

THE NOBLESSE Report

VOL. V

Issue No. 28
November 20, 2019

th.

Foundation Day

What's Inside

11th Foundation Day 2
The Talents of NIS at the Black 6ix Concert
NIS' 2019: Welcome Back Dance
All aboard to Kindergarten!
Elementary Math and the PYP
MS and HS English Literature

Teaching Chinese Language
Music Class
MYP Computer and Design
Sports and After School Activity
for School Year 2019-2020 @ NIS
External Assessments





Table of Contents

- | | |
|-----------|--|
| 1 | Message from the Headmaster |
| 2 | 11th Foundation Day |
| 4 | The Talents of NIS at the Black 6ix Concert |
| 6 | NIS' 2019: Welcome Back Dance |
| 7 | Message from the Elementary Coordinator |
| 8 | All aboard to Kindergarten! |
| 10 | Elementary Math and the PYP |
| 12 | Message from the Middle and High School Coordinator |
| 13 | MS and HS English Literature |
| 14 | Teaching Chinese Language |
| 16 | Music Class |
| 17 | MYP Computer and Design |
| 18 | Sports and After School Activity for School Year 2019-2020 @ NIS |
| 19 | Message from the ESL Coordinator |
| 23 | External Assessments |
| 24 | The Student Council |
| 25 | Creativity, Activity, Service |
| 28 | 12 Good Reasons to Make Us Your Next School |

Message from the Headmaster

Dear NIS Parents and Community,

I am delighted to share with you the first quarter newsletter of this academic school year 2019/2020. There were many events during the first two and a half months and I hope the following pages will offer a flavor of your children's experiences.

Our children have the opportunity to take part in so many activities, and as always, Noblesse International School prides itself in being known as the top and most rigorous academic institution in the region. We can proudly say that we are the only IB school in Pampanga and on our way to become the first and only IB Continuum World School in the Philippines. That, together with being the only internationally accredited school and having a diverse, multicultural and multilingual faculty team, converts us into the top choice international school in Angeles City/Clark.

The first months of the school year have shown and proven that great things can happen when working as a team with the same goal in mind. It takes a community effort for these things to take place and, in no particular order, here are the people who really do "Make it Happen".

Many thanks to those parents who have helped out with our activities. We could not do it without you! Some of these things require a huge and ongoing commitment of time and energy. It is much appreciated.

I would also like to thank our wonderful staff team for their hard work throughout the year. Our teachers, who are so caring of the children and passionate in their desire to help all students achieve. Our admin staff – the office staff, who greet all visitors, answer the phone and complete all the unseen admin tasks that keep the school functioning. Our



maintenance workers and security guards, who keep us safe and make sure that the environment that we provide to our students is clean, tidy and beautifully maintained.

Noblesse International School will only continue improving, innovating and providing the best education possible for all our students to succeed and become global citizens of the 21st Century.

I leave you, wishing you a Merry Christmas and a Happy New Year. May this Christmas end the present year on a cheerful note and make way for a fresh and bright New Year.

Sincerely yours,

Dr. Vladimir Sousek, Headmaster



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

11TH FOUNDATION DAY

By: Stephen McNish

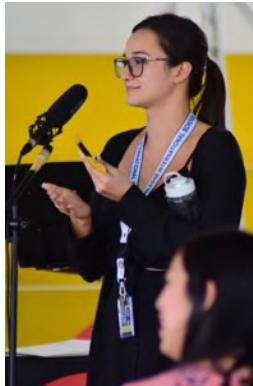


Noblesse International School celebrated its 11th Foundation Day on September 20, 2019. The event took place at 2:00 pm in the school gymnasium. The MC for the event was a Senior named Hyunkyu Yang. He greeted everyone and engaged the audience throughout the duration of the program. The Chamber Orchestra, conducted by Ms. Soo A, played the “Philippine National Anthem” and “Into Battle.” Soon after, there were trivia question and answer games where students, teachers, staff, and guests participated.



Mr. Robert Hartzell, Mr. Richard Curi, and Mr. Ozgur Unal gave their speeches about being part of the NIS community from the very beginning.

Those teachers have throughout the years. The appreciation, while Thomas Iksoon Lee. He was thanked very beginning to support us. people who have been working at NIS for a decade or more. Mr. Arvin gave a short message about the fundraising, and educational



contributed their wisdom and intelligence EYS students each gave a message of Sanderson of Grade 6 gave a token to Chairman for being the father of NIS and being there in the The Chairman and Headmaster then awarded the



supplies were awarded to the Tulyo Foundation along with the Headmaster,



Vladimir giving a short speech and cupcakes to conclusion, the 11th Foundation Day was a success. students and staff enjoyed the event whilst we importance of the School and the people who have been continually giving their support from the start.

Chairman, and C A S representatives. The event finished with Mr. everyone. In Teachers, remembered the

The Talents of NIS at the Black 6ix Concert

By: Ysabelle Bengco



The Talents of NIS at the Black 6ix Concert

September 30th marked the day of the highly anticipated Black 6ix concert. With over 100 people attending and 5 hours to fill, the school just had to put on a show. But what to do? It wasn't a problem with how much shining talent we have on campus!

Preceding the actual concert, a number of our students had gone up to



showcase their talents as well. The shining stars of that day were none other than Georgina Knight, Christine Mendoza, Abigail Hartzell, and Leah Maneh. All of which gave a lovely performance for all.

Leah was the first of the four main acts. Though she is new to the school, her voice was definitely heard with a powerful rendition of Ex's and Oh's by Elle King





Christine performed an amazing dance which left the crowd in awe. It's only expected from our resident dancing queen.

Georgina let her voice shine that day with the song Dear Future Husband by Meghan Trainor.

To top it all off, our very own Abigail gave it her all with Runaway Baby by Bruno Mars.

Those were just the main performers. There were times

where the announcer of the night, DJ Atlas, had called up people from the crowd to play some games and win some prizes. Several students headed up and entertained the crowd with freestyle dance. It was quite a sight!

With all this talent, the concert was way more fun and lively than we could ever hope for! It gave that touch of school spirit and pride that just can't be beat!



NIS' 2019: WELCOME BACK DANCE

By: Airi Sanderson

It's another school year for NIS students! With the addition of new students, as well as new teachers, the school holds an annual dance called the Welcome Back Dance. The Welcome Back Dance is an event where students are not only presented with the opportunity to get to know one another, but to also make memories together.

This year's Welcome Back Dance was held on Friday the 13th, a day that is typically considered an unlucky day in Western superstition. However, this year's Welcome Back Dance carried on with few significant issues, thankfully. The Welcome Back Dance was held from 6:00 pm to 9:45 pm and was decorated quite beautifully with a retro theme by none other than our Art teachers and several students. Although the DJ that was hired was a bit late, the students carried on with the event, passing the time with a game of charades and musical chairs after eating dinner.

When the DJ came, and the equipment was set up and ready to go, students gathered in the centre near the DJ, anticipating the music. Once the music dropped, students began to dance together and even formed little dance circles where individuals showed off their skills (or lack thereof). A few teachers were also seen to be having fun and dancing to the beat of the music as well!

During the event, from the beginning to the end, one of the highlights of the Welcome Back Dance was, without a doubt, the photo booth. Taking several pictures, and having these pictures printed out for memories, was no doubt a popular attraction during the school dance. There was hardly a time where you didn't see the photo booth being used by the students or teachers. It was great to see students coming together to take pictures with their friends and also as a class!



Overall, although this year's Welcome Back Dance had room for improvement, most students generally had a good overall experience. Thank you to all of those who put this event together, and although it did not go as perfectly planned, we can always improve the next time and learn from this experience!

Message from the

Elementary Coordinator



Dear parents/guardians

This year has seen many exciting changes in EYS and the elementary school. The PYP is at the centre of these changes this year, with a focus on developing a curriculum which is engaging, relevant to the students, and builds on students' own ideas and creativity.

In the PYP (Primary Years Program), we are developing students who question the world around them, make meaningful connections, and ultimately, deepen their understanding through independent thought.

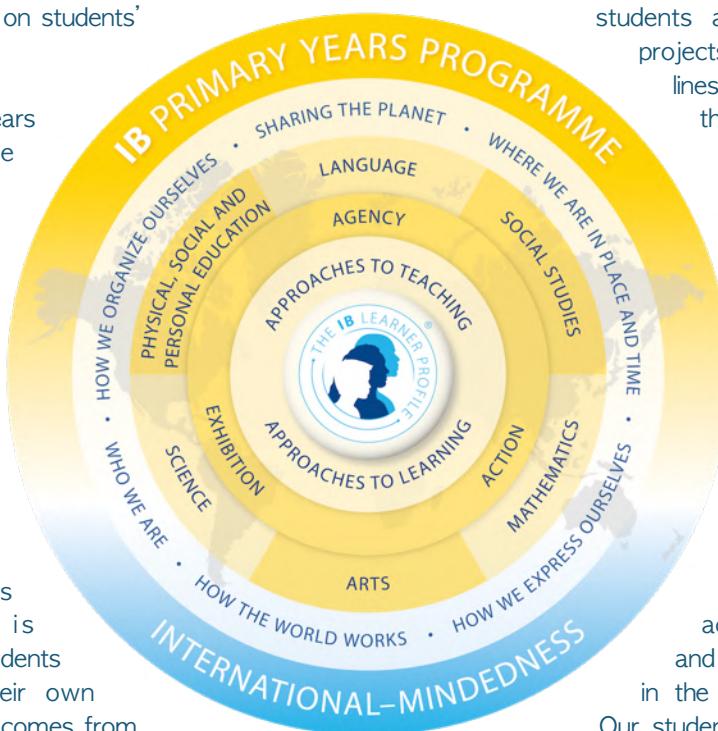
One of the key terms you hear when reading about the PYP is 'Agency'. Agency is basically when our students have ownership of their own learning and action that comes from that learning. Our job is to facilitate opportunities with their learning that enable more active participation for the kids.

Within a learner-centred environment, there is a lot more student participation with reflection and responsibility than in a teacher-centred environment. The children

identify and set their own goals, help to choose their own differentiated activities, and reflect upon how well they have met their goals. It becomes more of a partnership with the teacher when the students are helping to design the projects and activities along the lines of inquiry, which is driven by their curiosity and interest.

In the elementary school, the student council has recently been formed and will be supported by representatives from all grade levels. This is a prime example of how 'Agency' can be at the forefront of everything we do. One of the first big projects will be to work together with students across the school to plan for and create an elementary library in the first floor assembly room.

Our student council will be creating a plan in collaboration with class representatives, teachers, and CAS students from the high school. We would also like to welcome the support of the parents and the community in this project. If you would like to participate, please contact myself or your homeroom class teacher.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

ALL ABOARD TO KINDERGARTEN!

By Ms Joyeli Rebotica

A great man named Benjamin Franklin once said, "Tell me and I forget. Teach me and I remember. Involve me and I learn". With this in mind, as educators, it is our responsibility and desire to encourage our dear learners to learn and discover new things. It is important to involve them at all times in the definite situations and various learning methodologies so they will have the opportunity to learn from their on-hand experiences. The Primary Years Program in Noblesse International School has been a great assistance in implementing this educational mindset and instilling lifelong learning in each learner. Students will go to school not only because they need to, but because they want to. It is indeed boundless to do things because you are having fun doing it.

Same as other homeroom teachers, it is a challenge to meet the students'



and parents' class expectations. Before the first day of class starts, we made sure everything is ready, including the classroom or learning environment, learning tools, fun games and activities, and learning centers. Knowing that students have different and unique personalities, beliefs, skills, and interests, it is very important to engage multiple intelligences in every way of learning. In the pictured unit with the theme of "Who We Are", we used different learning centers through play such as reading centers, a kitchen area, building and construction centers, art centers, a listening center, sensory skills and puzzles, a fine motor skills center, musical centers, and dramatic play.

These act as tools in teaching various instructions and encourage students to learn each specific skill with enjoyment, on their own journey, as the teacher facilitates. Furthermore, students work with their Individual Academic Plan, or IAP, prepared by the homeroom teachers after assessing each learner. They work with it daily in school for them to be guided with the reading and numerical literacy which are best suited to their capabilities, skills, strengths, and weaknesses. This is a great tool to measure students' academic and comprehension skills, because teachers can guide them and design a suitable plan so that learners can achieve based on their intellectual capacity.

Teaching is not a ride on a ship where students passively enjoy the views and scenery around them. Teaching is having everyone, regardless of their differences, on the same ship, driving through the sea of learnings with respect and appreciation. So, let us all board and have a meaningful and wonderful journey together!



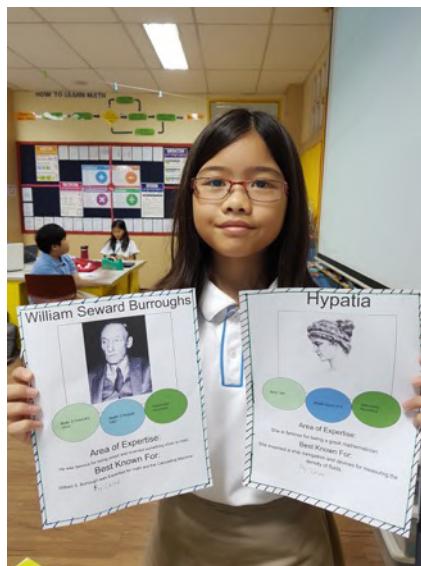
ELEMENTARY MATH AND THE PYP

By Mr. Kim Parry

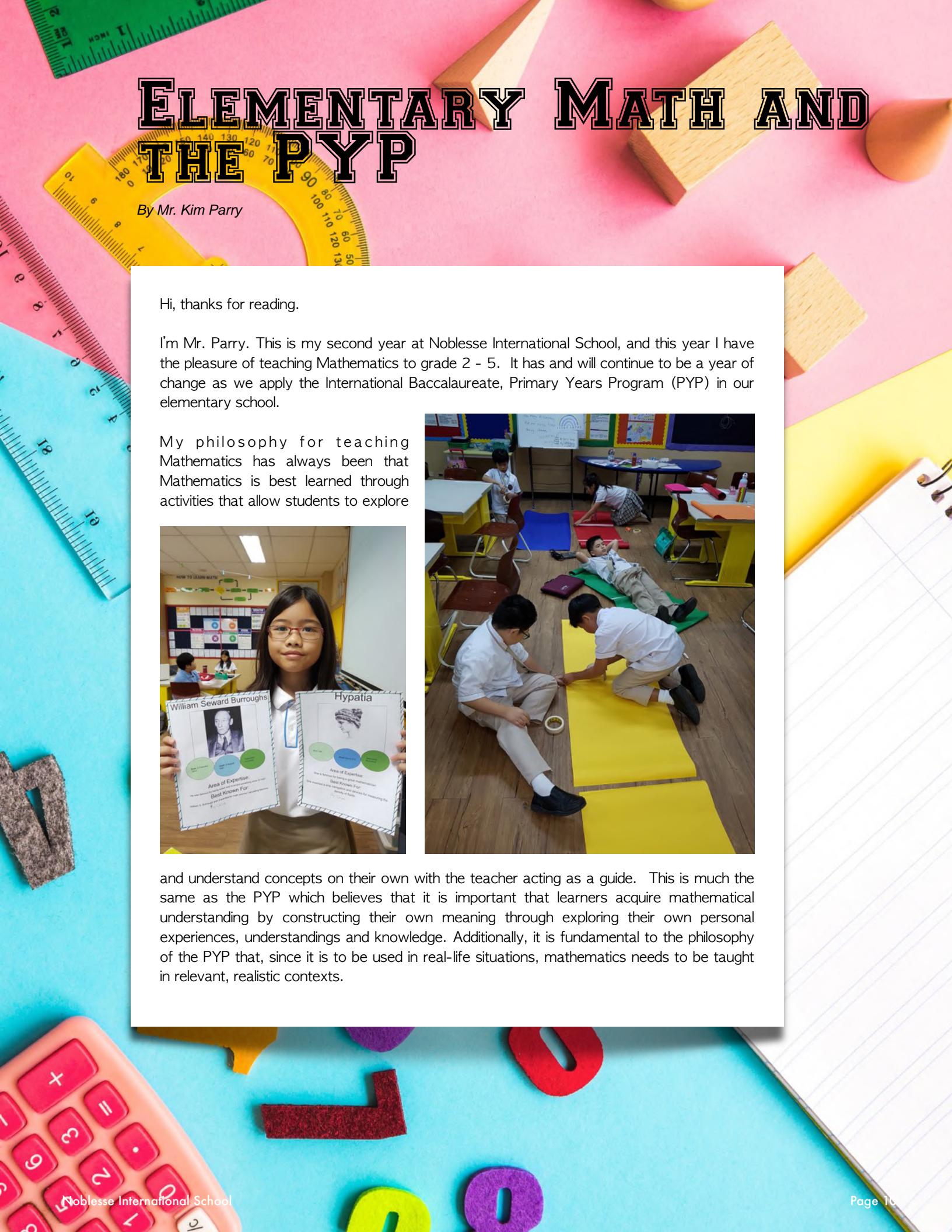
Hi, thanks for reading.

I'm Mr. Parry. This is my second year at Noblesse International School, and this year I have the pleasure of teaching Mathematics to grade 2 - 5. It has and will continue to be a year of change as we apply the International Baccalaureate, Primary Years Program (PYP) in our elementary school.

My philosophy for teaching Mathematics has always been that Mathematics is best learned through activities that allow students to explore



and understand concepts on their own with the teacher acting as a guide. This is much the same as the PYP which believes that it is important that learners acquire mathematical understanding by constructing their own meaning through exploring their own personal experiences, understandings and knowledge. Additionally, it is fundamental to the philosophy of the PYP that, since it is to be used in real-life situations, mathematics needs to be taught in relevant, realistic contexts.



My Symbols (0 - 99):

Gary

O	一	上	正	口	上	正	口
..
..
..
..
..
..
..
..
..



What does this mean at Noblesse International School in the Elementary Mathematics classroom? It means that learning will be active and hands on with students making models, drawings and diagrams to explore and express their understandings. It means that students will be encouraged to speak up during math classes; to talk about their ideas; to ask questions and to find ways to answer those questions for themselves. It means that Mathematics will not always be a 'stand alone' subject, but will incorporate Art, History, Languages, Geography and Science.



As we learn and explore the PYP together this year, it is my hope that we begin to see our students no longer just looking to find the 'right answer' for Math problems, but rather that through Mathematics, they will acquire a set of skills that they can take with them throughout their lives to help them solve problems in everyday life.

Message from the

Middle and High School Coordinator



As anticipated, 2019/2020 is proving to be a challenging yet rewarding year for middle and high school. We have introduced the IB MYP to grades 6 to 10 and are beginning to integrate the concepts in the subject units. To quote IB, "The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents." We are very excited about this transition and by the end of the school year, Noblesse

should be fully integrated within the IB MYP framework.



Of course, we are continuing the successful IB Diploma Program for grades 11 and 12. This year have added Psychology to the Individuals and Society subject group and as the school grows, we hope to add additional subjects to offer students greater choice within the program.

2019/2020 is going to be an exciting time here at Noblesse International School. Please regularly check our calendar of events for the various school activities for opportunities to participate. Have a great year.



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

MS AND HS ENGLISH LITERATURE

By Ms. Alyssa Fry

Today, I asked the ninth grade why they think they must take Literature courses, and the answer I hope every class comes away with has two points:

- ❑ To learn how to think
- ❑ To learn about themselves

My teaching style is to give each student something to take away from every lesson and story. Students with low comprehension or investment have notes to outline the story and contexts, while students with higher comprehension have creative projects that allow them to apply their ideas in ways that excite them. Ideally, the tools provided assist everyone in different ways. Assessments vary as well, to aid learners who might create better than they analyze. Everyone has a chance to shine, everyone has a chance to be passionate about their work.

And, of course, I try to choose texts that will make the reading more of a treat and less of a chore. I can't say I always succeed, but the discussions and ideas fostered encourage me. Students have a space to dislike what they read, and that often encourages greater involvement in the ideas. Ray Bradbury and Edgar Allan Poe are two of the writers that elicited the most reaction from students so far, with sixth, seventh, and ninth enjoying their work, while eighth grade's favorite piece so far was a slam poem by Shane Koyczan.

Sixth and seventh grade writing has focused on supplemental materials for ELA, including vocabulary and writing pieces, while also bolstering the building blocks of writing. Their ELA classes have involved comparing morality in short stories, for sixth, and understanding the basic techniques of short stories, for seventh. Eighth grade is more speculative, as their focus for their first unit has been analyzing the different short forms of literature, with voices like Martin Luther King, Jr. and Chimamanda Ngozi Adichie accompanying them. And, ninth grade read some of the most modern pieces I've taught, with a focus on how technology has changed and currently impacts the world around them.

I worked in many different types of schools while in university, and wholeheartedly, I can say I gained a better classroom than I ever dared dream. Being able to know and work with these students and the amazing faculty, to see their minds and dreams, is a great gift.



Teaching Chinese Language

By Ms. Ailin Qin

When it comes to learning Mandarin, a lot of people tend to be a little intimidated at first. Compared to the languages they are used to speaking, Mandarin has an entirely new alphabet in the form of characters, different grammar, and an altogether unique landscape of phonetic sounds. I know that even after years of practice this can be tough to get used to, which is why in my first two months at Noblesse, I have been working to create an engaging and welcoming learning environment. To me, the most important thing is that my students are motivated so that they connect with the lesson content on a deeper level. That way, they are able to store knowledge as long term, rather than short term, memories.

在学习普通话时，很多人起初会有些胆怯。与他们过去所说的语言相比，普通话有着全新的独特字符拼音字母和不同的语法以及完全独特的语音环境声音。我知道即使经过多年语言实践，这也很难适应，这就是为什么在Noblesse的头两个月，我一直在努力营造一种吸引学生有激情参与的学习环境。对我来说，最重要的是我的学生要有积极性，这样他们才能在更深层次上与课程内容联系在一起，也就可以长期存储知识，而不只是短期的记忆。



Although my specific approach to teaching varies depending on the age group I am teaching, what is universal is that none of the students in my class are allowed to speak English or Korean during lessons, except when they ask me questions. This way, they become exposed to as much of the language as they can so that they can start using it very early on. Learning a language is one thing, but being able to use it in day-to-day life is another, which is why doing this really helps bridge that gap.

尽管我的教学方法因我所教的年龄段而异，但在我所有教的班级里班上所有的学生都不允许说英语或韩语，除非他们上课时候直接问我问题。这样他们就可以沉浸中文环境里尽早开始使用它。学习语言是一回事，但是能够在日常生活中使用它是另一回事，这就是为什么要做到这一点来帮助弥合差距。

With my high school students, I have made sure to create a personalised learning experience for each individual student. Every person has a distinctive journey when learning a language with differing years of experience or styles of learning. For this reason, I use Google Classroom to help create a customized list of Chinese vocabulary for each student to accommodate their different backgrounds. Some students might have already learnt certain topics, whilst others might be completely new to them. This way, every level in the classroom is supported, and every student is constantly learning something new.

对高中生的教学我确保为每个学生创造个性化的学习体验，因为每个人在学习语言时都有一段独特的旅程不同的经验或学习风格。因此，我使用Google课堂来帮助每个学生创建定制的中文词汇表，以适应他们的需求和不同的背景。有些学生可能已经学习了某些主题，而另一些学生对他们来说可能是全新的。这样，教室中的每个级别都得到支持，学生能不断学习新知识。

In the last two months, I have been helping my IB Diploma students prepare for their IOC (Individual Oral Commentary). This is an internally assessed exam that involves students verbally commenting on and analysing an extract from one of the texts they have studied in the course. This has been a very efficient learning process as we have gone from students talking from one minute about an extract, to 5 and then 10 minutes, which is the length of the exam. Alongside teacher feedback, students have also been using peer feedback to help improve their skills.

在过去的两个月中，我一直在帮助我的IB文凭课程的学生为IOC（个人口头评论）做准备，这是一项内部评估考试，涉及学生口头评论，要求学生对语言与文学课程第四部分学习过的一部作品的特定节选进行批判性考察。这是一个非常有效的学习过程，因为我们达到了从学生说话开始只有一分钟左右到5分钟再到10分钟（这是考试规定的时间长度）。除了老师的反馈意见之外，我也要求学生使用同伴反馈意见来帮助改善他们的技能。

In my classroom, learning and studying are usually an active process. As long as the mind is engaged, students tend to have a much better time learning a new language, and they remember a lot more. To foster participation and engagement, we have been learning songs with the younger students such as Liang Zhi Lao Hu and Zhao Peng You, as well as playing games in Mandarin. Learning Chinese should be easy, fun, and interactive.

在我的教室里，学习掌握知识通常是一个活跃的过程。只要用心参与，学生往往有更好的时间学习一种新的语言，他们记忆得也更多。为了促进参与意识，和低年级学生我会教更多中文歌曲比如经典的儿歌“两只老虎”“找朋友”等，也会组织一些中文游戏，学习中文应该简单有趣而互动。

My aims for the future are to make sure all my students enjoy learning Chinese, stay motivated and keep on improving.

我对未来的目标是确保我所有的学生都喜欢学习汉语，保持积极性并继续提高。



Music Class

By Ms. Ana del Carmen Méndez

There is a saying between musicians in my country that says: "Every time you think you are good at playing a musical instrument, there will be an inspired kid ready to show you how wrong you are." I have been here long enough to see how true this is, and the commitment, talent, and dedication of our students at NIS is an example.

Our music program is ambitious, desiring excellence in the four pillars of our subject: MUSIC THEORY, MUSIC HISTORY, INSTRUMENTAL ENSEMBLE, AND VOCAL PRACTICE.

The IB Music Standard Level develops the students' knowledge as musicians and exposes them to different styles, forms, and functions of music from the socio-cultural and historical points of view. Students get the opportunity to create and develop communicative as well as practical skills that help them engage in music for further studies.

I am very proud to share my life and experience with our students. I learn from them as much as they learn from me, and every day I realize how noble our profession is, and how much it is needed in 21st century society. I am happy to walk that extra mile that makes a teacher not only a source of knowledge, but a source of inspiration.

Plato used to say: "Music is a more potent instrument than any other for education." Albert Einstein, who was also a very good violin player, agreed with him. At NIS, we are looking toward that direction: to prepare sensitive, compassionate, and internationally minded students that will become brilliant citizens of the world.



MYP COMPUTER AND DESIGN

By Ms. Wendy Dawn David

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

My name is Wendy, and I teach MYP Computer and Design. This is the first year that Noblesse International School is including my subject in its curriculum, and I'm ecstatic to be part of it.

Teaching is undoubtedly amongst the oldest professions in the world. In fact, many of the greatest philosophers and historical figures were also teachers. These people helped others develop practical skills, as well as inspired them to become better versions of themselves. They possessed excellent qualities such as patience, creativity, and sensitivity.

Today, the importance of teachers in society has not waned. Brilliant individuals in various areas of expertise, such as law, engineering, and medicine, have also ventured into teaching. A person, however, cannot be called a good teacher if he/she merely imparts knowledge and maintains high standards of classroom discipline.

Although essential, imparting knowledge and disciplining students are not the mere duties of teachers. They should also be able to impart wisdom and confidence as well as inspire their students to achieve their full potential. This way, these young individuals can grow up to be well-rounded and great assets to society.

Empathy is vital in the teaching profession. As Aristotle once said, "educating the mind without educating the



heart is no education at all." This is especially true for teachers because they act as second parents or guardians to their students. They inspire and mold young minds each day. They help change lives.

Someday, my present students will graduate, go to college, attend law/med/grad school, and start their own careers. Each and every one of them will surely be successful in their own way. Hopefully, I was able to forge bonds and affect their lives -- teaching them important life lessons aside from practical, technical know-how -- so that they may succeed beyond standardized exams and classwork.

Sports and After School Activity for School Year 2019-2020 @ NIS

By Mr. Alfie Bañares

The Sports and After School Activity for this School Year, 2019-2020, was set into 3 major parts: boys soccer, girls volleyball, and co-ed swimming. This year's Boys Soccer Team will be led by Coach Homer Fabian, while Coach Ernesto Taguibao will facilitate the Girls Volleyball Squad. Coach Rolly Dela Cruz will hold charge with the Co-ed Swim Team. Professional coaches and trainers have been employed for these after-school games, and practices for the sports will be held every weekday. Students who join a sport are required to attend all practices and training to be eligible to participate in game events. All teams are in the beginning stages of development. They are converging the skills required to be a forceful and determined squad. We are enthusiastic about these sport programs and encourage our parents and guardians to stop by practices and trainings, and to certainly come to the game events. We look forward to expanding the sports program in the near future. Mr. Bob Hartzell is the sports coordinator; please feel free to contact him at robert.hartzell@nis.com.ph.



By Mr. Richard Curi

The ESL Department for school year 2019 - 2020 has initiated a new ESL program this semester. The department has incorporated the Rosetta Stone computer platform which enables students to access and create their own accounts. The Rosetta Stone is an online education program with different levels of language acquisition activities. The Rosetta Stone activities challenge the students to pronounce words properly, study proper English grammar, assess their comprehension, and expose them to a variety of new vocabulary words.

The students complete a 40 - 45 minute placement test from Rosetta Stone to determine their level of English proficiency. This diagnostic test determines the level at which the students need to start their language acquisition studies. The students usually start at 1st level Language - basics. Every level has 4 units, and the total Rosetta Stone program has 5 levels. Students do not move to the next level until they have scored 100% in each category of each level. The objective of Rosetta Stone is to prepare the students to speak and understand the language with the guidance of the ESL teachers. The ESL teachers monitor and direct the students as they move through the various Rosetta Stone Lessons. The Rosetta Stone program assesses the students continuously at all levels. This enables both the students and ESL teachers to view the progress of each individual student on a daily basis.

What to Know About ESL Procedure

The students will be placed in an ESL program if they are non-English speaking students who need extra help learning the language. It is designed to give these students special attention while learning English so they can integrate into a regular classroom.

- Entrance Examination and Test Result**

Assessment of English, Math level, and Reading Comprehension

IB essay for High school students (incoming Grade 10 and 11 students only)

The scores of tests will determine the students' need of ESL.

- Number of ESL Classes and Subjects to be Pulled Out**

2 days a week = Philippine History/ Art Classes

3 days a week = Chinese Class

5 days a week = Philippine History/ Art and Chinese Classes

- Duration of ESL Class**

The expected rate of transition, or the average amount of time NIS expects a student to be enrolled in the ESL program, is 6 months to 2 years. Please keep in mind that this is an average time. Some students may exit the program in less time while other students may remain in the program for a longer period of time to complete their acquisition of English. However, if a student is pulled out from Chinese class, he/she will have ESL class for one school year.

- **Move to Mainstream Classes**

The student can now understand everyday language. Despite making some grammar and spelling mistakes, he/she can write and speak fluently. He/she can produce complex texts and uses the language effectively for academic and social purposes.

The ESL program uses computer software to help students learn English. The Rosetta Stone Interactive Software is a technological innovation that can help students progress in their acquisition of the English language and give instant feedback.

The Rosetta Stone Interactive Software is a well-established player in the world of language learning.

The Rosetta Stone platform includes different standards for a student's evaluation as they progress through their daily lessons. The goal is to help students learn, speak and conceptualise in English so they can be successful in the PYP and MYP programs.

Each lesson of Rosetta Stone program has 5 levels and each level has 4 units. The unit is divided into four lessons, and each of them is subdivided into the following sections:

- **Core Lesson:** 30 minutes. You learn basic words like "boy," "girl," "running," and "writing" by matching them to pictures and repeating them after the speaker.
- **Pronunciation:** 10 minutes. You repeat syllables and words after the speaker to master the accent.
- **Vocabulary:** 5 minutes. You get 15-20 new words in various combinations, presented in writing, as audio, and next to a picture.
- **Grammar:** 10 minutes. You learn various grammar constructions in context, using audio, pictures, and written word.

ESL Department

Ms. Michelle David – ESL Teacher
Mr. Hamza Gulam – ESL Teachers
Mr. Richard M. Curi – ESL Coordinator



2019-2020학년도에 우리학교 ESL부서에서 새로운 ESL 프로그램을 시작했습니다. Rosetta Stone라는 학생들의 계정을 만들어 접속하여 사용하는 컴퓨터 플랫폼을 함께 사용하게 되었습니다. Rosetta Stone은 여러 레벨의 언어능력 습득활동이 있는 온라인 교육 프로그램입니다. Rosetta Stone활동은 학생들에 게 단어를 제대로 발음하고, 영어문법을 배우고, 그 것들의 이해도를 평가하고, 다양한 새로운 단어들에 적용시킵니다.

학생들의 영어실력을 평가하기 위해 Rosetta Stone에서 40-25분 정도의 레벨평가시험을 보아야 합니다. 이 평가시험은 학생들이 어떤 수준의 공부부터 시작해야 하는지 결정해줍니다. 학생들은 보통 1단계-기초 부터 시작합니다. 모든 레벨은 4개의 유닛이 있으며, Rosetta Stone은 총 5개의 레벨이 있습니다. 학생들은 각 레벨의 카테고리에서 100%의 점수를 받지 못하면 다음 레벨로 이동할 수 없습니다. Rosetta Stone의 목표는 ESL 선생님들의 도움으로 학생들이 언어를 말하고 이해할 수 있도록 준비해 주는 것입니다. ESL 선생님들은 학생들이 다양한 Rosetta Stone레슨을 받는 동안 학생들을 지켜보고 지도합니다. Rosetta Stone프로그램은 모든 레벨의 학생들을 지속적으로 평가합니다. 이 때문에 학생들과 ESL 선생님들은 매 일 각각의 학생들의 발전상황을 알 수 있습니다.

ESL 과정에 대해 알아야 할 사항

영어를 하는데 추가적인 도움이 필요한 학생들은 ESL 프로그램에 들어가게 될 것입니다. 이 학생들에게 특별한 관심을 기울여 그들이 일반수업에 잘 적응할 수 있도록 만들어진 프로그램입니다.

- **입학시험 및 시험결과**

영어, 수학 그리고 읽기이해도 평가

고등학교 학생들을 위한 IB 에세이 (새로 들어오는 10학년과 11학년 학생들만 대상)

이 시험점수들은 학생들이 ESL이 필요한지를 판단하게 됩니다.

- **ESL 수업 수와 빠지는 수업들**

주 2회 = 필리핀 역사/미술 수업

주 3회 = 중국어 수업

주 5회 = 필리핀 역사/미술과 중국어 수업

- **ESL 수업 기간**

예상되는 전환기, 또는 ESL 프로그램에 속해있는 평균기간은 6개월에서 2년입니다. 이 것은 평균적인 기간이라는 것에 유의하시기 바랍니다. 일부 학생들은 짧은 시간 안에 이 프로그램에서 나올 수도 있고 반면에 어떤 학생들은 더 오랜 시간 동안 이 프로그램에 남아있을 수도 있습니다. 하지만, 중국어 수업에서 빠지는 학생은 ESL 수업을 1년간 받게 됩니다.

- **일반 정규수업으로 옮겨가는 것**

학생이 일상적인 영어를 이해할 수 있습니다. 문법이나 철자의 실수가 있어도 학생이 쓰고 말하기를 유창하게 할 수 있습니다. 학생이 학업이나 일상에서 복잡한 문장을 만들고 언어를 효과적으로 사용할 수 있습니다.

이 ESL 프로그램은 학생들의 영어학습을 돋기 위해 컴퓨터 소프트웨어를 사용합니다. Rosetta Stone Interactive Software는 학생들의 영어능력의 발달을 돋고 즉각적인 피드백을 줄 수 있는 획기적인 프로그램입니다.

Rosetta Stone Interactive Software는 언어학습분야에서는 잘 알려진 프로그램입니다.

Rosetta Stone 플랫폼은 학생들의 매일 수업으로 인한 발달에 따라 다른 기준을 따릅니다. 학생들이 PYP 와 MYP 프로그램에서 성공적으로 적응할 수 있도록 영어로 배우고, 말하고, 개념화하는 것을 돋는 것이 목표입니다.

Rosetta Stone 프로그램의 각 레슨은 5개의 레벨로 나뉘어 있고 각 레벨은 4개의 유닛이 있습니다. 각 유닛은 또 4개의 레슨으로 나뉘어 있습니다. 이 각각의 레슨은 다음과 같은 섹션으로 세분화 되어있습니다.

- 핵심 레슨 : 30분. 학생들은 “boy”, “girl”, “running”, “writing”과 같은 기본적인 단어를 그림을 보고 사회자의 발음을 반복적으로 따라 하면서 배웁니다.
- 발음 : 10분. 학생들은 액센트를 익히기 위해 사회자의 발음을 따라 음절과 단어를 반복합니다.
- 어휘 : 5분. 학생들은 15-20개의 새로운 단어를 여러 가지 조합으로, 글로, 듣기로, 그리고 그림으로 보고 배웁니다.
- 문법 : 10분. 학생들은 듣기, 그림과 글을 보고 문맥상의 여러 가지 문법구조를 배웁니다.

ESL 담당부

Ms. Michelle David – ESL 선생님

Mr. Hamza Gulam – ESL 선생님

Mr. Richard M. Curi – ESL 담당 부장





EXTERNAL ASSESSMENTS

By Mr. Ozgur Unal

External assessments are the standardized tests our school administers every year. There are two sets of standardized tests that our students take: TOEFL and PSAT. These tests are great tools to track our students' progress in English and Math.

Since 2017, our school has been using the TOEFL Primary, Junior, and ITP to assess the students' English proficiency twice a year. The TOEFL assessment is one of the most widely used English-language tests worldwide. The test is recognized by universities and colleges in Australia, Canada, the UK, and the United States. It serves as a key for students to be able to study abroad. TOEFL Primary (Grade 3), TOEFL Junior (Grades 4-10), and TOEFL ITP (Grade 11) tests are used to assess the English-language proficiency of students. These tests also help teachers monitor students' progress in English and provide feedback to students and parents.

Another set of standardized tests administered in our school are the PSAT tests for Grades 8 to 11. PSAT 8/9 and PSAT 10 are the tests given to 8th/9th and 10th graders, respectively. These tests are great practice for the SAT because they test the same skills and knowledge as the SAT appropriate to each grade level. Similarly, PSAT NMSQT is a great practice test for SAT given to 11th graders. In PSAT NMSQT, however, students have a chance to qualify for the National Merit Scholarship in the United States. The results of these tests are sent to individual students for them to identify their weaknesses and strengths and to better prepare for the SAT test that they might take in Grades 11/12.

The TOEFL and PSAT test dates for 2019-2020 School Year are given in the table below:

Tt	Grade Level	Date
PSAT NMSQT	11	October 16, 2019
PSAT 8/9	8 and 9	March 10, 2020
PSAT 10	10	March 17, 2020
TOEFL Primary	3	
TOEFL Junior	4 to 10	September 24, 2019 AND March 26, 2020
TOEFL ITP	11	



The purpose of our student council here at Noblesse International School is to uphold a band of students who are enthusiastic and willing to put an effort into making the school year a memorable one for everyone here at the school. Though our council officially consists of six elected officers, our council also consists of a team of representatives from each grade. These people who, despite not being officers, still volunteer their time to create a sizeable workforce of high reliability and productivity. The council would never function properly without these dedicated students. This year we not only brought back popular items of the past, but are also coming up with new

ideas. The cafeteria snack-booth is once again in commission, and the yearly tradition of a unique Noblesse pride-shirt is nearing completion, with the shirts soon to be ordered. The Fall Festival is also seeing the return of the haunted house attraction. One of the new ideas conjured by our council, which will shortly be executed, is a short fundraiser project which will be officially revealed in late October. We also came up with the idea of individual class shirts, where students are able to show pride for their own grade by creating and designing t-shirts that are unique to their grade-level.

Student Council Officers School Year 2019-2020

Middle and High School

President: Yeonsu Kim (12)
Vice President: Gus Krough (11)
Secretary: Keon Hak Jeong (10)
Treasurer: Nae Yun Hong (11)
PROs: Eun Gyul Lee, Char Won Park (both 10)

Elementary School

President – Ji Woo “Melody” Kim (5)
Vice President - Hyewon “Jenny” Ha (5)
Treasurer – Ha On Lee (5)
Secretary - Ee Shieng Tan (5)
Public Relations Officer (PRO)
- Chloe Patawaran (5), Hyerim Kim (5)



CAS

Creativity, Activity, Service

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. Let me begin by applauding the achievements of last year's Juniors and Seniors, here is a short list of their activities:

- Run4Smile Fun Run had 879 participants and raised more than P100,000 for future CAS projects
- Hong Kong Welsh Vocal Choir Charity Concert raised more than P30,000 for CAS projects.
- United Nations Global Skills Competition Mangrove Rejuvenation Project
- United Nations Global Skills Competition Recycled Tire Garden Project
- United Nations Global Skills Competition Recycled Sprite Bottle Planter Project
- Pampanga Flood Relief program donated canned goods and used clothing to flood victims.
- Recycling containers to recycle plastics, paper and aluminum.
- International Day, Sports, Day, Fall Festival, Varsity Sports and many other activities.

This year's students will be involved with the Neon Fun Run of 14 March 2020, Department of Education School Project, NIS Beautification Program, Barangay Cutcut Indigent Family Relief Program, Varsity Sports and many other activities linked with the Student Council and the National Honor Society.

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:

- A. Self-review at the beginning of their CAS program and **set personal goals** for what they hope to achieve.
- B. **Plan, do, and reflect** (plan experiences, carry them out, and reflect on what they have learned).
- C. Undertake at least one **interim review and a final review** with their CAS Coordinator.
- D. Take part in a **range of experiences, including at least one project**, some of which they have initiated themselves.
- E. **Keep records** of their experiences and achievements, including a list of principal experiences undertaken.
- F. **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).



12 GOOD REASONS

TO MAKE US YOUR NEXT SCHOOL



1. AUTHORIZED BY THE INTERNATIONAL BACCALAUREATE

to offer the Diploma Programme (ages 16-18). We are currently a candidate school to offer the Primary Years Programme (ages 3-11) and the Middle Years Programme (ages 11-16).



3. OUR REPUTATION ATTRACTS HIGHLY EXPERIENCED, SPECIALIST SUBJECT-AREA TEACHERS

from around the world; having teachers from every habitable continent in the world.

4. WE BUILD STRONG PARTNERSHIPS WITH PARENTS.



5. OUR CURRICULUM CHAMPIONS INTERDISCIPLINARY INQUIRY-BASED LEARNING

that promotes creative and critical thinking skills.



6. WE OFFER EXPERT LEARNING SUPPORT, AND ENGLISH AS A SECOND LANGUAGE.



7. WE BELIEVE GREAT LEARNING TAKES PLACE IN AND OUTSIDE OF THE CLASSROOM.



8. STANDARDIZED TESTING IN READING, WRITING, AND MATHEMATICS

is used to measure student progress and academic growth.



9. OUR CAMPUS IS PURPOSE-BUILT

with science and IT labs, music and art rooms, a large sports hall, a swimming pool and a golf range among others.



10. OUR SCHOOL COMMUNITY IS GENUINELY INCLUSIVE

, with over 15 different nationalities represented.

11. OUR STUDENTS ARE ACCEPTED BY SOME OF THE TOP UNIVERSITIES AROUND THE WORLD.



12. A SAFE AND SECURE ENVIRONMENT

, where students enjoy a "fun learning experience" in small class sizes.





NOBLESSE INTERNATIONAL SCHOOL

Global Education, Global Citizens

Newsletter Working Team

Mr. Geoffrey Hightower
Mr. Joon Kyu Yoo
Mr. Arvin Daquiz
Ms. Alyssa Fry
Mr. Ephraim Tayag

Circumferential Road, Friendship
Highway, Barangay Cutcut, Sto.
Domingo, Angeles City, Philippines

Telephone: +63 45 4599000

Fax: +63 45 4590377

Email: admissions@nis.com.ph

info@nis.com.ph

Internet: www.nis.com.ph



NIS IS ACCREDITED BY:

The International Baccalaureate Organization (IBO, Geneva) • Advance Education, Inc. (AdvancED, GA) • The College Board Advanced Placement Program • Department of Education (DepEd, Philippines)