

# JOHN JAY MIDDLE SCHOOL

## FROM THE MIDDLE

September/October 2020

Volume 2, Issue 1

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Faculty and PTO



It doesn't seem possible, but it's already November!

The first couple of months have been exciting, different (compared to years past!), and, most of all, inspiring. The students have proven to be resilient despite all of the changes presented to them; we attribute this to the parents and JJMS faculty and staff.

All while adapting to our "new normal," our sixth graders have made a remarkable transition from elementary school. The 7th graders have genuinely become "MIDDLE SCHOOLERS," and our 8th graders are connecting well to their leadership and are growing very quickly academically, emotionally, and socially. If you would like to check on the status of your child's classwork and homework, please log into their Schoology account. If you have questions or need help creating a plan, please contact your child's teacher and/or counselor.

After-school clubs are now being offered to the students. The 2020/2021 club brochure is on the JJMS website under the Athletics & Clubs tab, or you can [click here](#). Students have the opportunity to join clubs that cover all interests. We will be updating the Club offerings; check the JJMS Website regularly for an updated list. Please take some time to review and discuss the different clubs being offered and encourage your child to join the fun!

Our PTO Principal coffees have started, and I hope that you will consider joining us if you haven't already! The PTO principal coffees provide an excellent opportunity for the JJMS administrators to stay connected with the parents. The meetings are held via Zoom, and the links are posted on the PTO website. [Save the following dates - 11/10, 1/5, 3/9, and 5/11!!](#)

You will notice that we included a few dates under the Important Dates section of our newsletter; however, we will always send out reminders and notices of new dates or cancellations.

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

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#### SPECIAL POINTS OF INTEREST

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## A LETTER FROM THE PTO

Hello JJMS Families,

It's been a great start to the school year and we are so grateful for all of the hard work of the school staff. We are selling new Wolves spirit wear, which can be purchased here: <https://jjms2020fall.itemorder.com/>.

Picture Day has been rescheduled for December. Keep an eye out for sign ups and volunteer opportunities.

Thank you again for your support!

Warmest regards,

Teryn Kendall & Jessica Inglis  
JJMS PTO Co-Presidents

## IMPORTANT DATES FOR NOVEMBER & DECEMBER

November	
November 3—Tuesday	No Students in School—Election Day
November 10—Tuesday	PTO Principal's Coffee
November 11—Wednesday	Veteran's Day No School
November 26 & 27 Thursday & Friday	Thanksgiving Recess
December	
December 2—Wednesday	Picture Day from 4pm-8pm
December 4—Friday	Picture Day from 4pm-8pm
December 5—Saturday	Picture Day from 8AM—4PM
December 24 - January 4	Winter Recess

## COUNSELORS CORNER

The counselors would like to extend our welcome once again to the 2020-2021 school year. We truly recognize that this is a historic beginning, and we are thankful for the tireless efforts from everyone, including you at home to make this all possible. Our collective goal is to create a safe environment for our students and to make supportive connections with our students and families.

### 6TH GRADE

In 6th grade, Jen Makover has been visiting students in their lunch groups and remotely for remote only students to introduce or reintroduce herself, talk about the role of the school counselor, and get to know the students. It's been such a pleasure to see our 6th graders persevering through some of the challenging COVID-19 protocols while still enjoying their time at school. Many students indicated that some new-found freedoms and moving from class to class has been a highlight.



*Ms. Makover facilitating a 6<sup>th</sup> grade "Get to know you" lunch group)*

### 7TH GRADE

In 7<sup>th</sup> grade Mr. Tepper has been meeting with students in person and online. It is so nice to see all the kids again. Mr. Tepper has been helping students to plan and organize their hybrid or fully remote weeks of learning. How we learn may not be the same but being there to help students is still the same, with the exception of those Zoom meetings. He looks forward to being there to help the 7<sup>th</sup> graders through this year as they grow and mature.

## COUNSELORS CORNER (cont.)

### 8TH GRADE

In 8<sup>th</sup> Grade, Ms. MacSweeney has been meeting with students both online and in person. It has been wonderful to see students again after so long looking quite a bit taller and more mature! Ms. MacSweeney will be continuing to meet with students to process life in these uncertain times and to discuss life as young teenagers, which can also be fraught with uncertainty (even in the best of times).

Please don't hesitate to reach out to your child's counselor with any questions or concerns and encourage your child to do the same.

### HELPFUL TIPS FOR ALL STUDENTS!

#### Setting up a successful Remote learning environment

- ♦ Set up a well-lit area that has ample workspace.
- ♦ This space needs to be free of distractions. You know your child and will know if they need their phone, etc. to be in another room.
- ♦ Have all needed supplies at the ready to be used so that your child does not have to stop and hunt for them.
- ♦ Coordinate materials so that they are easily accessible. (Such as color coding by subject)
- ♦ Have your child dress for work even if it's just jeans and a t-shirt. This sends a message to oneself that "I am ready for work". There is a difference between relaxed pajamas mode and work mode. This also helps your child understand that their camera needs to be on and they need to be involved.
- ♦ Have your child use the JJMS homework agenda book to record work and homework that needs to be done. This will put their tasks to be completed in front of them in black and white and they can mark it completed as they go.
- ♦ Communication is the key. Have your child Email their teacher if they have a question, cannot connect to the zoom link or are struggling with technology. Students have heard from the MS counselors that this is part of being a responsible learner.
- ♦ Also, have your child contact technology if you and they cannot fix an issue, at [studenthelpdesk@klschools.org](mailto:studenthelpdesk@klschools.org)

Make sure your child takes breaks and has something to eat and drink!

## 6th GRADE

### SCIENCE

Our scientists have been hard at work as we returned to learning in the lab through the lens of the scientist! We started our year learning about each other and making observations and inferences about each other using visuals to provide clues about who we all are. By using the clues, our students made claims about partners from their team who they didn't see in school every day. Next our students were next introduced to Claim-Evidence-Reasoning (CER) writing in science and how this is used through the lens of claims made in television commercials. Our budding scientists learned how to closely analyze the evidence presented to determine if a claim had any reasoning to back it up. Using the scientific process of forming a hypothesis statement, then gathering data, they are learning how to back up their thinking in a clear and cohesive format.

From this background our students began to design ways to scientifically test the claims. Our learners conducted product tests both in school and at home and pooled all of their data to compare results. By looking at data, students were able to make generalizations about their findings, and then with more scientific background, form clear conclusions. Finally, students are applying their knowledge of Claim-Evidence-Reasoning and the Scientific Method to improve upon a product. Designing better ways to fly a plane is a focus in many 6<sup>th</sup> grade classes this fall!

We are looking forward to an exciting year of learning in 6<sup>th</sup> grade this year and with the knowledge of scientific process under our belt, we are ready to tackle our first unit in Chemistry as we learn about properties of matter and how we use characteristic properties to identify everything in the world!

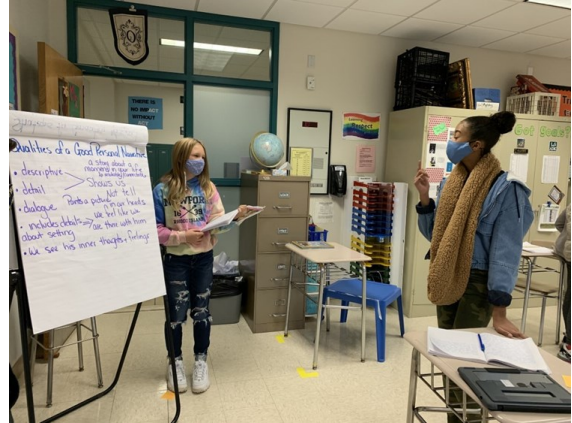


## 6th GRADE (cont.)

### ELA

In our ELA classes, we started the year with a short story unit. In this unit, we have studied characterization, conflict, theme, setting, and mood across a variety of short stories as well as in their independent reading books. At the same time, students have been practicing crafting original claims about what they've read while identifying and explaining the strongest text support to prove their thinking. Students have had the opportunity to select independent reading books which have been integrated into our workshop lessons as a way of helping them feel invested and engaged in their learning. Furthermore, they

are sharing elements of their completed independent reading books in their personal Padlet which they will be adding to throughout the school year. Over the course of the year, students will be learning at least 160 new vocabulary words as part of our ongoing vocabulary study. Having learned several lists of words thus far, students have been excited to share the discovery of these words in their own independent reading book as well as the use of them in their writing. In our next unit of study, students will learn how to write a personal narrative as they practice a variety of writing strategies to help them express themselves through their writing by sharing stories from their own personal life experiences.



Nalaia Nosworthy and  
Charlotte Jacobs

### MATH

Students engaged in various activities and spent time thinking and working like mathematicians and identifying that failure is the part of the process in succeeding. Students used project-based learning to review and reinforce previously learned skills. They were engaged in reviewing fractions and decimals in solving discrete problems and applying these skills to word problems. Students took these skills to a higher level and challenged themselves with multi-step real world problems and modeling. Moving forward, students will use horizontal and vertical number lines in real world contexts to understand positive and negative numbers. have a deep understanding of what a percent is and how to convert between fractions, decimals, and percents.

## 6th GRADE (cont.)

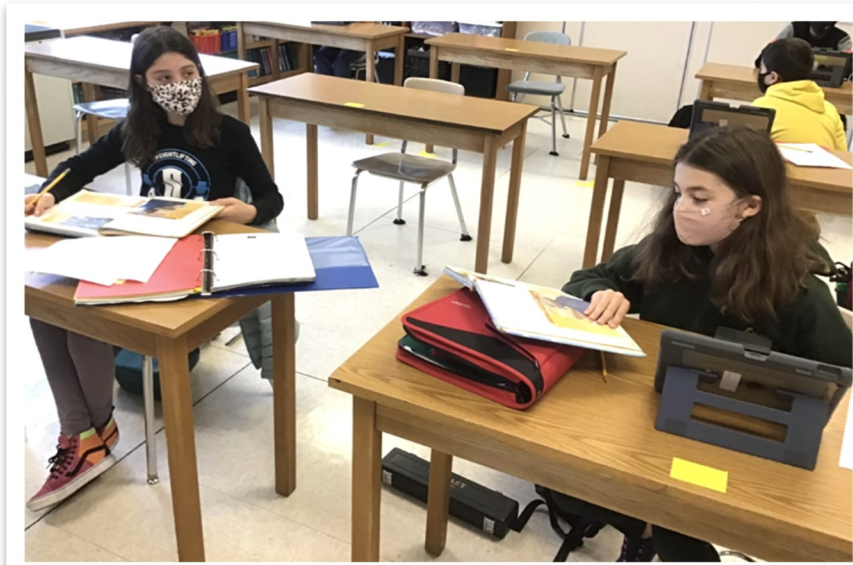
### SOCIAL STUDIES

In social studies, we began the year with a unit on Digital Citizenship where we focused on topics like cyberbullying, balancing our online and offline lives, identifying fake news and staying safe on the internet. These topics are so important in the increasingly technological realms of students' lives both at school and at home.

This is an exciting year as your child will study the ancient world- From the beginnings of human society to the fall of the Roman Empire. Along the way we will learn about the ancient civilizations of the Fertile Crescent, Egypt and Nubia, India, China, Greece, Rome and the start of the Medieval world.

One of the first topics we studied is prehistory- the period of time before people recorded events in writing. The students learned about the Paleolithic and Neolithic periods. We learned of the discovery of Otzii the Iceman, an incredibly well-preserved man from the Neolithic period. From Otzii's remains, scientists and students have learned a great deal about life 4,500 years ago!

Our next unit is the study of Ancient Mesopotamia, located in the fertile crescent, currently known as Iraq, Iran and Syria. We have the ancient culture of Sumer to thank for so many achievements such as the development of writing and the wheel!

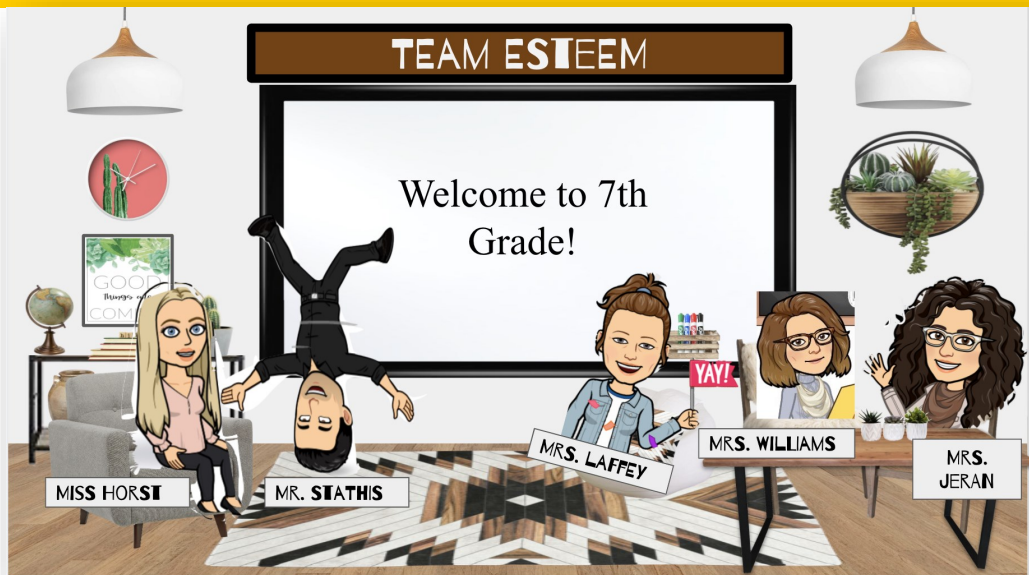


Kaya Adler and Erin Williams



## 7th GRADE

### TEAM ESTEEM



The 2020-2021 school year is off and running. The teachers of Team Esteem hope that it has been a smooth start and want to remind the students and parents to check Schoology daily for homework, announcements, and resources. Extra help is available on Wednesday afternoons via Zoom.

### ELA

In 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, students are expected to read many books throughout the year. They will be encouraged to use SORA, our e-library. Independent reading will continue to be an important component of the curriculum!

## **TEAM ESTEEM (cont.)**

### **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.

### **MATH**

Math classes are off to a good start this year. Math 7 classes have reviewed several topics including: working with both negative and positive integers, and order of operations. We have started working with decimals and fractions and properties of numbers. Math 7 Accelerated has moved onto topics including rational and irrational numbers. Both math classes are using the Big Ideas Math textbook with online support. This textbook 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 assignment.

### **SOCIAL STUDIES**

In Social Studies, we started the year with a study of geography and an emphasis on how geography determines history. Next, we are studying our Nation's government and Constitution, in order to deeply understand the terminology and structure that makes up our Nation's governmental systems. This will be 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 2020-2021 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 Schoology for all class information.

### 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, 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 classes have worked with operations on positive and negative integers and rational numbers, including decimals and fractions. The Math 7 Accelerated class will be completing this work shortly and moving on to using the distributive property to simplify algebraic expressions and to solve equations algebraically. Both math classes are using the Big Ideas Math textbook and resources. These resources, along with the Big Ideas video app, can be used as reference and for additional practice.

### 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 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 created a Padlet where they found and analyzed pictures of living organisms and the life functions they were carrying out. Student also completed "The Fish Respiration Lab", with in school students paired with zoom students for lab groups. This study of the life function regulation is always a student favorite. We are moving onto classification of living organisms and will be studying the domains and kingdoms of life along with major animal phyla. Students will be engaged in learning about Animal Phyla 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.



## TEAM GRIT

Team Grit is well on its way into our journey through each of the four team subjects, and here is a little about what we've been doing....

### SCIENCE

Since the start of the year in Science 7, students have examined characteristics of living things, participated in a virtual lab, and designed their own investigation to grow radishes. We are now closing in on a Taxonomy unit.

### SOCIAL STUDIES

In social studies, we started out exploring Digital Citizenship, and then we studied the intersection of geography and human activity through a unit on Native America. We have just finished our third unit -- U.S. Government - just in time for the election! Our next units will focus on the American colonies!

### 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 7, 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.



## 8th GRADE

### MATH

Teachers and students are working very hard to make this “new normal” work. Math is notoriously a challenging subject for students, and the need for social distancing and masks make our communication piece a challenge, to say the least.

As with all difficult situations, there are positive by products born out of necessity. The students are clearly presenting as wanting to learn. The teachers are filling gaps, finding resources and structuring lessons to make them accessible to the students physically present as well as those learning remotely. Math 8 has been focusing on a major strand in our curriculum, expressions and equations. This foundational unit is the building block of high school algebra. We are spending significant time and energy reviewing and practicing the concepts of solving equations. Sounds easy? Not really. Students have to work with all the properties of numbers and the properties of equality that rule equations. We are embarking on translating word problems into mathematical sentences. This is a challenging concept, because it incorporates so many pre-requisite skills, including reading comprehension, abstract reasoning and critical thinking, and fluency in arithmetic.

The Algebra students have reviewed the Math 8 topics discussed above and delved into a deeper study of the structure of algebraic expressions and equations, including multiplying binomials, factoring, and manipulating algebraic expressions. The most challenging part of the first part of the year has been mastering the art of solving word problems. The students must use their understanding of math vocabulary to define the unknowns and find the relationship between the important elements to create an accurate depiction of the situation. Once they have accomplished this, they are at the turning point in the problem. Now they must resolve the conflict and find the value of the unknown. Most important Is to address the question being asked and make sure that their result is reasonable and accurately satisfies the conditions of the problem presented. Our goal is to train our students to think!

## 8 GRADE (cont.)

### Physical Science

Students in Mr. Kastanis' class have been learning about Measurement and the Metric System. Students have completed Mass, Volume and Length labs both in class and on zoom. We have moved onto Density and have seen density phenomena and completed "Calculating Density", "Density Column" and "Sink-Float" lab work.



Mr. Miller's and Mrs. O'Gorman's 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

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 interaction of matter! 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!

### 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.

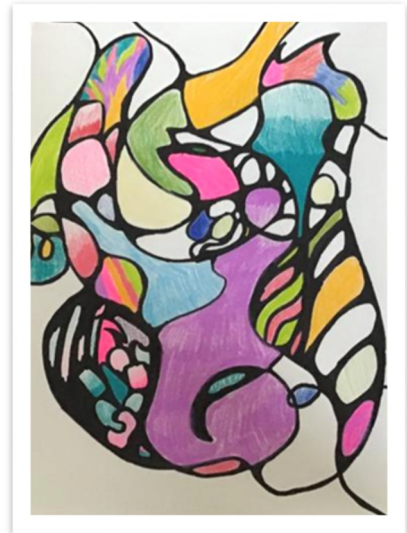
Second, students are currently engaged in a unit of study focusing on The Reconstruction Era. Major themes include the extent to which we are responsible for others, the power of purpose of the law, the struggle for equal and civil rights, and judicial review. The unit ends with the creation of the Jim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

# UNIFIED ARTS: GRADES 6 –8

## ART—6TH GRADE

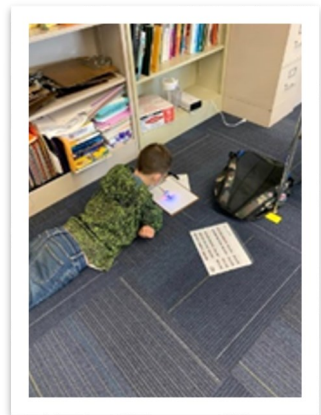
Students are starting the year with a colored pencil unit. They are learning about different drawing techniques such as gradients, burnishing, layering, hatching and cross-hatching. We have also reviewed some color theory and practiced shading spheres using our complementary colors.

The rotation concludes with Neurographic Art drawing. Neurographic Art is a relatively new form of art, developed in 2014 by a Russian psychologist named Pavel Piskarev. The drawing develops by connecting how our inner being reacts to the outer world. It can transform any fears or chaos into something calming and peaceful.



## TECHNOLOGY—6TH GRADE

Students in Sixth Grade Technology class have begun the year by learning to code. Students have been learning Block based coding which is a programming language that allows students to issue instructions to small robots called Ozobots by dragging and dropping blocks. This coding will lead into our next topic of study BlocksCad 3D.



## FAMILY CONSUMER SCIENCE — 6TH GRADE

Students are starting the year with a modified Cooking Unit. They begin by learning about kitchen and food safety with an emphasis on preventing accidents and staying safe in the kitchen. From there, students learn how to read and prepare a recipe, garnish a meal to make it look more appealing, maintain safe and sanitary conditions, and set the table. Cooking helps students develop independence. Please encourage your children to help prepare meals at home!



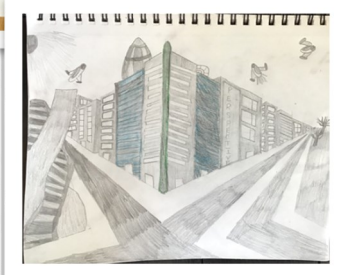
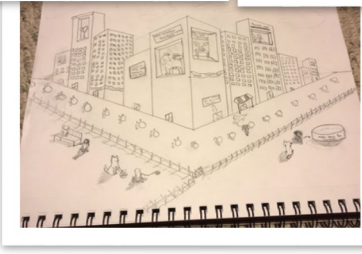
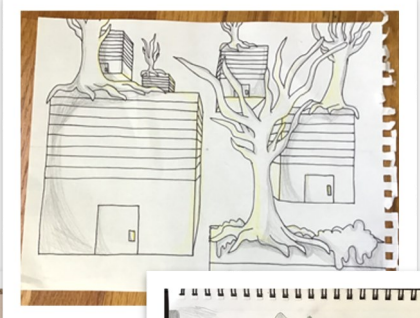
# UNIFIED ARTS: GRADES 6 –8 (cont.)

## ART—7TH GRADE

Students in the 7th grade Art class are starting their year with some review and new learning of basic, core skills. Our first project, a digital self-portrait, allowed students to learn about and practice using apps on their new iPads. Students used iMovie or Clips to make a short video that explains who they are. They learned to incorporate video clips, still photos, sound (music, sound effects or voice over), and text. The process of making the movie also taught them to airdrop between devices, screen record, create transitions, and how to save and upload to Schoology.

Our next project is a colored pencil review. Students are using their own hands to create shapes, and then practicing a variety of skills within those shapes. Their work reinforces skills with shading a gradient, use of primary, secondary, and tertiary colors, and color mixing. For challenge work, students can also choose to work with color theory, exploring monochromatic, analogous and complementary shading and mixing.

Our last project of this rotation is a review of one and two point perspective. Perspective is the top artists use to create the illusion of depth. Students have reviewed the steps necessary make objects appear to shrink as they recede into the background. After some practice work, students began a fantasy city drawing, utilizing either one or two point perspective.



## UNIFIED ARTS: GRADES 6 –8 (cont.)

### TECHNOLOGY –7TH & 8TH GRADE

Students in 7/8 Technology have been working on learning a new program called BlocksCAD 3D

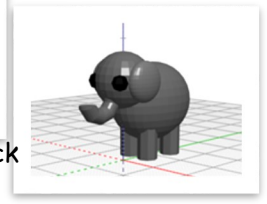
This is a coding program that helps students learn how to program in a way that integrate science, technology, engineering and math. Students are taught the skills necessary to successfully complete and create code for objects that can then be 3D printed. Students are given projects at their level and they can successfully “level up” to more challenging and more intricate coding projects, depending on their skill level.



Figure by Sophia Cheng.



Robot by Quincy Hadlock



Elephant by Nina Vigil

Students in Technology are also working on building individual school wide portfolios. The overarching question that the students are focusing on is, “Who am I as a learner?” The students will be adding artifacts from all their classes that they take during their time at JJMS. These portfolios will follow the students as they move through their middle school experience. Their portfolios will include all aspects of their educational journey at JJMS. Students will be curating artifacts and reflecting on their learning on Wednesdays when they are working remotely from home.

### FAMILY & CONSUMER SCIENCE—6TH GRADE

Students are starting the year with a modified Cooking Unit. They begin by learning about kitchen and food safety with an emphasis on preventing accidents and staying safe in the kitchen. From there, students learn how to read and prepare a recipe, garnish a meal to make it look more appealing, maintain safe and sanitary conditions, and set the table. Cooking helps students develop independence. Please encourage your children to help prepare meals at home!



# UNIFIED ARTS: GRADES 6 –8 (cont.)

## FAMILY & CONSUMER SCIENCE –7TH GRADE (cont.)

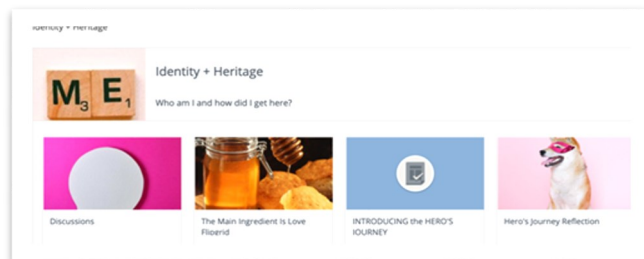
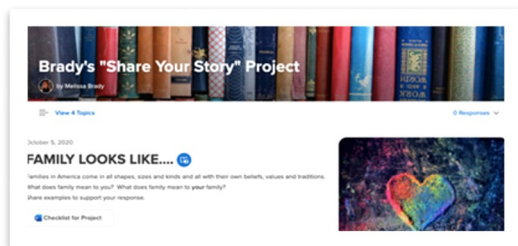
Our **LEARNING GOALS** and **OBJECTIVES** this trimester are grounded in the belief that exploring identity helps us understand ourselves and each other. Activities are designed to encourage curiosity while building communication and critical thinking skills.

We started in the school garden, with a scavenger hunt + some sensory detective work. At home searched their kitchens w/a choice board. Remote students visited the garden via a video tour. Students captured their discoveries with photos + shared their findings through Padlet.



To build community, students identify their learning needs + create guidelines for their work throughout the year. Students practice + apply communication strategies daily, reflecting on their interests, values and goals through discussions.

To explore the essential questions of Identity ("Who am I?" + "What makes me Who I Am?") students create Identity webs, explore + analyze media from Story Corp, texts, and PBS's American Portrait Series. Students practice their storytelling skills in a Flipgrid Video



To record their growth, students create a Reflective Digital Portfolio in Schoology to summarize, share and document their learning: a keepsake of their Identity discoveries to build from.

# WORLD LANGUAGE

## 6 & 7 French

### FRENCH 6

In 6<sup>th</sup> grade French, we are just beginning our exploration of French as it is spoken in France and the French-speaking world. As students learn the basics of French pronunciation, they are also learning to greet people, introduce themselves and say where they are from, and introduce family, relatives, and friends. In addition, students will learn to count to one hundred, give their age, and find out someone else's age.

Focus is on authentic culture and real-life communication in French. We practice listening, speaking, reading and writing, and introduce students to culture typical of France and the French-speaking world. By comparing French language and culture with those of their own community, students gain a deeper understanding of the similarities and differences that exist between



Luke Vaughan, Sophie elders, Juliana Ferrajina, Lauren Goodrich, Madison Knoop, Lauren Metro, Jillian Samuels, Keira Spellman, Nathaniel Strechay, Jeremy Walerys, Gabriel Willner

### FRENCH 7

In 7th grade French, students are reviewing linguistic structures such as articles and verbs, as they add on new structures and apply them in new thematic and cultural contexts. The current theme is people and possessions.

Most recently they are learning to describe how their friends look, and they will soon learn to describe their personalities.

They are also learning to describe their room and everyday objects that they might own and have in their rooms. In order to do that, we will focus on the irregular verb AVOIR to say what we have and the correct use of adjectives to describe the things we own.

We are looking forward to continuing to make lessons relevant and fun within the hybrid model, as we focus on listening, speaking, reading and writing.



Emma Barniv, Diana Duarte, Penelope Hill, Charlotte Martin, Tilden Panek, Jameson Sandell, Parker Whitney

## 6-7-8 SPANISH

### SPANISH 6A

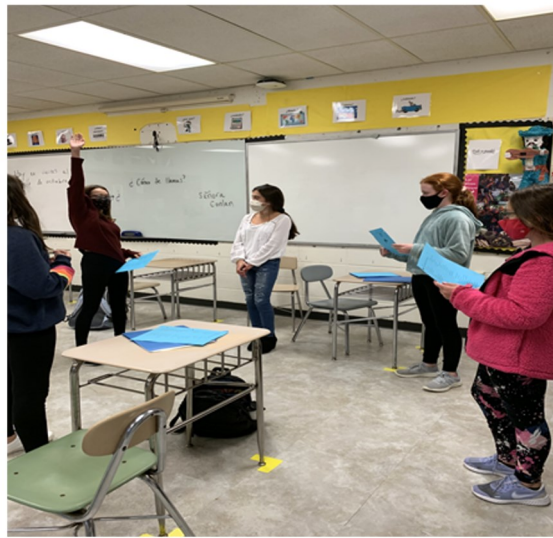
Students are enjoying speaking Spanish and listening to songs to help them learn vocabulary. Students ask and answer basic questions about themselves and will soon learn about where Spanish is spoken throughout the world. Next, students will learn numbers and weather expressions. We will focus on cultural topics in each unit of study this year.



*Students creating a puzzle to practice questions and responses in Spanish.*

### SPANISH 6

Students are enjoying communicating in Spanish with their classmates and teachers. They are learning to ask and answer questions about basic personal information. Students have also learned about where Spanish is spoken throughout the world, completing a project in which students explored Spanish speaking countries. Soon they will learn to describe daily activities, likes and dislikes, and personal traits. 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. We will focus on cultural topics in each unit of study this year.



*Students play charades at a distance to practice classroom commands in Spanish.*



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

### SPANISH 7A

Spanish 7A began the year reviewing introductions and basic questions for conversation. They also reviewed the days of the week, seasons, calendar, numbers, and practiced the different weather expressions. Students are now learning Subject Pronouns and will soon learn the verb "Ser", which means "to be". This will lead to them being able to describe themselves and other people. They are given opportunities each day to practice their Spanish and build upon it.



### SPANISH 7

Though this school year looks different, Spanish 7 students are off to a good start reviewing vocabulary and grammatical structures from last year. We have been getting to know one another with review of adjectives, the verb ser, and talking about likes and dislikes with "me gusta." Additional vocabulary review included alphabet and numbers, calendar and weather, as well as classroom objects. To celebrate Hispanic Heritage Month students studied many different Hispanics who have made a significant contribution to society. Going forward we will begin a new chapter that will take us to new places, and we will learn to talk about our classes, where things are located, where we are going, and how we feel.

**La profesión:** Actriz, cantante, bailarina, productora, empresaria, y diseñadora de modas.

**¿Habla español? ¿Habla inglés?** Jennifer Lopez habla español y inglés.

**¿De dónde es?:** Es de Nueva York.

**¿Cómo es?:** Ella es muy talentosa y simpática.

**¿Cuándo es su cumpleaños?:** Su cumpleaños es el veintiocho de julio.

Fun	Facts
Both of her parents were Puerto Rican.	She started singing and dancing lessons when she was only five.
Growing up, her parents preferred that she spoke English at home.	In school, she was better at sports than academics.

**Jennifer Lopez**

By: Logan Bueti

**Roberto Clemente**

*Un beisbolero extraordinario*

- Roberto Clemente es un beisbolero famoso.
- Usted habla español y un poco inglés.
- Clemente es de Puerto Rico.
- Roberto Clemente es alto y moreno.
- Clemente es generoso, atlético y simpático.
- Su cumpleaños es el dieciocho de agosto.

Roberto Clemente was the first baseball player to enter the hall of fame before the five years of playing rule. Another cool fact was that he was the first Hispanic player in the MLB to win a World Series. He also was a starter and got MVP. A third fact is that he served in the US Army for six months in North and South Carolina. There is also an award and holiday named after him after he died in a plane crash on his way to Nicaragua to help earthquake victims. The award is called the Roberto Clemente Award and is given to the player with the most character, shows outstanding effort, on and off the field, and shows involvement in their community. Roberto Clemente day is when the Pittsburgh Pirates all wear 21 to remember him and it is a day to honor Clemente's achievements.

By: Sara Struad

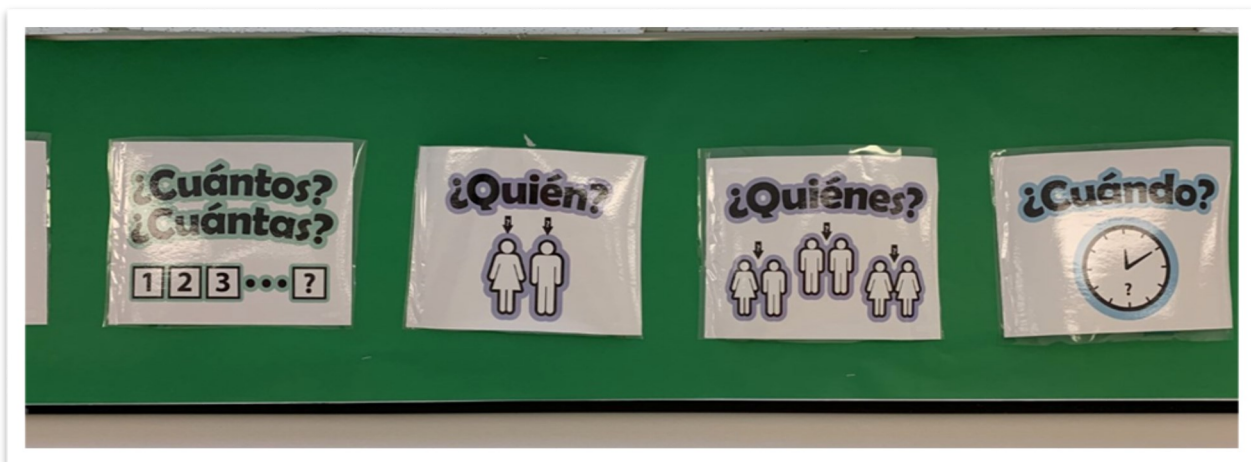
## 6-7-8 SPANISH (cont.)

### SPANISH 8

Despite all the changes that have occurred this school year, the students are off and running! They have done a great job adapting to the new classroom norms. We started the year becoming familiar with one another by asking getting to know you questions. That led right into practicing the question words. Students also learned about when and what Hispanic Heritage month is. They read about certain Hispanics that have made important contributions to our society. We then reviewed all the subject pronouns, along with regular and some irregular present tense.

### SPANISH 8AB

The students have done a nice job adapting to their new classroom environment. While in the classroom, there is less computer use and more partner work. The students started off the year reviewing salutations. They were able to greet one another and have a basic introductory conversation. Students asked one other getting to know you questions, and this led to our next topic: question words. The students created colorful PowerPoints with pictures that best represent all ten question words. While learning about question words, students also learned about when and what Hispanic Heritage month is. They read about certain Hispanics that have made important contributions to our society. We are currently talking about likes and dislikes. Going forward, we will be discussing El día de los Muertos (The Day of the Dead) and the verb *ser*.





## 6 & 8 LATIN

### LATIN 6

In 6<sup>th</sup> grade Latin, we are just beginning our exploration of Latin. As students learn basic Latin sentences, they are learning to greet people, introduce themselves and their family, and express how they are feeling.

The curriculum focuses on comprehension of the Latin language through readings based on the first century C.E. Pompeian household of Lucius Caecilius Iuncundus. Embedded, relevant readings prepare students for the stories about Caecilius. The goal is to make language and culture relevant to the 21<sup>st</sup> century student in order to increase comprehensible input and output.

Currently, students are learning to read and understand sentences with the nominative and accusative singular. They also participate in listening, speaking, and writing activities - most recently they are rewriting a story in Latin.



Caitlin Brennan, Lillian Siciliano,  
Sebastian Donnelly, Elyse Hermanto,  
Jeffrey Quinlan

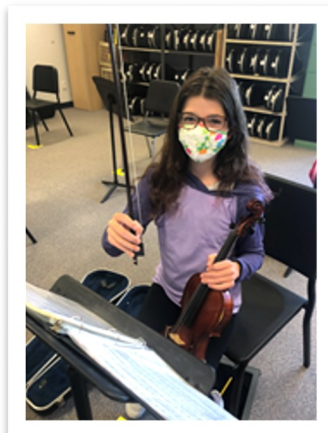
### LATIN 8

Students in Latin 8 have been adjusting to our new reality by absorbing a lot of comprehensible Latin input (reading and listening) and generating a lot of comprehensible Latin output (writing and speaking). They've watched movies, read novellas, acted out plays, saved each other from certain doom (pavimentum est lava- "The floor is lava"), and engaged in the epic and eternal struggle of life and death (homines contra corpora animata- "Humans vs. Zombies"). And it isn't even Halloween yet!

# MUSIC

## ORCHESTRA

Orchestra students have done a great job adjusting to the hybrid model of learning! They are always playing their instruments during class, whether it is in person or on Zoom. 6<sup>th</sup> graders are reviewing and building upon the foundations they set in elementary school (see photo, student practicing her bow hold!) while 7<sup>th</sup> and 8<sup>th</sup> graders are having fun learning spooky music for Halloween. All students are learning how to use Smart Music, a program in which they can play their instruments, and it will give them feedback on their playing.



## BAND

I am so excited to be able to play 12 ft. apart, in our new band room this year. We have been building on our skills from the last few years as well as learning new repertoire. My favorite so far is "Music From Pirates of the Caribbean!" 7/8<sup>th</sup> Grade band students have begun using the Smart Music platform which enables them to practice our band music at home, with a professional recording of the other parts.

## CHORUS

JJMS Chorus students are happy to be back together singing as an ensemble! Students are learning to adjust to singing at a 12 feet distance with masks. 6th grade students are focusing on memorizing the eight note scale using solfege syllables and hand signs while 7th/8th Grade students are working on 3-part singing. All students continue to focus on proper posture, dynamics, intonation and harmony.

## DISCOVERING MUSIC

In the Discovering Music classroom, we continue to develop our skills in music history and theory. We have been learning about music from different eras through our weekly Today in Music History activities. We have also been solidifying important music concepts which are important for musical composition. In addition, 6th and 7th graders are learning how to use Garage Band on the iPads! 8th graders, meanwhile, are beginning a Garage Band project in which they will compose new music inspired by their favorite musician.

# LIBRARY NEWS

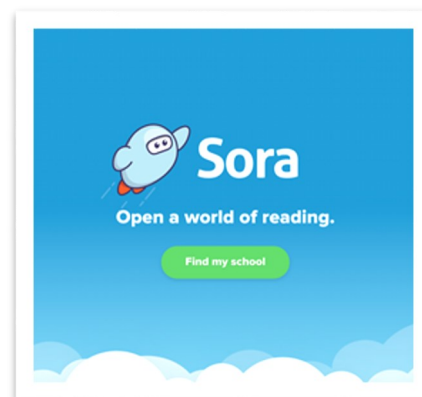
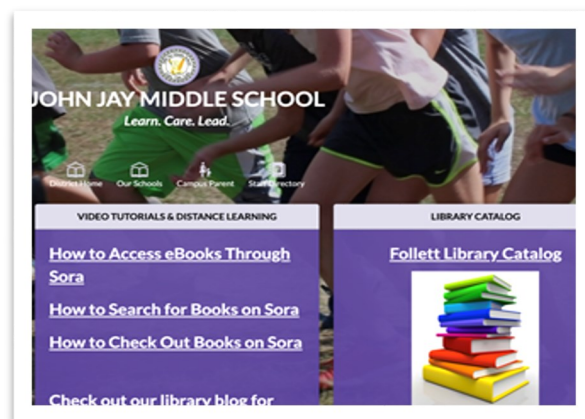
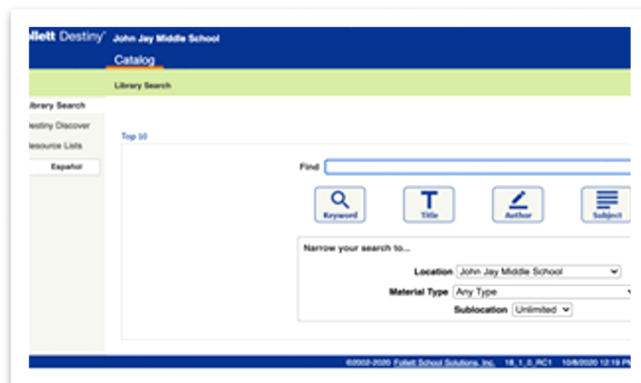
To ensure everyone's safety this year, the library will be operating differently. Students will browse our library catalog virtually and put their book on hold. Library staff will pull books from the shelves, check them out to students and keep them in the library. Students will receive an email when their book is ready. They can stop by at the end of the day or send an email to schedule an appointment to pick their book up from the library. Returned books will quarantine for three days before returning to the shelves.

In addition, students have 24/7 access to a large collection of eBooks and audiobooks through Sora. For directions on how to use Sora and access the public library eBook collection without a public library card, please visit our JJMS Library YouTube Channel. The videos are also posted on the JJMS Library website.

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

Ms. Jennifer Useted  
Library Media Specialist

Ms. Susan O'Malley  
Library Clerk





## PHYSICAL EDUCATION

It has been great being back with our students in PE, both in person and virtually. We have been trying to get outside as much as possible to enjoy the fresh air and get everyone moving. Classes have spent time doing ice breakers and getting to know you activities at the start of the year. We have enjoyed hikes on the cross-country trail in back of the school as well as dynamic stretching and socially distant soccer activities. We have been adjusting to the changes in our curriculum due to covid-19 protocols and are finding ways for students to be active, socialize with one another and have fun. Students at home join class at the start of the period and then typically complete a home workout on their own with an assignment due to their teacher at the end of the period.



## HEALTH

Here in Health, 6<sup>th</sup> graders have already had the opportunity or will have the opportunity to explore what it means to truly be healthy. We start with an introduction to health and wellness and teach the fundamental skills of mindfulness. Following mindfulness, we dive into the skills and techniques of decision making. Taking the decision-making skills we move forward into the different components of health; physical, mental, emotional, social, and environmental. In physical health, we emphasize hygiene, nutrition, physical fitness and other safety protocols. We have a strong emphasis through the term in mental and emotional health to focus on the social-emotional wellness of our students with several DBT skills being taught throughout the term. We finish up the block with a project on the body systems to push the understanding of what each system does, its purpose, the components to the system, and how to keep each system healthy. All of our lessons are prerecorded and posted on Schoology, along with all assignments and in-class activities, to provide students with ample options in case technology does not work or if they happen to miss a class by any chance.



# HEALTH OFFICE REMINDERS!

## 7th Grade Mandated Physicals

Thank you to those families who have completed this NYS requirement.

Please let us know when your child is scheduled to be seen by their pediatrician if you have not yet fulfilled this mandate. It is a good idea to send in updated reports whenever you bring your child for their annual physical.

## Physical Education Excuses

If a student sustains an injury, please consult the health office prior to their return to school. Doctor's notes for PE restriction must be signed, dated and sent to the health office. If the doctor writes "until further notice" then a follow up note must be provided within 30 days to either clear them for activity or to renew their restriction. If crutches are to be used in school, they must be prescribed by a physician.

## Medications

If your child requires medication of any kind in school, even over-the-counter, a written doctor's order is required. Forms can be printed off our district website and must be signed by a licensed practitioner, co-signed by a parent. Students are only allowed to carry Epipens, Benadryl and inhalers that correspond to a completed district medication administration form.

PLEASE MAKE SURE THAT YOU HAVE UPDATED YOUR CHILD'S EMERGENCY MEDICATION for the 2020-2021 school year!

## Cell Phone Usage

Students who become ill or have an injury during the school day should not be texting their parents to arrange a ride home. They must come to the health office where the nurses will facilitate communication with parents. If your child does text you, please send them to us for an evaluation of their need & a follow-up call to your home.

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