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NEWS FROM THE TRUNK

Thursday, December 4 2014



SPIRIT WEEK

Our Faculty Team

KAS



Letter from the Superintendent, Dr. Robert Beck

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Dear Parents,

Earlier this week I watched the children practice for the "Parade of Nations" that will take place at the International Potluck Dinner (December 4, 7 PM on the campus). As I watched the practice, I was impressed by the wonderful mix of nationalities represented at our school. In some cases a country was represented by as few as 1 or 2 children. In other cases by over 40+ children. Regardless of how large or small the numbers of children representing each of the 36 countries, it confirmed for me that KAS is the "glue" and common denominator that is at the core of our our happiness as a school community that represents many nations and cultures.

Children who grow up having a quality international educational and social experience, such as provided at KAS, develop strong and positive images of themselves as confident and competent members of a "global" society. They become comfortable interacting with students and adults who come from widely different backgrounds. They learn to be open-minded and accepting of diversity. They look forward to being among others who are different. They learn to be resilient. That is, they tend to "bounce back" relatively quickly when faced with obstacles in life. They become more sensitive and aware of the needs of others through empathy (the ability to "get into the shoes" of someone else).

Of course, the variable that has the greatest impact in the development of the above mentioned personality characteristics is you, the parent. Thank you for bringing the 'richness' of diversity that you do to our wonderful school. I hope you and your family join the KAS Family at the International Potluck Dinner where we will celebrate our KAS internationalism!

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents, Students and Friends,

December is indeed a very exciting month of the school year! This time of the year is a very busy time for our high school students and their teachers. Many college applications are due in January, which means that our senior students have to submit all these applications as soon as possible. High school students are also very busy working on final projects for some of their courses and studying for exams. High school exams are going to take place on December 15-17.

Here are some tips for studying for exams:

- Keep in mind that you want to be an active learner, not a passive one. The more you use and manipulate the information, the better you will understand it.
- Do not wait until the night before an exam to study! Of course, you should be regularly reviewing your notes, but the preparation still takes time.
- A good first step in preparation is to read through your notes a couple of times.

Some suggestions:

- Use old worksheets and tests as study guides.
- Make charts, diagrams and graphs.
- Make lists.
- If the subject matter includes structures, practice drawing those structures. Remember that a drawing is useless unless the important structures are labeled.
- One of the most universally effective ways to polish off your study activities is to prepare a self test. Challenge yourself as severely as you can.
- Never, ever pull an "All-Nighter" on the night before an exam.

On exam day:

- Try not to "cram" during every spare moment before an exam. This only leads to panic, and then to test anxiety.
- Be physically prepared.
- Get a good night's sleep.
- Eat Healthy!
- Bring necessary writing materials to the exam
- This may seem simple, but go to the bathroom just before the exam. Don't expect your teacher to let you leave the room during the test! You don't want to waste your time either!
- Read the test instructions thoroughly. Many students fail to answer all of the questions asked because of their carelessness.
- Begin immediately and answer the questions that you know first. Then, come back and answer the more difficult questions.
- Review and scan your work before submitting your exam. You can catch missed questions, unanswered essay questions, etc.

I wish all our high school students a lot of success with their exams.

High School Exam Week Schedule December 2014

	Monday Dec. 15	Tuesday Dec 16	Wednesday Dec 17
8:00 - 9:30	Ancient History 9 Modern History 10 Pre-Calculus 11 Business Math AP Physics 12	Biology 9 English 10 African Studies 11 Comparative Govt. 12	Geometry 9 Biology 10 English 12
10:00 - 11:30	Algebra II 10 Chemistry 11 (AP) Statistics 12 Statistics 12	English 9 African Literature 11 Calculus 12	(make-up exams)

Writing Skills: Grade 6.

IMPORTANT NOTES:

*Students are required to arrive at 7:15am for advisory as usual.

*Students who do not have an exam during the second block should leave at 9:30.

*Students who do not have exams on Wednesday (Grades 11 and 12) should not come to school unless asked to do so by a teacher or the counselor.

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

Dear Parents and Community Members,

In my recent weekly E-news articles I have been discussing fundamental questions of education: Why do we teach children? What do we teach children? How do we teach children? I suggested that the reason we teach children is because we have no choice. Without instruction human beings are virtually helpless in the world, because we have very few built-in survival skills. But this incredible vulnerability is also one of our greatest assets. Because we must be taught, and come into the world a kind of blank slate, we can be taught a dazzling array of knowledge. The very act of education, or sharing knowledge with others, allows us to refine and multiply our knowledge in infinite ways, with our complex civilization only the technically-feasible and visible expression of our current knowledge. And we have only scratched the surface of what there is to know.

I have suggested that what we teach children has significantly changed since earlier times, when life was relatively much simpler. The knowledge “explosions” of recent times (the Renaissance, the Scientific Revolution and resulting Industrial Revolution, and the breathtaking developments of the last 100 years on thousands of fronts of knowledge and technology development) have made deciding what we must teach children much more difficult a task than it used to be. This article continues exploring this issue.

Given the vast amount of knowledge available to learn today, we must be very selective in what we decide to teach children, both because of the limitations of instructional time in a day, year, and in the pre-college years of education, and in the risk of both student and teacher becoming overwhelmed by trying to cover too much material, and of falling into the “inch deep and mile wide” syndrome in education.

One approach to tame the dragon of knowledge overwhelm is to develop a framework of core subjects within which we fit the essential knowledge required by human beings in this time and within the context of the society in which they plan to live and work as adults. The seven liberal arts of grammar, logic, rhetoric, arithmetic, geometry, music, and astronomy formed such a framework in an earlier age. Is there a modern version of the seven liberal arts that could help us determine the essential knowledge that all modern human beings should master?

Once again the novel *Hatchet* is captivating our young readers in Grade 6. *Hatchet* is the story of thirteen-year-old boy, Brian Robeson, who is traveling to Canada to stay with his father. The pilot of the Cessna 406 has a heart attack and the plane crashes in the wilderness. Miraculously, Brian survives the crash, but is faced with the daunting challenge of staying alive in the wild until; hopefully, someone comes to rescue him. One of the tasks set out for Grade 6 is to imagine they are Brian; and write a diary as a narrative entry, a descriptive entry, and an emotive entry. The students are following the 6 Trait Writing Rubric and are being encouraged to follow it to develop their writing skills. They have done very well; here are a few excerpts from their efforts.

Tawfeeg Hadra: Narrative Diary Entry

I was on my way to see my father in Canada in a Cessna 406 bush-plane. The pilot told me to sit in the co-pilot seat for the flight, but didn't say a word after that. After a while he told me to try and fly the plane. I was worried that I would do something that would go wrong, but the pilot persuaded me at least to try. So when I tried flying the plane it was really very easy. I started to smell something. I finally realized he was having a heart attack. After his eyes rolled back I knew he was dead. I was alone in a plane with no pilot, no parents with me, no parents, and no help. I was completely alone.

Hazim Gamil: Descriptive Diary Entry

The pilot was emotionless; his eyes dull and lifeless. He was so floppy; a total ragdoll held in place by his seatbelt. The smell from him was disgusting. The horizon was so unbelievable that I almost forgot about my real problems. The lakes and trees below were eye-catching. Was that truly me, or was I dreaming?

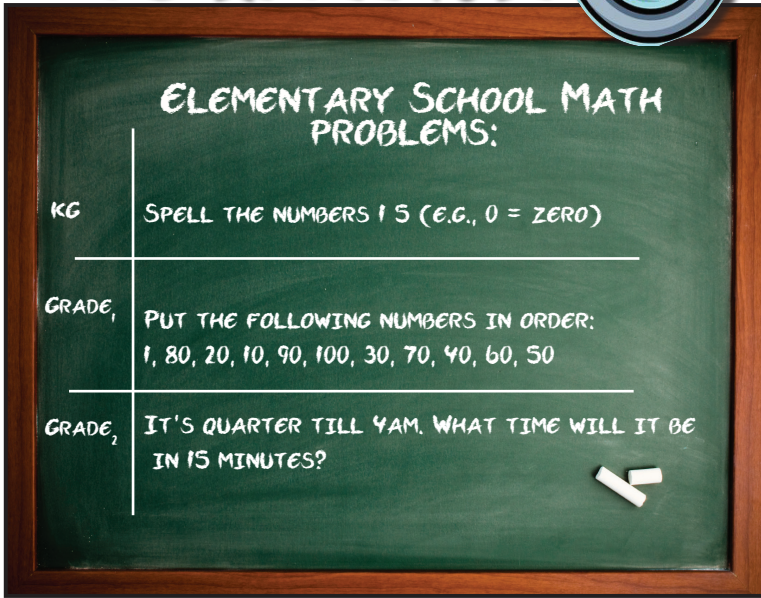
Hazim Gamil: Emotive Diary Entry

I have been feeling nauseous for the last ten minutes. I really hope I do not vomit or black out because that's how I feel right now. I remembered the word and the secret. It is making me feel hopeless and scared. I feel like I have no point in this world. I don't know why I am here. I wish I never boarded the plane. I got the feeling that I am going to die!

Qiestina Merican: Emotive Diary Entry

I felt numb; I couldn't feel anything. It was as if I was frozen; I couldn't think. After the pilot's heart attack and unexpected death I was in a state of fear and shock. No! I don't really how to describe what I exactly felt, but I know it felt bad! Everything came to me at once and at that time I just wanted to scream until my lungs bled. I wanted to cry until blood replaced my tears. That was just how scared I felt. It was too much for me to handle. I was in my own world, and then, as if someone had poured a bucket of ice-cold water over me, I was back in reality, the harsh reality that I now wished never existed.

MR. C'S MATH MINUTE



Last weeks solutions:

G1. (I have 10 pennies all together.), G2. (It's 12:30 on Dec. 4, 2014)

Last weeks WINNERS are!



**G1. Hanien
G2. Alan**

English Saying

When you have **Had Your Chips** your luck has run out and you are close to failing altogether. Often this is thought to relate to gambling casinos and the gaming chips they use as stake money. This certainly does ring true and can illustrate a situation where a desperate gambler, trying to win back his losses, could be told, 'You have had all your chips now.' But there is an earlier suggestion. An old naval story indicates workers in a dockyard were allowed to take home off-cuts of timber, known as chips, as a perk of the job. It was not uncommon for some men to fall out of favor with the foreman, perhaps for trying to take too many, and to have this privilege removed. In which cases they were told they had 'had all their chips'.

Earth Explora- tion in Fourth

Why do volcanoes occur? What is beneath the Earth's surface? How was Hawaii formed? These are questions the fourth grade is inquiring and exploring. They were first given a hard-boiled egg. After breaking it open, peeling it to pieces, and writing down their observations, they answered the question: How is an egg similar to the Earth? Some answers proved to be logical such as, "They're not perfectly round." While other answers formulated more questions such as, "They both have layers." We then identified the four main layers of the Earth: crust, mantle, outer core, and inner core. Students read about these layers' composition, temperature, and thickness in their *Sciencesaurus* books. They uncovered information such as, the layer we live on (crust), the only liquid layer (outer core), the hottest layer (inner core), and the thickest layer of the Earth (mantle).

Through more reading and watching Bill Nye: Volcanoes, students discovered the crust has tectonic plates similar to a puzzle. These plates move in three different ways. Students were asked to find which plate movement(s) caused the most volcanoes. They were given a water bottle filled with water to represent the magma beneath the Earth's crust. They were also given two pieces of cardboard to represent Earth's tectonic plates. Through working with their classmates in small groups, they moved the cardboard three different ways and squeezed the water out of the water bottle. They wrote down their observations for each plate movement: convergent, divergent, and transform. Students discussed with a partner their thinking process, and we transferred their ideas to notes. Currently, we are going into more depth about these plate movements. The most recent question we are trying to uncover is: Why do tectonic plates move?

Ross's Rebus

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Elementary Rebus



Middle & High Rebus



Faculty Rebus



Last week's solutions:

Elem: talent show

MS/HS: international potluck dinner

Teachers: board retreat weekend