

VOLUME 24 • NUMBER 3

MARCH 2022

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**FOR THE PARENTS,
STUDENTS, AND COMMUNITY
OF TEAGUE MIDDLE SCHOOL**



TIGER PRINTS

PRINCIPAL'S MESSAGE

Dear Teague Families and Friends,

We are so appreciative of all the support you have extended Teague Middle School and our students during this 21-22 school year. We are especially grateful for our PTSA, School Advisory Council, and the volunteers who have supported our athletics and performing arts programs. Our students are stronger because of you!

We are now in the throes of third quarter exams and will end this quarter on Friday March 11th. Spring Break (yay!!) will occur from March 14 through March 21 for our students. Fourth quarter starts on Tuesday, March 22nd. I remind our students often that there is no time like the present to improve grades, practice great study habits, and achieve.

We are piloting a new virtual tutorial which can support each student with homework or a specific course. We will begin that rollout at the beginning of Fourth Quarter. I am really excited that we will be able to extend tutorial services for our students. As we approach 4th quarter, please do continue to closely monitor your child's academic progress. A student must maintain a 2.0 GPA in order to be eligible for promotion to the next grade level. Our 8th grade students who are in need of additional academic support will be required to attend the Summer Transition Program in order to be promoted. More information will be forthcoming about Transition. Our 6th and 7th graders who do not meet promotion requirements will be considered on a case by case basis.

Thank you again for your continued support and communication. Research has shown over and over again that when families and schools partner, there are significant benefits for students, educators, and families. We appreciate your participation and feedback.

Respectfully,

Connie E. Collins, Ed. D.
Principal

Positive Behavior Support Mission Statement: To institutionalize a consistent positive culture supported by the school community where expectations are clearly identified, communicated, and understood for positive behavior and mutual respect.

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about our school.

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TEAGUE SOCIAL MEDIA

Teague loves that there are a variety of platforms to share information, celebrate student success, and highlight activities on campus. Keep up to date by following one (or more!) of our social media accounts!

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COUNSELOR CORNER

6 Strategies for Overcoming Test Anxiety

With testing around the corner, many students become anxious about statewide assessments (Florida Standards Assessments), End of Course (EOC) exams and Standard Based Assessments (SBA). Let's face it- no one likes to take a test. It's pretty normal to feel a little jittery when we know we are being "judged" in some way. A touch of nervous anticipation can actually help to peak performance while taking a test. But, for some people, this normal anxiety is more intense. The nervousness they feel before a test can be so strong that it interferes with their concentration or performance.

What is Test Anxiety?

All anxiety is a reaction to anticipating something stressful. Test anxiety is actually a type of performance anxiety — a feeling someone might have in a situation where performance really counts or when the pressure's on to do well. The anxiety is a product of fear or worry about a test or quiz. A student who may struggle with test anxiety may know the material, but he or she cannot access the information during the exam due to the weakening mental state.

What Are the Causes of Test Anxiety?

- Questioning ones own abilities can create the fear that you will do poorly or even fail a test.
- Distractions by other students, noise, or internal thoughts can make it difficult to concentrate.
- Physical Symptoms such as short breaths, fast heart rates, nausea, headaches, and body sweats can make it difficult to recall answers and think clearly
- Mental blocks can make it difficult to recall information from memory
- Test anxiety can create a vicious circle: The more a person focuses on the bad things that could happen, the stronger the feeling of anxiety becomes. This makes the person feel worse and, because his or her head is full of distracting thoughts and fears, it can increase the possibility that the person will do worse on the test.

How Can You Beat Test Anxiety?

1. Be Prepared. Get a good night's sleep and eat a healthy breakfast. Avoid sugary and starchy foods. Sugar and starch require a lot of energy to digest and can make it difficult to concentrate. Choose foods like meats, eggs, nuts, and vegetables, which can help to energize the brain.
2. Help your child learn to relax. When we feel stress, we experience a physical response. Our muscles tighten and our breathing becomes shallow. Luckily, we can "undo" the stress by working with the body. Breathing exercises are quick, easy and portable. Help your child practice it during small stresses, for example, the dentist's office.
3. Review good test-taking strategies:
 - a. Read all the directions and answer choices.
 - b. Use process of elimination. Cancel out answers that don't make sense.
 - c. Remind your child to pace him or herself. Encourage them to take their time, however, keep an eye on the clock to make sure they finish in time.
 - d. Skip over the harder questions and come back to them at the end.
 - e. Go back and check their work.
4. Replace negative self-talk. Instead of saying, "I never do any good on tests" or "I know I'm not going to do well" with "I've studied and prepared and I am ready to do my best."
5. Do something fun. It's the night before a big test. This is not the time for drilling or quizzing or lecturing about the importance of this assessment for their future. At this point, all the preparation should be done. Instead, help them relax by doing something fun and distract them from anxious thoughts that can lead to a sleepless night.
6. Keep your expectations in check. Make sure your words or actions do not send any of the following messages to your child: "If you don't do well it will be awful" or "I am counting on you to perform well." Don't let your child think that you measure his/her worth by his/her performance.





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ENGLISH/LANGUAGE ARTS (ELA)

6th Grade

Parents and Students:

We hope you had a fabulous Spring Break and enjoyed the opportunity to refresh and renew.

To recap, our students worked diligently in the third quarter preparing for the second administration of Write Score fine tuning their argument writing skills. We learned the parts of an argument, what elements are included in the introduction, body, and concluding paragraphs with the "Advertising in Schools" passage set as well as the "Is it Better to Sit all Day or Stand all Day," texts. To conclude third quarter, we engaged in a unit of study with the anchor text, The Prince and the Pauper.

To demonstrate proficiency in the 6th grade reading skills, students took the Star 360 #2 reading assessment the first week of January. We will administer Star 360 #3 during fourth quarter, the week of March 21st.

Moving forward, students should be prepared for a fourth quarter reset. The first thing students learn is how to examine their data for the Common Nine Weeks Exam and set achievable goals for showing their progress. We will review all of the critical reading standards and examine writing informative essays. Students will also examine their Write Score #1 and #2 data, record the specific skills that they did well on and the areas they need to improve. Finally, they will set achievable goals to show their progress in writing.

To prepare students for the FSA Writing and Reading, students will build stamina reading selections from the HMH Collections to review and master

their reading, writing, listening, and speaking skills. Sixth and seventh grade FSA Writes will take place on Tuesday, April 5th. Awards night will take place at 6 p.m. on Monday, May 16th at the Lake Brantley Auditorium. The 6th Grade FSA Reading will take place on Monday, May 2nd and Tuesday, May 3rd.

7th Grade

The latter half of the third quarter has been filled with drama! During this time, students have been exposed to the foundational elements of drama and have enjoyed reading aloud several portions of plays within their classes. This newly acquired academic vocabulary combined with the previously discussed topics of argumentation, text structure, poetry, and plot stages will all be reviewed in short learning bursts in preparation for the FSA Read in May. Students will be spiraling their learning by revising past knowledge during the academic year to prove their proficiency in its application across selections of literature as well as informational-based texts.

Across all grade levels, English Language Art (ELA) students are being primed for upcoming spring assessments with the completion of their second writing evaluation of an argumentative essay through the Write Score program. Writing is a main indicator as to a student's future testing outcomes. Essay writing involves all aspects of a complete ELA student: reading of a text, comprehension, evaluation of ideas, analysis of evidence, formulation of a position and formatting the evidence in a properly structured, logical, and focused persuasive essay. Test scores from the latest round of essay submissions will be shared with students after the start of the third quarter on Tuesday, March 22.

Upon their return from spring break, students will be discussing the differences in format and content as it relates to an explanatory or informative versus an argumentative essay. This important distinction will round out the understanding needed to demonstrate their required knowledge for the FSA Write the first week of April. It is important to note, only on test day will it be revealed which type of essay to be performed. Additionally, a third installment of the Reading STAR test (August, January, and now March) will be administered the first few days of the fourth quarter to provide yet another data point to show the student progress. Reports will be shared with students and then sent home to parents.

Yes, testing will dominant the fourth quarter, but with a positive mental attitude and a prepared mind, students can and will be successful!

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8th Grade

Third quarter has been full of suspense as 8th grade ELA students have been reading Gris Grimly's *Frankenstein*. This graphic novel adds captivating illustrations to an abridgment of the 1818 edition of Mary Shelley's book. Paired with Shelley's text, Grimly's haunting and—at times horrific—representations of Frankenstein's creature challenged students to wrestle with some of the text's central themes: the source of humanity and the root of evil. Students have written multiple pieces to analyze the text, discussed and paraphrased key dialogue, and debated character motivation. Ultimately students are left to consider if Frankenstein's creature should ultimately be considered human.

In addition, students have been working diligently through Quill to supplement grammar and writing skills and have participated in mini-writing workshops, poetry dives, and quick research projects.

CREATIVE WRITING ELECTIVE

Students in Creative Writing have been busy logging hundreds of words a week! These STAR-writers write every single day: daily journal prompts, poems, short stories, narratives, writing to analyze author's craft, online interactive projects. It has been a very exciting quarter 3 with loads of talented writers. Quarter 4 will continue with science-fiction writing, editorials, exploring cultural traditions, and more.

Lastly, BIG congratulations to all Writing Challenge winners for January, February, and March!



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SOCIAL STUDIES

6th Grade World History

During the 4th 9 weeks the World History classes start with the Roman Empire. We will be doing a Document Based Question on the Fall fo the Roman Empire. Students will be focusing on what evidence and elaboration is needed to answer the prompt. Students will also be working on Document Analysis and determining the main idea and the authors point of view. We will also cover the content of Christianity and the Americas. We will examine the origins of the Christian faith, how it impacted the Roman Empire, and how it became the largest practiced religion in the world. We will also examine the civilizations of the Americas and the impact their history has had on the people in this Hemisphere and how the age of exploration effected these early civilizations.

Mr. Bastian (Michael_Bastian@scps.k12.fl.us), Mr. Rish (James_Rish@scps.k12.fl.us), Ms. Benedetto (Noreen_Benedetto@scps.k12.fl.us) and Ms. Cowan (Diana_Cowans@scps.k12.fl.us).

7th Grade Civics

Seventh grade Civics students are currently working hard to wrap up this year with studies concentrating on the Forms and Systems of Government, the FL Constitution and its similarities/differences with the US Constitution and Foreign Affairs.

We will also be covering the Ocoee Massacre, prior to spring break. This is REQUIRED INSTRUCTION: According to HB 1213: Educational Instruction of Historical Events, the bill directs the history of the 1920 Election Day Riots (Massacre) to be included in required instruction.

Civics EOC is scheduled for May 4, 2022this year. Tutoring schedule will be available soon.

Please check for this information in your child's eCampus pages to make sure that they are working on wrapping up the end of the year. Please do not hesitate to contact us if you have any questions or concerns: Mrs. Neyra (Amanda_Neyra@scps.k12.fl.us), Mr. Rish (James_Rish@scps.k12.fl.us), Mr. Fabris (Raymond_Fabris@scps.k12.fl.us) and Ms. Cowan (Diana_Cowans@scps.k12.fl.us).

8th Grade U.S. History

The 8th grade U.S. History teachers would like to thank all students and parents for a productive year of learning in U.S. History classes! Please continue to put forth the great effort, hard work, and respectful behavior that is necessary to be successful until the end of the school year. 8th grade students need to be prepared for the academic rigor and expectations of turning in all work in a timely manner to succeed in high school. Please know that LATE WORK WILL NOT BE ACCEPTED DURING THE 4TH NINE WEEKS unless you have an excused absence or absences. Having a positive growth mindset and staying organized will help you reach your full potential!

During the 4th Nine Weeks Grading Period, the 8th grade students will be learning the following content in U.S. History: LESSON 21: "A DIVIDING NATION, 1848-1861," LESSON 22: "THE CIVIL WAR, 1861-1865," and LESSON 23: "THE RECONSTRUCTION ERA".

The last DBQ or "Document-Based Questions" Activity will be on The Civil War: "What Caused the Civil War?" during the Fourth Nine Weeks Grading Period. It is extremely beneficial for ALL students to learn how to analyze and make inferences from primary and secondary sources in U.S. History. ALL 8th grade students will be completing the DBQ on the Causes of the Civil War. Please remember that the online textbook version of History Alive! is available in the PORTAL... simply click on the purple "TCI" tile.

Students will take the 4th Nine Weeks Common Assessment in U.S. History (PRE-AP, ADV, and STANDARD classes) before the end of the school year. 8th grade teachers will help students prepare for the exam, which will cover the causes of the Civil War and the course and consequences of the Civil War.

ALL 8th grade students should have registered for LBHS classes for next year. Please contact the LBHS Guidance Department if you need any help, support, or assistance using the following link: <https://www.lakebrantley.com/student-services/>

THANK YOU FOR YOUR TIME AND SUPPORT! Please do not hesitate to contact us if you have any questions or concerns: Mr. King (dave_king@scps.k12.fl.us), Mr. Klump (tom_klump@scps.k12.fl.us), and Ms. Manuel (melissa_manuel@scps.k12.fl.us).



ATHLETICS

Teague Volleyball

Congrats to all the boys and Girls Volleyball teams. Both boys and Girls saw success on the court this season. Each Varsity Squad made the quarter finals in their respective tournaments. A special shout out goes to Ms. Berry's leadership class, Mr. LaPlaca, and Mrs. Clarke for helping with ticket sales and concessions the entire season.

Teague Basketball

Congratulations to all the players who made our basketball teams this season. We always have a lot of students try out every year. This year was no exception! Remember to get your physical complete and sports fee paid on time. Below is this season's schedule.

BOYS Basketball Schedule

- March 30 Teague @ Millennium
- April 6 Greenwood Lakes@ Teague
- April 13 Rock Lake @ Teague
- April 20 Teague, Galileo @ Sanford
- April 27 Teague @ Markham Woods
- April 30 Tournament @ 8 am
- May 2 Final 4
- May 4 Finals

GIRLS Basketball Schedule

- March 30 Millennium @ Teague
- April 6 Teague @ Greenwood Lakes
- April 13 Teague @ Rock Lake
- April 20 Sanford @ Teague
- April 27 Markham Woods @ Teague
- April 30 Tournament @ 8 am
- May 2 Final 4
- May 4 Finals



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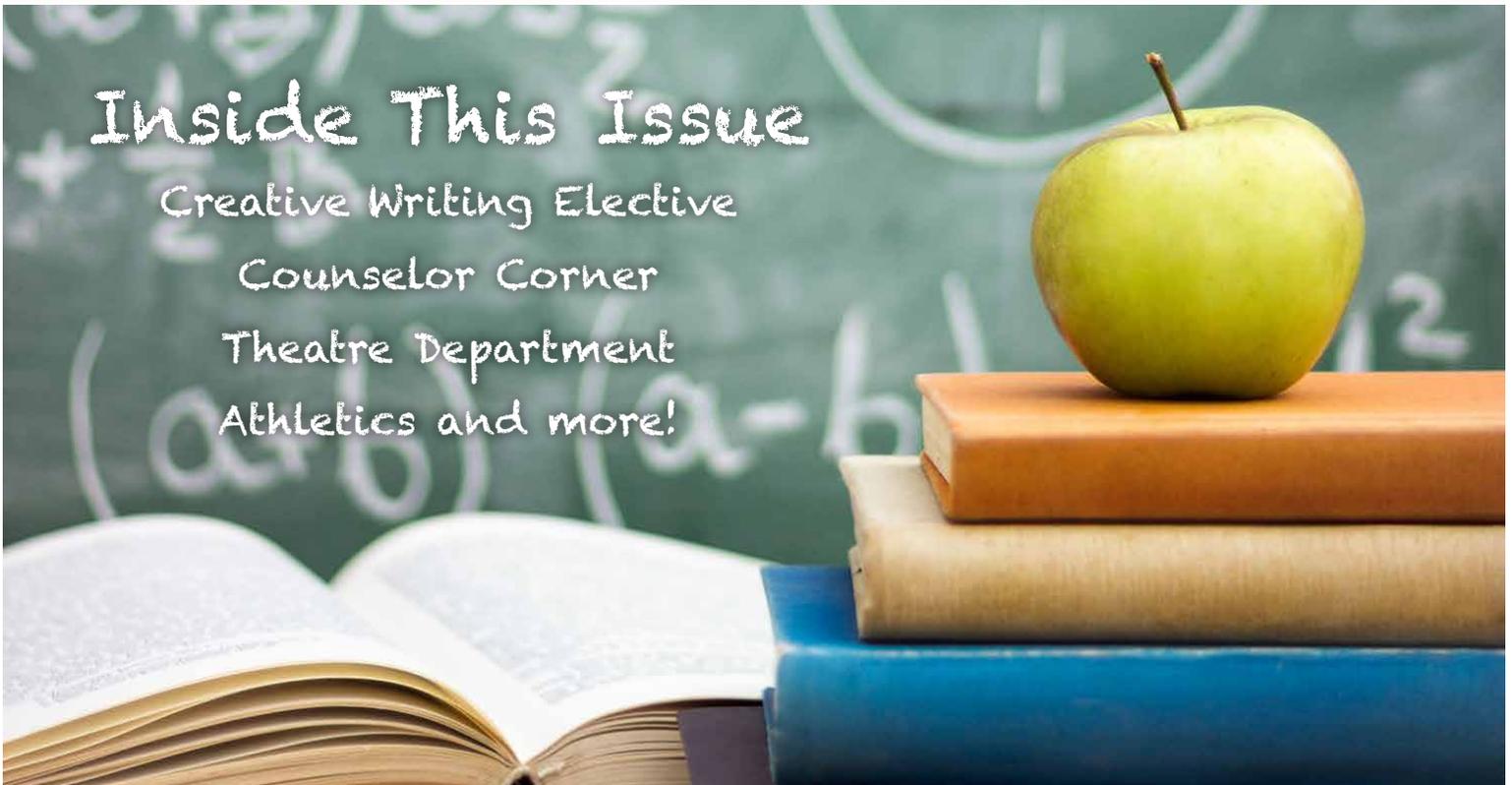
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