

Tubman Bulldog Communicator

Our 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.

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](#)

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 bamoore1@cps.edu .

PYPx: An Exhibition Preview

Our 5th grade students began learning about the Primary Years Programme (PYP) Exhibition at the end of March and will continue this student-led work through the end of the year. The PYP Exhibition marks the end of students' time in the PYP and provides students with the tools, resources, and time to design their own unit of inquiry based on their passions and interests. To date, students have examined personal, local, and global issues in the world, learned about the United Nations Sustainable Development Goals, and made connections to other students in the world who have been change-makers. We are thrilled to see students' excitement as they hone in on their exhibition topics and begin their research in the 4th quarter. A final PYP Exhibition showcase will occur in June for our school community. Stay tuned!



SUSTAINABLE DEVELOPMENT GOALS



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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 social studies class, MYP Year 3 students have successfully completed two of the four stages of their MYP Community Project. They have activated their prior knowledge, researched, and planned their community project. Students have come up with interesting and unique goals such establishing a divorce support group for students, raising awareness on LGBTQ+, collecting items for animals and the homeless population in the city, and proposing a policy change at Tubman. We are looking forward to their action phase, which will be taking place this week. The last phase of the community project will be for students to reflect on their work.

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Recognizing our Tubman Bulldog Students of the Month



Teachers and staff at Tubman 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 2022.

Grade	January Open-Minded	February Knowledgeable	March Risk-Taker
<i>Pre-Kindergarten 110 AM & PM</i>	Harmony Nikolai	Amir Amber	Ryder Stefan
<i>Kindergarten 201 & 202</i>	Scarlett Addison	Mira Hiroko	Nolan Jack
<i>First 203 & 204</i>	Horacio Zharria	Keenan Raven	Max Marcela
<i>Second 205 & 206</i>	Mateo Farah	Ronan Simon	Calvin Everett
<i>Third 209 & 210</i>	Mary Maddy	Colin Bowie	Ava Aminah
<i>Fourth 207 & 208</i>	Benjamin Amelia	Daniel Ravi	Israel Zoey
<i>Fifth 301 & 302</i>	JP Beckett	Ori Aiden	Sloane Patrick
<i>Sixth 303 & 304</i>	Caiden Addison	Lazlo Jacob	Max Diego
<i>Seventh 305 & 306</i>	Samantha Ben	Naomi Maisie	Karina Hunter
<i>Eighth 307 & 308</i>	Jadian Cerulean	William Damien	Lan Zadie

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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, and what they are used for, and where to find them in the world around us. Students went on a scavenger hunt around the school looking for materials that can be pushed and pulled, as well as materials of different properties such as wood, metal, glass, 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. They continued their investigation into the ways different objects move and how their properties (size, weight, material) might affect the way they move. To finish the unit, students used all the information they learned to create ramps in which they rolled a marble down and raced each other. The unit was hands-on, exciting, and provided students with an opportunity to explore their world!



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Tubman Gives Back Highlights

Students across the school participated in a variety of volunteer experiences during our annual Tubman Gives Back Week, which took place the last week of April. Throughout the week, students created birthday cards for children in homeless shelters, cleaned up our local parks and community, took part in “Say HEY Day” as a way to bring our students together and reduce social isolation, and made dog/cat toys for animals at the Anti-Cruelty Society. As an IB Word School, we strive to develop students who understand their place in the world and actively contribute to our local/global community through service and action. We are proud of our school community for volunteering their time to help give back. Below are a few highlights of the week!



