



IB in Action

Fall 2016

Issue No. 2



IB CAS Project: Soccer Clinic and Athletic Wear Drive

For more details see article inside

Upcoming Dates:

January 11th:

International Baccalaureate Information Night
@6:00pm in the high school library
(Jan 12th snow date)

January 17th:

Meet the IB Team
@2:30pm in the high school library
(Jan 19th snow date)

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Soccer Clinic and Athletic Wear Drive

Accomplished by: Delaney Andersen & Cetera Moore

CAS
Projects
Change
Lives



International Baccalaureate Diploma Candidates Delaney Andersen and Cetera Moore worked diligently to create and implement a soccer clinic for youth, along with an athletic wear drive. With the help of peer volunteers they orchestrated a fun and educational experience for kids K-5th grade.

The day started with warm ups, a short jog, and stretching led by Andersen and Moore. Kerry Richardson then led two teams through a competitive obstacle course. Through the second station, Julia Blake, taught the attendees dribbling, footwork, and passing skills. Moore shared, "this more technical station was important to the bigger picture." Jon Straight led station three, which tested their agility through small sided games. This meant the children had to shoot on goals smaller than in a traditional game. From there Caleb Carter taught the proper technique for a wall pass, allowing each child to become more comfortable with having just a few touches on the ball before shooting.

The day ended with a scavenger hunt and scrimmage. "There were great things happening. It was great to see them passing and dribbling since they had practiced those skills earlier in the day," said Moore. The children and teen volunteers had a great time. Andersen and Moore want to thank all who helped because, "we could not have done the clinic without them." They also shared their appreciation for all the athletic wear contributions they received, that they have since donated.

IB THEATRE PRESENTS: PUPPETS, PLAYS & PROJECTS



The IB Theatre students recently completed their unit on Puppet Theatre, including shadow box design and presentation, sock puppets, and Bunraku. Teacher, Ms. Larson stresses with her students that knowing their audience and the best way to present to that audience needs to be their priority in the field of entertainment.

During the shadow puppet unit, students designed and constructed both the stage and puppets. They created negative and positive lighting to tell their stories along with utilizing computers and mirrors to further develop their presentation. Students expressed that manipulating their puppets to tell a story was much harder to do with accuracy than they had expected.



Students also used their creative abilities to direct and produce a self-created production using sock puppets. Once they designed and fabricated their sock puppets they were able to act out their production to an audience of peers.

They wrapped up their puppetry unit by learning about and creating large puppets using Bunraku, a form of traditional Japanese puppet theatre. These puppets, which feature small motor movement, require three people to operate them and feature a flow that closely resembles the human movement. Ms. Larson's students developed their own stories, then told those stories through their puppets to an audience.



In the next upcoming weeks, Ms. Larson and her students will move on to the exciting unit of masks. To start, the students will create neutral masks. Neutral masks allow the actor to concentrate more on actions and less on their voices, which is known as physical theater. The students will also study Italy and Commedia dell Arte, learning about the origins of our modern day TV comedy, as well as learning the art of storytelling while creating more bright and vibrant masks.

Also, during this time our senior students will continue to develop their full theatrical production. Last year these students wrote and directed their own plays and this year will be analyzing and reflecting on their works. This student work, like most in the International Baccalaureate Programme, will be sent all over the world to be graded by professionals in other countries.

Both first and second year theatre students are busy as they further develop these new techniques, while the second year students continue to develop their Director's Notebook, in which they have chosen a play and discuss how they would direct it, and their One Man Show.

IB Student Spotlight

Name: Delaney Andersen

Graduation Date: June 2017

What is your favorite TV show or movie?

My favorite TV show is The Blacklist.

What do you do in your spare time? I like to play soccer, ski, hang out with friends, go hiking, work as a lifeguard, and go on runs with my dog.

What is the proudest moment of your life? The proudest moment I can remember is probably scoring the winning goal in double overtime last year for my varsity team against Mohonasen on senior night. It was the first time Ballston Spa had won their senior night in years, which is one reason why it is a moment that stands out to me.



What made you consider the IB Programme? I was really interested in a few specific IB classes freshman and sophomore year, and once I saw all of the classes BSHS offers, I realized I wanted to take on the challenge of the full IB diploma. I was also interested in how the program would help me when I began to apply to colleges, especially schools abroad since IB classes are highly regarded around the world.

What have you gained from being a full IB Diploma Programme student? In the past 12 months of being a full IB student, I have experienced a new style of learning. IB classes encourage a lot of both independent and collaborative experiences, which I have found to be more beneficial than the learning style of AP or Regents classes, having taken both. In addition, I have learned time management skills that will be useful to me for the rest of my life, especially in college. I feel that I am ready for university level classes and other experiences I will endure throughout my life.

What is your favorite IB class and why? My favorite IB class would probably be... History, French, or Theory of Knowledge. I really can't decide because I love all three. Personally, I like history so I find that class really interesting. I love learning French, and IB French (or Spanish) is very collaborative, so we spend a lot of time having interesting discussions in a different language. Also, the Theory of Knowledge class is fascinating because we learn a lot of things I have never thought about before. Although the concept of 'how we know what we know' may be confusing at first, throughout the first and second year we learn so many interesting aspects.

What advice do you have for potential IB students? It is very easy to succeed in IB classes if you have good time management skills. It is okay if you don't have these skills in the beginning, but be sure to focus on deadlines and spending time on big assignments, and you will develop time management skills throughout your IB classes. Also, this will allow you to have a life outside of school, and the rigor of IB classes on top of extracurricular activities will be beneficial for you when it comes time to apply to college.

Where do you see yourself in 5 years? I'm not really sure what to expect in the future at this moment, but I hope to be graduated from college either traveling, or working with the U.S. government to secure a job with either the FBI or CIA.

IB Teacher Feature

Name: Judy Selig

Subject(s) teach: IB Biology HL, Biology Honors, PLTW Medical Interventions

Favorite TV show/movie: Hmm, I don't watch TV.....
And rarely see movies anymore. Favorite genre of movies - sci-fi (Lord of the Rings, Star Wars, etc.)

What do you do in your spare time? Work! And I walk my Husky, garden, hike, bike and take online courses from edX.

What is your favorite memory of being a student? AP Biology and raising baby chicks!!



What's one experience you've had that has helped shape who you are as a teacher? Having had bad teachers and not wanting to be like them.

What are 3 adjectives that describe you? Energetic, Motivated, Friendly

What do you want your former students to tell your future students about you? That I helped them become good people - enjoying life and appreciating other people.

What is one thing you could not live without? Fresh air and sunshine

What would you like to tell yourself at age 16? Keep working hard as it pays off in who you become as an adult. But don't sweat the small stuff, it all works out in the end. And finally, there are always options in life. Very few decisions are irreversible.

How is teaching an IB course different than teaching any other course? I enjoy it because students are more engaged so we can do more complex activities. I treat students more like adults. However, it is more stressful. We teachers worry that students won't get their IB diploma because of something WE did so we try to dot every i and cross every t.

What advice would you give to a student considering an IB course? Be prepared to work hard, take responsibility for your own education, ask questions, form study groups

What characteristics do you feel make a good IB student? Self-motivated, flexible, good memory in Biology!

"The program aided me immensely. The two years in the IB was essentially two years of college level work so when I got to college I skated through my first year. What was most helpful was the way we learned to study and properly write papers."

"The IB Diploma programme broadened my perception of the world and made me a very logical and critical thinker."

ALUMNI LOVE IB

"I loved the program, it shaped me a lot as a person and made the college transition much easier."

"The older I get the more I appreciate my experience with IB. It provided such a good foundation for me, not only just for college but I believe for life in general."

"I appreciate all the work that came with IB. The IAs [internal assessments], and the EE [extended essay] really helped with essays and lab reports in college."

UNIVERSITY SPOTLIGHT



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is the natural next step for you.

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