

THS BEAR TRACKS



June 5, 2010 Volume I

Why do schools have Field Trips?

Field trips expand a child's experience through a variety of out of school opportunities. The Primary Years Program makes field trips an integral part of the units of inquiry studied throughout the year. Therefore throughout the year your child will be required to visit a number of places like factories, farms, villages, offices, etc. to enrich their understanding of the central ideas of the units.

At THS school subjects will challenge students. That's why we encourage field trips. Whether the subject is academics, art, foreign language or drama, field trips improve comprehension and make subjects more tangible and enjoyable.

Art - Faculty uses a field trip to a museum as a supplemental learning tool. An art museum exposes students to sculptures, paintings and drawings. It's where books come to life.

Foreign Culture - Students studying a foreign language would benefit from a field trip to a restaurant. Eating cuisine from a country that speaks the foreign language enhances the student's cultural experience. The 7-8th grade trip to Costa Rica brings the Spanish language and Eco science to life.

Drama - Taking students to a play like "Hamlet" by William Shakespeare can awaken the emotion put into written literature and assist with comprehension.

Science - A field trip to a local aquarium or planetarium would widen the scope of any student's knowledge of marine biology and space, two very important aspects of science.

Physics - If a student is challenged by calculating speed and velocity, a roller coaster ride surely shakes things up, and physics becomes more approachable.

This month BEAR TRACKS will mention some of the field trips and the experience that students walked away with.

Word gets around about THS's Free Friday BBQ

The last Free BBQ for the school year drew a big crowd. The free Ice cream treats helped to ensure that parents stayed on campus until all delicious sweets were consumed. Even all the rain that came pouring down in proverbial bucket style, could not dampen the community spirit!

The Board of Trustees wishes you all a great summer break and we see you all back in August!





First and Fifth Grade Buddies work in the Garden

The THS spirit; If two buddies working together, is better than one acting alone, how far can 2 classes together get?

The THS garden got a major overhaul by this team effort of harvesting, weeding and replanting.



PTO Social at Reed Ranch

Approximately 60 people gathered for a school-year-end Parent Teacher Organization (PTO) social at Tom and Kay Reed's Ranch on Alexander Valley Road on May 16. The group comprised current parents, parents to entering students, and THS faculty, staff and spouses.

At their outdoor dining area and stage, named Durgin Parc, the Reeds hosted a three-course buffet dinner under the shade of locally grown oak trees.

In a short program, PTO President Steven Flores thanked the group and the Reeds for a wonderful and relaxing evening. He also thanked the Trustees, Head of School Sandi Passalacqua, and special appreciation to past PTO President Vince Dougherty. He went on to award raffle prizes ranging from an Elvis karaoke set, to Powell's Sweet Shoppe treats, to wine.

Head of School Sandi Passalacqua also addressed the parents, thanking them for a wonderful year, wishing them a happy and safe summer, and a preview of some positive changes for the next school year beginning in August.

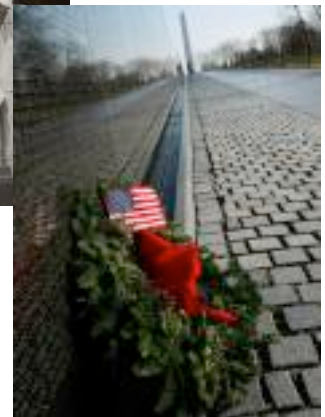
The Reeds continue to be generous, having contributed office furniture and classroom supplies to get THS underway, as well as other monetary donations. Tom has been heard to say, *"The education, culture and curriculum that THS provides are vital to area children as the future leaders of our country."*

One of THS most supportive ambassadors, Tom was Secretary of the Air Force under Presidents Ford and Carter (1976-1977), a special assistant to President Reagan for National Security Policy and a consultant to the Director of Lawrence Livermore National Laboratory, where much of the country's nuclear weapons research takes place. The Reed Family moved to Sonoma County where he worked with Quaker Hill Development Corporation, a real estate investment company. Today, he is a published author on nuclear weapons history and currently working on his third book.

THS does DC

7th/8th Humanities Teacher, Corey Paulson:

Last week, many of the seventh and eighth graders travelled to our nation's capitol, Washington DC. It was a fantastic trip, and the students learned many wonderful facts and ideas about our country. The students loved the memorials: the Lincoln Memorial, the Korean War Memorial, the FDR Memorial, and the Vietnam Veterans Memorial. They seemed especially struck by the ability of the sculptor to capture the expressions of the figures. Additionally, the museums sparked great conversations and ideas amongst the students. While the Holocaust Museum was a difficult museum to view, the discussion we had following our visit reinforced the reason that we study challenging periods in our history. If we forget that these events happened, then we are destined to repeat them. It is up to us to stop prejudice in our world and to stand up for the oppressed. Finally, the Newseum made an great impression upon the students. We first watched a 4D movie about the history and the importance of the news in our society. The students then visited the Pulitzer Prize photo gallery, the 9-11 exhibit, and other exhibits relating to free speech in America. An interesting fact that I learned at the Newseum: 20% of Americans can name all 5 Simpson characters, but only 3% of Americans can name the 5 freedoms granted to Americans by the 1st Amendment. How would you do on this quiz?



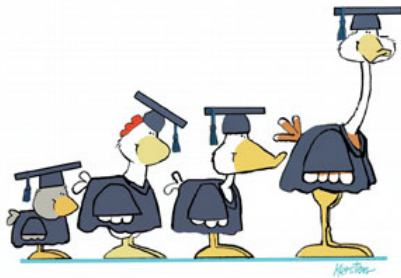
Debora Fudge has deep roots in Sonoma County that go as far back as her great grand parents.

While growing up, Debora witnessed the destructive effects of suburban sprawl, as the rural land around her was developed. She ultimately became an environmental and community planner so she could ensure that growth in urban areas is planned in a way that protects rural areas and prevents sprawl.

Debora's educational background is also in environmental planning. She earned a BS in Community Conservation Education at UC Davis and a Masters Degree in Environmental Planning at CSU Sacramento.

Debra's plan to visit THS's campus on May 25 had to be rescheduled. She is in her final phase of running for county supervisor but will make the time to visit and join the children for morning flag salute and assembly once school is back in session. Thank you Debra!





TIME TO SPREAD
YOUR WINGS.



Eighth Grade Graduation

“Lots done, lots more to do”!

Junior high school at THS are the bridge grades between elementary school and high school. That bridge has been crossed now by our 8th grade students who celebrated their graduation from THS last week in grand style.

The last few weeks on campus are now just a distant memory of finals, dances, award ceremonies and the graduation bash.

Our compliments to all Graduates! You never thought the moment would arrive, but here it is... you've finally graduated. Now it's time to move up to the big leagues. At THS we are confident that we gave you the best preparation possible to succeed in any High School you choose to attend.

Our past graduates have been accepted to some of the best High Schools in the Nation. Take their lead and step up proudly.

“It is time to spread your wings”

“Do not follow where the path may lead. Go, instead, where there is no path and leave a trail”

Ralph Waldo Emerson

“Don't live down to expectations. Go out there and do something remarkable”

Wendy Wasserstein

“Dream no small dreams for they have no power to move the hearts of men.”

Johann Wolfgang von Goethe



"Is this a school where teachers learn?"

Lee Shulman, formerly the president of the Carnegie Center for the Advancement of Teaching and a Stanford University professor, describes in his book "The Wisdom of Practice" that great schools are places where students and teachers learn—in ongoing, collaborative, and deeply meaningful ways. Our Teaching and Learning Program coordinated by our Head of School Sandi Passalaqua are among the many ways we support and encourage teacher learning.

Faculty turnover this year has been small, but nevertheless the losses—as in any school with a strong faculty—bittersweet as they move on to new adventures. Here are brief descriptions of our new faculty.

- Leigh Schmitt will be joining us as the upper school math/science teacher for the 2010/2011 school year. Leigh has eleven years experience teaching math and science in two Independent Schools in Massachusetts.
- Sigal Cohen will be joining us as the Third Grade teacher. Sigal has ten years experience working in the Town School for boys in San Francisco.
- Connie Schlotthauer has accepted the position of music teacher for K-8. She will be employing the Orff-Schuwerk and Kodaly approach to music, using the Orff instruments. She will also offer chorus and facilitate two musical productions in winter and spring.

Guy Fieri on Campus

Only two short years ago, **Guy Fieri** competed on and won season two of The Next Food Network Star. Today he hosts three popular shows on Food Network, including Guy's Big Bite, where he teaches viewers how to make creative dishes with bold flavors, Ultimate Recipe Showdown, where he showcases home cooks' best recipes and Diners, Drive-ins and Dives, where he travels across America to find the most unique food America has to offer. From daytime to primetime, Guy brings his unique personality to Food Network multiple times a week.

This likable laid back California "guy" with his trademark bleached blond spiky hair began his love affair with food at the age of ten, selling soft pretzels from a three-wheeled bicycle cart he built with his father named "The Awesome Pretzel." Through selling pretzels and washing dishes, Guy earned enough money in six years to study abroad as an exchange student in Chantilly, France. While there, he gained a true appreciation not only for international cuisine, but the culture and lifestyle associated with it.

Guy graduates from the University of Nevada Las Vegas with a bachelor's degree in Hospitality Management. In 1996, Guy and his business partner, Steve Gruber embarked on a Sonoma County, Calif. - based Italian restaurant, Johnny Garlic's. They opened their first location in Santa Rosa in the fall of 1996, a second outpost in Windsor in 1999 and a third is planned to debut in Roseville, Calif. in late 2008. With the success of their first restaurant concept, they developed Tex Wasabi's, a Southern BBQ and California Sushi restaurant in 2003 in Santa Rosa, Calif. Guy opened a second location in Sacramento in 2007. In addition to their thriving restaurants, customers can buy fun products from t-shirts, squeeze bottles and aprons to hats and more.

Guy has been a three-term President of the Restaurant Association of the Redwood Empire, serves on the Board of Directors for the Educational Foundation of the California Restaurant Association and most recently was Grand Marshall for NASCAR in Sonoma. Guy believes in using his celebrity to help others, and in the fall of 2007, the Navy flew him to the Persian Gulf to entertain and cook for the troops.

Guy lives in Northern California with his wife, Lori and two boys - Hunter and Ryder. When he isn't on the road or in a studio, he loves to spend time taking road trips with his family, cooking and restoring his classic race cars, dirt bikes and riding his lifted monster golf cart.

Jodi Buckles, 1st grade teacher; "On Thursday, May 6, the First Grade was delighted to have special guest Guy Fieri visit the classroom as part of our last International Baccalaureate Unit of Inquiry on Livelihood Choices. We enjoyed learning about how he gives back to his community. He inspired the children to pursue their dreams which has led many First Graders to pursue cooking as a livelihood. He also brought along his hot rod truck and a gracious personal autograph for each child. It was such a fun and upbeat morning! Thank you Mr. Fieri!"



"I was very impressed with The Healdsburg School. The kids were engaging and smart and ask interesting questions", **Guy Fieri.**



How the exploration of visual art informs students' lives

What does it mean to have visual acuity? It means to see well. Do we all see the same? We know the answer to that question is no; perspective in life is essential to our understanding so understanding perspective(s) would seem to be essential to life. Is perception reality? Is the glass half full or half empty? Are all things relative? Is geography a shaper of form? Should form follow function? Does it? Why do we do what we do? Why do things look the way they do? Who am I? Who are we? And why are we here? Strange as it may seem these are all questions that resound in the walls of our classroom at THS. If it sounds a bit like Philosophy 101 it is.

We try to do things here that inform the students' lives. We usually do so by challenging them to look closely and be considerate even though our fast paced Western world often encourages them to do the opposite. Seeing and questioning are skills that can and need to be developed. In our art courses, seeing and questioning are primary drivers of what we do. Much of the time hand skills and a refined sense of the aesthetic also play a role but these are less important to the act of seeing. People are sometimes described as either seeing the glass half full, or half empty as a means of describing their outlook. If the glass truly is half full or half empty, either outlook, or way of seeing the glass, is inadequate. The proper way to see the glass is that it is both half full and half empty; one condition requires and can only exist in accord with the other.

We often tell our drawing students that if we can teach them to draw nothing, we can teach them to draw. The nothing in this case is the negative space- the half empty space in the glass. We often have a name for the positive spaces in our world- arms, legs, eyes, branches etc. Drawing things we can label is hard because we have a strongly developed symbol system that creates time saving shortcuts in our fast paced world. With the eye for example, we have a name for the pupil and iris but what is the white part around them called? Sclera for the science types, but when we think of eyes that is not likely the part we think of. If you draw the sclera correctly in its shape and proportion, the rest of the eye will take care of itself.

The proper proportion of things, in art and in life- The Golden Mean for the Greeks, Yin Yang in the East, and Gestalt for the Germans- seems to steer things in the direction of harmony. We want our students to lead healthy, happy, informed lives in a world that becomes increasingly visual. Understanding balance, harmony, rhythm in things and in life seems to be a recipe for success- however you measure it. And finally, only seeing the positive things in life- cars, objects, trees, people, mountains etc. and never seeing the void, the negative space, means you are only seeing half the world around you. Seeing the negative space and making it into a positive is a lesson for life and it makes the world a richer place.



Chris Smith, long-time Columnist for the Press Democrat, made a visit to the First Grade on Friday, May 7, as part of our International Baccalaureate Unit of Inquiry on Livelihood Choices. Mr. Smith shared his background as a Journalist and what inspired him to become a writer. The children loved hearing about the people and situations he reports about on a daily basis and learning about how a newspaper is written and produced. The students inquired about how the Press Democrat gives back to the Sonoma County community. It was a pleasure to learn about being a Journalist and the children had wonderful questions to share and gathered much insight. We thank Mr. Smith for his visit to THS!



Congratulations Connor Cates-Phillips!

We want to congratulate Connor on his 10th place finish in the Celebrate America essay contest! This is a great accomplishment, especially considering there were more than 400 applicants and a very distinguished panel of judges. Connor was honored at a ceremony in San Francisco on Wednesday, May 19th. Way to go Connor, we are so proud of you!

BOARD OF TRUSTEES - NEW EDITIONS

The THS Board of Trustees welcomes MELISSA IMHAUS and PAUL FORGUE!

Melissa Imhaus, is a THS parent and owns a boutique Investment Advisory Firm that she founded after leaving her position as VP and Financial Advisor at Charles Schwab & Co. Originally from Marin County, Melissa attended private schools throughout her education. She received her undergraduate degree in Finance Investment Analysis from USC's Dean school of Business and Post Graduate certifications from Dominican and the College of Financial Planning. Melissa has served on various Boards, most recently the Windsor Unified School Districts Bond Oversight Committee. Her children will be in 2nd and 3rd grades in the fall of 2010. She and her family moved to Sonoma County in 2003 and they currently live in Windsor.

Paul Forgue, a native of Oklahoma, has lived in Sonoma County for almost ten years. He has a B.A. in Economics from the University of Dallas and received his Master of Business Administration from Rice University in Houston, Texas. He advises companies through turnaround situations and financial restructuring and is currently a Senior Director with the international advisory firm of Alvarez & Marshall LLC. Both of Paul's parents were teachers providing him with a life long love of learning and special appreciation for the commitment and sacrifices of educators. Paul's wife Laura is a Sonoma County native as are his two young daughters Kate and Abigael, a first grader at THS.

THS's Trustee's will start the next round of interviews for future Trustees in the fall of 2010.

“One can’t believe impossible things.”

“I daresay you haven’t had much practice,” said the Queen. “When I was your age I always did it for half-an-hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.” *Lewis Carroll, Alice’s Adventures in Wonderland*

Your Assignment, Should You Choose to Accept It . . .

Like Alice, many educators, policy makers and even the general public respond resoundingly with "That's impossible!" when challenged to adopt a new paradigm of education for the 21st century. Most people today adhere to a paradigm of education that is strictly 19th century. But, like the Queen, a growing number of educators are believing in and accomplishing "the impossible".

Scott McLeod, in his blog, *Dangerously Irrelevant*, recently reminded us of a line from *Mission Impossible*, and we must apply that challenge to all of society. "Your assignment, should you choose to accept it" is to take education truly into the 21st century. It is not enough to say that we are already living there. Technically it is the 21st century, but our schools are not there, and our challenge now is to reinvent schools for the 21st century - for the sake of our children, our students and the welfare of our world. Making such a paradigm shift is not easy. After all, when any of us thinks of education, we usually think of what we knew as school - the way it has always been. That is how parents, policy makers, politicians and many students think of school. But we have to make the paradigm shift to 21st century education.

So what is 21st century education? It is bold. It breaks the mold. It is flexible, creative, challenging, and complex. It addresses a rapidly changing world filled with fantastic new problems as well as exciting new possibilities. Fortunately, there is a growing body of research supporting an increasing number of 21st century schools. We have living proof, inspiring examples to follow, in schools across the United States. These schools vary, but are united in the fundamentals of 21st century education - the Critical Attributes of 21st Century Education and Multiple Literacies for the 21st Century. Scott McLeod has issued the challenge of creating a plan to get us from "here" to "there".

The 21st Century

The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA this technological revolution will have a greater impact on society than the transition from an oral to a print culture.

Today's kindergarteners will be retiring in the year 2067. We have no idea of what the world will look in five years, much less 60 years, yet we are charged with preparing our students for life in that world. Our students are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion and other environmental and social issues. These issues lead to a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels.

Even kindergarten children can make a difference in the world by participating in real-life, real-world service learning projects. You're never too young, or too old, to make your voice heard and create change that makes the world a better place.

Emerging technologies and resulting globalization also provide unlimited possibilities for exciting new discoveries and developments such as new forms of energy, medical advances, restoration of environmentally ravaged areas, communications, and exploration into space and into the depths of the oceans. The possibilities are unlimited.

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21st Century Skills - iKids in the New Millennium

THS recognizes the critical need for developing 21st century skills. However, we believe that authentic education addresses the “whole child”, the “whole person”, and does not limit our professional development and curriculum design to workplace readiness.

21st century skills learned through our curriculum, which is interdisciplinary, integrated, project-based, and more, include and are learned within a project-based curriculum by utilizing the seven survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination



Our goal is to help your children to become iKids and truly global citizens.



mā 'horse'

馬

mā 'ant'

螞

mā 'ma' [mother]

媽

mà 'scold'

罵

Mandarin Update

Our Mandarin class has learned a lot of things this school year. For their final work the upper grade students wrote a self-introduction with all the knowledge that they have learned over the course of this year. Then they'll typed it up with their knowledge of Pinyin and Mandarin characters. At last, they presented them in the class.

The students learned Pinyin (the most important tool to help pronounce Chinese characters) earlier this year, but it never hurts to refresh students' memory about it. A review will be done after school returns in the fall.



Table Manners

The third graders had a special guest this week. Sherman Hall, Porter's grandfather, came to the classroom to speak with the children about

manners. He talked about etiquette and the different kinds of rules people have in various situations. Mr. Hall focused on two specific areas, greetings and table manners.

Mr. Hall explained to the children how important first impressions are. He showed them how to look at a person directly, shake hands, and say "How do you do?" This was a wonderful reinforcement of our daily practice of greeting each other in the morning and saying good-bye in the afternoon. In order to engage the children and make learning about table manners more fun, Mr. Hall brought in a TV dinner to demonstrate some key points to remember while

having a meal. He asked the children to let him know when they thought he was doing something incorrectly. It was a rather humorous exercise, and the children thoroughly enjoyed it! Some of the things he went over were how to set the table, how to use eating utensils and napkins appropriately, and how to respond if you don't like a particular food. The children then watched part of a video called Table Manners for Everyday Use, which also showed the right way (and the wrong way) to behave at the table. Before he left, Mr. Hall gave each of the children a folder with a few handy tips to help them remember the basic guidelines for proper table manners. His thoughtful preparation made this a first-class learning experience for the third graders.

We are very grateful to have such involved families. It is especially meaningful to the children when they see a caring grandparent sharing important lessons.

Thank you, Mr. Hall!



The Sixth Graders spent two and half days in **Yosemite** as a culmination of their yearlong study of Earth Science. Seeing and learning more about how Yosemite was formed from batholiths, plate tectonics, and glaciers was incredibly rewarding. Equally as important was the chance for all of us to just enjoy and appreciate this beautiful environment through bonding and collaboration.

Some quotes

" Going through Spider Cave (which was small and pitch black) showed us how well we worked together" - *Colby Groom*

" Yosemite was a memorable experience outside yourself without technology" - *Cole Anderson*

" We saw a bear!" - *Simon Fruth*

"I loved waking up in the morning, stepping outside, and seeing Half Dome, Glacier Point, and El Capitan all in one long circular glance." -*Zac Vallery*

TEACHERS CORNER

In The Classroom



Amy is an incredible educator with an abundance of energy and dedication. Amy has received numerous awards of recognition as an outstanding educator. She was honored as Scottsdale Teacher of the Year and nominated for Arizona Teacher of the Year by two different school districts. Amy brings many talents and years of experience to THS.

Amy has a B.S. in Elementary Education from Florida Southern College, and an M.A. from Northern Arizona University. She has pursued her professional development throughout the years receiving additional special training in Differentiated Instruction, Curriculum Mapping, Technology, Multi-Age Classrooms, Multiple Intelligences, Learning Differences, Accelerated Reader, Special Education Inclusion, Hands-On Science, and Drama/Acting.

In addition to her long-term teaching experiences in Arizona, Amy taught for two years as a 4th grade teacher with the Leipzig International School, Leipzig, Germany.

Grade 5: This week has been an exciting week working on our essays based on our questionnaires and interviews with our parents and grandparents! This is all part of our heritage research that integrates with our study of American history. In addition we finished up Johnny Tremain and are moving on to learning about the Declaration of Independence. This week we learned the roles we will be undertaking at the Yosemite Living History program. Some of us will be playing guardians of the land such as John Muir and others will be playing roles as early people, artisans, transportation entrepreneurs, and living services people such as Galen Clark and "Mother Curry" who aided in the development of Yosemite. The students are beginning their research on these people to better prepare for the town hall meeting in which they will take part. At this meeting they will debate the land management issues as they relate to the discovery and settlement of Yosemite Valley. In addition, the 5th and 6th grade boys worked together on a woodworking project while the 5th and 6th grade girls did a project of their own. The purpose of this was to create more time for the boys and girls to expand their friendships beyond their own classroom. There will be more of these types of activities in the future! We are very excited to work on this!

Grade 6: This week the Sixth Graders have worked very hard on their persuasive essays for their upcoming research exhibition. Many have even stayed after school for the additional one-to-one help that has been offered for revision help. Many have even gone on and started on their fact-finding section, searching their news articles collected all year as well as the internet for crucial information. Some have started their PowerPoint presentations. The art component of the project will begin with Mrs. Klimak's assistance next week. In addition, the 5th and 6th grade boys worked together on a woodworking project while the 5th and 6th grade girls did a project of their own. The purpose of this was to create more time for the boys and girls to expand their friendships beyond their own classroom. There will be more of these types of activities in the future! We are very excited to work on this! The Sixth Graders have also been invaluable in their dedication to their First Grade reading buddies, training the little ones in the ability to be independent AR readers! This has been endearing to watch as the Sixth Graders are taking this responsibility very seriously! I am very proud of the Sixth Graders!

Social Outreach

On June 3rd, THS presented its class projects of our Social Outreach Projects. The public was invited to join the classes when they present their projects and what they achieved and learned from it. Bear Tracks will follow up with the fascinating individual projects over the next few months.

Look for details in next month issue.



Congratulations!

Congratulations to third graders Tasmin Arai and Carissa Pisors, our two "Design An Ad Winners 2010" from The Healdsburg School. Nice work!

The Seventh and Fourth grade classes are making and selling dog treats to benefit

Habitat for Humanity

If you would like to help support this great cause, you may do so by pre-ordering these special dog treats. Please e-mail Ann at ascheder@thehealdsburgschool.org if you have questions.

First Grade Children on Livelihood Inquiries

When I grow up I want to be a chef. Chefs are important to our community because they make our food. ~ Logan

When I grow up I want to be a traveling veterinarian because I want to help animals. ~ Bella

When I grow up I want to be a fashion designer. I will need to go to school to be a fashion designer. ~ Catherine

When I grow up I want to be a cowboy. I want to be a cowboy because I want to sell horses. ~ John

When I grow up I want to be a policeman. I think policeman are important because they have special talents. ~ Aidan Perez

When I grow up I want to be an explorer. I will need to get experience with animals to be an explorer. ~ Abi



Bear Tracks Newspaper

We hope you enjoyed this edition of the Bear Tracks Newspaper. Please let us know how we are doing, and if you know who else we may include in our monthly mailing, please send that information to: bettina@thehealdsburgschool.org