

HADDON HEIGHTS JUNIOR/SENIOR HIGH SCHOOL
HADDON HEIGHTS, NEW JERSEY

February 2018

Accomplishments, events, faculty highlight and innovation reports from Department Coordinator's Monthly Reports.

Social Studies

February 2018

Ms. Kelly's Communiqué –

Ap Euro- examined the end of the 19th Century and the lead-up to WWI. The New Imperialism including the partition of Africa, the Congo Free State and economic exploitation of African resources was examined as well as what role colonizers played and should play in the narrative of decolonized nations today. The expanding democracy including the Women's Suffrage/Suffragette movement was examined in England as well as the rise of Antisemitism in France through the Dreyfus Affair. The month ended with a review of the MAIN Causes of WWI.

H-WHAC and WHAC- identified the impact of new technology on warfare by examining new weapons used in the Crimean War and the response. They also discussed the contributions of Mary Seacole in the Crimean and why it took so long for her to get credit for her contributions in England. They also examined the role of the partition of Africa, the Berlin Conference, and the exploitation of African Resources on world history and the impact of the Opium Wars, The Boxer Rebellion in China, and Percy's Great White Fleet in Japan. The month ended with reviewing the MAIN causes of WWI.

Chambers' Chronicles – Students in Mr. Chambers' classes have been developing a better understanding of the era of good feelings and discussing whether the United States could ever have a repeat of the 'era of good feelings' today. Students culminated their studies of how Americans grew as a nation in the years leading up to 1812, analyzed the Monroe Doctrine comparing it to today's foreign policy standards, and created an election propaganda poster focusing on one of the dirtiest elections in our Nation's history, the election of 1828.

Borden's Briefs – In studying the Causes of the Great Depression, students engaged in an Occupation Simulation exercise. Each student was given an “occupation” such as carpenter, hat maker, farmer, etc. Then students connected how suffering in one area of the economy greatly affected other areas and how the “multiplier effect” works. This concept led to the huge unemployment rate. Students also studied information related to the Great Migration, Harlem Renaissance, and Langston Hughes.

Martins Memos – American Wars spent the first week of the 2nd semester learning about US Military Tradition and Rank structure. We appointed class officers and selected 6 wars to study. Students picked the Revolutionary War, American Civil War, World War 1, World War 2, The Cold War and Terrorism. US History 1 created a political cartoon depicting the big ideas from Andrew Jackson’s presidency and are completing their 3rd quarter essay on slavery and the Abolitionist Movement.

The Krause Account – This month, the 7th Grade Social Studies classes explored the history and culture of ancient Greece. Students first brainstormed about their previous knowledge of ancient Greece and learned the geography of the region. Next, early Greek history was explored and connections were made to reinforce English/Language Arts reading comprehension by reviewing Homer's Iliad and Odyssey and their historical credibility. The classes then learned the history and culture of Athens and Sparta and compared and contrasted them to each other--as well as present day America. All of the students then reviewed the Persian Wars and Peloponnesian Wars by critiquing the value of friendships (alliances). As the study of ancient Greece continued, everyone assessed the importance of Alexander. Was he really "great"? Finally, each student researched an individual in ancient Greek culture and evaluated their importance to world history and culture.

J. Smith Journal – February has been flying - like the Eagles to the Superbowl! Following Midterm Examinations, we embarked on our newest unit: The Legislative Branch of our Federal Government. The EGSS Scholars are discovering the purpose and powers of our Congress, as well as how it operates along with the other two branches of government to fulfill its Constitutional responsibilities. The Scholars have focused on how a bill becomes a law with the help of, “I’m Just a Bill,” of Schoolhouse Rock fame. They read and researched the about the process, and then created a flowchart that demonstrates the process - although some are still not sure if the “trust the process”. We are also analyzing a film about the legislative branch to assist us with our understanding of Congress. Our next step will be a “Mock Congress” exercise to see if we can introduce and pass any “bills”. We are also recognizing the contribution and accomplishments of African Americans with our Black History Month presentations. Scholars were assigned a person or organization of significance to research. They used the information they found to create a Google Slide Presentation about that person in order to share with the class. Presentations are being given throughout the month of February (and into March).

Esposito’s Edition-

WHAC: Students learned about the Industrial Revolution and the creation of Frankenstein. They then created their own Frankenstein to show the fears of our technological advances today.

USII: Students participated in a "Travel Log" for the Great Depression, they made choices about stocks, banks, occupations, interpreting hobo signs, soup lines, ect. to see how their life would be during the Great Depression.

Students also participated in a Stock Market game, to see what it was like to invest money and be involved in the stock market.

Both classes participated in Quizlets for Black History Month.

CTE / Art Department
Monthly Report 2017-18
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Manufacturing Technology: (Dean) The students are continuing to manufacture their self designed lamp. Joinery, assembly techniques, adhesive properties and clamping systems are being focused on. They will begin the wiring process and all techniques and safety concerns will be stressed during demonstrations. Lamp must pass a safety test before being taken home.

Advanced Manufacturing Technology: (Dean) The class took a short break from their lamp production to work on a laminating assignment. They were tasked with using only scrap hardwoods to design and manufacture a cutting board. Laminating techniques were stressed due to the necessity that the board be safe to use. The students will use the surface planer to get the board to a finished thickness. If there is any flaw in the lamination, this could be a major issue.

Technical Drawing / CAD: (Dean) The students are currently working on a couple assignments. First, they are completing a dimensioning packet designed to reinforce dimensioning techniques on board drawings. Second, they are creating a 3D printed shape that will be used for a design challenge next week.

Construction Technology: (Hinger) The students have finished Floor Framing System area with their models and assessment. Next they are in the Wall Framing System area building the 3 walls for their model which and assessment will follow. The final area will be Roof Framing System area which will conclude their model building before full scale construction will start.

Transportation Technology: (Hinger) The students have completed cutting and assembling the main components of their Hovercrafts using the tools/materials and techniques shown them.

The next unit covered is wiring and soldering the 4 circuit components: battery terminal, switch, lift fan/motor and push fan/motor. Handout on wiring diagram and demo on wiring/soldering will complete the assembly of the hovercraft with an assessment to follow.

Advanced Trans Tech: (Hinger) The class has completed designing their tower side pattern template and constructing it using $\frac{1}{8}$ x $\frac{1}{8}$ balsa wood and construction glue. The class was provided a rubric with all needed requirements and point values. Testing the towers load resistance for a table challenge has been fun and entertaining with some holding over 380 pounds (OFFICIAL TIME = 3 SECONDS).

Advanced Art: (Smargisso)

Upon completion of the Doodle 4 Google designs, Students have been composing and fully illustrating Water-foul Postage Stamp illustrations in water activated oil pastels with an emphasis on asymmetrical balance to be exhibited in the upcoming Spring art show.

Intermediate Art: (Smargisso)

Students have been exploring balance in design composition. Symmetrical balance has been achieved with the recreation of insect specimens in paint and color pencil. Radial balance focused on the use of the folded graphite transfer process in conjunction with Tempra paints. Finally, asymmetrical balance will be achieved in the printmaking graphic design process.

Portfolio Development: (Smargisso)

Upon completion of the Doodle 4 Google designs, Students have been involved with the Beauty and The Beast set design. The Portfolio development students have been approached to design and paint of the stores of the French village as an important part of the backdrop setting.

Interior Design: (Smargisso)

After discussing the importance of identifying a client's needs vs. wants when redesigning an interior space, our school Guidance team was brought in to discuss the new Student Services center. We conducted an interview, measured the space, and are presently developing floor plans and perspective drawings for design proposals.

8th Grade: (Mrs. Mills)

Students are really enjoying 8th grade art thus far!! They are working on balance which is one of the principles of art. We are currently learning about balance; symmetrical and asymmetrical. The first project we did was symmetrical-radial balance. Students were able to use their imaginations to create a radial design. They used color to enhance their designs

Intro To Art: (Ridinger): After our midterm, we moved on to learning about 1 and 2 point perspective. Students practice two worksheets on how to draw shapes from 2 vanishing points. We then did a practice city, learning how to draw the buildings overlapping and in the correct order as well as adding in the sidewalks and streets. Once students finished their practice, they moved on to their final. At this point, students are finishing up their drawings and progressing towards tracing with sharpie. Once we are done with sharpie we are going to paint these with watercolor to make the buildings pop by using value.

Intro To Art: (Mills) Students are learning about 1pt and 2 pt perspective through several thumbnail sketches. Students practiced drawing basic shapes creating the illusion of depth . Students also practiced making miniature buildings with doors and windows creating the illusion of space/depth. For the final project students will make a city district with a theme of their choice (example: clothing, mechanics, sports, workout facilities,etc). Currently, students are finishing their final project of a city street scene using 2 point perspective. Students are working step by step using the techniques learned.

Digital Photography (Ridinger): With the start of the new semester, we've had our other digital art elective start. Students have been starting with learning about the history of the camera and some photographers that have spanned the past hundred years. We also talked about what makes a photograph creative and "good" versus a snapshot or a "bad" photograph. Students have started to practice with this technique by shooting 2 dozen photos by standing in one spot. This is how we learn to see things differently. We also started an alphabet project, where students look for letters within parts of the school that are made out of objects (not letters already used on walls). With these two projects, we start to train our eyes to see things more creatively. Next up, we will talk about settings on the camera as well as aperture, shutter speed, and lighting so that students can combine the creativity with the rest of the parts of a camera.

Art 7: (Ridinger): 7th grade art started a new cycle on the first day of February. We began with learning about the elements of art and seeing what students knew before coming to art. Then we addressed how line effects any picture you might have. After doing two warmups, we moved on to learning how to draw our hands using 3 types of line: Contour, Outline, and Structural lines. We looked at artists who did these three methods and students also watched demo's on how to draw. They then learned their initials in American Sign Language and used this to draw their hands. We are now moving on to learning Op Art and how to create an illusion.

Financial Literacy: (Collins)

These are new sections of Financial Lit, so we are we just completed the introduction phase where students learned to describe personal finance, outline the components of effective financial planning, and evaluate their own money personalities. We are about a week from wrapping up the savings section. Students are learning to identify the five foundations of personal finance, understand the purpose of an emergency fund and explain the basic reasons for saving money.

Legal Environment: (Collins)

Legal Environment classes have just begun 2nd Semester. We wrapped up Chapter 1 last week focused on foundations of law, with an exploration of ethics and morality, why guns are important and familiarization with the United States Constitution. We are about midway through Chapter 2, which focuses on Criminal Law. Students are learning the classification of crimes, how to distinguish federal law from state law, criminal defense and possible penalties for breaking the law.

Monthly Report—English & World Language

February 2018

DEPARTMENT NEWS:

1. Mrs. Gehring is the co-advisor for “Girl Talk” club. “Girl Talk” is a nationally recognized peer-to-peer mentoring program with a very simple premise: high school girls mentor middle school girls to help them deal with the issues they face during their early teenage years. This club meets twice a month before school.
2. Mr. Fraga continues to serve as advisor for The Scribe and is class advisor for the Class of 2019.
3. Ms. McGill serves as advisor for the National Honors Society
4. Ms. McGill and Ms. Myers serve as advisors for the Academic Challenge team.
5. Mr. Ortiz serves as advisor for Garnet Live.
6. Ms. Wilson serves as advisor for the Multicultural Student Union.
7. Ms. Mastascusa and Ms. Werner serve as advisors for the French Club.
8. As part of the Academic Enhancement committee, Mrs. Gehring and Mrs. McGill collaborated on a break out session about using mindfulness in the classroom. This session was an extension of the session that they presented in September
9. As part of the Academic Enhancement committee, Mr. Fraga and Mr. Chambers of the History department presented a session on Flipped Classrooms. This session was an extension of the session that they presented in September
10. As part of the Academic Enhancement committee, Ms. Lubonski presented a session on Planboard. This session was an extension of the session that she presented in September
11. As part of the Academic Enhancement committee, Ms. Myers and Ms. Ridinger of the Art department presented a session on Mindful Movement.. This session was an extension of the session that they presented in September
12. The French, Italian & Spanish clubs hosted an 8th grade dance. We invited the incoming freshman from the sending districts. It was a huge success! The students enjoyed themselves, including the club members. They danced, enjoyed specialties from the 3 countries, such as Croque-monsieurs, quesadillas, tomato pie, blueberry chevre cheese, etc. The highlight of the evening was the mask making contest. Here is the link to check it out! <https://youtu.be/z3LYt69Ge-Q>

CLASS NEWS:

Below are some specific courses and activities that took place during the month of February

ENGLISH:

Grade 7 Language Arts: Mrs. Janel Gehring

In February, students completed a mini literature unit on the poems and short stories of Langston Hughes. Students created a photo story demonstrating their understanding of the tone and imagery in a Langston Hughes poem of their choosing. Students began a unit on writing realistic fiction. Students worked to 'become their main characters' to write lots of compelling realistic fiction stories. For independent reading this month students focused on the genre sci fi/dystopia/fantasy or mystery.

Grade 8 Language Arts: Mr. Brian Bocchicchio

Eighth-grade language arts reviewed and applied various grammar conventions, ranging from predicate nouns to degrees of comparison, in preparation for various forms of expository and analytical writing. Students also explored the discourse and genre of satire and its literary components, as well as the various methods ranging from diminution to parody, through short stories such as "Lamb to the Slaughter" and "Harrison Bergeron" in preparation for Orwell's *Animal Farm*.

English I CP: Ms. Diana Seifritz

Students in English I began a poetry unit that included poems by writers such as Langston Hughes, Walt Whitman, Stevie Smith, Robert Frost, Maya Angelou, and Paul Laurence Dunbar. They practiced writing individual components of a literary analysis paper about a shared poem and submitted intro paragraphs, body paragraphs, and conclusion paragraphs for quiz grades after being provided class time to confer with their teacher. They also participated in a Socratic Seminar where they demonstrated their ability to speak and listen in a group setting. At the end of the month, students were introduced to their research paper and selected topics for it.

English I Essentials: Ms. Janis Gershowitz and Mrs. Dannielle McGill

English I Essentials spent the month of February studying Shakespeare's *Romeo and Juliet*. Additionally, students worked on some basic grammatical concepts including independent and dependent clauses as well as using commas after introductory elements.

Honors English I: Mr. Dan Fraga

Honors English students continued working on the Holocaust research project, a seven to ten page paper that involves 125 fact cards (minimum), multiple sources, and strict adherence to MLA style, including works cited and parenthetical citations. The final paper will be due during the first week of March. The students also began preparing to read Charlotte Bronte's *Jane Eyre* and will begin studying literary theory & analysis.

English II CP: Mr. Henry Kelsey

In English III this month students continued their study of different modes of reading comprehension, in preparation for the PARCC exam students completed studying the components of short stories and non-fiction texts such as the declaration of Independence. Students will be delving into Night next, as we continue our study of a microcosm of the dystopian society in William Golding's Lord of the Flies. Additionally, Students continued to work on the structure of a sentence as well as prepositional phrases in grammar, and continue to improve their vocabulary via SAT supplemental words.

English II CP: Ms. Laura Brzyski

Miss Brzyski's English II College Prep students spent February working through a writing unit, focusing on the benefits and detriments of technology on society. They identified, analyzed, and evaluated authors' main claims by reading, responding to, and discussing nonfiction articles and poetry within the "they say/I say" model. In other words, students practiced acknowledging an author's claim and then evaluating its effectiveness based on whether or not it is specific, arguable, and convincing. In addition, they practiced properly quoting authors within their own writing using the "quotation sandwich" (introduce, state, paraphrase, explain connection). February ended with students writing a short paper that establishes an original main claim and incorporates at least two sources encountered during class.

English II Essentials: Ms. Diana Seifritz and Ms. Maureen Rutter

Students in English II Essentials began a practical writing unit during the month of February. They practiced writing resumes, cover letters, and professional emails. They also practiced writing movie and product review and petitioning elected representatives to alter their position on important issues. Students also began an independent reading unit which is focused on increasing their reading stamina. At the end of that unit, they will create a presentation to explain their book to the class as a demonstration of their comprehension.

Honors English II: Mrs. Dannielle McGill

Honors English II students spent the month of February researching a modern day humanitarian crisis. Students worked with our media specialist, Mrs. Carroll, on lessons including evaluating sources, using databases, using MLA style, and writing an annotated bibliography.

English III-A: Mr. Jeff Bravo

English III students wrapped up their study of William Shakespeare's Othello. They began a persuasive essay unit using a timed writing to indicate areas of strength or weakness. They chose topics using a standardized website and had a writing lab that combined independent writing and conferencing with the teacher for more personalized feedback along the way. They also began "A Raisin in the Sun," using the author's background and intentions for the play as a jump off point. Vocabulary has been a regular unit throughout.

English III-A & B: Mr. Henry Kelsey

In English III this month students continued their study of different modes of reading comprehension, in preparation for the PARCC exam and we began working toward completion of the American Dream Project. Students will be working toward the dissection of many different versions of the American Dream depicted in text thus far on the course and will continue to define and imagine their own dreams. Students also just completed their Satire projects, creating works of art relevant to their individual modern societal concerns. We will begin the Arthur Miller classic, The Death of a Salesman as we delve further into the study of the American Dream. Students continued to work on the structure of a sentence in grammar, and continue to improve their vocabulary via SAT supplemental words.

Honors English III: Ms. Laura Brzyski & Ms. Alison Myers

Honors English III class continued examining the way that the idea of authenticity presents itself in literature, with Paul Laurence Dunbar's "We Wear the Mask." Afterwards, we read an editorial from the New York Times about social hierarchy; students generated questions based on these two texts to spur our study of *The Great Gatsby*. While reading Fitzgerald's classic, we also discussed "Unpacking the Invisible Knapsack," allowing us to examine the novel through the lenses of both Marxist and Gender literary criticism. The month will culminate in a literary analysis paper that focuses on one of these two schools of literary criticism.

AP Language: Mrs. Michelle Lubonski

Students started a unit on visual analysis by watching the documentary, *Fed Up*. Before viewing, students examined the ways in which visual texts were different than (and similar to) written texts. As they viewed, students were assigned to analyze different elements of the documentary (i.e., camera angles, lighting, diegetic sound). After viewing, students wrote an essay analyzing the effects of these techniques. The unit culminated in student presentations on documentaries of their choice. In their presentations, students had to identify the strategies used by the director and analyze how those strategies helped support the claim of the film.

English IV-A: Mrs. Michelle Lubonski & Ms. Alison Myers

This month, we began reading *Macbeth*. After studying motif and language in Folger Shakespeare's "32 Second *Macbeth*," we started to analyze Act I with a focus on characterization. Each night, students close read several lines from the day's reading, including a close reading of the I.vii soliloquy. We also began a paper on Act I that will require students to analyze one character, and integrate effective evidence into their analysis. We also watched various directors' interpretations of key scenes, focusing on the way that the craft of writing translates to visual arts while maintaining authenticity to the original work and the writer's intentions.

English IV-B: Mrs. Michelle Lubonski and Ms. Maureen Rutter

Students in English IVB completed the "Future Thinking" unit by participating in mock job interviews. We started by analyzing some sample interviews (from film and Youtube) and examining what a "good" interview looks like. Afterward, students took notes about strategies for acing an interview and prepared answers to commonly-asked interview questions. The unit culminated in a mock interview with classroom teachers and administration.

AP Literature: Ms. Alison Myers

We began reading *Macbeth*. To study Shakespeare's use of language, students picked motifs to trace throughout the play, ranging from the interplay of light and dark to the juxtaposition between face and heart. To show their ability to analyze language and relate it to the work as a whole, students are also writing a series of close reading focused on their motifs. This study of language and motif will culminate in a paper at the end of the unit. We also watched various directors' interpretations of key scenes, focusing on the way that the craft of writing translates to visual arts while maintaining authenticity to the original work and the writer's intentions.

Film Studies: Mr. Fraga

Students began the course with a study of cinematic theory (persistence of vision, Kuleshov Effect), an exploration of the birth of motion pictures, a look at early silent shorts from the 1900's, and a silent feature (*Battleship Potemkin*). They also began studying Depression Era cinema and the impact of both sound and the Hays Code on movie making.

Junior High Theater Arts: Mr. Jeff Bravo

Junior High Theater Arts began. They played a number of Theater games to work on stage presence and overall comfort in performance. They also took a tour of the auditorium and learned the various pieces of the stage. They also wrote their staged reading monologue and participated in table work to get feedback on their performance.

Senior High Theater Arts: Mr. Jeff Bravo

Students played a number of Theater games to work on stage presence and overall comfort in performance. They also took a tour of the auditorium and learned the various pieces of the stage. They also wrote their monologue and participated in table work to get feedback on their performance. There were a few students who were handed "audition pieces" in lieu of the written monologue to provide a more advanced assignment.

WORLD LANGUAGE

Grade 8 French: Ms. Stephanie Werner

Unit 1: "Getting Acquainted with French"

A new group of students has begun the course for the third quarter. Students have been learning greetings and formal addresses, the French alphabet, and numbers 0-20. They have also been learning how the French greet each other, i.e. boys shake hands and girls kiss each cheek (*faire la bise*).

French I: Ms. Stephanie Werner

Unit 2: "Qu'est-ce qui te plaît?" (What do you like?)"

Students are finishing Unit 2 where they have learned and used vocabulary for likes and dislikes including various activities and the places they do

those activities. They now talk about how often and how well they like to do these activities. Students have been discussing the culture of sports and clubs at “la MJC,” or recreation centers in France. They are also forming contractions, using adverbs, and using conjunctions to increase their writing skills. They will prepare a small presentation for the class in which they state their likes and dislikes along with slides of activities.

French II: Ms. Marisa Mastascusa

Unit 6: “Au Café” (At the café) – The highlight of this unit will be attending the field trip to an authentic French café - The Caribou Cafe in Philadelphia. We will also visit the Reading Terminal market, which is very similar to a real French market. This unit is about French food and culture. The cultural focus centers around the importance of mealtime in France. We are going next Friday. Prior to the field trip, they are creating their own menus in French and will use them as props in a cafe dialogue.

French III Honors: Ms. Marisa Mastascusa

Unit 8 – La Maison (At Home)

Students are studying the different types of houses in France made from natural resources based on the region where they are located. They did some research and a webquest out find out the names of the building materials and the location of specific types of houses. They also designed their “dream houses”, which we are hanging around the room.

French IV Honors: Ms. Marisa Mastascusa

Unit 3 – “Faisons les Courses” (Let’s Go Grocery Shopping).

Students are mastering the vocabulary for fruits and vegetables, writing their favorite recipe in French and telling each other how to make it. The next step is creating it at home and presenting it to the class, explaining in French how it is done.

Italian I: Ms. Sara Shumway

Students have just completed their second unit *La scuola* (School) in their study of Italian with the deep analyzation of Lina Wertmuller’s film *Ciao, Professore!* They have completed complex cognitive tasks such as analyzing characters and themes of Italian cinema. Students have made personal connections with this film by comparing southern Italian culture and its educational system to their own here in America.

Italian II: Ms. Sara Shumway

Students are in their 4th unit of the year, *Buon Viaggio/Viaggiare* (Travel). Students just begun the daunting task of conjugating verbs in the passato prossimo (simple past tense). We have branched out from common topics on travel to focus on *La settimana bianca* (winter break) and the current winter Olympics played in South Korea as the cultural piece of our unit. Students have been assessed on how well they can report current events such as top medal winners for Italy.

Italian III Honors: Ms. Sara Shumway

Students are at the end of their 2nd unit of study, *La cucina italiana* (Italian cuisine). These students are currently studying *i pronomi oggetto indiretto*, which are indirect object pronouns. They have also show mastery in placing orders at a restaurant. As a culminating assessment, students will have to create their own restaurant complete with food, staff, etc. *Tutti a tavola!*

Grade 7 Spanish: Ms. Ebony Wilson

Quarter 3 7th grade Spanish is beginning. The students are becoming acclimated to the class, rules, guidelines and expectations. Students also have begun registering to useful sites utilize in class for individual enrichment of the four main skills as well as those used to help these skills develop in the classroom.

Spanish I: Ms. Ebony Wilson

Students just completed a webquest utilizing Google Maps to learn about Carnival in the Spanish-speaking world. Students traveled through an already pre-planned map showing and highlighting key places to travel to in order to find out the necessary information needed to complete a questionnaire.

Spanish II: Mr. Neil Ortiz

Learning Goal: I can tell a friend what to do.

Students imagined they worked for an advertising agency to design an ad promoting a product for a company. Students had to include 3 catchy phrases with informal commands to entice customers to buy their product.

[Sample by Augusta Simpson](#)

Spanish III Honors: Mr. Neil Ortiz

Learning Goal: I can ask for and give advice.

Learning Goal: I can ask for and give advice.

Students dramatized a conversation between a radio station host giving advice and a caller asking for help.

[Sample by Lewin Levine and Summer DeNino](#)

Spanish IV Honors: Mr. Neil Ortiz

Learning Goals:

I can introduce and change a topic of conversation.

I can express what needs to be done.

I can express an opinion.

[Students expressing their opinions of a painting by Pablo Picasso.](#)

Students went to the Philadelphia Museum of Art to learn about Hispanic art with a guided tour. They saw the Hispanic influence through different periods of time. They ended the tour in the contemporary room and sketched a sculpture of their preference.

Mathematics Monthly Report, February 2018

The Math department members have been spending Professional Development time with updating current NJ Curriculum revisions as well as enhancing our skills of utilizing Google Applications and chromebooks. Below is a summary of the happenings from each Math teacher:

Mr. Simpson

Statistics students have been completing activities involving the Central Limit Theorem applications to sampling distributions involving proportions and sample means.

AP Statistics students have begun exploring tests of significance, including using p-values to arrive at a test decision. Activities have been utilized for students to grasp the concept of type 1 and type 2 errors as well as power.

AP Calculus students started computing definite integrals including Riemann Sums, Trapezoid Rule, and exploring slope fields.

Mr. Whitman

Algebra 1 students have been investigating the properties of exponents, exponential functions, and exponential equations. They have modelled real-world scenarios such as population growth, compound interest, and depreciation with exponential functions.

Math 8 students have been exploring transformations in the coordinate plane. They have learned how to apply and write rules for translations, reflections, rotations, and dilations on different images.

Mr. Johnson

7th grade math - This month students have concluded a unit on expressions, equations and inequalities. Students learned how to solve multi-step equations and inequalities. They also learned how to write equations and inequalities to model real-life scenarios.

7th grade essentials math - This month students have concluded a unit on Variables and Patterns. In this unit students learned to represent data in the form of a table and a graph. Students were challenged to interpret both tables and graphs and relate them to each other.

Mr. Cresci

Algebra 1 - This month students have been studying the properties of exponents, exponential functions, and exponential equations. We have also investigated applications of exponential functions, such as compound interest and exponential growth/decay. Soon we will take our Chapter 7 Assessment and begin our study of polynomials and quadratics!

Geometry CP - This month we have been wrapping up our fifth unit of study on Triangle Relationships. We have explored the properties and relationships of various triangle segments such as medians and altitudes. We have also studied the various centers that a triangle has such as circumcenter, incenter, centroid, and orthocenter. Now we will begin our in depth study of triangle similarity!

Geometry Honors - This month we have been wrapping up our sixth unit of study on Similar Figures. Our main focus has been on similar triangles, but we have investigated polygons of all types. We have investigated and applied the properties and proportionality of various parts of triangles and soon we look forward to beginning our unit on Trigonometry.

Pre-Calc - This month we have been wrapping up our third unit of study on logarithmic and exponential functions. We are now beginning our fourth unit of study on Trigonometric Functions. In this unit we will learn about everything from right triangle trig to the laws of sines and cosines.

Ms. Mahoney

Algebra 1- Students have just take their tesk on Systems of Equations and Inequalites. Looking forward to the coming weeks we will begin our unit on exponents, exponential functions, and exponential equations. In this unit we will learn about about exponent properties and exponetials equations and their applications

Algebra 1 essentials- This month we have looked at the methods in which to solve a system of equations. We are currently finishing up our topic of systems applications and how they can be used in the real world. Looking forward students will graph a system of inequalities and find all the possible solutions to the system.

Geometry- This month we have just finished up our unit on Quadrilaterals. Looking forward, we will explore Triangle Relationships. We will look at properties of triangles involving median, altitute, bisectors, and centers

Mr. Ryan Yaniak:

Algebra 1 Honors – During the month of February, we began to examine various exponent rules. Specifically, we simplified expressions using Product of Powers, Power of a Power, Quotient of Powers, and Power of a Quotient Properties. In addition, we learned how to eliminate negative exponents. Moving forward, we will begin to examine the qualities that make up an exponential function.

Algebra 2 CP – This month we began our unit on rational functions/expressions. So far, we have simplified, multiplied, divided, added, and subtracted rational expressions. In order to complete this, we have reviewed our factoring methods of product-sum, gcf, and grouping. Moving forward, we will begin to graph rational functions and solve rational equations.

Mr. Robert Graham:

Geometry M: Students have been working on finding information between two points. This includes finding distance, slope, and midpoint. They have also started looking more into triangles. We have worked on the triangle inequality theorem, ordering angles/sides given information on the sides/angles, as well as finding missing information in right triangles from pictures and word problems by using the pythagorean theorem.

Algebra II M: Students have been working on exponential functions and exponent rules. They have worked on simplifying expressions using Product of Powers, Power of a Power, Quotient of Powers, and Power of a Quotient Properties, as well as eliminating negative exponents. They have also worked on solving real world exponential growth/decay functions.

Geometry CP: Students have spent this month looking at similar figures and using proportions to solve for missing information. They have also looked into identifying similar triangles through AA~, SAS~, and SSS~. In addition, they have used different theorems to find missing information in similar triangles. They are wrapping the month up by moving into our unit on right triangles.

Special Education Department - Monthly Report: February 2018

Karen Garofalo

Careers POR: Students are continuing to work on their Home Sweet Home Projects. They have been researching how much it will cost to decorate their apartment, maintaining and owning a car, paying bills and other necessities related to independent living.

8th Grade Math: The class has been working with translations, rotations and dilations. They just completed a Picture Transformation Project.

Math/ELA: The student just finished the 2nd story of a series on Survivors in the Reading 180 Program. In math, he is working on strengthening his basic skills in math. He is also reading and discussing the Driver's Ed manual to help him pass the written driving test.

Science POR: The class began their unit on chemistry. They made a brochure about one element on the periodic table listing all of that element's characteristics. They will be moving on to studying the atom.

8th Grade Social Studies: The classes are studying the different components of the government. We have started with the legislative branch. The classes are presenting PowerPoint presentations on different black history figures.

Anna Sepanic - High School Reach B

HS REACH II

In Math, this month's calendar deals with three dimensional shapes. Students are learning the attributes of each shape as well as the number of faces, vertices and edges. Now that we are over one hundred days of school the class is learning about improper fractions and what it means to have a whole and a part of a number. We keep track of the days we are in school by shading in a square each day on a hundreds chart--so now we are on our second chart!

In English, the class has started a biography of Jim Henson. The students are working on vocabulary in context as well as identifying the main idea of each chapter.

The students also enjoy being responsible for the maintenance of the soda machine in the faculty lounge. Students will have taken inventory of soda needed, retrieve it from the storage closet and restock the machine. When necessary, they will also empty the money from the machine as well.

Theresa Klawunn

Physical Science - This month, students began a Chemistry Unit. Students discovered how the Periodic Table is set up. They are able to identify the amount of electrons an element has on its valence energy level. Students can identify if the element is a "santa" or a "Grinch".

Brian Clark

Functional Academics Math - This month our focus has been on units of money. Students have been counting units of money and our focus has been on how to make change and multiply, divide, add and subtract money.

Functional Academics English - This month our focus has been on identifying vocabulary words, recognizing main ideas and supporting details while we read.

US History II POR - This month we have been studying the 1920's and the culture of the 1920's. We are learning about prohibition, the beginning of the fear of communism, gangs, what people did for leisure, speakeasy and much more.

Elizabeth M. Kovach

Period 3 - College Biology with Miss Eboni Goodman. The unit the class is now working on Cell Cycle and Cell Division with Mitosis, Meiosis, and Binary Diffusion. The students have been exploring the understanding how the cells in all kinds multiply and create new cells.

Period 4 - Google Practices with Mr. Tim Kearns

In Digital Literacy, the students have learned how to use computers and other technology appropriately. The students have created projects using Google Slides and will use the tools to develop their group's stocks presentation for the Stock Market Game.

Period 5 - 7th Grade Pull Out Science

During the units of Earth Science, my student have learned how she identified rocks and now learning how to use the mineral identification properties to detect different kinds of minerals.

Period 7 - 7th Grade Pull Out Social Studies

My student has learned the tasks and responsibilities of the Food Service worker, and she developed questions for her interviews with Ms.Sue, will participate in a formal conversation, and will add a Google Slide Presentation about the responsibilities and tasks of these community workers. She is currently learning about the job, duties and responsibilities of Security for the school community and will develop interview questions to Mr. Tim Kelly.

Period 8 - Structured Learning Experience

The students are currently working at their work sites: Wawa in Barrington, and Cinemark Movie Theater in Somerdale. Students have expanded their horizons in working on their new goals for the second half of the year, and they have shown their efforts while Mrs. Kovach observes them at their job sites.

February - Science

AP Biology - Kendra and Goodman

Students in AP Biology finished up their unit on cell division by investigation meiosis. They modeled meiosis with gummy worms and created presentations of their work. Students then started to investigate DNA and how genes turn into proteins through the processes of transcription and translation. Hands-on modeling kits were used to help students grasp these concepts. Further, students performed a transformation lab in which they injected a bioluminescent gene from a jellyfish into E.coli bacteria. Up next students will be studying genetics and biotechnology.

Honors Biology - Kendra and McGeehan

Students in Honors Biology have been investigating the processes of cellular respiration and photosynthesis. Through hands-on modeling, videos, and concept mapping students learned the steps and importance of each process. To wrap up the unit students created digital children's books displaying the purpose and relationship between cellular respiration and photosynthesis. Up next students will be studying DNA and the cell cycle.

Physical Science - Maunz, Klawunn, Taylor

Students in Physical science have started the chemistry unit. We are learning about atomic theory and how scientists have come to know what they know. They are learning about the parts that make up atoms and how they are arranged on the periodic table. We will finish the month with the students creating their own periodic tables to organize versions of something in which they are interested.

7th Grade Life Science - Richards

During the month of February, 7th graders continued their genetics unit. They learned how to solve genetic word problems using a Punnett square. Students used 14 different genes from a mother and a father to create a baby dragon with its own traits. Students were introduced to a simplified model of a DNA molecule. Mutations in genetic code were introduced, along with mutagens which can cause them. Several genetic disorders were identified. At the end of the month, a new unit on diversity and adaptations was started. Students mimicked birds living on the Galapagos Islands to discover which adaptations are advantageous/disadvantageous.

Chemistry - Egner(Cook), Maunz & McCracken

This month the students began their investigation of chemical reactions. They are able to identify the 5 types of chemical reaction by looking at it, predict the products when only reactants are given and balance the equation. The students are also working toward using stoichiometry to solve chemistry problems. They will be able to calculate the yield of a chemical reaction from the amount of reactants present. Students will finish this unit the the ever popular Rice Krispie Treats lab. Students will use their balancing skills to create a perfect chemical equation (recipe) for making rice krispie treats.

Environmental Science - Goodman, McCracken, McGeehan & Taylor

Environmental science students began their study of ecology. They started with researching an animal and how it interacts with its environment. Each class had animals that belonged to a specific biome and will be creating class mural food webs as our studies continue. The animal research was followed by learning about the feeding relationships and interactions between different animals.

Marine Biology - McCracken

This month we began a new semester of Marine Biology. Students were introduced to the study of Marine Science. They learned about early marine biologists and how our views and relationship with the ocean has changed over time. They profiled a prominent marine biologist and created a Facebook page for them. They communicated the work of the scientist as if he/she were still alive today. They also began the unit on Marine Ecology, which focuses on the zones of the ocean and the species that inhabit it.

Physics - Lynch/Maunz

This month Physics students enjoyed learning about the universe and our Solar System including the Sun. Activities included an analysis of the mystery that is Bode's Law including a confirmation of Kepler's 3rd law. Student also completed a webquest in order to learn about the Big Bang Theory and the evidence leading to its development. Students also created Google slide show presentations demonstrating their knowledge of the Sun by answering a series of questions designed to teach aliens about our star. We wrapped up the month beginning the study of impulse and momentum including a lab designed to prove change in momentum equals impulse.

AP Physics - Lynch

AP Physics is entering one of the most demanding units in the course: torque and rotational motion. Students used observation of common systems to develop an understanding of torque, which lead to expanding their understanding of mechanical equilibrium. They then used mechanical equilibrium to analyze the forces acting on the human body, and complete a lab challenging the students to calculate various unknown quantities. We will wrap up the month using torque to gain understanding of moment of inertia and angular momentum.

Anatomy 1 - Lynch

This was the first month of a semester elective. Study of the human body begins with an understanding of the levels of organismal organization with a focus on form and function. Students researched, discussed and observed the different types of cells, tissues, and organs that make up the human body. This class will make extensive use of the internet to provide ways of observing aspects of human anatomy that would otherwise be impossible.

8th Science- Monzo

During the early classes in February the students finished their unit on Chemical interactions. The final assessments included a single replacement lab and a chapter test. We embarked on a new unit (Thermal Energy) and have been working on those content standards ever since. Students have learned to differentiate among the three main types of thermal energy transfer and how to calculate Cp. The students worked successful on a heat

transfer lab where they compared conductivity between two different metals (Cu and PB). For the rest of the month the students will work on a design challenge, in which, they have to construct a device that reduces thermal energy transfer (Adapted from NSTA and NASA activity).

February 2018 Library Report

LIBRARY

The following report includes highlights from February in the library.

Class News

From January 25th-February 27th, there were 42 classes that used the Media Center for instructional use/testing. Assuming there are 20 students in each class, this works out to be approximately 840 students using the Media Center with a class during the month.

- Mrs. McGill's honors English classes used the library extensively this month for lessons on database usage, website evaluation, creating annotated bibliographies and creating pathfinders for their humanitarian crisis unit of study.
- Mrs. Klawunn's classes used the library for their mid-term exams.
- Mrs. Carroll's 8th Grade Advisory class met in the library all month for lessons on searching tips and evaluating information.
- Mrs. Gehring's ELA classes participated in a book tasting in order to find a "just right" Sci/Fi/Fantasy and mystery book.
- Ms. Dzurenda and Ms. Stride's ninth grade health classes visited the library for instruction on how to use the library databases in order to find current health articles.

To schedule your class for the Media Center, go to Google Drive and register under "Library/Media Sign-up 2017-18." Signing up to book your class is based on a first-come, first-served basis. We book up fast! Please note next to your name whether you need the cafe area or lower level.

Need some help with a class research project, information evaluation, finding digital tools for your curriculum, or locating independent reading books for your students? Email me, Katie Carroll, at carrollk@hhsd.k12.nj.us, drop in, or call (ext.5511). I am here to help! My in-school hours are Tuesday, Wednesday, and Thursday.

Department News

Coming soon... Teen Tech Week! March 4-10th! (Sneak peak... ebooks and VR goggles!)

Displays

- In celebration of Black History Month, a selection of nonfiction books about Black history were put on display as well as winners of the Coretta Scott King Book Award were displayed.
- The 2017 Teens' Top Teen books were also displayed. These ten books were chosen by teens across America.

Book Club

Book Club members met to discuss *One of Us is Lying* by McManus in late February. Members enjoyed the mystery. Our next selection will be a romance (TBD).

Battle of the Books

Battle of the Books Junior High members are on a roll and busy reading books from the designated list. The competition date will be in May.

Usage Statistics 1.26.18-2.27.18

Class Visits: 42 classes x 20 students/class =840 students serviced in the library with class instruction

Individual Student Usage: Many students rely on the Media Center to complete assignments, print assignments or to select books for pleasure reading. The individual student use statistics are:

Periods 1-8: signed-in student patrons: 69

Total number of Patrons (Independent and Classes): 889

Copy Machine/Printer Counter: 9,680 (Feb)

Circulation Statistics (Items checked out to students): 228

Database Usage:

Facts on File: 1021 searches

Grolier Encyclopedia: 12 GO searches

The Media Center is open daily from 7:30 AM to 3:15 PM. (On Tuesday, Wednesday, and Thursday the center is open until 3:30 PM.) We look forward to your visit!