

Cable Connections

CABLE ACADEMIC & VOCATIONAL EDUCATION CENTERS

Accredited by NEASC New England Association of Schools and Colleges

2ND ACADEMIC QUARTER
2017-2018

SCHOOLS NEWSLETTER



C.A.V.E.C.
Bristol

30 Pleasant Street, Bristol, CT 06010

860-845-8010 x.201 Director, x.200 main

HUMANITIES

Greetings and Happy 2018!

Students in Integrated English have been participating in several ways to increase their writing performances. Students have been writing personal narratives, expressing their unique imaginations through creative writing, showing the power of imagery in poetry, and preparing for the future in resume writing. Students will be showing their love for English in the coming weeks by starting a student newspaper, through the newspaper club inspired by our Director, Dr. Haggis. In the coming weeks, students will be working on editing and revising, in order to further their writing capabilities.

In American Studies, students have been identifying the aspects of culture and globalization in their daily lives. Students investigate the origins of their daily accessories and belongings, analyze aspects of foreign influence on American culture, list the origins of their favorite foods, and evaluate traditions in their lives. Many of the lessons I write are synthesized into the curriculum so students can gain a different perspective of the lesson, by creating foreign meals in culinary, playing culturally unique sports and games in PE, and learning the contributions of international mathematicians and scientists in STEM.

As we start the third marking period, several of our students are looking towards the finish line of the academic year and are very close to graduation! Congratulations class of 2018, you are almost there!

-Mr. Hall, Humanities

CULINARY ARTS

The second quarter here at Bristol CAVEC had us busy

learning about and cooking different lunchtime foods. Some of our favorite foods this quarter have been chicken & broccoli Alfredo, buffalo style chicken wings, baked cod fish, calzones, and shrimp scampi! The girls are also beginning to study foodservice health and safety with some girls planning on taking the Serve Safe state exam for food handler and even the foodservice manager's exam! I am proud of the effort and enthusiasm the girls are putting forth, which is especially true the closer lunch time gets!



Keep up the great work girls!

-Mr. Litos,
Culinary Arts

S.T.E.M.

This quarter STEM math students set individual financial goals for the new year. Many of the girls identified the goal of purchasing a car. Students then compiled data on pre-owned vehicles comparing mileage, year, condition, etc. The information gathered from this activity then became the focus of each student's individualized goal/budget plan.

In science, students engaged in a cross-curriculum project researching a specific drug. In the upcoming quarter, students will participate in another inter-curricular assignment, this time highlighting the scientific contributions of a country or culture of their choice.



♪ Tune Out Drugs ♪

-Ms. Bartok, STEM

PHYSICAL EDUCATION

Throughout the second quarter the students put finishing touches on their drug presentations.

Presentations were amazing; each student put a lot of time and effort into the finished product. Recently, many of the students have set personal fitness goals for themselves. They are now working towards achieving those goals by learning to using the free weights and barbells properly. A few other students began a yoga unit.

They are enjoying the relaxing stretching and peace of mind they get from class each day.

Students will soon be switching gears into a cross-curricular lesson about cultural awareness. The girls will be studying a country of their choice and they will research a sport that is played in that country and the health conditions affecting the people living there.

-Ms. Brink, Physical Education & Health

C.A.V.E.C.

Litchfield

**Winter
Graduation
January 19th**

***Congratulations &
Well Wishes!***

**Jacob B., Torrington
Garrett D., Bethel
Morgan M., Region 10
Bradley V., Newington**

Physical Education

My name is Zach Torro and I am the new Physical Education Instructor at the Connecticut Junior Republic campus in Litchfield. I recently graduated from Central Connecticut University this past December, and I am thrilled to become a part of the CJR family! One of my goals as a Physical Educator is to enhance each student's enjoyment of being physically active. By doing so, I hope that students here at CJR will continue to be physically active for a lifetime.

Students will receive cardiovascular endurance training when we play sports such as basketball, ultimate Frisbee, volleyball, and football. These are all team sports, and team sports require more than just raw athleticism in order to be successful. Concepts such as teamwork, cooperation, and sportsmanship are also necessary for a team to be successful and I intend to facilitate these things every day.

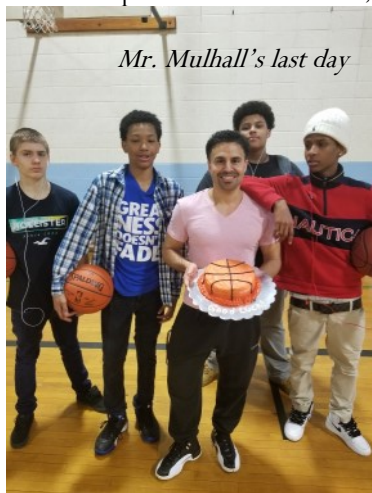
Also, I will introduce students to sports that they may have not yet been exposed to. These sports include badminton, golf, and tennis. These sports will help

students work on their fine motor skills as well as introduce them to sports that they will be able to enjoy long after they leave CJR.

Students will also continue to take advantage of the weight room. In the weight room, students will have the opportunity to train for self-improvement or for a specific sport or activity that they are involved in. I will show students a variety of exercises that they can perform for any muscle group that they want to work on. Students will also be learning how to exercise safely by using proper form while using free weights and machines, as well as learning proper spotting techniques.

~Mr. Torro, Physical Education & Health

Mr. Mulhall's last day



Music

The highlight of the music program at

CJR this quarter was definitely our mini concert during the holiday party.

Several of our students took the opportunity to lead the school in a holiday sing along and others played piano or accompanied songs on drum set. Despite having to end the party early due to the weather, many of the residential students also wowed us later in the party with their skills performing hip hop and emceeing the crowd. It was a fun opportunity to see the different talents of our students and share them with the rest of our community.

Outside of performing, many of the students have been studying different types (or genres) of music and how a musician's choice of genre affects the tempo of the music, the mood, and what instruments are played. We also have been studying different types of instruments and how those instruments produce sound. This has been done through hands-on experimenting with different types of instruments. Finally, some students have been studying how different songwriters use literary concepts in helping to write hit songs. Once students understand the concepts, they have been able to put them into use in writing their own song lyrics.

~Ms. Slaney, Music Teacher



AGRICULTURAL SCIENCE

The second marking period has been an exciting time in Agricultural Science. The headliners for the quarter are the four bull calves which were born: Lexi, Reign, Promise, and Madame all delivered healthy offspring. One calf decided to come backwards which required assistance and provided an awesome opportunity for the advanced students to help with the delivery.

A significant amount of time has been spent working with the cattle herd. Halter application, halter tying, cattle sorting, blood testing and bull selection have all been prominent skill building areas. Of course, there is no escaping the storm prep and clean ups which go along with this time of the year. Facility management and problem solving are addressed nearly every day. We look forward to the quarter ahead which holds lessons in animal reproduction, maple production and firewood production. New challenges will be encountered which will require a creative and thoughtful approach. As always: No Farms; No Food! ~Mr. Elwell, Agricultural Science & Farm Manager



**No Farms
No Food**



Culinary Arts

As we approach the late winter months, students in the CJR Culinary Arts class have been busy preparing a variety of foods utilizing a plethora of cooking methods and techniques. As part of a large cooking methods-themed unit, students have explored dry, moist, and combination cooking methods. As we progress forward, we will learn to apply this knowledge to specific foods, such as tender and tough cuts of meat, to ensure that they are being prepared in a manner that most effectively aligns with their individual characteristics. Upon completion of this unit, students will then begin an extensive project that will introduce them to cost analysis, budgeting, and menu planning. We look forward to sharing more about this in the spring!

~Mr. Hadoulis, Culinary Arts



Exploratory & Plant Science

Students have been growing a variety of plants in the greenhouse this winter. This is a big responsibility with our food crops of micro greens and fresh herbs.



These products will be used in our dining hall as well as the culinary arts classes. This is a much enjoyed time for the students who take culinary arts, as they are able to see the crops students have been attending to in final stages and the importance it has on many levels with food applications.

As spring approaches, there is much preparation going on in the greenhouse prior to planting for the upcoming growing season. Students are learning about insects that could be harmful in a greenhouse environment and finding ways that can be safe and effective at keeping them at bay. Natural remedies that are safe around people and the environment are top on our research list.

The aquaculture production of tilapia is doing well. Daily cleaning and system maintenance is performed to achieve optimum fish health.

During the cold months of winter, our class takes a closer look at indoor plants and their important role in interior landscapes. Live plants allow for beautification of the school environment while sharing the benefit of being natural air cleaners. Students learn propagation techniques used to cultivate many different varieties of plants.

Thanks once again for enjoying our school newsletter.

Until next time, Mr. Budny, Exploratory & Plant Science

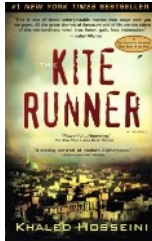
Integrated English

Integrated English class students have diligently worked and accomplished much this semester. Some have just finished the historical fiction book, *The Kite Runner*, by Khaled Hosseini. Many in-depth and interesting discussions were had about the society and culture of Afghanistan portrayed in the novel. It opened the students' eyes to other parts of the world, and afforded them the opportunity to see how they may fit in, and participate in our own society. That is the power of a good book!

Other students wrote their autobiographies, which was an exercise in getting to know oneself better. It is not an easy task, but one that gives you pause and therefore deeper insight into yourself. As Socrates said, "Know thyself." Other

students completed a unit on morality, chock full of moral dilemmas. Very interesting! They addressed the essential question, "How do we evaluate right from wrong?" Turns out there is no easy answer. All students honed their

writing skills, punctuation, grammar, vocabulary and spelling, and will continue to do so throughout the school year. ~Mrs. Whiteside, Integrated English



English



During the second quarter of the 2017-2018, students enrolled in English classes compared and contrasted various representations of Joseph Campbell's the Hero's Journeys. In anticipation of *Star Wars: The Last Jedi*, many students wrote essays comparing and contrasting Luke Skywalker's journey from *Star Wars: A New Hope* with Rey's journey in *Star Wars: The Force Awakens*. Throughout this unit, students worked on a variety of writing approaches and techniques while learning about character and plot archetypes.



In Writing Across the Curriculum and library news, students are beginning the arduous, yet rewarding task of incorporating advanced writing and research techniques in all their classes. Students have begun to reflect upon their learning experiences in vocational classes while learning to write process papers to explain complex procedures to novice learners. Additionally, students are becoming more involved in completing the paperwork that would be necessary in potential fields of employment. The library continues to be a resource for students. Currently, the academic and library staff is developing an all-encompassing orientation in order to allow students increased access to the many fine materials that CAVEC library and the internet have to offer. Our goal is to create independent researchers and writers who value the challenge of answering some of our society's most difficult questions. ~Mr. Dickau, English

CONSTRUCTION MAINTENANCE & DRAFTING



This winter and spring, construction classes will be very busy working on a new project house and learning how to use the new CNC machine. The plans for the new house were completed and framing started in late December. Students enjoy wall building and get a sense of accomplishment standing the walls up. Soon, the house will be framed and students will get an opportunity to work on rough mechanicals.

The new CNC machine and the software to run it just got wired up, and many students are excited to test it out. It will take some time for them to get used to using the new drafting program required to run the machine. I believe many of them will put in the time required and learn how to effectively use a commercial piece of machinery.

~Mr. Ouellette, Construction Maintenance & Drafting





Stanley G. and Izaiah H. have been learning to throw on the pottery wheel and doing a great job!! Well done guys.



This is an amazing sculpture bust by Dan A. This is a very advanced project and it took approximately two months to create! Well done, Dan!

Inspired by Thor, here's Ben, in the early stages of developing his armored sculptural ware!



American Studies



Our high school students have been learning about WWI and the 1920's and the Great Depression. At the end of the WWI unit, students built their own trenches which came out amazing! Students also analyzed photos from the times and developed an explanation.

Middle school students have been studying geography. They currently wrote up summaries about specific cities like: New York City, Los Angeles, Chicago and Hartford. The students are describing the resources the cities have, local economics and political policies of the mayors. Each student has been working on a PowerPoint to reflect his city of study and they look awesome!!!

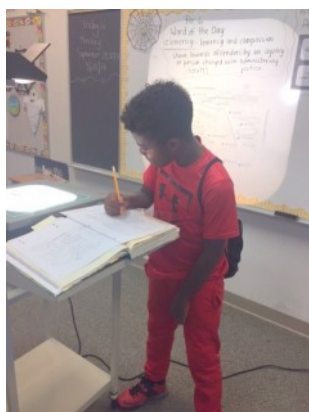
~Mrs. Cirne,
American
Studies



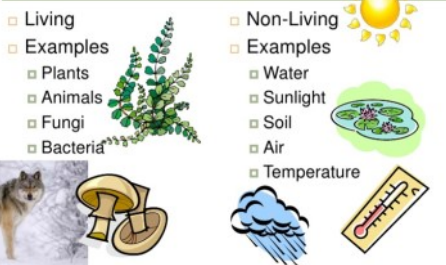
WWI Trenches by Sam R.

SCIENCE

Science classes are focusing on environmental science. Students are investigating key characteristics and features of a variety of ecosystems. Students are learning to distinguish between biotic and abiotic components and to understand the important role each component plays. Our goal is to link our findings to local environmental issues.



Biotic vs. Abiotic Factors



Abiotic factors are the nonliving physical and chemical components of an ecosystem, while biotic factors are the living components of an ecosystem.

Both types of factors affect reproduction and survival. ~Mrs. McCloud, Science



GRAPHIC ARTS

Second quarter Graphic Arts classes picked up where we left off at the end of the first quarter, finishing up the printing, folding, collating and binding of a twenty-four page booklet for our school.

We have since moved on to the introduction of our Photoshop program, where students will have the opportunity to experience some beginner type lessons. I look forward to sharing some of the successes with you in our next newsletter.

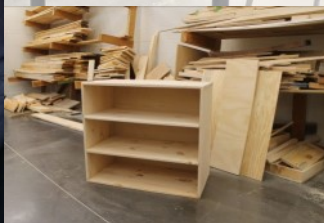
We have also received some new additions to the classroom. CJR has recently purchased a newer two-color printing press and a digital plate maker, which the students and I are anxiously awaiting to have electricity set up for, get trained on, and running.

~Mr. Clark, Graphic Arts

Wood Technology

The second quarter brought exciting news to the CJR Wood Technology Shop. After many years of planning, the school was able to completely re-tool all of our stationary power equipment. The shop acquired brand new Powermatic Equipment including a 22" planer, an 8" joiner, a 14" band saw, a drill press, a combination disc and belt sander, a jet lathe, a jet scroll saw, a jet spindle sander, a 10" Makita Sliding Compound Miter Saw and a Sawstop table saw. The Sawstop table saw has 21st century technology that enables the saw to detect human contact and if necessary, stop and drop the blade in 1:1,000 of a second avoiding any serious bodily injury. All of these tools bring the shop up to the level of current day standards that students would encounter in today's work force. The students (and myself included) are very excited with the new equipment and look forward to the expanded project possibilities.

~Mr. Sawoska.... aka "S"
Wood Technology

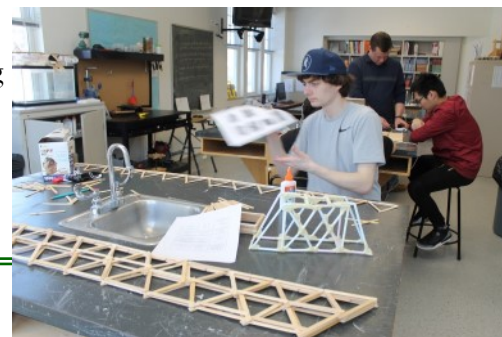


S. T. E. M.

Science <> Technology <> Engineering <> Mathematics

The STEM classroom is up and running again and students have spent the beginning of the third quarter designing, building, and problem solving. Students have explored a wide range of topics, from circuits and batteries to electric boat and car construction. We even have a greenhouse in the early design stages! Each new topic has brought with it a new set of challenges and the students at CJR have demonstrated their ability to overcome these obstacles. Currently, some of the students are using their knowledge of tension and compression to design bridges that can span 52 inches and hold over 10 pounds using minimal supplies. As we progress into the third quarter, the students will use STEM to solve real-world problems such as resource management and disaster relief.

~Mr. Budge, STEM Education



Mathematics

The second quarter in math brought new learning and new opportunities for

students to apply their knowledge to practical situations. Many students worked on solving sets of equations in two variables using a variety of methods. They mastered a multiple methods including finding the x-intercept and y-intercept, using the intercepts to draw the graphs of the lines and visually find the approximate intersection, and using substitution to combine the equations to solve each other. This culminated with reading about a scenario, developing their own sets of equations, and solving these equations to find missing information.

Other students worked with positive and negative numbers, fractions, fraction-decimal-percent conversions, and used these skills to solve multi-step equations. This unit also ended with students solving real-world problems. They had to read and understand the problems, then, create and solve their own equations.

Finally, our youngest students worked on becoming fluent with multiplying and dividing large numbers, fraction and decimal fluency through the hundredths place, and converting between fractions, decimals, and percents. This also ended in real-world scenario problem solving. Students read scenarios involving decimals, percents, fractions, and the need to convert between them. Then they found missing information about prices and amounts.

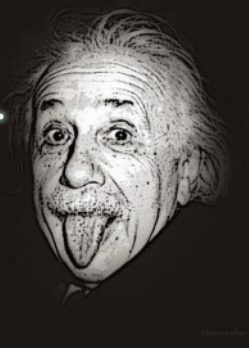
Going forward, classes were reorganized for the third marking period. This will allow students to work with peers with similar math strengths and interests. Additionally, it has created the opportunity for students who are comfortable with math to work faster and broaden their understanding of complex topics.

~Mrs. Boden, Mathematics

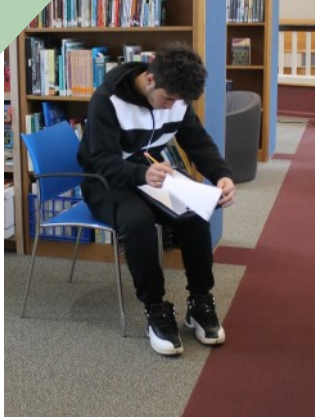
Everyone **is**
a genius.

"But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid"

- Albert Einstein -



Boys Intermediate Residential Program



As the third marking period commences, we are continuing our study of the individual United States in social studies. In addition, we will be using our research skills to identify U.S. Landmarks and their characteristics. We are also planning on utilizing the library/media center for additional research using an academic scavenger hunt approach. We are also looking forward to the possibility of exploring math and science projects in STEM (science, technology, engineering and math) class. Geometry and algebra, as well as fractions and decimals, will be learned and reinforced in mathematics class. Our Language Arts curriculum will continue to focus on writing, reading comprehension skills, vocabulary and mini-biographies, as well as daily journal entries.

Our students also excel in their trade classes including Vocational Agriculture, Wood Shop, Culinary Arts, Graphics, Construction and Fine Arts. The young men truly enjoy the time spent in these classes and produce some fabulous projects! We applaud their hands-on skills!

We look forward to spring and to continued academic success!

~ Ms. Silano, BIRP Academics



Residential Program



It's hard to believe that it's a new year and the 2nd marking period is behind us! Students are all doing very

well in academics, with several making the 2nd quarter honor roll! In the 3rd marking period,

we have begun working on algebra and all students are progressing nicely. In American Studies, students have been learning about the Constitution, the US Law system, and



important Supreme Court cases. Students have also been given weekly writing prompts where they use their imaginations to develop their composition, grammar and mechanical writing skills. Science has focused on Plant Biology, where students identify different means of pollination and fertilization. Students from the Hartford Cottage have also been busy with vocational classes including Physical Education, Wood Shop, Construction, and Culinary, where many students have made delicious Buffalo chicken wings, gyros, and chicken pot pies. We also recently said goodbye to the "Twin Towers" Jasean and Marquise, who are reportedly doing well back in their respective schools. I have no doubt that the 3rd marking period will be just as successful, if not more, than the 2nd!

~ Mr. Giumarro, CJRRP Academics

Therapeutic Respite Assessment Center



How quickly the first marking

period has gone by! Students are making great progress in academics.

They are mastering Plant Biology by learning specific plant parts and their functions, as well as doing their own personal research. In History, we are studying United States Law. We are learning about Supreme Court cases, along with the First and Fourteenth Amendment. All students are working on their own level of math, and in English we are focusing on elaborating our writing skills. All students are

participating in vocational classes that include Culinary, Graphics, Wood Shop, Construction, Farm and Physical Education. Many students have made beautiful Adirondack chairs in Wood and some fantastic gyros in Culinary. The TRAC students have kept busy with their home visits and recreational outings with their staff. They are looking forward to celebrating the Super Bowl this coming weekend with pizza and wings, yum! We recently said goodbye to several students. We wish the best of luck to Bradley, Lance, Terrence, Armond, Zai and Marc.

~ Ms. Stevens, TRAC Academics



Community Outreach



Throughout this academic school year, both faculty/staff and students have been invited to participate in support of the FISH Shelter on South Main Street in Torrington (Friends In Service to Humanity). For a monetary donation, staff “dress down” in a relaxed outfit on Fridays. Also, both faculty and students were invited to donate canned goods. All contributions were brought to FISH on Friday afternoon. According to FISH’s Executive Director, Ms. Deirdre DiCara, the Torrington Chapter of FISH is a multifaceted shelter that offers a food pantry, fuel assistance, and prescription aid (from a one time only, non-narcotic fund). The FISH Shelter also provides Health & Wellness support, as well as Mental Health Services. A G.E.D. Program, in conjunction with EdAdvance, is also available to clients. Moreover, a Case Management System utilizes a voucher system to locate safe and secure housing opportunities. Lastly, Ms. DiCara also confirmed that FISH is the only shelter that delivers food to cancer patients with financial difficulties, as well as to fragile elderly.

In conclusion, Ms. DiCara detailed that “FISH is a 35 bed shelter; which today includes six children.” In addition, ten beds are reserved for homeless veterans. Finally, on a nearby street, the Brooker House was initially a transition house; yet, with a crescendo of families in need, the Brooker House is no longer utilized as a three family home. It has become a model similar to the McDonald House, with one family per bedroom. In conclusion, a special thank you to our staff and students for supporting the FISH Shelter.

Transition Services

Northwestern CT Community College

Jon G. & Jon S. cooperatively attend NCCC’s High School Partnership program for college course credit.

- ⇒ Jon G. has been attending courses in English.
- ⇒ Jon S. is currently attending Micro Economics and U.S. Government classes.

CWE

Currently, we have approximately 65 students involved in Work Study, both on and off campus. Offering transportation to and from workplaces in the community allows for building relationships.

~Mr. Mayer, Guidance Counselor



Welcome New Students!

Litchfield: Terrance C., *Norwich* . Jahseim C., *New Haven* . Tyler C., *Shelton* . Joshua G., *Ansonia* . Stanley G., *Bridgeport* . Jerik G., *Danbury* . Daniel H., *New Haven* . Izaiah H., *Hartford* . Cristopher M., *Norwalk* . Matthew O., *Bristol* . Colin O., *Region 15* . Kai T., *East Hartford* . Zhiquan W., *New Britain* . Robin W., *Region 6*

Bristol: Kiana Q., *Hartford* . O’Jahnae S., *Bridgeport* . Honesty T., *Bristol*

Welcome New CAVEC Staff!

Litchfield: Mr. Spencer Albano, *Vocational Instructor* . Mr. Matthew Budge, *Director of STEM Education* . Mrs. Catherine McCloud, *Science* . Ms. Bonnie Ponte, *Instructional Assistant*

CABLE

ACADEMIC AND VOCATIONAL EDUCATION CENTERS

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Litchfield Campus

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Mission Statement: To provide all students with a supportive educational environment which nurtures their ability to maximize their individual potential and strengthen their social and academic experiences, now and throughout their lifetimes.

James K. Obst, *Director of Education and Student Services*

If you have any questions, concerns or suggestions regarding your child’s education, always feel free to contact me at 860-567-9423 ext. 211 or at jobst@cjrjyouth.org

or CJR’s Director of School Operations, Christopher Cook, at 860-567-9423 ext.269 or at ccook@cjrjyouth.org

or CJR’s Acting Director of Special Education, Valerie Bruneau, at 860-567-9423 ext.289 or at vbruneau@cjrjyouth.org

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x.201 Dr. Haggis, Director