



KNIGHTLY NEWS

From the Administration

We are rapidly approaching the close of quarter 3. Please look for your child's **report card on Friday, April 15th**. Again we ask you to sign the envelope and return it with your signature.

We really appreciate your attention to the **alternate traffic pattern** both before and after school. It will continue for the **remainder of the year**. For parents and siblings who drive that means; **am, all use the front of the building**. We ask that you pull as far forward as possible before stopping to drop off. This helps keep traffic off of Main Street. At **dismissal, only the busses use the front of the building**, while carpool enters to the right of Farley, swings behind the portables and exits on the other side of Farley. (Please note this is usually one way into the school. Between 2:00 and 2:30 it is an exit only.)

Concerns were expressed with spring **baseball**, due to the building project and our limited field space. Baseball tryouts are occurring as this newsletter is written. The boys will practice for 30 minutes each day on the High School field and then return to our field for the remainder of practice. Home games will be played on the Town Field in Brookline. Please access the **Sports and Activities Alert** on our front page website. Information is updated daily for your convenience.

One hundred ninety six grade 8 students are preparing for their trip to **Washington, DC**. They will depart March 29th and return April 1st. Special recognition goes to Jack Tabor, Vietnam Veteran, substitute and lacrosse coach at the High School. Mr. Tabor introduced us to Shadows of the Blades (see article Team Prescott English) which will take us to a special tour of the Vietnam Wall, guided by Mr. Tabor's colleague and friend. In addition, the 8th grade students met with over **20 veterans** representing World War II all the way through Iraq. In small groups they answered questions and described details of their involvement. Our expectation is that the memorials in DC will have more meaning to our students by being able to recall a person, name and a story.

We **welcome our Hollis and Brookline sixth grade students and their parents to our Knightly News**. Our transition is well under way. Please make certain your calendars are marked for the **Parent Orientation** scheduled for **April 14, at 6:45** in the middle school gymnasium. All staff will be present that evening with the exception of math teachers. On **April 21**, math teachers will present a Math Night in conjunction with the Math Dept. Chairs from the High School.

On April 15 we are scheduled for a delayed start. The professional development will be provided by Professor Tom Newkirk from the University of New Hampshire. Professor Newkirk will speak to staff on the topic of **Gender Equity** in public schools. Our plan is to gather parent input through a survey later this spring.

After our Annual School District Meeting we will share our plan for teams for the 05-06 school year. It will be included with your letter requesting input on your child's placement. Until then, feel free to phone if you have questions or comments.

Patricia Lewis Goyette, Principal

PTSA President's Report

Is it Spring yet? I don't know about you, but I am more than ready to say good-bye to the snow and hello to my lawnmower. The answer to my first question is YES!! Spring is here at least on the calendar. That means that Spring sports have begun meeting and the end of the year celebrations are being planned in earnest. As I mentioned in the January newsletter, we have many wonderful opportunities to help the middle school through the PTSA. The committee for the 8th Grade End-of-the-Year Celebration has begun meeting and are trying to get their photographer and DJ together. If anyone is willing to help out in these areas, please contact Lisa Schmalz (889-1120) or Dianne Bonta (465-3115). These ladies can also point you in the direction of any committee you might want to help out on for this major celebration.

The track team is looking for parents to help out at the home meets again this year. There are three home meets which will take place on the new high school track. If you are interested in timing races or helping with the field events please let me know.

Do you like being a tour guide? Would you like to help out and give tours of the renovation? If so, please contact me. Mrs. Goyette is looking for some people to help out with this endeavor. Training will be provided.

Hello to all of our 6th grade families who are receiving this Knightly News for the first time. I look forward to meeting you at the 6th grade Open House on April 14th. Take some time to chat with other HBMS PTSA members. There will be a table set up that evening to chat with members and actually register for the 2005-2006 school year.

Finally, as the school year winds down we begin to look at our board and committee chairs to see where help will be needed next year. 6th Grade parents will have an opportunity to sign up for these positions at the Transition Open House on the 14th. Look in the minutes of the PTSA Meetings and separate postings both on the Website and our bulletin board in the school lobby. My thanks to the **many** people who continue to keep all the events and committees running. You are truly valuable treasures to our school community!

Thank you and keep up the good work!

Trish MacDonald, PTSA President
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AHHH!
SPRING IS
HERE AT LAST!!!!



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School and Community News

MIDDLE SCHOOL 2005 WINTER RECOGNITION ASSEMBLY

On **Thursday, February 24, 2005** the **Hollis Brookline Middle School Winter Recognition Assembly** was opened by Assistant Principal, Mrs. Kimberly Rizzo Saunders welcoming staff, students and parents, and in particular, students who had achieved both academically and in extra-curricular activities.

First up at the podium was **Mrs. Patty Smith, 8th grade Science teacher and her ROCK group**. She explained that on a **"Communication"** day during ROCK, she and the students started talking about the tragic tsunami that hit 12 countries. Students returned to ROCK the next day filled with many ideas wanting to help the victims. Although some ideas were unsuccessful, the one that was most advantageous was the request that each student in ROCK donate \$1.00 to the tsunami victims fund. Students took on the name of **"Tsunami T-S-Q-U-A-D"**, started putting up posters and went around to ROCK groups collecting each morning for two weeks. The results were an overwhelming **\$801.29** check which was turned over to **Mr. Bob Rice of the American Red Cross**. Mr. Rice then stepped to the podium thanking all students, staff and parents for supporting this effort.

Next at the podium was **Coach Peter Stopera for the Hollis Brookline Middle School Girls Basketball Team**. Coach Stopera thanked Administration and faculty for the support given him as a first year coach. The **girls** ended their season with five wins and nine losses, however **"team effort"** and **"unselfish play"** were the key words for this team. With each game the girls improved, became more aggressive, learning strengths to build on, and adjusting 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. Coach Stopera handed out certificates to each girl with **Coach Awards trophies** going to **Kimmie Glover** for her determination and hard work and to **Danika Rencken** as MVP. The girls in turn thanked Coach Stopera for a wonderful season! Team members this year were: Brittany Dolloff, Hillary Flanagan, Kimmie Glover, Arielle Kinney, Alyssa Landolt, Katelyn Martin, Maura McCartney, Kelly Morgan, Kendall Nicosia Rusin, Molly Parlee, Haley Reddick, Danika Rencken with Alicia Papineau and Maycie Whelan as Managers.

Mrs. Kimberly Rizzo Saunders, Assistant Principal was next on the agenda pleased and proud to announce the **7th grade Honor Roll for the second quarter**. These students were recognized for their high levels of achievement above and beyond expectations. For the **Comprehensive High Honor Roll** – all A's, forty-one 7th grade students were called to receive certificates. For the **Comprehensive Honor Roll** – All A's and B's, eighty-two 7th graders were recognized. In the **Academic High Honor Roll** – which takes students from the Comprehensive Honor Roll that have achieved all A's in classes that meet daily all year, one student was recognized.

Mrs. Carolyn Jahns, English Department, was next at the podium to present certificates for the **Spelling Bee Competition**. After two written rounds, thirty-nine students began in the annual spelling bee. After two hours of spelling such words as moulage, oscillation, idiosyncratic, six contestants remained. **Third place winner was 8th grader Morgan Trepaney, second place winner was 7th grader Tamara Liu and first place winner was 7th grader Trevor Nierendorf** winning with the word "Byzantine".

Mrs. Jahns then went on to Essay Awards in 7th grade English. In the fall Hollis Brookline Middle School students work on essay writing and ultimately have the opportunity to enter several contests. For the **Fleet Reserve** contest entitled **"What Freedom Means to Me"**, Lauren Vazquez was the winner and the **YWCA – Susan B. Anthony** contest was won by Tamara Liu.

Following was **Coach John Gray for the Hollis Brookline Boys Basketball Team**. Coach Gray began by thanking Steve Luce for his assistance, Gayle Bottcher, Athletic Director, for all her help, and the administration and staff for their support of such great quality athletes. In his fifth year of coaching, Coach Gray stated that the key word to describe this group of young men was **"team"**. He enjoyed them because of how hard they worked and played, their increased confidence and their wonderful **"sportsmanship."** The boys season ended with nine wins and five losses this year placing them in the **playoffs against Amherst on February 2nd** where they **lost 39 to 44**. Coach Gray then presented certificates to each of his players with **Coach Award trophies** going to second year player **Craig Berry** as one of the teams hardest workers and to **Chris Knecht** as the teams strongest rebounder. Team members this year were: Craig Berry, Alex Betit, Todd Boisvert, Joshua Cone-Roddy, Cole Etten, Bryan Johnson, Chris Knecht, Bryan Landry, Joseph Napolitano, Trevor Nierendorf, Alex Petropulos, Daniel Robertson, Ryan Zingales with Michael Lopez as Manager and Kevin Biancardi as Keeper.

Next on the list was **Barry Lyle, 8th grade Social Studies teacher for the National Geographic Geography Bee**. Sponsored since 1990 by the National Geographic Society, the Bee has grown to include schools from the fifty states and territories. In New Hampshire alone over one hundred schools participate. Questions are sent to participating schools from Washington, D.C. to be administered to students and arise from the sublime to the oblivious, regional to obscure parts of the world. **Second place winner for the Hollis Brookline Middle School this year was Craig Berry and first place winner of the National Geographic Geography Bee was Tyler Booth.**

Returning to the podium was **Mrs. Kimberly Rizzo Saunders, Assistant Principal** to announce the **8th grade Honor Roll for the second quarter**. For the **Comprehensive High Honor Roll** – all A's, thirty 8th grade students were called to receive certificates. For the **Comprehensive Honor Roll** – All A's and B's, seventy-eight 8th graders were recognized. In the **Academic High Honor Roll** – which takes students from the Comprehensive Honor Roll that have achieved all A's in classes that meet daily all year, four students were recognized.

Last at the podium were **DeeDee Adams and Maggie Grupposo, Advisors for the Drama Club**, along with **Nancy Spencer, Music teacher**, to present Certificates of Appreciation to the many students who participated in the winter musical of **"Guys & Dolls"** on February 18th and 19th. The club advisors were impressed with the incredible growth and wonderful performance of students involved in this musical drama. Over 40 students were given awards for their behind the scenes participation with sound, lights, sets, props, etc. The miracles on stage numbered over 60 with their singing and acting ability. Mrs. Adams offered thanks to all staff involved in the behind the scenes and a very special "Thank You" to Nancy Spencer for her musical direction and the incredible work achieved with the students. "Without a musical chorus there would be no show."

Mrs. Rizzo Saunders closed the assembly by thanking parents for supporting our students, for their patience with the recent changes with recent changes with AM drop-off and PM pick-up that has occurred during our construction.

School and Community News

Hollis-Brookline Middle School DI Team Moves on to State Finals

The HBMS Destination Imagination (DI) team successfully competed in the "Designing Bridges" category at the Nashua Regional D.I. Tournament, Saturday, March 12. To participate in this challenge, team members Brianna Ericson, Ciara Musson, Michael Loux-Turner and Becky Kabel needed to present and test a bridge built entirely of wood and fishing line. They next compete at the state finals, at Nashua High School North, April 9.



Although they ran unopposed at the middle school level in this challenge, the team had no guarantee of progressing to the next tier of competition—first their bridge needed to pass the required specifications. The group experienced some tense moments in this respect, when they learned their bridge was too tall, and they had a mere hour to fix the problem. Keeping their cool, the group performed "surgery" (in the words of Becky Kabel) on the structure and successfully shortened it to the required height.

By day's end, the team had garnered very respectable scores in all components of Destination Imagination scoring. This bodes well for the HBMS team, when it competes against the best teams in the state, in a few short weeks.

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, 2003, 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 2003. 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.

7TH GRADERS TO STUDY REPRODUCTION

Mrs. Adams, the School Nurse, will be in 7th grade Science classes this Spring presenting a unit on Reproduction. This unit includes discussion of the male and female anatomy as well as discussing the prenatal development of the baby. This unit is based on the chapter presented in the 7th grade Science book. For further information, please feel free to contact Dee Dee Adams at 465-2223.

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.

WRESTLING



The Hollis Brookline Middle School wrestling team had wonderful season with wins against Milford, Goffstown, Nashua Catholic, Londonderry, Merrimack and Keene. At the Con-Val Tournament on January 18th, Marty Perkins and Justin McQuaid placed fourth, Kyle Farwell, Dillon Howard and Autumn Savoy placed third, Steve Murphy placed second and the Con-Val Tournament Champ was Kevin Lynch. On February 12th at the NH State Meet of Champs the team continued their undefeated season, wrestling like champions. Ten students participated in Division I with Sean Davidson, Kyle Farwell and John Hyde placing fourth; Kevin Lynch, Justin McQuaid, Steve Murphy and Marty Perkins placing third. Seven students participated in Division II with Brian Litchfield placing fourth; Eric Drazin placing third; Josh Edson placing second; and the Division II, State Tournament Champion was Autumn Savoy. The Tri-County League Championship this year went to the Hollis Brookline Middle School wrestlers with fourteen students competing and 10 placing. Sean Davidson and John Hyde placed third; Phil DeSignore, Andrew Doberstein, Justin McQuaid and Autumn Savoy placed second; and the Tri-County Champions were Kyle Farwell, Kevin Lynch, Steve Murphy and Marty Perkins.

Congratulations on a great year!

A Reflection from Coach Melillo:

Reflecting back on the 2004-2005 season I cannot help thinking that I almost passed up the opportunity to work with a terrific group of young men. Last year was slated to be my last year of coaching the Hollis/Brookline Wrestling Team. However as fate would have it when wrestling season began in December, I found myself once again rolling out the mats for another season. Wrestling has a funny way of pulling me back in whenever I think I am out. And thank God it did. You see for the past six years I have been preaching mental toughness, perseverance and commitment. And over the past several years a number of young men have risen to the challenge, have shown the heart and determination it takes not only to be a champion but to be better stronger human beings. But never before have I witnessed the transformation of an entire team. These young men may not have been as individually talented as past teams, but they were a true team. They surpassed every expectation I had for them and they made me proud to call myself their coach. They are a unique bunch of young men and they should be proud of what they accomplished this year. Not only finishing the season undefeated and becoming the first Tri-County League Wrestling Team Champions, but for finding their hearts and learning that quitting is never an option.

Thank You for a great experience. I hope to see all of you at the High School next year.

SEVENTH GRADE NEWS

Team Caesar

History with Mr. Capraro

In History on Team One, 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 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. 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' heralds and 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!

Science with Mrs. Cleveland

We completed our study of the heart and circulatory system with our models of the heart and our dissection of the sheep hearts. I hope you enjoyed your lesson on the heart with your child using his or her model.

We are now working on the respiratory system. Before we could do that, however, we had to spend some time learning how to use the triple beam balances, determining volumes by water displacement, and improving abilities to accurately measure liquids using graduated cylinders. Then, in addition to learning the parts of the respiratory system and how oxygen and carbon dioxide are exchanged in the lungs and body, we are spending time determining our own lung capacities. In one activity, all the students follow the same procedure and find their capacities. For the second lab, students are divided into groups and are given certain materials. They are then challenged to use only those materials, and all those materials, to design a procedure to find their volumes. Some use water displacement, some use air displacement, some use math. Most involve pans of water. Needless to say, the mop is kept very close. With the data that students obtain, they will make a cube which has the same volume as their lungs. Their lab report will then be placed on the sides of the cube. The finished products will then hang in our room with some of our heart models. If you are in the building, please stop by to see the great work the students are accomplishing.

Math with Mrs. Fordin (Caesar) and Mrs. Hall (Emerson)

So much is happening in math! Several classes of students are delving into the world of equations and inequalities. They are solving, checking and graphing equations as well as inequalities using the good old algebraic methods our parents learned in school. The next task at hand is to incorporate this knowledge with that of linear modeling.

Other students have been working diligently with integers. They have used various tools to strengthen their understanding such as dancing, number lines and tiles spacers. Now, they are being asked to show their understanding by creating videos, songs and poems which incorporate the rules of integers.

Lastly, there are some students who have studied the characteristics of linear equations. They have done so well they have been hired by a Line Factory to create brochures to sell lines and their equations to the public. Let the creativity flow!

English with Mr. Cieto

We have spent this quarter taking a look at non-fiction through the theme of culture. Students have had the opportunity to choose a country from Africa, Asia, South America, or the Middle East and research that country's culture. We've studied fifteen components of culture from food and customs to beliefs and values, and taken a look at our own American society, as well as, those countries that the students chose to study. Each class is in the process of writing a research paper about their country, which contains five components of culture that they wanted to learn about their country. Feedback has been very positive, as most students have mentioned that they enjoy learning about different places and how they are different in comparison to the United States.

While our theme has been culture, we have also been looking at the four different types of non-fiction: persuasive, expository, narrative, and descriptive. The students have tried their hands at creating advertisements and have seen how advertisers try to sell us not only a product, but an image as well. The students making their own products to advertise, which included everything from a pen with a radio to a glow in the dark toilet seat! Each student has also written the last chapter of their own biography and answered the question: What legacy will you leave behind?

As we draw towards the end of the unit, students will pair up to interview each other about the culture they have been studying. Bonuses will be given out to students who make a dish from their country, or who dress in traditional clothing (and yes I will be dressed up as well). I look forward to hearing about everything they have learned about the world we live in.

Team Emerson

Science with Mrs. Evans: "HeartThrob"

Our science students have been studying the circulatory system, focusing primarily on the heart. One of the highlights of this unit is a lamb (or pig) heart dissection. In fact, we are dissecting today (March 22). 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 determined our stroke volume (the amount of blood squeezed per beat of the heart, and viewed 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 low stroke volume (and thus developed enlarged 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 by a former student 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."

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 "hearty" discussion about the risks of smoking and will apply the world of science to real life.

English with Mrs. Jahns

“As White As Snow” By: Devin MacDonald and Pernilla Ahgren

Roses are red, violets are blue; I know what a synecdoche is, do you? Team two studied a poetry unit during third quarter. We learned how to analyze a poem, how to mimic a master, how to create a colorful simile, how to create our own poems, and many different types of poetry.

Analyzing a poem is easy, once you know the basics. First, you need to know about structure, including rhyme schemes, free verse, stanzas and verses. Ballads, sonnets, elegies and odes are all different types of structures that are very specific. Secondly, the language of a poem is whether or not the poem has figurative language and what kind. The cat is as white as snow is an example of figurative language—a simile. Last is meaning; sensory language helps you experience the poem by sight, sound, touch, etc.

The biggest project that we were assigned was our poetry anthologies. We searched for poems that fit a type of structure or language, according to a table of contents, and collected ten different poems from classic or published poets. A couple of catches were that we could use each poet only once and every poem had to be at least eight verses long. Our covers illustrated one of the poems in the collection and we had to create an original title. The last part of the project was to choose one of our poems and present it to the class. This project taught us a lot about poetry.

For most of us, our favorite part was the color similes. All of us picked a color, mixed it with sensory language, and voila-- colorful similes! We combined them with an illustration next and these are on display in Farley. I can remember the beginning of this unit when we would sit in front of the computer screens in the open lab, wondering how we were ever going to write a poem that mimicked a master or that had a synecdoche. Just from hearing everyone sharing their poems in class, I can tell that we have learned a lot from this unit. And, overall, it was really fun.

Social Studies with Mrs. Beale

We are just finishing our study of Islam. Nearly everyone on our team can now recite “The Five Pillars of Islam,” and we’ve learned the preferred Arabic spellings for several words and places. A major project for this unit was the Muhammad or Desert Life essays which students wrote after viewing the video “Islam: Empire of Faith.”

We worked on a map of the Middle East, locating countries where Islam is the predominant religion and culture today, and on the same map outlined the borders of the Muslim Empire at its height. We found that the two areas are very similar. We have also been paying attention to predominantly Muslim countries in the news, particularly the elections in Iraq, protests in Lebanon and the aftermath of the tsunami in Indonesia. Test your student on the differences between the Sunni and the Shiite Muslims. They should also be able to tell you how these differences effected the elections in Iraq.

Our Islamic culture activity was a short research project on a topic from “The Golden Age.” We were fortunate to get into the computer lab for one block of research which was then written up into a one to two paragraph illustrated report. Watch for them on the Farley bulletin boards soon. Students will also be handing in portfolios that go with this unit.

Our next unit takes us back to the Middle Ages in Western Europe. Vikings and Vandals, serfs, lords and ladies, the feudal system, the rivalry between church and state, the Crusades – are some of the topics we will be looking at.

Team McClintock

Math-Science-English-History with Ms. Ellerin, Mrs. Grupposo

“You gotta have heart” has been the theme for the month of March in the **Science** lab. Students played a game of circulatory twister on our floor map of the heart in preparation for the dissection that was recently finished. Comments written by students about the dissection included: “That [the heart] is very complex”; “the shape, size and color and inside was not as we imaged it”; “it was cool and nasty”; “we understand it more and how it works even though it was a little gross”; “we learned that it has a ton of places for the blood to enter and leave.”

The preparation for the Bionic Body assignment continues; as a class, we’ve used current footage from NPR and the Boston Globe to explore medical innovations for the muscular and skeletal systems. We will be going to the computer lab to find further medical innovations for the body systems covered so far this year. Students will begin to focus on the specific qualities to be included on their Bionic Body design.

In **Math**, the quality of work shown in the math game project has been impressive. We’ve tried out games such as Math Tri-lateral, Numbers Nummer, Above the Smart Chart and Mathopoly just to name a few. Regular seventh grade math will be moving onto decimals and percents, while accelerated math will move onto linear equations.

Creative problem solving has been the name of the game throughout **History**. Students are trying to solve the most basic problem of all, as faced by western Europeans early in the Middle Ages – survival. Students have researched issues connected with the region in which they plan to build a fortress as protection as well as the ravaging hordes attacking them as they attempted to pursue a peaceful life. They then designed a fortress / castle that would allow them to survive these attacks. The designs – bird’s eye view as well as frontal and isometric views -- have been drawn to scale with support from Technical Ed. class and Mr. Picariello. Students have also written persuasive essays justifying their designs and have the option of building a model. This assignment also thrusts students into the issues leading to the development of the feudal system and eventually the city-states of Europe.

The **English** segment of our class has focused on the short story – reading them and writing them -- as we prepared for the plays seen on March 25. Students have addressed the challenges of turning some stories into plays and have evaluated and reviewed the production based on its interpretation. Students will now turn to the development of literature and specific stories during the Middle Ages: King Arthur, a little Beowulf, some Chaucer, as well as the poetic forms coming from this period. Students will also take a look at current literature whose origins are in these stories including many fantasies and the Star Wars movies.

We hope that Team McClintock families will save the evening of May 11 for our first annual Celebration of Student Work and Pot Luck Supper. An invitation with an RSVP and a food sign-up will be sent home shortly. We ask all families to respond as soon as possible to allow an accurate count. Thank you.

EIGHTH GRADE NEWS

Team 3

Math with Mrs. Mezzocchi

As Spring approaches, all math classes are progressing at a very fast pace. In preparation for the Washington D.C. trip, all math students are doing a packet on World War II, primarily the Holocaust. The students are collecting data, drawing graphs and figuring out percentages that drastically point out the travesty of this time period. After completing the packet, the students write an impact essay explaining which set of data made the biggest impact on them. This assignment has proven to be very meaningful to the students as we visit the different museums and memorials. They do remember the statistics they researched and the visits have a bigger impact on their trip.

Another math related activity we are doing in classes is a worksheet on proportional reasoning. The problems presented have the students using proportions to figure out how “tall” the statue of Lincoln would be if he were standing and how many feet per year was constructed in building the Washington Monument.

The pre-algebra classes have just finished a unit on solving several types of equations and will begin a unit on statistics when they return from D.C.

The algebra students have just finished a unit on solving systems of equations and inequalities and will delve into polynomials upon their return from D.C.

The geometry students are finishing a unit on trigonometry and will return to the study of regular polygons. These students can tell you anything you want to know about the trigonometric functions, the Law of Sines and the Law of Cosines. Just ask them!

Earth Science with Mrs. Smith

We will be testing our earthquake towers as this goes to print. Ask your son or daughter how well they survived the "earthquake." Students have worked very hard on their designs, building and testing. Our next unit of study will be Earth History. Earth History will involve a time line of events that happened over 4.6 million years ago. What a time line this is going to be!

Like the students, I look forward to next week. Only I am not attending DC. I will be attending my National Science Convention in Dallas, Texas. This convention always charges me up for the last part of the year. There are teachers attending from all over the world. This is the biggest science convention in the United States. There are over a thousand workshops, short courses and field trips that I can participate in during the week. Students will undoubtedly come back with a new and renewed sense and so will I. I look forward to sharing my experiences with them, as they will look forward to doing the same with me.

Spring has Sprung, Enjoy It!

Team 3

U.S. History with 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 pausing in our study of the Civil War to prepare for a visit from area Veterans. They will be here to help the students make connections to many 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.

English with Mrs. Cicciu

With the winter quarter nearly at an end, a look back shows a variety of skills and topics covered. In literature, students have read from mystery, historical fiction, and fantasy genres and will next select a classic. Parents, perhaps you can suggest a favorite book from this genre and engage in some discussions over the themes, events, and characters. In writing, students have been working with a template to produce formal essays on topics related to class explorations. Some have commented on how easy writing a position paper is if the format is followed! During the last quarter of the year, students will expand on this format to produce a five-paragraph research paper on a topic related to the Elizabethan Age and the world of Shakespeare. This will give them background for their reading of William Shakespeare's *A Midsummer Night's Dream*.

Classes have also been reviewing grammar features, especially those that are aimed at eliminating common mistakes in their writing. Finally, students and teachers alike have enjoyed listening to the wonderfully creative and impressive radio plays. Thank you, parents, for your willingness to transport, feed, and encourage your own child and his/her friends. Although group projects are not without their problems, students grow tremendously from their need to compromise, commit, and take responsibility for the project. The process itself is a learning experience that can make their lives more productive later. Many of them cite this experience as their favorite of the year, and the tapes have certainly provided some great laughs and on-the-edge-of-the-seat excitement in class.

Team Prescott

Language Arts with Mrs. Corliss

With the days getting longer and the radio plays complete, most of us seem to have a renewed sense of energy. Some of this enthusiasm comes as we prepare for the eighth grade trip to Washington, D.C. With the help of community member and Vietnam veteran Jack Taber, the eighth graders have been continuing to learn language arts skills around the theme of the Vietnam War era. We've been honing our viewing and listening skills, studying new vocabulary, and continuing to work on essay preparation as part of this unit. As well, we are studying the music associated with the era and what kind of impact it has had on our culture. Poetry and literature associated with Vietnam are also being woven into the experience. Hollis-Brookline eighth graders were also the first group of students east of the Mississippi to view a newly-released documentary called *In the Shadow of the Blade*. "The film follows the 10,000-mile flight of a restored, battle-scarred UH-1 "Huey" helicopter across America to hear the untold stories of the soldiers who once relied on it for survival and of the families who waited for them to come home. Landing in backyards and farmyards, the war's symbol became a catalyst for healing as soldiers and citizens came to pay tribute to their shared experience and to the war's fallen." (www.intheshadowoftheblade.com) Students will be creating memorials, including a piece of writing, to leave at the Vietnam Veterans Memorial in D.C. when we are there on April 1.

During April we will write a piece of poetry in celebration of National Poetry Month. The poetry will be written using a model from the Dinka tribe of Africa. We hope to put together a booklet of Team Prescott's poems. Another focus in April will be technical, or how-to, writing. Needless to say, we have a lot to accomplish before the April break.

"I have always tried to hide my efforts and wished my works to have the light joyousness of springtime which never lets anyone suspect the labors it has cost me."
—Henri Matisse

EIGHTH GRADE NEWS

Team Prescott

Earth Sciences with Mr. Bond

Students in Mr. Bond's Earth Science classes have been logging a lot of hours in the lab ... working with water. Recently, they finished up a lab investigation where the process of distillation was explored. Students built a distilling apparatus designed to purify water. Tests for pH and chloride were run on the "contaminated" liquid before and after distilling and the data was compared to demonstrate how the distilling process is really a purification process. Our lab-built system was compared to the natural distillation process of the earth's water cycle.

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

Two more notes that may be of interest...

Our annual science fair has been redesigned. Instead of students working independently at home on their projects and displaying the results of their effort at the science fair, students in our earth science classes will choose an independent research/lab project from a list of six topics and carry out their science investigation in school utilizing our computer and science labs.

Also, visit our HBMS Earth Science Department web site at www.hbms.k12.nh.us/bonded to catch up on science news, great science links and weekly classroom lessons and homework assignments.

History with Mr. Lyle

Students have been thoroughly engaged this term in a study of Andrew Jackson and his active presidency. War, pestilence and Indian removal seem to be the order of the day for a man who'd sooner grip you by the throat than play with words across the table. An interesting character, to be sure, (at any rate)!

Lately my studious friends of Team Prescott have been working hard on various differentiated Instruction HW assignments out of class. These have mostly to do with the opening of the West. Topics dealing with mountain men, the fur trade, missionaries,

The Oregon Trail, the Alamo, the Mexican War, and the 1849 Gold Rush have all been explored at length.

This week all students have been engaged in an active group project on Twentieth Century Wars. Groups of 5 put posters together on various conflicts we have engaged in since (and including) WWII. These are up and about the school Library and Room 202.

Local veterans came in March 22nd and shared their experiences with our kids, which was absolutely fabulous. Oral Presentations in class will wrap up the unit on March 23rd. This unit was designed to prepare the students for our upcoming Washington D.C. trip.

We call this trip a "History Lab".

Math with Mr. Dean Jahns

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.

Algebra has officially entered the land of **Quadratics**. We start by studying the properties of **Powers** and **Exponents**. Then we look at graphing, recognizing and solving special cases of **Quadratic Equations**. Finally, we move on to factoring quadratics and using the **Quadratic Formula**.

Geometry has just finished studying the properties of **Congruent** and **Similar Triangles**, with a strong emphasis on the review of **Pythagoras**, **Ratios** and **Proportions**. Next we move on to the study of the properties of other polygons and circles.

PHYSICAL EDUCATION

Seventh Grade

The seventh grade students have completed the personal fitness unit by completing self evaluations on health-related and skill-related fitness components. After learning what their strengths and weakness are the students used a chart to list activities that can help them improve these areas. 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. In a couple of weeks the seventh grade will be playing pickleball and cup stacking.

Eighth Grade

The eighth grade students just completed their Project Adventure unit by traveling to Boulder Morty's for a day of rock climbing. The students had an awesome time. We currently are in the middle of a basketball unit. Students have reviewed the basic skills and are now playing basketball games. After the Washington D.C. week, the eighth grade will participate in a fitness unit.



Reading

Mrs. Dufresne and Mrs. Lucas

<p>Eleanor's Story, An American Girl in Hitler's Germany by Eleanor Ramrath Garner</p> <p>This story is a memoir of an American girl who moves with her family from the US to Germany. Her father can find work during the Great Depression. WWII begins as Eleanor and her family cross the Atlantic, and they find themselves stranded in Germany for the duration of the war. The Ramrath family suffers starvation, illness, bombings, the final battle for Berlin, and the occupation of vengeful Soviet soldiers. In 1946, Eleanor is finally able to return to the US. A well-written account of a teenage girl's experiences.</p>	<p>The View from Saturday by E.L. Konigsburg</p> <p>This book is a series of interwoven stories of four sixth-grade students who develop a special bond with their paraplegic teacher who chose them for the academic bowl competition. The team forms a Saturday tradition of meeting at Julian's house. Julian is a new boy in town who speaks with a British accent. His father buys an old historic home in town and turns it into a bed and breakfast. Julian charms the group with a little magic that spills into everyone's life.</p>
<p>The Revealers by Doug Wilhelm</p> <p>Tired of being bullied and picked on, three seventh grade outcasts join forces and, using scientific methods and the power of the Internet, begin to create a new atmosphere at Parkland Middle School.</p>	<p>Dancer by Lorri Hewitt</p> <p>Stephanie wants nothing more than to become a professional dancer, but as an African American she doubts that there is a place for her in the world of ballet. Stephanie finds the confidence she needs to pursue her dreams when Miss Winnie, a retired African American dancer, takes an active interest in her. Conflict with her parents and within her dance group, plus a sweet romance with Miss Winnie's unmotivated but talented nephew, all adds interest to this very appealing novel.</p>
<p>Ice Story: Shackleton's Lost Expedition by Elizabeth Cody Kimmell</p> <p>This is the suspenseful true story of the 1914 Shackleton Antarctic expedition where their ship, The Endurance, was crushed in a frozen sea. The men were forced into a perilous journey over ice and stormy seas to reach inhabited land.</p>	<p>Some websites for finding great books:</p> <p>ALA Resources for Parents, Teens and Kids: www.ala.org/parents/index/html</p> <p>The Book Bag www.teenreads.com</p> <p>Teen Hoopla www.ala.org/teenhoopla</p> <p>Reading Connection, 2000, Resources for Educators</p>

French



Madame Rankins

French students recognized in the month of February:

- Katie Foley
- Sarah Skilling
- Josephine Johnson
- Devon Carelli
- Elise R.

French 7 — We are talking about food, restaurants, shopping for food etc. So much fun! Everyone is involved in the conversations. We are also expressing ourselves regarding what we want to do and what we can do. Very interesting. Everyone is working hard on all of this.

French 8 — We are explaining our medical symptoms to each, going to the doctor and to the pharmacy. We are also using the Imperative tense as well as the Past tense. The conversations are very interesting!

La clase de Español



Señora Banks y Señora Lash

It is unbelievable, but we are halfway through this school year. We are very proud of our students; they have come a long way since September. Our 7th graders will soon begin their first major project for Spanish class. This is a project that will assess all the pieces of the Spanish language, grammar and vocabulary. In this project students will be putting together a package to give to a Spanish speaking exchange student at HBMS. This package contains all the information and materials a new student needs to succeed in his/her first week here at the middle school.

Eighth graders are working on the past tense. Along with these verbs, they learned how to describe trips and vacations they took during the summer-time. They have been able to apply the principles they have learned about the present tense to the preterit tense. They will also be working on a project-based assessment activity that will incorporate all the pieces learned thus far. Students will put together a scrapbook about a trip they have taken to a Spanish speaking country. They will be able to incorporate real experiences or design the trip themselves. We are looking forward to seeing their work!!!

Please keep checking our website for homework, study sessions and other activities.

Hasta la proxima!

INTEGRATED SPECIALS

Art

by Mrs. Papadeas



March is Youth Art Month

The NH Art Education Association each year in celebration of Youth Art Month has a statewide art show. This year marks the 44th year of National Youth Art Month. The art show is now being held at the Bedford Mall in NH. Artwork will be on display until April 1st. Congratulations to Teagan Daly for her drawing, "Reflections of Me", Allison Harrow's watercolor painting, "Giraffe" and Rebecca Powell's drawing of a horse's head.

Team 1 art students are developing skills of creating 3-D forms on a two-dimensional surface. Students are making value scales and learning how to shade geometric shapes. The arrangement of light and shadow is called chiaroscuro. In Italian, chiaro, means "bright" and oscuro means "dark". This term was introduced by Italian artists during the Renaissance. Today, chiaroscuro is often called modeling or shading. Students are working on shading bottles. Many students are sketching soda cans, ice cream cones, and various fruits. Mrs. Papadeas will be teaching perspective techniques next. Students will be designing a 2 dimensional castle with linear perspective guidelines. Be sure to see the hand design pictures by Team 1 and the acrylic paintings by Team 3 that are now on display in the main building.

Wellness

by Ms. White



Though my time with Team Emerson was interrupted by multiple snow days, delays and an assembly, it was incredibly valuable. Team Emerson students are excited and truly interested in learning the material we talked about in class. We began our time together making stress books to illustrate what stresses us out and, more importantly, what we can do to prevent or alleviate stress. During our media unit, we were lucky enough to have been able to witness the greatest advertising rights of the year ... the Superbowl!! Because of our knowledge of advertising techniques and media messages, we were easily able to see through the superficial message and see just how they were trying to get our money!

From media/advertising we began to discuss body image and eating disorders. Some students had never heard of eating disorders before, or at least had never known much about them. Though it can be an uncomfortable and contradictory message (with so much pressure to be thin), it is valuable information for health.

We discussed our immune system and diseases. Ask your child how many T-cells go to work each time we are exposed to an antigen! It is incredible all the work our bodies do without us even knowing it!

Finally, we discussed alcohol and its effects on the body. What a connection! We learned about the brain in science class and were able to integrate the information we learned about alcohol. How does alcohol affect the cerebrum? Why does it affect the cerebrum before the cerebellum? What happens if alcohol affects your medulla oblongata?

My time with Team Emerson is done, as is my time with the seventh grade. I am looking forward to my time with Team Prescott and Team 3. Eighth grade health will offer each student the opportunity to become certified in CPR. We will also focus more on HIV and the immune system, alcohol/drug use and abuse, and eating disorders. Any parent who is interested in helping out with CPR training for 8th grade students should contact Ms. White at white@sau41.k12.nh.us or leave a message at 465-2223. Training for Team Prescott will begin the week following the Washington DC trip.

General Music



Seventh and eighth grade general music students have just finished taping an original blues song in small groups. Their recordings were very creative and followed the traditional form of the blues. Eighth grade students recently began discussing the use of music in films. We listened to the American composer Aaron Copland. Our next unit for seventh and eighth grade will be piano lab with the new Yamaha PSR273 Synthesizers.

Chorus



Seventh and eighth grade choral students are currently working on arranging choreography for a select number of songs for the spring music program. Students have been meeting the challenge of singing while moving their bodies. Practice is still needed both in school and at home. We will also be adding a new song for both seventh and eighth grade choral groups: "The Addams Family". The spring concert dates will be announced shortly.

Family and Consumer Science

With Mrs. Sarvaiya

A delicious scent wafts up from the oven and out the door of the Family and Consumer Science classroom, making students and passersby alike begin to salivate. Although we are not always cooking, there is always an air of pleasantness about the classroom. Team Emerson has had several classes with Mrs. Sarvaiya, and already we are learning a lot. We have done a couple food labs, as well as learning about kitchen safety and sanitation, cooking tools and terms, and measurement. In time we will cover the function of ingredients and reading and interpreting a recipe. We have already begun our nutrition unit, learning about carbohydrates, fats, proteins, vitamins, minerals, and how they properly fit into our diet. We are being taught this information all at a college level, and college level behavior is expected of us.

Four weeks of this course will be devoted to studies in clothing and textile design. By the end of this section, students should be knowledgeable in the areas of reading and following sewing instructions, identifying a sewing machine, its parts and sewing tools, operating a sewing machine and demonstrating the fundamentals of measuring, cutting, sewing, pattern layout and embroidery. We, as students, are required to comply with the following basic rules of conduct for this unit: being punctual, having respect for other classmates and equipment, practicing safe work habits, utilizing good behavior and time management, being prepared with sewing supplies (such as fabric, thread, needles, etc.), and having a folder and a pencil. We are required to complete two projects during this section: one using patterns and fabrics, the other having to do with a craft. Team Emerson is ardently anticipating the fun, but full of learning, course that awaits us.

By: Rachael Filer

