

MIDDLE SCHOOL PARENT COFFEE

Welcome to the 2020-21 School Year ~~and Understanding Our World Languages Program~~





Agenda

- Introductions
- School Year 2020-21
- Feedback



**A world leader in education,
cultivating exceptional thinkers,
prepared for the future.**



Chris Raymaakers, Lauren Mehrbach, Chris Beingessner

Starting the school year feels like...

1



2



3



4



COMMUNICATION

eNews

email

Parent Portal

Parent Coffees

PowerSchool

Phone

COUNSELING TEAM



**Christa
Haycock
Grade 8**



**Ben
Robertaccio
Grade 6**



**Mark
Swarstad
Grade 7**



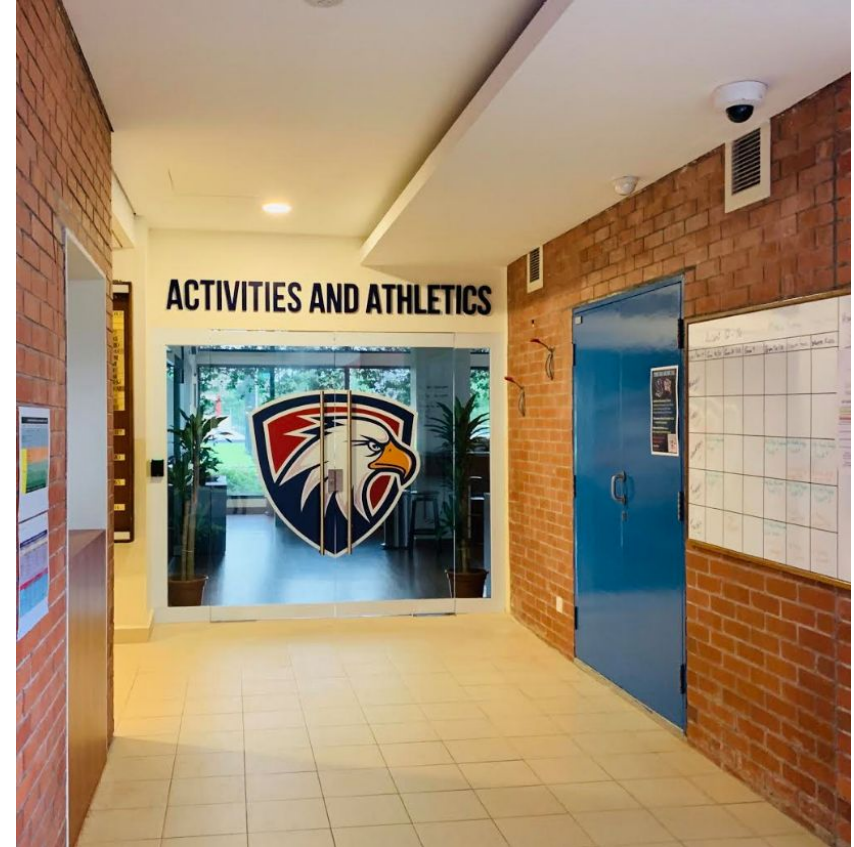
**Cindy
Gilbert
School Psychologist**



**Ryan
Bruce
Dean of Student Life**

Activities and Athletics Director: Jared Bildfell

jbildfell@sas.edu.sg



NEW FACULTY



Ms. Broderick
6A



Ms. Hansen
6A



Ms. Jones
6C



Mr.
Tomassen
6C

NEW FACULTY



Mr. Mijares
7A



Mr. Cameron
7C



Ms. Powling
7C

NEW FACULTY



Ms. Sparrow
7C



Ms. Basse
8A



Ms. Kaba
8A

NEW FACULTY



Ms. Poppe
8A



Ms. Sutton



Ms. Piazza
SLP

Your 2020-21 Middle School PTA Representatives

MS Reps: Kristina Raber and Tara Jackson -- saspta.msrep@gmail.com

6th Grade- Facebook "SAS Class of 2027"

sasclassof27@gmail.com

6th grade representatives- Lindsay Fipp and Megan Bretting

7th Grade- Facebook "SAS Class of 2026"

SASclassof26@gmail.com

7th Grade representatives- Mina Bregman and Christine Miyasaki

8th Grade- Facebook "SAS Class of 2025"

SASclassof2025@gmail.com

8th Grade representatives- Jen Canale and Jeanne Staley



Links to World Languages, Electives and Side Team Presentations



In Singapore, things look different in different places.

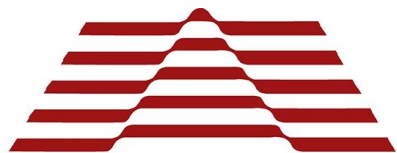


What does it look like at SAS? And why?

Committee for
Private Education
SINGAPORE



Ministry of Education
SINGAPORE



NATIONAL ARTS COUNCIL
SINGAPORE

Sport
SINGAPORE



MINISTRY OF HEALTH
SINGAPORE



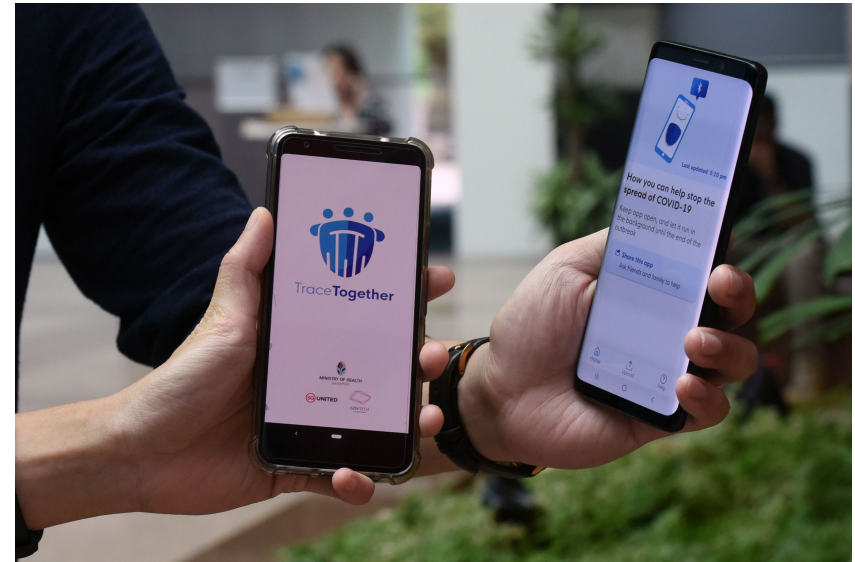
MINISTRY OF
MANPOWER



Overarching Principles



Safe Distancing

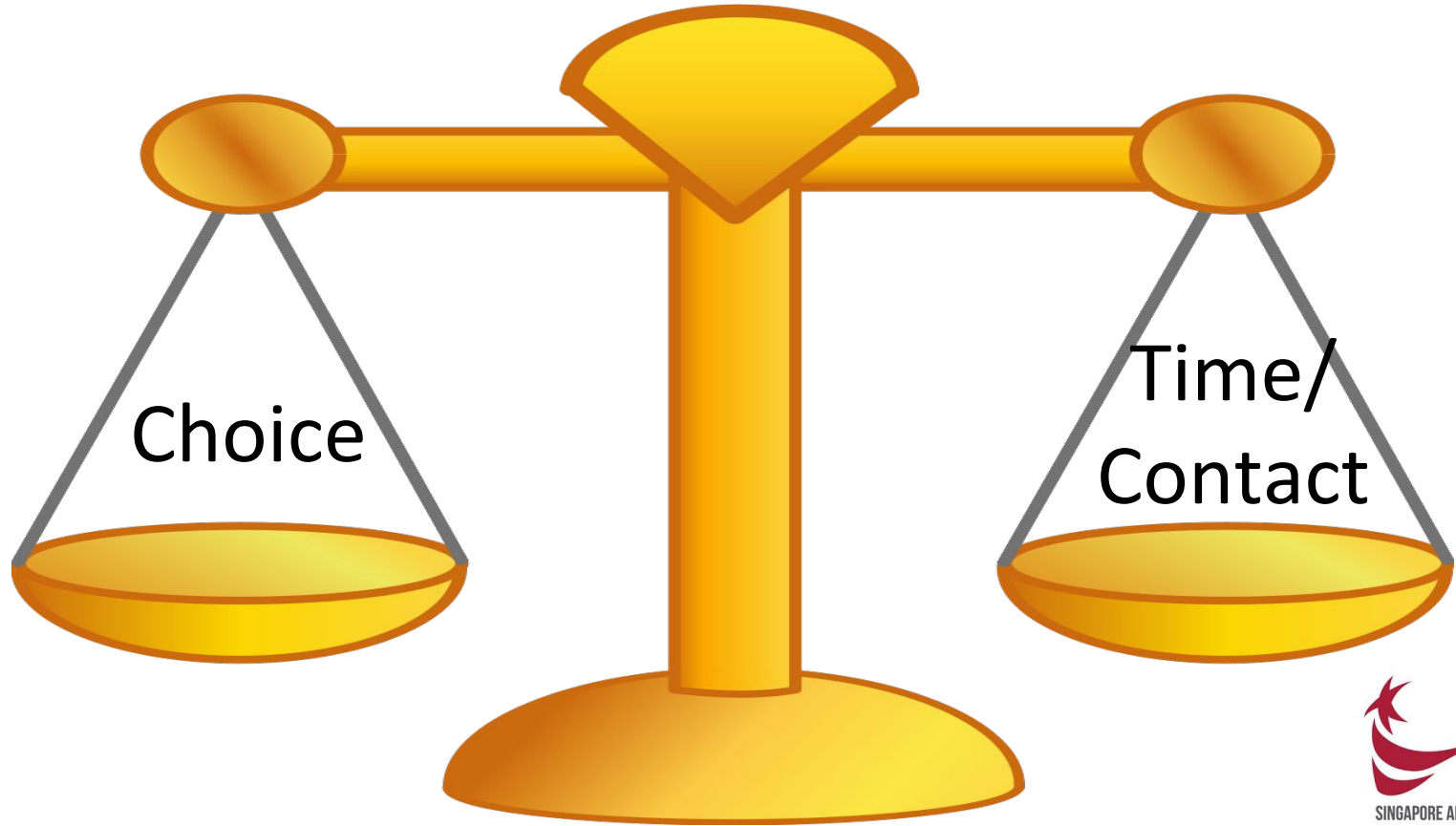


Contact Tracing



**MASK ON AT
ALL TIMES**

Tensions - Choice



Tensions - Time

Supervising

Planning for
Learning



Tensions - Certainty



Tensions - Communication



MESSAGEX.Q

MESSAGE. 𐰆



**GO DIRECTLY
TO ADVISORY
ON ARRIVAL**

Advisory



Social emotional learning
Self-awareness
Self-management
Decision making
Social awareness
Relationship skills

Community building
Adult advocate
Well-being check-in



Student Well-Being Survey

August 20.21

Week 34

- Happiness: **7.17**
- Stress: **4.32**
- Relationships - Self: **7.96**
- Relationships - Students: **7.85**
- Relationships - Family: **8.27**
- Relationships - Teachers: **8**

August 19.20

Week 34

- Happiness: **7.12**
- Relationships - Self: **8.1**
- Relationships - Students: **7.92**
- Relationships - Family: **8.43**
- Relationships - Teachers: **7.83**

Lockers and Backpacks



Instructional Challenges

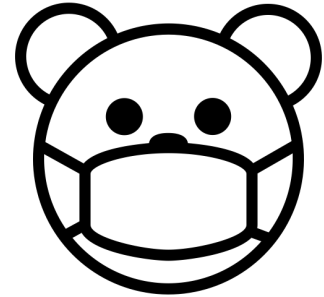
Time

Checking for understanding

Getting to know students

Redesigning lessons/units

- Mini-lessons at carpet
- Gallery walks
- Different reading and writing partners



Classrooms



the back of your black no
read through it. Any you do
your tables.

On Monday we will have a read aloud
of these devices. We will listen espec
recurring images, or word choices that
common.

Classrooms



Classrooms - Art



Classrooms - PE



Classrooms - Band, Choir, Culinary Arts



Break



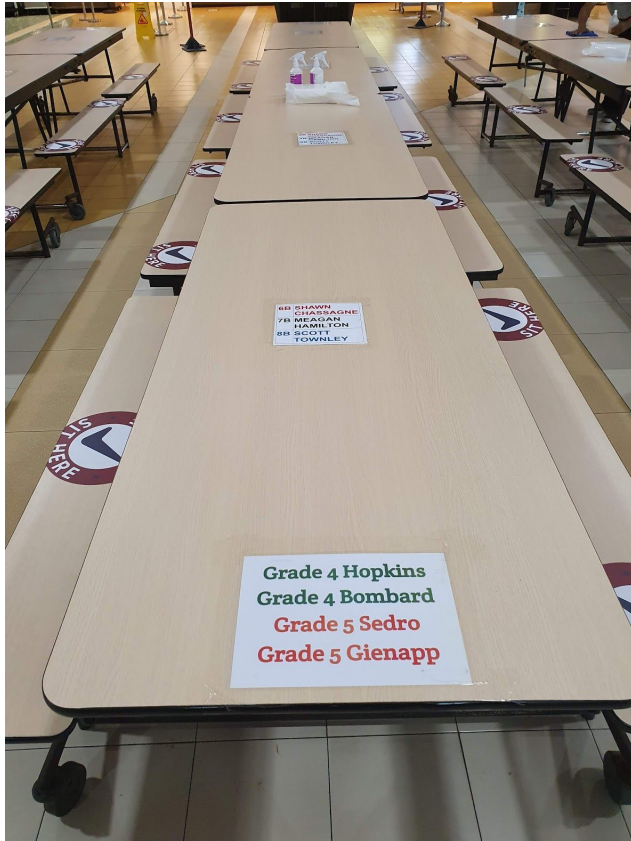
Can only have 5 students assigned to a “zone”. Squishy Court = 13 “zones”

325 students requires 65 “zones”

Gyms, Library, and MS Foyer are instructional spaces

ES has 3x as much outdoor space per student than MS

Lunch - Cafeteria and Food Service?



Groups no more than 50 in any space
Contact Tracing
Safe Distancing

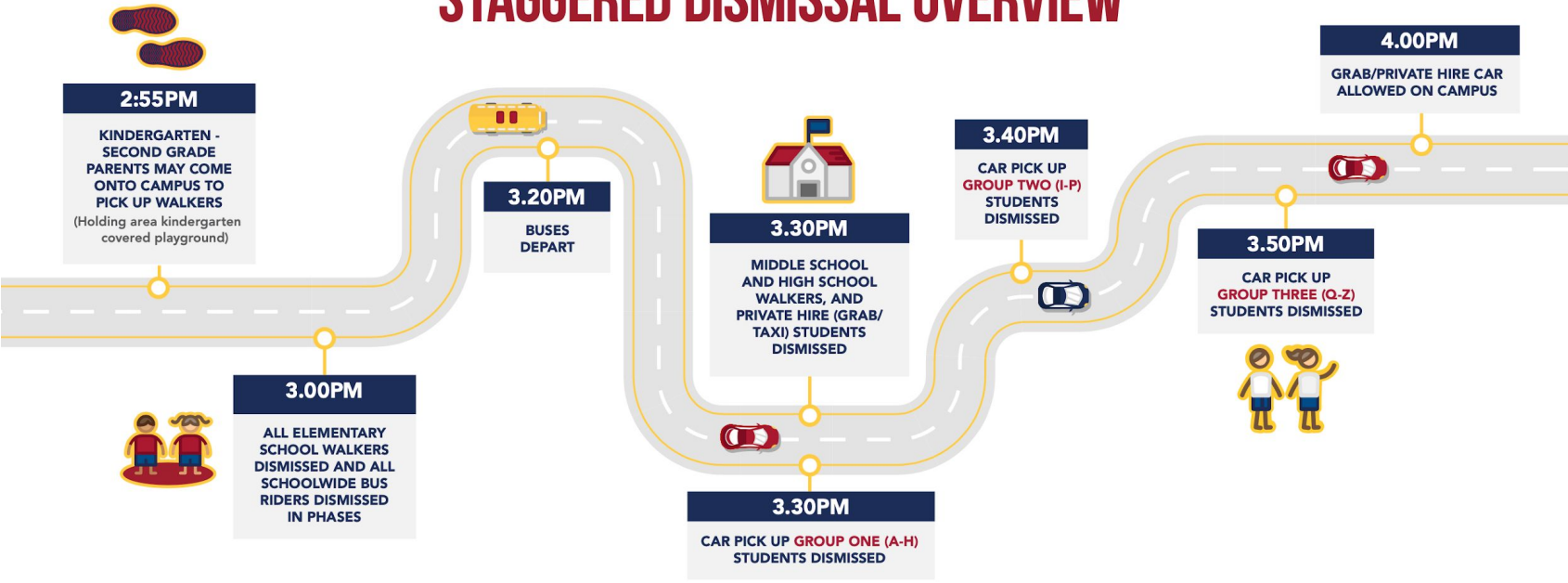
Timeline (tentative)

- Students eating home lunch in cafeteria by September 7th
- Food service to follow once systems are sorted out

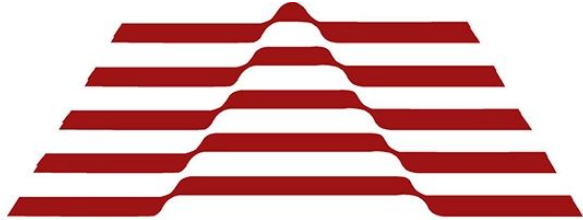
Dismissal: Reduce Congestion, Maintain Distance, Speed Process



STAGGERED DISMISSAL OVERVIEW



After School Activities: Allow Choice, Helping at Home



NATIONAL ARTS COUNCIL
SINGAPORE



 Activities & Events

**Norah Baisley
Beingessner**

[My information](#)

[My schedule](#)

[My messages](#)

[Documents](#)

[Calendar](#)

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Aあ

 **chq**
beyond the classroom

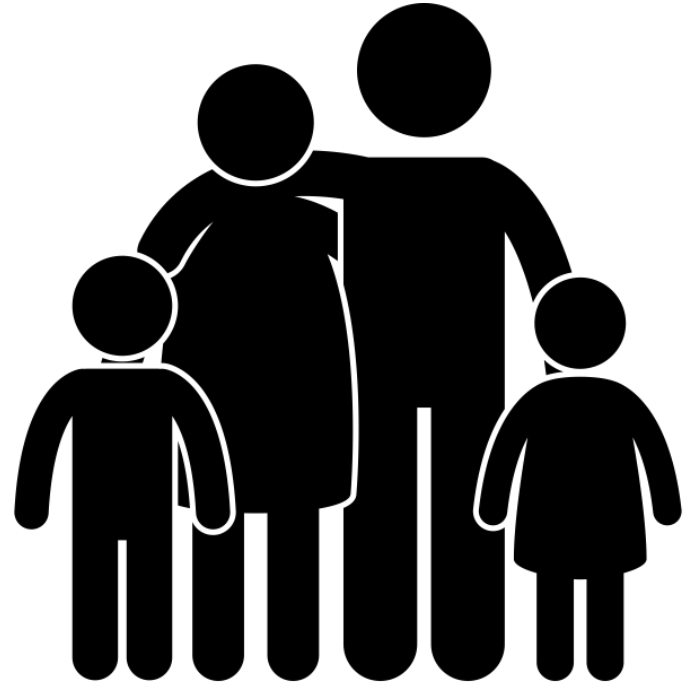


Helping at Home

Focus on the positive - what are the things your children CAN do?

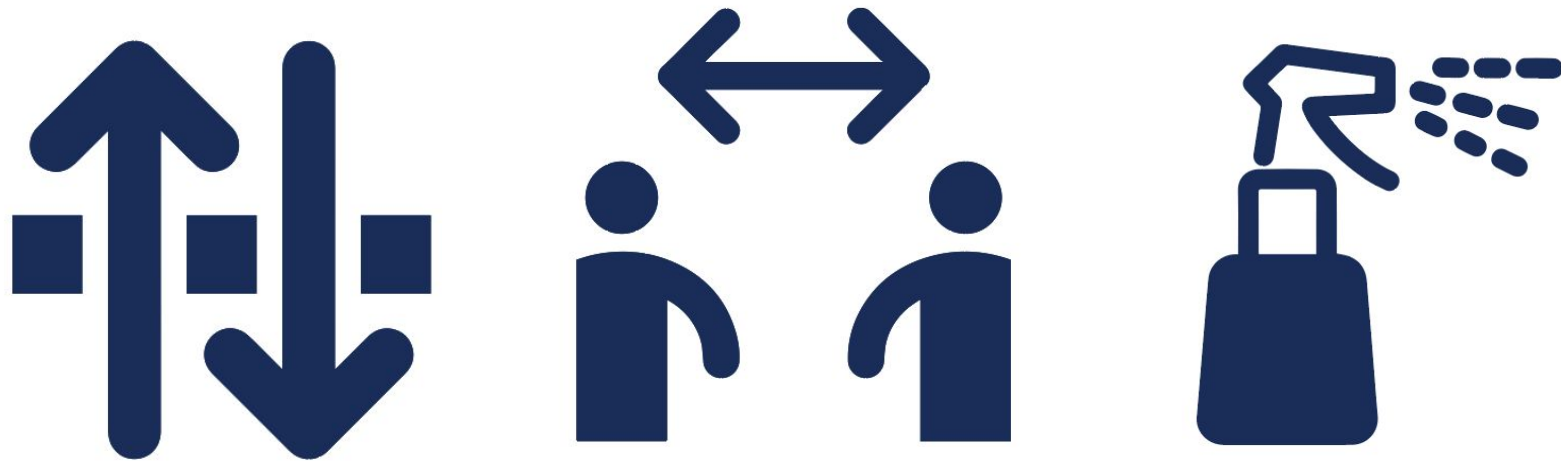
Get them out and active - find time for physical activity every day

Listen and be patient - it's normal for everyone to be frustrated at this time, especially children.





BE SAFE



BE KIND



BE RESPONSIBLE

EXIT TICKET

<http://bit.ly/MSparentfeedback>

What is the most helpful thing you learned today?

What topic would you like to see addressed in a future coffee?

What questions do you still have?





MYSAS PARENT PORTAL



SCHOOLWIDE

ELEMENTARY SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

A group of diverse students in a classroom setting, smiling and engaged in conversation. A boy in the center wears a dark blue zip-up hoodie with 'SINGAPORE AMERICAN SCHOOL' printed on it. The background features a large mural of a classical figure.

MYSAS PARENT
PORTAL

MIDDLE SCHOOL PORTAL



PRINCIPAL'S DESK

ARTICLES FROM YOUR PRINCIPALS



POWERSCHOOL

REPORT CARDS AND ACADEMIC PROGRESS



DAILY BULLETIN

READ THE DAILY BULLETIN HERE

OTHER MIDDLE SCHOOL INFORMATION



**As parents and teachers, we are
growing adults! That is our job.**

Some things we do to support your
child's journey to young adulthood



Advisory



Social emotional learning

Self-awareness

Self-management

Decision making

Social awareness

Relationship skills

Community building

Adult advocate

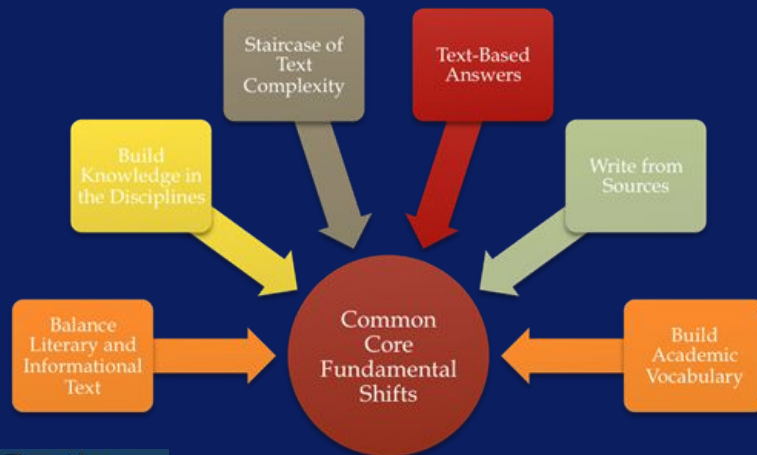
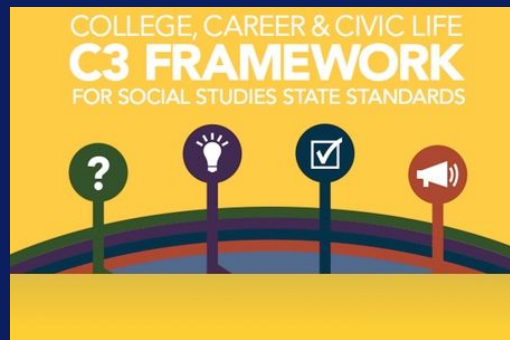
Well-being check-in



Celebrate Risk Taking

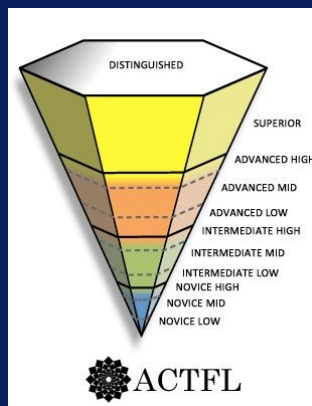


Rigorous Academics



Standards for Student Mathematical Practice

1 Make sense of problems and persevere in solving them. Keep on going!	2 Reason abstractly and quantitatively. Write a story for the mathematical equation $\frac{1}{2} \times 4$. Dorian exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise? Think what makes sense.	3 Construct viable arguments and critique the reasoning of others. $\frac{2}{3} = \frac{2}{3}$ I agree. Talk and explain.	4 Model with mathematics. Show your thinking.
5 Use appropriate tools strategically. Use the right tools.	6 Attend to precision. Check your work.	7 Look for and make use of structure. See the pattern or connection.	8 Look for and express regularity in repeated reasoning. See the pattern or connection.



NGSS SCIENCE AND ENGINEERING PRACTICES	
ASK QUESTIONS AND DEFINE PROBLEMS • I formulate empirically answerable questions. • I establish what is already known. • I determine what questions have yet to be answered. • I define constraints and specifications for a solution.	DEVELOP AND USE MODELS • I construct mental and conceptual models to represent and understand phenomena. • I use models to explain and predict behaviors of systems, or test a design. • I refine my models in light of new empirical evidence.
PLAN AND CARRY OUT INVESTIGATIONS • I identify questions to be investigated. • I identify variables and controls. • I design and perform experiments to test my hypotheses. • I decide what data will be collected and how much, and what tools are needed.	ANALYZE AND INTERPRET DATA • I use tables, graphs, spreadsheets, etc. to display and analyze data. • I recognize patterns in data and see relationships between variables. • I revise my initial hypothesis when the data doesn't support it. • I analyze performance of a design under a range of conditions.
USE MATHEMATICS AND COMPUTATIONAL THINKING • I use mathematics and statistics to analyze data. • I express relationships between variables by writing mathematical models or equations. • I use technology to collect and analyze data. • I use mathematical models and computer simulations to test my predictions and designs.	CONSTRUCT EXPLANATIONS AND DESIGN SOLUTIONS • I evaluate information and form hypotheses. • I construct explanations or models of phenomena. • I design a variety of solutions to a problem.
ENGAGE IN AN ARGUMENT FROM EVIDENCE • I defend my explanation. • I formulate evidence based on solid data. • I examine my own understanding in light of the evidence. • I collaborate with my peers in searching for the best explanation.	OBTAIN, EVALUATE AND COMMUNICATE INFORMATION • I communicate findings clearly and persuasively. • I derive meaning from scientific text. • I engage in discussions with scientific peers. • I evaluate the validity of the findings of others.

Tri Time

You always think someone else will do something about it. After all my research, the only choice I have is to act on it. It's not a matter of whether I want to, but I have to.

— Aadi B., sixth grade
TRi-Time Topic: Climate Change



Brainstorm main ideas to get across (DRAFT)

1. (Possibly) use poll feature to see what languages their kids are taking (current stats are 65% Chinese and 5% French and 30% in Spanish of students in WL) This helps all the attendees to know the scale. **To do this, we will need to co-host the zoom link to set up ahead of time.**
2. Talking head part: What makes our program unique (focus on speaking) ✓
3. Why daily language program helps us to meet our targets ✓
4. The leveling as SAS (how it likely differs from other programs) ✓
5. Highly trained and experience teachers who make the lessons engaging but also rigorous ✓
6. Jump into the Spanish, Chinese, and French experience for our students. (challenges and opportunities of this messed up year) ✓

MS World Languages Team



Daisy Castaño
MS Spanish & French PLC Leader



Dana Gao
MS Chinese PLC Leader



Omar Rachid
Interim Director of World Languages



Pauli Haakenson
Chinese Language Coach



Dana Gao
MS Chinese



Ella Chen
MS Chinese



Jenny Hwang
MS Chinese



Anita Liao
MS Chinese



Serena Xia
MS Chinese



Yifan Zhang
MS Chinese



Nancy Zhao
MS Chinese



Daisy Castaño
MS Spanish



David Pallás
MS Spanish



May Basse
MS French & Spanish



Kathy Ritzer
MS Spanish

Proficiency at SAS

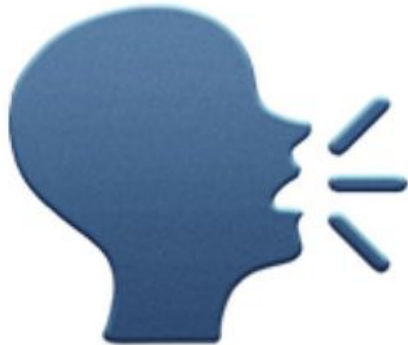
What makes our program unique?



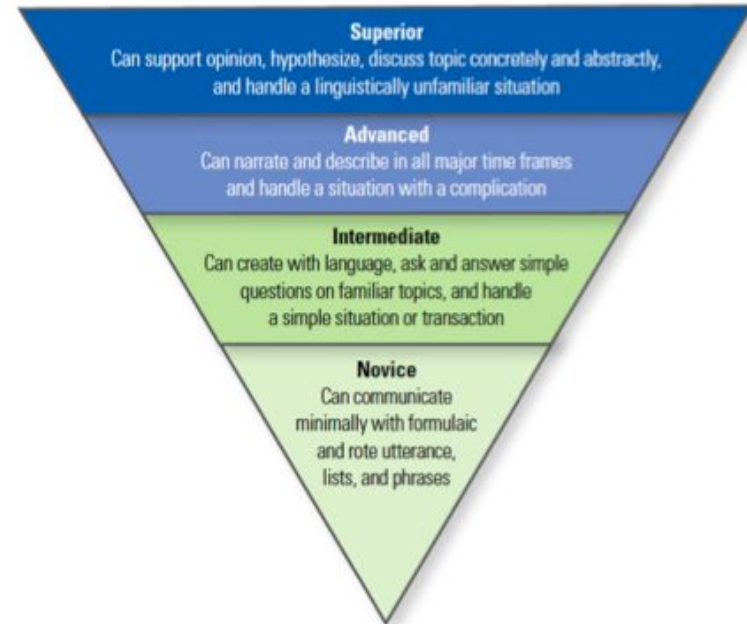
ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Language Proficiency



- What a student can do with **language (speaking, writing, listening, and reading)** in **real-world situations that are spontaneous and unrehearsed.**
- Simply stated, not only what you **know** about the language, but what you can **do** with it.

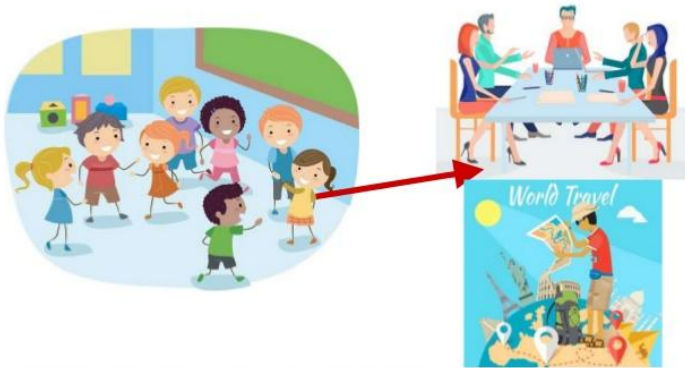


Proficiency at SAS

What makes our program unique?



Performance toward Proficiency



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Answers to Frequently Asked Questions

1. How do we place new students?
2. What criteria do we use to allow students to “move up” a level?
3. What if I think my child is placed in the wrong level?
4. What is the process for when 8th graders are signing up for 9th grade World Language courses?
5. How much homework is assigned?
6. How will my child know when a test is coming up in French?
7. What should I do if I am curious about my student’s needs being met in Intermediate High Chinese?



EXIT TICKET

What is something you learned today?

What topic would you like to see addressed in a future coffee?

What questions do you still have?

MS OFFICE STAFF



Ms. Zana



Ms. Rochelle



Mr. Patrick

COUNSELLING OFFICE STAFF



Ms. Shy



Ms. Sharmini



Ms. Anna