

# Parkmont School

## Content

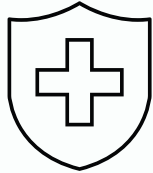
Important Updates.....	2
Main Lesson Spotlight.....	3
Pupils of Prestige.....	5
Cooking Class.....	6
Culture Club.....	8
Advising.....	9
Connect with us!.....	11

# Passing Notes

*winter edition*

2022-2023-SESSIONS 3 & 4

## **COVID-19 Protocol Update**



Parkmont will continue testing students and staff weekly on Mondays. Should there be any positive tests indicating that a student or staff member has COVID-19, we are maintaining our use of the CDC guidelines to inform families, as necessary, if they have been exposed and need to isolate. As a reminder, if you do not hear anything from us, there are no additional testing requirements.

As always, please stay home if you are not feeling well, alert the school immediately if you test positive for COVID-19 (outside of our weekly testing), and use your best judgment when it comes to masking.

## **IMPORTANT DATES**

**Feb 17: End of Session 3**  
**Feb 18-26: Winter Break**  
**Feb 27: Start of Session 4**  
**March 16-17: Teacher Workshop (No School)**  
**April 4: Field Day**  
**April 14: End of Session 4**  
**April 15-23: Spring Break**  
**-Ethans Trip to the Grand Canyon**  
**April 24: Start of Session 5**  
**April 29: Poetry Festival**  
**June 6: Last day of MS/MS Moving Up Ceremony**  
**June 9: Last day for US**  
**June 11: Graduation**



# MAIN LESSON SPOTLIGHT:

## US HISTORY WITH MIKE

At Parkmont, students take three classes during each 7-week session: Math, English, and a Main Lesson. Main Lessons are a deep-dive into a specific subject and a variety of options are offered each session. These can range from Robotics to Ecology to Street Law and yes, US History! Main Lessons typically incorporate high levels of experiential learning, sometimes going on multiple field trips a week in order to bring the content to life and take full advantage of all Washington DC has to offer.

Mike's High School US History Main Lesson took about 2 field trips per week, traveling all over the city and visiting historical sites relevant to what they were learning.



US History Main Lesson explores historically significant waterways in and around DC.

The US History class studied the origins of Indigenous folks through the end of the civil war. To begin, they explored Riverbend State Park, learning about the Indigenous tribes specific to the area and why it was beneficial to live along rivers. As their understanding of history developed, the students began to understand how history physically developed across our city's landscape by going to the C&O Canal. To get a better view, they went to the top of the Washington Monument where they were able to compare and contrast how this area has changed over time. Another important field trip for the class was their visit to the National Museum of the American Indian, as US History cannot accurately be discussed without the context of our historical and current relationship with Indigenous folks.

## MAIN LESSON SPOTLIGHT: US HISTORY WITH MIKE



US History Main Lesson visits the Washington Monument.

As the class moved along the chronological timeline of US History, their field trips reflected the moments being studied. The last field trip the class took was visiting the ring of Forts that surrounded DC during the civil war and visiting Ford's Theater (where Lincoln was shot) and Peterson House (where he latter passed).

Mike's personal favorite field trip that they took during the session was to the National African American History Museum, where students were able to learn about the journey of slaves being brought to America and what their lives were like in the south, as well as why some enlisted in the northern armies. This was juxtaposed with the class watching Hamilton and discussing who the US Constitution was written by and for, whose interests were most served, and who was silenced and excluded.

Mike's teaching philosophy was that students would better remember and understand the impacts of US History when they can actually see it rather than just reading about it. Our history is mapped in the geography of our city, but it can go unnoticed without essential context. The students who participated in this Winter's US History Main lesson can now recognize the manifestations of our past all around them, and better understand how that impacts our present and our future.



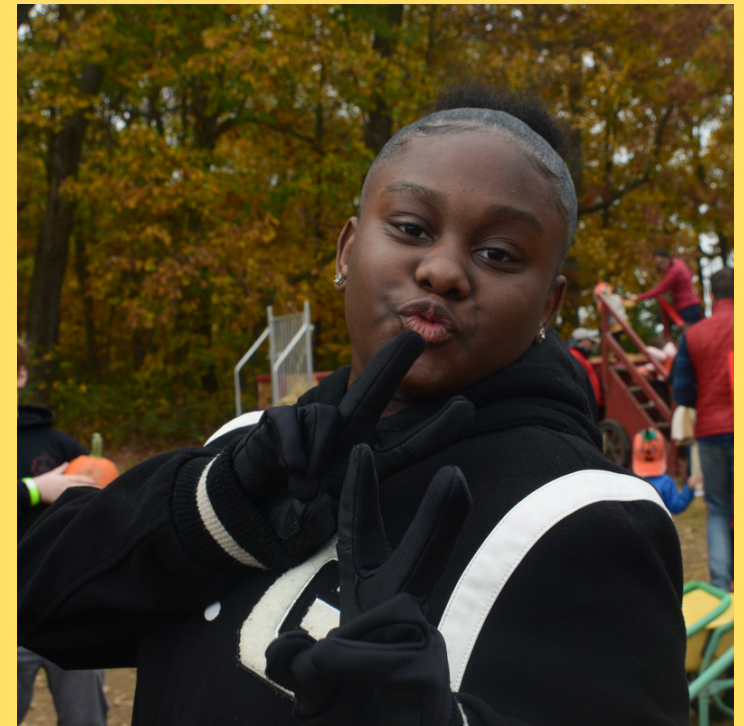
# PARKMONT PUPILS OF PRESTIGE

By Mekdi Gebreslassie

Who am I: Hey, My name is Mekdi and I am a junior at Parkmont School. I am your Parkmont Pupils of Prestige host, interviewing students who have stood out in either their school work or their commitment to our community. Specifically, the students I will interview are winners of PPOP, which is an award Parkmont gives every week to students that have outshone or bettered themselves.

This session I will be profiling winner Genelys Knight (Gigi):

Genelys Knight, Gigi (she/her) was the first individual I spoke with who received her first PPOP of the year despite excelling in her academics. Gigi is a 13-year-old Parkmont School eighth grader. She begins by telling me that she is from Panama and that her birthday, December 8th, falls on Mother's Day in Panama, which many pupils are unaware of. She explains that she thinks her abrupt turnaround in her academic performance is the primary reason she won PPOP. In addition to being a kind classmate, she is constantly prepared to aid and support anyone who needs it. Gigi claims that she had to start setting time for herself and organizing her work in order to excel academically. She reiterates how organizing and planning are effective and help her stay on task. She intends to keep doing what she has been doing because it has been successful for her. In her closing remarks, she offers advice to her schoolmates: "I recommend that if you need help, always ask for help no matter how tired you are, complete your work, and try your best."



Gigi brings her positivity to a Parkmont field trip last fall

# THE PERFECT AMOUNT OF COOKS IN THE KITCHEN

## Adventures of Zulma's PM Cooking Class

Parkmont's "PM Class," which is often a hands-on elective-like experience, meets for 90 minutes on Mondays, Tuesdays, and Thursdays each week. Zulma's cooking class used this schedule to make a recipe of their own- one that involved a dash of watching, planning (to taste), and heaps of doing!

On Mondays, the cooking class would watch *Street Food- Asia* and gather inspiration for that week's menu. They learned not only about the actual dishes being made, but where they originated, who typically made them, and the food's cultural significance within it's community. The class then collectively picked 1-2 dishes to make that week and developed a grocery list.



The PM Cooking Class shops for recipe ingredients

On Tuesdays, it was time to go to the grocery store! The class would venture out to the appropriate store or market to gather the ingredients they would need for their dishes. When Thursday arrived, it was time to cook!

Each student had set amount of tasks- choppers, dish washers, oven duty, pan frying, head chef, sous chef, etc. These responsibilities rotated each week, allowed them to learn different aspects of successfully curating a meal as a group.

As with all classes at Parkmont, this cooking class incorporated the teaching of practical skills ranging from organization, to critical thinking, to actual cooking mastery, such as properly and efficiently using knives. This also included taking inventory of the kitchen supplies and figuring out what additional tools they would need, as well as exploring kitchen safety and healthy cleaning protocols.

# THE PERFECT AMOUNT OF COOKS IN THE KITCHEN

During the course of the session, students studied and then attempted to make meals from a variety of Asian countries. This included Aloo Tikki and Mango Lassi from India, Thai Fried Rice and Thai Tea from Thailand, Bubble Tea from Taiwan, Kim Chi Fried Rice and Spicy Ramen from Korea, and Chicken Katsu and Sushi (a class favorite!) from Japan. Sometimes the implementation of these recipes went great and other times the class had to improvise based on available ingredients, time, or unexpected cooking results. Even if the recipe didn't go exactly as planned, cooking together and trying new things was always a positive experience!



## Make Mango Lassi

(adapted from Cooking with Manali)

### Ingredients

- 1 cup mango pulp 240 ml, from 2 to 3 sweet mangoes (or use canned mango pulp)
- 1 cup yogurt 240 ml, plain whole milk yogurt
- 1/2 cup milk (cold) to thin out the lassi (or use water)
- 2-3 tablespoons sugar (or adjust to taste)
- 1/4 teaspoon cardamom powder
- saffron strands to garnish, optional
- pistachios to garnish, optional

### Instructions

- In a blender, add 1 cup of fresh mango puree. You can also use canned mango pulp if you can't find sweet mangoes or they are not in season.
- In the blender, add the yogurt, milk, sugar, and cardamom powder.
- Blend for around 60 seconds until everything is well combined. Pour the lassi into serving glasses and top with saffron strands and garnish with pistachios (optional). Serve immediately!



# CULTURE CLUB

Culture Club was founded by Mekdi and Ameen. It is a club dedicated to exploring, learning, and teaching students in middle and high school about cultures all around the world. The club's first and second sessions were devoted to studying and exploring the cultures of East Africa, particularly Ethiopia. We covered the language, the music, the history, and the food in Ethiopia. Students were eager to learn, understand, and discover new identities, viewpoints, and perspectives of various cultures. As a result, the club will concentrate on Central and Latin American cultures in the forthcoming session, Session Three, beginning with Panama. Even if they don't typically speak or comprehend the language or the place we are exploring, those who are interested are encouraged to join.

"For me and the participants, adding Culture Club to Parkmont has been a very exciting experience. I hope we can keep exchanging knowledge and having fun in the upcoming sessions." -Mekdi





# THE POWER OF ADVISING

Like at most schools, every Parkmont student has an Advisor. Unlike at other schools, at Parkmont the advisor is often the person who knows a student best. This alliance is at the center of the many conversations and relationships that fill every school day and is a large part of what makes Parkmont so unique and supportive. Advisors meet students formally three times per week for half an hour, and informally almost daily, to offer guidance in academic, social, and emotional arenas – or sometimes just to listen.



Advisors congratulate their advisees  
at Graduation



# THE POWER OF ADVISING

Because the advisor/student relationship spans years, there is an increased chance that these conversations will lead to profound support, encouragement, and growth. Advisors also regularly consult with parents, teachers, psychologists, and social workers throughout the student's time at Parkmont. Together, advisors, students, teachers, and caretakers work as allies to develop and implement strategies to help students stay on track and prepare for what's next. Our whole community is here to support and uplift each individual student and help them reach their goals!

## What can I talk to my Advisor about?

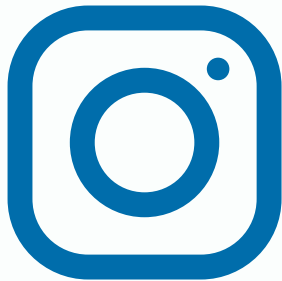
- Difficulties in class
- College/Future plans
- Social problems
- Your interests
- Successes!
- Your concerns
- Whatever you need to feel happy and reach your goals!

# CONNECT WITH US!

You can keep up with Parkmont on Social Media!  
Click the icons to view our pages



Parkmont Facebook



Parkmont Instagram

Are you a Parkmont Alum?



Parkmont Past  
Facebook



Parkmont Past  
Instagram

Follow us on our Parkmont  
Past pages!