

February 29, 2012

FAMILY MATH NIGHT

GRADES

K-5

5:30—7:00

**Incirlik Unit
School**



**Popcorn &
Drinks for
donation**

676-3109



Please join us for math night at IUS.

- Computer games
- Become a Mathlete
- Fun for the whole family
- Popcorn and drinks from PTA
- Learn math games to play at home
- Find out the secret—(Hint: It's about Math!)
- Breakout sessions for more math entertainment

Bridging the Gap

Students Unite as Tarsus American College Holds First Cultural Exchange with Incirlik Unit School

No one knew quite what to expect as the 15 students who signed up for the first cultural exchange with nearby Tarsus American College boarded the bus on February 17th. TAC is a private Turkish high school in nearby Tarsus, Turkey, that was founded by Americans over 120 years ago to provide American style education to Turkish students. Incirlik Unit School high school students had four groups to share the American activities of touch football, music, dancing, and baking chocolate chip cookies. The IUS students had planned and prepared but were still unsure about what they would have to talk about with Turkish teens they had never met before.



The day was originally conceived by Tarsus American College teacher, O. S.-L., who wanted

a practical way to achieve one of Tarsus' stated goals for education: "TAC is committed to bilingual and multicultural interaction for the appreciation of diversity of perspectives and cultures." Ms. S.-L. developed an idea to bring two cultures together for conversation and friendship. She reached out to fellow teachers J. D., H. M., and M. O. at the Incirlik Base School, who were equally excited by the prospect. Through several meetings, lots of planning, and plenty of emails the plan for the day evolved.



Opening ceremonies included welcomes and introductions of the coordinators and an overview of the day's events. IUS music students K. D. and H. O. played and sang two songs, which had TAC students clapping and swaying along. Mrs. S.-L. and C. N. from TAC provided ice-breaker activities and then the groups separated to their activities. The teachers from both schools had urged each group to be as interactive as possible with their presentations and this ensured that everyone mixed in quickly and began to feel comfortable with each other as they focused on the tasks at hand.

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Within a few minutes of starting, the three cookie bakers, K. B., P. G., and M. R. had eight TAC students measuring, adding, and mixing ingredients for a batch of cookies. The Tarsus students had fun dropping the dough onto the pans, after which the American students promptly shared the best part of making chocolate chip cookies – sampling the cookie dough!



The dance team, T. A., K. C., A. L., and J. T. taught American ballroom dance, and a modern dance. The musicians, K. D., O. M., and H. O., played the ukulele, guitar, and harp, and taught the Turkish students a few songs.



Mr. D. and IUS athletes, A. W., N. O., A. A., D. T., and R. E. taught the Tarsus students the fundamentals of touch football.

Lunch time found everyone in the TAC cafeteria mixing and mingling with each other and laughing about the morning's events. After lunch it was the TAC students' turn to present their activities and IUS kids broke into four new groups to learn Ebru – a Turkish art, Tavla (backgammon) a traditional Turkish game, folk dancing, and making Turkish coffee.



“The trip was a big success,” stated Mrs. M. “Our kids were outgoing and friendly and this, combined with the hospitality of the Turks, made for a great day. At lunch time, the two groups were intermingled, eating and chatting together, and by the time we left many had exchanged Facebook contacts. I was really proud of our representatives. They all contributed in their own way to making a great experience for everyone.”

T. A., IUS senior agreed stating, “I had an amazing time at TAC. I’ve always wanted to learn a Turkish dance. I was also surprised at how warm and welcoming everyone was. I’m excited about the new friends I have made, and I plan to see them this weekend.”

IUS history teacher J. D. summed up the event, “This was truly an enriching and rewarding experience for all concerned. If all

nations and peoples could work together and enjoy being with each other as much as the Turks and Americans did on this day, we would truly have a better world!”



African-American Heritage Council Essay Winners

The African-American Heritage Council awarded a total of \$300 in prize money this year. Only one entry per student was allowed. Essays were judged on both style and content. Judges looked for writing that was clear, articulate, and well organized. Two essays were chosen as winners for this year's contest.

The contest was open to High School and Middle School students. Winners were recognized at the black history banquet and were presented their monetary prize. This year's national theme was, "*Black Women in American History & Culture.*"

Prizes:

In addition to a free ticket to the winners and their parents to attend the black history month banquet on 18 February 2012 each received a:

Grand Prize Winner receives \$200

Second Place Winner receives \$100



Please congratulate T. L. (High School) and A. L. (Middle School) for winning the African American Heritage Council's (AAHC) Black History Month essay contest.

Counseling is Elementary

The week of February 6-10, 2012 was National School counseling week. This year's theme, "School Counselors: Helping Students Be Brilliant", focused on the unique contribution of professional school counselors. At IUS, your counseling team works together to implement a comprehensive school counseling program that helps all students as they meeting the challenges of the 21st century.

Primary grade classrooms are dynamic learning environments where students are developing socially, emotionally, physically and of course, academically, at high velocity. One of the most influential adults helping students successfully navigate this exciting and challenging period of personal development is the school counselor.

School counselors make regular classroom visits to offer "guidance lessons" in the areas of bully prevention, character development, positive behaviors, relationship building and other topics that support personal and academic success.



Academic support is only one of three domains covered by school counselors. Career planning and social/emotional counseling are other key domains where school counselors provide individualized support for each student. Grief and loss counseling, organizational and study skills, helping students overcome social barriers, and collaboration with teachers and other support professionals are just a few of the ways elementary school counselors make a difference both inside and outside the classroom.

On behalf of the counseling team at IUS, we thank you for an opportunity to be your partner in helping your child reach his or her full potential. Please call or visit anytime to learn more about how we may support your child.

Thanks,

T. C: Guidance Counselor for grades 6-7 and School Psychologist

first.last.name@eu.dodea.edu 676-3109

D. C.: Guidance Counselor for grades 8-12

first.last.name@eu.dodea.edu 676-5001

L. D.: Guidance Counselor for grades PK-5

first.last.name@eu.dodea.edu 676-3109

ES Counselors' Corner—L. D.

Goal Setting Works



Successful people have goals and a plan for how to achieve them. As adults we know that setting a goal can help us get what we want. Learning young how to set goals that are realistic and then designing a plan to make that goal is not only good for boosting a child self confidence, it also teaches the child that she has the skills she needs to follow her dreams.

At the beginning of the 2nd Quarter of school (early November) 4th grade students in Ms. M.'s class set individual academic goals. Each student evaluated data such as test scores and report cards and selected a realistic goal. Then the students made a plan to turn the goal into reality. 87% of students who wrote a goal achieved what they set out to accomplish. Some achieved even more. And those who did not achieve the goal could explain exactly why it didn't happen.



This quarter all 5th grade students have written an academic goal that will be measured at the end of the quarter.



PLAN AHEAD, GET AHEAD

As members of mobile military communities, we all understand how crucial the planning process is to mission success. The same thoughtful planning that ensures our military superiority is equally powerful in academic planning. An academic plan maps out the required courses from grades 7-12 that will properly prepare students for success after high school.

Whether your child dreams of higher education, becoming an entrepreneur, or joining the military, school counselors can help develop a multi-year academic plan that empowers them to turn their dreams into reality.

Does your child have an academic plan? If not, National School Counseling Week, observed Feb. 6-10, is a great time to make an appointment to see your child's school counselor. Academic planning is a shared responsibility and input from both students and parents helps counselors provide the right advice at the right time. The plans are flexible and can change as interests and ambitions change.



And academic planning is only one of three domains covered by school counselors. Career planning and social/emotional counseling are other key domains where school counselors provide individualized support to each student.

Grief and loss counseling, organizational and study skills, college applications and helping students overcome social barriers, are just a few of the ways school counselors make a difference inside and outside the classroom. However, these efforts are far more effective when connected to a clear academic plan that provides students every opportunity to succeed.

Call or visit Incirlik Unit School to learn more about your child's academic plan and the many other services provided by school counselors.

Thank you from your Incirlik Unit School Counseling Staff:

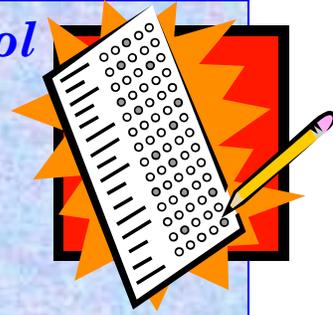
D. C.: Guidance Counselor for grades 8-12

T. C.: Guidance Counselor for grades 6-7 and School Psychologist

L. D.: Guidance Counselor for grades PK-5

Counselor's News—From the High School

—D. C.



SAT and ACT

It is recommended that juniors take one of these tests in the spring of their junior year and then again in the fall of their senior year. These are the tests colleges use for admission. Other students are also welcome to register. Scores usually improve when the test is repeated. Practice is a good thing!

The next administration of the ACT will be April 14th with a registration deadline of March 9th. The cost is \$34. See Mr. C. for registration information.

The next administration of the SAT will be May 5th with a registration deadline of April 6th. The cost is \$49. See Mr. C. for registration information.

TerraNova

The TerraNova will be administered to all students in grades 3-11 the week of March 12-16. We request that all students make every attempt to be at school on time. Get plenty of sleep and eat a nutritional breakfast. More information on the TerraNova will be coming.

AP Tests

Looking ahead May is AP testing month. All students taking AP courses will be expected to take the AP exam to receive the weighted grade. Each AP test is scheduled at a different time and usually on different days. This year we will be administering 9 separate exams for Chemistry, Calculus, US History, Statistics, Macroeconomics, Microeconomics, Language/Comp, Computer Sci, and US Govt/Politics. Contact Mr. C. for more information.



First 2012 IUS Students to Graduate from DARE

—S. S. E., MSSW, LCSW, CADAC,

ASACS Counselor



DARE Officers A1C D. & A1C S. teaching a 7th Grade Class.

On January 24 & 25, IUS held formal DARE graduations for all IUS fifth graders and three middle school classes. Dr. E. W., District Superintendent Mediterranean District, was on hand to help celebrate the success of our DARE students. The PTO funded pizza, fruit and drinks to make

the ceremony special and several parents came to

show their pride in their children's accomplishments and contribute desserts.



5th Grade DARE Graduation celebration.



Dr. G., Dr. W., A1C D., A1C S., & Mrs. E.

Mrs. R. and Mrs. W. welcomed our DARE Officers, A1C S. D. and A1C C. S., into their classrooms on a weekly basis last quarter. The fifth grade students learned about the dangers of drugs, alcohol and violence. Most importantly, they were also taught about the importance of making good choices and practiced different assertiveness skills in order to prepare for challenging situations. Mr. S.'s sixth, seventh and eighth grade PE classes also completed the DARE

curriculum. The older students learned additional communication skills that will allow them to contribute to the drug free/bully free environment that we all seek to create at IUS.

Our DARE officers also graduated several other elementary school classes. They will continue teaching during the second semester and, thanks to the IUS classroom teachers, will teach grades K-8 by the end of the school year. Future middle school DARE classes will be taught in Mr. S.'s Health classes in conjunction with Mrs. E.'s LifeSkills program for ASACS.



Mrs. H's Class—DARE Graduates



Dr. N.'s Class—DARE Graduates



Ms. H.'s Class—DARE Graduates



Ms. F.'s Class—DARE Graduates



Ms. Z.'s Class—DARE Graduates



Ms. R.'s Class—DARE Graduates



Ms.W.'s Class—DARE Graduates



6th Grade Class—DARE Graduates



7th Grade Class—DARE Graduates



8th Grade Class—DARE Graduates

“Book+ Swap= Happiness”

—A.J. G.



A big **Thank You** goes out to the parents and students of *Incirlik Unit School* for making this year’s **Book Swap** a huge success! The student’s reaction featured in this picture with his new book is priceless. Hundreds of books were donated and each student was able to select a “new” book to make his or her own. Book donations are always welcome!

If you were a famous author, what would your bio on the back of a book cover say about you? That is the task in front of **Ms. S.’s** 6th grade language arts classes. First, they brainstormed a list of their interests, awards, likes/dislikes, honors and aspirations. Then they creatively fit that information into short bios that told about themselves and all they had accomplished thus far in life. We have All-A honor roll recipients, science fair winners, guitar players, and aspiring movie stars.



The students at *Incirlik Unit School* have been working hard and really showcasing some creativity. Students from **Mr. D.’s** middle school Social Studies classes have been studying the Amazon rainforest and negative side effects to the wildlife that call it home from deforestation and pollution. They created alternate species that could evolve from this new environment or ones that may have existed but are now extinct.

Ms. R.’s third graders are researching famous African Americans in honor of Black History Month. Students have created research folders with library pockets and are anxious to fill their note cards with information. When all the searching and writing are done they will create a word cloud using **wordle.net** to uniquely display their knowledge.

Chess Club has begun and *Read Across America (Incirlik) Day/ Dr. Seuss’ Birthday* are right around the corner along with the kick off of the Iditarod sled dog race in Alaska. More importantly is our family literacy night coming up at the end of March- we are ready to **Rock and Read!**



World Geography Environmental Display— J. D.

The seventh grade World Geography classes have been

studying the environmental issues concerning the Rain Forests of the Amazon River

in South America.

Students were assigned projects in which they were to

“imagine” how animals of the region might have suffered the affects of pollution, deforestation, acid rain, and how they

might have “mutated” into each other to form a sub-species.

The results of these environmental tragedies were on display in the elementary school media center.



Valentine's Day—M. R.

Celebrating Valentine's Day in school can be educational and fun if you are in Miss R.'s third grade classroom. This Valentine's Day was spent doing center activities that helped to reinforce writing, creating, graphing, and vocabulary skills.



Writing stories with
conversation hearts!

The kids were divided into groups of four and with the help of Miss R. and 3 other classroom volunteers (Mrs. D., Mrs. M., and Mr. M.), spent 30 minutes rotating through center activities that revolved around the Valentine theme. In the first station, the kids showed off their writing skills by writing a fictional story using conversation heart candy. They glued the hearts onto their paper instead of writing the actual words.

The next station involved graphing. Each student received a bag of 15 conversation hearts. They had to predict which letter they thought would appear the most and the least in the heart phrases. They then had to tally and graph their results.



Graphing .



Translation,
reflection, rotation.

In the third station, they used paper hearts to show translation, reflection, and rotation. Finally, they were asked to write something nice about someone in the classroom and make them a giant Hershey kiss. This Valentine's Day turned out to be a great success!

Kind words.



Incirlik Chapter of Future Educators Association

—D. S.



Two students, K. C. and M. B., and their sponsor, D. S., attended the Future Educators Association 2012 Conference held in Garmisch, Germany, from January 31 to February 3, 2012. In order to prepare for the conference, K. designed a name tag for the Incirlik Chapter. The name tag was entered in a competition at the conference. In addition, both K. and M. submitted an entry in the Lesson Planning Competition. The topic of the lesson plan was “Take a Stand, Lend a Hand.” The lesson

had to focus on bullying awareness. K. and M. developed a lesson plan that taught students to use the acronym ‘POWER’ to deal with bullying situations. They were aided in the design of the lesson by Ms. S., as well as Ms. C., the school anti-bullying coordinator. The students presented the lesson to Ms. S.’s sixth grade classes. As part of the competition entry, the students had to submit a formal lesson plan, a 10 minute video excerpt from the lesson, as well as a reflection on the lesson. Although the students didn’t win either competition, they learned a lot about teaching through the process of developing and implementing the lesson plan.



At the conference, K. and M. attended numerous sessions on various topics related to teaching.

A major focus of many of the sessions was how to develop teamwork in the classroom. The students were able to participate in many team-building activities with students from many DODDS-Europe High Schools, develop and present a response to an ethical dilemma, and socialize with students from other schools.



The local FEA chapter is always looking for more participants so if you think that you may want to explore teaching at some point in the future, please contact Ms. S. for the time and date of our next meeting!



Continuous School Improvement

DoDEA Mission: To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

IUS Vision: To prepare students to become problem solvers and life long learners for an ever-changing world.

To Prepare Students - we are teaching, equipping, and providing multiple opportunities to be problem solvers and life long learners.

Problems Solvers - are independent decision makers who think critically and creatively.

Life Long Learners - have a passion for learning in and out of the classroom.

In an Ever Changing World - a society requiring its members to be more flexible and adaptable.

The following IUS Goals were met as of June 2011:

Goal 1: By June 2011, all students will increase performance targeted **Written Communication Skills** using instructional interventions implemented in all curricular areas as measured by the TN3 Language Arts subtest, PSAT Writing subtest and school-based assessments. The targeted skills are the organization of information for effective writing.

Goal 2: By June 2011, all students will increase performance on targeted **Critical Thinking Skills** using instructional interventions implemented in all curricular areas as measured by the TN3 Math subtests, PSAT Math subtest and school-based assessments. The targeted skills are the ability to extract and apply essential information in a variety of situations.

NCA Accreditation: Our accreditation took place May 4 - 6, 2010. We passed with five commendations, as well as being referred to as the “Model School for Continuous School Improvement” and a “Model School Turn Around.”

IUS 4 - EVER