



IB News

Notre Dame Marist Academy - PYP Lower Division - October 4, 2014

Welcome Back

Welcome to the first edition of the NDMA IB PYP News for the 2014-15 school year. We are starting our fifth year as an Authorized International Baccalaureate School. Last year, we had our four-year evaluation. Our school received 36 commendations from the visiting team! We are committed to improve and grow each year. A newsletter from the Lower Division will be available on our school website each phase, which means you'll have access to six editions. Please remember to utilize your teachers as resources, as well as IB PYP Coordinator. The IB website also is a great resource www.ibo.org.



There currently are 4,102 schools in 145 countries developing and offering these challenging programs to more than 1,108,000 students aged 3 to 19 years. Notre Dame currently is the **only** Catholic school in the United States offering all three programs of the IB.

What is the IB Mission?

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

What is IB?

Founded in Geneva, Switzerland, in 1968, the International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student. The three programs, Primary Years Programme, Middle Years Programme and Diploma Programme, help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Grade Unit Reviews

Unless you have multiple students in the school, you probably only hear about what your child is working on in the classroom. Outside each classroom is a Unit Planner that highlights the current unit that each grade is working on. Feel free to check out what different grades are doing as you stroll through the hallways. The following shows you a glimpse of what each grade worked on in Phase 1.

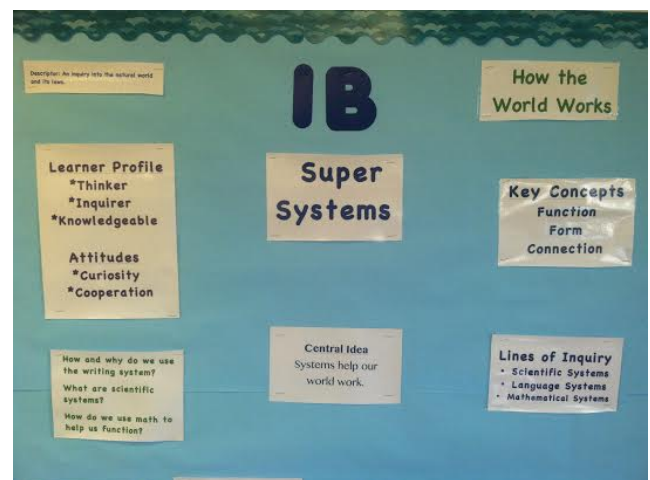
JK - Who We Are: Ourselves and Others.

Junior Kindergarten was so excited to start school. For many, this is their first experience in a school setting. JK has been working on their phase one unit of inquiry. They are learning how to spell their own names and the other student's names in class. JK has started talking about sharing and how everyone has different feelings. They will continue this unit into the second phase of the year. New to the staff this is year is Miss Myers, the JK Assistant. We welcome her to Notre Dame.



K- How We Organize Ourselves: Saved by the Bell. Kindergarten has been talking about

communities. They have been focusing on our classroom and school community. Students learned many new routines and responsibilities in the classroom. They also learned that people in communities help each other and sometimes work in teams. There were many discussions of different jobs that people can have in a community. Students have been knowledgeable in learning new skills and principled in identifying essential agreements. The class has practiced being respectful to each other and cooperating during group time.



1st - How the World Works: The first grade students just finished their first unit of inquiry, "Super Systems" for the 2014/2015 school year. The primary focus of this unit was systems and how they help our world work. The students learned about systems such as the writing process, sentence structure, and the scientific method. The students wrote a class book using the writing process and made lots of discoveries using the scientific method. Some favorite activities during this unit included science experiments, a field trip to the Michigan Science Center and participating in a Science Fair.

2nd - Sharing the Planet: Where the Wild Things Are. Second grade has been focused on habitats, life cycles, and learning the continents and oceans. This unit is full of fun activities including studying different habitats then constructing their own dioramas to show different adaptations of animals and their surroundings.

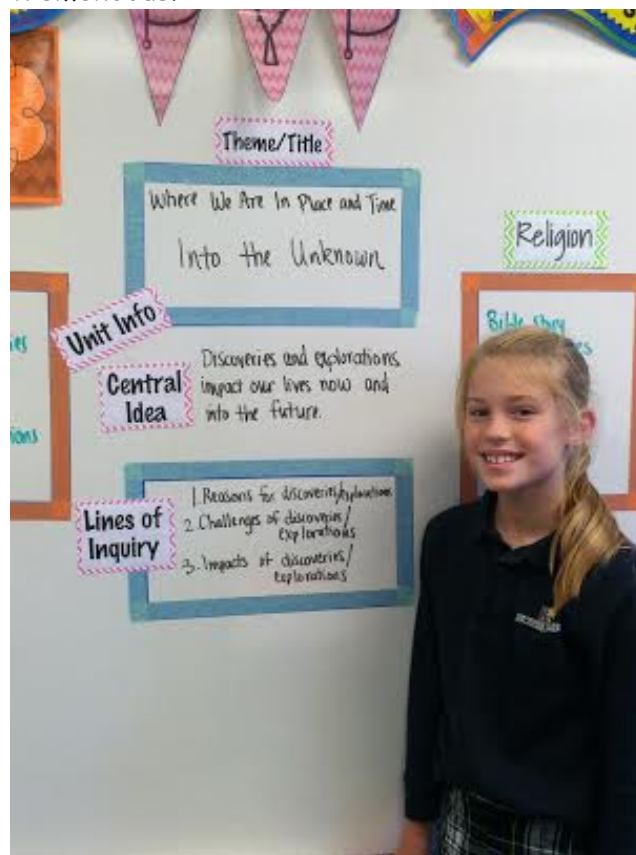
3rd -The Third grades Transdisciplinary theme was **Who We Are.** The Central Idea was relationships help shape who we are. The inquiries for this unit were human relationships, culture and perspective. During this unit, the students completed research and worked on how Michigan Native Americans have impacted our lives. The students were able to make connections about human relationships and their culture.

4th - How We Express Ourselves: Once Upon a Time. In this unit, the fourth graders focused on the theme "How We Express Ourselves." The central idea, "people tell stories in a variety of ways-to express feelings, entertain and to gather information," allowed us to look at a variety of written text across all subject areas. Our main focus was in Reading where the 4th graders read several tall tales, in class, and then created their own stories to show their understanding of how tall tales are composed and why they were written. The tall tales are hanging outside both 4th grade classrooms.

5th-Where We Are In Place And Time. In fifth grade the central idea for the first phase was, "Discoveries and explorations impact our lives now and into the

future." While this central idea was evident across the curriculum this phase, it was highly connected with what students were studying in Social Studies. This phase students were learning about the first groups of people to explore the lands of what would later be named the Americas.

More specifically, students studied the cultures of the Mound Builders, Anasazi and the Inuit. The fifth graders then took this one step further by finding out specifics about these people such as where they settled and when, as well as what kinds of artifacts they left behind. Once the appropriate information was gathered students then worked in groups to complete one of two project options. They either created a museum floor plan for an exhibit on one of the groups of people studied, or wrote a song about them. The results were tremendous!



Inquiry Units Supported By Specialist Teachers!!!

Technology—Students in all grades learned about how to respect and treat technology. They also learned how to safe and careful online. Lower EL learned that the Internet can bring us to many places around the world and a few classes “travelled” in technology to virtual field trips—a favorite was the San Diego Zoo. We also worked on essential agreements, most classes chose something along the theme of “Treat iPads respectfully”. A big theme this phase with Upper El was a discussion of favorite educational apps, what they can teach us and how we define them as educational. We had a lot of debate over whether Minecraft was educational—popular opinion is that it is not! In all classes we talked about past, present and future technology and how it helps us in our daily lives.



Spanish Connections with Profesora Rapson and Profesora Trinidad

(Profesora Rapson)

JK Students connected with the theme **Who We Are** by learning that Sra. Rapson is from Mexico, which is a place where people speak Spanish. They learned that they are children learning to speak another language. They were introduced to body parts and which clothing goes on which body part.

Students in Kindergarten connected with the theme **How We Organize Ourselves** by learning where to sit on the carpet (in the green area), and how to sort the class into ninos/little boys and ninas/little girls. They learned to greet older people by using Mr. and Mrs. or Sr. and Sra. in Spanish. The children were introduced to nos. 1-10 and can identify the number in Spanish.

Students connected with the theme, **How the World Works** by inquiring into what languages are and where Spanish is spoken, i.e. Mexico, Spain, Central and South America. The world is divided into countries and languages are practiced by different cultures. The day is divided into morning, afternoon and night and we have Spanish greetings for these times of day.

(Profesora Trinidad)

One of the ways second grade students connected with **Sharing the Planet** was by learning the Spanish words for farm animals. Once they knew how to say each animal they attempted to mimic the animal by American Sign Language. Not only did they learn the Spanish words they learned about the

importance of living things and adapting to habitats.

Students in third grade connected the **Who We Are** theme by inquiring into early cultures of the Aztec, Inca and Mayan civilizations. Third grade students worked in groups to research, make a map, and present to their classmates findings on the Inca, Maya or Aztec Indians. Students were very excited about the presentation to their final Map!

Fourth grade students connected with **How We Express Ourselves** by illustrating the famous Hispanic Person. The students were very creative picking the song they want to share, and also they were very tolerant and respectful. Students expressed themselves through singing part of a song.

Students in fifth grade connected with the theme **How We Express Ourselves** by researching a famous Hispanic person and presenting a written and oral report. The students were really engaged in this assignment and they bring, with symbols or objects to remind the audience of the famous



person



Music- It's been a great first phase in our music room! Students have been busy creating, performing and listening to music. Here are some highlights:♪ In honor of the Star Spangled Banner's 200th Anniversary, the 5th graders researched the anthem's origin and translated the words into modern day language. Students discovered its meaning and importance and sang it with great pride and respect. ♪ Band is now in session! 4th and 5th grade band students are practicing their instruments and improving every day. We can't wait to perform our repertoire for you very soon!

Miss Rodriguez♪

Art- Junior Kindergarten reviewed parts of our bodies we use to create art. Students then created self-portrait drawings. JK explored how we make green and orange through mixing primary colored dough then primary colored paint.

Kindergarten students discussed various community helpers and looked at images of fire fighters and fire engines. They compared the differences between squares and rectangles and then used the shapes to create their own fire engines.

First grade students discussed how we have systems in art how we do things. Students looked at the process of setting up and cleaning up to paint. Students began their exploration of Modern Art by looking at images of Modern art concentrating on Kandinsky. First grade then created "Kandinsky Circle" paintings.

Second grade students discussed animal needs for habitats. Students learned about bird's eye view, looking at something from the top, and drew pictures of their own habitats from a "bird's eye view".

Third grade students learned about symbolism and meanings of Native American totem poles. Students began creating their own totem poles to represent school history, family memories, or family history.

Fourth grade students created drawings of events from the past. Students discussed how pictures tell stories with expression. Students then learned about art critique and how other may see our art.

Fifth grade students explored seeing from different perspectives and how images are smaller when farther away. Students created self-portraits using exaggerated perspectives and realistic portraits using mirrors.

Library-Once again this year, Notre Dame Marist Academy students were challenged to record the titles of at least ten books that they read over the summer months and bring their record forms with them when they return back to school in August. Those who do are awarded a high five AND a bag full of goodies from Mrs. Braverman, the school librarian. This year a record number 48 lower division students participated in the summer reading challenge and proudly claimed their prizes during the first weeks of school. Way to go NDMA summer readers! To quote Mrs. Braverman: "Reading really rocks!"

Reading- Skill of the Phase: Fluency

Reading fluency is the ability to read quickly and easily which means that a child can recognize and decode words accurately and automatically and understand the words as they are being read. Children who do not read fluently (choppy readers) have to work hard on the mechanics of reading and therefore have poor comprehension.

Fluent readers are more confident and better able to comprehend what they read. Our goal for all students! Feel free to contact

Mrs.Kirk with any reading related questions:
dkirk@ndpma.org



Here is a list of our Learner Profile award winners for phase one. Congratulations!!!

Name	Grade	Learner Profile Word
Noah Jezdimir	JK	Caring
Marissa Lawson	JK	Knowledgeable
Gracyn Bianchini	K	Caring
Weston Cukrowski	K	Inquirer
Blake Whidden	1	Knowledgeable
Troy Whidden	1	Caring
Reese Hehl	2	Caring
Amelia Kayi	2	Principled
Casey Burke	3	Principled
Morgan Bissett	3	Knowledgeable
Niko Clem	3	Communicator
Macie Krankel	3	Open Minded
Gabby Nadeau	3	Caring
Luka Cvetkovic	4	Caring
Dylan Davis	4	Reflective
Brooke Cousins	5	Principled
Katie Schmidt	5	Principled

Learner Profile = The aim of the IB programme is to develop internationally minded people who are by recognizing their common humanity and shared guardianship of the planet, helping to create a better and more peaceful world. The Learner Profile words include: **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.**



VOLUNTEERS NEEDED

The International Day committee is looking for anyone who may be interested in presenting and sharing a country. The only criteria is that they are either from that cultural heritage or background, or have lived in or traveled extensively to that country. And, of course they must be willing to share their knowledge with our students. Those interested should contact Mr. Frank pfrank@ndpma.org or Julie Chow-Wah jamrhot@comcast.net. This committee is looking for about four to five more countries for the 2015 lineup. As a bonus, Parents Club will waive the 10-hour family commitment to any parent who presents a country. The date for International Day is May 5, 2015.

