



South Lewis Central School District Newsletter

January - February 2023

One District. One Building. One Family.



Celebrating our future. Honoring our past.

**Featuring
High School
And Middle School**

A Message from Douglas Premo, Superintendent

Dear Parents, Residents and Community Members:

I hope that each of you have had a wonderful and blessed holiday season. As I sit down to write this communication, I am looking out the window during a very nice December day. Unfortunately, all days are not the same and we often experience difficult weather conditions. With these difficult weather conditions comes the challenging decision making-process to open, delay, or close school. I thought it would be helpful and informative to outline the process we use when determining whether or not to delay, close or stay open in the winter months. Below is the typical process we use in South Lewis to make this important decision:

- Between 4:30-5:30 a.m. the Transportation Supervisor, and/or I drive the roads to assess road conditions and visibility. It is important to remember that our school district covers a very large area and that weather conditions can vary greatly even within our geographic boundaries. It is of note that our first bus leaves the Bus Garage at 5:55 AM with our first students being picked up at approximately 6:20 AM.
- After driving the roads, we check several weather forecasts and radar images. We also subscribe to a weather service which allows me to speak directly with an area meteorologist so I can receive the most-up-to date information regarding conditions and potential weather shifts. I also communicate with several other Superintendents of Schools in neighboring districts to learn about the weather they are experiencing that may be coming our way and what actions they are considering. Additionally, we sometimes are able to gather information from county, town or village officials.
- The decision to open or delay must be made by approximately 5:45 AM. If a decision to delay or to close is made, I immediately begin the process to send out a School Messenger phone call and utilize other methods, including notification to the media, to alert the school community.
- If we decide to delay the opening of school, the process immediately begins again in order to make a final decision regarding opening/closing school by 7:45 AM. Often we may have a window of appropriate weather later in the morning to bring the students to school. However, we must balance this ability to get them to school with the ability to also take them home later in the day. Additionally, we realize that some weather conditions may require a “slow moving” travel day, but it is still safe and appropriate to conduct school.
- If we decide to open school, we monitor the weather throughout the day in order to ensure we can safely transport our students home and make appropriate decisions regarding after-school activities and events.

To say the least, weather and weather forecasting is not an exact science and can be very unpredictable. We realize the determination we make has both an educational impact and a personal impact at each home. For example, even if schools close, the community and businesses at large most often do not, which can create a daycare issue for many working parents and families. This often leads to complaints and/or questions fielded by the District both when we stay open and when we close. However, with all of this being said, the safety of our students and staff is at the forefront of these important decisions. I encourage all of you to have a plan in place for delay or closure and to be sure the school has the appropriate information for an emergency take-home.

Should you ever have any questions about this process or a decision that is made, please feel free to call me at 348-2500.

Sincerely,



Douglas Premo
Superintendent of Schools



A Message from Chad Luther, High School Principal

Dear Parents, Residents, and Members of the South Lewis Community:

I hope that you have all experienced a wonderful holiday season and have enjoyed the coming of the new year with friends, family, and loved ones. The winter season is always one of my favorite times of the school year. Once again, our band and chorus did not disappoint and delivered outstanding performances at the annual holiday concert. Now, winter sports are in full swing, and the campus is busy with games, matches, and meets for all of our winter athletes. Also, auditions for the high school musical, “The Drowsy Chaperone,” are complete, and preparations for that show are well under way. We look forward to another exceptional stage production by our talented performing arts department in March. Our coaches, directors, advisors, and, most importantly, our students ALL appreciate the tremendous community support for these events.

One thing that the winter season inherently brings to the north country is, unfortunately, inclement weather. I would like to take this opportunity to commend our first-rate transportation staff and our skilled bus drivers for the care they take in getting our students to and from school safely each day. During this time of year, it is important for students to be at their bus stop a few minutes early as buses may be early to account for the poor road conditions. Also, buses may be a few minutes late dropping students off, but rest assured, we will get them home as quickly as possible. I remind you also that students should be prepared with proper winter attire. Please make sure that students wear a winter coat and have hats and gloves just in case there is a breakdown. I thank you all in advance for your continued understanding and cooperation during the winter months.

As we move into January, we will prepare for the conclusion of our second marking period. Teachers will work together with students to complete all assignments and finalize grades for the end of the first semester courses. Also, some students are preparing for the January administration of Regents exams scheduled for January 24-27. The students testing in January are typically re-taking exams for the purpose of raising a score or because they missed taking the exam the previous June. If your child is taking a Regents exam in January, they have been notified by their teacher or counselor and should be prepared to take the exam on the date specified. If you have any questions about the January administration of Regents exams, please contact the counseling office at your convenience.

As a former student, teacher, and now building principal, it brings me great joy to be a part of the South Lewis family. Over the years, I have seen this community work together to realize many impressive achievements. It is an honor and pleasure to serve you all each day. I have a great deal of pride in being a part of the opportunities that South Lewis provides to the students, parents, and community members of the district.

As always, please feel to contact me if you ever have any questions. I hope that you enjoy rest of the winter season!

Chad Luther
High School Principal

High School English Department

Mrs. Delles, Dr. Alger, Mrs. McGuire and Mrs. Burke

The English Department is working to prepare students to be college and career ready. We are continuously working to implement the 1:1 technology initiative in our classrooms. All English teachers are using Google Docs, Google Classroom, and Common Lit as tools for student learning and success. These platforms allow students to access materials from home and to share writings for peer and teacher editing as well as to respond to literature and nonfiction. Students should utilize these tools, as well as their email, every day. Further, in English 12, students are responding to questions posed online for a College "Blackboard" experience.

In conjunction with career readiness, we continue to stress the importance of reading and writing, so familiar texts such as *The Crucible*, *Hamlet*, *Macbeth*, *The Great Gatsby*, *Fahrenheit 451*, *Oedipus the King*, *Romeo and Juliet*, *A Raisin in the Sun*, and *Lord of the Flies* will be taught in English 9-12 classrooms as the year progresses. Being engaged with these texts allows students exposure to the literary canon. The universal themes presented in these works are ones that remain relatable to today's society. We focus on in-depth analysis of the texts, with the goal of increasing reading comprehension for each student. Along with the analysis of text, students are expected to write reflectively and critically about the author's use of writing strategies to support the central idea or theme of the text.

Seniors in Block English have read the graphic novel *Maus* and are now reading *Night*. They have analyzed with a critical lens primary documentation, including newspapers and personal letters, and compared them to excerpts of current published autobiographical works, which gave context to historic events. They have also engaged in critiquing and writing cover letters and resumes, reflecting on their strengths and weaknesses, and preparing themselves for future interviews and employability.

In English 11, students finished reading Miller's *The Crucible* in Quarter One, and are continuously working on activities that focus on writing and applying appropriate grammar rules, while building their vocabulary knowledge. The classes are currently reading Bradbury's *Fahrenheit 451*, and the English Honors class has been working concurrently on their banned book projects. As the second semester starts, English 11 Honors students will be completing a college composition course that involves the writing of five major essays. The composition course emphasizes the skills and strategies required for scholarly writing. Ninth and tenth grade students are also working to develop skills in researching and writing. Sophomores are currently working on researching skills and argumentative writing. Following that, they will be reading *Macbeth*. Freshmen completed an expressive reading and viewing of Sophocles' play *Oedipus*, while learning about Ancient Greek theater. They first learned about classic theater by reading Shakespeare's play *Romeo and Juliet*, and will write an essay on "The Tragic Hero" in *Oedipus Rex*.

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As a department and as a school, we strive to offer our students the best educational opportunities possible. We continue to partner with both Jefferson Community College and Tompkins Cortland Community College, allowing our students the option to earn nine college credits in English as high school juniors and seniors. These credits have been readily transferable to colleges far and wide.

In addition, we offer academic interventions services, or AIS. English AIS provides students the extra assistance they need to be successful in their English classes. English AIS focuses on the basic skills required for understanding and application in reading and writing. A wide range of alternate materials, which appeal to the various learning styles, are utilized. We are proud to continue to help our students develop the communication skills needed to take the next steps in life.

SL High School Mathematics

Mrs. Yager

Algebra and Pre-Algebra students have been working on their basic algebra skills and are now studying linear functions.

College Statistics (MATH 200) students learned the process of statistics and are now applying that knowledge to complete inferential statistics.

1st Marking Period Top Students

Statistics: Heidi Metzler
Algebra: Lily Dailey, Haley Poore & Leo Bailey
Pre-Algebra: Cadence Booth



Mrs. Brown

Geometry students are working hard to master key concepts and they are "loving" proofs.

College Algebra (MA120) has transitioned students to college level work & learning. Soon, they will take a final exam & have the chance to take Pre-Calculus. (ALL FOR FREE)

1st Marking Period Top Students

Geometry

David Gallogly Shay Koor
Jackson McCall Calvin Reid

Math 120

Mallory Kraeger

Mrs. Schneider

Algebra 2 students have been busy working on their basic algebra skills, and using those skills to solve difficult problems. Some of our favorite topics so far have been synthetic division, graphing polynomial functions, and solving square root equations. Weekly review assignments are given on Monday, and due on Friday. Students are encouraged to come in and get help during their free time!

In honor of the holiday season, I asked my students to share something that they are thankful for. Hot off the press, the teenagers in Algebra 2 are thankful for:

Family Teachers Oxygen Friends
 Music Agriculture Food Pets
 Cowboys beating the Giants Weekends

Tops In Math 1st Quarter:

Math 7—Caleb Axtell and Olivia White
Algebra 2—Leah Greene, Grace Bailey and Mariah Kulpa



Mr. Kilburn

Geometry and Trigonometry students have spent quality time mastering skills that didn't get the attention they deserved due to COVID.

Calculus 1 (MA 210) students came to class with a strong grasp of foundational skills, allowing us to learn more challenging topics later in the year.

1st MP Top Students

Geometry (NR): Aiden Maciejko
 Trig (NR): Veda Bailey and Wyatt Staring
 Calculus: Emma Reid





HIGH SCHOOL SOCIAL STUDIES DEPARTMENT

Mr. Griffiths, Mr. Shannon, Mrs. Delles, Mr. Youngs

Welcome from the Social Studies Department at South Lewis High School. We would like to use this newsletter to introduce ourselves to those that don't already know us and to give you a brief description of the Social Studies Courses offered at the high school during this 2022-2023 school year.



Edward Griffiths (Department Chair)

I attended Le Moyne College in Syracuse, NY and received my Bachelor's Degree in History, with a Minor in Political Science. After receiving my BA, I returned to Le Moyne College and earned my Master's Degree in Education. I am currently teaching in my 23rd year at South Lewis.

Course I teach:

United States History and Government (11th Grade)

- This course covers the history of the United States from its colonial beginnings through current times. We discuss not only the history itself, but also the people and culture of the United States as we progress through our history. The course also explores the foundation of the Constitution and the workings of our system of government, including the main powers of the three branches of government. This course also looks at the background that led to important Supreme Court Cases and how the decisions impacted our history. We discuss current events that impact our nation and look at how our history may have impacted these events. There is a Regents Exam at the end of the year that is required to pass for a Regent's diploma for graduation.

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Kacee Delles

I attended Jefferson Community College and SUNY Plattsburgh for my bachelor's degree. My bachelor's degree is in Secondary Education with a concentration in social studies. Then I attended SUNY Potsdam, where I earned a Master's in Curriculum and Instruction.

Courses I teach:

POL 121

- This JCC course is an introduction to the American political system, including the Constitutional framework; legislative, executive, and judicial functions; as well as the nature of American political parties, interest groups, public opinion, social movements, political economy, and the role each plays in contemporary American life.

ECO 101

- This JCC course focuses on macroeconomics. Macroeconomics is a study of economic analysis as applied to problems of economic growth, business fluctuations, unemployment and inflation. Monetary and fiscal policies are evaluated as techniques used to achieve the economic goals of society. Macroeconomics deals with the overall level of output, its rate of growth and the level of prices in general.

Global History and Geography I

- Global History and Geography I covers ancient times to global interactions through 1750. Students engage in a variety of activities including discussions, projects, assessments, writing assignments, and class work.



Dan Shannon

I attended Plattsburgh State where I received my Bachelors of Science in History and also attended Plattsburgh State to continue on and earn my Masters in Curriculum and Instruction.

Course I teach:

Global History and Geography II

- This course examines world history chronologically beginning with the Scientific Revolution to the present. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world.

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Students engage in a significant amount of writing in this course in preparation for the Global History and Geography Regents exam given at the end of the school year. Students must pass this exam to earn a Regents Diploma in New York State.

SAVE (Students Against a Vanishing Environment)

- This is a student-based organization designed to promote environmental awareness and resource conservation. Students assist in recycling both paper and plastic, regardless if recyclables are redeemable for cash. Since 2001, SAVE has saved an estimated 200 tons of paper and plastic from being needlessly discarded into our local landfills. SAVE students recycle in both the High School and Middle School and are assisted by the Recycling Club in the Elementary School.



Caption: SAVE Officers: Treasurer- Eric Kraeger and Secretary- Camryn Battles



Jeremy Youngs

I received my Bachelors from Utica College where I dual majored in History and Education. I then moved on to Concordia University and earned a Masters in Special Education. While attending college I worked as a C.N.C machinist at Bartell Machinery where I completed my apprenticeship and became a journeyman machinist.

Courses I teach:

Participation in Government

- This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active

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citizenship. Throughout the course we will analyze the processes, and areas of influence on American Government. We will use current events that tie directly to current events that have local, national and global effects to illuminate key ideas and conceptual understandings. There are two major projects that will be completed - they are a "Supreme Court Case/and Constitutional Amendment analysis", where students will pick a court case that addresses a specific amendment violation, and a "Know your Government" project where students will look into local, state and federal governments to identify who their respective representatives are at each level.

Economics

- This course will provide an overview of both macroeconomic and microeconomic issues. Throughout the course we will evaluate the determination of output, employment, unemployment, interest rates, and inflation. Monetary and fiscal policies are discussed, as are the public debt and international economic issues. We will also analyze areas including price determination, supply, and demand. Of primary importance are the behavior of individuals/households and firms, and their impact on prices, and the supply and demand for goods and services. There are two major projects in this course that include the Game of Life, where students will pick a career path and budget their salaries and living expenses, as well as a stock/investment project where students are granted a sum of fictitious money and research different companies to invest in and track their data to illustrate how successful their investments were.

HIGH SCHOOL SCIENCE

Mr. Comet, Mrs. Gerhardt, Ms. Huntress, Mr. Lawry

The HS Science Department is excited about the upcoming year. We offer a multitude of courses that are sure to provide interesting answers when students are asked, "What did you do in school today?" Please don't accept, "Nothing." Undoubtedly, ideas were discussed, investigations were performed, and creativity was prospered.

Mr. Comet's classes are being given a front row seat to the hatching and raising of 1,000 of New York State's Official Fish - the Brook Trout. Actually, we are "fostering" 400 for our partner school of South Jefferson until their systems are up and running. We began our efforts mid-November, in a partnership with Trout In the Classroom (TIC). Students will be checking water quality parameters and caring for the fish until they are released, under permit of the NYSDEC, in a local stream sometime in the spring. You are welcome to check out our progress by viewing the live "Trout Cam" which will come online very soon. Students are also growing vegetables in our Tower Garden systems to generate produce for the cafeteria. Several batches of lettuce, basil and Swiss chard have already made their way to the salad bar and soon we will be harvesting tomatoes, cucumbers, sweet peppers and baby Bok choy for the Food Service staff to create delicious meals.



In Earth Science, Mr. Lawry's and Ms. Gerhardt's classes are covering Earth's materials. They are currently looking at how to identify elements and isotopes that make all the various minerals on Earth. The minerals provided in the library have given us some unique materials to look at, including an unnatural material that was first developed in Buffalo: Silicon Carbide. Students have enjoyed looking at its colors and shapes as well as how easily it can scratch a pane of glass. By far, the students' most readily identified minerals include the Mica family and Sulfur (perhaps you have noticed a funny smell). When the skies are clear, Mr. Lawry will be scouring the skies looking for Type A stars to investigate and share with the students. Ms. Gerhardt encourages everyone to pay attention to current events. Earth Science is happening every day!

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Ms. Huntress' Regents Chemistry class has begun studying ionic and covalent bonding. In the coming weeks they will be attempting to solve the first "Who Killed Bones E. Jones" dilemma where they must compare chemical characteristics to find out which chemical destroyed his laboratory. Upcoming units of Solutions and Organic Chemistry are sure to make the school smell wonderfully.



College Physics class is completing the Forces unit and beginning study of Work, Power, and Energy unit by constructing bridges and developing functioning model roller coaster. Please check the school web-site and various social media outlets to vote on your favorite creation. Due to a grant from AFCEA, we are able to use 3D Pens to make our imaginative designs come to life.

For **ALL REGENTS SCIENCE** courses, in addition to a daily lecture, students will be scheduled for three lab periods in the six-day cycle. As a prerequisite for admission to the Regents Examination, each student must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports. **IN ADDITION**, Living Environment students must complete the mandatory labs that are given to us by the New York State Education Department to be admitted to the Regents Examination. Students must complete ALL laboratory experiences, even if they have satisfied the minimum 1200 minute laboratory requirement set forth by NYSED.



AQUI SE HABLA ESPAÑOL

With Señora ELLISON

¿Qué pasa en la clase de español?

We are so proud of our Spanish students and all the hard work they put in to learning a second language. In our increasingly globalized and multicultural world, speaking a second language and understanding other cultures are both highly valued skills. In addition, learning a second language has been shown to improve overall brain health, creativity, problem solving and communication ability - in any language!

Español 2

Spanish II students are currently learning about Spanish speaking countries around the world and reviewing material from last year, such as using common verbs, useful classroom phrases, describing themselves and others, describing places, and numbers. Later in the year we will learn how to communicate around the themes such as transportation, community, sports & recreation, health, and restaurants, among other topics.

Español 3

Students began the year with a review of Spanish I and II. In their third year of Spanish, students develop their proficiency from the use of simpler phrases and using basic vocabulary, to understanding, responding to, and creating longer, more detailed and specific communication in past, present, and future tenses. We explore topics such as daily routines, travel, clothing, food, leisure activities, technology, and jobs/careers.

Español 4

We began the year with a unit on Spain, which is followed by units on Mexico, Central America, South America and the Caribbean. For each region in the Spanish speaking world, we study aspects of geography, history, politics, music, art, literature, sports, food and other aspects of culture. As a final project for each unit, students present a topic of their choice that relates to that region. In addition, students do intensive grammar study throughout the year.

Espanol 5 - SPA 221/222 (College Credit)

Through this dual-enrollment course, students can earn up to six college credits through Tompkins Cortland Community College. This course also provides students with the chance to receive the **New York State Seal of Biliteracy**. The seal appears on their diploma at graduation and signifies that students are able to read, write, and communicate fluently in two languages.



Winner of five Tony Awards when it hit Broadway in 2006, *The Drowsy Chaperone* is for people who both love and hate the American musicals of the Jazz Age. The show's narrator, a mousy, agoraphobic Broadway fanatic seeking a cure for the blues, listens to a recording of an obscure 1928 musical comedy, *The Drowsy Chaperone*. As he listens to this rare recording, he and the audience are transported into the musical.

The plot of the show-within-a-show centers on Janet Van De Graaff, a showgirl who plans to give up her career in order to marry an oil tycoon, Robert Martin. However, Janet is the star of "Feldzieg's Follies", and a lot of money is riding on her name to sell the show; and Feldzieg, her producer, is being threatened with bodily harm by two gangsters employed by his chief investor. Disguised as pastry chefs, these two pun-happy thugs threaten Feldzieg to stop the wedding, in order to ensure Janet's participation in the next production of Feldzieg's Follies. In order to save himself, Feldzieg enlists Aldolpho, a bumbling Latin Lothario, to seduce Janet and spoil her relationship with Robert. Meanwhile, Janet is having doubts about her groom. Disguising herself as a French woman, she tempts Robert into kissing her, and a massive misunderstanding emerges. The ensuing plot incorporates mistaken identities, dream sequences, spit takes, an unflappable English butler, an absent-minded dowager, a ditzy chorus girl, a harried best man, and Janet's "Drowsy" (i.e. "Topsy") Chaperone. *The Drowsy Chaperone* promises to be a rollicking evening with good old fashioned musical theater.

The Drowsy Chaperone will be appearing on the South Lewis Stage March 16, 17, and 18, 2023!



Library News

By Lisa Monks, Teacher Librarian

lmonks@southlewis.org

We are so excited to see students back in the library this school year! Middle and high school students are able to visit the library during study hall by obtaining a pass from their study hall teacher. They can also visit the library during activity period, sign-up is not required. Students are able to work on homework, research projects, borrow/read a book, and use items in our Makerspace.

One of our favorite activities at the library is underway, the Battle of the Books! Battle of the Books is a competition similar to Jeopardy or whiz quiz games. The questions come from a controlled list of books that participants read in preparation for the matches. Our 5th & 6th grade teams will begin meeting soon, but we are excited to have our first ever 7th grade teams!

Our 7th grade teams, Team Red-Nosed Readers (Anna Millard, Kendyle Gates-Millard, Riley Monks, & Tinley Sullivan) and Team Jolly Jingles (Kyra Dafoe, Blake Kraeger, Adrianna McCauley, & Felicity Szucs) will battle on December 21st to see who knows the most about the books they have been tasked to read. These students have been reading outside of school and meeting with Mrs. Monks every day 4 to prepare. Best of luck to them!

Would you like to read their battle list? Check out:

[Escape from Mr. Lemoncello's Library](#) by Chris Grabenstein

[Frazzled](#) by Booki Vivat

[Freak the Mighty](#) by Rodman Philbrick

[War Horse](#) by Michael Morpurgo



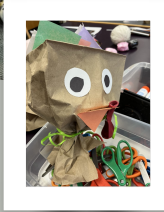
Our high school book club has been busy planning our first ever High School Battle of the Books Competition. High school students should stay tuned for more information to come in January regarding this fun opportunity! In order to raise money for prizes and battle t-shirts, our book club has started a small cafe in the library. High school students and staff are welcome to purchase hot cocoa, coffee, and tea. Plus, nothing goes better with a warm beverage on a chilly day than a BOOK! We have lots of new books to check out at the library!



HIGH SCHOOL COUNSELING INFORMATION

We are each other's SOURCES OF STRENGTH and together, we can make the world a kinder and safer place for all of us. We work together; we learn together; we play together; we laugh together; and we cry together. We celebrate each other's successes. We are the South Lewis Family.

FALCON FRIENDS: The South Lewis Falcon Friends Mentoring Program connects juniors and seniors who are paired with elementary students. To apply to be a Falcon Friends “Big”, juniors and seniors must be trustworthy, responsible, respectful, fair, caring, and be a good citizen. “Littles” are selected by teachers, elementary principals, and the elementary counselor. We spent our first meeting in October getting to know each other with a Skittles game. In November, we played and did some fall crafts. Falcon Friends were invited to be guests at the middle school musical dress rehearsal of the Lion King. It was a great show, and we were honored to be there.



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SENIORS: College applications should have been submitted by now. If you are planning to attend college in the fall of 2023, complete your application as soon as possible. Please ask Mrs. Bronson to send a transcript when you apply and bring your acceptance letters to the School Counseling Office when you receive them, along with your senior picture. Please contact your school counselor if you have questions.

The Class of 2023 recently attended Workforce Connections at the Watertown International Airport. The students were able to do mock interviews with a variety of volunteers from different career clusters.

During the fall, the Counseling Office hosted 14 different local colleges. We know it can be difficult for families to make trips, so we invite colleges here to South Lewis, to meet with students and answer questions about the application process, campus activities and financial aid.



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Congratulations to the following seniors on their college acceptances:

- | | |
|------------------|---|
| Aiden Billhardt | University of Northwest Ohio |
| Alyssa Callaghan | Keuka College |
| Warren Covey | University of Northwest Ohio |
| Alexis Geary | Onondaga Community College |
| Brooke Kenyon | Buffalo State, East Tennessee State University and SUNY Potsdam |
| Alexis Kraeger | Alfred State University, SUNY Canton and SUNY Jefferson |
| Brooke Kraeger | SUNY Morrisville |
| Abigail Litts | SUNY Delhi |
| Aidan McGuire | St. John Fisher University and Alfred State University |
| Sarah Schindler | SUNY Jefferson |
| Bryanna Stewart | Mohawk Valley Community College |
| Ashley Wright | SUNY Cobleskill |

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In the coming months, seniors will start to shift their focus from college applications to completing scholarship applications. Each month a new scholarship bulletin is distributed via SchoolTool email (including parent email, if available), shared in the google classroom and paper copies are available in Mr. Youngs room or in the Counseling Office. The bulletin contains a list of available scholarships. Students should read over the bulletin, review the criteria, and apply for each scholarship for which they qualify or meet the criteria.

Scholarships are available from many organizations, including local and national companies/organizations and churches. Applications require a variety of information and can be competitive. The process does have three common questions. They are class rank/gpa, community service and an essay. The more familiar a student is with their high school activities, the easier the application process will be for them. Be sure to give your teachers and counselors two weeks' notice when asking for a letter of recommendation. Please bring the completed scholarship applications in before their due date so we can make sure you have everything you need for a complete application. Deadlines are very important. Snow days do not give you extensions.

Please note at commencement all seniors will receive a red envelope. The envelope could contain physical checks, please open the red envelope immediately.

COMING SOON....

NORTHERN NEW YORK COMMUNITY FOUNDATION, INC. ("NNYCF") SCHOLARSHIPS are open to residents of Jefferson and Lewis Counties who will be **full-time** undergraduate students. Applications are online at www.nnycf.org

ALL STUDENTS PLANNING TO ATTEND COLLEGE SHOULD COMPLETE THIS APPLICATION. Students attending any type of college, including technical schools are eligible. **If a student only completes one scholarship application this is the one to do!** The NNYCF scholarship is one application with many opportunities for selection. All scholarships are competitive, so the more information supplied by the applicant, the better. Details provided can be used to separate students from others applying for the same scholarship.

Students should be prepared to provide specific details in the work experience, school, and community activities. There is a section where students can provide any unusual hardships or special family or personal circumstances that make the student's story unique (tell your story). Here are ideas about how to promote yourself: tell them what you want to study and why, describe your career goals and aspirations, what makes you unique/different from others. There are MANY different scholarships available through the NNYCF, so please apply! They cannot consider you for an award if they do not have your information.

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Local Community Service Awards:
(awarded to BOTH non-college bound and college bound students)

LINDA PAYNE COMMUNITY SERVICE AWARD is presented by the Constableville Fire Department to a graduating senior boy and girl living in the Constableville fire district who has contributed to their community. The application is available in the School Counseling office.

Deadline: March 1st

JENNIFER LYNN KRAEGER COMMUNITY SERVICE AWARD is presented by the family of Jennifer to a graduating senior boy and girl living in the Constableville area. The application is available in the School Counseling office.

Deadline: March 1st

MICHAEL PEVNY COMMUNITY SERVICE AWARD is presented by the Lyons Falls Fire Department to a graduating senior boy and girl living in the Turin, 3-G or Lyons Falls fire district who has contributed to their community. The application is available in the School Counseling office.

Deadline: March 1st

CAITLIN BORELLI COMMUNITY SERVICE AWARD is presented by the J.S. Koster Hose Company to a graduating senior boy and girl living in the Port Leyden fire district who has contributed to their community. The application is available in the School Counseling office.

Deadline: March 1st

Students are welcome to come into the counseling office or email their counselor to make an appointment. The Counseling Office has space available where students can sit quietly, work on applications and ask their counselors questions.

SCHEDULING/ACADEMIC ADVISING: We are excited that the scheduling process for the 2023-24 school year has begun. Counselors will begin scheduling juniors for their senior year and advise students on college and career planning in January right after the break. Students should share their plans with their parents. If you would like to discuss your child's future plans, please contact Mrs. Birmingham or Ms. Green. We would be happy to share information with you. Juniors should be researching and visiting colleges if possible, attending college open houses and job fairs, registering, and studying for the SAT and/or ACT.

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ATTENTION JUNIORS: If you took the PSAT and would like to prepare yourself for the SAT, please use the following: satpractice.org which is an easy-to-use SAT prep tool available free of charge to all students who take the PSAT/NMSQT. Students who took the PSAT should go to <https://studentscores.collegeboard.org> and use the access code, provided on their PSAT score report, to get additional information.

They can also go to www.collegeboard.com/quick for more helpful information. The information and answers your children provided when they took the test are incorporated into this useful tool, and it presents their data back to them in five [5] main parts:

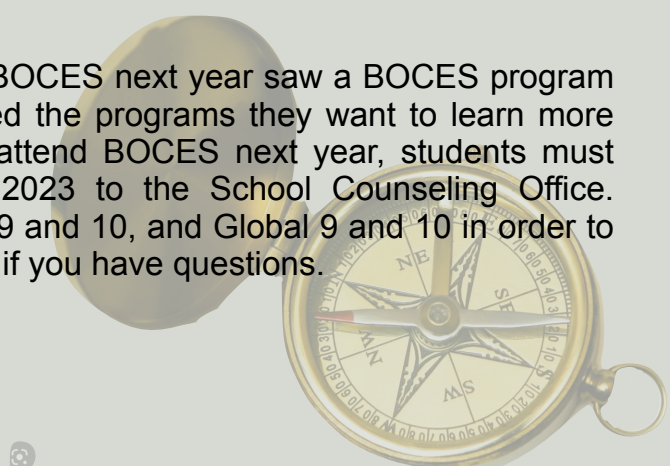
- 1) My Online Score Report - an enhanced score report that allows students to review each test question, the student's answer, and the correct answer with answer explanations.
- 2) My SAT Study Plan - a customized SAT study plan based on student PSAT/NMSQT test performance, highlighting skills for review and practice.
- 3) My Personality - a detailed personality test that helps students better understand their own strengths and interests.
- 4) My College Matches - A starter list of colleges based on the student's stated and indicated choice of major.
- 5) My Major and Career Matches - Major and career matches that are compatible with the student's general interests and personality type. Access is available using the access code printed on the student's paper score report, and the tool can be utilized throughout high school.

Using My College QuickStart together with your child is a great way to introduce and guide your child through important aspects of the college process. Visit www.collegeboard.org/quickstart.

JUNIORS will receive their PSAT test scores during class presentations in January. Parents - please ask your child about his/her results and what they mean.

COLLEGE ENTRANCE EXAMS: All college-bound juniors should be planning to take the SAT and/or ACT in the spring. The registration deadline for the May 6th SAT exam is April 7, 2023. The registration deadline for the June 10th ACT exam is May 5th. Registration forms are lengthy and must be submitted by the registration date. Juniors are encouraged to take both the SAT and the ACT. You should register online for the SAT at www.collegeboard.com and for the ACT at www.actstudent.org.

SOPHOMORES: Students interested in attending BOCES next year saw a BOCES program virtual presentation in December. Students selected the programs they want to learn more about after viewing the presentation. In order to attend BOCES next year, students must complete and return an application by April 1, 2023 to the School Counseling Office. Students must have completed 10 credits, English 9 and 10, and Global 9 and 10 in order to be eligible to apply. Please let your counselor know if you have questions.



A Message from Judy Duppert, Middle School Principal

Dear Parents, Residents, and Community Members,

The first several months of the school year have gone well and our students have shown a great deal of growth and maturity from this time a year ago. They often demonstrate the six pillars of Character Counts: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. They are kind and respectful and substitute teachers and guest speakers often tell us what great students we have at the Middle School!

Consistent attendance continues to be a challenge for a large population of our students. Regular attendance is critical to their success and if they miss more than a couple of days a month, it can really have a negative impact on their learning. Teachers, the School Nurse, Home School Community Coordinator, and Counselors can all offer support in improving your child's attendance if you would like additional help.

At the end of November David Flood visited South Lewis and presented to our students. Through the telling of his own personal stories about his family in the past, and present, he taught our students how to improve their lives and how to have a profound impact on those around them. He gave them three challenges:

1. No one eats alone-he shared the importance of making sure everyone is included, not only in the cafeteria, but at all times
2. Thank an adult-he encouraged students to find three adults to thank and to be sure to look them in the eye when talking to them
3. Look on the inside-we all notice how everyone looks on the outside, but it's important to pay attention to all of the other qualities that make a person who they are

We enjoyed a wonderful performance of the Lion King, Jr. by our middle school students in early December. It sends an important message about hope, friendship, and forgiving ourselves for past mistakes and things we cannot change. We have some incredibly talented students and I appreciate how hard they worked to prepare for the musical in just a couple of months. Many of them play sports and are involved in other extra-curricular activities and it takes a great deal of time management to successfully participate in all of them.

Thank you for your ongoing support of the middle school. We appreciate families' commitment to their children's education and a supportive community that is dedicated to providing many opportunities for our students. On behalf of the Middle School, I'd like to wish you all the best during the holiday season!

Best regards,

Judy Duppert
Middle School Principal

NEWS FROM MIDDLE COUNSELING OFFICE

MRS. AMANDA KOGUT, SCHOOL COUNSELOR AND MS. ANGELA ARTHUR, GUIDANCE SECRETARY

Information regarding 8th Grade to 9th Grade High School Transition Meeting

Each year the middle school counselor and high school counselors meet with eighth grade students during a class period to explain what is required to earn a high school diploma. Students are given a course catalog and time is spent reviewing course requirements and how student schedules are developed. Following the classroom presentation, the middle school counselor meets individually with each eighth grade student and their parent/guardian. The student and parent/guardian participate in an advising appointment that takes approximately 30 minutes. Course selections are made which will be used by the high school counselors to develop a schedule. A strong emphasis is given to explaining the requirements for a high school diploma as well as a preliminary discussion of postgraduate plans. Parent participation has been over 85% for these important planning conferences. Appointments are made during the months of January, February and March. Completed student course plans are then sent to the high school counselors and schedules are prepared for all students entering ninth grade.



Ms. Fitzgerald, Ms. Still, Mrs. Kraeger, & Mrs. Horn

We are always amazed at how quickly the beginning of the school year seems to pass by! Students are quickly and successfully adjusting to their new environment and challenges in the Middle School.

In Math, students and teachers have been working hard to meet the expectations set forth by the New York State Math Modules. These modules are New York State's interpretation of the Common Core Learning Standards. Students have been working on fluency activities that help their day-to-day math fact recall. They are doing well with developing a more sophisticated understanding of numbers, so they can more deeply understand math concepts. Students are working in more complex ways in order to be successful on the New York State Math Exam.

Fifth Graders have been reading a variety of challenging texts in Literacy. They have thoroughly examined human rights challenges, such as first-hand accounts of past and present situations in the world. Soon we will be reading *Esperanza Rising* by Pam Munoz Ryan. The culminating product of this unit will be an essay analyzing the character of Esperanza and how she changed as a person during challenges she faced in her life.

Later in the year, we will integrate science topics with literacy as we learn about rainforest scientists and their research and the biodiversity of the rainforest. The 1:1 technology is also being utilized this year as students have access to a variety of other texts. Our school district has memberships to several different reading sites.

These sites offer a diverse category of topics for students to choose from, and each reading offers practice of literacy skills being taught in the classroom. It has been a great tool for students and teachers!

(Continues on page 25)

The science curriculum focuses on several units of study. Fifth grade science is implementing the Next Generation Science Standards using four big mysteries.

Mystery 1: Web of Life - Ecosystems and the Food Web.

Mystery 2: Watery Planet - Water Cycle and Earth's Systems.

Mystery 3: Spaceship Earth – Sun, Moon, Stars, and Planets.

Mystery 4: Chemical Magic – Chemical Properties and Properties of Matter.

Within the social studies curriculum, students have been exploring the Western Hemisphere. We started off the school year learning what the Western Hemisphere is and where it is located. This set us in motion to learn about different time periods and events that have occurred in the Western Hemisphere.

We are currently studying the early peoples of America and how complex civilizations developed in Mesoamerica. Later this year we will study how slavery drove the production of sugar, New France and its explorers, and the Declaration of Independence.

With the continued increase in rigor throughout all areas, attendance is vital. Class discussions play a key role in fostering a deeper understanding of the skills and concepts needed to be successful in fifth grade.

As a fifth grade, we continue to grow both as individuals and intellectuals and look forward to sharing and growing even more with one another this school year.

Grade 6

With Ms. Gerber, Mrs. Martin,
Mrs. Mooney, & Mr. Niles

In the sixth grade science classrooms students have been very busy learning process skills that scientists perform in the laboratory setting. We will be studying light and matter, thermal energy, weather, climate, and water cycling, plate tectonics and rock cycling, natural hazards, and cells and systems. Along with completing labs in each unit, we also read and discuss informational text, watch educational video presentations, and engage in many other learning activities. As part of the NYS Common Core expectations, ELA reading and writing skills, as well as math skills are incorporated into the sixth grade science curriculum, and students are expected to utilize these skills when completing assigned tasks.

In English 6 with Ms. Gerber and Mrs. Martin, students have been working hard to improve their reading and writing skills. There are four modules, each having a central text and other supporting texts.

Module 1 – The Lightning Thief
Module 2 – Bud, Not Buddy

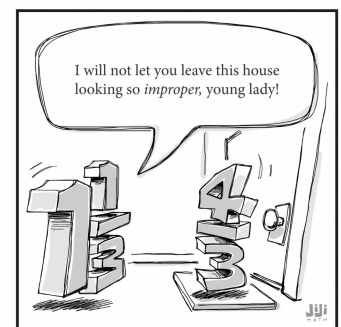
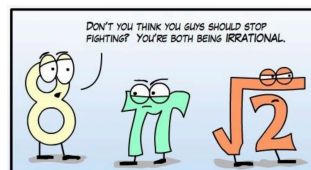
Module 3 – Flush
Module 4 – Frightful's Mountain



Students are also interacting with supplemental texts of various genres that support the major ideas within each central text. Each unit incorporates a major writing piece as well. These pieces will focus students on various elements of writing such as theme, plot, paragraph formation, introductions, conclusions, main/central idea, and character development. In the future units, students will be working on research projects, writing evidence-based claims, and taking their analytical skills to a higher level. These topics will incorporate many non-fiction pieces. Students will make connections between major themes in the novels they have read this year. The ELA units are fast-paced, exciting, and challenging us to do our best thinking each day. This is in preparation for our NYS ELA Assessment in the Spring of 2023.

In Math 6 with Mr. Niles and Mrs. Mooney, we are busy working through the modules in order to prepare them for the NYS Math Assessment in the Spring. The modules 1-6 contain notes, examples, and practice problems that the students are expected to complete in order to fulfill the Common Core expectations.

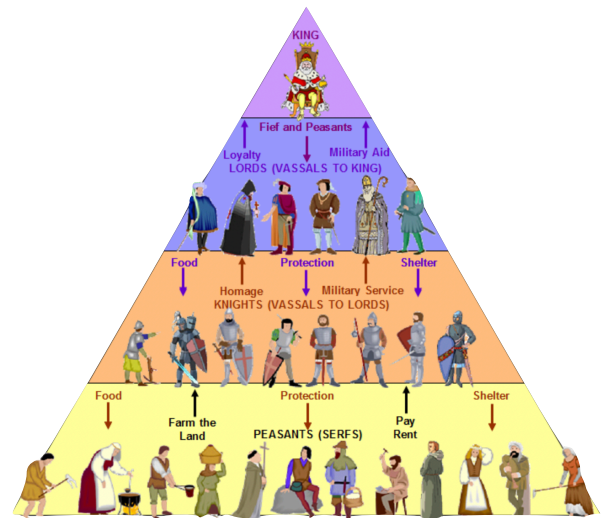
Module 1 – Ratios and Unit Rates
Module 2 – Arithmetic Operations Including Division of Fractions
Module 3 – Rational Numbers
Module 4 – Expressions and Equations
Module 5 – Area, Surface Area, and Volume
Module 6 – Statistics



(Continues on page 27)

We've had a great year so far and look forward to seeing what successes the rest of the school year brings!

Sixth Grade Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of trends in government and economics. The course began by examining the Eastern Hemisphere today and geographical skills. This provides the foundation to make connections between the past and the present. The remainder of the course is divided into seven key ideas that cover a span from pre-history into the 1300's. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy. The seven key ideas for 6th Grade Social Studies include: Eastern Hemisphere Geography, The First Humans through the Neolithic Revolution, Early River Valley Civilizations, World Religions, Classical Civilizations, Mediterranean World and Feudal Western Europe, and Interactions across the Eastern Hemisphere. Sixth Grade Social Studies is an exciting course, where students will read, analyze, compare and contrast major themes and characteristics of several ancient civilizations. In addition, students will continue geography, apply map skills, and complete inquiries. It is great to see the students so eager to learn about ancient civilizations! We thank you for your continued support.



THE ANCIENT MEDITERRANEAN WORLD



Math 7

with Mrs. Liddiard and Mrs. Schneider

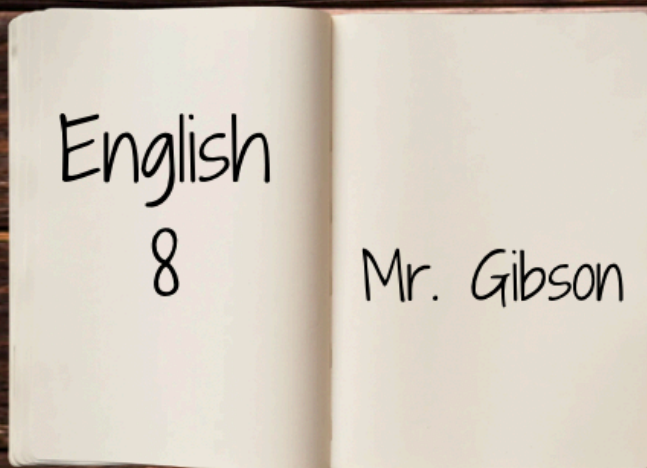
We started off the year learning about the rules for adding and subtracting integers. Mrs. Liddiard and Mrs. Schneider sang and taught the students songs to help them remember the rules. Mr. Premo and Ms. Duppert came in the classroom to do our first Sing Along! Mr. Gibson joined us for songs about multiplying and dividing integers. It was so much fun! Next, we used the rules we learned using rational numbers.



We are currently in the Algebra module. First, we learned about linear expressions. Students added and subtracted polynomials. They learned that expand means to multiply and factor means to divide. Students used what they had learned to find the perimeter of polygons using polynomials.

Currently, students are learning how to solve and check equations. They have worked through the 5-step process for solving equations: distribute, combine like terms, undo addition or subtraction, undo multiplication or division, and check. Students have become quite the equation solvers!





So far this year in 8th grade English we have been studying the American food system. Students were given a choice to pick one of four meals, all from Michael Pollan's food chains that he describes in his book, The Omnivore's Dilemma. The students had to choose between a fast food meal, a fully organic meal, food that could be received locally or food that had to be hunted and or gathered.

It was interesting to see their choices and read their reasoning. Some students chose what was familiar to them and others wanted to go out on a limb and try fire morels or a roasted boar leg. Ultimately this leads to a study of how each of these meals makes it to the table in front of them. We learned about four different food chains (Industrial, Industrial-Organic, Local-Sustainable and Hunter-Gatherer) and the inputs and outcomes of these food chains.

It might be interesting to ask your children about GMO seeds and the implications they may have on our future. They may enjoy explaining to you how potatoes are grown, or how cows are treated on CAFO's out in the midwest. Ask them about how corn has taken over a majority of what we eat, or even the meager criteria that have to be met for an item to be labeled "USDA Organic."

These ideas have sparked insightful discussions in my classes, and it has truly been a pleasure hearing the students' opinions on these topics. We have recently started reading the novel To Kill a Mockingbird and have been discussing the Golden Rule and how despite all the differences in the different religions of the world, each has its own version of the Golden Rule.

I can't wait to hear the discussions that arise from this novel.



Mrs. Hannah Schwartzentruber

In Science 7, we are learning science content through the exploration of an anchoring phenomenon so that they can explain why it happens the way that it does. Along the way we will be discovering and uncovering ways of doing science that will provide clues that we can apply to that anchoring phenomenon. While this is a new way of learning science for them, the seventh graders are rising to the occasion. I have witnessed huge growth in their ability to make observations and justify what they are thinking with evidence from what we are doing in class, both orally and in writing.

During Science 7, we will be covering the following topics with these anchoring phenomena:

1. Chemical Reactions & Matter through discovering where the gas bubbles come from in a bath bomb,
2. Chemical Reactions & Energy through how the flameless heater in a ready-to-eat meal heats,
3. Metabolic Reactions through the examination of a person's medical symptoms and giving a diagnosis,
4. Matter Cycling and Photosynthesis through comparing sap and maple syrup that come from plants,
5. Ecosystem Dynamics & Biodiversity through how candy production hurts orangutans, and
6. Earth's Resources and Human Impact through causes of droughts and floods.

These units will be taught via class discussions, collaboration, labs, measurement, and application of science concepts and skills to new phenomena.

Students will be expected to engage, participate, and complete work daily using their science notebook and google classroom. It will be important for students to keep caught up because our assignments build on each other. I encourage them to seek help if they need it as soon as possible on their time. As parents and guardians, I encourage you to periodically ask your child to show you their list of assignments in google classroom, so that you can see what they are doing, how they are doing, and what they still need to do for corrections.

In addition to what we are doing in class, the students are also learning how to make and document their own discoveries connecting science to their daily lives. A new one is due each 6-day cycle containing an image, a specific claim, detailed evidence, scientific reasoning, and a question. I am looking forward to where their curiosity will take them and what they will discover, both inside and outside the classroom.

8th Grade



With
Mrs. Gesullo

As a mathematics teacher, one area that I am always focusing on is not teaching students solely the content, but techniques for how to study and retain that knowledge year after year, and into high school. In a recent article from the New York Times, Sarah Mervosh and Ashley Wu found that mathematics skills have declined across the country:

“In the test’s first results since the pandemic began, math scores for eighth graders fell in nearly every state. A meager 26 percent of eighth graders were proficient, down from 34 percent in 2019.”

We know that the pandemic, the closing down of schools, and time out of the classroom, all had a significant effect on these scores. On a positive note, it is noted in the same article that students are still performing better than students 30 years ago, with a rather steady performance in latest years. As we continue to move on the other side of this national crisis, we as teachers are looking to help our students rebuild confidence in their building of skills, both conceptually and over time.

With that said, the first question to ask oneself as a student is, ***“What does it mean to study, especially in math class?”***

Studying can take on many different forms and can vary student to student. Focusing on and completing homework is one way of studying. Simply rereading the notes of the day is another way of studying. A more enjoyable way of studying, and one I used often in high school and college with the number of rules and mathematics facts and processes there are, is studying with a classmate. It is not unusual for a student to explain something to a peer in a way that makes sense to them. It is often called ***middle school speak***. This is why I often encourage students to reach out to not only me, but their peers as well when they are confused.

Studying sometimes means going back over the notes later on in the same day they are taken. Many studies have been done with respect to the way the human brain processes new information. On average, people take in and retain about 20% of new information. Therefore, if students are not reviewing notes, they are severely limiting how deeply they learn new content and how long that new information is retained. Also, looking over your notes right before you go to sleep has also been found to help the night before a test for better retention for the next day.

Lastly, with the world dominated by technology, students need to look no further than their Chromebooks in order to review various math topics. YouTube has an endless supply of quality tutorials of just about any math topic one can imagine. Khan Academy is another great resource where students can watch videos and practice problems. Utilizing technology to study math should be a natural progression since many students are online many hours throughout the week. Happy studying!

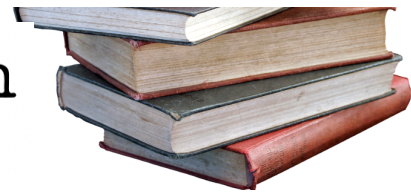
To read the full article, use the link below:

<https://www.nytimes.com/2022/10/24/us/math-reading-scores-pandemic.html>



7th English

Mr. Shedd



Students have finished our first novel of the school year, A Long Walk to Water, by Linda Sue Park. During this module, students explored the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They built proficiency in using textual evidence to support ideas in their writing, both in shorter responses, a two-voice poem and in an extended essay. Students also read closely to practice citing evidence and drawing inferences from this compelling text to analyze and contrast the points of view of the two central characters, Salva and Nya. Additionally, they read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan.

Our next module is Lyddie, by Katherine Paterson. The main character, Lyddie Worthen, and her family must face a lot of hard things living on a farm in Vermont in the 1840s. One of these things is Lyddie facing off with a bear! She has to scare the bear away to protect her mother and siblings: Charles, Rachel, and Agnes. Throughout the book, Lyddie compares her incident with the bear to many challenges on her journey from the country life in Vermont to the city life in Massachusetts. During this module, students will debate whether Lyddie is a Slave or a Free person, compare and contrast the working conditions from the 1800s (Lyddie), 1900s (Cesar Chavez), and today (Wegmans). Students will also research current working conditions in developing and undeveloped countries, which opened their eyes to, "Who really makes our clothing?" From this research, they will create a brochure of their findings.

Please contact me anytime at cshedd@southlewis.org

Social studies

Mrs. Jennifer Groff

We are at the beginning of our third unit of study called the formation of the thirteen colonies. During this unit, students have learned about how companies of the 1600's made money by participating in our modern day version of the stock market game. Students liked this game and it helped them understand how people tried to make money during this time period.

These activities are designed to help students understand what life was like during the colonial time period and relate it to their lives. We also are using many primary sources from the time period to help students cite examples from the documents to support their knowledge of the time period.

Our next unit is on the Revolutionary War. In this unit, students will research a patriot, design a slide show, and give a presentation. This activity is designed to help students learn about the people that were instrumental in winning the war.

Our remaining units are the Constitution, moving west, the Civil War, and Reconstruction. I look forward to working with your children throughout the year.



Hello from Miss Swiernik!



A little about myself....

My name is Britney Swiernik, and I am our new Middle School math resource teacher working alongside Mr. Oakes. I'm a native of Port Leyden and an alumni of South Lewis. I have spent the last two years working for BOCES in Lowville as a resource teacher and last year, I was a long-term substitute at South Lewis. I'm very excited to be back at South Lewis school and can't wait to further my journey as a Falcon.

Instruction:

The fifth and sixth grade math programs implement Common Core Learning Standards using Math Modules. There are six modules in all.

Topics of study are as follows:

- Place Value and Decimal Fractions
- Multi-Digit Whole Number and Decimal Fraction Operations
- Addition and Subtraction of Fractions
- Multiplication and Division of Fractions
- Decimal Fractions
- Ratios
- Addition and Multiplication with Volume and Area
- Problem Solving with the Coordinate Plane.

$$\frac{3}{8} + \frac{1}{6}$$

My main goal is to have students become proficient at showing their work, so they can then transfer their content to the computer successfully for online assessments. Students will achieve much this year, in terms of academic growth, greater self-confidence, improved social skills, and strong working relationships with both their teachers and peers.

How you can help at home:

Students have had the opportunity to utilize IXL and Reflex, both of which are online learning platforms to build upon their skills. Students this year have taken advantage of these online resources to learn through the world's rapidly expanding online format. Students have access to these programs at home and can use these online resources to practice outside of school.

“The only way to learn mathematics is to do mathematics.” – Paul Halmos



With Mr. Reid

As we begin the second marking period, we have finished focusing on post-Civil War industrialism in the United States and have begun studying expansionism prior to the World Wars and modern era in United States history. We will soon begin discussing the end of U.S. isolationism and the rise of American imperialism which will culminate with the start of the First World War. As we continue, we will also be looking at social reforms in the United States and examining how the U.S. grew to be a world power during the World Wars. We will then examine how overproduction and buying on credit led to the Great Depression. We also spend a good deal of time throughout the year comparing what has happened in the past to current world events and discussing how what has happened can guide us through what is happening or is about to happen.

Alongside the content of the 8th Grade Social Studies curriculum, we spend time on the skills that accompany it. We spend a good amount of time on graphs, charts, and visual information sources such as political cartoons, photographs, and the arts in order to improve skills in reading and examining documents for information, as well as using graphic organizers to plan written responses.

We are also working with the English Language Arts department to use common planning strategies and test-taking strategies we have developed to help students be successful in their critical reading, writing, and thinking in both content areas. This will give students a better chance to be successful using these types of historical documents on their Grade 8 assessments.

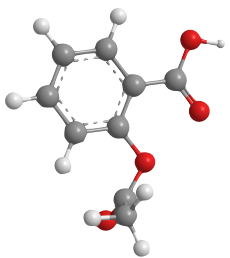




With Mrs. Vaerewyck

This year in eighth grade science, we started out with discovering how to set up a proper scientific investigation by answering questions such as “Do you get more wet by walking or running through the rain?”

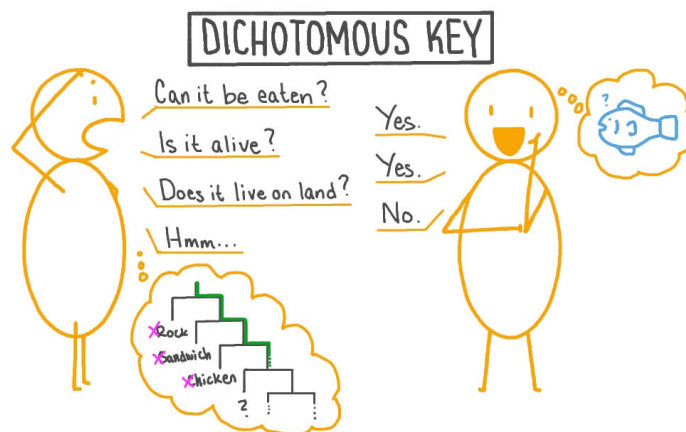
and “Do Double Stuf Oreo cookies actually have twice the amount of filling?”



We then dove into all things small—discussing atoms and molecules along with the periodic table and phases of matter. Most recently, we have been classifying the world around us.



Students have been creating their own dichotomous keys to classify some of their favorite things— anything from characters from their favorite television shows to professional sports teams and bull riders, to their favorite music artists.





With Mr. Liddiard

Introduction to Technology is offered all three years of middle school. Students in 6th grade take 10 weeks of Technology every day. Students take a half year (20 weeks) of Technology every other day in 7th, and 8th grade. All of the classes focus on hands-on project based learning. The students learn concepts and skills, then apply them to the completion of a project or activity. Safety is always stressed when using tools and equipment. The students should enjoy the projects and activities while meeting the curriculum goals and New York State Standards which help with the common core and 21st Century Goals.

The 6th grade focuses on introducing technology and what we use it for and how it effects our lives. They have learned about Technology and its seven resources. The students use the computers to do a presentation to the class. They also learn measuring and drawing to gear up towards their wood project safely using hand tools and basic machines.

The 7th Grade looks into transportation. They also learn orthographic drawing that will help us design a CO2 powered dragster. They study and test aerodynamic ideas using the wind tunnel and computer for their prototypes. They then build and race the car they designed with tools and machines.

The 8th grade focuses on manufacturing. They are learning about power tools and manufacturing to safely build projects of their own design. We will transform the laboratory into a factory to build a class set, of the same project quicker, easier, and better. The students will be learning about what it is like working the same job every day in a factory as well as design and choosing resources.

Español

SEÑORA SHAMBO - SPANISH

Español 1 - The second marking period will bring a new level of experience for students in Spanish. The material will start to become more advanced than the previous quarter as we scaffold on our knowledge of the language and culture. Students have covered the introductory content to help them move to the next step which will be utilizing the basic concepts to communicate effectively through the use of interpretive, interpersonal, and presentational communication.

As we came back from Thanksgiving, we covered the vocabulary on food, cooking, and healthy living which has wrapped up our UNIT on the body and health. Next, we will focus on expanding our knowledge of pronouns, punctuation, definite and indefinite articles and contractions. We will continue to have thematic units. Our next unit will be focusing on the house, descriptions, family and traditions. With each lesson a new vocabulary set is taught along with strong cultural emphasis via practices, comparisons, and perspectives.

We will continue to spend time practicing listening, reading, writing, and speaking as these are the four basic areas covered and needed to be successful on the checkpoint A exam at the end of the school year. Graphic organizers will be introduced to assist students in their language development, and critical thinking skills which will be beneficial in and outside of the Spanish classroom. Spanish class is a class which includes the use of social interaction and communication, therefore it will continue to be a goal to work on team building skills to promote an engaging and positive learning environment for novice language learners.



Special Education Update from Mr. Oakes



ELA

Mr. Oakes' 5th and 6th grade classes are exploring some action-packed literature. Fifth grade students are currently reading Esperanza Rising. This story is about a young girl and her mother, who immigrate from Mexico to California, in search of "The American Dream". Students learned new knowledge about the fundamentals of Human Rights and how they relate to our freedoms as humans. The characters have to overcome poverty and human rights challenges. Sixth graders are reading Percy Jackson and the Lightning Thief and The Hero's Journey. This story is about a boy named Percy Jackson, who feels out of place and also realizes he is a half-blood. Percy journeys on a quest with his faithful companions to clear his name. Prior to the book, students increased their background knowledge about Greek Gods, to help make text connections. Throughout the year, students will be working on skills and strategies to help increase reading comprehension, decoding skills and fluency. Students are also using a reading program called Lightsail. This program aligns with the common core standards and helps all students to connect with reading, at their proficient reading level.

Technology

Students are enhancing their learning as they routinely use their Chromebook everyday. They have been trained with several extensions from Google to practice ELA and Math skills. These extensions include Read and Write and OrbitDoc. Read and Write is an extension that allows students to access grade level text by having the computer read an article to them, highlight important information and define words with a definition or picture. OrbitDoc allows students to record themselves reading a text and then send the recording to the teacher for review. Students use Google Classroom to access all of our class notes and assignments. Students are expected to come to class with a fully-charged laptop.



What can Parents do?

Students are encouraged to pick literature that interests them outside of school. Reading should be fun and enjoyable! Parents, read with your children 4-6 times a week to foster literacy and build grade level comprehension. Encourage your child to use Lightsail every night. Students can access Lightsail on their Chromebook anywhere. Please teach your children the importance of coming to school everyday, however if they are sick, please keep them home!!



"The things that make me different are the things that make me, me."

—Piglet, *Welcome to Pooh Corner* (1984)



12:1:1 classroom Update

from Mrs. Calhoun, Ms. Valis, Ms. Abel, and Ms. Martin

Hello Family and Friends!

This year in the middle school 12:1:1 classroom, things have been off to a great start. We jumped right back into learning.

In ELA we are learning comprehension skills, test preparation skills, writing skills, sequence skills, summarizing skills and chromebook/digital literacy skills.

In Math we are learning about key words for word problems, place value, fractions, using a calculator, solving menu math problems, and solving problems using all operations.

In Science we will learn about the different aspects of health, rocks & minerals, force and motion, waves, life cycles, environments, ecosystems & habitats, outer space, and collecting data and the scientific method.

In Social Studies we will learn about governing bodies, landforms, the 50 states, cultures of different countries, dressing for the weather, timelines, maps and directions.

In addition to all of this, we also work on make-up work from other classes, social skills, communication skills and life skills.



MS Home & Careers

Mrs. Vargo

Hello South Lewis caregivers and friends! Middle school Home & Careers students have had a busy start to the 2022-2023 school year!

Sixth grade has enjoyed using Naviance software in class, a career readiness program designed to promote student confidence and develop decision making skills to prepare for college, careers, and life outside of school. They're also having fun while learning some useful hand sewing skills, machine sewing basics, and safe handling and care of tools and equipment. Project options for this unit include crafting felt monsters, holiday ornaments, key chains, and machine sewn pillows.

Seventh and eighth grade students are also having some fun and getting creative in the kitchen as they gain practical skills for everyday life at home and on the job! In addition to weekly food preparation labs, they are discovering the importance of healthy meal planning, learning to love leftovers, creating smart shopping lists, and identifying ways to reduce food waste.

We recently researched the history of pizza before creating our own whole grain pizzas in the lab with homemade sauce and a variety of toppings. The remainder of the semester will focus on career exploration, financial literacy, and workplace readiness skill development.

ELA with Mrs. VanBrocklin

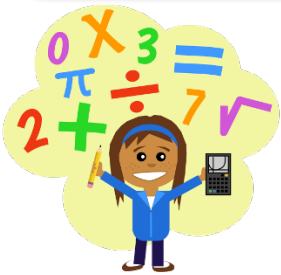


7th Grade ELA students are currently reading [A Long Walk to Water](#) by Linda Sue Park. They are learning about the struggles of the Lost Boys and children in Sudan. They will learn about our real-life main character and his mission to bring water to his home country. After finishing the novel, they will be learning about Cesar Chavez and poor working conditions for migrant farm workers. They will finish the year reading [Lyddie](#) and learning about textile mills from the past.



8th Grade ELA students have been reading [Omnivore's Dilemma](#) and are enjoying learning about where their food comes from. They are discussing the four types of food chains and how food is manufactured. They will read [To Kill a Mockingbird](#) later in the year and will be learning about the importance of taking a stand. They will also discuss the importance of the Golden Rule and how it relates to society from both the past and present.

Math with Miss Bradish



Miss Bradish's 7th and 8th Grade Math classes have been working hard and homing in on their math skills. Students have been working with Reflex, an innovative online tool that helps reinforce math facts. We have also been using Edpuzzle, where students implement their knowledge of specific concepts and are able to track student progress in real time. So far this year:

7th Grade Math: Students have been reintroduced to the rules of integers and have been continuing with combining like terms as well as distributing. Students conceptualize that like terms is putting variables and coefficients together that are the same. The students also understand the concept of distributing, multiplying the number throughout the parenthesis. Throughout the rest of the year, students will continue to work with rational and irrational numbers, expressions and equations, percents, statistics and geometry.

8th Grade Math: Students have learned to identify positive and negative numbers with exponents, expand rational numbers using exponential notation, identify and explain different types of transformations, solve one-step variable equations and re-writing decimals using scientific notation.

Special Education Update Mrs. VanBrocklin and Miss Bradish:

Structured Lessons:

15:1 Classes: The 15:1 classes are designed to provide small group grade level module instruction with some modifications based on specific student needs. Lessons in the special education classroom consist of modeling, guided practice, and independent practice. Students in these classes will be provided with homework assignments to practice their skills at home and will receive a grade.

Resource Room: Resource classes deliver direct instruction and practice skills which were identified as needs in a student's IEP. During this time, teachers also re-teach and pre-teach module material covered in class. Students focus on areas per their IEP goals and are provided the appropriate support and content. Students use Reflex, Lightsail, Hearbuilder, and Scholastic.com as resources in the classroom to reinforce skills they are learning in the classroom. Additionally, students are encouraged to think aloud and share their thought process. Students are provided an opportunity to interact and engage to build confidence in the academic areas of Math and Reading/Writing. Parents will receive a quarterly report on their child's progress.

Technology:

Students are using their Chromebooks for several in-class activities. They have been trained on using several extensions to assist them with their reading and writing. These extensions include text to speech, word prediction and voice typing. We have the programs Read&Write for Google and EquatIO to assist with giving students online accommodations. Almost all of their online content can be read to them using these tools.

What can Parents do?



Please encourage your child to visit some of our classroom websites at home for extra practice.

Some of our favorite websites are :

Reading:

- www.lightsailed.com
- www.newsela.com
- www.spellingcity.com
- <https://go.playdramscape.com/> <https://my.hearbuilder.com/login/login.aspx>

Math:

- www.reflexmath.com
- www.prodigygame.com

Feel free to reach out to either of us with any questions or concerns!

-Mrs. VanBrocklin (bvanbrocklin@southlewis.org) -Miss Bradish (cbradish@southlewis.org)



Falcon Band and Falcon Chorus

CONGRATULATIONS TO FALL BI-COUNTY MUSIC STUDENTS!

This past November 5th, was the first Jefferson-Lewis BiCounty Music Festival since Fall of 2019, just before the COVID closure. The festival was held at Bellville-Henderson Central School and included students from the 5/6 Chorus, 7/8 Band and High School Chorus.

Selected to the 5/6 Bi-County Chorus were Sorpanos Aubree Babcock, Adrianna Call, Caitlyn Cihocki, Lila Kingston-Carvel, and Avarie Norton, and Altos Amelia Dolan, and Carson Pearson.

They performed "Thula Klizeo" by Leanne Macdonnell, "If I Ask You Nicely" by Amy Bernon, "Ordinary Miracle" by Audrey Snyder, "The Lollipop Tree" arranged by Walter Ehret, and "Jubilate Deo" by Jay Althouse. Their Director was Mrs. Renee Scherer who teaches at Bellville-Henderson.

Selected to the 7/8 Bi-County Band were Flutist Lawrence Dailey, Clarinetists Zoey Babcock and Aubrey Ossont, Trombonist Haley Babcock, and Mallet Percussionist Dawson Millard.

They performed "Crosswinds" by James Swearingen, "Simple Dreams" by Rob Romeyn, "Pageant For Winds" by James Swearingen, and "Havoc" by Salvador Alan Jacobo. Their Director was Mrs. Kelly Kilcer who teaches at Lowville Academy.

Selected to the High School Chorus were Soprano Marina Munn, Tenors Conner Whalen and Aiden Sampson, and Bass Kyle Lawrence.

They performed "Jabula Jesu" arranged by Stephen Hatfield, "Hallelujah, Amen" by Frideric Handel arranged by Carl Deis, "As The Rain Hides The Stars" by Elaine Hagenberg, "Tres Cantos Nativos Dos Indios Krao" arranged by Marcos Leite, and "Bridge Over Troubled Water" by Paul Simon, arranged by Kirby Shaw. Their Director was Mr. Adam Potter, Director Of Choral Activities and Associate Professor of Music at Roberts Wesleyan University in Rochester, NY.

Mr. Muller and Mrs. Gronowski were very proud of all our Falcons that weekend!



South Lewis Middle School

“Student of the Month”

Faculty members select five students for the “Student of the Month” program each month. This program is sponsored by the National Junior Honor Society and recognizes students who demonstrate a strong work ethic, positive attitude, and good citizenship in our school and community.

The following are “Student of the Month” For September 2022:

- Sophie Kraeger (Lee and Nichole Kraeger) is the fifth grade recipient of this award.
- Amelia Dolan (Christopher and Megan Dolan) is the sixth grade recipient.
- Leah Schneider (Robert and Ashley Schneider) is the seventh grade recipient.
- Dawson Millard (Michael Millard and Angela Millard) is the eighth grade recipient of this award.
- The Related Arts “Student of the Month” for September is Haley Babcock (Alan Babcock and Samantha Brown).

Congratulations to each student and their family!



(Continues on page 44)

The following are “Student of the Month” for October 2022:

- Harper Luther (Scott and Diana Luther) is the fifth grade recipient of this award.
- Nadia Myrtil (Deborah Williams) is the sixth grade recipient.
- Carter Finster (Jeremy Finster and Ashley Finster) is the seventh grade recipient.
- Alex Valis (Terrance Valis and Chanda Valis) is the eighth grade recipient of this award.
- The Related Arts “Student of the Month” for October is Coleton Battles (Ryan Battles and Stacy Battles).

Congratulations to each student and their family!



(Continues on page 45)

The following are “Student of the Month” for November 2022:

- Blake Rathbun (Allan Rathbun and Samantha Rathbun) is the fifth grade recipient of this award.
- Grace Middleton (Bernie and Kimberly Pate) is the sixth grade recipient.
- Felicity Szucs (Justin and Casey Szucs) is the seventh grade recipient.
- Callie Brown (Darren and Candi Brown) is the eighth grade recipient of this award.
- The Related Arts “Student of the Month” for November is Lilian Warcup (Noah Warcup and Teresa Bauer).

Congratulations to each student and their family!



South Lewis Central School District is on Facebook!



Scan the QR code above using your iPhone, Android phone, or tablet. Tap the banner that appears on your smart device. Click follow once on our page to be notified of our posts!

South Lewis Central Schools District Newsletter Request Form

If you would like a hard copy of each issue of the South Lewis Central School District newsletter mailed to you please complete this form and return it to the address below. You can also call the District Office at 315-348-2500 and provide the needed information.

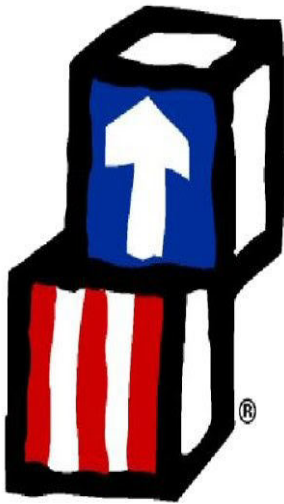
South Lewis Central Schools
ATTN: Douglas Premo
4264 East Road
PO BOX 10
Turin, NY 13473

DATE: _____
Name: _____
Mailing Address: _____
Phone Number: _____



South Lewis Central School Important Telephone Numbers

24 Hour Schools Weather Information Line (348-COLD)	315-348-2563
South Lewis Elementary School	
Elementary Principal's Office	315-348-2600
Nurse	315-348-2625
Attendance	315-348-2526
Emergency Line	315-348-6768
South Lewis High School	
High School Principal's Office	315-348-2520
High School Guidance Office	315-348-2530
Nurse	315-348-2525
Attendance	315-348-2526
Athletic Director	315-348-2562
School Sports 24 Hour Information Line	315-348-2580
Emergency Line	315-348-8997
South Lewis Middle School	
Middle School Principal's Office	315-348-2570
Middle School Guidance Office	315-348-2575
Nurse	315-348-2525
Attendance	315-348-2526
Athletic Director	315-348-2562
School Sports 24 Hour Information Line	315-348-2580
Emergency Line	315-348-5107
Bus Garage & Transportation Office	315-348-2590
Emergency Line	315-348-5570
District Office & Superintendent of Schools	315-348-2500
Emergency Line	315-348-5567
Special Education Office	315-348-2535
School-Based Health Center	315-348-2585



Lewis County Head Start
Early Head Start

Applications for Pre-School
Happening Now

Pregnant Women and Children
Birth Through Age 5



Now offering 5 classrooms across the county

<u><i>Children Services</i></u>	<u><i>Family Services</i></u>
Fun and Engaging Learning Activities	Parent and Family Activities
Structured Schedules	Community Resources
Nutritious Meals and Nutrition Activities	Parent Education and Parenting Curriculum
Health Screenings	Prenatal Services

If interested in this free Pre-school opportunity, please contact
Lewis County Head Start/Early Head Start

Lowville Center
7673 No. State St
Lowville, NY 13367
315 376-7531, option 2

Beaver Falls Center
9601 Mira Lane
Beaver Falls, NY 13305
315 376-7531 option 4

Lyons Falls Center
6819 McAlpine St
Lyons Falls, NY 13368
315 376-7531 option 3

Early Head Start, Call 315 376-7531 option 2