

# DECEMBER 2010 New Milford High School Monthly Report

Compiled by Eric Sheninger

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## 1. Observations

<u>Teacher</u>	<u>Subject</u>	<u>Date</u>	<u>Period</u>	<u>Observed by</u>
Peter Torpie	Hon. Physics	12/2	2	Eric Sheninger
Vikki Smith	Hon. Chemistry	12/3	2	Eric Sheninger
Rose DePoto	Hon. English 9	12/7	3	Eric Sheninger
Carolyn McGrory	English 11	12/9, 12/10	3	Eric Sheninger
Matt Frederick	Health 11	12/13	3	Eric Sheninger
Kellie Muratore	English 9	12/14	3	Eric Sheninger
Jerry Perrone	Vice Principal	12/14	N/A	Eric Sheninger
Barbara Collentine	Film Studies	12/15	7	Eric Sheninger
Sue Michels	Hon. English 11	12/16	1	Eric Sheninger
Nora Aivars	Algebra 2	12/17	1	Eric Sheninger
Linda Keesing	Media Specialist	12/20	5	Eric Sheninger
Joseph Ickles	Spec. Education	12/1	7	Jerry Perrone
Hayley Barton	Art	12/7	3	Jerry Perrone
Lauren Bettini	Art	12/9, 12/10, 12/13	2	Jerry Perrone
Hayley Barton	Art	12/10	8	Jerry Perrone

Summaries:

## 2. Guest lecturers

- On December 6, 2010, a representative from the Fashion Institute of Design and Merchandising came to speak and share information about the college to Ms. Bettini's art classes.
- Vince August, an actor, a stand -up comedian, an attorney, a sitting judge in Hackensack, and friend of Mrs. Burten's, came to New Milford on December 9, 2010, to speak to the Holocaust and Sociology classes. Mr. August regularly appears on the ABC program, *What Would You Do*. The program is often used in class to promote discussion on how and why people react as they do when faced with a moral dilemma. Mr. August graciously and humorously spoke of how the production works, the reactions of people and the editing process. He spoke of his legal career and how acting is his true passion. The students asked thoughtful and meaningful questions. He encouraged the students to submit ideas of their own to the show. Mr. August also encouraged the students to follow their passions along with learning and studying everything they need to know to make their dreams come true.
- On December 21, 2010, a group of Israeli educators visited New Milford High School as part of the Partnership 2000 program orchestrated by the UJA Federation of Bergen County. From October 31<sup>st</sup> - November 7<sup>th</sup>, Mrs. Colleen Tambuscio went to Nahariya, Israel in which she worked with these educators to create a partnership between the two schools. This delegation consisted of a lead teacher, Mercedes Hadad and four principals from the Nahariya school system. Rabbi Yehuda Rosenberg, a principal in one of the schools, gave a presentation to our students on **Israel as a Democracy**. Later, the delegation was taken on a tour of our school and spent time planning the partnership between the schools. The dialogue between the schools will begin in late January.

### 3. Innovations:

- Ms. Bettini and the Art Center of Northern New Jersey, in New Milford have worked together to create an opportunity each year for one selected New Milford High School senior. The senior chosen will participate in a work-study program at the Art Center. The senior must have the qualities: reliability, reasonability, friendliness, must maintain at least an A average in art, must work on art outside of school, and must be pursuing a college path in the field of art. Sara Akbulut was chosen for this year's work-study program and is currently a teacher's assistant at the Art Center in exchange for art classes. Congratulations on all of her hard work inside and outside of school.
- On December 7, 2010, Mrs. DePoto's Honors English 9 class was introduced to the study of Julius Caesar with a pre-reading activity called "Forced Choice". This activity "forces" students to take a position on a series of statements read by the teacher related to the major themes they will encounter in the play. Students must move to one side of the room if they agree or disagree with the statement, and then they have a chance to explain their position. The other side has an opportunity to "rebut" the arguments of the first. By the end of the activity, students know the major themes and issues confronted by characters in the play. With the time left in the period, students were also asked to talk about what they already knew concerning the play Julius Caesar and what they knew about the Roman Empire. Their homework that night required their reading of Act, scene 1 and a written summary of what they read in a short paragraph.
- Mrs. Collentine's Film Studies class is currently studying the genre of the musical film—specifically MGM in the 1940s. Each student was assigned a specific MGM musical from the 1940s. Each student had to research the director, three stars, and three songs. They then had to create an attractive and original slide on Google Docs that incorporated images of the original movie poster and pictures of the stars of their assigned film. Finally, they had to include a link to YOUTUBE of one musical number from their assigned film. The entire class went to the computer room to sign on to Google Docs and to create a twenty-one slide (as there are twenty-one students in the class) show; the slide show would then be made up of twenty-one different displays of MGM musicals from the 1940s complete with an accompanying song or dance number that the students could watch by accessing YOUTUBE off the slide. Once completed, they watched a few during class (Fred Astaire tap dancing, Judy Garland singing to Mickey Rooney, Frank Sinatra singing with Gene Kelly... etc.) The kids LOVED it. Comments from: "I never knew Frank Sinatra was in movies and was funny," to "Wow! Judy Garland looks so much older than she did in the Wizard of Oz!" They asked questions about film musicals today ("Why aren't there any?") and then voted on the film clip they liked the best. Winner to get extra credit. It was really fun!!!
- Students in Ms. Smith's Chemistry classes were asked to create lyrics and dance steps that would teach any person how to locate each electron for any element on the periodic table. Using a rubric, the students, in their lyrics and dance steps, had to explain and show the various types and shapes of the atomic orbitals, energy levels, and the three rules, (Aufbau Principle, Hund's Rule, Pauli's Exclusion Principle) that help determine the electron configurations of the elements. Students chose their own groups of no more than three people and were monitored and critiqued over a five-week period. Each group had to then present their final version of the "Dance and Sing with the Moving Electrons" project to the rest of the class, where all members sang and performed the dance steps to their authentically created version of songs, such as, Taio Cruz's - Dynamite, Village People - Y.M.C.A (which was changed to A.T.O.M), Pokémon theme song, and Jason Mraz - The Remedy (I Won't Worry). All groups did an awesome job in creating the lyrics and dance steps and should be commended for all their efforts, especially as everyone, including Mr. Sheninger and Mr. Perrone, enjoyed their performances. The project also included a final permanent copy in the form of a video format that shows the students progress over the

weeks and the construction of the lyrics and dance steps. The video ends with a music video of them performing their dance steps and singing the lyrics.

- Mrs. Keesing and Ms. Perna recently collaborated on a project with the World History class to follow-up on their study of the absolute monarchs of Europe. In an effort to add elements of synthesis and creativity to their knowledge, Mrs. Keesing created three different, authentic-learning experiences. Students worked in mixed-ability groups that Ms. Perna arranged. They had to choose one of the monarchs they had studied and one of the three role-playing scenarios. Mrs. Keesing demonstrated the use of Glogster ([www.glogster.com](http://www.glogster.com)), a cool web tool that creates online, interactive posters. She also demonstrated the use of our school's eBook collection and subscription databases that the students used for researching their projects. Within each group, students decided which of the various tasks each one would handle. Among the required tasks were: show a picture of your monarch; show a picture with description of where the monarch lived; include the monarch's proudest achievement; present the monarch's next goal; and, from the perspective of a current history writer, compare one of the monarchs to a 21<sup>st</sup> century ruler. The finished glogs (posters) will be examples of effective communication that highlight important information about the chosen absolute monarch. The students are all highly engaged in their work (which will conclude on December 22, 2010), and they can envision using Glogster for other school/non-school applications. We eagerly await their finished projects!
- Mr. John Ronan (Middle School Science Teacher) had his classes create riddles based on what they have been learning in class. He has sent them to Mr. Devereaux to present to his classes to see if they could stump the high school students with their riddles.
- Mrs. Monroe's Spanish 2 classes completed an authentic learning project based on a Mexican story. Working in groups, students selected a role from the narration and created their own script. Each student created an original poster depicting the role being played and captioned the poster in Spanish. After group practice, the students, using costumes and props, competed in-group presentations and were graded on both their posters and oral performance. Some of their posters are on display in the second floor showcase.

#### 4. Student honors:

- Kaysee Orozco is the Bergen County Player of the Year for Girls Tennis [http://www.northjersey.com/sports/hs\\_sports/girls\\_tennis/111428799 Orozco takes giant strides.html](http://www.northjersey.com/sports/hs_sports/girls_tennis/111428799_Orozco_takes_giant_strides.html) She also is first team All County and 3<sup>rd</sup> Team All State and is featured on YouTube and the McDonald's Channel (The Achievers) for her accomplishments <http://www.youtube.com/watch?v=vtHeH97hXac>
- Senior Rachael Magro and sophomore, Jesus Plata's artworks are both featured this month in the high school art showcases. Various paintings and drawings created by students from Ms. Bettini's art classes are having their artwork exhibited in the Board of Education's meeting room.

#### 5. Field trips

- On Tuesday December 7, 2010, students in Ms. Bettini's art classes visited the Metropolitan Museum of Art in New York City. While there they drew Greek statues from observation using charcoal after studying Greek sculpture in class. They were also given an assignment to draw three pieces of art from any where in the museum that interested them and write one sentence about each.
- On Friday December 10, 2010, students in Mr. Andolino's band class visited the MSG Theatre in New York City to see Wintuk. The musical show Wintuk was a presentation of a variety of performing acts set to music. The music was in a "New Age" style that is instrumental in nature. The High School Band has been delving into this genre recently and will be continuing in the upcoming spring. Mr. Andolino's students viewed, listened, and

experienced the performance while relating the styles to those performed in class. Upon return each student had to apply certain stylistic articulations and techniques to musical performance practice.

- On Monday, December 13, 2010, students in Mrs. DePoto's Tomorrow's Teachers class visited the Berkley and Gibbs Schools to perform holiday readings to kindergarten and first-graders. Students in the Tomorrow's Teachers class practiced and dramatized stories from Dr. Seuss and other traditional holiday stories such as The Night Before Christmas and Snow Dude. Over 100 students in each of the schools watched excitedly as the students mimed and dramatized the events in the narrative. After the readings, children and students joined in a few choruses of holiday songs. Mrs. DePoto received thank you letters from several of the classes who attended, expressing how much they appreciated and enjoyed the show.
- Mrs. Monroe's French students went to see Les Miserables on December 16, 2010. After having studied the French Revolution and the Restoration, French students learned about Victor Hugo and his novel, Les Miserables. They then attended the show at the Papermill Playhouse in Milburn, NJ. Even the students, who had already seen "Les Mis" on Broadway more than once, found the show to be spectacular! Students are now learning French by listening to and studying songs from the original French version, which preceded the British and Broadway adaptations. Last year they presented their own bilingual version of some songs from "Les Mis" to the Middle School and will continue to add to this year's program.

## 6. Guidance

- Recently, Mrs. Porr visited the campus of The College of New Jersey and Mrs. Tricario visited William Paterson University, both to attend a Counselor's Information Day. During these visits, counselors were given a tour of the campus, an admissions update, and a question-and-answer session with a student panel.
- The Guidance Department will be took a group of fifteen juniors to the New Jersey Institute of Technology on December 3, 2010, to attend "Engineering Career Day". The program is designed to give high school juniors an opportunity to explore options in six diverse engineering fields, all on the same day—Biomedical Engineering, Chemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Industrial and Manufacturing Engineering, and Mechanical Engineering. The Guidance Department will escort students throughout the campus, and students will have the opportunity to meet with currently enrolled engineering students and faculty.

## 7. Professional Development

- The school nurse Mrs. O'Donnell attended a full day training on Hot Topics in Adolescence: Staying on Top of Psychosocial and Sexual Behavior Issues Facing Our Youth on Thursday December 2, 2010. Many experts discussed the impact of the web on our teenagers' behavior and choices. A discussion on the sexual myths, abuse, and laws regarding adolescent sexualization took place as well as the impact of cyber bullying on our students and strategies to educate teens to stop this violence. The training took place at the Hackensack Medial Center in Hackensack, NJ.
- Ms. Westervelt attended the Taking the Stress Out of Job Development Workshop on December 3, 2010 at the Region V Special Education Offices in Oradell, NJ. The presenters modeled specific techniques for successfully establishing partnerships with businesses and corporation for the purpose of securing students' internships and employment.
- Mrs. Keesing attended the annual NJASL (New Jersey Association of School Librarians) Conference on December 3 and 4, 2010. Noted school librarian, Buffy Hamilton, gave the keynote address. She spoke about how libraries connect people and ideas, and about how school librarians are "learning architects" who help facilitate an inquiry-based and learning-

centered culture. Other highlights: "Blogging the Information Search Process" included the ideas that blogging is a type of formative assessment that can enable better in-person conversations and that research is not a "scavenger hunt" but a thoughtful process. Dr. Christopher Shamburg presented "Remix and Education", in which he described remix as synthesis: taking ideas from others and making something original. "Navigating the Copyright Maze" offered a discussion about the gray areas of Fair Use and suggested the use of Creative Commons. The notion that even the most liberal Creative Commons license requires attribution for print and audio-visual formats was stressed. Toni Buzzeo's presentation on "Collaborating from the Center of the School Universe for Student Success" highlighted the pressing need for administrators to actively support teacher-librarian collaboration where both parties share in the design, teaching, and assessment. A presentation on animation stated that through synthesis, animation clarifies students' understandings and that it can embed deeper knowledge. A project involving animation requires students' participation and focus. The presentation on 21st Century Standards offered a look at alignment of various organizations' standards, including the NJCCCS, AASL (American Association of School Librarians), and the Partnership for 21st Century Skills.

- Ms. Smith, Mr. Torpie, and Mrs. Keesing attended the Education Technology Conference, sponsored by William Paterson University on Friday December 10, 2010, to get some further insight into her PLC on critical thinking. Several professors discussed the theme of "teaching in the digital age" in front of an audience of educators who work with the K-12 population. During the morning, we learned about characteristics of learners by generation. As we know, "Millennials" multi-task all the time. We learned about the disadvantages to that (divided attention = poorer performance all around generally). There was a brief demonstration of the SMART Board too. The afternoon included two, hands-on workshops. Mrs. Keesing attended the VoiceThread workshop, in which participants viewed a tutorial and then created a brief VoiceThread. In the second workshop, Mrs. Keesing had a hands-on experience using Google Earth. The instructor had various tasks for the participants to complete that utilized different aspects of the program. When integrated into certain types of lessons, these tools may enhance student learning. They do certainly enhance creativity, and they are engaging.
- Mr. Frederick and Mr. Kelly attended the twenty-seventh Annual U.S. All-Star Track & Field / Cross Country Coaching Clinic on December 16 and 17, 2010, in Atlantic City, NJ. Guest speakers included Gold Medal Sprinter John Drummond, World Long Jump Record holder Mike Powell, World Class High Jumper Gwen Wentland-Mikinski and UCLA coach Tony Veney. Topics ranged from the latest in training techniques to how to organize your practices in order to get the most out of each athlete. Much of the information such as nutrition and fitness (core building) can and will be utilized in the both Health and Physical Education classroom.

## **8. Facilities**

- Construction has begun in room 336 in order to transform the space into an innovative 21<sup>st</sup> Century classroom. This old computer room will contain brand new computers, redone floor, new windows, collaborative workspaces, and two LCD projection systems for use with a Smart Board and videoconferencing.

## **9. Theatre Arts**

## **10. Other**

- Mrs. Dorene Zacher, District Student Assistance Coordinator recently received notification that The New Milford School District was able to secure three grants for a total of \$3,200

through the New Milford Drug Alliance and The Center for Alcohol and Drug Resources. This money will be utilized through the entire district to offer the students prevention education programs to address issues that may be hindering their overall educational experience through the New Milford School District. The programs will help the students establish positive coping skills which will elevate the student's lack of motivation, decrease the possibility of the student's involvement with illegal mind altering substances and mental health issues and enhance their overall self esteem.

- The High School Band performed at the Borough Hall Holiday Tree Lighting on December 6, 2010. Selections included jazz versions of Holiday classics. There was a large crowd from town and the band made the front page of the Twin Boro News.
- The holiday winter concert was one of the most attended to date on December 9, 2010. The Band, Chorus groups, and Orchestra performed as well as the winning acts from the New Milford talent contest.
- *You do not have to be a literature teacher to **promote reading**, of all kinds, this holiday break. This article highlights a teacher who promotes the act of reading for pleasure during school breaks.*

Above is an excerpt from an email that Danielle Shanley sent to the HS Professional Staff. Wendy Mackey read this email and took it to heart, realizing that she never really encouraged her students to read outside of the curriculum, and to read simply for pleasure. Mrs. Mackey recently gave her students a "Reader's Interest Survey", asking the students to consider the types of books that they like to read, their favorite authors, the last book they read and whether or not they liked it, and their preferred genres. Then she took her CP English 11 Resource class to the library and encouraged them to check out books that they were interested in so they could enjoy a relaxing read over the holidays. The students have been given a one third rule. They must read a minimum of one third of the book. At that point, they may decide whether or not they are interested in it and if it's worth continuing. The students are responsible for reporting on the book (even if they put it down after the one third rule) by using a "BooK RevieW" form, due five weeks within taking out the book. A "Read 'em and Reap" bulletin board is already set up ready to post the forms. We should know how this goes by the end of January. Until then... go read something- for pleasure, of course!!

- The students in Mrs. Westervelt's MD Class continued to practice service learning this month as they baked, set up, and sold cookies and cake at the Sophomore Bake Sale on December 9 and 10, 2010.
- On December 16, 2010, in conjunction with the New Milford Police Department, the high school conducted a state mandated lockdown drill. The drill included administration, faculty and staff members, and students.
- The BOE approved numerous new course offerings at the December 20, 2010 meeting. These courses will increase rigor and provide more relevant 21<sup>st</sup> Century learning options to our students. Please see the detailed listings and descriptions below:

Social Studies Courses	Rationale
<b>The Civil Rights Movement of the 20<sup>th</sup> Century (2.5 credits)</b>	While making connections to today's issues of civil liberties, rights, and diversity of living in America, this course will focus on the legislation, the challenges and the sacrifices of the participants of the Civil Rights movement. The course will help students evaluate actions that individuals take in regards to prejudice and discrimination and to make connections to events and responsibilities of citizenship today. <b>For grades 11-12</b> <b>Prerequisite: Successful completion of American History 2 is helpful but not required.</b>

<b>AP European History (5 credits)</b>	<p>This <b>Advanced Placement</b> course will afford the student the opportunity to study the evolution and development of European History from the Renaissance to the Present in its social, political, diplomatic, economic, intellectual and artistic manifestations. Working individually and/or in groups, and using all available technologies, students will undertake research, write essays and term papers, make oral presentations and participate in debates – all aimed at mastering content, raising awareness of trends in European History, fostering appreciation of European culture(s), and sharpening research, writing, oral/communication, analytical and critical thinking skills. <b>Students in the AP European History course are expected to make a commitment to taking the AP European History Exam administered by The College Board.</b></p> <p><b>Grades 11-12</b>  <b>Prerequisite: Successful completion of US II Honors or AP Us II.</b></p>
<b>Science Courses</b>	<b>Rationale</b>
<b>Bio-ethics (2.5 credits)</b>	<p>This course will allow students to explore ethical issues associated with current and developing scientific technologies. Largely, current events based, the course will present the biology behind such topics as stem cell research, raising and slaughter of livestock, genetically engineered food, etc. Students will then analyze the ethics associated with wide-spread implementation of these practices. Students will work individually and in groups to research and analyze controversial issues, present their findings through written and oral formats and interact with the school community as they gather and present information. This course offers an additional choice in science electives. Although it is a stand-alone course, students might desire to take it along with its counterpart course, <i>Bio-technology</i>.</p> <p><b>Grades 11-12</b>  <b>Prerequisite: Successful completion of Chemistry.</b></p>
<b>Biotechnology (2.5 credits)</b>	<p>This course will give students the opportunity to conduct advanced, hand-on science that typical introductory biology courses are unable to provide. Topics will be explored through research, hand-on laboratory practices, and current studies and findings. Units of study will include but are not limited to Microscopy, Cellular Biology, Genetic Engineering, and Biomedical Technology. This course offers an additional choice in science electives. Although it is a stand-alone course, students might desire to take it along with its counterpart course, <i>Bio-ethics</i>.</p> <p><b>Grades 11-12</b>  <b>Prerequisite: Successful completion of Chemistry.</b></p>
<b>AP Physics B (5 credits)</b>	<p><b>Advanced Placement Physics B</b> is a college level, algebra-based Physics class that comprises Newtonian Mechanics, Fluid Mechanics /Thermal Physics, Electricity and Magnetism, Waves and Optics, Atomic and Nuclear Physics. The course will include a double period laboratory each week that will be used variously to introduce, reinforce, and apply concepts taught in the classroom. <b>Students in AP Physics B are expected to make a commitment to taking the AP Physics B Exam administered by The College Board. Grades: 11-12</b></p> <p><b>Prerequisite: Successful completion of Honors Chemistry, and Honors Algebra II.</b></p>
<b>English Courses</b>	<b>Rationale</b>
<b>Digital Journalism: New Media for New Mediums (5 Credits)</b>	<p>This English elective course will expose students the opportunity to create and publish digital journalistic writing. A study of the origins and evolution of journalism from the beginnings of civilization through today, with a special focus on how the advent of Digital Journalism has defined and changed the means by which people receive their news, and how this has affected our culture. Students will participate in individual, class and group activities to increase awareness and appreciation for the history that has shaped the reporting of the news of today and beyond.</p> <p><b>The students in this course will produce NMHS's digital newspaper.</b></p> <p><b>Grades 9-12</b>  <b>Prerequisite: None</b></p>
<b>Advanced Placement Language and Composition (5 Credits)</b>	<p>This rigorous, college level <b>Advanced Placement</b> English course engages students in becoming skilled readers of mostly, non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience's expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students will become skilled at gaining authority and taking risks in their writing. The informed use of research materials and the ability to synthesize varied sources (to evaluate, use and cite sources in MLA format) are integral parts of the course. <b>Students in the AP Language and Composition course are expected to make a commitment to taking the AP</b></p>

	<p><b>Language and Composition Exam administered by The College Board.</b></p> <p><b>Grade 11</b></p> <p><b>Prerequisite: English 10 Honors and Teacher recommendation</b></p>
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