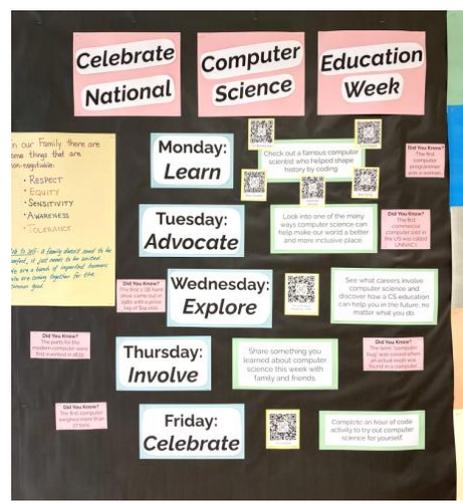




Students celebrate National Computer Science Education Week

In Ms. Sturm’s Computer Science classes, for National Computer Science Education Week, students learned about influential computer scientists, researched what careers they could pursue with a computer science background, and discovered how computer science is changing our world. Throughout the week, students in the AP Computer Science A and AP Computer Science Principles classes involved friends and family by helping them complete Hour of Code activities. The Girls Who Code Club also advocated for how computer science can help make the world a better and more inclusive place by imagining programs they could create to help lower levels of bias in current mainstream apps. The week was a great way to get more students interested in computer science!



October Awareness happenings at the Hive

In Ms. Apicella’s Introduction to Art classes students reviewed the artworks of Keith Haring (LGBT artist) and created awareness posters based on his style of design. Topics included “Creating Classrooms as a Safe Space” and “If You See Something Say Something”.



In Mr. Gaglione's Digital Video Class, students researched different kinds of bullying along with their harmful effects. They created a google document and compiled a list of statistics, as well as stories of documented accounts of bullying. Then they created a video that contained their research findings, along with their own personal anti-bullying message. The goal of this project was to invoke empathy, and raise awareness about the serious adverse effects bullying can have.



For October Awareness, Ms. Sormani's Introduction to Drawing classes focused on school violence, and her two classes created one collaborative image. The image was made with students creating the separate letters in their choice of style and materials to reflect themselves and the diversity of students in the class. Everyone's work was included, and students worked collaboratively to determine how to arrange the letter components. The process of creating the image reflects students experiencing the meaning of the words "We trust each to Accept Diversity, Show Tolerance, Be Inclusive." The poster will be displayed prominently in the classroom.



Mr. O'Dell's Science classes read about FDA scientist Dr. Francis Oldham Kelsey and her fight to keep thalidomide from use in the United States. Students discussed the respect she had for the lives of Americans and her responsibility in asking for more data to support the safety of the drug and subsequent denial of approval when that evidence could not be provided. Students also discussed how having respect for others can help you to make responsible decisions and how responsible decisions are not always easy or popular but having respect for those affected by those decisions helps you to make responsible choices. Students produced posters for the hallway which demonstrated their own understanding of what respect and responsibility mean to them.

Mrs. Granet's Freshmen Seminar Classes participated in a lesson that incorporated ethics while concentrating on character traits of Respect and Responsibility. Students viewed testimony by Frances Haugen, Facebook Whistleblower. They learned Facebook's platforms can negatively impact personal health and wellness. Students engaged in discussions about social media giants' respect for and responsibilities to consumers over profits as well as how teens can show respect for themselves by limiting their own social media usage. For the closing activity, students created mini posters that identified ways to be more responsible, respectful people.



Spreading Kindness during Covid19 - Mrs. Granet's Freshmen Seminar Classes discussed some of the challenges people are facing today and chose a project they believed would be uplifting for the school community. They brought in rocks and painted them with meaningful words, quotes, and messages to be positive, hopeful and persevere during this difficult time. The rocks were placed throughout the Hanover Park Campus the week of Thanksgiving.



Mr. Lynch's Accounting 1 classes researched examples of accounting fraud and the implications for all the stakeholders who were affected by the poor display of ethics. Classmates shared their findings during informal presentations and drew parallels across all the examples to the negative consequences of poor trustworthiness.

Mr. Lynch's Freshman Seminar - Both classes chose Mt. Pleasant animal shelter as the beneficiary of their service learning projects, one class operated a donation drive for the top items needed by the shelter and the other class created Tik Tok advertisements for the shelter to use during their top fundraising event, their annual holiday festival.



Mrs. Klinck's Freshman Seminar class worked with Market Street Mission Center for their Service Learning project this past semester. They learned about ways to help this non-profit through research and guest speaker visits (Market Street Mission helps to educate, provide clothing, shelter, overcome addictions, and provide meals to those in need.) Students then learned about the history, the types of people who seek assistance, the different locations and the thrift stores at the mission centers. Also, students created flyers asking for small toiletry donations, socks and canned goods on campus and delivered them to the mission. Finally, they created "inspirational cards" for members and visitors to the mission and donated their time to serve others meals there. Overall, it was a well worth mission of empathy and kindness.



World Language

Julia - French

Students discussed the meaning of "justice," as it pertains to the pillar of fairness, answering the following questions:

1. How would you define "justice" in your own words ?
2. When you hear "justice," what issues, problems, or causes come to mind in your own community?
3. What public heroes have fought for justice in your community? List 3-5 people.
4. Who is a hero/heroine that impresses you more than the others? Why?
5. How can you advance justice in your own life? In class? At school? In your community?

Then, students completed a webquest to research heroes/heroines who sought justice in French-speaking countries. They compiled the information they found into a Google Slide to be printed out and hung in the classroom.

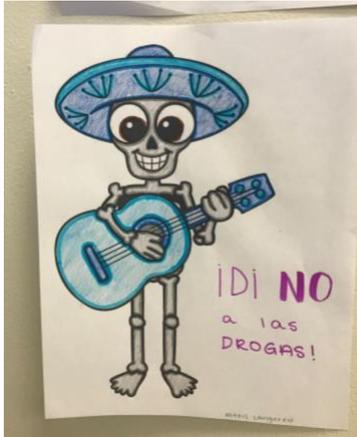
Kristen - AP Spanish Literature

Discusión - fairness/drugs: The students read a crónica about the 8 omens of the fall of the Aztec Empire. One of the omens involves drug-induced hallucinations experienced by the Aztec chief. The class noted the (very critical and judgmental) tone of the reading, which was written by a Spaniard. I asked the students if they felt it was fair that the Spaniards were judging the Aztecs for something that was a very ingrained part of their culture and religion (the use of peyote, a hallucinogenic). This led to a discussion about the fairness of judging things that are "other". We then brought that back around to the idea of drug addiction being a choice or an illness, the fairness of allocating resources to addicts, and the idea of them "deserving" a bad outcome because of that addiction (like the downfall of the Aztecs).

Christina/Julia - Spanish 2

Posters about El Día de los Muertos and Drug Awareness

- “Las drogas te vuelven un poco loco... Di no a las drogas”
- Because el Dia de los Muertos is a celebration of life, combining drug awareness and an introduction to this important Mexican tradition will encourage students to reflect on their decision making and appreciation for life.
- Students will learn about el Dia de los Muertos (vocabulary, what happens each day, watch a short video clip & answer questions).
- In groups of three, students will create posters with images/drawings related to DdM and anti-drug messages.
- The posters will be hung around the classroom to celebrate student work...



Alexa Rockland - ESL

Before beginning the lesson, I had my ESL students take a survey to see whether or not they consider themselves to be “fair.” Next, I asked them the following questions, prior to showing a 5-min video clip about fairness:

1. *What is “fairness?”*
2. *How do you know when something is unfair?*
3. *Does being fair mean you always treat people equally? Explain your answer.*
4. *How many people here think the world is unfair and there’s nothing you can do about it?*

Then, we watched a 5-min video clip from “The Fairness Connection.” Post video, we had a class discussion, using the following questions as our guide:

1. *In the video one boy said kids were too young to really understand fairness. Do you think it’s true?*
2. *Do you think there is a definition of fairness everyone could agree on? If so, what might that definition be?*
3. *Do you think it is fair for Jennifer to lose her scholarship because she cheated?*
4. *One kid said that another definition of fairness is “getting what you deserve.” Another kid said that Jennifer might be poor but “besides that, she is like every other person and should be treated that way.” Do you agree?*
5. *Can you think of an example where it might be fair to give someone an extra advantage?*

Alana Zepka - Italian

Students discussed foreign music and how music is shaped/ ingrained in our culture. We discussed stereotypes that exist about Italian/Americans and Italians and the differences in values in what our lyrics discuss. We talked about what we thought the song would be about before listening to it. Then we talked if it was fair to judge the song without knowing anything but stereotypes and the importance of making an informed decision.

Math

2021 School Violence Awareness & Responsibility

Responsibility

noun

1. the state or fact of having a duty to deal with something or of having control over someone.
2. the state or fact of being accountable or to blame for something.
3. the opportunity or ability to act independently and make decisions without authorization

We all have the responsibility of preparing for assessments while we are in school. There are times when we do well on them and times when we realize we could have done things differently to better prepare. Being unprepared for assessments can lead to inner conflict and anxiety. Your teachers may be trying to help you and you might be resisting their help which could lead to you not participating. These things can lead to an uncomfortable and unhealthy school environment. The positive news is realizing that you can always change the plan you are using if it isn't working!! Remember:

If your plan isn't working change the PLAN, but never the GOAL.

So, let's come up with a plan! Let's discuss three things:

1. Conflict Resolution
2. Positive Self-Management
3. Positive Messaging.

Whether it's preparing for assessments or just getting ready to come to class each day, we can all come up with ideas of things we do that are good and things we can do to improve. Can you create 3 index cards to address these statements:

1. Things I can change to help me better prepare.
2. Things I did that helped me prepare.
3. A positive message I can use to remind me to stay focused.

Please return your index cards to me by Friday, October 15.