



MONTHLY Newsletter

CANADIAN INTERNATIONAL SCHOOL BANGLADESH

Volume 20, Issue 2

October 2025

Mission

“Through the promotion of academic excellence, CISB strives to develop individuals for our society who, through understanding, tolerance, and respect, will help to create a safe place where children become lifelong learners, where excellence is tempered with compassion, and where success is moderated by spiritual understanding.”

Vision

“Betterment of Self for Society”



See What Happens After 2 PM!

Take a look at the energy and excitement our students are experiencing in the After-School Program! From the kitchen to the field, every activity is led by our experienced school teachers, ensuring a high-quality, enriching time for all.



Messy fun and masterpieces in Art & Craft!
Simple skills and great snacks in Cooking!
Stepping out and expressing themselves in Dancing!
Scoring goals and building teams in Soccer!
Parlez-vous français? A great start in Learning French!

Important Dates:

Nov 5-12 : Q1 Exam Grade 10-12

Nov 16-19 : Term 1, Exam Grade 1-9

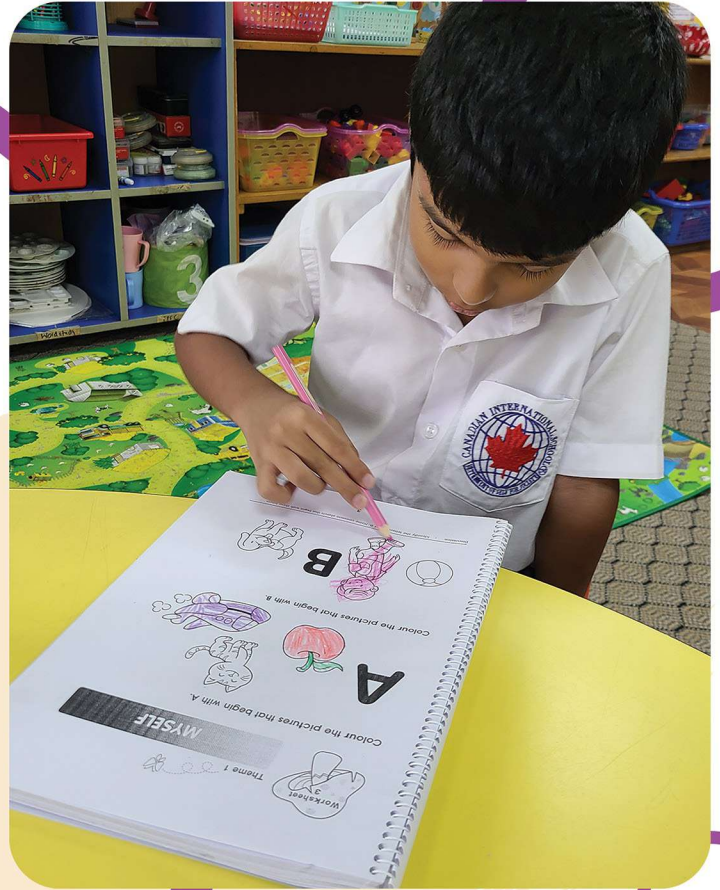
Nov 16 : Q1 PTM

Nov 20 : All Teachers PD, ES PTM

" The whole purpose of education is to turn mirrors into windows."
— Sydney J. Harris



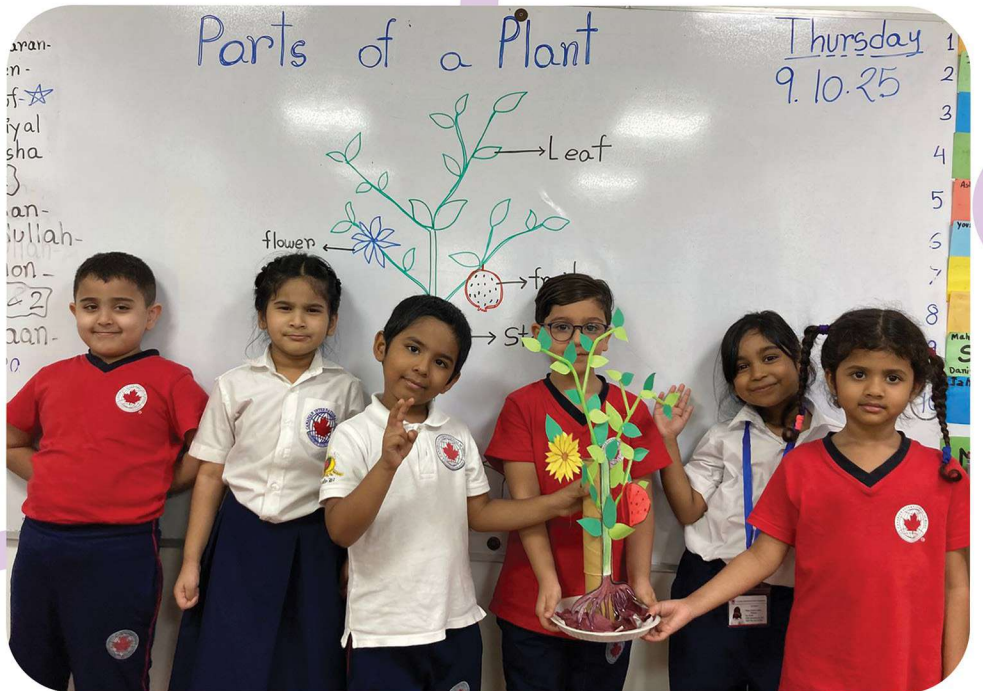
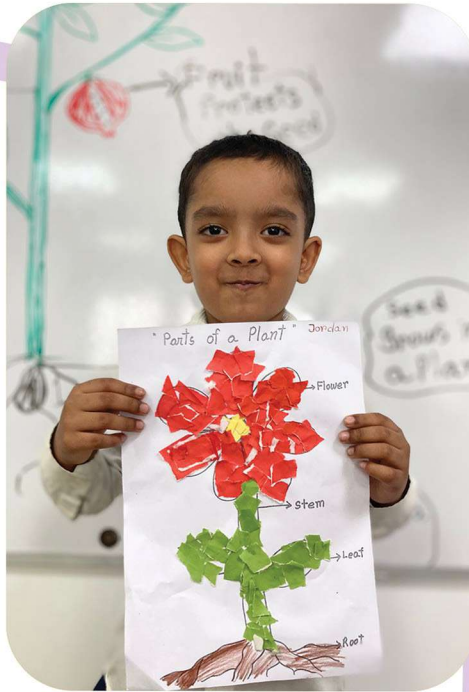
EARLY CHILDHOOD



Cutting paper is a favorite activity for Atraz and Izhaan! Atraz, in particular, enjoys the calm focus of repeating words, tracing, and coloring, often when he's feeling his best.



JUNIOR KINDER- GARTEN



Our Junior Kindergarten and Kindergarten students had a wonderful time learning about the parts of a plant through a fun hands-on project. They discovered how each part helps the plant grow — roots absorb water and minerals, stems support the plant, leaves make food, flowers help in reproduction, fruits protect the seeds, and seeds grow into new plants. It was an exciting and engaging way for our young learners to explore how plants grow and stay healthy!



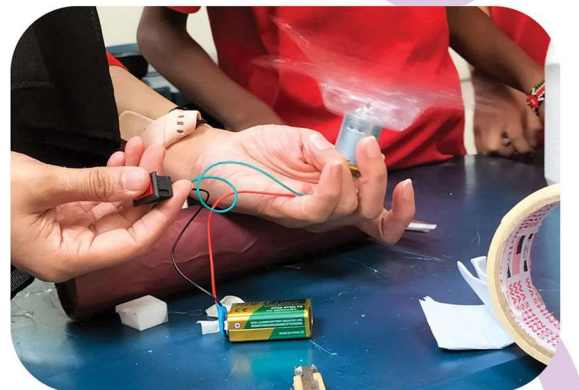
Grade 2 students had an exciting and fun science experiment today! They mixed vinegar and baking soda to create carbon dioxide gas. Everyone watched in surprise as the gas filled up and blew the balloon all by itself! The students were full of smiles and laughter, amazed to see how mixing simple things could make such a big reaction. It was a joyful and memorable science day filled with learning and excitement!



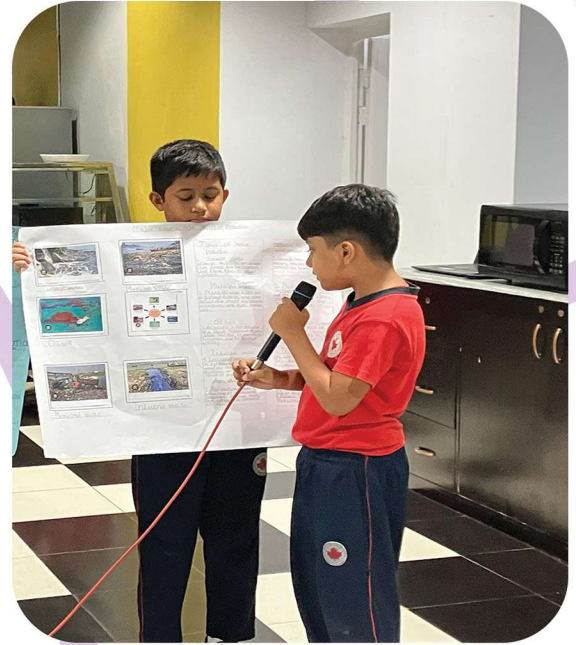
Our Grade 3 students explored the dual nature of water, examining both its benefits and drawbacks in their exciting project on water use, problems, and potential solutions. They learned how we use water every day, but also how it can cause floods, landslides, tsunamis, and slips. Through colorful posters and creative models, they shared smart ideas like planting trees to prevent landslides, building drains to stop floods, and using caution signs to avoid slipping. Their teamwork and innovative ideas demonstrated that even young minds can contribute to solving real-world problems.



Whizzz Goes the Wind! Our Grade 3 scientists explored energy transfer by building their own electronic fans — turning electric energy into a cool breeze of wind energy! Science is fan-tastic!



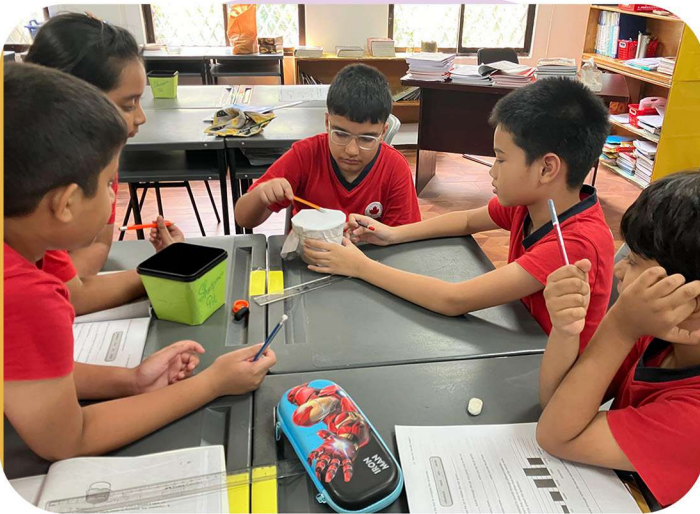
GRADE 4 & 5



Grade 4 students presented an inspiring Global Perspectives project on Water Pollution, showcasing their understanding of how human actions impact the environment. Through creative posters, they explained the causes, effects, and types of water pollution in Bangladesh, including plastic waste, chemical runoff, and oil spills. They also proposed practical solutions like recycling, reducing single-use plastics, and organizing clean-up drives. During the morning assembly, students confidently shared their ideas, demonstrating strong communication and teamwork. The activity deepened their awareness of sustainability and encouraged them to become responsible global citizens.

Grade 4 and 5 students explored how sound is made and how it travels through different materials. Using tuning forks, rubber bands, and paper-covered pots, they observed vibrations, ripples in water, and changes in sound when striking different surfaces. The experiments helped them understand that sound is produced by vibrations and moves differently through solids, liquids, and gases. The hands-on activities also fostered curiosity, teamwork, and critical thinking as students discussed and reflected on their discoveries about how sound travels.

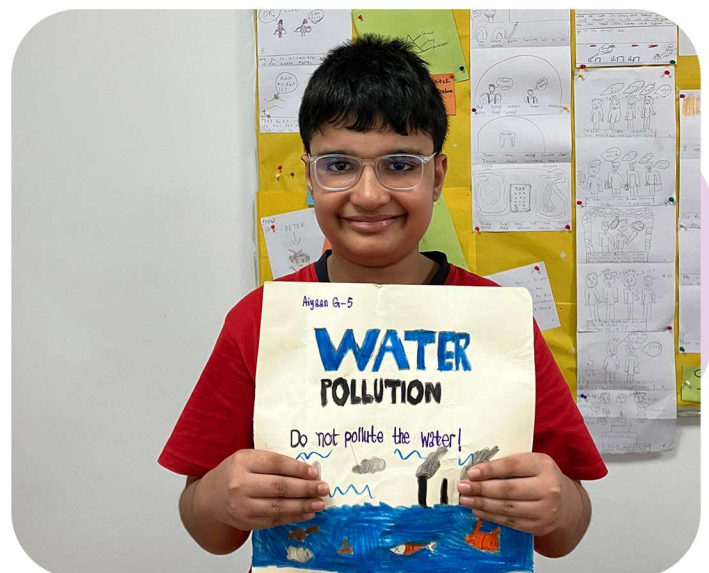
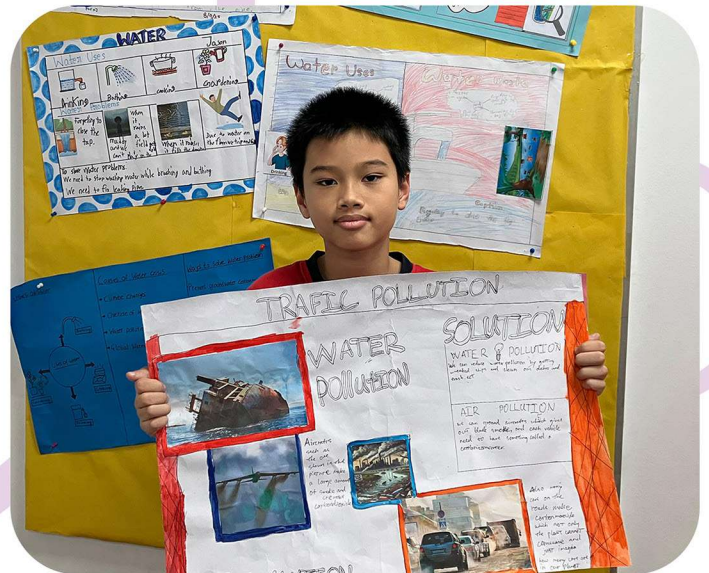


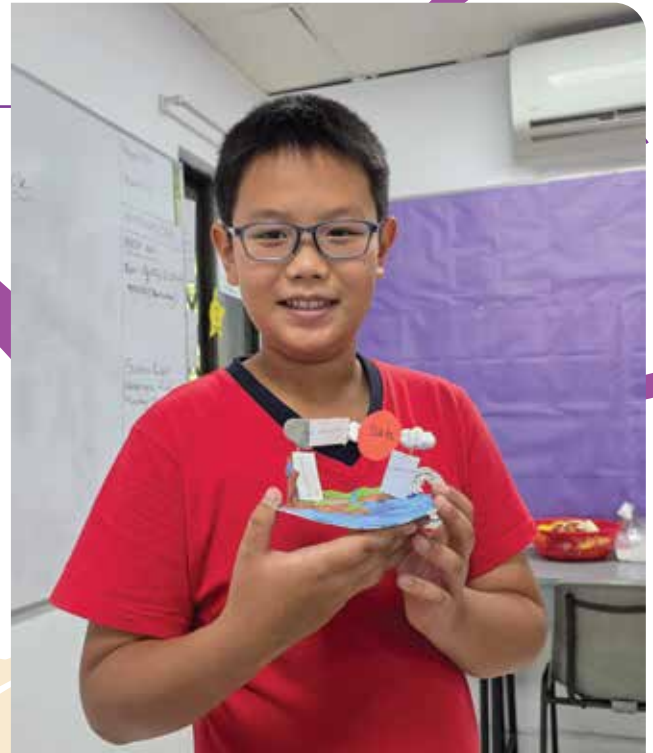


Grade 5 students presented their poster presentation on “Pollution Caused by Transport.” This activity was part of their Global Perspectives unit, where students explored how different modes of transportation affect our environment and daily lives highlighting their creativity and critical thinking skills.

The young researchers investigated various forms of transport—cars, buses, airplanes, and ships—and discussed how each contributes to air, water, and noise pollution. They then translated their findings into colorful, informative posters that highlighted both the causes and possible solutions to this global issue.

The presentations encouraged thoughtful discussions among students, fostering collaboration, communication, and awareness of sustainable choices which can lead to big changes for a cleaner planet.



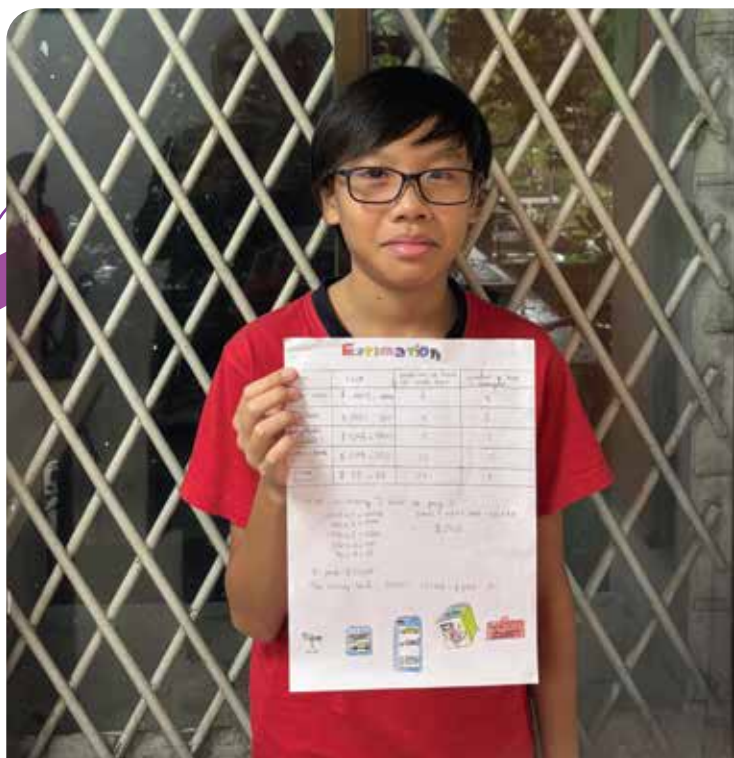


The Great Water Adventure: Journey Through the Cycle:

In this water cycle project, grade 6 students learned about the stages of the water cycle—evaporation, condensation, precipitation, and collection. They explored the importance of water for ecosystems and how sunlight drove the cycle. Through hands-on experiments and creative presentations, they developed critical thinking skills and understood the human impact on this vital process.



Grade 6 students created 3D models of compounds to visualize how different elements combine to form new substances. Using colorful materials to represent atoms, they showed how elements are joined by bonds to make compounds. This hands-on activity helped them understand the structure of compounds and the difference between elements and compounds in a fun and creative way.



Estimation			
Item	Cost	Number of Items in each box	Number of box I bought
phone model	\$ 10073 = 10000	1	2
notebooks	\$ 350 = 400	1	5
notebooks (special)	\$ 1045 = 1000	1	3
comic book	\$ 1.04 = 1.00	12	1
color pencil	\$ 75 = 80	24	1

Total of money I have to pay is:
 $10000 \times 2 = 20000$
 $400 \times 5 = 2000$
 $1000 \times 3 = 3000$
 $1.00 \times 12 = 12$
 $80 \times 1 = 80$
 = \$25220
 I paid: \$30000
 The money back = $30000 - 25220 = \$4780$

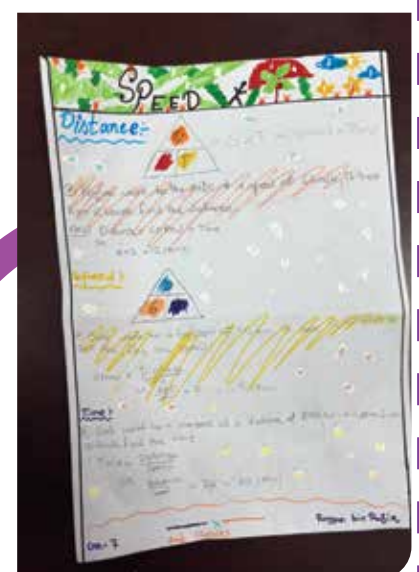
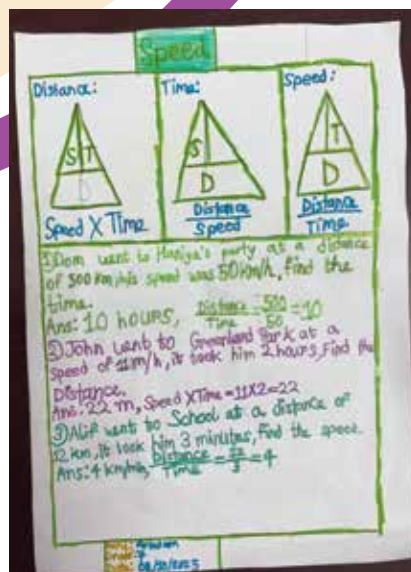
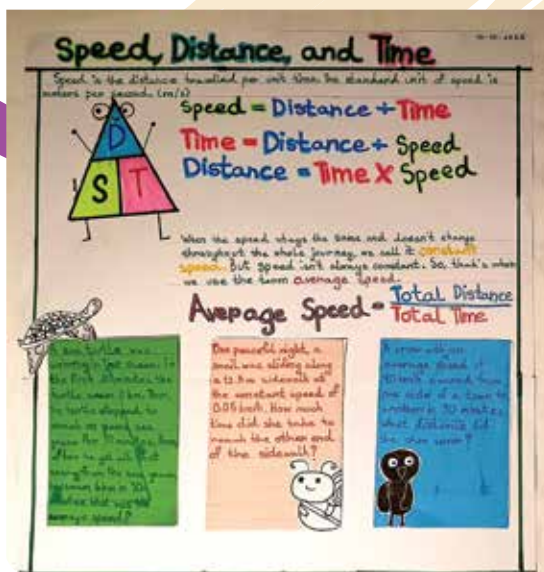
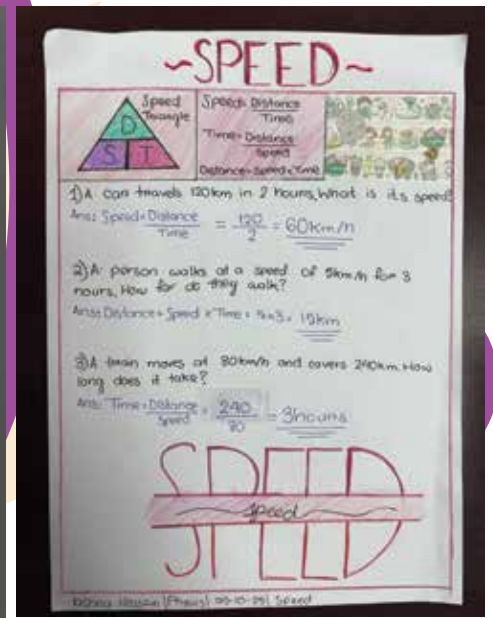
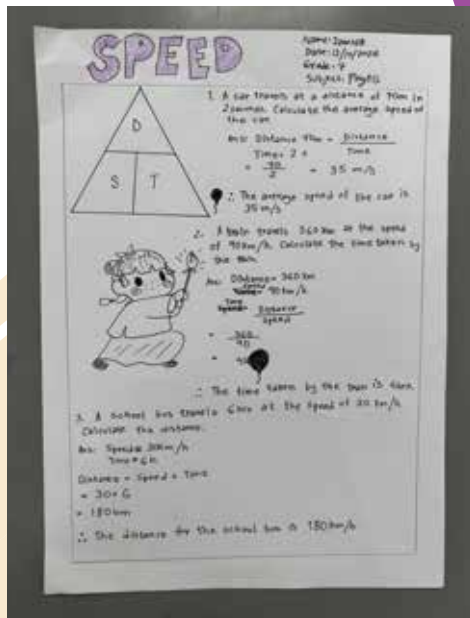
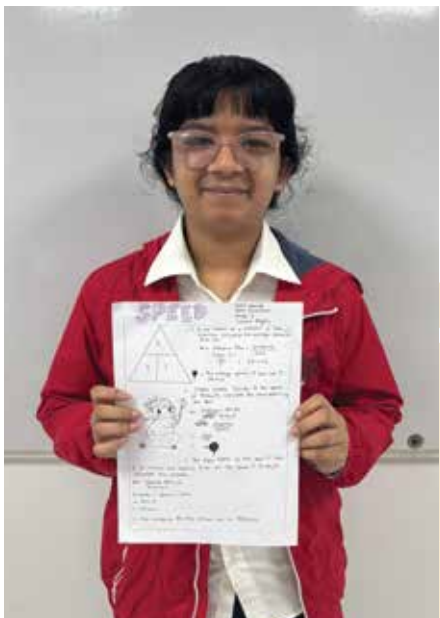
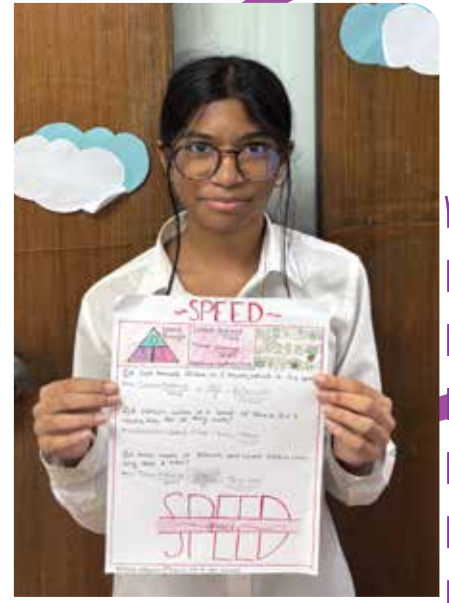
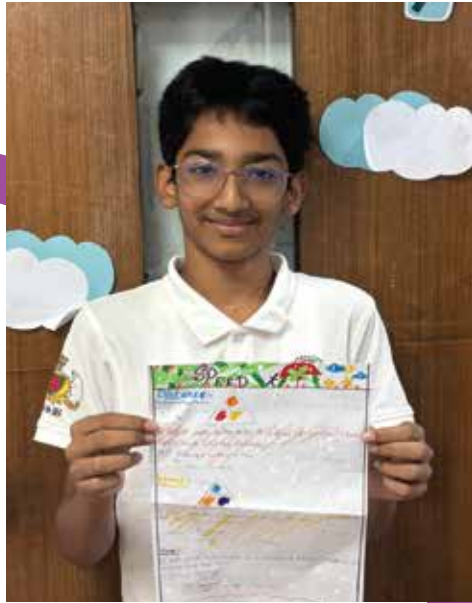
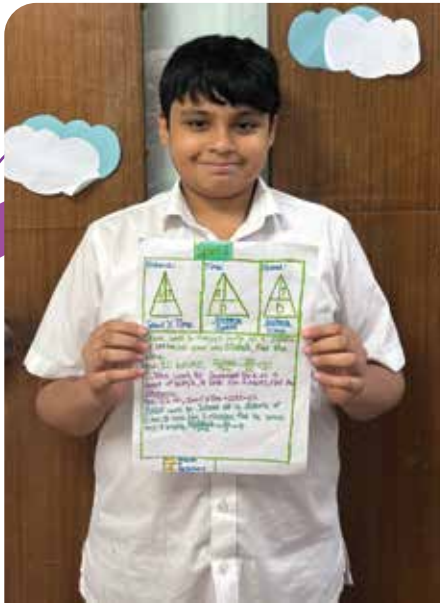
Estimation		
Item	Quantity	cost per item
Phone 17 Pro	12 $\approx$ 10	1009 $\approx$ 1000
Phone 17 Pro	27 $\approx$ 30	998 $\approx$ 1000
Phone 17 Pro	47 $\approx$ 50	199 $\approx$ 200
Phone 17 Pro	59 $\approx$ 60	530 $\approx$ 500

show how you estimate the total amount of money that the shopkeeper has to pay by using the nearest hundred so the nearest hundred is 4780.
 $10 \times 1000 + 30 \times 1000 + 20 \times 200 + 60 \times 500 = 30000$

Math in Action: Estimating Costs

Grade 6 students put their math skills into action! For their latest project, they listed items, quantities, and prices to estimate total costs, turning numbers into real-life problem-solving!

Grade 7



Mastering the Speed Triangle

Grade 7 students created colorful posters on the speed triangle, demonstrating how to calculate speed, distance, and time. Their three examples made learning these key physics concepts both fun and clear!



Grade 7 students carried out two exciting science experiments. They prepared different concentrated solutions to understand how the amount of solute affects concentration and observed the differences in strength between dilute and concentrated solutions. They also examined the Law of Conservation of Mass by conducting an experiment that showed how mass remains the same before and after a chemical reaction. These activities helped them connect theory with hands-on practice and strengthened their understanding of core scientific principles.





Grade 7 students conducted a chromatography experiment to investigate the separation of mixtures. They observed how substances move at different rates based on their solubility and interactions with the solvent. This activity enhanced their understanding of practical applications of chromatography in scientific analysis.

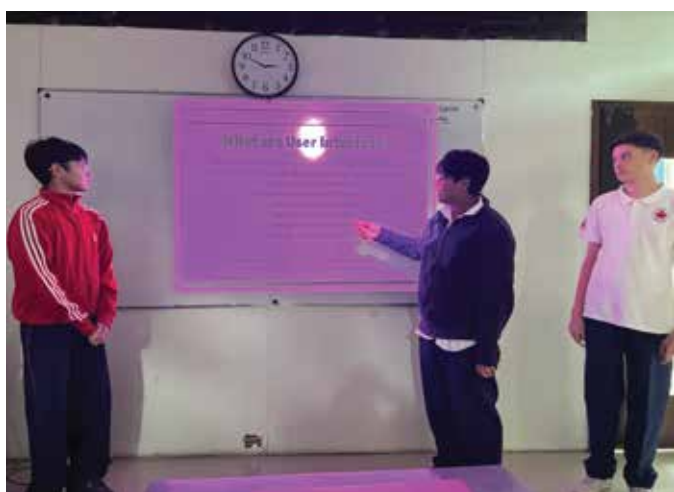
Grade 9





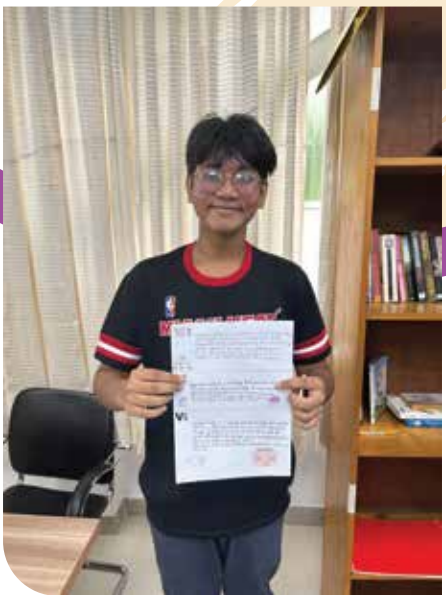
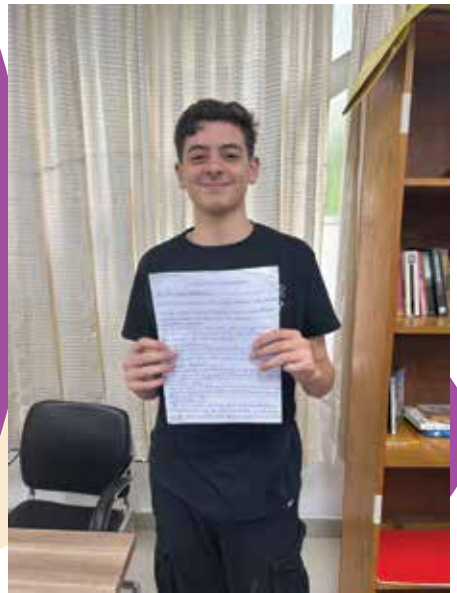
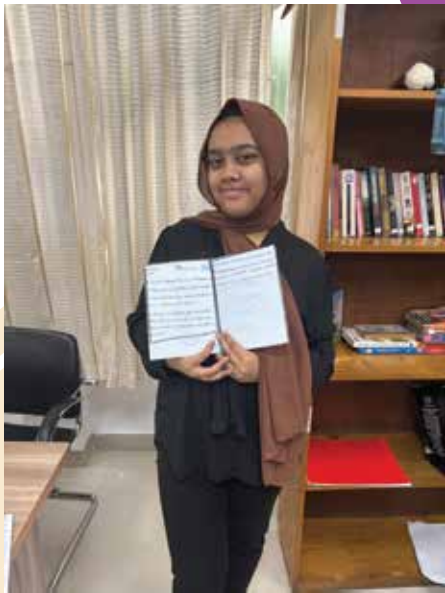
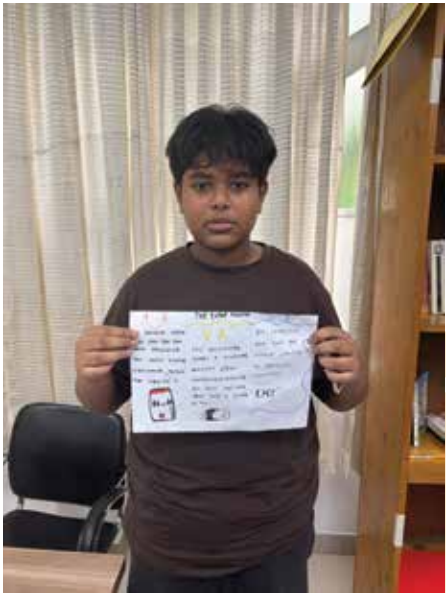
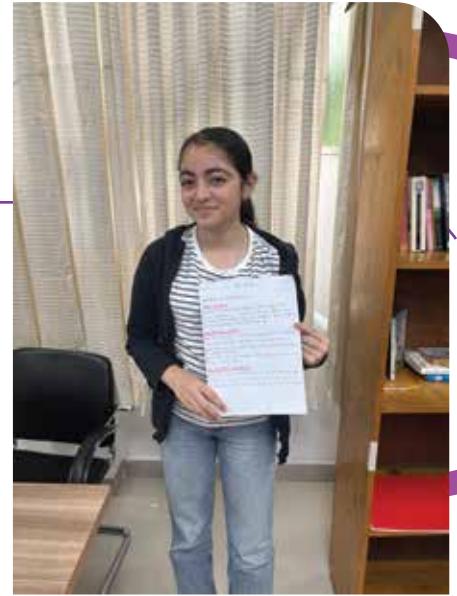
Investigating Liquid Densities

Grade 9 students explored the densities of water, salt solution, and oil in their physics lab. They conducted experiments, recorded data, drew graphs, and submitted complete lab reports, turning hands-on observations into scientific conclusions!



Presentations in Action

Grade 9 students delivered engaging presentations on key ICT topics: CPU components and the processing cycle, types of user interfaces, and analog vs. digital data and conversions. Their research, visuals, and explanations made complex concepts easy to understand!

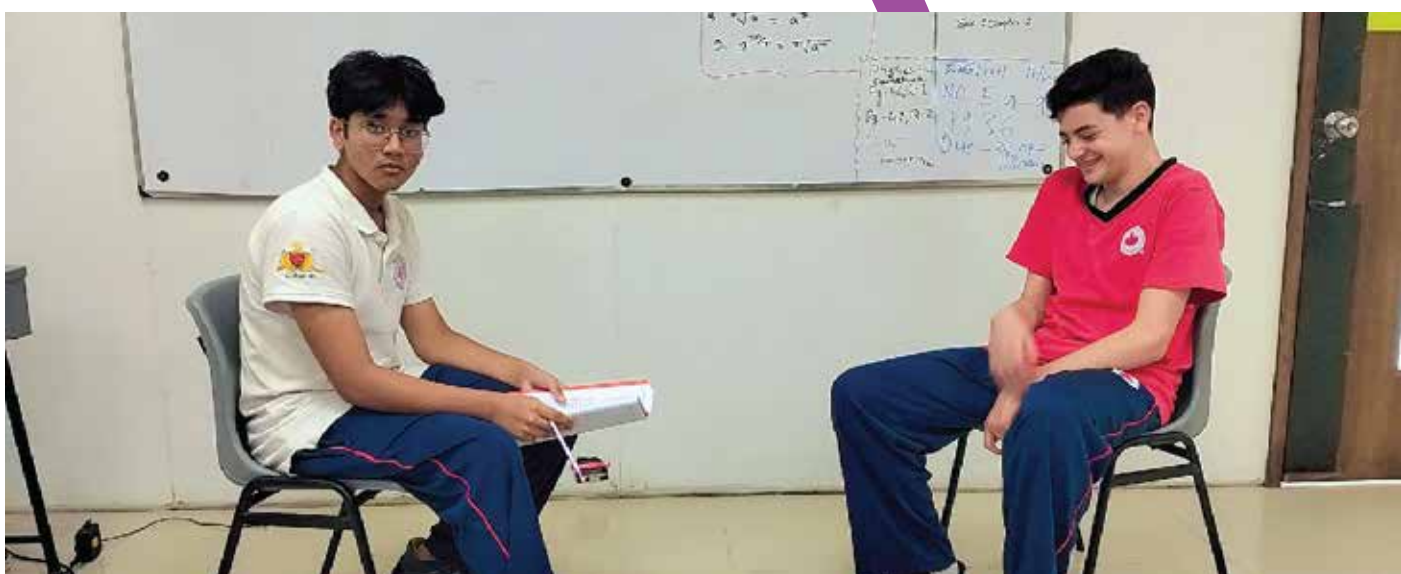


Exploring Emerging Technologies

Grade 9 students created posters on AI, VR, and AR, showing what they are, real-life uses, and their impact on everyday life. Clear headings and visuals made their projects engaging and informative!



Grade 9 students brought their creativity to life through a lively role play interview! They stepped into the shoes of a writer and a travel blogger, sharing strong opinions and convincing voices on tourism and environmental responsibility.

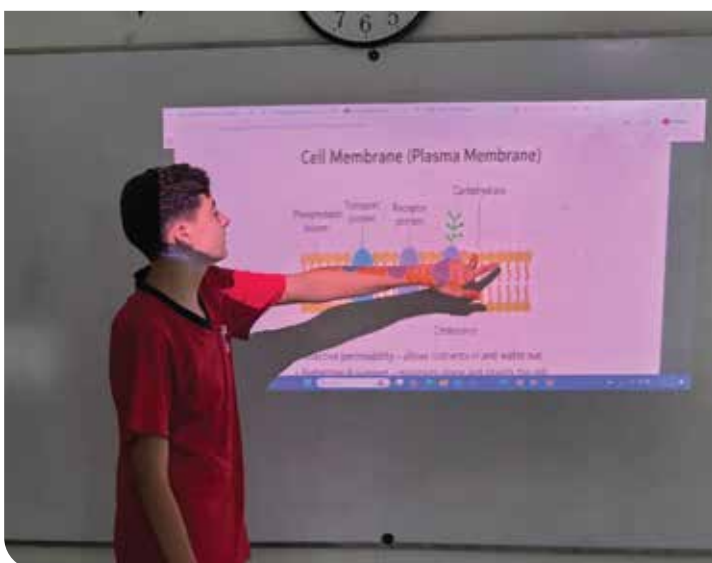


Grade 9 students impressed with their presentations on literary devices, demonstrating a deep understanding of how writers use language to create meaning and emotion.



Land, Labor, Capital... Fun! Grade 9 Economics Class Crushes It!

Our Grade 9 students recently delved into the world of economics with a fantastic group activity on the Factors of Production! They explored how land, labor, capital, and entrepreneurship are the building blocks of everything we produce. From brainstorming a new product to assigning roles and "purchasing" resources, they saw economic theory come to life.



Grade 9 students showcased their presentations on cell organelles. They explained the role and importance of each organelle, showing how these tiny parts work together to keep a cell functioning. The activity helped them strengthen their understanding of biology while also building teamwork, confidence, and presentation skills.





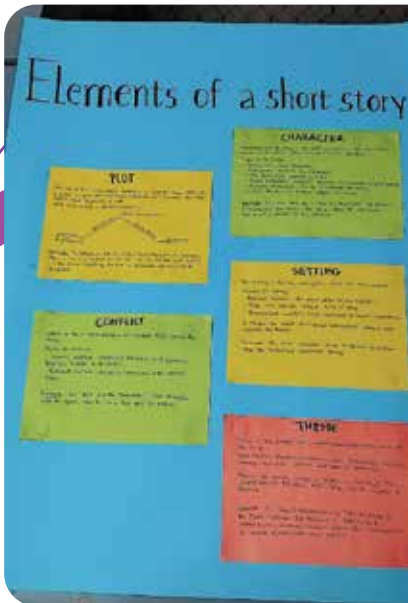
Plant Cell Observation

Grade 9 students conducted a biology experiment where they observed an onion cell to identify and describe the structures of plant cells, including key organelles. They gained hands-on experience using microscopes and preparing slides, which enhanced their observational skills. Additionally, the lab fostered critical thinking as students formulated hypotheses, analyzed their findings, and collaborated with peers.



Grade 9 students did an experiment to understand the differences between elements and compounds. Students learn that a chemical reaction produces a new substance with different properties. Iron displaces copper from copper(II) sulfate, forming a compound that cannot be separated physically. This shows the difference between a mixture and a compound.

Grade 10



Grade 10 student showcased her understanding of the elements of a short story through a creative project! She explored plot, setting, characters, conflict, and theme, bringing storytelling to life with originality and imagination.

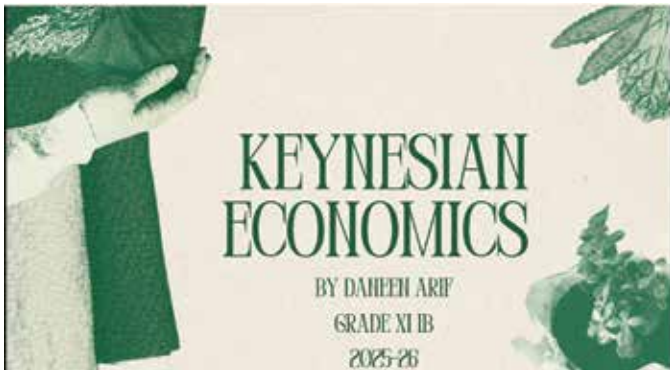
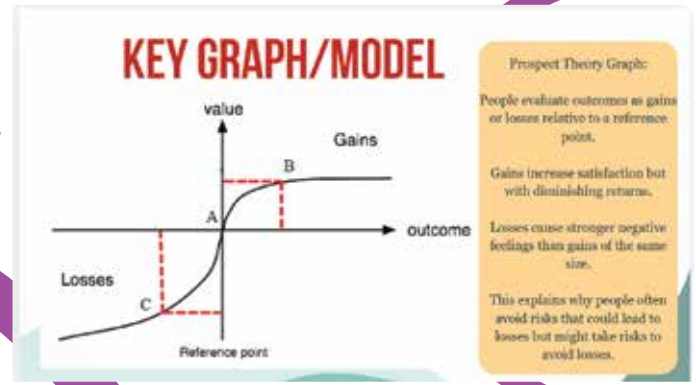
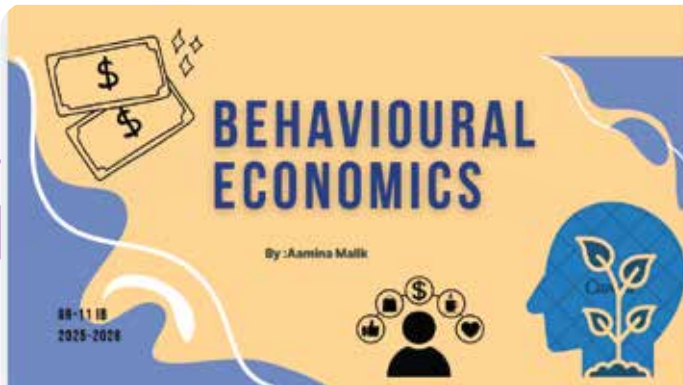
French



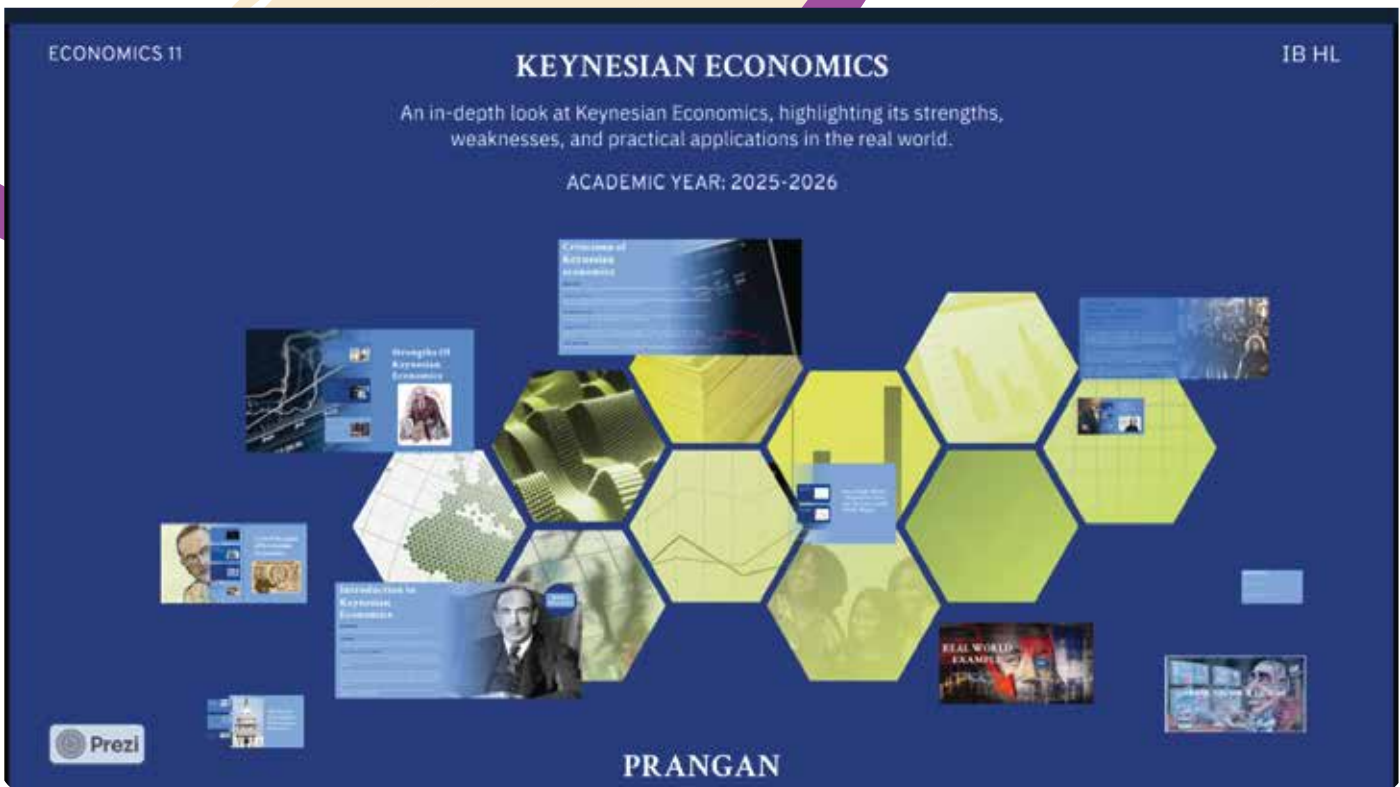
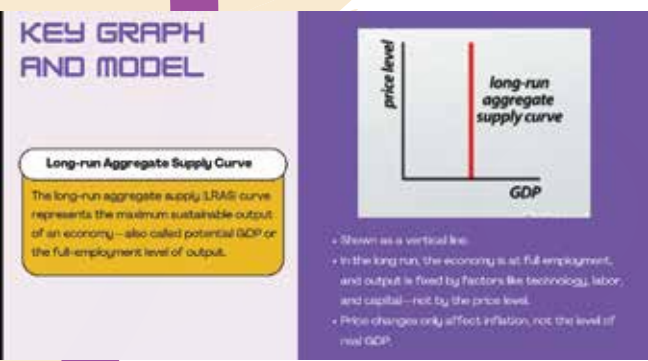
Grade 11 French Ab Initio students made a chart and described in French how often they helped out around the house doing chores.

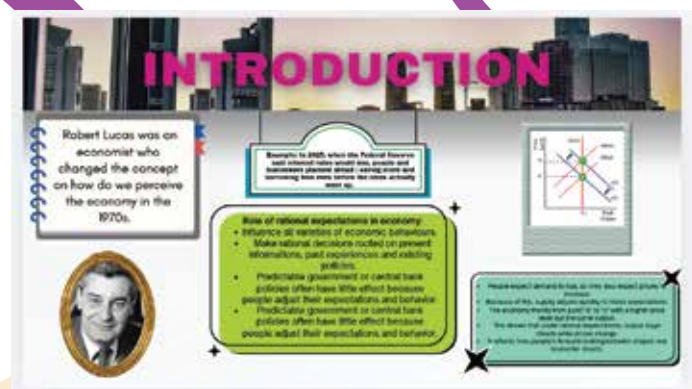
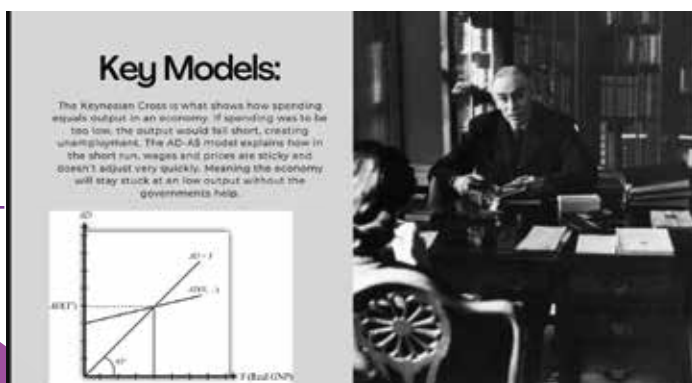


Grade 11 French Ab Initio students played Immigration Police officers and Incoming tourists to brush up on their self-presentation and interrogation skills.



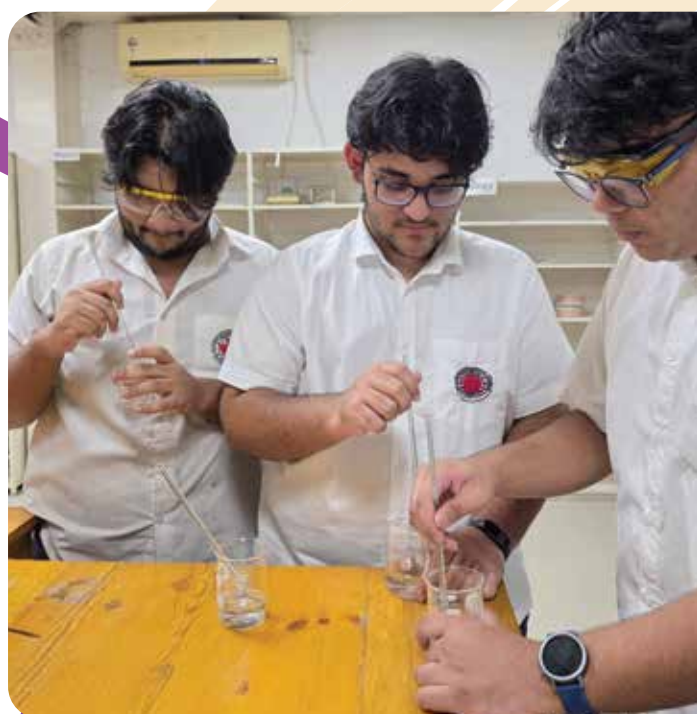
- ### CORE PRINCIPLES
- Importance of demand: When people spend more, businesses grow, and the employment rate increases.
 - Government intervention: During bad times, the government should spend money and cut taxes to support jobs and incomes.
 - Multiplier effect: When one individual spends money, it turns into income for someone else, creating a chain reaction that boosts the whole economy.





Grade 11 Research Project: The Evolution of Economic Thinking

As part of The Evolution of Economic Thinking, our Grade 11 students undertook a research-based project exploring three influential schools of thought—Keynesian Economics, New Classical Economics, and Behavioural Economics. Through independent inquiry, presentations, and critical analysis, students examined how these theories shaped modern economic policies and decision-making. The activity not only strengthened their research and presentation skills but also deepened their understanding of how economic ideas continue to evolve with changing global realities.





Grade 11 students performed a flame test experiment to understand the concept of the emission spectrum. They observed that different metal salts produced different flame colors when heated. This happened because the electrons in each element absorbed energy and then released it as light of specific wavelengths when returning to their ground state. Through this activity, students learned that each element has a unique emission spectrum, which can be used to identify it.

The Unseen Face of Gender-Based Violence: Why Silence is the Real Threat

By Zara Hussain Suchi

Gender-Based Violence (GBV) is often discussed in stark, physical terms. We see the headlines, we recognize the immediate signs, but the truth is, the root of GBV lies in something far more insidious: the calculated assertion of power and control over another person. It is a societal wound that demands we redefine what violence truly looks like.

This issue transcends a single gender. Both men and women face systemic external judgment and mistreatment in society that creates an environment ripe for abuse. GBV is not exclusive to the visible attack; it thrives in the subtle, daily interactions we often dismiss.



We must acknowledge that violence is also verbal and psychological. It hides in plain sight: the persistent small criticisms, the casual and subtle but hurtful comments, and the constant small talks used to diminish or control the opposite gender. These non-physical forms of aggression chip away at a person's dignity and self-worth, leaving scars that are often the hardest to heal.

The cycle of violence casts a long shadow, particularly on the next generation. Research clearly shows that children who grow up in conflict-ridden environments are forced into difficult roles: they either normalize these destructive situations as typical behavior or, tragically, they become the ones perpetuating the conflict themselves.

This pervasive violence—occurring everywhere, even within families—continues because of two powerful enforcers: family pressure and the deep-seated fear of social judgment. These barriers ensure that far too many GBV cases remain unreported, cementing the silence that protects the abusers.

We must ask ourselves: Why should we care? Because GBV is not a distant problem; it is an urgent and vital human crisis that underpins inequality and injustice. It demands immediate, collective action.

If you are experiencing gender-based violence, please know that you are not alone, and your safety is paramount. The first step is often the hardest, but there are solutions available:

Prioritize Safety: If you are in immediate danger, contact your local emergency services.

Confide in a Trusted Source: Share your situation with a friend, counselor, or relative who can offer support without judgment.

Seek Professional Help: Connect with local domestic violence or crisis hotlines. They offer confidential support, resource referrals, and guidance on legal and emotional recovery.

Document Everything: Safely record instances of abuse—verbal, emotional, or physical—as this documentation is crucial should you decide to pursue legal options later.