

JOHN JAY MIDDLE SCHOOL

FROM THE MIDDLE

January/February 2020

Volume 1, Issue 2

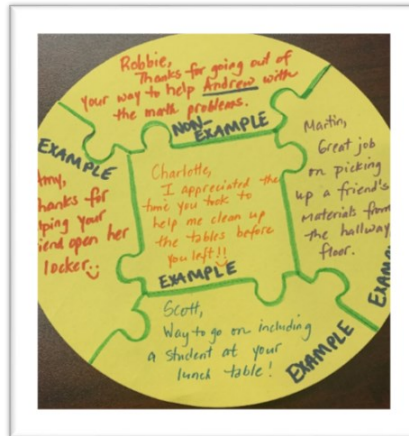
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Hello JJMS Families,

It's hard to believe that the 2nd half of the year is in full swing already, but nonetheless we've all been very busy!

Naturally, we are committed to promoting respect for diversity among students and between students, so that all students feel valued, safe and supported. To champion these efforts, the students have been working together on activities during Homebase to help them to understand the importance of being respectful and mindful of other people's feelings and to standup to bullying and name calling. We also launched the Empathy Challenge in February. Every time a teacher witnessed an act of empathy or kindness demonstrated by a student, the teacher would acknowledge the student and write the good deed on a large cutout puzzle piece. This week, Ms. Brooks worked with the students to "Piece Empathy Together" on the bulletin board in the dining room to positively reinforce demonstrating empathy toward each other. The puzzle pieces are on display for all to see. The student's really seemed to enjoy this exercise.



QUICK LINKS

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SPECIAL POINTS OF INTEREST

- IMPORTANT DATES
- NOTES FROM NURSES

While spring is just around the corner, the month of March can provide a significant challenge for students since the next scheduled day off isn't until spring break in April. Teachers are providing support by reviewing classroom expectations and incorporating activities into their lessons and daily activities to keep the students engaged and interested. Two words that have come up recently in our work with both students and teachers in order to persevere are *Maintenance* and *Motivation*. In other words, take care of yourself and motivate yourself by doing things you find important like chatting with a friend after school, relaxing on the weekend, March Madness or a favorite TV series.

In other news....If you haven't noticed already the cell phone tower on route 35 is now active for Verizon users. While this is a welcomed addition to the area, the cell coverage for our campus will bring some new challenges in terms of student cell phone use in classrooms. We wanted to make you aware that we will be reinforcing the school's expectation that cell phones should be kept in lockers at all times throughout the day. Please talk with your child(ren) about the importance being engaged in their instruction and not being distracted by the constant buzzes, vibrations and beeps which come from their cell phone.

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

A LETTER FROM THE PTO

It has been a wonderful winter thus far. The PTO held its first Community Social event on January 17th, which was a huge success. We are hoping this will become an annual tradition!

Please make note of the new PTO website, which is now up and running! www.jjmspto.membershiptoolkit.com

We are looking forward to various grade specific events: 7th grade Rec N Roll on 2/28 and the 8th grade Dance Party on 3/27.

Margi has been busy taking care of the plants in the home and careers kitchen. Right now, we have a variety of herbs: parsley, sage, lemon balm, mint, basil, cilantro, oregano, and thyme growing as well as borage and nasturtium.

Your participation and attendance at meetings is always welcome and encouraged! Please join us for our General Membership meetings on March 3rd at 7:00pm to discuss "Surviving Adolescence" and March 5th at 9:30am for the "One Love" presentation.

The annual Yankee Game Day is approaching: on Sunday, April 19 at 1:05pm vs the Cincinnati Reds. Buy tickets for the game on our website!

We also want to specifically thank Sarah Brummel for all of her time, dedication and enthusiasm for the JJMS PTO. Sarah and her family are relocating to the Midwest and we wish them the very best in all of their future endeavors. Her kindness, thoughtfulness and support will be sorely missed. We'll miss you Sarah!

Thank you again for your ongoing support!

Best wishes,

Jessica & Kristin

JJMS PTO Co-Presidents

IMPORTANT DATES FOR JANUARY & FEBRUARY.

MARCH

| | |
|---------------------|------------------------------------|
| March 10 / Tuesday | Musical Dress Rehearsal—5 PM |
| March 12 / Thursday | Musical —Mary Poppins—7 PM |
| March 13 / Friday | Musical—Mary Poppins—7 PM |
| March 13 / Friday | JJMS 2nd Trimester Ends |
| March 14 / Saturday | Musical—Mary Poppins—1 PM —7 PM |
| March 27 / Friday | PTO 8th Grade Dance—7 PM |

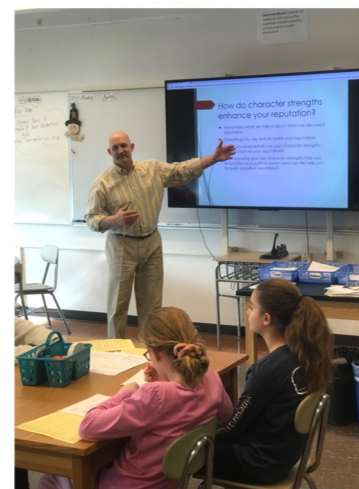
APRIL

| | |
|----------------------|---|
| April 1 / Wednesday | 8th Grade Parent Orientation at JJHS—7 PM |
| April 2 / Thursday | Last day of course changes |
| April 14-15 | New York ELA State Testing |
| April 19 / Sunday | PTO Annual Yankee Game Day |
| April 21-23 | New York State Math Testing |
| April 29 / Wednesday | 5th Grade Parent Orientation—7 PM |

COUNSELORS CORNER

6TH GRADE

In January, Mr. Tepper visited the 6th grade academic classes to discuss scheduling for 7th grade. He shared that 7th grade would be very similar to 6th grade in the aspects of schedule and classes taken. He reviewed the Math levels in 7th grade and told the students that their teacher would be sharing their recommendation with them. The main point Mr. Tepper made about 7th grade Math is that students should look to be in the most appropriately challenging course for them individually.



Mr. Tepper also reviewed with the students what it means to be a responsible learner. He discussed what is involved in arriving to class prepared to learn and then discussed what students can do when they get stuck while doing work in the classroom. Each class had a great conversation about these two topics. Every student was given lists of what is involved in being prepared for class, what steps students can take when they get stuck doing work in the classroom and a separate list about what they can do when they get stuck doing their homework. Please look for this list in your child's binder.

7TH GRADE

Annemarie MacSweeney visited 7th grade classes in January and discussed with students what they can expect in 8th grade and also outlined the course selections options.

Some of the changes taking place in 8th grade will be:

- No academic extension classes
- All students will have a science lab and another math class within a 4-day rotation.
- Some students may also have study hall depending on scheduling needs.

COUNSELORS CORNER (cont.)

- Two different levels of both math and science classes (Math 8 & Algebra 1) and (Science 8 and Earth Science)
- Algebra 1, Earth Science and the 8th grade world language class (if a student has taken world language for 3 years) are high school courses and will appear on a student's high school transcript. Students will earn a high school credit upon successful completion of these courses.
- Music - all students will be scheduled in the music they are taking this year. If they want to make a change, parents need to email this request to Annemarie MacSweeney by April 2nd.
- March 20th- final round accelerated recommendations indicated on the second trimester report card.
- April 2nd - Parent Waiver Deadline for Earth Science - verification required from school personnel. Schedule will then close for all course requests.

8TH GRADE

8th graders are gearing up for high school and recently spent time choosing courses for 9th grade.

- In January, Mrs. Makover (8th grade counselor) presented to 8th grade students about the high school course selection process. Parents were asked to kindly enter their child's elective choices on the Parent Portal starting in February. Mrs. Makover then followed up with each student individually to confirm his/her elective choices and answer any question that may have arose.
- Students have been excited to explore the available options and reflect upon their own personal interests and goals. When the 2nd trimester report cards becomes available on March 20th, teachers may recommend additional accelerated students for the Honors Geometry and Biology courses. Please note, parents who wish to waive his or her child into a course that they were not recommended for must return the completed waiver form to Mrs. Makover in the Counseling Center. The waiver form is available on the JJMS website or in the Counseling Center and will be accepted at any time but no later than April 2nd. This is a firm deadline. Also, parents who wish to opt their child out of an Honors course that he or she was recommended for, can e-mail Mrs. Makover directly and make the request.

COUNSELORS CORNER (cont.)

- In the spring, Mrs. Makover looks forward to meeting with students in classes for the last lesson of the year. Students will learn more about a typical high school day and the high school transcript. They will also get a chance to discuss hobbies and interests and how to get involved in extracurricular activities next year. Students will be asked to write a letter to their future high school counselor, introducing themselves and sharing some background on who they are and what goals they would like to achieve.

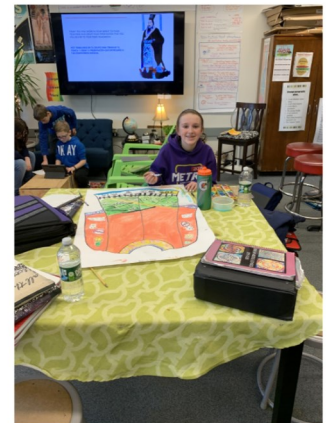
6th GRADE

SOCIAL STUDIES

We have completed our study of ancient Egypt and now 'travel' to ancient India and China. We are studying how these civilizations developed in relative isolation to the rest of the world due to the geographic barrier of the Himalaya Mountains and the Takla Makan and Gobi deserts. Ask your child to tell you how the Himalaya Mountains formed and how they affected the development of these civilizations.

The students also are learning about monsoons, seasonal winds that blow in from the northeast in the winter and from the southwest in the summer. Your child should be able to tell you how the monsoons affect the climate of and people of India and China. Did you know that monsoons also blow over the southwestern United States?

The people of the Indus River valley and the rivers of the Huang He and Yangtze lived fascinating lives and impacted our culture today in a variety of significant ways.



6th GRADE

ELA

Sixth grade students have been engaged in non-fiction reading, highlighted by the reading of various biographies. Students learned to identify text patterns to aid in understanding and applied close reading strategies to analyze famous people's lives, specifically their adversities, turning points, important choices, moments of success or failure, and relationships. Group discussions focused on how these crucial moments/events in their famous people's lives provide them with insight and how it helped shaped who they became.

MATH

Students in math have been learning to use ratios and rates to solve real world problems with a variety of visual representations such as bar diagrams, tables, double number line diagrams, equivalent ratios, and unit rates. We are looking forward to moving forward into our percent unit where we will have a deep understanding of what a percent is and how to convert between fractions, decimals, and percents.



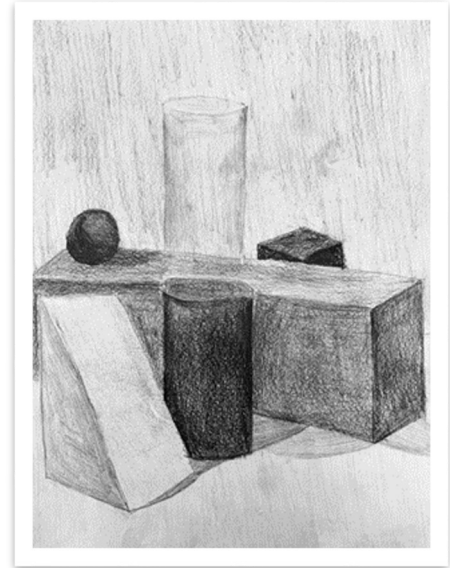
SCIENCE

During the second trimester our 6th graders have refined their thinking about properties of matter to hone in on the smallest bits of matter. We have explored the periodic table and made observations about its organization and uses. Some of our classes have engaged in element research, online simulations of circuits, or creation of circuit boards, while others have applied principals of energy transfer to project design. We have used our knowledge of atoms to explore static electricity and recognize how the transfer of electrons contributes to a positive or negatively charged substance. Throughout all our inquiries and investigations, we are working hard on the skill of analyzing data to draw conclusions. We are looking forward to our next unit of plate tectonics, as we prepare to journey to the center of the Earth!

UNIFIED ARTS— 6

ART, HOME & CAREERS AND TECHNOLOGY

Our young artists are working on their Graphite Still Life Unit. Students are learning about contour line, one-point and two-point perspective and how to use the different types of drawing pencils to create a range of value to make objects look 3-dimensional. Once they have practiced these techniques, they apply what they have learned to create a shaded still life drawing of blocks that are set up around the classroom. The unit concludes with a written self-evaluation and a class critique where students use their art vocabulary to talk about artwork.



CHARACTER EDUCATION UNIT

All 6th grade students are participating in an interdisciplinary unit on Character Education in their Unified Arts classes. The goal of the unit is to help 6th graders develop both a personal and social conscience as they gain a better understanding of how their actions and decisions affect others. Students will explore a central question, "How do the values we live by make our school community a positive environment for everyone?"

This interdisciplinary unit will embrace middle school philosophy and the social and emotional development of the whole child. The unit will help students understand that every action has a consequence. Students will be encouraged to think about positive character strengths including honesty and responsibility as they make everyday decisions. The work will be exploratory in nature and encourage students to come to their own decisions on the values they feel are important to incorporate into their lives.

7th GRADE

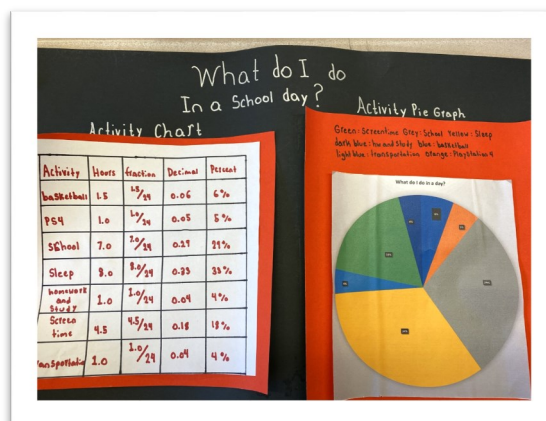
TEAM SUPREME

ELA

In January, we completed our unit on S.E. Hinton's classic, *The Outsiders*. Students wrote 3-4 paragraph essays about the theme they found to be most significant. Students are now immersed in studying the topic of persuasion. They will read multiple articles, and will practice active reading strategies, identifying bias, author's tone, and author's purpose. We will incorporate persuasive techniques in our writing such as loaded language, flattery, logical reasoning, guilt, and research as students take part in writing workshop to write friendly and business letters.

MATH

In math class students reviewed and expanded important 6th grade topics: ratios, unit rates, proportional relationships and using fractions, decimals and percents. Students displayed how they spend their time in a typical day with a graph and expressing data in different forms. We have started our geometry unit including angles, triangles, and quadrilaterals. Students are using their skills to write, graph and solve equations. Accelerated students worked on some very challenging 8th grade topics exploring Slope by Graphing and Writing Linear Equations. These students just finished a unit on Exponents and Scientific Notation. With the end of Trimester 2 approaching, students should begin preparing for the Trimester 2 exam.



SCIENCE

In science with Mr. Stathis, students completed their Evolution unit. Charles Darwin would have appreciated their work on the peppered moth lab! After Evolution, we dove into our current unit—Genetics. Though science has been interesting all year (of course!), learning how Gregor Mendel's laws explain so many aspects of our own genetics has been particularly intriguing. Ask your child to do a Punnett square sometime!

TEAM SUPREME (cont.)

SOCIAL STUDIES

In Social Studies, we have focused our attention on the American Revolution and the creation of the Constitution. As part of this unit we have explored the reasons for and the significance of the Declaration of Independence. We have also discussed the meaning of certain essential concepts, such as; liberty, equality and justice. Students also took part in an inquiry activity that questioned "When do people have the right to overthrow their government?" These discussions have informed our study of the Constitution and the attempt to find a balance between anarchy and tyranny. We then investigated the Constitution not only as a set of rules for government but also as a flexible document that can be adapted to meet the needs of the people.

TEAM UNITY

SCIENCE

Science classes completed a unit on the Reproductive and Development Strategies in Plants and Animals. Students completed extra credit PowerPoints using vocabulary describing the strategies of an organism of their choice. We also completed lab work looking for reproductive patterns from data. We have since moved onto genetics and the study of DNA and how traits are inherited by offspring. In class we did a fun lab learning about mutations and how they affect the traits of an organism.



TEAM UNITY (cont.)

ELA

In **ELA**, students are currently immersed in our nonfiction and persuasive writing unit. We have read a multitude of nonfiction articles and focused on how authors craft their arguments. In subsequent lessons, students will begin analyzing articles about three topics the classes select in order to prepare for writing their own persuasive essay. Within their essays, students will be expected to take a position on a topic and defend it using logical reasoning and strong evidence. Additionally, students will be required to acknowledge the opposing point of view in order to strengthen the persuasiveness of their piece.

MATH

Students have been working with geometric concepts involving polygons, angles, and scale. After reviewing for and taking the second trimester exam, we will begin to study circles in our next unit. This will include discovering the concept of pi, as well as working with the area and circumference of circles.

SOCIAL STUDIES

In **social studies**, we have focused our attention on the Revolutionary War. Students will be studying the causes, battles and effects of the American Revolution, and creating an interactive timeline that explains these events! After investigating the Revolution, we will begin to explore the Articles of Confederation and the impact they had on the United States.

TEAM GRIT

Team Grit has had a great last month!

ELA

In ELA, the students have been immersed in non-fiction texts in order to identify techniques used by persuasive writers. Through the reading of famous speeches, movie reviews, op-eds, and various other nonfiction texts, students have become aware of the effective methods of persuasion. They will culminate the unit by writing their own persuasive piece, implementing the techniques and methods used by the mentor authors.

MATH

The math classes have been diving deep into the world of Percents. Students learned concepts of discount, percent savings and sale prices, as well as percent markups with taxes and tips. They also got a glimpse into the world of finance as we learned about simple interest. The classes will now be discovering geometric relationships within triangles and quadrilaterals as well as learning to solve for missing angles algebraically.

SOCIAL STUDIES

In social studies, students have been studying how to organize a political movement by examining how "The Patriots" organized their movement against changes in British policy before the Revolutionary War. We are now using the Revolutionary War to learn about military strategies!

TEAM GRIT (cont.)

SCIENCE

In Science student are seeing how traits are inherited between generations. After learning how genetic information is passed into cells and onto offspring through reproduction, students are now focusing on how the genes are expressed as a trait.

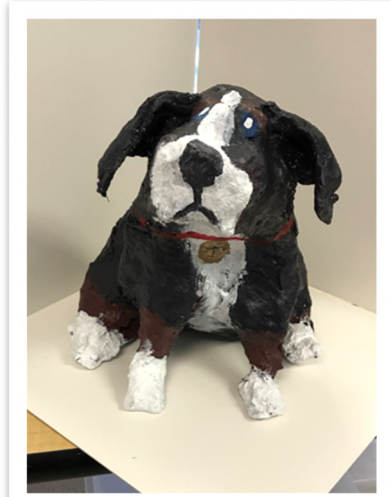
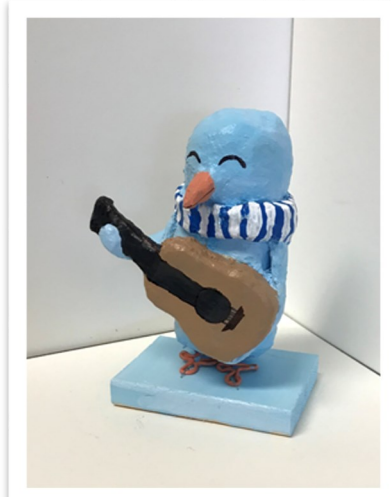


UNIFIED ARTS— 7

ART

In art class students have been busily finishing their long-term sculpture project. After a short study of color theory they are using what they learned about primary, secondary and complementary colors to mix colors in acrylic paint to complete the decoration of their sculptures.

Be on the lookout for a giant flock of Fantastic "Birds" at Arts Night on June 11th!



HOME & CAREERS

Students are in the Culinary Lab experimenting with cooking techniques, flavors and ingredients, working their way towards independence with practical life skills.

Students begin by creating a tasting palette to explore and identify the flavors, textures and aromas of food. The goal is to build skill in adapting recipes and creating appealing dishes. Each of our recipes are chosen to provide experience with a specific technique. Each employs a variety of practical, nutritious ingredients and is also versatile enough to adapt as needed.

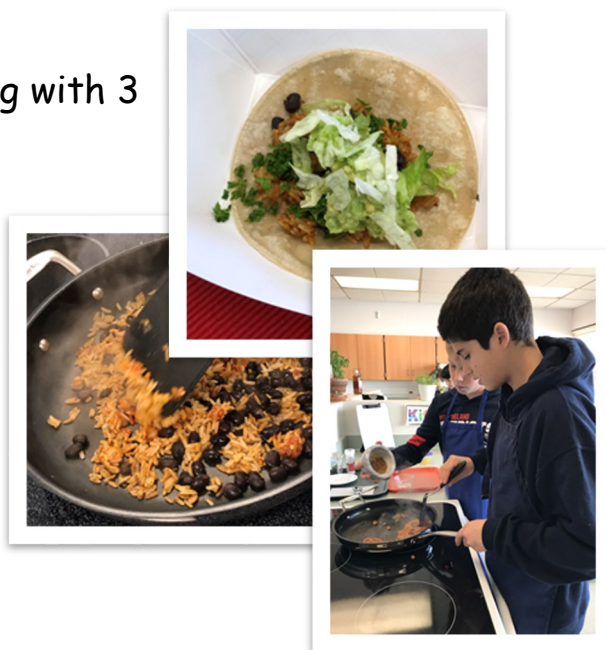
Our first experiment employs eggs and herbs and a few prep basics as students create miniature Frittatas. Next, students learn how to sauté on the stovetop, practicing the technique with a vegetarian

UNIFIED ARTS—7 (cont.)

HOME & CAREERS (CONT).

Fried Rice dish. Students explore boiling with 3 flavors of "al dente" Edamame.

To pull it all together, students season and brown ground turkey and/or black beans for our Taco Celebration, creating a dish that shows off all they have learned so far: wrapped up in soft tortilla, individually dressed for flavor, texture, and appearance!



TECHNOLOGY

This rotation 7th graders are beginning to learn how to code using a web based program called Scratch 2.0. This program is a bit different than the Code.org that they used in 6th grade.

In the Scratch unit, students are taught the basics of the blockly programming language and then given a set of guidelines that require the students to create an "All About Me " project that includes many specific aspects of themselves which must be represented by "Sprites" and programed using the blockly language taught to them via Scratch. It is very interesting to see how creative our 7th grade students are. Many of the students email themselves pictures of their animals, or favorite sports or favorite places they have visited during vacation time. Students have fun sharing their projects with each other and learning about the differences and similarities that exist among their peers.

At the end of this project, students are asked to reflect on process and present to the class how they used the skills learned to persevere and create their "best work." A written document of their choice is then submitted to me as evidence of their reflection. Students love this unit, and many students continue on coding at home long after the unit has ended in our classes.

8th GRADE

MATH

Our Math 8 classes are currently studying linear functions. This unit focuses on understanding how patterns in data can be expressed in various ways, including graphs, tables and equations. Students learn to translate data from one form to another. In the end students are able to take real life situations and translate them to an equation or a graph. This lays the foundations for our next unit on systems of equations.

Our Algebra 1 math classes are completing a unit involving exponential, piecewise, and absolute value functions, including their transformations. We will soon begin exploring topics involving quadratic expressions and equations, starting with factoring. Students will be learning to solve quadratic equations both graphically and algebraically using a variety of methods in the coming weeks.

ELA

Grade 8 ELA students have completed an intensive comparative analysis unit, which focused on inspiring people who overcame adversity. Next, students are practicing non-fiction reading strategies before shifting to analyzing persuasive texts. Ultimately, students will select a debatable issue to research for our next writing workshop: editorials. Followed by a historical fiction book club unit.

PHYSICAL SCIENCE

In Physical Science, the students have since completed the chemistry portion of the course. In-depth chemistry work included the study of atoms, the periodic table, balancing chemical equations and performing different types of chemical reactions. We also learned how to recognize both chemical and physical changes in matter and how to classify matter based upon its composition. The majority of the remainder of the school year will focus on Physics and how matter moves - concepts include motion, forces and energy. We are continuing to prepare for the Intermediate Level Science Exam - the lab practical will be administered during the week of May 18th, and the written portion will be administered on June 1st.

8 GRADE (cont.)

EARTH SCIENCE

Mr. Miller's Earth Science students worked on understanding our changing climate and global warming, as we prepared for the midterm exam. The exciting world of geology will be our focus for the remainder of the school year, starting with the origin of rocks and minerals; this lays the foundation for later work on surface processes such as weathering and erosion. Students will soon be learning about rivers, glaciers, landslides, and coastal processes including the impact of recent hurricanes on our shorelines.



Mrs. O'Gorman's Earth Science students have completed the weathering, erosion and deposition (WED) unit and we are now studying the Dynamic Earth - we are starting with plate tectonics, then will move on to earthquakes, volcanoes and geologic history. These units will wrap up our study of Geology before moving on to Astronomy.

It is important that *all* regents earth science students begin their review process this spring, using their review book in addition to the many internet resources (i.e., eChalk, Mr. Miller's class website at <http://www.discoverearthscience.com> - click "Regents Review") in preparation for the Earth Science Regents Exam. The Lab Practical will be administered on June 10th and the Written Exam will be administered on June 19th. Routine extra help attendance for *all* students is strongly encouraged.

SOCIAL STUDIES

Grade 8 social-studies students have wrapped up their work on WWI and begun a collaborative project on the 1920s. Students will work in teams to investigate topics including the changing role of women, prohibition, the Harlem Renaissance, the rise of professional sports, nativism, the stock market, and the political spectrum. With their information, students will design an original, informative, entertaining, and visually appealing board game and play with classmates. In the end, student learning is the winner! As the 1920s project concludes, students will examine the Great Depression as a precursor WWII.

WORLD LANGUAGE

6-7-8 French



French students enjoyed crêpes for the annual JJMS
Mardi Gras celebration

FRENCH 6

Students are learning to describe and roleplay daily activities, express likes and dislikes, ask and answer questions, invite friends to do something, and accept or turn down an invitation. They are also learning how to conjugate the irregular verb ÊTRE in both the affirmative and negative. They will learn how to conjugate regular -er verbs and the irregular verb FAIRE.



Teams listening to a video and
completing the video

FRENCH 7

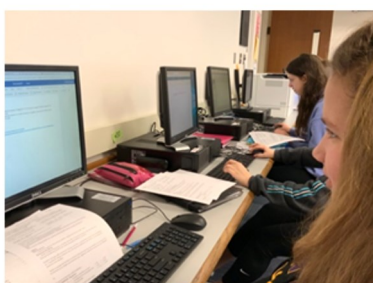
Students can look forward to discussing and role playing weekend activities, vacation plans, and talking about activities that took place in the past. Students will also learn to conjugate verbs in the past tense and to ask questions about the past.



Students creating fashion reviews

FRENCH 8

Students can look forward to discussing meals and table settings. Students will use food vocabulary to role play ordering in a French café and to shop at a French market. Students will also learn to conjugate several irregular verbs, and to use the partitive—the French equivalent of *some* or *any*.



6-7-8 SPANISH

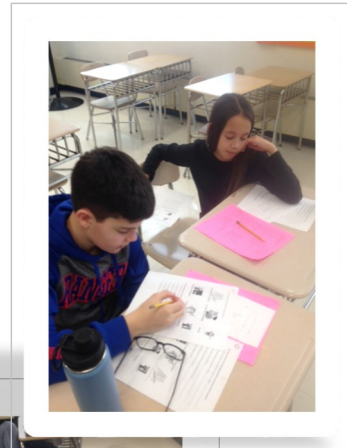
SPANISH 7

Our seventh grade students just finished the unit with clothing. Students were able to express what they wear for different occasions and what they would like to buy at a store. ¡Qué bien! They also learned about stem-changing verbs and direct object pronouns. We will now move to places in the community, mainly a restaurant. ¡Buen apetito! Students will learn how to say certain foods in Spanish, mostly dinner foods. They will also learn how to order food and the continuation of stem-changing verbs. The culture aspect of this unit will be España! Students will learn about Spanish artists, important geographical locations and how different or similar the foods are in Spain. ¡Qué interesante!



SPANISH 7A

Spanish 7A students are practicing vocabulary related to class schedules. They are learning to talk about their classes by using descriptive words and class activities. Students also have been introduced to words of frequency. These words enable students to express more freely how often they perform certain activities. As students progress with the language they will be more exposed to different verbs and their conjugations. This allows them to talk about activities that others perform as well as themselves. The verb "Tener" and its different uses has recently been a main topic of focus. Students continue to build oral proficiency and expand on writing more complex sentence structures.



6-7-8 SPANISH (cont.)

SPANISH 8

Students have just completed studying the preterite tense, one of the Spanish past tenses. They can now comfortably tell their friends things like what they did last weekend, where they went on vacation, and what they ate for dinner.

We are now heading to the airport! We recently began the unit on preparing for a trip and going through an airport. Soon enough they will be well-prepared to communicate with people before take-off, during the flight, upon arrival, and when they go through Customs. You will have your own personal tour guide the next time you go to a Spanish-speaking country. ¡Buen viaje!



SPANISH 8AB

We just began a new unit on clothing. The students will be able to talk about what clothes they wear during different seasons and what they prefer to wear during specific occasions. They will also be learning about stem changing verbs and how they differ from regular verbs.

Direct object pronouns is also a part of this unit. The students will learn what they are and how to recognize them in a sentence.



Latin 7/8

LATIN 7/8

Mr. Knittel's Latin 7/8 students have been busy lately, learning about Roman deities, exploring an ancient villa, touring the ruins of Pompeii, speaking and listening to lots of Latin, and trying new digital resources. The Latin students, however, decided that they had had enough of this foolishness and took to the halls, offices, and classrooms of JJMS on Valentine's Day to deliver hand-written cards to administrators, teachers, and staff. It goes without saying that the Valentines were liver-shaped because, as we all know, Romans felt that emotions come from that organ, not the heart. We had a lot of fun.

MUSIC

CHORUS BAND AND ORCHESTRA

We have begun our Spring concert music in all the JJMS bands. Our concert date is May 18th and you will be receiving more information about that shortly. We also have started our "Goal Wall," during lessons. Each student is asked to come up with one playing goal that they feel they can reach by June, and then that goal is written on the back of a music note. These are then hung up on the music bulletin board and we will check in with them throughout the rest of the year to see how we are doing. This is a great way to help our musicians work on specific techniques of their own choosing.

In Discovering Music, we are spending the 2nd trimester working on our music technology and composition skills. 6th graders are composing a song on Garage Band inspired by the character trait they feel best describes them. 7th graders are remixing and doing "mash-ups" of their favorite songs by using Garage Band to splice, rearrange, and add background tracks to their audio files. 8th graders are composing melodies accompanied by chord progressions in different keys, which will soon be incorporated into their large-scale 2nd trimester project, composing a piece in ABA form.

Mrs. Spaeth-Walsh is back from her maternity leave and happy to be back singing with the Chorus students at JJMS! In addition to learning new repertoire for the Spring concert, Chorus students are also working on improving their music theory and sight-singing skills. Improving upon these skills will help to increase students' overall musicianship and give a deeper understanding of repertoire. Save the date for our Spring concert scheduled for Thursday, June 11th at 7:00 p.m. in the Middle School Theater.

LIBRARY NEWS

The JJMS library has been a constant hive of activity the past two months. Team Perspective and Team Impact spent the month of December researching everything from prehistory to ancient Egypt. Students became experts on a wide variety of fascinating topics ranging from Anubis to Zoser's Pyramid and presented their new-found knowledge at a museum for parents in January.

Students in all grades have visited the library to create digital reading portfolios using Padlet, which allows them to track the books they read throughout the year. These portfolios have been especially helpful when conferencing with students about their reading identities, and for recommending new books that might be of interest to them.

Our Lego boards continue to be popular at lunch. Our seventh graders have created a board of flags from countries around the world. If you have any Legos that you are no longer using, we would love to make them part of our collection!

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



PHYSICAL EDUCATION

We are coming to the end of our sport education volleyball season. Students practiced skills, learned the rules, were placed on teams, and participated in daily games. It was great to see students working with their teammates to warm-up together, complete fitness workouts together and practice to prepare for the games. After the regular season, we finish with playoffs in which teams are seeded and compete in a playoff tournament. We saw a lot of improvement from the beginning of the season to the end and will be moving into a sport education basketball season next.



The fans doing the wave during the championship game 4th period.

HEALTH

Eighth Graders in Health will explore topics focused on puberty, self-esteem, communication, healthy versus unhealthy relationships, cyber-bullying, death by suicide prevention/awareness, sexuality & gender awareness, abstinence, STI and HIV/AIDS prevention. We will welcome in guest speakers from Westchester Medical Center to discuss the topic of vaping. Social Emotional Skills using DBT will give students skills to use for distress tolerance, mindfulness, and interpersonal communication.



HEALTH OFFICE REMINDERS!

Annual Scoliosis screening for 7th grade girls will begin March 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 directly from students, and also via regular mail, fax or email.

Please send any messages or paperwork to the attention of Mary Mullaney, RN.

MARY MULLANEY, RN
mmullaney@klschools.org
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Fax: 763-6014