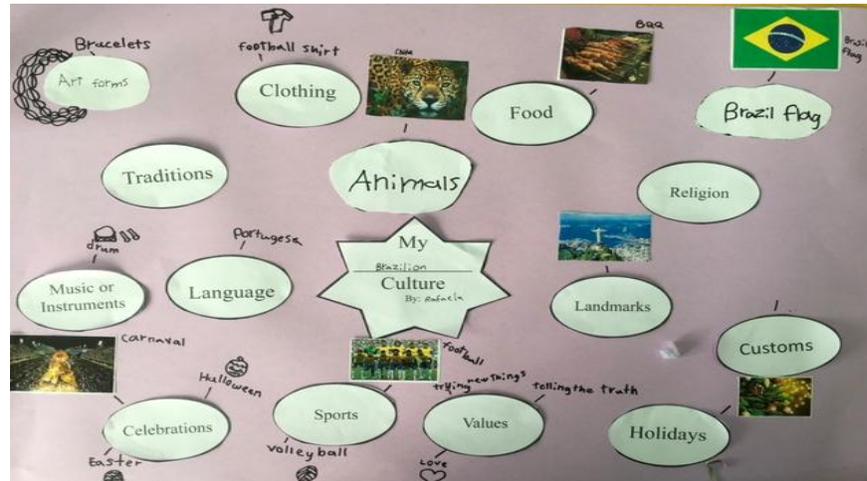


LS WEEKLY BULLETIN

Weekly Bulletin 6 | September 23, 2016 | Elizabeth Gale

Important Dates

- **September 19-29:** NWEA MAPs for students in Grades 2-5
- **September 30:** United Nations International Day of Peace
- **October 3 – 7:** National Holiday / No School
- **October 14:** Mid-Semester Progress Reports are sent home in the afternoon
- **October 18-19:** Parent-Teacher Conferences (student dismissal at 11:30)
- **October 28:** PAFA Sponsored Halloween Carnival to take place in the afternoon.



Over the past 5 weeks, grade 3 students have been inquiring into the central idea, *our culture shapes our perspective*. Through student reflections, interviews with parents and classmates, and exploring the similarities and differences among cultures, students have not only learned to appreciate cultural differences, but have used their understanding of others to be more creative in seeing and solving problems from multiple perspectives.

Dear Families,

The **United Nations International Day of Peace** will be celebrated on September 30th from 10:00am – 1:00pm. The UNIDOP celebration will be composed of two parts: an assembly in the Theater and an international food fair. The event will open with all students participating in the *Parade of Nations*, during which time students will enter the Theater walking behind the flag representing their home country. The *Parade of Nations* will be followed by presentations involving both Upper School and Lower School students. Following the assembly, students and parents will be directed to the cafeteria where PAFA will host the UNIDOP International Food Fair. The Food Fair will take the place of the students' regular school lunch. However, the cafeteria will be

assisting with the preparation of certain items to ensure that there is enough variety and nutritious food prepared for students on this day.

While we do not encourage this, we understand that you may choose to take your child(ren) home with you at the conclusion of the event. In this case, you must inform the office prior to taking your child. We ask that you help us ensure that all students have been accounted for prior to the end of the day. Additionally, after school activities will still take place on September 30. Students are encouraged to wear clothing representative of their national dress or the colors of their home

country's flag. We look forward to seeing many parents on campus for this amazing event.

Parent-Teacher Conferences are scheduled for October 18th and 19th. An invitation to take part in the conference days will be coming home after the October break.

Please note the **National Holiday and October Break** will take place from October 3-7. There will be no school during that week.

Warm Regards,

Liz Gale
Lower School
Principal

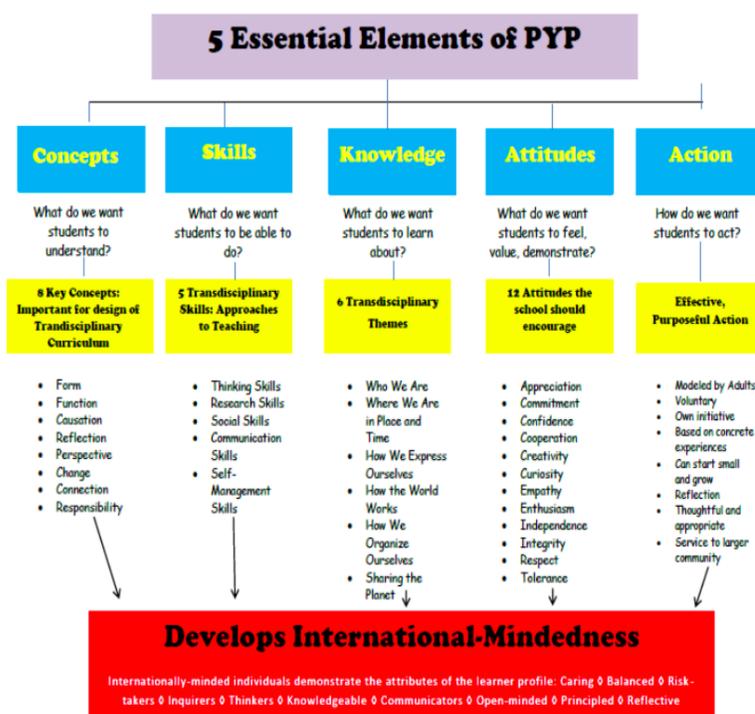


There will be a Lower School **Parent Coffee Morning on Wednesday, September 28** following the PAFA meeting focused on Assessment and Reporting within the PYP. We are looking forward to seeing many parents in attendance for this important topic.

This week, our system-wide IT department implemented a new process for creating a School ID and parent email account. If you haven't already set up your SCIS parent email account, please head to <http://schoolid.scis-his.net/> to create your email address, set your recovery email, and connect your children to your account. Once finished, you will receive a confirmation message with your new School ID and begin to receive school communications. If you have any questions about this new process, please contact Barry Johnson at pd-technology@scis-china.org.

The Five Essential Elements of the PYP

The students have now been in school for over five weeks and during this time there has been a tremendous amount of learning that has taken place. Each classroom has successfully settled into its daily routines and on classroom walls and bulletin boards there are vibrant displays of student work. A walk around the school provides evidence that each grade level is actively engaged in the inquiry process and students are beginning to formulate conclusions about information they have learned through their first inquiry units.



As teachers begin to plan for the launch of the second unit of inquiry for the school year, there is a common understanding that a balance between the five essential elements: knowledge, concepts, skills, attitudes and action is necessary in order to create an engaging and inspiring learning environment for the students. During the upcoming weeks teachers will not only reflect on the effectiveness of teaching the five essential elements in the first unit taught, they will also carefully analyze the written curriculum for the second inquiry unit to ensure students will receive a well-rounded and comprehensive learning experience. Grade level and specialist teacher teams will meet to examine the following questions:

1. Is the **knowledge** that will be imparted upon the students' significant, relevant content that will take into consideration students' prior experience and understanding?
2. Is there evidence that the **concepts** or powerful ideas that have relevance within the subject area transcend the curriculum and allow students the opportunity to explore and re-explore the material in order to develop a coherent and in-depth understanding?

3. What **skills** will students need to develop in order to be successful with their inquiry? Will these skills help them succeed in a changing, challenging world?
4. Are the **attitudes** or dispositions regarding expressions of fundamental values, beliefs, feelings and learning able to be discussed and nurtured?
5. Are students taking **action** through the demonstration of deeper learning and the exhibition of newly acquired skills and knowledge?

As units are developed and revisited, teachers spend a considerable amount of time determining whether each unit is

- **Engaging** - of interest to the students, and involving them actively in their own learning.
- **Relevant** - linked to the students' prior knowledge and experience, and current circumstances, which allows for connection to the lives of the students.
- **Challenging** - extends the prior knowledge and experience of the students to increase their competencies and understanding.
- **Significant** - Contributes to an understanding of the transdisciplinary nature of the theme, and therefore to an understanding of commonality of human experiences.



As you can see, the written curriculum within the PYP allows for a student-centered, meaningful approach to learning, which is the direct result of ongoing teacher collaboration and revision. In this way, SCIS Lower School students are a part of a nurturing and inspiring learning environment that promotes true engagement and life-long learning.