

# The Warrior Beacon Newsletter

Late February/March 2025, Edition 1, Volume 5



Newsletter, March 6, 2025

Dear Students and Parents,

As we welcome March, I want to take a moment to share some exciting highlights from our middle and high school, and to invite you to an important event for our school community.

## **School District Meeting – 9AM Saturday, March 8th**

The staff and I encourage all families and community members to attend the upcoming School District Meeting on **Saturday, March 8th**. Your voice matters. Please know that your thoughts, opinions, and questions are valued by all of us at WLC. This meeting provides an opportunity to better understand the school district's budget and to share your perspective. If you are in need of child care for the meeting, our National Honor Society will be providing this free service for parents to participate. Together, we can continue to strengthen our schools and support student success.

## **Celebrating Progress and Growth at WLC**

There are many reasons to be proud of our school, and I'd like to take a moment to highlight a few accomplishments that reflect the dedication of our students, staff, and families.

### **✓ Strong Staff Retention**

We are proud to have retained the majority of our staff this year. This stability is incredibly important for our students, as it ensures continuity in learning, allows for deeper relationships between teachers and students, and supports long-term growth within our school community.

### **✓ A Clear Focus for Success**

At WLC, we use two guiding phrases that help focus our work: "*Best Version of Self*" and "*Academic Best*." These phrases serve as reminders for both students and staff to strive for personal and academic excellence each and every day. Whether it's in the classroom, on the stage, or on the field, we encourage everyone to give their very best.

✓ **Preparing Students for Life Beyond High School**

We are committed to providing meaningful learning experiences that prepare students for whatever path they choose after graduation. Whether they enter college, the workforce, or the military, our goal is for every student to graduate ready to succeed the very next day.

✓ **Focused Learning Environment**

To support academic focus, we have a **no cell phone policy** for middle school students during the day. In high school, students may use phones only during lunch. These efforts help reduce distractions, increase engagement, and improve the overall learning environment.

✓ **Raising Expectations and Reducing Disruptions**

Our staff holds high expectations for student behavior, and we are proud to share that school-wide disruptions have been reduced by more than **50 percent** over the last 20 months. This creates a better atmosphere for learning and collaboration across all grade levels.

✓ **Enhanced Curriculum and Assessments**

Our teachers have worked diligently to review and update the **Scope and Sequence** of courses to ensure they are aligned with current educational standards and the skills students need after graduation. Additionally, midterms and finals have been redesigned to be **more rigorous**, emphasizing not just memorization but also critical thinking and real-world application. This better prepares students for **State and National Assessments** while helping them develop lifelong problem-solving skills.

✓ **Celebrating Our Warriors!**

We are proud to share that so far this year, we have mailed home **539 Warrior Winner Cards** to families, recognizing students for their positive contributions to our school community. Each card highlights the great things our students are doing every day to help create a positive and welcoming school environment. We look forward to celebrating even more of our amazing Warriors in the months ahead!

These are just a few of the many positive steps happening at WLC, and we are proud of the work our students and staff are doing each day. We look forward to continuing this progress together with your support.

**We hope to see you at the School District Meeting at 9AM on Saturday, March 8th. Your presence will make a difference!**

Sincerely,

Tom Ronning  
Principal



### **Sixth Grade Language Arts:**

In 6th grade, we are currently midway through *The Lightning Thief*. While we continue to work on reading comprehension and analysis, we are also diving into a unified unit with social studies. This project is an informational essay featuring research on the actual Greek myths that the novel is based on. In this project, we analyze how those myths can teach us about the lives of ancient people and how those stories are still relevant today.

### **Sixth Grade Science:**

In 6th grade Science, Mrs. McGrath's classes are learning about the rock cycle and how different rock types are formed. The students used mini Starburst candies to replicate sediment. From "sedimentary rock" they made "metamorphic rock" by using heat and pressure from their hands. Then they used heat from a candle to make "igneous rock". Students are continuing to learn about tectonic plates and how the Earth was made.



### **Sixth Grade Math:**

Students in the 6th Grade are currently working on Ratios and Rates. Specifically, students are developing an understanding of the concept of a ratio and using ratio language to describe the relationship between two quantities. Students have been solving real-world ratio problems using tape diagrams and by finding the missing values in ratio tables. Students have also begun to understand percent's as ratios and have been converting between percent's, fractions, and mixed numbers to further their understanding.

### **Sixth Grade Social Studies:**

The 6th grade has spent the winter enjoying learning about the lasting legacy of the Ancient Greeks. This history unit was taught at the same time as students learned about Greek mythology in English class, by reading Percy Jackson. The final project for the unit was a joint class research essay which combined ancient Greek history with mythology and explored how the stories of the Greeks built a common culture and influenced changes that still impact the modern world.

### **Seventh Grade Language Arts:**

In February, the students continued reading the novel, *Freak the Mighty*, by Rodman Philbrick. Some of the themes of the book are perseverance, friendship and self-esteem. The students are also learning about symbolism. There are quite a few symbols in the book and they will be writing essays on one of those symbols, starting next week. The students also participated in "Read Across America." This is a nationwide program that celebrates Dr. Seuss' birthday. It is meant to encourage children and teens to read. It is estimated that 45 million people will read for this event!

### **Seventh Grade Science:**

In 7th Grade, students have started a new unit with another case study. The case study for Metabolic Reactions involves McKenna, a 13-year-old girl who is sick for unknown reasons. Students will Investigate various systems in the human body and compare a "healthy" digestive system to McKenna's digestive system. Later, students will plan an investigation to better understand why molecules seem to disappear in parts of our digestive system.

### **Eighth Grade Language Arts:**

The students are writing poetry! The poetry unit includes creating a poetry book of their own work. The poem requirements are based on figurative language examples. The students will also be reading some of their original poetry in a Poetry Cafe', in March. The eighth graders also participated in "Read Across America," a nationwide program that celebrates Dr. Seuss' birthday. The seventh and eighth graders made it from Wilton NH to Disneyland, in California, by reading for 30 minutes. They got 3 miles for every page they read and ended up with 3,183 miles.

### **Eighth Grade Interdisciplinary News:**

In Mrs. Bujak's and Ms. Norton's 8th grade classes, the students wrote an argumentative essay in collaboration between the two subjects. This interdisciplinary assessment combined what they are learning about the argumentative essay writing process with information from Social Studies

class. The prompt was “If the United States government were to change, and the Bill of Rights were to be rewritten, what 2 amendments would you keep and why?” The content of this essay aligned with Ms. Norton's social Studies class as we spent a unit understanding the creation of the Constitution, the ratification process, and the meaning behind the Preamble, Articles, and the Amendments that form the foundation of the United States Government. In their essays, students were expected to draw on this knowledge and demonstrate their understanding of the Constitution and the Amendments to defend their position using direct quotes and in text citations.



### **Eighth Grade Social Studies:**

Having finished learning about the American Revolution, the 8th grade has spent the winter learning about the Constitutional foundations of the government. Students have enjoyed learning about the early decisions which led to the creation of our country and diving deep into studying the government which we still have today. As a final project, students have conducted deep dive research into the Bill of Rights and the constitutional amendments.

### **Eighth Grade Science:**

Mrs. McGrath's 8th grade science class is currently studying about natural resources. They are learning about natural and synthetic materials. They are also learning about the Greenhouse Effect on Earth. There is a problem of increasing temperatures due to the CO imbalance in the atmosphere caused by human activities. Students are studying the effects of burning fossil fuels and how communities can contribute to the long-term rebalancing of carbon.

### **Eighth Grade Math:**

The 8th grade is currently working on graphing linear equations. Students began this unit by creating data tables of  $x$ ,  $y$  coordinates for a given linear equation and then plotting those points on the coordinate plane and connecting them to form a line. Students then derived the slope-intercept form of linear equations, which they use to plot linear equations using the  $y$ -intercept

and using the slope (the change in  $y$  values/ the change in  $x$  values) to count along the  $x$  and  $y$  axis to plot additional points along the line.

### **Honors Algebra 1:**

In algebra 1 we combined all of our algebra knowledge into one big topic: systems of equations. We are learning how to solve systems of equations by graphing, substitution, and elimination. This month we will be exploring the best ways to solve systems, solve word problems, and solving systems of inequalities.

### **Music News:**

7th Graders just finished learning about the 8 Elements of Music (Melody, Harmony, Rhythm, Tempo, Dynamics, Timbre, Texture, and Form). They listened to different songs and defined where they heard each element in each different song.

8th Graders just finished presenting short scenes in groups. They all had to memorize a short scene in groups of 2-3 and did a great job!

### **PE and Health News:**

Middle school students have been working on soccer and volleyball this quarter, and have been working hard at developing necessary skills in sports that they will play throughout their time at WLC. The new middle school health class just finished up their five components of fitness unit, and are now moving into a unit about mental health. All students have been working very hard as they counted down the days to vacation

### **Computer Science 6:**

Over the past month, the sixth grade computer science students made significant steps in understanding computer systems and major computer science principles! They began the month by dissecting old school computers to learn the major parts, their functions, and how they operate together in technological harmony. Then, for the remainder of the month, they shifted gears to learn all about computer science! What is it? How does it affect their daily lives? They discovered the answers to these questions and more with various programming activities like Hour of Code and Algorithmic Pictionary.

### **Library News:**

Students in Middle School Library Skills are learning a lot! They have finished up their units on learning basic information about libraries. Students studied how libraries work and can use and understand library vocabulary within the catalog. Students can use our library catalog to find whatever they need! Additionally, students looked at other types of libraries and what their different purposes are.

Library Skills classes have also been looking at books and the value of different types of books. They have explored fiction books for younger readers, middle schoolers, and nonfiction books. For the next unit, students will be learning about how to efficiently and safely use the internet! They are working hard!

**Family & Consumer Science:**

This group of students in FACS Grade 8 are our chocolate chip cookie queens. They win the prize for the best chocolate chip cookies made at WLC



Many thanks to Isa and Nia Javier for making plantains in my Grade 8 FACS. They were amazing!!! These girls can cook!



In Creative Arts the ABA students are working on a neurographic project, coffee filter flowers, and helping with classroom organization. They are doing a great job.



Many thanks to my aide, Shyar Michalski, for sharing with us her banana bread recipe. It is amazing, and it is very flavorful. We love it, and have yet to make it as well as she does

### Shyar's Scrumptious Banana Bread



- 3-4 ripe bananas, smashed
- 1/3c melted butter
- 3/4- 1c sugar
- 1 egg, beaten
- 1tsp. Vanilla
- 1 tsp. Baking soda
- 1 1/2c flour

Preheat the oven to 350 degrees.



1. No need for a mixer. With a wooden spoon, mix melted butter into mashed bananas in a large mixing bowl, until well blended.
2. Mix in sugar, egg, and vanilla. Sprinkle baking soda over the mixture and then add flour. Mix until combined.
3. Pour batter into a greased 5x9 loaf pan, and bake in the oven for 1 hour
4. Cool completely on the cooling rack. Remove from the pan. Slice and enjoy!

Thank you, Shyar for sharing your wonderful recipe with us! Best banana bread ever!!! You are a gem!!!



### **Art News:**

Sixth graders have been diving into structured studio time, exploring the creative possibilities of multimedia collage. Using everything from discarded objects to wood, clay, and paint, they are learning to be both resourceful and expressive. Alongside hands-on experimentation, students have been researching collage artists throughout history, discovering how different styles and materials can convey vastly different meanings. From Pablo Picasso to Wangechi Mutu, they are seeing how artists have used collage to communicate complex ideas through layered imagery and mixed media.

One standout student, Thomas Lingley, has emerged as one of the most prolific artists in our class. Not only has he completed all his recent assignments early (and well), but he began exploring 2D collage in an innovative way by incorporating paintings he made on the potter's wheel, layered with cutouts from *Extreme Motorsports* magazines. When asked about his experience in art class, Thomas shared, "In art, we're learning to see things from a different angle. Some things can become something else if you work hard and believe in yourself."



**Cultural Studies:**

6th grade Cultural Studies students are hard at work researching a Latin American country exploring its culture of festivals/holidays, food and music.

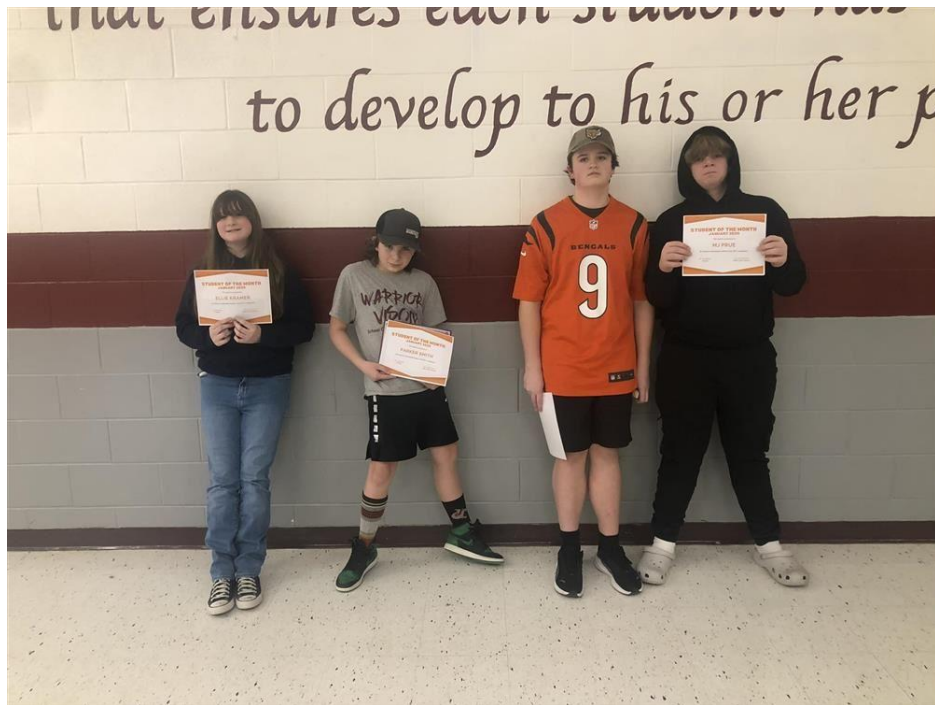
**School Counseling:**

Congratulations to our Middle School January Students of the Month! We are celebrating two sets of siblings this month

**6th Grade** - Ellie Kramer and Parker Smith

**7th Grade** - Isaac Kramer and MJ Prue

**8th Grade** - Colby Allen and Connor Allen (not pictured)



# HIGH SCHOOL

## **9th Grade World Literature:**

As a part of an interdisciplinary project between World History and World Literature, students completed a research paper about a prominent historical issue in which they had to cite credible sources to support their essential questions. This has been a great example of how our World History and World Literature curriculums work cohesively with one another to allow for interdisciplinary learning such as this!

Earlier on in February, students learned about rhetoric and how to use it to their advantage. They put this knowledge into practice by writing open letters as a part of *The New York Times* Open Letter Contest! Students had the opportunity to choose any issue and call for action they wanted to write about, address it to a particular person or group, and make their voice heard. They will also have the opportunity to submit their writing to the contest once it opens in March with the possibility of their piece getting published!

## **American Literature: Grade 10:**

American Literature is continuing with their War and Peace Unit, focusing on the relationship between the U.S. and Japan during World War 2. We are reading *Hiroshima* by John Hersey, and students will complete a research paper at the end of the novel. We will then move on to our final unit, focusing on issues in the U.S. from the 50's to the 70's, with a focus on the cold war and the Civil Rights Movement.

## **Creative Writing:**

Creative Writing will be finishing up their short stories that they have been writing in class. We will then be exploring Poetry just in time for National Poetry Month. Students will explore a variety of different poems from Shakespeare to Tupac, and Dickens to Gorman. Students will use these to inspire their own poetry collections that they will share with the class.

## **Horror A-Z:**

In Horror A-Z we are in our second unit studying the beginning of the horror genre known as gothic literature. Students are reading excerpts from Shirley Jackson's novel *The Haunting of Hill House* and comparing the novel to the Netflix series titled the same. From setting descriptions of the grotesque to themes of appearance vs reality students are discovering how the horror genre has evolved over time yet many of the aspects of the genre are the same. Students will be beginning the summative assessment researching and presenting on one of the most haunted places in the world this week. This is always a fun project!

## **British Literature and Honors British Literature - Grade 11:**

The juniors have just finished reading and analyzing Mary Shelley's novel *Frankenstein*. With themes such as the use of science and technology, what does love look like in a family, revenge, and continuing with our yearlong theme of ambition, students held Socratic seminar discussions. What is great about this book is students can relate this ambition within the science realm to their

everyday lives. What is controlled ambition vs. wild ambition that is shown by Victor Frankenstein? A great thing about this novel is the students learn that who they know as Frankenstein is actually not what was originally intended. Instead of the monster being villainized, is his creator, Victor Frankenstein, the actual villain?

### **Science Fiction and Fantasy:**

Sci-Fi students have been using stories from prolific short story writers like Ray Bradbury, Kurt Vonnegut, and Phillip K. Dick to discuss dystopian themes. Students also spent some time creating their own ideal utopian, or perfect, worlds.

Coming up, we will be taking a look at other prominent science fiction works and themes!

### **Yearbook/Journalism:**

The yearbook staff recently wrapped up creating the 2025 WLC Yearbook! It looks great and they have poured their hearts into it! We look forward to sharing the memories made this year with the rest of the WLC community.

To purchase your copy of the yearbook, [please visit the Jostens website](#) or scan the QR code:



### **College Composition 102:**

In the first unit of College Composition 102 students read multiple short stories studying plot aspects and writing dialectical journals. Students read “The Lottery” by Shirley Jackson, “The Necklace” by Guy de Maupassant, “The Cask of Amontillado” by Edgar Allen Poe, “The Yellow Wallpaper” by Charlotte Perkins Gilman, and “The Story of an Hour” by Kate Chopin. Wonderful Socratic seminars were held studying the actions of the characters, irony within the stories, characterization, as well as other aspects of literature. Students will now write their first paper this semester choosing two of the stories and comparing them using textual evidence.

### **Into to Psychology:**

This class has just wrapped up our unit on research methods and statistics in the context of psychology. Next, students will be connecting the theoretical methods of psychological research to actual historical psychology experiments. To do so, they will select an experiment from a master list of the most famous from history (including but not limited to the Stanford Prison

Experiment and Pavlov's Dogs), research, and report the findings to the class. This will cover a variety of competencies including communication, research, and conceptual understanding.

### **Crime and Punishment:**

This class has just wrapped up our unit on how the judicial branch of the US functions, as well as the history of law and criminal justice. Next, students will be connecting the concepts and powers of the judicial branch to actual historical Supreme Court Cases. To do so, they will select a case from a master list of the most famous from history, research, and report the findings to the class. Some topics include Dred Scott v. Sandford and U.S. v. Nixon. This will cover a variety of competencies including communication, research, conceptual understanding, and citizenship.

### **World History (Grade 9):**

We wrapped up our 3-week focus on the French Revolution, Napoleon, and the Congress of Vienna after midterms and moved onto the rise of nationalism and industrialization in Europe from 1815-1900. To study that era, students selected a topic they were interested in (including but not limited to the invention of the steam engine, the Austro-Prussian War, and the Rule of Queen Victoria in England to name a few) and completed a formal research paper. They worked in social studies class to focus on research skills, analyzing historical information, and forming a thesis, and Mr. Trask supported the students in English to focus on the writing aspect of the assignment. This will be a summative grade in BOTH History and English class.

### **10th Grade US History:**

Students in US History are currently in our “America at War.” In February we focused on World War I and its impacts on the American Home front as well as America’s contribution to the war effort. This culminated with a multi-day simulation of the Paris Peace Conference. In this assessment, students represented the various nations who participated in the war and created their own version of the Treaty of Versailles. We then compared the strengths and weaknesses of the historical Treaty with the one they wrote as a class. After break, we will begin the second half of the unit, which focuses on World War II.

### **11th Grade US Government and Economics:**

Semester two in this class shifts our focus to Economics. Students just completed their first introductory unit, which includes topics such as the major systems of economics, with a primary focus on free market capitalism. Students completed lessons on opportunity cost, the factors of production, business organization and market structure. The week before February break students got a taste of entrepreneurship by creating their own proposals for a business idea to pitch to their class.

### **Algebra 1:**

Algebra I just completed their big unit on writing the various types of linear equations as last month they graphed them. They will start March off with Inequalities and how to graph linear inequalities!

### **Geometry:**

Geometry is back to learning but the interesting properties of triangles. We finished Chapter Six which focused on mid-segments and various points of concurrencies within a triangle. Now, we are looking at Dilations and similar polygons!

### **Statistics:**

In statistics, we are using the normal distribution to find confidence intervals. This is a large part of how statistics is communicated to the general public, and we are able to use our knowledge of probability distributions to estimate parameters. This month we will be doing a project on confidence intervals, where we will be collecting our own data, creating our own intervals, and comparing these estimates to other research to see how well we (or the other researchers) did!

### **Quantitative Reasoning:**

We have started our shift to probability and statistics from learning about sets. We are now finding probabilities using sets and sample spaces, and exploring different definitions of likelihood such as through odds calculations. Soon we will expand our idea of probability into finding conditional probability, determining independent events, and performing combinatorics to create these probabilities.

### **Consumer Math:**

Consumer Math has started making Zero-Based Budgets which allocate your income to different expenses in your budget so your money is accounted for. It helps students see how much money they actually use. We're going to really dive deep into debt and how to avoid or get out of it when we come back in March!

### **WLC Students Save Money with Early College Courses:**

Early College courses are college-level classes offered simultaneously at WLC and at Nashua Community College. Students who pass approved Early College courses with a grade of C or better earn high school credit at WLC and college credit at NCC simultaneously. In an effort to maximize this great opportunity for its students, WLC has continued to add to and promote the Early College program. The school offers 5 Early College math courses (Calculus 1, Calculus 2, Precalculus, Intro to Statistics, Quantitative Reasoning) and 2 Early College English courses (College Composition 1, College Composition 2).

Since WLC started offering Early College courses in 2016, students have earned 296 college course credits. Compared to the in-state UNH tuition of approximately \$1,940 per class, this represents a potential savings for WLC students and their families of **\$574,240** in today's dollars.

This year, WLC students have the potential to earn an additional 74 Early College credits, for **\$143,560** in savings.

### **Senior Project Extravaganza is Scheduled for Thursday, May 15<sup>th</sup>:**

It's hard to believe, but the seniors will be presenting their senior projects in just over two months. A presentation calendar will be sent out to the community in the coming weeks. We encourage families and community members to come and watch their favorite seniors educate all of us on what they've been researching this year! Below is a picture of Audra Rizzuto and her dog Rocco from last year's Extravaganza. Audra researched dog training and applied her research to teach Rocco to jump through hoops, ride skateboards, attack intruders, and track scents, among other skills. Audra's amazing presentation set a high bar for this year's seniors to meet, but we're confident they can!



### **Math and Science AP Tests Fast Approaching!**

Though it feels like the second semester has only just started, the AP tests are only two months away! Students enrolled in Calculus and Physics are working hard to prepare. In addition to their class time, AP test prep is being offered during WIN every Wednesday.

### **High School and Middle School Math Tutoring Available During WIN**

High School math tutoring is available every Wednesday during WIN in the cafeteria. Middle School math tutoring is available every Friday during WIN in the cafeteria. If your student is struggling in math, or even if they're doing well but have a few concepts they need to improve on, encourage them to attend!

### **Math for the Trades:**

Math for the Trades began with the basics: refreshers on fractions and decimals. We are finally moving on to our projects once we get from break!

### **Geometry:**

Geometry has begun their unit on similar triangles, bringing back the algebra topic of solving proportions to find missing side lengths for similar triangles. We will reintroduce proofs in this unit, so we can prove that triangles are similar by different theorems.

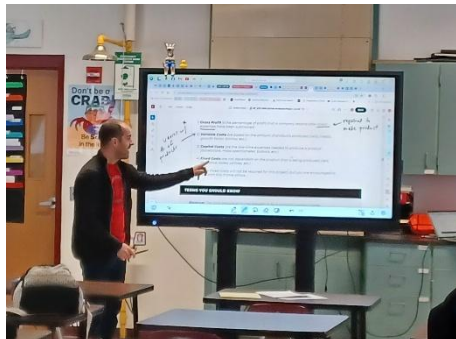
### **Algebra I:**

In algebra 1, we have begun solving systems of equations by graphing, substitution, and elimination. In the future we will start strategizing the best ways to solve certain systems, and explore how to use these principles to solve word problems.

### **9<sup>th</sup> Grade Biology:**

Teams of students have identified a real world problem and conceptualized a tissue-engineered medical product (TEMP) that attempts to solve the problem. They are busy developing their

business model and final presentation. Mr. Comerford visited all classes and discussed the vocabulary and math equations associated with their business. Students will present their models to teachers and staff on March 3rd, during class. The top 3 teams will present their TEMP to a panel of judges on March 20th in the library!



### **Honors Anatomy & Physiology:**

Students are investigating the anatomical and physiological names for the types of joints found in the human body. They are modeling the movements associated with the joints. Students will also be dissecting chicken feet and wings making observations of tendons and how they help a joint move. Students will also be discussing the similarities with the human hand.

### **AP Biology:**

Students have started Unit 6: Gene Expression and Regulation. Students will be investigating the structure of DNA and RNA, the replication process (transcription and translation), and the regulation of gene expression. Students will also explore the world of Biotechnology and the use of genetic engineering techniques in analyzing and manipulating DNA.

### **Music Department:**

**High School Chorus:** Our high school performers have been working hard on new songs as they get ready for the spring concert. As this is a musical theatre theme, these songs include “When the Chips are Down” from *Hadestown*, “Ease on Down the Road” from *The Wiz*, “No One Is Alone” from *Into the Woods*, and more.

**Drama Club:** The Drama Club is working on putting together our Spring Musical, *The Little Mermaid*. With songs, lines, and choreography, our performers will have a lot to keep them busy during the school break.

**Showcase:** Our showcase has been moved to March 12th at 6pm. This talent show like event is mostly run by the students sharing the art that they love. This is the last showcase for our seniors who have a great show planned. Don’t miss this free event in the WLC Cafeteria!

### **Spanish:**

Spanish 1 is in the middle of their "In my free time" unit. Spanish 2 is in the middle of their unit on "Design and Fashion".



### **PE and Health:**

This month, High School PE classes were hard at work learning the games of Pickle Ball, Badminton, and Volleyball. As the new semester began, classes started to work on a new formative assessment procedure, focused on deepening students' understanding of the rules and strategies associated with different sports. Now, when students come into class they are expected to read through a short article about a given aspect of a particular sport. Then, students answer specific depth-of-knowledge questions about the reading to further develop their understanding of specific topics. Examples of topics include “kitchen strategy”, “advanced serves”, and “front hand vs. backhand technique”. These readings and the subsequent class discussion have been very helpful in advancing student understanding and have allowed for more skilled gameplay as a result. As the new semester has started, the new group of high school health students have been analyzing mental health disorders and other topics surrounding physical and emotional health.

### **Tech Ed & Woodshop**

Students are wrapping up their safety unit, focusing on tool operation, workspace organization, and project planning. With a solid understanding of safety and best practices, they will soon begin applying their skills to hands-on building and STEM-based projects.

### **Makerspace**

The 2D design unit is underway, with students creating custom stickers using Cricut machines. This project introduces them to digital design software, vector graphics, and the process of turning their ideas into physical products.

### **Photography**

Students are working on camera fundamentals, including shutter speed, aperture, and ISO settings to improve their photography skills. They are also beginning their introduction to Adobe Photoshop, learning essential editing techniques such as color correction, layering, and retouching to enhance their images for future creative projects.

### **Into to Computers:**

This past month, our junior computer experts gained important experience with two major Google suite applications. Towards the beginning of the month, the students worked on their presentation skills with two projects in Google Slides: one about their daily routine and another about their dream vacation! Then, the students learned how to make their own puzzles in Google Sheets. After a few weeks of hard work, the students printed and brought home custom Word Searches and Crossword Puzzles to share with their friends and family!

### **Family & Consumer Science:**

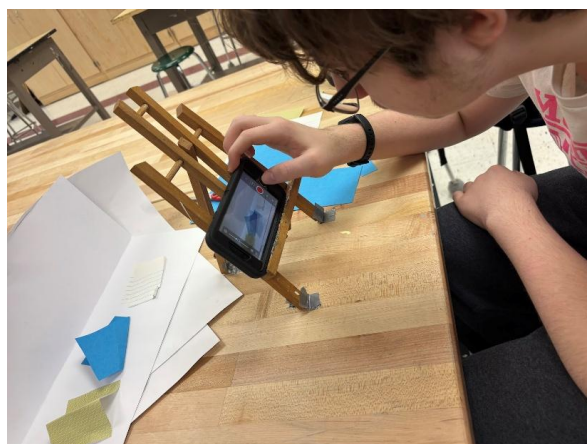
Creative Cooking continues to be wonderful. Jonathan Crotty is an amazing chef. Everyone brags about his cinnamon rolls and breads. He has been doing demonstrations for students in Creative Cooking I and also helping with students in my other classes. Students have also decorated cakes for the cafeteria for Valentine’s Day. We have been having a great time. All are doing a great job.



## HS Art News:

### **Graphic Design and Animation**

Ms. Hall's graphic design and animation class has embraced unique creative directions through intrinsic motivation and student-selected projects. Their areas of focus include stop motion paper animation, frame-by-frame hand-drawn animation, visually painted typography explorations, and book design incorporating illustration and page layout. At the start of the semester, students were introduced to visual design terminology by collectively exploring art magazines. This practice will continue as they analyze and critique both renowned historical designs and less effective design layouts found in public spaces. Through this approach, students refine their artistic skills while developing a critical eye for design in the world around them.



## Drawing

This semester's drawing class has an incredible synergy, blending seasoned art students with naturally creative individuals who haven't taken a school art class in years. We began with abstract explorations of mark-making and visual transitions within a composition—an exercise that helps loosen us up in preparation for our timed hand drawings. Junior Aiden Rivet, a passionate creative who took drawing last year, led the timed drawing session, emphasizing how just a few focused sessions can dramatically improve one's ability "to see."

Recently, we took a walk around the school with viewfinder frames, using them to "crop" our surroundings and uncover compelling abstract compositions. After reflecting on the activity, students shared how it has transformed the way they perceive their environment.

Now, we are deepening our practice of "seeing" with a weeklong still-life exploration. Some students are creating multiple visual studies of the same perspective in different styles, while others are gradually building upon a single piece each day. With dramatic lighting enhancing the shadows for our value practice, the classroom has been immersed in pure creative focus—so much so that the only sounds filling the space were the rhythmic strokes of pastels moving across drawing boards. It was an art teacher's dream!



## 3D Art

Students in 3D Art began the semester with mini multimedia explorations using raw clay, beeswax, and paper before diving into ceramics. They have already learned various techniques for building expressive forms, including slab construction, coil building, and wheel throwing. To deepen their understanding, students have been taking notes and creating visual diagrams or drawings to document the ceramic glazes they use and the different glazing techniques they apply. Additionally, they have been exploring the work of renowned contemporary ceramic artists for inspiration and direction as they prepare for their first major project, which will be introduced after the February break.



**Special Education:**

The special education department was excited to be part of a Special Olympics event on Thursday, February 20th. The event was a middle school unified basketball tournament against three other schools: Inter Lakes, Fall Mountain and Nashua. The team traveled to the Concord YMCA and played two full basketball games! The students had a great time and were excited to participate in this event and can't wait for the next one! The special education department will also be hosting the [Spread the Word](#) week from March 3th-7th. This week will include lessons on what inclusion is and how we can create inclusion in our school. The whole school will sign a pledge on how we will be spreading inclusion!



**School Counseling:**

**January Students of the Month---** a BIG Congratulations goes out to **Kevin Lachance** and **Zoe Goodwin** from the 12th grade AND from the 11th grade big congratulations go out to **Maddy Labrecque** and **Cianna Peckens**



**MILFORD CTE FIELD TRIP** On February 7th WLC students were able to attend Milford CTE and learn more about the courses that are available to our students.



## **Destination College**

Registration for Destination College 2025 is now open! Scheduled for Saturday, April 5, at Southern New Hampshire University in Manchester, Destination College is a great first introduction to the college planning process for high school juniors and their families. We hold this annual event at a college so that students can get a taste of a college campus as they begin thinking about their future pathways. Learn more and register [here](#).

## **Scholarship Day at WLC**

On February 19th all seniors were invited to the school counseling office to begin the scholarship application process. Students have until March 21st to hand in their Local Scholarship Applications for Mrs. Coffey.



## **Warrior Postcards**

The families of the following students have received a postcard in the months of December and January

Ashley Mitchell\*  
Amaya Adair  
Aurie Nelson  
Avian Benson\*  
Branson Gordon\*  
Brooke Hadley  
Carly Robichaud  
Cianna Peckens\*

Aiden Rivet  
Aubrie Lavallee  
Ava Kilgore  
Bentley Sherman  
Bree Linehan  
Cadence Hazelton  
Caroline Siekman  
CJ Radcliffe\*

Alyvia Benson\*  
Aubriella Remick  
Ava White  
Blakeslee Popores  
Brittany Rondeau  
Cailin Swett  
Charlie Going  
Colby Allen\*

Colby Collins\*  
Dane Lafleur  
Devin Sylvester  
Eden Rizzuto  
Ellie Kramer\*  
Emma Heinstrom  
Ezzy Zapparoli\*  
Henry Alley  
Isabella Javier  
Jacob Gauthier  
Jason Benn  
Jayden Corron  
Jonathan Crotty  
Josh Lord  
Juniper Wentworth\*  
Kayden Brouillard  
Kiera Beam\*  
Leila Bigue  
Logan Litchfield  
Maddy Clough  
Matt Caragher  
MJ Prue\*  
Owen Lavallee  
Pheonix Jackson  
Saige Peckens\*  
Sydney Beam\*  
Stephen Goodie\*  
Travis Cole\*  
Vanessa Sinischalchi  
Will Magoffin  
Andie White

Colton Nickerson  
Declan DuBreuil  
Devon Crouse\*  
Eila O'Toole  
Emelia Leach  
Eva Roy  
Hannah Degan  
Isaac Kramer  
Izabella Hibbard  
James Lord  
Jason Caragher  
Jemma Prue  
Jonathan Herrera  
Josh Rocca  
Kali Ann Ryan  
Kenan Medic  
Kimber Crosby\*  
Leila Bossie\*  
Logan Rocca\*  
Maddy Labrecque\*  
McKenna Unger  
Molly Meehan\*  
Owen Lavoie  
Rowan Hannon  
Sebastian Lindgren  
Sophia Toledo  
Steven Brennan  
Tyler Ouellette  
Victoria Gilbeau\*  
Zoe Goodwin  
Hannah Taylor

Connor Allen  
Delaney Dowling\*  
Ebben Drew-Mochrie\*  
Eliza Searles  
Emily Hazelton  
Evan Gagnon  
Hannah Hamilton  
Isaac Roy  
Izzy Mason\*  
Jaryd Clark  
Jason Carter  
JJ Benson  
Jordyn Jentz  
Julie O'Brien  
Kasey Rondeau\*  
Kevin Lachance  
Korey Begley\*  
Lily Drake  
Mackensie Skiff  
Maria Ramirez Arranz\*  
Michael Marcinuk  
Nia Javier  
Parker Smith  
Rye Popores\*  
Shawn O'Grady  
Spencer Jacques  
Thomas Lingley\*  
Vanessa Lemoyne  
Weston Radloff  
Paisley Silva\*  
Abby Hall

\*Received more than one Warrior Postcard

### **News from Athletics:**

Our winter sports have come to an end as we wrapped up the basketball seasons just two weeks ago. Together as a community, we recognized all of our seniors on our boys and girls varsity basketball teams. We also recognized Ben Jacob, who scored his 1000th point against Nute. Ben is being recognized with a basketball with his name and career points on it, which will be placed next to his father's in our glass case outside the gym. WLC also participated in the middle school Special Olympics for unified basketball and came in fourth place! Winter Sports night was Wednesday, March 5th, where all athletes were recognized for accomplishing yet another great season for the Warriors. Spring sports are preparing to begin on March 24th for high school, and March 31st for middle school. We look forward to a successful season.