A Message from Ms. O’Mara

Hello everyone! The Holiday Season is here, and the creative juices are flowing! Our students and teachers have been busy preparing to entertain you at RKA’s annual Winter Arts Festival December 14th. This event is open to the community and a lovely way to celebrate the season.

If you child has not joined a Tuesday afternoon after-school club, please encourage them to do so. There are so many creative outlets available for students who love to sing, or love to dance, or love to write, or love dabbling in paint! A full list of clubs is available in the main office. And you can come hungry—now there’s snacks!

And next time you visit the school, please be sure to stop by the school library. There’s work on display from our talented student artists, and Ms. Loving can tell you all about the book clubs, book-making competitions and writing celebrations that go on there all year long.

My best wishes to all of you. Have a warm, happy, and safe holiday!
Lori O’Mara

The RKA Parents’ Association is already busy at work, organizing their second annual fundraising auction, slated for March 24th, 2018! Last year’s auction was a HUGE success, and they expect this year’s to be even better! Would you like to get in on the planning? Do you have any great donations? Contact them at PA@RKA141.org!

The first “You Make a Difference” celebratory breakfast is Friday, January 16, 2018. Is there a special person at RKA (student, teacher, parent) you would like to see honored? Everyone in the RKA community is invited to nominate someone who makes life just a little bit better on a day-to-day basis at RKA! Write a brief paragraph about it, and email it to LOMara@schools.nyc.gov, or JPrince4@schools.nyc.gov. Nominees will be invited to the breakfast to receive their special commendation, and their nominators will be invited, as well, and asked to present it!

The David A. Stein
Riverdale Kingsbridge Academy
MS/HS 141

Principal’s Newsletter

Upcoming Dates

End of Marking Period 2—12/1
General Parents’ Assn Mtg—12/4, 7 PM
RKA PA Camp Fair—12/7, 6:30-8:00 PM
Coffee with the Principal—12/8, 7:45 AM
FALL Honor Society Apps due—12/8
Report card distribution—week of 12/11
RCC program scheduling—12/11 & 12/12, 6:15 PM
Winter Arts Festival—12/14, 7:00 PM
RCC Youth Expo—6:15 PM
School Leadership Team Mtg—12/21, 2:45 PM
Winter Recess—12/25 through 1/1 (school resumes 1/4)

Homecoming Week is January 8th through 12th!

You Make a Difference

is in January, 2018! RKA alumni will return for a student panel on January 4th. Homecoming
There's no excuse!!

Have you and your child signed up for Pupil Path?!

Keep track of your child’s assignments and grades with this up-to-the-minute technology! Get the info from Parent Coordinator Ms. Prince in room 104, or JPrince4@schools.nyc.gov.

Would you like to receive grade-level reminders straight to your cellphone? Download the “Remind” app!

...Then register with the following grade-level pass code(s):

Grade 6 (class of 2024) - mrd.at/d843g6  * Grade 7 (class of 2023) - mrd.at/46928c
Grade 8 (class of 2022) - mrd.at/bgd932  * Grade 9 (class of 2021) - mrd.at/fhc3b7
Grade 10 (class of 2020) - mrd.at/k2h3kh  * Grade 11 (class of 2019) - mrd.at/racl
Grade 12 (class of 2018) - mrd.at/838k6h

You’re on the parent email list, right??

Contact JPrince4@schools.nyc.gov if you are not! Keep up-to-date with weekly “RKA Notes” and other messages of importance.

And don’t forget to join and support your RKA Parents’ Association. PA@RKA141.org

Congratulations!
RKA Lady Tigers
NYC Volleyball Champs!

Scenes from the Seventh Grade Trip to One World Trade Center!
Sixth graders (and their teachers!) enjoyed a class trip to the New York Aquarium at Coney Island!

Social Studies
Students are busy finishing up the latest unit, “Early Man and the Neolithic Revolution.” We are transitioning toward the next unit on “Early River Valley Civilizations.” Students are learning content through our new student-centered approach to the new middle school Social Studies curriculum. They will continue to build skills through document analysis, textual analysis, writing, and reading.

Mathematics
Sixth graders are currently working on “Comparing Bits and Pieces,” where they are learning all about ratios, rates, and comparisons. Ratios are seen all the time in our everyday lives—whether in how many miles per hour we are driving, the number of books we read per month, the yards run per game by a running back, or the number of calories we eat per day. Students will learn how to compare these numbers and how breaking these numbers down can create helpful statistics for our everyday lives. Next, students will learn how to translate fractions into decimals and percents, and to solves everyday problems using percents.

Math Through Technology
Students are diligently working on their typing skills through typingclub.com. They are enjoying the interactive website which has games and lessons intertwined throughout. They are doing well with their coding on code.org. They are thinking outside of the box and working really well together—so many students have volunteered to be a student helper! Classes have also begun using a new website called “Buzzmath.” Buzzmath is going to help students reinforce the skills they are learning in their core math classes.

ELA
Students have been reading about steps it takes to achieve their goals, and have been practicing short-answer response questions. We’ve read excerpts from The Life You Imagine, by Derek Jeter and Dreams from My Father, by Barack Obama, and have also listened to a speech by former president Obama. Students analyzed the writing techniques both authors used to convey how they achieved their goals, and identified how the language used in a text differs from the language used in a speech. Now, students are writing their own speeches about a goal they themselves have achieved and the steps they took to get there.

Literature
Students continue to read Esperanza Rising, by Pam Munoz Ryan. They have been working hard on the “RACE” strategy to help them structure their writing for short responses. As they continue to read, they will look closely at the characters and themes in the text. In other classes, students have finished reading Rebecca Stead’s When You Reach Me. They are currently working on their discussion skills and analyzing the ending of the story in a Socratic Seminar. In coming weeks, they will be working on an essay, which will require them to analyze the allusion to Madeleine L’Engle’s A Wrinkle in Time within the novel.

Science
As part of the recent unit on the Scientific Method, each class was tasked with writing a lab report for a fictitious investigation to determine which of three types of fertilizer was the best for plant growth. Students developed their own testable questions, hypotheses, and experimental procedures, which included labeled instructions. They also designed data tables and wrote their own analyses. Some grade 6 classes are studying heredity and genetics, while others have started a unit on Ecology, which will include a project exploring the interdependence of populations in an ecosystem.

Health
Sixth graders are now moving on to learn about issues surrounding social and emotional health.
Mathematics
Students have been working on their proportional reasoning skills. They’ve spent time graphing relationships, writing equations that model relationships, and looking at tables to determine proportionality. Students have learned several methods to find the percent of an amount. They are now using these methods to determine the selling price of an item after a markup, the final amount of a restaurant bill including tip, and how much an item will cost after a discount. This unit will culminate in a restaurant activity that will include all of these concepts.

Math Through Technology
Students are diligently working on their typing skills through typingclub.com. They are enjoying the interactive website which has games and lessons intertwined throughout the program. They are thinking outside of the box and working really well together—so many students have volunteered to be a student helper! Classes have also begun using a new website called “Buzzmath.” Buzzmath is going to help students reinforce the skills they are learning in their core math classes.

Spanish
Students are finishing Unidad 1—lección 1 in Avancemos 1! They have been learning topics from Unit 1—“Favorite Activities,” practicing reading, writing, listening, and speaking. They have been working on their projects describing what they and their classmates like to do after school and on the weekends. Students will continue on to lección 2, to learn about grammar, the verb ser, and noun-adjective agreement to describe themselves and others. Through completing the activities, they will employ critical thinking skills as they compare the Spanish language and culture with that of their own community.

ELA
Seventh grade students are finishing a unit about sports. Throughout the term, they have been building skills like vocabulary acquisition, determining the main idea of a text, and enhancing skills in both argumentative and compare-and-contrast essays. Some classes are beginning a new unit on Democracy. They will investigate different authors’ perspectives toward Democracy. This will culminate in a unit assessment where student will have to compare and contrast the opinions of two different authors. With New York State Exams coming up in the Spring, we encourage students to read independently for 20 to 30 minutes a day. This will help build their reading stamina and comprehension.

Literature
Students have completed their study of Shakespeare’s Julius Caesar and had a whole-play assessment. Next up is the classic young adult novel, Fever 1793, by Laurie Halse Anderson. This is historical fiction, following a young girl and her family from Philadelphia as they try to deal with and survive the deadly outbreak of yellow fever as it ravages the city. It is a dramatic recreation of a time when disease swept through the streets and the world was upended. We hope to have several interesting interactions with Social Studies as we move forward. The book reports for this marking period are: #1—January 2nd or 3rd, and #2—January 24th or 25th.

Science
Students are discussing the role of meiosis, segregation, and the independent assortment of chromosomes within gametes in sexual reproduction, which leads to genetic variation in a population. They will also learn how genotypes influence phenotypes and predict probable outcomes in various modes of inheritance using Punnett Squares and pedigree charts. By the end of the unit, students will be able to explain how fertilization of gametes generates a zygote that develops into a multicellular organism.

Don’t forget!
Tutoring (all grades, all subjects) is available every Tuesday afternoon from 2:40-3:15!
Spanish

Students are beginning Unidad 5 of the Level 1 “Avancemos!” program, focusing on authentic culture and real-life communication using Spanish in Ecuador. They are practicing reading, writing, listening, and speaking, and learning about culture typical of Ecuador. Through completing the activities, students will employ critical thinking skills as they compare the Spanish language and culture of Ecuador with that of their own community. We will also connect to other academic subjects, and students will use their knowledge of Spanish to access new information. They will learn to describe houses and household items, indicate the order of things, describe people and locations, plan a party, talk about chores and responsibilities, tell someone what to do, and to say what they just did. We are learning grammar—the verbs ser and estar, ordinal numbers, more irregular verbs, affirmative tu commands, and acabar de + infinitive.

Social Studies

Students have just completed studying The Progressive Era, and are beginning their study of Imperialism. In addition to learning content, they are continuing to build on their research and writing skills. The next project in the Imperialism unit allowed students to take new content and synthesize in the creation and presentation of their own imperialistic nations. This marking period also saw an exploration of World War I, and this was the last consecutive unit seen on the cumulative midterm exam.

ELA

Students finished the writing task for the first unit of Code X. Elements covered included: point of view, voice, creating and supporting an argument, and the structure and writing of an essay. The individual parts of an essay—title, hook, thesis, topic, sentences, arguments, rebuttal, and conclusion—were all studied and written in incremental steps. Now we are in the second Code X unit, Survivor. The essential question now is “What inspires the will to survive in an extreme environment?” We read a Jack London short story, The Story of Keesh, and an excerpt from Yann Martel’s novel, Life of Pi. Students will analyze how the central idea of survival is developed in these two texts. The book reports for this marking period are #1—1/2 or 1/3, and #2—1/24 or 1/25.

Literature

Students have just finished studying Shakespeare’s Much Ado About Nothing, and had a whole-play assessment. Now they are beginning the classic young adult novel, Farewell to Manzanar, by Jeanne Wakatsuki Houston and James D. Houston. This is the true story of a Japanese family forced to undergo the humiliation and hardships of relocation to detention camps in our western desert at the outbreak of World War II. It gives in detail the day-to-day indignities and triumphs of surviving internment behind barbed wire with armed guards when you know you have done nothing wrong except look like the enemy. First, we will cover the background of American/Japanese relations from the 19th century to the start of the war. We hope to have several interesting interactions with Social Studies as we move forward. Book report schedule: #1—1/2 or 1/3, and #2—1/24 or 1/25.

Science

Students are on the move! We’ve moved to the past to learn about Evolution and the evidence that supports it. Then it’s back to the present to figure out why we look and behave as we do through the study of Genetics. But wait! It gets better! The next topic is flowering plants. Did you know flowering plants have male and female structures? If you didn’t, then you are like most 8th graders! They will soon be learning why plants look the way they do, and how plants reproduce.

Living Environment

Students are learning about all sorts of biochemical processes, from photosynthesis to cellular respiration, all the way to diffusion. They are exploring the chemistry of living things and checking out how enzymes work in lab.

Mathematics

Students have just finished up a unit on finding the volume of cylinders, cones, and spheres. They will revisit Geometry concepts after the Winter Break. During December, we will focus on Algebra. Students will learn to solve multi-step equations and to apply those equations to real-life situations. This is the heart of the pre-algebra course for the year, and the skills we will learn over the next few weeks will be used throughout high school.

Algebra

Students have just completed a unit on linear functions. Students used the Overland Trail to analyze the connections between graphs, tables, rules, and situations, and how one representation can lead to others. Next, we will step away from linear functions, and look at functions that reflect exponential growth, using the story of Alice in Wonderland.

Don’t forget!

Tutoring (all grades, all subjects) is available every Tuesday afternoon from 2:40-3:15!
Grade 9

Students are continuing their study of Dystopian Literature. They have been investigating the ways in which a greedy society’s lust for power and control can greatly harm humanity and our freedoms. In preparation for midterm exams, students will practice writing a textual analysis essay. They will read short passages of fiction and determine the central idea, identifying a writing strategy or literary element the author uses to convey this.

Grade 10

Students are beginning *The Kite Runner*, by Khaled Hosseini. It’s a continuation of our reading literature by foreign-born authors that take place in other countries. Students will learn about other cultures in order to be more aware of world events and to have a better understanding of current events. Everything students read in this grade will be used to increase student literacy in preparation for the Regents exam next year. We will continue to practice identifying and analyzing a central idea—one of the writing tasks on the Regents exam.

Grade 11

Classes have been rehearsing a staged reading of Arthur Miller’s *The Crucible*, which will be performed in the auditorium on December 5th for the entire grade level. Students have been working on cutting and editing their scenes, rehearsing, and designing sets and costumes—all activities that have helped them to understand the dramatic genre as well as the story and themes of the play. Next up, Ms. Hope’s students will be studying *The Narrative of Frederick Douglass*, written by the escaped slave-turned-abolitionist, while Mr. Bonet’s and Ms. Andre’s classes will be turning to shorter works of literature.

Advanced Placement Literature and Composition

Students continue to add to our fund of poetic elements and devices, finishing the unit with a study of various poetic forms. They are trying their hand at reading and writing haikus, limericks, concrete poems, and sonnets. We will conclude the poetry unit with a study of the sonnet form, using it as a bridge to Shakespeare, when we will begin to study excerpts of various plays before reading *King Lear*. (Rumor has it that the Brooklyn Academy of Music will be hosting a Royal Shakespeare Company production of that play in the Spring...Stay tuned!)

I Have an Opinion

This marking period, students will focus on public discourse about controversial topics. They will explore the best ways to have conversations when they disagree about a subject. How do we present evidence in an objective manner? Is it possible to be objective at all? How do we challenge distorted facts? Students will view documentaries presenting opposing sides as a starting point, and then research their own controversial topics to debate the merits of the facts they uncover.
Participation in Government

Some Government students are studying capital punishment and will soon be exploring topics such as net neutrality, educational policy, and the influence of lobbyists. Others have completed their study of the Constitution, the Bill of Rights, and Federalism. There are debates and group projects. Some students will be conducting a mock trial involving important civil rights issues, and will study means of civic participation such as citizenship, jury duty, and voting.

Global History 9

Students are finishing up the second unit, on Classical Civilizations. In upcoming weeks, they will be learning about belief systems. They will investigate the key teachings of the major religions and compare and contrast. This unit will culminate in a test and an essay before the Winter Break. Students—it is vital you keep up with all classwork and homework!

U.S. History

Students are studying the decades leading up to the American Civil War, with a particular focus on the controversial presidency of Andrew Jackson. They will examine the elements that ushered in greater democracy for some Americans during this era, while simultaneously considering the distinct lack of freedom that other groups experienced during the Jacksonian Period. Students will soon be studying the specific political, social, and economic factors that caused the Civil War. This will be accompanied by a political cartoon project.

Global History 10

Students have just wrapped up a unit called “Economic and Social Revolutions, 1700-1900.” Classwork and homework assignments focused on the Agrarian Revolution, the beginnings of the Industrial Revolution in Britain, and the effects of Industrialization on society. Students have also been learning about economic ideas, like laissez-faire economics, Socialism, Communism, and 19th century social reform. For one assignment, students created and acted out skits about a meeting between a laissez-faire Capitalist, a Marxist, and a social reformer. Another assignment required students to analyze a primary-source document related to one of the first railways in Britain. Students will take a multiple-choice test as a summative assessment for this unit. Next up is a unit on 19th century nationalism and imperialism. Remember that students will be taking the Regents exam in Global History and Geography in June, 2018.

Advanced Placement U.S. History

AP students are focusing on the relationship between mid-19th century Westward Expansion and the sectional debate over slavery. Students will examine a wide range of primary and secondary sources that analyze why North and South finally plunged into Civil War in 1860, and the reasons that racial equality remained a goal, rather than a reality—even after the passage of the 13th, 14th, and 15th Amendments.
Precalculus
Students have been learning how to estimate the area under a curve. They have been using simple estimation techniques, and have worked toward progressively more sophisticated methods of modeling. Students have also investigated exponential and logarithmic functions both algebraically and graphically, discussing how to use functions in real-world applications.

AP Calculus AB
Students have just completed units involving L'Hospital's Rule, the Mean Value Theorem, and real-life scenarios involving Optimization Problems and Related Rates. Now, students are covering Estimating the Area Under the Curve, and Introduction to Antiderivatives. We’ve analyzed absolute maximums and minimums. Don’t forget, there’s tutoring every Tuesday afternoon from 2:40 to 3:20.

Dual-Enrollment Mathematical Modeling
Students are studying exponential functions and how these functions model real-life situations. Growth models, including populations and finance, will be discussed.

Algebra 2/Trigonometry
Since completing a unit on Families of Functions, students have moved on to Exponential Functions. Growth models—including population and finance—will be discussed. Students will continue to analyze concepts and their graphs for the next few weeks. Students have learned exponential and logarithmic models and problems with the natural base “e.” Students in Grade 12 have learned to graph numerous trigonometric functions, exploring Sinusoidal Functions with vertical and horizontal shifts. They will be doing an assessment and taking a chapter test to wrap up the second marking period. Next up...Probability.

Algebra 1
Classes are wrapping up the Overland Trail with a unit assessment and a portfolio of their best work in the unit. After this, the class is moving on to study Exponents and Exponential functions in the context of Lewis Carroll’s Alice in Wonderland. They will study situations in which Alice drinks, her height shrinks, and how she grows when she eats. To this, students will apply the concepts of exponentiation, exponential growth, and decay.

Study Resources:
www.nysedregents.org
www.khanacademy.org
Tutoring—every Tuesday afternoon From 2:40–3:20!

Statistical Reasoning in Sports
Students are beginning to study numerical variables in the context of sports. There will not be a lot of simulation in this unit; there will be more exploratory data analysis. Concepts covered will include measures of center and spread, and how to display single-variable data visually and graphically.

Are you using it?
Contact JPrince4@schools.nyc.gov for more information!
Spanish 1
Students are now learning about authentic culture and real-life communication using Spanish in Miami, Florida, and San Antonio, Texas. Through completing their activities in the Avancemos program, students will employ critical thinking skills as they compare the Spanish language and culture of these cities with that of their own community. They will also connect to other academic subjects, using their knowledge of Spanish to access new information. They are learning about art, family traditions, and descriptions. They are also learning the verb *ser* (to be), definite and indefinite articles, and noun-adjective agreement.

Spanish 2
This month, students will cover “los viajes” (travel). They will learn to discuss travel preparations, talk about things one does at an airport, ask how to get around town, say where they’ve gone and what they did on vacation, and talk about buying gifts and souvenirs. They will also learn about the country of Costa Rica through art, traditional foods, and some of its beautiful cities.

Spanish 3
This month, students will cover “los quehaceres domesticos” (housework). They will learn vocabulary related to the topic as well as the regular and irregular subjunctive. Students will be required to write two 120-word essays and to prepare and present two dialogues.

Advanced Placement Spanish Language
Students are covering the topic of Health. They are learning new vocabulary, as well as the imperfect and present perfect. They will have to write three 250-word essays and also do oral presentations in class. Please encourage your child to study and to speak in the target language as much as possible.

French 3
In recent weeks, students have become reacquainted with the past tense—the imperfect and the passe compose. They now have a solid understanding that while both are past tenses, they are used to describe different types of actions. We have spread our wings anew recently as we explore the interplay amongst the two tenses, learning to use the passe compose to fuel the storyline of a narrative and the imperfect to describe background information. All this hard work will culminate in an anti-bullying portfolio project, which calls for students to use the imperfect to describe habitual bullying behaviors (emotional and physical) perpetuated by bullies, and the present tense to describe enlightened peer-friendly behaviors that are more prevalent following our fierce anti-bullying campaign at RKA.

Pas d’intimidation à RKA !!
Chemistry

Everyone is making friends in Chemistry. The way atoms form compounds and substances is an important unit in our curriculum, and Chemistry students at RKA are working hard to learn which elements make the best of friends and which elements just aren’t going to bond. In December we will take a look at Nuclear Chemistry and the relationship between nuclear bombs and biological damage due to radiation.

Physics

The Physics classes at RKA have just completed their first major project, “The RKA Physics Egg Drop.” Students were responsible for understanding and explaining the mathematical theories that cushion a force when a change in momentum takes place. The curriculum has shifted over toward kinetic energy and gravitational energy, and the best way to learn about these concepts is by talking about roller coasters. Well, maybe not actually riding one, but maybe that can be arranged later in the year…?

Earth Science

Students have just finished their second unit of study for Earth Science, “Dynamic Earth,” and are moving on to Unit 3, “Rocks and Minerals.” In this unit, students will learn about the basic structure of minerals and how to identify them by their physical properties. They will study the formation and classification of igneous, sedimentary, and metamorphic rocks. Students will investigate the series of processes and classes of rocks that make up the rock cycle. Highlights for the upcoming month include an optional trip to the American Museum of Natural History, where we will look at the Hall of Planet Earth and the Hall of Gems.

Living Environment

Living Environment students are learning about biochemical processes, from photosynthesis to cellular respiration and diffusion. In the lab, they are exploring the chemistry of living things and discovering how enzymes work. Next up is a unit on water balance and electrolyte balance. The human body’s maintenance of homeostasis will be the focus.

Research

We recently completed The Egg Drop Challenge! Students were asked to research, design, and build a device that would allow an egg to survive the highest fall. Most groups managed to have their egg survive a 10-meter drop with ease! Now, they are developing mousetrap-powered cars to see who can travel as far as possible.

Human Biology

Students recently completed units on body tissue and the integumentary system. They explored the major tissues and membranes that comprise the human body. Now, they are studying the skeletal and muscular system. Students will be required to know the anatomy (structure) and physiology (function) of all the major bones and muscles.

Advanced Placement Biology

Students recently completed units on cellular energetics and cellular reproduction. They took an in-depth look at cellular respiration, photosynthesis, the cell cycle, mitosis, and meiosis. Presently, students are moving on to the topics of heredity and molecular genetics, studying Mendelian genetics, exploring the history of the discovery of DNA, and the relationship between genes and traits.

Psychology

Students are exploring the effects of positive and negative reinforcement. They are learning about the theories of Pavlov, Thorndike, Skinner, and Watson, and finding it to be a very positive experience!
Mr. Salinas’ Chorus

Middle school choral groups are busy putting on the final touches on their selections for the upcoming Winter Arts Festival! They are busy memorizing their repertoire. They are learning about presentation, as well—how to stand, where to place their hands, how to bow, and even how to smile!

Ms. Castiner’s Band

Students in Grades 6 and 7 have extended their range to eight notes, and can now play a daily warm-up major scale. They should now be taking their instrument home and filling out their weekly homework practice log. Home practice really moves things along! Students in Grade 8 are also practicing at home and filling out their logs. Skills they are working on include: identifying pitch, using correct fingering/slide position, counting rhythms correctly, getting good tone while expanding their note range (no cheek-puffing!) and learning all repertoire for the Winter Arts Festival on December 14th. Everyone is expected to play unless they just started in September, and are also encouraged to attend morning Honors Band on Wednesday and Thursday mornings.

Thank you to the families who have recently sent in their $20.00 music fee; if you haven’t sent it yet, there’s still time.

∗ High School “Little Kids Rock” Guitar Class: You’ll see them at the festival, too! Students have been learning two songs using our guitars, a drum set, a bass, and our voices. They have been learning to understand and find individual notes on the guitar neck so they can play simple songs using finger style.

Join us!
The RKA

Winter Arts Festival

Thursday, December 14th
7:00 PM
Ms. Emsworth’s Art

Grade 6 students have begun their color theory painting unit, learning about the color wheel and the types of colors found on it. They have mixed their own colors and created their own color wheels. They will continue painting, using their own mixed colors. Grade 7 art students are working on perspective drawing, learning to use a vanishing point to create depth on paper. After learning to draw simple cubes, they have moved on to more elaborate projects. Next up...painting. In Grade 8, students are practicing value drawing, creating form and depth in their drawings. They have just finished a group project, and are moving on to individual projects using ballpoint pens. They will soon move on to life drawing.

High school students are working on color theory and painting. They have created very intricate color wheels using hue, tint, and shade. They are using their skills to create large Pop-Art paintings, and will continue on this before moving on to monochromatic portrait painting.

Ms. Beretta’s Art

In Grade 6, we have been learning about Pointillism. The artists George Seurat and Paul Signac co-founded the Pointillism technique and art movement. Students have been enjoying painting tiny dots in order to create a large image of a place they have visited. In Grade 7, students are learning about the Realism art movement. They have been reading about the life and work of Edward Hopper, looking at Hopper prints, and seeing how he captured emotion in everyday life scenes. Students enjoyed guessing which emotions were portrayed in each other’s paintings. Then they chose an emotion and made an illustration from their own imagination using paint or pastels.

Grade 8 students have been studying Expressionism, looking at the work of August Macke. Macke’s paintings were infused with vibrant colors. Students chose a Mackie painting to illustrate, or created their own original painting.

High school art students just finished a unit on the Renaissance. They read about Michelangelo and Leonardo DaVinci. They then chose a masterwork to recreate using charcoal, colored pencil, paint, or pastel. The new “Michelangelo: Draftsman & Designer” exhibit is now on display at the Metropolitan Museum of Art. Students who visited the museum and completed their “Be a Critic” worksheet, received 50 points of extra credit.

Ms. Kaminski’s Art

In Introduction to Ceramics, we’ve reinforced our basic hand-building methods, and students are learning to glaze. As they gain more control of their materials, students will be able to manipulate the clay in a more convincing manner. First up; recreating a life-size single-serving portion of food that looks good enough to eat!

In Painting through History, we’ve covered the basics, and students have begun to understand composition through creating several scenes, and will move on to creating their own still life works from observation. After this, students will move on to self-portraiture and discover how “selfies” influence their own self-portraits.

In AP Studio Art, students are completing the breadth section of their portfolios, and are solidifying their ideas for the concentration section, in which the first piece will be due on January 5th. It’s like an independent study—they get to explore an idea or concept of their own choosing for most of the second semester based on their passions and their strengths. Please ask them their thoughts!

Ms. Loving displayed some of her fascinating memorabilia from a recent trip to Egypt, made possible by a “Fund for Teacher” grant. She also collaborated on a project with Ms. Beretta and some of her middle school art students!
Both middle and high school have just completed a Team Handball unit and are moving on to Basketball. They will practice dribbling, shooting, and offensive and defensive strategies. The unit will culminate in tournament play.

**Riverdale/Kingsbridge Academy Visiting Team/Spectator Policy Effective Immediately**

In order to ensure a safe environment for student competition, the following policy is in effect for all home games at the RKA gymnasium:

- Home games are scheduled to begin at 4:30 PM, unless otherwise stated on the PSAL website. Visiting teams should not arrive before 4:00 PM and are to use the main entrance of the building located on W 237th Street and Independence Avenue.

- Parents are not allowed to enter with the team. They must enter with other spectators at 4:15 PM in the gymnasium entrance and sit in the stands.

- Teams must be accompanied by the coach in order to be signed in. No more than three student managers and two assistant coaches are allowed on the visitor’s bench and at the scorer’s table. All players, managers, and assistant coaches must be listed on the PSAL website. If they are not, they must sit in the stands.

- The visiting coach is responsible for supervising his/her team at all times, including the locker room. Players must be escorted off of the school premises before the coach leaves the building.

- Anyone who exhibits inappropriate behavior, which includes, but is not limited to, use of profanity, verbal/physical harassment of players, officials, or spectators, will be escorted out of the building at the discretion of RKA staff members and school safety agents.

- All NYCDOE Behavioral Expectations must be adhered to, including no drug or alcohol use or possession. Harassment, fighting, or weapons of any sort are banned.

- Spectators are permitted with these guidelines and admission fees:
  - Current RKA students ($1)
  - Active and current students of the visiting school with school ID ($1)
  - Parents of both teams after signing in with state-issued ID ($2)
  - RKA Alumni in good standing with after signing in with state issued ID ($2)

No re-admission. Once spectators have left the building, they cannot return.