

*In the*

# MIDDLE



DUNWOODY  
CHRISTIAN  
SCHOOL

Thank you for taking the time to read the very first newsletter publication of the DCS Middle School. “In the Middle” refers not only to the stage of life our students are in, but also to the idea that they are “in the middle” of many first experiences; students are in the midst of God shaping their hearts and minds through the unique relationships and experiences here at DCS.

There have been many firsts for our middle school students this past semester in our inaugural year. From their first Commissioning Service to their first time switching classes, our students are learning more than just academics, they are learning about who they are in God’s eyes and what they are capable of when they have a relationship with their Creator.

As you flip through these pages and see what a covenant-Christian education looks like, I hope to offer you a glimpse into what makes our students thrive and for other adults to say, “These are not your typical middle schoolers.”

Every teacher and staff member at DCS strives to live a God-centered life where we model and teach our students that the best place to be is “in the middle” of God’s hands. As we move into the second semester, the list of firsts will continue to grow with our first full day field trip in January to our first middle school graduation in May. Please keep us in your prayers as we prepare for the admissions season. Our desire is that God will add students to our middle school community next year, so as we wait on His perfect timing, we will be faithful to the precious students He has stewarded to us this year. We will continue to create an environment where our students experience a sense of belonging, academic and spiritual growth, and service towards God and others.

*Yours Truly,*  
**Mei Fan**  
 Middle School Principal  
 Associate Head of School





# TABLE OF CONTENTS

<i>Bible</i>	03
<i>Math</i>	05
<i>ELA</i>	07
<i>Social Studies</i>	09
<i>Science</i>	11
<i>Leadership</i>	13

## 5th

My 5th graders have loved learning about how God's word is true, and how characters in the Bible stories relate to the overall message of the Bible. They are also deeply involved with our chapel service. They are an inspiration to watch and I look forward to them leading the middle school as the year progresses.



Anna, Avery, Emily, and Summer often lead worship for our middle school chapel.



Reagan shared about the importance of having a relationship with God.

## 6th through 8th

The theme for the students is to ensure they have a relationship based on their faith and understanding, not their parent's or pastor's faith. To that end, we have been studying an overview of the Old and New Testament, plus we have looked at the Gospels and the early church. We ended the semester looking at the different reasons people do not believe in God and using logic and Scripture to identify the fallacies with the arguments of others against Christianity.

I would like to start off by saying that my middle schoolers are some of the most Christ-centered, loving, students I have ever had the pleasure of being around both in school and at church. In Chapel each Thursday morning, students have had the blessing of hearing from not only their teachers, but also from their classmates as some had the opportunity to "stand in the pulpit" to preach God's message and encouragement to us all.



Before Emily moved, she left us with a message of the value of trusting in God.

## BIBLE

*from the desk of Mr. Abrams*

Avery preaches on doing God's will.



# MATH

*from the desk of Mr. Abrams*

## 6th

Here we are stretching our minds with 3-Act math and projects, in addition to the traditional work of finding variables and solving word problems. We focus on developing models, working strategies, and reflective thinking to help us better understand mathematics.

Students often use models in Math. The boys are working together on a STEM activity to see whose structure is the strongest based on certain geometric designs.



## 5th

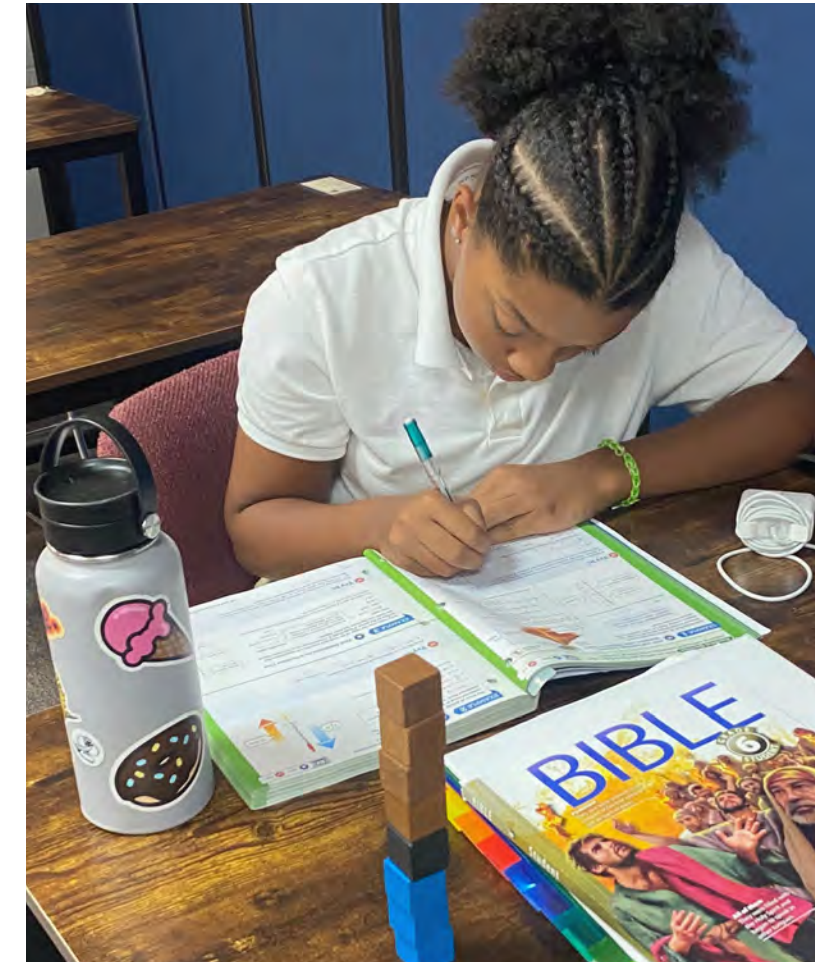
My 5th graders have been rolling through math this year. We have covered different strategies and models to help us solve problems with decimals, fractions, rounding, and powers. We have also added real-world projects measuring manatees and running amusement parks.

## 7th

In 7th grade, we are doing everything in the lower grades plus STEM projects. We have tackled integers, rational, and irrational numbers. Next semester we will transition to probability, geometry, and inequalities.

## 8th

8th grade has also incorporated many of the connection activities that are in the lower grades. We have learned how to analyze and solve linear equations and worked with radicals, proportionality, and scientific notation.



Rhiyan focuses on practicing her math problems in her workbook. The curriculum is available digitally as well.

## BIG GAINS IN LEARNING FOR LIFE

This semester has been filled with challenges, however, the students have met each one and have become overcomers! I have enjoyed watching the lightbulbs above the kid's heads shine brighter and brighter as we have progressed throughout the year. I look forward to the next semester!



Fifth grade students pose after a project.

**6th** This semester, 6th grade explored the wonderful world of famous fairytales and folktales! As they vigorously turned the pages of *Ella Enchanted*, they discovered the many literary elements that go into crafting a fairytale. They enjoyed connecting the dots to understand clever allegories and symbolism within *Thor's Journey to Utgard*. They also had the chance to present research on the truth behind their favorite Disney Fairytale. Each day was full of an enchanting adventure and fun learning!

Rhiyan, Gordon, and Noa smile big after finishing their presentations on the Salem Witch trials.



## 7th and 8th

This semester in 7th and 8th English language arts, students went back in time by way of Arthur Miller's book, *The Crucible*. They came to understand the hysteria that can seep into societies by understanding social status, power, reputation, and how Christian ideals should be implemented within communities. The crucible challenged each student to consider how well we forgive and restore one another through Christ. They also studied the history of witchcraft and how it has found its way into modern day America!



Fifth grade students learned about the island of Alcatraz from the fiction piece, "Al Capone Does My Shirts."

## 5th

Fifth grade took a trip to the eerie island of Alcatraz! They honed in on an excerpt from *Al Capone Does My Shirts*. The story pulled on their perspectives of what it means to submit to leadership. In the story, a young boy named Moose learns that his father's new plan for his family may have a few hidden blessings that he just couldn't see at first. This helped the class understand that our Father in heaven always does what is best for us, even when we don't understand his ways or timing. Pencils and erasers began to dance as they became more comfortable with writing and presenting their memories of a time when they knew God was there to comfort them. This semester was full of literary mysteries and exciting presentations!

# ELA

*from the desk of Mrs. Adams*



This 6th grade class has a special bond with Mrs. Adams.

# SOCIAL STUDIES

*from the desk of Mrs. Adams*

**5th** The Exuberant Fifth grade studied the “Wild West” by digging into the history of the great Western Expansion of America! They quickly discovered how the need for cattle in the north led to men embracing the adventure of weathering the rough terrain and trials of the cattle trails. Although money was the motivating factor, this new opportunity was one of the first historical events that encouraged Native Americans, African Americans, and Europeans to work together side by side. They enjoyed studying the authentic roots of what we know cowboys to be today!



Lacey shares a personal journal entry.

Behold, how good and pleasant it is for brethren to dwell together in unity!

Psalm 133:1 KJV

## 6th

Our all girl sixth grade class became entrepreneurs and leaders of their own governments in social studies. They studied the ranging forms of governments found in European countries! They banded together to create their own continent and created their own individual countries. They met the challenge of making trading partners, military allies, decided whether they would join the United Nations, and formed their own currency. They outlined their natural resources, identified their major exports, as well as what they needed to import for their given region. They became Presidents and Queens while discovering the joys and struggles of developing a country of their own!



Fifth grade students presented on what they learned about the Western Expansion and the roles black cowboys played.

## 8th

During the first semester eighth grade studied how the invention of the cotton gin changed the trajectory of slavery and the Civil War in Georgia. Eli Whitney’s invention birthed a cotton craze that drove the south to plant more cotton and establish many plantations across the south. Georgia became known worldwide as the top producer of cotton! These events led to a peak in purchasing more slave hands as plantation owners wanted to produce and transport at their full potential. That urge for production and trade led to the construction of the Georgia railroad system, which is a major contributor to the characterization of the state of Georgia, and even more so, the city of Atlanta! Eighth grade discovered the social and moral implications of new technology inventions and how they directly affect the world we live in today!

## 7th

Seventh graders put on their explorer hats and went on a safari ride in social studies by studying the great continent of Africa and the many countries within it! They discovered the plethora of natural resources and coveted minerals that the land bears. They presented projects on African countries that showcased their knowledge of Africa's geography, forms of governments, religion, and culture. Students were also able to learn about the apartheid issues that Africa faces and the ripple effects that it still faces today. They discovered how segregation has caused damage to numerous places around the world throughout history.

# SCIENCE

*from the desk of Mrs. Weihe*

## 5th

Mixtures, solutions, and chemical reactions was how the 5th graders started the semester off. We did chemical experiments with various powders you find in the kitchen and baked a cupcake with and without baking soda to compare how one little ingredient makes all the difference. Next we studied the solar system, learning about the lifecycle of stars and how much we weigh on each of the planets in our solar system. Students even visited the planets and sent back postcards to Earth.



Sixth grade learns about the impact of various solutions on gummy bears!



## 6th

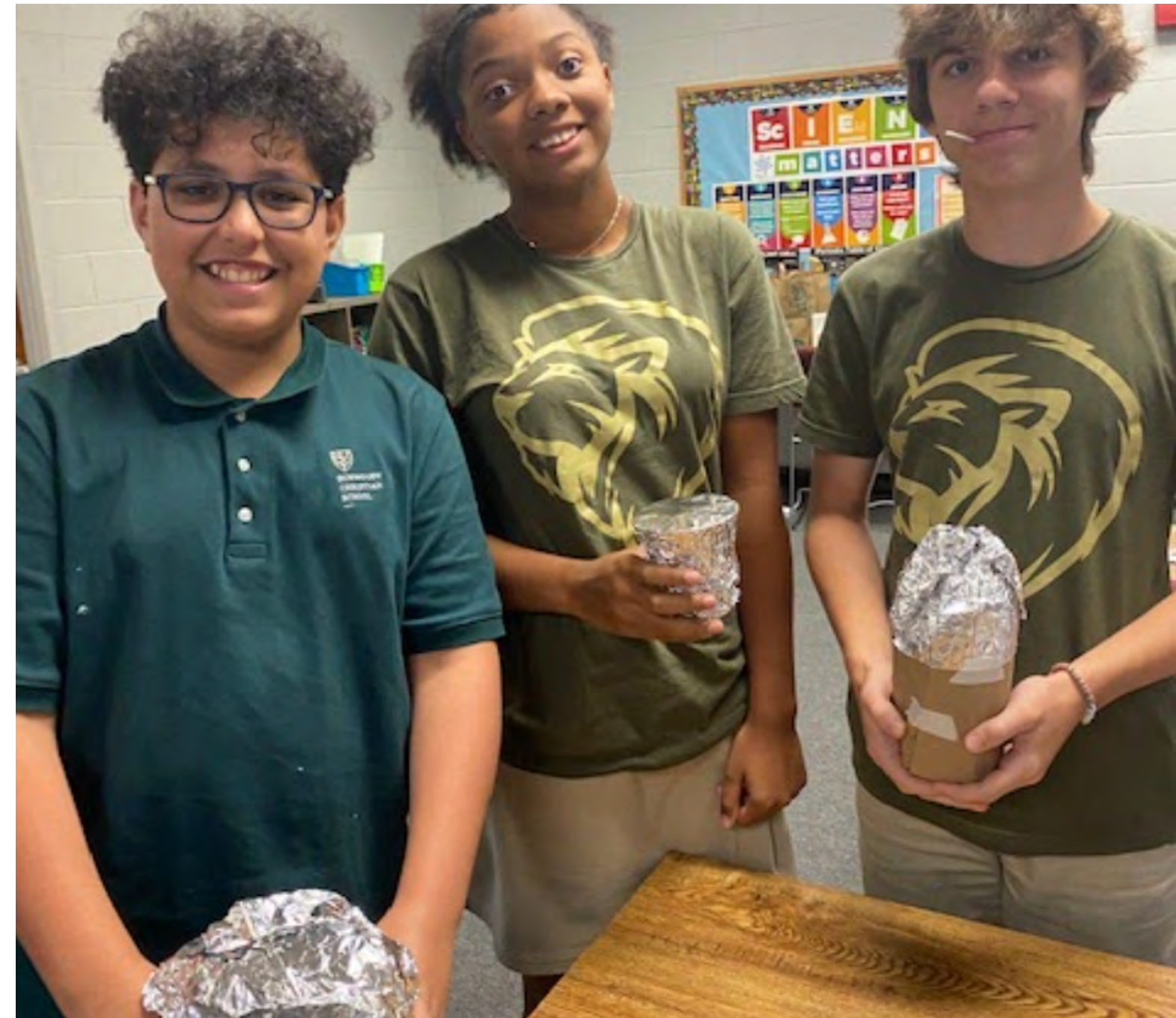
Life Science is the topic for our 6th grade girls this semester. After a study of ecosystems, we learned about the keystone species, the elephant by studying its behavior in the wild. Our next unit of human system and cells took us to learn about a “Medical Mystery” of a real teenage girl named M’Kenna, who was having problems with digestion, respiratory issues, and losing weight. We learned a lot through virtual labs. Studying cells is fun as we did several projects on cell structure and did several experiments on mitosis using teddy bear gummies. Looking forward to studying genetics and inherited traits next semester.

(Left) Fifth grade students make SLIME on their unit on mixtures.

## 7th and 8th

Students in 7th and 8th started the semester learning about the elements using the periodic table. Then we studied thermal energy and climate change by comparing and contrasting the world versus Biblical views. The students were able to split hydrogen off of water molecules, do chemical reactions projects, and learn about rocks and minerals in hands-on labs. Each student were able to crack open a Geode crystal.

Noa, Rhiyan, and Gordon compete to see whose design will allow their ice to stay cold longest on their unit on Thermal Energy.





## Vision, Goal Setting *and* Identity in Christ

Students completed a vision board with actions steps that we will review periodically to help them assess how they are doing with reaching their goals/vision. Students looked at their identity in Christ and studied selected Bible characters and created a presentation using their choice of Powerpoint or Canva.

### Thanksgiving *and* Christmas

Students worked on a Gratitude Summary Project called, "Why I am Grateful for DCS." The final project from this module was to create a Flipgrid video sharing 5 things they were grateful for. Students were asked to create ornaments based on their favorite Leader quality and I am Statement. They had a lot of fun and did a great job creating our DCS Leadership Christmas Tree.



A wall of students' Vision Boards

In Leadership we endeavor to tap into every student's potential to be a leader. At DCS, we have the responsibility to establish a school climate that nurtures their growth as self-sufficient, engaged citizens, and to develop their leadership skills.

We believe that before you can lead others, you must be able to lead yourself—assessing the skills and abilities that one needs to become a leader that people want to follow.

# LEADERSHIP

*from the desk of Mrs. Breech*

## What is bullying?

We defined what Bullying is and is not.

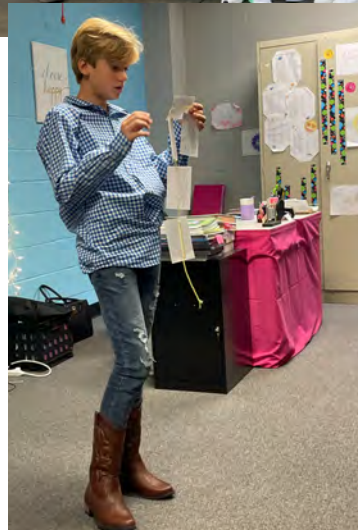
The 7th & 8th graders had the opportunity to put what they learned into practice while working on their presentation skills. They are pictured here sharing, Let's Make DCS a Bully Free Zone. This project gave the students the opportunity to share their personal stories of how they themselves had been bullied. It was a powerful lesson on how important it is to be the change we want to see and they all agreed that they wanted to make DCS a Bully Free Zone. The 3rd & 4th grade students were impacted by the 7th & 8th graders' stories and asked lots of questions. GREAT JOB Gordon, Rhiyan and Noa on getting out of your comfort zone and to the entire Middle School for leading yourselves well.



Bully-Free presentation to 3rd-4th grade students.

It is said that public speaking is the number one thing that most people fear the most. Overcoming fear of speaking gives power to our voice. I think overcoming this fear is an important confidence builder for our DCS students. Each project has a public speaking component where each student must present their final project to the class. They are given feedback on areas of improvement for their next speech, such as voice, body language and how they can better engage their audience.

*In the MIDDLE*



# DUNWOODY CHRISTIAN SCHOOL

ESTABLISHED *in Christ.*  
PREPARED *for life.*