



Knighly News

Hollis Brookline Middle School



MARCH 2004

Volume 7, Issue 4

From the Administration

It has become apparent this week that spring genuinely is around the corner! Soon, Hollis Brookline Middle School will be humming with spring sports tryouts, the drama performance of *The King and I*, student placement for the 04-05 school year and the grade 8 Washington, DC trip.

This issue of the *Knighly News* welcomes the sixth grade students and parents of Hollis and Brookline! We look forward to meeting all of you as we begin the transition process. Please find within this mailing two inserts; a letter describing placement information (pink) and a general outline of the events leading up to your child's visit on May 27th. (The letter requires a student and parent signature and should be returned to your homeroom teacher by March 18th.)

On March 18th we will again be honored with the Blue Ribbon Award for volunteerism. Volunteers, it is your time, energy, commitment and support that enables this recognition! Please know you are appreciated and valued as an important member of our learning community.

Class meetings were held with students to review expectations as the warmer months approach. Administration would appreciate reinforcement from home regarding the dress code (pg. 10 of the handbook), behavior on the bus to include keeping all body parts inside open windows, and the issue of supervision. We want all students to feel connected by participating in after school activities, however they must be supervised by an adult. Students may not go to Dunkin Donuts, Monument Square or for walks and later return for extra curricular events.

Please read this edition carefully as we have provided you with many upcoming dates of special events.

As always your input is valued. Please feel free to phone or email with questions or comments.

Sincerely,

Patricia Lewis Goyette, Principal

PTSA President's Report

This has been a very exciting and busy year for the HBMS PTSA. Our Staff Appreciation Committee, headed by Kristen Berry and Lisa Schmalz continues to show our appreciation to every member of the HBMS staff. Recently we honored our wonderful nurse, Dee Dee Adams, with a much deserved lunch break. There is no question that HBMS has a wonderful staff and we cannot honor them enough.

The seventh grade end of year Celebration Committee is getting in full swing. Lisa Schmalz is heading that up. If you would like to join Lisa in organizing this end of year picnic and field day, please contact her at 889-1120 or lschmalz@charter.net.

The PTSA is starting to look towards next year for filling committee chair people and elected positions. We have many good and active people remaining involved. However, we do need some new people to join them. If you are interested in any of the following positions (2nd Vice President, Secretary-elected; Magazine Drive, Newsletter Publishing, Newsletter Mailing, 7th Grade Hospitality, Membership) please contact me. It takes an involved parental community to support our wonderful school.

We are also sponsoring a Gift Certificate Gift Basket for the support staff of SAU 41. This year they are hosting the Southwest NH Association of Education Office Professionals spring meeting. They raffle off gift baskets to raise money for college scholarships for deserving high school students. At our last PTSA meeting we voted to ask people to donate Gift Certificates, for a basket. If you would like to participate, please send in a gift certificate in an envelope marked PTSA Gift Basket to the HBMS office by March 25.

Finally, I would like to personally thank everyone for voting this week for the Middle School renovation project. After three long years, this was passed by the voters of the Hollis and Brookline. This expansion will allow our students to come together in seventh grade and to be given the opportunity to be educated in a wonderful learning facility. It also allows them to continue to enjoy the many academic and extracurricular activities that are currently offered. Our children receive an excellent education. This renovation will give the children, teachers, staff, and administration of HBMS the space they need to continue to work together in our outstanding Middle School educational process.

Lex Bundschuh, HBMS PTSA President
465-3142; UNOFAM@aol.com

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Visit us on the internet at www.hbms.k12.nh.us

School News

FIRST AID/CPR

We are offering the American Red Cross First Aid and CPR course to all eighth grade students. Each student will have the opportunity to attain certification in first aid, and adult, child and infant CPR. Team 4 students will take this course during the week of April 5 and Team 3 students will begin the week of April 19. We do need qualified parent volunteers to help with the student CPR practical exam. If you would like to help or if you would like more information, please call Ron Johnston at the Hollis Brookline Middle School, 465-2223.

THE KING AND I

Reminder !!! Save the dates !!!!! March 12 and 13

Rehearsals are underway for our March production. All cast and crew are working hard to bring you a great show. Don't forget to save the dates. (SEE PAGE 10 FOR MORE ON THE PRODUCTION)

March is NH Youth Art Month

The New Hampshire Art Educator's Association is once again sponsoring a statewide exhibit of student art work from grades K-12 to celebrate Youth Art Month. The 43rd annual March observance emphasizes the value of art education for all children and encourages critically needed public support for quality school programs. This year the exhibit will be located inside the Bedford Mall near Linens & Things.

Congratulations to the following students who were selected to represent our school: Tara A's colored pencil and sharpie castle perspective drawing, Victoria J's radial design entitled, "Cherrylicious", and Scott M's marker hand composition entitled, "Metal and Magic". The exhibit will open March 13th and will be on display through March..

MATH COMPETITION WINNERS

Hollis Brookline Middle School placed first in the 21st annual Southern NH Regional MATHCOUNTS competition held on February 14th at the New Hampshire Community Technical College in Nashua. Team members include Nick B., Owen H., Coach Judy McDaniel, Amruth J. and Patrick M.. Absent from the photo is Coach Rosemary Mezzochi. In addition to Hollis Brookline, the second place team from the Derryfield School in Manchester, and the third place Amherst Middle School team as well as Robert H. of the Masticola Middle School in Merrimack, Christopher J. of Villa Augustina in Goffstown, Samantha H. of Hampstead Academy in Atkinson and Ben B. of the McKelvie Middle School in Bedford will represent the region at the State MATHCOUNTS competition on March 6th at Plymouth State College. The top four individual scorers and coach of the winning team at the State competition will then represent New Hampshire at the National Competition in Washington, D.C. in May.

Dates for Spring Band Concerts

The concert for 7th grade band will be held on Tuesday, May 25th. Students should plan to arrive no later than 6:30 in preparation for the concert to begin at 7:00.

The 8th grade concert will be Tuesday, May 18th. Students should plan to arrive no later than 7:00 for the concert to begin at 7:30.

Appropriate dress for girls is a black skirt and a white blouse. Boys should wear dark dress pants, a white dress shirt, and tie. No sneakers please.

Both concerts will be held at the HBHS auditorium. Admission is free. Hope to see you there.

For PTSA information and back issues of Knightly News, visit the HBMS PTSA on the Web at www.hbms.k12.nh.us/ptsa OR click the link on the school home page www.hbms.k12.nh.us

Team 1 English

Mrs. Maher

We have started our Non – Fiction Unit. This unit symbolizes a significant transition in the year, as we have been examining *fiction* since September. During our non – fiction unit, we will examine different types of non – fiction, examples of non – fiction, and the organization of non – fiction while constantly reflecting on our knowledge of fiction.

Who am I? How did I become who I am today? What is my culture? How does culture affect who I am today? Once we have established the necessary background information for non – fiction, the aforementioned questions will guide our unit. Specifically, our emphasis for the non – fiction literature we select will be placed on the various cultures that exist in our world. We will examine the culture within Hollis Brookline Middle School as well as the culture within The United States. Additionally, we will spend a significant amount of time looking at other cultures around the world. It is my hope that students will understand the many components that make up one’s culture as well as the many cultures that exist in the world. Stay tuned . . . students will be able to explain to you why our nation is considered a “tossed salad” as opposed to the previously used term of “melting pot.”

Lastly, our non – fiction unit will culminate with a research project, where students will focus on the *process* of researching. Students will need to select a culture interesting to them to research. Several research techniques will be examined in this unit, such as the process of notetaking using notecards, writing up a research paper and citing sources, and writing up a Works Cited. A very large emphasis will be placed on methods to use in order to avoid plagiarism – the big, bad “P” word! I have no doubt that our students will transform into natural inquirers by the end of this unit.

Team 1 Science

Mrs. Cleveland

We completed our study of the cell with the students individually being assigned a cell organelle. The size within the typical cell was given in either microns (1/1000 of a mm.) or nanometers (1/1000 of a micron). The students then calculated how big that part would be in a 91 centimeter cell and made a representation of the cell at that size. It was surprising that in a cell so big that many of the parts would still be so tiny. Our “Big Cells” are now hanging in room 104.

We then began our study of the respiratory system. In addition to learning the parts and how oxygen and carbon dioxide are exchanged, we have spent time determining our lung capacities. In one activity, all the students followed the same procedure and found their capacities. For the second lab, students were divided into groups and given certain materials. They were then challenged to use only those materials, and all those materials, to design a procedure to find their capacities. Some used water displacement , some used air displacement, both of which involved pans of water. Needless to say the mop came in very handy. With the data that students obtained, they are now in the process of making a cube which has the same volume as their lungs. Their lab report will then be placed on the outside of the cube. The finished products will then hang in our room. If you are in the building, please stop by to see the great work the students are accomplishing.

Team 1 Social Studies

Mr. Capraro

Students have left the Byzantine Empire and are about halfway through our unit on the Middle Ages. We started by looking at the Western half of the old Roman Empire after the Fall. We 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. Each class was awarded points for how well they did. Blocks A and D earned the most points! 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. A few lucky students even got to try on 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 Byzantine mosaics, you’re in for a treat.

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 1 Math

Mrs. Fordin & Mrs. Rossetti

This month students will find themselves in another world – a world of their own making! Students will begin the research to create a scene from a movie or book that is either larger or smaller than real life. They will show the mathematics behind enlarging or shrinking the objects with which they work. Imagination, creativity and accuracy are all significant aspects of this project.

Algebra students will continue to work with linear equations, linear regression, and linear modeling. These concepts will be reinforced through the use of graphing calculators.

Students will be wrapping up a Mathematician’s “Happy Meal” project, having enlarged a bona fide “Happy Meal” box which describes a mathematician’s life, and comes complete with a mathematics-related toy! Be sure to ask your student to “serve dinner” to you – and good luck solving their mathematics-related riddle!

Team 2 English

Written by Geoff N., Team 2 Student

The Legend of English Class

Mrs. Jahns' English classes were filled with anxiety and anticipation during these winter months of 2004. Students were reading short stories such as "The Telltale Heart," "The Necklace," and "The Monkey's Paw." There were others written by Washington Irving, Mark Twain, and more! Students went to The John Hancock Hall in Boston to watch plays of the short stories they read. Afterwards, they were asked to write their favorite story, but as a different character in the plot. This was very enjoyable for the students.

During this time, students also learned about literary terms, such as theme and narrator, plot charts, like exposition, climax, conclusion/resolution, and the different types of conflict, like internal and external, as well as Man vs. Fate, Man against himself, etc. They are now diving into the humor section, where they look through newspapers, comics, and real life to find tons of humor. (Trust me, this isn't any hyperbole!) They're learning about different humor terms, and reading some funny comics and stories that include these terms.

Team 2 Science

Mrs. Evans

Heart Throb

Our scientists will soon be studying the circulatory system, focusing primarily on the heart. One of the highlights of this unit is a lamb heart dissection. As noted by a former student, "There was a lot of excitement in our classroom that day as we, with scalpel in hand, cut into the heart of learning."

Prior to the dissection, we will view the NOVA movie, Cut to the Heart, which shows open heart surgery. Dr Batista, a Brazilian doctor, came up with a unique idea for treating patients with oversized hearts. He sliced off a piece of the left ventricle and then sewed the heart back together. Dr Batista's dream was to bring his idea to the doctors in America and England. Students will be able to see the different techniques for treating patients in Brazil and the United States and compare medical technology. A partial review of the movie follows: "When Dr Batista, a rancher and surgeon from Brazil, was a boy he was fascinated by the anatomy of living things. He said that when he was a child, he used to dissect animals that died on his ranch. He noticed a corresponding or similar ratio in the hearts of many animals. He assumed this ratio of a heart is vital in order to live. He put his theories to the test on farm animals and when he later became a surgeon, he put these practices to the real test." (a former student)

The dramatic and immediate effects of nicotine will be observed by our students during the lab, "Catch the Beat". They will observe a Daphnia (water flea) under the microscope and note its heart rate. An unknown mystery substance will be added to the slide and the heart rate will immediately increase (in many cases the heart rate will double). It will not be until the following class that the students will learn that the unknown substance is nicotine. At that point, we will have a discussion about the risks of smoking and will apply the world of science to real life.

Students will be determining their own stroke volume (the amount of blood the heart squeezes in one beat). The higher their stroke volume the better the condition of their heart. We will also be testing our blood pressure with the new blood pressure cuff that our nurse, Mrs. Adams, recently purchased. Also, I will soon be ordering simulated blood for use by our young scientists to determine what bloods can be safely mixed. This unit will, as well, challenge the students with many "hearty" discussions.

Team 2 Social Studies

Mrs. Beale

We took time out from our "regular curriculum" to participate in the New Hampshire Primaries. Each student wrote the names of their first, second and third choices for president and was put in groups based on their preferences. Then working in groups of three or four, students researched their candidate's point of view on the list of issues we brainstormed in class. Each student was also responsible for creating his/her own finished product –brochure, poster, newspaper article, slogans, sound byte - as a reflection of their research. The unit culminated in a candidates' debate complete with student moderators, handmade decorations, theme music and even power point presentations. Our room and the hallways of Farley are filled with campaign paraphernalia!

We are just finishing our study of "The Rise of Islam." To learn the vocabulary of the desert, and to show how geographic conditions affected the life of the Bedouins, we illustrated maps of the Arabian Peninsula featuring dromedaries and oases, the Hegira, the Kaaba and the Koran. We also performed pantomimes showing the reforms Mohammed brought to women. Nearly everyone on our team can now recite "The Five Pillars of Islam," and we've even learned the preferred Arabic spellings for several words and places.

Before leaving this unit we will do some map work, pinpointing areas of the world where Islam is the predominant religion and culture. At the end of this unit, students will be handing in their portfolios on Byzantium and Islam.

Our next unit takes us back to the West –Vikings and Vandals, the rise of the feudal system, lords and ladies, serfdom, the increasing power of the church, the rivalry between church and state, the Crusades – are some of the topics we will be looking at.

Team 2 Math

Mrs. Hall and Mrs. Rossetti

This month students will find themselves in another world – a world of their own making! Students will begin the research to create a scene from a movie or book that is either larger or smaller than real life. They will show the mathematics behind enlarging or shrinking the objects with which they work. Imagination, creativity and accuracy are all significant aspects of this project.

SHRINK

Algebra students will continue to work with linear equations, linear regression, and linear modeling. These concepts will be reinforced through the use of graphing calculators.

Students will be wrapping up a Mathematician's "Happy Meal" project, having enlarged a bona fide "Happy Meal" box which describes a mathematician's life, and comes complete with a mathematics-related toy! Be sure to ask your student to "serve dinner" to you – and good luck solving their mathematics-related riddle!

Team 3 English

Mrs. Cicciu

Team 3 English students are engaged in multiple activities during the course of a block (72 minutes of learning time). Each activity focuses on the language arts. Through their involvement, they develop the skills to organize, write succinctly and/or elaborately, share knowledge, entertain, read and analyze selections, listen to instruction and points of view, and generally acquire the skills necessary to attempt any assignment in a confident and creative way.

In particular, during March, students will be reading free choice books from the biography/autobiography genres, creating webs on qualities the subjects exemplify, selecting and presenting dramatically a poem or personal narrative they have written during the year, participating in a literature circle with other students to study memoirs of children their age who were victims of the Japanese or German war campaigns during World War II, researching a Washington, DC, monument prior to their trip, and accepting the challenge of writing a story with 50 words (in recognition of Dr. Seuss's Cat in the Hat).

Inserted here and there, will also be instruction in sentence structure and spontaneous writing on assigned topics. The homework for the week is posted on the board and on the school website on Monday and its completion counts for 20% of the students' overall average. Time management and commitment to deadlines ensure success, not only in the English class but also in life.

Team 3 Earth Science

Mrs. Smith

Students are participating in designing and building an earthquake proof four-story building. After researching this interesting topic students have learned 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. 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 very 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. You only have until March 19th to do so. Be sure to take advantage of this opportunity.

Team 3 Social Studies

Mr. Twichell

After studying about life in early America and the leaders and events of our new republic, students realized that America was changing very quickly. No one epitomized this change like Andrew Jackson, the hero of the "common man." His life and Presidency was studied in detail along with America's changing views and practices of democracy. A study of Federal and Classical architecture, very common throughout this area, was used to help bridge these differing views.



Next, we studied Westward Expansion and the concept of Manifest Destiny. Emphasis was placed on the history of the different land acquisitions. Geography and map work were major components of this unit. As America grew there were problems and issues that needed to be solved. Parts of the country or "sections" were becoming very different in life style, needs and political expectations. Reformers and reform movements swept the country in the 1840's and it was easy to make comparisons to similar movements and events in recent American history. Unfortunately slavery and its possible spread to our new lands was an issue that seemingly could not be solved and it tore our country apart.

We are now engaged in the study of our Civil War. Soon, we will be preparing for a visit from area Veterans. They will be here to help the students make connections to some of the memorials they will be seeing on the Washington, D.C. trip as well as a greater appreciation of our culture and heritage. Hopefully the sacrifices they made will have a meaningful impact on the students.

Team 3 Math

Mrs. Mezzocchi

Before vacation, the **pre-algebra** classes finished up their graphing projects. There are some very creative and clever graphing students in these classes. The projects ranged from "a tribute to the Patriots" for winning the Super Bowl to "an old fashioned chapeau." As these classes continue with statistics, Stem & Leaf plots and Box & Whisker graphs will be introduced and properly interpreted. By the end of 3rd quarter, the **pre-algebra** classes will be involved with Number Theory.

In **algebra** class, students are finishing up with inequalities, both solving and graphing. Next in the scope of the curriculum will be solving systems of equations and inequalities. The graphing projects produced by this class have been a delight to correct.

The **geometry** class is delighted to have finished the unit on trigonometry. For some reason, these students felt this unit was not supposed to be a part of geometry class, even though most of the students sailed through it achieving A's on all of the assessments. This quarter, they will continue to discover the properties of polygons and circles and then will be treated to tessellations and transformations. A few more trips to the computer lab will keep the enthusiasm up.

Team Prescott English

Mrs. Gruposso

During class students are listening to and evaluating radio plays. Outside of class they are working on one of their most challenging assignments. They have been asked to translate the style of twenty lines from a novel they've read into another art form. Being able to do this truly reflects an understanding of style. Students will then present a three-minute oral essay explaining their translations and the style of the twenty lines. The presentations will begin on March 10. Following the presentations we will spend some time preparing for the trip to Washington, DC/week of March 23 activities and the assignment which will follow.

We hope you will save the evening of April 21 for our annual Celebration of Student Work and Pot Luck Supper. An invitation with details of the evening should be coming home the week of March 8. Please RSVP by March 22.

Team Prescott Earth Science

Mr. Bond

Earth Science Rocks!

Mr. Bond's Earth Science classes have been rocking! ... exploring the world of rocks and minerals. Students have been 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. Recently, in one lab investigation, students used a flame-testing technique to identify the elements in powdered mineral samples. In another lab activity, they grew crystals and made observations of crystal growth patterns and symmetry. In the coming 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 may have the opportunity to observe the effects acid rain has had on our nation's capital!

Team Prescott Social Studies

Mr. Lyle

Students in room 202 have been working hard on projects all of term 3. The first one had to do with the Democratic candidate pool currently settling out to be John Kerry. However, when we did the project there were still seven people out there giving speeches on a daily basis. We were trying to define issues and who stood for what and so on. Folks worked on this alone.

The second project had to do with Thomas Jefferson's administration. In groups of three, we assembled a 10-page booklet addressing various aspects of that administration and the world beyond.

The third and most comprehensive of the projects dealt with both Jefferson and Madison's administrations and the War of 1812. I teamed up with Joe Gruce in the instructional computer lab for a real high tech bonanza. My classes and I were in there for a week or more. There were spread sheets, posters, timelines and PowerPoint presentations. It took 5 people or more to complete the project successfully. Joe taught the troops how to use Microsoft Publisher.

Lately we've been studying the Industrial Revolution and its effects on the local area.

We'll be gearing up for our trip to Washington, D.C. soon. I'm planning to deal with a 20th Century Wars Project just before the local veterans come in here. We get a chance to interact with them and ask some well-thought out questions on those conflicts. This will help us better understand some of the Memorials we'll be seeing in the nation's capitol.

Team Prescott Math

Mr. Jahns

Lion and Tigers and Bears ... Oh No!!

Inequalities, Absolute Values and Systems ... Oh No!

Doesn't quite have the same ring to it? The land the Algebra students have entered may feel as strange as the Land of Oz at times! We may be finishing our study of Linear Systems, but we haven't reached the end of this yellow brick road yet! Next we move on to Quadratic (non-linear) Equations, factoring quadratics and using the Quadratic Formula.

The Pre-Algebra Math students have been collecting and working with data sets to create charts and statistics. We will study the various measures of **Central Tendencies** as we review mean, mode and median and introduce the more visual organizations of data known by the colorful names of **Line Plot, Stem and Leaf** and **Box-n-Whisker**. Then the chances are high that we'll move on to Probability.

"Help Night" continues to be Thursdays. Students should come with their questions in hand, ready to go! I am here, right after school, until all questions are answered (or 3:15, whichever comes first!)

Sports Update



Linda Desmarais



Baseball/Softball

GIRLS BASKETBALL -

The **Hollis Brookline Middle School girls basketball team** ended their season with five wins and 10 losses. **“Team effort”** was a key word for this team. With each game the girls became more aggressive, learning strengths to build on, and adjusted to their opponents. Their season ended with a strong showing of team offense controlling the tempo of games and the team defense playing strong to produce opportunities therefore leading them to the **playoffs on February 2nd**. With great momentum and ready for the challenge the team came together to face Raymond but came up short losing 39 to 34. **Great Season Girls!!!**



BOYS BASKETBALL -

The **Hollis Brookline Middle School boys basketball team** had a great season ending with 12 wins and 3 losses this year. Team scoring, intensity and gained confidence led to their many wins placing them in the **playoffs against Pelham on February 4th** where they **won 61 to 40** placing them in the **Championship finals**. On **February 7th** at Bishop Guertin, the team faced off against a very strong Amherst team losing 28 to 51. **Great effort, great season!!!**

WRESTLING -

The **Hollis Brookline Middle School wrestling team** was challenged by Coach Melillo this year to set their goals and let nothing get in the way of accomplishing them. On **January 5th** in their **first home meet against Milford** the wrestlers did a **great job beating Milford 75 to 33**. Winning by pin was Sean D., Bryant G., Joey H., James K., Aaron L., Justin M., Steve M., James N., Marty P. and Autumn S.. In the **Big East Regionals on February 2nd** the following results were achieved: Fourth place – Steve M.; Third place – Marty P.; Second place Bryant G. and Kevin L.; and the Big East Regional Champion was James K.. **On February 7th the team placed sixth out of eleven schools in the NH State Tournament at Timberlane**. **Of the thirteen** Hollis Brookline Middle School wrestlers competing, **nine placed second or third**. Taking a second place win were: Sean D., Bryant G., James K., Kevin L., Steve M., Marty P.. Taking a third place win were: Phil D., Joshua E. and Justin M.. **On February 8th the team traveled to Malden, MA for the Big East Divisionals** where **seven of our young men won medals**. In the **Elite Division**, second place went to James K. and fourth place to Bryant G. In the **Select Division**, second place went to Justin M., third place to Joey H. and Marty P., and fourth place to Phil D. and Andrew D.. On February 21st and 22nd the long and grueling wrestling season came to an end with the Big East Championships. The 2003-2004 team should be very proud of their accomplishments this year. They have consistently shown tremendous heart and what they lacked in experience they made up for in desire. A thank you and a pat on the back needs to go out to James K. who led this inexperienced group through three months of intense practices and long weekend tournaments. James' commitment to the sport and to the team never faltered. Next years captains (Kevin L., Justin M., Steve M., Marty P.) have some big shoes to fill. Coach Melillo congratulates the team and thanks them for a hard working season.

Schedule 2004

DATE	PLAYING ...	GAME TIME	BUS
April 6	NASHUA CATHOLIC	3:30	
April 13	AT Peterborough	3:30	2:25
April 15	AT Milford	3:30	2:40
April 20	HOOD		3:30
April 22	AT Litchfield	3:30	2:25
May 4	AT Amherst	3:30	2:40
May 10	AT Nashua Catholic	3:30	2:40
May 11	MILFORD		3:30
May 13	AMHERST		3:30
May 18	PELHAM		3:30
May 20	AT West Running Brook	3:30	2:25
	Game played at GH Hood		
May 24	PETERBOROUGH	3:30	

PLAYOFFS - JUNE 1 - 4



Physical Education

Gayle Botcher and Ron Johnston

The seventh grade students have completed their self-evaluations on health-related and skill-related fitness components. These evaluations helped them write their own fitness program using the FITT (frequency, intensity, time, type) formula. Students learned about and experienced various types of training programs - LSD (long, slow, distance), Fartlek, interval and circuit. Currently, classes are playing the Olympic sport of team handball. They are learning the skills, rules and defenses for playing this fast paced and exciting game. Soon we will move on to basketball.

The eighth grade students completed their Project Adventure unit on February 6 and 13, by climbing for a half day at Boulder Morty's Indoor Rock Climbing Gym in Nashua. All students had a terrific experience climbing numerous challenging routes. Special thanks to those students, parents, faculty and staff who belayed and supported the climbers throughout the day.

We are now beginning a basketball unit. The students will select teams and begin working on dribbling, passing, shooting and defensive skills. Designated members of each team will be responsible for creating and executing drills to help students learn correct skill techniques. Following appropriate skill development, the teams will play in a round robin tournament.

SPRING SPORTS

Baseball, softball, and the track and field team will begin their season on Monday, March 29. Tryouts for the baseball and softball teams will begin immediately after school until 4:15. The boys should be picked up at the back of the Middle School and the girls at the Nichols field softball field. Track and field practice will be held at Nichols field from 2:30-4:00. Students are to be picked up at Nichols field. If the weather does not allow us to follow this schedule the students will be notified of the changes. Parents are asked to please be prompt in picking up their child after practices and tryouts. Thank You.



La Clase de Español

Señora Banks y Señora Lash

Boy, have we come a long way since September! Our 7th graders have just completed their first major project for Spanish Class. In this project they produced an orientation package which could be given to a new student at HBMS – a Spanish exchange student! This package included all the information and materials a new student would need to make it through their first week at the Middle School. In addition to the written package, each student presented an oral piece. They described to us what the new student's first day of school was going to be like. Speaking in front of the class is nerve provoking for the best of us. Our 7th graders, in their first experience, did a great job. Lots of nervous energy, but no one fainted! Tough project – Great results – Thanks for your hard work!

Our 8th graders have also been busy with a crafty project. This project drew upon the skills we have acquired during the last 5 months. The kids created a scrapbook about a trip they have taken to a Spanish speaking country. They were able to incorporate real experiences or design the trip themselves. It was great to see the artistic side of our students. Again, tough project and great results. We appreciate your effort.

Mid-term projects behind us, it seemed the perfect time to stop and recognize our accomplishments this year. We had a fiesta in celebration of the kids and their work. We had fun eating from a burrito bar, singing Latin songs and for the more adventuresome among us - trying a Latin dance! We had a great time celebrating you and recognizing your hard work. We hope you enjoyed yourselves too.

To our Sixth Grade Parents from Claudia Banks and Janet Lash

As you consider your child's choices at Hollis Brookline Middle School, we would like to let you know about our Spanish program. During 7th and 8th grade, we complete level one of Spanish. Classes meet daily for roughly 45 minutes, all year. Our focus in class is communication – both listening and speaking. We look at major parts of speech and how they relate to each other in Spanish. Our goal for every class is for the kids to speak in the target language more than we do. We accomplish this through a series of routines and customs around which we build our classes.

Through homework and written class work, we build strong writing skills in Spanish. Your child maintains a journal in which s/he makes entries about him or herself. The entries relate to the unit theme we are working on. Not a year goes by when the 7th graders aren't amazed at just how much they can write in their first major writing assignment!

During the course of the two years we take frequent opportunities to explore the cultures of the many Spanish speaking countries in the world. Through these explorations and discussion of current events in these countries, we are able to learn more about the world we live in, the role the Spanish language plays in the world and how our own culture fits into the world.

Claudia and I speak in Spanish as much as possible. The percentage of class conducted in Spanish increases as the year progresses. Soon after the start of 8th grade, we speak exclusively in Spanish, recognizing that at times there is a need for debriefing or reviewing in our native language.

We look forward to meeting your son or daughter and continuing their exploration of the language we love! If you have any questions or comments, feel free to contact us at the Middle school. We are best reached from 11:00 to 12:30.



French

Madame Rankins

French students honored in the month of February:

Rachel B.
Melissa Y.
Luke P.
Renee E.
Erika K.

Eighth grade students are working well with the Passe Compose in conjunction with the sports vocabulary. They will be putting everything together by composing skits which will be presented to the class!!!!

Seventh grade students are having fun with the food vocabulary. The use of the Futur Proche is giving them another way to express themselves in French. They will be presenting skits incorporating what they have learned in the near future!!!!

C'est tout pour maintenant. Au revoir!



Media Center

Eileen Ball

This year the Eighth Grade Computer Exit Project will focus on the monuments and sites of Washington, DC. The three requirements to complete the computer project include writing a word processing document, developing a spreadsheet with charts and a power point presentation. The students will choose two monuments and sites of Washington, DC to research. After having completed their monument research, students will choose to do one of the following:

- a three-page research paper
- a two-page brochure
- a letter home

to fulfill the word processing part of the project.

Students will then create a spreadsheet by selecting one of the following:

- a monument reconstruction
- a multi-vehicle trip
- population growth of New Hampshire's Hillsborough County

to demonstrate their knowledge of a construction of a spreadsheet.

The power point presentation will be based solely on their completed word processing document. Completion of this exit project will enable those students attending Hollis Brookline High School to receive ½ their H.S. credit in Computer Literacy.

AND THE WINNERS ARE—That is the 2004 Newbery Award Winners:

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread written by Kate DiCamillo

Honor Books: *Olive's Ocean* by Kevin Henkes

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 written by Jim Murphy

Enjoy!

From the Music Room

Sheri Zarin

As parents of 8th grade chorus students are already aware, because we have been forced by Mother Nature to postpone our Winter Concert twice, we will perform much of our winter concert music in a longer Spring concert.

Please save the following dates for HBMS Spring Choral Concerts:

7th grade chorus will perform in the HBHS Auditorium on May 11 at 7:30 PM. The later time is planned because of a home sports event.

8th grade concert will perform on May 12 at 7:00 PM. in the HBHS Auditorium. Please plan for a slightly longer performance.

An information letter will come home prior to each concert.

Thank you for your patience.

Reading

Mrs. Dufresne and Mrs. Lucas

This term 7th grade reading classes have been reading *Call of the Wild* by Jack London or *Black Star, Bright Dawn* by Scott O'Dell. Both books deal with dog sledding. We have been doing research on the Iditarod. The 2004 Iditarod will begin March 6th at 10:00 am Alaskan Standard Time and will be taking the northern route because it is an even numbered year.



As part of our unit, we had the privilege of hearing and viewing a demonstration on dog sledding presented by Mr. and Mrs. Paul Story. They transported four dogs and a sled to Hollis Brookline Middle School on March 1, 2004.

The classes met at the field behind the school in the afternoon to listen to an informative presentation as well as an introduction to their dogs. After the presentation, Chris B. and Shelby P. assisted Mrs. Story as she hitched the dogs to the towline. Mrs. Lucas was drafted to take a daredevil jaunt across the field with Mrs. Story as the musher. The two classroom novels came to life with the enjoyable and informative afternoon activities.

Curriculum Council

Kathy White

Curriculum development is a continual work in progress as the knowledge base changes, state and federal governments legislate new requirements, and teachers implement new ideas and strategies. Carol Mace, Director of Curriculum and Instruction for SAU # 41, has developed a new template to be used by the curriculum task committees to keep a written record, as the curriculum evolves, for every course and grade level taught in the district. A long range goal is to have the entire curriculum for the SAU available electronically.

On January 12, 2004 the Language Arts and Foreign Language Task Committees reported to the Curriculum Council. Representing the Language Arts Task Committee were co-chairs Carol Thibaudeau, Principal of Hollis Upper Elementary School, and Patti Flynn, sixth grade teacher at the Hollis Upper Elementary School, who reported on the status of the language arts curriculum for grades K-12 in SAU #41. Since the NH Department of Education is in the process of revising the benchmarks for K - 8, the Language Arts Curriculum Committee is preparing to revise the curriculum to coordinate with the changes the Department of Education makes. The high school faculty members of the Language Arts Task Committee are working on the curricular materials required for the accreditation process which will take place in the 2004-2005 school year.

The Foreign Language Task Committee was represented by co-chairs Laurie Wenger, Principal of Captain Samuel Douglass Academy and Linda Wheeler, Chairperson of the Foreign Language Department at HBHS. The elementary level foreign language curriculum is being evaluated and revised. Mrs. Wheeler emphasized the need to maintain written materials for all foreign language courses that are taught. The written materials include course content, student skills and suggested teaching techniques and activities. These materials are available to all teachers, but are especially valuable to teachers who are new to the district.

On February 2, 2004 the Technology Task Committee reported to the Curriculum Council. Representing the Technology Task Committee were Gail Paludi, Principal of Hollis Primary School, and Dick Mehlhorn, SAU #41 Network Administrator, who reported on the status of the Technology

Curriculum for grades K-12 in SAU #41. The committee is divided into two sub-committees; one focused on all aspects of development and implementation of curriculum, and the other on network support. The Network Support Sub-Committee is focused on developing a policy regarding log files, developing a policy regarding donations of hardware, discussion of non-SAU websites on the SAU server, and editing the SAU websites.

The overall mission of the Technology Task Committee is to fully integrate technology into teaching and learning to help ensure that all students and teachers are technologically proficient. To meet the demands of an ever changing global computer-literate society, elementary students are formally introduced to the technology curriculum in grade one. Elementary students not only learn computer applications like graphing, Power Point and spreadsheets, but also integrate these applications to study a topic and present findings. At the end of eighth grade, students are required to demonstrate their mastery of word processing using Microsoft Word, spreadsheets using Microsoft Excel, Microsoft Power Point, and documentation of texts and websites used in the project to receive the mandatory half credit in computer literacy for high school graduation. The preparation in grades one through eight prepares students for an array of courses offered at Hollis Brookline High School. Among the courses offered are Computer Applications and Advanced Computer Applications, Visual Basic 5.0, Computer Graphics I and II, Introduction to C++, Introduction to Java, AP Computer Science, Web Design I and II, and Mechanical and Computer Aided Drawing I and II. In addition to courses offered in the Computer Technology Dept., courses offered in the Technical Education Dept. include Robotics, Introduction to Engineering Design, Video Production, and Digital Electronics.

To ensure that the teachers are technologically proficient, the Technology Task Committee developed a Teacher Proficiency booklet which outlines desired teacher skills relative to technology applications. The committee offered numerous professional development opportunities in the summer of 2003, and will offer opportunities this coming summer. Among the well attended courses offered last summer were Word, Web Pages with Front Page, Power Point and LCD Projectors, Web Browsing, DB Searching and Plagiarism, Photo Shop, Windows 2000 Operating Systems, Excel, etc.



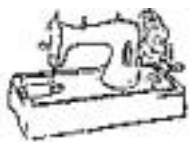
Family and Consumer Science

Mrs. Sarvaiya

Article written by Emily K. and Sammy M.

Needle in one hand, spoon in the other, we have been diligently working in our new subject, Family and Consumer Science. Team 2 has just been in Art creating beautiful masterpieces, and now we are using our minds to learn about nutrition. We have watched several videos about kitchen safety, and are now experts on safety and sanitation. We know how to prevent all catastrophes, from grease fires to food poisoning. For sewing, we have designed, on paper, a felt scene. Students have been creating everything from ocean scenes to fantasy worlds, and they are coming out as astonishing works of art. Now, we are working on cutting out the pieces and sewing them together. As you can see, we have been working intently on sewing, but we took a break and cooked delightful brownies. The smell of sweet success filled the air. Afterwards, we got to enjoy our marvelous creations!

We have discovered in our teachings that the foundation of a successful and jovial life is a good diet. We have learned that packaged, processed foods are the biggest culprits of bad health. Students have discovered some of the types of foods that should replace high sodium, high sugar, and high fat foods are whole grains, greens, fruits, and vegetables. These foods contain vitamins such as A, B1, B2, B6, C, biotin, and folic acid, which are needed to help the body function properly. Minerals like calcium, iron, zinc, and copper are also found in those foods. Students have learned how to read and use the food pyramid and nutrition labels. Team 2 is currently concentrating on nutrition and when we learn more, students will complete the only at home project in family and consumer science. This project will include making a cover page, thinking of a creative title, the food pyramid with a list of serving sizes in each food group, explaining each of the nutrients in detail, and a summary of the videos that we have seen in class.



Team 2 is also going to design and complete two sewing projects. We have already started on one. During the sewing and designing unit, we will learn how to operate sewing machines, be able to read and follow sewing instructions, and learn the fundamentals of measuring, cutting, sewing, pattern layout and embroidery. Students will be working on an individualized program in order to complete their projects. Basic knowledge of clothing and textile design will also be learned through hands on experiences. Family and Consumer Science is a class that lets us think freely and with creativity. In this class we can express ourselves and enjoy the learning experience.



Drama Club

DeeDee Adams

Hollis Brookline Middle School Drama Club presents *The King and I*

Come join the cast and crew in the production of *The King and I* for a delightful evening on Friday, March 12 or Saturday March 13 at 7:00 PM at the Middle School. Cost is \$5.00 at the door. The following students attended dress rehearsal - Andrew D., Kris W., James H., Taylor W., Jill K., Matt B., Hannah P., Zach C., Matt C., Andrew L., Matt E., and Chris F..

The King and I is a Rogers and Hammerstein musical production. It is about a 28 year old English woman named Anna Leonowens who becomes employed by King Mongkut of Siam as a schoolteacher for his 67 children. This musical was based on the novel written by Margaret Landon, the wife of an American Presbyterian missionary who, like Anna, was a teacher. The biographical novel was published in 1944 and instantly became a worldwide best-seller. Seven years later, on March 29, 1951 Rogers and Hammerstein's classical musical *The King and I*, based upon that book, opened on Broadway and became the hit of the season. Both the novel and musical are works of fiction, but are based upon real people and actual historical events.



Art News

Sandra Papadeas

Linear Perspective Shading and Team 1

Students in Mrs. Papadeas' art classes are currently working on linear perspective assignments. This type of perspective is a way of using lines to show distance and depth. Lines appear to meet at a point on the horizon called the vanishing point. Students are working on pictures practicing one-point perspective. Many are experimenting with a variety of different size and shaped boxes. Some are taking the assignment a step further. They are drawing letters and words in perspective. Two-point castle drawings were just completed that tie into Mr. Capraro's medieval history unit.

Shading is another way artists create the illusion of three-dimensional form on a two-dimensional surface. Students will be drawing and shading different geometric shapes. They will also be drawing different types of cans and learning how light is reflected from the three-dimensional forms. It is very challenging for them to make their cans look three-dimensional and pay close attention to all of the can's details.

Art Club News

Students are using the relaxed atmosphere and free time to express themselves. At present, many students have been working hard on play props for our schools up in coming play, "The King and I". Other students are working on cartoon drawings, origami paper creations and abstract paintings. All are welcome Tuesday afternoon 2:15-3:15 pm.. Come join the fun and be creative.

Requirements for Entering 7th Grade

It's that time of year again when we begin to plan for next year. The Health Office would like to remind you of State guidelines for entrance to 7th grade. All entering 7th graders must have a second MMR (Measles, Mumps, Rubella) immunization record on file in their school health record. It is possible that your child may have had this immunization and the school does not have a record. In order to facilitate entry to school in the fall, parents of students who do not have an MMR on record will be contacted this spring. Please get either documented proof to your elementary school nurse by the beginning of June or inform her of the date of your child's Doctor's appointment. If your child receives this immunization during the summer, documentation of this should be forwarded to the Middle School as soon as it is received.

Tetanus immunizations are required every 10 years for State compliance. Please check your child's last dose at your next physician's visit. For most students, this will be due during 8th or 9th grade.

The Hollis Brookline School Board has a policy requiring a recent physical for all entering 7th grade students. If this physical was received after March 1, 2004, it will meet requirements for all activities during the two years of Middle School. There will be some students who have had a physical within the past year, but not since March 2004. These students should provide a copy of their physical to the school. They will also need to provide a copy of their next annual physical as well.

PHYSICALS FOR ENTERING 9TH GRADE STUDENTS

All incoming Freshmen need a current physical on file to enter the High School. Physicals received between March 1 and 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 13. 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 9th 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 June 4th. After this date it should be sent to Cathy Saunders, nurse at the High School.

HOLLIS/BROOKLINE COMMUNITY EDUCATION

Registration for the Spring session of the Hollis/Brookline Community Education Program begins on February 1. The Spring session runs from March 1 through April 22. There are **new classes** this spring – cooking, home interior design, and new day trips as well as many of the exciting craft and computer classes!

Look for a complete course listing *coming soon* in the Hollis/ Brookline Journal or visit www.hbhs.k12.nh.us/hbce in early February. You can also pick up a copy of the Spring 2004 brochure at the Hollis Village Store in the Village Marketplace or the Brookline Village Store in Brookline center, or at the Hollis or Brookline libraries. Contact Danielle Beaudette at 672-0283 or daniebeau@aol.com with any questions.



Hollis Brookline Middle School

Knights Rule

