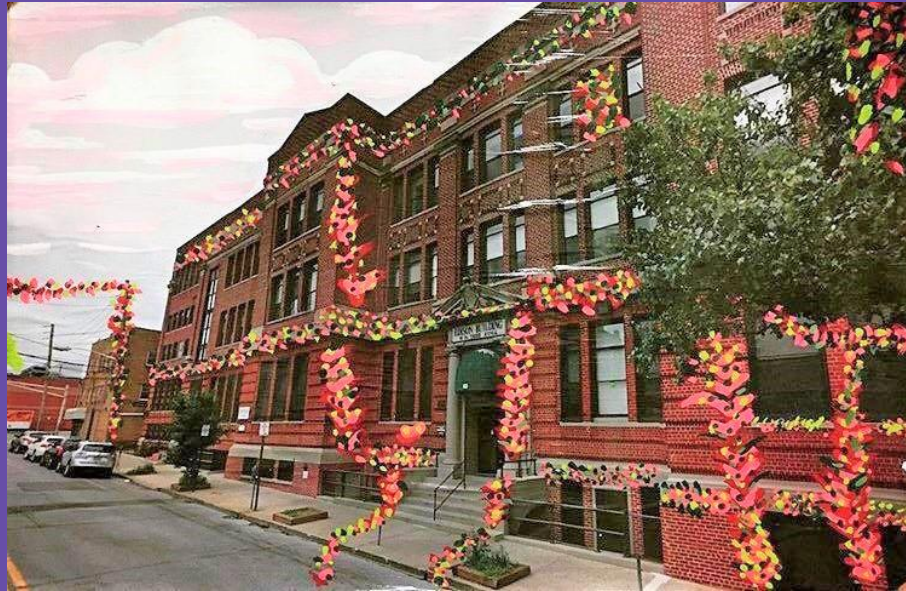


Amani Virtual Open House Spring 2020



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

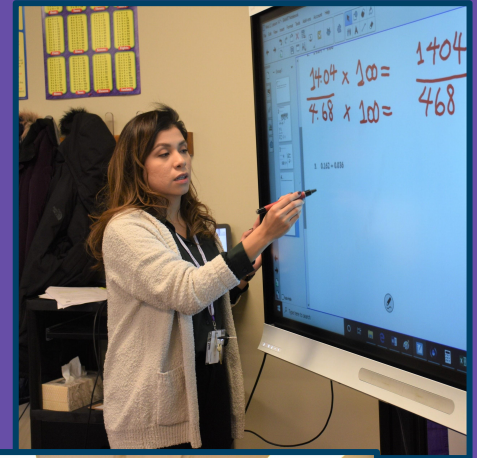
Technology

Latin

Achieve Class

Study Skills

Health



@AMANI UNIFORMS



@AMANI TIME SCHEDULE

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

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

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"

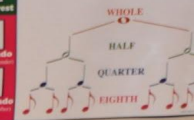
G B D F

"Good Boys Do Fine Always"

A C E G

"All Cows Eat Grass"

WHOLE, HALF, QUARTER, EIGHTH










Amani's ACHIEVE-o-meter

SPRING

or Team Work

**isper
oice**
er Quietly to
Neighbor

**No
oice**
er Quietly to
Neighbor

OULD YOUR VOICE BE?

ANSWER Q'S

RESPECT OTHERS

SMILE

Water Bathroom Tissue Guiltless Pencil
Water Bathroom Tissue Guiltless Pencil



LET'S 'BOUT IT!

AGREE TO RESOLVE THE CONFLICT.

DO NOT 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





AAY

Aman
Public
Charter
School

LEWIS

LEWIS





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

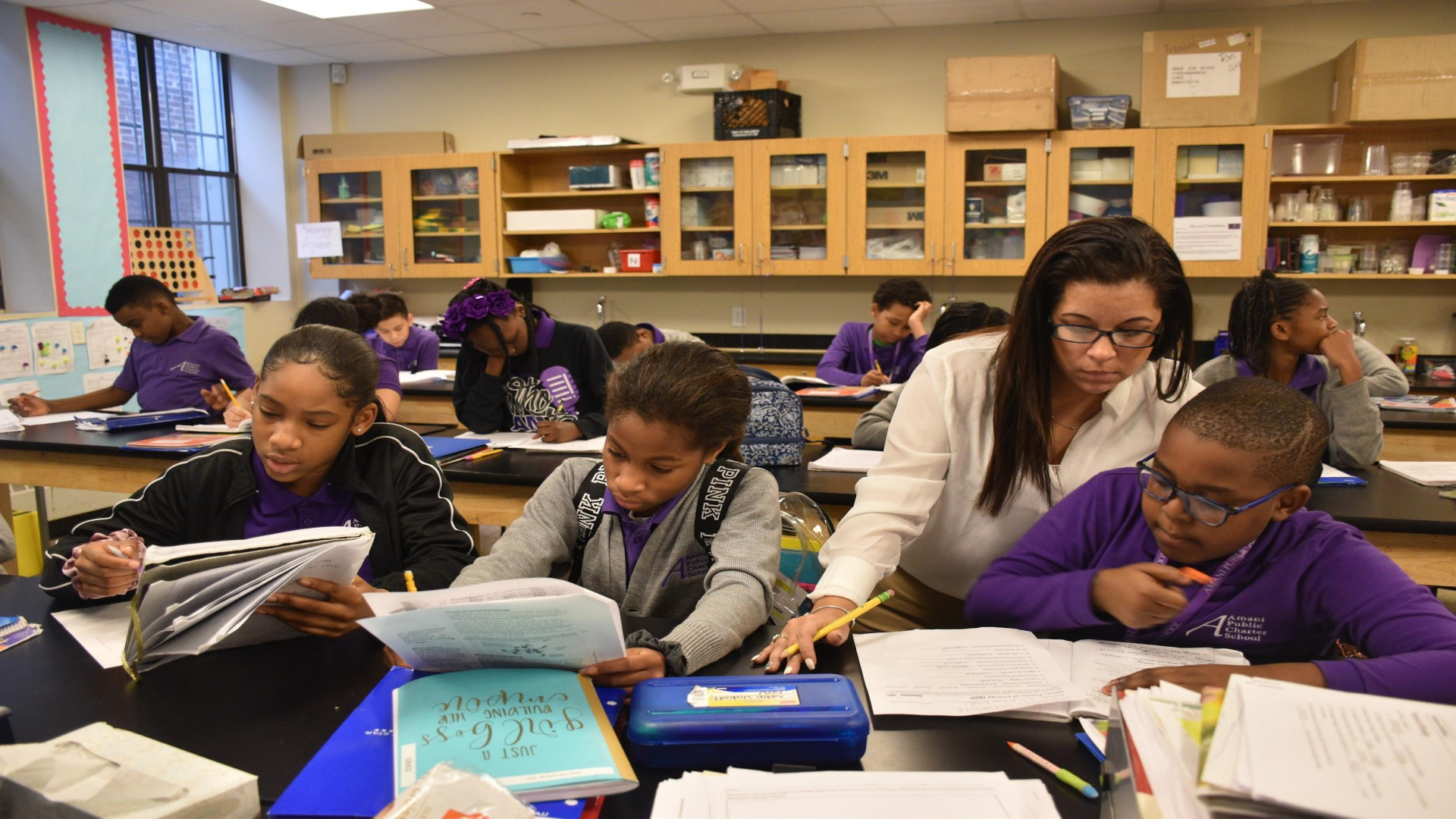
THE HUDSON RIVER SCHOOL
The Hudson River School was a group of landscape painters who lived and worked in the Hudson River valley in New York. They were active from the 1820s to the 1870s. Their work was characterized by a focus on the natural world, particularly the Hudson River valley and the Adirondack mountains. They often depicted scenes of wilderness, with a sense of grandeur and scale. Their work was influenced by the Romantic movement, which emphasized the beauty and power of nature. The Hudson River School was one of the most important American art movements of the 19th century.

THE HUDSON RIVER SCHOOL
The Hudson River School was a group of landscape painters who lived and worked in the Hudson River valley in New York. They were active from the 1820s to the 1870s. Their work was characterized by a focus on the natural world, particularly the Hudson River valley and the Adirondack mountains. They often depicted scenes of wilderness, with a sense of grandeur and scale. Their work was influenced by the Romantic movement, which emphasized the beauty and power of nature. The Hudson River School was one of the most important American art movements of the 19th century.



Welcome to Science
@ Amani





Science

DATE: _____
NAME: _____
CLASS: _____

JUST A
girl boss
BUILDING HER
empire

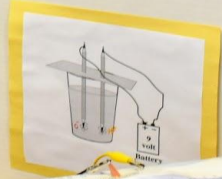
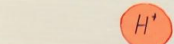
AMARI
PUBLIC
CHARTER
SCHOOL

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



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

Procedure
 1. Cut the electrodes from the glass container.
 2. Dip the electrodes into the glass container.
 3. Connect the electrodes to the battery and wait.
 4. Observe what happens when the water splits and let it run for 10 minutes. Record what you see.



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

George 2/25

Hypothesis
 I think when I shake up the bottle and I try all the methods to stop the bottle from exploding one out of the five methods would work. I think the tapping method would actually work.

George 2/25

Materials List

- Three cups of compressed air
- Water bottle
- Compressor (you need water to get compressed air)
- Oil and degreaser
- An object for your hands for tapping the bottle

George 2/25

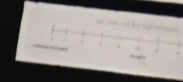
QUESTION

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

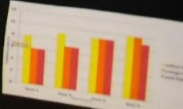
MATERIALS

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

DATA



Level of Light	Hour 1	Hour 2	Hour 3	Hour 4
Blue	4	4	5	10
Yellow	4	4	4	10
Orange	4	4	4	10







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 ever on the environment and 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

Procedure 1: A Tennis Ball
15 students were tasked with trying to throw a tennis ball while being distracted by loud music with the following results:

- 10 of the 15 subjects were successful
- 5 of the 15 subjects were unsuccessful

Procedure 2: A Golf Ball
15 students were tasked with trying to putt a golf ball while being distracted by loud music with the following results:

- 10 of the 15 subjects were successful
- 5 of the 15 subjects were unsuccessful

RESULT

When students were tasked with trying to throw a tennis ball while being distracted by loud music, the results were the following:

- 10 of the 15 subjects attempts were successful
- 5 of the 15 subjects attempts were unsuccessful

When students were tasked with trying to putt a golf ball while being distracted by loud music, the results were the following:

- 10 of the 15 subjects attempts were successful
- 5 of the 15 subjects attempts were unsuccessful

When students were tasked with trying to throw a golf ball 10 feet into a cup while being distracted by loud music, the results were the following:

- 10 of the 15 subjects attempts were successful
- 5 of the 15 subjects attempts were unsuccessful

When students were tasked with trying to putt a golf ball 10 feet into a cup while being distracted by loud music, the results were the following:

- 10 of the 15 subjects attempts were successful
- 5 of the 15 subjects attempts were unsuccessful

CONCLUSION

In conclusion, when people were tasked with trying to throw a tennis ball while being distracted by loud music, 66% of the attempts were successful.

When people were tasked with trying to putt a golf ball 10 feet into a cup while being distracted by loud music, 66% of the attempts were successful.

RESULTS

CONCLUSION

Amani Public Charter School

Welcome to Social Studies
@ Amani





PACIFIC NORTHWEST NATIVE AMERICANS



Environment

The Pacific Northwest is a region of the United States and Canada. It is known for its forests, mountains, and water. The people who live here have a rich history and culture.



Food source

PACIFIC

NORTHWEST

NATIVE AMERICANS

BY: SANATHI TUR

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
m

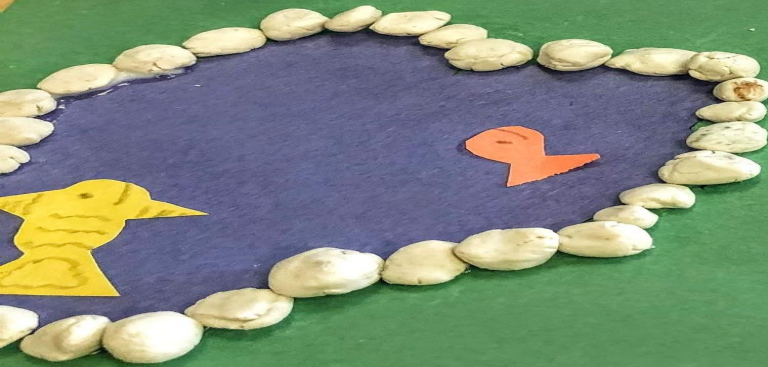
Mimaya



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.

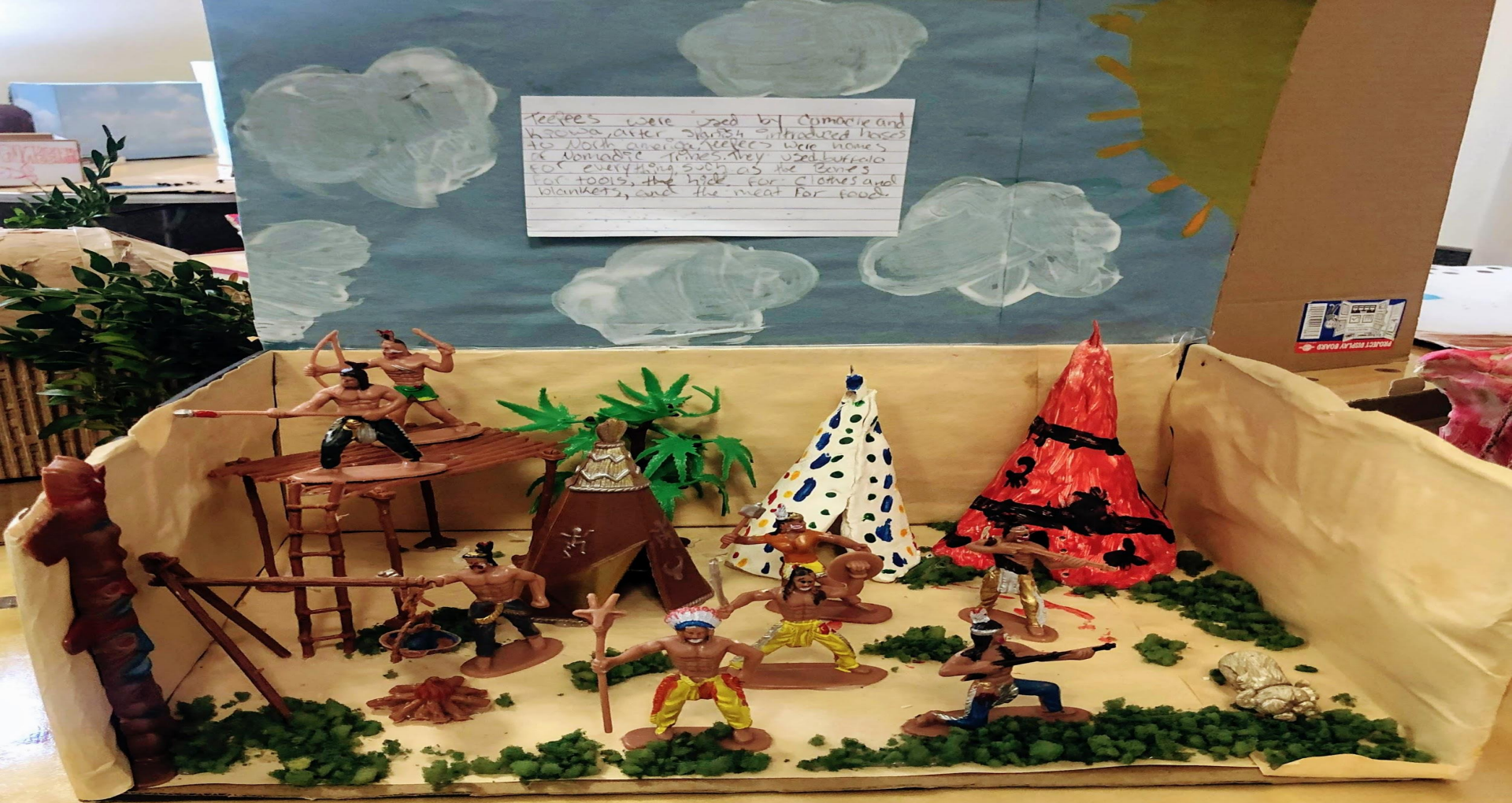
Algonquian men **hunted** and **fished**; they **gathered** plants to eat and did most of the **planting** and **cooking**. However, both genders took part in **storytelling, artwork** and **music**. Algonquian children liked to go hunting and fishing with their fathers.







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
- Actuary
- Economist
- Technologist

Shelf 1: Stack of green folders, black binder labeled "SECTION", stack of papers labeled "CORE".

Shelf 2: Stack of green folders, stack of papers.

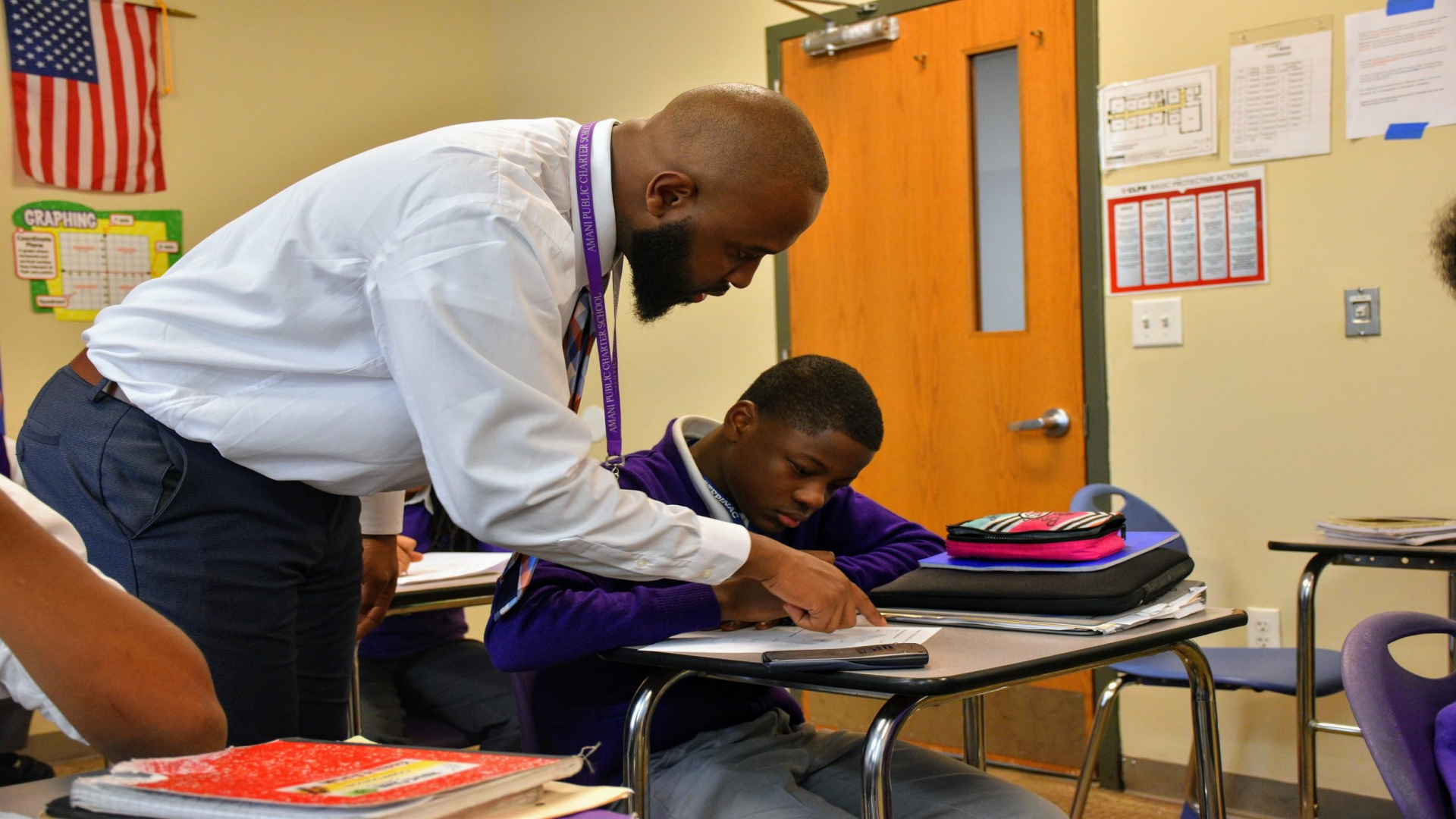
Shelf 3: Stack of spiral notebooks, stack of papers.

Amari
Public
Charter
School

Algebra 1
Algebra 1
Algebra 1
Algebra 1



Desk area containing a blue calculator, a printer, a blue tissue box, and an orange patterned box.





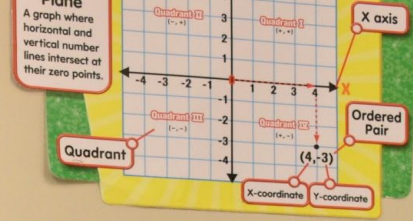
Did You Know?

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 as the 1820s was as far as the printing press went with creativity.

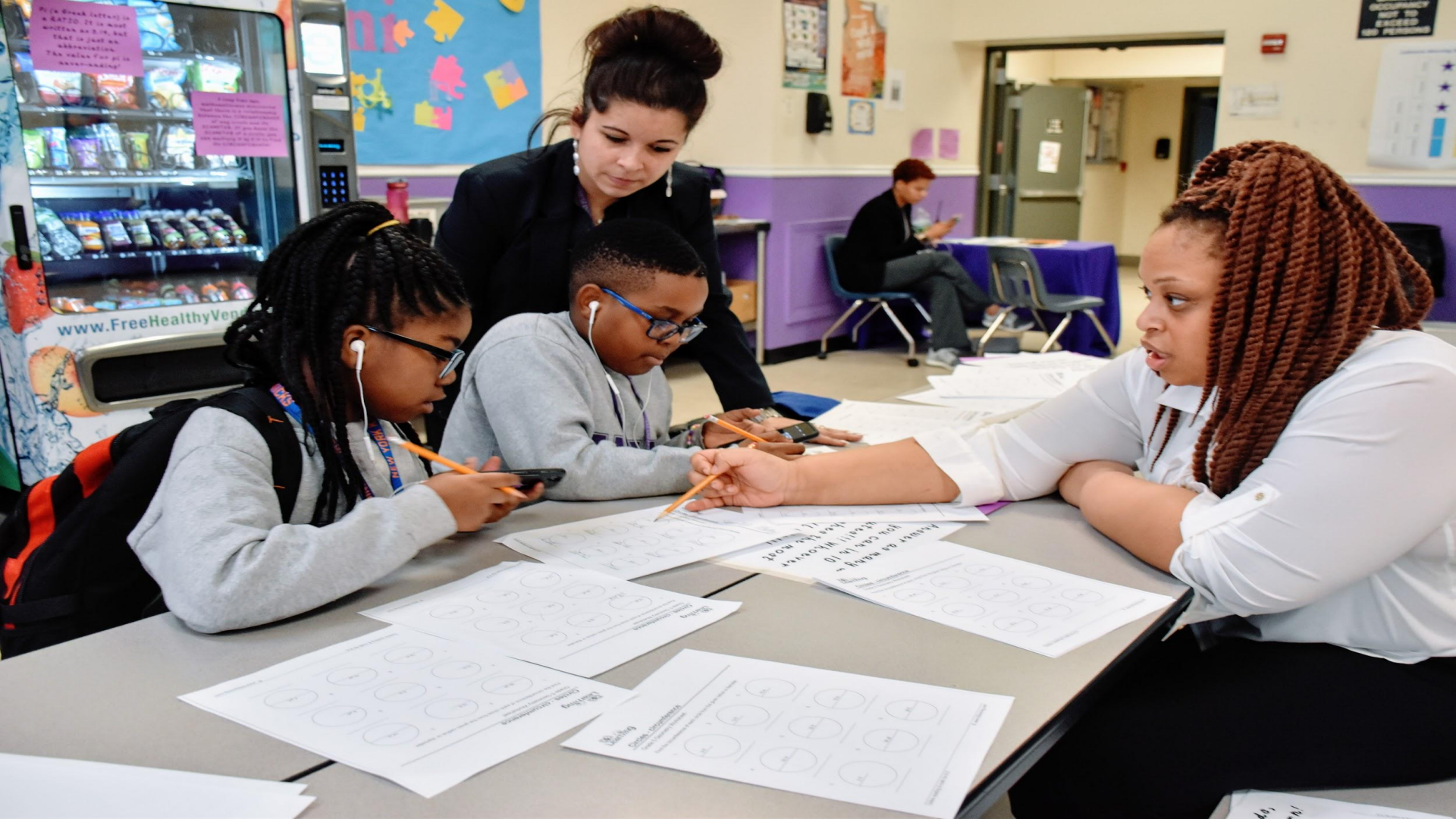
When the printing press came up with the number 1, it followed the printing press for his...

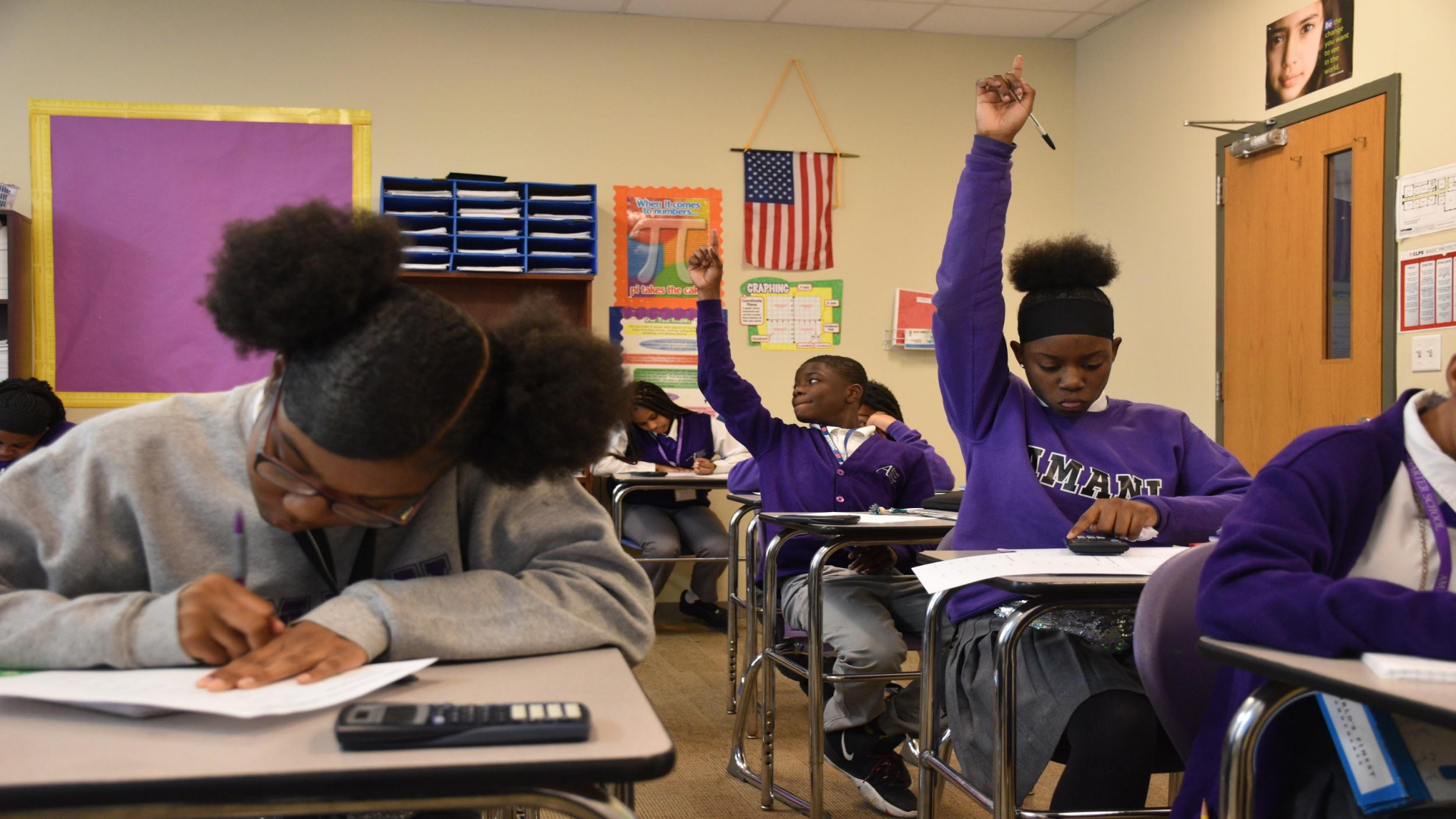




Celebrate
Pi Day

HISTORY





Operations with DECIMALS

Addition

Line up the decimal points.

0.200
+ 0.009
+ 0.004

0.213

Subtraction

Line up the decimal points.

7.580
- 0.265

7.315

Multiplication

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

7.04
x 3.2

22.528

Division

Divide the numbers, ignore the decimal points, and multiply.

4.27784
: 2.13892

2.00000

4.27784
: 2.13892

2.00000

Operations with DECIMALS

Addition

Line up the decimal points.

0.200
+ 0.009
+ 0.004

0.213

Subtraction

Line up the decimal points.

7.580
- 0.265

7.315

Multiplication

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

7.04
x 3.2

22.528

Division

Divide the numbers, ignore the decimal points, and multiply.

4.27784
: 2.13892

2.00000

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

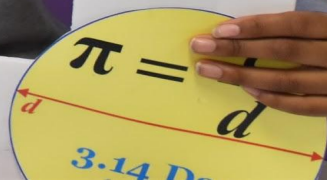
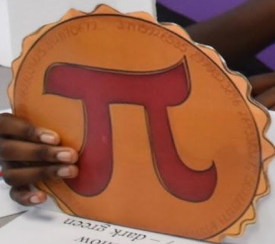
0.262

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

some beads.
Follow the pattern!

12282
48292 1457
48292 1457
5392 3927 2192 3527

Welcome to ELA
@ Amani



2

Literary Genres
Folklore
Drama
Poetry

Character Traits Book

Character Traits

Be 100% chance you'll be successful

NO

Go

BRACES

Life is a Journey

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

A

Handwritten notes on a worksheet, including a table with columns and rows of text.

Stacks of books, papers, and a pink pencil case on the desk.



1 Do first read of text
2 Read and underline to find
3 Circle unfamiliar words
4 Use glossary and dictionary
5 Write the goal of the whole
6 Talk with others about
7 Use evidence from the text
8 Use your knowledge to

WORD WALL

1 HARD WORK
2 INTEGRITY
3 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.



Mrs. Harkness
Marion-Latin
K-5

Wonders of Write

- Write often
- Set a story
- Be creative
- Practice writing
- Practice new skills
- Remember important facts
- Become thoughtful readers
- Share thoughts and ideas
- Have fun!



READ
THINK
WRITE

We Know Our
Literary
Elements

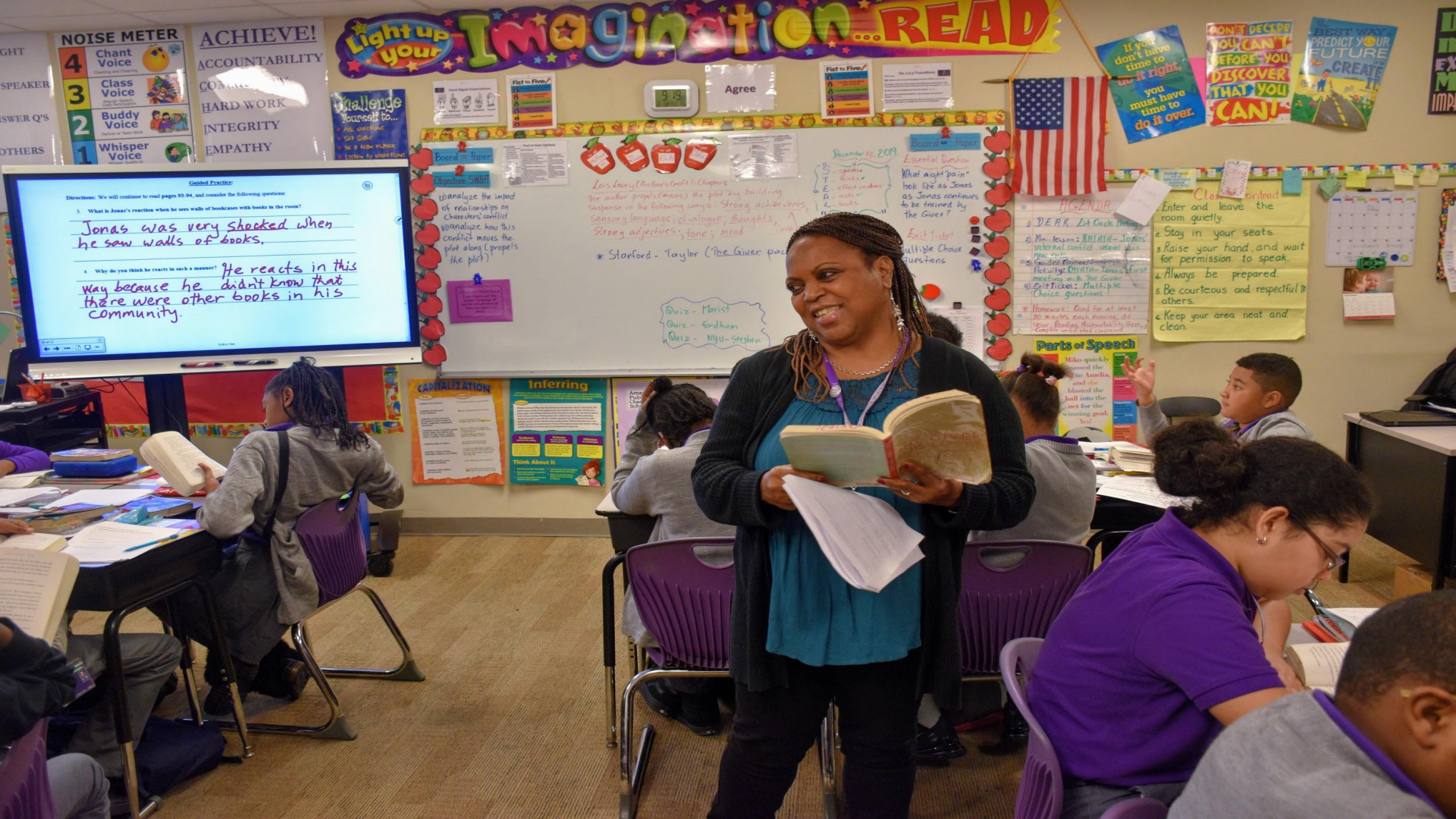
Share 'All Levels'

GOOD READERS

Amant Public
Charter
School

YOU BRING THE DISTANT NEAR

Kash Anderson



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
Be a high achiever
Know to strategize

Flirt to Five!

1. I like you
2. I like you a little
3. I like you a lot
4. I love you
5. I love you very much



Agree

Flirt to Five!

1. I like you
2. I like you a little
3. I like you a lot
4. I love you
5. I love you very much

Flirt to Five!

1. I like you
2. I like you a little
3. I like you a lot
4. I love you
5. I love you very much

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.

- 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.
- 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 Topics

Objective: SWBAT
Analyze the impact of relationships on Chiron's conflict
Analyze how this conflict moves the plot along (propels the plot)

Lois Lowry (Author's Craft): Chapters
The 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: **AMTAA** - Jonas's internal conflict about his role
3. Guided Practice: **AMTAA** Activity: **AMTAA** - 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 comfortably at this level!

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.

Parts of Speech

Miko quickly passed the ball to Amelia, and she lobbed the ball into the net for the winning goal. Yes!

CAPITALIZATION

Inferring

Think About It

Teacher reading a book and holding papers.

Student reading a book at a desk.

Student reading a book at a desk.

Student reading a book at a desk.

Student reading a book at a desk.

Student reading a book at a desk.

MISSION ★

Amani Public Charter School ("APCS") or provide 100% of Mount Vernon students out from 5th through 8th grade with the critical thinking skills necessary to succeed in school programs, college and the career of the future.

STUDY

WORK

CONCENTRATE

STAY FOCUSED

LEARN

CONCENTRATE

WORK

STAY FOCUSED

STUDY



APCS





CD CD AB AB
AB AB CD CD

Question: What is the "Answer-Drive" model? How can it be used to analyze the structure of a paragraph? Include the role of particular phrases: **ALB4, ALB5**

Answer: The "Answer-Drive" model is used to analyze the structure of a paragraph. It involves identifying the role of particular phrases, such as **ALB4** and **ALB5**.

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



...nating Marks
...n known words
...mpactful 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

...n & ...

...n ...

...n ...

GOOD READERS



...n ...

Main Idea

...n ...

Text Connection

...n ...

Mark a surprising part

...n ...

...n ...



me of Character
u do"

What the Character
Thinks

What You think
(agree or disagree)

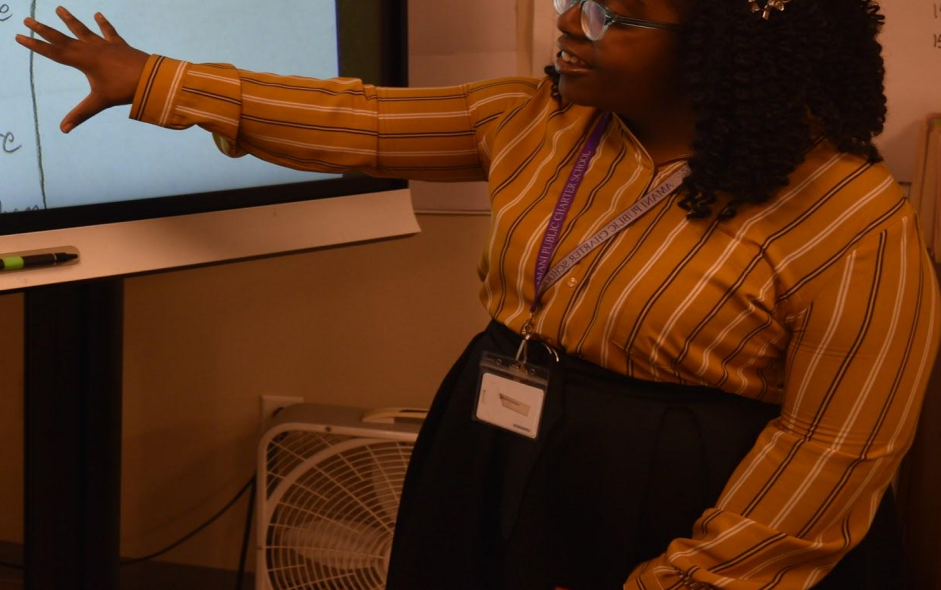
ron 1) "The only
e who didn't do
ything to get
ady to go to
abama was Byron.
acted like nothing
to happen."

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)

Date	Table of Contents Title of Entry	Page
9/9/14	Introduction to theme	6
9/10/14	Introduction to inferring	7
9/11/14	Introduction to FGO	8
9/16/14	Language	9
9/20/14		10
9/25/14		11
		12
		13
		14
		15



DON'T FORGET TO APPLY

- Apply Online www.amanicharter.org/apply/
- For general questions reach out to our Registrar, Mrs.Cobb at acobb@amanicharter.org
- For questions in spanish reach out to our Marketing Coordinator, Ms.Popoter at mpopoter@amanicharter.org