

LAKEWOOD CATHOLIC ACADEMY

INTERNATIONAL BACCALAUREATE NEWSLETTER



One Step Closer

In early March, a team of IB educators visited LCA's classrooms and spoke with administrators, faculty, staff, parents, and students in order to determine if LCA will receive accreditation as an International Baccalaureate World School, a journey we embarked upon nearly two years ago. While the visiting team could not verify our accreditation status, team members did share feedback. The team noted LCA's internationally minded mission statement, open communication, commitment to collaboration, and our stimulating learning environment. Our work continues, but we are very proud of the LCA community and its commitment to ongoing growth — and we look forward to the day that Lakewood Catholic Academy will be known as an International Baccalaureate World School!

Junior High Students as IB Communicators

Students in the seventh and eighth grade Introduction to Communications class worked independently and in small groups to explore the many different aspects of theatre production. As a summative assessment, students became theatre professionals and worked to contemporize the Broadway musical *Hairspray*. Some students were dramaturges and investigated the social issues in the musical and wrote thoughtful research papers. Other students became designers and created new costumes and stage configurations while still others chose to become performers by acting and dancing in a scene from the musical's script.



Fifth and Sixth Graders are Communicators . . .

and Knowledgeable.

Students in 5th and 6th grade Design Class researched the structure of the internet and how it functions (binary code, bits, bytes, packets, URL, IP, DNS, ethernet/electricity, fiber optic/light, wi-fi/radio waves, TCP, bandwidth, ISPs, servers, and much more). After becoming knowledgeable about the entire system, they worked in pairs to create an explanation for a particular part of the Internet. Each pair became experts on a part of the system, carefully laid out visuals, and composed a written explanation that any reader could understand. Each group peer reviewed another group's document and gave feedback.

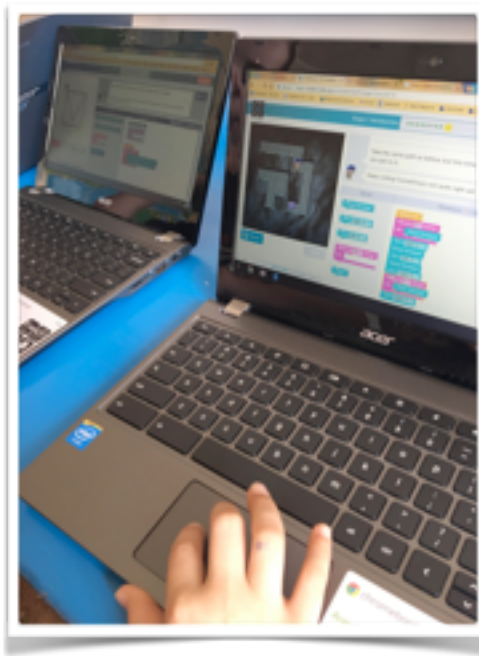
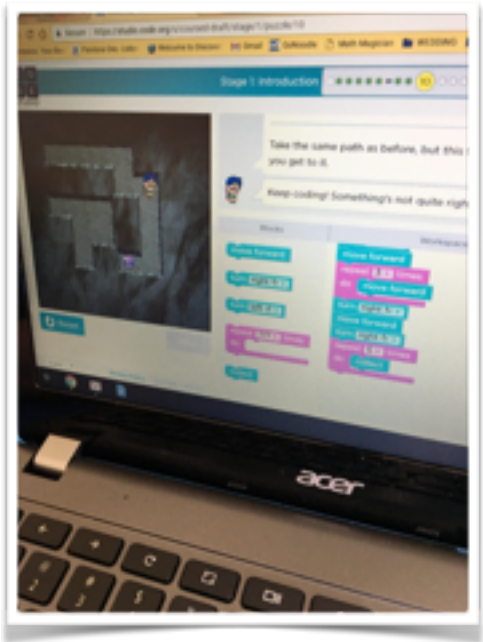
They then created a QR code to direct a person to this document they each created. After testing that their QR code was functional, the codes were made into an interactive visual display for hallway visitors to enjoy and learn from!



Third Graders Work as Designers, Too!

In computer this year we are doing a program we have been doing since first grade. It is called coding. In code we all have a favorite part, "Secret Pictures". That is how you get into the program. Then, different numbers show up, they are the levels. You click on the level you want and sometimes a video shows up. That video explains what you are going to do. Next, the coding shows up. There is the code picture on one side and puzzle piece shaped coding things on the other side. To code, you have to move the pieces under the "when run" piece. You have to think where to put the different piece based on the picture. The picture shows you what to do. You can figure it out by looking at the picture and seeing which way the object or animal should go. An example of the picture is an angry bird, a bunch of blocks, and a pig. An example of the pieces would be move right, move left, move up, and move down. For that you would have to put the pieces so that they would dodge the blocks and get the pig. When you are done you have to press the RUN button to test it out. If you succeed, something will pop up saying you completed it and you press "continue". If you don't succeed, you will just have to try again. You can see which stage you are on in the level by looking up at the top of the screen at the bar. There are ten stages in each level. This program is called coding because you are giving the computer directions on what to do. We all like to code and if you try it, we hope you do too. It's a great way to practice being a thinker.

— Contributed by
Brendan Friel and
Abby Pelles



Math Partners



LCA's fifth grade math students recently partnered with a St. Edward High School student. The student's assignment for his Design class was to create a product that could aid with instruction in fifth grade math. After interviewing LCA math teacher Mr. Jackson, the St. Edward student decided to create a math puzzle based on a 12 x 12 multiplication chart. The student made the board using a laser cutter. Each product of the factors was a different shape.

The fifth graders used the board in small groups to try and solve the puzzle as fast as they could. Students had to use critical thinking to

think about which factors made up the products they had to place on the board. Once they identified the factors, they had to find the right pair in order to place the product in the correct location. The fifth graders loved the puzzle and are excited to try it again.

This is another great example of the partnership that Lakewood Catholic Academy has with St. Edward High School.



WE  MATH

Où est Madame?

Although Madame Arbeznik regretted not being able to take her students with her on her most recent trip to France, she did the next best thing --- she brought France to them. Throughout the trip, Madame took videos or photos of the places she was visiting and uploaded them to Google Classroom. Students used their research skills to discover where Madame was, to find out a little bit about each site, or to respond to questions based on the information provided by the French speakers in the videos. Among the virtual adventures were a trip to the Normandy beaches, Mont Saint-Michel, the Palace of Versailles and conversations with a French tour guide and a Parisian shopkeeper.



Países hispanohablantes



Sixth grade Spanish students completed an IB unit about Spanish speaking countries. Their research included the food, tourist activities, government, leaders, geography, flag, and currency of the various countries. They conducted their research in class and collaborated with a partner to organize the information and present it to the class. While each group was presenting, the other students took notes. At the end of the presentations, they wrote a paragraph about which country they would like to visit and why. The class discussed everyone's ideas and then voted as a group for the country they would most like to visit. Each class chose a different country. The preferred destinations? España, México and Puerto Rico!

Kindergarteners Build a Foundation for IB

Kindergarten students' interest in building and construction led them on a journey from learning about a variety of structures to constructing their own city. Through the integration of literature, writing, math, science, and social studies this student-led inquiry provided many opportunities for students to work as IB learners.



Planning before beginning to build was stressed. The students began by creating a blueprint for their structure. Next, they gathered recycled materials they had collected and sorted. Construction and painting took a few days. After all structures were complete, the children took on the role of “City Planners” as they worked together to plan how to set up their city. As they sat together as a class, their thoughts and words were powerful: “The vet should go next to the zoo, in case the animals need to go there.” “The hospital should go in the middle so that both sides of the city could get there.”

Students solved problems creatively by learning how to be good communicators. The students in the accompanying photo just could not decide which plan they would use, SO they decided (on their own) to fold up their plans, put them into a hat and pull one out! One child offered his hat for them to use! The first time they all picked out their own plan, but then they enlisted the help of another friend who pulled out just one. Everyone in the group agreed that this would be the plan they would use. Amazing problem solvers! After reflecting as a group, students shared the challenges they faced and the things they thought went well.

