



Mission Statement

The Banjul American Embassy School is an international community providing a high quality, accredited American-Style education for students. In partnership with our community, we empower students to become enthusiastic, creative, lifelong learners who value integrity, cultural diversity and global responsibility.

Accreditation Visit: There seems to be a question regarding why the reception for the visiting team is on Sunday not Saturday. First is it important to know that the basic guidelines for the visit come from MSA. The visit cannot be held on Saturday as several members of the team do not arrive until the early Sunday morning Royal Air flight that gets in about 3:00am on Sunday morning. Second the tour of the school and the reception is always the very first part of the visit.

The following times are invitations to parents to be part of this very important visit. Please remember that BAES is the only accredited school in The Gambia and Teachers, Parents, Students and Board members have all worked very hard for the past 20 months to complete our nearly 370 page self-study (available on the website) to help us take a hard look at our school as we are presently and also where we want to be in the future. We want to insure that BAES remains an accredited school. We hope that many of you will come to one or all of these events to show that the BAES Community is truly a supportive, caring community of learners.

Date	Time	Reason
April 24 th (Sunday) School Grounds	4:00-6:00	To meet the BAES BOARD, PARENTS, FACULTY. This is the team’s first introduction to BAES. They will have a chance to tour the campus, be welcomed by the US Ambassador and have the opportunity to meet everyone for the first time.
April 26 th (Wednesday) Library	10:00	PTO, Parents and Community Members. The team will be asking questions and learning more about the BAES Community of Learners.
April 28 th Library	3:30	The Team will give an overview of their report.

Once the team concludes their visit they will take several weeks to finalize their report. Although the team will make a recommendation regarding whether to re-accredit BAES or not it is very, very important to understand that they only make a recommendation and

MSA makes the final decision. We will hear from MSA early December 2016. We do hope that many parents will take the time to attend some or all of these sessions.

We have only received 2 RSVP's for the reception besides the teachers. We really need to have an idea of how many we are catering for so please RSVP by calling the school office: **Yes** I will be there or **No** I will not. We would really appreciate it if you would take minute to let the office know.

PTO: The PTO has been working with the US Marines to offer a family friendly Movie Afternoon on their compound across from the school. It will be held during the upcoming reception for the accreditation team on April 24th from 4:00-6:00 to allow for parents to attend the reception. Tickets will be sold next week for D150 for any BAES student who wishes to participate. The ticket covers entrance, movie, popcorn and a juice or water. In order to adequately prepare for this, we will need to sell the tickets in advance no later than Friday morning assembly on April 22. Please see Jen Greathouse for purchase (now found in the mornings in the art classroom) .

As the year gets closer and closer to ending the PTO will be needing to find a new team to lead the school into next year. We will be planning to nominate and vote in a new President and Vice President by the end of May. Getting involved in the school serves the BAES community in a variety of ways. Without your volunteerism we would not have so many extra events, activities, and support that our teachers, staff and director all need. If this is something you are thinking about taking part in and have further questions, please contact Jen Greathouse.

Assembly: April 22nd 8:00 am Pre-K assembly. You are all invited to attend.

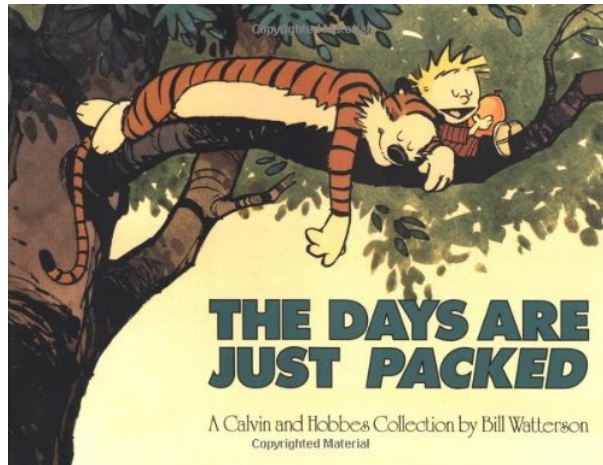
Math Science Day: April 22, 2016 @ 11:00. What a wonderful day we had last year and this day is all about motion. Our students will be working on Math and Science motion projects. Parents will have the opportunity to observe a wide variety of motion project. This will be followed from 12:00-12:15 with hula-hoop exhibition. Teacher and parents will be invited to participate from 12:12-12:15

Malaria Prevention Run: April 24th, Great Family Day Fun and Educational Run. 8:00am. There will be water fruit and prizes for the winners! There will also be some mini very brief infomercials.... A great chance to have a family fun run day. You do need to register at the PC office.

Level-up Village: What an exciting new adventure for BAES! BAES has been chosen to be a Level Up Village Partner.(<http://levelupvillage.com/>). BAES students will partner with students in the USA to solve problems and share ideas in the areas of STEAM. What is STEAM ????

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

And Now A Word From Our Faculty



Pre-K



In our Social Studies unit we are learning about Families. We learned that a first name is a name that our parents chose. The last name is our family's name. We made door hangers with our initials and ages.

It was fun making

these Popsicle stick families. We drew on both the stick and the paper to make cute people.

You then just glued down our sticks where we want them



Yarn Dolls

Nasiba Malikova

Kindergarten

This was another exciting month in Kindergarten. Many students in the class were kept busy in early and mid-March with Annie rehearsals and dress rehearsals. I am the proud teacher of seven of the cutest orphans you ever did see, and the rest of the students and I tremendously enjoyed watching the production at Ocean Bay on the 24th. Bravo to all who were involved!

In English language arts this past month, the class has continued to develop our comprehension skills; particularly activating prior knowledge before we read, making predictions, recalling story details and drawing conclusions. We have been practicing writing with Everyday Words, learning about the prefixes “un-“ and “re-“, and building “living sentences” using a combination of Letter People puppets, Everyday Word cards, alphabet cards and punctuation cards. This helps them to learn about and practice sentence structure, capitalization, thinking about which letters are used to form particular words, and word spacing in a very hands-on way that is at the same time fun for them. Our ELA center time has been packed with reading, IT activities such as starfall.com educational games and typing Everyday and CVC words in Word documents, sight word activities, and writing activities.

This past month we completed a chapter in math on measurement. Students learned about estimating, measuring length, weight and capacity using nonstandard units, comparing and ordering objects by length, weight and capacity, and temperature. The new chapter we’ve started is about time and money. Thus far the students have learned about the days of the week, months of the year and how to say dates. (I say “learned,” but it was a review really, as we work with those concepts every day during our calendar time in morning meeting.) We have also discussed the anatomy of a calendar in detail, the four seasons (of temperate regions) and how they are *not* the same as the seasons here in The Gambia, how to describe a sequence of events, and telling time to the hour on both analog and digital clocks. We have just moved into the “money” section of the chapter, and have started learning about U.S. pennies and nickels.

We have also wrapped up our social studies unit on Community Helpers. The students learned about several different community helper professions, tools that they use, and ways that they help people. We had a very special treat when four U.S. Marines from the Marine Guard Detachment of the U.S. Embassy came to talk to the class about their jobs and how “soldiers” (in Kindergarten-speak) help people. The Kindergarten class also joined together with Pre-K and Grade 1 to take a field trip to the Bakau Fire Station. There they learned how many fire-fighting tools are used (students even got to try out a few of those tools themselves!), what the fire fighters do when a call about a fire comes in to the station, and the studying and practicing that people have to do to become a fire fighter. There was a cross-curricular aspect to both of these activities, as students engaged in writing across the curriculum to express what they learned from the Marines and their favorite part of the fire station field trip.



Students showing off their sit-up skills for the Marines



Where’s the fire???

Jen Durgin

This week in grade one



What do you want to be when you grow up??

Would you like to be an Airplane Pilot, a Fire Fighter, a professional Chef, a Meteorologist, a professional Sports Athlete or maybe a Tailor? These are just a few of the careers that grade one students have been learning about in our Integrated Social Studies/Literacy Unit. Grade one students have been busy going on a field trip to the Fire Station and inviting in guest speakers. Many more are in the making....If you talk to a grade one student ask them what job/career they are most interested in and why.

Students are finishing up with our Social Studies unit on "Neighborhoods" and moving onto our next Interactive Science Unit on "Air and Weather"! Keep an eye out for our exciting Math/Science day project that will be on display next Friday!

In Math students are keeping busy learning about addition, story problems and so much more! We love our Everyday Math Curriculum, it is filled with great math lessons and math games to help us practice our lessons!



Maggie Savage

Grade 2/3

The *Annie Jr.* musical provided a wonderful opportunity for Grade 2/3 to gain even more confidence! Students had to exercise patience while waiting backstage, listen carefully for cues, speak with expression and projection, follow complicated dance moves, and demonstrate good stage etiquette, particularly when a prop went missing! Hopefully, the experience has created positive memories that will last a lifetime.

Now, our focus in Grade 2/3 is centered this week on Math and Science Day coming up soon. As we listed sixteen experiments on our board that we hope to share, two students were heard saying, "I wish I could do all of them!" Our focus this year is on movement, which comes naturally to Grade 2/3. We will share what we have learned about the flow of electricity, by demonstrating how we built electromagnets and telegraphs, as well as our discovery that energy can come from the flow of water, as seen in our waterwheel.

Vanessa Sanyang

Grade 4/5

In Math we have worked intensely on Algebra, after completing the unit on geometry, and learning to accurately locate coordinates on a graph or draw geometric shapes based upon given coordinates. We thank Mrs. Amal for her help in explaining procedure regarding “Order of Operations”. Students are becoming conversant with mathematical “sentences” and are able to solve simple equations. We return in the math student books to all covered aspects of mathematics, as well.

In LA Mrs. Greathouse returned from the New World with a copy of the much awaited Search for Belle Prater which is as engrossing as the first tome and has provoked interesting discussions on racism in the South of the US in the 1950s and led to short research pieces on the KKK, and on racism. We have also returned to the process of persuasive writing and will have to continue to tackle this and other essay-writing types, as this needs to remain an area of focus and effort.

We are rounding off the Social Studies unit on map reading skills and the history of mapmakers with a vast test which students must prepare and which will cover all material we have worked upon. We will also conclude with the creation in teams of a school campus map, which must contain specific criteria and then a team of judges will choose the best, which we will use in a concluding treasure hunt.

Students are eagerly awaiting our next FOSS science unit on the history of earth science, which they have started to read about during my absence this week.

Humanities 6-9

Middle School students returned refreshed from the vacation and ready to buckle down for the final term of the year. We have much to accomplish this term—take a look at the Curriculum Wall for a list of the standards and benchmarks in Social Studies and Reading Language Arts that we will be tackling. All classes had a three week mini-unit on *Romeo and Juliet* in order to make sure that each student is exposed to and is able to experience this important example of Shakespearean tragedy. The time period in which the play was set, the early stages of the Italian Renaissance, was the backdrop for our investigation of the politics of patronage in the city-state. Using knowledge gained from our study last year of the city states of Venice, Athens, and Sparta, as well as new information we read in class about the city state of Florence in the 14th century students began to articulate how a city state differed from feudal societies of the medieval era. Students were asked to compare and contrast city state political structures with modern counterparts and other forms of government throughout history. So far, the eighth and ninth graders have written short reflections on the similarities between the Medici family in Renaissance Florence and the fictional Capulet family in the Verona of *Romeo and Juliet*, while the seventh and sixth graders have written about Gothic architecture and the transition to Classical architecture and artistic ideals in Florence and Rome during the 15th century. The 6/7 class created their own Renaissance inspired architectural drawings of palaces and cathedrals. All classes are contrasting Humanism with earlier ideals. They have been learning about such artists, sculptors, and architects as Masaccio, Michelangelo, Brunelleschi, and Donatello. Students also are creating a journal on *Romeo and Juliet* which they complete as they read each night at home. Each of the main characters has a page in the journal, and the students add details from the dialog and actions which illuminate the character’s personality. We have learned dramatic terms such as soliloquy, monologue, aside, and exeunt. The older students were asked to research Aristotle’s theory of dramatic structure and to explain in writing how Shakespeare utilized it in his writing.

Student Council

The student council took stock of their activities so far this year, reflected on which ones were the most successful, and which ones could be modified for next year. They counted their money raised and earned so far this year and made proposals on what to do with the money. They unanimously decided to donate most of the money to the middle school service learning project if it is needed. Any remaining money, they have decided, will be spent on a morale raising school event for the end of the year. Two ideas are being discussed at this time: a Game Night at BAES and/or a camping overnight. The new and improved student council bulletin board will be on display for Math and

Science Day next week—so be on the lookout! Finally, we said goodbye to our Treasurer, Daire McKay, last month as he moved back to England with his family, so the students have elected Ebenezer Pimundu as the new Treasurer for the rest of the year. Congratulations, Nezer!

Pastoral Care

Mr. Wright is in charge of the current pastoral care unit, entitled College and Career Readiness. He is working with the students and planning lessons and activities which will help them discover where their vocational and leisure interests might lie. Students will also be introduced to the college application process, the writing of the personal essay, and what courses and activities will help them stand out to an admissions committee. Any parents who have experience with European universities are invited to come and share information with our class. We meet on Wednesdays from 11:00-11:45.

Wendy Morrill

Grades 6-8 Mathematics

Sixth and Seventh graders continue to work on the geometry unit and exploring tools of measurements in the metric and imperial systems of measurements. They are learning to apply their geometric understandings and formulas involved when finding the perimeters, areas, volumes and surface areas of geometric figures. Students will practice problem solving involving geometry concepts to enhance their understanding of its application in real life problems. They will also continue to build on their number and operations skills standard to polish their ability to handle percents, ratio and proportion.

The next unit will be Exploring Probability and Data & Graphs. This will be followed by units on Integers, Equations and Inequalities.

The eighth graders are working on the geometry unit involving solids. They are building on their knowledge of geometric concepts to find the surface area of complex shapes, and the volume 3D shapes. The Pythagoras Theorem is explored in depth and its application to find the missing length in a given right triangle. They are also introduced to Trigonometry and using trigonometric functions such as Sine, Cosine and Tangent to find the angle of elevation or depression in a given problem.

The Ninth graders have started their unit on Rational Expressions, Graphs and Functions. They will build on their knowledge of equations by relating a graph to what it is actually describing, and also to the equation whose solution creates the graph. Real-world problems and events can be related to any graph and they can determine the correct graph. They will learn about function rules related to tables and graphs and how to read and use this notation. They will learn about the two types of variations studied in this unit, direct and inverse variation.

Students in grades 6-9 analyze real-world problems to develop their reasoning skills and the application of geometry to solve problems. Overall, students learn to appreciate and learn that geometric shapes make up our physical world.

Amal A. Alfa

Science 6/7

Our science classroom is the meeting and learning place for students and a wide variety of cultural and ethnic backgrounds. This diversity presents both an opportunity and a challenge. The opportunity is the rich cultural variety that students bring with them to the classroom in terms of their customs, traditions, and experiences. The challenge is meeting the unique individual needs of each student so that all students have an equal opportunity to gain an understanding of the basic scientific principles that are so much a part of our lives.

Grade 6 students are studying photosynthesis, respiration and cell division. They have performed experiments to demonstrate the process of photosynthesis. This experiment is important because some students and others may think that soil provides plants with food. This is a misconception.

However, plants do not take in food; they produce all of their food through the process of photosynthesis. From soil, plants obtain water and minerals, which are needed for growth and development. This project has given the students an opportunity to learn how plants use sunlight to make food in the process of photosynthesis. The students were able to design a controlled experiment to grow plants under different lighting conditions while keeping other conditions constant. They also observed, measured and recorded data on the health and growth of the plants. From the data they were able to graph and draw conclusions about the effect of light on plant health and growth.

Another topic that they are studying is respiration. This is often compared with combustion because both of them involve the breakdown of molecules in the presence of oxygen to produce energy. The students will be able to describe the events that occur during respiration and also tell what fermentation is.

Finally, the students will be studying cell division so as to be able to identify the events that take place during the three stages of the cell cycle.

GRADE 8/9: EARTH SCIENCE

Students will demonstrate an understanding of the relationship between Earth's atmospheric properties and processes and its weather and climate.

In order to answer the question "what is weather?" students investigate and discover the factors that cause weather. As each of the factors are examined in depth, students become aware of the relationships among them and how they are measured.

In studying moisture in the air, the students also learn to identify basic cloud types. After they understand the factors affecting weather, students go on to investigate weather patterns and gain experience in observing and predicting weather.

From this experience, the students will discover the answers to "what is climate and what causes it?" and "How do temperature and precipitation influence climate?"

They will explore the Earth's major climate zones and the four seasons are related to the tilt of the Earth's axis. Finally, in studying the evolution of the Earth's climate, students will become aware of how changes in climate affect living things. They also examine the issues surrounding the extinction of dinosaurs, as well as global warming. To conclude this program, the students explore the kinds of climate found in the United States and classify its land biomass.

Students working in groups of two or three will construct a concept map. This provides students with a format for sharing their ideas, negotiating the meaning of specific concepts and adding to the meaning presented in the research finding. Also experience that they bring to the lesson are emphasized and integrated into the concepts being developed. This will help the students to share experience in cooperating and sharing, and this provides me with the opportunity to guide and participate in their learning process.

Sang jain

French K-9

Bonjour ,comment ça va ?

Quel est le plat du jour? Qu'est ce que vous avez comme desserts? G6-7 are exploring the very interesting world of dining out in French.

*Tu es en seconde ou en première?J'aime aller au CDI et aussi dans le bureau du CPE.*G8-9 students are learning the similarities and differences between the French and American educational systems.

Où vas-tu?Je vais chez Alice et ensuite je vais à la bibliothèque. Je vous invite chez moi! In G4-5, students learn the various ways of asking 'where are you going?' (Chez, à la and au)

Quel age a Grand-mère? Elle a soixant-dix ans . Et Grand-père? Il a soixante-quinze ans! G2-3 students are learning numbers: 50-100 Questions involving age of family members are used in lessons.

Les légumes! J'aime la carotte et le chou! First grade students are learning about the vegetables they like while Kindergarten is getting ready for our role-playing: *chez le docteur.* Since students learned to name parts of the human body, they will now use these words in sentences. It will be fun pretending to be a doctor asking the patient about what part of the body aches and how the patient describes where it pains. (*J'ai mal à la dent*)

Madame Joof French K-9

Art K-9

What is going on in Art this month? Filling in for Ms. Leen as a substitute, I've picked up where she left off with the principles of art in the art classroom and had students thinking about Texture. Students are learning about both the meaning and application of texture in art. We've discussed the differences between visual texture, the implied texture you get from a picture or painting, and actual texture. To help with some of the younger students we read a book about Trolls and then imagined what the texture of a Troll entails; bumpy, hairy, scaly, and pointy. Students then made different types of art work to include Troll masks in Kindergarten to Troll drawings and paintings in Grade 1 and Grade 2/3.

Grades 4/5, 6/7 and 8/9 learned how to incorporate different types of texture in sketching and painting. Grade 4/5 tried their hands at pointillism, much like the texture paintings of French impressionist, Georges Seurat. Middle School was challenged to sketch texture by using various levels of graphite pencils to capture the feeling in their drawings. It has been off to a good start as I navigate the classes and learn about the each student, Ms. Leen is certainly being missed, but I am thankful that she left good direction so everyone can enjoy the last couple of months.

Jennifer Greathouse

PE PreK-9

Pre K 1&2 is having their first ball experience using their feet. Rolling and stopping the ball with their feet, controlling the ball while moving, kicking for distance and accuracy has been a fun way get 3-4 year olds trying to put the ball under control.

Animal balances have been a good start in gymnastics for the kindergarten class, introduction to dribbling for grade 1 and building social skills through games for grade 2&3.

The entire middle school is engrossed in dance and is learning new and old dances from around the world. Learning some basic dance steps like grapevine which they incorporate into their dances has been an interesting experience.

Stephen Wright

- ❖ **What's happening at BAES next?**
- ❖ **April 22, 2016 - Pre-K Assembly**
- ❖ **April 22, 2016 – Math & Science Day**

Annie tapes available in the office for d150. THANKS!

Have a great weekend!

Sharon



Lots Happening at BAES- Please put these dates on your calendar. Please note that a few days such as French Assembly and Math/Science day have changed since the original was made.

Important Dates

April	What is happening at BAES?
April 22 nd	Pre-K Assembly
April 22 nd	Math/Science Day
April 22 nd	Board 2:00pm
April 23-April 30 th	MSA Visiting Team is here for the Team Visit
May	What is Happening at BAES?
May 3 rd	PD noon dismissal
May 1-20	MAP Testing
May 16 th —20 th	Teacher Appreciation Week
May 20 th	PE Assembly
May 25 th -29 th	Long Weekend May 25 th is Africa Liberation Day
May 30-June 2 nd	Writing Prompts
June	What is Happening at BAES?
June 8 th	Moving Up Day Grade 5
June 9 th	Moving Up Project Presentations Grade 5
June 15 th	Student-Led Conference Students come only when they have their conference with their parents/guardians
June 17 th	Board meeting 2:00pm
June 21 st	Field Day
June 22 nd	Graduation and Leaving Ceremony. School Finishes for the year directly after the ceremony
June 22 nd	After Graduation and Leaving Ceremony Summer Holidays begin.