High School Empty Bowls Lunch
Come support the Empty Bowls project that will take place all through lunch on Tuesday, March 26, 2019. All proceeds will go towards World Food Programme, specifically their relief/hunger program in Yemen.

During lunch, the High School students will be able to purchase handmade bowls for OMR. 3.000, which will entitle them to a soup & salad lunch. The bowls are made by ceramics students and other volunteers during their class time and outside of school hours.

Parents who have signed up, are required to bring food to the High School Cafeteria, on Tuesday, March 26, 2019, between 10:45 to 11:20 am. If you would like to sign up to bring in soup, bread or salad that day, please click here.
We see the past and we envision the future through stories. The most compelling stories for me in my role as the high school principal are those that capture student learning in its many forms. As I noted in last week’s newsletter, our co-curricular programs provide rich and varied opportunities for stories about student growth and development. This is also true throughout the experiences created for students in our high school curricular offerings. This week I have asked four students for permission to share some of their thoughts about recent learning experiences in U.S. History, World History 1, Scientific Issues, and Geometry, with the caveat that the Geometry story is a part of the student’s self-assessment.

Last week Gabby Smock (11) and her grade 11 U.S. History classmates participated in an activity simulating the U.S. presidential cabinet meeting that occurred early in 1917 regarding U.S. involvement in World War I. After choosing a particular role for the simulation, Gabby and her classmates conducted research to better understand the beliefs and opinions of that specific person. Gabby played the role of U.S. President Woodrow Wilson, and her job was to “listen to the varied opinions being expressed in the cabinet meeting and to make a decision that represented the American people and what was best for the country.” Additional roles included Theodore Roosevelt, civil rights leader W.E.B. DuBois, Eugene Debs, and others. From Gabby’s perspective, her key learning takeaway included developing her skills to listen carefully, to paraphrase, to synthesize different ideas, and to speak confidently in front of a group. She also believes that this experience has helped her entire class to understand that “historical situations aren’t ever as easy as they sound when you read about them in books” and that “there are many challenges for a group of people trying to come to a common understanding of the same situation and then to act as a united group.” Using what they learned from this simulation, Gabby and her classmates wrote a formal essay regarding U.S. justification for entry into World War I.

Students in Mr. Gibney’s Scientific Issues class are engaged in a series of student driven units this semester. The current unit is organized around structured debates on contemporary topics of scientific importance. On Wednesday Conchita (12) and Ben (12) argued in support of genetically modified organisms (GMOs), while Sanad (11) and Eric (11) took the opposition argued against the further development of GMOs. Conchita describes the most challenging aspects of her learning to be “finding and understanding the different perspectives present in an issue” and “having to think on my feet when the other team asked questions.” Similar to the U.S. History students, Conchita and her classmates were given some choice in their learning, and their was considerable individual accountability in conducting research to understand the topic and the different points of view present. An additional common thread in the students’ learning in the claim, evidence, reasoning logic that our students use to express their thinking. Conchita’s and Ben’s claim was that “the benefits of GMOs for the world far outweigh any potential harm,” with evidence including “increased crop yields, improved nutritional value, reduced environmental impact, and the opportunity for regulatory oversight and control,” and the reasoning is “our interpretation, analysis, and opinion on the information.” Following the debate all of the students asked questions and gave feedback to the two teams, and then engaged in a lively dialogue about the application of the three ethical principles they have studied: 1) maximize benefit and minimize harm, 2) respect each individual, and 3) justice and equality for all.

Sarah Hassan’s (9) learning story takes shape through the research she and her classmates are currently conducting to understand The Spread of Islam in World History I class. Sarah and her group are learning about the historical contributions of Islamic civilizations to science, with Sarah’s focus on historians and geographers. Through this process Sarah is asking questions about the significance and contributions of different civilizations to humanity, and the connections that exist between civilizations throughout time. Students in World History I have already learned about Roman and Greek civilizations, they are now learning about the factors that play in Islamic civilization in the 12th and 13th centuries. As I spoke with Sarah about her learning, I was most impressed by her ability to articulate her questions and understandings, especially the new thinking that is emerging for her related to the explorer Ibn Buttata. Buttata spent 29 years traveling throughout Africa, Asia, and parts of Europe. Sarah indicated that a “life devoted to exploration is not possible today,” which lead to reflections on physical exploration as a metaphor for a commitment to life-long learning. I look forward to the interactive presentation that Sarah and her partners are creating, as well as the other groups in her class.

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My final story comes by way of the self assessments that students have written for their mid-semester progress reports this week. Amani Al Zawawi shared these insights about her relationship with learning in Geometry class:

“Last semester I said: “My relationship with geometry is like a sibling one. At times it can be very annoying, but at the end of the day I love it and it makes me smile.” My relationship with geometry is still kind of the same but, now I know why the “sibling” was annoying to begin with. The BTSLs are like the food, water and attention you feed your sibling. If you don’t give them enough then they become annoying which then goes full circle and annoys you. In the first semester I didn’t give enough to geometry and that’s why I found it difficult. In the second unit of the second semester I did give a lot to the unit and that is why it was easier than before. So to summarize, I strongly believe my relationship with geometry is like a sibling one.”

While there are many, many stories to be told about student learning this week, my hope is that these four stories give you a window in to the learning that our students experienced this past week. The reality is that many of our students’ most recent stories have been influenced by the microscopic bacteria and viruses that cause illness - it has been a difficult stretch for many in our community. I also understand that Spring Break plays an important role in the stories that many of our students envision for the near future - there is a light at the end of the tunnel.

Please note that next week is a four day week of classes for High School students because of Parent-Teacher Conferences on Sunday. If you are attending Parent-Teacher Conferences on Sunday, please plan to have your daughter or son attend with you. I look forward to seeing many of you at that time. As noted on page 1 of this week’s HS Newsletter, Progress Reports will be sent home on Saturday.

Sincerely,
Richard Petersen
High School Principal
LAST WEEKEND - Festival of Choirs

Picture Credit: Nicole Bradbury-Becx (TAISM PR)
TAISM MUN sent a delegation of eight students to Singapore to take part in the 15th Annual SIMUN Conference at the Lycée Français de Singapour. Ewan Cosker and Rafa Saa participated in the Human Rights Council. Tala Taha and Abdullah Bahwan participated in the UN Economic and Social Commission. Shreya Sharma and Suchitra Ambudipudi participated in the UN Environmental Commission. And, Rafael Rodrigues Soares and Laith Al Abri participated in the Special Political Council on Decolonization. The TAISM delegation was an active one at the Conference, earning high praise from fellow delegates and committee chairs for their participation in resolution writing, crafting of amendments, and effective debating. Students also had an opportunity to explore Singapore during time away from the Conference, with a highlight being a visit to the Singapore Maritime Museum to see the Jewel of Muscat, a recreation of a 10th century dhow built and sailed with the help of TAISM’s own Mr. Robert Jackson. The trip was an engaging and rewarding experience for the student delegates, who formed strong friendships, refined academic skills, and created lasting memories.
Staff Appreciation Week

The Staff Appreciation Week will be celebrated from Sunday, April 14 to Thursday, April 18, 2019, to show our appreciation for all the staff at TAISM.

An organizing committee has been formed and they have started planning the various activities that will take place throughout that week. More details about these activities will be shared soon and sign-ups will follow for the various volunteering opportunities.

If you want to be part of the organizing committee to help out with the activities planned or if you need any further information, please contact Natasha Fernandes - Parent Volunteer Coordinator at fernandesna@taism.com

LUNCH MENU

The school cafeteria menus have been designed to provide balanced, delicious and healthy choice for your child. Wholesome and hearty meal which is all cooked and prepared daily on the school campus. Our menus are made using local fresh products made Halal.

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<tr>
<th>SUNDAY 24.03.19</th>
<th>MONDAY 25.03.19</th>
<th>TUESDAY 26.03.19</th>
<th>WEDNESDAY 27.03.19</th>
<th>THURSDAY 28.03.19</th>
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<tbody>
<tr>
<td>Main Dish (V) &amp; Side</td>
<td>Breakfast for lunch</td>
<td>Winter vegetable lasagna</td>
<td>Chilli bean tacos</td>
<td>Mixed vegetable curry</td>
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<tr>
<td>Main Dish (Non V) &amp; Side</td>
<td>Lasagna chicken Bolognese</td>
<td>Chilli beef tacos</td>
<td>Butter chicken</td>
<td>Peperoni beef burger</td>
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<td>Side</td>
<td>steamed broccoli</td>
<td>sour cream, guacamole, lettuce, roasted potato chips</td>
<td>Mix of salad bar</td>
<td>Cajun roasted potato &amp; coleslaw</td>
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<td>Dessert</td>
<td>Dhal or Veg, curry &amp; Rice</td>
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<td>Dhal or Veg, curry &amp; Rice</td>
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<tr>
<td>Whole fruit</td>
<td>assorted season fruits</td>
<td>banana cupcake</td>
<td>assorted season fruits</td>
<td>assorted pastry</td>
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<td>Drink</td>
<td>fresh milk/fresh juice</td>
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Mixed Salad Bar includes: Feta Cheese, boiled egg, lettuce, tomato, cucumber, carrot, chickpeas, coleslaw, mixed peppers, sweet corn, boiled potato, watermelon.