

LS WEEKLY BULLETIN

Weekly Bulletin 17| January 13, 2017| Elizabeth Gale

Important Dates

- **January 26:** Whole School Chinese New Year Assembly starting at 1:00pm in the Theater.
- **January 26:** Grade 4 Learning Celebration on “Sharing the Planet” at 12:15pm.
- **January 27 – February 5:** Chinese New Year Holiday
- **February 10:** Lower School Assembly featuring KL and “Dress Up as a Disney Character” Spirit Day
- **February 14:** Class Photos and Individual Student Photo Re-Takes.
- **February 24:** Twin Day & Lower School Assembly featuring 5C



Grade 1 students inquiring into their unit on Signs and Symbols went on an exploration walk on Friday looking for different signs and symbols in the school. Afterwards, they discussed the function and purpose behind each of the signs and symbols they found.

Facilitating opportunities for teachers to effectively collaborate surrounding student learning has incredible benefits including:

- The implementation of better instructional strategies and learning experiences.
- Increased use of resources to support instructional practices.
- Learning outcomes and goal consistency amongst teachers.
- Increased student effort and student achievement.
- Higher levels of teacher responsibility as a result of an increased sense of accountability for promoting student success and meeting learning goals.

Parents can support teachers' efforts to engage students with the subject matter by asking specific questions surrounding the learning content. Using the **8 PYP Key Concept** questions as a guide is a wonderful place to start.

Prior to the Winter Break, students began preparing for the upcoming **Chinese New Year Assembly** that is scheduled to take place at 1:00pm on Thursday, January 26. The assembly is scheduled to last 1 hour and 30 minutes. Please let the office know if you will be taking your child home after the assembly.

In closing, I would like to take this opportunity to **welcome nine new students** and their families to the Lower School. We are very happy to have you as part of our SCIS family and look forward to working together to ensure your child's learning journey is a successful one!

Warm Regards,

Liz Gale

Lower School
Principal



Dear Families,

Happy New Year and welcome to what is certain to be a fantastic and fun-filled 2017 at SCIS!

Teachers and students hit the ground running this week as most grade levels delved deeper into their 3rd Unit of Inquiry for the year. During **Monday's Teacher Professional Development Day**, all teachers and specialists had an opportunity to collaborate and plan ways that students can make meaningful, and authentic connections between single subjects (Art, Music, PE, Mandarin) and the learning that is taking place in the classroom.

After School Activity (ASA) Sign-ups for Quarter 3 will be starting soon. Next week, the Quarter 3 ASA guide will be sent out via email. Sign-ups for ASA's will begin on Monday, January 23 and close on Wednesday, January 25. Quarter 3 ASA's will start on Monday, February 6 following the Chinese New Year Holiday. If you have any questions or would like additional information, please contact Coach Vic Caban at vcaban@scis-china.org

In order to prepare students for the **Chinese New Year Assembly** the Mandarin Department would like to ask parents to assist with the following:

1. If possible, children are encouraged to wear traditional "Chinese style clothing" in colors red, gold or yellow.
2. Students in Grades 3 and 4 will need to wear a dark colored shirt
3. Students in Grade 2 are encouraged to wear dark colored shoes.

Current Units of Inquiry

The below table provides information surrounding what students at each grade level will be inquiring into over the course of the next 3 weeks. Also included are the key concepts that will guide each inquiry and the teacher questions that accompany each concept. Asking your child similar questions and talking with them about their learning at school are one of the many ways that you can support your child's learning journey through the Primary Years Program.

<u>Grade Level</u>	<u>Trans-disciplinary Theme</u>	<u>Central Idea</u>	<u>Lines of Inquiry</u> <i>An inquiry into. . .</i>	<u>Selected Concepts</u>	<u>Guiding Teacher Questions</u>
Nursery/ Preschool	<i>How we express ourselves</i>	We use our imagination to express stories and ideas in different ways.	<ul style="list-style-type: none"> • Stories and storytelling • How stories and ideas can be expressed in different ways • Imagination and pretend play 	Form Reflection Perspective	<ul style="list-style-type: none"> • What are stories and what stories do you like? • How can stories be expressed in different ways? • How can we use imagination and pretend in our play? • What do you see in this story?
Pre-kindergarten	<i>Who we Are</i>	As I grow and change, I discover new things about who I am and what I can do.	<ul style="list-style-type: none"> • What am I like? • The ways that I change. • How I grow as a learner. 	Form Change Reflection	<ul style="list-style-type: none"> • Who are you and what are things that you like to do at school and at home? • What can you do now that you couldn't do before? • How have you grown as a learner?
Kinder-garten	<i>How we express ourselves</i>	People celebrate in many ways for many reasons.	<ul style="list-style-type: none"> • Characteristics of celebrations • The reasons for celebrations • The similarities among celebrations 	Form Causation Connection	<ul style="list-style-type: none"> • What do people include in their celebrations? • What are the reasons for celebrations? • What are the similarities among celebrations?
Grade 1	<i>How we express ourselves</i>	Signs and symbols can communicate information and meaning.	<ul style="list-style-type: none"> • Signs and symbols • The reasons for signs and symbols and how they work • Communication through signs and symbols 	Form Function Perspective	<ul style="list-style-type: none"> • What are the different forms of signs and symbols? • How do signs and symbols work? What is the function of signs and symbols in our lives? • How do people communicate using signs and symbols?
Grade 2	<i>Where we are in place and time</i>	People have improved their daily lives by using simple machines.	<ul style="list-style-type: none"> • The function of simple machines • The impact of simple machines on our lives over time • How innovations have improved lives 	Function Change Causation	<ul style="list-style-type: none"> • What are simple and compound machines? • How do simple and compound machines work? • How have simple machines impacted human lives over time?

Grade 3	<i>Where we are in place and time</i>	Exploring past civilizations helps us gain a better understanding of our present and future	<ul style="list-style-type: none"> • Characteristics of civilizations • Inventions and artifacts of past civilizations and their impact on societies • Connections to our present world. 	Form Change Connection	<ul style="list-style-type: none"> • What are the characteristics of past civilizations? • What are the inventions and artifacts unique to certain past civilizations? • How are past civilizations connected to our present world?
Grade 4	<i>Where we are in place and time</i>	Living things share and impact the environment.	<ul style="list-style-type: none"> • The components of different ecosystems • The ways in which living things within an ecosystem are interdependent • The consequences of imbalance within ecosystems. • Human impact on ecosystems 	Causation Connection Responsibility	<ul style="list-style-type: none"> • What are ecosystems made of? • How are living things within an ecosystem interdependent? • What are the consequences of having an unbalanced ecosystem? • How do humans positively and negatively impact ecosystems?
Grade 5	<i>How the World Works</i>	Understanding the nature of matter allows us to transform it and use it.	<ul style="list-style-type: none"> • The states of matter (Chemical vs. Physical) • Scientific investigation and understanding • How elements interact with each other 	Form Function Change	<ul style="list-style-type: none"> • How does matter change from one state to another? • What is the difference between chemical and physical changes? • How do we know our conclusions are accurate?

The 8 PYP Key Concepts and Questions

Concepts are central to the PYP curriculum and presented in the form of key questions. It is these questions, used flexibly by teachers and students when planning an inquiry-based unit, that shape the unit, giving it direction and purpose. However, the concepts and key questions can be used as a basis for discussion surrounding any subject or topic of interest. As parents, you can use the key concepts and questions when talking with your child at home to help them think more deeply about topics of interest, as well as to help them develop higher order thinking skills.

Form

What is it like?



Describe, Name, and Tell

Function

How does it work?

What is the purpose...?
What is the role...?



Connection

How is it connected to other things?



Compare/Contrast
How are these concepts interdependent?
How are they the same/different?
How are these ideas connected through time, space, people, things, or beliefs?

Change

How does it change?



What if...?
How does it adapt?
What changes have occurred?
Why did it change?
In what ways...

Causation

Why is it the way it is?



Compare/Contrast
How was it formed?
How did it arrive at this state?
Why did it happen that way?

Reflection

How do we know?



What did I know?
What do I know now?
How did I know that to be true?
What resources did I use to help form my opinion?
Do you agree with the result?

Responsibility

What is our/my responsibility?



How should we/I behave?
Opinions, feelings, rights.
Who should describe this?
Ethics questions

Perspective

What are the major points of view?



How many different ways...?
Feelings, opinions, personification questions, advantages/disadvantages...
What are the consequences of this point of view?