



January -February 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:

 Senior Spotlight!

Seniors have begun their final semester of their High School curriculum and have been working hard to build the foundation for their futures. Through advisory, seniors have been applying to colleges and universities, submitting applications for academic scholarships and learning important life skills. With the support of Ms. Iliana and Ms. Vierra, along with the juniors, seniors have been encouraged to explore ways to be open-minded and principled when thinking about their future. Topics that have been covered thus far include communication skills with others, completion of applications and scholarships and banking basics. Throughout the rest of the semester, we will be covering topics on investing, credit building, budget management and applying for housing as they start the next chapter of their lives.



Graduation is scheduled for May 21st, 2021. More details to follow!





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.

In January, our advisory classes focused on being **communicators and our environment**. We looked at working on Focus and Concentration and how we critically think. **Sharing our ideas and understanding multiple perspectives**. Thinking creatively using visual elements to generate new ideas and inquiries also was a focus form the month of January.



A strong focus in advisory from January is our connection with the world around us. Every week we reflect on the news of the week. We are using a fantastic media tool called flocabulary. The student learns current events through rap. It is a great catalyst for conversation, reflection and thought. We hope that you ask your child about what is happening in the world around them. <https://www.flocabulary.com/topics/week-in-rap/>.

We focused on visual thinking Skills. Visual thinking schools are a fantastic way for students to improve their critical thinking skills with discussions of visual images. Students are taught to think, communicate with clarity and use a visual tool to express their thinking. **MYP Visual Thinking Examples and January Work:**

The screenshot shows the Flocabulary website interface. At the top, there is a navigation bar with 'Flocabulary' logo, 'Lessons', 'How to Use', 'My Classes', and a search icon. On the right, a user profile 'Bonnie' is visible. Below the navigation is a blue banner for 'CURRENT EVENTS' titled 'The Week in Rap'. A box on the right of the banner states 'Contains content for Grades 6 to 12 Aligned to State Standards'. The main content area displays a grid of video thumbnails for various rap videos, each with a date and grade level:

- February 5, 2021 (Grades 6 to 12)
- January 29, 2021 (Grades 6 to 12)
- January 22, 2021 (Grades 6 to 12)
- January 15, 2021 (Grades 6 to 12)
- January 8, 2021 (Grades 6 to 12)
- Year in Rap 2020 (Grades 6 to 12)
- December 11, 2020 (Grades 6 to 12)
- December 4, 2020 (Grades 6 to 12)

In February we are focusing on being *Risk Takers*. We have begun our focus on *Research Skills*. This focuses on **Information Literacy, Media Literacy and Creative Thinking Skills**. We are learning to understand *Culture and Diversity* in our community and the world around us.

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.

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MYP Visual Thinking Examples and January Work:



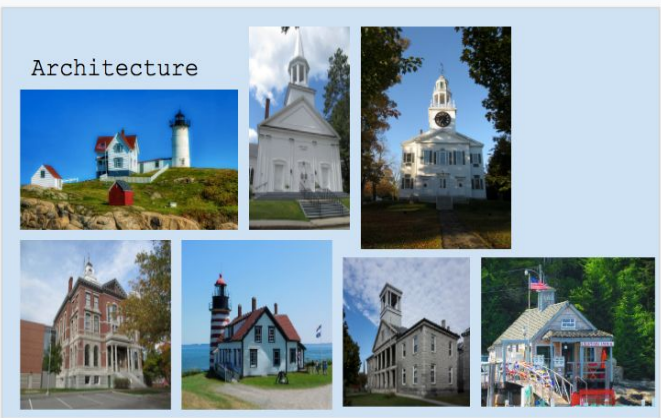
- What is going on in this picture?

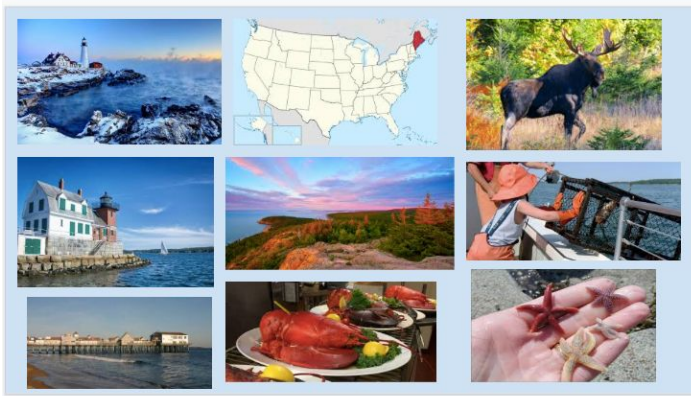
A street is filled with what looks like police on motorcycles. A pit filled with muddy water contains a Man. Two people walk away.

- What do you see that makes you say that? The man is swimming in there
- What more can you find? There's a pile of dirt

This month the students are investigating the idea of culture and diversity. What does culture mean to them? What does it mean to people in their community and around the world. We have begun thinking about culture in the United States and does it differ from area to area. The student had great discussions about what makes up a culture of state. They focused on areas such as **art, language, music, clothing, language and architecture.**

MYP Work - A State of Culture:





In connection with culture, the students are inquiring into what makes someone diverse. The importance of **diversity** and the appreciation of recognizing that people are all different in some way. We are linking it with our skill of showing empathy and respect to our peers, family and the community around us.

Math and Science with Mr. Gridley

Students are moving along through both their Math and Science classes and while many students could be more Principled with turning in their work, we have been able to maintain an excellent pace through our content and are generally on track to getting through most if not all of our topics in spite of the limited teaching hours we have had.

Recently the students have gotten engaged in new practice activities of their math and science in the form Blooket. Blooket is the new way in which students practice concepts such as vocabulary and math concepts. These activities are essentially popular games that have been adapted for students so that they play the game and compete with each other with the obvious task of getting the answers correct hidden behind game mechanics. Students love them and even if they have trouble getting their practice through HW, they certainly get it with their peers.

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: Power Laws and Graphing Exponentials

Geometry: Trigonometry

Alg 2: Rational Functions

Biology: Human Body SYstems

Chemistry: Thermochemistry

Physics: Waves and Electromagnetism



History with Mrs. Vierra

World History: Students are finishing this semester with contemporary world history. We have examined the big ideas and developments of industrialism, capitalism, socialism, nationalism, imperialism, and are currently investigating the long term causes and effects of World War I. We will continue exploring primary sources, such as poetry and personal accounts from the war, images, film, artwork, and propaganda to deepen our understanding.

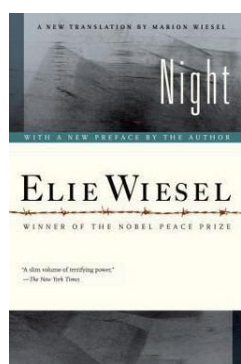
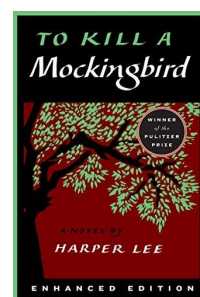
US History: Students have been considering the big changes that happened in the first part of the 20th Century. We have explored the role of the US in World War I, considering causes and

effects, multiple perspectives on the US participating in the war, and the outcomes and perspectives on the Treaty of Versailles and the League of Nations. We are currently investigating the social, political, and economic changes that took place in the 1920s that created our ideas of “modern” culture. Students continue to build historical skills through critical examination of primary sources.

Economics: Students have been working on their inquiry into economic systems through an exploration of 2 countries of their choice. Students are researching the countries’ economies and will use their findings to justify their assessment of the type of economic system of each country. Students will present their findings to the class.

English 9 & 10 with Mrs. Vierra

English 9: Students are working with our anchor text “To Kill A Mockingbird” by Harper Lee as well as multiple primary and secondary sources about the Jim Crow south and the Great Depression. We are exploring the question: What factors influence our moral growth? What kinds of experiences help us learn right from wrong? Students continue to practice reading, writing, discussing, and analyzing the story and its historical background in order to understand the author’s experiences. Students are currently working on thinking critically about the limits of a narrator’s perspective and the importance of historical setting as they rewrite the infamous jail scene from chapter 15 of the novel from the perspective of a character (other than Scout, the narrator) who was there.

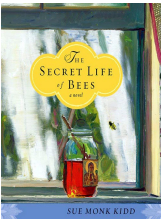


English 10: Students are reading Elie Wiesel’s memoir “Night” as well as numerous primary and secondary sources to consider the questions: How is our identity shaped and reshaped by the circumstances we encounter? How do tragedy and trauma influence an individual’s identity and choices? We are exploring the author’s craft, the history in which the story fits, and the role that human behavior and choices play in making history. This is a book that deals with some difficult subjects and that requires the reader to be reflective, empathetic, and thoughtful. I have been impressed with the students’ level of investment in the story and the history. As we work toward completing the book, students will use their writing from throughout the unit to create an art piece that reflects their connection to the subject, draft and publish an artist’s statement, and display their work in a gallery

format. If circumstances permit, we will work with the Holocaust and Intolerance Museum here in Albuquerque to research, create, and exhibit the projects.

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

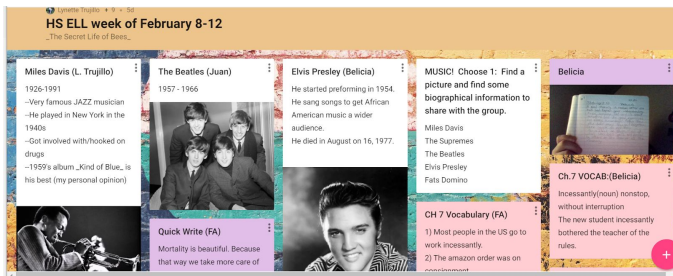
Unit Three: The Secret Life of Bees



Students in this class are conducting several short, informal inquiry tasks--looking into various topics ranging from the Civil Rights Act and the Jim Crow Laws, to The Supremes and Miles Davis. We are reading the novel *The Secret Life of Bees* by Sue Monk Kidd. As we read, we are developing our oral reading skills (practicing daily!), note-taking skills, and

communication skills. Students participate in verbal and non-verbal discussions and are using tools like NearPod and Padlet to find different avenues for communication.

Throughout the unit, students are working on a series of writing prompts and will continue to develop and edit their work to produce a punishable final draft.



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

This class is structured so that students are exposed to a “traditional” ELA curriculum with a focus on American Literature on Mondays and Tuesdays; and Thursdays and Fridays we focus on the skills and knowledge they will demonstrate on the AP Language exam in May.

The Transparent Eyeball

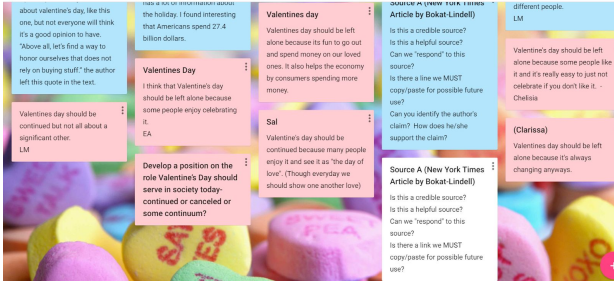
Ralph Waldo Emerson was one of many 19th-century essayists but he was the first to write about the transparent eyeball. Emerson wrote his famous metaphor about the transparent eyeball in his essay "Nature" which was written in 1836.



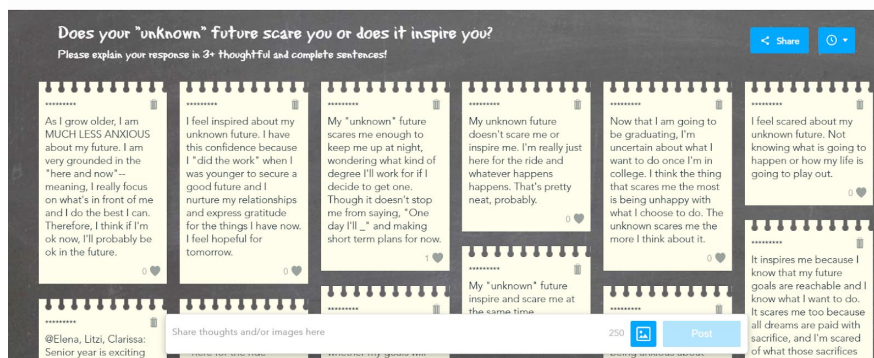
Emerson's choice of this metaphor was meant for his audience to understand that he chose to absorb his surroundings rather than just live in them. To become a transparent eyeball, Emerson had to view the world as a

whole and become one eye. In the image above this was Emerson's vision of what it meant to become a transparent eyeball; he was able to view the world through one single look, he absorbed his surroundings and revealed in it. As a transcendentalist, he believed that nature was one with God, and when he was able to live in the beauty of nature and see it for himself he was able to see God.

Unit Four was our study into Transcendentalism and Unit Five is our study into American Romanticism. Both units include various readings by canonical authors such as Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Emily Dickinson, etc. Unit Five will also be an in depth study into Abraham Lincoln (using his speeches for rhetorical analysis) and Frederick Douglass (using his Narrative as an anchor text for narrative writing, and also for rhetorical analysis). Students will also continue to prepare for the AP exam--we just finished our practice of the Free Response Question #2, which is an Argumentative Essay; we are beginning our practice of the Free Response Question #1,



which is an Argumentative Essay; we are beginning our practice of the Free Response Question #1,



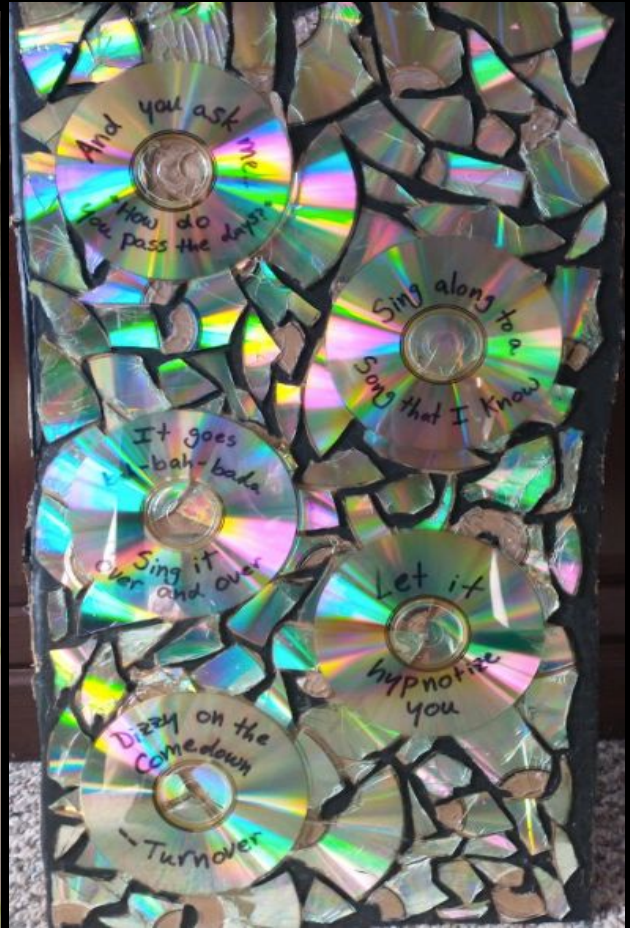
which is a synthesis essay.

Art with Mrs. McDonald Grades 9th, 11th, & 12th

We have investigated how to share our voice visually through completing our 25 things About Me project. We researched the life and work of Romare Bearden, and created collages that visually represent aspects of our character traits and interests. We are currently wrapping up our architectural landscapes project. Our big idea is “Architectural landscapes, perspective, and line”, and have researched the life and work of Edward Hopper. We have tested various watercolor & landscape techniques, explored architectural styles, and have created thumbnails investigating composition options and watercolor tests. Our final compositions will be completed shortly. Our next project will be inquiring about the Harlem Renaissance, students will be examining the life and work of Langston Hughs, Maya Angelou, and Jacob Lawrence.

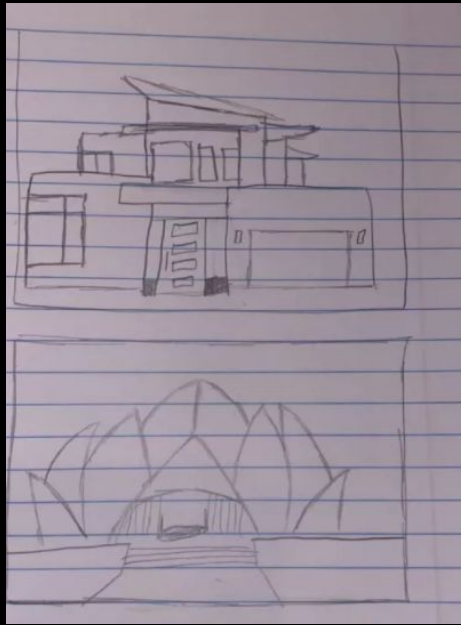
Students will be choosing a song or poem and will be creating a composition that visually narrates the song or poem.

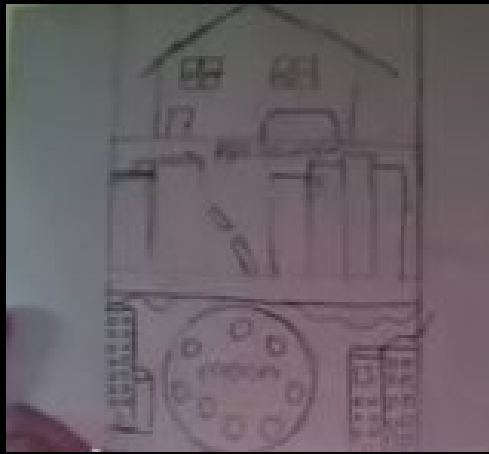
25 Things about me Final Drafts





Architectural Thumbnails





Social Work Support: Ms. Iliana and Mr. Marcus

The Social Work team is committed to offering continued support for our students and family experiencing hardships during online learning and the pandemic. If your student needs additional support, please feel free to submit a need survey found [HERE](#). Our team will respond as soon as possible to address each need.

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. Our office hours are as follows:

Monday Afternoon: (with Ms. Iliana and Mr. Marcus)

3:00 - 3:30 pm on Google Meet

[CLICK HERE!](#)

Tuesday Lunch: (with Ms. Iliana, Mr. Marcus, Mr. John and Ms. Tanisha)

12:30-1:00 pm on Google Meet

[CLICK HERE!](#)



Thursday Afternoon: (with Ms. Iliana, Mr. Marcus, Mr. John and Ms. Tanisha)

3:00 - 3:30 pm on Google Meet

[CLICK HERE!](#)

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).

Physical Education : Gr. 9/10 Mr. Contratto

We have started a new unit about Body image and the Media. Students will evaluate how the media, particularly advertising, influence the perception of the ideal body types. Students will find how the media uses the deception of makeup and filters to enhance models, actors and entertainers. Students also will compare and contrast his or her family members to advertisements to understand that we are all different and our families are true to who we are.



Health 9th Grade: Mr. Contratto

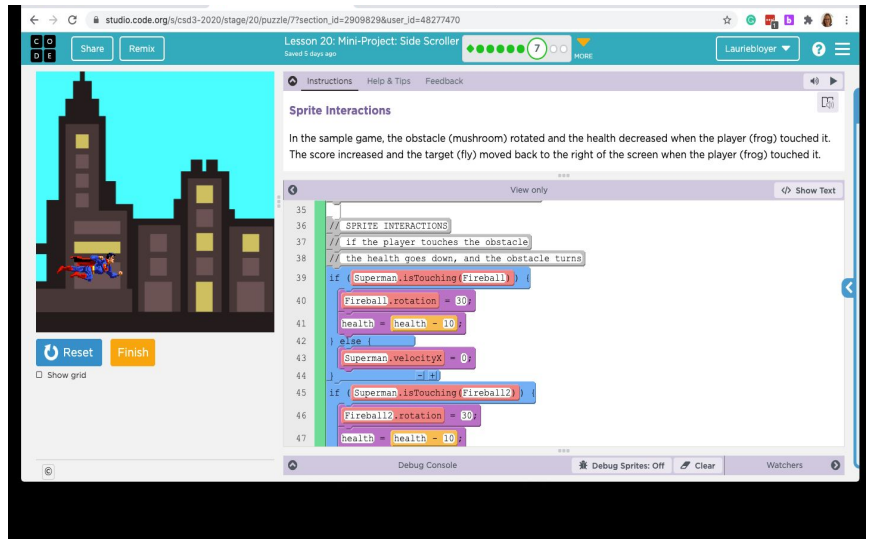
This year has been like no other with the pandemic so this unit was helpful for students to understand stress. We are all stressed with distant learning and we all stumbled some while learning how to manage this new norm. Students' inquiry included how to manage stress by identifying stressors and which we can control and ones out of our control. In the Habitwise Stress lessons we did for several days students took a look at what stressors they have and learned ways to self manage those stressors, the number

one stressor being school work. For our summative students are to lay out a plan first and then put it together using a planner with criteria I created. The summative will be for the students to create a brochure that is knowledgeable, educational and informational.

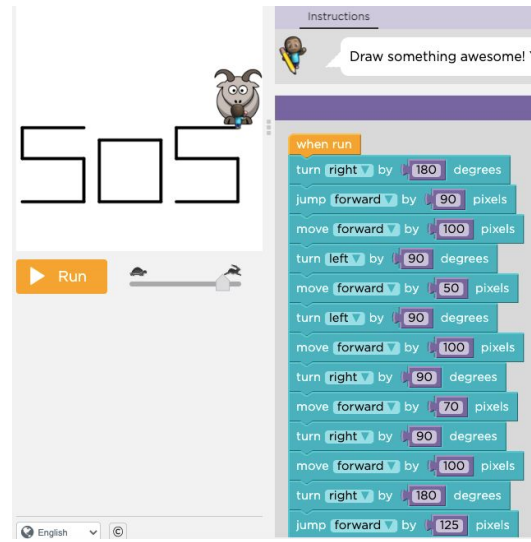


Computer Applications: Gr. 10 Ms. Bloyer

The computer class has continued to work on their coding skills. One half of the class is working on game design - in this case the game they are designing is a side-scroller game (like flappy bird). Students are working to ensure they can organize and read their code, debug problems, and create a fun game at the same time.



The other half of the class is working on learning about loops and sequencing through a series of interactive lessons on code.org.



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.

