

Please turn off all cell phones or other electronic devices.
They could distract from, or interrupt, the students' performances. Thank you.



Hungry?

Check out the goodies available at the MCCPS Café!
Everything is delicious!



MCCPS

17 Lime Street, Marblehead, MA 01945

781-631-0777

www.marbleheadcharter.org



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

PRESENTS

A Public Exhibition of Student Work

Tuesday November 25, 2014 6:30 pm - 8:30 pm

Opening Ceremonies

Message from the Head of School

Welcome in Spanish, French, & English

Students: Katie Conlin, Henry Jalbert, & Lexi Samora

Teachers: Kate Lerner Liebowitz and Maria Latusky

Opening Remarks

Nina Cullen-Hamzeh, Head of School

Volunteer Recognition Awards

4th Grade & Chorus

The MCCPS School Song

Written by Jack Krivit, Class of 2013

Stodola Pumpa: a Czech Folk Song

Arranged by Mark Weston

4th Grade American Sign Language

Truly Brave

Written by Sara Barellies and Cyndi Lauper

Teachers: Katie Sullivan & Kate Lerner Liebowitz

Tonight's performance is of a very special song written to raise funds for Pediatric Cancer. We dedicate this performance in honor of Megan Sheehy, who taught us all what it means to be truly brave. Please visit www.crowdrise.com/hoda to learn more/make a donation.

MCCPS Board of Trustees

Mary McRae, Chair

MCCPS Navigator Community Association (aka PTO)

Maureen Kay, Co-President

MCCPS Foundation

Steve MacCallum, Vice-President

Student Exhibitions

Throughout the building from 7:00 PM to 8:30 PM

Can you feel the excitement in the building? The children are so looking forward to sharing what they have learned with you, and the teachers and I are very proud of all of them. I'm sure that you will be, too.

Since our opening in 1995, MCCPS has demonstrated that Public Exhibitions of Student Work bring a relevance to the children's schooling that cannot be achieved in a traditional classroom setting. The performance assessments that will be presented to you this evening create a deep and enduring understanding of content and skill that will long outlive the scores on an MCAS or the grades on a report card. In doing these projects, the children have collaborated, negotiated, advocated for their point of view, and compromised when necessary. They have employed the essential habits of perseverance, leadership, initiative, and problem-solving. They have grown in their ability to become capable, self-determining, fully-engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.

As you tour the building tonight, please note that all of the projects are grounded in the state's curriculum frameworks/common core. In each classroom you'll see 'The Anatomy of an Exhibition' on display, so that you can better understand all that goes into each performance assessment. Of course, academic rigor is expected for all, and the four performance levels are described on the rubrics. As we celebrate tonight's Exhibition, the faculty, staff, administration, and I can state with certainty that we remain convinced that these public events continue to be very effective methods of inspiring high levels of growth and achievement.

The children have a lot to share with you tonight, and I hope that you will be sure to visit all of the grade levels. If you don't get to see everything tonight, please come back tomorrow morning at 8:45 for Exhibition part 2 - when we'll do it all again for the children. Thank you for supporting our important work. I hope that you will enjoy the night.

Sincerely,
Nina Cullen-Hamzeh
Head of School

Volunteer Awards

November 2010 — *Mary McRae, Paula Gold, Cathy Cothorn*

March 2011 — *Nicole & Kevin Glass, Patty Forster*

June 2011 — *Robin & Emil Ronchi, Kerrie Smith, Susan Fader*

November 2009 — *Susan Conlin, Al Eaton, Seamus Daly*

March 2010 — *Ellen Long Keller, Jane Howell, Kristin Settlemeyer*

June 2010 — *Cynthia Canavan, Esq., Jim Carrigan, Esq, Sarah Hitchcock*

November 2008 — *Sue Ballou, Dave Mackay, Norma Ross*

March 2009 — *Nancy Wolinski, Laury LaPointe, Charlie Newball*

June 2009 — *Sharon Donovan, Nancy Buczko, Avery Russell*

June 2008 — *Peter Haddock, Kathy Cormier, Suzanne Wright*

Thank you for being involved in the life of MCCPS. By doing so you have helped to empower the children to reach their highest potential – intellectually, artistically, socially, emotionally, and physically.

Your energy, enthusiasm, and expertise are greatly appreciated!

Volunteer Awards

November 2014

Parents: Amy Ruocco, Mary McRae, Jodi Gildea, Barbara Johnson, Tracie Hines, Pam Castner, Helen Riegle, Maureen Kay, Laurie Sue Rodrigues, Leah Piepgras, Kevin Driscoll, Carrie Killeen, Jenny Armini, Anathea Waitekas, Lisa Louden, and Ann Wachtel, Lena Robinson, Christine Durkin, Amy Leveroni, Susan Conlin, Terri Tauro, Alexandra Jaffe, Beth Duffy, Rosie Segil, Meghan McGowan, Beth Hoffman, Alison Williams, Beata Grabowski, & Dr. John Sullivan

Community Members: Judy Arnold and Martin Ball (retired teachers), Charlene Bauer of the Metro Credit Union, & Penny Wigglesworth of the Penny Bear Company

November 2013 — *Amy Leveroni, Rosie Segil, Jodi Gildea, Enid Laganas, Peter Jalbert, Maureen Kay, Andy Laband, Michael Gitelman*

March 2014 — *Patricia Rietti, Fiona Barrett, Paula Gold, Malcolm Hersey, Helen Riegle, Emma Amsler, Pam Castner, Sarah Arnold, Bill Laganas*

June 2014 — *Avery & Nelson Russell, Paula Gold, Barton Hyte, Lisa Hooper, Meg Huber, Steve Maclone, Andrea Kremer & John Steinberg, Lori Sherf, Andi Oberlander, Lena Robinson, Keri Snook, Seth Pappas, Mary McRae, Audra Barrie-Cunningham, Sabina Amsler, Suzanne Wright, Judy Arnold, Tom Lawler*

November 2012 — *Susan Munafo, Stephanie Scola, Barton Hyte*

March 2013 — *Laurie-Sue Rodrigues, Rosie Segil, Laura Jalbert*

June 2013 — *Holly & Dr. John Sullivan, Norma Ross, Robin & Emil Ronchi, John McEnaney, Robin & John Krivit, Ellen Long Keller, Ira Keller, Patty Forster, Cathy & Mike Cothorn, Jack Buba & Kim Roberts, Julie Pottier-Brown, Tien Truong*

November 2011 — *Jean Sheeby, Amy Leveroni, John deVries*

March 2012 — *Marcel Nyffenegger, Alessandra Donovan, Nancy Collette*

June 2012 — *Nancy Buczko, Mary-Ellen Comeau, Erika Cook, Kathy Cormier, Alex Eaton, Peter Furlong, Dawna Nocera, Helen Papele, Sally Powell, Karina Roldan, Laura Smith, Julia Bobkoff*

Founding Faculty Award

2014

Robert E. Erbetta

2013

Carol McEnaney

2012

Pamela Haley & Eileen Perry

2011

Adria Smith

2010

Jeffrey Barry

2009

Rebecca Perry

2008

Randy Sigler

2007

Ann Chandler

2006

Matt Cronin

2005

Francine Rinfret-Cronin

2004

Molly Wright

2003

Deb Galiel

2002

Kay O'Dwyer

2001

Felice Koslen & Nina Cullen-Hamzeb

2000

Katie Sullivan

1999

Pamela Miller

4th Grade

Global Theme: Communities and Individuals

What makes a community?

Students will understand...

- How communities develop and evolve
- That there are similarities and differences within and among communities
- That diversity enhances a community
- How needs are met within a community
- The interdependence of communities

What is my role as a community member?

Students will understand...

- The privileges, rights, and responsibilities of community membership
- How people shape and are shaped by groups

4th Grade

Animal Wildlife Documentaries and Tabulating Tabs—“Kids Helping Kids”

Fourth grade animal experts have created wildlife documentaries that describe an animal and explain how it adapted to survive in its ecosystem. Students used research and their own media to inform and engage the audience. In order to understand the significance of the animal and how it fit in as a community member or individual in its ecosystem, students explored its habitat, how the animal was classified, how long it lived in the wild, what it ate, and how it adapted to its environment. In art class, students used a grid to accurately enlarge the face of their animal, and used cool and warm watercolor schemes to create contrast and harmony. In music class, the students composed songs about the animals and sang them in small groups.

The tab project involved more than gathering tabs. Each student created a poster to advertise for tabs, developed an Action Plan to maximize collection, collected tabs each week, recorded their data on a tally sheet, represented their data on a bar graph, and determined the data landmarks. Written reflections of this experience rounded out the experience of contributing to the Shriner community and their patients.

Performance Time: Opening Ceremonies in Charter Hall

The fourth Grade traditionally learns a song in American Sign Language and this year the song is unique. The performance is a duet of the two advisories, signing to “Truly Brave”, a mash-up from Brave by Sara Bareilles and True Colors by Cyndi Lauper. They will also sing two songs: the MCCPS School Song, written by Jack Krivit (Class of 2013) and “Stolda Pumpa”.

4th Grade

Animal Wildlife Documentaries and Tabulating Tabs—“Kids Helping Kids” continued

Questions to Ask the Students

What is the scientific name of the animal you researched?

In what habitat or biome is the animal found? Where in the world is it located?

What are the adaptations that help the animal to survive?

How long does it take to reach adulthood?

What is a fun fact about the animal?

How does collecting tabs relate to the global theme?

How did you calculate the data landmarks on your bar graph?

4th Grade

Communities and Individuals

How did the discovery of making fire effect the development of man and thus the development of early civilizations?

Students will explain the cause and effect chain of events that resulted from man’s ability to make fire and thus evolve.

How did the land between the Tigris and the Euphrates support farming?

Students will explain how mountain rain and melting snow overflowed onto the floodplain and deposited fine soil thus making the land fertile and for good for crops.

How did the availability or scarcity of natural resources affect the development of cultures and civilizations?

Students will explain how the Mesopotamians coped with a lack of resources by trading surplus crops for needed resources.

During the first term, students studied the development of early man and the hunter gatherers and learned the importance of the ability of man to make fire. They ended their studies by learning about the important accomplishments of the ancient civilization of Mesopotamia. Students learned about the effects of geography on the development of early civilizations while they created maps of ancient Mesopotamia. Students also learned to write personal narratives, and informative paragraphs.

In Art, they went through a virtual exploration of the paleolithic Lascaux caves (France) and used a variety of media to create their own cave paintings.

After “getting lost” on an imaginary field trip to Mesopotamia, the students wrote about their adventures in personal narratives presented with colorful cover designs. By pretending to be archaeologists in Ancient Mesopotamia, students “dug up” information about this ancient civilization. Notes were taken on a variety of topics , and students then presented the information learned in a handwritten or typed paragraph about their chosen topic. The project consists of a triorama with a paragraph and 3 graphics with captions. Each student donated an artifact found on their archaeological trek to Mesopotamia with a museum plate outlining the details of the artifact. A map of Mesopotamia is also included.

4th Grade

Communities and Individuals continued

Performance Times

The work will be displayed in the fourth grade classrooms.

Questions to Ask the Students

How did you “get lost” in Mesopotamia?

What is your favorite part of your story?

Why was the discovery of fire so important?

What was the “fertile crescent”?

How did Mesopotamia get its name?

What is your favorite part of your project? Why?

5th Grade

Global Theme: Communication

How does communication occur?

Students will understand.....

That there are many different ways, forms, means to communicate

Factors that influence communication

How to communicate effectively

What are the purposes of communication?

Students will understand.....

That communication is used for a variety of purposes

The importance of communicating ideas clearly

5th Grade

Who had the power in Medieval Society?

Hear ye...Hear ye...Step in and visit the craftspeople and merchants who are selling their wares at the Medieval Faire in the fifth grade.

Each student has assumed the role of a member of medieval society and is ready to demonstrate his/her knowledge and understanding of medieval life. Look for artifacts, clothing, and signs that represent a craftsperson or merchant from the Middle Ages. Students recorded their story in the Chronicle which is decorated in the style of a medieval illuminated manuscript. Observe Gothic style stained glass. Students combined their mathematical skills with their study of Gothic architecture to create these unique medieval rose windows.

Next door to the Medieval Faire, you may visit a virtual medieval world as created through Minecraft. The students will share their listing sheets of their Minecraft property/home which demonstrates accurate period detail, along with the math concepts of perimeter, area, volume

View the students' family trees in the hallway, written in either French or Spanish. Read about your student's family and learn about each family member's name, age, birthday, role in the family and descriptions of physical appearance and personality.

View the students' medieval manors in 5S, written in either French or Spanish. Read about the medieval house of their dreams, including the rooms of the house, with adjectives to describe both the rooms and a family member who is in each room.

5th Grade

Who had the power in Medieval Society? continued

Performance Times

The Medieval Faire will conclude in Charter Hall with a selection of original medieval inspired music composed by students. This will be followed by song called, "It Was a Lover and His Lasse." The musical portion will begin promptly at 8:15 P.M.

Questions to Ask the Students

How was society organized in the Middle Ages?

What was life like in a medieval town?

How did communication occur in medieval times?

Were you accurately able to recreate your home and town within Minecraft?

How was the 5th grade Global Theme of Communication represented in the work done in Minecraft and in your listing sheet?

How do you (craftsperson) learn your trade?

Which rooms did you include in your Medieval Manor in French or Spanish?

Which family members are in each room?

Which adjectives did you use to describe the rooms and family members?

6th Grade

Global Theme: Change

Cycles and Transformations

What are cycles and where do they appear in our world?

Students will understand...

Where cycles exist in culture

Where cycles exist in the environment

Where cycles exist within themselves

What are the costs and benefits of change?

Students will understand...

How to predict and evaluate the outcomes of changes

That with any change comes gains and losses

That perspective influences perception of change

How do I create change?

6th Grade

Science: The Art of Cell Structure and Function

Students have created a museum-style exhibit of abstract art pieces that are based on photographs of individual organelles. Starting with a simple model, students have explored the relationship between cell structure and function based on observations and inquiry. A learning trip to the Peabody Essex Museum has informed their expression.

Humanities

Students have synthesized their knowledge of narrative writing skills with their historical knowledge of a Native American cultural region to construct historical fiction narratives set in pre-Columbian America. In Art, after learning about the cultural importance of storytelling, and after looking at Helen Cordero's iconic Pueblo storytellers, they created their own clay version of a storyteller.

Music and Wellness: Jazz and Blues

Students have composed blues songs about wellness. They have been studying jazz and blues improvisation and will perform their pieces in 6M.

Foreign Language

Students have been studying illnesses and injuries in foreign language class. They have also been studying how to give commands in French or Spanish. They have created a comic strip using illness, injury, body part and symptom-related vocabulary in the target language. Their comic strips show a story of a patient visiting a doctor, and the dialogue between the two characters.

Performance Times

The work will be displayed in the sixth grade classrooms.

6th Grade

Questions to Ask the Students

Science

Why is art an effective way to express cell function?

How do artists use science and math in their work?

How do organelles contribute to the cellular functions of obtaining nutrients and producing energy?

Humanities

What are the elements of storytelling?

How does your story show the customs and beliefs of your native american cultural region?

Who lived in this part of America before Columbus and what were their lives like?

Music

How many measures is in a typical blues form?

How you do improvise in the blues style?

Foreign Language

Which commands did you use in your comic strip in French or Spanish?

Which illnesses, injuries and symptoms did you include?

7th Grade

Global Theme: Conflict and Harmony

What is conflict?

Students will understand...

How to recognize different types of conflict

That conflict often leads to change

What is harmony?

Students will understand...

Where harmony exists in the world

How harmony can be achieved and sustained

What is my role in creating both conflict and harmony?

Students will understand...

How to resolve conflicts

7th Grade

Book Bloggers—A Searchable Book Review Database

Taking on the role of a book blogger, seventh graders have written and published book reviews on some of their most recent reads. This is a long term project and we are just completing stage one. In the future, the books in the 7th grade library will include QR codes that link to the website. Visitors will be given an opportunity to explore the Book Blogger website in its current form. They will be able to provide feedback and possibly find a recommendation for a great future read!

Performance Times

The work will be displayed in the seventh grade classrooms.

Questions to Ask the Students

Explain the editing and publishing process used for this project.

What is the ultimate goal of this website?

Essential Questions

Why read?

How does a reader evaluate and recommend books?

How can we work together to increase our reading?

A special thank you goes out to the MCCPS Foundation for a generous grant to purchase new books for the seventh grade classroom and book blog project.

7th Grade

Infographic: Communicating in a Visual World

Beginning with a wide variety of topics, students conducted research in order to create a visual story and representation of the information in the form of an infographic. They critiqued professional and student made infographics, planned and carried out research. From there students sketched potential layouts, experimented with color and graphs, and finally gave and received feedback to each other in order to improve their infographic. In addition, they each wrote a compelling essay on the data including a reflection on the process and benefits of using visual and written means to communicate data. Visitors are invited to explore their infographics and question students on their topic, data, design choices, process, and more.

In Foreign Language, students have created a menu for a restaurant in a region from a French- or Spanish- speaking country. Students included a variety of foods and drinks for their menus in categories such as appetizers, salads and main dishes. Students used food-related vocabulary and verbs to describe the dishes offered. Guests can peruse the menus and will even have the chance to sample some typical foods from the target culture!

Performance Times

The work will be displayed in the seventh grade classrooms.

7th Grade

Infographic: Communicating in a Visual World continued

Questions to Ask the Students

What do you feel are the benefits and limitations to using an infographic compared to a written report?

How did you decide what information should be included in your report and on your infographic?

How did you determine the type of visuals to use to represent the data?

What process did you use to create both the infographic and the written report?

What challenges did you face while creating the infographic?

If you had more time, what changes would you make or how would you improve your infographic?

Which foods and drinks did you include in your menu for French or Spanish class?

How did you describe these dishes?

Which French- or Spanish-speaking region did you choose for your menu?

Essential Questions

How can information be clearly communicated in both written and visual forms?

What are the benefits and limitations of communicating in written and visual forms?

8th Grade

Global Theme: Character & Identity

Who am I and who am I becoming?

Students will understand...

How various influences affect their identity and character

How personal choices shape identity and character

How identity is expressed

What is character?

Students will understand...

How character is formed

How character is expressed

How character is judged

What is group identity?

Students will understand...

How group identity is created

How group membership affects point of view

How one maintains individual identity as a group

8th Grade

Leadership and Legacy in History

In Humanities, students have created comprehensive projects in conjunction with Massachusetts History Day. Specifically, students have chosen an influential leader from the 20th century who has changed the world for the better, and conducted extensive research of his/her legacy through the use of primary and secondary sources. Students then created a project of either a website, documentary, performance or exhibit portraying their person as a leader. Each project also contains pieces of a research paper including the creation of a thesis and the use of quotes from research to support and argument.

About MA History Day: Each year thousands of students throughout the state submit entries to the MA History Day competition. Students' projects will be first assessed by the MA History Day criteria by teachers here at Charter and some will be chosen to go onto a district competition in Beverly. If students do well in Beverly then they may go onto a state competition and possibly a national competition in Washington D.C.

In foreign language students have created photo journals describing daily activities with regular and irregular reflexive verbs about the influential person from the 20th century studied in Humanities and about themselves.

In Art, students learned about some of the styles and movements of the early 20th century, focusing on the aftermath of WWI and its effect on the art world -from Dadaism to Surrealism. They used their wild imagination and applied their knowledge of linear perspective to create a mixed-media Surrealistic room.

Performance Times

Humanities projects are displayed in 8H

Questions to Ask the Students

How does the person you research demonstrate leadership? What was his/her legacy?

What sources did you use when conducting research?

In foreign language (Spanish and French):

What are your favorite daily activities?

What are the daily activities of the person you have studied in Humanities?

8th Grade

Math in Society

Using their knowledge of slope, each Algebra student identified a local handicap access ramp and took accurate measurements. After calculating the slope of the ramp, each student created an accurate scale drawing of the ramp and used evidence and research to determine if the ramp was in compliance with the appropriate building codes. Students each wrote a letter to the designated owner or official to summarize the findings.

Performance Times

Math projects are displayed in 8L.

Questions to Ask the Students

What are the Massachusetts requirements for building an access ramp?

How did you calculate the slope?

Was the ramp you examined in code?

What do the different views of your ramp represent?

What is a title block and what information does it contain?

8th Grade

Centroids

Using their knowledge of triangles, students will demonstrate their knowledge of centroids. Students will be able to explain what a centroid is and how to find the centroid of a triangle. Students will hang a mobile they created from the ceiling of the community room, which will display several balanced triangles. Students also wrote a small piece describing what a centroid is and how to calculate its location.

Performance Times

Humanities projects are displayed in 8H and math projects are displayed in 8L and the community room.

Questions to Ask the Students

What is a centroid?

How did you calculate the centroid?

Did you encounter any difficulty balancing the triangles?

What did you do if a triangle did not balance properly?

*Remember to congratulate the kids
and thank the teachers!*



A sincere 'Thank You'

to all of our Enrichment volunteers!

*By sharing your time and talent with the children
you have helped to enhance their learning and
increase their love of school.*

*If you have a skill or talent you'd like to share,
please contact Pam Haley
phaley@marbleheadcharter.com*

Thank You!

MCCPS is governed by a Board of Trustees (instead of a school committee). The Board is composed of parents (current & alumni), teachers, and members of the wider community.

New members are welcome, and a new Treasure is needed. If you'd like to learn about serving on the MCCPS Board of Trustees or a Board committee, please contact Paula Gold at goldfour@comcast.net.



Many thanks to our Board of Trustees: Mary McRae, Jessica Merriam, Dr. John Sullivan, Patricia Hazelton, Laura Jalbert, Katie Hope, Ken Schulman, Ellen Lodgen, Lena Robinson, Lori Sherf, Nina Cullen-Hamzeh, Bill Sullivan, and Paul McCarthy.

Your service to our school is greatly appreciated!

*Dedicate a community room chair
to someone you love, respect, or admire!*
\$35

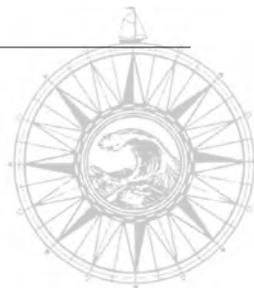
In Honor of Your Child's Name Class of 20xx
--

Your name: _____

Phone #: _____

Number of chairs: _____

Text for chair plaque(s) _____



If you believe, like we do, that public education should be innovative and engaging, that all children should be challenged and held to high expectations, and that they should be happy in the process, please make a tax-deductible donation to the MCCPS Foundation. Thank you!



Tomorrow we will have Exhibition Part 2. From 8:45-12:00, the students will do Exhibition again for themselves, and you're welcome to join us. It's a joy to see them revel in their successes!

**Please remember that there is an optional late start tomorrow.
Students may arrive at the regular time
(7:45) or up to one hour late (by 8:45).**



MCCPS Mission

MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.

We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.



Upcoming Events

Annual Appeal	Nov / Dec
Cinderella Jr. performances	Dec 12, 13 & 14
Admissions: Online applications	Dec 15 - Feb 15
Open House for Prospective Students	Jan 10
Music Extravaganza	Jan 21

Please see the website for details

School Merchandise

Baseball Caps (one size fits all)	\$10
Polo Shirts (Adults sizes S/M/L/XL. Assorted colors)	\$15
Hooded Sweat Shirts / Sweatpants (Adults sizes S/M/L/XL. Assorted colors)	\$25
MCCPS Coffee Mugs	\$7 each
	4/\$25
Notecards	\$12
Decals	\$2

Please speak to Pam Haley for details