

JACQUELINE  
KENNEDY ONASSIS  
High School of International Careers

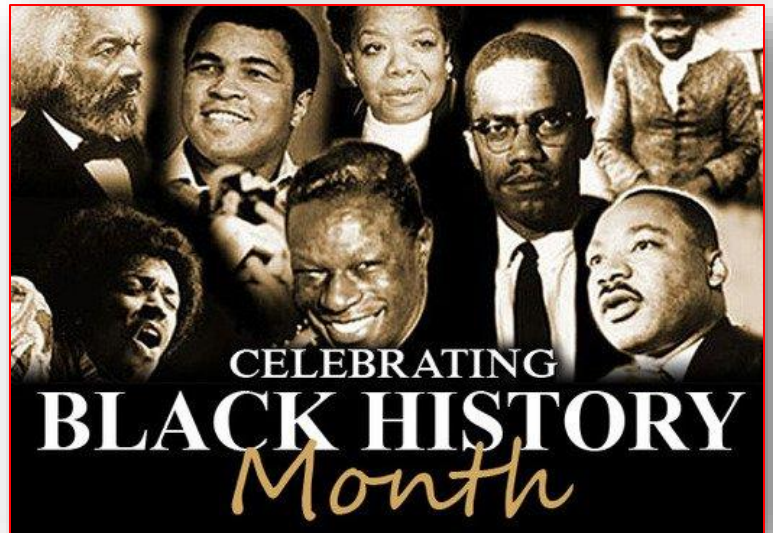
120 West 46<sup>th</sup> Street New York, NY 10036

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## 2023-24 Parent Newsletter #6

**February is Black History Month. Below is a brief history of this celebration:**

Black History Month is an annual celebration of achievements by African Americans and a time for recognizing the central role of blacks in U.S. history. Also known as African American History Month, the event grew out of "Negro History Week," the brainchild of noted historian Carter G. Woodson and other prominent African Americans. Since 1976, every U.S. president has officially designated the month of February as Black History Month. Other countries around the world, including Canada and the United Kingdom, also devote a month to celebrating black history.



### Origins of Black History Month

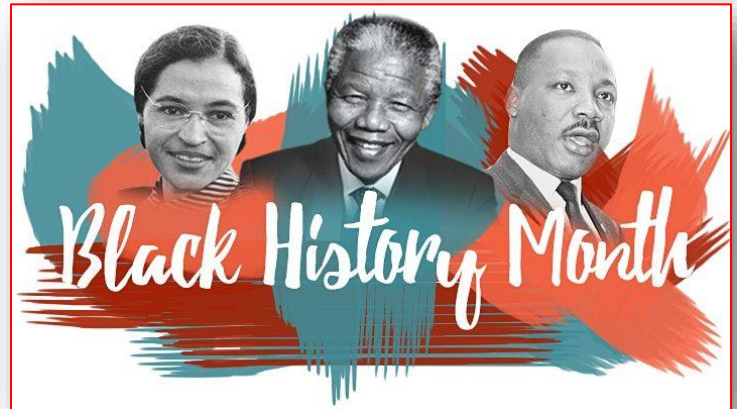
The story of [Black History](#) Month begins in 1915, half a century after the [Thirteenth Amendment](#) abolished [slavery](#) in the United States.

That September, the Harvard-trained historian Carter G. Woodson and the prominent minister Jesse E. Moorland founded the Association for the Study of Negro Life and History (ASNLH), an organization dedicated to researching and promoting achievements by black Americans and other peoples of African descent.

Known today as the Association for the Study of African American Life and History (ASALH), the group sponsored a national Negro History week in 1926, choosing the second week of February to coincide with the birthdays of [Abraham Lincoln](#) and [Frederick Douglass](#). The event inspired schools and communities nationwide to organize local celebrations, establish history clubs and host performances and lectures.

Did you know? The NAACP was founded on February 12, 1909, the centennial anniversary of the birth of Abraham Lincoln.

In the decades that followed, mayors of cities across the country began issuing yearly proclamations recognizing Negro History Week. By the late 1960s, thanks in part to the [civil rights](#) movement and a growing awareness of black identity, Negro History Week had evolved into Black History Month on many college campuses.

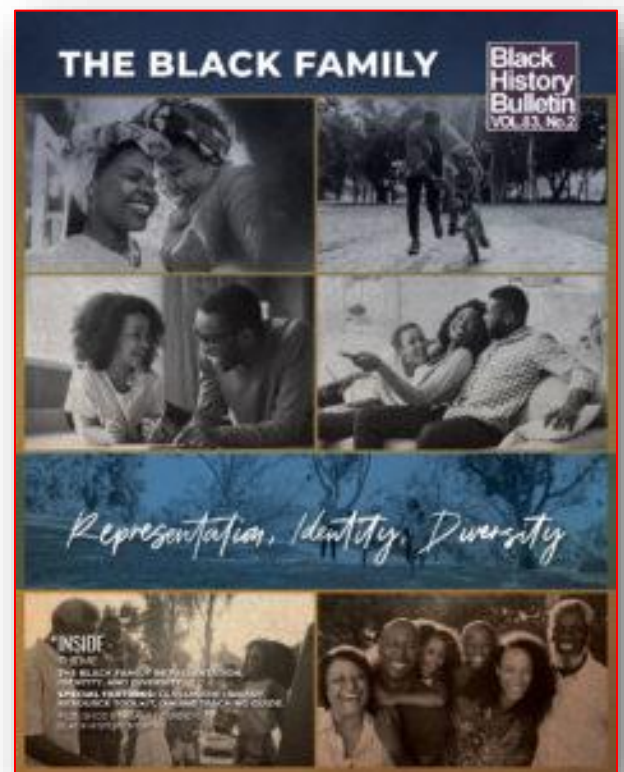


President [Gerald Ford](#) officially recognized Black History Month in 1976, calling upon the public to "seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history."

## 2021- The Black Family: Representation, Identity, and Diversity.

The black family has been a topic of study in many disciplines—history, literature, the visual arts and film studies, sociology, anthropology, and social policy. Its **representation, identity, and diversity** have been revered, stereotyped, and vilified from the days of slavery to our own time. The black family knows no single location, since family reunions and genetic-ancestry searches testify to the spread of family members across states, nations, and continents. Not only are individual black families diasporic, but Africa and the diaspora itself have been long portrayed as the black family at large. While the role of the black family has been described by some as a microcosm of the entire race, its complexity as the "foundation" of African American life and history can be seen in numerous debates over how to represent its meaning and typicality from a historical perspective—as slave or free, as patriarchal or matriarchal/matrifocal, as single-headed or dual-headed household, as extended or nuclear, as fictive kin or blood lineage, as legal or common law, and as black or interracial, etc. Variation appears, as well, in discussions on the nature and impact of parenting, childhood, marriage, gender norms, sexuality, and incarceration. The family offers a rich tapestry of images for exploring the African American past and present.

**Source: History.com**



# PARENT COORDINATOR CONNECTIONS

From the Desk of the  
Parent Coordinator  
Ms. Bernabel  
[ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov)  
Tel #929-617-0122

## Announcements

- Please complete the NYC financial forms, formerly known as Lunch Forms. While lunch is currently given to all students regardless of income, schools still need parents to complete in order to qualify for federal Title I funding. All information submitted by parents is completely confidential. A hard copy will be given to students on the first day of school to be completed and returned to Ms. Bernabel.
- PTA/SLT Meetings: PTA/SLT meetings will be held on the following dates: 2/5, 3/4, 4/1, 5/6, and 6/3. SLT commences at 4:30 pm and ends at 5:30 pm. PTA meetings commence at 6 pm to 7 pm. Additionally, meetings will be held virtually and in person (hybrid). An email with the Zoom links will be sent to parents ten days in advance week.
- School Surveys will be available for parents to complete from February 12 through April 5.
- Summer Youth Employment Applications are available for students 14 and older until March 1, 2024. Website: <https://application.nycsyep.com/>
- Contact Ms. Bernabel if you need login information for SYNC Grades.
- We will conduct Fall Awards ceremonies on Wednesday, February 14<sup>th</sup>.
- Below please find the marking period begin and ends dates for the spring semester.

• MP START	MP FINISH
(MP 1) 1/30	3/18
(MP2) 3/19	5/13
(MP3) 5/14	6/13
(MP4-Sem Avg.) N/A	N/A



# JRO SCHOOL COUNSELOR



## CONNECT



### FROM THE COUNSELING DEPARTMENT:

- ❖ **1<sup>st</sup> period Class begins at 8:20 am.** Students need to arrive to school before 8:20 AM and on time regularly so that they are able to effectively engage in their first period lesson. Lateness adversely impacts a child's academic performance. **The school day ends at 2:40 pm.**
- ❖ **If your child is or will be absent,** please contact Ms. Garcia (9-10<sup>th</sup> Grade Students) at ext. 5052 or email at [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov) ; Mrs. Vega-Beltran (11-12<sup>th</sup> Grade Students) at ext. 5091 or via email at [NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov) ; or Ms. Bernabel, Parent Coordinator, at ext. 1012 or email at [ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov) . **Please be sure to send an excuse note for your child's absence and/or a doctor's note if your child has a medical appointment.**
- ❖ **Please keep track of your child's academic progress, grades, and attendance in their classes through the SyncGrades website.** If you would like to schedule meetings with teachers on Tuesdays, please contact your child's School Counselor.
  - **1<sup>st</sup> Marking Period for 2<sup>nd</sup> Semester Ends: March 18<sup>th</sup>**
- ❖ **IMPORTANT DATES TO REMEMBER:**
  - **Tuesday, February 13<sup>th</sup> at 6pm – Parent Workshop (Graduation Requirements)**
  - **Respect For All Week – February 12<sup>th</sup> – February 16<sup>th</sup>**
  - **Friday, February 16<sup>th</sup> – National No One Eats Alone Day!**
  - **NO SCHOOL – Monday, February 19<sup>th</sup> – 23<sup>rd</sup> President's Day and Mid-Winter Recess**
- ❖ **SENIOR PARENTS/GUARDIANS: The FAFSA (Financial Aid) application is now open.** Please work with your senior child to complete this application in order to receive financial assistance for College or Trade School. **If your child will remain in College/Trade School in New York State, you must also complete the New York State TAP application. You Must complete FAFSA PRIOR to completing NYS TAP.** Please see the links for both financial applications:  
FAFSA: <https://studentaid.gov/h/apply-for-aid/fafsa>  
NYS TAP: <https://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html>
- ❖ **CATCH and ELEVATE** – community based organizations, will be providing in class workshops to students of various grade levels regarding making positive choices for healthier lifestyles. This health education program will provide various workshops throughout the semester.
  - Health Services Fridays in Room 108
- ❖ In order to maintain a positive learning environment, it is **expected that students dress in a professional manner. We expect students to be dressed appropriately** to ensure safety and to keep the focus on teaching and learning. **We would like all parents and guardians to remind students of proper dress protocols on campus.**  
**Prohibited forms of dress at school include, but are not limited to:**



- 1) Clothing that contains references to drugs, alcohol, sex, violence, racism, or gang-affiliation.
- 2) Revealing clothing that does not provide coverage of torso, undergarments, and private body parts, including see-through garments of any kind.
- 3) Sunglasses while indoors.

**If you need assistance providing your child clothing, please contact your child's counselor.**

- ❖ **Students are NOT ALLOWED TO USE CELL PHONES DURING SCHOOL HOURS. This includes ipads that are connected to their phones.** They must keep their phones locked in their yonder pouch. **In case of an emergency, please call the school to contact your child and students can use a school office phone to contact their parent/guardian.**
- ❖ **Please have your child meet for one on one academic/personal progress meetings with their counselor immediately:** Ms. Garcia (9-10<sup>th</sup> Graders) and Mrs. Vega-Beltran (11-12<sup>th</sup> Graders). This meeting is important to ensure they are on track academically with their progress towards graduation and to check in on their personal well-being.
- ❖ **Please have your child attend tutoring and join extra-curricular activities** to be an active member of the school community. This a great way for students to make new friends, network, and be exposed to various activities/hobbies. Please see the schedules below:

## TUTORING

<u>TEACHER</u>	<u>SUBJECT</u>	<u>DAY(S)</u>	<u>TIME(S)</u>
KADISON	ENGLISH	WEDNESDAY	2:45 – 3:45 PM
PELLETIER	ENGLISH	WEDNESDAY & FRIDAY	2:45 – 3:45 PM
EL MARDI	ENGLISH	WEDNESDAY	2:45 – 3:45 PM
CHEN	MATH	FRIDAY	2:45 – 3:45 PM
HASAN	MATH	THURSDAY	2:45 – 3:45 PM
COLON	HISTORY	WEDNESDAY	2:45 – 3:45 PM
URENA	HISTORY	MONDAY	3:00 – 4:00 PM
CUMBERBATCH	SCIENCE	WEDNESDAY	2:45 – 3:45 PM
OKWABI	SCIENCE	WEDNESDAY	2:45 – 3:45 PM
MATHEW	BUSINESS	THURSDAY	2:45 – 3:45 PM

# JKO CLUBS

<p><b>CROCHET CLUB</b> - Ms. Pelletier - Meets on <b>THURSDAY</b> from 2:45 -3:45 pm</p> <p><b>SLAM</b> - Ms. Pelletier -Meets on Thursday from 3:40 -4:00 pm</p> <p><b>GLAMOUR GIRLS</b> -Ms. Cumberbatch - Meets on Thursday from 2:45 -3:45 pm</p> <p><b>NHS</b>- Ms. D - Meets on Wednesday from 2:50 -3:45 pm</p> <p><b>SMASH ARTS</b> - Ms. D -Meets on Friday from 2:50 -3:45 pm</p> <p><b>DANCE CLUB</b> -Ms. Tepper - Meets on Thursday from 3 -4 pm</p> <p><b>Tutoring Masters</b> -Ms. Alcorn and Mr. Hassan - Tuesday and Wednesday from 2:45-3:45 pm</p>	<p><b>VOLLEYBALL CLUB</b>- Ms. Rushforth - Meets on <b>Monday</b> from 3:40-4:40 pm</p> <p><b>CHES</b> -Mr. Chen -Meets on <b>Tuesday</b> from 3:20-4:20 pm</p> <p><b>FITNESS CLUB</b> - Mr. Chen -Meets on Wednesday from 2:50 -3:45 pm</p> <p><b>MUSIC CLUB</b> -Mr. Chen -Meets on Thursday from 2:45 -3:45 pm</p> <p><b>YEARBOOK CLUB</b>- Ms. Kadison/Mr. De La Cruz - Meets on Thursday from 2:45 -3:45 pm</p> <p><b>HELPING HANDS</b> - Ms. Kadison - Meets on Thursday from 2:45 -3:45 pm</p> <p><b>COOKING CLUB</b> -Mr. Urena - Meets on <b>TUESDAY</b> from 2:45 -3:45 pm</p>
<p><b>Student Government</b>- Ms.O - Meets on Thursday from 2:45- 3:45 pm</p> <p><b>Senior Council</b> -Ms. O (ALTERNATING WEEKS) - Meets on Thursday from 2:45- 3:45 pm</p> <p><b>Weight Lifting</b>- Mr. Vincent -Meets on Thursday from 3- 4 pm</p>	

- ❖ Please reach out to Ms. Garcia (9-10<sup>th</sup> Grades) or Mrs. Vega-Beltran (11-12<sup>th</sup> Grade) if you feel that your child needs social/emotional support. We have an abundance of services for students at the school and can refer your family to outside resources/assistance.

*Please feel free to contact your child's School Counselor directly with any questions, concerns, or if you need assistance:*

*Ms. Niurkary Garcia, 9 & 10<sup>th</sup> Grade Counselor (212)391-0041 Ext. 5052 Email: [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov)*

*Mrs. Nicole Vega-Beltran, 11 & 12<sup>th</sup> Grade Counselor 212-391-0041 Ext. 5091 Email: [NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov)*

**DEL DEPARTAMENTO DE ASESORAMIENTO:**

- ❖ **1 periodo La clase comienza a las 8:20 am.** Los estudiantes deben llegar a la escuela de las 8:20 a. m. y a tiempo regularmente para que puedan participar de manera efectiva lección del primer período. La impuntualidad tiene un impacto negativo en el rendimiento de un niño. La jornada escolar termina a las 2:40 horas.
- ❖ **Si su hijo está o estará ausente,** comuníquese con la Sra. García (estudiantes de 9.º a 10.º grado) en la ext. 5052 o correo electrónico a [NGarcia33@schools.nyc.gov](mailto:NGarcia33@schools.nyc.gov); Sra. Vega-Beltran (Estudiantes de 11º y 12º grado) en la ext. 5091 o por correo electrónico a [NVega11@schools.nyc.gov](mailto:NVega11@schools.nyc.gov); o la Sra. Bernabel, Coordinadora de Padres, en la ext. 1012 o correo electrónico a [ABernabel@schools.nyc.gov](mailto:ABernabel@schools.nyc.gov). **Asegúrese de enviar una nota de excusa por la ausencia de su hijo y/o una nota del médico si su hijo tiene una cita médica.**
- ❖ **Realice un seguimiento del progreso académico, las calificaciones y la asistencia a clases de su hijo a través del sitio web SyncGrades.** Si desea programar reuniones con los maestros los martes, comuníquese con el consejero escolar de su hijo.
  - **Finaliza el 1er Período de Calificación para el 2º Semestre: 18 de marzo**
- ❖ **FECHAS IMPORTANTES PARA RECORDAR:**



- **Martes, 13 de febrero a las 6pm – Taller para Padres (Requisitos de Graduación)**
- **Semana de Respeto para Todos – 12 de febrero – 16 de febrero**
- **Viernes, 16 de febrero – ¡Día Nacional Nadie Come Solo!**
- **NO ESCUELA – Lunes, 19 de febrero – 23 Día del Presidente y receso de mediados de invierno**

- ❖ **PADRES/TUTORES MAYORES: La solicitud FAFSA (Ayuda financiera) ya está abierta.** Trabaje con su hijo mayor para completar esta solicitud a fin de recibir asistencia financiera para la universidad o la escuela vocacional. **Si su hijo permanecerá en la universidad/escuela vocacional en el estado de Nueva York, también debe completar la solicitud TAP del estado de Nueva York. Debe completar FAFSA ANTES de completar NYS TAP.** Consulte los enlaces para ambas aplicaciones financieras:

FAFSA: <https://studentaid.gov/h/apply-for-aid/afsa>

NYS TAP: <https://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html>

- ❖ **ATRAPAR y ELEVAR** : una organización comunitaria que brindará talleres en clase a estudiantes de varios grados sobre cómo tomar decisiones positivas para estilos de vida más saludables. Este programa de educación para la salud comenzará durante el mes de enero y ofrecerá varios talleres a lo largo del semestre.
  - Servicios de Salud los viernes en la sala 108

- ❖ Para mantener un ambiente de aprendizaje positivo, **se espera que los estudiantes se vistan de manera profesional. Esperamos que los estudiantes vistan apropiadamente** para garantizar la seguridad y mantener el enfoque en la enseñanza y el aprendizaje. **Nos gustaría que todos los padres y tutores recuerden a los estudiantes los protocolos de vestimenta adecuados en el campus.**

**Las formas de vestimenta prohibidas en la escuela incluyen, entre otras:**

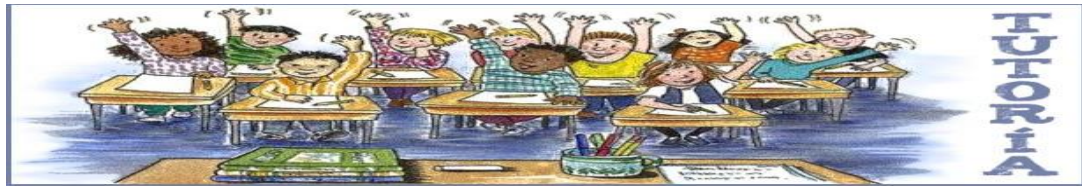
- 1) Ropa que contenga referencias a drogas, alcohol, sexo, violencia, racismo o afiliación a pandillas.
- 2) Ropa reveladora que no cubra el torso, la ropa interior y las partes privadas del cuerpo, incluidas prendas transparentes de cualquier tipo.
- 3) Gafas de sol mientras esté en el interior.

**Si necesita ayuda para proporcionarle ropa a su hijo, comuníquese con el consejero de su hijo.**

- ❖ **NO SE PERMITE A LOS ESTUDIANTES UTILIZAR TELÉFONOS CELULARES DURANTE EL HORARIO ESCOLAR.** Esto incluye iPads que están conectados a sus teléfonos. Deben mantener sus teléfonos bajo llave en su bolsa. **En caso de una emergencia, llame a la escuela para comunicarse con su hijo y los estudiantes pueden usar el teléfono de la oficina de la escuela para comunicarse con sus padres/tutores.**

- ❖ **Haga que su hijo se reúna inmediatamente para reuniones individuales de progreso académico/personal con su consejero:** Sra. García (estudiantes de 9.º a 10.º grado) y Sra. Vega-Beltrán (estudiantes de 11.º a 12.º grado). Esta reunión es importante para garantizar que estén encaminados académicamente con su progreso hacia la graduación y para controlar su bienestar personal.

- ❖ **Haga que su hijo asista a tutorías y se una a actividades extracurriculares para ser un miembro activo de la comunidad escolar.** Esta es una excelente manera para que los estudiantes hagan nuevos amigos, establezcan contactos y estén expuestos a diversas actividades/pasatiempos. Por favor consúltelos horarios a continuación:



<b><u>MAESTRA/O</u></b>	<b><u>SUBJECTO</u></b>	<b><u>DIAS</u></b>	<b><u>TIEMPO</u></b>
KADISON	Inglés	MIÉRCOLES	2:45 – 3:45 PM
PELLETIER	Inglés	MIÉRCOLES Y VIERNES	2:45 – 3:45 PM
EL MARDI	Inglés	MIÉRCOLES	2:45 – 3:45 PM
CHEN	Matemáticas	VIERNES	2:45 – 3:45 PM
HASAN	Matemáticas	JUEVES	2:45 – 3:45 PM
COLON	Historia	MIÉRCOLES	2:45 – 3:45 PM
URENA	Historia	LUNES	3:00 – 4:00 PM
CUMBERBATCH	Ciencia	MIÉRCOLES	2:45 – 3:45 PM
OKWABI	Ciencia	MIÉRCOLES	2:45 – 3:45 PM
MATHEW	Negocio	JUEVES	2:45 – 3:45 PM









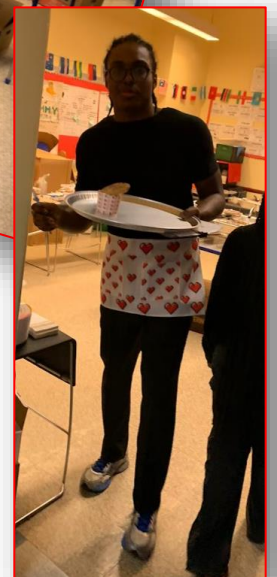
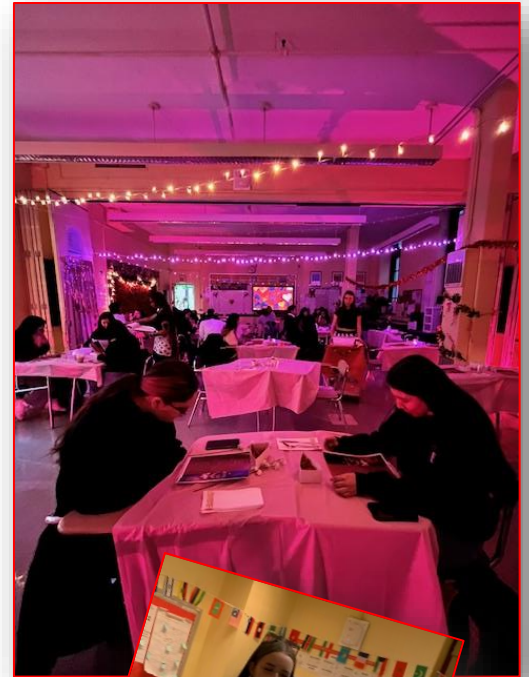
# In the Spotlight



On Friday, February 9<sup>th</sup>, the Student Government held its annual Love Lane dinner. It was an amorous event!!! Love was definitely in the air!!! A BIG thank you to Ms. Okwabi for spearheading and to all who donated food.



Student Government Presents  
**Love Lane Dinner**  
FRIDAY, 9 FEBRUARY 2024  
4:30 PM TO 6:30 PM  
RM 301  
CALLING ALL COUPLES, BESTIES, FRENEMIES, & ACQUAINTANCES COME ENJOY A 3 COURSE DINNER WITH US  
FOOD, DRINKS, & MUSIC  
2 GUEST FOR \$5  
**RESERVATION REQUIRED**







On February 8<sup>th</sup>, our student Equity Leaders and Mr. Williams (Equity Ally) attended an equity meeting with other school Equity Teams led by our District; Chris Lagares. The theme centered on looking at how Hip-Hop has served as a vehicle for expressing identity, intersectionality, criticality, and joy.

Students will heard from four schools from our District who will be shared their good work in making their schools more culturally responsive communities. There was also be space for schools interested in engaging in and planning an intra-District Black History Month celebration and a Latinx club cross-school connections.

***Thank you to Mr. Williams for being our Adult Equity Ally!!!***





Dear JKO Community,

I wanted to share with you our digital photography gallery for this year's DiverCity Lens Program. Four of our students will go on to represent JKO at the end of year gallery at the Tweed Courthouse along with 16 other schools. This year's theme is "NYC; MY Story." It's a beautiful collection of images and text.

The students voted on their favorites, and if you have time, we'd love to know which photos you think should represent JKO.

Thanks!  
Ms. D

<https://docs.google.com/presentation/d/1kgfPe967zZatcMgzM5BBnmZ4pFpKcdXBYGgElzoXDtw/edit?usp=sharing>



[NYC; My Story DiverCity Lens](#)

DiverCity Lens NYC; My Story Ms. De Gregorio  
2024 Photo by LLOYD Lomotey  
docs.google.com

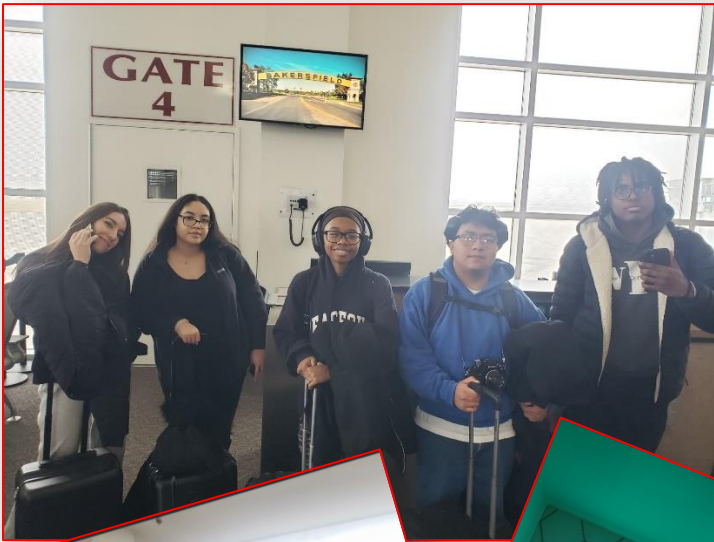




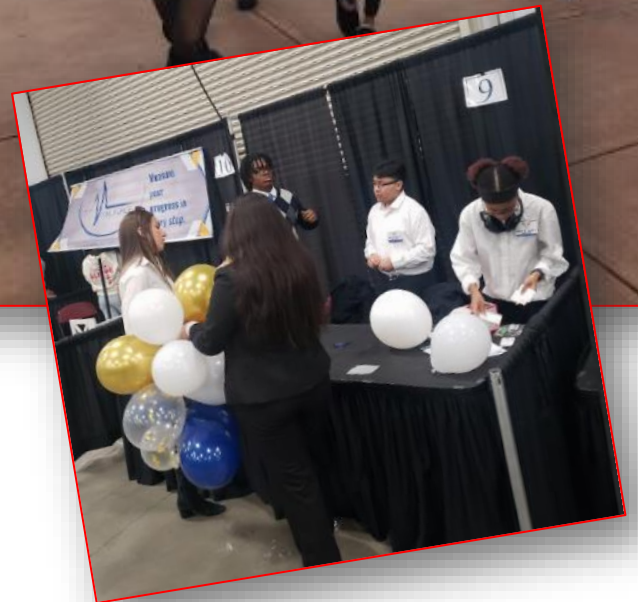


VIRTUAL  
ENTERPRISES  
INTERNATIONAL

Recently some of our VE students attended a competition/trade show in Bakersfield, California. They had a BLAST!!! ABIG thank you to Ms. Newell for spearheading/chaperoning this event and to Ms. Kadison for chaperoning. See pictures below.











# In the Spotlight



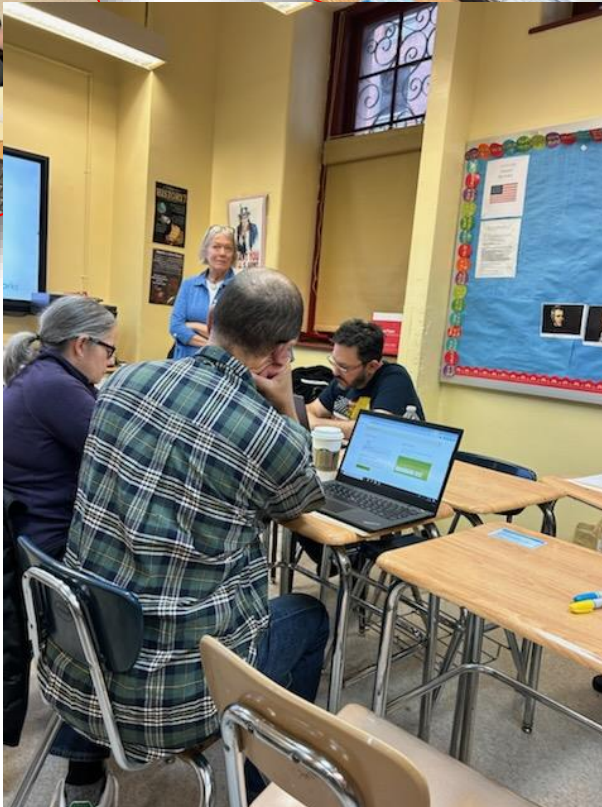
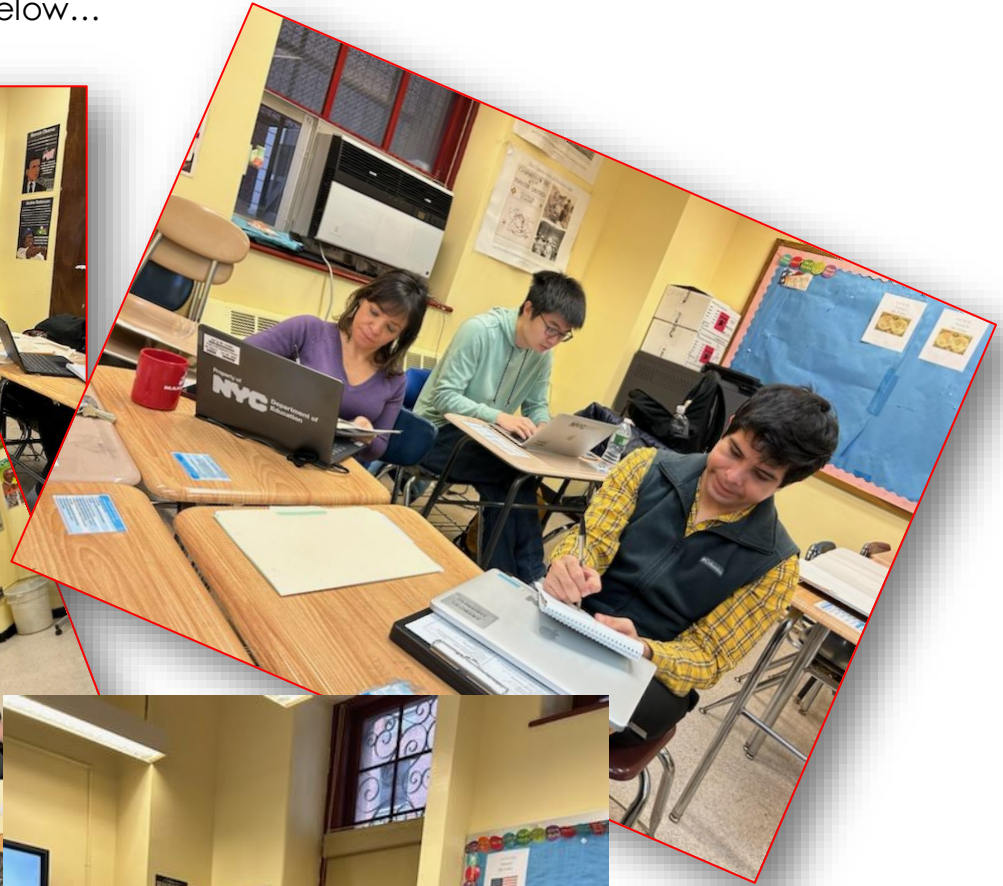
On Thursday, January 18, 2024, the Student Government and Junior Council hosted a special Paint and Sip event exclusively for freshmen. This fundraiser was an artistic blast!!! Thank you to Ms. Okwabi for spearheading this.





# In the Spotlight PBL PROJECT BASED LEARNING

On Saturday, January 27<sup>th</sup>, many staff members engaged in project-based learning three day professional learning. The goal is to commence the instructional support needed to meet our Magnet goals. A BIG thank you to Mr. Vincent for spearheading the event with PBL Works. See some of their ideas below...





# We Need to know:

- 1) Group v. individual work?
- 2) Cross-curricular v. single subject?
- 3) How can we reach all students?
- 4) How much time will <sup>my</sup> project take?
- 5) How much voice; choice. where?
- 6) Absent students
- 7) What skills/content
- 8) How much tech?
- 9) Can we repeat a project?
- 10) Who is the audience?
- 11) Outside experts
- 12)

# Project Title: Great Depression

Grade/Content: 11<sup>th</sup> Social/Economic/Political including New Deal

Learning Standard/Goal: Compare/Contrast - Cause/Effect  
Persuasive Writing  
Document Analysis / P.O.V. / Audience  
Purpose Content.

Students will:

Project Summary- Research the great depression & New Deal in order to evaluate the impacts on people and communities.

Driving?: How did the great depression/new deal impact individuals & communities?

Major Product: Final Presentation that has both WRITTEN and Visual/Audio Component

What do we need help with:

- What does the day to day lessons look like?
- 

learning is scaffolded-background knowledge

communication skills

what skills?

- analysis
- vocabulary
- cooperation/collaboration

learning is connected

reflection: self evaluation

know your students

student choice - need to "own" the work/learning

meta-cognitive skills

how to get "unstuck" - next steps

feedback / trust

Q: How is the body of your endangered species equipped to survive its ecosystem?

Entry Event: Kill grey wolves in yellowstone + their reintroduction

Product: Pla to save endangered organism + preserve ecosys

emarg: char. of ecosys.

Habitat  
Niche  
Climate  
Adaptations

Energy in Sys.  
Relationships  
Abiotic vs Biotic  
Populations



# Project: Migration Stories

Content: ENL (stand alone)

DQ: How can I tell a compelling story about human migration?

## Project Summary:

Students will study past migration events (or their own) to gain the background information for writing historically accurate stories that reflect the diverse realities of migration.

Product: Presentation

↳ (slideshow, pictures, videos, essay)

Public → In the Lobby / video <sub>(record)</sub>

Help: supports / differentiation / translations <sub>(chronological)</sub>

Goals: Writing a Narrative, conduct ~~research~~ research and provide a conclusion.

# Project Title: Infectious Exponential.

Grade / Content: Algebra 1.

DQ: How can we help our admins use math to prevent and control the spread of disease during the winter.

Learning Goals: students will be able to analyze key features using exponential functions.

Learning Standard:

Major Products: Videos, Slideshow present to the school community.

Where: communication, Graphics, cooperation, presentation, public speech, technical skill, Explore the research, Participation.

# Project Title: Revolutions

Grade / Content: 9/10<sup>th</sup> grades - Global History year 2

Driving Question: Which Revolution had the Greatest Impact on their Society?

Project Summary: Students will be able to explore the most historically relevant revolutions and determine which had the Greatest Impact on society.

Major Products: Students will engage in presentations and cite evidence to support their conclusion.

Students Excel:

Student Need: Research skills, Presentation Skills, and Organization Skills.

Teacher Help: Creating learning objective that facilitates student engagement and Rigor.

# Project Title: Modern,

as a driving force for Motivation, Social events, Goal setting, studying, Physically, Health.

DQ: How can you motivate yourself to get to the <sup>finish</sup> ~~end~~ <sub>Learning Goals:</sub>

What students can:

- X Physical & Social Growth
- X Knowledge acquisition

What they need help?

- + Structure
- + staying on task
- + Grouping
- + Information finding

What I need help with  
Teacher support:

- 1) students will set goals to improve physical fitness
- 2) students learn social interaction to create games skills to play the sport
- 3) students do research about where we help go and park in the sport
- 4) students learn physical fitness benefits in society
- 5) students learn presentation skills

Major Product Making Public

- + students invite teachers to participate in activity
- + Post the project on y160 site.



Project title: Black American Music  
is the story of America  
Grade/Content: 9<sup>th</sup> / English

DQ: How have the voices <sup>from</sup> the  
Trans-Atlantic Slave Trade  
Survived over time from the  
early spirituals to modern  
hip hop?

Summary: Based on the class  
reading of Copper Sun by  
Sharon Draper, students will explore  
narratives in order to connect those  
voices to music

Products: ① Historical presentation of  
music's evolution  
② Self created journals w/  
music accompaniment  
③ Self created music/lyrics



Problem  
Based  
Learning  
PROJECTS

Project Title: Poetry mimics Complexity

Grade/Content: 12<sup>th</sup> Grade / AP Lit Prompts  
Poet guest

DQ: How can we use poetry  
to examine the human  
condition?

Project Summary: SWBAT

1. Identify and describe what specific  
textual details reveal about a character  
(individual), that character's perspective  
and the character's motives.

2. Explain the  
function of literary device towards  
the meaning of work

3. Analyze various works

Major Products

1. Q & A with Poet (Socratic Semine)
2. Create a ZINE (Book of Poetry)
3. YouTube live OR PODCAST