

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

P R E S E N T S

A Public Exhibition of Student Work

Tuesday March 11th 2014 6:30 pm - 8:30 pm

Opening Ceremonies

Welcome in French

Supervised by Kate Liebowitz, French Teacher

Written and presented by 7th graders

Miriam Gitelman, Michelle Shub and Eamonn Golden

Mary McRae, Chair MCCPS Board of Trustees

6th Grade Chorus - Directed by Adria Smith

Performing:

A Native American Medley (no known composer)

and

Blackbird by John Lennon and Paul McCartney

arranged by Audrey Snyder

Volunteer Recognition Award

Spanish Fashion Show

Introduced by Maria Latusky, Spanish Teacher

Performed by 5th graders Abigail Avin, Melina Laganas,

David Armini, Caroline Johnson, Kenny Kay,

& Aidan Merriam and 6th graders Mitchell Robson,

Katya Leikikh, Will Poss, & Jenna Segil

MCCPS Foundation

Romeo & Juliet

Introduced by Molly Wright, 7th Grade Humanities Teacher

Performed by Niamh Sullivan & Camille Szotfried

Student Exhibitions

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

Message from the Head of School

Welcome to Exhibition!

Tonight is a celebration of the children's collective and individual learning, and I am so pleased that you have joined us. Exhibition is always an extraordinary night, but it is not simply a display of projects. From an educational perspective, our three Exhibitions each year represent so much more. Research shows, and our practice affirms, that performance assessments inspire high levels of student achievement by making the learning engaging, rigorous, meaningful, and collaborative. Additionally, the recognition that an audience will view, inspect, and likely question what was learned and is presented provides an effective motivator for most children to do their very best work.

As you tour the building, note that all projects are grounded in the state's curriculum frameworks/common core. Academic rigor is ensured via the rubric's four performance levels, and these are used for both instruction and assessment. Most tasks require complex thinking and the application of content and skills that go beyond what is required on traditional tests. You should also see evidence of collaboration among the teachers and the students. If you don't get to experience everything tonight, come back tomorrow morning when we'll do it all again for ourselves. Thank you.

Sincerely,

Nina Cullen-Hamzeh

Head of School

Volunteer Awards

<p>November 2010</p> <p>Mary McRae Paula Gold Cathy Cothorn</p>	<p>March 2011</p> <p>Nicole & Kevin Glass Patty Forster</p>	<p>June 2011</p> <p>Robin & Emil Ronchi Kerrie Smith Susan Fader</p>
<p>November 2009</p> <p>Susan Conlin Al Eaton Seamus Daly</p>	<p>March 2010</p> <p>Ellen Long Keller Jane Howell Kristin Settlemeyer</p>	<p>June 2010</p> <p>Cynthia Canavan Jim Carrigan Sarah Hitchcock</p>
<p>November 2008</p> <p>Sue Ballou Dave Mackay Norma Ross</p>	<p>March 2009</p> <p>Nancy Wolinski Laury LaPointe Charlie Newball</p>	<p>June 2009</p> <p>Sharon Donovan Nancy Buczko Avery Russell</p>
		<p>June 2008</p> <p>Peter Haddock Kathy Cormier Suzanne Wright</p>

Thank you for working with us to empower the children to reach their highest potential. Your investment in us is greatly appreciated.

Volunteer Awards

<p>November 2013</p> <p>Amy Leveroni Rosie Segil Jodi Gildea Enid Laganas Peter Jalbert Maureen Kay Andy Laband Michael Gitelman</p>	<p>March 2014</p> <p>Patricia Rietti Fiona Barrett Paula Gold Malcolm Hersey Helen Riegler Emma Amsler Pam Castner Sarah Arnold Bill Laganas</p>	<p>June 2014</p> <p>tbd</p>
<p>November 2012</p> <p>Susan Munafa Stephanie Scola Barton HYTE</p>	<p>March 2013</p> <p>Laurie-Sue Rodriguez Rosie Segil Laura Jalbert</p>	<p>June 2013</p> <p>Holly & John Sullivan Norma Ross Robin & Emil Ronchi John McEnaney Robin Krivit Ellen Long Keller Ira Keller Patty Forster Cathy & Mike Cothorn Jack Buba Julie Pottier-Brown Tien Truong</p>
<p>November 2011</p> <p>Jean Sheehy Amy Leveroni John deVries</p>	<p>March 2012</p> <p>Marcel Nyffenegger Alessandra Donovan Nancy Collette</p>	<p>June 2012</p> <p>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</p>

Founding Faculty Award

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

Ancient Civilizations and Students as Writers

Fourth graders continued learning about the effects of geography on the development of ancient civilizations. After reading and researching information about the Nile River, students explained the importance of the Nile River to the development of ancient Egyptian civilization in multi-paragraph compositions. Students broadened their scope in writing skills by writing Haiku poetry and persuasive essays as well as writing personal narratives.

Fourth graders also learned about the significance of dragons in Chinese culture. In art, they practiced writing Chinese pictographs and, after looking at Chinese New Year celebration, they created their own version of a mini Chinese dragon puppet.

Performance Times

Ongoing

Questions to Ask the Students

Explain some of the gifts of the Nile.

Why is it important to include reasons and examples when writing a persuasive essay?

How is Haiku different from other forms of poetry?

4th Grade

Numbers, Numbers Everywhere

Students have explored numbers and number theory during second term. Students have become “mathematicians” who explored a number of their choice and designed and designed a creative, 3-D presentation for the number. Each presentation includes interesting and significant facts such as; even or odd, factors, prime or composite, abundant, deficient or perfect and symbols in other number systems. Student mathematicians have also written informative compositions about their number of choice. “Mathematicians” explored bodily kinesthetics and utilized teamwork to come up with an original way to display the number. Each number was photographed and is showcased on students’ compositions. Students composers have written (and analyzed through numbers) Egyptians inspired piano pieces. Performances will be ongoing in Mrs. Solomon’s room.

Performance Times

Student composers will be performing beginning at 7:00pm in Mrs. Solomon’s room.

Mrs. Solomon’s advisory will perform from 7-7:45.

Mrs. Souza’s advisory will perform from 7:45-8:30.

Questions to Ask the Students

Is the number you researched prime or composite? How do you know?

Is it abundant, deficient, or perfect? How do you know?

What is the complete factor set of the number you researched?

What is the number squared? What is the number cubed?

What is the most significant fact about the number you researched?

4th Grade

Foreign Language Introduction Unit

In this unit, students were introduced to either French or Spanish. They learned how to greet one another and chose French or Spanish names. They participated in brief conversations with peers with topics such as, “How are you?” and the various responses, as well as “What’s your name?”. They learned how to count from 0-60 in French or Spanish, as well as how to tell time. Additionally, the students learned the days of the week and months, as well as how to talk about their birthdays with one another, and which seasons correspond with which months in French or Spanish. Finally, students learned how to express basic likes and dislikes. Using these skills, students created a French or Spanish calendar of the month of their choice, along with illustrated sentences of which days they like and dislike. All of these skills provide a foundation for the four components of foreign language learning (listening, reading, writing and speaking) and will support the students’ continued study of French or Spanish.

Performance Times

Ongoing

Questions to Ask the Students

What month did you choose for your calendar?

What season corresponds with your month?

Which days do you like? Why?

Which days do you dislike? 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

Revival & Rebirth : Researching the Renaissance

Fifth grade students have demonstrated their understanding by becoming one of the great thinkers of the era. Students have written a formal research paper, created artifacts to represent their life's accomplishments, and painted a mixed media/collage self-portrait in the style of the Renaissance. Students created KeyNote presentations to communicate their understanding of a planet.

Tonight, each student dressed as this Renaissance historical figure and prepared a monologue to tell you about his/her life's work. Furthermore, students described in either French or Spanish the attire he or she has created for a famous Renaissance person. In addition, students have written an essay describing and analyzing the Renaissance song, Greensleeves.

Performance Times

Your sojourn in the Renaissance era will conclude with some dance and music of the period performed by the fifth grade in Charter Hall at 8:15 PM.

Questions to Ask the Students

What is meant by the Renaissance?

How are you a true Renaissance person?

What was your greatest accomplishment?

Why should you be remembered?

How does your clothing communicate status?

What was the importance of publication in the vernacular in communicating the ideas of the Renaissance?

What are the different subjects involved in preparing for this exhibition?

How did the Renaissance differ from the Middle Ages?

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

Clothing and Accessories

In this unit, foreign language students participated in a clothing unit. They learned how to use vocabulary pertaining to clothing and accessories. They participated in brief conversations about one another's outfits. They reviewed colors and learned how to use color agreement while describing certain clothing, based on the gender of each clothing item. Additionally, the students learned vocabulary for different materials that clothing might be made of. Finally, students learned the verbs "to wear" and "to put on", as well as the future tense with all verbs. Using these skills, students became "designers" and created four outfits for their "Clothing of the 22nd Century" project. They also strengthened their writing skills by describing each outfit in detail, using the aforementioned topics. All of these skills bolster students' abilities to further improve the four components of foreign language learning (listening, reading, writing and speaking) as they continue to study French or Spanish.

Questions to Ask the Students

What are the clothing items you used for this attire?

Who is the person that you created the attires for?

What are the clothing materials that you used for these attires?

Can you describe one of these attires using color agreement?

Quilt Percent Circles

In art class, students designed and created a quilt square made up of nine squares. Each square was divided into eight isosceles right triangles. In math class, they turned their final quilt design into a Percent Circle. Students calculated a fraction for each color or fabric; converted that fraction into a percent; converted that percent to degrees of a circle. Using a Protractor, they divided the circle into accurate sectors, then colored the sectors according to a key that reflects the percentage of fabric used in the quilt. Their calculations are displayed in a table right next to their quilt.

Questions to Ask the Students

Why is your Percent Circle labeled with percents rather than degrees?

How did you calculate the degrees in your percent circle?

6th Grade

Documenting Oral History Intergenerational Project

Throughout the trimester, students have been learning about history through primary sources. For Exhibition II students have merged their CSL Intergenerational Project with ELA and Global Studies to create an original documentation of history. To do this, students recorded an interview with a senior citizen about history and have written a biographical sketch that highlights the uniqueness of their interviewee as well as what their interviewee's perspective on history.

Performance Times

In Ms. Hale's Classroom

7:00-7:40 6H will present

7:45-8:30 6B will present

Questions to Ask the Students

Who did you interview?

What was the main focus of your interview?

How has discussing the past with someone who experienced it help your understanding of the past?

How has this project impacted your perspective on senior citizens?

6th Grade

Astronomy

Students have developed an understanding of how large-scale space systems form and change over time and now appreciate the scale of the solar system and the universe. They have developed an understanding of how cycles on earth are propagated by celestial bodies. Students have demonstrated their understanding of the role of mass and gravity in the life cycle of a star and explain how nuclear fusion and thermal equilibrium are important to a star's growth and ultimate end. Students have demonstrated their understanding of a chosen astronomy topic through writing, physical models, and verbal presentations.

Performance Times

In Mr. Blakney's Classroom
7:00-7:40 6B will present
7:45-8:30 6H will present

Questions to Ask the Students

How does mass affect the life cycle of a star?

Describe two ways that a star's life ends.

Project-Specific questions:

What is the story behind your constellation?

Why do we have seasons?

Explain celestial coordinates

How do the layers of the sun interact?

Why do we have high and low tides?

Why do we have different types of solar eclipses?

Explain the scale you used to make your solar system model.

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

Disease and Your Body's Organ Systems

The body has a number of advanced systems that regulate important bodily functions. When the body is sick, tired, hungry, or out of balance, it makes adjustments to achieve homeostasis. These body systems include: respiratory, circulatory, skeletal, muscular, integumentary, excretory, digestive, nervous, and immune. In this culminating project, seventh graders worked in teams to research and report on the body system and other systems with which it interacts. Students created a tri-fold presentation to inform the community in a MCCPS Health Fair about the causes and possible treatments for a disease of the body system. Students researched how the disease could be prevented or treated, in order to restore harmony to the body system.

Performance Times

Ongoing

Questions to Ask the Students

How does the organ system interact with other systems of the body?

What is the conflict to the organ system and other systems brought about by the disease?

How can the disease be treated or even prevented?

7th Grade

Olympic Short Stories

After examining the Olympic spirit and the variety of sports involved in the Winter Olympics, students developed characters, created conflicts and propelled actions for their own original short stories. Students chose a Winter Olympic sporting event as the backdrop for their character's challenges and created unique settings for the story. Using enhanced vocabulary and descriptive phrases, students will encourage the reader to experience an exciting winter sport. In art class, students created the front cover for their story, using cut out silhouettes of their athlete on a monochromatic background.

Performance Times

Ongoing

Questions to Ask the Students

How does your character experience conflict?

What is the resolution to the conflict?

How is the setting and character description impacted by the winter sport you have chosen?

What is the head scale ratio generally used when drawing an adult human figure?

What is the difference between a professional athlete and an amateur athlete?

What is the true meaning of Olympic spirit?

7th Grade

Travel

In this unit foreign language students learned methods of transportation, present and past tense regular verbs related to traveling, cardinal points, prepositions of place and nationalities. Students pretended to be travelers and created a passport from one of the countries from the target language. Likewise, they created skits held in the airport in order to learn how to check-in a flight as well as power point presentations to talk about real past trips. Finally, students wrote travel journal entries to consolidate all the information learned above. These journal entries were related to the Winter Olympics in Sochi, Russia.

Performance Times

Ongoing

Questions to Ask the Students

What is the capital of the country that you represented?

On which continent is your country located?

What verbs did you use in your journal entries in the target language?

What methods of transportation did you use while traveling?

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

With Great Power and Persistence of Memory

This unit focused on the two major eighth grade global themes of character and identity. The centerpiece of the exhibit is the design of memorials to commemorate various aspects of WW II or the Holocaust. Students also wrote poetry inspired by Eli Wiesel's memoir Night. In addition, in foreign language classes students created travel brochures that included visits to existing memorials in French or Spanish speaking countries. These are also displayed at Exhibition. In Science the concept of identity was studied as it relates to heredity and what contributes to an individual's inherited and acquired traits. Each student contacted family members to take a phenotype inventory and, using their knowledge of genetics, determined the genotype of each person. The family pedigree charts of all the students are displayed. Music from the era of WWII resounded in the music room during the study of the war. Geometry students made mobiles constructed of 4-6 different triangles that balance on the calculated centroids. Each mobile includes a writing piece related to our themes.

Performance Times

The memorials and poetry generated from the Holocaust are displayed this evening in two locations, the community room and 8C. The travel brochures are available for viewing in 8C. The family pedigree charts are displayed in 8L.

8th Grade

With Great Power and Persistence of Memory continued

Questions to Ask the Students

Why did students select a particular event or person to memorialize?

How did students focus on a design for each memorial?

What was the construction process?

Why did each student choose the particular inherited trait they studied in their family?

What do the terms dominant and recessive mean?

What is the difference between alleles and genes?

What was the greatest challenge in determining the genotypes of each family member?

Are there any family members whose genotype couldn't be determined, and why not?

For Geometry students:

What is a centroid?

How did you determine the centroid's location?

How does your writing relate to our theme?

*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!*

If you'd like to learn about serving
on the MCCPS Board of Trustees or a Board committee,
contact Paula Gold at goldfour@comcast.net.

Many thanks to our Board of Trustees:
Mary McRae, Laura Jalbert, John Sullivan, Katie Hope,
Ken Schulman, Patricia Hazelton, Lena Robinson, Lori Sherf,
Jessica Merriam, Nina Cullen-Hamzeh, and Bill Sullivan
Your service to our school is greatly appreciated!

Kudos and congratulations to outgoing board members
Malcolm Hersey and Matt Cronin. They each dedicated many years
of service to the school, and their impact on school finances and
governance has been profound. Thank you.



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).**

Help Us Do Great Things!

Sailing into Success 2014

The Annual Auction

May 10th

7:00 – 11:00 PM

Lynn Museum and Historical Society

590 Washington Street, Lynn

Buy your tickets at MarbleheadCharter.org

**Our most important fundraiser
of the year!**



Upcoming Events

Upper School Info Night	April 2nd	6:30-7:30
JDRF Dance for Diabetes	April 18th	10:30
Health Fair & Yard Sale	May 3rd	10:00-2:00
Annual Auction	May 10th	7:00-11:00
Supporter Appreciation Night	May 16th	6:30-8:00
Rock for Meg!	May 18th	12:00-3:00
Cabaret Night	May 31st	6:30-7:00
Willy Wonka	June 6th - 8th	7:00 & 2:00
Music Extravaganza	June 12th	6:30-7:00
Spring Fling Dance Party	June 13th	6:30-9:00
Fun Flicks Outdoor Movie Night	June 14th	7:30-10:00
Exhibition III	June 18th	6:30-8:30
Graduation	June 20th	7:00

Please see the website for details

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.
