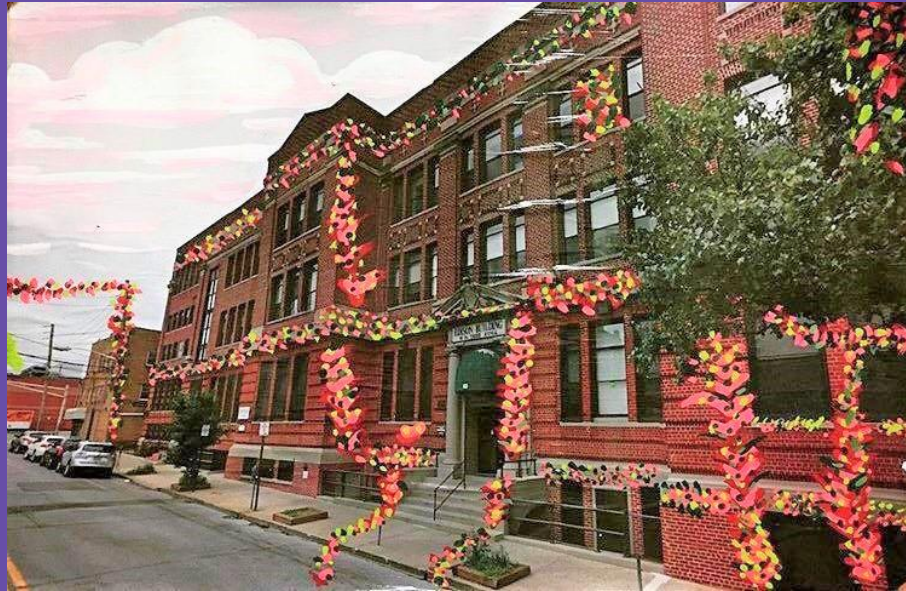


# Amani Virtual Open House Spring 2020



Meet our Executive Director,  
Mrs. Stern



Meet our Principal,  
Mr. Scott



# WHAT IS A CHARTER SCHOOL?

---

- AN EDUCATIONAL OPTION
- A PUBLIC SCHOOL
- OPEN TO ALL; VIA LOTTERY
- TUITION FREE
- REQUIRED TO MEET ALL STATE AND FEDERAL EDUCATIONAL STANDARDS (including NCLB, IDEA, Common Core)

# THE AMANI SCHOOL MISSION

*The mission of the Amani Public Charter School is to provide Mount Vernon, New York students in the 5th through 8th grade with the academic skills necessary to succeed in competitive high school programs, college and the career of their choice.*



# WHAT WE OFFER @ AMANI

---

- FREE BREAKFAST & LUNCH
- ACCESS TO TECHNOLOGY
- FREE EXTENDED DAY PROGRAM
- UNIQUE EXPERIENCES OUTSIDE THE CLASSROOM
- FAMILY CULTURE
- SAFE ENVIRONMENT
- SUPPORT FOR ALL STUDENTS
- SUPPORT FOR STUDENTS WITH SPECIAL NEEDS
- SATURDAY SCHOOL

# @ AMANI CLASS SUBJECTS

---

## Core Subjects

English Language Arts

Mathematics

Social Studies

Science

## Non-Core Subjects

Physical Education

Art

Music

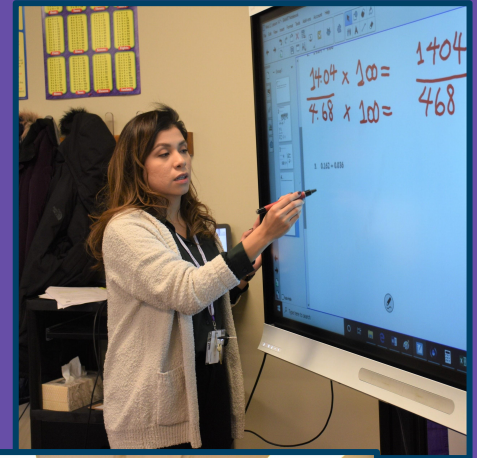
Technology

Latin

Achieve Class

Study Skills

Health



# @AMANI UNIFORMS

---



# @AMANI TIME SCHEDULE

<b>DOORS OPEN/BREAKFAST</b>	<b>7:30-7:45 AM</b>
<b>AM HOMEROOM</b>	<b>7:50-7:58 AM</b>
<b>DISMISSAL</b> <b>*WEDNESDAY</b>	<b>3:40 PM</b> <b>2:05 PM</b>
<b>EXTENDED DAY SESSION 1</b>	<b>3:45-4:45 PM</b>
<b>EXTENDED DAY SESSION 2</b>	<b>4:45-5:45 PM</b>

# The Building Layout

- Director's Offices
- Theater
- Staff Lounge
- Staff Restrooms
- Human Resources
- Technology Offices

3rd Floor

- Upper School
- Cafeteria
- Instructional Suite
- Dean's Office

2nd Floor

- Lower school
- Main Office
- Principal's Office

1st Floor

- SPED Resource Room
- Guidance Counselor Office
- Nurse / Social Worker Office
- Science Labs
- Library/ Technology
- Music Room
- Art Room
- Gym

Ground Floor

**Welcome to Music**  
**@ Amani**

# Music Basics

**C Major Scale**

C D E F G A B C

Every Good Boy Does Fine.

**sharp**

musical symbols: treble clef, whole note, half note, quarter note, eighth note, sharp sign.

Unit: Hands On

Objective: Students will identify rhythms as they create sections in a song.

Vocabulary:  
Intro, Tempo (Click), A section

Definition:

Do Now

\*Warm-up



listen to recording

Form of Song

- ✓ - Intro
- ✓ - A section
- ✓ - Break
- \* - B section

4/23/19

musical symbols: natural, whole rest, half rest, quarter rest, eighth rest, crescendo, decrescendo.

**"FACE"**

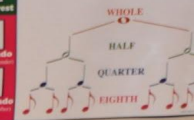
G B D F

"Good Boys Do Fine Always"

A C E G

"All Cows Eat Grass"

WHOLE, HALF, QUARTER, EIGHTH










or Team Work

**isper  
oice**  
er Quietly to  
Neighbor

**No  
oice**  
er Quietly to  
Neighbor

**OULD YOUR VOICE BE?**

**RESPECT OTHERS**

**SMILE**

Water Bathroom Tissue Guiltless Pencil



**LET'S 'BOUT IT!**

**AGREE TO RESOLVE THE CONFLICT.**

**DO NOT TURN TALKING & INTERRUPT.**

**THINK OF POSSIBLE SOLUTIONS TOGETHER.**

**BE WILLING TO COMPROMISE.**

Kind words  
are the  
music  
of the  
world.

**Class Schedule**

- 1) Do Now
- 2) Mad Minute
- 3) Procedures
- 4) Exiting Meditation
- 5) bring your pencil

Clean space





A.A.V.

A.A.V.  
Aman  
Public  
Charter  
School





# EVENING of the ARTS



**Welcome to Latin**  
**@ Amani**



Carpe diem: Seize the day

Per diem: For each day

Cum laude: With honor

**Welcome to Art @Amani**

7TH GRADE

6TH GRADE

8TH GRADE

6TH GRADE

8TH GRADE







8TH GRADE









The Hudson River School  
IDEALIZED LANDSCAPES

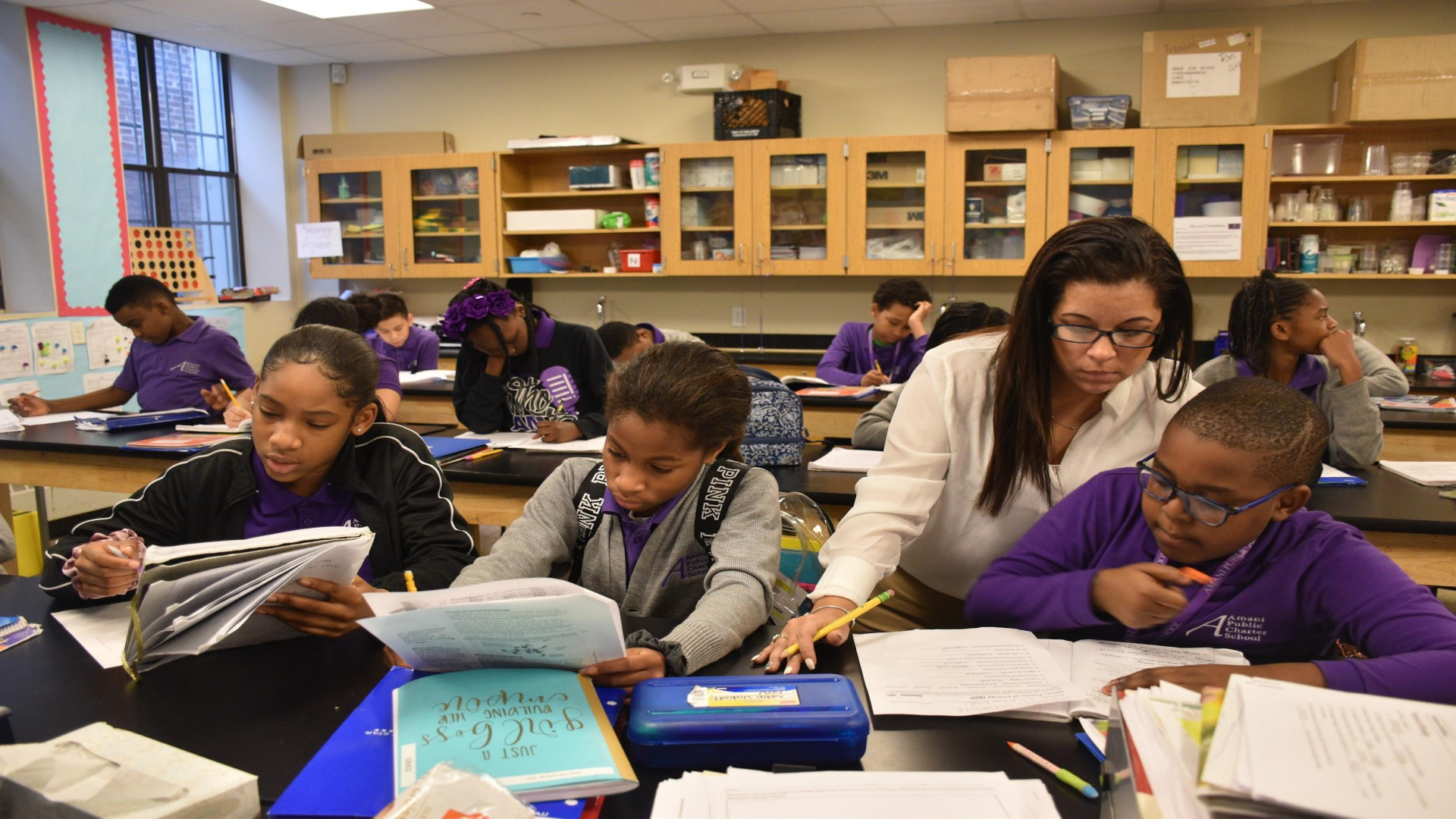
THE HUDSON RIVER SCHOOL  
The Hudson River School was a group of landscape painters who worked in the Hudson River valley in the mid-19th century. They were known for their detailed and romanticized depictions of the natural world. The school's members included Thomas Cole, Asher B. Durand, and others. Their work was characterized by a focus on the grandeur and beauty of the American landscape, often with a sense of awe and wonder. The Hudson River School's art was highly influential, and it helped to establish the Hudson River valley as a major center of American landscape painting.

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**Welcome to Science**  
**@ Amani**





Notice

DATE: 10/10/10  
NAME: [unclear]  
[unclear]

JUST A  
GIRL  
BUILDING HER  
EMPOW

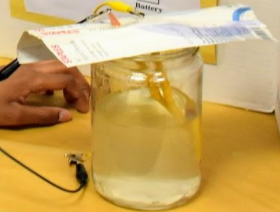
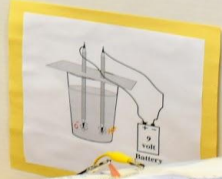
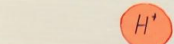
AMARI  
PUBLIC  
CHARTER  
SCHOOL

# LET'S SP... (part of 'LET'S SPEAK')



**Water**  
A water molecule ( $H_2O$ ) is made up of three atoms: one oxygen and two hydrogen.

**Procedure**  
1. Get the materials from the class.  
2. Check the materials before the class starts.  
3. Double check connections before the class starts.  
4. Turn on the power of the battery and watch the bubbles form.  
5. Turn off the power of the battery and watch the bubbles stop.  
6. Turn on the power of the battery and watch the bubbles start again.  
7. Turn off the power of the battery and watch the bubbles stop.  
8. Turn on the power of the battery and watch the bubbles start again.  
9. Turn off the power of the battery and watch the bubbles stop.  
10. Turn on the power of the battery and watch the bubbles start again.



## QUESTION

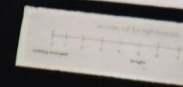
If I add hydrogen to water and expose the mixture to the light of a UV light, what color will it glow?

## MATERIALS

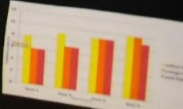
- Four Trans
- Water (¼ cup each bottle)
- Yellow High
- Orange High
- Pink Highlig
- Ultraviolet L
- Knife
- Dark Room o

## HYPOTHESIS

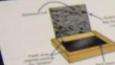
## DATA



Time of Day	Hour 1	Hour 2	Hour 3	Hour 4
Blue	1	2	3	4
Yellow	1	2	3	4
Orange	1	2	3	4



## PURPOSE



## HYPOTHESIS

### Statement of Purpose

The purpose of this project was to figure out a way to stop noise from exploding when you shake it. I chose this project because I felt like the easiest and a reward interesting than all other ones I chose. But I wanted to find out how to really stop it. I made from finding something when you shake it up, then I'd be able to share my results.

*George 2015*

### Hypothesis

I think when I shake up the bottle and I try all the methods to stop the bottle from exploding, the one that I think would actually work, I think the biggest method would actually work.

*George 2015*

### Materials List

- Three cups of compressed air
- Rubber mallet
- A container that would want to get crushed
- A ball of paper
- An object for your hands for holding the ball

*George 2015*

### My Research

I did some research on how to stop the noise from exploding when you shake it up. I found that the easiest way to stop the noise from exploding when you shake it up is to use a rubber mallet.

### Procedure

1. Get the materials from the class.  
2. Check the materials before the class starts.  
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4. Turn on the power of the battery and watch the bubbles form.  
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7. Turn off the power of the battery and watch the bubbles stop.  
8. Turn on the power of the battery and watch the bubbles start again.







# DISCOVER LIGHTNING

## Materials

- Aluminum foil
- Balloon
- Dryer Sheet
- Thumb Tacks
- Glass Jar

## Data

In this experiment I researched how lightning works. I wanted to know where it comes from as well as how and why it starts. The one constant thing in each test was that no matter what changes I made in the procedure process I still didn't see lightning in the jar. I repeated the experiment more than once and I found the results to be the same each time.



## Procedure

1. Put the aluminum foil at the bottom
2. Put the dryer sheet on top of the jar and put holes on top of it with the thumb tacks
3. Put the top on the jar
4. Take the balloon and rub it on your head
5. Then put the balloon on the top to watch the lightning in the jar



## Results

While doing this experiment I didn't not see any lightning in the jar. I did however hear something once I pushed the balloon down on top of the jar. During this experiment I tried a number of different things to get results. The first 1st day I followed the directions and got no results. The 2nd day I added even more thumb tacks to the dryer sheet and still no results. Nothing had changed. The 3rd and final day I changed the jar to see if any lightning bolts would appear in the jar. Still no results.



## Conclusion

I am happy that I did this experiment. Lightning can happen when ever and where on the environment and ever one around it. My hypothesis was incorrect. I was expecting to see the lightning in the jar but unfortunately I did not.





# HOW DOES NOISE AFFECT COORDINATION



## MATERIALS

1. 15 test subjects
2. Location
3. Needle
4. Thread
5. Stereo
6. Cup
7. Golf ball
8. Putter
9. Notebook

## PROCEDURE

### CONDUCTING A NOISY PITCH

**INTRODUCTORY NOISE**

15 subjects were tasked with trying to throw a golf ball while being distracted by loud noise from their phone.

- The 15 subjects were categorized into 3 groups of 5.
- 7 of the 15 subjects were allocated to throw the golf ball while their phone was on.
- All subjects were given 7 attempts to throw the golf ball while their phone was on.
- The accuracy of each throw was recorded and the results were compared.

**CONDUCTING A QUIET PITCH**

**INTRODUCTORY NOISE**

15 subjects were tasked with trying to throw a golf ball while their phone was on.

- The 15 subjects were categorized into 3 groups of 5.
- 7 of the 15 subjects were allocated to throw the golf ball while their phone was on.
- All subjects were given 7 attempts to throw the golf ball while their phone was on.
- The accuracy of each throw was recorded and the results were compared.

## RESULT

When subjects were tasked with trying to throw a golf ball while their phone was on, the results were the following:

- 8 out of the 15 subjects attempted were successful.
- 7 out of the 15 subjects attempted were successful.
- 2 out of the 15 subjects attempted were successful.
- 1 out of the 15 subjects attempted were successful.
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## CONCLUSION

In conclusion, when people were tasked with trying to throw a golf ball while their phone was on, the results were the following:

## RESULTS

Amari Public Charter School

**Welcome to Social Studies**  
**@ Amani**





Environment

# PACIFIC NORTHWEST NATIVE AMERICANS

The Pacific Northwest is a region of the United States and Canada. It is known for its forests, mountains, and water. The Pacific Northwest is a region of the United States and Canada. It is known for its forests, mountains, and water.



Food Source



# PACIFIC NORTHWEST NATIVE AMERICANS

BY: SANATHUR  
Diagon of the US  
Native Americans lived in the Pacific Northwest area of the United States of America and Canada.

How the I read  
Everyday they  
frayed the m

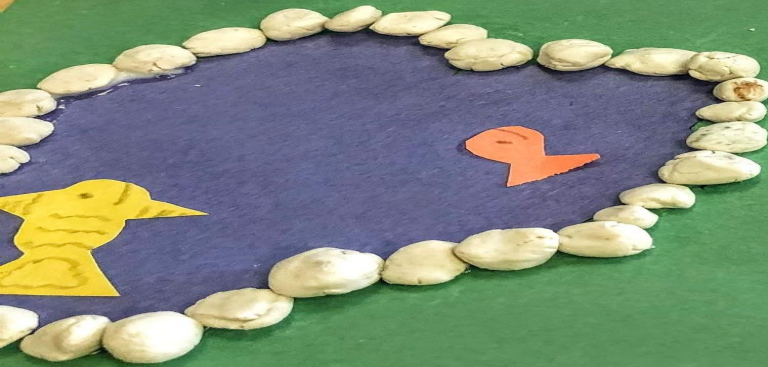
Mimaya



**Wigwam**



Lev



American Indian Shelter Project

**By: Chidi Nwachukwu  
Homeroom: Cortland**

Wigwam shelters were used by Native North Americans of the Eastern Woodlands culture.

Wigwams were made from birch bark, woven mats or thatch, spread over a pole frame. Wigwams should not be confused with the cone-shaped, skin-covered "tepees" of the Native Americans of the Plains.

One tribe of American Indians that used wigwams is the **Algonquian** tribe.

The regions of the U.S. where Algonquians live include parts of **New England, New Jersey, New York, Delaware**, and around the **Great Lakes of Minnesota**.

In warm weather the Algonquian Indians lived in portable, one family wigwams. In the winter they lived in more permanent "longhouses" that were large enough to house more than one clan.

Algonquian men **hunted and fished**; they **gathered plants to eat** and did most of the **planting and cooking**. However, both genders took part in **storytelling, artwork and music**. Algonquian children liked to go hunting and fishing with their fathers.





# The Western Great Plains Indians

Western Great Plains Indians are one of the tribes that are from the Great Plains. They built their teepees from buffalo skins on poles. The tribe lived in the Cheyenne, Colorado, and Montana. The Cheyenne hunted for food, so it was important to have tools, and materials for clothing, tools, and weapons.

The Cheyenne's was a nomadic people. The US government took away their land in Cheyenne. It was easy to move. The Southern Cheyenne and Northern Cheyenne speak different dialects of the Cheyenne language. The Cheyenne reservation in the 1870s was invaded during the war. The Cheyenne used to hunt buffalo. They were very good hunters. They were very brave. They performed many ceremonies. They used peace pipes.

Baker's Corner

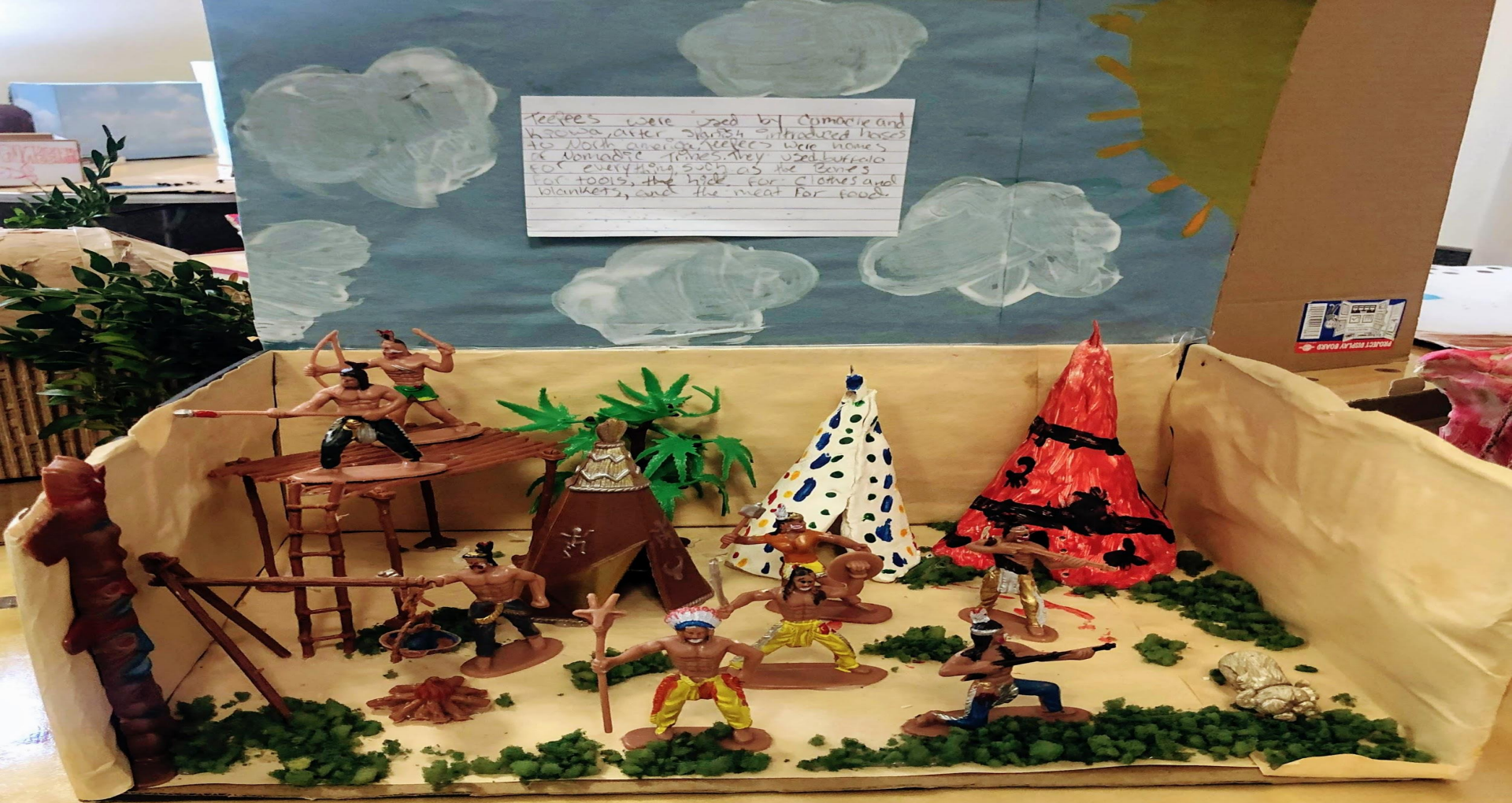


## Cheyenne Indians





teepees were used by Comanche and Kiowa, after Spanish introduced horses to North America, teepees were homes of nomadic tribes. They used buffalo for everything, such as the bones for tools, the hide for clothes and blankets, and the meat for food.





Jaylen D. Bawing  
 Missouri

The Florida Indians

10/22/12  
 Alway

The Florida, their province I know  
 name America. I know they were  
 called Florida. They were a  
 people of many tribes. Some  
 were called Seminole. They  
 were a people of many  
 tribes. They were a people  
 of many tribes. They were  
 a people of many tribes. They  
 were a people of many tribes.  
 They were a people of many  
 tribes. They were a people  
 of many tribes. They were  
 a people of many tribes.

**Welcome to Math**  
**@ Amani**



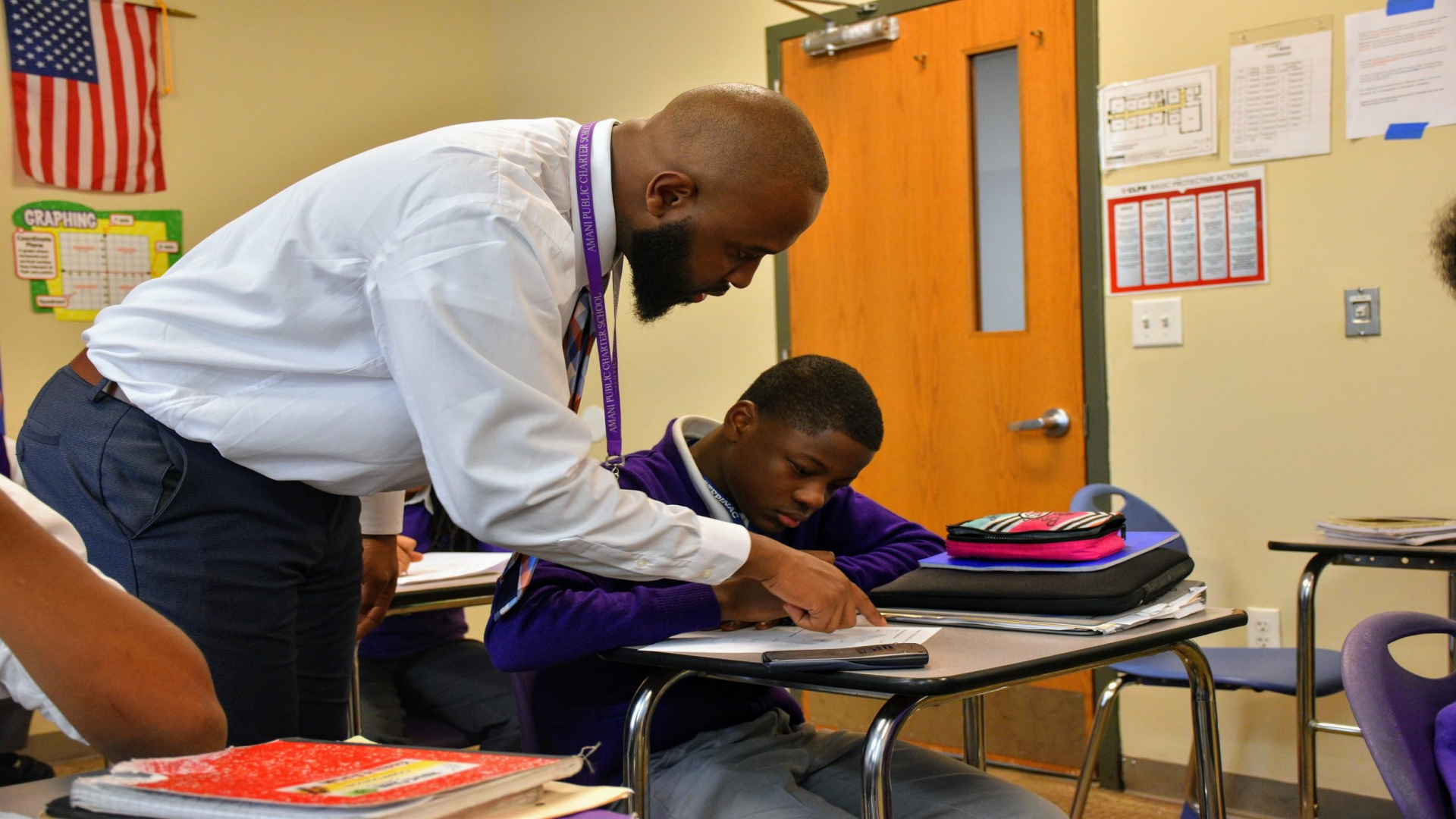
Careers in Mathematics

Big math skills can lead you to a variety of exciting and rewarding careers, including those listed below.

- Financial Planner
- Mathematician
- Chemist
- Accountant
- Physician
- Engineer
- Computer Consultant
- Architect
- Teacher or College Professor
- Acting Scientist
- Economist
- Technologist

Amari  
Public  
Charter  
School

Algebra 1  
Algebra 1  
Algebra 1  
Algebra 1





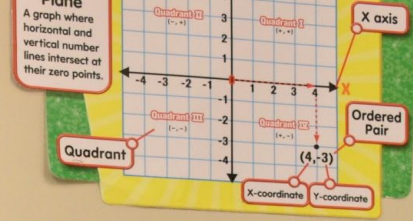
### Did You Know?

We use math in nearly every aspect of our daily lives, including driving, cooking, telling time, shopping, and playing sports.

Artists who painted during the Renaissance used geometric principles to create depth in their paintings.

The development of the printing press in the 15th century, as the 1820s when the first steam engine was invented, with creativity.

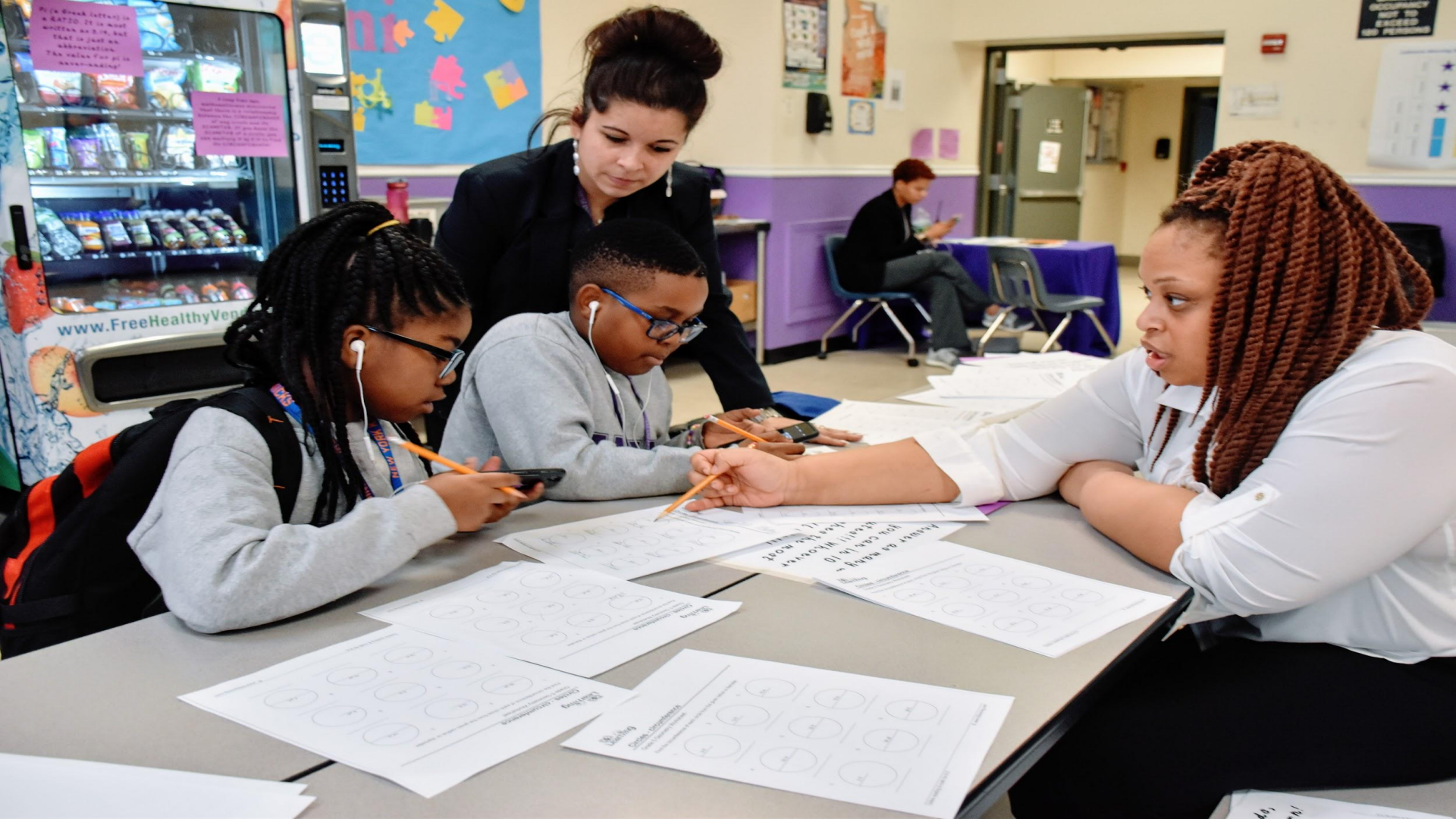
When the first airplane came up, it was numbered 1. The first airplane followed the same path as the first airplane before his.

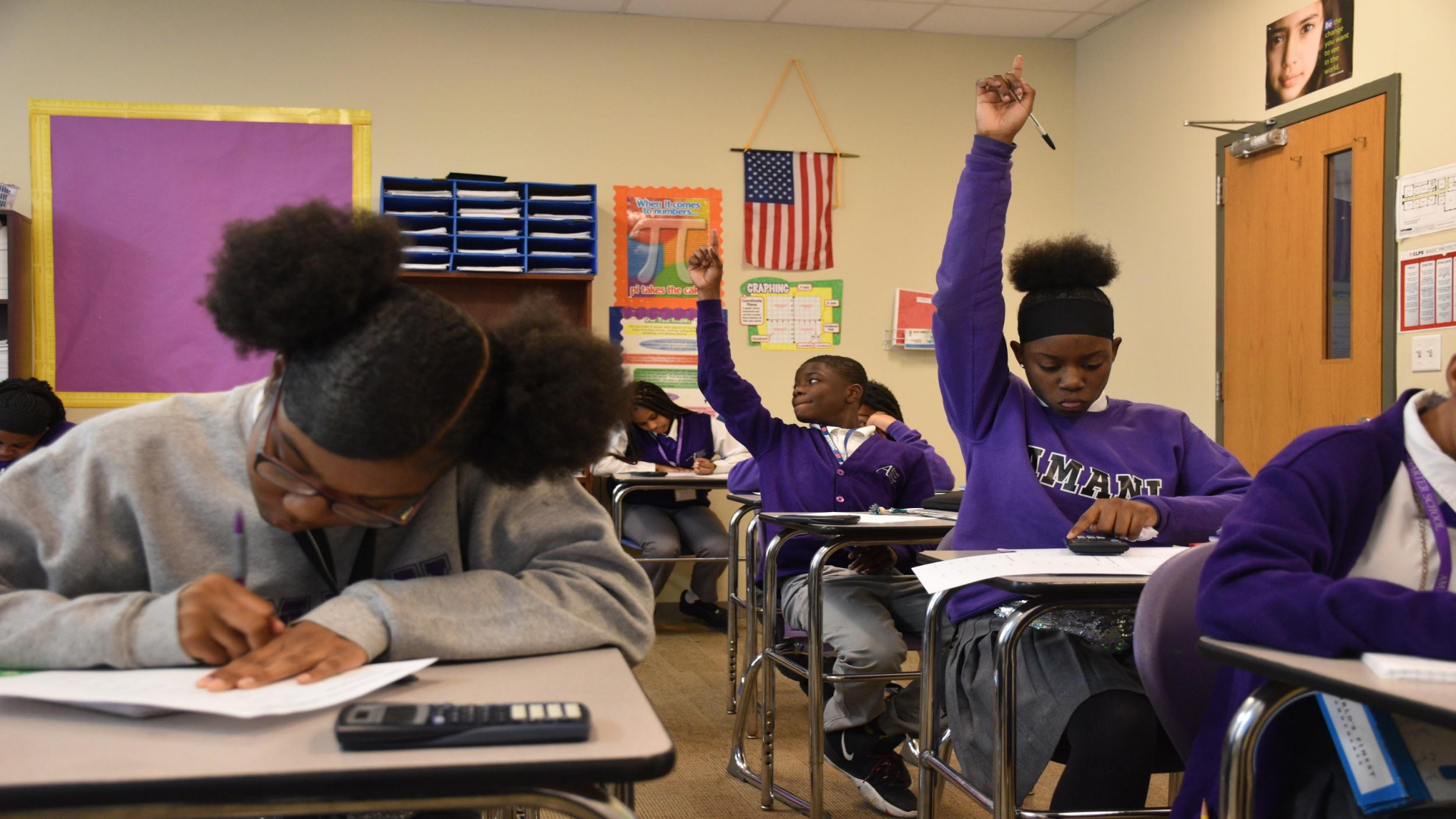




Celebrate  
Pi Day

HISTORY





**Operations with Fractions**

1. Add or subtract fractions with like denominators.

2. Add or subtract fractions with unlike denominators.

3. Multiply fractions.

4. Divide fractions.

**Operations with DECIMALS**

**Addition**

Line up the decimal points.

• Add or subtract as you would with whole numbers.

• Add or subtract the numbers in columns.

• Place the decimal point in the answer under the other decimal points.

7.580  
+ 0.265  
-----  
7.845

**Subtraction**

Line up the decimal points.

• Subtract the numbers in columns.

• Place the decimal point in the answer under the other decimal points.

7.580  
- 0.265  
-----  
7.315

**Multiplication**

Line up the numbers, ignore the decimal points, and multiply.

Count the number of digits to the right of the decimal point in the operands.

7.04  
x 3.2  
-----  
22.528

**Division**

Place the decimal point in the quotient above the decimal point in the dividend.

4.27784  
: 2.13892  
-----  
2.00000

**Multiplication Tables**

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100



14.04 x 100 = 1404

4.68 x 100 = 468

$$\frac{1404}{468} = 3$$

3. 0.162 + 0.036

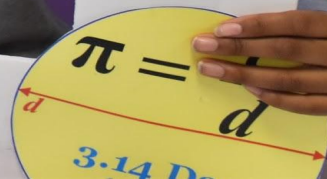
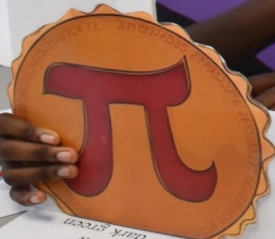
0.262

9:22 AM 12/13/2019



$$\frac{2x^2 + 3x}{4x^2 + 2x} = \frac{1904}{761} = 3$$
$$\frac{0.12 \times 1000}{3.75 \times 1000} =$$

# Amani Pi Day!



- Follow this key
- 0 - orange
  - 1 - white
  - 2 - pink
  - 3 - yellow
  - 4 - dark green
  - 5 - red
  - 6 - yellow
  - 7 - dark green

some beads.  
Follow the pattern!



**Welcome to ELA**  
**@ Amani**



2

Literary Genres  
Folktales  
Drama  
Poetry

Character Traits Book

Character Traits

Be 100% chance you'll be successful

no

Go

BRACES

LIFE IS A JOURNEY  
SPORT  
4U

Stick the speaker and ask questions  
Worked with other and having time  
Be prepared for class and  
and for learning!

AMANI PUBLIC SCHOOLS

AMANI PUBLIC SCHOOLS

Handwritten notes on a worksheet

Colorful pencil holder

Orange storage box

Pink pencil case



1 Do first read of text  
2 Read and underline to find  
3 Circle unfamiliar words  
4 Use glossary and dictionary to help with word meanings  
5 Write the goal of the whole text  
6 Talk with others about the text  
7 Use evidence from the text to show what you know about what you read

WORD WALL

Hard Work  
Integrity  
Empathy

Jonas was very shocked when he saw walls of books. He reacts in this way because he didn't know that there were other books in his community.

AMANUEL  
AMANUEL PUBLIC SCHOOLS

Jonas was very shocked when he saw walls of books.

AMANUEL  
AMANUEL PUBLIC SCHOOLS

He reacts in this way because he didn't know that there were other books in his community.

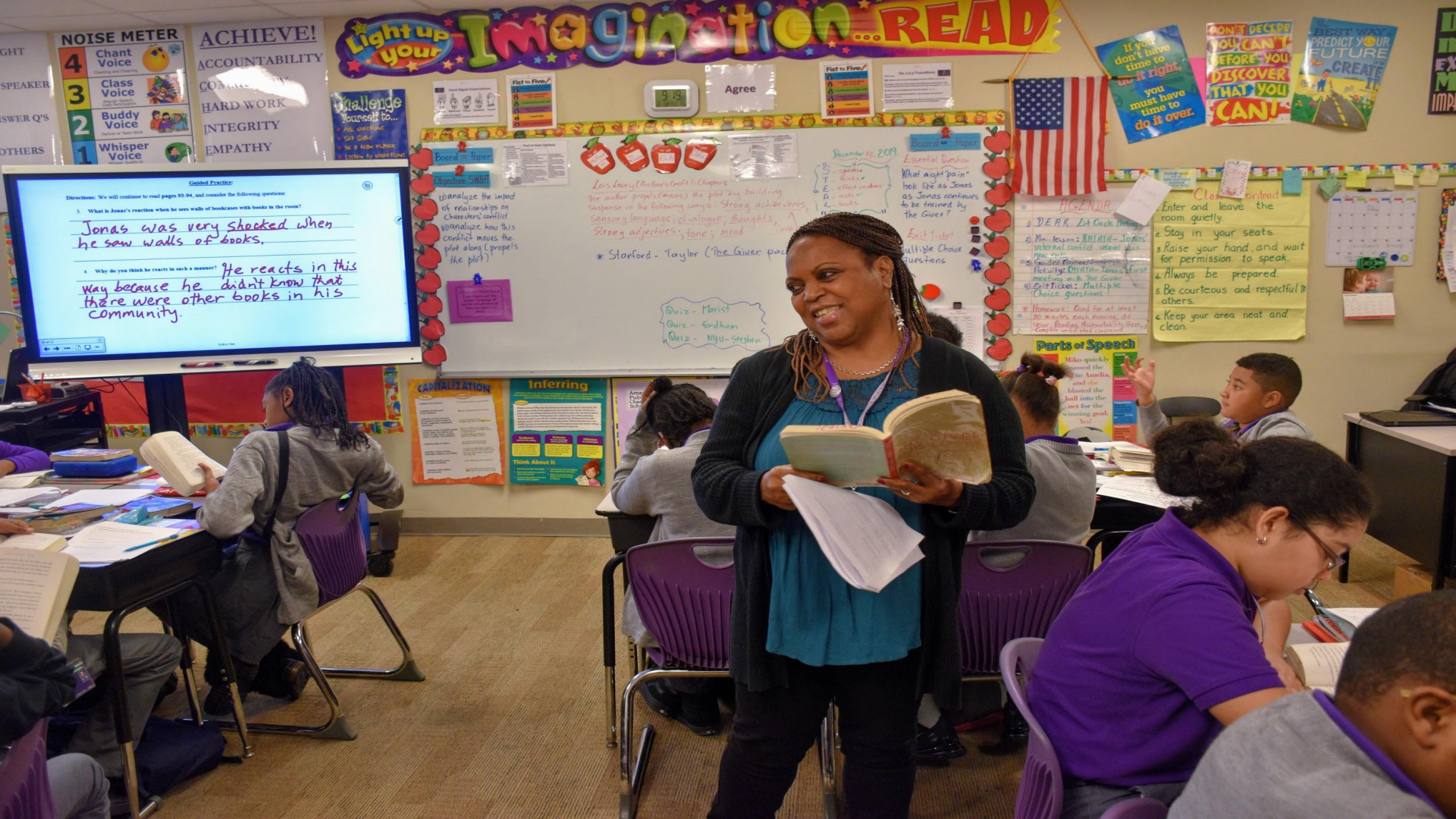


Mrs. Haskins  
Marciyah Lakin  
K-5

### Wonders of Write

- Write often
- Set a story
- Be creative
- Remember spelling
- Remember punctuation
- Practice new skills
- Remember important facts
- Remember important words
- Remember thoughts and ideas
- Write fun!





### NOISE METER

- 4 Chant Voice
- 3 Class Voice
- 2 Buddy Voice
- 1 Whisper Voice

### ACHIEVE!

- ACCOUNTABILITY
- COMMITMENT
- HARD WORK
- INTEGRITY
- EMPATHY

# Light up your Imagination... READ

**Challenge Yourself to...**  
 Ask questions  
 Set goals  
 Write to illustrate

**Flirt to Five!**

1. I like you
2. I like you
3. I like you
4. I like you
5. I like you



Agree

**Flirt to Five!**

1. I like you
2. I like you
3. I like you
4. I like you
5. I like you

**Flirt to Five!**

1. I like you
2. I like you
3. I like you
4. I like you
5. I like you

If you don't have time to use it right, you must have time to do it over.

**DON'T DECIDE YOU CAN'T BEFORE YOU DISCOVER THAT YOU CAN!**

**BEST WAY TO PREDICT YOUR FUTURE? CREATE IT!**

**Guided Practice**

Directions: We will continue to read pages 93-94, and consider the following questions.

3. What is Jonas's reaction when he sees walls of bookcases with books in the room?

*Jonas was very shocked when he saw walls of books.*

4. Why do you think he reacts in such a manner?

*He reacts in this way because he didn't know that there were other books in his community.*

**Possible Paper**

**Objective: SWBAT**

Analyze the impact of relationships on Charon's conflict

Analyze how this conflict moves the plot along (propels the plot)

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*Lois Lowry (Author's Craft): Chapters*

*Pre author propels (moves) the plot by building suspense in the following ways: Strong action verbs, Sensory language, dialogue, thoughts, Strong adjectives, tone, mood*

\* Stanford - Taylor (The Giver part)

December 12, 2019

**Essential Question**

What might "pain" look like as Jonas as Jonas continues to be trained by the Giver?

**Exit Ticket**

Multiple Choice Questions

Quiz - Morist  
 Quiz - Nordham  
 Quiz - NYU - Stefan



**AGENDA**

1. D.E.A.R. List Greek History
2. Mini-lesson: RH11111 - Jonas's internal conflict about his role
3. Guided Practice/Independent Activity: RH11111 - Jonas's internal conflict about his role
4. Exit Ticket: Multiple Choice questions!
5. Homework: Read for at least 30 minutes each evening at home. Reading fluently by reading with a partner.

**Classroom**

Enter and leave the room quietly

1. Stay in your seats.
2. Raise your hand, and wait for permission to speak.
3. Always be prepared.
4. Be courteous and respectful to others.
5. Keep your area neat and clean.



**CAPITALIZATION**

Write the name of the capital city for each country.

**Inferring**

Read the passage and answer the questions.

**Parts of Speech**

Miko quickly ran to America, and she labeled the ball into the net for the winning goal. Yes!

Students sitting at desks, reading books.

Students sitting at desks, reading books.

Teacher holding a book and papers.

Students sitting at desks, reading books.

# MISSION ★

Amani Public Charter School ("APCS") provides 100% of Mount Vernon students with the critical thinking skills necessary to succeed in school, college, and the career of their choice.





...VE!  
...UNTABILITY  
...MUNITY  
...D WORK  
...TEGRITY  
...ATHY  
...ON  
...ELLECE



...nating Marks  
...n known words  
... important information  
... important thoughts  
... Para...

### NOISE METER

4	Chant Voice	
3	Class Voice	
2	Buddy Voice	
1	Whisper Voice	
0	No Voice	

WHERE SHOULD YOUR VOICE BE?

Agree

### BRACES

A Guide to a HEALTHY Smile Program

... & ...

... ..

Before You Leave

GOOD READERS



... Close Readers

Main Idea

... ..

Text Connection

... ..

Mark a surprising part

... ..

... ..

... ..



me of Character  
u do"

What the Character  
Thinks

What You think  
(agree or disagree)

ron 1) "The only  
e who didn't do  
ything to get  
ady to go to  
abama was Byron.  
acted like nothing  
to happen."

1) Byron appeared  
unbothered by the fact  
that his parents made  
this decision.

2) Byron did not care  
about the fact that

(response may vary)



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