

August

Get ready to show your Alps Team spirit! The [Alps Team Spirit Wear Store](#) is now open and ready for shopping!

Please note that purchasing spirit wear is optional, not mandatory. However, if you'd like to participate, this is a fun opportunity to show your Alps Team pride!

The store will only be open for a limited time, so be sure to place your order before it closes. Please note that we will not be placing a second round of orders, and we cannot accept late orders.

Don't miss your chance to grab some great Alps gear and show off your team spirit!

Science and ELA - Mrs. Mayerhofer

In science, we kicked off our Weather and Climate unit. Students explored a variety of scientific data, including graphs, maps, temperature records, and other evidence, to examine events and patterns connected to climate change. Through analyzing and discussing these data sets, students practiced identifying trends, making observations, and using evidence to support their thinking.

SEL: I can work positively and productively with my peers.

In ELA, students focused on establishing classroom routines and expectations that will help create a positive and productive learning environment throughout the year. As we settled into our daily routines, students practiced what it means to actively read, think, and communicate. Students also put their creativity to work by writing a six-word memoir, using just six words to share something meaningful about themselves. In addition, we focused on the important skill of summarizing, as students learned how to write an accurate and thorough summary of a story or book by identifying key ideas and important details.

SEL: I can communicate respectfully.

ELA and Social Science - Mrs. Snyder

We had a fun first two weeks of language arts! Students learned how to navigate the classroom and library. We discussed what makes a classroom successful and created a classroom contract. Students learned about nouns, verbs, subjects, and predicates. They set SMART goals for the first trimester and learned how to write an objective summary of a fiction text. Finally, the LC director, Mr. Sanford, presented a library orientation.

SEL: I can use planning and organizational skills.

In social studies, students designed a poster outlining tips and strategies for creating an ideal workspace and how to best manage their time. Then, students learned how artifacts can provide information about culture, lifestyle, and history. They then presented a personal artifact to describe their identity. In addition, students learned about primary and secondary sources and how these artifacts reveal information about culture and technology. Finally, students learned how to analyze a source for its credibility.

SEL: I can develop interests.

Math and Social Science- Ms. Barrett

We have had some meaningful math experiences so far! I have been getting to know your student's background regarding math through their math autobiographies. We also analyzed and practiced the divisibility rules and prime factorization. We have been generating social expectations for a productive and positive learning environment. Next week, we are looking forward to challenging number theory problems, including a connection to cryptography! The students will also be logging into their online *Big Ideas* math textbook. We will continue learning about and reinforcing social, procedural and supply expectations as we move into solving linear equations in one variable.

SEL: I can adapt my behavior in different settings to meet expectations.

In social studies, the students have learned about work habits for success by designing a pamphlet that illustrates or describes their ideal workspaces and tips for time management. They have also been learning that our understanding of history is dynamic, with archaeologists unearthing artifacts that serve as new evidence requiring revised inferences about the past. The students are also understanding how artifacts are clues to people's values and traditions. I look forward to learning more about your students through the personal artifacts they will bring in and the stories they will tell about them! Soon, the students will learn how to distinguish between primary and secondary sources and how to evaluate source credibility. Then we will

begin our study of how our earliest ancestors lived in Africa before groups migrated to populate the rest of the world.

SEL: I can describe healthy strategies that will help me be productive.

Counselor - Mrs. Zafiropoulos

It has been wonderful getting to know our 6th graders as they settle into their new routines, meet their teachers, navigate the building, and adjust to life in junior high. I've been so impressed with how well they are handling this big transition!

As the 6th grade counselor, I'm here to support students throughout the year with academic, social, and emotional needs. One of the best ways for students to feel connected and make Kennedy feel like home is to get involved! I encourage all of our 6th graders to find something that interests them, whether it's a club, intramural, activity, or other opportunity. Students should be sure to listen to the daily announcements for information about upcoming clubs and intramurals and how to join. Information about our intramurals and clubs can also be found on the Kennedy website.

I'm looking forward to continuing to get to know our students and helping make their first year at Kennedy a positive and successful one. Please don't hesitate to reach out if there is ever anything I can do to support your child. I'm excited for a great year ahead!

September

October

November

December

January

Feburary

March

April

May

