

CENTER I

Weekly Update 1/20/2022

Director's Note: End of the semester. Time has simply flown by -- but in a good way. Some of our goals for this year were to have more students leave the building to participate in experiences. We have approximately 30 students leaving the building for everything from presentations to attending Lighthouse Studios, or the Music Resource Center, or working with middle school or elementary students. We wanted to bring in guest speakers on a regular basis to talk to the students about various careers -- we have had 8-10 speakers with more lined up for the spring. We wanted Center I to become more of a community of learners, and we are seeing students across schools work together. In creating community, Center I will host its first game night on February 3rd from 4:30-8:00. It should be a fun night of board games and such. I, of course, will defeat all comers in Settlers of Catan, or Ticket to Ride. And pizza will be provided for students. Please put this on your calendar and swing by.

On another note -- it is Golden Apple time:

Please remember to nominate your child's favorite teacher for a [Golden Apple Award](#)! Each winner will receive a \$500 grant for the classroom and will be honored during the Golden Apple Award Ceremony later this year. Nominations can be made through [this form](#), which will close on January 23.

Thank you for taking the time to recognize our teachers.

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Counselor's Note: This week, guest speaker Curtis Winsor visited B Day Media Communications students on Friday. To read about Curtis and other Center 1 guest speakers click [here](#).



Curtis Winsor

Center 1 Game Night -- Save the Date: 2/3/23, After School until 8:00 pm Stay tuned for more information from a (hopeful) student designed flier. Be prepared to play a fun trivia game for prizes, cards, board games, Wii, and indoor pickleball!

Help expand and replenish the Center One Library: The English department at Center One prides itself on students having choice in their reading lives. To that end, we try to keep our library stocked with high-interest titles. Because many of our titles have been popular this year, we are looking to replenish our current supply and add new titles. These additions might include small sets to use for literature circles and class sets. This is one small way that you can help our students maintain the motivation to read. If you are interested in adding to our library supply, please check out the wishlist linked here:

https://www.amazon.com/hz/wishlist/ls/1A2WFHP9ZEQY8?ref_=wl_share

English 10

This week in [Mrs. Blevins's](#) English 10 class, we began our unit on Poetry. To begin, I designed a lesson to unite the concepts of Cybersecurity with poetry. For example, we looked at terms such as virus, deepfake, social engineering, and others, and found examples of these concepts within poems. Hackers have to be aware of the vulnerability of people in order to exploit them. Meanwhile, poets write with startling clarity about vulnerability. This lesson led to some of the best conversations we've had so far this year. Moving forward, the unit will resemble a March Madness-style competitive bracket as we discuss which poems communicate their messages most powerfully.

Micah Schultz's class continued its study of narratives (flash fiction) this week. Students should have completed and submitted all of the lessons and begun their narrative projects, which are due no later than Jan. 20.

English 11

This week in [Mrs. Blevins's](#) English 11 class, students have been gathering evidence for their *Anthropocene Reviewed* essays. We completed idea-generating activities to help students think about their "texts" from various angles. Students gathered an assortment of "they say" and "I say" evidence and we discussed ways to begin organizing these ideas. Next week, students will compose their drafts and submit them for feedback.

Micah Schultz's classes continued their exploration of short stories and narratives (Advanced) or creative nonfiction (AP). Students should have completed and submitted all of the lessons and begun their narrative projects, which are due no later than Jan. 20.

English 12

Micah Schultz's continued their new unit of study of short stories. Students should have completed and submitted all of the lessons and begun their narrative projects, which are due no later than Jan. 20.

Dual Enrollment English

This week in PVCC English, students completed their final exams for English 111. Grades will be submitted to PVCC on Monday, January 23 and we will begin English 112 on Wednesday. Students taking English 112 will need to purchase the novel [Klara and the Sun by Kazuo Ishiguro](#) by Friday, February 3. If you need ACPS to provide a copy for your student, please let me know.

World History 2 and AP World

This week, Dr. Mound's (jmound@k12albemarle.org) World History II students worked to get caught up on the final assignments that will count for this semester's grade, which includes everything up through the Week 20 Scientific Revolution assignment. Students who are caught up moved on to the Age of Exploration. The first assignment provides an overview of the era. The second is a mini project that asks students to evaluate a set of instructor-provided sources that come down on both sides of the question of whether Columbus Day should be a holiday. Students are then tasked with capturing that debate by creating an [American Chopper meme](#) and writing a short explanation of how they used the sources to create an informed and informative meme.

In Mr. Peck's (tpeck@k12albemarle.org) World History 2 class students have been learning about Absolutism and the response to it by Enlightenment philosophers like John Locke and Thomas Hobbes. Working in groups students created their own social contracts, in which they created rules for a hypothetical government and turned them into a class presentation to share with their fellow students. We wrapped up this week learning about the French Revolution. Next week we will examine causes and consequences of the Haitian Revolution, which will segue nicely into our second SOL common assessment on the topic of Latin American revolutions.

In Mr. Peck's AP World History class students have been studying the economic and cultural transformations that resulted from the European colonization of the New World during the early modern era from 1450 - 1700. We also analyzed the major changes in European society brought about by the scientific revolution and the Protestant Reformation. Coming we will be ending our unit on the early modern era before moving on to our next SOL common assessment on the topic of Latin American revolutions.

US/VA History and Dual Enrollment US History

At the beginning of the week, Dr. Mound's (jmound@k12albemarle.org) U.S. history students finished their work on the second state- and district-required DBQ (document based question) assessment, which replaces the previous SOL exam. This DBQ assignment focuses on the Reconstruction period. It asks students to answer the question, "Were the freed people free?" using a combination of state-provided primary- and secondary-source documents. On Thursday, the class moved on to the first lesson in the second unit of the course's thematic, reverse-chronological exploration of American history. This lesson looks at the 1980 election, the rise of the conservative movement in the U.S., and the "Reagan Revolution."

In Mr. Peck's (tpeck@k12albemarle.org) U.S. History class students have also been working on the second DBQ assessment, which replaces the SOL exam. The topic of the assessment, "Were the freed people free", takes a critical view of the Reconstruction era to examine the new freedoms granted to former slaves following the Civil War. Students will primary and secondary sources to learn how Black Americans during reconstruction defined what freedom meant for them, the ways in which they exercised their newfound freedom and political power, and backlash against this initial push for racial equality and justice. This week we completed our review of the source material together in class and students are not prepared to write their final essay, which will be completed in the next week.

US/VA Government and Dual Enrollment Government

This week, Dr. Mound's (jmound@k12albemarle.org) Government students worked on the state- and district-required DBQ (document based question) assessment, which replaces the previous SOL exam. This DBQ assignment builds on the class's discussion of the Bill of Rights by focusing on the criminal justice system. It asks students to answer the question, "What should governments and communities do about mass incarceration?" using a combination of state-provided primary- and secondary-source documents. This week, the class continued the process of analyzing and discussing the documents together. Next week, Dr. Mound will walk the class through the [step-by-step process](#) of writing a solid, source-based paragraph using the sources.

This week, Mr. Peck's (tpeck@k12albemarle.org) Dual Enrollment students began working on our second of three DBQ common assessments. This assessment examines the question, "Does my vote count?" The

analyze that questions students are analyzing voter behaviors, voter turnout, and the various institutional barriers to voting that prevent more eligible citizens from participating in the political process through voting. We will wrap up their analysis of the source material and write final essays next week.

GAME DESIGN

Game Design - Year 1

The students reviewed the peer reviews for each of their group games as well as teacher feedback that was left. Without fail each group both acknowledged items that could be improved and treated to praise for their hard and creative work. Many students dove right back into their Pixel projects to tweak and fix issues. To finish off the narrative section of the course the students created a rough storyboard as if the whole of the work so far was made into a video game. This entailed indicating what levels and encounters it would have as well as where each of the hero's journey sections take place.

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Game Design - Year 2

This week the students finished working on the principles of animation and wrapped up their bouncing ball project. Ultimately, in addition to the squashing and stretching of the ball as it collides with the ground, the student had to pay close attention to the timing of the ball. This timing included the set length of the animation project of 2 seconds and the flow of the ball to simulate the effect of gravity with acceleration and deceleration during the bounces.

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CYBERSECURITY

Team Cookie participated in the CyberPatriot Semifinals on Jan 20th. While only platinum tier participants can advance to finals, this is a Center I milestone! Please congratulate Team Cookie on their hard work!



Cybersecurity - Year 1 Heather Schmidt

Ethical Hacker Agreement was sent home to be signed, and many have not returned.

Continuing on our Exploring of Data Security unit, students learned about hiding data through use of Steganography before practicing hiding messages in JPEG image files. One of the least familiar to students storage places for data is the database, so we learned about SQL databases. Students practiced creating, modifying, and querying SQL databases. Students continued to work in [CyberStart America](#), a gamified educational platform designed to teach cybersecurity to high school students. Our Exploring Data Security unit culminated in a self-exploration of our digital footprints with two projects.

Cybersecurity - Year 2 Heather Schmidt

Ethical Hacker Agreement was sent home to be signed, and many have not returned.

On Monday 1/9, A Day students (all seniors) traveled to George Mason University to participate in the Virginia [CyberSlam 2.0](#), where they joined 400+ students to participate in hands-on sessions and learned about work in cryptocurrency crime. Our very own Aubree Brandt was chosen for the scholarship for the CompTIA Security+ Training course donated by Intellectual Point. She was the single CyberSlam participant chosen based on her teacher's nomination.



On Friday 13, B Day students traveled to Lakeside Middle School to instruct the Coding, Cyber, and IT class on how the coding work they are currently working on correlates to cybersecurity. The middle schoolers enjoyed several demonstrations of cybersecurity related coding as well as a hands-on activity. The familiar face of Mr. Craddock popped in to see our demonstration.



Coursework: A Day - Layer 2 attacks and how to prevent or reduce impact of them. B Day - Reviewed the new case study NotPetya attack before exploiting Server Message Block (SMB) vulnerabilities, wrote a script to loop through an IP list and collect hashes by invoking Impacket tools.

MEDIA COMMUNICATIONS

Media Communications: Year 1 and Year 2

It's hard to believe, but we have reached the end of the first semester! This week in Media Communications, students spent their time completing missing work and assessments. In addition, all students in year one and year 2 have begun brainstorming, planning, and thinking about what they're planning on learning in the second semester. In year 1, the class will transition to a phase where students will be able to freely pick and choose what they would like to explore in the pathway. I will be conferencing with everyone to plot out a series of projects that they will complete between now and the end of the school year. We also had a few groups travel to the music resource center this week and will continue doing that as we head to spring. As always, if you need anything please do not hesitate to reach out to me at dglover@k12albemarle.org.

Nurses Note:

Our students have been pretty healthy this far (knock on wood) but with the coming holiday break please keep in mind the following protocol for the management of illness in school.

A student who becomes ill at school with fever, constant cough, shortness of breath or difficulty breathing, persistent sore throat, vomiting and/or diarrhea will be sent home. If the student has no known exposure to COVID-19 in the last 10 days, they may return to school when their symptoms have improved and they have been fever-free for 24 hours without the use of fever-reducing medication.

A student who is experiencing COVID 19 symptoms* and has a known exposure to someone with COVID 19 within the past 10 days will be sent home from school and may not return to school until their symptoms have improved, they have been fever-free for 24 hours without the use of fever-reducing medication, and one of the following has occurred:

- The student has provided a Return to School Form completed by a healthcare provider:
- The student has received a negative COVID-19 PCR test;
- The student has provided a signed Parent/Guardian Declaration Form as proof of a negative COVID-19 antigen (rapid) test taken on or after Day 6 (with Day 0 being the first day of symptoms); or
- At least 10 days have passed since the onset of symptoms.

*COVID-19 Symptoms include fever, cough, shortness of breath or difficulty breathing, new loss of taste or smell, sore throat, chills, fatigue, headache, stuffy or runny nose, vomiting, and/or diarrhea.



Previous Newsletters

- Center I - 12/16/2022 - Weekly Update (Holiday Edition)
- Center I - 12/02/2022 - Weekly Update
- Center I - 11/18/2022 - Weekly Update
- Center I - 11/11/2022 - Weekly Update
- Center I - 11/04/2022 - Weekly Update
- Center I - 10/28/2022 - Weekly Update
- Center I - 10/21/2022 - Weekly Update
- Center I - 10/14/2022 - Weekly Update
- Center I - 10/7/2022 - Weekly Update