



# Hollis Brookline Middle School

## KNIGHTLY NEWS

February 14, 2007

### From the Administration

With a blink of an eye it will be March! Transitions to the Middle School from HUES and CSDA, as well as our 8<sup>th</sup> grade students to the High School become a primary focus. Parents of 6<sup>th</sup> grade students may expect to receive a letter immediately after vacation. The letter will outline the sequence of events leading up to sixth grade students visiting HBMS in May. To assist your future planning, please place **April 5<sup>th</sup> from 6:45 to 8:00** on your calendar for an interactive **Parent Orientation**. Additionally, we will host a second evening for interested parents of special needs students, **April 3<sup>rd</sup>**.

Parents of present 8<sup>th</sup> grade students are encouraged to attend an informational evening to learn more about the **registration process and course offerings for freshmen**. This meeting will occur Tuesday, **March 27<sup>th</sup>** at 7:00pm in the HBHS auditorium.

Parents are welcome to give **input** to be considered for their child's placement into 7<sup>th</sup> and 8<sup>th</sup> grade. Those forms will be mailed to your home and must be returned by **April 9<sup>th</sup>**. Please be reminded your input will be seriously considered, however requests are not guaranteed.

On March 20<sup>th</sup>, two hundred twenty nine students will leave for **Washington, DC**. Parents of students attending the trip are reminded of the **mandatory meeting prior to the trip**. Two dates have been offered for your convenience; **March 13<sup>th</sup> or March 15<sup>th</sup> at 6:45 p.m.**

We have received our **NECAP results**. In general I am pleased to announce that we saw improvement across all subjects. A detailed analysis will be conducted during the upcoming weeks.

The **Cooperative School District Annual Meeting** is scheduled for March 7<sup>th</sup>, 7:00pm at the HBHS gymnasium. See you there!

Patricia Lewis Goyette, Principal  
Kimberly Rizzo Saunders, Assistant Principal

### PTSA President's Report

We are proud to report that our Hollis Brookline Middle School PTSA is well over 200 people strong, but we are always looking for more members. We invite you to attend our next PTSA meeting on Friday, February 16<sup>th</sup> at HBMS at 8:30am. We are also proud to say that our board members alone have over 60 years of combined PTSA experience. The six of us are very proud to represent our PTSA and school. Since some of our board members and committee reps are "graduating" to the high school, we have some positions opening up. These positions will be discussed at our next meeting, so please join us.

Our Destination Imagination team will perform, along with other DI teams, at Nashua High School South on March 10<sup>th</sup>. The times of the performances will be posted on the HBMS web page when they are available. Please come watch and support our students.

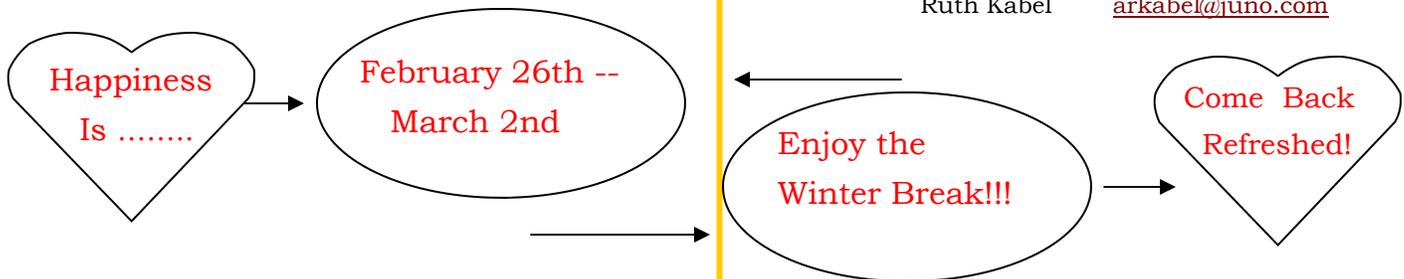
Congratulations to our Reflections participants, who each created a work of art based around the theme "My Favorite Place". We hope each of you enjoyed yourselves while participating in this statewide event. We would especially like to congratulate the following HBMS students who's work will now be judged by the New Hampshire PTA: Steven G., Victoria H., Katherine B., Noelle K., Meg G., and Isabelle M. The State Reflections Exhibition will take place at the Gilbert H. Hood Middle School, 5 Hood Lane, Derry, NH on February 22<sup>nd</sup>, 6:30-8:00pm. Please note that the snow date is February 23<sup>rd</sup>, same time. All are welcome to attend.

We will host a Drug and Alcohol Awareness night for parents in April. Stay tuned for the date and time.

We encourage everyone to participate in the budget process and school meetings. Being informed is the best way to make decisions.

We hope you enjoy the rest of winter.

Susan Holroyd [sbolroyd@charter.net](mailto:sbolroyd@charter.net)  
Ruth Kabel [arkabel@juno.com](mailto:arkabel@juno.com)



#### Inside This Issue

School & Community News.....	2-3
7th Grade News.....	4-5
8th Grade News .....	6-7

Integrated Specials. ....	8-9
Music, Band, Drama & Clubs.....	10
Sports Update / Phys. Ed.....	11

# School and Community News

## Special Education News

The New Hampshire Department of Education (NHDOE) periodically conducts a Special Education Program Approval visit to all New Hampshire school districts, and the one for SAU #41 will be on March 21-22, 2007. The process involves a review of the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education Program Approval Visit, Case Study Compliance Reviews will be conducted at all of the schools in SAU 41. These include: Richard M. Maghakian Memorial School, Captain Samuel Douglass Academy, Hollis Primary School, Hollis Upper Elementary School, Hollis Brookline Middle School, and Hollis Brookline High School.

The Case Study Compliance Review involves teams of general and special educators, parents, students, administrators and school board members working together to assess the work of the school and review related outcomes for students with educational disabilities. Activities related to this NHDOE Case Study Compliance visit include the review of specific case studies, verification of personnel credentials for special education staff, program descriptions and SPEDIS verification reports and analysis of data collected during the visit. Throughout the entire review process, the visiting team works in collaboration with the staff of SAU #41.

Evidence of the work conducted in-district and results related to student outcomes will be gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence include student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, and access to the general curriculum, etc. Input is gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and in some cases, the students. In addition, classroom observations will be conducted for each of the case studies being reviewed.

Should you have any questions regarding this visit or process, please feel free to contact the Special Education Coordinator in your district – Brookline: Patricia Montague; Hollis Primary School: Susan Astone; Hollis Upper Elementary: Candice Fowler; Hollis Brookline Coop: Jeanne Hayes, or Robert Kelly, Director of Special Education at the SAU.

## Physicals for Entering 9th Grade Students

All incoming Freshmen need a current physical on file to enter the High School. Physicals received before June 4 may be given to Mrs. Adams at the Middle School. After June 4 documentation of physicals need to be sent to Mrs. Cathy Saunders at the High School. **Please Note:** Any students planning to try out for High School Athletics must have a physical on file in the Nurse's office by Friday, August 10. You will not be allowed to try out without this documentation on file.

## Tetanus Shots Due for Many 9th Graders

It's not too early to look at your child's immunization needs. If you have a child entering 9<sup>th</sup> grade in the fall, they may be due to receive a Tetanus booster. The State is now MANDATING that all students MUST have an updated Tetanus booster. Tetanus boosters are required every 10 years. Some students may have already received this immunization, but there is no record of it at the school. Those students in grade eight needing to be immunized before the start of school in September will be notified by phone before February vacation. If your child has already received their updated tetanus booster, please send documentation of this to the nurse's office. If you have any questions regarding your child's immunization status, please call the school nurse (Dee Dee Adams 465-2223). Documentation of this immunization may be sent to Mrs. Adams up to the first week in June. After this date it should be sent to Cathy Saunders, nurse at the High School.

## Calendar of Events

- |                   |   |
|-------------------|---|
| <b>Feb. 16</b>    | <b>HBMS PTSA Mtg. - 8:30 a.m.</b>   |
| <b>Mar. 7</b>     | <b>Co-op School District Annual Meeting - HBHS Gymnasium</b>  |
| <b>Mar. 16-17</b> | <b>"OKLAHOMA"<br/>HBMS Gymnasium - 7:00 p.m.</b>  |
| <b>Mar. 20</b>    | <b>8th Graders depart for D.C.</b>  |
| <b>Mar. 27</b>    | <b>7:00pm - HBHS Auditorium<br/>Entering 9th Graders' Parent<br/>Information Meeting</b>                    |
| <b>Apr. 3</b>     | <b>Incoming 7th Graders' Parents<br/>Of Special Needs Students<br/>Orientation - HBMS Gym<br/>6:45-8:00</b> |
| <b>Apr. 5</b>     | <b>Incoming 7th Graders' Parent<br/>Orientation - HBMS Gym<br/>6:45-8:00</b>                                |

---

# School and Community News

---

## **PTA Reflections Program Results**

Congratulations to all students who participated in this year's National PTA Reflections Program. We received 10 entries. Well done everyone!

Students were asked to create an original work of art that related to the theme, "My Favorite Place....". They responded in five of six possible categories: Visual Arts, Literature, Musical Composition, Photography, Dance Choreography and Film/Video Production. Entries were judged on artistic merit, creativity and interpretation of this year's theme. An awards ceremony and reception took place at the Hollis Upper Elementary School on Wednesday, January 24th, 2007. All works were proudly displayed in the foyer at HUES for several days. Students listed below have had their work selected to be forwarded to the New Hampshire PTA for judging. Finalists at the State level will progress to the National competition. Last year, several Hollis students had the honor of having their work selected to represent our State.

### **Visual Arts:**

Steven G. (grade 8)  
Victoria H. (grade 8)  
Katherine B. (grade 8)

### **Literature:**

Steven G. (grade 8)

### **Musical Composition:**

No entries

### **Photography:**

Noelle K. (grade 8)  
Meg G. (grade 7)  
Isabelle M. (grade 7).

### **Dance Choreography:**

No entries.

Two students at the elementary level received special awards for entering at least three separate categories -- Kierra D. from HPS and Emma N. from HUES. Both students received a children's book of Art History.

The PTSA would like to thank Mrs. Goyette and the staff and faculty from HBMS that helped make this year a success. A special THANK YOU to our judges for a fantastic job. We would also like to thank Lynne Dougherty from the Hollis Elementary School Reflections Program for all of her expertise and energy.

The State Reflections Exhibition will take place at the Gilbert H. Hood Middle School, 5 Hood Lane, Derry, NH on February 22nd, 6:30-8:00pm. Please note that the Snow date will be February 23rd, 6:30-8:30pm. All are welcome to attend.

**Ellen Kotelly  
Marianne Graves  
Reflections Chairs**

## **HBMS Math Team is #1 in Southern NH**

On Saturday, February 4<sup>th</sup>, ten students from Hollis Brookline Middle School went to the New Hampshire Community Technical College to compete, with seventeen (17) other middle schools, in the Regional Math Counts competition. Math Counts is a competition for middle school students that began in 1984 to promote the learning of mathematics in the United States. The competition starts with a SPRINT ROUND, which consists of 30 math problems that the students have 40 minutes to complete. This round is followed by the TARGET ROUND, which consists of 4 pairs of problems given a pair at a time with only six (6) minutes allowed to complete each pair. After this round the students get together in teams of four (4) per school to take the TEAM ROUND, which consists of 10 questions, with a 20-minute limit to answer the questions as a team collaborating with each other. At the end of all this testing the scoring takes place while the MATHLETES refuel on lunch which is provided by the Math Counts foundation, sponsored by the Society of Professional Engineers and the National Council of Teachers of Mathematics. After lunch, the top ten individuals are announced and these athletes participate in yet another (very exciting) COUNTDOWN ROUND. In this round, questions are shown on a screen and the first student to raise his/her hand and answer the question correctly gains a point. It continues on, eliminating 3 in the first part then eliminating 3 in the second part and finally ending up with a 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> place countdown winner. The Countdown Round proved to be very exciting for Hollis Brookline because Ryan H. and Lasya T. proved to be great competitors and ended up coming in 2<sup>nd</sup> and 4<sup>th</sup> place, respectively, in this round.

The ten (10) students that were chosen to represent Hollis Brookline Middle School were: Eric B., Kyle F., Steven G., Ryan H., Ben J., Mark L., Greg P., Alex R., Lasya T., and Cecille Y.

After all the testing was done, Hollis Brookline Middle School's team of four placed #1 in Southern New Hampshire. The team had Lasya placing 2<sup>nd</sup>, Ryan placing 3<sup>rd</sup>, Steven and Greg placing 4<sup>th</sup>. Two other students, Kyle (5<sup>th</sup>) and Alex (9<sup>th</sup>) placed in the top ten as individuals. All six of these students will go on to compete at the State Math Counts competition on March 10<sup>th</sup> at Plymouth State University. The top four (4) students from the State meet will go on to the National competition in Fort Worth, Texas as the New Hampshire team. The coach of the winning team at the states becomes the coach of the State Team. Maybe this is the year that Mrs. Mezzocchi will get to coach the State of New Hampshire Team? Who knows, Hollis Brookline could have any one of the four positions on the team also!

Congratulations to all our students who competed and good luck to our six finalists in the State meet on March 10<sup>th</sup>. We have to get back to practicing, and parents, "Keep those snacks and beverages coming. They have proven to be GOOD BRAIN FOOD for working out some very difficult problems."

# Seventh Grade News

## Team McAuliffe Math-Mrs. Fordin

We have just finished our studies of rates and ratios. We have learned the value of comparing data, and how to determine the “best deal” amongst products. Ask your children to help you at the grocery store and see their skills at work. They might even save you money!

Our next mathematical adventure will be dealing with proportions. Students are in the beginning stages of this journey, using cross products and the idea of ratios being proportional to one another. We have also begun incorporating formal algebra into this process. Students will begin applying their higher order thinking and advanced skills when creating self-portraits, and additionally when applying themselves in sophisticated situations such as those met by zoologists, aquarists, set designers, scientists and other professionals in the real-world. This is a chance for those mathematical minds to show their abilities to be flexible and creative thinkers

## Team McAuliffe History-Mrs. Connelly

On Team McAuliffe, we have finished our study of the Byzantine Empire, Islam and are engaged with the Middle Ages.

As we wrapped up the unit on the Muslim culture and the tenets of Islam, students connected our studies to the present by bringing in current events: newspaper and magazine articles and editorial cartoons. Student discussions and writing were detailed and well developed. They also made fantastic tessellations, which connected artwork from the Islamic culture to the present, and were able to hear a story from the region where many Islamic people live. Come see some super examples of student tessellations, which are on display in our room.

Looking forward, we move into our unit on the Middle Ages. Students have made Coats of Arms that represent who they are today. Students incorporated Marks of Cadency, Cantons and strengths or interests. Students have learned how Charlemagne, a key figure in the transformation of Eastern Europe into a Feudal system, helped reorganize life as Western Rome fell to the invaders. We will continue our studies to learn about knights, the Crusades, the art and literature of the time. Some questions we may explore include: What was the importance of feudalism in the Middle Ages? What were the roles of guilds? What was the role of the Roman Catholic Church? What was the source of power in the Middle Ages? It is an exciting unit and we look forward to supporting our lessons by taking a great field trip to the Higgins Armory to learn more about the armor, knights and artistry of the time. This field trip will be on March 8<sup>th</sup>, 2007 for Team McAuliffe.

Finally, I want to thank everyone for his or her support of our Victorian Tea. It was a great success! I appreciate your donations and the time that many parents gave to come in and support us.

## Team McAuliffe Science-Mrs. Evans Beyond the Naked

Observing births, head-on collisions, and unusual eating habits—where are these amazing events taking place???? Right before our eyes—under the microscope, of

course!!! Our microbiologists recently had an opportunity to observe a variety of protozoa, including paramecium, volvox, euglena, euglenoids, stentor and spirostomum. The unique behaviors, movements, and habits of these one-celled organisms were easily observed using our compound light microscopes. Using a Dichotomous Key, our scientists were able to correctly identify these microscopic protozoa. Also, in this lab titled, Meet Perry Meciun and His Friends, the students needed to include an accurate and detailed drawing of their protozoa. Feel free to stop by room 101, read the students’ cinquains (poems) about their protozoan, observe their pictures, and learn about these fascinating one-celled microorganisms.

## Team McAuliffe English-Mrs. Rasmussen

Team McAuliffe English students are putting the finishing touches on their biographies. The biography unit is an intense study in the art of research. We have evaluated websites, reviewed how to write well-developed paragraphs, created a Works Cited page, visited the biography database with Mrs. Jahns in the library, and reviewed the correct way to write titles. The students have also worked very hard learning to avoid plagiarism by correctly quoting, paraphrasing and summarizing. On top of all that, the students are learning to use parenthetical references or in-text citations. This in-text referencing system directs readers to a Works Cited Page at the end of a research paper, giving credit to sources in the body of the research paper rather than in endnotes. I thank all of the students for their patience and hard work. We have logged many hours on the laptops and in the computer labs. Final drafts are due February 15th and 16th. This week the students are qualifying for the Spelling Bee, which will be held on **February 13 from 8:00 to 10:00**. Up next, we will be reading *The Outsiders* by S.E. Hinton.

## Team Jordan Math-Mrs. Hall

We have just finished our studies of rates and ratios. We have learned the value of comparing data and the intense effects inappropriate data can have on a company. We are also able to calculate unit price and determine the “better buy” amongst products. Ask your children to help you at the grocer and see their skills at work. Yes, they might even save you money!

Our next mathematical adventure is dealing with proportions. Students are in the beginning stages using cross products and the idea of ratios being proportional to one another. We have also begun incorporating formal algebra into this process. Once these skills are under our belts, we will be ready for some higher-order and advanced thinking which requires these skills. This means applying ourselves in advanced situations such as those met by zoologists, aquarists, set designers, scientists and other professionals in the real world. This is a chance for those mathematical minds to show their abilities to be flexible and creative thinkers.

## Team Jordan History--Mr. Capraro

In History on Team Jordan, the students have left the Byzantine Empire behind and are about halfway through our unit on the Middle Ages. We started out by looking at the Western half of the old Roman Empire after the fall. We

---

# Seventh Grade News

---

## Team Jordan-History-Mr. Capraro

spent some time on Charlemagne and the Holy Roman Empire, but quickly moved into the feudal period in Europe.

Did you hear about the feudalism computer game each class played called Decisions, Decisions? We were medieval lords who had to determine our fief's priorities and then make certain decisions, making sure we live by those priorities! We studied castles (do you know what a murder hole is?) and knighthood. Ask your child what the four parts of the Code of Chivalry are. We even got to handle some pieces of suits of armor that the school owns. I read them a story about Sir Gawain called Sir Gawain and the Loathly Lady. The Loathly Lady made quite an impression on them! We even designed our own heralds, which are proudly flying in the classroom! The classroom continues to evolve to reflect what we have learned in History this year. Stop by sometime for a look! Or if you can't come to see the room, check out my website for pictures of how the room has developed. If you haven't seen the students' heralds and Byzantine mosaics, you're in for a treat.

We will culminate our journey through the early Middle Ages with a trip to the Higgins Armory in Worcester, MA. This museum contains the largest collection of Middle Ages armor and weapons in North America. Besides the guided tour through the exhibits, we will have a demonstration of armor and even have time for a Middle Ages art project. Look for more info about that!

Since we have finished the Crusades and the changes they brought to the European West, it is onward and upward to the later Middle Ages, which will include glimpses of medieval literature, Gregorian chants, Gothic architecture and much more. From there, we move straight into the Renaissance!

## Team Jordan Science-Ms. Ellerin

I'd like to start out with a few words of thanks. Thank you to all the families who have donated to the dissection fund. Thank you to parent volunteers who helped with the heart dissection; your assistance helped all the classes go so smoothly. Thank you to Mr. McCarthy for sharing with all the science classes on Team Two the workings of a defibrillator and an EKG machine. And finally, thank you in advance to the parents who will be coming in to help with the next dissection of the lungs.

Team two scientists are in the middle of our exploration of the respiratory system. We began our unit with the big question, "Why does our body need oxygen" and a discovery lab of acids and bases. We tested common household items such as vinegar, orange juice, cleaning solutions, bleach and even our saliva with pH paper. We then added acids and bases together to see how their mixing would influence the pH. Using their newly acquired knowledge of acids, bases and neutral items and their previous understanding of cellular respiration, students constructed their own explanation of why our bodies need oxygen and shared their light bulb moments with the class.

Once we figured out why our bodies need oxygen, we then analyzed pie charts to figure out the other gases which are in the air we breathe into our bodies and the air we breathe out. From this information, we set out to prove whether oxygen really makes up only about 21% of the air we breathe. Using candles, bottles, water, pie pans and a series of experiments, we found that the percentage of oxygen in the air we breathe is

approximately 21%.

We then turned our sights to the carbon dioxide produced by our bodies. To prove that the more we exercise the more CO<sub>2</sub> produced by our cells, we relied on an acid and base test. Students mixed up a basic solution of calcium hydroxide, which turned pink when in the presence of an indicator. Students blew into the mixture, adding an acid in the form of carbonic acid, made from the carbon dioxide they breathed out, until the mixture turned clear or neutral. They then added, drop-by-drop, more calcium hydroxide until the mixture turned back to pink. Students then began two minutes of jumping jacks and repeated the experiment. After analyzing the data collected, we found that it took more drops of calcium hydroxide to turn the solution pink after two minutes of jumping jacks, which means that more CO<sub>2</sub> had been added to our breath when we exercised.

Piles of newspaper, Cartesian divers, cups, bottles, pins and water are just some of the supplies that we've used so far to explore the relationship between the respiratory system and pressure as students work on the next big question, "How is pressure related to the respiratory system?"

By the end of the unit, not only will students have dissected a lung but also they will have figured out their own lung capacity by using their understanding of volume and displacement. It's a busy place in the science lab....

## Team Jordan English-Mrs. Mendola

We have begun our study of the elements of short stories in Team Jordan English. As we read each classic short story, we are focusing on a particular literary element highlighted by each story. For example, last week we studied characterization while reading James Thurber's "The Catbird Seat." This week we are studying humor while reading Mark Twain's "The Celebrated Jumping Frog of Calaveras County."

As we learn about each literary element, we practice writing using that element, adding it to our repertoire of writing skills. Last week, in studying characterization, we learned about the mechanics of quotations and practiced writing dialogues. This week, we will be writing humorous narrative speeches to practice the element of humor, using devices such as hyperbole, understatement, and verbal irony.

This is a lengthy unit because we will spend a lot of time writing as we're reading, but by the end of the unit, we will have built up quite a repertoire. We will be ready to write our historical short stories. Your children have been great sports in these creative endeavors. They've been highly engaged in the creative process, delving into their memories to come up with personal narratives, immersing themselves in medieval culture to prepare their settings, and experimenting with characters for their short stories.

Along with the historical short stories students will write, we will also view the stage productions of five of the short stories we'll be reading, including "The Monkey's Paw" and "The Tell Tale Heart" on April 6<sup>th</sup> at the Capitol Center for the Arts in Concord.

Thank you for your continued support. Your children are motivated to produce serious and thoughtful work. Be sure to see some of their work at my website (<http://www.hbms.k12.nh.us/mendolak>). As students clean up their work and save it to their publication folders, I post it on the web site. Most of the immigrant narratives have been posted, and the book review page is filling up!

# Seventh & Eighth Grade News

## Math with Mr. Jahns....

Seventh Grade Math – Since the last newsletter, we have spent a good deal of time playing the game “*Timez Attack™*”, which was a big hit. It was time very well spent, as all of the students are now faster and more accurate in their multiplication skills. This proved very useful as we continued our study of fractions, when it came to finding Least Common Denominators, making equivalent fractions, turning mixed numbers to improper fractions and vice versa! Next we are starting ratios and proportions.

Eighth Grade Math - Fractions are now completed. We continue to use “*Timez Attack™*” occasionally on a time trial basis, for a little competition and to keep the skills sharp! We have just finished reviewing Order of Operations and PEM-DAS (Please Excuse My Dear Aunt Sally) and are now reviewing Integers (positive and negative numbers) in multi-step problems. We are also beginning to throw in a few algebraic concepts along the way.

Seventh Grade Algebra – We continue to make good progress. We have just completed our study of exponential equations, exponential growth and exponential decay. Sidetracks along the way have involved such topics as matrices and scientific notation. Next, we begin our study of Quadratic Equations. I am sure we all fondly remember factoring trinomials, completing the square and most of all, the Quadratic Formula!

## Team Hypatia Science—Mrs. Smith

Welcome to quarter three! Can you believe we are half-way through the year! Students are participating in discussions while viewing a presentation on volcanoes. We are continuing to study the restlessness of our Earth. A slide presentation of Mt. St. Helens during and after its eruption in May of 1980, followed by an observation of the mountain today from the Mt. St. Helen’s Observatory, will be viewed by all students. They will have a greater understanding of the power behind a volcanic eruption not only on human life, but also on the landscape and climate of the Washington region. A lab will be completed showing the pyroclastics of a strato volcano. Also students will learn to read a topographic map and indicate elevation and profile. At the conclusion of the unit students will view the video “Super Volcano,” a presentation that aired on the Discovery Channel. This should bring us up to February vacation. Upon our return we will begin studying earthquakes.

The challenge is again being promoted! Bring in your articles and get extra credit points on a test or quiz. Students have until March 30<sup>th</sup> to turn them in for credit.

## Team Hypatia U.S. History—Ms. Lawler

Students recently completed an ICT (Information and Communications Technology) assignment in which they had to research an important Revolutionary figure. With this information they created a brochure telling about that person’s life. It has become evident that many students are becoming comfortable with the research process and citing sources.

Students are currently learning about the importance of the Constitution and the steps that it took to create this document. Through an interactive game, students understand that starting a national government is a difficult process. In addition, students now have an appreciation for their rights, our government, its branches and role.

Within the month we will start preparing for the Washing D.C. trip. Students will learn about the Holocaust from multiple perspectives. Furthermore, our current studies about government will allow them to have a greater appreciation of our nation’s capital.

## Team Hypatia Math—Mrs. Rossetti

Geometry students have finished discovering and proving triangle properties and are well into discovering and proving polygon properties. They have become experts on using the Geometer’s Sketchpad software to enhance their learning.

Algebra students have finished their unit on linear equalities and are beginning to solve and graph one-step, multi-step and compound inequalities. They have done an excellent job on their meta-cognitive journals. Pre-algebra students have progressed from their review of fractions, decimals and percents to working on operations with integers. They are doing a terrific job of focusing and preparing for more advanced algebraic thinking.

## Team Hypatia English—Mrs. Gruposso

English students on Team Hypatia are preparing for their Boston trip to attend A Midsummer Night’s Dream by reading the play in class. This will take us through February and the beginning of March. A culminating activity will be to select, prepare, and perform a scene from the play. At the same time students have completed their radio plays, which were due on February 13<sup>th</sup>.

Shortly after their return from vacation in February, students will begin their preparation for the Washington, D.C. trip. We will discuss some of the books from their independent reading on the Holocaust, World War I, and World War II. We will also read some fiction and non-fiction relevant to the events connected to the monuments they will visit that week: The Great Depression, Korean and Viet Nam Conflicts, Civil Rights Movement as well as others. After the trip, the culminating activity for this learning will be creative student-designed statements of learning reflecting the positive aspects of the “human spirit” – the qualities that allow people to cope, survive, persevere, and “do the right thing.”

Woven throughout these units will be a renewed focus on the essay: literary, review, persuasive, and personal.

# Eighth Grade News

## Team Prescott History—Mr. Lyle

The month of January was spent studying the Articles of Confederation, the Founding Fathers and finally, the Constitution itself. Students got their feet wet dealing with various aspects of the Federal legislature and the Executive branch. To cap this study off, students of Team Prescott will complete a writing assignment on the Bill of Rights. There will be a small hitch, however. They will be asked to write about one of the Bills of Rights that they could live without!

Soon, the intrepid adventurers of Team Prescott will boldly attack the administration of President George Washington. Domestic and foreign policies, Native American problems, infighting within the administration, and a host of fiscal problems.

We'll soon be in the middle of John Adams' turbulent administration. Students will be studying the Quasi-War with France, more Native American problems in the NW Territory, and we'll be studying Thomas Jefferson and all that he brings to the White House. This will include problems in the Mediterranean with the Barbary pirates, and the Louisiana Purchase. The latter will be closely followed by the journey of Lewis and Clark. It's really a very exciting time in the nation's history and I'm hoping to share some of that excitement with all my students!

## Team Prescott Science—Mr. Bond "It's the Right Time"

In the next few weeks, Mr. Bond's Earth Science classes will be spending their "time" investigating "time"...geologic time, that is. Students will play the roles of earth history scientists, using timelines to assemble the sequence of past events and past life on earth. They will also discover how to use sequencing techniques on cross-sectional diagrams to interpret the geological history of the region of the earth depicted in the diagram.

Our earth history unit began with an in-depth look at a very LARGE subject...dinosaurs! Students researched a dinosaur of their choice, and worked in the computer lab designing and building a website that introduces the appearance and behavior characteristics of their dinosaur. Our research has provided us with information about dinosaurs that has been accumulated by scientists since the mid-1800s. As we all know, popular motion pictures have depicted the dinosaur as looking and behaving in a variety of ways. How much of what we see in movies is science fact versus Hollywood "special effects?"

One thing is certain: All eighth graders will be looking at "time" from a different perspective. What seems like a long time to them...like the 90 days left in this school year...can't compare to the 500 million year old clam!

For more information on our year in science, check out our Earth Science Department website at <http://www.hbms.k12.nh.us/bondd>

## Team Prescott English—Mrs. Coutu

Team Prescott English just completed the Mystery, Suspense, and Tension Unit in which we examined the style of several short stories and poems. The students were especially surprised by one of my favorite stories, "The Lottery," by Shirley Jackson. The ending disturbed them, but as they analyzed the story, they found the elements that helped create this shocking ending. It was a great story to finish the

unit. During the unit, students also translated the style elements we studied (rhythm, emphasis, diction, figurative language and imagery) into another art form. The talents of artists, photographers, poets, dancers and musicians were shared. The energy level this assignment produced as well as the improvements demonstrated for delivering oral presentations were enjoyed by all.

On the side of developing tension in writing, the students, as you all know, continue to work on the Radio Plays. The groups are learning to deal with peer relationship conflicts, time and group management, as well as developing and producing the plays. Mrs. Gruposso and I spent time fine-tuning the project this year by creating more check-in times with them and adding a self-reflection process. We just completed the reflection step and many students discovered they were missing components that will add to their production. It was exciting to see the students realize this now while they still have time to make changes to the script before recording. In addition to the Radio Play, students also need to revise and bring to final draft form their "Unknown" journal that we started back in November. This writing also contains tension.

We have also begun our Shakespeare unit. All classes, at this point in time, have completed the first act of A Midsummer Night's Dream. We are listening to the play on CD with many interruptions for discussion about the world Shakespeare has created. We are prepping for our field trip February 22 to see the production in Boston. Once finishing the play, students will be forming their own acting troupes and bringing to life the scenes of the play. All of our dramatic reading and oral presentation work should help make this a part of eighth grade English students will remember.

Please continue to check the website for assignments and information about the genre readings.

## Team Prescott Math--Mrs. Mezzocchi

After finishing up 2nd term (learning about integers and graphing in the coordinate plane), the students in **Pre-Algebra** (Passport) will be using the TI-83 graphing calculator to produce histograms, line graphs and "Box-N-Whisker" plots. They will be learning how to organize their data with "Stem-N-Leaf" plots. Once the students have a good sense of data graphs, we will use the **CBR** (calculator based ranger), a motion detector. With the **CBR**, the students will be able to produce their own graphs and make up situations to go along with the graphs. This activity really solidifies the students' understanding of graphs.

In the Algebra classroom, the students will continue to learn more about linear equations. They will learn how to take raw data and fit it into a function form and master the **EQUATION OF A LINE**. Students will have to demonstrate their mastery by being able to write equations in all forms and distinguish between slopes and intercepts of various lines. Following mastery of linear equations, algebra students will begin studying quadratic equations. Lots more math to be explored in Algebra I.

For all Team Prescott math classes, a packet dealing with the Holocaust will be assigned before we make the Washington D.C. trip. This packet helps give the students an understanding through mathematics of the magnitude of this horrific part of history. Term 3 promises to be filled with exciting mathematics for all classes.

# INTEGRATED SPECIALS

## French--Mme. Cloutier

Bonjour from the French classes! The last two months in French have been very busy, comme d'habitude (as usual).

**The seventh grade classes** just had the chance to enjoy a café scene that came to life in our classroom! The students, with the help of parents, (Merci!) brought in French café food items, ordered in French, took the parts of the wait staff and/or client and had a great time. They really had been looking forward to this for several months. It helps vocabulary retention if you can look at it and taste it, too.

In the seventh grade classes we are able to speak even more French within the context of the chapters they have studied. We have casually introduced the past tense after learning the verb *avoir* (to have) and studying regular "er" verbs. It seemed the right time to start the simplest form of past tense, although it is often not formally taught until 8<sup>th</sup> grade. We sometimes have great discussions about the evolution of language and the way things are expressed in English and French.

We will take a look at the other and older French book in our room for 7<sup>th</sup> graders soon. Their current text is packed with information but has fewer chapters than some texts, so I would like this year's 7<sup>th</sup> graders to have a couple months with the book that many students used here at HBMS, *Bienvenue*. It introduces different points of grammar and vocabulary and will be a wonderful complement to the book they have been using.

**In eighth grade**, we have just begun the winter sports chapter, which is fun for the students and comes at the right time of the school year. We just need some snow now! They all agreed the chapter before about team sports seemed rather easy to remember with many cognates and similar words, and the skiing and skating chapter should be like that, too. They are also learning irregular verb formations in the *passé composé* in this chapter. They have to memorize them by ear as well as by eye for they follow no set rule.

Before the holiday break, both 7<sup>th</sup> and 8<sup>th</sup> graders presented very short talks about holidays in French-speaking countries, or information about skiing, *Mardi Gras*, travel in Quebec, France, etc. We enjoyed some French *Bûches de Noël* then and other holiday treats.

In December, the eighth graders all participated in simulations about their driving chapter in which they had to work in a group, write a short (5 minutes when presented) skit, and say everything in French. They pretended to drive, have a flat tire, take a driving test, get stopped by the police, buy gas at a station, etc. The simulations were wonderful, very creative and they were proud of what they had done.

It is exciting to see their development in French as the year progresses. They are able to see little mistakes they have made very quickly and have most or all of the class in French. When we play a certain vocabulary game in which they describe a word in French for a partner to guess, it is a challenge for them but rewarding to see as they realize they **are** able to give clues only in French and their partner understands.

Au revoir!

## El Español—Senora Banks & Senora Lash

Our 7<sup>th</sup> grade students did a wonderful job on their comprehensive 1-4 unit test. Congratulations! Now we are working on a project-based assessment piece that incorporates the many parts of language and abundant vocabulary we have learned to use. This project, "Mi Casa Ideal" (My Ideal House), includes the designing and describing of the student's very own house! We are excited to see the final product!

Our 8<sup>th</sup> grade students are still exploring the preterit tense. We added two groups of irregular verbs to their regular verb list!!!! It is wonderful to see how their range of communication has exploded by learning this new verbal tense! Our students have been able to apply the principles they have learned about the preterit tense to many different situations. We are practicing our past tense and review Direct and Indirect Objects as we work on a project.

Please keep checking our website for homework and other activities.

**Hasta la proxima vez.**

## Health & Wellness--Mrs. White

Team Hypatia concluded its quarter in health with CPR. Students learned potentially life-saving skills for adults, children and infants. Students worked hard on these skills and as a whole did very well during testing.

I began my time with Team Jordan at the beginning of this quarter. We will cover many topics over the next two months. These topics include stress, media/advertising, body image, eating disorders, the immune system, adolescent growth and development, and alcohol awareness. Students will learn factual information about these topics and hopefully be able to learn more about themselves and the world around them. In addition to our time in the classroom, students will be assigned homework to interview a parent. Learning many different views is an important part of our class ... look for these at home!

## Art News — Mrs. Papadeas

The Scholastic Art Awards reception took place February 3, 2007 at the Bedford Mall in Bedford, NH. Since 1923, the Scholastic Art Awards have offered millions of students the opportunity to display their art works for regional and national recognition. Their objective is to foster the confidence of young artists and to invite students to broaden their horizons while winning national recognition. Students in grades 7 through 12 currently enrolled in public and non-public schools in New Hampshire may submit entries by a teacher who is a member of the NH Art Education Association. Mrs. Papadeas is pleased to announce that the Hollis Brookline Middle School had a Silver Key winner at the regional level. Rachel L., an 8<sup>th</sup> grader, received two silver awards. One award was for her watercolor painting entitled, "Study of Color with Fish," and the other silver award was for her colored pencil picture called, "Turtle." We also had several students who received honorable mention certificates. These artists were Rachel D., Hannah J., Katie L., and Emily S.

# Integrated Specials—Cont'd

## Art News (cont'd) - Mrs. Papadeas

In January a few students submitted to a poster contest for Martin Luther King. This contest had the theme of nonviolence and the power of love. Victoria H., an 8<sup>th</sup> grader, did a wonderful job and won first place in the State. There was an awards presentation in Manchester at the Greek Cathedral. Victoria was presented \$100.00 and the Lionel Washington Art Award plaque.

The New Hampshire Art Education Association each year has a statewide student exhibit in the Bedford Mall. The artwork is on display from February 18<sup>th</sup> through March 18<sup>th</sup>. This is to celebrate Youth Art Month in NH. I am very proud to honor three students who will be representing Hollis Brookline Middle School. They are Alyanna I. who did a watercolor of an anime person, Julia W. with her picture entitled, "Baby Dinosaurs," and Steven G's marine sea life painting. Feel free to explore all the art at the show!

Ross K. will be displaying some of his artwork at Barnes & Noble bookstore in Nashua, NH. This art exhibit at the bookstore is to highlight the accomplishments of young people with Downs syndrome. Ross's work plus other individuals' will be on display the week of February 12<sup>th</sup> with a celebration on February 22<sup>nd</sup>. Congratulations to all the students for their wonderful accomplishments and their artistic works!

## Reading - Mrs. Dufresne & Mrs. Lucas

Grade 8 Reading classes have continued to hone their computer skills in the lab for the month of January. We worked with Mrs. Cicciu, our ICT technology specialist, to develop our own internal websites. The reading classes piloted a new web design program called Nvu. All students were required to read a book about the Holocaust for the month of December. Students kept notes to develop a website that would showcase the book they read and the knowledge garnered about the Holocaust. The websites have seven individual pages dealing with characterization, a definition of the Holocaust, a reflection poem, glossary, a personal page with photo, a home page and works cited page. We are now reading two new novels dealing with World War II in Italy. The first book is called *Street Boys*, which tells of the fall of Naples at the end of the war. The second novel is *Stones in Water*. This story is about 2 young boys who are captured by German soldiers and forced to work in a labor camp.

My grade 7 students were complaining about not having any snow this winter so we are experiencing a "virtual" winter by reading about the Iditarod. The novel *Black Star, Bright Dawn* tells of a young Eskimo girl who enters the famous Iditarod race to travel the 1,200 miles from Anchorage to Nome in Alaska. The weather the last few weeks at least has been cold enough to help us with imagining the experience.

The American Library Association announced the John Newbery Medal for the most outstanding contribution to children's literature:

**The Higher Power of Lucky** by Susan Patron, a Newbery Medal Winner.



Lucky, age ten, can't wait another day. The meanness gland in her heart and the crevices full of questions in her brain make running away from Hard Pan, California (population 43), the rock-bottom only choice she has.

It's all Brigitte's fault – for wanting to go back to France. Guardians are supposed to stay put and look after girls in their care! Instead, Lucky is sure that she'll be abandoned to some orphanage in Los Angeles where her beloved dog, HMS Beagle, won't be allowed.

**Penny from Heaven** by Jennifer L. Holm, a Newbery Honor winner. *Penny from Heaven* is a shining story about the everyday and the extraordinary, about a time in America's history, not all that long ago, when being Italian meant that you were the enemy. But most of all, it's a story about families – about the things that tear them apart and bring them together. Holm tells it with all the richness and the layers, the love and the laughter of a Sunday dinner at Nonny's.

**Hattie Big Sky** by Kirby Larson, a Newbery Honor winner. For years, sixteen-year-old Hattie's been shuttled between relatives. Tired of being Hattie Here-and-There, she courageously leaves Iowa to prove up on her late uncle's homestead claim near Vida, Montana. With stubborn stick-to-itiveness, Hattie faces frost, drought and blizzards. Despite many hardships, Hattie forges ahead, sharing her adventures with her friends – especially Charlie, fighting in France – through letters and articles for her hometown paper.

**Rules** by Cynthia Lord, a Newbery Honor winner. Twelve-year-old Catherine just wants a normal life, which is near impossible when you have a brother with autism and a family that revolves around his disability. She's spent years trying to teach David the rules, from "a peach is not a funny looking apple" to "keep your pants on in public" – in order to stop his embarrassing behaviors. But the summer Catherine meets Jason, a paraplegic boy, and Kristi, the next-door friend she's always wished for, it's her own shocking behavior that turns everything upside down and forces her to ask: What is normal? (Book Summaries. 2007. Online. 31 Jan 2007.

<http://www.amazon.com/>.)

## Library Media Center--Mrs. Jahns

Students were involved in a variety of activities in the library to begin 2007. Seventh grade English students were researching databases for biography information. Seventh grade math students were busy incorporating tables of numbers in their business letters. Other teachers used the laptops in their classrooms or the labs. In looking at the sign-ups for one laptop cart only, there were 381 students using laptop computers during this month. Several class activities are being planned for third quarter.

The number of students signed into the library for January, not including whole class visits, was **1,552**. English or reading classes often request categories of books to be selected and shelved together for the students to easily access for that month: February is WWI, WWII, and Holocaust books for 8<sup>th</sup> grade students. Many 7<sup>th</sup> grade students are reading books set in the time periods that have been studied in History, i.e. Middle Ages, Renaissance, etc. Students can always get help finding what they need. Caution: there are many overdue books monthly; students must check the due date in their library books to be able to return or renew it **before the due date**.



**Book of the month:** *Sword of the Rightful King* by Jane Yolen

# Music, Band, Drama & Clubs

## Chorus--Mrs. Spencer

Congratulations to the following 8<sup>th</sup> grade choral students who were selected by the NHMEA South Central District Music Festival to sing on May 5, 2007 in Hooksett.

Sara H. - Soprano  
Katie B. - Soprano  
Twyla W. - Alto  
Brittany S. - Alto  
Shayli K. - Alto  
Thomas Q. - Baritone  
Dillon M. - Baritone



A special thank you goes to all 8<sup>th</sup> grade chorus students that were interested in being nominated for this music festival.

## General Music--Mrs. Spencer

In 7<sup>th</sup> grade, general music students are continuing to develop keyboard skills and knowledge. Keyboard assignments have involved the use of "parallel motion" to develop coordination of both hands and the rhythmic concepts of quarter notes and eighth notes. Students also performed "Happy Birthday", and the concept of melody and accompaniment with chords was discussed with correct fingering. Fundamentals continue to be emphasized, enabling students to prepare for the next level.

Eighth grade general music students have been working on the MIDI program, Sibelius. This notation program allows students the opportunity to compose original music. Assignments deal with the characteristics of a good melody. Students have been asked to complete melodic phrases and to compose a song using the pattern A A' B A'.

Our next unit involves piano, guitar, composition and musical appreciation on the blues form. We will investigate important blues performers like Bessie Smith, Louis Armstrong and Eric Clapton. This project will involve student groups singing their lyrics and melody to a classic blues pattern. On piano, students will also learn to play the song "Jump Blues" using chords in the left hand and melody in their right hand.



## Band--Mr. Depine

In 7<sup>th</sup> and 8<sup>th</sup> grade band the focus for February will be on the continued development of performance skills in the areas of rhythm, sight-reading, intonation, balance, fingerings, tone quality, vocabulary and ensemble precision. Music for our spring performances will be introduced gradually and will include band arrangements in a variety of styles and genres. Jazz Ensemble continues to meet on Wednesday from 4:30 to 6:00 in preparation for spring performances.

Congratulations to Kellie D. who was selected to participate in the New Hampshire Middle Level Honors Band to be held at Timberlane High School on March 30<sup>th</sup>. Hope to see you at the concerts.



## Drama--Mrs. Gruposso

The Hollis Brookline Middle School Drama Club will present **OKLAHOMA** on Friday and Saturday, March 16<sup>th</sup> and 17<sup>th</sup> at 7pm. The performances will be held in the Middle School Gym and doors will open at 6:30 pm. Tickets may be purchased for \$5 at the door. (Snow date Sunday March 18<sup>th</sup> at 1pm)

Cast and Crew are hard at work to bring you this wonderful classic musical. This show provides you with great music by Rodgers and Hammerstein and such great songs as "Oh, What a Beautiful Mornin'", "The Surrey with the Fringe on Top" and "Kansas City".

Please join us for an entertaining evening as we present you with a picture of Oklahoma at the turn of the century.



## After School Ski Program

A reminder to parents of students in the After School Ski Program that we will continue **skiing through March 5<sup>th</sup>** due to the fact that we had very little snow and canceled on January 8<sup>th</sup>. Let's hope there is plenty of snow for some beautiful spring skiing!

# SPORTS & PHYS. ED.

## BASKETBALL

### Boys---Coach Gray

The **Hollis Brookline Middle School boy's basketball team** had a tough season with 1 win and 13 losses this year. Defensive rebounding, blocks and guarding improved throughout the season, but offensive turnovers led to their losses. All in all, the boys had some good games, worked hard and as Coach Gray stated, "scores sometimes don't tell the story of a season."



### Girls---Coach Stopera

The **Hollis Brookline Middle School girl's basketball team** ended their season undefeated in their league. "Team effort" and "unselfish play" were the key words for this team. With each game the girls became more aggressive, learning strengths to build on and adjusting to their opponents. Their total team effort and all around game play led them into the semi-finals against St. Joe's on February 7th where they won 41 to 20. On Saturday, February 10th they played in the finals against Litchfield Middle School at Nashua Catholic losing 31 to 37 despite a great game. Fantastic season ladies!

## WRESTLING - A Note from the Coach

Every December 1st, an extremely eclectic group of 25 to 30 young men and sometimes women show up for the first practice of the wrestling season. They show up with a wide variety of skill and talent, some have played sports their whole life, some have never played; some are natural athletes, and others haven't found their stride yet. Some are honor roll students, and others struggle with the academics, but all of them show up that first day of practice "thinking" that they want to wrestle.



Inevitably one young man will approach me the first day of practice, with his headgear on backwards and inform me, "Coach, I'm here to play wrestling, but my helmet doesn't fit right." Holding back my amusement, I put on my gruffest wrestling coach's voice and state emphatically, "We don't PLAY wrestling, we wrestle, and it is a headgear not a helmet."

That first day of practice I make it very clear that "everyone is welcome to wrestle; we have no cuts and the only person who will cut you from this team is you!" I then show them the door and say, "the door is right there. No one is forcing you to be here, do not do this for your mom or your dad, do not do this for your friends, do this thing that you are about to do, for you! Wrestling requires too much from you if you are doing it for someone else. There is no half way in wrestling, either you will love it or you will hate it, the demands of the sport will force you to decide."

As the season moves on, some of the young men decide wrestling is not for them, and to all of those who gave it a try and decided to pursue other activities, I commend you for trying something new and I hope you find, if you haven't already, something you can be passionate about.

For the remaining wrestlers, the grueling practices continue: bruises, pulled muscles, bloody noses, exhaustion,

and the coach yelling about commitment, heart and intensity, have all become routine.

By February as the season is winding down and the team, now only 15 to 20 strong, is preparing for the post-season tournaments I look around the wrestling room and I am always amazed that the young men in this room are still here. Why? Why do they continue to put themselves through this? Why do I demand so much from them? Couldn't I just make it more fun? Then I remember my own wrestling experience and how it changed my entire life. I found confidence and pride in wrestling. It taught me commitment and to believe that I could handle anything this world could dish out. Wrestling taught me how to win with class and lose gracefully. It taught me that anything worthwhile in life takes hard work, commitment and desire.

To the members of the Hollis Brookline Wrestling Team, I hope your experience in wrestling has taught you more than just "how to wrestle!"

Coach Melillo

## PHYSICAL EDUCATION—

### Ms. Bottcher & Mr. Johnston

The seventh grade students are working on a personal fitness unit. The students have looked at their own habits (eating, sleeping, studying, and activity) and feelings about fitness. They learned how to take their pulse and what various activities do to their heart rate. The students figured out their target heart rate (where to exercise to strengthen their heart) and assessed their health-related and skill-related fitness components. After learning their strengths and weaknesses, the students will use charts to see what activities they can participate in to improve themselves. Right now the students are finishing their physical fitness brochures in the computer lab – I think we could publish these! The next unit of study will be the skills, strategies and game play of the Olympic sports, team handball and basketball.



The eighth grade students are now beginning to use our climbing wall. We are starting with challenges that require all students to traverse the wall. Wall traverses occur low to the ground, without a belay rope. However, spotters are required during this part of the program. Challenges for students are: climbing blindfolded, doing the alphabet, traversing left to right using only one color, hand and foot holds, and much more. We will then learn how to belay students who are climbing vertically for height. Everyone will learn proper use of harnesses, knots, carabineers and friction devices, and belay technique. Climbing vertically will be strictly voluntary. For those climbers with extra courage, we have a perch, twenty feet up, where students may attempt to dive for a trapeze. All climbers will be roped and on a belay and back-up belay system. We will finish our unit with a field trip to Boulder Morty's Indoor Climbing Facility. The dates are February 16th for Team 3 and February 23rd for Team 4.