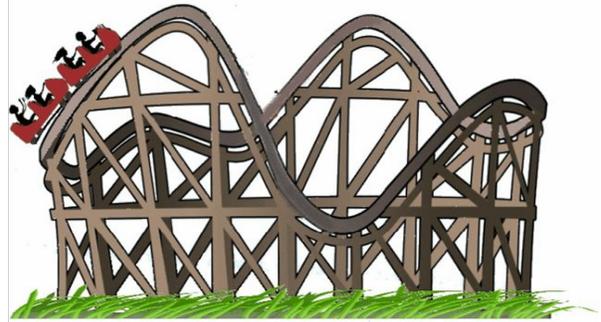


8 South May NEWSLETTER

Science:

Students have been integrating their physics knowledge as they work in cooperative groups building paper roller coasters. This terrific STEM activity challenges students to incorporate certain required elements such as loops, funnels and jumps as they engineer a marble coaster that takes the longest time to reach the end.

This project will pay dividends when we go on our field trip to Lake Compounce and study actual roller coasters in action.



Math:

Students have wrapped up their study of linear functions, and will be moving onto Scatterplots and Trend Lines. We will gather real world data and learn how to use technology to calculate lines of best fit. We will also use these calculations to make projections, interpolations, and extrapolations about the data. This unit will tie into our upcoming field trip to Lake Compounce.

Algebra students have wrapped up their Exponential Functions unit, and will now be investigating parabolas and quadratic equations. We will learn how to find the vertex, y-intercept, maximum and minimum for a parabola. As we are investigating these, we are doing so with real world applications like modeling the path of a basketball, a missile, etc. We will also be learning how to solve quadratic equations. However, this series of lessons will only be an introduction to these concepts -these studies will be built upon once students reach Algebra 2.

Global Studies:

We are wrapping up our unit on the Middle Ages. Students recently learned about the Black Death in Europe and the impact it had on Europe. They also had a chance to analyze primary documents to see how people during the time understood the disease. We will finish up the unit by making connections between the three time periods of the Middle Ages. Students will have to explain how one event led to the a second which led to the end of the Middle Ages.

As we move into May we will transition into the beginning of the modern history of Europe. Students will be learning about the Renaissance and humanism. They will have a chance to analyze some famous works from the time period, such as Leonardo da Vinci's notebook drawings and quotations from Machiavelli's *The Prince*. This visual discovery will allow them to see how the Renaissance was truly a time for rebirth in many aspects of life.

Language Arts:

We are currently in a student favorite unit, Dystopian literature, where students are reading various Dystopian novels in small groups. Students are tasked with not only reading but with journaling their thoughts and sharing them in group discussion. The unit will end with students evaluating if their novel is a good example of dystopian literature based on the various requirements.

Our last unit of the year will focus on Shakespeare. Students will learn about Shakespeare's life and time period, his impact on modern English, and will read *Romeo and Juliet*. In addition, students will have the opportunity to interact with **Shakespearience**, a traveling acting group that helps students to engage with the difficult language of Shakespeare's time period. While *Romeo and Juliet* does have some adult themes, this classic play is a great introduction to Shakespeare's writing style with a story that many are already familiar with. Students will be reading a "side-by-side" version of the play which will give them access to the original text and a modern english version to help with their analysis. In addition, students will have the opportunity to act out different scenes from the play.

Writing:

While students are not choosing the path for the rest of their lives now, it is never too early to be informed about what careers exist and how to get started down a career path. Our current writing paper has students looking into what careers could be a good fit for them. Students completed a career survey that helped narrow down careers that fit their interests. After narrowing to three different career options, students were guided through the research process to find out more information. They will next compare and contrast the different elements of each career to decide which one they think they might like best and least and why.



Upcoming Events:

April 30- May 4-High on Life Week

May 1st: NGSS Testing

May 2nd: Teacher Appreciation Day

May 4th: Dodgeball Tournament

May 10th: SBAC Reading Assessment

May 11th: SBAC Reading Assessment

May 15th: SBAC Math Assessment

May 17th: SBAC Math Assessment

May 17th: JWMS Spring Concert, Project Show and Art Fair, 6:30 pm

May 18th: Shakespearience Workshops

May 23rd: 8th Grade Art Elective to University of Hartford
May 24th: 7th Grade Blood Drive
May 25th: Memorial Day Service for students
May 28th: No School-Memorial Day
May 29th: School in Session (Make up from March 7th Snow Day-A Day)
May 31st: 8th Grade to Lake Compounce

June 1st: Monthly Meeting for Students
June 1st: 8th Grade Dance, 7 pm – 10 pm at VRHS
June 13th: 8th Grade Night *More information to arrive in mail.
June 18th: School in Session (Make up from March 8th Snow Day- A Day)
June 18th: 8th Grade Picnic at Cave Hill
June 19th: Last Day of School (Make up from March 13th Snow Day-B Day),
Early Dismissal

ACT Goal of the Month- Leadership

"A genuine leader is not a searcher for consensus but a molder of consensus." --Martin Luther King, Jr.

"Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes." --Peter Drucker

"Good leadership consists of showing average people how to do the work of superior people." --John D. Rockefeller

"The task of the leader is to get his people from where they are to where they have not been."
--Henry Kissinger

How can one be a good leader? Be a caring person. A good leader cares about others or important causes.

Share ideas and responsibilities. Inspire others. Make those around you want to try even harder. Learn and grow. Good leaders are always finding new ways to get things done. Good leaders are also good followers. They look for good examples in others. A good leader knows they still have a lot to learn.

Who are some good leaders in your life?

How do they demonstrate good leadership?

Student Success Plans (SSP): goals are ready for viewing in Naviance

All JW students have created academic and social goals to focus on their own personal needs and areas for improvement. These goals are a part of our school-wide [Student Success Plan](#), a program encompassing academics, social growth, and early career exploration. Students will revisit and revise these goals throughout the year. Parents and guardians are able to view these goals in [Naviance](#), our online SSP program. Instructions and access codes have been mailed home to all households. We encourage families to discuss these goals at home. If you need assistance viewing these goals or resetting your password, please contact the office.

Title IX Non-Discrimination Notice

The Chester, Deep River, Essex, Region #4, and Supervision District Boards of Education are committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Chester, Deep River, Essex, Region #4, and Supervision District Boards of Education do not discriminate on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Chester, Deep River, Essex, Region #4, and Supervision District Boards of Education do not unlawfully discriminate in employment against qualified persons with a prior criminal conviction. Questions or complaints related to Title IX should be directed to Dr. Kristina Martineau, Assistant Superintendent, 1 Winthrop Road, Deep River, CT 06417 or by phone at 860-526-2417 or e-mail kmaritneau@reg4.k12.ct.us; questions or complaints related to disabilities, should be directed to Sarah Smalley, Director of Pupil Services, 1 Winthrop Road, Deep River, CT 06417 or by phone at 860-526-2417 or e-mail ssmalley@reg4.k12.ct.us.