



**Sias IS**  
西亚斯外籍学校

**2022-2023**

# Newsletter

**2022-2023 家校通讯录**

**January 20, 2023**  
**2023 年 1 月 20 日**



**Xin Nian Kuai Le!**  
**新年快乐!**



Sias IS and I wish each of our students and families a happy new year! Please enjoy this time with family and friends. We will return to school on February 1, 2023.

郑州郑东新区西亚斯外籍人员子女学校全体员工恭祝大家新年快乐! 希望大家可以好好享受与家人在一起团聚的美好时光。我们 2023 年 2 月 1 日学校见!

Dr. Sam E. Mills  
山姆 米尔斯 博士



# COVID Safety 疫情安全

On February 1, when students return from holiday, we will resume our normal school plan. We will no longer follow the classroom bubbles. The schedule is below.

2 月 1 日，当学生们从假期回来的时候，学校将按照正常的一日流程。将不需要再使用为了疫情防控安全制定的班与班相对隔离的方案。日程安排如下：

7:30-8:00 Drop-off and Breakfast 学生到校、早餐

8:00- 3:15 Instructional Day 教学时间

## After School Activities (ASAs) 课后特色课程 (ASAs)

Sias IS is thrilled to welcome back ASAs starting Thursday, February 2. All ASAs will resume including activities from 3:15-4:15 and 4:15-5:15 from Monday to Friday. We are very excited to see students playing sports, coding robots, flying drones, or enhancing their academic skills in Math & Drama clubs or EAL Language Support.

非常高兴 ASAs 从 2 月 2 日星期四回归 Sias IS。所有周一至周五 3:15-4:15 和 4:15-5:15 的 ASA 将恢复正常。我们很高兴看到学生们一起进行体育运动、编写机器人代码、驾驶无人机，又或是一起在数学和戏剧俱乐部、EAL 语言课程中提高自己的学术技能。

The Sias Basketball team will also begin from February 6. Please scan the QR below if you would like to sign up for the basketball team. Basketball practices will be held Tuesday and Friday from 3:15-5:15.

西亚斯篮球队也将从 2 月 6 日开始训练。如果学生想报名参加篮球队，请您扫描下面的二维码。每周二和周五的 3:15-5:15 进行篮球练习。

If you have questions about your ASAs, please contact Ms. Kalu 卡路老师 (kalu@siasinternationalschool.org or wechat ID: carolcline).

如果您对 ASA 有任何疑问，请联系卡路老师 (kalu@siasinternationalschool.org 或微信 ID:carolcline)。

### Sias IS Basketball Team Registration





# Sias IS End-of-Semester Parents' Tea 西亚斯外籍学校新年家长茶

MY Session  
中学专场  
Jan.18, 2023



## End of Semester Parent Tea 新年家长茶话会

Thank you to the 93 parents who attended our parent teas this week. We shared many exciting updates about Sias IS. We will continue to update families through this newsletter and our school communication.

本周我们有共 93 组家庭出席了我们的新年家长茶会，感谢大家的到来。在会上我们分享了很多关于西亚斯外籍学校的令人激动的大事件。我们将继续通过本通讯录和更多的家校沟通沟通来给大家更新信息。





# IB Learner Profile Awards for the MYP 中学部 IB 学习者目标奖

On the 20th of January 'Sias IS' celebrated its first IB Learner Awards for the MYP students. IB Learner Profile Awards is a recognition of learning happening throughout different subjects in the MYP. The 10 IB Learner Profile is the IB Mission in Action demonstrated by students while learning. The IB learner Profile Awardees are nominated by their subject teachers based on the class activities and assignments. The Approaches to Learning skills taught in learning experiences develop attributes of the IB Learner Profile in students.

1月20日，西亚斯外籍学校为MYP学生举办了首届IB学习者目标奖。IB学习者目标奖是对MYP不同学科的学习情况的认可。10个IB学习者目标是学生在学习过程中展示的IB行动使命。IB学习者目标获奖者由他们的学科老师根据课堂活动和作业提名。在学习经验中教授的学习技能方法在学生中发展了IB学习者目标的属性。

Happy Year of Rabbits !  
兔年大吉！





# Theme of the Month: Principled 本月 IB 学习者目标：有原则的人

Principled people are honest and responsible about what they do and how they treat other people. They would expect other people to show respect in the same way as they would.

有原则的人对自己的所作所为和对待他人的方式都是诚实和负责任的。他们希望别人也能像他们一样表现出尊重。

## Activities for parents

### 家长小游戏

Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What sort of person would they want on their team?

鼓励孩子玩团队游戏。和你的孩子讨论团队合作者拥有的品质。他们想要什么样的人加入自己的团队？



# Lifelong learners in Sias IS

## 西亚斯外籍学校终身学习者

Dear families,  
亲爱的各位家长,

In the blink of an eye, the first semester of school has ended. Despite the challenges of the pandemic, learning never stops in our school. Last weekend, Sias IS organized professional learning sessions for our teachers to dive deeper into the IB framework. Ms. May, who has over 12 years of IB experience, led the group of teachers and admin staff to discuss the different instructional strategies to make learning visible for families. Our teachers showed that they were knowledgeable and showed an incredible amount of being risk-takers reflecting on how they can improve their teaching approaches. Our group of teachers has had a steep learning curve regarding the PYP programme. They have done a fantastic job implementing and improving the learning and teaching practices throughout the semester, making small changes to their teaching styles, both online and in-person learning, taking small risks by trying to incorporate visual thinking strategies, focussing on conceptual understandings, and by using many opportunities to enhance the learning opportunity of your children.

转眼间，第一学期就结束了。面对疫情发出的挑战，我们从未停止学习。上周末，西亚斯外籍学校为我们的老师组织了专业的学习课程，让他们更深入地了解 IB 框架。May 女士拥有超过 12 年的 IB 经验，她带领老师和行政人员讨论了不同的教学策略，让学生们的学习在家庭中可见化。我们的老师表现出了他们的渊博的知识，并表现出了令人难以置信的冒险精神，大家在反思如何改进他们的教学方法。在 PYP 计划中，我们的教师团队有着艰巨的学习规划。在整个学期的实施改进学习和教学实践方面，他们做了出色的工作，并对自己的教学风格进行了改变；无论是在线学习还是线下教学，老师通过尝试融入视觉思维策略，专注于概念理解，利用更多的机会提高孩子的学习机会，培养孩子的冒险精神。

The IB programme aims to develop inquiring, knowledgeable, and caring teachers, parents, and students who help to create a better and more peaceful world through intercultural understanding and respect. As a school, we recognize the importance of continued improvements to serve our community of learners better. To put into practice our mission, Sias IS is committed to instilling a growth mindset in students and all of our staff.

IB 项目旨在培养探究、知识渊博、有爱心的教师、家长和学生，通过跨文化理解和尊重，帮助创造一个更美好、更和平的世界。作为一所学校，我们认识到持续改进的重要性，以更好地服务于我们的学习者社区。为了实践我们的使命，西亚斯致力于向学生和所有员工灌输终身学习的心态。







## Early Years Learning Celebration 幼儿园期末结项庆典

What an exciting and meaningful end of our first semester with students showcasing their learning in the Early Years Learning Celebration! Teachers used both inquiry and play-based approaches to facilitate students' learning. These approaches encouraged students to be active participants in their learning. They asked questions and followed their wonderings throughout tasks. Despite being online and the challenges faced due to the pandemic, our young students demonstrated the ability to adapt and transfer their learning to different situations. They showed the attributes of a communicator, risk-taker, and knowledgeable learner. Thank you, parents, for participating in our learning celebration!

我们的第一学期将以来自幼儿班的学习展示来结束，这是多么令人兴奋和有意义的事情。我们在西亚斯外籍学校实施了基于探究和游戏的教学方法。孩子们沉浸在这样的一个环境中：他们是学习的积极参与者，并被鼓励跟随他们的好奇心在老师的引导下提出问题。尽管我们在线上学习了一段时间，而且面临着疫情带来的挑战，但我们的小朋友们表现出了在不同情况下适应和转移学习方法的能力。他们展现了沟通者、冒险家和知识渊博的学习者的特质。感谢各位家长参加我们的学期庆典，期待着大家与我们一起成长。





# Student Learning for the Week 本周教学



While learning about celebrations in Mexico, we took an opportunity to get dressed up and dance. We listened to a traditional song, “Jarabe Tapatío” or “Mexican Hat Dance,” and learned part of the dance moves. We took notes of the patterns on the clothing and recreated some patterns of our own.

在学习和了解墨西哥的庆祝活动时，我们会借此机会装扮自己并盛装跳舞。我们听了一首墨西哥传统歌曲 Jarabe Tapatío，观看墨西哥帽舞，并学习了其中的部分舞蹈动作。我们注意到并观察了舞蹈演员衣服上的装饰图案并重新创作了一些我们自己的图案。





During the morning meeting, our class calendar helper reminded us of the pattern of this month: AB. Then we recited the symbols that were used in the pattern: party hat and happy face.

早上的晨间信息播报时间，我们的班级日历小助手提醒了我们这个月的规律模型为：AB。然后告诉了我们模型中需要使用到的图案符号：派对帽和笑脸。



Students created AB & ABC patterns in different clothing. Students designed their own ABC color patterns in ponchos and dresses. They decorated straw hats to represent Mexican sombreros with colors in the AB pattern.

Can you identify the patterns?

学生们在不同的衣服上创造了AB模型和ABC模型图案。学生们在雨披和裙子上设计了自己的ABC模型颜色图案。他们用AB模型图案的颜色装饰草帽以代表墨西哥宽边帽。

你能辨别出图案中使用了哪些模型吗？

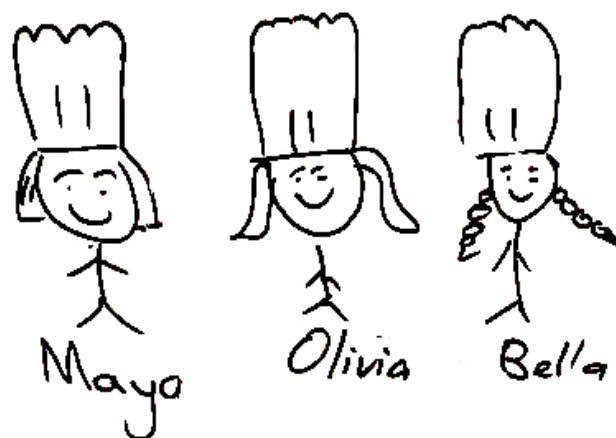




PreK 4B

# How We Express Ourselves

## 我们如何表达自己



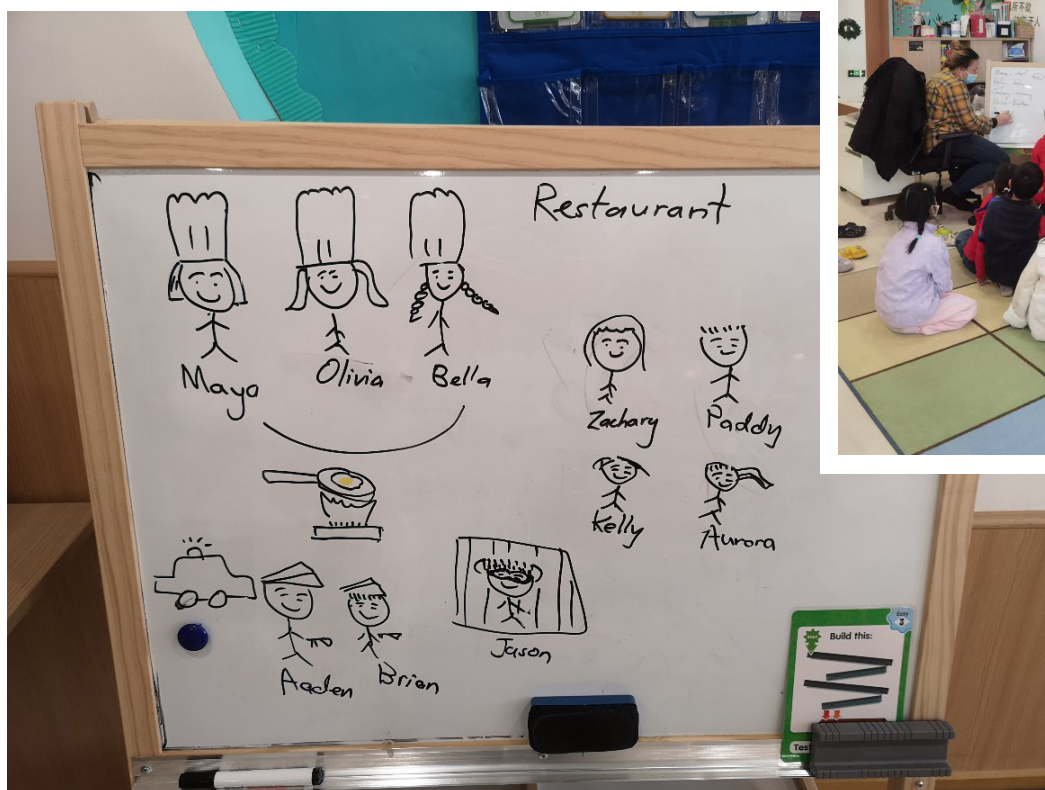
All students in the Early Years Program celebrated this unit together. Parents were invited to watch the performance to gain a shared understanding of what their children learned.

幼儿园团队一起庆祝了本单元。家长们受邀来观看孩子们的表演，理解孩子们所学的内容。

PreK 4B students created a story to present to their parents. They discussed the roles and the storyline with little help from teachers.

Prek4B 的孩子们一起创作了一个故事并展示给家长们。他们一起定下了自己想要的角色，创作故事动线。

## Created a Story







Next, students put their plan in action. With teachers' support, they made props for their play. They continued to explore their roles and decided what they should say in the play. They also practiced with their teachers.

然后，孩子们把实施自己的想法。在老师们的帮助一，孩子们给自己的表演制作了道具，不断的排练，不断的探索自己的角色以及自己的台词。

They also practiced with their teachers.  
他们还和老师一起排练。



Below is a picture of the children's stories.

以下是孩子们的故事图片。



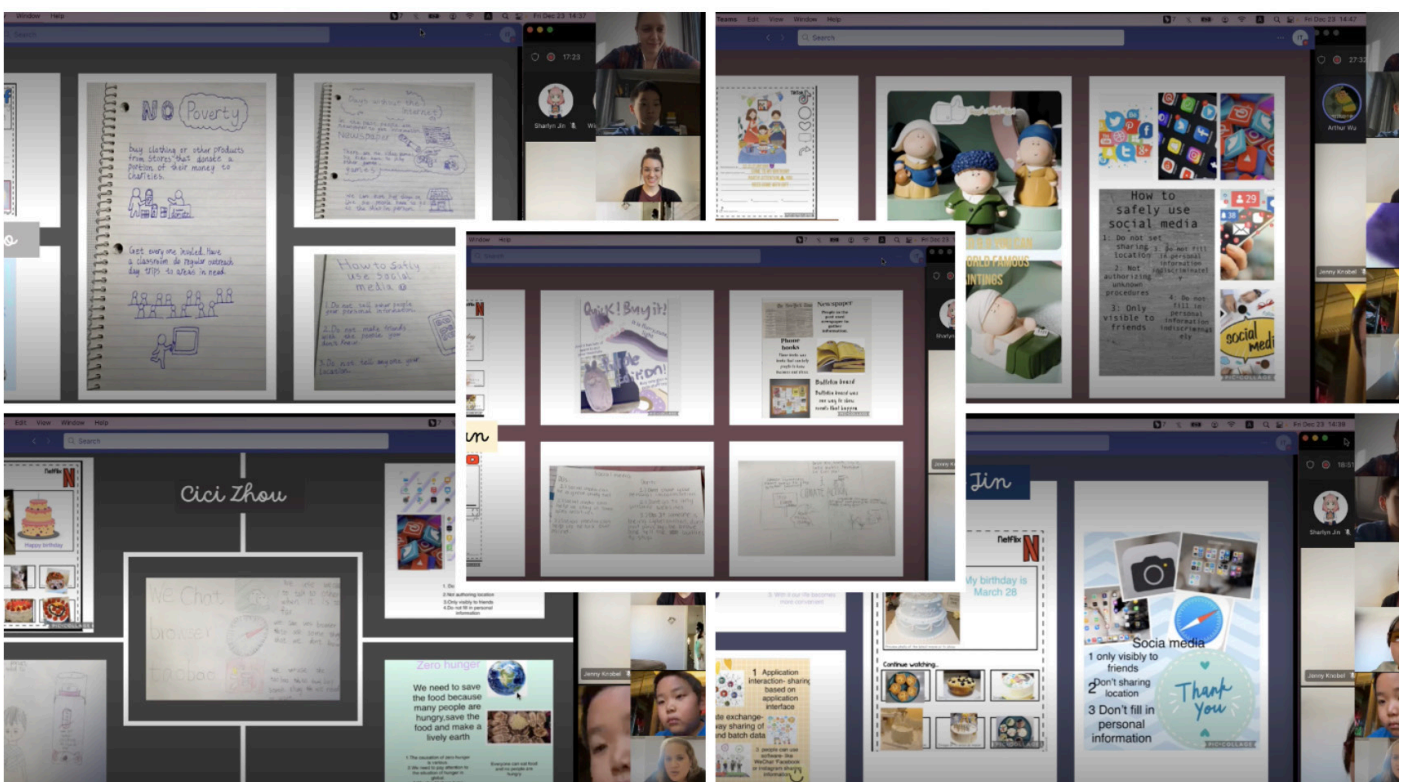


Grade 3-5

# COMMUNITY 社区

What does community mean? This word has been used many times throughout the course of this school year to describe our school, our surrounding neighborhoods, our city, and more. There are several definitions for the word, “community,” listed in the Merriam-Webster dictionary, but the one I like best is, “an interacting population of various kinds of individuals (such as species) in a common location.”

社区是什么意思？这个词在本学年的课程中被多次使用，用来描述我们的学校，我们周围的社区和我们的城市等等。在韦氏词典中有多种关于“社区”一词的定义，但我最喜欢的一个是“在同一个位置各种个体（如物种）相互影响的种群。”







When I think of the grade 3-5 community, I think of all the times our students have interacted to showcase their knowledge, work together as a team, join in friendship, and just enjoy each other's company. From the grade 3's Travel Around the World event, to the grade 5's Social Media Campaign, and to the grade 4's advertisements about Zhengzhou, each student demonstrated the utmost respect and support for their peers as they took turns presenting their knowledge. Even during this time of learning in bubbles, the grade 3-5 community has had many opportunities to strengthen their relationships through conversations during mealtimes in our G3-5 collaborative café as well as improve their teamwork skills during fun community time events with guest hosts. It is through all these experiences that make this community so strong!

当我想到 3-5 年級的社區時，我就會想到我們學生之間的相互交流，作為一個團隊，彼此建立友誼，一起工作學習，展示他們的知識，或是僅僅享受彼此的陪伴。從三年級的環球旅遊活動，到五年級的社交媒體活動，再到四年級的鄭州廣告，每個學生都在輪流展示自己知識的同時表現出了對同齡人最大的尊重和支持。即使在“泡泡”學習的這段時間，3-5 年級的學生們甚至在 G3-5 合作區域的用餐時間通過對話來加強他們的關係，以及在与嘉賓主持的有趣的社區時間活動中提高他們的團隊合作技能。正是通過這些經歷，讓這個社區變得如此強大！



## MYP Design

# DESIGN THINKING 设计思维



*Students in MYP Design have been busy applying to Design Thinking to various problems.*  
在设计课上，初中部的学生一直致力于将设计思维应用于解决各种问题。

## MYP 1 Design

In MYP 1 students continued to work on a mural design for student support services. Students decided that Wordle designs should be main components of the mural. Ideas that students have been exploring are Grit, Leadership, Teamwork and Wellness.

在 MYP 1，学生继续为学生支持服务的壁画设计工作。学生们认为学生支持服务体现为帮助学生发展各种 IB 学习者属性的文字设计，这也应该是壁画的主要组成部分。学生们一直在探索的关键词有主气、领导力、团队合作和健康。

*Students are learning to use Canva to create the graphic designs.*

学生们正在学习使用 Canva 来创建图形设计。



### Leadership Words

	English Word	Chinese Word
1	Radiate Positive energy	散发正能量
2	Proactive attitude	积极态度
3	IS able to Delegate tasks	委派任务
4	Approachable	易理解的
5	Good example	好的例子
6	Accountable	负责任的
7	Decisive	决定性作用
8	Guides	引导
9	purposeful	有目的的
10	Other people first	他人优先
11	Goal oriented	目标取向
12	Agreeable	和蔼的
13	resilient	顽固
14	Encourage people	慷慨的
15	Takes Decisive actions	果断行动
16	Provides Good Communication	交流
17	Building connection	建立连接
18	unifies people	统一人们
19	Shows empathy	关心
20	Provides Direction	方向





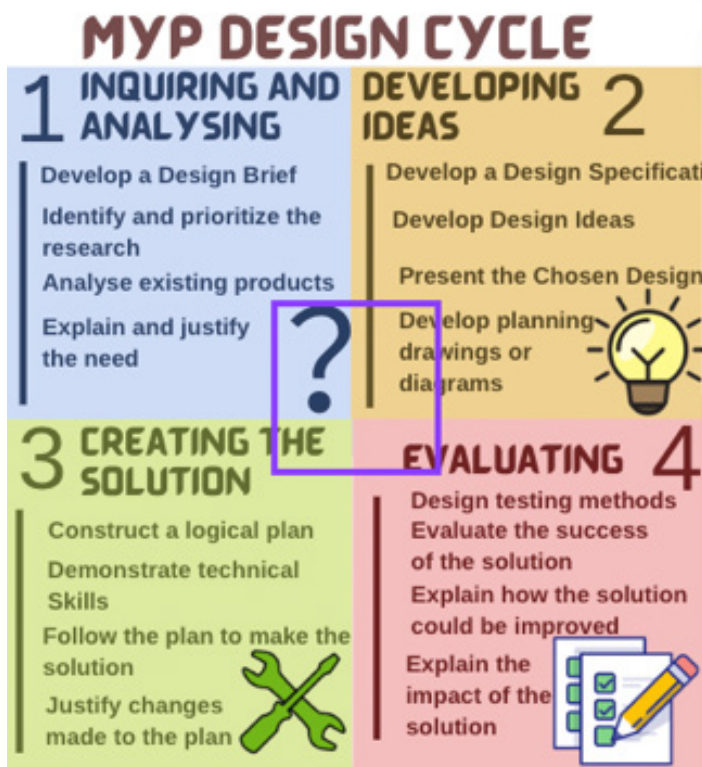
## MYP 2 Design

To learn graphic design principles students practiced by designing and creating posters for the Design classroom that covered the MYP Design Cycle, and Design Thinking.



为了学习平面设计原则，学生们通过为设计课教室设计和制作海报来实践，这些海报涵盖了 MYP 设计周期和设计思维。

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## MYP 3 Design

	company. Huawei was founded in 1987. The petal of Huawei logo symbolizes the prosperous development of the cause, but also has the meaning of shining.		Apple Homage to 2 people, Isaac newton and Alan Turing. <a href="#">Reference Link</a>
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Students in MYP 3 have been exploring and inquiring how to create a school mural that encapsulates the school's East vs West theme. Students have researched religious, economic, cultural, and other symbols that influenced the interaction between Eastern and Western cultures.

MYP3 设计的学生正在探索和探究如何创作一幅学校壁画，以概括学校的中西融合主题。学生们一直在探索影响中西方文化互动的宗教、经济、文化和其他符号。

Eastern Symbol	Meaning	Western Symbol	Meaning
 Evil	Protects homes from evil spirits		Horseshoe The devil told a guy to him to improve his horse, guy agreed and nailed the horseshoe on devil, devil begged him to remove it, he agreed only if the devil would not harm people with a horseshoe and he became scared of horseshoe. Symbol for luck protection from Satan
 Cranes	Crane The crane meaning health and longevity.		4 leaf clover Good luck symbol that was from ancient Irish beliefs.
	The Chinese dragon symbolizes a strong spirit of enterprise, success and good luck.		7 The number 7 is one of the most common numbers in western culture, snow white,
	Laughing Buddha symbolizes open-minded optimism, peace and humility, bless peace and good luck.		Ok symbol It was the substitute for the evil eye in the middle east. Now it means everything is ok. But for some reason, some americans have decided that it means "white power"
 Maneki Neko [Welcoming Cat] Japanese fortune-making cats are divided into male cats and female cats. The male cat raises his right hand, symbolizing wealth and fortune, while the female cat raises her left hand, symbolizing good relations and thousands of visitors.			

MYP PHE

# MYP PHYSICAL HEALTH EDUCATION

## MYP 体育与健康教育



From a remote learning environment to the bubble plan, this was the most challenging and unique period for our MYP Physical and Health Education (PHE) class. Students were very enthusiastic when they returned to school.

这段时间是我们的 MYP 体育与健康教育 (PHE) 科目最具挑战性的特殊时期，线上学习环境和线下泡泡学习计划使 MYP 学生拥有安全的环境来亲自学习体育和健康课。学生们回到学校时非常热情，即使他们的体育课没有理想的体育活动设施，他们在课堂上也积极响应。





During this period, MYP classes worked on different units. MYP 1 initiated the athletics unit focusing mainly on shot put and long jump skills. As for MYP 2, their work was dedicated to leadership in sports, which supported some of the IB Learner Profile attributes specifically communication, principled and caring. On the other hand, MYP 3 focused on research skills for their cultural games' unit. Each student chose a continent, researched, and presented to their peers' traditional games originating from that continent. Students were very interested in learning about games played around the world. In addition, students gained an understanding of the connections between traditions and their role in the growth of the culture.

在此期间，所有 MYP 班级都开始了不同单元的学习。MYP 1 开始了田径单元的学习，主要侧重于铅球和跳远技能；MYP2 的学生们则致力于体育运动的领导技能，他们在线上学习和参与的体育运动中发展了 IB 的一些属性，特别是沟通，有原则，有爱心。与此同时，MYP3 侧重于他们的文化游戏单元的研究技能，每个学生选择一个大陆，研究并向他们的同龄人展示来自所选大陆的传统游戏，让他们了解到世界其他地方的游戏玩法非常有趣以及了解传统之间的联系及其在文化发展中的作用。

