

The IB Bulldog Communicator

International Baccalaureate Primary Years and Middle Years Programme* Newsletter



Academics



Arts



Athletics



International Baccalaureate
World School

The IB Mission Statement



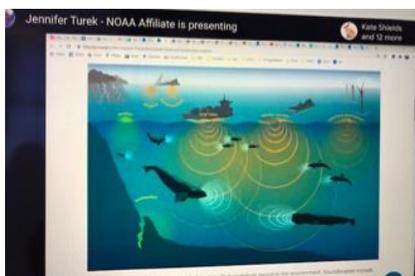
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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

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

First Grade

Skypes A Scientist



First grade students have been inquiring into the ways in which people use light and sound to communicate in their How We Express Ourselves unit of inquiry. Through the **Skype a Scientist** program, students connected with Jennifer Turk, a scientist and research associate with the NOAA Fisheries on the east coast. During their visit, Ms. Turk shared with the students how she uses sound waves to locate whales off the east coast, as well as monitors whale migration patterns to ensure whales are protected in the same waters as fishing boats. She invited students to share their learning and to ask questions. She also encouraged the students to become scientists and gave them 10 ways they could act now to protect our oceans. It was an exciting experience for our students and we are grateful to Ms. Turk for volunteering her time to meet with our first graders!

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

Questions about the Primary Years or Middle Years Programme?

Contact Ms. Pirillis, PYP Coordinator, at fpirillis@cps.edu or Ms. McNally, AP/ MYP Coordinator, at memcnally@cps.edu.

Student Reflections & Feedback: Why do we ask for it?



In an IB World School, students become accustomed to making their thinking visible by sharing what they've learned with their peers, teachers, and family members in a variety of ways. An important part of the learning process involves student reflection, which provides both the teacher and student an opportunity to stop and share what's working and what's not, and helps to inform next steps in the learning process. Morning and closing circles, google forms, reflection sheets, Seesaw videos and audio recordings, and exit slips are just a few ways teachers provide space in the day for student reflections and feedback. Teachers will often use the information gleaned from these reflections to make weekly adjustments to their units and instruction. Through these ongoing opportunities in a school day, we hopeful to develop within students the willingness to reflect on their learning and an ability to set goals for themselves as life-long learners.

Eighth Grade Community Projects Update MYP Year 3



During third quarter in Civics and Advisory, MYP Year 3 students have successfully identified their goals based on personal interests for their MYP Community Project. They have activated their prior knowledge regarding their topics and have completed the research phase of the community project. Students have come up with interesting and unique goals such as researching The Missing and Murdered Indigenous Women (MMIW) Movement, Helping Out Mother Nature Through Changing Behaviors, Inspiring Students to Use Their Voices to Promote Change, Raising Awareness on LGBTQ+, Advocating for Charitable Change and Researching Ways to Promote Better Educational Opportunities for Youth. We are looking forward to viewing their presentations beginning on April 8th-April 15th. More information to come!

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Recognizing our IB Bulldog Students of the Month



Teachers and staff at Agassiz use Student of the Month as a springboard to discuss the IB Learner Profile Attributes and to help students identify, as well as reflect upon what it means to be a learner in an IB World School. One student from each classroom is selected by their classmates every month based on the IB Learner Profile Attribute. Below are the students who were recognized from January through March 2021.

Grade	January Open-Minded	February Knowledgeable	March Risk-Taker
<i>Kindergarten</i> 201 & 202	Lilian D. Nyalee G.	Micheal L. Nicolas S.G.	Aiden B. Annalise S.
<i>First</i> 203 & 204	Ella T. Rylee F.	Keira D. Lukas J.	Simon H. Avery H.
<i>Second</i> 205 & 206	Ava P. Catherine S.	TC M. Ian. M.	Colin M. Esther R.
<i>Third</i> 207 & 208	Libby R. Lola-Sofia R.	Dylan Z. Archer E.	Brannock A. Zoe G.
<i>Fourth</i> 209 & 210	Kingsley T. Serenity R.	Noah F. Nia H.	Ryu V. Monty S.
<i>Fifth</i> 301 & 302	Paul P. Sunny L.	Sofia Z. Daniel M.R.	Bliss S. Yuma S.
<i>Sixth</i> 303 & 304	Naomi W. Maya A.	AJ V. Ben O.	Graham S. Brianna F.
<i>Seventh</i> 305 & 306	Lena C. Jadian E.L.	Addison K. Sunita B.M.	William B. Macartny A.
<i>Eighth</i> 307 & 308	Makenna G. Aviva G.	Isaac O. Lilly M.	Miranda W. Molly S.

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How the World Works: A Kindergarten Investigation

Our Kindergarten students recently concluded their unit of inquiry, How the World Works, which was an investigation of how the properties of materials impact their movement. Students began the unit by inquiring into different materials, their properties, what they are used for, and where we find them in the world around us. Students went on a scavenger hunt at home and/or in their neighborhood to locate and identify different materials such as plastic, wood, metal, rubber, and fabric. Next, they investigated machines and how they help people do work. They observed machines to identify "work words" such as push, pull, lift, dig, mix, etc. Students acted out machines and "work words" with their bodies. They continued their investigation into the ways different objects move and how their properties (size, weight, material) might affect the way they move. For example, a bowling ball might need a BIG push to start rolling, whereas a marble only requires a small push to start rolling. The unit was hands-on, exciting, and provided both in person and remote students with an opportunity to explore their world!



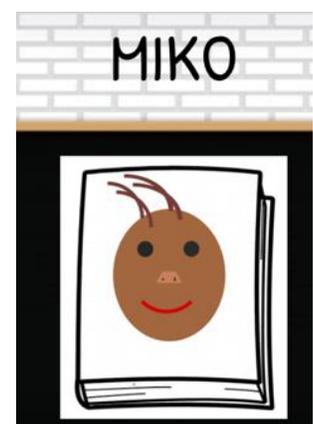
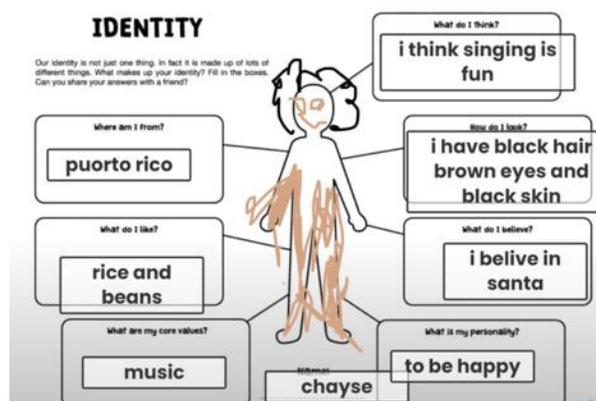
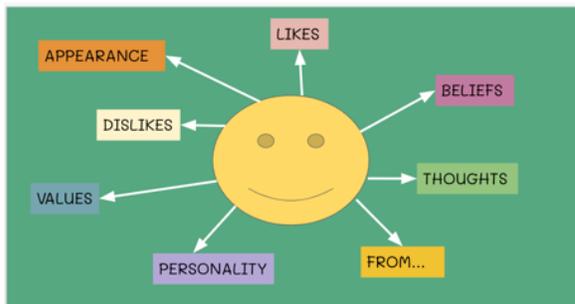
Supporting Responsible Risk-Taking

March's IB learner profile attribute was Risk-Taker. IBO describes a risk-taker as a learner who approaches uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change. As adults, it is important to help children determine which risks are responsible and which might pose a danger. Here are a few resources to explore responsible risk-taking with your family at home:

- [*The Courage to Invent: A NASA Roboticist Tells Her Story*](#)
- [*Taking Responsible Risks*](#)
- [*Malala's Magic Pencil*](#)
- [*Malala's Magic Pencil Read Aloud*](#)
- [*The Present*](#)

A Second Grade inquiry into **How We Express Ourselves**

Second grade students have been inquiring into the central idea: Identity can take many forms and can be expressed in different ways. Throughout their How We Express Ourselves unit, the students delved deeper into their similarities and differences, the unique parts of their identity, including the color of a person's skin, and how no two people are the same. Students looked at how both biographies and autobiographies help tell a person's story, and further began the process of telling their story using identity maps, videos, drawings, and photos.



Questions about the Primary Years or Middle Years Programme?

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