

GLASSBORO HIGH SCHOOL

September Report

Submitted by: Dr. Danielle F. Sneathen

ADMINISTRATION:

- Staff Evaluations (September)

Tenured Certified Staff	3	
Non-Tenured Certified Staff	3	
Non-Certified Staff	0	

- Committee Meetings

9.4.18 Teacher In-Service

9.5.18 Teacher In-Service/GHS Faculty Mtg.

9.5.18 Laptop Distribution at Bullock – 5-8PM

9.10.18 Sports Hall of Fame Mtg. – 5:30PM

9.10.18 After Prom Committee Mtg. – 6PM

9.11.18 Department Meetings

9.13.18 Department Meetings

9.18.18 Faculty Meeting

9.19.18 Meeting with PIR

9.24.18 Administrative Council Meeting

9.25.18 PDS Banner Unveiling

9.25.18 Hall of Distinguished Alumni Meeting

9.26.18 PDS Committee Meeting

9.26.18 Rowan Graduate School Counselor Class Meeting – 5PM

9.26.18 BOE Meeting

9.27.18 Mentoring Meeting with Samantha Shoemaker

9.27.18 Senior Parent Night – 6PM

9.27.18 Back to School Night – 7PM

INSTRUCTION / STUDENT NOTES:

English

Sociology: In this course, we reviewed how culture impacts collective behavior. As part of this, students were tasked with identifying cultural norms, material and non-material culture, and values of particular cultures through case study examples. As a summative assessment, students created their own genograms tracking their family tree and culture.

American History 1: To date, we covered from early colonial development to the American Revolution. Students completed informal jeopardy and kahoot reviews as well as examined primary source documents to learn about colonial life and experiences.

American History 1: In this course, I began with course overview/expectations and completed the first unit on Colonization. A highlight of this topic was a collaborative group project in which student's researched/presented colonies to the class. Currently, we have started our study of the American Revolution. Formative activities include (but are not limited to) guided note taking, debate/discussion, source analysis, etc. I also try to emphasize current events.

American History 2: In this course, I began with course overview/expectations and completed the first unit on the 1920s. We are currently viewing/analyzing the film adaptation of "The Great

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Gatsby.” I have also started to get into the Great Depression. Formative activities include (but are not limited to) guided note taking, debate/discussion, source analysis, etc. I also try to emphasize current events.

World History: Mr. Mac and I started world history with a review of history related topics (economics, government, maps, etc.) and terms. We’ve covered Chapters 2 and 3 (Exploration). We’ve included geography skills and primary source analysis.

English I: Students in Mrs. Baldissero’s English I class became acquainted with the foundations of English I and the classroom routines during the first week of school. Students were introduced to the unit with a text scavenger hunt and then a room scavenger hunt. Students were able to explore the many helpful hints around the room to facilitate success throughout the year. The students then began the first unit in the curriculum *I Am Malala*. Through the Text, Lens, and Patterns reading strategy students were able to gather textual evidence and find patterns in the text that related to the central theme and development of events in the memoir. While reading *Malala*, students then began to identify rhetorical devices such as contrast and satire. Students then mimicked these devices in their own writing when responding to the first open-ended response question of the unit that required the students to analyze the development of events in *Malala* as compared to the children’s book *The Terrible Things: An Allegory to the Holocaust*.

Honors English I: Students in Mrs. Baldissero’s Honors English I class became acquainted with the foundations of Honors English I and the classroom routines during the first week of school. Students were introduced to the unit with a text scavenger hunt and then a room scavenger hunt. Students were able to explore the many helpful hints around the room to facilitate success throughout the year. Students then began the Mythology unit from the English I curriculum. Students read myths through the lens of identifying the Greek Concepts and the Journey of the Hero to help track character development and motivation. Students focused on the writing of myths and studied figurative language and how it relates to the theme of the myth. Students completed readings from CommonLit and were able to practice answering multi-step questions. Students worked in groups to annotate text on a second read and identify commonalities that were represented throughout the myths. Documentaries were used to study the truth behind the myths and to give students opportunities to blend their knowledge of the myth with research to formulate an analysis of the literature that has some base in facts. This is a skill that will help them improve on the PARCC when the task requires them to read/watch/ and respond.

Test Prep: Students in this course prepared for the ASVAB test by competing practice tests and learning prefixes, suffixes, and root words; students took the ASVAB in September. They continue to prepare for the PSAT by completing practice tests and learning test-taking strategies. Student signed up for the November SAT as well.

ELA I: Students in this year-long course were introduced to the classroom routines, choice reading, and Unit 1. Students learned how to complete close reads through the text-lens-pattern strategy; they completed close reads with informational texts as well as passages from *I Am Malala*. Students continue to develop their writing skills through grammar lessons and the “RACE” (restate, answer, cite, and explain) writing strategy. In order to create a culture of reading, students continue to read self-selected texts and record their progress on Google Classroom. Students completed the pre-assessment on Unified Classroom.

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CP English II: Students began Unit 1 in the English II curriculum. Students learned about Greek drama and read “The Legend of Oedipus” and “On Tragedy”. While reading *Antigone*, students completed close reads of certain passages and the odes. Students continue to develop their writing skills through grammar lessons and the “RACE” (restate, answer, cite, and explain) writing strategy. They continue to take compositional risks in their writing. In order to create a culture of reading, students continue to read self-selected texts and record their progress on Google Classroom. Students practice PSAT questions as well and learn test-taking strategies. Students completed the pre-assessment on Unified Classroom.

CP English IV students began Avalanche Writing. They were given a story starter using techniques from Image Grammar textbook. Each day they added to the story starter, keeping in mind the strategies they’ve learned about the 5 “brushstrokes” of grammar. Students read short stories and answered comprehension questions in SAT format. Students also completed a pre-assessment to establish a baseline.

CP English III Students in this course are independently reading self-selected novels and many have completed their first book. They chart progress twice weekly and find and record new vocabulary words in their notebooks (five per week). Students have focused on fused sentences and comma splice run-ons as well as capitalization and wrote a formal letter of application for the class. They are currently working on a six word memoir class slide show and have been engaged in low stakes writing in their journals in response to poems and spoken word videos.

Honors English III students have been following the same independent reading and vocabulary routine as CP. They reviewed the *Great Gatsby* summer reading through discussion and open ended response on Google classroom and have been practicing their skills in close reading.

AP Literature students have been analyzing their own essays and those of other students to familiarize themselves with the AP rubric. They wrote their first AP style essay on 1884 and have been conducting an author study on George Orwell and they closely read and analyzed “Shooting an Elephant.”

ELA I: Students in this yearlong class completed their Benchmark Pre-Assessment, read “Romeo and Juliet,” and various other texts in Unit one of the 9th grade curriculum.

ELA II: Students in this yearlong class completed their Benchmark Pre-Assessment, a unit on Greek theater, and daily practice strategies for PSAT success.

RPO English 1: Students began this year-long class with Mythology. Topics include a brief overview of the 12 Olympian God and Goddesses, the purposes of mythology, and central themes found in myths. Students read various stories on CommonLit.org. Students also practiced grammar skills on noredink.com and worked on improving their written responses by using the RACE strategy.

ELA 1: Students completed a Benchmark Pre-Assessment; Students defined unfamiliar words and used them in sentences; Students were introduced to the Malala unit, taking notes on the

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Middle East, gender roles, and governments; Students read several chapters of Malala, learning about her background, upbringing, culture, and mission; Students performed close-readings from *I Am Malala* and answered text-based questions.

English 2 CP: Students completed a Benchmark Pre-Assessment; Students defined unfamiliar words and used them in sentences; Students were reintroduced to Ancient Greek literature and mythology, and took notes on tragic heroes; Students read *Antigone* and answered text-based questions.

AP English Language and Composition: This month, students completed an introductory unit on educational theory, purpose, and practice. We read texts that represented competing schools of thought, such as those by John Dewey, E. D. Hirsch, and Carter Woodson, and explored the basic tenets of rhetorical strategy. Students' first paper asked them to analyze pedagogical practices in the film *Dead Poets Society*. The highlight of this unit was a series of visits from Glassboro Public Schools administrators, each of whom spent time with students discussing their personal experiences and educational beliefs.

ELA II: Students in this year-long class mastered classroom routines and study habits before beginning their first unit on Greek theater. The class is regularly divided into three different learning stations, where students can read and write about informational texts using NewsELA, perform and analyze Sophocles' tragedy *Antigone*, and/or practice specific grammar tasks.

RPO English II: Students in this year-long class began the year with *Antigone*, Unit 1 in the English II curriculum. Students analyzed Greek Drama by completing a web search. Students worked in small groups and completed a pre-reading activity addressing loyalty principles in preparation for one of the themes in *Antigone*. Students also read "The Legend of Oedipus" to help provide background knowledge before reading *Antigone*. New vocabulary in context activities were completed on Google Classroom. Students also practiced grammar skills and improving their open-ended responses using the RACE strategy.

Math/Science

BSI - We opened the school year with 15 students not cleared for graduation because they did not demonstrate proficiency on a state approved assessment. Three students passed the September ASVAB. There are now 12 students not cleared for graduation. Students work daily with Ms. Rynkiewicz and/or Ms. Faulkner to prepare for future exams. These students will take the PSAT on October 24th, the SAT on November 3rd, and another ASVAB on December 11th. After these rounds of testing, there will be more SATs and ACTs available, as well as a spring ASVAB. There usually is a PSAT in the spring as well. Students also have the option in the spring of enrolling in RCGC for September, and then taking the ACCUPLACER for clearance. Any student enrolled in Algebra 1, Geometry, or Algebra 2 will also take a PARCC exam at its conclusion. Any student not meeting minimum proficiency on one of these tests will then be directed to begin the Portfolio Appeal Process.

Biology – In Ms. Keefer's Biology classes (one of which is ICS with Mr. Scheuer) we are completing a UbD unit on Ecology in which students learned about interdependence, energy flow, cycling of nutrients among and between organisms and the environment, and how survival

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of organisms is affected by interactions with each other and their environment and can be altered by human manipulation. Students recently completed the first of two mini performance tasks, an owl pellet dissection. For this task students dissected an owl pellet, sorted the skeletal remains found, used a dichotomous key to identify the species of prey consumed then used this information to create a food web of the owl's habitat. Students then summarized the owl's diet in order to estimate the diversity of the prey available in the ecosystem. At the conclusion of the unit students will be completing the second, and final, performance task for the unit. This task, The Effects of Human Intervention on a Food Web, also has students dealing with a scenario. This time it is based on the Malaria outbreak in Borneo in the 1950s. Students use information given, along with a diagram illustrating a food web affected by the spraying of DDT to get rid of the mosquitoes. Students must analyze the diagram and information and explain the probable effect of the DDT on each organism in the food web. They also are tasked with providing a better solution to the original problem than the spraying of the deadly chemical.

STEM students at Bowe, GIS and GHS are meeting with the Rowan Robotics team as a part of their community outreach program.

Ms. Keating and Ms. Abrams met with Rowan officials to request an Open House date for the Academies. The final date is 10/29 @ 5:30 beginning at GHS and ending at 8pm at Rowan.

Mr. Morrison is preparing the Engineering Club for Rowan's annual Pumpkin Chunkin, held at the Technology Park.

Ms. Keating met with Rowan's STEM facilitator over the summer to make plans for this year's FLL competition, which will be held at GIS again this January.

Ms. Batten took a STEM PLTW workshop and will implement the Design and Modeling component in her STEM class at GIS.

12 STEM students are taking classes at Rowan this fall. Ms. Keating will be meeting with them mid-October to schedule their spring classes as well.

Geometry– In Mrs. Shoemaker's Integrated Geometry class, we are currently working on the Essentials of Geometry. Students complete guided notes throughout each new lesson. Students complete various performance tasks based upon the daily objective. The most recent performance task was a three station rotation that analyzed how to classify angles, measure angles, and estimate angles. At each station, students worked in a cooperative group to discuss each angle and determine the correct classification, measure, or estimation. Once completed students rotated to each of the other three stations. As an incentive to completing the stations in their cooperative groups, students played Kahoot as an exit ticket and assessed their progress towards the daily objective.

BUSINESS DEPARTMENT

- Students in Marketing-Sports & Entertainment have been exploring the differences between marketing logos and marketing slogans. As a project, students enjoyed developing their own logos to market new products through the use of the drawing tools on their new tablets/computers.

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- Entrepreneurship class is researching the opportunities, risks and rewards of franchise ownership by developing a sales brochure of a franchise of their choice to convince prospective entrepreneurs to purchase their franchise over that of the competition.
- DECA Club Officers for the 2018-2019 school year are: Alicia Petraný-President, Kim Sorbello-Vice President, and Anahi Santiago-Treasurer/Secretary.
- DECA is excited about the start of a new school year and is anxious to compete in the NJ Consumer Bowl Competition and the Six Flags Business & Marketing Challenge.
- The NJ Consumer Bowl Team Members for the 2019 Competition are: Alicia Petraný-Captain, Kim Sorbello, Anahi Santiago, Alexis Barnhardt and Aaron Harrison.
- CoOp students have started working at their respect jobs and I have been getting great feedback from the employers that I have been visiting.
- Class of 2020 is off and rolling with homecoming shirts and plans, the class is looking forward to an amazing year with the prom location already booked and plans for our third annual vendor plan in the works.
- Financial Literacy students are participating in the H&R Block budget challenge. The H&R Block Budget Challenge is a teacher-tested, online simulation tool that replicates real-world budgeting and personal finance decision-making. By simulating an adult's financial life – paying bills, investing in retirement, managing loans and more – students take a personal finance “road test.” This learn-by-doing educational approach allows high school students to make real-world mistakes without facing real-world consequences.

FAMILY AND CONSUMER SCIENCES

- Students in Child Development and Education 1 are learning how preschoolers learn so that they will be ready on October 22nd to welcome the new Little Bulldogs class.
- Students in Child Development & Education 3 (aka Education Internship) are located in elementary classrooms at Bullock and Rodgers Schools. These are the students who are intending to enter college as Education majors, next year.

WORLD LANGUAGE

FRENCH:

Students are reviewing previously learned French, learning how to order foods in French, and how to communicate using phones/technology in French. Madame held a France/Spain trip participant meeting with Ms. Melecio: planned fundraisers such as bake sales, reviewed upcoming meeting dates, reviewed passport information with the 13 participants

- Held a French Club meeting during lunch: discussed upcoming meetings, officers, etc.
- France/Spain trip participant meeting during lunch: planned fundraisers such as bake sales and community clean-up
- Attended the PDS committee meeting for GHS with Dr. Hickman, Dr. Sneathen, and several colleagues to discuss short-term and long-term goals for GHS.
- attended Back to School Night at GHS

ITALIAN:

- My classes are getting reacquainted with each other. We were able to talk about summer activities in Italian with my upper level
- My level II have been reviewing material that we used last year and adding more vocabulary through music and songs.
- We are getting ready to begin our food unit and to read the most popular Italian Folk tale of Pinocchio

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- The Italian Club is very busy. We had a very successful St. Anthony Festival here in Glassboro where the students marched in the parade and performed dances and songs learned during Bulldog Block and practices after school.
- With Italian Heritage month in October we are very busy performing in the Tri State Area
 - 10/7- St. Nick Festival—Philadelphia (Sunday)
 - 10/17- Sons of Italy- Collingswood NJ (wed. evening)
 - 10/25- we have two performances
AM Twiddle n Winks in Laurel Springs
PM- Adult Center in Glassboro

SPANISH:

- Spanish 3 Honors and Spanish 1 College Prep this semester.
- Students in the honors level read the novel *La Llorona de Mazatlán*. This novel infused culture with the Spanish language and provided rich comprehensible input for students. Students are working on a choice board to create final projects to demonstrate their understanding of the novel.
- Spanish 1 students worked on an activities unit and began to discuss things they do in their daily lives as well as their likes and dislikes. Students created multimedia presentations that they presented to the class about their likes and dislikes in Spanish.

TELEVISION TECHNOLOGY

- 2017-2018 students documented the graduation ceremony on June 15 and it's ready for release. GHS hardware and software are not capable to handle larger projects like this had to resort to external equipment for this production.
- Student and teacher laptops do not have editing software been and has been in contact with the Tech Department since last school year to see what can be done for the Film/TV and Fine Arts Exploration courses. There are two old computers with very basic editing software (Movie Maker) and two desktops with professional editing software (Adobe Premiere). It has been a challenge to work with consumer cameras and limited editing tools, but she's doing what she can with what she has.
- Students in class and members of the AVC club have been running tests and comparing image and sound quality for GHS's video announcements. They are in the process of gathering footage.

LEARNER'S ACADEMY

- Students enrolled in our MD program have been doing great things in the classroom and throughout the school building. Students have focused on academic and functional skills.
- In order to gain work experience, students have started working in the school cafeteria three day a week. As part of our Life Skills portion of the day, students are cooking a chosen item once a week.

Guidance

Total number of Parent Contacts- by Phone: 103

By Email: 99

Parent sessions: 41

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Total Number of Consultations with Teachers, Administrators and Child Study Team Members:
140

Total Number of Conferences with Teachers, Administrators and Child Study Team Members:
144

Total Number of Contacts with outside Services, Agencies, School: 39

Meetings Attended: I&RS, SCIP, GCPCA, Friends of Rachel, HIB, Diversity, STEM, PARCC

Training/Additional Activities:

Attended GCPCA Mtg.

Freshman Orientation and tour of GHS (In August)

Schedule changes with 9th-12th graders

SAT Registrations

Prepared for ASVAB Testing

Planning Week/Month of Respect Activities

College Presentation to seniors English Classes for college and career

Attended CST meetings

Coordinated tables for Army and Marine

Frontline Training-504

PSAT Booklet handout

Attended Back to School Night

Planned and Presented Senior Parent Night

Attend Gender Identity Workshop

Attended HIB District meeting

Selected and sent GHS students to Bowe School for their Renaissance Assembly

Organized SAT Prep class

Student Sessions

R. Boyd

Total 166

12th -35

11th- 41

10th- 53

9th- 37

M. Mattioli

Total- 163

12th - 32

11th - 39

10th - 53

9th - 39

M. Ragozzino

Total 164

12th- 37

11th- 31

10th- 53

9th- 43

ATHLETICS:

H & PE staff working on establishing an elective selection process for physical education activities.

**OPERATIONS: Grass needs to be cut for games and practices.
Field lines need to be maintained.**

FACILITIES: None

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ADMINISTRATION (PERSONNEL)

A long term sub was secured for Ms. Powers maternity leave which starts on 10.9.18.

Ms. Hasheian, our new Orchestra teacher will be starting as soon as her background check comes in.

OPERATIONS (FACILITIES AND TRANSPORTATION)

None

COMMUNITY:

9.19.18 Meeting with Rowan Graduate Counselor Class

9.20.18 Athletic Hall of Fame Induction Ceremony

UPCOMING EVENTS:

10.4.18 Powder Puff Game – 7PM

10.5.18 – MP4 Renaissance Celebration – 12-1:30PM

10.9.18 Financial Aide Presentation – 6PM – GHS Library

10.10.18 – 8th Grade Shadowing

10.11.18 RCGC College Fair – 6PM

10.9.18 – 10.13.18 – Spirit Week

10.12.18 Pep Rally 1:00

10.13.18 9:30AM Homecoming Parade – 11AM Skits – 1PM Game – 7-10 Dance

10.18.18 NHS Induction Ceremony

10.19.18 Delayed Opening – Parent Conferences

10.20.18 Rowan Homecoming

10.24.18 PSAT's at GHS

10.29.18 School Choice Open House 5:30PM

