

Hangzhou International School · Spring 2019

DragonNews



Collaborate to
Create
Winter Arts Night
MYP Projects
Swimming



HIS
HANGZHOU
杭州国际学校



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From the Director



Dear Friends and Family of the HIS Community,

The final arrival of Spring has been most welcome in this Year of the Pig, and the warmer temperatures and sunshine seem to have lifted the playful and creative spirits of our students. The change in season also matches a shift in afterschool program opportunities to include more outdoor creative activities and sports. But whether indoors or outdoors, our school embraces innovation, creativity and imagination by providing purposeful spaces, inspiring and supportive teachers, and environments that simply nurture creative thought and action. We recognize that this endeavor is best pursued when all those in the care of our students embrace a culture of learning. At Hangzhou International School, we believe the faculty, parents and students are all learners working together, so in this month's DragonNews magazine we share how we 'Collaborate to Create'.

Have you ever noticed that within the HIS seal, the word 'COMMUNITAS' is written just under the book logo? The book is meant to symbolize knowledge, the power of imagination, and the freedom to learn. The Latin translation of the word 'communitas' is 'together, a gift', and it is in this spirit at HIS that we work together with our students, teachers, administration, parents and external partners to encourage creativity, generate learning, solve a problem, fashion some function, or encourage student agency. Our schools exude this caring and familial community vibe, which makes it easy to share with new families and visitors. Yet creating and maintaining a community school requires tremendous effort and commitment from all, so I would like to take this opportunity to thank all of you who have volunteered time, dedicated above and beyond, and helped nurture such wonderful environments for our learning community.

During the final months of the school year, many of the culminating assessments, student-led conferences, group presentations, and final performances and productions will highlight our collaborative creativity. It is a time one can witness great growth and celebrate in the accomplishments of our students, parents, and faculty. At HIS, we welcome you to share in our community of lifelong learners.

I hope you enjoy the images and spirit of collaboration on the following pages. Have a wonderful Spring Break and as always... GOOOOOO Dragons!

A handwritten signature in cursive script, which reads "Jeffrey R. Stubbs".

Jeffrey R. Stubbs
Director of School

Collaborate to Create



*Jessamine Koenig
Upper School
Principal and
DP Coordinator*

One of the skills that our students at HIS have been working hard to develop is the process of collaboration. As part of the explicit instruction within classes, students are guided through the process, challenged to improve, and ultimately given opportunities to demonstrate an effective approach to collaboration through the many projects they accomplish. Collaboration is not an easy skill to learn. It takes a variety of approaches and perspectives to get collaboration to work effectively, but once students create a team that can communicate, work together, and create at a similar level, they become unstoppable. Their combined contributions become more productive together than they might be able to accomplish individually.

As students work through the process of collaborating within projects, they undertake the Design process where they have to crowd source solutions to problems, justify their approaches, learn from each other when each person has a different skill to contribute, and work more efficiently together than they might alone.

At HIS, the collaborative approach to learning happens across the subjects and grade levels. Our students have to work together to present information to their classmates, join debates, build and reinforce designs,



perform musical or dramatic pieces, and support the community through service projects. In each of these experiences, our students gain skills that support teamwork, confidence, and communication. Some of the HIS collaborative projects in the last semester are listed below:

Grade 6 Gingerbread Pagoda Design Project

In groups of four, the students researched structural elements of historical Chinese pagodas, then created prototypes for their own designs. Using these as models, the students then began to construct the images with gingerbread panels. Some of the pagodas were three and four story constructions using royal frosting as a bonding agent. The students used some additional reinforcement of hot glue guns when the frosting didn't hold things as tightly or quickly as they expected. By the end of the day, their buildings were taking shape and they began to make the cosmetic adaptations to the outside, using a variety of candies to construct environmental elements.

A few students realized that gravity posed problems as they carried their pagodas from the third floor Design Lab down to the Auditorium; some pagodas became quite a bit smaller after the transporting process. Throughout the experience though, they took pride in working together, using their shared expertise to guide the development of their pagodas and inter-personal skills.



Grade 7

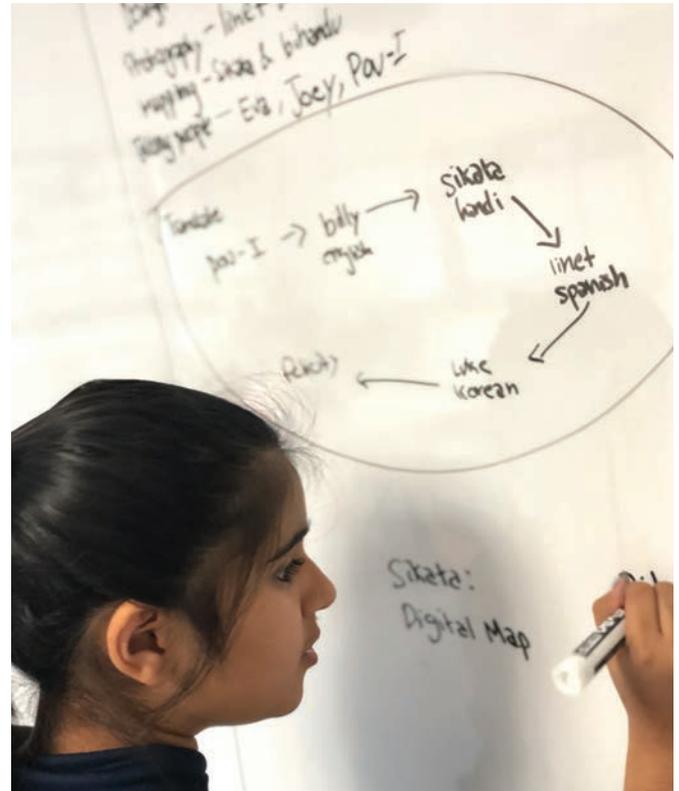
Community Menu Translation Project

The Grade 7 students worked within their advisory groups to support the local restaurants around our school campus. The students identified restaurants, visited with the proprietors, and supported multi-lingual translations of menus to help those living nearby to be able to easily order items from the restaurants even if they don't speak English. The menus were translated into English, Korean, Spanish, and Hindi. In some cases, the students even created internet-based apps that allowed the restaurants to post a virtual menu with translations for customers. Throughout the process, the students learned about the importance of pre-planning, coordinating their information sharing, designing images and organizing the graphic display, and communicating their results with the restaurant owners. They were proud of what they accomplished along the way, and many have commented on how easy it is to know what items are available within our community now. Way to go, Grade 7s!

Grade 9

Community Recycling Project

The Grade 9 students worked to develop a positive approach to environmental understanding with their community recycling project. They were asked by the Dongxin Community Center to help translate and educate the foreign residents of the Dongxin Community housing compound about in which receptacle the various garbage items should be placed. The yellow, red, green, and blue trash bins are available for placing specific items, but sometimes it is difficult to know which item goes where. Therefore, the Grade 9 advisories collaborated to create posters, videos, performances, and informational flyers in both English and Chinese. Throughout the process, the students worked



in both languages to demonstrate understanding, support each other, design creative flyers that shared information effectively, and learn from each other. They came away from the process with a deeper appreciation for the environmental and design elements that went into communicating the information with their audience.





High School Athletics

In the past few months, our High School Varsity athletic teams have collaborated to create championships! The Volleyball teams and Basketball teams achieved success only through teamwork and a united goal. They focused their efforts to work as a unit, knowing that they were only strong when combining their forces. HIS has rallied together to create dynasties this year that carried on from season to season. Both boys' and girls' teams won the SISAC Division I Plate championships for Volleyball and Basketball, and have had impressive results at ACAMIS as well. The boys' basketball team returned as ACAMIS Champions for 2019, while the girls' team took second place. The HIS ACAMIS table tennis doubles champions also worked together effectively to bring home the trophy. All in all, our athletics' teams have collaborated at a high level to create champions and skilled athletes at every stage of the program.

Upper School Arts

The Upper School program has worked to instill collaboration within its performing arts programs. Through the dramatic performances of "All in the Timing" and the short act performances produced either through the Coffee House performance or the end of the semester Arts Night, the students developed their own performances in conjunction with their scene partners. Musically, the Grade 8 and high school ensembles rehearsed and presented combined performances to showcase the techniques and skills they learned over the course of the semester.

Our performing arts programs, while focusing on individual skills, also allow for collaborative performances to showcase student achievement.

With examples like these in mind, it's easy to see how our community values collaboration - both as a skill for developing and as an important tool to use for the future. Our parent community represents this when they work together to create incredible designs for Halloween, Christmas, and Chinese New Year. Our students recognize the value of collaboration because it helps them to create above and beyond their own abilities.



Working Together

According to the Cambridge dictionary, collaboration refers to “the situation of two or more people working together to create or achieve something.” If you have read my previous Dragon News articles you will have read of collaborative classrooms where children work together to inquire and learn. In this article we will look more closely at collaboration, how it helps learning and how parents can help nurture collaborative skills in their children.

The “Parent Toolkit” succinctly outlines why collaborative skills are so important for children to learn.

Being able to work with others is a skill both children and adults need to develop throughout life in order to work well in school and the office. Cooperation is an important part of relationships, and children learn to respect others and to control their emotions through collaboration. Getting a child to cooperate with others in group activities can often be a challenge, but it is important for your child to develop this skill. Peer interaction and collaboration starts early in life, and helping your child understand the value of working well with others is key to encouraging his cooperation in group activities.

Some key skills that are important if children are to become collaborative learners are: patience, respect of others, compromise, reliability, and teamwork. These skills can be taught, and at HIS we work on developing them in children. In the article “Teaching Kids to Collaborate” (see link below) Kristen Granger and Mary Duggan suggest that parents can encourage

the development of collaboration skills in children if they:

- Encourage children to interact with siblings or friends by putting on a play or playing board games in teams. Be available to make suggestions as children practice negotiation skills.
- Acknowledge and support children when they work well together.
- Promote communication and active listening. If children are having difficulty working together, take time to talk about different perspectives. Encourage them to discuss their feelings and listen to one another.
- Talk about “stepping into someone else’s shoes” to teach empathy.
- Talk with children the value of a having a positive attitude, encouraging other group members and including friends in groups.

Perhaps the most important skill needed is the ability to be an active listener. The ability to listen to others and to fully understand the message they are communicating is so important, especially if we are to work collaboratively. Active listening is a process we can learn that will help us get full understanding of what people are saying. The “Whole Body Listening” poster below gives some tips on developing active listening skills, as does the article, “Active listening: Communication with children” (see link below). When we really understand what people are saying we can truly participate with them to create and achieve. Active listening can be the foundation on which children’s collaborative skills are built.



Robert Hyndman
Lower School
Co-Principal
(Pastoral)

Parent Toolkit Articles

Supporting Collaboration in Kids Ages 5-8



Teaching Kids to Collaborate



Active listening: Communication with Children



Little Einstein



Eda Go
Lower School
Kindergarten

It is natural for human beings to inquire about the things they are surrounded with. Sometimes, we are just busy with our everyday routines and we forget to spend time to talk about them, develop our skills to hypothesize and experiment so that we can make conclusions out of our new discoveries. Exploring how the world works and discovering new ways of using the things around us every day is what the students in this science experiment club was busy with the first session of After School Activities at HIS.

In the Little Einstein ASA, not only did students get to improve their understanding of the world, they were able to collaborate within a process to find answers to their questions. In most activities, the students worked in pairs or in small groups to gather materials, build things, discuss thoughts and find new ways to improve the process. Their eagerness to participate was beyond wanting to find answers, it was observed with how much they enjoyed every activity more having their old and new peers take part in their own learning.

Five Examples of How We Enhanced our Collaboration Skills:

- Students worked in pairs to build the tallest and strongest tower using straws and tape. Some students



observed others as to why some towers were standing and tried to change how they were doing things to improve their structure.

- Students worked in small groups to see how many books a combination of pegs and popsicle sticks could hold. They also shared their own ideas of what other things they can put on top and how many pegs or popsicle sticks they need to use to have a stronger base.

- In doing the Water Bag and Pencil experiment, they had to take turns holding the bag and poking it, while being mindful of their space and the people around them to avoid anyone getting injured or wet.

- In Popcorn Making, we exercised listening to one another's ideas about how popcorn works. We learned the value of validating our

friends and being open to different possibilities of answers to questions. We appreciated the value of every question and idea.

- During the last activity, students made a tornado in a bottle. Groups had to share resources with other groups. They managed to negotiate with each other on how much they could use to make sure that other groups would also have enough.

Aside from all the concepts, new tricks and creative things we learned, it was the joy of learning from each other that was priceless! These are the awesome moments that make me and my co-teacher, Mr. Ruan Cloete, feel that at the end of the day, that all the preparation for this kind of ASA was worth it. It was truly a pleasure for us teachers to provide this opportunity to the enthusiastic and inquisitive young dragons!

How We Organize Ourselves



*Ruan Cloete
Lower School
Kindergarten*

While they were building the city, they all had wonderful discussions and started to talk about different things a city would need. Students soon realized that their city did not have any people. This was a great opportunity for them to discuss different 'jobs' people do. They soon understood that within a city the community members have different occupations and that they all have a different role. By identifying the various occupations, we could now inquire deeper into the different skills and traits people need to be able to do their jobs.

In Kindergarten, our PYP unit was about "How We Organize Ourselves." The central idea was, 'people serve the community by developing skills and traits to perform their jobs. For the initial provocation, we asked the students to plan and make their own city together. After posing the essential task, students were engaged in learning experiences that activated their prior knowledge and gave teachers an idea of each student's understanding. This experience was intended to help students make connections between what they know about a city and did not know, and to compose an expression of their own understandings.

Students all shared their ideas of what they think should be included in a city and they soon realized that they had to communicate with each other when it comes to drawing and planning it on paper. They all had wonderful ideas, and some took

the lead in drawing while the others said they would start building things like a hospital, police station, school, library, and malls for the city. Students collaborated by sharing roles and responsibilities to build their city.



How We Express Ourselves



Cassandra Franklin
Lower School
Early Years

In Early Years I we are setting the foundation for a life-long journey of collaboration. At any given moment it is easy to find children working together to create a warm and happy classroom community. Everyday there are countless ways to practice the skills needed for a harmonious learning environment.

During our unit of inquiry, "How We Express Ourselves," small groups of students used the same large sheet of paper to explore mixing paints with their hands. While discovering what happens when certain colors mix and enjoying the sensation of paint on their hands, they practiced the art of turn-taking by sharing the materials and working collaboratively in the same space. Their common enjoyment for playing with paint helped develop connections. There were sounds of laughter mixed with the excitement of observations which then turned into the quiet sound of focus and curiosity.

In another room children played with water, while at the same time developing the positive communication skills necessary for working in small groups. Teachers consistently model and encourage the practice of using positive language, empathy, tolerance and a kind tone of voice when making requests and responding to others. We are also learning to accept that situations



cannot always go in our favor and discovering how to manage difficult feelings in ways that do not hurt ourselves or others.

One of the most heart-warming photos I came across when looking for inspiration for this article was a picture of children closely looking at a story together with one of our teachers. This captured the kind of experiences we are striving for in our community; children and teachers sharing space and time in meaningful ways.



Where We Are in Place and Time



Bonnie Wilson
Lower School
Grade 4

Through literature and their own research, students have been learning about the push and pull factors for migration and the many perspectives associated with these resettlements. Whether researching independently or with a partner, students have been able to collaborate through the use of technology; using their Microsoft Outlook accounts, students are sharing useful websites with their class.

How would you define “home”? This is a question we have pondered this month as we investigated migration and settlement in our inquiry unit, “Where We Are in Place and Time.” It has been a month full of exploration, looking at how migration impacts the relationship between individuals and civilizations.

We began with a gallery walk in which students looked at photos that all related in some way to migration. They wrote their thoughts, questions, and observations, which were then used as an impetus to delve deeper into questions about migration. Students read personal stories of immigrants and collaboratively presented their findings.

With a burgeoning understanding, we next turned to relevant children’s literature to provide rich stories for deeper discussion and inquiry. Students have read books such as Angel Child, Dragon Child, My Name

is Yoon, The Keeping Quilt, and My Name is Not Refugee. After reading each book, students participated in an extended activity. They have created captioned illustrations of the key events they visualized, written a story pyramid synthesizing the key character and plot information, researched their own country of origin and created a class keeping quilt, and written their responses to open-ended writing prompts based upon the text, My Name is Not Refugee.

Next month, stop by the fourth grade classrooms to see our many stages of inquiry as we keep thinking, questioning, and growing in our understanding of migration.



How We Express Ourselves



*Heather Kappler
Lower School
Grade 1*

This winter in Grade 1, students learned that images communicate ideas and information. We began our unit with a provocation into “How We Express Ourselves”. First, students were presented with numerous art materials and were instructed to create. Then, Grade 1 took a field trip to the Zhejiang Art Museum to view the different art and reflect on how different pieces can make us feel. This launched a great segue into our inquiry. Students discussed the elements of art and how artists can use them to provoke feelings from the audience.

Students asked about particular techniques, which provided the opportunity to study various artists. Students learned about Georgia O’Keeffe and how she painted large flowers because often times people do not notice the small beauty within them. After painting her own flower, Sara said “My flower of truth makes me feel excited because I want to see it bloom”. We learned about Henri Matisse and how his love for art transformed from painting to paper cutting due to an illness. Pablo Picasso was one of the students’ favorites because they could see how the experiences in his life changed what his art looked like; starting with blue hues because of a friend’s death, then moving toward lighter colors when he found love. The students created

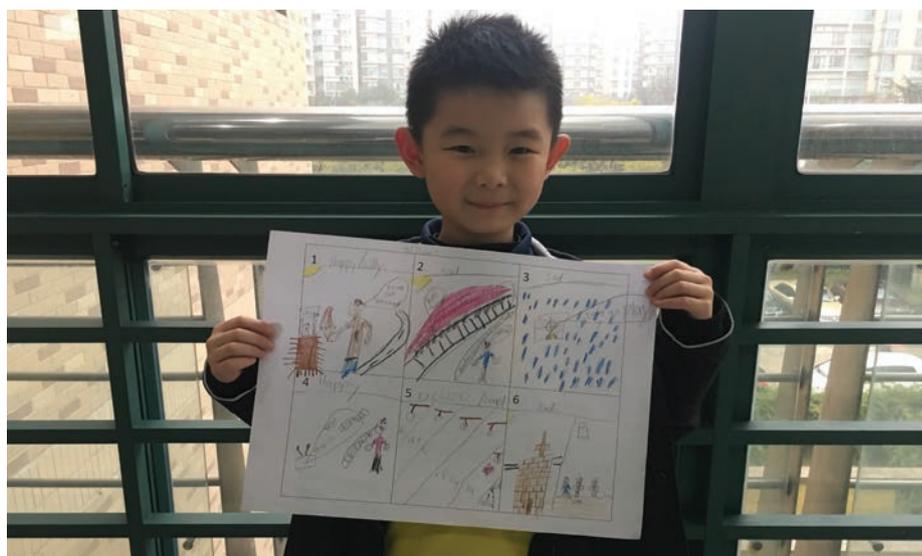


Painting large bright flowers like Georgia O’Keeffe

self-portraits that conveyed two feelings similar to Picasso’s life. For example, one side of Arthur’s portrait communicated happiness because it was almost Christmas and the other side sadness because his dad would not get him a pet. Students did an excellent job trying different art elements in their pieces and practicing techniques that famous artists have used throughout time.



Creating artwork with scissors and colored paper like Henri Matisse



Drawing images based on six different songs students listened to. Music can provoke feelings and memories, just like visual art can.

The timing of the unit aligned perfectly with an exhibit at the Powerlong Mall in their Art Center. A Vincent Van Gogh exhibition that will be showing until the end of March provided a lifelike experience! There are 2D paintings based on Van Gogh's art and a 3D gallery where you interact and become part of different art pieces. Many Grade 1 students took advantage of this golden opportunity and were able to go to the gallery with their families and discuss different elements that were learned in class. This was a great way to conclude the unit, as many students truly enjoyed learning about Van Gogh. He had a special talent and according to one of our art lovers, Elly, "He makes his art look real and alive".

As we were nearing the end of the unit, a final question was presented to the students, "How can you share your artwork?" Students had numerous ideas, such as building a shed for them to be hung in, displaying them as a gallery at the Zhejiang Art Museum, or making a book for all of them to be in. The one idea that all Grade 1 students agreed upon was creating an art museum here at HIS. This launched an amazing experience! Students brainstormed what the best art museum would include, then broke off into groups to plan and implement. The groups included tickets, food and drink, advertising, museum posters, and map. Their museum came to life and the day of the event was a huge success! We are so thankful to the HIS staff, students, and community for coming to support our students and their design of the Grade 1 Art Museum.

Grade 1s completed this inquiry into images and communication and amazed their teachers by how much

growth they displayed since the beginning of the study. They continue to make connections and feel different emotions while observing artwork, music, or images, and share these

experiences with the class. We are so proud of all of the creativity they displayed and risk taking the students took.



Creating artwork with scissors and colored paper like Henri Matisse



Sharing what students thought the "best" art museum would need.



Eachann caught painting a Van Gogh portrait at the Powerlong Gallery.

How We Express Ourselves



Brianna Riani
Lower School
Grade 2

"You must pay the rent", shouted the villain adamantly, as the heroine desperately pled, "But I can't pay the rent". This exchange happens several more times until the third character, the hero, shouts "I'll pay the rent!"

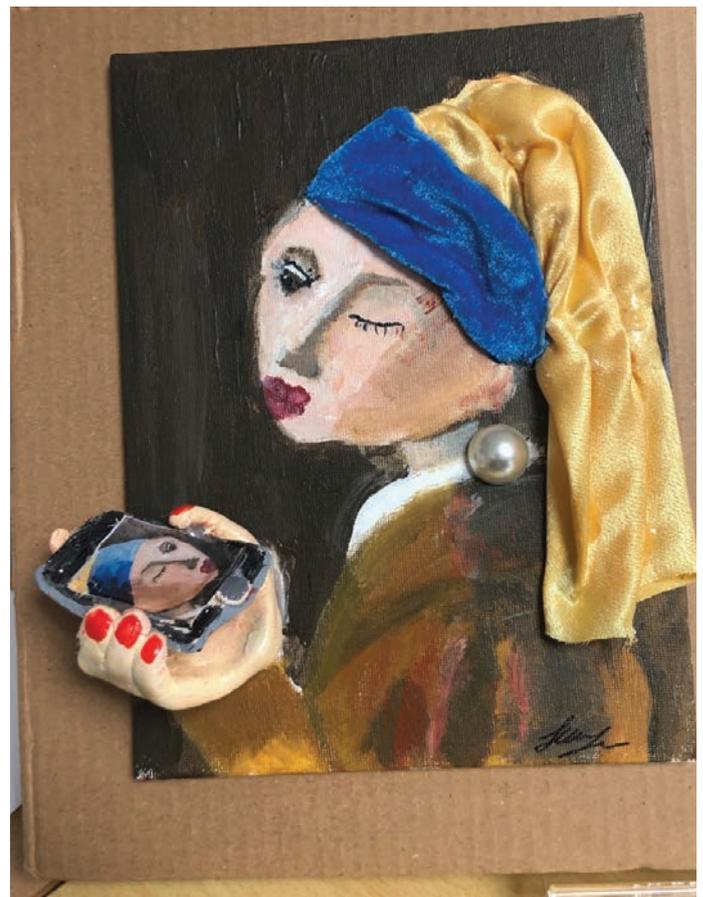
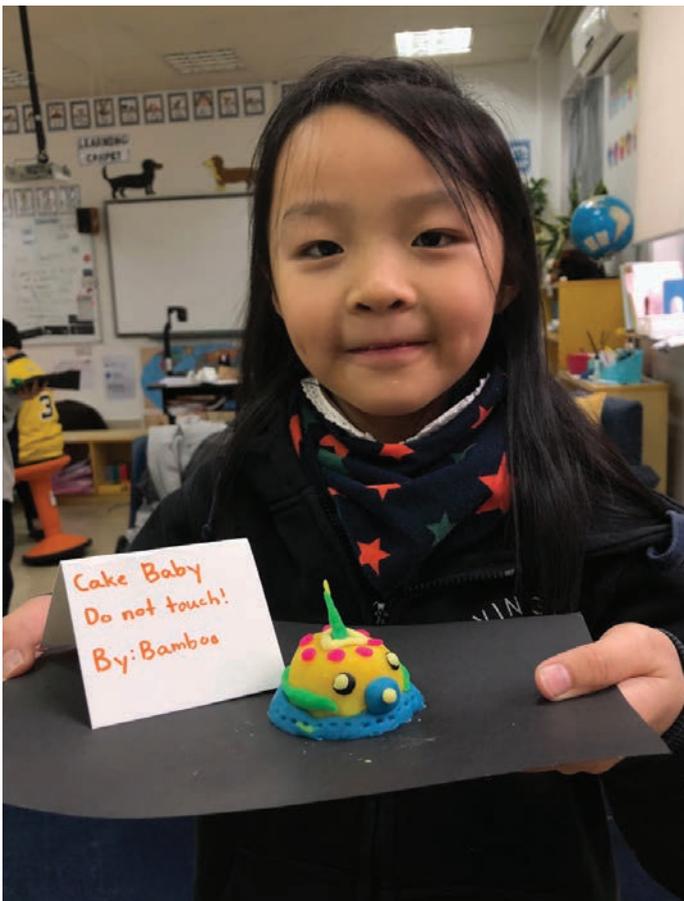
"My hero!", exclaims the heroine, realizing she has been saved, as the villain curses his defeat, a classic scenario for a melodrama. This was just one mode of artistic expression Grade 2 students reenacted, in the unit, "How We Express Ourselves."

Students in Grade 2 focused on various means of self-expression through the arts. They were introduced to traditional and non-traditional sculpture, the many forms of dance, a variety of paintings and techniques, the many styles of drama, as well as writing poetry. Artists such as Picasso, Matisse, Leonardo da Vinci and many more were studied and recreated by Grade 2 students. We even invited Leanne Lin, Grade 7 HIS student, to come share her artwork and the reasons why she was moved to create her mixed media designs.

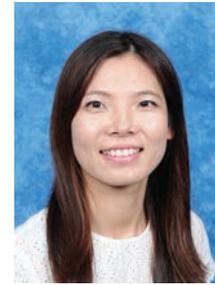
Students learned about all about the medias of art and how each piece of artwork can convey different emotions. This was beneficial with literacy, allowing the students to learn a variety of synonyms and antonyms

for feelings words. After discerning a wide variety of art and the emotion they unturned, each student was responsible for choosing a medium and creating their own masterpiece to evoke emotion and captivate their audience. Some students shared their opinions about pollution, caring for animals, recycling, and other meaningful ideas.

When they were done, they took the time to share, discuss, and appreciate the work of others. Each child's artwork is displayed in the hall along with their name and explanation of their art to be appreciated by all.



How We Express Ourselves



Amy Yi
Lower School
Mandarin

Grade 3 has been learning about “How We Express Ourselves”. As it was the time leading up to Chinese New Year, students shared “What I know, what I want to know, and what I learned” about this traditional festival in China. From the legend story of “Nian”, students learned three things about the monster: that “Nian” was afraid of loud noise, fire and color red. People in the ancient times would hit the drum as loudly as they could, light every firecracker they had, and would wear the color of red from head to toe. That is why it as a tradition now that Chinese people like to beat the drum, set the fireworks and wear red clothing. Students made connections between the story and culture.

What’s more, students inquired into the deep historical meaning the Chinese New Year color red. Red means enthusiastic, fresh, and energetics. It represents auspiciousness and wealth. Red paper, red stamps and red clothes send good luck to us. Students learned that red envelopes are used to wish families a prosperous Year of the Pig.

We also explored movement and sounds in Chinese traditional dance, experiencing body movement with red fans and expressing feeling through different steps and gestures. Students enjoyed participating in the New Years performance.



Sharing Peace and Joy Around the World



Jacqueline Caraglor
Lower School
Art

As a part of their “How We Express Ourselves” unit, Grade 3 students worked in teams to design an artwork that communicates sharing peace and joy around the world.” In their homeroom classes, students considered ways artwork tells a story. As a group, students brainstormed colors and images that expressed their intended message to their audience.

Students began by discussing how colors elicit emotion and choosing colors they believed would fit their purpose. Next, students created a sketch in response to the prompt. Some groups connected ideas about international-mindedness, while others highlighted environmental issues. A couple of groups focused on creating a feeling of peace and joy simply through tranquil and bright colors. The breadth and range of ideas, colors and images demonstrated students’ abilities to think like artists and make artwork that is personally meaningful.

In art class, students were given the freedom to work with a variety of medias. Students drafted a materials list and a plan of action. If students were unsure about a combination of materials or a certain technique, students tested their methods. When deciding on materials or when executing their plan, students negotiated and compromised with

their team members to ensure everyone’s ideas were included and every person had a hand in creating the final piece.

The final artworks were exhibited in February to showcase the students’ understanding of how we create art to express ourselves. You can view their artwork on the HIS Lower School Art Gallery page at www.his-china.org/inform/gallery .



Health & Fitness Fun in Grades 4-5: Fit For Life



*Danielle Kemp
Lower School
Physical Education*

As a Physical Educator, I strive to be proactive in instilling in students the values that I believe will lead them to a fulfilling and enjoyable physical education experience: a positive and healthy lifelong relationship with sports and a happy, well-balanced life.

During the Grade 4 and 5 Health and Fitness unit, the students inquired into: "Commitment to making balanced choices can help us develop our well-being". Health and Fitness includes activities where students recognize and appreciate the importance of maintaining a healthy and balanced lifestyle. Throughout the unit, students were given many opportunities to explore and discover possibilities they have to improve and maintain a physically active and healthy lifestyle beyond school. The focus was for students to understand that being fit and healthy is a personal choice.

Students participated in circuit training push-ups, plank, sit-ups, pistol squats, seal jacks, basketball-related fitness drills, and scooter fitness challenges. Jump rope activities and challenges, targeting intermediate levels, were incorporated to improve

students' cardiovascular endurance. Cardiovascular endurance is how efficiently your heart and blood vessels can supply oxygen to the lungs for more than 90 seconds.

As part of a summative assessment at the end of the unit, the students created a graphic organizer in order to show their conceptual understanding of how to measure their own heart rates through a choice of exercises or activities to develop or improve the basic training principles, cardiovascular endurance, muscular endurance & strength and flexibility, and an understanding of physical, social and emotional well-being.



Problem Solving in Shanghai



*John Koski
Lower School
Grade 4*

For the second consecutive year, the HIS Dragons were invited to compete in the Shanghai Maths Competition in November hosted by The British International School, Puxi in Shanghai. The competition is a two-day event that includes a variety of maths problems, tasks, tests, and engineering projects. Schools are represented by two four-member teams, one comprised of Grade 4 students and the other of Grade 5 students. While all of the teams compete in the same events, the scores are kept separated into the two divisions. It was an honor to coach the Dragons!

The HIS team members were selected by teachers based on test scores, in class performance, interest in maths, and collaboration and communication skills. Jia-Chen Qu, Sunny Weng, Joseph Fu, and Phoebe Xu accepted the invitation to join the Grade 5 team, while Rishi Aggarwal, Gina Lin, Carlos Chu, and Allen Wang jumped at the chance to represent our school as the Grade 4 team. Not only did they have to commit to two days of intense mathematics in Shanghai, but we met every Thursday afternoon to prepare and practice for the event.

I was sent a variety of challenges from which the competition selects the events. While time did not allow for us to master each type of activity,



we focused on problem solving involving all the strands of maths and some computational puzzles, but the emphasis was on communication and collaboration. As in real-life situations, the competition's focus was on the ability to explain one's thinking in writing and group work, although there were a couple of individual events from which individual scores were added to a cumulative team score. In fact, in one event the ability to communicate the strategies and processes used scored more points than just a correct answer.

From our first meeting in September, I realized that I was working with some of the best mathematicians I have met in my career. Wow! On more than one occasion the students schooled the teacher; the ultimate satisfaction for students and teachers alike. The collaboration and the communication piece developed over time. In the beginning it was challenging for the teams. By November, I had two highly functional, collaborative teams ready to get busy.

We rolled into Shanghai on a misty

Thursday evening and settled in to our respective hotels. We regrouped Friday morning at the British School. After a quick team meeting, "GO DRAGONS," and an introduction to the event by the event coordinator, Mr. Andrew Foster, the students got busy with the individual events. After a lunch break it was all group challenges. The accompanying teachers were kept busy evaluating student work and compiling results. By the middle of the second day, fatigue was setting in. Occasional squabbling could be heard amongst teams, but the Dragons held solid. In fact, I was approached by the coach of another school at the end of the day. "Are you with HIS?" I was asked, "They work so well together. Their teamwork and communication are remarkable!" While we did not bring back any first-place trophies, knowing that our students made such a positive impact on others from reputable schools speaks volumes.

HIS Math Club



The American Mathematics Competition (AMC) and AreteLabs work together to form a math competition that is very popular in the United States and is starting to become popular internationally. The main competition is called Math Madness and runs from the end of September until the middle of December. It starts with collaboration rounds and ends with a bracket competition. For each round, our team plays online against one other school.



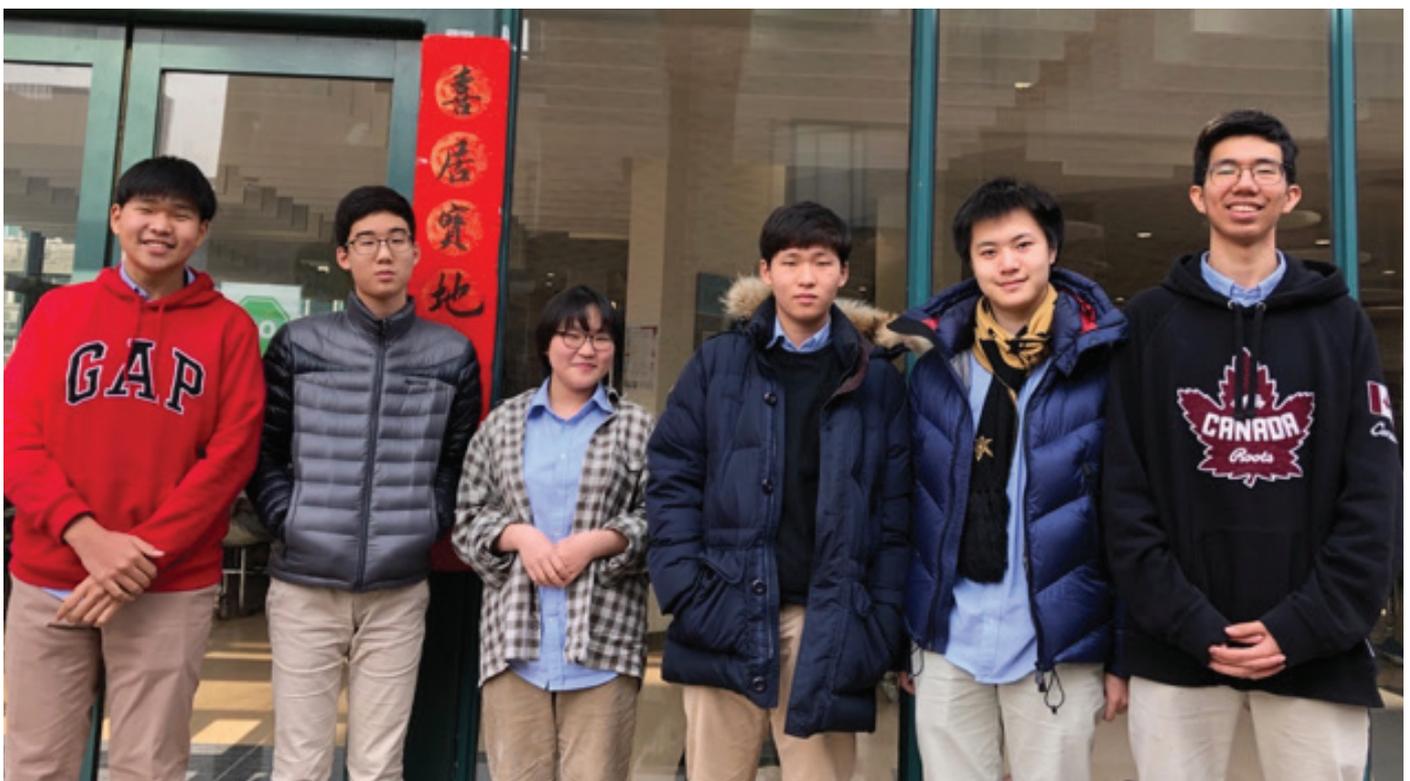
*Andrew Riege
Upper School
Mathematics and
Science*

HighFour is also an international online math competition, although it also has competitions for history of mathematics, general sciences, biology, chemistry, physics, and world history covering grades 4 – 12. These competitions are once a month for the majority of the school year. Students participate in groups of up to four.

HIS has many after school activities and clubs covering a variety of interests. One club caters to everyone's favorite subject, Mathematics. The math club meets on Wednesdays after school to compete in international mathematics competitions. The two main competitions are AMC/AreteLabs and HighFour.

In February, a more informal online competition extends Math Madness in what is called Mini Madness. It is exactly like Math Madness without the bracket tournament at the end, so every team plays the whole time instead of possibly being eliminated near the end. Both competitions feature problems from or similar to AMC competitions.

The HIS math club has done extremely well in these online competitions. For more information, please see one of the members or Mr. Riege.



Winter Arts Night



Jamie Sanchez
Upper School
Visual Arts



Matt Tupper
Upper School
Design and Drama



Kyle Kresge
Upper School
Music

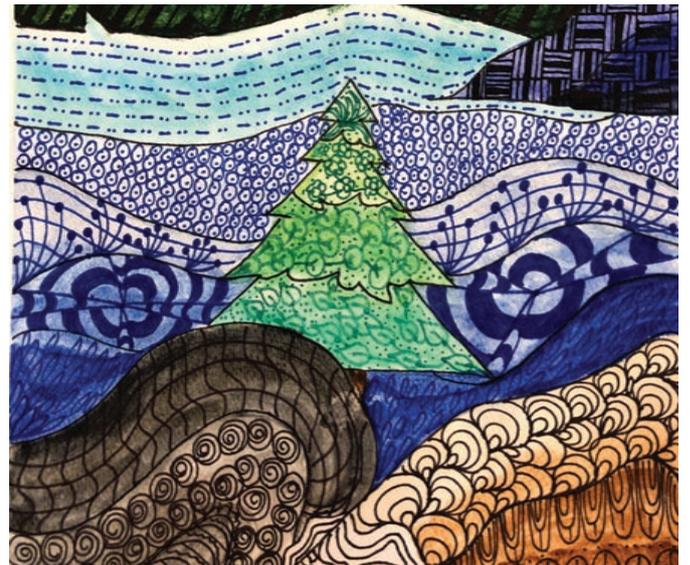
The Creative Arts Department collaborated to produce a fantastic show of talent in November's Winter Arts Night. Upper School students had the chance to exhibit their creative side through dramatic and musical performances as well as colorful displays of self-expression. Grades 9 and 10 Drama students were tasked with acting in challenging scenes sampled from recent movie dramas. To prepare, the students assessed situations and emotions within the scripts. Working collaboratively, students rehearsed in their small scene groups and used their knowledge to critique and direct their peers. This informal feedback is often key in students understanding how the characters they create are actually being perceived by an audience.

The Winter Arts Night was the culminating event for the term and gave the students the nervous energy to raise the bar on their performance.

From innovative ideas for creating art to short films about cultural irony, Grades 6 through 11 Visual Arts students displayed their semester learning in the Hall, exhibiting growth in skills and knowledge throughout the space. Their sketchbooks were laid out for viewing their artistic journey that led them to creating the artwork. The books contain an ample amount of planning, sketching, exploration of media, and writing.

Grade 8, 9, and 10 Music students concluded the evening's performances with several captivating pieces highlighting their musicianship, collaboration, and expression. Our students worked well through the semester to develop individual skills, collaboratively rehearse and refine the repertoire, and presented expressive interpretations of the music. Look for more great things from these young musicians in the future! The Creative Arts Department invites you to join us again in May for our Spring Arts Night to come together as a community and witness the creative endeavors of the students.





Swimming at HIS



Vivian Wang
Aquatics Instructor

Grade 4 and 5 students learn basic technical strokes like Freestyle, Backstroke, and Breaststroke during Semester 1. Water noodles are used as a floatation device to assist in learning swimming techniques. PE class Upper School students also learn Butterfly and also use kickboards. Grades 6-12 work on improving fitness, technical swimming, play Water Polo, and participate in Life Guard training during Semester 2.

Swim Team at HIS has 65 participants in Grades 4-12. There are four levels of swimming with three different coaches: Vivian Wang Gold and Pre-Gold, Donal Sha Silver, and Jacquiline Cargior Bronze. We have 3-4 swim meets each semester. There are four stroke freestyle, back, butterfly, breaststroke. Bronze does not compete in the swim meet. ACAMIS meets take place over the weekend. Practice every afternoon after school at the same time as ASAs from Monday-Friday.

Breathing

An often overlooked basic skill in swimming is the ability to time breaths. Students who are not comfortable breathing while swimming, struggle to make streamlined, coordinated movements. The basic idea involves breathing out through both nose and mouth

when the head is underwater; then lift the head to the side, taking a full breath before plunging the face back down under the surface. In his book "Swimming: Steps to Success," David G. Thomas suggests practicing this motion when holding onto the side of the pool with arms outstretched.

Gliding

Gliding through the water is a basic skill to master before considering kicking and paddling. Gliding helps students to get used to the sensation of moving through the water headfirst. The skill is learned by gently pushing off the side wall of the pool with arms stretched out in front of the head, while keeping the head face-down in the water and glide until slowing down.

Coordination

Beginner swimmers often find themselves messily chopping through the water with their limbs. That's fine. It takes a while to get a feel for moving limbs in time, this is where the water noodle helps. Students must also get used to moving muscles in their lower back, abdomen and hips to power forward. Similarly, letting the legs come up behind the body, and keeping a slim, streamlined position is a skill. Over time, this reduces drag from the water increasing efficiency.

Freestyle

It is the fastest of the four primary strokes, using a combination of alternating arm strokes and leg flutter-kicks to achieve a superior level of speed. Freestyle is the oldest stroke known to man and has been used for thousands of years.

Breaststroke

After feeling confident with basic swimming techniques, mastering a specific stroke is the next challenge. Breaststroke, while requiring slightly more coordination than front crawl, offers a stable, gentle stroke that's ideal for beginners. To do the breaststroke, swimmers stay straight at the water's surface, holding their heads up. Arms are pulled in together with hands almost touching. As the hands reach your chest, bend knees and lift feet up in a frog-like shape with the soles of your feet pointed out to each side. Push back with legs and reach forward with hands simultaneously. This double-propulsion should help swimmers surge through the water.

Backstroke

While personal experience will vary, by average speed the backstroke is actually the second slowest of all the strokes, with the butterfly and freestyle quicker, and the breaststroke slower. The backstroke is the only of the four swimming strokes where the athlete starts from in the water. Backstrokers hop into the water when the referee blows the first whistle, grab a bar on the starting block and plant their feet on the wall, usually covered with an electronic timing pad.

Butterfly

The butterfly stroke has a special place among the competitive swimming strokes. It has a reputation for being hard to learn. It is quickly exhausting. Yet when you have mastered this stroke, butterfly can be a lot of fun because of its unusual and spectacular movements.



Chinese New Year

The Chinese New Year celebration was one of the highlights of the school year where the community had the opportunity to join in with the customs and fun of the host country. HIS teachers, students, and parents devoted a lot of time and effort into preparing for the event, and the enthusiasm and dedication showed.

The celebration started with the Director's welcome speech, followed by the Dragon and Lion traditional Chinese cultural performance. Later, the HIS students participated in a talent show which featured Chinese crosstalk, Kuaiban, Chinese folk music and traditional dances, martial arts, songs, Calligraphy, flower arrangement, couplets writing, dumpling making, Chinese chess, Chinese cutting paper, and more. Thank you to the wonderful HIS parent community for their help and attendance. We are thankful to have parents who are always ready to support with a lot of enthusiasm for these kind of activities. May the Year of the Pig bring you: Health, Happiness, and Prosperity!









Swimming for a Cause



E. Thomas Arditti
Student
Grade 9

In early January 2019, I took on the challenge of competing in the Tampa Bay Frogman Swim. This annual event supports severely wounded or deceased Navy SEALs and their families through the Navy SEAL Foundation.

I was driven to take on this event so I could give back to the service men and women who have given everything. They have made the ultimate sacrifice for my country; not for what we see on the news, not for the hatred and racism, not for the left versus right, not for greed and money; but for freedom.

I swam for the people who fought and died for the greater good, the things that you don't see on TV, or

read in the newspapers. I swam to say thank you to the brave men and women who fought to protect the foundation of America: Freedom. The freedom to choose any religion, to decide what you want to do, to have your voice heard and not be censored or covered up. I swam to show my support to the families that lost their sons and daughters, husbands and wives, moms and dads. I swam to prove their sacrifice will not be forgotten and what they have done will not be overlooked.

When I was swimming and wanted to quit, I didn't, because I knew that what I was doing was greater than me. I knew that the people I was swimming for didn't give up, they kept fighting to the last breath for me and my country. I swam knowing that I was doing something for those who did everything, giving my time and effort for those who gave everything.

When I finished and came out of the water, I placed my feet on the soft sand and I knew that I had



achieved something great. When I looked around and saw all the other swimmers, all the volunteers and all the hero's families, I knew. I knew that there was still so much good left fighting for in this world. I knew what all those brave men and women knew, that we can't give up and that we can't lose hope.

I will never forget the impact this experience has had on me. How all the people I met have changed my life forever, and how the determination this event instilled in me pushed me to reach my goals and fight for freedom, just like our country's heroes do everyday.



Singer, Songwriter, Performer

Do you write the lyrics and melodies for your songs?

I do write my own melodies. I have done one or two songs where I translated the Chinese lyrics into English. I think of ways that the instrumental can be written.

What do you use to compose with?

When I compose, I do it when I am bored. I do it with a ukulele or a guitar, so that I can write down the chord progression and the melody.

How many chords do you know?

C, Ab, G, F, Db. I know the progressions of the keys that I sing in.

How are you making music at HIS?

We use applications like Garageband, which is used to compose artificial drum tracks and pianos and other instruments. We also mix our recorded things on garageband. Last year we did a medley project. We chose three songs, and created a melody with chord progressions. We recorded the ukuleles and vocals and mixed them together. Recently we are using the Acapella app to do the same thing. Our group Hamza, Roy, Eva, and Philip chose the song, "Radioactive" and I sang on it.

I see you sent me a song called Puppy Love. How did you get the idea for it?

It was based on a true story the song lyrics. The first segment is when I realized I am maybe developing feelings. The second segment is when people told me that it was called puppy love. The third segment is when I said it wasn't just puppy love. I won many awards and was on television multiple times. I won best songwriting for IMTA.

Do you still like the song?

It is no longer true anymore, I wrote it when I was nine, but it is pretty catchy looking back on it. It was a simpler song structure. It was the same segment repeating, but with different lyrics.

What would be your advice to lower school students that want to compose?

Writing songs are the same thing as writing stories, it might take a long time, because you have to incorporate the writing and music aspects. Don't give up and keep working on it. "Failed" songs come because people don't want to persist on it anymore. My technical advice is to make use of the apps on your computer to record. Learning an instrument makes it easier to get into music.

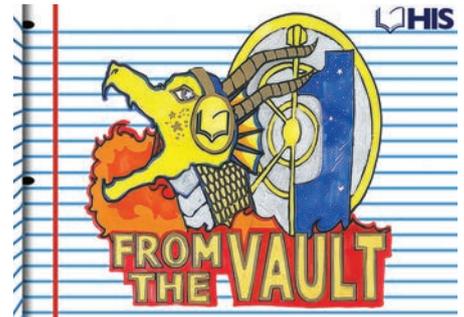
You also have gotten the chance to perform your music in competitions, what is that experience like? Is it stressful?

I do a lot of the same competitions in different years, to compete in different age groups. I have won first place for singing and composing and many some small awards for acting and modeling. I also do CCTV "Star of Outlook" and was first place nationally twice. I was the first person to get in the top ten of singing and talent categories. There are smaller rounds from different areas and eventually the top ten remaining get on television and then they eliminate another half of them. I wouldn't say it is stressful, but I do get nervous before contests. I have to balance my homework. I like it. I don't like competing as much as I like presenting and performing. I do it to gain experience and just generally express my passion and talents on stage.

From the Vault Interviews by Karl Suits. Arrangements by Kyle Kresge. Logo by Haru Sukegawa (Grade 12)



Felicity Wong
Student
Grade 7



Featured:

"Ledge of Darkness" Written and performed by Felicity Wong
<https://www.his-china.org/inform/gallery>

Economics for Teens



*Andrew Haltom
Upper School
Social Studies and
Individuals &
Societies*

In Social Studies, our Grade 9 students were challenged with producing a bi-lingual video demonstrating how the study of economics applies to teenagers on a day-to-day basis. The videos created by our students made connections between the course content and the world they live in. The students worked in small teams to develop these educational and entertaining films.

The groups collaborated for three weeks, using a proper film production process. Our student teams excelled with the preparation of storyboards and shot lists, thanks to experience with creating these documents in Miss Bower's classroom. All of the videos contained both English and Mandarin language. Miss Amber Zhu was impressed when listening to the Mandarin language used and viewing the Mandarin subtitles. The students' ability to communicate both in English and Mandarin was remarkable. One group went above and beyond expectations – using five different languages. Grading that project was quite a challenge!

The students showed initiative, traveling around Hangzhou to film scenes that teenagers are familiar with. Videos featured economic lessons using local shops and malls as the subject matter. Students related laws of supply and demand to shopping on



你听说过吗？H & M现在正在进行销售，我们可以查看一下吗？我们还可以

Taobao. They showed the opportunity costs associated with sleeping in on the weekends. Our students had some fun while showing off all they had learned in the first term. I was proud of the collaborative effort of our Grade 9 students. The groups worked diligently both in the classroom and in our community to make these videos a memorable learning experience.



Baking Club



*Danielle Bowers
Upper School
English Language
and Literature*

Club gives us the opportunity to share treats with friends, parents, and HIS faculty and staff. If you're very lucky, maybe you'll be the recipient of our desserts soon!

You may have noticed delicious smells of baking coming from the lower school wing on Friday or Monday afternoons this school year; if so, you've caught a whiff of our Baking Club. Baking Club gives students a chance to learn how to bake and hone their existing skills – and eat delicious treats!

It's fun to see the enraptured looks on students' faces as they take that first bite of their creations – and the amazement that they, together, have made something so delicious.

The third, final, and most significant challenge of Baking Club is calculating how many pieces each person gets to devour! We learn to share: Baking



Despite the fun, Baking Club presents many challenges. First, how do you get six or seven students to produce a recipe? They have to learn how to collaborate together to make recipes work. Second, how do you divide all the tasks in the recipe? Many hands do not always make light work when it comes to baking. Students work together to balance the tasks fairly – one measures, one mixes, one stirs, one cracks the eggs. Mishaps definitely happen – someone accidentally adds the eggs too soon, or forgets the salt – but no matter what, the result is delicious. The finished products are a testament to collaboration, as each student has contributed in some way.



Collaborating to Translate Restaraunt Menus



Marisa Confait
Upper School
English Language
and Literature

Can you imagine a group of 30 twelve and thirteen-year olds, using their digital devices for real and meaningful collaboration to create , not only translated menus for local restaurants, but also to establish communication links with our host country restaurateurs and their staff?

These were our children and students! The Grade 7 advisory cohort busily and eagerly immersed themselves in their first Service Action opportunity. The collaboration began with whole group reflection and sharing of skills sets, comfort zones and acceptable areas of risk: students grouped themselves as

translators, photographers, recorders, IT gurus, design crews and 'up front' communicators. They put their geography skills to work and mapped three separate target zones and allocated themselves to survey all restaurants within to gauge who wanted to collaborate . Then they walked out our front gates and hit the pavements.

The advisors, Yo-Yo, Kresge and Confait (apart from supervising the off -campus survey walks), stood back, old heads spinning at how adept, skilled and effective the students were in their collaboration. Not to mention how 'gob-smacked' we were by the lightning-speed at which they worked and how truly proficient and competent they were with their technology use.

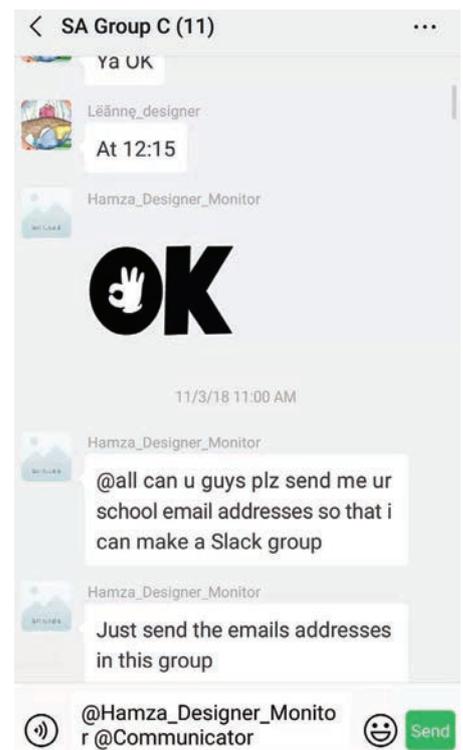
A promotional flyer, complete with survey questions, a student generated QR code to scan, permission to use

it, and the HIS logo obtained, and an eye-catching design layout were all crafted, proofed and publicized in record time.

Our Chinese ESOL English students became our lead communicators and expert translators, and were joined later by our Spanish, Korean and Hindi mother-tongue students, to translate photographed menus from Chinese into five other languages!

It was truly a joy to behold.

The student's self- led, collaborative communication via their SA WeChat group says everything about their critical thinking, team-work, logistical organisation, and passion throughout- across lunch breaks, evenings and even on the weekends!!! These students' collaboration and creativity were awesome!



Developing a Collaborative Culture for Assessment



“Exam,” is one of the most dreaded words to students around the globe. This is largely because it isn’t exactly pleasant to be judged and evaluated, so it is no wonder that students often associate the term with hard work and sleepless nights. But with a little persuasion, and by explicitly teaching an open exam culture, these negative feelings towards assessing are gradually changing within our community.

Since last year, the World Languages Department at HIS has been inviting the Spanish and French students to take the increasingly popular Diplôme d’Études en Langue Française and Diploma de Español como Lengua Extranjera examinations. The exams have life-long validity, are

internationally recognized, and provide students with a thorough review of their skills in listening, speaking, reading and writing. But why would anyone willingly travel to Shanghai, pay a fee, and endure a three hour-long examination when it is not a requirement by our school? The answer lies in the exam culture we instill in our students. We teach them that success isn’t always granted by the marks, but by the feedback we receive from this kind of assessment. It allows us to see our areas of strength and where more effort is needed more clearly. While this can also be done internally within our classes, we encourage our students to take the experience as a personal challenge, to put themselves out of their comfort zones and put their skills to the test.



*Andres Sanchez
Upper School
Spanish and
French*

What happens when students fail the test? We get up on our feet and get stronger. We teach our students that they don’t just “fail” the test; instead the just haven’t made it “just yet” and with more determination, this can be attained! By explicitly creating a culture where the effort is as important as the outcome, we are starting to shift from the negative perceptions of external examinations towards a more risk-taking and challenging exam experience. We are very proud, nonetheless, of our student-passing rate. In Spanish 84% of our registered students have attained diploma-granting results, while 100% of our French students have received their diplomas at the A2/B1 levels. We are already looking forward to the next Spanish and French exam season!



International Women's Day Panel

Hangzhou International School commemorated International Women's Day with a range of activities and events focusing on the theme 'Balance for Better.' The main event was an evening Discussion Panel, held in the school auditorium. Members of the panel included representatives from a wide range of countries and backgrounds. Judy Wu, co-founder and Vice President of Asclepis Pharma, Inc, spoke of changes in women's status in society and the workplace, citing her extensive background as a company leader. Zhao Zhe, National first class broadcaster and host of arts and culture shows for Hangzhou TV Station, eloquently described the pressures on women in television and the challenges of combining a career with parenting, surprising and impressing the audience by informing them that this was her first public speech in English. Hangzhou International School Grade 12 student Sophie Chen spoke with assurance and passion on ways to find common ground through differing perspectives, while UngDrive founders Frida and Jacob Ode, from Sweden, discussed their many journeys abroad and the differences in political views they have encountered, as well as insights into the accessibility of 'fake news' and its influence, over more reputable but costly journalism found in more mainstream



sources. Also sharing with the audience was former US Governor Peter Shumlin, who spoke of changes in American politics and recounted his own experiences in ensuring equality in the workplace. He exhorted listeners to always reflect on their own practices, and to 'take action and keep pushing' for change, in spite of the challenges faced.





▲ Boys Varsity Basketball team, ACAMIS Gold Division Champions!

To conclude an outstanding season, the HIS Varsity Basketball teams traveled last weekend to Shanghai for their ACAMIS Gold Division Tournament. This year Nord Anglia International School hosted the event, and invited international schools from China and Mongolia who are part of ACAMIS to meet for an exciting end of the basketball season tournament. The boys played some of their best basketball over the three days, displaying a dominating performance against every team that they faced. After going undefeated, they moved on to the semi-finals and then won the tournament. The girls basketball team faced a tough competition at the tournament, but the girls rallied their teamwork and pushed through and made it all the way to the finals. Teammates and coaches worked hard to encourage each other and to stay strong.



▲ ACAMIS Gold Division MVP players

Christian Engberg, Rayden Chia and Daniel Branham were chosen as the MVP players from the boys' teams, while Alessandra Beelen and Elisa Zhang, were chosen the MVP from the girls' team. Congratulations Dragons, all players, and basketball coaches!



▲ **Rayden Chia received the “All-Tournament All-Star” award, and Mohammed Al-Awadhi the “MVP” award**

During their participation at the Ningbo Invitational Tournament, hosted by International School of Ningbo, Rayden Chia and Mohammed Al-Awadhi received the All-Tournament All-Star award and MVP awards respectively. While playing with a total team effort, the HIS Dragons were able to win their first two games quickly and receive the number one seed in the tournament. HIS Boys Basketball team finished undefeated and took home the championship trophy.



▲ ▲ **ACAMIS Varsity Table Tennis**

Max Wu and Min-Sang Yoo had a good performance at the ACAMIS Varsity Table Tennis tournament hosted in Beijing. They came back home with a 3rd place team recognition and 2nd place singles completion.



▲ **Girls and Boys Basketball Varsity undefeated at the SISAC tournament! Both basketball teams had a great season.**

They played against other International Schools from Shanghai and Suzhou at a weekend tournament, and won every game.



Grade 4 classes at the Yellow Dragon Opera

The students had a backstage tour and watched a short performance as an introduction into their How We Express Ourselves unit of inquiry. After the performance, some students were given the opportunity to learn the dance steps and observe how our bodies can be used to communicate without the need for spoken language. The students will apply some of these techniques to their own artistic interpretations of myths and folk tales.



Grade 1 classes visited the water treatment plant

Students saw how our water is cleaned and they learned that we should conserve water. This was part of a unit of inquiry about Sharing the Planet and how human choices have an impact on the planet. Water treatment is treating water to make it suitable to be used. Providing drinking water is one of the main uses of water treatment.



Destiny Portal



Matthew Baxter
Library Media
Specialist and
PD Coordinator

The Destiny portal offers safe, reliable research at your fingertips, including encyclopedias, magazines, academic journal articles, videos, research tools, current events, audiobooks, and subject-specific resources. The internet is a wealth of information, but not all of it is reliable or accurate. That is why Hangzhou International School has a complete set of online digital resources, such as “Encyclopedia Britannica,” “Questia,” “The Day,” “The Economist,” and many more. These resources are available to students, teachers, student families and staff-accessible anywhere, any time. Navigate to ‘Quick Links’ on the HIS webpage and select either the on-campus or off-campus Destiny option to find an abundance of resources that are considered reliable and valid for academic research and study. The following three resources are some that HIS would like to highlight.



The mission of “The Day” is to help students think about what they see and hear around them on a daily basis. In their newsroom each morning, writers carefully choose which events from the news most shape modern life. They try to explain these events without bias, backed up with illustrations and glossaries. The goal is to help students learn to link what they are studying to real life and to understand the relevance and importance of knowledge. “The Day” encourages students to think for themselves, talk about everything, debate, discuss and research. “The Day” carries no advertising or commercial messages and helps hundreds of thousands of young people from many different backgrounds develop the habit of spending a few moments each day to make connections between school and the world around them.



“Encyclopedia Britannica” innovates how the world learns through credible and memorable experiences.

They have been at the forefront of the information revolution for 250 years. “Encyclopedia Britannica” has empowered the way the world teaches and learns, and they continue to pave the way in discovery and inquiry. Not just an encyclopedia or search engine, Britannica Schools inspires curiosity and instills the joy of learning through interactive tools and multiple media types.



“Questia” is the premier online library and research tool for high school students. Its collection of thousands of digital titles and productivity tools supports cross-curricular studies in both the Middle Years Program and the Diploma Program. With research tools and instruction integrated into 94,000 full-text digital books and 10 million articles, “Questia” helps students apply their research in meaningful and impactful ways. ‘Questia Writing Center’ offers tools such as a ‘Topic Idea Generator’ and ‘Thesis Builder,’ among others. The nine steps to writing a research paper and proprietary research tutorials provide students with guidance when composing a research paper.



Click on the Image to go to the LIBRARY EBOOK DATABASE / NEWS SITE.



Click on the Image to go to the RESEARCH SUPPORT SITE.



Click on the Image to go to the SCHOOL SUPPORT SITE.



Collaboration Using Microsoft Office 365

The HIS Digital School Campus is made up of Office 365, ManageBac, the school website, and other apps. This Digital Campus is used in the same way by students and teachers, Digital Citizens, to collaborate, communicate creatively, and to design.

Students at HIS are given a Microsoft Office 365 account in Grade 3. This account is their passport to online collaboration with other students and faculty locally within the HIS domain and globally like for Model United Nation and for PYP units of inquiry and MYP projects.

Grade 4 students collaborated online to demonstrate their understanding of how push and pull worked in human migration during the PYP unit, "Where We are in Place and Time," using Powerpoint and OneDrive. Students accessed the class Shared File Storage to watch a video about Aesop's Fables.

Student Council members regularly send out surveys using Office 365 Forms to gather information to inform their meeting agendas and newsletters on the HIS Student Council webpage <https://www.his-china.org/inform/student-council>.

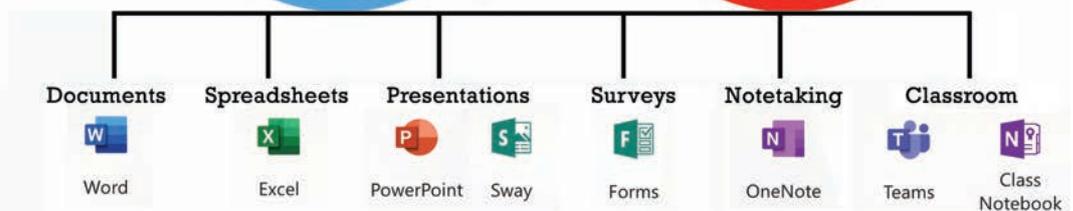


*Karl Suits
Director of
Technology*

The Office 365 cloud, which is available anywhere, anytime, is made up of the Personal Email, Personal File Storage, and Shared File Storage. Students and faculty are able to work from a web browser or downloadable app versions.



Microsoft Office 365 Cloud



Productive Relaxation



Jennifer Widi
School Psychologist

Too often when I ask students about their plans for the holiday break their response is, "more studying". Although it is an invaluable skill to be self-motivated and driven, students need time for relaxation as much as teachers do. While home learning is an essential part of a student's academic development, relaxation and fun are also important to build into evening routines, weekends, and holiday breaks. Similar to a muscle, our brains require rest in order to function at their best. A full day of learning can be mentally and physically exhausting for students. In the precious moments of free time, encourage your child to take a break from studying to relax.



Scenic spot to hike in Hangzhou:
Nine Creeks in Misty Forest

Inevitably, when the topic of relaxation and free time comes up, the use of technology is part of the conversation. When I speak with parents and students, their ideas about how to relax often differ. What is considered a "productive use of free time"? For many parents, browsing the internet or playing computer games does not qualify as productive. Students often claim this is the best way for a quick "brain break". As is true with many things, the best solution will come from discussion, compromise, and moderation.



Scenic spot to bike in Hangzhou:
Xianghu Lake

Because Hangzhou has so many amazing areas to explore, encourage your child to browse the internet or Instagram for inspiration. This provides an opportunity for productive use of technology and will increase their investment in a weekend family outing. Whether it's a visit to a museum, boat ride in the park, or exploring new cuisine, taking time to appreciate their surroundings is a great way to reenergize students for the upcoming week at school.



Scenic spot to walk or read a book in Hangzhou:
West Lake

West Lake is a beautiful lake located in the middle of Hangzhou city and is easily accessible by subway, bus, and car. West Lake is surrounded by plenty of attractions like gardens, pagodas, temples and bridges. The whole lake is a wonderful place to spend time.

Reading Strategies

What makes learning to read so difficult? There have been a few breakthrough studies recently that can help us better understand this fascinating topic. In fact, extensive research that center around brain development now shows that “reading is not a natural” phenomenon. In other words, we are not wired to instinctively turn speech sounds into print, or to decode print into speech sounds. Instead—the way kids actually learn to read entails a complex system of how sounds and symbols correspond to one another.

In 1439, Johannes Gutenberg—a German blacksmith, inventor, and publisher—first introduced printing to Europe with his printing press in 1439. Before then, books hardly existed. In fact, only about 100 books existed when Cambridge University Press, the world’s oldest publishing house, was established in 1534 by King Henry VIII. Reading, therefore, is a relatively recent evolutionary development.

If reading equates to breaking a code, and writing equates to piecing back together this code, then doing this with mastery takes intentional effort. These key skills impact how our students process and share information in all academic areas. Think mathematics, art, science, music! We are not built to read. We are taught to read.

Every individual has strengths and areas that could be further developed. One key aspect to learning involves setting realistic goals that can help promote personal growth. Here are some practical strategies our students can use to support their individual reading development:

Strategies to Help Develop Fluency

- **Use of a Reading Tracker:** Supports visual tracking, alleviates visual stress, and reinforces left-to-right processing of text. Colored overlay trackers are recommended.
- **Enlarged Print or Preferred Font:** Decreases clutter, supports attention, and alleviates visual stress. Some students may find that a certain font, such as “Open Dyslexic Typeface” better supports their processing of text.
- **Shared Reading:** Supports students with developing the confidence and reading stamina needed to engage in independent reading. Modeling helps improve fluency, and expression.



Diana Rehfeldt
Student Support
Services Coordinator

- **Re-Read Familiar Text:** Promotes oral reading fluency and stamina by emphasizing accurate reading that incorporates appropriate pausing and expression.
- **Use Audiobooks While Following Along with Text:** Audiobooks help reinforce independent reading while developing word recognition, fluency, and vocabulary. This strategy is especially helpful when shared reading is not an available option.

Strategies to Help Improve Comprehension

- **Generate Mental Pictures:** Students visualize the knowledge. Mental pictures incorporate senses, physical sensations, and emotions. Asking, “What did you picture... (for the main character), (in this sentence), (in this paragraph)?” can be a first-step in provoking mental images.
- **Annotate While Reading:** Summarizing and note-taking facilitate learning by providing opportunities for students to capture, organize and reflect on important facts and concepts.

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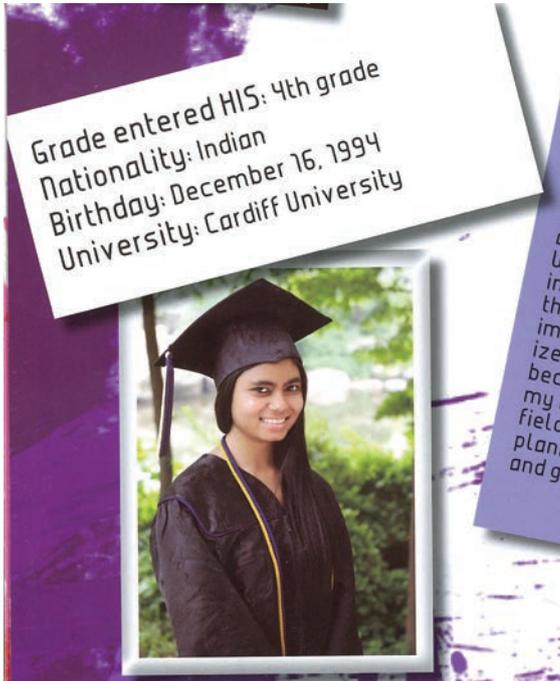
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Srishti Varma: Alumni Class of 2013



When and for how long did you attend HIS?

I attended HIS for nine years, from 2004 until graduation in 2013.

What are you doing now? What university and programs are you involved in?

I am currently pursuing a Master of Business degree at Monash University Melbourne, Australia. I followed the same discipline in undergraduate studies at Cardiff University Cardiff, UK.

What were some of your best memories of your time at HIS?

My favorite memories during my time at HIS were formed during the China Trips and ACAMIS Trips. It was always a treat and really exciting, getting to explore a new part of the country with some of my closest friends. Winning the ACAMIS trophy was the cherry on top!

What were your favorite parts about HIS? Traditions, activities, classes, events, etc.

My favorite part of HIS included the International Days, the 5K Run, and the variety of AP classes. The classes gave me a chance to see

students from other grades and the projects that they had been working on, while the International Day and the 5K Run gave me the opportunity to meet with their families and get a taste of their home cultures.

Have you kept in touch with your classmates or teachers from your time here?

I am still in contact with a few of the classmates and other students from HIS. We meet up every time we are all in Hangzhou. I've also kept in touch with most of my high school teachers. Social media has a huge part to play in this. Thank you, Facebook!

You completed your high school years at HIS and went off to college. How prepared for university level classes did you feel?

HIS prepared me quite well for the university level classes. I am most grateful for the AP classes that I undertook. Most of those classes reflected quite well the quality of the education provided to first year undergraduate students. In fact, the content was quite similar as well. Having said that, I think HIS should introduce the concept of flipped classes to Grade 11 and 12 students. This new teaching method is increasingly being adopted by universities around the world. I have had a few friends at university who struggle with this new method of learning. An early start could mean easier adaptability in a new environment.

Looking back on your schooling at HIS, what was beneficial preparation for the adult that you are now?

The one thing that HIS taught me was communication skills. Being an international school meant you came across a lot of different cultures, and English proficiency levels. While I helped other students with their assignments and understanding concepts, they taught me patience, kindness, and their own language. Today, I feel confident when conversing not only with people from a different nationality, but also industries and hierarchical levels within a workplace environment.

PAFA (Parents and Friends Association)

Despite the cold weather and the busy season full of winter celebrations, our parent community continued as always enthusiastic as ever and ready to support and have fun with HIS school events.

We had a successful Winter Fair where everyone enjoyed the performances from our students, the delicious food from our vendors, and the great shopping for the season! We started 2019 with creative and helpful parents making sure that our campus was ready to receive the New Chinese Year of the Pig!

Thanks to the Cultural Lunch committee, we all had another good afternoon this time honoring our host county and celebrating the Year of the Pig with many activities and delicious Chinese food. Remember, we all are PAFA!

If you have any questions, please contact us:

- ✉ pfaevents@his-china.org
- ✉ pafacommunications@his-china.org
- ✉ pafatreasurer@his-china.org

Committee Liaisons

- | | |
|---------------------------|------------------|
| Brian Speicher | Kathrine Kartach |
| • Communications | • Treasurer |
| Andrea Stubbs | |
| • HIS Community Relations | |



Donating Another Library!



Andrea Stubbs
 Director of
 Admissions and
 Community
 Relations

Thanks to the support of parents, students, faculty, staff, and friends, the Eleventh annual HIS 5K Dragon Run will once again be able to donate a library to a local school in China through the Library Project (library-project.org). Baishu Elementary School 白水小学 in Weinan City, Shaanxi Province received 1650 Chinese language children books, six wall-to-wall bookshelves, library tables, library sofas, chairs, stools, globes, bookends, day activity materials, training materials, and a comprehensive librarian training course.

The Chinese children's books donated included history, science, short stories, fairy tales, Pinyin books dictionaries, reference books, comic books and a full set of children's encyclopedias. All of the books were in full color of the highest quality. All of the books were published in China.

A donation ceremony aimed to raise students' reading interest and to share with them the wonderful world of reading. Students listened to

volunteers read on the day. Children couldn't wait to pick their favorite books and start their own reading journeys. HIS is pleased that all of the money raised from the 5K Dragon Run goes to supporting the Library Project and its team who works tirelessly to improve education by "one book at a time."

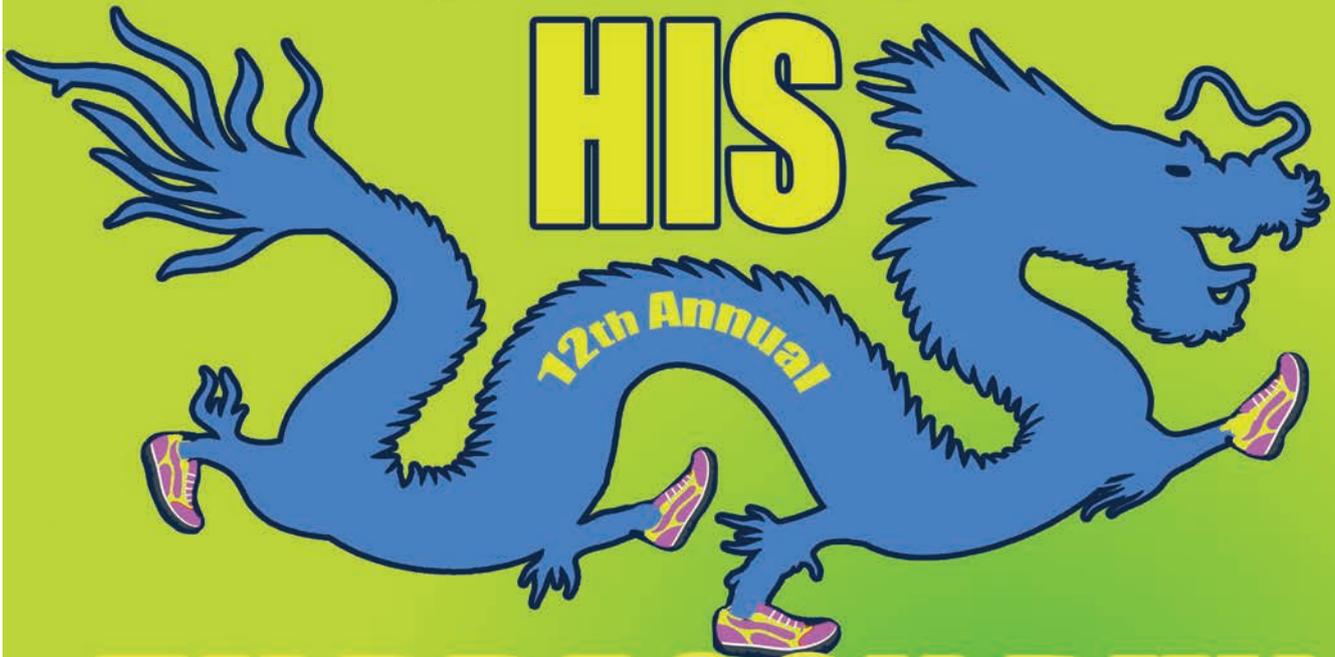
The Dragon Run organizers, Ms. Brianna Riani, Mr. Chaddwick Plotz and Ms. Andrea Stubbs would like to thank all of the generous sponsors, volunteers, and members of the community.

If you would like to learn more about how to become a sponsor of this year 12th Dragon Run, email: hisdragonrun@his-china.org



JOIN THE FUN!

May 11, 2019



5K DRAGON RUN

Hangzhou, China

@ 8am

The 5K Dragon Run has a proud history as a community and charity event organized by Hangzhou International School.

It brings together expat and local families to enjoy a day with fun for everyone at HIS campus with a 5K Race, Family 1k Fun Run, games, activities and food stalls.

Together, we work to support the library-project.org

Register now!



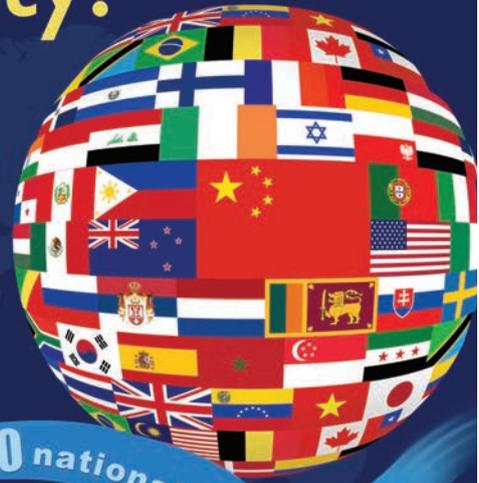
Let's Celebrate our Cultural Diversity!



2019

★ INTERNATIONAL DAY ★

Saturday, April 27 10:45am - 2pm



Uniting more than 50 nationalities!

Program Events:

- "Parade of Nations"
- Student performances
- Cultural Activities and Games
- Food samples from country booths
and also available to purchase from different vendors



2019 INTERNATIONAL DAY Photography Contest

Snap a great photo during the HIS International Day and join the contest!

Submit ONE photo for each category by 8am on Friday, May 3.

Award categories for Lower School students, Upper School Students, Parents, and Teachers.

Prizes for 1st place and Honorable Mention in each category



National Pride



Cultural Interactions



International Fun



Festive and Fabulous



Selfies



Color Blast

Submit the full size image file by email to:

internationaldayphoto@his-china.org

If you are a student write in the email:

Name, grade, name of your teacher/ advisor and category entered.

If you are a parent or a teacher write in the email:

Name and category entered.

If you have any questions please contact Ms. Andrea:

astubbs@his-china.org





Hangzhou International School
Presents



2ND ANNUAL HANGZHOU STUDENT FILM FESTIVAL



THURSDAY, MAY 16 @ 5:30 PM
KEYNOTE SPEAKER: HAMMOND PEEK
TWO TIME ACADEMY AWARD WINNER: BEST SOUND

AWARDS

BEST DRAMA/COMEDY
BEST ACTION/SCI-FI
BEST THRILLER/HORROR
BEST DOCUMENTARY/PSA
BEST ART/MUSIC VIDEO

BEST ACTOR
BEST EDITS
BEST DIRECTOR
BEST SOUND
BEST FILM

Submissions: Due to the HIS Library by May 9

Guidelines: 3-7 minutes, title card and credit role

Contact: library@his-china.org





Once a Dragon, Always a Dragon!

CONTACT US

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HIS Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.



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