

# In The News

*from the Director*

## Is Your Child Addicted to the Internet?

All those hours spent on Facebook, Twitter, MySpace, Instant Messenger and online video games could be taking a serious toll on your teen. In fact, it may be a full-blown addiction. Experts estimate that 1 in 8 Americans is addicted to the Internet, and those numbers are rising quickly, especially among young people. “Technology itself is extremely addicting because it provides immediate feedback,” says Hilarie Cash, PhD, founder of reSTART, the first inpatient Internet addiction treatment center to open in the U.S. “Children are growing up with so much Internet exposure that they are becoming dangerously uncomfortable without it.”

The hope of curing Internet-addicted teens is why Cash founded reSTART. So far, four kids—all hardcore Internet video gamers—have successfully graduated from the 45-day program that takes applicants on a rolling admission basis. If you’re not able to get your teen to the clinic, talk to a general addiction specialist in your town or check out these online resources: NetAddiction.com, MentalHelp.net and the American Academy of Pediatrics.

**To help prevent Internet addiction before it starts, try these tips:**

### 1. Limit Time Online

The American Academy of Pediatrics says two hours tops of screen time should be the limit, but Demetri Christakis, MD, director of the Center for Child Health, Behavior and Development at Seattle Children’s Hospital, thinks that’s too much and suggests just one hour.

### 2. Lead by Example

Don’t spend hours on the computer when your children are home and don’t update your Facebook status constantly when you should be focusing on family time.

### 3. Keep an Eye on Gamers

The type of game your child is playing can make a huge difference. The reality-based ones (such as World of Warcraft or Second Life) are the worst because they never end or shut off. “There’s always someone awake across the world ready to play,” says Dr. Christakis.

**Look for these signs of a serious addiction:**

1. Internet usage interferes with your child’s normal everyday activities such as getting ready for school, coming to family dinner or attending sports practices.
2. He doesn’t go to bed when he normally would and appears exhausted in the morning.
3. He can’t focus on homework long enough to finish an assignment without logging on to the computer.
4. If you try to cut down his Internet time, he becomes belligerent and abnormally irritated.
5. He’s lost any interest in things that used to excite him, such as hanging out with friends or playing outside.

**Dates to Remember**

**February 15 (Monday)**  
President’s Day  
School Closed

**March 4 (Thursday)**  
Parent Conferences  
11:00am - Dismissal

**March 5 (Friday)**  
Parent Conferences  
Non-Student Day

**March 29 (Monday)**  
Spring Break Begins  
School Closed



*Morrie Sorin*

## KINDERGARTEN

February will be a very busy month in **Kindergarten**. The children will celebrate Groundhog Day by learning about shadows. Defining a “shadow” is always an interesting discussion. The children will make groundhogs and glue them to popsicle sticks. The sticks will be placed in the sun on the school grounds. We will go outdoors every hour during the day, and with chalk, each child will mark where the shadow is. They will check where the sun is in relation to the shadow. A game of “Shadow Tag” on the playground will finish out the day.

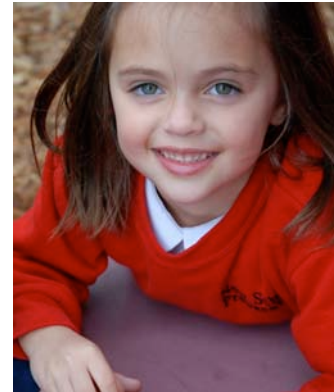
The first week in February also marks the 100<sup>th</sup> day of school, a cause for great celebration in **Kindergarten**. Every morning since the first day of school, a child slides over a bead on the abacas and writes on the calendar the number that shows how many days we have been in school. The children counted by one's and then by tens and February 3 will be day number 100.

The children will begin the day by making “100 Day” necklaces, complete with glitter and paint. They will put on the necklaces and march into each classroom in the school to proclaim “Today is the 100<sup>th</sup> day of school. There are 80 days left!”

The day will involve measuring, weighing, estimating (and eating) items that they place in 100's. Teams will work together to create 100 of many classroom items. They will come to the conclusion that the easiest way to make 100 is to create groups of ten. They will estimate which group of 100 will weigh more or make a longer line. It is always a shock

when they figure out how many Cheerios each child can have when we have one hundred! Another unit this month will be work with the scientific principle of the “States of Matter”. The children will differentiate between solids, liquids and gases. They will use the skills they have learned to observe, record and draw conclusions. Many experiments will be performed proving that matter can change from one state to another. Once again, some of our experiments will be designed to be eaten!!

The children are working on creating original story problems in addition. When they are finished, a “math book” for each child will be created out of the addition problems. The children will read the problems and solve them in the space provided on each page.



## FIRST and SECOND GRADE



In Language Arts we continue reading Book One of the My America Series: Our Strange New Land, Elizabeth's Jamestown Colony Diary. Elizabeth has seen the death of many colonists including her best friend's mom. The native Americans are also getting mad because the colonists are hungry and stealing their food. Our students are discussing the many hardships Lizzie's and other families face as they strive to make their homes in this new land.

As we continue to write our impressions about the beginning of the colonization period in the response journals, our students are learning about different ways to communicate their stories, other than orally and in writing. We will integrate music and technology into our unit of study. They are working very hard to make an impression on you for Explorer's Day.

In Social Studies, our students are digging deeper into the Unit of Exploration to study the people, places and human interactions that will help them create their spatial views and geographic perspectives of the world of that era. In some cases they will learn about the countries their explorer came from and in others, the country they explored. We will culminate the unit with an Explorer's Day. **The date will be on February 26, the last Friday of the month, at 1:45 PM.**

The practice of timed math facts has now been extended to ALL the students. **First and Second Graders** continue to practice for speed and accuracy. We will continue to focus on conceptual understanding for strong mathematical foundation in the area of data analysis and probability. This area of mathematics consists of sorting and classifying objects according to their attributes, organizing data, using concrete objects to represent the data and describing the data accordingly to demonstrate what the data shows. Even though all students will be involved in the experience, as always, it will be at their individual levels and pace.

In Science we will continue working on our Space Exploration Unit with emphasis on the space vehicle. In using their skills, abilities and attitudes associated with science our students should be able to problem solve, think critically and "out of the box" in order to build their vehicle with the items provided to them. They must stay true to the original design of their astronaut's space craft. These will be on exhibit on Explorer's Day.

**THIRD and FOURTH GRADE**



They also discussed how mathematics influence Escher's other artwork. The students will begin to explore the world of three-dimensional figures.

**Science**

As **Third and Fourth Grades** finish up their unit on flight we are investigating how the laws of motion we learned in flight apply to other objects. The students are using Chaos which allows them to study the world of motion. The students are building their own apparatuses to test how marbles move when you put them into difference situations. They are building their own ramps, corkscrews, trampolines, and funnels to transport the marbles from the top of their structures to the bottom. When we finish the world of flight and motion we are moving on to our unit on earth science. The class is going to investigate Earth's structures such as mountains, volcanoes, and oceans; study earthquakes and tectonics, We will also investigate our atmosphere and the world's oceans. The students will use their knowledge of Earth science to investigate environmental issues such as global warming and pollution. We will also tie our unit into Solar Day!

**Language Arts**

Students finished their unit on "Critical information from the written word" and were proud to display their Erector Set helicopters, ferris wheels, and cars. As a culminating activity, students visited the architectural firm of C.T. Hsu. This firm has part of the contract for the new arena and the Sky Venture project on I-Drive. Students delighted in seeing the models that are necessary before construction begins.

The architects described how they began their careers early on by constructing Erector Set models. The in-depth questions about what to do if errors occur, how to meet time schedules, and what financial difficulties were encountered, impressed the architects.

Students became aware of the integral role of reading in everyday adult activities as they learned how architects work in teams to plan, revise, and implement the buildings that shape our daily environments. Students walked away with the understanding that working in collaborative teams through difficult projects is the norm in adult society and that reading comprehension is a skill that emerges in many forms.



**Social Studies**

Students began their study of Medieval Times by examining feudal social order. As students learn more about the roles of serfs, free peasants, lords, and vassals, they will understand the intricate social and economic systems that made feudalism work. Students will continue their study of Medieval Times by learning more about forces that maintained feudal order including chivalry and religion.



**Math**

**Third and Fourth Grades** are in the midst of their geometry unit. We have studied angles, lines, and plane figures. The students used their knowledge of plane figures, and their rules for congruence, symmetry, and transformations to create their own tessellations. The class studied the work of M.C. Escher and looked at the way he used tessellations in his artwork.



## FIFTH and SIXTH GRADE



### Language Arts

We've begun reading the book *Skellig* by David Almond, the story of Michael, a British boy who finds a strange human-like creature living in the garage of his new house. His parents are busy caring for his prematurely born baby sister, so Michael keeps his discovery a secret. Who is this creature, and why does he have strange, wing-like growths protruding from his shoulder blades? Readers must piece together the clues just as Michael does.

We've also written the rough drafts for the articles that will make up the first issue of our class newspaper. Now it's time to hone our editing skills and get those articles ready for publication.

### Social Studies

We're in the middle of our simulation of the Xhosa, an African herding culture devastated in the 1850's when a prophetess encouraged them to kill all their cattle. Some students are role-playing Xhosa tribal chiefs who must decide whether to follow the prophecy or not. They risk the wrath of their superiors if they refuse, but obedience could lead to the starvation of their clans. Meanwhile, other students are role-playing British colonial authorities and must decide whether to encourage the cattle killing and thus subjugate the Xhosa, or to protect and aid those who resist the prophecy. Difficult decisions all around. In our map studies, students have learned the locations of all countries in Africa and are finishing up with the maps of Central and South America.

### Math

**Fifth and Sixth Grade** are hard at work on a variety of math concepts dealing with statistics and probability. The students began this unit by looking at data collection and organization. They investigated the importance of sample size in data collection. The students also worked using mean, median, mode, and range to analyze the data they collected and present the data in graph form. The students have studied the way different graphs are used for displaying different types of data. The class has also been working on probability of independent and dependent events. Students have looked at the use of combinations and permutations when looking at different ways things can be grouped for counting.

### Law

What are natural rights? What did our Founders believe our rights should include? Students are studying about the differences in types of government: republican, constitutional, and dictatorial.

They are developing a basic understanding of life and law in the Colonies and the events that led to the Declaration of Independence.

### Science

Sir Isaac Newton's work in mechanics has been ranked among humanity's greatest achievements in abstract thought and survived into the late 19th century before it began to crumble and continued to do so under the weight of Quantum Theory. But his ideas are alive and well today under the guise of Newtonian, or Classical, physics and no educational curriculum would be complete (or as fun) if it did not include some of Newton's laws. Especially his law of viscosity.

**Grade 5-6** will be completing their presentations on thermoacoustics, sonoluminescence, piezoelectric effect, the McGurk effect, thermo-magnetics, and solar-thermal energy. We hope to be able to demonstrate phenomena related to wave behavior such as, seiche, acoustic monsters, seismic exploration and wave propagation. We will then move into the electromagnetic spectrum, with a side-trip to Newton's Laws, the Greek alphabet, fluids, rheology, and the work of Sachiko Kodama. *Panta Rei (except when it doesn't)*.

## SEVENTH and EIGHTH GRADE



*Gregory W. Herbert, Esq. discusses the fine points of law with Grades 7-8.*

### Language Arts

We've left the imaginary worlds of our Utopian studies and are immersing ourselves in the harsh realities of *All Quiet on the Western Front*. This stark novel of the harsh realities of trench warfare during WWI will augment our studies of Europe in the early 20<sup>th</sup> century. We'll see how the aftermath of this horrific war brought on the rise of fascism and eventually led to the Holocaust.

We continue to debate controversial issues. Our latest debate considered whether teens charged with violent crimes should be charged as adults.

### Social Studies

We're continuing our examination of the struggle for Civil Rights in America. Students are preparing presentations on major Civil Rights figures, and we've taken an overview of the history of the movement from its beginnings in colonial days to the conflicts in the 1950s and 60s. We'll conclude by examining the state of Civil Rights in America today. Students will need to formulate and defend their own plans for how they would deal with the loss of their Civil Rights.

### Law

All too often we take the rights we have as Americans for granted. This month law class focuses on the foundations of our government beginning - the philosophical underpinnings, the desire for independence, the writing of the Declaration of Independence, and the framing of our Constitution.

John Adams was critical to the establishment of our nation, yet he is not as well known as Jefferson, Washington, or Franklin. *John Adams*, an award winning mini-series based on the Pulitzer Prize-Winning book by David McCullough, brings the American Colonial Period to life. Students will watch this series as a companion to their study of the Declaration of Independence.

Guest speakers this month included Gregory W. Herbert (father of Joia in Grade 7-8) who discussed the basic issues of law in the case involving Fox News and Brighthouse. Mr. Herbert, who represented Fox News, had students prepare arguments in defense of each position.

### Math

Pre-Algebra is finished factoring with prime factorization, least common multiple, and greatest common factor and the students are now taking their factoring knowledge and applying them to solving harder equations. They are learning how to solve multi-step equations and will soon begin graphing their equations using the cartesian plane. The students have also been creating their own multi-step equations to help with their problem solving for MATHCounts!

Algebra students are working with rational expressions or a polynomial divided by a polynomial. They are using their factoring skills to simplify their rational expressions so that they are able to work with them in larger equations. Algebra students are preparing to work with equations with multiple variables and for graphing linear equations. The students are also preparing for the MATHCounts competition on February 20th.

### Science

Einstein was captivated by the concept of light, so why shouldn't we be? At 16, he imagined what it would be like to chase, catch up with, and ride on a light beam. Back then, it was believed that light traveled through a mysterious medium and that its speed depended on how fast its source moved through this "ether". Einstein realized that the speed of light—about 186,000 miles per second—is constant whether it comes from a moving or unmoving source, but only in a vacuum, a place where there is no matter, like space. On Earth, the speed of light can slow down depending upon the medium that it is traveling through. **Grade 7-8** will be completing their presentations on thermoacoustics, sonoluminescence, piezoelectric effect, the McGurk effect, thermomagnetism, and solar-thermal energy. We will utilize these concepts to explore the world of light and electromagnetic radiation. We hope to be able to demonstrate phenomena related to wave behavior such as, seiche, acoustic monsters, laser. Ask your student to explain  $E=mc^2$ .



## COMPUTERS

**Kindergarten** have completed their Keynote presentations of Polar animals and have even included an interactive “Polar Animal” game using the information that they have learned. They will continue to practice their typing skills and will begin a digital storytelling project.

**Grades 1-2** are hard at work on their digital story about the explorers and hope to present it to their parents on Explorer’s Day.

**Grades 3-4** continue to hone their typing skills.

**Grades 5-6** are completing an interactive presentation on a science topic, as well as practicing their research and typing skills.

**Grades 7-8** continue to work on research, word processing, spreadsheet, and graphics programs.



## MUSIC

In our musical studies, we are studying Western Music Composition.

**Kindergarten** is learning the notes for some of our song repertoire. We will be learning to play the melodies on the glockenspiels.

**Grades One and Two** are listening to "The Planets" by Gustav Holst and then creating their own Planet Compositions using our musical instruments. So far we have created music for: Saturn, Uranus, Neptune and we are working on Venus. We plan to finish our composition with Mars! We will be performing our "Planet Suite" for the Explorer Day Presentation.

**Third and Fourth Grade** are finishing learning the notes on the treble staff and will be writing musical sentences using antecedent and consequent musical phrases.

**Fifth and Sixth Grade** are finishing writing their song lyrics in Language Arts class and we will begin to set our lyrics to rhythm and then finally writing a melody for our song.

**Seventh and Eighth Grade** are also writing a 16 bar song, however their inspiration for their melodies will come from rhythm patterns. Their 16 bar song will also use the musical structure of ABA or ABCA. This ABA structure or returning to the first phrase to end the piece is the most common Classical musical form.

## NOTICIAS EN ESPAÑOL (SPANISH NEWSLETTER)

**Kindergarten** has been working on the Animal unit; they really loved it. They will take home the animal book this week. We will start working on vocabulary related to family members, such as *abuela, abuelo, tío* etc. Kids will make paper dolls for each one of the family members.

**First and Second Grades** will learn more “action words” such as *bailar, cantar, estudiar, escribir* etc and they will write a short story about what they like to do. They will work on the new vocabulary related to clothing and learn expressions like *yo llevo...* (I wear...). We will continue working with the mini-books related with this clothing topic.

**Third and Fourth Grades** will continue working on expressions related to Health and describe how to feel using expression with verbs *tener* and *estar*: *tengo frío y estoy triste* etc... We will read a short story called “*Causas del dolor de cabeza*”.

**Fifth and Sixth Grades** will begin working with plural form of nouns and adjectives, as well as the present tense of verbs ending with -er, such as *comprender, ver, leer, recoger* etc. They will also learn the double pronoun, for example *Juan y yo* (Juan and I) that can be replaced by *nosotros* (We). New vocabulary describes what you like and don't like to eat and drink.

**Seventh Grade** will work on home activities; the students are asked *¿Que haces en la casa?* (What do you do at home?); the students will be introduced to chore-related vocabulary and the form *poder*( to put, to place, to set) and *hacer* (to make, to do) followed by the pattern of other -er verbs.

**Eighth Grade** will work on new vocabulary commonly used in Mexican restaurants. They will also learn the third type of stem-changing verbs in which *e* in the stem changes to *i* as in *pedir*(*pido*), and *sevir*(*sirvo*). They will compare family dinners in the Spanish-speaking world and in the United States.



**COACH'S CORNER**

**PE**

*K-2*

While practicing our jumping skills, we are enjoying our jump bands and Chinese jump ropes. We have learned how to jump into turning ropes, jump single ropes in a turning rope. In addition to improving our double dutch skills.

*3-8*

Our hockey unit is upon us. With some modifications, we are starting with pillo polo, scooter hockey and lots of lead up activities.

With the President's Challenge around the corner we are also preparing for each event.

***JUMP ROPE FOR HEART***

Jump Rope for Heart is scheduled for February 25<sup>th</sup> starting at 12pm on the basketball court. We will begin with a demonstration of jump roping skills and a special performance by some of our enthusiastic middle school girls.

All students are encouraged to fund raise. All students will enjoy the festivities on event day. Any student who registers on line at [www.americanheart.org/jump](http://www.americanheart.org/jump) and sends at least one email request will be entered into a special drawing.

**ATHLETICS- Middle School**

*Boys and Girls Tennis*

Our returning Champions have Started practice under the direction of Tennis Pro Chad Newell at the Orlando Tennis Center, our games will begin Feb 18<sup>th</sup>. We are looking forward to a great season!

*Boys and Girls Track*

We are very excited to have two full teams this year and are looking forward to our 1<sup>st</sup> year with a boys and girls relay team.

We will honor our Athletes with Crazy Hair and a Pep Rally on Feb 25<sup>th</sup> immediately before our Jump Rope for Heart Event.

***HAITI RELIEF FUND***

We have several families at New School Prep who have family in Haiti, and to show our support NSP encouraged our students to come together as a family and raise money for the Victims of the Earthquake in Haiti.

We raised a total of \$262.00, which was donated to the Red Cross.

Thank you for all of your support!