

Dear Center School Parents/Guardians:

The Center School is excited to announce another major capital improvement to our building. Preliminary work began in December to modernize our elevators, which are original to the 33-year-old building. We are pleased to announce that the work on Elevator Two was completed this week.

You will notice all-new buttons and hardware, however, not all the changes can be seen. The inside workings of the elevator were gutted and equipped with all new equipment. New cables, motors, and door equipment were just some of the improvements. New electronics were also added to the Elevator Control Room. You will not believe how smooth and quiet the ride is!

Work on Elevator One will start this week and is anticipated to be complete by the end of February. The work on the \$145,000 project is being performed by Morris County Elevator Company. This capital improvement project is in addition to the Solar Project, which includes improvements to the roof and the parking lot.

Parent Therapeutic Meeting Announcement:

Reminder that our next Parent Therapeutic Meeting will be **Wednesday, February 10th**. Led by Ms. Sadiq and Mr. Savage, our topic will cover Transition and Post High School life. Join us February 10th at 7:00 p.m.!

If you would like to register for this meeting or have any questions, please don't hesitate to reach out to Mr. Lumbsden via email, dlumbsden@center.school or phone, **908-253-3870 ext. 325**.



FROM THE CLASSROOMS:

Elementary School

Our Elementary Explorer's Club met virtually last week to explore the differences between physical and chemical changes. Students worked in their kitchens to measure ingredients to make microwave cloud dough and glitter slime. Our next club meeting will be in February. More details will follow shortly.

Students chose an Arctic or Antarctic animal to research in Science this week. Students are using nonfiction books and videos to gather information about their animal. Information will then be presented in Google Slides, and our creative students are excited to eventually create dioramas that detail their animal's habitat.

In Mrs. Sheeley's class, students did a piece of informational writing about how to build a snowman. Students then took their "Snowman Kit" and had to follow their written directions to build their own snowman. Our students quickly realized that the directions needed to be very specific or the buttons could end up on the head and the eyes on the belly of the snowman! Students also learned about igloos, and used a Venn diagram to compare and contrast an igloo with their own home. One of the surprising similarities they found was that they are actually both warm. Students also practiced writing a friendly letter sharing about their visit to an igloo in the Arctic.

Mr. Everett's class learned about similes and metaphors. Students found examples of similes and metaphors in Disney Songs. They also took part in a Reader's Theater and discussed themes. In Science, students continued to research arctic animals and complete our slide show presentations. Our Math lessons included: multiplication and division patterns, and order of operations. This Friday everyone earned a movie day!



Middle School

Mrs. Burak's Math class tried to brainstorm the answer to the age-old question of "Why do we need Math?" Students began thinking of ways math is used every day. One way agreed upon was simply to buy everyday items. Then ideas expanded to make a list of careers that involve Mathematics (besides Math Teacher!), like doctors, electricians, and police. It was interesting to realize the importance of Math in society and the students were intrigued. In conclusion, students realized, through discussion, why there is a need to learn Math in school.

In Ms. Small's History class, students completed their unit on Ancient Mesopotamia with a final project of their choosing. The project options were the following: create a poem about the Tigris and Euphrates rivers and their importance to Ancient Mesopotamian society, type a report comparing and contrasting the geography of ancient Mesopotamia with the geography of the area today, make a travel brochure for a trip back to Ancient Mesopotamia, write an advertisement selling one of the many Mesopotamian inventions, or type and deliver a speech convincing the citizens of Ancient Mesopotamia that Hammurabi's Code was or was not a fair way to govern ancient Babylon. Students were provided with a rubric so they knew exactly how they would be graded. Students were creative, and it was great fun for the class to listen to each other's presentations. Ms. Small is extremely proud of her Ancient History group and all they have achieved this marking period. See you all in Marking Period 4!

In Mr. Duffy's Language Arts Literacy class, the characteristics of expository texts is being studied. Students have been focused on texts that deal with the impacts of ancient civilizations and this week the focus was on texts that taught students about the foundations of democracy exposing them to the Ancient Greeks and Romans. Texts that made parallels between the struggle to achieve a democracy in Athens and the American Colonies allowed students to engage in discussions that also created connections to the way that democracy impacts their life today.

In Mrs. Akushie's Social Studies class, students are learning about influential figures in Black History. They discussed individuals such as Barack Obama, Jesse Owens, and Louis Armstrong. Students will be required to complete an assignment that allows them to choose an influential individual that has made an impact on our society. They will have the option to design a Google Slide, create a poster, song, or comic strip. They will be presenting their final projects to their peers.



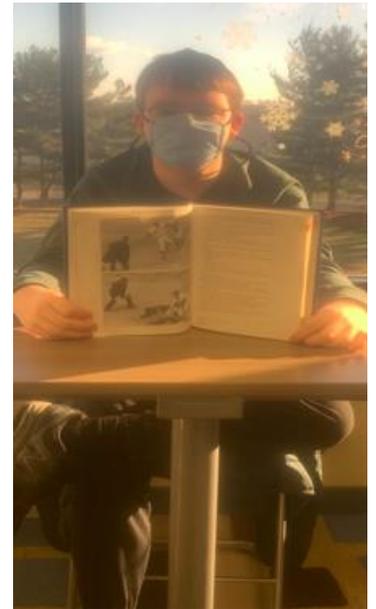
High School

Ms. Harrison's LAL class just concluded a short story called "One Throw" written by W.C. Heinz. The students immediately engaged in the story as they met "the kid" also known as Pete. Pete was a very talented minor league baseball player that wished to play in the major leagues. A visiting salesman "egged" Pete on to play poorly on purpose in order to obtain the attention of the "brass" or the people with power within the baseball community. The brass would then come to the next game to see what was happening with the player. Once he had the attention he wanted, he would display his talent and have a chance to move to the Majors.

Pete found himself at a crossroads; play poorly and hope to move up, or play hard and successfully and hope one day he is discovered. The class predicted that Pete would play honestly, as it was a reflection of his character, morals and ethics. The students predicted correctly. Pete played honestly and continued to display his talent. The students thoroughly enjoyed the ending!

All along, the "salesman" was actually the Major League team's scout, testing Pete by egging him on to make a poor choice. Once the scout discovered Pete played honestly, he let Pete know that he had the talent and character to move forward.

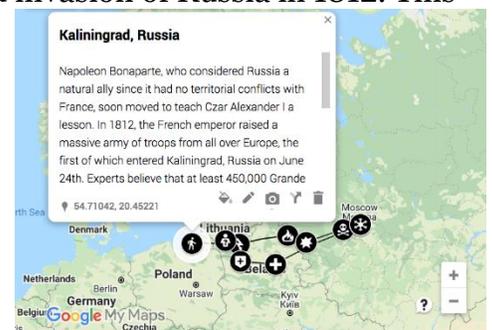
Through class discussions the students would not waver from their opinion that honesty was the best choice because once you make a bad choice, it is easier to continue down that path. The class enthusiastically agreed this was "THE BEST!" short story read thus far. This reading led to thoughtful conversations about current events. The students shared that the passing of Hank Aaron is a great loss and that he should be remembered for all his contributions to baseball and society.

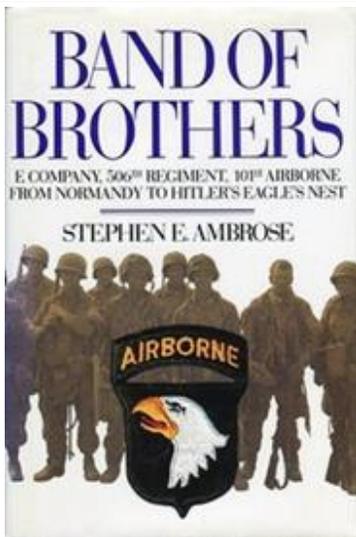


The Culinary Arts class may have saved the best recipe for last this week! Students made fried pizza dough topped with tomato sauce and a dash of Parmesan cheese-a very tasty treat. As a gift for their successful completion of the Culinary Arts class, each student received a cookbook outfitted with each of the recipes that they cooked during the 2nd Marking Period.

In Mr. Miller's Military History class, as part of their chapter of study on Napoleon Bonaparte this week, students used the Google My Maps application to recreate Napoleon's failed invasion of Russia in 1812. This invasion was the beginning of the end for Napoleon's conquests and was plagued by the harsh Russian climate, lack of food, and the Russian's use of

Scorched Earth Policy. Students used Google's "My Maps" to plot the various major events with descriptions that took place during Napoleon's invasion. Students will continue to use this application throughout the school year.





For the end of the Marking Period, Mr. L's LAL classes completed and presented their independent reading from the last many weeks. Students shared slides on a vast array of books, including highlights of Neil Patrick Harris's "The Magic Misfits", Michael Crichton's "Jurassic Park," Stephen Ambrose's "Band of Brothers," and George Orwell's "Animal Farm."

Beyond their projects, his classes completed their work with narration for the time being. Students finished their analysis of "No More Forever" by Chief Joseph of the Nez Perce nation. Through this narrative, Chief Joseph told the gripping tragedy of his people's initial contact with White explorers and colonizers, the attempts by Americans to usurp their lands, and finally the devastation experienced in the face of the US Army forcing the Nez Perce into captivity. Chief Joseph told a powerful perspective on the injustice he and his people experienced from the 1870s.

Mr. L's US History I class continued their exploration of the 19th century by finishing their focus on Manifest Destiny. The class discussed its impacts relative to the Mexican-American War, and the defeat of their weaker southern neighbor. From there, the class moved into a focus on American slavery. While the topic has been touched upon repeatedly, as it reaches into many aspects of America of the 18th and 19th centuries, this coverage starts with its racial inception in the 1400s, developments over the intervening centuries, and where it stood by the 19th century. An understanding this institution is important as the class draws closer to the American Civil War.

The week of January 25th - 29th was highlighted by The Center School Science students' presentations. Biology/Chemistry classes completed "Adopt an Element #2", while our two Physics classes presented their choice of a noteworthy male or female physicist in "Adopt a Sci Guy/Gal". Our first round of presentations was completed in October 2020. This round of presentations took place in Marking Period 2. Marking Period 3 presentations are scheduled for March while the final round will occur in May during Marking Period 4.

For these 2nd Marking Period Science presentations, our focus was on enthusiasm and evidence of rehearsal (i.e., being prepared in advance). Developing these two public speaking traits while discussing sometimes difficult Science subject matter are academic goals our students are improving on; more than half of the 18 High School students who presented, especially Freshman, demonstrated marked improvement since October's Marking Period 1 research projects.

The Career Exploration class continued to look at Post-Secondary Options and researched the differences between obtaining a license, a certificate or a degree. Time, cost, jobs associated were just a few of the factors the students evaluated.



In Home Economics, the students were given the task to food shop on a budget. A grocery store circular was the main resource used to create a list of items. In the Wednesday Workshop, the students learned 5 different ways to cook eggs as well as how to make a delicious breakfast burrito using eggs.

Speech

In honor of Black History Month, a number of students in the Speech and Language program learned about Alvin Ailey and his Dance Company. The students were surprised to see the different influences of ballet, modern, jazz and hip-hop dance techniques. The follow up activities taught the students how a simple sentence structure could contain an “appositive” phrase, changing the sentence structure to a complex one. Students practiced identifying “appositive” phrases in sentences about the Alvin Ailey reading passage and then wrote their own sentences containing “appositive phrases”.



Music

Elementary Music students talked about the 4 families of instruments and were shown pictures of various instruments and each took turns categorizing them. Middle School Music reviewed notes and note values and created 4/4-time signature measures after rolling cubes and identifying the notes represented. High School students continue their piano skills and research on The Blues which include Country Blues, Memphis Blues and Chicago Blues.

Industrial Arts



Happy Friday from Industrial Arts! This week was a wrap up week for Marking Period 2. The students have been working very hard to finish major projects to take home. High School students have a finished 3 shelf cabinet and wooden computer case. Nearing completion is a tile topped coffee table and a bedroom night stand.

Middle School students are finishing up their toy airplanes! They have finished an F-15 Fighter Jet, and are in progress on a B-40 Bomber. Elementary students will be rounding the edges of their box lids this week, with the goal of attaching the lids with hinges next week! Students will soon be given the option to

personalize their boxes using paint.



Art

Elementary students made some Fat Cats! The Middle School students executed Negative Positive Value Scales. High School students worked on a Line Name assignment or individual work.



Literacy Support

Elementary students are reading from the content area to support Reading/Literacy skills. Featuring the study of New Jersey, they are starting “Bridgetender’s Boy” by Linda J. Barth. The students, who have been able to begin the book, are so excited to see the D&R Canal and map as it travels through New Jersey. This book is great for applying all of the decoding, encoding and comprehension skills that they work diligently to master in this class.

Middle School students are continuing their study of prefixes with the meaning, Latin/Greek Roots and will foray into the addition of suffixes. Additionally, students are reading controlled vocabulary books to support their *WRS* or *Orton-Gillingham* instruction.

Two of the High School students made a comment today that we could use Gibbs and the Team from NCIS! The gentlemen will assume the role of Inspectors as they read Poe’s, “Murders on the Rue Morgue”. So far, we have victims identified, the ‘witnesses’ and even more questions! Thus, our classroom whiteboard will feature the crime with the evidence, as we read it, noted. (In my opinion, my students will solve this mystery long before the end of the story as we read it for the next two weeks.)

Transition students, in Functional Communication, are continuing to extend their inferential and literal comprehension skills with cognitive exercises. They have utilized map skills, problem-solving strategies and worked doggedly with Drawing Conclusions and Life Skill Applications.

Finally, College Prep Language Arts Literacy students finished their Technical Writing Reports and Book Reviews as culminating activities for the Marking Period. Students put forth effort to convince their classmates and myself to journey into their favorite books or genres. Their Technical Writing submissions are an excellent start for those who may explore their love of all things technology with writing skills. This is, however, an area of writing that our class will continue with throughout the school year. As our last day of Marking Period 2 for this group, we all took a breath and examined the many accomplishments these gentlemen have garnered in half of a school year.

OT

Students worked on gross motor, motor planning, and body awareness skills by playing a Limbo Game where they completed various movements, such as lunges, crab walks, and log rolls, under the Limbo Rope. Students also worked on functional time skills by constructing their own paper clock, matching digital and analog times, and then using their clock to represent those times.



Therapeutic Dept.

This week, High School students talked about communication. They discussed why communication is important and how it can help us grow as individuals. Students watched a few different video clips giving examples of different forms of communication. They discussed positive communication, effective communication, assertive communication and the differences between them. Students were able to share examples from their own lives of how these different forms of communication have impacted them and how they can work on their own communication styles going forward.

Fallout RPG Club

December 21, 2192 – From the cold Brahmin pasture south of Erie, the Vault Dwellers returned to town. They had spoken with Amanda, the Brahmin herd guard that is a friend of the mayor's missing daughter, Bethany. By late morning back in Erie, searching for Bethany's boyfriend Rock. According to Amanda, he had seemed all too calm after her week-long disappearance. The party caught up with him at the Brahmin barns, cleaning up after the livestock. There they confronted him, trying to interrogate Rock on the whereabouts and fate of Bethany, but then entered into their own scuffle between party members. In the heated confusion, Rock fled, dropping a small banner in his flight from the confrontation. When they had calmed down, the party found that dropped piece of cobalt blue fabric with an embroidered symbol: a white helmet. They did not entirely recognize what it meant, but did know it must mean something. The party then debated how to proceed. Should they continue trying to find Bethany and calm the mayor's fear or return to their primary mission, seeking out the coolant system for their vault? 118 days remain.

School News

SOUPER BOWL

Canned soup drive

Jan 19- Feb 5

TCS Staff and Students

Please donate cans of soup for families in need. The Greater Somerset County YMCA will distribute our donations to families on Feb. 9

A prize will be awarded to the student in each school who brings in the most cans of soup!



Important Dates:

Fri. Jan 29	End of 2 nd Marking Period
Wed. Feb 10	Parent Therapeutic Meeting 7pm “College/Transition”
Fri. Feb 12 – Mon. Feb 15	School Closed – Presidents’ Day Weekend
Tue. Feb 16	School Resumes
Wed. Feb 17	Early Dismissal 1:05 pm – Staff Professional Development

Sincerely,

Daniel Erhardt

Daniel Erhardt
Principal