

LAKEWOOD CATHOLIC ACADEMY

INTERNATIONAL BACCALAUREATE NEWSLETTER



Wonderful News !!!

This fall, our IB Coordinator Eileen McGuire excitedly pressed "Send" on our application to be officially named as an International Baccalaureate School. This celebratory moment was the result of two years of preparation, planning, and professional development to ensure that the principles and practices of an IB education are alive in the middle school classrooms at LCA. In early spring, an outside group of IB educators will visit LCA to evaluate our progress and determine if we can officially be designated as an IB School.

We hope this newsletter will provide you with a glimpse into our classrooms that will help you deepen your own understanding of what an IB education is.

Communicating as Mathematicians

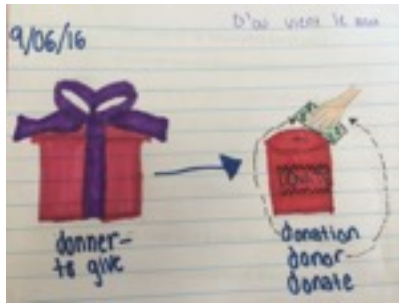


Seventh and eighth grade math students are working on communicating as mathematicians. Effective communication involves giving and receiving meaningful feedback. One of our classrooms is equipped with white board walls, offering students the opportunity to make their thinking visible. As students progress through middle school math, they

spend more and more time working together to grow as mathematicians.

During one of our collaborative sessions, several of our LCA alumni from Magnificat served as assistants. They joined problem-solving groups and helped clarify new concepts. They also shared valuable advice for students interested in succeeding in math at the high school level: "Practice explaining your reasoning and show all of your work when solving problems." Their wonderful energy and terrific advice reinforced our commitment to improving our mathematical communication skills.





Language Acquisition Students are Knowledgeable

Not only are junior high French students learning about the French language and culture, they are also learning that many of our English words come from French. Several times per week, the students participate in an etymology session called “D’Où Vient le Mot...?” in which they learn to draw a connection between a French word and the English word or words that are derived from it. Training students to look at language and words in this light will not only help them increase their own vocabularies, but will also be beneficial to them as they prepare to take SAT and ACT tests in the coming years. Several students have already remarked that “D’Où Vient le Mot...?” helped them on their high school admissions tests!



Individuals and Societies



At Lakewood Catholic Academy, the Middle Years Program Year Two (Grade 7) is in the midst of laying the groundwork for the development of truly internationally minded students. In studying classical Greece and Rome, the Year Two students explore the literary and archaeological record that illustrates the political and architectural framework of the modern world. As they interpret primary sources and reflect upon the meanings and motivations generated by the individuals and societies of Ancient Greece and Rome, the students are challenged to consider the impact of the social, political, and cultural norms and conventions of the time. The result is open-minded thinkers who are able to convert the successes and failures of the past into “humanitarians” that will use those examples “to help create a better and more peaceful world.” (*International Baccalaureate Program Mission Statement*)

Music Students Become Opera Librettists



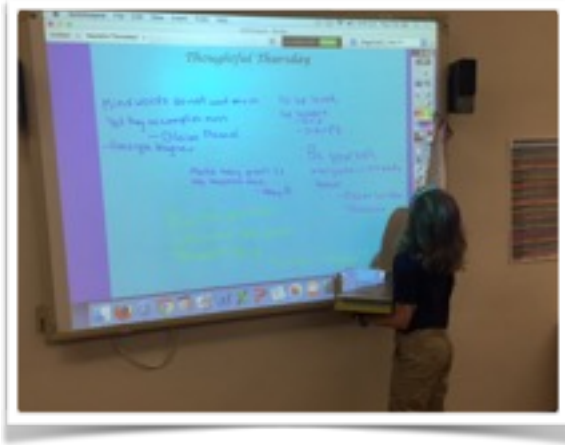
The 7th graders recently completed a project in which they became opera librettists. In groups of three to five, they came up with a new story, characters, setting, leitmotif (short musical theme for a particular character), and a significant aria (song). They also decided which genre of opera they had created based on what they had learned about each. They then presented their ideas to the class and acted out one scene from their new opera libretto, including the leitmotif and aria. The IB ATL (Approach to Learning) skill in focus for this unit and project was a reflective thinking skill: "Focus on the process of creating by imitating the work of others." Throughout this

unit, and in completing this project, they also exhibited excellent qualities of being knowledgeable communicators.

Additionally, in an effort to focus on the important collaborative ATL of practicing empathy, the 7th graders are participating in "Affirmation Fridays," in which they are randomly assigned an affirmation partner and give that person, as well as receive from that person, a sincere, thoughtful affirmation to end their week. As the 19th century American orator, Robert Ingersoll, said, "We rise by lifting others."



Fifth Graders are Reflective



Fifth grade students enjoy time to thoughtfully reflect on their own ideas and experiences, or choose favorite quotes which express their personal development.

Early Childhood Students Learn How to be Caring . . .



Students in Mrs. Misconish's class demonstrated the IB characteristic of caring for God's creatures when one of the students found a worm on the ground and determined that he needed to find a safe place for it to live before someone stepped on it.

First graders in Mrs. Komar's class made cards for someone they felt needed extra love and care.



First and second graders made cards for the Lakewood Parish Cluster Adult Retreat at St. Clement this fall. They learned what a retreat is and how making cards for those on the retreat demonstrates the IB characteristic of caring.

Communicators . . .

Second grade students in Mrs. Timmons' reading groups completed a novel study of "The Mad, Mad, Mad, Mad Treasure Hunt," in which one clue is written in Morse code. After viewing a video about Samuel Morse and the significance of his invention, they agreed that Mr. Morse is an important example of a communicator. His contribution made it possible for people to communicate with each other all over the world at a time before there were telephones, television, radio, and the internet. The students had an opportunity to try a Morse code key and to write their own messages in Morse code!



Inquirers . . .



Over the summer, the third graders were asked to read a non-fiction book about the Day-Glo brothers, Joe and Bob Switzer. These two men invented neon color and their factory is right here in Cleveland! Two engineers who specialize in the color process visited LCA and taught the students how the process of making neon color works. The third graders enjoyed sharing what they learned over the summer as well as learning new things, like how to make slime!

. . . and Reflective.

Once a week, third graders enjoy spending time in reflection when they are in the Atrium.





Further evidence of how time spent in the Atrium encourages our students to be reflective is evident in this drawing created last year by current 3rd-grader, Luke Pietromica. Elements of the drawing include a priest at the altar with the Eucharist, Jesus, the Good Shepherd, The True Vine, Jesus' hand healing Jairus' daughter, Jesus at the tomb with Lazarus, Jesus crucified, and the risen Jesus outside the tomb. The drawing was recently published in the 2016 Journal of the Catechesis of the Good Shepherd.

Election 2016 at LCA

One of the hallmarks of an IB education is the opportunity for students to participate in and solve real world issues and problems. In order to be knowledgeable about the role of the U.S. President and the election process, our sixth graders researched the role of Commander in Chief through an interactive web quest and through playing the simulated game, "Executive Command," which provided students with experience in facing some of the challenges and responsibilities of the President. A closer look at the election process saw the sixth graders reviewing the political events of the year and developing a timeline for the election. The project culminated in a mock election for the entire LCA community. Over a two-day period, every LCA student had the opportunity to vote for the candidate they believed should hold America's highest office. The winner of the LCA election was Hillary Clinton.

After the election, students compared LCA's results to the actual results and held an Electoral College simulation, with each homeroom representing a state with a specific number of electoral votes.

