

Dear Center School Parents/Guardians: (Week 6 of remote learning)

Students, please watch week 6 video message found on the school website, (“home instruction” page.)

Next week, May 4-8, is Teacher Appreciation Week. More now than ever, it is important that we recognize and appreciate our teachers for what they do every day.

In our new era of “covidized education” (yes, I am coining a new term) we will see the educational progress and student achievement of students across the world affected negatively. Irrefutably, remote learning is incommensurate with the normal educational programs we are accustomed to and we are all concerned how long this will last and what the end result will bring. Yet, we need to adapt and meet the problem with solutions.

Our solution was to attempt to deliver as close to a high-quality educational program as possible virtually. That is why we were live with virtual classrooms, a daily class schedule, and the demands and expectations we held our students to while we were in school (*to a certain extent*) since day 1 of remote learning. This transformation required much from our staff to provide in a short amount of time. Yet they did it, successfully.

The last 7 weeks of remote learning have not only tested the determination of our staff but have also afforded you a glimpse of our teachers’ daily responsibilities. Through this remote learning lens, I believe our acknowledgement and appreciation of exactly what it takes for our teachers to deliver a high-quality education has grown as we work together to educate our children.

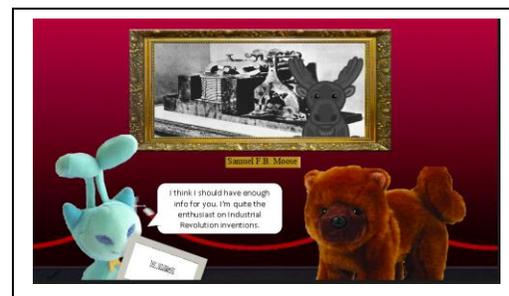
So, I want to personally thank all of our teachers for their dedication and endless devotion to caring for our students in many, many ways. I would like the students and parents & guardians to think of this during teacher appreciation week and take a moment, when on line, to say thanks.

Finally, I also want to thank all of the parents & guardians this year because you have all been “deputized” as assistant teachers during this crisis and deserve appreciation as well. Thanks.

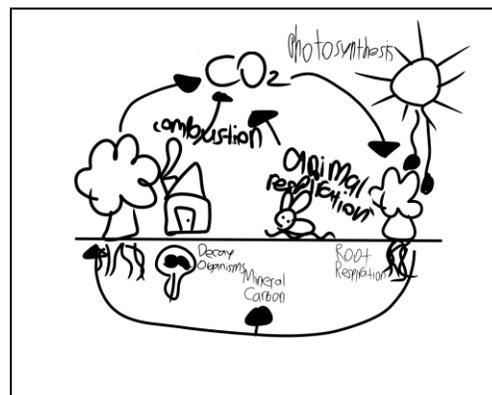
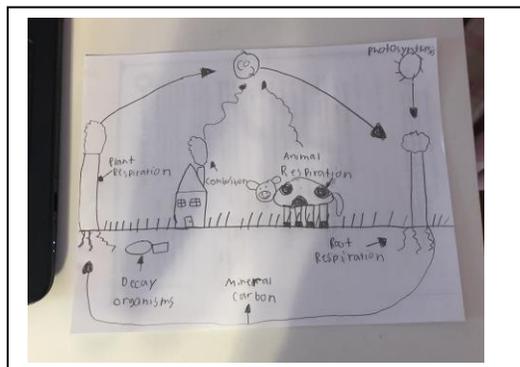
FROM THE CLASSROOMS:

High School

Mr. Miller’s World History students completed their chapter of study on the Industrial Revolution by conducting research on a particular inventor from the era. Students completed a Google Slides presentation to display their work to their classmates. Class presentations began on Friday and will continue next week. The next topic that students will focus on is European Imperialism.



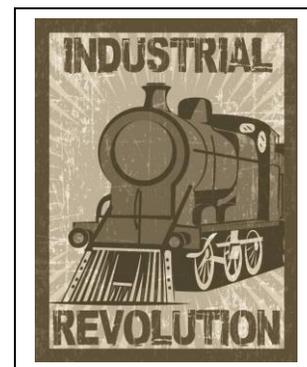
Ms. Gibson's Environmental Science Class is learning about the importance of the Carbon Cycle. The students created a diagram to show their understanding of the CARBON Cycle and shared it with the class. Students choose their medium, some students utilized their computer skills while others choose to draw their diagrams.



Mr. Leichtling's Language Arts classes continued their exploration of Shakespearean literature by reading and analyzing Act 3 of "The Tragedy of Julius Caesar". Students observed a major theme of the play, that the commoners were portrayed as easily manipulated by powerful men, and noted its carriage from Pompey to Caesar and on to Brutus and finally Antony. They have also observed how drastically different William Shakespeare and the Elizabethans viewed basic concepts from how we do, in that liberty and democracy were chaotic and destructive values and was portrayed as such through the conspirators' words and the resulting events. After finishing their readings, they continued their comparison of the script versus a production of "Julius Caesar," noting the similarities and differences from what they expected.

Ms. Livelli's LAL classes continued working on their researching skills for their biographies. In a cross curricular activity, they viewed several short video biographies on famous scientists, authors, and other important people in history. During the video, students took notes of important details and upon completion of the video completed graphic organizers with pertinent information about the person.

Ms. Livelli's History 1 class completed Immigrant Projects and presented them during our Meet session. Students also started the First Industrial Revolution which involved water and steam inventions and compare it to today's digital revolution which uses electronics and information technology to automate production. Our World History class has been studying the fifty states and learning important information, fun facts, and historical facts for each state.



Dr R's Algebra 1 students are learning that problems can be solved using algebra or using graphs and that she expects them to be able to solve problems both ways.

Her Algebra 1 part 1 students are studying different topics. Some are still learning to solve equations using pictures, some are transitioning from using pictures to using symbols, and some are studying ratio and proportion problems.

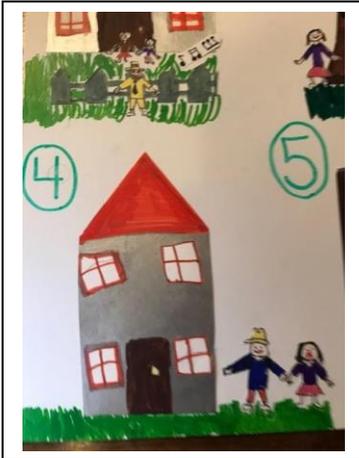
Dr. R's Consumer Math students have been learning about simple interest and that you can earn money on your savings if you keep the money in a savings account.

Middle School

In Ms. Akushie's Language Arts class students presented their Biography reports using Google Meets. Students had the opportunity to share interesting facts they found while doing research. It was a unique experience to present virtually, but the presentations went smoothly! In Ms. Akushie's Science class the students discussed the difference between translucent, transparent, and opaque objects. The students went on a scavenger hunt in their house and found items that were translucent and transparent. The activity gave students the opportunity to move around and was enjoyed by the students.

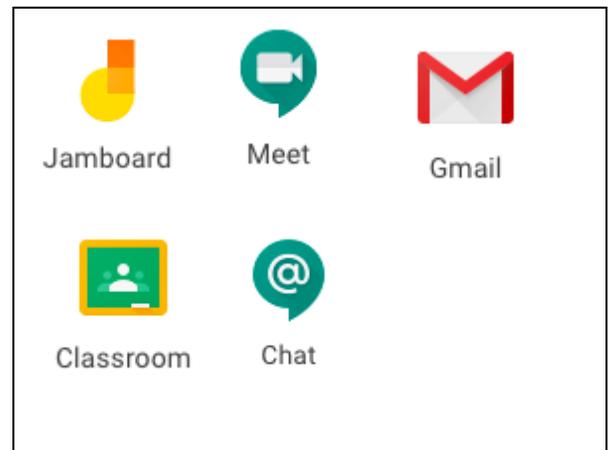


In Mrs. Burak's History class students worked on creating their own Constitution. The project began by having students research the various parts of our Constitution. They used this as a model to create their Constitution. They were given a rubric to help them with the requirements. They are working diligently on their projects. It is interesting to observe how two students interpret the same assignment. During class they check in to evaluate the progress and ask for any needed clarification. Each student will be presenting their work in the coming weeks. Mrs. Burak's English class finished reading "Tuck Everlasting". Students were given choices of several final book projects. Some choices were creating an ad for the magic water, making a poster, drawing a map, or writing a diary entry. Students worked meticulously on the project. If assistance was needed, they reached out to me via Google Meet. The projects were both creative and a representation of the book.



In Ms. Small's Math class, students are continuing to explore fractions.

Topics such as changing a fraction to higher terms and comparing like and unlike fractions are being investigated. Students have learned about these topics through a range of different presentations and practice. Google Meets and Jamboards have been used to introduce and review topics with students, allowing students to collaborate to solve problems. Independent worksheets have been assigned to help students to understand the topic in greater detail, build self-confidence, and help me to understand each student's present level of performance. Google Chats have allowed our class to connect and have discussions while the students engage in their independent work. While remote learning is different than learning in the classroom, the variety of ways I present material to students helps them to have an engaging learning experience while familiarizing themselves with technology.



Students in Ms. Harrison's Social Studies class have been learning about the Indochinese Peninsula. On this peninsula was the location of the Khmer Empire, the most powerful and longest lasting kingdom on the mainland of Southeast Asia. The Khmer began to build new temples; the most famous and complex being the Angkor Wat Towers. In order to protect the complex, a 200- yard wide moat was

built. Students went on to research the design, carvings, religious connection, and influences from surrounding areas that all contributed to the creation of these massive temples. Student projects varied from PowerPoint presentations on the Khmer Empire, mapping of the peninsula, drawing the towers, and defensive methods used on the peninsula as well as around Angkor Wat. Students are taking turns sharing their projects via Meet. The support students are giving one another is such a positive experience. It is wonderful to see and hear encouraging comments and observations about the projects presented.



Elementary School

Students in Mrs. Sheeley's class began their informational writing unit. They are following the writing process to become an expert on an animal of our choice. Students used a graphic organizer to guide their brainstorming and research. In Social Studies, students began a study of famous American Landmarks. We learned about and took a virtual field trip to the Statue of Liberty this week. Did you know it is 151 feet tall and its right arm is as long as a school bus? Students also completed a directed drawing of Lady Liberty. Students enjoyed designing and creating a device to protect an egg when it was dropped 5 feet.



Our virtual field trip on Friday was to Walt Disney World.

Students "rode" the Seven Dwarf's Mine Train and Peter Pan's Flight rides and watched the fireworks. Hooray for a fun way to end another week of remote learning!

In Ms. Bailey's classes students did a great job learning operations with fractions and mixed numbers. They played quiz games to strengthen their skills. In Language Arts students completed expository essays and shared their final drafts. All did an excellent job and knew a lot about the animal they wrote about from their research. In Social Studies they finished Social Learning and will present a poster about an important skill they can use.

U.S. Landmarks and symbols is the next adventure! The class took a virtual field trip of Disney's Magic Kingdom on Friday.

Mr. Everett's class continued to work on fractions in math. They learned how to reduce fractions and identify equivalent fractions. In Language Arts, students finished a guided reading unit and focused on characters. They compared and contrasted characters from stories to identify similar and different traits.

Speech and Language

Students in the Speech and Language Program have been busy on Google Classroom and Google Meet. Some students read “The Secret of Viking Ships” to learn about the drekar, or longships which were more advanced than anything sailing around Europe in the 10th century. Other students watched a TedEd video, “From Pacifist to Spy- WW2’s Surprising Secret Agent” and responded to open-ended questions about Noor Inayat Khan, the first woman radio operator in France during World War II. Other students are reading about marine animals and responding to questions about the main idea, vocabulary and analogies. Some students are watching “What would you do?” videos to address perspective-taking skills. One student is reading and practicing knock-knock jokes while focusing on his articulation skills. Other students are reinforcing their vocabulary and spelling skills by completing activities with root words, prefixes and suffixes.

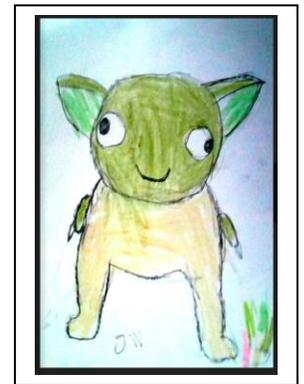
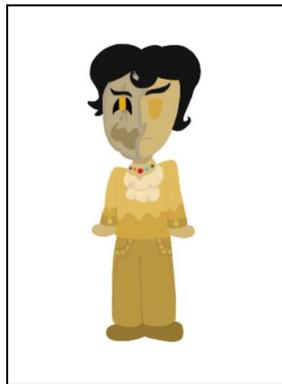


Phys. Ed.

Middle School Physical Education students began their unit on cardio workouts. They have been doing great at getting their bodies moving! We are proud of the students' hard work, keep it up!

Art

Elementary students began work on line pattern assignments. Middle school students worked on Perler-Bead based coloring pages. The High school students worked on individual assignments or art research papers.



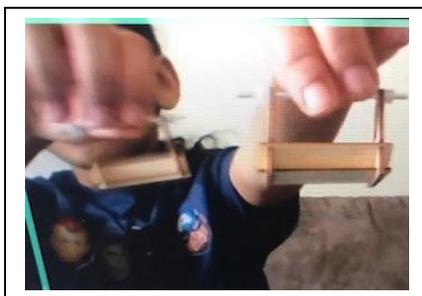
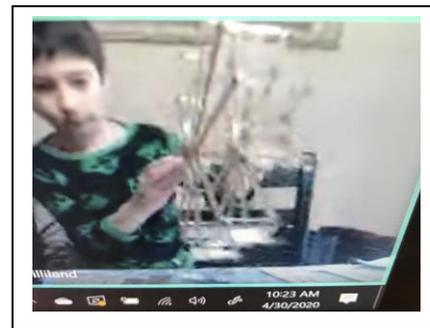
Music

In Elementary School, students clapped and tapped and chanted 4 Bar rhythm patterns. Students identified quarter notes and half notes, eighth notes and whole notes. In High School students continue to play piano and drums. Piano skills include playing jazz music and classical pieces. Drumming skills include identifying quarter notes, eighth notes, and half notes. Drum rudiments include flams and paradiddles. High School also watched a video on the Evolution of Music in preparation for Musical Time Period papers.

Middle School students watched an Animusic video and answered guided questions about the music, identifying form and instrumentation and which instruments carried the high pitch and which ones carried the low pitches. Students are also working on their Composer PowerPoint projects.

Woodshop

Woodshop is having an enriching experience with our mechanical 3d wood kits and puzzles. We've been working on Ferris wheels and mechanical marble mazes. Now we're investigating treasure boxes and creating a wooden box with locks, combinations and keys. Our next upcoming projects will be Red Baron plane models and cottage houses with decks. It's been not only fun but also great tools to aid with patience, build on determination and ultimately provide a high level of satisfaction.



OT

The OT department is continuing with our virtual programming. We have students engaging in sensory motor and functional activities through games such as Gross Motor Bingo, Secret Code Decoding, and using our bodies to tell time!

Bistro

Bistro students learned about the principles of microwave cooking by doing experiments in their own microwave ovens. Students compared bowls and mugs used for microwave safe cooking. In addition, students cooked their own scrambled eggs without using pots thereby decreasing time and clean up.



Career and Financial Planning / Career Exploration

Ms. Slovik's classes learned about communicating properly in the work force. Body language and eye contact topped the list to ensure proper communication. In addition, students are exploring the career clusters choosing occupations, requirements, pay, work conditions, and finding a job within those clusters.

Career Exploration

In Mrs. Ferraro's Career Exploration students learned the importance of a Resume and Cover Letter when applying for a job. They learned about the parts of a resume, then they learned a rap song about resumes. They color coded parts of the rap song to identify sections: heading, education, work experience, achievements, and activities. Students also examined the resumes of some well-known Disney characters and identified who the resumes belonged to.

Life Skills

In Life Skills, students continued working with money. They watched a Cyberchase episode where the characters had to get jobs to raise money for an encryptor chip, then had to carefully purchase additional parts within their budget. Students learned the importance of counting out change, and that if we save a certain amount every day or every week, we can accumulate a lot of money and reach our savings goal. Students also continued practicing their money skills by adding up items to purchase and checking if they have enough money.

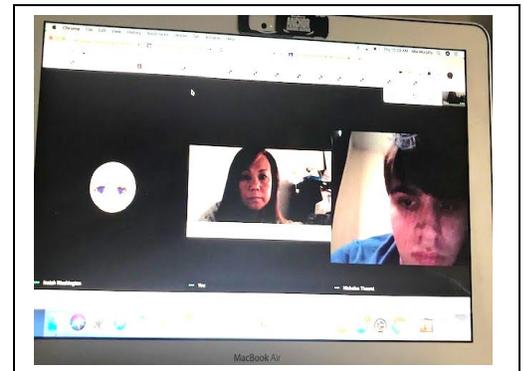
Therapeutic Dept.

Mrs. Gorski's Middle School groups and Peer Mentoring session were asked to create their own group activity for the day. One group chose to ask their group questions about themselves in an effort to see how much they have learned about one another. Some examples of questions were: What is my favorite activity, my favorite food, my least favorite class, my favorite video game, my favorite song, etc. It was interesting to see how much students have learned about one another through their group meetings in school and especially over the past few weeks. Students were also impressed to see that their peers have been paying attention enough to want to learn about them. Peer Mentoring students chose to have a mini virtual coffee house session, while one of our very musically talented mentors played song requests on his keyboard. It was a very nice opportunity for the students to have a choice of what they would enjoy together during this social time.

This week, High School students discussed Governor Murphy's opening of state and county parks. Many of them were wary of the idea because covid-19 is still prevalent and people will crowd the parks and may not practice social distancing. Other students felt because everyone will be outdoors, there is less of a chance for the virus to spread. What they all did agree on was that they wanted to be back in school and an end to this pandemic. As students went back and forth on this issue, they expressed their concerns regarding shopping, travelling, and hanging out with their friends knowing that things will be different when the stay at home order ends.

Transition

This week, students learned the difference between a job application and a resume, including the importance of each. Students ended the week by filling out a sample job application with the information that they learned throughout the week.



School News

High School Explorers

Our next High School Explorer's gathering will be on Sunday, May 10th, from 11-12pm. It will be a Trivia Hour. If you are interested please email Ms. Gibson for more information, cgibson@center.school

Student Virtual Bingo

Virtual Bingo nights:

High School – Monday May 4, 5pm-6pm

Middle School – Wednesday May 13, 5pm-6pm

Elementary School – Monday May 18, 5pm-6pm

Email Ms. Gibson at cgibson@center.school to sign up

Spirit Week Photo



IMPORTANT DATES:

Mon. May 4	High School Virtual Bingo 5pm-6pm
Wed. May 13	Middle School Virtual Bingo 5pm-6pm
Fri. May 15	Mid-Point Marking Period 4
Mon. May 18	Elementary School Virtual Bingo 5pm-6pm
Fri. May 22- Mon May 25	No School- Memorial Day Weekend

Sincerely,

Dr. Ronald P. Rinaldi
Principal



Join your fellow classmates for our
Virtual Bingo Night!

If you are interested in participating in our Virtual Bingo Night, please email Ms. Gibson (cgibson@center.school) to sign up by the RSVP date. You will receive an email with the Google Meet invitation and your virtual bingo card.

High School:

RSVP Date: 4/30

Actual Event: 5/4 5pm - 6pm

Middle School:

RSVP Date: 5/6

Actual Event: 5/13 5pm - 6pm

Elementary School:

RSVP Date: 5/13

Actual Event: 5/18 5pm - 6pm

Prizes: Homework Passes/ Bistro Snack Vouchers for when we get back to TCS.