

Blythedale Buzz



MOUNT PLEASANT BLYTHEDALE U.F.S.D.

Principal's Corner

The third quarter started with our secondary team celebrating four students successfully passing January Regents exams. We were excited for plans laid ahead including working with *Hudson Valley Shakespeare Festival*, finalizing the science fair, and district wide Earth Day celebrations. As the quarter progressed, we welcomed a performance by dancers from *Off Center Dance Theater*; we completed hosting visitors for a successful career month; and we prepared students in grades 3-8 for State English Language Arts exams. Then the momentum of the third quarter halted when, as a result of the COVID19 pandemic - and by order of the government - schools closed on March 18.

Overnight, teachers shifted gears. Instruction transitioned from the hands-on approach in the classroom to technology; and the first few days were difficult! This new way of engaging students required major adjustments. With each passing week we analyzed the work and made modifications based on data collected. Our goal - and we are relentless - is to optimize delivery of instruction and successfully engage all students in learning.

Plans that had been made, prior to school closing, continue to move forward. Teachers and students will celebrate Earth Day and science classes will have the opportunity to watch the life cycle of caterpillars morphing into butterflies. Teachers are caring for the caterpillars in their homes and sharing all stages of the life cycle with students via *Zoom*® sessions. We are looking forward to this positive and beautiful learning experience.

I await the day when we are able—teachers and students together—to return to our school building. Until then - stay well, stay strong, and stay connected.

Griselda Reyes

2020 Spring Edition

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Distance Learning - FIVE Ways to Facilitate

Distance Learning is *no* substitute for face to face instruction as it does not resolve the issue of the disadvantage of not having face to face social/emotional interaction with teachers and peers. Nevertheless, teachers and administrators are working hard to engage students and maintain continuity of learning. Given the current situation of the need to maintain social distance, distance learning (DL) provides a short-term solution for our students with special education needs. Through the use of technology, we have found creative ways to **CONNECT**, **ENGAGE**, and **PROVIDE ACCESS** for students through a variety of strategies, tools and resources.

Continued on page 6...

ELEMENTARY

Pre-Kindergarten

Learning is Fun!



Pre-K students used their senses to make learning about letters, numbers, shapes and sight words fun! They used shaving cream, homemade play dough, and spaghetti to write their names, sight words, letters, shapes and numbers. Students went on scavenger hunts at home to identify colors and find shapes in their different environments. They listened to stories online, practiced sorting with food or candy and continued to engage in mastering basic phonics by playing "I Spy" at home. Our students got creative with pots and pans; making instruments using Tupperware, baking pans, and rubber bands. Pre-K also made patterns using cutlery, toys, and other household items. Finally, students created homemade slime using cornstarch and water. Pre-K learning is sometimes messy, but always fun!

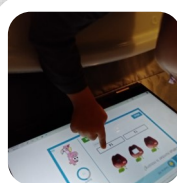
Kindergarten—First Grade

Keep on Moving...

The students in Mr. Stephen's K-1 class worked rigorously at home while adjusting to not being physically in school. Daily, students worked on assigned reading and math activities. All the children - with prompting and support-identified characters, settings and major events in stories: We addressed this Common Core standard directly, utilizing the *Raz-Kids*® website where each student has an individual account. Each school day,

students log in to *Raz-Kids*® and engage in listening to two read-aloud stories. Students are then afforded an opportunity to themselves read a story into a microphone and engage in taking a quiz to assess their understanding of the story and its elements. In the area of math, students use the *Iknowit*® website. We log in every day to find a new assignment waiting. Most recently, students focused on representing

addition and subtraction utilizing a variety of strategies. The amount of work students are completing is astounding. My hat goes off to these amazing children who, even though they are not physically in school continue to learn and grow.



Ms. Katie's K-1 class is working hard to continue learning at home. Students thrive on routines and are excited to participate in regular morning activities through video. We have shared read-aloud sessions and participated in comprehension activities focused on characters and details as well as explored nonfiction texts using *Pebblego.com*®. Families have searched their homes for materials to create projects that support hands-on learning. Many students have enjoyed searching their neighborhoods for signs of Spring; nature scavenger hunts; and learning several new songs to celebrate the season. In math, students have been working on addition; exploring key symbols and vocabulary; and practicing writing 'addition' statements. Students are using ten frames and objects at home to create a list of ways to make 10 through addition. Our students have enjoyed utilizing a math website, *Iknowit*®, to supplement instruction. They also utilize websites such as *Scholastic.com*® for Science and Social Studies and *getepic.com*® for literacy. K-1 has participated in weekly *Zoom*® meetings to support social interaction: Surprise Bag activities have been enjoyed by all as a way to address speaking and listening standards. We are excited to discover fun and creative ways to continue learning together while we are apart!

First Grade

Focus on Women's History

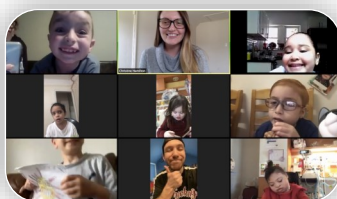


First-grade students learned about Women's History Month. Students became familiar with important historical figures such as Annie Oakley, Rosa Parks, Marie Curie, Elizabeth Blackwell, & Sally Ride by reading, *My Name Is Not Isabella* by Jennifer Fosberry. We also utilized digital resources such as *BrainPOP Jr.*®, *National Geographic Kids*®, *Raz-Kids*®, & *Character Tree*® to further learning about these great women. First graders distinguished each historical figure by reading their first name, identifying their picture, or by identifying the story prop that represents what made each woman famous. Students made text-to-self connections by identifying "mom" as a woman they admire and supported their reasons with, "She is caring", "Mom loves me", "Mom gives me clothes", "She gives the best hugs". Additional responses included, "She gets my food ready", and "She is a great teacher". These are some wonderful characteristics of our first-grade moms!

Second Grade

Array of Sunshine

Second graders continue to enhance their addition skills in order to one day become expert mathematicians! Students recently concluded their unit on **arrays**, and had much fun engaging in various activities to facilitate a deeper understanding of the concept. Students were exposed to key vocabulary to guide their learning of arrays, such as: row, column, and repeated addition. To introduce the topic, students learned that arrays are groups of objects arranged into equal **rows** and **columns**. Additionally, students learned that the appearance of an array creates a rectangular shape, and that they can often be found in everyday life! Students were thrilled to discover all the arrays they interact with daily, such as: egg cartons, cupcake tins, and ice cube trays. Students learned that they can solve for the number of objects within an array using **repeated addition**. Students practiced creating their own repeated addition equations and solving in order to identify the number of objects within a specific array. Second graders are one step closer to becoming expert mathematicians!



Second grade has been highly motivated to maintain continuity of learning even though we are unable to physically be in the classroom at this time. Students are interacting with many online resources allowing them to practice and enhance previously learned skills, as well as, acquire new ones. Second grade's favorite online resources include: *IXL*®, *BrainPOP*®, and *Scholastic News*®. We also make sure to check in with each other by engaging in weekly *Zoom*® conferences.

Distance has not prevented second graders from being incredible students and friends!

Third Grade

Fantastic Fractions

"Working from home is only half the fun as being in school!"

Third graders are fantastic fraction fanatics! Students worked hard learning about fractions and all the new vocabulary that comes with the unit, such as denominator, numerator, and whole. We colored diagrams to practice illustrating fractions, which are now proudly displayed in our classroom. Third graders placed fractions on a human number line to compare them and state if the fractions are *greater than*, *less than*, or *equal to*. We were even lucky enough to invite Buzz, a therapy dog who visits frequently to help with this lesson! Students used life-sized versions of the math symbols, $<$, $>$, and $=$ to create larger than life fraction number sentences!

After we began social distancing and learning from home, students participated in a Zoom® call: We played a fractions *Jeopardy*® game! We are excited to share how third graders are fantastic fraction fanatics!



Fourth Grade

Another Angle

Do you know what is the best angle from which to approach a problem?

The TrYangle



The 4th graders participated in a geometry unit and learned all about angles! We learned that when two rays meet at an endpoint, it creates an angle. We also discovered the three different kinds of angles; acute, right, and obtuse. We created a tool out of paper so that we could practice making each angle and we even used our bodies to form acute, right, and obtuse angles!

We always TRY our best when learning to see things from different ANGLES!!

No matter the distance, learning never stops in 4th grade. Students are working hard to continue learning at home by utilizing many websites, such as IXL, Khan Academy, and Boom Learning.

Blythedale Buzz

Fifth Grade

A Teacher's Perspective

When asked about how we are facilitating distance learning for our students with disabilities, the first thing that came to mind was a recent video conference that included a read aloud with students. I picture their smiling faces, from inside their beds or at their kitchen tables, in the little boxes on my screen. I think of how quickly parents, families, hospital staff, and other community members have made themselves available to support efforts in providing access and continuity of learning to *all* children.

Coming from a technology background, I am aware of the extensive possibilities technology offers to not only educate, but engage students and differentiate our instruction from the comfort and safety of our homes.



Continued...

A Teacher's Perspective...continued from previous page.

We are learning that we can put a smile on a child's face through a computer; that students are excited to introduce family members and share their homes with us; that we can co-teach from home; and that a multi-sensory approach to learning is possible through distance. Furthermore, we are learning that data, such as observations and portfolio materials, can be collected from home; that behavior management and social skills can be implemented virtually; and we are learning new strengths. Finally, we are learning that while an IEP legally enforces accommodations and modifications for students with disabilities, we all have special needs specific to how we best learn; and above all else, we are all in this together.

However, one of my 5th grade students said it best, "It's just not the same as seeing everyone in person." Distance learning cannot replace our classrooms, but it has enhanced our creative efforts and digital literacy skills which will only strengthen our pedagogy when we return to the classroom.

It's just not the same as
seeing everyone
in person."



Sixth Grade

Getting to Know Ancient Greece

Sixth grade students continued their regularly scheduled learning despite their physical distance from the classroom. Students studied Ancient Greece and started to delve into the world of Greek mythology. We learned about the geography of Greece and how it affected daily life in ancient times. We also discovered that Ancient Greeks became great shipbuilders in order to adapt to their environment and travel on the surrounding seas. Together, students read the myth "Theseus and the Minotaur." We learned that myths usually tell a creation story and have magical elements such as gods/goddesses, creatures, and heroes. We explored the dangers each hero face in a myth and the obstacles he must overcome. In Theseus' story, students read along to find out how Theseus defeated the fierce minotaur, who is half man, half bull.

Stay tuned as students continue to explore the fascinating world of Ancient Greece!

SCHOOL WIDE

Thank you for all collaborative efforts between Special Education Itinerant Services (SEIS), Long Term Care (LTC), Mount Pleasant Blythedale Schools (MPBS), and Blythedale Children's Hospital (BCH).

LTC Unit & SEIS

Team Work Makes the Dream Work

Throughout the last few weeks, Special Education Itinerant Services (SEIS) has moved into the technological age while keeping a multi-sensory focus on learning. Students worked in their rooms with the help of our wonderful Long-Term Care Therapeutic Recreation team and Nursing staff. It has been a collaborative effort for all grownups involved to make sure our children are continuing to learn about letters, numbers, shapes, and colors, as well as about Springtime and Earth Day, using iPads and a multisensory approach to engagement. Videos of books read aloud, music videos, and educational applications like *Starfall*® and *LetterSchool*® have become a touchstone for our SEIS students. *FaceTime*® has enabled families to remain connected with their children multiple times a week. We are grateful for all the amazing collaboration between and support from SEIS, Mount Pleasant Blythedale Schools (MPBS), LTC, and Blythedale Children's Hospital (BCH) during this time to make sure education and academics continue for all students.

COVER STORY-DISTANCE LEARNING

MODELING: Examples include; pre-recorded circle and calendar time for students to review and follow along, auditory recordings of text which has been helpful for students to engage in learning, and story time with the school librarian and/or classroom teachers. Story time can be viewed at [MPB's library website](#).

SCAFFOLDING: Use of videos to outline expectations for assignments, including how to access the content by demonstrating concepts. An example would be through the use of *Google Forms*®; affording the opportunity to monitor students through informal 'check-ins' and to respond to learning to clarify, reteach and reinforce. *Google Slides*® aid teachers with presentation of new content because it allows students to read short selections of text (that the teachers choose from a variety of resources) and prompts students to answer teacher created questions related to the content. Teachers incorporate images and videos in the slides to support student comprehension and are able to comment on student responses. Ultimately, *Google Slides*® enables teachers to meet the diverse needs of students by taking into account their strengths as learners. Recording lessons on *YouTube*® affords our secondary students the opportunity to revisit and replay a lesson that they perhaps did not understand the first time they watched it. *BrainPOP*® provides reinforcement of various content related and technical aspects of learning. An application, such as *Sora App*® – provided by *OverDrive*® through a consortium with Southern Westchester BOCES - affords access to thousands of eBooks and audiobooks.

FLEXIBILITY: Providing a wealth of choices for students to engage with their assignments; students are able to choose from familiar educational apps that reinforce content and skills. Choice Boards allow families and students to select and engage with activities that promote learning while minimizing the stress of perhaps engaging a young learner for a significant amount of time.

Continued on page 7....

SCHOOL WIDE

Guidance Department

Mindfulness

As everyone attempts to manage stress relative to today's world events, it is important to be mindful. Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environments through a gentle nurturing lens. When we practice Mindfulness, thoughts tune into the present moment rather than thinking about the past or future.

A mindful activity you can do with others:

Players sit with their eyes closed.

The mindful leader plays recorded sounds for 30 seconds.

Players listen to the sounds played, focusing on experiencing each vibration.

When 30 seconds ends, players write down as many sounds as remembered.

The group plays the recording again to verify everyone's written answers.

The following resources can be found
on the [Guidance Department website](#):
Mindfulness activities, COVID-19 resources,
and Boredom Busters!

COVER STORY-DISTANCE LEARNING

DIFFERENTIATION: Continuing to use materials from the classroom setting brings a level of comfort to a student's learning; *Google Docs*®, *Google Forms*®, *EdPuzzle*®, *BrainPOP*® and *Scholastic News*® are familiar to students and afford a variety of opportunities for independent learning. For example, *Scholastic News Magazines*® includes non-fiction stories that can be read to students: The audio, video, and brightly colored pictures, helps to maintain student attention. Another program, *Readworks.org* allows teachers to assign individual and differentiated reading passages to meet student needs. The *Readworks*® website allows the teacher to assign passages at varying grade levels, with technological supports, such as having the text read aloud. The teacher is able to assign comprehension and vocabulary questions to gauge student understanding; and most importantly, the teacher is able to provide feedback to the students about their work. *Epic!* books allows students to engage with diverse literature while still providing support, such as texts read aloud. *IXL Math*® is also a supportive resource designed to assign specific skill-oriented tasks to individual students. The educational platforms utilized, enable teachers to differentiate work assigned to students; afford opportunity for teachers to track student progress; and enables teachers to assess a student's time spent engaged with a specific topic. We also use *Raz Kids*®, a leveled reading program to meet students' individual needs.

INTERACTION: Zoom sessions have ensured personal connections and an opportunity to share learning. Teachers and administrators connect with families through phone calls, daily emails, CSE meetings & Care Plan meetings. Families provide feedback to teachers via photos and videos of students engaged in learning activities. Moving towards providing live lessons will allow students to ask real-time questions and interact with their teachers and classmates. When technology is unavailable or an alternative to technology is requested, teachers develop printed material that is differentiated to provide students access to the content while meeting individual learner's needs.

SPECIALS

Art

Artistic Creativity Shines Through!



I am proud of the effort students put into creating artwork at home. It is not easy when each student has different supplies available. Here are highlights of some projects!

Pre-K students made handprint rain, clouds and suns to welcome Spring. We also painted with forks to create beautiful spring gardens! For Earth Day, we recycled egg crates to make silly glasses. Some families even made their own paint to complete the projects.

Elementary students made similar projects to Pre-K's. They used a *YouTube*® drawing site, *Art for Kids Hub*. The artist with whom students draw along is fun! We finished our Dr. Seuss unit with character drawings as well as Spring drawings of various flowers, birds and other seasonal things. We learned about the Aztec Sun Stone which is a sculpture in Mexico and then drew our own sun stones.



Secondary students continued studying optical illusions. We interpreted works of art that represented at least two images each! Then we each researched an Op artist and submitted facts, quotes, and images about the artist under study. We also created a square optical illusion. Finally, all students have been engaged with many activities and project ideas from both *The Metropolitan Museum of Art* and *the Modern Museum of Art*. These activities include listening to stories about artists, copying a pose in a painting or a sculpture and more ideas for creating art.

I look forward to seeing more of students' fabulous creations!

Music

Orchestras & Rock Music at Home



Elementary students have been learning ways to make music while helping the environment. We have been making our own instruments using things from around the home that would normally be thrown out. We made a box drum, tongue depressor harmonica, toilet paper roll shaker and a mac and cheese guitar. I have received some great videos and pictures of students playing their customized instruments to songs that we often sing in class.

Secondary students have been learning about the instruments of the orchestra. We have learned that there are four families of orchestra instruments: the strings, woodwinds, brass and percussion. Each family of instruments was taught through the use of *YouTube*® videos and worksheets which touched on similarities and differences between them. Once we finish learning about the orchestra instruments, we will be rocking out with some Rock & Roll instruments! I miss seeing all of my students and look forward to returning to the classroom.

Until then I look forward to seeing new and exciting ways to bring music into each and every home!

I Spy a healthy choice
of mango, broccoli,
okra and peppers!

Health

Food & First Aid



Students finished their unit on Nutrition. The unit had students learning about healthy snacks and how to make *My Plate*, from the U.S. Department of Agriculture website: Students learned about the importance of healthy options and some new healthier recipes. Part of their exploration included listing their food for a day and discussing how to add more fruits and vegetables into their diets. We completed some timely Mindfulness activities that included focusing on breathing. We recently moved on to first aid and with distance learning, we have been watching *BrainPOP*® videos, completing web quests and taking online graded quizzes! Most importantly, we are staying safe by washing our hands often and keeping them away from our faces!

Creative Writing

Anything is Possible

A cat without claws is like a baby with a blanket.

A MOUSE WITH CHEESE IS AS SPICY AS A PEPPER.

The second semester of school welcomed a transition for seventh graders from Library Skills to Creative Writing and along with them came half of the eighth grade! Together, students developed a plan for how to engage more fluidly in the writing process. They were presented with a list of writing topics and after discussions ensued, everyone agreed that timed writing at the start of each class was the best approach! At first, students found themselves staring at the air and questioning where to begin. After a couple of weeks, they agreed upon ten minutes of timed writing flew by and students were surprised to learn that they had been writing for more than that amount of time. They went from five sentences to ten without realizing! Sharing their ideas was always voluntary and even the most reluctant students started to come around. Further activities included randomly choosing nouns, adjectives and verbs and then putting together outrageous stories about singing panda bears, purple mosquitoes, and talking crayons. One of our favorites was a scary story about a cross-eyed clown! Finally, students have discovered that all things are possible in creative writing!

Blythedale Buzz

Social & Emotional Developmental Learning

The Social Emotional Developmental Learning (SEDL) Committee has been planning many events for our school community. This quarter, our students supported Birth Defects Prevention Awareness Month by wearing pink and blue and American Heart Awareness Month by wearing red. Throughout January and into February, our secondary students had some outstanding presenters visit to speak about their career passions. We learned about cosmetology, legal services, pet store positions, law enforcement, and marketing. Spring was planned to be very eventful, but due to our building closure we had to postpone many events. Our teachers were ready to celebrate Mother Earth with a full week of activities and kick off our life cycle units, but only some of those activities could be moved to distance learning. Our teachers will still be receiving their caterpillars so many of our students will experience this amazing life cycle in action virtually.

We look forward to hearing from our students about what they have learned as we all watch our caterpillars welcome Spring and new life.

SECONDARY

Family & Consumer Science

Money Management

Seventh and eighth graders wrapped up their Financial Management unit. During the course of their studies, students reviewed how to prepare successful management of their personal finances and explored the individual's responsibility to the broader community. Students touched upon the relationship between education, career choices, income, and desired lifestyle; and they developed the planning skills needed to potentially achieve their financial goals. Concepts included personal money management strategies: how to plan, develop, use, and maintain a personal budget; credit and debt management; financial goal setting; saving and investing; and consumer rights and responsibilities.

Career Development & Occupational Studies

Exploring Career Clusters

There is something for everyone in Career Development & Occupational Studies (CDOS)!

At the start of the third quarter—when we were physically inside of our school building—CDOS students were engaged in creating informative posters to share their findings of the sixteen career clusters referenced at the *U.S. Bureau of Labor Statistics (bls.gov)* website. Students worked either individually or with a partner to: research jobs that fall under their chosen career cluster; explore various salary ranges for each job; and figure out—based on their own hobbies and current skills—what jobs are of interest to them. Prior to distance learning, students utilized the Occupational Outlook Handbook to complete their presentations about all sixteen career clusters. Since distance learning was implemented, students continued to utilize the *bls.gov*® website to watch various videos and answer questions to show understanding. They have been finding creative ways to hone their time management skills and explore more of what interests them individually. One student interested in becoming a chef, cooked dinner for his mom and shared the recipe; another student who wants to be a veterinarian is caring for her own pets daily; and one student who hopes to drive a taxi or become a train conductor has been busily engaged in watching YouTube videos about those jobs. Students have quickly discovered the jobs that are currently in most demand—our healthcare workers— and with that understanding, we send a tremendous thank you to all on the front lines.

Mathematics

From Equations to Predictions

This quarter has been a challenge for everyone, but our students and families are doing their best to stay current and involved with their studies. Seventh grade students have been working on the foundational skills of solving multistep equations and working with percentages and decimals. These skills will translate throughout their academic careers and into the real world in everyday life. Ms. Nolan, a teacher in training, has been doing a stellar job delivering instruction and support on these important topics. Eighth grade students completed a unit on solving systems of equations. Students were able to analyze a given situation; determine whether they should use graphing, substitution or elimination; and then act to solve for multiple variables. In algebra, students solved inequalities in one dimension, two dimensions and as systems to determine sets of answers. Students did this through written work as well as graphing, seeing relation to linear equations and function notation. Geometry students became experts at relationships in circles, using key vocabulary, theorems and prior knowledge of other shapes to prove and utilize relationships between chords, radii, tangents, secants, sectors and segments. Eleventh and twelfth grade math students undertook a unit on basic statistics, comparing measures of central tendency and utilizing a standard normal distribution to make predictions about populations.

On a personal note,
I hope you and your loved ones
are safe and healthy.
I appreciate the effort
that you are putting
into academics
as the world seems
to be sinking around us.
It is remarkable to work with
you daily and I wish
nothing but the best
for all our
MPB families.

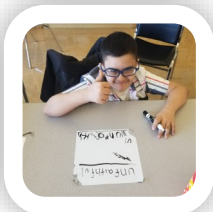
English Language Arts

Courage & Connections



Seventh and eighth grade students read the novel Touching Spirit Bear by Ben Mikaelson. Students were tasked with analyzing the text to uncover themes, motifs, and symbols. They formed personal connections with the novel by writing narratives focused on courage and how it translates into their personal lives. Students also learned about the tradition of totem pole crafting and told their own stories by completing a writing piece in which they chose animals to represent different aspects of their lives. Additional discussions held in class included topics of survival, forgiveness, punishment, and trust.

High school students in grades nine through twelve learned about one of the most famous English writers who ever lived, William Shakespeare. They read about and watched the play *Much Ado About Nothing*. Students examined the concept of human connection and interaction; explored big ideas such as deception, trickery and love; and acted out scenes from the play. Students were "all-in" on this unit as they embodied the roles of specific characters. The high school students were able to respond to text specific questions that required them to utilize evidence and their own personal views and opinions. In addition, students explored poetry terms as well as two of William Shakespeare's most famous sonnets, "Shall I compare thee to a summer's day?" and "My mistress' eyes are nothing like the sun..."



It has been an eventful third quarter to say the least!

Blythedale Buzz

Science

A Learning Garden

Congratulations to all secondary students for your hard work and making our wish for improving our garden a dream come true!

I am proud to announce that our students' proposal for an outdoor garden won one of the 2020 Gro More Good Grassroot Grant! Congratulations to all secondary students for your hard work and making our wish for improving our garden a dream come true!

During the third quarter, middle school students delved into the science of force and motion. They learned about Newton's Laws of motion by participating in inquiry labs. Lab topics included: balanced and unbalanced forces, net force, acceleration, and average speed. Students designed a cardboard track to test the speed of a marble and their claims. After building the track, they collected data about time and distance and calculated the speed and acceleration of the marble. After performing their tests and analyzing data, students wrote about their findings using the CER format, claim, evidence and reason.


In ninth grade, students completed labs, simulations and hands-on activities to investigate the mechanism of evolution by natural selection. Tenth grade students conducted various virtual labs such as DNA extraction and fingerprinting. They also learned about skeletal characteristics and how these characteristics are analyzed to establish a victim's profile.

Our eleventh and twelfth graders learned about epidemiology. In class, students closely monitored the evolution of COVID-19 from when it was first discovered to present day. Students also participated in a simulated disease transmission activity. They learned that the spread of infectious diseases is affected by many factors: the number of people in an area, disease transmissibility, and how the disease is transmitted. Additionally, students designed their own experiments about infectious diseases by using a simulation: They tested the spread of disease through the eating of contaminated food, exposure to air droplets, and via person to person contact.

Social Studies

Past & Present


Our seventh grade students are learning about the impact the Lewis and Clark Expedition had on the growth of our nation. Eighth graders are learning about the causes of World War II and how the war was fought on two fronts, in Europe and Asia. Ninth grade students continue their trip around the globe and are currently looking at the ancient civilizations of Africa. Tenth and eleventh graders were preparing for the upcoming regents in June: Despite suspension of the NYS Regents, we will change gears and focus on 20th Century History. We will examine the causes and outcomes of both World Wars and look at the impact of the Cold War and the ripple effects it had on the global community. Our seniors continue their studies in government. They have been learning about the three branches of government and each one's specific function.



Grade 7 - Read the attached and answer the following questions:

1. Why were Lewis and Clark's expeditions so important?
2. What was the reason for the expedition?
3. What President sent them on the expedition?
4. How would America be different without Westward Expansion?


"Our website comes in handy during distance learning..."



Grade 10 - Read each of the attached documents:

1. The Modernization of Japan
2. World War I

3. Then answer the questions included.
4. Email me any questions and current event topics.



Like educators around the world, the entire staff at Mount Pleasant Blythedale UFSD is relentless. We have come together to ensure that our families and students remain connected to us and to each other. We have found ways and continue to explore new ways to engage students in their learning throughout this unprecedented time of quarantine.

Our iPads to the rescue!

Thank you to the delivery men and women who carried our iPads to the families in need of this technology.

Thank you to the healthcare providers and caregivers who take our temperature and hold our hands.

Thank you to the hospital and laboratory personnel who keep the system running.

Thank you to workers in medical and biomedical facilities supporting efforts to stop the pandemic.

Thank you to all the workers in health manufacturing, law enforcement, and public safety.



Thank you to our food and agriculture essential workers and grocery clerks for keeping us fed.

Thank you to essential workers keeping our lights on and our furnaces warm.

Thank you to the sanitation department, water and waste essential workers, and custodial staff.

Thank you to transportation and logistics essential workers for keeping necessary public transportation running.

Thank you to Information Technology workers for keeping us in communication with each other.

Thank you to the friends and neighbors who follow the rules, stay home and stay safe so that we can all return to work sooner rather than later.

Important Dates:

April 6th—Start of Quarter Four

June 1st—Dates & venue for Moving Up Ceremonies to be determined.
(All events are dependent upon the Governor's Executive Order for Emergency School Closure)

June 26th—End of Quarter Four

**JULY 6TH-AUGUST 14TH
SUMMER SCHOOL 2020**

Mount Pleasant Blythedale UFSD

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Mount Pleasant Blythedale UFSD (MPB) is a district responsible for educating patients of Blythedale Children's Hospital. MPB was chartered by the New York State legislature as a Special Act Program in 1971. In 2004, the Special Education Department approved a 4410 Preschool Program to provide educational services to medically fragile children. We are the only public school district in New York created to educate a hospital population. Our students are inpatient and day hospital children and adolescents receiving rehabilitation and medical services through Blythedale Children's Hospital.

A community where students can learn while their bodies heal.