

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL AND HANGZHOU INTERNATIONAL SCHOOL

COMMUNITAS

DECEMBER 2011



CELEBRATING TRADITIONS

15 YEARS OF QUALITY EDUCATION

HIS HOSTS FIFTH ANNUAL MODEL UNITED NATIONS

DRAGONS FOR DRAGONS!

Just in time for the winter holidays SCIS' Dragon mascot has finally arrived in Plush form! In cooperation with Plushland Inc. SCIS' favorite Dragon is now in a cute and cuddly form. The plush Dragons are now on sale in the uniform shops at both the Hongqiao and Pudong campuses. At 50RMB, they'll make a perfect gift for the holiday and don't forget in January we'll be welcoming in the Year of the Dragon here in China so there is no time like the present to start off the celebration!



HIS Dragon, not pictured here, is also available at the HIS campus!

SUPERINTENDENT OF SCHOOLS

Jeffrey R. Stubbs



Dear SCIS-HIS Community and Friends,

For the past fifteen years, SCIS and HIS schools have been welcoming the smiles of new and returning students, parents and teachers, and fostering communities that value the traditions they bring with them, the traditions of China, and the traditions of our schools. Of all that we value most about our schools, the people inside our buildings are our greatest treasure and the source and strength of our communities. It is through program design, campus aesthetics, supportive families, and finding and keeping great staff that year after year we are able to maintain strong bonds within our community and celebrate the diversity and unique contributions of its members. In this edition of *Communitas*, we honor the traditions of the people within our schools, as well as those SCIS-HIS customs that have been handed down over our fifteen years.

SCIS-HIS schools are always engaged in finding the balance between celebrating diversity and developing our own common culture. Our students are confident that their nationality, religious background, and ethnicity contribute to what make our schools such wonderful places to be, yet they also look forward to the times when we come together and share a common purpose. For those who have the privilege of spending a lot of time at school, you know that as much of this is happening during classtime as what goes on outside the walls of the classroom. During bus rides to and from school, at the playgrounds, through athletics and activities, and especially for our performances and productions, our students are constantly developing social skills and passing on school traditions. At some schools this happens by chance, but at SCIS-HIS, we work hard to create and nurture environments so these things can happen.

During this time where many families are celebrating their unique traditions at home, I would like to thank you all for sharing that which makes us so diverse and for supporting the development of such wonderful places to learn and work. Together, with supportive parents, dedicated teachers, and motivated students, we honor the tradition we all value most...building community.

I will conclude with one tradition that all students at all our campuses are familiar. Said with rising intonation, extended arms and clapping hands like the snapping jaws of a magical beast... Gooooo Dragons!

Enjoy the holidays.

Jeffrey R. Stubbs
Superintendent of Schools

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Communitas is the official magazine for the Shanghai Community and Hangzhou International Schools.

It is the publication of all things learning and teaching in the SCIS-HIS system of schools.

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SCIS Hongqiao 12th grader Sydney Briner photographed by Jen Marshall of Wayfarer Studio and SCIS Pudong teacher.

Back Cover Photo:
SCIS "Golden Dragons"
Photographed by SCIS HQ 11th grader Carnie Lewis

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DIRECTOR OF ADMISSIONS SHAWN KNUDSON



RE-ENROLLMENT NOW ONLINE!

THIS TIME OF YEAR IS FILLED WITH EXCITEMENT AND ANXIOUSNESS FOR FAMILIES. Many are looking forward to the holiday break for some well-deserved rest and relaxation and spending time with friends and family. Some are busy preparing to repatriate back to their home countries. Still others are looking ahead to their move abroad and starting new lives in Shanghai or Hangzhou.

It is also one of the busiest times of the year for the Admissions Department. Whether it is welcoming new families to our system of schools, or assisting our departing families, the office is buzzing with energy. December is also the time when the admissions' team is busy preparing for the re-enrollment of our returning families.

This year, we are offering parents two options to re-enroll their children for the 2012/13 school year. The first, and easiest method, is through PowerSchool. Many parents are already familiar with this online resource and use it regularly for everything from checking their children's grades to signing up for extracurricular activities.

To complete the re-enrollment process through PowerSchool simply login with your username and password and click "re-enrollment" at the top left hand corner of the page. There is a video tutorial and an easy to follow checklist to help guide you through the process. Early re-enrollment will commence on Friday, February 3rd for parents who wish to use this method.

The other option is to re-enroll your children through the application booklet. This will be sent home with your children on Monday, February 6th for you to fill out and return to the admissions secretary at your campus.

We anticipate full classes at many grade levels and wish to ensure all of our current families have first priority for available space. We look forward to your continued support and involvement in our school community and hope to welcome your family for yet another successful year at SCIS and HIS.



TWO OPTIONS FOR RE-ENROLLMENT FOR THE 2012-2013 SCHOOL YEAR:

1. Power School – Quick and easy! Make sure that you have your username and password to login and then simply click on "Re-enrollment"
2. Application booklet – These will be sent home with your children in February and you can return to admissions secretary

MIDDLE SCHOOL PRINCIPAL, HONGQIAO Dan Kerr



HONGQIAO MIDDLE SCHOOL: BUILDING TOMORROW'S LEADERS

THE MIDDLE SCHOOL COMMON AREA ON THE HONGQIAO CAMPUS WAS ENHANCED SIGNIFICANTLY THIS YEAR WITH THE ADDITION OF OUR OWN CAFÉ, AS WELL AS A POOL TABLE AND TWO MINI SOCCER TABLES FOR THE STUDENTS TO PLAY DURING BREAK AND LUNCH. These seemingly simple additions have helped transform this space into a true community venue for kids to interact, hang out, and build relationships. We've painted the pillars the colors of our house system, and our house flags are displayed with pride. We've put up a large ESLR poster for students to refer to, and the entrance into the office area from this common space has the word LEADERSHIP displayed in large, colorful letters. It truly has become an inviting entrance point for all Middle School students as they begin each and every day, as well as a place for me to greet them with a smile every morning as they arrive.

The most exciting initiative to come out of the Middle School this year has been our focus on service learning. We've charged all students to complete at least 5 hours of community service as part of their advisory grade, and it's taken off like wildfire. Kids are doing things like teaching English to guards at their compound, baking cookies for our facilities staff, reading to lower school students, volunteering at local hospitals and animal shelters, organizing toy drives for underprivileged children, offering extra help clubs for struggling students and so much more. It's just the beginning but it's truly a remarkable thing to see our students so committed to giving something of themselves back to our surrounding community.

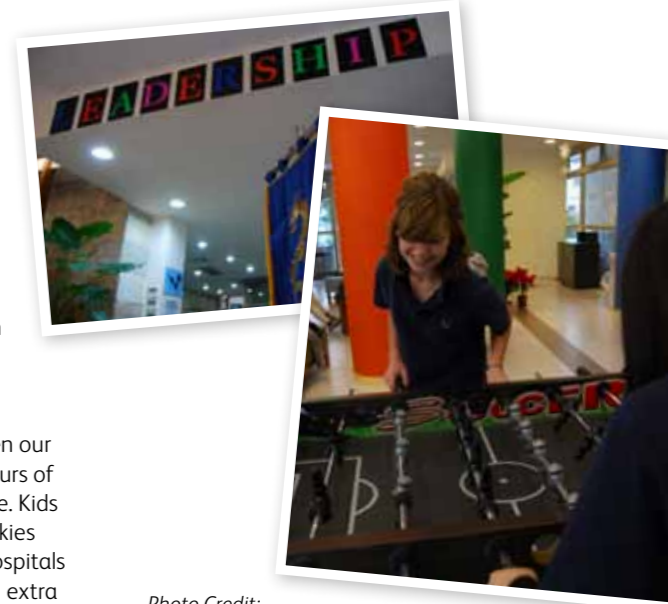


Photo Credit:
SCIS HQ 9th Grader Katy Ni

A MOMENT WITH.... Dan Kerr

Principal, Hongqiao Middle School

1. Where do you come from and what has been your journey bringing you to SCIS-HIS?

I come from Nova Scotia, Canada and I began my teaching career in Toronto. I moved into teaching in international schools in 2000 in Abu Dhabi, United Arab Emirates. I taught there for 3 years before moving to Jakarta International School in Indonesia where I stayed for 7 years. I am currently in my second year here at SCIS and enjoying the experience very much.

2. What do you love about being Hongqiao's Middle School Principal?

I love the opportunity to interact with our amazing students, our supportive parent community, and of course our outstanding teachers. As Principal, I feel inspired to affect change on a large scale, and empowered to focus on student learning and building a specific community and culture in the Middle School.

3. What is your favorite time of year on campus or favorite event?

My favorite event on campus is the United Nations Day celebrations. It is truly inspiring to see what a rich, diverse, and multicultural student



body we have at SCIS-HIS and it makes me grateful to be a part of such a wonderful community. Being here on our campus is a true gift that students are being given, and I celebrate that every day.

4. What is great about learning and working at Hongqiao Middle School?

Working at the Hongqiao campus is wonderful because of the students that go here. I have literally fallen in love with the Middle School students, and watching them learn, grow, make mistakes, take risks, and develop everyday is a special experience for me. They are the number one reason that coming to work everyday makes me happy.

4. What is your favorite part of living in Shanghai?

I love living in Shanghai because of the change of seasons (I spent 10 years in tropical countries), the restaurants, the green space and parks, and the chance to be a part of one of the most vibrant and alive cities in the world.

HEAD OF SCHOOL, HANGZHOU

Robert van der Eyken



HANGZHOU INTERNATIONAL SCHOOL – A GREAT FIRST SEMESTER

I BELIEVE THE BEST WAY FOR ME TO DESCRIBE THIS SCHOOL IS FROM MY PERSPECTIVE AS A PARENT OF AN HIS STUDENT AND THE WORDS OF OTHER PARENTS AND THEIR CHILDREN.

Inevitably, that perspective turns to intangibles that do not show up well in glossy photos. A school is not a building, it is a community and in this respect HIS stands out as the tightest school community I have known in over two decades in international education.

I reflect on the teachers who have stepped up to volunteer to provide more after school activities per capita than any school I have ever seen, the constant dedication of our PAFA volunteers and student council

that clearly wants to help mold HIS into an even better place for students to learn. I think of the hugs and smiles of the ECE students when they arrive each morning or greet me in the cafeteria. This is OUR community. We all feel a special connection with each other, wherever we are from.

Sadly, some of our students will move on to other parts of the world at the end of this semester. We will miss them but want them to remember that “once an HIS dragon, always an HIS dragon.” To those who are leaving, fair journeys; for those coming back after the winter break, we look forward to learning with you some more and for those who will be joining us for the first time, welcome Golden Dragons!



MANDARIN CLASS LEARNS THE LOCAL TRANSIT

Lily Zhou, Mandarin, Hangzhou

THE MIDDLE SCHOOL MANDARIN CLASS STUDENTS RECENTLY TOOK THEIR LEARNING FROM THE CLASSROOM AND VERY PRACTICALLY APPLIED IT TO THEIR LOCAL SURROUNDINGS.

Most of our students, while having lived here for a few years, had never taken a local bus. Armed with their classroom learning, we hit the streets of Hangzhou!

Students were divided into small groups and started from the bus stop beside HIS. Students needed to use the phrases and sentences learned in class to ask the driver or other passengers information, such as: Which bus should we take? Which stop should we get off at? What time will I arrive at my stop? I was in charge of observing the whole procedure and recording conversations. The whole trip took around 1 hour, and students were so happy when they were back.

“Before, I would’ve been nervous to ask a bus driver for information by myself, but since I had my pals with me, I thought it was so much fun!! ... The experience helped me a lot in my Chinese!”

- Rossa from Grade 6

“I really liked it because we got to actually use the things we learnt during class.”

- Tanay from Grade 6

“This trip really helped me realize that Chinese is easier than I thought.”

- Emma from Grade 6

THE FIFTH ANNUAL WEST LAKE MODEL UNITED NATIONS CONFERENCE

November 11-13, 2011

THE IDEALS WRITTEN IN THE CHARTER OF THE UNITED NATIONS AND THE UNIVERSAL DECLARATION OF HUMAN RIGHTS ARE VERY HARD TO ACHIEVE, BOTH FOR GOVERNMENTS AND FOR INDIVIDUALS.

In the Model United Nations program, we study how governments try to implement those ideals in the face of modern problems. During conferences like the West Lake MUN, students are donating their brainpower towards building a better future.

“When I founded West Lake MUN in 2007, I made a very fulfilling personal commitment. I believe in the students of HIS, its community, and am proud of the MUN program we have built here. West Lake MUN is a cornerstone of that program, and I hope it will grow ever more enjoyable over the years.”

- Thomas Robinson, HIS MUN Coordinator

“Even as a seventh grader, I was able to help with this huge event. I personally experienced the job of being in the administrative staff, which is the group of people that help out the debate chairs during the debate. As admin-staff, you have to help with vote counting and passing notes. Note passing is like live email; during a debate only one person can talk at a time, so instead of getting up and whispering with your friends you have to pass notes. Being a part of the admin-staff was a very fun and exciting experience.”

- Caroline Sabourin,
a member of the Administrative Staff

“The 5th Annual West Lake MUN conference involved over 200 students, eighteen debate chairs and twelve schools. In charge of it all were two grade-12 students: Shaun Chen and I. Our official title is “Secretary General”, a fancy phrase for “Head of the UN.” We split the work between us: Shaun ran the debate-chair selection process, and I assigned roles to the 200 student delegates while also organizing several dozen volunteers. We started planning this conference before summer vacation, before most people were even thinking of West Lake MUN 2011. During the conference, if there were problems, we, not the teachers, had the power to fix them.”

- Maaikie Spiekerman, Co-Secretary General



“During MUN conferences, delegates (representatives of countries) collect in a group, called a forum. These forums are focused on a certain aspect of the UN and modeled on real UN committees, such as the General Assembly, the Security Council, and the Human Rights Committee. During the conference, the delegates debate issues concerning their forum. For example, in the Security Council, we discussed the situation in Somalia. This year, the conference had 7 small forums and the highest level of student participation ever. It was by far the best West Lake MUN yet.”

- Florine Spiekerman, delegate of the Russian Federation in the Security Council

MATH



“Mathematical thinking consists of the more general skills of finding patterns, testing predictions, modeling the world, and forming decisions on which calculations one should make,” says upper school Math teacher Evan Weinberg from Hangzhou International School.

INTRODUCTION

The Mathematics curricular area addresses the development of numeracy as well as the language and processes associated with geometry, mathematical modeling and data analysis. The expectations of the mathematics curricular area are taught through context of a purely mathematical nature and through the context of practical application. All courses include routine and non-routine problem solving, abstract and concrete reasoning, using a variety of mathematical communications and making connections among the strands of mathematics as well as in making connections to other subject areas and to real life.

Please consult the official SCIS-HIS curriculum website <http://www.scischina.org/curriculum/> for further information.

Basic principles of math can be found in SCIS-HIS classrooms from preschool all the way through high school.

HIS Preschool teacher, Amie Dolan, introduces patterns to her youngsters by having them string beads according to pattern cards while the HIS first graders in Josephine Boudreaux’s class make graphs from M&Ms. Concepts such as sequences, patterns, scales, and estimates all become very tangible and understandable during this experiential learning.

Moving into more complicated processes, Evan Weinberg makes some important points: “One aspect of my philosophy comes from the distinction between mathematical thinking and computation. Computation and algorithms are what come to mind when many are asked to define mathematics. Performing arithmetic operations, finding area, and solving equations are good examples. Learning these skills is an important element of what we do here, but I do not see this skill development as the primary goal of instruction.”

Indeed, Bernie Lawrence’s 5th graders at Hongqiao would agree. As they complete their unit on computation, they are certainly doing their share of “number crunching”.

Bernie says, “I tell the kids that these types of activities are not true mathematical thinking, but they are tools that you need in order to do math thinking; we need to be familiar and comfortable with the tools in order to use them successfully.”

He throws in plenty of problem solving to go along with the routine of pure computation so there is a more even mix overall.

For 12th grade students at SCIS, the start of the 2011-2012 school year brings the reality that IB exams are fast approaching. Although still six months away, the IB math exams require students to call upon knowledge and skills that they have been developing for quite some time now.

Preparing their high school students for their final IB and AP exams is the ultimate goal and focus as these students head into the final stretch of their math studies at SCIS-HIS.

In so many ways and throughout their math careers at SCIS-HIS, our students are taught the value and the beauty of math.

“Math teachers at SCIS-HIS are devoted to increasing their students’ awareness of the value of mathematical skills and knowledge” notes the head of the Math Department at Hongqiao, Robert La Londe. Long after the tests are finished and grades are recorded, our students will call upon these “math” skills. Equipping them with the skills they will use in and out of the classroom is what the SCIS-HIS Math Curriculum is all about.



SCALE CLASSROOM

Students in Travis Klump’s 5th grade class had the opportunity to design the classroom the way they wanted. The assignment was to measure everything in the room and convert so it could be used in a “scale” drawing of the classroom. They then designed the classroom to maximize the efficiency or the space in a creative and real world application to measurement. It also mathematically empowers the students and helps to develop spatial sense.

PROBABILITY IN ACTION AT HIS

Justin Deerwester’s upper school math students learn by discovering and applying knowledge – “doing” math. He continues, “When I bring up experimental probability later in the year, I have an easy reference to it such as, “Remember when you were picking objects out of the bag?” Hard work, detail, team work and following directions play a vital role in life, along with the knowledge we have.



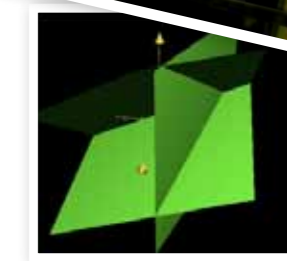
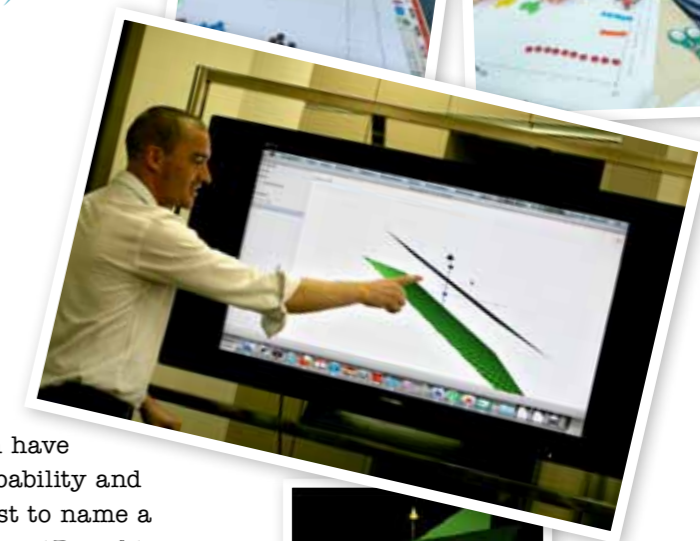
EXPERIENCING MATH IS ELEMENTARY

Never too early to introduce Math concepts! Amie Dolan’s preschoolers learn about patterns by stringing beads and Josephine Boudreaux’s 1st graders make graphs using M&Ms. This type of experiential learning introduces concepts such as colors, shapes, patterns, estimating, trial and error, revision, etc. in such a way that children are not only absorbing the math concepts directly presented but also learn that learning can be fun.



IB MATH STUDENTS HONE ANALYTIC SKILLS

For the past three semesters, students in Math Studies, Standard Level Math and Higher Level Math have been studying topics as diverse as trigonometry, probability and statistics, calculus, algebra and function analysis, just to name a few. Here, IB Math teacher Garret Newell uses the SmartBoard to illustrate a concept to his grade 12 math students.



HEAD OF SCHOOL, PUDONG
Ryan Blanton



A NOTE OF APPRECIATION

AS WE HIT THE FINAL STRETCH OF OUR FIRST SEMESTER, ANTICIPATION BUILDS FOR THE COMING EXAMS, REPORT CARDS, AND, OF COURSE, THE WINTER HOLIDAYS.

As always, it is hard to believe how quickly the time has passed over our first term but in hindsight it is even more difficult to comprehend how we managed to squeeze so much action into sixteen short weeks.

Over the last few months at SCIS Pudong, we have hosted an ACAMIS tournament, WASC accreditation training, the seasonal Dragon Cup, and a regional tech conference in Learning 2.011. We have also dispatched an MUN delegation,

paraded national colors at UNIDOP, enjoyed choir and band concerts, staged a play, held six assemblies, performed at Java Jam II, and welcomed a guest speaker on environmental awareness. Beyond those exciting events, we also hosted a visiting artist, jammed at Dynamix, took NWEA tests, enjoyed a Halloween carnival and Bingo night, celebrated our sportsmanship, and hosted dozens of visiting university representatives. And trust when I say that this is hardly a complete list.

So as we come to the finish line of another exciting and productive semester, I congratulate our students, faculty, and families for your continued efforts and hard work. Have an enjoyable holiday, and we'll see everyone back in January.

EVERYONE PLAYS AT GUITAR CLUB

Dan Moraga, ESOL, Pudong

OFTEN FRUSTRATION PLAGUES NEW PLAYERS WITH THE AMOUNT OF TIME IT TAKES TO PLAY A SONG. HOWEVER, IN GUITAR CLUB, COMPLETELY NEW PLAYERS START TO PLAY A SONG IMMEDIATELY.

We utilize an unorthodox method, where a song, complete with lyrics and chord charts, which show where the fingers go, is projected on a screen. The experienced players are often able to perform the entire song, concentrating on rhythm and pairing their voices with the instrument, while new players learn two to three basic chord configurations, playing them at alternate intervals. This means while the veteran players are strumming and singing, the less experienced ones are playing every other chord, getting their fingers ready to play the chord that will follow the one the experienced players are strumming at that moment. In Guitar Club, no one is left out and everybody improves.



DRAGON CUP LORE AND LEGEND

Mike Deneef, Athletics Coordinator, Pudong

IT IS ONE OF THE LEAST ATTRACTIVE TROPHIES IN OUR RESPECTIVE CABINETS; YET LIKE CLOCKWORK COME FALL, WINTER AND SPRING THE 3 SCIS-HIS DRAGON SCHOOLS JOIN TOGETHER TO COMPETE FOR THE DRAGON CUP.

In the three core varsity sports of volleyball, basketball and soccer, our schools spend one weekend a season competing against one another in an effort to make all of our teams and student athletes better. Like dragons of mythological lore – the Dragon Cup has had many incarnations throughout its history.



At the beginning, it was a tournament that was created to allow for positive interaction between students of our geographically diverse schools.

In the early years “The Cup” itself was dominated by SCIS Pudong as Hongqiao and HIS slowly built their student bodies and athletic prowess. At this time, the event was seen as a training ground where Pudong was able to support and guide Hongqiao and HIS as they developed their programs. As Hongqiao grew in size, their ability to compete increased as well and the cup became a highly charged tournament full of intense competition between the two evenly matched schools. The cup began residing on the Puxi side of the river more often during this era.

HIS at this time was still growing but used this tournament to augment its season schedule and get some competitive games against the J.V. squads from the Shanghai schools. In the recent past, as

transportation has improved and all of our schools are more active in each of their sports, HIS began winning against the other schools’ varsity programs and the cup truly became anyone’s to win.

Recognizing this shift in ability and activity levels across all schools, the Activity Coordinators from each school re-examined the objectives and

purposes of the Dragon Cup. For a number of reasons, it was decided that the Dragon Cup needed to get back to its roots of being a training event where the focus was on team development as opposed to wins and losses. This year has been the first year where the Dragon Cup has not been awarded based on wins and

losses in a tournament. Instead, each sport has a theme and the winner of the cup is the school that best exemplifies that theme on the day of the tournament. During volleyball, the theme was ‘spirit’ as embodied in school and team energy. For the basketball season, the theme was ‘fair-play’ and the cup was decided based on cumulative sportsmanship rubric scores completed by opposing coaches and referees during the tournament. For the soccer season...well, that’s a surprise to come in the spring.

If you’ve read any fantasy literature, you know that Dragons never really die; the Dragon Cup never will either. It will continue to change and adapt as the circumstances require. The main focus however will always remain the same; that we bring together the students from Hangzhou, Pudong and Hongqiao to celebrate the true community that we are.

Celebrating 15 YEARS OF TRADITIONS AT SCIS-HIS

SHANGHAI CHANGNING INTERNATIONAL SCHOOL STARTED IN 1996 WITH 36 STUDENTS.

Today, after lots of growth and a slight adjustment to the name, Shanghai Community International School and Hangzhou International School span across five campuses with over 2,200 students in attendance. Through all this growth, our mission has remained – to provide the opportunities to pursue academic and personal excellence in nurturing, international community environments.

The SCIS and HIS experience is one shaped by the strength of our community. When the years past are reviewed, standards and events emerge that have been with SCIS-HIS from the very beginning.

Academically, it means a fundamentally sound education. This can only happen through the commitment of faculty and administration. Our “Golden Dragons” are SCIS-HIS individuals with 8 or more years of service on our campuses. Beyond that, there is a special group of teachers who have been in the SCIS-HIS ranks for 10 or more years. We are proud to recognize that this group, in total, represents over 100 years of teaching experience and every campus, past and current, is represented.

As an international school, our diversity was early on identified as a treasure and thus celebrated through United Nations, Peace and International Days assemblies and Food Fairs. The colorful Parade of Nations begins our observation on each campus and allows countrymen within each campus to unite and proudly march behind their nation's flag. The International Food Fair is a day where one can travel around the world through food and drink with authentic dishes presented by talented cooks from our very own communities.

The appreciation of our host culture is highly valued. Our annual Chinese New Year's celebrations are a highlight of the school year. Our Mandarin Departments are proud to host a full array of traditional activities such as paper cutting, jump rope games, calligraphy and dumpling making. All the festivities conclude with the highly anticipated performance of the fantastic Dragon Dance.

These traditions incorporate what has always been distinctive about our school. It is in the way we gather for assemblies, compete on athletic fields, and it is seen on the faces of our graduates as they proudly receive their diplomas. These are the true and enduring traditions of SCIS and HIS - the faces, the people, the community.



The Board of Directors, Michael Dougherty, Kristy Dewi and Larry Balli, along with Headmaster Michael Williams at the 10th anniversary celebration.



These faculty and staff represent over 100 years of teaching experience and service to our SCIS-HIS communities. In the larger group photo, front row (left to right): Grace Hu, Susan Bisby, Hiromi Yasukawa, Margie de

Villiers, Robyn Hull. Second/third rows: Melanie Knudson, Shawn Knudson, Lynn Jury, Dan Eschtruth, Bernie Lawrence, Michael Kohler, Cliff Hull. In the smaller photo, Peggy Pan and Elizabeth Hah.



Beginning with our first graduates from the Pudong campus in June of 2006 and then followed by Hangzhou International School's first graduating class in June 2007 and Hongqiao in 2010. Our schools have produced students that earn much more than a high school diploma. The experiences of their days spent studying, growing and learning at SCIS-HIS put these students in a class all by themselves.



Pudong's First Graduates



Hangzhou's First Graduates



Hongqiao's First Graduates

Our parent community has always been a strong part of our school community. Whether sponsoring support events such as the Art Auction or social events such as the annual Halloween parties or food fairs, PAFA is there as a partner with our school's teachers and administrators every step of the way. PAFA gathers everyone in and welcomes you to the family... newcomers don't stay strangers for long!



PAFA



CNY Changning 2005-2006



The celebration of Chinese New Year has always been a special time on our SCIS-HIS campuses. To fully appreciate the culture that is literally at our schools' doorsteps, SCIS-HIS has taken the opportunity to not only observe but immerse in the tradition of Chinese New Year.

Our diversity gets a day to parade itself proudly in our campus' celebration of their international origins. Each campus has its own variation but they all include proud displays of flags, national colors and costumes as each country presents its best on this day.



HEAD OF SCHOOL, HONGQIAO

Rockey du Randt



THE CURRENT ACADEMIC YEAR OPENED WITH SO MANY RETURNING TEACHERS AND STUDENTS, AS WELL AS WELCOMING NEW MEMBERS TO OUR COMMUNITY, ONE SOON CONCLUDED THAT IT WAS TO BE A VERY BUSY FIRST HALF OF THE SCHOOL YEAR.

What can one say about a teaching faculty devoted to their profession and students? An administration dedicated and focused on student learning and faculty support? The Operations, Transport, Finance and Technology teams, always working quietly in the background but carrying out the day to day essential roles? Quite a bit, I believe. It has really been a pleasure in my first year at SCIS-HQ and the ECE, to observe so many wonderful traditions, old and new, playing out this semester, with a constant pedagogic underpinning.

Meeting students, the greater parent community, working with PAFA, attending some of the enormous variety of sports and activities on offer along with Metamorphoses, "Dynamix", marching bands and choirs, all added to the cauldron of learning, talent and skill. Of course, the classes and teaching, is always the

fundamental backdrop to school life, and most of our students have proved themselves successful in a myriad of internal and external assessments. All of this, and much more. And, this was just the first semester!

Early October, Helen He, Head of the World Languages Department in the Upper School and I were invited by the Chinese Ministry to attend a variety of conferences in Xiamen.

While enjoying the beauty of this coastal city and the wonderful autumn weather there, we also participated in talks with the Ministry to further the friendship between the Ministry and International Schools. I was honored to represent SCIS as the only international school present there. Besides the various conference meetings and dialogue, we visited a variety of Chinese schools offering a more pragmatic and experimental approach to education, compared to traditional schools.



ASSEMBLY TRADITION RETURNS

Hiromi Yasukawa, Kindergarten, Hongqiao

MS. YASUKAWA'S KINDERGARTEN CLASS RECENTLY PRESENTED THEIR CLASS PLAY, THE TRUE STORY OF THE THREE BILLY GOATS GRUFF, FOR ASSEMBLY.

This play incorporated ideas from various folktales, including *The Fat Cat*, *The Gingerbread Man*, *The Little Red Hen*, and of course, *The Three Billy Goats Gruff*. Aside from presenting the play, the class brought back an old SCIS assembly tradition of "Show Me How You Get Down!" This was a tradition back at the Changning campus on Jiangsu Road many years ago. The ECE team hopes this will be chanted for the many more assemblies to come!



SCIS SINGERS BRING HOLIDAY CHEER TO THE BUND

Angela McKeown, Choir, Hongqiao

ON NOVEMBER 25TH, MEMBERS OF SCIS HONGQIAO'S MIDDLE SCHOOL ADVANCED CHOIR CLASS, BELLA VOCE, AND HIGH SCHOOL CHOIR ENSEMBLE, BEL CANTO, JOINED WITH SHANGHAI VOICES, A SHANGHAI EXPAT COMMUNITY CHOIR, TO PERFORM AT THE TREE LIGHTING EVENT AT THE PENINSULA HOTEL ON THE BUND.

Singers provided entertainment for the many guests with a variety of traditional carols. Prior to their performance, the singers were treated to a light dinner in the unbelievable surroundings of the Salon de Ning. While the singing experience of joining voices with the adult community choir was enjoyable, the students had as much fun in the uniquely decorated lounge areas and enjoying the sumptuous refreshments!



CPR TRAINING HELD ON CAMPUS

Zack Smith, Physical Education, Hongqiao ECE

AT THE RECENT PROFESSIONAL DEVELOPMENT DAY, HONGQIAO FACULTY FROM THE ECE THROUGH HIGH SCHOOL TEACHERS LEARNED SKILLS THAT COULD SOMEDAY SAVE A LIFE.

These 23 teachers underwent American Red Cross training in CPR, AEDs, Choking, and First Aid for adults, children, and infants.

Certified CPR Trainers from the SCIS-HIS faculty, included Hongqiao faculty Brian Blanck, Miro Bruan, Rachel Landman-Tyrie, Zack Smith, and Zack Winter, under the direction of Giovanni Bello, the Hongqiao Aquatics Coordinator, taught the class.

All 23 people passed the course and will receive their official certificates soon. More importantly, however, they are now better equipped to deal with any emergencies that might arise around campus, making our school an even safer environment.



CHALLENGED BY CHOICE: TIERED INSTRUCTION AND ASSESSMENT IN THE MIDDLE SCHOOL

Jocelyn Kerr, Upper School Math, Hongqiao

MANY OF OUR HONGQIAO SCIS STUDENTS ARRIVE IN THE MIDDLE SCHOOL WITH VERY DIFFERENT MATHEMATICAL BACKGROUNDS AND PROPENSITIES.

As a result, each one of them will have different levels of comfort when faced with problem solving challenges. We don't want our students to be bored for lack of challenge or overly stressed due to feeling overwhelmed. We do want them to learn in a state of "relaxed alertness," experiencing challenges that are neither too simple nor too challenging, so that they can maximize their learning.

For this reason, we are constantly offering students choices about their assignments and assessments, so that they can feel stimulated and comfortable while learning at a level that is the most appropriate for them. In asking our students to make these types of decisions, we have the following goals for them:

- Students will be appropriately challenged while learning math at a level that's right for them. This would be very difficult if we simply were to give everyone the same assignment or assessment.
- Students will set learning goals for themselves, knowing that we will support them in working towards their goals by offering the specific guidance they need.
- Students will reflect on their performance over the course of our units, becoming more aware of the way they learn and make decisions in the process.

For students who find themselves ready to extend their

learning beyond the standard level (Green), we offer advanced (Blue) and highly advanced (Black) learning opportunities. Like the standard level curriculum, these advanced and highly advanced learning opportunities are designed to progress coherently from grades 6 through 8. Students apply standard level skills and understandings to increasingly abstract and complex problem solving situations. The intent is to provide opportunities for acceleration and enrichment within the mainstream curriculum and learning environment.



Beyond deepening their learning through more complex applications of standard level topics, advanced and highly advanced work also introduces students to topics at an accelerated pace.

For example, when all 8th graders are expected to learn how to graph linear functions using a table of values, advanced and highly advanced students are also asked to apply this skill to non-linear functions. Or, during a lesson when all 7th grade students are solving relatively straightforward two step equations, advanced students will be solving equations with variables on both sides, rational equations, or perhaps even a system of linear equations, all skills which will be subsequently learned within the standard level curriculum.

RED ENVELOPE TRADITIONS

Holly Xi, Madarin, Pudong

IN CHINESE AND OTHER ASIAN SOCIETIES, A RED ENVELOPE OR RED PACKET (KNOWN AS HONGBAO IN MANDARIN), IS A MONETARY GIFT, WHICH IS GIVEN DURING HOLIDAYS OR SPECIAL OCCASIONS.

There are no clear literary sources from which to trace the origin of the red envelope tradition. In China, during the Qin Dynasty, the elderly would thread coins with a red string. The money was called yasuì qián (Chinese: 压岁钱), meaning "money warding off evil spirits", and was believed to protect the children from sickness and bad luck.

Red envelopes are mainly presented at social and family gatherings such as weddings or on holidays such as the Lunar New Year.

The red color of the envelope symbolizes good luck and is supposed to ward off evil spirits. A married person would not turn down such gifts as it would mean that he or she would be "out of luck" in the New Year. In keeping with Chinese customs, newly wedded couples are also usually gifted with extremely generous amounts offered in the red packets so as to receive blessings for a blissful marriage.

The amount of money contained in the envelope usually ends with an even digit, in accordance with Chinese beliefs; for instance 88 and 168 are both lucky numbers. Conversely, odd numbered money gifts are traditionally associated with funerals. But there is a widespread tradition that money should not be given in fours, or the number four should not appear in the amount, such as 40, 400 and 444 as the pronunciation of the word



"four" resembles that of the word "death", and it signifies bad luck for many Chinese. At weddings, the amount offered is usually intended to cover the cost of the attendees to the wedding banquet as well as good will to the newlyweds. It is considered extremely rude to give a low amount of money on such an occasion. The average amount of money given to the newlyweds is from 800-1000RMB.

During the Lunar New Year, red envelopes are typically given by the married to the unmarried, most of whom are children. The amount of money is usually a single note to avoid heavy coins, and to make it difficult to judge the amount inside before opening. It is traditional to put brand new notes inside red envelopes as well as to avoid opening the envelopes in front of the relatives out of courtesy. Red envelopes are also used to deliver payment for favorable service such as to lion dance performers, religious practitioners, teachers, doctors and family helpers.

UPPER SCHOOL PRINCIPAL, PUDONG
Don Macmillan



IB PROGRAM: CHALLENGES AND REWARDS

IB STUDENTS SELDOM HESITATE TO EXPRESS JUST HOW BUSY THEY ARE. CLASSES, HOMEWORK, CAS, EXTENDED ESSAY AND SEEMINGLY UNENDING DEMANDS FROM TEACHERS ALL CONSUME THEIR TIME AND CAN LEAD THE DISORGANIZED DOWN THE PATH OF CHRONIC STRESS AND SLEEP DEPRIVATION. THERE IS AN ALTERNATIVE PATH, THOUGH ONE WHICH LEADS TO A DEEP SENSE OF SATISFACTION AND TO SIGNIFICANT PERSONAL GROWTH.

Growth, in every sense possible, is what IB is really all about. And, the extent that growth occurs depends primarily on the commitment level of each individual student. It may be a tired cliché, but students truly get out of IB what they put into it. Looking at IB as an opportunity rather than an obligation is the key.

There is no denying that IB students will face challenges, most of which can be traced back to demands on their time. So, the first thing students should understand is that their time will need to be re-organized around IB. This isn't as bad as it sounds. Most students love to play sports, join clubs or develop their talents in the arts. All of this can be incorporated into CAS. The beauty of CAS is that students are compelled to move out of their comfort zones. The pure athletes can no longer ignore the arts, the artists have to find a way to sweat and all must engage in service work. What new talents and skills will students discover by trying something different? CAS provides the opportunity to find out.

Students undoubtedly love to socialize and in our international school setting it can be easy for them to remain safely within their cultural or linguistic comfort zones. Community service provides one avenue for students to branch out as they work together to make an impact on those less fortunate than themselves. So, not only do they learn important leadership skills and develop a sense of compassion for others, but they also gain new friends and social groups. Much of the satisfaction of community service, sports and artistic endeavors derives from working together with others in a common cause. Once again, IB and CAS provide the opportunity.

IB is about much more than CAS, of course. Consider the extended essay. Four thousand words, multiple references, an abstract, a table of contents, citations. Where does it end? Let's turn this around. The extended essay is that rare opportunity to actually research and write about a topic that is entirely up to the student. While the extended essay teaches skills critical to success in university, it does so in the context of support from the school and the supervising teacher and allows students to explore almost anything they choose.

There is much more to say about specific strategies for success in IB that will have to wait for another time. However, the best starting point for students is to understand what they can gain from the program. Working within that frame of mind makes meeting the demands much easier!



WORKING TOGETHER ON NATIONAL HISTORY DAY AND DOORS TO DIPLOMACY: COLLABORATION BETWEEN TEACHERS, STUDENTS AND THE LIBRARY

Frank Stone, Hongqiao, Upper School, Library

THERE ARE TWO EXCITING PROJECTS UNDERWAY THIS YEAR ON THE HONGQIAO CAMPUS: NATIONAL HISTORY DAY AND DOORS TO DIPLOMACY.

The collaboration between students, teachers and the library required by these two projects is a wonderful community builder. These projects are also designed to build crucial skills in research, writing and citation which will be required in the International Baccalaureate program our students begin in grade 11.

National History Day is a worldwide project and competition designed to excite students about analyzing and interpreting history. The challenge this year is based on the theme "Revolution, Reaction and Reform" in history. Our grade 8 students have the option of preparing a website, a short play, a documentary film or a research paper on a topic of their choice built around the theme. Our grade 10 students are also participating but they are required to prepare a research paper in anticipation of the IB 4000 word extended essay that they will start in grade 11 and finish in grade 12. The students have chosen fascinating topics to examine including: the impact of anesthesia on surgery, the March 1 revolution in South Korea, and the revolution in Haiti.

Doors to Diplomacy, also a worldwide program, is sponsored by the U.S. Department of State which asks students to build a website to "teach others about the importance of

international affairs and diplomacy". This year the program is being run by Amy Brill, our grade nine English teacher. All ninth graders are participating in teams of up to four students and their topics range from: "Vivisection and the questions surrounding how the information learned from vivisection is being shared" to "How do companies use Corporate Social Responsibility Programs (CSR) to improve living standards?" Last year a group of SCIS students from Hongqiao won the Platinum Prize and we look forward to excellent results again this year.

In my role as librarian, I help students research and cite their sources. Additionally, I find investigating interesting topics can be great fun. Last year, while preparing for a geography class, I found an interview of Che Guevara that was conducted at 2am in Montevideo, Uruguay by Richard Goodwin, speechwriter for John F. Kennedy (US President 1961-63). The interview had been classified as "Secret" for years, but once it was declassified it was released to the National Security Archives at George Washington University and hosted online (<http://www.gwu.edu/~nsarchiv/>). Since reading secret documents can be very interesting, I pointed some of the grade 8 students in the direction of the National Security Archives, and they were just as excited as I was. With some guidance, a few groups drew on the archives to start their projects. This is work that used to be done at the college or even the graduate level, but is now being tackled in the eighth grade! I'm excited to be a part of these projects and I look forward to terrific results.

Need more information? Follow these links:

Asset.scischina.org – SCIS-HIS library catalog online
Search.ebscohost.com – a research portal
UserID: ns173529
Password: password

Easybib.com
online help for preparing a Works Cited page

The following Hongqiao teachers have organized the Doors to Diplomacy and National History Day projects and deserve a special acknowledgement for their enthusiastic support of these great programs:

National History Day: Michael Gustafson, Terry Strombeck, Jessamine Koenig, Ericka Mitschrich, Jeffery Lindstrom, Edward Wilson, Adriana Bonforte, Kassandra Cowles
Doors to Diplomacy: Amy Brill

NOT BELONGING TO YOUR OWN CULTURE

Dr. Luis Murillo, Counselor, Pudong Upper School

LEARNING A DIFFERENT LANGUAGE CAN BE A FUN AND CHALLENGING PROSPECT FOR ANYONE. IT IS IMPORTANT TO KEEP IN MIND THAT INDIVIDUALS, CHILDREN AS WELL AS ADULTS, LEARN LANGUAGES AT DIFFERENT RATES.

For many of us the holidays represent an opportunity to go back to our family roots and to our home countries. Perceptions, of course, are very individual, but for many, this return home can have a touch of awkwardness. Where is home after all?

Yes, we all have a place we call our home country and our identification with our national heritage can be more or less wholehearted; but whether we like it or not, a part of us has evolved elsewhere as we lead a parallel life to that of our compatriots. The set of values we hold, moral, aesthetic and otherwise, have been confronted by other sets of values, other universes of discourse. Our principles are no longer the naively accepted, self-evident truths our friends back home may hold: we've seen something different, we've become something different.

Conversely, those who are back home may not always find our new exotic way of seeing things easily classifiable under their categories. It can generate anxiety for them when they realize we've come back home changed, not the same, when they realize, literally, we have grown apart.

For third culture children of expat families, the growing awareness of otherness, of displacement,



...WHERE DO I BELONG?

the feeling of being at ease everywhere but not fully belonging anywhere can become intense during family holidays. Growing up international is an exquisite privilege, but privilege is lonely.

Accompanied by the benefits of a heightened sensitivity to other ways of being, the nimbleness of mind, the flexibility, the openness –and these are all

treasures- there is the shadow side of isolation. But what to do with the malaise of a mixed identity, too amalgamated to fully fit anywhere? What remedy for the discomforts of mostly feeling really at home in the pressurized cabin of a jetliner?

There is no cure all for this illness. At emotionally charged family gatherings, the symptoms will rear their head. For parents of third culture children, it is a good time to seize the opportunity to speak about those feelings of belonging, not belonging or half-belonging.

STUDENTS PARTICIPATE IN MODEL UNITED NATIONS QATAR

Francis Spiekerman, Parent, HIS

EIGHT STUDENTS AND THEIR TRAVELING DIRECTORS FROM HIS AND SCIS HONGQIAO RECENTLY WENT TO DOHA, QATAR TO ATTEND THE FIRST THIMUN QATAR CONFERENCE.

It was organized by the Qatar Academy, a member of Qatar Foundation, and sponsored by Shell. This conference brought over 1,200 students from 71 different nationalities together, representing 77 countries from the United Nations. The conference was held at the Qatar National Convention Centre, a brand new facility which hosted the different forums: crime and punishment, human rights, environmental problems, disarmament, economic and financial development and the General Assemblies.

Being in an Arabian country gave an extra dimension to the fact that in politics, it is sometimes hard to express your opinion the way you would in your home country. It gave the students the opportunity to further develop their negotiation skills taking into account the sensitive nature of certain issues. A few highlights of this conference: a great opening ceremony where grade 5 students of the Qatar Academy brought in the flags of all the nations represented, a Qatari cultural dance and the concert bands and choir gave an excellent performance. Speakers were invited to the forums which led to some interesting discussions, especially in GA5 where the Ambassador of Palestine was their guest.

The student group also made a contribution to a charity that raises funds to offer education in a village in Sri Lanka by buying a brick for their school. Fortunately, we also had some time to explore Doha and enjoy a little bit of the Qatari culture and food. We visited the Souq Waqif, a lovely market in little alleys, where there is less room to negotiate than in China! Visiting a mosque was another interesting event showing us some similarities between Islam and other religions. We tried some traditional food (camel), ate some really good kebab, and had loads of special cocktails – without alcohol which is strictly forbidden!

The last day we took the opportunity to rent two jeeps and go in the desert for an exciting 4-wheel tour. We saw some amazing views, beautiful lakes, endless dunes (which looked like ski slopes!) and ended up with our feet in the Persian Gulf after stroking a camel. Before going off to the airport we just had to spend the rest of our money in the Western supermarket behind the hotel buying some goodies.

This group of students proved to be excellent representatives of our schools. We hope to start a new tradition of attendance at international MUNs in the years to come.



THIMUN PARTICIPANTS:

Laurel Anderson
Rahul Bapna
Shaun Chen
Sarah Eldredge
Maddie Hah
Carolyn Lohbeck
Florine Spiekerman
Maaiké Spiekerman

Traveling directors:
Nathaniel Hudson
Francis Spiekerman

WHAT IS THIMUN?

In 1968, Mr. Paul Sand from The American School of The Hague organized the first Model United Nations in The Hague. In 1981, the THIMUN Foundation was established and is today directed by a Board of Directors consisting of teachers from international and Dutch schools. The THIMUN office in The Hague is permanently staffed.

DIRECTOR OF DEVELOPMENT
Dan Eschtruth



RELISHING THE PAST AND WELCOMING THE NEW

AS A MEMBER OF THE SCIS-HIS GOLDEN DRAGON CLUB (GOLDEN DRAGONS ARE FACULTY MEMBERS WHO HAVE BEEN WORKING AT OUR SCHOOLS FOR 8 YEARS OR MORE), I HAVE COME TO SEE A LOT OF CHANGES OCCUR WITHIN OUR COMMUNITY OF SCHOOLS. THERE HAS, HOWEVER, BEEN ONE COMMON THREAD THAT CONTINUES TO SHINE THROUGH TODAY: OUR NATURAL AND THRIVING STRENGTH OF COMMUNITY.

In our school community, we are at once looking back to value our past and reflect on how it has made us strong, while also looking forward to ensure we reflect the current kaleidoscope of our greater community. This camaraderie is illustrated in our faculty, staff, students, and parents who work together to build on our strong traditions while committing to future excellence.

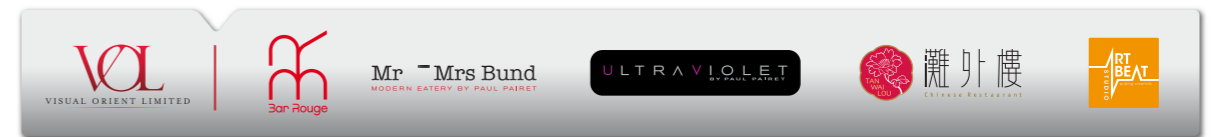
This year, as a way to commemorate all that has been accomplished, and of course in the SCIS-HIS spirit of simply having a good time, the Development Team organized our First Annual Gala Ball on Saturday, November 26th. The elegant evening's entire purpose was to celebrate our school community and it was the perfect opportunity for all of our parents from across the system of schools to get to know each other better.

Held at the historic Fairmont Peace Hotel, it was an evening of fine dining, dancing, and of course community building. From the first cheers over champagne to the final steps on the dance floor, the evening came together to be both an authentic celebration of where we have been and to look forward to where we as a whole community are going.

The Development Team would like to say thank you to all the families who joined us that evening, we hope to see you again next year and to those who couldn't celebrate with us this time around, we do hope to welcome you next year!



A BIG THANK YOU TO ALL OF OUR SPONSORS



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Inspiring Lifelong Learners.

The SCIS-HIS experience is one shaped by the strength of our community and most certainly by our people. Some of our dedicated staff, seen here, have been with us for more than a decade. With a combined experience of over a century, their mission continues: to provide our students with the opportunities to pursue academic and personal excellence in nurturing, international community environments. Come and see for yourself what a truly international education can offer.

Visit www.scischina.org or call our admissions office **6261-4338 x4** today to tour our state-of-the-art facilities.



The International School of Choice

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Photo Credit: Carnie Lewis