



October - November Newsletter

Our mission is to empower students within an inclusive environment that fosters authentic experiences. In our culture of community, we promote academic responsibility and student agency with purposeful social connections.

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.

In the News:



5 virtual learning tips for high school students

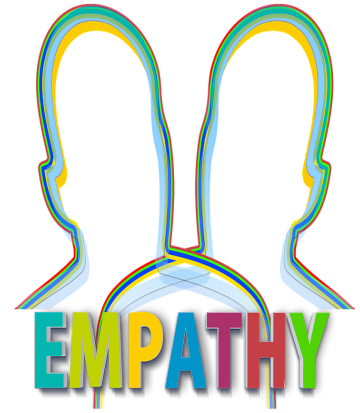
- Make an intentional study space. One of the downsides of remote learning is the potential for distractions. ...
 - Get the right gear. If there are a lot of distractions at home, the right headphones are essential. ...
 - Take in-between-class breaks. ...
 - Head outside. ...
 - Ask for help.
-
- Reminder to students to meet deadlines requested for classes.
 - Teachers will be required to submit grades to coordinator on December 16th for distribution to parents on Monday 21st December.
 - Semester ends December 18th 2020.



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.

Our second month of school in advisory we have been focusing our ATL skills on **Social Skills of practicing empathy. We are also working on giving and receiving meaningful feedback. Our new skill focus is 'considering ethical implications'.**



A strong focus in advisory this month has been **Academic Integrity and Active Listening.** The students have had the opportunity to investigate our academic honesty policy and review code of conduct. We have also been focusing on what is an active listener and how to practice it.

In October and November were focused on being *Inquirers and being open-minded.*

We began at 12 days of Kindness Challenge. We have a strong focus on *Empathy and Well-Being.*

We have a strong focus on *Collaboration* as we work on working together to create effective rubrics for assessment.

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

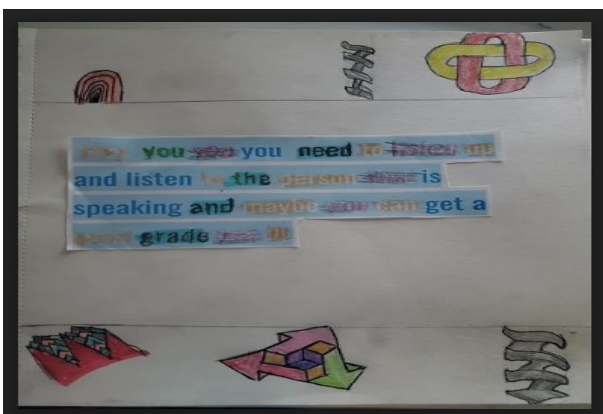
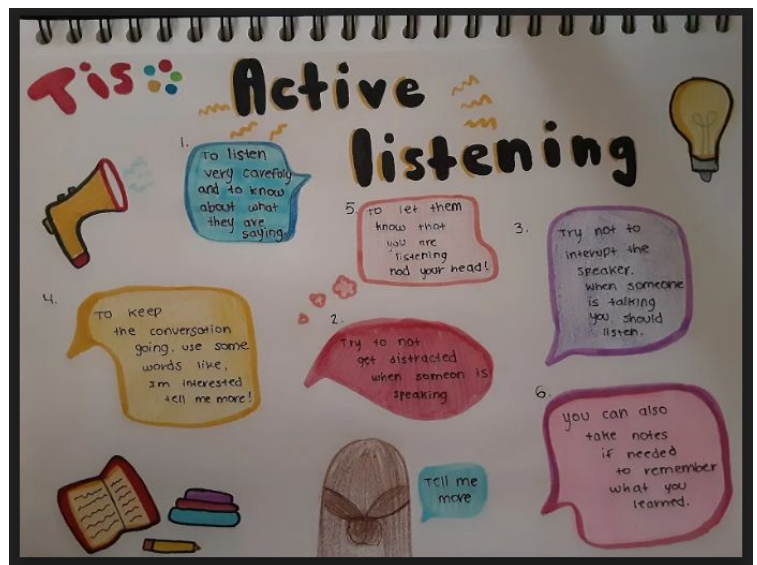
Advisory: Active Listening

Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. Active listeners use verbal and non-verbal techniques to show and keep their attention on the speaker. This not only supports your ability to focus, but also helps ensure the speaker can see that you are focused and engaged. Source: <https://www.indeed.com/career>

Create a poster for younger students around TIS. This is part of your service learning. This is called advocacy action! Advocacy is when you speak on behalf of a cause to promote an issue.

Using the rubric made with your advisory group. Design a small poster informing younger students about empathy or active listening.

Student Examples:



Advisory: Academic Integrity, Code of Conduct Competition.

Design a one page 'Code of Conduct' to help remind students of TIS school expectations that related to our academic integrity policy

Our winners are: Elena Astorga G12

CODE OF CONDUCT

Mission Statement

Our mission is to empower students within an inclusive environment that fosters authentic experiences.

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Academic Honesty

- *Turn in unique work, don't copy others work
- *Demonstrate honesty and Integrity
- *Plagiarism is **not** accepted
- *Use your own thoughts and opinions



What does Academic Honesty Look Like?

Academic honesty means that you turn in unique work that reflects your thoughts and opinions and not those of others.

How Do Students Learn About Academic Honesty?

Students can understand and see what their guidelines are to avoid plagiarism. The TIS Code of Conduct is communicated to students through posters, discussions, and syllabuses.

Academic Honesty Negligence

Plagiarism: Taking someone else's work and using it as your own.

Duplication: Using the same work for different assessments.

Collusion: Supporting copying and allowing others to copy your work.

Violation of Academic Honesty Policies

Violation of this policy will result in the following:

- *Teacher may inform administration of malpractice
- *A meeting can be held to talk about violation
- *School administration provides consequences based off the three tiered discipline matrix
- *Student will receive a 0 for the assignment or if the teacher allows it the student may re-do the assignment.
- *A record will be kept of incident



Our winners are: Trysten Morrish G7

The International School at Mesa Del Sol

CODE OF CONDUCT

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Students are expected to submit their *authentic* work that represents their *creativity* and *original* ideas. Students are expected to demonstrate *honesty* and integrity to show that they *participate* in all forms of assessments. All forms of assessment include, homework, tests, quizzes, *reflections*, and all formative and summative assignments. The code of conduct is *communicated* to students in the form of the

IB Learner Profile.

The act of **malpractice** includes **plagiarism**, which means to copy or steal the work of others, **collusion**, which means to allow your work to be copied and support malpractice by another student, and **duplication of work**, which means to submit the same work for different assessments.

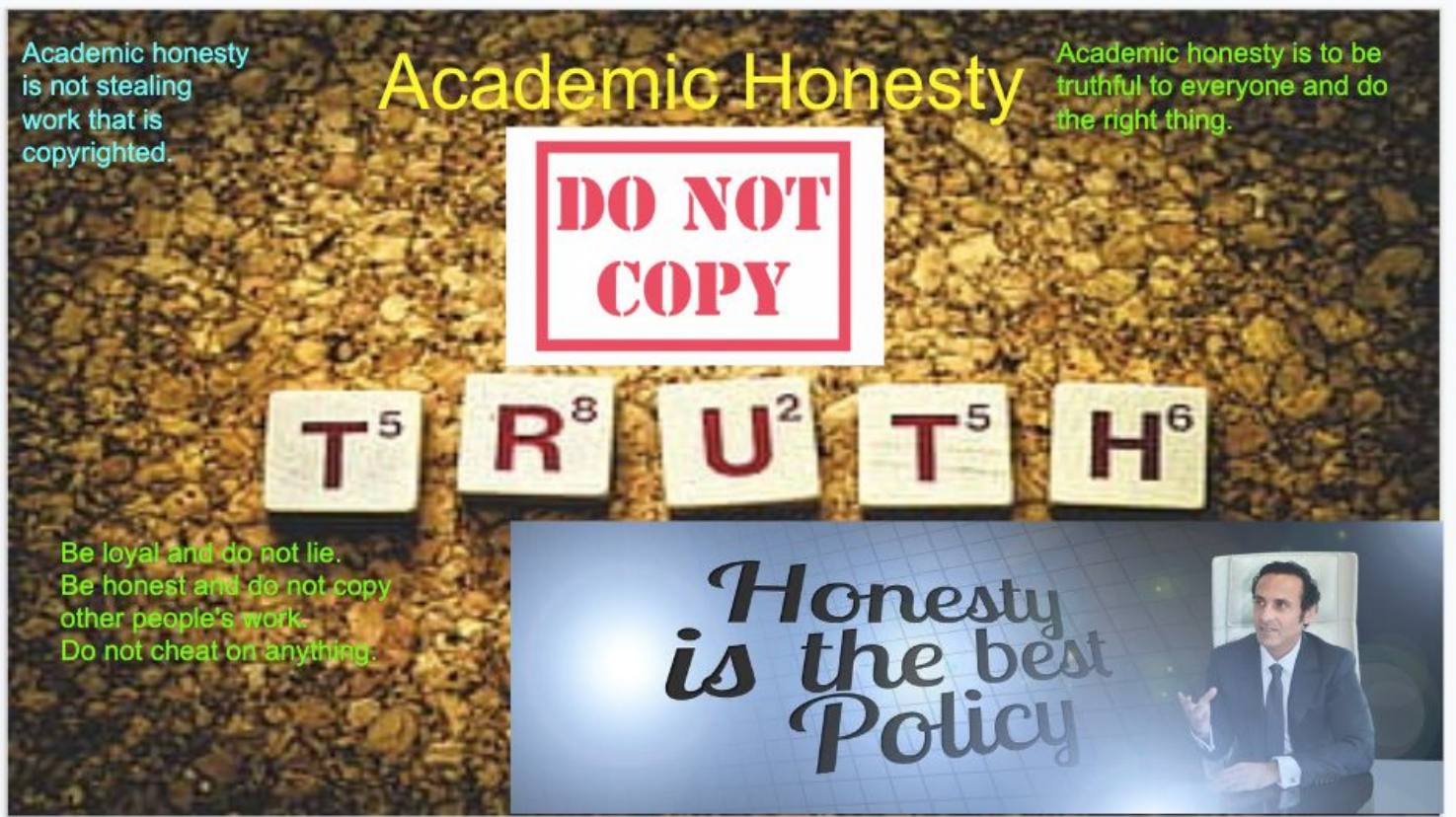
Consequences of Malpractice include:

- IB teachers inform coordinators and the school administrator that a student may be engaged in the act of malpractice.
- A meeting is held with the student, parents, teachers, coordinators, and the school administrator
- The school administrator gives a Tier 3 consequence in the Code of Conduct Discipline Matrix
- The student is to re-do the assignment, or receive a "0" for their grade
- A record of the incident is kept by the school administration

Make sure to never participate in malpractice and get your work done!

-Trysten Morrish

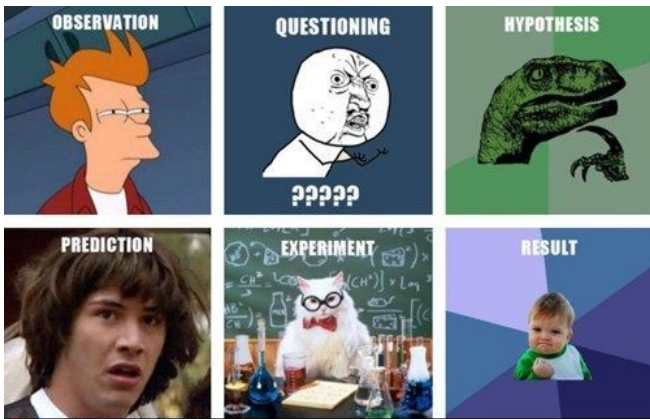
Our winners are: Xavier Lucero G7



Math and Science with Mr. Gridley

You know what the biggest disappointment of not being able to have classes in school is? Labs. It is so unfortunate that we are unable to do all of the hands-on projects and activities that we usually do in the year...yes, even in math! But like many aspects of this new Covid reality, we must adapt and be flexible, even more so with our minds and learning. I know that as students it is often hard to understand why we learn something which then makes the learning feel less important, labs are great for making these connections but unfortunately options are limited. Stay principled and keep asking good questions, especially when you don't think anything in class actually matters or will be used in your real life!

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.

For Parents: It is important that you check with your kids everyday and ask them about school. Hold them accountable especially for their Homework.

For Students: Apply your ATLs that you've learned and remain balanced and principled in completing your assignments fully and on time.

Current and upcoming Math and Science Concepts:

Alg 1: Inequalities and Systems of Equations

Geometry: Relationships within triangles

Alg 2: Polynomial functions

Biology: Evolution and the History of Life

Chemistry: Stoichiometry

Physics: Gravity and Non-Newtonian Physics



History with Mrs. Vierra

New Mexico History: Students just completed small group negotiations of the Treaty of Guadalupe Hidalgo. They practiced listening, discussing, and compromising and had to employ their knowledge of the wishes of each government, as well as their knowledge of the US- Mexican War and perspectives on both sides to reach agreements on big issues.

Students used their agreements to examine the actual agreements reached in the treaty and to

consider how the outcome impacted events later in NM’s history. We are moving forward in our case study of Statehood and exploring the question: Why did it take so long for New Mexico to become a state?

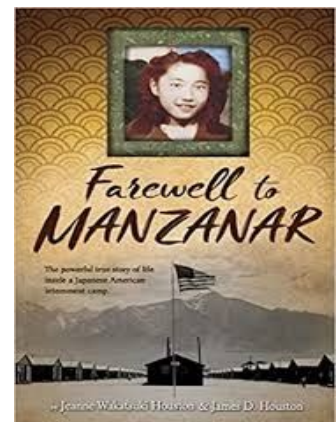
World History: Students are right in the middle of exploring revolutions! We are investigating causes and ideals of political revolutions as well as their methods to explore what makes something revolutionary and which types of revolutions bring about long term change. Students are engaging with primary sources to build historical knowledge of each of the revolutions we are studying. We are currently examining the French Revolution and will follow up with the Haitian Revolution and the Latin American Revolutions before considering the industrial revolution.

US History: Students have been considering the multitude of changes that occurred in the late 19th century in the US. We’ve looked at the rise of industrialism and its impact on the economy, workers and labor organizations, and government. We have explored the causes and impact of westward expansion and the connection between this and industrialization. We are moving into thinking about how the US began to exert its influence internationally in the late 1800s. Students are building historical skills through critical examination of primary sources.

Government: Students have been working on their inquiry into the executive branch and the election process in the US using multiple sources, including the constitution and the current election. We are moving into our exploration of the Supreme Court and the judicial branch. Students will explore the role of the Supreme Court both historically and currently and will investigate and brief a case.

English 9 & 10 with Mrs. Vierra

English 9: Students are working with Jeanne Wakatsuki Houston’s memoir “Farewell to Manzanar”. We are exploring the question: How do our confrontations with justice and injustice help to shape our identity and influence the things we say and do? Students are practicing reading, writing, discussing, and analyzing the story and its historical background in order to understand the author’s experiences. Students are also engaging in reflective writing to prepare for writing their own personal narratives at the end of the unit.

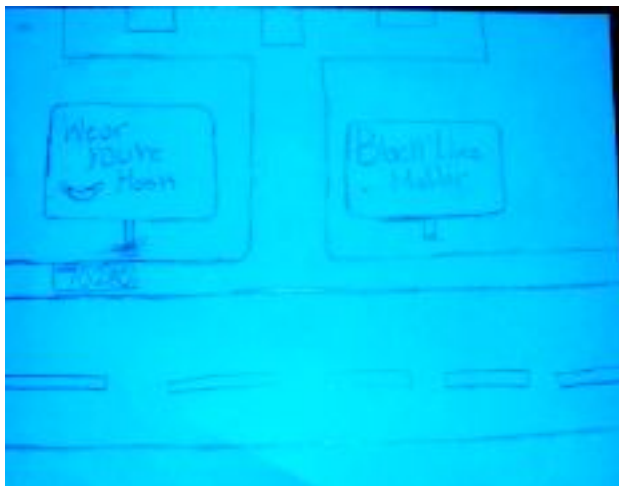


Fridays we focus on the skills and knowledge they will demonstrate on the AP Language exam in May. Unit Three is titled “An Emerging Nation/Founding Documents.” Students will be reading Patrick Henry, Benjamin Franklin, Thomas Jefferson, and Thomas Paine. They will also be studying and writing a narrative based on a famous painting. The AP-Language focus for the first two units was Rhetorical Analysis (concerning awareness of an author’s purpose and how an author’s choices impact an audience). For Units Three and Four (AP-focus), students will write Argumentative Essays--identifying and explaining claims and evidence and showing an understanding of the audience. Throughout the entire semester students will continue to work on an independent study--the goal is to complete seven “schema builders” to demonstrate an awareness of and interaction with a myriad of topics to be more culturally literate and balanced in their personal lives.



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

We have begun our new unit and will be taking virtual tours of the following cities and inquiring about their music, art, and culture. Our first stop on our tour is Los Angeles, followed by Hong Kong, Budapest, and Kampal. We have inquired about the [Chicano Mural Movement](#), [Zoot Suit Riots](#) and, [The Great Wall](#) of LA. We have been researching the [Chicano Art Movement](#) and how artists and community members in Los Angeles created art in public spaces to raise awareness about challenges members in the Los Angeles community encountered. We are researching current events taking place around us and have created artwork that narrates a current event of our choosing. We will be creating a video on [Videopad](#) or a piece of artwork inspired by a style of art or music of our choosing from LA.





Social Work Support: Ms. Iliana and Mr. Marcus

The Social Work team is looking for feedback as to how we can support the social interactions of our students. We understand the need for your students to develop their interpersonal skills, empathy skills and self-esteem by having more informal ways that they can interact with each other in a safe manner. We are aware that the pandemic has hindered the ability for students to interact with their peers and friends in a social setting. We are looking for feedback from your students in order to provide more opportunities for your students to interact with others. Please have your student(s) fill out this form to provide our team with more information to better support their needs. We greatly appreciate any feedback as we work to support the needs of our students.



https://docs.google.com/forms/d/e/1FAIpQLSfl_dzWYsGa7lUfl75pR2O3qjGoN14dmHh3zU4Pa9LdWGe_nYQ/viewform?usp=sf_link

We understand that the pandemic has affected many families in different ways. We understand that online schooling can be extremely difficult on students and families. As a team, our hope is to offer support to students and families in a multifaceted way. We are available for office hours 3 times a week, we can set up a one on one through Google Meets to support your student, and we can offer outside resources if your family is in need. If you feel like your student or family could use some extra support from our team, please contact Ms. Iliana (igarcia@tism.org) or Mr. Marcus (mcarter@tism.org). They can send you additional links and information if you need it!

Physical Education : Gr. 9/10 Mr. Contratto

Statement of Inquiry: Health and well-being are developed through regular movement and healthy choices.

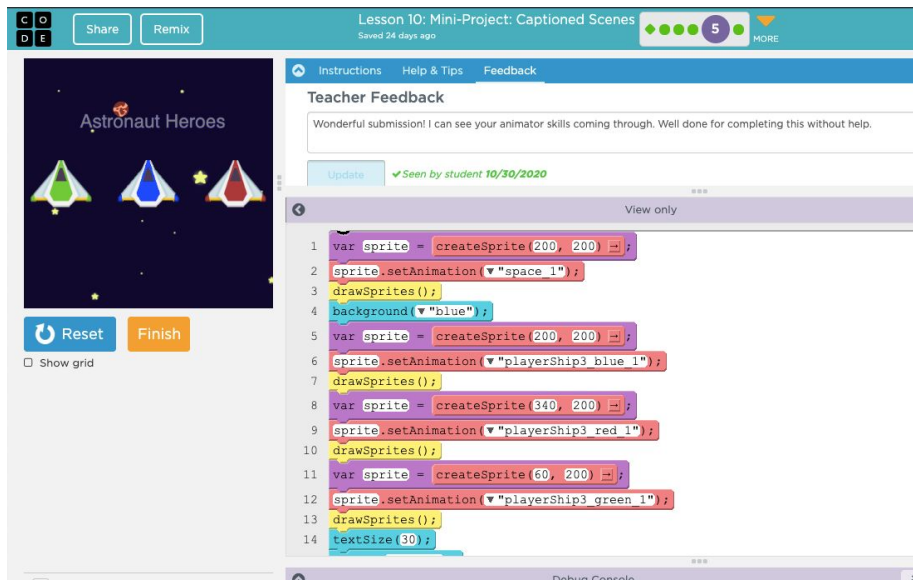
Unit - Workout Fitness App.

Our second unit allowed students to design a personal workout app using an infographic design. Students designed their own workout using the F.I.T.T. Principle, frequency, intensity, time and type. Before designing the workout students needed to understand how our muscles, tendons and ligaments worked together to make our bodies move. Next, students learned the difference between anaerobic and aerobic exercises which helped them design the workout. Aerobic exercise makes you breathe harder and the heart pump faster while anaerobic exercise is a sudden burst of energy. This was a great way for students to understand how to create his or her own workout routine while using a different media in presenting.



Computer Applications: Gr. 10 Ms.Bloyer

The computer class has been working hard on learning a new language. We have had two small summative assessments, the first one was a captioned scene.

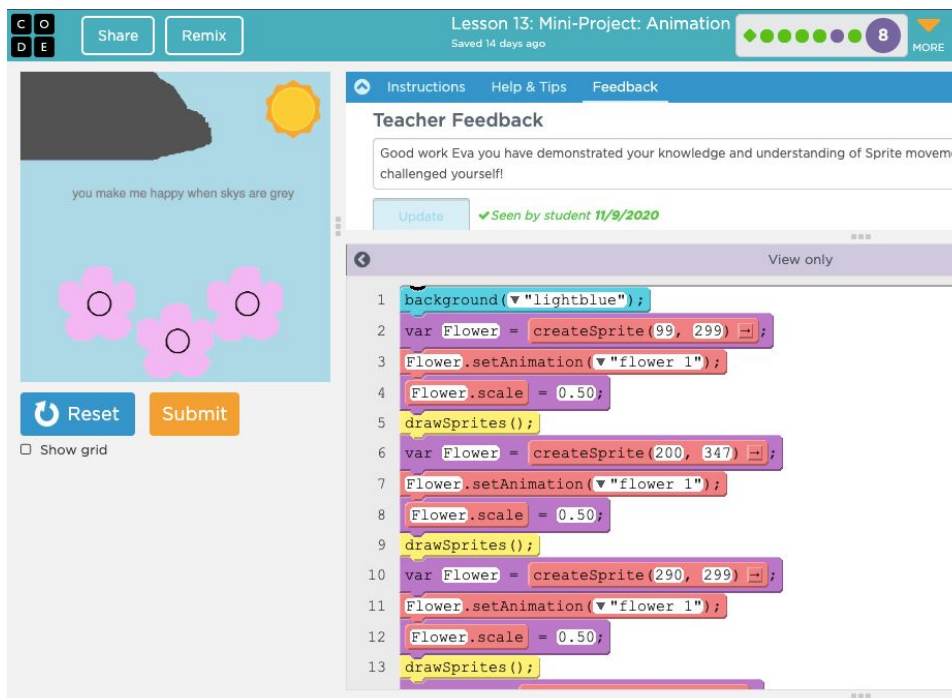


Lesson 10: Mini-Project: Captioned Scenes
Saved 24 days ago

Teacher Feedback
Wonderful submission! I can see your animator skills coming through. Well done for completing this without help.

```
1 var sprite = createSprite(200, 200);
2 sprite.setAnimation(▼"space 1");
3 drawSprites();
4 background(▼"blue");
5 var sprite = createSprite(200, 200);
6 sprite.setAnimation(▼"playerShip3 blue 1");
7 drawSprites();
8 var sprite = createSprite(340, 200);
9 sprite.setAnimation(▼"playerShip3 red 1");
10 drawSprites();
11 var sprite = createSprite(60, 200);
12 sprite.setAnimation(▼"playerShip3 green 1");
13 drawSprites();
14 textSize(30);
```

and the second was an animated scene.



Lesson 13: Mini-Project: Animation
Saved 14 days ago

Teacher Feedback
Good work Eva you have demonstrated your knowledge and understanding of Sprite movement challenged yourself!

```
1 background(▼"lightblue");
2 var Flower = createSprite(99, 299);
3 Flower.setAnimation(▼"flower 1");
4 Flower.scale = 0.50;
5 drawSprites();
6 var Flower = createSprite(200, 347);
7 Flower.setAnimation(▼"flower 1");
8 Flower.scale = 0.50;
9 drawSprites();
10 var Flower = createSprite(290, 299);
11 Flower.setAnimation(▼"flower 1");
12 Flower.scale = 0.50;
13 drawSprites();
```

This week we are working on how to use the keyboard and the mouse to add user input into our programs leading to our final summative assessment for this unit- an interactive card.

Creative Writing: Gr. 9 Ms. Halligan

The class has been working on understanding various types of creative writing. We have been delving into various genres such as fiction, nonfiction, and poetry. Students have been writing their own stories and working with tone, mood, voice, and the use of vivid language to develop more dynamic stories. Short writing exercises have also been a part of our class activities.

We have had a number of summatives as well as two formative assessments. This week we began to take a deeper look at poetry. For units 3 and 4 we will be digging deeper into the use of figurative language in writing. Students will continue to work on poetry and will also concentrate on personal narratives and fiction as well as how to bring the reader into the writer's experience. Students will also focus more on revision in their writing so that publishing can occur.

