

Returning to the high school: Interview with Mrs. Beth Quinones

q: How did you like being back at the high school rather than being at the junior high?

a: It was a pleasure to return to the high school, like coming home after a long vacation. Working at the junior high was a treat. The staff is dedicated, hard working, warm, and generous, and they have a lot of fun together. The science classrooms were unbelievable! So it was a great experience for me to be there. But I had worked at the high school from 1999-2004 and made many friends so leaving here was very hard.

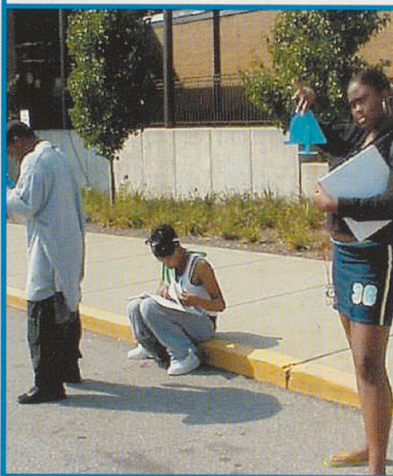
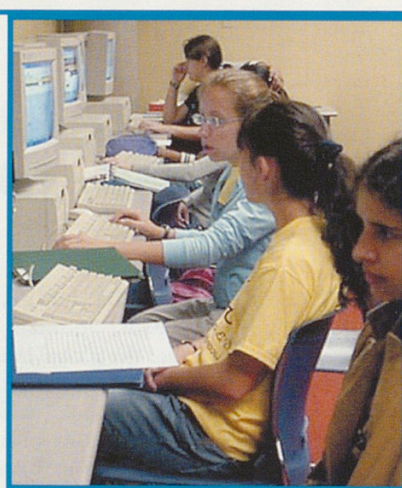
q: What was the biggest difference between the departments at the high school and the junior high?

a: The biggest difference in the science departments is that at the junior high level the teachers teach general science or a combination of sciences throughout the year. At the high school the teachers have a specialized curriculum that they teach. Teachers in both levels have curriculum that they have to follow, but at the junior high level students are given an introduction to many scientific topics, and at the high school level the students are guided through specific topics, but in greater depth.



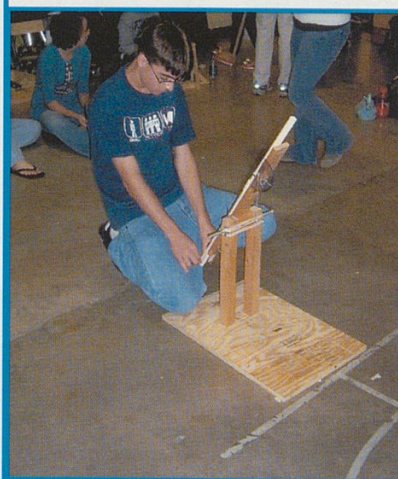
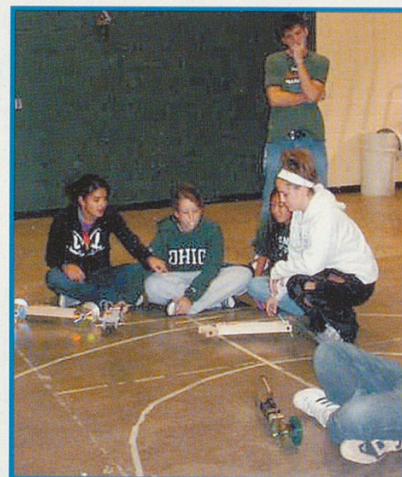
FRESHMEN SCOTT STUBBLEBINE, NIKOLAS VELLECA, ANDREW Dream, and Kevin Sheff, work hard to put their fast plants lab together in Mrs. Mary Palmer's fifth period accelerated biology class. Students spent a good portion of first semester observing plants. On this lab the students had to do research papers, had to take data every three days, and, at the end, presented a power point presentation for the class.

FRESHMEN STUDENTS IN biology work hard in the science computer lab on their fast plant research papers. The first few days the students had to research a lot on their topics. After, they had to put together a two to three page research paper. This was a large portion of the students first quarter grade.



STUDENTS USE ASTROLABE devices (similar to sextants that sailors used to use to navigate) in environmental systems classes to determine the sun's altitude. They did that for several weeks in the fall, and the data was used to answer the question of whether or not the sun displays motion. This was an important consideration for seasonal changes and the effect on the global ecosystem.

PHYSICS STUDENTS PAIRED off as one of their quarter projects to make mousetrap cars. At the end of the quarter students raced their cars. Students were graded and got awards for design, distance, and speed.



WESLEY FRANK, 12, GETS observed for how accurate and precise he made his catapult for his physics class. In physics the students learned about catapults. They had to build their own and then were graded on how accurate they were to a certain distance.