



CKS COLLEGE SOUTHMONT

is an IB candidate
school implementing
the Primary Years
Programme.

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UPCOMING EVENTS

Holy Week Break

- March 30– April 3

Day of Valor

- April 9

Scholastic Posttest

- April 17

Term 3 Chinese Exam

- April 23–24

Last Day of School

- May 14

MESSAGE FROM THE DIRECTOR

Dear Families,

For the past months, our students explored "How We Organize Ourselves" by examining the vital systems that support our society. Our little learners learned how diverse roles connect to make our daily lives possible. Understanding these services helps them appreciate the interconnectedness of the world around them. Meanwhile they were taught how to act responsibly and help others in times of need by having emergency plans and resilience.

Through these inquiries, our students discovered that whether through daily service or emergency readiness, organized communities are the foundation of a safe and thriving world.

Warm Regards,
Luzviminda Sim

LEARNER PROFILE SPOTLIGHT

In the IB PYP, being *Knowledgeable* means more than remembering facts—it is about developing deep conceptual understanding and exploring ideas across different disciplines. Students engage with issues that matter both locally and globally, helping them make sense of the world around them.

This learner profile attribute is clearly nurtured through the transdisciplinary theme How We Organize Ourselves. In Grade 1, students explored the central idea, "Communities have interconnected services designed to meet people's needs," building their understanding of how systems work together. In Grade 2, learners inquired into "People need organized responses to natural hazards for them to survive," deepening their awareness of real-world challenges.

Through these inquiries, students learn to connect knowledge, think critically, and understand the impact of human actions—developing into truly knowledgeable learners.

Understanding is revealed when students can transfer their learning. –Grant Wiggins

Transdisciplinary Learning

In the IB Primary Years Programme (PYP), learning may look a little different from what many parents experienced in school. Instead of teaching subjects separately, the PYP uses a transdisciplinary approach—meaning learning is connected across subjects and linked to real-life experiences.

At its core, the PYP is a flexible framework that allows schools to design learning based on their students, community, and context. Teachers carefully plan experiences where children are not just learning facts, but actively asking questions, exploring ideas, and making meaning. Students are encouraged to take an active role in their learning, building confidence and independence along the way (International Baccalaureate Organization [IBO], 2025).



The Transdisciplinary elements of the PYP, IB Learning and Teaching

You might wonder—are subjects like math, science, and language still taught? The answer is yes. These subjects remain important, but instead of being taught in isolation, they are integrated through six transdisciplinary themes. These themes focus on big ideas that matter in the real world, such as how we express ourselves, how the world works, and how we share the planet.

For example, during a unit on caring for the environment, students may learn scientific concepts about ecosystems, use math to collect and interpret data, develop language skills through reading and writing, and explore social responsibility. This helps children see how different areas of knowledge connect and why their learning matters.

This approach supports deeper understanding. Rather than memorizing information, students learn to think, ask questions, and make connections. Teachers also work collaboratively to ensure learning is meaningful and engaging across all subject areas. The goal of transdisciplinary learning is to create a well-rounded and connected learning experience. It helps children develop not only knowledge, but also important skills like communication, problem-solving, and collaboration. Most importantly, it nurtures curiosity and a love for learning.

By learning this way, students are better prepared to understand the world around them—and their place in it.

References:

International Baccalaureate Organization. (2025). *Learning and teaching*.
International Baccalaureate Organization. (2025). *PYP subjects*.

Academic Honesty at CKS College Southmont



At CKS College Southmont, academic honesty is more than a set of rules—it is a shared commitment to integrity, responsibility, and respect in learning. Grounded in both our school values and the International Baccalaureate (IB) philosophy, academic honesty helps students become principled individuals who take ownership of their work and actions.

Academic honesty means producing authentic work, acknowledging sources, and using information responsibly. It is a guiding principle that builds trust and credibility within the learning community. In the Primary Years Programme (PYP), this is closely connected to the IB Learner Profile, particularly being *principled*—acting with honesty, fairness, and accountability.

Rather than being taught through rules alone, academic honesty is developed through everyday learning experiences. Teachers guide students in research skills such as paraphrasing, citing sources, and distinguishing their own ideas from others'. Inquiry-based learning encourages students to think critically and create original work, while the school library supports information literacy and ethical research practices.

Students also learn to recognize academic misconduct, such as copying, plagiarism, and collusion. Importantly, in the PYP, these situations are treated as learning opportunities. Teachers work with students to reflect, understand their actions, and develop better habits, with parents kept informed and involved in the process.

Academic honesty is a shared responsibility. Students are expected to act responsibly, teachers model ethical practices, and parents support independence at home.

Together, we create a culture where honesty, trust, fairness, respect, and responsibility are valued and practiced daily.

By nurturing academic honesty, we are not only supporting students' success in school, but also helping them grow into ethical learners and responsible members of society.

References:

CKS College Southmont Academic Honesty Policy (2026)

International Baccalaureate. *Academic Integrity in the PYP* (2023)

Unit 5

How We Organize Ourselves

GRADE 1: SERVICES

Central Idea

Communities have interconnected services designed to meet people's needs.

Lines of Inquiry

- Roles of members of the community
- Systems required and used to meet people's needs
- How services and systems help meet people's needs

Specified Concepts

- Connection
- Causation
- Function

Transdisciplinary Skills

- Thinking
- Communication
- Social

This unit has been an exciting and meaningful journey for our students as they explored real-life connections through different subject areas. Through engaging, hands-on, and inquiry-based experiences, learners were encouraged to ask questions, share ideas, and express their thinking in different ways. They were given opportunities to explore, collaborate, and reflect, helping them build confidence and take ownership of their learning. Students were also guided to make connections between their classroom experiences and the real world, allowing them to see the relevance of what they are learning in their everyday lives. Through these meaningful engagements, learners developed important skills such as communication, critical thinking, and social interaction, while also becoming more curious and open-minded individuals.

In our **Unit of Inquiry (UOI)**, students focused on understanding the role of services in our daily lives and how people contribute to the needs of a community. They began by reflecting on their future aspirations, which sparked interest in different professions. Throughout the unit, students worked collaboratively, engaged with community members, and learned from real-life experiences, including interactions with invited guests such as parents and a firefighter. These opportunities helped deepen their understanding and appreciation of how services support society.



In **LA English**, students developed their communication skills by using descriptive adjectives in both speaking and writing. They practiced expressing their ideas clearly while describing people, places, and experiences related to their learning in the unit. As part of their application, students created catchy taglines for their posters during their booth activity, allowing them to use persuasive and creative language in a meaningful context. Through a variety of guided activities such as storytelling, shared reading, and class discussions, students were able to expand their vocabulary and improve their confidence in expressing themselves. They also practiced listening to others, responding appropriately, and asking questions, which supported both their comprehension and conversational skills. These activities helped students become more effective and expressive communicators.



In **LA Filipino**, Grade 1 students built vocabulary about their community while learning nouns. They explored community members, places, and services, then applied their understanding by creating maps of their own communities. This helped them see connections and functions, supporting their central idea about interconnected services meeting people's needs.



In **LA Chinese**, this unit helps students understand the importance of services in daily life while developing basic Mandarin communication skills aligned with HSK. They have developed their growing confidence in reading, writing, speaking and expressing what they have learned through different activities such as sorting and writing.

In **Mathematics**, learning was connected to real-life situations through the integration of money into daily classroom routines. Students explored the value of coins and bills, learned how to recognize and differentiate them, and applied their understanding in simple and practical contexts such as buying and selling. They participated in interactive activities that allowed them to role-play real-life scenarios, helping them see the importance of math in everyday life. In addition, students were introduced to basic fractions through hands-on and visual experiences. They learned about parts of a whole using concrete materials, which helped build their foundational understanding in a fun and engaging way. These experiences supported students in developing problem-solving skills and confidence in applying math concepts.



STUDENT REFLECTIONS

- "My favorite part was when the firefighter visited us. I learned how they help keep us safe."
- "I learned that people in our community have different jobs that help us every day."
- "I used adjectives to make my tagline catchy and fun. It made our booth more interesting."
- "I learned that fractions are parts of a whole. I liked using objects to understand halves and quarters."
- "I learned how to count money and give the correct amount when buying."

WHY THIS MATTERS

This unit helps students connect their learning to real-life experiences. By exploring services in the community, they develop an understanding of how different people contribute to meeting everyday needs, while building appreciation and respect for others.

In Language Arts, students strengthen their communication skills by expressing their ideas clearly using descriptive and persuasive language. In Mathematics, they apply concepts such as money and basic fractions in practical situations, helping them become more confident in solving real-life problems. The unit also supports the development of social skills as students work collaboratively, share ideas, and learn from one another. In addition, reflecting on future jobs encourages them to think about their interests and goals.

Overall, this unit helps students become confident, responsible, and thoughtful learners who can apply their knowledge in meaningful ways beyond the classroom.

FAMILY TIPS

Talk about your community

Talk about different jobs in your community and discuss how these services help people. Encourage your child to share what they learned from their interviews and class activities.

Using money in everyday situations

When going shopping, involve your child in simple tasks like identifying coins and bills, counting money, or making small purchasing decisions. This helps strengthen their understanding of Math in real-life situations.

Build language skills at home

You can also practice Language Arts skills by asking your child to describe people, places, or objects using adjectives, or even create fun and catchy taglines together at home.

Unit 5

How We Organize Ourselves

GRADE 2: DISASTER RESPONSE

Central Idea

People need organized responses to disasters for them to survive

Lines of Inquiry

- Disasters and its effects on people and the environment
- People's response to disasters and their effects
- Existing organized responses to disasters

Specified Concepts

People need organized responses to disasters for them to survive

Transdisciplinary Skills

- Research
- Self-Management
- Social

In **Unit 5**, students explored how people and communities **respond to disasters** to stay safe. We began by identifying different types of disasters, such as earthquakes, floods, and fires, and observed how they can affect people, homes, and the environment. Through hands-on activities, interviews with community helpers, and guided discussions, students discovered the important roles of first and second responders, organized systems, and emergency plans. Early in the unit, students learned that disasters do not happen randomly – there are causes and effects, and well-planned responses can save lives. They also began to understand that being prepared involves thinking ahead, making responsible choices, and working together as a team.



As the unit progressed, students investigated different ways communities prepare for and respond to disasters. They explored the roles of first responders, such as firefighters and medics, and the systems and tools that help them work effectively. Through simulations, interviews, and group challenges, students learned how planning, organization, and teamwork help people stay safe during emergencies. They also examined how families can prepare at home, including creating “go-bags” and mapping evacuation routes.

Across subjects, students strengthened their understanding of how disaster preparedness connects to language, numbers, movement, and the arts. For example, they practiced using conjunctions and explanatory texts in English, created graphs and diagrams in Math, reflected in Filipino and Chinese, explored symmetry and balance in Visual Arts, practiced first aid in PSPE, and even incorporated timing and notation in Music to represent emergency signals.

In **Language Arts English**, students focused on using **conjunctions**, “when” clauses, and explanatory sentences to describe actions and their causes. They applied these skills to explain how first responders act, how families prepare for emergencies, and why organized plans are important. By writing and speaking about disaster scenarios, evacuation routes, and go-bag items, students strengthened their ability to communicate safety procedures clearly and logically.





In **LA Filipino** Grade 2 students explored disasters in the Philippines, understanding their context and how they are reported in informational texts. They practiced writing sentences and short paragraphs in Filipino, using research from their UOI to create warnings or retell events, strengthening both language and thinking skills.

In **LA Chinese**, students were able to identify common natural disasters and understand basic safety practices using simple HSK-aligned Mandarin vocabulary and sentences. They showed strong engagement by doing different learning activities such as drawing, sorting, writing and reporting.



From data to decisions, Grade 2 students use graphs, maps, and explanations to show their understanding of the given data

In **Math**, students applied their learning through **collecting and analyzing data** about disaster preparedness. They used tally charts, bar graphs, double bar graphs, pictographs, and Venn diagrams to organize information about emergency supplies, family go-bags, and evacuation plans. By interpreting this data, students explored patterns, compared quantities, and made decisions to improve safety, connecting numbers to real-life situations in their homes and communities.

To conclude this unit, students created a “**home safety kit**”, designed a “go-bag,” or prepared a mini-report showing how their family is ready for disasters.

Through diagrams, charts, short explanations, and oral presentations, students proudly shared their learning and demonstrated their understanding of organized responses, the roles of first responders, and the importance of planning and teamwork to stay safe.



Some of our Grade 2 students' work showcasing their home surveys on disaster preparedness.

STUDENT REFLECTIONS

- "I learned that we need to be prepared for disasters."
- "I learned that firefighters and medics work as a team."
- "I learned that we should have a plan before a disaster happens."
- "We need to know where to go when there is danger."
- "I learned that firefighters risk their life for others!"

WHY THIS MATTERS

This unit helped students understand that disasters can affect people and communities, and that *being prepared plays an important role in staying safe*. By exploring different types of disasters and their effects, students learned how organized responses, such as the work of first responders and emergency systems, help protect lives.

Through hands-on activities, simulations, and real-life connections, students developed awareness of how planning, teamwork, and quick decision-making are essential during emergencies.

This unit also encouraged responsible thinking, helping students realize that they can take action by preparing their own homes, creating safety plans, and knowing what to do in times of danger. Through this, students began to see the connection between what they learn in school and how they can help keep themselves and others safe in real life.

FAMILY TIPS

Talk About Safety at Home:

Discuss with your child what to do during different disasters (earthquake, fire, flood). Ask questions like, "Where should we go?" or "What should we do first?" to help them feel confident and prepared.

Check Your Home Together:

Work with your child to identify important safety items at home such as flashlights, water, and first aid kits. Ask, "Which items do we already have?" and "What do we still need?"

Connect to Real-Life Situations:

When watching the news or hearing about events, talk about how responders help people and why preparation matters. This helps children see the real-world importance of what they are learning.

Unit 5

How We Organize Ourselves

Music

Grade 1 students explored different musical notes and rest symbols, including their values, and applied this understanding through body percussion and the use of percussion instruments. As a culminating summative assessment, they hosted a Marketplace under the transdisciplinary theme *How we organize ourselves*, integrating the concept of services. A busking area featured student-led singing performances accompanied by percussion, allowing students to experience how music can be offered as a service within a community. This authentic context enabled them to apply their learning while understanding roles, collaboration, and contribution to a shared experience.



Grade 2 students deepened their understanding of note-reading by learning the use of the staff and the basics of standard musical notation. They applied this knowledge through movement activities and by playing tuned instruments. By the end of the unit, students demonstrated their understanding through a performance of familiar tunes with their own composed lyrics, making connections to natural hazards and showing how music can be used to communicate ideas and raise awareness.

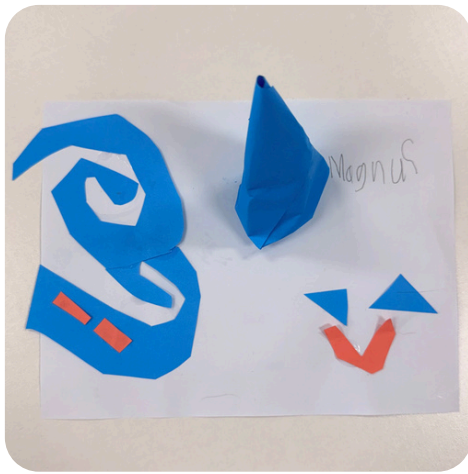


Unit 5

How We Organize Ourselves

Visual Arts

Grade 1 students explored a new medium—clay—as they learned the basics of sculpting. The process required time, patience, and perseverance, but their hard work paid off as they successfully completed their clay artworks. These pieces were later showcased and sold during their Marketplace, giving students a meaningful opportunity to share their creations with the community.



Grade 2 students explored the concept of balance in art, including symmetry, asymmetry, and radial balance. Through a variety of activities and artworks, they developed their understanding of how these principles can be used to create visually engaging compositions. They experimented with different techniques and applied their learning across multiple pieces. As a culminating task, students demonstrated their understanding by designing the front cover of their report, featuring a symmetrical character set against an asymmetrical background, showcasing both creativity and their grasp of balance in design.



Unit 5

How We Organize Ourselves

Personal, Social, and Physical Education (PSPE)

In Unit 5, students explored the transdisciplinary theme *How We Organize Ourselves*, focusing on how people work together, take on roles, and follow systems to achieve a common goal. In PSPE, students developed teamwork, cooperation, and responsibility through movement-based activities. They learned that being organized, communicating clearly, and understanding their role are important not only in games, but also in real-life situations.



Grade 1 students explored the idea of services through team games. Throughout the unit, they participated in a variety of group activities that required cooperation, turn-taking, and role responsibility. Students learned how to work as a team, follow rules, and support one another to achieve a shared goal. They experienced different roles within a group and understood how each role contributes to success, similar to real-life services in the community. For their summative assessment, students created and participated in a Marketplace, where they designed different kinds of booths and for PSPE, they designed simple game booth and worked together to organize, explain, and run their own games for others.

Grade 2 students focused on disaster response, with an emphasis on first aid. Throughout the unit, they learned basic first aid knowledge such as identifying injuries, understanding simple procedures, and responding appropriately in emergency situations. Students practiced step-by-step responses, worked in groups to role-play scenarios, and discussed the importance of staying calm and helping others. They also explored how systems and organization are important during emergencies. For their summative assessment, students created a written report that included a first aid checklist and clear procedures for responding to common situations.



Strengthening our Practice



Last February 27–28, 2026, our teachers, together with three educators from the Padre Algue Campus, participated in a meaningful Professional Development Workshop led by Richel Langit-Dursin. As a member of the IB Educator Network (IBEN) and a PYP Coordinator, Ms. Langit-Dursin guided participants through key principles that strengthen teaching and learning within the IB Primary Years Programme (PYP).

Throughout the two-day workshop, teachers explored how an IB education nurtures agentic, lifelong learners who are internationally minded and embody the attributes of the IB learner profile. There was a strong focus on how Approaches to Teaching and Learning (ATL) support students in developing essential skills and attitudes for both academic achievement and personal growth.

Participants also engaged in discussions on creating inquiry-based learning environments, where curiosity is encouraged, and students develop deeper conceptual understanding across contexts. Through collaborative tasks and reflective conversations, teachers experienced firsthand how learning becomes more meaningful when driven by inquiry.

A key highlight of the workshop was the emphasis on collaboration as a community of learners. Teachers reflected on how working together—sharing ideas, strategies, and experiences—positively impacts both teaching practices and student success.

This workshop marks an important step in our school's ongoing journey toward strengthening and sustaining the standards of the IB PYP. It reflects our commitment to continuous professional growth and to providing a high-quality, internationally-minded education for every learner in our community.

2026 Community Fun Run



All participants of the 2nd Community Fun Run gathered together for a memorable group photo.

Last March 14, 2026, our school community came together for the much-anticipated 2nd Community Fun Run at the Chan Cuan Sports Complex Track and Field. Students, parents, teachers, and guests gathered early to welcome the sunrise with excitement and enthusiasm.

The event opened with inspiring messages from Miss Luzviminda Sim, our school Vice President and IB Director, and Mr. Robert Que, our Executive Vice Chairman. This set the tone for a vibrant morning, which quickly came alive with an energizing Zumba session led by our Southmont teachers. Dancing to the hit song Golden, participants of all ages filled the space with energy, smiles, and laughter.

The highlight of the event was the run itself. Along the track were four interactive booths representing our school's programs—Montessori, IB PYP, IB MYP, and a fun photobooth for everyone. Runners engaged in activities at each booth as they completed five laps around the oval to earn their finisher medals.

Congratulations to all our winners and participants! This event was more than just a run—it was a joyful celebration of community, wellness, and learning together.

