

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

February 2017

**ACCOMPLISHMENTS, EVENTS, FACULTY HIGHLIGHTS AND INNOVATION REPORTS
FROM DEPARTMENT COORDINATORS' MONTHLY REPORTS**

Monthly Report—English & World Language

February 2017

DEPARTMENT NEWS:

1. As part of the Academic Enhancement committee, Mrs. Gehring, Mrs. Lubonski, Ms. Brzyski, Mr. Fraga, and Mrs. McGill all presented workshops during the February PD day and helped meet the technology goals of the district.
2. Mrs. Gehring is working with Mrs. Kovach as the 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 once a week before school. This month the club members made sandwiches for donation to Cathedral Kitchen in Camden.
3. Mr. Fraga is returning as advisor for our school newspaper, The Scribe, and is also serving as a senior class advisor.
4. Mrs. McGill serves as co-advisor of National Honor Society
5. Ms. Brzyski serves as co-advisor for our school yearbook, The Garneteer
6. Ms. Seifritz serves as advisor for the High School RPG Club
7. Mrs. McGill and Mrs. Myers are co-advisors for our school’s Academic Challenge team

CLASS NEWS:

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

ENGLISH:

Grade 7 Language Arts: Mrs. Janel Gehring

In February, following the Lucy Calkins Narrative curriculum, students created realistic fiction stories. Students worked to ‘become their main characters’ to write lots of compelling realistic fiction stories. In addition to creating the stories, for a culminating activity, students created book jackets which students displayed for the final book party. For independent reading this month students focused on the genre sci fi/dystopia/fantasy.

Grade 8 Language Arts: Mr. Brian Bocchicchio

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

English I CP: Mr. Dan Fraga and Ms. Diana Seifritz

English I CP spent the month of February reading the novel *A Separate Peace*. While reading the text, students studied the connection between symbolism, motif, and theme. Students also completed two Socratic Seminars, one focused on a text related to Black History Month and the other focused on evaluating the motivations of the main characters of their novel.

English I Essentials: Mr. Michael Celli, Mrs. Dannielle McGill and Ms. Diana Seifritz

English I Essentials spent the month of February continuing their study of Greek mythology and the epic hero by reading Part II of *The Odyssey* by Homer. While reading the text, students studied characterization, qualities of the epic hero, and the idea of the tragic flaw. They also completed a grammar unit focused on how to properly use commonly confused words and a vocabulary unit.

Honors English I: Mr. Dan Fraga

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

English A (Pull Out Replacement): Mr. Michael Celli

The students of English A read and annotated the short story "Priscilla and the Wimps." They used a graphic organizer and a step by step checklist to write a literary analysis. Students have begun their Person Centered Plan. Michael Steinbruck and Somerlee Monaghan from the Boggs Center at Rutgers University oversee Dana Kahlbom and I while facilitate the process.

English II CP: Ms. Laura Brzyski

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

English II Essentials: Ms. Laura Brzyski

English II Essentials spent the month of February close reading *Caesar*. Students received background information on the rise and fall of Caesar. They were tested on text based vocabulary. While reading teacher chosen excerpts, students put the text into their own words and analyzed further using beyond surface level questions.

English II: Mr. Henry Kelsey

In English II this month students continued to study the genre of the Dystopian Novel. We are currently reading Ray Bradbury's Fahrenheit 451. Student Literary Essays are underway and research has begun toward that end. Students continued to work on the structure of a sentence as well as prepositional phrases in grammar, and continue to improve their vocabulary via SAT supplemental words.

Honors English II: Mrs. Dannielle McGill

Honors English II students spent the month of February working on a modern day humanitarian crisis research project. The goals of the unit included understanding the importance of evaluating sources as well as using a variety of methods to evaluate the credibility of sources. Students researched and wrote annotated bibliography entries for 6 sources (approximately 1 page each for a total of 6-8 pages) and completed the project by creating research pathfinders using Google Sites.

English III-A: Mr. Jeff Bravo

English III students re-visited their American Dream essay, working on clarifying their thesis and focusing on necessary information in order to prove their thesis. They conferenced with the teacher as well as peer reviewed each other's work to hone their paper.

English III-A & III-B: Mr. Henry Kelsey

In English III this month students began working toward completion of their American Dream Project. Students will be working toward the dissection of many different versions of the American Dream depicted in text thus far on the course and will continue to define and imagine their own dreams. We will complete our study of *A Raisin in the Sun* as we delve further into the study of the American Dream. Students will submit their first draft of the American Dream Essay and will begin public speaking. Students continued to work on the structure of a sentence in grammar, and continue to improve their vocabulary via SAT supplemental words.

Honors English III: Mr. Jeff Bravo

Honors English III students began their study of the book *The Color of Water*, studying the memoir form and the discussion of multiple narrators. They completed a quote analysis and a comparative essay as well as a preassessment answering the question of how background and environment you.

AP Language: Mrs. Michelle Lubonski

AP Language students learned about the different models of argumentation (Classical, Rogerian, and Toulmin) and used one of the models to create an argument for an AP synthesis prompt. Students also worked on effective introductions and explored new sentence structures. Each student participated in a writing conference with their instructor in order to discuss strengths and weaknesses. At the end of the month, students started formal prep for the AP exam by examining test strategies for the multiple choice section.

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

We began the year with students examining their identity through objects that show who they are in a Brown Bag Presentation. We also discussed the impact that a name has on identity; students read Cisneros' "My Name," from *The House on Mango Street* as a model text, and then wrote their own version about their own names. We also began a year-long nonfiction unit, using Article of the Week as a way for students to become comfortable with annotation.

English IV-B: Mrs. Michelle Lubonski

Students finished up their work on real-world workplace skills by learning about the interview process and participating in mock interviews. After brainstorming the qualities of a successful interview, students prepared for the mock interviews by creating answers for commonly asked questions. Students then watched sample resumes using instructional videos and clips from movies and television and determined the pros and cons of each sample. Once they were finished prepping, students participated in mock interviews with one of their English teachers and an administrator.

Students were given feedback about their performance and told whether they were a “hire” or a “wait list” candidate.

AP Literature: Ms. Alison Myers

This month, we began by addressing the connection among myth, hero, and the human condition. Students learned Campbell’s four functions of myth, along with the steps and stages of the heroic monomyth. This introduction unit culminated in a debate in the heroic qualities of Grendel in *Grendel* and Beowulf in *Beowulf*. In addition, we discussed the phenomenology of fate and free will. The end of this unit also became the precursor to the following unit on the Tragic Hero. Students read Plato’s “Allegory of the Cave” along with the tragedy theories of Aristotle, Miller, and Hegel.

Public Speaking: Mr. Jeff Bravo

Public Speaking Students completed a pre assessment of a two minute speech in a topic of their choice to provide more pointed feedback as to students strengths and weaknesses. They also watched two TED talks and dissected the speaker’s delivery and technique and their opinions as to the effectiveness. They began and are working on their first speaking assignment, wherein they have been tasked with the role of a college representative to present their chosen college to a group of young students. This is a partner based project, to encourage both speaking AND listening as part of the speaking process.

WORLD LANGUAGE

Grade 8 French: Ms. Stephanie Werner

Unit 1: “Getting Acquainted with French”

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

French I: Ms. Stephanie Werner

Unit 2: “Qu’est-ce qui te plaît?” (What do you like?)”

Students are finishing Unit 2 where they have learned and used vocabulary for likes and dislikes including various activities and the places they do those activities. They will prepare a small presentation for the class in which they state their likes and dislikes along with slides of activities.

Unit 3: “Comment est ta famille?” (What is your family like?)”

Students are just beginning Unit 3 where they are learning and using vocabulary for describing family members. They will focus on learning the adjectives to describe people and

making the adjectives agree in gender (masculine/feminine) and number (singular/plural) with the nouns or people they describe.

French II: Ms. Marisa Mastascusa

Unit 5 – “Le temps Libre” (Free Time)

The highlight of this unit will be playing Pétanque (French bocce ball). This unit is about sports and hobbies. Cultural focus: Western part of France – Normandy, Brittany, Mont Sainte Michel. Students will now be able to talk about things in the near future by using aller (to go) in conjunction with other verbs. Using thinking routines to make all thinking visible in the classroom, i.e. concept maps, compass points, 3-2-1 bridge, the explanation game. Students are also using Mic-Notes and recap to record and video responses.

French III: Ms. Marisa Mastascusa

Unit 9 – Allons en ville! (Let’s go down town!) They have been learning the vocabulary for the places around town. They have been giving and receiving directions, planning one’s day and doing errands. They took turns giving each other directions on a large map on the Smart board and they had to trace the way and hopefully end up at the right place! The next endeavor is to give directions around school. Students are also using Mic-Notes and recap to record and video responses.

French IV: Ms. Marisa Mastascusa

Unit 5 – “Une Journée Typique” (A Typical Day)

Students are mastering the vocabulary for childhood activities, farm animals, and country life. They will be comparing and contrasting country life to city life. Students are writing an essay about their childhood using the 2 past tenses that they are mastering.

The highlight of this unit will be creating a brochure about the city Rennes to promote tourism to this city not far from Paris. Students will create a brochure to advertise their tour guide company and the sites of Rennes. All students will have to present their brochure in French. In addition, students performed a Web quest to explore Rennes, its museums, cathedral, and subway station. The new vocabulary consists of words for everyday routines, such as waking up, getting ready for school (brushing one’s hair, and teeth; while the functions of the unit are expressions to ask for and give information and help, give advice and express satisfaction. Students are also using Mic-Notes and recap to record and video responses.

Italian I: Ms. Sara Shumway

Unit 2: *La scuola* (School Life) - Students are finishing up their second unit of the year, *La scuola* (School Life). Students watched and analyzed the film *Ciao, Professore* which focuses on a northern Italian teacher sent to the south to teach elementary school in not-so-wonderful conditions. Students compared school life that they know in Garnet Country to that of the students in the film. As we end our unit, students have delved into the skill of telling time in Italian.

Classroom strategies include Think-Puzzle-Explore discussions, jigsaws, performance-based assessments, monitoring students' progress and self-evaluating tracking sheets.

Italian II: Ms. Sara Shumway

Unit 3: Buon Viaggio (travel) - We are in the thick of our third unit of study, *Buon Viaggio* (Travel). The students have begun to expand their vocabulary base from basic transportation to travel agency vocab. They have read cultural articles about "La Settimana Bianca" and have had class discussions on this type of Italian winter vacation. They have also created advertisements for hotels which they will use for their culminating project, which is to create a travel agency. Grammar points in this unit il passato prossimo (past perfect verb tense).

Classroom strategies include Think-Puzzle-Explore discussions, Google Classroom questions,/assignments, performance-based assessments, Headlines, monitoring students' progress and self-evaluating tracking sheets.

Mathematics Monthly Report, February 2016

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

Mr. Simpson

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

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

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

Mr. Cresci

Math 8 - Students have been writing and solving equations with variables on both sides to represent real life problems. In doing this they have been discovering new types of solutions. We have just started working with systems of equations, and currently students are investigating and utilizing various methods to write and solve real life problems using systems of equations.

8th Grade Alg. I - Students have completed their unit on solving systems of equations and inequalities, where a large focus was put on using systems of equations and inequalities to represent and solve real life problems. We have now started studying exponent properties and writing and performing operations in scientific notation.

Mr. Macaluso

Algebra I CP - Students have completed a unit on writing different types of linear equations with several scenarios, i.e. given a slope and a point, given two points, etc. We have now moved into a unit on solving linear inequalities, including compound inequalities and inequalities in two variables.

Geometry CP - Students are nearing the completion of a unit on congruent triangles. We have investigated the congruence postulates (SSS, SAS, ASA, and AAS), as well as properties of congruent triangles. Upon completion of this unit, students will move into a unit on similar triangles, which will apply many of the principles of congruent triangles as well.

Pre-Calculus CP - Students are nearing the completion of a unit on logarithmic and exponential functions. After learning the last few topics of this chapter, students will be tested, and we will move into a unit on trigonometry. We will investigate properties related to the unit circle, and how they relate to trigonometry.

Mr. Yaniak

Algebra 1 Honors – During the month of February, we examined how to simplify expressions using various exponent rules. In addition, we looked at the relationship between radicals and rational exponents. Moving forward, we will begin identifying and graphing functions involving exponential growth and decay.

Algebra 1 – This month we continued to learn how to solve linear systems of equations by graphing, substitution, and elimination. We examined real-life application problems where the students would construct a linear system of equations and then identify the proper method to solve for each system. Moving into March, we will learn how to solve linear systems of inequalities by graphing.

Algebra 2 CP – During February we continued to learn about rational expressions and equations. Specifically, we learned how to add, subtract, multiply, divide, and solve rational equations/expressions. Moving forward we will begin to examine the graphs of rational equations.

Ms. Carter

Honors Pre-Calculus - Students continued solving real life right triangle application problems that included angles of depression/elevation and bearings. Using special right triangles placed around the coordinate plane, students were able to develop and use the unit circle. Students were able to locate and find the measure of reference angles of given angles. They were able to use reference angles to find trigonometric function values of given angles. Students began to solve equations involving trigonometric functions.

Algebra Support - Students examined word problems to find slopes, starting points (i.e. y-intercepts), and information that can be written as an ordered pair in order to write an equation that represents the problem. They then used the equations to answer a related question. Students began to solve systems of equations. Some students were able to do this by graphing. Some could solve the systems by graphing, the substitution method, and the elimination method. In addition to work on linear equations, the Geometry student worked on identifying triangle abased on side lengths and angle measures. The student also worked on using congruence statements and/or diagram to identify congruent corresponding parts of triangles and to determine if triangles are actually congruent and why.

Ms. Mahoney

Algebra 1- During the Month of February students learned how to solve a system of equations using graphing, substitution, or elimination. Students also examine real world applications of word problem. Students are now finishing up Unit 3 by graphing a system of linear inequalities and finding the solutions. After we finish up our unit test next week we will be moving into a unit on exponential functions and simplifying expressions using exponent rules.

Geometry- During the month of February students finished up a unit on Congruent triangles. During our new unit on Similar Triangles students will be learning about the proportional properties of similar triangles and ways in which to prove triangles are similar.

Special Education**Monthly Report- February:**

K. Garofalo TAP

Geometry: Students finished up radicals and square roots with a quiz. They are now working on learning the Pythagorean Theorem.

Careers: Careers classes are just finishing up the Financial Literacy unit. We will now be discussing money management. They will consider their needs and wants and decide how to pay for them, as well as creating a budget.

Environmental Science: After finishing up a section on the weather and climate, the class has been researching ocean currents.

US History I and: US I has been working on the beginning of the American Revolution and why it occurred. US II has moved onto an in-class support class.

English: Class is continuing to read the book *Forged by Fire*.

Meredith Stoffel

Environmental Science - This month students are learned about prey and predator relationships. Students learned what happens to these relationships when poachers or hunters are introduced. To practice their learning, students engaged in a predator/prey game which showed the effects that predators, hunters, and poachers have on the animals within an environment. Students then graphed their results.

HS REACH II

In math, the REACH II students continue to work on budgeting their money. We are working on understanding daily, weekly and monthly budgets. Our focus is on math in practical applications. The class is also working with pay stubs (gross vs net pay, deductions, etc) to help better understand what goes into creating and adhering to a budget.

In English, the class is studying teamwork and so are reading a book about NASCAR. The students take turns reading aloud. We round the reading off with accompanying vocabulary and comprehension questions. The students enjoy getting these tasks done on their chrome books.

In Life Skills, students are working on a unit about decision making. They have to take into consideration all of the factors that can affect a decision, not just what they want to do in each situation.

The students in SLE are practicing work skills to help them gain an understanding of holding a job in the work-force, outside of school. Students disassemble Comcast remotes, collect coffee k-cups to compost and recycle, as well as aid in office jobs such as shredding documents, sharpening pencils and filing paperwork. The students especially enjoy being responsible for the maintenance of the soda machine in the faculty lounge. Students will taken inventory of soda needed, retrieve it from the storage closet and restock the machine. When necessary, they will also empty the money from the machine as well.

Theresa Klawuun

Environmental Science- This month students are learning about prey/predator relationships. Students learned what happens to the relationship when poachers or hunters are introduced. To practice their learning, students played a predator/ prey game using a

lion as the predator. When big game hunters were introduced, the balance changed..Students were able to graph the results .

Michael Celli

English A

The students of English A read and annotated the short story “Priscilla and the Wlmps.” They used a graphic organizer and a step by step checklist to write a literary analysis. Students have begun their Person Centered Plan. Michael Steinbruck and Somerlee Monaghan from the Boggs Center at Rutgers University oversee Dana Kahlbom and I while facilitate the process.

English I Essentials

English I Essentials spent the month of February continuing their study of greek mythology and the epic hero by reading Part II of The Odyssey by Homer. While reading the text, students studied characterization, qualities of the epic hero, and the idea of the tragic flaw. They also completed a grammar unit focused on how to properly use commonly confused words and a vocabulary unit.

English II Essentials

English II Essentials spent the month of February close reading *Caesar*. Students received background information on the rise and fall of Caesar. They were tested on text based vocabulary. While reading teacher chosen excerpts, students put the text into their own words and analyzed further using beyond surface level questions.

Beth Kovach

Junior High Language Arts POR - The class has been working on different types of myths and its messages. Using the app, “The Hat”, it picked a name of god or goddess randomly. Then the class investigated more details about the gods/goddess by going on this website, <http://www.greekmyths4kids.com/> and use the Read Write App to read out the text information loud to the class. Then the student writes summaries of the gods/goddesses on Google Slides and finds images. The student has been working different groups of pronouns as part of grammar practice

Junior High Math POR - The class has been working on identifying fractions, numerators, and denominators and adding fractions with like denominators.The student has been working through the SMARTBOARD, Google Classroom, and interactive games on the

Chromebook. The class has been focusing on reviewing on different concepts that have been taught throughout the months of September through December.

Junior High Social Studies POR - The class has been working investigating various community members - understanding of job positions and responsibilities. The student has been researching doctors, veterinarians, and athletic trainers. The student filled in important details in Google Slides guided presentation. The student created her own questions for the community member worker using the Speechnotes app and Read Write app to hear what she has written and made changes. Then she met the people and have the people speak through Speechnotes and copy/paste the details through Google Slides. Along she added pictures to the presentation and she emails a copy to the person she had interviewed.

When the topics were introduced to the class, the class were asked to recall what they have learned through the RECAP app where the teacher announced the question and the student created a response by making the videos using the Chromebook camera. This is a great way to track and get feedback on how the student is making progress throughout the classes. Thanks to Neil Ortiz and Marisa Mastascusa from Technology Teacher In-Service Day on February 17th.

US History I -The classes are developing an understanding of how our country became the “country” after the Constitution has passed and series of events from the expansion of the land out in the west, War of 1812, and through Nationalism including Andrew Jackson as the president by investigating through the readings, notes, and movies.

Janis Gershowitz

In 7th grade Language Arts students are creating their own short stories. In two weeks they will displaying and reading their stories during a book party. Everyone is very excited to share their stories .

In 7th grade Social Studies student are learning about the life in Middle East. Focusing on the state of Israel and its culture ,religion,and conflicts with it's surrounding neighbors.

Brian Clark - February Monthly Report

WHAC Essentials - Our WHAC classes have been studying the Industrial Revolution and its effects on the population and society. We have also explored the different “isms” including socialism, communism and Social Darwinism and their impact on society.

US II Essentials - Our classes have explored the Great Depression and its effects on the country. We looked at FDR and his policies to fix the broken economy.

CTE / Art Department Monthly Report 2016-17 February 2017

Manufacturing Technology: (Dean) The students are finishing the Design Brief for the Lamp project. The brief needed; rough sketch of their design, detailed sketch, scaled working drawings and all necessary patterns. They learned how to use the Engineering scale to allow them to create scaled drawings to fit the desired paper.

Advanced Manufacturing Technology: (Dean) The class is in full clock mode. They are building their individual clock according to the plans. They are focusing on advanced joinery techniques necessary to build the clocks using minimal hardware. They are also rotating through the CIM center turning assigned projects using the CNC lathe.

Construction Technology: (Dean) The class is just finishing the wall sections for the balsa wood house project. They learned the terms for all the parts necessary for wall construction and the reasons for them. They were also given an assignment on Richard Proenneke, the man who built a cabin in the wilds of Alaska, using only materials he found on site. PBS featured him in the documentary "Alone in the Wilderness". Students get an appreciation for the history of building materials, tools and techniques.

Intro to Technical Drawing / CAD: (Dean) The class has begun creating title blocks and borders for both board and CAD drawings. This will allow the proper presentation for drawings. They were given a Design challenge that involved both board and CAD drawings, along with the printing of the solution to the design challenge.

Transportation Technology: (Hinger) Students were presented their next Unit topic on "Amphibious Transportation" They were given an assignment on researching a Hovercraft and the history behind its development. They were shown "Saving Private Ryan" to experience the sacrifices made by our veterans during the "D-day" invasion at Omaha beach on June 6th 1944. This is why Sir Christopher Cockerell developed the hovercraft for military landings keeping the soldiers better protected in war time deployment. They are developing a 3-view drawing of their hovercraft to learn drafting skills needed for the design element in future projects.

Advanced Art/Portfolio Development: (Smargisso)

Students are employing the six step D.E.S.I.G.N. process in the area of product design.

D-Define the problem.

E-Explore the possibilities.

S-Select a strategy.

I-Illustrate your ideas.

G-Generate a solution.

N-Note successes and/or problems.

After interviewing a teacher concerning the details, students have designed a seating solution for the client that reflects a personal aesthetic. The final presentation is a concept drawing/marker

rendering of a chair that translates the list into a full color illustration. This is a lesson in the design process and meeting the client's needs.

8th Grade Art: (Mills)

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

Intermediate Art: (Mills)

Students complete clay gargoyles. Gargoyles were fired in the kiln and now are being glazed with various colors. They look so cute:)))) Students are also working on creating an artistic selfie. This is a combination of a self portrait and a selfie picture. They will be using watercolor and oil pastels.

Intro to Art: (Mills)

Students completed their 2 point perspective city districts. They look amazing!!! Some works of art are hanging up outside our classroom. Feel free to take a look if you visit the school. Students are learning about the art principle UNITY. Students will use specific typography to unify the feel of a word. The words will also unify the illustration that they are creating. So far they have done a fabulous job using their creativity!!

Intermediate Art: (Smargisso)

Students have been exploring depth of field through the process of linear perspective drafting. Upon completion of the 2D construction, tempera paint is used to indicate contrasting values to complete the illusion. Now, students are working on color separation as a part of the printmaking process. This is a labor intensive process that results in a limited edition of multi-colored printed images.

Graphic Design: (Ridinger)

We just started with a new group of students for 2nd semester. Students have been re-introduced to the elements of art and have gone over what a designer's career looks like. Their first project was a 12-piece composition using different art elements and a set of complementary colors. They are moving on to creating a color wheel and talking about how color theory plays a role in grabbing someone's eye in graphic design.

Art 7: (Ridinger)

7th grade just started a new cycle. We talked about 3 different types of line. We drew our initials using American Sign Language, one in each style of line: Contour, Outline, and Structural. They are finishing up their Optical Illusion Art now and will be moving on to learning about Artist Sonia Delauney.

Intro to Art: (Ridinger)

Intro to Art has been finishing up Self Portraits and then moved on to 1-Point Perspective cities. Students learned about how to use a vanishing point and how to make buildings look three dimensional. Next up is making a Mandala using Balance and Pattern, two of our Principles of Design.

We are also going to be talking about unity and how using Radial Balance can make something appear unified as a whole.

Google Practices: (Kent / Kearns / George)

Students have been learning to programme advanced functions in the If, CountIf and SumIfs families of functions in both Excel and Google Sheets.

Accounting 1 : Part 2 (Kent)

Students began the course by completing a week long simulation, covering all major topics in Accounting 1 Part 1. Part 2 was introduced by looking at the organization of companies, particularly partnerships and corporations. Our main areas of work have revolved around completing multiple types of journals and posting these entries to general and subsidiary ledgers.

Computers 7: (Kent)

Students have been following Mr. Kent through teacher led tutorials, brushing up on their Microsoft Word and Google Docs skills. Our first major project was to come up with a restaurant idea and design a "Grand Opening" flyer. After a lesson in setting tab stops, students will begin their next creation, a detailed 2 page bi-fold menu.

Web Design: (Kearns)

The new semester of students are learning to navigate the Adobe Fireworks graphics program workspace. Students have learned how to use the various features and settings of the eraser tool to remove pixels of a photograph, include the object in layers with other objects and to export graphics for a web page.

Advanced Web Design: (Kearns)

The new semester of students are reviewing basic web site architecture but from a viewpoint of how it interacts with the web server. Students have established web sites on a commercial web server and are gaining experience at maintaining a live web site. Students have placed Google Analytics tracking code on their web pages and are seeing how site visitors interact with the site.

STAFF NOTES:

Mr. Kearns is serving as advisor to a team of students who are participating in the Capitol Hill Challenge offered by the Stock market Game. Teams of students manage a portfolio of stocks, bonds, and mutual funds and compete against portfolios managed by members of Congress. We have been matched up with Rep. Donald Norcross.

SCIENCE

Physics - Lynch/Maunz

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

AP Physics - Lynch

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

C just started off the brand new semester and has been exploring the application of microbiology in the real world. First, we reviewed the scientific method and how to solve problems scientifically. We even practiced our application and measuring by placing gummy bears in different solutions and seeing how that affected them. The result was some large gummy bears, some shrinking solid gummy bears, and some that disappeared! Also, we started using microscopes to explore the micro world around us. Students examined pond water for microorganisms, their own cheek cells, and plant cells. Next up is the studying of cell parts and how microorganisms cause disease!

Environmental Science - Blundetto, Kendra, and Goodman

Environmental Science classes have been diving into the study of ecology. Students started off by researching characteristics of biomes and creating a vacation package presentations trying to get people to travel to their biome. Topics researched for biomes included location, plant species, animal species, land types, and weather. Further, we have been studying food chains/webs and the impact they have on an ecosystem. Real life application has been going on as students modeled the effects of poaching on animal populations through a very entertaining and educational game!

Physical Science - Lynch, Maunz, Klawunn

Physical Science classes have started our chemistry unit. We are beginning by determining the characteristics of subatomic particles and their effects on atoms and chemical reactions. Students learned how to place electrons on their appropriate level and discussed the may models of the atom that we went through to get to our current electron cloud model.

8th Grade Science - Monzo

In February the students continued working on their chemical interactions unit. They started off doing research and jigsaw presentations on specific chemical reactions in small groups. We have been working steadily at balancing chemical equations to demonstrate conservation of atoms during a chemical reaction. One particular lab associated with this unit tasked the students to conduct and analyze a single replacement reaction between Fe and CuSO_4 . The classes have most recently been exploring factors that affect chemical reactions. The culmination of this section requires the students to design a lab that tests the impact of a specific factor and to present their model lab experiment to the class.

7th Grade Science - Richards

During the month of February, seventh grade students continued their study of Genetics. They learned how to use a Punnett Square to solve genetic problems. An additional visit to Bikini Bottom helped them work on their accuracy and speeding in solving these problems. Students loved creating baby dragons by combining genes from a mother and a father; and determined the baby's genotypes and phenotypes, then drawing their baby's first picture. Using a model of DNA, students learned how the molecule is able to replicate. Genetic mutations, mutagens and genetically inherited diseases were introduced. Our next unit of study is on Diversity and Adaptations. Students took a virtual field trip to the Galapagos Islands to observe many new life forms and give a basis for Darwin's work. Several American species were next investigated in order to learn about their unique adaptations and advantages.

Chemistry - Egner, Maunz & McCracken

Students began their investigation of acids and bases. They tested the pH of many different items found in a household. They then began to make relationships between the pH of a substance and its use. Towards the end of the month they turned their focus to the purpose of pH buffers. They saw how soils do a very good job at changing the pH of different types of groundwater to better suit the plants and animals living within the soil.

AP Chemistry - McCracken

Students finished their investigation of equilibrium with titrations. They were tasked with determining the characteristics of an unknown acid based on the titration curve that developed from their data. At the end of the month they began their investigation of Intermolecular Forces. They learned why particular substances have particular properties based on the way the molecules interact with one another.

Forensics- Egner

This group of students have completed the law introduction and learned to measure unusual shapes. They create do a fast scale representation of a room and analyse for line of sight security purposes. The month ended with the start of the FACES mugshot and each student will create the own computer generated likeness.

Zoology - Blundetto and Maunz

Zoology is a second semester course so students started this course this month. Our first unit let students explore the many branches of science that fall under the umbrella of zoology. These included general branches, applied branches and taxonomic branches. Students completed research on a branch of zoology that most interested them allow each student to personalize the class to their own interests. Next the class moved on to looking at biomes. They researched how to best survive a crash landing in a biome. Not only did this help them discover previously unknown characteristics of land biomes, but also gave them a chance to explore wilderness survival strategies. The classes are now starting to explore morphology and taxonomy to explain how physical environments shape the animals that live there.

Biology - Blundetto and Goodman

Students in biology have been studying the cell cycle and mitosis. This unit offered the chance to practice microscopy skills while finding onion cells in different phases of mitosis. Students also had a chance to apply their artistic skills in the cookie lab. During this lab they modeled the phases of mitosis using sprinkles and Oreo cookies.

Social Studies **February 2017**

Class News

Ms. Kelly's Communiqué –

H-WHAC and WHAC spent the month finishing the Industrial Revolution and examined how countries like England increased democracy by reforming laws and by grassroots efforts of citizens. We then continued with the impact of Nationalism on Europe and how it led to the creation of Italy and Germany.

AP Euro finished the Industrial Revolution and looked at how life changed for Europeans in the late 1800s by researching and teaching the class about their given topic. We also examined the rise of Antisemitism through evaluation of the Dreyfus Affair and Zola's J'Accuse Letter. They also examined primary sources and debated the impact of the British Suffragettes on the Suffrage movement in England.

Chambers' Chronicles – Students in Mr. Chambers' classes participated in discussions regarding the "Black Lives Matter" organization. After the discussion they wrote essays to reflect their opinions and understanding the viewpoint of the other side. Throughout the month, students learned about the 4 big policies of Andrew Jackson and how they divided America.

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

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

The Krause Account– The 7th grade Social Studies classes are finishing up a chapter on Ancient Israel and Judaism. They used their Chromebooks and online textbooks to research key people, places, and events in history and used a tracking sheet to assess their progress. The students then learned about anti-Semitism and the Holocaust. Finally, students began an in-depth study of the Middle East conflict involving Israel and the Palestinians. Students then had to construct an outline and compose a "point of view" essay explaining the perspective of the situation from a child who lives in the region. Next, students will be examining Roman Civilization.

J. Smith Journal– The EGSS Scholars have been exploring African American History this month. Each school day, one or more EGSS Scholars has provided a brief presentation about an African American person or organization that has made a significant contribution to American culture and/or society.

The EGSS Scholars have also been exploring reform movements of the 19th, 20th, and 21st Centuries. We have examined movements as a whole, such as Abolition, Temperance, Education, Prison Reform, Care for the Mentally Ill, and Suffrage. We have examined movements based upon individual activists, too. We researched social justice activists and staged a conference where students role-played as activists and interviewed one another. Students learned about the actions of activists, the risks they took, and evaluated the success of such movements.

Harvey's Herald – This month students have been analyzing the Age of Revolution and how the concept of nationalism influenced revolutions throughout the 19th Century. Students completed a small research based project where they had to select a current independence movement around the world and describe how it related to nationalism. 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.

Esposito's Edition–

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

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

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

Both classes participated in Quizlets for Black History Month.

Monthly Report February PE Dept.

PE 2- The Sophomores finished up their handball/Tchoukball Unit, where they focused on getting their heart rates in the target heart rate zone.

PE 3- The Juniors just finished their Games Unit, where we spent 2-3 days on various activities with structure of some sort. The skills implemented included, but were not limited to: throwing accuracy, catching, throwing while in motion, kicking, hand-eye coordination, and hand-foot coordination.

PE 8- The 8th Graders are showing their learned or revisited skills in Volleyball. They focus on bumping accuracy and successful serves.

Teen Pep

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 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?

The students have also been working on the Family night event. This event will take place on March 26th at the high school. This event is a school sponsored event and has been put in place in order to give parents throughout the community an opportunity to discuss taboo topics and learn how to create open lines of communication with their children. In class the students have been preparing for this by discussing the following:

BRAIN STORM

- Group 1 will brainstorm a list of things parents of teens need to know about sex and sexuality (information they should have, resources that they should be aware of).
- Group 2 will brainstorm a list of things that parents of teens should do with respect to sex and sexuality (questions they should ask their teen, actions they should take.)
- Group 3 will brainstorm a list of attitudes parents of teens should have regarding their child's sexuality (my child is entitled to privacy.)

Junior Homeroom

The students have also be preparing for junior homeroom they will be doing several skits from different workshops, 2 students will give testimonials, and the juniors will have an

opportunity to ask any questions that they may have.

Senior Health

Mrs. Hoeschele came and visited the class to further discuss the topic of assault in the realm of dating violence. In doing so, the internal struggle with power and control was discussed in order to have each student evaluate how they treat others in their current relationships. A creative assessment was facilitated that is called, "Stand by me". In this activity the students start standing in the middle of the room while a story of a teen couple is read. The story is about a girl who is physically and verbally abusive to her boyfriend. The story line stops periodically where the students then will have to choose to stand to take action or not take action. This gives them a chance to evaluate their standards in a relationship of how they will treat others and how they would like themselves to be treated. In class we also discussed the target, abuser and bystander with emphasis on the role of the bystander. What is the role of a bystander? The students had to pick a current song, watch the video, listen to the lyrics and determine if the actions taken in the song was the appropriate response of the bystander.

February 2017 Library Report

LIBRARY

During the month of February, the library has been busy with student presentations, club meetings, and instructional visits. Also due to the Chromebook initiative, many students drop in during library hours to pick up printed documents.

Class News

As of February 28th, there were 54 classes that used the Media Center. Assuming there are 20 students in each class, this works out to be approximately 1080 students using the Media Center with a class during the month.

Mrs. Gehring's classes visited the the library in order to find a sci-fi/fantasy/dystopian book for the third marking period by completing a book tasting.

Mrs. McGill's honor English classes used the library extensively this past month. Students received instruction in annotated bibliographies, using the 3HS databases, and creating pathfinders.

Ms. Stoffell and Mrs. Klawunn visited the library with their classes to use the library wifi for testing.

Mrs. Carroll's 7th Grade Advisory class met in the library all month for lessons on presentation skills/methods.

To schedule your class for the Media Center, go to Google Drive and register under "Library/Media Sign-up 2016-17." Signing up to book your class is based on a first-come, first-served basis. We book up fast! Please note next to your name whether you need the computers, tables or both.

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

Department News

New Books

The library received a shipment of new books. The order included the YALSA Teens' Top Ten selections and others.

New Look

Thanks to Mr. Dean and his students, the cafe area of the library has a beautiful light-up H that shows off our school pride.

New monitors

The library now has four places for students/staff to present. Two new monitors were attached to the media tables in the "Library Cafe" area of the library.

New Smart Board

In the lower part of the library a Smart Board has been installed for student and teachers to use for presentations and collaborative projects.

MLA 8

The Modern Language Association has updated their format for papers, in-text citation and works cited. Mrs. Carroll has created a presentation with the changes for teachers and students. Mrs. Carroll also emailed a helpful template of the new format to aide students with the transition.

Displays

In order to celebrate Valentine's Day, a collection of romance books were displayed. In honor of Black History Month, the school's reference collection (about the topic) was displayed.

Usage Statistics 1.26.17 - 2.28.17

Class Visits: 54 classes x 20 students/class = 1080 students serviced in the library with class instruction

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

Before School: student patrons 1

Periods 1-8: student patrons 122

After School: student patrons 2

Total number of student visitors: 125

Total number of Patrons (Independent and Classes): 1205

Circulation Statistics (Items checked out to students): 252

Database Usage:

Facts on File: 764 searches

Grolier Encyclopedia: 2434 GO searches

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