

The Specialists

A little about us, our curriculum, & our grading policy

Art Education- Meredith Buchbinder

About me: This is my 8th year teaching at Peirce, and 7th year teaching Art to our wonderful students! My goal is to expose students to as many different materials, styles of art, and artwork as possible each year at Peirce. I'm originally from Wisconsin, received my Bachelor's Degree from Hamline University in Minnesota, and graduated with a degree in Fine Arts. My focus and passion in college was in ceramics, where I did a combination of hand building and pottery on the wheel. I later earned a Masters Degree in Education from DePaul University. This year we are kicking off the year by putting up a bricolage around the garden, so please make sure to check it out!

Unit Information: Starting in **Kindergarten**, students begin exploring art, and practice using their imagination through play. They are learning about the difference between reality and fantasy and get an introduction to the Elements and Principles of Art. They get to learn by exploring a wide variety of materials. In addition to doing guided projects, students have time to learn through working with the materials on their own in workshops.

In **1st grade**, students start learning how to use color to depict and create emotion. They learn how to mix primary and secondary colors, create portraits, and they learn about and create a color wheel. Students learn that art can mirror reality and that art tells stories.

2nd grade students start to classify colors into different color families (warm/cool/tints/shades). The students learn about varied lines and how art can be used to create stories. We start looking more closely at composition, etiquette of viewing art, and cultural traditions and rituals.

When the students enter **3rd grade**, they review the color wheel and we start taking a closer look at the composition of a picture. We also look at the differences between organic and man made shapes and artwork. The students start understanding how to make decisions about the foreground, middle ground, and background of their works of art.

4th graders start experimenting with positive and negative space. The students look at realistic proportions, contour lines, and learn about how to describe a composition using the formal elements, and how to analyze and interpret artwork.

5th grade students learn to classify monochromatic and neutral colors. They start to analyze artists' use of lines to create one-point perspective. They also compare and contrast the use of texture to create naturalistic compositions. Students start to classify monochromatic and neutral colors and they learn about the use of shading to create a 3-D mass.

Grading Policy: Students will be graded using the Illinois Arts Learning Standards. Students will be graded on the 4 Anchor standards as follows:

Content-Based Grading Standards Categories:

- Creating
- Presenting
- Responding
- Connecting

In the classroom, I will have these Anchor Standards listed at all times in student friendly language, so that the students and I can refer to them often and make sure everyone knows what is being expected of them. I will also be sending home rubrics at the culmination of each unit. On these rubrics, students will be expected to assess themselves, and then I will work with them to determine a final level of what skills they have mastered.

My classroom website is: <https://classroom.google.com/u/1/h>. I also have an Instagram website where I post student work. Please search on Instagram for Ms. Buchbinder!

Students and Parents will need a code to get in:

Kindergarten: ud7y6bk, 1st: lzvhh, 2nd: uu9w0o, 3rd: jxpevqo, 4th: 41s15w5, 5th: jxhxx84

Dance Education- Marissa Moritz

About me: Before pursuing education, I launched into a career in professional dance directly after receiving my bachelor degree in dance performance from Illinois State University. Not finding exactly what I was looking for in the professional dance world, I co-founded Chicago Dance Crash and created the world I wanted to both build and be a part of.

Currently, the dance teacher at Peirce School of International Studies, as well as a principal dancer in Inspiración Dance Chicago (an internationally touring dance company), I have loved teaching dance and fostering the passion for the arts within my students.

Unit Information: We have a lot of inspiring work ahead of us this year, including a new collaboration with Loyola University dance and film students. Our **5th graders** will be introduced to hip hop dance and expression, using it as a means to explore their own culture and the ways in which it is reflected through the arts. Choreography and modern (as well as post-modern) dance will drive the dance studies of our **4th graders**, learning to create movement, which communicates a personalized idea. A combination of jazz and tap dance awaits our **3rd graders**. Peirce **2nd graders** will dive into basic dance technique and alignment, utilizing ballet fundamentals as a driving force for our movement. Exploration into the elements of dance (including body, energy, space, and time) will drive the energy of our **1st graders** and **kindergarteners** this year, using creative movement to fuel our investigations.

Grading Policy: This year, the specialists of Peirce, have united to create a more authentic form of grading, in order, to assess and provide feedback in a balanced and holistic manner. Below you will find the grading scale and the general content-based standards as they pertain to dance. Each of these standards will be developmentally scaffold per grade level.

Content-Based Standard Grading Categories:

- Create
- Perform
- Respond
- Connect

Music Education- Brooke Thompson

About me: I am happy to announce that this is my 20th year at Peirce School and I am looking forward to many more years of singing and playing, performing and creating with my awesome students!

Originally trained as an opera singer, I worked in arts administration and fundraising prior to teaching, but found my true calling while attending graduate school for Vocal Pedagogy. I am a National Board Certified Teacher and mentor other music candidates through the process. I love working with pre-service teachers and this Fall will have two more bringing the total number of music student teachers that have trained at Peirce to 26!

In addition to my teaching duties, I am a teacher representative on the Local School Council, co-Chair of the Professional Personnel Leadership Committee, and coordinator of the After-School All-Stars program.

Thanks in no small part to the awesome children and colleagues I have been privileged to work with at Peirce, I was honored to be the recipient of a Golden Apple Award for Teaching Excellence in 2008.

This year, as last, I will be working with Kindergarten through 5th grade for the first three quarters. During quarter 4, I will switch to middle school and teach 6th, 7th and 8th grade music.

Unit Information: Some exciting changes are happening in the music program this year! We will have more access to instruments and will be creating and improvising in every grade.

Kindergarten & 1st Grade

Young children need time to explore music. During the first two years in the music classroom, students sing, play musical games, use basic rhythm instruments and begin to develop musical vocabulary. Our emphasis in music is to develop singing skills, since this is the instrument they will always have with them!

2nd & 3rd Grades

Students are exposed to many genres of music from many cultures. As students become more advanced in their musical skills, additional instruments are incorporated into lessons. Orff instruments such as xylophones, metallophones and glockenspiels, along with the rhythm instruments, allow students to explore improvisation and musical creation. This year we will be introducing ukuleles in 3rd grade. Students begin to learn musical notation and can sing rounds and simple two-part arrangements.

4th Grade

Students learn to play the recorder, a pre-band instrument. Each child purchases a recorder and book so that they can take their instrument home to practice. The Recorder Karate method is used at Peirce. Karate students earn different color “belts” for mastering songs. Additional music is added for the Winter Sing and Spring Concert and they have the opportunity to earn special “belts” for preparing the extra music.

5th Grade

In the fall, students will be preparing for and producing a musical. This year *Pirates, the Musical* will be performed on November 17. Students continue to develop their music reading skills and move toward beginning more formal composition. Jazz Studies will round out our year in the 3rd quarter.

Grading Policy: Just like Art and Dance, students in the music classroom will be assessed using the Illinois Arts Learning Standards. (Please see Art above for those details.) I also place a good portion of every student’s grade on Effort and Participation. This is especially important in the music room as we need to be able to express ourselves in a safe space so we can be Risk-Takers!

Content- Based Grading Standards Categories

- Create
- Performing
- Responding
- Connecting

Each category will be assessed twice during the quarter - at the midpoint and again at the end of the quarter.

Physical Education- Lauren Graney

About me: This is my 7th year of teaching Physical Education at Peirce! I couldn’t be more excited to start the school year!

I graduated from DePaul University in 2011 with a Bachelor of Science in Physical Education. At DePaul, I worked for the DePaul Women’s Basketball team as a manager. This required an inordinate amount of time traveling; attending practices and games, and completing managerial task, but it one of my most rewarding experiences in my life. This opportunity allowed me to travel all over the United States and to the south of France. Also, I was able to see a high caliber of basketball almost every day for four years.

In 2013, I graduated from Concordia University with Master of Arts in Curriculum and Instruction with English as a Second Language. I decided to pursue this degree because I think it is vital for every teacher to better his or her practice. I learned helpful strategies to better equip the needs of my students and strengthen my areas of needs.

Unit Information:

Grade Levels	Transdisciplinary Unit/Stand-alone Units
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Kindergarten & 1st grade	Locomotor & Non-Locomotor Units; Jump Rope; Body Awareness; Cooperative Learning; Playground Games; Stations
2nd grade	Locomotor & Non-Locomotor Movements; Art & Dance in PE; Cooperative Learning; Playground Games; Playground Games; Stations; Soccer
3rd grade & 4th grade	Fitness; Volleyball; Basketball; Speedball; Track & Field; Kickball
5th grade	Fitness; Volleyball; Basketball; Speedball; Soccer; Softball

Content-Based Grading Standards Categories:

- Movement Skills
- Physical Fitness
- Team Building
- Communication & Decision-Making

Each category will be assessed mid-quarter and end of the quarter. These standards are built into each unit for assessment purposes. Additionally, this will show target areas for improvement and growth.

Spanish World Language- Marisela Sandoval

About me: I am looking forward to a very exciting and productive year. This will be my fifth year teaching at Peirce School, and I am very thrilled to begin another Spanish learning adventure with all my students. I was born and raised in Mexico and immigrated to this country when I was a teenager. I personally know how hard it is to learn a new language, but certainly not impossible. Spanish is my native language, and I feel very fortunate to have the opportunity to teach it to all the students at Peirce. I graduated from Dominican University with a Bachelors of Arts in Spanish Literature and Social Science. This summer, I completed a Master's Degree Program at the same university and will formally receive in December a Master of Arts in Education with English as a Second Language and Bilingual Education. I am very excited to share all the ideas I learned over these past two years. Education is a never ending process.

Unit Information:

Grade	Unit goals	Connection to PYP
K-1st	Learners will be able to identify vocabulary of the daily routines, from morning to bedtime. They will also review how to ask and answer questions of time and play, explain daily routines. Students will name items they use as part of their daily routine.	<p>How We Organize Ourselves Central Idea: Shared norms establish an orderly environment in which we learn, work, and play. Key Concepts: function, responsibility, reflection Lines of Inquiry:</p> <ul style="list-style-type: none"> • Routines and procedures

		<ul style="list-style-type: none"> Responsibilities to our classrooms, school, and community
2 nd - 3 rd	Learners will ask and answer questions about the weather. They will describe weather conditions in different cities around the world. Students will also ask and answer questions about what to wear on a daily basis as well as identify the factor besides the weather that might influence people's choices in what they wear.	<p>How the World Works</p> <p>Central Idea: Natural and human interactions create change to our environment</p> <p>Key Concepts: form, causation, change, responsibility,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways cycles affect the earth How Earth constantly transforms Ways humans are affected by earth changes
4 th - 5 th	Learners will learn that the lifecycle of the butterfly and the migration path of the Monarch are connected. They will identify, ask for and give information using directions from a map. They will label a diagram of the butterfly lifecycle and map the migration of the Monarch, as well as express friendship, state needs, react to requests, interpret written text	<p>Where We Are in Place and Time</p> <p>Central Idea: Knowledge of other languages and cultures help us collaborate in investigating solutions to global issue</p> <p>Key Concepts: change; perspective; causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Effects of animal migration to the environment Patterns and characteristics of animal migration Challenges/ consequences of animal migration

Grading Policy: Students will be graded using the World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons & Communities

INTERPRETATIVE (Listening, reading or viewing)

INTERPERSONAL (Conversational exchanges either by speaking and listening or singing)

PRESENTATIONAL (speaking, writing, or via media)

Below you will find the Specialists Collaborative Grading Policy:

Point Range	Level of Achievement
10	Mastery Distinguished! You have a strong conceptual understanding & exceptional ability to apply each skill set.
9 - 8	Proficient Skilled! You are showing quality effort and ability.
7 - 6	Developing Emerging! You are still working at a fundamental level and can improve.
5	Not meeting the standard