



Classroom News

October 2019

TECHNOLOGY



Milestone has initiated a few new courses this year focusing on the Internet and what it has to offer our students. Those courses are

Digital Literacy, Web design and Coding.

Digital literacy is a course developed to teach students responsible choices when using the Internet. Today's children are on the computer 1/3 of their day. When it comes to technology it is extremely important that as educators, we meet the needs of the 20th century student engaging the use of technology as an everyday practice.

Web design is another course we are implementing so that students can create their own online portfolio. Digital portfolios are the best way of displaying students' achievements. This course teaches our students to create and share their work with the world if they so choose. Each personal

Webpage will be an archive of their achievements throughout their high school years. Be prepared to see how well versed your child is when it comes to creating a Website.

Our third course is coding. For those of you unsure what coding is, it is the process of assigning a code to something for the purposes of classification or identification. Coding gives children the opportunity to better understanding of machines they will interact with the rest of their lives. Studies have found that when people work with coding, five brain regions are activated related to language processing working memory. 71% of all new jobs are using some form of coding. Today's students can fill gaps in the job market more easily if they learn coding at an early age. This enables student's self-expression to impact the world around them while fostering problem-solving skills.

We are dedicated to allowing students to see real-world connections to lessons they're learning. This will give a well-rounded set of skills and knowledge to serve well both professionally and personally. – Ms. Maguire

NUTRITION WORKSHOP

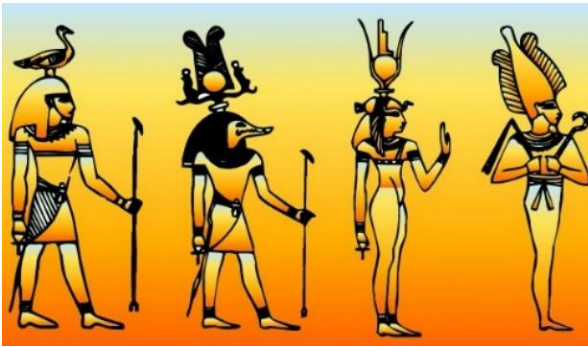
On October 10th our student participated in a nutrition workshop conducted by on the Kellsey Frank from Drexel University. Students learned the basics of good nutrition and filled in a worksheet to show the proportions they should be eating from the various food groups. At the end of the workshop everyone was treated to a Yogurt parfait with strawberries and chocolate Cheerios.

For more information please visit the Harvard University's School of Public Health @ <https://www.hsph.harvard.edu/nutritionsource/healthy-eating-plate/>

See the Health Eating Plate on the last page of this newsletter



SOCIAL STUDIES



Our young historians have made a strong start in the process of understanding the world around us. From Ancient Egypt to Industrialized England, Social Studies students here at MileStone Academy have been exploring our world's past to prepare themselves for their futures. Our courses include African American History, U.S. History, Civics, Modern World Studies, Sociology, and Current Events. With a wide range of topics, students can see the past in different ways.

An important part of the process has started in our Civics and U.S. History classes. In order to understand the history and politics of our country, these students have been mastering the 50 States. They did so by breaking our country down into four regions. From there they have started to memorize the names and location of each individual state. Learning where each state is in combination with their regular course information has been a lot, but students have been up to the challenge. Doing so has allowed for them to see just how diverse yet connected our nation truly is.

Our Current Events students have taken it upon themselves to stay up to date on the world as things are happening. Our student Angel Velasquez spent the time to broaden all our perspectives on how hurricanes, like the one that struck the Bahamas, hurt more than just people. His emphasis on how thousands of pets are left behind gave us a picture on how these horrible events impact all kinds of creatures in our world. He also mentioned how there are some who are doing what they can to help during these natural disasters. Shelters take in these abandoned animals and some citizens even rescue animals as they search in the aftermath.

Angel and his classmates have also taken the chance to discuss other global events such as the September 20th Climate Change Strike. They spent time discussing how student voice can be used to push for change in society. All high school students will become voters in the next few years if they are not already. This means that they will use that right to vote to represent what they want to happen in our country. Our students stated how our elected officials would benefit from hearing what they have to say because of their voting power.

All our students have been making great progress so far in our Social Studies classrooms. We look forward to seeing what they will accomplish the rest of the year! – **Mr Kelly**



EVERYONE CAN DRAW

Art has this reputation where if you're not born with the natural ability or talent to draw, you're not an artist. It is a reputation that plagues creativity, expression, and the way we view the world around us. For students that have not drawn or created art before, asking them to create a drawing can be quite an anxiety-provoking task. Students tend to be highly critical of their work, and therefore, become discouraged and may compare themselves

to other works of art they've seen before. The issue they don't realize though, is that they're comparing themselves to people they may not even know. They're comparing themselves to somebody who works in a completely different style. In all the comparison-making they're doing, they lose sight of the most asset they have when it comes to art making: the ability to uniquely express their artistic views and embrace the style that comes natural to

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them. Students don't realize that they *can* be taught to draw. They *can* learn to draw, and they *can* be an artist.

I found out a student of mine is volunteering at a cat shelter and loves cats (as do I!). So, establishing a conversation where he could be comfortable, and talk about something he enjoyed doing was a good way to ease him into drawing. I had my students pick one of the principles of art and design and create an image that represented one of the principles. I then went over to the student and asked him if he knew what he wanted to draw, which he replied, "I don't know, I can't draw." I reassured him by saying, "Don't worry, I'll teach you. It's not as difficult as you think." After finding out how much he loved cats, I suggested he find his favorite picture of a cat, and I'd guide him through the process of drawing it step by step. Surprisingly he was willing to do so, and I started by explaining to him not to get caught up in the fine detail, but rather, look at the basic shape of the head, ears, eyes, etc. I would ask him, "What is the shape of the head?" And after he replied with a circle, I would tell him to start with a circle, and then ask what shape the ears were and if he noticed a difference

between the two ears (one was thinner than the other) which he was able to identify. After sitting with him for 20 minutes and walking him through step by step, I saw the look of surprise on his face, and told him how I appreciated the effort, and perseverance he put through a task he had a lot of anxiety in completing.

After giving him the sketch book, the next day he came into school not only excited to show myself his drawings, but also the counselor and administrator. We were all speechless, and ecstatic that he found something that he enjoys doing. He even mentioned that he did not sleep much the night before because he was busy drawing in his sketchbook.

Not only is the student continuing to feel inspired in his classes, but he is bringing that source of inspiration to his home as well and exposing himself to the incredible works of art by some of the world's most well-known artists. He is also completing more work in his classes than he has before. I look forward to seeing this student continue to grow and thrive in his upcoming year

Ms. Corrigan



HEALTHY EATING PLATE

Use healthy oils (like olive and canola oil) for cooking, on salad, and at the table. Limit butter. Avoid trans fat.

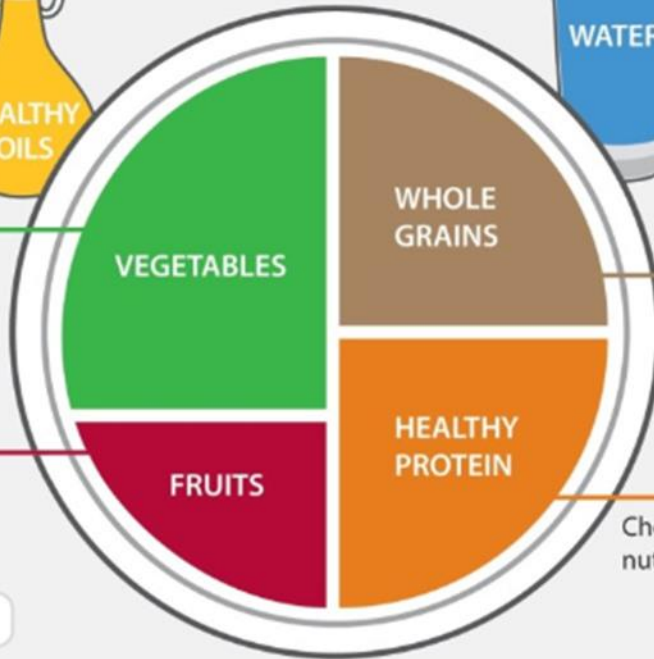


The more veggies – and the greater the variety – the better. Potatoes and French fries don't count.

Eat plenty of fruits of all colors.

 **STAY ACTIVE!**

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Drink water, tea, or coffee (with little or no sugar). Limit milk/dairy (1-2 servings/day) and juice (1 small glass/day). Avoid sugary drinks.

Eat a variety of whole grains (like whole-wheat bread, whole-grain pasta, and brown rice). Limit refined grains (like white rice and white bread).

Choose fish, poultry, beans, and nuts; limit red meat and cheese; avoid bacon, cold cuts, and other processed meats.



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