

JOHN JAY MIDDLE SCHOOL

FROM THE MIDDLE

Summer 2021
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Faculty and PTO



Hello JJMS Families,

Summer break has arrived, and I would like to wish all our families a fun-filled summer.

Thank you for a very different, very difficult, yet wonderful school year. I cannot thank everyone - staff, faculty and parents - enough for the endless hours of doing whatever was necessary to support our students—both at home and at school. I want to offer a special thanks to our PTO, who, as usual, went above and beyond the call of duty to provide whatever was necessary to add to our students' already rich school experience here at John Jay Middle School.

To our eighth graders! Congratulations! This school year was challenging, and you persevered! I will miss seeing you in the hallways, but I am looking forward to hearing about your successes and achievements at John Jay High School! Remember what I said at the Moving Up ceremony: The student and person you are today is a representation of all the small moments, both successes and challenges, in your life. As you move forward into the summer before your high school education begins, I would like to offer you a few suggestions: Be a good friend.

- Be a good friend.
- Learn from your mistakes. None of us are perfect.
- Roll with it!
- Enjoy your family.
- Be Kind. Don't forget to say thank you to the person who has helped you get to where you are at this moment.

A final word to our returning John Jay Middle School students:

Thank you for all your hard work throughout the school year. I am so honored to be your principal; you make me proud to be the JJMS Principal. Take time to rest, have fun and recharge for a successful school year at John Jay Middle School starting in September!

I hope everyone has a safe and happy summer break. See you on September 9th!

In partnership,

Jeffrey Swiatowicz
Principal, John Jay Middle School

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A LETTER FROM THE PTO

Dear JJMS Families,

It is hard to believe that the end of the 2020-21 school year is here!

We would like to extend our sincere thanks to all of you that have come through these uncertain and unprecedented times with us! Your support and patience have been a testament to the wonderful community that we are a part of.

The PTO is already starting to make plans and talk about ways to support our school, faculty and families next school year. If you would like to be involved in the PTO, please let us know by reaching out to jjmspto@yahoo.com!

Again, thank you for all of your support throughout the year.

Have a wonderful and safe summer!

Warmly,
Teryn Kendall and Jessica Inglis
JJMS PTO Co-Presidents

COUNSELORS CORNER

6TH GRADE

It has been a busy Spring welcoming back more and more 6th graders to in-person learning. As we are approaching the end of the school year, school looks more and more typical, and it's been our collective pleasure to see more normalcy as students begin to make and renew their social relationships.

Mrs. Makover will be connecting with students in classes to reflect on the year and answer any further questions about 7th grade as a follow up to her scheduling presentation this past winter. Assuming we continue the path to pre- pandemic conditions, we look forward to seeing our rising 7th graders experience more of what is typical from middle school in 7th grade- incorporating lockers, grade level lunches, and recess experiences, etc. All the while we will be focusing on the emotional welling being of our students as they transition back to school in the fall.

In a year like no other, we are grateful for our parents, students, and staff who have persevered through challenging times to make this year a success. We wish you a restful summer with family and friends.

7TH GRADE

The sound of kids talking and laughing in the hallways is heartwarming and a great sign that we are on the way out of this pandemic.

Mrs. Brooks and Mr. Tepper held an assembly for the 7th graders where they discussed the following topics interactively:

- How it feels to be back in school 5 days a week?
- Some of the challenges that being quarantined, remote and hybrid presented for them?

COUNSELORS CORNER (cont.)

- Some of the benefits or good things that being quarantined, remote and hybrid presented for them?
- What have you learned from this experience? How are you a better person for having gone through this experience?

The kids were really reflective and shared some great answers and insights.

Mr. Tepper emphasized that everyone should be able to answer the last question about how this experience made them a better person. All challenges present us with opportunities to grow.

It is important that we do this social emotional work with our students around the pandemic and it's effect upon them.

Mrs. Brooks refreshed the students memory around the code of conduct with the emphasis on helping your fellow classmates and being your best self.

Mr. Tepper reviewed the important topic of Reputation, that he has been discussing with this class of students since 6th grade. He also discussed with the 7th graders the idea of putting filters between your mind and the things you say and do, and how this will help each student to build the reputation they want.

Mr. Tepper is looking forward to moving to 8th grade with his students.

8TH GRADE

It's been so wonderful for Ms. MacSweeney to reunite with students in person this Spring and to continue to connect with remote students via Zoom. Ms. MacSweeney recently met with the students with Assistant Principal, Ms. Brooks to discuss behavioral expectations and to motivate students to be their 'best selves' by reflecting upon the challenges of the year and brainstorming ways in which to make the remainder of the year a productive and successful one.

COUNSELORS CORNER (cont.)

Ms. MacSweeney discussed how it was time for 8th graders to start channeling and projecting a "high school energy" that can be demonstrated in one's seriousness of purpose and in a collaborative approach with faculty and staff. Lastly, she reminded students that the summer was a time to take a break from 'screens'. More than ever before, students need to find time to rejuvenate by re-establishing social connections and exploring the outdoors. While she conceded that that was sometimes easier said than done, she encouraged students to find a healthier balance.

Heading into the final home stretch, Ms. MacSweeney would like to wish everyone a restful, relaxing and HEALTHY summer. She will miss her 8th graders dearly but knows that they are prepared for their exciting next chapter in high school and beyond!

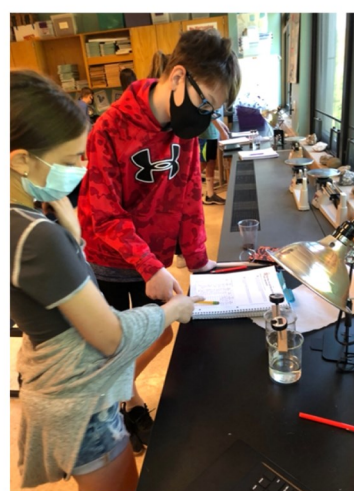
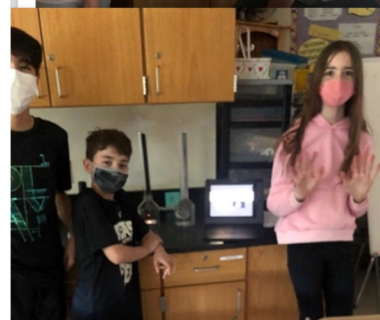
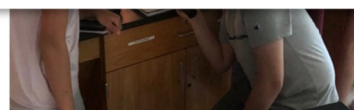
6th GRADE

SCIENCE

This spring our 6th grade scientists have turned their attention from learning about the layers of the Earth beneath our feet and plate tectonics, to the skies as we study Meteorology. Our students have had the opportunity to step outside and make observations, study cloud types, notice changes in the air temperature, and are observing weather patterns and relating their observations to symbols on weather maps. 6th grade meteorologists are busy building their weather forecasts and preparing their reports based on observations; we may have some future meteorologists in our midst!

Some 6th graders dove into WebQuest activities, building their knowledge base on how air masses form differently, what causes wind, air pressure and what that means for our weather, and identifying different weather patterns. Others engaged in science labs to study the impact of different surfaces on air temperature and how this leads to changes in our weather patterns.

Our students continue to ask good scientific questions and form conclusions based on their observations and have learned that looking at models in the lab helps us to understand patterns and systems in our world. We are looking at climate change and observing patterns in weather over longer periods of time, and what that means for us. We are so proud of the work that our 6th grade scientists continue to do and their perseverance in the face of a changeable year throughout multiple learning environments! We wish all of our scientists a restful and enjoyable summer- go out and observe, continue to ask questions, and reflect on all that you have accomplished this year in 6th grade science!

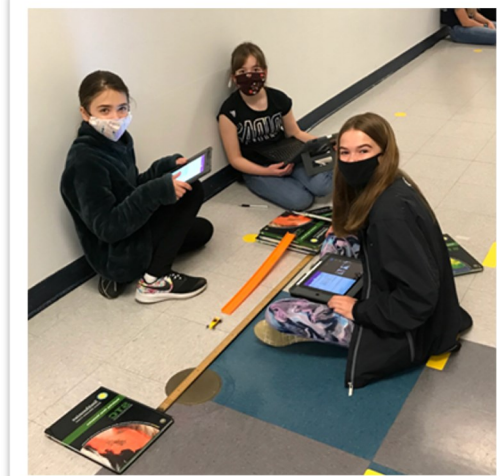


6th GRADE (cont.)

MATH

As a 6th grade math department, we completed an amazing amount of curriculum this year while navigating Covid restrictions. Students have created projects and used online math tools to supplement their understanding. In addition, we integrated our math skills in various science projects and activities. This trimester students have been learning about rates, ratios, percents as well as reviewing and applying algebra skills to various types of problems. We would like to encourage the children to continue with their Math IXL practice and look for opportunities to apply their math understanding in a real-world situation over the summer. For example, students could calculate the tip for a meal, find unit rates to see which grocery item is the better deal, or look for various polygons in nature, architecture, or a museum.

The students have weathered this year with grit and perseverance, and we wish them well in 7th grade.



SOCIAL STUDIES

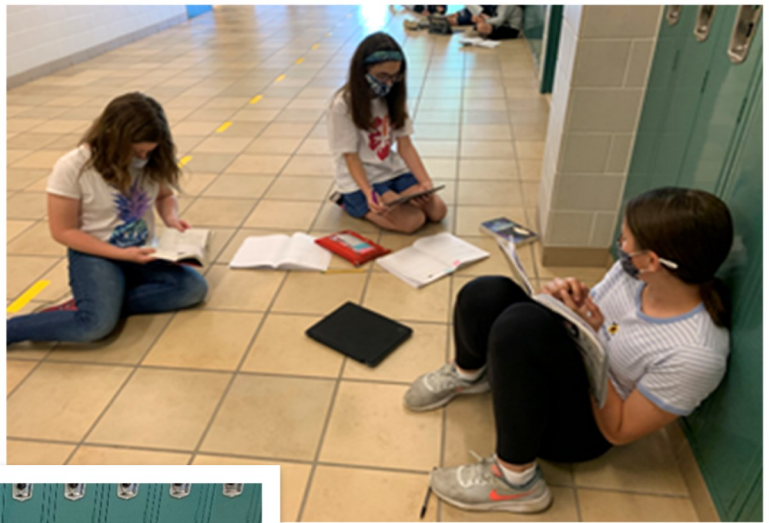
Over the last few months, 6th graders deepened their understanding of Egypt and China as they refined their research skills. They learned how to sift through sites and books to discover pertinent information connected to topics of interest. Along with becoming more knowledgeable about their topic, students had the opportunity to demonstrate their expertise creatively. Students organized their research in well-developed presentations including artifacts and media resources. We will complete the school year navigating through the Mediterranean Sea as we embark on ancient Rome and Greece. Overall, students enjoyed becoming well informed as to how ancient civilizations impacted the world we live in today!

6th GRADE (cont.)

ELA

ELA classes were engaged in a reading unit that focused on a deep study of character. As students read, they were asked to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for theme. We watched them grow as readers as they worked to apply a variety of new reading strategies and analyze text in different ways. Throughout this unit, students worked in book clubs where they learned the art of compromise as they shared their ideas and were open to the ideas of others. Each book club read at least three books. The students added these books to their personal sixth grade reading portfolios on Padlet. Ask your child to show you the collection of books he or she has read this year both in class and independently!

Team Aspire Book Clubs: Gemma DelRosso, Julia Kowalczyk, and Riley Sacco. Birch Kendall, Nate Becker, and Drew Boniface



7th GRADE

TEAM ESTEEM

SCIENCE

In science, we're coming to the end of the Human Physiology unit. This was our largest unit of the year, covering several human systems: circulation, digestion, excretion, immunity, locomotion, regulation, reproduction, and respiration. We did hands-on labs determining how much blood each student's heart pumps and simulating the spread of an infection. Our last unit of the year, Ecology, begins soon. Learning how species interact with each other and their environment is fun to do during the warm end to the year!

MATH

In math, we just finished an exciting unit of Geometry lessons. Students have been finding perimeter and area of circles and other familiar polygons. Currently, we are working to find probability. Students enjoyed classroom activities to record our results when performing trials of events to predict outcomes. We will finish up this year with the topics of surface area and volume. We are using the Big Ideas Textbook and online videos as a resource, along with Schoology to submit work. Have a great summer and remember you will use math every day!

ELA

In ELA, students finished the Art of Argument unit where they researched both sides of an issue of their choice and then wrote an essay in which they argued their position on the issue, persuading an appropriate audience. They found a variety of evidence to strengthen their position such as researched facts, statistics, expert opinions and data from studies. Through their analysis of evidence, students convinced their audience to take action for their cause. We are currently reading, discussing, and writing about important issues that impact groups of people, and how they handle these challenges in our current unit, Social Issues Book Clubs.

TEAM ESTEEM (cont.)

SOCIAL STUDIES

In social studies, students have investigated the reasons behind, and impact of Manifest Destiny. This was followed by an evaluation of the events that caused the Civil War. Our last topic was the Civil War and its powerful and dramatic impact on the entire nation, which some historians believe to be the second American Revolution. The exclamation point on that unit is the assassination of Abraham Lincoln.



TEAM UNITY

SCIENCE

Team Unity science classes are currently working on the human physiology unit. We will be completing an exercise, pulse rate and recovery time lab, building a model of the lungs, and making a flow chart of events that occur while we are digesting our food. Our final unit is a preview of ecology, wherein we will look at such topics as ecosystem structure, food webs, and major world biomes.

SOCIAL STUDIES

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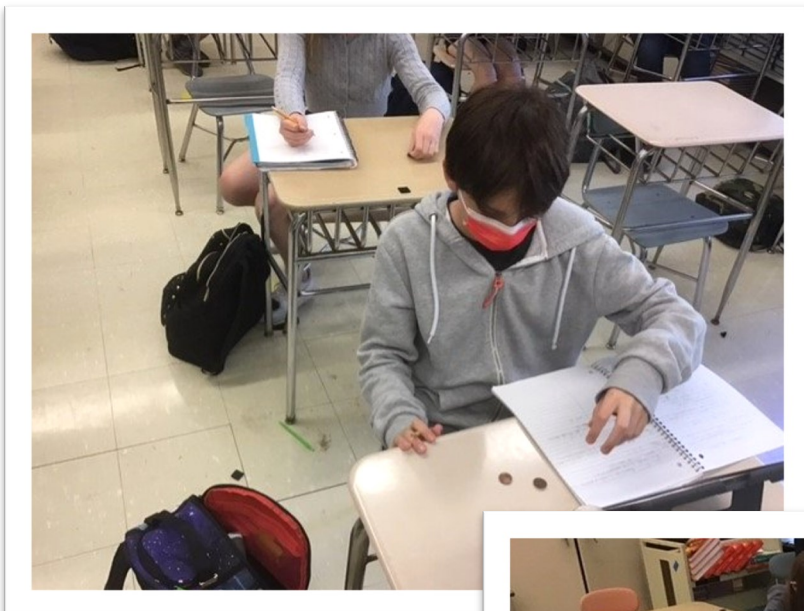
ELA

7th grade ELA ended the year with Social Issues Book Clubs. Students read 3 books in 3 different book clubs and worked to analyze, discuss, and write about each text. Over the course of the unit, students explored how reading fiction helps us become better at relationships in our own lives, deepens our understanding of others, and how the groups to which we belong, our personal histories, and our character traits help to shape our reading. We finished the unit by considering how books can be mirrors and/or windows. When students can identify with the book they read and can "see themselves" in the novel, it can be considered a mirror: they see themselves reflected in the character, events, etc. When students consider a book to be a window, they discussed how it provided them with the opportunity to view and learn from the experiences of others.

TEAM UNITY (cont.)

MATH

In math, students recently completed a unit involving finding the circumference and area of circles. They had the opportunity to discover pi early in that unit with an outdoor activity in the front circle of the school. We are currently working with probability and statistics, and we will touch on surface area and volume with three dimensional figures before the end of the school year. Our students have gained a solid foundation in math despite the challenges the pandemic presented this school year. It is our hope that they have also developed an appreciation for mathematics!



TEAM GRIT

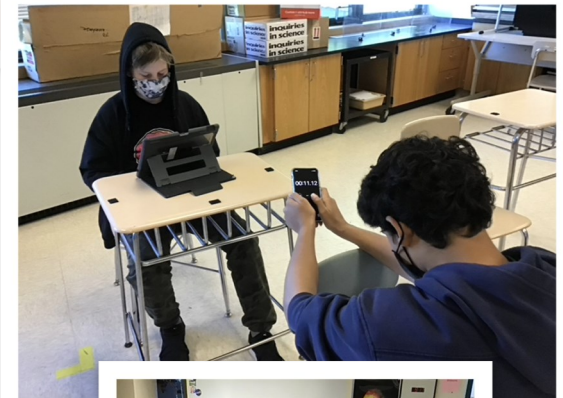
SCIENCE

Science students opened Trimester 3 with content instruction in anatomy and finished the year studying ecology. Skills included questioning, modeling, analyzing data, and the use of real samples.



SOCIAL STUDIES

In social studies students finished up the year learning about the causes of the Civil War and working on skills such as sourcing, analyzing, and writing about historical documents.



ELA

In ELA, students wrapped up individual "Art of Argument" research essays using persuasive strategies and techniques. Thereafter, they were engaged in Social Issues book groups, reading for empathy and advocacy.



MATH

The math classes finish the year studying 3-dimensional geometry, including the concepts of surface area and volume of prisms and pyramids. The accelerated classes include spheres and cones and then also reinforce some important algebraic skills, in preparation for their Algebra course next year.



8th GRADE

MATH

In Algebra 1, we finished up the year learning how to use statistics to analyze linear, quadratic, and exponential data sets. Although this Common Core Algebra 1 curriculum is fairly challenging, our students worked hard and hopefully leave us with a deep, foundational, and conceptual understanding of algebra. The NY State Algebra 1 Regents Exam was administered on June 19th.

Our Math 8 students explored rational and irrational numbers. They also applied the Pythagorean Theorem to solve real world problems, and we proved the theorem in various ways in our classrooms. They ended the year reviewing and studying for the final assessment that was administered on June 19th.

ELA

Our hats are off to all of our students, who have stayed focused, engaged, and remained important voices in their class community during this challenging year!

Our culminating unit revolved around social justice issues. Students immersed themselves in reading about a contemporary, complex issue facing Americans today. We have been so impressed by students' willingness to become informed citizens, and become advocates for positive change.

We wish our students the best as they embark upon their high school journey, knowing that they will continue to use their skills, gifts, and talents to ensure a sustainable, democratic society.

Incoming 9th Graders to JJHS are expected to read *Dear America: Notes of an Undocumented Citizen* by Jose Antonio Vargas. The accompanying assignment will be posted on SGY and the JJHS website.

Wishing all of you a safe and rejuvenating summer! Remember the importance of self-care, family time, and joyful, screen-free moments.

8 GRADE (cont.)

SOCIAL STUDIES

Our grade 8 Social Studies students wrapped up the school year with a 1960s student-based inquiry project. After our exploration of the Cold War, Civil Rights Movement, and the decades of the 20th century, students picked a topic to research more deeply. Some of the topics included social movements of the 1960s like Anti-Vietnam War, Gay Rights Movement, or Women Rights. Other topics spanned from the change in social norms, foreign policy, to crime and politics within the United States.

EARTH SCIENCE

Mrs. O'Gorman's Earth Science students completed their study of Geology and moved on to Astronomy - they studied evidence that proves the universe is expanding, the shapes of the solar system bodies' orbits, and are now focusing on the Sun, Earth & Moon System. Specifically, the phenomena that Earth's rotation and revolution create.

Mr. Miller's Earth Science class ended the year uncovering plate tectonics, earthquakes, and earth's history - all 4.6 billion years! Ask your son/daughter what tools are used to reconstruct the super continents of the past, along with how the collective effort of geologists, over many decades, used seismic data to draw inferences on earth's interior layers and properties.

PHYSICAL SCIENCE

Mrs. O'Gorman's Physical Science students wrapped up their study of Chemistry and have started studying Energy. They are focusing on concepts they will apply in Earth Science such as convection, radiation, spectral analysis, and energy conversions. They are also participating in a building-wide study of Tomato Seeds via a program called **tomatosphere** where they test the germination of seeds that have been on the ISS vs. Seeds that have not been in space.

8 GRADE (cont.)

PHYSICAL SCIENCE

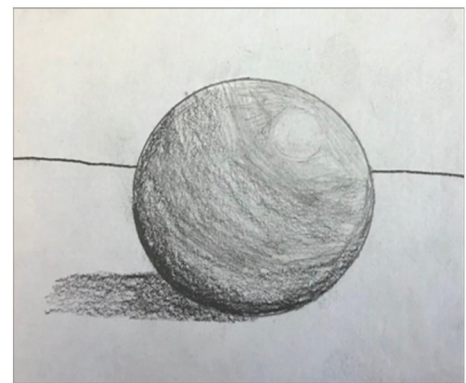
Mr. Miller and Mr. Kastanis' Physical Science students were introduced to Physics concepts focusing on Motion and Newton's Laws. To culminate the forces unit, students built boats and drew free body diagrams of the forces acting on the boat during our annual 8th grade Physical Science Boat Races. Fun was had by all.

UNIFIED ARTS: GRADES 6 –8

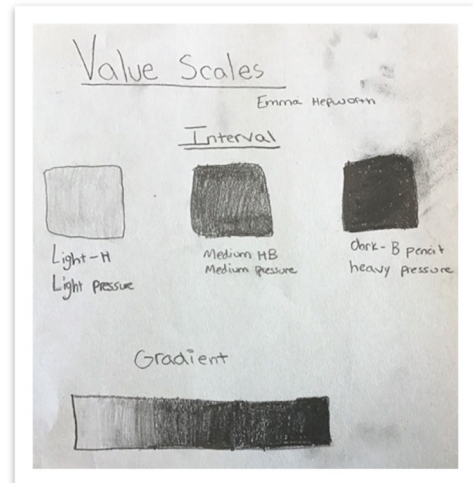
ART—6TH GRADE

Our young artists are learning how to use the different drawing pencils to create a range of value of lights and darks on surfaces. The unit begins with value scales and learning how to shade by controlling their pencil strokes.

Drawing by: Emma Hepworth



The unit ends with a layered drawing where students apply what they learned to create the illusion of depth of "holes" in their paper. **Drawing by: Noah Goldberg**



The next step is to use the different pencils to shade a flat, 2-dimensional circle into a 3-dimensional sphere.

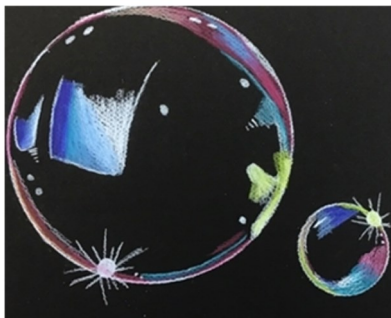
Drawing by: Seth Denker



UNIFIED ARTS: GRADES 6 –8

ART—6TH GRADE

Students were offered a list of choices for their final art rotation. Projects to consider included colored pencils, origami, oil pastels, digital art, watercolors and book making. All projects were selected to reinforce skills learned throughout the year and encouraged them to use their problem-solving skills. Everyone was fully engaged in their creative activities and the variety of work was impressive!



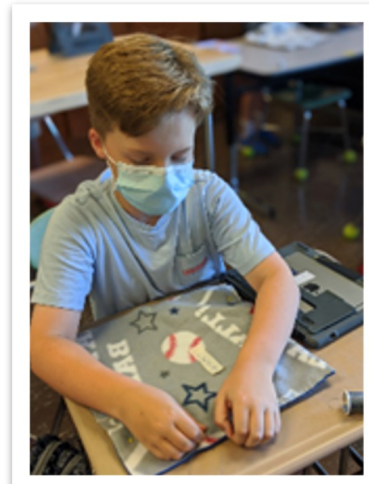
UNIFIED ARTS: GRADES 6 –8 (cont.)

FAMILY CONSUMER SCIENCE – 6TH GRADE

Students in 6th grade Family & Consumer Science were asked to think about all of the items they use on a daily basis that were constructed by being sewn together. The lists included bedding, linens, clothing, upholstery, sports equipment, backpacks, etc. Most were surprised at how many items we use that are created this way! Students examined their own garments and learned that they are produced in many different countries all over the world.

Students then learned basic hand sewing skills and created an individualized hands-on textile project. Sewing requires concentration and focus. Working independently, students practice problem solving skills, and develop hand-eye coordination and fine motor skills. Learning a new skill and gradually mastering it helps students develop self-confidence. In addition, students practice organization and time management, while getting an opportunity to express their creativity and individuality.

Students discovered that creating something tangible and beautiful with one's own hands is a satisfying and rewarding experience.



Luke Fisch, Grade 6

TECHNOLOGY—6TH GRADE

Students in grade six technology learned about coding using Sphero robots.

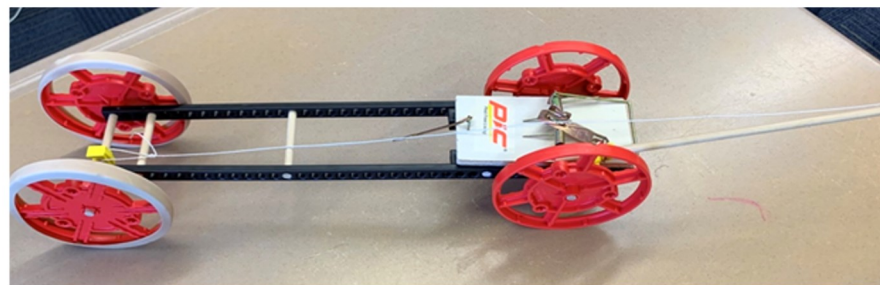
Students began coding with Sphero's using the programming language Blockly. Blockly utilizes moveable blocks of code allowing students to produce an algorithm or string of code which the robot follows like a recipe. The blocks can be dragged and connected to program the robot to move around with commands such as turn and move forward. Within these various commands there are options for the number of degrees to turn or how far forward to roll in time or distance. In addition to this block coding, students can also directly edit and type in code as JavaScript text. Students can also switch between the two to see the code behind the blocks they have compiled.

UNIFIED ARTS: GRADES 6 –8 (cont.)

TECHNOLOGY—6TH GRADE cont.

There are so many benefits to learning to code. Coding allows kids to become computational thinkers. the students learn to take a big problem and break it down into smaller pieces and then address the pieces one at a time. With our focus on Social- Emotional Learning this year, coding is a transferable skill. When you're feeling overwhelmed or stressed by a task at hand, you can use your problem-solving skills to break things down into smaller manageable steps.

Next up- The construction of Solar vehicles and 8th grade mousetrap vehicles.



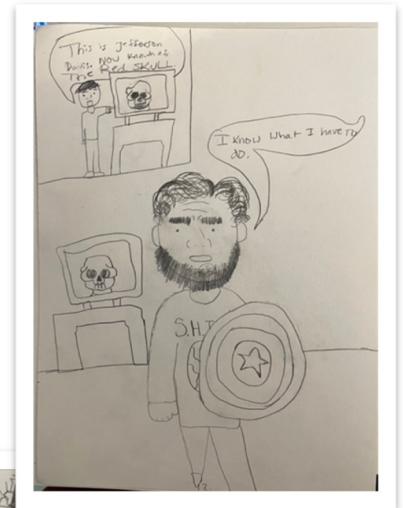
UNIFIED ARTS: GRADES 6 –8 (cont.)

ART—7TH GRADE

It's been a crazy, fun, year full of learning to adjust and change and gain new skills! Our 7th graders did such a great job adjusting as we changed from full remote to hybrid to all in. In Art class, we learned to make do with what we had at home (a box of spaghetti makes a great ruler!), get comfortable with carrying our work everywhere, and submitting all work digitally. We figured out the pros and cons to all of that, and I think, we all learned a lot.

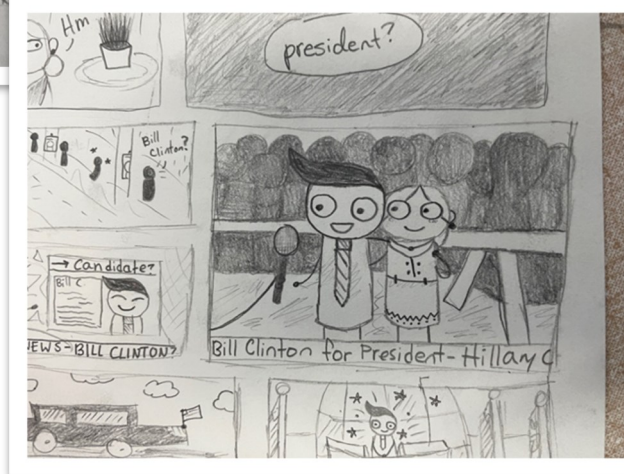
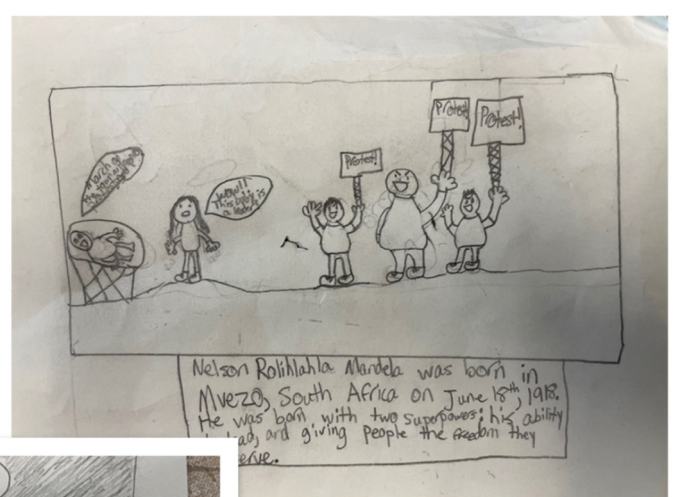
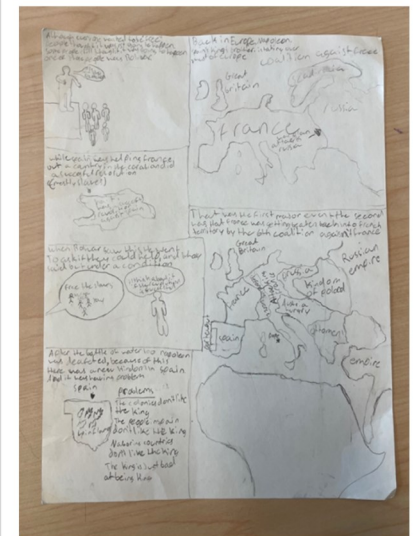
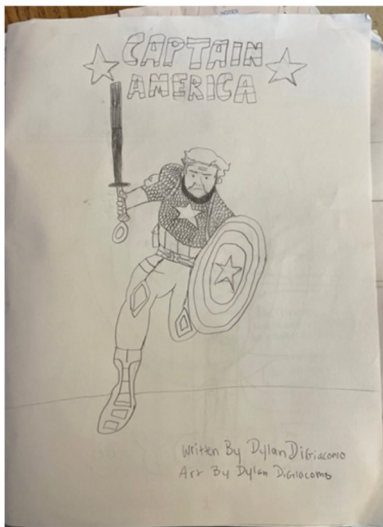
In the beginning and middle of the year, my students learned color mixing and drawing in perspective. The end of the year was spent incorporating these skills into our final, big project. And what a project! Students chose an area of social justice that is meaningful to them, and then did some research to narrow down to one great hero for that issue. After designing their character, doing research and taking notes, students created a comic book or graphic novel to tell the story of the hero's work.

The kids learned so much diving in to research about their hero. They spent weeks drawing and writing to tell the story in order to teach others about this good work. Some of their books are funny, some very creative and action-packed, and some are somber and serious. A few students chose to turn their heroes into actual superheroes, to really drive home the metaphor.



UNIFIED ARTS: GRADES 6 –8 (cont.)

ART—7TH GRADE cont.



UNIFIED ARTS: GRADES 6 –8 (cont.)

TECHNOLOGY –7TH & 8TH GRADE

In 7th and 8th grade Technology classes this rotation, students are using the Design Process to design and build straw rollercoasters. Students will learn about the history of rollercoasters and then design a rollercoaster using straws. Students will be encouraged to include 90 and 180 degree turn in the production of their rollercoasters. Once complete, they will film their final product and upload to Flipgrid. Students will also work on BlocksCAD this rotation. They will complete a design of their choice that will be printed on the 3D printer.



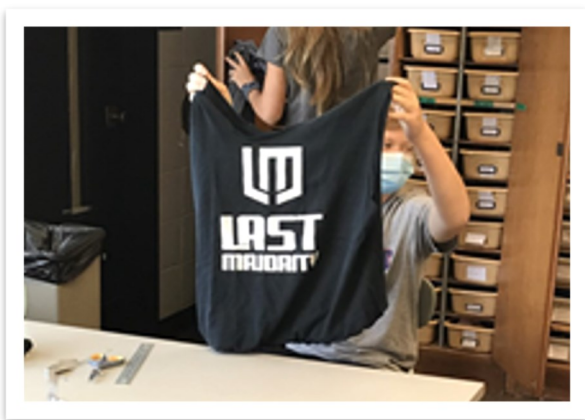
UNIFIED ARTS: GRADES 6 –8 (cont.)

FAMILY & CONSUMER SCIENCE—7TH GRADE

We are exploring actions we can take to reduce our impact on the environment and help others do the same.

For our first project we started with a lesson built around the TED-Ed video: "The life cycle of a T-shirt" to understand the connection between our clothing and the environment.

Students took one small step by repurposing unwanted t-shirts into re-useable T-Totes to replace plastic bags and reduce the amount of clothing in our waste stream.



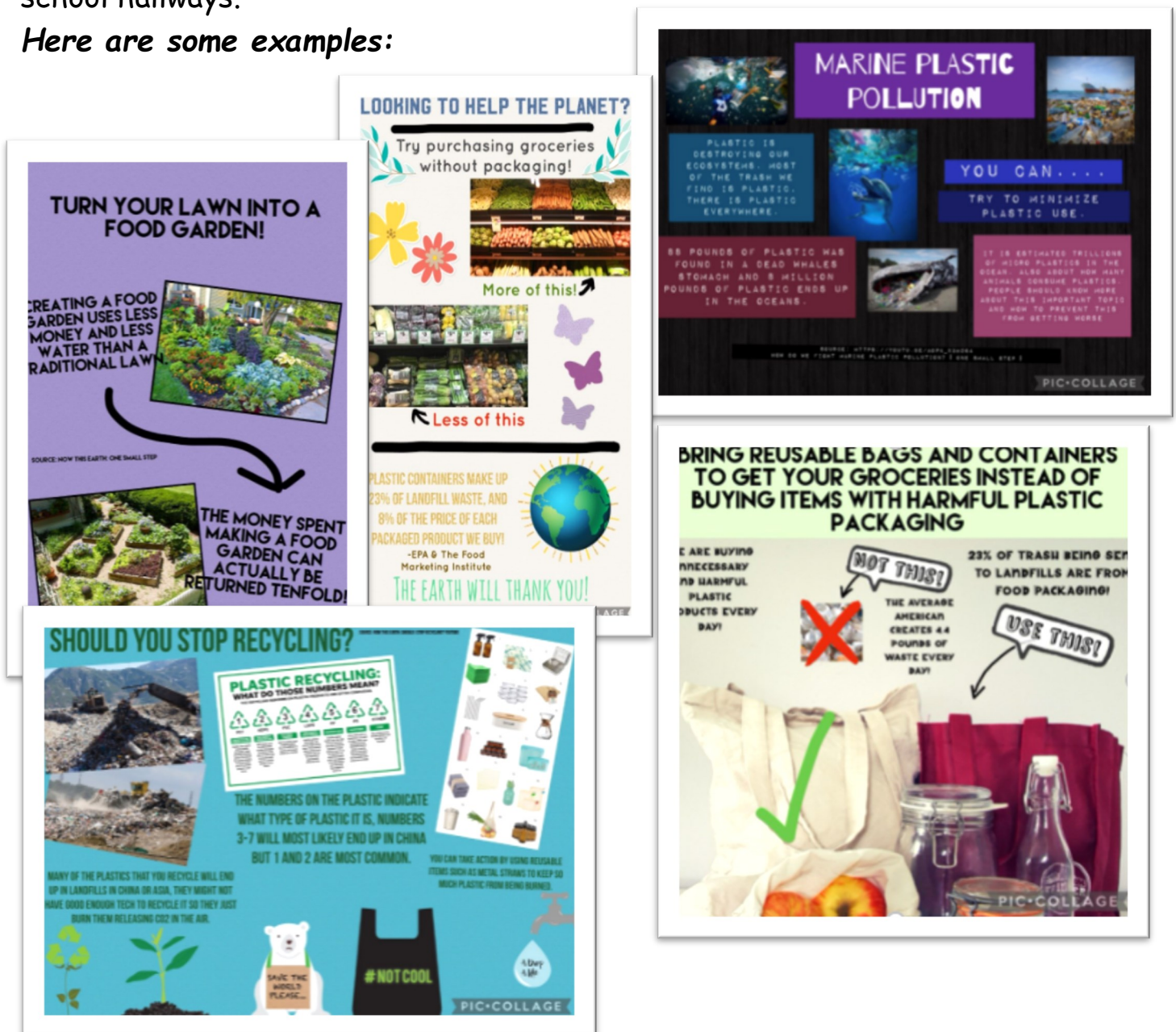
UNIFIED ARTS: GRADES 6 –8 (cont.)

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

The goal for our second project was to inspire action and educate others. Students selected a "Caring for the Earth" topic based on their interests and values. After analyzing examples for effective visual design elements, students tried their hand at creating "digital posters" using the Pic Collage app.

Students were given the task to persuade and inform with 2 facts, a supporting image and one action step. The posters run on the TV monitors in our school hallways.

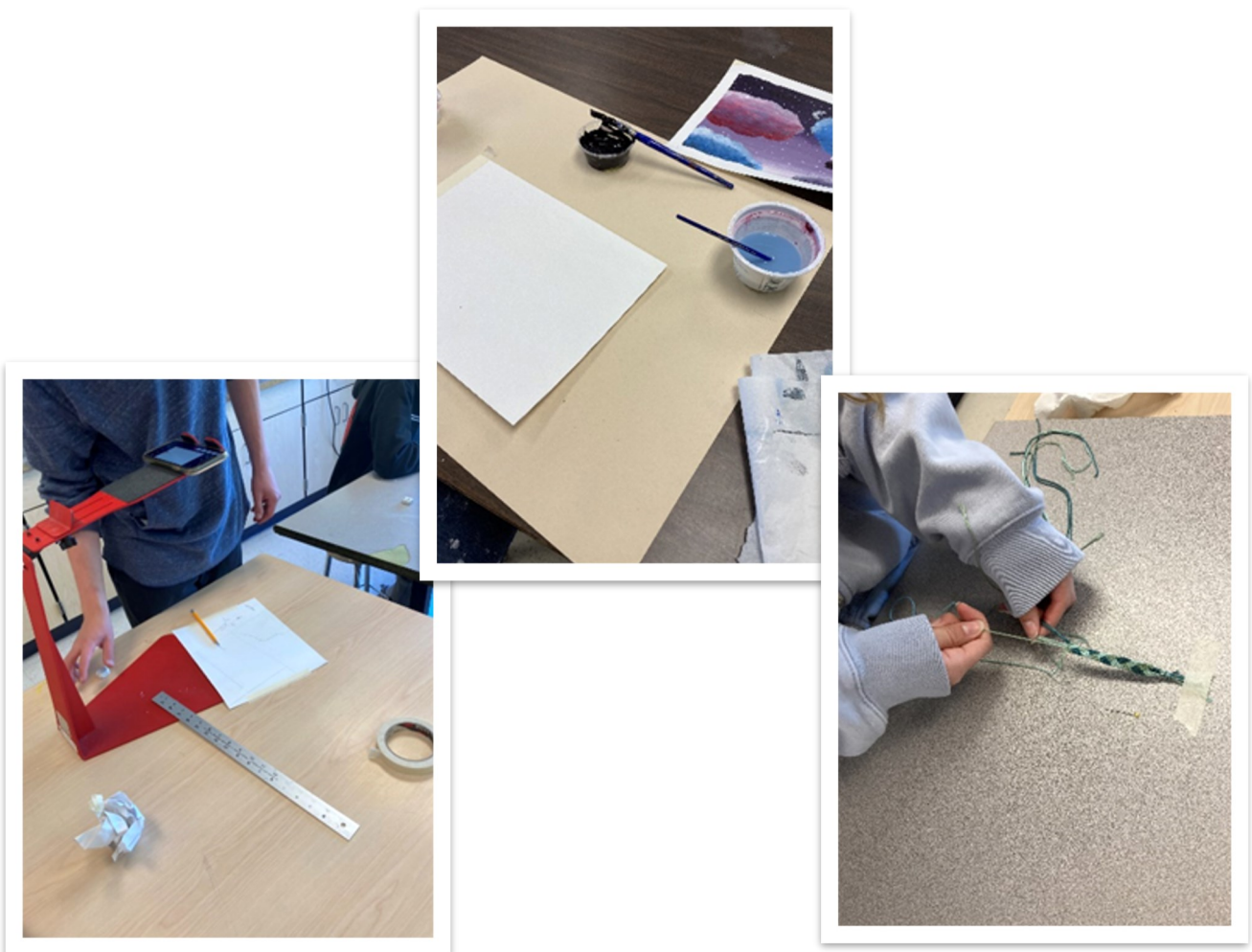
Here are some examples:



UNIFIED ARTS: GRADES 6 –8 (cont.)

ART –8TH GRADE

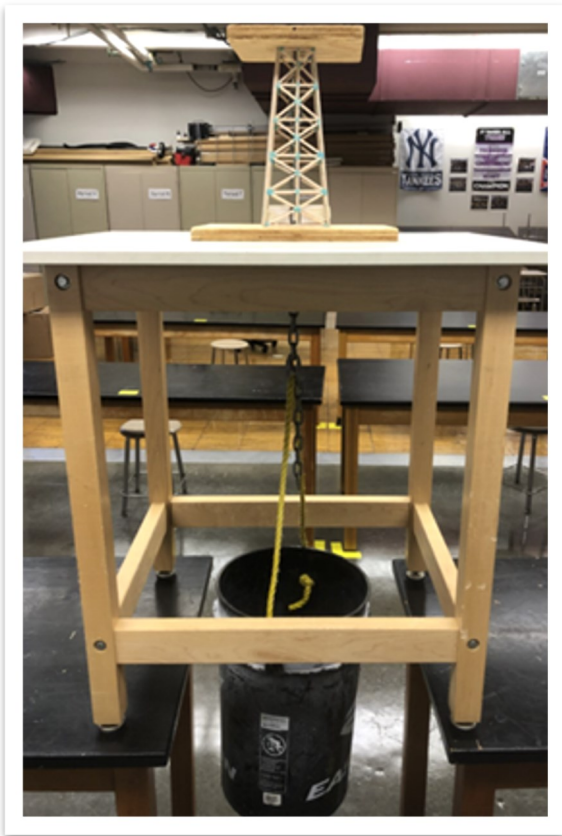
The last third of this crazy school year has found 8th graders working very hard on their Passion Projects! These creative projects were self-selected, guided by each individual student's passions and interests. Students researched and developed guiding questions to help determine what it was THEY wanted to learn by executing their project. One of the important goals of this process was to help kids learn how to teach themselves new skills. Having up to twenty different projects happening in the classroom... from stop-motion animation to traditional watercolor landscapes to fishing-lure-making...has been very exciting and engaging for us all!



UNIFIED ARTS: GRADES 6 –8 (cont.)

TECHNOLOGY —8TH GRADE

The 8th grade students are testing their balsa wood towers that were designed and created during the second trimester. Students are calculating the Structural Efficiency of their towers. Students will then reflect on their experience using the Digital Portfolio feature in Schoology. In addition, students will complete their Passion Projects for technology. Many students are interested in using the design process in order to problem solving. One of the favorite projects is the "Egg Crash Vehicle". Students are to design and build a model "device" that will prevent a raw egg from cracking on impact.



WORLD LANGUAGE

6 & 7 French

FRENCH 6

Students are learning to describe friends—their personalities and looks— and learning to describe their room and everyday objects students might own and have in their rooms. In order to do that, we are focusing on the verb avoir to say what we have and the correct use of adjectives to describe the things we own. In addition, they are reading the novella *La Terrible Semaine d'Alexandre*.

Students are also researching small towns outside of Paris that will culminate in a brochure and game.



Lauren Metro and Juliana Ferrajina
researching Coupvray, France

FRENCH 7

Students are learning to describe clothing, make comparisons, and distinguish between certain people or objects. We are also working on grammar - demonstrative objects and interrogative pronouns, to conjugate verbs with spelling changes, and -ir and -re verbs. In addition, they are reading novellas that take place in different Francophone countries.

Students are collaborating on a Paris monument project that will culminate in a presentation, and game or map.



Silas Newman researching Le Centre Pompidou

6-7-8 SPANISH

SPANISH GRADES 6-8

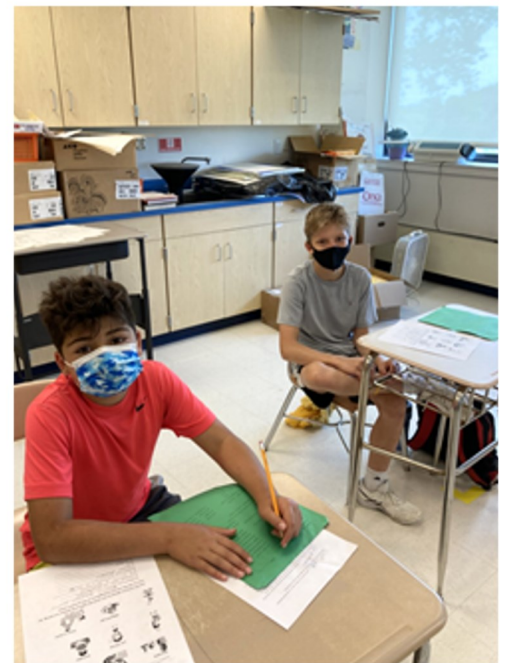
As the year comes to an end, students are putting to use all the vocabulary and verbs they have learned this year. We continue to learn and study new content including useful expressions and verb structures. They are participating in listening and speaking activities combining all their knowledge, and are practicing their reading and writing skills. Students faced and overcame many obstacles this year and we are pleased with the progress they have made since September. ¡Qué tengan un muy buen verano!



6th graders play a game to practice vocabulary.



8th graders working on a culture project.



7th graders during a partner speaking activity

6 & 8 LATIN

LATIN 6

Students are learning about structures in ancient Roman cities - villa, forum, basilica, amphitheatrum, thermae, and aqueducts. We are also working on grammar - the dative case of nouns, and 1st and 2nd persons plural present of verbs. In addition, they are reading the novella Rufus Lutulentus.

Students are collaborating on an ancient Roman city project that will culminate in a presentation and game.



Noah Goldberg and Aaron Koenig researching aqueducts

LATIN 8

di immortales! In a year that has just flown by, students in Latin 8 have been working hard and having a lot of fun. Recently, they have short written stories about themselves in Latin. Some have flown above New York City (a little curious), others have visited ancient Rome (curious), and still others have cooled off in the principal's office on hot June days (very curious indeed). The stories were fun, lively, thoughtful, meaningful, and full of good old-fashioned foolishness.

The students also invented a game called *tē parā, tē statue, pingē!* ("Ready, Set, Draw!"), in which a student describes an image in Latin while everyone else in the class ... attempts to draw what they have heard. *optimē factum, sodālēs!*



So much good work and learning happened this year, but how much fun will it be to have another *cēna Rōmāna*? We can't wait!

MUSIC

ORCHESTRA

Orchestra students have done such a fantastic job learning their music this year, whether it was through Zoom or in person. We are currently working on recording videos of our pieces to share with friends and family via Schoology. These culminating videos will demonstrate the musical skills students have learned, as well as their perseverance in learning throughout a pandemic!



BAND

For this final trimester, we have been practicing for our upcoming concert recording session. 6th and 7/8th grade band have 3-4 titles that we will be recording and posting on our class Schoology page for friends and family to enjoy. I would like to say how proud I am of each and every band member, this year. I will send out an email once the videos have been edited and uploaded to Schoology.



CHORUS

JJMS Chorus students have been working hard finalizing their Spring choral repertoire. We are currently in the process of recording selections that we have learned throughout the year to share with family and friends. Families can look forward to hearing such selections as "One" from *A Chorus Line*, "Corner of the Sky" from *Pippin*, "Beyond the Sea" and "Here Comes the Sun". These recordings will be made available in mid-June on Schoology.



LIBRARY NEWS

It's incredible to think that the school year is almost over! In the library we have been busy with several projects. The 6th graders have become iMovie experts working on videos for ancient China as well as weather reports. 8th grade has been in the library researching a variety of topics from the 1960's.

As you enjoy the glorious days of summer, visit the library web page for our Suggested Reading List (all available as eBooks on So-ra) and for tutorials on accessing our eBooks and the Westchester Library System's eBooks.

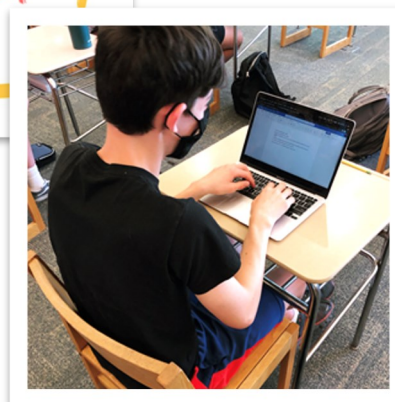
You can also follow us on Instagram: @jjmslib

Finally, please make sure that any overdue books are returned to the library before the last day of school.

Have a wonderful summer and happy reading!

Ms. Jennifer Useted
Library Media Specialist

Ms. Susan O'Malley
Library Clerk



PHYSICAL EDUCATION

In Physical Education, we spent time practicing throwing and catching frisbees before entering into an ultimate frisbee unit. We also have been playing flickerball, which is a similar game to ultimate frisbee, only using a football instead. We have enjoyed the nice weather and have been fortunate to be able to get outside almost every day! On our few rainy days, students participated in fitness workouts, mindfulness activities, just dance, and more.



HEALTH

We made it! We are happy to have our 8th graders in health this rotation and have them IN PERSON!!! We covered a wide range of health topics including DBT skills on Mindfulness, Distress Tolerance and Emotional Regulation. Along with learning the functional knowledge of the human body during the adolescent time period of their lives. We learned about the lasting impacts of bullying and have been creating "Shark Tank" presentations in coming up with ways to prevent and cope with bullying, specifically cyberbullying. We enjoyed working with our Peer Group Leaders at the High School to get our 8th graders ready for their transition to JJHS.



HEALTH OFFICE REMINDERS!

Please plan now to update your child's annual medication and physical/immunization updates for the 2021/2022 school year.

- Submit updated reports of your child's annual physical as soon as it is completed. This supports timely clearance by the health office for sports and will exempt them from NYS mandated scoliosis screening in school. Official NYS health forms must be used when documenting updates. These forms can be printed off our school district website ahead of your appointment. Here is the link. WE MAY NO LONGER ACCEPT FORMS USED BY INDIVIDUAL PEDI-ATRIC OFFICES
- All prescribed medications must be renewed annually. Updated doctor's order forms along with medications may be delivered to the nurses' window after August 30, 2021, (yellow sign marked "NURSE" in window). Please call 914-763-7508 ahead of your delivery. Please plan ahead for September. The "Administration of Medication in School" form needs to be submitted with the medications, including over-the-counter. Here is the link.
- Students entering 7th grade must submit documentation of Meningitis A vaccination prior to the start of the school year.
- Students entering 6th grade must submit documentation of TDAP vaccination once they are 11 years of age.

We appreciate all the support and cooperation that has enabled us to maintain a safe & healthy John Jay Middle School environment.

Thank you & have a wonderful summer!

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