

# Charging A-head!

Volume 1, Issue 2

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## Mark Your Calendar!

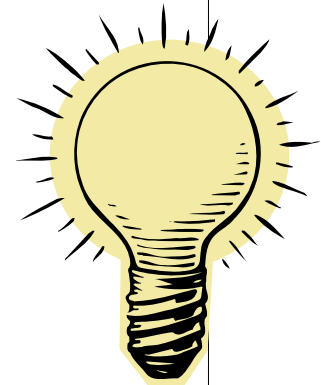
Save the date of **Saturday, August 23**, and come to Landstown High School for the workshop "Unlocking the Potential of Gifted Children." This is an opportunity to meet with other parents of gifted students along with professionals dedicated to the success of these students.

### Informational Portal

Site: <http://studentportal.vbschools.com/sites/MBR/GiftedResource>

### WEBSITES:

[www.brandonms.vbschools.com/gifted.htm](http://www.brandonms.vbschools.com/gifted.htm) (Brandon)  
<http://www.vbschools.com/curriculum/gifted/midgift.asp> (VB Schools)  
[www.nagc.org](http://www.nagc.org) (Ntl. Assn. for Gifted Children—great for advocacy information)  
Summer Institute for the Gifted:  
<http://www.giftedstudy.com/>



### Advice Column written in Algebra as a RAFT assignment!

To: Coordinate Plane From: Point-n-Graph

Dear Coordinate Plane, Sometimes there's a problem I have with stretching and shrinking. You transformed me more than ever! Now let me advise you on stretching and shrinking. I am on (1,1) and (4,4). Now my muscles are a little tense. To stretch me out, by changing the scales, take me (1,1) and (4,4) and multiply y-coordinates by a constant factor. Say you use  $y=2x$ . (1,1) gets changed. Change me to (1,2) and (4,4), me, becomes (4,8). You just stretched me! Now about shrinking: you change scales  $y=.5x$ , and now to help me. (1,1) becomes (1,.5) and (4,4) to (4,2). Hope you get the idea about stretching and shrinking me! Good luck, Point-n-Graph



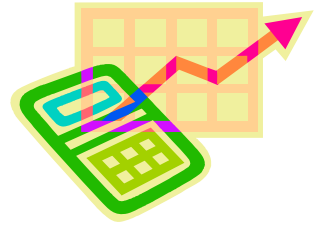
The mission of the  
VBCPS Gifted  
Program is to:

- Challenge students with differentiated, interdisciplinary opportunities
- Develop individual talents and special abilities
- Provide a flexible, innovative curriculum that promotes self-esteem, productivity, creativity, and leadership
- Facilitate a commitment to excellence

### Special points of interest:

- 8th grade lobbyists
- Bonding in 6th grade science
- Team Discovery highlights
- Faculty-student team basketball game to benefit the children of Uganda **March 5**
- Wm. & Mary summer enrichment program

## Mrs. Bender's algebra students answered the question: *What is a system?*



"A system is anything that has two or more parts. These two parts help each other. Our Math Forum performance task is a good example of this. You solve for one variable first. You then plug this number back into the equation and solve for the other variable. In the real world, it does not just have to be equations. It could be branches of government or organ systems in the body. Legislative and executive branches work together to make laws. The stomach and intestine work together to digest food."

"A system is a pair or more of linear equations that feed off of each other. They can relate to a moving car. The variables are the engine and wheels. They both work because the other one is also working. But in a system of linear equations, you use many different methods of solving a problem, including tables/graphs, substitution, or elimination."

"A system is a group of two or more equations working together. Systems can be solved in several ways, such as substituting, graphing, and elimination. In class we have been using systems to find data otherwise unavailable."

There are also many systems in the real world. In class, we have been solving word problems that relate directly to the real world with systems. Systems work to solve problems by giving exact answers based on patterns and limited data. There are also many other systems that have nothing to do with math, such as the digestive system in your body. Like systems in math, systems in your body have different parts working together for one cause."

## Discovering 7th grade Team Discovery!

The 7th grade Team Discovery English students were led by "Lady Stamm" to barb other students with Shakespearean era insults as a introduction to Mrs. Baker's exciting unit on *Hamlet*. Mrs. Baker selected quotes from *Hamlet* and the students read the quotes by "tossing lines" while guessing the modern day meaning of the quote. The students practiced Hamlet's famous soliloquy "to be or not to be..." by presenting the soliloquy as a country-western song, as a rap, as cheerleaders, as a soap opera, as a sci-fi movie, or as a boy band group!

Team Discovery advanced science students learned about marine ecosystems by participating in a research walkabout and creating a concept map. Scuba diving enthusiast Dr. Neil Stamm visited the team and presented pictures and video from his diving adventures while adding a new perspective to marine ecosystems for our learners.

Tackling the Math Forum performance tasks has also been challenging for the 7th grade advanced math students!



## Paul's Reasoning Model in Action with the 6th grade Falcons!

### ***Exit ticket after using the Reasoning Model: Why were the American colonists so angry about the Stamp Act tax?***

"The colonists were so angry about the Stamp Act because they weren't represented. Nobody in Parliament represented the voice of the colonists. The colonists wanted to be self-governed. That means they wanted to tax themselves if a tax was needed!"

"The colonists were mad because they were being taxed without any representation in Parliament, while the people in Britain were in Parliament and they weren't being taxed. They thought that the British were taking advantage of them."

"The colonists were mad at the Stamp Act because it was made to pay for the French and Indian War. Imposing the Stamp Act tax wasn't fair."

"The colonists were so angry at Parliament because people of Britain didn't have to pay and they did. There was a tax on all papers – even playing cards! That was so ridiculous!"

"The colonists were angry because they couldn't have their own representation. Their rights as English men and women were violated."

**From Ms. Branighan's students**

**Brandon Middle School  
"Chargers for Change"**

*For the benefit of the children of Uganda:*  
**BMS FACULTY VS. STUDENTS  
BASKETBALL GAME**

**When: Wednesday, March 5**

**Time: 6:30 p.m. BMS Gym**

**\$1 students    \$3 adults**



*Over 250,000 children in Uganda are without education  
60% of Ugandan schools are nonfunctional*

For more than 20 years, a rebel group known as the Lord's Resistance Army has been fighting to overthrow the government of Uganda. The LRA has abducted more than 30,000 children, brutalizing and manipulating

them into becoming weapons of terror against their own families and communities. Children make up 80 to 95% of the LRA's forces and are often forced to kill other children or even members of their own family.

**Bonding with Mrs. Relis and 6th grade Falcons in Advanced Science!**

*Connections made by 6<sup>th</sup> grade Falcons in a literature circle with articles about covalent and ionic bonding:*

"I saw a connection between polar bonding and America's federal government. One branch wants something and becomes partially positive, and then the other branch pulls back."

"There's a connection between ionic bonding and a dictatorship. The dictator takes

**"Balance of energy in non-polar bonds is like balance of power in government." - 6th grade student**

money (or atoms in an electron) and other items from the people (or smaller atoms)."

"The IRS takes money from people and, in ionic bonding, non-metals take electrons from metals."

"Non-polar covalent bonds can relate to the two house legislature of the state of Virginia: electrons or power is shared between the atoms or two houses."

"When you bond with your friends, you share lots of things."

"Ionic bonding is like tug-of-war. One side loses the rope and the other side gains it."

"Polar bonding relates to toddlers not sharing their toys."

"Ionic bonding is like someone who gives a gift but doesn't get one back."

"Identical non-metal bonding is like identical twin sisters sharing equally."

"Atoms give up electrons that they don't need, and I give up clothes that I don't need."

**Mrs. McCracken's 8th graders become lobbyists in a Civics Simulation!**

"We had to make a presentation to persuade the Senators to give us money."

"We all had a chance to say what we wanted to say, and having the four senators watching us and evaluating us was interesting and competitive."

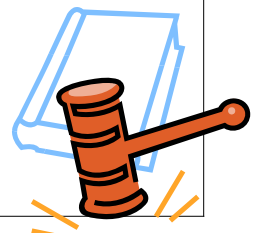
"Lobbyists try to convince senators and that's what we did."

"I enjoyed the entire simulation: researching our topic, deciding why it was most important, and presenting our information to the senators. Lobbyists research their arguments, prepare a persuasive speech, and try to convince committees."

"I think the experience was similar because lobbyists really do collect information about their topic and have to get their information organized."

"We were trying to persuade and influence the senators' ideas about a situation. It's the same thing that lobbyists are paid to do."

"It was similar because people really do debate about where money should go and what bills should be passed."



## BRANDON MIDDLE SCHOOL'S GIFTED EDUCATION PROGRAM

1700 Pope St.  
Virginia Beach, VA 23464

Mrs. Carolyn Stamm  
Gifted Education Resource Teacher  
Brandon's "Thinking Coach"  
Phone: 648-4450 ext. 61242

*You won't be rewarded for having  
brains, but for using them!*

# STUDY!

In answer to the exit ticket question, "How does solving a problem involve creativity, flexibility, and reflection?" students in 7<sup>th</sup> grade Team Discovery responded: "It involves these things because not all the problems you will solve will be put in terms that you understand. You might have to change your train of thought to solve a problem." "Solving the problem involves reading, solving and finding the problem, and it takes thinking." "You have to be creative in the way you interpret the question. You also have to be open and flexible to other opinions, and you have to reflect on your answer as you check it." "You use creativity because it makes math fun, flexibility because you need to adjust ideas, and reflection because later on in life you may need to look back and remember what to do with fractions."

### Caution, Children at War: Help "Chargers for Change"

*Running for your life, being forced into the service of a rebel army, being ordered to kill your own family or friends—this is the situation that only exists in your darkest dreams. Sadly, this is reality in Uganda, a country that is ravaged not just by gun-toting rebels, but by its own youth.*

For the last twenty years, children have been abducted and forced to serve the Lord's Resistance Army, the LRA. While being held captive by the LRA, abducted children – many as young as eight years old– are forced to give up everything, including their education, to serve as child soldiers for the LRA.

But the story does not end there. If the child soldiers have managed to survive years of torture and imprisonment, they often return to a village that has been decimated by the LRA.

Imagine returning to the village where you were forced to become a rebel soldier. This is the same village in which you may have been forced to murder your own family at the gun point of a rebel leader.

This is the same village in which twelve parents were murdered for trying to rebuild the school after the village was destroyed by the LRA attack in which you were kidnapped.

Due to the Ugandan form of justice, the only way to be accepted back into society is through schooling, yet only 40% of these schools are still functioning due to the attacks of the LRA.

The child soldiers of Uganda are forced to fight not just for their lives as soldiers, but for their lives after imprisonment. Without access to a school and education, these children stand little chance of returning to their villages or any sense of a normal life.

## William and Mary Summer Enrichment Program

<http://cfge.wm.edu/sep.htm>

The Center for Gifted Education provides unique opportunities for high ability students to attend Saturday and Summer enrichment courses on the campus of The College of William and Mary. The Saturday and Summer Programs are targeted for students currently in Kindergarten through Grade 9.

The programs recognize the importance of allowing able youngsters to explore specialized areas of science, mathematics, and the arts and humanities. The program does not take the place of the regular school curriculum. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.



Brandon Middle School's 8th grade "Chargers for Change" has committed itself to raising awareness and funds for the children of Uganda as partners with Tallwood High's "Ambassadors of Change."

We have SO many things to be thankful for and take for granted in America that sometimes we forget just how lucky we are. Please join the effort to make a new life possible for these kids!

