



THE PRINCIPAL'S CORNER

**"Keep your heart and mind open
to allow things to come in."**



□ Debasish Mridha

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UPCOMING EVENTS

- *February 2nd** - McTeacher Night 5:00 to 7:00 PM
McDonald's located on Watson Road near I-10.
 - *February 6th** - Room Parent Meeting
 - *February 23rd** - Sienna Hills Core Knowledge Night 5:00 to 7:00
Come and learn about Core Knowledge and have dinner on us!
 - *March 4th** - First Annual Father-Daughter Dance
 - *March 21st** - Culver's Scoopie Night
- For more information about events contact:
Amy Nunn at shevents@topamail.com



**IB Profile
Recognition
for January**
Right to left:
Kevin West (2);
MaKenzee
Bowers-
Martinez (1);
Drew Williams
(4); Samuel
Haston (3)



**"Open-Minded - Appreciation for cultures and ideas of others.
A sense of fairness and justice." (IB PROFILE)**

One of the International Baccalaureate (IB) profiles for scholars is "open-mindedness." The profile states we will look for ways to show appreciation for cultures and ideas of others - a sense of fairness and justice. Each day we work towards this profile by using Core Knowledge to introduce scholars to new cultures and ideas of others. Scholars dive into civilizations starting in kindergarten all the way through fifth grade, and continue on in the upper grades while at TOPA. At the elementary level, scholars look at civilizations, governance, conflicts, and advancements.

Open-mindedness comes from, "respect for cultural diversity, but is best achieved when young people have enough background knowledge of culture. In order for a truly democratic and economical society to be maintained, scholars must have access to the best knowledge available so they can understand an issue, express their ideas and act accordingly." (Core Knowledge Mission & Philosophy; A. Price)



----Mrs. Roer
Principal's Corner

What is Core Knowledge? How does Core Knowledge relate to Open-Mindedness?

“The idea behind the **Core Knowledge** is simple and powerful: knowledge builds on knowledge. For the sake of academic excellence, greater fairness, and higher literacy, Core Knowledge provides a core curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, grade by grade. If all of our children are to be fully educated and participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible,” so that students are able to exercise an open-mind when facing new ideas and problems.



Core Knowledge is predicated on the realization that what children are able to learn at any given moment depends on what they already know—and, equally important, that what they know is a function of previous experience and teaching.

Although current events and technology are constantly changing, there is a body of lasting knowledge and skills that form the core of a strong preschool–grade 8 curriculum.

Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all grade levels.

Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems passed down from generation to generation.

The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year.

This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. No more repeated units in multiple years on the rain forest, with little or no attention to the Bill of Rights, world geography, or exposure to other cultures.

Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build. Teachers in Core Knowledge schools have assurance that children will emerge well prepared with a shared body of knowledge and skills.

A typical state or district curriculum says, “Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States.”

But which people and events? Which ideas and movements?

The *Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history, geography, math, science, and the fine arts, the *Sequence* presents a practical answer to the question, “What do our children need to know?”

Teachers are free to devote their energies and efforts to creatively planning how to teach the content to the children in their classrooms.

Reminder: School starts at 7:30. Scholars need to be in their seats ready to learn!