

NEWS FROM THE TRUNK
THURSDAY, NOVEMBER 6, 2014



Swim Athon

is a Swimming Success!

KAS

KAS vs. KICS Basketball Monday, November 10 and Wednesday, November 12.



Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

Over the past weeks there have been several enjoyable and meaningful activities on the campus designed to celebrate student success. The visible celebration of success is sign of a quality school. It is understood by educators that such recognition events “breed” interest in success. When children see their peers receive awards, and they see them publicly applauded for their success and for trying to improve, students become interested in achieving at even higher levels. Success and effort recognition celebrations then become more a matter of creating interest in self-growth, not a matter of creating more competitions with others. A balanced approach to recognizing student achievement and effort builds a school culture of interest in healthy self-improvement.

Examples of success and effort recognition programs at KAS in the last couple of weeks have included: the High School/Middle School Awards Assembly (teachers nominated students who in the first quarter of the year showed excellence in academics, citizenship, character, care for their community); Swimathon Awards; Elementary School Assembly weekly mathematics question “winners”; and, the magnificent Halloween parade and pumpkin decoration contest. Some might think these activities are not particularly meaningful or important when it comes to recognition of achievement and effort. However, if you ask children about the meaning and importance of these celebrations, they will tell you they are important. They will tell you they are happy their friends, or they, have been recognized for trying and for succeeding.

KAS is a caring and nurturing school. It is a school with high standards. The combination of setting high standards, of supporting and nurturing students as they grow, learn and make efforts to succeed and improve is why KAS is a successful school. It is why KAS is loved and respected by its students.

I wish you a pleasant evening and weekend.

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents, Students and Friends,

At Khartoum American School, not one day passes by without our teachers and administration thinking about how to improve student learning and the school in general. Administration and teachers strive to be a Professional Learning Community (PLC). Research has shown that PLCs are very effective and help schools achieve high standards. A PLC is an infrastructure or a way of working together that results in continuous school improvement. PLCs are based on the premise that through collaboration, professionals achieve more than they could alone (DuFour & Eaker).

Through participation in PLCs, teachers enhance their leadership capacity while they work as members of ongoing, high-performing, collaborative teams that focus on improving student learning (Rentfro). A major focus of PLCs is on professional learning in which teachers work and learn together as they continually evaluate the effectiveness of their practices and the needs, interests, and skills of their students (McREL).

At KAS we often have meetings as a faculty or in divisions, committees and teams that are focused on continuous improvement and student learning. Teachers share experiences, observe each other, and discuss teaching methodologies. The main aim is to actively engage teachers in a PLC, which will increase their professional knowledge and enhance student learning.

Have a relaxing weekend, knowing that your child’s education is in the hands of teachers that share a strong personal and professional commitment to helping students succeed.

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

Dear Parents and Community Members,

We often hear about “student performance.” Indeed, this is one of the most widely used terms in education today. But what does it actually mean? How is it to be used as an indicator of student well-being and student success in school and in life? I would like to indicate a direction we can take in answering these questions, particularly in contrast to the idea of student friendliness that I wrote about last week.

The word “performance” in English obviously has several meanings, and the most common usage, that of a dramatic or musical presentation by a “performing” artist or group of artists, is clearly not meant when used in the term “student performance.” The meaning of the word “performance” in this term comes from the business world, where “performance” means how well a person or department or division or company has done with regard to the competition, or with regard to internal goals set by the organization.

While goal setting and competition are often helpful tools to spur achievement in the business world, they have quite limited usefulness in spurring achievement in the realm of education, simply because the educational process is profoundly different than the competitive business model used in many parts of the world today. In fact, one of the biggest challenges facing education in our time is the imposing of this business model on the educational realm. The reasons for such an imposition are complex and beyond the scope of an article like this. But they are important to understand.

It is well known that Finland has one of the finest public education systems in the world today, but “student performance” is not a key factor in this system’s success. How did the Finns achieve this pinnacle? They achieved this over the course of decades through a society-wide dedication to the well-being of the Finnish students rather than through trying to use a business paradigm of competition and goals. This is a model well worth exploring more deeply.

Grade Five's

BOOK

Adventure



This past quarter, grade five students read the novel, *The Iron Giant*, and compared the book to the movie. They worked on different activities to demonstrate their understanding of the story elements. Students created drawings of the main characters. They found precise nouns, strong action verbs, vivid adjectives, and sensory words to describe the main characters, setting and events. The students used a Venn diagram to compare the book to the movie. By doing these extension activities, students were able to comprehend, compare, and analyze a literary text. Grade five students had a fun time exploring the book, and comparing the story to the movie. Not only did students learn to identify similarities and differences, they also became more proficient at forming an opinion about the book and movie, and supporting it with clear examples from the text and the film.

Frances Vianale
5th Grade Classroom Teacher



TEACHING 21ST CENTURY LEARNERS "DIGITAL CITIZENS"

Being a technology/computer teacher requires a tremendous amount of time for preparation. Because technology is developing and moving so fast these days, it can be hard to keep up with its pace. Teaching 21st century students also requires teachers to be equipped with the skills needed to prepare them for their future. As Kelly Ahlfeld stated in his article (Feb 2010) "Creativity and innovation, critical thinking and problem solving, initiative and self-direction-these are just some of the 21st-century skills teachers strive to develop in students. Meaningful projects, student-centered learning and differentiation are some of the strategies used to help students learn in the 21st century." The good thing about teaching this generation is they are fast learners and love to explore and try new things. The use of the Internet for this generation is part of their daily life. How do we ensure that our students are safe and they are behaving well while they are using this valuable tool?

In this quarter I have the pleasure of teaching, for example, grade 8-computer class. They are learning about how to be a good digital citizen. There are 9 elements of digital citizenship:

1. Digital Access (full electronic participation in society)
2. Digital Commerce (electronic buying and selling of goods)
3. Digital Communication (electronic exchange of information)
4. Digital Literacy (process of teaching and learning about technology and the use of technology)
5. Digital Etiquette (electronic standards of conduct or procedure)
6. Digital Law (electronic responsibility for actions and deeds)
7. Digital Rights and Responsibility (those freedoms extended to everyone in a digital world)
8. Digital Health and Wellness (physical and psychological well-being in a digital technology world)
9. Digital Security (electronic precautions to guarantee safety)

All of the nine elements are important to teach. However, in our next unit we are going to focus more on Digital Rights and Responsibilities. Students will learn that with rights always come responsibilities. These concepts are really important to keep in mind when they are using the Internet for research papers. Throughout the unit they will learn how important the creator's rights are and the necessity of citing her/his work properly.

There is no doubting the need for technology in education. But we need to be responsible citizens to be able to use it correctly. There are a lot of good tips on how students can be good digital citizens on the website link below. I encourage parents to take a look at it you will see how you can help empower your child to be good digital citizen.

www.commonsemmedia.org

Reference:

Ahlfeld, K. (2010). Hands-on learning with a hands-off approach for professional development. *School Library Monthly*, 26(6), 16-18. Retrieved from <http://search.proquest.com/docview/237132142?accountid=31683>

Egbal Mohamed
Technology Coordinator



MR. MANN'S MATH MINUTE



ELEMENTARY SCHOOL MATH PROBLEMS:

- KG** COMPLETE THE FOLLOWING PATTERN: BLUE RED RED BLUE
RED RED BLUE
-
- GRADE₁** SAMANTHA HAS 6 PINK FLOWERS. HANIEN GIVES HER 4 MORE FLOWERS. HOW MANY FLOWERS DOES SAMANTHA HAVE ALL TOGETHER? DRAW A PICTURE OF THE NUMBER STORY.
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- GRADE₂** IN THE NUMBER 547, WHAT PLACE VALUE IS THE 4 IN? WHAT IS THE VALUE OF THE 4?
-
- GRADE₃** WHAT IS THE DIFFERENCE BETWEEN PRIME AND COMPOSITE?
-
- GRADE₄** WHAT ARE THE THREE STEPS TO ORGANIZING DATA?
-
- GRADE₅** WRITE 4 DIFFERENT WAYS WE CAN WRITE 'TEN DIVIDED BY TWO' USING ONLY MATHEMATICAL SYMBOLS.

Last weeks solutions:

KG: (●●♥) G1. (5,7,7,10,9), G2. (1086), G3. (65, 33, 37), G4. (10.5), G5. (540 cupcakes)

Last weeks WINNERS are!



KG. Sherifa
G1. Shurouq
G2. Cameron
G3. Serene
G4. Kishan
G5. Syahmi

KAS 6 Down Touch Rugby – Interview with Talha (gr.9) and Hamza Kayani (gr.10)

Most of us know the basic rules of tag rugby, but in 6-Down, teams have six 'downs', or restarts, to score a try, after which possession is turned over. When touched while carrying the ball, a player must place the ball on the ground and step over it –this is called a roll ball- and a teammate then picks up and continues play. "The game is virtually non-stop, so you need to be really fit," says Talha, and there is a lot of strategy involved. "It is fast man, super fast." says Hamza. The sport is played by teams of six players on half rugby field, with rolling subs, either in men's, women's or mixed (minimum three women) combinations. 6-Down is now played in a number of countries, with Australia, New Zealand, South Africa and England leading the way.

Frank who's 64 says "I'm going to keep playing for now, the younger lot need a bit of experience on the field..."

These two students are the first of the high school students to join the Khartoum Nomads Rugby Club that plays on Wednesdays at KAS. This is part of the rich and fun adult sports program that is available during the week.

You can even cool off after your game in our very own pool where, our new Aquatic Center Manager, Stephen Brugma, and life guards Alsherif, and Asharaf will take good care of you.

Day	Time	Community
Sunday	15:00 – 21:00	Ladies only
Monday	6:00 am – 21:00	Community
Tuesday	15:00 – 21:00	Faculty only
Wednesday	6:00 am -21:00	Community
Thursday	15:00 -21:00	Community
Friday	8:00 am – 21:00	Community

Hanro
Athletic Director



Elementary Rebus



Middle & High Rebus



Faculty Rebus



Last week's solutions:

Elem: Hanging on to Monkey Bars
MS/HS: Keep Calm and Swim On
Teachers: Casual Thursday

Last week's WINNERS are!

Elementary: Neeka Seetayesh Gr.5
MS/HS: Mohamed Elmaghrabi gr.7
Teacher: Fatima Abdalla

English Saying

Having A Dekko is a common phrase for having a look at something. It is often mistaken for cockney rhyming slang but the phrase for that is 'butcher's hook' ('hook' rhymes with 'look'). In fact, having a 'dekko' was introduced to the English language by troops returning from India in the 1800s, during the Empire-building campaigns. 'Dekko' is the Hindustani word for 'look' (or to see).