



# What's Happening?

## Stick Your Nose in Our Business!

### Planning for the Future

Have you ever imagined having a lotion that would cool down your body while you are exercising or a hair salon that comes to you? Have you ever wanted to own a restaurant that offers international foods prepared by chefs from various countries? The students in Introduction to Business Principles have!

Students collaborated to select a type of business and are creating a business plan that could make their dreams a reality. This involves a lot of research and planning and culminates in both a report and a presentation.

"This project has them delve into many aspects of a business, learn the importance of teamwork, observe the changing and various needs of a business, and understand the importance of maintaining clear financial records and of time management," said business teacher Antoinette DeSisto.

Ms. DeSisto is enjoying her first year at Timberlane and is excited to be sharing her passion for business and learning with her students. Her experience both teaching at Southern New Hampshire University and working in the fields of accounting and human resources has prepared her to focus on the importance of preparation for the business world.

"I not only feel fortunate to instruct business courses of which I am well-versed, but I have the greater fortune of working in a profession that I am passionate about," said Ms. DeSisto.



### Molding Future Artists

Students in both Pottery I and II have been working diligently on a multitude of creative and challenging projects!

Pottery I has been creating Kiln Gods. Kiln Gods originated in places like China and Egypt and are derived from the left over clay from the pot or sculpture about to be fired. Originally, they were left in bone-dry form, the stage of unfired clay that is devoid of all moisture. In modern times, however, they are glazed to make them permanent and esthetically pleasing. Their purpose was to act as a good luck charm during the firing process.

Pottery II has just completed their Jomon Pottery; Japanese Pottery that spans from circa 10,500 BCE to 300 BCE. It is considered the oldest pottery in Japan. Originally, these pieces were used to cook food as they were constructed to fit into a fire. As time passed, they were used for more ceremonial or decorative purposes. Their concepts of rounded bottoms and ropelike patterns are the inspiration for the students' pieces.

Piece by Mary Morris

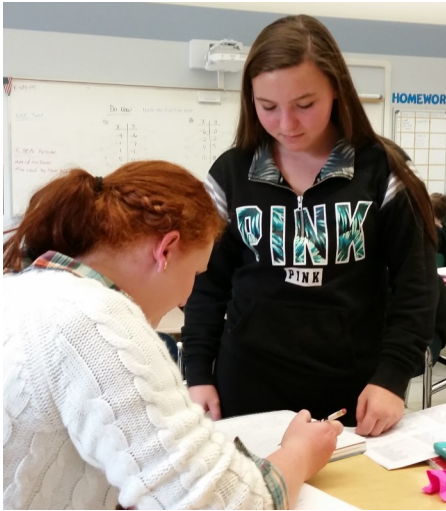


Piece by Brooke Rooney

ration for the students' pieces.

Pottery II students also recently finished the "Plate O' Food" project, which had students create dinner plates. They had to build both the plates and the individual pieces of food. A key focus was relating the pieces according to specific Principles of Designs, for example Rhythm and/or Balance. Some students chose to produce well balanced meals or discussed the rhythm associated with the undulating carvings of bacon. Placement of the sushi pieces upon the plate or the detailed designs of the plate was also discussed.

# Ions, Geigers, and Squares...Oh My!!



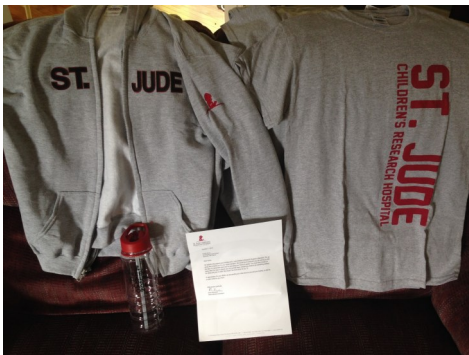
Kate Hoadley works with Victoria Boutin in Mrs. Parise's Algebra class.

## It takes a Village...

There is truth to the adage that it takes a village to raise a child, and in many math classes at the high school, that village includes upperclassmen. Members of the math honor society give up their study periods to act as teacher assistants in math classrooms, working with younger students to give them immediate assistance in the classroom. Although peer tutoring occurs in the Academic Support Center, this model of in-class help has shown to be highly effective when the peer tutor can directly offer assistance in the classroom. Teachers appreciate the support that the honor society students can give to the class as a whole, and students who need that extra support sometimes feel more comfortable getting it from a peer rather than an adult. As for the honor society students, they express that it is often more rewarding to help directly in the classroom rather than tutoring in the support center. Senior Kate Hoadley, asserts that "helping in the classroom is gratifying since you can see the progress of the students you help through the year." Teachers and students alike should be thankful for the time that math tutors Danielle Hammond, Wesley Clapp, Sam Difeo, Emma Hawkes, Alysha Assaf, Kate Hoadley, Jessica Buckley, Ashley Warren, Candace Delaon, Meghan Pelletier, and Olivia Heffernan, give up to help their peers.

## 60 Minutes of Greatness

Students in 7th grade science teacher Terri Costa's literacy block have been empowered to unleash their inner genius. This year Mrs. Costa is having her students participate in the Genius Hour program, which empowers students of all levels to explore their own passions. This model of giving people time to explore ideas is seen in industry and has lead to a number of successes. The Genius Hour model in Mrs. Costa's class will have the students develop a driving science question, research that idea, and share a final project that will demonstrate their learning. Although this is being done as part of the literacy block, this project is tied to numerous competencies across all disciplines. Students not only demonstrate the ability to read for information and communicate effectively by writing and speaking, but are also demonstrating the ability to learn new content ideas by exploring their interests. 7th grade student Emily Bone, used her Genius Hour time to continue her project for St. Jude's Children's Hospital. Her work culminated in her and her classmates crafting letters and cards of support to the children who are undergoing cancer treatment at St.



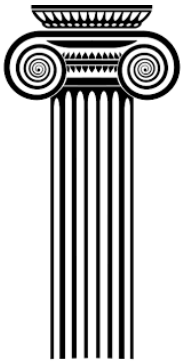
Jude's. Emily was "overjoyed" that she was able to help others and commented on this project by saying "I could make a difference in someone else's life instead of mine." The Genius Hour model in industry has shown success. By allowing workers time to explore their own interests, overall company productivity has gone up. Likewise, Mrs. Costa is already seeing that the time that students use to explore, research, and communicate their own interests, is resulting in similar gains in classroom success across all disciplines, or in the case of Emily, beyond the walls of Timberlane.

# Oh the Humanities...

Disce Latinum! (Learn Latin!)



*Opes hominum est sapientia quam relinquent.*



For the first time ever, Timberlane is offering Latin to its students as a world language. Teacher Michael D'Angelo and an intrepid group of students have begun working through the challenges, joys, and trials of learning the Latin language. They are up against a formidable opponent; Latin is a language 2,000 years removed from our context, with verbal and thought patterns unfamiliar to the modern mind. Our students are up to the task, and then some. They have exhibited enthusiasm, interest, and sharp precision in areas both cultural and grammatical.

Latin, though long "dead" as an actively spoken language, continues to be studied around the globe. In addition, one could argue that French, Spanish, Italian, Portuguese, and Romanian are essentially forms of spoken Latin. Mr. D'Angelo

shared that he is often asked why someone would want to learn a language that can't be spoken. Though there are many reasons, he cites just a few: to expand your vocabulary, understand the origins of English and Romance languages, improve your analytical thinking, gain knowledge of our collective cultural history, and examine what it means to be human.

There are few challenges greater than translating authentic Roman literature and truly engaging with what their texts meant then and what they can mean today. Linguistic knowledge, poetic sensibility, literary context and historical analysis all have to come together. Mr. D'Angelo writes that he believes this process to be the height of advanced literacy. This is an experience that we will continue to offer our students in the upcoming years, as we grow our new program into the advanced levels.



## Hispanic Heritage Night

What a night! In honor of Hispanic Heritage Month, which runs from September 15—October 15, Timberlane Regional High School hosted its first ever Hispanic Heritage Night. This was an evening of superstitious crafts, Latin dancing, and delicious Hispanic food. With over 100 students in attendance, students rocked their hips to the steps of a merengue circle while wishing away bad omens on their worry dolls. This evening

gave opportunities for staff to share the unique and diverse cultures that comprise the base of our nation's population. With 55 million Hispanics currently

living in the United States today, it is important for our students to understand how the perspectives and customs of these people may be different from and enhance their own perspectives. By interacting with authentic Hispanic cultural practices, students are able to understand and appreciate this population of people. The better understanding students have of this particular culture, the more career ready they will be as they transfer their use of the Spanish language to the work place, community, and to their travels around the world.



Students enthusiastically dance a merengue circle



Congratulations to Spanish teachers Tereza Monteiro, Maria Gamvas, Marilyn Goscinski, Lindsey Cook, and Tracee Van Brunt, who coordinated TRHS' first Hispanic Heritage Night



Erin Grady, Haley Bredbenner, and Emily Tomasi show off their Guatemalan worry dolls.