

# MIDDLE SCHOOL NEWS

Volume 9 Issue 7

HAMS

April 2015

## PRINCIPALS MESSAGE

Happy Spring,

It is hard to discipline our children because we want to be their friends; however, even though discipline may sting for that moment, it will be worth that brief pain because we are creating a future of responsible and loving children. Parents need to be the voice of reason at home even if it is extremely difficult because although it's easier to be our kids' friends, it is more beneficial for them to have discipline. Saying "no" may make them "hate" you for a limited amount of time, but they will eventually realize it's because you love them. Someday they may even thank you for it. Enduring the negative times will allow you to experience seeing your children flourish as a result of parenting with guidelines.

Discipline is easier when there is support from a spouse or family member to back you up and follow through. Working together validates that you are preventing your child from creating a destructive lifestyle. Studies show that your children feel most secure knowing there are appropriate boundaries and structure that will be enforced. Through a child's eyes, "no" may be mean, but in reality, it's your way of saying, "I love you."

What does appropriate discipline look like in comparison to punishment? The following chart is taken from [www.focusonthefamily.com](http://www.focusonthefamily.com). It outlines the differences between punishment and discipline and explains the value of the latter.



B

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A

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	PUNISHMENT	DISCIPLINE
<b>Purpose</b>	To inflict penalty for an offense	To train for correction and maturity
<b>Focus</b>	Past misdeeds	Future correct acts
<b>Attitude</b>	Hostility and frustration on the part of the parent	Love and concern on the part of the parent
<b>Resulting emotion in the child</b>	Fear and guilt	Security

How can you help your child outside of the household? Supporting discipline at school will show them that not only do they have a caring environment with you, but there is also that same environment and concern for their safety at school. Rules are in place to ensure each student is safe and can acquire the best education possible each and every day. When students see the school and home working together, the message that they are cared for and loved is further ingrained.

"What's right isn't always popular. What's popular isn't always right." --Howard Cosell

As always, thank you for your support!  
Mrs. Venios



## Cooking in the Classroom

**By: Mrs. Gibbs**

Whether it be the smell of bacon frying or cookies baking, mouth-watering scents from the Life Skills classroom frequently fill the hallways of the Huntingdon Area Middle School. A major part of the life skills curriculum is cooking and preparing simple dishes and snacks. The students are responsible for reading recipes, measuring ingredients, mixing ingredients, and cooking/baking the snack.

The clean-up process is not as much fun as the preparation process, but it is certainly a necessity. The students take turns washing the dishes, drying the dishes, putting the dishes away, and cleaning off the table.

The best part of the process, however, is enjoying the finished product! Students love trying new recipes and are proud of their delicious creations.

The Huntingdon Area Middle School Life Skills class would like to share one of their favorite recipes.

### Peanut Butter Cookie Lasagna

1 package of Nutter Butter cookies  
 1 container of Cool Whip  
 1 package of peanut butter cups (chopped)  
 ½ cup of peanut butter, melted in the microwave  
 1 box instant vanilla pudding prepared according to the package

1. Line the bottom of an 8"x8" pan with cookies.
2. Top with a drizzle of the melted peanut butter.
3. Cover with half of the pudding.
4. Cover with half of the Cool Whip.
5. Top with chopped peanut butter cups.
6. Repeat the layering.
7. Decorate the top with crushed cookies, peanut butter cups and a drizzle more of peanut butter.
8. Chill overnight for the cookies to soften.



## Read Across America

By: Mr. Mitchell

The students of 6th grade enjoyed the Frozen hall decor during the winter, but all agreed that by March they were all sick of anything cold related. It was time for the snowflakes, icicles, mittens, and various Disney characters to find their way to spring storage and quickly.

Mrs. Steward, the librarian, challenged the school to a Dr. Seuss related door decorating contest. Mr. Mitchell's 6th grade homeroom took on the task with a determined attitude. After brainstorming ideas and coming up with a theme, they made a list of all the "jobs" that needed to be completed and assigned students to complete each task.

Some of the students worked on covering the door and created the slogan, "I am the reader I speak for the books." Another group made a truffula tree and the Lorax. An individual student completed a Cat in the Hat and several students made miniature Dr. Seuss books to hang in the truffula tree and as a border. Four students created a large Lorax book to sit on the floor to add the finishing touch. It was a real team effort and students of 119 were ecstatic to hear their homeroom announced as the winner.

The reward was a doughnut party in the library. There were many wonderfully decorated doors throughout HAMS. As a group, the winning homeroom decided to ask if the second place door could join them for the celebration. Mrs. Steward was happy to invite Mrs. Gibbs' homeroom, but not half as excited as Mrs. Gibbs' students were to receive the invitation.



## Students Discover the “Treasure” in Learning

By: Mrs. Streightiff

A recent Social Studies project encouraged our 6th graders to share their creative flair. The students designed and named their own islands. They included a variety of landforms and bodies of water which had been studied in class. This project required the students to draw on their knowledge of map skills. We spent several class periods learning about the key elements of a map. Each student designed a compass rose, organized a map key, developed their own scale, and created directions to lead others around their island to discover the hidden treasure.

This project helps to make learning a hands-on experience. Sixth grader, Mackenzie Brown said, “I liked that we could design our own map and we did not have to copy off anything!” Many students chose to type their directions on our classroom chromebooks so they could experiment with the fonts. Some classmates chose to take their projects home and go a step further by tea-staining and singeing the edges of their maps for special effect. Sydney Houck commented, “I liked the creativity that you let us have by letting us choose what to put on our island.” The Treasure Island Map Project gives students an opportunity to demonstrate their learning and showcase their artistic talents.



## Tasty Tidbits

By: Mrs. McNitt

Water and Hydration

Water makes up about 60% of your body weight. It is your body's principal chemical component. Every system in your body depends on water. For example, water carries nutrients to our cells and flushes out toxins from vital organs. Not enough water can lead to dehydration.

While it is not always easy to tell if you are getting enough water, here are a few clues that might help. Headaches, fatigue, dry mouth, and muscle weakness are sometimes signs that your body is not getting enough water. But even mild dehydration can drain your energy and make you feel tired. Although you don't need to rely on what you drink to always meet your fluid needs, water is the best bet –not only is it calorie-free but it is inexpensive and most readily available.

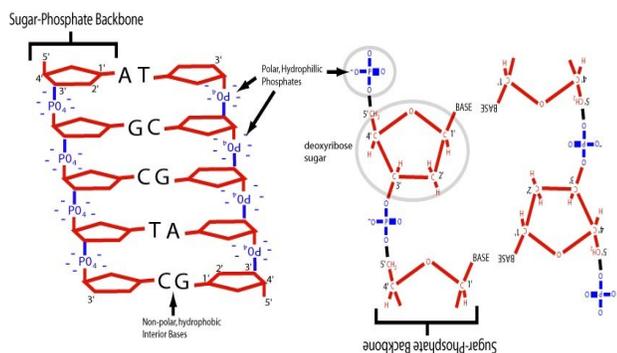
Food can provide about 20 percent of total water intake while milk or juice, which are composed of mostly water, will also count. So, how much water does the average healthy person need? An easy way to remember is the "8 X 8" rule - Drink eight 8-ounce glasses of water a day. you may need to modify your total fluid intake depending on how active you are, your health status and the climate that you live in.



## Life Science

By: Ms. Rygel

During the last marking period, 7th grade science students will be finishing the last of the life science units. Student will be learning about cells and cell structure. In order to bring the microscopic elements of life to the macroscopic world, students will be creating edible cells. Exact details about student participation to come, but be prepared for your student to ask for Twizzlers, M&Ms, and pretzels for a “science project”. After our unit on cells, we will be finishing our section on Life Sciences with an Introduction to Genetics and a visit from Science in Motion. Students will be participating in a lab involving the extraction strawberry DNA. Introduction to Physics will be the last unit for the school year! Students will be learning about motion, forces, and energy which will conclude with building a model rocket designed by NASA! The 7th grade field trip to the Altoona Curve will be preceded by an article from Science World discussing the physics behind baseball pitching which will combine our knowledge of Life Science and Physics.



## Using Newer Contemporary Literature in the Classroom

By: Mr. Miller

The genre of Young Adult literature is more popular than ever thanks to a few dystopian series that have become popular because of their movies. Due to popularity, more teachers are infusing contemporary texts into the curriculums to increase student interest and to fit their reading levels. Unfortunately, this strategy is not without its drawbacks. Young Adult books are far from being universally accepted in school classrooms. Their inclusion presents unique challenges, sometimes literally, but also amazing opportunities. A compelling reason to include Young Adult literature in classrooms is content. Teens, like most readers, appreciate characters and situations that are familiar to them and their lives. Readers have a stronger connection to the text when they can see themselves and their struggles in the story they are reading. Young Adult literature also offers readers many diverse characters, compelling stories, and high quality writing. When incorporated into literature curricula, Young Adult titles can offer a wide spectrum of views on popular themes like identity, conflict, society and survival. Young Adult literature can be easily incorporated into classroom through literature circles, supplemental reading lists, multimedia projects, and of course being paired with traditional texts typically used in classrooms.

Due to the high interest and popularity of Young Adult literature here at the Huntingdon Area Middle School with the 7<sup>th</sup> and 8<sup>th</sup> graders, I have decided to incorporate it more into the curricula we have in place. To do this, my classes have transitioned into Literature Circles and Book Clubs. As of right now, the 7<sup>th</sup> graders are reading *The Outsiders*. One section of the 8<sup>th</sup> grade is reading *The Giver* and the other is taking part of a Book Club where they are in groups of five reading selected titles of their choice. So far, feedback has been popular with the students, and as a teacher there is nothing more rewarding to see a student engaged in their reading, and a enjoying the books we assign them.

## 7/8 Cats

**By: Ms. Goodman**

As we welcome spring, we also look ahead to our *possible* field trips. Our plans are shaping up, and pending school board approval, we'll be sending out definite information soon. Here is some tentative information for now!

7<sup>th</sup> Grade Trip to Carnegie Science Center  
Friday, May 8

This trip includes awesome, interactive exhibits in the Science Center, transportation, and T-shirts.

8<sup>th</sup> Grade Trip to Philadelphia

May 21<sup>st</sup> – Yes, a Thursday. The bus company that we wanted to work with is already booked every Friday in May. It may be a late return time, but we'll take it fairly easy on them the next day in school! This trip will include visits to historic areas in the city such as Independence Hall and the Liberty Bell. T-shirt, transportation, and dinner on the way home are included.

If you are interested in a fundraiser, we have a great one planned! Pending board approval, we will be selling Hoss's dinner kits! Each one sold allows the student to earn \$5.00 toward the trip. There are four different kits available and they range in price from \$15.00 to \$25.00.

Please remember that the fundraiser and trips are still awaiting approval, but we wanted to give you a little information to consider now.

**HAMS**

**2500 Cassady Avenue  
Huntingdon, PA 16652**

**(814)-643-2900**

**Website: [www.huntsd.org](http://www.huntsd.org)**

**Fax: (814)-643-6513**

## LOST AND FOUND

**There are MANY items in the lost and found. If your child is missing anything from clothing to books to lunch boxes, please have them look in the lost and found. This is located in the cafeteria on the back table. If the items are not claimed by the end of the school year, they are donated to the Salvation Army.**

**Additionally, we do not keep any items left at school from a previous year.**



### EVENTS AT H.A.M.S

- April 2– Report cards send home  
 April 3- NO SCHOOL– Good Friday  
 April 6– Computer Animation Club  
 April 10– Global Perspectives -AM  
           PSU Athletes– PM  
 April 13- School Board Work Session –6:30  
 April 20—School Board Meeting –6:30

### PSSA SCHEDULE

- April 14-17 ELA  
 April 21-24 MATH  
 April 28-29 SCIENCE (8th grade only)

**School Closings can happen at any time. With this in mind, please make arrangements with and for your child before they happen. Planning ahead helps lessen your child’s anxieties regarding what they are to do and if their parents know. Also, calling the school ties up the phone lines which may be needed in case there is an emergency.**

**Thank you for helping assist your child when there is a change in the regular school day.**

### Electronic/Mechanical Devices

The unauthorized possession and/or use of any type of electronic or mechanical device, which distracts or impedes the educational process is against policy. The following are examples of such but are not limited to: Cell phones, iPods, cameras, hand held video game systems, tablets and other internet capable devices. Electronic devices are NOT TO BE TURNED ON DURING SCHOOL HOURS. If a device is out without permission it will be confiscated. First offense-the student may pick it up after school. Any offense following will require a parent/guardian to pick up the device and a Level I Discipline Offense will be assigned. Additionally, we ask that parents DO NOT TEXT or CALL their child’s cell phone. If you need to get a message to your child, please call the school office and we will get a message to them.

### **It’s time for PSSA’s!!!**

Your child will be a busy bee this month demonstrating what he/she has learned throughout this school year by taking the PSSA’s. The following is a list of test dates.

Please support your child in preparation for these tests by taking electronics at night, encouraging him/her to go to bed at a reasonable hour, offering support and encouragement, and providing a hearty breakfast. We wish them all the best!!

Testing will take place from 8AM-10AM. Please make sure your child arrives to school on time!!

ELA/Reading: Tuesday, April 14-Friday, April 17  
 Math: Tuesday, April 21-Thursday, April 23  
 Science (8th Grade Only): Tuesday, April 28-Wednesday, April 29

