

Inquiry in Action



Middle Years Programme
Programme d'éducation intermédiaire
Programa de los Años Intermedios

Roton Middle School

January 2026

This Quarter in Our Classroom MYP Year 1

This quarter has been marked by meaningful learning and strong student growth through the IB MYP framework. Students have demonstrated key Approaches to Learning skills, including research, communication, and self-management, while embodying Learner Profile attributes such as Inquirers, Thinkers, and Communicators. Below is a snapshot of the learning experiences and progress from this quarter.

GT design

Unit Title: Animal Prosthetics

Students design and create a model animal prosthetic that improves the function and quality of life for a specific animal with a physical limitation.

INS

Unit Title: Walk Like an Egyptian

Description: Students discover what life was like in ancient Egypt.

Project: Egyptian Artifact Project - Students create an Egyptian artifact based on an assigned topic. They also create a slideshow and present both the artifact and slideshow to the class.

English: Language and Literature

Unit Title: You and Me

Description: Students analyze the importance of relationships through various texts, mainly the novel *Walk Two Moons*.

Extended Writing Project: Argument Essay - Students argue whether relationships can shape people's futures and provide evidence from personal experiences and texts in the unit.

Accelerated Math

The class has just begun the equations and expressions unit. Students will learn how to solve one-step equations using real-world applications. They will complete an end-of-unit assessment, along with a mini theme park desk project that complements the unit.

Science

The class is finishing the Weather and Climate unit. Students investigate the The class is finishing the Weather and Climate unit. Students explore why precipitation varies and how water cycles, energy transfer, and air masses shape regional climates. They recently completed a climate zone diorama project to conclude the unit. (Cont...)



Risk-takers

Students stepped outside the classroom to engage in hands-on fieldwork, used scientific equipment in a real-world environment, and explored shallow waters while following proper safety protocols.

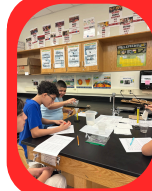
Learner Profile Attributes

INS Year 1: Inquirer



Students will act as Inquirers by researching an assigned aspect of ancient Egyptian culture, such as pyramids, gods and goddesses, mummies, or daily life. In class, they will gather and organize information from multiple sources and create a slideshow to present their findings. At home, students will apply their learning by creating a physical artifact or poster that demonstrates their understanding of the topic.

Science Year 2: Inquirers and Thinkers



During our Chemical Reactions unit, students become curious investigators as they design and carry out a lab experiment to determine which paper towel is the most absorbent. As Inquirers, they ask meaningful questions, make predictions, and explore through hands-on investigation. As Thinkers, they analyze results, solve problems, and draw evidence-based conclusions—putting the scientific process into action in a fun, collaborative lab experience.

Spanish Language & Literature Year 3: Thinker and Communicator



Kelzy used critical and creative thinking to analyze how media influences consumer behavior and created a persuasive advertisement that raised awareness about plastic consumption while proposing responsible solutions. Through effective use of Spanish, visuals, and persuasive techniques, she clearly communicated her message and showed strong media literacy skills by recognizing how digital and social media shape interpretations of environmental issues.



Mental Health Advocacy

Spanish Language and Literature Year 2

Community Engagement



IB MYP Year 2 Language and Literature Spanish

Unidad 2: La Salud y la Calidad de Vida

The service-learning experience in this unit involved students taking an active role in raising awareness about mental health within their school community. As part of their learning and engagement, students created posters designed to educate their peers about the importance of mental health, strategies for maintaining wellness, and available resources for seeking help. This project connected their classroom learning to real-world action, fostering empathy and responsibility while promoting awareness of a critical and relevant issue.

B I E N V E N I D O S

This Quarter in Our Classroom MYP Year 2



Faces of Our School

How long have you been part of our school community, and what is your favorite aspect of your job?

I started working for NPS in 2011. One of my favorite aspects of the job is helping and conversing with the students. Whether it's a "goofing" around/ silly conversation to make them laugh or it's me sharing with them advice and wisdom on how to handle situations positively.

What is a typical "day in the life" like for you here at school? Do you have any memorable or surprising moments to share?

I arrive at the building at around 5:30am punch in and start working on the tasks that I can do when nobody is around. As the day goes on just trying to maintain a level of safety, comfort and making sure that ALL staff members have what they need to ascertain a successful day at RMS.

In what ways do you believe you contribute to making our school a better place for both students and teachers?

Doing my job to the best of my ability with what I am given to do it with. "If I can I will, if I can't I will try!"

When you are not at school, what do you enjoy doing for fun?

When I get the urge I will play my drums and relive my glory days as a professional musician.

What is one piece of advice you would give students/teachers/staff regarding keeping our school clean and outstanding?

It would be, if everyone could respect the building by not damaging the property and just picking up after themselves. "Cleanliness is not just the custodian's job, it is a shared responsibility that shows respect for the school and everyone in it."

What is your favorite book, or could you share a fun fact about yourself?

Favorite book is the Bible. Fun fact is, playing the drums for over 50 years



- Richard Vetare



English Language and Literature Unit Title: Highs & Lows

This unit explores how literature captures the emotional highs and lows of life, including love, loss, and personal growth. Through texts such as *Ghost* by Jason Reynolds, along with poetry and short fiction, students analyze how authors use imagery, tone, and perspective to express memory, identity, and transformation. Through discussion and a literary analysis essay, students develop critical thinking and communication skills while responding to the essential question: What do we learn from love and loss?

GT Design

Unit: National History Day

In this unit, students construct, produce, and present their final National History Day project, exploring historical topics through the concepts of Perspective and Time, Place, and Space. They develop communication skills while inquiring, researching, and presenting their work, reflecting the IB Learner Profile attribute of Inquirers.

Science

Chemical Reactions (Matter and Energy)

In this unit, students explore how atoms rearrange to form new substances, starting with simple observations like the fizzing of a bath bomb and progressing to designing a functional flameless heater. They investigate energy transfer and the conservation of mass while developing skills in observing, interpreting, and analyzing chemical changes. Formative assessment focuses on identifying variables, while the summative assessment requires students to apply scientific knowledge, interpret data, evaluate claims, and justify real-world decisions, assessed through MYP Criterion A (Knowing and Understanding), Criterion C (Processing and Evaluating), and Criterion D (Reflecting on the Impacts of Science).

Spanish Language and Literature

Dos Mundos: Explorando la Emigración y la Identidad

In this unit, students explore migration and identity through *Cajas de cartón*, analyzing the experiences, challenges, and resilience of migrant families within their historical and social contexts. They develop empathy, critical thinking, and communication skills while connecting the novel to real-world migration stories. Students create an interview-based project, sharing an immigrant's journey—personal, familial, or from their community—highlighting themes of resilience, identity, and belonging, and reflecting on how these experiences relate to their own and others' lives.

Design

Unit 2 Upcycling Amazon

7th grade Upcycling Amazon unit, students investigate how materials and products can be redesigned to reduce waste and promote sustainability. Through research, creative planning, and hands-on making, students transform discarded or everyday items into new, functional products. The unit emphasizes environmental responsibility, innovation, and thoughtful design choices that consider both user needs and environmental impact. Students will research materials that can be upcycled in order to create and build their own upcycled artifact.

Art

Unit 2: Stained Glass Watercolor

Students use watercolor to create a painting inspired by stained glass. Students will share their paintings and explain their use of the five watercolor techniques they learned.

Language Acquisition

Unit 2: Ecoturismo (Capable level)

In this unit, students use their Spanish language skills to explore how ecotourism can protect the environment while supporting local communities in Latin America. With a focus on Culture and Global Interactions, students examine the environmental benefits of sustainable tourism and its role in promoting conservation and responsible travel. Through critical reading, authentic communication, and information literacy skills, students analyze real-world examples of ecotourism and develop the awareness and responsibility needed to act as informed global citizens.

Unit 3: Daily Routine (EmergentLevel)

In this unit, students explore Communication, Conventions, and Structure by reflecting on their daily routines and how these choices affect their well-being, productivity, and identity. By expressing their habits and priorities in another language, students build self-awareness, confidence, and meaningful connections between language learning and their personal lives.





CURRICULUM

IB MYP Year 3

English Language and Literature

Past & Present

In this unit, students explore the question, What makes us who we are? They examine how personal experiences, relationships, and social contexts shape identity through poetry by Yusef Komunyakaa, Robert Frost, and Natasha Trethewey, as well as novels like *The Outsiders* by S.E. Hinton. Using texts by Michelle Obama and Judith Ortiz Cofer, students analyze characters' growth and choices, applying their insights in a literary analysis essay that leads into an argumentative writing project.

INS

The U.S. Constitution

In this unit, students explore how the U.S. Constitution established a "more perfect union" by identifying its key features and analyzing how it divides powers across different levels of government. They apply critical-thinking skills to understand the foundations of democracy, politics, and civil society. Learning is assessed through a Bar Exam, a Law School packet, and a Law Firm competition, emphasizing fairness, development, and responsible citizenship within the global context of Fairness and Development.



Art/GT Art

Unit 2 – African Beadwork

Students demonstrated critical thinking and creativity as they designed and created their jewelry, solved problems during the bead-making process, and reflected on their successes and challenges. They applied thoughtful planning and experimentation to produce meaningful, culturally inspired art.

Spanish Language & Lit. / Language Acquisition

Dos Mundos: Explorando la Emigración y la Identidad (Native)

In this unit, students examine migration and identity through *Cajas de cartón*, analyzing the experiences and resilience of migrant families. They connect the novel to real-world migration stories and complete an interview-based project that explores themes of identity, belonging, and personal reflection.

Unit 2: Fast Fashion – La Moda Rápida (Capable level)

This unit empowers students to critically examine the environmental and social impacts of fast fashion while developing their Spanish language skills. Through authentic texts and real-world issues, students become informed consumers who reflect on personal choices and advocate for more sustainable practices in local and global contexts.

Unit 3: Technology & Communication (Emergent Level)

In this unit, students explore Communication, Function, and Purpose by reflecting on how technology and social media shape their communication habits and digital identity. They analyze how online choices—such as self-presentation, privacy, and relationships—affect how others perceive them, building awareness of responsibility and the influence of technology on daily interactions.

GT Desing

Transportation Innovation

In this unit, students explore problems in existing transportation systems, such as safety, efficiency, usability, and comfort, and work to innovate or redesign solutions that improve functionality for a specific user. Focusing on the concept of Function, students apply creative-thinking skills, using brainstorming and visual diagrams to generate ideas, ask questions, and develop innovative solutions that meet real-world needs.

PHE

PE: Net Games Years 1, 2, & 3

This unit focuses on developing students' tactical awareness, technical skills, and sportsmanship through badminton and volleyball. Across all three MYP years, students explore how space and movement influence game play in order to manipulate the court, make effective decisions, and outwit opponents while working cooperatively with others. Learning is assessed through a culminating competition that emphasizes fair play, responsible behavior, and the balance between competition and cooperation within the global context of Identities and Relationships.

Design

2D and 3D Sketching

In the 8th grade 2D and 3D Sketching unit, students develop technical drawing and visualization skills to communicate design ideas clearly and accurately. Through guided practice, observation, and iterative refinement, students learn to create orthographic, isometric, and perspective sketches. The unit emphasizes precision, spatial reasoning, and using sketching as a foundational tool in the design process. Students are about to start brainstorming ways to solve an everyday problem and create 3 sets of sketches to identify their solution to the issue.

Science

Sound Waves and the Electromagnetic Spectrum

In this unit, students investigate sound waves and the electromagnetic spectrum by exploring how energy travels through waves and how changes in wave properties affect systems, including human hearing. They examine the effects of loud sounds and consider personal choices that help protect their hearing, while experimenting with light waves to understand the properties of the electromagnetic spectrum. Students use critical-thinking skills to build and use a spectroscopy model and complete a final Google Slides project in which they research and explain a specific type of wave, demonstrating understanding aligned with MYP Criteria A and C.





CURRICULUM

IB MYP Year 1 Continues

Spanish Language and Literature

Unidad 3: Narrativas Personales

In this unit, students explore how personal experiences and individual narratives reflect and connect to historical events and cultural contexts. Through the study of *El color de mis palabras*, students examine how point of view, perspective, and cultural context shape storytelling. They analyze the impact of historical and cultural influences on narratives, deepening their understanding of the relationship between personal identity and cultural expression.

Design

Unit 2 Reimagining Technology

In the 6th grade Reimagining Technology unit, students explore how technology and engineering are used to solve real-world problems and improve everyday life. Through inquiry, research, and hands-on design challenges, students analyze existing technologies, identify needs, and create innovative solutions. The unit emphasizes creativity, problem-solving, and understanding the impact of technology on individuals and society.

Students are currently working on Criterion A and conducting market research on their chosen artifact and will be creating their innovation poster afterwards.

Language Acquisition

Capable Level (Phases 3–4)

Unit 3: Cambio climático y justicia ambiental: ¿Quién paga el precio?

In this unit, students explore climate change and environmental justice through the concepts of Change, Communities, and Voice. Using Spanish, they examine how human actions impact the environment and how these effects are experienced differently across communities. Students develop communication skills by creating presentations that raise awareness about climate change and advocate for justice and sustainability, within the global context of Globalization and Sustainability, with a focus on human impact on the environment.

Emergent Level (Phases 1–2)

Unit 3: Unit 3: Celebrations

In this unit, students explore how cultural expressions in celebrations reflect ideas of happiness, shared identity, and purpose for diverse audiences. Focusing on Audience, Culture, and Purpose, students compare celebrations such as Chinese New Year, Diwali, Eid, and Carnival by analyzing traditions, symbols, and values using visual organizers. Through cultural immersion activities and authentic resources, students gain firsthand experiences that deepen intercultural understanding and appreciation.

PHE

PE: Net Games Years 1, 2, & 3

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Art/GT Art

Unit 2: Personal Identity Totem Pole

In this unit, students explore personal identity by creating a unique totem pole that represents themselves through symbolism. They examine visual culture and how art communicates meaning, then share their totem poles with the class, explaining how their artistic choices reflect their identity. The unit is framed within the global context of Personal and Cultural Expression, with a focus on philosophies and ways of life.

Common Core Math

Unit 4: Dividing Fractions – Grade 6

In this unit, students explore dividing fractions by connecting division to multiplication and applying models, equations, and reasoning to real-world problems involving fractions, mixed numbers, and whole numbers. Framed within the global context of Globalization and Sustainability with a focus on markets, commodities, and commercialization, students develop communication skills through mathematical notation and critical-thinking skills by analyzing and synthesizing complex concepts.

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