## **Morven Elementary School News**

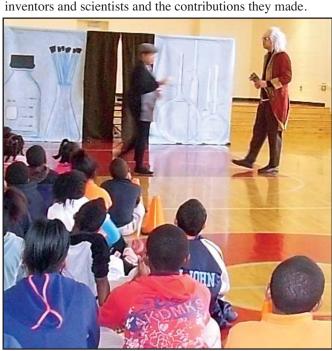
### At MES Learning is Fun on iPads

Morven Elementary School students are using iPads that were purchased with the School Improvement Grant (SIG). Mrs. Eddins is instructing Sixth grade students on how to use the iPads for the assignment they are doing. Students are really enjoying the technology that has been purchased for MES.



### Science Show at MES Provided by Arts Council

A presentation about Science was presented at Morven Elementary School. The program was funded by the Anson County Arts Council for students in October. The students thoroughly enjoyed the show and information shared during the show. Follow up activities included learning more about inventors and scientists and the contributions they made.



# **Wadesboro Elementary School News**

#### **WES Holds School Spelling Bee!**

Many students at Wadesboro Elementary School had never experienced a Spelling Bee until this year. Every student was given a list of words to prepare for the classroom level spelling bees. To enliven the experience all students watched *Akeelah and the Bee*.

The top three students from each class moved on to the next level - the school Spelling Bee. Students were seen walking around with their word lists, using every available minute to study. This event was a school wide effort with random teachers quizzing students on words throughout the day, and with Ms. Kam McDonald, SW, agreeing to be the pronouncer for the school bee. All participants received a special treat for their hard work, compliments of Principal Owens.





### **WES Sixth Graders Get Hands On!**

In mid-November WES sixth grade Science classes began studying soil as it pertains to ecosystems. In order to give the students a more hands on approach, each student was given the necessary tools to grow his or her very own lima bean plant. (Seeds were donated by Hildreth Produce in Wadesboro.) Each student then planted their seeds and monitored the plant growth through visual as well as written observation.

Several students were surprised to see the plant's response to their "green thumb" as some plants grew as tall as 23 inches. Students were allowed to take their plants home prior to the Christmas holiday break.

# Peachland-Polkton Elementary School News PPES Students Tour Peachland and Wadesboro

The kindergarten classes at Peachland-Polkton Elementary School visited the towns of Peachland and Wadesboro to learn more about our own communities and to share the Christmas spirit. On December 13th the students toured the Peachland Post Office, Fire Department, the Senior Center, and Peachland United Methodist Church. The photo features students singing Christmas carols to a group of people gathered at the Peachland Senior Center. The kindergartners made snowmen out of toilet paper tubes and gave them to those gathered for the visit. Members of the Peachland United Methodist Church hosted the students and teachers for lunch and presented a puppet show in their sanctuary.

On December 16th and 17th the kindergarten classes visited various places in uptown Wadesboro, greeting everyone with some Christmas carols. The

greeting everyone with some Christmas carols. They brought more homemade snowmen to the residents at Lillie Bennett Nursing Center. The students also boarded the Polar Express as they learned about the North Pole from Mrs. Wendy Efird at the Wadesboro Planetarium and Science Center.

The students enjoyed their visits and spread lots of Christmas cheer to many people in our communities!

# Anson New Tech News Living Off the Land 2.0

The Living Off The Land 2.0 project was designed to help students foster an understanding and appreciation of agriculture, health, and economic development, and was kicked off by television star Eustace Conway of Mountain Men, a show about living off the land.

The project has three phases: planning and preparation, which entails researching, designing, and laying out the vision for students' agribusinesses; construction, which involves building fences, greenhouses, and other necessary infrastructure; and implementation and sales, which will require students to plant, grow, and then sell their products and collect seeds for future use.

The project requires critical thinking, collaboration, communication, and self-direction. This locally-based, student-created and operated sustainable agribusiness demonstrates the Deeper Learning concepts put into action outside the classroom.

Pictured above are, from left, Casey McElroy, Eustace Conway and Matt Carpenter.



### **Leon Cummings Welcomed to Anson Schools**

The Maintenance Department recently welcomed Mr. Leon Cummings (pictured above) as the new supply clerk. Mr. Cummings began his job on January 6th and brings an

extensive amount of knowledge and experience to the department.

### Maintenance Department Gets It Done!

The Maintenance Department staff members (pictured above) are seen in action during the last rainstorm. They repaired a ruptured water line that a fiber optic cable crew cut on Highway 74. The damage had stopped water flow to several buildings on the Anson High campus for a couple of hours.





# ANTHS Encourages Critical Thinking

According to Principal Chris Stinson, Anson's Project-Based Learning approach means students identify a globally important

issue such as climate change and then work to solve it.

For example, students in Stephanie LaBree's biological studies class complete a unit of study she created on how food is broken down and used in the body. From this, students understand the importance of what they eat. They are evaluated through projects that focus on mastering all of the Deeper Learning outcomes.

Critical thinking is encouraged through the design of the rubrics used to assess student projects. A student is evaluated and considered proficient, advanced, or unsatisfactory. The proficient section of the rubric represents mastery of the state standards and the advanced section represents the ability to apply that knowledge to another situation. Unsatisfactory means the student will be given

an opportunity to go back and try their project again.
"We also focus on questioning," said Stinson. "We answer a student's questions with questions, and teachers discipline themselves to ask students 'why?' at least three times in order to assess understanding by eliciting the critical thinking, problem solving, and effective feedback producing aspects of Deeper Learning."