



Newsletter

2022-2023 家校通讯录

November 11, 2022
2022年11月11日

Epidemic Control 疫情防控

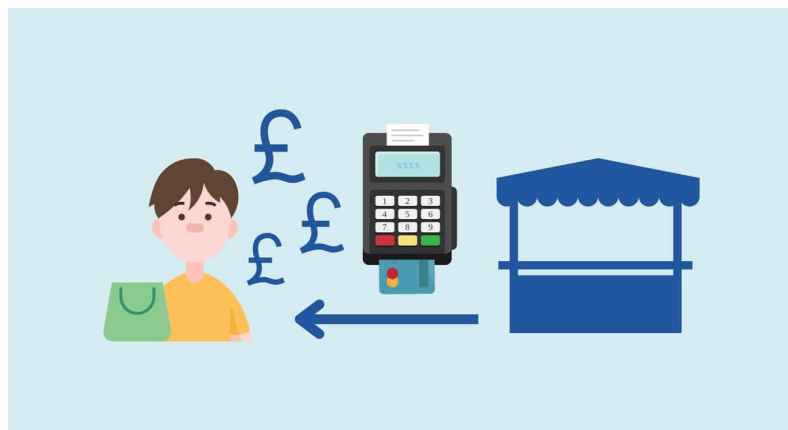
We are approaching our fifth week of remote learning due to the pandemic. I am in daily contact with the Education Bureau working to find a way for us to reopen our school safely. Please continue to be safe and we hope to see our students in person soon.

由于疫情防控我们马上就要迎来第五周线上教学了。我一直保持跟上级领导部门沟通，争取能在安全的前提下尽快复课。请继续遵守疫情防控政策，保证疫情期间的自身安全，期待尽快见到孩子们。



Meal and School Bus Refunds 餐费及校车费退费

During this lockdown period while students are not at school, Sias IS will NOT charge meal or school bus fees. These will be reimbursed to families once we have returned to school for in-person learning. All other refund considerations will be made once students can return to in-person learning.



由于疫情封控，学生不在学校，西亚斯外籍学校将全额返还这期间的餐费和校车费。一旦我们开始线下教学，我们会核算完毕并返还给大家。有关其它方面的退费决定将在回归线下教学时立即同步给大家。

Sias IS Online Talent Competition Starts Next Week!

西亚斯外籍学校线上才艺大赛预告！

On Tuesday 15th November 2022, Sias IS will launch an online talent competition. Any performance-based talent related to drama, music, Chinese traditions, or sports can be submitted into the competition. The competition will feature four separate categories- Toddler-KG, grade 1-grade 2, grade 3-grade 5 and grade 6+. Further details to come next week.

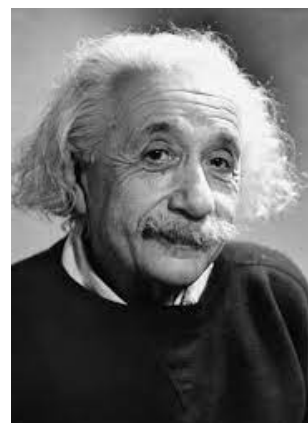
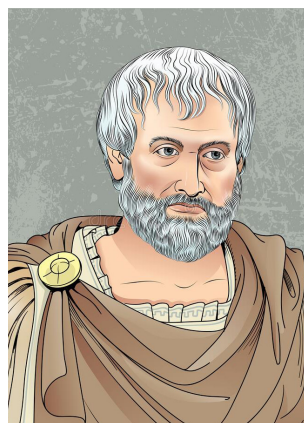
2022 年 11 月 15 日星期二，西亚斯外籍学校将启动一场线上才艺比赛。任何与戏剧、音乐、中国传统或体育相关的特长表演都可以报名到比赛中。比赛分为四个组别：托班至幼儿园大班、1-2 年级、3-5 年级和 6 年级及以上。下周将公布更多细节。



IB Theme of the Month- Thinkers 本月 IB 探究主题 - 思考者

A thinker is a person who spends a lot of time thinking deeply about important things, especially someone who is famous for thinking of new or interesting ideas. For example, Aristotle or Albert Einstein.

思考者是指花大量时间对重要的事情进行深入思考的人，尤其是那些以思考新的或有趣的想法而闻名的人。例如，亚里士多德或爱因斯坦。



Activities for parents

家长小活动

Use online resources or the library to research about famous thinkers.

利用网络资源或图书馆的资料来对一些著名的思想家做一些调查与了解。

Student Learning for the Week

本周教学

Pre-K 3B

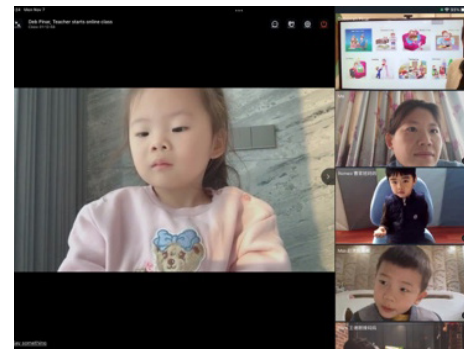
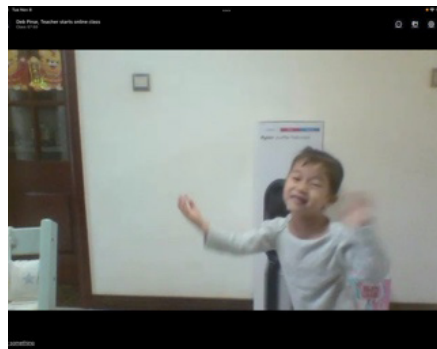
Unit 2: How We Express Ourselves

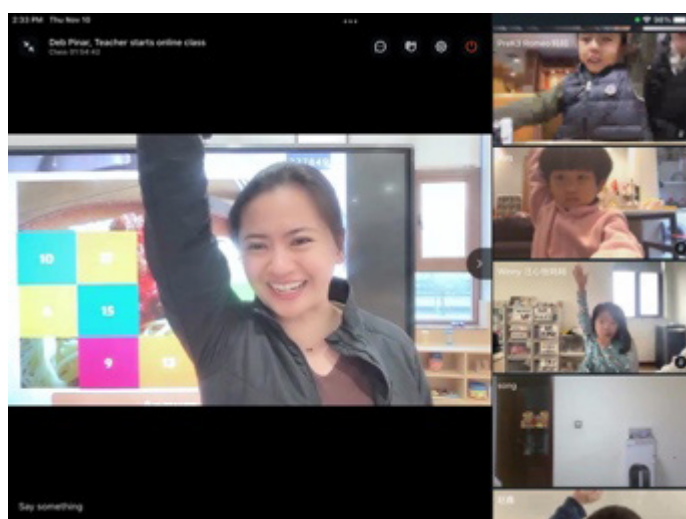
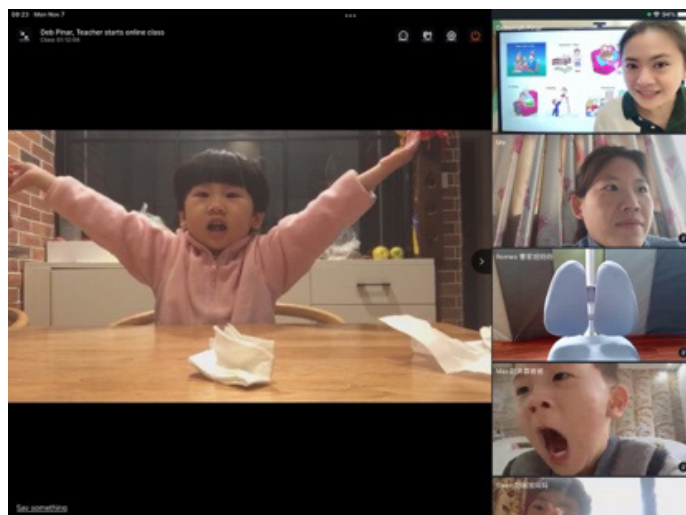
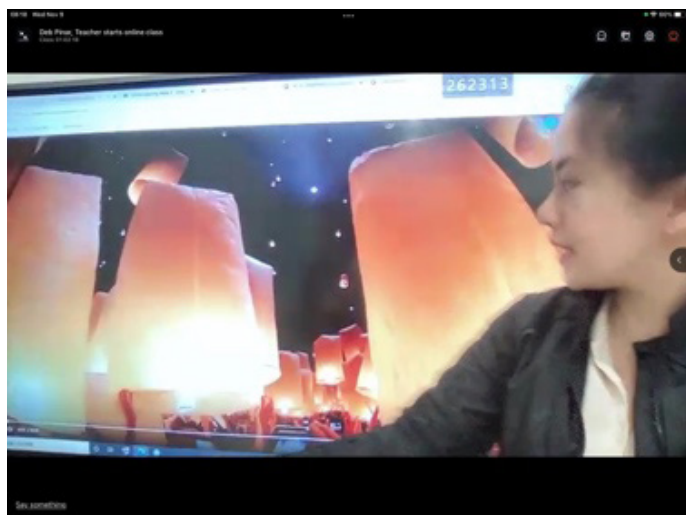
第二单元：我们如何表达自己



Showing genuine smiles and giving lots of thumbs-up are some ways we express ourselves, especially during remote learning. After four weeks of online classes, the Pre-K 3B students have done a great job adjusting to our daily routines. Although nothing beats being active in the fresh outdoor air, the children were given opportunities to move around using gestures, action songs, and fun games so that they can learn better.

展现真诚的微笑和竖起大拇指是我们表达自己的一些方式，尤其是在远程学习期间。经过四周的在线课程，Pre-K 3B 的学生在适应日常生活方面做得非常好。尽管没有什么比在新鲜的室外空气中活动更好的了，但孩子们还是有机会通过手势、动作歌曲和有趣的游戏四处活动，这样他们也能很好地学习。





Talking about what people celebrate around the world is one of the provocations we used to start unit 2, “How We Express Ourselves.” Stories and videos were used to inform and expose students to how different countries celebrate important events such as Thanksgiving, Christmas, New Year’s eve, and a lot more. When asked which celebration sounds like the most fun, most of the students answered, “my birthday!”

谈论世界各地人们的节日庆祝是我们开始第二单元“我们如何表达自己”的方法之一。通过一些有趣的故事和视频来让学生了解不同国家如何庆祝感恩节、圣诞节、新年前夜等重要事件。当被问及哪个庆祝活动听起来最有趣时，大多数学生回答说：“我的生日！”

We are looking forward to learning more about this unit of inquiry!

我们期待更多地了解这个探究单元！



Pre-K 4A

The world of stories...

故事的世界...



How many ways of creating stories do you know? Have you ever wondered about stories that live in our imagination? With our young learners we are diving into the world of real and imaginary worlds, learning how stories are made, how we can create stories and express ourselves via stories.

你知道多少种创作故事的方法？你有没有想过生活在我们想象中的故事？和我们的年轻学习者一起，我们潜入现实和想象世界的世界，学习故事是如何形成的，我们如何创造故事，并通过故事表达我们自己。





By Ethan

Students are tuning in to our first line of inquiry “How stories are communicated and shared” through artistic, visual and hands on experiences to promote thinking and social skills.

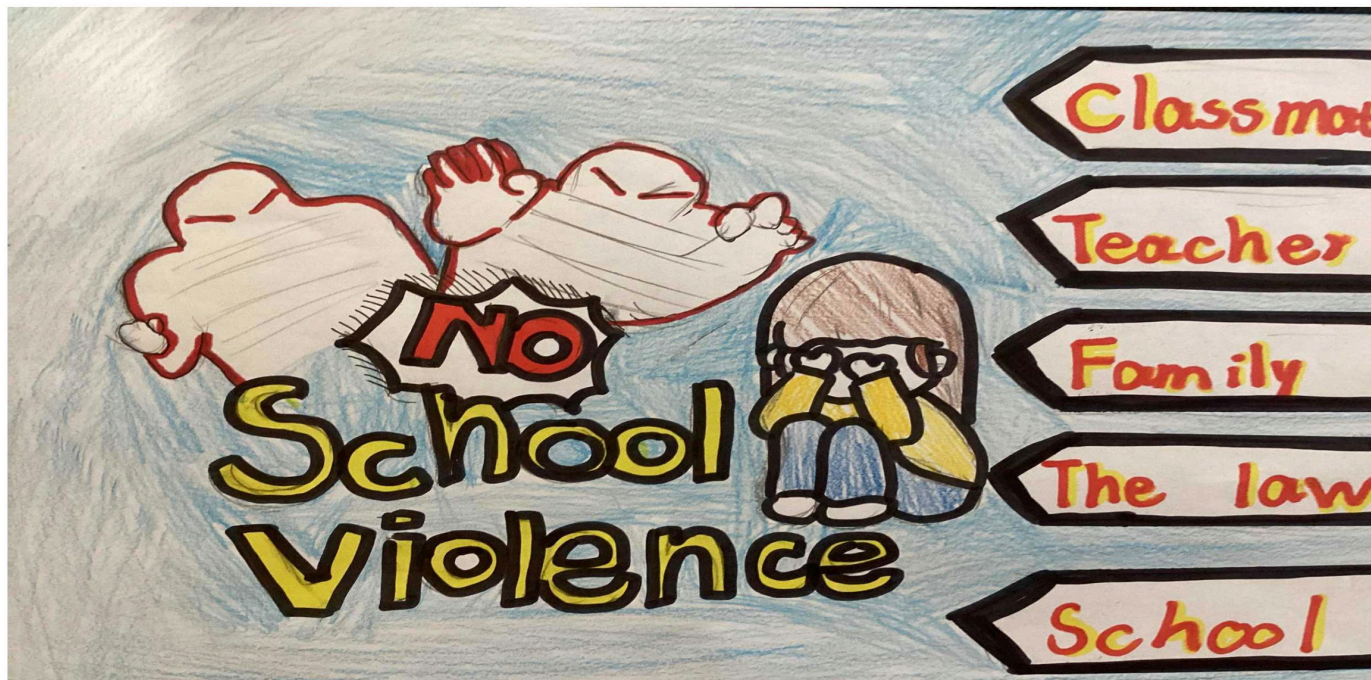
学生们正在融入我们的第一个探究线“故事是如何传播和分享的”。如何通过艺术、视觉和动手体验，以促进思维和社交技能。

With Love,
PreK-4A creative storytellers

满怀爱意的
PreK-4A 创意故事讲述者



Chloe Jin— Grade 5



Grade 5

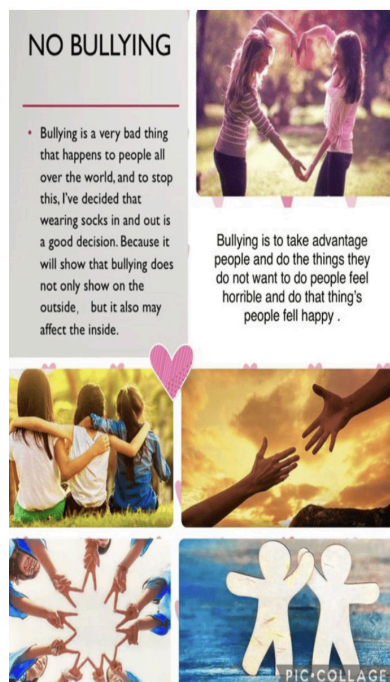
FIFTH GRADE ROCKS!

五年级的摇滚

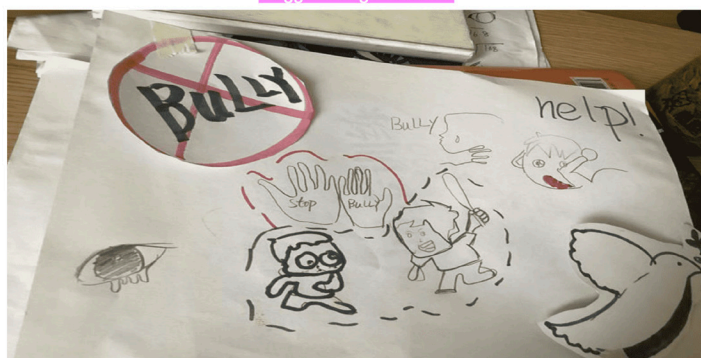
In unit 1, fifth graders focused on the importance of beliefs, and values in a diverse society. The lessons centered around learning about the author's central theme, purpose and main idea. Using rich text, we were able to analyze the literary text through questioning, partner discussions, enriched activities to challenge student thinking. To calculate this critical thinking, we also learned about dividing with decimals, making fundamental connections to our daily activities. Looking at the "Who We Are" transdisciplinary theme, students wrote stories about their small moments in a dynamic way, using their voice as a call to action.

在第一单元，五年级学生关注的是信仰和价值观在多元化社会中的重要性。课程围绕作者的中心主题、目的和主旨进行学习。利用丰富的文本，我们能够通过提问、搭档讨论、丰富的活动来分析文学作品，挑战学生的思维。为了加强这种批判性思维，我们还学习了用小数进行除法，将其与我们的日常活动联系起来。

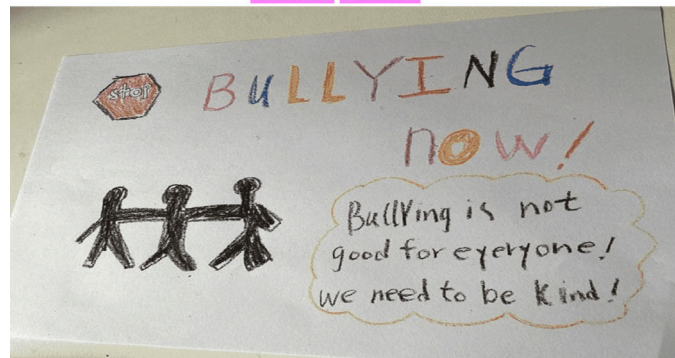
Cici Zhou — Grade 5



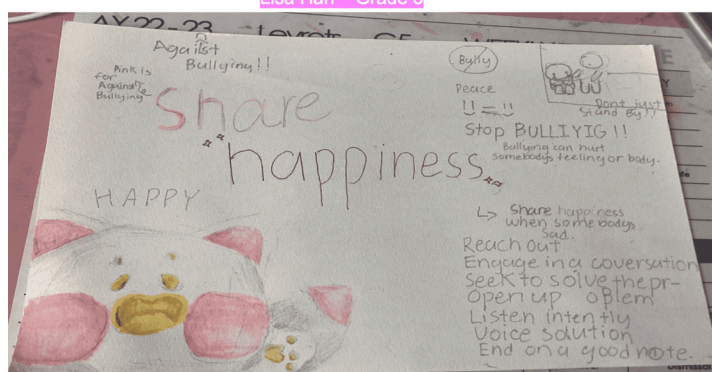
Maggie Wang – Grade 5



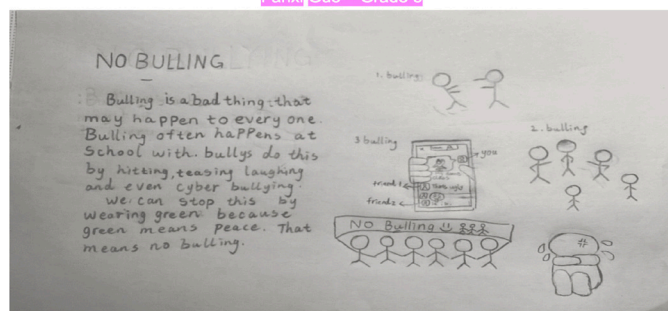
Amber Zhi – Grade 5



Lisa Han – Grade 5



Fanxi Guo – Grade 5



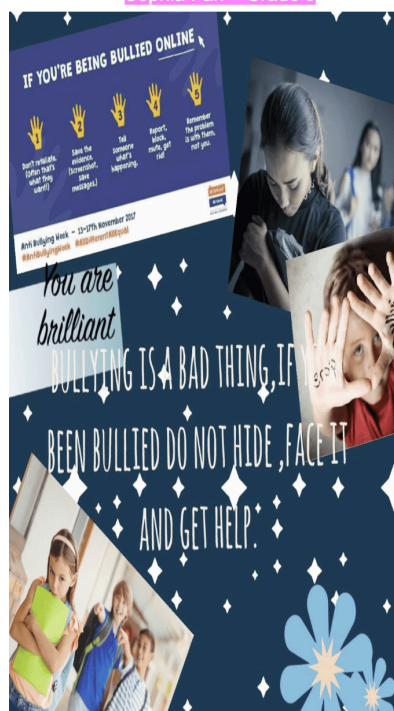
In unit 2, we hope to continue this journey into how we express ourselves in social media platforms. Look for our next advocacy campaign centered around how social media tools can support our learning.

在“我们是谁”这个跨学科的主题中，学生们写下他们小瞬间的故事，为呼吁行动发出他们自己的声音。在第二单元中，我们希望在社交媒体平台上继续我的探索旅程“我们如何表达自己”。我们的下一个宣传活动将围绕社交媒体工具如何支持我们的学习展开。

Winnie Fung – Grade 5



Sophia Fan – Grade 5



Arthur Wu – Grade 5



MYP PHE

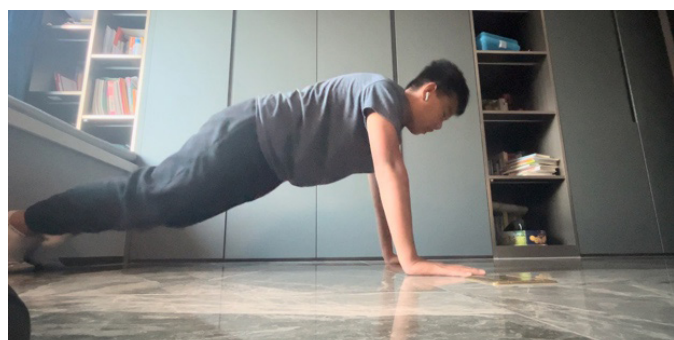
Developing and Practicing Health 健康与健身的组成



In PHE, we are building on the previous unit in which all MYP classes were developing and practicing health and fitness components and assessing what impact they have in their lifestyle. The remote learning environment created challenges for MYP students, and they responded positively to them by completing tasks and applying knowledge to cope with physical, mental, and emotional changes in an online environment.



在体育课的上一单元，MYP 班级学习了健康与健身的组成，并评估了这一实践对他们生活方式的影响，本周对上一单元进行延伸。线上学习给 MYP 学生带来了诸多挑战，但他们态度积极，能够通过完成任务，运用所学知识来应对线上学习环境带来的各种身体、心理和情绪的变化。



MYP students participated in weekly challenges to encourage them to be physically active and set personal health and fitness goals for improvement.

MYP 学生每周都参加挑战活动。这可以鼓励他们积极锻炼，并为提高健康与健身水平设定个人目标。

MYP students also created/designed, performed and reflected on their own health and fitness plans.

MYP 学生创建并设计了自己的健康和健身计划，主动执行该计划，并对此计划进行了反思。



Currently MYP classes are working on Invasion or net games that apply and develop communication skills by exploring various forms (verbal and non-verbal) of communication that promote positive interaction within the class. Research skills (media literacy skills) have been used to develop deeper understanding of concepts and visual interpretation of topics that are related to the games and sports that we are learning.

目前，MYP 课程要正在进行”入侵”或”网络游戏”，通过探索各种形式的交流（语言和非语言）促进课堂内的积极互动，来应用和发展沟通技巧。研究技能（媒体素养技能）被用来发展对与我们在练习的游戏和运动相关的概念和主题的更深层次的理解和视觉解读。

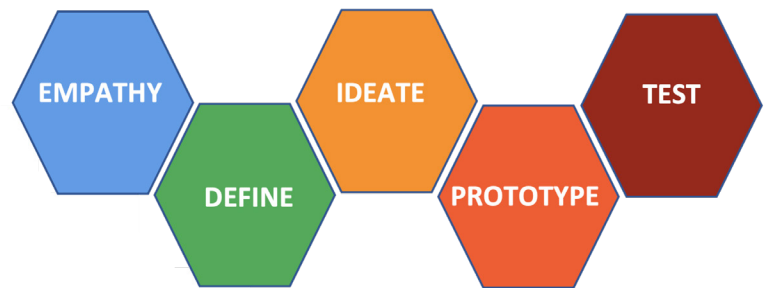
Here are some activities that MYP students use to practice their communication and problem solving skills in different team work situations. PHE will keep working on these and other ATL skills that are important for their holistic learning.

下面是 MYP 学生今年已经在练习的一些活动。这些不同的团队活动锻炼他们的沟通和解决问题的能力，体育课将继续实践这些学习技能和其他对他们的整体学习很重要的技能。



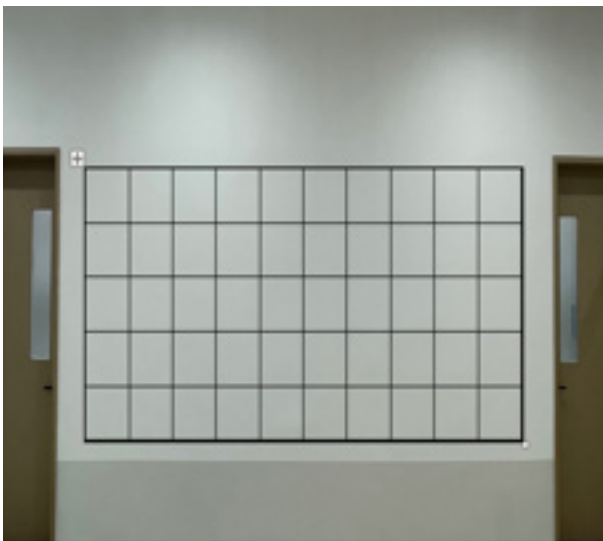
MYP Design News

The Third Teacher “第三教师”



Even though students are online and not physically in school, they continue to apply design thinking and the design cycle to identify, analyze and solve problems. We are examining the concept of the third teacher which examines how a school environment can help students learn.

虽然学生们未能来到学校而是在线上，他们仍然继续应用设计思维和设计周期来识别，分析和解决问题。我们正在研究“第三教师”的概念，该理念旨在研究一个学校的氛围和环境如何帮助学生们学习。



Our school is a new school with many blank and empty walls. Students have been challenged to address this problem by designing murals and developing proposals. These proposals and designs will be submitted to school leaders who will provide an evaluation and feedback of their proposals. Developing proposals and prototypes is an important part of the design cycle process.

我们是一所全新的学校，有很多空白的墙壁。学生们通过设计壁画和提出建议来解决这个问题。这些提议和设计将会提交给学校领导，他们会给学生们的建议提供评估和反馈。提出建议和构建原型是设计周期过程中的重要组成部分。

Students found images in their research to help them to develop their mural designs. Students are working on creating their own mural designs.

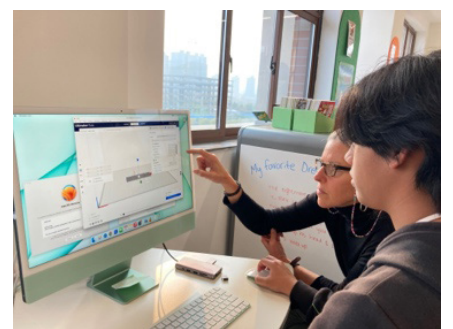
学生们在探究过程中发现的图画，这些能帮助他们进行壁画设计。学生们正在创建他们自己的壁画设计。



Coming UP: 3D Digital Printing 3D 数字打印

We are excited that we have our 3D digital printers up and running and students will be challenged to go through the design cycle by using CAD design to create their own 3D printed products. Below are images of MYP 3 student Mark Channa who is using his CAD design to 3D print a product of his own design.

我们很高兴有了自己的 3D 数字打印机。学生将通过使用 CAD 设计来创建他们自己的 3D 作品并完成设计周期。以下是 MYP3 学生 Mark Channa 的图像，他正在使用 CAD 设计和 3D 打印机来创作自己的作品。



Mark went through the design cycle and now he is evaluating his product and redesigning and recreating in CAD to create a better product. We are excited for students to return to campus so they can start printing their designs on the school's new 3D printers.

Mark 经历了设计周期，现在他正在评估他的产品，并在 CAD 中重新设计和再创造，以便创作出一个更好的产品。我们很兴奋学生们回到校园后，他们就可以在学校新的 3D 打印机上打印他们的设计。

