

Mr. Rameau's Haitian Background Shapes His Teaching Style

By Christelle Glaudin '19

Many of you know Mr. Edy Rameau as the dean who tirelessly encourages us to get to class or the math teacher who offers life lessons and laughter as he helps us navigate through equations and formulas. But before embarking on his journey at Midwood, Mr. Rameau had a very different life.

Mr. Rameau grew up in Haiti, where he describes his life as pretty decent. He came from a small town and was raised by his grandmother since his parents were living in the United States. When he was a teenager he engaged in extracurricular activities like playing soccer and focused heavily on his education.

In 1984, Mr. Rameau moved to the United States at the age of 19, after finishing high school.

Mr. Rameau said, "What pushed me here besides the lack of opportunities that we had back home is that many of my friends came to America before me. They would often call and say, 'You gotta come! You gotta come!' Also, back in the 80's, I started watching American videos and I fell in love with the music, culture, and money."

As he embraced his new life in the states, he began his academic journey about five years later at York College. He went to school part time and worked to pay for his education.

"I wanted to be a journalist, and I took a lot of foreign languages classes," said Mr. Rameau. "I basically wanted to become a writer, but it took me a long time to go back to school. My first love was always literature."

Mr. Rameau then continued his academic career at Brooklyn College, where he earned a master's degree in French literature and psychology in 1994. However, getting a job proved

to be difficult.

"I couldn't find a job as a French teacher," he said. "There were absolutely no opportunities for French teachers."

Even with these difficulties, Mr. Rameau's thirst for success propelled him to pursue a career in mathematics. He went to Kingsborough Community College, where he got his associate's degree in mathematics. Afterwards, he transferred to



Photo Credit: Damiel Ramirez '18

Mr. Rameau moved from Haiti seeking better opportunities.

Brooklyn College to complete his master's and began to work as a math teacher.

Mr. Rameau said, "My very first teaching job was at Kingsborough. I had that job before starting at Midwood. I was teaching the math and science part of the GED program.

AP Statistics Project Reflects Students' Knowledge

By Gabrielle Aizin '19 and Maqadus Sakhi '19

Just when students thought that they could take a break after a long year of statistics, they are in for a real surprise. Every year the AP Statistics teacher, Mr. John Caldwell, does an end of the year project to connect statistics to the real world.

"Students will soon notice that statistics helps them with many college majors and professions that they may choose in the future," said Mr. Caldwell.

The purpose of the project is for students to conduct an experiment that relates to the real world and then use the skills they learned throughout the year to analyse the results. The project is the final requirement for all of the three AP Statistics classes. A major topic that was stressed in the class was significance tests. These tests allow students to determine if the probability of an event occurring is significant or not.

"Introductory statistics curriculum does not include any further topics than what was taught, so assigning this project will help students further their understanding of the topics covered and relate them to real life situations," said Mr. Caldwell.

Students are required to choose a question to investigate, design an appropriate study or experiment, and then collect data. The data can be collected from a survey, observational study, experiment, or other sources such as the internet.

"I think it will actually be fun to conduct our own experiments. We spent a lot of time in classes learning about the do's and don'ts of an experiment and now we are able to conduct one ourselves," said Anastasia Krutikav '19.

A study or experiment should follow all rules of a good design including being free of bias and randomization. Sampling bias is methods that tend to over- or underemphasize some characteristics of the overall population. There are several sampling biases that students need to be on the lookout for, including voluntary response bias, undercoverage bias, convenience bias, and response and non-response bias.

The challenging part of the project is to try to conduct a proper experiment with the least amount of bias. For example, when you are interviewing people that are of easy access it can produce convenience bias. Also, if you decide to let people fill out a survey online, this can produce non response bias or undercoverage bias because some people may not be able to access the survey which would alter the results of the experiment.

"My group and I are conducting our project on the amount of hours that a high school student procrastinates while doing homework. Almost every high school student procrastinates doing their homework, so we want to put these number into bigger perspective.

The most difficult thing we found so far is to limit the bias in our experiment," said Maggie Chen '19. Once students collect the data they need to make inferences based on the data and summarize the data using appropriate graphical displays. The statistical analysis must have a confidence interval, a hypothesis test or a regression analysis. The final step is to present the research

to the class in a five to eight minute presentation. The presentations will begin on May 31 and continue through June 8. Students are encouraged to use presentation enhancement such as videos, photos, audio and graphs.

"I really enjoy this project, it helps integrate and present all our knowledge of experiments and significantes test in a fun way. The project also forced me to recall previous statistical terminology and methods," said Noelia Cuautle '18

Students are allowed to work individually or in groups of four at most and expand and improve earlier work or start something new. Students are advised take their time with the project and carefully plan every stage of the their project because each decision they make will have a major impact on the overall success.

"Since students have background knowledge on the topics taught, they can use this project to create a stronger mental model about the topics they learned this year and apply their knowledge to situations in the future," said Mr. Caldwell.



Photo Credit: Damiel Ramirez '18

AP Statistics students conducted studies as their final project.

It was a fascinating job. I had such a nice experience that a year later, I started teaching full time." Mr. Rameau explained that there were various rewarding aspects to his job.

He said, "You get to see the students ten years later, and they tell you that they are doctors, police officers, engineers. They tell you how much they remember the stories you told them when they were in school. Some of my former students, became teachers themselves. They also recognize you everywhere you go. I've had students stop me on the street and say, 'I was in your algebra class.' 'I was in your pre-calculus class.' 'I was in your geometry class.' Another aspect is sometimes they need someone to talk to so they know that what they aspire to is not impossible. Some students would say, 'There's no way I can go to Columbia or NYU,' and I would tell them it's all about your effort and determination."

Mr. Rameau currently supports two students at his old school in Haiti by paying their full tuition. He would consider going back to visit but not to stay since he has family here. In the near future he's considering pursuing a PhD in French literature.

Mr. Rameau said, "The biggest lesson that I've learned on this journey is that there is a big difference between poverty in terms of economics and being in cultural poverty. So many people confuse the two, but these are two different notions. You see, you can have a lot of money and be culturally poor. You can have all the money and never open up a book, so you're not aware of certain things. So, when it comes to money, you are filthy rich, but when it comes to culture, you are extremely poor. I realized that when I came here. I was economically poor, but culturally, I felt like a millionaire. I walked around with swag, just like everyone else. I did not let anything define me. I know who I am."

Hornets Apply Skills to AP Psychology Project

By Michelle Kapusta '19 and Tiffany Fu '19

Students enrolled in the AP Psychology course this year are in the process of completing the yearly required project after the AP exam.

Mrs. Gloria Aklipi, the AP Psychology teacher, gave out a rubric and guidelines to her classes two days after the students completed their exam.

"I wanted students to take what they learned in psychology and either apply it to research or just go beyond what we learned in class," said Mrs. Aklipi. "Let the students pick something that interests them."

Many of the students were excited to complete a project that they do not have a chance to do in other classes, such as participating in experiments.

"For this project, we were supposed to choose a topic that we either did not go over because it was not a part of the AP curriculum or we did not focus too much on because it was not a major topic to know for the exam," said Alexis Disiervi '19.

The in-class presentations started on May 21 and will continue until the semester's last day of classes.



Photo Credit: Michelle Kapusta '19

A group's presentation was on the effect of how brains view things.

"In addition to creating a verbal presentation that lasts between five to fifteen minutes, depending on how many people are in the group, we were also supposed to make a PowerPoint slideshow that showed everything we discussed in our presentations," said Sammy Zhu '18.

Students in the course chose to create presentations that discussed topics such as autism, sleep disorders, depression, factors affecting decision making, natural human sleep patterns, conformity, drug use, etc. They are able to apply the concepts they learned from in class and textbooks into projects. Many students aren't doing their typical presentation with PowerPoint but are using social experiments to prove concepts and effects.

Ariana Barrantes '18 applied the concept of the "bystander effect" in an experiment demonstrated in the annex staircase. The bystander effect is where a person is less likely to help in an emergency situation where a third party is also present. When there is a larger crowd, the individual is less likely to take actions to help the victim. Barrantes pretended to throw herself down the stairs, acting as if she was in pain, when there was either a group of people or just a single individual. She was trying to see in which situation they were more likely to offer help.

Barrantes said, "Our results showed us exactly what we were looking for. Conformity is real and is just like we imagined it. People settle and act a given way to conform with society. Whether it was by looking at the ceiling pointlessly or witnessing someone falling down the stairs, seeing Midwood students react according to the presence of other students was fascinating and by far my favorite part of the experiment."

Psychology gives people a fun insight into why people behave a certain way in front of other people, even without noticing. Students are able to observe people mimic others unconsciously and how a line is drawn between curiosity and societal rules.

EXAMINATION SCHEDULE: JUNE 2018

Students must verify with their schools the exact times that they are to report for their State examinations.

June 5 TUESDAY	June 12 TUESDAY	June 13 WEDNESDAY	June 14 THURSDAY	June 15 FRIDAY	June 18 ^a MONDAY	June 19 TUESDAY	June 20 WEDNESDAY	June 21 THURSDAY	June 22 FRIDAY
9:15 a.m.	8:30 a.m.	8:30 a.m.	8:30 a.m.	RATING DAY	8:30 a.m.	8:30 a.m.	8:30 a.m.	8:30 a.m.	RATING DAY
TRANSITION EXAM - RE in Global History & Geography ♦	English Language Arts	RE in U.S. History & Government	Physical Setting/Earth Science		RCT in Mathematics* <small>* World Language Assessments suggested date/time: Locally developed Checkpoint A Exams</small>	Geometry	Physical Setting/Chemistry	RCT in Reading*	
Students should come in 30 minutes before the start time of their exams.	1:15 p.m.	1:15 p.m.	1:15 p.m.		1:15 p.m.	1:15 p.m.	1:15 p.m.	1:15 p.m.	Uniform Admission Deadlines Morning Examinations: 10:00 a.m. Afternoon Examinations: 2:00 p.m.
	Algebra I	Living Environment	Algebra II	RCT in U.S. History & Government* <small>* World Language Assessments suggested date/time: Locally developed Checkpoint B Exams</small>	Physical Setting/Physics	RCT in Writing	RCT in Science*		