

Wider Horizons



MORE WONDERFUL MONTESSORI MATERIALS

DATES TO REMEMBER:

2/11 Science Expo (half-day)
2/14-2/18 Spirit Week
2/21 **President's day- no school**
3/11 Report Cards- 3rd quarter
3/12-20 **Spring Break- no school**
Return to school March 21st

SPIRIT WEEK SCHEDULE

Spirit Week will be from February 14-18 this year.

NO JEANS ARE ALLOWED ANY DAY

MONDAY- DRESS UP DAY.

This day is particularly important as we take lots of photos for the yearbook with the students all dressed up. Please, try not to forget to dress up on this day!

TUESDAY- PAJAMA DAY

Students can wear appropriate pajamas to school this day.

WEDNESDAY- CHARACTER DAY

Students can dress up as any *appropriate* character from anywhere.

THURSDAY- MIX AND MATCH DAY

Students can wear any not matching clothing to school.

FRIDAY- SPORTY VERSUS NERDY DAY

Students can either wear "sporty" or "nerdy" clothes on this day!

This very complicated and time consuming activity is called the 45 LAYOUT.

Four-year old Donavon has completed this activity that demonstrates how place value works from 1-9999.

Children who have completed this activity several times have a firm grasp of the decimal system. They accurately put out the numerals and corresponding quantities.

THOSE WONDERFUL MONTESSORI MATERIALS

Children who begin their education in the preschool at WHS have a definite advantage. They learn Independence, Work Ethic, Doing Quality Work as well as whatever each activity teaches. Maria Montessori was an incredible scientist who studied how children learn. She created materials more than 100 years ago that are still used in Montessori classrooms all over the world.



Aurora has completed a list of three letter words with the "e" vowel and matched the object with the correct word.

She is able to also write the words now that she is a proficient writer.



Kota is concentrating on making sure he puts the correct number of beads on the hook to make the teen numbers in order.

HOW DID "HATE-MONGERING" BECOME ACCEPTABLE?

By Domenick J. Maglio, PhD.

The United States is not a perfect nation although it has attracted people from all over the world. Millions of people are still attracted illegally flooding our southern border. The US is presently the only nation in the world that has open borders.

At the time of our founding, our territory had to be defined. The western hemisphere was populated by indigenous people who were overrun by mostly English, French, and Portuguese settlers on the land of these native people. There were physical conflicts inflicting great pain, with killing and injustices on both sides. Eventually the Europeans dominated these territories bringing a new culture and society to this hemisphere.

As in any conflict, the winners take the spoils and the conquered lose their power and wealth. There was minimal wealth as the settlers had to work with their own hands to gain it. There was no welfare safety net. Life is often unfair and difficult.

Over time civilizations rise and fall. The winners and losers constantly change place. Living in the past grievances means a defeated people will not transform themselves into being a winner. Instead, they stay on the fringes of blaming their victimization on the past. During the Civil War Booker T.

Washington was born a slave but did not wallow in the world of being a victim. He insisted on the rough road of education and entrepreneurship to get ahead. He did not try to change society to reward his fellow blacks for doing less than they could to become productive. Living his belief system of picking oneself up by the bootstraps culminated in Tuskegee University.

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PRESCHOOL
Mrs. Bermudez

This week in Preschool, the children worked with Valentine's Day themed work. During circle time, the class enjoyed listening and learning new Valentine songs and stories. At the art table, the children are making Valentine crafts. Parents, if you want your child to bring Valentine cards to share with their friends on Valentine's Day (February 14), please send 24 cards with only your child's name on it. Thank you.

During work cycle, the children were working in all areas of the classroom. We continued reviewing sounds, blending sounds, short vowels, recognizing sight words, and reading. In math, some students are working with identifying numbers, writing numbers, addition, the ten board, the ten board, 1-100, and the decimal system.

At the Practical life area, the children have learned how to pour water, how to open a Lock using a Key, how to clean a mirror, how to serve liquid, and many other activities. Practical Life activities are to assist the child in developing social skills and personal independence. They will learn to take better care of themselves and their environment. The indirect aim is to develop the child's fine motor movement, which involves the body, intellect, and will.



The preschoolers dress up as a dragon to celebrate Chinese New Years!

On Tuesday, the children learned about the Chinese New Year. They made vegetable fried rice and had an amazing time at our annual Chinese parade. The students went around the school celebrating with a dragon costume, instruments and shouting "Kung Hei Fat Choy" which means Happy New Year, happiness and prosperity in Chinese. It was a great day!

On Wednesday, the children learned about Groundhog day and that unfortunately we are having six more weeks of winter time.

PRIMARY
Mrs. Youse and Ms. Finnerty

We have had a very busy week in Primary. The students completed a language activity to commemorate Groundhog Day and did their best to draw a groundhog. We also discussed the Chinese New Year and some of the traditions involved. To celebrate the new lunar year, we had a special snack, a tiger made using mandarin oranges. They also replicated a drawing of a tiger. We wanted to see how detail-oriented they could be!

Primary has finished learning about Antarctica and are excited to learn about our next continent, Asia. To finish up Antarctica, each child did their best to draw three native animals of the continent and label them. We also focused on fine motor work, and each child created a marshmallow igloo using only marshmallows, toothpicks, and their imagination. We might have some future architects in our classroom!

We also reviewed units in math and reintroduced the "Bring me..." game, which helps the children identify place value. This activity requires the student to identify the random number they are given and recreate it using our unit materials.

Congratulations to Molly, Kendra, and Giovanna for completing all the series of reading books and moving onto GPS cards. Also, congratulations to Molly for moving up in multiplication facts.

We would like to remind parents that next Friday is the Science Expo. We are looking forward to seeing each child's presentation on their experiment.

Have a great weekend!

LOWER ELEMENTARY
Mrs. Urbanek and Mr. Garrand

This week, the students worked hard on their Science Expo projects. Each student had a chance to stand in front of their classmates to demonstrate or talk about the project they have created. It was interesting to see their creative minds shine.

In spelling, the students worked in their packets and had a choice of beans, noodles, or tissue paper to spell out their words.

In math this week, the students worked with geometry cards, applications, booklets, and rounding lessons.

STUDENT EDITOR

ZARAH SORENSEN

For language this week, the students had extension work and language from the tower. Second graders are learning about adjectives. Third graders are learning about pronouns.

In science, students continued to work on vertebrates and extension work. Some students are working on reptiles and amphibians.

For history, the students had a lesson on the Southeast Region of the USA. The students will continue to work on the list of states in their folder- in order.

In geography, the students continued to worked on states and learn about different facts for each. Some students are still working on continent animals and the solar system.

In art, the students have started to make Valentine crafts.

We, as a class, have been working on learning about living and nonliving things that are around us. The students enjoy these activities since they get to explore the school yard to find items that are living and nonliving.

We would like to congratulate the students on how hard they are working on memorizing their states, capitols, and abbreviations. We continue to have competitions inside and outside of the classroom. The students added states 26-30 to their list in the homework folder.

Have a safe weekend!



Aria had a birthday walk last week on Friday!

UPPER ELEMENTARY

Mrs. Gutierrez, Ms. Bandini, Ms. Hilgemburg

Due to the Science Expo, no composition topic was assigned this week or next week. We are hoping that this time will be used to prepare for the day of the Expo. Time for practice has been allocated in the mornings and in the afternoons. Afternoon classes will be canceled next week on Wednesday and Thursday, so our students could use the time to get more practice. Some students are struggling with the terminology and should continue their practice over the weekend.

This week, fourth graders learned about more abstract forms of parts of speech. Students were given lessons on attributive and distributive adjectives as well as when pronouns come before the noun or are used alone. In geography, students learned about latitude and longitude in relation to the equator. Students also learned about looking at globes to help visualize the hemispheres.

Fifth graders continued to practice their proofreading skills in language. The students created a *Comma Rules* chart, that was taped to their desk last week, to use while proofreading their work. Students were introduced to *The Leaf* in Botany. They learned about parts of the leaf, types of leaves, and explored each type of leaf in further detail. In geography, students began Volcano collages. Each student found magazine clippings to construct a picture of a volcano. The class was instructed that each picture must include six terms to explain/label their creation.

As we mentioned last week, sixth graders began the next unit in the textbook on usage of adjectives and adverbs. They are learning to use the correct form of modifiers and how to correct errors with modifiers. Their next destination in Geography is South American regions. They will each explore a country of their choice for information on cultural festivals and will design an outfit for their presentation. In Physical Sciences they continued to learn about motion, friction, and inertia and also explored Newton's Laws of Motion.

Finally, we would like to congratulate Sofia for completing her Saxon Math textbook. She will begin taking math classes in the Junior and Senior High School classroom on Monday!

JUNIOR AND SENIOR HIGH SCHOOL

Mrs. Parks, Ms. Doman, Ms. Sanchez

The Science Expo is next week on Friday the 11th. An informatory paper was sent home Monday this week to inform all students' parents about the day and what time dismissal is. This week, our Science Expo boards and papers were to be turned in. The students will all have a chance in this coming week to make any changes they would like to their boards and papers. They will all also have to present some of their projects to the class with their board so that other students and teachers can give them pointers and advice to improve their project even more.

The week of 2/14-18 is Spirit Week! Monday is Dress up Day, Tuesday is Pajama day, Wednesday is character day, Thursday is mix and match day, and finally, Friday is sporty vs. nerdy day! We encourage all students to participate, but outfits must still be within the dress code and school appropriate. No jeans are allowed on any day.

Finally, Junior and Senior High School students are planning for a field trip! This field trip will be to the Dade Battlefield for the "Road Back in Time". We will be going on next Thursday, February 10th. The fee for this field trip is eight dollars per student. An informatory paper will be coming home with students on Friday explaining more. Students who are not working to their optimal level in class will not be able to attend this field trip! Field trips are to be earned, not given!

AFTER SCHOOL

Ms. Bennett

During recess time, the children participated in games such as Dodge Ball, Gaga Ball, Hide and Seek tag, Kickball, and Caution while on the playground.

In circle, we reviewed the proper way we should act and behave in the classroom, such as using quiet voices and how to use the activities properly. The children also practice how to walk indoors.

For art this week, the children were able to make a groundhog, and we began to make Valentines crafts. The children were shown how to "upcycle" old crayons to make newer crayons into various fun shapes.

IN CASE OF A STORM OR STATE OF EMERGENCY WHERE THERE IS NO POWER - SCHOOL WILL BE CLOSED UNTIL POWER IS RESTORED

In mind lab, the children enjoyed using the sphere puzzle. They also enjoyed the new Mancala game that was sent in by the Bingham family.

Have a wonderful weekend

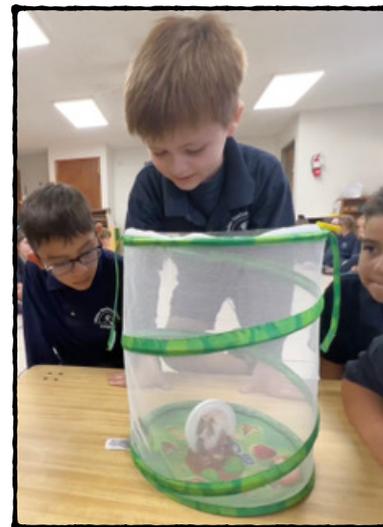
PRESCHOOL AFTER SCHOOL

Ms. Brewer

During Circle time this week, we read a book about "The Amazing Life of Giraffes". The children learned a lot. There are nine different kinds of giraffes! Each giraffe has its own pattern of darker spots on light yellow or white fur. Also, giraffes have the longest necks of any animal in the world. They also have long legs too. Leaves are the main food source for giraffes. Some children asked if the giraffes like to eat dried leaves off the ground. I explained that it was not ideal for them, so they stuck to eating young and fresh leaves off of trees. The children also had the chance to work with different shapes and objects to match them together. They also had the chance to play board games.

In the outdoors, some children participated in singing "We're Going to Kentucky", "Simon Says", and "Head, Shoulders, Knees, and Toes". The other children mostly were playing in the sandbox or going down the slide.

Enjoy your weekend!!



The butterflies in the butterfly garden in the Primary classroom have finally hatched!

Continued from front page...

Martin Luther King, Jr. had a dream not of equity, reparations, and stopping white racism but for all of us: whites, blacks and brown, to be judged by our character not the color of our skin. His approach was similarly to Booker T. Washington's. He understood that educating not attacking the society or chastising all whites as racist was more permanently positive than the method of change.

The Critical Race Theory was developed by black Marxist professors in their "ivory towers." These elites developed unscientific, subjective social constructs to create a narrative that all whites are racist regardless of their individual actions and behavior towards people of color. According to these pompous hate mongers, every white person is racist if their skin color is significantly light. This is insulting to all Americans. Blacks have close white friends that they chose as friends while whites do the same. According to white superiority, whites only use blacks for their own benefit. There is no scientific data to substantiate this statement. It is all about the subjective feelings of the self-proclaimed experts of CRT.

No matter how these Marxist racist professors, either white or black, want to indoctrinate their students by insisting all whites are racist, it hurts, not solves any of the black issues. Blacks from all nations who have intact nuclear families and the work ethic do well in academic environments. Whites who have chaotic families without a work ethic do poorly.

White children are told by academic authority figures that they are inferior to black children because they have "white privilege." Black children are told that they do poorly because they do not have privilege. It gives both groups of children an excuse not to do well and prevents innocent children viewing each other as friends.

Making white children feel guilty for doing well in school does nothing to help black children do well in an academic setting. Using an identifiable group of people as the main cause of another people's failure is a losing policy for advancing the individuals of that group. Race-hatred of any group that blames their problems on another group does nothing to solve their own problems.

In school, teachers see students go from failing grades to high achievers when they stop feeling the world is against them. Once there is an attitude change in a student to believe he is the cause of his own low achievement, not the system, can he take command of his educational responsibilities. Learning to be responsible in the long run develops the discipline necessary to overcome personal deficiencies enabling them to become winners.

Hate-mongering hustlers often gain notoriety, power, and wealth. They personally prosper while feeding lies to their followers to believe the hatred of another group will appease their followers. This strategy deflects the personal anger. It does work to bring together many people to the race hustler's side, making them notable political leaders of supposed victims. The media fans the flames of these groups to assist making race-baiting acceptable.

Changing oneself, not the entire world creates a winner. Hating oneself and others leads to self-destructive, counter-productive and self-hatred behavior.

Domenick Maglio, PhD. is a columnist carried by various newspapers and blogs, an author of several books and owner/director of Wider Horizons School, a college prep program. Dr. Maglio is an author of weekly newspaper articles, INVASION WITHIN and a recent book entitled, IN CHARGE PARENTING In a PC World. You can see many of Dr. Maglio's articles at www.drmaglioblogspot.com.