



# JGMS Principal's Newsletter

## Bedford, Ma 01730

### Principal's Letter

Dear Parent,

While we have just passed 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. This year, we will be collecting this data electronically. On March 6<sup>th</sup> instructions for course sign up will be posted on the school website [www.bedford.k12.ma.us/jgms](http://www.bedford.k12.ma.us/jgms). Please contact Ken Lord, Network Director, if you do not have your Aspen username and password. 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 -March	Lane and JGMS teachers complete course recommendations
March 7 – 21	Parents/students select "choice" classes online; you will find the 2011-2012 Curriculum Guide at <a href="http://www.bedford.k12.ma.us/jgms/resources/pdfs/CurriculumGuide2011-2012.pdf">http://www.bedford.k12.ma.us/jgms/resources/pdfs/CurriculumGuide2011-2012.pdf</a>
April-May	JGMS will identify teams in mid-April and Lane will identify Learning Groups/ Teams by mid-May
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. Should you choose to override the teacher recommendation, in order to place your son/daughter into a different math or English class, send a letter stating the educational reason(s) you would like to move your child to one of the English Curriculum Coordinators or to the math coordinator by March 21, 2011. 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 Little , 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](http://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 Little , 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](http://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 Little , 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](http://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/ucsmp/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)

## Seventh Grade

### 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 in the use of 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 0-0-03-068664-4, *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 a B+ or higher in the first two quarters of sixth grade English and an average of an A- or higher for the first two quarters for a current Level Two student; and an advanced GRADE total test score.

### **Eighth Grade 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 in the use of 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, *The Call of the Wild*, ISBN 0-670-86796-9, *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 a B+ or higher in the first two quarters of seventh grade English for a current Level One student and an average of an A- or higher for the first two quarters for a current Level Two student; and an advanced GRADE total test score.

We have just completed the 2011-2021 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-Coordinators Lynda McGraw or Pat Stephen with questions pertaining to the English leveling criteria.

Sincerely,

P. Jayne Viladenis  
Principal

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Included in this edition is the “Bedford Buzz,” our new Student Literary Journal. Advisors for this club are Matt McGonagle and Megan Salvucci. The kids have done a great job! Please take some time to read their work!

♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

Please mark your calendars, as, due to the extension of the school year to make up snow days, the 8th grade Moving On ceremony and dance has been moved to Tuesday, June 21st .

## February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b> School Council, 2:30	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> Presidents' Day	<b>22</b> Vacation	<b>23</b> Vacation	<b>24</b> Vacation	<b>25</b> Vacation	<b>26</b>
<b>27</b>	<b>28(1)</b>					

## March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1(2)</b>	<b>2(4)</b> 1/2 Day	<b>3(3)</b> Principal's	<b>4(4)</b>	<b>5</b>
<b>6</b>	<b>7(5)</b> Electronic Course Sign-up begins	<b>8(6)</b>	<b>9(1)</b>	<b>10(2)</b> Dance	<b>11(3)</b>	<b>12</b>
<b>13</b>	<b>14(3)</b>	<b>15(4)</b>	<b>16(5)</b> Matinee-	<b>17(6)</b> School Musical, 7 PM	<b>18(1)</b> School Musical, 7 PM	<b>19</b> School Musical, 6 PM
<b>20</b>	<b>21(2)</b> Electronic Course Sign-up ends	<b>22(3)</b>	<b>23(4)</b>	<b>24(5)</b> School Council, 2:30	<b>25(6)</b>	<b>26</b>
<b>27</b>	<b>28(1)</b>	<b>29(2)</b>	<b>30(3)</b>	<b>31(4)</b>		



## FROM THE HEALTH OFFICE

REMINDER: Physical exams are due for 6<sup>th</sup> 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







## Grade 6

### **English:**

On the Red Team we are currently wandering through the land of Narnia, identifying symbols and allegory as we attempt to decipher how Digory will redeem himself in The Magician's Nephew. We will finish this novel before February vacation, assuming the snow doesn't continue to throw us off track. Your son or daughter has been working diligently on how to lead and participate in a discussion while using active listening strategies. The next time he or she wants to convince you of something, look for him/her to support ideas and statements with "evidence". If he/she doesn't, then ask for it. After the novel, we will begin working on a poetry unit.

The Blue Team is hard at work on our Change-Maker research essay. In December, we took research notes on our Change-Makers, and now we are using our notes to compose a five-paragraph research essay. Our essential question for this portion of the unit is "What is a thesis?"

### **Social Studies:**

In social studies we have just completed a major project on Africa. This project involved three different technological programs that appeal to a variety of modalities. Students were divided into groups representing the five regions of Africa. Within each group, students selected one of the themes of geography to be the focus of an animoto presentation. The themes are Place- Human features, Place - Physical Features, Human-Environment Interaction and Movement. Students used a variety of sources to research and complete their Animoto projects. Next, students uploaded their Animoto projects into Voicethread. Students offered constructive feedback to each other using Voicethread. Using the feedback, students changed and finalized their Animoto projects. The final step was for students to view all other Animoto projects and leave two comments in Moodle. Each comment had two parts. The first part of the comment answered the question, "How does where people live affect how people live?" . The second part of the comment compared and contrast life in Africa to life in Massachusetts.

### **Math:**

In 6th grade math we successfully completed our unit on operations with decimals and we are moving into working with fractions and percents. We started using prime factorization which will lead us into discovering Greatest Common Factor and Least Common Multiple. Our tessellation projects look great and are displayed in the JGMS front hallway.

**Science:**

In Science we have been hard at work solving our CSI: Bedford Crime! Students have done a great job on a series of labs to determine a “who-done-it” scenario as part of our curriculum on introduction to matter and specifically physical and chemical properties and changes. We have been very impressed with their laboratory skills... they would all make great crime scene investigators!

**Student Owned Strategies:**

The official kickoff to the 2011 Battle of the Books took place on Thursday, February 3, 2011. During class on Friday students were split into teams, picked their first novel, and began creating colorful team posters. Teams will strive to generate a winner for this year's battle. Students will complete multiple battle related activities in S.O.S., but will also continue with the usual curriculum. Teams are expected to wear a team “outfit” of their choice each day 2. We encourage students to record their book choices for the battle on their weekly reading log. Special thanks to Ms. Collins and Ms. Wanamaker for all their hard work and planning for this year's battle!

Congratulations to last month's red team student of the month, Zariful S. Zariful has shown a consistent willingness to help others and stands out as someone who takes his work seriously, putting socializing aside until the appropriate time. His positive attitude and zeal for learning are contagious! Congratulations Zariful!

**Absences and Make-up Work:**

The Sixth Grade teachers would like to remind parents that when their child is absent from school for an illness or other reason, the parents need to call the main office to report the absence. If your child has been absent for *two or more days*, please request homework from the office at this time. The office will coordinate homework requests amongst all the teachers. Please do not e-mail the individual teacher for homework requests.



## Grade 7

The 7<sup>th</sup> graders did a phenomenal job at the Museum of Fine Arts last week. They were able to see the Egypt, Greece, and Rome exhibits, as well as some of the other parts of the museum. Many kids wanted to see more of the new American Wing, so if you are looking for a day-trip with your family, you might want to try the Museum of Fine Arts in Boston.

Here is what is going on in your child's classes:

### **Science:**

In Science class students have been studying about how cells interact with their environment. Using a real chicken egg as a model cell, students were actually able to detect water molecules moving into or out of the cell through observations and data collection. Students discovered how some organisms could make their own food using light energy from the sun. They learned how that food is then changed into an energy molecule used by cells to fuel all the activities that we do each day. Currently students are gaining an understanding of the importance of why our cells must divide.

### **English:**

Seventh graders continue to read, write and explore in English class! In addition to technology-based book projects and presentations, students have been exploring historical fiction through reading Paul Zindel's 1960's novel, *The Pigman*, or the jaunt through Puritan times with Elizabeth George Speare's, *The Witch of Blackbird Pond*. Students will be writing a research paper and begin work on a global literature book project. Also, students will be practicing for the MCAS using our curriculum as well as learning some test-taking tips.

### **Math:**

All 7th grade students will be taking assessment tests over the next week which will be part of the criteria for their 8th grade math placement. Letters were sent home with all students explaining the process. The 7th Grade Math classes just finished the Fractions unit and are starting the Ratio and Proportions unit. They need to bring in a poster board and a cartoon for the cartoon enlargement project which will take place in early February. The 7th Grade Pre-Algebra classes are in the middle of a Geometry unit. Their Congruent Polygon Essays are due on Feb. 7th. Please check with your child to make sure they have a calculator and pencils for math class every day. Thank you for your assistance with this.

### **Social Studies:**

In Social Studies classes, students have been learning about ancient Egypt. They have been researching their topic and are writing a 5-paragraph research paper. They will all present what they have learned to their class through an oral and visual presentation. The students have been working very hard in school on their research, but much of the work is part of their homework. Students have been encouraged to get help from an adult at home for their essays.

Second Quarter closed on Friday, January 27, and grades will be posted to Aspen on Monday, February 7 in the afternoon. Please be sure to check how your child is doing in classes. Have a nice February vacation!

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## Grade 8

As we approach the second winter interlude, February vacation, it is hard to believe that this school year is halfway over. The weather has wreaked havoc on the normal ebb and flow that usually accompanies this time of year in all of our classes. The 8<sup>th</sup> graders continue to do a great job and bring enthusiasm and a strong work ethic to all of their classes.

### **Washington D.C. Trip Update:**

All registrations for the 8th grade trip to Washington D.C. are now past due. Currently we have 187 students registered for this annual trip to be held May 31-June 3rd. 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.

### **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 units on the rock and fossil record and geologic time and plate tectonics. Currently, students are learning about the connection between plate tectonics and earthquake activity. Students on both Teams have been engaged in many hands on activities. Both teams have begun MCAS reviews of physical science. Also, all JGMS students will be participating in the You Be the Chemist Challenge in the next week. The student that scores the highest will go on to the state championship in the early spring. Last year our representative made it to the national competition.

### **Social Studies:**

Students in Mr. Casey's and Mr. Nagle's classes have recently finished up their Europe unit by discussing the Age of Exploration, The Scientific Revolution and the Age of Enlightenment. Students have begun work on a major essay assignment that will be asking them to discuss the development of political, social and economic relationships from the fall of the Roman Empire to the Modern World.

### **Math:**

Students in Algebra have finished their study of systems of equations and inequalities. The unit focused on methods to solve systems, writing equations and inequalities to represent real-world situations, and examining constraints placed on those situations. The next unit of study focuses on rules for exponents and exponential decay. Students have also been preparing to take their two-day midterm.

Pre-Algebra students have recently completed a unit on rational number operations. They were able to review and strengthen their skills in operations with fractions. The next unit of study focuses on ratio, proportion and percent. Students have completed their midterm.

Math recommendations for ninth grade are currently being made.

## Albert C. Wins JGMS Geography Bee

The Social Studies Department would like to congratulate all JGMS students for their participation in the National Geographic Geography Bee that was held in all social studies classes over the course of the past month.

Special congratulations to the following class winners:

### 6<sup>th</sup> Grade Winners:

Zamir M.  
Felicia D.  
Cameron S.  
Mykia W.  
Sam R.

Kyra B.  
Nghị N.  
Daniel D.  
Eugene L.  
Julia G.

### **7<sup>th</sup> Grade Winners:**

### Purple Team:

Julie R.  
Juliette G.  
Nick P.  
Fritz S.  
Eric L.

Navy:  
Matthew T.  
Sabine G.  
Jacob W.  
Carly M.  
Connor Hi.

## 8<sup>th</sup> Grade Winners

Green Team:

Albert C.  
Emma V.  
Ben S.  
Kristen K.  
Deanna L.

Navy Team:

Dylan C.  
Felicia M.  
Connor Y.  
Brendan F.  
Noah S.

After a competitive final round, eighth grader Albert C, was declared the JGMS winner!

Albert will now take a qualifying test administrated 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 Albert and all for the JGMS students for their enthusiasm and participation in this year's Bee.

# JGMS Library News

February 2011

Joan Collins  
Teacher Librarian

## Reading!



Hear ye! Hear ye! On February 1<sup>st</sup>, sixth grade knights and ladies began the 2011 Battle of the Books. Noblewomen Kimberly Knight, Megan Salvucci, and Alison Breaux were on hand to enflame the tournament.

During the next six weeks, students in teams will try to read as many as ten books. At the conclusion, there will be a final tournament. The winning team will earn a pizza party for their learning group.



This year's booklist is:

*Fever 1793*  
*Things Not Seen*  
*Dovey Coe*  
*Joey Pigza Swallowed the Key*  
*Football Genius*  
*Stormbreaker*  
*Which Witch?*  
*Hidden Talents*  
*Rules*  
*Transall Saga*

## Book Circulation

Seventh graders were busy checking out books for their 2<sup>nd</sup> quarter reports with Ms. McGraw and Ms. D'Entremont.

Ms. Stephen's 8<sup>th</sup> graders checked out historical fiction and biographies.

## Library Activity

Mr. Nagle's and Mr. Casey's 8<sup>th</sup> graders researched the Renaissance and utilized the ABC-Clio social studies databases. They incorporated *voicethread* and *glogster* into their projects.

Ms. Fricke's 6<sup>th</sup> graders did biographical research on individuals who made great contributions to society. They utilized books and websites and paid close attention to note taking skills.

Ms. Mallott and Ms. Bakerian's students researched the themes of geography in the regions of Africa. Kids used *animoto* to create presentations.

Ms. Hammer and Mr. McGonagle shepherded their students through topics related to Ancient Egypt. They covered mythology, fashion, mummies, etc.



## New Resource

JGMS along with Lane, Davis, and Bedford High School updated our library circulation system. Students now have a newer technology to help them utilize library resources.

Check out

<http://destiny/quest/servlet/presentquestform.do?site=101&alreadyValidated=t>

## French

### Grade 6

In 6th grade French we have been learning how to tell time, tell how much something costs, and how to tell the date. We have role played scenes from a restaurant using formal forms of request and new food vocabulary. We have also used Quizlet to review for quizzes and have completed our first Lingt language assignment where we write and record our voice.

### Grade 7

The 7<sup>th</sup> grade French classes are currently in lesson 13 where the students are learning all sorts of new vocabulary about the places you find in a city or town and the rooms in a house. The students are learning how to give and receive directions (difficult in English!) and to describe their town and home. Next we'll be off to a weekend in Paris and learning the verb "aller" (to go).

Bonnes vacances!

### Grade 8

In 8<sup>th</sup> grade French we are learning about weekend activities and making plans. The students have learned about the Paris subway (Le Métro) and how to describe what they see both in a city and in the country. We are currently perfecting our past, present, and "future proche" tenses so we can talk about what we did as well as what we are doing and going to do. Soon we'll be moving into the Paris unit where we'll be studying many of its points of interest – well enough to answer all the Jeopardy questions!

Bonnes vacances!

. . . . .



## Spanish

### 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

### Grade 7

Spanish we are starting a new unit based in Puerto Rico. The first chapter will feature extending and responding to invitations, talking on the phone, expressing feelings, saying where you are coming from, and saying what just happened.

### Grade 8

Our new unit takes place in the cultural context of Barcelona, Spain. Students are learning to describe their daily routine, talk about grooming, tell others to do something or not to do something and discuss daily household chores. One of the new grammar points is the introduction of reflexive verbs.. Affirmative and negative familiar commands with reflexive and action verbs are also a part of this lesson. The cultural reading takes place at the Pablo Picasso Museum in Barcelona. At the end of the lesson students will be able to create and present an advertisement for an imaginary pharmacy. This advertisement will illustrate mastery of affirmative and negative commands and the new vocabulary. Students will be using language technology with programs such as Quizlet , Animoto and Lingt Language.



# NEWSPAPER

## The Bedford Buzz

Volume1: Edition 1

A new literary magazine dedicated to showcasing the work of the students at JGMS

### Movies

#### **TRON: Legacy**

**Directed by: Joseph Kosinski**

In this sequel to the Disney movie that came out in 1982, the hero of the first movie, Kevin Flynn, is missing, and his son, Sam, expects he is in the computerized world of TRON. Sam is supposed to own his father's gaming company, ENCOM, but at nineteen or twenty, he is too young. One night, when Kevin's friend Alan receives a page on his pager from Kevin's number at Kevin's old arcade, Sam goes to investigate and gets sucked into the world of TRON himself. Sam starts at the Games, where he must use a disc- that holds all his memory- like a Frisbee and use it to, well, destroy other computer programs. Then, he must fight Clu, the program that his father created to look like himself. Clu is acting like the ruler of TRON and Sam sees it as his chance to put an end to the unfair rule of Clu, but Clu almost beats Sam in a LightCycle tournament. Then, when it seems like Sam is about to die, out comes Quorra, the cute, short haired program with a lot of spunk, who rescues Sam and brings him to Kevin's home. When Sam and his father are finally reunited, it is not like Sam thought it would be. His father is mad at him for entering TRON because it was Clu who sent the page and wanted Sam to come, because then he would be able to get Kevin's disc and be able to get into our world. Will Sam, Kevin and Quorra stop Clu before it's too late?

This was an AWESOME movie. It is so action-packed and lit up, and the music is great and upbeat and works perfectly with the movie. You definitely want to see this (and/or get it on DVD or Blu-Ray or something like that).

**Review by Liz C.**

Asimina M.  
Movie Reviews

Hey, people! This is where you can get great movie reviews of some of the latest, or oldest, movies! Now, for one of my personal favorites, *The Twilight Saga: Eclipse*. *Eclipse* is all about how eighteen year old Bella Swan and the heart wrenching decision that she has to make - to either marry her seventeen year old, never changing, beautiful vampire sweetheart Edward Cullen, or to date her old family friend, werewolf Jacob Black. The problem is, she cannot decide whom to choose. The werewolves and the Cullens despise one another, despite their long, everlasting treaty for peace. In the midst of all of this drama, Victoria, Bella's arch-enemy, is creating a newborn vampire army to avenge Bella for the loss of her mate, James, who tried to kill Bella in the first movie, but has failed, while literally burning to the ground in Bella's hometown. While the Cullen family and the Quileute werewolf tribe prepare for the horrendous battle, tension is still in the air as the date of graduation creeps closer. Graduation means that Bella's unlucky life, as a mortal will soon end. This movie is already on DVD, and is a great thriller with lots of romance, action, and adventure. If you are a fan of *The Twilight Series*, then this movie is a must see.

## Harry Potter and the Deathly Hallows, Pt. 1

Everybody must have heard about *Harry Potter and the Deathly Hallows, Part 1* in theatres. The Harry Potter series of movies and books is ending as Harry Potter, Hermione Granger, and Ron Wesley go on a dangerous mission to find all of the Horcruxes and destroy Lord Voldemort. There are many dreadful losses, a wizard with no left ear, someone's special 17<sup>th</sup> birthday, a surprising will, and more, all in one-half of a movie! I must add, a connection someone had in only his or her mind is coming into reality. People, who liked the books, have seen the movies, or are major magic fans will be enchanted by this miraculous movie. With a perfect mixture of drama, love, action, and magic, anyone who watches this movie will enjoy it. The second part of this wonder is coming to theaters on July 15, 2011, where we can all see the end of the epic, countless wars of The Boy Who Lived and Voldemort, He Who Must Not Be Named. I suspect that these suspenseful movies are coming to DVD and Blu-Ray after the second part, and final movie makes its debut. That is all for this time!

~Asimina M.

## The Voyage of the Dawn Treader

Director: Michael Apded

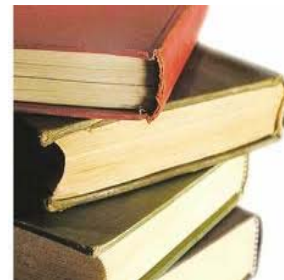
In this movie, Lucy and Edmund return to Narnia with their good-for-nothing cousin Eustace and find themselves aboard the *Dawn Treader*, King Caspian's finest ship. Caspian is sailing eastward toward the end of the world to find the seven lords that his uncle, King Miraz, had banished from Narnia when he became King (after killing Caspian's father). But they will soon realize that finding seven (very) old men is not the only thing this voyage will bring.

If you liked the other two Narnia movies, or if you liked reading the Narnia books, or if you just like to watch random movies in your free time, this is a must-see! I would rate it five stars. The graphics and special effects were spectacular and the plot was amazing.

Review by Liz C.

## Books

### The Secret Life of Bees Review by Erin V.



The Secret Life of Bees by Sue Monk Kidd is about thirteen-year-old Lily Owens, who lives on a peach farm with her horrible father, T. Ray, in the hot and humid state of South Carolina. When Lily was very little, her mother died, and all Lily has left of her is a few objects and a dreadful memory of the day she died. Throughout most of the book, the mystery of who her mother was is a big part of Lily's life. But after Lily and Rosaleen, a colored woman who works for T. Ray, run into some trouble with three of the town's biggest colored-haters, Lily runs into many problems. But until she finds out who her mother was, Lily will not rest.

I recommend this book to girls from the ages 12-14 who enjoy realistic fiction and lots of drama and sadness. I really enjoyed this book and I will definitely read it again and again and again. Thanks to Mrs. Collins for recommending this book to me!

**The Lost Hero**  
By Rick Riordan



This is a great book about Greek mythology, and it is a sort of continuation of the Percy Jackson series (the new series is called “the Heroes of Olympus”). In this book, there are 3 characters named Piper, Jason, and Leo. Jason “wakes up” in the back of a school bus on a field trip to the Grand Canyon with two kids who call themselves his friends. He has no idea where he is, why he’s there, or who these two other people are. Piper, who is sitting next to Jason, actually claims to be his girlfriend. Piper is shocked when he suddenly says, “Who are you?” because she has been trying to get him to “like” her for months. Leo is Jason’s best friend, and is also completely baffled when Jason suddenly has no idea who he is. The three of them end up at Camp Half Blood, Piper in Aphrodite cabin, Leo in Hephaestus, and Jason in Zeus. Within a day of arriving, all three are given a quest to find the missing goddess Hera, who has not been seen or heard from for months. With neither of them having ANY fighting experience whatsoever, and a bunch of dangerous, lethal monsters chasing after them every 10 feet, can Jason, Piper and Leo survive this heroic quest?

This book is great if you like action-packed novels mixed with some romance and humor. I would give it a rating of 5 out of 5 stars

**Review by Liz C..**

**One more note:** if you like this book, the next one, The Son of Neptune, is expected to come out in Fall 2011.

**The Short Second Life of Bree Tanner**  
Author of Book: *Stephanie Meyer*

Bree Tanner can hardly remember her life before she had sharp powerful senses, inhuman strength and super-human reflexes. Her life before she had an insane craving for blood. Bree has no idea who created her, and why. But soon she and her fellow newborn vampires are going to be transformed into an army to fight the Cullen coven in a deadly battle. But she knows she can’t trust Riley, their leader, when she finds out everything she knows about her vampire life is a lie. Now she comes to a point when she has to ask herself, if everything you know is a lie, then how do you find out the truth?

Stephanie Meyer surprises us again in her *Eclipse* novella, The Short Second Life of Bree Tanner. The mixture of adventure, a hint of romance, and mystery, this is a recipe for a fantastic book. This is the part of the fight in *Eclipse* from Bree’s perspective, when everything and anything is a mystery. People who enjoyed The Twilight Saga are sure to love this book.

Review by Asimina M.

## Paintbrush

Dana S.

Do not blind my eyes,  
     For they have already seen.  
 Do not try and deafen me,  
     For I have heard cries of pain,  
     And cried my own.  
 Do not film over my knowledge,  
     For my brain has already taught my heart.  
 Do not pretend nothing is wrong,  
     For I have sensed it from the start.

You may cut off my fingers,  
     Slash off my arms!  
 But put me in a road,  
     And I'll dodge the way of harm.  
 You make take away opportunity,  
     But I will build a new door.  
 You may tear off my wings,  
     But I will continue to soar.  
 Place me in a room of dark,  
     Let me light the walls!  
 Push around my confidence,  
     But I will catch it when it falls.  
 You may *NOT* take my sight,  
     For I've seen what I must.  
 You may *NOT* take my sounds,  
     For my ears I will always trust.  
 You may *NOT* slice out my knowledge,  
     For my knowledge I have pent.  
 And you may *NOT* pretend all is right,  
     Because the pain is evident.  
 Instead take my hand in yours,  
     Observe each age, gender, race;  
 Now let us paint a smile,  
     Upon each frowning face.  
 Together we will march  
     Forward with a grin,  
 Together we will fight,  
     Together we will win.  
 In our hands we will each grasp,  
     A paintbrush, bright and strange,  
 And on the walls of the world, we will paint,  
     The glimmering color of change.



## I

It stands alone  
 Or stands within  
 It tells a story  
 No matter where held  
 You can surly tell  
 You can find it anywhere  
 Sometimes even in you

-Anonymous

## Think, Ask, & Create

If you think about it  
 It will be thought about  
 If you ask about it  
 It will be asked about  
 If you create it  
 It will be known

- Anonymous

## No

A word that starts with N  
 A word that ends with O  
 A word I'm sure you all know  
 No is the opposite of yes  
 And yes is the opposite of no

- Anonymous



### Snow

Bobby M., Grade 6

There's snow in Bedford! There's snow in Bedford!

It's all on the snow-covered ground  
There's snow in Bedford! There's snow in Bedford!

So fluffy, white, and round.

### New Year

Savannah E., Grade 6

During my vacation, the impact of the words, "school's starting tomorrow," was incredibly depressing. After about one-and-a-half weeks of vacation, the prospect of homework and tests was like a thundercloud looming over my head. I mean, was it really that big of a deal that I couldn't spend my days in the snow, drinking hot chocolate, or watching movies? Was it really that big of a deal that I couldn't use my presents for hours or not have to stress out over homework?

Yes, yes it was that big of a deal. I don't hate school, nor do I love it. My resolution was to be able to finish all my homework firsthand. As if I'll be able to stick through with it. Homework has never been a big priority for me. In the old days, in some countries if you broke a promise or resolution, you would be branded with the mark of a liar. Sometimes an "x" would be burned into your skin. I think all New Year's customs are important. In China, you'll find a red pouch with money in it under your pillow. Some countries have traditional dances or festivals. Nevertheless, it was an awesome vacation and I'm already dreaming about our next break.



## Notes from the Gifted and Talented and Differentiated Instruction Program

### MathCounts News

We have completed two major competitions in MathCounts! In November, we took the American Mathematics Competition for grade 8 and under, which allows ten students to take the next level of competition, the AMC 10. In January, we held the MathCounts school competition, which allows ten students to progress to the chapter level of competition.

The AMC 8 is a 25 question multiple choice math competition, where students receive a point for every question they answer correctly. The AMC 10 is similar, except students receive 6 points for every correct answer, 1.5 for every blank, and 0 for every wrong answer. Students who do particularly well nationally on the AMC 10 will be invited to take the American Invitational Mathematics Examination.

The top scorer for the AMC 8 at JGMS was a tie between Alex Chen and Kristen Kuo. Both did very well! In third place was Savannah En, who was also the top 6<sup>th</sup> grade student and scored better than all of the 7<sup>th</sup> graders competing. Our top 7<sup>th</sup> grade students were Michael Barkan and Alex Mascoli, who tied for fourth. These five students are invited to take the AMC 10 on February 8<sup>th</sup>, as well as Andrea Ning, Chris En, Olek Peraire-Bueno, Ben Biswas, Julia Gavelek, and Karthik Sharma.

In the MathCounts competition, students compete in four different rounds: the Sprint round, in which they solve 30 problems in 40 minutes without a calculator; the Target round, which assumes the use of a calculator and gives students 4 pairs of 2 problems with 6 minutes per pair; the Team round, in which students work in groups of 4 to solve 10 problems in 20 minutes; and the Countdown round, in which the top 10 students compete head to head to answer one question at a time, with 45 seconds per question. The first two rounds give each student an individual score.

Our top scorer on the individual rounds and our Countdown round winner was Alex Chen! In second place was Kristen Kuo. Third place was Chris En. These three students, plus Andrea Ning, make up the team of students who will compete at the MathCounts Northeast Chapter competition on February 9<sup>th</sup>. The following six students will also compete as individuals at the competition: Gina Han, Ben Biswas, Eugene Lee, Savannah En, Vinny Dee, and Hannah Rubin.

Congratulations to all of the incredible mathematicians who competed on these tough competitions. I know all of the MathCounts students are looking forward to our next major competition, the Collaborative Problem Solving Contest!

### WordSmiths News

WordSmiths students lament the number of snow days that have been on Wednesdays, our normal meeting time. It has felt as if we are doomed to never meet! Our dearth of meetings has made it a particularly tricky task to launch our WordSmiths blog – but we will update all of you when it begins producing our prodigious and prolific thoughts!

Meanwhile, students who may wish to join WordSmiths are encouraged to try it out for the next few weeks. Students can register for the spring term of WordSmiths through Youth and Family Services.



## Advanced Math Pull-Out Classes

The 6<sup>th</sup> grade advanced math pull-out class has begun an exploration of fractions. We will develop automaticity with fractions while also exploring some interesting fraction patterns. We have just finished exploring factors and multiples and will begin applying that to fractions very soon! 7<sup>th</sup> graders have just learned the Pythagorean Theorem and will begin to do more advanced problem solving, as well as learning about special triangles. 8<sup>th</sup> grade students are preparing for their midterm, then they will begin a unit on exponential functions.

## Out of School Resources

### MIT Educational Studies Program <http://esp.mit.edu/>

MIT's ESP program offers many different learning opportunities for students starting at the middle school level. Registrations for SPARK, a single Saturday of exploratory classes on March 12<sup>th</sup>, opens soon.

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## The JGMS PE Dept

The **JGMS PE Dept.** is always looking for sporting good donations. If you have any old or new equipment that you are looking to get rid of please contact us and we would be happy to pick it up. Items in particular that the department needs are baseball/softball gloves & softballs, tennis rackets and tennis balls, cardiovascular machines such as (ellipticals, treadmills, stationary bikes, and rowers), field hockey sticks, soccer balls, Frisbees and footballs. Thank you.

### Contact info:

Kenneth Norling  
Roseanne Ham  
Libbey Beinert-Hunniwell

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♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦

## Performing Arts Department

### **Seventh Grade Theater Arts**

Seventh graders are working on memorizing dialogue, using skits from Abbott and Costello and Monty Python. We are comparing British and American humor, and having fun trying to mimic regional and British accents. Next we will be looking at the many famous actors who started out their careers in the “Second City” theater groups over the years.

### **Sixth Grade Music Class**

Some sixth grade classes are starting their beginning guitar unit, while some students are finishing up a unit on writing lyrics and melody, composing their own songs and notating them as illuminated manuscripts. Mr. Grunwald and Mrs. Budka will be swapping units so we can all have a chance to work on guitars and keyboards.

**Music Ensembles** Congratulations to nineteen music students who traveled to Milton High School on January 22<sup>nd</sup> to audition for the annual Eastern District music festival. We are proud to say that ten students from JGMS were accepted. For Band: Gina H. (clarinet), for Orchestra: Victor C. on Violin and Linda B. on Viola. Chorus students accepted were Fionna B., Kevin C., Brad H., Deanna L., Eliza M., Bryan W. and Sophie Z. They will participate in the Music Festival, rehearsing and performing in a concert with other students from around our district, on March 5<sup>th</sup>. Bravo and Brava to all!

**Spring Musical** This year’s spring musical is “You’re A Good Man, Charlie Brown”. One hundred and thirty JGMS students have been battling bad weather to prepare for performances on March 16 – 19<sup>th</sup>. Cast, crew and directors firmly believe that “the show must go on”, and are working hard to make up for lost rehearsal time. Information about ticket sales can be found on the JGMS website under the “MUSIC DEPARTMENT” tab. Contact Mrs. Budka for more information.



Next Principal’s Coffee on March 3, 2011 at 8:30 AM in the school library. This will be a joint meeting with the Accept the Challenge Anti-bullying parent and school committee.