

Hangzhou International School · Winter/Spring 2020

DragonNews

An Inclusive IB World School (Early Years-12)



Get Connected

E-learning
Web Safety
The Rise of
Student Council





Table of Contents

From the Director

Beyond the Classroom

Admin Desk

Connections that Count
The Rise of Student Council

School Highlights

Primary Years Programme
Middle Years Programme
Diploma Programme

Winter Fair

Dragon Moments

HIS Highlights

PAFA

Highlights

Library

Destiny and Additional Resources

Tech Pagoda

Speaking With Your Child About Online Safety

Student Support Services

Connected In Counseling
Connected Through Social Media



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

From the Director



Dear HIS Community and Friends,

May 19, 2020: Stronger Together!

Today marked the first day since January 22nd that all grade levels were back on campus. Since we all went off to celebrate the arrival of the Year of the Rat and enjoy a nice vacation, the coronavirus, COVID-19, has caused a major change in how we do things at HIS. A very important reason for schooling is to connect students with teachers and other students, to connect their learning with their experience, and to connect families in the effort to work together for each student's growth. A certainty has always existed for HIS, we are Stronger Together! And in this season's edition of DragonNews, we explore 'Getting Connected' at HIS.

The mission of HIS is to provide international learners with opportunities to pursue academic and personal excellence within a caring community. This mission guided us all as we faced one of the greatest challenges of our lifetimes. We knew as we anxiously entered the Chinese New Year holiday that our lives might be changed dramatically. Our first goal was to look at how we could get everyone connected on a stable platform that could be reached from all over the world. Then, as the coronavirus outbreak spread to various parts of China and other parts of the world, we had to make sure we could stay connected. We needed to follow new health and safety guidelines, but as a learning community we needed to get connected and stay together, even if unable to physically be in the same space. Getting connected allowed for us all to continue caring and continue learning as social beings.

As the warm and beautiful weather encompasses our return to the HIS campus, it is hard to imagine a better place to thrive as a learner. We know how special it is to be together in the same space, and with the prerequisite safety and care needed. We do not take this for granted, though we hope we never have to face the same challenge again. To be sure, though, we have learned new skills and strategies, we have overcome great obstacles, and we will be ready for greater challenges ahead.

I hope you enjoy the spring weather and celebrate the reopening of HIS. GoooOOO DRAGONS!!!

Jeffrey R. Stubbs
Director

Connections that Count



Pat Long
Upper School
Vice Principal and
MYP Coordinator

These really have been, in the words of Mr Strombeck, extraordinary times. I was asked to give a final check to this edition of the DragonNews and realised that I had actually written the lead article three weeks into e-learning; more than three months ago now. The theme, 'Get Connected' could not have been more topical for those of us in the Upper School. Over the last months, we dealt with a huge range of challenges and opportunities provided by our capacity for (and reliance on) electronic connectivity.

Upper School students and teachers made the best of the restrictions we worked under by using a huge variety of platforms to communicate with each other and continue learning uninterrupted. Managebac remained our most common stand-by; our students are very accustomed to it, and our parents grew ever-more confident in manoeuvring through it. It was joined by tools and terms we hadn't encountered before: 'Zoom' and 'Teams' and 'Classcraft' for example, and not only did these new words suddenly start tripping from our tongues, using them to remain connected with our students became commonplace. Even the most antique of us – those of us who still remember chalk with affection- have been able to conduct online lessons through these marvellous new platforms, holding conference calls,

meetings, and real-time discussions, in addition to posting resources and blogs. While this is not meant to be a 'plug' for any of this technology, being able to connect directly to our classes, collaborate, record conversations, and post learning materials has been hugely beneficial in supporting students.

As we collected feedback throughout the campus closure, we learned that most Upper School students were in Hangzhou for much of the time, and that most were able to access their online lessons without concern. Early problems with the online platforms were quickly resolved, thanks to the Technology Team, though a few students still struggled with connectivity or joining live lessons because they were outside China or traveling. Still others regretted having left their laptops behind for the Chinese New Year break and found themselves using their phones for most of their classes. The amount of time students have spent on their devices has been a real concern, and teachers actively took steps to help cut down on the hours in front of the screen, encouraging children to take study breaks and get outside when possible.

Many students feel like there have been some gains from e-learning: independence and better organisation being key among them. Some found that their attainment improved because they were able to manage their time without distractions, and most were grateful for the chance to sleep in more regularly. While we have a deep appreciation for our ability to conduct learning despite

the challenges and acknowledge the valuable learning we have gained, we have been brought to a powerful realisation: the thing that is most important has not been the technology and platforms, but the people using them. We have been reminded of the need for human connection, and how it is far more essential than all the devices we have used to keep in touch; students and teachers alike commented on the sense of well-being and positivity on the occasions when we could speak face-to-face, and as we have come to realise how much we have craved the contact, company and companionship of being together; it has been a real joy to see our community once more in person.

Earlier this school year, I wrote an article for the Upper School newsletter about student use of technology, commenting on how incredible our world has now become in terms of our ability to be connected with each other; it seems ironic that a few short months later, we found ourselves relying almost exclusively on our online platforms to communicate. As we press forward with the remaining weeks of school and find ways to support our community with the lessons we have learned from these extraordinary times, we endeavour to continue to deliver those things that are most fundamental to us: the focus on relationships and care, and the human connection.

ManageBac | Notifi x ManageBac | Alex x Graphing Inequalit x Systems of Inequ x Systems of Inequ x Microsoft Forms x Math 154B Quad

his-china.managebac.cn/teacher/classes/11031873/discussions/14221723

Apps Home - Hangzhou... Google HIS MYP Assessm... Chat | Microsoft T... Microsoft Forms Desmos | Graphin... Mathematics ManageBac | Login

Menu Hangzhou International School Search Alex May

Quick Add

GENERAL

- Dashboard
- Homeroom Advisory
- Reviews & Progress
- Portfolio
- Curriculum
- Unit Analytics

ACADEMICS

- Year Groups
- Classes

- Mathematics (Grade 9) 9S
- Mathematics (Grade 8) 8.2
- Mathematics (Grade 8) 8.1
- Mathematics (Grade 6) 6.1
- Mathematics (Grade 6) 6.2
- Mathematics (Grade 6) 6.3
- Grade 6 Advisory (Grade 6)
- See all classes

Groups

HIS PARENTS 1920

Medina FEI Tuesday, Feb 4, 2020 at 2:06 PM

Reply to Message

Guess & check

X	Y	40=50-10	40=80-20
10	40		
20	30	30=50-20	30=80-40
30	20	20=50-30	20=80-60

Equation
 $y=50-x$
 $y=80-2x$

Elimination
 $50-x=y$ (x2 so it becomes the same with second equation)
 $80-2x=y$
 $100-2x=2y$
 $80-2x=y$
 $20=2y$
 $y=20$
 $50-x=20$
 $x=30$

Substitution
 $y=50-x$
 $2x+y=80$ (Change position to combine both equations)
 $2x+(50-x)=80$
 $x+50=80$
 $x=30$
 $y=50-30$
 $y=20$

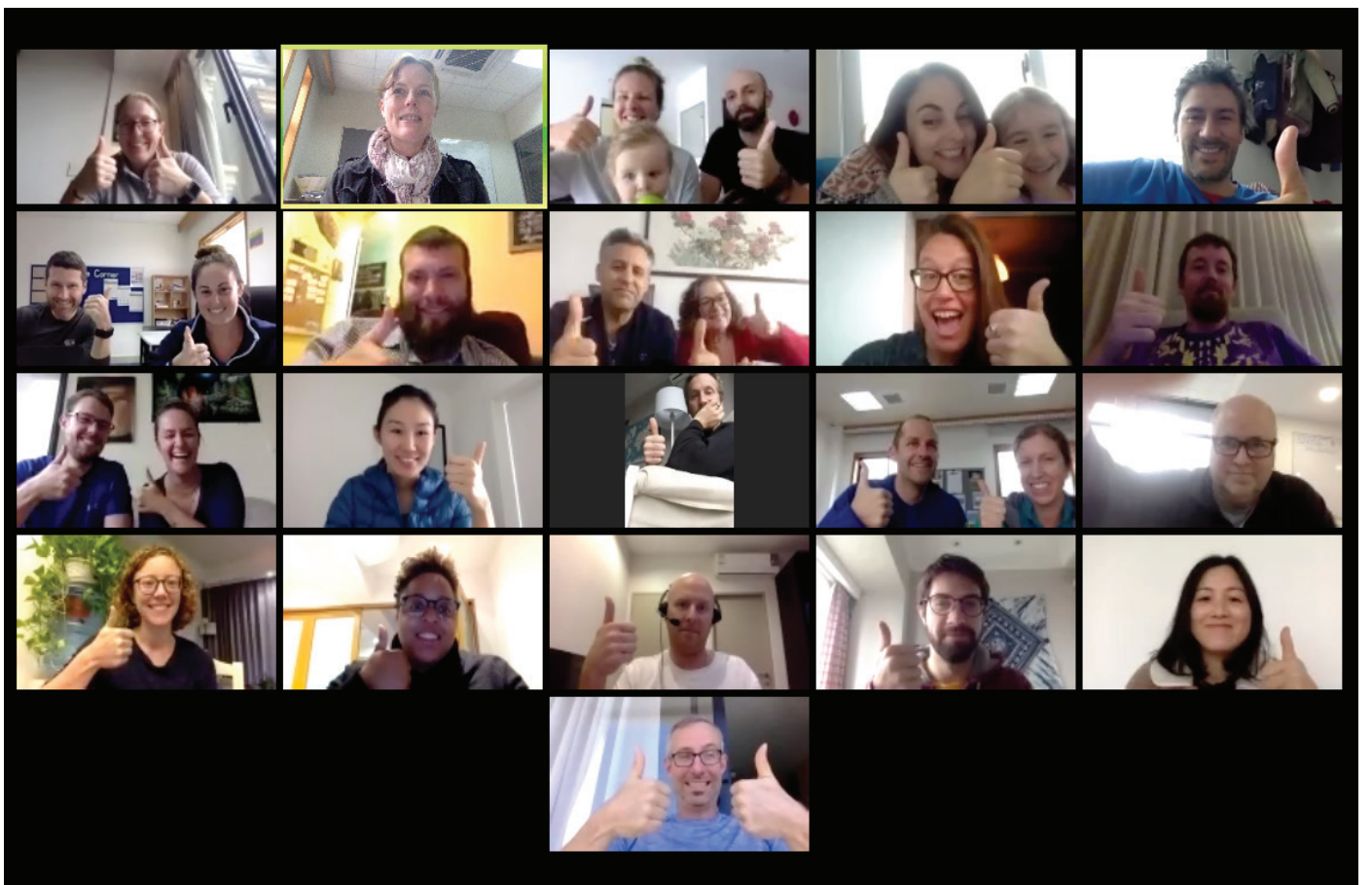
Graphing

Original Question: A store sells two different types of coffee beans; the more expensive one sells for €16 per kg, and the cheaper one sells for €8 per kg. The beans are mixed to provide a mixture of 50 kg that sells for €12.80 per kg. How much of each type of coffee bean should be used to create 50 kg of the mixture?

Random picks for x

By: Medina Fei

1 Show comments Reply to Comment



The Rise of Student Council



John Koski
Lower School
Vice Principal
(Pastoral)

HIS Mission Statement

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

Under the guidance of Ms. Dierker, Mr. Dobson, and Ms. Ehling the Lower School Student Council is back in action after a brief hiatus in 2018-2019. Their first job was to create a mission statement that would serve to guide their decisions, actions, and initiatives. As part of HIS, they carefully studied the school's mission statement to ensure alignment. After lots of brainstorming and negotiation, this is what they came up with: The



HIS Lower School Student Council Mission is to include everyone in our community by making HIS feel like a kind, comfortable, and safe place, where every student is welcomed and accepted for who they are. Not only does this statement further define the "caring community" mentioned in the school's mission, but it addresses our Inclusion Policy and fuels our efforts as a SPAN (Safe Passages Across Networks) pilot school.

Our new Lower School student council is formed by representatives of each classroom from Grades 3-5. Members are selected by teachers based on their willingness to serve, responsibility, and merit. Some classes have opted to change their representatives mid-year, while others maintain one per year. No hierarchy exists within the council; all members enjoy equal voice with a focus on collaboration and consensus.





Meetings are held once a month during lunch and recess time unless working towards deadlines mandates more frequent meetings.

After establishing the mission statement, they went to work helping to refine the Dragon Ambassador program. The Grade 5 reps met with some Upper School Student Council reps to come up with what would eventually be a checklist to ensure that new students were made to feel welcome and informed upon arrival. Students helping students transition into our community is an essential part of providing "safe passage". Next, they put their heads together to promote the type of caring community described in their guiding creed. December's Spirit Day was the answer. Designed to show unity and spirit, the came up with the Dress Like a Friend Day. To advertise the special day and to introduce themselves as our Lower School Student council, they wrote, directed, and produced a promotional video on their own that was shown in each and every Lower School class. According to Mr. Dobson, "They did a really good job of listening to each other and building off each other's ideas." Further, a couple of reps went to each class to air the

video, answer any clarifying questions, and to ensure that everybody was included.

I applaud the efforts of our new Student Council and look forward to their next initiatives. Attending their last meeting, I heard discussion of obtaining and managing recess equipment and helping those who leave our school in their transition. Once a dragon, always a dragon!



HIS Lower School Student Council 2019-20: Seo In Hong, Christina Cheung, Li-Lian Huang, Dennis Lu, Allie Chiu, Ni (Nicole) Ho, Jessie Tang, Allison Wang, Naomi Xia, Rhema Hong, Angel Li, Victoria Cao.



Kindergarten Connection



Lisa Bistretzan
Lower School
Kindergarten
Teacher

Kindergarten is about learning through socialization. Yes, children learn from their teachers, but they do so through interaction with their classmates. With increasing amounts of cooperative play happening at this stage of development, children begin to understand concepts of sharing, taking turns and empathy through supported interaction. Academically, educators build on students' interests by developing their inquiry skills and helping them problem solve through daily interaction with their classmates. As such, learning is a very social and dynamic enterprise at this age.

What do educators do when face-to-face interaction with classmates and teachers is suddenly removed from the equation? With staff and students unable to attend school in the traditional sense, our Kindergarten team is facilitating and maintaining these vital connections with whatever means we find at our disposal. We are doing this through the use of technology. While there is much to be said about excessive screen time and technology use in young children, this time of e-learning has been a tremendous benefit in continuing the important work of kindergarten - learning through connection.

Throughout the E-learning experience, we recognize that children learn best through hands-on activities and

choice. We have provided the children with weekly literacy and mathematics choice boards, which include interactive games and activities for all students to practice and develop new literacy and math skills, in addition to building related vocabulary in Mandarin with materials at home! Students were also presented with practical tasks, such as recording in a Kindness Journal daily, and helping others at home. To support language challenges at home, the activities were fully translated into Mandarin.

The activities supported children in gaining conceptual understanding, allowing accessibility in each child's native language. Read-alouds from a HIS Kindergarten teachers were sent daily in both English and Mandarin. Students became excited to see and interact with their teacher through a read-aloud! Ms. Dierker, our librarian, also provided enriching library lessons that aligned with our unit and helped students build connections beyond the classroom.



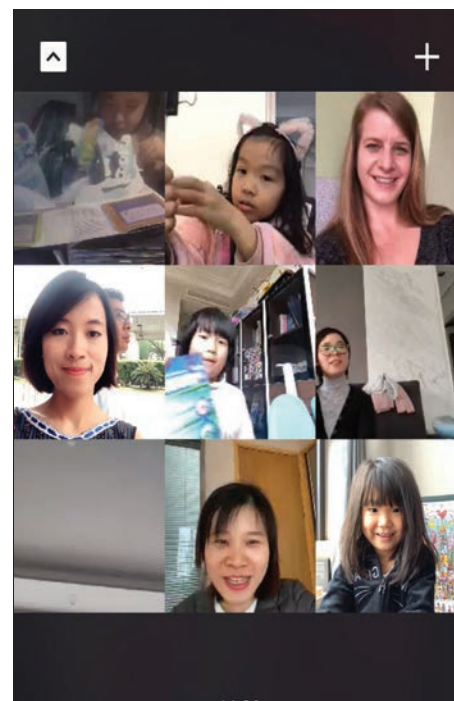


Communication largely took place on WeChat through class groups, and small groups including the teacher, co-teacher, and the parents of individual students. This allowed the students to feel comfortable sending videos, pictures and interacting with their teachers through voice notes. Additionally, it allowed teachers to provide the students with immediate feedback and engage the students in questions to extend their thinking. The translation feature allowed for communication to occur between the parents and teachers. WeChat was also helpful in allowing students to interact through group video calls. OneDrive provided students the opportunity to view the activities their classmates were participating in.

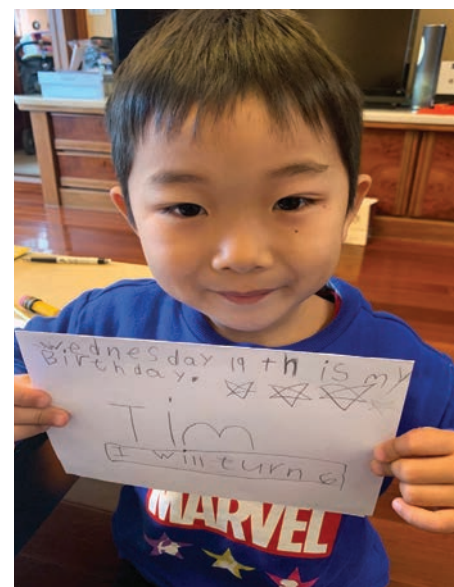
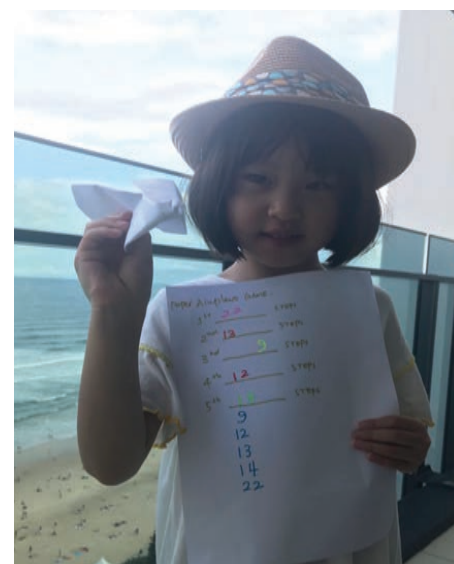
Inquiry requires reflection and connection. We began our How the World Works unit, focusing on weather. Connection has played a key role in students identifying different weather patterns around the world, by sharing videos and observations. The children separately shared their initial thinking about weather. We were able to compile a list of the classes "weather words" for the children to engage in an open-ended sort. After sharing their sorts

and explanations, the children were able to recognize many different aspects of the weather and how they are connected. Children were challenged to observe the weather following the activity. After reflecting on their classmates' thoughts, many students were able to explain their observations with more depth. The students stretched their brains as we explored the four seasons. They engaged in mini-research lessons by exploring a question about a season and became experts about a season of their choice. Using WeChat, the students were broken into small groups and able to share resources among each other. Following the activity, students presented their research by posting videos on OneDrive and WeChat to their classmates, in order to learn from each other.

In conclusion, Kindergarten has been able to capitalize on of the benefits of technology to connect students and teachers across time and space, ensuring that students continue to engage in high quality learning experiences with each other. It has been a wonderful experience engaging in a new platform of learning while we were unable to attend



school.



Lower School Mandarin



Sam Bateman
Lower School
Head of Mandarin

Chinese New Year performance

Although due to early school closure we were unable to perform our annual Lower School Chinese New Year performance, our Lower school Mandarin students were able to perform their dress rehearsal on the last day of school for the children in Early Years.

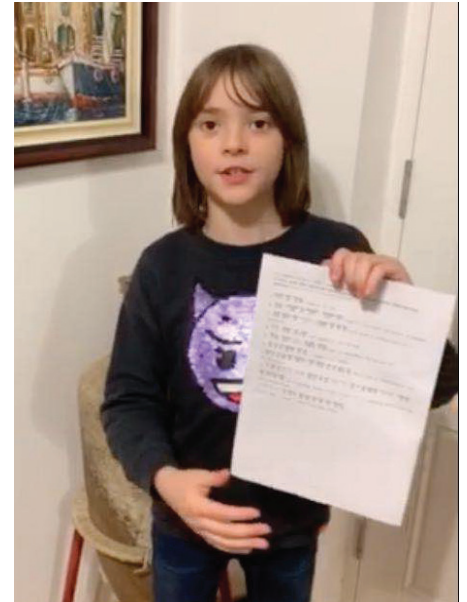
Students were excited to share their learning of Chinese traditional dances, songs, and instruments along with more modern alternatives of Chinese popular street dance and pop songs.

A great deal of congratulations to all of our Kindergarten through Grade 5 boys and girls and all of their Chinese, music, dance, art and other specialist

teachers for all of the hard work put in to preparing for the concert. Many weeks of dedicated practice was put into this year's performance and we hope at some stage later in the school year to share some it with all of you. Until then, please enjoy some of the photos taken during the dress rehearsal performance and in the weeks leading up to it during our Mandarin classes.

E-learning

It has been pleasing to see the dedication of our students in continuing with their Mandarin studies during this period. I have been inspired by the videos which many of our students are submitting each week to their teachers, demonstrating their commitment to continued success in developing their reading skills in their native language. Despite the new concept of E-learning for many of our younger students, it is a testament to both our families and our teachers that our students have made such pleasing progress in their studies. Our Mandarin as second



language students have been following on with our scheduled units of work such as "Food and Drink" and have made pleasing efforts in engaging with much of the material introduced each week. They have also been using a Chinese reading program to continue their engagement with our literacy program. Well done to all!

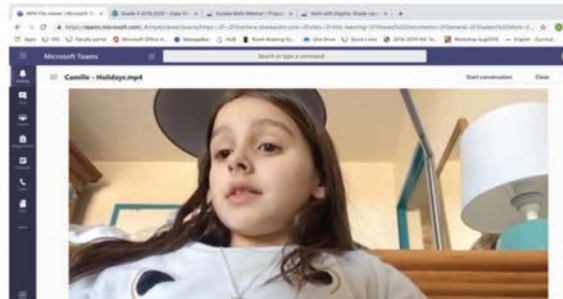


Getting Connected in Grade 4

From countries far and wide, including Australia, Japan, India, France, Italy, the United Kingdom, and China, Grade 4 students are connecting through E-Learning. Each day, students join together on Microsoft Teams to discover their daily tasks and start exploring. With the help of online tools such as Microsoft Office 365, Padlet, and FlipGrid, students are actively investigating math, language, and unit of inquiry concepts while growing more self-sufficient as 21st century learners.

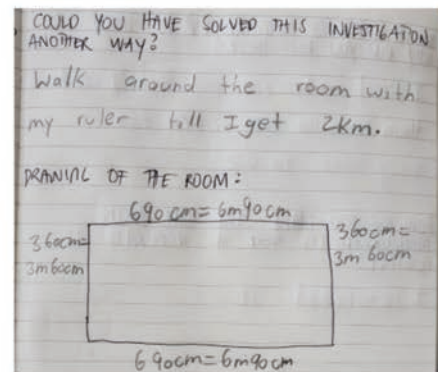


Bonnie Wilson
Lower School
Grade 4

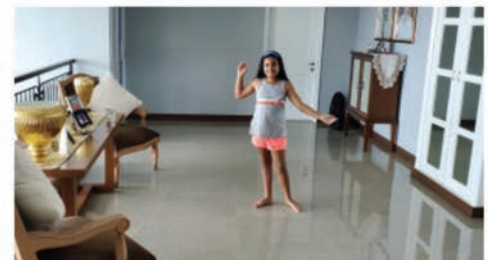


Left: Camille shares about her Chinese New Year holiday through a video chat on Microsoft Teams.

Right: Anna creates her own interpretation of Colombian street art and Australian cave art after a guided case study of the 2 styles of art.



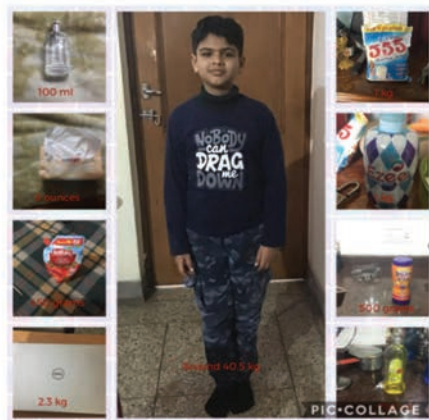
Left: Prisha writes her measurement calculations to find the perimeter of a room in her home (pictured below.)



Below: Divay explores the concept of measurement by finding household items that are labeled with different measures (including himself!)



Above: Jim builds an original creation and measures each part precisely.



Right: Elliot plays an onomatopoeia matching game that he printed from his class resource folder in Microsoft Teams.



Reading Keeps Us Connected



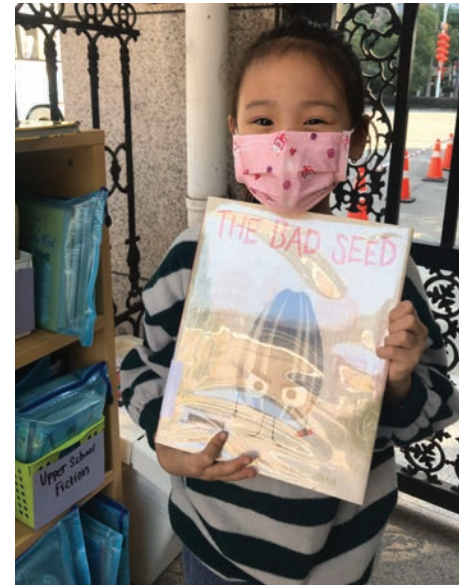
Michelle Dierker
Lower School
Library Media
Specialist

Following our Chinese New Year holiday, HIS families and schools across China were met with the unexpected reality of distance learning. As we settled into this new experience of learning remotely, the HIS Library team began to contemplate how we could help bridge the lack of face-to-face interactions our students were having with one another, while also creating opportunities for students to have meaningful conversations about something universally well-loved: books!

In the month of February, students in Grades 3-5 used Flipgrid to take part in over 250 video conversations about books. Students were asked

to give a "Book Talk," which was simply comprised of talking about a book they loved and convincing others to read it too. Book Talks are powerful for many reasons, but the most beneficial reason is that they create an excitement and motivation for reading, while also developing relationships and connection between students. There were some incredible Book Talks shared during this time. One of my favorites was shared by Jiyou in Mr. Jonathan's G3 class. She gave a Book Talk for "Grandpa's Great Escape," by David Walliams. She closed her Book Talk by saying, "I learned from this book that even if something is wrong with someone in your family, you always have to treat them with love and believe in them." I wanted to know what she meant by that, and so my curiosity led me to check out the book from our library!

As we began the fourth week of E-Learning, we decided to open the HIS Little Library, which would allow



families located in Hangzhou to have access to books from our community library. A wide selection of books were made available for students from Early Years through Upper School. Students were able to return and check books out at the school gate through WeChat, and could also request books through the Destiny system.

Finding ways to keep the HIS community connected through reading was a rewarding challenge during the weeks we were out of school; however, seeing the ways that students chose to come together over books- in spite of our time apart was inspiring. We look forward to seeing how this experience of distance learning encouraged growth, both as learners and as readers, within our community.



Connecting Traditional Arts to Contemporary Painting

Before the Chinese New Year Holiday, an enthusiastic team of Fifth Grade students painted a large-scale canvas intended to be used as the backdrop for the Chinese New Year Celebration performances. United by a passion for Traditional Chinese Arts, students worked collaboratively to combine their talents. Their dedication was evident in the many hours spent painting. Shuman Yu and Debbie Lai lead the project and together, designed the overall look of the landscape.

By combining styles of Traditional Chinese Arts, the students developed a new style that signified their deep connection to the culture in which we live. The mountains were inspired by the tradition of landscape realism and the clouds were taken from xiang yun, a style of art which traditionally depicts the gods. Shuman showed strong leadership skills in orchestrating the resources, time and talent needed to make this project a success. Debbie's delicate sensibility informed the finer details and finishing touches of the artwork. Alan Zhao's expertise in drawings realistic animals was employed to paint a dragon inspired by a famous book entitled Shang Hai Jing. Joshua Cui offered his skilled practice in shu fa, Chinese calligraphy, to add text to the painting.

The scale of this painting required the help of many artists to complete. Amy Chen, Aira Mehta, Joyce Ding, Jerry Shu, Nicole Wu, Prisha Jeswani, Queena Li, Sissi Amano, and Sophia Ding all had a hand in painting the masterpiece. Photographer Devansh Shivnani captured these images of the students at work.



Jacqueline Caraglor
Lower School
Art



Working in Groups

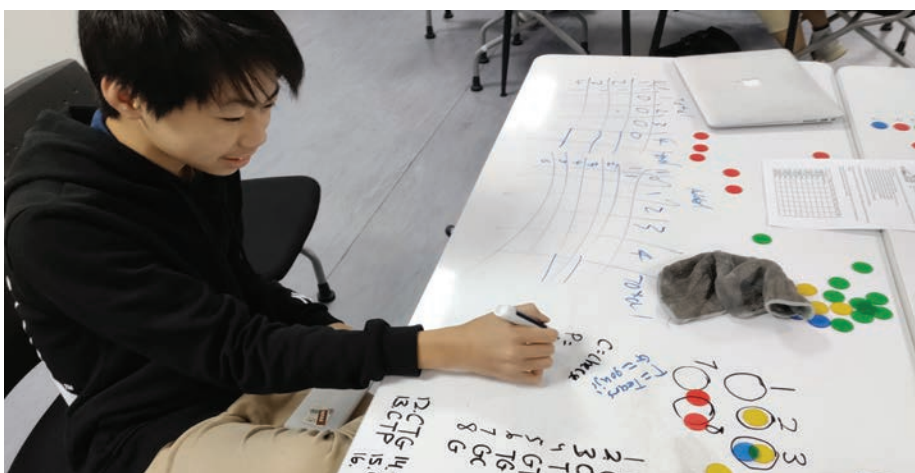


Simon Lamplugh
Upper School
Mathematics

If one were to find themselves in a typical mathematics class at HIS they would see happy students getting connected in groups investigating and exploring rich, meaningful and fun problem-solving activities. Students work together to explore mathematical ideas and principles, challenging them to transfer prior learning from different topic areas and to apply newly learned skills and concepts. A child's ability to make sense of problems - by making connections both within and between maths topics - and to have the skills and insight to correctly and accurately apply mathematical procedures to solve them, is one measure of mathematical intelligence. Some students are intuitively able to make these connections, while many need their abilities honed: to think about problems from different perspectives, to collect and sort information, and to present it in a form for further investigation and analysis. With the introduction of the new IBDP HL Approaches and Analysis course, mathematics students are now explicitly assessed on problem-solving skills. Consequently, in the lower and middle years, students are being

equipped with a toolkit of strategies to assist them with problem solving. Such skills cannot be rote learned—there is no one approach or strategy for problem solving—rather, these

skills are learned through doing, and by fostering rich learning experiences in the classroom.



Connecting with the Arts on Winter Arts Night

As our school grows, the Creative Arts Department has more to share with the HIS community. In November, we presented two nights of Drama, Music, and Visual Arts. Stretching down the hall in front of the Auditorium, colorful artwork was displayed from 6th to 11th Grade students. Tenth and Eleventh Grade exhibited their eye for aesthetics through photographs of Bin Jiang's sunflower fields. Ninth Grade created watercolor and ink pieces uniquely capturing dozens of rows of the flowers as well as splendid scenes from China Trips. Inspired by the art movement Surrealism, Eighth Grade

students painted illogical images of hungry flowerpots, overflowing showerheads, gigantic rabbits, and flying fish. Seventh Grade students expressed their personal beliefs through ceramic sculptures and carefully considered symbolism, and students in the Sixth Grade demonstrated how math and art can work together in their unique tessellations. Tenth Grade Music students performed the first evening. They worked on developing and advancing instrumental techniques through collaboration, self-management, and creative expression. The String Quartet truly exhibited



Jamie Sanchez
*Upper School
Visual Arts*

these skills while performing Beauty and the Beast and Somewhere Over the Rainbow. The String Ensemble played Ode to Joy and the Brass Band presented Old Town Road and Eye of the Tiger. The next evening, Ninth Grade Music students also displayed excellent skills while performing Havana, Blood Sweat & Tears, and Counting Stars. Later, Eighth Grade performed Royal Fanfare, A Children's Christmas, The Friendly Beasts, and Rio Bravo.

Communicating only through expressive gestures and body movement, Eighth Grade students from Drama Class Studio 204, performed Date Night and Gym Induction wearing trestle masks. The next evening, Studio 204's Tenth Grade students shared their dramatic presentation of Migrants, a verbatim piece of theatre based on three generations of war and migrant experience. Ninth Grade gave the audience a devised and stylistic physical performance based on oppression around the world, called Can You Hear Us.

Arts Night is a special event when all three subjects of the Creative Arts Department work together and present the students' learning and skills to the HIS community. It is a chance to connect with one another, appreciate, and share.



Developing a Connection to Scientific Curiosity



Chris Widi
Upper School
Science



Philip Bistretzan
Upper School
Science

As science teachers, enthusiastic parents often ask us if we have extra work or suggestions for textbooks for students to gain a deeper understanding of science concepts while students are away from school (Examples: E-learning during Corona Virus Outbreak, Winter Vacation or Summer Break). While these

resources can help students learn extra facts in science, we strongly believe it is more important to help students develop their curiosity in science. This will allow students to develop deep questions and be motivated to find the answers. Students will be more likely to engage in science when they are allowed to explore topics that are interesting to them in formats that might be more interactive than work packets or textbooks. The following is a list of vetted resources that have been compiled by the Science Department that we would recommend for enrichment beyond the science curriculum.

Online Science Simulations:

-PhET Interactive Simulations @ <https://phet.colorado.edu/>

The University of Colorado at Boulder has put together an amazing

collection of free interactive and open-ended Science and Math simulations. The simulations are categorized by topic (Physics, Biology, Chemistry, etc.) and grade level, from Elementary through University! Most simulations use HTML5, which means they can run on most devices right in the browser. These are a great way to explore concepts when you don't have access to the materials you need, or if the phenomenon is impossible to observe without expensive equipment.

Hopefully with these new resources, we can help our students embrace and nurture their curiosity as scientific thinkers. The best scientists were not formed by countless hours of extra work; rather, they developed curiosity and the desire to find out how things work or how to solve problems. We are all born with this desire, we just need to continue asking good questions and strive to find the answers.

The screenshot shows the PhET website interface. At the top, there's a navigation bar with links: SIMULATIONS, TEACHING, RESEARCH, and ACCESSIBILITY. Below this, a section titled 'New Sims' displays a grid of simulation thumbnails. Each thumbnail includes a 'NEW!' badge and a title. The visible titles are: Number Line: Integers, Vector Addition: Equations, Vector Addition, Blackbody Spectrum, Curve Fitting, Diffusion, Energy Forms and Changes, Gases Intro, Gas Properties, Gravity Force Lab: Basics, Masses and Springs: Basics, and Waves Intro.

Podcasts:

Podcasts are a great family activity and give parents and children lots to talk about. All you need to do is install a podcast player. Good (free) Podcast apps that we have used are Pocket Casts and Castro. Here are some great Science-related podcasts aimed at kids and families.

- But Why: A podcast for curious kids
- Wow in the World
- Brains On
- Tumble
- Stuff You Should Know
- Behind the Book: Stories of Guinness World Records



Podcasts are great because they generate lots of questions you can discuss as a family, you can start and stop each episode whenever you want, and you can listen to them together when anything else is difficult, like when travelling or exercising.

Although most of these channels try to explain things, they usually end up creating more questions, which leads interested viewers to continue their search for knowledge.

YouTube:

YouTube is one of the greatest resource for self-directed learning. For Science class, here's a list of some of our favorite (and reliably sourced) Youtube channels:

- Veritasium
- Minute Physics
- Physics Girl
- 60 Symbols
- Crash Course
- SciShow
- VSauce
- Kurzgesagt-In a Nutshell
- Professor Dave Explains
- TedEd



Hangzhou International School Jade Dragons 2019-2020

HIS JADE DRAGONS ARE



Ha Vi Do Ngoc
Grade 12
HIS Dragon since
Grade 5



Sera Bajaj
Grade 8
HIS Dragon since
Grade 1



Aliya Vohra
Grade 8
HIS Dragon since
Grade 1



Samaira Chadha
Grade 7
HIS Dragon since
Kindergarten



Ingrid Wu
Grade 6
HIS Dragon since
Pre-K



Shu-Cheng (Alan) Guo
Grade 6
HIS Dragon since
Pre-K



Jia-Chen Qu
Grade 6
HIS Dragon since
Pre-K



Rishi Aggarwal
Grade 5
HIS Dragon since
Early Years 2



Prisha Hiranandani
Grade 4
HIS Dragon since
Early Years 1



Qi-Lin Allison Wang
Grade 4
HIS Dragon since
Early Years 1



Naomi Xia
Grade 4
HIS Dragon since
Early Years 1




Richard Xu
Grade 4
HIS Dragon since
Early Years 1




MEET THE 2019-2020 JADE DRAGON


those with a longstanding commitment to HIS, evidenced by eight or more years with the school



Hao An Do Ngoc
Grade 7
HIS Dragon since Kindergarten



Roma Nair
Grade 7
HIS Dragon since Kindergarten




Saanvi Tyagi
Grade 7
HIS Dragon since Kindergarten



Kaira Jhamb
Grade 5
HIS Dragon since Early Years 2



Paweike Tukula
Grade 5
HIS Dragon since Early Years 2



Yu-Chen Wu
Grade 5
HIS Dragon since Early Years 2

Jade Dragons 2013-2019



Class of 2013
Aman Daswani
Ye-Eun Esther Kim
Amelia Ti
Srishti Varma

Class of 2014
Yu-Tin Hsiao
Chia Hsuan Lin
Rahul Bapna

Class of 2016
Ali Al-Awadhi

Class of 2017
Xenia Niesel
Sam Wong

Class of 2018
Tanay Bapna
Aanchal Rughani
Prachi Sukhnani

Class of 2019
Alessandra Beelen
Sahil Jashnani
Seung Yeon Angela Jung
Gabriel Tan

Faculty
Jessamine Koenig
Lily Lin
Laura Sirotti Wong
Steven Stankiewicz
Terry Strombeck
Andrea Stubbs
Jeff Stubbs
Tracy Sun
Jenny Wang
Paul Wong
Lily Zhou

Grade 12
Ho Man (Jonathan) Cheng
Rayden Qi-Da Chia
Dev Datwani
William En-Yao Gu
Alessandro Livio
Natalia Stubbs

Grade 9
Manya Jain
Muskan Oberoi
Jerry Zong
Kai-Hung Lau
Ho-Chi (Jerry) Cheng

Grade 11
Nikkie Dhanwani
Jarul Khurana
Aanchal Sehgal
Danielle Stubbs

Grade 8
Roy Chen
Mateo Del Valle
Manav Jashnani

Grade 6
Enrique Del Valle Barrospaez
Tian-Lang (Leo) Huang
Shauna McErlan
Luca Ye

Grade 10
Riva Aggarwal
Dimple Aswani
Aanvi Chadha
Aryan Daswani
Theodore Huang
Edward Zeng

Grade 7
Edward Zhang
Ronan Joseph McErlan
Irene Chen
Yue-Fan (Emma) Chen
Rui Gianchandani
Vansh Gianchandani
Anna Zhou

they have earned this special recognition through their many years with us, and the contributions and achievements they have made during this time.

Winter Fair





HIS Dragons Around The World!

When you leave HIS, you never really “leave” us!



Kaylee and Klarys Baccon
Currently in France



Peter and Daniel Sifter
Currently in Hungary

All HIS Dragons who are continuing their journey of life elsewhere will always be connected here: in our hearts, in our minds, and in our souls.

HIS Dragons are an integral part of the HIS community no matter where they are or how far. We miss them and that's why we always hope they keep in touch with us and let us know about their new experiences.

Once a Dragon, Always a Dragon!

Please, keep in touch and send a photo to
Ms. Andrea Stubbs: astubbs@his-china.org



Pia and Onni Tienhaara
Currently in Finland



Zachary and Helena Cole
Currently in Singapore



Nicole Yang
Currently in Shanghai



Anushka and Snehal Agrawal
Currently in India





Alvaro, Vanessa, Enrique, Anais and Mateo
Del Valle Barrospaez
Currently in Belgium



Valentijn, Benjamin and Picolien Linthorst
Currently in Switzerland



Connor, Michael and Erika McCann
Currently in Cambodia



Ivan Diukin and Nadya Diukina
Currently in Russia



Julia Arvelos Alcantara
Currently in Brazil



Medini Bhagat
Currently in India



Zoe and Alissa Fara
Currently in France



Katherine Xueyun Fuller
Currently in Hong Kong



Yuvraj Noel Sharma
Currently in India

Alumni Sophie Chen



Jessamine Koenig
Upper School
Principal and
DP Coordinator

Where are you going to college?

University of Pennsylvania

Why did you choose that university?

I knew I was interested in the social sciences but I was not 100% sure about what I wanted to study. I wanted to attend a university that is well-rounded in a variety of subject areas, so that I could explore different majors and minors.

Penn is most known for its Wharton Business School but it also has a lot of great departments in other subjects like computer science, economics, English ... the list goes on. I was 100% certain that I wanted to be in a city where I can easily walk around and take public transportation. Philly is such a diverse and lively city, so it definitely lived up to my expectations.

What is your major? What do plan to do in the future?

We don't declare our major until the end of sophomore year, but at the moment, I'm most interested in majoring in Philosophy, Politics, and Economics (yes that is one major) and minoring in Data Science and Consumer Psychology. I am not sure what exactly I want to do in the future, but I am really interested in working in the tech industry. I am especially intrigued by the intersection between social sciences, data, and technology, which explores questions like "How can we optimize a user's experience based on studies of behavioral economics?" And "How can we use data-driven insights to support this new development?"

How long were you an HIS Dragon?

I was an HIS Dragon for 7.5 years, just short of the Jade Dragon award!

What were some of your favorite HIS memories?

While I was an HIS Dragon, some of my favorite memories were traveling to attend MUN conferences (CISSMUN, BEIMUN, SUZMUN) and making new friends. I was a Secretary General and a member of the MUN Secretariat several times, but I was closely involved with MUN since 7th grade, so I have many memories of the program there.

I also truly enjoyed finishing the IB exams. That feeling of relief is truly unmatched by any other emotion I've experienced yet.

One great memory which was a wonderful experience to close out my senior year was the senior China trip to Hainan. I've never been more tanned in my life!

Prom!

Graduation!

What do you miss about HIS?

I miss how small and tight-knit the community was at HIS. When I came to Penn, I had a difficult time adjusting to how big the school is. Seeing so many different people every day on campus can feel overwhelming and lonely. Even after I established solid friendships with people, it is still hard to coordinate our schedules to meet up. I just miss seeing the faces of all my friends and teachers every day at HIS.

This might be an unpopular opinion but I miss the cafeteria food. Penn dining hall food is not that great.

How well prepared for college were you?

Academically, I think the IB prepared me very well for college. I was very used to meeting deadlines, writing long essays (Thank you, EE and TOK), and studying on my own. I was glad that I came into college with a set of study habits that I already developed in grade 11 and 12.

Socially, I don't think anyone can be fully prepared for the college experiences, just because it is so different from high school.

What's the biggest change between High School and College?

Compared to high school, there is so much more freedom in college, which has its pros and cons. For pros, the freedom that I have in college has given me some of the best experiences. I can use my spare time outside of classes to exercise, work on side projects, join clubs, and travel (I've enjoyed my many solo trips to NYC). For cons, it's really easy to fall behind in academics and life in general if you don't effectively manage your time. No one is reminding you to go to lectures or to do your laundry.

Any messages you would like to share with the upcoming Class of 2020?

I know that IB is super stressful but try to enjoy the time you have left in high school!

Make a bucket list of everything you want to do in Hangzhou before you leave for college, because you will definitely miss the city.



Partners Spotlight



The International Schools Association works to promote international and intercultural understanding. In so doing the Association espouses a number of values – peace, freedom, equality, tolerance and the celebration of both diversity and similarity – which express for the Association the essential meaning and purpose of multiculturalism and international mindedness.





Living Library

The energy in the room was buzzing as students and community members checked out the “living books” at the Living Library event, “The Story of Us.” For seven hours on Friday, November 22nd, Hangzhou International School Community Library became a vibrant meeting place for students to have personal exchanges with some fabulous “living books,” which included students, teachers, and parents. HIS was so pleased with the number of students that volunteered their time as stories.

“The Story of Us” is about sharing who we are and how we express ourselves through culture and experiences. This builds empathy, compassion, and understanding through exploring our dynamic world with each other. “Books” shared stories that ranged from how they learned to do origami to the joy that Chinese music brings them. Each of the volunteer community members brought their past experiences, knowledge of life, and cultural values to share within a ten-minute time period. Students would then switch to the next storyteller and were able to listen to around five “books” within their time at the event.



Boys and Girls Table Tennis

In the Boys’ Table Tennis team, Max Wu experienced fierce competition on November 16-17th. He achieved his own success with 3rd place in the individual’s bracket, but was also able to guide and comfort other boys’ team members who were undertaking their first time participating in SISAC.

The Girls’ team players attended SISAC for the first time and successfully achieved the fourth place as a team.



Cross Country

Congratulations to Deiter Armstrong for finishing in 6th place out of a strong field. He and Coach May traveled to the ACAMIS tournament in Chengdu on Saturday, November 16th! Well done, Dragons!



Shanghai Swim League Meet

Congratulations to the 25 members of the Dragons swim team who participated in the Shanghai Swim League (SSL) Round #2 swim invitational on November 16th and 17th. The meet was hosted by Dulwich College Suzhou and welcomed more than 780 swimmers from 21 SSL member schools. Several Dragons recorded "personal bests" (PB's) and the coaches are pleased with the team's overall effort throughout the meet.

The HIS Dragons are now working toward the upcoming SSL Round #3 meet at the Nanjing International scheduled for December 7th and 8th.



Allan Wang in action at the tournament

National Children Chinese Go Competition - 6th Place!

Allan Wang in Grade 5 got a record of eight wins during the National Children Chinese Go competition with nearly 280 participants. He got the sixth place overall. (The youngest player in the top ten players) His Dad would like to thank everyone who has known Allan since he joined in Grade 1 for always encouraging him to do something that Allan is passionate about it.

Hangzhou International School 杭州国际学校 GIN

Monday, February 17-21st: WE WILL WIN

DONATE TO HELP FIGHT THE 2019 CORONAVIRUS EPIDEMIC

IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT: ANDY WU OR JOYCE JIN

Global Issues Network led by students Andy Wu and Joyce Jin is collecting medical supplies and funds to directly support Shao Yifu Hospital (Run Run Shaw). The materials and money donated will go with the new draft of medical support force from Shao Yifu Hospital (Run Run Shaw) to Wuhan.

There are 2 ways you can help:

A. You could donate essential medical supplies

B. You could donate money

Details and Information:

Essential Medical Supplies:

- 3M N95 Masks (Preferably Model 8860 and 9502)
- Medical Protective Clothing
- Medical Surgical Mask
- Medical Protective Mask

Other Medical Supplies:

- Medical protective shoe cover
- Medical gloves
- Medical eye mask
- Medical boots
- Medical disinfectant
- Other relevant items

All funds and donations will go to the following locations:

- Shao Yifu Hospital (Run Run Shaw)

Drop-off Location:

Drop off your donations at HIS Gin club's account between February 17th and February 21st.

Contact Information:

Andy Wu: wuandy2019@his-student.org
Joyce Jin: jinjoyce2019@his-student.org

Scan this QR code to donate money. All funds will go to Shao Yifu Hospital (Run Run Shaw) and directly support fighting with epidemic.

GIN Club Fighting COVID-19 and Charity Project

The HIS Community has found multiple ways to fight the COVID-19 virus since it was globally recognized. During the Chinese New Year holiday, our staff began to mobilize for the online learning platform. Our Global Issues Network (GIN) Club coordinated a charity fundraiser to support the medical teams traveling to Wuhan and caring for patients diagnosed with the coronavirus. Families within our community have been working in their companies to identify pharmaceutical cures and conduct clinical trials to support those who become ill. Each of these methods demonstrate the strength and good will that exists within our Dragon Community to ensure that all receive the support they need.

The HIS GIN Club organized a charity project to collect medical supplies and funds that would be donated to the Sir Run Run Shaw Hospital. The project was coordinated and organized by Joyce Jin (G11) and Andy Wu (G9). The hospital teams traveled to Wuhan to provide relief and support for medical personnel helping patients diagnosed with the coronavirus. The HIS community contributed 21,449.92 RMB that was raised between February 17-21, 2020. Furthermore, HIS community members contributed masks and other medical supplies to be shared in Wuhan as well. We are pleased with the outpouring of generosity from the HIS community. We also requested community videos to support the fight against the COVID-19 and cheer up the patients and healthcare workers in Wuhan and around China.



▲ Pharmaceutical Project

The biomedical company, Ascletis, is owned by an HIS family. Dr. Jinzi Wu is the CEO and Director who founded the company in April 2013. He is also father to Max and Andy Wu in the High School. The company is a biotech company that provides innovative commercial products including antivirals, steatohepatitis, and tumor-related innovative drugs for medical needs in China and globally.

The company has prepared a developed platform that provides research and development all the way to manufacturing and commercial distribution. The company is focused on three therapeutic areas:

1. HCV: one commercial stage product, one near commercial stage drug and two R&D stage drug candidates. Ganovo® (Danoprevir) is the first direct-acting anti-viral agent for Hepatitis C, developed by a domestic firm in China.
2. HBV: one commercial stage product and three R&D stage drug candidates. Pegasys® (Peginterferon alfa-2a) is a leading marketed pegylated interferon for hepatitis B&C partnered with Roche.
3. NASH (Non-Alcoholic SteatoHepatitis): three R&D stage drug candidates against three different targets for combination treatments. For more information, please visit www.ascletis.com.cn

During the COVID-19 epidemic, Ascletis received official approval to conduct a clinical trial of oral Ganovo and Ritonavir combination therapy on the Novel Coronavirus Pneumonia. From February 17, the first patient received clinical treatment and as of February 27, 2020, three patients have been discharged following medical treatment provided. Ganovo®, an oral Hepatitis C virus (HCV) protease inhibitor, was approved by the National Medical Products Administration for market launch in June 2018.



"Hypnos" Team: (from left to right) Max Wu, Jonathan Cheng, Jaewoon Jung, Antonio Carbone, Daniel Branham & Ale Livio

▲ HIS Wins Gold at ASDAN's East China Regional Business Simulation Competition

Upper School students tested their knowledge of economics, finance and business management skills at the ASDAN* Business Simulation Competition at Dulwich College Shanghai Pudong this past weekend. This simulation began with student teams creating a product in the "wearable technology" market. One of our student teams created a device that eases the fatigue associated with jet lag (the "Hypnos"). Our second team created the "Powerband," which was a device that generates and stores energy based on body motion. Our teams began by pitching their ideas to investors, with an aim of procuring capital investments.

Once the competition began, the key objectives for teams was to grow their company and to earn the most money and market share. The simulation was challenging students to consider human resources, factors of production, finance management, and marketing in their strategic plans. Making the competition more complex, needed to consider all of these variables while keeping a close eye on the strategies employed by competitors.

It was an intense weekend for our students. They represented HIS with pride and experienced successes throughout the competition. Our "Hypnos" team led by CEO Ale Livio was awarded for the best business pitch in the competition. The "Hypnos" team also won the auction competition on the final day which led them to the top of the leaderboard. The "Powerband" team led by CEO Bryan Yun held a top two spot throughout most of the competition. As in real business, the opposition was fierce.



First-Place Team "Hypnos" – (from left to right) – Antonio Carbone, Jonathan Cheng, Jaewoon Jung, Alessandro Livio, Daniel Branham & Max Wu



"Powerband" Team: Seohyun Jung, JaeWoo Kim, Suhani Sikri, Grace Tan, Selma von den Hoff, Aralis Williams Marciaga & Bryan Yun

This was an excellent business and economics education opportunity for our students. The event was a series of first-hand experiences with the challenges firms face when pricing for profitability and logistical planning logistics. In the end, the competition exposed our students to some of the complex strategies used to run a successful business. Although they arrived back in Hangzhou exhausted, they returned with stories of great successes and disappointments. Our "Hypnos" team also returned with some extra hardware, winning the "Gold Award" for finishing the competition in first place! They also won first place medals for the wins in the business presentation and for their first-place performance in the auction.

The photos presented in this document can be found here: <http://tiny.cc/ASDAN>

**Article
written by:**



Andrew Haltom
Upper School
Social Studies



Speaking With Your Child About Online Safety



Karl Suits
Director of Technology

Children and the world are connected through the world wide web at an unprecedented level. At HIS, students in Elementary and Upper School learn about internet responsibility and safety from the Digital Citizenship curriculum by Common Sense Media. Common Sense Media contains a comprehensive, online database for parent and teachers to find reviews for kids of movies, TV shows, books, apps, and websites.

<https://www.commonsensemedia.org/>

It is important for children to learn how to choose the right action when something is inappropriate or seems dangerous. It is up to adults to set limits and guide students to be cognizant of the consequences of their actions online. Everything posted ever is stored online and leaves a digital footprint for each person as they pursue their life goals. Children can be influenced negatively by others, whether it is from bullying, dangerous challenges, or people pretending to be someone else. Words online to other people can be harmful, sometimes more than in-person or physically. Sometimes kids just waste their time on the laptop instead of being productive. For these reasons, parents always have the right to:

- determine **when and where** technology is used and for **how long**.
- be **administrators** on their child's devices and control which websites are accessible.
- speak to their child about being smart about web safety and following some **non-negotiable rules** as a requirement for access to technology

Some helpful resources to limit Screen Time and content can be found on the HIS website: <https://www.his-china.org/learn/technology/screen-time>. Ultimately safeguards can be bypassed; it is a combination of student-learned understanding, ethics, behaviors, and self-control with parental and school boundaries that results in kids getting the most out of technology while staying safe.

10 Things to Teach Your Kids About Internet Safety

1. If you accidentally come across something inappropriate, close the browser or app and tell an adult
2. Not everything you read online is true. From rumors to homework resources, no one is fact-checking the Internet for accuracy.
3. Whatever you post is permanent. Even if you later delete it, images, text, and videos live on if anyone has already shared, downloaded, or taken a screenshot of them.
4. Don't say things online that you wouldn't say to someone's face. The Internet can encourage rude behavior and group-think. Don't engage in cyberbullying.
5. No clicking on the "stuff" on the sides of webpages, like ads or off-site links, without permission.
6. Only private message with people you know and trust in real life.
7. If you get an email or message from someone you don't know, don't write back and don't click on any attachments to the email. Even if you know the sender and it sounds funny, tell an adult.
8. Always ask permission before downloading or uploading things.
9. Don't write about yourself where anybody can see it. Set privacy settings tightly and don't give out your name, age, school, address, birthday, or any of your other personal stats in a public Internet forum.
10. Keep your passwords to yourself. Don't share with anyone (except a parent or teacher) and change them often. Use a combination of letters, numbers, and special characters that you can remember but is really hard for anyone else to guess.

<https://resources.uknowkids.com/blog/bid/159129/10-things-to-teach-your-kids-about-internet-safety>

Athletics and Swimming



While Golden Dragons Athletics seasons have been disrupted in recent months, I am sure that our student athletes will return extra-motivated to be involved with the remainder of the sports seasons. Since our Fall Dragon News issue we continued to send our students far and wide representing the Golden Dragons in Cross Country, Soccer, Table Tennis, Floor Hockey, Swimming and Basketball.

Varsity Table Tennis grew this year with a newly-formed Girls' team accompanying the Boys team to Beijing for the ACAMIS tournament hosted by Keystone College, Beijing. The 3rd place finish by our Boys team was an excellent result and the young Girls' team took a lot from their first ACAMIS appearance that will be valuable in coming seasons. The Middle School Table Tennis team of 20 students participated in the inaugural HISAC tournament hosted by Wahaha International School, with Raina Chaurasia finishing in 2nd place in the girls division. Dieter Armstrong completed a successful cross-country season with a strong performance at the ACAMIS Championships in Chengdu. Lower School students participated in Soccer Days in Hangzhou and Shanghai and although the Varsity Basketball season was

cut short, the teams travelled to Shanghai, Ningbo, Nanjing, and around Hangzhou to compete in several tournaments. A team of 20 swimmers competed at the Nanjing International School meet and continued to improve rapidly as a result of their regular weekly practices.

Our student athletes have wonderful opportunities to develop physically, socially and emotionally through participation in swimming and athletics. Many studies have established a connection between involvement in competitive sports/ physical activities and academic performance, behavior, and cognitive skills. Dedication to sports often requires the formation of habits that students can implement in study and other aspects of their life: personal drive to succeed, organization, collaboration, resilience and many others. I have seen this correlation first-hand in every school I have worked in prior to my arrival here and Hangzhou International School is no exception. Last year's male and female Athletes of the Year also happened to be among the highest academic achievers.



Filipe Nogueira
Upper School
Director of Athletics
& Activities

As our school grows, more opportunities will exist for students to pursue their passions in various athletics areas and the formation of the Hangzhou International Schools Athletics Conference (HISAC) this year has already resulted in our students engaging in more regular activities in and around Hangzhou. Athletics Directors from the HISAC schools are committed to providing as many opportunities as possible for Hangzhou's international learners and as we meet again to plan for the next school year will look for even more ways to allow for student excellence in athletics and physical activities following this year's events calendar which included 15 tournaments/ carnivals and numerous additional scheduled fixtures.

Hangzhou International School students will continue to have fantastic opportunities to excel in swimming and athletics through our affiliation with the following associations:

- HISAC – Hangzhou International Schools Athletics Conference
- SISAC – Shanghai International Schools Athletics Conference
- CISSA – China International Schools Sports Association
- ACAMIS – Association of China and Mongolia International Schools
- SSL – Shanghai Swim League

MYP Project Exhibition



Matthew Baxter
*Library Media
Specialist and
PD Coordinator*

As an IB World School, Hangzhou International School assists students in discovering their interests and passions. One of the ways this is achieved is through the Middle Years Program (MYP) Personal Project (PP). The PP is the capstone of the MYP, which is started in Grade 9 and completed in Grade 10. The process culminates in the PP Exhibition, where students present their product or outcome to the community. In this year's exhibition, students displayed their finished projects after 12 months of research, planning, and creation. Our Grade 10 students engaged in a self-directed inquiry and demonstrated the ability to generate new insights and deeper understandings through in-depth investigation. There were many inspiring projects, covering a variety of topics, including mental health awareness, empowering student-athletes, health-conscious cookbooks, sustainable and environment-friendly interventions, music therapy, digital flight simulation, cultural diversity, and many more.

Teachers, students, and parents came to celebrate these MYP student projects. They asked questions and gave personal assessments on each project. Parent and teacher support also played an essential part in making this exhibition come to fruition. In addition, many of the

students acknowledged and expressed gratitude for the help of their supervisors.

This year's PP Exhibition has been an excellent experience for the whole HIS community. We believe that the Personal Project was not only beneficial to fulfill academic requirements, but also to create a life-changing experience in the lives of our students. The skills, attitudes, and knowledge required to complete this project over an extended period will allow students to excel in the Diploma Program and flourish as life-long learners. We are excited to see more inspiring projects next year!



Destiny and Additional Library Resources

Destiny Online Resource

Our digital library offerings at HIS include a host of websites to support online education. Use the off-campus Destiny Portal to find resources for research, current events, audiobooks, typing, maths, and much more. Below is a tutorial on how to navigate to the off-campus Destiny Portal. Archives.org is a great website to find resources in the public domain. This website can be found on our Destiny portal. The public domain consists of creative works for which everyone owns access rights. For example, the book "Alice's Adventures in Wonderland" is a title that is in the public domain. If you need assistance with any of our library resources, please send an email to library@his-china.org.

We are also collecting new resources that have been recently added to Destiny. Below you will find additional links to online resources that the HIS Community Library recommends. Let us know if you need any assistance finding online resources for your tasks or just need a good book to read. The websites below will be added to the Destiny Portal, but if you have other websites to recommend, please forward your recommendations to library@his-china.org.

New Destiny Websites

- ESL library - All the Major Classics for Upper School (with audio)
- Free eBooks
- Best APPs for Teaching and Learning 2019
- Open-source ebooks



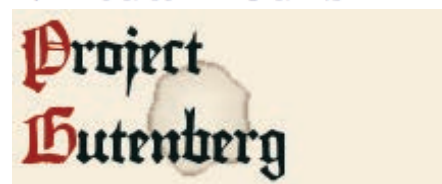
Additional Library Resources

E-Learning has many challenges, but those challenges provide a bounty of opportunities. These opportunities include learning how to work and learn digitally. The HIS Library is here to help you through the process of a digital education. We provide many resources on our Destiny Portal to assist you. Navigate to the off-site webpage full of resources to aid in both academic and personal pursuits.

BritannicaSchools is now available off-campus. BritannicaSchools is a safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School. Students explore encyclopedia articles, multimedia, primary sources, journal articles, linked websites, videos, audio, images, and other learning resources that differentiate and reinforce curriculum standards and support student research.



Welcome to
Virtual Tours



Lit2Go



Alumni Survey and Visiting Alumni in Boston and Bangkok



Jessamine Koenig
Upper School
Principal and
DP Coordinator

Once A Dragon, Always a Dragon!

We are conducting an important survey to re-connect with our alumni and to identify where our graduates currently are, what they are doing, who they've become, and how Hangzhou International School helped prepare them for college, career, and life.

HIS alumni are part of a special and growing community. We hope to connect the alumni and celebrate the HIS experience through alumni events held globally and locally, but we need to build a good contact base. As part of our expansion efforts, HIS is building a new campus for the 2021-2022 school year. We want to provide points of transition from the old campus to the new one, so request your insight and memories of HIS to share in the transition program.

We are asking help from our alumni, our alumni families, and the wider HIS community to help us communicate the message with those who attended HIS.

If you are an HIS Alumni student, please complete this survey by scanning the QR code.

As we are preparing for the new HIS campus in 2021, we would like to gather stories and experiences from former HIS students to ensure that the HIS-tory lives on. To see more information about our new campus location and building process, please visit our website: <https://www.his-china.org/inform/updates-on-new-campus>

We are requesting alumni to create a one minute (maximum) video introducing yourself and sharing a brief memory of your time at HIS.

This video can be uploaded here: <http://tiny.cc/HISalumni>

HIS Dragon Alumni event held in Boston – January 2020

The first HIS Dragon Alumni event was hosted in Boston, Massachusetts, on January 26, 2020 with three students from the class of 2018 attending with Ms. Koenig, the Upper School Principal. They shared their success in university over the last year and discussed favorite moments from HIS. As a group, they mentioned that they felt well-prepared for university, and were able to join classes that supported their majors. It was great to see these students making their way in the world as young adults.

We hope to create more opportunities like this each year during recruitment fairs, trips to other countries, or potential events. As alumni register their locations on the Alumni Survey, we will be able to identify future events to bring our community together.

Planning Ahead:

We plan to coordinate a June 2020 Alumni event for all those who return to Hangzhou in the early summer time, around June 5 or 6. Please contact Ms. Alice Zhang (azhang@his-china.org) in the office if you would be interested in attending an event and let us know the dates you might be in Hangzhou. HIS Graduation for the Class of 2020 will take place on June 3, so you are welcome to join us for this exciting recognition of the new graduates who will soon join the HIS Alumni pool.





Connecting Through Social Media



Rachel Pekin
College Counselor
Upper School
Student Support
Services

In this day and age, we are lucky to have the internet at our fingertips. One of the greatest things about the internet is connecting with people from all around the world through different social media platforms such as Instagram, Facebook, WeChat, Twitter, LinkedIn and more. These platforms help us maintain friendships that span countries and oceans, build professional connections, as well as introduce us to new people and ideas.

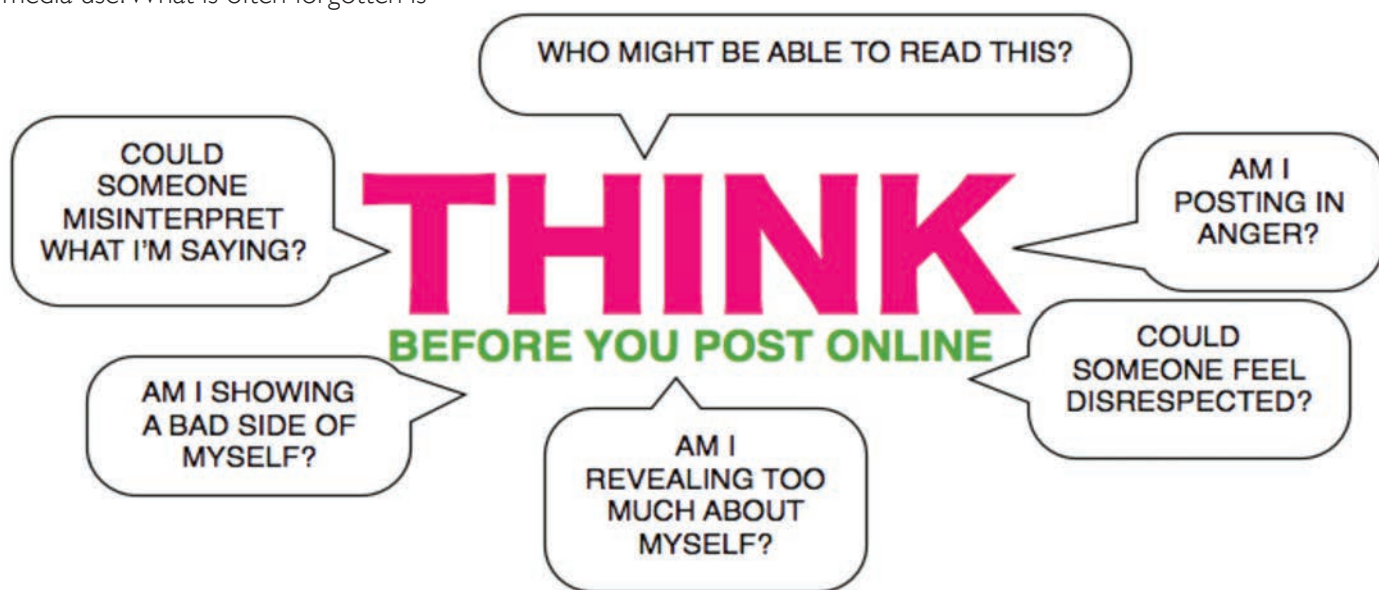
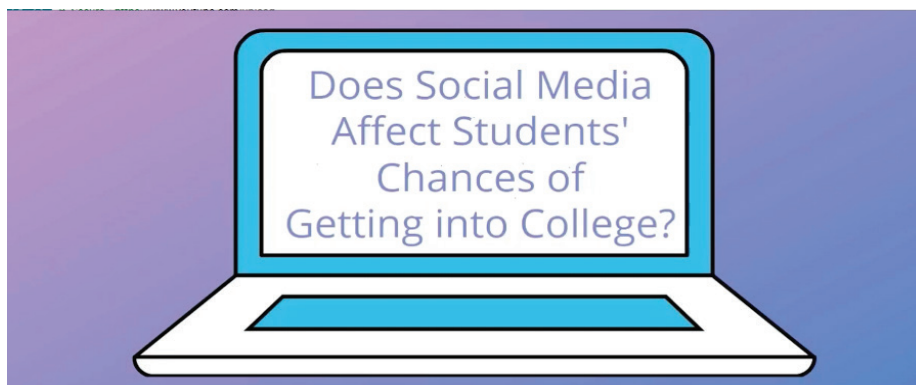
While social media has so many benefits, there is a dark side we need to be cautious of. Most of us are already aware of the cyberbullying that goes on when people are allowed to post without showing their identity. We also know about increased levels anxiety and depression associated with social media use. What is often forgotten is

the fact that our posts on the internet can live forever, even if we delete them. It takes a simple screen shot by just one person to bring back a post you once deleted.

I could go into dozens of reasons why we need to have a smart virtual presence, but as the university counselor I want to bring this back to college and careers. According to a 2019 Kaplan Test Prep survey, 59% of admissions officers believe social media was 'fair game' when assessing an applicant and 36% of university admissions officers actively review an applicants' social media profiles. That is one in three admissions officers!

Admissions is not the only time your social media choices can haunt you. In 2018, a student athlete at Georgia State University was suspended from her soccer team after using a racial epithet on her social media. Over 500 people then signed a petition for her expulsion from school. This proves that student decisions on social media may have an impact in their future at any time.

Social media is an amazing tool but we need to know how to use it properly. We all could use a little guidance so take this opportunity to talk with your student about what social media accounts they have and how they are using them.



Connected in Counseling



As I type this article, I am frequently interrupted by calendar notifications and as each one pops up, and reminded of all the connections those notifications signify. Connections to teachers, curriculum, ideas, and most importantly, students. Although technology has made learning from home far more rich, engaging, and interactive than it would have previously been, there is an element of human connectedness that technology can't always replicate. In the many video chats I've had with students over the past few weeks, almost everyone identifies "friends" as what they miss most. Lunch seems to take a close second, which is not always the case in school cafeterias!

One of the things I have missed most while students are learning from home is teaching counseling lessons in classrooms. Regardless of the content, I find the lessons to be most impactful when students engage with and learn from each other. Whether we are talking about emotions, the size of problems, or solving conflicts between peers, I find they have so much to teach each other. As I reflected on this edition's theme, "Get Connected", I thought about how students learn about technology. Because the days of Facebook as the primary social media platform are long gone, many adults may not know how various websites and apps are used. Because of this, students will likely look to their peers

for the answers. Although peer-to-peer teaching is generally a good thing, it is our job as educators and parents to ensure our messaging has infiltrated their conversation. Just as we wouldn't allow kids to be teaching each other that " $2+2=7$ ", we don't want inaccurate information or myths spread about technology use. As is true with the addition example, we want to directly teach the skills and correct any misinformation. This is done most effectively when taught at school and home through modeling, practice, reflection, and continued communication.



Jennifer Widi
School Psychologist
Student Support
Services

During the spring semester one of the counseling lessons will focus on "digital safety". If parents haven't already, I recommend you begin to ask questions, discuss relevant news articles, and model responsible technology use. Listed below are a few tips from the American Academy of Pediatrics for technology use among children. As is evident from these three tips, the element of human connection remains central, even when the focus is technology.

1. Screen time shouldn't always be alone time
2. Create tech-free zones
3. Set limits and encourage playtime

For more information visit:

<https://www.healthychildren.org/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx>



HIS parents: always ready to support our school community...

At HIS we are fortunate to have helpful and caring parents that together dedicate significant consideration and support our school community



They work together organizing and decorating around the school for special occasions, events, and seasons.



...while meeting other parents and having a good time!

They share their talents, skills, knowledge, and passions, in our classroom activities, and gatherings, like the Cultural Lunches.



Together, they continue building a solid foundation that unites our cultural diversity and promotes a strong positive community.



All parents and guardians of HIS students, faculty, staff and administration are automatically members of PAFA. Together we play an important role at school.

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



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.



Layout and Design: Andrea Stubbs and Karl Suits.
Articles and photographs are provided by the HIS Community: faculty, parents and students.
Edited by School Administration.