



MLCA NEWSLETTER

ACADEMIC EDITION JUNE 2020

MLCA@HOME: REMOTE LEARNING PLAN



A snapshot of the MLCA "Countdown to Summer" all-school assembly zoom, Friday June 12th 2020 - what a year!

MESSAGE FROM THE BOARD _____

The progress of history isn't linear. In a moment, cultural mores, political convention, and patterns of everyday life are upended in the unexpected lurch of tumult. Who would doubt that we are witnessing such a moment today?

In the space of a week, we went from the busy warmth of everyday life at MLCA to a fully remote program. Mr. Chilbert's welcome handshake, Mrs. Rice's smiles - liberally dispensed, Mrs. Butterworth's violin ensemble, Mr. Soto's recess games, the early morning energy of Judaic and Christian studies classes, the whir - and sometimes obdurate stillness - of robotic vehicles in programming class, the furrow-browed concentration of young artists squinting at still life subjects - all these were replaced with confinement and isolation and Zoom classes. It was a radical change not only for our students but also for our faculty and staff who performed Herculean feats to bring it all about with grace.

In a deeper sense, though, beyond the disruption to routine and the occasional technical glitch, I am struck by how little really did change. The pages of this edition of the MLCA Gazette are testament to how much we accomplished in spite of the challenges and at a time when so many others simply surrendered to circumstance. Our kindergarteners read the myths of Theseus, Perseus, and Atalanta and studied William Pitt's defense of the colonies, the Intolerable Acts, Nathan Hale's capture, and General Burgoyne's surrender at Stillwater. Our third graders diagrammed chromosomes, used Punnett squares to compute genetic probabilities, and dug into their first French novel. Our sixth graders mastered Latin's conjugations, declensions, tenses, and voices; traced the transformation from Renaissance to Reformation through contemporary art, contrasting the richness of Albrecht Dürer's etchings with Vermeer's light-infused canvases; read Emile Zola in French; and worked extensively with linear equations.

As exceptional as all of this is, we should not be surprised. We are a school that is built on the immutable bedrock of truth and beauty. The world around may be almost unrecognizable but, through our pursuit of what is most important, our course remains steady - and all the more urgent.

We pray that the upcoming academic year will bring health and civic solace and that we reunite in our lovely school building in September. No matter what may come, I know that our students and our teachers will be immersed in this most wonderful endeavor of learning.

Love, Matt



The almost "All School Photo" (as many as we could gather at one time!), taken on October 2019

MATH COMPETITION RESULTS: MOEMS

This was the second year that MLCA students participated in the MOEMS (Mathematical Olympiads for Elementary and Middle Schools) competition. There are two levels of this competition, E for grades 4 to 6 and M for grades 6 to 8.

All students in grades 4 through 6 participated in the level E competition. Out of the 21 participants, 16 received a Patch for placing in the top 40% of all participants nationwide, with 12 of them placing in the top 25%.

Special congratulations go to Katie Fradkin for receiving a perfect score on level E, placing

her in the top 2% of all participants. We further congratulate Ari Shpilman, Isabella Greenfield, and Marshall Zafiriou for receiving a Silver Pin, awarded to the top 10% of all participants.

The level M competition was taken by 10 students at the school. Seven of them placed in the top 40% of all participants and received a Patch. Katie Fradkin received a Silver Pin for placing in the top 10% of participants. The next two highest scores were achieved by Ronan Myers and Marshall Zafiriou, who both placed in the top 20% of all participants.



KINDERGARTEN

TEACHER: MR. CHILBERT

SUBJECT: ENGLISH



Since March, the Kindergarten English class has been meeting live for 40 minute class conversations, four days a week. We have been able to learn three new poems during this time, which brings our grand total up to ten learned poems this year (you may find the list below). We also completed our in-depth study of the foundational Greek myths which included some of the later Greek Heroes such as Perseus, Atalanta, Theseus, Hector, Achilles, and Odysseus. Afterwards, we turned our attention to the final ancient civilization of the year: Ancient Israel. We learned about some of the essential stories and characters in the Hebrew Bible such as the creation and fall of man, Cain and Abel, Noah's arc, the lives of Abraham, Isaac, and Joseph, the exodus from Egypt, the Kingship of David, the exile into Babylon, and the terrifying story of Jonah and the whale.

While the kindergarten curriculum emphasizes story-telling and poetry recitation, we still seek to prepare students for the first grade phonics and reading program. In order to keep track of student reading levels, I had a few reading check-in class periods where I measured each student's ability to read Kindergarten level material. I will mention at the end of the report wheth-

er or not there will be any necessary catch-up work for each student.

TEACHER: MADAME D'HERVE

SUBJECT: FRENCH

When we switched to remote learning in mid of March, our French class met on Mondays and Wednesdays on its regular schedule, for an average of 45 minutes live Zoom lessons. On Tuesdays and Thursdays, the students had remote French lessons guided through google drive documents. When the children faced the enormous challenge of online class due to their very young age and after two weeks of finding their marks with zoom (mainly connecting on time, being ready mentally and physically for class), they adjusted very quickly and behaved very well. We kept the same daily routines we had since September about greetings, the date, the weather, and the French songs. We finished the book "Français 2" and we started the book "Français 3". We completed one sixth of the book until lesson 5 and they took an evaluation the last week of school. The difference with the book # 3 is that the students are not only asked to speak French but also to write in French, knowing that French is not a phonetic language. It involved learning to write new sounds like "an", "ai", "on", "ou" (that they were able to identify phonetically thanks to the work on the songs and on the two previous French books). We learned about foods, animals, objects, colors, places and prepositions as well as some verbs (to play, to eat, to like, to look at, to take). In the fall, we will continue to learn with the book "Français 3" and to focus on the writing as well as the speaking of French.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY

Since we switched to remote learning, we have maintained a schedule of meeting and

listening to an audio recording of our text once each per week. The audio was meant to function as a class itself, as we covered new material, although several students were unable to listen to it, which caused some delay in reviewing during subsequent Zoom meetings. Be that as it may, we were able to use the two forms to maintain a pace that allowed us to arrive at our goal for the year, to wit, the end of the Revolutionary War and the framing of the Constitution. Although our change of circumstances took a bit of adjusting, we had relatively few technical problems and only negligible adjustments in terms of student behavior (playing with backgrounds, making faces, etc.).

As a result, we covered quite a bit of material: the Stamp Act, William Pitt's defense of the colonies in Parliament, Patrick Henry's famous speech, the Boston Tea Party, the Boston Massacre, the Intolerable Acts, Lexington, Paul Revere's ride, Concord, Bunker Hill, the Declaration of Independence, Nathan Hale's capture, the Battle of Trenton, General Burgoyne's surrender at Stillwater, General Fraser's death, the winter at Valley Forge, von Steuben's drilling of the troops, John Paul Jones' adventures, Benedict Arnold's treachery, the Battle of Yorktown, Washington's Farewell, and finally the framing of our Constitution.

Also, many students did an excellent job memorizing a paragraph from Patrick Henry's speech! In all, we were not notably hindered by the change in format and I look forward to seeing students next year - in an actual classroom.

TEACHER: MRS. SHPILMAN

SUBJECT: MATH

As you know, our last trimester of math class took place virtually. Students completed independent work three days per week, and we met for a weekly virtual class over Zoom on Thursday mornings. Despite the challenges of conducting class over Zoom with five and six-year olds, we had a productive trimester!

We covered the following topics, with students having extensive practice and getting close to our objective of fluency:

- Recognition, naming and comparing of

- two and three-digit numbers
- Skip-counting by 2s, 5s, 10s, 100s
- Addition and subtraction within 20, using various strategies, such as counting on, recognizing doubles, and getting to 10 and beyond

Additionally, we developed our logic skills by playing various games and solving logic puzzles, such as Set, Parks/Bears, Function Machine/Guess my rule. Over the summer, students will practice the skills they developed in class to ensure that fluency isn't lost and the material remains fresh in their minds.



SPLAT! Math games during a zoom class

TEACHER: MR. DARER

SUBJECT: SCIENCE

During our remote learning time this past trimester, the Kindergarten/1st Grade Science class met once a week.

We began our remote learning classes exploring the causes and properties of sound. We observed how when rubber bands are plucked, they vibrate and also produce a sound. I challenged the class to produce different notes using their rubber bands and they came up with some creative ways to do so. Some students adjusted the tension of their rubber band (pulling tighter and plucking) while other students doubled their rubber band (folded it on itself). From here, we

discussed how the pitches we hear depend on how fast the vibrations are occurring and that fast vibrations produce high notes while slow vibrations produce low notes. We used this concept to explore how a xylophone and a piano produce different pitches. We then watched a video demonstrating that sound travels from a vibrating object to our ears because the vibrating object causes the air particles around it to vibrate. These vibrating air particles in turn bump the air particles next to them (similar to dominoes falling) and eventually the air particles collide with our eardrums which convert the collisions to a signal sent to our brain! We put this concept into context by watching a video where a scientist made sprinkles jump around by a covering bowl with plastic wrap, placing sprinkles on it, and humming near the bowl.



Sound vibration experiments

We completed a water cycle experiment where we put a small amount of water in a large bowl, placed a small empty cup in the middle of the bowl, covered the large bowl with plastic wrap, and placed a penny in the center of the plastic wrap (directly overhead the small cup and causing a slight depression in the plastic). After a few weeks there were several drops of water in the small cup. We discussed what occurred using the water cycle terminology of evaporation, condensation, and precipitation.

We spent one class learning about Earth's atmosphere, Earth's rotation and revolution, and the causes of day/night time cycles before moving on to Outer Space (a favorite topic), where

we learned about black holes, the Big Bang Theory, and how the atoms on Earth were created inside of stars. We also watched and discussed the recent SpaceX launch. During our last class, we studied the difference between a chemical mixture versus a chemical reaction, as well as the difference between atoms and molecules all while exploring what a flame needs to burn. In this chemistry video, we saw that a candle requires oxygen to continue burning and that the carbon dioxide gas produced by mixing baking soda and vinegar can be used to extinguish a candle flame because the heavier carbon dioxide gas displaces the oxygen near the fire.

TEACHER: MRS. BUTTERWORTH
SUBJECT: PIANO

When we switched to online learning the week after spring break, younger students only had piano lessons and no group music theory. They already started to learn their concert songs before spring break but most of them read just a little part of it and they had to do the most of the work during the Zoom trimester.

This trimester showed that some kids could work surprisingly well online, they learned more than 2 concert songs, but even if they learned only one song or gave up with one song halfway, or had to start an easier song than was planned before spring break, they had a great opportunity to learn by themselves. They had to learn to be more independent, follow the verbal detailed instructions, such as: "Find second page, third line, fourth measure, second chord in left hand, middle note". And they were learning to find these right spots in notes, right keys on piano, right fingers or sometimes write right fingers by themselves. I could not point where to start or where to write. Even those kids who could recognize all notes very fast before, were spending more time online. Every lesson was like a tiny victory.

Also we met such difficulties as:

- * Slow internet connection. It made it difficult sometimes to understand rhythm, or to see if the student is using right and comfortable fingers, or to hear every note.

- * I could not fix hand posture. I could only explain or remind them to keep it right.
- * With older students I could not see the pedal or hear it clearly. I could only explain when to press it and when to take it off.
- * Some students did not have a printer and some did not have a piano.
- * Sometimes kids were frustrated with this situation or could not stay focused.
- * We had to give up with a few duets because first of all we could not polish it online and then record it.
- * Kids could not see each other's step by step progress and it usually encourages them to work better.

I am happy that I had this chance to teach online and through all those difficulties because we got good results, our patient parents recorded a great memorable video that I watched already about 30 times each. Of course I see that there's something we could polish better offline, but I also see how smart and special our students are. They all are my heroes.



TEACHER: MRS. VOZNAYA
SUBJECT: PIANO

With some students we learned the new pieces by Zoom. Of course, some of the nuances and technicalities are better to show in-person. But if a student had difficulties, I recorded training videos for a better development of the musical material. Some students had Duets in repertoire, I recorded my part for them to practice with accompaniment. We spelled notes through Zoom also. And we were in touch with parents to help students improve their skills. I think it was successful. I prefer to practice in-person, but Zoom works in difficult situations.

TEACHER: MRS. BUTTERWORTH
SUBJECT: STUDIO ART

During this unusual online trimester we only had 5 optional lessons of Art. I was surprised to see almost everyone. We were drawing 5 illustrations for the children books - "The three little pigs", "Tom Sawyer", "Aladdin", "Mary Poppins" and the "Wizard of Oz". In the beginning of lessons I was showing them my illustration as an example, checking if they remember the story, asking them to find perspective and finding what objects make characters of the book more recognizable. Then I was drawing with step by step explanations on another piece of paper.

Almost all objects or shapes we have drawn before already so it was not very hard for kids to put it all together through the zoom lesson. We repeated perspective, proportions of the human body, drawing the body in different positions. If some objects were difficult we were separating it into easy shapes. The children looked excited during class, they were telling me about the book we drew. The illustrations that I saw through zoom were pretty recognizable. Kids had to color it by themselves.





"Tom Sawyer", "Aladdin", and the "Wizard of Oz" by Mrs. Butterworth

FIRST GRADE

TEACHER: MR. CHILBERT
SUBJECT: ENGLISH

TEACHER: MADAME D'HERVE
SUBJECT: FRENCH



English lesson with Mr. Chilbert

When we switched to remote learning in mid of March, at first the students were instructed by recorded videos. Then mid of April, we started to meet on Mondays and Wednesdays on a regular schedule, for an average of 45 minutes live Zoom class lessons, plus guidance with google drive documents.

On Tuesdays, the students had remote French lessons guided through google drive documents and on Thursday, they had French conversation class with Madame Nsele for 30 minutes live Zoom class. In addition to this, they had homework two to three times a week, the same kind that they had since September, and they also had to read and listen to French stories on Storyplay'R and to write two sentences a week with vocabulary related to the story.

When the children faced the enormous challenge of online class due to their very young age and after finding their marks with zoom (mainly connecting on time, being ready mentally and physically for class, having their white board and French book, finding the camera to show me their work on their white board), they adjusted quickly and behaved very well. We kept the same daily routines we had since September about greetings, the date, the weather, and the French songs. We also kept the weekly routine of "dictée". We finished the book "Français 3" and we completed an evaluation. We learned about family members, adjectives, places (stores...), foods and drinks, money and numbers, transportation, as well as conjugations of new verbs (to have, to draw, to cost, to work). In the fall, we will start the book D "Gérard et ses copains", which consists mainly of reviews at the beginning of the book. We used these chapters to reinforce the studying of the conjugation (even plural forms).

This past trimester was off to a regular start after conferences in February. The interruption of quarantine certainly waylaid particular class goals, but not by much. We were able to finish memorizing all of our first grade poems, to complete 75% of the A is for Apple phonics book, reach pg. 50 penmanship, and get a lot of dictation and spelling practice. The students were all given pre-recorded videos to help them through the classwork and, of course, to listen to J.M. Barrie's Peter Pan. We greatly enjoyed seeing each for our Poetry Evening and end-of-the year live zoom conversation.

With the limitations of quarantine in mind, I will speak to the two most important and measurable categories of English class: reading (decoding, comprehension, and fluency), penmanship (hand position, shape of letters, and mechanics).

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:				History K-1	History K-1
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Sources.)	English K Science K.1 Math K French K		English K Math K French K	English K French K	English K
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Times:	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-9:20					
2 9:25-9:45		Break Zoom			
3 9:50-10:10			English Zoom	Math Zoom	
4 10:15-10:35			English Zoom	Math Zoom	
5 10:40-11:00	Science Zoom				
6 11:05-11:25	Science Zoom	Gym Zoom			
7 11:30-11:50		Ediz piano MV			
8 11:55-12:15				English Zoom	History Zoom
9 12:20-12:40	French Zoom		French Zoom	English Zoom	History Zoom
10 12:45-1:05	French Zoom		French Zoom	Everett piano MV	
11 1:10-1:30				Art Studio Zoom 1:10-1:55	English Zoom
12 1:35-1:55				Art Studio Zoom 1:10-1:55	English Zoom
13 2:00-2:20	English Zoom		Everett piano MV		
14 2:25-2:45	English Zoom		Ediz piano MV		

Kindergarten Remote Learning Schedule



French workbook

TEACHER: MR. GORMLEY
SUBJECT: HISTORY

Since we switched to remote learning, we have maintained a schedule of meeting and listening to an audio recording of our text once each per week. The audio was meant to function as a class itself, as we covered new material, although several students were unable to listen to it, which caused some delay in reviewing during subsequent Zoom meetings. Be that as it may, we were able to use the two forms to maintain a pace that allowed us to arrive at our goal for the year, to wit, the end of the Revolutionary War and the framing of the Constitution. Although our change of circumstances took a bit of adjusting, we had relatively few technical problems and only negligible adjustments in terms of student behavior (playing with backgrounds, making faces, etc.).

As a result, we covered quite a bit of material: the Stamp Act, William Pitt's defense of the colonies in Parliament, Patrick Henry's famous speech, the Boston Tea Party, the Boston Massacre, the Intolerable Acts, Lexington, Paul Revere's ride, Concord, Bunker Hill, the Declaration of Independence, Nathan Hale's capture, the Bat-

tle of Trenton, General Burgoyne's surrender at Stillwater, General Fraser's death, the winter at Valley Forge, von Steuben's drilling of the troops, John Paul Jones' adventures, Benedict Arnold's treachery, the Battle of Yorktown, Washington's Farewell, and finally the framing of our Constitution.

Also, many students did an excellent job memorizing a paragraph from Patrick Henry's speech! In all, we were not notably hindered by the change in format and I look forward to seeing students next year - in an actual classroom.

TEACHER: DR. FRADKIN
SUBJECT: MATH

During the three months of online learning, the first grade math class met twice a week for live zoom classes and on the remaining days worked independently on Khan Academy. Every week, I assigned the work to be completed on Khan Academy and was able to see how the students did. Some of the Khan Academy assignments were review of what we had already done earlier in the year, while others covered new material. Overall, I believe that the work on Khan Academy prepared the students well for starting Beast Academy next year, with a preview over the summer.

The online classes were of two types. Once a week I met with the first grade students altogether, and the other day I met with them in smaller groups. Most of the "altogether" classes were spent on me reading "Funville Adventures" to the students, a book that I co-authored and that introduces children to the concept of a function. After reading the book, we discussed a number of concepts related to functions and solved some puzzles. Examples from the book and everyday life were used to illustrate the concepts of domain, invertibility, and commutativity. Whereas those may be big words, the ideas are quite simple. For example, would you ever put clothes in a dishwasher? No, because the domain of the function "dishwasher" consists only of dishes. Does it matter in which order you put on your socks and your shoes? Yes, so those two operations do not commute.

The smaller group classes were used to go over some material covered in Khan Academy and to do some logic puzzles such as sudoku.

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester, the Kindergarten/1st Grade Science class met once a week.

We began our remote learning classes exploring the causes and properties of sound. We observed how when rubber bands are plucked, they vibrate and also produce a sound. I challenged the class to produce different notes using their rubber bands and they came up with some creative ways to do so. Some students adjusted the tension of their rubber band (pulling tighter and plucking) while other students doubled their rubber band (folded it on itself). From here, we discussed how the pitches we hear depend on how fast the vibrations are occurring and that fast vibrations produce high notes while slow vibrations produce low notes. We used this concept to explore how a xylophone and a piano produce different pitches. We then watched a video demonstrating that sound travels from a vibrating object to our ears because the vibrating object causes the air particles around it to vibrate. These vibrating air particles in turn bump the air particles next to them (similar to dominoes falling) and eventually the air particles collide with our eardrums which convert the collisions to a signal sent to our brain! We put this concept into context by watching a video where a scientist made sprinkles jump around by a covering bowl with plastic wrap, placing sprinkles on it, and humming near the bowl.

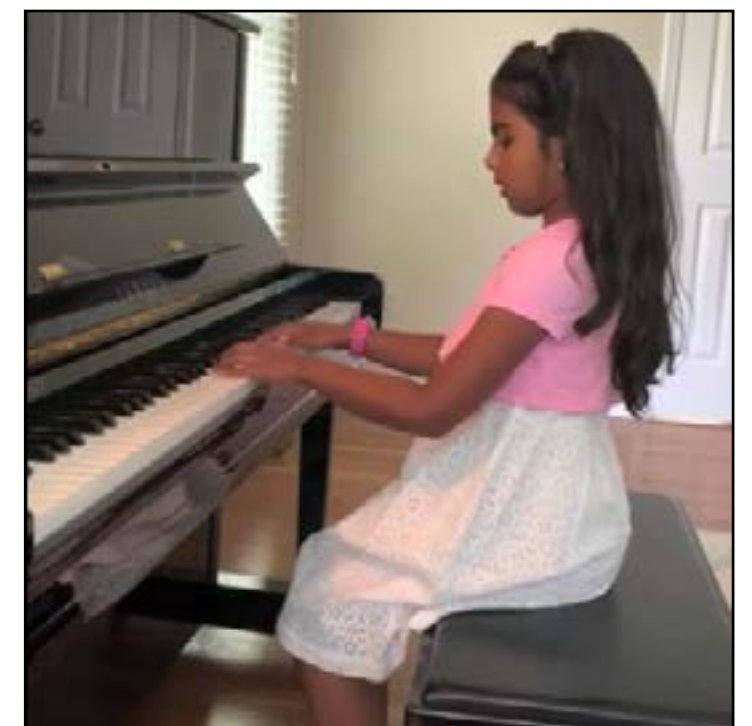
We completed a water cycle experiment where we put a small amount of water in a large bowl, placed a small empty cup in the middle of the bowl, covered the large bowl with plastic wrap, and placed a penny in the center of the plastic wrap (directly overhead the small cup and causing a slight depression in the plastic). After a few weeks there were several drops of water in the small cup. We discussed what occurred using the water cycle terminology of evaporation, con-

denation, and precipitation.

We spent one class learning about Earth's atmosphere, Earth's rotation and revolution, and the causes of day/night time cycles before moving on to Outer Space (a favorite topic), where we learned about black holes, the Big Bang Theory, and how the atoms on Earth were created inside of stars. We also watched and discussed the recent SpaceX launch. During our last class, we studied the difference between a chemical mixture versus a chemical reaction, as well as the difference between atoms and molecules all while exploring what a flame needs to burn. In this chemistry video, we saw that a candle requires oxygen to continue burning and that the carbon dioxide gas produced by mixing baking soda and vinegar can be used to extinguish a candle flame because the heavier carbon dioxide gas displaces the oxygen near the fire.

TEACHERS: MRS. VOZANIA,
MRS. BUTTERWORTH.
SUBJECT: PIANO

Same comments as for K classes. Below as first grader plays in the concert.





lesson. We repeated perspective, proportions of the human body, drawing the body in different positions. If some objects were difficult we were separating it into easy shapes. The children looked excited during class, they were telling me about the book we drew. The illustrations that I saw through zoom were pretty recognizable. Kids had to color it by themselves.

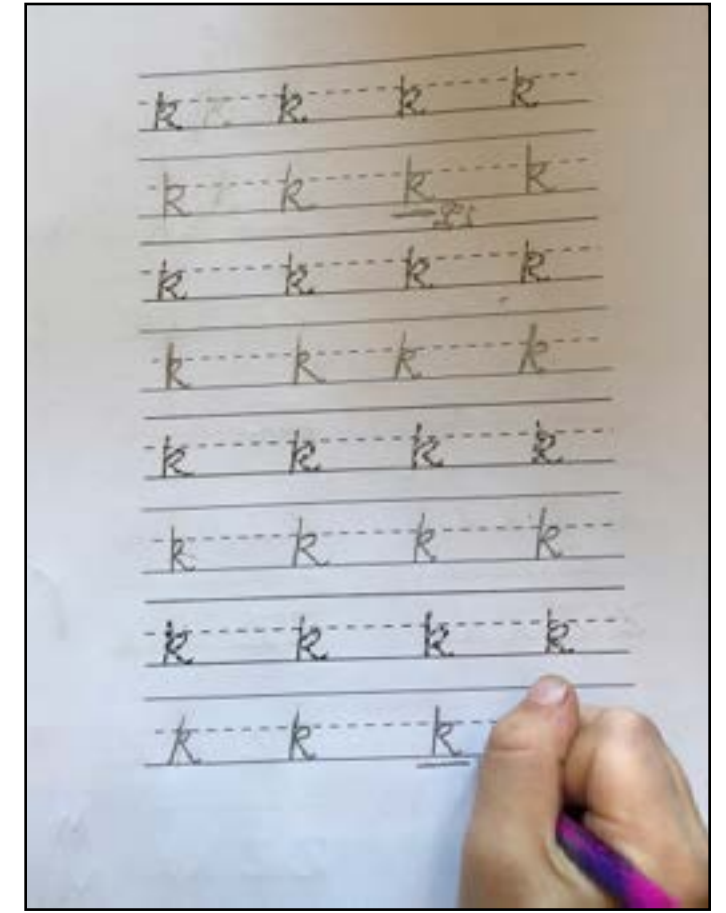
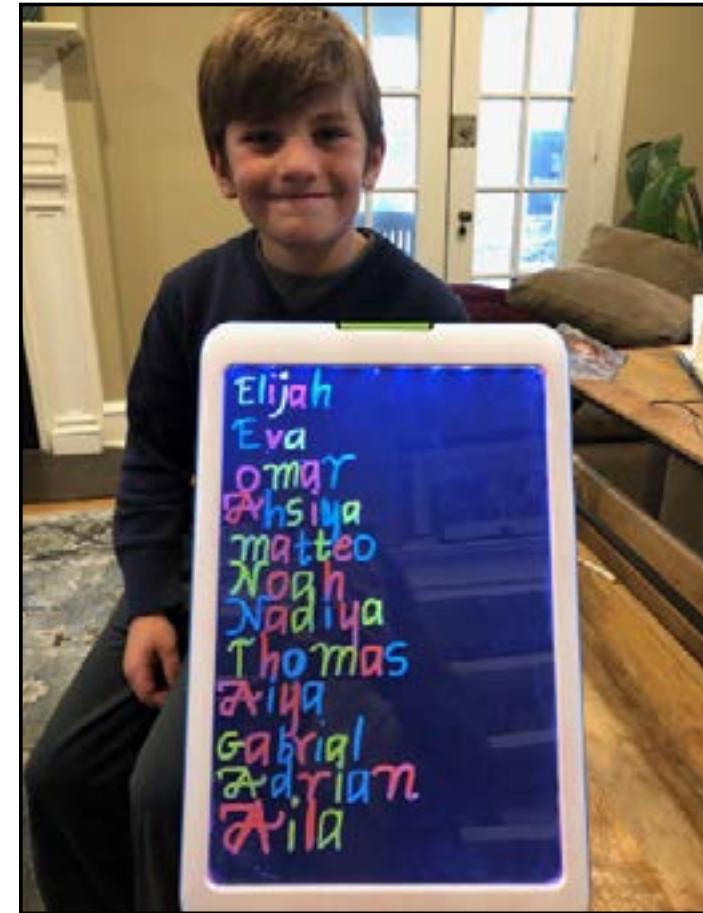
Below, a First grader's copy of Mrs. Butterworth's "Three Little Pigs"



TEACHER: MRS. BUTTERWORTH
SUBJECT: STUDIO ART

During this unusual online trimester we only had 5 optional lessons of Art. I was surprised to see almost everyone. We were drawing 5 illustrations for the children books - "The three little pigs", "Tom Sawyer", "Aladdin", "Mary Poppins" and the "Wizard of Oz". In the beginning of lessons I was showing them my illustration as an example, checking if they remember the story, asking them to find perspective and finding what objects make characters of the book more recognizable. Then I was drawing with step by step explanations on another piece of paper.

Almost all objects or shapes we have drawn before already so it was not very hard for kids to put it all together through the zoom



Practicing penmanship to earn the title of "Penmanship King" in English class. Even in our virtual world, penmanship is a skill and art extremely valued at Main Line Classical.

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:				History K-1	History K-1
(Click here for links to your teachers' daily Lesson Plans, assignments, and Resource)	English 1 Summer K-1 Math 1 French 1	Math 1 French 1	English 1 Math 1 French 1	English 1 Math 1 French 1	English 1 Math 1
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-9:20	French 1 (Virtual)				
2 9:25-9:45	French 1 (Virtual)	Boxing Room			
3 9:45-10:10			Tafana, KR	Math Class Zoom	
4 10:15-10:35				Math Class Zoom	
5 10:40-11:00	Science Zoom	Olivia, MV	French 1 (Virtual)	Olivia, MV	
6 11:05-11:25	Summer Zoom	Sum Zoom	French 1 (Virtual)		
7 11:30-11:50				French 1 (Virtual) with 12:15	
8 11:55-12:15					History Zoom
9 12:20-12:40	Olympia, KD Ella, MV		Agnieszka, KD	Gymnastics, KD	History Zoom
10 12:45-1:05	Aones, KB June, MV		June, MV		Claire, MV Tatiana, KB
11 1:10-1:30	Math group 1 1:10-1:40	Asha, MV Claire, MV		Art Studio Zoom 1:10-1:55	Ella, MV Francesco, MV
12 1:35-1:55	Math group 2 1:50-2:20	Cylena, MV		Asha, MV	
13 2:00-2:20	Francesco, MV	Kecia, MV			
14 2:25-2:45					
15 2:50-3:10				Keelen, MV	
16 3:15-3:35				Sylwia, MV	
3:40-4:25					

First Grade Remote Learning Schedule

SECOND GRADE

TEACHER: MR. WALTER

SUBJECT: ENGLISH

This trimester the second grade class read many works of literature, including tall tales, fables, fairy tales, ancient history, fantasy, poetry, and historical fiction. One of the highlights was a work of historical fiction whose setting was France during the Napoleonic era. Originally written in French by X. B. Saintine, the story "Picciola" deals with a man who is imprisoned on false charges and in his solitude, learns to love and care for a plant that has sprouted from underneath the stone walk of the prison courtyard. It clear from the story that the plant represents Charney, the protagonist of the story, who despite the harsh prison life was able to live and bloom through the cracks of the prison. The story ends with Charney's being pardoned by Napoleon.



"Pirate Pete" makes frequent appearances in second grade, much to the students' delight!

Another highlight of the class was reading about the Spartan reply to King Philip's threat to attack in one simple word indicating that they were not afraid. In the lesson, the students learned about eponyms (or words based on names), specifically the word "laconic," which comes from the geographical region around Sparta, and the word "Spartan." The students also learned about the 30th President of the United States, Calvin Coolidge, nicknamed Silent Cal, as he was known for his laconic ways. I told two humorous stories illustrating his terse manner of speech, which some of the students, if prompted, will be able to tell.

In our poetics, poetry reading and poetry memorization sessions, we read or memorized many delightful poems, such as Robert Frost's "A Patch of Snow," Robert Southey's Inchcape ballad, "The Captain's Daughter," and Edgar Allan Poe's "Bells." In discussing the meaning of the poems, we also were able to talk about euphony, epizeuxis, anaphora, alliteration, enjambment, feminine and masculine rhyme and other poetic devices, which many of the students will remember. The students not only learned what the poetic devices were but also observed how they aid the poets in communicating their theme.

In addition to going over many letter combinations in their phonics lessons, students studied grammar and punctuation, which included, among other things, prepositions, prepositional phrases, and commas. At the end of the year the students were encouraged to write a letter to a relative or family friend using the proper punctuation used in formal letters.

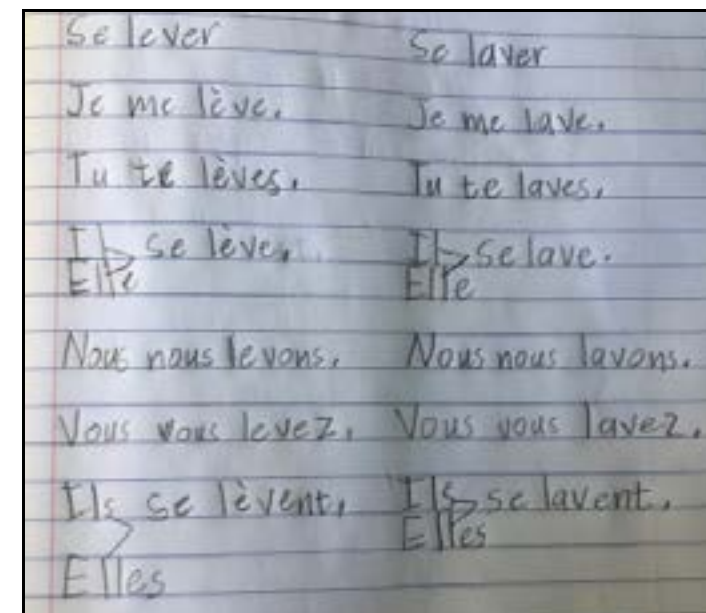
TEACHER: MADAME D'HERVE

SUBJECT: FRENCH

When we switched to remote learning in mid of March, at first the students were instructed by recorded videos. Then mid of April, we started to meet on Mondays and Wednesdays on a regular schedule, for an average of 45 minutes

live Zoom class lessons, plus guidance with google drive documents. On Tuesdays, the students had remote French lessons guided through google drive documents and on Thursday, they had French conversation class with Madame Nselel for 30 minutes by live Zoom class.

In addition to this, they had homework two to three times a week, the same kind that they had since September, and they also had to read and listen to French stories on Storyplay'R and to write two sentences a week with vocabulary related to the story.



Second grade French dictation, at home

When the children faced the great challenge of online class due to their young age and after finding their marks with zoom (mainly connecting on time, being ready mentally and physically for class, having their white board and French book, finding the camera to show me their work on their white board), most of the students adjusted quickly and behaved very well. We kept the same daily routines we had since September about greetings, the date, the weather, and the French songs. We also kept the weekly routine of "dictée".

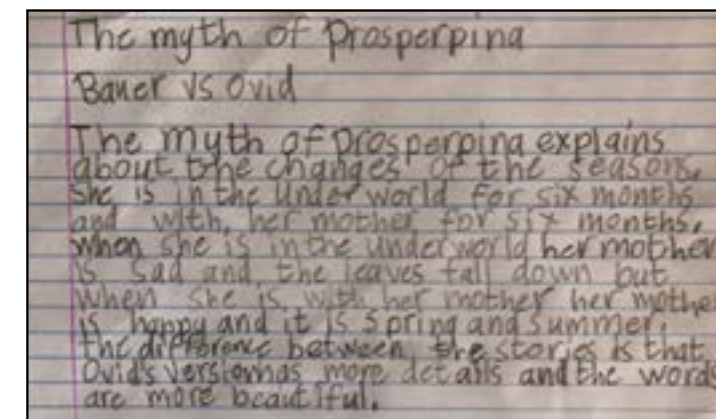
We finished the book D (# 4) "Gérard et ses copains". We learned about transportation, places, the conjugation of reflexive verbs and other verbs like to enter, to exit, to step into, to go down, to want to (present and conditional present), and more -RE verb. We also read short stories in the book and answered direct ques-

tions about them. We just started the book E "Le Français en Images", which consists mainly of reviews at the beginning of the book. We went very quickly through the first chapters. In the fall, we will continue with this book E and with more of Les fables de La Fontaine.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY

Having made the change to online learning, we maintained a schedule of meeting in a Zoom session twice a week and listening to pre-recorded audio once a week. We had some difficulty getting the audio so that it would be accessible to all in the first couple weeks, but after that both online classes and the weekly recordings tended to carry on with little to no difficulty and only minimal alteration from what a normal class would have been like. Zoom cut our sessions a bit short, but we managed to cover very nearly the same amount of material. I had intended to get to the fall of Rome and we did (just) arrive there this week.



History notes on an audio recording about the Greek myth of Proserpina

Whether by audio or Zoom session we managed to cover, among other things, the myth of Proserpine, the construction of Roman roads, a fictitious account of what gladiator school might have been like, a brief version of the Punic Wars with Carthage, the origins of Hinduism, the caste system in ancient India, the story of Siddhartha/Buddha, the Mauryan Empire of ancient India, Qin Zheng's rule in ancient China, Confucius' story, Caesar's rise to power and death, Augustus Caesar, Nero, Constantine's unification of Rome

under Christianity, Boadicea's revolt in Britain, Atilla the Hun, the invasion of the Germanic tribes into Rome, and finally the fall of Rome.

Thus, despite the limitations of this year, students will be well prepared for our inquiry into ancient Greece next year.

TEACHER: DR. FRADKIN
SUBJECT: MATH

Shortly after we moved online, the 2nd grade resumed having 4 math classes per week. One of the main challenges was to help students individually with their work like I did in a live classroom. To facilitate that, twice a week I met with the students in small groups rather than all together.

In order for me to be able to better monitor what the students are working on, every student was set up with an individual Beast Academy online account. This allowed me to not only see how many sections the students completed, but also which specific problems they had trouble with, how many times they attempted them, and what answers they tried.



Beast Academy online

Even though the online format presented a number of new challenges, the students still covered all of the material that was planned for the year and did quite well with it. Over the three months of quarantine, the second grade completed the following chapters: Odds and Evens, Big Numbers, Algorithms (+&-), and Problems Solving. Over the summer, the students will be asked to

use Beast Academy online to review some of the key concepts from this year.

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester the 2nd Grade Science class met once a week for a live class on Zoom.

We began our remote learning classes exploring the causes and properties of sound. We observed how when rubber bands are plucked, they vibrate and also produce a sound. I challenged the class to produce different notes using their rubber bands and they came up with some creative ways to do so. Some students adjusted the tension of their rubber band (pulling tighter and plucking) while other students doubled their rubber band (folded it on itself). From here, we discussed how the pitches we hear depend on how fast the vibrations are occurring and that fast vibrations produce high notes while slow vibrations produce low notes. We used this concept to explore how a xylophone and a piano produce different pitches. We then watched a video demonstrating that sound travels from a vibrating object to our ears because the vibrating object causes the air particles around it to vibrate. These vibrating air particles in turn bump the air particles next to them (similar to dominoes falling) and eventually the air particles collide with our eardrums which convert the collisions to a signal sent to our brain! We put this concept into context by watching a video where a scientist made sprinkles jump around by a covering bowl with plastic wrap, placing sprinkles on it, and humming near the bowl.

We had a brief study of Outer Space (a favorite topic), where we learned about black holes, the Big Bang Theory, and how the atoms on Earth were created inside of stars. We also watched and discussed the recent SpaceX launch. During our last class, we studied the difference between a chemical mixture versus a chemical reaction, as well as the difference between atoms and molecules all while exploring what a flame needs to burn. In this chemistry video, we saw that a candle requires oxygen to continue burn-

ing and that the carbon dioxide gas produced by mixing baking soda and vinegar can be used to extinguish a candle flame because the heavier carbon dioxide gas displaces the oxygen near the fire.

TEACHER: MRS. BUTTERWORTH
SUBJECT: STUDIO ART

During this unusual online trimester we only had 5 optional lessons of Art. I was surprised to see almost everyone. We were drawing 5 illustrations for the children books - "The three little pigs", "Tom Sawyer", "Aladdin", "Mary Poppins" and the "Wizard of Oz". In the beginning of lessons I was showing them my illustration as an example, checking if they remember the story, asking them to find perspective and finding what objects make characters of the book more recognizable. Then I was drawing with step by step explanations on another piece of paper.

Almost all objects or shapes we have drawn before already so it was not very hard

for kids to put it all together through the zoom lesson. We repeated perspective, proportions of the human body, drawing the body in different positions. If some objects were difficult we were separating it into easy shapes. The children looked excited during class, they were telling me about the book we drew. The illustrations that I saw through zoom were pretty recognizable.



Ready for class!

Daily Tasks:	Monday	Tuesday	Wednesday	Thursday	Friday
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Resources.)	English 2	English 2	English 2	English 2	Science 2
	Math 2	Math 2	Math 2	Math 2	Math 2
	French 2	French 2	French 2	French 2	
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:	Monday	Tuesday	Wednesday	Thursday	Friday
1:50-2:20					
2:25-2:45					
3:50-4:10	English Zoom	Math Zoom	French Zoom	Art Zoom 4:50-5:10	Math Class Zoom
4:15-4:35	French Zoom		Science Zoom	Art Studio Zoom 4:50-5:10	Math Class Zoom
5:10-5:30					Fausto, KB
6:11:05-11:25	English Zoom	English Zoom	English Zoom	English Zoom	Nadya, MV
7:11:30-11:50	English Zoom	English Zoom	English Zoom	English Zoom	
8:11:55-12:15				French Zoom	
9:12:20-12:40	Zoe, SR	Nadya, MV		French Zoom	Science Zoom
10:12:45-1:05		French Zoom		Math Zoom	Science Zoom
11:1:10-1:30	Raphael, KB Evelyn, MV	French Zoom	Fausto, KB Elijah, MV		
12:1:35-1:55	Alex B, KB Alex W, MV		Alex B, KB Evelyn, MV	Alex W, MV	
13:2:00-2:20	Math Zoom	Recess Zoom	Math Class Zoom	Math group 1:30-2:00	Joseph Zoom
14:2:25-2:45	Math Zoom	Math group 1:25-2:55	Math Class Zoom	Math group 2:30-2:45	
15:2:50-3:10	Elijah, MV				
16:3:15-3:35	Joseph, KB	Math Zoom 2:55-3:25	Joseph, KB Zoe, MV		
3:40-4:05					
4:30-5:15					
5:20-5:50					

THIRD GRADE

TEACHER: MR. WALTER

SUBJECT: ENGLISH

This trimester the students made great progress in their writing. One of the several assignments was to write a comparison composition. Making comparisons in an essay is useful for several reasons. Among others, it clears up any confusion that readers might have regarding the things being compared. Do you know the essential difference between a rockhopper penguin and an emperor penguin, between the political policies of Alexander Hamilton and Thomas Jefferson, between a Persian and Siamese cat, or between Indian and American food? These topics were just three of the ones that the students chose to write. Before writing their own essays, the class was given to read two example essays as models, one of which compared Korean and American food and the other which compared England and France during the time of the French and Indian War. The writing instruction included studying the details of essay writing, such as forming topic sentences, developing body paragraphs and creating proper introductions and conclusions. In addition to writing, students learned phonics, studied grammar (such as subject verb agreement, pronouns and contractions), memorized poetry (such as Thomas Hood's "I Remember"), learned literary terms (such as "foil character"), studied poetics (including an end of the year review), systematically learned words in context (about fifteen words a week), and read classic literature, such as an adaptation of King Lear.

TEACHER: MADAME D'HERVE

SUBJECT: FRENCH

When we switched to remote learning in mid of March, at first the students were instructed by recorded videos. Then mid of April, we started to meet on Mondays and Wednesdays on a

regular schedule, for an average of 45 minutes live Zoom class lessons, plus guidance with google drive documents. On Tuesdays, the students had remote French lessons guided through google drive documents and on Thursday, they had French conversation class with Madame Nselel for 30 minutes live Zoom class. In addition to this, they had homework two to three times a week, the same kind that they had since September, and they also had to read and listen to French stories on Storyplay'R and to write two sentences a week with vocabulary related to the story.



When the children faced the challenge of online class due and after finding their marks with zoom (mainly connecting on time, being ready mentally and physically for class, having their white board and French book), they adjusted very quickly and behaved very well. We tried to keep the same daily routines we had since Sep-

tember about greetings, the date, the weather, and the French songs. We also kept the weekly routine of "dictée". We finished the book E (# 5) "Le Français en Images" and the students completed a test about it, reviewing grammar and vocabulary as well as writing French paragraphs. We learned about possessive adjectives, places, activities of leisure, expressions with "faire", vacations vocabulary as well as conjugations of new verbs (to prefer, to start to, to be doing something, to stop to, to sleep, to finish, to say). We just started the adapted book of "Le Roman de Renart" which was the first book written in Roman language. In the fall, we will continue with "Le Roman de Renart" and with more of "Les Fables de La Fontaine".

TEACHER: MR. GORMLEY

SUBJECT: HISTORY

While in certain obvious ways, remote learning could be seen as a hindrance, in other respects we actually benefited by it. It's true that our Zoom meetings cut into our time somewhat, which made it a little more difficult to cover the same amount of material. On the other hand, it gave us the ability to enhance some of these already fantastic ancient texts with wonderful orchestral music, which would not work in a normal classroom. It never occurred to me to think of Gustav Mahler and Plutarch's Caesar together or Seutonius' Caligula and Stravinsky, for example, but somehow it felt like they were made for one another. So we managed to keep up with our readings from Livy, Polybius, Cassius Dio, Appian, Plutarch, and Seutonius, but with the enhancement of music (and sound effects), working our way to Nero, which is about where I planned to be by year's end.

Among other things, since last trimester, we covered the First and Second Punic Wars in general, but Hannibal's crossing of the Alps, the failure of the consul Flaminius, Fabius' relative success in fending Hannibal off, the battles of Lake Trasimene and Cannae, young Scipio's able generalship and victory at Zama in particular. I did choose to skip over the Gracchi brothers for the sake of time, but we quickly got to the Social

Wars, Marius and Sulla's quarrel, Caesar's rise in popularity and power, his dictatorship for life, the battle of Pharsallus, Octavian's enmity with Antony, the battle of Actium, Octavian becoming Augustus Caesar and rule, as well as the respective imperia of Tiberius, Caligula, Claudius, and Nero.

Of course, the study of Rome can go for a lifetime, so there is always more to learn, but we managed to cover no insubstantial amount this year and we'll begin our study of the Middle Ages with the fall of Rome next year.

TEACHER: DR. FRADKIN

SUBJECT: MATH

Shortly after we moved online, the 3rd grade resumed having 4 math classes per week. One of the main challenges was to help students individually with their work like I did in a live classroom. To facilitate that, twice a week I met with the students in small groups rather than all together.

In order for me to be able to better monitor what the students are working on, every student was set up with an individual Beast Academy online account. This allowed me to not only see how many sections the students completed, but also which specific problems they had trouble with, how many times they attempted them, and what answers they tried.



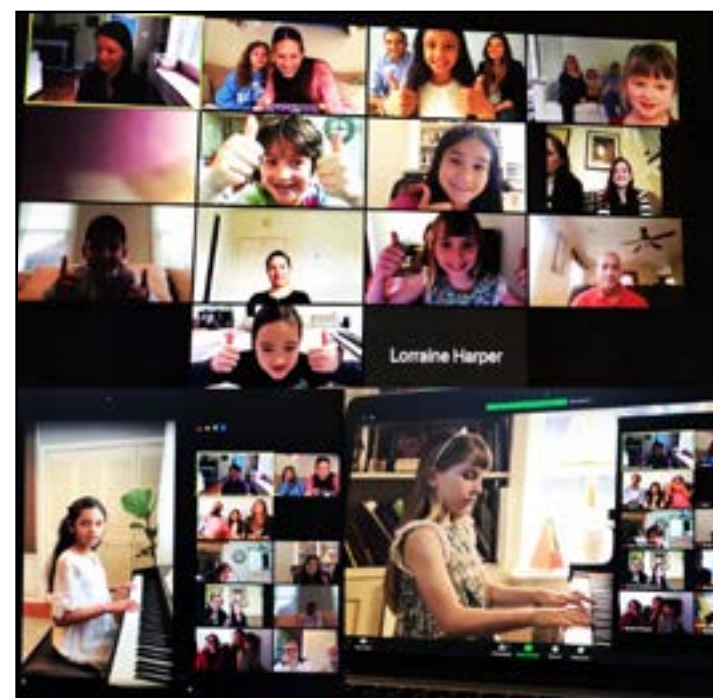
Third grade Beast Academy online chapter on fractions

Even though the online format presented a

number of new challenges, the students still covered all of the material that was planned for the year and did quite well with it. Over the three months of quarantine, the third grade completed chapters on division, measurement, and fractions. Over the summer, the students will be asked to use Beast Academy online to review some of the key concepts from this year.

TEACHER: MRS. VOZNAYA
SUBJECT: PIANO

With some students we learned the new pieces by Zoom. Of course, some of the nuances and technicalities are better to show in-person. But if a student had difficulties, I recorded training videos for a better development of the musical material. Some students had Duets in repertoire, I recorded my part for them to practice with accompaniment. We spelled notes through Zoom also. And we were in touch with parents to help students improve their skills. I think it was successful. I prefer to practice in-person, but Zoom works in difficult situations.



Third grade zoom piano concert

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester, the 3rd Grade Science class met once a week.

We began our remote learning classes observing the hair colors and eye colors represented by students in the class and discussed why we thought more students had dark (brown/black) hair and dark eyes. From this introduction, we then learned about genes and how they code for different traits. We watched a PBS Learning video that explained all about DNA. We discussed how genes are essentially like a code that explains a part of a story, a story of who you are and how your cells function. We looked at diagrams of DNA and discussed its structure and function. We learned that DNA is found in the nucleus of a cell and made up of four letters (or nucleotides) and that a gene is a section of DNA that contains instructions to make proteins. We also discussed that chromosomes are bundles of DNA wrapped together, that you inherit half of your chromosomes from each parent, and that humans have 23 pairs of chromosomes in their cells which collectively make up the entire human genome. To help us keep track of all this new terminology, we used an analogy of an "Instruction Manual Book." In this analogy, the book is made up of letters (DNA) and those letters are used to make words and sentences (Genes). The sentences are arranged into chapters (Chromosomes) and all the chapters together make the complete Instruction Manual Book (Genome).

From here, we discussed how a certain section of DNA codes for a gene, but if there are different nucleotides, then that gene may be expressed differently. We learned how these different "flavors" of genes are called alleles and then explored the concept of dominant and recessive alleles. We discussed examples of dominant and recessive alleles (such as eye color, hair color) and learned why the offspring of someone with brown eyes may not necessarily have brown eyes themselves. We then used punnet squares to determine the probability of offspring having a certain trait based on the genes of the parents.

After trying to answer the question of "

Where does water come from?" we began our lesson on the water cycle. We explored the processes that occur during the different stages (evaporation, condensation, precipitation) and drew and labelled our own diagrams of the water cycle. During this lesson, we discussed the concept of humidity, why windows fog up in the winter time, and why all streams eventually drain into the ocean. We identified the Schuylkill River on a map, saw the smaller creeks that flowed in the Schuylkill, and also observed how the Schuylkill River flowed into the Delaware River, and eventually into the Atlantic Ocean.

TEACHER: MR. MCCORMICK
SUBJECT: STUDIO ART

Studio Art during the quarantine has been only voluntary on the part of the students, and the number of participants has varied weekly, with only a handful willing to follow through and

complete a still life during the sessions.

We worked on two still life studies during our weeks of Zoom classes. The goal was to work on the still life I had set up as I worked on the same. We had two computers showing the set up and the other showing my painting in progress. Some were engaged and following with effort and interest. Some of the students who participated were able to complete two still life studies. This is not the optimal approach, but it worked!



Still Life by Mr. McCormick

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:	History 3	History 3		History 3	
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Sources.)	English 3	English 3	English 3	English 3	Science 3
	Math 3	Math 3	Math 3	Math 3	Math 3
	French 3	French 3	French 3	French 3	French 3
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:					
1 9:00-9:20		Math group 1 9:00-9:20	French (Herve)	French (Herve) 9:00-9:30	French Tutoring
2 9:25-9:45	Recess Zoom	Math group 1 9:30-9:50	French (Herve)	French (Herve) 9:30-9:50	French Tutoring
3 9:50-10:10	Recess Zoom	Gym Zoom	Math Class Zoom	French Tutoring 9:50-10:30	Science Zoom
4 10:15-10:35		Gym Zoom	Math Class Zoom	French Tutoring 9:50-10:30	Science Zoom
5 10:40-11:00	French Tutoring 10:40-11:00	Catherine_KB			Petra_MV
6 11:05-11:25	French Tutoring 10:40-11:00	Nicole_MV	Nicole_MV	Ariel_MV	
7 11:30-11:50	Ariel_MV		Ariel_MV	Alana_KB	
8 11:55-12:15	English Zoom	English Zoom	English Zoom		Math Class Zoom
9 12:20-12:40	English Zoom	English Zoom	English Zoom		Math Class Zoom
10 12:45-1:05		Math group 2 1:00-1:30		Vivian_KB	
11 1:10-1:30	Alana_KB	Math group 2 1:00-1:30			
12 1:35-1:55	Vivian_KB	Alana_KB		English Zoom	
13 2:00-2:20		Vivian_KB	Vikram_KB	English Zoom	Vikram_KB Rachel_MV
14 2:25-2:45	Math group 1 2:25-2:50			Nicole_MV	
15 2:50-3:10		Henry_Zoom	Rachel_MV	Catherine_KB	Art Studio Zoom 2:25-3:10
16 3:15-3:35	Math group 2 3:00-3:30	Henry_Zoom	Petra_MV		COUNTDOWN TO SUMMER
3:40-4:25					

Third Grade Remote Learning Schedule

FOURTH GRADE

TEACHER: MR. WALTER
SUBJECT: ENGLISH

The 4th graders read many selections from literature, including such classics as Rudyard Kipling's "Rikki-tikki-tavi," Guy de Maupassant's "The Diamond Necklace" and "My Uncle Jules," and accounts of Robert Bruce and the Greek philosopher Diogenes. One account that I especially liked teaching was Booker T. Washington's autobiography *Up from Slavery*. The selection that we read as a class was an account of the former slave's eagerness to get an education at the Hampton Institute. Its theme involves the importance of character and hard work in achieving any kind of success, even academic success. Despite the fact that Washington received no encouragement from those around him, that he was dirt poor, that he met up with such obstacles as hunger and racial prejudice, and that he did not even know where the Hampton Institute was, Booker T. arrived at the Hampton institute eager to do anything to prove himself worthy of receiving an education. The headmistress looked at Washington up and down, not sure that he would fit the institution, but then gave him a most unusual test to prove his worth, which Booker T. Took and passed with flying colors. It was not a test of knowledge or skill, but a test of character. If you are curious as to what exactly that test was, ask your child to tell the rest of the story.

In addition to their literature, the students completed their study of grammar this trimester and did a complete review of the year's material, which included understanding the ingredients that make up a sentence, subjects, predicates, the parts of speech, abbreviations, punctuation, subject-verb agreement, and phrases. Students also memorized poetry and studied poetics, learning such topics as stanza forms, genres of poetry, and looking at poetry at various periods, such as the Medieval, Renaissance, Neoclassical, Romantic, Victorian and modern eras.

TEACHER: MADAME D'HERVE
SUBJECT: FRENCH

When we switched to remote learning in mid of March, at first the students were instructed by recorded videos. Then in mid of April, we started to meet on Mondays and Wednesdays on a regular schedule, for an average of 45 minutes live Zoom class lessons, plus guidance with google drive documents. On Tuesdays, the students had remote French lessons guided through by google drive documents and on Thursday, they had French conversation class with Madame Nselel for 30 minutes by live Zoom class. In addition to this, they had homework two to three times a week, the same kind that they had since September, and they also had to read and listen to French stories on Storyplay'R and to write two sentences a week with vocabulary related to the story.

When the children faced the challenge of online class due and after finding their marks with zoom (mainly connecting on time, being ready mentally and physically for class, having their material), they adjusted quickly and behaved very well. We tried to keep the same daily routines we had since September about greetings, the date, the weather, and the French songs. We also kept the weekly routine of "dictée". Since just before spring break we finished the book E (# 5) "Le Français en Images" and the students completed a test about it, we studied the notion of "Cognates" and then we started the adapted book of "Le Roman de Renart" which was the first book written in Roman language. Each week, we read a new chapter, the students complete a written exercise about this chapter (questions, text with missing words, true/false sentences...), they memorized around 15 words and they took a spelling test on it. In the fall, we will continue with "Le Roman de Renart" and with more of "Les Fables de La Fontaine".

TEACHER: MR. GORMLEY
SUBJECT: HISTORY

While, in obvious ways, remote learning was less than ideal, in some ways, for fourth grade it actually enhanced our lessons. Time was often cut short due to the limits of Zoom and occasionally we had internet connections problems. On the other hand, however, I was able to present Herodotus, Thucydides, Plutarch and others with great orchestral music as support through our weekly audio recordings, which I would not be able to do in a regular classroom. I had never considered how Shostakovich and Plutarch's Alexander complemented one another or Dvorak and Thucydides. This made our readings even more exciting, in my opinion. So we managed to proceed to our goal of covering Alexander's life, although it would have been even better if we could have made it to the Macedonian Wars with Rome.



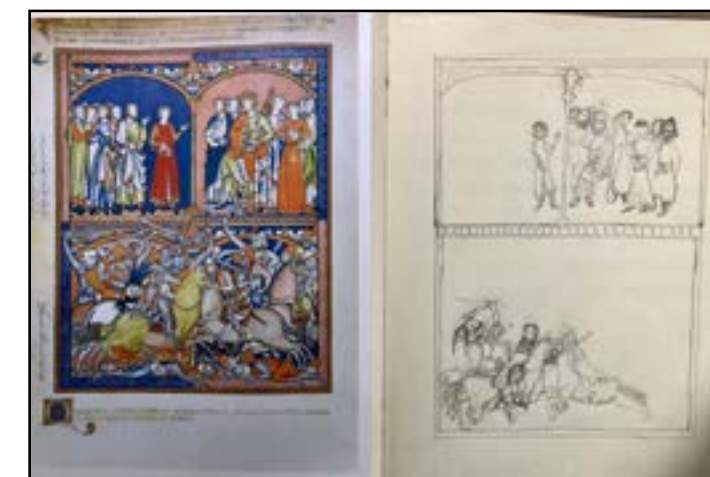
History zoom class

To name some of the many things we covered since last trimester, we finished Herodotus' account of the Persian wars in general, while covering the battles of Thermopylae, Artemision, Salamis, and Plataea in particular. We then began our inquiry into the Peloponnesian Wars, focusing on Thucydides claims as to the causes. We read of the arguments of the Corinthian delegation to Sparta that gave a critical though rather accurate assessment of the Athenians. Then we moved on to the plague at Athens, Pericles' fu-

neral oration, as well as the battles of Naupactus, Pylos, and Amphipolis. Before continuing to the failed expedition to Syracuse, we wove in Plutarch's life of Alkibiades, then backing up, went over the demise of Demosthenes and the Athenian fleet there. To close out our study of the war(s), we covered Xenophon's account of the battles of Arginusae and Aegospotomi, as well as the description of the tearing down of the defensive walls of Athens. Finally, we read of the life of Alexander the Great and the rise of Macedonia as the major power in Hellas.

In my view, our switch to remote learning had very little discernible effect in terms of the class' progress toward our yearly goal.

TEACHER: MRS. HARPER
SUBJECT: HISTORY OF ART



Pages from a student's Art History book

Fourth graders began this term with The Salzburg Missal, a highly decorative illuminated manuscript depicting an exhausted and reclining Adam, bookended by two erect female figures who are Mary (drawn with expensive lapis lazuli) and Eve. Joining the scene are a skull and a crucifix hanging from the tree under which Adam lies, a snake slithering up the trunk, and crowds of people on either side. To make matters more complicated, the tree seems to be blossoming small white circles and a menacing skeletal creature is creeping up in the background. Flowers are lavishly drawn on golden branches which encircle the scene in twisting interlocking rings. What's going on? This is the eternal question for

art historians who learn to interpret imagery with what some joke as a “magical decoder ring”. We started with the book of Genesis and progressed to medieval Christian understandings of Mary and salvation in order to get there.

At the close of our study of illuminated manuscripts, we began on Chartres Cathedral, an amazing piece of architecture, artistry and engineering begun in the Romanesque and culminating in the High Gothic. We learned that much of the oldest stained glass was commissioned by King Louis IX’s parents; we studied King Louis and his exploits back in the fall. We also started to look at hints of the Renaissance in Cimabue’s Santa Trinita Madonna. We discussed the Byzantine and Islamic influence of Florentine art during the late 13th century and how this could be seen in Cimabue’s work. The students were particularly taken with how much flattened and stamped gold Cimabue incorporated in this large piece.



TEACHER: MR. WYNNE
SUBJECT: LATIN

4th grade went into online format and succeeded well enough to finish our textbook, and also performed recitations of the Aeneid in Latin (vv. 1-18) and of Dryden’s Aeneid in English (vv. 1-24). Both these versions of the Aeneid are written in meter, Dactylic Hexameter for the Latin, and rhyming iambic Pentameter for the English, so your children have also learnt a great deal about poetry this spring, particularly about Latin scansion. They have also learnt that I will not shy away from directly assigning memorization, and while in the future it will not be poetic memorization, please expect memorization of charts of verb tenses, and of noun cases to be mandatory for the rest of your child’s Latin career, no matter how reticent your child will be to keep these charts in their head. Alas, I cannot say repeating and chanting “o, s, t, mus, tis, nt” is a fun part of my subject: however, it is the most important.

In online teaching format, students also covered grammar of the third declension, its endings, and its adjectives, which may not have the same endings as adjectives modifying that noun, such as “bona mater” (1st declension adjective with 3rd declension female noun). The textbook also introduced infinitives, imperatives, and participles in Latin, it taught a second tense, the future, and it covered the breakdown between phrases and clauses in English, which is what I focused on during teaching, so that the children would have a basic understanding of grammar rules that will recur for up to eight upcoming years of Latin study. In the final week, I taught a bit in preparation for next year, focusing in on the grammar concepts case (for nouns) and tense (for verbs), which carry the most significance in how we read, translate, and even speak Latin.

TEACHER: DR. FRADKIN
SUBJECT: MATH

Shortly after we moved online, the 4th grade resumed having 4 math classes per week. In order for me to be able to better monitor what the students are working on, every student was set up with an individual Beast Academy online account. This allowed me to not only see how many sections the students completed, but also

which specific problems they had trouble with, how many times they attempted them, and what answers they tried.

Even though the online format presented a number of new challenges, the students still covered all of the material that was planned for the year and did quite well with it. Over the three months of quarantine, the fourth grade completed chapters on division, factors, and fractions (+&-). Over the summer, the students will be asked to use Beast Academy online to review some of the key concepts from this year.



Completing some Math work

TEACHER: MRS. BUTTERWORTH
SUBJECT: PIANO

When we switched to online learning the week after spring break, younger students only had piano lessons and no group music theory anymore. They already started to learn their concert songs before spring break but most of them read just a little part of it and they had to do the most of the work during the Zoom trimester. This trimester showed that some kids could work surprisingly well online, they learned more than 2 concert songs, but even if they learned only one song or gave up with one song halfway, or had to start an easier song than was planned before spring break, they had a great opportunity to learn by themselves. They had to learn to be more independent, follow the verbal detailed instructions, such as: “Find second page, third line, fourth measure, second chord in left hand, middle note”. And they were learning to find these right spots in notes, right keys on piano, right fingers

or sometimes write right fingers by themselves. I could not point where to start or where to write. Even those kids who could recognize all notes very fast before, were spending more time online. Every lesson was like a tiny victory.

We met with such difficulties as:

- * Slow internet connection. It made it difficult sometimes to understand rhythm, or to see if the student is using right and comfortable fingers, or to hear every note.
- * I could not fix hand posture. I could only explain or remind them to keep it right.
- * with older students I could not see the pedal or hear it clearly. I could only explain when to press it and when to take it off.
- * Some students did not have a printer and some did not have a piano.
- * Sometimes kids were frustrated with this situation or could not stay focused.
- * We had to give up with a few duets because first of all we could not polish it online and then record it.
- * Kids could not see each other's step by step progress and it usually encourages them to work better.

I am happy that I had this chance to teach online and through all those difficulties because we got good results, our patient parents recorded a great memorable video that I watched already about 30 times each. Of course I see that there’s something we could polish better offline, but I also see how smart and special our students are. They all are my heroes.



Piano Recital for the 4th grade

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester, the 4th Grade Science class met once a week.

We began our remote learning classes observing the hair colors and eye colors represented by students in the class and discussed why we thought more students had dark (brown/black) hair and dark eyes. From this introduction, we then learned about genes and how they code for different traits. We watched a PBS Learning video that explained all about DNA. We discussed how genes are essentially like a code that explains a part of a story, a story of who you are and how your cells function. We looked at diagrams of DNA and discussed its structure and function. We learned that DNA is found in the nucleus of a cell and made up of four letters (or nucleotides) and that a gene is a section of DNA that contains instructions to make proteins. We also discussed that chromosomes are bundles of DNA wrapped together, that you inherit half of your chromosomes from each parent, and that humans have 23 pairs of chromosomes in their cells which collectively make up the entire human genome. To help us keep track of all this new terminology, we used an analogy of an "Instruction Manual Book." In this analogy, the book is made up of letters (DNA) and those letters are used to make words and sentences (Genes). The sentences are arranged into chapters (Chromosomes) and all the chapters together make the complete Instruction Manual Book (Genome).

From here, we discussed how a certain section of DNA codes for a gene, but if there are different nucleotides, then that gene may be expressed differently. We learned how these different "flavors" of genes are called alleles and then explored the concept of dominant and recessive alleles. We discussed examples of dominant and recessive alleles (such as eye color, hair color) and learned why the offspring of someone with brown eyes may not necessarily have brown eyes themselves. We used punnet squares to determine the probability of offspring having a certain trait based on the genes of the parents. At first we began our punnet squares using just one

trait for each parent, but we eventually got to a challenging punnet square looking at two traits.

More recently, we explored the causes of day and night time and Earth's rotation. We looked at a map of the United States and discussed whether someone in Pennsylvania or California would observe the sunrise first. From here, we learned about time zones and worked on some challenging time zone math problems.

TEACHER: MR. McCORMICK
SUBJECT: STUDIO ART



Studio Art during the quarantine has been only voluntary on the part of the students, and the number of participants has varied weekly, with only a handful willing to follow through and complete a still life during the sessions.

We worked on two still life studies during our weeks of Zoom classes. The goal was to work on the still life I had set up as I worked on the same. We had two computers showing the set up and the other showing my painting in progress. Some were engaged and following with effort and interest. Some of the students who participated were able to complete two still life studies. This is not the optimal approach, but it worked!

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:	History 4	History 4			History 4
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Sources.)	English 4	English 4	English 4	English 4	Science 4
	Math 4	Math 4	Math 4	Math 4	Math 4
	French 4	French 4	French 4	French 4	
	Latin 4	Latin 4	Latin 4	Latin 4	
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:	Monday	Tuesday	Wednesday	Thursday	Friday
1 0:00- 0:20		Juarez, KB	Art History Elective		
2 9:25-9:45		Avery, KB	Art History Elective		
3 9:50-10:10		Math group 1		Latin Zoom	
4 10:15-10:35		Math group 1		Latin Zoom	Tiago, KB
5 10:40-11:00			Gym Zoom	French Zoom	Tiago, KB
6 11:05-11:25				English Zoom	Math Class Zoom
7 11:30-11:50	French Zoom	Math Zoom	French Zoom		Math Class Zoom
8 11:50-12:15	French Zoom	Math Zoom	French Zoom	English Zoom	
9 12:20-12:40	Math Zoom			English Zoom	
10 12:45-1:05	Math Zoom		Latin Zoom		
11 1:10-1:30			Latin Zoom		Science Zoom
12 1:35-1:55	English Zoom	Latin Zoom	English Zoom		Science Zoom
13 2:00-2:20	English Zoom	Latin Zoom	English Zoom		
14 2:25-2:45	Latin Zoom	English Zoom			Science Zoom
15 2:50-3:10	Latin Zoom	English Zoom	Math group 1	Math group 1	Art Studio Zoom 2:25-3:35
16 3:15-3:35			Math group 1	Math group 1	Art Studio Zoom 2:25-3:35
3:40-4:20					
4:20-5:10			Seaba, FG		

Fourth Grade Remote Learning Schedule

FIFTH GRADE

TEACHER: MR. WALTER

SUBJECT: ENGLISH

In addition to going over punctuation and finishing up an intense program in poetics this trimester, the students were exposed to some wonderful examples of period poetry—Medieval, Elizabethan, Neoclassical, Romantic, Victorian and modern. One of the highlights this trimester was reading a lovely poem by Samuel Taylor Coleridge titled “Something Very Childish, But Very Natural.” The poem is not nearly as famous as Coleridge’s “The Rime of the Ancient Mariner” or “This Lime Tree Bower, My Prison,” but in its simple, child-like and unassuming style and structure, the poem is more accessible for 5th graders. The speaker of the poem is a man who wants to see his beloved but cannot, and is able only to fly to her in his imagination, which in a metaphor, is compared to a bird in flight. After we read the poem and discussed the meaning and its technical aspects, one of the students decided at that moment to raise her hand. “Do you have a comment, —?” I asked. The student responded, “I want to say that this poem has just become my all-time favorite.” We also read other works this trimester, including poetry by Caedmon, William Shakespeare, James Thomson, William Wordsworth, Walter Raleigh, Jonathan Swift, and several allegories adapted into prose, including Edmund Spenser’s allegory of the tensions between Catholic Spain and Protestant England (Faerie Queene), and John Milton’s allegory found in his epic poem Paradise Lost. After reading these and a simpler model allegory on child rearing, the students wrote an allegory of their own.

TEACHER: M. PORTIER

SUBJECT: FRENCH

We switched to remote learning right away as the transition took place. We began with two classes per week and then quickly add-

ed another two days, totalling close to 3 hours of time together each week through live Zoom sessions. Our goals were the following:

- Complete the novel, *Histoire d’une Revanche*
- Assimilate and use new vocabulary in different writing exercises
- Learn and perfect our usage of the past and futur proche verb forms, the creation of interrogative sentences, and the passive voice.
- Practice our creative writing skills in relation to the plot of the novel.
- Develop conversational skills mostly based on the theme of justice in the novel.

Students were tested once a week on what they learned the week before and we maintained approximately the same workload as during the regular school year. At the same time, of course, the Zoom format presented us with some of its standard challenges, but students remained active and engaged in the class. I am proud of our students as we were able to maintain a productive and positive atmosphere in our class while also reaching our goals. I look forward to continuing our work in the fall, and am excited to begin our next novel together, *20,000 Leagues Under the Sea* by Jules Verne.

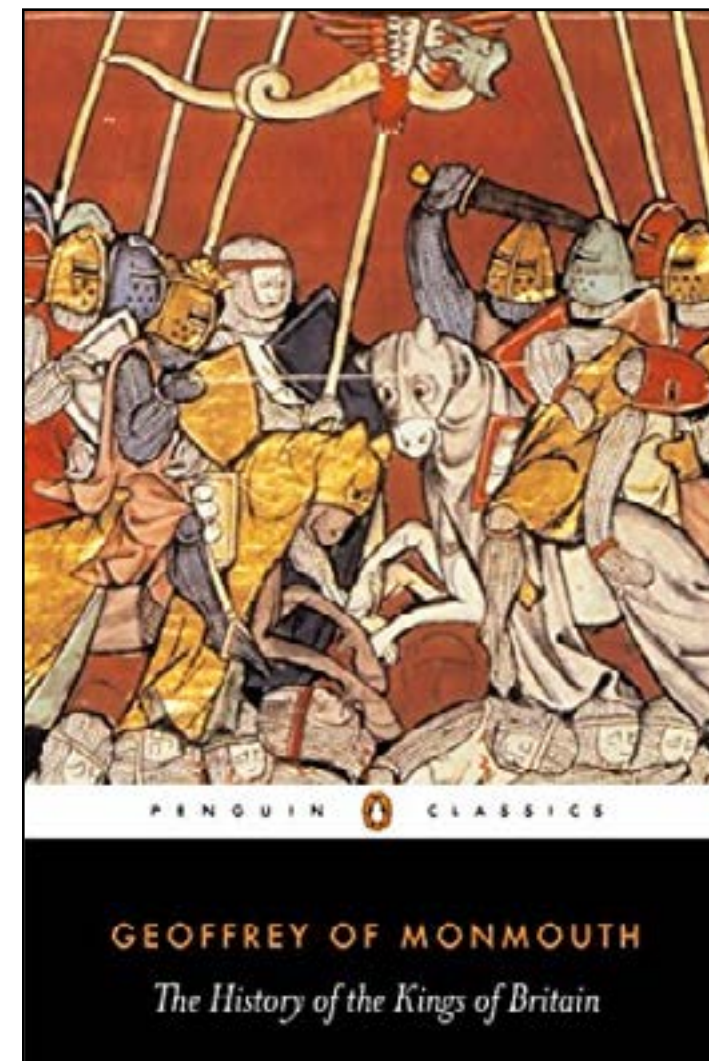
For students who would like to continue practicing their French over the summer, I can recommend a number of novels, recordings, or shows (link here). They will be listed online on the MLCA summer web platform.

TEACHER: MR. GORMLEY

SUBJECT: HISTORY

Although we were hindered somewhat by the switch to remote learning this trimester, it could have been far worse. The difficulty in my view was assigning readings that had all the same excitement and intrigue of the sort I would typically read in class, while being on a level that a fifth grade student could read and comprehend at home. After a process of elimination, my solu-

tion was to post relatively easy readings once a week when we did not meet for Zoom, but that meant that, even though we were able to cover material that way, it was not nearly as interesting. It was not an ideal solution, because I never want history to be boring, but it got us through most of the material I had intended. I had hoped to at least make it to the Hundred Years' War, which didn't quite happen, but we weren't far from that by the end of the year. Also, Fifth Grade is the most philosophical class as a whole, so they like to take their time to digest and discuss the material, which is a good sign, but it does slow the process.



Nevertheless, among other things we still managed to cover a fair portion of Geoffrey of Monmouth's *History of the Kings of Britain*, the rise of the Saracens (Muslims) in the East and their incursion into Spain, their defeat by Charles Martel, the life of Charlemagne by Notker the

Stammerer, the division of Francia by his sons into several kingdoms and their subsequent iterations as France and Germany, the coming of the Northmen/Vikings, the stories of Amleth and of Starkather from the medieval historian Saxo Grammaticus, King Alfred's attempt to unify England and his struggles with the Danes/Vikings, a depiction of the Viking raids on Paris by a monk named Abbo who witnessed it, the Norman immigration into Normandy and a bit from Dudo of Saint Quentin's account of Rollo, Hugh Capet and the beginning of the Capetian dynasty in France, the second incursion of the Saracens into Spain, El Cid, the Norman Conquest of England (Robert Wace's account) and the battle of Hastings, William's difficulties in ruling England, the first three Crusades, Richard I (the Lionhearted) of England, the Plantagenet dynasty, Phillip's of France's confrontation with John of England's forces and Otto VI at Bouvines (William of Breton's account), and the Magna Carta.

In short, we still covered a lot of ground. We'll most likely begin next year with what we missed this time.

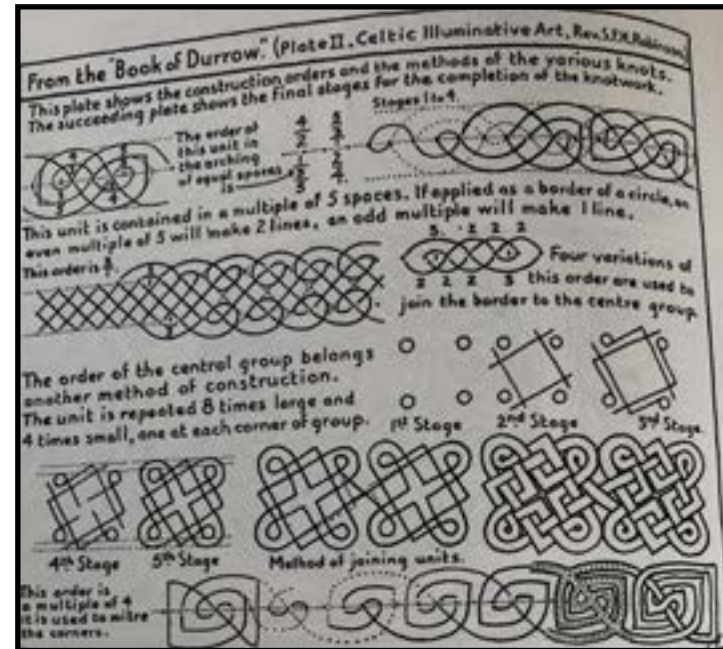
TEACHER: MRS. RICE

SUBJECT: HISTORY OF ART

Our Fifth Grade History of Art@Home was not only optional, but also very abbreviated. To make the most of this limited time, we shifted our focus from the Renaissance works we studied last semester to the art and culture of the people that fifth grade is reading about with Mr. Gormley in History class. Specifically, we considered the geometric designs of Celtic knots.

The students had encountered Celtic knot design as fine art last year in the Book of Kells. This time we considered the origins of this art form as the artistic expression of a pantheistic culture that prohibited representational art. With the support of Mrs. Ter-Saakov, we explored the underlying logical structure that makes these designs so appealing. From the mystery of why a two-dimensional closed loop of infinite complexity can always be translated into a three-dimensional design, to the straightforward mathematical relationship between the number of intersections

in a knot and the number of strands that compose it, we explored the relationship between this pre-historic art form and contemporary knot theory. The fact that these designs have such staying power across times and cultures speaks to their deep appeal to the human mind.



Circling back to the Christian monastic tradition that produced the Book of Kells, we referenced George Bain's 1951 study, *Celtic Art: The Methods of Construction*, to recreate these designs as two-dimensional drawings of three-dimensional constructions. Bain's explanation simplifies the process, but the sustained attention required to maintain the integrity of the design enforces a mental state that enables students to approach the meditative experience of medieval monk calligraphers.

TEACHER: MR. WYNNE
SUBJECT: LATIN

5th grade covered a really admirable amount of complex material in the spring, despite learning from home. The year had been prepared to cover this most difficult material in the final sprint of the academic year so that the rules for grammar would be in place after many months of practice. However, COVID-19 decid-

edly threw a wrench into the textbook's planning of the curriculum, and there may be a little bit less confidence in the material by the return of school in the fall than I would like. We covered the Perfect Active System, 3rd Declension nouns, and Present Passive System verbs in quick succession online. If you have any capacity with teaching verbal grammar/grammar of tenses yourself, I would highly suggest quizzing your pupil in it over the summer, either through comparison to a foreign language you and your child know, or through French that they may have been taught, or through pointing out what tense and voice (passive/active) certain sentences are in English. There will be a little bit of review in the fall by necessity, but not perhaps sufficient time to review all these key grammar concepts that were introduced between Lessons XX-XXX of our textbook.

TEACHER: MRS. TER-SAAKOV
SUBJECT: MATH

When we switched to remote learning the week after spring break, 5th grade Math class was split in smaller groups to enhance students' involvement. Groups were meeting twice a week for 45 minutes. In addition, each student saw me once a week for a one-on-one meeting. Students took no time to become with a number of Zoom tools we used in class, such as screen sharing, both by teacher and by students; annotating on the shared screen; using chat.

Fortunately, the Beast Academy textbooks we were using have a fully developed online version we could switch to. Students were assigned to work for at least 30 minutes on Math assignments daily. Some did a tremendous job maintaining this steady pace, which made the time in class much more enjoyable for them. Some had a tendency of skipping a few days, and then catching up, occasionally struggling and becoming rusty on the new material if set aside for too long.

Despite the difficulties of online learning, we covered the four chapters planned for the rest of the year, Fractions, Ratios & Rates, Decimals, and Percents. In addition, the April weeks around

holidays were spent getting acquainted with Sequences. I am proud of all the hard work students accomplished!

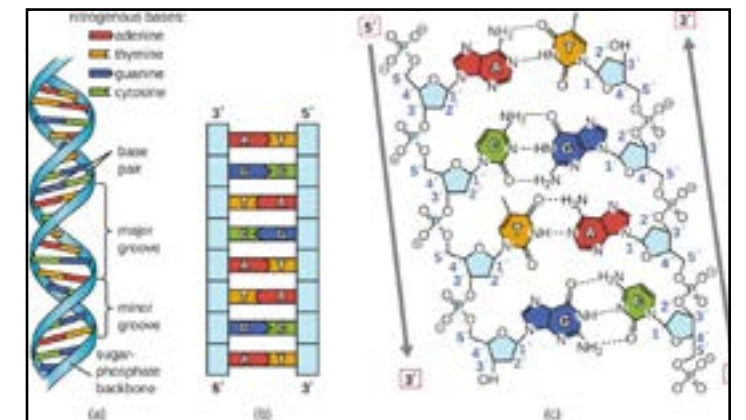
In conclusion, I would like to emphasize one issue that is common for many students of this age - maintaining accuracy in their math work. As problems require more steps, which definitely will be the case next year, little typos that do creep in can be extremely frustrating. The combination of several approaches helps to resolve this issue: students continue to acquire better habits in writing down their work in a more organized manner; students continue building their toolbox of ways to check their answer for common sense; and last but not least: students continue to practice their basic skills. Please help us to convey to the students that summer homework is very important in that respect, and will make their experience in Math class much more pleasant in the future.

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester, the 5th Grade Science class met once a week with Mr. Darer. We began our remote learning classes observing the hair colors and eye colors represented by students in the class and discussed why we thought more students had dark (brown/black) hair and dark eyes. From this introduction, we then learned about genes and how they code for different traits. We watched a PBS Learning video that explained all about DNA. We discussed how genes are essentially like a code that explains a part of a story, a story of who you are and how your cells function. We looked at diagrams of DNA and discussed its structure and function. We learned that DNA is found in the nucleus of a cell and made up of four letters (or nucleotides) and that a gene is a section of DNA that contains instructions to make proteins. We also discussed that chromosomes are bundles of DNA wrapped together, that you inherit half of your chromosomes from each parent, and that humans have 23 pairs of chromosomes in their cells which collectively make up

the entire human genome. To help us keep track of all this new terminology, we used an analogy of an "Instruction Manual Book." In this analogy, the book is made up of letters (DNA) and those letters are used to make words and sentences (Genes). The sentences are arranged into chapters (Chromosomes) and all the chapters together make the complete Instruction Manual Book (Genome).

From here, we discussed how a certain section of DNA codes for a gene, but if there are different nucleotides, than that gene may be expressed differently. We learned how these different "flavors" of genes are called alleles. We discussed examples of dominant and recessive alleles (such as eye color, hair color) and learned why the offspring of someone with brown eyes may not necessarily have brown eyes themselves. We used punnet squares to determine the probability of offspring having a certain trait based on the genes of the parents. At first we began our punnet squares using just one trait for each parent, but we eventually got to a challenging punnet square looking at two traits.



Along the way, the students asked great questions such as:

How was the first strand of DNA created?

- We discussed one Scientific theory that in the presence of an energy input (lighting, volcano, sunlight...) common gasses on primitive earth combined to form more complex molecules and at some point these molecules were able to replicate.
- If genes codes for physical traits that get passed to offspring, and how could humans evolved from creatures that lived in the water

millions of years ago?

- We then talked about how changes in the nucleotides (mutations) occur as genes are passed along from parent to offspring, which result in variations in physical traits. We watched a video about the “missing link” between water dwelling creatures and land dwelling creatures; the discovery of Tiktaalik, a fish that lived almost 400 million years ago that had bone like structure where it could prop itself up in shallow water.

Has anyone ever seen DNA?

- We looked at X-Ray Diffraction images of DNA from 1952 when DNA’s structure was discovered and Electron Microscope images from 2011.

What do the nucleotide letters A,T,C,G actually represent?

- Nucleic bases. We examined a more complex diagram of DNA that had all the molecular structures of the nucleotides written out.

We spent the last few weeks working on a mystery city activity! After reviewing the causes of the seasons, each student was given the length of daylight hours (recorded Monthly) over the course of a year in a mystery city from around the world. From this data (and after learning about latitude and longitude), the students had to determine whether their city was in the Northern Hemisphere or the Southern Hemisphere and the relative latitude of their mystery city.



TEACHER: MR. McCORMICK
SUBJECT: STUDIO ART

Studio Art during the quarantine has been only voluntary on the part of the students, and the number of participants has varied weekly, with only a handful willing to follow through and complete a still life during the sessions.

We worked on two still life studies during our weeks of Zoom classes. The goal was to work on the still life I had set up as I worked on the same. We had two computers showing the set up and the other showing my painting in progress. Some were engaged and following with effort and interest. Some of the students who participated were able to complete two still life studies. This is not the optimal approach, but it worked!



Fifth graders perform in their Spring Piano Recital.



	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:	History 5			History 5	
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Sources.)	English 5	English 5	English 5	English 5	
	Math 5	Math 5	Math 5	Math 5	Math 5
	French 5	French 5	French 5	French 5	French 5
		Latin 5	Latin 5	Latin 5	
Optional:	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-9:20	Math group 1	Math group 3	Math group 1		Math group 3
2 9:25-9:45	Math group 1	Math group 3	Math group 1		Math group 3
3 9:50-10:10	Math - Marc	Math - Lily	Math Class Zoom	French Zoom	Math group 2
4 10:15-10:35	French Zoom		Math group 2	French Zoom	Math group 2
5 10:40-11:00	French Zoom		Gym Zoom	Latin Zoom	Math - News
6 11:05-11:25			Gym Zoom	Latin Zoom	French Zoom
7 11:30-11:50	Math - Malcolm	Math - Antonella	Art History Elective		French Zoom
8 11:55-12:15	Math - Malcolm	Math - Antonella	Art History Elective	Math - Caleb	
9 12:20-12:40			Math - Caleb	Math - Caleb	
10 12:45-1:05	English Zoom	Latin Zoom	Math - Caleb	English Zoom	Art Studio Zoom 12:45-1:05
11 1:10-1:30	English Zoom	Latin Zoom		English Zoom	Art Studio Zoom 12:45-1:05
12 1:35-1:55	Latin Zoom	English Zoom	Latin Zoom		Art Studio Zoom 12:45-1:05
13 2:00-2:20	Latin Zoom	English Zoom	Latin Zoom	Connor, KB	
14 2:25-2:45			English Zoom		
15 2:50-3:10	History Zoom	English Zoom	English Zoom	Science Zoom	History Zoom
16 3:15-3:35	History Zoom	2:00-2:45		Science Zoom	COUNTDOWN TO SUMMER
3:40-4:25	Lily, RS	Malcolm, KB			

Fifth Grade Remote Learning Schedule

SIXTH AND SEVENTH GRADE

TEACHER: MR. WALTER
SUBJECT: ENGLISH

Throughout the year the 6th and 7th grade students have been studying journal and narrative writing, reading examples and using those examples as models for their own writing. They learned from the very beginning of the year that a journal writer not only records what he experiences, but also what he thinks about his experiences. In addition to the details of daily occurrences, a professional journal includes statements that show deep thinking and sharp observation. Its commentary puts the details of the day's events in bas-relief, giving them depth and substance. The students also learned that journal entries are useful not only to recount personal events but also to record the wider news of the day; indeed, journal entries of the past have become important historical documents that historians pore over to gain a greater understanding of a particular period in history. One of the students' assignments this trimester was to give an account that illustrates the effect of the viral pandemic on their personal lives and to reflect on it.



Sixth graders get help from his family restaging "Marc Anthony's Oration at Caesar's Funeral" by George Edward Robertson.

The students spent much time this semester reading and studying the multiple themes present-

ed on Shakespeare's tragedy Julius Caesar—political, social and philosophic. Many questions are brought up by the play, such as Is the democratic form of government, as Plato said in Book VIII of his Republic, a step away from tyranny? What are the problems with the monarchical form of government? What kind of personality is most ill suited for political life? Can we be masters of our own fate, or are we indeed, as the ancient Stoics believed, slaves of fate? The students did a character study of the play, and observed how the characters Brutus, Caesar and Cassius allowed Shakespeare to explore the broader themes of the play. Students also studied the linguistic aspects of the tragedy, such as the now archaic correlative conjunction "nor. . . nor," the outdated personal pronouns "thou," "thee" and "ye," and the endings of second person and third person verbs, such as in "doth," and "hast."

The students also had an intense study of grammar this trimester, studying the functions of the noun (subject, predicate nominative, object complement, etc.), verbals (participle, gerund and infinitive) and verbal phrases. They also undertook the daunting task of learning how to diagram complex sentences. The students did admirably well, considering that most of them had never diagrammed a sentence before!

TEACHER: M. PORTIER
SUBJECT: FRENCH

We switched to remote learning right away as the transition took place. We began with two classes per week and then quickly added another two days, totalling close to 3 hours of time together each week through live Zoom sessions. Our goals were the following:

- Complete the novel, *Germinal* by Emile Zola
- Assimilate and use new vocabulary in different writing exercises
- Learn and perfect our usage of the various futur tenses and verb forms, and the passive and active voices.

- Practice our creative writing skills in relation to the plot of *Germinal*.
- Assimilated more complex writing skills in describing the novel's characters.
- Develop comprehension and conversational skills based on the historical context of the novel.

Students were tested once a week on what they learned the week before and we maintained approximately the same workload as during the regular school year. At the same time, of course, the Zoom format presented us with some of its standard challenges, but students remained active and engaged in the class. I am proud of our students as we were able to maintain a productive and positive atmosphere in our class while also reaching our goals. I look forward to continuing our work in the fall, and am excited to begin our next novel together.

For students who would like to continue practicing their French over the summer, I can recommend a number of novels, recordings, or shows ([link here](#)). They will be listed online on the MLCA summer web platform.

TEACHER: MR. GORMLEY
SUBJECT: HISTORY

Although we were hindered somewhat by the switch to remote learning this trimester, it could have been far worse. The difficulty in my view was assigning readings that had all the same excitement and intrigue of the sort I would typically read in class, while being on a level that a sixth/seventh grade student could read and comprehend at home. After a process of elimination, my solution was to post relatively easy readings once a week when we did not meet for Zoom, but that meant that, even though we were able to cover material that way, it was not nearly as interesting. It was not an ideal solution, because I never want history to be boring, but it got us through most of the material I had intended. I had hoped to at least make it to the Hundred Years' War, which didn't quite happen, but we weren't far from that by the end of the year.

Nevertheless, among other things we still

managed to cover a fair portion of Geoffrey of Monmouth's *History of the Kings of Britain*, the rise of the Saracens (Muslims) in the East and their incursion into Spain, their defeat by Charles Martel, the life of Charlemagne by Notker the Stammerer, the division of Francia by his sons into several kingdoms and their subsequent iterations as France and Germany, the coming of the Northmen/Vikings, the stories of Amleth and of Starkather from the medieval historian Saxo Grammaticus, King Alfred's attempt to unify England and his struggles with the Danes/Vikings, a depiction of the Viking raids on Paris by a monk named Abbo who witnessed it, the viking immigration into Normandy and a bit from Dudo of Saint Quentin's account of Rollo, Hugh Capet and the beginning of the Capetian dynasty in France, the second incursion of the Saracens into Spain, El Cid, the Norman Conquest of England (Robert Wace's account) and the battle of Hastings, William's difficulties in ruling England, the first three Crusades, Richard I (the Lionhearted) of England, the Plantagenet dynasty, Phillips of France's confrontation with John of England's forces and Otto VI at Bouvines (William of Breton's account), and the Magna Carta.

In short, we still covered a lot of ground. We'll most likely begin next year with what we missed this time.

TEACHER: MRS. HARPER
SUBJECT: HISTORY OF ART

We started the term with a look at who is perhaps the Northern Renaissance's most famous artist: Albrecht Durer. Packed with symbolism about science, medicine, math, the Bible, and Greek and Roman mythology, Durer's imagery sometimes felt like detective work, with students declaring "that goat in the background is the scapegoat of the Old Testament" or "Adam is drawn like the Belvedere Apollo that was dug up in Rome!" or "that funny shape is 'Durer's solid!'" Students wrote papers about the meaning of Durer's work and how it engaged with the great ideas of his time.

Next we looked at Pieter Bruegel, who is

often considered the best landscape artist of the 16th century. His scenes of village life and the countryside are peaceful at first glance but are full of allusions to the politics and challenges of his time. He was particularly interested in the motif of “the blind leading the blind”, an allusion to a Gospel text as well as the turmoil brought by the Reformation.

Turmoil brought on by the Reformation and how various artists negotiated and reflected that was a theme throughout the year and it was exciting to just get to The Treaty of Westphalia before the end of school. This treaty was when European nations first decided to end religious wars and agreed to tolerate Protestants, Calvinists, and Catholics. Even Jews were given newfound freedom, particularly in the Netherlands. Our modern understanding of international border law also has roots in this treaty. The newfound stability, mixed with successful Dutch trading and a blossoming of scientific and philosophical thought brought on by the Renaissance set the stage for artists like Vermeer. His way of seeing was something we just began to explore and will look forward to continuing in September (or August as the case may be).



Art History zoom

TEACHER: MR. WYNNE
SUBJECT: LATIN

Latin W has moved at a very high pace since moving online. Since our section has largely moved past the key grammar topics of the year, perfect tense, 3rd declension nouns, and the passive voice, this online section has largely been comprised of expanding on patterns that are already familiar to us, particularly the 3rd conju-

gation (similar to the 1st and 2nd conjugations), and also 3rd declension adjectives (highly similar to 3rd declension nouns, mentioned above). This material has been tested with charts and with translation over the previous exam and the final. Since the previous exam, we have covered direct speech and commands (the Imperative mood in Latin), 4th declension nouns, substantive adjectives (still extant in certain English phrases like “the good [i.e. good people] die young,” and the demonstrative adjective hic, haec, hoc (Latin for “this” (m/f/n)). Much of this material hasn’t been entirely covered by the end of the year so it will be good for your student to continue to review what has been taught during online sessions over the summer, if at all possible.

One final thing I must stress for ability in Latin is that - because speech and listening to speech is rarely required in my class, but fluency is still expected in reading and translation - students are required to memorize charts they would need in translation to prove reading fluency. This is the single most important part of success in Latin class, and I cannot stress enough that it is expected in my course. Patterns are not the most interesting, but they are mandatory, so please ensure your child keeps these charts in their memory over a long and hopefully relaxing summer. Yet one such warning deserves some positives to accompany it: I have been very happy with the progress made in accuracy in Latin to English translation over the course of the year, and I am glad at how Latin W has succeeded in creating a rigor where a lot can be expected of them in the future.

TEACHER: DR. SIGELMAN
SUBJECT: LATIN S

When we switched to remote learning the week after spring break, our Latin “S” class has continued to meet on its regular schedule, for four 45-minute live Zoom lessons/week. We have endeavored to cover one chapter of Jenney’s Latin Grammar textbook per week plus 2-4 lines of Latin poetry, with students completing grammar exercises, longer translation passages,

and preparing vocabulary for a quiz every week-end. We finished the year having learned all five Latin declensions; all four Latin conjugations; all six tenses; both the active and the passive voice; relative & demonstrative pronouns; comparative and superlative adjectives; and many more minor grammar topics besides. In the fall, we will cover the subjunctive and begin the study of complex sentences. In the last week of school, we practiced taking the National Latin Exam. All students aced the Level I practice exam and many did very well on Level II, even though we have not yet covered some of the grammar on this level.

Students also worked on two kinds of memorization exercises: grammar charts (often in the form of song) and poems. We worked through all of Catullus’ well-known “Sparrow” poem and also through the first stanza of Horace’s “Eheu, fugaces” ode. Instead of in-class recitations, I asked students to email me videos of themselves blindfolded reciting the Catullus poem and some of the grammar songs.



We have thus succeeded in maintaining approximately the same workload as during the regular school year. Of course, the Zoom format presented us with some of its common challenges.

Specifically, we experienced occasional glitches with students downloading homework; adjusting sound and video during class; internet connection; and online quizzes (after failing to set up a quiz in Google Forms, I had to rely on oral in-class drills and take-home quizzes instead). I could also see students drifting off occasionally, and/or being tempted to shut off their cameras. Nevertheless, they mostly stayed engaged with the lesson and had the answers ready when called on.

TEACHER: MRS. TER-SAAKOV
SUBJECT: MATH

When we switched to remote learning the week after spring break, 6th-7th Math class was split in smaller groups to enhance students’ involvement. Groups were meeting twice a week for 45 minutes. In addition, each student saw me once a week for a one-on-one meeting. Students took no time to become with a number of Zoom tools we used in class, such as screen sharing, both by teacher and by students; annotating on the shared screen; using chat.

Students learned to keep track of homework checking the corresponding Google Drive folder. Many even learned to submit pictures of their work through email.

According to the plan for the year, this spring students were supposed to cover two chapters remaining in Beast Academy Level 5, Exponents and Sequences. This allowed us a smooth transition to online learning through Beast Academy online. Students were assigned to work for at least 30 minutes on Math assignments daily. Some did a tremendous job maintaining this steady pace, which made the time in class much more enjoyable for them. Some had a tendency of skipping a few days, and then catching up, occasionally struggling and becoming rusty on the new material if set aside for too long.

Once we were done with Beast Academy chapters, the class proceeded to Systems of Linear Equations, then to Inequalities, and finally wrapped the year with a glimpse at Statistics,

namely reading and constructing Box-and-Whisker Plots. I am proud to say we were able to cover all the material originally planned for this year!

In conclusion, I would like to emphasize one issue that is common for many students of this age - maintaining accuracy in their math work. As problems require more steps, little typos that do creep in can be extremely frustrating. The combination of several approaches helps to resolve this issue: students continue to acquire better habits in writing down their work in a more organized manner; students continue building their toolbox of ways to check their answer for common sense; and last but not least: students continue to practice their basic skills. Please help us to convey to the students that summer homework is very important in that respect, and will make their experience in Math class much more pleasant in the future.

TEACHER: MR. RUELENS
SUBJECT: PIANO



Teaching online piano lessons has been an interesting experience this semester. Despite the obvious drawbacks (internet connections, glitches, sound quality, etc.), it has been a very positive experience. In general, all my students including those outside the MLCA community, have kept up their practice as before. Many have even practiced more than they did before, as other extra-curricular activities were suspended. Congratulations to all the students on their recital performance, as well. It was good to see everyone's progress.

TEACHER: MRS. SKVORTSOVA
SUBJECT: PROGRAMMING

Three weeks after spring break, 6-7th grade Programming class switched to remote learning on our modified schedule. We continued meeting on Tuesdays via live Zoom lessons, and our Wednesday classes were replaced with independent offline assignments. By the time I virtually met with students, they had already become Zoom experts and were actively helping me get accustomed to our new learning environment. Except for occasional glitches with our internet connection, the remote learning class format did not cause any major issues. Students used the MLCA@Home system and the Programming class Homework Tracker to monitor their assignments. They continued submitting programming assignments and tests via email. Additionally, we were able to switch to electronic submissions for written quizzes. Everyone made great progress learning proper digital etiquette, and there was a notable change in the quality of the students' emails by the end of the school year.

Despite the delayed start and limited class time, we were able to accomplish a lot this semester. Particularly, students:

- practiced creating, documenting and testing their own simple functions
- completed the "1337" project to practice a combination of skills they learned and apply them in a project
- experienced being in the teacher's shoes: after completing the "1337" project, students were randomly assigned to grade each other's anonymized work using a grading rubric provided
- learned about Lists and Dictionaries
- attempted to solve a "real life" problem using their programming skills
- created their own Python cheat sheet

We are thus finishing the year having learned all the basic concepts covered in a comprehensive Introductory Programming class. The skills acquired this year will lay a good foundation for future studies of Python or any other programming language.

TEACHER: MR. DARER
SUBJECT: SCIENCE

During our remote learning time this past trimester, the 6th and 7th Grade Science class met once a week for a live class on Zoom and once a week for students to do independent work.

Upon starting remote learning classes, we switched topics to begin exploring the Solar System, Motion in Space, and Astronomical Cycles. To put our study of the Solar System in context, we first discussed the relative distances between planets, stars, and galaxies and watched a few videos that helped illustrate these large distances. We then began studying earlier models of the Solar System (Ptolemy's Earth Centered model, Copernicus' Sun Centered model, and Galileo's evidence for Copernicus' model) and discussed which model best accounted for the apparent path of the planets observed over the course of several months. The students attempted to derive the Law of Universal Gravitation building upon Newton's Laws of Motion that the students studied last trimester, their knowledge of observed phenomena, and their understanding of what it means for a measurement to be directly proportional or indirectly proportional to another measurement. We put the Law of Universal Gravitation in context by exploring what keeps planets in orbit around the Sun (a balance between the gravitational force between the planet and the sun, and the inertia of the planet).

Next we studied the lunar cycle and learned about the phases of the moon through hands on activities, a worksheet, and some videos. We practiced predicting what phase of the moon someone in the Northern Hemisphere would observe based on the relative position of the Sun, Moon, and Earth. During this study, we examined the angle of the moon's orbit to help explain why there is not a solar eclipse during every new moon and a lunar eclipse during every full moon. We further examined solar and lunar eclipses and how frequently they occur.

We reviewed the difference between Earth's rotation and Earth's revolution and the tilt of Earth's axis before diving into studying how the tilt of Earth's axis and Earth's revolution around the sun cause the Seasons. To begin, we watched a video and looked at some model simulations. We saw that due to the tilt of Earth's axis, the sunlight that hits earth may be more spread out (and less intense) or more direct (and concentrated). We also discussed how the tilt of Earth's axis explains both why the position of the sun in the sky appears to change throughout the year and why the length of daylight hours changes throughout the seasons.

To practice putting all of this knowledge into context, each student was given the length of daylight hours (recorded Monthly) over the course of a year in a mystery city from around the world. From this data (and after learning about latitude and longitude), the students had to determine whether their city was in the Northern Hemisphere or the Southern Hemisphere and the relative latitude of their mystery city. During the last few classes, we studied features of the Sun, characteristics of stars in general (including the life cycle of stars), and watched a short video on what Scientists know and don't know about how Galaxies are formed.



Taking notes during a zoom class

TEACHER: MR. McCORMICK
SUBJECT: STUDIO ART

Studio Art during the quarantine has been only voluntary on the part of the students, and the number of participants has varied weekly, with only a handful willing to follow through and complete a still life during the sessions.

We worked on two still life studies during our weeks of Zoom classes. The goal was to work on the still life I had set up as I worked on the same. We had two computers showing the set up and the other showing my painting in progress. Some were engaged and following with effort and interest. Some of the students who participated were able to complete two still life studies. This is not the optimal approach, but it worked!

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Tasks:		History 6/7		History 6/7	History 6/7
(Click here for links to your teachers' daily Lesson Plans, Assignments, and Sources.)	English 6/7	English 6/7	English 6/7	English 6/7	
	Math 6/7	Math 6/7	Math 6/7	Math 6/7	Science 6/7
	French 6/7	French 6/7	French 6/7	French 6/7	French 6/7
		Programming			Programming
Optional:	Latin 3	Latin 3	Latin 3	Latin 3	Latin 3
	Gym	Gym	Gym	Gym	Gym
Zoom Meetings:	Monday	Tuesday	Wednesday	Thursday	Friday
1 9:00-9:20	Latin 3 Zoom 9:00-9:45	Latin 3 Zoom 9:00-9:45	Latin 3 Zoom 9:00-9:45	Latin 3 Zoom 9:00-9:45	
2 9:25-9:45	Latin W Zoom 9:00-9:45	Latin W Zoom 9:00-9:45	Latin W Zoom 9:00-9:45	Latin W Zoom 9:00-9:45	Noah, GR
3 9:50-10:10				Gym Zoom	Noah, GR
4 10:15-10:35	Math group 1	Math - Daniel	Art History Elective		French Zoom
5 10:40-11:00	Math group 1	Math group 2	Art History Elective	Renan, KB	French Zoom
6 11:05-11:25	French Zoom	Math group 3		Renan, KB	Math - Isabella
7 11:30-11:50	French Zoom		Science Zoom	French Zoom	Math group 3
8 11:55-12:15			Science Zoom	French Zoom	Math group 3
9 12:20-12:40	Math - Raica	Math - Noah			Math - Hugh
10 12:45-1:05	Math - Raica	English Zoom	English Zoom		Art Studio Zoom 12:45-1:55
11 1:10-1:30	Math - Maria	English Zoom	English Zoom	Math - Nicky	Art Studio Zoom 12:45-1:55
12 1:35-1:55	Math group 2	French Zoom	Math Group Zoom	Math group 2	Art Studio Zoom 12:45-1:55
13 2:00-2:20	Math group 2	French Zoom	Math group 1	Math group 2	French Zoom
14 2:25-2:45	English Zoom		Math group 1	English Zoom	French Zoom
15 2:50-3:10	English Zoom	Civics Zoom	Civics Zoom	English Zoom	
16 3:15-3:35		Programming Zoom	Programming Office hrs		
3:40-4:20		French Zoom	Maria, MY		
4:30-5:15		French Zoom			Marshall GR

Sixth/Seventh Grade Remote Learning Schedule