

The Webpage address is: <http://www.cityofportsmouth.com/school/pms/index.htm>



To all PMS Parents and Guardians:

Welcome back to the PMS Health NH 5-2-1-0- initiative. We will continue this school year to educate all PMS students with fun, interactive and challenging activities that support this initiative. 5-2-1-0 is a national public education campaign to bring awareness to the daily guidelines for nutrition and physical activity. Health promotion messages and activities during the school day and at home provide an effective way to give children direction and role models for healthier living.

Under the direction of superintendent, Ed McDonough we are working to continue our efforts of 5-2-1-0 and to focus on increasing daily physical activity to "ONE" hour per day and to integrate this program into our curriculum subject areas. The "Healthy NH 5-2-1-0" message is simple and clear and represents some of the most important steps to prevent childhood obesity.

- **5 eat at least five serving or 2 ½ cups of fruits and vegetables every day.**
- **Limit TV and other non-academic screen time to two hours or less each day. 2**
- **1 Get up and get moving for one hour of physical activity every day.**
- **Avoid soda and sugar-sweetened drinks. 0**

Last year PMS students walked, hiked and wheeled 2159 miles, the equivalent of traveling from Portsmouth to Aspen, Colorado. Our goal this year is to reach the west coast. As we challenge ourselves by grade level, we will continue to track our progress. Participation and effort counts the most and your children all have an opportunity to make their school and grade level activities exceed all other.

Your support and encouragement will help spread and ignite the Healthy NH 5-2-1-0 program at Portsmouth Middle School.

Questions contact Kathy Birse Siegel or Kathy Casperson at PMS.

FROM THE PMS SCHOOL NURSE, Kathy Casperson

Vaccine Benefits

Once your immune system is trained to resist a disease, you are said to be immune to it. Before vaccines, the only way to become immune to a disease was to actually get it and, with luck, survive it.

This is called naturally acquired immunity. With naturally acquired immunity, you suffer the symptoms of the disease and also risk the complications, which can be quite serious or even deadly. In addition, during certain stages of the illness, you may be contagious and pass the disease to family members, friends, or others who come into contact with you.

The Impact of Vaccines in the United States

Disease Baseline 20th Century Pre-Vaccine Annual Cases 2008 Cases* Percent Decrease

Measles 503,282 55 99.9%	Diphtheria 175,885 0 100%
Mumps 152,209 454 95.7%	Pertussis 147,271 10,735 92.7%
Smallpox 48,164 0 100%	Rubella 47,745 11 99.9%
Haemophilus influenzae type b, invasive 20,000 30 99.9%	
Polio 16,316 0 100%	Tetanus 1,314 19 98.6%

*Provisional. Widespread use of vaccines in the United States has eliminated or almost eliminated infectious diseases that were once terrifying household names. Credit: Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, 4/2/99, 12/25/09, 3/12/10

Vaccines, which provide artificially acquired immunity, are an easier and less risky way to become immune. Vaccines can prevent a disease from occurring in the first place, rather than attempt to cure it after the fact.

Benefits for You and Others

- It is also much cheaper to prevent a disease than to treat it.
- Vaccines protect not only yourself but also others around you.
- If a critical number of people within a community are vaccinated against a particular illness, the entire group becomes less likely to get the disease.

Reference

F Zhou et al. Economic Evaluation of the 7-Vaccine Routine Childhood Immunization Schedule in the United States, 2001. Arch Pediatr Adolesc Med.159(12):1136-44 (2005).



MATHCOUNTS

Your Middle School MATHCOUNTS Team is in full swing! Sixth, seventh and eighth graders are getting together regularly on Wednesday's from 2:25 – 3:25 in room 202. We work on math skills and tricks using MATHCOUNTS materials. We also play math games and challenge each other in mental math activities. There is room for many more math lovers to join our group.

In February we will participate in a Regional competition at UNH. This group is motivated, making great progress, and is sure to do well at the competition. All students are still welcome to join us for problem solving fun on a regular basis, or whenever possible. See Mr. Ruel or Ms. Larkin if you have any questions.



Portsmouth Middle School Young Historians Club

What is YHC?

Portsmouth Middle School Young Historians Club is a student driven club working to archive the history of Portsmouth Middle School from a student perspective.

Who can join?

Any student currently enrolled at Portsmouth Middle School (grades 6-8) is welcome to join at any time.

When are the meetings?

We meet after school on Thursdays in room 309. You are not required to be at every meeting so if you are involved in other activities it is not a problem. We just work with the students available each time we meet.

Who should I contact if I want to join?

Ms. Heath and Mrs. Garganta (ah Heath@portsmouth.k12.nh.us and jgarganta@portsmouth.k12.nh.us) are the advisors for this club so you can email them or visit them at school if you have any questions.

Why should I join YHC?

- It is FUN!
- You get to use technology.
- Our building will be totally different in a few years and you will want to remember it like it was when you were here.
- It is important to archive our living history.
- We get to interview people who went to this school a long time ago and they have interesting stories.
- You get to hang out with an awesome new group of people.

If you have a story or memory of YOUR time at 155 Parrott Avenue that you want to share please contact us so we can make it a permanent memory!

National Geographic Geography Bee

General Information

What is the Geo Bee?

The National Geographic Geo Bee is a way for students to compete on local, state, and national levels in the area of geography. **Portsmouth Middle School** has competed in the Bee for the last four years and each year we had a student place in the top 100 in the state to move onto the state level competition. Geo Bee is an excellent way have fun with geography and better understand how it impacts so many areas of our lives!

Competition Format

School Level: Oral
Qualifying Test: Written
State Level: Oral
National Level: Oral



Rules of Eligibility

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- The competition is open to any 6th, 7th or 8th grader at Portsmouth Middle School.
- We must have 6 students compete from our building.
- There is a school level bee for any student who wants to compete.
- Once a school winner is decided, that winner takes the ONE written test that represents PMS.
- If the test scores in the top 100 scores in the state, that PMS student moves onto the state bee.
- As many as 100 finalists compete at the state bee.
- If you win the state level competition you move onto the national bee, which includes all the winners from all the states.

Important Dates:

Practice Sessions- Every Wednesday in room 309 (other practice days to be announced)

Wednesday, January 4, 2012

School Wide Geo Bee

January 31, 2012

Qualifying Test must be received by NG

March 30, 2012

State Level Bees

May 22-24, 2012

National Level Bee

Contact Information:

Students interested in coming to the practice sessions or competing in the School-wide Bee contact Mrs. Garganta (room 309) jgarganta@portsmouth.k12.nh.us

PMS Physical Education and Health Term 2
Kathy Birse Siegel and UNH intern Jason Kaste



Students in Mrs. Birse Siegel and Mr. Kaste's Physical Education classes Term Two at PMS have had the opportunity to participate in introductory Cooperative Game activities and physical education sport specific units. The sixth and seventh grade students experienced a Field Hockey and Indoor Soccer Units. They also practiced their Physical Best flexibility and core strength exercises, which were curl-ups and push-ups. The eight grades participated in a Golf Skills Unit ending with a scored putting game, the Physical Best testing and a Pickle Ball Unit.

In Health class the eighth grade participated in an OTC and Prescription Drug Lab activity demonstrating skills in understanding drug fact labels, the dangers they represent and refusal skills needed for health decision-making. In an Alcohol Awareness Unit students researched teen alcohol facts on the web site coolspots.gov and then participated in an Alcohol Awareness Booze Goggle interactive activity in Health class.

Grade 7 Health classes opened with reviewing smoking dangers that were covered in 6th grade. We discussed a DVD about a teenager who started smoking and the long-term effects of tobacco use; "I Can't Breathe." The Alcohol Awareness Unit covered lessons on alcohol use, risks, and peer pressure and refusal skills. A web based interactive activity was completed in the computer lab. An Alcohol Facts Bingo Game reviewed the lessons important messages and facts. A lesson on developing good refusal skills named, "The Pressure Is On" was a role playing and decision making activity model.

The 6th grade classes began their Health class program with a "20 Question Treasure Hunt" in Room 304 looking for all kinds of Health information we will be learning this year. Time was spent learning about Self Esteem and students created a self-image pamphlet with a short-term goal and a plan to achieve the goal. Classes viewed a video about natural highs for teenagers from the Sundt Memorial Foundation and we brainstormed ideas we could use in real life and created "I statements" to post in the Health room. An interactive refusal skills lesson was presented to help students identify and be comfortable with saying "no" in a variety of peer pressured situations.

International Language Classroom News for Term 1, 2011

Happy Holidays!

6th grade French: The 6th grade is wrapping up the second chapter in their book, which is primarily about how to describe themselves and others. Soon, they will be doing a writing piece and visual about themselves. They are a really bright and motivated group and they are learning so quickly!

7th grade French: As you may already know, the French program is now more intensive. The 7th grade French classes meet 5 days a week, instead of 3 days on and 3 days off. For this reason, for the first time, these 7th graders will enter high school at an even higher level than in the past. I am very excited about their progress towards this goal. The 7th graders have just completed a chapter on school days and afterschool activities. We have been continuing our "French Fridays", where we speak only French, and their progress is amazing. They even completed their first one-on-one speaking and listening tests. Students were asked to speak about several pictures. Then they were asked to respond to 5 French questions that I asked them in a full, French sentence. I was really pleased to see that they are already speaking so much!

8th grade French: The 8th graders have just completed a chapter on school days and afterschool activities. We have been continuing our "French Fridays", where we speak only French, and their progress is amazing. They even completed their first one-on-one speaking and listening tests. Students were asked to speak about several pictures. Then they were asked to respond to 5 French questions that I asked them in a full, French sentence. I was really pleased to see that they are already speaking so much!

Jennie Siegel, French teacher, Portsmouth Middle School

Grades 7 & 8 Spanish

¡Buenos días! We completed our new unit on family and the home. We learned some new grammar such as the verb "to have" and how to use it to show possession and age. We also tackled the always challenging possessive adjectives. We've been doing some spontaneous story telling as well. The students are really doing well with this and get very creative!

We are now moving on to activities you do at home as well as at school. We will be learning -AR verbs in the present tense along with three irregular verbs.

Just a reminder that it is very important that *all* students be studying and doing their homework on a regular basis as well as coming prepared to class. Your help with this is greatly appreciated!

Grade 6 Spanish

¡Hola! We have been doing a lot of conversational Spanish in class involving describing people and the use of pronouns and the verb "to be". The students are handling the material very well and are doing great with asking and answering questions in full sentences. We have had some very fun and creative storytelling in class! The kids have great imaginations and are eager to use the language.

Just a reminder that it is very important that *all* students be studying and doing their homework on a regular basis as well as coming prepared to class. Your help with this is greatly appreciated!

Patty Ross, Spanish Teacher, Portsmouth Middle School

SIXTH GRADE NEWSLETTER

As we move into our third term, students are showing that they are motivated and ready to learn. Expectations of being a prepared student continue to be stressed in all classes. One expectation of being prepared is for students to come to each class with their materials. It would be helpful if families could provide pencils for their child. These are a necessity that needs to be replenished often. Thank you.

All teachers are requiring common standards in the completion of written work that could be supported at home. Students should always capitalize the first word of a sentence and all proper nouns. Additionally, all sentences should have correct punctuation at the end. Families could assist their child by encouraging him or her to reread all written work and make corrections before handing the piece in to his or her teacher. Please do not rely on spell check because simple mistakes are often missed.

We need your help for our science classes for Term 4! Can you please begin to save everyday household items for our unit on inventions? The following materials are examples of the types of items that we need help with:

- rubber bands
- thin wire / string
- straws
- paper clips
- pipe cleaners
- aluminum foil
- cardboard tubes
- brads
- magnets
- toothpicks
- balloons
- buttons
- film canisters
- tongue depressors
- scraps of fabric
- clay
- paper cups
- marbles

It's a good idea for children to come to school with an extra sweatshirt to keep in their lockers during the winter months. The temperature can vary so much in our building and dressing in layers is always the best idea. The sixth grade teams wish you all a very happy holiday season and a happy and productive New Year!

The Sixth Grade Team

Seventh Grade Classroom News for Term 2, 2011

Team Voyagers and

Team Navigators

Ms. Barone Team Navigators Science

Term Two Navigators science students completed their study of length, volume and mass. Students participated in labs that included measurement skills they had learned in term. Students were very interested in the lab that had them measuring and mixing specific amounts of blue, yellow and red water. The outcome was a rainbow display of test tubes. One measuring mistake and the rainbow takes on a very different look.

Term Three is a culminating time in grade seven physical science. When we have completed our units on matter in late January we will switch over to life science. The content of the second half of the year is based on living things. Topics such as classification, interaction, extinction and the impact of living things on the crust of the Earth will all be covered. Most students find the microscope unit during this time fascinating. The unseen world is very exciting.

As the year moves on students need to stay current with their work. If they are out of school there is usually some thing in science to be made up. Labs and activities are most often made up after school. Look for the science text coming home.

Ms. Heath Team Navigators Math

It's amazing that the second term went as fast as the first! This term we learned how to use the order of operations with different algebraic and numerical expressions. We also learned how to add and subtract integers as well as worked with absolute value and evaluating expressions.

The following term in we will continue to look at operations with integers and then move on to learning about the distributive property, solving one-step equations as well as ratios and rates.

Ms. Heath, Team Navigators Math

Grade Seven Social Studies

Mrs. Garganta & Ms. Littlefield

Term Two has been both educational and fun as we studied the geography and cultures that exist around the area of the Mediterranean Sea. Map practice, learning and applying informational writing skills, finding and using appropriate research materials and making connections between our units has been a challenge to students this term. As we enter Term Three the focus will continue to be on achieving “personal bests” and stepping up to a deeper understanding of the topics.

Some of the highlights of this term include the exploration of Medieval Europe, taking a closer look at the beginnings of Judaism, Islam, and Christianity, and connecting how given beliefs shape people and cultures. Students have worked on content area reading strategies, how to best use reference materials and how to apply what we learn. Among many classroom activities, we continued work on our informational reading techniques, worked on our skills as geographers and completed the preparation for our five paragraph essay on the Black Death.

We will continue to EXPAND OUR BRAINS as we connected the wide variety of historical concepts to our modern world. It has been exciting to watch students look for connections with such a wide variety of time periods, places and cultures on the globe. During Term Three we will be completing our unit on Islam, moving into Sub-Saharan Africa, and starting to look at the strengths and weaknesses of given Asian civilizations. We will look at how African peoples established trading empires on the east and west coasts, the differences between political and cultural boundaries, and the implications of supply and demand on Africa as a continent. We will also look at how empires develop, compare isolationism and openness, and consider how choices impact social, economic, and cultural development.

Once again, we look forward to working with your children in this learning process. Please remind your child to utilize the wide variety of resources available on Moodle (moodle.portsmouth.k12.nh.us) including Maps101. It has been a pleasure to see them begin to challenge themselves and we are excited to continue on our journey through World History!

Eighth Grade Classroom News for Term 2, 2011

TEAM PISCATAQUA AND TEAM FOLEY

Ms. Larkin, Team Piscataqua Math

In Pre-Algebra term 2, students finished a unit on Rational numbers including negative fractions and decimals and spent a lot of time working with percents. We practiced calculating discounts and mark-ups, percent of change and interest, and taxes and tips.

Our new unit taking us from term 2 to term 3 is Monomials and Powers. We will find powers of numbers and investigate many mathematical patterns while practicing basic addition, subtraction and multiplication with integers. The culmination of our power work will be the use of scientific notation, squares and cubes, square roots and cube roots. At home your child can note uses of powers in packaging (such as grass seed) and home maintenance (carpeting, paint). Uses of Scientific Notation can be found online. Also online are tutorials, practice exercises, and self-check quizzes that supplement in-class lessons.

Algebra students spent much of term 2 working with percents and mixture and uniform motion problems and are beginning coordinate graphing, translations, and relations. Much more on all these topics during term 3, along with linear equations, arithmetic sequences and slope.

All Piscataqua math students are expected to keep a binder exclusively for math. The Daily Work section includes all warm-ups, notes and examples done in class, all homework that is not handed in and all homework handed back after being graded. This is the section that should contain examples that should help students with their daily homework. Every paper in the binder should be dated and all the papers should be in order according to date. Weekly Computations are in a separate section of the math binder.

Computation worksheets are handed out the last day of every school week and are due in the last day of the following week. These are designed to provide practice on the specific skills that will be needed in class and on homework. Students are expected to know how, or learn how, to do these math concepts. They can get help from any one including me. When Computations are returned after grading, students should look them over carefully and correct errors. If the computations in the binder have errors in them, they are not good examples. Tests and quizzes can be in a separate section but fit well into the daily section as they are compilations of topics and concepts learned and practiced in class. Tests and quizzes are given about every three weeks

Math grades are calculated by averaging the scores earned on daily work, averaging the test grades, and then averaging the two averages. Points can be earned frequently by showing effort on assignments, participating productively in group and class discussions, and by being prepared for class.

Pre-Algebra students have about one-half hour of homework daily. Algebra students may have as much as one hour of homework daily. Daily homework is noted on the white board throughout the class period and time is allotted at the beginning of class to record it in the Agenda Book. Examples of how to do the assignment are usually done in class and should be in the math binder.

I am available after school most Tuesdays, Thursdays and Fridays and as many Mondays as possible. Students needing more time to master a particular concept or those who want to get their math done before leaving school are welcome.

Mrs. Langton Team Foley English

During term two in Mrs. Langton's English classes, we explored fiction writing. Through a variety of writing exercises, students decided on a conflict for his or her story and proceeded to use fiction-writing elements to create short masterpieces. We studied elements of writing such as character, setting, conflict, and theme. To me, this is the most challenging term of writing in eighth grade. Writing fiction is not as organized and planned out as an essay, and it requires the largest amount of editing and revising. In the end, the students produced many fabulous stories in various genres, including realistic fiction, science fiction, fantasy, and historical fiction. If you get a chance, ask your student if you may read his or her fiction piece, and he or she just *might* let you!