

Four Rivers Currents

June 2012

From the Principal's Desk...

"DOING IS WHAT COUNTS, AND DOING TAKES YEARS"

With the end of the school year upon us, graduations left and right, and my 25th college reunion a week behind me, I'm thinking about what difference a school can make. We set our mission, we build our curriculum, we determine our priorities, and every day, teachers set learning targets and design learning experiences aimed at those targets. Does all of that make a difference?

I've also been thinking about the quote above ever since I read it the first time. It comes from Greg Farrell, the founding Executive Director of Expeditionary Learning. His full quote appeared in an article he wrote about education and leadership, in which he said: "Ideas are important, but they come in a moment. Doing is what counts, and doing takes years." One of my friends in high school called me a practical idealist, which I took to be a compliment. It is one thing to be an idealist, someone who thinks about why things are the way they are and imagines how they might be. To be practical about such matters means to think about how to make ideas happen.

Being at my 25th reunion reminded me of a period in my life that generated a ton of ideas. The origins of the U.S. constitution, how the human body functions, macroeconomics, persuasive writing, philosophy, literature, history, chemistry, religion, and so much more. That was also when I started to think about education. Why are American high schools the way they are? How did they become that? What are the results? Could they be different? One panel discussion last weekend examined the question of why our college seems to produce an unusual number of entrepreneurs. The working theory was that the institution did not tell us what to study; it was our responsibility to think about our interests and to make choices for ourselves. Furthermore, we were continually encouraged to think beyond the world as it exists and imagine what could be.

Those years planted seeds of ideas that I have actually pursued in my life. I just came back from the 6th graduation ceremony of the North Central Charter Essential School in Fitchburg, a school that I helped start. That school's motto – which I created one morning in my basement as I worked on the charter application – is Think, Care, Act. There is a longer version of the idea in the school's mission statement: "The school seeks to send graduates into the world who think for themselves, care about others, and act creatively and responsibly."

My college made a huge difference in my life. It encouraged me to take action based on my ideas, leading me to found a school that encourages students to take action based on their ideas. Greg Farrell said that it's "doing" that counts.

Four Rivers is graduating 28 seniors this year who have met or exceeded the requirements set forth by the school's Board of Trustees. One of those requirements is to design and complete a Senior Expedition, which is a year-long project on a topic of interest, with a significant research paper to build background knowledge, a product related to the topic, and a presentation to students, family, and faculty that demonstrates what that student has learned. Our graduates tell us that this is one of their most significant learning experiences; it did more than anything else to prepare them for what they faced in college. You can see a list of topics our seniors studied a few pages back.

What difference will our school have made for these graduates? In the years ahead, what actions will they take – or not take – as a result of what they've learned at Four Rivers? It is a privilege to be an educator. Thanks for a great year of school.

Peter Garbus, Principal

Grade 7 News

GREEK GAMES

Over the last few weeks students in the 7th grade have been working in teams learning about the Greek city states they would represent in the Greek Games, 2012. Partnered with the Wellness class, students developed events that met certain fitness components. They also drew banners, wrote cheers and competed in events demonstrating their skill in many diverse fitness activities.



SPANISH — Ms. Beardslee

Students in the 7th grade have predicted the future! Horoscopes for all different parts of the calendar year helped students to use the future tense to say what they think will happen. They have begun to be impressed by BOOT verbs and have entered into their culminating product of the year, inventions! In pairs, students will explore a Maya, Aztec or Inca invention and present a short bit of research on this. They will also combine their new knowledge of the present progressive and seasons to make calendar pages for a 7th grade class calendar. In addition, they are finalizing the text and dictionary boxes for their CD of children's songs which they recorded with the help of Dan Lederer. Thank you, Dan!

Grade 8 News

EIGHTH GRADE PASSAGE EXPEDITION

Currently, Eighth Graders are in the midst of The Passage Expedition, which is the final project for middle-school students at Four Rivers. The Passage Expedition includes three major components, which are explained in detail below.

Passage Presentations – June 8th and 11th

For the past few weeks, eighth graders have been gearing up for Passage Presentations, which occur next week, on June 8th and 11th. Each student will run his or her own thirty-minute presentation asserting readiness for high school. Students will present middle school work and reflections to a panel including family members, friends, teachers, students, and administrators. Every year, eighth graders rise to this challenge, but not without the support of their community. Seeing the Four Rivers community come together to support and honor the “passage” of each individual eighth grader is, for me, a major highlight of the year.

Rites of Passage Investigation

As students prepare for their own rite of passage into high school, they are also studying rites of passage from around the world. A rite of passage marks a time when a person reaches a new or significant change in his or her life. It is something that nearly all societies recognize, and can help individuals to understand and step into their new roles. In many cultures, the transition from adolescence into adulthood is a distinctly important rite of passage, as it marks the time when young people are ready to take on new responsibilities. Through films, guest speakers, and field work, students compared and contrasted seven different rite of passage ceremonies from different cultures. One striking commonality that surfaced was that each rite of passage included a community coming together to honor an individual. The individual was not only initiated into a new stage of life, but they were also filled with confidence, pride, and a sense of self-worth.

Whole-Grade Rite of Passage Ceremony – June 11th 6:30 – 8:00pm at Four Rivers

The final product of the Rites of Passage Expedition is a Passage Ceremony that the eighth grade class will design and carry out. Families, friends, and faculty are invited and encouraged to attend. We’re not sure what it will be like, but it will certainly reflect this class of eighth graders as they get ready to enter a new stage of life. We look forward to seeing you there!



Eighth Graders visited the Path of Life Garden in Windsor, VT on May 31st.

One of our eighth grade teachers, Niki Gilbert, will be out for the remainder of the year on maternity leave. We will miss you, Ms. Gilbert, and we wish you and your family the best as you welcome your new baby into the world!

DIV II NEWS

MATH — Ms. Howard

In 9th grade math, students have finished up their final POW of the year, which was a "Quadratic Tell All". Based on classroom lessons, students are now adept at dissecting a quadratic equation which means they can find the vertex, the roots, and the orientation. This study brought them up close and personal with the Quadratic Formula and factoring trinomials, which are a part of a solid foundation of math skills. In addition to the algebraic work related to quadratics, students also learned how to use the graphing calculator to find the roots and vertex. The Quadratic Tell All required students to explain many of these tasks in their own words as well as analyze in layman's terms what each part of a quadratic equation.

In 10th grade, students are finishing up their final Problem of the Week (POW) of Division 2. Students had a choice between explaining the math behind a fatal bridge accident and a more concrete POW that had students manipulating expressions with the Order of Operations. Besides the POW, many students have opted to move out of Geometry in ALEKS and into Algebra I. While this may seem like a "downgrade", I assure you that the final 30% or so of Algebra I is very challenging and overlaps with topics in Algebra II. I have encouraged this switch to help solidify algebraic skills before the "summer fuzzies" settle in. The tenth grade has been a great pioneer in our ALEKS work this year, and many of them have reached beyond simply "meeting" the work. I will really miss teaching and seeing these guys next year.

ENGLISH — R. Ambuter

For 3 months, 9th grade students have been researching a topic of their choice through book and electronic sources, interviews and experiences. They will be displaying their process, knowledge and conclusions in an **I-Search Fair** on Wednesday, June 6th from 8:45-10:30am in the Four Rivers Common Room. Please come by and see the culmination of all their hard work!

What's American about American literature? For the past two months, we have been exploring connections between American literature and American culture. Students were tasked with reading canonized American texts as cultural artifacts to see if they could deepen their understanding of who we are and how we live. Here are some insights that students have offered:

Americans are chronically dissatisfied; this is caused by society's pressure to be better, a desire for money, and a lack of love. We build up gender roles in our literature and then live them out. American culture predominantly puts males in powerful positions. We love the idea of adventure and taking risks. Americans are always looking for a step up. We value independence but do not live independently. The American Dream is an illusion. American literature reveals the want in all of us to be free.

US HISTORY

Gettysburg Trip

*Left— Class of
2015 at Eternal
Light Peace
Memorial*

*Right— Imagin-
ing the Battle*



DIV III NEWS

ENGLISH — *Ms. Plath*

Junior English

It's Undercurrents time! At the end of each year, the junior class finishes their semester-long investigation of satire by producing a satirical newsletter about Four Rivers. This newsletter, affectionately named the Undercurrents, will be released on or around June 6th. Stay tuned!

All-Call for Books!

The English department at Four Rivers is looking for book donations to expand our classroom libraries. These books can be fun or literary... not that the two are mutually exclusive! Please send book donations in with your child, or bring them directly to Leah Plath in Room 102, and we'll send them to the appropriate English classroom. Thanks again for your generosity!

Spanish 1

Students jumped into learning about the past tense and narrated their process of making typical Vejigante masks from Puerto Rico. These masks take elements from the traditional models that students observed and students chose their own form, color and designs. In this project students also used new vocabulary that related to the ingredients used to make the mask, the tools needed to form it and paint it and the different colors that ended up in the final design. These drafts turned into a final, polished artist's statement that goes with the mask. The final product for this group will be a short teaching workshop where students will use new vocabulary, the past tense and commands to teach something that is important to them to a small group of their peers.

Spanish 3

Students used their knowledge of new vocabulary and hypothetical situations to write scripts for their own telenovelas modeled after the drama, *Rebelde*. They wrote drafts of the scripts, honed in on the craft of how to create a drama and discussed different stereotypes that played out in the different models we watched. They also were able to use their prior knowledge of *Bodas de Sangre* (a very different type of drama written in a different time) and make comparisons. These telenovelas are almost in the polished state and students are just finishing adding the sub-titles to their work. The final task in this class will be participation in and reflection on a literature circle short story of student choice. Each day, students will be responsible for different roles in the discussion and this will allow them to have exposure to a different author and a different story. A final short theme reflection piece will be the final writing part of the grade.

NURSE'S NOTES

It is hard to believe the academic year is ending. I wish a safe and fun-filled vacation to all. Yearly forms will be mailed soon. Vital components include mandatory physicals for: 1. ANY NEW STUDENT; 2. ALL GRADE 7 STUDENTS; 3. ALL GRADE 10 STUDENTS; 4. ALL STUDENTS PARTICIPATING IN SPORTS.

Any student requiring prescription or over the counter medications on a daily basis MUST have a physician signed med order form in their health file. This is especially important for all NINTH graders who usually travel to Gettysburg. The Medication Order Form and the Health Record Form can be printed from our web site.

Have a restful and happy summer; see you in September. ~ Jeanne Milton, R.N.

ULTIMATE SEASON ENDS WITH A SWOOSH

The Boys Varsity ultimate team finished their season at the two-day state tournament. We had our best finish ever coming in fifth place out of all the teams in the state. During the tournament we defeated Easton and Needham who were number 5 and 3 going in. A few other highlights of the season was winning the RVAL championship over PVPA, and reaching the finals of our home tournament. The team finished with a 22-12 record. We are losing 4 players to graduation: Troy Harrington-Woodard who missed the season due to a knee injury, Zach Wallenius-Duda, Calvin Conant, and Kevin Kretzenger who were leaders and role models for the younger players. We should have a good team next year, but these four are irreplaceable, and will be missed by me and their teammates. *Coach Terry Plotkin*

The Four Rivers Girls Varsity team had a strong season, showing marked improvement throughout. We ended with a 15-10 record and placed 4th in the State. A special thank you to all families for their support. Also, a very special appreciation and congratulations to our 5 seniors: Adrianna Blodgett; Zoe Cavanaugh-Green; Meredith Gralenski; Jess LaCoy and Ashley Tardif. *Coach Amanda Griffith*

The Boys JV Ultimate team had a great season playing hard, improving their skills and having lots of fun in the process. We had 8 wins and 1 tie against other JV teams. Most of the rest of our games were against older varsity teams and many of those games were very close. Our overall record was 11 wins and 11 losses with 1 tie. Highlights for the year were winning the C pool at the Four Rivers Tournament including beating Amherst Middle School and Amherst JVB, and making the finals of the Eaglebrook Tournament. *Coach David Delorenzo,*

The JV girls ultimate team worked so hard this season. We started the season with almost a totally new team and ended the season as a team who knew how to play, run, rock and have fun doing all of it. Despite the difficulty of playing teams in the high school age range, we worked hard to prove that our age does not determine our hard work, disc skills, and our wonderful spirit. *Coach Dovrah Plotkin*

The Middle School boys enjoyed a great season going 15-5 while only losing to 3 teams. Highlights include winning the Eaglebrook B division, going 3-0 in a strong showing from the boys. The team enjoyed many different players stepping up to make the key plays in games, showing the strong future that is in store for Four Rivers Ultimate. *Coach Evan Johnson*

LOST AND FOUND

**TO BE DONATED TO CHARITY
JUNE 11**

The LOST & FOUND boxes in the entryway of the High School and the Middle School are full of good clothing, outerwear, bags and water bottles, as well as Four Rivers clothing.

Check NOW to see if any of the items belong to you. Check TWICE!

ANYTHING LEFT JUNE 11

TO BE DONATED TO CHARITY!

ALL SCHOOL

END OF YEAR

PICNIC & ART SHOW

Thurs. June 7th, 5—7 pm

at the School

NEW FAMILIES WELCOME TO JOIN US!

Family Council is cooking hotdogs and hamburgers. Bring a side dish or dessert to share!

COLLEGE COUNSELING NEWS

On Saturday they will be graduating, but just in case you are wondering about our seniors, below are Senior Projects and Fall Plans.....

Kaethe – *Top Surgery* — Sarah Lawrence

Troy – *Student Rights* — Tufts

Carin – *Choreography* — Emerson

Ashley – *Wildlife Conservation: Turtles* — UMass, Amherst

Colman – *The Chemistry and Brewing of Kambucha* — a gap year and travel.

Evan – *Video Game Design* — Becker College

Susannah – *Dress Design and Dressmaking* — Professional training program with New England Center for Circus Arts

Jessica – *Song Writing* — Keene State, BFA in Music

Emily – *Military Families and Society* — GCC then moving to California

Adri – *Portrait Photography* — GCC

Gabby – *Nursing* — a gap year then Becker College

Zoe – *Woodcarving* — a gap year and then Oberlin

Kyla – *Foster Care* — MCLA

Henri – *Live Action Role Play* — Keene State

Bryan – *Meteorology* — employment and classes at GCC

Alex – *Beekeeping* — a gap year

Jeremy – *Video Editing* — URI

Zach – *Music: Performance and Inspiration* — GCC

Izzy – *Editing* — MCLA

Kris – *What is Wisdom?* — Lesley

Calvin – *Architectural Drawing* — UNH

Meredith – *Stereotyping and People with Disabilities* — Framingham State

Kevin – *Comparative Study of Government* — UMass, Amherst

Kate – *Quantum Physics* — Clark

Eugenio – *Culture and History of Cooking* — Emmanuel

Sierra – *Social Work* — a gap year, some classes at GCC and then either Becker or Salem

Hannah – *Children's Literature* — UMass, Stockbridge School

Fiona – *Fiction Writing* — MCLA

Juniors, are you wondering what to do with all that summer spare time?

How about:

- Read a good book! Need some ideas? The College Board's "101 Great Books Recommended for College-Bound Readers" is here
<http://www.listsofbests.com/list/16484-101-great-books-recommended-for-college-bound-readers>
- How about a few minutes each day doing some SAT prep? There are lots of good resources on the College Board website, (don't forget about you're MyCollegeQuickstart account). Also, a good free online resource is the Dome SAT prep site: www.domesatreview.com/
- Find a full-time or part-time job, or participate in a camp or summer college program.
- Visit colleges. Take campus tours and, at colleges you're serious about, make appointments to have interviews with admissions counselors.
- Create a résumé—a record of your accomplishments, activities and work experiences since you started high school.
- Relax! Go to the beach, have fun, kick back and prepare yourself for your senior year!

Andy Stenson, College Counselor – astenson@fourriverscharter.org

Las Noticias en Español

Una colección de artículos y opiniones de la clase de Español 4

Español 4

Volumen no 1

Junio 2012

¿Por que inmigran los Latinos a los Estados Unidos? Por Ben Garbos



Los Anuncios por Emily Bolduc

-El ultimo dia para los "Séniors" es el 25 de Mayo del año 2012.

-El "Prom" es en la noche del 25 del Mayo de 2012. El "Prom" es el tema de un "Masquerade." Esta en La casa de "Warfield" en Charlemont.

-Anuarios están a la venta ahora. ¡Habla con Señora Plath antes los anuarios se van!

-Los "Juniors" estan escribiendo

LOS E.E.U.U. --- Quizás no sea evidente que hay muchas inmigrantes en el Valle Pionero, pero hay inmigrantes latinas en todas partes del país. Holyoke, por ejemplo, es lo mas popular por puertorriqueños en todos los Estados Unidos. Puede que se pregunte... por que inmigran los latinos a un lugar tan normal como aquí? Como son las raíces de inmigración a los Estados Unidos? Estudiantes de Cuatro Ríos fueron a Oaxaca, Mexico para descubrir la realidad de los pobres, forzados emigrar. Trabajaron con una organización que se llama Acción Permanente por la Paz, y entrevistaron muchas iniciativas locales tratando evitar migración por educación social y oportunidades sustentables. Una raíz de inmigración de México es el Tratado de Libre Comercio de Norteamérica (TLC, o NAFTA en inglés). Este tratado abrió las fronteras entre México y los E.E.U.U, causando competición imposible para los granjeros y trabajadores mexicanos, forzando ellos migrar para ganar algún dinero. En su artículo "La Realidad, Falta de Compasión en el Debate Migratorio," J. Richard Cohen escribe que la inmigración creció aceleradamente después del TLC. Los negocios mexicanos fallan porque del TLC. Nosotros empleamos la fuerza a los inmigrantes venir. Por eso, parece que la culpa es nuestra. Y por eso, parece que la discriminación contra inmigrantes o latinos es totalmente hipócrita, sin mencionar los contribuciones que ellos suplican. Hay mas raíces: las problemas que pasan sin atención en países latinoamericanos. Nuestro gobierno no dirige competentemente la corrupción cual es rampante en los gobiernos municipales latinoamericanos; en verdad, se lo perpetúa.

¡La comunidad y los “Seniors” de Cuatro Ríos!

Expediciones de los Séniores por Carin Allman-Wales

Cuatro Rios--A medida las Séniores terminan su último año en cuatro ríos, ellos terminan su Senior y se preparan para la universidad. Este año los temas escogidos van desde la danza a la escritura, de las familias militares, a centros de acogida, y de los derechos del estudiante a los gobiernos en general.

Yo quise escribir sobre las cosas buenas en la Expedición. Pregunto a algunos Séniores cuáles partes les gustan mucho.

Troy y Emilia me dijeron que porque fue un proyecto libre que los estudiantes pueden hacer lo que quieren, entonces es un proyecto más diverso. Emilia dijo que ‘También, me gusta que yo pude elegir mi tema.’

Zach solamente dijo ‘Le hacer de lo.’ Adri hizo su Expedición sobre fotografía y eso es uno de muchos fotos que fue una parte de su proyecto final.

La nueva escuela secundaria de Greenfield por Troy Harrington-Woodard

Los votantes de Greenfield han decidido que va a ser una escuela secundaria nueva para los estudiantes. El edificio actual tiene 60 años y está deteriorado. Ya no funciona para enseñar a los estudiantes en el siglo 21. No hay bastante espacio para todos los estudiantes y falta mucho equipo de una escuela. Mucho del dinero para la escuela nueva vendrá del estado de Massachusetts, pero el resto será de los residentes. Es un dolor para ellos pero muchos son padres y creen que valdrá la pena.

Aunque la idea que una escuela está en una condición como así, es muy bueno que hay un plan para mejorar la situación. Nosotros tenemos mucho sueño que nuestro país y nuestra comunidad pongan tanta importancia en educación.

Los consejos por Jamila Roth

P: ¿Cómo podemos crear una sociedad de inglés y español (bilingüe)?

R: Necesitamos trabajar mucho para lograr éxito con

este proyecto grande. Primero, necesitamos tener una sociedad que valore la diversidad y que sea abierta y quiere aprender más sobre culturas diferentes. Ahora, mientras muchas tienen interés en la diversidad, es triste pero algunos están cerrados a cosas diferentes y son racistas. Entonces, necesitamos incorporar elementos de la cultura latina en la vida de todos. Podemos hacer esto por incorporar la cultura latina en la cultura popular en los EE.UU.

Con esto, habrá latinos en el televisor, en los anuncios, el plan de estudio para los niños tendrá partes sobre la cultura latina, y habrá personas latinas en muchos papeles de liderazgo. También, la gente necesita aprender la lengua. Para lograr esto, necesitamos incorporar clases en español en todas las escuelas (como historia en español) y necesitamos tener español e inglés en los signos (como dice “para” y “stop”). El gobierno necesita proporcionar incentivos para los maestros a ser bilingües. Además, muchos latinos no saben inglés.

Recientemente un documental estrena que enseña los problemas grandes en educación mexicana. En México, “De Panzazo” por Juan Carlos Rulfo explica, Los edificios están deteriorados también pero los padres no tienen interés en la educación de sus niños, los maestros no saben los temas, y entonces los estudiantes no saben bastante para el mundo. Este tipo de realización muestra el privilegio de este país.

La disciplina por Thomas Perham

Una cosa nueva esta sucediendo aquí en Four Rivers Charter Public school. El sistema de disciplina viste aquí es muy diferente a lo de otras escuelas. En una entrevista exclusiva con el Decano de los estudiantes Matt Leaf, somos capaces de profundizar en la funcion interna de esta escuela.

El dijo que la cosa que hace el sistema de disciplina de cuatro rios diferente de otras escuelas es como usamos las conversaciones. Algunos tiempos cuando una persona hace una cosa muy mala, recibe un castigo inmediatamente.

Pero en la mayoría de los casos, un conversacion por ayudar la persona es solo que nesecitan. Pues, a cuatro rios los meastros hablan a los estudiantes mucho antes de diciplinelos. Este funciona porque cuando un estudiante comprede el error de sus acciones, quieren cambiar.

Conversaciones entre las personas invulcorados son nesecario a la prosesa de cambio. Cuando preguntaba que advisivo tuvo para los estudiantes, el dijo "No te sientas humillada cuando se comete un error, todo es una oportunidad de aprendizaje y todos te hacen mejor." Cuatro Rios usa este sistema de dicipline porque funciona mucho del tiempo, y es un modelo para otras escuelas tambien.

Almuerzo de Escuela por Mikayla Goodwin

Muchas personas piensen que "niños no reciben bastante comida para almuerzo de escuela". El tópico de almuerzo de escuela es muy polémico. Un personaje anónimo dice, "un día yo vi unos niños estuvieron comiendo una patata asada con piel que se suele comer con un relleno solamente por almuerzo y yo sentí hambre por los" muchas personas también piensan que la sistema es mal y necesita un cambio.

¿Pero qué es el punto de un hombre de almuerzo de nuestra escuela? ¿Qué piensa sobre su trabajo? yo tuve una entrevista con el hombre de almuerzo, señor Small, y descubrí unos factos muy interesante. La cocina de Cuatro Ríos es muy pequeña y porque él no puede preparar almuerzo aquí. Propio comida es de escuela secundaria de Greenfield. Muchas personas piensen esto significa almuerzo de Cuatro Ríos es muy mal y no tiene nutrición. En contra, señor Small piensa la comida es muy bien y tiene nutrición.

Cuando yo pregunto, que cambiaria que estaría él dice la tamaño de cocina. El sueno de él es tener una cocina grande con uno o dos personas de ayuda y prepara todo la comida a la escuela. Ahora el no puede preparar comido excepto los queso a la parrilla Es un punto de visto muy interesante y no mucho investigar de muchas personas. El hombre de comida fue alegre que ayudar con esta escritura.

Que es disco volador? Por Adriana Blodgett

En los anos recentamente muchas personas han tenido esta pregunta. Yo pregunta la comunidad de cuatro rios para encontrar la repuesta. Cuatro Rios es una escuela en Greenfield que tiene una programa de disco muy grande. Los repuestas son muy diferentes para toda la comunidad. Yo pregunta mucho personas "Es Disco Volador un deporte?"

Mr. Wilson, un maestro muy nueve dice, "What else would it be?" Yo pienso que el trabajo es muy evidente por el. Jake, en el grado nueve, en el otro mano dice, "No, Nascar es un deporte." Las otras personas que dicen no usen ejemplos como, "No, por que nadie conoce esto," o "No, por que solo coger el disco."

Muchas personas piensan disco volador es un deporte porque tiene equipos, reglas, y actividad fisica. Mr. Leaf, el dean de los estudiantes dice "They consider chess a sport... Si ESPN reporte poquer torneos y es una estacion de deportes."

Fue interesante durante mis intrevistas que mucho personas pensaron las mismas cosas creer deportes. Son equipos, reglas, actividad fisica, uniformes, entrenadores, ligas. Todo es un parte de un deporte para personas en Cuatro Rios.

Energía Solar a Venir a Four Rivers

- por Brian Wendel

Greenfield, MA-- Como la escuela nueva y progresiva que somos, Four Rivers tiene mucha interés en la energía verde. Si se preguntaría qué estaría pasando con el proyecto misterioso fuera del cuarto común, ¡espere nada más!

Four Rivers está incluido en un experimento se corre por algunos profesores de UMass en cuál necesitan lugares para demostrar que si tenemos las herramientas científicas como estos paneles, estudiantes como nosotros pueden experimentar con las maneras nuevas de generar energía verde.

Los profesores han sido experimentado con los arrayes solares que puede funcionar junto con la agricultura circundante y los animales cuando apacentan. Como eso, la tierra pueden servir dos propósitos de generar energía y agricultura a la mismo vez. También, los tubos aceros que se apoyan los paneles tienen flexibilidad en que no son permanente pero están robustos.

Aunque esto proyecto se ayudan los profesores de UMass, también es un regalo para nosotros porque podemos experimentar con esta "herramienta del futuro" y aprender cómo hacer cambios buenas al campo de generación de energía verde-- el camino que se dirigen al futuro alegre de tener un planeta limpia. ¡Y si miras afuera, puedes ver que los están en construcción en este momento!

Hay tres escuelas que están parte del proyecto: Four Rivers, Frontier Regional, y Franklin County Technical School. Para hacer que necesitan hacer, necesitaban entrenar los maestros de las escuelas. ¡Solo es posible por la concesión de dinero, pues, dí gracias! Nuestras maestras, Ms. Gilbert y Ms. Stamas, ha recibido un entrena miento en cómo operar los mandos.

KID WIND CHALLENGE

1st Place Winners Kai DeLorenzo and Chester Hardina-Blanchette, winners for electric output, and Ciara Hudson, winner for design process, accept their prizes.

See Story next page



FOUR RIVERS 8TH GRADERS PRESENT WIND-TURBINE DESIGNS

On Saturday, May 5th, sixteen 8th graders presented their wind turbine design projects at the 1st Annual Western Mass Science and Sustainability Expo held at Greenfield Community College. All students created wind turbines as part of a science class project to design and build an energy-transformation machine that could convert wind into electricity.

Many chose to take their work to the Expo, where the wind turbines were tested for electric output in a wind tunnel and students' design processes were scrutinized by a panel of judges during an interview. Four Rivers students—both their work and the way that they presented themselves—were recognized by the judges as top-notch. These kids are "a cut above," commented one judge; "I want to learn more about your school!" Four Rivers teams won in every possible category and the kids took home lots of cool prizes. Best of all, it was a lot of fun to be a part of the event and to have these outstanding 8th graders recognized for their ideas and their work.

Right: Amanda Zabawa sets up her turbine for the competition.



Top: Ulysses Melcuk puts his turbine to the test in the wind tunnel, winning prizes in both electric output and design process. Bottom, Neva Newcombe and Sara DiPaolo smile for the camera after accepting their prize in the design process part of the competition.

"This institution is an equal opportunity provider. To file a complaint of discrimination write USDA, Director, Office of Civil Rights, Washington, DC 20254."

Four Rivers Charter Public School
248 Colrain Rd., Greenfield, MA 01301



Four River Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes – nature, technology and community – pervade the teaching and learning at the school. Four Rivers works closely with parents and seeks both to serve and learn from the many resources of Franklin County.