

March 22, 2018

5:00-7:30 p.m.

*Welcome!*

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

- See the campus map on the last page to guide you.
- Visit at least three classrooms.
- Ask students questions about their projects.
- Visit the Garden/Nature Studies class out back.



## INNOVATIONS ACADEMY

GARDEN- Mary

HLC Teresa 705	HLC Jill 704	HLC Jennifer 703	8 <sup>th</sup> Nora & Dominique 702	8 <sup>th</sup> Devon & Larissa 701
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3 <sup>rd</sup> grade Jill & Alysa 604	3 <sup>rd</sup> grade Dre & Samantha 603	6 <sup>th</sup> grade Keith & Stephanie 602	7 <sup>th</sup> grade Lisa & Meghan 601
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7 <sup>th</sup> Emily M & Sam H 508	5 <sup>th</sup> Emily L & Maria 508	4 <sup>th</sup> Tori & Allison 507	4 <sup>th</sup> Tori & Morganne 508	2 <sup>nd</sup> Ali & Lexi 505	2 <sup>nd</sup> Keely & Nyab 504	Learning Support Lisa 501, 02, 03
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### School Hours

**Kindergarten:**  
Monday, 8:45am-12:30pm  
Tuesday-Friday, 8:45am-2:15pm

**Grades 1-8:**  
Monday, 8:45am-12:30pm Tuesday-  
Friday, 8:45am-3:15pm

801- Patrick Spanish	802- Mary Nature Studies	803- Niki Art	804- Bolling Robotics/ Media Arts
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MPR
Natacha/Performing Arts

### Lunch Court

Evan Ceramics Kitchen	Jennifer Solution Center
	Learning Support 5 <sup>th</sup> -8 <sup>th</sup> grade Stephanie & Jeff

<b>Office:</b> Staff lounge, Workroom, & Administrative offices
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1 <sup>st</sup> Ashleigh & Courtney 401	1 <sup>st</sup> Gabriela & Carolina 402	K Lauren & Nallely 403	K Clara & Brianna 404
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Lower Grade Playground

Front Gate

## Guest Experts

### September - December

Amanda Rae, Holistic Veterinarian  
Amber Schnieder, Space enthusiast  
Andrea Peterson, Gardener  
Annie Ransom, Blue Sky Ecological Reserve  
Dave Keene, Dthera Sciences, ReminX  
Eric Lindevak, Architect  
Gill Sotu, Poet

Jimmy Johnson, Woodworking Expert  
Joan Brosnan, OE Coordinator, Tecolote Canyon  
Marsha Cook, Recycled Material Artist  
Paris Davis, Art Expert  
Rick Wilkinson, Gold Panning Expert  
Susan Bainbrige, Watercolor Artist

## Field Studies

### January - March

2nd Continental Congress Simulation  
All-Tribes Charter School  
Biosphere (Tuscon, Az)  
Costco  
Fiesta Island East-Beach Clean Up  
FLEET Science Center  
Indian Hills Camp  
JA Biztown  
Kinesthesia Art Exhibit  
La Jolla Beach Day  
Lake Hodges Pedestrian and Bicycle Bridge  
Legoland  
Los Penasquitos Canyon Reserve  
Mission Trails Guided Hike  
Museum of Tolerance in Los Angeles

Oasis Senior Center  
Old Town  
Ruben H. Fleet  
San Diego Archeological Center  
San Diego Civic Dance Association  
Educational Performance  
San Diego Fair  
San Diego Farm Animal Rescue  
San Diego Zoo  
Scripps Ranch Library  
Star of India  
Sunshine Care  
Tecolote Canyon Hike  
Von's  
Zion National Park

## Performing Arts (Natasha)

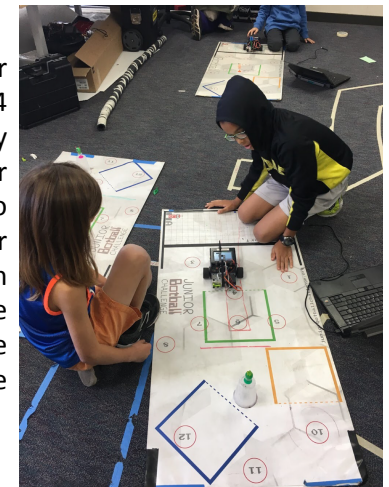


In Performing Arts, I am currently working with grades K - 2. We are learning about different cultures through folk dances and games that children in those countries play. The 5th graders are finishing up a performance project in which the students have been researching and writing their own spoken word pieces about famous Americans in history. The students in the middle

school elective class have been learning about the technical side of theatre including set design, lights, sound, set painting etc. The 3rd/4th grade elective class has been working write a 'pitch' for and create their own infomercials. The middle school explorations classes have worked on a variety of subjects: 6th grade, Greek mythology, 7th grade (Lisa) The plague Village of Eyam and the effects and reactions of the survivors of an epidemic, 7th grade (Emily) Murder Mysteries! And Then There Were None and A Night At The Manor. The 8th graders worked on scene studies in groups - Inherit The Wind and Pygmalion. Various scenes with duos and all middle school grades tried their hand at monologues from Romeo and Juliet. And of course, we are still in rehearsal for our upcoming all school production of The Wizard Of Oz which runs from May 3rd through 5th. Don't forget to come back and see our wonderful production of this beloved classic, with a twist!

## Robotics (Bolling)

The first semester of Robotics just began for the 7th and 8th grades! Come to room 804 with your student where he or she may demonstrate an example of a program he or she has completed. Students 3-5 are also welcome to stop by and show off their coding skills. Photos from Collaboration classes will also be on display. If you are interested in learning about the Middle School afterschool program, the competition board will be available.







Check out what K-5 students have been exploring this semester with Mary in Nature Studies! During Exhibition Night, your child has the opportunity to introduce you to observation tools, explain bio facts, and share observations and scientific illustrations from his/her nature studies journal. Although weekly Nature Studies classes take place in our outdoor classroom in the garden, tonight you will find the Nature Studies materials in the Nature Nook in Room 802.



PE at Innovations Academy focuses on learning the basic/advanced skills associated with a collection of sports selections that mirror the seasonal sport change of high school athletics and gives the students a chance to explore different sports to determine whether or not they would like to pursue a certain sport competitively or recreationally. By learning how to play football, volleyball, basketball, track and field, baseball and softball, students build their confidence, courage and resilience. They learn how to succeed and they learn from their failures through smart practice habits, basic fundamental skills and reinforcement through repetition.



Come to the Spanish class and see the work of our middle schoolers. We have videos from the 7th graders performing Pokemon stories. The 6th graders would like to showcase the progress they have made on their shadow puppet plays. "La loca guerra de las galaxias" y "Los Incr\u00edbles". Come to room 801, te esperamos.

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](http://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](http://www.edutopia.org)
  - b. [www.bie.org](http://www.bie.org)
  - c. [www.alfiekohn.org](http://www.alfiekohn.org)
  - d. Article: Seven Essentials for Project Based Learning @ [www.ASCD.org](http://www.ASCD.org) (archives)
3. Volunteer in a classroom.



## Come See These Scheduled Presentations Tonight!

- 1 (Ashleigh)      Students PSAs will be screened in 401 every 30 minutes beginning at 5:10pm.
- 3 (Dre & Jill)      Student California Native documentary screening at 6:30pm at 6:03.
- 4 (Tori & Terri)      Gold Rush performances at 5:30pm, 6:00pm and 6:30pm in 506 and 507.
- 6 & 8 (Keith, Steph & Devon)      Personal narratives, dance, poetry and the Rube goldberg demo will take place at 5:30pm, 6:00pm, 6:30pm and 7:00pm in the MPR respectively.
- Spanish (Patrick)      6th grade shadow puppet performances and screenings of 7th grade Pokemon videos will take place in 801 throughout the evening.



art pieces, and their reflective writing that required them to think and reflect deeply within themselves, and the world around them. Their final product was an art exhibit where students took on the roll of art docents to provide a guided tour of each students art work.

While reading *Animal Farm*, we looked at the guiding forces behind revolutions, and the consequence, good or bad, that are left behind. Students looked at their physics terminology and learned how to take literal concrete definitions, and apply them figuratively to revolutions. Students teamed up to research a revolution of their choice, and create an educational short video to teach others about their revolution. These videos were uploaded to our edublog website where others can learn, comment and ask questions about their revolution and video. Keeping the theme of kinetic art, students co created a kinetic revolutionary art piece that represented their revolution. Finally, students created a poster to teach others how to apply literal physics terminology, figurative to their revolution.

Some students were able to move on to look at another concept behind revolutions, which was propaganda. Students looked at issues that are relevant today, to create propaganda videos for their issue. With their partner, they each chose a side, whether they agreed with it or not, agreed on 15-20 pictures that represented their issue, then demonstrated each side.

## Extending and Enriching Self-Expression at Innovations



### Art (Nikki)

Grades 3-5 just started their trimester of Art! Come to the Art Room to see their works in progress which include a variety of mediums. Also on view in the Art Room will be work from the Second Semester Middle School Printmaking class. Be sure to check out the murals in both 4th grade classes and the 5th grade class that students made here in the Art Room.

The 7th Graders of Room 509 are eager to share the stories they so carefully created with an audience to help teach them about life in specific medieval civilizations.

### Seventh Grade (Lisa & Meghan)

#### Room 601

In our class novel, *The Martian*, the protagonist was stranded alone on Mars. His only chance of survival was to grow a crop of potatoes that would last until a rescue mission could take place a year later. Our 7th grade class had the opportunity to investigate what it takes to create a viable environment for plants to grow. Our goal was to grow a salsa and spaghetti sauce garden with the hopes of harvesting some of it to take on our year end trip.



The first part of the learning process included a field trip to the Biosphere2 in Tuscon, Arizona. There we learned about different habitats for plants and animals. We also enjoyed hearing from one of our own 1A parent gardeners who taught us different ways to protect and nourish our plants. We then started to grow our plants, testing various fertilizers for the best growth, overcoming many obstacles from critters. Enjoy a guided walk through our sunflower forest of learning, hear of the harrowing experiences of our student botanists, read their scientific accounts of their experience and visit the geodesic dome greenhouse we built in the 1A backyard garden.

### Eighth Grade (Nora & Dominique)

#### Room 702

Students started off this project with different investigations with a field trip to the kinetic Art exhibit called Kinesesthesia. It was here that the inspiration and journey into physics began. We launched into an inquisitive investigation into physics and Newton's Laws. Through hands on experiences, students constructed the concepts and meanings needed to understand Newton's different law. Paris Davis, kinetic Art and Physics expert, let students explore center of gravity and revolutions per minute with his amazing art creations. It was here that students started to design and plan their own kinetic art design. Within all of this, we looked at colliding forces, both in the world, and within ourselves. It is these colliding forces that would influence their kinetic

K (Clara) How can I design and build a machine that will move an object?

K (Lauren)

What is the process of a plant, from seed to consumer?

1 (Ashleigh) How can we, as humans, help improve the lives of animals?

1 (Gaby)

What makes a sound structure? How can we work together to create a machine that will take an object from point A to point B?

2 (Ali & Keely) What are the benefits and disadvantages of digital technology and how has it changed society?

3 (Dre & Jill) How has Native Californian life changed with the development of San Diego?

4 (Terri & Tori)

How can we create an engaging and educational 4th grade field trip to allow students to experience the California Gold Rush?

5 (Emily)

How can we preserve the land and inform the community about local native and non-native species?

6 & 8 (Keith & Steph, Devon & Larissa)

How can we use our knowledge of forces in opposition and equilibrium to develop a model that we can test and modify to create an optimal design? How can we create original pieces of artistic expression that reflect these forces?

7 (Emily)

How can we research, create, and communicate historically realistic characters whose lives will convey interesting information regarding medieval civilizations?

7 (Lisa)

How does geography and technology impact the development and preservation of a society?

8 (Nora)

How can a balance be found when forces collide?



## Descriptions of Projects

### Kindergarten (Lauren & Nalleli) Room 403

Our classroom has transformed to represent the life of a plant. At the beginning of the classroom you will find many different types of seeds, some of which have been planted in soil, wool pockets and minerals. Next, you will see small seedlings growing in our hydroponic "Plant Tower." After the food is produced you will see the journey of a banana as it is washed, transported by ship, and finally by semi-truck to a grocery store. This will bring you to "Golden Heart Jewel", a grocery store the kindergarteners have created. We will have samples of watermelon and carrots which can be purchased for a dollar. They have been prepared for you by the children who will give them to you as enter the classroom.



### Kindergarten (Clara & Brianna) Room 404



The Helpful Kind Explorers began their work by learning about simple machines. They were curious about how things work and realized that simple machines are all around us. Their inquiring minds began researching and testing simple machines. After learning from simple machines experts and reading about Rube Goldberg, students felt inspired to create their own machines. Students drew

drafts of their machines and after much feedback, testing and problem solving, they are proud to share their hard work with you. This evening, students will share their surveys, illustrations, and their own Rube Goldberg inspired



and even realizations among the community and family members who visit the exhibition. To take the project beyond our school walls, they also created a website and hashtag which individuals can use to share their own expressions on

our themes. 6th grade students explored the physics concepts of opposing forces by becoming engineers. Students worked through the engineering design process by researching, designing, building, testing and evaluating models of their choice.

### 7th Grade (Emily & Sam) Room 509



Through research, collaboration, and careful character development, the 7th Graders of Room 509 have replicated an interactive museum in which stories set within a historical backdrop are communicated via a variety of experiences. This structure was inspired by the Museum of Tolerance. Our community started this project by exploring different medieval civilizations. Each student was then provided the opportunity to further their knowledge of the civilization they found most intriguing. The civilizations chosen were as follows: Medieval China, Medieval Mesoamerica, Medieval West

Africa, and Medieval Japan.

Students were broken up into expert groups based on interest and began collaborating to collect meaningful and relevant research regarding their civilization. Groups then tackled the task of organizing research into categories to ensure the characters they created were accurate to their time periods. Our community studied the art of character development in order to relay accurate historical information through the crafting of an intriguing narrative.

The Museum of Tolerance in Los Angeles has an exhibit that inspired the structure for our project. We went on a fieldtrip in which students were able to expand their knowledge on the Holocaust, propaganda, and the bystander effect. They also gained real life understanding of how to tell a person's story through a hands on, experiential exhibit.



Rush. Students read By the Great Horn Spoon to explore this topic using literature, and used non-fiction videos and first hand resources, as well. Ultimately, this process led to the kids designing the experience they wanted for others.

The "field trip" that they created included: a photo booth from 1849, the "Golden Trails" board game, a travel route simulation with sea knot tying lessons, an overland trail simulation, a performance about the discovery of gold, a gold rush store, a gold rush travel performance, a scavenger hunt and a real gold panning experience. Students created invitations that were sent to other schools, as well as a non-fiction essay highlighting their area of focus during the project.

### **Fifth Grade (Emily & Maria)**

**Room 508**



Students are organized into the following stations: Oceans, foothills, Mountains- laguna, Mountain-Cuyamaca, Anza Borrego Desert. Each group will be displaying postcards that they made which identify and describe native, non-native and invasive plants and animals specific to their ecosystem. They will be pictured on a mural painted by each group of the habitat and landscape. There will be pictures and reflections of our time helping to restore some of the land in San Diego displayed around the classroom. Students will speak about their ecosystem thoughtfully and thoroughly as they walk you through what plants and animals thrive and which ones do not.

### **Sixth Grade (Keith & Steph) & Eighth Grade (Devon & Larissa)**

**Room 602**

6th and 8th grade students and teachers collaborated on a project which was ambitious in scope and production. A complex, but universal concept was explored by all students who had the chance to choose their product. They also choose which teacher they worked with during coordinated project creation time. After creating a piece of poetry, dance, or a short story, students wrote an explanatory piece about their experience and reflections. Students conceived of and have created an exhibition experience which powerfully combines all products. The goal is to provoke intense reflection

machine plans. Please stop by our classroom and see their reflections on our journey!

### **First Grade (Gaby & Carolina)**

**Room 402**



Join us in our research and exploration of how to make sturdy structures. We interviewed multiple experts, visited various sites, and used different materials to help us gain as much knowledge as we could on this topic. Come in and check out our research, models of bridges, paintings of castles, and try your hand at making your own sound structure to get an object from point A to point B!

### **First Grade (Ashleigh & Courtney)**

**Room 401**



It all started with a book. In December, we began exploring the book The World of Weird Animals: Pink is for Blobfish by Jess Keating. Each page of this nonfiction text provided facts about pink animals from around the world. The students quickly became intrigued by each

of the animals' threats and predators and began to realize that most were negatively impacted by humans. That got us thinking: How can we help animals instead of harming them? This led to an exploration of the ways animals are treated in modern society and how our first graders could help make a difference.

We visited a farm animal rescue and met pigs that had been rescued from animal testing labs, traveled to Fiesta Island for a beach clean up, stenciled storm drains around our school community, and interviewed several experts. The students were outraged by all the information they learned and were

anxious to share it with our community. They decided the best way to spread their message was with a Public Service Announcement.

When you visit our room on Exhibition Night, you will have the opportunity to view the PSA students have been working on to create from their initial research, several rough drafts of scripts, paintings and drawings, and journal entries. Students chose five topics to focus on that you will see in our PSA: Animal Testing, Marine Mammals in Captivity, Storm Drain Pollution, Disposable vs. Reusable Products, and Illegal Trophy Hunting. They've worked in groups to film and edit each segment. After you see our video, spend some

### **Second Grade (Ali, Keely, Lexi, Niyati) Room 504 & 505**



From the first day of school, 2nd graders have had an interest in technology as this is their first year with Chromebooks in the classroom. They have had a non-stop desire to learn more about how people use technology. After talking with our family members and learning that technology has changed a lot over the years, we thought there might be some people in our

community who could use some help learning how they can benefit from the awesome tools technology offers us. We connected with a senior center and discovered the many areas that seniors would like to learn about. We then researched both how-to writing and different apps, websites, and programs that the seniors were interested in. We wrote a how-to guide and took it to present at the senior center.

Our time with the seniors was a huge hit! The seniors were so excited to learn about things like Uber Eats, how to enlarge their computer font, Amazon Fresh, and much more. The seniors circulated to our booths for hands-on technology demonstrations. They then gave the second graders feedback, which we used to improve our how-to writing and to create a final pamphlet. We printed our pamphlets out and made a whole book of all our information to stay at the senior center so everyone can continue to learn from our expertise.

After our time with the seniors, we realized that there are also some effects of technology that are not as useful. Students thought that they should also make our Exhibition guests aware of the negative effects of things like screen time, social media, etc. They did lots of research to create posters. We hope our Exhibition Night encourages our visitors to think about how technology can best fit in their lives!

### **Third Grade (Jill, Dre, Alysa, Sam) Room 603 & 603**



The Kumeyaay Diegueño people are the native inhabitants of San Diego County. They have lived in this region for 10,000 years and have an extremely rich history. The third grade class at Innovations Academy was so curious to learn about the Native people of San Diego! They conducted research to study all aspects of Kumeyaay history, including: clothing and

appearance, religion, ceremonies, government, trade, hunting and gathering, and pottery and basketry.

Through online research, reading books, and visiting Kumeyaay land, museums, and cultural centers, the third graders discovered that Kumeyaay used all the resources that nature had to offer. Without sewing machines, stores to buy food, or modern medicine, each person in the Kumeyaay tribe had a role to play. From hunters and gatherers, to medicine men and chiefs, the Kumeyaay found a way to help one another survive.

But our project didn't end with studying the Kumeyaay's past. Students wanted to know more! They still had so many questions about what Kumeyaay and Native Californians lives are like now. Do they still wear skirts made of yucca and willow bark? Do they live off the land and eat shawii (acorn mush)? We were determined to find out!

### **Fourth Grade (Terri, Tori, Allison, Morganne) Room 506 & 507**

Through a significant inquiry process, 4th grade students created an interactive field trip experience for the Dingeman Elementary 4th grade students. They began by researching their Need to Knows to uncover some of the basic facts of the California Gold Rush. This enabled them to dig deeper and focus on the experiences of those who actually lived during the Gold

