



# Riverdale Kingsbridge Academy Principal's Newsletter

November 2021  
Lori O'Mara, Principal

Dear RKA Families,

I am overjoyed that the school year is well underway, and we are moving along. Students and staff are both adjusting to being back in the building. I am please that teachers are teaching and students are learning. We are all getting accustomed to being together again! In the first few months, we have:

- \*Held student orientation week
- \*Chronicled our students with school pictures
- \*Revived the beloved RCC Afterschool Program
- \*Made athletics a reality for both HS and MS students
- \*Distributed and repaired technology
- \*Held a college fair and assemblies and visited every class (some twice!) to talk about college and careers
- \*Implemented weekly Restorative Circles for our MS students
- \*Celebrated Hispanic Heritage Month
- \*Screened our students' ELA and Math abilities
- \*Held a very positive Respect & Kindness for All Week
- \*Created Classroom Charters
- \*Routinized new lunchroom procedures
- \*Held a variety of parent meetings (and a Car Wash!)
- \*Reshaped some of the things we do with music and Physical Education
- \*Conducted Student Government elections
- \*Invited several hundred students to join the National Honor Society
- \*Completed our first marking period of learning
- \*Developed our professional learning and staff time to benefit our students

...and we have only been in the building teaching and learning for 33 days!

Overall, many good things are happening. We still have a long road ahead to "normalcy," but if we can accomplish all this in a brief period of time, I have no doubt we can get to a lifestyle we can all feel comfortable with. The next few months will likely be even busier, too!

If you feel someone has made a particular impact on your child's experience, please give them a shout-out by nominating them for You Make a Difference Award. It is RKA's special way to recognize those who stand out among us. It is super quick and easy: [Here is the link](#)

Finally, I encourage you to upload your child's COVID vaccination info to the [DOE COVID-19 Vaccination Portal - Welcome \(schools.nyc\)](#). Many RKA families have already done so, and it will prevent your child from being quarantined should there be an exposure. The NYCDOE strongly encourages every individual 12 and over receives the COVID vaccine. You can find a sit near you

[NYC COVID-19 Vaccine Finder.](#)

Lori O'Mara

## Upcoming Dates

**RKA Parents' Association Meeting (virtual)**-11/1, 7:00 PM

**Election Day**—full day of classes-virtual—11/2

**Fall Fest (gr 6&7)**—11/4, 3:00-5:00

**Coffee w/the Principal (virtual)**—11/4, 9:00 AM

**5th Grade Parent Info Sessions**—11/5, 11/19, 12/3 (in person) 8:45 AM. 11/2, 12/1 (virtual) 6:30 PM.

**Turn back clocks**—11/7

**Tiger Games (gr 8)**—11/8, 3:00-5:00

**Senior Portraits**—11/9 (by appt)

**P/T Conferences (virtual)**—11/10, 5:30-8:00. 11/12 (1/2 day of classes) 1:00-3:00.

**Veterans' Day**—11/11, schools closed

**RKA PA Walkathon**—11/14

**Senior Spirit Week**—11/15-11/19

**Senior Dinner**—11/16

**HS Open House**—11/18 (details TBD)

**SLT meeting**—11/18

**You Make a Difference**—11/24, (details TBD)

**RCC Teen Theater**—11/19, 11/20 7:00 PM

**Thanksgiving**—11/25, 11/26, schools closed

**Hanukkah**—11/29

**End of MP 2**—12/3

## Career & College Readiness

Our students have completed their first unit, their *One Goal* College Preparatory Unit. RKA partners with [www.onegoalgraduation.org](#), a national organization, working to ensure every young person has an equitable opportunity to achieve their postsecondary aspirations. We have learned about the college process, goal-setting, and the importance of a growth mindset. We will continue learning by reviewing our transcripts and thinking about our strengths so that we can determine realistic academic goals.



# Grade 6 Family Newsletter

November 2021

## Social Studies

Using the NYC DOE *Passport Curriculum*, we have been enjoying learning about our world through the lens of geography. We have studied how humans shape the world through their interactions with their environment over time. Our next unit will focus on the Prehistoric Era. We will learn the amazing ways early humans adapted to their environment in order to survive, by analyzing artifacts, conducting research, and practicing the skills of archeologists.

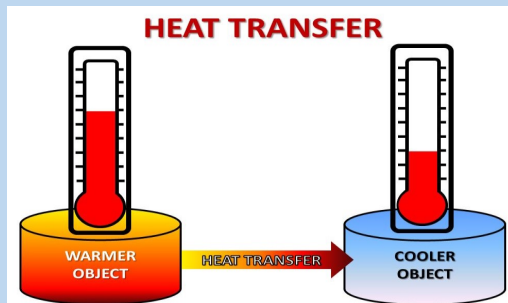


## ELA

We have begun studying *The Lightning Thief*, by Rick Riordan. Students are working on language acquisition and summarization skills as we delve into a new chapter each day. Looking ahead, we will be focusing on identifying the strongest evidence to support our claims and having increasingly more text-based discussions.



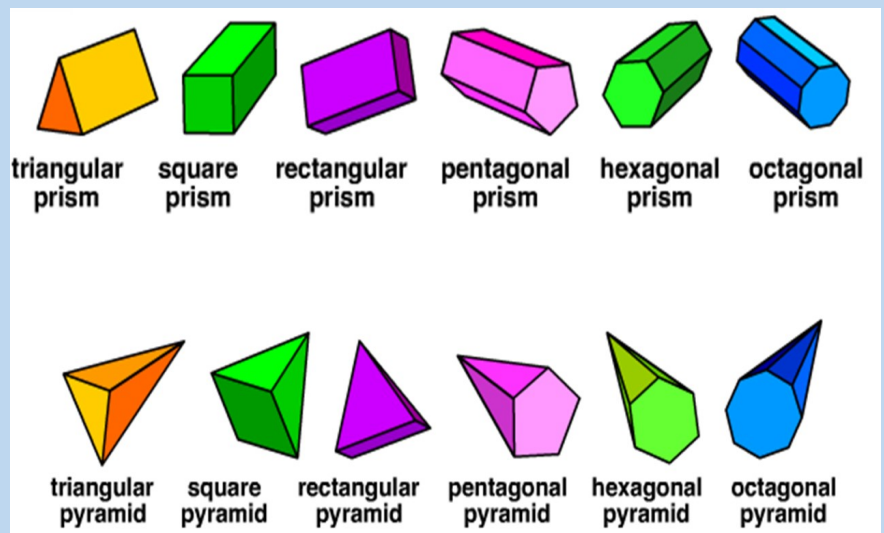
## Science



We are using an exciting curriculum called *Amplify Science*. It delivers a literacy-rich course of instruction, enabling students to take on the roles of scientists and engineers to solve real-world problems. We are finishing a unit called "harnessing human energy," in which students are called upon to design a way for rescue workers to get energy to the electrical devices they need to use on rescue missions, far from electrical outlets. To do this, they have learned about possible sources of energy, and figuring out ways to capture it. In our next unit, Thermal Energy, students will play the role of thermal scientists working with the principal of a fictional school to choose a new heating system.

## Math

We have just finished our first unit on Geometry. Students learned how to identify and find the area of polygons and irregular figures. We also learned how to identify polyhedrons, determine volume, and calculate the surface area of 3-dimensional figures. Next up will be a study of ratios, equivalence, and rates. All of the assignments are listed in Pupil Path and Google Classroom. Our daily classwork is done on [student.desmos.com](https://student.desmos.com)



# Grade 7 Family Newsletter

## October 2021

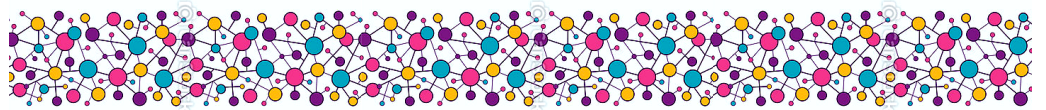
### ELA

Our first unit of study concluded with students creating a narrative in which they demonstrated their understanding of plot, characterization, conflict, and setting. We have now turned our attention to our *El Education* curriculum. We are reading *A Long Walk to Water*, by Linda Sue Park, which is based on the true story of The Lost Children of the Sudan. Please note that we use Pupil Path and Google Classroom and that we highly encourage all parents to monitor their child's progress with these highly useful resources. Please contact us with any questions you may have throughout the school year.



### Math

Students have completed a unit on scale drawings. They learned how to identify and create scaled copies and then interpret and create scale drawings. This sets a strong foundation for a focal point of the curriculum—proportional relationships. In our next unit, we will learn what a proportional relationship is, how it is represented, and what types of contexts can be modeled by proportional relationships. Students will recognize proportional relationships represented in tables and calculate constants of proportionality. They will interpret equations describing, and then explore graphs of proportional relationships. This will support their work with the study of slope in grade 8. They will use their understanding to solve real-world and mathematical problems. The next unit will revolve around circles—lots more exciting work ahead!



### Science

Students are learning about the role of microorganisms in our bodies to keep us healthy. After discovering the relative size and scale of microorganisms and molecules, students applied their understandings to a case study of a patient infected with a bacteria that causes food poisoning. They used this case study as evidence to craft a scientific argument against a fictitious senator who is attempting to remove public funding from their scientific research institute. As we move onto metabolism, we will revisit molecules and cells to determine what a cell needs to function properly. This will set us up to evaluate data from a medical patient to discover what mysterious disease or condition is making her sick.

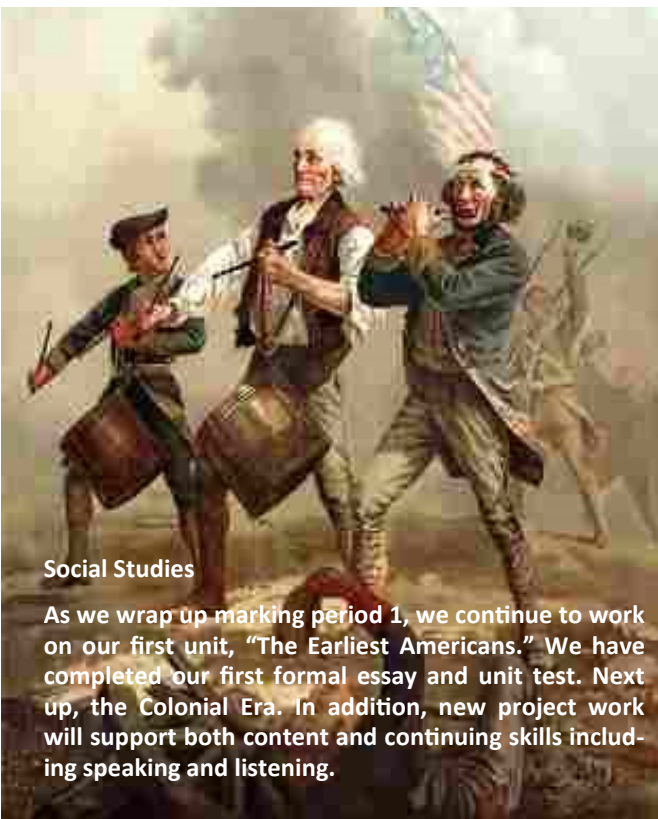
### Spanish

Students worked on a comic strip project. They created a conversation in Spanish and presented it in class. During Hispanic Heritage Month, we worked on a project where they wrote a one-page essay about a Hispanic/Latin as a first responder or essential worker. Please support your child at home by encouraging vocabulary review and listening to Spanish music and TV. Try talking to others in Spanish. People will not laugh; they will appreciate the effort!



### Social Studies

As we wrap up marking period 1, we continue to work on our first unit, "The Earliest Americans." We have completed our first formal essay and unit test. Next up, the Colonial Era. In addition, new project work will support both content and continuing skills including speaking and listening.

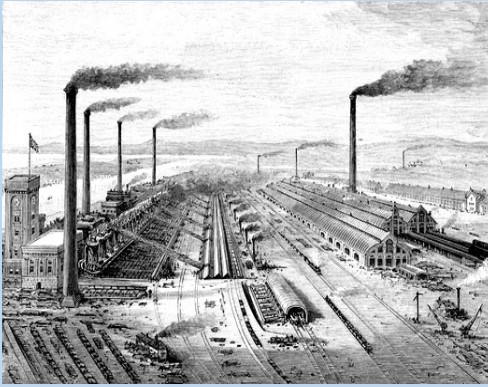




# Grade 8 Family Newsletter

## November 2021

### Social Studies



As we wrap up marking period 1, we continue to work on our first units: Reconstruction and the Industrial Revolution. Students successfully completed their first formal essay and their first unit test. Project work continues to support both content and skills including speaking and listening skills. We will build on these skills in our next unit on Immigration.

### Algebra

We have finished our first unit on one variable statistics, where the students worked with measures of center and variability to interpret data sets. We have also completed sub-units working with proportional relationships, linear relationships, and linear equations. Our next unit will cover all things linear equations, and linear inequalities and systems. Students must have a graphing calculator. We recommend the TI-84 or something comparable. This is a calculator students will use through high school and beyond. Students get homework daily on student.desmos.com to ensure they are practicing the concepts we go over in the lessons.

### ELA

Students have spent the first month of school developing personal memoirs exploring significant and formative memories in their lives. We engaged in a variety of scaffolding activities that aimed to help them identify which memories they wanted to highlight, as well as activities to help them “stretch out



the moment” and target significant, yet subtle, details to include. The finalized memoir was due 10/13. Next up, we will begin the first module in the *El Education* curriculum, “Folklore of Latin America.” We will read and analyze the book, *Summer of the Mariposas*, by Guadalupe Garcia McCall. We will build background knowledge to engage with a new, and possibly unfamiliar, culture.



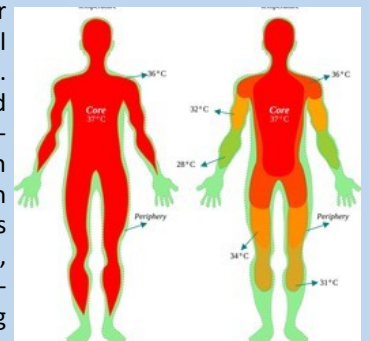
### Spanish

Students are working on a preliminary unit of *Avancemos 1*, learning greetings, the alphabet, days of the week, numbers, etc. Students have received their username and password to their online text: <https://my.hrw.com>. In Prado’s and Vasquez’s classes students researched a Spanish-speaking country, learned about its geography and culture, and created their own postcards. In Almonte’s and Lopez’s classes students collaborated in the library with Ms. Loving on a Hispanic Heritage Month Project. The final presentations were in the library, and selected students will compete in a school-wide essay contest and be encouraged to submit their project to a contest sponsored by Optimum. <https://www.optimum.com/hhm>.



### Living Environment

How does the human body maintain dynamic equilibrium and respond to internal and external changes in environment? Humans are complex organisms that maintain a narrow set of stable internal conditions through a system of feedback and communication mechanisms among multiple organ systems. In our current unit, students are presented with the story of a woman who collapsed after successfully completing a marathon. To figure out what happened to her, students conduct investigations related to how body systems interact to effectively monitor and respond to both internal and external body changes. They continue to develop and use models to illustrate processes that occur in the human body in order to maintain homeostasis. This includes the study of gas exchange, glucose regulation, thermoregulation and maintaining water balance.





# High School ELA Family Newsletter

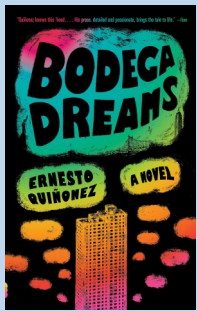
## Grade 9

We kicked off with a narrative writing unit, focused around the principles of growth mindset and neuroplasticity. Through our writing, we examined ideas we have about ourselves as students, and reflected on the ways in which we can utilize growth mindset techniques to be more successful both in school and life in general.

## Journalism

Students have been learning about the basics of journalism, including ethics, newsworthiness, and basic news articles. They are currently working on creating their first feature articles about topics of their own choosing. We are asking our students to do what real journalists do: research, interview, and more.

## Grade 10



We are working on a unit designed around the novel, *Bodega Dreams*, by Ernesto Quinonez. It is an exploration of identity through the lens of young Latin X characters growing up in New York City. One of the essential questions we discuss is whether or not our environment affects and influences our ability to succeed. We will also focus on identifying and analyzing the central idea of the text; a skill that is necessary for the Regents exam in 11th grade.



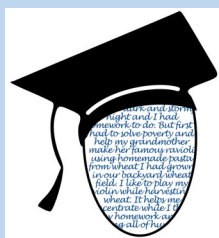
## Grade 11

We began the year with a mini unit on personal essays to allow students the opportunity to express themselves on any issue that is significant to them. They read their choice of essays by NY Times columnists, and then wrote essays of their own with feedback from peers and teacher. We are focusing on close reading and annotation skills, evidence-based writing, and speaking and listening. We are preparing for both the SATs and the ELA Regents. These skills are expanded as we closely analyze nonfiction documents related to the Salem Witch Trials and the McCarthy /Cold War era of American history, building context for our next major text, *The Crucible*, by Arthur Miller.

## AP Language & Composition

We started the year with a mini unit on personal essays using essays by New York Times columnist Margaret Renkl as a model. Students completed their essays with peer and teacher feedback. Our skills focus is intense as students prepare for the AP Exam, the NY State Regents Exam, and the SATs this year. We are practicing higher-level close reading, evidence-based writing, and public speaking skills, as well as learning several strategies for analysis. Students will “flip the classroom” to teach lessons on McCarthyism through journalism from that time period. They are reading articles on the Salem Witch Trials, McCarthyism, and the Cold War, and the psychology of fear and group mentality. They will use these materials to write persuasive research essays which will prepare them for college work, as well as the next text we will read, Arthur Miller’s *The Crucible*.

## AP Literature & Composition



Students have written their college essays through multiple drafts with peer and teacher feedback, stimulated by a wonderful writing guide by John Trimble. As we focus on college academic skills, we have also read and analyzed a series of essays on current topics such as racism, depression, homelessness, identity, and community and racial profiling.

Students are preparing to participate in Socratic Seminar Fishbowl discussions and then will write their own essays on these topics. Then we will begin an extended study of poetry.



## Grade 12

Students have been working hard on their college essays (personal statements). We have been practicing journal writing as well as learning about the inner workings of an essay. We have read several exemplar essays to see what good writing looks like. This unit concludes before the November 1st Early Decision/Early Action deadline with an essay that has undergone many revisions to be the best it can be. Next, we will study rhetorical devices and media literacy to help students become connoisseurs of the media they are inundated with every day.







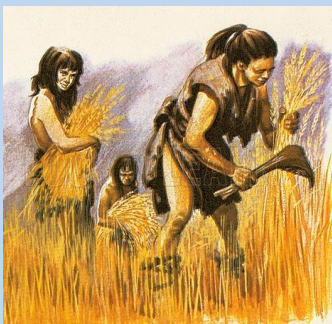
# High School Social Studies Family Newsletter

## US History (Grade 11)

We have completed our study of the British North American colonies, the American Revolution, and early forms of national government: the Articles of Confederation and the US Constitution. Students completed two document-based short essays: one on Great Britain's changing relationship with its American colonies after the French and Indian War, and the other on the debate over ratifying the Constitution. Next, we will focus primarily on Westward Expansion and the rise of Sectionalism that by 1860, led to Civil War.

## Global Studies - Grade 9

Students have begun learning the skills and content for the 10th grade Global Studies Regents. They were introduced to geographical skills including the continents, oceans, and physical features like peninsulas, deserts, mountains, and seas. We are learning how civilization began as humans transitioned from hunting and gathering to a settled lifestyle in the Neolithic Age. They've learned about the importance of farming and how it transformed human history. We have started to cover the first civilizations in Mesopotamia and Egypt. We are learning the skills we will need to write constructed response questions and enduring essays. IN the next marking period, we will be covering the major belief systems of the world.



## Global Studies—Grade 10

We are finishing a unit on political revolutions, including the following topics: the French Revolution, the Reign of Terror, the reign of Napoleon and the Latin American revolutions of the 19th century. We are working with primary and secondary sources and honing our skills on Regents-related tasks. For example, we participated in formal debates about Robespierre's actions during the Reign of Terror. Students have been encouraged to develop their own personal perspectives on questions like, "Was Napoleon a friend or foe of the French Revolution?" Don't forget—the Global History Regents Exam is in June!



## Civil Law

We are nearing completion of our first unit: torts, intentional torts, negligence, and strict liability. After this, we will begin our study of consumer and housing law. Students examine legal definitions, read and respond to case scenarios, and take frequent quizzes on course material. Class assessments are designed to increase student knowledge of civil law and encourage research and critical thinking skills.



## AP US History

We are currently studying the American Revolution, having completed our unit on the British American colonies. Students completed in-class short-answer questions on the similarities and differences between Spanish vs. English colonies and geography/development of the three major colonial regions in North America, and a DBQ essay on the development of slavery in the colonial period. Our first two multiple-choice assessments covered material up to 1763



and upcoming class discussion will delve deeper into the extent which historians agree about the "revolutionary" nature of the American Revolution.

## Participation in Government

We have completed our study of the different forms of government and the foundations of the US Government. Students submitted written papers, presented persuasive speeches, and took a unit exam. Now we are studying the importance of the Declaration of Independence, the structure of the US Constitution and the Bill of Rights, and the influence of Federalism. We will then begin our in-depth review of the Legislative, Executive, and Judicial branches. We will regularly discuss current events, and practice research and debating skills that will enhance student understanding of our government.



# High School Spanish Family Newsletter

## Spanish I

Our first unit in *Level 1 Avancemos* focuses on real-life communication and authentic culture, practicing reading, writing, listening, and speaking. Students will employ critical thinking skills as they compare the Spanish language and culture with that of their own community. They are learning to say where they are from, what day of the week it is, describe the weather, and respond to classroom instructions. Please encourage your child to review vocabulary every day and to use Spanish wherever possible. Try listening to some Spanish TV and music!



## Spanish II

We opened the school year with a focus on Hispanic Heritage Month. We are in the first unit of the *Avancemos level 2* program, focusing on Florida's Hispanic population and its cultural celebrations. We are reviewing last year's learning, and working on identifying and describing people, and talking about likes and dislikes. Next, we will focus on learning how to say where and when our friends go, how they think and feel and what they do. We will focus on articles, subject pronouns, adjectives, present-tense verbs, and irregular verbs. Please encourage your child to review vocabulary every day and to use Spanish wherever possible. Try listening to some Spanish TV and music!

**HISPANIC  
HERITAGE  
MONTH**



## Spanish III (LOTE)

Students are preparing to take their LOTE exam in June. They will become familiar with all parts of the exam (listening, speaking, reading, and writing). Since we've started, we've concentrated on Hispanic Heritage Month, done a *Todo Sobre Mi* project, and started an extensive review of last year's work. We will now cover topics such as: daily routines, family life, and chores. We will learn new vocabulary, as well as stem-changing verbs, reflexive verbs, the impersonal use of *se*, and the preterit tense. Students will have to write two 120-word essays and prepare and present dialogues related to the topics learned.

## AP Spanish Language and Culture

Students are preparing to take the AP Exam in May. They will become familiar with all parts of the exam. Throughout the course of the year, we will focus on all parts (reading, writing, listening, and speaking) After students become familiar with the setup of the AP Exam we will begin work on our first theme: Families and Communities. The first two contexts we focused on were educational communities and values and customs. We will continue our work with the contexts of family structures, global citizenship, human geography, and social networking. Students will write two 250-word essays and do two 5-minute oral presentations. They are encouraged to read articles related to the topics in order to increase their vocabulary comprehension or written text in the target language.







# High School Math Family Newsletter

## Statistics

Our introduction has been an overview of the statistical process. Students are learning how to collect data and represent it using a variety of charts and graphs and are exploring the difference between quantitative and categorical data. They are discovering statistics that represent the center and variation in distributions of data and make detailed comparisons.

## Personal Finance

We have completed a unit on the US tax system and filing tax returns. Students can now summarize the process and explain the purpose of the different forms, and apply their knowledge to real-life scenarios. We have also completed a unit on checking accounts, learning about the essentials of opening and managing an account. Now we are working on a savings account unit. Students will further advance their knowledge on why saving is vital, and discover strategies they can use to save.



## Algebra II

We have completed our first unit, Sequences and Functions. Now, we are studying a unit on Polynomials and Rational Functions. Students are learning how to graph functions of higher degree and to analyze the key features of functions. They are being introduced to situations that polynomials can model in the real world. They are learning how to divide polynomials and building on factoring skills learned in Algebra I. They will learn to interpret the meaning of asymptotes in context, and strategies for solving rational equations. The unit will conclude with a study of polynomial identities and deriving the formula for the sum of the first terms in a geometric sequence.

**Monomial**  
1 Term

$$3x^2$$

**Binomial**  
2 Terms

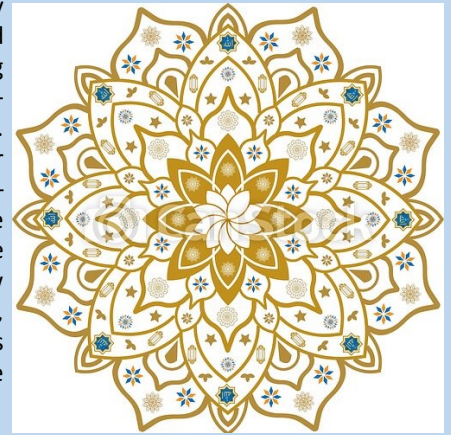
$$2x + 7$$

**Trinomial**  
3 Terms

$$5x - 2y + 4z$$

## Geometry

Students have been working on transformations. They have been rotating, reflecting, and translating polygons in two-dimensional space. Using materials like straight edges, compasses, and tracing paper, students have proven that these transformations are rigid—meaning they do not change the size and shape of the polygons. Students have also looked at more abstract shapes and designs, and identified symmetry through both reflection and rotation. Many have been working on projects where they've constructed a mandala inspired by Islamic art. It has been an opportunity for students to demonstrate cross-disciplinary skills. Many of these projects are hanging up around the school for all to see! We are now moving into our unit on congruence, in which students will use the skills they have developed to prove different polygons are congruent.



## PreCalculus

We are expanding upon many topics learned in Algebra II. Students have made more complex investigations regarding functions, and covered topics like inverses, compositions, set notation, and transformations. They have developed and improved their function notation so they are ready to understand the math they will encounter at the college level. They have interpreted exponents and radicals that require more than just rote memorization of the laws of exponents. We are now moving into our unit on Trigonometry, where students will investigate how we interpret the graphs of trigonometric functions. Our first exposure to the graphs will come through an activity using soup cans and fettuccine! Surely a lesson they will not soon forget!



## AP Calculus AB

We have completed our first two units, covering limits, rates of change, and the initial derivative formulas. Students recently submitted a project where they demonstrated connections with the derivative, rates of change, and real-life scenarios. We are now in the third unit of the course, covering the advanced derivative formulas. Students have also begun working on problems in the AP College Board website to prepare for the AP Exam. Please check Pupil Path and Google Classroom for updated grades, upcoming assignments, and attendance.





# Physical Education Family Newsletter

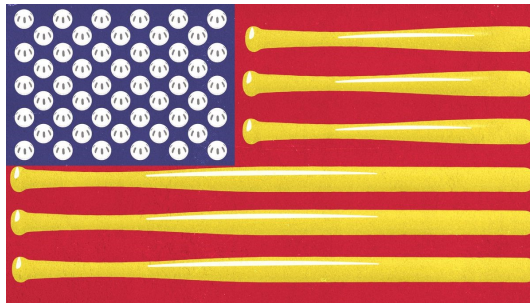
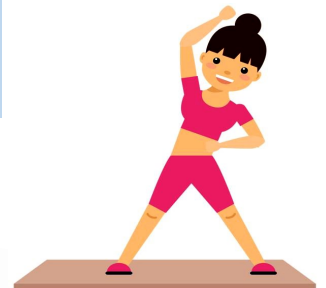
## Middle School Physical Education

Students are playing base running games and working on the skills of catching and throwing. Please remember to bring your shirts and sneakers to class and don't forget a jacket or sweatshirt—we will continue to go outside as the weather gets cooler.



## High School Physical Education

Students are playing organized football, soccer, and whiffle ball games. We have been working on skills in each sport. Please remember to bring your shirts and sneakers to class and don't forget a jacket or sweatshirt—we will continue to go outside as the weather gets cooler.



## Health

Students in all grades are working on unit 1—Nutrition and Physical Activity. What are nutrients? We will study guidelines for healthy eating, reading food labels, eating at fast food restaurants, and guidelines for physical activity. We are working in groups and having many discussions on these topics. After four lessons, students will have a quiz on what they have been learning. We will continue on with staying safe during physical activity, body image basics, influences on body image, and managing weight in healthy ways. Please continue to monitor Pupil Path for grades.



# It's the Arts!

## ... at RKA

### Ms. Zalantis' Music



We began the year learning how to read rhythms and pitches that we would encounter in our first exercises and songs on the ukulele. We began playing our ukuleles in October, and have focused on learning how to pluck and fret the pitches C, D, E, F, and G. Now that we know these five notes, we will combine them into many melodies. In the next few weeks, students will learn to tune on their own and strum their first few chords. We have begun the listening part of our music class with a selection from Leonard Bernstein's *West Side Story*.

### Ms. Kaminski's Art

Ceramics—Students are becoming acclimated to materials, procedure, and basic hand-building methods. As they begin to understand the glazing process they will experiment with different ways to treat the surfaces of their first sculptures. This first work will culminate in a clay mask designed to explore ways to use the "slab method." From there, we will manipulate clay into a hollow form that makes a sound (clay rattle), and THEN, we will be making something "good enough to eat!"

Painting Through History— We are studying color theory—how to differentiate between hue (colors) and value (how light a color can become) and intensity (how to make a hue less bright, or darker). We are applying our skills to our first complete compositions, landscapes of scenes from a students' photos, their own imaginations, or a combination of both. Through an exposure to a variety of artists throughout history who explore landscape in their works, students will develop their own style to express themselves.



AP Art & Design— This independently-driven, yearlong, exploration of each student's artistic strengths and passions is an exceptional opportunity to wonder, experiment, and explore—and to take risks. The culmination of this process results in a cohesive portfolio of work (the AP Exam) around one theme, idea, or concept in one format (2-D, 3-D, or Drawing). IN the first marking period, students are "trying on" different directions they may want to take and see if it makes sense for them to continue in that direction. Sometimes, the freedom of choice can be daunting, so it's a good time to check in with your child, ask them to show you their process journal, and let them bounce their thought process off you.

### Mr. Klein's Art

All grade have taken on Value, Form, and Composition, and since have split paths on their own artistic journeys. 6th grade is experimenting with color and optical art, 7th grade is learning perspective, and 8th and 10th grades are taking on facial anatomy and self-portrait. All groups are incorporating the elements from their introductory lessons.

### In the Library—JLoving2@schools.nyc.gov

#### RKA Library Hispanic/Latin X Essay Winners

Grade 9—Santos Rivera

Grade 6—Jade Farciert

Thank you to Ms. Almonte and Ms. Lopez and their students for participating!

#### Events

*Roaring Readers HS Book Club*—Bronx Masquerade by Nikki Grimes

*Roaring Readers MS Short Story Club (Fridays)* - Short stories by Native American writers

*Black Student Union + Allies*—every Thursday after school

[www.worldbookonline.com](http://www.worldbookonline.com) —Username: mshs141 Password: rka1

<https://novelnewyork.org>

Sora (Citywide Digital Library) <https://soraapp.com/library/nycschools>

Log in w/DOE email and password and click NYC Department of Education

### Ms. Castiner's Music

Our middle school classes have been learning about the instruments in the band and orchestra, and making their choices. We are waiting for our DOE-required PPE instrumental masks to arrive to begin playing. While we wait, each student has received a free pair of snare drumsticks to learn rhythm through snare drum technique. Students will learn to read pitch on a staff and learn how that pitch relates to the fingering for their instrument. Once we start playing our instruments, we will start with our weekly practice logs.

Little Kids Rock Guitar—We have already learned ten chords and can play a variety of songs and strum patterns. Students are practicing moving from chord to chord more quickly and learning how to use a capo, which will give them a greater range of songs to play.

Morning Advanced Band—Students who have been in band for more than a year are encouraged to join Tuesday Morning Advanced Band from 7:30-8:30. We are awaiting the arrival of our DOE-approved PPE instrumental masks to start. If you enjoy band, this is your chance to learn a lot of new songs, challenge your playing skills, play extra at our Spring Concert and meets students from all other grades! LCastiner@schools.nyc.gov.

