

Hangzhou International School · Fall 2019

DragonNews

An Inclusive IB World School (Nursery-12)



**Beyond the
Classroom**

China Trips

Outdoor Learning in Early Years

Concepts Keep Us Moving





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From the Director



Dear HIS Community and Friends,

As winter sets into our 18th year here at HIS, one would think all the activities and events would begin to wind down as the semester comes to a close. But at HIS, our campus will be bustling with abundant activity as we 'wind up' all the way to the holidays. We believe providing students with a robust program of opportunities allows for students to pursue their known interests and talents, or just try something new. In this edition of DragonNews we are going 'Beyond the Classroom' in an effort to share the wonderful things happening outside regular school hours, including some highlights where Upper School students leave HIS for a full week without classroom walls during China Trips.

Providing students with robust program options and offerings that let them explore new skills and further develop talents is not an easy task. Our school employs an Athletics and Activities Director whose specific responsibility is to collaborate with Principals so that HIS students are provided with a well-organized slate of sports and creative programs. Our teaching faculty also put in well over the minimum expectation of at least 40 hours of additional support to our extracurricular programs. Why? Because we hire and retain excellent teachers who truly care about kids and have so much more to share than just what they teach in the classroom. And why do we do it? For as much as we believe in the core learning that goes on during the school day, we believe students learn valuable life skills and attitudes by engaging sports, arts, clubs and electives that allow them to take risks by trying things that are new; challenge personal talents they want to take further; or simply engage in a club or activity that is fun!

A visit to HIS just after 3:00pm and one would find a vibrant and bustling community. Our strength in activities makes our school such an outstanding center for learning and growth. From a student-led inspired activity of 'Keeping Binjiang Beautiful', musical and drama production rehearsals, coding, Chinese painting, Model UN, film-making, multiple field sports, swim team, robotics, dance, gymnastics to mother tongue language programs and academic support networks to name a few, we take our mission 'to provide opportunities... within a caring community' very seriously.

As the Director of School, I feel it is an honor and a privilege to witness how HIS has become a town center for its community. HIS is truly a wonderful place to work and learn! If you are interested in learning more about our efforts to go beyond learning within the classrooms, I encourage you to visit our Athletics and Activities Director, or better yet, talk with any one of our students and I am sure you will find that one of the most difficult aspects of being an HIS student is having so many great options and ultimately having to make a choice. And if you are interested in coaching or volunteering, we welcome our parent community to stay involved in sports and activities that once inspired their own childhood. We encourage you to join us in going beyond the classroom.

Enjoy the rest of 2019 and as always, GoooOOO Dragons!

Jeffrey R. Stubbs
Director of School

Education Outside the Walls of the Classroom



*Jessamine Koenig
Upper School
Principal and DP
Coordinator*

Each year we send the students from the Upper School away for a week of classes outside of the classroom. This week of class without walls provides a chance for students to gain understanding and experiences that links their learning to reality. Students can apply the context of the knowledge learned into practice. From the historic, cultural, and scientific elements they study in classes, they are able to make connections to what they are seeing and experiencing directly. Each year, the students head off to Yunnan, Guizhou, Fujian, Guangxi, Inner Mongolia, and our very own Zhejiang Province.

Throughout the China Trips, we encourage students to make the most of the experiences by asking questions, making observations, and linking it to their own understanding.



Each trip has an element of physical challenge that encourages them to push themselves and learn more about their own abilities. Whether they are riding bicycles, hiking mountains, exploring caves, or scaling rock faces, they find themselves beyond their typical comfort zones and grow from the interaction with their peers and instructors.

Each trip also provides connections to various minority groups residing in China. Because many of our students have lived in China for some time, the trips take them to remote areas, especially in the high school grades, where they interact with local villagers and members of the communities they visit. The purpose is to give students insight into the minority lifestyle and to be able to understand the complex experiences that are available in China. If a student went

on each trip provided from Grades 6-12, they would be treated to new locations and experiences each year.

Finally, we also are glad that the trips provide community interactions, resulting in service experiences for Grades 8-11. The students are able to support the environmental needs and visit the schools of the communities where they are staying. These experiences are often counted as some of the most positive activities that the students remember in their reflections.

Overall, our goal is to provide learning through experience on these trips. We encourage personal and individual development through travel, and hope that the stories and memories which result will be shared with their families upon return.





SEPTEMBER 2019 China Trips Photo Contest Winners

| Category | Middle School | High School |
|----------|--|---|
| ANIMALS |  SANYUKTA SHEWAKRAMANI |  ESTHER YE |
| ARTISTIC |  ARNAV MAHESWARI |  KENNETH JANG |
| CULTURAL |  EDWARD ZHANG |  JAIN MANYA |
| NATURE |  RAINA CHAURASIA |  PATTY PAN |
| PEOPLE |  RUHI GIANCHANDANI |  JERRY CHENG |
| SELFIE |  JAYDEN HWANG |  ESTHER YE |

Transdisciplinary Skills are the Secret to Success

Research into the future of education is attempting to answer questions around what knowledge, competencies and attributes will be necessary for the future workplace and how can we teach them in schools. Current findings suggest that students will need to develop curiosity, imagination, resilience and self-regulation; they will need to respect and appreciate the ideas, perspectives and values of others; and they will need to cope with failure and rejection, and to move forward in the face of adversity.

Our students' motivation will be more than getting a good job and a high income; they will also need to care about the well-being of their friends and families, their communities and the planet. "Education can equip learners with agency and a sense of purpose, and the competencies they need, to shape their own lives and contribute to the lives of others" (Organisation for Economic Co-operation and Development [OECD]:The Future of Education and Skills 2030 project).

At the heart of the PYP is transdisciplinary teaching and learning. The programme is constructed based on the belief that there are knowledge, concepts, skills, attitudes and actions that reach beyond subject area boundaries and tie the curriculum together into a coherent transdisciplinary whole that is engaging, relevant, challenging and significant.

The subject areas of language, mathematics, science, social studies, arts, and personal, social and physical education are explicit components of the PYP curriculum. However, it is also

recognized that educating students in a set of isolated subject areas, while necessary, is not sufficient. Of equal importance is the need to acquire skills in context, and to explore content that is relevant to students and that transcends the boundaries of the traditional subjects.

Underpinning the PYP are the "Approaches to Learning" – a set of skills which span across disciplines and into areas of children's lives. These are:

Thinking Skills
Social Skills
Communication Skills
Self-Management Skills
Research Skills

What will a student be able to do with all of these skills?

A student who is working towards a competency in these skills will be able to approach problems they encounter from different perspectives and evaluate the best course of action in



Julie Terry
Lower School
Principal

a particular situation. They will be able to make friends and build a variety of relationships with other students and adults, knowing how to behave in a way that is respectful and considerate towards others. They will be able to express ideas and relay information to a wide variety of audiences, in different ways. Students will be able to recognize and regulate their behavior and emotions when times are tough, in order to move forward. Last but not least, students will know how to source information, evaluate the reliability of sources and to use the information to consolidate new knowledge and understanding.

I think you will agree that these skills are the secret to success!



Asking Productive Questions



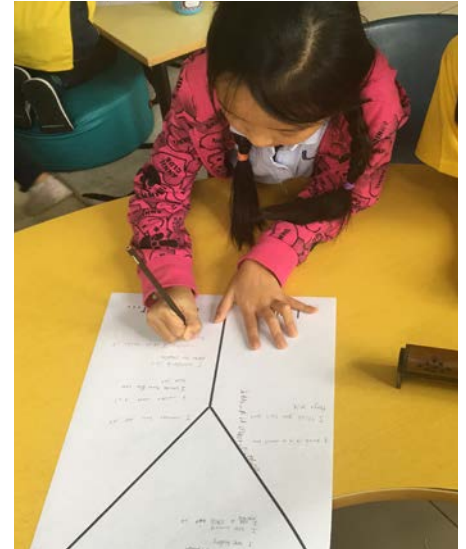
Heather Plotz
Lower School
Grade 3 Teacher

Third grade students are currently engaged in a PYP unit called, "Inventions Over Time: A Journey Through the Past, Present, and Future." In this unit of learning, we looked into inventions that have been created based on a community's needs. We started by looking at family artifacts and the purpose of their creation. Next we took a trip to the Knives, Swords, Scissors, and Umbrellas Museum. Finally, we went around campus to rooms that are frequently visited, but maybe where we don't ask a lot of questions. During each of these activities, we practiced asking different types of questions about various items. Asking questions is an important skill to develop in elementary school that will be used throughout life. Using this skill in the classroom helps to drive learning, encourages engagement and motivation, creates a language rich environment, provides review, and helps to develop critical thinking. We will continue to focus on questioning and stretch the minds of the third graders to think like innovators.

What would our world be like today if these inventors never asked questions?

- What could I look at in a new way? Steve Jobs looked at the computer in a new way, leading to the Mac and the personal computer revolution.

- What could I connect in a new way? Thomas Edison connected the light bulb to the electrical grid, leading to cities filled with electricity.
- What could I change, in terms of design or performance? Around 3 million years ago, the world's first "innovator" transformed a simple rock into a stone hand-axe.



Exploring Learning Environments Beyond the Classroom



*Emma John
Lower School
Early Years
Teacher*



Educational studies have been screaming for years that outdoor learning is essential for future development but, in the event that you are wondering why outdoor learning is so important, the benefits are numerous:

Outdoor learning

- provides opportunities for children to take part in activities such as running or climbing – activities that could not be offered within a classroom environment safely
- provides opportunities for children to engage in nature and develop wonder for the world around them
- offers larger learning spaces to accommodate learners that may find the classroom environment somewhat “crowded”
- encourages children to explore and create games of their own – making them more independent learners
- provides risk-taking opportunities that encourage determination and resilience

In short, the classroom is a wonderful place to be but, on its own, it cannot meet all of our children's needs in becoming happy, confident adults.

What are we doing to meet the outdoor learning needs of our very youngest children here at HIS? Can you imagine how large our school grounds are to small children? Early Years children socialize and take risks quite independently in huge, unexplored playgrounds, which are areas that are easy to navigate for adults. The Early Years children run, jump, climb, trike and explore daily in order to develop vital skills that they will draw on time and again throughout their life-long learning journey.



Native Language Mandarin Students Begin PYP Inquiry



*Sam Bateman
Lower School
Head of Mandarin*

This year we are excited to have launched PYP inquiry lessons in our Grade 4 and 5 Mandarin classes. Each week on Thursdays and Fridays, these students meet together to undertake research inquiry based on Chinese culture, language, history and geography. In this edition, I would like to share with you what our native Mandarin speaking students have been doing in these lessons.

I have asked two of our Grade 5 Native Mandarin class students to share with you their reflection of their first PYP unit using their native language in the inquiry process.

It is fantastic to see our native Mandarin speaking students excitedly engaged in the inquiry process, expressing themselves and undertaking research and presenting their findings using their native language!

I look forward to sharing more exciting development in our PYP inquiry units with you throughout the year.



PYP课程反馈 PYP Learning Reflection

Joshua and Shurman, Grade 5

我们身处什么时空 南宋临安

杭州在南宋时期的首都，叫做临安。我们身处现在的杭州，它的过去对于我们并不是那么地熟悉，就像未知的秘密。而几周前，在老师的引导下，我们开始去了解我们身处什么样的地方，她又有怎样的过去传说和今生故事。这一切都是从一张美丽图画开始。

《南宋风情图》——一张将南宋临安那般柔美的风景汇于笔墨之下的图片。通过老师的引导，我们在拼图游戏中发现历史中的南宋，河坊街、皇城、宝石山、南宋御街等等，许许多多的美景映入眼帘。这让我们近距离地接触和认识到南宋当时的风土人情和生活面貌，原来“临安”和现在的杭州竟是如此地近。古城遗址、街道码头、生活风俗都向我们展示了历史以及现在的密切联系。

南宋的生活是十分丰富多彩，一幅风情图让我们意犹未尽。老师开始引导我们去查阅相关资料，结合《南宋风情图》，想象自己如果生活在当时的南宋，生活会是怎样的？而我则对图中的娱乐项目尤为感兴趣，因此我的写作关注于平民生活的一天，记录自己在街头散步时的所见所闻。我想象着戏台上的表演让我驻足观赏，想象着台上的“花旦”们身子是如何地曼妙。后来当我收到吴老师的作文反馈时，我才发现“花旦”这一称呼并不存在于当时的南宋，也促使我去查找资料，了解更多关于南宋舞台表演的知识，例如“瓦舍”这一表演场所的名称。

在对南宋风情图的分析与理解的基础上，老师引导我们展开了对于临安城整体面貌的研究，并对其中的南宋迁都原因，消暑饮品，航运贸易和港口码头进行了具体的探

究，包括整理以上四方面的资料，标注重点关键词句进行总结归纳，之后以小组合作和分工的形式制作每组的海报。在制作的过程中，一方面我们对于南宋的整体面貌有了一定的新发现，另一方面也是对我们学过的知识的一次复习和思考。在之后的中文课上，我们介绍了我们制作的海报的内容并进行讲解，了解了其中中国古代四大发明与南宋的联系。同时老师也以一个以画来述说临安的视屏向我们介绍了临安城的整体面貌，也改变了我们过去的一些看法，又有了更加深刻的了解。

南宋的文化发展在中国文化史上是一座壮丽的文化宝库，特别是宋词在中国文学史上具有很强的代表性。我们了解了许多不同词人的作词风格，如辛弃疾，李清照等等。辛弃疾的词豪放不羁，而李清照则是婉约派的代表。宋词区别于唐诗，更加易懂，且语言瑰丽，手法多样，感情浓烈，让人读来意味深长。

通过这一段时间的探究学习，我们对于杭州和当时的临安有了一定的认识和发现，我们知道了自己身处一个怎么样的地方，她有着悠久的历史，灿烂的文化，多彩的生活和不变的传承，我们也希望能够更加深入地去了解更多关于她的知识。

Have you ever wondered: "Where are we in space and time?" We will take you to the world of 南宋 (The Southern Song Dynasty) 1000 years ago. During the time of the Nan Song Dynasty, there were many famous people and lots of creations. In Grade 5 Native Mandarin class, we have all been learning about this topic during our PYP lessons.

To begin the learning, the teachers gave us pictures of the Nan

Song, which were broken apart like a puzzle. We were sorted into different teams, and each team had to sort out the whole picture of Nan Song. The teachers then gave us different landmarks of the Nan Song which we had to find and label.

The Nan Song had famous people; one of the people we learned about was Li Qing Zhao. She was one of the famous female writers of the time. She loved drinking yellow wine and loved to play "hit horse" (hit horse is a game in the Nan Song Dynasty) with her husband. We also had to write an essay imagining we were in Nan Song and how we would feel and what would we do?

We learned about how the Nan Song people lived: transportation, eating, ship dock and the Silk Road. We went back to our groups and started to talk about the poster we made and presented to the class. Students had to record what the teams wrote. We also asked questions about the subjects that were discussed.

Next, we researched the questions we asked. The teachers read out the questions and we had to research them in Baidu or Google. The questions were about different landmarks of Nan Song and researching the things the Nan Song had. We learned that the Nan Song had a large population and their economy was excellent.

The Nan Song was a wonderful place; we wish to learn more about Nan Song and how the people lived. Now we know where we are in "space and time."

Concepts Keep Us Moving in Physical Education



Glenda Semple
Lower School
Physical Education

The ultimate goals of a successful Physical Education (PE) program are to instill in the child the joy of being active through orchestrated movement patterns, positive social interactions, and help them develop a lifelong healthy lifestyle. PE subject-instructions and focus have evolved over the years from a military style approach to sport-driven, from a calisthenic approach to wellness and holistic wellbeing. The HIS Lower School PE department would like to share with you the focus of our program this year.

Following the recent professional development workshop Concept-Based Curriculum and Instruction for the Thinking Classroom, facilitated by HIS's Grade 1 Homeroom Teacher Cilla Giannopoulos, PE is glad to use



the same teaching approach on and off the gym or field. Concept-based instruction "increases motivation for learning by inviting students to think about the facts and skills through a personally engaging 'conceptual lens.' Students will understand processes, strategies and skills at a deeper level by seeing the application of the conceptual relationships across multiple kinds of text. Students will be able to transfer knowledge through the developing conceptual structures in the brain schema.

As an example, a concept-based Grade 4 PE lesson on movement composition (cultural dance and basic gymnastics elements) would look like this: students exploring differences and similarities between cultural dances across the world, then creating their own movement sequence making connections inspired by cultural dances and their stories. A Grade 5 PE lesson on the same unit would introduce greater complexity to improve the quality of a movement sequence. All planned sessions would have the IB Learner Profile embedded into the lessons, such as students reflecting on their own and/or group performances, students thinking of what to include in a gymnastics routine, students taking risks on trying familiar and unfamiliar body movements, and building confidence and creativity. Throughout September and October, Grades 1 and 2 participated in a unit entitled Invasion Games. The key concepts were causation and responsibilities, and the related concepts were spatial awareness, fair play, teamwork, attack and defense. Grades 3-5 participated in 'Striking & Fielding' games such



as kickball, softball, and cricket. The key concepts were causation and function and the related concepts were spatial awareness and teamwork. In the coming months, students will participate in a variety of games and activities which will focus on different key concepts, such as form, function, change, connection, and perspective, as well as various IB Learner Profile attributes within a safe and active environment.

The PE department has been diligently planning games and activities to support the growth and health of our Lower School students bearing in mind a balanced curriculum through a concept-based approach. Students will explore, participate and exercise in movement composition through gymnastics basics, individual pursuits (individual sports, net games), Health & Fitness, Adventure Challenge (cooperation games). These are a few 'tools' we look forward to using in order to engage our students, and hopefully inspire them to pursue a lifelong healthy lifestyle.

Be active be healthy!

After School Activities(ASAs)



*Filipe Nogueira
Director of Athletics
and Activities*

The first ASA Program for the school year is well under way with students involved in activities that provide academic extension, artistic creativity, physical activity, and service to community. In addition to our athletics programs, 62 ASA sessions are offered each week under the guidance of our teaching faculty, as well as some volunteer parents.

Chess Club, offered by Ms. Louise Zhu each Friday, has been popular with interest from Grade 2-5 students learning the rules and tactics of this game. Planning is under way to stage a Chess Tournament involving students from other international schools in Hangzhou.

In the Film-Making ASA, guided by Ms. Jacqueline Caraglor and Ms. Michelle Dierker, students are learning about the different stages of film production including writing screenplays, storyboarding, filming, directing, acting and editing. The students are looking forward to submitting their films in the 3rd Annual HIS Film Festival later in the school year.

Keeping children physically active is a focus of many of our after school activities and some K-2 students have been introduced to some gymnastics skills with Ms. Emma John and Ms. Glynis Whitehorn. The movements focus on developing balance and core.



Developing a British Parliamentary Debate Club



Marisa Confait
Upper School
English Language &
Literature

Media Watch takes our students of English out into that big, wide, world of global issues, current affairs and the myriad of often overwhelming and confusing news reporting:

Should Britain exit the European Economic Union? Should Trump have bigger nuclear weapons than everybody else? Should we still even be talking about nuclear weapons in 2019? Is there enough collective will to help the refugees displaced by wars, politics and natural disasters? Is there even enough will, let alone real time, to act now to preserve what remains of our planet?

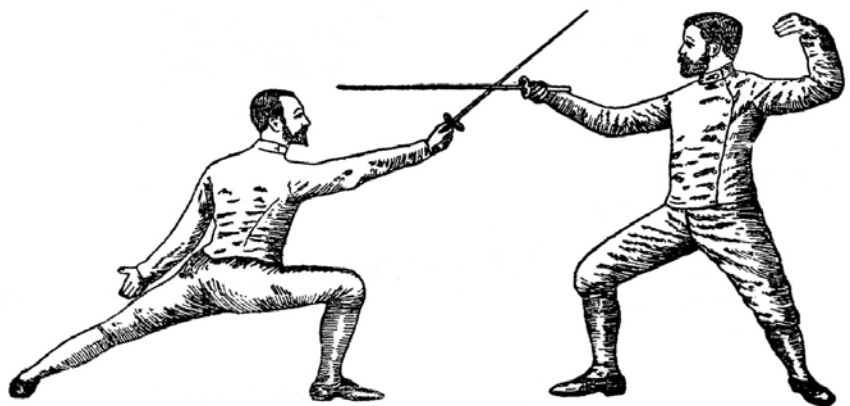
All of these issues seem to be debated ad nauseum. Why? Our fledgling British Parliamentary Debate Club would contend that all issues should be debated, not only because we can, but because we must.

Why British Parliamentary Debate (BPD) style? Because MUN already teaches our students the art of Forum and Town Hall debating (drop by and see those in action in our annual HIS hosted West Lake MUN Conference); additionally, BPD requires a team line of argument, which is excellent for learning the essay of argument. It is a metaphorical blood sport using our brainpower sweat! (Now that should be a real thing, not just a wish.)

Finally, BPD debating hones our wit and intellect- we sweat from our brains and bleed from our hearts! All that PASSION!

A totally student driven ASA initiative to become better debaters and to

train the Debate trainers has resulted because of students thinking beyond the classroom.



Golden Week in Spain

As I write this article, I am seated about 10,000 feet above the ground. Dinner had just been served on the Airbus 380 bound from Madrid to Shanghai. I look around, there are the other nine HIS students spread out in the main cabin; some are still enjoying some food, others are absorbed by the on-board movies, and the younger ones are simply sleeping. They must be tired, and so am I, but the satisfaction I am experiencing at the moment is inviting me to reflect on the past few days. We are returning home after having spent a week in Spain during Golden Week.

Looking back, the expedition wasn't exactly my idea. It was sparked in a discussion as part of our Spanish course entitled: "Experiences." To the debatable question "What makes an experience memorable?", someone responded "...doing something new, for the first time..." We then listed a few activities that students would like to do in the foreseeable future and travelling to Europe ranked as the most popular. "Can we go, Mr. Sánchez?" someone asked. In response, the students were invited to devise a plan, a purpose, a proposal. There are just too many variables to consider; timing, activities, destination, and in all honesty, I thought the task at hand would dissuade them. It didn't. Instead, the obstacles fueled their desire to move forward with the plan.

Our main goal is to boost our Spanish communicative skills in an immersion course that would combine lessons and cultural experiences. The timing was during Golden Week! The perfect moment to avoid interference with school. The destination was Madrid!

A city with a generous offering of activities to enable us to have a different experience every day. Before long, I was sending emails to travel agents, to academies in Spain and to the school administration. There was no turning back. We had a plan.

The outcome was an unforgettable trip filled with learning opportunities for everyone, but the learning did not only occur in the lessons. It stemmed from attending Real Madrid matches, Flamenco dance demonstrations,



*Andres Sanchez
Upper School
Spanish and
French Language B*

and art exhibitions. Madrid did not disappoint. We are grateful to be in a community that supports and sees the value in these expeditions and look forward to new destinations, new challenges, and new opportunities.



Image Theatre and Epic Theatre



Ellie Mockler
Upper School
Drama

"Can you hear us? Do you see what our world has become? Or is this all just a joke? Well, not to us. We care, we want to make our world a better place. So here we are, spreading more awareness and bringing the audience's attention to the many issues that occur on our planet." (Manya Jain, Grade 9) This is what Grade 9 drama intended on portraying during their performance of 'Can You Hear Me?' a ten-minute production that depicted oppression and inequality around the world using Image Theatre. Beginning with a photo from a Colombian protest from 2016, we quickly realized that representing these large themes stylistically would be the optimum platform for such a vast topic. Students were inspired by physical theatre companies such as Frantic Assembly and DV8 and devised a powerful and inspiring piece of theatre.

On the other end of the spectrum, Grade 10 drama have been studying theatre practitioner Bertold Brecht and his theories on Epic Theatre and Alienation Techniques. Brechtian Theatre uses varying approaches in order for the audience to enjoy a skeptical social or political commentary using historical contexts. The technique Gestus is when an actor takes on the physical embodiment of this critique of society and is an important feature of the

Brechtian method. Using British playwright, John Godber's *Bouncers*, students took on roles that pushed them to their boundaries. They rapped, danced, and acted through a five-minute excerpt from the comedy; swapping genders, taking on three very different characters, and ultimately displaying a vision of the urban 80s night-life in working-class northern England.



Global Issues Network (GIN)

Over the 2019 summer holiday, I led a service project to Shaoyang, Hunan province. The HIS students who joined the trip were Vivian, Patty, Pou-I along with two teachers, Ms. Yoyo and Ms. Amber. Overall, the project was one of the most unforgettable events of my life. We all gained valuable experience and learned about the rural lifestyle as well as about teaching. During our trip we were able to help paint the wall around the school playground, decorate classrooms, work in the village farms, teach English and PE lessons, and play games with the students of the school. During our interactions, we gained insight from the students, who taught us the best way to pick peppers and some new techniques for playing table tennis.

Previous experience constantly influences a person. While I have attended this kind of volunteer programs before, these memories are like seeds and have begun to grow in my heart. This opportunity to organize a project where I could give back to a community is something I had always wanted to join. Making an idea becoming reality however is not an easy task. It may look easy, but it was full of challenges and difficulties that needed to be overcome before the trip could be considered a success.

The first challenge was communication. Making this kind of program possible is the result of many people's efforts and involvement. My job was to link all these people together. I had to contact more than three schools that needed help in order to find one where we could best coordinate the project. I presented more than four times at teachers' meetings and Friday student assemblies to gather the participants for the project. I met with Ms. Andrea and my Chinese Language teacher to coordinate information and project details, to ask for advice and support. I organized a sales project at the HIS Artisan's Friday market more than five times in order to raise money to solve the finance issues for this program. Then I met with Ms. Koenig, Ms. Long to get approved the project. These were just a few of the initial difficulties I had in preparing for the summer program, but when looking back, I realize that I gained positive skills of planning and preparation through the experience. There was a time where I thought we weren't going to be able to complete the project because of the school's examination schedule, but I was able to work through the problems and find a way to get the project back on track.



Xu-Hao Joyce Jin
Grade 11 Student

Through many times communicating with various people, I tried to gain the key of how to communicate effectively and efficiently. I also struggled with the time-management skills needed to balance the planning and organization requirements with all of my classwork and assignments coming due at the end of the year. Over the months in preparation and the week of the project, I was able to see the fulfillment of the time I spent planning and preparing. The smiles on the students' faces and the success that we all felt at the end of a long day volunteering was worth the time put into the project planning and organization of details.

I will never forget the impact of the summer service program, just as I will never forget the precious memory of that time and the friends I made in Shaoyang. I am thankful for all the people who supported our service program to make this amazing program possible.



Ground Breaking Ceremony

On August 8, HIS conducted a groundbreaking ceremony to celebrate the process that will end in a new campus. The history and timeline for the future were both evident in the event that provided a grand approach to what will be available.

If you couldn't attend, don't worry, we will have more events to celebrate the construction of this state-of-the-art, purpose built, new innovative campus!





Welcome Back BBQ





Swimming at HIS



Charlie Semple
Aquatics
Coordinator

Valuable life skills are taught outside of the classroom and HIS takes a proactive approach in ensuring its students are exposed to the aquatic environment throughout the school year. Aquatic safety and stroke technique are components of the programs offered, however, building confidence and competence in and around water are the main objectives.

With a new six lane, 25m facility on the horizon, HIS has a bright future in offering a variety of aquatic programs for students, staff, faculty and the community. In the meantime, school administration has taken extraordinary steps to obtain access to local facilities, which allow the students opportunities to become water confident.

Currently, three swimming pools are being used by HIS students for curricular and extra-curricular programs.

Physical Education (PE) classes in Grades 3-10, use the Ease Sky Tera Wellness swimming pool throughout the year. The focus of swimming lessons during PE class is water safety, stroke development and game play.

Swim team is offered to students who meet program criteria are interested in learning the sport of competitive swimming, and being challenged, both

physically and mentally. The swim team travels by bus after school for practice throughout the week to the Shangtieqianjiang Hotel. This pool is a competitive facility and optimal for HIS's usage; it is fully equipped with four 25 meter lanes allowing swimmers to practice all aspects of their strokes, starts, and turns.

Synchronized swimming is an after-school activity offered to Lower School students. On Mondays the students are transported to the

Rainbow City pool and are taught basic movements and fundamentals of synchronized swimming. This program is expected to grow with more participation in the future.

Ideas of additional programs to increase student participation in swimming activities arise often and HIS will continue to provide opportunities to increase aquatic safety awareness, competence, and confidence in the water.



Athletics



Athletics at HIS continues to grow as we introduce some new opportunities for our students to participate and compete in sports. Our Fall season this year has included Middle School Touch Rugby and Soccer. In addition to this, for the first time we have fielded a Middle School and Varsity Cross Country team with our runners practicing twice a week in locations around Hangzhou. Even our Lower School students can join in with their weekly Cross Country ASA putting them through their paces every Friday. Although we are surrounded by built-up areas here in Binjiang, our coaches and runners have ventured across the river to Nine Creeks in Misty Forest and Xianghu Lake each week to provide the runners with more challenging trails that incorporate elevation changes and creek crossings. Deiter Armstrong has been the standout runner this season who secured a second placing at the CISSA meet in Suzhou and will soon be heading to Chengdu for the ACAMIS Tournament, competing with runners from throughout China and Mongolia.

Varsity Volleyball season has just come to an end with the annual ACAMIS tournament, hosted this year by International School of Nanshan Shenzhen. The teams had a good lead-up to the ACAMIS with tournaments in Shanghai and the inaugural Invitational Volleyball Tournament hosted by HIS and involving visiting schools from Shanghai and Ningbo. Both teams returned from Shenzhen with a third placing, having played some epic games during the three-day event. Perhaps the most pleasing aspect of their seasons was the new faces that joined the teams this year as first-time players and continued to improve under the guidance of their coaches and team members. With this continued interest in sports, it won't be long before we will be fielding multiple teams in each varsity sport, which is exciting for HIS Athletics and perfectly timed with our move to the new campus.

Upcoming Schedule

| | Season Dates | Practice Days |
|----------------------------|-----------------|------------------------------|
| Lower School Soccer | 14 Oct – 8 Nov | Monday & Friday |
| Middle School Soccer | 8 Oct – 23 Nov | Tuesday & Thursday |
| Middle School Table Tennis | 21 Oct – 7 Dec | Monday & Friday |
| Middle School Floor Hockey | 26 Nov – 18 Jan | Tuesday & Thursday |
| Varsity Table Tennis | 15 Oct – 1 Dec | Tuesday, Wednesday, Thursday |
| Varsity Basketball | 30 Oct – 15 Feb | Monday, Wednesday, Friday |



Filipe Nogueira
Director of Athletics
and Activities

Sports participation is a great way to gain physical well-being, fitness and to develop interpersonal skills like leadership, communication, problem-solving and goal-setting. In addition to these what is often overlooked is the positive correlation that exists between regular physical activity and cognitive function, brain health, and academic performance.

As we approach winter, we transition into new seasons and it is not too late for students to join in the fun. Below are the current and upcoming seasons. We would love to see you come out and join the teams! Registration forms can be collected from the PHE Office in the Gymnasium or the school reception.





▲ Student Council Bingo Night

We congratulate the Upper School Student Council team for a fun evening on Thursday, September 26, where students were able to play BINGO, hang out with friends, and slip into holiday mode. The student representatives worked hard to plan, coordinate, and put on the event, complete with prizes, snacks, and fun! Look for the next Student Council event coming soon in November.



▲ Boys and Girls Varsity Volleyball

The Varsity Volleyball teams traveled to Shenzhen in October 25th to take on the ACAMIS tournament. They fought hard throughout the tournament, but missed a few points at crucial moments. Both teams came away with third place wins to finish the season.



▲ Wheels Around Hangzhou Visit to New Campus

The Wheels Around Hangzhou group rode their bicycles to the new campus in Friday, October 25th and were able to get a brief glimpse into the construction site! Check out the videos and views of the current progress on our website.

The Location...

@Yingcui and Huxi Roads

Baimahu (White Horse Lake)

Binjiang District

地址：映翠路和湖西路口西北角



▲ Student Coordinated Blood Drive @ HIS

Grade 9 student Manya Jain coordinated a Blood Drive at HIS on Tuesday, October 22, to coincide with the Parent Teacher Conferences. All blood types were encouraged to be donated during the day and the blood van was busy all day collecting blood from HIS community members. Manya's efforts and the support of the community resulted in 50 donations, a huge achievement.



▲ Back to School Nights

Thank you to all of the parents who joined us for Back to School Nights. They were very successful events, with many parents visiting homeroom teachers and specialists throughout the evenings

In Lower School, the artwork on display is an example of how the art department coordinated with grade levels during their Sharing the Planet units of inquiry.

In Upper School, parents learned about the IB and the great learning and activities to come in 2019-20 at HIS.



▲ Student Council Class Reps Elected

Congratulations to the 2019-2020 Student Council Representatives who will be creating fun and engaging activities for our student body this year! These members will be working hard and providing service to their peers and faculty members. We are excited about what they will accomplish this year!



▲ Community Garden Work Day

The HIS community showed up on a Saturday, August 31st to kickstart the Fall season by getting their hands dirty in the Community Garden. Over 40 community members were involved in the education of the process of growing food and the creation of a local source of vegetables. Weeding, tilling, and planting took place. Coffee, refreshments, and snacks were provided by the student-led organization Global Issues Network (GIN).



▲ HIS Dragons @ SCIS Swim Meet

Twenty-three members of the HIS Dragons Swim Team represented at the first swim meet of the year at SCIS Hongqiao on October 19 and 20. The exciting two-day event featured more than 600 swimmers from member schools of the Shanghai Swim League. Dragons swimmers represented with great enthusiasm throughout the weekend and left the competition with many personal records and great experiences to remember. In addition to overall physical conditioning the swimmers will continue to train to improve their strokes, starts and turns to lower their times at future meets.

Thank you to all parents and supporters who supported the team throughout the weekend!

Sharing Literacy in the Community



Andrea Stubbs
*Director of
Admissions and
Community
Relations*

Hangzhou International School is always working to bring opportunities to engage and develop literacy in our community.

This school year we started hosting a successful book fair; followed by a great evening where families at HIS gathered together for a storytelling time featuring parents, teachers, and students from our community as guest readers.

The HIS families and friends were allowed to travel from place to place to hear stories read in many

languages, including English, Mandarin, Korean, French, Spanish, Italian, and German.

Children nestled in with their families munched on popcorn and were smiling ear to ear by the end of the evening.

Everyone had a great time, and are looking forward to our next Family Reading Night and the unique experience it brings for children and their families to enjoy listening to books being read alongside one another.



Sharing Literacy in the Community

We also are happy to announce that the annual HIS Dragon Run fundraising event, thanks to the support of the HIS parents, students, faculty, staff, and friends at last May event, was able to continue helping the Library Project (library-project.org) by donating once again a library in a local school in China.

This time, the HIS Dragon Run made possible that Huoqiu County Chengguan Town First Primary School (Chengnan Campus) 霍邱县城关镇第一小学 (城南校区) in Anhui Province, received Chinese language children books, 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 included history, science, short stories, fairy tales, Pinyin books dictionaries, reference books, comic books and a full set of children's encyclopedias. Books are in full color and all are of the highest quality. 100% of the books are published in China.

The donation ceremony aimed to raise students' reading interest and to share with them the wonderful world of reading. Students listened, with the help of some volunteers who read different books that day, to the incredible journeys of a little boy, they got themselves inside fantastic worlds, they learned about other countries, and more importantly, they couldn't wait to pick their favorite books and started their reading journey.



The Dragon Run is glad that all the money fundraised through this event, supported the Library Project and its team who works tirelessly to improve

The Dragon Run organizers (Ms. Brianna Riani, Mr. Chaddwick Plotz, Mr. Zach Baker, and Ms. Andrea Stubbs) would like to thank to all volunteers,

MYP Projects & ATL Skills

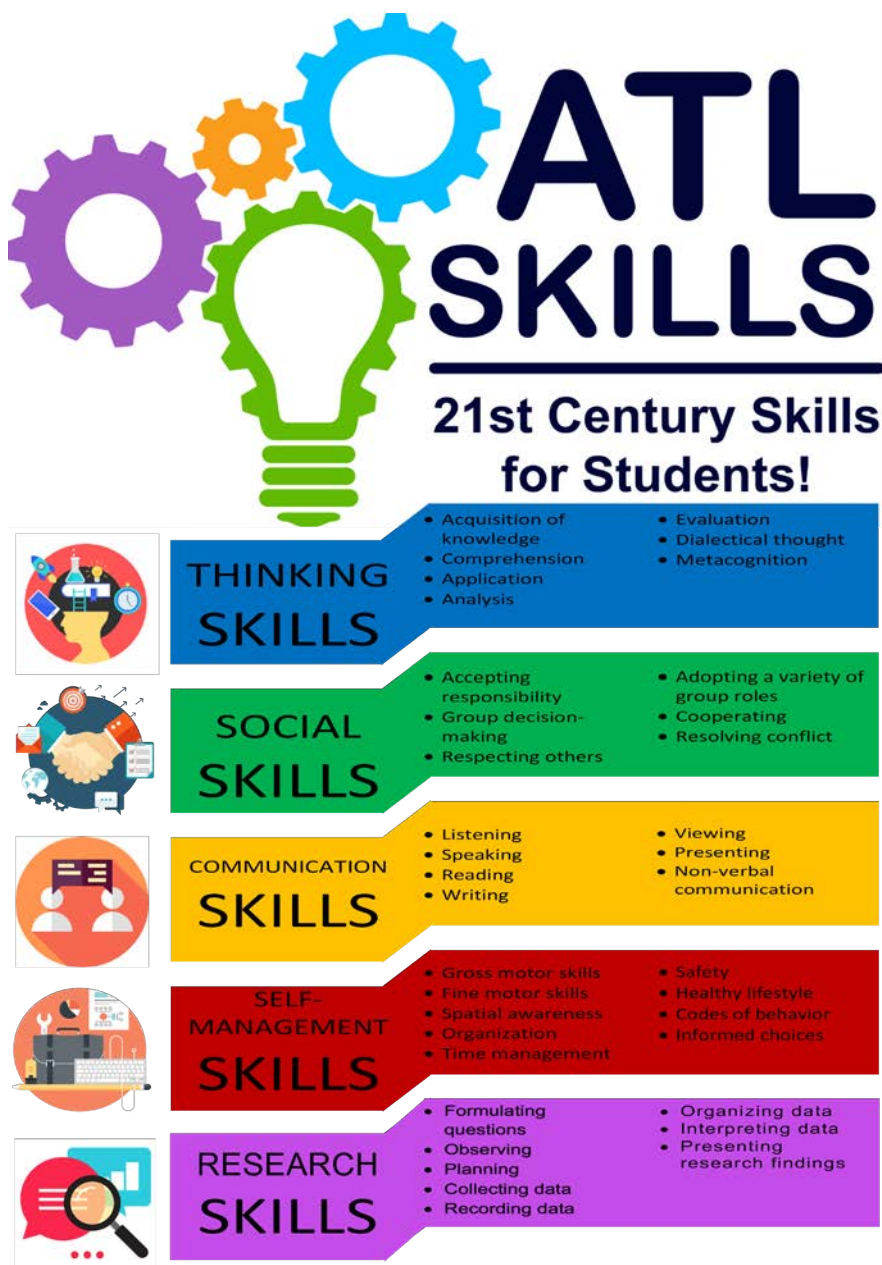


Matthew Baxter
Library Media
Specialist and
PD Coordinator

The purpose of Approaches to Learning (ATLs) are to improve student learning. When looking at this purpose, the first question that comes to mind is, "How?" When it came to the implementation of ATLs at Hangzhou International School, we decided to deliver the curriculum by any and every means necessary. The International Baccalaureate requires that IB Schools cover ATL skills in all subject areas. Explicitly teaching ATLs to every student in the Middle Years Program (MYP) via a designated course is not required. This leads us to ask the question, "Why not?" When universities are demanding these skills to be acquired.

Explicit instruction of ATLs raises the standards of student learning across all subjects and disciplines, in addition to student improvement in the skills taught. HIS decided to create a weekly lesson for MYP students dedicated to the instruction of the five main ATL domains: Self-Management, Communication, Research, Collaboration, and Thinking. This approach is not meant to replace implicit ATL acquisition in other classes, but to be the transdisciplinary glue that aligns the progression toward mastery of these skills. ATL class also provides support for what is happening in other courses.

In ATL class, students' long-term and short-term projects help them work toward the goal of mastery

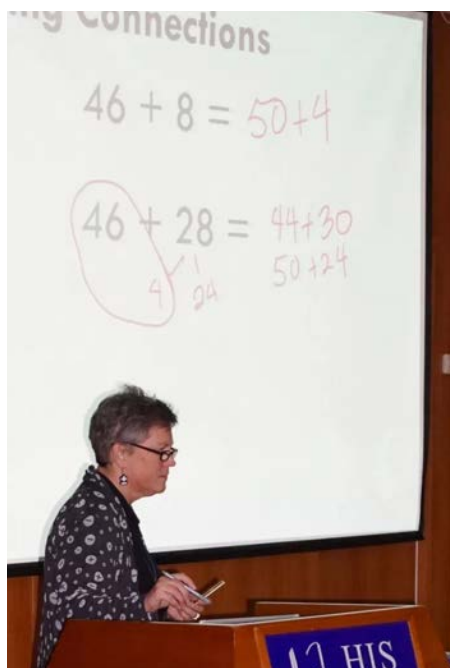


of the five domains. These projects are based on student passions and develop proficiency in thinking and learning skills. Students synthesize their knowledge to apply ATL skills across their school subjects and into their lives outside of the classroom.

This process has demystified who is responsible for ATL skill acquisition by placing the responsibility onto the student with teacher coaches and administrator support.



Learning is Continuous and Inclusive for the Whole Community!



HIS has a strong commitment to providing a variety of learning opportunities to all. Last week and weekend, the Upper School faculty were immersed in a 3 day MYP (Middle Years Programme) workshop with an IB trainer; the Lower School faculty and parents were engaged in a Singapore Maths program workshop guided by an experienced presenter, Cassy Turner, and the Upper School parents learned during our weekly coffee morning about ATL's (Approaches to Learning) and MYP projects with Dr. Baxter.

Singapore Maths is a successful teaching method designed by a team of experts



for Kindergarten through Grade 5. Students learn to master mathematical concepts at great detail and learn concepts using a three-step learning process: *concrete*, *pictorial*, and *abstract*.

The first of the three steps is *concrete*, wherein students learn while handling objects such as chips, dice, or paper clips. Students learn to count these objects (e.g., paper clips) by physically lining them up in a row. They then learn basic arithmetic operations such as addition or subtraction by physically adding or removing the objects from each row. Students next transition to the *pictorial* step by drawing diagrams called "bar-models" to represent specific quantities of an object. This involves drawing a rectangular bar to represent a specific quantity. For instance, if a short bar represents five paper clips, a bar that is twice as long would represent ten. By visualizing the difference between the two bars, students can learn to solve problems of addition by adding one bar to the other, which would, in this instance, produce an answer of fifteen paper clips. They can use this method to

solve other mathematical problems involving subtraction, multiplication, and division. Bar modeling is far more efficient than the "guess-and-check" approach, in which students simply guess combinations of numbers until they stumble onto the solution. Once students have learned to solve mathematical problems using bar modeling, they begin to solve mathematical problems with exclusively *abstract* tools: numbers and symbols.

At each session, Cassy explained and demonstrated some of the methods and techniques used and how parents can help the students at home to continue their learning.



Macbook Tips and Tricks



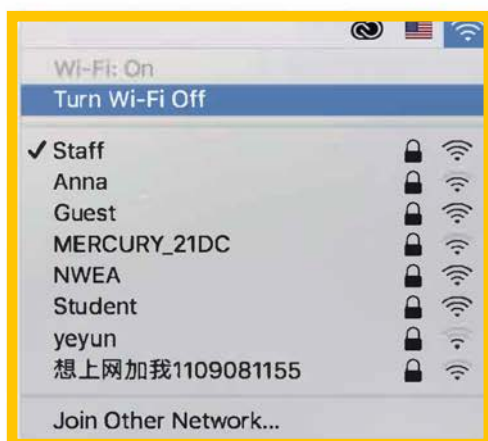
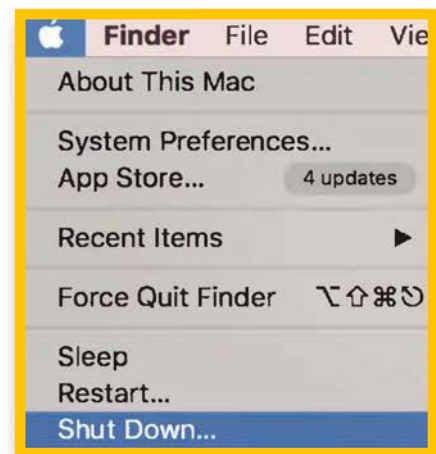
Save As

When you save a file for the first time, make sure you “Save As” by pressing **Command+ Shift+ S** and save it to an organized location that you recognize. Save every 5-10 minutes by pressing **Command + S**. If you are working on file for more than one hour, it is a good idea to Save As to a new file with an incremental number, example TechPagoda1.doc, TechPagoda2.doc, TechPagoda3.doc etc .. Remember that you can always copy your file to a USB stick, email it to yourself, or save it to a cloud such as One Drive.



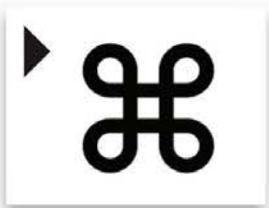
Shutdown

It is a good idea to shut down your laptop at least two times a week, leave it powered off for five seconds, and then turn it back on. More often than not, restarting a computer will fix an issue that you are having. Just make sure to save documents first, if possible, before shutting down. If an application is not responding, you can click on **Force Quit** by pressing **Command + Option + Escape** and then clicking Force Quit. As a last resort, if Force Quit is not possible, **hold down the Power Button** on the keyboard for three seconds, to shutdown your computer.



Turn Off and
On Wi-Fi

If a website is saying “Cannot Find Page” or it is stuck loading, **Turn Wi-Fi Off** and then **Turn Wi-Fi On**. Sometimes Flash or Javascript will not start and turning the Wi-Fi off and on restarts the loading process . It is also important to check that you are connected to the correct Wi-Fi network. Sometimes clearing the History/Cache in the web browser will fix a page loading issue, but be careful to only clear browsing History/Cache.

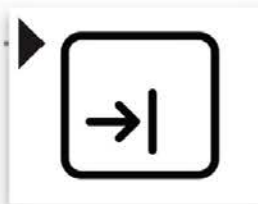


Copy and Paste

| Key Combination | What it Does |
|-----------------------|--------------|
| Command + C | Copy |
| Command + X | Cut |
| Command + V | Paste |
| Command + A | Select All |
| Command + Z | Undo |
| Command + Shift ↑ + Z | Redo |

Keep one hand on the trackpad or mouse and one hand on the keyboard to greatly improve the speed of what you do by memorizing these quick and easy shortcuts.

Switch between Programs & Windows



| Key Combination | What it Does |
|--------------------------------------|--------------------------------|
| Command + Tab → | Change Program |
| Command + ~ (top left key below esc) | Change Window within a Program |

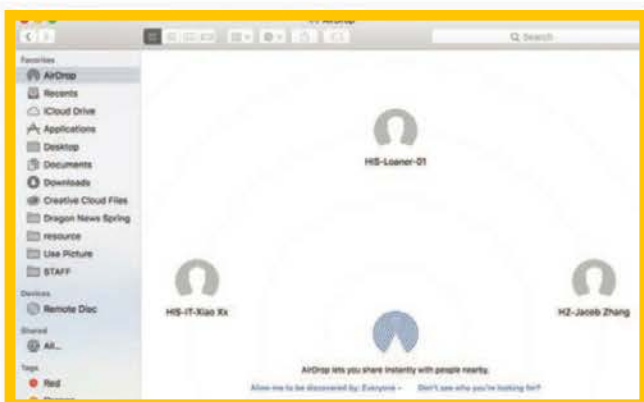
Hold command and press the tab key repeatedly until the application you want to switch to is highlighted. Hold command and press the - key repeatedly to switch to the window you want within a selected application. The command + ~ combination is often overlooked by users and is useful for switching between multiple windows within an application.



| Key Combination | What it Does |
|-----------------------|--------------|
| Command + Shift ↑ + R | AirDrop |



AirDrop



Press command + shift + R to quickly open Airdrop for sharing of files. If a person is not discoverable, open Finder: click on Air Drop within Finder and then click on either of the bottom blue dialogs to Allow me to be discovered by: Everyone or Don't see who you're looking for?

International Day at HIS and Maintaining Mother Tongue.



Beatriz Lopez
Lower School
Head of ESOL

Over the years, International Day has become a popular event at HIS. On this special day, we take time to acknowledge and celebrate the diversity that makes up our school community. This is a day where parents, students, and faculty have the opportunity to share and express their culture through traditional costumes, different food tastings, games, music, and their national flags. What a great way to share information about home languages and customs, see the commonalities and be open-minded to the differences that make up our school community.

Looking at the day from an ESOL (English for Speakers of Other Languages) perspective, it is also a time to remind ourselves of the importance of maintaining our Mother Tongue (home language). Research has shown that students learn English quickly and effectively when they maintain and develop their home language. By developing strong foundations in their home language, students are better able to transfer these language skills to the new language (e.g. English). For example, reading prediction skills, learning new phonics, or learning to edit their own writing are skills that students can learn in their home language. These skills can be developed through conversations parents have with their

children about their school work. Students then have a “hook” on which to attach the new English vocabulary. Insisting an English-only approach at home might result in fragmented language development where the child is denied the opportunity to develop proficiency in either language.

Maintaining and developing home languages are also closely tied to children's culture and identity. When we value and celebrate

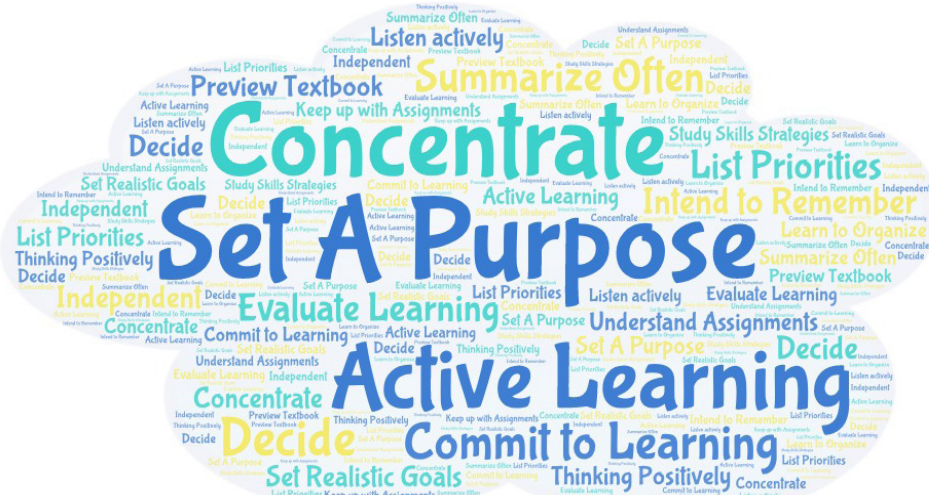
home languages within our school community, we send a strong message to students about their identity. We increase students' chances of successful learning by valuing their previous life experiences and language learning. Lastly, learning two or more languages helps children to be more internationally-minded and enhance their understanding of how languages function.



Study Skills



Diana Rehfeldt
Student Support
Services
Coordinator



Many parents often ask us some important questions about how they can better support their children at home. Some examples include:

- “How do I get my child to do homework independently? My child always wants me nearby to help.”
- “How do I get my child to feel more confident about their skills?”
- “What are some suggestions to help my child get started and to sustain attention on less preferred activity?”
- “My child is just not motivated. I have to constantly nudge my child to begin and complete every assignment. Do you have any suggestions for how to help?”

While each child is unique, some general strategies offer a helpful starting place for supporting your child's metacognition at school and at home. "Metacognition" essentially a fancy word for "thinking about our thinking" (Meltzer, 2010). At HIS, we promote metacognitive skills in a multitude of practical ways.

Metacognition (thinking about our thinking):

- Planning
- Prioritizing
- Organizing
- Shifting Flexibly
- Accessing Working Memory
- Checking (Self-Monitoring)

Environment:

- Ensure that your student has a comfortable, quiet study environment with adequate lighting and necessary materials.

- Helpful materials to have nearby include: basic supplies (e.g. pencils, erasers, glue/tape, crayons, colored pencils) and school related materials such as study journals and related text.
- Establishing a “study space” can help start a familiar routine and promote positive study habits.

Time Management:

- Help your child set a consistent schedule. It is important this schedule fits your child's learning style: visual, auditory, or kinesthetic. A few suggested time management aids for the three modalities are:

Visual Auditory Kinesthetic

- List specific steps to help keep track of assignments
- Add reminders on a nearby calendar or on a digital calendar
- Have your child draw picture icons for the tasks that need to be completed
- Read the schedule out aloud daily
- Have your student remember a mnemonic for the order of tasks such as D.E.A.R. = Drop Everything and Read
- Post the schedule on a wall then use a movable sticky note or magnet
- Draw a diagram or timeline of tasks, use color to fill or the physical task of checking off completed items
- The bottom line is for us to support students by posing the questions back “What helps you learn best?” and “How can your teachers and I help you do your best thinking?”

Alumni Alessandra Beelen



Jessamine Koenig
Upper School
Principal and DP
Coordinator

Alessandra Beelen was not only a top student at HIS during her time here, but was well-respected by her peers, her teachers, and her classmates. Alessandra first joined HIS in pre-kindergarten in August of 2005 as a Pre-Kindergarten student. As she grew, she watched the school grow and develop both physically and in curricular programs. The stories she shared of previous teachers, administrators, and classmates who had come and gone were all recognition of the fact that she was a positive member of the class of 2019 and helped to support and secure the reputation of the class as a whole. She was nominated by her teachers for the Academic Excellence Award for the class of 2019 and shared her perspective on learning and how the education at HIS had prepared her well for the future. She attained great success with



her IB results, achieving a 43 overall score, far above the global average of a 29. She chose to attend University of California, Davis in order to gain a quality degree in Biological Sciences that would lead to Veterinary Sciences, because her ultimate goal is to become a veterinarian in the future.

The responses below are drawn from interviews and her graduation speech.

How did you achieve such strong results in your IB Diploma? What was your secret?

Many people have asked me what my magic formula to being successful in school was. I realize that my magic formula are the people around me. I am part of a strong team of students, teachers, and family who have showed me the importance of education, of knowledge, and of learning from the people around you. I've realized that what I know doesn't define the student I am, but my curiosity to learn, to reshape and to develop the foundation of knowledge that I have is more important.

I felt like I was guided by my teachers from Grade 10 onward who supported my learning and helped me develop my organizational skills. I was able to keep track of what needed to be done and make a master list to tick off once I had finished the tasks. Mostly I used a written format to keep myself organized with calendars and schedules that I would review and check against the digital calendars shared by teachers.

Mr. Riege would always talk about how you can't learn if your brain is tired, so I made it a practice to go to sleep early and get up early to work. I worked better and more efficiently if I wasn't tired.



I also realized that when I was interested in the subject, I felt like I learned it better. When I enjoyed the topic, it was easier to learn and retain the information. I often read and researched additional information about topics of interest outside of class to be able to add to the content the teacher shared in class. This way I could feel prepared for the lessons and be able to add interesting points to the class discussions or be able to have a deeper insight about the topics. This was especially exciting in English and History because the topics we explored in class were of interest to me personally.

I spent time during the summer of my Grade 11 year writing my extended essay so that I could have a complete draft ready to share with my supervisor upon return to school. That freed up my time later and let me make better improvements to the essay. I did the same thing with my Theory of Knowledge essay, realizing that I needed several drafts to complete the final essay.

Do you feel like you gained a good education with the IB Diploma?

Overall, I felt like I gained a good education with the content I learned in math, science, languages, history, etc. I gained sufficient knowledge and built skills to help me read and think critically about the topics, and then share my understanding through effective responses. I felt like I was able to remember the information and that I hadn't just learned it for the tests at the end of Grade 12. I internalized the learning throughout the process because I was an independent learner. Having smaller classes and connections with my teachers and classmates helped.

What CAS activities did you join at HIS? How did these help you to achieve success?

I was fully involved in my school activities and joined every sports team possible at HIS from Grade 7 through Grade 12. Sports were my reward at the end of the day. When I kept to my schedule, I felt better after practice and then could go home and study because I was ready to learn. My routine of class, practice, study helped me stay focused every day. I also learned to use my time wisely.

What suggestions do you have for other students?

I would recommend that students choose classes they are interested in and enjoy. This helps them stay focused and connected to the subject and information they are learning. I also suggest that they find time to do things they enjoy, especially if they aren't associated with academics.



Great Start to the Year; Thank You PAFA!

WhatsAppHZ, helpful activities from Parents to Parents!

This year the HIS PAFA (Parents and Friends Association) WhatsAppHZ Committee with parent volunteers from France, China, Italy, India, Mexico, Russia, USA, Ireland, Brazil, Netherlands and Korea, organized a lot of fun and helpful activities for all the new HIS parents at the beginning of the school year.

Under the PAFA WhatsAppHZCommittee liaison, Aurelie Bonnemarie (parent of three students in Lower School) the volunteers welcomed new parents with tasty coffee mornings, delicious food preparations, and useful tips and information about Hangzhou and HIS.

The committee presented a phone apps tutorial session to learn how shop online, keep up-to-date with events happening in Hangzhou, use transportation, find places, etc. Our parent volunteers took new parents to explore the city to familiarize them with the transportation available in Hangzhou: public buses, metro, taxi and Didi. They gave a tour of the beautiful hills of Hangzhou with an easy hike, and ended the orientation activities with a visit to the public hospital to guide them through the usual procedures in case of an emergency.



At HIS we are lucky to have not just truly caring teachers but supportive parents that together devote significant attention and planning to assist every child and their families.





PAFA Cultural Lunch!

This was a great way to start the PAFA series of Cultural lunches. We sampled delicious German food in a beautiful setting, learned more about the "Oktoberfest Festival", met new parents, and played fun games. Everyone had a good time!

Thank you to the HIS PAFA Cultural Lunch Committee! They did a great job and we all are looking forward to the next one.

If you have any questions about PAFA or how you can get involved, please email:
pafaevents@his-china.org



The Future of Typing



Karl Suits
Director of Technology

I have used all forms of text input in my lifetime from writing with sticks in tribal villages in West Africa, learning to type on a computer in the Netherlands, improving my typing speed on a typewriter in Grade 7 Middle School in Colorado, USA, and using vocal recording to create text when recording feedback for aspiring teachers for Teach Now Graduate School of Education. We are at a time of technological transition for inputting text and the next method is voice.

While a minimum of 40 words per minute is still recommended, faster typing speeds are not as important as they used to be. For future University students, speaking will inevitably become the go-to method. We already speak to Alexa, Google Assistant, or any of the eight Chinese

smart assistants from Xiaomi, Alibaba, and Baidu like they are humans. Macbook laptops have the same functionality for Speech Recognition and Text to Speech. Speaking notes and thoughts into a laptop, tablet or cell phone can be a big time saver and the best way to find out information and perform actions. So what technology is coming next?

Subvocal speech has been in use by NASA for over 15 years and was developed for conditions where speaking out loud was not possible, like fixing the outside of the International Space Station. It turns out that even thinking words causes our vocal chords to reverberate just as if we had spoken them out loud and can be digitized and used for commands. Could this be the future of text input?

Text Input Progression Over Time



Partners Spotlight



HIS offers PSAT and SAT tests on campus and students interested in attending college or university in the USA can use the College Board's College Planning section to create a road map to finding the right college. Students are first invited to know themselves by answering ten reflective questions. Next students are able to go on a step-by-step college search and compare colleges, which results in a personalized college-snapshot that can be used in conjunction with searching by major.

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT PSAT, and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.
Website: <https://www.collegeboard.org/>

HANGZHOU INTERNATIONAL SCHOOL

WINTER FAIR

SUNDAY, DECEMBER 01

11am - 2pm

FREE ENTRANCE

GREAT SHOPPING

WINTER TREATS

JOYFUL ENTERTAINMENT

International Foods

AND MANY

FESTIVE ACTIVITIES!





Once a Dragon, Always a Dragon!

CONTACT US

Hangzhou International School
78 Dongxin Street, Binjiang District,
Hangzhou 310053, China.
Phone: (86-571) 8669-0045
Email: info@his-china.org
www.his-china.org

HIS Mission Statement

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



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Edited by School Administration.