



**GCS High School Promotes a Positive School Culture**

On January 25, 2011, Greenville High School conducted a variety of workshops and forums focusing on a respectful school climate. Students experienced a series of three workshops all focused on positive behaviors and appropriate choice making.

The first workshop involved the Yellow Ribbon Suicide Prevention Program. Student leaders, under the guidance of faculty members, created and conducted a variety of activities that were focused on positive coping mechanisms for young adults. Suicide is preventable and students were actively engaged as they reviewed statistics, watched a DVD, and then participated in activities designed to bring awareness to this topic.

The second forum was once again created and led by students under the guidance of High School faculty members. The focus of this forum was anti-bullying and anti-harassment in our school and community. Theatrical skits and a variety of other media were used to engage students in a conversation about respectful behavior and anti-bullying practices. This forum also focused on proactive skills which can prevent bullying from happening in our school community.

The last workshop involved a panel discussing the new Dignity For All Students Act and other laws and regulations surrounding bullying behaviors. On the panel was Assistant District Attorney of Greene County, Sara Leggio; Eleventh grade student Kaycee Womack; High School Principal, Michael Laster who served as a school official, and in the afternoon, we were fortunate to have Trooper Davis join our conversation. The consequences of bullying and other at-risk behaviors were discussed at length giving students the opportunity to ask specific questions.

This event was a culmination of ongoing efforts in our school to focus on respect and a positive school climate. This spring, we anticipate more conversations and opportunities for students, staff and our community to become involved in this important dialogue.

We appreciate all the assistance that we received to coordinate this event and would like to especially thank the New York State Police and Terry Wilhelm, Greene County District Attorney.



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### **Scripps National Spelling Bee**

The Scripps National Spelling Bee is held annually in the Middle School for the purpose of helping students improve their spelling, increase vocabulary, learn concepts, and develop correct English usage that will help them throughout their lives. On Monday, January 10<sup>th</sup> all Middle School students participated in the local level of the Scripps National Spelling Bee during their ELA classes. The following grade level winners then competed in the sixth through eighth grade Spelling Bee: Grade 6- Paul Pisarri, Annonda Sanders, Dan Mackey, and Olivia Baumann; Grade 7- Rachel DeFrancesco, Brittany Johnson, Alyssa Hopkins, Liam Connors, and Brie Statham; Grade 8- Jaymey Kuykendall, Khrystina Warnstadt, Will Kested and Lucas Mistler. All the students did a great job during the spelling bee!

Congratulations to Brittany Johnson who was the overall spelling bee winner! Brittany will represent Greenville Middle School in the Capital Region Spelling Bee at Proctors Theater on February 9<sup>th</sup> at 5:00 pm. Good luck Brittany!



### **Nature's Schoolyard Comes to Scott M. Ellis**

Students in first and second grade have participated in the free program offered by Five Rivers Environmental Center in Delmar titled Nature's Schoolyard. The first presentation took place in November and was called "Misunderstood Animals" which explained truths and myths about spiders, bats, and snakes. Students had the opportunity to see a snake skin, a real preserved tarantula and a little brown bat and skeleton. In December students experienced "Animals Preparing for Winter" and learned about hibernation, migration and adaptations for winter. Students had the opportunity to see a rabbit and fox pelt and touch down feathers. During each visit, the Five Rivers staff also made a literature connection by reading aloud to students. The title of the January workshop was "Birds". During this lesson students discussed many characteristics of birds including preening feathers, the different types of feet birds have and how beaks compare with eating utensils or tools. Each of these workshops are aligned with the curriculum theme of "The Forest".





### Bringing Marketing to Life

The High School Marketing class formed two businesses this fall to discover how to establish and market a business. Students created and sold picture magnets as holiday gifts and also made and sold bracelets and earrings. The students who participated were Seth DeLuca, Cody Evans, Scott Fox, Fred Hoefler, Stone McQuade, Jaylena Rossman, Corey Wagner and Katrina Wood. The money made through sales will be used to replenish the supplies used in making the picture magnets and jewelry for next year.



### Mousetrap Powered Vehicles Challenge Sixth Graders

How can a mousetrap be used as a power source? The conversion of power stored in the spring turns an axle and creates the power source to move mousetrap cars. The mousetrap bar travels through an arc of approximately 180 degrees. This motion must be used to turn the car's axle or wheels. The most common solution is to attach a string to the bar and wrap it around an axle. As the bar is released, it pulls on the string, causing the axle (and wheels) to turn. The key to this project is to see how far you can get the car to move forward from one arc of the mousetrap. Students must take into account the force of friction and weight when designing their car. The car must also go as straight as possible to travel the furthest distance. This problem solving activity rewards creativity and "thinking outside of the box". The students can design their car in any way they choose as long as it is powered solely by the mousetrap.

### Sixth Grade Letter Writing

Ms. Lounsbury and Ms. Richard's 6<sup>th</sup> grade students have been writing pen pal letters to other 6<sup>th</sup> graders across the United States including students in Hawaii and Alaska. The program was called the Great American Mail Race and encouraged students to choose five different states and write five letters. The writing included facts about Greenville students and questions directed to the recipients. Response letters are beginning to arrive in the Greenville Middle School and students are excited to receive a letter and to know that these letters may be the start of great friendships.



### **Eighth Graders Build CO2 Dragsters**

CO2 dragsters are small-sized cars used for the teaching of mechanical principles like force, drag, wind resistance, etc. They obtain the name CO2 dragster because they are driven by a compressed carbon dioxide cartridge which acts as a launcher. These cars are also used to teach design principles and make students complete the steps in a design process which will translate to the designing of any new technological invention.

The science principles of Newton's Laws are also incorporated into the teaching of designing a CO2 car, in particular Newton's 3<sup>rd</sup> law that states "for every action, there is an equal and opposite reaction which has the same force but is opposite in direction". This is clearly demonstrated to the students on race day.

After designing, cutting out, sanding, and painting their cars, each student has a chance to race down a 65 ft. track to identify the best time. Sarah Mataraza designed the fastest car in the entire 8<sup>th</sup> grade with a time of 1.115 seconds. Kyle Gunderson and Jaymey Kuykendall were fastest in their class, and Joe Oliveri and Matthew Plattner tied for first place in their class. Congratulations to all our car designers!



### **Ellis Chess Club**

Now in its second year, the Ellis Chess Club provides participants with an opportunity to play chess and develop new chess skills. The club currently consists of two groups. The primary group is made up of twenty-two students in grades K-2. The Intermediate Group currently has twenty-four participants in grades 3-5. Each group generally meets twice monthly, after school in the Ellis Library and the advisor is Audrey Hynes.

The K-2 students focus on learning chess etiquette, gaining fundamental knowledge of the game and developing awareness of strategic movement. This year, the intermediate group is gaining skill in the areas of branching/thought processing, opening strategies, tournament etiquette and Checkmate patterns. Both groups have greatly benefitted by the support of the GATE committee, as well as a \$500 PTA mini-grant from the GCS PTA. The grant has allowed the club to secure "Buddy" boards for the primary group, a portable demo board, and several chess clocks. In addition, the club students are now able to strategize and play "human chess" on a new floor mat chessboard. Future plans for the chess club include opportunities for tournament participation on a voluntary basis.

A major goal of chess club is to provide students with the opportunity to learn the game and develop skills that will compliment their academic and social growth. Good chess strategy helps a child to develop and utilize organizational, mathematical, emotional and communication skills more effectively. Etiquette and gamesmanship are also key focal points. The Ellis club averages a 95% participation rate each meeting and there is currently a waiting list of students willing to participate. For further information please contact Audrey Hynes at [hynesa@greenville.k12.ny.us](mailto:hynesa@greenville.k12.ny.us).



### **International Baccalaureate Programme Languages**

Greenville High School offers three courses to satisfy the IB Area 2 Languages Other than English requirement of the IB hexagon. Two of the courses are taken as either part of the full diploma program or as stand-alone certificate courses; one is for full diploma students only.

IB Diploma students who may have taken Japanese as their language since Middle School will participate in a Spanish ab initio course which is offered as needed and is a foundational course for full IB Diploma students. This course takes into account that a student is new to the Spanish language and provides an overview of the language, the culture and aims for a level of fluency similar to the first three years of language study.

IB Spanish SL can be taken as either part of the full IB Diploma coursework or as a stand-alone course, earning an IB Certificate. The course offers a continued process of learning to speak Spanish at an advanced level with a deeper understanding of Spanish culture with emphasis on interactive communications in the target language. The course is based on the communicative principles of listening, speaking, reading and writing and skills are developed through the study and use of a range of written texts and audio-visual materials. The Spanish IB course comprises three basic but fully integrated parts: Language: development of the four linguistic skills (listed above) and handling the language systems (grammar, syntax, etc) accurately; Texts: use of a wide range of written and oral texts selected in view of communicative competence and reflective of the entire Hispanic world (i.e. Latin America and Spain); Cultural awareness: materials studied reflect the various Spanish-speaking cultures designed to increase cultural, social, political understanding and greater global perspective. This course is instructed by Mr. Roselli.

IB Latin SL can be taken as either part of the full IB Diploma coursework or as a stand-alone course, earning an IB Certificate and is a rigorous course for Latin students who have passed the Latin Regent's exam in the 10th grade. The content of the course follows the curriculum set by the IB Organization. This course is intended for highly motivated students. Juniors and seniors in this course should be serious in their intent to perform high level work in Latin. The Latin IB SL course consists of three integrated parts: Readings from Ovid or Cicero; Extended Essay focusing on some specific aspect of Roman culture; Internal Assessment involving a research project or Latin composition. The central focus of this course is critical thinking rather than fact regurgitation. This course is instructed by Mr. Davidson.



### **Eighth Grade Students Write Memoirs**

Students in Ms. Moylan's Eighth Grade English Language Arts classes created memoirs in late December with topics including trips to major league baseball games, family camping, new pets, and learning how to ride bike, just to mention a few. The memoirs were made into books which were given to family members as gifts.

