



Mt Zaagkam International School

Kuala Kencana, Newsletter

December 2, 2011

From Ms Patricia

Dear KK Parents,

December is upon us and it is really hard to believe there is a little over one week left of school before we depart for the holidays. From my perspective, the first half of the school year has been a very productive time at MZIS. I would like to thank all parent volunteers, the PTA, and the teaching staff for a great semester.

Reports will be distributed on Tuesday 13th December. Please feel free to contact your class teacher after the break if you wish to further discuss your child's semester report.

In prior years, the school has sent home student reports in a MZIS report folder. This year, we will be receive your child's reports in a PDF format, through email.

As a small reminder, those families wishing to share the festive season with another child, don't forget your gift for a child to place under our tree.

Don't forget to share a Christmas moment with the students from MZIS, at the Club Rimba on DECEMBER 2, 6:00PM.

After the concert, you may purchase pizza, nibblies and drinks from the bar. We look forward to seeing you there.

From the PYP Coordinator

Is it possible for students to identify appropriate action in which to engage?

In the PYP it is believed that not only is it possible for students to identify appropriate action, but also that teachers have a responsibility to enable them to choose their action carefully, to facilitate this action, and to encourage them to reflect on the action they undertake. This is viewed as an important part of students' active participation in their own learning.

Effective action does not need to be grandiose. On the contrary, it begins at the most immediate and basic level: with the self; within the family; within the classroom, the hallways and the playground. Even very young children can have strong feelings about fairness and justice, and teachers facilitate positive expressions of these opinions. Effective action can be a demonstration of a sense of responsibility and respect for self, others and the environment.

The action component of the PYP can also involve service in the widest sense of the word: service to fellow students, and to the larger community, both in and outside the school environment. Through such service, students are able to grow both personally and socially, developing skills such as cooperation, problem solving, conflict resolution, and creative and critical thinking. Moreover, these actions are ways in which the students exhibit their commitment to the attributes of the learner profile and the attitudes that we seek to engender within the PYP classroom.

Mount Zaagkam International School

Programme of Inquiry

2011-2012

Age	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	Where We Are In Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; their structure and function of organization; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the Planet An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
4-5 Preschool 3 & 4	<p>CI: Increasing awareness of ourselves and others, allows self-identity to develop.</p> <p>Key Concepts: Form, reflection</p> <p>Related Concepts: Identity, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics (form) Similarities and differences between myself and others (reflection) 	<p>CI: Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p>Key Concepts: Causation, Change</p> <p>Related Concepts: development (growth), family</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Documenting personal change from birth to present: self and family (change) Factors that affect how families interact and celebrate where they come from (causation) 	<p>CI: We use play to express our feelings and ideas in order to come to new understandings</p> <p>Key Concepts: Connection, Perspective</p> <p>Related Concepts: Beliefs, representation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Communicating through play (connection) Interpretation of how others feel through actions and expressions (perspective) 	<p>CI: People make choices and decisions based on scientific observations.</p> <p>Key Concepts: Function, responsibility</p> <p>Related Concepts: changes of state, forms of energy</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Communicating our observations of the natural world (function) Decision making based on observations (responsibility) 		
6-7 K/1	<p>CI: Relationships may have an effect on our lives.</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related Concepts: Opinion, Fairness, Behaviour</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Types of relationships that are important to us (form) Understanding and respecting others' perspectives (perspective) Understanding conflict and our roles in resolution (responsibility) 	<p>CI: People may gain a sense of the world through the places they connect with.</p> <p>Key Concepts: connection, causation, form</p> <p>Related Concepts: impact, comparing, relationship between place and person</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> We learn from the places we personally connect with (connection) Family movements impacts how view the world (causation) Family movements can be recorded (function) 	<p>CI: People express themselves through celebrations and traditions.</p> <p>Key Concepts: function, perspective, reflection</p> <p>Related Concepts: beliefs, culture, values</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> We have traditions(reflection) How people celebrate (function) Why people celebrate (causation) 	<p>CI: Light Affects Our Lives</p> <p>Key Concepts: function, causation, change</p> <p>Related Concepts: role, systems, impact</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Light comes to us in different ways. (function) Light affects us (causation) How our use of light has changed over time.(change) 	<p>CI: Communities function more effectively when leadership opportunities are shared.</p> <p>Key Concepts: Form, responsibility, reflection</p> <p>Related Concepts: differences, citizenship, behaviour</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The qualities of a leader (form) A leader's role within a community (responsibility) We have opportunities to be leaders (reflection) 	<p>CI: Living things have needs to survive in their environment (Case study: Papuan Insects for frontloading)</p> <p>Key Concepts: change, connection</p> <p>Related Concepts: classifications, systems, interdependence</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> What living things are (form) How living things survive in their environment. (connection) Living things have systems that helps them to survive (e.g. food chains) (function)
8-9 Gr. 2 & 3	<p>CI: Humans care for their body systems</p> <p>Key Concepts: Function, responsibility and connection</p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Humans have distinct body systems that serve unique functions (function) The human body systems are connected (connection) Caring for our body systems (responsibility) 	<p>CI: Exploration leads to discovery and develops new understandings.</p> <p>Key Concepts: causation, perspective, reflection</p> <p>Related Concepts: consequences, discovery, geography</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons for exploration (causation) Feelings and attitudes associated with exploration (perspective) What we learn through exploration(reflection) 	<p>CI: Through the arts people use different forms of expression to convey their uniqueness.</p> <p>Key Concepts: form, perspective, reflection</p> <p>Related Concepts: perception, self-expression</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The diverse ways in which people express themselves(form) How people express their uniqueness through the arts(reflective) 	<p>CI: Humans use and value natural resources in different ways.</p> <p>Key Concepts: Form, Function, change</p> <p>Related Concepts: Properties, role, transformation,</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The features of the Earth's surface (form) The Earth's natural resources provide for humans (function) Why the Earth changes Humans transform natural resources for a purpose 	<p>CI: Marketplaces are designed to supply goods and services for community need and wants.</p> <p>Key Concepts: causation, connection</p> <p>Related Concepts: interdependence, supply and demand</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How and in what ways we depend on goods and services (connection) Various factors that effects the exchange of goods and services (causation) 	<p>CI: Human action impacts on our planet.</p> <p>Key Concepts: responsibility, form</p> <p>Related Concepts: initiative, resources, lifestyle</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The limited nature of the Earth's resources (form) Personal choices that can help sustain the environment(responsibility)

<p>10-11 Gr. 4 & 5</p>	<p>CI: Learning is a fundamental characteristic of all humans.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: population, settlement</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How we construct meaning through learning (function) • How the brain helps us learn (connection) • The various ways people learn with challenge/difficulties (function) 	<p>CI: Human migration is a response to challenges, risks and opportunities.</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: population, settlement</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons why people migrate (causation) • Migration throughout history (change) • Effects of migration on communities, cultures and individuals (perspective) 	<p>CI: Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.</p> <p>Frontloading: (Case Study: West Papua culture)</p> <p>Key Concepts: form, perspective, function</p> <p>Related Concepts: beliefs, diversity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • What constitutes culture (form) • Significance of rituals and traditions (perspective) • How artifacts symbolize beliefs and values (function) 	<p>CI: Scientific and technological advances impact both on space and Earth.</p> <p>Key Concepts: form, change connection</p> <p>Related Concepts: Structure of our SS, adaptation, interdependence</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Our solar system (form) 2. What scientific and technological advances have come from space programs (change) 3. How space programs have impacted on our lives (connection) 	<p>CI: Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Key Concepts: Function, responsibility, reflection</p> <p>Related Concepts: equality, government or governance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of governance can work differently (function) • Governance attitudes on social justice. (responsibility and reflection) 	<p>*CI: Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key Concepts: causation, reflection, responsibility</p> <p>Related Concepts: conflict, diversity, justice</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Causes of conflict (causation) • Conflict resolution and management (responsibility) • What we learn from conflict (reflection) (Peace and conflict)
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Sharing Our Learning in Preschool

On Thursday, Preschool students embarked on their first Workshare, a learning journey where we shared what we have been learning at school with our parents.

Students designed the learning activities, or centers, to be shared with their parents. They also created a checklist and were the leaders during these centers. We had student demonstrations from different learning areas including PMP with Mr. Murray and Bahasa Indonesia with Ibu Maria. We are very proud of them for doing such a great job at such a young age!

Trish Phyll



From the PTA

Please remember to bring yourselves along to the annual Christmas Dinner. It will be held on Friday the 9th December, 2011. We will lunch in the Sports Hall. The P3 and 4 students will have lunch at 12.00pm, with the remainder of the school starting lunch at 12.20pm.

It will be great to see everyone in festive mode. And...remember....You are never fully dressed without a smile.

Our Christmas Charity

To spread the meaning of this festive season, we are collecting items to share with the children at the local Timika hospital. Please search your cupboards for old toys (or new toys), old shoes, old clothes and old books. If your collection could be gift wrapped and labeled (male/female, age) this will ensure that the donated item(s) will go to the perfect individual. The gifts will be placed under our school Christmas Tree and will be delivered to the hospital on the 9th December. Thank you for your continued generosity.