



郑州郑东新区西亚斯外籍人员子女学校
SIAS INTERNATIONAL SCHOOL OF ZHENGDONG NEW DISTRICT, ZHENGZHOU

Newsletter

家校通讯录

April 1, 2022

2022年4月1日

Surprise COVID Safety Inspection from the Education Bureau

市教育局统一督导组疫情突击检查

Friday morning, we had a surprise visit from the Education Bureau. They inspected our COVID safety procedures, checked to make sure students and staff wore masks, and complied with the health regulations. Our Operations team and Instructional staff do an excellent job ensuring all of us are kept safe from the pandemic.

星期五早上，市教育局疫情督导组突击来访。他们检查了我校疫情防控程序，确保学生和工作人员都戴好口罩，并遵守疫情防控要求。运营团队和教学团队都做得很好，确保了所有人在疫情期间的安全。





Education Bureau and Construction Visit 教文体局及考察建筑工地



On Wednesday morning, we had a 38-person delegation come to school to push the construction along. We hope to see significant changes to the campus in the next few weeks including the completion of the track and outdoor facilities, cleaning up the construction worker housing, opening the road behind campus, and more. Once the city opens back up and we can have visitors, we can't wait to show off our campus.

周三上午，学校迎来了一个由 38 位领导组成的代表团来到学校，推动校园建设。我们希望在未来几周内看到校园的重大变化，包括跑道和户外设施的竣工、建筑工人住房的清理、校园后面的道路开放，以及更多项目的推进。一旦城市重新开放，我们可以有游客，我们迫不及待地展示我们的校园。





Spring Break

春假

Next week is spring break, April 2-9. Please be safe during the break, limiting your interaction with others. Please notify the school via the form below if you plan to travel outside of Zhengzhou. I hope you can find time to rest and be together as a family.

下周是春假，4月2至9日。假期请注意安全，避免聚集。如果您打算到郑州以外的地方旅游，请扫码填写表格报备至学校。祝您和家人在一起度过愉快的假期时间。



IB Candidacy Meeting

IB 候选学校会议

Our IB PYP candidacy is moving forward quickly. This week we met with our IB liaison who will be overseeing our accreditation process. Janet was very supportive and encouraged us to continue our great work to rapidly earn IB PYP accreditation. Ms. Jules, PYP Coordinator, is doing great work leading our accreditation process.

我们正在迅速推进 IB PYP 候选资格。本周，我们会见了 IB 联络员，他将监督我们的认证过程。Janet 非常支持和鼓励我们继续这项工作，迅速获得 IB PYP 认证。朱丽安娜女士，PYP 协调员，在推进这项工作上付出了很多努力，并取得了不错的成绩。





Students vs. Staff Basketball Game

师生篮球赛



On Friday, we hosted our first ever students vs. Staff basketball game. It was a ton of fun. Big thank you to Coach Kalu and the Sias IS basketball team for arranging this activity.

周五，学校举办了首届学生、教师篮球赛。非常有趣。非常感谢卡路教练和西亚斯国际学校篮球队安排这次活动。



Family Fun Day Delayed

延迟举办家庭日活动

We are very disappointed to share that we have decided to delay the Family Fun Day to May 21. Due to the uncertainty of the pandemic and the crowd size limitations, we feel it is best to delay this event. We appreciate the families and staff who have been working so hard to prepare for the event. We can't wait to have everyone together in May.

非常失望地告诉大家，我们决定将家庭日活动推迟到。由于疫情的不确定性和对活动规模的限制，我们认为最好推迟本次活动。十分感谢各位家长和学校教职工一直以来为本次活动所做出的努力。期待大家在五月相聚。



Parent Advisory Council Lunch Tasting

家长咨询委员会成员来校试餐

This week our Parent Advisory Council came and sampled our school lunch. They also were able to sample some of our Western dishes and special desserts our chefs prepare for events. I am grateful for the feedback they provided to our chefs.

这周我们邀请家长咨询委员会成员来校品尝我校的学生餐。他们也品尝了西餐和厨师们为活动准备的特别甜点。很感谢各位家长给厨师提供的的反馈。





Grade 2 Community Time —Landforms are Poetry

每周例会时间—二年级 诗歌表演（地形）

I was so impressed with Grade 2 demonstrating their learning outcomes through poetry. Our students are exceptionally creative and did a wonderful job presenting to our school community.

二年级学生们通过诗歌展示了他们的学习成果，这让我印象深刻。我们的学生们非常有创意，在例会时间做了很好的展示。





Student Learning for the Week

本周教学



Grade 1 一年级

PUBLISHING PARTY

作品展示派对

Over the past few weeks, the G1 students have demonstrated hard work and effort as they journeyed through the writing process with their personal narratives. To celebrate this accomplishment, we held a publishing party and invited many guests to attend, such as the kindergarten students, the Head of School, a few teachers, and some surprise guests.

在过去的几周里，一年级的学生们在自我叙述的写作过程中展示出了他们的努力与勤奋。为了庆祝这一成果，我们举办了一个作品展示派对，并邀请了许多嘉宾参加，比如幼儿园的学生、校长、部分老师和一些特殊嘉宾。



During the publishing party, the G1 students had the opportunity to be risk-takers and read their stories aloud to each guest that came up to them, which they did so with great confidence! The writing process has helped these students grow not only in their writing skills, but also in their communication skills. I look forward to the next writing piece these G1 students take on as they journey back through the writing process!

在派对上，一年级的学生们借此机会，敢于冒险，向每一位前来的嘉宾大声朗读他们自己的故事，展现出了非常大的自信！写作过程不仅帮助这些学生提高了写作能力，还帮助他们提高了沟通能力。经过写作过程的锻炼，我对这些学生们的下一篇作品充满期待！





Art Corridor On The Second Floor 二楼艺术走廊

During this unit, How We Express Ourselves, PreK-4 and Kindergarten express themselves through different media. Our inquiry allowed us to discover and express our ideas, feelings, nature, culture, beliefs, and values. In the Gallery you will find artifacts that represent each as individuals and a society.

在“我们如何表达自己”一单元中，PreK4班和幼儿班学习通过不同的媒介来表达自己的想法、感受、自然、文化、信仰和价值观。在画廊里，你会发现代表个人和整个社会的各种艺术品。





PreK-4 learned about our own culture by exploring traditional Chinese practices. We learned basic calligraphy and embroidery. We walked the grounds of a traditional park and captured its beauty through the lens of our iPads. We also looked at traditional pottery and made our own piece of art.

PreK4 班通过探索中国传统习俗来了解我们自己的文化。我们学了基本的书法和刺绣。我们去到一个公园里，一边散步，一边通过 iPad 的镜头捕捉到自然的美丽。我们还参观了传统的陶器，并且制作了我们自己的艺术品。





Kindergarten focused on expression through different forms. Students learned how to share their thoughts, ideas, and experiences using crayon, clay, paint, song, and story writing. After exploring art, storytelling, and cultural experiences, students shared their perspective of the various forms of media. Students studied shapes and incorporated them into their sculptures and painted artwork. In addition, you will find real life stories written by each student.

幼儿园注重通过不同的形式表达。学生们学习如何用蜡笔、黏土、颜料、歌曲和故事创作来分享他们的思想、想法和经验。在探索了艺术、故事分享和文化体验之后，同学们分享他们对各种媒体的看法。学生们研究了不同形状，并将其融入到他们的雕塑和绘画作品中。除此之外，你还会看到每个学生记录的真实生活故事。





G3 Unit of Inquiry

“SHARING THE PLANET”

三年级 探究单元 “共享地球”

This week Grade 3 (G3) has been learning about life cycles.

G3 have investigated plant and animal life cycles in connection to our Unit of Inquiry “Sharing the Planet.”

这周三年级 (G3) 学习了生命周期。

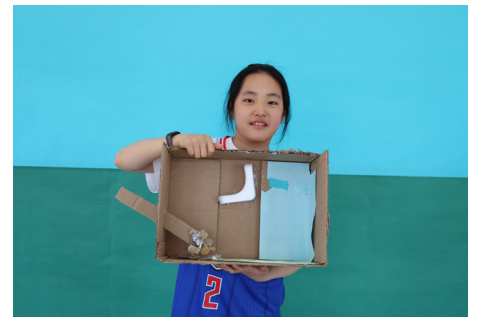
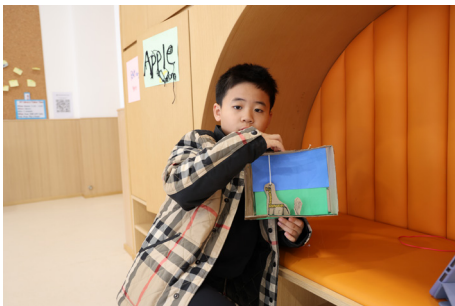
G3 调查了植物和动物的生命周期，与我们的探究单元“共享地球”联系起来。





G3 discovered that bees and other animals help flowers through pollination and seed dispersal. G3 also learned that some animals go through a dynamic change called metamorphosis. G3 now know that all living things go through a life cycle even though there can be different stages. Many living things depend on each other to support their life cycle. G3 wanted to share their learning with others in a way that would help others to remember too. They created working models to show how life is supported. Check out our models!

G3 发现了蜜蜂和其他动物通过授粉和种子传播来帮助花朵。G3 还了解到，一些动物会经历一种称为“变形”的动态变化。G3 现在知道所有生物都有一个生命周期，尽管会有不同的阶段。许多生物都相互依赖以维持生命周期。G3 希望以一种能帮助他人记住的方式与他人分享他们的学习经历。因此，他们创建了学习模型来展示生命是如何相互维持的。快看看我们的模型吧！





Prek-4 四岁班

PYP Unit of Inquiry **Learning About**

Family Traditions & Culture

学习家庭传统和文化

Students are learning about family traditions and culture in their PYP Unit of Inquiry. PreK-4 has been working on their weaving skills for several weeks. Some classes with paper, and then with natural materials (grass) on a cardboard loom.

学生在 PYP 探究单元学习家庭传统和文化。PreK4 班的学生已经花了几周时间学习编织技能。一些班级用纸张，然后用天然材料（草）在纸板织布机上练习。





Today, students wove wool around a pre-cut paper plate to make a woven bowl. Again, the PreK-4 children were so focused. Their work was amazing. Each child wanted to bring their bowl home, but Art/Space is keeping these beautiful artworks for an exhibition.

今天，学生们在预先剪好的纸盘子上用羊毛编织成一个编织碗。再一次，PreK4 班的孩子们非常专注。他们的作品令人赞叹。每个孩子都想把他们的碗带回家，但是艺术 / 空间课堂决定暂时保留了这些美丽的艺术品用来展览。





Prek-3A Unit of Inquiry "How the World Works" **Celebration of learning** "世界是如何运作的" 庆祝活动

Celebration of learning is a part of the IB PYP curriculum framework and is a great way for students to reflect on what they have learnt, how they learnt, questions they answered and research they conducted. It is a powerful opportunity for students to gain confidence by presenting their learning to an audience.

庆祝学习是 IB PYP 课程框架的一部分，是学生反思他们所学到的东西、如何学习、所回答的问题和所进行的研究的一个很好的方式。向观众们展示自己的学习成果是一个帮助学生建立信心的绝佳机会。





PreK-3A students welcomed their parents to celebrate and to share their learning at the end of the Unit of Inquiry-“How the World Works”. Through the last 12 weeks children explored “from Seed to Table” plant life cycle and to present their understanding to the learning community they mastered the art of running a restaurant “from Menu to Serving Customers”.

在探究单元“世界是如何运作的”即将结束时，PreK 3A 班的学生邀请了他们的父母来一起庆祝和分享他们的学习成果。在过去的12周里，孩子们探索了植物“从种子到餐桌”的生命周期，并向集体展示他们如何掌握了“从菜单到服务顾客”的餐厅经营艺术以及对此的理解。





The occasion also served as a great platform for parents to visit and experience the achievements of their children.

这次活动也为家长们提供了一个参观和体验孩子们学习成就的平台。

PreK-3A Little Chefs

PreK 3A 的小厨师们





G4 Unit of Inquiry

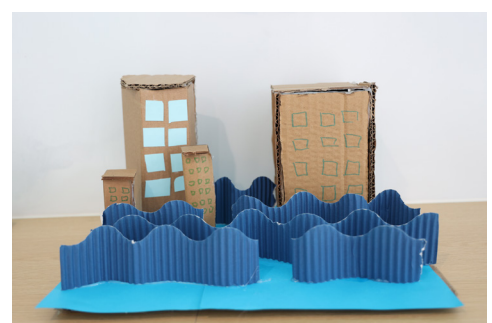
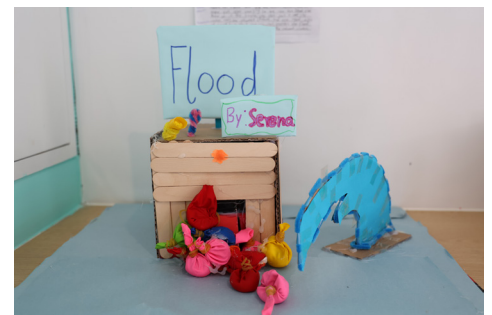
Models of Ethical Solutions to Natural Events

关于自然灾害的符合伦理道德的解决方案

For their 4th unit of inquiry, students in the 4th grade thought about the transdisciplinary theme: How the World Works. They studied weathering, erosion, and deposition and identified patterns in the Earth's features. Then, the students analyzed cause and effect relationships of natural events on earth. They chose a natural event to research more deeply, and they learned how to be scientists and engineers after interviewing a professional engineer. In culmination of the unit, the students used their learning to engineer ethical solutions for their natural events to reduce their negative impact on people. The students created models of their ethical solutions to bring them to life. Some students chose to model existing solutions that they learned about during their research, while others invented their own.

庆在第四单元的探究中，四年级的学生思考了跨学科的主题：世界是如何运作的。他们研究了风化、侵蚀和沉积，并确定了地球特征的模式。学生们分析了地球上自然事件的因果关系。他们选择了一个自然事件进行更深入的研究，并在采访了专业工程师后学会了如何成为科学家和工程师。在本单元的高潮部分，学生们利用他们的学习为他们的自然事件设计道德解决方案，以减少他们对人们的负面影响。学生们创建了他们的道德解决方案的模型，以使它们栩栩如生。一些学生选择对他们在研究过程中学到的现有解决方案进行建模，而另一些学生则发明了自己的解决方案。







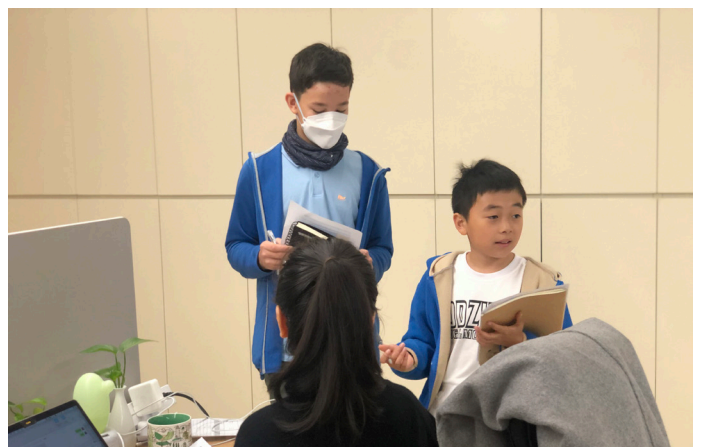
G6 Unit of Inquiry **How a School System Works?** **学校系统是如何运行的**

G6 students engaged in an inquiry on "How a school system works?". They applied interviews as a method of inquiry to gather information and take notes on their worksheet. They will follow the MISO (Catherine Berger Kay) method of research and gather information using M-Media I-Interview S-Surveys-O-Observation. This way they will be able to apply various methodologies for research.

These inquiries will develop them as an "Inquirer" and help them understand how information and data can be collected from different media and methods. Later this information can be connected, sorted, and organized in a logical manner to create a final product.

六年级的学生参与了一个关于“学校系统是如何运行的”探究。他们将采访作为一种探究方法来收集信息，并在工作表上做了采访笔记。他们遵循 MISO (Catherine Berger Kay) 的研究方法来进行信息收集，MISO 指的是 M-Media (媒体) I-Interview (采访) S-Surveys (调查) O-Observation (观察)。这样他们就能应用各种研究方法。

这些探究经历将使他们成为一个“探究者”，并帮助他们了解如何从不同的媒体和方法收集信息和数据。稍后，可以将这些信息以一种逻辑的方式连接、排序和组织起来，以达到最终成果。





Menus 菜单

Week 8 第八周

	Monday 星期一	带量	Tuesday 星期二	带量	Wednesday 星期三	带量	Thursday 星期四	带量	Friday 星期五	带量
早餐 Breakfast 时间 Time 7:30-7:55	香葱大饼 Scallion bread pie 土豆牛肉片 Potato and beef 盐水鸡蛋 Salted eggs 南瓜小米粥 Pumpkin millet porridge	面粉 50 香葱 5 青红椒 20 土豆 50 牛肉 20 鸡蛋 20 小米 10 南瓜 5 油 6	大枣发糕 Jujube sponge cake 法式培根烘蛋 Bacon and egg quiche 茄汁西葫芦 Zucchini in tomato sauce 杏仁黑米粥 Black congee with almonds	面粉 40 大枣 2 培根 10 鸡蛋 30 西葫芦 50 番茄 10 杏仁 5 黑米 10 油 6	五香鹌鹑蛋 Quail eggs 蒜薹肉丝 Garlic stems with pork 时蔬煎饼 Mixed vegetable fritter 枸杞银耳粥 Wolfberry tremella congee	鹌鹑蛋 30 蒜薹 60 牛肉 10 青红椒 5 生菜 5 面粉 10 银耳 5 枸杞 2 大米 10 油 6	煎蛋 Fried egg 奶油汁焯芦笋 Creamy asparagus 毛毛虫面包 Caterpillar breadsticks 玉米浓汤 Cream of corn soup	鸡蛋 30 芦笋 40 彩椒 10 面粉 50 玉米 10 油 6	清炒苦瓜 Stir-fried Bitter melon 蒜香小肉卷 Garlic ginseng meat rolls 肉蒸卷 Steamed rolls with meat 红豆小米粥 Red bean millet porridge	苦瓜 20 胡萝卜 30 牛肉末 15 面粉 20 红豆 5 小米 10 油 6
加餐 Snack	牛奶 milk 巴旦木 almond	200+15	酸奶 yogurt 红豆酥 red bean pastry	200+40	牛奶 Milk 芝麻球 Sesame balls	200+40	纯牛奶 Milk 枣夹核桃 Walnut stuffed dates	200+30	酸奶 yogurt 桃酥 Walnut pastry	200+40
中餐 Lunch	泰香米饭 Thai rice 手撕包菜 Fried cabbage 肉末有机花菜 Cauliflower with minced pork 青瓜虾仁腰果 Cucumber and shrimp with cashews 冬瓜薏米汤 Winter melon and barley soup	米饭 75 包菜 50 花菜 50 彩椒 10 牛肉末 20 虾仁 20 青瓜 10 腰果 2 冬瓜 10 薏米 5 油 10	什锦时蔬面 Noodles with mixed vegetables 红烧鸡翅根 Chicken Wings 蒜蓉上海青 Garlic Shanghai greens 鸡汤炖豆腐 Chicken soup and tofu	面条 80 芹菜 20 黄豆芽 10 豆角 10 猪肉 20 (回牛肉) 鸡翅根 20 上海青 40 豆腐 10 鸡肉 20 油 10	红烧茄子 Eggplant 香菇板栗鸭块 Stewed duck with shiitake mushroom and chestnuts 蒜蓉西兰花 Broccoli 米饭 Rice 青瓜蛋花汤 Cucumber egg drop soup	牛肉末 10 茄子 60 青红椒 10 香菇 10 鸭肉 35 板栗 5 西兰花 40 大米 80 黄瓜 10 鸡蛋 5	意式肉酱面 Spaghetti bolognese 华都夫沙拉 Waldorf salad 千丝万缕虾 Crispy wrapped Shrimp 金必多浓汤 Million dollar soup	面 80 牛肉 20 西芹 50 苹果 20 葡萄干 5 虾 15 卷心菜 20 胡萝卜 15 香菇 20 油 10	土豆炖牛腩 Beef brisket with potatoes 番茄炒鸡蛋 Scrambled egg and tomato 荷塘月色 Lotus root with mixed vegetables 泰国香米饭 Thai rice 瓜片竹荪汤 Melon and bamboo soup	土豆 30 牛肉 20 西红柿 15 鸡蛋 15 莲藕 30 荷兰豆 20 彩椒 10 胡萝卜 20 米饭 60 黄瓜 5 竹荪 5 油 10
加餐 Snack	橘子 Orange 火龙果 Dragonfruit	75+75	小芒果 Mango 雪梨 Pear	75+75	红提 Red grapes 哈密瓜 Cantaloupe	75+75	蓝莓 Blueberries 奇异果 Kiwi fruit	75+75	橙子 Oranges 香蕉 Pears	75+75

备注：1、我参考《中国居民膳食指南 2016——学龄儿童膳食指南》制定每周带量食谱，进行计划膳食。2、每周 1、3、5 提供中餐，2、4 提供西餐。
 周食谱营养评价标准（每日）：能量 966 千卡，蛋白质 33 克，动物及大豆蛋白约 16 克，脂肪占总热量的 30%以下，维生素 A420ug，维生素 C49mg，维生素 E3.5mg，钙 560mg，钾 1050mg，镁 105mg，铁 8.4mg，锌 8.4mg，磷 350mg，硒 17.5mg。
 本周食谱营养分析（平均每日）：能量 977 千卡，蛋白质 37.9 克，优质蛋白质功能比大于 50%，脂肪占总热量的 26%，维生素 A282ug，维生素 C67mg，维生素 E23mg，钙 342mg，钾 1309mg，镁 165mg，铁 8mg，锌 7.3mg，磷 617mg，硒 22mg。
 本周食谱营养评价：平均每日能量与 966 千卡接近，蛋白质达 37 克以上，优质蛋白占总蛋白质的 1/2 以上，脂肪的供能比低于总能量的 30%；维生素 A、维生素 C、维生素 E 等维生素和钙、铁、锌等无机盐的含量达到此阶段儿童的膳食营养摄入量。

Location 地址

Longchu Middle Ring Road and Chaoyang Road Intersection, Zhengzhou New District, Zhengzhou City, Henan Province, China

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