

Innovations Academy

Community Outreach &
Exhibition Night



December 18, 2014
5:00-7:30 p.m.

Welcome!

We appreciate your presence. Be sure to do the following before leaving tonight:

- See the campus map is found on the back page.
- Visit at least 3 classrooms.
- Ask students questions about their projects.
- Visit the ART room, MEDIA ARTS and SCIENCE LAB.

Special Scheduled Events

Visit the IA **Science Lab** to try hands on activities and view images of students investigating the science of our planet and the universe. Activities include a Moon Crater Station, Microscope Safari and Condensation Investigation.

Media Arts students will also be out with cameras during Exhibition Night to take footage of everything going on and interviewing attendees.

Find our **Art Room** (off the lunch court) to view student artwork on exhibition

Time	Location	Event
ONGOING ALL NIGHT	Art Room(Kitchen)..... Media Lab 701..... Science Lab 702..... All Classrooms.....	3 rd -5 th Art Exhibit Media Clips Microscope Exploration Exhibitions of Project Work
5:00	6 th Room 603	Presentation
5:10	4 th Room 507	Project Video
5:15	4 th Room 507	SurfRider Speaker
5:30	4 th Room 507..... 3 rd Room 506..... 7 th Room 601.....	Poetry Reading 1 Student Video Student Film
6:00	6 th Room 603..... K/1 Room 403..... 4 th Room 507.....	Presentation Recital: Songs & Poems Demo: T-shirt to Reusable Bag
6:15	K Room 402.....	Recital: Songs & Poems
6:30	5 th Room 508..... 3 rd Room 506..... 7 th Room 601..... 4 th Room 507.....	Rady Children's Check Presentation Student Video Student Film Poetry Reading 2
7:00	6 th Room 603	Presentation
7:10	4 th Room 507	Video Project Showing

What is Project Based Learning (PBL)?

PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. (www.bie.org)

At Innovations Academy:

- Projects are highly academic. Students are asked to think deeply, construct questions as well as develop answers and work on complex tasks.
- During our projects students are challenged to create original products, interview professional experts, apply skills through field study and work with a variety of people.



Ways to appreciate the quality of education at I.A.-->

1. Read our website
2. Research
 - a. www.edutopia.org
 - b. www.bie.org
 - c. www.alfiekohn.org
 - d. Article: Seven Essentials for Project Based Learning @ www.ASCD.org (archives)

Volunteer in a classroom

**Third Grade Rm. 505
with Anja & Leslie**

Native Americans:

In 3rd **Past and Present** been busy researching Native American tribes discovering what life was like long ago for people native to our country and the impact of settlers on their way of life. They went to the San Diego Museum of Man and participated in a workshop and a hands-on lesson on how to make Ollas. Students also visited the Sycuan Fire Department and the Barona Cultural Center and Museum to learn how some Native Americans live today. As a service learning component, students decided to raise money to donate to the American Indian College Fund. Each group developed a fundraising plan. Please be sure to look around the campus- you will see 3rd grade stations inviting you to buy holiday cards and personalized key chains. Students will be tallying our fundraising count as the night progresses. The 3rd graders worked diligently to understand teamwork. Our student created video, "How to be a Teammate" will play at 5:30 and 6:30, so be sure to stop by! From 5:40-6.00 there will be demonstrations, exhibits, and a question and answer session with some of our students. Demonstrations and Exhibits include: a Science Experiment, different ways to do Math, Olla Exhibit, Wasna Information, and teammate posters.



**Fourth Grade Rm. 507
with Alexis & Cody**

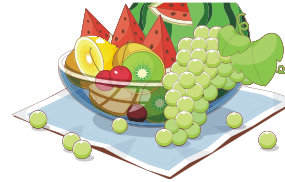
Rise Above Plastic

The Fabulous Fourth Grade has taken a deep dive into plastic pollution. Students have become incredibly passionate as they have learned about the environmental issues surrounding plastics through research, guest speakers, and experiential learning on field trips. Students have gathered information about what Americans know about these issues through interviews. We organized and conducted a beach clean-up with a research scientist from UCSD where, even on a relatively clean beach, students saw the damage firsthand. Through fish dissection at the Birch Aquarium, students learned about fish anatomy, physiology, adaptations, and the effects of plastic on our ocean ecosystem. We have created thought-provoking art and poetry to help catalyze change. Come by, learn from us, and walk away with a reusable bag you created!



**Fifth Grade Rm. 508
with Bill**

Build a Better Body



How can I improve my life and my connection to the community while encouraging my classmates to do the same? In this project, "Building a Better Being", students looked at a variety of ways that they could improve their lives. By tracking our social, emotional, physical, and nutritional goals, we were able to scientifically analyze our growth in these specific areas. We discovered a strong connection between physical fitness, proper nutrition, and emotional health. Our project culminated in organizing our first Jog-a-Thon that raised hundreds of dollars for Rady Children's Hospital. Come by our room and hear about our amazing journey. We will be serving fresh juice and showing a short video highlighting our accomplishments.



**Fifth Grade Rm. 505
with Alex and Emily**

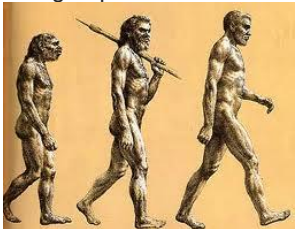


What is risk? How do we take risks in our lives?

As a community, we asked ourselves these questions and then began an exploration to define risk and why people take risks. We began our journey by making a list of 50 aspirations we want to achieve in our lifetimes. From that list, the students each chose nine that most appealed to them and defined healthy risks they could take to achieve them. Students spent a few weeks interviewing, practicing, and researching. For exhibition night the students have each chosen to present on one of their aspirations and the risks involved with success. Students also researched a historical figure that achieved success through taking risks. Part of this exciting learning was unexpectedly discovering that becoming successful isn't always accepted and can sometimes be resisted by others. Come and enjoy the learning process students have taken to achieve success through risk.

Sixth Grade Rm. 603 Sally and Elzie

Sally's sixth grade has worked hard for the past eight weeks to learn about survival and Early Man. To kick off our project we did a three-week survival project, trying to "survive" without any of our modern day conveniences. We attempted to make shelters that would protect our group from the elements and animals we might come across. Next, we tried our hands at making weapons and tools and finding food around school. Our hardest challenge was to make fire using only stones, sticks and pinecones. We discussed the difficulties in trying to survive and the intelligence of early men and women. We then changed gears and began to learn about the different Early Man groups. We visited the Museum of Man in Balboa Park to understand about Australopithecus, Homo Habilis, Homo Erectus, Neanderthalensis and Homo Sapien. We learned about the different physical features and inventions of Early Man, we studied and replicated examples of cave art. We researched one early man group in depth and created a Cereal Box detailing facts about the group we studied.



Sixth Grade Rm. 604 Michael & Stephanie

Know Money

For the Know Money project we explored the history of money, its impact on us, why we need it, and how we use it. We examined the national economy, the Federal Reserve, and inflation. And we looked at money in both our current lives and in our futures. There were a few activities we completed for the Know Money project. One of these was a "Financial Future," with each of us creating a budget for our future self, using the salary for three different jobs that we would like to hold. We also created and implemented a class economy, brought in a guest speaker from a local bank, and held a variety of socratic seminars and class discussions on the topic of money.

The culminating activity for our Know Money project had two parts that combined an architectural piece with an entrepreneurial piece. For the entrepreneurial piece, students developed and designed a small business that they will run on exhibition night. The second piece of this activity was an architectural and construction piece, where the students designed, planned, and built, a booth for their business. These booths and businesses will be on display at Exhibition Night as students will have an opportunity to run their first start up and earn money. What they do with this money will depend largely upon what they learned through "Know Money."

In the classroom we will also have autobiographical books on display that the students have written throughout the semester

First Grade Rm. 401 Jen & Lisa

Wind & Air



The first graders in room 401 have spent the last few months on an inquiry into air and wind. Their inquiry began when students were challenged to create sailboats and race them with classmates. Students wondered how to make their sailboats faster. They explored the properties of air by investigating contained air in syringes, vials and balloons. They explored the properties of wind resistance by making parachutes and testing which items could be moved most easily by air. Students wondered how they might capture the movement and sound of the air by making wind catchers and wind chimes. Students investigated many machines that use air such as windmills and hot air balloons, and finally students researched the ways wind can be helpful and harmful. All of these investigations were conducted in order to answer the essential question: how can we experience wind and air? Please visit the first grade Wind Lab to conduct some investigations of your own and see what the first graders can teach you about the properties of air!

Second Grade Rm. 504 Alicia and Tina

FACT VS. FICTION

How does exploring castles, their architecture, communities, and defense structures help us understand a way of life during the Middle Ages? How do stories and fairy tales encompass truth while also including magic and a moral?

Throughout the last six weeks, the second graders at Innovations Academy have been researching castles and reading and writing fairy tales. They even visited the International Houses at Balboa Park and interviewed representatives from various countries about castle ruins. Make sure you visit our classroom to read fairy tales authored by the second grade, and learn about life in Medieval Times!



**Kindergarten
Rm. 402
Gabriela & Clara**



The Loving Reading Scientists invite you to try out the various games that they have designed, constructed, and modified throughout the changing seasons. As you enter our classroom, you will witness the evolution of their game designing skills based on the feedback and critique given to them by their peers.



**First Grade & Kindergarten
Rm. 403
Jennifer & Emma**

The kindergarten and first grade students, who call themselves the Brave Artistic Researchers, have investigated what makes a meaningful interview through interviewing their peers and other experts we have encountered these first months of school. These students have experienced change in their community this year, and testing different interview methods and questions has helped the group to connect and feel empowered to learn more about others. The students decided to continue seeking knowledge about different countries in the world by contacting their family members in 9 different countries to explore traditions from that country and try to gain a glimpse of the elusive feeling one has when they live in a place. After investigating composition styles in photography and graphic design, the class looks forward to exhibiting the posters they created about their classroom interviewee, as well as their photographic portrait of their friend. The students have also planned many activities for participants who visit to learn about the countries they researched~ so come join the fun!



**Seventh Grade Rm. 605
Tony and Emily**



How can I tell an interesting story that helps people understand my community?" is the essential question that has been the driving force behind the Community Photojournalism Project. Students transformed into authors, photographers, interviewers, journalists, sociologists, researchers and documentarians as they sought after answers. What began as a desire to interview people within our comfort zones quickly morphed into something much more profound: a desire to tell the stories of immigrants and refugees; to explore the challenges that these individuals undertook in an attempt to seek a better life. Join us tonight in room 601 for the premiere of our documentary film, A New Life: A 7th Grade Photojournalism Project—the culmination of all of our hard work. We invite you to view the film and enjoy refreshments with us and our special guests, some of the interviewees who graciously gave us their time and their stories. Our film will premiere at 5:30pm and again at 6:30pm with footage in between. Thank you to La Maestra Community Health Center, Solid Productions, and Amanda Nobles for helping us to make this film possible.

**Eighth Grade Rm. 509
Lisa and Cynthia**



Water is the life source of California, yet there is almost never enough of it. During our timely project "From Drought To Deluge" we looked at El Nino weather patterns and droughts and how they impact California. Students asked questions such as: How does our ocean regulate the earth's weather? How much water do we need to get out of the drought? How can we retain the water we get for future droughts? We created individual presentations based on specific interests. The question of climate change and global warming came up and students participated in a Socratic Seminar and a heated debate defending their views as to whether humans are a major contributor to the problem or if it is a natural cycle of our earth. We had the opportunity to go to La Jolla Shores in late November to experience 80 degree air temperatures and El Nino ocean temperatures of 70 degrees. Sea life was teeming in unseasonably warm waters. A week later we camped out in the desert at Borrego Springs and experienced a drier than normal environment, even at the usually lush, damp Palm Oasis. The rains started while we were there and our dry weather pattern broke with a downpour just before dawn. In the past two weeks, with the help of our subtropical rains, students have investigated, designed and tested water capture systems that helped them to better appreciate the importance of conserving and saving our precious water supplies. Our classroom will be transformed into a weather center showcasing what students learned about droughts and El Nino. Students will also have on display prototypes of water capture systems and a possible design we can use for our own backyard garden.

Professional Experts

These guest speakers have served as mentors for our students.

Cory Brown and Marika Ramsden - Schools of Sustainability
 Roger Kube - Chair - Surfrider Foundation - San Diego County Chapter
 Sandra J. Lebrón - Education Coordinator - San Diego Coastkeeper
 Kristin Kuhn - San Diego Coastkeeper
 Jennifer A Brandon - PhD student of microplastics at UCSD
 Jennifer Ott - Environmental Services of San Diego
 Jeanne Bull-Oxendine- Native American parent
 Emma Lesko, author of Super Lexi,
 Refugees from South Sudan, Panama, Mexico, Peru, Puerto Rico, Holland,
 Guatemala and India
 Naomi Lender discussing Judaism
 Philil Villalobos -Young aspiring musician
 Lorrie Luscomb -Artist
 Abbey Bernardi -Photographer
 Henry Herz –Author
 Kristy Porteous - Project SWELL
 Pamela Walke- Mission Federal Credit Union
 Randy Bloomfield & Solid Productions
 Amanda Nobles- Graphic Designer

Field Study

Participating in field study is essential to connect real world experiences to our project work.

La Jolla Shores Beach Clean-Up
 Birch Aquarium - fish dissection and aquarium tour
 Museum of Man
 Barona Cultural Center and Museum
 Sycuan Fire Department
 Balboa Park: International Cottages: House of Scotland, Ireland, England, France,
 and Spain
 Digital Gym
 La Maestra Community Health Center
 San Diego Zoo (to contrast animal traits with human traits)
 La Jolla Shores
 Borrego Springs
 Downtown Library
 Natural History Museum
 Glass Studio
 Old Town
 Classics4Kids
 Riley's Farm
 San Diego Food Bank

Essential Questions for These Projects

K	How do you design a good game?
K/1	How do interviews help us to connect as a community and to the world around us?
1st	How can we experience wind and air?
2nd	How does exploring castles, their architecture, communities, and defense structures help us understand a way of life during the Middle Ages? How do stories and fairy tales encompass truth while also including magic and a moral?
3rd	How can we understand the diversity of Native American tribes and the impact of the arrival of settlers to their land?
4th	How does plastic create problems in the environment? How do we feel about the effects of plastics pollution on life forms on this planet and what can we do about it?
5th	How can I improve my life and my connection to the community while encouraging my classmates to do the same?
5th	What is risk? How do we take healthy risks in our lives?
6th	How does environment influence who we become?
6th	What is money and how does it impact us?
7th	How can I tell an interesting story that helps people understand my community?
8th	How can I use what I learn about El Nino weather patterns and California droughts to more efficiently capture and use our water?

Service Learning Outreach by IA Students

Rady Children's Hospital
 Gently Hugged (baby clothes & blankets for at risk moms)
 San Diego Food Bank
 Sunshine Care
 American Indian College Fund
 Scholastic Pajama Drive