

# R THE NOBLESSE Report



VOL. IV

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## Noblesse International School Continued Journey as an **IB WORLD SCHOOL!**

(International Baccalaureate) [www.ibo.org](http://www.ibo.org)



### ***The First IB Continuum School in the Philippines***

***(PYP, MYP and DP)***

(Primary Years Programme), (Middle Years Programme) and (Diploma Programme)

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# Message from The Headmaster



Dear Parents and community,

**Welcome** to the Term 2 publication of the Noblesse International School (NIS) newsletter. Each term we send important information to you in letters, emails, text messages, Facebook, Twitter and the monthly newsletter. I encourage you to read each letter or email to understand and to be updated on events and key developments that affect your child.

**It was a pleasure** seeing each of you during the recent Parent Open House as well as the PTA Parent Teacher Association meeting. As stated many times, when parents are involved in their child's education, children get better grades, enjoy school more, behavior problems are lower and the student feels self-worth.

**NIS is currently in very exciting times** as we move into the full implementation of the IB International Baccalaureate PYP Primary Years Program, MYP Middle Years Program and the DP Diploma Program. NIS will soon be the only IB World School in the Philippines that offers all aspects of the IB continuum. As we move forward we will be sending all parents updates as we implement the PYP and MYP starting after the Winter Break. Dr. Vladimir Sousek and I are attending many IB meetings to make sure we get all IB programs implemented to perfection.

**Additionally**, I would like to provide you with some information on how we track assessments on our students' academic growth. Teachers use a varied array of assessments at NIS. One of modality is formal assessments. Formal assessments are typically used as a standardized measurement of student progress. Teachers use the end-of-unit tests after each class has finished a specific unit. Formal assessments are typically multiple choice exams, though short answer questions and essays may be included in some instances. Additionally, to help our teachers assess their students, we have introduced the "L to J" All Time Best assessments. This gives not only the teachers but the students the ability to track their own success and celebrate each student's success.

**Here at NIS** we have very high expectations for all of our students. According to the Association of Colleges and Universities, raising expectations can lead to higher

achievement, and numerous studies show that students with high expectations perform at a higher level than those with low expectations, even when their abilities are equal. High expectations can even transform a student's belief and behavior and turn a low-performing student into a successful learner.

**Several factors** can communicate higher expectations to students. First, we create an environment conducive to learning in our classroom. Then we encourage students to give responses and increased output; students will do the work you expect them to do if they feel you support them. In closing, as you can see NIS is continuing to make our learning community a place where all students learn and enjoy their education. Come join us on this journey of improvement and support your children to be lifelong learners.

Truly,  
Mr. Dwayne Lehman, Headmaster



# Celebrating our *EYS Christmas Party*

By: Ms. Jhen, Ms. Ria and Ms. Mars

*One of the most beautiful* celebrations of the year is just around the corner. Yes, it is Christmas time! It was really a great honour and joy that our EYS families were able to join us in this special occasion as they play a vital

role in our NIS community as we move forward on our continuous improvement journey.

*The day was filled* with joy and laughter. Students, parents, and teachers had a wonderful time. We experienced being a kid one more time, and we really had fun!

I *believe* student success cannot be measured only inside the four corners of the classroom, but also during fun activities like this. Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength.





Play is important to healthy brain development. It is through play that children at a very early age engage and interact in the world around them.

Children learn as they play. Most importantly, through play, children learn how to learn.

Here is a glimpse of some moments from our Christmas party / family day on Friday, December the 14th, 2018.



M  
&  
HS

# Xmas Party





# NIS Employees Make Merry In

# Multicultural Christmas Party

By: Ms. Michelle David

**The arrival of December** comes with a flurry of activities which take over our every waking thought, and we all start thinking about ways to celebrate Christmas. There are lists to be checked, trips and plans to be finalized, dinners to be scheduled and attended, gifts to shop for then wrap, groceries to buy, and loved ones to entertain.

**Our Staff Christmas Party** is surely on the list. Such celebrations occur in all societies, and our party this year occasioned great bliss. Earlier this year, the school incorporated “International Mindedness” in some activities. As an international school, it was paramount for all staff to practice international mindedness and celebrate the party with unity in diversity, and in a shared culture that built work relationships and team morale without emphasis on any particular religion or culture.

**The Christmas party** was attended by the Chairman, administrators, faculty, non-teaching staff, maintenance, and outsourced personnel. During the Christmas party, the employees showed their imaginative and chic side, and random employees swaggered in their “Outfit of the Day” during the OOTD catwalk.

**The party** did not lack for entertainment as production numbers were presented by three teams. Each team planned and collaborated to achieve the highest and grooviest performance ever. Games, of course, always make for a fun and festive party. Employees abandoned the madness and stress swirling around them and eagerly joined the games, hoping to win.

**There was also a raffle** drawing where lucky employees won minor and major prizes. Another highlight of the program was the holiday ritual of gift-giving, and it’s that time of the year when people’s attention is focused on generosity. Employees expressively shared their gifts with the person whose name they had mysteriously chosen in a



Secret Santa draw, and this is a universal way to show appreciation and strengthen bonds with others.





The food, the decorations, the gifts, the laughter, and the people, created balanced, fun-loving memories for everyone. All of the employees went home happy, and we are all expecting an even better year with NIS during 2019 to continue to solidify our collaborative goal of student success.



# FALL FESTIVAL 2018

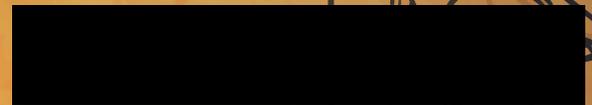
by Stephen David McNish

On October 25, 2018 the Fall Festival was held on Noblesse International School. The event started at 4:30 and ended at 8:30. The event was located at the Noblesse Gymnasium. The early years up to the high school attended the Fall Festival.

The Fall Festival was organized by the Student Council of 2018-2019 and Ms. Mia Galang. Each grade had their own booth that they should design as a class and prepare their own game/snacks to endorse to students, parents, and visitors. In addition to the booths, there was a "Cake Walk" and a dance performance for each grade. There were contests for the best booth and the best costume.



In conclusion, the Fall Festival held on October 25, 2018 was a fun time for the students, teachers, parents, and guests. A lot of people wanted to stay because of the "Cake Walk." Overall, It was an event enjoyed by all.



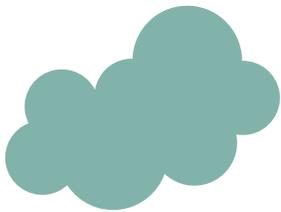


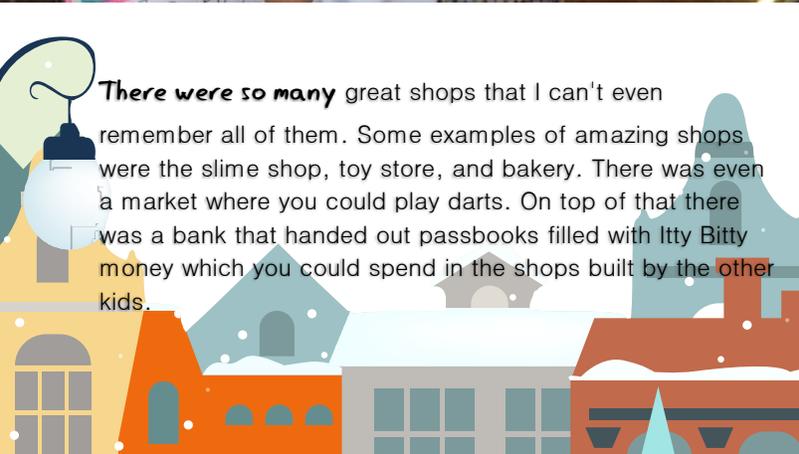
# ITTY BITTY CITY

By: Lance Heinen

*NIS has made a new event* called Itty Bitty City. This event has amazing features! Kids are taught how to plan their own shop and make it a reality. First, one has to come up with a concept for a shop. You then have to make several designs for that shop. After that you have to buy materials. Once you have those materials you can start building your shop. Finally, when your shop is finished, you have to set up your shop in the assembly room.

*One of the amazing* things is that the kids barely received any help from the teachers. And did you know that this successful event came from a fourth grade activity? Isn't that just amazing!





*There were so many great shops that I can't even remember all of them. Some examples of amazing shops were the slime shop, toy store, and bakery. There was even a market where you could play darts. On top of that there was a bank that handed out passbooks filled with Itty Bitty money which you could spend in the shops built by the other kids.*

*It is really cool that the assembly room was designed like a city and I hope that NIS is going to organize this event next year again!*



# Message from The Elementary Coordinator

Dear Parents and community,

Welcome back to a new year at N.I.S! I hope everybody feels well rested after the Christmas break as we have lots of events and activities planned for the upcoming year.

I would like to start by thanking students, teachers and parents for their commitment since the start of the academic year. We are truly lucky to have such a wonderful group of students at NIS. They have committed themselves fully to their academic work, the

Student Council and events such as Halloween, Itty Bitty City and Christmas to name a few. As a first year teacher/coordinator I have been greatly impressed by how the students take responsibility for their own learning and work collaboratively.

In the elementary school it is important that we nurture students to become independent thinkers who are able to take responsibility for their own learning. Through the use of programs such as Student Council and Google Classroom we seek to produce students who are able to take control of their learning and think critically about complex problems. In March, we will be adopting the PYP (Primary Years Program) in the



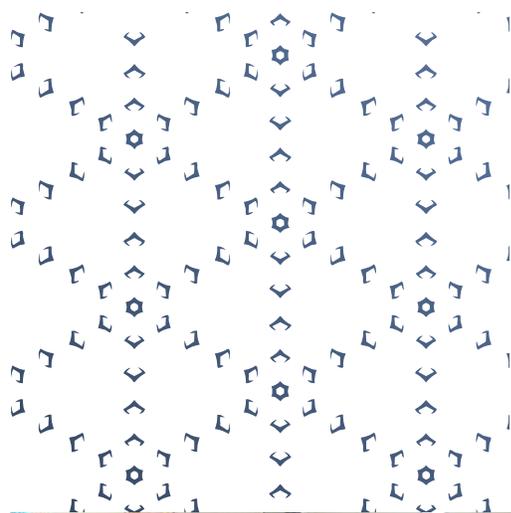
elementary school. This curriculum has a strong focus on inquiry based learning while developing critical and creative thinking skills. This is something the students demonstrate on a daily basis and I am absolutely confident the PYP will further enhance our students success in the school.

In the next few months, we have a very busy schedule which includes many school events. This includes Literacy Week, Chinese Lunar New Year, Charity Concert and the Fun Run. We hope to see you at as many of these events as possible. Finally, I would like to say a big thank you to all the parents for your support. The impact you have in school is huge and is appreciated greatly by the staff and children.

Have a wonderful start to the year and I hope to see you at a school event soon.

Kind regards,

James McKone



Welcome to

# Nursery Class!

By Ms. Anabelle Castro



Working with and handling these little angels is such a great opportunity and joy not only to teach them academically but to help them build what they can do and what they can be. To support and guide them on how to be a good citizen through sharing and caring. Boosting their self confidence by expressing themselves well and being exposed to others helps them to develop their oral language and social skills. "Learning through play" plays a big role in a child's progress.

We let them to explore different skills or things that they can grasp through experiments, role playing, story telling, centers time, fun games, music and movement, board work, playing and exploring outside the classroom, arts and crafts, and individual and whole group discussions.

I am very happy to be their teacher and to be part of their continuous learning journey.





"Educating the mind without educating the heart is no education at all." – Aristotle





This is the Kindergarten 1 class—a program offered to four-year-old learners wherein most of the children accommodate and develop new skills. It is where their foundations are established.

In here, learners are provided with fun-filled activities, games, and plays to make them naturally acquire their skills and/or competencies which are appropriate for their holistic development and make them ready for the next step—their formal schooling.



I am pleased to be their teacher to guide them in their journey in Kindergarten 1.

This quarter, learners are exposed to different learning activities inside and outside the classroom. Inquiry-based and discovery approaches make them learn and grasp concepts easily.

Welcome to Kindergarten 1 class!





By: Mr. Kim Parry

# WE ARE GRADE 5

By: Mr. Kim Parry

*Grade 5* is an important year for us here at Noblesse International School. Yes, it is our last days of elementary and our last year on the first floor, but more than that, we see it as an opportunity to grow as leaders. We see it as an opportunity to take more ownership and responsibility for our learning; to work together as a team and extend ourselves as far as we possibly can. As we see out our elementary school days here at Noblesse we have one goal in mind: finish strong and be as prepared as possible for middle school and the rest of our lives.

*We celebrate diversity* in our classroom and we have passport holders from the Philippines, Korea, the Netherlands, Australia, and the United States of America. We see our differences as an opportunity to practice global mindedness as we work together to create a climate of respect in our classroom. We believe that respect should be shown to teachers, to each other, and to the school regardless of differences.





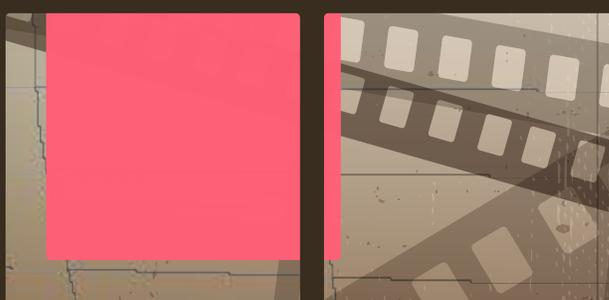
*On any given day*, if you pop your head into our classroom you would find us busily working on our laptop computers. Whether it's completing assignments in Google Classroom, working on collaborative projects through Google Apps, practicing our math concepts in IXL, developing our reading on RAZ-Kids or even practicing our spelling on Spelling City, our class embraces technology because it empowers us. It makes world knowledge more accessible, fosters collaboration with other students and the teacher, and provides fun and exciting learning situations every single day.



# IB Film

*By: Mr. Felix McGarry*

Film is one of two group six classes Noblesse offers through the IBDP. The course is essentially broken down into two distinct areas: analysis and creation. The analysis portion deals with symbolism, director intent, manipulation of lighting and shadow, and spotting specific trends in genre, period or film movement. The creation portion involves a variety of shooting and directing challenges and helps the students to learn about efficiency, planning, director vision, and overcoming challenges as a team.





Our first major filming assignment is a shared-scene music video. This assignment is the students' introduction to the Canon shooting rig and Final Cut Pro X editing software. We begin by filming fifteen random, loosely related scenes. These involve multiple takes, and by the end of the shooting period, the students have access to hundreds of short video clips. Students then form editing teams in order to develop a finished video. Each group works independently but using the same bank of video clips. Their goal is to create a short film, that when combined with music, indicates a clear and compelling narrative structure.



Students later move on to more advanced projects such as creating a shot for shot remake of a famous scene, a silent movie, a commercial, and lastly, the end of course student film. We look forward to sharing our work while continuing to develop our creative and technical knowledge throughout the year.

A Peek Inside the

# Visual Arts Classroom

By: Ms. Cyndi Quiñones

As Henry Moore said, **“to be an artist is to believe in life.”** Likewise, education in Noblesse International School means engaging students with this positive outlook towards the reality we call **LIFE**. Just like what others claimed, **the earth without “art” is just “eh”**. In other words, living on Earth without art is just like breathing without air; no life. Dull. Gloomy. Sad. But does this idea necessarily relate to drawing, painting, crafting, seeing and creating patterns and a variety of shapes and colors? The answer is no. We can be artistic in our own ways such as from the time we get up in the morning, the way we choose our “outfit of the day”, when we cook and prepare our meals, when we select groceries, or writing our to-do lists, doing our Math homework, and so on. There is no particular way for us to be a creative human being.





11th grade working on their mural painting in the music room for their CAS creativity hours in visual arts



10th grade students doing their group presentations on foundations of visual arts.



10th grade doing their texture activity after the class presentation. Here they are trying to guess what the object is inside the box by touching and feeling the texture of it.





11th grade presenting their “Who Am I?” as a way to introduce themselves in the class.

Having said this, our students from 10<sup>th</sup> grade and above are being trained to grasp the idea of believing in life.

Despite the stress and getting too bombarded with school work, there is always a time to spend on exploring interesting art around the world. From IB Visual Arts’ perspective, our goal is to encourage students **to explore and think critically** about the aesthetic qualities, relationships between the forms of arts and their meanings, the social and cultural functions, as well as the socio-cultural and historical contexts of other cultures (IB Visual Arts Guide, 2016).



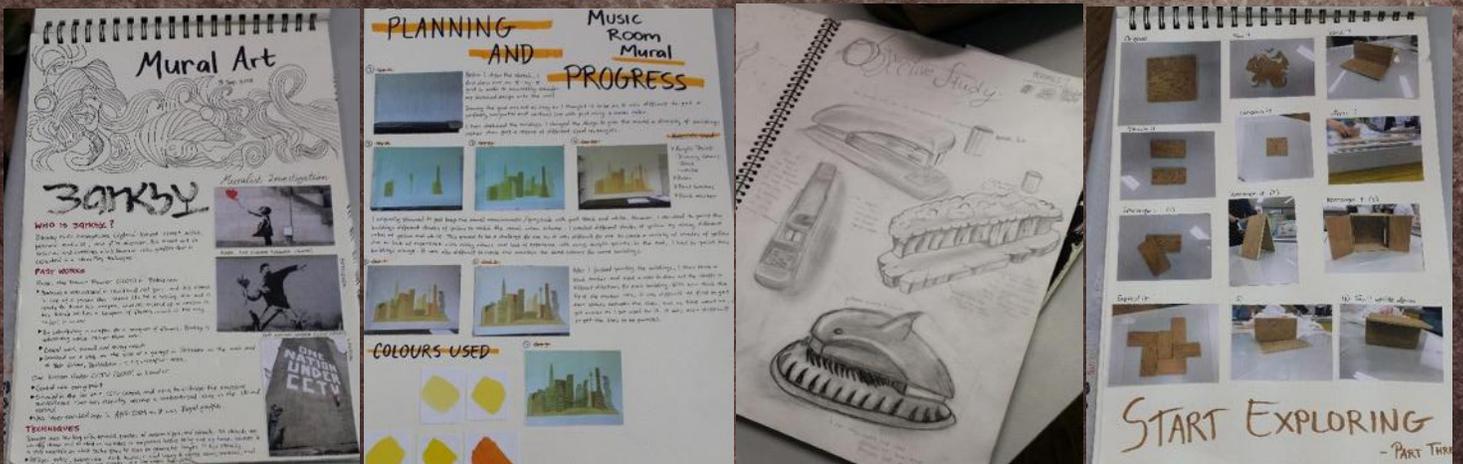
*IB Art Grades 11 and 12 working on their art journal and studio-work piece.*

This year, we started with activities that have exercised students' creative and critical thinking skills, beginning from understanding their own self, getting acquainted with all of the art terminologies, investigating various artists and their cultures, planning and designing, up to the production of the actual project. Students are commonly given the opportunity to express themselves freely in terms of what they feel, what they believe in, and the richness of their ideas in a creative manner. Eventually, this leads them to hone their drawing skills and other technical understanding, and to comprehend fully the foundations of visual arts while **enjoying its aesthetic impact in our life** as human beings.

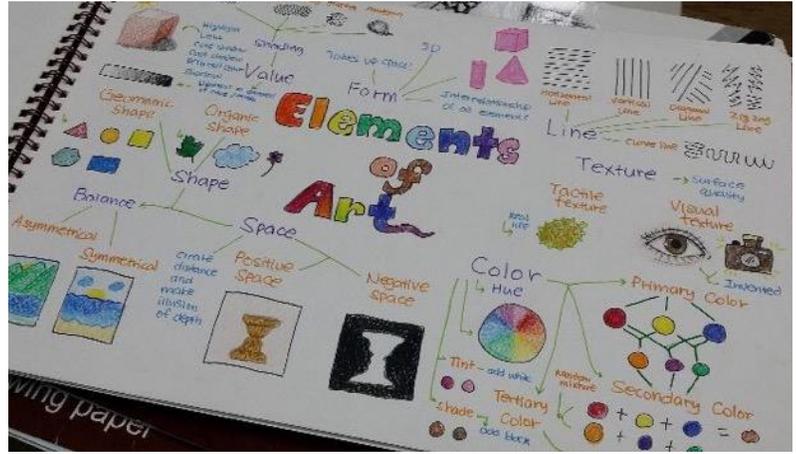


10th grade photos of themselves presenting their still-life drawings in their art journal.

Moreover, students are not only limited to working on their piece from a certain theme. The lesson is basically divided between structured and free-structured lessons that eventually will provide art students the chance to choose their own subject matter for their own studio-work pieces. Structured lessons are given to reinforce their existing basic understanding of visual arts that will consequently lead them to more intricate artworks in the future. Hence, students' works are evident both in their art journal and studio-work pieces. Below are some of the pages they have done so far in the class.



To be successful in any art class, students have to **be passionate** and **hardworking** with what they do. Obviously, these qualities are manifested in their art journal pages. With great **sense of responsibility** and **initiative to inquire** about arts from different cultures and periods, **take risk** in utilizing unconventional art materials, take the challenge to be more **inventive** in approaching what is truly an art, and show **enthusiasm** to learn the newest ways to show the audience our vision as artists of our own life, surely, we can all **make connections** from one another and celebrate **oneness** and creativity (just like what our NIS students do).



With this, let me end this article by saying **THANK YOU** for always supporting the NIS community, our students, teachers and staff, and cheers to us for being **INSPIRING** human beings.



Random photos of students themselves and their artwork...



# Music CLASS

*My name is Ana Méndez* and I feel very happy to talk to you today.

*I'm a Cuban-Bolivian pianist* and music teacher, with 19 years of teaching experience in the classroom and on stage. I consider I'm at the best place I could possibly be at, doing what I love the most: teaching music.

*Not long ago* a close friend of mine told me: "You are exactly where you have to be", and he was right. Since the first day I feel I belong here, and that this place belongs to me. I can say that I have fallen in love with NIS.

*The international* and inclusive nature of our school provides for an exceptional cultural richness that allows our students to maximize their potential. My goal is to inspire them to live intensely through music, foster their skills and talents, contribute to their education for them to become cultured and sensitive human beings, and prove to them that anything can be achieved as long as passion and dedication are involved. Each one of them is a star.

*The choir* has already been formed, as well as the 30 flute ensemble. Soon we will be working on a very interesting fusion with the chamber orchestra. Each music class will represent an opportunity for the students to grow and discover endless possibilities. I am totally convinced that our children study at the best school in the Philippines, and I am very proud of being part of this family that holds the warm virtues of the twentieth century education and the boldness and leadership needed to thrive in the 21st century.

*My unconditional commitment* is with you, and my expertise and love at the service of our children.

*Thank you* Noblesse International School for opening your doors to me. This is a place which I already can call HOME.  
Sincerely yours,

Ms. Ana Méndez



# Enrichment Program

By: Mr. Ramon Jose Panlilio

**NIS has always been** nurturing and accommodating when it comes to helping its students reach their highest potential. Starting this school year, NIS launched the Enrichment Program to better serve those students who need extra help.

**The Enrichment Program** aims to help students become independent lifelong learners. Children who were recommended to undergo this program will not right away receive services. We follow a protocol. It all starts with an Observation Request from the homeroom teacher or any subject teacher. After that, a series of observations, interviews, and portfolio evaluations will take place. The data will be evaluated to determine the need for further assessments. This is also the time when students are referred to other professionals for help as needed. If the child has been found to have special needs, we will prepare an Individualized Educational Plan (IEP). This plan will be implemented across all learning areas. If not, an Enrichment Program will be developed.

**In my years** of working with children with special needs and those who are typically developing, I see drastic change when parents and teachers work together. Part of the program is Parental Education and Support. My door is always open for questions and queries you have in mind. As far as enabling your child to be the best version he or she can be is concerned, I will always be more than willing to help you.





By: Mr. July Valencia

**ESL** stands for English as a Second Language. This program provides comprehensive and extensive learning instruction in the English Language from K to G12. ESL is designed to meet the different needs of students considering the English language proficiency level they demonstrated upon entering the school.

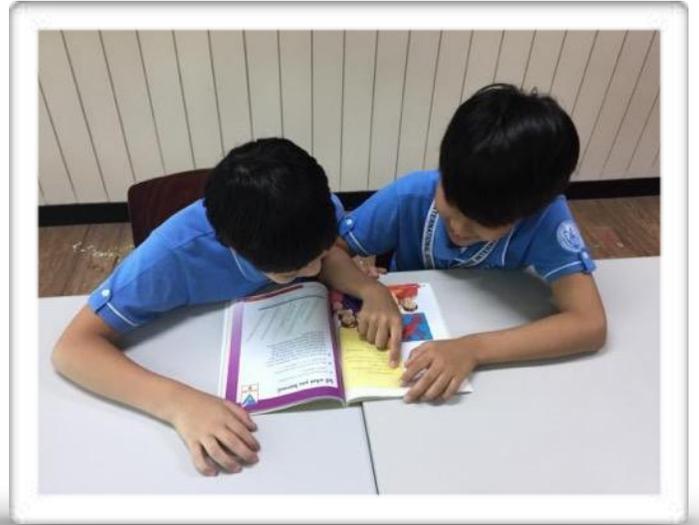
**We assist** ESL students in different skill areas in English such as writing, reading, speaking, listening and grammar; moreover, we use a proven and reliable system that will also encourage additional language development. Evaluation at the beginning and end of each term will be done to assess the development of grade-appropriate English language competencies.

*There are different teaching and learning activities* which cater to the different learning styles and needs of ESL students. Below are some of the ways to give the best and the most appropriate learning instructions and accommodations for ESL students:

Involving students in different kinesthetic learning activities. Students' curiosity and concentration are exceedingly active, and they can learn easily through engrossing the concepts and theories by means of simulation, games and etc.



Encouraging students to correct their own mistakes and those of their classmates. Self-regulation is extremely vital in one's learning process.



Utilizing what is learned in different contexts. Integrating various contexts and real life contexts into their daily lives experiences which are meaningful to them is the best.



Encouraging and developing students' potentials in a natural way. Learning takes place when students are well-motivated and confident about their individuality.



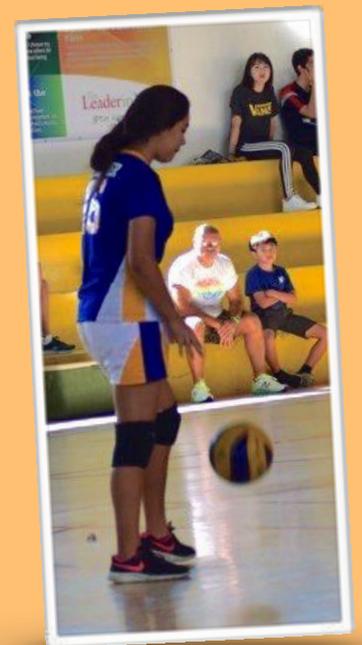
# Students Corner

By: Ysabelle Bengco



*It's the second quarter* of the first semester, and that means volleyball season is coming to a close. We've had an amazing and diligent team of 22, consisting of players from grade six all the way up to grade 12. The whole team was led by Coach Ernesto with the help of the team captain, Inji Kim, and her co-captains Franchesca Killick and Dabin Yun. The girls are sad to see volleyball season come to a close, but they can definitely say that they have grown, not just as player or in terms of skills, but as a team.

*Looking back* on the season, the team started out strong, winning against St. Paul International School as both the home and visiting team. Coach Ernesto filled in the gaps between games with intense training, having the team learn skills like control, setting, and different plays that could be done. We had trained hard as the season went on, not having very many games after the initial two with St. Paul. Still, the team strived to train as if they had a game the very next day each and every single practice. Though we may not have always won the match, we learned from our mistakes and trained to be better.



**Nathalie Keane** of grade 6 had this to say about her experience,

*"I think that the volleyball team is amazing. It's a fun way to socialize with your friends and learn a new sport. And I really like volleyball!"*

Seeing as how Mr. Robert Hartzell is the after-school sports coordinator, I also asked him about his opinions during our final day of practice. What he has to say wraps everything up and puts all our thoughts down.

"Today marks the end of the volleyball season for 2018, and I must say that our girls did a great job this year. They ended up with a 500 record and they learned a lot of valuable lessons on drills and skills. They learned sportsmanship, and they worked very well as a team, designed their own uniforms... And they did a great job! We're looking forward to 2019."



Message from The

# College Counselor



Dear NIS family,

Welcome to this 2nd Semester at Noblesse International School, a school where amazing things are happening!

The 1st Semester was one of much work, much study, much fun and many accomplishments from the school as a whole. In the month of October, we received the visit of the “Engagement Review Team” from AdvancED, and after a very successful visit where many accolades were expressed towards our students, school and staff, we are expecting to receive our full accreditation certificate in February of this year 2019.

Another of our big projects during the 1st Semester was to apply for candidacy to the IB Organization for the PYP – Primary Years Programme, and the MYP – Middle Years Programme. After a lot of hard work, it is my pleasure to announce to all of you that at the end of December 2018, Noblesse International School, received the official letters from the IB Organization accepting our candidacy, which will start in March of this year 2019. This is going to eventually transform NIS into not only the 1st and only IB Continuum School (PYP, MYP and DP) in Pampanga, but in all the Philippines, placing our school into a select group of institutions from around the world.

I would now like to leave you with some information regarding the PYP and MYP Programmes, but not before wishing all of you a very happy New Year 2019 and thanking all of you for trusting us to help your children develop into internationally-minded, global citizens of the 21st century.

Sincerely yours,

Dr. Vladimir Sousek  
IB, EYS and Accreditations Coordinator  
College Counselor



## Primary Years Programme

The Primary Years Programme (PYP) is the official curriculum framework and teaching methodology of the International Baccalaureate (IB), developed to meet the needs of children in the primary years of schooling. It is an international programme of education designed to foster the development of the whole child, by teaching and learning across multiple academic subjects. It emphasises learning through active inquiry and aims to develop internationally minded students who exhibit the attributes of the IB learner profile.

### THE PYP CURRICULUM FRAMEWORK

At the heart of the PYP curriculum framework is the learner constructing understanding through the essential elements:

- Concepts
- Skills
- Attitudes
- Action
- Knowledge

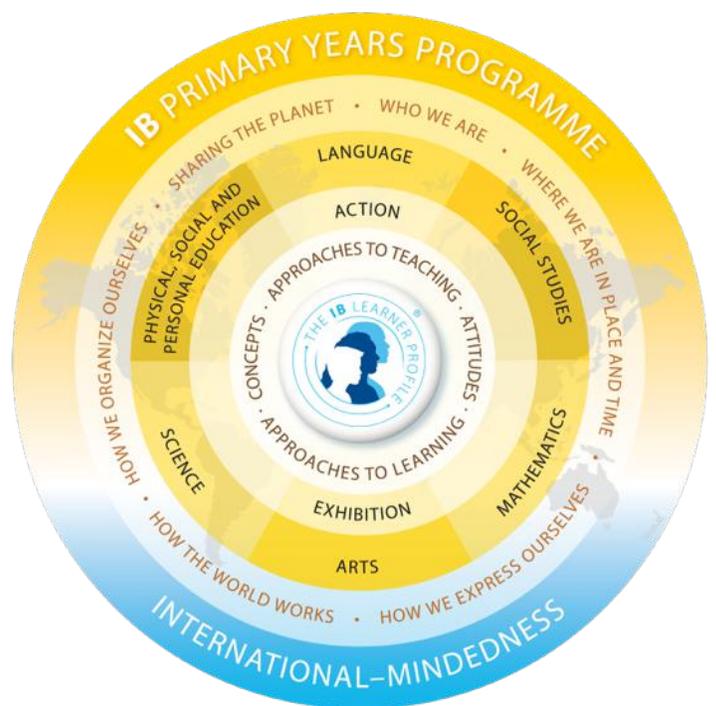
### TRANSDISCIPLINARY THEMES

The six transdisciplinary themes of global significance for all students in all cultures are:

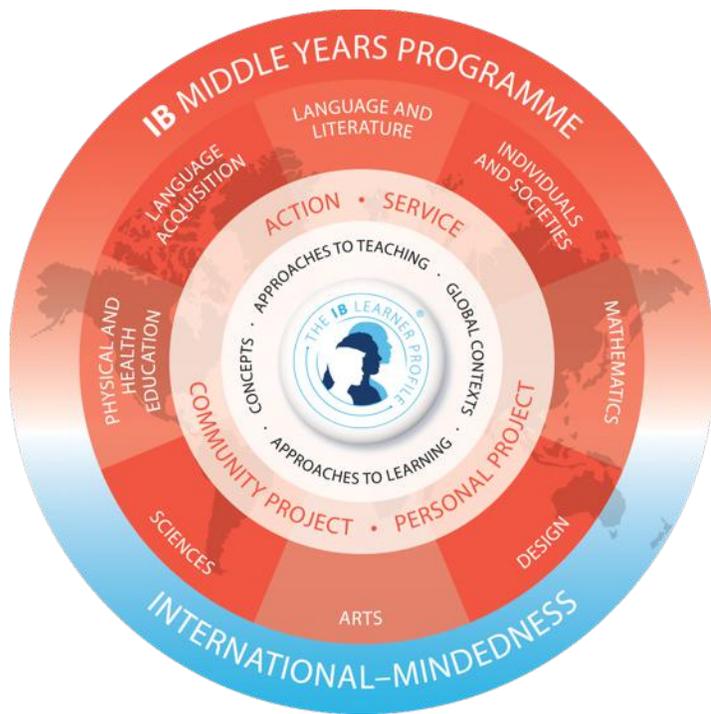
- Who we are
- How we express ourselves
- Where we are in place and time
- How the world works
- How we organize ourselves
- Sharing the planet

Teachers are guided by these six transdisciplinary themes as they design units of inquiry with the driving question of “What is really worth knowing that is engaging, relevant, challenging and significant?” Each unit of inquiry is designed to transcend across all subject boundaries of:

- Language
- Mathematics
- Personal, Social and Physical Education
- Social Studies
- Arts
- Science and Technology



For more information about the Primary Years Programme Curriculum, please visit: <http://www.ibo.org/pyp/>



## Middle Years Programme

The MYP provides a framework of curriculum and academic challenge that encourages students to embrace and understand the connections between their studies and the real world, and become critical and reflective thinkers.

The driving force behind all IB programmes is a deeply held philosophy about the nature of international education. This philosophy is reflected firstly in the IB mission statement, which expresses the IB's overall purpose as an organization, promoting and developing programmes of international education.

Secondly, the IB has made a statement of its beliefs and values as defined by the outcomes of student learning in IB World Schools. This is characterized through a learner profile that encompasses the aims of the curriculum. Students are provided with opportunities to develop the following values of the IB Learner Profile.

## ASSESSMENT

Assessment tasks, strategies and tools are designed, developed and applied by teachers working with MYP students in their individual schools. The IB believes that teachers are best placed to assess students' work and the assessment model supports the professional judgment of the teacher in deciding the levels of achievements of individual students.

The MYP offers a criterion-related model of assessment, so students around the world are measured against pre-specified criteria for each subject

group. Teachers modify these criteria to be age-appropriate in the earlier years of the programme.

## MYP UNITS

In the MYP, all teaching and learning is planned through units of work. Each of these units should:

- stand alone as a significant, engaging, relevant and challenging learning experience
- contribute to a coherent, school-wide commitment to inquiry that is framed by contexts of local and global significance
- be driven by a statement of inquiry that is conceptually based
- involve students in a range of learning experiences planned in response to the MYP unit question
- build on the prior knowledge of the students
- be constructed and conducted in such a way as to promote positive attitudes
- require students to reflect on their learning and encourage them to engage in responsible action

MYP units of work can be subject-based or interdisciplinary in nature. Developing interdisciplinary units of work can draw together elements of different subject areas to support a deeper exploration of subject content. These units are planned by teams of teachers working in collaboration, guided by a common planning document.

## THE MYP CURRICULUM FRAMEWORK

The MYP programme consists of eight subject groups integrated through global contexts that provide a framework for learning within and across the subjects. Students are required to study two languages, usually their mother tongue and a second language, humanities, sciences, mathematics, arts, physical education and design. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.

The programme model of the MYP places the learner at its centre. This underscores the IB's belief in educating the whole person, and placing importance on student inquiry. MYP students are making the transition from early puberty to mid-adolescence, which is a crucial period of personal, social and intellectual development, of uncertainty and questioning. The MYP is designed to guide students in their search for a sense of place in their natural and social environments.

For more information about the Middle Years Programme Curriculum, please visit: <http://www.ibo.org/myp/>

# UPCOMING *Events*

**Jan 25**

Awards Assembly

**Jan 28**

100th Day of School

**Feb 1**

Chinese New Year Celebration

**No classes**

**Feb 4-5**

Chinese Lunar New Year

**Feb 16**

Run For Life Color Run

**Feb 22**

NIS Musical Concert at SM Clark

**No classes**

**Feb 25**

People Power Anniversary

**Mar 8**

Term 3 Ends

*Newsletter Committee*  
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