



REMIND YOUR CHILD OF
IMPORTANT DEADLINES AND
EVENTS



BE INFORMED ABOUT YOUR
CHILD'S ACADEMIC PROGRESS



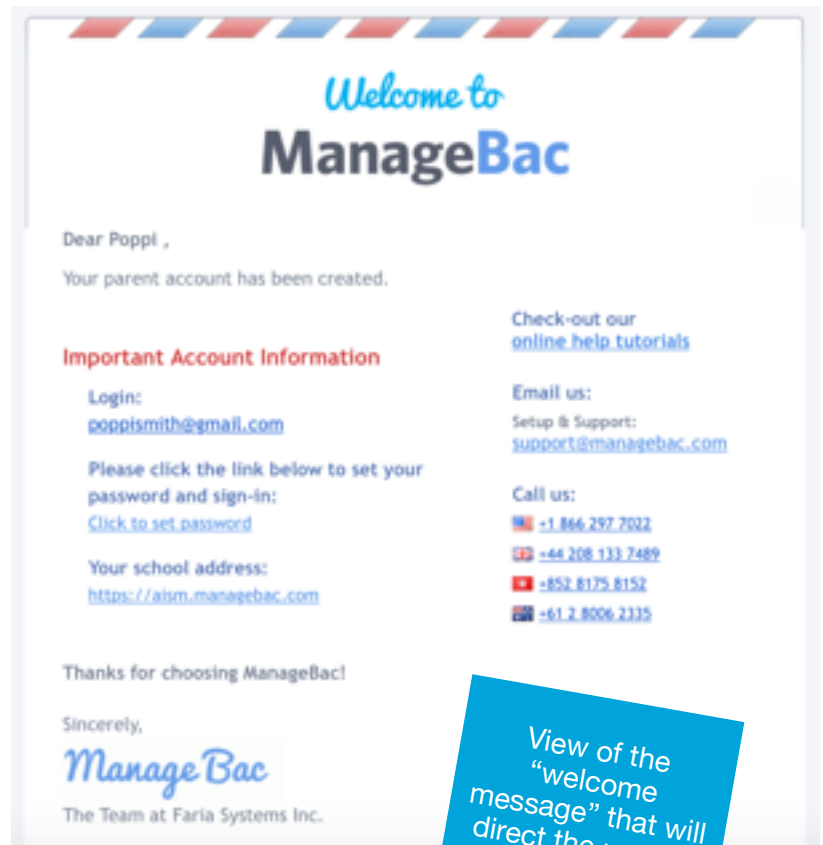
VIEW FEEDBACK FROM YOUR
CHILD'S TEACHERS ON AN ON-
GOING BASIS

AISM'S MANAGEBAC INFO SHEET

AISM SECONDARY SCHOOL'S ONLINE CURRICULUM MANAGEMENT TOOL HELPS TEACHERS COMMUNICATE WITH, AND PROVIDE FEEDBACK TO, STUDENTS OUTSIDE OF CLASSROOM.

Our teachers' adapt the activities within our curriculum on an on-going basis to meet the needs and interests of our students whenever possible. When inspiration strikes our teachers during the course of the school year, MB gives them the creative licence to redesign and add new activities and actions while ensuring that the school is continuously meeting the IB Program requirements for each Subject Group.

As teachers create assignments and discover resources, they can share them via MB instantly. Students can email their teachers, submit assignments on-line, and share resources with their classmates in the message boards, too. Teachers can post feedback and grades to the individual student's academic profile page, so parents no longer have to wait for an official progress report or report card from the school to find out how their child is doing. When we do generate Progress Reports and Report Cards, they are stored in the Reports Tab within the student's profile for future reference.



View of the "welcome message" that will direct the user to set up their MB account

All AISM Secondary School students and parents have ManageBac accounts. However, students **must** log on via their own accounts as they receive more detailed information and have access to more content than that which appears on the parent accounts.

Contact:
ben.damaso@aism-moz.com

Poppi Smith (MYP Student Observation)

Next 2 Weeks

| Thu | Fri | Sat | Sun | Mon | Tue | Wed |
|-------------------|-----------------------------|-----|-----|------|------|------|
| Final Performance | NO SCHOOL - Workers' Day MZ | | | HEFG | HEFG | HEFG |

Upcoming Events or Deadlines

- Black Position: DABC @ Today
- Task: Tibbers - Final Hockey performance @ Today
- Task: IBIBen - Vocabulary Quiz Unit 8 @ Today
- Black Position: DABC @ Today
- Day Off: NO SCHOOL - Workers' Day MZ @ Friday, 1 day away
- Day Off: NO SCHOOL - Workers' Day MZ @ Friday, 1 day away
- Black Position: HEFG @ Monday, 4 days away

Key Contacts

- Colleen Fletcher: Teacher, Principal
- Dr. Pope (Teacher Observation): Teacher, Principal
- Karen Greville: Principal

Need Help?

- Parent Guide

View your Child's Grade Level Calendar to help remind him/her about upcoming deadlines and events

Find out about the unit of inquiry in each subject so you can discuss topics at home.

Subject: English Year: Grade 8 Start Date: Wed March Duration: 6 weeks (20 hours)

Inquiry: Establishing the purpose of the unit

Key Concepts

- Creativity
- Style

Global Contexts

- Personal and cultural expression
- Exploration to Develop: Artistry, craft, creation, beauty

Conceptual Understanding

After demonstrating their knowledge of poetic devices, students will apply some of these devices to create poems that are new expressions of familiar objects, relationships and situations on familiar or everyday topics.

5 of 6 weeks

View assessment feedback from your child's subject teachers

Teachers: Poppi Smith

Tasks

- Socratic Circle Discussion
- Reflection on Socratic Circle
- Poetry Stations
- Poem Practice Packets
- SUMMATIVE TASK: Pocho-Kucha Poem
- Review: "Where I'm From..." Poem

Assessment Feedback:

A: Analysing (March 10, Tuesday)

Poppi provides substantial (quality, not amount) comment upon significant aspects of the topic, provides substantial identification and comment upon the perspective and intention of the articles' writers. When presenting an opinion or idea he/she sufficiently justifies them with examples and explanations. Poppi uses accurate terminology, and makes frequent connections between other people's contributions through listening well.

D: Using language (March 13, Friday)

Poppi uses a varied range of appropriate vocabulary, uses forms of expression competently. He/she speaks competently in a register and style that serve the context and intention, and errors do not hinder effective communication. He/she shows sufficient understanding of appropriate non-verbal communication techniques.

Comment: You actively participated in the discussion and asked several thoughtful questions to sustain the momentum and focus of the group's conversation. Great first try!

Help guides and support contact links to both ManageBac and AISM teachers within the program

Help

Need Help?

Parent Guide

Key Contacts