

The EDUCATOR

The newsletter of Osaka International School of Kwansei Gakuin



OIS Grade 11 students resume the traditional OIS service trip to Cebu after a 3-year hiatus.



Winter 2022-2023

Table of Contents

The table of contents is hyperlinked; please click on the article to go to the relevant page.

From the Head of School	3
Student Learning	
Insights into the Early Years Programme: Kindergarten	4
Insights into the PYP: Grade 2	5
Insights into the PYP: Grade 3	7
Insights into the PYP: Grade 3 & 4 Field Trip	8
Insights into the PYP: Grade 4	9
Supporting the PYP: English as an Additional Language (EAL)	10
Insights into the PYP: Grade 5	12
Insights into the MYP: G6 & G7 Individuals & Societies	13
Insights into the MYP: G6 Science	15
Insights into the MYP: G6 Visual Art	16
Insights into the MYP: G6 Physical and Health Education	17
Insights into the MYP: G7 Design	18
Insights into the MYP: G8 Science	19
Insights into the MYP: G8 Design	20
Insights into the MYP: G9 English (Poetry)	22
Insights into the MYP: G9 Mathematics	27
Insights into the MYP: G10 English (Literature Analysis)	28
Insights into the MYP: G10 Integrated Humanities	33
Insights into the MYP: G10 Personal Project	36
Insights into the MYP & DP: G9/10 & G11 Japanese	37
Insights into the DP: G11 Business Management	38
Insights into the DP: G11 & G12 History	39
Insights into the DP: G11 Mathematics (Applications & Interpretation)	40
Insights into the DP: G11 Physics & Biology	41
K-12: Approaches to Learning (Communication Skills)	43
K-12: Understanding MYP Criterion-Based Assessment	49
Student Life	
Middle & High School: Spring Camps	51
Elementary School: Creativity Day	53
Elementary School: Winter After-School Activity Bal-A-Vis-X	53
G11 Service Trip to Cebu	54
SOIS Music Department Performances	55
Notes from the SOIS Library	56
KG News	57
Calendar Reminders	58
Important Numbers and Links	59

From the Head of School



KURT MECKLEM

What did you learn at school today?" is a classic dinner table question asked around the world that unfortunately usually fails to lead to much conversation.

The typical response often includes one or two words like "math" or "lots of stuff". The short responses are not because the students aren't learning, it probably has more to do with the questions we as parents are asking. Or, rather, are not asking. That is because it is difficult for us to know enough about what is happening to ask specific questions to really get a conversation going.

At OIS, we offer a variety of means to keep parents informed of what is happening on campus which, hopefully, will help you get a conversation going. Managebac includes units and tasks that classes are focused on in the middle and high school. Seesaw is used in elementary for a similar purpose and also includes photos and other updates. The parent portal highlights

activities and events happening across the school. Asking a question about a specific activity is likely to get more of a response than the very broad, "what did you learn?" If your child is in grades 1 and 2, they will have recently completed their science fair. With a little knowledge like that, you can ask a more direct question such as, "how did you come up with your hypothesis?"

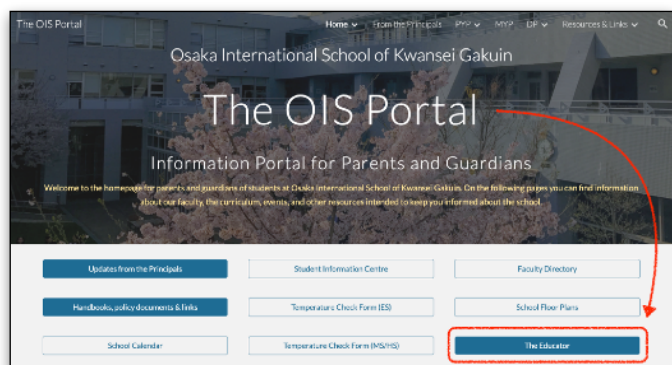
The pages of this *Educator* are an attempt to take the conversation one step further. If you are a current member of our community, our hope is that this will give you a deeper understanding of what is happening in not just your own children's classes but others as well. If you are considering our school, we want you to understand a little more about what we do here and what makes us unique. These pages, while just a small snapshot of life here, will give you a taste of what to expect should you join our school. Even if you don't fall into either one of those groups and just stumbled across this newsletter, I hope you take a moment to look through pages and learn a bit more about what our great students and teachers are doing on a daily basis. And hopefully, these pages will inspire some great questions so we can keep the conversation going.

About The Educator

Welcome to *The Educator*, the newsletter of Osaka International School of Kwansei Gakuin. The newsletter is published three times per year, at the end of the Fall, Winter, and Spring trimesters, and provides a look at a selection of the learning, activities, events, and accomplishments from the past trimester.

Please make sure to check out our other OIS publication, the student-led *Tango* newsletter, also available to [download](#) from our website.

To access the hyperlinks in the printed copy of *The Educator*, please access the PDF version from the OIS Parent Portal, or use the QR code on the cover.



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Early Years Programme: Kindergarten Unit of Inquiry



KA/KB: DAWN INADA

Unit of Inquiry

How We Organise Ourselves

Central Idea

Communities are connected systems where people help each other

Lines of Inquiry

- The school community and how it works
- Roles and Responsibilities within the community
- Ways to improve our community

Under the transdisciplinary theme of *How we organise ourselves*, children in Kindergarten are developing an understanding of community, by inquiring into how the people and systems within a community are connected. By touring different parts of the school, we are learning more about our school community and how it works, as well as the roles and responsibilities of community members.

Many of the children's initial questions centered around the "big kids", including, "What do the big kids do every day?" "When they play do they have choice time?" "What kinds of songs do they sing?" "Where are their classes?"

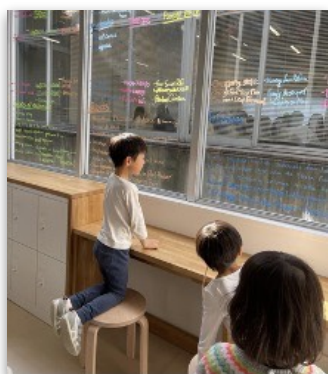
We headed up to the 3rd floor to find out!



1 We looked at the floor plan to see where to go



2 We found a round room for meetings, and met Ms. Maricar.



3 We could see the "big kids" learning through the glass



4 We visited the art classes of Mr. Myers and Mr. Eugene



5 Later we visited the guard desk, the nurse station, and the library

After the break we will continue our inquiry; if you see us passing by, stop and chat. Let us know how you contribute to our learning community!

PYP: Grade 2 Unit of Inquiry



Grade 2: PAULA DEZEM

Unit of Inquiry How The World Works

Central Idea

Materials exist in different states and can be used in different ways

Lines of Inquiry

- Different states of matter
- Changes in materials can be reversible and irreversible
- How living things use materials

In the transdisciplinary unit of inquiry *How the World Works*, the grade 2 class explored concepts related to properties and states of matter. The class also hosted a very successful Science Fair to share experiments that we have conducted to elicit conceptual understanding. The students had the opportunity to share their learning with their parents, the ES community, and even some KG university students.

Throughout the preparation process for the event that included brainstorming, planning, researching, trying out various experiments, making observations, finding out what worked and what didn't, collaborating, and processing information at various stages, the students were encouraged to demonstrate and strengthen their Approaches to Learning (ATL) skills. Even though some deliberate skills such as thinking, communication, and research permeated more visibly during the learning process, others like self-management and social skills were implicit in the tasks as well.

All hands-on activities inspired curiosity while the challenges required the eager students to show commitment, confidence, and a rich understanding of the unit of inquiry. This enabled them to give feedback to each other and to explain their findings using some specific vocabulary such as matter, particles, molecules, atoms, Newtonian and non-Newtonian, viscosity, density, etc.

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Researching, and making observations



Trying our experiments



Preparing the presentation, practicing, and receiving feedback



Comparing human-made dams and beaver-made dams

PYP: Grade 2 Unit of Inquiry (continued)



Transparent versus translucent versus opaque



Viscosity race



Inflating a balloon with a chemical reaction



Water density



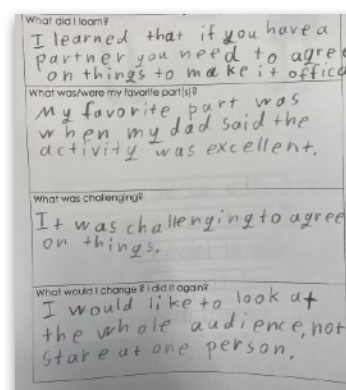
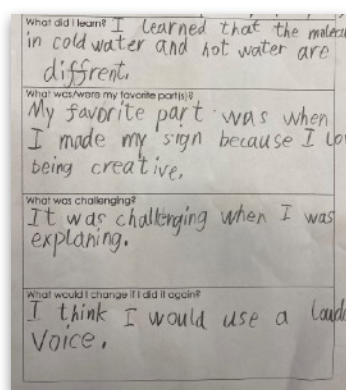
Air has weight!



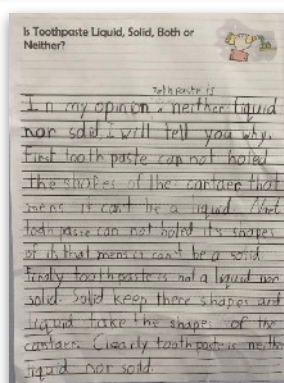
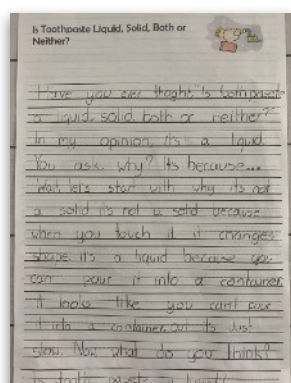
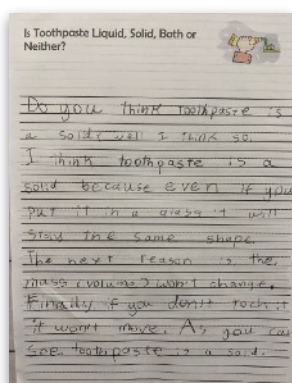
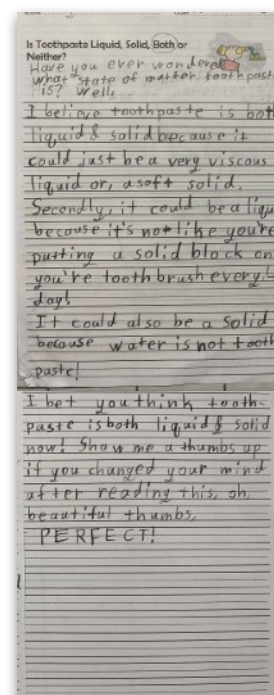
Surface tension of water

The G2 Science Fair was a success as a result of the students' hard work and teamwork! The second graders were delighted with the positive response they received from the visitors.

After the event, the students reflected on the learning that took place and thought about how they could make this experience even better the next time. Reflection is a crucial part of developing attitudes for academic and personal success.



By the way, what's your opinion? Is toothpaste solid, liquid, or both? Take a look at the opinion of some second graders and see if they can persuade you to agree with them.



PYP: Grade 3 Unit of Inquiry



Grade 3: BRETT WRIGHT

Unit of Inquiry How The World Works

Central Idea

People develop mechanisms to manipulate forces and make their lives easier

Lines of inquiry

- The effect of forces on objects
- Applying the characteristics of simple machines
- Technological advances in mechanisms

Grade 3 has been enjoying studying about simple machines in their recent UOI unit.

There were several highlights throughout the unit, such as our trip to Osaka Science Museum with the grade 4 class, a pulley experiment conducted in our school's science lab, and some very creative simple machines art projects. During the pulley experiment, some students could identify that although a rope attached to a pulley and when pulled went more distance, it required less force. I was surprised to hear the students were already drawing such conclusions! We talked about units of measurement, such as newtons, and how this connected to our math unit about measurement and data.



Mr. Jones kindly assisting with the pulley experiment



Thank you to Ms. Alcantara for teaching G3 in the science lab



As we continued our inquiry, this principle was again observed when we looked at inclined planes. These repeated experiences reinforced the message that simple machines, in all their forms, make work easier. At the end of our unit, we turned our attention to how forces cause motion in order for us to understand the principles we were observing more deeply. However, while studying this phenomenon, a student produced the challenging question; "...But, where does 'force' come from?" Somewhat puzzled, I chose to take a mental note of the question, and come back to it.

Later, during a brief conversation with one parent (an expert in this field), I asked if he could kindly provide an answer for the student's question. And so, I asked him what the student had asked me; "Where does 'force' come from?" His response was rather enlightening, which, heavily paraphrased, was "...science is more in the business of describing what is occurring, rather than why...so, the question of where force comes from is less a scientific question than a philosophical one!"

Sometimes, particularly in UOI, not knowing the answers is just as interesting as knowing them. Nonetheless, the students were able to observe and describe the way simple machines use forces and motion, and later practiced articulating this in an explanatory writing piece.

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PYP: Grade 3 Unit of Inquiry (continued)



For their final project, students followed their imaginations as they explored combining different simple machines together to create some art. The focus was less on scientific principles, and more on creativity. Many students hadn't even used many of the tools or materials before, so this project allowed them some freedom to experiment. Out of the six simple machines, the pulley was a popular choice to include in their designs. As we continued the building process, we had to overcome some challenges, but students were proud of their final products, which were colorful and well-crafted. G3 would like to thank Ms. Henbest, our amazing art teacher, for all her hard work and preparation for this unit!

PYP: Grade 3 & 4 Field Trip

Grade 3 and Grade 4 began their *How The World Works* units with a combined investigative field trip to the Osaka Museum of Science where they saw real life examples of simple machines.



PYP: Grade 4 Unit of Inquiry



Grade 4: ASHLEIGH KENNEDY

Unit of Inquiry

How The World Works

Central Idea

People develop mechanisms to manipulate forces and make their lives easier

Lines of inquiry

- The effect of forces on objects
- Applying the characteristics of simple machines
- Technological advances in mechanisms

This unit has been quite exciting and very hands on. After the Osaka Museum of Science, we conducted several experiments on campus here. Ms Alcantara was gracious enough to take time out of her busy schedule to set up a pulley investigation for G3 and G4 in the Physics Lab.



Investigating the characteristics of simple machines



SUMMATIVE TASK

On the last day of the unit, the teams presented a pitch in the style of the tv show Dragon's Den (also similar to Shark Tank). Several members of the OIS community were invited to be DRAGONS. Mr West and the G5 were also invited, and 10 grade 5s had the opportunity to be a DRAGON as well. The role of the Dragon was to ask clarifying, or critical thinking questions in order to decide whether they wanted to invest more money into the prototype. In the end the teams were able to choose which Dragon they wanted to partner with in order to move the project forward, to either build another prototype, or build an empire. The Design Thinking Process really challenged all of us to stretch our creativity and thinking skills. All students stepped outside of their comfort zones and developed a

stronger growth mindset. Additionally, they were able to step outside of themselves also and were challenged to have more empathy for people and their problems. They demonstrated creativity, problem solving, and resilience.



Pitching their solutions to an audience of potential investors

Supporting the PYP: English as an Additional Language (EAL)



EAL Specialist: CAROLINE MECKLEM

One of the biggest challenges for students learning English as an additional language (EAL), when faced with a new unit of inquiry, is understanding the vocabulary. A unit like “simple machines” will have many unfamiliar words so in order to help students understand the concepts, they also need the vocabulary. To support the Units of Inquiry in Grades 1-5, I make a “Key Vocabulary” sheet for each unit. This helps all students working on that unit with vocabulary that is new to them. While I make these lists with the EAL students in mind they are actually a benefit to everyone in the class as some of the words might be new to others, too.

Some words are specific to the subject we are studying. We call this Level 3 vocabulary. For the simple machines unit, words like “pulley” and “lever” fall into this category. Other words are Level 2 vocabulary. These are academic words that are used across multiple subject areas. Examples of these include “a characteristic” and “to observe”. Level 1 vocabulary are words that are used all the time such as “ball” and “play”.

I create these vocabulary lists after meeting with the homeroom teachers. I then upload this document in

Seesaw under “Messages” for every unit. I encourage parents to work with their children to get to know the key vocabulary. Activities that might help with this include reading books on the topic together either in English or in their home languages. Parents and students can also translate the words into their home languages and play games with the words. Understanding the words in English and the child’s home languages can help solidify their understanding so that the student can use the concepts in the Unit of Inquiry. The goal is to understand the words in the context of the unit, rather than to memorize the definitions of the words.

One of our students in Grade 4 took it upon herself to create some Student-Initiated Action with the most recent Key Vocabulary sheet. Student action is an important part of the IB program. Students are encouraged to take action in the PYP as it fosters agency and ownership over their learning.

Shuri created two games at home to help familiarize herself with the words. To describe her action, Shuri said, “My favorite game was crossword puzzle and board game so I got the idea from my favorite game”. Taking action in this case helped Shuri work on the new vocabulary words that she would encounter in Unit 4: *How the World Works*, which centered on forces, motion and simple machines.

What better way to learn new words than to use what you enjoy, Playing games!

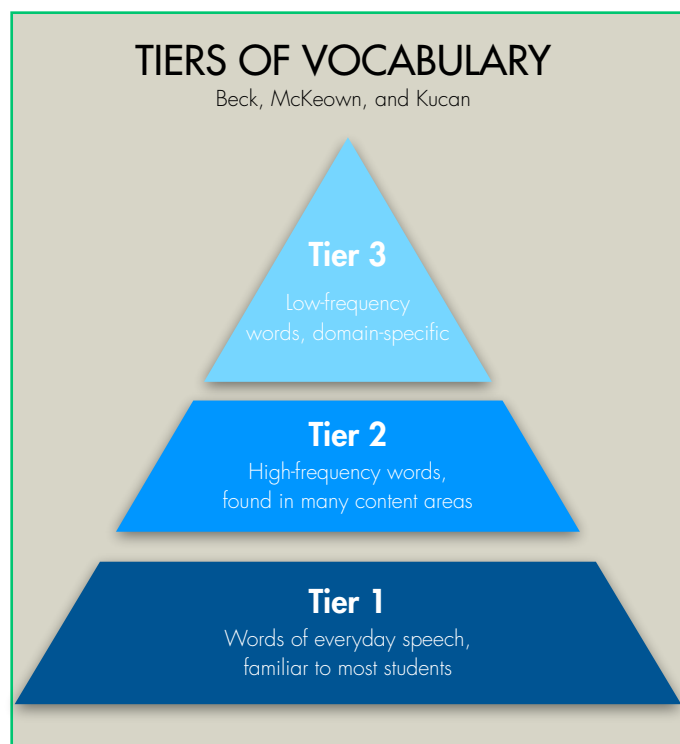


Image source: [Supporting English Language Learners - Building Vocabulary](#)



Grade 4 Shuri, with some of her homemade word puzzles and games

Supporting the PYP (continued)



Sample vocabulary sheet for Grades 3 & 4 Unit of Inquiry: How the World Works



Students, please use this sheet to familiarize yourself with the unit vocabulary at home.

Read unit books with your parents and take notice of these words in those books.

- What are the words in your home languages?
- Draw pictures of the words.
- Put them on sticky notes around the house.
- Use them in a sentence.
- Make a fun game of learning them and using them with your parents!

G3/G4: HOW THE WORLD WORKS

Central idea: People develop mechanisms to manipulate forces and make their lives easier.

Lines of Inquiry: The effect of forces on objects | Applying the characteristics of simple machines
Technological advances in mechanisms | How the design cycle helps us organize our thinking

Approaches to Learning (ATL) skills: Thinking critically and creatively

Key Concepts: Function | Causation | Change

Learner Profile Attributes: Inquirers | Knowledgeable | Thinker

UNIT VOCABULARY

a force (noun) a push or pull that acts on an object or energy and makes it change its speed or direction	motion (noun) when an object moves from one place to another	an object (noun) a non-living thing that you can see and touch
an effect (noun) a change that results when something is done or happens : an event, condition, or state of affairs that is produced by a cause	to affect (verb) to produce an effect on (someone or something) and cause a change	a design cycle (noun) 4 steps: investigate design create evaluate
an advance in (noun) to continue to make progress in something	a mechanism (noun) a mechanical part or group of parts having a particular function	technology (noun) using knowledge to invent a device or tool
in common (noun) to share the same characteristic or function	to observe (verb) an observation (noun) to watch and listen to something carefully in order to notice things	an investigation (noun) a systematic examination or research
to gather data (verb) to collect information (table, graph, survey)	to interpret data (verb) to make sense of the data gathered	to evaluate data (verb) to come to conclusions about the data that has been interpreted
to be accurate (verb) accuracy (noun) free from mistakes or errors	a variable (a noun) an element or feature that can change	a lever (noun) a beam that rests on a support (the fulcrum) example: scissors
a fulcrum (noun) the point on which the lever turns or balances	a load (noun) the object that is on the lever	effort (noun) the force applied to something
a pulley (noun) a wheel that carries a rope, cord, chain, cable or belt on its rim	a characteristic (noun) a quality that identifies a person, place, or thing	complex (adjective) parts that go together in complicated ways
a shaft (noun) a bar in a machine which holds or turns other parts that move or spin	equilibrium (noun) when forces are balanced	slope (noun) an upward or downward slant
to improve (verb) to make something better	a simple machine (noun) any of the basic mechanical devices for applying a force (noun) a wheel and axle a screw an incline a plane a wedge	an innovation (noun) a new method, idea, or product

PYP: Grade 5 Unit of Inquiry



Grade 5: COLIN WEST

Unit of Inquiry

How We Organize Ourselves

Central Idea

Government systems influence the lives of citizens

Lines of inquiry

- How government systems function
- The rights and responsibilities of citizenship
- Effective leadership
- Evaluate and select appropriate information sources

As part of the unit of inquiry *How We Organize Ourselves*, Grade 5 students explored the role of tax in society by exploring 4 key questions:

- 1) What are taxes?
- 2) Why and when do we pay taxes?
- 3) What is sales tax?
- 4) What are other types of taxes?

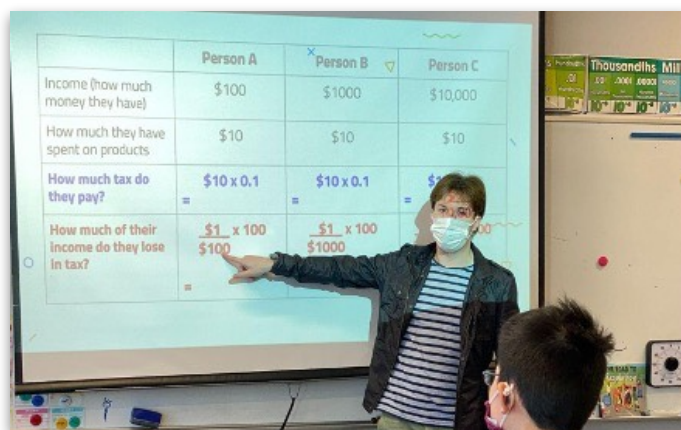
Students worked in teams to develop a definition of taxation and list the ways and reasons for paying taxes.

Impressively, students were able to identify the need for governments to use taxation as a tool to raise revenue for public spending and reduce the consumption of demerit goods such as tobacco and alcohol. Students then compared sales tax rates in different countries and calculated the impacts of sales taxes on consumers with different income levels. The students were able to recognize the fact that sales taxes impact low-income households more significantly than high-income households (they are what economists call regressive taxes) and this led to a discussion about whether or not such taxes are fair. Students also discussed the importance of taxation and the possible consequences of tax avoidance.

Throughout the class, all students showed a high level of interest through their excellent level of participation and willingness to ask and answer questions.



Students were aided in their investigation by DP Economics and Business Management teacher, Mr. Brown



MYP: Grades 6 & 7 Individuals & Societies



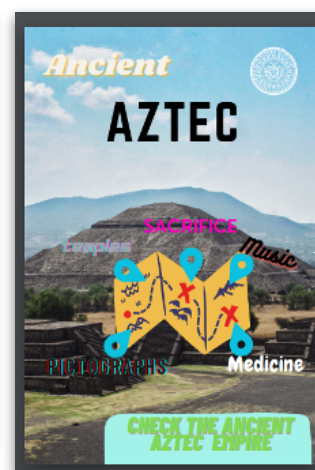
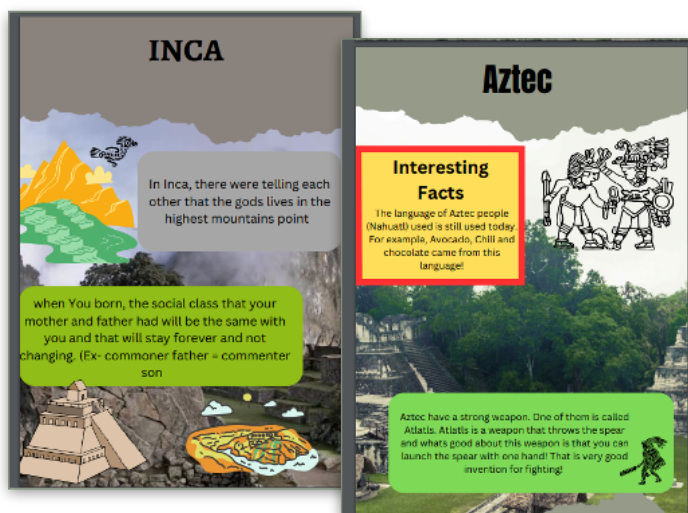
KENDAL PYKE

This trimester in Grade 6 we've been working on a unit exploring ancient civilizations in Mesoamerica and Africa before the arrival of European explorers. As the inquiry for this unit, we've explored how civilizations

throughout history have developed through ingenuity and innovation, bringing about change that impacts perspectives today. Students have worked on developing ATL skill sets in research and communication, specifically how to structure information in summaries and reports as well as how to present information in a variety of formats and platforms. Examples of student work, along with a written narrative from the student, are included below.

In this unit, I really enjoyed making the magazine covers. This is because I had to think about what kind of font and color would be catchy, and what kind of background and layout would look good. I made the name of the civilization big, and included the important things with different fonts.

- Kouta Ogawa, Grade 6



In our Meso-America learning, we learned about the Aztec, Mayan, and Incan societies. What was interesting was the technology. Some made medicine, Some made a big Pyramid! There are a lot of Ancient Civilizations and I feel excited when I think about new civilizations because of new cultures and some developments that are interesting.

- Minami Fujita-Chau, Grade 6

In this unit, we learned about many aspects of the different ancient civilizations. This unit was a challenge to me because I struggle getting information by reading the websites that our teacher provided, but I managed to find the different aspects for each civilization. Another reason why it was a challenge is because all of these civilizations were new to me and unfamiliar. Overall, this unit was very interesting and enjoyable.

- Lisa Kawakami, Grade 6

This trimester in Grade 7 we've been working on a unit exploring what is sometimes referred to as the middle ages (~500 CE - ~1400 CE) from various geographical and cultural perspectives. Through our studies of the Silk Road trade routes, the continuation of the Roman Empire in the east (now known as the Byzantine empire), the rise and spread of Islam and the establishment of the House of Wisdom, the Tang and Song Dynasties of China, the spread of the Mongolian Empire, and the Black Death we observed, researched, and recorded ways that scientific and technical innovations powered by cultural exchange and

globalization have changed our understanding of the physical world. Personally, I really enjoy teaching and learning with this unit, as many students are surprised and excited to learn that many of the innovations and inventions during this time period were powered by cultural and linguistic inclusion. Some student reflections about this unit and the unit's impact on their learning are included.

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MYP: Grades 6 & 7 Individuals & Societies (continued)

“During the middle ages unit, we learned about golden ages in Islam, golden ages in China and more. I especially enjoyed writing my research paper. In this assignment, we had to choose one of the innovations from the middle ages and write about how it has brought social, political and economic effects. It was really fun writing about how cool innovation had made huge effects on a lot of aspects and has affected how we live today as well.”

- Kohei Kawaguchi, Grade 7

Have you ever wondered how Chinese innovation created social and political effects? Gunpowder was one of four great innovations in China during the golden middle ages. Research will show how gunpowder has affected political and social effects because they have brought stronger military power, higher efficiency of construction, and a cultural change.

The introduction to Kohei's research paper

Documents show that Bombs in Middle Age China played a good role, because of the way they can be used to kill many people, and how destructive bombs can be. The bombs in Middle Age China were more like rockets, because when they used a bomb, they used a catapult, and their appearance was more like a firecracker than a ceramic bomb you see these days. These bombs were really strong, and they were able to destroy castle walls and help the Ming dynasty until the 16th century when they switched to the rock bombs. To conclude, both firecrackers-like bombs and rock bombs helped the Middle Ages a lot because of their level of destruction that can easily break castle bombs with a bomb or two.

A paragraph from Catalina's research paper

“The most extraordinary assignment that I had in my learning experiences in the unit of I&S was the essay. When I first came face to face with it, I had a hard time learning how to make one, and kept redoing my paragraphs over and over. But as I wrote the essay, I began to understand its purpose and its importance, which kept me motivated on working on the assignment. By the time I finished with the assignment, I felt like I had accomplished a very hard task. I think I would like to write an essay again.”

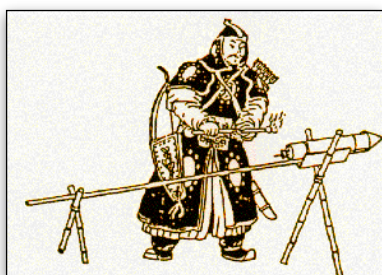
- Catalina Nishino, Grade 7

One of his most famous inventions is algebra which came from a book he wrote called 'The Compendious Book on Calculation by Completion and Balancing' (Famous Scientists The Art of Genius). In the 820's he joined the House of Wisdom in Baghdad, where he became the head of the library and learned a lot about Hindu numbers whilst thinking about algorithms. Actually the word 'algorithm' came from his name, Al-Khwarizmi (Britannica). The book he published was about quadratic equations, the geometry of land, calculating inheritances and other business problems (Edu). This is how he thought of algebra but there are other inventions he helped with.

An excerpt from Jimshi's research paper

“The middle ages was a unit which we worked on in I&S. My biggest learning experience (which I did not like so much) was learning about the Byzantine empire. My favourite learning experience was learning about ancient Chinese inventions like gunpowder and the magnetic compass. They were simple and easy to remember, as we use most of them for our daily lives.”

- Maahir Lalwani, Grade 7



MYP: Grades 6 Science



ANIL GHODAKE

Unit of Inquiry
Energy and Motion

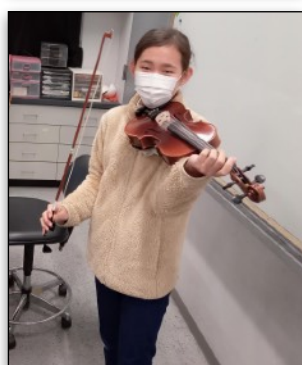
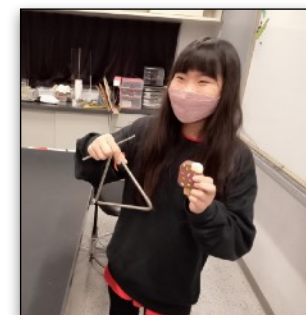
Statement of Inquiry

The by-products of energy transformation and humans' growing need for energy helps us make decisions about how we can reduce human impact on the environment.

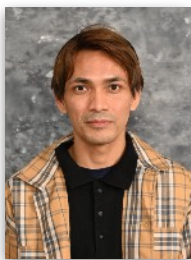
During the unit, students explored the key concept change, along with the related concepts energy and transformation. Students learned sources and forms of energy like chemical energy, kinetic energy, motion, thermal energy, sound energy, light energy, gravitational potential energy, elastic potential energy, and nuclear energy. Students also realized the importance of conservation of energy.

For their criteria B & C summative assessment, students designed and conducted an experiment to test the effect of different factors on energy transformation. Students collected, processed, and interpreted quantitative data, and explained conclusions that have been appropriately reached.

This has helped them to develop intellectual, analytical thinking skills and practical skills through designing, analyzing, evaluating, and performing scientific investigations.



MYP: Grade 6 Visual Art



EUGENE OLIVA

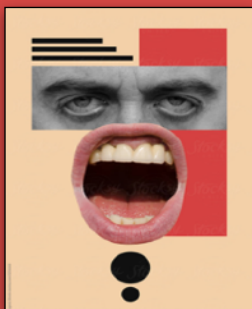
G 6 Students studied a unit on *Upcycling Art*, when waste becomes higher-value Art.

First, we discussed art movements and practices that utilize upcycling as the primary approach to creating art.

The students researched and analyzed the work of some upcycling artists, and explored several media explorations and art techniques exercises in preparation for the term project.

Next, the students looked at **collage artwork** by great artists, such as Pablo Picasso, Georges Braque, Kurt Schwitters, and several contemporary artists. They analyzed their work and then created their own interpretations.

INSPIRATION



Evgeniy Shvets
'Social Sickness'



Pablo Picasso
'Guitar'

G6 INTERPRETATION

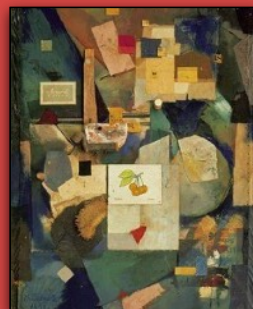


Artist: Lori Castiglione



Artist: Lisa Kawakami

INSPIRATION



Kurt Schwitters
'The Cherry Picture'



Anna Sorokina
untitled

G6 INTERPRETATION

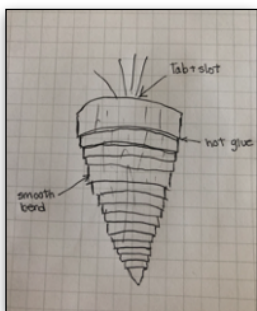


Artist: Juno Matsuoka

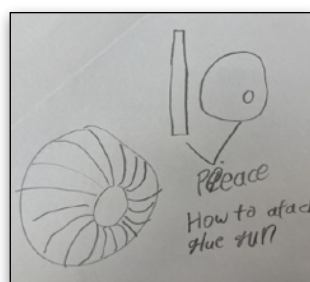


Artist: Aanya Muthuvelan
'The World of the Extraordinaire'

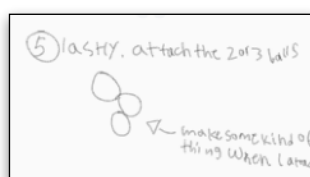
The next stage involved the students studying some **cardboard** designers and artists such as Frank Gehry and Ann Weber. They then created a 3-dimensional sculpture with cardboard using different cardboard attachment techniques to create a sturdy sculpture.



From idea to cardboard carrot:
artist: Lori Castiglione



From idea to cardboard origami croissant:
artist: Taiga Kamiizumi



From idea to cardboard sphere:
artist: Koura Ogawa



MYP: Grade 6 Physical and Health Education



CHEE LEE

Grade 6 explored sending, receiving, and moving through the medium of American Football.

In addition to the quarterback throwing sequence, students explored receiver routes through small sided games. Another focus on the unit was the concept of nonverbal communication. This was accomplished through having students decipher hand signals for specific actions in relation to the game of American Football.

The class continued to explore the theme of movement through Latin dance, specifically Salsa. The students learnt the basic footwork, which consist of *front-side-back-right turn-left turn-Suzie Q-front-cross over-cross body-double right turn-slide*.

After familiarizing the basic moves, students were tasked in a team to create their own choreography for a 2 minute dance to Salsa Cadence.

Photo sequences of these activities can be seen below.

American football steps and movement



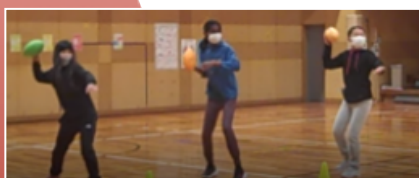
Ready position for snap



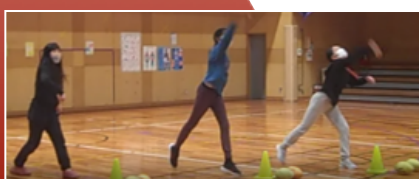
Drop step



Cross overstep



Opposition ready to throw



Throw and follow through

Salsa dance steps and movement



Right turn sequence



Suzie Q sequence



Side basic



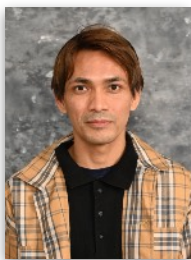
Cross body sequence



Right double-turn (with hook turn) sequence



MYP: Grade 7 Design



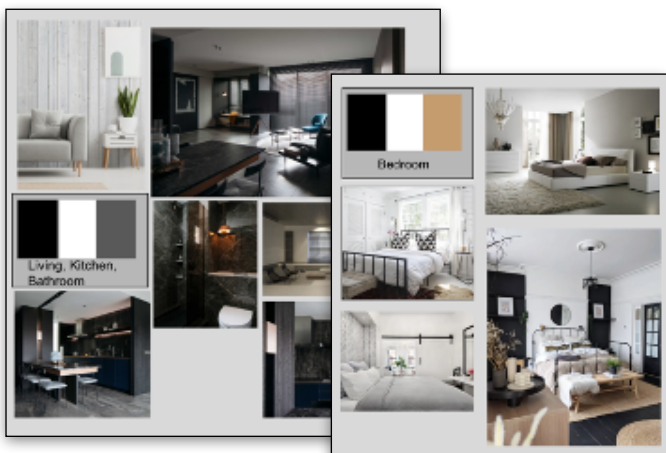
EUGENE OLIVA

The Grade 7 class studied the basic principles of interior design, focusing on compact residential spaces that challenge students to design small spaces with the primary intent of maximizing the functionality of a room through design solutions without sacrificing aesthetic appeal.

The class also tackled different interior design styles and philosophies that may help them achieve the design goal required by their clients. The final project required the students to provide their design solutions through a furniture layout plan, elevation drawings, a mood board, and concept board.

First, the students created a collection of inspirational photos showing the concepts from the color choices, space planning, interior design style, and their chosen design philosophy. The result was a **concept board** to entice their clients.

Secondly, the students then drew their floor plan designs on tracing paper using a 1:40mm scale. They arranged the required furniture considering ergonomics and anthropometric data by defining the circulation patterns and activity needed in the given. The students also emphasized their design style and philosophy in planning.



Designer: **Kaylee Angkawidjaja**

Philosophy: Function over form & Simplicity

Style: Modern-minimalist

"Since my client likes monotonous and simple designs. I added many similar-colored palettes together. For example, in the dining room, living room, and kitchen, I made my palette a completely monotone and simple design that looks modern, with dimmer, white lighting. At the same time, for the bedroom, I knew that sleeping in a modern and dark-looking room won't be comfortable, so I made the palette for the bedroom lighter with a friendlier look to make it softer and nicer when my client woke up. I added white and gold because at night, the white won't show when it's dark, and the gold will shimmer like the stars. But in the morning, the white and gold will make the room look refreshing and beautiful."

Designer: **Abella Knox**

Philosophy: Modern & Innovation

Style: Modern style

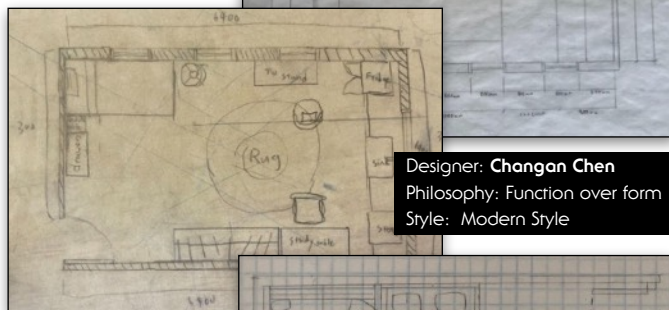
"My mood board is going for a modern outdoor vibe/feel. The feeling of something white, clean, and sleek makes the environment more open and lively. The outdoor details enhance that feeling, making the room feel much more open, and airy, which is why it also works in a compact space because it makes it feel bigger and open."



Designer: **Catalina Nishino**

Philosophy: The details are not the details

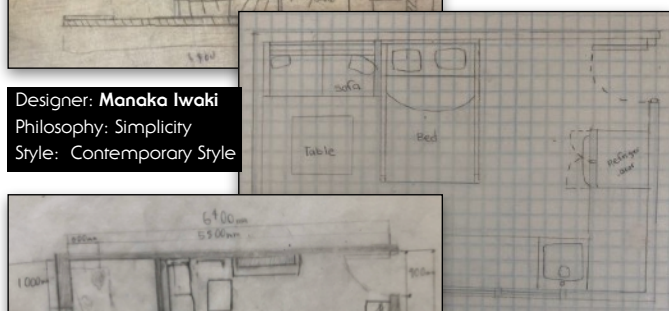
Style: Traditional Style



Designer: **Changan Chen**

Philosophy: Function over form

Style: Modern Style



Designer: **Manaka Iwaki**

Philosophy: Simplicity

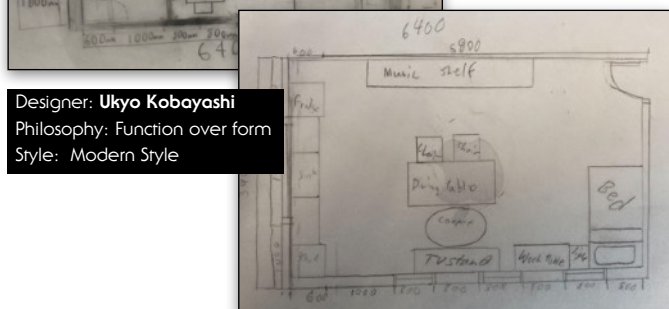
Style: Contemporary Style



Designer: **Levi Lim**

Philosophy: Function over form

Style: Scandinavian



Designer: **Ukyo Kobayashi**

Philosophy: Function over form

Style: Modern Style

MYP: Grades 8 Science



ANIL GHODAKE

Unit of Inquiry
Material Science

Statement of Inquiry

A change in matter is a consequence of energy differences between substances. Scientists and technicians make use of this to create a range of innovative products.

During the first part of the unit, students explored the key concept change, along with the related concepts interaction and consequences. Students learned physical, chemical properties of concrete, different recipes to make concrete blocks. Students also learned consequences of quarrying limestone on our environment.

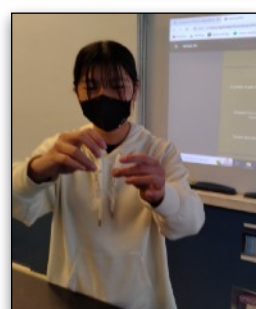
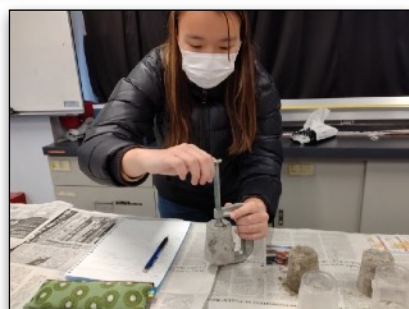
For their criteria B & C summative assessment, students designed and conducted an experiment to test the effect of different ingredient on concrete strength. Students

collected, processed, and interpreted quantitative data, qualitative data and explained conclusions that have been appropriately reached.

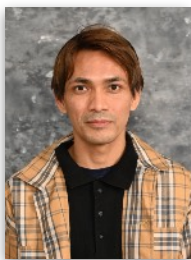
This has helped them to develop intellectual, analytical thinking skills and practical skills through designing, analyzing, evaluating, and performing scientific investigations analyzing, evaluating, and performing scientific investigations.

During the second part of the unit, students learned about the properties and uses of natural & synthetic polymers. Students also explored topics such as metals, nonmetals, acids, bases, salts, and neutralization.

Each student has created a product and presentation to present at an "Innovation Convention" to culminate our Materials Science Unit. The product was made of either concrete, metal, and/or polymers. This product was designed to address a specific problem or issue. The presentation time of approx. 3-5 minutes was given. Each presentation and product were professionally and engagingly presented for the education of peers. This has helped them to develop ATL skills such as communication, research, thinking and self-management skills.



MYP: Grade 8 Design



EUGENE OLIVA

The Grade 8 class discussed the brief history of the chair, its varieties, chair dimensions based on anthropometric data that provides the human scale standards, and the structural principles to ensure the design's success.

The students studied the chair design basics and did some chair case studies to help with concept development and ideation. Furthermore, the students learned the basics of drafting drawing through orthographic and isometric exercises needed in furniture design plan presentations.

For their project, the students researched a chosen Japanese festival and presented a chair scale model.



Designer: **Helene Bigot**
Inspiration: **Tanabata Festival**

"The Japanese festival I used as my inspiration was the Sendai Tanabata festival. I chose this because my Japanese grandpa is from Sendai, and I have a vivid memory of visiting and seeing the scale of decorations and how colourful everything was. My actual favourite chair when I was researching was the chaise lounge (because it was basically a bed) but for this project, I chose the bubble chair as my inspiration because it matched the shape of the fukinagashi, one of the decorations made for the Sendai Tanabata festival, and I thought I could change some of the components of the chair to match it more."

"I used the Japanese festival of tsukimi because during the brainstorming of the chair the festival had just passed so I thought I would be a good idea. Also the design associated with tsukimi looks very nice."

Designer: **Yuuji Ishiuchi-Ray**
Inspiration: **Tsukimi Festival**



Designer: **Soo Hyun Kim**
Inspiration: **Boon Festival**

"I took design inspiration from paper lanterns and traditional dance stages at Obon Festivals, as I had a vivid memory of enjoying a summer outing to one when I was younger. I adore the origin story of Maha Maudgalyayana and his mother, and feel a nostalgic connection to the festival."



Designer: **Ivy Meline**
Inspiration: **Sapporo Snow Festival**

"I was inspired by the Sapporo Snow Festival, and the snowy season that it is held in. I thought the snow sculptures displayed in the festival were very impressive, and thought that the different aspects of the festival would be fun to incorporate into a chair design."



Designer: **Angelina Rogers**
Inspiration: **Nebuta Festival**

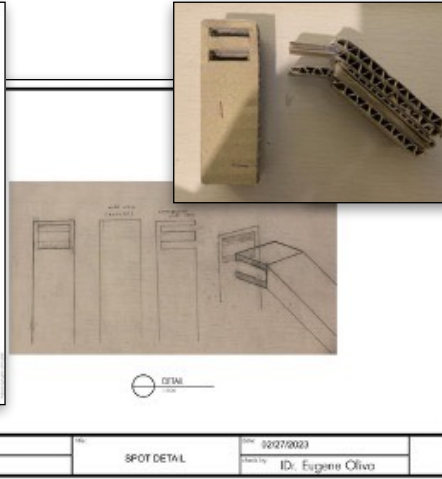
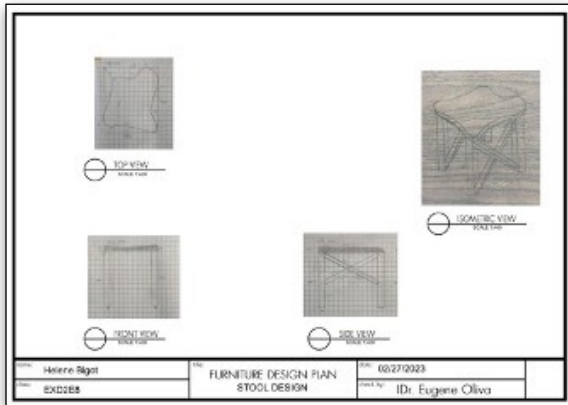
"I chose the Nebuta Festival because I haven't heard of it before and it looked cool."



MYP: Grade 8 Design (continued)

In the winter term, the Grade 8 design class turned their attention to the topic of flat-packed furniture. We discussed the basic concept of flat-pack furniture construction and focused on its structure, materials, feasible assemblies, and step-by-step design process. The students then researched standard,

sustainable, and unconventional materials available in the market for their project and looked into different possible engineering assemblies. Finally, they were required to design a customizable stool without using hardware and incorporating sustainable material with their chosen target audience.

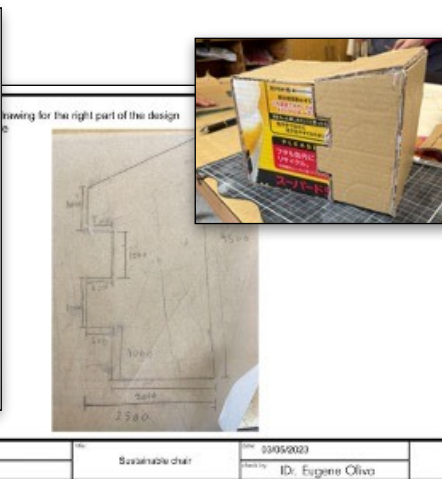
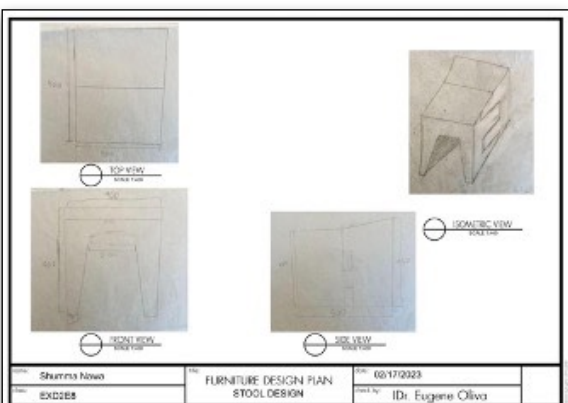
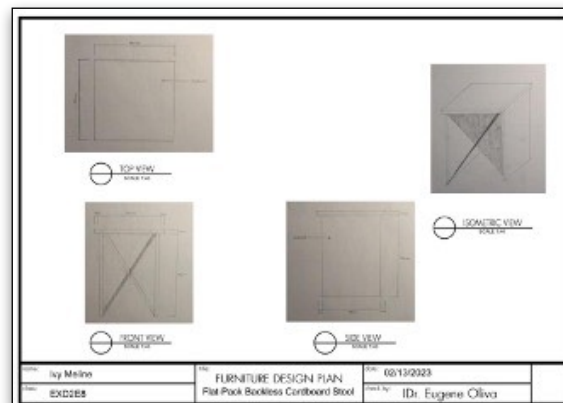


Designer: **Helene Bigot**

"My chair is aimed at people of all ages, primarily children and their parents. Because it will be a reasonably small stool, maybe it could be put in a play area for a child, and they could use it - or their parents. Cork is very light and squishy, so it is often considered safe. Therefore, it would be okay for children to be around it, and it would cause no injuries if properly used."

Designer: **Ivy Meline**

"My chair is aimed at students of any age, from elementary to high school. Both students and teachers will use it, as they might need a break from working or studying. I expect my chair to be used in libraries, hallways, classrooms, or any free space where many people will be able to use it. It will be used in open spaces where people can relax and sit down. I consider cardboard to be the most suitable for my chair. It is one of the materials with the least negative environmental impacts. It is recyclable, biodegradable, and made out of renewable raw material wood. When multiple pieces of cardboard (especially corrugated cardboard) are stuck together, it is very strong, durable, and sturdy. I think using cardboard correctly will make my stool able to hold up a lot of weight."



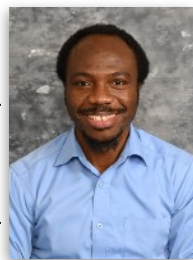
Designers: **Shuma Nawa & Shoot Noro**

"We are aiming for a range of 13~50 years old. We will be using Cardboard because it's cheap and a recyclable material that can be used in many places."

MYP: Grade 9 English (Poetry)



DAVID ALGIE

MICHAEL
DZORKPATA

We happily hold on to the belief that in the MYP, students should produce what they learn, and this is especially true for the “Producing Text” objective of the MYP English curriculum. And so in MYP 4 students study drama, poetry, the novel, short stories, film, etc. For summative assessments, they joyfully demonstrate their learning by writing their own short stories, producing an anthology of poetry, writing an additional scene or act of a play, etc. This trimester, students read and enjoyed poetry. They also engaged in critical analysis of poetry, and then they learnt to create their own. It ranges from the free verse, the lyric, the pastoral, to the ekphrastic. And what is poetry left unconsumed?



Desire for freedom

by Marika Fujikawa

I know that we are usually associated with “free”
But that is not the case

How many times now have I tried to tell
That humans are free in all the ways
They have developed a way to fly
And came into to our territory, sky

There is no difference between us and them
In terms of whether being able to fly
In terms of how they have the freedom of choice,
I think they are superior to us

We can't choose where to live
We always follow the drift of the seasons
But look at the people below
Being able to freely choose

Just because we are able to fly,
That doesn't indicate that we are free.

RACE [1]

Sunflowers race.
They race to face the sun
They'll push,
They'll squeeze,
To get to the top
To become the best flower of them all.

by Juna Ariyoshi



Only the first will bloom into a beautiful,
Vivid yellow flower
But those who fail will wither.
And fall to the ground
Since they are not the winner

Friends that you can trust

by Rikuto Hong

The person who you're always with.
Always beside you when you need them to guide you.
They celebrate good times and could also help you during bad times.
But not all of them are like this.
People who betray you or people who you just can't trust.
Starting to be insecure in front of them or starting to not be able to
tell them your issues.
Because your best friend has many friends.
You also try to make many friends.
But the quality is important, and not the number of friends

[1] Van Gogh, Vincent. Sunflowers (F456), third version. 1888.

MYP: Grade 9 English (Poetry continued)

How to listen to music

by Yuto Futonaka

Focus on the notes that floats around your head
Like a bird above the sparkling lake that fled.
Oh how luxury and gorgeous the rhythm plays
In the moment you've decided you may.

Listen closely to the appreciable sound,
Playing freely all around.
Feel the rich joyous harmony,
That never forms with given money.

You can choose from a different variety,
Pop,
Hip hop,
Rock,
Reggae,
Jazz,
The list goes on.

There is nothing to be afraid of music,
It is diverse, and choose something that you enjoy.
Look, you've just finished one,
Poetry.

The Gift From The Earth

by Minori Itoyama

There are some things in life that I don't get,
The importance of assignments,
The deliciousness of chocolate mint,
The theory of relativity, et cetera.
But one thing I really cannot stand is
The reason why numerous people hate rain.

I bet they don't know the sound
Of the raindrops dancing on the umbrella.
I bet they don't know the smell
Of the woods crying out in joy.
I bet they don't know the taste
Of the excitement in ourselves, as sweet as ice cream.
I bet they don't know the texture
Of H₂O sinking into the skin.

Well, I guess they know what rain looks like,
But I bet they'll never realize
The flowers glistened, smiling.

Man is Born Free, but he is Everywhere in Chains

by Hangzine Vastunis

Man is born free, a spirit untamed,
With fire in his heart and dreams uncontained,
But as he grows, he's left with a heart that is strangled,
Chains that bind him, tighter and tighter entangled.

He's told to follow rules, to play his part,
But the chains grow heavier, right from the start.
Yet still he dreams, of breaking free,
Of casting off the shackles, to be truly free,

For the fire still burns, deep in his soul,
A yearning for freedom, that makes him whole.



The Treasure [2]

by Yuuka Iwaki

The night saw the beast creep up on me, searching with those hungry eyes
I told him, "Go away, there is nothing you will gain"
The beast kept sniffing my flesh
I told him, "Go away, there is nothing you will gain"
He stopped and glared at me
And before I told him, I was ripped into 300 pieces of meat and bone
But I was not gone, nor dead
Truly I was still breathing through my mandolin
He left without leaving a drop of blood, but I pity that he never got the best part

[2] Rousseau, Henri. *La Bohémienne endormie*. 1897.

MYP: Grade 9 English (Poetry continued)

94

by Elina Jones

There was milk simmering, I recall
 And some voice on my shoulder
 Saying boil over, and waste it all

And somewhere beside the alcohol
 Was a noun with no name
 (I can't remember what it's called)

I had one light on, above my head on the wall
 It hit the dust it was
 Saying boil over, and waste it all

I kept the flame low, a tired enthrall
 Above it milk simmered
 (I can't remember what it's called)

I should have known I would fail by default
 The pot stares at me
 Saying boil over, and waste it all

Nothing matters and time seems small
 94 to put it back in the fridge
 (I can't remember what it's called)
 Saying boil over, and waste it all

Front Line

by Ryoto Miyake

Heavy raindrops start to flood the red mud,
 While we soldiers get set to run and roar.
 The corpses flooded the field all around.
 The front line is hungry for more and more.

We hide inside the trench with fear and tear,
 As the soldiers mumble their final prayer.
 Some stared with faces, white as powder snow,
 Some put their head in their knees looking low.

The boss blows its whistle-
 As we soldiers set up the missile.
 The boss points his sword-
 As we soldiers run straight forward.

I ran with my rifle held in my chest,
 Hearing only screaming and screeching from left and right.
 My heart is beating faster than a jet,
 Waiting for death to bring me aside.

Before the Exam

by Ryo Kato

"Examinees taking the test,
 please head to your seats with your ID printed"
 I step into and glare my rivals,
 Before taking a deep breath for the sign of my arrival.
 The person in front of me has too long hair —

It's so disturbing.
 I send my eyesight left:
 I see fiddling toes.
 I turn my head right:
 I accidentally look at the sleeping guy in his eyes.
 I can only gaze down on my thighs.
 Shut your mouth and sleep, iPhones, or else...
 Same for you, Siri. Don't, ever, wake up.
 Why is time so slow before the start,
 And quick as a meteoroid after it begins?
 Have I studied hard enough?
 Is this a paranoia of some kind? Am I hysterical?
 "Calm down," people say, but not an easy thing to do.
 Is my life going to end if I fail? What if —

No worries.

The exam kicks off here,
 But your journey's end is nowhere near.

Clicks

by Kate Brown

Walking through the hallways of home
 I hear a clicking when I'm alone
 Always heard it, always there
 The clicking sound that's stuck in my ear
 Sometimes I wonder what it may be
 Perhaps the trees, the wind to sound
 Alas, I know, too, why it's clicking
 For a man was clicking inside my walls

MYP: Grade 9 English (Poetry continued)

Sylvia

by Annabelle Siddons

She laughs with her friends,
With her cute top and flawless hair.
Straight A's, leader of the cheerleading team,
Popular partner, perfect family...
She has the life that I always yearned for.
Well, how could I hate her, when she reminds everyone of a flower bed!
But then again,
I wouldn't complain if she were dead.
Life would be simpler without her
My emotions are a maze
Life would be simpler without her
All I want is her praise.

Milkmaid^[3]

by Honoka Zemmoto

As the bowl fills with some milk
Silence flows in the room
Bread waits for its turn to serve
Under the darkening window light

Fatigue overcomes her thought
No rest until the service is done
Everlasting flows of time
She pours the milk from the jug



Generation Evil by Nanami Yoshimine

Suffering why? We wonder each day
The injustice in our lives and the evil that takes place
Not a day goes by, or a place that exists
Where darkness is absent and ceases to be

With envy, war and full of malice
Humanity goes on without a care
With a straight face and a heart like stone
We let thousands mourn oh what has mankind
become

Still we wonder and search for answers,
High and low while many turn to prayer
To God they cry, stop the iniquity
Clueless beings, have some humility

So we are, the ungodly
Our sinful nature has spread like plagues
Lurking in the shadows to consume the innocent
Seemingly to continue end on end

Can we hide from human evil?
Call ourselves victim in guilty's place?
Is sin the nature of all mankind?
Or was it passed down to us offsprings.

Footprints^[4]

by Yu Shingu

Treading deeper to examine the sea,
Following the signs that lead to danger,
I leave my footprints, marking my direction.
Stumbling through the undisrupted fields,
I submerge into the mysteries of the waters.
It whispers to me, explaining the secrets that preside,
I'm motionless as I sink deeper, frozen in place

Crack. A fracture appears.
Time to leave.
I'm Sinking, I'm going to drown.
Deeper, deeper into the frozen ocean.

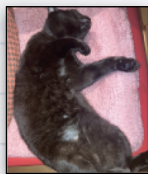
When I wake up, I am back where I started, drawn
to the fields of snow,
Wondering what the sea has to offer me.



[3] Vermeer, Johannes. *Her Melkmeisje*. circa 1660

[4] Photo taken by the poet in Oraru, Hokkaido, 2023

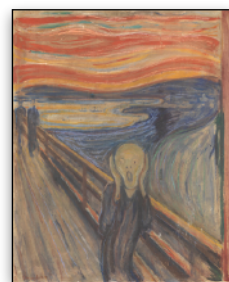
MYP: Grade 9 English (Poetry continued)



My Black Stray Cat ^[5] *by Nubiad Yamamoto*

A slumbering puss on my bed,
His black fur all matted, his face smushed up.
His eyes are sharp, yet weary too,
For his life on the street, left him desolate.
But despite his homely face,
He's got a heart as vivid as the stars,
With his bizarre meows that warm one's heart,
Seeing past his appearance is a breeze.

True Feeling of the Paining ^[6] *by Xi Gong*



People would storm to me, with their hands tight, heart up high,
every second of my life.
They would tighten their pretty brows,
and confront me without eyes like eager children who have their fingertips shoved against
the colorful ice cream's counter glass shield.
They would, dear heavenly father!
Lean to me, sniff around me, try to see through me.
Some would wiggle their head and left and right furiously, as if a white shark clinging on and swinging
some appetizing prey it just gripped between its menacing teeth.
Some would "Ah" frantically, that I would seriously believe that their poor lower jaws are dangling on
the threat of dropping right to earth on any mississippi with a crisp "pop".
Some would thrust their brow and their fingers out in a tireless, ferocious manner, as if I am an
apocalyptic Titan that is threatening to tramp over their limp, little body the next second.
I could never comprehend those...
Those flutter flatter and flailing gestures.
For I am never a piece that was assembled to be shown off, be raised up high by the arms, be awed.
For I am just a humble painting devoting my life to reveal the tormenting dilemma that an ardent
painter named Edvard Munch could never express with his own voice.
For I am a piece of work whose true value holding weighs to the power of x of lemniscate* more than
its real value in this world.

* "Lemniscate" refers to the symbol that represents infinity in mathematics.

[5] Photo supplied by the poet

[6] Munch, Edvard. The Scream. 1893

MYP: Grade 9 Mathematics



KEVIN BERTMAN

As one of their summative assignments for the trigonometry and similarity unit, grade 9 students investigated the mathematics of perspective and designed zebra crossings which are 2-dimensional, but appear 3-dimensional from the perspective of an approaching car. Many communities around the world have experimented with this such as the town of Ísafjörður in Iceland

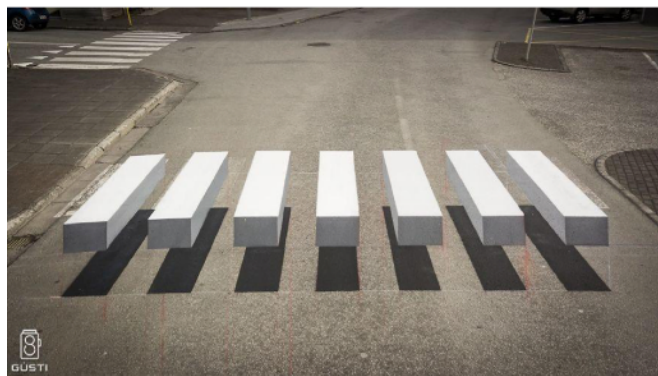
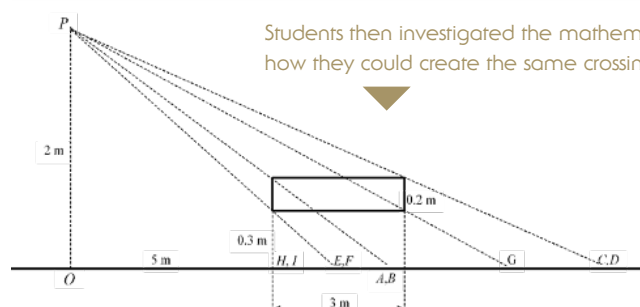
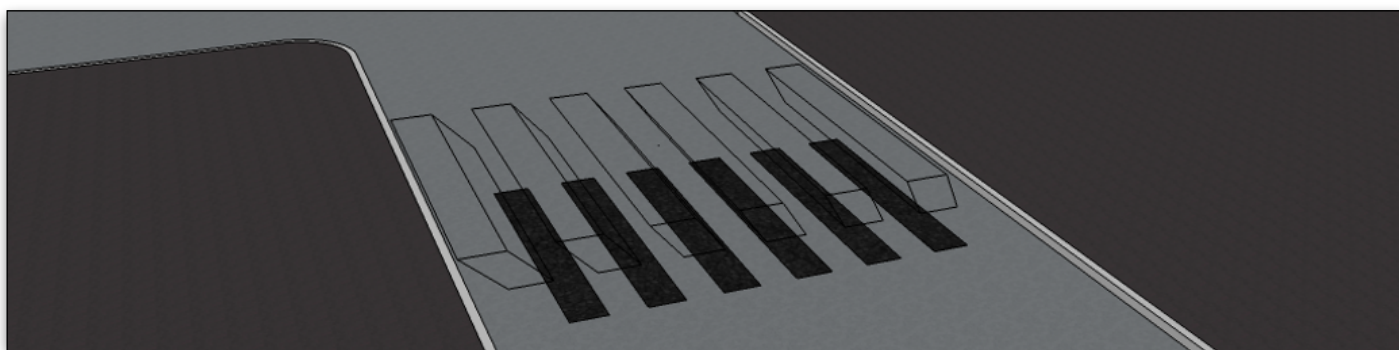
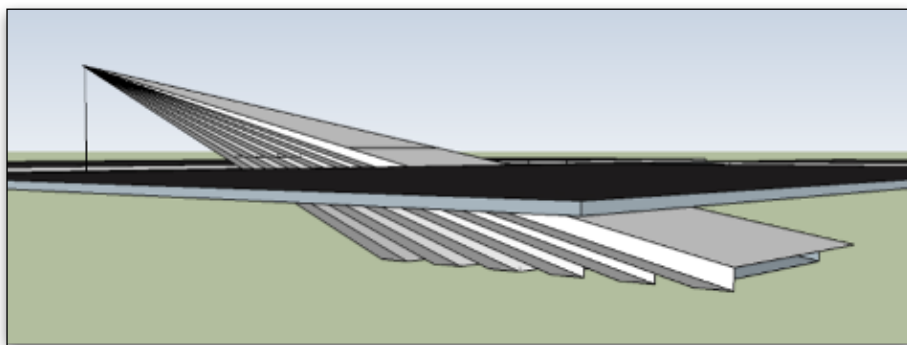
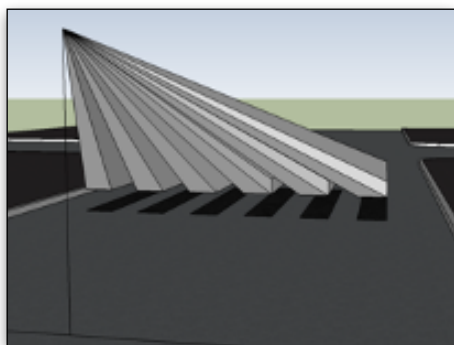


Image credit: [Gusti Productions](#)

After planning the dimensions of their design on paper students first use 3D modelling software Sketchup to create their design.



Students then investigated the mathematics behind their design to determine how they could create the same crossing without the use of modelling software.

Let the x coordinate of points E and F be equal to x_1 . We therefore have:

$$\frac{x_1}{2} = \frac{x_1 - 5}{0.3}$$

Rearranging gives:

$$0.3x_1 = 2x_1 - 10$$

So:

$$x_1 = \frac{10}{1.7} \approx 5.88 \text{ m}$$



Finally, they discussed what kind of road this design would work best on: local roads or main roads, one-way streets or two way streets?

MYP: Grade 10 English (Opinion)



MICHAEL DZORKPATA

Opinion: Who or what is to blame for the tragedy of Macbeth?

I am happy to see Shakespeare return to the Grade 10 syllabus. And I am a lot happier that the students are able to share critical perspectives on issues related to the text. Arguably the bloodiest and one of the most famous of Shakespeare's tragedies, Macbeth lends itself to highly

prized discussions in class. The reading and appreciation of the play itself was quite daunting for the students, but watching a performance of the play and engaging in group and teacher-led discussions made things a lot easier. And so with time, students warmed up to the text and were able to do group presentations and submit written analysis on selected extracts of the play. To consolidate their understanding and appreciation of the play, students were also asked to reflect on a recurrent topic in the play: the cause of Macbeth's downfall. The following are some sampled responses from the class; it is an illustration of our students' growing potential to engage in meaningful literary discourse. Thank you.



Macbeth's downfall in the Shakespearean tragedy, Macbeth, is a controversial topic. Blame for his demise can be placed on the Witches, the prophecy, and Lady Macbeth. Although each contributes to the tragedy, I believe

that the prophecy is the biggest factor as it fueled Macbeth's ambition and triggered the series of his misfortunes.

The Witches' three prophecies realized the shortcomings of Macbeth's capabilities and revealed his hamartia. The first prophecy which foretold that Macbeth would become Thane of Cawdor and later king was quickly disregarded as shown in "The Thane of Cawdor lives A prosperous gentleman... with such prophetic greeting" as there was no definitive evidence to validate the witches. However, Ross' subsequent news was the catalyst for the precise moment when Macbeth began falling into an abyss of greed and ambition. In his aside

of Act 1 Scene 3, Macbeth begins questioning whether he should interfere with fate and take matters into his own hands or simply wait for the crown. In Act 2 Scene 2, Macbeth's lines demonstrate his fatal desire for the crown as encouraged by the prophecies when the audience hears, "To know my deed 'twere best not know myself." after Duncan's murder. Finally, the third prophecy is referred to in Act 3 Scene 4 after Banquo is murdered as Macbeth says "Thanks for that. There the grown serpent lies." As each prophecy came true, Macbeth blindly believed the apparitions' half truths in Act 4 Scene 1, making him expect invincibility and being able to thrive as a king. This secured his inevitable death.

The fact that the first prophecy came true hobbled Macbeth towards his tragic end. His destructive ambition fueled by imaginary divine protection would never have woken up if the prophecies were wrong. But each "prediction" led Macbeth closer to his own catastrophe. (Yu Chen Wu)



Macbeth is initially introduced as a righteous character. However, as Lady Macbeth begins to exploit his weakness, his ambitions hinder his ability to make moral decisions, leading to his downfall.

Throughout the play, Macbeth shows signs of weakness in listening to the witches' prophecy and hesitates killing King Duncan. When Macbeth says "If chance will have me king, why chance may crown me without my stir" (1.3.142-143), he is suggesting that if his fate was to become king, he should be king without his own involvement. This seems to

reflect his inner desires to not conduct any evil deed. However, Macbeth's ambition keeps appearing and stops him from following "fate." His cry, "Stars, hide your fires, let not light see my black and deep desires" (1.4.50-51), unveils his effort to bury his ambition to become king.

Eventually, this ambition comes into force from Lady Macbeth's manipulation. After Lady Macbeth reads Macbeth's letter about his encounter with the witches, she fears that Macbeth is "too full o'th'milk of human kindness" (1.5.1.5.15) that he will not be able to kill Duncan.

continued on next page

MYP: Grade 10 English (Opinion)

Due to this, when Macbeth shows his inner conflict on making a decision, Lady Macbeth criticizes Macbeth for not being “manly” enough to act “in desire” (1.7.41). This causes Macbeth’s ambitions to dominate him, finally driving him to murder the king. Macbeth had some morality left in him just before he committed murder as he contemplated his actions, believing that if he was destined to become King, the title should naturally fall upon him. However, by then he was

completely under Lady Macbeth's influence and was manipulated into thinking he had to make himself king. Thereafter, Macbeth uses violence, committing murder at times, to achieve his desires, and this ultimately led to the downfall of the character who was once righteous. To conclude, Lady Macbeth's manipulation is to blame for Macbeth's downfall, as otherwise Macbeth would have chosen morality over ambition, and would have remained a hero till the end. *(Yi An Hah)*



In the play Macbeth by William Shakespeare, a common debate among people is about who is to blame for the tragedy of Macbeth. People often argue the witches are to blame for planting the idea of being king in Macbeth's head, or

Lady Macbeth, for manipulating her husband into committing murder and treason. However, in this essay, I will show why Macbeth is the cause of his own tragedy.

At the beginning of the play, following war victory, Macbeth and Banquo are seen walking in the forest discussing the battle when they stumble upon the Witches. The Witches proceed to tell them about a prophecy that predicts Macbeth to be King and for Banquo to have kids that will later be kings. After the Witches prophecy, the men are left disoriented and confused about what they just witnessed; Banquo

dismisses the prophecy, believing the women are crazy. However, Macbeth feeds into the prophecy, his ambitions and greed for power overtaking him, leading him to demand the Witches more information regarding the prophecy, “Stay, you imperfect speakers. Tell me more... Say from whence You owe this strange intelligence... Speak I charge you.” (1.3. 68–76). Macbeth is intrigued by the prophecy and by demanding more information regarding it, he gives into his greed and ambitions; if he hadn't heard the prophecy, he wouldn't have thought about killing Duncan. He had the choice to disregard the prophecies as simply a made-up thing as Banquo did, but he didn't. Macbeth's ambition to be the greatest got aligned with the ideas of power that came with the prophecy and because of that, he gave in to it. His own actions led him to murder and for this, Macbeth is to blame for the tragedy; no one forced him into believing or following the prophecy. *(Cristina Sanchez)*



In Shakespeare's tragic play, Macbeth, Macbeth, with influence from various characters, commits great crimes including murdering King Duncan to steal his throne, but he is ultimately defeated.

I will argue that Lady Macbeth is the primary cause of Macbeth's downfall due to the reason that she successfully convinces Macbeth about the plan of assassination she creates. The readers can see throughout the play how Lady Macbeth's influence may potentially do harm to her husband. For instance, when she receives Macbeth's message about the three witches, she says, “Hie thee thither, / That I may pour my spirits in thine ear / And chastise with the valour of my tongue ... / To have thee crowned withal.” (1.5.28-33). This soliloquy establishes that Lady Macbeth is willing to sacrifice anything for Macbeth to be king and creates an ominous mood that foreshadows the Lady's devious conspiracy. Fast forward a few scenes, when Macbeth returns to

Lady Macbeth, unable to stabilize his mental state, she replies with, “Art thou afeard To be the same in thine own act and valor / As thou art in desire?” (1.7.43-45) It can be inferred here from her tone that she is mocking Macbeth's lack of masculinity and strength that he should have as a dominant male figure in the play. Furthermore, when Macbeth questions, “If we should fail” (1.7.68), Lady Macbeth responds with, “...we'll not fail...his two chamberlains / Will I with wine and wassail so convince / That memory ... What cannot you and I perform upon His spongy officers, who shall bear the guilt / Of our great quell?” (1.7.71-82) to which he concludes, “False face must hide what the false heart doth know.” (1.7.95-96). This memorable interaction highlights the persuasive nature of Lady Macbeth that begins the malicious behaviors of Macbeth, thus making her responsible for his downfall. In conclusion, I believe that Lady Macbeth is the main reason for the ultimate defeat of Macbeth as she manages to talk him into assassinating King Duncan when Macbeth is hesitant about the plan. *(Yoohui Hyun)*

MYP: Grade 10 English (Opinion)



I think that Lady Macbeth is responsible for the downfall of Macbeth. Lady Macbeth had a significant impact on Macbeth's decisions as she manipulated Macbeth into killing Duncan to become the king which led to the

killing of many more people including Banquo, Macduff's family, but which eventually backfired on Macbeth and caused his downfall.

The three witches also played a major role in Macbeth's downfall by sharing the prophecies of the upcoming events in Macbeth's life. However, even after knowing about the future, Macbeth did not wish to gain power by killing the king; it was Lady Macbeth who came up with

the plan of murdering Duncan. When Macbeth says "We will proceed no further in this business", he decides that he will not kill Duncan, but Lady Macbeth says, "wouldst thou have that which thou esteem'st the ornament of life, and live a coward in thine own esteem". By saying this, Lady Macbeth accuses Macbeth of being a coward, which Macbeth greatly even when he is not fully convinced about the plan. To conclude, Lady Macbeth is responsible for the downfall of Macbeth as she planned the murder of Duncan based on the prophecies made by the three witches without thinking about the consequences and convinced Macbeth to murder Duncan which eventually caused the tragic death of them both. *(Samruddhi Ghodake)*



Throughout the play, various characters and events shaped Macbeth's representation. However, Macbeth's mental instability and his impressionable character is, in my opinion, the biggest reason for his downfall.

Firstly, Macbeth's mental weakness of being easily influenced by his surroundings is one element of his downfall. Macbeth demands of Lady Macbeth that he "will proceed no further in this business" (1.7.31), referring to the killing of Duncan. However, after Lady Macbeth's strong persuasion, Macbeth agrees with her plan of murder and deception, saying "Away, and mock the time with fairest show" (1.7.82). Although Lady Macbeth can be partially blamed as well, I believe Macbeth's mental instability and his tolerance of the negative influence is the biggest factor of his downfall.

In addition to that, Macbeth's impressionable nature is also apparent in his interaction with the witches. When the witches present the three apparitions to Macbeth, he believes them without any doubt. This leads to Macbeth strongly accusing the messenger of being a "Liar and slave" (5.5.35) when the messenger reports about Malcolm's army. Macbeth's anger and wrath comes from the extent of trust he has in the witches and their prophecies. This shows Macbeth's internal weakness of not trusting his own will, and being over-reliant on external factors. In conclusion, Macbeth's downfall was led by the mental weakness of himself, and his tendency to be influenced easily by his surroundings. If Macbeth was strong enough to keep himself away from characters such as Lady Macbeth and the Witches, he may have been able to control himself and refrain from ruining his own achievements. *(Mao Morita)*



In the play Macbeth written by Shakespeare, Macbeth gets influenced by many characters to kill King Duncan. I believe the blame for Macbeth's downfall should be allocated to Lady Macbeth. By visiting Macbeth's

castle, Duncan honors Macbeth and Lady Macbeth. Lady Macbeth noticed that Macbeth was hesitating to proceed with the assassination and used it as an opportunity to manipulate him. She used a variety of techniques to persuade and manipulate Macbeth to eliminate King Duncan.

to persuade him to push forward to take radical actions. She humiliated Macbeth's masculinity and his title of being "strong" by conveying her strong ambition and power. For example, she said, "What beast was it then that made you break this enterprise to me? When you durst do it, then you were a man." (1.7.33). She is talking about where the braveness went when he told her about the plan of the conspiracy. In addition, she also says, "Was the hope drunk wherein you dressed? Hath it slept since?" (1.7.33) Lady Macbeth insults Macbeth by saying he had drunken confidence when he told her that the plan will not be executed.

Firstly, in Act 1 Scene 7, Macbeth is ruminating about his decision to kill Duncan and Lady Macbeth is trying

continued on next page

MYP: Grade 10 English (Opinion)

She purposefully pokes the ego of Macbeth to manipulate him and encourages him to take action to gain power.

Secondly, Lady Macbeth appeals to her desire by using the technique of hyperbole. She said, "How tender 'tis to love the babe that milks me: I would, while it was

smiling in my face, have plucked my nipple from his boneless gums."(1.7,33) She is saying that she is brave enough to kill her own baby even if the baby was breastfeeding and smiling at her. She strikes her ambitious ego which is more potent than Macbeth to make him feel that his ego is weak. *(Narumi Fujita-Chau)*

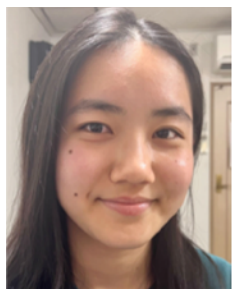


Who is to blame for the downfall of Macbeth? Lady Macbeth is the reason why Macbeth fell into a state of hubris, which ultimately led to his death.

Firstly, Lady Macbeth is to blame for Macbeth's downfall as her manipulative behavior exploited Macbeth. When Macbeth first receives prophecies from the witches regarding his promising future, he is skeptical and doesn't feel like succumbing to the predictions. The first person to have the idea of murdering Duncan to obtain the throne was Lady Macbeth. In Act 1 Scene 5, she calls to her spirits to make her a cruel person, "...fill me from the crown to the toe top-full/Of direst cruelty". She poked at Macbeth's vulnerable masculinity as a noble soldier, by claiming that not killing Duncan would make him less of a man. She also tells Macbeth that all he

needs is to remain brave, saying "But screw your courage to the sticking-place,/And we'll not fail" (Act 1 Sc. 7), persuading him that the scheme is foolproof. This manipulated Macbeth which resulted in a downward spiral of killing and hiding his initial murder.

Secondly, Lady Macbeth is the reason why Macbeth became insane. The murders that she manipulated him into led to Macbeth's mental episodes. For example, he sees Banquo's ghost at his banquet, and says "Avaunt! and quit my sight! Let the earth hide thee!" These hallucinations and insanity made Macbeth feel that there was more of a need to kill people and abuse his total power. Macbeth lost his reason, one of his prior major qualities. He continued his killings in an out-of-control manner creating more enemies who wanted to kill him, leading to his tragic death. Therefore, Lady Macbeth's manipulation and evil character influence are to blame for the downfall of Macbeth. *(Kia Konishi-Attwood)*



Through the play, Macbeth, written by William Shakespeare, the brave Thane of Glamis, Macbeth, strives to gain King Duncan's position by assassination and several more murders. In my opinion, Macbeth's ambitious and reckless personality led him to this tragic downfall.

In the play, Macbeth enacts his plan without considering the consequences, which worsened his situation. All of Macbeth's determined personalities are indicated in his dialogues in the play. For example, when Macbeth was planning to murder Banquo, he says, "To be thus is nothing, but to be safe thus"(3.1. L. 49-50). This dialogue shows that he does not only want to be a king but also to be safe in his position. However, striving to keep himself

as safe as possible actually put him into a more dangerous situation in the end. Subsequently, when discussing his intentions with Lady Macbeth, he desires to see the witches to know the future: "More shall they speak,/for now I am bent to know,/By the worst means, the worst"(3. 4). This line expresses Macbeth's determination to know what worse things could happen to him. Also in the same conversation, he describes his plan as "Strange things I have in head that will to hand,/ Which must be acted ere they may be scanned"(3. 4. L 139-140). After this conversation, he implements his plan, which was to kill Macduff's family, without thinking carefully. This murder only gave Macduff a significant motive to attack Macbeth. To sum up, all the actions Macbeth took to gain what he desired conversely caused him his downfall. *(Honoka Esaki)*



MYP: Grade 10 English (Opinion)



Macbeth, written by William Shakespeare, is a tragic play about the main character who fulfills his ambition, but ends up becoming a murderer. I believe the downfall of Macbeth is due to his strong ambition for power, aside the influence of the three Witches and Lady Macbeth.

One of the reasons for his downfall is due to Macbeth's impressionable character traits. Lady Macbeth questions Macbeth's masculinity because he was behaving weak, "When you durst do it, then you were a man; / And, to be more than what you were, you would / Be so much more the man" (1.7. L 49). This made Macbeth feel determined to commit murder to prove to himself that he is strong. You can clearly see that Macbeth is easily controlled by Lady Macbeth to kill King Duncan. Another reason is due to jealousy towards Banquo leading him to carry out his evil acts. The witches prophesied that Banquo's descendants will become king, which could be a threat to Macbeth. Macbeth says,

"Upon my head they placed a fruitless crown / And put a barren scepter in my grip, / Thence to be wrenched with an unlineal hand, / No son of mine succeeding." (3.1. L 62). This represents that he is determined that he wants his sons to take over the throne, and not others, which leads him to murder Banquo.

Lastly, his overconfidence led to his defeat after he murdered the King. After his success in murdering Duncan, he didn't hesitate in killing other people who he thought would pull him down from the throne, such as his friend Banquo. He later considered himself invincible and unstoppable: "Bring me no more reports. Let them fly all." (5.3. L 1). Macbeth's excessive confidence led him to think that no one can take his power, which eventually caused his downfall. Therefore, Macbeth's downfall is blamed on himself, although Lady Macbeth, who initially had desire for power, was manipulating him in the beginning. Before his flaws pulled him down, I believe that he should've contemplated the consequences of his evil actions. (Karina Oyama)

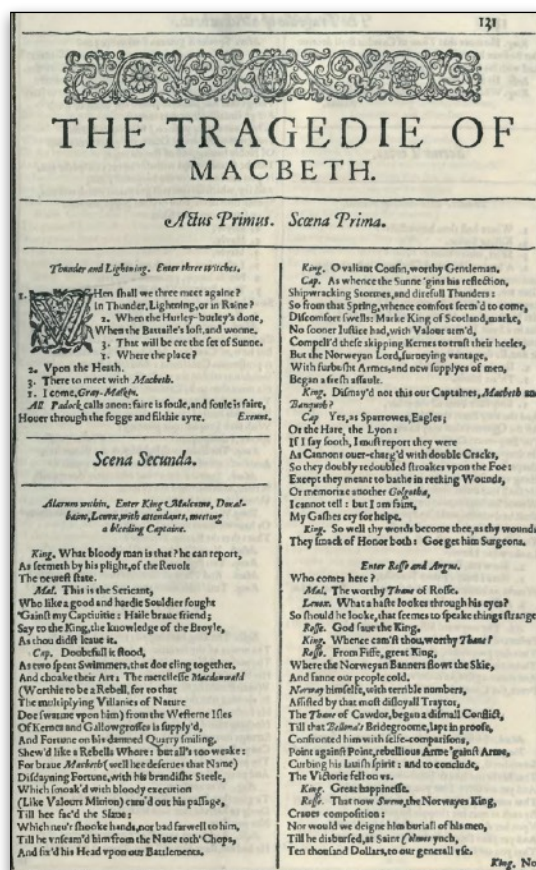


The downfall of Macbeth resulted from two main reasons. The first reason is Macbeth's own ambition, greed and jealousy. The cause of this is the three witches telling Macbeth that he will be the Thane of Cawdor and future king, "All hail Macbeth, thou shalt be king hereafter." (1.3.48). After Macbeth

truly becomes Thane of Cawdor, he starts to believe that he will also become the king. So, when Duncan announces that his son will succeed him, Macbeth gets jealous and says, "Let not light see my black and deep desires" (1.4.51-52). After Macbeth becomes the king, he gets very insecure and doesn't like the idea of others being the king. So, when he thinks about witches mentioning that Banquo's kids being the future kings, Macbeth gets jealous. So, he orders the killing of Banquo and his son.

Another reason is Lady Macbeth's desire to see her husband become the king. When she finds out that the witches have predicted her husband will be the king, she starts to worry that to achieve that, Macbeth has to murder people but he is too nice. Since he is too nice, she wishes she could do it herself by appealing to the supernatural, "Come, you spirits... unsex me here and fill me from the crown to the toe topfull of direst cruelty..." (1.5.38-51). Lady Macbeth also helps Macbeth

plan Duncan murder. This shows how much she wanted her husband to be the king. But, in the end, Lady Macbeth regrets how her husband is acting after becoming the king. (Gunjan Rajpurohit)



MYP: Grade 10 Integrated Humanities



TARA CHENEY

This trimester the Grade 10 students focused on developing their international mindedness by being ambassadors of designated countries, representing various governments' positions on a variety of controversial issues. They developed their communication, investigation and critical thinking skills

through a series of in-class debates and two Model United Nations (MUN) simulations. Researching the topics: *Fast Fashion*, *Militarisation of Space*, *Factory Farming* and *Young Caregivers*, the students were able to investigate their country's position and use this evidence to support their arguments as well as develop their MLA citation skills. The ability to conduct research to support arguments is key to success not only in the MYP but also in the IB DP, particularly in group three (Individuals and Societies) subjects, the Extended Essay, and substantiating justifications in Theory of Knowledge.



SOIS MUN (February 10)



The day started with two committee meetings, to write operative clauses to form resolutions and then to debate Fast Fashion, Militarisation of Space and Young Caregivers. Grade 7 students came to observe the proceedings.



The delegate of Romania presents her government's view on Young Caregivers.



The delegate of Brazil points out problems in an operative clause.



The delegate of Iceland contributed many quality points and thoroughly deserved his General Assembly award



The delegate of Spain gives her country position speech in relation to the Militarisation of Space.



We were fortunate to be able to share our day with SIS colleagues, including the SIS delegates of Saudi Arabia and Zimbabwe who contributed frequently throughout committee meetings and the General Assembly debates.

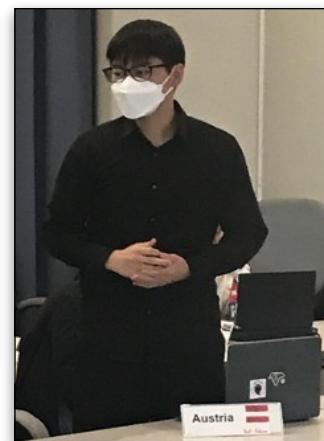
MYP: Grade 10 Integrated Humanities (continued)



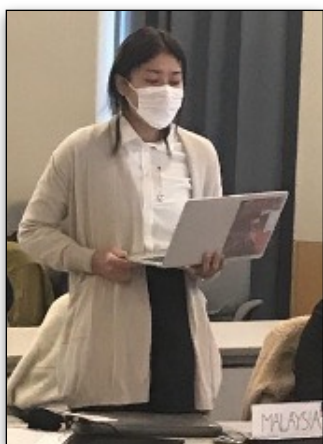
The delegate of Germany works diligently during the Fast Fashion committee meeting.



The delegates of India and Ghana raise their placards to speak during their Fast Fashion committee meeting



The delegate of Austria argues issues related to Fast Fashion



The delegate of Malaysia makes her country position speech in relation to Militarisation of Space.

SOIS MUN (February 10) continued



The delegate of Cuba looks on as his fellow delegates, Oman, Afghanistan and Cameroon write operative clauses in relation to the topic Young Caregivers.



The delegate of Venezuela was an enthusiastic supporter of her adopted country.

General Assembly awards were presented to the following delegates:

Topic	Delegate	Country
Militarisation of Space	Kai Murakami-Smith (SIS G11)	Saudi Arabia
	Melody Meline (OIS G10)	DPRK
	Zihe Li (OIS G10)	Iceland
Fast Fashion	Kia Konishi-Attwood (OIS G10)	Ghana (SC)
	Cristina Sanchez (OIS G10)	Venezuela
	Hiro Laliberte (OIS G10)	Paraguay
Young Caregivers	Haruna Yusa (OIS G10)	Oman
	Ahmed Yildirim (OIS G10)	Sudan

On behalf of SIS and the grade 10 OIS Integrated Humanities students we would like to thank the Grade 11 OIS MUN team (Shinichiro Hayashi, Jinri Yang, Fred Mecklem, Nico Ishiuchi-Ray and Chiharu Nagasaka) who organised and ran the executive positions for the day as President, Parliamentarian, and Secretary.

Thank you!

MYP: Grade 10 Integrated Humanities

It was exciting to see our students participate at the Marist MUN after three years of not being able to do so due to the COVID19 pandemic. Seven schools attended: Canadian Academy, Hokkaido International School, Seisen International School,

Doshisha International School, Marist Brothers International School, Osaka YMCA International School and SOIS, with a total of 102 delegates attending. SOIS had a 20-member delegation, earning 5 of the 11 awards available.



Congratulations to the delegate of Sudan, Ahmed Yildirim for earning the only General Assembly award for the two day MUN simulation.



Other delegate awards went to the delegate of Venezuela, Cristina Sanchez, the delegate of the Democratic People's Republic of Korea, Melody Meline, the delegate of Paraguay, Hiro Laliberte, and the delegate of Oman, Haruna Yusa.

MYP: Grade 10 Personal Project 2022-2023



MICHAEL DZORKPATA

This year's MYP Personal Project (PP) was another success story.

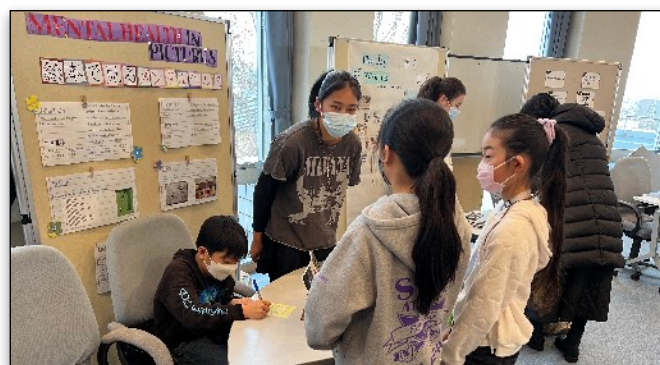
A culminating assessment of the Middle Years Programme, its journey began in the spring trimester of the 2021-2022 school year and ended on March 7, 2023. The PP aims to, among other things, instill the values of inquiry, action, and reflection in students. It is a fast-paced, independent exploration of a personal area of interest, and through it, "students experience the responsibility of completing a significant piece of work over an extended period of time..."^[1] This year, OIS registered twenty-four students for the PP, and guided by dedicated faculty and staff, they reached some important milestones such as getting their projects approved, developing a success criteria for their product and an action plan for the project, creating their product, participating in an exhibition of the product, and completing a full draft of the report. Very popular in this journey is the exhibition.

The MYP PP exhibition is a distribution of knowledge, and a celebration of learning and achievement. Approximately six months into the project, our students proudly and confidently put on display the products they had originally conceived of and created. From the organization of the exhibition to its end, the students will have developed and utilized the skills of research, communication, collaboration, self-management, listening, speaking, and presentation. They will also have summoned the qualities of fortitude and emotional intelligence. Having suspended face-to-face exhibitions for a couple of years due to the pandemic, SOIS

experienced the return and glamor of a traditional exhibition this year; it brimmed with joy and accomplishment as the students engaged in lively interactions with the SOIS community. Among the many products on display were crocheted fabrics, cuisines, websites, an originally sewn dress, educational videos, artworks, picture and comic books, short stories, aero bars, documentaries, a kamishibai, etc.

At the end of the exhibition, a rare spectacle caught my attention and fueled my admiration for our students; it was time to hand over the baton to ninth grade, and it took the form of Grade 10 teams each assigned to a group of ninth graders. It was such a spotless and inspiring sight to behold. As the PP students shared their experiences and answered the numerous questions from their understandably-curious audience, I saw a clear demonstration of empathy and excellence. The task was religiously executed.

Shortly after the exhibition, the students settled quickly on completing the 'Objective C' (Reflecting) portion of the report. It led immediately to a revision and submission of the final report. That single act closed the curtain on this year's PP journey. We're back on stage again with Grade 9 in the spring trimester; it promises to be another exciting ride of fun learning and self-discovery.



[1] IB Personal Project Guide 2021

MYP/DP: Japanese Language Acquisition



CHIEKO SINGH

In this unit, we learned about the origin of the robot, and many of the students thought of making a robot who can play sports with them. And that idea led them to think of all going out and playing together, so we decided to go out to the park. It was great to do Nazonazo riddles on the way to the park and play tag and soccer together. The weather was also very nice, we learned a little bit about the spring flowers and creatures. It was also a great farewell for a student who has to leave school at the end of this trimester.



G9/10 Japanese (Capable) class

In the IB Diploma Japanese B (Standard Level) class, we study 5 themes in 2 years. Those themes are *Identity, Experience, Social Organization, Human Ingenuity, and Sharing the Planet*.

G11 Students in the class successfully finished their summative in the theme of Experience, while we deepened our learning to focus on traveling in Japan. We finished our unit with plans to go out for a walk to discover and experience the culture in the neighborhood.

We went to Kasuga Jinja, which is located 3 mins walk from school. We enjoyed the sacred atmosphere and learned a bit about Japanese indigenous beliefs.

G11 DP Japanese B (SL) class



DP: Grade 11 Business Management



ANDREW BROWN

In the winter trimester, DP Business Management students started the finance and accounts unit of the course which requires students to construct company accounts and assess the financial position of different firms.

At the beginning of the unit, students worked in groups to develop an idea for a social enterprise focused on addressing a need in the local community. This required students to identify a gap in the market and consider how they would finance their business. The students decided to focus their businesses on addressing

loneliness amongst the elderly, homelessness, and the reintegration of criminals into society.

Their businesses included a dating/matching application for the elderly, a training provider for the homeless, and a chain of restaurants focused on training and employing former criminals. The students pitched their business propositions to potential investors (their classmates and teacher) which required them to explain their firm's financial position and projections. To do this, the students constructed profit and loss accounts, cash flow forecasts, and a balance sheet. This enabled the students to realise the potential for business owners to misrepresent financial information (a process known as window dressing), allowing them to recognize the connection between accounting and the key concept of ethics.

Balance sheet 😊👍

Our Mission Statement

Help homeless people reintegrate into society by upskilling them

About our Business

Our aim in ReLife is to upskill homeless people by giving them a second chance in undergoing our apprentice course in order to get the necessary training in finding jobs that required vocational skills



	\$ in millions	\$ sums and differences
Non-current assets		
Property & equipment	1000	
Accumulated depreciation	-100	
Non-current assets		900
Current assets		
Cash	1,000	
Debtors	1000	
Current assets		2000
Total Assets		2900
Current Liabilities		
Bank Overdraft	70	
Trade Creditors	100	
Short-Term Loan	100	
Current Liabilities		270
Non-Current Liabilities		
Borrowings - long term	300	
Non-current liabilities		300
Total liabilities		570
Net Assets		2330
Equity		
Share capital	400	
Retained Earnings	1930	
Total equity		2330

Opening balance	100	920	1580
Advertising revenue	850	880	880
Investments	250	300	300
Subscriptions	400	380	370
Total cash inflows	1500	1560	
Outflow Cash (Million ¥)	January	February	
Advertisement	50	90	
Creditors	200	350	
Loans/interests	400	400	
Equipment	30	60	
Total cash outflow	680	900	
Net cash flow	820	660	

Mission Statement

"Our mission at LastResort is to enrich the lives of elderly individuals by providing them with a platform to connect, engage, and form meaningful relationships with like-minded individuals. We strive to create a supportive and inclusive community where elders can share their experiences, interests, and passions with others, and foster lasting friendships."



DP: Grade 11 & Grade 12 History



TARA CHENEY

This trimester the Grade 11 History students completed their first case study (Germany and Italy) for their paper one document option - "The Move To Global War". We have debated the advantages and disadvantages of democracy as well as the dilemma of hindsight in historical methodology when considering foreign policies such as "appeasement" during the 1930's. The students have become accustomed to spending a third of their time on their verbal and written

argumentative skills, a third of their time thinking conceptually about change, continuity, causation, consequence, significance and perspective and the final third, about content that substantiates their arguments and conceptual analysis. Refreshingly, the current IB History programme review emphasizes less content and more personal engagement in students being active, authentic and inquiring historians. IBDP History places students in a position to pursue careers in: law, politics, public sector, archaeology, sociology, anthropology, international relations, teaching, academia (history analyst/researcher), art history, media studies, curator, political analyst, journalist, etc.



The Grade 12 DP History (standard level) students have been compiling some revision notes in preparation for their May exams.

You might have seen the fruits of their work if you have been on the 3rd floor recently!

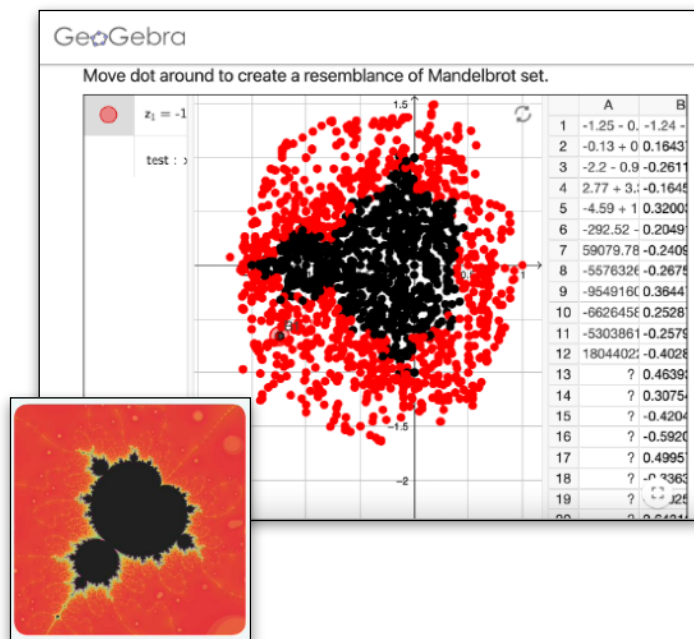


DP: Grade 11 Mathematics (Applications & Interpretation)



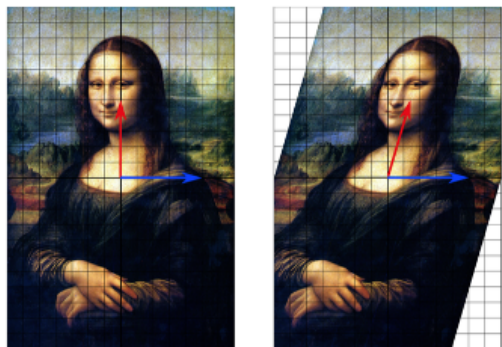
MASAE YAMANAKA

This trimester the grade 11 mathematics students have finished their study of functions and matrices and have immersed themselves in the topic of calculus. In addition to learning new content, the students have been developing their critical thinking and problem solving skills, by applying their knowledge to real-life situations. Recently, the students applied their knowledge of complex numbers to study iterative equations and the **Mandelbrot set**.

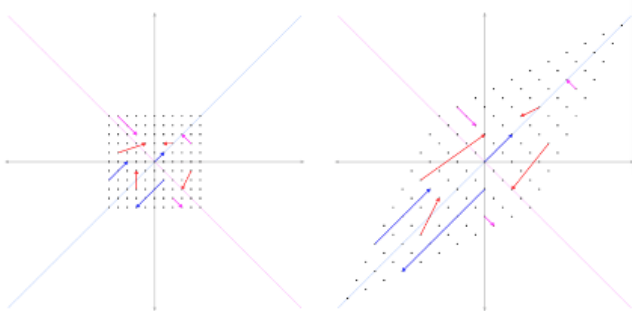


After studying matrices, the students also applied their knowledge of probability to model a real-world situation using **Markov chains**. Creating a transition matrix, the students were able to determine the long-term probability distribution using a variety of analytical methods. This process also introduced the students to the concepts of mathematical sophistication and rigor, which will prepare them well for their mathematical internal assessments (IAs) next year.

Introduction to Eigenvalues and Eigenvectors



In this shear mapping the red arrow changes direction, but the blue arrow does not. The blue arrow is an eigenvector of this shear mapping because it does not change direction, and since its length is unchanged, its eigenvalue is 1.

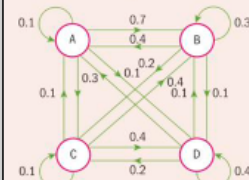


The transformation matrix $A = \begin{pmatrix} 2 & 1 \\ 1 & 2 \end{pmatrix}$ preserves the direction of pink vectors parallel to $x_{1=1} = \begin{pmatrix} 1 \\ -1 \end{pmatrix}$ and blue vectors parallel to $x_{2=3} = \begin{pmatrix} 1 \\ 1 \end{pmatrix}$. The red vectors are not parallel to either eigenvector, so their directions are changed by the transformation. The lengths of the pink vectors are unchanged after the transformation (due to their eigenvalue of 1), while blue vectors are three times the length of the original (due to their eigenvalue of 3).

Image Credits: Tony Green and Lucas V. Rothman

A phone company, MarComm, has four package options, A, B, C and D.

A customer is initially allocated to package A for a year. After this, every year, customers can either continue with their present option or change to one of the other options. The probabilities of each possible change are given in this transition state diagram:



How would MarComm be able to determine the probabilities on the diagram?



$$\pi = \lim_{n \rightarrow \infty} \begin{pmatrix} 0.1 & 0.4 & 0.1 & 0.3 \\ 0.7 & 0.3 & 0.4 & 0.1 \\ 0.1 & 0.2 & 0.1 & 0.2 \\ 0.1 & 0.1 & 0.4 & 0.4 \end{pmatrix}^n \vec{x}_0$$

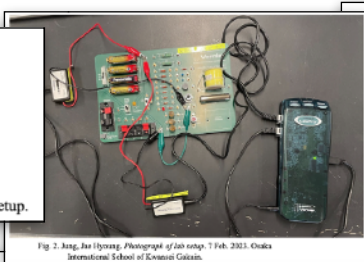
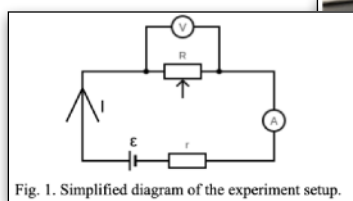
DP: Grade 11 Physics



JEREMY MARTIN

This trimester the Grade 11 Physics students have been working at developing their lab practical skills. Recently, the students have completed two experiments focused on Electricity and Circuits. The first experiment looked at the factors that affect the resistance of a conductor, while the second studied the internal resistance of a cell.

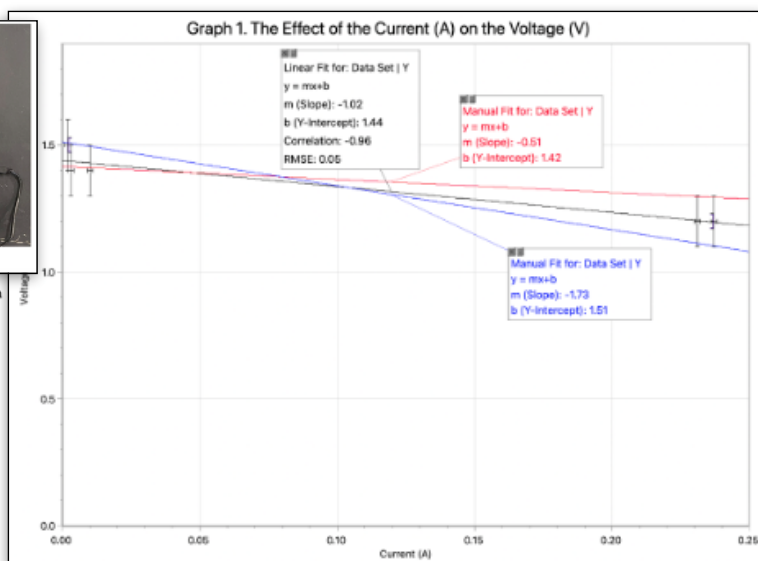
Throughout the year the students have made significant progress. They have developed the skills to efficiently analyze and present their findings, as well as evaluate their results. With continued practice, the students will be well prepared for their internal assessments (IAs) next year.



Data Processing

Table 2 below shows the processed data of this experiment, which were calculated using the values from the raw data in Table 1.

External Resistor Resistance	Current I / A $\Delta I = \pm 0.001$ A	Voltage V / V $\Delta V = \pm 0.1$ V
Minimum	0.237	1.2
Small	0.231	1.2
Median	0.010	1.4
Large	0.003	1.4
Maximum	0.002	1.5



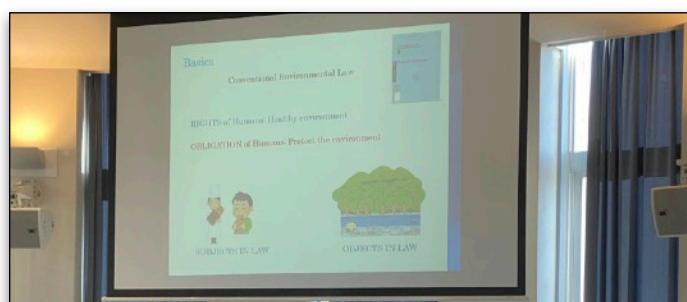
DP: Grade 11 Biology Guest Lecture



ANIL GHODAKE

On December 15th, 2022, grade 10 and grade 11 Biology students had an opportunity to attend a session conducted by Researcher and Professor Tiago Trentinella from SENAC-Jabaquara, a member of the Japan Association for Environmental Law and Policy.

Professor Tiago Trentinella is an author of scientific articles published nationally and internationally & co-author of the works *New Research Themes in Japanese Studies* and *Contemporary Environmental Themes*. He spoke passionately about environmental laws. He also outlined rights of human to have healthy environment and obligations of humans to protect the environment. He concluded by giving us important insights into the importance of conservation of environment.



DP: Grade 11 Biology



ANIL GHODAKE

Grade 11 IB DP Biology students had an opportunity to develop practical lab skills in experimental design. Each student has completed an individual investigation into factor affecting enzyme activity. Students calculated rate of enzyme activity by applying one of the independent variable like enzyme concentration, pH, temperature, or substrate concentration.

This scientific investigation has helped students to develop experimental techniques like exploring and designing, collecting, processing data, concluding, and evaluating. This investigation was assessed using following IB DP Biology internal assessment criteria:

- **Personal engagement:** this criterion assesses the extent to which the student engages with the exploration and makes it their own.
- **Exploration:** this criterion assesses the extent to which the student establishes the scientific context for the work, states a clear and focused research question and uses concepts and techniques. This criterion also assesses awareness of safety, environmental, and ethical considerations.
- **Analysis:** this criterion assesses the extent to which the student's report provides evidence that the student has selected, recorded, processed, and interpreted the data in ways that are relevant to the research question and can support a conclusion.
- **Evaluation:** this criterion assesses the extent to which the student's report provides evidence of evaluation of the investigation and the results with regard to the research question and the accepted scientific context.
- **Communication:** this criterion assesses whether the investigation is presented and reported in a way that supports effective communication of the focus, process and outcomes.



K-12: Approaches to Learning



STEPHEN FRATER

The second set of skills we will focus on in this edition of *The Educator* is communication skills.

As a reminder, last trimester's newsletter introduced a number of key skills that students need to develop to become lifelong learners and achieve long-term academic and career success. The concept of *Approaches to Learning* is fully integrated into the curriculum and teachers' lesson planning throughout the PYP, MYP, and DP, becoming increasingly important and prominent as students move up through the grades. The skills in demand include **oral** and **written communication skills**, **critical-thinking** and **problem-solving skills**, **professionalism** and **work ethic**, and **teamwork** and **collaboration skills**.

In the IB, particularly the DP where these skills need to be most highly developed, they are grouped or presented in the five clusters listed below, and in each edition of *The Educator* we will focus on one of these clusters.

Thinking skills	<ul style="list-style-type: none"> Critical thinking Creative thinking Transfer
Communication skills	<ul style="list-style-type: none"> Communication
Social skills	<ul style="list-style-type: none"> Collaboration
Self-management skills	<ul style="list-style-type: none"> Organisation Affective Reflection
Research skills	<ul style="list-style-type: none"> Information literacy Media literacy

Communication Skills

The University of Melbourne, in association with a number of global corporations that together employ hundreds of thousands of staff around the world, produced an influential document as part of their research into "Assessment and Teaching of 21st Century Skills" [1]. The document states that the most essential communication skills for high school students and young adults are:

- The ability to communicate, in written or oral form, and understand, or make others understand, various messages in a variety of situations and for different purposes.
- The ability to listen to, and understand, various spoken messages in a variety of communicative situations, and to speak concisely and clearly.
- The ability to read and understand different texts, adopting strategies appropriate to various reading purposes (reading for information, for study or for pleasure) and to various text types.
- The ability to write different types of texts for various purposes. To monitor the writing process (from drafting to proofreading).
- The ability to formulate one's arguments, in speaking or writing, in a convincing manner and take full account of other viewpoints, whether expressed in written or oral form.
- The skills needed to use aids (such as notes, schemes, maps) to produce, present or understand complex texts in written or oral form (speeches, conversations, instructions, interviews, debates).

Communication can use a variety of mediums; verbal, non-verbal (including written material), and visual (including flowcharts, diagrams, and illustrations).

"I know that **you think you understand** what you thought I said, but I'm not sure you realize that what you heard **is not what I meant**."

- Alan Greenspan

"The single biggest problem in communication is the illusion that it has taken place"

- George Bernard Shaw

continued on next page

K-12: Approaches to Learning (continued)

Communication Skills

The 7 Cs

The seven C's of communication is a list of principles that you should always strive to apply. They increase the chances that the person you're communicating with hears what you're trying to say, and understands the message you are trying to get across.

- 1) **Completeness:** When creating a message, it's important to give the recipient all of the information they need to follow your line of reasoning and to reach the same conclusions you have. This level of detail will be different in different situations, and you should adjust your communications accordingly. In addition, you should make things as easy as possible for the recipient. For example, if you want to support your point with evidence, add enough detail so that the recipient either does not need to do any further research of their own, or they can access the information you mentioned quickly using the information you provided.
- 2) **Conciseness:** It's often important to stick to the point and keep your messages short and simple. Don't use 10 words if you can use five. Don't repeat your messages. The more you say, the more risk there is of confusion. Avoid that risk by focusing solely on the key points you need to deliver.
- 3) **Coherence:** If your communications are not coherent they will not be effective. To help make sure your communications are coherent you should have a logical flow and your style, tone and language should be consistent throughout. In addition to making sure that each communication you issue is coherent within itself, you should also ensure consistency of message when delivering multiple communications.
- 4) **Clarity:** There are several stages to clarity;
 - a) Firstly, it's important to be clear about the purpose of the message you're delivering. The recipient should be made aware of why they are receiving the message and what you're trying to achieve by delivering it. If there are multiple goals, each should be laid out separately.

b) Secondly, it's essential that the content of the communication is itself clear. You should avoid jargon, use simple language, use simple structures and focus on the core points of your message.

- 5) **Courtesy:** You can increase the effectiveness of your communications by being polite and showing your audience that you respect them. Your messages should be friendly, professional, considerate, respectful, open and honest. To help ensure you are courteous, you should always use some empathy and consider your messages from the point of view of the audience.
- 6) **Concreteness:** When generating and shaping your communication you must ensure that you are specific and that the logic and messages that you're using fit together, build on each other and support each other. Your arguments should be based on solid facts and opinions from credible sources and you should share irrefutable data to support your argument. It may be important to help bring the solid nature of what you've created to life for your audience through examples that show the relevance of your messages for them as individuals.
- 7) **Correctness:** It's essential that both the factual information and the language and grammar you use are correct. If your audience spots errors in either, they will be distracted and your credibility will be greatly reduced. This will reduce the effectiveness of your communication.

We might add eighth C to this list; **confidence**. In order to convey your ideas clearly and persuasively, you often need to be assertive, rather than passive or aggressive in your tone and body language. Assertive means you believe your ideas are worthwhile and of equal value to anyone else's (rather than inferior or superior), therefore your verbal and non-verbal communication style will be confident, firm, respectful, and measured.

Some tips for assertive communication include using "I" (e.g. "I feel that..."), making steady eye contact (neither staring, nor looking down or away most of the time), avoiding sarcasm or outright criticism, and maintaining an even tone and volume in your voice (talking too loudly is aggressive, too quietly suggests that you are unsure of yourself).

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K-12: Approaches to Learning (continued)

Communication Skills

Effective Listening



The ability to listen is an integral element of strong communication skills. Too often people engaged in a conversation are simply waiting for their turn to speak, rather than hearing, interpreting, and striving to understand the other person's words.

There are three different modes of effective listening skills [2]:

- **Attentive** - focus on the speaker and work hard to ignore distractions (such as ambient noise or poor delivery skills). Be patient and let the speaker finish their thoughts without interruption. This is a difficult, but essential, skill to master in order to be considered a good listener
- **Responsive** - demonstrate to the speaker that you're listening and understanding what they're saying while encouraging them to continue talking, by using non-verbal and verbal responses:

Non-verbal responses

- Smiling, and other facial expressions to indicate attention, interest, and encouragement
- Affirmative nod of the head
- Appropriate eye contact
- Minimizing distractions (turning off cell phones, etc.)
- Taking notes
- Leaning slightly towards the speaker
- Avoid discouraging responses:
 - Looking away from the speaker for extended periods
 - Yawning
 - Looking at your watch

Verbal responses

- "Uh huh", "I see", "Yes", "Really?"
- Occasionally paraphrasing what you've heard (see **Active**, below)
- Occasionally asking for clarification (e.g., "What do you mean?" or "Could you explain what you mean by that?") or repetition (e.g., "Sorry, could you repeat that last point?")

- **Active** - this is probably the most important listening skill. It is active because it combines the skills of listening and responding without invalidating the speaker's comments, giving the speaker your personal opinion or advice, or taking over the conversation. You need to monitor the communication of a message for both content and feeling. You need to pay attention to what people say, how they say it, and why they're saying it. A person's emotions can be signalled by their tone of voice, vocal inflection, pacing, uneven breathing, hand gestures, posture, movement, and facial expression.

An active listener first seeks to understand a speaker's thoughts, feelings, and needs and then verifies the accuracy of that interpretation before proceeding. Whilst listening, you should periodically paraphrase the other person's points back to them to ensure your understanding is correct, prior to responding with your own information or ideas. When paraphrasing, be sure to use your own words rather than simply parroting back what the messenger said. You can begin paraphrase statements with:

- "So you feel that..."
- "It sounds like you..."
- "In other words..."

It is important to acknowledge both the content and the feelings behind the words, otherwise, you may miss critical information that is important to the speaker. There's no real order for restating what you've heard, often, it is simply what is most noticeable. For example:

- "As you said, the slides have covered all the main points, and yet you don't sound happy."
- "You seem to be saying that the presentation is ready, yet you look worried."

The speaker will then confirm, or correct, your understanding of the situation.

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K-12: Approaches to Learning (continued)

Communication Skills

Cross cultural understanding



Given the different backgrounds that your peers and audience comes from, it is very important to understand how culture influences communication, and how this can impact the success of your efforts to communicate ideas, present information, and persuade.

Cross-cultural communication refers to the communication between people who have differences in age, nationality, ethnicity, race, gender, sexual orientation, styles of working, etc. These disparities tend to generate variances in attitudes, values, norms, and beliefs. Cultural background therefore has a powerful influence on someone's style of communication, and his or her receptiveness to new ideas and information. Awareness of cross-cultural differences can help you to avoid misunderstandings and conflict, and can help to foster a sense of cooperation and trust.

There are a number of common sources of miscommunication due to cross-cultural differences that you should be aware of [3]:

- 1) **Assumption of similarities:** This refers to our tendency to think how we behave and act is the universally accepted rule of behavior. When someone differs, we have a negative view of them.
- 2) **Language differences:** Problems occur when there is an inability to understand what the other is saying because different languages are being spoken, but it is also easy to overlook the discrepancies that exist in the same language depending on context, country, or culture. Just because you are familiar with a word does not mean you have a clear understanding of the way it is being used by someone else.
- 3) **Nonverbal misinterpretation:** The way we dress, the way we express ourselves through our body language, eye contact and gestures also communicates something. A simple gesture like nodding the head is considered to be 'yes' in certain cultures and 'no' in others. Hand gestures have an equal tendency to have different meanings around the world; sometimes a harmless gesture in one country will be seen as highly offensive in another.
- 4) **Preconceptions and stereotypes:** Stereotyping involves putting people into pre-defined slots based on our image of how we think they are or should be. It may consist of a set of characteristics that we assume that all members of a group share, which may not always be accurate and can lead to incorrect expectations at best, and bias and discrimination at worst.
- 5) **Tendency to evaluate:** Humans tend to make sense of the behavior and communication of others by analyzing them from one's own cultural point of view without taking into consideration why the other person is behaving or communicating a certain way.
- 6) **High anxiety:** Sometimes being confronted with a different cultural perspective will create an anxious state in an individual who does not know how to act or behave and what is considered to be appropriate (a classic case is western business people meeting Japanese counterparts, unsure of when, how often, and how low to bow).

Using active listening skills (page 4) is one way to reduce these barriers to cross-cultural communication. This will ensure that you combine careful listening with observation of body language and tone of voice, and that you seek to clarify or confirm your interpretation and understanding of someone's message without assuming you are right. Similarly, just being aware that you may have preconceptions will ensure that you take steps to not prejudge a person or stereotype them. Acknowledging that you don't know everything and that cultural differences exist will make you be more open to different interpretations of meaning, and will result in you using contextual information for better understanding.

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K-12: Approaches to Learning (continued)

Communication Skills

Empathy and conflict resolution

Empathy is the ability to understand and share the feelings of another person. It's an important skill that most of us use in our daily lives as we navigate our personal and professional relationships, and is a critical piece of emotional intelligence. It is particularly important in team dynamics, and for people in leadership positions, where the success of projects or work depends on effective and smooth cooperation and collaboration. Unfortunately, real-world studies regularly find that few leaders exhibit strong empathy skills consistently.

The role of empathy in team and project success has lots of theories, but it essentially comes down to a simple fact; people are emotional creatures, and those emotions can sometimes be quite variable. Emotional intelligence helps you to understand the emotions that speakers/listeners/team members are experiencing, allows you to become a more effective communicator and problem solver, and also to build the rapport, trust, and relationships that fuel communication and team success.

There are three things you can begin doing immediately to become a more empathetic communicator, all of which build on or use communication skills already mentioned:

- 1) **Become a better listener:** Every conversation you have, whether with a peer or a teacher, is an opportunity to forge relationships, build rapport, and encourage the free flow of ideas. Use active listening skills (page 4) to improve your ability to understand another person's feelings. Observe their body language and tone of voice for clues that may change your interpretation or understanding of their message and meaning. In addition to making you a better communicator, practicing your active listening skills allows you to show other people that you value what they have to say, you value their opinions, and you value them.
- 2) **Treat people as individuals:** This comes back to some of the points mentioned under cultural communication. Recognising that no two people are the same, and that different people will express their feelings (or not) in different ways, and that they will react to situations differently, is essential to effective communication in group settings.

- 3) **See things from their point of view:** Sometimes it can be really difficult to get a clear picture of someone else's emotions. You may not have spent much time with them, or the other person may have learnt to hide or not express their feelings. Whatever the case, there are still steps that you can take to gain some valuable emotional insight into their mindset, if you want to communicate more clearly and effectively with them. One way to gain insight is to put yourself in their position, and ask yourself: How would you feel in a similar situation? What would you do? What would you want or expect to hear? What would you not want to hear? Use these insights to develop the ability to adjust your communication techniques based on an understanding of another person's feelings.

Disagreement and conflict is inevitable, due to personality types, stress, different perceptions of the situation, and different values and viewpoints. Knowing how to manage these situations is therefore essential to your success as a communicator, and also to reduce your own stress. Unfortunately, many people do not know how to deal with conflict, and therefore the problem is often unresolved, and may even get worse over time.

There are five strategies to help you resolve disagreements and conflicts ^[4]. Again, it's worth stressing that better communication skills to start with will lessen the risk of conflict arising in the first place.

- 1) **Be aware of your own biases:** You need to start with a strong sense of self-awareness, and acknowledge your own biases, trigger points, and preconceptions, otherwise it's difficult to rise above them to identify what the actual problem is. This also means being aware of how you react, both physically and emotionally, to situations involving conflict. According to the [National Institutes of Health](#), the most common responses to approaching conflict include:
 - a) **Avoidance:** When someone recognizes conflict in a situation and decides to disengage from the problem.
 - b) **Accommodation:** Also referred to as yielding, it occurs when a conflict is resolved, but an individual's needs aren't met. If an individual is consistently accommodating, they may develop a sustained feeling of resentment that will affect future communication and interactions.

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K-12: Approaches to Learning (continued)

Communication Skills

c) **Compromise:** When two parties of equal power agree to a resolution.

d) **Collaboration:** Working with others to find a solution in which everyone's needs are met.

Avoiding a conflict, for example, might be effective when the issue is minor, but it isn't prudent when a major disagreement arises. Each response has a place, but you need to understand your reactions in the context of which method is most effective.

- 2) **Actively listen:** When a disagreement arises, you need to resist the urge to simply re-state your position, and simply listen instead. You should be actively listening from a place of empathy, too. While you don't necessarily need to agree with the other person, you need to put yourself in their shoes and acknowledge that they have a different perspective than you.
- 3) **Practice empathy:** Showing empathy is key to establishing a trusting relationship, and creating an environment that will support compromise and collaboration.
- 4) **Focus on the issue:** During conflict resolution, never focus your words on the other person. Focus on the issue, not the other person's attitude or behaviour. You need to make it clear that the problem is a difference in perspective or understanding, and you are not criticizing or asking them to change their values and beliefs.

- 5) **Know when to involve some else:** You should make a conscious and thoughtful effort to resolve disagreements using your own skills first, however it is also important to recognise that sometimes you will need to involve someone higher up, either a teacher or, later on in your career, a manager or HR. There are decreasing returns to repeated efforts to resolve a conflict, and sometimes it is simply necessary to seek a third person to mediate. If you have done everything you can, then seeking help is not a failure, just simply the next step in effective conflict management.

Communication Skills

Bibliography and sources

- 1 Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M. and Rumble, M. (2010). Draft white paper 1: Defining 21st century skills. Available online also at: https://oei.org.ar/ibertic/evaluacion//sites/default/files/biblioteca/24_defining-21st-century-skills.pdf
- 2 <https://thinkedc.com>
- 3 <https://www.communicationtheory.org/cross-cultural-communication/>
- 4 Adapted from <https://www.northeastern.edu/graduate/blog/how-to-resolve-employee-manager-conflict/>

K-12: Understanding MYP Criterion-Based Assessment



STEPHEN FRATER

Normative assessment practices or student rankings are not part of MYP assessment. For each class your child is taking there are four specific assessment criteria (A-D), which are directly linked to the learning objectives in the subject. These vary by subject, and are set by the IB.

A summary of the criteria, and an example of the descriptors associated with each criterion, is below (download the file for the [full-size PDF](#)):

	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature (English, Japanese)	Analysing	Organising	Producing text	Using language
Language acquisition (Japanese)	Listening	Reading	Speaking	Writing
Integrated Humanities / Individuals & Societies	Knowing and understanding *	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts (Music and Visual Arts)	Investigating	Developing	Creating / performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Achievement level	Integrated Humanities / Individuals & Societies - MYP Year 1 & 2 (Grades 6 & 7) Criterion A: Descriptors
0	The student does not reach a standard identified by any of the descriptors below.
1-2 'limited'	The student: I. recognizes some vocabulary II. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4 'adequate'	The student: I. uses some terminology II. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.
5-6 'substantial'	The student: I. uses considerable relevant terminology, often accurately II. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8 'excellent'	The student: I. consistently uses relevant vocabulary accurately II. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.

MYP teachers use a wide range of assessment tools to evaluate students' performance and progress, including tests and examinations, open-ended problem-solving activities, investigations and research tasks, debates and presentations, hands-on experiments, analysis and reflection. **All summative in the MYP are graded by comparing a student's performance to the specific criteria to determine which description most closely matches his or her output.**

As in this example, there are usually five descriptors per criterion, and apart from the zero (0) assessment, each is correlated with two possible scores. Teachers use their judgment to determine if the performance or assignment is at the lower or higher boundary of the description, i.e. whether it is a 5 or 6, both of which are associated with the 'substantial' achievement descriptor. Once the teacher identifies the description that most closely matches the student's work, the relevant grades of 0-8 is awarded and entered into the class gradebook on ManageBac.

[This brief guide](#) illustrates how you can find out which criteria have been assessed in a given assignment, and over the course of the trimester, and also how to see the descriptor that matches the score awarded to a student for that assignment.

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K-12: Understanding MYP Criterion-Based Assessment (continued)

The end-of-trimester grade report shows your child's overall 'Achievement Level' in each of those four criteria; the number indicates the description that most closely matches your child's overall performance in that criterion. The maximum score for each criterion is 8; therefore, there is a maximum score of 32 points per course, which is the number you see in the 'Totals' row at the bottom of each class report.

From the Fall Trimester Grade Report card you will recall that:

- Not all four criteria are assessed every trimester - it depends on the units being studied that trimester. If a criterion has not been assessed so far this year then a brief comment from the teacher will let you know and N/A will appear in the assessment box for that criterion. If you would like to see which criteria are being assessed in each summative assignment, or how many times each criterion has been assessed, you can view each class your child is taking using

your parent account on ManageBac and see all of the assignment details, raw scores, and MYP grades achieved. See this brief guide for an example of how to do this.

- For each assessment throughout the trimester, and the overall trimester achievement level, the first number (e.g. 6 out of 8) should not be seen as a percentage of the second number, it simply corresponds with the description of the level they are performing at now – hence the concept of 'criteria-based assessment'. In that sense, the descriptor is therefore a more useful indicator of your child's performance than the numbers.
- The description of the achievement level is provided by the IB, it is not a personal comment written by the teacher.

See [the MYP tab on the OIS Update website](#) for even more information on MYP Criteria and assessments.

As you can see, the Criterion A descriptions here on the report comes directly from the IB's descriptors for Criterion A for Individuals & Societies on the previous page

Individuals and Societies: Individuals & Societies (Humanities) 7		Kendal Pyke	
MYP Assessment Criteria		Achievement Level	Maximum
A: Knowing and understanding			
Student A			
i. uses considerable and relevant terminology accurately		6	8
ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.			
B: Investigating			
Student A			
i. formulates/chooses a clear and focused research question and explains its relevance		7	8
ii. formulates and effectively follows a consistent action plan to investigate a research question			
iii. uses methods to collect and record appropriate and varied relevant information			
iv. with guidance, provides a detailed evaluation of the research process and results.			
C: Communicating			
Student A			
i. communicates information and ideas in a way that is completely appropriate to the audience and purpose		7	8
ii. structures information and ideas completely according to the task instructions			
iii. creates a complete reference list and always cites sources.			
D: Thinking critically			
Student A			
i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories		6	8
ii. summarizes information in order to make usually valid arguments			
iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations			
iv. clearly recognizes different perspectives and describes most of their implications.			
Totals:		26	32

Student Life: Spring Camps



STEPHANIE ALCANTARA

We were very excited to have been able to offer spring camps close to their original form this March. The week before Spring break in 2020 was when SOIS decided to go online with the outbreak of COVID-19. Since then, spring camps in their original form were put on hold and alternative camps at a smaller and more local scale took their place. The last time students were able to experience full camps was in March 2019.

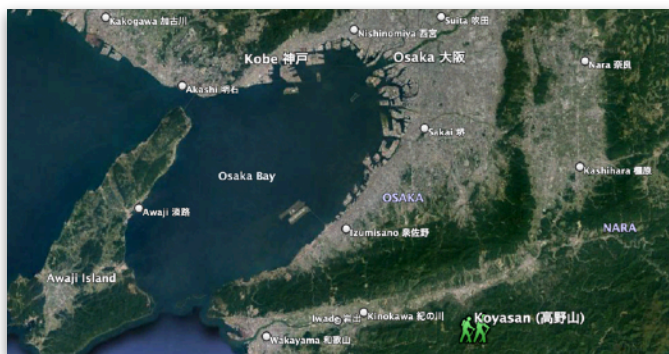
Grade 6

This year, Grade 6's camp (along with some students from Grades 7, 8 and 9) involved hiking to Katsuoji temple and spending a night at school looking at food through various global contexts. The camp was organized and facilitated by OIS teachers Kurt Mecklem, Emily Yamanaka and Stephanie Alcantara, with the assistance of OIS 11 students Ayami Nozaki, Nao Noguchi and OIS 10 student Zihe (Chris) Li. At the end of April, we hope to be able to return to KG University's Sengari camping grounds to perform the team-building activities we used to run as part of their original camp.



Grades 7 & 8

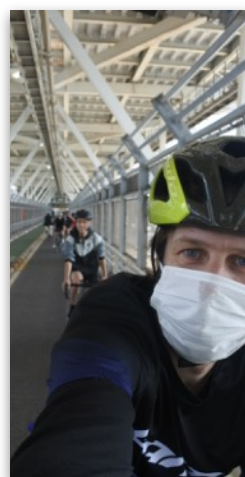
Students from Grades 7 and 8 traveled to Koya-san for a camp that focused on hiking, orienteering, team-building and camping skills. They were in Grades 3 and 4 when camps were last held in their original form. The camp was facilitated by Canyons, an outdoor education group and chaperoned by OIS teachers Jennifer Drew, James Pham, Dana Berglund, Chee Lee and Yuko Yukawa.



Student Life: Spring Camps (continued)

Grades 9 & 10

Grades 9 and 10 had the option of choosing between the cycling camp and the snow-based camp. Grade 10 students were the last MYP class to experience camps in their original form when they were in Grade 6. The cycling camp is a challenging route along the Shimanami Kaido, which takes students to Shikoku. They were accompanied by OIS teachers Kevin Bertman, Kelly Deklinski and Mike McGill. Students in the snow-based camp traveled to Nagano for a camp that included team-building activities along with snow-based orienteering and survival skills. This was organized by the outdoor education group, NorthStar and chaperoned by OIS teachers Dave Algie, Tara Cheney and Rie Matsuda. We hope to continue our partnership with both Canyons and NorthStar in order to offer more options in the future.



Spring camps are considered school days because they are an important component of the educational experience at OIS. Along with service learning, outdoor education helps students develop, practice or master skills that are otherwise not possible inside the classroom. This includes skills such as learning to engage with and navigate the natural environment, working together to accomplish authentic goals and persevering through challenges in the moment.

Many thanks to the parents for supporting camps and to the teachers and office staff who worked behind the scenes to ensure that logistics ran smoothly. We hope the students came back with important lessons and great memories. We look forward to more camps and grade trips in the future.

Elementary School: Creativity Day



STEPHANIE ALCANTARA

As an IB school that offers all three programmes, our schoolwide learner outcomes are very closely-linked to the IB Learner Profile. However, there is one schoolwide learner outcome that is unique to OIS and features prominently in our mission—*creative*. By definition, creativity is the ability to use imagination and inventiveness in order to create things. This is not limited to the visual or performing arts; creativity can be exercised in many contexts, including the sciences, sports and play.

Although creativity is exercised regularly in the PYP classroom, the goal of Creativity Day is to give students more opportunities to do this while interacting with other students and teachers. As part of our ongoing efforts to return to a sense of normalcy, students were able to rotate in mixed grade-level groups and parents were invited on campus, many of whom provided valuable support as chaperones and activity organizers.

This year, students participated in activities such as art creation, balloon car races, puzzle games baking, snag golf, and of course, music and art. The day would not have been possible without the support of teacher organizers, the OIS PTA and all our parent volunteers. We hope that everyone enjoyed spending time together on campus.



Elementary School: Winter After-School Activity



CAROLINE MECKLEM

Rhythmic Mindfulness Bal-a-Vis-X

Eight students and two teachers from Grades 3-5 decided to challenge themselves to a completely new activity last winter. We met after

school on Thursdays and the students improved significantly over those five weeks. Racquetball balls were used as they have the nicest bounce for this activity. We needed to use a room that had a big area that was not carpeted so we used the Kindergarten classroom. You can do the exercises individually, with a partner, with three people or a whole group.

I hope you can enjoy Bal-A-Vis-X exercises at home. For more in-depth information, please go to [Bal-A-Vis-X](#).

Bal-A-Vis-X stands for:

- **B**alance—Stand or sit in a balanced position.
- **A**uditory—Hear the rhythm of the ball hitting the ground and your hand.
- **V**ision—Look at the ball and where it hits the floor.
- **E**Xercise—Feel your body's movement as you bounce the ball.



DP: Grade 11 Service Trip to Cebu



Grade 11 Homeroom
Advisor & CAS Coordinator:
DAVID MYERS

It has been four years since we have been able to visit the communities we support through our Grade 11 service efforts. Nonetheless, the teachers on Caohagan island remembered us. They were able to thank us in person for our most recent help after a devastating typhoon destroyed many of the homes and most of their transportation to and from the mainland. They thanked us for the newest school building we funded and started constructing in our 2019 visit as it was this building that served as the primary shelter for those who had lost everything.



Seeing us return, they thanked us for the ongoing commitment to return there every year. They have also been without visitors during their covid and Typhoon recovery. Since I have become the CAS coordinator, we have focused on helping Caohagan Island children, and the Umapad Dumpsite community. Seven years back the Umapad community lived within a dumpsite putting together a living through scavenging. Where they live now is better, but their situation is not much different.

Caohagan is similar in some ways. The community are squatters on the land making a living through tourism and fishing. This island, among so many, is important because of its school. Children cannot afford to go to the mainland, and the Yellow Boat of Hope Foundation provides access to education.

This ongoing, reliable relationship is beneficial to both our students, and those we visit. As exhausting as the work and the trip was, it was good to see them again and be able to help directly.

Our students are still dedicated to raising funds for both communities. At Umapad we are creating a basketball court for the children. After a long, tiring day in the sun, we poured half of the concrete slab. Cebu International School is another supporter of the community, and they will continue the effort. We selected this particular task as the Umapad desperately needs recreation like this as, like many impoverished areas, the youth are prone to unhealthy lifestyles, and dangerous activities. Anything that can help keep them together and close is worth the effort and the funds.

On this first service day, all of us got together and played with the children in the community and took turns mixing concrete and pouring the slab. This day is always the hardest and the longest but we are all very impressed with how much we got done.



In Caohagan, we took turns again playing with the children, and breaking bread in the form of cooking Japanese curry for 150 of the children. A lot of new skills were developed. Many of our students never built a fire, or cooked for so many over one with enormous pots.

DP: Grade 11 Service Trip to Cebu (continued)

The children were delighted to receive the food, eat with us, and play games. An entire school day is set aside for our visit.

You can make a long list of the things our students learned on this trip. They explored work they did not believe they were capable of, handled new and uncomfortable situations, saw a world completely alien to their own in both culture and socioeconomic status, and, of course, developed empathy.

But there is one last, most important reason why we take our students there. We discussed on the trip why communities like this exist. What must arise to allow people to live in these conditions. The students understand what is involved, as they learn about it in the

classroom through MYP and in the DP program. They can give you answers related to history, economics, business, business.etc. But, in the end, I am pleased that they realize how some of these communities could be saved. Some of these lives can be changed for the better with a stroke of a pen. As high school students, we raise money, sell cookies, and muffins, and make a plea to parents and the PTA to raise money that will make a real difference in their lives. But more so, someday our students will go to great universities, become industrial leaders, managers, presidents, vice presidents, and politicians. I want them to think back to what they saw on this trip when they realize that they are now holding that pen.



SOIS: Music Department Performances



The Music Department puts the *Two Schools Together* philosophy into practice with many opportunities for SOIS students to share in the process of creating art and performing together. Thankfully, this year has finally permitted us to hold live performances in their full capacity, allowing us to share the results of this labor of love with our community.

In December, the Primary Years Programme Music Concert was held on campus, and the HS Chorus, String Ensemble, and Wind Ensemble held their winter performance at Minoo Maple Hall. The MS Chorus, Beginning Band, Beginning Strings, MS Intermediate Strings, MS Performance Strings, MS Band, Concert Band, Concert Strings, and SIS Jazz groups performed in February and March in the SOIS theatre. Photos and videos from these concerts can be found via these links:

** viewers need a SOISmail account to access the photos*

Maple Hall Concert

(December 2022)

- String Ensemble
- Wind Ensemble
- HS Choir

[video link](#) | [photos](#)*

SOIS Winter Concert

(1 March 2023)

- Beginning Strings
- Beginning Band
- MS Band

[video link](#)

SOIS Winter Concert

(28 February 2023)

- Intermediate Strings
- Performance Strings
- MS Chorus

[video link](#)

SOIS Winter Concert

(2 March 2023)

- SIS Jazz Band
- Concert Band
- Concert Strings

[video link](#)

Notes from the SOIS Library



DANA BERGLUND

The SOIS Library is a busy and active place, staffed by two full time Teacher-Librarians, and four assistant librarians who are all ready to help. We are here to help your children learn, grow, find information, enjoy reading, and connect with other learners. PYP students visit the library every week and may be learning about authors, genres, extensions to their Units of Inquiry, technology, or digital citizenship. They are learning to find the right books for themselves each week; we give them time to develop the skills to evaluate what a “just right” book really means for each individual.

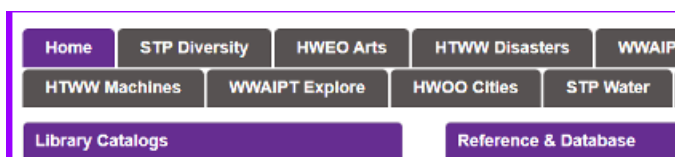
MYP and DP students come into the library on their own or with classes to look for books or have support in their research and academic pursuits. They may also spend Flex time or unscheduled periods in the library.

The [SOIS Library website](#) (entitled Sabaria, which is an amalgam of Sabers and Library) has pages for every learner. Rotating links to the catalogues for books in English (*Destiny*), Japanese (*LibraryOne*), or digital books (*Wheeler*) can be found on the left hand side. Tabs can be clicked to go to SIS-specific resources, or elementary or secondary resources. The tabs and circular graphics are shown below.

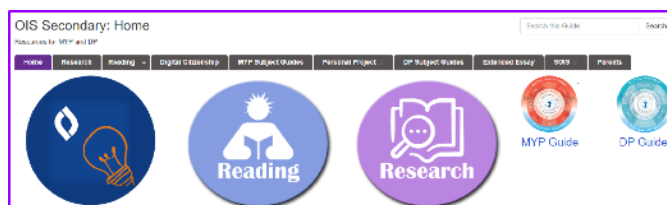


PYP students have many options for online resources and curriculum support on the main OIS Elementary page. They can also click on their specific grade level to find links that support each Unit of Inquiry.

This image shows the tabs for Grades 3-4, for example.



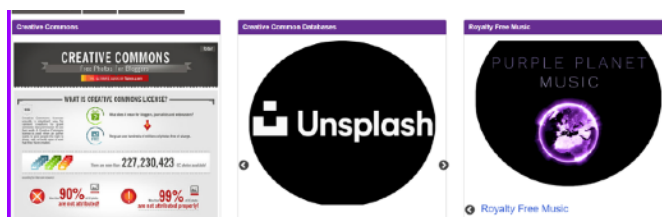
The Secondary page has similar tabs for MYP or DP Subject Guides (instead of the PYP Units of Inquiry) that may include specific online content from particular teachers. There are also tabs dedicated to the Personal Project and the Extended Essay.



Within these pages, students have access to a number of databases and sources for information. Logging into their SOIS account while browsing the library pages will help students see any usernames or passwords they may need for accessing databases. Starting in Grade 5, students are introduced to the Gale databases. They contain articles from newspapers, magazines and encyclopedias. On the Research pages, there are also links to several encyclopedias that we subscribe to.



Britannica Image Quest is a great place to search for images that are safe and ethical to use, without worrying about copyright infringement or strange results that may come up in a general search! There's also a whole tab dedicated to searching for images and music. Clicking from the library webpage helps them start out from our subscription.



If students are working on citing their sources, or creating a bibliography, there is a tab for that, too! The Elementary page has a tab for Academic Integrity, with resources to help them learn about plagiarism and ways to be principled in their work. The Secondary page has a tab called “Citation and MLA Resources” to support their principled research as well.



While we welcome students into the library to inquire and learn, we also hope that the library website is just as welcoming! It should be a place where students and families can turn for support and resources to help through all stages of their IB journey.

Kwansei Gakuin News

On March 17 and 20, Kwansei Gakuin University held its 2022 fall semester graduation ceremony at the Nishinomiya-Uegahara Campus General Gymnasium, awarding diplomas to 5,109 students from 11 faculties. For the first time in four years, families were also able to attend the ceremony to share in the celebrations.



In his address, President Osamu Murata noted that, "today's young and mature adults have a strong interest in social issues such as the environment, social justice, and the prevention of corruption, and that the world's values are shifting from the pursuit of self-interest to participation in social contribution."

Kwansei Gakuin University has launched a new alumni platform and project under the banner "Proceed with Blue". This project utilizes SNS to collect messages, photos, and videos from alumni, faculty, and staff. Contributions collected with the hashtag "#KGGRAD" will be posted on a special website, which can be accessed [here](#)



青いまま進め、 #KGGRAD 関西学院大学 KWANSEI GAKUIN UNIVERSITY

The 168th Akutagawa Ryunosuke Prize, sponsored by the Japan Society for the Promotion of Literature, selected Iko Idogawa's *この世の喜びよ* (*The Joy of This World*) as their 2022 winner. Ms. Idogawa is a 2010 graduate of the University's Faculty of Social Sciences.

The Akutagawa Prize is a Japanese literary award presented biannually. Because of its prestige and the considerable attention the winner receives from the media, it is, along with the Naoki Prize, one of Japan's most sought after literary prizes.



School Calendar

April

- 6.....IB DP Art Exhibition opens
- 7-8.....HS Girls Softball @Canadian Academy
- 12.....OIS PTA morning meeting 9:00am @3F Conference Room
- 12-15.....AISA HS Boys Soccer @Seoul International School
AISA HS Girls Soccer @Kaohsiung American School
AISA Badminton @Yokohama International School
- 14-15.....HS Girls Softball @Nagoya International School
- 17.....SOIS Club & Service Fair
- 17-21.....Earth Week
- 24.....OIS G12 Study Leave begins
- 25.....Spring Music recital from 4pm *(to be confirmed)*
- 28.....ES Olympics
- 28-29.....WJAA MS Boys Volleyball @SOIS
WJAA MS Girls Softball @Canadian Academy
- 28-19 May.....IB DP Final Exams



May

- 1.....SOIS MS/HS Class Visitation Day
- 3-5.....Golden Week - no school (except IB DP exams)
- 6.....SAT Test @SOIS
- 10.....OIS PTA morning meeting 9:00am *(location to be confirmed)*
- 12-13.....WJAA HS Boys Baseball @Nagoya International School
WJAA HS Girls Softball @Marist Brothers International School
- 19.....ES Spring Concert
- 27.....SOIS School Festival
- 29.....OIS G5 MS Music courses explanation
- 30.....SOIS HS Athletic Awards from 4:00pm

June

- 2.....OIS ES Student Led Conferences - no ES classes
- 3.....OIS HS Graduation Ceremony
SAT Test @SOIS
- 5.....SOIS MS Student Council Election
- 6.....HS Spring Concert @Maple Hall from 6:30pm
- 7.....OIS PTA morning meeting 9:00am @3F Conference Room
- 7-9.....OIS G11 exams
- 13-14.....Spring Music Concerts @SOIS theatre from 4:00pm
- 15.....OIS PYP Exhibition Opening Ceremony
- 16.....OIS College Workshop for G11 parents from 11:00am (on campus)
OIS G11 Theory of Knowledge Exhibition
- 21.....OIS College Workshop for G11 parents from 5:00pm (online)
- 21-23.....Kansai HS Model United Nations
- 22.....OIS PTA Farewell Party
- 23.....IB DP G11 Extended Essay cafe
OIS ES Leavers Assembly
- 28.....OIS ES End-of-School Year
- 30.....MS/HS End-of-School Year - half day of school only

Important Numbers

Kurt Mecklem	Head of School	072-727-5050	kmecklem@soismail.jp
Stephen Frater	K-12 Principal for Student Learning Point of contact for MS/HS	072-727-5092	sfrater@soismail.jp
Stephanie Alcantara	K-12 Principal for Student Life Point of contact for ES	072-727-5092	salcantara@soismail.jp
Steve Lewis	Business Manager	072-727-5090	slewis@soismail.jp
Mike McGill	Admissions Director	072-727-5070	mmcgill@soismail.jp
Andrew Brown	IB DP coordinator	072-727-5080	abrown@soismail.jp
Kelly Deklinski	IB MYP coordinator	072-727-5080	kdeklinski@soismail.jp
Trevor Jones	IB PYP coordinator	072-727-5080	tjones@soismail.jp
Margot Goto	College Counselor	072-727-5290	mgoto@soismail.jp
Toshifumi Mitsunashi	Activities Director	072-727-2137	tmitsunashi@soismail.jp
Natsuko Inoue	School Nurse	072-727-5050	ninoue@soismail.jp
—	Student Attendance	072-727-2305	studentinfo@soismail.jp

Important Links

Student-Parent Handbook

Includes lots of links to other forms and school websites



ManageBac

For curriculum informations (units), assignment grades and comments, and end-of-trimester report cards



OIS Parent Portal

Weekly updates and information about recent or upcoming events



Student Information Center

Attendance, lost property, etc.



Osaka International School of Kwansei Gakuin

4-4-16 Onoharanishi
Minoh-shi, Osaka-fu
562-0032

<https://www.senri.ed.jp/osaka-international-school>

