

# JOHN JAY MIDDLE SCHOOL

## FROM THE MIDDLE

Spring 2022  
Volume 3, Issue 2

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Faculty and PTO

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 swamped! The JJMS Spring Musical went off without a hitch (despite old man winter's last effort to mess with the schedule). Plus the 6th grade Game Show Night, the Science Olympiad and Science Fair were also great successes. Thank you to all the staff, faculty, PTO and volunteers who help us provide the students with positive experiences!

While we have spring to look forward to as well as a few school events, the month of March can be particularly challenging for students since the next scheduled days off are not until spring break, April 11 - 15, and staying motivated can be a challenge. Sometimes all we need is a good laugh with friends, a moment of meditation, or special time listening to our favorite music with friends; all of this does a body & mind some good!

Please remind your child(ren) how important it is to take care of themselves, even if they don't think anything is wrong. Anyone can visit our JJMS Virtual Wellness Room here: <https://jjmswellnessroom.weebly.com/>

Thanks to the JJMS faculty and PTO, we do have a few events to look forward to!

- **8th Grade Dance is TONIGHT!**, 3/18/22 from 7-9PM in the JJMS cafeteria
- **8th Grade Class vs Faculty basketball game**, 3/24 after school at 3pm. Members of Student Council will sell \$5 tickets at the door. The game is open to the public. Donations can also be made to [John Jay's initiative at Water for South Sudan](#).
- **New scheduled date for Adolescent Conversations** is 3/29 in JJMS Theater 7PM in the JJMS theater 7-9PM

In HomeBase, over the past few weeks, we watched a series of presentations on climate change and moved into providing insights into Black History Month. We began with a video originally presented on CBS television's "Sunday Morning" about Seneca Village, an African American middle-class enclave on the site that Central Park in Manhattan now covers. We also had presentations on the events in Little Rock, Arkansas in 1957, when Central High School was first integrated. This included news clips from that era and a recording of one of the black students describing her experience. We ended the celebration of Black History Month with a tribute to some of the artists of the Harlem Renaissance, including Louis Armstrong and Langston Hughes.

As I've mentioned before, our Principal's Coffee meetings continue to serve as a great platform to keep the lines of communication open between the administration and the parents. I am very thankful for the time our families spent with us. If you'd like any specific topics to be covered in future coffees, please send me an email at [jswiatowicz@klschools.org](mailto:jswiatowicz@klschools.org) and you can always check out the PTO website at: <https://jjmspto.membershiptoolkit.com/home>.

In partnership,

Jeffrey Swiatowicz

Principal, John Jay Middle School



### QUICK LINKS

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#### Special points of interest

- IMPORTANT DATES

## A LETTER FROM THE PTO

Dear JJMS Families,

The PTO would like to remind everyone of a few upcoming dates.

- The 8th Grade Dance is this Friday, March 18, from 7-9pm in the cafeteria. Please look out for a reminder email with opportunities to volunteer your time, some snacks, and RSVP if you have not already done so.
- In addition, Thursday, April 7 will be our Parent Social at Le Chateau. There will be Food, Drinks, and a Silent Auction.
- The 7th grade Rec & Roll has been rescheduled for May 20.
- Friday, June 10 will be the 8th grade boat Trip.

Please be on the look out for further information

Warmly,  
Teryn Kendall and Cheryl Roppa  
JJMS PTO Co-Presidents

## IMPORTANT DATES FOR MARCH & APRIL

MARCH	
March 18— Friday	8th Grade Dance 7-9PM; JJMS Cafeteria
March 18—Friday	2nd trimester grades are available on the Portal - possible additional Math, Science
March 24 — Thursday	8th Grade vs Faculty Basketball Game Fund-raiser; \$5 admission in <b>JJHS Gym</b> . <b>Members of Student Council will sell \$5 tickets at the door. The game is open to the public. Donations can also be made to <u>John Jay's initiative at Water for South Sudan</u>.</b>
March 25 — Friday	Modified sports registration closes.
March 29 — Tuesday	Adolescent Conversations with JJMS Guidance Counselor Jeff Tepper -7 -9PM JJMS Theater
APRIL	
April 8 —Friday	Deadline to waive into a course or change course selection for grades 6-8 ( <b>refer to Counselor's section of newsletter</b> )
April 11-15	Spring Recess!
April 22— Friday	Rock the Halls—JJMS Theater 6-9PM
April 27—Wednesday	5th Grade Parent Orientation; JJMS Theater 7-9PM

**\*We will always send out reminders and notices of new dates or cancellations.\***

## **COUNSELORS CORNER**

### **6TH GRADE**

Ms. MacSweeney had the pleasure of visiting students in Social Studies classes in late January and early February to reflect upon students' 6th grade experiences to date, and to discuss the 7th grade schedule. Transitioning to middle school is a big developmental milestone from an academic, social, and emotional perspective. 6th graders have made awesome efforts to adjust to a new school and partaking in new clubs and activities all while continuing to maintain Covid protocols.

Ms. MacSweeney presented a PowerPoint highlighting the similarities and differences between the 6th and 7th grade schedules and discussed what students can expect next year in 7th grade. The 6th and 7th grade schedules are very similar, minus a few differences, such as two options in Math and an "academic extension" replacing the "academic block" period that was solely devoted to extra time in ELA and Math. Ms. MacSweeney highlighted the recommendation timeline and differences between Math 7 vs 7A (accelerated), the waiver process, and the deadline for any schedule changes (April 8th). Ms. MacSweeney's PowerPoint can be found on her 6th Grade Counselor Schoology Course page.

### **7TH GRADE**

8th grade is just around the corner!

Mrs. Makover presented to students in their English classes in mid-January regarding 8th grade. She highlighted the similarities and differences they can expect in their 8th grade schedule and their 8th grade experience. Some examples include, students not being assigned to a team in 8th grade and the schedule resembling a high school schedule. These changes will enable students the opportunity to interact in classes with more students from their grade level.

Students will be recommended to take either standard Science 8 or Earth Science (accelerated) based on how they performed in Science class thus far on their 1st and 2nd trimester report cards. The recommendation will be reflected in the comments section of the 2nd trimester report card. After thoughtful reflection, students can enroll in Earth Science without a recommendation by signing a waiver form (located on the JJMS website) and returning it to Mrs. Makover in the Counseling Center by the deadline - April 8. Students can also opt to decline the recommendation for Earth Science and request to take standard Science 8 instead.

## COUNSELORS CORNER (cont.)

Students will continue in their same foreign language through 8<sup>th</sup> grade, completing level 1 of the language, and will earn one credit towards high school. In addition to earning credit, a student's final 8<sup>th</sup> grade foreign language grade will appear on their high school transcript.

Lastly, if any student would like to change their music class for 8<sup>th</sup> grade, please e-mail Mrs. Makover by **April 8** indicating the change they would like to make.

The PowerPoint and video presentation are located on Mrs. Makover's Schoology account for reference.

## 8TH GRADE

The 8th graders are well on the way to getting ready for their first year of high school. They have received their Math, Science and World Language recommendations. They have been part of an orientation about high school in their social studies class with Mr. Tepper. They have chosen the electives they would like for 9th grade. They have also all met with Mr. Tepper to review the classes they are signed up for.

High school here they come, in just a few short months.

Dates and important steps are listed here;

- March 18th - 2nd trimester grades are available on the Portal - possible additional Math, Science and World Language recommendations
- April 8th - The last date to make schedule changes. This includes waiving a child into a higher-level course, elective changes and any other changes. **THIS IS A FIRM DEADLINE!!**

At any time - Contact Mr. Tepper if you have any questions.

In April, Mr. Tepper will go into classes to meet with all 8th graders for the last counseling lesson of the year. In this lesson he will review the students' upcoming move to the high school and how being independent and responsible will be essential for them to be successful.

## COUNSELORS CORNER (cont.)

Students' hobbies, interests and extracurricular activities will be discussed, and Mr. Tepper will then share with the students how these activities will be used to enhance how a higher education institution will view them. This non-academic resume will be a valuable part of a college application. Most importantly, Mr. Tepper will emphasize how all these after-school activities will help them to be a well-rounded person. The 8th graders will end this lesson by writing a paragraph introducing themselves to their high school counselor.

Mr. Tepper is excited about helping your child to make this important transition.





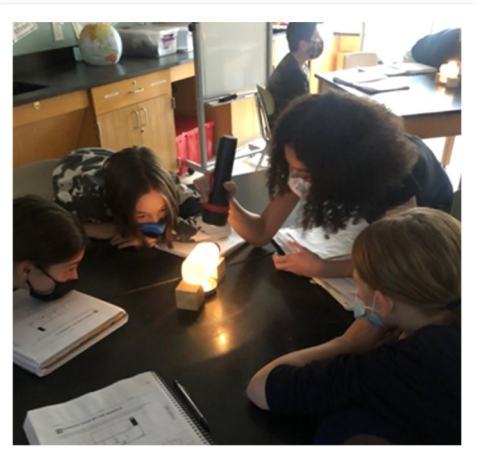
## 6th GRADE

### SCIENCE

During the second trimester our 6th graders have built on their understanding of phase change and properties of matter and extended their understanding of density to our current unit on plate tectonics. In our Chemistry unit this fall, 6th graders learned how to find the specific densities of different substances from regular and irregular solids, to different liquids and even found the density of air! We have used simulations to help "see" how gases behave when heated and cooled and have used this to help create models to represent our thinking visually.

Building on the concept of using models in science to demonstrate scientific principles, our 6th graders recently observed density in motion as they created models of convection in the mantle, the layer of Earth beneath the crust. Our 6th grade scientists identified how the fluid in the convection jars changed in response to heat, (candles representing the heat generated by Earth's core) creating convection cells that rose and fell due to changes in density. These models help students "see" what is occurring beneath our feet to create the plate movement described in the theory of plate tectonics.

Additionally, 6th graders are building on their ELA skill of making a claim as it applies to science, where their evidence comes from their labs, data collection, and observations. Scientists throughout history have made claims, and have had to prove their thinking with clear evidence. We learned about an early theory of plate movement, the theory of continental drift, and learned how one scientist, Alfred Wegener dedicated his life to trying to prove his theory. Students examined his evidence and were surprised to find fossil evidence that aligned on continents that are now separated by oceans. By matching up fossils, students agreed that the world is in a constant, albeit slow motion transformation. Through our study of Wegener's theory, 6th graders have learned the importance of recording clear and detailed evidence. Our guiding question throughout our study of Earth is "How has Earth changed over the past 4.6 billion years?"

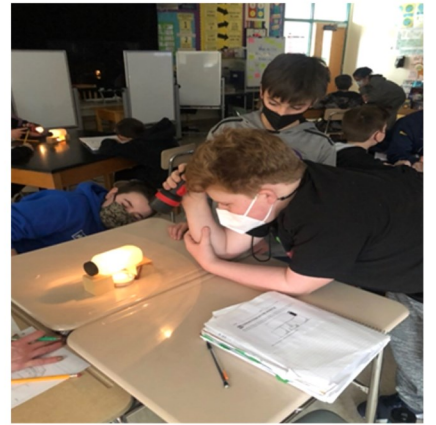
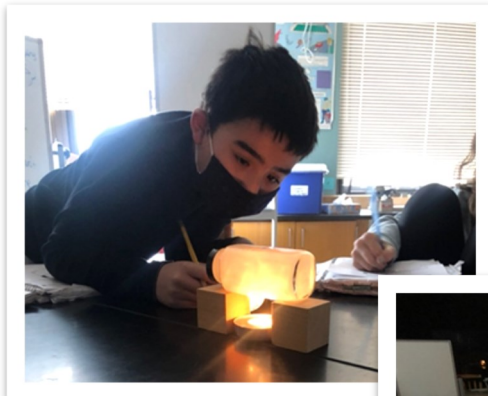


## 6th GRADE (cont.)

### SCIENCE cont.

We will continue to explore how plate movement and plate boundaries transform the surface of our beautiful planet as we identify places on Earth where plate movements create earthquakes, volcanoes, mountains, and new sea floor. One thing is certain, our 6th graders enjoy using their observational skills!

Our understanding of convection currents and density will continue to build as we move into our study of weather this spring. We look forward to using our keen observational skills outside as we study patterns



### MATH

Students are learning to think more abstractly in our current math topics. While applying problem solving skills that are more language-based students are learning how to manipulate inequalities and equations. The process of solving equations is the basis of math skills that they will encounter in life. We are learning to compare function tables to graphs and using them to discover the rule they find in the relationship between the independent and dependent variables. Looking ahead we will delve into ratios, rates and percents and we look forward to seeing what great work they will do.





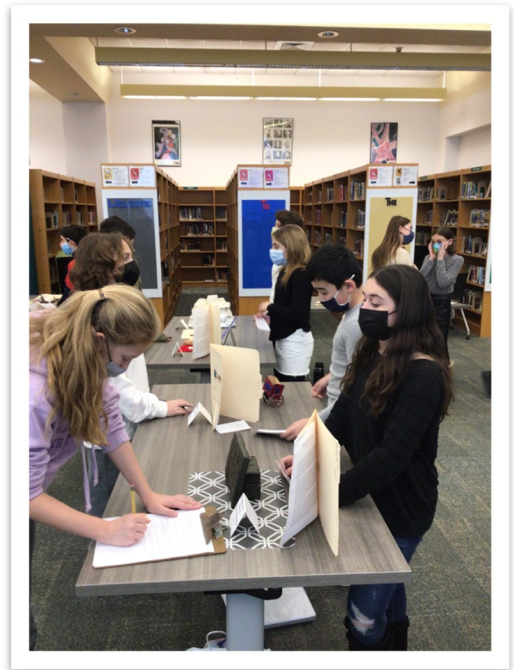
## 6th GRADE (cont.)

### SOCIAL STUDIES

This winter, Sixth grade Social Studies classes learned about the ancient Civilizations of Mesopotamia and Egypt. Students learned that each civilization depended upon important rivers, the Tigris and Euphrates in Mesopotamia and the Nile in Egypt for their civilizations to develop and thrive.

Students participated in a variety of hands-on activities ranging Egyptian Museums, Mummification labs and in class research to further their learning.

Did you know that the Egyptians built their pyramids on the West Bank of the Nile River? They believed their chief god, Re was born each morning in the east and died each evening in the west. Ask your child to tell you some interesting facts that they have learned about Mesopotamian and Egyptian cultures.



### ELA

Sixth grade ELA classes have been centering their work around a whole class read, *A Long Walk to Water*, by Linda Sue Park. During this unit, students learned about the geography, life, and struggles of the Dinka and Nuer tribes in South Sudan. Through analysis of websites, articles, and powerful videos, students considered the impact of conflict in the region of northeast Africa on the lives of those who live there. Students considered the ways in which Linda Sue Park crafted the story of Salva Dut's personal journey around theme topics such as loss, uncertainty, leadership, perseverance, acceptance, hope, personal change, and selflessness.



Sixth graders also spent several months crafting powerful life stories which began as a seed idea and culminated with a Personal Narrative.

## 6th GRADE (cont.)

### ELA cont.

something about themselves or about others. Reimagining an important moment helped students to describe the details of the story exactly the way they happened, "bit by bit". While re-living the moment, students helped their stories come to life by providing exact dialogue and inner thinking, painting a clear picture of this memorable episode. Along the way, students examined other authors' texts to emulate the strategies taught and the overall writing quality. Daily writing workshop consisted of students assessing their work, reviewing and implementing new strategies taught, and making their own decisions about the day's work.



## 7th GRADE

### TEAM ESTEEM

#### SCIENCE

We recently completed our Evolution unit. Charles Darwin would have been proud of their peppered moth work! After Evolution, we dove into our current unit: Genetics. Students have gobbled up applying Gregor Mendel's laws to explain many aspects of our own genetics—from cystic fibrosis to how they clasp their hands. Ask your child to do a Punnett square sometime!

#### MATH

Math 7 students recently completed a unit on proportional relationships and are now working with percents. This year, students are learning to solve problems involving percent change, discounts, markups, and other related applications. The students enjoyed an activity using restaurant nutritional guides to determine various percent changes in nutritional content across the menus. Accelerated math students finished the challenging 8<sup>th</sup> grade curriculum topic of linear relationships. Students then used what they learned about linear equations to create artistic designs using the Desmos Graphing Calculator website. They are now working on another 8<sup>th</sup> grade unit involving exponents and scientific notation.

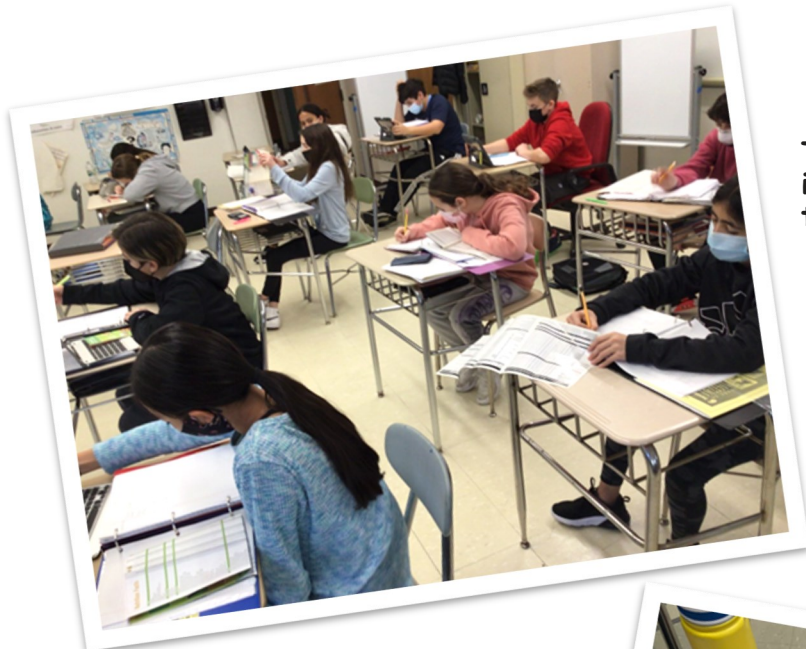
#### ELA

Early February, we completed our Realistic Fiction Writing Unit. Students mapped out a story plot, developed round protagonists, learned rules for writing dialogue, learned to "show" rather than "tell" the action and emotions of characters, and incorporated themes into their stories. The unit was great fun and students seemed to enjoy this creative unit. 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 business letters and persuasive essays.

## TEAM ESTEEM (cont.)

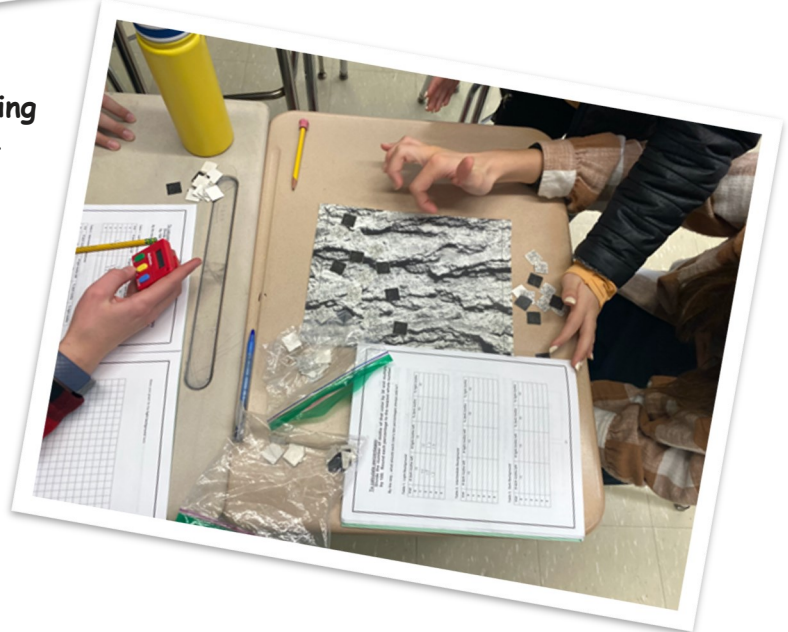
### SOCIAL STUDIES

We started the second trimester with a study of The Thirteen Colonies, The French and Indian War and how policy had changed in North America post 1763. Next, we are studying The Revolutionary War, where students will be asked to analyze the specific events that led to the insurrection fought between 1775 and 1783. An overarching focus for these units will be on the notions freedom, independence and colonial representation!



Team Esteem students calculating percent changes using restaurant nutritional guides

Team Esteem students modeling peppered moth natural selection.





## TEAM GRIT

### SCIENCE

In science we have completed our Reproduction and Development unit and moved onto DNA and Genetics. During Reproduction and Development students learned about organisms carrying out sexual and asexual reproduction and completed a pollination activity. In our genetics unit we built DNA Double Helix molecules, and learned the relationships between DNA, genes, and chromosomes. Students are currently working on a group project on current events in genetics with topics such as stem cells, genetics and cancer, genetic engineering, and DNA sequencing. Our next unit of study is evolution.

### SOCIAL STUDIES

The classes have finished two units since our last issue. The first explored how government policy affects economic growth by studying how European countries developed colonies in America. The second used the story of the Revolutionary War to not only explore how long-term tensions can escalate into larger conflicts, but also learn how to identify and interpret nine common military strategies used in many wars throughout history. The unit culminated in a simulation where the students had to use these strategies they to plan how they would win against the other seventh grade team in a hypothetical water-balloon war. To clarify, sadly for the kids, there was no actual water balloon battle; it was just a hypothetical plan they had to develop. In Academic Extension, we have been studying how to analyze documents at the textual and sub-textual level, including art, film, and literature. The next unit will focus on the Industrial Revolution, and the kids will explore the causes and effects of innovation.



Above, social studies students participate in a simulation designed to help them understand what political parties are and how they form.



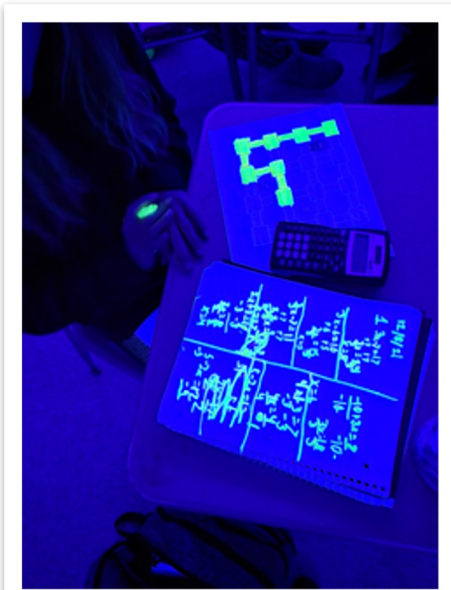
## TEAM GRIT (cont.)

### ELA

In ELA, the students have been immersed in the writing of Realistic Fiction stories. After reading mentor texts and studying strategies for effective storytelling, they began imagining characters, creating conflicts, and envisioning settings for their own realistic tales. The next unit will take us to Argument Writing, where students will be exposed to non-fiction texts in order to identify techniques used by persuasive writers.

### MATH

In math we are currently working on a percents unit which has included basic percents, percent increase & decrease, percent markup and discount. Students will also get a glimpse into the world of finance as we learn about simple interest. The accelerated class has been working on a unit involving exponents. We will begin working on operations with scientific notation.



Black light maze activity and math connect 4 during glow days. Ask your children about other fun games played during math class!

## 8th GRADE

### MATH

Math 8 students have completed the study of linear equations, systems of equations and functions. Just like many of the cycles studied in science, equations have their own life cycle which connects tables of values to graphs on the coordinate plane to written equations. This may bring memories back of your days of using slope (the rate of change) and the y-intercept (the initial value) in your early days of studying algebra. Math 8 is now deeply involved in studying exponents. These relationships will be much different on a graph than the linear graphs from the winter.

In Algebra 1 students have been studying functions. They have graphed lines, absolute value functions, systems of functions and systems of inequalities. These are the basic skills often used in mathematical modeling. The amount of new notation with functions and sequences can be a bit daunting at times. We will have just ventured into the study of exponential functions. Hopefully, this will encourage them to understand the power of compound interest!

### ELA

In February, students enjoyed participating in realistic fiction book clubs. Students practiced using annotation and discussion strategies to grow big ideas and reflected on their experiences. Then, they used an outline to draft a response about one important inference in their books. Next, students revised and edited their work during a writing workshop.

Recently, eighth graders have been immersed in reading, summarizing, and analyzing non-fiction texts. Students have been writing short responses to a variety of texts.

The independent reading program continues. Please encourage your child to read consistently and update their IR padlets.

We look forward to our next units: non-fiction research skills and position papers.

## 8 GRADE (cont.)

### SOCIAL STUDIES

Grade 8 Social Studies students have been examining the horrors of modern warfare, specifically the catastrophic causes and results of WWI with emphasis on emerging role of the United States as a world power and leader. Students have used documents to analyze the important sentiments contained in President Woodrow Wilson's 14 Point Plan and the dangerous ideas approved in the Treaty of Versailles. Students have spent time connecting the events of WWI to women's suffrage, the Great Migration, and new technologies including radio and affordable automobiles. Students are beginning to link cause and effect relationships between the economic boom of the 1920s and the Great Depression of the 1930s by determining both positive and negative aspects of buying on margin and consumer credit.

### SCIENCE

#### EARTH SCIENCE

Mrs. O'Gorman's Earth Science students have completed the weathering, erosion and deposition (WED) unit which included units on how the earth is broken down by weathering, rivers, wind, waves glaciers and groundwater. We are now studying the Dynamic Earth where we will learn how the earth is built up - we started 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.

Mr. Miller's Earth Science students are working to understand the exciting world of geology and focusing on surface processes that includes weathering and erosion. Students are learning about rivers, glaciers, landslides, coastal processes, and groundwater.

#### PHYSICAL SCIENCE

In Physical Science, students are studying chemical reactions. Our chemistry work included the study of atoms, the periodic table, balancing chemical equations and performing different types of chemical reactions. We will be focusing on how to classify matter based upon its composition. The majority of the remainder of the school year will focus on Physics - concepts include motion, forces and energy.

# UNIFIED ARTS: GRADES 6 –8

## ART—6TH GRADE

Students just finished their colored pencil unit. During this rotation, students learned about different drawing techniques such as gradients, burnishing, layering, hatching and cross-hatching. We also reviewed some color theory and practiced shading spheres using our complementary colors. The rotation concluded with a 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.



Lucia Weissman



Dori Schuhow



Andrew Cai



Aidan Chernick

Sabina Guariento



## UNIFIED ARTS: GRADES 6 –8 (cont.)

### FAMILY CONSUMER SCIENCE – 6TH GRADE

Students in 6<sup>th</sup> grade Family & Consumer Science enriched their studies of Ancient Civilizations through examining food eaten in ancient times. We focused on bread, a food staple for thousands of years, dating back to the ancient Egyptians. Students compared and contrasted bread making from ancient times to today. In addition, students connected our work in class with their Science classes, and investigated the science of baking, focusing on chemical and biological leavening agents.



### TECHNOLOGY

At the end of trimester two, students finished up our Computer Science Units. These include Scratch, BlocksCAD, LEGO robotics, and 3D printing. In Scratch, students designed and created an animated story about themselves; "About Me" project. In LEGO robotics, students used the EV3 software to create algorithms. These algorithms were designed to complete assigned missions.

Lastly, students used BlocksCAD to create a small 3D item to keep. These 3D models were then printed on our 3D printers.

Currently, students are working on our Energy Units. These units include egg crash vehicles, solar cars, and magnetic levitation vehicles.

Students are asked to design, build, and test an egg crash car. Their car needs to protect the egg from cracking upon impact. Also, the cars need to include at least 3 researched safety features in their designs.

Continuing our energy experience, students will design, build, and test a model solar car. The solar cars will be tested on a 16' solar track. Students will test/troubleshoot different gear configurations to increase the speed of the car. Stay tuned for our next addition for results!



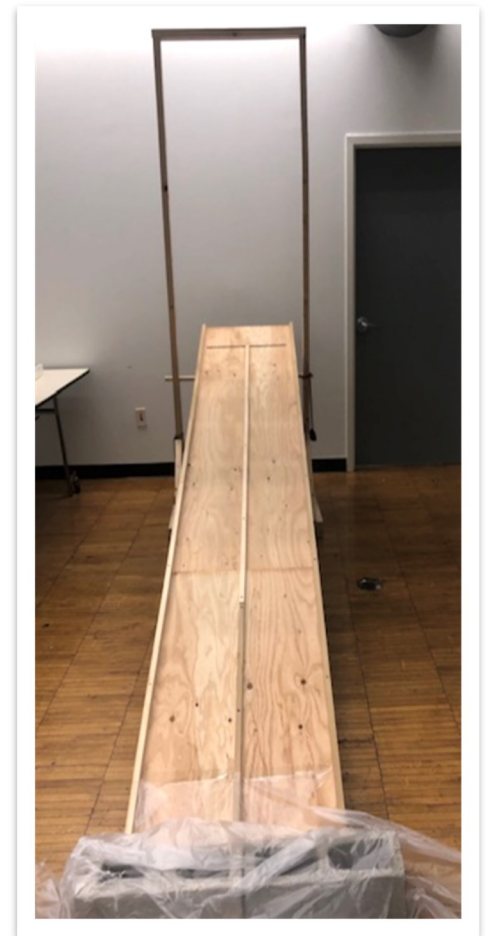
## UNIFIED ARTS: GRADES 6 –8 (cont.)

### TECHNOLOGY cont.

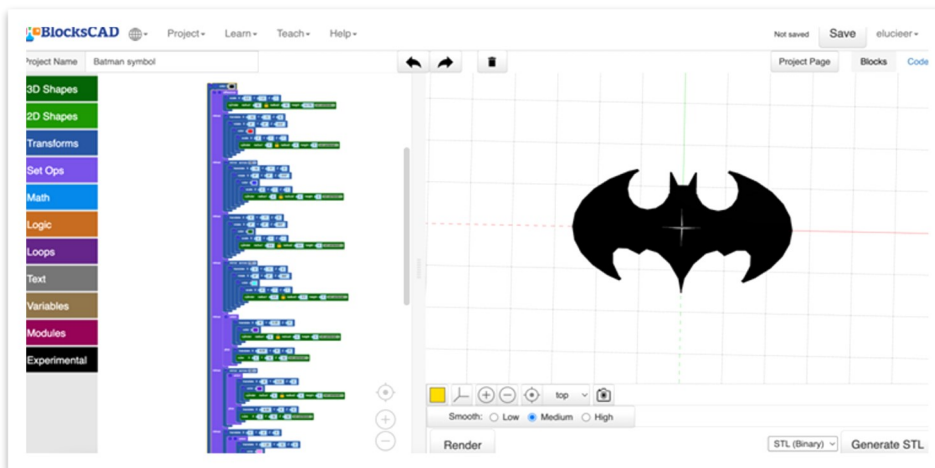
Lastly, students are designing, building, and testing model magnetic levitation vehicles (Maglev). Students utilize the principles of magnets to levitate their vehicles. Energy is provided to the track that powers a small motor to drive the vehicle forward. Students need to troubleshoot and modify their designs to achieve the greatest speed possible.



3D Printing



Egg Crash Site



BlocksCAD  
(Screenshot)

# UNIFIED ARTS: GRADES 6 –8 (cont.)

## TECHNOLOGY cont.



Egg crash vehicles



Magnetic Levitation Vehicles

## UNIFIED ARTS: GRADES 6 –8 (cont.)

### ART—7TH GRADE

The focus of our creative work for Trimester 2 has been FINISHING the Fantastic SELF Sculptures! A variety of materials were used to create sculptures that SYMBOLIZE something about each student's identity. The students are now working on painting their sculptures with acrylic paint (sorry about any painty clothing!). We began with some color theory exercises so the kids would know how to mix their own personal colors, and we also have been exploring the idea of using detail to increase visual engagement. I know you will be so excited to see these projects start to come home- they're INCREDIBLE! I am so proud of all that these young artists have accomplished!

Looking ahead, we will begin the Printmaking Unit at the start of Trimester 3. Our focus will be on Reduction Block Printing.





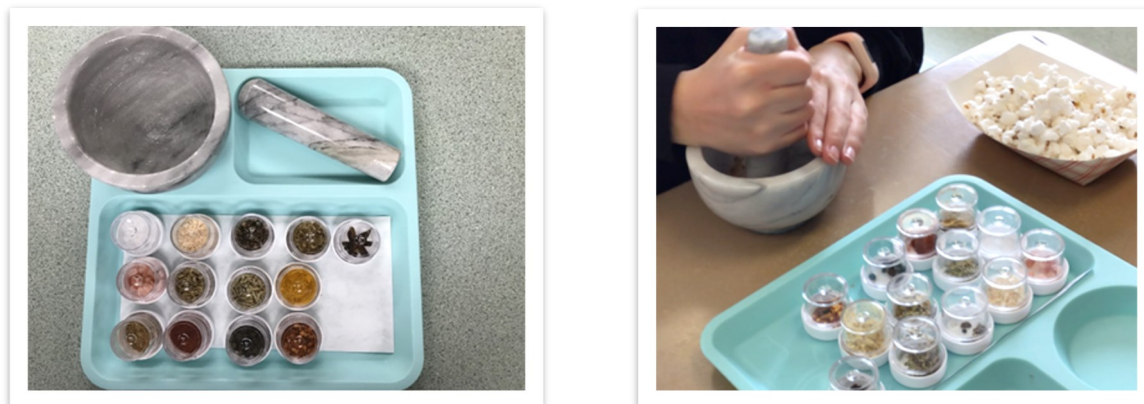
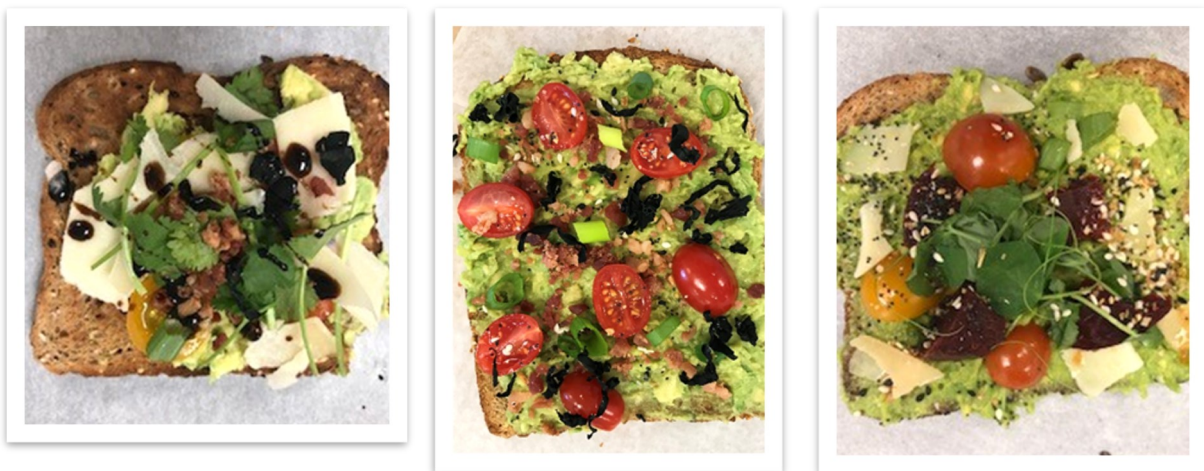
## UNIFIED ARTS: GRADES 6 –8 (cont.)

### FAMILY & CONSUMER SCIENCE—7TH GRADE

In the Culinary unit students are experimenting with cooking techniques, flavors, and ingredients: working towards independence with practical life skills.

Each of our "recipes" provides experience with a technique. We begin by using our senses to identify taste, texture, and aroma. Then we experiment with compatible flavor pairings to build skill adapting recipes and creating healthy food.

Here are some of the "crunchy, colorful, creamy, savory and salty" Avocado Toast experiment results:



In these photos, students use a mortar and pestle to create a custom salt blend from a tray of aromatic options (taste tested on popcorn).

## UNIFIED ARTS: GRADES 6 –8 (cont.)

### FAMILY & CONSUMER SCIENCE—7TH GRADE cont.



The first “partner experiment” employs basic skills, like grating, measuring, and whisking, and ends with the creation of Mini Frittatas.

Students also explore the elements of boiling to create 3 flavors of “al dente” Edamame.



Here, students practice cross-chopping with a chef's knife to dice carrots!

Next, they learn to sauté on the stovetop, practicing the technique as they create Vegetable Fried Rice.





# WORLD LANGUAGE

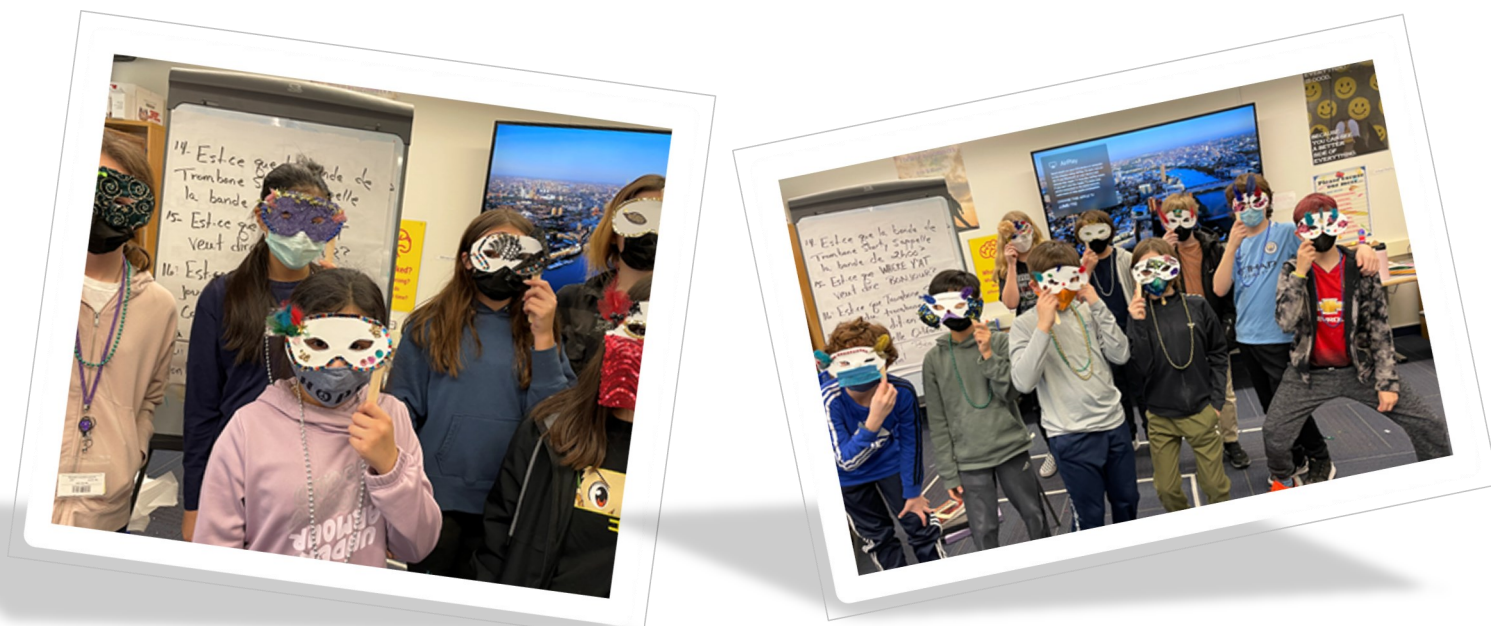
## 6 & 7 French

### FRENCH 6

As we continue to expand our use of the French language and Francophone culture, students are learning how to get along in a French speaking country. For example, students learned how to order food and drink in a café, and how to pay for what they order. They also learned to tell time, give the date and day of the week, and to talk about the weather.

Currently, students are learning to describe daily activities, express likes and dislikes, ask and answer questions, invite friends to do something, and accept or politely turn down an invitation. As students communicate about activities that they do every day, they are learning how to conjugate regular -er verbs and the irregular verbs ÊTRE and FAIRE in both the affirmative and negative.

Classroom learning activities focus on listening, speaking, reading, and writing. Students are currently reading the novella *La Terrible Semaine d'Alexandre*, and simplified news articles.



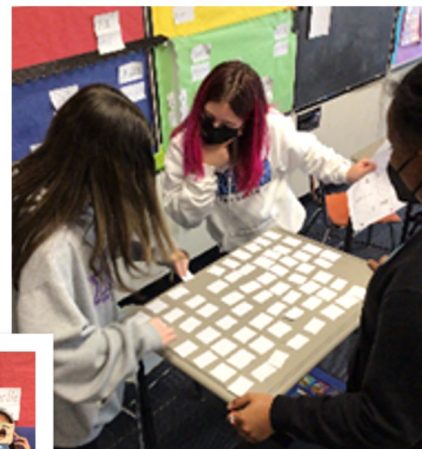
**Mardi Gras masks. *Laissez les bons temps rouler!* (Let the good times roll!)**

Cassandra Juchem , Fidela Swana, Aryanna Cortez. Jonah Relles, Andrew Cai, Finn Curley, Aubrey Schall, Nola Thiaucourt, Lee Nelsen Chase Deserio, Ben Gjodesen, Melvin Jarnit-Bjergsoe, Will George, Freddie Gross, Jackson Spruill

## 7 French

### FRENCH 7

We have spent the past months studying life *en ville* extensively. We can say where we are coming from (*venir de*) and where we are going to (*aller à*) and describe several places around town. Using the verb *aller* we are now able to speak in the "near future" by stating what we are going to do. Students had a chance to do some online "shopping" at *Galleries-Lafayette* (hold the credit card!) to select gifts for family and friends. We can describe the look and price of clothing and we are performing skits in class of runway shows and shopping scenarios. Students continue to explore the intricacies of the present tense and are becoming more comfortable with spelling patterns and rules of agreement that French requires. March 1, we celebrated *Mardi Gras* in class with mask making! *Laissez les bons temps rouler!*



Students playing memory to practice clothing vocabulary.



Regardez nos masques de Mardi Gras!

## 6 & 7 Latin

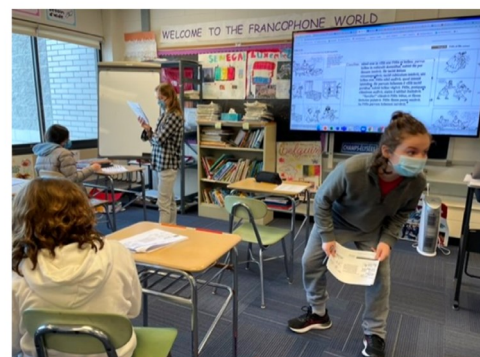
### LATIN 6

6<sup>th</sup> grade Latin students are reading stories that are set in the forum and theater at Pompeii.

In the context of the readings, students are learning to fully conjugate verbs in the present tense, and to interpret 3<sup>rd</sup> person singular and plural verb forms in the imperfect and perfect tenses. They are also learning to interpret nominative plural forms of the nouns, as well as interrogative expressions.

In addition, we are currently reading the novella *Rufus lutulentus* (*Muddy Rufus*), and simplified myths in Latin.

Classroom learning activities focus on role plays, reading, writing, listening, and speaking, and introducing students to the culture of the ancient world.



*Felix et fur* roleplay: Will Watstein, Sophie Byrne, Grace Bartelemucci, and Frankie Cuiffo

# WORLD LANGUAGE

## 6 & 7 Latin cont.

### LATIN 7

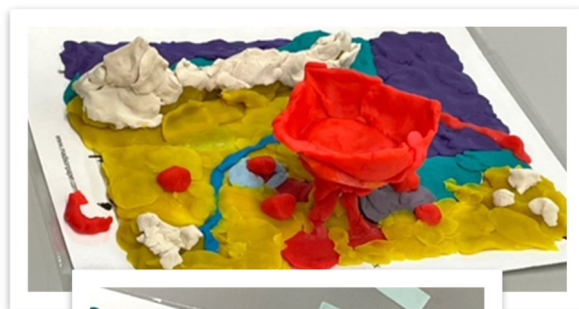
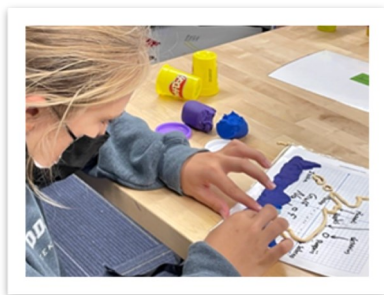
In the fall, 7<sup>th</sup> grade Latin students read stories—based on the eruption of Mount Vesuvius in Pompeii. Recently, they started reading about two different parts of the Roman empire in the first century C.E., Britannia and Alexandria. Students have learned who has found their way to Britain since escaping the eruption of Vesuvius.

Through short passages of historical fiction, students learned about imperfect and perfect tenses, *volō, nōlō, possum* + the infinitive. More recently they learned about prepositional phrases, the ablative case, the imperfect of irregular verbs, noun adjective agreement, and relative clauses.

In the fall students read the novella *Mārcus magulus* (Marcus the young mage). Recently they finished the novella *Syra sōla*, which gives the reader a tour of multicultural Rome.

In the fall, students—researched Mount Vesuvius, and built Playdoh maps of the topography of the Mount Vesuvius area.

Classroom learning activities focus on reading, writing, listening, and speaking, and introduce students to the culture of the ancient world. By comparing the Latin—language and culture with those of their own community, students gain a deeper understanding of the interculturality that exists between diverse languages and cultures.



Finja Degl, Lillian Siciliano,  
Elyse Hermanto



## 6-7-8 SPANISH

### SPANISH 6

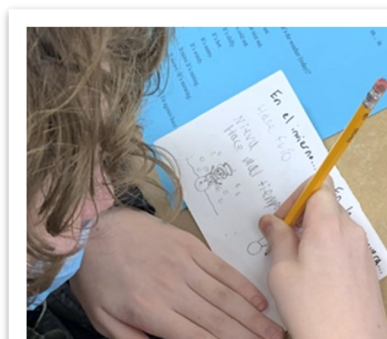
Students are learning to describe people using physical and character traits. Students are encouraged to speak Spanish as much as possible in class; to ask to use the bathroom, to ask for a pencil or paper, and to use other useful expressions they have learned thus far. We will continue to focus on cultural topics in each unit of study this year.



Students started reading 'El mundo de Felipe', a chapter book in Spanish.

### SPANISH GRADES 6A

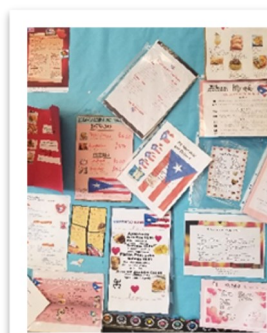
Students are learning how to describe a classroom and how to use definite and indefinite articles. Students continue to watch videos and listen to songs to improve their listening comprehension and to review vocabulary. Our next topic will be describing our likes and dislikes and learning to talk about our favorite activities.



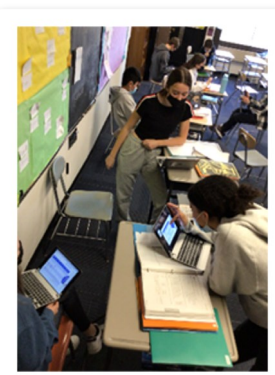
Students writing and illustrating mini books to practice weather and seasons in the last unit.

### SPANISH 7

In Spanish 7 we are working on a topic that most students hold near and dear, how to talk about food! We are learning how to share our preferences for food and drink by using regular verbs like comer and beber, and a continued study of gustar. Combined with the skill of asking and answering questions (harder than it seems) students have been busy! We are currently studying Puerto Rico and students have a chance to try a new Puerto Rican recipe at home or create an authentic Puerto Rican menu for their own imagined restaurants. ¡Qué rico!



Sample menus from our Puerto Rican restaurants.

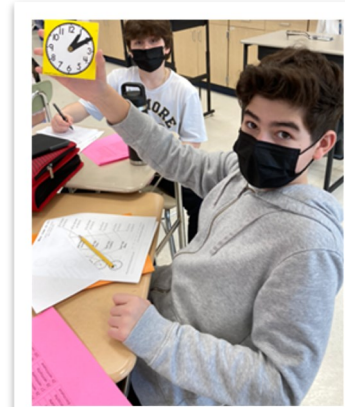
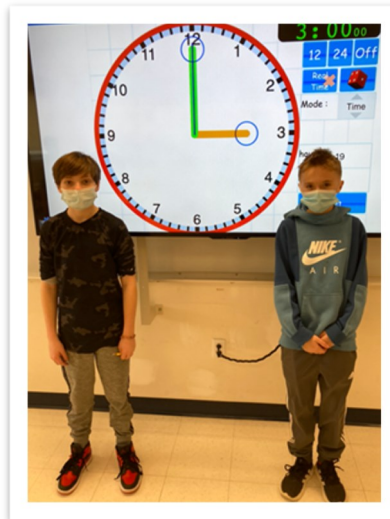


Students playing Battleship

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

### SPANISH 7A

Spanish 7A students recently learned adjectives to describe themselves and other people. They have also spent time practicing noun-adjective agreement and applying it to form grammatically correct sentence structures. Students reviewed vocabulary on pastimes and other activities. They are now learning to tell the time in Spanish and when they do certain activities. Students are given many opportunities to practice speaking the target language and share what they've learned with others in the class.



### SPANISH 8

The 8<sup>th</sup> graders have learned to talk about the furniture and objects found in various rooms of the house. Students can also talk about the chores that are done in these rooms. We studied the complicated idea of the verb "to be" which in Spanish has two forms: "ser y estar." We are beginning to navigate different tenses, speaking in the present progressive, recent past, and near future. For instance, "I just made my bed, now I am sweeping the floor, and I am going to vacuum the living room." Next up? Learning how to give commands to get those chores done along with party vocabulary.





## 6-7-8 SPANISH

### SPANISH 8AB

The students did a great job creating their own sentences using all the conjugations of -ar verbs. We took a small break from grammar to learn about some interesting facts about our neighbor Mexico. For example, did you know that the capital of Mexico (Mexico City) is sinking due to it being built on a lake? Or that Plaza Mexico, which is located in the capital, is the largest bullring in the world? These are just some of the many interesting facts and places, the students learned. Currently, the students are learning how to create sentences using the near future. They're able to tell you where they are going and what they are going to do. This is being practiced through various reading, writing and speaking activities.



# MUSIC

## ORCHESTRA

Orchestra students just celebrated a successful concert season and were super excited to take the stage again after a 2-year hiatus! Afterwards, they quickly turned their attention to new music for the spring. The most recent favorite is a piece called Night Shift by Richard Meyer, which the 7<sup>th</sup> and 8<sup>th</sup> graders are currently working on. This piece involves an advanced string technique called shifting, in which students move their left hand up the neck of the instrument to access higher notes. This will help prepare the 8<sup>th</sup> graders for higher level music at the high school next year. 6<sup>th</sup> graders are experimenting with different styles of music, such as Rhythm n' Blues by Soon Hee Newbold, which involves body percussion - stomping, clapping, and snapping. They are also working on their first multi-movement work called Miniature Symphony by Richard Meyer.

## BAND

Our JJMS band students have already begun their May 23rd Concert repertoire. I am so proud of each student that performed at the JJMS band concert in January. We have made a lot of progress since September, and it was a wonderful night full of beautiful music. Our 6<sup>th</sup> graders continue to work on memorizing notes and fingerings to get us ready to join the 7/8<sup>th</sup> grade band. We have begun our new pieces including *Star Wars* and *Ghost Ship*. Our 7/8<sup>th</sup> grade band will be working on *Clouds* and one of my all-time favorite band pieces, *Seconds Out*.

## CHORUS

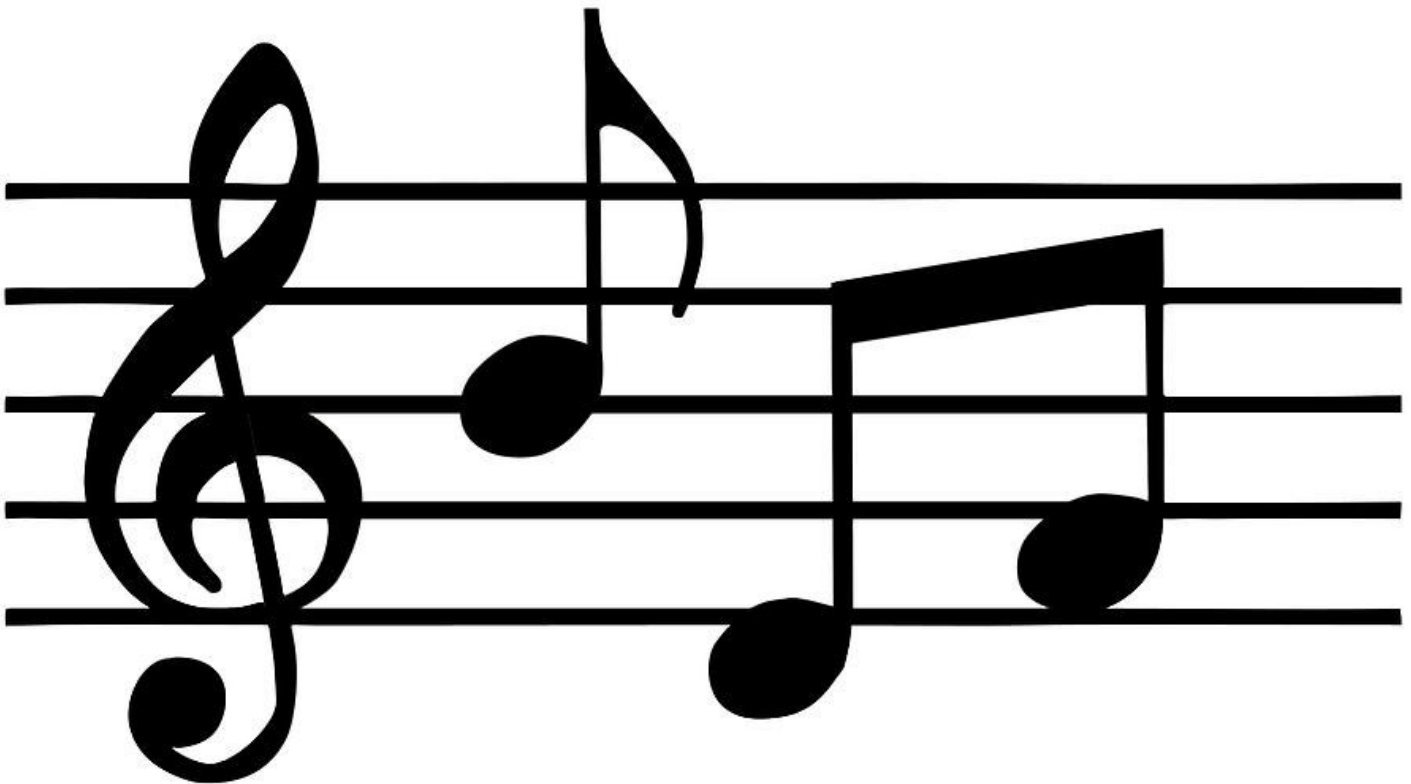
Following the success of our Winter Concert series, JJMS Chorus members are currently working hard to learn new repertoire! Our 6th grade Chorus members continue to work on 2-part singing, with the goal of singing in 3 parts by the end of the school year. 7<sup>th</sup> & 8<sup>th</sup> grade students continue to work on 3 part singing as we tackle challenging new pieces, including Queen's *Bohemian Rhapsody*. All students continue to focus on proper posture, dynamics, intonation and harmony. We look forward to performing once again at our Spring Concert on Wednesday, May 25<sup>th</sup>!

## MUSIC (cont.)

### DISCOVERING MUSIC

Music technology students have been researching instruments with which they are unfamiliar and developing presentations that include information about the instrument's history and performance practices. The final step in their research process was to create a brief melody for their chosen instrument. Seventh grader Lexi B.'s research is shared [HERE](#).

Eighth grade students completed their public service announcements. The projects include research on a topic of the student's choice, and music they composed to both heighten the emotional impact of their PSA problem statement and persuade the targeted audience to take the proposed action. Eighth grader Levi M.'s PSA may be found [HERE](#).



# LIBRARY NEWS

The library has been incredibly busy over the past weeks, with students working on a variety of projects. We've seen some fantastic work from students at our ancient Egypt and Mesopotamia museums, and students enjoyed using our green screen technology to make videos on everything from volcanoes to movie-style trailers for books they read in book clubs.

The library has become a popular spot for students to visit during lunch, especially with the cold temperatures we've had recently. Students enjoy reading and studying on our comfortable lounge chairs or working on group projects with friends.

In February, we offered our students the opportunity to go on a "Blind Date with a Book." Students chose a specially wrapped book with only a few keywords to describe them. Once they read it, they filled out a review form and were entered to win a prize. It was a massive hit, especially with our 6<sup>th</sup> graders!

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





# PHYSICAL EDUCATION

Students in our physical education classes have completed their Volleyball and Basketball units. Each class, students are participating in some form of fitness. This year the middle school physical education teachers created a new fitness test for our students to complete. In alignment with our warm ups and class focus, the fitness test was based on an AMRAP workout. The fitness test consisted of five exercises. The exercises were; a cumulative 100-meter run, sit-up's, hand release push-ups, body weight squats, and agility jumps. The total time of the AMRAP fitness test was 4-5 minutes. We have recently introduced Nitroball, a new net game, to our physical education units.

Please remind your child to have proper footwear for PE days and to dress accordingly for class and to wear clothing that is comfortable to participate in.

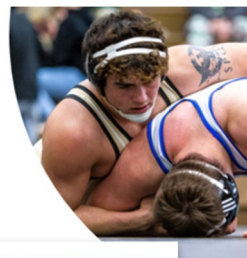
# HEALTH

7<sup>th</sup> grade health is wrapping up along with the nearing end of trimester 2! In 7<sup>th</sup> grade, we discuss and practice many important life skills such as decision making, stress management, time management and goal achieving. All students also took part in a virtual lesson with educators from Northern Westchester Hospital about positive strategies for coping with stress. To wrap up 7<sup>th</sup> grade health, we dive into substances such as alcohol, tobacco and e-cigarettes to develop an understanding of how these things affect our bodies.

One of our mini projects in 7<sup>th</sup> grade asks our classes to create their own S.M.A.R.T. goals. Pictured below are some of the great goals our students are working towards, among countless others!

sports  
I would like to be a state champion wrestler by the end of high school.

- goal 1: I will workout for at least a hour a day during the off-season.
- goal 2: I will practice for at least 30 min a day during the off-season.
- goal3: I will eat health foods at least 5 times a week.
- goal 4: I will drink at least half a gallon of water a day throughout the day.
- This would be a very big accomplishment for me and would be the peak of my wrestling career.



Sports: I want to be able to run a mile in under 9 mins by the end of the school year.

- I can practice running For long distances and for a long time.
- I can practice running for short distances but faster.
- I can practice running up hills to strengthen my acceleration.



Creative goal: I will become a 'better' at drawing/painting (more realistic) compared to my previous artwork

- I will...
- Draw/paint whenever I get the chance
  - Practice, try new art strategies
  - Ask other artists for advice
- I want to do this because I want to not only have my artwork please other people, but also myself.



Academic Goal:  
I want to raise my average in science to above a 94 by the end of the trimester.

- I will study for 30 minutes twice a week.
- I will go to extra help when I need to.
- I will ask questions and take notes to fully understand our topics.

Grades are very important to me and I want to get a good grade.



# HEALTH OFFICE REMINDERS!

## 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.

## 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.

## Modified Sports

Modified spring sports registration ends on March 25. Tryouts will begin on March 29th. For further information regarding modified sports, please contact the KLSD athletic department.

**MARY MULLANEY, RN**

**[mmullaney@klschools.org](mailto:mmullaney@klschools.org)**

**Office: 763-7508**

**Fax: 763-7665**