

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

January & February 2020

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

Monthly Report—English & World Language

January/February 2020

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 serves as advisor for The Scribe and is class advisor for the Class of 2021.
3. Mr. Ortiz serves as advisor for Garnet Live
4. Ms. Perry serves as advisor for the Multicultural Student Union
5. Ms. Zaremba serves as advisor for RPG Club
6. Ms. Mastascusa and Ms. Werner serve as advisors for the French Club
7. Ms. Lubar serves as advisor for the Academic Challenge team

CLASS NEWS:

Below are some specific courses and activities that took place during the months of January and February.

ENGLISH:

Grade 7 Language Arts: Mr. Jeff Bravo

7th Grade ELA finished up their study of *A Christmas Carol* by learning and reviewing the rules of dialogue and writing narrative stories based on a missing scene" from the story. We also worked on grammar through lessons on subjects, verbs, parts of speech, and objects (direct, indirect, and prepositions). We also began our research papers by learning the research process, using notecards and MLA style to research current issues.

Advanced Grade 7 Language Arts: Mr. Jeff Bravo

7th Grade Advanced ELA, in addition to the notes above, began learning the Latin roots of words for use in vocabulary study as well as selecting and tracing a theme and its development over the course of *A Christmas Carol*. Lastly, independent novel projects were brought in based on an independently selected book.

Grade 8 Language Arts: Mr. Brian Bocchicchio

January and February: Students took their mid-terms. Students examined the different classifications of adjectives, ranging from predicate adjectives to proper adjectives and their usage in writing and grammar. Students examined and reviewed the concepts of allusion and hermeneutics in both culture and literature in Dahl's short story "The Lamb to the Slaughter". Also, students annotating and applying literary terms to Jacobs's short story "The Monkey's Paw". Students applied Freytag's Pyramid to the story using previous and current knowledge concerning the three theoretical aspects of fate, free will, and the Greek ideal. Students were introduced to the various discourses of satire, its function, and its four methods: exaggeration, parody, incongruity/juxtaposition, and diminution. Students examined and applied the literary concepts of anachronism, the discourses of satire in writing, and various types of character models in Vonnegut, Jr.'s "Harrison Bergeron". Students were introduced to Latin/Greek Roots from -sanct to -hum. Finally, students took the Linkit Form B assessment as part of the district initiatives.

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English I CP: Ms. Kaitlyn Pagano and Ms. Diana Zaremba

From January to mid-February, English 1 College Preparatory classes finished up studying *The Odyssey* and began studying Harper Lee's classic novel *To Kill a Mockingbird*. A variety of media and sources were used to help students deepen their study of this novel. Additionally, students worked collaboratively to deeply analyze and discuss the text in conversation with the historical context of the novel. Students were given opportunities to develop their analytical readings of the text through creative expression and the creation of projects, giving them an opportunity to personalize the text and express their unique talents. Students are driving at determining the author's purpose and message, and her craft in creating that purpose. Students are wrapping up their analysis of the text by writing a theme-based literary analysis essay in which they demonstrate their critical and analytical thinking along with their ability to organize and communicate their thoughts clearly and effectively.

English I Essentials: Ms. Kaitlyn Pagano and Ms. Lisa Rotkowitz

From January to mid-February, English 1 Essentials classes created a one-pager project for *The Odyssey* and began William Shakespeare's *Romeo and Juliet*. For the one-pager project, students analyzed quotes, made connections between the text and modern-day society, and creatively represented symbols through artwork. The students and teachers really enjoyed this unit! Following the one-pager, students began reading *Romeo and Juliet*. We worked to closely read and act out the prologue and Act 1. Now we are moving on to the rest of the play! Students really enjoy acting out the scenes.

Honors English I: Mr. Dan Fraga

In January, students in Honors English I completed their study of *The Odyssey* and elements of epic poetry, and began work on the Holocaust research unit; this is a major project where the students will each produce a 7-10 page research paper that utilizes multiple sources and follows exact MLA format. We continued the project into February, where students spent class time working independently and conferencing with the teacher regarding proper synthesis and attribution of facts and sources for the paper, which will be due in early March. Students also selected non-fiction books for independent reading, which will be utilized for an upcoming oral presentation. Finally, the students also began preparing to read Charlotte Bronte's *Jane Eyre* and will begin studying literary theory & analysis.

English II CP: Ms. Christina Dustman and Ms. Lisa Rotkowitz

At the end of January, English II College Prep classes transitioned from essay writing into literature analysis again. They began this with reading engaging Dystopian Short stories and participating in Socratic seminars discussing the topic of equality and sameness in society. In early February, classes began exploring Ray Bradbury's classic novel, *Fahrenheit*

451. They researched Bradbury's life, censorship in America and the topic of book burning. Students were assigned an independent essay arguing the importance of one book and why it should be saved.

English II Honors: Ms. Diana Zaremba

In the month of January, students completed a final assessment for 1984 where they were required to create their own dystopian society. They also wrote a literary analysis of the novel. They then began reading and analyzing the allegories and symbolism in *Lord of the Flies*.

English II Essentials: Mr. Ryan Thompson

January

In English II Essentials we continued our unit on technology dependence and artificial intelligence. We used short text and films to analyze recurring themes on technology across media platforms and concluded the unit with a literary analysis essay on theme. We also continued our weekly vocabulary words.

February

In February we introduced our new daily warm-up which is a timed writing activity that requires the students to respond to writing prompts with a thesis statement and support paragraphs. We also began our short story unit with an introduction/review of relevant literary devices. The theme of the unit is dystopian societies.

English III-A: Ms. Janel Gehring & Ms. Melissa Perry

In January, English IIIA students focused on close reading and rhetorical analysis. Students analyzed documents of historical and literary significance, the types of texts included court cases, poetry, excerpts from fiction and paired texts. Students worked collaboratively to annotate these complex texts. Using NJSLA type questions, students used critical thinking and focused on central ideas, author's purpose, structure, organization, tone, and style. Students are working through narrative reading, and analysis, and writing. We are constantly addressing author's choices and narrative writing structure and techniques through our close reading, excerpting, and film viewing of *The Great Gatsby*. Students are making personal judgments, responding to character development (and character flaws), making predictions, and writing original, short narrative pieces to demonstrate their ability to analyze and recreate narratives.

English III-B: Ms. Christina Dustman and Ms. Maureen Rutter

In January, students continued and finished up reading *The Great Gatsby*. They created instagram profiles for the different characters and used the text to design what the profile will look like. After *Gatsby*, students analyzed infographics for what information is said vs. what is not said. From that information, students wrote summaries detailing the infographic and evaluated its effectiveness. Starting in February, students are learning about the election process. They went through the process of how to fill out a voter registration form. From there, students looked at different articles detailing the same event and how language can reveal bias. They then looked at different politicians' views on different topics and how that politician used rhetorical appeals. Many students were pleasantly surprised by how interested they have become in the topic.

English III Honors: Ms. Melissa Perry

This month, in addition to conducting a close reading of Shakespeare's *Hamlet*, students continued to extend their independent reading repertoire through a project that asked them read a book (of choice) about a topic (person, event, place, etc.) that tends to be connected to a single story or stereotype and then to respond to the following "texts" about openness:

"Most of our conflicts come from our failure to imagine other people complexly." ~John Greene

"The Danger of a Single Story" TedTalk by Chimamanda Ngozi Adichie

Students were given the choice to write an analytical paper, create a podcast, or write and present a formal speech.

Students presented their live speeches early this month and, thus far, the results have been stellar. Students have embraced the concept of being open to and of the importance of investigating aspects of our lives that are often taken for granted.

Students' close reading of *Hamlet* has been a process of reading aloud and collaborating to the point at which students are able to read with ONLY partners and eventually individually with successful comprehension of the complex text.

Students are just finishing up their third independent reading text--a Black History Month themed reading. They will be given an overarching question about the importance of celebrating Black History Month and asked to write an in-class essay to connect their choice reading to the prompt. Additionally, students are being asked to create a short video, a poster, or a handout to share at a book display during our Black History Month Banquet on February 26. Students will continue reading *The Great Gatsby* this month as we pursue our study of narrative writing. Their summative assessment is an original narrative piece based on *The Great Gatsby* and focusing on the importance of point of view.

AP Language: Ms. Janel Gehring

In January, AP Language and Composition students started reading *Hamlet*. Using the lens of rhetorical analysis, students worked to analyze this famous work of literature. In class, students read and acted out scenes from the play. Students did a rhetorical analysis of the famous soliloquy "To Be or Not To Be". They also compared the play to its filmed version.

English IV-A: Ms. Alison Lubar and Ms. Melissa Perry

Students continue to work through reading and analyzing *The Things They Carried* by Tim O'Brien.

Their work includes analysis of style and historical context and has resulted in several rich discussions of perspective, narrative writing, the concept of truth, and students' personal reactions to the text.

Students have also responded to the relationship between several paired texts, including but not limited to:

Big Fish film

"May 1972" poem by James Schuyler

"The Man He Killed" poem by Thomas Hardy

Forrest Gump film clip

"Desiderata" by Max Ehrmann

Their culminating activity will be a Socratic seminar regarding storytelling and the concept of truth.

Students are working up to their This I Believe speeches by responding to journal entries that encourage self-reflection and personal writing. We are constantly addressing the concepts of fate, destiny, and control through a close readings, performances, and discussions of the play, *Macbeth*. Additionally, we are working in small groups to predict what will happen next; students are given a situation in the play and predict what will happen next through creating their own scripts. An element of competition has been added to these activities, as the group who comes closest to the actual play is awarded a classroom prize.

English IV-B: Mr. Ryan Thompson

In English IVB we explored the job interview process. Students built real resumes that they could use outside of the classroom and viewed good and bad examples of job interviews. The unit was concluded with a mock interview for each student. The unit was supplemented with student journals and class discussions. We also continued our weekly vocabulary words.

AP Literature: Ms. Alison Lubar

In January, students focused on poetry analysis and poetry comparison. After writing an analysis of a poem they chose from the Poetry Foundation or Poets.org, students gave a twofold presentation: a performance of their poem, and a

presentation about their poem to the class. Each student also created an assessment component as well, that was used to evaluate their peers' understanding of their poem. This in-depth analysis and exploration of poetry will lead into the beginning of the new semester, when we start *Macbeth*.

In February, students began the play *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.

Meditation and Mindfulness: Ms. Alison Lubar

January- We started 2020 with a discussion about the difference between choosing a New Year's resolution and setting an intention. We continued to focus on ways to bring ourselves back to the present moment, particularly by examining the relationship among thoughts and emotions. Students also continued using writing as a form of meditation by continuing to write about the intentions that they set at the beginning of the year. We concluded the course with students creating their own, sustainable plan for maintaining mindfulness: students contributed one page to a class Mindful Reminders book.

February- New Semester! New sections. - We began the year by setting an intention for the year, and used that as a focus for our first meditation. Students also began their daily intention journal, and shared with their classmates the best ways to find time for mindfulness during the day. We also started exploring the idea of *ahimsa* (nonviolence and compassion), and the ways that it applies not only to being kind to others, but to ourselves. Finally, we established daily meditation routines as well as started our first longer practice.

English Support: Ms. Wendi Wence

Students in Mrs. Wence's English Support classes continue to work on their editing skills where they identify errors in capitalization, punctuation, language usage, and spelling. We also are working in an online reading program where students can track their leveled progress, as well as using the time as a guided study hall to help with English class, as well as other subjects, assignments.

Introduction to Film Studies: Mr. Dan Fraga

The Film Studies class began its study of the history of cinema in February. To begin our studies, we explored the physiological process of persistence of vision and stepping stones to cinema (the camera obscura effect, the photography of Eadweard Muybridge). From there, we moved on to the first short films of Thomas Edison and the Lumiere Brothers before viewing the silent features *A Trip to the Moon* and *The Great Train Robbery*. Currently, we are exploring the realm of propaganda films through a viewing and discussion of Sergei Eisenstein's silent epic, *Battleship Potemkin*, which will be the basis for our first formal analysis paper.

WORLD LANGUAGE

Grade 8 French: Ms. Stephanie Werner

“Getting Acquainted with French”

As this quarter comes to a close, students are increasing their vocabulary for activities, and they are learning to conjugate regular –er and –ger verbs. They are focussing on the culture of the French pre-teen/teen. They will also explore various genres of French music as well as activities that French youth enjoy.

French I: Ms. Stephanie Werner

Unité: “Qu'est-ce qui te plaît?” (What do you like?)

Students have begun a new Unit. They have learned vocabulary for likes and dislikes, including various activities (verbs and verb phrases). Additionally, they have learned to agree and disagree with others' likes and dislikes. Definite articles "le, la, les, and l' " have been explored, as well as how to conjugate regular –er verbs and –ger verbs. After the midterm exam, they will present a project explaining to the class their personal likes and dislikes. They will use slides as visual aids for their oral presentations.

French II: Ms. Marisa Mastascusa

The highlight of the unit is a weather report, which they are videotaping via flipgrid on their chromebooks. We also discussed the way in which the French celebrate over the holidays, i.e. the types of food, activities, music, customs, traditions. We also had a "une petite fête" (a little feast), where many students brought homemade French treats, such as the Yule log.

French III Honors: Ms. Marisa Mastascusa

Students designed and presented their dream house to the class. They will also be doing a webquest and renting a vacation home (virtually). We also discussed the way in which the French celebrate over the holidays, i.e. the types of food, activities, music, customs, traditions. We also had a "une petite fête" (a little feast), where many students brought homemade French treats, such as the Yule log.

French IV Honors: Ms. Marisa Mastascusa

Students are learning about French holidays and how the French celebrate them.

We are comparing and contrasting the holidays to those we celebrate. We also discussed the way in which the French celebrate over the holidays, i.e. the types of food, activities, music, customs, traditions. The students performed and sang French carols to designated classes the last day before the holiday. We also had a "une petite fête" (a little feast), where many students brought homemade French treats, such as croque-monsieur sandwiches. Croque-monsieur chefs - Luca Sirman and Caleb Smith

La Bûche de Noël (Yule log bakers - Keri Davidson French II, Pd. 1, Emily Jenkins & older sister Cassidy (2014) Honors French III Pd. 6, and Emylise Brady and Vincent Stango Honors French III Pds. 6 & 8

Italian I: Ms. Sara Shumway

Students are finishing up their second unit of study, *La scuola* - School. They have mastered the daunting task of conjugating the irregular verb *essere* as well as used definite and indefinite articles to describe materials used at school. Their performance-based assessment is to create their ideal school schedule.

Italian II: Ms. Sara Shumway

Students are wrapping up their second unit of study, *La salute ed il corpo umano* - Health & The Human Body. They have used Renaissance masterpieces such as the Mona Lisa and Michelangelo's statue of David to identify body parts. Using their newly acquired vocabulary and ability to conjugate irregular verbs, students will perform skits this week where they will role play doctor and patient.

Italian III Honors: Ms. Sara Shumway

Students are still in their third unit of study, *La cucina italiana* - Italian cuisine. This is undoubtedly their favorite unit so far because its entire focus is food. Students have mastered the grammar skill of conjugating verbs in l'imperativo (command form). They have creatively used newly acquired vocabulary to instruct others how to set the table and which items are necessary for cooking. This week their listening assessment will revolve around a cooking demo by Signora Shumway and each student is responsible for recording all ingredients used and the method of preparation.

The Honors Italian III class enjoyed a very non-traditional listening/writing assessment when Signora Shumway showed them how to make linguine al pesto genovese. During this cooking demo, students recorded all of the ingredients used by Signora and her method of preparation. Students were very willing to help prepare this dish making this feast quite a success. The students' recipes were then graded for grammar accuracy, comprehension, and vocabulary. Thanks again to Kirby Goold and her REACH program for letting this class use their kitchen for this wonderful experience!

Italian IV Honors: Ms. Sara Shumway

Students are in their second unit of study, *Arte e musica* - Art & Music. The focus of this particular unit is the Renaissance which proves to be not only thought provoking but a culturally rich unit for our seniors. They have identified Renaissance characteristics in art and are now beginning to analyze masterpieces of Renaissance art such as Le stanze di Raffaello (Raphael's rooms).

Grade 7 Spanish: Ms. Stephanie Werner

“Me gusta mucho”

As this quarter comes to a close, students are learning to put what they've already learned - the verb “ser - to be” and vocabulary for activities - together with different forms of adjectives. With this, they are able to describe (asking and answering) people and activities and to agree or disagree with others' descrip

Spanish I: Ms. Ebony Wilson

January: Spanish 1 just completed their performance task for Unit 1. The students did an amazing job demonstrating their understanding and ability to create first introductions conversations and perform them without the use of a script.

February: Spanish 1 is currently making head way to their final performance task where they will be creating scenes of being at the customs area in an airport having to give detailed information in order to enter their birth country (Spanish-speaking country they chose as their country of birth with a city from that country.) Students have been developing their communications skills and speaking skills through random games and on the spot conversational props, with much success, especially the full year 8th grade Spanish class.

Spanish II: Ms. Ebony Wilson

January: Spanish 2 students were able to get into a discussion of similarities and differences as it pertains to various traditional celebrations and holidays in varying Spanish-speaking countries and offer their opinion in a very constructive way.

February: Spanish 2 has been able to further expand their speaking and thinking skills by impromptu dialogues geared to enabling them to feel like they are in real life scenarios where they are required to hold discussions in the language utilizing the information being learned currently. Students have been able to encourage one another and celebrate themselves and their abilities to produce quality work with the information they have gained from prior years of language learning in conjunction with what they are learning now.

January/February Math Monthly Report

The Math faculty has dedicated themselves to creating common midterms utilizing previous year's data to revise exams. The teachers are constantly reviewing data and results to drive instruction in future lesson design. Extra support classes and after school tutoring programs are available to assist students with daily learning. Below are some activities occurring throughout each teacher's courses.

Mr. Simpson

Statistics - Unit two has been completed with successful evidence of student learning. Key concepts throughout Unit 2 involve exploring measures of center, measures of spread, identifying the shape of a distribution. As Unit 3 progresses, students are able to complete discovery-oriented lessons centered around their own data collection of normal distributions. Sampling distribution studies have just begun.

AP Statistics - Unit three has been underway which include concepts of sampling distributions of means and proportions including the Central Limit Theorem. Probability has also been explored including using the Standard Normal Probability tables. Continuous review of AP frq enables students to review high level rigor. Significance testing of a single proportion began in early February.

AP Calculus - Students have been preparing for a mini-AP Calculus Exam with the Midterm. Topics have included applications of derivatives, intro to Riemann Sums and finding indefinite integrals. Students are learning the properties of the definite integral. First fundamental theorem of Calculus will begin in mid February.

Mr. Whitman

Pre-Calculus - We are currently investigating the Unit Circle and its applications in trigonometry. This will be our focus for the next month as we graph trigonometric functions and use our knowledge of them in application problems. The past month we've been leading up to trigonometry by sharpening the skills developed in Algebra 2.

Algebra 2 - We have been exploring nth root radicals for the since the start of quarter three. These topics have included simplifying nth root radicals, applying operations to radicals, solving radical equations, and graphing radical functions. In the upcoming weeks, we will test on these topics and then learn about exponential and logarithmic expressions.

Mr. Johnson

Honors Geometry -

Students finished the 1st semester in a unit on transformations. In this unit, students learned to perform and identify translations, rotations, reflections and dilations. Students applied these concepts algebraically. Students performed dilations and rotations about points not centered at the origin.

Prior to the midterm students spent a couple of days reviewing the previously taught concept of similarity. This mini-unit will be touched upon throughout the year and subsequent units.

Students began semester 2 learning a unit on Right Triangles and Trigonometry. Students have learned to apply the Pythagorean Theorem to the determination of triangle classifications. They have also learned to identify side lengths of special right triangles as simplified radicals. Geometric mean was also learned and applied to the calculation of missing side lengths in right triangles. The trigonometric ratios of sine, cosine and tangent were also taught. Students will learn to solve triangles using the law of sines and the law of cosines as well.

Geometry-

Students finished the 1st semester in a unit on transformations. In this unit, students learned to perform and identify translations, rotations, reflections and dilations. Students applied these concepts algebraically. Students completed a cumulative project in which they created a figure on the coordinate plane and performed the operations learned within certain restraints.

Students are currently working in a unit on similarity. Students have learned to identify and apply scale factor to calculate for missing lengths. This unit challenges students both mentally and visually.

Mr. Yaniak

Algebra 1 – We took our midterm (Linkit Form B) at the end of the 2nd MP. Students have been working diligently with Exponential Functions. We have identified growth/decay factors, y-intercepts, and asymptotes used for graphing exponential functions. We have used graphing calculators and tables in order to graph accurately, and stated the domain and range of the functions. A lengthy review of exponent rules was completed. We learned exponential growth and decay formulas to be used when solving word problems. The exponential unit will be closing soon, so students should expect a unit test in the near future.

Algebra 1 Honors – We took our midterm (Linkit Form B) at the end of the 2nd MP. We have utilized exponential growth and decay formulas to solve word problems. Students have extended their knowledge of exponential functions to work with the compound interest formula. Additionally, students have been working on simplifying radical expressions with varying indexes. While simplifying radicals, students have incorporated their knowledge of radicals to simplify monomial expressions. We will soon be moving into the polynomial unit.

Algebra 2 – We took our midterm (Linkit Form B) at the end of the 2nd MP. Students have been working on rational functions. We have added/subtracted and multiplied/divided rational expressions. We have extended this concept to find the area, perimeter, and volume of various geometric figures with dimensions expressed as rational expressions. Students then began to work on graphing rational expressions. We have identified asymptotes, holes, x-intercepts, domain, and range of various rational functions. We have utilized the graphing calculator and the table function to help graph our functions accurately. Most recently, students have been solving rational equations by either cross-multiplication or multiplying by the LCD. A unit test will be upcoming.

Mr. Graham

Algebra POR - Students have been working on ratios, rates and proportions. This includes identifying equivalent ratios and finding unit rates. They have used proportions to solve word problems, including percentage proportions. Students will next move onto unit conversion.

Geometry POR - Students have been looking at the relationships between two points. This includes midpoint, slope, and distance. In addition, students have looked at the relationship between parallel and perpendicular slopes. After completing this unit, students will be looking at congruent triangles as well as the pythagorean theorem.

Algebra II POR - Students have been working on the exponential functions unit. They have discovered the different rules for exponents when adding, subtracting, multiplying, dividing, and raising to an exponent. In addition, students looked into rewriting expressions so that there are only positive exponents. Students have also worked on real life scenarios where exponential functions are used to find an outcome.

Ms. Williams

Geometry- Students began January with transformations of shapes in the coordinate plane. These transformations included; translating, rotating, reflecting, and dilating. We discussed the difference between rigid motion and non rigid motion. Rigid motion is when the size of the shape is preserved and non-rigid motion the shape changes sizes based on a scale factor, this is called dilating. Non-rigid motion transitioned us into our next unit, similarity. All dilated shapes are examples of similarity. During a lesson, students were given the task of using the numbers 0-9(without repeating) to create as many pairs of similar rectangles as possible. The students rose to the occasion and one class came up with 46 examples. Students will continue to use similarity to find missing parts of triangles as we wrap up the similarity unit. We will move into the right triangles unit next.

Mr. Cresci

8th Grade Algebra I - In January we kicked off the New Year with the study of Exponents. We have placed a heavy focus on simplifying expressions involving exponents, including multiplication, division, and rational exponent rules. Additionally, we have worked with monomial expressions, exponential equations, and operations in scientific notation. Next we will examine exponential functions, including growth and decay, placing an emphasis on real world applications and modeling. Finally, to wrap up our unit on exponents, we will use our knowledge of exponential functions we will study geometric sequences and use exponential functions to model them. At the end of January we spent the week leading up to midterms reviewing all the skills from the first half of the year, including administering the LinkIt Form B Assessment. After completing midterm exams we spent the beginning weeks of February studying polynomials; including standard form of a polynomial, identifying the degree of a polynomial, and operations with polynomials (+, -, and x only). After that we began learning about factoring polynomials and using factoring in order to solve polynomial equations. The study of factoring will take us through to the end of February, where we will then begin our extensive study of Quadratic Functions and Equations.

Math 8 - In January we kicked off the New Year with the study of Linear Functions. We began by examining relations, developing an understanding of domain and range and their relationship with independent and dependent variables. Then we introduced the concept of functions into the mix, practicing ways to differentiate between relations and functions. Finally we narrowed our focus to linear functions, beginning with graphing linear functions using tables and working towards developing the concepts of rate of change/slope. Using our understanding of slope and linear functions, we will continue our study by examining different forms of linear equations, such as slope-intercept form, standard form, and equations of vertical and horizontal lines. At the end of January we spent the week leading up to midterms reviewing all the skills from the first half of the year, including administering the LinkIt Form B Assessment. After completing midterm exams we spent the beginning weeks of February wrapping up our study of Linear Functions and moving on to Systems of Linear Equations. So far in February we have studied two methods for solving systems of linear equations, graphing and substitution. In the coming weeks we will learn our final method, elimination, and place a heavy emphasis on using systems to model and solve real life problems.

Mrs. Mahoney

Math 7- In January we started off the year by solving and graphing two-step inequalities and word problems. Soon after we reviewed and took our Unit Test on Expression, Equations and Inequalities. Following the unit test students began to prepare for midterm exams. One of the many ways we reviewed for midterms was by taking the 7th grade math Link-It form B. Next, we reviewed all topics covered so far this year including rational number operations, simplifying expressions, and solving multi-step equations, inequalities, and word problems. After mid-terms we moved on to our next unit on Ratios, Rates, Percent and Proportions. So far this unit, we have looked at writing ratios, rates, unit rates, and finding the constant of proportionality given an equation, table or graph. Next, we moved on to solving proportions and creating proportions given real world applications. Looking forward, we will begin to look at scale models and similar figures as proportional relationships. Next, we will look at percent equations, and calculating tax, tip, discount and simple interest.

Math 7 Advanced- In January we started off the year by solving and graphing multi-step inequalities and word problems. Soon after we reviewed and took our Unit Test on Expression, Equations and Inequalities. Following the unit test students began to prepare for mid-term exams. One of the many ways we reviewed for midterms was by taking the 7th grade math Link-It form B. Next, we reviewed all topics covered so far this year including rational number operations, the real number system simplifying expressions, properties of exponents, scientific notation and solving multi-step equations, inequalities, and word problems,. After mid-terms we moved on to our next unit on Ratios, Rates, Percent and Proportions. So far this unit, we have looked at writing ratios, and unit rates, and finding the constant of proportionality given an equation, table or graph. Next, we moved on to solving proportions and creating proportions given real world applications, and finding the actual/ model measurement given a scale. Moving forward, we will look at similar figures, and indirect measurement. Next, we will look at percent equations, and calculating tax, tip, discount and simple interest.

Mrs. Stewart

Alg 1 CP -- We started & completed the units on Relations & Functions and Exponents & Exponential Functions. Students were able to identify the difference between relations vs functions and represent them by tables, graphs, mapping diagrams and ordered pairs. Students identify domain and range from each of the represented ways and evaluated functions. For the exponents & exponential functions unit, students applied the rules of exponents to geometry by finding the perimeter and area of geometric shapes. For exponential functions, students can graph, make a table, identify the asymptote, state if the function shows growth or decay. To evaluate functions, students followed the exponential growth and decay formulas, students applied more real-life applications by using the compound interest formula and the half-life formula.

Alg 1 Essentials -- We started the unit on Linear Inequalities in December, when we came back from break we did the bulk of the unit. Students worked on compound inequalities, graphing linear inequalities and solving systems of linear inequalities. We completed applications at the end of the unit allowing students to use these concepts for real-life. In February, we started the exponents & exponential functions unit; students applied the rules of exponents to geometry concepts by finding the perimeter and area of geometric shapes. For exponential functions, students can graph, make a table, identify the asymptote, state if the function shows growth or decay. To evaluate functions, students followed the exponential growth and decay formulas, students applied more real-life applications by using the compound interest formula and the half-life formula.

Alg 2 CP -- Since January students have been working on radicals and radical functions. In January we covered the rules of radicals which included the operations of radicals, rationalizing the denominator, along with converting from rational exponents to radical form. In February we continued with radicals but our primary focus was on the functions. We solve radical equations and graphed square, cube and 4th root functions and their inverses - identifying their domain, range and turning/end point.

Mr. Anthony Medio

Honors Algebra 2: At the end of January, students completed the 2019-2020 midterm which was Link It B. Overall, students showed tremendous growth. Since this timeframe we have explored radical and root functions. This includes using technology to analyze all aspects of these root functions. Students are learning that they can use technology to check their work for almost every problem given to them in class. This is an essential skill that they can use for SATs and college. Currently, we are diving into exponential and logarithmic functions. Students will apply these skills to create and solve problems involving applications involving growth and decay.

Calculus: At the end of January, students completed the 2019 - 2020 midterm. This midterm included material from the first half of the year which included limits and derivatives. Currently, we are moving into my favorite unit which is derivative applications. In this unit, students will use the derivative as a rate of change. In this way we can combine Physics in a cross curricular unit by completing problems involving curve sketching, optimization, related rates, particle motion, position, velocity, and acceleration. After this unit, the seniors can get a good gauge on whether or not they want to pursue a career in engineering, science, or mathematics.

Essentials Algebra 1: At the end of January, students completed the 2019-2020 midterm which was Link It B. Overall, students showed tremendous growth. We are now moving towards exponential growth and decay functions where students will complete labs involving half life and bacterial growth. Students will also explore application problems involving domain and range. I find students struggle with this topic through their high school math career. In Algebra 1, I like to give students a solid foundation of this by introducing real life problems.

Mrs. Petti

Algebra 1-

Students completed a unit on functions and relations. We included work on arithmetic sequences and composition of functions. Students completed desmos labs such as functions card sort, domain and range lab, and free range functions. We are close to completing our unit on exponents and exponential functions. Students are enjoying graphing exponential functions on the graphing calculator. They are expanding their knowledge of domain and range to exponential functions and can identify asymptotes and y- intercepts of these graphs.

Algebra 2-

Students completed a unit on rational functions. They mastered adding, subtracting, multiplying, and dividing rational expressions. They also solved rational equations. In addition, students graphed reciprocal functions and learned how changing an equation transforms a graph. We identified the domain, range, vertical and horizontal asymptotes, and the holes of a graph. Algebra 2 students enjoyed a marble slide desmos lab. It deepened their understanding of transformations of reciprocal functions.

We are currently working with radical equations. Students are able to simplify radical expressions. We also added, subtracted, multiplied, & divided radical expressions. Students in CP also learned to rationalize the denominators. CP students also learned to convert back and forth between radicals and rationals exponents. We recently began solving radical expressions and are moving onto graphing radical functions.

Science

Biology (CP and Honors) - Kendra, McGeehan, Goodman, and Klawunn

Biology classes have been investigating photosynthesis and cell respiration. Students modeled and mind-mapped the Light Dependent Reactions and the Calvin Cycle of photosynthesis. Further, students performed a lab in which they analyzed the effect temperature had on cellular respiration in yeast. Honors students created mini-posters displaying their findings. A lactic acid activity was also done by students so they could feel the build up of lactic acid in their muscles once they run out of oxygen and switch to anaerobic respiration. Up next, we will be focusing on the cell cycle and cell division.

Genetics - Kendra

Students in Genetics finished up the semester course by analyzing genetic technologies and researching genetic disorders. The ethics behind genetic technologies and their capability were studied. Students looked at current events that have used genetic technologies. Also, students did in depth research into a genetic disorder and presented it to the class for their final project.

Honors Chemistry - Mai

The mole concept and stoichiometry are used to show proportional relationships between masses of reactants and products. Students were able to use balanced equations to show mass relationships between reactants and products. Students applied this concept in solving an inquiry-based lab where they have to stimulate the mechanism of an airgas inflation. Students also completed the limiting reagent lab alongside visualizing a mole lab among other activities to

ensure understanding. Students are also able to determine whether reactions are endothermic and exothermic, constructing explanations in terms of energy changes.

Forensic Science - Mai

During this first month of second semester for Forensics, we spent the first week going over lab safety, classroom rules and procedures in order to ensure a conducive learning environment for all. Students learned about the justice system alongside with the crime and punishment before starting on the basics of crime scene investigation. For their first lab, students completed a sketch of a mock crime scene in room 302 where details of the crime is scale down onto paper. For their second lab, they were asked to work in small groups to apply deductive reasoning to analyze evidence and arrive at a conclusion using a lab title “a deadly picnic.” The unit continues with eyewitnesses. Students learned about the “innocence project” and how unreliable our memory can be.

7th Grade Life Science - Richards

In January, the seventh graders continued their study of cell part structure and function. Our next unit was on Photosynthesis and Cellular Respiration. We reviewed for and took the midterm exam. Then we began a unit on Human Organ Systems. Students learned the names and functions of 10 different organ systems. We then focused on the human circulatory system.

CP Chemistry - Butterick, Nasto (Maunz), & Stoffel

Students in CP Chemistry were introduced to the concept of moles and utilizing stoichiometry to represent relationships between reactants and products. Students learned how to balance equations (based on conservation of mass) to show mass relationships between reactants and products. Students then applied these concepts to solve an inquiry-based lab where they have to inflate an “airbag” based on the mechanism that they come up with. Students also completed a limiting reagent lab to ensure understanding of stoichiometry. From here, students will work into understanding how matter and energy transform throughout living systems.

Environmental Science -Butterick, Daly, & Klawunn

Students in environmental science finished their unit on earth science. This involved discussing biogeochemical cycles and then researching each biogeochemical cycle in detail and providing information on a poster. From here, students began their discussion on energy flow throughout an ecosystem. This unit began with discussing basic ecology terms and researching different biomes present in our world. From here, students completed an activity which had them developing strategies and solutions to survive in one of the specific biomes. Students worked in groups to discuss and decide different resources they would use and how they would survive over a period of time. From here, students will begin their journey into feeding relationships within ecosystems and the idea of biomagnification affecting an organism, population, and eventually other species.

Physics-Lynch

In January and February the Physics classes completed their study of forces and continued on to learn about work, power, and energy including the conservation of energy. Students performed a lab to determine the work and power they expended climbing a flight of stairs. The energy culminating activity is a Rube Goldberg machine. Each group is required to build a machine with at least 6 energy transfers, and at least 3 types of energy. They were restricted to the use of everyday materials such as cups, paper, tape, string, clay, hot wheels cars and tracks etc. In the end the machine had to pop a balloon. Physics classes then moved on to begin the study of momentum and impulse. In early January the physics classes went on a field trip to UPenn to see a series of demonstrations presented by the Penn Physics department. Students also prepared for and took the second quarter exam.

AP Physics - Lynch

The AP students completed their study of energy and momentum this month. The energy culminating activity is a Rube Goldberg machine. Each group is required to build a machine with at least 8 energy transfers, and at least 4 types of

energy, in addition the machines must link together, to create one giant machine that this year had to give the teacher a high five. AP Physics then proceeded to begin one of the more demanding units Involving rotational motion and universal gravitation. This class also attended the UPenn trip mentioned above.

AP Physics Rube Goldberg Machines



Social Studies **February 2020**

February was a month jammed with cooperative, differentially instructed, learning for the students in their Social Studies Classes. The classes completed research in the media resource center as the students worked on abolition as well as reform era information in US History 1 as well as Roaring 20's activities in US History 2. Our main focus was on African American History where each level discussed the import strides we have made in America as we went from a nation of slavery to a nation of civil rights equity.

Class News - Teacher by Teacher

The Krause Account - The 7th Grade Social Studies classes have been learning about the history and culture of Ancient Greece. They reviewed its geography and the cultures that influenced its early history, and analyzed the various types of governments which the Greeks tried. As the classes learned about Athens and Sparta, they looked to compare and contrast the two city-states and their characteristics with those of America. War and friendship were other themes explored in class, and students analyzed their causes and effects. When the classes learned about Alexander, they acted as juries to determine whether he was truly "great". Finally, the 7th graders learned about the various cultural connections between Ancient Greece and today's world (architecture, government, literature, theater, sports, philosophy, science, and medicine) and concluded that in many aspects, the Greeks were ahead of their time.

For Black History Month, the 7th graders were given the opportunity to enter a photo contest of "Fifty Famous African Americans". The winner was awarded a free lunch in the school cafeteria!

J. Smith's Summary – The EGSS (Eighth Grade Social Studies) scholars ended the second quarter by investigating the lawmaking process of our federal government, as well as the oversight power of Congress with a focus on the impeachment process. Scholars first created flowcharts to demonstrate the lawmaking process, and then videos on the application, Flipgrid, to teach others how a bill becomes a law. We read an article about the current impeachment issue, and used the "Question Formulation Technique" to devise questions about the impeachment process that we wanted to answer.

The end of January brought our Congress unit test and the midterm exam. Then it was on to quarter three. The EGSS scholars have shifted gears from government to geography and history with a focus on the United States in the 19th Century. We are currently analyzing historical maps by creating “Window Notes” to reveal the stories they tell. We will continue to investigate the growth of the United States, the causes and effects, costs and benefits, etc. At press time, the scholars will be pitching technological innovations in the style of TV’s “Shark Tank”. They will be trying to convince “investors” to take a chance on an invention that will help settle the West.

Cerrito’s Circular - World History: Students have been studying the Industrial Revolution in Europe. In preparation for learning to write a DBQ answer, students have been analyzing primary source readings and pictures to understand the problems for child workers in industrial factories.

Students will be studying the Era of 19th-20th Century Imperialism during the month of February. In celebration of Black History month, student pairs will be researching the history of a country in Africa prior to the Era of 19th-20th Century Imperialism. Student pairs will create a collaborative Slides Presentation to display their research.

US History I: Students have just completed studying the launching of the new nation. They have been studying the forming of the Constitution. Students have completed a research Slides presentation project on the signers of the Constitution as well as an Investigative Research paper on an event of their choice that helped to launch the new nation. In celebration of Black History month, students will work on a full class collaborative Slides Presentation Timeline that will highlight important achievements and events in African American history. This timeline will coincide with our current unit of study of American history from 1815-1850.

Esposito’s Edition- In USII we have been learning about the 1920's and the 1930's. We spent some time focusing on all the new trends of the 20's. Students completed a Walk Through the 1920's and discussed many significant individuals such as Louis Armstrong, Bessie Smith, Duke Ellington, Babe Ruth, Charlie Chaplin. We also discussed the famous Sacco and Vanzetti case and the climate of the 1920's in regards to immigration and compared it to today.

We then began the Great Depression. Students participated in an activity that allowed them to make many decisions that individuals really faced during the time period. They then saw what the results of their choices were. In the end, they discussed what the lowest point of their individual journey was, how Hoover's idea of Rugged Individualism would have further affected them and if they were able to bounce back after the Depression or if they were drafted into WWII.

We also spent time focusing on Black History Month by playing Quizlets. We completed and discussed a themed quizlet on Sports.

This focused on first time achievements of many Black American athletes as well as most notable and current African American athletes. Another focus was on Entertainment. This focused on movie roles and music of famous African American entertainers; first time, notable and current as well.

Chambers’ Chronicles – Students in the tenth grade Honors course have been spending a majority of 2020 by focusing on westward expansion. They did this by completing a Manifest Destiny Project that showcases the impact this had on American Indians. Now students are focusing on the Antebellum South and the impact and growth it had over slavery. The students have been studying many of the Civil Rights issues of the 1800's and compared them to the events of the 1950's and 60's as well as during the Black Lives Matter events of the past 5 years. Students in Conspiracy Theories have been researching the conspiracies surround Martin Luther King Jr, Oj Simpson, Tupac Shakur, and Biggie Smalls. Lastly, The Social Justice course has entered a new semester so we are focusing on the concept of Justice and Equity.

Mrs. Marcasiano's Communiqué – H-WHAC and WHAC have explored the impact of the Industrial Revolution on life in the past and present and how nationalism helped lead to the creation of Italy and Germany and began to set the stage for conflicts including WWI. They ended the month exploring the differences between the first Global Age and the New Imperialism of the 19th C. and examined primary source documents on the impact of imperialism on African nations, India, and China. Students also examined the African Diaspora and how issues of racism and oppression stemming from the Middle Passage and Slavery have impacted other countries involved in the Triangle Trade including the United States.

AP Euro continued preparing for the AP Exam with the use of Questions of the Day Do Nows taken from the College Board's new AP Central site. They examined the impact of the Industrial Revolution, Nationalism both Triumphant and Cultural and the impact on Europe leading up to WWI. They examined the impact of Imperialism and the Scramble for Africa that created tensions between European nations and the African Nations and ethnic groups throughout Africa. They examined how the Triangle Trade and African Imperialism created racial tensions in European nations like the UK and France and how now new patterns of immigration from African Nations to Europe have renewed that racism. They ended the month with WWI.

Borden's Briefs – During the month of February US II students in Mrs Borden's classes. Students participated in a "speakeasy film festival" presenting topics of the Roaring Twenties. Celebrating Black History Month students analyze the poetry of the great Langston Hughes and observed and analyzed the art of various artists such as Bessie Smith, Duke Ellington, and Jacob Lawrence. Students are also provided an opportunity for extra credit by watching various films, including Race, The Best of Enemies and The Butler.

Harvey's Herald- WHAC students have been analyzing the Age of Revolution and how the concept of nationalism influenced revolutions throughout the 19th Century. We have also started the Industrial Revolution and are focusing in particular on the social and economic changes that resulted from the new technological advances, including the factory system. Students completed a small research based essay where they had to describe how the Industrial Revolution impacted the daily lives of workers and society.

AP US History I students have been focusing on the major domestic and foreign issues of the new nation in our early history. We have analyzed several different sources related to the formation of the Constitution and its differing interpretations, including conducting a mock debate between supporters of Hamilton versus those supporting Jefferson. Students were given specific roles and had to develop arguments on major issues affecting our new nation based on their assigned role. Students also evaluated the legacy of both leaders' ideas and how they helped shape the country. Students also have been working on an African American History project where they have been evaluating significant events/people specifically related to the daily lives of African Americans. Students will then compare antebellum events/people to those associated with the modern Civil Rights Movement.

Vernon's Volume-

In World History our students learned about the Industrial Revolution. They researched, then formulated opinions on how the Industrial Revolution impacted their lives today. Furthermore, they debated government involvement in changes of working conditions, and wages. The students did a wonderful job of relating that to today's current minimum wage debate! Finally they finished the unit by comparing and contrasting Karl Marx and Adam Smith! It was a great month.

In United States History I learners investigated the impact of Washington's Farewell address, and his various precedents. Learners compared and contrasted Hamilton and Jefferson's vision of America, and concluded on which vision they believed was right for America. The month ended with Hamilton dying in a duel and American's heading west to tame the new frontier.

Special Education - Monthly Reports (January/February)

Mrs. Theresa Klawunn - ICS Environmental Science

Students in Environmental Science have been studying biomes. Students have researched different biomes and identified animals and plants that are native to each biome. The biome survival activity involved students “surviving” a plane crash and landing in a specific biome. Students determined the biotic and abiotic factors that would aid in their surviving two weeks in their given biome.

Ms. Locke: Junior High (Language Arts and Math POR):

In language arts, students are engaged in reading the novel, *Blubber* by Judy Blume. Students are asked to think deeply about the issues presented in the book, which include student on student harassment. Students are also learning about different types of conflict found in literature and how to recognize each type. Additionally, students are continuing their study of grammar, to improve their skills in both reading and writing.

In math, students work at their own pace on individual goals. Students just completed the midterm and are moving on in their personalized goals. Students are growing in their math abilities through direct 1:1 instruction and also through the use of the math program iXL. This program allows students to move at their own pace and to reach goals.

Ms.Locke: 7-9 (Science and Social Studies POR):

In science, students have just completed our unit on animal and plant adaptations. Students explored the basic needs of all living things and how animals have adaptations to meet those needs. The students culminated this unit by creating a bird based on a variety of adaptations, such as beaks and feet and wrote a short paragraph to explain how the newly created bird uses its adaptations to survive.

In social studies, we are coming to a close in our Ancient Greece and Ancient Rome unit. Students studied each civilization’s government structure, daily life and military achievements. Students then closed out the unit by comparing and contrasting the two civilizations. To help students engage with the concepts, a variety of methods were used to present information such as independent readings and videos.

Ms. Locke: 9th Grade (Math and English I POR):

In math, students work independently towards their personal goals. In this class students are working on a wide range of skills ranging from money and consumer math to fractions and algebra. All students work both independently and 1:1 during each period. Students are working hard and this was shown through the hard work displayed during midterms!

In English, students have been working with non-fiction text. The class has just finished reading about the development and creation of Disney World. Along with reading, students have studied non-fiction text features and reviewed other skills required to understand informational text. Students have been working in their leveled vocabulary groups to expand their knowledge and improve their reading and writing.

Ms. Anna Sepanic - 9-10 (English POR)

In January the 9/10 POR English classes completed a study of Greek mythology. The unit consisted of background information of the "top 10" Greek gods as well as comparing fables to get a greater sense of how literature is used to explain and/or teach life lessons.

We also read a graphic novel of Perseus and Medusa. The unit concluded with each student presenting a slide project that focused on one god/goddess, a Greek creature and an ancient sport.

The class has recently begun background information on the Great Depression. This included open discussions about race/gender stereotypes and the causes and effects of the Depression. We will shortly segue into reading *To Kill A Mockingbird* by Harper Lee. The class will read a modified version of the original text. It is important that all students have the opportunity to experience classic literature regardless of their academic level.

Ms Sepanic and some GSA students were quoted in the Philadelphia Inquirer regarding 3HS's involvement in piloting NJ's LGBTQ+ curriculum. They were also interviewed for NBC OUT which is an online publication.

[Philadelphia Inquirer](#)

Mrs. Kirby Gould - REACH Program

The students in the REACH program have been having a productive school year. We can't believe it's half way over! We have been all over the community gaining valuable experiences through our Community Based Instruction outings. We recently attended a laser light show at the Rowan Planetarium, shopped at the Deptford Mall, went bowling, visited the Camden Adventure Aquarium, and more! The purpose of these outings is to create opportunities for instruction in naturally occurring community environments. Additionally, our seniors have started Structured Learning Experiences at Goodwill and Marshall's in Audubon. We are so excited to generalize our vocational skills in these fun and welcoming job settings.

Mr. Brian Clark - US History POR

This past month we have been learning about the Roaring Twenties and its impact socially on America. The students learned about how Prohibition came into effect to help improve the moral standards of the country and increase production of society. We also looked at how speakeasies, sport, music and dress were part of the culture of this time. We watched the film "The Untouchables" to get a better perspective of prohibition, crime and the underground world of crime at this time.

Our class then moved into the Great Depression and how the country was affected. We watched the film "Cinderella Man" to understand the struggles of the people during the Great Depression. We studied the six reasons for the Great Depression and analyzed how the government and Herbert Hoover planned to improve the country.

Ms. Megan Daly - ICS Science Teacher

The students in Physical Science have really been moving along. We have wrapped up their unit on space science. The students learned about the life cycle of stars, the different types of galaxies, and they even studied some space exploration. The final topic of the space science unit was on the parts of a rocket. They were able to identify the launch lug, the body tube, the parachute, the engines, and many other parts. After this unit, the students spent some time reviewing for their midterm exams. After the wrap up of midterm exams, the students pushed on in to the beginning of the next unit, which is Chemistry. They are developing a basic understanding of the structure of an atom and different atomic theories. Students will continue their unit on Chemistry as the weeks move on.

Ms. Elizabeth M. Kovach - ICS Teacher

English II Essentials (ICS) with Ryan Thompson

The students are focusing on literature terms and their meanings. These terms will help the students in the class to prepare the understanding of reading short stories.

Eighth Grade Social Studies (ICS) with Jim Smith

The eighth-grade students are working on Black History Month - African Americans Slide Presentation describing how the African Americans marked their names in history. Besides, learning about the early years of our country expanding to the west after the Louisiana Purchase was purchased, the students are investigating how new inventions and tools were made and will be presenting to the teachers as part of the real-life show, "Shark Tank."

United States History Part I (ICS) with Andrew Vernon

The students participated and learned about how Thomas Jefferson, as our President of the United States, changed our country and our government. In addition to Black History Month, the variety of groups of students investigated their chosen topic on Black History and presented it to the class such as Emmett Till, Marsha P. Johnson, Harriet Tubman, and the Underground Railroad and many more.

Grade 8 Math (ICS) with Brandon Cresci

The students finished with Unit 5 dealing with Equations and Linear Equations. Now with their prior knowledge on equations and linear equations, the students are working with a system of equations.

Pull-Out Support Classes

The students have made a tremendous change with their study skills since September. The students are now working on the assignments, checking when their assigned work is due through Google Classroom, study their academics for assessments, and organizing their folders/papers to help.

Mrs. Meredith Stoffel - POR Science

In Pull-out Replacement Science class students learned about our Moon and its eight different phases. In an effort to learn about the Moon phases, students modeled each phase using Oreos during an Oreo Lab. Students also modeled the interaction between the Sun, Moon and Earth using a spotlight to represent the Sun, a tinfoil-covered ball to represent the Moon, and their heads to represent the Earth. During this activity, students were able to gain a greater understanding of the interaction between the Sun, Moon and Earth by modeling how the different phases of the Moon are produced. Specifically, students were able to visualize how the sun's light reflects off of the Moon as it revolves around the Earth. In addition to learning about the Moon and its phases, students also investigated the accomplishments of different famous Astronomers (such as Galileo, Hubble, and Stephen Hawking), learning about their lives and accomplishments.

Ms. Gaddis - Math ICS

Geometry

Students in Ms. William's and Ms. Gaddis' Geometry class completed a unit on transformations. Students learned about rigid motion, translations, reflections and rotations as well as dilations. Students took their mid term exam and completed practice on Link It and IXL to review previously taught concepts. After the midterm we began our next unit on similar figures. Students have learned how to calculate a scale factor and how to write similarity statements given two similar figures. We are continuing to utilize IXL, Quizzes, Quizlet and scavenger hunts to reinforce topics that are covered during class.

Algebra 2 and Trig

Students in Ms. Stewart's and Ms. Gaddis' Algebra 2 and Trig class completed a unit on rational functions unit. Students learned how to add, subtract, multiply, divide and graph rational functions. Students took their mid term exam at the end of January. To prepare for the midterm students completed practice on Link It and completed practice problems during class. After the midterm we continued with the radical functions unit. Students have learned how to add, subtract, multiply, divide and solve radicals. We have utilized Desmos activities, Quizzes and small group practice to review concepts covered throughout the unit.

Algebra 2 and Trig

Students in Ms. Petti's and Ms. Gaddis' Algebra 2 and Trig class are learned about rational functions. Students learned to add, subtract, multiply, divide and graph rational functions. Students took their midterm exam at the end of January. To prepare for the exam students completed practice on Desmos, Link It and Quizzes. Following the midterm we began the radical functions unit. Students have learned to add, subtract, multiply, divide and solve radicals. We have continued to utilize IXL online program to review and strengthen skills previously learned. We have also utilized Quizzes and group work to help students review for upcoming assessments.

Algebra 1

Students in Ms. Stewart's and Ms. Gaddis' Algebra 1 class has completed Unit 4 Linear Inequalities. Students learned to solve and graph linear inequalities and utilize this skill to solve word problems. To prepare for the midterm exam students completed practice on Link It. Following the midterm the class began its unit on Exponents and Exponential Functions. So far during the unit students have learned rules to follow when working with exponents. The class has utilized IXL and small group work to receive additional practice and reinforce topics being covered in class.

Mr. Michael Celli - POR English/ PCAST Teacher

English POR 11/12

During the months of January and February, students in the English POR 11/12 class have been writing structured paragraphs and essays based on various prompts. The goal is to prepare students for college and trade school Accuplacers. Students have also read and annotated non-fiction texts from Newsela.com.

PCAST Elective

During the months of January and February, students in the PCAST elective created a Google Slides presentation on their vision for their future using the information they gathered on NJCAN and any activities thus far. They have participated in facilitated activities and conversations such as a self-appraisal questionnaire, a story map of their life, and learning style reflections. Students visited Rowan College at Burlington County and Rutgers Camden where they met with disability services and toured the campuses.

CTE / Art Department Monthly Report 2019-20 January/February 2020

Manufacturing Technology: (Dean) The class is near the finish of the Colonial Wall Shelf project. They are focusing on finishing prep, preparing the shelf to accept a finish of their choice. If the surface is not prepared properly then the finish will look bad. They have worked on the shelf for a few weeks and do not want to ruin all their hard work. They are also applying the finish of their choice following ALL manufacturer recommendations. Safe application, clean up and disposal of materials will be stressed.

Advanced Manufacturing Technology: (Dean) The class is still working on their clocks. All the clocks are in mockup form and in some cases the cases have been assembled. Decorative details are being added and finish prep is always a focus. Most cabinets have a door that needs to be constructed using no mechanical fasteners. The students must draw on past experience to determine the best method to construct the door.

Technical Drawing / CAD: (Dean) The class is working on a series of multi view drawings using both the board and CAD. Dimensioning techniques have been introduced and all technical standards must be met. They also completed a Design Challenge that involved the 3D printers in creating the problem and the solution to the challenge.

The Sign Club also created and produced advertisement signs for the play "Footloose".

We made and donated the signs to the play.

Construction Technology: (Hinger) The class is finishing their balsa wood house 3 wall sections(window wall,door wall and partition wall). After completion of all walls, the students erected all walls and attached them to their floor/foundation base. Labeling the wall components and constructing the roof frame will complete their assembly. Sheathing and enclosing the structure will finish out this project.

Transportation Technology: (Hinger) Students finish watching Saving Private Ryan ...the opening 20 min scene of the Normandy US invasion at Omaha beach on June 6th 1944, showed the limitation of the amphibious assault landing vehicle (Higgins boats). The high casualty rate during this landing made the military look for a better way of troop deployment ...thus the Hovercraft (LCAC) became the answer. Students are completing the assembly, next they will detail and wire the needed circuit for the lift/push fans to operate. Their challenge is to travel the farthest distance down the hallway.

Advanced Trans Tech: (Hinger) The students have completed testing of their 4 sided balsa wood tower. Aidan Van Istendal won this competition with a max weight of 270 lbs. Next they must design and build a 3 sided tower to meet the necessary requirements and hold the most weight before failure. This will complete the remaining challenge labs.

Advanced Art: (Smargisso)

Students collected data from a variety of high school teachers and administrators as a means of identifying the wants and needs of real world clients concerning chair design. Then, following the six step D.E.S.I.G.N. model, students designed and fully rendered chair solution illustrations as an end product to the design process. Aside from the snowy landscape watercolor assignment, students illustrated cover designs for a book called "I never saw another butterfly" based on the poems of children Holocaust victims. Now, students are exploring the Doodle for Google kindness themed logo contest.

Intermediate & REACH Art: (Smargisso)

Students participated in the "Inclusion Works!" NJ state poster contest to raise awareness concerning the acceptance and appreciation of differences such as race, religion, orientation, and abilities. These posters included a slogan and an illustration in ink and watercolor. Students also explored compositional balance within graphic design by drafting radial balance and symmetrical balance solutions in color pencils. Now, they are continuing with the themes of emotional learning and social justice by participating in the Doodle for Google kindness contest.

Intermediate Art: (Mills)

Gargoyles

Students completed their clay gargoyles. We let the clay dry out over break. Gargoyles were then fired in the kiln. Once we took the Gargoyles out of the kiln, students learned all about glazes and how to paint their creatures. Students were able to choose the colors for their Gargoyles to make it their own. Once painted we fired them in the kiln for the finished product.

We are currently working on using the Mona Lisa as an advertisement piece. Students were told that they are employed by an advertising company and had to use the Mona Lisa to help sell their product in a creative way. They were able to choose anything that was of interest to them but had to use the Mona Lisa. We discussed the history of Mona Lisa and the artist Leonardo da Vinci. The Mona Lisa is used in many advertisements to grab the viewer's attention to help sell their product. Students are having fun coming up with ideas for the Mona Lisa and the product that they want to sell.

Portfolio Development: (Smargisso)

To explore the element of design known as form, students sculpted expressive cats from earthenware clay and ceramic glaze. Then, for the snowy landscape watercolor assignment, students were to leave the whiteness of the paper for the snowy portions of the illustration.

The work looks very professional. Now, after hearing the poems of children Holocaust victims in "I never saw another butterfly" our students designed book cover compositions to promote social justice. They too are working on the Doodle For Google logo contest.

8th Grade: (Mills)

Tessellations

Students are working on creating tessellations. A tessellation is an arrangement of shapes closely fitted together, in a repeated pattern without gaps or overlapping. We discussed where you could find tessellation in the classroom as well as outside the classroom. As a class we discussed the Art Principle pattern and repetition. Students created a tessellation shape and are now creating a unique image within that shape. This a very detailed project which requires students to push themselves. This image will be repeated filling a 10 X 15 sheet of watercolor paper.

Introduction to Art: (Mills)

2PT Perspective

Using all techniques learned, students are creating a two-point perspective city corner. Students will create unity in their city corner by creating a city district with the same theme. Students came up with some pretty unique districts: candy, clothing, sports, auto, make-up, food, etc. Having students create a city district that they are interested in allows the student to make it their own. Students are having a blast adding small details to each building following the rules of perspective. They are still working on this project and will complete it after midterms. Midterms will begin as students will be introduced to Bob Ross and his landscape paintings. The midterm will be a landscape painting that will include all of the Art Elements used during the first half of the year.

Intro To Art: (Rooney)

Intro to Art students have been working on their 2 point perspective cityscape project. Students learned about space and form, by making their buildings become 3-dimensional. We covered terms like vanishing points and horizon line as well. When students finish their drawings, they will paint their city with watercolor. We moved on to our midterm, which was an impressionistic landscape based on artist Bob Ross. We will also review all of our art elements from the first half of the school year. Students learned how to create impressionist brushstrokes & paint from a photograph. After the midterm, we returned to our 2 Point Perspectives and used watercolor to paint them. Currently, we are talking about Unity with Typography and Illustration. Students are picking an object or food. Using descriptive words in various fonts, students are filling in the space of their object/food and leaving one illustration.

Digital Photography:(Rooney)

Digital photography students have been finishing up their color theory project. They learned about the way color effects artwork, as well as how to identify color throughout the world. We worked on Self Portraits next, thinking about how we can conceptually take them with objects or things that have meaning to us. For our final, we reviewed all of the terms we learned in Photoshop.

Advanced Photography: (Rooney)

Students in Advanced Photography started off the semester with a review of Shutter, Aperture, and ISO. They are currently making slideshows with examples of each setting. They also took part in a scavenger hunt around the school, recalling various creative techniques. We created web pages as well, so students can build a portfolio. We will also talk about the history of photography this month as well, and look at how film is different than digital photography.

Graphic Design: (Rooney)

Students started the semester talking about the elements of art and principles of design. They did a thumbnail sketch review sheet that had each element and principle crossover. We are now working on our 12 piece composition, where students have 12 prompts and learn how to apply them into a small 3x3 inch box. Once we finish our composition, we will talk about color theory and create a 6 point color wheel.

Art 7: (Rooney):

7th Grade Art is learning about the elements of art, space and form, by creating shapes in 1 point perspective. Students learned what a horizon line, vanishing point, and convergence (orthogonal) lines are. We practiced drawing 3-dimensional

shapes going back to our vanishing point. Students will be finishing up the lesson by creating a western style landscape in 1 point perspective. Once completed, we finished the quarter by making 3-D clay animals. The new 7th grade group is starting their quarter by learning about line and how to draw their hands in the form of American sign language.

Google Practices: (Kent / Gravener)

Gravener - Google Practice classes spent their first block period block coding with the Sphero robots. We had the robots roll away, speak, change color and return. Students were able to program the robots to roll up and over ramps as well.

As we begin the new semester we are also working in Google sheets where we are learning to set up a spreadsheet complete with sum, average, percentage and min/max equations.

Accounting 1: Part 2 (Kent)

Mr. Kent's Accounting students have spent the first week of this semester reviewing the basic foundations of Accounting 1: Part 1 and are now jumping into journalizing more complex transactions and working with subsidiary ledgers. The new complexity involves the addition of merchandise and organizations structured as corporations. They will be introduced to methods for measuring inventory, ordering merchandise, vendor contracts, trade/cash discounts, and more.

Computers 7: (Kent)

Adv. Web Design:(Kearns)

Students started the course by getting reintroduced to the Portfolio site that they created in the Intro to Web Design course. Students were given a directory on a web server and a user account. Students coded the FTP settings inside Dreamweaver, connected to the server and transferred their site files resulting in a live web site of their own coding and design. Students coded the Google Analytics script into the head section of each web page and transferred the modified files so that site visitors can be tracked using the common GA js code.

Computer Literacy 8: (Gravener)

Gravener - Google Practice classes spent their first block period block coding with the Sphero robots. We had the robots roll away, speak, change color and return. Students were also able to program the robots to roll up and over ramps as well. As we begin the new semester classes are also working in Google sheets where we are learning to set up a spreadsheet complete with sum, average, percentage and min/max equations.

Digital Design: (Kearns)

Students are learning the workspace of Adobe InDesign, how to access the tools and subtools of the Tools Panel. Students are getting familiar with designing with smart guides. Students are gaining experience creating new documents and working with converting picas to inches and visa versa.

PE/Health

Cindy Mailahn

Driver Education - The students finished Unit 3 Rules of the Road and Defensive Driving which includes learning about driving laws, parking laws and ways to react to certain driving problems. The students completed Unit 4 on Drugs and Driving. The students turned in the Road Trip project where they planned a one way trip including directions to their destination, trip expenses and an imaginary description of what happened on the trip. The NJ Driver Knowledge Test was given as the final exam. 34 out of 41 students received an 80% or better and were able to obtain their blue card. The blue card can be used as one of the requirements to obtain their driving permit before they turn 18.

PE 2 - The students finished their third activity which included basketball or volleyball depending on their PE period. The students worked on the skills involved for that sport and then played small group games. The students were graded based on their attitude, skill performance, skill knowledge and safety procedures. The fitnessgram tests that were administered

were the flexed arm hang test, the curl up test and the push up test. The students answered reflective questions based on the information taught about each test. The students participated in a volleyball tournament with students from other grades during the mid term period. Each team had their picture taken for display on the bulletin board.

7th grade Health The students completed the tobacco unit by creating a pamphlet about the dangers of tobacco during a grasp assessment. Major emphasis was placed on the fact that vaping is not a safe alternative to smoking. The last unit the students completed was about alcohol and peer pressure. The students learned about the pathway of alcohol through the body and the effects that alcohol has on the body. A final exam was administered during the mid term period.

Donny Lang

Senior Health

The students recently completed their projects on Sexually Transmitted Infections. They were assigned a specific STI where they researched the history, how the STI is acquired, symptoms/effects, preventions and where they can get tested. Students did a great job researching statistics on their specific STI and how common it can be among adolescents around the same age. They also provided resources to the class with more information, including a take away message from their research. I was very proud of the hard work the seniors completed throughout the Sexual Transmitted Infections unit.

Junior High PE - 7th grade

7th grade recently finished up their Volleyball unit in Physical Education. Students were required to learn the basic skills, rules and rotation of the game. The unit started with demonstrations of the underhand serve, bump and set. This led into our modified gameplay where the students were given the opportunity to practice their skills in a game setting, as well as learn how and when to rotate during the course of the game. We saw a lot of improvement during the course of the unit and the kids had a lot of fun competing in the game of Volleyball.

12th Grade - Physical Education

The Senior students have been learning about the muscle groups of the body in their Weight-room unit. They have been identifying specific exercises as isolated or compound. Specifically, they have learned proper form for the following lifts: Squat, Bench Press and Shoulder press. Students also practiced the safety cues in the weight-room by always having a spotter when doing anything free weights. It was a successful unit!

Melissa DelCollo

Teen Prevention Education Program

The students have been working with units for the second time and assessing their facilitation skills to enhance the workshop for the second semester freshmen. The following statements/questions have been discussed in order to revisit objectives.

- There are many reasons why teens have sex, but many of these are unhealthy
- There are many reasons to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when both partners invest the time and commitment necessary to develop trust, communication, intimacy, and ask permission for any sexual behavior.
- It is possible to be assertive and to negotiate in relationships. It is also possible to get out of unwanted situations by using refusal skills.
- How important is the concept of virginity to teenagers today? Is virginity important to everyone? Why or why not?
- How is virginity viewed differently between males and females?

Teen PEP Junior Homeroom

The students also presented in the Junior homeroom where they did several skits from different workshops, Nora Anderson gave a testimonial, and the Juniors had the opportunity to ask questions about the Teen Prevention Education Program. On January 28th we hosted group interviews and the Teen PEP applicants worked with present members by

participating in an activity called, Open for Comment. The purpose of the activity is to allow students to comment on issues covered throughout the Teen PEP curriculum. When the group interviews were completed the applicants were invited to a Google classroom where they were asked to produce a writing sample that answered the following...

Purpose: To reiterate the need for commitment to the program, and help determine maturity, overall suitability, and leadership of the applicant for Teen PEP

Directions: Answer the following completely and as honestly as possible.

1. Successful groups include many different types of people. Describe your role in other groups such as clubs or sports that you have worked with.
- 2.. What qualities of a good role model do you possess?
3. Why do you think confidentiality is such an important part of Teen PEP?
4. As a Teen PEP peer educator, you will deal with subjects that some feel are embarrassing or difficult to talk about. Which subjects do you anticipate will be hardest for you to talk about and teach about?
5. Looking at your activities and plans for next year, how do you see Teen PEP fitting into your schedule? How will you balance the responsibilities of Teen PEP with your academic demands?
6. Being a member of Teen PEP requires leadership, commitment, and responsibility. What are some ways you have shown leadership, commitment, and responsibility in the past?

PE 4 Seniors

The students participated in a Weight Room unit and Fitness Unit. As Seniors, they are expected to be able to apply prior knowledge, organize and relate fitness concepts to real word scenarios by applying the F.I.T.T, principal. The letters in the F.I.T.T. principal stands for Frequency, Intensity, Time, and Type. This tool allows the student to assess whether or not their choices in exercise routine will provide the maximum benefits that they are seeking. It requires them to be self aware by reflecting on the following...

- The number of times per week that they are exercising,
- Are they choosing exercises that are engaging the whole body?
- Are they working long enough to reach their target heart rate?
- Are they selecting a type of exercise that will keep them engaged and motivated?

Eric Newell

Driver Education

The students in Driver Education finished up their *Losing Driving Privileges* and *Signs and Road Markings* Units. They also completed and turned in their major project for the marking period, the Road Trip Project. During Midterms the students took the NJ MVC Written Knowledge Test. This test is their final for the course, and is also their gateway to starting their behind the wheel driving process.

Physical Education 2

The Physical Education 2 classes participated in basketball this month. For the first couple class periods the students participated in drills and modified games that helped to develop their basketball skills. These skills include dribbling,

passing, and shooting. After learning and developing their skills, the students participated in various different basketball games including Knockout, Around the World, PIG, and Standard Rules games.

Physical Education 8

This month in Physical Education 8, students participated in basketball. We put a lot of time into skill development and gave the students several class periods to work on their dribbling, passing, and shooting. We did so in a slow and controlled manner until the students were prepared to play modified games. We finished the unit by giving the students the chance to choose which modified game would best represent their skills and evaluated them as they played.

Nick DiPasquale

Physical Education 1 and Family Life

In physical education class students practiced the bump, set and serving skills in volleyball. They worked on their techniques throughout this unit in various activities/drills which led to full sided games. When students started playing full games they were expected to play the game knowing all rules, regulations and safety requirements in order to participate and reach maximum potential. In basketball students practiced dribbling, passing, shooting and defending. During this time students participated in numerous activities and drills including the three person weave (passing), sharks and minnows (dribbling and defending) and around the world with a point system (shooting). This led to mini games (3v3) and eventually full games (5v5). During the first week of health students were to rank and explain levels of interest in each topic/subject of their Family Life class. In the second week of health students will look introspectively at themselves and partake in completing multiple Life Expectancy tests where they will be able to analyze some positive and negative choices they make in life that will have a heavy impact on their overall health and wellness.

Kristen Borton

Family Life

Students completed the semester with the Dating Violence Unit. In that unit they learned about the types of abuse and examined signs of someone being abused or controlled in a dating relationship. They were able to hear real stories of people that were in abusive dating relationships and how they were groomed into accepting the abuse. Additionally, students discovered ways for victims and abusers to get help. For their final exam they presented google slide presentations that discussed various topics given to them in the first marking period that were worked on throughout the semester.

8th Grade Health

Students completed the semester learning about pregnancy. They went through all of the stages of pregnancy and watched a video that highlighted the changes a woman goes through while she is pregnant. The video concluded with the births of those babies and how the new parents are adjusting to life now that they have a newborn. Students concluded the marking period taking the information they learned and applying it to peer pressure situations and practiced pressure resistance techniques.

Ryan Pavlik

Period 6-

PE 1

Students were in the wrestling room up until January 10th. The class period enjoyed playing "Ga-Ga" ball so we stayed with this Unit a little longer than expected. Certain days I modified the game so there would be players who were "It" rather than everyone vs each other. The players who were it were allowed to move around the wrestling room but when they got the ball they could not move. The objective was to try and hit the players who were not "It" in the waste and below. The students who got out early in the game would sit against the wall and could still try to get students out. The

game was over when there was 1 player left in the game. After the wrestling room, we moved into Basketball. The first few days students worked on the skills involved in basketball, such as dribbling, passing, and shooting. Throughout the Unit the students had the opportunity to play different basketball games such as Knock out and around the world.

Period 7

PE 1

Period 7 ended with basketball January 10th. The first few days, students worked on the skills involved in basketball, such as dribbling, passing, and shooting. Throughout the Unit the students had the opportunity to play different basketball games such as Knock out and around the world. The second half of January we moved into volleyball. Before getting into games students were broken off into groups where they worked on the skills of bumping and setting. After a few days of bumping and setting activities we moved into games. The teams were split into two as they would play up to 25 and then switch sides. During the volleyball games the students worked on rotating spots so everyone would have to participate as well as serve.

Period 8-

7th grade PE

Myself and Mr. Lang were in the weightroom for some on January. During our weight room time Mr. Lang would take half of the class and do "Free Weights" while I would do "Body Weight" activities. Some of the body weight activities were, jumping jacks, burpees, push-ups, ab exercises, lunges, and squats. We discussed the difference between a "rep" and a "set" as well as introducing the body muscles that are being used with most exercises. After the weight room unit we moved into the volleyball unit. The students started off in groups working on the bump and set. Students were broken into 4 groups and had a contest to see which group could perform the most hits in a row. Before getting into the game we had a modified game called "Newcomb Ball". Most of the kids have played before so this activity was great. At the end the students were getting into volleyball games. The game would last about 6-7 minutes and then we would rotate the courts so each team was playing against everyone.

Music

Christine Walker

Senior High Choir (Full Year Course - divided among 3 periods during the school day as Men's Ensemble and Women's Ensemble.)

Junior High Choir (Full Year Course - all students meet at one time)

Theatre Arts (Semester Course)

Senior High Choir:

The students have been rehearsing for our Spring Concert since the beginning of January. We have 5 songs we are currently rehearsing in our repertoire, finishing our most challenging piece, "Just as the Tide was Flowing" by the end of this week. We will be adding at least 3 more songs to the concert repertoire in the coming weeks. We are assessing each song in detail as we review and rehearse by comparing our concert goals (included in the objective) to what we achieve in each daily rehearsal.

Junior High Choir:

The students have been rehearsing for our Spring Concert since the beginning of January. We have 4 songs we are currently rehearsing in our repertoire, finishing our most challenging piece, "The Water is Wide" two weeks ago. We will be adding at least 1 more song to our concert repertoire in the coming weeks. Recently the students researched and

presented segments of African dance which they presented to the class. We will be using this choreography to add to our song “Obwisama” in the Spring Concert.

Theatre Arts:

We have been in class together one week and are working through our introductory unit with “Getting to Know You” games. We are establishing a safe and trusting space where students can “try and fail and try again” so that they can feel confident in the coming weeks as we enter into our creative units of storytelling and improvisational acting. Our first project is presented today & tomorrow “Object of Joy.”

Bill Schoch

Instrumental Music:

The guitar and garage band classes have begun their second semester by learning songs for upcoming concerts and performances this Spring. The Concert Band and Junior High School Concert Band continue to rehearse pieces for the Spring concert this April. Four Junior High School Band Students, Sophia DiCostanzo, Charlie Flynn, Maya Barger, and Aidan Sirman performed in the Camden County Middle School Honors Band at Camden County Technical HS Saturday February 8th. I volunteered time on Friday and Saturday to work with the percussion section of the honors band. Students were nominated by the band directors of their respective schools.

David Tronieri

Subject: Music

Marking Period: 2nd

Period 1: General Music, 8th grade. The students worked on 2 projects during this marking period: Percussion ensemble (Bucket O Rocks) and Music Listening Journals.

Bucket O Rocks is performed with drumsticks and 3 gallon buckets placed on metal chairs. The entire composition is 32 bars long and in 2 parts. I divided the class up into groups of 8, 1 group for each part, worked individually with each group and then collectively as a whole group. The students utilized critical listening, audiation and the ability to read and perform multiple rhythmic figures and dynamic markings. They were evaluated using a 4 part rubric.

Periods 2-4: Guitar 1. The students worked on multiple selections ranging from easy to difficult that included: Wild Thing, Wish You Were Here, Over the Rainbow. They were asked to read and negotiate chord voicing, riffs, melodies and in some of the more challenging pieces, chord melodies (accompanying yourself as you play).

They also worked on sight reading melodies utilizing the C Major scale. These pieces included: Ode to Joy and Star Wars. They were graded using a 4 part rubric.

Haddon Heights Jr. Sr. High School Library Report

January 2020

Media Center use was its high for the academic year between classes coming in for instructions, individuals from study hall and other classes, seniors during lunch, and Title I Tutoring before and after school.

Classes in the Media Center include: Mr. Chambers, Ms. Zaremba, Mr. Bravo, Ms. Klauwnn, Ms. Stoffel, Ms. Cerrito, Ms. Schumway, and ASVAB testing.

Library materials hit a high for the school year during January.

Clubs continue to meet in the Media Center including Yearbook, Book Club, Board Game Club, and others.

Mr. Bond has been inventorying and weeding the collection during Mid Terms.