

**EdTalk: December 10, 2021**

**Dr. David Leach, WVCSD Superintendent of Schools**

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Warwick Valley Central School District has a solid academic tradition, which will only grow as we incorporate a broader understanding of what it means to be truly educated and prepared for life after high school. Students must become more involved as owners of their learning. We will continue to broaden the number of courses and options available to students within existing subject areas.

We recognize that exceptional learning goes beyond teachers delivering information and students regurgitating it on exams. Great learning engages students' minds, preparing them for future success. It ties what children learn in the classroom to the real world, fostering deep connections between students and the world they inhabit. Great learning builds bridges across academic subject boundaries because the world is not divided into neat silos of math, science, language, history, and art.

Here are some highlights from our schools this week:

#### **Pine Island Elementary School**

Students in Rebekah Jackson's class just finished their Fall Discovery unit. Students did research and gave oral presentations in three groups on apples, pumpkins and leaves. Students discussed the importance of working together as a team to share their thoughts and ideas. Some students worked together to illustrate their discoveries while a few others wrote a fact they had researched. All three groups then worked together to display their writing and illustrations on cardstock ready to be presented for their culminating project. Principal Dr. Marijane Reinhard was honored to be in the audience for this great event as each group presented information about apples, pumpkins and leaves.

#### **Park Avenue Elementary School**

Students in grades 1-4 are wrapping up their science performance tasks in Amanda Melican's STEM classes. Their final products included the use of a new technology tool (either Flipgrid or Google Drawing) and served as a way for students to showcase their knowledge and everything they've learned in science so far, in a digital format. They will now complete some December-themed group STEM building challenges. The first one involves making a parachute for a snowman that accidentally got onto an airplane. Students will follow the engineering design process to collaborate with their group members to design, create, and test a parachute that lands their snowman safely on a target.

#### **Sanfordville Elementary School**

Students in the fourth-grade band worked very hard to learn the song, "Jingle Bells," and perform for some of the Sanfordville classes. This was their *first time* performing for an audience and our young musicians were both nervous and excited. The students did a great job!

The school's Green Team has enjoyed meeting weekly and getting outdoors into nature. They have recently planted daffodil and allium bulbs in a second raised bed that a Green Team family

built and donated. Students also enjoyed picking up trash on the ground around our school campus with tools that they made.

### **Warwick Valley Middle School**

Our eighth-grade students are reading the S.E. Hinton novel, The Outsiders, to better understand character development. The novel captivates the reader through its fascinating plot that twists and turns, forcing the characters to make decisions that have impactful consequences. To better understand the growth of the characters, students read the Robert Frost poem, "Nothing Gold Can Stay," and compared it to the changes the characters go through. It is a compelling novel that our students are truly enjoying reading.

### **Warwick Valley High School**

Last month, students in Daniel Cecconie's Video Production 2 class were assigned a business to work with to create an advertising video. Over the past few weeks, students were tasked with: contacting their client to set up an initial meeting; meeting with the client, either in-person or virtually, to get an overview of their business and their expectations for the video; creating an outline for the video; sharing their plan with the client for revision/approval; and creating a script and shot plan. They were making appointments to shoot the video, interviewing clients, employees, and customers; editing the video, adding graphics and sound, and creating a final product in the correct format; and, finally, revealing the video to the class and the client. During the "reveal" this week, students spoke about their overall experiences, the challenges they encountered, their process for creating the video, and their own post-graduation plans. The clients in attendance commented on how pleasant and professional their experiences with our students were, and they were extremely impressed with the video commercials.