



Sumner County Schools News

Committed and Focused on Growing Learners
School Year 2017-18, March Issue

For families to understand the meanings of academic standards, curriculum, and instructional practices, the Tennessee Department of Education shares:

The Tennessee Academic Standards provide a common set of expectations for what students will know and be able to do at the end of a grade for each subject area. State standards are rooted in the knowledge and skills students need to succeed in their postsecondary studies and/or careers. Academic standards establish learning outcomes, and curriculum provides instructional programming designed to help students reach these outcomes. In addition, teacher instructional practices are to provide students with the best opportunities to master standards by supporting the learning needs of each student.

In the next three issues of *Sumner County Schools News*, students and teachers will share examples of the implementation of proven practices to achieve mastery of various academic standards. The learning, student reactions, and those “a-ha” moments are essential to the achievement of the mission of Sumner County Schools.

URL for Tennessee Academic Standards information:

<https://www.tn.gov/education/instruction/academic-standards.html>



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Clyde Riggs Elementary: Quantum Skills in and out of the Classroom

The first grade scholars in Ms. Bates' classroom at **Clyde Riggs Elementary School (CRE)** studied science, literacy, and problem-solving through hands-on projects this year while collaborating with Portland High School (PHS) and members of the Portland community. Scholars concentrated on social studies standards to create a schoolwide outdoor classroom.

In collaboration with the PHS Agriculture Department and Art Department, a Tennessee garden came to life at CRE. A beautiful mural showcasing various state symbols was painted adjacent to the garden for visitors and scholars to admire. Local nurseries assisted with and/or donated native Tennessee plants displayed in the garden. Scholars had the opportunity to learn about parts of plants, their life cycles, and do some planting as well. Fenix Long, a scholar in Ms. Bates' class, said, "We painted stones with symbols of Tennessee on them, and these will be put in our garden for everybody to see." Another scholar in Ms. Bates' class, Jordan Douglas, spoke about what the class planted in the garden after studying plants, "We planted irises, the state flower, in our Tennessee garden. In the spring, they will bloom, and we can see their color."

Another classmate, McKenna Williams, tells about the field trip the class took this year and what they learned:

We went to the governor's mansion and to the Agricultural Museum this year.

The mansion was BIG! At the museum, we learned about a crop which grows all over the state of Tennessee. Do you know what it is? Corn! We also learned about different animals and their fur –animals that live in Tennessee. It was cool!

At Clyde Riggs Elementary, hands-on activities, collaborative projects, and problem-solving lessons have huge impacts on the learning retained by scholars.



Clyde Riggs Elementary's Tennessee Garden Dedication



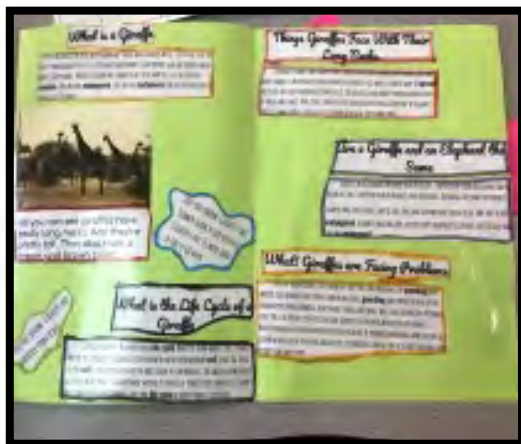
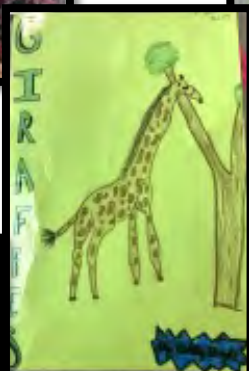
Benny Bills Elementary: Fifth Grade Students Use a Magazine Project to Learn Text Structures

Oakley Bright, a fifth grade student at Benny Bills Elementary School (BBE), shares an article on ELA standards:

In my fifth grade ELA class, we did a magazine project on the text structures **standard 5.RI.CS.5**. In our project, we included text structures like chronological, cause and effect, description, problem and solution, and compare and contrast. We had to research a topic, think about all these text structures, write articles for each of the five different structures, and then type them out in order to make our magazines. We had to think about key words and what these text structures mean.

In my opinion, I think doing a whole project instead of a worksheet helped me learn the concept of each text structure better. When we do a worksheet, it is like a quick fifteen minutes, but when we did the project, we got into it. I also liked it because my teacher let us choose a topic that we would enjoy.

After we completed our magazines, we got the opportunity to read to the kindergarten students. Reading to the kindergarteners was fun because we got to show them the work we just did. In conclusion, we did a project on text structures that helped me learn them better.



Students at Indian Lake Elementary Experience a Break Out Game



On a recent Focus Friday at **Indian Lake Elementary School (ILE)**, fourth grade teacher Mrs. Hardison used the Breakout Edu kit to incorporate Quantum Learning Eight Keys of Excellence into a class lesson. The kit required students to solve a series of clues to break out of or unlock a variety of locks to open the mystery box. The theme of Mrs. Hardison's Breakout Edu box was "Oh the Places You Will Go." She chose this theme because the ILE Quantum Learning key for December was **This is It!**

As an introduction and conclusion to the lesson, the class discussed the importance of living in the present and making the most of every moment now. However, they also learned to keep in mind the things done now affect the future or "places we go."

In addition to integrating the key, **This is It**, the Breakout Edu box allowed students to realize other Keys of Excellence applied to the game as well. Examples are:

Students needed **Integrity** to relay the clues to other teams.



Sometimes, breakout clues or lock combinations may not be solved the first time. This provided a great illustration for **Failure Leads to Success**.

As students worked in teams and shared their ideas to solve clues, they had to **Speak with Good Purpose**.

The game allowed 45 minutes to try and break out of the mystery box which required students to make the most of every minute because **This is It!**

When asked how the students felt about the Breakout Edu game, Mrs. Hardison responded, "My students loved this game, and I will be using it again to incorporate other skills and concepts."

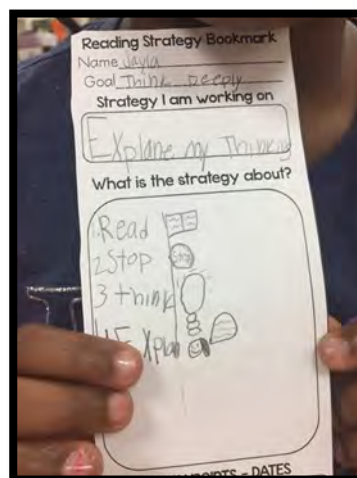
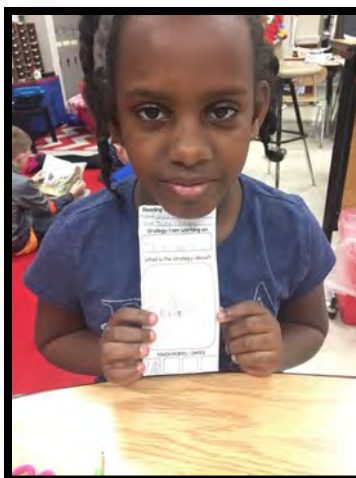


Madison Creek Elementary: Thinking about Thinking

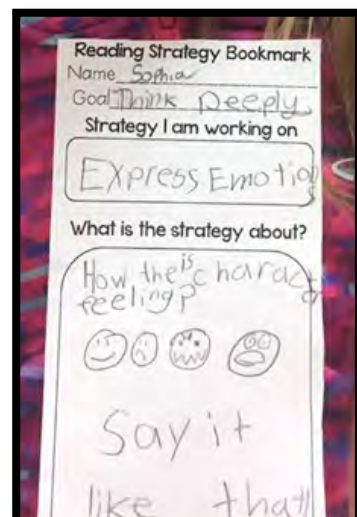
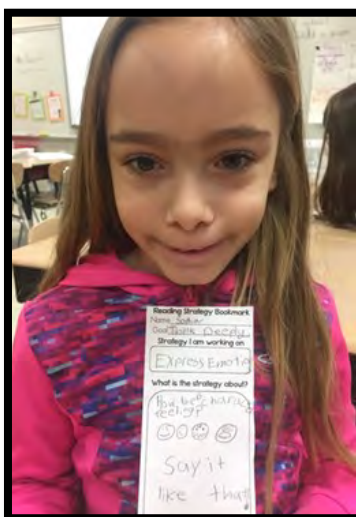
Teachers at **Madison Creek Elementary School (MCE)** strive to create classroom cultures grounded in rich and reflective practices. In an effort to continually grow toward this goal, MCE teachers meet weekly to discuss the ideas presented in *Reading and Writing Strategies* by Jennifer Serravallo. Learning always involves a cognitive process which focuses on skills needed to perform a task. By researching this book, teachers are challenged to lead students beyond the surface level of learning.

Students are encouraged to move beyond cognitive skills to metacognitive skills. Simply put, metacognition is thinking about one's thinking. Students experience a critical awareness of how they think, problem-solve, and learn. Students are inspired to drive their brains to become independent readers as they select and utilize the best strategies presented in Serravallo's book. By teaching these explicit and concerted methods, students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, and group members. Perhaps this can best be demonstrated by second grade students themselves:

Jayla: When I'm reminded to explain my thinking, I get more words in my head that help me understand.

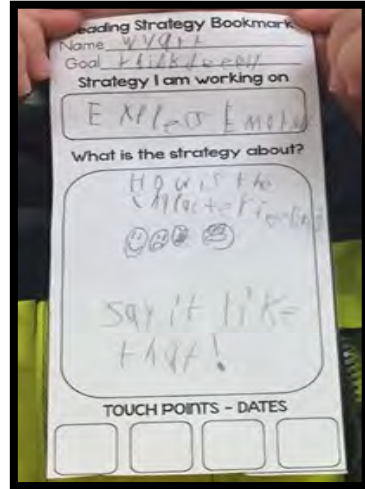
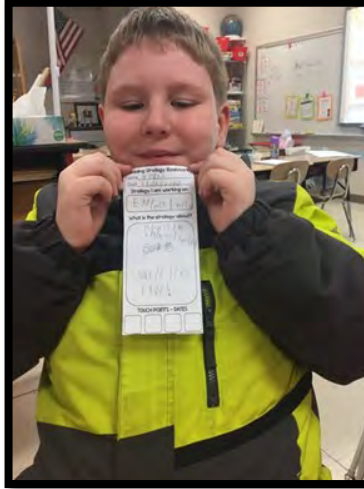


Sophia: I pay attention to the question marks and the exclamation marks to help me understand how the character feels. When you think about how the character feels, you feel that way too.

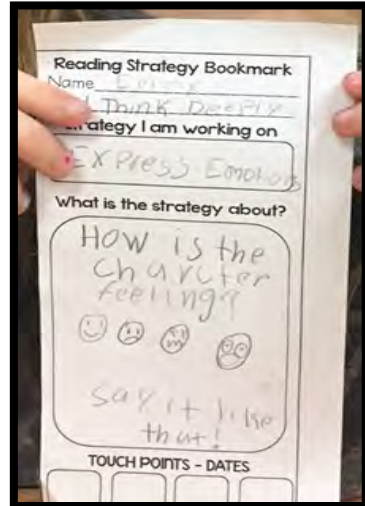
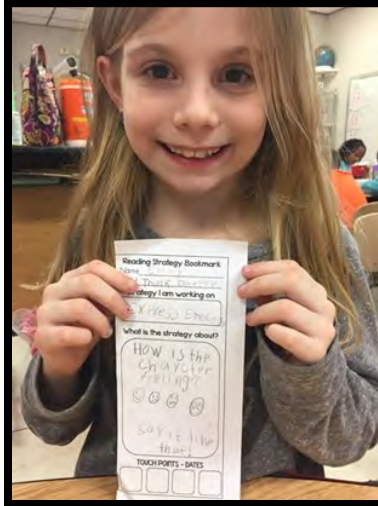


Madison Creek Elementary (continued)

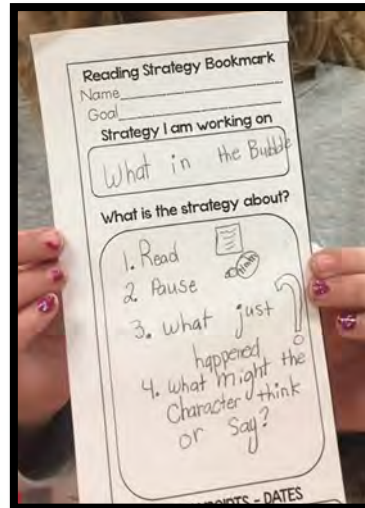
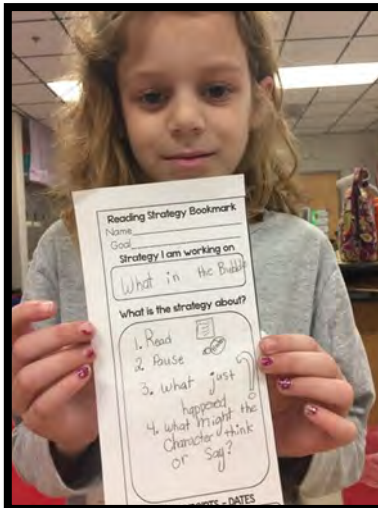
Wyatt: You have to THINK when you pause. When you're thinking deeply, you realize what the character is trying to say – even if they aren't speaking!



Emmy: You have to think more deeply as you read and keep thinking after you read.



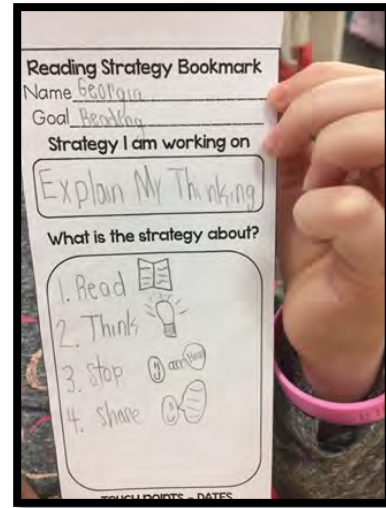
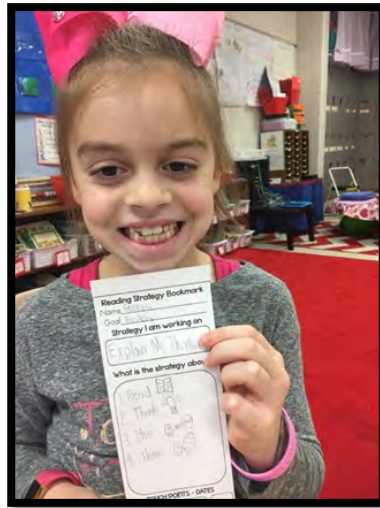
Madi: When I write, if the character is happy, I write the words in BIG letters. When you read it, you can feel what the character feels. It is like giving yourself thought bubbles in your mind.



Madison Creek Elementary (continued)

Georgia: If you are reading a chapter book where there aren't any pictures, pause and think.

You can create pictures in your mind. Pictures lead to words in my mind. Words help me tell others what the story is about.

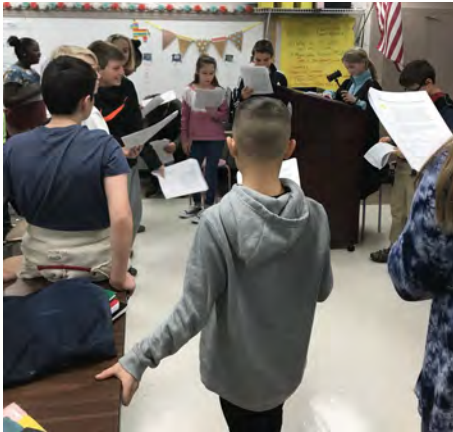


Building a Reader At Home

Explore Books! Give your child an opportunity to explore books. Visiting a library or bookstore gives your child a chance to find topics and books that interest them.	Read, Read, Read! Make sure to read for at least 30 minutes per day! Children can read independently, aloud to an adult, or back and forth with a partner.	Ask Questions! <ul style="list-style-type: none"> •Predictions •Characters •Main Idea • Problem •Solution •Retell Story •Genre •Moral 	Make it Fun! Reading shouldn't be a chore. Intentionally read with your child/discuss books but also research topics and do book activities together.	Be an Example! Children learn by example, so let your child see you read whether it be a book, newspaper, cookbook, etc.
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Pick Good Fit Books! A book that is a good match for your child should meet the following requirements: <ul style="list-style-type: none"> •Purpose for reading •Interest •Can they understand what they are reading? Can they retell the story? •Do they know most of the words? 	For Beginning Readers: <ul style="list-style-type: none"> •Point out and read words in natural settings – stores, streets, etc. •Memorize sight words •Visualize the story in your head •Ask questions before, during, and after Don't immediately tell an unknown word to your child. Instead, ask them to: <ul style="list-style-type: none"> •Sound out the word •Break the word into parts •Try a different vowel sound (long/short) •Use illustrations for clues •Skip the word, re-read sentence, and go back – what word would make sense? 	For Advanced Readers: <ul style="list-style-type: none"> •Notice interesting, new vocabulary words, and make it a challenge to use them in conversation •Read with expression •Explore non-fiction books and their text features (diagrams, table of contents, etc.) along with other genres as well •Compare and contrast books •Discuss connections to literature •Think of new titles for books •Explore multiple books from the same author
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Union STEM Elementary: Fifth Grade and the Dred Scott Case Activity



A fifth grade student, Nia, at **Union STEM Elementary School (UES)**, writes of a favorite learning activity in Mrs. Koch's class:

This year in Mrs. Koch's class, we participated in many learning activities, but my overall favorite was the Dred Scott case! I enjoyed the activity tremendously because it felt like I was involved in the real Dred Scott case!

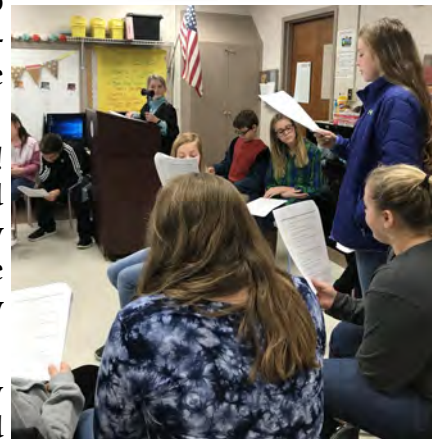
Before we started, we chose roles. There were many roles, so almost everyone had a speaking part. I was shaking tremendously when I was preparing to get in front of the classroom and audition for a role. I

got the role of Taylor Blow and helped Dred Scott become a free man.

As soon as everyone's role was chosen, we began to head to our "courtroom" on the right side of our classroom. I sat in a half circle of chairs with some "lawyers" and Dred Scott's "owner" at that time.

After our last scene, Dred Scott became officially free! Some of my classmates took turns reading a Dred Scott summary aloud. After the play, when my classmates read the summary, the class was more interested in the case and listened more than they would have if we just read the summary.

In my opinion, the Dred Scott case activity was a very enjoyable activity my whole class still talks about, and everyone wants to do another activity like this one!



Teacher's Note: This lesson was a dramatization of the Dred Scott case. The room transformation was simple. The class rolled in a podium and had a robe for the judge to wear along with a gavel. One side of the room was setup as a jury box. The other side had the judge, lawyers, witnesses, clerk, plaintiff, and defendant. The lesson had a role for everyone. Even if a student didn't have a speaking part, the student was part of the jury and experienced voting on the case.



Standards: 5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including the Dred Scott case.

5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.

Dr. William Burrus Elementary and Magnet Inventions

Dr. William Burrus Elementary School (WBE) provides students with a variety of STEM opportunities. Amy McAllister, WBE technology/STEM teacher, and classroom teachers co-teach a unit in the STEM lab each month. This generates constant excitement with WBE students who enjoy this learning experience in the lab!

During February, the science standard focus for third grade was magnets. The STEM lab activities involved students rotating to three stations during extended lab time. The science standards were addressed through the use of the Engineering Design Process which guides students to collaborate and problem-solve to answer questions. An outline of the stations follows:

Standards: SPI 0303.12.1 Recognize that magnets can move objects without touching them. SPI 0307.12.2 Identify objects that are attracted to magnets.

Station #1: It was a literacy station supplied with books and iPads for researching inventions which used magnets to complete tasks. Students also watched videos of other students who created inventions centered around magnets. Each student was then able to create his or her magnet invention to address an everyday task. WBE student, Macy, stated, "Another thing I learned was how magnets can help us in real-life problems."



Station #2: This station used Total cereal to explore magnetism. WBE students learned how items containing iron are attracted to magnets. The Total cereal was soaked, and then magnets were used to attract iron straight from the cereal. Students explored other foods containing iron and learned a body needs a certain amount of it to be healthy. "You eat iron in your cereal, yuck!" said Bella, another student at WBE.

Station #3: The third station provided students with the opportunity to explore many types of magnets and their poles. Students were able to attract and repel objects, explore the strong and weak parts of magnets, and make magnets float! "Magnets can help pick up multiple things at a time!" shared WBE student Ryan.



Bethpage Elementary and a Focus on Science Standards



At **Bethpage Elementary School (BPE)**, third grade student Skylar Wilson shares her thoughts on a science standard she feels is important to real life. The standard is **3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.**

Skylar writes:

I am writing about mass, liquid volume, and length. Mass, liquid volume, and length seem complicated, but they are very easy to learn about. I think if you understand what mass, liquid volume, and length mean you will receive a good grade, but you have to know what each means.

Mass means how much matter an object takes up, and it means weight. You will have to use grams and kilograms. Liquid volume means how much liquid is in a container. To measure liquid volume, you will use liters and milliliters. Length means to measure width or height of an object. You use centimeters and meters for that. You have to understand what this means to get a good grade.

My teacher, Mrs. Deedee Masters, says if you see the pictures in your mind you will understand better. Like if you think of a liter as a big



bottle and milliliters as a medicine dropper. Also, you can describe a pineapple using kilograms and a paper clip using grams, but you picture a foot as a drumstick and a yard as a miniature TV.

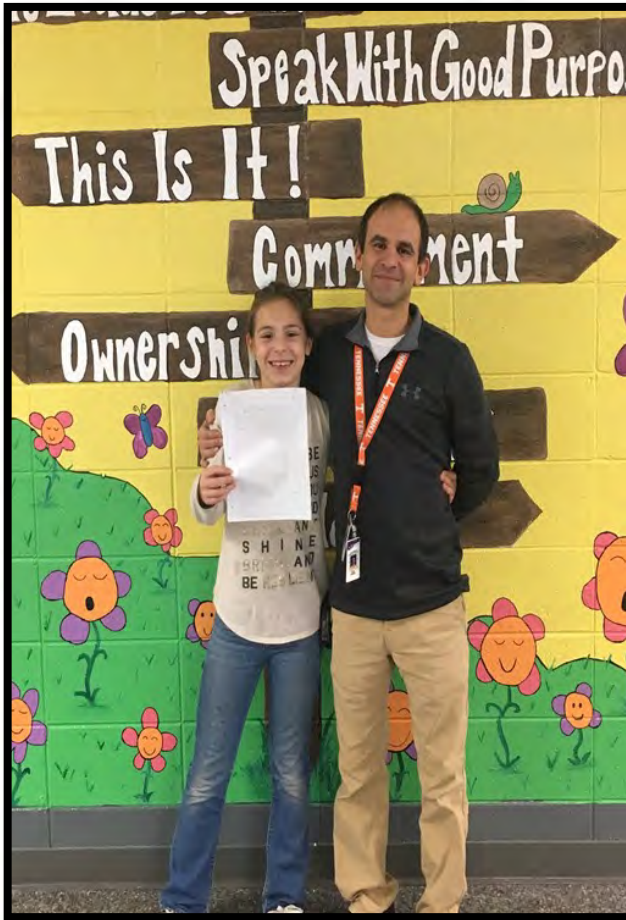
This is how you describe mass, liquid volume, and length. The results are you will get a good grade and know what it means in the future.



BPE librarian, Donna MacFarland, and the BPE faculty and staff believe through Skylar's learning and reflections, others may grasp the knowledge of these complicated terms as she did.



J.W. Wiseman Elementary and Building Math Confidence



At J.W. Wiseman Elementary School (JWW), fifth grade student Sadie Porter was asked to write an article on an academic standard she believes is important to her education. The standard Sadie felt most compelled to write about is **5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.**

This is Sadie's article:

When I came into Mrs. White's class in fifth grade, I had no idea how to add and subtract fractions with unlike denominators. I was extremely embarrassed to know an intelligent kid like me didn't know how to add and subtract fractions. What made it worse was we had a practice page on it that day. I feared I would be the one student who didn't know how to do it.

Later that day, I went to math enrichment RTI². I still didn't understand how to add and subtract fractions with unlike denominators, so I asked Mr. Freeman, my RTI² teacher, if he would teach a lesson on it. When he did the lesson, the standard started to click in my head. I thought, "This is easy!"

Here is how he explained it in standard algorithm: Let's say the problem was $\frac{1}{2}$ plus $\frac{1}{3}$. First, you find the common denominator by using the least common multiple (LCM) of the denominators which is six. Second, you divide the new denominator by the original denominator. Third, you use the quotient of the denominators and multiply them by the numerators. Now that you have the equivalent fractions with like denominators, you add $\frac{3}{6}$ and $\frac{2}{6}$ which will get you the answer of $\frac{5}{6}$. When I add and subtract fractions, I always remember the time when one fantastic teacher, Mr. Freeman, willingly taught a lesson just for me! Now I am confident when I add and subtract fractions. Also, I am so grateful Mrs. White was patient when I was first learning the standard!

Sadie's learning experience shows some standards can be challenging, but diligence and great support allow students to reach their fullest potentials and benefit from the fruit of instruction.

Westmoreland Middle: Stating and Supporting A Claim Through Writing

In honor of Veterans Day, seventh grade students at **Westmoreland Middle School (WMS)** participated in the Patriot's Pen writing contest. The seventh grade ELA teachers used the holiday and contest as opportunities to teach a writing standard lesson and inspire a thoughtful and reflective conversation among students. During ELA class, students collaborated and discussed the importance of Veterans Day in conjunction with servicemen and women. They also reviewed the rules and regulations for the Patriot's Pen contest and began their writing. Students worked on the **standard 7.W.TTP.2**. Stating a claim and supporting their claim with evidence worked well with the writing prompt students received which was "What is the greatest gift America has given your generation?" WMS students began to reflect on what America had provided them, and their realizations and reactions were remarkable.

Seventh grader Bryson Tuttle won first place in the contest. He states he felt technology was the greatest gift America had given his generation. He believes and shares, "Without technology, America wouldn't be able to defeat its enemies. Technology also plays a tremendous part in our education. When a storm is threatening our safety, there is technology to warn us or prepare for it." Bryson pointed out three areas in which technology is used every day in the world around us.



Cailey Coates believes her generation benefits the most from America's gift of equality. Her essay states, "There have been so many remarkable people who fought for equal rights, and now, we have them." Cailey brought to light equal opportunities have not always been available to everyone, equality has improved over the years, and there are now many chances for parity for all Americans.

Bryant Staats claims patriotism is the greatest gift. He believes, "Patriotism, the loyalty to America, is one of the best gifts to my generation, because it promotes a sense of nationalism, unity, and devotion to our country." Bryant reminds others continuing to encourage appreciation for one's allegiance to America will only enhance the opportunities following generations will have.

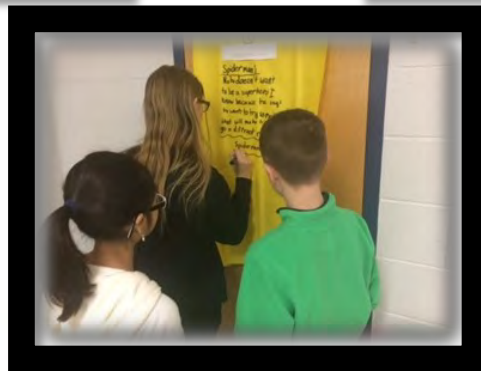
This ELA lesson was two-fold in importance. It covered a writing standard students will use for the rest of their lives and allowed them to reflect upon the world they live in and the gifts their country provides them.

White House Middle: Engaging Literacy Learning Concepts for Advanced Students



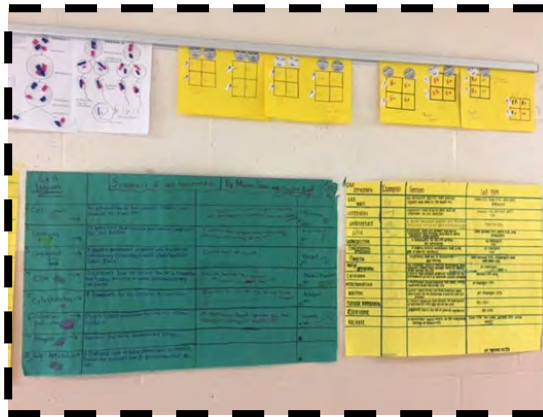
At White House Middle School (WHMS), maintaining rigor for gifted and advanced learners is essential for their academic and personal growth. Recently, sixth grade students in Mrs. Alison Bennett's advanced ELA class worked on learning about archetypes. Mrs. Bennett taught the lessons with Dr. Emily Mofield, gifted education coordinator for Sumner County Schools.

The lessons required students to make inferences as well as to make deeper connections with various forms of literature. They also related archetype encounters to real-life situations. The class engaged in thoughtful discussion through Socratic seminars and various group activities. The students also conducted independent research projects using primary and secondary sources.



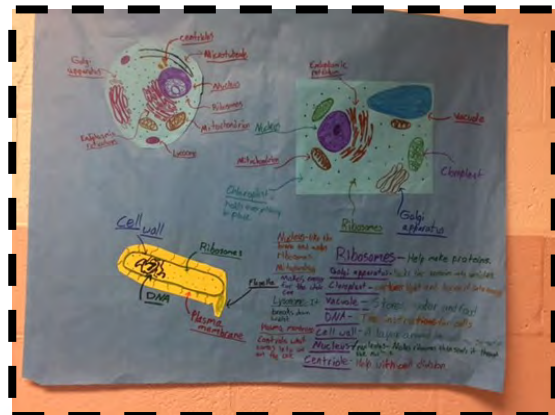
R. T. Fisher Alternative and Mrs. Lloyd's Science Class

Mrs. Colleen Lloyd is the high school science teacher at **R.T. Fisher Alternative School (RTF)**. She has been an educator for 26 years. Prior to teaching at RTF, Mrs. Lloyd was a teacher at Merrol Hyde Magnet School for 14 years. While at RTF, she has taught all sciences including AP chemistry and anatomy.



Mrs. Lloyd teaches many standards lessons, and one essential lesson focuses on cell organization, structure, function, and division. Cell organization allows students to understand how the difference in structural components affect function and differentiation. Organelles and their tasks are key in biology. Therefore, by using visual representations of moving cell parts, such as DNA, students can better comprehend how the processes work and correct any misconceptions they may have of actual cell functions.

The positive results from the cell lesson were evident when students collaborated to analyze and mimic the cell organization process using visual models. They discussed the functions and best methods for representing the functional processes such as cell division--both mitosis and meiosis--within eukaryotic cells. The students also found they did not follow DNA division in cell reproductions as well as they thought they could once they had to show each step in the process.



Portland High Brings Academic Standards to Life

At **Portland High School (PHS)**, teachers try to make learning fun for students while ensuring it is applicable to their lives as well. One example of applicable and fun instruction can be found in Mrs. Bridget Hackney's American Government class.

STANDARDS COVERED:

GC.64 WORKING WITH OTHER STUDENTS, IDENTIFY A SIGNIFICANT PUBLIC POLICY ISSUE IN YOUR COMMUNITY, GATHER INFORMATION ABOUT THAT ISSUE, FAIRLY EVALUATE THE VARIOUS POINTS OF VIEW OF COMPETING INTERESTS, EXAMINE WAYS OF PARTICIPATING IN THE DECISION-MAKING PROCESS ABOUT THE ISSUE, AND WRITE A POSITION PAPER OR MAKE A PRESENTATION ON HOW THE ISSUE SHOULD BE RESOLVED.

DIRECTIONS:

YOU HAVE JUST BEEN PLACED INTO GROUPS (COMMITTEES). USING GOOGLE SLIDES, YOU ARE TO CREATE A PRESENTATION ABOUT AN ISSUE THAT IS OF INTEREST TO THE GROUP AS WELL AS A WAY TO SOLVE OR IMPROVE THE ISSUE. MEMBERS OF THE COMMITTEE WILL PRESENT THEIR FINDINGS TO THE FLOOR (CLASS) ON THE DUE DATE. BE PREPARED TO ANSWER QUESTIONS ABOUT YOUR PRESENTATION FROM YOUR PEERS AND A "PANEL OF JUDGES!"

For this project, the committees presented bills, or proposals for new laws or changes to existing ones, to the Floor (the entire class) about various issues such as abortion, marijuana, gun control, and immigration. What impressed one of the judges for Mrs. Hackney's class project was not only the amount of research and effort students used to create their bills and presentations, but also the caliber of questions from their peers during the question and answer session.

Another part of the project required students to reflect on various aspects of their work and presentations. Guiding questions were provided to help students write their reflections. Some examples of responses to the reflection questions can be found below:

Q. What did you like most about your bill?

A. "I liked how I explained to everyone about how illegal immigrants are a benefit to the United States. To me this presentation was very eye-opening to ones who did not know much about it." - PHS student

Q. What did this project teach you about your duties as a citizen in terms of the law-making process?

A. "We should keep national security above everything. Laws should benefit people already residing in the country." - PHS student

Q. If you had more time to work on this project, what would you have done differently?

A. "We would have done more research and practiced more. We would have reviewed the information over and over in case we missed something from the first time." - PHS student

Q. What did you like least about your bill?

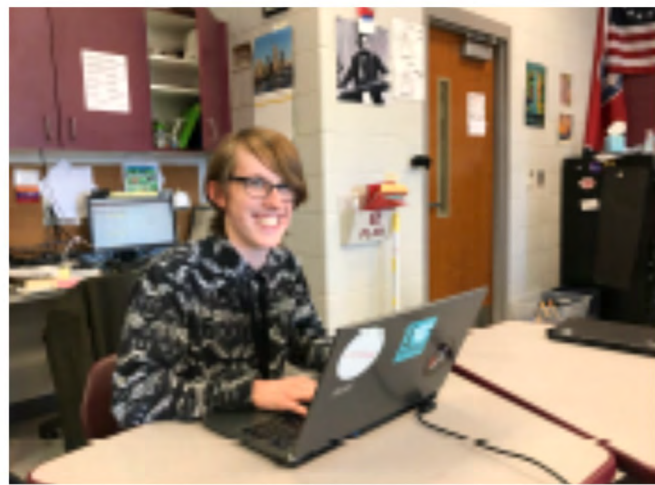
A. "All the questions were good. It was tough to not know how to answer all questions exactly and correctly. I hated that." - PHS student

Station Camp High: English and Journalism Goals

Jacob Taylor, a **Station Camp High School (SCHS)** junior, is a student in Ms. Mendy Rodriguez's English/journalism class. Ms. Rodriguez gave the class an assignment to write an in-depth feature article for the 50th anniversary of Dr. Martin Luther King, Jr.'s passing. **The academic goals included an effective headline, adequate research, exploration of the significance of a movement for equality, a balance between specific events and more general or abstract ideas, and adherence to standard journalistic language and format.** Jacob's reflection on this topic led to the following submission for these goals:

Remembering MLK's Influence— 50 Years Later

50 years. That is how long it has been since the assassination of Civil Rights leader, Dr. Martin Luther King Jr. It has been 50 years since African Americans, and many whites, led the fight for true equality in our nation. But the fight was not finished before his death, and efforts continue today to bridge the gap of discrimination in the United States.



While many young people today feel like the movement led by MLK was a very long time ago, the truth of the matter is Dr. King would have been 89 years old today if he were still alive. Many people that knew him personally, or were alive and supported his cause, are still alive today. It is a poignant reminder that his brave efforts were cut short far too soon when he was assassinated on April 4, 1968, in Memphis, Tennessee - a dream deferred by one James Earl Ray.

Many strides were made during the Civil Rights movement; indeed, much was accomplished. But there are still questions today: what was his true legacy? And how do we carry the fight into the modern day?

As far as Dr. King Jr.'s legacy, it is important to remember what he did helped to accomplish equality for a long-oppressed people. African Americans won the right to vote without legal barrier. Jim Crow laws that enforced segregation in the South were put to an end. The bus boycotts he promoted, as well as his peaceful protesting strategy, helped to ensure his place in history as an extremely important and influential human being.

Yet his efforts were cut short. The fight was not complete. Today, there are still many issues that pervade with respect to fair treatment for African Americans. There is no shortage of examples of unfair treatment in the judicial system and of alleged police brutality. There are also issues of the cycle of poverty and how to ensure all Americans have access to the same level of education.

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Station Camp High (continued)

In 2013, the fight for equality took on a new name, Black Lives Matter (BLM). The movement is a campaign to end violence and systematic racism toward black people. BLM is a movement that fights for equality among the races. This modern movement focuses on issues such as declared police brutality and prejudices toward African Americans that have remained in society to this day. Leaders employ many of Dr. King, Jr.'s peaceful protesting tactics as is evidenced by the thousands of protests held so far.

As the country marks 50 years since his assassination, Dr. Martin Luther King Jr.'s legacy continues on with the new generation of Civil Rights activists. Undoubtedly, his dream has not been forgotten.



2018 Graduation Ceremonies Dates, Times, and Locations

In the event the district uses its allocated snow days, these dates may change.

White House High School – Thursday, May 17, 7:00 pm at Long Hollow

Hendersonville High School – Friday, May 18, 6:00 pm at Hendersonville High School

Station Camp High School – Friday, May 18, 6:30 pm at Long Hollow

Gallatin High School – Friday, May 18, 7:00 pm at Gallatin High School

Westmoreland High School – Saturday, May 19, 9:00 am at Westmoreland High School

Portland High School – Saturday, May 19, 10:00 am at Long Hollow

Middle Technical College High School at Portland – Saturday, May 19, 10:00 am at Portland High School

EB Wilson Virtual High School – Friday, May 18, 6:30 pm at Merrol Hyde Magnet School

Middle College High School at Vol State – Saturday, May 19, 1:00 pm at Vol State's Caudill Hall

Beech High School – Saturday, May 19, 6:00 pm at Long Hollow

Merrol Hyde Magnet School – Saturday, May 19, 7:00 pm at Merrol Hyde Magnet School



Sumner County Schools Mission

Sumner County Schools commits to growing learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership.