



Tartan

EDUCATING THE HEARTS AND MINDS OF YOUNG PEOPLE FOR LIVES OF LEARNING, LEADERSHIP AND SERVICE

REFLECTIONS

Connecting the Past with the Present

By Marcus D. Hurlbut, Headmaster



This edition of the *Tartan* focuses primarily on the history department and the process by which our students explore and learn to analyze the events of the past, and their relationship to events of today. As a member of the history department, I am especially partial to this discipline and find myself engaged in a perpetual struggle to apply lessons of the past to the historic events that seem to be unfolding before our very eyes on nearly a daily basis. I will confess that I was not always that

interested in history as it seemed to me initially that there was little or no connection to the momentous events of the past and my life in the here and now.

Then, I came across the famous quotation from Spanish-American Philosopher, Essayist, Poet and Novelist George Santayana who said, "Those who cannot remember the past are doomed to repeat it." (I actually think I first heard it as, "Those who refuse to learn from the past are doomed to repeat it.") Either way, this definitely made sense to me, and ever since, I have tried personally and with my students to connect the past with the present and learn from the successes and failures of those who have gone before.

Today, we are part of a world community where events seem to be happening at lightning speed and change is taking place in ways that will have lasting impact on our country and our world. It may well be too early to look to the lessons to be learned from the rapidly changing landscape in the Middle East, but we do know for certain that the world will be a decidedly different place once the dust has settled and order, however constituted, is restored.

How this all applies to St. Margaret's and our history department remains to be seen, but just as I truly love teaching my constitutional law class in the midst of a perpetual debate about the law, individual rights and the well-being of the community, so too does the drama in the Middle East provide us with extraordinary opportunities to link the present with the past. In some very special way, these events seem to have particular relevance to our students in that much of what continues to unfold is in large part the result of a desire for change by

continued on page 2

Students Collaborate to Solve World Government Issues

By Rocky Parker, Upper School Advanced Placement Government and AP Human Geography Teacher



As the faculty advisor for both the Model Congress and Model United Nations programs on campus, I see each as a great opportunity for students to learn in a fun and informative fashion. Both programs allow students to have an active part in learning about the workings of the United States government and how diplomats interact with one another in the United Nations.

The Model Congress program guides Upper School Advanced Placement U.S. government students with an interest in government to participate in a congressional simulation. Students attend Harvard University's Model Congress simulation in San Francisco each year. Model Congress is associated with AP U.S. government in order to give students a better understanding of the inner workings of our government.

The Model United Nations Club replicates the actual diplomatic, economic and cultural functions of the United Nations through discussion, compromise and negotiation. Students become a member of a country appointed to a specific committee within one of the UN's principal organs: General Assembly, International Court of Justice, Economic and Social Council, and the Security Council. Students are required to play roles or to replicate the beliefs of their assigned countries and work with other students/nations to try and solve world issues. What is great about this is that students are not trying to win a contest; they are examining world problems and attempting to solve key issues. Regardless of whether a student is recognized for superior

continued on page 3

Model Congress/ 1
 Model United Nations 1
 Thinking Like a Historian 5
 History Department Philosophy 6
 Cold and Flu Survival Guide 12



St. Margaret's Episcopal School
 Marcus D. Hurlbut, Headmaster

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REFLECTIONS *continued from page 1*

a generation of young people connected by modern day technology and a determination to create a better world for themselves and their families. It is at once exciting and unsettling, but it is undeniably history in the making.

In the weeks ahead, it is my hope that we will have the opportunity to come together as a school community to share thoughts and learn more about the unfolding dynamic in the Middle East. In the meantime, this edition of the *Tartan* and the Tartan Talk on March 10 should provide a thoughtful understanding of the manner in which we strive to make history come alive and connect the events of the past with the issues of today.

TIMEPIECE

The History of the Parent Teacher Fellowship

By Lisa Merryman, Faculty Emeritus and School Archivist



St. Margaret's was barely established when the St. Margaret's Parent Teacher Fellowship was organized in 1979. The first PTF president was Mrs. Betty Gompf, and the first PTF project was to fund playground equipment for the students.

By March of the first school year (1979-1980), it was evident that St. Margaret's was growing. The PTF, already eager to support the students, helped to arrange its first spring fundraiser. Famous classical keyboard musician Anthony Newman, whose sons were in grades 4 and 6 respectively, volunteered to play a benefit concert for the school. St. Mary's Episcopal Church in Laguna Beach donated its facility, and a special harpsichord was brought from the University of California, San Diego.

Lunch on Fridays became special as the PTF also developed a hamburger program in conjunction with McDonald's. Volunteer moms distributed lunches that the students ordered each semester.

Before the second year was over, the PTF wished to have one more fundraiser activity that would be an exciting event to attend. They decided on a gourmet-style dinner. Several creative parents put together a feast that was served in the transformed garage of a school family's brand-new home, the first tradition of elegant PTF sponsored evenings. Plants, paper and ribbons turned the large room into a verdant garden.

A tradition was started that began with first Headmaster Father Ernest Sillers and a band of courageous parents who shared a vision to build our school. The PTF has been present from the beginning and has found ways to raise money to support St. Margaret's growing needs.

Did you know that the PTF raised funds for the perimeter fence, school buses, the clay kiln and most recently the uniforms for the Tartan Marching Band? The PTF still serves approximately 800 lunches by volunteer parents with the monthly online ordering system. The Annual Spring Fundraiser remains the most attended event to raise money for our school.



performance, all students are engaged in a thoughtful dialogue to solve real-world problems through simulation.

The MUN Club at St. Margaret's attends approximately five conferences each year and has traveled to Canada, Boston, Washington D.C., Berkeley, Stanford and University of California, Los Angeles. This year, we hope our trips include Northwestern University, Chicago and Vienna, Austria, this summer.

As the advisor for both groups, I have had the opportunity to see students learn and grow through interaction and simulation. The strength of both these programs comes from students representing an individual or a nation whose beliefs are not necessarily the same as their own. By simulating a host nation or individual, they gain a better understanding of why that individual or nation is different. Both are great alternative venues to learn about problems and solutions to world issues.

My First Model United Nations Conference

By Julianna Coleman, Grade 9



On the morning of September 25, seven members of the Upper School MUN Club attended the South Orange County Model United Nations (SOCOMUN) Conference at Santa Margarita Catholic High School. This was the first conference of the year, although the club has been established for some 13 years.

After the opening ceremony, hundreds of students from high schools throughout Orange County broke into committees of approximately 25 students to discuss one common topic. St. Margaret's delegates discussed the following topics: Israel/Palestine, child labor, women's rights, drug trafficking and the economic and social council.

Much to my surprise, the conference did not resemble a competition, but rather a collaboration. In our first speech, we provided a brief background of our issue and our country's experience with the issue. In our second speech, we spoke about our country's opinion on the most effective ways to deal with our issue, as well as our own personal ideas regarding how to resolve our issue globally, while keeping our country's perspective in mind.

Groups were divided further and each wrote a formal solution describing the three ways in which they would propose to resolve their issue, the role that the UN would need to play, and the funding needed in order to put a potential solution into effect. After listening to each group's solution, the rest of the delegates voted in favor of or against adopting each solution.

At the end of the day, our group of seven delegates came away with a refreshed view on each of their topics, a better feel for the structure of MUN conferences, along with several awards, including a Commendation for first-time delegates Christian Rafla and Brian Lee and a Gavel for Raffaele Saposhnik. I received an Outstanding Award.

As a club, we were quite proud of our success, considering that almost all of the other delegates are enrolled in an MUN class and, therefore, spend several hours a week preparing for each conference. Moreover, we are thankful for the opportunity to attend MUN conferences in order to learn about current global issues that continue to affect society each and every day.

Future World Leaders

By Martin Dolan, Grade 12



Mr. Parker and 10 AP government students rose early the morning of January 14 and boarded a flight to San Francisco to attend the 11th Annual Harvard Model Congress. Students were asked to take on the role of a representative from either the House or the Senate. These young delegates prepared for months in advance by researching some of the most prominent political and social problems throughout the United States and the international community.

Schools came from as far as New Jersey and as close as across the San Francisco Bay. The result was one of the largest gatherings of young delegates on the West Coast. Students were sworn into their positions and headed straight to their assigned committees to start immediately on drafting legislation. The congressional committees demanded some of the highest levels of participation and debate. St. Margaret's students were represented in almost every type of committee and group, for example, the Supreme Court, the Presidential Cabinet, Press Core and the National Security Council. All committees met separately and worked independently, yet all were intertwined. Everyone was dependent on one another to succeed, as is true in the real Senate or House of Representatives.

The entire experience demanded 12-plus-hour days to meet all expectations. St. Margaret's students surpassed expectations, as they all received a Certificate of Merit. This success once again demonstrated the incredible capabilities of St. Margaret's students and the promise they show to become future world leaders.

From “ME!” to We: Social Sciences in the Early Childhood Development Center

By Ingrid Andrews, Director of the Early Childhood Development Center and Wee Tartan Center



St. Margaret’s Early Childhood Development Center lays the foundation for the social sciences by fostering children’s dispositions for inquiry and helping them become critical thinkers. The young children have a natural interest about themselves and their world. When surrounded by talented teachers who know how to expand on

children’s curiosity and ask open-ended questions, mental “habits of mind” are formed for lifelong learning—about themselves AND their world.

We teach social skills intentionally to help children navigate friendships and work and play with others. Social skills development involves a lot of practicing when problems arise as well as proactive direct instruction. Our *Second Step* social skills curriculum (led by grade 6 students at St. Margaret’s) teaches skills for calming down, problem solving and learning how to read social cues.

“ME!” is a favorite subject for the developmentally egocentric Preschool child. We capitalize on this interest when we welcome them into their first real community: Preschool. Families are encouraged to be active participants in the classroom by sharing their stories, lives and talents. Stories, food, folk tales, art, music and dance from around the world help children learn about culture. We’re careful to avoid the “tourist approach” (culture of the month) by focusing only on celebrations and holidays. Instead, we integrate cultural differences into the curriculum and help children see similarities and differences in a way that respects and embraces the diversity of our world.

Being part of a community means looking at the people who live and work in the community. Playing a firefighter, police officer, postal employee, business tycoon or physician brings meaning to information that children are taught about community helpers. Citizenship is practiced by getting used to following rules, taking turns and a big Preschool topic: SHARING! Children have opportunities to develop their voice by voting for preferences (e.g., who likes Fuji apples, and who prefers Granny Smith?).

As children learn to live within the classroom community, they take on the responsibility to care for their classroom, their school, think about the environment and care for the earth. Geography discoveries might take place when children talk about the cities in which they live and mark them on a map or walk the campus and come back to class to build a campus out of unit blocks. Certainly

“understanding how maps can be useful” (a National Council for Social Studies goal for preschoolers) is part of pirate treasure map play as well!

Lively discussions about places the children have traveled and reading about places they haven’t been builds more and more foundation skills for later study. For instance, in February, during our chilly weather, children explored the Arctic at the water table with ice floes, polar bears and killer whales.

Another strand that is an important foundation for the study of history is thinking about the passage of time. At the Preschool level, understanding yesterday, today and tomorrow is an appropriate goal. Teachers help children understand the sequence of each school day (and year) by structuring it to be predictable, providing picture schedules of the day and preparing documentation panels that help children see their thinking over time.

Curriculum goals in the social sciences are meant to bring children a greater understanding of themselves and their world...and they sure have fun while they’re doing it!





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Thinking Like a Historian in the Fourth Grade

By Katie Harris, Laura Redman and Bev Resh, Grade 4 Teachers



Traditionally, social studies at the elementary level have been focused on students learning historical events, figures and geographic locations in isolation. Teachers have led textbook-based lessons with multiple choice and forced choice tests as the primary assessment tools. While such testing formats have a time and place in social studies, research of best practices has shown that students should be given the opportunity to demonstrate their understanding through a number of modalities, including performance-based assessments.

In grade 4, students are asked to build on their historical knowledge by analyzing primary and secondary sources, such as Native American myths and photographs of natural regions within our state and maps. Students are regularly challenged to make inferences, to draw conclusions, and to support their opinions with factual evidence. Not only have we seen students' critical thinking skills expand when they challenge themselves to support their opinions, but we have also seen student engagement increase when they see connections and patterns between major historic and geographic themes.

Two of the tools we use to help students make connections across multiple subject areas, including social studies, are Thinking Maps and Depth and Complexity icons. By using these tools, we explore the cause and effect of historical events, the changes that human activity has created over time, and the patterns that occur throughout history.

This form of historical inquiry lends itself well to another focus of grade 4, which is developing expository writing skills. Learning history is only the first step. By using multiple resources to draw conclusions, students develop the skills they need to write well-organized paragraphs and multiple paragraph essays. Studying history requires students to incorporate multiple sources of information and to synthesize those findings into a written response.

For example, at the culmination of a four-week-long study of the Native People of California, a grade 4 student wrote the following response regarding Native American manipulation of the environment, "If I were a Native American living in a grassland, I would burn the grassland because burning bushes stopped them from growing in the fields. It also helped the grass sprout and make seeds for the next year. That way, the grassy fields would attract many animals to graze, making the grasslands an easier place to hunt." Such a response shows an ability to structure an organized and articulate response, in addition to synthesizing multiple sources studied throughout the unit.

Transitioning to a model of social studies encourages active inquiry, where students are expected to analyze and interpret historical events from multiple perspectives. They are not only learning lifelong skills, but they are also preparing for the challenges of Middle and Upper School history courses. It is our goal that by using these methods, students will be equipped to critically assess historical information, and will develop skills to aid them across all disciplines. By "thinking like historians," St. Margaret's grade 4 students are recognizing that learning takes place beyond the classroom and gives them the critical thinking skills to excel in all academic areas.

Think Like a Historian

As a historian, I...

- study records of events and prepare written accounts based on my research
- attempt to explain the causes and effects of events and offer interpretations of them
- use *primary sources* and *secondary sources* to learn basic information and the state of current knowledge
- skillfully decipher and interpret documents and objects

The Philosophy of St. Margaret's History Department

By James Harris, History/Social Studies Department Chair and Upper School World History and Advanced Placement World History Teacher



St. Margaret's history department consists of active historians—students and teachers—who believe that knowledge of the past is necessary to comprehend the present and to forge the future thoughtfully and deliberately. We understand that historical studies have value across all disciplines and that the study of patterns of continuity and change

in past societies is the best preparation for understanding, and thriving in a rapidly changing world. Our core curriculum provides fundamental knowledge and links the humanities, the natural sciences, the arts, and the social sciences so that learning is dynamic, synergistic and connected among the disciplines.

Members of the history department believe a critical mind is the most valuable tool our students can develop. Such a mind emerges with cultivation skills and values along with exposure to information and traditions which define us. We are aware that, "A critical attitude is not a natural one; it must be learned, and becomes a part of oneself only through repeated practice."¹ To this end, we continually challenge our students to investigate the nature of historical evidence and critically interpret it in its varied forms. Consequently, the history department seeks to impart to its students an enduring understanding of specific knowledge, principles, and habits of mind including ways to:

- Construct and evaluate arguments, using evidence to make plausible arguments in oral and written form.
- Use documents and other primary data, to develop the skills necessary to analyze point of view and context, and to understand and interpret information.
- Conduct research: Inquire thoughtfully, read critically, analyze and synthesize data, document findings in an appropriate format.
- Develop awareness of oneself and be able to express oneself confidently, while understanding the dangers of ethnocentrism and egocentrism.
- Empathize and respect differences in individuals, communities, religions, values, and cultures of the past, present and future.

Best Practices in Historical Inquiry and Instruction

The history department employs time-tested and current pedagogical practices in support of student learning. Collaborative learning models build within students skills of historical inquiry and an understanding of how to accomplish goals with peers. In Mrs. Rian Otto's grade 6 world cultures course, students studying ancient Mesopotamia are organized into research groups in order to answer the question, "How does the environment shape human activity, and how does human activity shape the environment?" Students research information, group evidence into analytical

categories, synthesize findings in written form and report their findings to classmates. In Ms. Megan Moilanen's grade 9 world history course, student groups analyze primary source documents from a Caribbean sugar plantation to identify factors behind the globalization of the 17th century Atlantic economy. Mrs. Otto and Ms. Moilanen build social skills and provide opportunities for critical analysis beyond what a student can accomplish alone.

Our use of technology has grown in recent years as we have realized the efficacy of 21st century learning. From the use of online discussion forums in Mrs. Chriss Bonhall and Mrs. Amanda Hudson's grade 7 world geography courses to Mrs. Diane Adamson's use of the online bibliography software NoodleTools in grade 11, we employ technology when it best suits student learning. In grade 10, Dr. Peggy Beemer has piloted electronic portfolios so sophomores can store past assignments in digital form. Dr. Beemer's goal is to provide students the ability to quickly access past work, reflect on areas for improvement and refine their efforts on future assignments.

The history department aims to provide as many hands-on experiences outside the classroom as possible. In the grade 8 United States history course, Mr. Mike Allison and Mr. Rob Lakeman thread issues of leadership, character, judgment and resilience throughout the curriculum. By examining George Washington, Abigail Adams and Frederick Douglass, students relate to the individual's role in history. This translates to a greater learning experience on the grade 8 class trip to Washington, D.C., as students place themselves in the context of their studies. Mr. Rocky Parker's grade 10 Advanced Placement human geography and grade 12 AP U.S. government students are participants in rigorous academic field studies. From a transportation and urban study project in AP human geography, where students analyze demographic trends in Los Angeles, to AP U.S. government's National Security Council simulation, real-world experiences allow for authentic learning.

Staying Current in an Evolving Field

The history department includes remarkable individuals devoted to high standards in instruction; yet what defines it are its members' efforts to improve. In the past year, faculty members have served as AP readers, attended the National Archives Summer Institute at the Lyndon B. Johnson Presidential Library, and collaborated with historians at the University of California, Irvine. All members recently completed an in-service with The DBQ Project, an organization devoted to implementing document based learning. Our members eagerly adopt learning practices from other disciplines and collaborate with English department colleagues. Members of the history department are models for students in what it means to be a lifelong learner.

History Course Offerings

All students take the same history courses in grades 6, 7, 8 and 9. Grade 10 course options include 20th century modern global studies, AP human geography and modern European history. Juniors choose from U.S. history and AP U.S. history. Seniors have a range of choices including all AP courses, as well as AP world history and U.S. government, to semester electives ranging from psychology, anthropology, economics and contemporary U.S. history.

†Fernand Braudel, On History, trans. Sarah Matthews (Chicago: The University of Chicago Press, 1982), 8.

As the History/Social Studies Department Chair, Mr. James Harris oversees the curriculum for grades 4-12 and teaches world history and Advanced Placement world history at St. Margaret's. He is also a grade 10 advisor. He holds a Bachelor of Arts in history from the University of California, Irvine and is currently enrolled in a Master of Arts world history program at UCI, which he plans to finish in the fall of 2011. Mr. Harris also holds a California Clear Teaching Credential. Prior to joining St. Margaret's in 2007, Mr. Harris and his wife spent two years teaching English as a foreign language in the People's Republic of China. Mr. Harris is also a graduate of St. Margaret's Class of 1996.



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What is Differentiated Instruction?

By Dr. Regina McDuffie, Academic Dean and Lower School Principal



One of the key questions for a classroom teacher is: How do I create lessons and units of instruction that meet the needs of the variety of learners in my classroom? The goal of any classroom teacher, no matter what grade level, is to provide specific ways for each student to learn content and skills with depth and complexity of

understanding. In order to reach these goals, teachers can differentiate content, process or product. A teacher makes decisions about how and what to differentiate based on thoughtful planning. At St. Margaret's, our faculty follows the Understanding by Design model for curriculum planning where specific standards for content and skills that students need to know and be able to do are determined collaboratively by teachers of the same course or grade level. Once the curriculum standards are determined, the path to how students obtain the knowledge and skills can be different based on a student's interest, learning profile and readiness.

The following are more specific examples of how differentiation works at different grade levels and in different subject areas:

Differentiation for Interest and Product:

When planning for his unit on climate and weather patterns, a Middle School science teacher creates a task where students have to choose the role of a meteorologist, a military general or a local farmer and conduct an analysis of the local weather trends in southern California and how those trends impact their respective roles in society.

In this example, the students can choose to take the role and perspective that is most interesting to them, but they are all studying and charting weather patterns in the area. Depending on the chosen role, students will write a weather report for a local news program, a brief about troop maneuvers for Camp Pendleton or a plan for economic impact of weather on crop growth.

Differentiation for Readiness and Process:

Readiness refers to a student's prior knowledge and understanding of the topic or skill being taught.

A Lower School teacher assesses her students and realizes that some of them have mastered the concept of "bossy r," while others need more practice. She divides her class into three groups. The group that has mastered the concept writes a sentence using "bossy r" words; the second group is proficient but they need more practice so they read a book and identify words with

"bossy r" in the story; and the third group of students who need re-teaching of the concept work on sorting word lists with "bossy r."

In this example, the content is the same for all the students but the process of learning and the product being produced is different.

Differentiation for Learning Style and Content:

Learning style refers to the preferred way in which a student likes to learn: visual, auditory or kinesthetic. Howard Gardner's multiple intelligences could also be used to determine a student's learning style.

In an Upper School history class, the students are doing a culminating project that demonstrates their knowledge of the historic theme of impact of individuals on history. Students are given the choice to work alone or in a group of up to four people on one of the following assignments: writing a script for a play about their chosen individual, creating a video documentary describing their individual's impact on history or writing a research paper on the individual.

In this example, the content is different, as each student can choose the individual that he or she would like to study in more detail. Tasks give students with different learning styles the ability to report what they have learned about their individual in a variety of ways.

Information for this article is based on the work of Carol Ann Tomlinson (1999) in *The Differentiated Classroom: Responding to the Needs of All Learners*.



Got Broadway?

By Heather Lasting, PTF Communications and Publicity Chair



This year's All-School Spring Fundraiser, "Tartans on Broadway," should satisfy even the most discriminating taste for theater. Our many generous volunteers have been busy preparing a one-night-only performance you won't want to miss! The curtain opens at the spectacular St. Regis Monarch Beach Resort on Saturday, March 19 at 6 p.m.

We've Got Vision!

This Broadway production is sure to be a hit when guests dress for a night at the theater or fulfill their dream of joining the cast of their favorite show. Cast friends as stars in your show! Maybe you're feeling a little *WICKED* or are up for a *HAIR*-raising event? Perhaps you imagine yourself on stage in *A CHORUS LINE*? Or, if you truly enjoy being an audience member, let yourself be entertained by the show unfolding around you. This event has something for everyone.

We've Got Students!

St. Margaret's students will strut their stuff as they dance and sing Broadway tidbits throughout the evening, while our student tech crew will dazzle with their vast knowledge of lighting and audio-visuals. Be on the look out for our "Tartans on Broadway" video via our very own Tartan Productions, an Upper School student multi-media club. They've all got talent!

We've Got Wheels!

Take this golden opportunity for a chance to win a 2011 Toyota Scion tC Coupe! This black beauty will be making special appearances on the St. Margaret's campus during the month of March. Tickets are \$125 each or three for \$300. To purchase Opportunity Tickets, call the "Tartans on Broadway" Box Office at 949-661-0108, ext. 688, visit our St. Margaret's PTF Office in the Ortega Business Center, or shop online at www.smes.org. The winner will be announced at the event. Winner need not be present to win.

We've Got Entertainment!

An Orange County favorite, the band Tijuana Dogs, will be the life of the party. You can't help but dance the night away with these talented guys. They've got rhythm!

We've Got Silent!

Did someone say auction? With a vast array of choices, it's hard to go home empty-handed.

We've Got Super Silent!

Lugano Diamonds is back by popular demand because diamonds really are a girl's best friend.

We've Got Live!

The Live Auction will really bring down the house. You won't want to miss the drama!

Got Tickets?

Put this one-night-only performance on your calendar, and if you still need tickets, call the "Tartans on Broadway" Box Office at 949-661-0108, ext. 688, visit our St. Margaret's PTF Office in the Ortega Business Center, or visit www.smes.org.



The Research Process

By Darla Magaña, Director of the Library and Media Center



I'm often struck by how different the work of today's school librarian is compared to when I was a kid. My school librarian spent a lot of time teaching me to find information. Back then, this meant either searching the card catalog or the *Readers Guide to Periodicals*. Hours were spent trying to find just one or two helpful resources. Now,

finding those resources is only a small part of the whole and is often the easiest to do!

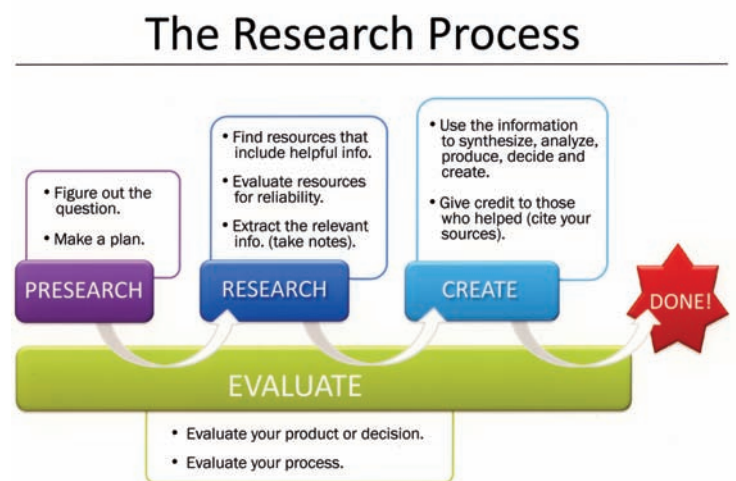
Take a look at the visual guide to the right that documents the entire Research Process.

As you can see, there are multiple steps effective researchers follow to make good decisions and/or clearly share their conclusions. There is also an emphasis on evaluation, since it is a constant and foundational skill critical for students with easy access to lots of information. My work as a school librarian is to help students understand and practice each step of that process. Lately I've found myself teaching things my school librarian would never have dreamed of!

- When do you think about a topic and generate researchable questions (PRESEARCH)?

- What is the difference between information you find on a website and what you find in a magazine or book (RESEARCH)?
- What constitutes reliable information (EVALUATE)?
- How do you take helpful notes (RESEARCH)?
- How do you cite pictures in a visual presentation (CREATE)?
- When do you link to or embed sources into a blog post (EVALUATE)?

Teaching this process ensures that our students become lifelong learners no matter what they need to know or how our information world continues to change.



Book Dedications

The Birthday Book Program honors students' birthdays while building our Library's collections. Parents dedicate funds to the Library for a book. Using these donations, our librarians select reading material at the appropriate grade level and include a bookplate with the student's name.

November 2010

Preschool

Paloma Arnsten

Lower School

Kendall Bottjer
Carolyn Kennett
Gillian Mann
Raquel McMackin
Roxanne McMackin
Madilyn Montgomery
Quinn Novick
Katherine Sele
Chloe Thompson
Evan Tingle
Joseph Tomaselli
Finian Williams

Middle School

Hyonju Ahn
Maxine Burke
Grace Chalmers
Meagan Cole
Braden Johnson
Curtis McMackin

Riley McMackin
Katherine Parrish
Andrew Sweeney
Nicholas Williams

Upper School

Katherine Berchtold
Katie Diem
Hunter Edington
Aaron Ko
Brant Miller
Erika Page
Jared Schoeffel
Brandon Suchand
Harrison White

December 2010

Preschool

Sutton Olson
Ethan Shariffian
Alexander Trikas

Lower School

Juliet Ballard
Bianca Boada

Bryce Chan
Avery Edward
Ella Etchandy
Preston Fickes-Drisdale
Alexis Lindenfelser
Lauren Mather
Pearson Mewbourne
Charlotte Olson
Nathan Panlilio
Claire Sele
Lewis Smith
Blake Stevenson
Reagan Sutton
Nicholas Taborsky
Amani Tarsadia
Lillian Thomas

Middle School

Frederick Hudoff
Jack Li
Natalie Walker
Benjamin Wang

Upper School

Arianna Assad
Esmerelda Chaidez

Katherine Everett
Abigail Nemeth
Colin Shaffer
Caroline Smith
Laurel Smith
Megan Sweeney
John Williams

January 2011

Preschool

George Braun
Kent Chacon
Natalie Gapinski
Emily Guerinot
Emily Wallis

Lower School

Alok Mansukhani
Sean McGuire
Ryan Meany
Charlotte Newman
Emmy Perry
Logan Tomaselli

Middle School

Jason Chin
Bryana Corlett
Charlotte Duran
Elika Miller

Upper School

Alexandra Barbaresi
Iliana Guadalupe
Soo Kim
Brian Murphy
Christopher Murphy
Jenna Zusman
Heather Zusman
Nicholas Zusman



Philanthropy for All: Planning for and Investing in the Future

By Lara Farhadi, Director of Advancement



"The great use of life is to spend it for something that will outlast it."

William James

We spend so much time in the now that we often forget about the future.

We invest in our children's education in the hopes that it will

lead them to a good college and, eventually, a successful life. We envision their lives in our minds looking to the day they will reach adulthood, perhaps get married and have children of their own. We blink, and before we know it, that little toddler is filling out a college application.

In the rush of everyday life, we don't often have time to think about what impact, if any, we want to have on the future of those causes dearest to our hearts.

Is it ever too early or too late to consider our own legacy beyond our children? Planning for the future often means planning for

retirement. What about planning for a legacy? The most powerful action we can take is the one that gives to others beyond ourselves. The most gratifying feeling is the one that tells us we make a difference, we have an impact, we contribute to making the world a better place.

Consider having that kind of impact, making that kind of difference, in the future of St. Margaret's and generations of children to come. There are many advantages—planning, tax, income—the greatest advantages of all however, is the legacy you can leave, the gift that will give in perpetuity, the future you can help secure.

For information on gift planning, the recently-established Father Ernest D. Sillers Legacy Society or to include St. Margaret's in your estate plan, please contact Lara Farhadi at 949-661-0108, ext. 353.



Church Chimes

All Are Welcome To Join Us For Worship

Regular Weekly Schedule of Services:

Sundays

8 a.m. Holy Eucharist

9:30 a.m. Holy Eucharist

Includes Sunday School Catechesis of the Good Shepherd program for preschoolers through grade 5, youth group (grades 6-12), choir and nursery care for infants and toddlers.

11:15 a.m. Holy Eucharist

Wednesdays

7 a.m. Holy Eucharist

Lenten and Easter Programs at St. Margaret's

Ash Wednesday

Wednesday, March 9

Ash Wednesday Services and Imposition of Ashes: 7 a.m., Noon and 7 p.m.

Lenten Programs for the Family

March 16, 23, 30 and April 6

6:30 p.m. Lenten Supper and Programs for the Family 7-8 p.m.

Special Choral Concert Presented by The Saddleback Master Chorale

Sunday, March 20, 3 p.m. at St. Margaret's Church "The Music of Love"

From Shakespeare's sonnets to George Gershwin and Duke Ellington

Holy Week:

Maunder Thursday Service

Thursday, April 21, 7 p.m.

Good Friday

Friday, April 22

10 a.m. Children's Stations of the Cross

12 p.m. Stations of the Cross

7 p.m. Good Friday Liturgy

Easter Eve Celebration Service

Saturday, April 23, 5 p.m.

Easter Services

Sunday, April 24

8 a.m., 9:30 a.m. and 11:15 a.m.

Childcare available for 9:30 a.m. and 11:15 a.m. services

Model Congress/	
Model United Nations	1
Thinking Like a Historian	5
History Department Philosophy	6
Cold and Flu Survival Guide	12

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EDITORIAL NOTE

Throughout the 2010-2011 school year, each issue of the Tartan newsletter will present an in-depth look at one of St. Margaret's five, core academic departments: English, math, science, history and foreign language. Subsequently, Tartan Talks during the school year will concentrate on the academic discipline represented in the current Tartan newsletter. At each gathering we will present the department's philosophy, best practices, an overview of the curriculum across the divisions of the school, coursework examples and the professional development program. The next Tartan Talk, on March 10, 8:00 a.m. in Sillers Hall, will focus on the history department.



SCHOOL NURSE

Your Cold and Flu Survival Guide

By Patty Canright, R.N., and Carol Keith, R.N., School Nurses



What is a Cold?

The common cold begins when a tiny dose of a virus is inhaled into the nasal passages from droplets that are sneezed or coughed into the air. The virus moves to the back of the nose where it attaches to the adenoid area and begins to reproduce. Within 10-12 hours, the body attempts to defend itself by

releasing mucous gland secretions and by sneezing and coughing (cold symptoms). Typically, symptoms worsen over the first 48 hours and last about one week.

What is the Flu?

A cold is like being side swiped by a bicycle, but the flu is like being run over by a truck. Caused by the influenza virus, it comes on more suddenly and the symptoms, which usually last four to five days, are generally worse. A fever can be moderate to high. Body aches and fatigue are more intense and a cough can be dry and hacking

rather than wet. Headache and chills, sore throat and runny nose are also among the many symptoms. It is more serious than a cold.

If a cold or flu lingers after 10-14 days, you may have a secondary infection like sinus or bronchitis. These infections usually need an antibiotic. Anti-viral drugs are all prescription drugs. When used within two days of onset of the illness they may reduce symptoms to one to two days.

Some flu and cold remedy myths: Don't rely on Vitamin C. Research has found that it does not reduce your chances of getting sick. It is not necessary to replace your toothbrush once you've recovered from a virus. There is no evidence that you can re-infect yourself. Drinking water does not flush out a cold but it can help to thin mucous secretions.

To Avoid the Flu: GET VACCINATED. The non-live vaccines can thwart 70-90 percent of flu cases and even if a strain slips through, your illness should be milder.