

R THE NOBLESSE Report



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welcome back parents & students

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UNIVERSITY
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Message

From The Headmaster



Dear Parents,

Welcome to the 2017-2018 School year. It is with high expectations that we started this new school year. When you walk through our doors, I am sure you have observed that Noblesse International School (NIS) is dedicated to inspiring a passion for learning and encouraging emotional and intellectual vitality. We will continue to empower our students with the confidence and courage to contribute to the global community and supplying them with the tools necessary to achieve their dreams. In our classrooms and as a learning community, we will continue to pursue that balance that provides a strong academic preparation with opportunities for students to achieve their learning goals.

NIS understands that students are individuals who learn in varied ways, develop at different paces, and bring a wide variety of talents and interests to the classroom. At NIS we foster the relationship between students and their teachers by maintaining a constant stream of information between them in person and on paper. The concept of the "Whole Child" is fully understood by our faculty and is the basis of our curriculum and professional development. Our faculty and staff are devoted to assisting each child grow, intellectually, socially, physically, emotionally and civically.

We believe that education should be global in its scope and broad base in its implementation. With the diversity in the world we live, we believe that we should execute lessons that are not just appropriate but that instill in our students with an excitement towards learning.

NIS school day begins at 7:50 am. Please have your children to school before that time. When students arrive late it affects the classroom as a whole and your child misses very important instructions.

It is our aim to offer the highest quality education within our learning community. In addition to our curriculum, we hold each of our students accountable for their education and have for them the highest expectations.

If you have not already met your child's teachers, I encourage to you to visit the school and visit with each of them.

In closing, thank you for your dedication and support of the Noblesse International School. Together, both parents and school staff we are creating a learning committee that support each child to reach their full potentials.

Truly,

Mr. Dwayne Lehman, Head Master

UNIVERSITY FAIR 2017

By Arvin Daquiz
HR Manager/Marketing
Coordinator

Noblesse International School in partnership with AUG Student Services, Philippines, is pleased to invite you to the first overseas university fair held in Angeles City on September 8, 2017, Friday from 2 to 6 PM at our school's gymnasium.

This landmark event will provide you with the opportunity to learn more about the different pathways and programs available leading to entrance at prestigious institutions of tertiary education around the globe.

Whether you have a student in your Grade 9, 10, 11 or 12, or even a 1st year college student, this university fair will further enhance your ability to make educated decisions related to your students' future and university options.

You will be able to meet and greet university representatives from various institutions from Australia, Malaysia, Singapore, the United Kingdom, and the United States to inquire on entry requirements, academic programs, fees, accommodations, scholarships and even student part-time jobs.

We count on your presence and thank you in advance for your participation.

Please note that this is all for FREE!

REGISTER AND JOIN NOW:

<https://gopampanga.eventbrite.com>

FREE Admission | FREE Consultation | FREE Processing | FREE Services

Bring your Transcript of Records and Passport for free entry-to-school assessment on the same day and your application fees will be waived.

JUMPSTART YOUR FUTURE EDUCATION

Study in Australia, UK, USA, Malaysia & Singapore

September 8, 2017, Friday

2:00 PM to 6:00 PM

Noblesse International School
Fil-Am Friendship Hwy, Angeles, Pampanga

In partnership with:

Brought to you by:

AUG
STUDENT SERVICES



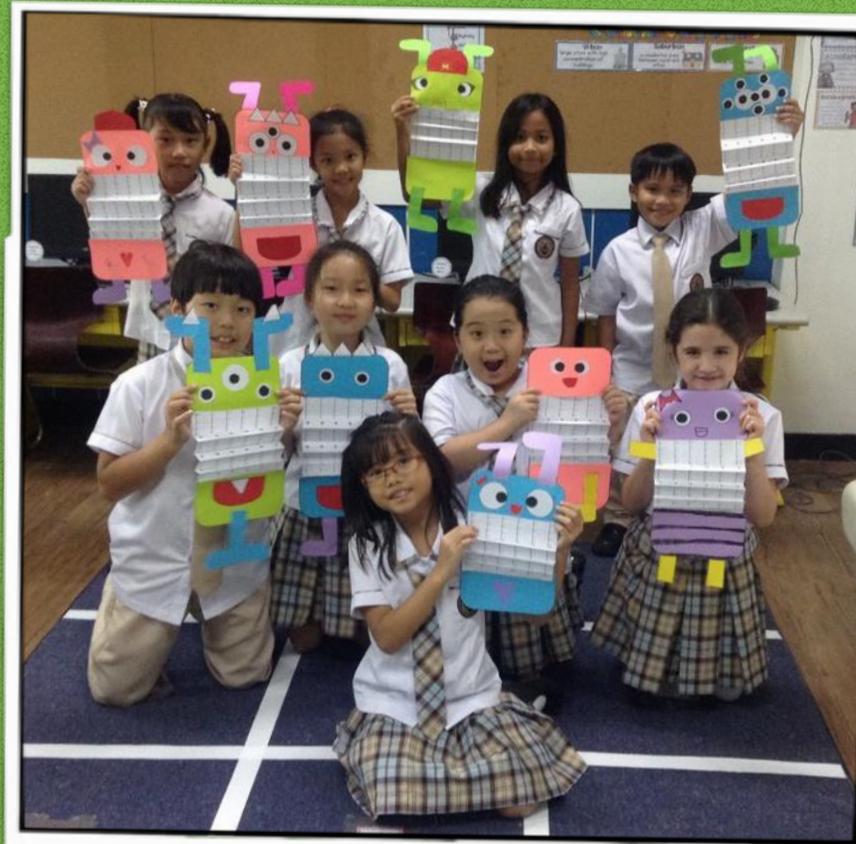
**NOBLESSE
INTERNATIONAL SCHOOL**
Global Education, Global Citizens

WE'RE BRAGGING

By Holly Kinder
Grade 3 Teacher

Third grade is a fun year, if we do say so ourselves. We wrote magazines and made snapshots of our summer vacations. We practiced place value with some crazy, expanding monsters. We learned how to use our senses to make detailed observations about melting chocolate pretzels in science, and we learned how to brag in social studies. Brag? That's right, brag. At the end of every week we have our Brag Tag mini-awards' assembly. These brag tags are given for everything from holidays like the first day of school and birthdays to being amazing readers and mathematicians, and most importantly for having good character.

Brag tags celebrate each student's personal successes, and are awarded based on characteristics we show during the week. For our first Brag Tag Assembly we received brag tags for being Marvelous Mathematicians, Remarkable Readers, Centers Role Models, and for displaying Perseverance in coming to school even when we're sick. All that, and it was only the first week of school! Please come on by our room to check out our growing bundles of brag tags as we accept challenges, become spectacular scientists, and develop our characters. We're bragging - brag tagging.

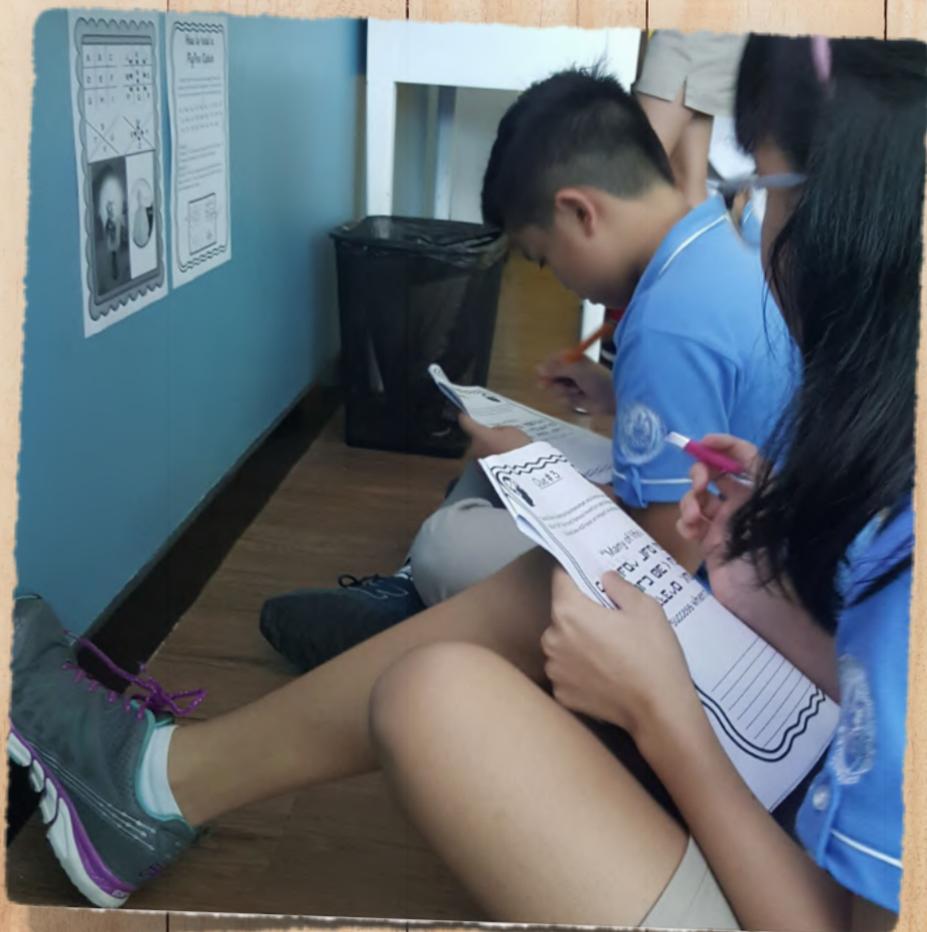
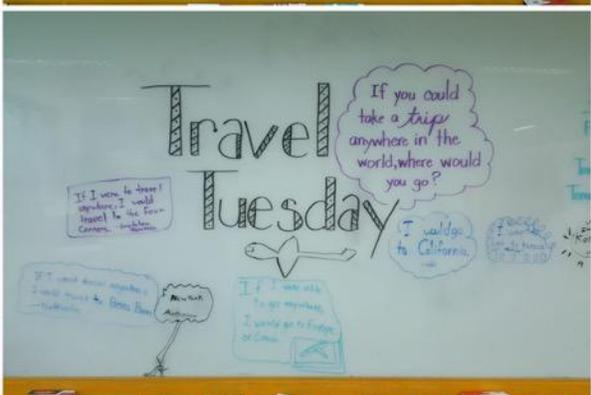


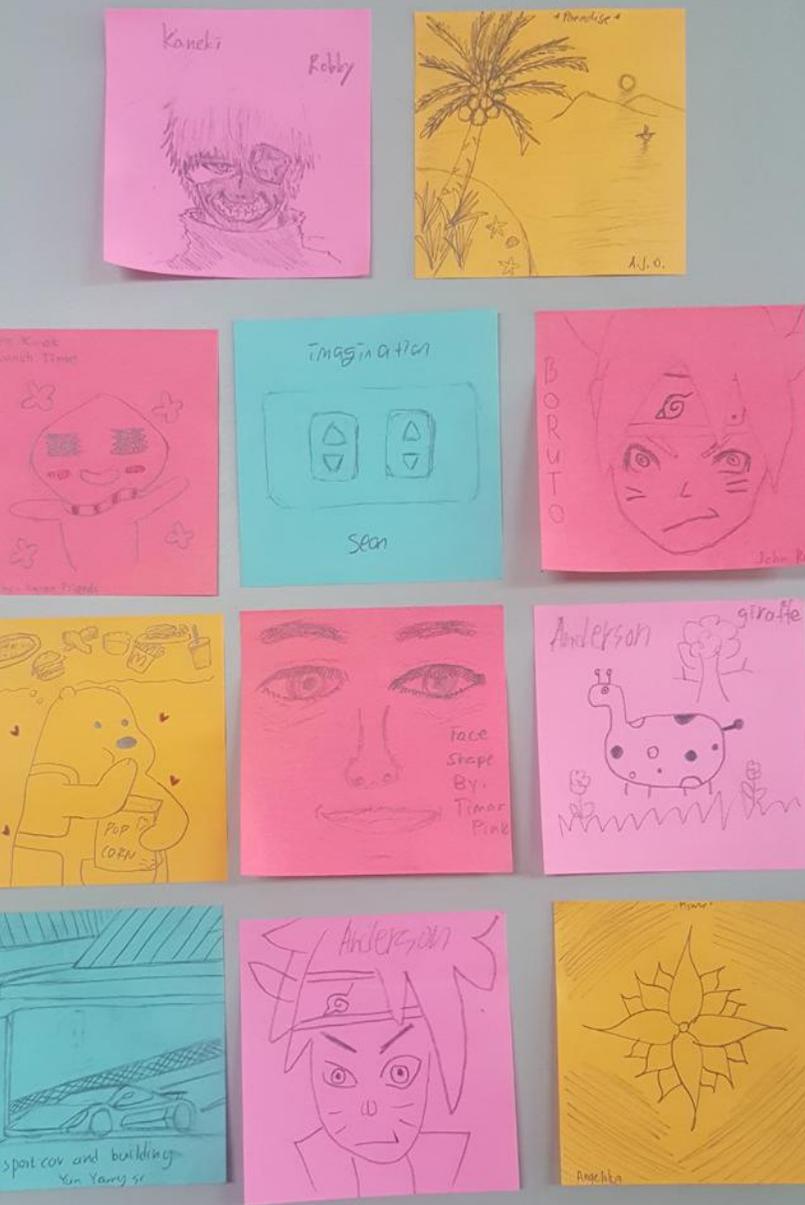
Ms. Muna's Class

By Regina Muna
Grade 5 Teacher

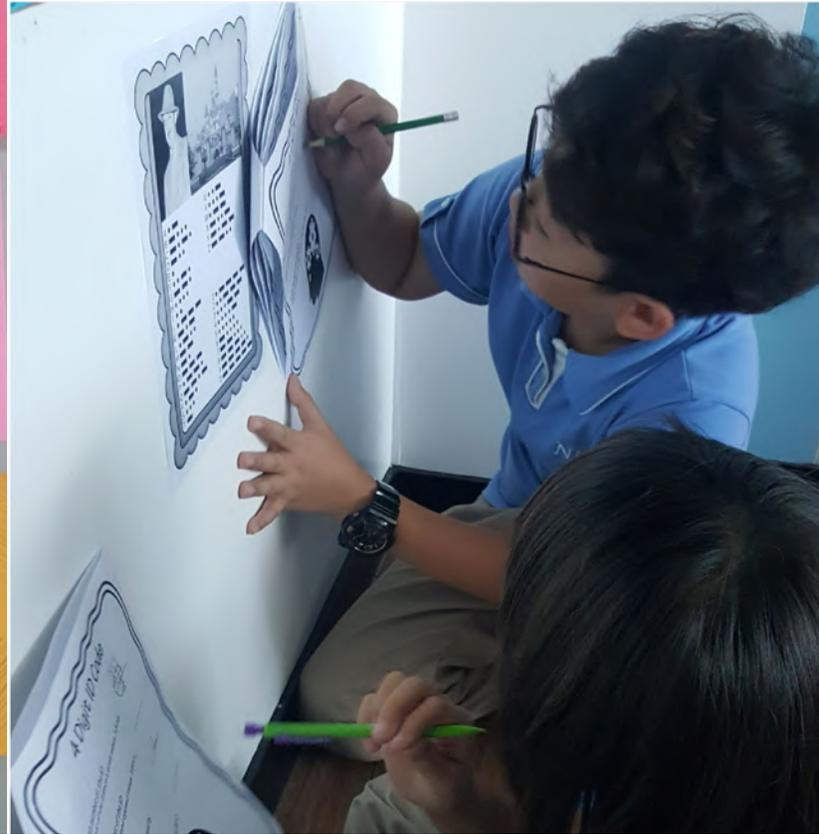
You can say that I am both an old and new face to Noblesse. I began teaching at NIS in 2009 to students that are currently in the graduating class this year. Last year, I began to pursue my Master's Degree in Learning and Technology, and to be on the other side of the teacher's desk as a parent to my daughter Nima. I am wearing many hats this year teaching Grade 5 language arts and science, Grade 6 Pre-Algebra, and Grade 11 IB Visual Arts.

Despite the differences in ages and subjects, I see a common thread with all students which is their interests play a large part in their motivations to participate in just about anything. Because of this belief, my classes do not look the same if you were to just peek your head through my doorway and observe what the students are engaged in at the time, but what you will see are activities that reflect the interests that those students hold. Another observation of my classes are that students are usually engaged in a different number of activities all at the same time.





My students are asked to collaborate both in person and digitally, to find the root of their thinking and be able to explain where their thoughts on any subject come from, and participate in project-based lessons that ask them to solve situations commonly found in real life. I hope to create a learning environment where students are inspired by their interests and begin to be proactive in their learning, but of course the most important part is having fun. I am so glad to see some old faces and some new ones as well. I have a feeling this is going to be a great year.



Mr. Ryan's Class

By Ryan Dloski
High School Teacher

Though I taught two middle school classes last year, I am a new teacher to the high school this year. As the IB Social and Cultural Anthropology teacher, the fascinating and often misunderstood concept of culture is a recurring theme in all of my classes. Of course all students are also learning (or sharpening their skills) how to write authentic academic essays.

IB Anthropology grade 12 & 11 students are investigating the ethics, concepts and theories of anthropologists while also engaging in anthropological fieldwork to experience participant observation for themselves. Meanwhile, English Language Arts (ELA) students in grade 10 are studying culture and identity, social problems, and social movements for peace and justice. ELA grade 8 are analyzing what it means to be human through critical readings on Artificial Intelligence, friendship and belonging. Additionally, ELA grade 6 students are examining immortality, survival and the critical rite of passage to becoming an adult.



Art is for Everyone

By Chalsea Saloria
Art Teacher

“Every child is an artist. The problem is how to remain an artist once we grow up.” This is my favorite quote from Pablo Picasso, which I do also believe as an artist and an art teacher. My aim for this school year is to make the students realize that art is for them and so it’s for everyone.

I started learning art when I was in Middle School and honestly, I thought I didn’t have talent at all when it comes to art. I used to draw a girl with the same hairstyle and her hands hidden behind her back. I knew that if I would show her hands in my drawing they would turn out to be like deformed sausages. I lacked confidence in myself. But of course, that didn’t last forever. As I continued trying hard, I was able to prove myself that I am an artist. I’ve seen similar stories with my classmates in art school. It was then that I knew that Picasso was right. Art is truly for everyone.

On the first week of school, as an introduction, I asked my students from middle school to high school to draw something that represents them. It could be a bag, a watch, a shoe, or anything. My purpose was simply to understand and teach them and also to see their drawing style. From that activity, I was able to set an appropriate standard for their level and I was able to get to know them more. Many of them really did an excellent job. However, some of them ask for some references so they could copy. Of course, my answer was “NO”. I had to push them to imagine and use their mind for a creative purpose. I knew they could do it.

For this school year, my goal for high school students is to prepare them for IB Art. Ms. Cyndi Quinones and I are working collaboratively so when the students reach grade 11 and 12, it won’t be so hard for them to succeed in IB Art. For the first quarter, I am looking forward for my students to master and use the



Elements and Principles of Design through engaging them in some interactive activities, art critiquing and production of artwork. For middle school students, the objective is to make them understand what art is. I want them to realize the value of art and how far art



can influence the mind of the people and the artist himself/herself. We could possibly achieve that goal by doing some interactive activities and creating artwork. I look forward to an excellent and challenging year!

The International Baccalaureate Diploma

By Ben Parsons
IB Literature Teacher/IBDP Coordinator



Welcome, everybody, to the International Baccalaureate Diploma Programme at NIS! The IB Diploma is the most recognised, and widely considered as the most prestigious, K-12 qualification in the world. Its graduates are actively sought by universities worldwide.

The 2016/2017 school year was a very successful year for the IB department at NIS; the school produced its first ever IB graduates, Reichelle Daraoy and Shiwoo Lee, as well as outstanding subject results for all. The average subject score for our IB students was 5.25 out of a possible 7, well above the global average of 4.5. Well done to our students!!!!

The subjects

At Noblesse International School, we offer close to 20 subjects across 6 subject areas, as well as a range of online offerings. In Group 1: Studies in Language and Literature, we have historically been running English and Korean, however due to increased growth, we have now also opened up Filipino and Mandarin.

In Group 2: Language Acquisition, we offer English, Mandarin, Spanish and German as second languages. In Group 3: The Humanities, we offer History, as well as a new subject, Social and Cultural Anthropology. We are also offering online courses in group 3, such as Economics and Business Management.

In Group 4: The Sciences, we offer Physics and Biology. However, we are very interested in expanding our offerings in this field, and are looking at ways to add Computer Science,

Chemistry and Sports Science to our curriculum. In Group 5: Mathematics, we offer 3 levels to meet the needs of our students: Mathematics at Higher Level, Mathematics at Standard Level, and Mathematics Studies at Standard Level. Finally, in the Arts, we offer both Film Studies and Visual Arts.

The Core

Students in the IB Diploma do not, however, only study those 6 subjects. One of the things that makes the IB so unique (and so rigorous!) is its “core” consisting of three elements:

Theory of Knowledge (TOK)

The Theory of Knowledge course is, put simply, a course based around the question “how do we know?” It is an epistemological course which asks students to examine the nature of knowledge, and most importantly, how they know what they claim to know. Upon entering the TOK course, students have been attending school and gaining knowledge for at least 10 years; the TOK course asks them to examine that knowledge bank and examine whether or not it is really “knowledge”.

Creativity, Activity, Service (CAS)

The CAS element of the core asks students to complete 150 hours of independent work in the community which is either creative, active or in service to that community. Mr. Robert Hartzell oversees the CAS programme at NIS, and students are currently involved on a range of projects including redeveloping local public school Apung Guidang, participating in sporting teams, and organising community events such as charity fun runs.

The Extended Essay (EE)

The Extended Essay, or EE, asks students to select a research topic of extreme interest, and conduct in-depth research on it. The culmination of that research is a 4000-word essay paper which is submitted to the IB for assessment. The EE is similar to a thesis or dissertation that one would be expected to write in a post-graduate degree such as a Masters or Doctorate.

The new school year

The IB teachers at NIS are all looking forward to a new school year and building on last year's results. We have a lot of exciting events planned, including Biology fieldwork trips to Subic, Anthropology and TOK field trips to learn about the indigenous knowledge systems of minority groups in the Philippines, and joint TOK projects with other international schools in Manila.



By Robert Hartzell

IB CAS (Creativity, Action, Service) Coordinator / IB English B Teacher

The following information is provided as a brief introduction to the program, if you have any questions please feel free to contact me at Robert.hartzell@nis.com.ph . Welcome students and parents to the new school year! This article will explain the importance and necessity of the Creativity, Activity, and Service Program here at NIS. This is an exciting year due to the large number of IB students in grades 11 and 12. Let me begin by announcing the successful completion of the program by Reichelle Daraoay and Shi Woo Lee. Additionally, I would like to recognize some of this year's seniors who have met or exceeded their junior CAS goals: Hee Su Yun, Eo Jin Joo, Trisha Joy Sicat, Estefanie Lansang, and Oh Joo Yeon. Congratulations on your hard work!!!

Creativity, activity, and service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. (Successful completion of CAS is a requirement for the award of the IB diploma.) It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, are characterized as follows:

Creativity: Arts and other experiences outside the normal curriculum that involve creative thinking. (These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation. These tasks must extend the student and be achievable.)

Examples: An instrumental musician can learn a particularly difficult piece or a different style of playing in order to perform for an audience, or the student might give a talk to younger students about the instrument, with musical illustrations. **Appropriate CAS activities are not simply "more of the same"-additional practice, more concerts, etc.** Creativity may also include creative thinking used to design and carry out projects.

Activity: Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program. Think SWEAT! (These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation. The tasks must extend the student and be achievable.)

Examples: A student athlete is not required to give up their sport in order to engage in an arbitrary, invented CAS physical activity. Instead, the student should set goals, and plan and reflect on their achievement in the sports in which they participate. Also, the student could share their knowledge and skills with others or try a new sport. Activity activities can also include physical activity involved in carrying out creative and service projects.

Service: An unpaid and voluntary activity that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected. Prior to serving, the student must communicate and consult with the community or individual to be served to determine needs. (These activities need to have a definite goal or outcome. They require planning, reflection, and evaluation.)

Examples: Service activities involve interaction with others in the community. The community includes the school, the Barangay, the city, the province, the country or the world as a whole. These activities involve doing things for others and doing things with others. **Mundane, repetitive tasks and "service" without real responsibility are not CAS activities.**

CAS Project

Definition: A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands. CAS students must be involved in at least one CAS project during their CAS program.

In order for an experience to be considered a “project”, it must meet the following requirements:

- It lasts for **at least one month at minimum (from planning to completion)**. It cannot be something you start and finish in one weekend. The importance of duration is that it provides opportunities to reflect on progress and adjust plans, in order to resolve problems that arise.
- It involves **collaboration**. This means you are working with others (students, teachers, a charity, etc.) to make your project happen.
- It must be, at least partially, **student-driven and initiated**. YOU must take the leadership role on this project. Your CAS project should have a defined purpose and goal and address all of the CAS stages.
- It **addresses any single strand, or combines two or all three strands** of CAS. Below are some examples of \ca projects designed to help you generate your own ideas:
 - **Creativity:** A student group plans, designs, and creates a mural.
 - **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams (note: participation in an already existing school club or team would NOT count).
 - **Service:** Students set up and conduct tutoring for people in need.
 - **Creativity and Activity:** Students choreograph a routine for their marching band.
 - **Service and Activity:** Students plan and participate in the planning and maintenance of a garden with members of the local community.
 - **Service and Creativity:** Students identify that children at a local school need backpacks and subsequently design and make backpacks out of recycled material.
 - **Creativity, Activity, and Service:** Students rehearse and perform a dance production for a community retirement home.

Responsibilities of the Student

Students should “own” their personal CAS programs. With guidance from their mentors, advisers, and/or the CAS Coordinator, students should choose experiences for themselves. Students are **required** to:

- I. Self-review at the beginning of their CAS program and **set personal goals** for what they hope to achieve.
- II. **Plan, do, and reflect** (plan experiences, carry them out, and reflect on what they have learned).
- III. Undertake at least one **interim review** and a **final review** with their CAS Coordinator.
- IV. Take part in a **range of experiences, including at least one project**, some of which they have initiated themselves.
- V. **Keep records** of their experiences and achievements, including a list of principal experiences undertaken.
- VI. **Show evidence** of achievement of the seven CAS learning outcomes.

What is not CAS?

- Student in a passive rather than an active role.
- Student not interacting with others.
- Any class, activity, or project that is already part of a student’s Diploma Program.
- An activity for which a student is personally rewarded financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious, repetitive work such as shelving school library books.
- Working in an elderly people’s or children’s home when the student:
 - Has no idea of how the home operates.
 - Is just making sandwiches.
 - Has no contact with the residents.
 - Actually does no service for other people.

- ⦿ A passive pursuit such as a visit to a museum, the theatre, art exhibition, or sports event.
- ⦿ All forms of duty within the family.
- ⦿ Participation in religious activities that are for the purpose of religious instruction or worship.
- ⦿ Religious devotion and any activity which can be interpreted as proselytizing.
- ⦿ Work experience that only benefits the student.
- ⦿ Fund-raising with no clearly defined end in sight.
- ⦿ Activities which cause division amongst different community groups.
- ⦿ Volunteering in any place of work that is a profit making business.
- ⦿ Any activity where there is no leader or responsible adult on site to evaluate and confirm student participation and performance (Family members can not approve CAS hours).

At Day's End

Is anybody happier because you passed this way?
 Does anybody remember that you spoke to him today?
 The day is almost over, and its toiling time is through;
 Is there anyone to utter a kindly word to you?
 Can you say tonight, in parting with the day that's
 slipping fast,
 That you have helped a single brother of the many you
 have passed?
 Is a single heart rejoicing over what you did or said?
 Does the man whose hopes were fading, now with
 courage look ahead?
 Did you waste the day, or lose it? Was it well or sorely
 spent?
 Did you leave a trail of kindness, or a scar of discontent?
 As you close your eyes in slumber, do you think someone
 will say,
 "You have earned tomorrow by the work you did today?"



-John Hall

Dear NIS Community,

It is my greatest pleasure and honor to serve a school community with a tradition of achievement and a reputation for its outstanding academic rigor and international standards of education – a school characterized by a solid core values, supportive families and dedicated faculty members committed to the safety and achievement of every student.

As your new EYS-Elementary Coordinator, I am committed to fostering the application educational practices that are grounded in research-based and classroom tested pedagogic approaches which recognizes and caters to learners at different stages of development, with diverse learning styles, needs and language backgrounds. I am confident in our ability to promote proven holistic and individualized approaches aimed at successfully preparing KG and elementary lifelong learners with outstanding academic, literacy, numeracy and social skills who will become engaged global citizens.

Furthermore, I am very proud to join a school community that values diversity and promotes global citizenship and I believe that our students' success and development attest to our collaborative efforts, love and dedication. In that endeavor, please note that I have an open door policy and you are welcome to contact me or drop by my office at any time to address any questions that you may have or simply to say hi at your convenience.

Who is your new Coordinator: I am a Canadian national from Ottawa, Ontario. I have extensive experience leading academic programs from KG to grades 12 and most recently, I have led striving school communities in the Kingdom of Bahrain and Qatar. Additionally, I have worked in South Korea, China, Indonesia, Malaysia and Tanzania. I hold a postgraduate certificate in Education, a



Masters in Educational Leadership and I am currently completing a doctoral degree in Education.

Finally, I am the proud father of a seven-year-old daughter currently enrolled in Grade 2 at NIS.

Yours in education,

Marcos Ferreira, M.Ed.,
EYS-Elementary Coordinator

“Events and Student Council”

By PJ Gomez Baybay
Science Teacher

Events..... Noblesse International School has been producing excellent young learners for many years. This includes students who are not only ready to face the real world but also as globally competitive individuals. NIS is known not only for its academic program and accomplishments but also for its huge heart and excellent events.

This year, Noblesse International School will offer events every month categorizing the major and minor events. Some of the minor events are the Fall Festival, Christmas Party and Chinese New Year Celebration. The major events that will be offered are Foundation Day, International day, Science Fair Exhibition, Sports Day, Carnival, Honor's Day and Graduation. In every event NIS will showcase the talents of our students as both classroom learners and citizens of a diverse world.

I do believe that each person is born a unique individual; an individual gifted with a special talent. These talents can be best harnessed and appreciated best if used and shared with others.

To provide a wide open door to individuals with this ability and to allow them to display their talents, the school will open its doors to become an opportunity and venue for students. Through some events that will be conducted, they will be given opportunities to actualize and polish their talents and ability. Through this, they will have the chance to serve others through actual participation in school activities and events.

Student Council Student Council is a union led by students and directed by adults. This year, I will be supervising the Student Council to lead the projects and be with them to continue aiming and reaching the

mission of Noblesse International School. The purpose of the Council is to give students a chance to spread leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the Student Council is the voice of the student body. They help share ideas, interests and concerns with the school wide community as a whole.

The purpose of the student council is based upon governmental procedures. Ideas are granted, deliberated upon and committed by the student body president.

Any students that are interested in leadership, organizational behavior, event planning or becoming more involved in the school are welcome to become involved.

Please help support our Student Council in attaining their goals. Discussion for plans and charity work projects are already underway and will be revealed in future newsletters. Thank You.

Announcements

UPCOMING EVENTS

Sep. 5

Student Council Elections
9:00 AM

Sep. 8

AUG International University Fair 2017
2:00 PM - 6:00 PM

Oct. 6

Parent Teacher Conferences
1:00 pm – 4:30 pm

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