

# JOHN JAY MIDDLE SCHOOL

## FROM THE MIDDLE

November/December 2019

Volume 1, Issue 2

Published jointly by the Administration,  
Faculty and PTO



### FROM THE PRINCIPAL

Happy Holidays!

We have had an outstanding first term with many opportunities for our students to demonstrate their amazing talents and passions. A special thank you to the staff, PTO and parent volunteers who helped to make these important events a success and so memorable for our students!

Report cards were distributed through the Parent Portal on December 16th. We hope that you have had a chance to discuss your child's progress through Term 1 and discuss any concerns with your child's guidance counselor and teachers. I encourage all parents to stay connected with the school as we know that your involvement has a positive impact on student learning and social well-being.

We thank all of those students who have participated in our afterschool activities/clubs and modified sports programs and we look forward to the students' continued participation in the winter. Our Performing Arts programs have been doing some amazing work, too! The fall drama, Julius Caesar and The Comedy of Errors went off without a hitch, students are already auditioning for the spring play, and the hallways are jamming each Friday morning with our Rock the Halls concerts hosted by Mr. Weiss and Mr. Grossman and the students; these programs bring so much to our school!

Please use this time off to reconnect with family, friends and each other. School will reopen on January 6, 2020.

I hope that you all have a lovely Holiday Season.  
See you next year!

Sincerely,

Jeffrey Swiatowicz

Principal, JJMS

### QUICK LINKS

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#### SPECIAL POINTS OF INTEREST

- IMPORTANT DATES
- NOTES FROM NURSES

## A LETTER FROM THE PTO

It has been a busy fall at JJMS! There have been several successful events that the PTO has been very proud to support.

The PTO was honored to be a part of the Veterans Day Assembly on 11/8.

6<sup>th</sup> and 7<sup>th</sup> grade parents attended our PTO Curriculum Conversations and we look forward to the 8<sup>th</sup> grade conversations on January 9<sup>th</sup>.

The JJMS garden has been prepped for winter and we look forward to see what comes up in the spring!

The PTO has created a new website which is now up and running! Please visit to find out about important dates/events coming up.  
[www.jjmspto.membershiptoolkit.com](http://www.jjmspto.membershiptoolkit.com)

Early Bird tickets are available until Dec 31<sup>st</sup> for our First Parent Social, Jan 17<sup>th</sup>.

On behalf of JJMS PTO we want to take this opportunity to thank the families who have supported the PTO thus far through directory, bus note and spirit wear purchases and both volunteer and monetary contributions.

Thank you again for your support!

Warmest regards,

Sarah & Jessica  
JJMS PTO Co-Presidents



## IMPORTANT DATES FOR JANUARY & FEBRUARY.

<b>DECEMBER</b>	
December 23rd— January 3, 2020	Winter Recess—School Closed and Will Reopen on Monday, January 6th
<b>JANUARY</b>	
January 7/Tuesday	Chorus Concert (rescheduled from 12/18)
January 8/Wednesday	Grades 5-7 Parent Curriculum Night
January 20/Monday	<b>No School—Martin Luther King Jr. Day</b>
January 22/Wednesday	JJMS Orchestra Concert
January 27/Monday	JJMS Band Concert
January 29/Wednesday	Parent Curriculum Night ( <b>Grades 8-11 at JJHS</b> )
January 31/Friday	JJMS 2nd Trimester Interim Ends
<b>FEBRUARY</b>	
February 18/Tuesday	Superintendent's Conference Day
February 27/Thursday	6th Grade Game Show Night (PTO)
February 28/Friday	7th Grade Rec & Roll (PTO)

## COUNSELORS CORNER

### 6TH GRADE

The new 6th grade has acclimated to the Middle School and it's been great to see them take on the responsibilities of being middle schoolers and embracing all the after-school activities that are available at JJMS. As a matter of fact, we now have a new Art club that was championed by 6th graders!

Mr. Tepper had a very enjoyable time watching the 6th graders participate in the team building activities last month. They rose to the occasion, met new people and stepped out of their comfort zone to help their classmates accomplish the team building tasks.

January will be a busy counseling month for 6th graders. First, Mr. Tepper will be coming into their classes to discuss character strengths and to help every student identify their individual "top three" character strengths and how these strengths can help them be successful in school and in all areas of life. Towards the end of January, Mr. Tepper will again be going into classes, but this time, he will be discussing 7th grade scheduling with all 6th graders.

Please ask your child about these counseling activities and look for important information about scheduling and important dates.

### 7TH GRADE

Annemarie MacSweeney will be visiting classes the week of January 21st to discuss course selections for the upcoming year. She will be highlighting some of the differences that students can expect in their 8th grade schedule. She will also be explaining the accelerated vs. non-accelerated course options. As indicated in the recent Connect Ed message, please make note of the following dates:

- **February 5th** - Second trimester interim report -7th Grade students will receive an initial recommendation for 8th Grade Math & Science accelerated classes.
- **March 20th** - Accelerated recommendations indicated on the second trimester report card.
- **April 2nd** - *Parent Waiver Deadline. Verification required from school personnel. Schedule closes for all course requests - Day before Spring Break.*

## **COUNSELORS CORNER (cont.)**

### **8TH GRADE**

It's hard to believe we are approaching mid-year and our 8th graders are getting closer to becoming high school students.

8th graders are beginning the 8-9 transition process starting with their visit to the high school on December 19<sup>th</sup> where they learned about the exciting elective options available for them in 9<sup>th</sup> grade.

In January, Jen Makover will be visiting classrooms to talk with students about the 8-9 course selection process and help guide students with choosing courses. Students will be given a worksheet to begin to outline their 9th grade schedule. Jen will also follow-up with students in February to review their courses and make any necessary changes.

Please look out for important dates regarding the scheduling process. We wish you and your family a restful holiday season.

## 6th GRADE

### MATH

Our sixth grade mathematical journey has led us to exploring and plotting integers and other rational numbers on number lines and coordinate planes. Our most recent topic focused on deciphering word problems in order to write and solve numerical and algebraic expressions. Students worked together to interpret higher level thinking problems and collaborate on solutions on a daily basis. We look forward to diving deeper into algebraic equations and inequalities to kick off the New Year.

### SCIENCE

During the first trimester our 6<sup>th</sup> graders have been exploring phase change and properties of matter. Our students have learned how to measure accurately using scientific tools and are using their measurements of mass and volume to identify the specific densities of different substances, including gases! We have used simulations to help “see” how gases behave when heated and cooled and have used this to help create models to represent our thinking visually. Additionally, 6<sup>th</sup> graders are building on their ELA skill of making a claim as it applies to science, where their evidence comes from their labs, data collection, and observations. Some of our teams have also begun to explore electrical circuits and magnetism and have applied this learning to a variety of projects. Students are working towards critiquing each other's work thoughtfully, using scientific evidence to back up their thinking .



### ELA

Throughout the short story unit this fall, an emphasis was placed on improving the students' understanding of how the elements of short stories work together to achieve the author's purpose. In January,



## 6th GRADE

### ELA (cont.)

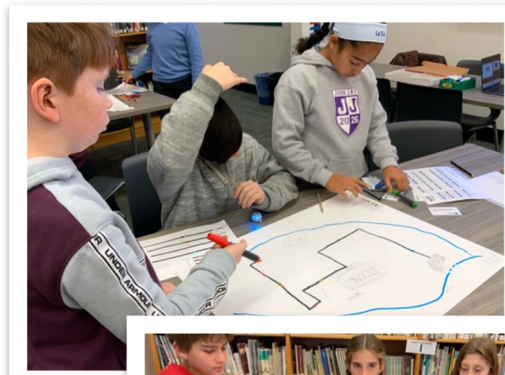
our focus will be shifting to nonfiction texts. Students will learn to identify the various text structures that authors use to convey information effectively to the reader in non-fiction writing. Students will also use notetaking strategies to capture key ideas, identify supporting details, and synthesize information in an efficient and effective way. We hope to increase student engagement by creating opportunities for students to select their own non-fiction texts to supplement in-class instruction.

### SOCIAL STUDIES

Sixth grade social studies students are continuing to explore ancient civilizations. Students learned how the ancient civilizations of the Fertile Crescent interacted with their neighbors and the importance of the Tigris and Euphrates rivers to the development of those civilizations as a whole. Students also studied how Mesopotamian achievements such as the wheel, writing and the sexagesimal system are just a few of the advancements that which we still use today!

Students also had an opportunity to participate in a STEM/Social Studies enrichment activity with our tech teacher Carolyn Kelly and LMS Jenn Useted. Students were challenged to set a course for their Ozobots (small robots that follow a path when coded with specific directions) so that they could avoid obstacles that they might face when living in the fertile crescent. Avoiding the inundation of the rivers and sandstorms were just a few of the challenges that their Ozobots might have encountered had they lived in the Fertile Crescent.

Our next unit of study is Ancient Egypt!!



## 7th GRADE

### TEAM SUPREME

#### ELA

In English class we have been reading *The Outsiders*. We began the module with a discussion about society's natural inclination to pre-judge people before getting to know them, and the problems these judgements can create. This ties in well to our examination of the two groups within the text. We are also looking at the important choices that the characters are making within the novel, and the consequences of these decisions on the individuals and society. The students have been working on close reading skills, paying attention to how literary elements like characterization, imagery, and theme work together to create meaning and connect to our unit questions and our class discussions. Furthermore, as a culminating assessment, students will be writing theme essays. They will be developing introduction and conclusion paragraphs, as well as determining the best supporting evidence to prove their claims. They will practice varying their transitions and introducing and explaining evidence.

#### MATH

Team Supreme Math students finished their first trimester with a culminating trimester test. For many students this is their first experience with studying for larger unit tests, which generally means stress. Overall, the students did well, and they should be proud of their efforts. Now for what *really matters*, students are learning how to learn. We are continually focused on how to be resourceful math students. What do you do when you're stuck? Give Up, Never! We continually share and

The image shows a handwritten solution to a word problem, organized into a grid with four quadrants: Understand, Write & Solve, Plan, and Check. The problem is: "How many roses were bought?"

**Understand:**  
Vase = \$8.50  
Rose = \$2.25 each  
Total Spent = \$26.50

**Write & Solve:**  
Let  $x$  = number of roses

**Plan:**  
① Write & Solve an algebraic equation.  
② Guess & Check  
③ Make a chart

**Solve:**  
$$\begin{array}{r} 8.50 + 2.25x = 26.50 \\ -8.50 \phantom{+ 2.25x} \\ \hline 2.25x = 18.00 \\ \frac{2.25x}{2.25} = \frac{18.00}{2.25} \\ x = 8 \text{ roses} \end{array}$$

**Check:**  
Orig:  $8.50 + 2.25x = 26.50$   
Sub:  $8.50 + 2.25(8) = 26.50$   
Solve:  $8.50 + 18 = 26.50$   
 $26.50 = 26.50$



## TEAM SUPREME (cont.)

### MATH (cont.)

explore strategies for becoming life-long learners. See photo of attached graphic organizer we have used in class for challenging math word problems. We know to take good notes during lessons, correct homework carefully in class, correct assessments, ask friends and parents for support, and come to extra help when necessary. When all else fails, google it!!! There is a myriad of ways to improve as a learner. *We frequently discuss the importance of learning verses the grade one receives.* Many students display signs of stress over grades. By emphasizing growth, I try to mitigate or reframe their mindset. As for 7<sup>th</sup> grade topics we've just finished a unit on inequalities and will begin ratios, unit rates, proportional relationships, and percent's. For the accelerated students we have learned additional topics including slope, and algebraic equations. It is a full year of math topics!

### SCIENCE

In science, we recently completed our Classification Unit. In it, we learned how life is organized— from the three major Domains down to individual species. A high point was the study of Kingdom Animalia in which we conducted our "Yummy Pickled Animals" activity, looking at preserved biological specimens to identify different phyla. Ask your child about cephalization and symmetry! During our current Cell Unit, we will turn microscopes on ourselves and look at our own cells. Sampling from the insides of our cheeks, we will see ourselves in a brand new way, identifying organelles inside our very own cells.

### SOCIAL STUDIES

In Social Studies, students have been analyzing the roles mercantilism, trade, and the French and Indian War played in strengthening and then severing the bonds between Great Britain and its American colonies. Students have also investigated the events that helped cause the American Revolution. There was an emphasis on looking at these events from both the British and Colonists' point of view. Students were then engaging in a series of debates around these events to try and determine the causes and eventual fault in the steps that led up to the American Revolution.

**\*\*A reminder to parents: Team Supreme teachers post homework and other important reminders and resources on e-chalk. \*\***

## TEAM UNITY

### ELA

In ELA, students have been enjoying reading *The Outsiders* by S.E. Hinton. We began the unit with an anticipation guide that asked students to agree or disagree with a series of statements that relate to topics and themes of the novel. At the end of the novel, we revisit the same series of statements to see if reading the novel has caused any of our original opinions to change. As we have been reading, we have been working to closely analyze the main characters in order to deeply understand character motivations. We are also looking at the important choices that the characters are making, and the consequences of these decisions on the individuals and society.

### MATH

In math, students finished their first trimester with a culminating trimester exam. For many students, this was their first experience studying for a larger test, which can be difficult despite all of our in-class preparation. Math 7 students just completed a unit on solving inequalities and are beginning to study proportional relationships. Math 7 Accelerated students are working on an 8<sup>th</sup> grade topic of graphing and interpreting linear equations.

### SOCIAL STUDIES

In social studies, students are completing their study of the Colonial Regions of America. We analyzed primary sources from the New England, Middle and Southern Colonies. The students enjoyed our Colonial America escape room where they had to decode puzzles and passages regarding life in the 13 Colonies! We are now using our knowledge from this unit to create memes that explain the difference between the various religious groups.

## TEAM UNITY (cont.)

### SCIENCE

In science, we recently completed our Microscope Unit. Students observed a variety of self-chosen slides and made their own slides as well. During our Cell Unit, we made interactive cells models, looked at how cells reproduce by the process of Mitosis and turned microscopes on ourselves and looked at our own cells. Sampling from the insides of our cheeks, we saw ourselves in a brand-new way, identifying organelles inside our very own cells.



## TEAM GRIT

The year continues to go well for the Team Grit students. Here is a glimpse at what they have been doing in each subject....

### ELA

In ELA, the students enjoyed the shared reading of *The Outsiders* by S.E. Hinton, focusing on how stereotypes can impact a person's ability to stay true to themselves. We concluded the unit by viewing the film as a team in the theater.

### MATH

In the accelerated math classes, we have transitioned from algebra and rational numbers to some proportional reasoning. We will rely heavily on previous learning in expanding into more abstract algebraic concepts, such as graphing and creating linear equation. Ultimately, we will look to use these algebraic tools to solve real-world situations efficiently.

In the standard math class, we will move on from rational numbers to explore proportionality, solving proportions and using proportional reasoning to apply to percents. The next month brings on some real-world applications, such as percent savings, tax, percent markups, and simple interest.

### SCIENCE

In Science students learned the skill of using a microscope to lead into our unit on cells. We began by developing an investigation to show all living things are made of cells including themselves before developing models to show cell processes like transport and mitosis.



## **TEAM GRIT (cont.)**

### **SOCIAL STUDIES**

In social studies, students have been studying how the development of Colonial America was a result of European governments trying to encourage economic growth in their own countries. They then studied the effects of historical and geographical context shaped the development of the colonies.



## 8th GRADE

### ELA

In November, students crafted essays about self-selected themes in John Steinbeck's novel, *Of Mice and Men*. This was the culminating assessment of our first unit. Next, students began reading and analyzing brief biographies about people who have successfully overcome major challenges; our emphasis was comparing these two inspiring individuals. In December, students selected two figures who persevered because of shared positive attributes. Students then experienced the research process; they took notes on pertinent information about these two inspiring people, documenting their sources using the MLA format.

Upon returning from the winter break, students will participate in a writing workshop focused on comparing two successful people who have prevailed over adversity. Students will infuse facts, details, citations, and anecdotes—gathered during their research—into their essay. Students will be applying several revision and editing strategies using mini-lessons, feedback, models, and checklists. We look forward to Publishing Day! Students will also have an opportunity to reflect upon their own writing process and progress.

Please be mindful that students should be choosing “just right” books and reading independently and consistently. The expectation is that students should be reading a minimum of 20 minutes per night.

Mrs. Arce is grateful for everyone's kindness and concern during her recovery. She is excited to be back in the classroom with her wonderful students!

### PHYSICAL SCIENCE

Physical science students are in the midst of their Chemistry of Matter Unit. We studied the phases of matter and how thermal energy affects these changes. We just finished studying the building blocks of matter - atoms - and how ions form, what isotopes are, and how atoms are organized on the Periodic Table.

## PHYSICAL SCIENCE (cont.)

### **8 GRADE (cont.)**

Students will now apply their knowledge of the properties of matter and atoms to determine if a chemical reaction does or does not occur when substances are combined and how to model chemical reactions. Students should be reviewing their notes nightly, as well as, extra help is held after school (unless announced otherwise) and many resources are also available on eChalk.

## EARTH SCIENCE

Mr. Miller's Earth science classes have been exploring the rationale behind earth's coordinate system (latitude & longitude), including "local astronomy" - astronomical objects and processes relatively close to earth. Additional local astronomy topics include: our seasons, the moon's phases, eclipses, and tides. You can download astronomy planetarium-like software (for free) named "Stellarium" (<http://www.stellarium.org/>) to make celestial observations alongside your student.

Mrs. O'Gorman's Earth science students have completed their study of mapping, minerals and rocks. Now they are studying Earth's Weathering, Erosional and Depositional processes and the geologic features created by these processes. Their knowledge of igneous, sedimentary and metamorphic rocks will be extended upon and applied in more detail as we study how these processes and forces shape Earth's surface.

**All** Earth science students would benefit from downloading free Google Earth software <https://www.google.com/earth/> on their home computers to enhance their view of our planet Earth's geology, terrain, latitude, longitude, and seasonal changes. All Earth science students will have a midterm exam near the end of January, or early February, that will be on everything learned to that point (students are provided a midterm review packet). In addition to students reviewing their notes nightly, extra help is held on Thursday afternoons (unless announced otherwise) and many resources are also available on eChalk.

# UNIFIED ARTS— 8

## TECHNOLOGY

Students in 8<sup>th</sup> grade technology have been studying our solar system. Students have been exploring this system using Gizmos (explorelearning.com). Gizmos really allow students to go deeper in terms of problem-solving and critical thinking. Students used this application to study planet classification, planetary orbits, planetary periods, as well as Johannes Kepler's three laws. In addition, students researched and created a PowerPoint presentation on planets, dwarf planets, moons, and more.

## ART

Using the research and math done in Technology, students in Mrs. Collins Art class have been working in teams to create a scale model of our solar system. Students have learned about the history of science in art, and gained skills using polymer clay, plaster and balloon, and will be working with reed sculpture to create our largest planet Jupiter. The unit has been very excited for 8<sup>th</sup> graders as they get to work in 3-d and explore so many materials.

In future rotations, teams will paint their models and hang them for display.



# WORLD LANGUAGE

## 6-7-8 French

### FRENCH 6

Students are currently learning how to order food and beverages in a café, how to pay for what they order and how to use French money. In addition, we are also focusing on the basics of learning to tell time, to give the date and day of the week, and to talk about the weather.



Students singing in French.

### FRENCH 7

French 7 students are learning to name and describe clothing, to discuss style, to make comparisons, and to distinguish between certain people or objects. Students will also learn grammar—they will learn to use demonstrative adjectives and interrogative pronouns; to conjugate verbs with spelling changes such as *acheter* (to buy) and *pré-férer* (to prefer) as well as other verbs like them; to conjugate the irregular verb *mettre* (to put or place); to conjugate regular -ir verbs; to form certain irregular adjectives; and to use the imperative.



À la Mode project - Students can look forward to creating a fashion show. Students will select one of their own outfits to wear for the fashion show and write a detailed description of it.



## 6-7-8 French

### FRENCH 8

In French 8 students are learning to describe weekend activities. They are learning to talk about leisure activities in general and to describe events in the past. In order to do this, they are deepening their understanding of the past tense for regular and some irregular verbs in both the affirmative and negative. They are learning how to use expressions of time. In addition, students are learning about typical weekend activities for French youth as well as how to take the subway in Paris.



Students doing an interpretive reading task.

Upcoming project: L'histoire de Paris - Students can look forward to creating a timeline of major events during one century of Parisian history.

### SPANISH 6

Students are enjoying communicating with classmates in Spanish and are now able to talk about basic personal information, the weather, seasons, classroom objects, and their likes and dislikes. Students continue to enjoy learning through a variety of songs and games aimed to increase speaking proficiency. Students are encouraged to speak Spanish at all times during class; to ask to use the bathroom, to ask for a pencil or paper, and to use other useful expressions they have learned thus far.



Spanish 6 flags of Spanish speaking countries displayed in the World Language halls.



## 6-7-8 SPANISH

### SPANISH 6A

Students have been practicing basic conversations and can identify numbers, days, weeks and months in Spanish. Students enjoy learning vocabulary through songs and by playing games in pairs and groups. Students are encouraged to speak Spanish as much as possible during class; to ask to use the bathroom, to ask for a pencil or paper, and



6a students using the language lab software to speak to classmates.

### SPANISH 7

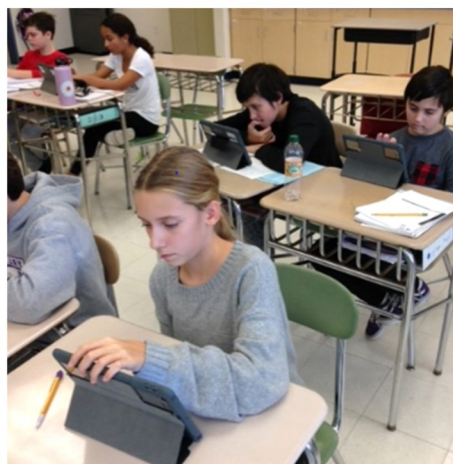
Seventh grade Spanish students have been busy getting to know each other and their families. By studying the grammatical concepts of describing possession and making comparisons, students have been able to talk about and compare their families, friends, and pets. We explored Puerto Rico including the food, celebrities, geography, history, and more. Seventh graders soon will begin a new unit to describe clothing and shopping preferences. Grammatically, we will study adjective placement and agreement, along with some new verbs relevant to the topic. We will be studying Spain and comparing its culture with that of the United States.



## 6-7-8 SPANISH

### SPANISH 7A

Spanish 7A students recently learned adjectives to describe themselves and other people. They have also spent time practicing noun-adjective agreement and applying it to form grammatically correct sentence structures. Students will learn how to tell time in the target language and apply it to talk about when they do different activities. Students are given many opportunities to practice speaking in the target language and share what they've learned with others in the class. The use of technology always plays an important role in student learning and is a valuable tool in the classroom. Oral proficiency and listening comprehension continue to be a focus of this class.



### SPANISH 8

Students in 8<sup>th</sup> grade Spanish learned how to navigate a doctor's visit and tell "what's wrong" after studying body vocabulary and different activities to stay healthy. They applied prior knowledge of the verb "gustar," to a new verb, "doler" to express what hurts. We reviewed the preterit tense to talk about what happened and learned context words, such as yesterday, last week, and last year. We studied the culture of the Dominican Republic and next we are moving to South America, to explore Argentina. Continuing our expansion of vocabulary, we are will explore the ever present and useful topic of technology.



## 6-7-8 SPANISH (cont.)

## SPANISH 8AB

Students in 8th AB Spanish learned about food and the meals of the day. They were able to express what they like and dislike to eat. We continue to practice the conjugation of -AR, -ER, & -IR verbs in the present tense. Students are also getting comfortable to ask each other questions in the target language. They were able to ask their classmates their likes and dislikes using the verb "GUSTAR". Next, we will learn about each other's' families and be able to describe them.



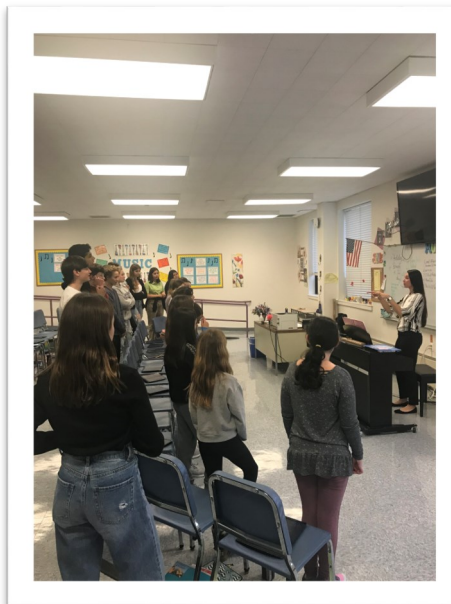
# MUSIC

## CHORUS BAND AND ORCHESTRA

Band, orchestra, and chorus students are hard at work polishing up their pieces for the winter concerts.

After winter break, the orchestra will be performing on Wednesday, January 22<sup>nd</sup> and the band on Monday, January 27<sup>th</sup>. The Chorus concert has been re-scheduled for January 31st. Please join us for a night of beautiful music!

In Discovering Music, 6th graders are learning to play the piano, 7th graders are creating music on Garage Band, and 8th graders are composing melodies over a chord progression.



Chorus practice with  
Ms. Giordanno

## MUSIC DEPARTMENT UPDATE!

A new program is being started between the middle and the high school: the Big/Little Orchestra Mentorship Program. In the Big/Little program, Littles (mostly 6th graders) will be paired up with high school students, who will become their new friend and help them with their orchestra music. Bigs will get the opportunity to serve as role models for their Littles, and Littles will be mentored and inspired by more experienced high school musicians. There will be a few meetings throughout the school year in which students will get to know each other through games, help each other learn new music, and play duets together on their instruments.

### BE SURE TO MARK YOUR CALENDARS!

Upcoming concert dates are below.

**RESCHEDULED Chorus — January 7, 2020**

**Orchestra - January 22, 2020**

**Band - January 27, 2020**



## LIBRARY NEWS

New furniture has arrived in the library again! We are now home to some fabulous café tables that the students flock to at lunch (cappuccinos not included!).

Special thanks to the PTO for their generous donation!



Students in several grades have visited the library to create digital reading logs using Padlet. This is a great tool for them to keep track of all the books they read all year, and even throughout middle school.

6th graders embarked on an extraordinary coding adventure featuring tiny Ozobot robots. They created maps of ancient Mesopotamia, including landmarks like the Tigris and Euphrates Rivers and the Zagros Mountains, as well as a ziggurat, a bazaar, and an authentic Mesopotamian home. They drew a path for their Ozobot to follow, including codes to make their Ozobot spin like a tornado, turn left and right, pause, and zigzag.



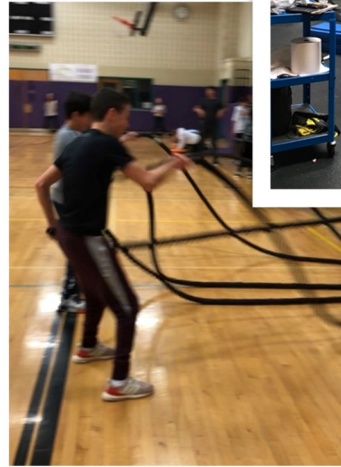
Overall, it was an extremely thrilling journey for the students and the robots.

For more information about our library, please visit the Library Media Center website, or follow us on Instagram: @jjmslib



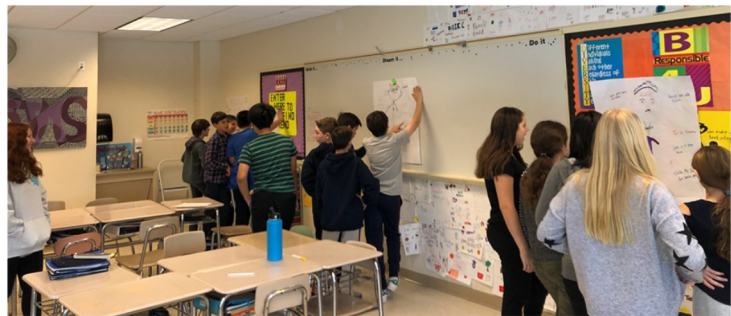
## PHYSICAL EDUCATION

Students in our PE classes have been working hard during the fitness unit. Classes have done a variety of workouts including Tabata, circuit training and team challenges. Classes have also had an introduction to the fitness center. Students have been completing cardio workouts, strength training, and agility training. The fitness center is also available during I intramurals on Tuesdays, Wednesdays and Thursdays for students looking to continue working on their fitness goals. Our next unit will be badminton after the winter break.



## HEALTH

In health we are starting with a review of wellness and what it means to be healthy. The seventh-grade classes focus on planning and goal setting, social emotional learning and various aspects of alcohol, vaping, tobacco and other drugs (ATOD). We will research the concepts of binge drinking, the short and long-term affects on the brain and body and DWI laws. We explore research about how early access and use of alcohol and/or other drugs lead to increases in risk factors for addiction. We will discuss how socially accepted drugs (vaping, tobacco, alcohol, marijuana, prescription pills) potentially lead to the use and abuse of other drugs.



## HEALTH OFFICE REMINDERS!

We would like to welcome Sallyann Rozsa to our nursing staff here at JJMS!

Annual Scoliosis Screening for 7<sup>th</sup> grade girls will begin January 2020. Screenings will take place during PE class in the Health Office. Please note, that if your child has a 2019 physical on file, they will be exempt from this NY State mandate.

Spring modified sports signups will take place in March. For more information please refer to the Athletics Department website. Please note that a physical dated on or after March 1, 2019 will be required for participation in this program.

Students should not be texting parents and arranging for rides home if they are sick or injured. Students must come to the health office and we will facilitate communication with all parents. If your child texts you, please redirect them to come to the Health Office to be evaluated and to make a phone call to you together with a nurse. Thank You!

We accept paperwork via fax or email. Please send any messages or paperwork to both nurses at [mmullaney@klschools.org](mailto:mmullaney@klschools.org) and [srozsa@klschools.org](mailto:srozsa@klschools.org).

Office: 763-7508

Fax: 763-6014

MARY MULLANEY, RN

SALLYANN ROZSA, RN