

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

January 2017

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

Monthly Report—English & World Language

January 2017

DEPARTMENT NEWS:

1. 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.
2. Mr. Fraga is returning as advisor for our school newspaper, The Scribe, and is also serving as a senior class advisor.
3. Mrs. McGill serves as co-advisor of National Honor Society
4. Ms. Brzyski serves as co-advisor for our school yearbook, The Garneteer
5. Ms. Seifritz serves as advisor for the High School RPG Club
6. 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 January:

ENGLISH:

Grade 7 Language Arts: Mrs. Janel Gehring

In January, students focused on parts of speech and parts of the sentence. In addition to grammar, 7th graders wrote an argumentative research paper on the topic of competitive sports for kids. Following the Lucy Calkins Argument curriculum, students were able to debate the issue with their peers and then build on their ideas with research. In class, students worked on finding evidence and working the evidence into a well-crafted argument essay. Finally, students completed a final project on their independent reading novel. Students shared these projects with their peers with the goal of persuading their peers to their opinion of the book.

Grade 8 Language Arts: Mr. Brian Bocchicchio

Eighth grade language arts continued to explore the themes of fate and free will, in relation to the Greek and Anglo-Saxon notions. Students continued to review grammar and vocabulary, as well as position argument writing. Students were also introduced to satire and its four methods: exaggeration, parody, incongruity/juxtaposition, and diminution. Students applied these to media and previous literature. Students were introduced to philosophy in preparation for their upcoming outside novel, *Animal Farm*.

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

Students in English I CP completed their fourth unit of vocabulary and a grammar unit focused on identifying and correcting apostrophe usage errors. They took Soapstone notes on a non-fiction article regarding internet privacy issues and participated in a Socratic seminar about whether a school district should have the right to monitor student social media accounts

Students also completed a poetry unit in which they read a variety of poetic forms and analyzed individual poems for form, technique, and symbolic content. This culminated in a poetry analysis project completed at the end of the month.

Lastly, English I CP students completed their independent reading books and submitted a narrative writing piece in which they interviewed characters from their novels. The goal of the assignment is to practice narrative writing and also demonstrate knowledge & comprehension of the independent reading texts.

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

English I Essentials spent the month of January studying background information on Greek mythology followed by reading part one of *The Odyssey* by Homer. While reading the text, students studied characterization, qualities of the epic hero, and the idea of the tragic flaw. The month ended with a review of the first semester and midterm exams.

Honors English I: Mr. Dan Fraga

Students in Honors I 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 will continue the project into the coming month. Students also selected non-fiction books for independent reading, which will be utilized for an upcoming oral presentation.

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

Students reviewed short story terms such as conflict, plot, climax, etc. and were tested. They received background information about *The Odyssey* and were tested on said information. Students have been reading *The Odyssey* using a flow chart to help summarize the chapters. They viewed clips of the film to help create a visual of the story. Students prepared for their midterm using Quizlet as their study guide.

English II CP and English II Essentials: Ms. Laura Brzyski

During the month of January, Miss Brzyski's English II College Prep students wrote and presented a persuasive speech from Julius Caesar's perspective. Their speeches utilized at least one mode of persuasion to appeal to a specific audience. In addition to the speech, students studied new vocabulary terms and completed the midterm examination.

Miss Brzyski's English II Essentials students studied the ways in which words come to life during a poetry unit. Students focused on imagery and sensory language specifically during their reading and writing of original poetry. At the end of the poetry unit, all students composed their own poem--one that utilizes imagery and appeals to the reader's five senses. Additionally, students completed the midterm examination.

English II: Mr. Henry Kelsey

In English II this month students completed studying the components of short stories and have returned to the genre of the Dystopian Novel. We are currently reading Ray Bradbury's **Fahrenheit 451**. 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

English II Honors students spent the month of January reading and studying *Fahrenheit 451* by Ray Bradbury. Students studied characteristics of the dystopian genre as well as author motivations. Additionally, students studied several companion poems to this text including "The Unknown Citizen" by W.H. Auden, "The Hollow Men" by T.S. Elliot, and "Dover Beach" by Matthew Arnold. Students used these poems along with three articles about Bradbury and the modern implications of his text to gather evidence

used to engage in a Socratic seminar in which students discussed and debated topics relevant to the book. Additionally, students wrote an analytical essay expressing an argument about what social or political construct the author was most likely criticizing in this text, citing specific textual evidence to support their arguments. Students also wrote book reviews and created presentations and book trailers based on an additional science fiction book of their choice, which they read on their own this marking period. The month ended with a review of the first semester and midterm exams.

English III-A: Mr. Jeff Bravo

English III students wrapped up their study of identity and *The Color of Water*. They read *A Raisin in the Sun*, examining issues of integrity as well and completed their American Dream Project.

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

In English III this month students continued their study of ***The Great Gatsby*** and 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 begin our study of ***A Raisin in the sun*** as we delve further into the study of the American Dream. Students continued to work on the structure of a sentence in grammar, and continue to improve their vocabulary via SAT supplemental words. This month's unit of study has expanded to cover the correct usage of commas, semicolons, and colons.

Honors English III: Mr. Jeff Bravo

Honors English III wrapped up their American Dream unit with a lengthy academic paper on the concept of the American Dream and its evolution over time and across cultures. they conferenced with the teacher both in person and electronically. they also wrapped up their non-fiction lit circles assignment and concluded a short speaking component.

AP Language: Mrs. Michelle Lubonski

AP Language learned about visual arguments and the tools used to create such arguments. First students learned a strategy to help them approach and deconstruct visual argument, then they used that strategy to examine editorial cartoons. We then moved on the documentaries as a visual argument, and looked at how film uses additional tools to create a

message. During this unit, students also had the opportunity to revise and resubmit previously graded rhetorical analysis essays.

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

English IVB students completed their career research project during the month of December. Using Naviance and other online tools, students took personality surveys to determine their strengths and career interests, researched three specific careers, and investigated the schooling that they would need to pursue that career. Students completed their project with a written summary of their research that synthesized all of the sources used during their investigation.

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.

Theater Arts: Mr. Jeff Bravo

Theater Arts concluded the semester with their final audition pieces, both by working individually and small groups to refine their final piece.

WORLD LANGUAGE

Grade 8 French: Ms. Stephanie Werner

Unit 1: "Getting Acquainted with French"

As this quarter came to a close, students increased their vocabulary for activities, still conjugating regular –er and –ger verbs. They focused on the culture of the French pre-teen/teen. They also explored various genres of French music as well as activities that French youth enjoy.

French I: Ms. Stephanie Werner

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

Students have begun Unit 2. 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 presentations.

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. Using thinking routines to make all thinking visible in the classroom, i.e. concept maps, compass points, 3-2-1 bridge, the explanation game.

French III: Ms. Marisa Mastascusa

Unit 8 – La Maison (At Home)

We are focusing on writing, using more complex sentences and a broader vocabulary, also treating more profound themes. In addition, I will stress the importance of speaking French constantly in class.

They are learning the past tense with a second helping verb. An acronym is used to help them remember which ones use *être* as a helping verb: Dr. & Mrs. Vandertramp

French IV: Ms. Marisa Mastascusa

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

Students are mastering the vocabulary for fruits, vegetables, meat, poultry and fish. The highlight of this unit is “market day”. We are having a “mock market” day with plastic

grocery items to practice shopping in France. Also, the cultural focus is on specialty stores, such as bakeries and butcher shops.

Spanish II: Mr. Neil Ortiz

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

In pairs, students prepared a skit in which one calls the other for asking for help to get things ready for his/her parents' anniversary. The student helping had to mimic the actions of the commands being given.

Spanish III: Mr. Neil Ortiz

Learning Goal: I can ask for and give advice.

Students listened to various problems given by the teacher and their peers to give advice using the new vocabulary about being stressed.

Spanish IV: Mr. Neil Ortiz

Learning Goal: I can express an opinion.

Students went to the Philadelphia Museum of Art to see the exposition "Paint the revolution: Mexican Modernism". They expressed their opinion of some paintings of their choice, using the new vocabulary about art

January's Math Monthly Report

The Math faculty has dedicated themselves to creating common midterms utilizing previous year's data to revise exams. Teachers are informed of the NJ adjustments to standards and have implemented throughout their courses and striving for students to understand all concepts. 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.

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.

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.

Mr. Graham

Algebra I - Students finished unit 3, solving linear equations. This included two step, multi step, distribution, variable on both sides, and other types of problems. Students used the week prior to midterms to review. They will be moving onto unit 4 which focuses on word problems.

Geometry- Students successfully worked through unit three on angles within polygons. The topics covered within this unit included parallels and transversals, special quadrilaterals, and central, interior and exterior angles in polygons. Unit 4 will cover slope, distance, and midpoint.

Algebra II - Students used three methods, graphing, substitution and elimination, to solve systems. They will continue in unit 4 as they solve systems of linear equations created from word problems.

Ms. Molly Mahoney

Algebra 1- Students have been working on unit 3 involving inequalities. After midterms we will start graphing linear inequalities on the coordinate plane and finish the first half of the unit. Once finished we will move onto the second half of unit 3, systems of equations. Systems are one of my favorite (and some students favorite unit). We will explore the different methods of solving systems and delve into a wide array of real world applications for systems of equations.

Geometry- Through the end of January and some of February we will continue our unit on Congruent Triangles. We have finished learning about the special properties of equilateral and Isosceles triangles and have begun identifying congruent parts of congruent triangles. We lightly touched on the SSS, ASA, SAS, AAS, and HL congruent triangle postulates. After midterms we will begin looking at these postulates more closely in the form of 2- column proofs.

Mr. Anthony Medio

Algebra 2: In this class we are in the middle of the rational functions and expressions unit. Students are learning how to simplify rational functions to find discontinuities.

Calculus: In this class we are beginning the unit of derivative applications. Students will complete problems that actual engineers will do including optimization and related rates

Mr. Yaniak

Algebra 1 Honors – This month, we continued to work with linear systems of equations and inequalities. Students solved systems by graphing, substitution, and elimination. We took our Unit 3 Exam to conclude the unit. At the end of the month, midterms were given and graded. Moving into February, working with various exponent rules.

Algebra 1 – During January, the Algebra 1 class concluded chapter 5 on linear inequalities. Students solved and graphed inequalities involving multi-step, absolute value, compound, and two variables. Towards the end of the month, both Chapter 5 and Midterm Exams were given. Moving into February, we will begin working with linear systems.

Algebra 2 – During this month, students continued to work with polynomial functions. Students were given the Unit 2 exam on polynomial functions, as well as the midterm. Moving into February, we will begin working with rational functions.

Mr. Cresci

Math 8 - Students have been working with functions and equations. In recent weeks we have identified functions in various situations, including graphs, tables, coordinate pairs, and mapping diagrams. We have started to explore solving equations with variables on both sides, and will soon begin solving systems of equations.

Algebra I - Students have been working with solving and graphing inequalities and equations. After investigating solving and graphing inequalities to represent their solutions, we have began working with solving systems of linear equations.

Tocco

Honors Geometry

Upon the return from winter break, the Honors Geometry classes continued Unit 4, Congruent Triangles, learning the postulates and Theorems that prove congruency of triangles (SSS, SAS, ASA, AAS). Once the triangles are proven congruent, they could use CPCTC as a means to show corresponding parts of congruent triangle were congruent. These skills were applied in practice and in the two-column proofs format.

Essential Geometry

Students have completed the unit on Parallel/Perpendicular Lines and Transversals, focusing on the slopes of lines (parallel having the same slope and perpendicular having opposite reciprocal slopes), slopes of the horizontal and vertical lines and the equations that represent those lines. To complete this unit, we focused on writing equations of lines

parallel or perpendicular to a given line through a given point using point slope form and slope intercept form. The application of slope will be beneficial when we get to the unit on quadrilaterals to determine if a figure is a parallelogram or rectangle, square or rhombus, etc.

Ms. Carter

Honors Pre-Calculus - Students, referring to previously learned material, wrote sine, cosine and tangent function values for angles based on side lengths of right triangles. They also solved right triangles (i.e., found missing side lengths and angle measures) using Pythagorean Theorem, Triangle Angle Sums, trigonometric functions, and inverse trigonometric trigonometric functions. They were able to find the six trigonometric function values given a point on the terminal side of an angle in standard position. They combined these skills to solve real life right triangle application problems.

Algebra Support - Students have been working to write equations using the slope-intercept and point-slope form of the equation when given applicable information. They recognized that the two-point form becomes the point-slope form when you calculate the slope and use one of the remaining points in the equation. Students have also worked on writing equations of lines parallel and perpendicular to given lines and through a given point. Students worked on review sheets in preparation for midterm exams.

Mr. Macaluso

Algebra I - Students are nearing completion of a linear functions unit. In this chapter, we have learned to form linear equations in either slope-intercept or point-slope form when given certain parameters about the equation. Students will soon move on to a unit on linear inequalities.

Pre-Calculus - Students have completed a mini-unit on power, polynomial, and rational functions. We have discussed several topics, such as finding end behavior, solving radical equations, and polynomial long and synthetic division. We will soon move on to a unit on exponential and logarithmic functions.

Geometry - Students have just completed a unit on parallel and perpendicular lines. We discussed many different angle relationships and related properties, and we completed the unit by discussing how to form equations that are parallel or perpendicular to a given line. We will soon move on to a unit on congruent triangles.

7th grade math - Mr. Johnson

During the month of January, students have begun work on an Expressions and Equations unit. Students have learned to simplify expressions through use of the associative and

commutative properties, combining like terms, distribution and factoring. Students will soon begin solving one- and multi-step equations and inequalities.

Special Ed. - Monthly Report (January)

REACH 1

Kirby Goold

This month has been a busy one in REACH 1. Our students returned from winter break rested and ready to take on a new year. This month our students have been reading about conflicts throughout history and participating in social skills activities focused on solving problems, communicating, and compromising. Our students are working on life skills such as following simple recipes and cleaning. Our students love participating in sensory activities and yoga to help maintain a calm body and mind throughout the school day. This month we welcomed a new staff member and a new student to our classroom!

Environmental Science

Theresa Klawuun

This month the students have been learning about the carbon cycle. They researched and presented their topics to the class. They used their Chrombooks to identify important information and use that information to make a PowerPoint. The students also participated in a game as a "carbon atom". They demonstrate the way a carbon atom can move in it's cycle.

Monthly Report- January: K. Garofalo TAP

Geometry: Students have been working on proportions, ratios and square roots.

Careers: Careers classes are still working the Financial Literacy unit. We have been spending quality time learning how to use a check book and to keep it balanced.

Environmental Science: Ironically the month of January has brought us to the unit on Weather and Climate. The students have learned about different types of severe weather. They are each preparing a visual presentation on a specific severe weather event.

US History I and II: US I is continuing their quest on learning about how the nation was formed and why. US II finished up the Industrial Era and will be moving on to Immigration.

English: Class is continuing to read the book *Forged by Fire*. Along with the story they have written open response and characterization essays.

Sandy Locke - Reach Science**REACH I**

Science A: In Science A, the class has been learning about water. Students discussed how important water is and the impact it has on our daily lives. In January, the students worked hard studying the water cycle using resources such as, video, online interactive diagrams and text. Next, the REACH I students will be starting a study of water pollution and water conservation. The class will create a project for this unit, a water conservation poster. The poster will feature a picture and a message on how to conserve water, to encourage others to do the same.

REACH II

Science B: In Science B, the class has been studying the universe and our solar system. The class used idea webs to help organize what the students already knew about the solar system. Then, students utilized their Chromebooks to play online science games related to the planets in our solar system and to research the universe for a project. Soon, the class will be making Google slides that provide images and facts about a terrestrial and a gas giant planet.

Beth Kovach - January 2017

Junior High Language Arts POR - The class has been working on fables along with other essentials including the literary elements, abstract and concrete nouns, vocabulary of the day, the idiom of the week, grammar practice (punctuation), identifying different types of nouns, and journal writing on various topics. With the introduction of fables, the students used Storyboard That website where the students look at the comic strip created by the teacher and figure out the context clues to define some of the words.

Junior High Math POR - The class has been working on different types of measurement including US Standard & metric systems and different types of shapes with similar and congruent sizes. 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. An exciting project is under construction where the class interviews the school nurse, Mrs. Iuvvara, about her job position and her responsibilities at the high school. The class will develop a

powerpoint presentation to show their report about the different positions of community helpers including the school nurse throughout the school year. The class has been exploring the school map and creating various ways to find routes to specific places throughout the school.

US History I -The classes are developing an understanding of how the Constitution worked in the United States as a new country and discover issues along the way dealing with the Constitution. Students are preparing to take their quarterly 2 exam as part of the midterms at the end of the month.

Clark - January

US II- The US History II classes have been studying the time period of the Roaring 20's. We have examined the culture (music, sports, entertainment) and developments that took place during this period. Students are preparing for their marking period 2 exam.

WHAC - The WHAC classes have been learning about the rise and fall of Napoleon. We also looked at how Enlightenment ideas have influenced Latin American Revolutions and the outcomes of these revolutions. We started to introduce the Industrial Revolution and its impact on the world. Students are preparing for their marking period 2 exam.

Roney - Math ICS

In Class Support Mathematics

Second Marking period overall went well for the students. Still working on appropriateness of a few of the placements. Mid Term exams are always a bit stressful, but with Modifications the students should be successful. I'd like to say the students and myself will miss veteran Geometry teach Ruth Tocco while she's out on medical leave. She totally dedicated to our students will be missed greatly. We wish her well. We are fortunate to have a veteran long term Mathematics teacher step in so we will not miss a beat.

Respectfully submitted,

Brian Roney

**CTE / Art Department
Monthly Report 2016-17
January 2017**

Manufacturing Technology: (Dean) The class has just finished the Colonial Wall Shelf project and they were taken home. They were also involved with the glass etching project where they created a design using the vinyl cutting software. They cut the image and created a negative pattern. It was placed on the medium to be etched and a chemical etching cream was used to etch the glass.

Advanced Manufacturing Technology: (Dean) The class is currently involved with the construction of their clock. Advanced joinery and machining applications are being stressed. They have also been using the CNC Lathe to turn acrylic into chess pieces.

Technical Drawing / CAD: (Dean) Construction Technology: (Dean) The class has begun constructing the balsa wood corner section. They are learning the parts of a house from the footing up to the roof. They are constructing the scaled house using $\frac{1}{4}$ scale balsa.

Intro to Technical Drawing / CAD: The class is doing a combination of assignments. They have been working on board drawings with attention being placed on dimensioning. They have also been working on CAD drawings with the goal of becoming proficient in 3 dimensional drawing. They have learned how to extrude drawings to become 3D and are learning how to draw using 3D tools. They are also learning how to use the 3D printer by converting files to STL version which are used on the Makerbot printers.

Transportation Technology: (Hinger) All students have study the NASA space programs from Mercury Rocket to STS Space Shuttle. They have learned of some of the pioneers and their contributions to the development in the space race.....they have constructed a single solid fuel stage rocket capable of reaching an altitude of over 500 ft. as well a smaller straw rocket to practice their understanding of flight trajectory. They have launched their rockets on the football field and tried to recover them for a second launch.....they were shown how to track them to find their altitude using trigonometry and they had to compete against each other for the highest. A great time with this activity!!!

Advanced Art: (Smargisso)

Portfolio Development: (Smargisso)

3 Dimensional Design: (Smargisso)

8th Grade Art-MILLS: . Students completed their mobiles by the artist Alexander Calder. They came out amazing!!!! Next I introduced asymmetrical balance through discussion and creating form. Students created a positive and negative (black/white) drawing. We copied and cut their paper to constructed 30 tubes. Now students are gluing tubes to create an asymmetrical balanced sculpture.

Intro to Art-MILLS: Students are creating a city street scene using 2 point perspective. Students will learn step by step the basic techniques used to create a realistic city scene. They will make a city district with a theme of their choice (example: clothing, mechanics, sports, workout). Buildings can also be apartment buildings, food stores, etc. We stopped the 2pt perspective project to begin the

midterm project. The midterm project consisted of a landscape painting using all the elements learned thus far.

Intermediate Art-Mills: Students created creatures using the rules of third. They learned shading techniques such as cross hatching, stippling, and hatching. They also used value in applying watercolor to the main emphasis of the project. The next project we started was the history of a gargoyle. Students started sketching out a gargoyle image to manipulate into a clay form. We stopped the gargoyle project to begin the midterm project which uses all the elements learned thus far.

Graphic Design: (Ridinger): In January students began to work more on Practical Applications using Photoshop. They were given various types of projects that consisted of things they might see in the graphic design industry. We worked on Realistic and Expressive concert posters first, having students relate music to art. We then worked on a DVD cover and DVD insert with students picking their favorite movie to recreate. For our Final, we designed our own magazine cover with an ad and a story that could go inside.

Digital Photography: (Ridinger): Throughout January we talked about Self Portraiture (continuing from December) and working more in Photoshop. We covered how to create Black & White photos with pops of brightness and contrast & inserted our favorite quotes or lyrics onto our pictures. Lastly, our final was on Collage's and the work of David Hockney- how we could obtain what he did through the use of Photoshop instead of actually taking the photographs.

Art 7: (Ridinger): 7th graders continued to work on their Sonia Delauney Watercolor projects by creating "orphism". We also learned how to create Notan Design using Positive and Negative shapes. Students then did a unit on clay form and texture creating a pinch pot. Lastly, they created a 1-point perspective Color Wheel picking at least 2 realistic buildings to include.

Intro to Art (Ridinger):

In the beginning of January we finished up working on our clay projects if needed and moved on to our Self Portraits, where we talked about how to draw different facial features using value and line. Students will be continuing this throughout February. We also worked on our Midterm, and Impressionistic Landscape where students had to create all the art elements within their painting. We referenced Claude Monet and Bob Ross and looked at their artwork to see how it resembles our.

Google Practices: (Kent / Kearns / George)

This month Mrs. George's and Mr. Kent's Google Practices' students have been working on creating presentations using Google slides. Thus far the focus has been on incorporating a six part approach to presenting that includes an introduction, preview, body, summary,

conclusion and question and answer session. This approach can be applied to any presentation software program. Incorporating the six part approach has forced the students to structure their presentation in a way that is not only more interesting for the audience but also builds structure and repetition. The project used for this unit was designing a presentation on a career of their interest. Student's took an aptitude test, picked a career, and began compiling research. They constructed their presentations following the "six part approach" guideline and are just beginning to present their findings in front of the class.

Accounting 1: (Kent)

Computers 7: (Kent)

Mr. Kent's 7th graders finished the up their PowerPoint and Google Slide presentations at the beginning of the month and got a quick tour of Excel and Google Sheets. Students designed their dream bedrooms by shopping online for furniture, creating a spreadsheet of their "purchases" and used formulas to make sure they stayed within budget. Next, students used the various tools in excel to create a blueprint of their newly furnished dream bedroom. Other projects had them creating crossword puzzles in Google Sheets/Excel as well as graphing their recent typing performance.

Web Design: (Kearns)

Financial Literacy: (Maro)

Intro to Marketing: (Maro)

Legal Environment: (Maro)

Computer Literacy 8: (George)

Mrs. George's 8th grade computer literacy class was very busy this month. Some of the projects they completed included creating a billboard design and columns newsletter describing a social or environmental issue that they would like to draw awareness to. They also had the opportunity to create a Google website for their academic portfolio. They are currently completing two final projects that include recording and editing a movie and creating a Google website for the social or environmental issue of their choice.

Science January Report

Physics - Lynch/Maunz

The Physics classes were busy this month studying circular motion by completing the centripetal force lab designed to demonstrate the relationships between forces, accelerations, and velocities of objects in circular motion. Students also gained understanding of the concept of Universal Gravitation. Students were able to complete problems demonstrating the applications of circular motion and Universal Gravitation including orbits of satellites, calculating the acceleration of gravity on other planets, and determining the maximum safe speed a car can take a turn.

AP Physics - Lynch

AP Physics students Finished and assessed the study of momentum, and began the study of rotational motion this month. We began with concepts related to centripetal force and angular motion including momentum of inertia and angular momentum. The students worked very hard and showed great maturity in translating everything they learned so far regarding linear motion to rotational motion these complex concepts and associated problems.

Microbiology - Kendra

Microbiology class has been learning and practicing microbiology techniques this month. Students created bacterial broth cultures and analyzed the characteristics of various bacteria based on their results. Further, students performed serial dilutions to analyze the types of bacteria that are found in soil. Lastly, students performed numerous gram stains to investigate the properties of different bacteria.

Environmental Science - Kendra, Blundetto, and Goodman

Environmental science classes have been investigating biogeochemical cycles (carbon, water, phosphorus, and nitrogen) and how these cycles are essential for life on Earth. Students modeled the carbon cycle by each of them representing a carbon molecule and rolling a dice to see where they would travel next. We analyzed class data and individual data via graphing. Further students did a presentation on one of the biogeochemical cycles to the class. Students also filtered water by using clay, sand, soil, and gravel.

AP Chemistry - McCracken

Students have been finishing up the unit on equilibrium. Then they began to review all of the topics for the upcoming mid-term exam. The students have been working hard to bring together all the knowledge they have gained so far throughout the semester.

Chemistry - Egner, Maunz & McCracken

Chemistry students have been working hard on their Periodic Table unit. They have learned about the organization of elements within the table. They are able to determine the number of valence electrons, properties and reactivity of each element with respect to the others. They used the last few days of the month to prepare for the quarter 2 exam.

Physical Science - Lynch, Maunz

Physical sciences spent January finishing up a unit on the structure and formation of the earth. We covered plate tectonics, and all of their fascinating effects. Students were able to explain the cycles that rocks go through and describe how weathering, erosion and deposition have occurred throughout time to shape the world as we know it.

7th Grade Science - Richards

Life Science students focused on cell division this month. Students learned how to draw and label diagrams of each phase, in addition to explaining what occurs in each phase. They created Cell Cycle Storybook projects illustrating the five phases. The last few days they performed a Gene Wheel lab, practiced their graphing and then reviewed for the Quarter 2 exam.

8th Grade Science- Monzo

During the month of January the 8th grade students finished units on the periodic table, bonding mechanisms (Ionic and Covalent), and started a unit on chemical interactions. The lab activities ranged from testing predictions on the bonding structures of four everyday substances by examining melting point and the ability to dissolve in a polar substance (H₂O) to, creating identical endothermic chemical reactions in open system versus closed systems and comparing the resultant data (Mass of reactants and mass of products). We finished the month with midterm review utilizing direct instruction, guided notes and Kahoot.

Biology- Blundetto, Goodman

Throughout the month, students took a further investigation surrounding the plasma membrane. Students learned the importance of why the plasma membrane has to be selectively permeable, as it relates to all living things. Through experiments like the 'naked egg' lab where student exposed the membrane of an egg and observed osmosis in various solutions over a period of days, or even the plastic bag diffusion lab where students observed how water moves through non-living mediums, students grasped the concept of how particles and water moves throughout the cells within our bodies. Culminating the month, students reviewed for the Quarter 2 exam.

Marine Biology- Blundetto

Students in Marine Biology have been working to finish their final projects for this semester class. They have been working to understand the ways that humans impact the oceans and the things that live there for better or worst. Each students then chose a topic that they found interesting to research and create a presentation to present to the class and synopsis paper detailing their findings. Students have all grown in their understanding of how our planet works and the significant impact we have on our oceans and that our oceans have on us.

January is assessment month for the Social Studies department, as well as everyone else in the school. Once again, the Social Studies department has administered Marking Period exams, which help the students by causing less stress during the exam week. All exams incorporate a written portion that is based on the New Jersey Common Core State Standards. Our elective cycle courses completed cumulative projects in the assessment of their students.

Class News

The Krause Account –

The 7th grade Social Studies classes completed a chapter on Ancient Greece. Students began the chapter by brainstorming various concepts and ideas that they already knew about the topic. After this occurred, they learned about Greece's geography and its role in the development of Greek civilization. Next, the classes learned about the early history of Greece and compared and contrasted the various forms of government used during this time. Since Athens and Sparta became the dominant city-states in Greece, an in-depth study of them and their characteristics followed. As the chapter progressed, students analyzed the achievements of Alexander the Great and assessed his overall impact on world history and culture. Finally, the 7th graders evaluated the importance and enduring legacy of the major achievements of ancient Greek civilization (theater, literature, architecture, philosophy, athletics, history, science, medicine, etc.).

J. Smith Journal– Eighth Grade Social Studies

The new year began for the EGSS Scholars with an exploration of Manifest Destiny and the expansion of the United States of America after the American Revolution. Students examined the territorial gains, recorded them on maps, and suggested reasons for the relatively speedy expansion of the United States from 1790-1853. Student teams selected a specific invention, innovation, person, or idea that they thought had the greatest impact upon US expansion during that period and “pitched” their idea to investors as if they were in the “Sharktank”.

We also commemorated the inauguration of our new President with a focus on the peaceful transition of power in a democratic republic.

Finally, we prepared for the midterm exams with a competitive review game.

Chambers’ Chronicles –

Students in Mr. Chambers’ classes have been developing a better understanding of the era of the early presidents and discussing how the events of the past relate to events of today with the inauguration. Students culminated their first semester by compiling information about how Americans fought “the man” in the years leading up to the war of 1812.

Harvey’s Herald –

US II- The US History II classes have been studying the time period of the Roaring 20's. We have examined the culture (music, sports, entertainment) and developments that took place during this period. Students are preparing for their marking period 2 exam.

WHAC - The WHAC classes have been learning about the rise and fall of Napoleon. We also looked at how Enlightenment ideas have influenced Latin American Revolutions and the outcomes of these revolutions. We started to introduce the Industrial Revolution and its impact on the world. Students are preparing for their marking period 2 exam.

Martins Memos – US 1: We focused on the Bill of Rights and all the amendments to the US Constitution. Students reviewed several court cases and discussed how the Constitution directly affects their lives as Americans.

American Wars ended the course with a study of post Vietnam conflicts and terrorism. We focused on the Battle of Mogadishu, Somalia in 1993, the hunt for Osama Bin Laden, and the rise of ISIS.

Ms. Kelly's Communiqué –

H-WHAC and WHAC spent this month covering the Age of Revolutions, their causes and impact on the world today. We examined the similarities and differences between the ideals and impact of the various major revolutions in Europe and Latin America had and looked at their successes and failures. We focused on Haiti and its commitment to the ending of slavery based on the French Revolution of 1789's ideals of 'Liberty, Equality, and Brotherhood' and examined the developing ideologies of Liberals and Conservatives and what they look like in the US today. We finished up the month by beginning the causes and early impact of the Industrial Revolution and examined the changes that urbanization caused in the early Industrial Revolution by a simulation game.

AP Euro- We moved through the Age of Revolutions by focusing more on the increasing demand for democracy in Europe and the impact of the loss of previously held colonies in the Americas. We also worked on analyzing documents for bias and practiced writing up their findings in DBQs. We also examined the industrial revolution in England and its impact on the rest of Europe and discussed how its changes could impact the future of Europe.

Borden's Briefs –

Students in USII examined the United States role in WWI. Students outlined the pros and cons of our involvement in the war. They further examined various primary source documents that demonstrated the use of propaganda in war. By the end of the month, students examined the importance of the Roaring 20's in shaping American culture. Students produced videos, movies and short stories highlighting the importance of various 20's events and people.

Esposito's Edition-

WHAC: We did an introduction lesson to the Industrial Revolution. Students drew a map of what Britain looked like in 1750; a common area, trees, a few house, canal, etc. Through different rounds over 100 years students added railroads, rivers, tenements housing, factories with smoke, etc. to show the change in life from farming to factories. Throughout the rest of the unit we were able to keep referring back to their maps and the changes that kept taking place.

USII: We studied the Roaring Twenties, each student choose a topic of the twenties to present. Topics ranged from actors, to athletes, musicians, politicians, prohibition and speakeasies. Students presented their topics. to the class.

Department News

All of the Professional Learning Communities spent department PLC time working on unit goals and Google tracking surveys.

PE Dept. Monthly Report January 2017

PE 2, PE 3, and PE 8: Students were actively participating in the Basketball unit. Some days we would do 3 courts and have 6 teams play each other, and other days we would do shooting accuracy where the kids could choose between 'Around the World', 'Knock Out', and casual shooting.

Driver Ed: The students finished up the knowledge part of the NJ driver manual and prepared for their Final which is the State Exam

First Aid- Students just completed their Final Exams during the Mid-Term week. Over the last 3 weeks, students have been working on Breathing emergencies and CPR for all levels. In addition, students were introduced and schooled in the location, function and use of the AED.

Senior Health and Teen PEP Monthly Report

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, "STAY OR GO". 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 in the "stay" or "go" category. 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.

The second half of the month we shifted gears and began our sexually transmitted infection unit where the students researched the most common STI's and gave a basic understanding to their classmates through a power point presentation on the causes, symptoms, consequences and treatment of their particular virus or bacteria. The students were also assigned a creative component that had to be presented along with the power point. Some students chose to write a song, bring in visuals to show what the virus may look like or feel like, other made AIDS awareness ribbons, while others created interactive assessments on line like, "Who Wants to be a Millionaire. We spent an extensive period time talking specifically about HIV/AIDs. The students had to create a description of the immune system and the role of the T-cell and the B-cell as well as come up with the reasoning of why the same virus has two names. They also researched a story about a college student who had the virus and was not informing those who he had slept with of his HIV status. This lead to the overall theme of communication in relationships and the maturity required to take care of your sexual health.

January 2017 Library Report

LIBRARY

During the month of January, the library has been busy with student presentations, club meetings, and instructional visits.

Class News

As of January 26rd, there were 37 classes that used the Media Center. Assuming there are 20 students in each class, this works out to be approximately 740 students using the Media Center with a class during the month.

Mr. Bravo's classes were frequent visitors during the month. Mr. Bravo's classes utilized three projectors/screens in order to practice presenting slide shows on the decades.

Mrs. Gehring's classes visited the the library for instruction on using databases to find articles on a "hot topic" for their midterm.

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

Mrs. Carroll and Mrs. Ridinger collaborated on a service project for Martin Luther King, Jr. Students created origami cranes for peace to hang in the library.

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 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

What will you do for MLK Day of Service? Books about Martin Luther King, Jr. were on display for the month of January.

Usage Statistics 12.22.16 - 1.26.17

Class Visits: 37 classes x 20 students/class = 740 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 5

Periods 1-8: student patrons 193

After School: student patrons 5

Total number of student visitors: 203

Total number of Patrons (Independent and Classes): 943

Circulation Statistics (Items checked out to students): 285

Database Usage:

Facts on File: 829 searches

Grolier Encyclopedia: 2326 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!