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News from the trunk!
Sunday January 22nd, 2022



KAS
STUDENTS ARE EXCITED TO BE BACK ON CAMPUS!



IF YOU DON'T LIKE TO READ, YOU HAVEN'T FOUND THE RIGHT BOOK!

22-26 JANUARY 2022

KAS BOOK FAIR

THIS IS A KAS ONLY STUDENT EVENT



Letter from the Superintendent, Bridget Davies

Dear KAS Community,

As we start the Second Semester we are also planning for the future of KAS.

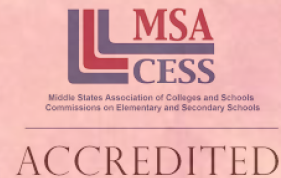
Representatives of our accrediting agencies (CIS/MSA) will be visiting the school (virtually) from February 26 – March 2. This is a preparatory visit to prepare the school for a full accreditation visit in the coming years. In advance of this visit the accreditors would like your feedback on how well we implement the school's mission and vision. The survey below allows you to give your feedback on this.

Our Strategic Planning Taskforce has been working with Simon Gillespie, Head of School at International School of Uganda, to create a new strategic plan for KAS. We would now like to ask for your feedback again on the latest draft of the plan ([click here](#)) and fill in the [Survey](#).

I would appreciate if you could complete this survey by Sunday January 22.

Many thanks in advance for your support.

Best wishes,
Bridget



Saying

To **Bite the Bullet** means to accept something difficult or unpleasant. In the olden days, when doctors were short on anesthesia or time during a battle, they would ask the patient to **bite down on a bullet** to distract from the pain. The first recorded use of the phrase was in 1891 in *The Light that Failed*. (Grammarly)

Minette van der Bijl
HS EAL Teacher

BITE THE BULLET
TO DO SOMETHING YOU DON'T WANT TO DO

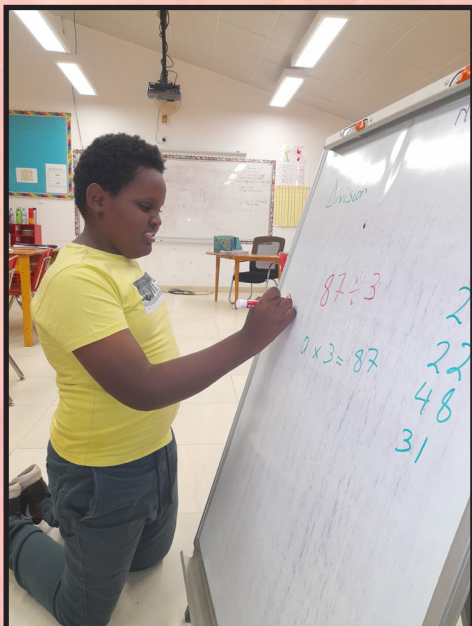


Grade 5!

Grade 5 has done a lot of exciting work these past few months in school. In math they worked on operations and explored the properties of both multiplication and addition namely; identity property, associative property, commutative property, zero property, as well as distributive property. Grade 5 also worked on different strategies of multiplication and division.

In Discovery; Grade 5 followed the news happening around the world, researched and learned about climate change, conflicts, and connection. They learned about living systems and focused on Earth as a system. They had fun looking at their similarities and differences with their peers related to identity, society, and culture. In an attempt to recognize and avoid plagiarism, grade 5 took a closer look at different research methods, note taking strategies including using boxes and bullets as well as paraphrasing techniques. They used their notes to write informational reports. They have also participated in Peer Mediation, to better approach conflict by brainstorming problem solving ideas to support all the pupils in elementary school.

Grade 5 Teacher
Makuena Linsta



HIGH SCHOOL ENGLISH!

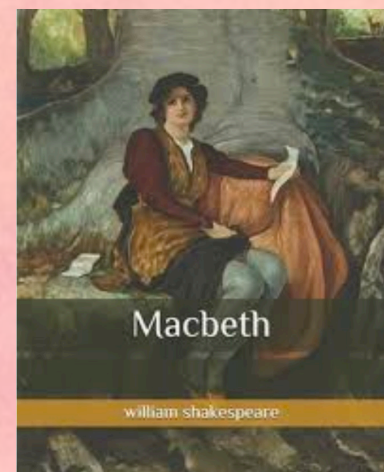
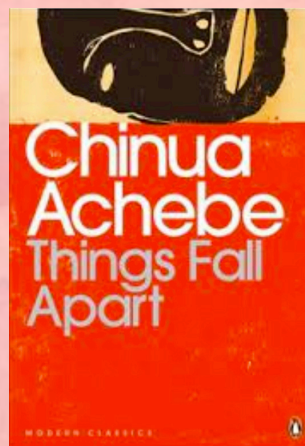
In high school English classes at KAS, students are striving to interpret complex works of literature. We call this process literary analysis, and this method of study addresses fictional texts. We have been learning about a variety of literary devices such as personification, metaphor, and alliteration in order to determine how writers develop meaning. Students have been focusing on identifying these various techniques as well as explaining their purpose within the frame of a narrative. As we have progressed through the academic year, students have continued to build on their vocabulary in terms of literary analysis, and they have proven to be capable of choosing textual evidence to support their original arguments.

This focus on reading comprehension has helped them improve as writers. After determining an author's purpose for writing, as well as the literary devices and techniques being implemented, students connect those ideas to some sort of theme or message from the text. We have learned that a theme is universal. It can be applied to any person in any culture, the concept is not restricted to the work of literature. In order to explain these literary observations, we have been learning about following a logical sequence of ideas when putting our ideas on paper in the form of a paragraph or essay.

Students have been applying their knowledge in terms of creating claims, collecting evidence, and providing commentary. They know their claims should be driven by analysis rather than summary. We have constantly been discussing the difference between analysis and summary in order to make this point clear. They know that a complex claim, one that demonstrates higher-level thinking, will force the reader to look beyond the surface of a text. To simplify the idea, students have been instructed to make some sort of connection in the topic sentence of their writing sample, usually between a literary device or plot element and a theme, in order to stimulate analysis throughout the rest of their paragraph. We have learned about the difference between directly quoting an author and paraphrasing, so students are now capable of using both of these techniques to collect evidence. Additionally, we have learned about a variety of quotation embedding strategies in order to promote sentence variety. The commentary section of their paragraphs is where their ability to analyze a text really shines. We have learned that commentary, which can also be referred to as analysis, involves explaining the connection between the claim and evidence in a paragraph. They know that their commentary should not be obvious or repetitive, and it should not merely restate whatever point is made in their topic sentence. Overall, this model of argument construction is becoming clearer as the weeks progress, and students have excelled at applying their ideas in this fashion.

In AP Language and Composition, the focus is rhetorical analysis rather than literary analysis. Students have examined how writers and speakers use language in nonfiction texts to convince an audience to believe in a certain viewpoint. We have read the works of political activists, naturalists, and philosophers in order to showcase the power of focused rhetoric. These writers implement pathos, logos, and ethos in order to persuade their readers or listeners. During various annotation assignments, students have been successful in identifying those different rhetorical appeals. They are also skilled at explaining the relationship between the writer, the subject, and the audience. All of this studying has had a positive impact on their rhetorical analysis essays, and they are showing improvement each lesson.

Will Boyles
HS English Teacher



KAS STUDENTS TAKE THE LEAD ON FESTIVITIES



SPIRIT WEEK

