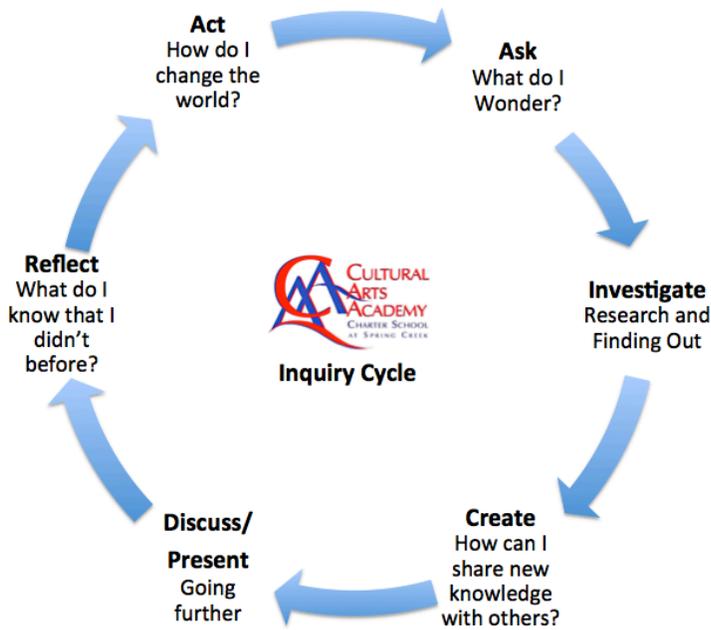


# THE CAACS GLOBE

Cultural Arts Academy Charter School

## The Inquiry Cycle



Cultural Arts Academy Charter School is an International Baccalaureate (IB) candidate school, offering the Primary Years Programme (PYP). As an IB school we are teaching 6 units of inquiry in grades 1-6 and 4 units of inquiry in grade K. October saw us

complete our first inquiry cycle for our unit 1 theme: How We Express Ourselves. This month's newsletter will highlight the investigations, creations, presentations, reflections, and actions by our scholars in their first completed unit of inquiry.

### VOL. 2, OCTOBER 2018

#### Approaches to Learning Skills



Turn to page 2 to read about how IB's ATL skills are being taught at school and at home. Learn how to identify these skills and develop them.

2

#### Kindergarten and 1<sup>st</sup> Grade Updates



Turn to page 3 to read about the projects being completed by Kindergarten and 1<sup>st</sup> Grade.

3

#### 2<sup>nd</sup> and 3<sup>rd</sup> Grade Updates



Turn to page 4 to read about 2<sup>nd</sup> grade's biography summary projects and 3<sup>rd</sup>'s grades worldly narratives for our first inquiry unit.

4

#### 4<sup>th</sup> and 5<sup>th</sup> Grade Presentations



Turn to page 5 to read about 4<sup>th</sup> and 5<sup>th</sup> grade's summative project presentations for inquiry unit 1.

5

*"All the world is a laboratory to the inquiring mind."* -Dr. Martin H. Fischer

## How does the Wonder Wall work in grades K-5?

Classrooms at Cultural Arts Academy Charter School have a bulletin board labeled "Wonder Wall." If you were a visitor to our school, you might be curious about the purpose of this wall space.

The Wonder Wall is where scholars post their questions at the beginning of a unit of inquiry. In grades K-2, students are guided to asking questions using sentence stems and make selections based on print and images. In grades 3-5, scholars are provoked and guided to write their questions on Post-It notes for their Wonder Wall. Wonder Walls are built at the beginning of a unit and are kept alive throughout student learning.

#### Wonder Walls:

- (1) get scholars thinking
- (2) share scholar learning throughout their inquiry
- (3) keep ideas, concepts, and questions visible
- (4) give opportunity to interact with others
- (5) share standards, learning goals, & assessment criteria
- (6) share evidence of learning



# The Approaches To Learning Skills (ATLs)

The IB's Approaches To Learning skills are a set of skills that are valuable for all learning within the classroom and in life outside of school. They were previously called transdisciplinary skills because they are tools that can be used by students across all subject areas to become successful learners.

At CAACS, we directly teach these skills and then embed them into our learning units to afford scholars the opportunity to apply and sharpen these skills. Professors formally and informally assess these skills and provide scholars with

feedback. Scholars reflect on their development of these skills and recognize their growth. The ATL skills provide a solid foundation for learning independently and with others.

You can support the use of these skills outside of school by referring to them with your children and the community. The more purposeful, guided opportunities we have to use them, the more skilled we become in their use.

Thinking	Social	Communication	Self-Management	Research
<p><b>Acquisition of Knowledge</b></p> <p>Gaining specific facts, ideas, vocabulary; remembering in similar form</p> <p><b>Comprehension</b></p> <p>Grasping meaning from material learned; communicating and interpreting learning</p> <p><b>Analysis</b></p> <p>Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics</p> <p><b>Synthesis</b></p> <p>Combining parts to create wholes; creating, designing, developing and innovating</p> <p><b>Evaluation</b></p> <p>Making judgments or decisions based on chosen criteria; standards and conditions</p> <p><b>Dialectical Thought</b></p> <p>Thinking about and understanding two or more different points of view at the same time</p> <p><b>Metacognition</b></p> <p>Analyzing one's own and others' thought processes; thinking about how one thinks and learns.</p>	<p><b>Accepting Responsibility</b></p> <p>Taking on and completing tasks; being willing to assume a share of the responsibility</p> <p><b>Respecting Others</b></p> <p>Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may be different and stating one's own opinion without hurting others</p> <p><b>Cooperation</b></p> <p>Working together in a group; being courteous to others, sharing materials; taking turns</p> <p><b>Resolving Conflict</b></p> <p>Listening carefully to others; compromising; being fair</p> <p><b>Group Decision-Making</b></p> <p>Listening to others; discussing ideas; asking questions; working towards consensus</p> <p><b>Adopting a Variety of Group Roles</b></p> <p>Understanding what behavior is appropriate in a given situation and act accordingly</p>	<p><b>Listening</b></p> <p>Listening to directions; listening to others; listening to information</p> <p><b>Speaking</b></p> <p>Speaking clearly, expressing ideas clearly and logically</p> <p><b>Reading</b></p> <p>Reading a variety of sources for information and pleasure; and comprehending what has been read</p> <p><b>Writing</b></p> <p>Recording information and observations; taking notes and paraphrasing; keeping a journal or record</p> <p><b>Viewing</b></p> <p>Interpreting and analyzing visuals and multimedia; understanding how they convey ideas, values and beliefs; making informed choices about personal viewing experiences</p> <p><b>Presenting</b></p> <p>Constructing visuals and multimedia for a range of purposes and audiences</p> <p><b>Non-Verbal Communication</b></p> <p>Recognizing the meaning of visual and kinesthetic communication</p>	<p><b>Gross Motor Skills</b></p> <p>Exhibiting skills in which groups of large muscles are used</p> <p><b>Fine Motor Skills</b></p> <p>Exhibiting skills in which precision in small muscle systems is required</p> <p><b>Spatial Awareness</b></p> <p>Displaying a sensitivity to the position of objects in relation to oneself or each other</p> <p><b>Organization</b></p> <p>Planning and carrying out activities effectively</p> <p><b>Time Management</b></p> <p>Using time effectively and appropriately</p> <p><b>Safety</b></p> <p>Engaging in personal behavior that avoids placing oneself or others in danger or at risk.</p> <p><b>Healthy Lifestyle</b></p> <p>Making informed choices to achieve a balance in nutrition, rest, relaxation, health and exercise</p> <p><b>Codes of Behavior</b></p> <p>Knowing and applying the appropriate rules and procedures of groups of people</p>	<p><b>Formulating Questions</b></p> <p>Identifying what one wants to know and asking compelling and relevant questions</p> <p><b>Observing</b></p> <p>Using all of the senses to notice relevant details</p> <p><b>Planning</b></p> <p>Developing a course of action and devising ways to find out necessary information</p> <p><b>Collecting Data</b></p> <p>Gathering information from a variety of first-second-hand sources</p> <p><b>Recording Data</b></p> <p>Describing and recording information in a variety of ways</p> <p><b>Organizing Data</b></p> <p>Sorting and categorizing information and arranging in understandable forms</p> <p><b>Interpreting Data</b></p> <p>Drawing conclusions from relationships and patterns that emerge from data</p> <p><b>Presenting Research Findings</b></p> <p>Communicating what is learned; choosing appropriate media.</p>

## Kindergarten Theme: How We Organize Ourselves

Central Idea: Communities work together when members follow rules and routines.



1<sup>st</sup>: Our two kindergarten classes, Cornell and Howard University learned about how community members work together to follow rules and routines.

2<sup>nd</sup>: Each kindergartner selected a community member that they wished to study. Each scholar made their selection by choosing one image out of many community members, and then formed a research question for their Wonder Wall.

3<sup>rd</sup>: The kindergarten classes conducted research by watching videos on I-Pads and completing a cut and paste activity about the specific community member of their choice.

4<sup>th</sup>: Kindergarten classes are creating posters in class about their individual community members.

5<sup>th</sup> Kindergarteners will be dressing up like community members and presenting their posters to their class on Thursday, November 8, 2018.



*The Department of Sanitations visited on November 1<sup>st</sup> to explain their role as community members.*

## Grades 1-5 Theme: How We Express Ourselves

### Grade 1 Central Idea:

### Family plays an essential role in our beliefs and values

1<sup>st</sup>: Our first grade classes, Brooklyn College and Princeton University, began this unit with learning family vocabulary and creating and sharing mini books about their own family and values.

2<sup>nd</sup>: Scholars wondered about another country in the world and the elements of their family. Examples included: "I wonder what family activities they do in France?" and "I wonder what style of homes families have in the Bahamas?"

3<sup>rd</sup>: Scholars investigated in class using I-Pads to read Power Points created for them about their countries of interest.

4<sup>th</sup>: Scholars created mini-books that answered their research questions.

5<sup>th</sup>: Scholars presented both of their mini books to the class and reflected orally about the similarities and differences between their family and the family of the country they chose to study.



## Grade 2 Central Idea: Stories inspire us and help us understand the world around us

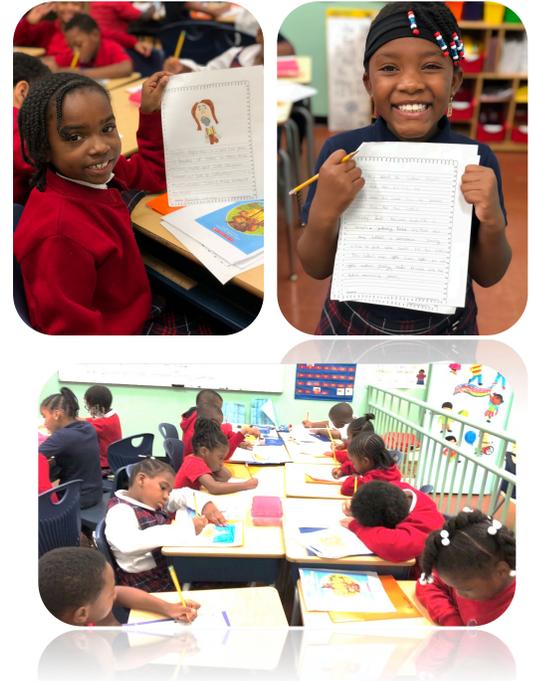
1<sup>st</sup>: Our second grade classes, Juilliard and Yale University, were exposed to live story telling and summarized stories and biographies as a class.

2<sup>nd</sup>: Scholars wondered about notable people’s lives that they were curious to learn more about.

3<sup>rd</sup>: Scholars read biographies, completed graphic organizers and wrote summaries of the biographies they read.

4<sup>th</sup>: Scholars wrote reflections that made text-to-self connections, bridging the person’s life depicted in the biography they summarized and their own experiences that they recalled in their small moment narratives.

5<sup>th</sup>: The second grade will be presenting their reflections and work in our Makerspace on Friday, November 9, 2018.




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## Grade 3 Central Idea:

### Imagination may give us perspective to another culture’s values and expressions.



1<sup>st</sup>: Our third grade classes, New York University and Northeastern University, read about China’s culture, were visited by the interactive Lion Dance Team, reflected about their extended learning experience to the Museum of Chinese Americans, and wrote guided small moment narratives through the perspective of their character living in China.

2<sup>nd</sup>: Scholar’s wondered about how culture and daily life would be for someone in another country of their interest.

3<sup>rd</sup>: Scholars were given adult guidance in researching their country online.

4<sup>th</sup>: Scholars imagined and wrote small moment stories that were set in the country they chose to research.

5<sup>th</sup>: Scholars are presenting the most interesting facts they researched, their favorite quote from their story where they used the skill of “show not tell” and will reflect on how this unit inspired scholars to take action.



## Grade 4 Central Idea:

### Understanding diverse creative expression may create open-mindedness.

1<sup>st</sup>: Our fourth grade classes, Spelman College and Morehouse College, studied Native American people of the New York area and various forms of expression in these cultures.

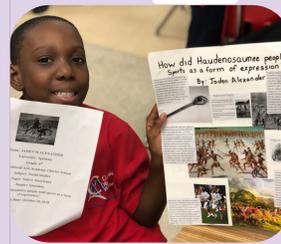
2<sup>nd</sup>: Scholars formulated their own inquiry question that guided their research. Scholars wondered about a Native American tribe and a form of expression of their choice.

3<sup>rd</sup>: Scholars researched in the classroom and in our Makers Space on chromebook computers and by using trade books and graphic organizers.

4<sup>th</sup>: Scholars created an informational writing piece in class and either a poster or 3D model at home.

5<sup>th</sup>: Scholars practiced presentations skills before presenting.

6<sup>th</sup>: Scholars answered questions to reflect about their learning.



## Grade 5 Central Idea:

### Remnants of ancient civilizations give insight to expression today.

1<sup>st</sup>: Our fifth grade classes, Dartmouth and Brown University, studied ancient civilizations of the western hemisphere and various forms of expression in these cultures.

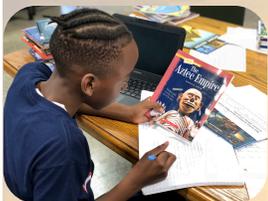
2<sup>nd</sup>: Scholars formulated their own inquiry question that guided their research. Scholars wondered about any ancient civilization and any form of expression of their choice.

3<sup>rd</sup>: Scholars researched in the classroom and in our Makerspace on chromebook computers and by using trade books and graphic organizers.

4<sup>th</sup>: Scholars created a research paper and either a poster, 3D model, dramatic skit, power point, or dance.

5<sup>th</sup>: Scholars presented their projects to the entire grade level in our Makerspace.

6<sup>th</sup>: Scholars answered questions to reflect about their learning.



## CAACS GLOBE

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## Cultural Arts Academy Charter School's Attendance

CAACS Attendance Rate for October 2018: 95.5%