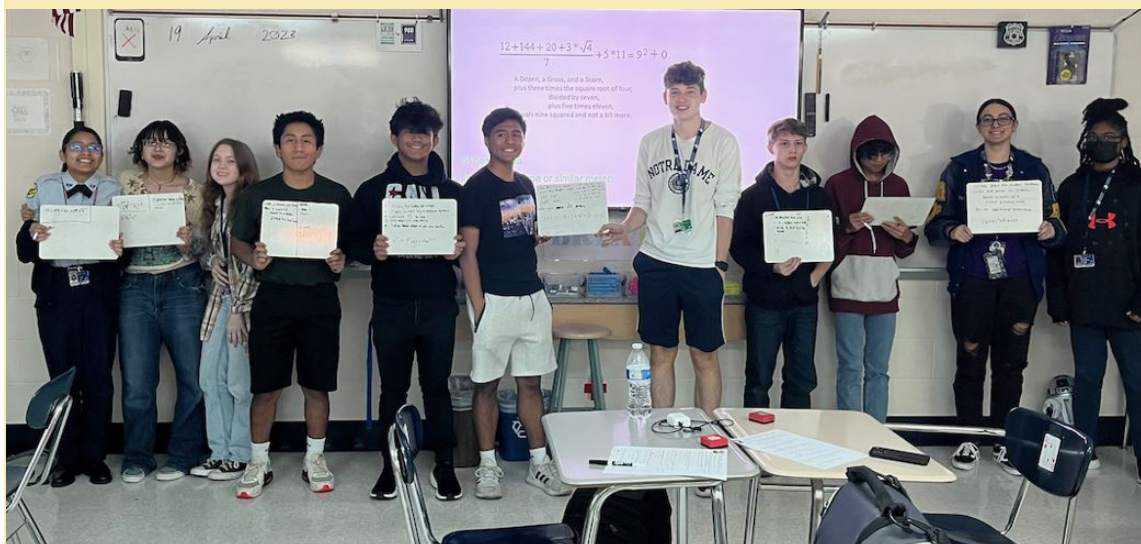


THE IB UPDATE

*The Official Newsletter of Samuel Clemens
International Baccalaureate Program*



From Left to Right: Giselle Aranda, Brianna Carrillo, Clara Pickering, Elijah Dodd, Nate Ascano, Elijah Flores, John Guerra, Aiden Frawley, Richard Nguyen, Caitlynn Phipps, and Janae Calloway c/o 2024. Right photo: Chelsea Crain c/o 2010

Look Out

**WHAT'S GOING
ON IN IB
CLASSROOMS?**

2

**ALUMNI
UPDATE**

3

**LEARNER
OF THE
MONTH**

4

**EXTRA
CURRICULAR
UPDATES**

4

**CAS AND
EXTENDED
ESSAY**

5

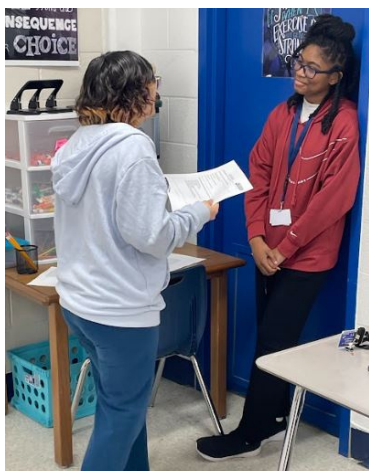
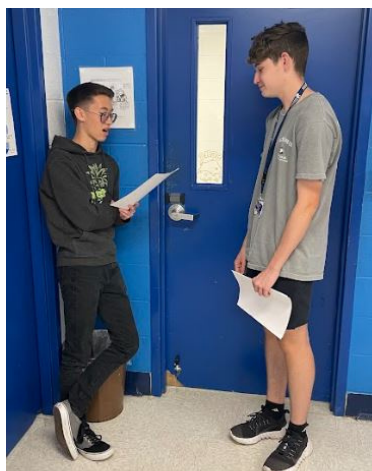
WELCOME TO THE IB UPDATE!

by Lauren Rollins - IB Coordinator

Welcome to the April edition of the Samuel Clemens International Baccalaureate newsletter! Our goal is to keep all stakeholders (students, parents, SCUC community) apprised of the amazing opportunities that are going on within the IB program here at Samuel Clemens. We will publish this newsletter monthly and feature our current IB students as well as our IB alumni. If you have any questions about the program or suggestions for the newsletter, please email it to LRollins@scuc.txed.net. Thank you for your time!

Lauren Rollins
IB Coordinator





IB juniors practicing their oral commentary with partners in IB English 3 from left: Merlin Janson, John Guerra, Brianna Carrillo, Janae Calloway, Nate Ascano, and Caitlynn Phipps.

WHAT'S GOING ON IN IB CLASSROOMS IN THE MONTH OF APRIL?

IB Literature HL for Juniors - taught by Mrs. Rollins - Students chose two works of literature that they read this year to create a 10 minute oral commentary that discusses a global issue shown in both texts; this is sent off for grading by IB.

IB Literature HL for Seniors - taught by Mrs. Crawford - Students analyzed a collection of poetry by Anna Akhmatova by annotating & discussing the poems in class. Their analysis reveals the connection between Akhmatova's themes and social commentary about 20th century Russia.

IB History of the Americas HL for Juniors - taught by Mrs. Baker - Students are closing out new content as we approach exams - the Chicano Movement which is part of our Civil Rights and Social Movements in the Americas post 1945.

IB History of the Americas HL for Seniors - taught by Mrs. Frink - Students completed their study of the Causes & Effects of 20th Century Wars. We are currently reviewing for their upcoming IB Exams.

IB Anthropology - taught by Mrs. Baker - Students are working hard to review for both paper 1 and paper 2. When our exam is over we will work on our final project titled "Body Tattoo" which will incorporate many of our key concepts from the year.

IB Math Applications - taught by Mrs. Smith - Students took our last test over Topic 5 Integration and began studying for the Paper 1 and 2 exams. We reviewed the test format, a study guide, and participated in a series of Mock practice tests including the tests from the 2 previous years.

IB Biology HL for Juniors - taught by Ms. Alvarado - Students built their small sustainable ecosystem called a mesocosm and have been monitoring it for the last 4 weeks. During this time, they have finished off learning about the human body and shifted into studying ecology.

IB Biology HL for Seniors - taught by Ms. Alvarado - Students have finished their curriculum content with applied ecology, to include how to take random samples of various types of populations. They are now in the last weeks before testing so are working through sample problems and competing against each other in Bloket review games.

IB Theory of Knowledge (TOK) for Juniors - taught by Mr. Seiler - Students have been working with the mathematics unit of study including writing limericks from an equation.

IB Theory of Knowledge (TOK) for Seniors - taught by Mr. Seiler - Students have been involved in independent study hall to prepare for their upcoming exams.

IB Spanish - taught by Señor Hecox - Students took the Spanish IA's: intense conversations one-on-one! We revisited the theme Experiences: Migration to cover the recent fire in Ciudad Juárez, then discussed epidemics and pandemics under the theme Sharing the Planet.

IB Visual Art - taught by Mr. Lewis - students have been working on putting their finishing touches on their Process Portfolios - a portion of the course that is sent off to IB for grading as a part of their overall score.



"It was one of the best decisions I ever made, but you have to go into it knowing that it will test you and push you to your limits at times. But you CAN do it!!!"

CHELSEA CRAIN C/O 2010



Chelsea Crain c/o 2010

ALUMNI UPDATE

Chelsea Crain was a Samuel Clemens International Baccalaureate graduate in 2010.

From there, she went on to Texas State University and received a BA in English with a minor in Media Studies.

When asked what made her choose a career in education, Chelsea says, "It was a long journey, but ultimately the influence of my ELA and dance teachers at Clemens are why I ventured into the world of education." She currently teaches 7th grade English classes and dance classes.

Of her time in the IB program, Chelsea says, "I definitely felt more prepared for college which in turn helped me feel more prepared for my career." One special perk about the IB program is the support of IB teachers who are passionate about the courses they teach. Chelsea credits them as a big part of her IB success. "I think growing so close to my teachers in IB helped me a lot because I knew they had faith in me even when I did not have faith in myself. I am beyond grateful to have had them in my life."

In addition to amazing teachers, the IB program helps students cultivate many skills that they

apply while in college. "I learned so much from IB. I learned time management skills, faith in myself, and a constant curiosity about the world. I learned a hunger for learning and reading," she shares.

Now that she is an educator, those skills are the same skills that she is aiming to transfer to her own 7th grade students. "I still use so many of the things I learned in my classes on a daily basis. Especially from my English classes. I talk to my students all the time about how important it is to be analytical in your reading," Chelsea states.

For any student who is contemplating joining IB, she encourages them to do it. "IB is awesome and truly a unique experience that I think all inquisitive minds should attempt!! Never underestimate yourself. As cheesy as it sounds, you should always shoot for the moon, because if you don't reach it you will still land among the stars. Playing it safe is not the way to go." Keep being an inspiring educator, Chelsea! The world and our children need more of those.



LEARNER OF THE MONTH

Trait: Reflective

The International Baccalaureate Program is known for having 10 Learner Profile Traits that make its program distinct from other higher education programs. IB Students are Inquirers, Knowers, Thinkers, Communicators, and Risk-Takers, who are Principled, Open-Minded, Caring, Balanced, and Reflective. For more information about the learner profiles, click [here](#).

April's trait is "Reflective". According to IB, students who are reflective "thoughtfully consider the world and his/her own ideas and experiences. He/She works to understand strengths and weaknesses in order to support his/her learning and personal development."

The IB program always asks students to reflect on their own learning and how they have contributed to their learning and meeting goals and deadlines. Reflection is not only done at the end of the year but throughout the year as well.

Each month, the IB students and teachers vote on the student who consistently displays this trait - not just in April but year round. The student who has been awarded with the Reflective Learner Profile trait is Elysia Salazar c/o 2023.

One peer said, "Elysia has encouraged their own progress by reflecting on their past and how it connects to their education. They got better with procrastination."

Another peer shared, "They are very thoughtful, and they understand they own strengthen and weaknesses. They are a very cool person."

May's learner profile trait of the month is "Knowledgeable".



B



John Wrockloff in UIL Math - c/o 2023



EXTRA-CURRICULAR EXTRAS!

UIL Math

For John Wrockloff, math has always come easily to him.

At the beginning of his senior year, his math teacher asked if he wanted to participate in UIL math. "I enjoy math so I thought it would be cool to try it out."

This new challenge came with new insights for John. "I have always excelled in the classroom when it comes to math. I have never been lost and always did well on tests. However, everyone competing at UIL math is the same way. So when I took my first practice test for UIL math, it was a totally different experience. For the first time, I was unsure how to solve several problems, and in fact, I did not do so well. It was a very humbling experience for me and I began to doubt if I was as good at math as I thought I was."

Instead of quitting, John rose to the challenge of pushing himself to learn new ways of approaching math. He realized, "that if I wanted to be even more successful at something I'm good at, I still need to practice. I have never needed to practice math before, but now I know that it is still beneficial."

While at the meets, he was able to meet new people who were loved math as well. "At district and regionals, I was able to meet very brilliant people who I generally do not get to interact with. Many of the people competing in the math competition were seniors who knew a lot about the math topics. I was able to talk to those people about what college they were going to and what their goals were. I got to meet people with different backgrounds from that of myself."

John ultimately placed 3rd place at the district UIL math event and received a medal for his achievements. Way to go, John! We are proud of you for trying something new and placing 3rd.



Elijah Flores and John Guerra volunteering to donate blood during the monthly blood drive

CAS CORNER

Creativity - Activity - Service

Creativity-Activity-Service (CAS) is one of the three essential elements that every student must complete as part of the IB Diploma Program. The goal of CAS is to show students the benefits of Creativity, Activity and Service in their life as well as for their community. One requirement of CAS is to complete a project that is a month long in length and collaborative in nature. This can be in any of the CAS sections - Creativity, Activity or Service oriented.

Every 2 seconds someone in the U.S. needs blood and or platelets. Luckily, Each year, an estimated 6.8 million people in the U.S. donate blood. This year, Elijah Flores and John Guerra helped save lives when they signed up to donate blood at a recent blood drive here at Samuel Clemens. Elijah said of the experience, "It was a fairly easy process. They tested if I was okay to donate blood and once the thumbs up were given they put me in a chair and stuck a needle in my arm. It didn't hurt at all and you couldn't feel the blood being drawn. I would do this again because it's good to give back and isn't difficult at all."

For more information about CAS, please click [here](#).

EXTENDED ESSAY (EE) EXHIBIT

As part of the IB diploma requirements, students are required to write a 4,000 word Extended Essay over a topic which they are passionate or curious about. For Margaret Zentil, she chose a topic close to home. The title of her Extended Essay was "Building a Better World, One Diverse Book At a Time", and it focused on the importance of diverse literature in middle grade schools. reflecting on her choice of topic, Margaret said, "I chose to write on this topic because it's something I'm passionate about. As the daughter of a 5th grade English teacher and a future educator myself, I'm very aware of the impact literature can have on the life of a student. One of the ways a student is exposed to new things, be it cultures, identities, or situations, is through literature."

Even though there is a lot of literature out there about the benefits of diverse literature, it can be difficult to sift through it all to find what is important to your particular topic. When asked what she would do differently, Margaret says, "I would start reading through my resources earlier and do more interviews with current educators."

The aim of doing an extended essay is to improve students' ability to research, analyze, and write over a topic - hopefully one they are passionate about. To this aim, Margaret shared, "Through my EE I really learned about just how impactful educators are in the development of the children they work with. It made me want to go into education even more than before."

For more information about EE, please click [here](#).



Margaret Zentil c/o 2023