



# Hollis Brookline Middle School

## KNIGHTLY NEWS

March 24, 2008

### From the Administration

Our focus remains on transitions, both **from** the elementary schools and **to** the High School. To date, sixth grade students have completed math and reading placement tests. We look forward to meeting parents April 10<sup>th</sup> at 6:45 during our Parent Orientation. Please note this evening is designed for parents. Also, for the parents of special needs students, an additional evening is planned for April 8<sup>th</sup>, 6:45pm, in the Middle School library.

Parents of eighth grade students are invited to attend an informational meeting at the HBHS **March 31<sup>st</sup>**. The **course selection** process will be described. Students will hear the same presentation the following day, April 1<sup>st</sup>, in small groups at the middle school.

I am pleased to report progress on the ICT initiative. Significant advancement has been made to address the State of NH's mandate that technology be embedded within all content areas, rather than taught in an isolated class. During the recent early release day, the HBMS staff worked in pairs to evaluate the 8<sup>th</sup> grade **electronic portfolios**. Students receiving a proficient rating will be allowed to request advanced computer classes at the HS. Those receiving a rating of repeat will need to take a basic course. Time still remains this spring for students to redo work that will be re-evaluated.

The questions of the month are: **"What is our last day of school?"** "Will we have to go to school during April vacation if there are more snow days?" "Will there be school on a Saturday?" I can only report with certainty that at the writing of this article (Mar. 19) our last day of school is scheduled to be June 20, 2008. The Commissioner of Education will not entertain any waiver requests before April 1. Stay tuned....

Third quarter **report cards** will be distributed one week later than posted due to our snow days. Instructional time has been adjusted, resulting in reports cards being issued on **April 21<sup>st</sup>**.

All parents of current 6<sup>th</sup> and 7<sup>th</sup> grade students will receive a **Parent Input Form** by mail. Although the request of specific teams will not be honored, we encourage parents to share information that may increase comfort and decrease conflict.

As the 8<sup>th</sup> grade students tour Washington, DC, the 7<sup>th</sup> grade students will enjoy their first **Generations Day, March 28<sup>th</sup>**. Parents of 7<sup>th</sup> grade students are encouraged to register for all or part of the day. It is a unique opportunity to share an educational opportunity with your child.

Finally, as adults we know that **rumors** rarely have a positive outcome. We encourage you to contact us if you question 'a story' you may hear. Keeping our middle school safe is a responsibility we all share; parents, students and staff.

Sincerely,

Patricia Lewis Goyette, Principal  
Stephen R. Secor, Assistant Principal

### PTSA President's Report

Happy Spring!! We hope that this newsletter finds you with no snow left in your yard! The HBMS PTSA has been very busy during the past few weeks. We have begun planning the 8<sup>th</sup> Grade Celebration. If any 8<sup>th</sup> grade parents have not returned the form that came home via mail, please do so. We have all our committees in place and are hoping to have as many volunteers as possible. We thank you in advance for any help you are able to give us. It is because of you that we are able to have such an amazing celebration!

The 8<sup>th</sup> Grade Celebration team is putting together a slide show of 8<sup>th</sup> grade students with their Hollis and Brookline school friends (elementary through middle school). We prefer that you send your photos electronically to [hbmphotos@gmail.com](mailto:hbmphotos@gmail.com). You may send printed photos in an envelope to HBMS with **"ATTN: 8<sup>th</sup> Grade Celebration Photo"**. Write "Return To" and your student's name on the back of each photo. You may also write a sentiment for your child, 70 characters or less. **We are collecting photos until April 25<sup>th</sup>**.

Our 2008 Talent Show is underway. Mark your calendar: April 18<sup>th</sup> at 6:30 pm in the HBMS gym. Please read further in this newsletter for the particulars. We look forward to seeing another incredible show!!

A few "thank you's" need to be noted! Thank you to all who will be helping during the 7<sup>th</sup> Grade Generations Day. We appreciate all of your time and efforts! Also, thank you to all who answered our fundraising survey. We had a HUGE response! Please read further in this newsletter for the results.

There are still PTSA positions available for the next school year. If you are interested, please contact one of us.

We hope to see you at our next PTSA meeting on Friday, April 18<sup>th</sup> at 8:30 am.

Susan Holroyd  
Ruth Kabel

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# SCHOOL AND COMMUNITY NEWS

## DAR 2007-2008 American History Essay Contest Winners

Eighth grader Rachel King of HBMS and home-schooled fifth grader Sophia Parker are the Chapter winners of the American History Essay Contest for the Anna Keyes Powers Chapter of the Daughters of the American Revolution (D.A.R.). This year's essay topic was "I Spy - Espionage During the American Revolution."

Rachel and Sophia each received an official D.A.R. Certificate of Achievement, the Chapter-level bronze medal, a book donated by The Toadstool Bookshop with a personalized bookplate, a Bill of Rights leaflet, and a monetary gift.

We are also proud to report that Rachel King's essay was chosen among winning submissions from 21 chapters as the New Hampshire State winner! Rachel will represent New Hampshire for the 8<sup>th</sup> grade level in the divisional competition. She will be an honored guest of the New Hampshire State Office of the D.A.R. at the Spring Conference in Portsmouth on March 29th. She was surprised by this distinction at the HBMS Winter Recognition Assembly, in front of her family, her peers, and her teacher, Miss Laura Lawler. Awards were presented by Susan Santoski, D.A.R. Chapter competition chairwoman.

CONGRATULATIONS, Rachel and Sophia!

## Fundraising Revisited

Thank you to everyone who took the time to fill out and return the recent PTSA Fundraising Survey. Your thoughtful comments are greatly appreciated. Over sixty percent of HBMS families returned the survey--an overwhelming response!

About 65% of the respondents indicated they do not want the magazine drive continued. When asked about having a different product sale, respondents were evenly divided (51% yes, and 49% no). The overwhelming majority of respondents (91%) indicated they would prefer to make a cash donation instead of participating in a major fundraiser. Although not asked specifically, several people requested the Spirit Wear sales continue.

Based on these results, the fundraising committee is recommending the magazine drive be discontinued. Spirit wear will continue. The committee is proposing (and it will be voted on this at the next PTSA meeting, Mar 21) that next year we offer the opportunity for cash donations for those who prefer not to participate in fundraising but would like to support the programs the PTSA offers. We are also piloting a new program called SCRIP.

SCRIP is a program which allows supporters to purchase "gift" cards from the school, for businesses they use regularly (e.g. groceries, gas, restaurants, clothing, and many more) at the face value of the card. The school



then receives a percentage of the sale. So, there is no extra cost to the parent, and no buying products that you really don't need. A win-win situation for all. At this time, the executive board is trying out the program to sort out the details and we hope to offer it to the entire school before the end of this year. Watch for more detailed information soon.

## Catch the HBMS Spring Spirit!!

The HBMS PTSA will be having a Spring Spirit Clothing Sale in early April. Watch for order forms to come home with your students, and catch the wave of showing community spirit and pride. In addition to the popular sweatshirts, t-shirts and sweatpants, we will be adding NEW items, such as mesh and jersey shorts, zip hoodies and folding sports chairs, all emblazoned with "Hollis Brookline"!! Prices range from \$10 to \$25. Check out the school website if you need more information, or contact Laura Landerman-Garber at [drlauralu@yahoo.com](mailto:drlauralu@yahoo.com). Proceeds from the sales will go to student and school-wide enrichment programming.

## Magazine Orders/Re-Orders Still Welcome!!

Please continue to support our school by ordering/reordering magazines online. at: [www.QSP.com](http://www.QSP.com) This can be done through the end of this school year.

## College or Career?

How do you choose? What is the best fit for your child and his/her future? With college being so expensive, how do you choose the right college for your child, to contribute to their success? With the ever-changing world we live in, as parents you need to guide your child in making the biggest decision of their young adult lives. Which is the right school? The right environment? Some of us are faced with children who do not want to go to college. How do you as a parent help them decide what career path best suits them?

In a panel discussion led by Lisa Cole from the New Hampshire Education Assistance Foundation, Sandy Demarest, HBHS Career Counselor, and Brenda Poznanski, HBHS Guidance Chair, we will help answer some of your questions regarding options available to your families in making this vital decision. The Hollis-Brookline PTSA S-Team will sponsor this educational workshop, free and open to anyone in the community, on **Wednesday, April 2th**, at 7 p.m., at the Hollis Brookline High School. For more information, you may contact Pat Marquette at 673-1957.

## Integrated Specials' Progress Reports

The *Integrated Specials* teachers attach themselves to each core team for approximately 7 weeks. Since there are 5 rotations, their progress reports do not fit with our quarterly ones. Please note the **progress report dates** for these teachers below for the remainder of the school year:

Mar. 27 & 28

May 30 & 31

# SCHOOL AND COMMUNITY NEWS

## Two Opportunities for 8<sup>TH</sup> Grade Parents!!!

**INFORMATION NIGHT FOR 8<sup>TH</sup> GRADE PARENTS  
MONDAY, MARCH 31, 2008 - 7:00PM  
HBHS AUDITORIUM**

It is time to register students for the 2008-2009 school year. As your son or daughter moves on to the high school, it is important and helpful to have a clear understanding of the curriculum and course offerings, as well as the registration process.

This evening is designed to give 8<sup>th</sup> grade parents the information necessary to oversee their child's registration of 9<sup>th</sup> grade courses, and learn more about the offerings at the high school level. High school faculty and staff will be on hand to answer questions about curriculum and course offerings. We hope you will attend.

### **AN INVITATION TO: BREAKFAST WITH THE PRINCIPAL**

The following dates and times have been set aside to offer you an opportunity to meet the high school principal, assistant principals, and guidance counselors. Coffee and muffins will be provided.

**Friday, March 28<sup>th</sup> - 7:30am - 8:30am  
Friday, April 4<sup>th</sup> - 7:30am - 8:30am  
HBHS CAFETERIA**

## **Parenting Talk at Milford Middle School**

**Parent-to-Parent** presents a special forum and free dinner for parents of teen and pre-teen children: Alcohol Abuse, a Town Hall-style meeting on teen alcohol abuse in the community, mediated by Donna Arias, Regional Coordinator, Greater Nashua Community Prevention Coalition. Underage drinking continues to be a leading public health problem in the United States. Alcohol use among children and adolescents starts early and increases rapidly with age. This Town Hall meeting is part of a national effort to increase understanding of underage drinking and its consequences, and to encourage individuals, families and communities to address the problem. Come together to learn more about the new research on underage drinking, how it impacts you and the community, and what you can do about it. Hear perspectives from parents, police and law enforcement and help come up with an action plan.

**The meeting will be held at the Milford Middle School on Wednesday April 9, from 6:00 to 8:00 PM.** We will start with a light dinner of pizza, green salads, fruit and drinks before beginning the meeting around 6:30. There is no fee for the dinner or meeting. "Games Galore", a recreational program for students aged 3-14, will be held at the same time as the meeting, starting with dinner followed by open gym, games and a craft. "Games Galore" is free if a parent attends the meeting. Parents and students will come back together around 7:45 for "Make Your Own Sundaes".

The meeting is sponsored by the Substance Abuse and Mental Health Administration (SAMSA), Greater Nashua Community Prevention Coalition, NH Children's Trust

Fund, Community Action for Safe Teens (CAST), MMS Enrichment, Brookline Lions Club and The Youth Council, Nashua. Any questions may be directed to Libby Anderson at [mmsenrich@charter.net](mailto:mmsenrich@charter.net) or 672-9876.

## **2008 Talent Show**

The 2008 Talent Show will be held on April 18<sup>th</sup>, 6:30 pm at HBMS in the gym. The sign-up sheets are located in the Multi-Purpose Room. Sign up by Monday, March 24<sup>th</sup>. The tryout date is April 3<sup>rd</sup> at 2:30 pm in the music room. If you cannot make this date, April 4<sup>th</sup> at 2:30 pm in the music room is also available for tryouts. You are required to attend two scheduled rehearsals (choose from April 7, 8, 9 & 10) and the two dress rehearsals (April 14 & 16). Permission slips are in the office and must be signed and returned to the office before the first rehearsal, April 7, 2008 (no exceptions). You are responsible for your own costume, props and musical support (we will make arrangements with pianists). Come prepared to the scheduled rehearsals, be respectful to everyone involved in the talent show production, and make the most of your time. Director contact information: Lorna Spargo (672-6209). [lspargo@charter.net](mailto:lspargo@charter.net).

## **Calendar of Events**

Mar. 28	Generations Day at HBMS
Mar. 31	HBHS Info Night - 8th Gr. Parents 7:00 pm - HBHS Auditorium
April 2	"College or Career?" 7:00pm HBHS
April 3 or 4	Talent Show Try-outs - 2:30 Music Room
April 4	HBMS School Dance
April 9	"Alcohol Abuse" 6-8pm Milford M.S.
April 18	HBMS Talent Show - 6:30 - HBMS Gym
April 21	Report Cards Issued
May 14	Team Hypatia "Potluck Dinner" 6-8pm
May 22	All-District Band Concert - HBHS Gym
June 2	7th Grade Choral Concert - 7:15 HBHS
June 3	8th Grade Choral Concert - 7:15 HBHS

# SCHOOL AND COMMUNITY NEWS

## **“Transitioning & Goal-Setting” HBMS & HBHS**

### **Special Education Department**

Transition planning and goal-setting is a critical stage for all teenagers, but even more so for students with educational disabilities. This time in a young adult’s life requires crucial planning and goal setting. Factors to consider include post-secondary education, the development of career and vocational skills, as well as the knowledge of how to support yourself and your lifestyle. Every student identified with an educational disability has a transition plan, which will map out the necessary skills they will need to develop to assist them in meeting post-high school goals.

Transition plans are a part of a student’s Individualized Education Program (IEP). It is based on a high school student’s individual needs, strengths, skills, and interests. Steps must be taken to guide and prepare teens for college, career, and for independent living. Special education staff provide assistance with counseling, identifying vocational interests, educational and vocational planning, goal-setting, pre-vocational skills training, academic support, and linkages to specific programs and services.

Teenagers need to begin thinking about what they want to do as an adult before their first transition planning meeting takes place. This is their chance to take an active role in planning their education and make school relevant to their future. At the same time, they should be realistic about how they’ll need to accommodate for their learning difficulties while pursuing their education and vocation.

Some steps students and parents can take outside of school to prepare for transition planning:

- Give your teenager chores and responsibilities; this will encourage their independence and responsibility.
- Have your teenager open their own checking or savings accounts and learn how to manage their money.
- When learning to drive and studying to pass the driver’s license test, provide your teenager with opportunities to learn about automobile insurance and routine vehicle maintenance.
- Teach your teenager self-advocacy skills to help them move toward independence in adulthood.

Some steps students can take to prepare for transition planning:

- Identify your interests and find out what education and training are required to pursue career ideas.
- Complete interest inventories to identify your interests, skills, abilities, and aptitudes as they relate to employment.
- Do volunteer work or entry-level jobs in field(s) of interest.
- Observe, interview or job shadow adults who perform the type of work that interests you.
- Research and visit local colleges/training schools you are interested in attending. Learn about entrance requirements and necessary coursework to prepare for particular majors.

Being aware of the importance of goal-setting and taking an active role in the transition planning process will help pave the way to a positive and productive future.

### **DANCE DATES**

Here are the dates for the HBMS dances. As a reminder, doors open for both grades at 7:00pm and end at 9:00pm for the 7th graders and 9:15pm for the 8th graders. Please keep this end in mind when lining up in the front of the building to pick your child up.

**April 4th**

**May 16th**



### **Rachel’s Challenge**

Rachel’s Challenge is alive and thriving at the Middle School. You can follow our activities and find important information on our Rachel’s Challenge link on the HBMS website.

### **RACHEL’S CHALLENGE MEETING DATES**

**Mondays from 2:30 – 3:30 PM**

**unless otherwise announced**

April 7

April 21

May 12

June 2

June 16

# SEVENTH GRADE NEWS

## **Team McAuliffe Science—Mrs. Evans** **Mystery in Science**

Our science students are actively involved in solving a genetic and forensic mystery. On March 10, Mystery Maiden (CPR mannequin) was found sitting at my computer with a message for the “sciants studnts” (her message is filled with misspelled words, and some words are hard to even decipher). It appears Mystery Maiden was in a struggle that has left her with amnesia. She does not know who she is or who her parents are. Three sets of parents (Mr. and Mrs. Dom N Ant, Mr. and Mrs. Gene E Tics and Mr. and Mrs. Herod E Tee) all claim to be the parents of Mystery Maiden. Could the red-haired parents have a daughter with blonde hair? Is it possible for the brown-eyed parents to have a blue-eyed daughter? Could parents with Type A blood and Type B blood have a daughter with Type O blood? By using their knowledge of genetically-inherited dominant and recessive traits, our geneticists will match the rightful parents to our Mystery Maiden, and write a legal document (Affidavit) confirming their findings .

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

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

## **Team McAuliffe English --Mrs. Rasmussen**

The 7<sup>th</sup> grade English students have just finished reading *The Outsiders*. They really enjoyed the book and are taking their final tests this week. April is National Poetry month, and in celebration, we will study the craft of writing poems. Students will learn to identify and use figurative language, focusing on metaphor, simile and personification. The monthly reading assignment will be a bit different this month. The students will be writing and collecting some of their favorite poems to include in an anthology. If you have any favorite poets or poems, please share them with your children.

## **Team McAuliffe History--Mrs. Connolly**

Team McAuliffe students are deeply engaged in learning about the Middle Ages. We started out by taking a wonderful field trip to the Higgins Armory Museum in Worcester, MA. Students were guided through an amazing collection of armor and weapons. During our visit, students made beautiful aluminum tooling artwork. Students tried on helmets, and some were even called up front during a presentation to assist a student knight in putting on his armor! Ask your son or daughter if a sword could cut mail. One student found out the hard way. We enjoyed

seeing all the armor and hearing the guide's explanations. It was amazing how heavy helmets were and that they actually had armor for babies and animals! Students said some of the most impressive sites were the rose window, the big sword called, 'Tiny', which was over five feet long, and the jousting and sword-fighting displays. It was quite a trip!

While learning about Charlemagne, students read a version of the epic poem, '*The Song of Roland*,' and rewrote it in their own words creating poetic verses or a song. See the website for their songs and poems! I wish you could hear them. While learning about knights and castles, students will design their own herald and compare the codes of chivalry to our codes of honor today.

As we move on through the Middle Ages, students will learn all about cathedrals, the power of the church and its impact on increasing education of the populous. We'll learn about the Plague, the Crusades and the power of the kings. At the end of the month, we'll be working on ICT projects related to the Middle Ages. Then we will move on to the periods of the Renaissance and Reformation.

## **Team McAuliffe Math--Ms. Fordin**

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

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

## **Team Jordan English—Ms. DiZazzo**

English students continue to work on sharpening their writing skills. Students are in the drafting and revising stages of a formal essay based on their reading and further research. Technological skills, such as creating works cited documents, note-taking, accessing databases, outlining, etc., have all been practiced and strengthened during this unit of study. Students are beginning to understand that writing is a journey and are valuing each step in the process.

In April, we look forward to two things...the arrival of spring and the study of poetry! What better time to indulge in such creativity than while the grass is brightening, the days lengthening, and the flowers blooming. During this unit, students will be exploring a variety of poems and authors, as well as creating their own original works. Literary devices will be explored and students will create poems based on their understanding of such devices.

# SEVENTH GRADE NEWS

## Team Jordan History-- Mr. Capraro

In 7<sup>th</sup> grade History on Team Jordan, we are coming to the end of our long unit on the Middle Ages. Since the last newsletter, we have completed our study of the Crusades and the unbelievable changes they brought to Europe. Ask your student what two F's we moved from and what two T's we moved to! I asked the students to choose a Middle Ages guild and create a guild sign to represent that guild. They will be hanging outside my classroom door as they would have outside a shop door in the late Middle Ages.

We will spend the next few weeks looking at the culture of the late Middle Ages. We will read some literature, with the epic poem *Beowulf*, and the morality play *Everyman* being particular favorites. Did you know that only Good Deeds follow Everyman to Heaven? We looked at what makes a cathedral "Gothic"—the new architecture of the late Middle Ages-- and played a game called "Gothic or Not?," as we looked at several Middle Ages cathedrals. From the side of the building that faces the high school, take a look up at my class' windows: you'll see the stained glass windows we created! We even listened to some Gregorian chants—not a favorite among the students, but interesting to listen to, nonetheless! We will finish this unit with a close look at the Magna Carta and the Black Death and their effect on Europe in the 14<sup>th</sup> century.

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

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

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

## Team Jordan Math—Mrs. Hall

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

Soon students will be delving into the world of proportional reasoning. Here they will be exposed to unit rates, proportional relationships, defining similarity and the application of scale factors. Students may even choose to create a 3-D model based on their newly-acquired knowledge. Having real-world experiences will help them to un-

derstand, apply and master important concepts. To this end, we encourage you to ask your child to calculate percentages, discounts, taxes and tips when shopping or out to dinner. You are their best teachers!

## Team Jordan Science—Ms. Ellerin

The next three units that are covered in Science, the circulatory, respiratory and digestive systems, are closely dependent on one another. We'll be linking these three units through a cellular process called "metabolism." One product of metabolism is body heat. Team Jordan students have been looking at heat from both the physical science and the biological science viewpoint.

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

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

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

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

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

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

# EIGHTH GRADE NEWS

## Team Hypatia Earth Science—Mrs. Smith

As we conclude with volcanoes, students have increasingly been aware of the many eruptions that have been in the news lately. We are finishing this module with a video on “Super volcano.” I am quite sure this will be a topic around the dinner table. After they come back from Washington, we will begin our module on earthquakes.

Students will participate in designing and building an earthquake-proof four-story building. After researching this interesting topic, students will learn that the most destructive waves of an earthquake are the waves that reach the surface of the earth, called ‘secondary waves’ or ‘s waves’. These waves are the waves that shake buildings up and down and side to side. Students will build their towers to withstand this type of shaking and hopefully resist a 5.0 magnitude on a simulator earthquake machine for 15 seconds. Some students will build their tower to try and withstand a 9.0! This project can be very frustrating for students because accuracy in their measurements is a must, so please encourage their tenacity! This is a 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 April 1st in the third quarter to do so. Be sure to take advantage of this opportunity.

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

Students have been focused on preparing for the Washington, DC trip. Last week, each student was assigned a conflict (WWII, Korea, Vietnam or Iraq) to research and share with their classmates. This gave them the background needed to ask questions of Veterans who will be in school on Thursday, March 20th.

The Great Depression is another important event in the D.C. trip. In groups, students will teach an aspect of the Depression. This involves them not only researching and publicly speaking, but also reinforces communication and group work skills.

Keeping with chronology, students recently wrote about which of the first three Presidents they felt was the most influential. We acted out the War of 1812, and upon returning from D.C. will pick up with industrialization and issues surrounding slavery.

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

## Team Hypatia English—Mrs. Gruppiso

Radio Plays are done, handed in, and reflected upon. It is clear from reading the reflections that a lot of learning has taken place. At this point, students are listening and analyzing their block's plays to identify the strengths of successful recordings. Feedback on personal successes will be given to individuals and reviews/essays will be written.

English students on Team Hypatia have also prepared for the week of March 24 – whether they will be based in Washington, D.C. or at HBMS. We have or will discuss what they learned from their independent reading on the Holocaust and World Wars I and II. We will also read some fiction and non-fiction relevant to the events connected to the monuments they visit that week: The Great Depression, Korean and VietNam Conflicts, Civil Rights Movement as well as others. Mr. Taber

has shared some of his Vietnam stories and lessons learned, and students have met with veteran representatives of the more recent conflicts. The accumulated knowledge, as well as additional research upon our return to the classroom, will be used for an interdisciplinary assignment in American History and English classes, examining the most positive aspects of the “Human Spirit”– the qualities that allow people to cope, survive, persevere, and “do the right thing.”

Please save the evening of Wednesday, May 14, 6:00 - 8:00, for the annual Team Hypatia Celebration of Student Work and Pot Luck Supper. At this event, parents, teachers, and friends of the team will have the opportunity to socialize and witness some of the activities about which the students are most proud

## Team Hypatia Math—Mrs. Mezzocchi

Team Hypatia Pre-Algebra students have been working hard learning and applying the various Algebraic properties. They have mastered the operations and applications of positive and negative integers, and have begun the process of showing all steps involved in the solving of one- and two-step equations. Pre-Algebra will continue the quarter with a unit on geometry. Algebra students are finishing their study of linear equations with learning to solve simultaneous equations with the graphing calculator, by substitution, and with the elimination/combination method. They will start rational expressions upon their return from Washington D.C.

## Team Prescott Math -- Ms. Mezzocchi

In the Pre-Algebra & Gateways classroom, the students worked on integers and then graphing in the coordinate plane. They finished up with making a picture graph on graph paper using several points, and finally putting the points on the TI-84 graphing calculator to check for correctness of their points. This project was a full test grade. We are now into solving 2-step equations, followed by simplifying equations (and inequalities), and then using the properties of Algebra to solve more complicated equations (and inequalities.) We are right on schedule with the curriculum, which is a miracle with all the snow days we have had.

In the Algebra classroom, the students are just finishing the unit on systems of equations. They now get to pick which method they prefer to use for solving any system of equations they are given. They have discovered that certain problems lend themselves to a particular method of solving. Their choices are graphing, substitution and linear combinations. Of course, it is more fun to use the TI-84 graphing calculator to graph and trace to find the intersection. We do restrict the use of the TI-84 for only checking your solution. Following the systems of equations unit, we will begin the unit on **polynomials**.

**All classes** are working on the “Holocaust” project, where they research country and state populations and compare them to the number of Jewish Holocaust victims. The final part of this project is to write an IMPACT statement of what the number “6 Million” now means to them. This project is due the day before we go to Washington, D.C., so that it will be fresh in their minds when we visit the Holocaust Museum. The trip to Washington, D.C. is a trip the students will remember for the rest of their lives. I can't wait, so I can relate with the students. Happy SPRING to all!

# EIGHTH GRADE NEWS

## Team Prescott Earth Science—Mr. Bond

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

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

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

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

## Team Prescott English—Mrs. Coutu

Team Prescott English has finished the Radio Play project. We know they put in a lot of time and effort into this project and are excited to share their plays. Thank you, parents, for helping with transportation, feeding them, and helping deal with the conflicts as they arose. It is truly another milestone in their middle school careers.

Since returning from February vacation, we have been reading, listening, and watching the stories from the Vietnam Conflict. Studying some of the stories from different perspectives hopefully will provide meaning for their trip to D.C., especially when they visit the Vietnam Wall on the last day of the trip. We built our background about the conflict by reading non-fiction text. I then shared excerpts from two books entitled, *Voices from Vietnam* and *Escape from Saigon: How a Vietnam War Orphan Became an American Boy*. We were then fortunate to have Mr. Taber share his experience as a helicopter pilot during the conflict. We finished the unit watching clips from, *In the Shadow of the Blade*, a documentary that tells the story of the Huey helicopter and the many people impacted because of this piece of equipment. Throughout the mini-unit, students reflected and reacted to

the information in writing. The students learned that this was a confusing time period in history, and hopefully have learned some life lessons along the way. We will do the same type of reaction writing after we read poems about the Holocaust.

For creative writing, students have been writing interior monologues. Their drafts have been returned to them and they will be finalizing them. After their trip to D.C., they will be completing a writing assignment which will capture the human spirit. Students will be asked to put themselves in the shoes of a person in history and write a creative piece from that person's perspective, telling that person's story. The form of the writing will be up to them to decide-- a play, a poem, an interior monologue, or a narrative are some of the options.

What is ahead? Shakespeare! We will be starting early in the month of April.

## Team Prescott History—Mr. Lyle

Students recently completed an ICT PowerPoint Project on the War of 1812. They made use of the computer labs for this occasion. Immediately following this, Prescott's intrepid student body made use of the PC carts to research a chosen 20<sup>th</sup>/21<sup>st</sup> century war. Local veterans were invited to come in to the classrooms and share their personal experiences with the students. Students were put into groups of 5 to accomplish this poster project. It ended with a group oral presentation The student body developed five questions, then met with a panel of local veterans. The students had a chance to ask these folks about their experiences firsthand. The whole experience was a phenomenal success. It was a great tune-up for Washington, D.C. and all the memorials they'll see there!

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

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

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

We'll wrap up the year with a solid study and interpretation of the War Between the States and all the events leading up to this huge American event.

# SEVENTH & EIGHTH GRADE NEWS

## Math with Mr. Jahns

**Seventh Grade Math** – We have completed our Fractions Unit. Now we (you at home and us at school) need to keep reviewing or it will all blur together again all too quickly. Next, on to our Ratios and Proportions unit, including our Mini-Me project and a Unit Test.

**Eighth Grade Math** – After reviewing our Integer skills (positive and negative numbers) in multi-step problems (and the order of operations – PEMDAS), we began our study of formal Algebra. We had to identify like and unlike terms, and then combine using our Integer Math rules. We moved on to evaluating algebraic expressions and solving simple equations. These are critical skills for determining if a student is ready for Algebra I next year.

**Seventh Grade Algebra** – We are well into our study of Polynomials and, specifically, Quadratics. We can categorize them by number of terms or degree. We can analyze them, to predict their shape when graphed. We can graph them, both by hand or with a calculator or computer. And finally, we can solve quadratic equations by factoring. Next, we will be learning to solve quadratic equations using the Quadratic Formula and using the “complete the square” method.

**8<sup>th</sup> Grade Geometry** – We have just begun our unit on Transformations and Tessellations. Should mean a few less proofs for a while and a little more artistic licenses! Homework continues to be crucial to success, as it takes time and is intended to absorb all the concepts of Geometry we are covering.

## Technical Education--Mr. Picariello

### “Keep the Marble Rolling”

During the marble maze unit for Tech Ed., Students needed to keep a journal for their ICT project. Part of the journal included a reflection. Here is one example that clearly speaks to the success of the project.

*“The marble maze project was one of the best projects this year. Since it was a trial-and-error type project, it held a lot of disappointment at times, but a real sense of accomplishment at the same time. This is a really hands-on assignment instead of doing paperwork. I liked how we were just turned loose to do what we liked with the project, instead of being given detailed step-by-step instructions on how to carry it out. When something went wrong-- the marble stopped in the middle of the track or it went far to fast on a certain section,--It was time-consuming and annoying to fix. It was also a great experience because we discovered for ourselves what to do and what not to do for the next section. I think this project is one of the most enjoyable assignments we have had so far this year and it should definitely go on.”* Lauren

## March Into the Library Media Center

### By C. Jahns

“Read Across America” is celebrated each March, and this year students recalled their favorite Dr. Seuss books. Also, some of the HBMS staff went to the Primary School to read to classes there. However, genre and topics have been much more serious here lately. For several weeks, Washington D.C. has been the 8<sup>th</sup> grade focus in preparation for the students’ trip March 25-28. On display are Historical America, World War II and Holocaust books. Also, students have viewed parts of the movie “In the Shadow of the Blade,” along with VietNam books. On March 20<sup>th</sup> we have our special annual visit from our local veterans, and students will have the opportunity to ask questions about their military experiences. In addition, students have been learning about the places and monuments to see in Washington D.C. An excellent new resource is the book, Monuments: America’s History in Art and Memory by Judith Dupre. Two other new books added to the collection are: Six Million Paperclips: the Making of a Children’s Holocaust Museum, by Peter W. Schroeder, and Medal of Honor: Portraits of Valor Beyond the Call of Duty, by Peter Collier. Titles that students have been reading include historical fiction or nonfiction books that have war themes or time periods, some examples are: Stones in Water by Donna Jo Napoli; Waiting for Anya by Michael Morpungo; Night by Elie Wiesel; The Endless Steppe by Esther Hautzig; If I Should Die Before I Wake by Han Nolan; and Ashes of Roses by Mary Jane Auch.

April is School Library Media Month, with National Library Week April 13-19, as well as poetry month! We plan to exhibit poems written by 8<sup>th</sup> grade students and feature photographs of HBMS staff with their favorite teen/young adult books, so watch for the carefully-chosen words and books!! April 16 is National Library Workers Day-- HBMS is lucky to have 12 volunteers who regularly assist in the Library Media Center. These volunteers are terrific, accomplishing everything from checking books out to creating displays or repairing well-used books. Please thank our volunteers the next time you see them at school.

Book of the Month: I Am David by Anne Holm

Sites of the Month: Two too good to choose only one!;

The History Place: The Past Into the Future,

<http://www.historyplace.com>; Eyewitness to History: History Through the Eyes of Those Who Lived It,

<http://www.eyewitnesstohistory.com/index.html>

# INTEGRATED SPECIALS

## El Español—Senora Banks & Senora Lash

It is hard to believe that we are rounding the final turn! We are very proud of our 7<sup>th</sup> graders' progress. We are completing our unit on family and will soon move on to a fun sports unit. We'll learn how to describe actions in progress and to accurately describe pictures and photos. How are your skills at sports broadcasting? We'll have a chance to see!

Off to Washington, D.C.! Our 8<sup>th</sup> graders will take a small detour before the trip to discuss the Holocaust. We will focus particularly on the roles played by Spain, Mexico, Argentina, as well as France in the Holocaust. Our Eighth graders are now finishing up with their unit on clothing. Soon we'll celebrate a fashion show! We'll then move on to study food – something everyone enjoys!

## Family and Consumer Science--Mrs. Savaiya By: Isabelle and Gwynne

This quarter in Family and Consumer Science the students of Team Prescott have learned a lot about cooking, cleaning, sewing, and healthy eating habits. First, we touched on the basics of stitching by developing an ICT project of a geometric pattern on the computer, and then reproducing the pattern we designed on the computer in felt. This was in preparation for our big project, making stuffed animals and toys from Haan Crafts. The sewing is challenging, and we need assistance every step of the way, but we have learned so much about fundamental sewing techniques.

When we are not busy sewing, we are in the kitchen. Cooking, cleaning, and making healthy choices about what we put in our bodies are all parts of the curriculum. We have already learned how to make pound cake, and even tackled pizza from scratch!

To make the pizza, we had a small group of students come in the morning before class to prepare the dough. Then, during class, once the dough had risen, we split into our kitchen groups and learned how to knead the dough. Next, we added sauce, cheese, and other toppings such as vegetables and spices. Finally, after waiting for the pizza to bake, Mrs. Sarvaiya gave us the recipe for the dough and told us that we now know the recipe, we can make it for our families. This is one of the many projects we have done in class.

We have to work hard, meet deadlines, and be responsible for bringing in our sewing supplies. Not only are we learning how to work with a group and achieve our goals, we are learning how to make healthy choices in everything we do. These are the lessons that will follow us throughout our lives. Come and check out Family and Consumer Science with Mrs. Sarvaiya, because good food, fun projects, and life lessons are on the menu.

## Wellness--Ms. White--Team Jordan

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

In the course of introductions to one another, we learned that we were all in a similar boat – pretty stressed! Through discussion in small groups, whole-class discussion and discussion with our parents, we learned that many of us were

stressed about the same things: school, parents, siblings, homework, sports, and friends to name a few. Next, we moved on to the important part – how do we get rid of stress? We brainstormed as a class and now have a solid list for our reference. Our stress unit was complete when we all made our own “stress book.” In its first section, we identified things specific to ourselves that stressed us. We worked in the computer lab and created collages, and captioned why these were stressors for us. In the second half, we identified things that we could specifically do to help us relax. These stress books were extremely creative and wonderfully put together.

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

Lastly, we began talking about the immune system and how it works. Team Jordan is currently working with Mr. Melillo on self-esteem and emotion management. When we return, we will finish with the immune system and move on to the reproductive system.

## French--Ms. Cloutier

Bonjour tout le monde! Tout va bien ici. **Seventh graders** have been studying their very popular unit about foods, cafés, restaurants and marketing. Even though it sounds like all fun, there are four new verbs in these chapters and some very important grammatical information, too. We had a great day with real French food in our café that we had in our classes last month. Thanks to all parents and students who contributed so that our 80 students could experience something new (“This is the first crêpe I’ve ever had!”) and some popular French foods. We also discussed the Winter Carnival in Quebec, and students researched the activities there or spoke to a sibling or friend who went to the Carnival with our high school in early February.

The students will spend a longer time on these chapters right now since we have been going at a good pace, and we now need to make sure that the building blocks of information are in place so that we can add to them in the final months. This is a good time in their first year to review, expand, and improve on the subjects and vocabulary that they know, and it will help them even more to improve their retention. They respond very well to many questions from me in French and it’s exciting to see.

The **eighth graders** have recently finished studying the past tense and the vocabulary for team sports and winter activities like skiing, sledding and skating. It is a great time of year to do the skiing chapter and we had a great winter for that, too. Even though the students were taught to make a simple sentence in the past tense last year in order to discuss the weekend, it had not been officially presented. They have a section on regular verbs and irregular also and do various interviews, conversations, language games with one another to practice. As one of our 8<sup>th</sup> graders said last year, “I feel so much more fluent being able to use the past tense.”

We have just finished a short story about an American teenage girl who lives in France with her family for a year or so, and learns to speak French at a new school and meet French friends. The students could take parts when reading since it was written like a short play, and there were lots of new vocabulary words to learn. They were quite surprised at their comprehension of written material in this format and it was a lot of fun to read. Amusez-vous bien!

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# INTEGRATED SPECIALS

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## Reading-- Mrs. Dufresne and Mrs. Lucas

**Grade 7 Reading Classes** have been reading three different fiction books: *The Call of the Wild*, *Black Star*, *Bright Dawn*, or *Stone Fox*. All three books have to do with sled dog racing. The students have been busy with word analysis skills, building vocabulary and comprehension skills. They reinforce the vocabulary by playing "Round Robin" and discussing the story using comprehension questions.

Since March 2<sup>nd</sup>, we have been following the Iditarod Race in Alaska . A trail map, with the checkpoints, is on the front board. Each student chose a racer to follow during this great race. They have a sled with their racer's name and their name, and each night they check the progress of their racer. In the morning after filling in their agenda, they move their sled to mark the check point their racer has reached. This activity has familiarized the students with Alaska , the different time zones in the United States, and made a connection with the book they are reading.

**Grade 8 reading classes** have left the World Wars and the Holocaust studies behind as of the first of March. We have ventured into the genre of mystery and science fiction. Two different novels are offered this unit.

The first selection is the book, *Scorpion Shards* by Neal Schusterman, which takes place in current times in the United States. A band of six young adults travel across the country as outcasts. Each of them has a special power or physical disfigurement that is consuming them. The mystery is why these teens eventually meet each other and why a star shard that exploded 12 years before has ultimately altered their lives. What is the mission or purpose for such physical transformations?

The second book is, *The Dark Side of Nowhere* by the same author, Neal Schusterman. This novel is a great example of the expression, "be careful what you wish for." A teenager is bored to death in his small mid-western town. His parents are too normal, nothing ever happens and he can't wait to leave town. Jason, our main character, is in for a shock when he discovers he is not who he thinks he is and it is not just him. The town has a great many secrets that take Jason and the reader "out of this world."

The students are working on laptops, taking bullet notes on the reading to be ready for a final writing assignment on each novel when we return from our trip to Washington, D.C.

Mrs. Cicciu, our technology guru, left us for other classes this term. She does come to visit and check up on her computer "techies."

Please remember to check the reading website for homework and assignment information.

## Art News--Mrs. Papadeas

In celebration of **Youth Art Month**, the Regional Art Show is held at Souhegan High School this month. "Youth Art Month is an annual observance each March to emphasize the value of art education for all children, and to encourage support for quality school art programs." Congratulations to six students who represented Hollis Brookline Middle School. They are Monica Zack, who did a design called, "Design Squares", Helen Proksch's perspective, "Shapes and Colors" and, Johanna Ebers' silhouette called, "Twilight Squirrel." Eighth grade students were Laura Schmidt, who did a still life called, "Soda Can in the Deep Blue", Rachel Neth's aboriginal picture called, "Lizards", and Vivian Neilley's wonderful animal called, "Huckleberry the Hippo." It is always very exciting to see the students' artwork matted and on display. Congratulations again to these students for a job well done!

Team McAuliffe art students will be working in clay for their next unit. Clay is pliable, movable, wet, dry, slimy, and sticky, but lots of fun. These art students can do some sketches of what they wanted to make. Often students will draw animals and inanimate objects. They then decided what hand-building method they wanted to use. The basic methods are pinch, coil, slab, and hollow out. Many of these forms are from nature. Clay is very close to natural forms because it becomes hard, durable and smooth like stone once it has been fired in the kiln. Our next step will be glazing and staining. Students are very pleased with their results and have always said that the clay unit is their favorite. Hopefully, they will save the pieces that they have made and keep them for many years.

# MUSIC--BAND--CHORUS

## General Music

**Mr. DePine's classes:** In 7<sup>th</sup> grade General Music, we have studied two "Music Alive" articles. In the article, "The 1920's" we listened to the distinctive sounds of that era in American music and the musicians who created it, in addition to the technological advances of that time. The second article focused on the emergence of the rock band, "Nickleback" and the characteristics of their music which has made them successful. Students are now studying guitar, including the unique style of reggae, blues and rock and roll. These styles include learning a variety of chords, melody and bass lines. Students will be formed into groups for performance.

In 8<sup>th</sup> grade General Music, students have recently completed an AABA composition unit based on the form of Beethoven's, "Ode to Joy". Students learned to perform Beethoven's composition followed by the writing and performance of their composition. Students are now studying guitar, focusing on the style and characteristics of blues music. In our next unit, students will be composing and performing music based on the chords and form of blues music. We will also discuss this music from a historical perspective, from its origins to present day

**Mrs. Spencer's classes:** Students are finishing their unit on musicals. **Seventh grade general music** students viewed the musical, "The Music Man" by Meredith Wilson. Students completed a research packet to compare and contrast different characters and songs. Click on the faculty tab on our school website and then my name to view the research questions and the rubric for this unit. We will individually produce a PowerPoint document to highlight our work. Students will be in the computer lab the end of March and the beginning of April.

Students have also been working on their individual piano skills. We now are able to play songs using both the right and left hand at the same time. Our songs include "Russian," "Bulgarian," and "Sweet Rock." Our next goal is to play the familiar tune, "Happy Birthday To You" using chords in the left hand and the melody in the right hand.

## Chorus

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

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

Please note that our **Spring Concert dates** are as follows:

**7<sup>th</sup> Grade Chorus Monday, June 2, 2008**

**8<sup>th</sup> Grade Chorus Tuesday, June 3, 2008**

\*\*Concert times are different than the winter schedule.

Chorus students will need to arrive at the high school by 7:15pm. Our portion of the program will follow the band with an approximate start of 7:45pm.

Congratulations to our selected honor chorus students, who will be performing on May 10, 2008 at West Running Brook Middle School in Derry. Students selected by the New Hampshire Music Educator's Association are Kelsey B., Katherine B., and Lauren M.

## Band

The 7<sup>th</sup> and 8<sup>th</sup> grade bands have continued to work on the development of skills in preparation for the introduction of the next level of music. These skills include rhythmic precision, tone quality, intonation, and balance. Seventh grade students are preparing "Sousa Spectacular," "La Rejouissance" from Handel's "Water Music," "African Folk Trilogy" and Stonegate Overture for our Spring Concert. Eighth grade students are rehearsing "Kentucky 1800," which is a collection of American folk songs, "Armed Forces Salute," "Can Can" and "Cyberspace Overture."

We will also be having our 2<sup>nd</sup> annual all-district band concert with bands representing all schools in our district on Thursday, May 22 at the Hollis Brookline High School Gymnasium. Jazz Band continues to rehearse on Wednesday in preparation for spring performances. Congratulations to Tanina Cadwell, Nicole Kabel and Sean Flannery for their selection to the New Hampshire Middle Level Honors Band. The concert is scheduled for April 11<sup>th</sup> at Keene Middle School in Keene, New Hampshire. See you at the concerts!

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# PHYS. ED. AND SPORTS

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## **PHYSICAL EDUCATION—Mrs. Bottcher**

The **seventh grade students** completed the personal fitness unit with their ICT project – fitness brochures that could be published. Some of them are hanging on the wall across from the main office--come take a look the next time you are in the building. Currently, the seventh grade is playing pickle ball and working on their hand-eye coordination in sport stacking. Students will keep their times doing the 3-3-3, the 3-6-3, and the cycle and see who has the fastest hands in the seventh grade. While the eighth graders are in Washington D.C., we will take a little time to explore the indoor climbing wall - traverse climbing and a few other challenges. In the beginning of April ,they will be learning about badminton and playing games while continuing with sport stacking.

The **eighth grade students** just completed their ICT Projects in physical education class. We looked at the effect that exercise has on heart rate. The students used heart rate monitors and recorded a heart rate at rest, during a brisk walk, during an easy jog, and during a hard run. We also recorded the heart rates of four other students, calculated the average, and made a line graph which compared the relationship between heart rate and workload.

We have just begun a strength training unit. The students will learn about the major muscle groups of the body and the exercises that strengthen each muscle group. Safety, correct form, breathing, spotting, and the F-I-T formula will be covered. We will set up a circuit and students will perform a strength exercise at each of the 22 stations.

# Hollis Old Home Days

September 12 & 13, 2008

*“Keeping Traditions Alive”*

We're back, and we're *“Keeping Traditions Alive.”* Hollis is known for its many traditions, and the Old Home Days event is just one of them. Last year as you know we did not have this event, and it was missed by many. This year, we are bringing back this family event but we need your help. Traditions are important to our way of life, whether it is a family tradition or the historic traditions of a town, they are a way of keeping an important aspect of our heritage alive. This two-day event brings our town together through displays celebrating our local heritage, talented artists, local organizations, and fun family entertainment. As always, we will have some new events and entertainment planned for this year, along with past favorites of booths, hot air balloon rides, amusements, entertainment, the parade, and our delicious chicken barbecue, and we will top off the day with an incredible fireworks display.

This year the Old Home Day Committee has brought back the popular Hollis Cookbook. This cookbook is packed with favorite recipes from the residents of Hollis. Many new dishes have been added to the traditional favorites of past cookbooks to bring you a resource for preparing meals, soups, and desserts that will surely please everyone in your family. They will be available at these local merchants, the Hollis Pharmacy, Dave's Dry Cleaners, Brookdale Farm and Lull Farm, and by emailing [HollisOHD@charter.net](mailto:HollisOHD@charter.net) or by calling Kat McGhee at 465-2311

If you would like to participate in the parade, please call Mark Piekarski at 465-7020.

We are looking for items for our Silent Auction. If you have an item, a service or gift certificate you would like to donate, please call Mary Anne Smith at 465-2610.

The funding for Old Home Days is from our local Hollis community. This year the Old Home Days Committee has been asked to fund the cost of the fireworks though our own budget. In past years the Town of Hollis has paid for this spectacular display. Help us keep this tradition of the event alive by sending your donation to the address below

We appreciate your financial support and thank you for any donation to help fund this local tradition. We hope to see you and your family at our celebration. If you have, any questions regarding any OHD event call David Sullivan at 465-6854 or email at [HollisOHD@charter.net](mailto:HollisOHD@charter.net)

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**Please detach and return to “Hollis Old Home Day – P.O. Box 744 – Hollis, NH 03049”**

We would like to make a financial donation to Old Home Days \$\_\_\_\_\_

We would like to purchase \_\_\_ BBQ tickets @ \$10 (1/2 chicken) each adults and children 12 +.

We would like to purchase \_\_\_ BBQ tickets @ \$7 (1/2 chicken) each for seniors 65+

We would like to purchase \_\_\_ BBQ tickets @ \$7 (1/4 chicken) children under 12

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Address: \_\_\_\_\_

**Please make checks payable to: Town of Hollis OHD**

## **FOR IMMEDIATE RELEASE**

**Date:** March 7, 2008

**Contact:** Dave & Sharon Coffey,  
603-673-3922



## **Three Wishes Granted**

Wishes come true, thanks to the generous supporters of **Jordan's Walk for Wishes and Dash for Dreams**.

On February 19, David and Sharon Coffey and their son Devon, representing **Jordan's Walk**, presented a check for \$23,000 to the **Make-A-Wish Foundation of NH** Board of Directors. The funds, which were actually given to the organization in December before the end of the calendar year, started benefiting children right away. The proceeds fulfilled Marc's wish to visit Greece with his family, Ethan's wish to attend the 2007 Comic Convention, and Samantha's wish to cruise the Bahamas! The Coffey's, along with their amazing team of friends and volunteers, feel such pride and happiness bringing joy to children suffering from life-threatening illnesses. They are truly blessed and grateful for the kindness of friends, family and community, and they know Jordan would be so happy.

**Jordan's Walk for Wishes and Dash for Dreams** is an annual 5K walk and competitive run held in September in memory of their son Jordan Coffey, a 14-year-old compassionate young man who lost his battle with brain cancer in September 2005. The Make-A-Wish Foundation of NH sent Jordan and his family on an all-expenses-paid trip to Disney World at a time when they needed it most. Through the annual **Jordan's Walk** event, Jordan's family, friends and community are fulfilling his desire to make other kids like him happy, realize they are not alone and give them a reason to SMILE.

The 3<sup>rd</sup> annual **Jordan's Walk for Wishes and Dash for Dreams** is planned for 2:00pm, Saturday, September 20<sup>th</sup>, 2008 at the Richard Maghakian Memorial School (RMMS) in Brookline. Please set aside this date to join them in making more wishes come true for NH children. For more information, view their website at [www.Jordanswalk.org](http://www.Jordanswalk.org). If you (adults and students) are interested in helping plan this year's event, please contact them at [huskeynh@aol.com](mailto:huskeynh@aol.com). They meet the first Monday of every month at 7:00pm, starting April 7<sup>th</sup>. This is a great opportunity for students to earn community service hours. Any services or ideas you would like to contribute or provide, please contact them. No idea is too small or too big.



David, Sharon & Devon Coffey presented the Make-A-Wish Foundation of New Hampshire Board of Directors with a check for \$23,000, raised by Jordan's Walk for Wishes and Dash for Dreams. They are holding plaques that commemorate the three children whose wishes were funded from this generous gift.