

NEWS FROM THE TRUNK

Thursday, November 13 2014

Friends ForEver



KAS

MUN Trip Thursday, November 13 2014



Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

Soon you will receive a parent KAS school climate survey. **I urge you to complete the survey by this Monday November 17.** It will not take long to complete and it is online. It asks questions about how you feel about the KAS educational program, and a wide range of other questions (e.g., how you feel your child communicates with his/her teacher, etc.). We will also be asking our students in grades 3-12, and our faculty, to complete a KAS school climate survey. The information we gather from the surveys will help the school administration, the school board, and the school staff better understand the strengths of KAS, and it will help in identifying areas in need of possible improvement.

During the last weekend of November, we are having a school strategic planning session that will focus on developing goals related to the future continuous improvement of KAS. The session will be led by Mr. John Ritter, a strategic planning and school governance expert. Many KAS stakeholders will be present (the school board, teachers, support staff, students, and parents who are members of the KAS Five-Year Accreditation Report committees). The climate survey results from parents, students and staff will be used during the retreat. This is why your participation in completing the KAS parent climate survey is so important.

KAS is dedicated to continuous improvement. KAS is on a path of success! Thank you for completing the KAS climate survey.

I wish you a pleasant weekend.

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents,

Our middle and high school students who are involved in the 1-1 Laptop Program are engaged in different learning activities using their laptops.

Our outstanding IT team and excellent teachers are seeking opportunities to further improve the use of technology to engage and enhance the educational opportunities and outcomes for students, ensuring children are prepared for future success.

We would love to work with all the parents to ensure the students understand and learn about how to use of technology responsibly and safely.

Here are some tips for helping you student make better use of their laptop:

- Make a plan for using the computer. Schedule computer times and Website choices in advance, just as you would other activities.
- Set time limits. Use a timer to limit your child's total screen time. This includes time watching TV, playing computer games and surfing the Internet. When the timer goes off, your child's time is up, no exceptions.
- Set family guidelines for appropriate content. Help children and teens choose Web sites and video games that are appropriate for their ages. Check the content ratings and parental advisories. Use these ratings to decide whether the Web site or game is suitable for your child.
- Be clear and consistent with your family's rules. If you do not approve of your child's choice, explain why and help to choose something more appropriate.

- Ask your child to use their laptop in a common area where you can see the computer screen.
- Whenever possible, use the computer with your child and talk about what he or she sees, hears and reads. You can help him or her learn to use the computer safely and responsibly.
- Help your child with their schoolwork by checking Engrade and Moodle. You can also help your student get ready for the next school day by ensuring that they charge their laptops and submit all their assignments on time.

We look forward to your support of the 1-1 Laptop program in general and for guiding your students in using this powerful tool in an appropriate way.

Letter from the Early Childhood Center & Elementary School Principal, Phil Centers

Dear Parents and Friends of KAS,

In these E-news articles this autumn we have been exploring various aspects of our school vision, which is comprised of what we call the 4 Cs: Character, Curriculum, Community, and Citizenship. These 4 Cs are what make KAS unique in all of Khartoum and Sudan, in all of Africa, perhaps in all the world. I have written about Character in connection with Gandhi, and with kindergarten. As part of exploring our school Curriculum, I have written about books as treasures, the arts, student-friendliness, and student achievement. In this article I will briefly explore the first of several major questions facing education in our or any time, namely: Why do we teach children? What do we teach them? How do we teach them? It's good to reflect on these essential questions of education to make sure we are staying true to our calling to work in a healthy way with the young people entrusted to our care.

Why do we teach children? Human beings are unique because we are not born with a complete set of innate skills. A bluebird in isolation will always build a bluebird nest, never needing to be taught how to do this, never even seeing another bluebird do it. Building a bluebird nest, and the countless other skills that animals use to our great admiration, seem to be built in to the animals' whole being and the animals simply express these innate skills without any education necessary. When we consider this we might rightly conclude that this strange characteristic of the animal kingdom is truly a marvel.

About the only skills that human beings know innately upon birth is how to suckle, how to cry when they are uncomfortable, how to close their eyes and sleep when they are tired, etc. That leaves us at a great disadvantage from a physical survival perspective, because we are so completely ignorant about the ways of the world, and therefore completely vulnerable, as infants, and for a lengthy period of time stretching to several years! However, it also offers us an unsurpassed advantage from a developmental potential perspective, because we are capable of learning a vast range of skills that are not available to creatures with a built-in skill system.

If the innate skill system of the animal kingdom is a true marvel that elicits our admiration, how much more of a marvel are the infinite possibilities of the human being. How complex are our societies and civilization, and these are only the technically-feasible expressions of a much greater complexity of ideas and feelings coursing through us. We teach children because without education the human being would be a mere fragment of what s/he can be with education. We teach because this is the uniquely human activity that furthers all aspects of human knowledge and understanding.

WHAT ARE WE LEARNING IN MUSIC?

The past quarter, Kindergarten through 5th grade music classes learned songs to perform for Halloween. They are developing good expressions. Memorizing the repertoire was easy because they also added movements. The younger students learn to sing by echoing back. For older students, they use copies of the lyrics. They acquire a list of musical terms and master musical symbols to help them express themselves using terms that they can understand and define. The discussion in class is active because the students are confident of their skills and understanding.



This quarter, Kindergarten, first and second graders are naming instruments and discovering sounds. The students are learning to identify lines and space notes and also make their own examples of beat patterns. To reinforce their learning of music concepts, related arts projects are done in class as an extended activity. Kindergarten class colored a picture of a maracas, first graders worked on drawing notes on spaces or lines and the second graders cut out pictures to show illustrations of sounds from living things and non-living things.

Third graders, fourth graders and fifth graders continued to work on music theory and adding note values. These three classes focus on the element rhythm so a regular activity in class is that of playing beat patterns. The fourth grade class has learned several pieces on the recorder. They are working on developing smooth tones and improving their sight reading skills. Fifth graders are learning about different types of African Drums. They have learned that drums come in 4 different shapes. This week, they will continue to talk about the characteristics of African music and create their own music using the Garage Band.

A class that challenged me to use my different teaching styles is my 6th grade middle school students. Some of them said, they come to school without eating breakfast. We all decided to make an experiment to find out the importance of food in the learning process. During their first period class in music, we served breakfast. They used their understanding of note values and used "money note values" to buy tuna sandwich, omelet, peanut butter jelly, butter and jam, fried rice and juice. The students enjoyed this activity where they also observe good manners and cleaning up. It was something that I realized will make the students understand the lessons better when learning is done through an actual experience.

Qina said, "Music class helped me to know something new." Amina said that the lesson on ancient music taught them people from that Egypt, Greece, Rome and Assyria practiced music in their everyday life-through the evidence of bone whistles and pictures and more.

Grade 6 students are working to compare ancient and modern music. They will identify similarities and differences as they compare characteristics, instrumentations and activities. This class, like my other music classes, loves to work in groups. For this project, they decided to work in pairs since they feel having someone to work with they feel is better.

In conclusion, my music classes are working towards a presentation for the International Potluck Dinner. The students are singing "New Beginnings" as a chorus and there will be several dance and musical intermission numbers.

We hope to see you there!

Didith Lanario
Music Teacher



Going Green in the Third Grade

When the students from the middle school came and presented the topic of recycling this month to the elementary school they shared that all too familiar message 'reduce, reuse and recycle' with these younger students.

Personally and professionally, I knew that we in the third grade needed to do our part in helping reduce the amount of paper used in the classroom, reusing materials we throw away after only one use at school, and do our part in recycling paper from the school office and around the campus.

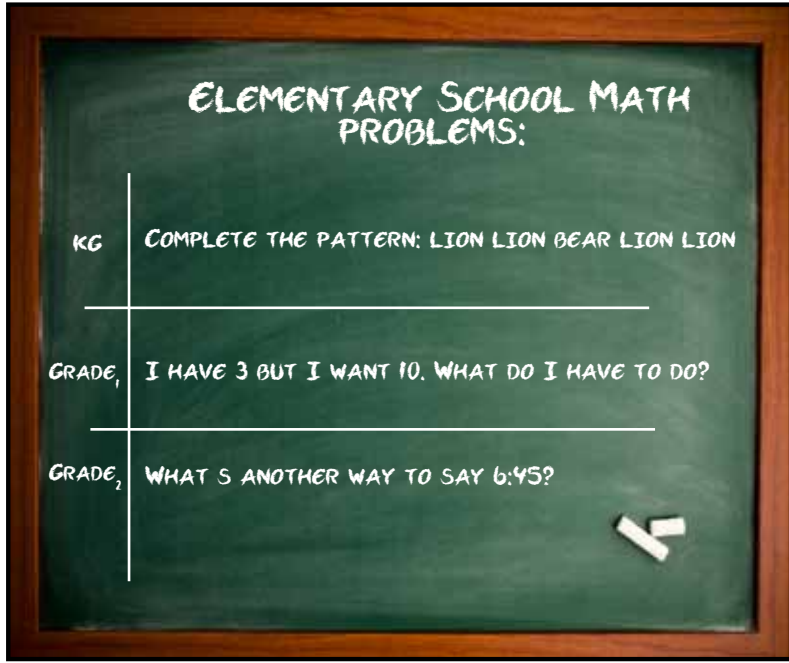
One major step in reducing our 'environmental footprint' in Sudan is by replacing printable readers, books and reading sheets on having a virtual library on their computers. By simply reducing each the number of printable books each week for the remainder of the year we in the third grade have 'saved' over 15,000 sheets of paper from being used. That would be approximately a pile of paper stacked as high as Mr. Mann, 5 times over!

Another practical way we are recycling paper in the school and classroom is to use the additional and accidental printing papers from the central office and around the school to use the unprinted side to run off copies needed for worksheets and tests in the classroom.

Finally, we will make it a goal this year to reuse any materials used in the classroom for projects, assignments and activities.



Jason Mann
3rd Grade Teacher



Trust: (noun)

The ability to rely on the integrity, strength, ability, character, etc., of a person or thing; confidence.

Purpose

1. To earn others' confidence
2. To develop a good reputation
3. To facilitate fairness
4. To create a safe environment

Example in PE

- Recording accurate information
- Calling fouls on yourself

Examples in Life

- Being loyal to family and friends
- Telling the truth or keeping your word

Quote

Trust men and they will be true to you; treat them greatly, and they will show themselves great.

Hanro
Athletic Director

The Amazing Sandbox

Our days at Nursery are filled with fun activities that promote our learning through play. Therefore outdoors play constitutes a big part of our day, especially playing in the sandbox.

In the sandbox we are bakers baking a cake, sailors sailing on a boat, truckers driving our trucks about town and much more.

If you pass by our play area, you'll find us in this magical sandbox, chatting and singing our favorite songs. Lucky for us sand play helps in building our immune system as well as developing our fine and large motor skills. We also get to make a big mess, which we happily clean up after we are done.

Simply put the sandbox is AMAZING in every way!



Last weeks solutions:

KG: (Blue, Red, Red...) G1. (10), G2. (4 is in tens place)



KG. Mohamed
G1. Ahmed
G2. Mina

Ross's Rebus

LOOKING 2 C UR ANSWERS!

Elementary Rebus



Middle & High Rebus



Faculty Rebus



Last week's solutions:

Elem: Bake Sale Cookies!
MS/HS: Operation: Kitten Rescue
Teachers: Time for Ozone Ice Cream

Last week's WINNERS are!

Teacher: Kris

English Saying

By And Large is a phrase we use as a substitute for 'broadly speaking' or dealing with a subject in general terms rather than in a detailed way. The phrase is a nautical one and dates back to the time when ships relied on the wind in their sails. Sailing 'by' means to steer a ship very close to the line of the wind, and sailing 'large' means the wind is on the quarter. This technique made it easier for helmsmen to keep a ship on course during changing winds and in difficult conditions but not in a particularly accurate way, just generally in the right direction. Large ships were assessed on their ability to sail 'by and large'. The phrase was a standard part of the nautical language by 1669 and in wider use by the turn of the following century.