

THE CAACS GLOBE

Cultural Arts Academy Charter School

International Baccalaureate Candidate School



Cultural Arts Academy Charter School is an International Baccalaureate (IB) candidate school, offering the Primary Years Programme (PYP). This monthly newsletter will inform our school community of the various learning units, inquiry projects, special guests, and extended learning experiences being

planned for each grade. Grades 1-5 are currently studying the theme: *How We Express Ourselves*, concluding on 10/19. Kindergarten is working at a slower pace and will conclude their first unit with the theme: *How We Organize Ourselves* on 11/10.

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2nd Grade's Storytellers!



On 9/24 we welcomed storyteller Neil Clarke who told *How the Turtle Got Its Shell*, and on 9/25 we welcomed storyteller Ama Yawson who told *Sunne's Gift*.

2

3rd Grade's Imaginative Writing



The third graders are putting on a craft sale to raise funds for their trips to China Town on 10/16 & 10/18.

3

4th and 5th grade to AMNH!



4th Grade will be visiting the Eastern Woodland Native American exhibit, while 5th grade will be visiting the Peoples of Central America and Human Origins exhibits on 10/9.

3

IB Report Cards: New Look



Our new IB report cards will be introduced to families at the end of the 1st quarter. Prepare!

4

"Every Act is an Expression of One's Self."
-Eiji Yoshikawa

Kindergarten: How We Organize Ourselves

Attention Families and Community members! The Kindergarten class is seeking volunteers to come in and speak to our classes about their job/profession, what rules and regulations they follow at work, and the importance of their job to the greater community. All those interested please respond by emailing our PYP Coordinator, Dean Mercaldo, at dmercald@caa-ny.org. Meanwhile,

our Kindergarteners are learning all about how community members work together to follow rules and routines. We will keep you updated on their progress next month.



Grades 1-5: How We Express Ourselves

Grade 1 Central Idea: Family Plays and Essential Role in Our Beliefs and Values

Brooklyn College and Princeton University will be inviting family members into the classroom for the scholars to see how different and similar our families can be.

We had a great turn out for Bring Your Dad to School Day and we look forward to inviting first grade scholar's entire families in on select days.

If you are an interested family member of a scholar that is in Princeton University, please email vlance@caa-ny.org. If your scholar is in Brooklyn College, please email dmercaldo@caa-ny.org to coordinate a time.



1st Grade Lines of Inquiry:

- We choose our wants and needs
- Our wants and needs shape our values
- Families are similar and different

In class, scholars are working on creating a mini book that will require them to write and draw pictures that show they understand what makes their family unique.

Next, our first grade scholars will choose another country in the world and will create a similar mini book for a family in that country.

Finally, the scholars will present both of their mini books to the class and reflect 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



Ama Yawson invites our scholars to sing, dance, and drum along with her as she tells her story Sunne's Gift.

Juilliard and Yale University have been exposed to live storytelling, and are working in class on summarizing stories and biographies with complete sentences. For their summative project, they will inquire into a biography of their choice and create a personal story that makes text to self, text to text, and text to world connections.



Neil Clarke of The Shadowbox Theatre introduces scholars to African instruments before telling the story of How The Turtle Got Its Shell.

Grade 3 Central Idea:

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



The Lion Dance Team will be coming back to CAACS to perform for our 3rd grade scholars on Wednesday 10/10/18



North Eastern and New York University will be studying Chinese culture in class and are completing a writing piece about an imaginary journey to China.

Soon scholars will create an inquiry question to research any country of their choosing and will then independently create a similar writing piece of an imaginary journey to that country.

Scholars will also complete a creative project to present to the class from a choice board.

After the class presents, scholars will write reflections about what aspects were their favorites of each culture presented.

Craft Sale Fundraiser!



Northeastern and New York University are raising money for their trip to the Museum of Chinese in America. Please stop by and check out the crafts, baked goods, and lemonade that they will be selling out front during dismissal in the coming weeks. The trips to the museum are planned for 10/16 and 10/18.

Grade 4 Central Idea:

Understanding diverse creative expression may create open-mindedness.

Spelman College and Morehouse College have been learning all about the Native American people of the New York area: The Haudenosaunee and Algonquian. Teacher led lessons have covered various forms of expression in these cultures like the sport of lacrosse and the use of clam shells as wampum jewelry and currency.

Scholars are soon going to create their own inquiry question that will guide their research. Our professors have been provoking the scholars to ask a question about a Native American tribe and a form of expression of their choice.

For their summative project, our 4th grade scholars will complete an informational writing piece in which they will explain what they have learned. Scholar will then be expected to select a creative option (3D model, poster, or dance) to present their learning to class without reading directly from their paper.



Scholars will recall the dancing performance by the Red Hawk Native American Dancers who visited us this time last year.



AMERICAN MUSEUM OF NATURAL HISTORY



Spelman and Morehouse will be visiting the Eastern Woodland exhibit at the Museum of Natural History on Tuesday, October 9, 2018.

Grade 5 Central Idea:

Remnants of ancient civilizations give insight to expression today.

Scholars have learned about ancient Mayan, Inca, and Aztec civilizations in class. They have also studied the science behind ancient dwellings.

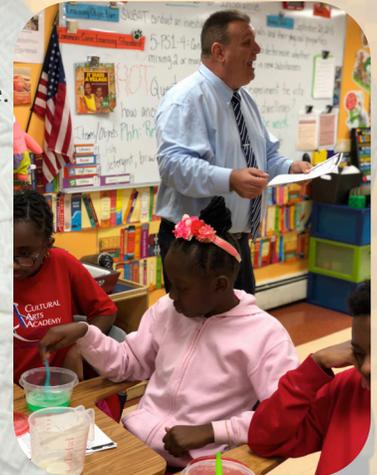
Scholars are now forming an inquiry question that identifies one ancient civilization (ie. Ancient Egypt, Ancient Greece, Ancient Maya, etc.) and one form of expression (ie. Sports, dance, pottery, jewelry, etc.) that they wish to research.

The summative project will require our 5th grade scholars to write a cited research paper and



select a creative option from a choice board to present their research to the class (i.e. a 3D model, poster, dance performance, etc.)

Scholars may research further at home, but will have opportunities to research in their classroom using trade books and chrome book computers, in our Makers space with more books, and on extended learning experiences to the MET and AMNH.



Professor Pepper and Dartmouth University use an engaging science experiment to make connections to the Central Idea.

IB Report Cards: New Look

Prepare for more detailed reports with less numbers.

Programme of Inquiry

Units of Inquiry

Where we are in place and time: Machines of the Past, Technology of Today **Achievement: 5** **Effort: 0**
Central Idea: Past civilizations shape present day systems and technologies

- Lines of Inquiry:**
- Aspects of past civilizations that have survived
 - Reasons these systems and technologies developed
 - Why modern societies continue to use adaptations of these systems and technologies
 - Implications for the future.

Comments: Henry did a great job. I was especially impressed with his dedication to the clock project. He excels with hands-on activities.

How we express ourselves: Art in 19th Century America **Achievement: 5** **Effort: 0**
Central Idea: What were the central themes of art in 19th century America?
 How did it reflect what was going on at the time?

- Lines of Inquiry:**
- What were the main themes in 19th Century Art?
 - What different styles were there?
 - What style would you choose as a 19th century artist?

Comments: Henry is showing a great deal of interest in the works of great artists of the Impressionist period. He is able to express his feelings about the art clearly using appropriate terminology.

Subjects

Language Arts	Achievement	Effort
Oral language - listening and speaking	5	O
use language to explain, inquire and compare	6	VG
begin to understand that language use is influenced by its purpose and the audience	5	O
Visual language - viewing and presenting	6	VG
realize that text and illustrations in reference materials work together to convey information, and		

Cultural Arts Academy Charter School has, since its foundation, had a strong focus on college preparation and we have all become accustomed to reporting our elementary school grades in numerical form.

As the IB requires, our primary cards for our Primary Years Programme are being redesigned to better inform our families. Our reports are based on the most common forms of PYP assessment. They include:

- **The IB Learner Profile, Transdisciplinary Skills, Attitudes, Units of inquiry, and subject-specific assessment**
- **A customized IB Scope & Sequence (that aligns with local New York standards)**
- **Homeroom and specialist teacher**

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Cultural Arts Academy Charter School's Attendance

CAACS Attendance Rate for October 2018: 96.6%