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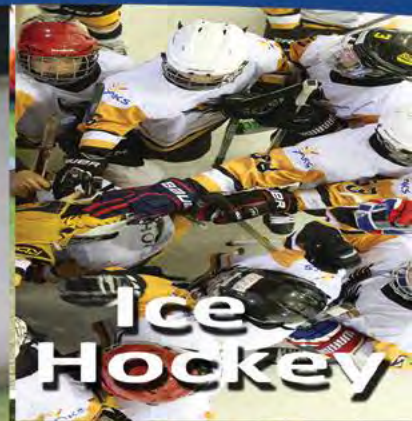
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Living a Life of Exploration & Learning



6 Quick Sitting Posture Tips



1. Adjust the position of your computer & keyboard
2. Set your screen at eye-level
3. Keep arms and shoulders relaxed to the side



4. Allow your feet to rest flat on the floor
5. Keep your head and upper body upright
6. Support your lower back



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MAR/APL 2020

Editor: Mikael Masson
Art Director: Mun Yee Choo
Designer: Alles Zheng

Do you have a story to tell, a project to share, or art to be displayed? Let Communitas be a platform for your voice.

Communitas is about community and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the Communitas editor via email at mmasson@scis-china.org.

Communitas is published six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at www.scis-china.org and follow us!





students who practiced from only three feet away. Why is this? We will come back to that later.

For years educators and students have believed that repeated practice, worksheets of multiplication or addition problems, for example, would solidify a skill into memory. However, research tells us this massed practice approach is not the most effective.

The reason for its effectiveness being misplaced is that there is what Peter C. Brown, author of *Making it Stick*, calls an illusion of knowledge.

Learning is not simply gaining skills or knowledge quickly. It also needs to be there later, when it is to be used in our daily world. Massed practice may give quick gains, but those skills and knowledge are not retained for very long and quickly leave as well.

If mass practice isn't the best way, how should we practice? Is there an optimal way? Research says there is, and it is something that we promote, push and even demand of our students here at SCIS; *reflection*.

Reflection is indeed a form of practice, and it helps us retain our learning and apply it to our daily lives. This is worth repeating. Reflection is a form of practice and it is a vital part of the learning process. The "What was I supposed to do? What did I do? What was the result? Why was that the result? What can I do next time?" that students are asked to go through as

Reflection is Practice

Carnegie Hall in New York City is widely recognized as the most prestigious concert stage in the United States. It is also the root of one of the most famous jokes among New Yorkers coined by Artur Rubinstein.

A tourist, holding a map, would ask a New Yorker. "How do I get to Carnegie Hall?"

The New Yorker would respond "Practice, practice, practice."

But is it that simple? Is the idea that all you need to do is practice, practice, practice an effective means of learning, whether a music instrument, or a language, or mathematics?

There was a study done¹ on the effectiveness of practice, practice, practice and its findings may shock you. If you knew you were going to be tested on throwing bean bags into a bucket from three feet away, how would you practice that? Would you practice from three feet away, or from different distances, none of them being three feet? Well, a class of 8-year-old students was asking themselves this same question as they faced their upcoming test. One half of the class practiced throwing from three feet away and the other half from distances of two feet and four feet away but never three. After 12 weeks, the day came to see the results. The students who practiced from two and four feet away, but never from three feet away did far better than the





they reflect on their learning identifies and corrects mistakes, solidifies the learning they need and prepares the student for future learning.

Reflection is not easy, and it shouldn't be. Research shows that when we put in concentrated effort into our learning, we make stronger connections. Reflection requires deeper learning than a recollection of facts does. Psychologists agree and have shown that the more effort you need to retrieve information, the more likely it is to stay with you. When students at SCIS are asked

to reflect on their learning, they are cementing that knowledge. That is why when you peek inside an SCIS classroom you will witness students explaining their thinking and sharing their reasoning with each other.

What about the bean bags? The students practicing from three feet away used the practice, practice, practice routine, developing a massed practice approach. Those students who practiced from two and four feet away, by varying their distance, needed to reflect on their actions when switching between the

distances. Was it too far? Was it too short? How should I do it for this new distance? They engaged their brain on a deeper level, strengthened connections and when it came to application, they were better prepared.

So, if you want to get to Carnegie Hall, or toss bean bags into a bucket, or more realistically improve your math skills, don't practice, practice, practice. Yes, you will see quick results, but research shows it is temporary. Instead, practice, reflect, change your practice and reflect some more. Put effort on your brain, grow complex connections through reflection and develop stronger learning from the experience.

1. The report of the beanbag study can be found in R. Kerr & B. Booth, Specific and varied practice of motor skill, Perceptual and Motor Skills 46 (1978), 395-401



By **BART KELLY**,
Grade Five Teacher &
Mathematics Coach
at SCIS Pudong.



MYP Personal Project: An **SCIS Celebration** of **Learning**

All over the world around this time of the school year, Grade 10 Middle Years Programme (MYP) students are busy finalizing their Personal Project reports. It is a culmination of months, sometimes up to nine, of repeated journeys through the Inquiry Cycle. During this long journey students learn much about their chosen topic, but along the way, even more about themselves.

In addition to the report writing that is happening, Personal Project Supervisors are busy providing feedback on those reports as they try to help their students achieve the best possible score from the International Baccalaureate (IB) Moderation team who will soon assess them. Meanwhile, maintenance crews are busy setting up and preparing for Personal Project Exhibitions where students will display and share their products and learnings. This project process isn't a one-time thing though, it truly is an endless cycle of lifelong learning and growth for the students and the entire learning community.

Why we do the MYP Personal Project?

As author and TED talk superstar, Simon Sinek, often asks...Why? The simple answer to this is that as an authorized IB World School offering the Middle Years Programme, it is a requirement for all MYP Year 5 (Grade 10) students to complete the project. But when you look deeper, the MYP and SCIS both share a philosophy which focuses on "learning how to learn" through the systematic development of Approaches to Learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. So, our why is simple...the Personal Project encourages students to practice and strengthen those ATL skills, learned throughout their time in the program, to connect classroom learning engagements with personal experience, and most importantly, to develop their own interests for lifelong learning (IBO, 2017).



What does the MYP Personal Project entail?

Students, with guidance from an assigned Supervisor, the Grade Level Advisors, and the Personal Project Coordinator, address Personal Project objectives through:

- the process they follow;
- the product or outcome they create; and
- the report or presentation they make that explains what they have done and learned.

Students document their thinking, research process, and development of their ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, narrative essays, films, computer programs, and many other forms of work (IBO, 2015).

Most of the process takes place outside of regular school time except for the one weekly meeting held during an Advisory block. These meetings are facilitated by the Advisors and the Coordinator to assist students with next steps, timeline reminders, exemplars, any clarifications, and sometimes just general encouragement that lead to the creation of a product or outcome, and eventually, to the writing of the report that will be assessed and submitted to the IB for external moderation.

What does the Personal Project mean to SCIS?

Because we are very much an international school with such a diverse mix of countries/backgrounds, the Personal Project ends up being a celebration of worldwide learning. Each student tends to add their own wrinkle based on their cultural upbringing and insights. Whether it's introducing us to a Korean Seok-bing-go, a traditional underground refrigeration system developed in the year 505, or the first-ever SCIS International Coloring Book which, in Volume 1, showcases 15 countries represented at SCIS-Pudong, to an original work of visual art that brings attention to child poverty in the Philippines, many projects truly come from an international place.

In addition, because our community loves to celebrate learning so much, this year we decided to combine our Personal Project Exhibition with the culmination of a Grade 7 & 8 MYP Design unit that revolved around creating a "Food Truck" serving international fusion dishes all designed and created by the students themselves. It was a perfect combination that had the Blackbox buzzing. In any MYP Design class, students will focus on the Design Cycle, which eventually becomes the foundation for the Personal Project Inquiry Cycle and just about every major step we will all take in life.



Comparison of the MYP Personal Project Cycle and the MYP Design Cycle

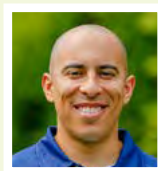
Personal Project Inquiry Cycle		MYP Design Cycle
Investigating	1	Inquiring & Analyzing
Planning	2	Developing Ideas
Taking Action	3	Creating Solutions
Reflecting	4	Evaluating

The writing of this article provides a chance to reflect on this current year's process which will now allow for the investigation/analysis into how to make the entire Personal Project journey better next year. The cycle doesn't ever stop, hopefully, it just helps us do things better. Congratulations to this year's MYP 5 (Grade 10) students on their journeys and a huge thank you to the entire SCIS community for not only supporting but for coming out to celebrate learning with us.

Sources:

International Baccalaureate. *10 Steps to Successful MYP Personal Projects*. 2017 <https://www.ibo.org/globalassets/digital-toolkit/brochures/10-steps-to-successful-myp-personal-projects-en.pdf>.

International Baccalaureate. *International Baccalaureate Middle Years Programme Subject Brief: Personal Project*. 2015 https://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief-personal-project_2015.pdf



By **VICTOR CABAN**, Athletics & Activity Coordinator and Physical & Health Education Teacher at SCIS Pudong



Teaching Mandarin

and Its *Culture* Through

Immersion



When researching the most efficient way to learn a new language in a country that is foreign to our own, there is one word that comes to my mind: immersion.

In upper school Mandarin classes at SCIS, Mandarin teachers believe that an immersive environment helps our learners grasp concepts in a meaningful and memorable way. In immersion classrooms, students are encouraged to listen, speak, read, write and think primarily in Mandarin. Teachers use real life, pictures, body language, and modeling to complement verbal cues. This gives students not only the opportunity to constantly decipher inferences and context clues, but also the desire to use Mandarin for authentic communication.

Unlike a traditional foreign-language classroom, where the academic language is the instructional focus, the immersion setting gives students exposure to colloquial and socio-culturally appropriate language which connects their learning with real-life experiences. Teaching Mandarin and its culture through immersion does not mean using the target language

100% of the instructional time. Rather, comprehensible input with the right amount of challenge better helps students transition from their native language to the target language, and students are therefore more likely to be engaged.

In the immersive Mandarin classrooms, comprehensible input is provided by teachers weaving together familiar language with new words and expressions. Students are constantly prompted to assimilate new language and meaning from unfamiliar patterns and structures. We are confident that this approach to teaching mandarin and its culture, has proven to be the most efficient way for our students, helping them become passionate, reflective and life-long learners in the process.



By XIATING FANG, MYP & DP
Mandarin Teacher at SCIS Pudong



It's Time for RE-ENROLLMENT!

Re-enrollment for the 2020-2021 school year began in January of this year with our request for families to declare their enrollment intention by submitting our Re-Enrollment Survey by March 13th. Thank you to everyone who has submitted their survey. We recognize that your family circumstances may have changed since your initial survey submission, if you would like to update your enrollment intention for the 2020-2021 school year, please contact our Admissions Office (admissions@scis-china.org). If you have not yet submitted your survey, we ask that you do so at your earliest convenience.

Last month we revised our re-enrollment deadlines to provide flexibility for families whose plans were being impacted by the COVID-19 health crisis. Please be sure to review those revised deadlines below. We recognize that many families may continue to be impacted by the outbreak beyond these deadlines. Our Admissions Team is committed to supporting families in these circumstances and providing flexibility where possible. We ask that you contact us if you have any questions regarding re-enrollment or need any assistance.

Our re-enrollment process is designed to ensure all current families have first priority to register for the 2020-2021 school year and is vital as we strive to effectively plan for yet another successful school year. SCIS looks forward to your continued support and involvement in our school community and we hope to welcome your family back for yet another successful school year.

Should you have any questions regarding re-enrollment or need any assistance, please contact our Admissions Office:



Scan for
More Information

Name	Job Title	Email
SCIS Admissions Office	General Admissions	admissions@scis-china.org
Echo He	School Registrar	ehe@scis-china.org
Grace Hu	Admissions Finance Officer	ghu@scis-china.org

Secure Your Re-Enrollment



Step 1:

Re-Enrollment Survey

Deadline: **March 13** (Sent January 15)

Please email SCIS Admissions if there are any changes to your family's plan for the 2020-2021 school year



Step 2:

Seat Guarantee

Payment of Deposit or Annual / Semester Tuition

Deadline: **April 10**



Step 3:

Tuition Payment

Payment of Annual / Semester Tuition

Deadline: **June 10**

Early Payment Discounts:

This payment incentive allows for a discount on tuition fees when annual tuition is paid in full by the following deadlines:

April 10
(7%)

May 8
(5%)

June 1
(3%)

Happy Chinese New Year!

新春快乐!

Every year, the Spring Festival 春节 (Chūn jié) as is known in China sees the largest mass migration of people on the planet, almost one-fourth of the world's population travels home to celebrate with their families, in Chinese we call it “团圆” (Tuán yuán).

The most significant night of the festival is New Year's Eve – 除夕 (Chú xī), this is when family members gather to eat, drink and celebrate. Before this, people will do lots of preparation work. For young people, they need to snap a train ticket to go home. For old people, they will shop for New Year products, like food and drinks, decorations, red packets and so on. On New Year's Eve, families will enjoy the family reunion dinner 团圆饭 (Tuán yuán fàn) and watch Spring Festival television shows together. The most typical food is fish and sticky rice cake, fish in Chinese represents 年年有余 (Nián nián yǒu yú) – which

means may every year end with ample surplus. Sticky rice cake has the symbolism of increasing prosperity every year 年年高升 (Nián nián gāo shēng), sticky rice also means the cohering of family. In northern cities, families will make dumplings together after dinner, and cook dumplings after midnight to celebrate the first day of Chinese New Year.

Students who have lived in China for many years have had the chance to experience their own Chinese New Year (CNY). I interviewed some students in my Phase Five class to hear what they had to say:

“Ever since I was a little girl, I've been going to my parents' CNY business parties. My sister and I have the best time playing some games like “who can balance a balloon the longest?” to finally get a red packet.” – **Isabella Lompa Osvald (Grade six)**





"As a student in SCIS and a person from Korea, I do two things to celebrate Chinese New Year: paste crafts on my door and eat dinner with my family. Chinese New Year is a holiday that you can spend lots of time with whom you love!"

– Ji-Young Lee (Grade six)

"I have been celebrating Chinese New Year for my whole life. Every year we all gather at our grandparent's house. In the morning we all have lunch then after we go off to our friend's house to greet them. They give red packets to the kids. At night we go to my mom's parents' house to eat dinner. During Chinese New Year we keep on going to people's houses to greet them and get red packets. :)" – Jin Lee (Grade six)

"Every New Year break, my family and I would go to Hong Kong to meet with my close family from my dad's side.

On New Year Eve, we wash ourselves with a type of tea, to wash away the bad luck, we do that as a tradition. Then on New Year Day we would receive red packets and go to our grandparents and wish them a Happy New Year, good health and long life." – Symphony Lau (Grade seven)

2020 is the year of the rat "鼠年" (Shǔ nián). Best wishes to everyone and happy Chinese New Year! 平安快乐"鼠"于你 (Píng'ān kuài lè "shǔ" yú nǐ)!



By ZOE XIA, Chinese Language Acquisition Teacher at SCIS Hongqiao







Tales of Resilience, Creativity, and Passion Through Virtual Learning.

For students and teachers alike, the idea of a virtual performing arts classroom is daunting. In early February, as international schools across China began to announce their temporary closure, performing arts teachers were busy thinking of meaningful ways to tailor their units and learning experiences for the virtual learning environment.

In China, it is common for international teachers to join informal professional development groups on WeChat. As it became clear that the temporary closures were going to last weeks, threads with titles such as "MYP Music Teachers in China" were inundated with brainstorming, resource sharing, and peer advice about how to overcome the challenges ahead. Concerned performing arts teachers were busy reflecting on important questions:

How can we transmit the social, emotional, and intellectual aspects of what happens in a predominantly practical classroom environment?

How will the students respond to instructions and tasks without the ability to ask real-time clarifying-questions?

How can we help to motivate students amidst the upheaval of their routines and geographical locations?

At SCIS, the performing arts team has been impressed with our student's abilities to rise above the obvious challenges and limitations of the virtual learning environment. We have seen high levels of engagement, motivation, and innovation. In many cases, students have managed to produce work of uniquely impressive quality.

In Grade 6 music, students have been busy exploring patterns and cycles in music. They have produced creative responses to the statement of inquiry "We can notice, represent, and creatively change patterns". So far, we have seen wonderful creative efforts including pen tapping, beat-boxing, polyrhythmic body percussion (involving grandparents), computer-based remix projects, drum machine compositions, and even the transfer of abstracted patterns found in mathematics or nature to instruments such as the piano.

Click on the following link to hear a selection of student responses to these tasks.

<https://scis.padlet.org/mtturner/nom7t5s6t0ga>

In Grade 7 music, students are busy creating both original music and sound design for a short film. Along the way, we have heard some wonderful compositions incorporating influences from Western Classical music, Minimalism, and even Brian Eno's more obscure works of ambient music. They have also applied western and non-western approaches to using scales and modes to portray emotions and drama.

Click here to enjoy some of their work so far.

<https://scis.padlet.org/mtturner/n0i6yyegoti0>



Grade 6 Music student

Grade 7 Drama students created a virtual performance of British Pantomime fairy tales acting out all roles themselves. Jane Song (Yein) rocked this task by using digital masks and altering her voice:

<https://flipgrid.com/s/f6153ef687b2>

Grade 8 Drama students created virtual performances exploring identity through action and object and Haruka produced something wonderful:

<https://flipgrid.com/s/bba718417ffe>

Exploring how we can improve our skills through preparation and presentation, these talented G8 students have recreated the works of some of their favorite artists using Garageband.

https://scis.padlet.org/mr_miller/G8Music4Garageband



By MARK TURNER, Arts,
Music and Theory of Knowledge
Teacher at SCIS Hongqiao

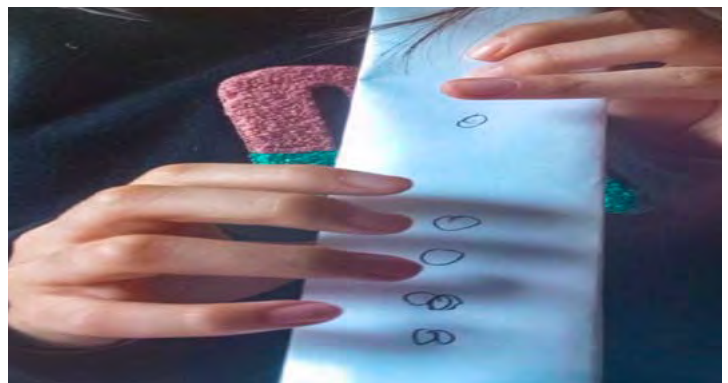


Grade 7 Drama student



Grade 8 Drama student

In the Lower School, students without access to the instruments available on-campus at SCIS have found incredibly innovative workarounds:



Take a photo of your fingers demonstrating each chord on your ukulele (paper or real!)- you may need help for this!

Am

F

C





Giving Students *Voice, Choice, and Agency*

Students in the SCIS Lower School Music program develop as musicians through classwork, discussion, concerts and individual or group practice.

In the younger grades, the change to give students more voice, choice, and ownership in the music program has had an impact on what a typical class and performance looks like.

Students are taught musical skills such as rhythmic and melodic literacy and instrumental techniques to be used as tools for creative composition and performance. Students are asked what they want to learn and given choice in the learning process, so motivation is high from an idea to achievement. Students in third grade are excited to begin applying their music literacy skills while learning the recorder. Second graders enjoy using

their newly learned traditional notation to create compositions for their classmates to learn and perform. Lastly, first graders enjoy connecting language and music through chanting, singing and playing.

When students prepare for their concerts (one in Fall and one in Spring), they are involved in the process from the beginning, helping to select songs and themes, identifying jobs to be done, and self-assigning themselves to parts. Students who wish to speak are allowed to write out what they'd like to say about each portion of the concert. Those that wish to move may be involved in concert choreography while those that want to improve their instrumental skills may choose to play xylophone or drums.

In Grades 4 and 5 the learner agency develops even further.

Students are given choice in as many opportunities as possible but particularly in the Spring concert. Last year they collectively chose their songs, the instruments they wanted to play, the level



of difficulty they wanted to pursue and even the number of songs they wanted to participate in. Again, motivation was high, and we found that their skill levels improved very quickly.

Agency in learning has so many spin-offs into other areas. We see students making sensible choices, developing their ability to practice independently and showing growth in their music-making.

The Lower School Music program collaborates where possible with the Units of Inquiry in the classroom. With the Grade five Exhibition ahead of us, it is important for us to continue to encourage an independent approach to learning. If they have been making responsible choices in their music presentations, they will be more likely to be ready to take on teamwork and agency in their Grade five Exhibition projects.

As we view it, student choice is more than just picking a task. It's leading to owning the entire learning process!



By **STACEY STOLTZ** and **JANE COLES**,
Lower School Music Teachers at SCIS Hongqiao



Living a Life of *Exploration & Learning* Anaïs Gallet (SCIS Pudong Class of 2013)

A third culture kid from birth, Anaïs Gallet (SCIS Pudong Class of 2013) is no stranger to international life. She joined the SCIS family in 2008, living what she recalls as the best years of her life until graduating in 2013. After discovering the field of accounting while studying at the University of Bristol, Anaïs was accepted into PwC's graduate program in London. I had the pleasure of speaking with her about her wonderful journey so far and the impacts that living internationally has had on her life.

Tell us a little about yourself, where are you from?

I consider myself a third culture kid, someone who grew up surrounded by multiple cultures. My dad is German and my mum is French, I was born in Berlin but we moved to Paris when I was very little, and then to Munich just before I started school, where we stayed until my parents, my three younger siblings and I moved to Shanghai at the end of 2008.

When did you join the SCIS family and how long were you with us?

We joined the SCIS family in December 2008 while I was in 8th grade and I completed my high school education here, graduating in the summer of 2013. Some of the best years of my life!

Was SCIS your first international school?

Yes, SCIS was my first international school, coming from the German public-school system.

What about Shanghai, was it your first international living experience?

Since I don't really have a "home", I consider everywhere I go to be a new, international living experience, but Shanghai was the first time I lived outside of Germany and France, which I guess are my "home countries".

How has your international upbringing affected you?

I am so grateful for my international upbringing. It has taught me so much and has completely changed my view of the world and what life is all about. The greatest aspect of international experiences is the variety of people that you meet and all the cultures you are exposed to. It teaches you open-mindedness, curiosity, and acceptance like nothing else can. You understand that everyone is different and strives towards a vast array of goals, and it encourages you to consider what you want to achieve in life, even if that is different from what people in a "fixed location" consider to be a success. An international upbringing means you are not bound by the values and ideals of a smaller, local society, and you are not afraid of change or something different. You can more easily adapt and often find yourself to be a driver of innovation. You understand that there is so much to learn about, that there is so much knowledge out there, and that you will always keep learning – or at least that you definitely should!

What are you currently up to?

After graduating from SCIS in 2013, I went to the University of Bristol, UK, to study Mathematics. There, I came across accounting and the Big Four (Deloitte, Ernst & Young, KPMG, and PwC) at a career fair. I decided to complete a summer course at LSE, in London, UK in accounting. I found it very interesting and a good insight into the business world from a financial angle. So I applied and managed to get accepted at PwC in London, in a graduate programme for audit, which I started in the summer of 2017. That is where I am now, working on the annual audits of a range of companies, as well as completing my Associated Chartered Accountant (ACA) qualification, the UK equivalent to the the Certified Public Accountant (CPA) at the same time.

Did you always envision yourself working in the field of accounting?

No, truth be told I hadn't even heard of accounting before coming across it at university! But as I mentioned above, my international upbringing had taught me to always keep exploring and learning, so that's what I did. What I appreciate about accounting is that while it is a specialized subject in itself, it can be applied to any company, any industry, and is generally also applicable internationally, bar a few small differences from country to country. I.e. it is a field that allows me to stay in the international world, to travel and move countries with the same job.

How did the IB at SCIS prepare you for life after school?

The IB allows you to have a well-rounded education that exposes you to many different subjects. As such, it gives you a better chance of finding something that you might be passionate about and would like to study further. The high level of learning and independent studying that comes with the IB also really helps to prepare you for university-level studies, which were less of a step up for me than for other people who had not done the IB. SCIS was a great place to study the IB because the teachers were all supportive and invested in our education, they cared about our success.

Looking back, what were some of your fondest memories at SCIS?

My favourite aspect of SCIS was the family feel that surrounds it. It wasn't just a school, it was a network of people who gave you a place where you belonged, where you could grow, and where you always felt welcomed and supported. There was a very positive atmosphere and a "you can achieve anything" attitude. People believed in you and encouraged you to follow your passions, whatever they might be. My fondest memories were all the extracurricular activities and events that I could participate in, from student council and MUN to dance company to annual lock-ins and all the sports events that took place!

What advice can you give to students that you wish you had received when you were at SCIS?

There is a lot of pressure especially toward the end of your schooling to find your path and determine your future, which seems very much set in stone once you have decided what you want to study or what you want to do next in your life. It turns out that nothing is forever, and you can always change your direction in life. In fact, given the accelerated pace of change in the world, you most likely will have to adapt and change. So, make the most of where you currently are in life, learn as much as you can, follow your passions, and don't stress too much about your decisions, you can always make changes down the line.



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)

THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. It's goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

Alumni Contact:

Mikael Masson Perez
mmasson@scis-china.org

Alumni Requirements:

1. Graduated from a SCIS Campus

OR

2. Went to school here for at least one year AND be over 18

Social Media



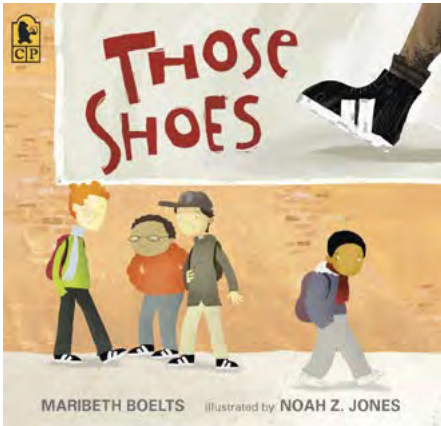
Facebook site:
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:
<https://www.linkedin.com/groups/4757677>

Book Recommendations for All Ages

Joshua Balli, ECE Librarian at SCIS Hongqiao



Those Shoes by Maribeth Boelts

Age 4–8

Reflection is something that is (or should be) a part of everyday life. Whether it is thinking about how we handled a conflict, to how we could have used our time more productively, reflection is usually a part of our everyday lives.

Reflection is also something that can be taught in children's books.

In the book *Those Shoes* by Maribeth Boelts, a young boy named Jeremy wants, no needs to buy a brand-new pair of black and white shoes. The fact that almost all the other boys in his school have already gotten them only heightens his anxiety. When Jeremy finally does get a pair that is too small, he must make a decision. Is he really going to give those shoes away?

There are so many things that can be taken away from this book. First of all, the theme is universal. We have all probably wanted something in our lives, whether it be as a kid or an adult, so

Jeremy's situation is easy to relate to. But I could think of so many more follow up questions after reading this book. For example: What is something you really wanted before but didn't get? How did you react? Do you think Jeremy did the right thing giving away his shoes? How should Jeremy have responded after being teased by the other boys for not having the shoes?

Those are just a few questions I could think of while reflecting on this book. I am sure you can think of a few others. If your child is ever struggling with the differences between wants and needs or you are just looking for a book to teach a good moral lesson, I can't recommend this one enough.

Emily Williams, Librarian at SCIS Pudong

Carnivores by Aaron Reynolds

Ages 5+

Do you think sharks, lions, and wolves ever feel bad about eating other animals? Read *Carnivores* by Aaron Reynolds to laugh out loud as the meat-eaters of the animal kingdom reflect on their role in the food chain. When the lion, the great white shark, and the timber wolf get together to discuss how the other animals feel about them, they try to find ways to not eat the other animals. This involves vegetarianism and disguises. As you can imagine, the result is hilarious. The animals have to truly consider who they are and whom they want to be. At the heart of this silly story is a message about the ways we learn to understand and appreciate the ways we are different and unique.





Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao

Karen's Witch (Baby-Sitters Little Sister Series)

by Katy Farina

Recommended for Grades 2–5

Fans of the hugely popular graphic novel adaptations of the Baby-Sitters Club series will love this series. *Karen's Witch* is the first book in a spin-off series that features Karen, Kristie's little stepsister. In the first book of the series, Karen is convinced that her next-door neighbor, is secretly a witch named Morbidda Destiny. This fun story talks about themes of being open-minded, dealing with the fear of the unknown, and ultimately about being caring to others.

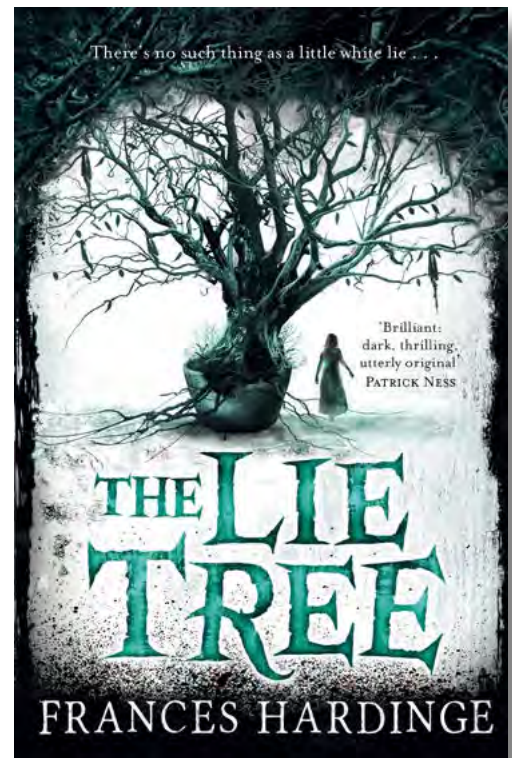
Ashley Simmons, Upper School Librarian at SCIS Hongqiao

The Lie Tree

by Frances Hardinge

Ages 12+

Faith has never been ok with sitting on the sidelines and being the “proper lady” that society feels she should be. “There was a hunger in her, and girls were not supposed to be hungry. They were supposed to nibble sparingly when at the table, and their minds were supposed to be satisfied too.” When Faith’s family visits a remote island where her father has been called as an expert on an archeological dig, she can no longer fight her urges to seek out answers to her questions, speak up, and take part in the mystery that unfolds around her family. Faith quickly discovers that there is more to their sudden departure than just the dig, and rumors about her father quickly follow behind. The family faces scorn from the small island community, which is only heightened by her father’s increasingly strange behavior and single-minded obsession with a mysterious object he has hidden away, which Faith discovers is the lie tree. When Faith’s father is found dead, she takes over caring for the tree and quickly discovers the seduction and danger of lies and the shattering nature of the truth. A Grade 8 student recommended this book on multiple occasions, and I’m so glad I took her suggestion! *The Lie Tree* is a wonderful mix of mystery and historical fiction that engrossed my attention from the very first chapter. Both the physical and e-book copies are available in the HQ Upper School Library.



PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

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