

The Tubman 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.

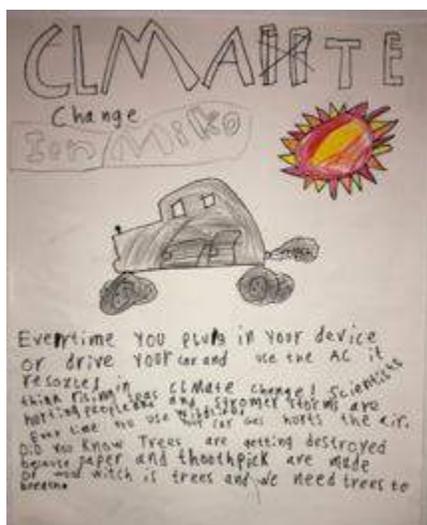
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

An Inquiry into Beliefs and Values

Students in third grade explored beliefs and values, as well as rights and responsibilities in their Who We Are unit this fall.

Students inquired in to how a community's beliefs and values are formed and expressed in different cultures around the world. They further examined the roles and responsibilities individuals have as a result, which include access to clean water, education, safety and security, as well as other human rights. They concluded the unit by creating advocacy campaigns around issues that were important to them. Some of the posters are featured here and can also be found on the 2nd floor at school.



Questions about the Primary Years or Middle Years Programme?

Contact Ms. Pirillis, PYP Coordinator, at fpirillis@cps.edu or Ms. Moore, AP/ MYP Coordinator, at bmoore1@cps.edu.

IB POLICY SPOTLIGHT



Did you know our school community is represented by over 50 countries and 20 different languages? We are proud of our diversity and continue to look for authentic ways for us to support the numerous languages of the students in our building. Our [IB Language Policy](#) was developed to provide parents and students with information on the ways we support language learning in our school. Take a moment to read through our policy [here!](#)

Student Council Club



Our IB BULLDOG STUDENT COUNCIL CLUB welcomed 43- third through eighth grade students at the end of October. Students spent their first meeting identifying the ways they could lead awareness campaigns in our school community. Look for more information on our Annual Tubman Food Drive beginning in mid-November!

How the World Works: Earth Structures

Fourth grade has been working on a mini unit investigating this central idea: The Earth's structure is constantly changing through processes and forces that can impact society. Students experimented with the Earth's layers, tectonic plates, and erosion. Seen here are students engaging in a lava experiment investigating the difference between thin and thick lava. Students made connections between lava thickness and type of volcano.



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What is an IB Education?

As educators, we are often asked how does an IB education differ from that of a traditional classroom? We've summarized some of the key markers of an IB classroom, both in the physical environment, as well as the teaching and learning below:

Increased emphasis on...	Decreased emphasis on...
<ul style="list-style-type: none"> · Flexible student groupings · Learner centered experiences · Asking questions (Wonder Walls) · Active investigations · Centers and flexible learning spaces · Authentic student work created and displayed · Student agency (voice, choice, ownership) in learning 	<ul style="list-style-type: none"> · Only whole group instruction and learning · Teacher directed experiences · No evidence of questions visible in the classroom · Students sit in desks with no opportunity to collaborate with peers · Student work is not displayed · Classroom procedures and systems are created by the teacher alone

If you'd like to learn more about an IB Education, visit the links below:

[Why the IB is Different](#)

[The IB Teaching Style](#)

MYP Year 2: Sharing My Story

In Language and Literature, 7th grade students read the memoir, *Brown Girl Dreaming* by author Jaqueline Woodson, and explored how the author used poetry to tell a story. As part of their summative task, students' GRASPS Task was to write a vignette that highlighted a significant moment in their own lives, how that event contributed to who they are today, and could be passed on to family members in future generations. We are proud of the amazing vignettes students wrote and their efforts towards sharing a piece of themselves.



Student of the Month & the IB Learner Profile Attributes

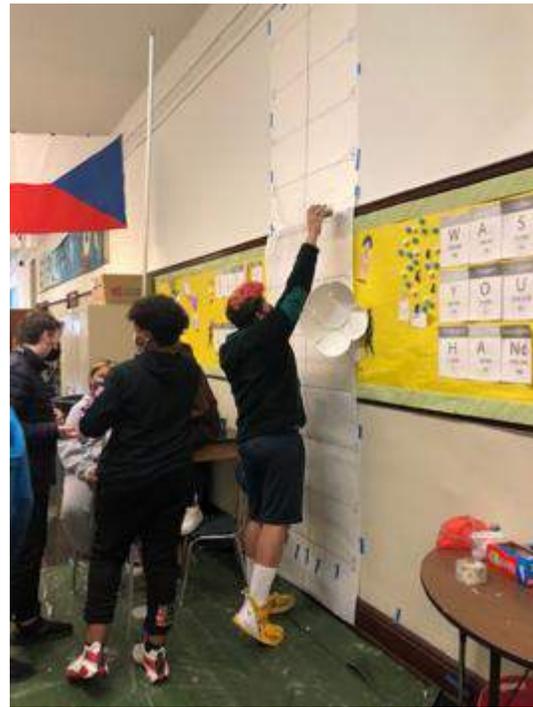
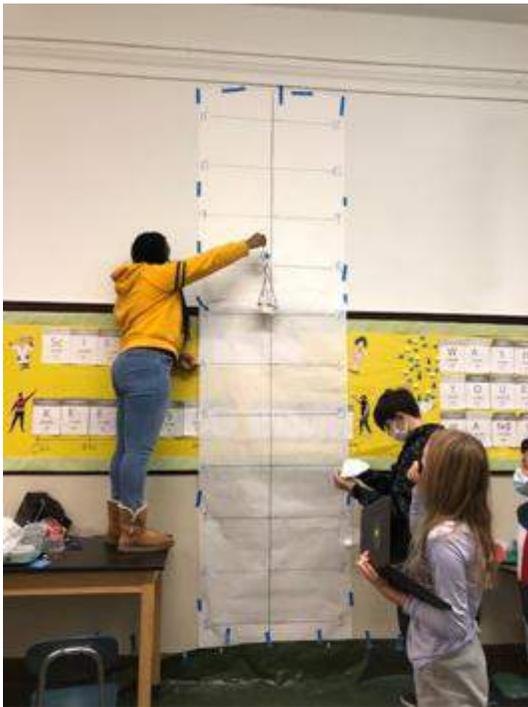


We use Student of the Month as a springboard to discuss the IB Learner Profile Attributes and to help students identify, as well as reflect upon what it means to be a learner in an IB World School. Through books, activities, games, and discussions, student begin to internalize the ten attributes of the IB Learner: Thinker, Risk-Taker, Inquirer, Caring, Communicator, Knowledgeable, Principled, Reflective, Open-Minded, and Balanced. One student from each classroom is selected by their classmates every month based on the IB Learner Profile Attribute. Outside of Student of the Month, teachers recognize all students for their efforts towards being caring and principled citizens, knowledgeable and reflective learners, open-minded and inquisitive classmates, as well as reflective and thoughtful individuals. Below is the IB Learner Profile Attribute focus for each month:

September: Caring	October: Balanced	November: Communicator
December: Principled	January: Open-Minded	February: Knowledgeable
March: Risk-Taker	April: Inquirer	May: Reflective
June: Thinker		

MYP Exploration of Newton's Laws

Students in Year 2 and Year 3 have begun a new unit on forces, motion, and collisions in outer space. Students were presented with the fictional problem of the docking mishap, and are asked to apply their understanding of the relationship between mass, force, and changes in velocity to this mystery. The setting of deep space allows students to think deeply about one-dimensional collisions without the complications of friction or strong gravitational attraction. This unit provides one broad, central context for the content knowledge and puts meaningful application of Newton's laws within the reach of middle school students' understanding by inviting them to explain a mystery through engaging in the reasoning and practices of a real-world science role. Most recently, students explored Newton's Laws by conducting egg-drop experiments (see below).



Tubman School Website:

<https://tubmanelementarycps.org/>

Tubman PYP Homepage

<https://tubmanelementarycps.org/pyp-homepage/>

Tubman MYP Homepage

<https://tubmanelementarycps.org/myp-homepage/>

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