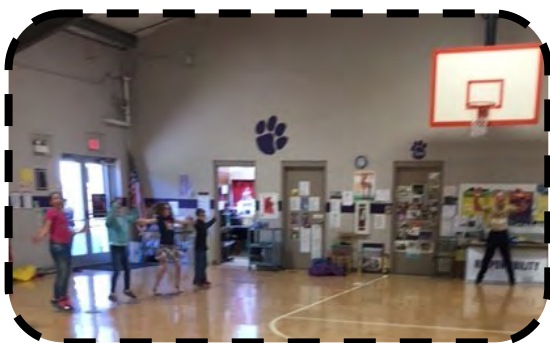
The librarian at CRE, Mrs. Greer, worked to support ELA standards at all grade levels. Along with structured library lessons, she incorporated standards-aligned activities. CRE third grade classes spent time researching and reading books about birds and writing poetry from the work. The poems were composed using specific parts of speech that aligned with the standards being studied. Third grade students were engaged and enthusiastic while involved in this activity.

As the P.E. teacher at CRE, Coach Kirby's goal was to get the students moving and teach them about a healthy and safe lifestyle. While facilitating student learning, he also incorporated math into instruction. Whether it was reciting math facts while jumping rope, making angles with arms while stretching, using multiplication tables to count while exercising, or skip counting with jumping jacks, Coach Kirby had the students in a constant mode of learning. Students took these math skills back to the classroom and applied them in the academic setting to help complete their work.

Mrs. Rapphun, art teacher, guided students to draw, paint, and create many wonderful projects throughout the year. One painting project involved tropical fish. While this lesson did end with the creation of beautifully colored fish, Mrs. Rapphun extended learning to a more in-depth science lesson. For the students to have a true understanding of tropical fish, she presented the students with numerous facts from the eating habits of the fish to their anatomy. Students took away more than a pretty picture from this lesson; they also left with scientific knowledge.

Along with the classroom teachers, the related arts team at CRE supported students in multiple ways for learning. They were all committed to helping students be successful in future classrooms and

careers. By aligning classroom instruction to content standards in all areas, related arts teachers proved to be an invaluable part of the CRE learning community.



LPE: Facilitating Learning through Quality Instruction in the Fine Arts Program

At **Lakeside Park Elementary School (LPE)**, the fine arts program offers the opportunity to teach many concepts embedded in real-life application and to engage all students at different levels. Instructional practices in music education support and enhance other disciplines across the curriculum. Folk dancing teaches basic concepts of rhythm, repetition, sequencing, patterning, predictability, anticipation, musical cues, auditory discrimination, and counting. It is multicultural—exposing students to dances from around the world, dances representing different historical times, and showing how cultures and people can be connected.

In addition, folk dance supports student learning in the classroom and across the curriculum by providing an avenue for exploring language arts, math, critical thinking, creativity, and social studies. Folk dance lends itself to a wide variety of curricular activities, projects, and units. It is a wonderful way to introduce students to the world's rich diversity, to teach the enjoyment of dance, and to begin a lifelong habit of social enjoyment and physical activity.



BES: A Collaborative Classroom is the Key

Reading, writing and arithmetic are just the beginning . . . **Beech Elementary School (BES)** understands that core subjects are the centerpiece of a challenging academic program. However, BES also knows that some children learn best by seeing, others by listening, and many by doing or touching. That is why BES considers the special subjects of art, music, physical education, and library to be as important to a child's education as the core subjects.

BES classroom teachers believe that collaboration with its related arts team helps students build scaffolding for future lessons and translate learning outside the textbook. Jill Olund, third grade teacher, said, "When we collaborate with music, art, and library, we are giving kids more pegs to attach their knowledge to." Mary Riley, another third grade teacher, added, "When you collaborate, it shows the students we are all on the same team."

Mrs. Sarah Haston, BES art teacher, recalled a last year's unit that she collaborated on with the school librarian, Ms. Erin Oakes. She shared, "Third grade was studying state symbols of Tennessee (e.g., iris, mockingbird, tulip poplar tree). Given that BES has an environment of collaboration, I was able to go to Mrs. Oakes and discuss how we could help third graders with this lesson." In this case, their collaboration resulted in an art lesson where students made flip books from recycled paper. BES students then worked on researching state symbols in library class and wrote a haiku about a chosen state symbol. One of the flip books was showcased at the countywide art show at Volunteer State Community College. This project connected fine arts, science, and poetry for a final learning product.

BES stakeholders know that a professional culture requires teachers who are willing to share, support, and explore together. Developing a collaborative culture will result in reducing teacher attrition, improving student learning, and creating the type of school that everyone searches for when they decide to become an educator. BES is proud to be one of those types!



BPE: Related Arts Team Promotes Academic Proficiency

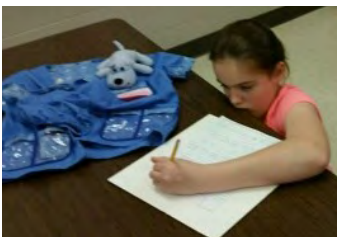
Bethpage Elementary School (BPE) has an outstanding group of related arts teachers which includes a computer instructor funded by its PTO. Each program contributes to student learning and TNReady preparedness. All BPE related arts teachers were delighted to share about their roles with students for this article.

The library program is a great attribute for preparing students academically. For grades 3-5, the librarian reinforces ELA skills. Materials are used from various sources, but they must be core developed. Reading is the foundation on which all learning is based, and BPE's librarian promotes programs to build that base. Accelerated Reader 360 is one resource used. Many nonfiction books have been added to the library collection. Also, the librarian has DVDs on topics in social studies, science, and math available to teachers to enhance the instruction.



The goal of the visual arts program at BPE is to bring interest and excitement to students by encouraging the connection of art to real life in hopes of preparing them for the future in meaningful ways. The art teacher at BPE uses interdisciplinary strategies that incorporate visual arts standards with academic state standards. The teacher and school's beliefs are that achievement in the visual arts helps to cultivate and support essential skills, such as problem-solving, creative thinking, collaboration, teamwork, and effective communication. The visual arts also help to promote visualization, time management, cultural awareness, and social responsibility while building self-confidence in students and boosting the development of lifelong learning habits.

Weekly guidance classes at BPE promote concepts to prepare the whole child and to support learning. Self-respect is a concept that guides students to take care of their personal needs, such as eating a healthy diet, creating a balance of work, play, and rest, engaging in proper personal hygiene, and developing personal safety. Healthy self-esteem produces work ethics, such as goal setting, perseverance, and self-control, that promote success. Decision-making is a concept that promotes problem-solving, eliminating choices that produce negative outcomes, and the use of prior knowledge. BPE students are taught social skills by referencing historical documents, such as the Declaration of Independence and the Emancipation Proclamation, that produced solving models. Writing activities and questioning are planned to encourage communication skills as well.



Music is not a core subject that is tested, but BPE's music teacher knows that all academic standards may still be integrated into music lessons. The students at BPE examine music, instruments, and composers from around the world and various periods in history. Science is explored through the study of sound waves and vibrations. Counting rhythms allows the students to delve into the world of math and fractions. Finally, close reads occur when reading text about music or examining a piece of music.

The computer lab supplements classroom instruction with a focus on Study Island and MICA tasks. Study Island places an emphasis on all core subjects while MICA provides examples of the types of rigorous questions that will be encountered on state assessments. A positive for BPE's students is that the PTO-funded teacher has a degree in English, and it is beneficial to the writing composition work done by students through writing prompts. Keyboarding and the use of Microsoft Word are facilitated in the lab as well. By using all of these resources, BPE works to achieve the goal that all lessons taught in the lab are rooted within the standards across content area and relate to materials necessary for student success.



Bethpage Elementary (continued)



Physical education (P.E.) has the luxury of being able to combine many aspects of math and science into its curriculum with occasional writing activities. For example, one third grade math standard requires students to measure area by counting unit squares (square centimeters, meters, square meters, square inches, square feet, and improvised units. This standard is taught effectively in P.E through the use of the gym floor and its units. Another example of interdisciplinary study occurs with a fifth grade science standard which necessitates that a student can explain the relationship between mass, force, and distance. Tug-o-war is the perfect P.E. activity to teach this standard with the understanding that the force a team applies leads to the more distance they will move

the opposing team. Writing and critical thinking are used when students explore activities, analyze data, and share what they have learned through written expression.

The related arts teachers at BPE work together as a team to ensure a quality education for and academic proficiency in all students. Through related arts teamwork, together and with the other teachers of the school, excellence occurs and is rewarded at BPE.



WHE: Preparing Students for the Future through the Related Arts Program

At **Watt Hardison Elementary School (WHE)**, everyone is focused on preparing students to be college and career ready. WHE students learn to be physically, socially, and emotionally healthy; to develop physical fitness; to love reading; to be adept at researching; to be able to read music and connect the music to math; to solve problems; and to creatively express themselves. Related arts teachers at WHE incorporate TN State Standards into their curriculums and have the students write on a regular basis. WHE loves its students and does everything possible to prepare them for bright futures!



BBE: Related Arts and Commitment to Student Learning

The curriculum and instruction of the related arts team at **Benny Bills Elementary School (BBE)** aligns with the district's commitment for quality instruction. These teachers have dedicated themselves to truly focusing on standards that assist the school with comprehension, TNReady preparation, and student learning. **BBE Related Arts Team** directly impact students' future welfare and success in varying degrees.

The music program at **BBE** allows students to present talents in many forms. Chorus, percussion groups, xylophone groups, and other activities provide students with opportunities to demonstrate their abilities and allow fresh outlets for the learning engagement. **BBE's** music department consistently incorporates core curriculum standards to assist with TNReady preparation and grade level success.

The physical education (P.E.) department at **BBE** validates that related arts programs support the goal of college/career readiness even at the elementary level. The P.E. staff regularly teaches the school population to solve problems and make decisions through a plethora of techniques. The P.E. instructors utilize games, dance, movement, directions, and other activities for learners to identify the influences and resources that



help form personal goals and life values. Purposeful planning in the area of physical education allows students to be cognitive of exercise, fitness, and health strategies to implement daily and in their futures.

All of the fine arts and related arts staff at **BBE** are valiant in their efforts to teach students. The team creates a huge impact on student learning by tapping into different aspects of learners' cognitive abilities. **BBE** has related arts staff members who use varying instructional techniques and Tennessee state standards to demonstrate how their respective specialty areas connect with the school district, community, and faculty's reasons for devotion and distinct instruction.

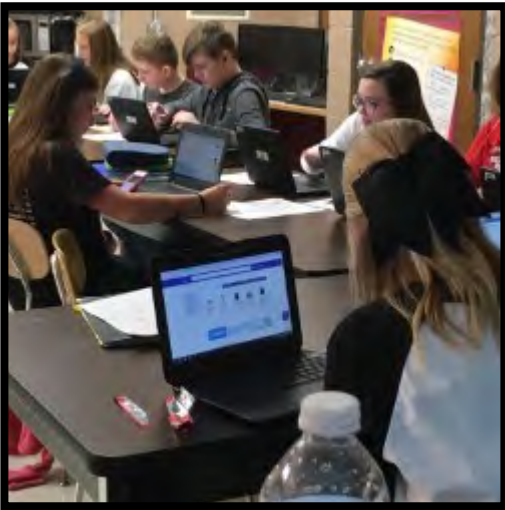


Hawkins Middle Prepares Students for the Future

At **Hawkins Middle** (HMS), related arts is preparing students for the future in many exciting ways! Every student rotates through the program each year. The HMS program is a series of classes that last nine weeks in length and involve technology, art, physical health, music, social health, band, and computers.

In order to prepare HMS students for the real world and the future, each class uses technology regularly. The school's Chromebooks and iPads are used in P.E. to help students track fitness goals and keep track of themselves on various applications. Technology is utilized also in the art department for graphic design and opportunities for students to research careers that require art experience. One example of this is art being used to assist healing in PTSD (Post Traumatic Stress Disorder) victims.

HMS students use technology in social health class for apps to research budgeting, careers, and areas such as the cost of raising a child. Computer class enlightens students on the latest internet safety and on how to make career PowerPoint presentations. In music classes at HMS, students use Google Classroom to work collaboratively on assignments. Chorus classes use an online program called *Sight Reading Factory* to help assess students individually and to assist them in building an online portfolio of "work." HMS loves using the latest technology in all classes and is excited about what the future holds for its students.



TEACHING WITH
TECHNOLOGY



Looking Back—HMS: Related Arts Team Provides and Supports Quality Instruction



Last year, **Hawkins Middle School (HMS)** offered its students a wide variety of related arts, CTE, diversified technology, and computer/keyboarding classes. Through these courses, **HMS** supported preparing students for the future in many ways. Sumner County Schools and **HMS** had a mission and commitment to grow learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership. Validation of the ways that **HMS** aligned the aforementioned support areas with the purpose for quality instruction were demonstrated in the following manners:

Computer/social health classes allowed **HMS** students to take computer surveys that matched them with a career based on their strengths. The students then explored careers in their matched fields and presented detailed findings to their classmates. **HMS** students enjoyed discovering their strengths that lead to excitement for future college and career experiences.

The diversified technology classes at **HMS** helped prepare students for possible careers in engineering or technology. While working on creative projects, students loved the kinesthetic learning style in the course which led to amazing results.

Through art classes, students were exposed to and inspired by many different forms of art on a daily basis. This was evident as one walked the hallways of **HMS** and saw student work on display.

HMS music and choral departments opened students' eyes to the world of melody and song. Dabbling in music history, cultural connections, and various rhythms helped curious students take steps toward a possible career in the music industry.

Also, physical health/education classes prepared **HMS** students for the future by teaching lifelong health habits. The understanding of exercise and movement for well-being and enjoyment will reap benefits for the students throughout their lives.

At **HMS**, the faculty and staff are extremely proud of the related arts department. **HMS** stakeholders know that related arts classes allow experiential learning and afford students with opportunities to excel in their areas of interest. Immediate student fulfillment in preparation for life decisions is the result that **HMS** plans for and achieves!

Portland West Middle: Preparing, Working, Mastering, and Succeeding!

The old saying goes that it takes a village to raise a child. At **Portland West Middle (PWMS)**, this is especially true concerning student success. While English Language Arts (ELA), math, science and social studies courses prepare students for academic achievement, related arts classes provide the foundational support to develop the whole child. Art, music, chorus, and band provide artistic outlets for huge numbers of students, while classes in social health, health, and P.E. promote physical and emotional well-being. And how could students even think about functioning in the current world without expert computer skills?! Equipped with highly-qualified teachers, needed technology, and strong curriculums, the PWMS related arts courses support students in exploring a variety of areas to see what they enjoy. This important piece of self-discovery in a safe environment allows students to truly master and succeed at school and in life!

But wait, there is more! The related arts teachers at PWMS also support specific academic success in math and reading through collaboratively-planned enrichment units infused with physical activity to get both the brain and the body working. These teachers are experts in their chosen fields, but also guide students even further in the academic areas of math and reading. Monthly team meetings are held to discuss student progress, units of study, and to brainstorm ways to improve. A harder working group of teachers would be hard to find!

So, if your child wants to learn how to eat healthy, sing a song, play an instrument, create an artistic piece, play a sport, win or lose with a good attitude, stay healthy, explore a career, or even just get along with others – related arts is where the action is at PWMS! It's in the name!

Really

Enthusiastic

Leaders

And

Talented

Educators

Deliberately

Advancing

Rigorous

Training for

Students



Looking Back—PWMS: Related Arts Teachers Up for the Challenges!

Portland West Middle School (PWMS) related arts classes are the icing on the cake, the cheese on the cracker, and the cherry on the top of the sundae! Art, music, band, physical education, computer, social science, and health are fun and naturally support academic subjects through activities such as those that develop fine and gross motor skills, measurement application, decoding, and everyday computer ability facilitation. Of course, the outstanding PWMS related arts teachers are a huge reason for success in the challenge of effective integration of related arts and the core curriculum. The team uses strategies for academic support which include math and English bell ringers, lessons revolving around all core subjects, and student interaction with hands-on technology. Art projects that begin with writing prompts which enhance art and support higher order thinking are one instance of this valuable collaboration.

An outstanding example of an art lesson from last year in which PWMS students used color and form to understand math was the icosahedron art project. The twenty-sided figure assisted student mastery in geometry and supported the elements of art and principles of design. Geometrically-challenged students often had an “aha” moment when they built and touched an icosahedron net versus staring at disconnected, abstract lines. Suddenly, it all made sense! An integration for the lesson was the use of geometry basics and the origin of the words, polyhedron and icosahedron, which touch on Greek roots. The finishing touch to the project was a math and language lesson that culminated in a beautiful art piece that relied on color and pattern for its WOW factor!

In addition, the project meets the requirements of visual arts standard six which states students will make connections between visual arts and other disciplines AND supports geometry standards. To see why PWMS related arts classes really are “all that”, visit <http://learningideasgradesk-8.blogspot.com/2011/11/geometry-making-paper-plate-icosahedron.html> for directions on the project.



Exit Realty Art Show Winners



White House Middle and New Clubs for Students

White House Middle (WHMS) is making an effort to diversify in numerous ways, so all students can be involved. Mr. Mark Mills, the new principal, has encouraged faculty and staff to offer activities and clubs for every student. These opportunities are for any student who wishes to explore other avenues of learning outside of the normal sports and music classes. These clubs allow every student to feel a sense of ownership and pride for his/her school.

WHMS is the only school in Sumner County that services grades 5-8. WHMS takes great delight in the faculty and staff's dedication and the opportunities provided to all students to promote involvement, team building, and lifelong learning.

Robotics Club

The Robotics Club meets every Tuesday. Students are learning the mechanics of robotical engineering as they compete to solve specific problems. The robot will have the ability to grasp objects, toss objects, hi-hang, and provide offense/defense. The WHMS team is competing on the high school level. The first competition was the last weekend of October.



Other Clubs

WHMS also offers other clubs, such as Asian Cultures Club, Book Club, Chess Club, FCA Student-led Bible Study, Improv, and Renaissance Learning.

Craft Club

This club is open to all WHMS students. They meet once a month to make crafts and provide service opportunities for the school. Recently, members sold candy grams that students or teachers purchased for gifts. Craft Club is looking to provide some community service projects in the future.



Ukulele Club

This club meets once a week. Students are slowly learning to play this unique instrument.



WHMS is off to a great start for SY 2016-17! All are excited for the many activities that are here and are coming!!

Art
Class
PBL-
"Post
It"
Project



Looking Back—WHMS: Creativity Abounds in Related Arts Classes

White House Middle School (WHMS) fine arts and technology classes engaged in many activities last year that aligned with the school/district's purpose, encouraged learning, and were enjoyable to students.

WHMS computer science classes used an online program, *Scratch*, to introduce students to the world of coding. With *Scratch*, students programmed their interactive stories, games, and animations. They were also able to share their creations with others in an online community. *Scratch* helped young people learn to think creatively, reason systematically, and work collaboratively which are essential skills for college and career readiness. Experience the program here: <http://Scratch.mit.edu>.

Chorus classes at WHMS participated in performances, such as the *Spring Pop Concert*. Last year's concert featured songs from the 1960s and 1970s. The lyrics of some of the songs reflect the climate of the nation during those eras. The songs opened a dialogue of how society has evolved over decades, which led to rich discussion in the classroom.

Last academic year, band classes incorporated music theory into all three grade levels (sixth, seventh, and eighth) of band instruction. The reasoning for this structure of learning was to facilitate the process of creative thought over time. The plan contributed to overall readiness for skill development with the WHMS band students.

Diversified technology students worked collaboratively to finish projects in the modules of aviation and robotics. The projects supported the project-based learning strategies that all SCS middle schools utilized.

Art classes created Claymation projects. Each group created a theme for a stop-motion movie that told a short story. After an idea was decided upon by the students, they designed clay figures, built a set, and filmed a movie using the application, *Stikbot*. Once the movie was produced, the students designed a movie trailer that was presented to the class along with the premier of the movie.



Portland East Middle—Art & Elections: Self-Expression through Vote and the Pen Stroke

The 2016-17 school year has already offered students at **Portland East Middle School (PEMS)** many opportunities to demonstrate their artistic abilities and participate in real-world exercises that will be immensely valuable later in life. Eighth grade students at PEMS organized a PEMS Mock Election Project-Based Learning (PBL) activity for the 2016 presidential campaign with an extensive voter registration process that mimics the one performed when they reach voting age. Similarly, exciting, new opportunities through exploratory classes have developed their artistic selves through drawing, of creation. Both of the idea of self-ballot and the brush.

Ms. Betty Jo Kepley facilitate the mock desire to make the life as possible. Ms. this was our eighth signment was for what really goes on in to think about how we own school. PEMS stu- of having voter cards, photo IDs (which were using information like room class to really to life.” After receiving students could partici-

until the day of the mock election, which was held on November 4th. Students had to vote between classes and present their voter ID cards in order to cast their ballots. Some of Ms. Kepley’s students were also the “poll workers” and had to check the voter registration, verify information, and guide people to the ballot boxes. These students even had their own shirts made to show their official positions! Overall, the mock election exercise was a great success with many students participating and being engaged in this presidential election cycle. Students also learned how the real-world process of voting works.

Not only were students able to express themselves through their vote for president, students have also been demonstrating their creative talents through exploratory art class with Mrs. Perri Piercey. Mrs. Piercey states that the intention of the class is to be an introduction to art to prepare students for the high school level. “We explore the basics of art by covering the six elements of design and have been focusing on students using dry media to create their work. We mainly use pencil, pen, colored pencils, and pastels.” Mrs. Piercey also disclosed an upcoming project for her class, which is a gift to the PEMS faculty. She said, “We are currently working on creating an adult coloring book for the entire faculty, so each student is responsible for designing a page. We’re very excited about it!” Students at PEMS are learning from an excellent teacher of art, Mrs. Piercey, who is a wonderful example of a lifelong learner and performer of that craft.

So far, school year 2016-17 has given students at PEMS important avenues through which to express themselves, whether politically through casting a ballot or artistically through pencil shades on paper. All are excited to see how the rest of this school year will afford students more self-actualizing experiences to better understand and experience the world around them!



allowed students to skills and express them- pastels, and other media these activities focus on expression through the

helped organize and election, and it was her process as true to real Kepley stated, “Since grade PBL, my first as- students to research the voting process and can adapt that to our dents generated the idea registration forms, and made at school), while name, grade, and home- make it seem more true their photo ID cards, pate in early voting up

Looking Back—Picking up STEAM: The Impact of the Arts, CTE, and STEM at PEMS

At **Portland East Middle School (PEMS)** last year, students looked on in amazement while the administrators and a few teachers on their planning period gathered in one class to watch Mr. Ales Dvorak's miniature steam engine power a replica factory—a lesson, in brief, on both history and the power of innovation. Mr. Dvorak, the SEARCH teacher at PEMS, cranked the tiny handle on this machine as the gears and wheels began to spin and turn, and students observed the intersection between science, engineering, and history. Like Mr. Dvorak's little factory, PEMS was also powered by STEAM—Science, Technology, Engineering, Arts, and Math. That “STEAM” was used to provide PEMS students with an education that will make them, not only college and career ready, but also analytical thinkers and creative innovators.

Watching with anxious and bated breath, students in Ms. Betty Jo Kepley's class hoped their roller coaster projects, constructed of plastic straws, tape, and other materials, were a success. Ms. Kepley's STEM/Keyboarding class was another example of the connection between employable skills and technological knowledge. This CTE course focused on problem-solving activities, research, the usage of math and science, and typing skills in order to ensure that students were prepared for the rigors of a college or technical education and for acquiring a successful and productive career. Mrs. Jennifer Estes' social health class likewise focused on career readiness and the social skills necessary to be a good and informed citizen. Her classes learned about finance and money management, how to find careers which were conducive to their skills and interests, and how they should handle getting a job as a teenager. At PEMS, great emphasis was placed on students finishing their education, and statistics concerning the large difference in salaries between graduates and dropouts were used to illustrate the importance of graduating high school and pursuing higher education. This was a brief snapshot of some of the work that PEMS emphasized in STEM and CTE courses last year to improve students' education and lives.

The fine arts were also a cog in the well-oiled machine (PEMS) in preparing students for the future with Mr. Jim Geiger's band program and the theatre arts courses taught by Mr. J. Kyle Roberts. Mr. Geiger's band program instilled 21st century skills, problem-solving, teamwork, self-discipline, commitment, and helped boost self-esteem in students. New concepts were immediately assessed after instruction through the performance-based measures prevalent in Mr. Geiger's class. “Band is about enjoying the journey, not just the final product,” Mr. Geiger state in a voice as thoughtful as his teaching. “We play music to make music, not just get to the end.”

Mr. Roberts' theater arts program at PEMS was also focused on enhancing the creative abilities of students and giving them an outlet for their own personal expression and self-actualization. Since Mr. Roberts also has a degree in philosophy and values critical and analytical thinking, he placed great emphasis on how art and one's world view reciprocally influence and shape one another. The art participated in, whether through theatre, film, music, literature, or other media, shapes what many think to be true, right, and valuable in the world. Theatre also helped students develop public speaking skills and interpersonal communication. At PEMS, the STEM, CTE, and fine arts courses were and are helping to power the STEAM engine for the future.



Rucker Stewart Middle and Fuel Up to Play 60

This semester, **Rucker Stewart Middle (RSMS)** was awarded a grant to help encourage youth to lead healthier lives. The National Dairy Council and NFL teamed up to help schools make healthy changes. The more active students are, the more attentive and well-behaved they are in the classroom. School ambassadors were chosen to help lead the way through encouragement and collaboration that should make a healthy impact at RSMS.



RSMS will incorporate and promote a strong student foundation with committed educators and built-in activity time for students daily. The social health classes will continue to teach how to make healthy eating choices for life. The grant money will help buy P.E. equipment for the students to use. Students will be encouraged to use the *Fuel Up* application for healthy competition and challenges and to be awarded points to win Titans gear and prizes.

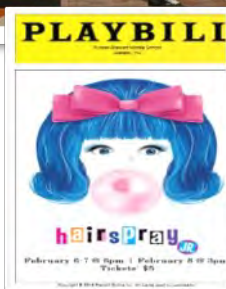


Looking Back—RSMS: Finding a Direction for a Brighter Future through Related Arts

Last spring, **Rucker Stewart Middle School (RSMS)** had the opportunity to showcase student talent with the performance of two Broadway hit musicals, *Hairspray Jr.* and *Xanadu*, directed by Brenna Fitzgerald. Both shows turned out a packed house and were loved by the community. The performances opened doors for RSMS students to sing and act in front of crowds of people. Many of the performers look forward to joining theater and choral programs in high school. Some also hope to make a career out of performing.

The STEM program at RSMS was new last year and made an impact with students. It promoted creativity and let students use math, science, and reasoning as they learned. Hands-on projects occurred with project-based learning activities. RSMS's STEM teacher collaborated with science and math teachers to align curriculums. In addition, the school hosted a STEM Expo for its second year. Students were required to create a helpful invention that could make a difference in life and their futures. Several students next competed in the state competition at MTSU.

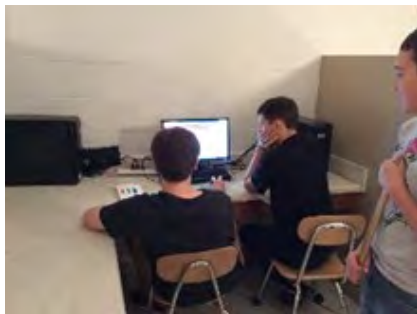
Related arts (band, chorus, art, and teen living) offered unique experiences and opportunities for understanding that students might not gain through other subjects. Practice, memorization, and engagement in open discussions helped students learn to balance their time and focus on success in the general curriculum. Thinking outside the box, the ability to seek varied answers, and staying actively engaged were a few of the skills and understandings that students gain through related arts classes. Those classes helped individuals find a sense of purpose and direction for a brighter future.



Shafer Middle and an Enhanced Learning Environment

The focus of related arts classes at **Shafer Middle** (SMS) is to support current curriculum guidelines enabling students to receive the best education possible. Related arts classes help students become well-rounded, productive citizens.

In social health, students learn the importance of recognizing and avoiding gang activity. SRO Scott Hobbs lends a hand by explaining the ramifications of participating in gang activity.



Students in the inventions class at SMS use the computer to research various careers based on the student's skills and desires. This allows the students to understand the education requirements and long term benefits of their desired careers. Students are encouraged to evaluate their current educational path and make changes needed to achieve their dreams and goals.



When there are problems with student behavior and student cooperation, school counselors come to the classroom and teach appropriate lessons. This enables the teacher to better manage time with these struggling students.



Related arts teachers, as well as classroom teachers, have issued a *Forty Book Challenge* to all SMS students. In order for students to



accomplish reading 40 books this school year, students are allowed to come to the library to check out books during lunch or recess, before school, or throughout the day. As a class, students come to the library bi-weekly to check out books and to relax and read. Everyone, including the librarian, takes 20 minutes out of their busy day to sit and enjoy reading. Due to this, circulation of library books has more than doubled this year.

In music, students prepare for their upcoming chorus concert. Mr. Daugherty's passion for music is passed on to students through band and chorus. As research indicates, learning music improves student performance.



To enhance student knowledge of cooking skills and to promote a healthy lifestyle, Mrs. Neville and Mrs. Hogan started a culinary club this school year. Members are taught basic cooking skills and concepts during the bi-weekly meetings. To further promote a healthy lifestyle, SMS faculty, staff, students, and Student Council participated in *Walk Across Sumner*. The goal for all related arts classes at SMS is to enhance the learning environment for all students.



Looking Back—SMS: A Related Arts Team Committed to Excellence



Related arts classes at **Shafer Middle School (SMS)** are committed to assisting students in receiving the best education possible. The teachers of the related arts classes help students become well-rounded, productive citizens.

Last year in the SMS Family and Consumer Science Class, students learned CPR. Students also learned to balance eating, sleeping, and physical activity in order to lead a healthy life. With the support of the Tennessee Credit Union, students learned the importance of personal money management.

SMS students in diversified technology used many tools to design and create concepts focused on invention and innovative thinking. Students were encouraged to use their critical thinking skills to make discoveries that might help others.



SMS promoted in-depth studies of originality and creativity in all areas of learning. Students in art classes were encouraged to explore art from various cultures of the world. Students then used imaginative thinking skills to design a project that showed influence by the culture they choose to study.

The library used time with ELA classes for book checkout and to teach research skills in both digital and print formats. Students were taught those skills in an effort to create 21st century learners. Using technology to assess student learning made the process more enjoyable for the student and allowed for assessment in a timely fashion.



In the past and present, both the teachers and administration of SMS are committed to providing the best instruction and learning environment for students. This makes SMS a great place to learn, teach, and grow for all SMS stakeholders!



Knox Doss Middle at Drakes Creek and Student Career Preparation

Knox Doss Middle (KDDC) Related Arts teachers make sure that they are doing things in their classrooms to look for ways to prepare students for the future and support the core content areas. For example, the eighth grade Project-Based Learning (PBL) activity at KDDC focused on something that students could relate to real-world situations this semester. The focus was the upcoming election.

The related arts team stepped up to help out. Art classes worked on campaign signs to promote the upcoming mock election. The library and gifted classes partnered to get ballots ready for classrooms, which were given two states that students needed to represent. Once the votes were cast, the gifted classes counted and created a visual that showed what candidate led each state. This project definitely supports KDDC's vision of "A vision, a statement of beliefs, and a mission that provides a focus for improving the performance of both the student and the school."



Another way that related arts at KDDC is supportive in preparing students is through a focus on careers in health classes. The students are asked to think about career choices, and then, to focus on those choices. They are asked to give a description of the choice, determine what high school classes might pertain to the career, and investigate how many years of college/vocational training they might need, as well as what type of licensure or degree is needed. Lastly, they are asked to learn about the career's yearly salary and hours per week they may need to work. This is a great way to prepare the students for the future because they are researching areas of career interest, learning about those careers, and asking questions that will come in handy when they begin the eighth grade PBL for the spring and further exploration into career opportunities.

In addition, keyboarding and technology teachers at KDDC are constantly working with students to be tech-savvy. Students are required to learn to utilize a keyboard (no "pecking" at the keys for KDDC!), as well as learn about various computer programs and design. The related arts teachers work hard to support the school's mission, vision, core content, and to help the students be prepared for high school and whatever the future holds!



Looking Back—KDDC: Related Arts Team meets the Challenge

At **Knox Doss Middle School (KDDC)**, related arts teachers work earnestly to facilitate learning concepts within their classes. The charge is to expose students to band, chorus, art, technology, keyboarding, physical education, and health.

Last year in KDDC art classes, the students took part in creating an amazing mural made with masking tape. The students were asked to "draw with tape", focus on lines, and determine how to create curves with the linear material. There were several students that participated in the 40th Annual Best of Summer County Students Art Exhibit hosted by The Hendersonville Arts Council. The artwork was judged by Paul Polycarpou, editor of *Nashville Arts Magazine*. KDDC students took first place in three out of four categories.



In technology classes, the students had a plethora of exciting, informative, and fun stuff to do. Students were encouraged to use STEM learning strategies which allowed them to expand upon problem solving and critical thinking skills. The ability to thoughtfully think through what they wanted to build, research it within the Internet, design it using pencil and paper, and then actually engineer it by building the structure, made all the difference in how these students perceive tasks and problems. They developed the tools to address any issue presented to them while finding multiple solutions!



Throughout the year, KDDC sixth graders took part in work on a K'Nex ball machine. These students helped build and design new parts to add to the machine. Through this project, they learned about kinetic and potential energy and used this knowledge to explore how roller coasters work. The work with K'Nex allowed them to do simulations, as well as small scale creations of roller coasters. It also provided a challenge for the students to improve on the ball machine.



The seventh graders at KDDC also had multiple experiences in technology class with innovation and building. The initial assignment was to develop a Lego car that could descend a ramp and exceed a specific distance by a minimum percentage.

This led students to more math and science work, such as calculating both average speed in miles per hour and Lego scale speed. Students learned troubleshooting and to solve problems early to prepare for more complex tasks, which included popsicle stick catapults that launched a minimum of 20 feet and toothpick bridges that held a minimum of five pounds!

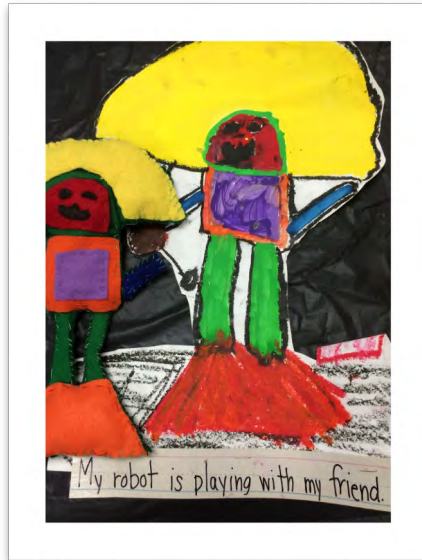
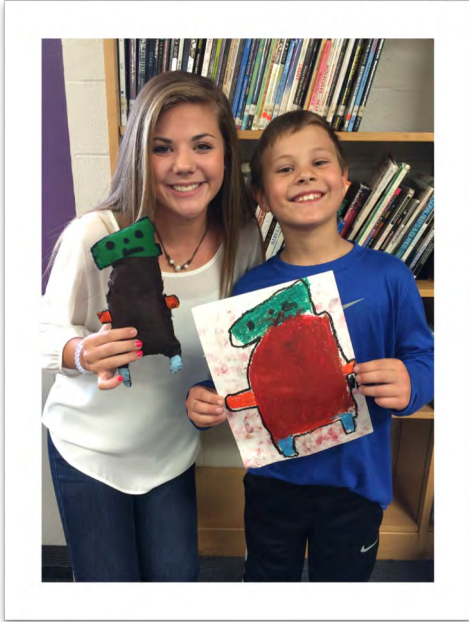
In addition, the eighth graders expanded STEM challenges to include Lego Mindstorms. KDDC students explored programming over the past few years, but thanks to generous donations, they now have a nice collection of kits that the students can actually use! With the kits, the students built and programmed robots to perform a multitude of tasks, such as following a line, retrieving objects, or maneuvering around obstacles. KDDC students even gained experience writing their own code.



In the music department at KDDC, seventh and eighth grade band participated in Middle Tennessee State Band and Orchestra Association's Concert Performance Assessment. Despite some "tough judges and sight reading," the band had an excellent performance and came away with fantastic scores—twos across the board in prepared music and sight reading! In addition, the chorus department hosted the sixth annual *Mustang Idol*. Twenty-four students performed in front of local judges, Daniel James Hood and Scott Steele, who are very talented songwriters. It was a marvelous, unique way to showcase amazing talent at KDDC. The chorus also had its seventh annual spring musical, *Beauty and the Beast*. These undertakings were awesome ways to collaborate among all grade levels and to showcase various talent skill sets—singing, dancing, and acting. In fact, through what they learned at KDDC, many students have gone on to participate in other performance groups, such as Steeple Players of Hendersonville.



Looking Back—EMS: Arts Support the Community



Ellis Middle School (EMS) eighth graders, under the direction of art teacher, Miss Preston, participated in a special art project last year. Miss Preston's advanced eighth grade art students went to the Sumner County Humane Society website and chose images of adoptable dogs and cats to reference while painting onto large paper. These finished paintings were presented by the students to the Humane Society on April 23, 2016. The Sumner County Humane Society put the students' work on display for visitors to enjoy.

Pictured below are some of 2015-16 EMS eighth grade art students holding their paintings alongside Samson, the Sumner County Humane Society's mascot.



Back Row: Olivia Smith, Brittney Towe, Jenna Palermo, Jacob Heath, Katie Jacob
Front Row: Sydney Cleary, Kiera Gratrix, Katherine Ross, Sara Ross, Katie Yi, Jonah Jaisen

Looking Back—SCMS: Related Arts and Teaching the Whole Child



There is something to be said about the old adage, “All work and no play makes Jack a dull boy.” The truth is that no adults want to only work all the time. They are looking for those little somethings in life that enhance the time away from work with enjoyment. It is that part that keeps them focused during the work part because it gives them something to look forward to and helps them relax. However, without exploring various outside interests and activities, how can they know of what they are capable or will enjoy? How do they find things that are of interest—those things that they work to refine because they want to rather than because they must? Related arts programs can help answer these questions. At **Station Camp Middle School (SCMS)**, Principal Michael Brown is committed to seeing that students have opportunities to safely explore learning,

possible interests, lifelong skills, and activities outside of academics.

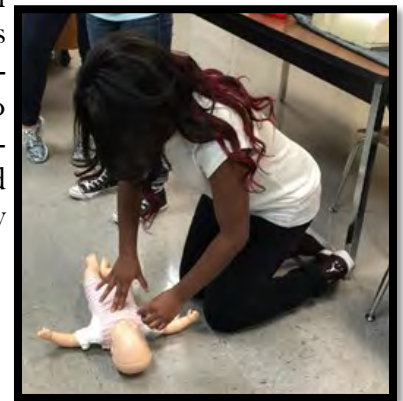
There will always be things students are required to do. Math, language, social studies, science—these are things students must have to become productive citizens. However, there are other areas of curriculum that students need to be well-rounded. As Blake Southall, the computer teacher at SCMS, says, “We want students to enjoy learning.” Related arts provide students with activities that foster creativity, healthy living, and cultural enrichment. Mr. Southall, along with physical education teachers, Gary Hannah and Beth Warren, say, “Related arts help students become well-rounded members of society. By providing these courses, we are teaching the whole child. We are not just engaging the logical, left-brain side of a child, but also the creative, artistic, right-brain side.”



SCMS related arts instructors align their lessons with the standards and skills from core subjects while allowing students to critique and analyze their work and the work of others, explore new skills and talents, and think creatively. Extended writing activities are an integral part of each unit that is taught. “Related arts classes require the students to perform more activities that are hands-on along with cooperative group activities; thus, this creates a more balanced student,” say Hannah and Warren. The entire SCMS staff recognizes how important it is for a student to have that comprehensive education and fully support the school’s related arts program.

As a showcase of SCMS related arts, the school held a *Night with the Arts* event last year. Parents

and the community were invited to see exhibits, performances, and demonstrations by the students.



Westmoreland Middle and Westmoreland High Band Collaboration

Next year, the Westmoreland Marching Eagle Band will be celebrating its 50th year as a marching band for Westmoreland, Tennessee. At **Westmoreland Middle** (WMS) and **Westmoreland High** (WHS), the program has maneuvered through the decades to stay an active participant in the lives of many young people in Westmoreland.

The Marching Eagles have placed in various competitions and exhibition shows. Part of the current program focuses on being a citizen of scholarly music ability. The band has high expectations of students, such as daily practices, weekly traveling, constant rehearsing, all while maintaining an acceptable grade average to participate.

At the middle school level, WMS band instructors not only teach notes and rhythms, but also proper note-taking techniques, sitting disciplines, and self-responsibility. The band family style dictates that members are only as good as the person next to them, so they must help those that need it and never give less than possible. WMS instruction incorporates math, Latin, French, physical fitness, reading, and writing in multiple languages including the language of music. The middle school band preparation has more students ready to be successful in high school and in future educational goals. A WHS high school leader in band is not only taught to be a better musician but also to focus on gaining scholarships to universities through the use of music.

WMS and WHS have approximately 60 band students between the two schools. This has grown from 13 just a few years ago! Reaching out to the elementary schools and creating excitement for band to get the students involved as early as possible has been a successful strategy. At WHS, band members are called leaders not students; WMS students strive for the leader title. The current philosophy of the WMS/WH band program is if you speak as a leader, walk as a leader, and practice as a leader, **YOU ARE A LEADER!**



Looking Back—WMS: Related Arts Program Celebration for SY 2015-16

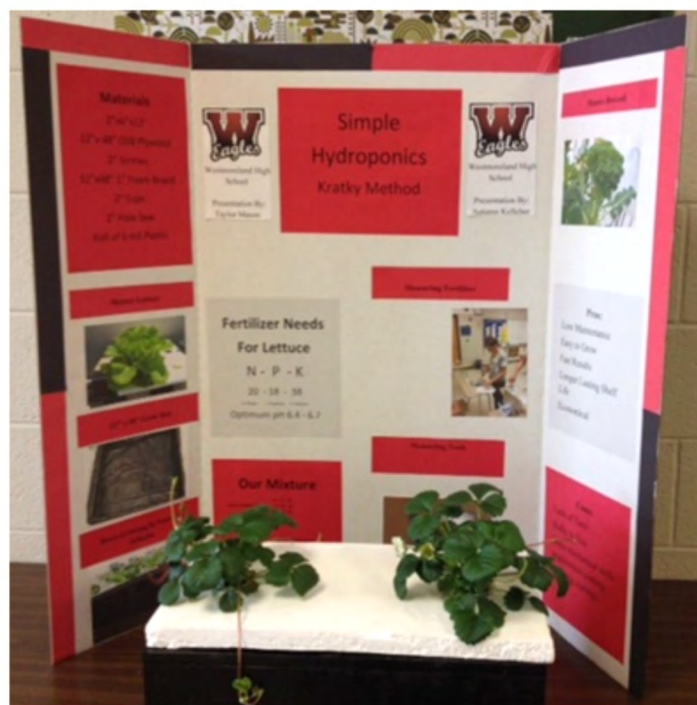
Westmoreland Middle School (WMS) believes if something is worth doing, then it is worth celebrating! WMS students in related arts classes were provided with opportunities last year to use what they learned in their academic classes, such as ELA, math, science, and social studies, in real world situations that heavily involved thinking and problem-solving skills. The WMS Band performed in concert for the school and community on May 16, 2016 as a celebration of a year of successful learning. The WMS Choir celebrated in a spring performance that was held during fourth block for the student body and in the evening for the community on May 17, 2016. Also, the WMS Art students created their final "works of art" for the annual art display in the WMS Cafeteria. The art was viewed from May 16 through May 20, 2016. Finally, P.E. students at WMS participated in activities and games, such as volleyball, that they may participate in all throughout their lives as a part of a healthy lifestyle.



Looking Back and Now—WHS: CTE, Grants, and S.O.A.R.

Westmoreland High School (WHS) was one of only two high schools in Sumner County to participate in the STEM EXPO at TSU last spring. Two projects were presented: *Hydroponics* by Taylor Mason and Autumn Kelleher and *Animal Husbandry* by Haley Brazel. Both projects received SILVER awards! An emphasis on the STEM (Science, Technology, Engineering, and Mathematics) aspects of agriculture and other CTE courses is a natural outcome of classroom studies, and WHS was very proud of these students and their learning accomplishments.

In a previous news article, WHS wrote about an ACT Prep class project which involved the writing of grant proposals to fund the development of an integrated hydroponics greenhouse and tilapia tank on its campus. Last year, the school was proud to announce that one of those proposals resulted in a \$2000 grant from the Walmart Foundation. The grant was written by WHS senior, Caleb Yankee, and was specifically for the hydroponics project.



A key component of the WHS vision statement is the school “. . . will provide a solid foundation for post-secondary educational choices and career opportunities.” WHS believes that the CTE programs of study provide many pathways to achieve that part of the vision and fully understands that STEM studies form the foundation on which CTE programs are built.

This year, WHS is excited to implement a new enrichment program for

all its students. The program, *WHS Eagles S.O.A.R.* (Seeking Opportunities/Achieving Results), consists of four nine-weeks' sessions specifically designed for each grade level, freshmen through seniors. Areas of study include career interests, postsecondary education requirements, enhancement of basic study skills, and student preparation for what to expect in life after high school. Use the WHS website, whs.sumnerschools.org, and follow along on Facebook to get more details about the program.

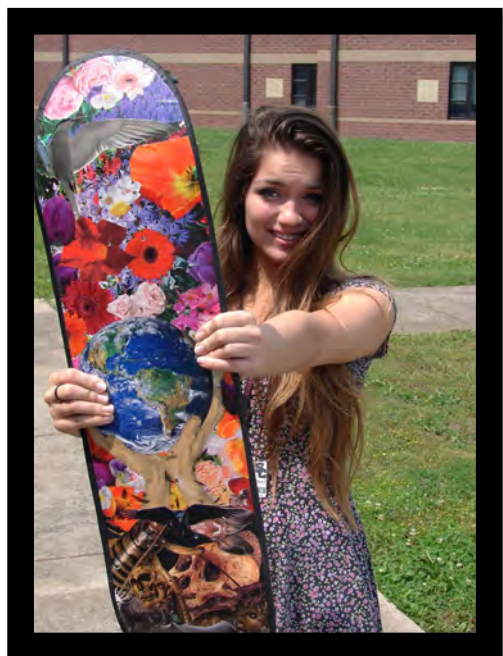


Station Camp High, Shoes, and Skateboards

Station Camp High (SCHS) and its Advanced Art students were chosen as one of the Top 50 schools in the nation out of 3000 participating high schools for *Vans Custom Culture Contest*. Vans Custom Culture inspires high school students to embrace creativity through art and design while also showing them how they can channel their creativity into viable artistic careers. SCHS was provided four pairs of blank Vans shoes and was challenged to create designs that represent the four themes of the Vans' *Off The Wall* lifestyle: action sports, arts, music, and local flavor. Once the designs were completed, SCHS sent them to Vans. All students were provided templates of the shoes to brainstorm and research their individual designs. As a team, SCHS students critiqued the designs, made some minor revisions, and four students were selected to paint the shoes to be entered into the competition. Students chosen to paint the final shoes were Hailey Baker, Blair Colbert, Danielle Long, and Anna Culbertson.

Vans employees and ambassadors selected the Top 50 schools for the public vote. The public vote determined the top five schools that were to compete for \$50,000 to help grow and continue the school's local *Right to Art* movement. Unfortunately, SCHS did not make it to the top five schools competing for the grand prize. However, the Top 50 finalist schools qualified to compete in the *Truth® Skateboard Deck Challenge* for a chance to win a trip for four to Los Angeles, CA for the final event plus \$10,000 for the art program. And the best part? The winning design just might become the next great skate deck, which will be handed out on Truth's annual summer cross-country tour. The challenge? Customize a blank skateboard deck with a design inspired by the theme: "Only 7% of teens still smoke. That's down from 23% in 2000. We can get it to 0%. Now, show us what it looks like when we finish smoking for good."

Blair Colbert was chosen to design and create the skateboard! She created and designed it in five days. Mr. Long, Blair Colbert, Danielle Long, and Hailey Baker were flown to Los Angeles, all expenses paid, to receive \$10,000 for the SCHS art program. The group stayed two days at Huntington Beach, CA, visited the first skate park built in the 1980s, participated in a class at the Laguna College of Art and Design, and visited Disneyland. They were then sent to Hollywood where they spent their last two days exploring the Hollywood Walk of Fame. Finally, the SCHS group was treated to the finale event where they met the owner of Vans, Journeys, and saw performances by Echosmith and In-Q.



Looking Back—SCHS: Advanced Art Students' Success



Station Camp High School (SCHS) Advanced Art students had works of art on display in the Eighth Annual Middle Tennessee Regional Student Art Exhibit at Belmont University's Leu Center of the Visual Arts during SY 2015-16. Over 500 works were submitted for the possibility for hanging in the exhibition with 150 works selected for adjudication and participation in the exhibition. SCHS was well represented with 19 students in the exhibition, and 27 total works selected. Cecily Salyer won Best Drawing, Madasyn Gass received second place, Blair Colbert received third place, and Hailey Johnson received Honorable Mention in the 10th grade division. Anna Culbertson received first place, and Bri Adame received third place in the 11th grade division. Students placing in the above categories received scholarships totaling \$12,000 to attend Watkins College of Art.

SCHS was proud of the effort and time that all students gave to their varied related arts and extra curricular school activities. Excellence was abundant at SCHS!

Portland High: How does Fine Arts Enhance Learning?



When people think of what a student's high school education should consist of, there is no question that it should include reading, writing, & arithmetic in every form to give students the best possible advantage in their lives after graduation. However, there has been some controversy as to how beneficial fine arts are in the enhancement of a student's education.

Studies have shown that when students find something that they can excel in, as well as something that they enjoy doing and are really good at, their self-confidence levels skyrocket. When their self-confidence rises, so does the desire to do well in other areas of their lives.

What does this have to do with students getting the credits needed

to graduate one might ask? A lot! Will this newly-found confidence make them valedictorian of their graduating class? Not always, but it just might keep a student from dropping out of high school because he doesn't feel like he fits in anywhere. The **Portland High School (PHS)** Fine Arts Department has many different outlets through which students may express their creativity, improve how they express their emotions, and promote social harmony.



PHS has several options to choose from that let students explore that "other side" of the high school experience. Make no mistake though; these are not "easy A" classes. The students in these classes work extremely hard, because they still have to keep up with their regular classwork, as well as memorize their lines for the upcoming production or practice for weeks on an asphalt field to learn field positions. A few of the options available at PHS are visual art, band (including color guard, chorus & ensemble), speech & theatre, and a new addition is dance.

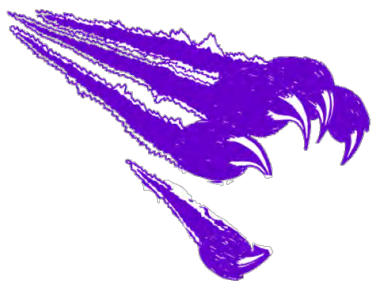
Ms. Lauren Tucker, dance class instructor, states, "Dance class is new to PHS and is tied to our fine arts department. We participate in school events and work together to make the program grow. This is the second year for dance, and the number of participants continues to increase, which is so exciting. I enjoy seeing others participate in my class while developing a passion for dance. We learn different genres and types of dances. The students also get to choreograph their own dances in selected groups and perform in

MY NAME IS JORDAN BELL. I HAVE BEEN MS.TUCKER'S STUDENT FOR TWO SEMESTERS, ONE FOR ENGLISH CLASS AND THE OTHER FOR DANCE. I JOINED DANCE TO FIND A NEW HOBBY AND LEARN CONFIDENCE FOR MYSELF. IN DANCE CLASS, WE HAVE LEARNED LATIN-BASED DANCES, AND WE ARE NOW DOING HIP-HOP. WITH EVERY DANCE I LEARN, I FEEL MORE AND MORE CONFIDENT AND EAGER FOR THE NEXT CHALLENGE. I HAVE THREE MORE MONTHS OF DANCE CLASS AND AM ALREADY DREADING THE DAY I WILL HAVE TO LEAVE. I AM GLAD I TOOK A CHANCE AND JOINED DANCE. I FEEL HAPPIER AND MORE CONFIDENT.

Jordan Bell, Senior - Portland High School

front of their dance class peers. In becoming their own choreographers, they get to express their creativity and apply what they have learned throughout the course of the semester. Hopefully, this program continues to grow and allow students to tap into their inner dancers!"

Looking Back— PHS: Diversified Technology, CTE, and STEM Support for Students



Last year, **Portland High School (PHS)** used a variety of courses to prepare students for their future. Diversified Technology, CTE, and STEM were part of why PHS students think it is the best high school to attend!

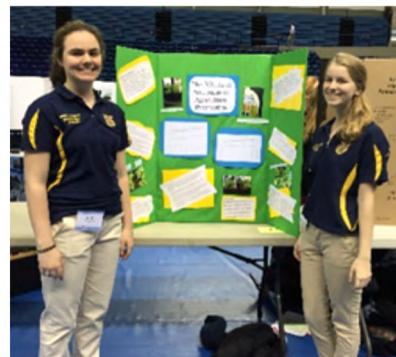


In April 2016, the PHS STEM program took six groups of students to the STEM Expo held at Tennessee State University. This was the second year that PHS had been involved in the STEM Expo. The first year, two projects from PHS were submitted and both received a gold rating while one earned the award from the Association of Civil Engineers. Last year, there was fantastic participation. PHS had an excellent showing with at least one entry in each category. All students did a remarkable job and proudly represented PHS.



Also, a STEM club was started to help provide students with extra opportunities to engage in STEM activities. Some of the projects that were presented at the STEM Expo were completed by these pictured students. Julia Coots, Michelle Gilliam, Brad Kirkham, Tehra Lynn, Heather Smartt, and Ginny West, PHS teachers, worked together to lead the STEM program and provided input from their academic areas.

Julia Coots stated, “We have a great team of teachers on the STEM committee here at Portland High School. We work very well together and all bring something different to the group. This year, we have been able to accomplish so much because of this great team. We had an awesome group of students that presented their projects at the STEM Expo this year. They did a great job representing PHS and really made me proud to be a part of this amazing program.”



Looking Back—HHS: Partnering Arts, Academics, and Community

Last school year, the music and physics departments at **Hendersonville High School (HHS)** were deeply engrossed in the recent findings of **LIGO**, the Laser Interferometer Gravitational-Wave Observatory. The idea of working with more sound resonated with students in the **HHS** band, and the physics class understood the topic on a scientific level due to a recent unit of study on waves. Therefore, the group welcomed a guest speaker who presented on the complex relationship between number patterns, sound, and gravitational waves.

Even before **LIGO**'s results confirmed the last part of Einstein's theory of general relativity and gravitational waves, this lecture piqued the interest of students. They were anxious to learn more about the gravitational wave detection work by **LIGO**. The honors physics class was invited to Belmont University to another lecture on the exciting discovery of gravitational waves by **LIGO**. During this learning experience, the **HHS** students learned that at 11:53 a.m. local time on September 14, 2015, an automated e-mail appeared in the inbox of Marco Drago, a physicist at the Max Planck Institute for Gravitational Physics in Hannover, Germany. The email contained links to two plots with each showing a wave shaped like a bird's chirp that emerged suddenly from a noisy background and ended in a crash. It was a signal that the physicist had been trained to spot, and the U.S.-led Advanced **LIGO** was built to detect—signature ripples in space-time produced when two black holes collide to form a single gravitational sink. This was the first time anyone had ever directly detected gravitational waves or a black-hole merger! The plots, one from each of **LIGO**'s twin detectors in the states of Washington and Louisiana, would go on to make history.

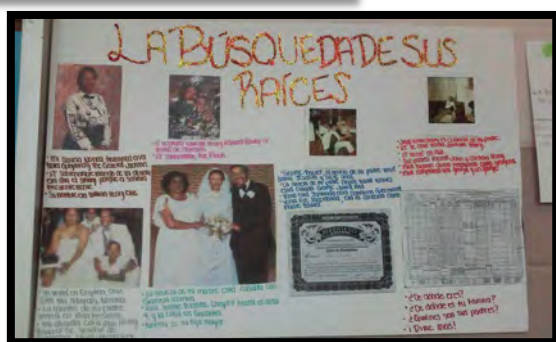
The acoustic scientist at Belmont University related this interesting data to the science of acoustics along with the following: On February 11, 2016, the collaborative team of **LIGO** announced that it had made the first ever detection of gravitational waves from a black-hole merger, and this occurred about 400 million parsecs (1.3 billion light years) from Earth. This announcement was made just over 100 years after Albert Einstein predicted such waves as part of his general theory of relativity. The **HHS** band and honors physics class became excited to learn what else **LIGO** will discover and share with them!



Looking back—GHS: Arts Highlights from Spring Semester 2015-16

Gallatin High School (GHS) students continue to create a wave of excellence in the school, as well as in the community, demonstrating their commitment to becoming career and college ready. Here are just a few of the highlights of spring semester SY 2015-16:

- Spanish students combined their Spanish studies with history. After watching the “Finding Your Roots” series on PBS, they researched their own roots and utilized past tenses to write about them.
- Theatre students not only acted and built sets but also wrote original works. The Performers group debuted a new work by senior Kenzie McKee entitled “More Than Meets the Eye,” which tackled the difficult subjects of self-esteem, depression, and teen suicide. In each GHS theatre group, students performed in plays and filled all technical responsibilities, including some writing and directing. They learned to think creatively, collaborate, participate in teamwork, and problem solve.
- Health science students actively participated in clinical internships with area medical facilities. Additionally, students who were interested in health science careers continued to learn outside of school hours with *Wave’s Anatomy*, a program that gives students additional opportunities to learn from hands-on activities after the school day ends.
- Art students displayed their talents within the community, showing works and competing in several local art shows and competitions including the Sumner County Student Art Exhibit, DAR Student Art Competition, American Artisan Festival, and the American Legion Art Competition. Furthermore, GHS art students participated in a project in conjunction with the GHS library. The students redesigned book covers for the top 100 classic books.
- Chemistry students shared STEM skills with the community as well. The GHS students visited Union Elementary kindergarten students and helped them with chemistry lab experiments.



R. T. Fisher and Newton's Law



Very exciting things are happening at **R.T. Fisher Alternative** (RTF)! The middle school students learned about Newton's laws from teacher, Mrs. Amanda Breece, who demonstrated using a water bottle rocket in her science classes. RTF students were able to participate upon completion of an essay about Newton's three laws. This activity not only got the students excited about learning, but also encouraged them to put time and thoughtfulness into their essays to achieve this opportunity. RTF knows the middle school students that were able to participate will not be able to forget this activity and what they learned.

RTF: Helping Students FACE a Future – Prepared and Communicating



R.T. Fisher Alternative School (RTF) was very honored to have Sumner County District Attorney (DA) Ray Whitley and Judge Dee David Gay speak to students and families who attend the FACE IT program this past year. DA Whitley and Judge Gay discussed drug use and the possibility of serious legal ramifications from the use.

RTF has a very unique program, FACE IT, which is required of students who have committed a drug or alcohol offense. The eight-session program must be completed before students may return to their home schools. FACE IT empowers families to help their children stop using alcohol, tobacco, and other drugs. FACE IT classes teach students and their families the consequences and effects on bodies and lives that can occur from the use of alcohol, tobacco, and other drugs.

RTF students are taught to apply positive life skills in difficult situations and given opportunities to practice those skills throughout the eight sessions. The sessions also enable the families to enhance parenting skills while developing clear rules and expectations around drug and alcohol use. FACE IT is beneficial to families because it teaches communication skills and paves the way for better communication in general.



Sumner County Middle College High and the Middle College Experience

Nancy Elise Piliponis, a student at **Sumner County Middle College High (SCMCHS)**, shares her thoughts and reasons for choosing the school:

I have been a busy person for my entire life. There has never been a school year when I didn't have dance, rehearsal, or practice, as well as homework, after I got home from school. Now that I've begun to get more involved in the theatre world of Sumner County, my schedule is crazier than ever. I've got read-throughs, rehearsals, dance lessons, vocal lessons, and church, not to mention homework. Going to a traditional high school, I would not be able to do all of this while maintaining good grades and attendance. That's why I'm thankful to be enrolled in Sumner County Middle College High School.

Because of the flexible schedule and the fact that I'm not in class for a full seven hours every day, I'm able to get homework done ahead of time, leaving time at night for rehearsals and dance classes, as well as social events like soccer games at my old high school. Although there is more homework than the average high school, with the information in the syllabi, I can get homework done for certain classes weeks in advance. This has helped me get ahead of my classes whenever I have extra time to work on homework, which has relieved me of a considerable amount of stress during shows.

In addition to having more time, I'm able to choose from a wealth of classes that I would not have the opportunity to choose from at my previous high school. Due to scheduling problems, I was never able to take a theatre class at my old school. This was a major problem considering I aspire to be a professional actress in the future. Going to middle college, I was able to take a theatre class during my first semester, which has been a dream come true. My professors have all been exceptionally helpful and understanding, treating me like they would any other regular college student or adult. The college atmosphere and freedom have challenged me as a student, but I've found that I'm actually less stressed than I was at my old high school. Last year, if I was in a show during the school year, I ended up working on homework whenever I had a break during rehearsals or between dance classes. Now, I can get all that work done during the day so I can focus on the show or audition that night.

Although I'm relatively new to Middle College, I can say I have not had any regret in my experience. I strongly recommend that any student looking for a head start in school should check out Middle College.

-Nancy Elise Piliponis



Looking Back—SCMCHS: A Student's Perspective on Language

Last year, Bean Graves, a **Sumner County Middle College High School (SCMCHS)** student, wrote about her experience with the Chinese language class at Volunteer State Community College (VSCC). Ms. Graves shared:

To graduate from a Tennessee high school, one is faced with several credit requirements: one credit in math for each of the four years, four English credits, three credits for science and social studies, credits for physical fitness and personal finance, three elective credits, and lastly, but definitely not least, two foreign language credits and one credit in a fine art. Although the credit count is miniscule compared to the bulk of main courses required, language is an extremely important aspect of anyone's education. Much like music, language is something that is experienced in all parts of the world and can bring many different people together. In our own daily lives, particularly one such as mine living in the suburbs of Hendersonville, Tennessee all my life, a change in perspective can be difficult to find. The required language courses were just what I needed to explore a new cultural and academic viewpoint.

Personally, having a mixed background, my mind was already pushed into a little niche of a possible different perspective from some of my classmates. With the Asian culture I had slightly adopted from my mother, I became increasingly interested in Asian languages, namely Japanese and Chinese. In addition to that, I transferred from my old high school in my junior year and started to attend SCMCHS. When I learned that VSCC offered Chinese courses, I automatically tackled the opportunity. The class I've experienced this semester has been not only an exciting and fun class, but a wonderfully informative and intriguing one. It gives me the opportunity to consider the experiences of my classmates and teachers alike.

The Chinese class at VSCC is taught by Professor Ellen Gao, who joined a cultural exchange program founded by the Confucius Institute in 2016. She wanted to pursue her passion in teaching and experience a whole new culture. Gao says, "I chose to come to the United States because this is a great country that draws me to get to know it better." She came here for a few times to visit before deciding to teach here. This journey not only benefits her, but also has a goal to provide those around her with many different rewards. "China is rising as an economical power country which means a good command of this language will give students an edge over their peers with career options," Gao states. "Moreover, understanding the culture will equip my students with a better, comprehensive, open, and balanced perspective to perceive differences, be those political, ideological, religious, or something else." Gao goes on to say, "I believe through this in-depth study, it will have a positive impact on [a student's] way of dealing with the outside world. It will empower the student to use the knowledge to bridge differences and live in harmony with people from different cultures."

With Gao's guidance and my desire to develop a differing perspective, the beginner's Chinese class has allowed me to come to love the Chinese culture. In February, our class was invited to Merrol Hyde Magnet School to celebrate the Chinese New Year. That night, I learned how extensive the Sumner County Chinese community really is. The auditorium was packed with people, enough so that people filing in had to stand to the sides and back of the room. On stage and in the gym were the students who participated in Chinese classes at the school. All were performing or running their own booths to demonstrate Chinese culture. The experience was inspiring, and after that night, it seems that going to many different gatherings and festivals was something that was more common than I thought. Just this past weekend, I was able to connect with many cultures at the Cherry Blossom Festival – Japanese, Chinese, Spanish, and Mexican communities all gathered in one place. It's because of these connections that I feel strongly about continuing my education to learn more about the people around me as well as myself.

The benefits that may be gained from these experiences are priceless and extremely intriguing. Through them, one can learn respect, practical knowledge, and even a bit of self-identity if you just let yourself grasp the opportunities. As Ellen Gao says, and agreeably so, "In this small town, young people should be encouraged to step out of their narrow comfort zones to embrace a bigger outside world and to become more qualified world citizens." Taking that first step, even just a language class at your school, is all you need to succeed.

-Bean Graves



Spotlighting “Positives” in Sumner County Schools



Front row: Victor Cruise,
Aidan Waters, Jyavion
Chambers, Karol Guerra

Back row: Brenden
Hernandez, Oonagh
Odom, Elizabeth Watson,
Noah Rodriguez,
Jerimiah Roberts, Robert
Owens, Haydn Calhoun,
Karla Guerra

KDDC Students Compete for the First Time in Science Olympiad at Vol State

Unity Learning Center, the extended day program at Knox Doss Middle School at Drakes Creek (KDDC), formed its first Science Olympiad Team in SY 2015-16. With 175 science students from schools across the area competing, KDDC placed third in the middle school division of the Regional Science Olympiad Tournament. Among the individual events coming in first place were Karol Guerra and Aidan Waters in *Meteorology*, Noah Rodriguez and Brayden Roberts in *Reach for the Stars*, and Karol Guerra and Robert Owens in *Disease Detectives*.

Science Olympiad competitions are like academic track meets and consist of a series of 23 team events. Each year, a portion of the events are rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering, and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Through Science Olympiad, students, teachers, parents, principals, and business leaders bond together and work toward a shared goal. Teamwork is a required skill in most scientific careers today, and Science Olympiad encourages group learning by designing events that forge alliances. In *Bridge Building*, an engineering whiz and a kid from wood shop can become gold medalists. Similarly, a talented builder and a student with a good science vocabulary can excel in *Write It, Do It*, one of Science Olympiad's most popular events.

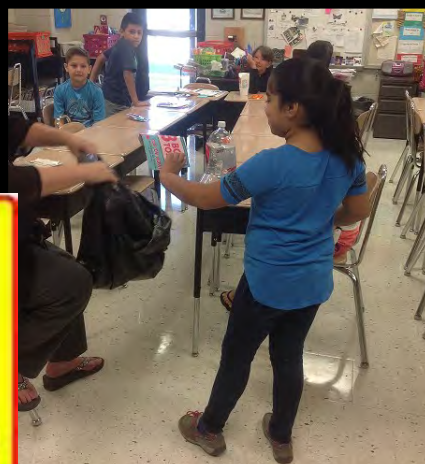
Spotlighting “Positives” in Sumner County Schools

Sumner County Schools (SCS) has once again been the recipient of the generosity of the Dollar General Literacy Foundation. Each year, the foundation awards grants to various nonprofit organizations, as well as schools and libraries, to support adult, family, summer, and youth literacy programs. Funding (approximately \$43,000) for Sumner County Schools’ 2016 summer reading program, Power 4th!, was provided by the Dollar General Literacy Foundation. Power 4th! offers 120 incoming fourth graders the opportunity to avoid the “summer reading slide” and be better prepared for fourth grade reading expectations. The focus of the program is the development and strengthening of reading comprehension skills.

The Dollar General Literacy Foundation is committed to helping increase literacy skills of individuals of all ages and has awarded more than \$127 million in grants to nonprofit organizations, helping nearly 7.9 million individuals take their first steps toward literacy or continued education since its inception in 1993. The foundation believes that learning to read and receiving a high school diploma or equivalent is an investment that opens doorways for personal, professional, and economic growth. SCS wants to offer a sincere thank you to Dollar General for its powerful benevolent spirit and commitment to children’s futures. The Dollar General Literacy Foundation truly shows its passion in completing its mission of “Serving Others.”



**DOLLAR
GENERAL**



Spotlighting “Positives” in Sumner County Schools



Many fourth graders in Sumner County Schools attended the Sumner Harvest Festival at Rock Castle in Hendersonville on Oct. 20 and 21, 2016. The festival focused on Tennessee state social studies standards with an emphasis on Sumner County history. SCS appreciate the various community members and businesses that assisted in making this event a success this year!

A poster for the Sumner Harvest Festival. At the top is a circular logo with a cornucopia and the words "Sumner Harvest". Below it, the text reads "LIVING HISTORY FESTIVAL" in large, bold, serif letters. Underneath that, it says "AT ROCK CASTLE" and "Oct. 20 & 21 9am-2pm". Further down, it lists "Historic Games, Activities, Demonstrations, Music and Magic" and ends with "Come celebrate Sumner County with us!". To the right of the text are three small photographs: a boy and a girl working on a craft, a person weaving on a loom, and a person kneeling in a field.



Spotlighting “Positives” in Sumner County Schools

Looking back at Kindergarten Registration April 2016—The phase-in days have occurred. The first report card has been shared. These students and families are now looking toward first grade!

