



THE YIS NEWSLETTER

ISSUE 6 : FEBRUARY - MARCH 2021



LETTER FROM THE PRINCIPAL

Dear YIS Community,

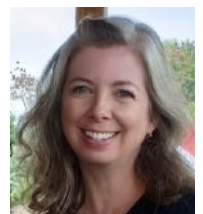
Dear YIS Community, Since the start of the pandemic and mandatory campus closures, the YIS Leadership Team has consulted with the Indonesian Ministry of Education, international health organizations and our accreditation bodies to determine the best way forward in developing a 'new normal' that is in the best interest of students. Our current model of ongoing distance learning, combined with individual and small group consultations, has been successful in ensuring uninterrupted education.

In the coming term, YIS will continue to work in close cooperation with the Ministry, fully complying with the present requirements to provide online learning opportunities, within a hybrid platform. During this transition period, students will enjoy more frequent, face-to-face consultations and broader access to outdoor learning spaces. Strict protocols are already in place to protect the health and well-being of our entire community. However, broader safety measures may be established in the coming weeks.

Once again, thank you to all YIS parents who continue to support their children from home, bringing them in for consultations with teachers and working closely with us to safeguard continuous learning during this unprecedented time. This is the foundation of a stronger partnership and one of the keys to long-term academic success for all students.

Yours,

Kimberly Kingry
YIS Principal





UPCOMING DATES

- 11 March Public Holiday, Isra Mi'raj (No classes on this day.)
- 14 March Public Holiday, Hari Raya Nyepi
- 22 -26 March Term Break
- 29 March Teacher Preparation Day (No classes on this day.)
- 30 March Start of Term 4; Classes resume.

COMMUNITY ANNOUNCEMENTS

IB PYP Celebration of Learning, 2021

The Celebration of Learning, an integral part of the PYP curriculum framework, is a great way to nurture partnerships between parents and schools. Most importantly, it is a powerful opportunity for students to publish and display their learning, while gaining confidence as they present their original work to an authentic audience. Through this process, students embrace the different learner profiles and reflect on their learning by communicating what they now know and what they are inquiring about.

As you visit the YIS Campus for consultations or appointments in March, please stop by the Primary Library Commons area, across from the Front Office, for a peek at the creative work of our PYP students. Congratulations, Learners!



REMINDER: CAMPUS USE FOR YIS FAMILIES

All YIS families have the full right to use our outdoor facilities, as well as the indoor basketball court, for the purpose of recreation and enjoyment. Our students and their parents are welcome to enjoy this privilege, as members of the YIS community. We hope you will take advantage of this beautiful, open space.

At this moment, however, we must follow a strict set of regulations which pertain to the containment of Covid-19, as set by the government:

- Only YIS family members may have access to our campus facilities.
- The campus is open to YIS families during after school hours and on weekends, between the hours of 06:00 and 18:00.
- Students within the same 'self-isolating family group' can play contact sports, like basketball, together in our GYM.
- Students from different families may not gather indoors to play together

Again, it is our strict policy that only YIS students and their families are permitted to enter the facilities. This is a normal security precaution in any school. As we find our way together through this 'new normal,' we also look forward to a brighter future for our families and our children.



SPOTLIGHT ON YIS STUDENTS AND TEACHERS

It's all Greek to me!

Recently, some of our MYP students have embarked upon a study of Homer's epic poem, *Odyssey*. Homer's *Iliad* and *Odyssey* have shaped the literary imagination of generations, from the time of the Ancient Greeks until today. Throughout these vast works, people, places, and things are characterized with distinctive compound adjectives, known as **Homeric epithets**.

The epic poems of Homer were first sung two millennia ago, before being recorded and eventually translated for modern readers. The fact that these works were intended to be experienced through hearing meant that repeated words, or combinations of words, were a way of holding listeners' attention and creating consistent characterization. Epithets are simply words characteristically attached to people or things, as descriptors. Homeric epithets are used strategically. The naming of important people, places, and things in the poems thus becomes a motif, providing familiarity for listeners and readers experiencing a vast poetic narrative. In English, they are commonly formed through combining adjectives.

(Major Eras in World History and Literature. Barnhouse. 2021)

In order to better understand how epithets function, our MYP students were invited to create original epithets which describe the unique qualities and characteristics of their teachers. The result is a wonderful tribute to the relationships that we have nurtured between students and teachers at YIS. Below are just a few of these clever descriptors.

Can you guess which YIS teachers are being described here?

The Compassionate Academic
The Compassionate Mentor
The Anorak
Owlish Man
The Queen's Scholar
The Intellectual Globalist
The Melody Maestro
Multi-talented
The Passionate Multipotentialite

The Collector of the Cerebral
Savant Consultant
The Managebac Enthusiast
The Artistic Storyteller
The Gatekeeper of Paternal Jokes
The Zealous Humorist
Liberal Arts Pundit
Conqueror of all Lands

The Aesthetic Artisan
The Inexorable Guru
The Optimistic Guide
Lady of YIS
The Keyholder
The Melodic Prodigy
Queen of Creativity
Wholehearted Scout
The Innovative Mastermind

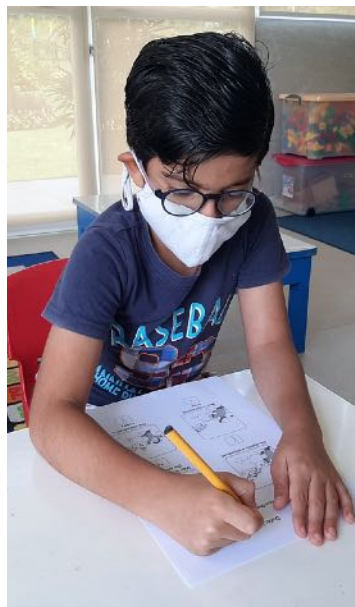




PRIMARY YEARS PROGRAMME

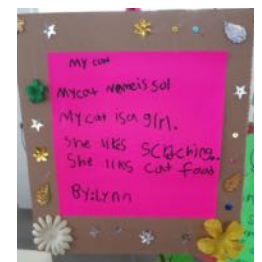
EARLY YEARS

Early Years enjoyed their time to explore 'Transportation' and how it helps the community. Students participated well in the discussion of three main types of transportation: land, air, and water. The students learned that each type of transport has different purposes and characteristics. Students were also able to recognize the land, air and water community helpers and their functions in our lives. An important topic we explored was safety on the road and on the water. Students are now more familiar with the traffic signs they see whenever they travel by road and they know the proper water safety rules when swimming or going to the beach. We relate this topic to the concepts used in daily life, such as slow-fast; deep-shallow, up-down, and float-sink. At the same time, students have also learned some new words, such as luggage, boarding pass, engine, hose, steering wheel, anchor, etc. Finally, it was a pleasure to hear the students talk enthusiastically about what they want to be when they grow up. This year's EY students want to become pilots, astronauts, doctors, and police officers. Thank you for letting us share in your big dreams!





PRIMARY YEARS PROGRAMME



GRADE 1&2

Grade 1 and Grade 2 students have worked hard in February! While we have some projects to finish up, the progress students have made is impressive! We are particularly proud of those students who worked independently on their projects, fully demonstrating their own learning. In UOI, students have been practising and performing their puppet shows. Grade 1 students have performed Little Red Riding Hood and Grade 2 students performed Jack and The Beanstalk - all with great drama and enthusiasm! The video recordings of these puppet shows will be a treasure for parents and students in years to come! In Math, the students have created original shape projects, based on our Geometry lessons. Students used a range of 2D and 3D shapes to build a unique creation. The students built castles, a car, an oil factory, a helicopter, a dog, a snowy world, a rhino, and more! In English they learn about how to express themselves through language. They read and made funny poem too. What a demonstration of skill and imagination!



PRIMARY YEARS PROGRAMME

GRADE 3 & 4

This month has been quite challenging for Grades 3 &4, as they are busy working on their individual projects during UOI, developing the IB learner profiles as both communicators and risk-takers. Students explored their imagination through creating original artwork, using a variety of materials. Some of those amazing works are in the forms of a photo gallery, an environmental poster, 3D modelling, Roblox characters from cardboard boxes, an iPad stand, a cardboard rocket, a mail box, popsicle sticks figurines, a mini soccer field, and an imaginative Candyland. During Science, students investigated water density, water absorption, and gravity, as well as conducting the Scientific experiments, "Walking Water" and "Water Absorption." Some students had a chance to do the experiments during the face-to-face learning sessions to see why some materials absorb water and other materials do not absorb water.

In English, students explored the types of stories originally shared by word-of-mouth (oral traditions), which function as both entertainment and teaching tools, including myths, fables, legends, and fairy tales around the world. Students have also learned how to make nets for 3D shapes in Math, while exploring future dreams, fables, and cinquain poetry in Indonesian, as well as painting and decorating a clay pot in Art. This month, students continued to sight read in Music, create Powtoon videos in IT, and complete a video game workout in PE. The hard work of Grade 3 &4 students is greatly appreciated!





PRIMARY YEARS PROGRAMME



GRADE 5&6

It has been a busy few weeks for Grades 5 & 6 as they are working on their individual creative projects during UOI. Each student has chosen at least one form of creative expression to explore. The wonderful products of their creative expression include a short story, a comic book, an interior design, an anime drawing, an acrylic glass painting, spray painting, photography, a magazine, and macramé. Students developed their IB learner profile as reflective and communicative students by composing a reflection on their original work and expressing how their feelings and emotions evolved through the challenging process.

During Science, students investigated environmental issues such as deforestation, air pollution and acid rain. They also carried out individual projects including the food chain project and compost project. During English, the students learned about the plot structures of a story through songwriting and created their original lyrics, which includes a chorus, as well as the beginning, middle, and ending verses. They have also explored 2D and 3D shapes in Math and created three dimensional Greek vases with clay in Art. In Indonesian, they learned more about leadership, and Haiku poetry. Finally, they continued sight reading in Music, designed 3D models using Sketchup in IT, and completed a standing core workout in PE. They definitely deserve a round of applause!



MIDDLE YEARS PROGRAMME

GRADE 7 - SENSORY BOOK

When it comes to promoting speech development in children, multisensory stimulation worked diligently and creatively. Be it pop up books, sliding books, touch and feel books, sound books or game books, all serve as fantastic tools to work on a child's language and listening skills. This term Grade 7 worked on this project during Design class in order to create relatively new and exciting pages for our early year's community. Also called Sensory or Quiet book, these pages are made out of cloth, felt, buttons, strings, yarn etc.

Each student chose a concept to teach, to play, to learn through the interactive and tactile page. The students started by analyzing existing books in order to understand the different important characteristics to be reused for their project. They came up with designs on paper before starting to create their pages with the materials from the Quiet book. The pages will be presented to our dear early years students very soon !

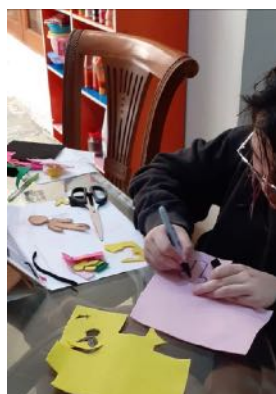
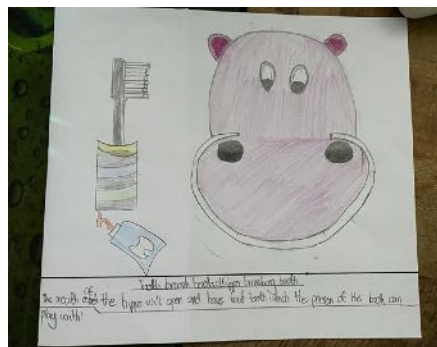
Customer

This product is aimed towards children who like colorful things. The age range is 5-6 years old so the child does not put the items in their mouth. This is also aimed at the adults for them to buy for their children, so it will be eye catching.



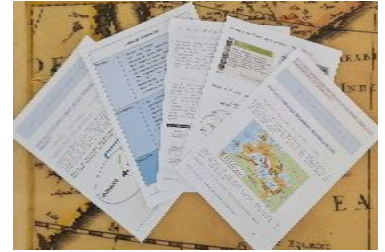
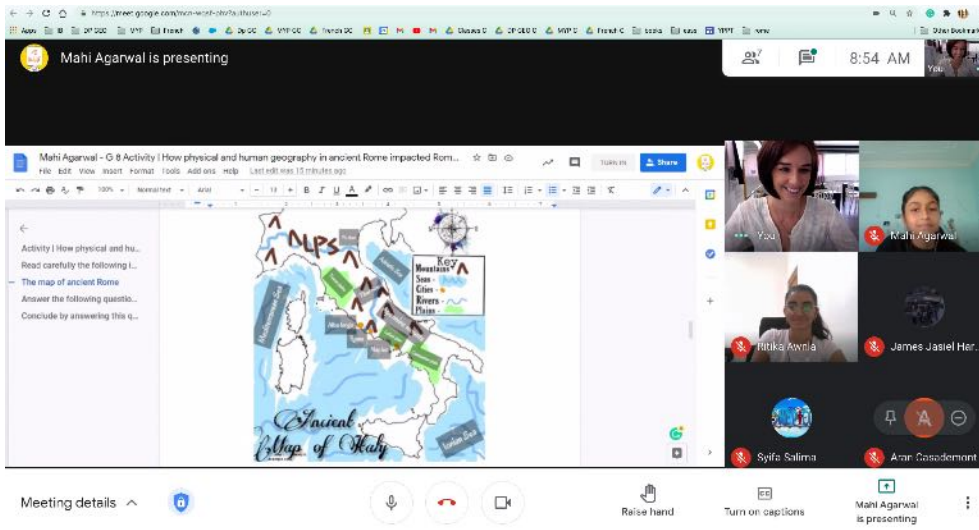
Function

- Easy and simple activity
- Will help children learn about colors
- Will help children learn how to sort





MIDDLE YEARS PROGRAMME



GRADE 8 - ANCIENT ROME

During Term 3, Grade 8 students are studying the treasures of ancient Rome, such as their systems of laws, form of government, and architectural knowledge and skills that led to impressive structures which have stood the test of time. Focusing on enhancing several of their skills, students worked on multiple summaries, timelines and analytical tables. They have refined their map skills as well as their understanding related to the importance of geographical factors in shaping the features of a civilization which, in the case of ancient Rome, contributed to the power of this civilization. Students have investigated the assassination of Julius Caesar by weighing different pieces of evidence, with the aim to share their conclusions and engage in a debate. Furthermore, by creating a marvellous Roman-style mosaic, students had the opportunity to express their creativity. The final aim of our unit was to present a treasure of their choice that testifies to the technical and scientific knowledge of ancient Rome, which has left the world a positive and lasting legacy.



MIDDLE YEARS PROGRAMME

GRADE 9 - MUSIC

This term, the Grade 9 students are working on individual projects through which they develop their musical skills, knowledge, and appreciation. The aim of this effort is to nurture a lifelong love of music.

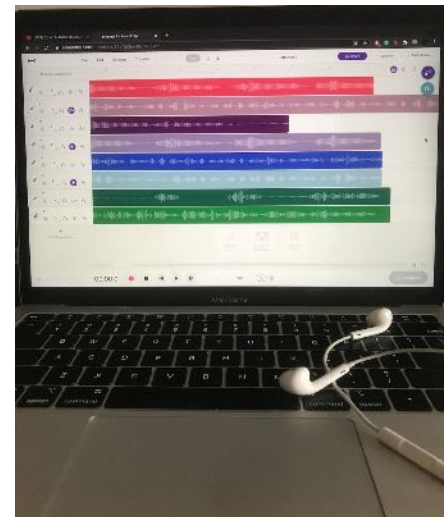
Below are two testimonies from Grade 9:

Alexander Calvin Pristiwanto:

As a class, we have been doing individual musical projects. For my project, I have been learning to play two songs on the keyboard, as well as singing them. Pak Ino, helped me expand my vocal range by making me sing in keys containing higher notes. This was a hard but beneficial challenge for me because I have a relatively low voice. He taught me certain warm-ups, like humming and practicing in lower keys first, which helped me reach those high notes.

Priyanka Munesh:

Since we've been working on Individual Projects, I've taken this opportunity to focus on developing new skills. I've been working on a project on 'Acapella' and using different softwares to compose. I've learned many new things this term, and I'm excited to finish and present my project and receive feedback from my classmates and teacher.





MIDDLE YEARS PROGRAMME

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My chosen idea: Idea 4

I chose to take look four for my final product as this idea has all of my specifications. Even though idea 1 covers all of my specifications, idea 4 has a more practical appearance because it's sturdy and has a better design. The furniture in idea 4 isn't inside like the furniture in idea 1, but it's successful. The idea really did work and is perfect for when students had groups to work together for their tasks.

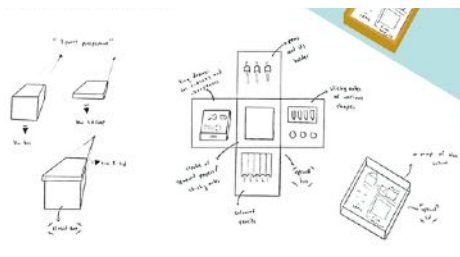
This design also helps with my goal to build and strengthen our community as it's colorful and it's accessible for everyone in the school community. For those who might like to just have a break, to those who want to work together on their assignments, to those who want to be left alone to read their own books, this design does it all. Even though this does have a few tasks, they aren't wasted off like four days are in idea 3, this allows more time for interacting.



2 point perspective

The drawing of the chosen design from a 2 point perspective is shown on the left. It is a drawing of the welcome package when it is opened. Therefore, the items of the school supplies are included in the drawing.

The school supplies provided are sticky notes of various shapes, a whiteboard with a marker, a stack of papers, a folded school map, 2 pens, and 3 colour pencils.



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FINAL PRODUCTS

INTERNATIONAL SCHOOL

Brochure + Logo

Mockups

Physical Prototype

Digital Prototype

D

CRITERIA

Design Testing Methods

Performance Test

Feasibility Test

Portability Test

Multi-functional?

Hanging/Shaking Test

GRADE 10 - LANGUAGE ACQUISITION E-PORTFOLIO

The MYP design does not have an electronic assessment at the end of the 10th year. Instead, students must present what is known as the electronic portfolio. The e-portfolio is a project similar to the MYP personal project. Students must use their technical skills and knowledge to solve a contemporary problem. They must design a creative and unique solution that represents the global context declared by the IB, This year we immersed ourselves in the context of "identities and relationships". Since last December our grade 10 students have been working on this project to create a functional product and write a 40 page report. Ribie, Steven and Salma made a welcome package intended to welcome a new member within a community (school-business). Jag and Leo have created a "coworking" space to show the benefits of working together, Yco has worked on a website to bring together a community of athletes and motivate members.



DIPLOMA PROGRAMME

GRADE 11 - CHEMISTRY & PHYSICS

Chemistry students have taken their first foray into organic chemistry, learning about hydrocarbon configurations, polar bonds and electronegativity, hybridization, and fundamental groups. Organic chemistry, while challenging, is ubiquitously connected to biology, industrial technology and Hi-Tech. They will almost certainly run across these principles later at university, as part of a Science, Technology, Engineering, Art or Mathematics program.

Our Physics students are exploring the overlap between Chemistry and Physics, as they learn the principles of particle physics under the standard model. They are learning to break down chemical decay processes and antimatter interactions using Feynman diagrams to predict Baryon number, Lepton number and charge; and in so doing make predictions about the daughter elements and the properties of the subatomic particles that are produced. This is part of the IB curriculum, and is also cutting edge - as modern particle physicists work toward a grand unified theory using these concepts in multimillion dollar accelerators.



GRADE 12 - BIOLOGY

In DP Biology, the ongoing individual investigation is facilitating the autonomy in learning, challenging and inspiring students to take control of their learning. It is an opportunity for students to dig in and reflect upon their learning and explain how it relates to themselves and the world in which they live. One particular DP Biology student is investigating whether artificial sweeteners produce less energy, compared to natural sweeteners, by calculating the production of carbon dioxide through the fermentation process. This relates to the ongoing dietary trend, where consumers are demanding more low-calorie options for, for a healthy lifestyle. Another DP Biology student is investigating the depletion of vitamin A and the degradation in the quality of the taste of milk due to its exposure to LED lights in the supermarket.

Through these investigations, students demonstrate their personal engagement and develop their research skills through independent initiatives in planning, implementation and presentation.