

JOHN JAY MIDDLE SCHOOL

FROM THE MIDDLE

September/October 2019

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Faculty and PTO



FROM THE PRINCIPAL

Welcome to our first edition of From the Middle for the 2019-2020 school year. In hopes of making the newsletter a little more visually appealing, *From the Middle* had a little "makeover" since our last edition. The new layout includes more images, a Table of Contents, with "clickable" links to each grade, team, department or Special Interest section of the newsletter. We hope you enjoy reading it!

Our students are off to a great start - our sixth graders have made a wonderful transition, and our 8th graders are connecting well to their leadership roles in the school and are growing very quickly academically, emotionally, and socially. I thank each and every one of you for sharing and entrusting your child to our care.

At JJMS, we take tremendous pride in the strength of our educational programming, extracurricular opportunities, school operations and school facility. Prior to the start of the new school year our staff actively prepared and worked on curriculum and program updates, improvements to our facility, scheduling events, organizing school resources and working with our JJMS PTO leadership. Our common goal is to provide our students and school community with a rigorous, enriching and relevant educational program in a beautiful, clean, safe and welcoming school environment. This year we are already off to a very busy start!

- 7th graders went to the Yorktown Challenge Course
- 8th graders took part in team building activities at Mountain Lakes Park in North Salem, NY.

Spirit week was a lot of fun! JJMS students celebrated spirit week during the same week at JJHS students. The week was capped off with an invite for the JJMS students to participate in the Homecoming activities, including live musical performances in the Music on the Lawn concert and singing of the National Anthem. It was great to see the kids enjoy the opportunity to share their talent with everyone!

Student Council elections are coming up! It's very interesting to watch and listen as the students craft their powerful messages in preparation of speaking with their peers.

To keep you updated on what's happening at JJMS, please feel free to follow me on Instagram (MrSwiatowicz) or twitter @MrSwiatowicz.

Sincerely,

Jeffrey Swiatowicz

Principal, JJMS

QUICK LINKS

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SPECIAL POINTS OF INTEREST

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A LETTER FROM THE PTO

On behalf of JJMS PTO we hope that all of our families have settled nicely into the school year. We also want to take this opportunity to thank those all who have supported the PTO thus far through both volunteer and monetary contributions. Ways you can support the PTO include our "non-event" fundraiser, purchasing the JJMS student directory, bus note pads and JJMS Spirit Wear; this can be done on our website as well.

Thanks to all of the generous donations and support we have received so far, the PTO was able to welcome our new 6th grade families at the Meet & Greet in August. In September, it was our pleasure to welcome all of our families at the Open House Nights.

New this year: Staff

Appreciation Coffee Cart, Principal's Coffees, Parent Gatherings, and Community Building Social Events! Please see our website for updated calendar of events and informative meetings you don't want to miss!

Thank you again for your support!

Warmest regards,
Sarah & Jessica
JJMS PTO Co-Presidents



IMPORTANT DATES FOR NOV. & DEC.

NOVEMBER

| | |
|---------------------------------|--|
| November 5/Tuesday | Election Day/Super Intendent Conference Day/ Staff Development—Schools Closed |
| November 8/ Friday | Veteran's Day Assembly—Theater at 8:30-9:30 AM |
| November 11/Monday | Veteran's Day—Schools Closed |
| November 14/Thursday | Fall Drama Performance—7 PM |
| November 15/Friday | Fall Drama Performance—7PM |
| November 16/Saturday | Fall Drama Performance—1 PM and 7 PM |
| November 18/Monday | Winter Modified Sports Tryouts & Practices Begin |
| November 26/Tuesday | Photo Retakes |
| November 22/Friday | SPIRIT DAY! |
| November 27-28/Thurs. & Fri. | Thanksgiving Recess—Schools Closed |

DECEMBER

| | |
|-----------------------------------|---|
| December 4/ Wednes- day | Science Fair |
| December 6/Friday | 1st Trimester Report Card Period Ends |
| December 6/Friday | PTO 7th Grade Conversations— Theater at 9:30 AM |
| December 12/Thursday | School Bus Safety Drill |
| December 13/Friday | Parent Portal Opens for 1st Trimester Report Cards |
| December 18/ Wednesday | Choral Concert—Theater at 7 PM |
| December 20/Friday | SPIRIT DAY! |
| December 23rd— January 3, 2020 | Winter Recess—School Closed and Will Reopen on Monday, January 6th |

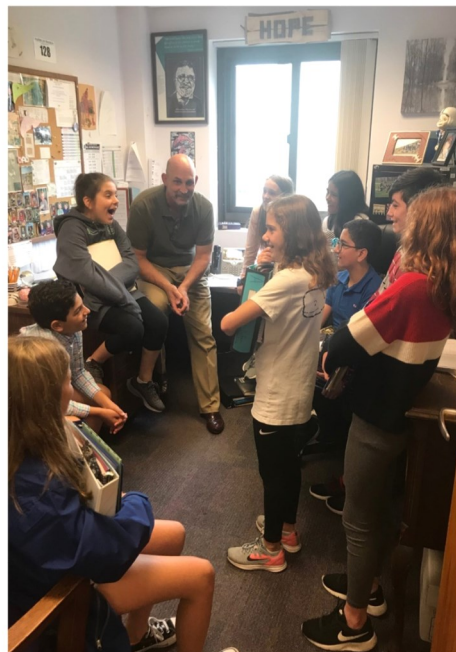
COUNSELORS CORNER

6TH GRADE

The 6th graders have made a wonderful transition to the middle school. They know how to open their lockers and how to navigate the building. They are learning the expectations of each of their teachers and are starting to take advantage of the school's extensive extra-curricular offerings. What a great group of kids these 6th graders are!

Jeff Tepper has met with all the 6th graders in small groups. The topics covered in the groups included, transition to the middle school, how freedom and independence are accompanied by increased responsibility, becoming a responsible learner, extra-curricular opportunities, and the role of the school counselor.

Students were told that Mr. Tepper is here to help them in all areas of their life. They learned how to make an appointment and about the concept of confidentiality. They were reminded that the Counseling Center is a safe, friendly and comfortable place where you are never in trouble. The 6th graders are already stopping in to meet with Mr. Tepper. He looks forward to a great year with these new middle schoolers.



Mr. Tepper with one of his 6th grade "Get to know you" groups..

7TH GRADE

The 7th graders came back to school with a spring in their step as they now return as JJMS veterans. The students were happy to greet the new friends they made last year and excited to meet their new teachers and classmates. All in all, they appear to be energized and ready to take on new learning challenges.

7TH GRADE (cont.)

Annemarie MacSweeney enjoyed presenting "Digital Citizenship" lessons in the academic classes provided by Common Sense Education. Some of the topics that were covered included, identifying ways to be an upstander or ally to someone being cyberbullied and problem-solving potential challenges to responding to cyberbullying. Time was also spent reflecting on the positive and negative effects of using social media on relationships. The students were enthusiastically engaged during the lessons and were able to take away strategies to utilize in their own lives.

8TH GRADE

Students appear to be transitioning smoothly to their new roles as leaders and the oldest members of the John Jay Middle School community. Recently, students spent the day at Mountain Lakes for a team building field trip where they had the opportunity to further get to know their fellow 8th grade classmates as they worked together and persevered through challenges and games in the beautiful outdoor setting of Mountain Lakes.

In addition, Jen Makover has been supporting 8th grade social studies teachers in presenting a new series of "Digital Citizenship" lessons which center around on-line awareness and the impact of technology as well as responsible social media use. Jen Makover will be returning to the classroom this winter to begin discussing the 8-9th grade transition and high school course selection.

6th GRADE

Sixth grade students and teachers began the year learning about one another while creating, presenting, and viewing videos focusing on everyone's unique characteristics.

MATH

In math, students were busy reviewing fractions and decimals in both computation sets and word problems. Students took these skills to a higher level and challenged themselves with multi-step real world problems and modeling.

SCIENCE

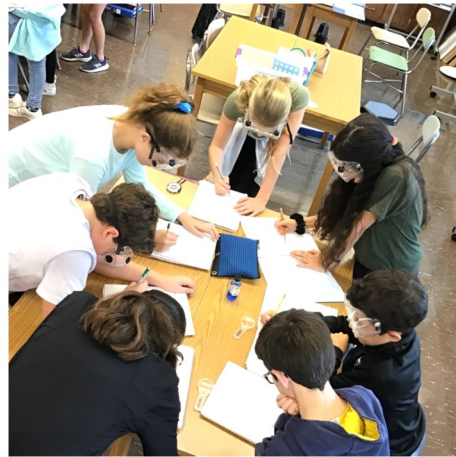
In science, students acted as scientists as they carefully implemented safety rules in chemistry exploratory labs. As students participate in labs, they are learning how to use measurement tools while utilizing the metric system.

ELA

In ELA, students are examining short stories and identifying examples of characterization, conflict, theme, setting, and mood. In the coming weeks, they will be crafting original claims about what they have read and identifying and explaining the strongest text support to prove their thinking.

SOCIAL STUDIES

In social studies, we began the year exploring digital citizenship. The focus was on cyberbullying, balancing our online and offline lives, identifying fake news, and staying safe on the internet. The students are now exploring the series of developments that lead to the beginnings of civilization. We look forward to continuing our journey together in sixth grade!



UNIFIED ARTS – 6

Students in 6th grade Unified Arts rotate through Art, Home and Careers, and Technology Education over the course of the year. All Unified Arts classes focus on active, hands-on and exploratory learning experiences. Students love the engaging active learning environments of the Unified Arts classes. Please ask your child to share their experiences with you.

ART

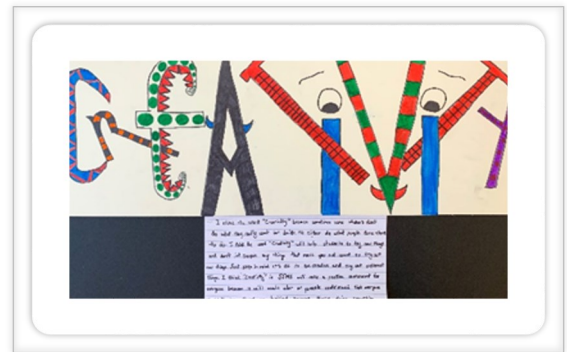
Students are starting with a Character

Education Unit. Character strengths are positive traits reflected in thoughts, feelings, and behaviors. Knowing your character strengths isn't just interesting information.

When skillfully applied, character strengths can have a significant positive impact on your life. Research shows that using your character strengths can help you:

- Buffer against, manage and overcome problems
- Improve your relationships
- Enhance health and overall well-being

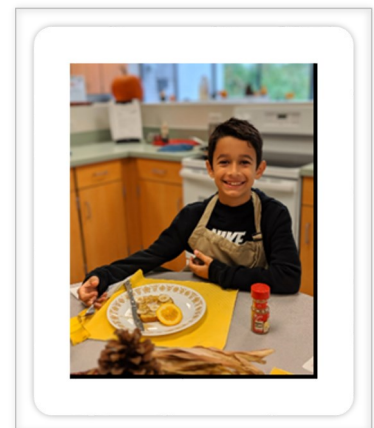
(<http://www.viacharacter.org/www/Character-Strengths>)



For this assignment, students were asked to identify one of their character strengths and illustrate that word(s) using lettering as imagery that you draw rather than text that you write. In addition, they were to reflect on why they chose that character strength for this assignment.

HOME & CAREERS

Students are starting the year with their Cooking Unit. They begin by learning about kitchen safety with an emphasis on preventing accidents in the kitchen. From there, students learn how to read and prepare a recipe, garnish a meal, accurately measure ingredients, use tools safely and efficiently, maintain safe and sanitary conditions, set the table and use proper table etiquette. Cooking helps students develop independence, as well as build a sense of togetherness and belonging. Please encourage your children to help prepare meals at home!



UNIFIED ARTS – 6 (cont.)

TECHNOLOGY

Technology Education is STEM Education - the integration of science, technology, engineering and math. The Engineering Design Process drives instruction in

Technology Education in the same way the Scientific Method drives instruction in Science. This rotation, students are studying circuitry and electronics with lab activities in each of these areas. Students built a variety of circuits to power lights, fans, motors and sensors. New to technology education this year are ozobots. Ozobots are tiny programmable robots designed to teach students to code. Ozobots can identify lines, colors, and codes on paper and digital surfaces.



7th GRADE

The 2019-2020 school year is off and running. All 7th grade teams participated in the field day working on Team Building activities at BOCES Yorktown Challenge Course. As a follow up, students are working on their Character Strengths.



Team Supreme at BOCES Yorktown Challenge Course

TEAM SUPREME

The teachers of Team Supreme hope that it has been a smooth start for you all and wants to remind the students and parents to check e-chalk for homework, announcements, and resources.

ELA

The students began the year revealing themselves as readers and writers through personal poems or paragraphs on their favorite recent memories. Additionally, classes have reviewed literary elements, specifically characterization, theme, setting, mood, and plot in order to write about and discuss short stories we have read, and/or will be reading. In an effort to help encourage strong reading habits, we traveled as a class to the school library, and selected fiction books for reading partnerships. Independent reading will continue to be an important component of the curriculum!

MATH

Math classes are off to a great start this year. Math 7 classes have reviewed several topics including: working with both negative

TEAM SUPREME (cont.)

MATH (cont.)

and irrational numbers. Both math classes are using the Big Ideas Math textbook with online support. This book should be kept at home. These resources should be used as a reference and for additional practice. All tests/quizzes should be signed by a parent and corrected. Students have one week to complete this homework.

SCIENCE

With Mr. Stathis in science, we began with the foundational tools of our year: the metric system, graphing, the scientific method, and the life functions. Entering into biology specifically, we are learning the domains of life: Archaea, Bacteria, and Eukarya. Within Eukarya, we'll study its kingdoms: Protista, Plantae, Fungi, and Animalia. We'll dive more deeply into Animalia by studying seven selected phyla within it.

SOCIAL STUDIES

In Social Studies, we started the year with a study of geography and an emphasis on how geography determines history. That was followed by a unit on European exploration and European's interactions with Native Americans. We will then begin a study of the development of European colonies in North America. An overarching focus for these units will be on the role that frontiers play in influencing human behavior.

TEAM UNITY

The 2019-2020 school year is off and running. The teachers of Team Unity hope that it has been a smooth start for you all and want to remind the students and parents to check e-chalk for homework, announcements, and resources.

ELA

In ELA, the students have been reading short stories to focus on various literary elements and techniques that authors use to develop their stories. Specifically, we have focused on characterization, theme, setting, mood, and irony in order to write about and discuss what we have read. In an effort to help encourage strong reading habits, students have shared the titles of some of their favorite books so other students can have a more honed focus when selecting an Independent Reading Book (IRB).



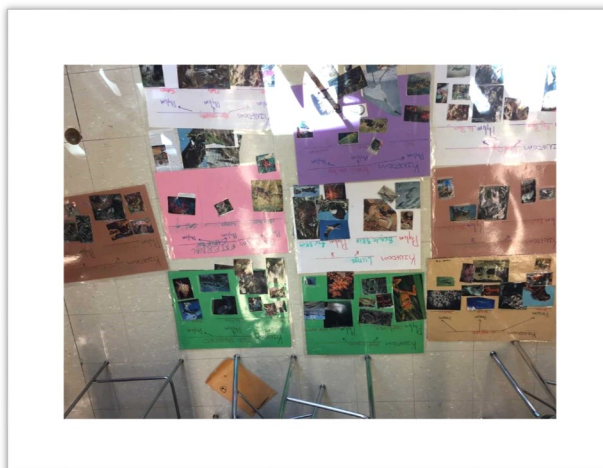
MATH

Unity Math classes are off to a great start this year. Our Math 7 class has worked with operations on positive and negative integers and rational numbers, including decimals and fractions. The Math 7 Accelerated class has completed this work and has moved on to using the distributive property to simplify algebraic expressions. They are now beginning to solve equations algebraically. Both math classes are using the Big Ideas Math textbook and resources. These resources, along with the online resources and Big Ideas video app, can be used as reference and for additional practice.

TEAM UNITY (cont.)

SCIENCE

In Science students began the year by describing life and studying the body and cellular processes that all living organisms must do to stay alive. Students found and analyzed pictures of living organisms and the life functions they were carrying out. The Fish Respiration Lab was a student favorite. We have moved onto classification of living organisms and are studying the domains and kingdoms of life along with major animal phyla. Students will be engaged in Animal Phyla Learning Centers in class and complete a lab in which they create their own unique classification system based on animal characteristics. We will conclude the unit by learning about dichotomous keys. Students will be following and creating their own keys.



SOCIAL STUDIES

In Social Studies, we started the year with the study of geography with an emphasis on how geography has influenced the lives of those who lived in Native America, along with how it impacts our own lives today! That was followed by a unit on European exploration and European's interactions with Native Americans. We will then begin a study of the development of European colonies in North America. An overarching focus for these units will be on the role that frontiers play in influencing human behavior.



TEAM GRIT

ELA

In ELA, students are cultivating their identities as readers and writers. Through the study of short stories and poetry, they are taught how to recognize the use of literary elements while reading, then implement them in writing of their own.

MATH

In math, students started the year learning about the world of integers; how they work, what they mean, and how to calculate them. Once these concepts were mastered, we moved onto applying these skills to rational numbers.

SCIENCE

In science, students began the year reviewing basic analysis skills before moving onto examining common characteristics of organisms. Students designed their own investigation to see how the environment affected radish germination and growth.

SOCIAL STUDIES

In social studies, we have been using our study of Native Americans to master various social studies practices, such as analyzing the role of geography in human migration and culture, as well as analyzing various phenomena brought on when new contact is established between two places.



UNIFIED ARTS— 7

ART

Identity formation is commonly seen as THE critical "developmental task" of adolescence. The question, "Who am I?" is especially pertinent during this time. The combination of physical, cognitive, and social changes that are occurring, plus the serious life choices to be faced, are real concerns for the middle schooler.

The Fine Art curriculum addresses the concept of IDENTITY through the "Bird" Sculpture project. Students are initially provided with activities to explore some of their own individual characteristics. In conjunction with this, students begin learning about the concept of symbolism and how different elements of an artwork can convey an IDEA through non-verbal communication. Students then design a bird that uses symbolism to convey three things about themselves- some elements of their identity. Students execute that design using wire, pariscraft and paint.

At the end of the project, the young artists are asked to reflect upon the process, including a written description of how they utilized symbolism to convey something about their identity.



UNIFIED ARTS— 7 (cont.)

HOME & CAREERS

Students begin their year in Home and Careers considering the concept of identity. Through class discussions, activities and reflections students are tasked to identify and explore what they believe in, care about and choose to work towards. Students participate in mini challenges and experiments in communication, cooperation and teamwork so they can practice working collaboratively.

Students reflect on these experiences and choose the criteria for "Learning Partners", which become the guidelines for their work together throughout the year.



Students then create a personalized collage using words, photos and images to represent their personal qualities, interests, goals, experiences and values. Next, students apply their understanding of identity, needs, values and goals to establish empathy for others as they begin the user-centered design unit. In this unit, which spans several months, we will be working on developing the ability to observe, empathize, ask thought-provoking questions, communicate and make use of feedback in our work. Imagination and innovation are celebrated as students apply these skills to create solutions and prototypes for fictional characters with real human needs.

UNIFIED ARTS—7 (cont.)

TECHNOLOGY

The design process is a big part of 7th grade Technology. 7th graders will be learning sophisticated architectural skills necessary to build their “dream homes.”

Students will learn how to create architectural plans using a $\frac{1}{4}$ " = 1 foot scale. They will also learn how to use architectural scales to assist them in creating their house plans. Students will be learning the essential skill of home design. Each student will be given the opportunity to create several “fun rooms” to put in their dream homes.

Students will follow the design process to complete this project. An architectural design brief with specifications and directions will be given to each team. Students will work in groups, communicating and compromising effectively. At the end of the unit students will be given the opportunity to present their house project to the entire class and explain the steps they used to create their homes.



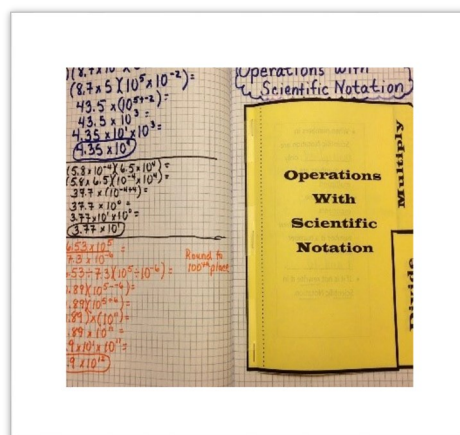
8th GRADE

ELA

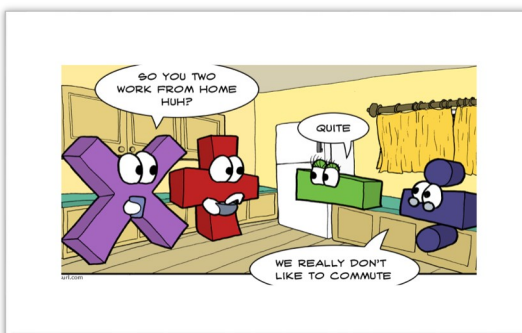
This fall we have been building a community of readers, writers, and thinkers in 8th Grade ELA classes. The independent reading program continues in 8th grade. Students selected "just right" fiction books, with a focus on characterization and conflicts. As a grade, we have been immersed in John Steinbeck's novel, *Of Mice and Men*. Students are responding to the text through a variety of activities. Ultimately, each student will write a thematic essay about one major theme in the novel. In addition, students will also imitate Steinbeck's writing style by crafting an alternative ending.

MATH

Math 8 classes are continuing to explore the common core curriculum this year. This is a challenging, conceptual, and problem-solving based course. The first unit includes the concepts of *exponential expressions, scientific notation with and without real world context*. The Math 8 curriculum provides students a solid understanding of pre-algebra concepts



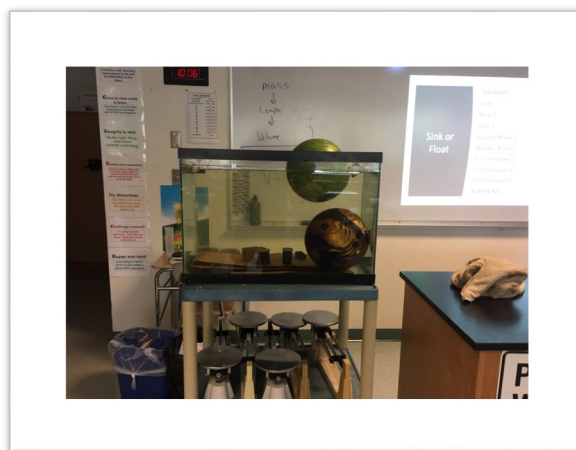
The Algebra 1 accelerated math classes will be exploring algebra in great depth as they embark upon their first year of high school mathematics using the common core curriculum. This challenging course will culminate with a NY State Regents exam in June. Much of our work so far this fall has been centered around a detailed exploration of algebraic expressions, equations, word problems, inequalities, and properties of mathematics.



8 GRADE (cont.)

PHYSICAL SCIENCE

Students have been reviewing the scientific foundations and measuring skills that they learned in previous years, plus some new methods of measuring matter. Students are not only measuring matter, but investigating the properties of matter, beginning with density and melting/boiling point, before we move on to the study of the basis of matter - the atom. These topics have begun to lay the foundation for our culminating Chemistry and Chemical Reactions unit.



EARTH SCIENCE

Classes reviewed the scientific foundations and measuring skills that the students learned in previous years and then dove into the topic of density via a study of Meteorology and the Formation of Earth and its layers! We are currently investigating mapping fundamentals, where we studied Latitude and Longitude in depth and became familiar with why we have time zones. Our theme of the year is that Earth is an interconnected system!

Our Scientists are conducting many investigations using new equipment and scientific equations! We have also been practicing our math skills because "Math is the Mother of all Sciences!"

8th GRADE (cont.)

SOCIAL STUDIES

Grade 8 Social Studies classes have focused on two major topics so far this year. First, all students have engaged in a six-day program from Common Sense Media on Digital Citizenship, exploring the benefits and pitfalls of living in an internet driven age.

Students have learned how to make informed decisions about how, when, and what to digitally share, how to protect themselves, and ways to best navigate an increasingly complex electronic world.

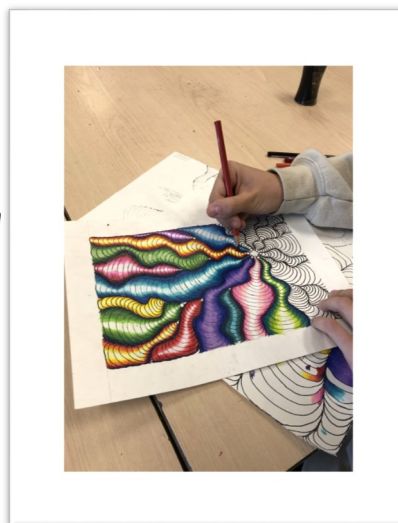
Second, students are currently engaged in a unit of study focusing on The Reconstruction Era. Major themes include of the extent to which we are responsible for others, the power of purpose of the law, the struggle for equal and civil rights, and judicial review. The unit ends with the creation of the Jim Crow South, and exploration of how cultural change happens. Reconstruction and the Civil Rights Movement of the 20th Century will serve as bookends to our curriculum.

UNIFIED ARTS— 8

Unified Arts 8 is off to a wonderful start this year. We have greatly enjoyed getting to know our students in our first 10 day rotation, working on Colored Pencil shaded Abstract drawings in Art and designing structures in Technology.

ART

Art students learned about three different color schemes: Monochromatic, Analogous, and Complementary. They practiced mixing color and shading using each technique, and then put them together to create the illusion of depth in an abstract "tube" form. These color schemes will come back into play in our last project, the self-portrait collage. In our second rotation, we begin work on a mixed media self-portrait



TECHNOLOGY

Technology students have worked first rotation on a Civil Engineering design problem. They have explored the structures that create strength and stability, using problem solving and critical thinking skills. Students then applied that knowledge to the design of a tower or bridge. In second rotation, students will build their structure out of balsa wood. The project culminates with a day of strength testing to see which structure can hold the most.



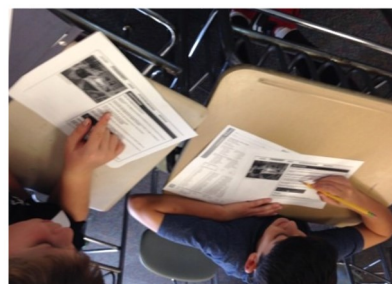
WORLD LANGUAGE

6-7-8 French

FRENCH 6

Students are learning the basics of French pronunciation; to greet people, introduce themselves and say where they are from. Students are also learning to count to one hundred. Students will learn to introduce family, relatives, and friends. In addition, your student will learn to give his or her age, and find out someone else's age.

The curriculum focuses on authentic culture and real-life communication in French. We practice listening, speaking, reading, and writing, along with introducing students to culture typical of France and the French-speaking world. Students had the opportunity to make *croque monsieur* - the French version of a grilled ham and cheese sandwich - and they are currently researching francophone countries in preparation for a francophone flag project.



Students reading French news articles.

FRENCH 7

Right now, we are studying real-life communication skills as students use French to find their way around a French city. Students are learning to describe their city and neighborhood, and to ask and give directions. They will learn to talk about the places they go and the things they are going to do. In addition, they will learn to describe their home and to talk about their family. Students will learn to conjugate the irregular verbs *aller* (to go) and *venir* (to come), and to form contractions and to show possession using possessive pronouns.



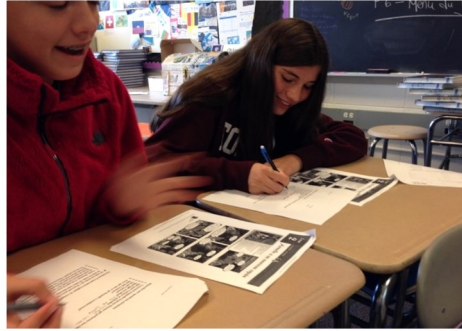
Students in the language lab.

7th grade French students are looking forward to the upcoming field trip to Bernard's where they will dine on authentic French fare and interview the chef *en français*.

6-7-8 French

FRENCH 8

8th grade French students started the year by activating some of the basic communication skills, such as counting, talking about the weather and asking and answering questions. Currently, students are expanding their vocabulary to describe themselves, as well as family members and friends, and to talk about feelings, plans and recent events. Students will review verbs—*aller*, *être*, *faire*, and *venir*—and will learn expressions that use those verbs. In addition, your student will review the formation of adjectives.



Students speaking and writing.

SPANISH 6

Students are enjoying speaking Spanish and listening to songs to help them learn vocabulary. Students ask and answer basic questions about themselves and are currently researching Spanish speaking countries. Students are becoming acquainted with the language lab, practicing communication and pronunciation interactively. Next, students will learn numbers and weather expressions. We will focus on cultural topics in each unit of study this year.



6th graders working in the language lab.

6-7-8 SPANISH

SPANISH 6A

Students are enjoying communicating in Spanish with their classmates and teachers. They are having basic conversations and learning to ask and answer questions. Spanish classes have also learned about where Spanish is spoken throughout the world, completing a project in which students explored Spanish speaking countries. Students are encouraged and expected to use Spanish at all times during class; to ask to use the bathroom, to ask for pencil or paper, and to use other useful expressions they have learned thus far. Students are engaging in language lab activities to increase proficiency. We will focus on cultural topics in each unit of study this year.

SPANISH 7

7th grade Spanish students are reviewing vocabulary and grammar from 6th Grade Spanish and will be starting new material in the weeks to come. Students will be learning 'tener' expressions to describe how they are feeling, and they will also learn more family vocabulary. Students will be able to describe their families and individual family members and will be able to have more in depth conversations with each other about themselves. We look forward to building upon the foundation set in 6th Grade Spanish!



6-7-8 SPANISH

SPANISH 7A

Spanish 7A began the year reviewing introductions and basic questions for conversation. They reviewed topics learned from last year such as numbers, weather, activities they like and dislike to do, as well as the calendar. Our Spanish classes have also participated in making and tasting Guacamole with many of the ingredients being grown right out of our own school garden. Students will soon learn adjectives to describe themselves and other people. They are given opportunities each day to practice their Spanish with one another and build upon it.



Made and garnished by Spanish 7A students.

SPANISH 8

8th grade Spanish students are reviewing vocabulary and grammar from 7th Grade Spanish along with celebrating Hispanic Heritage Month (Sept. 15- Oct. 15th). Students were assigned a significant figure and researched their contributions to society. Students will be learning about sports and learning the difference between knowing someone and knowing how to do something (*saber vs. conocer*) along with the continuation of stem-changing verbs.



SPANISH 8AB

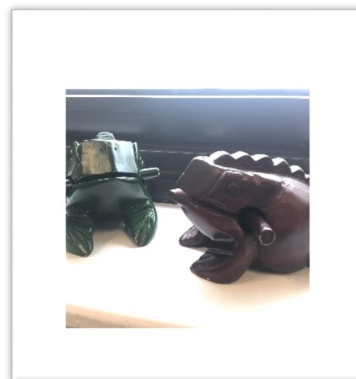
8th grade Spanish students are reviewing vocabulary and grammar from 7th Grade Spanish along with celebrating Hispanic Heritage Month (Sept. 15- Oct. 15th). Students were assigned a significant figure and researched their contributions to society. Students will be learning about food and what are their likes and dislikes and sharing with each other.



MUSIC

CHORUS

In 6th Grade Chorus we are working on incorporating musical elements, such as dynamics, into our daily singing. The 7th & 8th Grade Chorus continues to work on 3-part singing, projection and articulation as we prepare repertoire for our Winter Concert.



BAND

Band students have been learning our ensemble rehearsal routines and doing a great job. In 6th grade band we have been focusing on note and rhythm reading as well as our concert repertoire. 7/8th grade band has been rehearsing their concert repertoire as well as working on articulation, dynamics and alternate fingerings for some challenging passages in their music. So far, our favorite piece is "Frogs" which features some new percussion instruments.

ORCHESTRA

Orchestra students have been having a blast learning new music. 6th graders are learning a piece called "Ninja," while the 7th and 8th graders recently received a piece called "Rosin Eating Zombies from Outer Space" - just in time for Halloween! In both pieces, students are learning alternative techniques on their instruments.



DISCOVERING MUSIC

In Discovering Music, 6th graders are learning to read music, 7th graders are working on piano skills, and 8th graders are composing their own music.

Upcoming concert dates are below. More information to follow as we get closer to the dates.

- **Chorus — December 18, 2019 at 7 PM**
 - **Orchestra - January 22, 2020**
 - **Band - January 27, 2020**

LIBRARY NEWS

Welcome to the library news! I'm Jennifer Useted, the librarian here at JJMS. Ms. Susan O'Malley, our fabulous library clerk, is also back for another exciting year!

Here's what's new:

Our library classroom has been outfitted with new tables, chairs and iPads to make it a more flexible learning environment. We also have new seating for students who come to the library to read.

Several classes have already begun research projects, and 6th grade students have all received a library orientation lesson to learn about all the amazing resources we have available.

Many students come to the library during recess to read and study. We also offer a variety of activities, including a small Makerspace area. Students can create things out of paper, fabric, yarn, buttons, beads, ribbons and other materials. Donations of any of these materials would be greatly appreciated. We are also looking for donations of Legos for our Lego boards.

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



PHYSICAL EDUCATION

Our PE classes have gotten off to a great start! We are finishing up a touch football unit in which students have been working with their teams to learn the rules, work as a team and play games in a sport education season. Our trainers have been leading their teams through dynamic warm-ups as well as a variety of strength exercises. We have also been running on the track and building up to our mile run and fitness testing which will begin after the football season.



HEALTH

6th graders in Health have or will start with an introduction to health, followed by diving into decision making skills and techniques with a focus on social emotional learning. Students are able to create and reflect on situations that may occur in their daily living in order to apply such skills. Additional focus points for sixth graders include hygiene, vaping, and the body systems. The year is culminated by a research project on the body systems to gain a deeper level of understanding of what each body system does, its purpose, its components, how to keep it healthy, and how each system works interdependently with other systems.



Students doing research projects on iPads

HEALTH OFFICE REMINDERS!

CELL PHONE USAGE

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 the parent. If your child texts you, redirect them to come to the health office to be evaluated and to make a phone call to you together with a nurse.

MARY MULLANEY, RN

Office: 763-7508

Fax: 763-6014

MODIFIED WINTER SPORTS

- Physicals must have a date AFTER November 1st, 2018 to be current.
- School District Physician will be conducting physicals in November for any student who wants or needs a physical, per parent request.
- **The Winter Sports Registration information and FAQs are on the next page. For more information on modified sports please refer to the Athletic Website.**

MODIFIED SPORTS INFORMATION

Modified Winter Sports Information

Welcome to John Jay Athletics. Below is important information for parents and students to help with the registration process for winter sports. If you have any questions or need additional information, please contact the athletic department.

- On-line registration through FamilyID opens **October 18th**.
- www.familyid.com / Program Name: John Jay Athletics

Winter Sports Offered:

- Basketball (boys & girls)
- Indoor Track (boys & girls)
- Wrestling

You must register your child EACH SEASON they wish to participate on a team.

Current physicals and medical forms due to nurses office by November 11th
Doctor at MS November 1st. If you would like to use the school doctor for a physical, please schedule an appointment with the nurse's office.

Tryouts/Practices Begin November 18th

Important Information:

- **Pre-Season Meeting:** There will be a pre-season meeting for registered students interested in winter sports November 14th at 3:00 pm in the MS South Gym.
- **Physicals:** A current physical must be on file to be eligible for winter sports. Physicals dated October 2018 (or earlier) are not current physicals.
- **Medication Forms:** Students who carry inhalers, epipens or have any other special medical concerns must have updated medication forms completed by their physician on file in the health office. Printed forms from doctor's offices that use electronic medical records are acceptable. Forms can be found on the athletic web page. <https://www.klschools.org/groups/4486/athletics/home>
- **Student Transportation:** Students must be transported to and from all athletic contests by school authorized vehicles. Parents may transport their child home from away contests.
- **Athletic Calendar:** Visit our inter-active athletic calendar on our web site. This calendar provides the latest information on practices and games. Track your team(s), access directions to fields, set game reminders and receive real-time e-mails of changes.

MS Health Office: 763-7508 / fax: 763-6014
***** John Jay Athletic Office: 763-7254**