



TIGER TALES

Dawson County Middle School

February 2020

Important Dates

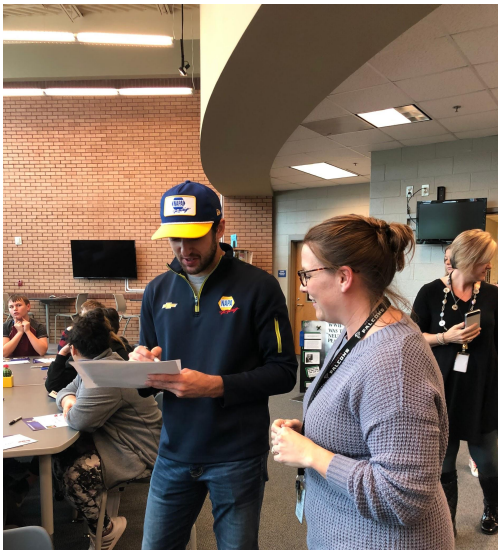
- *March 2nd-Read Across America
- *March 6th-Lighthouse Celebration @ 9a.m.
- *March 12th-End of Q3 and Early Release
- *March 13th- No school for students
- March 16th-20th-Book Fair
- April 25th-Spring Formal Dance



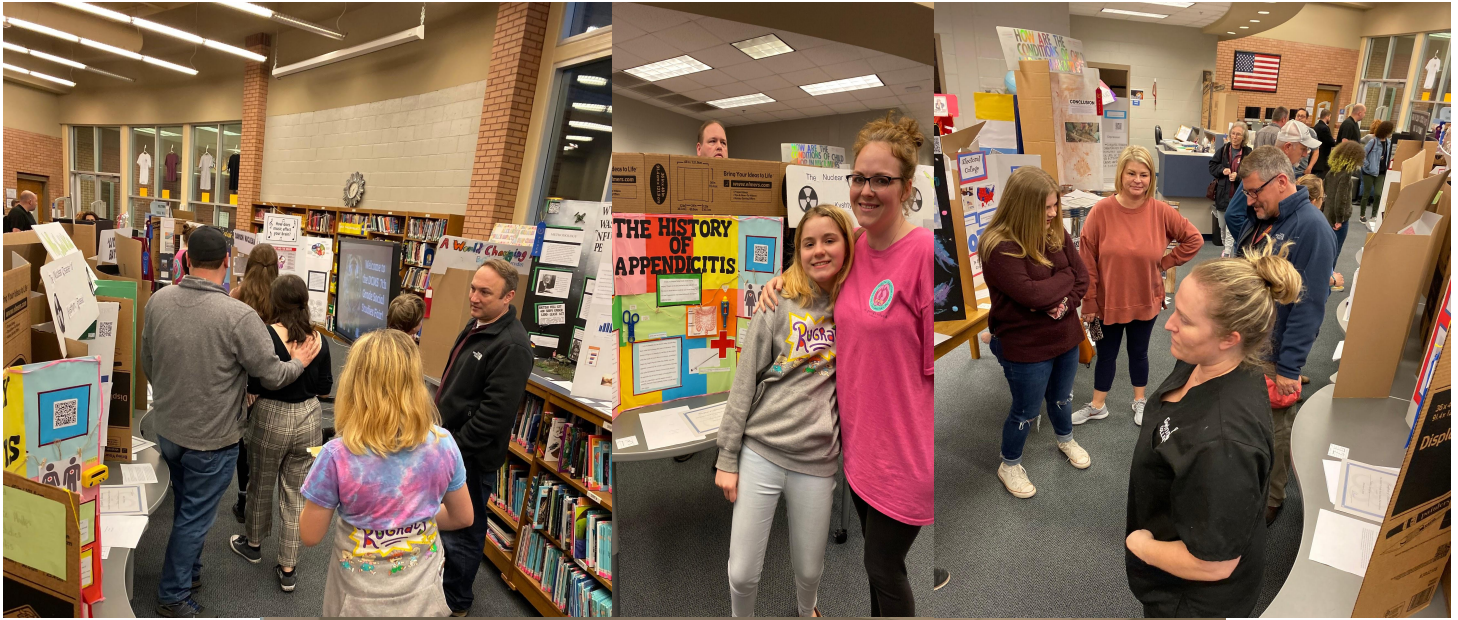
Chase Elliott Visits DCMS!

Chase Elliott visited DCMS on February 19th! He spent time in our Engineering and Technology class and even learned about Robotics! We also held a VIP raffle for our top 100 PBIS point earners. Ten were chosen and were given the opportunity to meet Chase and get his autograph! Chase did the "Tiger Walk" as he exited the building and all DCMS students got a chance to see him! Some even got a fist bump! Overall, it was a day we will never forget!

- p. 2 Chase Elliott Visit contd.
- p. 3 Social Studies Fair
- p. 4. Geography Bee Winners
- p. 5. PROWL Update
- p. 6. Academic Help
- p. 7 Adult Literacy
- P. 8 Lighthouse Celebration
- p.9 Spirit Wear Sales
- P.10 Principal's Message



SOCIAL STUDIES FAIR



Our 7th grade gifted and advanced students worked so hard to create amazing Social Studies Fair projects in Mr. Hamil's class. They developed topics, research questions, conducted research, wrote essays and created the displays. We are so proud of their efforts and our winners! Winners will be competing this Saturday at the regional competition!



Luke Danuser-1st place, Megan Bearden, 2nd place, Ruthie Scodras, 3rd

CONGRATULATIONS TO OUR GEOGRAPHY BEE WINNERS!

DCMS Tigers are on the PROWL!



	P ersevere	R each out with Kindness	O wn your Actions	W illing to put Others First	L ead with Integrity
Cafeteria	Leave your area clean and neat and push in your chair	Hands on your own plate	Clean up after yourself	Wait your turn in line	Use good table manners
Hall	Be on time for class	Be polite to others	Keep hands and feet to yourself	Keep it moving	Pick up trash
Restroom	Flush and wash your hands	Respect the privacy of others	Leave the restroom clean	Be quick	Use the restroom appropriately
Gym	Always do your best	Keep your hands and feet to yourself	Respect gym property and equipment	Be mindful of personal space	Keep it clean
Bus	Speak with a quiet voice and remain in your seat	Keep your hands, feet and body to yourself	Be respectful to other students and the bus driver	Monitor your behavior while on the bus	Model proper bus behavior

Our top 100 students were entered into a raffle and 10 were chosen for a meet and greet with Chase Elliott!



IF you see signs that your child is struggling,
our teachers are always here to help!

MATH LAB

We have lots of students taking advantage of our morning Math Lab! If your child needs help with math, we hope he/she will join us, too!

When: EVERY morning at 7:05 in Mrs. Noe's room, A15 on the 7th grade hall!

AFTER SCHOOL

Academic help is also available every **Tuesday and Thursday** after school in all content areas! Just have your child report to room C-23 from 3:00-4:00.

No appointment needed, just pick your child up in front of the school at 4:00.

MORNING HELP SESSIONS

Morning help sessions are available beginning at 7:05 from Tuesday-Friday as follows:

Tuesday: Social Studies

Wednesday: English/Language Arts

Thursday: Science

Friday: Math

No pass or prior appointment needed!

NEED HELP?
WE'VE GOT YOU
COVERED!



Get ready for the Milestones!

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Study-Resource-Guides.aspx>

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>



ProLiteracy[®]

U.S. ADULT LITERACY FACTS

U.S. FACTS

MORE THAN
36
Million

adults in the United States cannot read, write, or do basic math above a third grade level.

68% of programs are struggling with long student waiting lists, and **less than 10 percent** of adults in need are receiving services.

UNEMPLOYMENT/WORKFORCE

Low literacy costs the U.S.

\$225
Billion

or more each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment.¹

FAMILY LITERACY

Children whose parents have low literacy levels have a

72%

chance of being at the lowest reading levels themselves. These children are more likely to get poor grades, display behavioral problems, have high absentee rates, repeat school years, or drop out.¹

POVERTY

43%

of adults with the lowest literacy levels live in poverty.⁴

EDUCATION



ONE IN SIX

young adults—**more than 1.2 million**—drop out of high school every year.⁴

HEALTH LITERACY

\$232
Billion

a year in health care costs is linked to low adult literacy skills.²

ELL(English Language Learners)

2 million immigrants come to the U.S. each year, and about

50%

of them lack high school education and proficient English language skills.³

CORRECTIONS

75%

of state prison inmates did not complete high school or can be classified as low literate.⁶

¹Sources: 1 National Bureau of Economic Research (NBER)
2 American Journal of Public Health
3 National Council for Adult Learning

4 National Center for Education Statistics
5 U.S. Department of Justice

6 Rand Report: *Evaluating the Effectiveness of Correctional Education*
7 Center for Immigration Studies

The faculty, staff, and students of
DAWSON COUNTY MIDDLE SCHOOL
invite you to join us in celebrating
our national recognition

National Forum
and
*Georgia Lighthouse
School to Watch*



Friday, March 6, 2020
9:00 a.m.

Dawson County Middle School
5126 Highway 9 South
Dawsonville, GA 30534



CHECK OUT THESE IMPORTANT ANNOUNCEMENTS!



DCMS SPIRIT WEAR ONLY \$15



FOUR DESIGNS TO CHOOSE
FROM

**purchase in the
media center**



CASH OR CHECK
**CHECKS MADE
OUT TO DCMS**



WE HAVE ALL SIZES IN STOCK
WHILE SUPPLIES LAST. IF WE SELL
OUT OF YOUR SIZE NO NEED TO
WORRY, WE WILL BE PLACING
ORDERS EVERY TWO WEEKS.
YL-A2XL AVAILABLE TODAY. ALL
OTHER SIZES AVAILABLE FOR
ORDER.

PURCHASE YOUR SPIRIT
WEAR
TODAY!



www.dcms.org

Message from the Principal



Productive Struggle

I've been reading a lot in the last year or so about the concept of "productive struggle." A simple google search will tell you that productive struggle develops "strong habits of mind, such as perseverance and thinking flexibly, instead of simply seeking the correct solution."

(<https://www.renaissance.com/edwords/productive-struggle/>). Productive struggle means posing problems with no clear solution, and seeing what strategies kids come up with to solve them.

This is a really tall order when it comes to our middle schoolers, because they really like to be RIGHT (don't we all??). In their world, it seems like their goal is to get the right answer and quickly move along to whatever the next order of business happens to be. Whether they fully understand *why* the answer is right just doesn't seem to be important to students at this age. They have a hard time working through the muddiness of uncertainty when they might not have that ultimate "correct" answer at the end, or there might not even be one correct answer at the end.

If we're being honest, as parents it's hard for us to sit back and watch them struggle, isn't it? The wise world of social media has a million memes that tell us we're only as happy as our least happy child, and it's really true. I have news for you--my kids are 23 and 27, and it hasn't changed. They're both independent adults, and I guess I have a lot to be proud of, but their problems still keep me up at night. My mother is 85 years old and if she has any inkling that something is wrong in my world, she will call, text, or somehow check in on me every day until she is confident that the situation is better. For me, watching my kids struggle is the hardest part of parenting.

One thing I think we can all agree on, though, is that learning involves struggling. Kids HAVE to wrestle with concepts, learn to figure things out, make mistakes, and yes--sometimes cry in frustration. At some point in life, they need to learn what it's like to hit a wall, struggle through something difficult, and persevere until they've mastered it. Speaking from experience, the sooner they learn this, the more resilient they will become. I recently asked teachers to share their insights on this topic, and one teacher told me that when a student says the work is hard, she typically responds "'Well, if it is not hard that means you already know it and if you already know it then I don't need to teach you.'" That about sums it up, doesn't it?

Message from the Principal cont'd

So how can you support productive struggle at home? Well, another google search told me that very little has been written about that topic, but common sense would dictate that we should present our children with challenges. Let them figure out how to do something that they don't already know how to do. YouTube is full of tutorials on everything from needlework, to playing an instrument, to fixing broken appliances, to growing vegetables. Let them find something to try, encourage them, maybe help them find the resources they need (and certainly lend a watchful eye if they're venturing into anything dangerous), but then sit back and see what they come up with! When they hit bumps along the way (why didn't anyone tell me that tomato hornworms could practically destroy my plants overnight??), lend a sympathetic ear, but then push them toward looking for solutions and trying to solve the problem themselves. I promise you that you will never see your child have more self-confidence and pride than after they've persevered on their own to accomplish something that they set their mind to.

We would love for you to connect with us!



Scan the QR code to meet our teachers and administrators!



[@DCMSTigers](https://www.facebook.com/DCMSTigers)



[@DCMSTigers](https://twitter.com/DCMSTigers)



[DCMS Remind](https://remind.com/DCMS-Remind)