

RKA Family Newsletter * Winter 2025



Dear RKA Families,

It's been a great couple of months, as we look forward to a well-deserved break!

I am very proud of our revamped "Pathways Days" program. The Pathways team is working hard to ensure all high school students understand the options and opportunities post-high school, and what it takes to get there. Please speak with your child about these activities and more—it's never too early to open up a conversation about future goals and next steps.

Our High School Guidance Department will soon be scheduling meetings with parents and students to plan next steps—course selections and college planning is something we all work on in partnership with one another; parental involvement is as important now as it was when our kids were small!

I have always been proud of our changing and expanding offerings of Advanced Placement classes. Students need to take advantage of AP classes; successfully completing a course and doing well on AP exams can send your child off to college with some college credits already on the books. We will be holding our "AP Week" in March, where students will be able to get information and "sample" classes so that they may make informed decisions. AP classes are hard work, but well worth it!

We will also be holding our annual Opportunities Fair in February. Students should dust off those resumes and dress to impress and see what jobs and programs are open to them in and around the community. A summer job, or involvement in the community, is fulfilling, can be profitable, and always looks good on a college application!

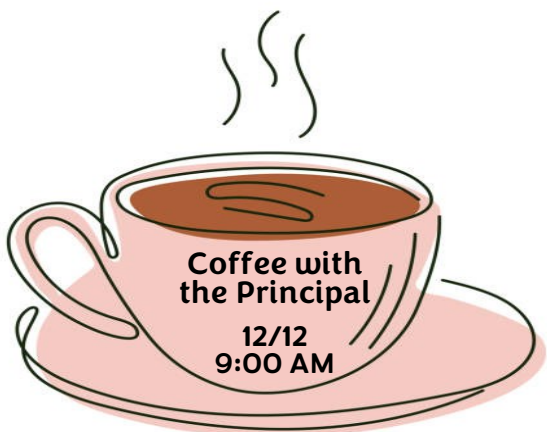
The semester ends in late January—please be ready for those end-term projects, and midterm and final exams.

I wish all our families a happy and peaceful holiday season!

Lori O'Mara

Principal

Coffee w/the Principal—12/12, 9:00
Winter Spirit Week—12/15-12/23
Winter Arts Festival—12/16, instrumental, 7:00
Winter Arts Festival—12/18, vocal, 7:00
RNH Youth Expo—12/17
PBIS Party—12/22
Winter Break—12/24-1/2
School resumes—1/5
Homecoming Spirit Week—wk of 1/26
Alumni Lunch & Panel—1/6
RKA PA meeting (virtual)—1/5, 7:00
RNH session 2 begins—1/5
FAFSA session 1—1/6
HoCo Pep Rally & game—1/30
Nat'l Honor Society mtg—1/13, 2:50
Fireside Chat (virtual)—1/14, 7:00
SLT meeting—1/15, 3:00
RNH Spring Musical auditions—1/16 & 1/23
Martin Luther King Day (schools closed)—1/19
Regents Week—1/20-1/23
Nat'l Jr. Honor Society mtg—1/20, 2:50
Conference Day—no classes
Spring Semester begins—1/27
HoCo Dance—1/28



Winter
Arts
Festival

Instrumental
December 16th

Vocal
December 18th

Visual Arts
Both nights!



Grade 6

English Language Arts

Students have started reading and analyzing *The Boy Who Harnessed the Wind*, by Brian Mealer and William Kamkwamba, for the author's writing methods used in characterization. Next, we will work on analyzing text structure and the central idea.

Literature

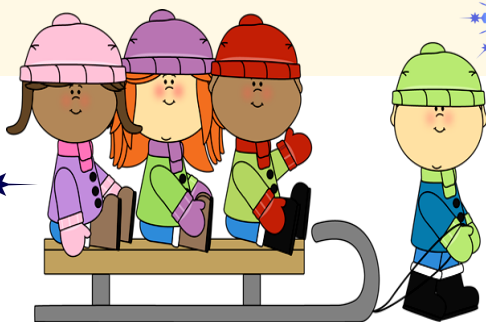
Students completed an essay on the author's use of point-of-view in Literature Circle novels. In Honors, students analyzed the use of illusions in Rebecca Stead's *When You Reach Me*, to Madeleine L'Engle's *A Wrinkle in Time*. Next, we will start George Orwell's *Animal Farm*.

Mathematics

We have finished our introduction to ratios. Students used tables, double number lines, tape diagrams, and equivalent fractions to solve a variety of problems. Now, we apply ratio reasoning to unit rates, and recognize that equivalent ratios have the same unit rates. We use a variety of strategies and representations of percentages to determine missing percentages, parts, and wholes. Next up: dividing fractions!

Math Through Technology

Our work with ratios has laid a strong foundation for our work now with unit rates and percentages. We're using overlapping strategies—tables, double number lines, and tape diagrams—to help students make meaningful comparisons. Next, we will begin dividing fractions, extending familiar strategies while also introducing tools like common denominators and reciprocals.

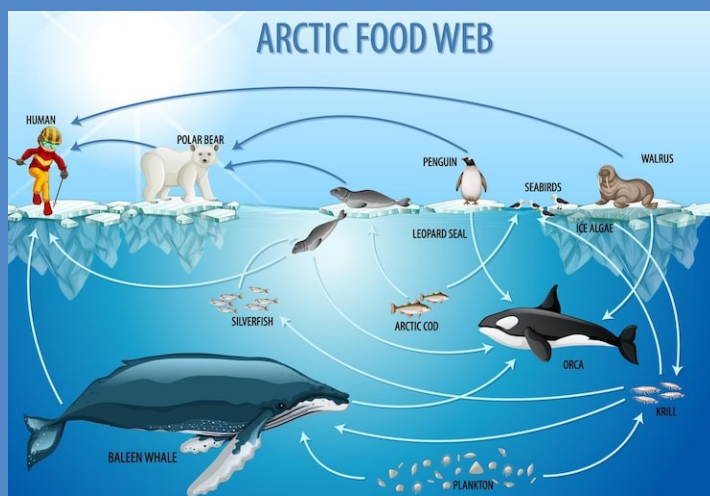


Social Studies

We are learning about how the transition to farming led to the development of civilizations. We first focused on Mesopotamia, "The Cradle of Civilization." Many of the earliest manifestations of modern life—like writing, the wheel, and even our concept of time (60 seconds in a minute, etc) were developed there. We are researching and debating the degree to which these innovations continue to influence our modern lifestyle. Next, we journey to the Land of Pharaohs—Ancient Egypt and the Nile River.

Science

In our current unit, *Population and Resources*, students are taking on the role of student ecologists at a research center near the fictional Glacier Sea. They are investigating what may have caused a puzzling increase in the size of the moon jelly population there. Using a fictional scenario, students are motivated to find out more about how the ecosystem is interconnected and how changes to one population in the food web might cause changes to another population.





AFTER-SCHOOL TUTORING

TUES* WED* THURS

BEGINS AT 2:45
SNACK PROVIDED

@ RKA
660 W 237TH ST
BRONX, NY

GENERAL HW HELP
ESPECIALLY FOR STUDENTS NEEDING A QUIET STUDY SPACE
AFTERSCHOOL ROOM 210 & 212
MS & HS

ENGLISH LANGUAGE LEARNERS
ROOM 124
MS & HS

VARIOUS HS REGENTS COURSES
3RD FLOOR
LIST HERE

DON'T WAIT UNTIL THE LAST MINUTE
...GET HELP TODAY!

Grade 7



Spanish

We are learning about identity, customs, and traditions. We are focusing on authentic culture and real-life communication in the classroom and outside of the school. Students will learn to talk about their identity, family, social relationships, traditions, and more. We will employ all modalities: reading, writing, listening, and speaking. We're learning about the importance of the origin and language of Hispanics and Latinos in the United States.

Science

We are taking on the role of student chemists working for a fictional space agency to investigate the mystery of a disappearing methane lake on Saturn's moon, Titan. We're investigating phase change at the macro scale and molecular scale using both models



and hands-on experiences in order to construct explanations about energy transfer and molecular attraction. They use their newfound understanding of molecules, kinetic energy, and attraction, as well as evidence about the conditions on Titan, to try to figure out what happened to its lake.

English Language Arts

Using the nonfiction text, *Patient Zero*, by Johnathan Maberry, we are learning about different text structures. In this case, the topic is Epidemics. Most parts of this book are written in an informational or explanatory mode to share facts, dates, and details. In other parts, it is written in a narrative structure with clear elements of storytelling. We are exploring how nonfiction authors mix and match these different narrative structures to deliver information in an effective and engaging way.

Honors Literature

We are reading Shakespeare's *Twelfth Night*, identifying strategies to understand his unique language and how he employs literary devices like irony, wordplay, and allusions, into his work.

Social Studies

Our third marking period is underway. We are progressing well with our major unit of study: *The Road to Independence*. We continue to analyze documents and incorporate learning using Thinking Maps. An extension of this understanding will take place in the form of research, and through an upcoming project. These modes will take place especially as we head toward our end-unit midterm exam. After all this, we will turn our attention to Early American Government. Happy Holidays!

Mathematics

We are working with proportional relationships involving fractions and percentages. We are building our skills to then apply them in the contexts of tax, tip, discounts, etc. If you are out to eat or shopping with your child, please take a few minutes to share how you calculate a tip, or figure out the sale price of a 40% off item in the store. These interactions help to make strong connections between class, and the real world! Next up: positive and negative numbers.

Math Honors Enrichment

Students have been visiting the lab to measure their grip strength using sensors and software, then using spreadsheets to analyze the data for comparison and trends, stretching our creative thinking with Math Olympiad-style problems. Now, we are shifting to a transportation research project. We'll explore several modes of transportation, collect pricing info, collect unit rates, graph results and analyze whether these relationships are proportional. We'll find out the most cost-effective options.

Literature

We continue our work in Literary Circles, identifying character relationships, as we look next toward how an author develops a them for their books.



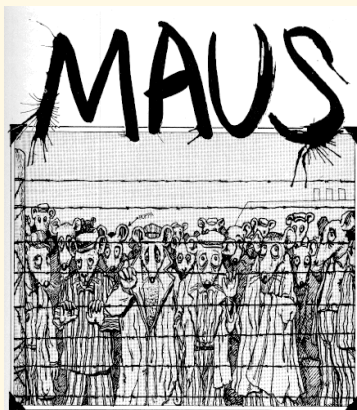
Grade 8

Social Studies

Students have received a new workbook and are beginning Unit 3. We start with *Imperialism*, and end with *World War I*. Moving forward, students will continue to analyze documents, incorporate use of Thinking Maps, and build on discussion protocols. Different modes of learning remain an important piece of Social Studies in grade 8, especially as we look toward our midterm exam. Happy Holidays!

English Language Arts

We have begun our new topic: *Voices of the Holocaust*. We'll explore questions including, What was the Holocaust, and how did it occur? What can we learn from,



and how can we honor the victims and survivors? Our anchor text is *Maus I: A Survivor's Tale: My Father Bleeds History*. We will practice determining and tracking themes, understanding the development of the characters and of central ideas. This will culminate in a performance task, in

which students will plan narratives of their own and work to visually represent it in comic panels—the style of our anchor text.

Spanish

We are focusing on school life, and authentic culture and communication in the classroom and in the community. We are learning to talk about classroom objects, telling time, and comparing our school schedules with those in Spanish-speaking countries. We use our target language across all domains: reading, writing, listening, and speaking. Students will also compare the language and culture of Columbia with that of their own community. Please review vocabulary every day, and practice using Spanish outside of school as much as possible.

Mathematics

Students have been learning about how line graphs, tables, and equations are all related. Now, we shift to solving and interpreting the meaning of linear equations—foundational for many high school Math classes, especially next year's Algebra.

Math Through Technology

We've learned about how slope and y -intercepts can tell us about line graphs, and explored real-life scenarios. We look at our Core Math notes daily, and are strengthening our understanding of linear and proportional relationships. Soon, we'll start learning how to solve linear equations.

Algebra

We have just completed our look into one- and two-variable statistics. Now, we are focusing on functions, which will expose our students to many new linear and non-linear relationships. Students will learn how to interpret a function graph, and how to evaluate function equations.

Science

Students are taking on the role of physicists working for the fictional Universal Space Agency. They are "assisting" in the investigation of a recent mishap. They will apply their developing knowledge of force and motion to explain why a space pod failed to dock at the station as planned. This is the "anchor phenomenon" for the unit. As we investigate, we will learn the relationship between force, change in velocity, mass, and the equal and opposite forces exerted during collisions.

Biology

We have started studying Homeostasis, focusing on how life is regulated at all levels: from the cellular level to the ecosystem at large.



High School English Language Arts

Grade 9

We are wrapping up our second unit, a short story study of classic speculative fiction texts thematically linked to our first, upcoming, novel: Ray Bradbury's *Fahrenheit 451*. We have focused on analytical thinking practices like annotation protocols and Thinking Maps to develop our reading and writing skills—as well as to deepen the pleasure of a good book!

Grade 10

We are starting a poetry unit, practicing a protocol for reading poetry and explore how figurative language is used to convey a message. We will learn how various literary techniques are employed to achieve a desired effect. A final project will be a presentation and explanation of a poem or song lyrics of our choosing. There will also be a Regents-style writing assignment analyzing the central idea of a poem.



Journalism

Please check out the recently-published RKA Gazette– Fall edition! On the school website, RKA141.org. In our next edition, you will see interview pieces about our loved ones.

AP Language and Composition

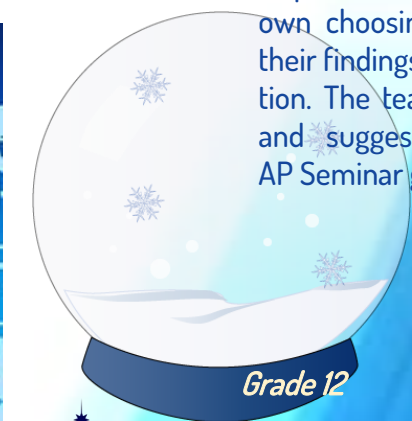
We are collecting evidence for a research argument essay about the causes of the Salem Witch Trials, after having read and analyzed a series of articles and books on related topics. Our next unit will be *The Art of Rhetoric*, in which we will learn about the Rhetorical Triangle and Ethos, Pathos, and Logos. We'll apply these systems of understanding to political essays.

AP Literature and Composition

We started our poetry unit with a close read of Edgar Allan Poe's *The Raven*, and now we are reading from several different foci. We will get the opportunity to try our hand at writing—as well as reading—haiku, limericks, concrete poems, and sonnets. We'll conclude this unit with the sonnets, using it as a bridge to Shakespeare. We will read excerpts of various plays before starting our study of *King Lear*.

AP Seminar—grade 10

We are starting Task One of the AP Seminar exam. This task requires students to conduct research around a topic of their own choosing. Students will write independent reports about their findings and will synthesize the information into a presentation. The team Multimedia Presentation will explain a problem and suggest possible solutions. Task One is 20% of the AP Seminar grade, and presentations will begin in January.



Grade 12

We are deep into our shared reading of Yann Martel's *The Life of Pi*, examining and discussing a wide range of philosophical, ethical, and sociological issues.



Grade 11

We have been reading non-fiction that relates to the Salem Witch Trials, and are writing our argument research essays using a process of drafts and feedback to hone our skills and learn the art of persuasion. Our next exciting unit will be *1001 Nights*, and *The Stories of Eva Luna* by Isabelle Allende., where we will (some have already started) demonstrate our knowledge of form and style by writing our own story sequences.

High School Mathematics

Geometry

We are in the middle of the third unit, covering similarity and dilations. Students work together on Amplify Desmos activities in order to discover properties of similar shapes. We work on angle proofs, as well. We continue to work on problems from the AP Collegeboard website to prepare for the AP exam. Google Classroom has the resources that go with each topic. Keep checking Jupiter Ed for updated assignments, grades, and attendance.

Algebra 2

We are in the middle of our Illustrative Math curriculum. They have learned how to simplify and solve radical equations, discovered the importance of checking results, and rewrite radical equations using rational exponents. They now understand that negatives under radicals have no real solution—so now we are using an imaginary number! We also spiral in Regents work so students can become familiar with the way the Regents questions are worded. Many students make use of the after-school help on Wednesdays. You can, too!

Algebra

We have just completed a unit on data and statistics, learning about various types of data representations. Next, we will learn all about Functions. We will learn to identify a function while looking at each representation: table, graph, equation, and situation. We will interpret statements in function notation and discuss terms related to functions, and nonlinear functions.

Statistics

Students are learning how to design strong statistical studies by exploring different sampling methods, surveying techniques, and common sources of bias. We are comparing observational studies to controlled experiments, and discussing why well-planned experimental designs matter. By the end of the unit, they will be able to plan and justify their own experiments, using the principles of good data collection.

AP Calculus AB

We have completed our units covering all the derivative formulas and applications and derivatives. We covered optimization problems and related-rate problems involving real-life scenarios. We have started the second half of the course, analyzing anti-differentiation and integration. Students will be working on a project, building and maximizing the volume of an open-topped box. We continue to work on problems from the AP Collegeboard website to prepare for the AP exam. Google Classroom has the resources that go with each topic. Keep checking Jupiter Ed for updated assignments, grades, and attendance.

Personal Finance

Students are nearing the end of our unit on investing. They gave presentations on four types of funds: Mutual, index, exchange rate, and target date funds. We continue to play the Stock Market Game. Moving forward, we will start a unit on credit, learning to understand the different types of credit and the methods of repaying borrowed money, as well as the different types of interest rates.

AP Precalculus

We are finishing our unit on Exponentials, the function most easily applicable to real-life situations. We've modeled investments, population growth, and temperature change using this knowledge. Next, we will learn about the inverses of exponential functions, logarithmic functions. We continue to work on necessary skills, and to work with and without graphing calculators.

Math in Media & Marketing

Students have been presenting a major survey project that was completed this marking period. They designed a simple survey of RKA students., and had to ask at least 100 students their question. They then tabulated the results, created data visualizations, spoke about the experience, and drew conclusions. They are being very professional! We are learning about the math and data surrounding gerrymandering, discussing events, and seeing how the process works.

High School Social Studies

Global History & Geography—grade 9

Students have completed their first “enduring issue” essay. We also completed our unit on River Valley Civilizations. We then delved into other major belief systems of the world, learning about Hinduism and Buddhism. We will continue on with Judaism, Christianity, and Islam.

U.S. History—grade 11

Students have been studying the decades leading up to the Civil War, focusing on President Andrew Johnson’s controversial policies toward Native American Indians, the reform movements that grew out of the Second Great Awakening, the Mexican-American War, and deepening sectionalism between the North and South. We did a DBQ essay and a test to close out the marking period. Upcoming work will include a creative political cartoon project.

AP U.S. History

We are focusing on the relationship between mid-19th century Westward Expansion and the sectional debate over slavery. We’re examining a range of sources, analyzing why North and South plunged into the Civil War in 1860, and then the reasons why racial equality remained a goal, rather than a reality, even after the passage of the 13th, 14th, and 15th Amendments. Our major assessment will be a DBQ essay.

AP Psychology

We have just finished learning about the nervous system, including an extensive study of the brain. We even traced each other’s heads, and drew each other’s brains! It was fun, because students could get help from one another, but could not use their books or notes. We also learned about neurotransmitters and how they work. Now, we are learning about sleep—the sleep cycle, dreams, and sleep disorders. Next, we will learn about sensation and perception.

Civil Law

Students have been learning the differences between Criminal Law and Civil Law—the different legal standards that must be reached in one vs. the other, and why. Students were also taught what makes a legal contract and how contracts are a major facet of economic life. They completed an assignment in which they analyzed a contract they agreed to when they purchased an item at their favorite fast food restaurant.

Global History & Geography—grade 10

We are currently studying 19th century Nationalism and Imperialism. We are focusing on: nationalist movements, the unification of Germany and Italy, the motivations for Imperialism, Imperialism in Africa and Asia, and the rise of Japan as a world power. Students will engage in various writing assignments. The unit will culminate in a Regents-based multiple-choice test and writing assignment. Next, we will focus on the Russian Revolution, and World War I. The Global History Regents is in June 2026.



AP African American Studies

We have just started our unit, *The Practice of Freedom*, which highlights the Nadir Era from Reconstruction to the 1930s. We are focusing on modern calls for reparations in association with Civil War and Reconstruction Era military, political, and economic promises for the newly-freed that were not actualized. We have also leveraged a meme generator as a way to apply the successes and challenges of Reconstruction Amendments with a modern lens. We will collaborate with Ms. Loving and the BSU in anticipation of Black History Month in February.

Government—grade 12

We are well through our third unit, studying about challenges to American democracy, like gerrymandering, the filibuster, the STOCK Act, and more. Students are close to submitting their “Project ACTION” portfolios for advocacy of student-selected political issues. This is due in mid-December, and it will prepare them for their project speech presentations in January.

High School Science

Physics

We have been studying Newton's Laws of Motion. Using a Suez Canal incident involving a massive container ship blockage, students have investigated how small tugboats can maneuver huge vessels through tight spaces. We will examine physics concepts such as: force diagrams, inertia, acceleration, and net force, and force pairs.

Chemistry

Students learned how compounds and molecules form, and practiced naming various chemicals. They have learned how scientists' ideas about the atom have changed over time, including how electron configuration helps us understand where electrons are and how atoms bond. In a hands-on investigation, students discovered why fireworks have different colors. Now we are learning about Organic Chemistry, which focuses on carbon and how it forms many everyday molecules.

AP Biology

We just finished a unit on Cellular Energetics. We took an in-depth look at enzymes, cellular respiration, and photosynthesis. Now, we are studying cellular reproduction, learning about the cell cycle, and meiosis and mitosis.

Engineering

We will dive into the world of Structural Engineering by designing, building, and testing our own model bridges. We face real-world constraints faced by professional engineers, in which design choices must balance performance, cost, and efficiency. We will work in teams, and leverage our understanding of forces, materials science, and structural integrity, to create optimal designs.

Child Development

Students are learning about the process of fertilization and pregnancy, leading up to birth. We are investigating the way genes are expressed and play a role in development. We recently gave presentations on birth defects, investigating their causes and outcomes.

Bioethics

We are doing a case study on New York City's water system and the use of eminent domain laws through which land is taken from towns in the Catskills to build reservoirs. Students are applying their utilitarian and deontological perspectives to recreate a plan that would work for all stakeholder groups.

Nutrition

We finished our "Be a Nutritionist" projects, where we developed a nutrition plan for a client with special needs. Students created meal plans, shopping lists, and general guidelines to ensure needs are met. Students explored "MyPlate" food guidelines and the process of developing healthy balanced meals.

Human Biology

We recently completed units on body tissues and the integumentary system, exploring the major tissue and membranes that comprise the human body. Now, we are studying the skeletal and muscular system. Students will be required to know the anatomy and physiology of all the major bones and muscles.



Physical Science

We recently completed a unit on motion. We explored distance, displacement, speed, velocity, and acceleration. Now we are studying force and momentum.

Biology

Finishing our "Lion Unit," we have learned about how traits are inherited, how natural selection works, and how human actions can impact ecosystems and wildlife populations. We analyze real data, ask investigative questions, build models, and support our explanations with evidence, as do real scientists. Next up: Homeostasis.

High School Spanish

Spanish 1

We are midway through Unit 1. Students have learned how to introduce themselves and others using the verb *ser*. We are learning to talk about our identities, and are moving toward expressing likes and dislikes with the verb *gustar*+ infinitive.

AP Language and Culture

We will return from Winter Break to begin covering Science and Technology, learning new vocabulary related to the topic, the imperfect, and the present perfect. Students will write essays, do presentations, and continue to prepare for the AP Exam.

Spanish for Heritage Speakers

We have just finished a unit on our identity—exploring who we are, where we come from, what language we speak and our connection to the Caribbean. We learned about Spanish in Puerto Rico, the meaning of Spanish surnames, and using poetry as a way to express our identity. Students are creating lyric poems, reflecting what they have learned.



Spanish 2

We are learning about the neighborhood—describing places, making plans to go out, and talk about how to get there! The following grammar points will be: *ser*, *hay*, and *estar*, and many more. Irregular verbs include *salir* and *venir*. We use the target language across all four domains and work diligently to increase our proficiency level. We are comparing language and culture of Madrid, Spain, with that of our own community.

Spanish 3

We are exploring identity, personality, and the experience of young people across Latin America. Students will learn to describe their personality, likes and dislikes, and adolescence, and to express their opinions about the role they play in their community. They will build language skills by using the verbs *ser* and *parecer* to describe people, as well as *gustar*, *interesar*, *preocupar*, and *importar*, to express interests and concerns. We will explore cultural topics, like the population pyramid of Mexico, young Latin American views on social issues, and young Mexican artists. Our upcoming mini-project called *Mi Mundo en un Collage* will visually express who we are, and what matters to us.

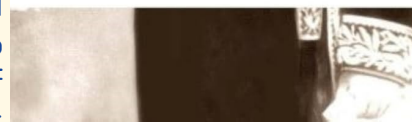
Pre-AP Spanish

Students from last year's pilot program, Spanish for Spanish Speakers, are now embracing the challenges of Pre-AP Spanish. We continue from where we left off last year in our *Galeria* textbooks. We are now venturing to Southern Central America! We will study diverse professions and explore career paths for the future. We will even hold mock interviews! We will also be studying the works of Ruben Dario and study his autobiographical work, *Autobiografica*.



AUTOBIOGRAFIA DE RUBEN DARIO

RUBEN DARIO



You can support your child's learning at home by encouraging them to review vocabulary a few minutes each day, to complete their assignments, and to use Spanish whenever possible. Read labels that come in Spanish. Try listening to Spanish music and watching Spanish TV!

Arts & Letters

In the Library

The school library serves as a dynamic hub for learning, collaboration, and cultural engagement. It plays a vital role in supporting the curriculum by working closely with content area teachers to integrate diverse resources and materials that enhance student learning. The library is committed to providing a wide range of inclusive book and media, reflecting multiple perspectives and backgrounds to ensure every student feels represented. Teachers, parents, AND students are welcome to suggest resources for the library collection.

RESOURCES: Library.nycenet.edu * Novelnewyork.org * Soraapp.com

BSU & Allies Club

Every Thurs after school
Black History Walk in Feb!
"Untold Stories"

Instrumental Music

Everyone has been preparing for the Winter Arts Festival! All student participants should wear a white top and black bottoms, or all black. Ties are encouraged. Everyone is welcome to come! And a reminder that all classes should be working on and submitting their 45-minute weekly practice logs—important for developing independent performance skills!



Vocal Music

Our choral groups have been preparing very hard for the upcoming Winter Arts Festival. We hope all our families will be able to come out and enjoy the show!



Ceramics

Students have completed the two-phase process of hand-building and applying glazes to their ceramic artworks. Have you seen any that were brought home? Now, we are making clay rattles that make noise when you shake them. Next up: ceramic foods that will appear to be good enough to eat!



Winter
Arts
Festival

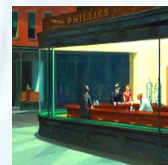
Instrumental
December 16th

Vocal
December 18th

Visual Arts
Both nights!

Core Art

Sixth graders are learning to paint 3-dimensional desserts by studying the art of Wayne Theibaud, Wassily Kandinsky, Andy Warhol, and Jasper Johns. Edward Hopper's *Nighthawks* is the source of inspiration for seventh graders to learn about vanishing points and creating a mood. Eighth graders are finishing full-size portraits inspired by Amy Sheraid, while others are creating abstract paintings. and High School students are creating portraits based on Alice Neel's work.



Health & Physical Education

Physical Education

Students have been participating in Basketball and Volleyball unit. Basketball skills include: dribbling passing, shooting, and offensive and defensive strategies. Volleyball skills include: bumping, setting, and serving. Playing modified games encouraged maximum participation and helped to improve performance. We ended the unit with more competitive games. Currently, we are in a Pickleball unit. We are practicing serving and rallying back and forth with partners. This unit will be completed in January. Throughout this semester, we have also been working on Fitnessgram testing, including measuring height and weight, the PACER test, sit-ups, push-ups, and flexibility tests. Students are graded on performance. Be sure to wear sneakers to Phys Ed class—not Crocs or slides!!



Health

In today's fast-paced world, equipping students with the tools to navigate stress, understand their feelings, and build resilience, is more important than ever. The unit we are working on moves beyond simply defining emotions; students will actively explore practical strategies for maintaining mental wellness and emotional health. They will navigate some of the questions they encounter every day, including coping with the demands of modern society and still be healthy, productive, and happy. The goal is to empower students with the self-awareness and practical skills needed for a balanced, healthy, emotional and mental health, preparing for success not just in school, but in the future.

Questions regarding PSAL (High School sports) or Middle School Intramurals:
LEdmond@schools.nyc.gov

Short-sleeve
RKA Tees
2/\$25.00



New!
Carolina Blue
long sleeve!
\$25.00

RKA141.org/spirit-store
RKAPA.VPMERCH@gmail.com



Counselors' Corner

Tips for Success as we Approach the Final Marking Period

This is a great time for all students to stay focused, organized, and proactive. With *Pathways Days* underway, students are engaging in activities designed to support post-secondary planning. Here's some tips and strategies:

Effective Communication

- *Reach out for support.* If you're struggling with schoolwork—don't wait! Contact your teacher or school counselor for additional support. Regular check-ins can help you stay on track.

Stay Organized

- *Plan and prioritize.* The end of the semester is busy! Use a planner or digital tool to track assignments, exams, and deadlines. This will help reduce stress, and ensure nothing falls through the cracks.
- *Break it down.* Breaking down large assignments into smaller, more manageable steps, can make them feel more achievable.

Study Tips for Success

- *Create a study schedule and stick to it.* Consistency is the key when preparing for tests and assignments. Set aside a time each day or week to study and review.
- *Use active learning strategies.* Summarize notes in your own words, quiz yourself, or teach someone else the material.
- *Take breaks.* Short breaks will help you stay focused and reduce burnout.

Meeting Deadlines

- *Don't wait until the last minute.* Be proactive and use reminders and a planner to keep track of all your work.

Graduation Requirements and Promotional Standards

- *All high school students* have been introduced to promotional standards and graduation requirements. It's important to keep track of the classes and credits you need to meet these standards.

Post-Secondary Planning for 11th Graders

- *Intro to Scoir.* For 11th graders, we recently introduced this online platform to help you explore colleges, research programs, and to organize your college list. We'll continue to navigate Scoir over the next few Pathways Days, diving deeper into the search process and planning your post-secondary life.

12th Graders: College Offers, Financial Aid, and Scholarships

- *College Offers.* If you've already submitted application, you may soon begin receiving offers! Let your counselor know when you do, so they can help you with next steps.
- *Financial Aid.* The next step is completing the FAFSA application. This is essential for securing financial aid. Start looking for scholarships, as well!

We are excited about *Pathways Days* and the opportunities it provides for personal, academic, and career growth. This is an important time of year, so stay organized, communicate effectively, and ask for help when needed.

Keep working hard and stay connected—let's finish the semester strong!



