



ACS MATTERS

The American Community School at Beirut Newsletter | Winter 2014



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Head of School Speaks

Hamilton Clark, Head of School

I started this update in the US where I was on a recruiting trip, working to attract talented overseas hires to join our faculty. I hate to be away from school, but one of the benefits of travel is having the opportunity to meet with ACS alumni in different parts of the world. We had an ACS gathering in Boston and were fortunate enough to gather alumni who spanned the decades from the 40s to the Class of 2013. Allen West, retired Chemistry professor from Lawrence College (West Hall at AUB is named after his grandfather,) would have been in our Class of 1942 if he had stayed through graduation, and Reem Chamseddine graduated from ACS last year and traveled all the way down from Dartmouth College to join us. Fadi Kanaan '98 pulled the event together for us.

No matter when they attended ACS, our graduates all remember outstanding teachers and the wonderful relationships they developed with our faculty. They remember making good friends and many continue to be in touch with their classmates, years after their time at school. They remember experiencing a true sense of community at ACS, fostered in small classes in intimate surroundings in a city they came to love. They remember being challenged in our classes, learning to become critical thinkers, and arriving to college feeling really well prepared for all they encountered. At ACS, our job is to keep these same traditions alive. We must continue to challenge our students, continue to hire outstanding teachers, and continue to build community, helping students to develop their voices and to learn to work with others who may be very different from themselves.

From Cambridge and Boston, I headed to Philadelphia to attend a conference for School Heads and to see friends at my old school. At that school, Episcopal Academy, I had the chance to build a brand new campus for a school that is over 200 years old. I mention this because as I walked that campus again, I was struck by the important relationship

between good space and good education. The campus I helped create in Philadelphia had room for students to roam, spacious classrooms and labs, and room for creative teachers to configure their space in whatever manner they thought would best foster student learning. That campus also has gorgeous art spaces, a state of the art fitness center, attractive and accommodating gathering spaces for groups of all sizes, and room for those informal chance meetings between students and teachers that characterize great schools.

Community is created when a school has the room to gather community members in different configurations. Aesthetics also contribute to the learning process. Attractive, well kept, roomy and welcoming spaces with lots of fresh air and natural daylight draw students and teachers in, and give them a sense of pride of place. As ACS has added students in recent years, we have not added to our campus footprint. We maintain our facilities as best we can, but we are crowded, many of our classrooms are undersized, and we are in desperate need for more space.

Currently we are building the first new building at ACS in over 60 years. Think about that for a moment. How many new buildings has your college built in just the last 20 years? Most of the facilities at AUB have been built or rebuilt in that time. Almost all of IC has been rebuilt in the last few years with another major project just about to commence. Great facilities do not guarantee great education, but they certainly can enhance it. Currently at ACS we have a number of classrooms that constrict our teachers because they work against flexibility and spontaneity. Our dining room is dark and small and we cannot create community at lunch time, as that space can't begin to accommodate the number of students we now enroll. We strive to promote a healthy lifestyle, but our fitness center can only squeeze in 10-12 students at a time.

We are under way with constructing a much needed 14 story building adjacent



Hamilton Clark

to our gym that will provide four spacious fifth grade classrooms, Arabic rooms, state of the art music and multi-purpose rooms, and 17 faculty apartments. This new building will be a great help to us in reducing the number of apartments we have to rent in Hamra annually, and in freeing up some space on campus. The shell will be completed in April, and the finished building will be turned over to us early in 2015, ready to be fully utilized for the 2015-16 school year.

While this long awaited new building is going to be a terrific addition to the ACS campus, it is only a beginning for us as we attempt to provide our students and teachers with the space they need to do their very best work. To maintain the connection that our alumni so fondly remember between students and teachers, we need more and better space. We need to push forward to revitalize our facilities and to provide the gathering, community building, and we need to create optimal learning spaces that make for high quality education. We are working hard to develop our plan to enhance the learning experience at ACS, and we will keep you informed as we move forward.

I am delighted to be back in Beirut now, continuing the great work of our school.

Community Service Matters

Adopt an Orphan

Abeer Sheato, Grade 12

When I was to choose what to do for my senior year, I decided with a whole bunch of my friends that we wanted to do something that was a community service activity, so, I chose **"Adopt an Orphan"**, a co-curricular run by two **Arabic teachers Mrs. Ariss and Mr. Saidoun**. I never expected how much those orphan kids would impact me. Being in **Adopt an Orphan** has always been a great experience because we ACS students get to make needy children smile. Those needy children go to a school that educates, feeds, and gives them a place to sleep while also providing them with a stable and safe environment. Once a week on Day 6, around 10 of us ACS students gather at the BD gate and get on a bus that takes us to **Dr. Mohamad Khaled Social Foundation**, where there are kids ages four to six years old. Every time we walk into the orphanage, we know that we will make a little boy or girl smile. We have activities for the kids, both indoors and outdoors depending on the weather. The orphanage also contains a center for kids with Cerebral Palsy, which is a disease that causes brain damage that some children are born with. The kids with Cerebral Palsy are partially paralyzed. So, we kissed them, hugged them, and even acted out a play using puppets. It was one of the most accomplishing experiences of our lives. Those kids are angels on earth and they were able to bless our lives with happiness. It is just amazing to be in this co-curricular activity that allows me this much joy just from half an hour with some kids at an orphanage center not too far away from school.

Brief note: Every time you see Bake Sale for Adopt an Orphan on the Daily Bulletin, think about the children in need and how the money we raise could help them buy more books and education tools. Make your way to the cafeteria and buy a homemade cupcake or piece of pizza and remember that you're donating money to a great cause.



Arabic Matters

Arabic Technology

Celine Beydoun, Grade 7-1

We like how we use technology in our Arabic Class with Mrs. Kaed Beyh. When we use technology in Arabic, we learn a lot of new things and improve our language skills.

Technology Usage in Arabic Class

Sunny Shehab, Grade 8

Just this year, we started using our laptops in middle school. In Arabic class it was at first a strange concept to grasp, but now we are used to always bringing in our laptop, expecting to do work on it. Last year, I have to admit that I, as a student, personally found Arabic class a bit hard and maybe sometimes boring. When the teacher would just teach us the lessons from the board and explain everything orally, I found it difficult to concentrate. This year, however, I really feel as though the projects we do and the use of technology in our class has helped me understand Arabic and be more focused. It helps us apply what we learn and makes us a bit more independent. For example, in Arabic we now use websites such as "Spiderscribe" to brainstorm, and we recently used "Powtoon" to make creative slides for our book reports and projects. I really hope that we can continue to use our laptops in every class because all of the programs and websites help us understand and like the subject better.



How Did Technology Improve My Arabic Class?

Randa Halaby, Grade 6

When we started using our laptops in Arabic class, there was more focus on our work. The use of technology has improved our notes, and finalizing our homework has become easier with Google Drive and our teacher's direct access. In Ms. Kaed Beyh's class, using websites for projects is more exiting and creative. We have used movie apps and animation for retelling stories, and our skills have improved. Using technology is an exciting and fun experience.

Arabic Matters

Grade 5 Students Visit Arabic Book Fair

Jinan Hashash Dinnawi, Grade 5 Arabic Teacher

In the continuous effort to encourage reading in Arabic language, the Arabic department organized a visit of grade 5 students to the Arabic Book Fair at Biel on Wednesday, December 18, 2013. Students met the author Fatima Sharafeddine and listened to stories presented by her including "My Grandma Can't Hear Me" (جدِّي لا تسمعني), "My Two Brothers are Special (أخوای مميّزان) and "I'm Not an Eagle" (أنا لست نسرًا). After hearing the stories, students had a discussion with the author about her books, her work as an author, and the writing process. Students chose books from the book fair and bought them. It was really a rich educational experience for our students.



Arabic Matters

This is what I call “GRIT” in the AFL classroom!

Middle School AFL, Wafa Kays

Many of you wonder how AFL (Arabic as a Foreign Language) students learn the Arabic language, so here we are to invite you to visit our classrooms and see for yourself. In grade 6, students are preparing posters, role playing, or making a movie to show and **reflect** on what they have learned in Arabic every couple of weeks.



Go to grade 7, a class of 3 different levels with foreign and Lebanese heritage kids, and you will see many excited students. As she enters the classroom, Veronica, who is Korean, will rush to the board and start planning the table of letters that she will **review** with Beatrice, who is Italian and Zalia, who is American. Veronica's teaching will include: **revision**, practicing new letters, connecting the letters, using long vowels, and doing spelling competition. On the other side of the room, two other groups will be engaged in other class work. Karim and Michel will be playing a memory game based on new vocabulary or reading, and Nasiba and Lara will be preparing one of the following: dialogue, a power point, or spider scribe (**mind map**) using the lesson vocabulary / phrases. All in all, everyone will be engaged. My job will be moving between the groups, interfering where needed for instruction, encouraging or correcting in an instructive way and enjoying the students' **ownership of their learning**.

Moving to Grade 8, another amazing group of foreign and Lebanese students are enjoying the Arabic lesson and taking a major part presenting their **learning in different ways, depending on their learning style**. And after several formative assessments, some students may choose to go and **share** their learning outside the classroom (read and answer questions on a

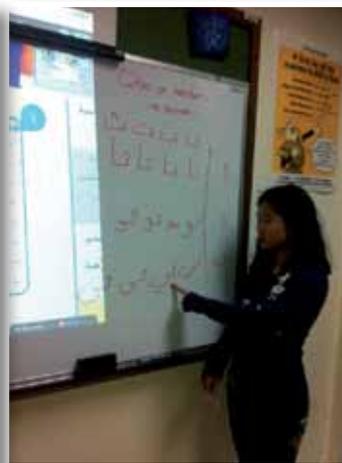


text) and come back with a **BIG** smile for the **positive comments and words of encouragement** that they hear.

Together we always **celebrate learning** and progress in language learning. For example, on a short day schedule, I suggested “How about we decorate the bulletin board in the hallway as parents are coming on that day”, and the class turned into a factory of loving hearts. It's “Valentine's Day” coming soon and we need to send out messages of love and care so that everyone in our community can follow. Everyone was participating by drawing, cutting, pasting, or writing. Provided was a list of positive adjectives on the board to choose from, and there you see Maya Peglow, who is German with a bunch of red and pink hearts. Maya started writing a short message to each person in the class room saying (in Arabic) why she loves them. These messages included, “Ranya, I love you because you are kind” and “Avery, I love you because you are funny” and so on. All of this happened even before I asked the class to do so, and that alone makes my heart bigger and my love to this profession huge.

I love my students, and I love their **reactions** to what they learn. This is the same passion I have in class, that they learn with fun what is **authentic and challenging**.

With passion we can reach and teach!



Pep Rally Matters

Thank you to SEALCO LG for sponsoring this event.



Early Years Matter

The Hundred Languages of Children Matters

The Nursery A Team: Nabila Hamadeh, EY Teacher, Dania Manasfi, Kawthar About Dargham, EY Teachers

The hundred languages are the endless number of children's potential, their ability to wonder and to inquire. The hundred languages remind us that there are multiple ways of seeing and multiple ways of being. (Retrieved from: <http://www.reggiochildren.it>)



At the Atelier

Exploring with Letters



"I know how to write my name!"



Exploring with Numbers Counting and using Number Words

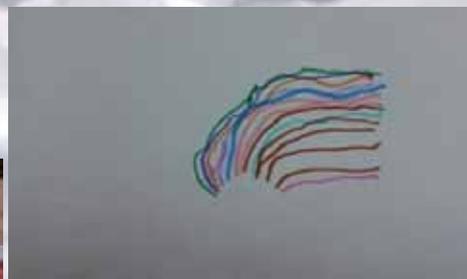
Exploring with Letters and Numbers



Expressing in Illustrations

Communicating Through Illustrations and Creating Symbols

"A Rainbow!"



Exploring with Writing

Koira: "I write Jeddo's name!"

Early Years Matter



Being Attentive to Details through Observation
 Creating and Constructing Structures Using Shapes
 Exploring with Various Sized and Shaped Magnets
 Using Shapes in Representations



Observational Drawing of a Plant



Exploring with Shapes



"A lot of circles and squares"

Painting, Sharing Thoughts, and Conversing Together



"Big Fish... Friends!"

"I am painting Mama!"

"Luyla"



"I can draw a heart! Purple."



"This is all the horses they're fighting with other horses I can't believe it!"



"This is my sister, this is me, this is my mommy, and the yellow is my brother."

Creativity in Action
 Communicating to Peers and Teachers
 Expressing Through Art

Thanksgiving Celebration Matters



Prices	
Bagels	4,000
PB and J	3,000
Turkey	3,000
Brownies	1,000
Gopcakes	2,000
Bonjys	1,000
Cake Balls	3,000

2 for 5,000



Fall Fundraiser Matters

Thank you Kidz Mondo for sponsoring this event!



Holiday Spirit Matters



Holiday Spirit Matters

The Christmas Spirit

Sara Taha, Cayanne Chachati and Nour Mortada, Grade 10 students



With the Christmas spirit at school and the beautiful decorations, we (Sarah Taha, Cayanne Chachati and Nour Mortada), decided to give back to the less fortunate people. Since many co-curricular activities are focused on orphans and the poor, we decided to raise money for the Syrian and Palestinian refugees who have lost not only their homes, but the holiday spirit as well. The three of us, accepting help from no one, started organizing bake sales throughout November and December. We sold goods like: chocolates, chips, hotdogs, cookies, biscuits, crepes, nachos, small pizzas and marshmallows. We borrowed money from our parents for the ingredients, but as soon as we raised enough money we returned it back to the last penny. With around 275\$, we went out and bought the gifts together. We bought gifts for 32 refugees, girls and boys from 5-8 years old. These gifts included warm hats, gloves, socks, and fun coloring books with

matching coloring pencils, erasers, sharpeners, and pens. We also bought one goodie bag for each kid with different types of chocolates and candy.

On the last day of school, the presents were wrapped and three "Santa Clauses" went to the kids, taking with us cake and juice boxes. Upon arrival, the kids cheered and they were very excited to see "Baba Noel"- Santa Claus. The children were very happy dancing to the music we played. It was such amazing feelings to see the kids laughing and know that we were able make them happy.

Every child deserves to be happy and must not have to pay the price of issues way beyond their reach. We give a big thanks to Mrs. Hoda, who took us and was there for us at all times and who encouraged us throughout the whole process, and to everyone - parents, students and teachers- who contributed to our fundraisers.



Meet the Head Matters

Beirut



Meet the Head Matters

Boston



NYC



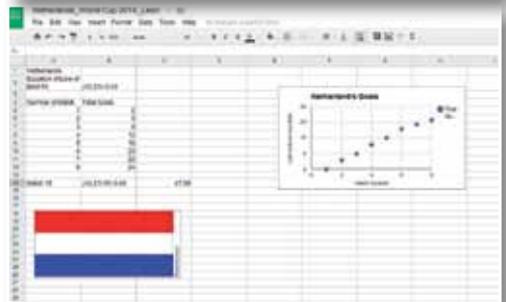
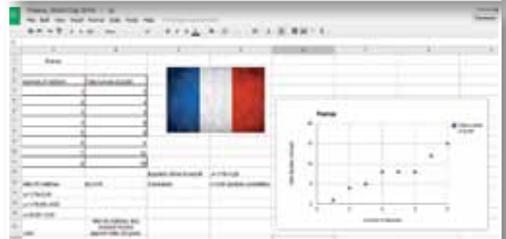
Math Matters

World Cup Predictions!

Hilda Hanania, MS Math Teacher

In anticipation of the World Cup season, 8th grade students worked on an activity to predict which country would score the highest total number of goals throughout the season. The predictions made were idealistic, meaning that factors that may alter the results such as injuries, weather, referee decisions, etc. were ignored. The results do not predict a winner, but there is a chance that the highest scorer will be the winner.

Students learned how to create scatter plots, graph lines of best fit, analyze the correlation between the data at hand, and make predictions based on the trend given by the equation of the line. Students referred to the FIFA website, from which they collected the number of goals qualifying countries have scored in their first 8 qualification games. Then, they made a table to show the cumulative number of goals scored versus the number of matches played, created a scatter plot, a line of best fit, and retrieved its equation. Students used graphing calculators and Google Spreadsheets to complete their work. Assuming the country at hand reached the finals, they would have to play a total of 7 games (3 games versus group members, then 4 games of elimination until the finals). So, 8th graders predicted the total number of goals scored using the line equation, assuming that their team continues at the same trend.



The results were as follows:

Country	Germany	England	Netherlands	Ghana	Argentina	Brazil	Italy	Portugal	France & Spain
Total Goals	55	50	48	45	33	32	29	28	26

After obtaining the results, we discussed the factors that may alter that trend (positively or negatively). Factors include: injuries, weather, fitness, referees' decisions, change of tactics, increased performance and preparations between qualifications and the World Cup, opponents, and many others. Brazil fans also raised the point that the scores of their team must not be taken seriously since their games were friendly due to their automatic qualification.

Will any of the predictions prove to be true? We shall wait and see!

NHS Matter

NHS Volleypalooza

Hussein Mohammad, LB 12 & NHS member
Yasmina Tabbal & Chris Deroca IB 11 & NHS members

The NHS Volleypalooza event is an annual athletic fundraiser that aims to raise money for the school's scholarship fund. This event is organized by the NHS students in collaboration with the Development and Alumni affairs office. This year, Volleypalooza occurred on December 14, 2013.

To sum it up in one word: fun. Challenges were presented, teamwork was witnessed, and the spirit of friendly competition was in the air, right along with the Christmas spirit. I'm talking, of course, about NHS' Volleypalooza.

Like any interesting story, the day started out somewhat bleak. Lebanon was in the midst of Storm Alexa, and we were feeling the worst of it that Saturday morning. The outdoor court was unusable, the cold was harsh, and the rain would not let up. But the members of NHS were in high spirits. Alexa wasn't about to rob ACS of its fun - not on our watch. We set up nets, tables, food, and decorations, and like a difficult and much labored-over puzzle, it all came together beautifully by 8:00 am. Players started arriving and, soon after, the courts were full, and play was well underway.

As a referee, I can say with confidence that the competition was fierce. The first game I refereed was between the teachers' team and the students' team. It was a close game that the students eventually won through several fantastic saves and spikes from both sides, and one rather memorable save from a certain teacher, who nobly took a ball to the head and saved the point. As with any close game, the players were hard-pressed to win and a little tense, but there was no bad attitude. All players had a fantastic sense of sportsmanship.

The rest of the event went along with the same energy as the first game. From running across the court to eating yummy snacks to striking balls, the participants of Volleypalooza established an enthusiastic atmosphere that encouraged everyone to cheer, chant, and play. I participated as a member of the NHS team, which made it to the finals. By the end of the day, we were exhausted, but no less joyful because of it. The weather decided to turn right around. The



sun was shining, and as Alexa left Beirut forever, we bid her goodbye at NHS' Volleypalooza with smiles on our faces.

Volleypalooza has become more than a typical fundraiser; it has become a school tradition that brings together our entire ACS community. And in spite of the different ages we have and different roles we play at ACS - from the headmaster to alumni volunteers to teachers to freshman students - our diverse community becomes as close as family through a volleyball game.

After all the hard work the NHS members put into Volleypalooza, they were all really glad to see that it was a great success, despite the difficulties they had to push through.

A big thanks goes out to all who participated and helped in making Volleypalooza a big success!

French Matters

French Motion in Middle School

Joelle Yacoub, French Coordinator

It has been a busy time for French classes in middle school: students in grade 8 wrote about various activities, some wrote French articles about topics related to the unit they studied, others conducted an interview about the middle school drama production and the rest created a movie in order to explain the rules of the "passé composé" in a fun way.

Le Club De Théâtre

Leen Farouki, Grade 8 and Nathalie Bouttereux, French Teacher

Le club de théâtre de l'école intermédiaire a joué une pièce pour les élèves et les professeurs le 21 Janvier 2014. Ils ont présenté leur spectacle durant le bloc de "Advisory". Ils ont aussi joué cette pièce après l'école le 14 Janvier. La pièce s'appelle "12 reasons not to be in a play". L'histoire est sur des enfants qui n'aiment pas le théâtre et qui donnent des raisons pour ne pas participer. A la fin, les enfants réalisent qu'ils aiment être sur scène. Tout le monde a aimé cette pièce. C'était très amusant et les acteurs étaient impressionnants.

Anikka Sharp, en sixième, était une des vedettes de cette pièce. Ceci est mon interview avec elle.

Est ce que participer à cette pièce de théâtre était une bonne expérience?

Oui, c'était amusant et excitant. J'ai rencontré beaucoup de gens dans le drama club.

Avez vous eu peur de monter sur scène?

J'ai eu peur au début mais après c'était bon.

Est ce que vous encouragez les autres à faire du théâtre?

Oui, J'encourage toute personne qui a une passion pour le théâtre.

Quelle était la meilleure partie dans cette production?

Tout le commentaire positif de l'audience. les gens ont aimé, ils ont fait des compliments, ils ont ri... et ça fait plaisir.

Action!!!! Silence !!!! Attention ça tourne !!!!!!!

Nicolas Marlin, French Teacher Middle School



Les élèves de grade 8 de la classe de français de M. Marlin tournent un film en français!!!

Le but pédagogique de ce film est de nous faire comprendre les règles du passé composé d'une manière créative et "fun".

Les élèves se sont beaucoup investis pour ce projet, et ils espèrent obtenir des prix prestigieux au prochain festival de Cannes et pourquoi pas remporter quelques Oscars.



French Matters

Grade 8 French Articles

Nadine Hallak, French Teachers

Les élèves de Grade 8 ont commencé un module dans lequel ils ont été amenés à parler de nourriture. Dans ce module, ils ont appris à présenter une recette originale de cuisine. Au fur à mesure de la progression, les Grades 8 ont acquis comment faire un plan pour parler d'un sujet en rapport avec la nourriture. De même, ils ont compris comment utiliser certains connecteurs nécessaires pour relier les paragraphes, ainsi que de nouvelles expressions et différents temps verbaux. Les grades 8 ont été fantastiques, car ils ont été capables de passer du simple Jeu de rôle à un vrai sujet sérieux: l'article.

Les Risques du Grignotage

Maurice Salem, Sunny Shehab, et Riwa Saab,
Mrs. Hallak French Class, Grade 8

Bonjour à tous!



Aujourd'hui, on va parler du problème de grignotage. C'est un trouble de santé, car le grignotage devient avec le temps une mauvaise habitude. Grignoter vous rend gros et gras. Les causes du grignotage sont diverses:

Il y a le stress, la fatigue, la gourmandise, et beaucoup d'autres raisons! Comment arrêter de grignoter?

Si vous voulez grignoter, optez pour: les fruits, la nourriture à l'huile, les légumes et les fibres, et vous pouvez mâcher des chewing-gums pour occuper votre bouche. A quelle heure vous devez manger?

Comment éviter l'obésité

Pia Abu Mikhael, Alya Abouzahr, Grade 8,
Mrs. Hallak French Class, Grade 8

Bonjour à tous! Aujourd'hui nous allons parler d'un sujet d'actualité. Il y a beaucoup de problèmes concernant la santé. Par exemple Il y a beaucoup de personnes obèses. L'obésité est très mauvaise pour la santé parce que les aliments qu'on choisit ne sont pas toujours les meilleurs! Quels aliments sont bons pour la santé?

Pour choisir des aliments qui sont bons, faites des choix intelligents. Par exemple, mangez des avocats c'est bon pour la santé parce que les



Il faut manger à des heures fixes et ne pas sauter des repas. Par exemple on doit prendre le petit déjeuner, le déjeuner et le dîner. On peut avoir une collation entre le déjeuner et le dîner. Est-ce qu'on peut boire des boissons? Et quelles boissons? Oui, on peut boire des boissons, et on doit boire beaucoup d'eau parce-que c'est bon pour la santé. Il ne faut pas boire de boissons sucrées, mais on peut boire des jus frais. Ils ont des vitamines comme la vitamine c, la vitamine a, la vitamine b, et la vitamine k. Quand on grignote? On grignote en général devant la télé. Qu'est-ce qu'on grignote?

Nous avons l'habitude de manger du popcorn, des chips, du chocolat, et de boire du coca. Ce qui nous encourage à grignoter c'est la paresse, c'est la faim et la mauvaise alimentation.

Finalement, le stress n'est pas recommandé. Beaucoup de facteurs causent le stress, comme le surplus de travail. Dans la vie, nous allons toujours avoir du travail, alors il faut être organisé et se dire que tout peut être fini à temps. Il faut éviter les nuits blanches et prendre les 7 heures de sommeil... Enfin, pour les gourmands, il faut faire des exercices et avoir beaucoup de volonté. Avec ces conseils, vous pouvez oublier le grignotage pour suivre une vie plus harmonieuse.

avocats font baisser le taux de cholestérol.

Pour les boissons, il faut éviter les boissons sucrées! En moyenne on doit prendre 20% de nos calories quotidiennes. Les boissons sucrées sont très mauvaises pour la santé. Il faut boire essentiellement de l'eau. Il faut opter pour l'eau, c'est la meilleure boisson!

A quelle heure on doit manger? C'est simple! Il faut manger seulement à des heures fixes, c'est à dire au petit déjeuner, au déjeuner, et au dîner. Attention il ne faut pas manger entre les repas! On doit surtout éviter le grignotage, bien sûr vous pouvez manger de tout mais en petite quantité.

Pour mieux manger, on a besoin de fruits et de légumes. Il faut manger cinq variétés de fruits et de légumes par jour. Quelle quantité consommer par jour? On doit consommer au moins 80g minimum.

Finalement, il faut faire des exercices trois fois par semaine et manger équilibré. Mais est-ce que c'est toujours efficace? Nous aborderons ce sujet dans notre prochain numéro.

Science Matters

Problem Solved!

Dania Maaliki Tarabishi, Science Department Head,
Chemistry Teacher (IB & 10), Grade 12 Coordinator,
ACS Go Green Faculty Advisor

Science deals with many problem situations that you must be able to solve. Solving problems may seem to be a natural process when the degree of difficulty is not very great, and you may not need a structured method to attack these problems. However, for complex problems, an orderly process can help immensely. The following is a problem-solving process that we use in our HS science classes.

1-Clarify the problem (analyze and plan):

- a. Read the question carefully and understand it well before attempting to answer it. Identify the facts, conditions, and what needs to be found.
- b. Write the relevant given data. Plan what to do. Identify what needs to be answered before getting the final answer.

**“A problem well stated is a problem half solved.”
(Charles Rettering)**

2- Solve:

- a. Write all the assumptions you are using to solve the problem as well as all formulae before performing calculations.
- b. Show and explain all the steps of your work.
- c. Be organized:
 - Separate the steps of your work by a space, by numbers, (*), or (-).
 - Write briefly the purpose of each step.
 - Do not mess up your paper. Be clean and clear.
 - Do not continue your work on a second column, instead, turn the page or write on a new sheet.
- d. Avoid the inclusion of irrelevant or unrelated ideas. Just answer to the point.
- e. Avoid abbreviations unless explained.
- f. Work out your problem using units.

3- Evaluate (when you finish solving a problem):

- a. Check your answer. Ask yourself: Is it reasonable? Does it make sense? Check to be sure that you came up with the correct required units.
- b. Re-read the question to check that you have answered all its parts.

Growing Up

Anas Adam, Grade 7

Every problem has a solution, and once you find that solution you know you have succeeded. If you are scared of growing up, just know, everyone believes that once you grow old, you grow up, but the truth is that growing old is inevitable, growing up is optional.

As Newton once said, “For every action there is an equal and opposite reaction.” Now this was meant purely for physics, but I believe that it also applies for the circle of life. Our childhood is the action; it is the roots of our tree. But once it is over, the opposite reaction starts: adulthood. It is completely different than our childhood, and we are just thrown in there, expected to learn how to live. It is the thing we all dread. But of course God is generous so he gives us our elderly years; the equal reaction. We are once again taken care of as if we were kids until we pass away. So what I am trying to say is that each part of life is different and similar, we long for what we once had but are eager for what will come. The only way to enjoy your life is to focus on the present and enjoy what you have.

Being kids, we constantly complain that we do not want to go to school. We complain about homework, about tests, about EVERYTHING. We run around our homes dancing when we hear that school is cancelled. But deep inside, we are all happy to go to school; we are all happy to see our friends every day, to have our favorite teacher explain something new to us. But alas, most of us will bury these feelings deep down. Now, a lot of people may argue that school “sucks” or is “boring”, but is it really? If being taught the way of the world and the way of the human race is considered “boring” then it is finally proven, our generation has failed. I personally like school, school is the place where we go everyday, where we talk and play with our friends, the place where we learn how to laugh, how to wait, how to admit. School is the place we know like the back of our hand, the place where all the secret passages are our passages. The human race would be nothing without curiosity, and school is where curiosity is developed. Now I leave you with one last thing, just know that some people CAN'T go to school, they CAN'T get an education. So I hope you consider yourself lucky.

Chemistry Matters

Building a Molecule in Chemistry - And Not Just That!

Sarah Taha, Grade 10 Student

Throughout my chemistry course, I have learned many lessons and Ms. Maaliki's various ways of teaching have helped me understand the lessons more. Ms. Maaliki does not just lecture us for an hour, but she has applications that we solve in class, with class discussions and activities that are fun and helpful. I have always felt like chemistry is challenging since it is my weakest subject; however, Ms. Maaliki has helped me overcome this by helping me think of her simple explanations. Not only that, but Ms. Maaliki gives her time to her students and she creates a monthly plan, which is an agenda for us to follow for each month. Her organization and the way she opens up to students has allowed me to succeed.

I deem that one of the best projects I have worked on this year was the Molecule Project. Each student had to create a molecule with exact bond angles and relative bond sizes and lengths via a creative design. I never imagined myself creating a molecule with exact bond angles, and I found that to be challenging at first. The whole class was asking questions about how to get the exact bond angles without taking time to think about it. So, Ms. Maaliki simply replied: "Think about it." Now, I am glad that she did not answer the question because it gave us something to wonder about. I realized that we did not need Ms. Maaliki to spoon feed us, but everyone was capable of figuring out a way. I think that this project allowed us as students to be independent, self-managing and creative, which are three important skills a student must obtain. All in all, I did not expect chemistry class to be such an interesting and fun course, but thanks to Ms. Maaliki, my perspective has changed on that and I have had a really good year. It would be a loss if anyone did not learn in her class.

Polio Campaign 2013

Tamar Avedissian, School Nurse

Polio is an infectious disease that mainly affects children under 5 years of age. It can be prevented for life by receiving the Polio vaccine multiple times, but there is no cure for it. According to the World Health Organization (WHO), 1 in 200 infections lead to irreversible paralysis, of which 5%-10% die due to impairment of the breathing muscles. Since 1988, cases of Polio have been decreased by over 99% as a result of global efforts to eradicate the disease. Up till now, the Polio endemic is present in 3 countries: Afghanistan, Nigeria and Pakistan. Even if only a single child remains infected, it will put children in all countries at risk of contracting polio (WHO, April 2013).

The Lebanese Ministry of Public Health, in collaboration with the World Health Organization, announced this year the need to vaccinate all children under 5 years of age in all Lebanese territories. ACS participated in this campaign and successfully completed both phases of the Polio vaccination on November 12, 2013 and December 17, 2013. The school nurses helped in making this campaign possible to ensure that our students are protected against this virus. 80.64% of students received the Polio vaccine at ACS, while 19.36% of our students did not receive the vaccine for different reasons.



I want to give a big thank you to our students, parents, administrators and faculty for their support and cooperation throughout this campaign.

Go Green Matters

ACS GO GREEN the mission continues with Zero Waste ACT® (Recycling Project in Lebanon)

Dania Maaliki Tarabishi, Science Department Head, Chemistry Teacher (IB & 10), Grade 12 Coordinator,
ACS Go Green Faculty Advisor

“The ultimate mission of the ACS Go Green club is to make our school as environmentally-friendly as possible and to bring awareness regarding environmental issues within our community. Because there are so many ways to achieve this “eco-friendliness”, we aim to be engaged in a variety of projects that encourage green actions on campus.”



(picture courtesy of Zero Waste ACT®)

After the exploration of the Zero Waste ACT® project in Lebanon, and after meeting with its organizers, the ACS Go Green executives have felt that this project would have benefits for our school and proposed our school-wide participation in the project. The school accepted, so to give you an idea of what the organization does, we have written a few of the highlights below:

- They provide bins and collection services to schools free of charge.
- They provide training to a group of students and then these students can train the rest of the school. These students would be from ACS Go Green.
- Some field trips, contests or activities happen free of charge during the year (pending the safety situation).
- They measure the material by volume, and based on that, we would gain points which should be used for a project that the school determines: scholarship; plant a tree, etc.

For more information, their website is:
<http://www.zerowasteact.com/>

In brief, here are the benefits that ACS Go Green saw in moving to the Zero Waste ACT®:

- As many bins as needed are made available by the organization.
- Bins are labeled with the type of material to be disposed of.
- Timely emptying of the main collection bins.
- Activities, field trips and training are provided for free to students.

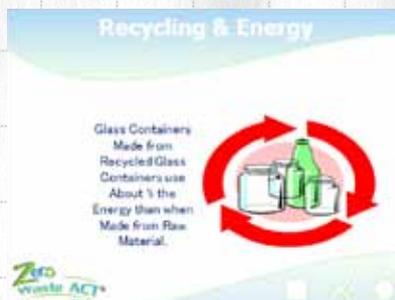
- Points will be recorded for the volume of recyclable waste we generate, and rewards will be assigned in the form of projects (scholarships, planting trees, etc.)
- Collection of other recyclable materials (other than plastic bottles and paper) including other plastic items, metallic items, and electronics.



You should soon see their labeled bins around campus. This should certainly improve the recycling efforts at ACS!



Some Facts from Zero Waste ACT®



Running Matters

Running in the Mountains Matters

Ryan Naughton,
Athletic and Activities Director



On February 1st the ACS Knights Cross Country team headed up to Deir al Qamar and the Outdoor Education Center for the 2nd Annual ACS Cross Country Invitational Meet. This was not the first time the team traveled to the mountains, but it was the first official run on the newly created cross country course. The Athletic Office would like to thank the students, Coach Ray, and Coach Saad for their hard work in preparing the course, setting up the meet, and eventually setting the course records on this new course.



From day one of the cross country season in early November, the team members and coaches made a commitment to creating a new and improved looped course. The team hopped on the bus early Saturday mornings and after difficult practices of at least 5-10K runs and abdominal workouts to build a new course. Digging with shovels, moving heavy rocks, and using pick-axes to move piles of dirt, the cross country team transformed the mountain side into a single 2.4K loop cross country course. Just before the winter break the team was devastated because the first meet was washed out due to a storm. But upon arrival back to the course after the break, the rain, sleet, and snow had only hardened the course, making all the hard work the team put in worth the effort as they prepared for the final race of the season. As the runners started their single loop for the middle school race, or their two loops for the high school race, you could see the pride in their eyes for their new course. Accompanying the runners were not only teachers and parents but a couple of horses who took the opportunity to run on a very challenging and beautiful course.

At the awards ceremony four ACS Knights were awarded first place trophies, which earned them new course records for their age and gender. Leen Farouki (11:16) and Matthew Viala (8:49) set the middle school records, while Layana El-Chaar (21:29) and Addison Smith (16:21) set the high school records. Those records will be challenged next fall when the cross country team begins practice in September. Thanks again to the coaches and the runners for a fantastic year and all their hard work creating a new cross country course for the ACS Community to run in the mountains.



Outdoor Education Matters

Outdoor Education

Andre Bechara, Outdoor Education coordinator



Working with students and focusing on their five senses, as well as getting them out from their comfort zone and away from their techno-gizmos, helps us all get back to simple nature and creates life changing experiences.

For the past couple of years, the outdoor department has worked on improving the outdoor site at Deir el Qamar in order to meet the students' and teachers' outdoor needs.

We are glad to have up till now:

- A climbing wall
- A rope course (monkey bridge, zip line, triangle cable...)
- A multipurpose sand field (soccer, volleyball...)
- A planting area
- An obstacle course
- An archery field

"I have always believed that I could help change the world because I have been lucky to have adults around me who did." Marian Wright Edelman

At the Outdoor and Nature Education Department at ACS Beirut, we are very fond of our mission statement and how it reflects our work with students, faculty, and the community. Our aim is to provide the best outdoor "hands on" experience in a safe environment, in order to empower young ones and adults to solve problems and experience the best in what life throws at them. Our long and pioneering experience in the field of outdoor education allows us to share our knowledge with NGO's and schools to spread the concept of outdoor learning in Lebanon.

Our work helps minimize the gap between the technology dominated 21st century and the great outdoors. At Deir el Qamar, the ACS Outdoor and Nature Education Center, we are working to strengthen the connection between the community and nature through challenging educational outings by including parts of the curriculum in our field trips.

The Outdoor experience provides our students with the opportunity to be creative, tackle problems, lead and follow, work in groups, overcome fears, and return to the roots of nature.



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