

# Second Floor Scoop

[LaProgram.org](http://LaProgram.org)

## STUDENTS

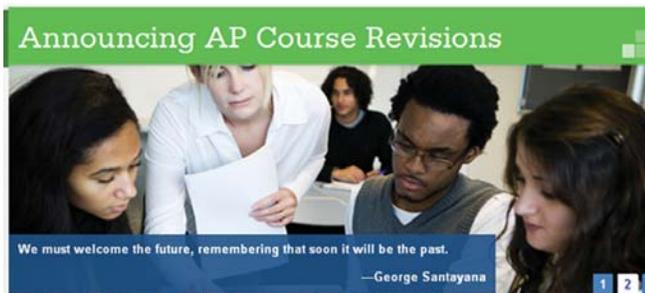


### LaGuardia's AP Fair Informs and Excites Students

The students and teachers who participated in LaGuardia's third annual AP Fair helped students learn more about our school's Advanced Placement Program. The school community appreciates their efforts to inform students about the benefits and challenges that AP courses offer.

Any student, parent, or teacher may download an electronic copy of LaGuardia's Advanced Placement Course Offerings Brochure at [LaProgram.org](http://LaProgram.org). Review our school's AP offerings, and look over information from the College Board about AP classes.

### Announcing AP Course Revisions



Based on current models of best practices in classroom instruction, the AP Program has revised several courses and exams in history, science, and world languages. That data-driven revisions are designed to support teachers as they prepare students for college and career success in the 21st Century. We are pleased to share information on the revised courses with you.

#### What's Changing

2011-12

- \*AP French Language and Culture
- \*AP German Language and Culture
- \*AP World History

2012-13

- \*AP Biology
- \*AP Latin
- \*AP Spanish Literature and Culture

#### PM School



A second round of students will be registered for Aventa. They were notified through e-mail by March 31 about the computer lab to which they should report.

If a student needs to make up classes and has not yet registered on Aventa, he or she should come to Room 261 to ensure that we have your current e-mail address.

## PARENTS

**Please Complete Your Parent Survey by April 15.**



The feedback provided by parents of LaGuardia students will help the Department of Education to improve schools. The survey closes on Friday, April 15. Thank you.

## PARENTS (CONTINUED)



### Limits on Idling Near Schools

In 2009, the City of New York adopted new laws and rules regarding vehicle idling in areas that are adjacent to schools – both public and private.

The law now limits vehicle idling to no more than one minute in areas adjacent to schools. Visit [LaProgram.org](http://LaProgram.org) to download a flyer that addresses this issue in depth.

## TEACHERS



### Technology Days: Teaching and Learning in the 21st Century - April 5-6, 2011

LaGuardia teachers will generously open their classroom doors to their colleagues on April 5-6 as part of a school-wide effort to help teachers use new technological tools.

All teachers are invited to visit classes of LaGuardia teachers during the periods specified. Educators are encouraged to e-mail Ms. van Keulen at [ivankeu@schools.nyc.gov](mailto:ivankeu@schools.nyc.gov) to explain how they benefited from this opportunity.

### TECHNOLOGY DAYS SCHEDULE

Teacher	Room	Period(s)	Date
Bar Lev	615	9,10	Apr. 5
Bell	601	5	Apr. 5
Costa	357	5	Apr. 5
Galaydick	527	3	Apr. 5
	557	5,6,9	Apr. 5
Karaliolios	617	5, 9	Apr. 5
Lombardi	737	5	Apr. 5
Shern	4th Floor Lab	1,2,3	Apr. 5
Gonzalez	627	1,2,3	Apr. 5-6
	501	6,8	Apr. 5-6
Mansfield	361	1,4	Apr. 5-6
Falkove	641	1, 2, 5	Apr. 6
Horowitz	541	6,9,10	Apr. 6
Lewis	G09	8	Apr. 6

### The Second Marking Period Ends Soon

The second marking period ends on **Friday, April 8.**



### AP Proctoring Schedule

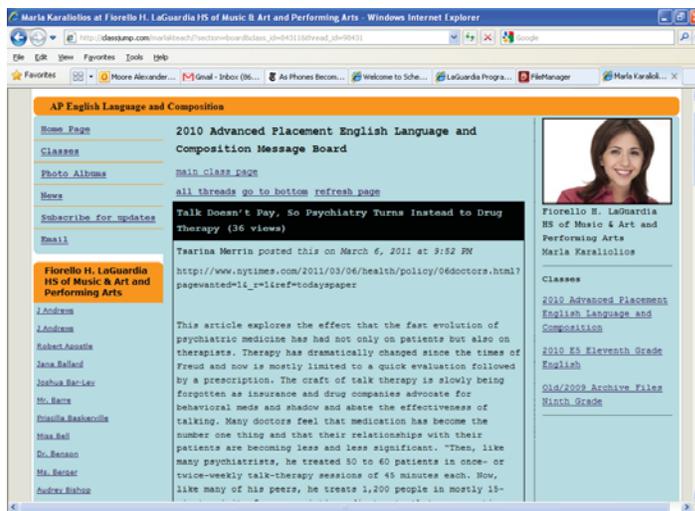
The proctoring schedule for Advanced Placement examinations will be made available to teachers on **Friday, April 8.** Please be sure to review the schedule when you take it from your mailbox on that date. If you have any questions, you may contact Ms. van Keulen at [ivankeu@schools.nyc.gov](mailto:ivankeu@schools.nyc.gov).

## Taking it Online: Message Board Discussions at LaG

LaGuardia English teacher Ms. Karaliolios has created a message board on the Web site for her Advanced Placement (AP) class to help promote writing, reading, and reflecting outside of the classroom. This keeps them constantly thinking academically and critically.

Students are required to post two articles or comments before the marking period is done. Ms. Karaliolios joins them in their discussions as well and post comments or articles of her own that are controversial or current. Ideas have ranged from the health care fight to why our school cannot have bake sales anymore.

Many times students are inspired by a current event they read about in a newspaper or see on television. For example, Zoe, an eleventh-grade LaGuardia student, read an article in *The New York Times* about H & M clothing stores slashing their outdated clothes and throwing them away instead



Visit Ms. Karaliolios's message board at [classjump.com/marlataeach](http://classjump.com/marlataeach)

of donating to them to charity. She posted the link and her own opinions on the site. Several students commented, and many others who viewed the statement and article were made aware of the situation. Zoe gave the students new knowledge.

Sometimes students post comments that are continuations of our in class discussions. This message board creates a forum for students to synthesize information from outside sources. This is a required task when they take the AP exam in May.

Ms. Karaliolios is one of several LaGuardia educators who have found that online student forums advance student learning. Mr. Moore, Ms. Healy, Mr. Sudduth, and other LaGuardia teachers have also used online message boards in their teaching.

If you would like to learn how to use a message board in your class, please speak with Ms. van Keulen in Room 261.

## Learning with Scissors: AP Calculus AB and the Volume of Solids



Rebecca Tran and Jennifer Jeng, students in Mr. Burke's 3rd period Calculus AB/AP class, are shown building models of solids with known cross-sections during their lesson on finding volume of solids.

### Cross Curricular Connections

Students in Mr. Burke's Advanced Placement Calculus AB class have been working to learn techniques for finding the volume of solids of revolution and solids with known cross-sections. Because it can be difficult to envision the shape of these complicated solids, the students built models using card stock that had a region between two curves printed on it, and then used various shapes, including squares, rectangles, triangles, and semicircles of varying sizes in order to create three-dimensional "solids." Using these models, students were able to more vividly envision the shape of the solids that they are working with in the AP problems.