



In the News: New Mission Statement



We have a new mission statement.

A mission statement allows us to express what is unique about The International School at Mesa Del Sol. It is about our beliefs, values and behaviors we exhibit at this school.

Misión: Nuestra misión es capacitar a los estudiantes dentro de un entorno inclusivo que fomente experiencias auténticas. En nuestra comunidad cultural, promovemos la responsabilidad académica y la agencia estudiantil con conexiones sociales significativas.

New Vision statement: A vision statement is what we as school are looking forward to achieving in the future.



Our approach is to lead students to develop a global vision and sense of citizenship to enhance, preserve, and contribute to their communities.

Nuestro enfoque es llevar a los estudiantes a desarrollar una visión global y un sentido de ciudadanía para mejorar, preservar y contribuir a sus comunidades.



We are committed to inspire collaborative, creative, and critical thinkers who embrace learning and actively apply knowledge that leads to innovative contributions.

Estamos comprometidos a inspirar pensadores colaborativos, creativos y críticos que adopten el aprendizaje y que apliquen activamente el conocimiento que conduce a contribuciones innovadoras.



We encourage compassionate, empathetic and resilient students who have the opportunity to lead the world around them through service learning and understanding various perspectives.

Incentivamos a estudiantes compasivos, empáticos y resistentes que tienen la oportunidad de liderar el mundo que los rodea a través del aprendizaje de servicio y el entendimiento de diversas perspectivas.



We believe that our students have the capability to incorporate holistic experiences while expanding their individual voice within local and global perceptions.

Creemos que nuestros estudiantes tienen la capacidad de incorporar experiencias holísticas mientras expanden su voz individual dentro de las percepciones locales y globales.



We celebrate the diversity of our school community which aims to allow international mindedness that is reflective of our commitment to growth as a life-long learner.

Celebramos la diversidad de nuestra comunidad escolar que tiene como objetivo permitir una mentalidad internacional que refleje nuestro compromiso con el crecimiento como aprendices de por vida.



Advisory:

Advisory is a class where students can work in a smaller environment. We cover a range of skills, topics and logistics in this class. A main focus this year is International Mindedness, this can be approached in many ways such as values, celebrations, service learning, school issues and issues that are beyond the classroom.

This first month at school in advisory we have been focusing our ATL skills on **Self-Management: Keep an organized and logical system of information.** With the use of our school agendas we are working on time management and organizational skills.

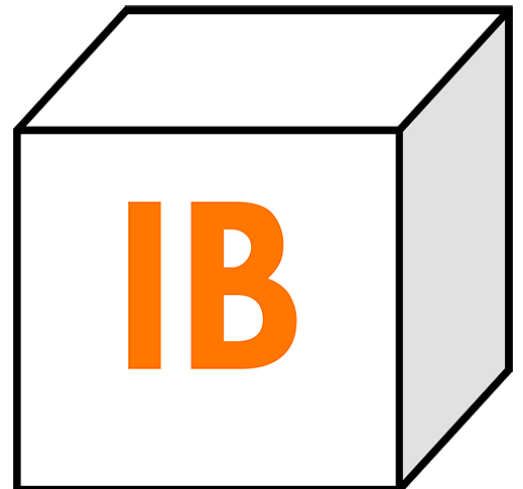
A strong focus in advisory has been exploring our new Mission Statement. The students have had the opportunity to look at examples, evaluate their own actions and beliefs. The students took this opportunity to create their own mission statement and present it to their advisory group. I have included some examples of the open minded and reflective ideas.

August and September:

In August and September MYP are focusing on being *Principled and Caring within the learner profile.*

We have reviewed our expectations and what it means to be principled within remote learning. We have a strong focus on *our purpose.* Communication has been a strong element since beginning the year. In advisory, we are learning to *communicate* with each other, online and with our teachers. We are focusing on how to be principled and caring within this.

We are continuing with the **ATL Skill of understanding and using technology systems** into September. Working with the students on how to write emails and manage their google classroom to the best of their ability.



Math and Science with Mr Gridley



What a start to the year! A big shout out to all the wonderful students who struggled and succeeded in understanding all of our digital systems. It was a difficult challenge for all the adults, I can only imagine the added level of difficulty for students.

In addition to getting everyone online we have of course been working through our curriculum since day one. Classes typically follow a simple pattern of modeled instruction/discussion followed by self-paced homework to expand or solidify skills.

If you were to walk in on a Math class you would see myself projecting onto the students' screen a mix of highlight from our textbook so the student can have familiarity with what we are talking about and what they will do on their own, or you'll see handwritten notes model concepts, problems, or notes to be copied. You would also see students with their computers out and their textbook and notes out next to them as well.

If you were to walk in on a Science class you would see very much the same given that both Chemistry and Physics have heavy emphasis on math, but you would also hear students taking turns readings and considering discussion questions. You would also see guided notes modeling not just the science concepts but also modeling the foundation creating organized notes, a foundational skills for future student agency in their learning.

Current Math and Science Concepts:

Alg 1: Review and expansion of basic algebraic skills such as PEMDAS

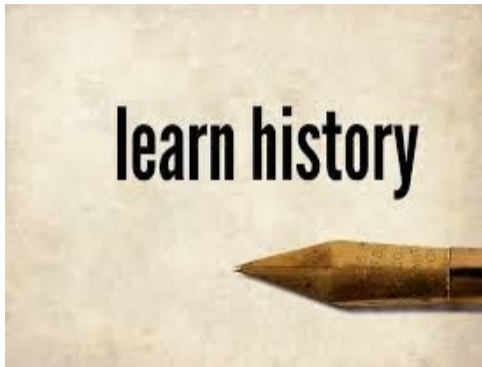
Geometry: Introduction to Geometry's vocab it's require way of conceptual thinking and problem solving

Alg 2: Review of foundational math skills

Biology: The Scientific Method and the foundational Chemistry of Biology

Chemistry: The Scientific Method and the Macro world in a Micro point of view

Physics: The Scientific Method, Vectors, and the concept of "Net Force = 0"



History with Mrs. Vierra

Students in all of our history classes are considering how historians use primary sources to understand history and are practicing skills of analyzing sources, asking questions, and discussion to understand the various times we are studying. All history students practiced analyzing primary sources by sharing an artifact of their own. I really appreciated the

students' willingness to share their personal items and think critically about how artifacts and sources help us understand more about people, culture, and history.

New Mexico History students have investigated the demographics of New Mexico in order to gain an understanding of New Mexico's population, economy, ecology, and cultural landscape. We are currently working on a timeline that will help us frame our study of modern New Mexico history within our long history.

World History students have been thinking about the Renaissance and its impact on culture throughout Europe and in modern times. We have looked at multiple pieces of art to help us understand what was important in this long time period and students collaborated to create a slideshow of prominent Renaissance figures and their contributions. We are moving forward to consider the Protestant Reformation starting next week.

US History students are considering the challenges of rebuilding the country during Reconstruction after the Civil War. We are looking at the toll the war took on all stakeholders and considering the challenges of bringing about both justice and healing in post war society. We will continue by looking at outcomes of choices made during Reconstruction and how many of these issues remain unresolved.

Government students are reading and analyzing natural rights philosophy to understand the philosophical roots of democracy and how the big ideas (State of Nature, Consent, Natural Rights, and Social Contract) influenced the philosophy and structure of the US constitution.

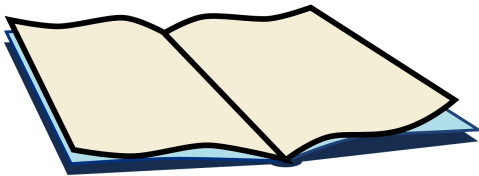
English 9 & 10 with Mrs. Vierra

Students in both English 9 and English 10 are exploring the ways authors use the elements of fiction to create meaning in short stories. We are in the process of analyzing five short stories and working with the authors' "big ideas" through formal and informal writing and class discussions. This is the first unit in a year-long consideration of the essential question: How does learning to read, write, and think critically allow us to engage in our communities more effectively?



English Language Arts (ELL, grades 9-10): Mrs. Trujillo

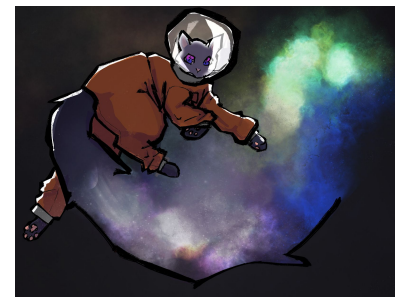
Unit One: The Short Story and Elements of Fiction



Students in this class are analyzing details in short stories to identify the central conflict, the protagonist's response, and the outcome of the story. Readers analyze these story elements and ask: What "big idea" is the author communicating through this story? Students are developing their writing skills in their responses to formal and informal writing prompts and they are developing their research and communication skills through inquiry and informal presentations.

AP Language / English Language Arts (grades 11-12) Mrs. Trujillo

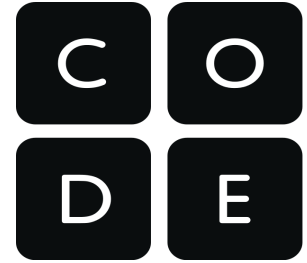
Students in AP Lang. are beginning their study of Rhetorical Analysis in preparation for the AP exam in May. We are using the SPACECATS acronym to prepare for class discussions and at-home writing. Furthermore, students are beginning a chronological study into American Literature, beginning with a unit titled "Native American Mythology and Early European Contact." As part of a year-long independent study, students are engaging in a series of "schema builders" to develop their cultural literacy as they become students of the world. (Illustration credit: Chelisia Padilla)



Computer Applications: Gr. 10 Ms. Bloyer

Grade 10; Unit 1 - Interactive Animation

In this Unit, we will continue the coding experience many of the students received last year. This Unit focuses on thinking about and practicing coding to foster creative skills. Students will build on their prior knowledge and work on debugging their programs to create even more complex programs such as art drawn on the computer and animated cards.



PE with Coach Contratto

Good nutrition helps students understand the benefits of eating healthy meals. Knowing the benefits of healthy foods gives students a choice to improve and promote lifelong eating habits. Developing good habits now can prevent and reduce chronic diseases, obesity, boost immune systems and be more alert in school.

Examples of our teacher mission statements:

My mission: To work hard and give my best to every endeavor, to be guided by reason and pursue truth, to be strong and independent, to continually learn new things, and to always look for the beauty and funniness in the world.



Ms Vierra

My aim is to positively influence the world while promoting personal growth, accountability and kindness for myself and others.

BE YOUR BEST SELF



Ms Iliana

Examples of our student mission statements:

An abstract painting with vibrant colors including blue, orange, yellow, and red. A white text box with a thin blue border is overlaid on the center of the painting.

Make art that other people can enjoy and can make me proud, by learning the essentials and using my creativity to the max.

To be alive

And amplify voices that need to be heard





Art & Music: Gr.9 with Ms. Koontz & Mrs. McDonald

Cultures use narrative and study aesthetics to demonstrate an expression of themselves to others. We are inquiring about how to create a narrative identity portrait using images and music. We are exploring our identity and how our local culture affects our identity. Our focus has been to reflect on how to share our personal narrative with others using imagery and music. We are accomplishing this by looking at and evaluating examples artists and musicians have created. Some of the examples discussed were created by artists and musicians to shine a light on an area of society that could use development.