



Hollis Brookline Middle School

KNIGHTLY NEWS

April 8, 2009

From the Administration

Transitions continue to be our primary focus as we complete quarter three and begin the final one. Grade 6 students have been tested, teachers are giving their input, and parents will soon participate in an interactive orientation. Team placements will be determined during the next few weeks to prepare for the students' visit on **May 21st**.

At the other end of our spectrum, Grade 8 parents have attended an evening describing the course selection process. Students, during one of their 72-minute blocks, have met directly with guidance counselors to learn about the full course of studies for graduation, freshman course offerings and the process of online registration. As a reminder, grade 8 students need to **register online for their classes between April 1 and April 8**. The High School will print out selection forms and deliver to the Middle School. During ROCK on April 9th, students will receive their form. The final step is for the students to receive parent and teacher signatures to support their course selections (April 9-13). We, in turn, will send all selection forms to the High School on the 13th. Your attention to this timeline will be appreciated.

Report Cards for third quarter will be distributed **Monday, April 20th**, NOT Monday, April 13th as printed on our school calendar. Quarter 3 was extended due to our snow days. Please note the change.

Our **partnership with local Veterans** remains strong. Twenty four Veterans met in small groups with 8th grade students to share their experiences and to answer questions. Questions ranged from, "Are current movies we see realistic?" "Was it your choice to serve?" to "Do you still think about it?" We thank our veterans for candid responses and commitment to our youth.

One hundred eighty nine students have returned safely from **Washington, DC**. Parents, HBMS chaperones and students all report positive comments. For next year's 8th grade students it is not too early to think about saving money. We expect to continue this trip and look forward to sharing more details in May!

Our 7th grade **Generations Day** was a total success thanks to Ms. Erin White and her attention to detail. Students were fully engaged in the workshop sessions and were attentive listeners during our keynote speakers. We hope to increase parent participation next year as there is much to be gained by sharing the day.

Shortly after our return from April vacation, we will be administering the **Science NECAP** test to our 8th grade students. Testing must be conducted between **May 11 and 28**. It is very important that students are present for the

testing. We expect to administer the test the week of May 11th.

Sincerely,
Patricia Lewis Goyette, Principal
Stephen R. Secor, Asst. Principal

From the PTSA

We hope you had a great time this winter, but for many of us we are glad to Welcome Spring!

The HBMS staff and volunteers have been busy the last few weeks. Big **Thank you's** for all that helped with the following events: 7th Grade Generations, Math Counts, Reflections, Ski Chaperone's, Dance Chaperone's, Destination Imagination, and Drama. *Congratulation's* to the Reflection's, Math Counts and DI winners!

Planning has begun for the final events of the school year: the 8th Grade Celebration, the Talent Show and the 7th Grade BBQ. We are still looking for someone to chair the 7th grade BBQ. Help is needed for all of these events. Contact Lori Gates lorigates@hotmail.com, for 8th Grade celebration. Contact Kim Ciarcia waykim@charter.net for the Talent Show.

The PTSA is currently looking forward to the 2009-2010 school year. We need volunteers for Officer's and committee chairs for many positions. Feel free to call or email if you are interested in helping next year.

Don't forget to support our fundraiser by ordering gift cards for upcoming celebrations.

Our next PTSA meeting will be April 17, 2009 at 8:30am. Please come join us and bring a friend.

Cindy Van Coughnett cwvanc@gmail.com
Robin Gegg robinegg@hotmail.com

Calendar of Events

April 17	PTSA Meeting—8:30am
April 18	8-11 Hollis Community Yard Sale Lawrence Barn, Depot Road
April 20	Report Cards Issued
May 7	HBHS Open House—8th Graders
May 11-15	8th Gr NECAP Testing
May 21	Entering 7th Gr students visit HBMS
May 27	6-8pm Team Hypatia Celebration/ Pot Luck Supper
June 8	7th Grade Spring Concert—7:30pm
June 9	8th Grade Spring Concert—7:30pm

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SCHOOL AND COMMUNITY NEWS

Don't Miss this Musical Performance!

Congratulations to our selected All District Honor Orchestra, Chorus and Band students who will be performing on Saturday, May 16, 2009, at the Manchester Community Music School. All are invited to attend this festive concert starting at 5:00pm. A donation of \$5.00 per ticket may be paid at the door.



Students selected by the New Hampshire Music Educator's Association are as follows:

<u>Orchestra</u>	David J., violin Mackenzie W., violin
<u>Chorus</u>	Haley B., Alto Rachael C., Alto Patrick D., Baritone Grace H., Alto Shannon L., Soprano Emma M., Alto
<u>Band</u>	Chris B., Percussion/Mallets Ben M., Trumpet Adam O., Clarinet Julia S., Tenor Saxophone Brad W., Trumpet

Destination Imagination Celebration!

Congratulations to the HBMS Destination Imagination teams!!! Both the 7th & 8th grade DI teams advanced from the regional tournament to the State competition, which was held in Kingston, NH on Saturday, March 28. At the State competition, the 7th grade team placed 1st in their division and the 8th grade team placed 2nd, qualifying them for the Global Finals in Knoxville, Tennessee. The Global Finals are held from May 20 - 23 at the University of Tennessee. Our HBMS teams will be joined by 300,000 students from all 50 states and 12 foreign countries. Good luck to Noam Eshed, Mandy Graves, Emma Close, Emily Choate, Elizabeth Degroot, Sara Swabowicz from the 7th grade team, and Grace Howard, Kenzie Woodrow, Kenzie Whalen, Josh Rines, Aaron Pepin and Johanna Ebers from the 8th grade team!

First Annual Community Yard Sale

Don't forget the first annual Hollis Community Yard Sale being held on Saturday, April 18th, from 8-11am at the Lawrence Barn on Depot Road. The HWC will accept donated items for the club to sell, as a charity donation. Items may be dropped off at the Lawrence Barn from 6-8pm on Friday, April 17th.

Proceeds will go towards two \$1,000 scholarships for HBHS graduating seniors. For more information, please contact Susan Benz at 465-3607, or email at susan.benz@gmail.com.

8th Grade Celebration Committee

The 8th Grade Celebration Party is coming up fast (date TBA). From previous years we have heard the kids have a BLAST, and we want this year to be even better! We are looking for volunteers to help on various committees

to make this an unforgettable night for the 8th graders. If you are interested in helping out this year, please contact Lori Gates - lorigates@hotmail.com or 781-879-3099. Thanks!!



From the Health Office

Parents, in order to keep your child's health record up-to-date, please remember to forward to the Health Office a copy of any physicals or immunizations your child may receive. Eighth grade students who will be attending 9th grade at HBHS will need a current physical to start school in August. For those students, a physical done after March '09 will comply for both entrance to the 9th grade and to participate in sports. Please contact Sheila Mandragouras 465-2223 or Cathy Burbee at HBHS (465-2269 X 3) with any questions.

From the Northern New England Poison Center:

In Northern New England, each year at least 2,600 teenagers are exposed to poisons. Medications account for 65% of these exposures. Teen medication-related poisonings may result from inexperienced self-medicating dosing errors or deliberate attempts to get high or attempt suicide. According to the 2008 Partnership Attitude Tracking Study (PATS), family medicine cabinets are a main source for obtaining prescription drugs.

Top 5 medication safety tips:

- Keep medications in a safe place, such as a locked cabinet your teen cannot access.
- Set ground rules around medication use (for example, a teenage daughter cannot take any medication without first checking with a parent).
- If your teen has been prescribed a drug, monitor dosage and refills.
- Do a medication inventory of all medications in the home. Keep track of how many pills are in each bottle or pill pack and mark and date the remaining fluid level on liquid medications.
- Discard expired and unwanted medications from your home. For medication disposal guidelines contact the Northern New England Poison Control Center at 1-800-222-1222 or www.nnepc.org

Sheila Mandragouras, RN BSN
465-2223

Milford Middle School Summer Arts Program—Grades 5-9

New this Year- Summer Arts Camp! This is for students going into grades 5-9 from all local schools. Courses will be taught by local professional artists with a knack for working with teens. Summer Arts Camp is run by the Milford Middle School (MMS) Enrichment Program in partnership with Mt Vernon Artisans. It is funded in part by the NH State Council on the Arts and the National Endowment for the Arts. The camp will run the weeks of July 6 and July 13 from 12:30 to 3:00 pm at MMS. Two courses will be offered each week. Planned courses are: Metalsmithing, Cartooning, Stained Glass and one more! Students can attend the regular MMS Extended Day Summer Program before and after Art Camp. For more information, contact Libby Anderson at 672-9876 or mmsenrich@charter.net.

SEVENTH GRADE NEWS

Team McAuliffe Science—Mrs. Evans Mystery in Science

We wish Mrs Roldan ("Mrs. R") well as she ends her time here as a student teacher. Mrs. R will be graduating from Rivier College in May and looking to secure a job in Life Science or Biology in the fall. Her enthusiasm, dedication and efficiency have made this a positive experience for our students and myself. Mrs. R has thoroughly enjoyed your children and teaching science here at HBMS.

Soon, our scientists will be actively involved in solving a mystery where their knowledge of genetics and forensic science will be applied. Three sets of parents (Mr. and Mrs. Dom N Ant, Mr. and Mrs. Gene E Tics and Mr. and Mrs. Herod E Tee) all claim to be the parents of an amnesia victim (CPR mannequin). Could the red-haired parents have a daughter with blonde hair? Is it possible for the brown-eyed parents to have a blue-eyed daughter? Could parents with type A blood and type B blood have a daughter with type O blood? By using their knowledge of genetically inherited dominant and recessive traits and DNA "blueprints" from the blood, our geneticists will match the rightful parents to the victim. And finally, our scientists will write a legal document (Affidavit) confirming their findings, showing proof of the rightful parents.

The amnesia victim also claims that someone has taken her frog pendant from the necklace she was wearing. She remembers a bit of a struggle, but cannot recall the details. Whose fingerprints are on the necklace? Whose blood type matches that of the blood found under the victim's fingernails? Will the footprint found at the scene help us determine the height of the suspect? Does the "DNA fingerprint" supply any incriminating evidence? Using all the clues, detective reasoning and scientific evidence, the suspects (13 staff members) will be narrowed down until the students have enough evidence to zero in on one suspect.

One final word..."Move over Sherlock Holmes, a new generation of detectives has emerged!"

Team McAuliffe English --Mrs. Rasmussen

The students are now finished reading S.E. Hinton's, *The Outsiders*. They have really enjoyed the book and are writing a short essay on what it means to be an outsider. We are also in the middle of an ongoing Hula-Hoop competition in honor of the time period of *The Outsiders*. The best Hula-Hoopers from each block will compete at the end of the week. Good luck to those competing. April is National Poetry Month, and the students will begin reading and writing several styles of poetry. Some of the poets we will study include: Robert Frost, Jane Kenyon, Billy Collins and even a little Shakespeare. Look for an invitation to our Poetry Café after April vacation.

Team McAuliffe Math and Algebra — Mrs. Werne and Mrs. Marquette

Students have been working diligently on patterns and functions. They have stretched beyond the elementary understanding of the coordinate plane and are extending into the world of linear and non-linear functions. Functions can be abstract and challenging for students at this level. We are pleased with the progress shown thus far.

Soon students will be delving into the world of proportional reasoning. Here they will be exposed to unit rates, proportional relationships, defining similarity, and the application of scale factors. Students may even choose to create a 3-D model based on their newly acquired knowledge. Having real-world experiences will help them to understand, apply and master important concepts. To this end, we encourage you to ask your child to calculate percentages, discounts, taxes and tips when shopping or out to dinner. You are their best teachers!

As for Algebra, after we solved linear systems through various methods, the students put together a presentation analyzing two products or services. They presented their findings to the board and had to justify how they reached their decision. It was a very diverse group of applications; each gave us a little more insight into their passion or goals in life. We celebrated Pi day and determined that no matter what circular object we measured, Pi was the same.

We began looking at manipulation of exponents and looking at exponential decay and growth. What grows exponentially and how do we determine its pattern of growth? We applied our knowledge to futuristic events. How fast does that new car depreciate? Students were amazed! Next, they will begin their process of working with polynomials and manipulating them so we can migrate towards factoring!

Team McAuliffe History—Mrs. Connelly

Team McAuliffe students are deeply engaged in learning about the Middle Ages. We started out by seeing how Charlemagne took control of the falling empire of Rome by pulling the feuding people together to help establish a new government, known as the Feudal system. We are examining the various social pyramids and the buildings of the time. Also, we will see how the divisions in class relate to the great game of chess. Take some time and challenge your son or daughter to a game.

We continue to integrate other subjects with our Middle Ages unit. Students wrote 'Dark Ages' poems and rewrote the 'Song of Roland' to new beats. Some of their writing is on our class webpage – check it out! I wish you could have heard their songs as they were absolutely fantastic! I think Queen has some competition for their song lyrics. 'We Will Rock You' certainly takes on new meaning when written about Roland's battle! Other groups rewrote 'Dora, the Explorer', 'The Twelve Days of Christmas,' and more...

While moving on, students work with partners to replicate wonderful castles, cathedrals or manors from medieval society. When thinking of the great gothic buildings and our attempt to replicate these buildings, remember the legendary story that tells of a rich man who goes to visit the cathedral while it was being built, and he saw a workman carving a tiny bird on the inside of a beam? He was puzzled and asked the man, 'Why are you spending so much time carving that bird into a beam that will be covered by the roof? No one will ever see it.' The workman replied, 'Because God sees.'

This year I am keeping that in mind. We all make an impact on each other and we do our best. Please take a look at 'Student work' on the class page to see their buildings and writing! Even if you never see it, students work

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diligently and are incredibly creative!

We will explore the power of the church and its impact on increasing education of the populace during the Middle Ages. We'll integrate some more art when we make comics about the life and times of the guilds, knights and nobles from the Middle Ages. I am sure some will be humorous as this class has a great sense of humor. Just before break, watch for your son or daughter joining a guild to try his or her hand at a Middle Ages Guild!

As we wrap up the Middle Ages, we will join the Crusades in a simulation and then will move on to the Renaissance and Reformation by making an Illuminated Letter Power Point Project.

Thank you for your continued support, positive words and being there for our team, fellow teachers and students. In this time of change, it is appreciated even more.

Team Jordan Math and Algebra — Mrs. Hall and Mrs. Marquette

Students have been working diligently on patterns and functions. They have stretched beyond the elementary understanding of the coordinate plane and are extending into the world of linear and non-linear functions. Functions can be abstract and challenging for students at this level. We are pleased with the progress shown thus far.

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Team Jordan Science—Ms. Ellerin

The next three units that are covered in science, the circulatory, respiratory and digestive systems, are closely dependent on one another. We'll be linking these three units through a cellular process call metabolism. One product of metabolism is body heat. Team Jordan stu-

dents have been looking at heat from both the physical science and the biological science viewpoint.

From the physical science end, Team Jordan scientists have immersed themselves in the scientific method, first by designing and conducting an experiment on insulation and then by designing and building a hot water thermos. We began our discussion of the scientific process by running a relay race between two people of different heights in order to find out if the height of a person affects their speed. In the course of the relay race, students began to determine aspects that needed to be kept the same during the race for each runner in order to keep the race fair. This understanding jump-started our discussion about experimental variables.

Not only is determining variables a vital step in the scientific method, but writing a detailed set of procedures is also important. In order to get some practice with writing procedures, students were challenged with the "robot fluff" activity.

An experiment invariably will have lots of data that will have to be organized into tables and graphs and analyzed. To practice table and graph construction, students participated in the wet and cold "Crisco gloves" activity.

Once variables, procedures, hypotheses, materials, results and conclusions were discussed, it was time to put their understanding of the scientific method and heat to the test by challenging students to design and run their own experiment to determine the best insulation material. The second half of the challenge will be to use the best insulator to design and build a hot water thermos.

The final step in the scientific method is to publish your findings in the form of a lab report. Students will spend a few days in the computer lab using Excel, Word and Paint to create their lab report.

From the Biological end, we'll be looking at cellular metabolism and its role in body heat production. We'll also look at how the circulatory system is responsible for delivering the nutrients needed for cellular metabolism and taking away waste products that are produced. Students will make a blood vessel model study guide and they'll use a jelly bean blood model to calculate blood part percentages. In the upcoming weeks, students will create their own blood model, use a simulated blood typing kit and dissect a sheep's heart.

I'd like to give a special thanks to Mr. Sterritt and Mrs. Eshed for joining our science classes to share their experiences in the field of science, specifically optics. The demonstrations, experiments and life experiences were invaluable. I'd also like to thank Mr. McCarthy for sharing his expertise with the heart, his experiences in the operating room and for bringing an EKG and defibrillator into class.

Team Jordan History—Mr. Capraro

We are coming to the end of our long unit on the Middle Ages. Since the last newsletter, we have completed our study of the Crusades and the unbelievable changes they

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Team Jordan History—Mr. Capraro (cont'd)

we moved from and what two T's we moved to! Each student chose a guild to join, and the room is filled with the sights and smells of the chosen projects. This year I had a record number of bakers! We have spent the last few weeks looking at the culture of the late Middle Ages. We read some literature, with the epic poem Beowulf and the morality play Everyman being particular favorites. Did you know that only Good Deeds follows Everyman to Heaven? We looked at what makes a cathedral "Gothic"—the new architecture of the late Middle Ages-- and played a game called "Gothic or Not?" as we looked at several Middle Ages cathedrals. From the side of the building that faces the high school, take a look up at my class windows; you'll see the stained glass windows we created! We even listened to some Gregorian chants—not a favorite among the students but interesting to listen to, nonetheless! We will finish this unit with a close look at the Magna Carta and the Black Death and their effect on Europe in the 14th century.

We are about to dive into the Renaissance to finish the year. I like to use real people like Michelangelo, Shakespeare, Queen Elizabeth and Johann Gutenberg to unlock the secrets of that time period. We will again spend time on the literature, music and especially the art of this important time. We will finish the unit by examining the impact of the printing press on European learning and (my favorite activity) giving a close look at the family tree and hereditary succession problems of Henry VIII and his family!

If time permits, at year's end, we will spend some time reviewing all we have done in European history so far this year—from the Fall of Rome up to the Renaissance. All in all, I think we have had a very interesting and educational year!

Our room is nearly complete—only the "Sistine Ceiling" is missing. I hope I have time to get that done! I invite you to take a moment and see what the room looks like. The students are pleased with the way their work is displayed and I am glad to have such great examples of historical art displayed! Stop by if you can...

Team Jordan English—Mrs. DiZazzo

English students continue to work on sharpening their writing skills. Students just wrapped up their work on an inquiry-based essay that involved much planning, research, outlining, drafting, and revising. Many important academic skills, such as creating works-cited documents, note-taking, accessing databases, outlining, including parenthetical citations, etc. have all been practiced and strengthened during this unit of study. Students are beginning to understand that writing is a journey and are valuing each step in the process.

Students now understand that the purpose of writing is to share ideas. In order to share the opinions and ideas expressed in their essays, students presented creative statements of learning, capturing the essence of their writing. The projects were impressive and thought provoking, and included movies, commercials, Power Points, posters, podcasts, debates, edible models, and many more!

In April, we are looking forward to two things...the arrival of spring and the study of poetry. What better time to

indulge in such creativity than while the grass is brightening, the days lengthening, and the flowers blooming. During this unit, students will be exploring a variety of poems and authors, as well as creating their own original works. Literary devices will be explored and students will create poems based on their understanding of such devices. The unit will culminate with each student creating a book of their original poems, and a poetry café to showcase their creative talents.

Team Hypatia Earth Science—Mrs. Smith

As you are well aware, the storms in December, January and February have had an effect on my lessons. I expected to be further along in volcanoes than I am. Needless to say, we are plugging along, and I will be finishing this module the 2nd week in April with a video on "Supervolcano." As the conclusion of volcanoes draws near, students have been watching a real volcano. Mt. Redoubt in Alaska has been blowing off some steam and has been sending pyroclastics 51,000 feet into the air. We have been updated every few days watching the observatory in Alaska. Many students are watching at home as well, waiting for the big eruption. Numerous tremors are occurring every day warning volcanologists of perhaps an impending eruption. As of this printing, there have been 7 eruptions, each of which have shut down the Anchorage Airport, preventing any incoming or outgoing aircraft. So for now, ask about updates on Redoubt, and we are moving on to earthquakes in mid April.

Students will participate in designing and building an earthquake-proof four-story building. After researching this interesting topic, students will learn that the most destructive waves of an earthquake are the waves that reach the surface of the earth called secondary waves or *S waves*. These waves are the waves that shake buildings up and down and side to side. Students will build their towers to withstand this type of shaking and hopefully resist a 5.0 magnitude on a simulator earthquake machine for 15 seconds. Some students will build their tower to try and withstand a 9.0! This project can be very frustrating for students because accuracy in their measurements is a must. So please encourage their tenacity! This is a fun activity for each student, as they become very competitive with each other. I will certainly enjoy watching them problem solve, cooperate, compromise, reason, and be rewarded for their efforts. The day of testing is an anxious one.

Don't forget to bring in current event articles about science in the news to receive bonus points on tests and quizzes. Be sure to take advantage of this opportunity.

Team Hypatia Math—Mrs. Rossetti

Over the next few weeks, 8th grade math will be getting to know the many properties of mathematics: how they work and the significance of using the properties to provide the proof for algebraic problem solving. Students will be practicing solving equations using addition, subtraction, multiplication and division in the "traditional" algebraic method of steps and its application to word problems. This will then lead to the student use of input and output tables, along with their gaining knowledge of the interconnection of equations, graphs, lines and real life. Algebra students will begin a short unit on dimensional analysis and literal equa-

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Team Hypatia U.S. History—Ms. Lawler

As we recap our adventures in Washington DC, we are continuing our studies of the early 1800s. James Madison and his War of 1812 showed the Americans that foreign nations still presented a threat. This war also reminds us that Native Americans were still willing to fight for their land.

Our studies will soon include industrialization, slavery, creation of women's organizations, and the growing separation between the North and the South. While all of this is happening, our country experienced an increase in population due to large waves of immigration. All of these social issues came about while Americans were fighting for more land in the West, most importantly Texas. Manifest Destiny and the thoughts of free open land and a new life will lead the way to the closing of our year and the Civil War.

Feel free to check out homework and other assignments. <http://www.hbms.k12.nh.us/lawlerl>

Team Hypatia English—Mrs. Grupposo

Radio Plays are done, handed in, and reflected upon. It is clear from reading the reflections that a variety of learning took place. At this point students are listening to and analyzing their block's plays to identify the source of success in individual recordings. The final assignment will be to write an essay explaining the characteristics and style of an effective radio play.

The work to understand and develop personal style will continue as we examine how the events and issues of society influence art – specifically literature. Students will use the journals from the week of Washington D.C. as a springboard for creative pieces. At the same time we will examine Orwell's Animal Farm, and science fiction as seen in film, to discuss what may have influenced their creation. Science fiction is an excellent vehicle for looking at government, society and the fears we have. I also anticipate that Animal Farm, a response to the fears generated by totalitarianism, will generate some good discussion.

We were happy to learn that Mollie E. F. and Danielle C. were semi-finalists in New Hampshire for the "Letters about Literature" competition. Also, Bea V. (essay and short story), Andrew C. (essay and short story), and James P. (poem) won Region-at-Large Gold Keys for The Alliance for Young Artists and Writers. All pieces are now being judged at the national level.

Please save the evening of Wednesday, May 27, 6:00 - 8:00, for the annual Team Hypatia Celebration of Student Work and Pot Luck Supper. At this event, parents, teachers, and friends of the team will have the opportunity to socialize and witness some of the activities about which the students are most proud.

Team Prescott Earth Science—Mr. Bond Earth Science Rocks!

Mr. Bond's Earth Science classes are rocking! ... exploring the world of rocks and minerals. Students will be logging a lot of hours in the lab ... learning the techniques scientists use to identify some of the unique characteristics of

minerals, as well as mixing solutions to grow laboratory crystals. In the near future, in one lab investigation, students will use a flame-testing technique to identify the elements in powdered mineral samples. In another lab activity, they will grow crystals and make observations of crystal growth patterns and symmetry. In the next few weeks, students will design a procedure to investigate the effects of acid rain on limestone. They will also learn that, in the past, under the correct environmental conditions, some of the earth's large deposits of limestone have been changed into the rock known as marble. And, because many of the buildings and monuments in Washington, DC are constructed of marble, students will make the connection between this rock material and the effects acid rain has had on our nation's capital!

In their next unit of study, Mr. Bond's students will conduct a lab investigation where the process of distillation is explored. Students will build a distilling apparatus designed to purify water. Tests for pH and chloride will be run on the "contaminated" liquid before and after distilling, and the data compared, to demonstrate how the distilling process is really a purification process. Our lab-built system will be compared to the natural distillation process of the Earth's water cycle.

Also, students will continue their work in the lab when they explore the chemistry of their home well water. Tests for pH, chloride, iron, copper and hardness will be completed so they can compile a basic water quality report of their own tap water. Also, classes will be collecting information on the type and depth of their home well, and will research the causes and effects of their home water quality.

Remember to visit our HBMS Earth Science Department web site at www.hbms.k12.nh.us/bondd. Many students continue to visit the site to try out their investigative talents by clicking on "Are You a Super Sleuth"?

Team Prescott English—Mrs. Coutu

Team Prescott English has finished the radio play project. We know they put in a lot of time and effort into this project and are excited to share their plays. Thank you, parents, for helping with transportation, feeding them, and helping deal with the conflicts as they arose. I've read most of their reflections on the project and they learned much more than producing a radio play. They wrote about the importance of communication, collaboration, compromise, and time management. I hope the lessons they learned will stay with them. The experience is truly another milestone in their middle school careers.

Since returning from February vacation, we read, listened to, and watched video clips about the Vietnam Conflict. Studying some of the stories from different perspectives hopefully provided meaning for their trip to DC, especially when they visited the Vietnam Wall on the last day of the trip. We built our background about the conflict by reading non-fiction text. We were then fortunate to have Mr. Taber share his experience as a helicopter pilot

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Team Prescott English—Mrs. Coutu (cont'd)

during the conflict. He easily captured the students' attention with the photos, music, stories and video clips of his experiences. We also read a short story called *Stop the Sun*. We finished the unit by watching clips from *In the Shadow of the Blade*, a documentary that tells the story of the Huey helicopter and the many people impacted because of this piece of equipment. Throughout the mini-unit, students reflected and reacted to the information in writing. The students learned that this was a confusing time period in history and hopefully have learned some life lessons along the way.

For creative writing, students have been writing interior monologues. Now that the students are back from DC, they will be completing a writing assignment which will capture the human spirit. Students will be asked to put themselves in the shoes of a person in history and write a creative piece from that person's perspective, telling that person's story. The form of the writing will be up to them to decide: a play, a poem, an interior monologue, or a narrative are some of the options.

What is ahead? We will continue to work on essay writing as we listen to the radio plays. At the end of April, we will be studying the novel, *The Pearl*, by John Steinbeck. Style will continue to be studied and I will bring in music connections as we study the songs of the story. I will encourage students to bring in CDs and lyrics of songs that they feel mirror the story as well.

Our genre studies has been determined for the remainder of the year. Free choice is for April, May brings classics, and we will finish the year with contemporary realistic fiction.

Team Prescott Math -- Mrs. Mezzocchi

Besides returning from the DC trip and passing in their Holocaust projects, all classes are finishing a math unit and approaching major tests in each of the math classes.

At present, the Pre-algebra classes are learning about all types of graphs to display data. They will finish up this unit by the end of third quarter and go deeper into statistics and the use of the graphing calculator.

The Gateways class has finished a unit on Statistics. They are now involved in algebraic expressions and equations incorporating more complex concepts such as absolute value and square roots. They will be using more and more algebra in the last quarter of 8th grade as they prepare to enter algebra at the high school.

The Algebra classes are finishing up a unit on systems of equations and will have the test next week as we close out the third quarter. Beginning fourth quarter, they will learn all the properties of exponents in preparation for working with polynomials and quadratics. The students in algebra are being well prepared for next year's geometry class.

With three quarters of the year gone by, we have only one quarter left before sending these eighth graders off to high school. It is hard to believe that the year is almost over. The students have accomplished a lot of learning in

their respective math classes, and I expect to hear great things about their progress as they continue on in high school.

Team Prescott History — Mr. Lyle

Students recently completed an ICT Power Point Project on the War of 1812. They made use of the computer lab for this occasion. Immediately following, Prescott's intrepid student body made use of Lab7 again to research a 20th/21st Century War Poster project in preparation for local veterans joining our classes. Students were put into groups of 5 to accomplish this poster project. It ended with a group oral presentation. The student body developed five questions then met with a panel of local veterans. The students had a chance to ask these people about their experiences first hand. They were asked to write a personal thank you letter to these folks. The whole experience was a phenomenal success. It was a great tune-up for Washington, D.C. and all the memorials they saw there!

We're about to engage in a study of Urban Industrialization and Westward Expansion. Sectionalism in the 1820's rises from this. It's when people of a given area of the country are more wrapped up in local affairs than the nation as a whole. Henry Clay, John C. Calhoun and Daniel Webster are the three prominent movers and shakers at this juncture in our history. We'll be discussing nullification and secession as part of this whole piece.

In early April we'll be moving into the Age of Jackson. It's a wild ride with this good old boy from Tennessee! Folks either loved him or hated him. There was little in between. Jacksonian Democracy (and the origins of the Democratic Party of today) can trace their roots to this period, the fight with the 2nd National Bank, the Removal of the Five Civilized Tribes across the Mississippi River to Indian Territory, and the Nullification Crisis with South Carolina will be the major emphasis of our study of this remarkable President.

After the flamboyant antics of our 7th President, we turn to the settlement of the far West and Southwest. There's a discussion of the Mountain Men, the development and problems in Texas, the war with Mexico, the California Gold Rush, the Mormon settlement of the Great Salt Lake area, Spanish missions in the Southwest and California, and the Pony Express. It's another wild ride folks and we're gearing up for it now! There's a lot of high-interest material we'll be dealing with, so hopefully everybody's ready for an adventure!

We'll wrap-up the year with a new novel and project based on it. The novel is entitled, Red Moon at Sharpsburg, and-it concerns the War Between the States.

SEVENTH & EIGHTH GRADE NEWS

Math with Mr. Jahns

7th Grade Intervention Math -

We have just completed our very thorough notes on all things Fraction, as a summary of our Fraction Unit. Students will be allowed to use their notes during our Fraction Unit Test. By the time you read this, the test should be behind us. Now we (you at home and us at school) need to keep reviewing fractions, or it will all too quickly blur together once again. Next, on to our Ratios and Proportions unit, including our Mini-Me project and a Unit Test.

8th Grade Intervention Math -

Recently, we began our study of formal Algebra. So far, we have identified like and unlike terms, then combined them to form simpler expressions. Our integer math rules are a very important pre-skill for this. We have also been evaluating algebraic expressions, and solving simple one and two-step equations. While students have been introduced to algebraic thinking early in grade school, this is their first introduction to formal algebraic notation. If you like to help with homework, please try to reinforce showing their algebraic steps as they solve equations. Homework will not be counted unless I see an honest attempt at showing the Algebra as demonstrated in class.

8th Grade Geometry -

We have just finished our unit on Transformations and Tessellations. Students created some wonderful designs using the concepts covered in the unit and Geometry Sketchpad software. We have begun to take a closer look at the Pythagorean Theorem and its application. Homework continues to be crucial to success, as it takes time and use to absorb all the concepts of Geometry that we are covering in class.

March Into Spring at the Library Media Center—

By C. Jahns

“Read Across America” is celebrated each March, and students recalled their favorite Dr. Seuss books. Did you know The Cat In the Hat has only 236 words and is over 50 years old?

However, topics have been much more serious in the LMC lately. The historical sites in Washington D.C. have been a focus for the 8th grade in preparation for the students’ trip to the capitol. On display here are Historical America, Viet Nam War, Korean War, Gulf War, World War and Holocaust books. Our special annual visit from local veterans gave students the opportunity to ask questions about real military experiences. Students are reading nonfiction and historical fiction that have war time periods; examples are Flags of Our Fathers: Heroes of Iwo Jima by James Bradley, Code Talker: A Novel about the Navajo Marines of World War II by Joseph Bruchac, The Viet Nam War: Opposing Viewpoints by David L. Bender, Milkweed by Jerry Spinelli, Night by Elie Wiesel, Basher Five-Two by Captain Scott O’Grady, and Anne Frank: The Diary of a Young Girl. Three of our newest books are Someone Named Eva by Joan M. Wolf, Your Eyes in Stars by



M. E. Kerr, and Elephant Run by Roland Smith.

April is Poetry Month, as well as School Library Media Month, and includes National Library Week April 12-18! We are featuring photographs of HBMS staff with their favorite teen/young adult books, so watch for the carefully chosen books!! April 14 is National Library Workers Day; HBMS is lucky to have 15 volunteers who assist bi-monthly in the Library Media Center. These volunteers are terrific, accomplishing everything from checking out books to creating displays or repairing well-used books. Please thank our volunteers the next time you see them at school.

Book of the Month: The Boy in the Striped Pajamas by John Boyne

Site(s) of the Month: Too good to choose only one!

<http://www.historyplace.com>

The History Place: The Past Into the Future

<http://www.common sense media.org/book-reviews>

Site to get book reviews for parents and students, also includes movie & other media info

Grades 7 and 8 Reading—

Mr. Gershgorin

As April approaches, some classes will read The Dragon’s Boy, while others examine Sword of the Rightful King. Both titles are authored by Jane Yolen. Students will dive into the Middle Ages, a time period they have been studying in Social Studies class and the English genre for April. Each novel will focus on a different point in King Arthur’s life. Students will use their class novel and supplementary reading material to come up with their own understanding of the legendary ruler.

Each class will continue to apply word identification strategies with difficult and/or unfamiliar vocabulary, while also strengthening their understanding of literary elements. In addition, students will analyze and interpret their novel, using character webs, class discussions, class debates, and journaling.

Ms. Dufresne

Grade 8 is closing in on the last of our Holocaust unit in preparation for Washington, DC. We read several novels including Street Boys, The Devil’s Arithmetic and Night by Elie Wiesel. To meet the ICT requirements, all 8th grade students designed a website in the computer lab. Their links take you to Found Poems and journals written around the Holocaust themes. We are finishing with the films Jacob the Liar and Devil’s Arithmetic before we head to DC this month.

Grade 7 has just completed the novel unit around Peak by Roland Smith. We followed our protagonist to the top of Mount Everest in an exciting trip through Tibet and Nepal. The students kept a journal throughout the novel as Peak, our main character, did in his Moleskine, documenting his journey. Two weeks in the computer lab enabled all students to design a website with links to creative figurative language poetry.



INTEGRATED SPECIALS

French--Ms. Cloutier

The **7th graders** have just completed their very popular food chapter and we were finally able to celebrate and have a party in late February. The students had been researching the Winter Carnival in Quebec, so we had a Canadian breakfast and constructed ice castles (from sugar cubes) to replicate the showpiece of the carnival. Thank you to the many parents who came in to cook, help and those who sent in wonderful things for the French students to enjoy. They really enjoyed it, and learning about a country's culture helps the students remember more vividly.

The students and I were remarking recently how much more they are able to write in French than they could several months ago. They can explain many aspects of their lives with their vocabulary, about their house, family, school, pets, foods, and activities. It is exciting to see their progress. We're almost ready for our next major verb conjugation, the "ir" verbs. They agree that the French verbs are quite large in number but very organized!

In **8th grade**, the students have now learned the past tense, which is extremely useful in their lives. They all wrote a small paragraph about their trip to Washington DC or their activities here during that week in the past tense. It's a big step, and most agreed that it was not too difficult. Their sports chapter was very popular, and many words are cognates as are those in our latest chapter about skiing and winter sports. We have lots of skiers and snow boarders here and they are glad to use the vocabulary now. Some are preparing posters to talk about their skiing adventures. I will soon have the students do a little research on a city or village in a French-speaking country and present to the class. We sometimes include a food item which is well known in the area to share with the students.

HOLA de SEÑORA LASH y SEÑORA BANKS!

It is hard to believe that we are rounding the final turn into fourth quarter. We are very proud of our 7th graders' progress. We just completed our unit entitled, 'What do you like to do?', during which we learned how to communicate our likes and dislikes. We combined it with vocabulary themes on leisure time and food. We also focused on the influence of the Mexican culture in Texas. We shared some wonderfully creative projects! We now move on to study the beautiful country of Costa Rica as we learn how to communicate more about life at school.

Our 8th graders are now finishing up with their unit on clothing. Soon we'll celebrate a fashion show! This is an event we share with other language classes. It is always a big hit! Next, we move on to our food and res-



taurant unit. Soon we will be turning Room 15 into a Spanish terraza!

Family and Consumer Science Team McAuliffe—Mrs. Sarvaiya



Quarter 3 brings Team McAuliffe students a new and exciting course full of useful skills and life lessons, starting with a unit on nutrition. In this unit, students learned how to make healthy choices, as well as things to look out for in our food such as excessive salt, fat and sugar. In addition to learning how to make healthy choices, students have learned about the proper serving sizes for each food group, the food pyramid, and about the fiber, grains and nutrients in the food we eat. Mrs. Sarvaiya gets the message across through visual aids, videos, and personal experiences. The goal of this unit is for students to live healthy now, to prevent various diseases and unhealthy lifestyles later in life.

Team McAuliffe students are also working on individual sewing projects. Students are learning useful stitching skills and applying them to felt designs of their choosing. Students will not only be graded on sewing quality and rough draft design but also on how well they work in class. Students are expected to come to class prepared with their supplies and clean up any messes afterwards. Not only does this sewing assignment burst with creativity, but it also teaches the students valuable skills that could become useful in the long run.

Later in the year, Mrs. Sarvaiya hopes to cook great dishes such as Tabouleh, hummus, brownies, and fried rice in her classes' various food labs throughout the quarter. At the same time, students will also be learning vital skills like dishwashing, measuring, following directions and kitchen safety, as well as how to make healthy choices in their diets.

The knowledge acquired this quarter will be vital to students, as one day all of us will need to know how to cook, clean-up after ourselves, make sewing repairs and find nutritious choices. Though Mrs. Sarvaiya doesn't believe in drilling students with tests or quizzes, she would rather truly teach skills that stay with students for a lifetime. Said by one of Mrs. Sarvaiya C-Block students, "Eating healthy will be the test in itself". And, as students learn to live a healthy lifestyle, their knowledge is spread to those around them. Finally, if any parents have any felt, stuffing, etc. to donate, Mrs. Sarvaiya and her students would greatly appreciate it.

Written by Laura and Yasmine

INTEGRATED SPECIALS

Wellness--Ms. White

On our first day together, we introduced ourselves to the concept of wellness. Students have been encouraged to think of wellness as something that is more than the absence of illness. In our class we learn that health is biological, psychological and social in nature.



In the course of introductions to one another, we learned that we were all in a similar boat – pretty stressed! Through discussion in small groups, class discussion and discussion with our parents, we learned that many of us were stressed about the same things: school, parents, siblings, homework, sports, and friends to name a few.

Next, we moved on to the important part – how do we get rid of stress? We brainstormed as a class and now have a solid list for our reference. Our stress unit was complete when we all made our own “stress book”. In its first section we identified things specific to ourselves that stressed us. We worked in class and created collages and captioned why these were stressors for us. In the second half we identified things that we could specifically do to help us relax. One of our favorite parts was listening to a guided meditation. Some of us really benefited from this; some of us even fell asleep!



We then entered our unit with Ms. Christy on mental health. We explored everything from stereotyping to the details of different mental illnesses.

We moved on and talked briefly about media and advertising. We discussed how advertisers and media can mislead consumers. We also discussed what we can do to become more educated consumers.

We are currently studying the immune system.

Team Jordan will move on to family and consumer science for the fourth quarter. I look forward to my time with Team McAuliffe.

MUSIC-BAND-CHORUS



7th and 8th Grade Chorus

Mrs. Spence

Eighth grade and seventh grade chorus students are currently learning our spring concert songs. Please take a moment and read the list of choral songs for 7th and 8th grade on our website. Our chorus page is found under faculty and my name.

We have also been learning to sing by sight. Students have been singing in small groups to a variety of musical exercises without the assistance of hearing the song first. Great job by all!

Please note that our Spring Concert dates are as follows:
7th Grade Chorus Monday, June 8, 2009
8th Grade Chorus Tuesday, June 9, 2009

**Concert times are different than the winter schedule.

Chorus students will need to arrive at the high school for 7:00pm. Our portion of the program will follow the band, with an approximate start of 7:30pm.



Art — Mrs. Papadeas Acrylic Painting and Team 4

Art students on Team 4 have been looking at many different artists and art styles to prepare themselves for acrylic painting. This unit will be one of the last in Quarter 3 for art. For many students this will be their very first attempt to paint on canvas board. Finding a picture of a painting that they liked is a great motivation and is highly recommended. Students needed to research the artist and explore the style or way the artist painted. Many students will find themselves interested with impressionistic artists such as Claude Monet, Paul Cezanne and Renoir. Other students may choose American artists like Edward Hooper, Jasper Johns, and Georgia O'Keeffe. Students will be allowed to select a section of a painting or paint in the style of their artist. They will also be required to describe what they saw when they looked at the painting, which is a good way to help them make careful observations and to write. It is important for students to make an interpretation of the painting and try to figure out what the artist was trying to convey. I also stress that it is important that students make personal opinions about their work. Students in the past have expressed enjoyment in this unit and will hopefully continue painting in the future.

We have also been looking at the artist Chuck Close and drawing pictures that reflect his pop art style. Some students are choosing to do portraits while others are doing favorite cartoon images.

Quarter 3 will end on April 10th and then these students will move on to Technical Education, and Art will begin with Team 3. Team 3 is another 8th grade team that will begin with portfolio covers and design repetition. Art work continues to be displayed in the halls and it is eventually returned to the student. Hopefully, your sons and daughters will bring home some of their art work and share it with you.

PHYS. ED. AND SPORTS

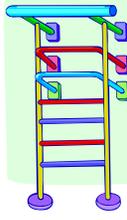
PHYSICAL EDUCATION—

Mrs. Bottcher and Mr. Johnston

The seventh grade students completed the racket sports unit playing pickle ball and badminton games. When they were not participating in these sports, they were trying to improve their times at the various formations in sport stacking. This activity helps students on their hand-eye coordination, concentration, speed and dexterity. The seventh grade students are currently learning and reinforcing their skills in basketball while playing half-court games. Soon they will move on to playing the Olympic sport of team handball. They will close out the year with an ICT project, events in track and field and finally the sport of target archery.

Students in the eighth grade physical education class are currently learning a variety of resistance exercises in order to strengthen the large muscle groups of the body. Plyometrics, muscular endurance training and strength training are a part of this unit. Students are performing plyometric drills and resistance exercises for the chest, back, shoulders, arms, legs and abdominal region. We are doing upper body circuit training on Day 1, and lower body circuit training on Day 2.

We will be working on our ICT project from April 13th to April 24th. This project will involve comparing heart rate increases with increases in work. We will discuss the relationship between exercise or energy demand, oxygen demand, stroke volume, heart rate, and cardiac output.



****ATTENTION!!****
(Must we remind you??)



**It's Time For
Spring Break!!!**
April 27—May 1

You know the drill: Have Fun!

Be Safe!

Come back rested and refreshed!!



Stay Tuned For the Next
Newsletter for your
Spring Sports activities
update ... We're just
gettin' started!

Cavalier Football Club News

The Cavalier Football Boosters Club is hosting a **Meet the Coaches Night** for the upcoming Football season. Interested 8th grade students planning to attend Hollis Brookline High School next year and their parents are invited to attend. The event will be held on Wednesday, May 6th at 7:00 PM in the cafeteria of the Hollis Brookline High School. The Coaches will discuss the new Freshmen Football Team, upcoming summer events, and answer any questions regarding the program.

