



JGMS Principal's Newsletter

January/February 2010

Principal's Letter

Dear Parent,

While we have just past the mid-point of the school year, we are beginning the process of planning for the next. What this involves is communication between Lane and JGMS and JGMS and BHS about timelines, coursework, scheduling and, most importantly, student needs. Because our schedule allows students to select "choice" classes, which many of you may know as "electives," we need to begin the collecting data on which courses students select, beginning in March. What follows is a timeline of the process we will follow so that we will have a completed schedule by early to mid- summer.

The following dates have been set for JGMS course selections and the scheduling process:

February 23 rd -March 2 nd	Lane and JGMS teachers complete course recommendations
March 12 th	Lane and JGMS mail home course selection sheets
March 13 th -22 nd	Parents/students select "choice" classes
March 22 nd	Course selection sheets (signed by parents) due back at Lane and JGMS (deadline essential for determining courses/sections)
March 23 rd -26 th	JGMS reviews course selection sheets; Lane reviews and sends to JGMS
April 1 st	JGMS will define sections by April 1, 2010
Mid-May	JGMS will identify teams and Lane will identify Learning Groups/Teams by mid-May
June-July	Final Schedule to be Built and mailed home to students/parents

Part of the course selection process involves teachers recommending levels for math and English classes at grades 7 and 8. Please know that teachers make course placement recommendations based upon their knowledge of the student's achievement, academic strength and motivation. Should you have any questions about a recommendation, please contact your child's current teacher in that subject area. Course selection sheets will provide you with more information on overrides.

To this end, it is important the leveling criteria is included in this section so that you may see the distinctions between the levels:

Seventh Grade

7th Grade Math

Students in 7th grade mathematics focus on improving problem solving skills as well as working on their ability to explain and perform mathematical operations. This course is for students who are working at grade level in mathematics. The curriculum is problem-centered, and important mathematical concepts are embedded in engaging problems. The students will develop understanding and skills as they explore the problems individually, in a group, or with the class. The topics covered include patterns, an introduction to algebra with the use of variables, rational numbers, fractions and decimals, integers, ratios, proportions and percents, probability, area, perimeter and volume. The McDougal Littell, Course 2 textbook is used for this course. Each student is given a copy of this textbook to keep at home and each teacher has a classroom set for students to use while they are at school. To read more about this text, you can visit www.classzone.com.

Pre-Algebra

This accelerated course focuses on developing pre-Algebra skills. Important mathematical concepts are embedded in engaging problems. The students will develop understanding and skills as they explore the problems individually, in a group, or with the class. The topics covered include variables and equations, integers, ratios, proportions and percents, geometry, area, perimeter, and volume, probability, linear equations and graphs, and multi-step equations. The McDougal Littell, Course 3 textbook is used for this course. Each student is given a copy of this textbook to keep at home and each teacher has a classroom set for students to use while they are at school. To read more about this text, you can visit www.classzone.com.

7th Grade Course Recommendations

Students who are working at grade level will be placed in 7th grade math. Those students who are capable of working at a faster pace on mathematics concepts will be placed in 7th grade pre-Algebra. This will be determined based on the following criteria. Students are placed in 7th grade pre-Algebra with:

- 1 A score in the 60th percentile or above on the Content Recall Test (given in January)
- 2 A 6th grade cumulative average of at least an 87% (as of mid-February)
- 3 A score in the 60th percentile or above on a Basic Skills Test (given in January)

Eighth Grade

Pre-Algebra

The eighth grade pre-Algebra curriculum covers a wide variety of topics. Our goal is to prepare the students for a successful transition to high school mathematics courses. A variety of topics are covered in this course including operations with integers, evaluating algebraic expressions, solving one and two step equations and inequalities, graphing

in the coordinate plane, understanding slope and y-intercept, operations with rational numbers, ratio, rates, proportion, percent, exponents and powers, surface area and volume, geometry, probability, and properties of parallel lines and related angles. The McDougal Littell, Course 3 textbook is used for this course. Each student is given a copy of this textbook to keep at home and each teacher has a classroom set for students to use while they are at school. To read more about this text, you can visit www.classzone.com.

Algebra

Students in 8th grade Algebra complete a comprehensive course in Algebra I. This course covers the same material that is covered in the high school curriculum. This course explores the use of variables; linear equations, slope and equations for lines, exponents and powers, quadratic equations and square roots, polynomials, solving systems of linear equations, and factoring, including the use of the quadratic formula. Additionally, the course will include a unit of geometry focused on parallel lines cut by a transversal, angle relationships, and constructing polygons using a ruler, compass and protractor. The University of Chicago School Mathematics Project (UCMSP) Algebra (2nd edition ©1998) textbook is used for this course. Each student is given a copy of this textbook to keep at home and each teacher has a classroom set for students to use while they are at school. To read more about this text you can visit <http://www.phschool.com/atschool/ucsmg/index.html>.

8th Grade Course Recommendations

Students who are working at grade level will be placed in 8th grade pre-Algebra. Those students who are capable of advanced mathematics concepts will be placed in 8th grade Algebra. This will be determined based on the following criteria. Students are placed in 8th grade Algebra having met the following criteria:

- 1 Teacher recommendation
- 2 A skills test score (given in January) in the 60th percentile, or higher
- 3 Content recall test score (given in February) of at least 80%
4. Current cumulative grade of at least 85% in pre-Algebra, 95% in 7th grade math (as of mid-February)

ENGLISH

English grade 7

Level 2 English

This course progresses at a pace that allows for skill development and reinforcement of concepts. Students will understand and use the writing process, especially the prewriting stage, to write clearly and effectively. In seventh grade, students will use the conventions of standard English as they draft, revise, and edit their compositions. Students will focus on a variety of prewriting strategies, including brainstorming, discussing, charting, reading, and outlining. Using these strategies, they will create and organize ideas for their finished pieces of writing. Grade Seven English emphasizes descriptive and expository

writing and helps to prepare students for the MCAS exam in the spring. In order to understand and appreciate literature, students need a variety of skills. In seventh grade students will learn effective strategies to use before, during, and after their reading, with special stress on pre-reading. Our students will expand their vocabularies and learn a variety of pre-reading strategies, including using previous knowledge of literature and its forms, establishing purposes for their reading, previewing what they will read, and making predictions about what they will find in their reading. Students will speak effectively and will prepare presentations that will interest their audience. Students will also learn and practice appropriate public speaking skills.

Texts used in this course include: *The Pigman*, ISBN 0-553-26321-8, *Quicksilver*, ISBN 0-375- 92638-0, *The Giver*, ISBN 0-440-23768-8 and *Holt Elements of Language First course First Course 2004*, ISBN 0-03-068664-4. When possible, extra books will be issued. Teachers will inform students of book availability at the beginning of the year. In general, however, current supplies of books allow only one text per student. When opportunities present themselves, we encourage and assist students to use word processors in their writing and Internet resources in their research. Students are expected to take responsibility for their own learning with assistance from the teacher and to seek help when needed. The course is designed to meet the needs of a student who thrives in a guided learning environment.

Level 1 English

This course progresses at an accelerated pace, and students are expected to have better than average reading and writing skills as well as processing speed. There is an expectation for greater independence and the production of an outstanding quality of work that displays originality and profound insight. Students will cover the same basic course work in both Level One and Two English Grade 7. In Level One English there will be more frequent and lengthier writing assignments. Students will be expected to express themselves with a unique voice and sophisticated vocabulary while making inferences and drawing abstract conclusions to create comprehensive written works. In addition, many of the literary selections used in Level One English are more challenging, and they require more independent analysis and inferential thinking to understand the multiple layers of the text. Tests and quizzes also require greater recall and demonstrate higher order thinking skills such as evaluation, synthesis, analysis, and reasoning.

Texts used in this course include *Quicksilver*, ISBN 0-375-92638-0, *The Witch of Blackbird Pond*, ISBN 0-440-99577-9, *The Giver*, ISBN 0-440-23768-8, *Elements of Language, First Course 2004*, ISBN 0-03-068664-4, *Heroes, Gods, and Monsters of the Greek Myth* ISBN 0-553- 25920-2, is sometimes used as supplemental reading and reference for some mythology. When possible extra books will be issued. Teachers will inform students of book availability at the beginning of the year. In general, however, current supplies of books allow only one text per student. Students are expected to be highly self-motivated, taking the fullest responsibility for their own learning and seeking help when needed. This course is designed for students who have progressed beyond the literal and who show great perception in both writing and the understanding of literature.

English Level Criteria and Guidelines

Level 1: Sixth grade teacher recommendation; average of an 87 or higher in the first two quarters of sixth grade English; and advanced GRADE total test score.

English**Level 2 English**

This course progresses at a pace that allows for skill development and reinforcement of concepts. Students will use the stages of the writing process, enhancing their understanding of these steps. Great focus will be placed on the organizational and drafting stages, as students learn to write for a specific audience. Students will engage in thoughtful revision and editing of their writing. Narrative and persuasive writing will be emphasized. Expository writing will be thoroughly reviewed with special emphasis on the thesis statement and short essays similar to MCAS Open Response answers. Students will read with understanding and insight, with special attention to using effective postreading strategies. They will analyze the literary techniques employed by authors in a variety of genres. Students will read outside of class time and will create book projects based on their reading. The curriculum also encompasses grammar, mechanics, critical and creative thinking skills, vocabulary development, spelling, listening skills, and public speaking.

Texts for this course include: *Hunger Games*, ISBN –13: 978-0-439-02348-1, *Explorations in Literature*, ISBN 0-673-12931-4, *Romeo and Juliet* ISBN 978-0-19-832149-1, and *Elements of Language, Second Course*, ISBN 0-15-311801-6.

When possible, extra books will be issued. Teachers will inform classes of book availability at the beginning of the school year. In general, however, current supplies of books allow only one text per student. When opportunities present themselves, we encourage and assist students to use word processors in their writing and Internet resources in their research. Students are expected to take responsibility for their own learning with assistance from the teacher and to seek help when needed. The course is designed to meet the needs of a student who thrives in a guided learning environment.

Level 1 English

This course progresses at an accelerated pace, and students are expected to have better than average reading and writing skills as well as processing speed. There is an expectation for greater independence and the production of an outstanding quality of work that displays originality and profound insight. Students will use the stages of the writing process, enhancing their understanding of the recursive nature of these steps. Great focus will be placed on the organizational and drafting stages, as students learn to write for a specific audience. Students will engage in thoughtful revision and editing of their writing. Narrative and persuasive writing will be emphasized. Expository writing will be thoroughly reviewed with special emphasis on the thesis statement and short essays similar to MCAS Open Response answers. In Level One English there will be more frequent and lengthier writing assignments. Students will be expected to express themselves with a unique voice and sophisticated vocabulary while making inferences and drawing abstract conclusions to create comprehensive written works. Students will read with understanding and insight, with special attention to using effective post-reading strategies. They will analyze the literary techniques employed by authors in a variety of genres. Students will read extensively outside of class time. In addition, many of the literary selections used in Level One

English are more challenging and they require more independent analysis and inferential thinking to understand the multiple layers of the text. Tests and quizzes also require greater recall and demonstrate higher order thinking skills such as evaluation, synthesis, analysis, and reasoning. The curriculum also encompasses grammar, mechanics, critical and creative thinking skills, vocabulary development, spelling, listening skills, and public speaking. Texts used in this course include: *Arrangement in Literature*, ISBN 0-673-12932-2, *Explorations in Literature*, ISBN 0-673-12931-4, *Elements of Language, Second Course 1986*, ISBN 0-15-311801-6, *Hunger Games*, ISBN –13: 978-0-439-02348-1, *Romeo and Juliet* ISBN 978-0-19-832149-.

When possible, extra books will be issued. Teachers will inform classes of book availability at the beginning of the school year. In general, however, current supplies of books allow only one text per student. When opportunities present themselves, we encourage and assist students to use word processors in their writing and Internet resources in their research. Students are expected to be highly self-motivated, taking the fullest responsibility for their own learning and seeking help when needed. This course is designed for students who have progressed beyond literal concepts and who show great perception in both writing and the understanding of literature.

English Level Criteria and Guidelines

English Level One: Seventh grade teacher recommendation; average of an 87 or higher in the first two quarters of seventh grade English; and an advanced GRADE total test score.

We have just completed the 2010-2011 Curriculum Guide. Parents may visit the JGMS website and view, under Parent Resources, the “Curriculum Catalog” link, which will bring you to the Curriculum Guide as well as to an outline of the courses at each grade level.

I hope that this information provides you with a complete understanding of our scheduling process. Please call me should you have any further questions about the scheduling process; or you may wish to call the Math Curriculum Co-Coordinator Karen Burstein with questions pertaining to the math leveling criteria or the English Curriculum Co-Coordinator Lynda McGraw or Pat Stephens with questions pertaining to the English leveling criteria.

Sincerely,

P. Jayne Viladenis
Principal

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

JGMS Principal’s Blog: <http://jgmsprincipalscorner.blogspot.com/>

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

The Principal’s Coffee this month will focus on the topic of Cyberbullying.

February 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3 1/2 Day Tchr. Wkshp	4	5	6
7	8-2	9-3	10-4	11-5 School Council	12-6	13
14	15 vacation	16 vacation	17 vacation	18 vacation	19 vacation	20
21	22-1	23-2	24-3	25-4	26-5 Principal's Coffee	27
28						

March 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1-6	2-1	3-4 1/2 Day Tchr. Wkshp.	4-2	5-3	6
7	8-4	9-5	10-6	11-1 Dance 6:30- 9 PM	12 No School Tchr. Wkshp.	13
14	15-2	16-3	17-4 Youth Risk Behavior	18-5	19-6	20
21	22-1	23-2	24-3	25-4 School Council	26-5	27
28	29-6	30-1	31-2			

Youth Risk Behavior Survey at JGMS – March

To make sure we give the best possible services to Bedford children, we want to learn what our students know about health and how they take care of their own health. One way that we do this is a student survey that was developed by the Bedford Public Schools in collaboration with Social Science Research & Evaluation, Inc. and Bedford Youth and Family Services. It has questions about alcohol, tobacco and other drug use; violence and safety; mental health; exercise; food; and other general information.

We will be giving this survey to Bedford students in grades 6, 7 and 8 during the week of March 17th. The survey is private – your child will not put his or her name on the survey and no one will know what they write. Your child can also decide not to take the survey or skip any question they don't want to answer.

The Protection of Pupil Rights Amendment is a Federal law that requires us to notify you ahead of time about the survey, and give you the chance to look at it, so you can let us know if you don't want your child to take part. If you want to see the survey before deciding, a copy will be available at Bedford Youth and Family Services from March 8th-12th. Data from the 2007-2008 Youth Risk Behavior Survey can be viewed at

<http://www.bedfordma.gov/index.php/youth-a-family-home>

If you **do not** want your child to take part in the survey, you must call the middle school office at 781-275-3201 by March 12th. You can also call Jessica Santos, Youth Development Coordinator at Bedford Youth and Family Services 781-275-7727 if you have any questions about the survey.

Accept ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ the

Challenge

<http://www.bedford.k12.ma.us/jgms/resources/anti-bullying.htm>

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Important Notice: Please be aware at newly posted state "No Idling" signs at JGMS. The penalty for idling is \$100 first offense and \$500 for subsequent offenses.



Make Sure Our Kids Are Cyber Safe

The Internet offers limitless opportunities to gain knowledge and make contact. However, parents, schools, and the community need to be aware of the risks inherent in the technology. Come find out what District Attorney Leone's office recommends for prevention and intervention strategies for parents, school staff, and administrators!

Speakers: **Margie Daniels, Director
Middlesex Partnerships for Youth, Inc. and
Onyen Yong, Assistant District Attorney
Director of Information Technology**

When: **Tuesday, March 2, 2010**

Time: **7:00 - 9:00 p.m.**

Location: **Bedford Town Hall Auditorium**

Middlesex Partnerships for youth is a private, nonprofit organization affiliated with the Middlesex District Attorney's office and designed to foster collaboration among community leaders, public safety officials, and educators to safeguard students in Middlesex County.

Questions? Call 781/275-7727

This offering is free and open to the public and is sponsored by Middlesex Partnerships for Youth, Inc., Bedford Public Schools, and Violence Prevention Coalition of Bedford (VPC)

JGMS Library News

February 4, 2010

Joan Collins
Teacher Librarian

2010 Newbery Award

Rebecca Stead was awarded the 2010 Newbery Award at the American Library Association's midwinter meeting in Boston this year for her book, *When You Reach Me*. This novel gives homage to Madeline L'Engel's classic, *A Wrinkle in Time*. Mystery plus time travel will make it a must read for many of our students.

Library Activity



Seventh grade social studies teachers Allison Hammer and Matt McGonagle directed the Research Project on Ancient Egypt. Students

- ❑ Developed a research question to explore
- ❑ Used print and non-print materials
- ❑ Organized their notes with *Inspiration*, a graphical organizer
- ❑ Learned to document sources by creating a Works Cited page

Students will present on their topics employing visual display.

Ms. Fricke's 6th graders did biographical research on inspirational heroes who made a significant contribution to society. They used books and research databases. Students learned to correctly cite sources.

As part of a unit on book talking, SOS teachers Sarah Healy and Melissa Michaud asked 6th graders to select a book and enthusiastically perform book talks in front of the camera with Mrs. Collins in the library. Some students employed props, while others read exciting passages from the text. All were prepared and practiced them before the big moment in front of the camera.

Book Selection

Pat Stephen's English classes chose historical fiction and biography for their 3rd quarter book projects.

Kris Gibbons' students selected *Tears of a Tiger* by Sharon Draper. After reading book one of the Hazelwood High trilogy, they planned on writing to the author.

Battle of the Books

Hear Ye! Hear Ye! The 2010 Battle of the Books has officially begun. Sixth graders gathered in the auditorium on Feb. 3rd to watch book trailers created with *Animoto*. Noble women Sarah Healy, Melissa Michaud, and Allison Breau led the charge directed by Dowager Lady Collins.

Students will be divided into teams of 5 or 6. During the next 2 months, they will read as many of the Battle books as they can prior to the first tournament. A winning team will be selected from each learning group. The first place team earns a pizza party for their entire class.

Student Use of School Email

At the beginning of the 2009 – 2010 academic year, JGMS students were provided with school email accounts. While the vast majority of student interactions through this communication method have been appropriate and aligned with the district's acceptable use policy, some students have used their email accounts to correspond with friends about content that is unrelated to school or school work. The intent of school email and other school-based technology is to enhance teaching and learning. An outline of acceptable and unacceptable uses of school email and other school-based technology has been included below. These excerpts are taken from the guide is an excerpt from the Bedford Public Schools Acceptable Technology Use Policy for Students which can be found in its entirety at:

<http://www.bedford.k12.ma.us/tech/aup.html>

Acceptable Uses - Including but not limited to:

Students must...

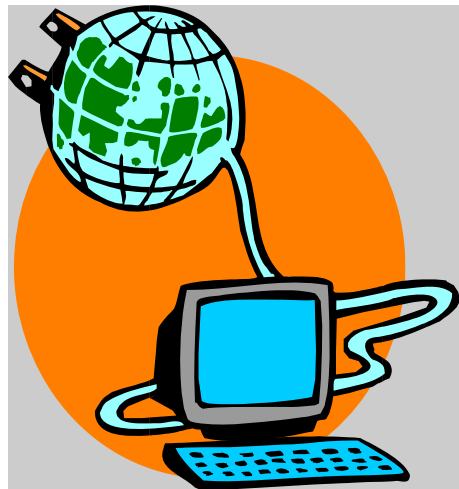
- Identify themselves in Internet communications
- Post/send only useful and appropriate information
- Only access their own account and keep their passwords private
- Only alter their own work, unless they have permission from the owner
- Only use the e-mail account provided by the Bedford Schools while on the school network

Students should...

- Check e-mail frequently and delete old mail
- Take care in using humor, avoid sarcasm, and don't unreasonably criticize, or "flame" others
- Credit the original author when quoting someone else's work
- Remove their old files when they are no longer needed

Students must not...

- Use school technology to access personal email accounts such as Gmail, Yahoo, Hotmail, etc...
- Engage in harassment, libel, or slander of any kind
- Use the Internet for commercial or political purposes
- Use the Internet to access sexually explicit or pornographic materials
- Use the Internet for illegal activities including, but not limited to, copyright violations and illegal distribution of software
- Give out their own or another individual's personal information such as address or phone number
- Post audio, video or any material of or created by another student or faculty member without that individual's permission
- Engage in spamming (sending massive, inappropriate and unsolicited information) or flooding (transferring data without intent of meaningful communication)
- Use equipment without permission
- Alter the configuration of school technology, except as educationally appropriate
- Download or install software of any kind, illegally copy software.



Please follow this link to JGMS VolNet.

<http://173.48.223.4:81/volnet/>



FROM THE HEALTH OFFICE

Reminder

Physical exams are due for 6th graders. Thank you to all the parents who have recently sent in physicals.

During the month of March I will be checking all students for Scoliosis. The postural screening program is conducted during physical education classes and each student is checked individually. Assessments for lateral curvature of the spine and /or other postural concerns will be the focus of the program. The Mass. Dept. of Public Health has mandated that children be screened yearly in grades 5 –9. These grades cover the years in which adolescents experience rapid growth, and in which signs of curvature most often appear. This program provides for early detection, and regular monitoring. It is not meant to provide medical diagnosis, but rather to detect possible early signs of spinal problems, which should have further medical evaluation. Parents will be notified if their child is referred for evaluation by their physician.

Please remember to plan ahead for spring sports. A physical exam is required for tryouts and sports participation, and is valid for 13 months. If you need information about sports physicals in school, please call me.

Thank you, and as always feel free to call me with any questions or concerns.

Carol Eaton, R.N. 781-275-3165

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Please see this year's MCAS schedule at the end of this newsletter!

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Tech Ed News



In the 7th grade, students will design, build, and test CO₂ cars during 3rd term. On graph paper, students will design CO₂ cars that adhere to design challenge constraints. The teacher will cut the students' designs on the bandsaw. Students will use the drill press in order to make axle holes in their cars. Next, students will file, sand, and paint their cars. Throughout this unit, students will develop skills and knowledge to prepare them for the engineering section of the 8th grade Science & Technology/Engineering MCAS. To prepare students for the MCAS, students will study the engineering design process, tools/machines, and transportation systems.

In the 8th grade, students will design, build, and test board games during 3rd term. On graph paper, students will design board game ideas. Next, students will draw full-scale board games. Prototypes will be built next. Finally, students will play and test their games. Throughout this unit, students will develop skills and knowledge to prepare them for the engineering section of the 8th grade Science & Technology/Engineering MCAS. To prepare students for the MCAS, students will study the engineering design process, tools/machines, and transportation systems.



FRENCH

The 6th grade French classes are making great progress. We just completed the lesson 3 test on food and beverages and how to order food in a café. In lesson 4 we're on to reviewing how to tell time. Next we'll be off to dates, seasons, and weather.

Bonnes vacances!



We are nearing the end of lesson 16 and the quiz will be this week. We've been working on naming family members, possessive adjectives, and ordinal numbers. We'll have a short review of unit 5 before the test next week. Then it's off to being able to purchase clothes and describe them. Lots of vocabulary!
Bonnes vacances!

It's hard to imagine, but we have nearly completed our current textbook. When we do, which should be by the end of March, we'll move into the 2nd year text where we'll begin around lesson 13. This is to make sure that we don't spend a lot of time reviewing what they already know. We're moving the curriculum right along at a very reasonable pace.

Currently, we're working on the Paris unit. Each student has two points of interest on which they are to be come experts. Next week all students will make short presentations to the class. If you're curious, they have been given a rubric which should help you understand the big picture.

Bonnes vacances!



spanish

Grade 8

Students in Spanish 8 have been learning about having dinner with friends in restaurants of Oaxaca, Mexico. They are learning to talk about and order food, request the check, express extremes and say where they went. Students are learning to express likes and dislikes and to use affirmative and negative words. They have been introduced to the preterite tense of regular verbs. They are also beginning to study a few irregular verbs in the past tense. Students are learning to use stem changing (*e>i*) verbs in the present tense as they perform restaurant role plays. The cultural section of the lesson teaches about the famous black pottery of Oaxaca as well as the archaeological sites of Monte Albán. Various projects have incorporated writing assignments such as restaurant reviews and menus.

Grade 7 Spanish

In grade 7 Spanish we have been working on the first chapter of the unit based in San Juan, Puerto Rico, unit 3 chapter 1. The students are learning to say how people are feeling, what they just did, and from where they are coming. They are expanding their understanding of how to say what people like to do, talking on the phone, and extending and responding to invitations. We also have been practicing pronunciation with voice recordings in the computer lab.

Grade 6

Students in Spanish 6 have been learning to use adjectives and forms of the verbs *ser* and *tener* to describe themselves and others. They are learning to describe appearance, features, personality, clothing, colors, family members and likes and dislikes. They are studying the seasons and the months of the year in order to talk about birthdays and dates in Spanish. The cultural feature of the present chapter describes an example of the birthday celebration of *Sweet Fifteen*. The lesson takes place in Los Angeles, California. They will be creating various cultural projects such as family trees, and voice thread projects.



Music Department

JUNIOR DISTRICT

We are proud of all of our musicians who traveled to Concord-Carlisle High School for the Eastern District Music Festival auditions on Saturday, January 30th. Students were judged in many areas of musicianship through their performance of a prepared solo piece and a sight-reading challenge. Congratulations to the students who were accepted to participate in the Festival based on their audition scores. They will work together with other students in the Eastern District to rehearse and perform a challenging program of music on March 5th and 6 at the Lincoln-Sudbury High School.

For chorus, Linda A, Kevin C., Catherine D., Dakota FT-M., Brad H., Becky K., Joe N., Natalie V., and Lauren W. For Band, Tyler C. and Andy K.

SPRING MUSICAL

Rehearsals continue for the upcoming production of “Fiddler on the Roof”. We have 102 students in the cast and 25 on stage crew working hard to get ready for our performances on March 17th through 20th. To purchase tickets on-line, go to the JGMS website and click on the link to the Bedford Education Foundation’s website. Tickets will also be available at JGMS, Lane and Davis School offices. The cost is \$9.00.

SEVENTH GRADE THEATER ARTS CLASSES

In Theater Arts we are finishing up a unit on the Broadway musical “West Side Story”, Students are looking at the life and work of composer Leonard Bernstein, choreographer Jerome Robbins, and lyricist Stephen Sondheim. “West Side Story” is a modern version of the classic Shakespeare tragedy “Romeo and Juliet”, and we are exploring the similarities and differences between these two well-known stories. We hope to act out some of the famous scenes in class, including “America”, “Officer Krupke” and “I Feel Pretty”. In the third term we will be moving into a unit on effective speech skills through the study of famous monologues.

SIXTH GRADE MUSIC CLASSES

Mrs. Budka’s general music students are finishing up a unit on puppetry. We worked with keyboards and percussion instruments to create soundtracks for our shows. Next we will be moving into a unit on musical instruments, exploring their origins, inventions and methods of sound production. Mr. Grunwald’s classes have completed their musical instruments unit, and are working on projects in rhythm reading using drums, with a focus on syncopation.

DONATIONS NEEDED

The music department is in need of some CD boom boxes. If your family has “gone digital”, please consider donating your old boom box. We use them in dance and music classes for small group rehearsals. We can also use old CD and DVD cases.

Also, the General Music and Theater Arts programs are looking for donations of puppets, small stuffed animals and beanie babies for use in the puppetry unit.

You can drop any of these items to the JGMS school office, and label them to Mrs. Budka’s attention. Thanks!



Grade 6

English

Red team students finished a poetry unit before winter vacation. Many students surprised themselves with just how poetic they could be! Students wrote in a variety of styles including Haiku, sound poetry, limerick, metaphor, and others. The depth and variety of ideas for writing was extensive. Three poems were selected for their humor, imagery, or level of insight. They are printed below, with parent permission, for you to enjoy.

Elderly Man

An elderly man called Keith
Mislaid his set of false teeth-
They'd been laid on a chair,
He'd forgot they were there,
Sat down, and was bitten beneath.
-Tyler Lussier

The World**Silent**

Is when the moon glows on the surface of the earth,
When the sun starts setting like a sliding yolk and reflects on the shiny sea,
When the white snowflakes glitter on the blanketed ground.

Loud

When the thunder growls and lightning flashes,
When bombs explode in a gory war,
When screams of horror shout throughout the world.

Eternal

Friends that will always be there even through hard times,
Kindness that will be defeating Hatred,
Love that will be passed on into the future.

-Vitoria Soares

Snow

Peaceful, Gentle snow
Swirling Softly in the air
Falling Everywhere
-Sarah Nosal

The Night

A newspaper scrapes the sidewalk,
Over four-square made of bright chalk.
Flickering light on the street corner,
As the pizza shop takes its last order.
Bats head off in a flock,
Nine fifty-nine says the clock.

Car engines finally power down,
And night angels soon come down.
The moths flutter around,
While dogs howl at the pound.
The last honk of a car,
Because his home ain't that far.

The last swish of a basketball hoop,
And a sign saying, "Bring home the troops!"
A child burning with a fever,
A night shift worker's alarm beeper.
When everyone is dreaming,
The moon is giant, full, and gleaming.
-Finn O'Connell

Students on the blue team will have the pleasure of writing their own poems in the upcoming term, as red team students begin the novel, The Magician's Nephew by C.S. Lewis.

Life Skills

In life skills students are learning an invaluable lesson: how to stay safe on the internet. Through the use of the MISSING computer program, students are learning to set careful boundaries in order to avoid potentially dangerous situations that could result from internet use. These skills, in conjunction with parent guidance and supervision, are crucial to keeping kids safe in the modern digital age.

P.E.

In 6th grade physical education, students recently completed a unit on circus skills. Look out Barnum and Bailey...here comes JGMS! Balance and coordination were highlighted as part of this unit, while we had a few laughs along the way. Bowling has also been a fun unit for us, so if you are looking for a fun family Friday night out, why not head on down to the alleys and bowl a few frames? Your sixth grader may surprise you with his/her skills. Lastly, we have been using the fitness room to educate our sixth graders about ways to keep our cardiovascular and muscular systems fit. Many calories have been burned during the process, and we are pleased with how easily students have taken to the routines they have been given.

Math

In 6th grade math both Red and Blue teams will be covering Chapter 5 and 6 from the book. This includes ordering fractions and working with improper fractions and mixed numbers. These skills can easily be reinforced at home while cooking with your son or daughter. We will then move into converting decimals to fractions and vice versa.

Science

In 6th grade science, the students just finished solving the CSI: Bedford crime. The kids had a great time investigating who stole an ancient Egyptian artifact, and performed many science experiments on the evidence including chromatography on the ransom note, fiber analysis on fibers left at the crime scene, and some white powder identification to identify a mysterious powder that was left behind by one of the suspects. Their use of their observational skills and abilities to make scientific inferences were great, and they were able to nab the suspect!

We are now fully into our chemistry unit, and have started to study Atoms and the Periodic table. We look forward to the up-coming "Element for a Day" project and learning more about what makes up the world around us.

SOS

In SOS, we have been working on a fluency unit through the reading of famous speeches ("I Have a Dream, Obama's inaugural address, Lou Gehrig's farewell speech, and the Gettysburg Address). The students will be performing them this week. Also, we are starting Battle of the Books this week and will be focusing on that for about a month or so.

Social Studies

Sixth grade social studies students have just completed a unit on the continent of Africa and are beginning the study of the continent of Asia. Using technology students have and will continue to expand their knowledge of these places. Ask your student how many countries are in Africa and which European powers colonized many regions of Africa. Their geographic knowledge will surprise you.



Grade 7

2nd Quarter Newsletter

We have had a fantastic 2nd quarter filled with literature and writing. Students created impressive scrapbooks or picture books. We are finishing our first novel (either *The Pigman* or *The Witch of Blackbird Pond*) with a final test. Students are continuing to improve their writing skills by writing a literature-based five-paragraph essay. Our next book project will involve multi-cultural literature and Moodle. We are also looking forward to beginning the novel, *The Giver* by Lois Lowry.

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦



7th Grade Gourmet Gifts has just started up and we plan on making goodies this semester that include chocolate covered strawberries, Muddy Buddy Mix, Cookies in a jar, Chocolate covered pretzels, Dog treats and MUCH more.

The 8th Grade Dance elective just started and will be working on choreographing their own dances for a performance in June!!

6th grade skate training has been working on playing indoor hockey on skates and now basketball on skates. They are doing wonderfully and impressing their teacher everyday!

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦



Visual Art Curriculum Update for Term 3

6th grade

Grade 6 students are completing a drawing unit they are creating outstanding perspective drawings of designer rooms. The detail and illusion of depth is quite amazing look to see some hanging at our annual art show. We will be moving into a unit on graphic design and advertising. Some classes have been experimenting with the printing process. We have switched our electives for the rest of the year and have new groups in the computer lab and ceramics studio, can't wait to see what they produce.

7th grade

Grade 7 students are completing a 3-D construction project that use perspective to capture a viewer's attention. Some classes are creating observational drawings that use shading to create a feeling of mood and depth, very cool and we have some talented illustrators here at JGMS. Mr. Harrington's classes will begin to look at the world of print advertisement as we return from our Feb. vacation.

8th grade

Grade 8 students have completed their murals and public art works. A tour of the building will reveal some of the social issues and concerns relevant to today's middle school student. It is interesting to see what ideas students chose to bring to light, students have insightful sensitive and intelligent things to say about the world they live in... take a look it is an interesting view into the middle school world. Some classes have begun to explore pattern through a reduction print process. Spring is close and will be here before we know it, printing is a nice way to get some fresh color into the room during the last cold months of winter. See you at the Art Show its shaping up to be a good one.

Please feel free to contact any art teacher if you are willing to help out with the framing for the art show... look for more information and opportunities as we get closer to May.





Grade 8

Grade 8 – Green and Grey Teams

As we approach the second winter interlude, February vacation, it is hard to believe that this school year is halfway over. And, from experience, we know that the pace will only increase, as eighth grade is a year of exciting events and significant transitions. We have decided to use this edition as an opportunity to pause and let you know of current news as well as upcoming events.

Geography Bee

Mr. Casey and Mr. Nagle would like to congratulate those who participated in the nationally recognized school-wide Geography Bee, which took place in early January.

Below are the following winners from each social studies class:

Grey: Anthony Palazzo, Pei Yun Chu, Maggie Rubin, Justin Cordero, James Peraire Bueno

Green: Rebecca McDermott, Mike Parisse, Michaela Simoneau, Miranda Skurla, Sarah Regan

After a long and competitive final round Justin Cordero was declared the winner!

Justin will now take a qualifying test administered by National Geographic in hopes of advancing to the state finals held in March at Clark University. We have a proud tradition as JGMS alumni have made it to the state finals four of the past six years. Congratulations to Justin and all for the JGMS students for their enthusiasm and participation in this year's Bee.

Washington D.C. Trip Update:

All registrations for the 8th grade trip to Washington D.C. are now past due. Currently we have close to 170 students registered for this annual trip to be held June 1-June 4th. The next step in the planning process will come in mid-March when New Century Tours will be sending each participant a final bill. It is also at this time that students will be asked to create a "wish list" of possible roommates for the trip that they will submit to Mr. Casey.

A parent meeting is planned for sometime in mid April. (More info to follow) Parents can direct any questions to Mr. Casey.

Promising Young Writers

Since 1985, our school has participated in another nationally known contest, Promising Young Writers for Eighth-Grade Students, sponsored by the National Council of Teachers of English. Each school, based upon a predetermined number, is responsible for selecting their respective nominee(s). After reading several student essays, members of the JGMS English department met on Tuesday, January 26th and selected the following JGMS winners:

JGMS school winners: Kate Johnson and Michaela McGregor

JGMS honorable mention winners: Pei-yun Chu

Kate and Michaela will now submit two pieces of writing: an original piece in a preferred genre about a person who has influenced them to be the individuals they are.

Both entries will then be judged at the state level. The number of winners in each state may not exceed the number of that state's delegation in the U.S. House of Representatives, or, in our case, ten state winners. Students who win their state competition are automatically recipients of the national writing award. Once again, our JGMS alumni have received national/state recognition on several occasions. We wish Kate and Michael the same good fortune and professional recognition.

Science

This winter has been very busy and productive for the Science Department! Ms. Ferri's classes have worked extensively on lessons pertaining to the scientific method, minerals, rocks, and the rock cycle. Mr. Puopolo's classes completed a unit on the rock and fossil record and geologic time. Currently, students are learning about how weathering shapes the Earth's surface. Students on both Teams have been engaged in many hands-on activities.

• • • • • • • • • • • • • • • •

MCAS Schedule

March/ April 2010

Monday

Tuesday

Wednesday

Thursday

Friday

<p>22</p> <p>Gr. 8 ELA Reading Comp Session 1 Blocks 1 & 2</p> <p>Advisory/ Break</p> <p>Session 2 Blocks 3& 4</p> <p>Grade 8 – 3rd Lunch</p>	<p>23</p> <p>Gr.7 ELA Comp Session 1 Blocks 1 & 2</p> <p>Advisory/Break</p> <p>Session 2 Blocks 3 & 4</p> <p>Grade 7 – 3rd lunch</p>	<p>24</p> <p>Grade 8 Make-ups</p>	<p>25</p> <p>Gr. 6 ELA Reading Comp Session 1 Blocks 1 & 2</p>	<p>26</p> <p>Gr. 6 ELA Reading Comp Session 2 Blocks 1 & 2</p>
<p>29</p> <p>Gr. 7 ELA Reading Comp Session 1 Blocks 1& 2 Advisory/Break</p> <p>Reading Comp Session 2 Blocks 3 & 4</p>	<p>30</p> <p>Passover</p> <p>Grade 6 Make-ups</p>	<p>31</p>	<p>1</p> <p>Gr. 7 Make-ups</p>	<p>2</p> <p>½ Day-Good Friday</p>
<p>5</p>	<p>6</p>	<p>7 ½ day</p> <p>Gr. 7 Long Comp Make-ups</p>	<p>8</p>	<p>9</p> <p>Pack MCAS/Ready to ship</p>

MCAS Schedule/ May 2010

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">10</p> <p>Gr. 8 Math</p> <p style="text-align: center;">Session 1 Blocks 1 & 2</p>	<p style="text-align: center;">11</p> <p>Gr. 8 Math</p> <p style="text-align: center;">Session 2 Blocks 1 & 2</p>	<p style="text-align: center;">12</p> <p style="text-align: center;">½ day</p> <p style="text-align: center;">Gr. 8 Make-ups</p>	<p style="text-align: center;">13</p> <p>Gr.7 Math</p> <p style="text-align: center;">Session 1 Blocks 1& 2</p>	<p style="text-align: center;">14</p> <p>Gr. 7 Math</p> <p style="text-align: center;">Session 2 Blocks 1& 2</p>
<p style="text-align: center;">17</p> <p>Gr. 8 Sci/ Tech</p> <p style="text-align: center;">Session 1 Blocks 1 & 2, <u>attend block 3, Gr. 8</u> <u>has 1st lunch...</u></p> <p>Gr. 8 Sci/ Tech</p> <p style="text-align: center;">Session 2 Blocks 4 & 5</p>	<p style="text-align: center;">18</p> <p style="text-align: center;">Gr. 8 Make-ups</p>	<p style="text-align: center;">19</p> <p style="text-align: center;">Gr. 7 Make-ups</p>	<p style="text-align: center;">20</p> <p>Gr. 6 Math</p> <p style="text-align: center;">Session 1 Blocks 1 & 2</p>	<p style="text-align: center;">21</p> <p>Gr. 6 Math</p> <p style="text-align: center;">Session 2 Blocks 1 & 2</p>
<p style="text-align: center;">24</p> <p style="text-align: center;">Gr. 6 Make-ups</p> <p style="text-align: center;">Day 5</p>	<p style="text-align: center;">25</p> <p style="text-align: center;">Gr. 6 Make-ups</p> <p style="text-align: center;">Day 6</p>	<p style="text-align: center;">26</p>	<p style="text-align: center;">27</p>	<p style="text-align: center;">28</p>