

Newsletter

2022-2023 家校通讯录

November 4, 2022
2022年11月4日

Epidemic Control and Reopening School 疫情防控工作与返校

The epidemic in Zhengzhou has caused us all many hardships. We are desperate to bring students back to school as soon as it is safe. Below are some of the things we have done to try to find ways to bring students back sooner.

郑州的疫情给大家带来了许多困难。我们迫切希望学生们能在确保安全的情况下尽快返校。以下是我们为尽快让学生返校所做的一些工作。

- Negotiate with the community leadership and Education Bureau to return to school early.
与社区领导及教育局协商尽早允许学生返校。
- Proposed creating a pilot program to return small groups of students to campus to demonstrate that we can safely operate during this epidemic.
申请实施试点工作，让一小部分学生先返回校园，以证明学校可以在疫情期间安全运营。
- Proposed a modified daily schedule with shorter lessons of face to face interaction with their classmates and teachers to ensure safety and academic needs are being met.
优化日程安排，使学生与学生、学生与老师之间每节面对面课程时长缩短，既保证学生安全，也满足教学需求。
- Pushed to be the first school to reopen due to our small class sizes.
由于我校班级规模小，我们努力推进成为第一个重新开学的学校。

The leadership in the community and Education Bureau has repeatedly told us that we must wait for the city to announce how and when schools can reopen. As soon as we have any information about reopening school, we will share it with you immediately.

社区和教育局多次表示，我们必须等待市政府宣布学校何时、如何复课。一旦有开学的消息，我们会第一时间通知大家。



Reporting Daily NAT Results 每日上传核酸检测报告

We will no longer require daily NAT results to be collected because each community has different requirements and NAT testing days.

Please continue to pay attention to the covid prevention rules. We strongly encourage our staff and students to continue to do the daily NAT test and stay safe.

接上级通知，因各社区核酸检测时间和要求不一致，除全民核酸以外，暂时不再收取师生核酸结果截图。但仍要注意解封不解防，教职员工及学生自觉持续做好常态化核酸检测，加强自我健康防护，全力做好自己孩子的第一健康责任人。



Meals, ASAs, Tuition 餐、ASA、学费

Many parents have begun to ask about refunds and accommodations during this time online learning. Until we know the full length of time that we are forced to use remote learning, we cannot realistically plan how to deal with your questions about getting money back. Please be patient and know that we hear your concerns.

在这段时间，很多家长开始询问退费 and 住宿的问题。关于这类问题，我们需要等到确定的由于疫情导致开展线上课程的时长，才能根据实际情况处理退费的问题。请耐心等待，我们已经收到了大家的疑问和担忧。

Learner Profile for the Month

本月培养者目标

Theme of the Month: Thinkers 本月主题：思考者

Thinkers exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

思考者在批判性和创造性地运用思维技能来认识和处理复杂的问题，并做出理性的、合乎道德的决定方面发挥主动性。

Activities for parents

家长小活动

Encourage your child to try to think of solutions to problems independently.

鼓励孩子独立思考解决问题的方法。



Student Learning for the Week 本周教学

PreK3A

The ways people express themselves!

人们表达自己的方式



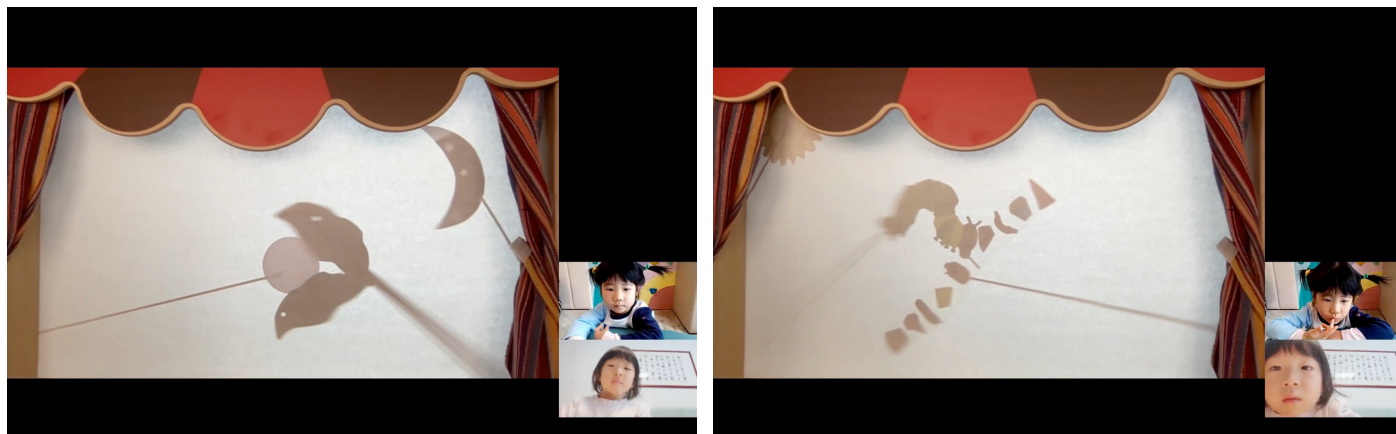
This week our class embark on the first week of unit 2, looking into the central idea “cultures express themselves in different ways”. Our first line of inquiry is “the ways people express themselves”. During morning circles over the past few days, we went through stories and games that enable our students to discover that besides the usual verbal communication via spoken language. We can also convey meaning with our vocal qualities, expression, gestures, body language and such.

本周我们开始学习第二单元第一周的内容，探究中心思想“不同的文化用不同的方式表达”。我们的第一个调查方向是“人们表达自己的方式”。在过去几天的晨圈中，我们通过故事和游戏，让我们的学生去探索除了通常语言交流，我们还可以通过发声特质表、表情、手势、肢体语言等来传达意义。



The students had fun practising conveying messages with various limitations such as without a sound or trying to convey a message that is different from the word's literal meaning through vocal qualities control.

学生们很开心地尝试了如何在没有声音的情况下传递信息，或者如何通过语调来传递与单词字面意思相反的信息。



In the afternoon this week, in conjunction with PreK3B and PreK4 we had the Sias IS Early Years Theater. Besides the music session on Wednesday, we performed three of our students' favourite stories via hand puppets, finger puppets and shadow puppets. The students enjoyed the performance, shared with us how they feel when watching and gained a better understanding that there are many ways and art forms that people use to express themselves.

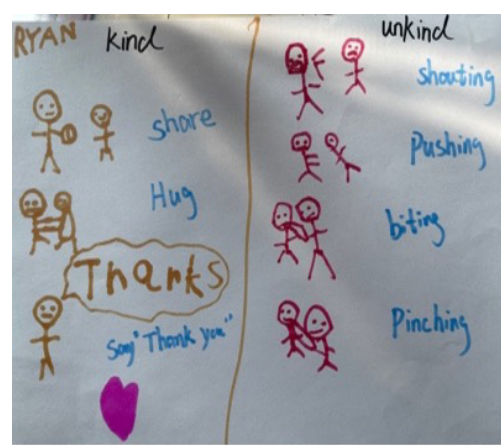
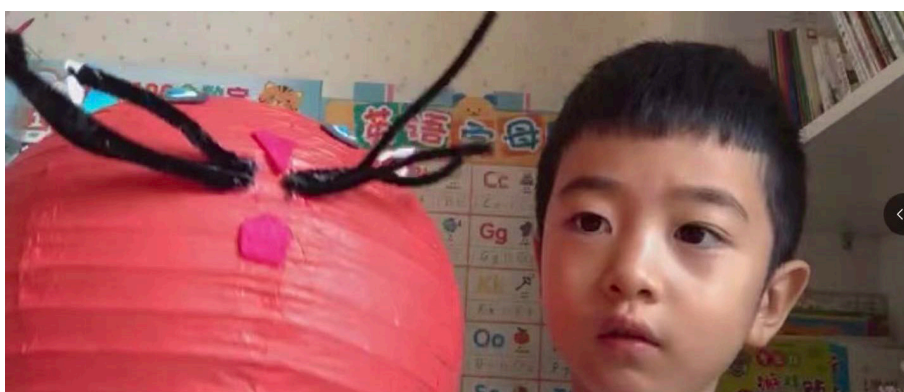
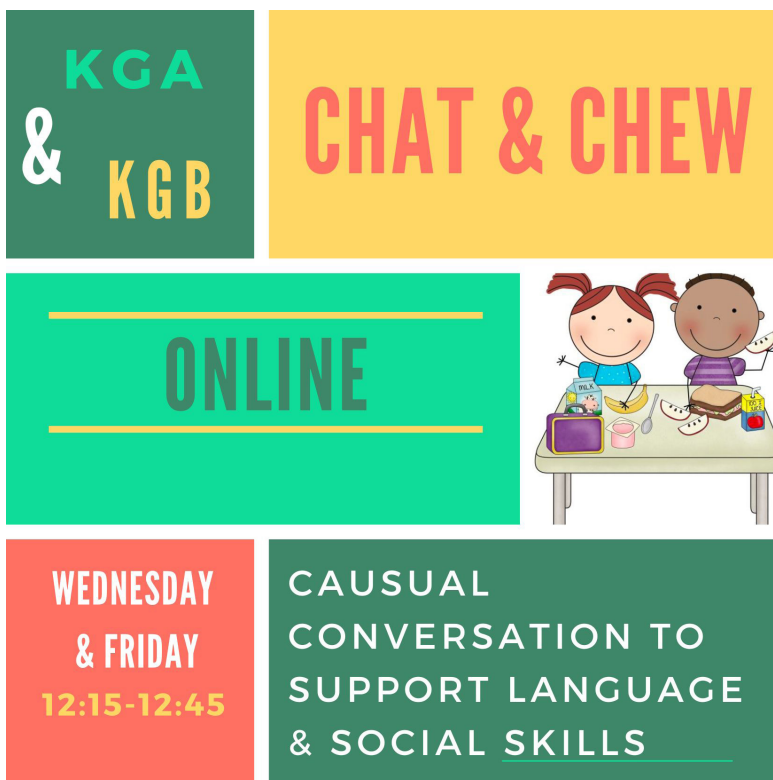
本周下午，我们与 PreK3B 和 PreK4 一起举办了 Sias IS 幼儿剧场。除了周三的音乐课，我们还用手偶、手指偶和皮影戏表演了三个学生最喜欢的故事。同学们很喜欢观看表演，与我们分享了他们观看时的感受，并更好地理解人们表达自我的方式和艺术形式的多样化。



KGB

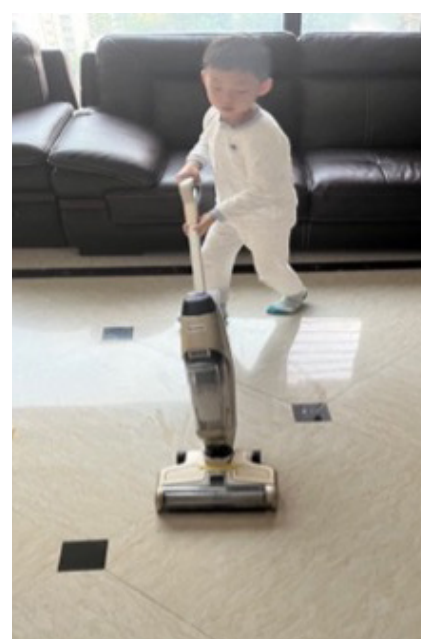
For the first week of online learning students of KGB were introduced to the topic of how their actions affect others. This was taught to them in a series of creative ways such as storytelling and watching a series of live performances by their teachers. This approach was deemed very successful and at the end of these lessons' students were able to express and demonstrate how good actions can have a positive effect on those around them. The students were also given the chance to tell their own stories using familiar characters from the stories read in class.

在第一周的在线学习中，KGB 的学生被介绍到他们的行为如何影响他人的主题。这是通过一系列创造性的方式教给他们的，比如讲故事和观看老师的一系列现场表演。这种方法被认为是非常成功的，在这些课程结束时，学生们能够表达和演示好的行为如何能对周围的人产生积极的影响。学生们也有机会用课堂上读过的故事中熟悉的人物讲述自己的故事。



Our second week of online learning was a great success! The boys and girls did a great job of adjusting to our daily routine and participated well in our literacy week activities. Students also had more social interaction with their peers through the introduction of two new classes on their timetable. The first class, Show and Tell, allowed students to share with their classmates an interesting item they have with them at home. The next class, known as Chat and Chew, was collaborative with students from KGA. All students had the opportunity to have lunch virtually while engaging in a productive discussion with their peers. These sessions proved to be enjoyable as the students interacted with their friends and classmates outside the traditional classroom setting.

我们第二周的在线学习非常成功！孩子们很好地适应了我们的日常生活，也很好地参与了扫盲周活动。通过课程表上的两个新课程，学生们也有了更多的社会互动。第一节课是“展示与讲述”，让学生们与同学们分享他们家里的一件有趣的物品。下一节课被称为“聊天和咀嚼”，由 KGA 的学生合作进行。所有的学生都有机会在与同学进行富有成效的讨论的同时，在网上吃午餐。这些课程被证明是令人愉快的，因为学生们与他们的朋友和同学在传统的课堂环境之外互动。





Grade 4

IB transdisciplinary theme

WHO WE ARE

IB 跨学科主题“我们是谁”



To start the year, 4th grade focused on the IB transdisciplinary theme "Who We Are." The students inquired into culture, beliefs, and values to learn what culture is, how culture impacts identity, and the ways that cultural beliefs and values influence actions. Over the course of the unit, the students analyzed their own cultures, identities, beliefs and values, and they learned about others through research and interviews. They also studied cartography, geography, and narrative writing.

在这一年的开始，四年级致力于IB跨学科主题“我们是谁”。学生们探究文化、信仰和价值观，以了解文化是什么，文化如何影响身份认同，以及文化信仰和价值观影响行为的方式。在本单元的课程中，学生们分析了自己的文化、身份、信仰和价值观，并通过研究和访谈了解他人。他们还学习了制图学、地理学和叙事写作。

As their final project, the grade 4 students brought all their new learning together to design their own countries. They used their understanding of what culture is to create a unique culture for their imagined country, brainstorming on a mind web different cultural elements including food, language, clothing, beliefs and values, art, music, games and more.

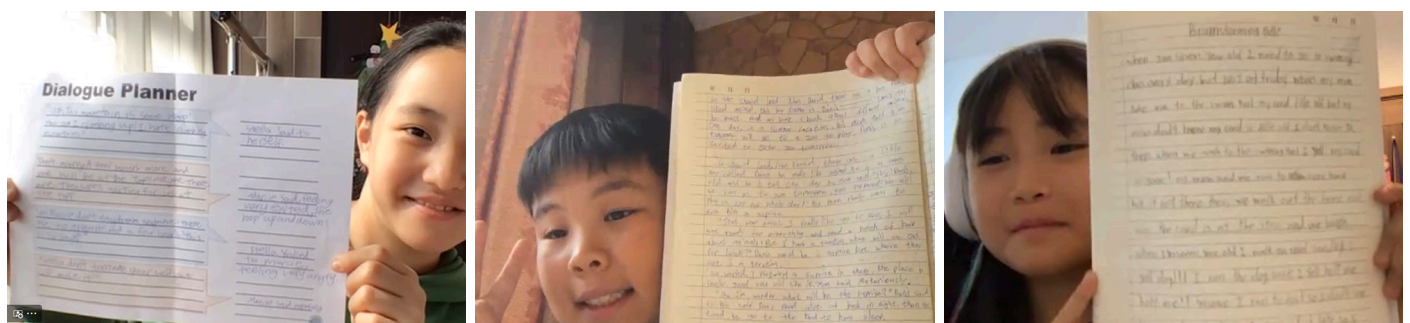
作为他们的期末项目，四年级的学生把他们所有的新知识汇集在一起，设计他们自己的国家。他们用自己文化的理解为自己想象的国家创造了一种独特的文化，在脑海中头脑风暴不同的文化元素，包括食物、语言、服装、信仰和价值观、艺术、音乐、体育游戏等。

After creating their country's culture, the students used their new knowledge of cartography and geography to create maps of their new lands. They started by drawing their maps on paper. Then, they used their 2-dimensional maps as a guide to build a 3-dimensional map out of salt dough.

在创造了他们国家的文化之后，学生们用他们新的地图学和地理学知识创建了他们新国家的地图。他们开始在纸上画地图。然后，他们用二维地图作为向导，用盐面团制作了一个三维地图。

Now, the students in 4th grade are using their narrative writing skills to produce a story set in their country. They have created characters with beliefs and values that align to their country's culture, and they will show how these beliefs and values impact their character's actions in their creative writing.

现在，四年级的学生们正在用他们的叙事写作技巧创作一个以他们国家为背景的故事。他们创造了与自己国家文化相一致的信仰和价值观的角色，并将在创作中展示这些信仰和价值观如何影响角色的行为。



EYP & PYP PSPE

LAYING THE FOUNDATIONS

基本运动技能



Preparing students for a healthy, happy and active life. This is the aim of the Personal, Social and Physical Education (PSPE) program at Sias International School.

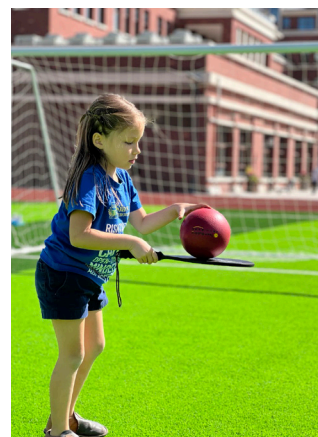
让学生拥有健康、快乐、充满活力的生活是西亚斯外籍学校的个人教育、社交教育、和体育（简称体育）系的宗旨。

During online learning students have been taking time to focus on fundamental skills such as balance, jumping, throwing and catching. It has been great to see the progress students are making, and family members joining in to support students, make equipment and take time to be physically active.

在线上上课期间，学生专注于学习基本运动技能，如平衡、跳跃、投掷和抓接等。很高兴看到学生的进步，家人对学生的支持、制造教具、并花时间进行体育活动。

During online learning students have been taking time Look out for information about our PE Class Challenge coming to EY, Grades 1, 2 and 3 next week!

请留意下周将在 EY 幼儿园和 1-3 年级举办的体育挑战赛的相关信息！



MYP Individuals & Societies

MYP 个人和社会

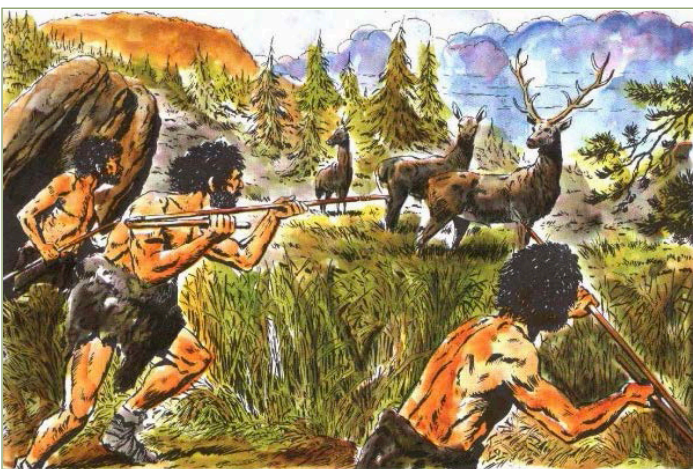
MYP students in Individuals and Societies were provided with multiple learning engagements in respective of the year level.

在个人与社会课程里，
MYP 的学生已经根据他们的年级水平完成了各种学习活动。

MYP 1 From Hunter Gathers to Settled Life 从狩猎采集到定居的生活

Students were engaged in learning about the Early humans, their ways of living and how they cooperated with each other. Students explored the differences in the life of Paleolithic and Neolithic Age humans. Students were also engaged in completing their summative assessment in which they completed an inquiry and created a presentation.

MYP 1 的学生致力于学习早期人类，他们的生活方式以及他们如何相互合作。学生们探索了旧石器时代和新石器时代人类生活的差异。学生们通过查询共享的资源，完成了一个比较学习图表。



Paleolithic Age Humans were hunter gathers
旧石器时代，人类狩猎采集

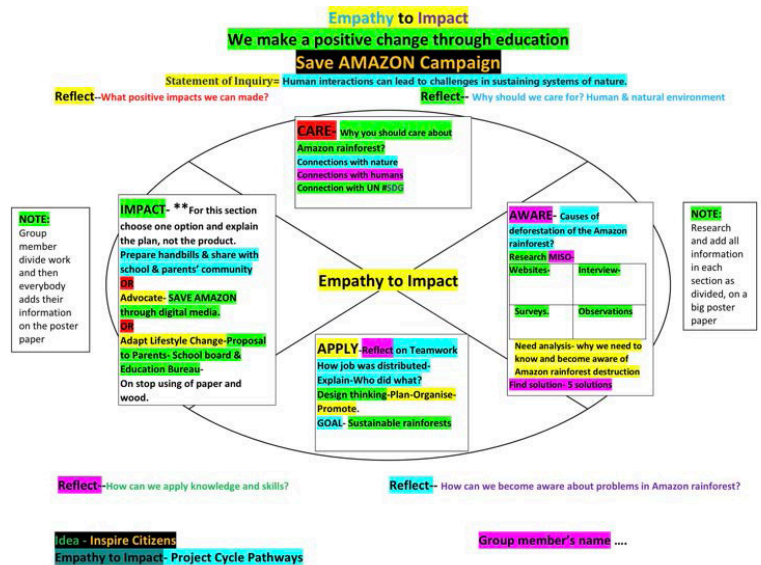


Paleolithic Age Humans started a settled life
where they grew crops
旧石器时代，人类开始种植庄稼，并且定居了下来


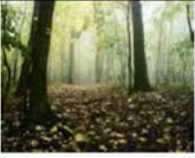
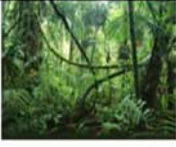


MYP 2 Life-Adaptation-Environment 生活适应环境

MYP 2 students were engaged in exploring Life-Adaptation-Environment unit where they explored Ecosystem and Biomes. Students completed a summative assessment on Saving the Amazon rainforest by inquiring through the EMPATHY to IMPACT CYCLE. Students worked on the group project to complete presentations of their choice.

MYP 2 的学生参与了探索生命 - 适应 - 环境单元，在本单元他们探索了生态系统和生物群落。学生们通过“影响周期激励公民小组”，完成了一项关于拯救亚马逊雨林的总结性评估。学生们在小组项目中完成了他们所选择的陈述。我们如何拯救亚马逊雨林 -# 可持续发展目标 15- 陆地生命



a. **Natural:** can be aquatic, land ecosystems or mixed (e.g. beach) These are some examples:

	RAINFOREST	TEMPERATE FOREST	JUNGLE	SAVANNA	DESSERT
Temperature	High	Cold winter and mid summer	High	High during the day. Low during the night	Warm or cold
Rainfall	A lot	Moderate	A lot	Little except in rainy season	Low. In cold dessert: SNOW
Living things	Tall trees. Different animals	Deciduous trees (no leaves in winter)	Varied	Few trees and a lot of grass	Little
Photo					

MYP 3 Dynamic Earth 充满活力的地球

MYP 3 students were actively engaged in exploring the changes happening below the surface of the earth and its impact on the surface in the form of Tsunamis and Earthquakes. They were engaged in a summative assessment where they did an inquiry to find out the causes of earthquakes and Tsunamis on Earth. They further explored ways in which humans can safeguard life of land by creating systems, like signals systems and ways to save us when earthquakes happen. Students integrated the United Nations' Sustainable Development Goals within the inquiry. They completed a group project and shared it with the classroom audience.

MYP 3 的学生们积极参与探索地球表面下发生的变化及其以海啸和地震的形式对地球表面的影响。学生们进行总结性评估，他们为找出地震和海啸的原因做了一个调查。他们进一步探索了人类通过创造信号系统等系统来保护陆地生命的方法，以及在地震发生时拯救我们的方法。他们完成了一个小组项目，并与课堂观众分享。

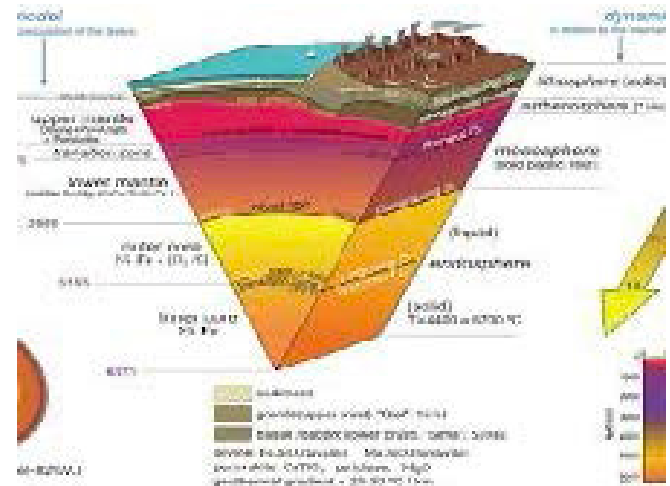
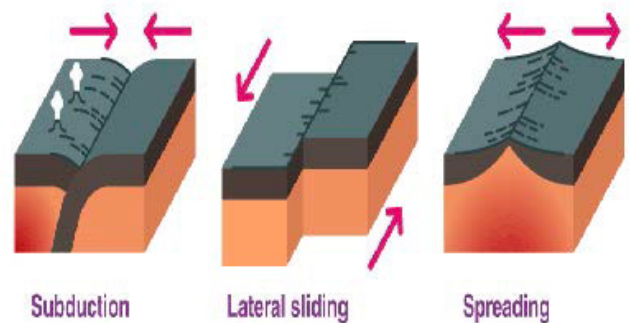


PLATE TECTONICS



#SDG 15– Life on Land 可持续发展目标 15 陆地上的生命

Screenshot students PowerPoint presentation
来自学生 PowerPoint 演示的幻灯片截图

Why we should care

- Tsunamis and Earthquakes are 2 of the most common and deadly natural disasters. From 1998-2017, 750,000 people were killed by earthquakes and 250,000 people.
- Extremely massive tsunamis have the potential to destroy coastal areas thousands of miles from the earthquake that triggered them.
- The tsunami can hit the coast with a terrible force as they rise several feet or more.
- Flood water can be harmful to your health since they contain tainted food and drink.

Spread awareness

- This knowledge helps scientists and engineers in creating safer structures, especially those that are crucial in an emergency, including hospitals.
- We can publish information on the Internet to popularize the relevant safety knowledge, put up posters and leaflets in the community, and carry out related