

LAKEWOOD CATHOLIC ACADEMY

INTERNATIONAL BACCALAUREATE NEWSLETTER



IB Focus: Open-Minded Communicator

Classroom conversations and discussions witness to the fact that the qualities of an IB learner are becoming part of the common vocabulary of both our teachers and our students. Our focus during October and November was open mindedness and being good communicators. We invite you to take a peek into our classrooms!

IB in First Grade

During a Social Studies lesson about the First Thanksgiving, Mrs. Zwick's first graders had some interesting insights and made some great



connections to the IB principles. When Mrs. Zwick came to the part of the story that involved the "bossy king" of England who would not allow the soon-to-be Pilgrims to worship God in their own way, one of the students commented, "That king was sure being very closed minded!" As the reading of the story continued and the students came to the part when both the ships had to return to England because the Speedwell ran into trouble, the students made another connection. Mrs. Zwick explained that the passengers that were on the Speedwell now had an important decision to make. Do they give up the dream of a voyage to a new land and stay in England or do they board the already crowded Mayflower and attempt the trip again? Several excited students piped up that those who did board the Mayflower were definitely "risk takers!"



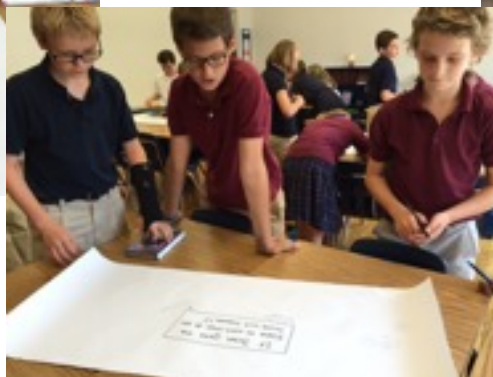
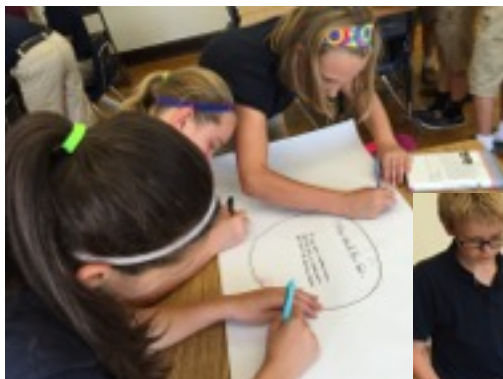
Open-Minded in Health . . .

The 8th Grade health classes calculated the amount of sugar they ate in one day as well as the average amount eaten in one week. (for every 4.3 grams of sugar eaten that equals one teaspoon eaten.) After calculating the amount of sugar eaten, the students completed a visual activity to see the actual amount they ate. In conjunction with the IB quality of open mindedness, students understood that personal diets are based on a variety of factors, such as likes, culture, seasons, etc. and that we all need to be open minded about how our diet choices affect other areas of their lives.



. . . and Literature

Students respond to questions, quotes, or statements about the book Hatchet. They are open-minded as they seek and evaluate a range of points of view as they go from table to table to tweet their thoughts and respond to each other.



Lakewood Park Solstice Steps Inspire IB Learners

During the month of October, Algebra students practiced being open minded when presented with data. They analyzed the differences between correlation and causation as they used an online graphing system to perform linear regression.

Their first exploration foreshadowed the upcoming Olympic year. Students investigated Olympic Track & Field records over the past 50 years. They analyzed patterns to evaluate whether one could reasonably predict future records in each of ten events. Students are looking forward to the 2016 Olympic Games to see whether some of their extrapolated predictions come true!



Using the same technology, algebra students were able to investigate possible links to poverty around the world. This investigation grew out of an inquiry first explored in their religion class. When students compared international rates of poverty to other factors in search of correlation, they found that a country's rate of poverty is highly correlated with its average high temperature.



As we moved into November, algebra students continued to grow as communicators. Problem sets are becoming more challenging, and groups are working hard to clarify and justify mathematical reasoning. There nothing quite like starting the day discussing high-level problems on the Solstice Steps at Lakewood Park!



Fifth Grade music students took advantage of a PERFECT day to go to the Solstice Steps to pray and hold their monthly Learner Profile class discussion.

Open - Minded ...



As part of the 7th grade social justice project with LIMBS International, Mrs. Christyson's math classes were open-minded as they reflected on challenges one would face with one leg missing.

Students were asked to see how many jumping jacks they were able to

complete in 10 second intervals over a 5 minute time period. They worked in groups to time, count and record each other's data. The data they gathered was used to discuss variables and relationships that led to creating and analyzing graphs. The activity was followed up with discussions about how losing a limb could impact our lives and how we take for granted our ability to complete such easy physical activities as jumping jacks.



Third graders made a class quilt as they learned about and explored the IB learner profile of open-mindedness. Each child presented their quilt square and told us their "story." Each "story" provided wonderful insight about each student.



Communicators



Seventh grade literature students listened to statements related to literary pieces they were reading in class. They were asked to reflect upon how they felt about each statement. Students were asked to share a brief description on the posters marked agree, indifferent, and neutral.



https://www.youtube.com/watch?v=eIxdGz_okRY&feature=youtu.be

Students in our Spanish and French classes learn to communicate not only with words, but also with gestures. Here is a sample of students speaking and gesturing in Spanish class.