

# communitas

## PYP

Primary Years  
Programme



## MYP

Middle Years  
Programme



## IBDP

Diploma  
Programme



SCIS is Now an IB Continuum World School







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Dear SCIS Community,

It is my pleasure to extend a warm welcome to our SCIS Community for this 2017-2018 school year at Shanghai Community International School.

At the beginning of this school year, I shared with my colleagues how one of the many wonderful aspects of choosing a career in education is that we have an opportunity for a fresh start, each and every year. We, as educators, have the ability to set the stage and establish the foundation for the incredible learning experiences to come. It is through this annual experience that we are able to create new opportunities for our students, opportunities that build the foundation of our community and students' experience within the school, and it is the combination of these shared experiences that then defines our SCIS community.

In response to the need for a space to share our varied experiences within SCIS, "Communitas" was created. Entering its eight year of publication, it continues to be the venue for reflection, discovery, and celebration throughout our school community. The name Communitas roughly translates from Latin as 'the very spirit of community'. That same spirit is what we intend for you to find throughout the pages of this and future editions.

It is this spirit that has continuously fed our passion to deliver on our SCIS Mission to develop inquiring, knowledgeable, and caring learners who contribute positively to our community. A keyword, not to be overlooked in our mission statement, is that we use the phrase 'learners', not 'students.' This is because of our belief that every member of our school community is a

learner and we take on the noble effort of developing all of us students, parents, faculty alike as we move forward in our individual learning journeys.

We have undertaken some major initiatives in our community-wide journey over our 22 years of operation. The most recent of which was successfully accomplished at the conclusion of our 2016-17 school year as both our Hongqiao and Pudong campuses were authorized to offer the IB Primary Years Programme (PYP), and IB Middle Years Programme (MYP), along with our IB Diploma Programme (DP). Becoming a three-program IB Continuum World School is a significant recognition of our ongoing efforts to provide world class learning experiences for our students in Nursery through Grade 12.

We are proud, we should be, but that was last school year and this is the beginning of a new year of opportunities, experiences, and growth. Let us continue to challenge ourselves as a community to inspire each other to become inquisitive, globally-minded learners. For now, please read on and find inspiration within these pages and I challenge you to share your learning journey with the editors of Communitas. It is going to be a great year, full of learning, 'a-ha moments', and smiles so please enjoy and I look forward to learning with you this school year.

Sincerely,

**Daniel D. Eschtruth**  
Director of Schools  
Shanghai Community International School

# SCIS is now a IB Continuum World School

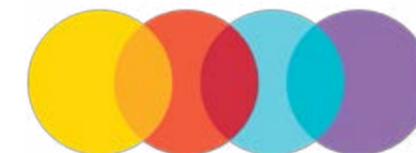
By **DANIEL ESCHTRUTH**,  
SCIS Director of Schools



It is with great pleasure that we announce that Shanghai Community International School (SCIS) has had both of its campuses (Hongqiao and Pudong) authorized as an International Baccalaureate (IB) Continuum World School. With this we are officially authorized to offer the IB Primary Years Programme (PYP), IB Middle Years Programme (MYP), and the IB Diploma Programme (DP). Becoming an IB Continuum World School is an important milestone in the ongoing development of a school community, such as SCIS.

It is an excellent achievement and a reflection of the hard working, passionate, and dedicated SCIS faculty and staff. They worked diligently to prepare the program for both verification visits last spring, culminating in positive reports from the IB Organization (IBO). That being said, receiving authorization does not mean that SCIS efforts are complete. Rather SCIS' committed team will build off this positive recognition to further develop our program built upon a solid foundation of academic excellence and rigor combined with a warm, inclusive environment in which all of our students feel welcome and valued.

At SCIS, we remain committed to our mission to develop inquiring, knowledgeable, and caring learners who contribute positively to their communities. We work together to maintain our high expectations on how we provide a broad and stimulating curriculum with engaging learning experiences. These experiences take place in the classroom, the hallways, the stage, the playing field, and beyond as we connect learning through all areas of our lives. As an authorized IB Continuum World School, we are humbled to have received the recognition of the work we have done, but we remain ready for the next great opportunity to further our knowledge, our hearts, and our community.



IB CONTINUUM

## communitas

SEPTEMBER 2017

Editor: Mikael Masson  
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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](mailto: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](http://www.scis-china.org) and follow us!





## Educating the Whole Child through IB Learner Profiles

Three years ago, when SCIS chose to pursue becoming a fully authorized Three-IB program, we knew that it could add value to our program.

SCIS has always prided itself as a truly international and diverse school, catering to 61 different nationalities. We have always valued having globally minded students who pursue relevant learning for the sake of action – not simply tests. We knew the IB represented a commitment to educating the whole child, something SCIS has always valued. And, we knew the IB could provide a respected framework for learning that is recognized around the world, allowing us to better meet the needs of our diverse community.

Now, three years later, and as a fully authorized IB school for the PYP, MYP, and DP programs, we are beginning to see another benefit – helping diverse cultures better understand the goals of the SCIS program.

Because SCIS is so international, we are each familiar with our own national system. It is safe to say that each system values different aspects of education in a unique way. This diversity in educational experiences – like other experiences – is one of the greatest assets of the SCIS community. Yet, our own perceptions of educational values – and the early experiences that created them as our reference point - are seldom explicitly shared.

Because the IB was created for a global learner, transferable and understood in any country in the world, it was imperative that it begin by openly defining what the IB organization values in education. All three IB Programs (PYP, MYP, and DP) are grounded in the Learner Profile Traits. Think of them as the goals that any IB school has for their students.

As you read the list below, ask yourself how they compare to your educational system.

### Learner Profiles:

**Inquirer:** You develop your natural curiosity, acquire skills to research for answers and expand your love of learning.

**Knowledgeable:** You explore concepts, ideas and issues that have local and global significance.

**Balanced:** You maintain equilibrium of your intellectual, physical, and emotional needs.

**Communicator:** You express your ideas and opinions clearly in more than one mode or language using technology, art, music and drama.

**Principled:** You act with integrity and honesty, respect the dignity of others and take responsibility for your actions.

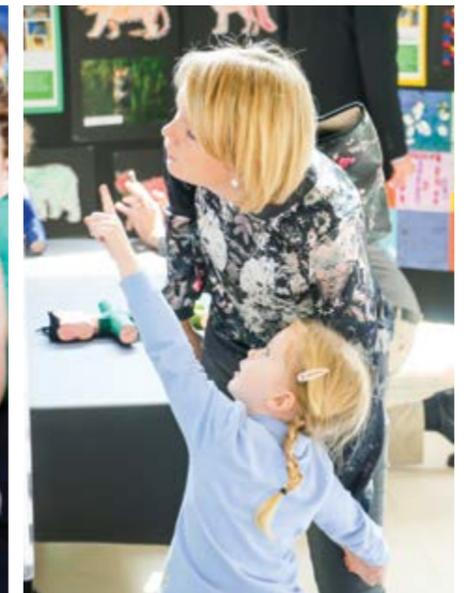
**Open-minded:** You appreciate your own culture and personal history, and are open to the perspective and traditions of others.

**Caring:** You show compassion and respect and act to make a positive difference in the lives of others and the environment.

**Thinker:** You apply your skills to critically and creatively approach complex problems and make reasoned, ethical decisions.

**Reflective:** You assess and understand your own strengths and limitations to improve your personal development.

**Risk-taker:** You approach unfamiliar situations with courage and confidence, explore new ideas and articulate your own beliefs.



When we speak of educating the whole child at SCIS, the Learner Profile traits represent a tangible representation of what that means. As educator and parents, we should congratulate each other if children leave SCIS having a strong self-awareness of these traits and a desire to develop them further.

The traits themselves come alive in many simple ways.

- They are woven into the units of study: What content is chosen for study? Whose perspective is shared? How it is assessed? What is valued?
- Walk around the hallways, and students see these goals as reminders of what we value.
- Classroom student reflections focus on

specific traits, and ways that students can demonstrate them.

- Community service, service learning, and the IB's CAS (Creativity, Action, and Service) program are integral parts of our program in all divisions.
- SCIS prides itself providing a unique personalized experience within a supportive community. Our programs encourage students to participate in many different activities – going out of their comfort zone, engaging with others from different backgrounds, and being thrust into the spotlight (or stage!) for individual and group experiences that allow students to learn about themselves in so many more ways than simply academics.

As you become more familiar with the IB programs, engage your child in conversations about these traits. Engage us in conversations about how we can improve. The traits provide a consistent vocabulary – from age 2 to 18 – about our values, and represent the best of what students can become.



By **DEREK LUEBBE**,  
Head of School  
at SCIS Pudong



By **DEREK LUEBBE**,  
Head of School  
at SCIS Pudong

# Using Criteria Instead of Curves

## Assessment and Grades in the International Baccalaureate (IB) Programs

In June, we were thrilled to become a part of a rare group of schools who have been accredited for the three main International Baccalaureate (IB) schools: PYP, MYP, DP. Each program is unique but the three do share a common philosophy.

We know that research validates that strong partnerships between school and home fosters student success. By understanding the school's philosophy of learning, parents can better support their child. By facilitating that communication with parents and families, schools can better personalize learning to tap into the strengths and passions of each child's unique nature. Together, we can provide a consistent road map to guide students successfully.

With that in mind, this article is written to help parents understand the following questions:

### 1. How is the IB school's curriculum different than a non-IB school's?

### 2. How does assessment and grading look different in the IB programs?

The IB is not a curriculum. It is a framework and philosophy through which a curriculum must be developed and implemented in schools. The curriculum must be grounded in research-based national and state standards for each grade level. For example:

#### CCSS.MATH.CONTENT.1.NBT.B.3

*Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .*

The IB, however, is unique in how it guides teaching and learning in order to allow students to demonstrate their mastery of the standards. Instead of treating standards as a laundry list of "tasks that students complete", the IB emphasizes a more authentic approach to teaching and learning

All three programs emphasize:

- Conceptual learning of big ideas, where students use a particular topic to arrive at understandings that are global and universal.
- Inquiry-based learning, where students construct their own understanding to essential questions based on questioning and exploration.
- A global context
- Learning that goes beyond recall: The student's ability to demonstrate their understanding by applying content knowledge to authentic situations.
- The student's process and reflection on that process as equally important to the product.
- Reporting student progress using criterion-based achievement indicators.

All three programs are authorized and validated by outside educators who visit SCIS and perform educational audit to ensure that practices and philosophies of the IB are being implemented with validity and reliability.

#### What are criterion-based assessments, and how do they differ from norm based assessments?

The purpose of norm-based assessments is to sort students. Norm-based assessments are created so that most students get many questions correct and only a few get the harder questions correct. In a norm-based classroom, students compete with one another for the best grades. Assessments are often graded on a "curve." This means that the best scoring student on an assessment always earn the top possible grade. (Ex. An "A" or a "100%") while the lowest scoring student always earns a grade far lower (ex. A "D" or 62%). This is true whether assessment is easy or difficult and whether the group of students has high or low mastery of the content.

Alternatively, criterion-based assessments have clear outcomes based on standards. These assessments are used to minimize the subjectivity of what it takes to earn the top level of performance. Students are striving to hit clear benchmarks based on the standards; the learning targets for each unit are less dependent upon the teacher's decision. The goal is to move all students toward high levels of achievement. Students

Generally, how does each IB Program approach assessment, grading, and reporting?

IB Programme	Assessments (Tests)	Grading	Reporting
<b>Primary Years Programme (PYP) Nursery – Grade 5</b>	<ul style="list-style-type: none"> <li>• Formative/ Summative Assessments to demonstrate understanding of the unit's central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments and other evidence informs the completion of teacher-developed rubrics.</li> <li>• Assessments are graded using criterion-based scores with rubric indicators of evidence for next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is demonstrated through online portfolios and reported each quarter by subject specific skills.</li> </ul>
<b>Middle Years Programme (MYP) Grade 6 – Grade 10</b>	<ul style="list-style-type: none"> <li>• Each MYP subject is graded according to four separate and equally weighted criteria.</li> <li>• Teacher-developed rubrics for Formative/Summative assessments based on one or more of the four criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments themselves do not get an overall score.</li> <li>• Assessments receive a score (1-8) for one or more of each of the four identified criterion.</li> <li>• Task-specific rubrics outline the expectations for each selected criteria score.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessments are much more heavily weighted compared to formative.</li> <li>• All summative assessments appear in ManageBac with each criterion scored.</li> <li>• Each of the four criteria receives a report card score (1-8).</li> <li>• Based on the scores for all four criteria, an overall course score is awarded on the report card on a 1-7 scale.</li> <li>• A score of "3" is considered a passing score and SCIS credit for the course is awarded.</li> </ul>
<b>Diploma Programme (DP) Grade 11 – Grade 12</b>	<ul style="list-style-type: none"> <li>• Assessments are created by instructors and highly mirror the format and complexity of final assessments.</li> <li>• Other assessment tasks are mandated by the IB. These "internal assessments" are scored by SCIS teachers and also sent for validation to other IB scorers worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>• Each assessment is graded according to pre-established rubric criteria. Raw scores are translated into a score of 1-7 based on pre-established 'IB Mark Bands.'</li> <li>• Grading emphasizes awareness and growth of each of the four components, not an overall course grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessments are much more heavily weighted compared to formative.</li> <li>• All summative assessments appear in ManageBac with a 1-7 score and personalized feedback.</li> <li>• SCIS Report Cards include a course grade (1-7).</li> <li>• A score of "3" is considered a passing score and SCIS credit for the course is awarded.</li> </ul>

and teachers engage in a pursuit of improving understanding in a collaborative, not competitive, manner.

#### What is the role of homework?

Homework is typically used to extend or reinforce classroom content and give students independent practice in applying their skills. Homework is important in helping students prepare for the actual summative assessment, but it is not evidence that a student has demonstrated mastery of the content.

#### What does all of this mean to me as a parent? How can I help my child?

The IB uses criterion-based grading with an emphasis on applying knowledge to new situations. This means that memory recall of information is only valuable if the student truly understands the material. For example, if the question was re-worded would the child succeed? If the content was given in a different context, would the student adjust the solution accordingly? Students

should expect that new questions will be asked of them.

As you work with your child at home, here are some useful suggestions.

- Do not ask if your child has "finished" their homework.
  - Encourage understanding of the material.
  - Help present the information in a different context to see if your child truly understands. Reword the question.
- Ask what they are trying to work on within this piece of work to reach the next level of achievement.
- Encourage your child to show mistakes. Mistakes provide the best type of feedback to teachers and students.
  - If students are confused at home, encourage them to share specifically what they are confused about.
- Remind students that the goal of homework is growth and understanding, not a grade.

# Back to School Night Kicks Off the

# New School Year!

An evening designed for parents, SCIS's annual Back-to-School Night was the perfect opportunity for our new and returning parents to come in and meet our teaching faculty, visit newly renovated learning spaces, and find out more about our academic and pastoral programs.

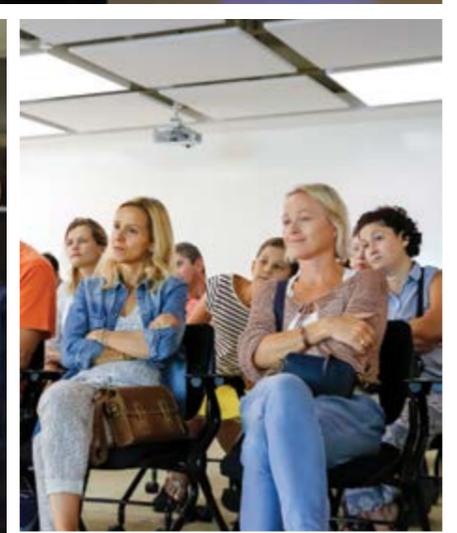
Parents got a glimpse of what a day of learning is like for their children at school. During the first part of the event, teachers provided classroom tours, lesson overviews and interactive experiences that highlighted our innovative programs. Our divisional principals then led presentations to all attendees about what is to come in the school year ahead.

This event was the first of many opportunities our community will have to come together and discuss how our partnership can assure that all students have the support and resources they need to succeed in school and in life. We strongly believe that becoming more involved with children's education at school and with our community is key to student success and motivation as learners.

On children whose parents are involved, Liz Gale, Lower School Principal at SCIS Pudong, mentions that benefits include: "achievement of grade level academic expectations, higher standardized test scores and consistent school attendance". Additionally, "children whose parents are involved in their education tend to have higher levels of self-esteem, more self-discipline and greater levels of motivation."

Thank you to all the parents who helped make Back-to-School Night such a wonderful success, we hope to continue to bridge learning happening in the classroom to learning happening at home.

We greatly appreciate your continued commitment and involvement in your child's learning journey, and look forward to a great 2017-2018 school year ahead of us!





## Programs in Focus: **English as an Additional Language**

SCIS is proud to have a population of students from different national, cultural, and linguistic backgrounds. We focus on respecting and celebrating this diversity that brings so much to our community. In doing so, SCIS creates a multi-lingual learning environment in which the primary language of instruction is English, while also fostering the acquisition of Mandarin Chinese and our students' various mother tongue languages. The acquisition of additional languages provides students the opportunity to thrive within our diverse community.

The ability to communicate in more than one language is essential to the concept of an international education that promotes intercultural understanding. Specifically, for those students that are developing their English Language proficiency, we offer a comprehensive "English as an Additional Language" (EAL) program for students in grades 1 through 10. Our EAL program follows research and evidence-based best practices in academic language acquisition; is guided by WIDA's English Language Development standards; and is aligned with IB philosophies.

For the 2017-18 school year SCIS Director of Schools, Daniel Eschtruth, has identified EAL as a program of focus for the SCIS system of schools. As part of the yearlong focus on EAL, SCIS has established the new system-wide role of, EAL Coordinator. This coordinator is tasked with overseeing many of the initiatives planned for the focus on EAL throughout this school year and

beyond. We are pleased to announce our SCIS Hongqiao Lower School Vice Principal, Ms. Kristie O'Brien as our EAL coordinator. Ms. O'Brien brings with her years of experience in implementing the WIDA framework and she has already brought great foresight and energy to the initiative.

She will guide our various teams across the system in establishing a shared understanding that all teachers consider themselves teachers of English learners. With her guidance, we have already established an EAL policy that guides our program and she has pushed us to the forefront of providing meaningful professional development opportunities to our SCIS faculty. In fact, SCIS will be hosting the WIDA International Institute, a global conference that provides opportunities for educators to engage with components of the WIDA Standards and Assessment and gain insight on how they can better support English learners.

It is important to remember that by officially being identified as a program of focus does not mean it is highlighted for a year and then forgotten about. Rather, the goal is to collect information, review, evaluate and set up a system for long term growth and development. With the steady leadership of our EAL Coordinator, the eager minds of our SCIS educators and the full support of administration, the SCIS EAL program is positioned to be identified as a program of excellence throughout the international school community.

# The Grassroots of EAL Learning

## Stems and Starters

My name is Mrs. Lawrence, and I am so excited to be SCIS Pudong's new Lower School EAL teacher and coordinator. For seventeen years now, I have been a teacher in my home state of New York, as well as throughout the Middle East, including Kuwait, Saudi Arabia, and Qatar. Over the years, my teaching experiences have ranged from PreK-Grade 10 in the areas of French, Reading Specialist, Learning Support, EAL, and Primary Years Teacher. Through these diverse teaching experiences, I have been able to develop and cultivate not only a love for literacy and language, but a profound appreciation for learning itself.

**One Strategy teachers use in the classroom to help develop English is sentence stems and starters.** Sentence Stems/Starters can be incorporated into all grade levels and content areas. This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response. Use Sentence

Stems at any point in the lesson to structure meaningful conversation.

### Examples:

- Before introducing new material to tap into prior knowledge (I understand that ...; I already know that...)
- When trying to work through a problem. (It would be easier if...; First, I...)
- After reading a short text to begin a discussion (The main points were...; I read that...I was surprised that...)
- Responding to a peer discussion (My partner pointed out ...; I agree because...)
- When re-enforcing the use of academic language (The text structure is ...; I use the denominator of ...)



By **MELISSA LAWRENCE**,  
EAL Teacher at SCIS Pudong



# Making Connections,

## with Mrs. Marotto

No matter what languages we may speak, we all connect and learn together at SCIS.

Connecting with students and building from their strengths is one of the highlights of my job. This is Tomoki, he just joined SCIS and is connecting with us through music. We build on his strengths and interest in music as one way to facilitate his English language development, allowing him to build the skills necessary to express himself and succeed in the classroom.

I'm Mrs. Marotto and I have the pleasure of being in my third year as a Lower School English as an Additional Language (EAL) teacher at SCIS. Prior to becoming part of SCIS I taught LS in the USA and Vietnam. Seeing the successes of English learners that I have worked with over the past ten years fulfills my passion for teaching and drives me to continue both learning and teaching.

A tip for working with language learners – use their

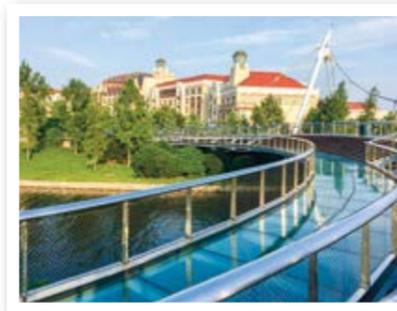
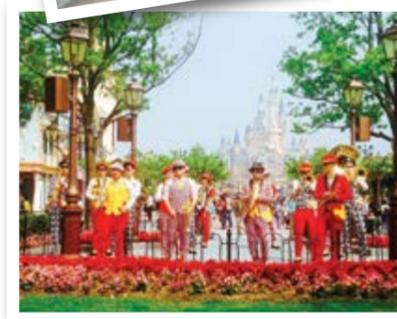
interest as a spring board and connect it with their language learning! Following an interest makes for wonderful connections and authentic learning that will stick. We can all relate as learners, the more interested we are in something the more we tend to excel at it. The same is true with language acquisition. When we use student interest and inquiry to drive learning, language becomes the platform for sharing connections and deeper understandings. Tomoki's passion for music is just one such example of using student interest to facilitate English language development!



By **JENNIFER MAROTTO**,  
EAL Teacher at SCIS Hongqiao



# The Wonderful World of Shanghai Disney



By **BARRY JOHNSON**,  
Campus Technology  
Coordinator at SCIS  
Pudong

Want to escape the hustle and bustle of Shanghai? Need a bit of western life? Why not escape to Shanghai Disney? No matter what we are in need of or how we are feeling, one of our family's favorite destinations in Shanghai is less than 10 kilometers away. Shanghai Disney is a one-stop shop for entertainment, food, nature, or recreation and, if you're lucky to be there at the right time, you might even see some fireworks. So, slip on your walking shoes and head out for an hour, an afternoon, or the whole day!

Getting to Disney is easy. Shanghai Metro Line 11 ends just steps from Disney Town. Care to get some exercise in? Those near the SCIS Pudong campus could hop on their bike, find Xiupu Lu, and head east for a short 9 km ride. While bikes aren't allowed in Disney Town or the surrounding areas (thank goodness), you can tie it up and continue your ride on a 4-person rented peddle bike. Better yet, you can stroll around Wishing Star Park's 2.5 km walking trails and boardwalks to take in the well-manicured landscaping, wildlife, and clean surroundings. In addition to all this, there are picnic pavilions, lounge chairs, and plenty of restrooms. And if you forgot a snack, there is even a Family Mart!

Beyond the tranquil park and beautiful rose gardens of the Shanghai Disneyland Hotel, you can venture over to shop at one of the many stores – from LEGO and Build a Bear, to UGG and Adidas, there is something for everyone. Thirsty?

Check out the unique 2-story Starbucks. Need to get your Disney merchandise fix? Stop into the World of Disney store. Hungry? You've come to the right place. Our favorites are the Cheesecake Factory and Coconut Paradise (Thai cuisine), but there's more, so check out their complete list of restaurants on [www.shanghaidisneyresort.com](http://www.shanghaidisneyresort.com). If you are looking for a theatrical performance, check out Walt Disney Grand Theater located in Disney Town. While the Lion King is nearing the end, it will soon be performing Beauty and the Beast.

During one of our trips, we stumbled upon another section of Shanghai Disney we didn't know existed, an outlet mall! Technically the outlet mall, named Shanghai Village, is actually part of the Shanghai International Tourism and Resorts Zone, which encompasses Disneyland and its surroundings. Here you will find a similar vibe, more shops, and a smattering of cafes and restaurants. For those used to the outlet concept in the U.S., this is similar except for the shockingly higher prices.

So, with plenty to keep you occupied without the admission fee, Disney Town can't be beat. But I almost forgot to mention what most people head out this way for, the entertainment, and that amusement park they call Disneyland. While my description of this place doesn't nearly do it justice, Shanghai Disney should definitely be on everyone's top 10 things to do in Shanghai list.



# SCIS-PUDONG Ecstatic about Lower School Campus Renovations

A growing body of research confirms that school facilities can have a profound impact on both student and teacher outcomes. For that reason, the SCIS-Pudong Leadership Team in collaboration with Lower School Teachers embarked on a journey last Spring to assess the effectiveness of existing teaching and learning spaces within the Lower School. Through this process, the team conducted research surrounding the characteristics of high-quality 21st century teaching and learning environments, where the learner is engaged in self-directed and co-operative learning experiences, within an environment that motivates students and allows them to construct and extend their development beyond

their current level of knowledge. A responsive design approach was implemented to guide this process and through shared discussion, a two-phase facility renovation plan was developed that focused on redesigning various Lower School learning spaces to inspire discovery, collaboration, creativity, and the flexible movement of students. The first phase of the facility renovation plan was completed this past summer during the months of June and July and included updates to the majority of Lower School classrooms and common spaces. The facility enhancements included full classroom upgrades within the Early Childhood (Nursery through

Kindergarten) classrooms, as well as Grades 1, 2 and 3. As a result of the renovations, all students in Nursery through Grade 3 now enjoy more spacious and transparent classrooms that take in copious amounts of natural light and allow for complete visibility into the classroom, as well as outdoors. Additionally, generous storage cabinets with developmentally appropriate sized-sink components are featured in each of the new classrooms, along with flexible and natural furniture that allows for fluid movement and the design of comfortable and collaborative work spaces within each room. In addition to the full classroom upgrades, the Lower School Art room

was reconfigured and moved into a larger, whimsical and creative location near the Lower School Music room. The emphasis on the importance of the Visual and Performing Arts within the Lower School curriculum is one that is strengthened by the proximity of these learning spaces. Around the corner from the new Art Room, Lower School students are

now able to enjoy the relaxed and happy atmosphere of the new Lower School lounge which is equipped with couches, cushions and bean-bags galore; a perfect spot for cozying up with a book or working together with a small group. Lower School students, teachers and parents continue to be excited by

the new and improved spaces and it is evident that the purposeful and well thought out facility enhancements have already had an extremely positive impact on teaching, learning and preparing students for the 21st century. *By LIZ GALE, Lower School Principal at SCIS Pudong*



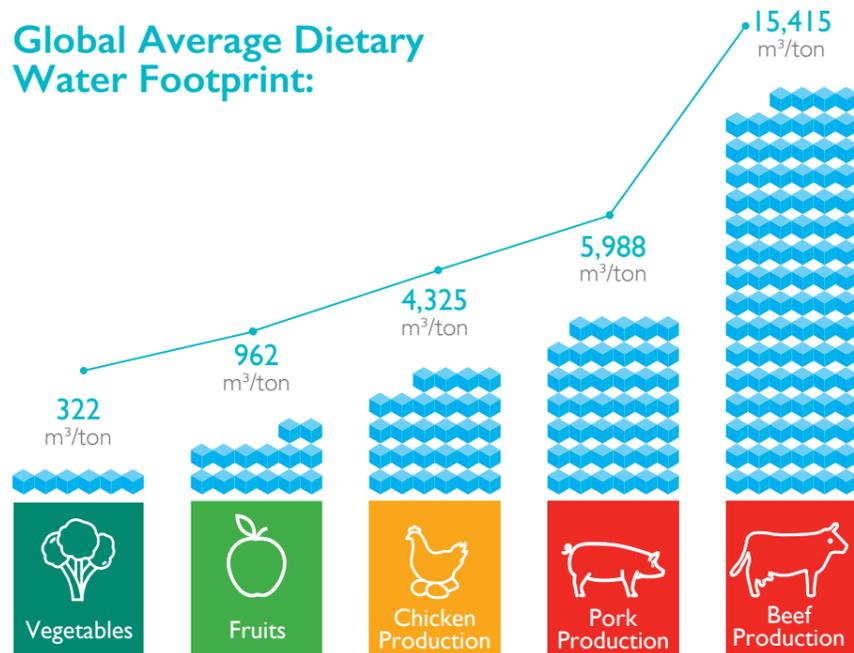
# Meatless Mondays

# Saving the Environment one Monday at a Time.

It is a common belief that recycling, taking shorter showers, and riding a bicycle every day are the most effective methods of protecting the environment. What many do not know, however, is that animal agriculture i.e. raising cows for dairy products and cows, pigs chickens and other livestock for meat, is the number one leading factor for climate change.

Said another way, greenhouse gas emissions produced by farm animals are greater than that of all transportation combined. This may be surprising but when considering the size of the animals, the amount of land and feed that is necessary, the space needed to grow that feed, and the volume of water used for drinking, cleaning processing and waste management, it begins to make sense.

## Global Average Dietary Water Footprint:



It is crucial that our community is made aware of the impact that our diet has on the environment. One large action is made up of smaller actions united together, and we can be a part of that influence! There is often a disconnect between the food on one's plate and the animals that we pet, the environment that we live in, and health concerns.

People claim their love for animals but fail to realize that the meat on their plate had a potentially cruel history, that these animals are just as intelligent, if not more, than the ones they share their homes with. We often declare our love of orangutans, jaguars, anacondas, dolphins, turtles (the list goes on) yet fail to realize that animal agriculture is the leading cause

### One large action is made up of smaller actions united together, and we can be a part of that influence!

of deforestation which is home to the former three animals. Furthermore, animal agriculture as a whole is the leading cause of, not only ocean dead zones which is home to the latter two animals, but also species extinction, water pollution, and habitat destruction.

Closer to home, the Hongqiao Campus cafeteria staff reports that they prepare 50 kilograms of meat each day.

prepare  
  
**50<sup>kg</sup>**  
meat/day

With our Meatless Mondays initiative, this means that SCIS would save:

**325<sup>kg</sup>**  
of grains  
(for feeding livestock)



**1800<sup>kg</sup>**  
of roughages  
(pasture, dry hay, silage)



**7.5<sup>m³</sup>**  
of water  
(not including water for processing of meat production)





### ...every Monday!

A Meatless Mondays trial was conducted last year, and we received an abundance of feedback that largely suggested the continuance of this initiative. The High School Student Council hopes that Meatless Mondays can help our community become more aware of the effects of dietary choices. It is essential that we, as an open-minded and educated community, do our part as global citizens and make this Earth the best possible place it deserves to be. The future generations deserve to know and live in an Earth that is as beautiful as she is to us now.

By **LUCY FENG**, Grade 12 student at SCIS Hongqiao



International Literacy Day:

# Cozying Up with a Good Book



On September 8th, the Hongqiao ECE campus celebrated International Literacy Day with the theme, "Cozy Up with a Good Book". That day, students attended school wearing pajamas to stay cozy, and even the teachers dressed according to the theme! They also got to spend the day doing activities related to books and reading. Some classrooms had children bring their favorite books to school to share with their friends and teachers, while others invited parents to read to the class. Ms. Aurora's Pre-K class invited their first grade buddy class to visit and read books together. The preschool classes even had a pajama party in the ballroom and watched the video of a favorite book, 'Harold and the Purple Crayon'. Everyone was excited to show off their pajamas and books!

International Literacy Day was proclaimed by UNESCO to mobilize the international community in promoting and increasing literacy. Every year, events are held around the world to showcase progress that has been made in the field of literacy, and to address current challenges that are faced in increasing literacy. Initially, the concept of literacy was confined to reading, writing and counting skills. Through the advancement of literacy and International Literacy Day, it has been expanded to include other skills such as creation, communication, interpretation and understanding. These skills can be recognized daily in the halls of ECE. Literacy is an important tool to empower all individuals, which begins by parents and teachers instilling a passion for books at an early age. One way to do this is by having events, such as this, at school that are both fun and educational.



*"The day celebrates the importance of literacy in schools and communities. During this day, students played fun games on the big screen that were based on books and we talked about why it is important to be literate and just how debilitating it can be for those who can't. Also, it was pajama day which was fun for both students AND teachers!"* – Joshua Balli, ECE Librarian at SCIS Hongqiao ECE Campus



By HALEY MULFORD & KAYCE LANE,  
PAFA ECE Representatives at SCIS Hongqiao



# Continuous Professional Development



## 2017 ACAMIS Chinese Conference

Over the summer, Ms. Jasmine, Ms. Diana and I attended the 2017 ACAMIS Chinese conference in Guangzhou. It provided a high-profile platform for sharing new ideas and best practices in the fields of Chinese language teaching and learning, Chinese arts and culture. During the 3-day conference, teachers reflected on the evolution of Chinese language study and what keeps learners motivated.

### About ACAMIS:

The Association of China and Mongolia International Schools (ACAMIS) is a non-profit membership organization formed to facilitate interactions and development among international schools in China and Mongolia, assisting member schools to grow and achieve the very best standards in international education.

### About ACAMIS Chinese conference:

The ACAMIS Chinese Conference aimed to bring together educators from across China and Mongolia to share best practices and provide take-aways that can be implemented directly in our specific local context. The conference focused on Chinese teaching and learning.

### Some highlights of the Conference:

**Inquiry through Project-Based Learning classroom**  
Inquiry based learning engages students, provides for deeper learning, and helps them engage in authentic learning outside of the school walls. The problem is, many of us aren't equipped with a framework to do inquiry well. Project-Based Learning provides that framework.

### Using Data to Improve Student Learning

Some schools are often regarded as "data rich and information poor." Through the workshop, teachers discussed and learned skills and strategies to collect and make sense of data in order to improve student learning. Teachers would apply their learning to data from their own school,

and develop and plan for how they might move forward with using data to develop a culture of collaborative inquiry and improve learning within their sphere of influence.

### The abundance of teaching resources and books

During the conference, a book fair lasted for 3 days with almost the most famous publishers displaying different kinds of Chinese teaching resources, textbooks, leveled stories and so on.

SCIS encourages teachers to make use of the many continuous professional development opportunities that are offered to find balance between externally provided conferences and workshops and opportunities for our teachers to consider research and theory directly, and the evaluation of their practice and work with their colleagues for mutual assistance and benefit. We are excited by what we have already achieved and even more excited by the possibilities ahead of us.



*By Sophie Zeng,  
Mandarin Coordinator  
at SCIS Hongqiao*





# Meet Julia Cory

Julia has been with us since 2012, and is currently working at our Hongqiao ECE Campus, teaching our youngest learners, the Nursery students. I had the opportunity to sit down with her and discuss her love of teaching young learners and life as an expatriate in Shanghai, China.

#### Tell us a little about yourself

I am originally from Washington State, Seattle area and this is my fifth year working in SCIS. Before coming to SCIS I worked at an Early Childhood center in Seattle. Shanghai was my first experience living abroad but I had done some studying abroad in the past while in university. I was in Nairobi, Kenya for six months and then Cape Town, South Africa for four.

#### Do you think those experiences had a part to play in you working abroad?

Well it was one of the reasons I knew that I could live abroad. Shanghai is really different because I'm actually working and that's a

different lifestyle than being a student. You get to experience a lot more things, have a lot more mobility and resources as an adult, and I think that's why I enjoy my life here so much, because I have access to a lot more things.

#### How long were you working in Seattle before moving to Shanghai?

For about two years.

#### And do you see yourself here for the long run?

I definitely love it here, I love my job here and SCIS so I can definitely see myself being here for a few more years. I often go back to Seattle, usually spending 4-5 weeks during the summer, and every other year I will go back for Christmas, so I have a nice balance between my life here and staying connected with family and friends back home. Plus, being based in Shanghai allows for great travel opportunities, for example recently I've been to New Zealand which was an amazing experience.

#### What motivated you to become a teacher? Did you always know you wanted to teach?

I've always been around children. Growing up my Mum ran a daycare center so I grew up taking care of younger children, I also have younger brothers and sisters.



So once I finished university I found myself working with children again and going through getting the proper certifications and education to develop myself as an early childhood professional. I've always loved children and opportunities to teach kept presenting themselves and so kept pursuing that, and now I'm in my seventh year of teaching two year olds!

#### So you've always known you were going to become a teacher?

Absolutely. Kids, especially two year olds, are so inspirational in the way that they approach learning and the progress that you can witness in just one year is something very exciting to be a part of. It's exciting to be able to help make those changes and development, and I very much enjoy that part of my job.

#### What would you say are the main differences between teaching internationally and teaching in the US?

I love how international my class is, it's so diverse with kids from so many different places and cultural backgrounds, but essentially, teaching two years is the same anywhere you go, to a certain extent. At such an early age, two year olds are developing and grasping a new language, any language, so the diversity of different languages doesn't really come into play as much. But what was different and apparent

the first time around was my first time seeing our International United Nations Day of Peace celebration. Seeing my students dressed in their ethnic clothing, interacting with parents and tasting all the delicious dishes from different countries, made me realize how rich the diversity truly was in my classroom and at SCIS.

#### How has your experience as an international teacher been so far?

It's been amazing, I love it! I tell all my teacher friends back home that they should consider teaching abroad for a couple of years. The learning experiences, travel opportunities and the people you make are just some of the reasons why I tell them to do it. The community that you build abroad and the things that you can learn about yourself are invaluable aspects of working and living abroad.

#### Any Advice for people interested in pursuing a similar career?

Yeah, they should just do it! Be open to pursuing different things and seeing what is out there. There's a whole world out there waiting to be explored and you'll never really know what to expect until you get out there.

#### What about Shanghai and China, what's your take on living here?

The convenience of life in Shanghai is great, you can get literally anything delivered right to your doorstep. You're never bored in Shanghai, if you wanted to eat out at a different restaurant every week, you could. There are plays, concerts, art galleries happening all the time. There's so much to do that it can almost become quite exhausting! I found it really important to try and find a balance because you simply won't be able to experience all the things that this city has to offer without it becoming overwhelming. My philosophy on life here is to not get too worked up on things, there will be frustrating experiences and uneasy moments so you just need to be easy going and take things as they come.

#### What about the language, do you see it as a barrier?

I find that I get around ok with my level of Mandarin. It's far from perfect and I

haven't really been putting the time or effort to perfect it, but my two year olds are good teachers! Plus, Shanghai is so international that you can easily survive with a minimal level of mastery, it's really up to you how far you want to invest in the language.

#### Have you had a chance to travel around China?

Yes, I feel like I've done the classic China trips. I've been to Beijing, Xi'an, Chengdu, Yangshuo...but I would like to do more. I think there is so much diversity within China, and it's amazing to get out of Shanghai and experience the different facets of this country and try all the different types of food!

#### Where can we find you when you are not in the classroom?

Disneyland is really fun, I got a seasonal pass last year. I'm an unofficial foodie, so I like to go on the hunt for new coffee shops and restaurants, there are so many places to choose from in Shanghai! I'm always up for a concert or a live show, I saw Sister Act recently. I'm also a big Seahawks fan so you can usually find me either at The Camel or Big Bamboo, although now I only wake up at 4am for the big games.

#### Plans for the near future?

I will stay here for next year or so for sure. I'm currently working really hard to pay off all my student loans and that should happen this year (finally!) and then I'll start saving money and looking at other available opportunities.

#### Thanks Julia!



By JASON DWI  
Community Relations  
Officer at Hongqiao  
Campus (Pudong Class  
of '08)

# Dragon Invite Volleyball Tournament

The DI boys kicked off the season with the annual Dragon Invite. Our strengths rested with our great team spirit no matter the situation. We were able to control our emotions and stay positive even when we were down. We came together after every play and cheered on each other, never placing blame if someone made a mistake. We communicated clearly to each other and that helped us with our passing, setting, and hitting. However one point to take away from the tournament is that we need more consistency when attacking and look to attack whenever there is an opportunity. There were times when opportunities were not capitalized on due to us trying to "play it safe". Looking ahead to the season we should maintain the level of positive energy we have on the court but can still work on laser focusing on each play and our energy to perform a particular skill and motion. We believe we have strong hitting potential as a team but our defense and blocking still needs consistent work moving forward.

*Written by Shane Yu, Grade 11 Middle Hitter  
Coach: Richard Forbes HQ Varsity Boys*



The Dragon Invite is a friendly tournament with good competition. The D2 girl's team showed to be strong servers, great hitters, great communicators and can move quickly around the court. We expect our serve receive and trust of one another to play correct positions will grown and develop as the season progresses. The tournament allowed us to see what other teams look like and gave us an opportunity to gel as a team.

**Coch:** *Melissa Kirwin HQ Varsity Girls*

A friendly tournament, such as the Dragon Invite, is a great start to the season. It provides us with the opportunity to build our trust in one another's abilities on the court and begin strengthening our unity as a team. The girls showed strength in serving and communicating, all while improving their knowledge of rotations with each new set. As we move forward in the season, we expect our serve receive and attacking will continue to get stronger as will our understanding of the rotations and the important role that each member has on the team. We will work hard throughout the coming weeks to be at our best for ACAMIS, which we have the great pleasure of hosting this year.

**Written by** *RiAnn Caban*

**Coch:** *Victor Caban PD Varsity Girls*

**Assistant Coch:** *RiAnn Caban*



# It is Vital to Grow up with your Mother Tongue

LanguageOne believes that it is vital for children to develop their mother tongue. Our education programs focus on giving pupils a firm foundation in their own language and culture. Language is an important factor in attaining a good balance between their social-emotional and academic growth. We provide Dutch mother tongue education on the basis of this vision. Daily small groups of Dutch and Flemish children follow a native Dutch language class during the language hour at SCIS.

### Advantages

Mother tongue education helps children find stability when growing up in an unfamiliar new country. It also helps in learning a new foreign language; whether the language of the new country or another one.

Furthermore, good development of the mother tongue provides a cultural frame of reference and reinforces a child's own identity. It teaches children to respond better to change. And when it is time to return to the Netherlands or Belgium or move to another country, it helps with reintegration at school.

### Our renewed program

We believe in the power of interactive and meaningful education. This school year LanguageOne started with a renewed curriculum based on the PYP. Our first theme was: Who We Are. Each grade level did research on a variety of topics linked to this theme: from the human body to comparing their grandparents' childhood with growing up in the 21st century.

For more information about LanguageOne, [www.languageone.org](http://www.languageone.org). Or contact local director Mirjam van der Geijs at LanguageOne Shanghai-Suzhou, [shanghai-suzhou@languageone.nl](mailto:shanghai-suzhou@languageone.nl) or 0086 - 15002114117





# From *Dreams* to **Reality**

## Jerry Ku

(SCIS Pudong Class of 2010)

Legend has it that ever since he could walk, Jerry Ku (SCIS Pudong Class of 2010) was seen dribbling a basketball around. His love and passion for the game flourished as he grew up and he has since always dreamt of making a career around one of the world's most coveted sports. Now well on his way of making that dream a reality, Jerry sat down with me to discuss his current role with NBA China and his journey along the way.

### So what's your background story?

I'm originally from Taiwan, where I lived until I was about 9 years old. My family moved around a lot because of my dad's job, spending some time in Singapore then in the US before ending up at SCIS. I always tell people that I grew up in Shanghai and in the US since I spent the most of my time in these two places. I think SCIS was an easy choice for my sister and I because my parents were drawn to the small school environment and the atmosphere of the school itself – they weren't wrong, that's one of the best things about SCIS!

### Where did you study after graduating from SCIS? Why?

After high school, I decided to go school in California at the University of Redlands. On top of being a great liberal arts college, Redlands provided me with the same small school environment as that of SCIS, which had worked so well for me at SCIS. It was something I really learned to love about small schools, the bond and family-like atmosphere. Another reason, maybe the biggest reason, for me going to Redlands was the opportunity to chase a life-long dream: play college basketball in the US. By going to Redlands, I wanted to give myself the chance to live out my dream. Add all of that and the Southern California weather, the choice was easy.

### What made you come back to Shanghai?

Having been in Shanghai since 2004, going to school, playing sports, and just living in this great city has helped me build life-long friendships, business networks, and an overall comfort level for the lifestyle here. With China still growing, and me being bilingual in Mandarin and English, I thought Shanghai gave me the best opportunity to be successful in life.

### I hear you are working at Jr. NBA now, how did that come to be?

Yes, I work with the Jr. NBA here in China, a department within NBA China. Basically, after moving back I first worked at a teaching recruitment company but quickly saw that it wasn't for me. It wasn't long before I started looking elsewhere and a good friend recommended a promising offer: working with SECA Academy, a company which offers sports training programs and coaching opportunities, and it was about to begin a partnership with the Jr. NBA program. The rest is history!

### So how do you like it thus far?

I've had the opportunity to travel through almost all of China in the name of promoting the best sport in the world (basketball), so I can't complain! A lot of it is about

providing kids with the opportunity to play. We are working with China's Ministry of Education to promote the sport of basketball among the youth in China. So far, the experience has been great, I'm able to learn a lot of new things, not only about the NBA as a company, but about the business side of basketball and what it takes to really build a brand as great as the NBA.

### Did you always know you wanted to work in this industry?

Always, anybody who knows me know I'm a basketball fanatic. I believe my coaches/teachers at SCIS once said that I live, eat and breathe basketball. That has not changed a single bit, I still play a lot of basketball, whether it be pick-up, organized games, or just NBA 2k... It was always my dream to be involved in basketball somehow. If I wasn't playing, I wanted to be coaching/working in the industry, especially for the NBA. Basketball has helped shaped me into who I am today so I am incredibly excited



to help mold the future generations through the game.

### So now that you are where you are, is it what you expected?

I'd like to think so, there is always pros and cons of anything you do, and that includes your dream job. I think my current position is a little more than what I had anticipated, both good and bad. On the plus side, I have more responsibilities than I expected, I am able to reach a lot more people/kids than I had initially thought. It is extremely rewarding to see your work paying off when kids are enjoying the sport through events that you've put together. However, all of this comes with some negatives too, with more responsibility comes more time consumption, a lot of late nights and weekends, a lot of time traveling around the country being away from friends and family. The work-life balance is still something I'm working to better balance for myself. But overall, I'd say the good outweighs the bad. "Do what you love, and never work another day in your life" right?

### Well said! Any recommendation to people who might be pursuing a similar route?

I think the important thing is to pick a direction, or make up a plan, and try to stick to it as closely as you can. Nothing ever goes to plan, but if you have a general direction, and you continue to work hard towards that goal, opportunities will present themselves. When these opportunities present themselves, you have to be ready to

make the best possible decision for yourself, and live with the consequences of your choices knowing that it was the best decision you could make.

### What do you miss most about going to SCIS? Any favorite moment(s) in particular?

That's easy, the people. Everybody at SCIS were just great people, from my coaches to my teachers, they all helped to make me who I am today. But even more so, my friends. This is a special group of people who are now scattered around the world, they are the family that I chose, the thing I miss most about SCIS/High School, are these guys. I got a chance to see a lot of them recently at another alumnus' (Tony Jen, SCIS Pudong Class of 2009) wedding, that was the best weekend I've had in a long time. So if there anything I miss, is my family.

I don't know if I have a particular favorite moment, but if I had to pick, it would have to be the times we won SISAC basketball my freshman year and my senior year. Just being able to see all of the hard work we put in pay off was something special for me.

### What's next for you?

I don't know, I really don't know. I enjoy where I'm at right now, and I'm going to do the best I can to keep moving forward, but I guess I'm going to take my own advice. I'm going to work hard, and make the best decision I can when the opportunity presents itself. So, we'll see.

“Do what you love, and never work another day in your life”



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  
[mmasson@scis-china.org](mailto: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>



From Left to Right:  
Chloe Choi (10), Chloe Yun (11),  
Lily Yoo (10), Nana Stenman (10),  
Kevin Hsuan (11), Larry Tsui (11),  
Marcus Tan (11)

## World Scholar's Cup: A Celebration of Learning

Our World Scholar's Cup team (Larry Tsui, Marcus Tan, Chloe Yun, Nana Stenman, Lily Yoo, Chloe Choi and Kevin Hsuan) travelled to Hanoi over the summer break to compete against schools from all over the World. After placing 10th in the Shanghai league of this competition, the team was invited to Vietnam where they ended up 32nd out of 460 teams for debating and 52nd overall (beating the regional Shanghai champion team).

**So first of all, what is Scholar's Cup all about? To someone who knows nothing about debating, how would you explain what this competition is all about?**

**Marcus** - Well, it's a competition that cultivates three key skills: leadership, academics, and global issue awareness.

**Lily & Chloe C.** - There are a total of four competitive events: 1. Team debate, in teams of three; 2. Collaborative writing; 3. Scholar's Challenge, which is similar to test taking and 4. Scholar's Bowl where we compete in a game show type of scenario. It makes learning fun!

**Kevin** - And what's different about World Scholar's Cup from other clubs is that you feel like you are in a family where you really are dedicated and involved.

**How so?**

**Larry** - Well during our last competition in Hanoi, we met over 300 other scholars who shared similar interests as us and it was great being able to discuss big ideas in a more global context.

**Kevin** - Absolutely, I personally love how the event brings people together from all across the globe. We had the chance to meet people from European countries like Slovenia for example!

**Chloe C.** - The fact that the competition is so global is amazing I think. With three global rounds in Athens, Cape Town, and the one we attended, Hanoi, it truly brings about opportunities to make connections with people from different countries and cultural backgrounds, and it's a great opportunity to make new friends!

**Lily** - I remember being forced out of

our comfort zone and being put with people from completely different cultural backgrounds, and I think it has helped us a lot grow not only as learners, but also as global citizens.

**Great, moving on. So what sort of world topics or issues are discussed in these types of meets, and are they different every year?**

**Chloe V.** - They have a different overall topic every year, discussed over six subjects: literature, art and music, science and technology, social studies, history, and special area. This year the theme is "An unlikely world".

**So you then each select a subject that you prefer?**

**All** - Yes, definitely.

**Chloe V.** - We usually split up the researching work prior to the competition and then come back to share our findings as a team.

**Chloe C.** - The topics are really interesting and they tend to extend to

so much more than what they are at the surface level. For example, in science and technology, it revolved around 'shooting for the moon', so it dealt a lot with space exploration. We also looked at the history of conspiracies, which is a very unique and different topic than what we usually learn at school. I think that all of the different themes motivate us in different ways so yeah.

**Lily** - So it's out of the box learning, you don't just learn about the history of the world, they want you to like this event; and we do!

**Chloe V.** - And it requires a lot of critical thinking skills because of you have to think of ways to connect all subjects together back to the main theme.

**What, would you say, are some of the key take-aways from this experience?**

**Marcus** - The competition has been an effective way for us to learn writing, test taking as well as public speaking. In addition, we learned how to note-take, how to separate jobs and how to collaborate as a team. I think those are more important skills than the hard knowledge

**How did the team form? How did all of this start out?**

**Marcus** - I was in the World Scholar's Cup last year and felt that it was an amazing opportunity and that I had to do it again. I started the club as a Friday Student Led Activity, in which clubs meet every Friday during Dragon Time. As the official competition approached, we held after school mock debates.

We also faced several internal conflicts caused by miscommunication. Though stressful, we overcame them and remained a pack community. In fact, because being able to overcome those conflicts, I feel we were like a family through the process.

Fun fact, I initially did not want to recruit anyone else but my 2 teammates. I even had that kind of selfish thinking to not share my notes with the other groups. I kept it to ourselves because I wanted us

**If you wish to join an after school activity or join a similar competition, don't think too much about the results because, in the end, what really matters is that you actually joined and tried to better yourself.**

to be the only group that triumphed.

**Lily** - He called that a learning opportunity for us.

**All** - \* Laugh \*

**Chloe C.** - Marcus did not give us any notes until we were done with the first round. \* Laughs \*

And we were also suffering badly.

**Kevin** - No, my team was good!

**Chloe V.** - Your team was great.

**So just to clarify, you guys competed as two separate teams?**

**Larry** - Yes, but we were still representing SCIS, just as separate teams.

**Kevin** - For the first one (Shanghai), we see each other as competitors, but since we all wanted to participate in the global competition (Hanoi) we decided to set our differences apart and work as a team to make it possible.

**Marcus** - We realized the importance of collaboration. For example, individually, our best member placed 180th out of 1400 participants in Hanoi, and the best team in Shanghai in the regional round (SHSID) had one member place 20th. But even with this 160 place difference, we greatly outshined them as a team by placing as the 32nd out of 460 teams in debate and 52nd overall team, best in Shanghai!

**Wow what a result! Lastly, would you like to add any closing words?**

**Lily** - If you wish to join an after school activity or join a similar competition, don't think too much about the results because, in the end, what really matters is that you actually joined and tried to better yourself.

**Marcus** - We have to thank a few people. First, Mrs. Dunbar for her advice and logistical support. Second, Mr. Barclay and PAFA for their moral and financial support. Lastly, to the four teammates-- Angela Zhang, Mohammad Alhamoudi, Ahan Malli, Lynette Wee--who helped us prepare for the event but could not join us in Hanoi.

Finally, we are planning to participate in the final Champion Round in Yale University in November. I believe the effort we spent in the past 6 months should not end here. We think we can achieve more. However, we will need financial support. Please help us in our future fundraisers. Your support makes our dream come true!

Thanks.



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

# Welcome Back BBQ

Back for its third year was SCIS-Pudong campus's very popular Welcome Back Barbecue, a joint venture between the school and PAFA. The school cooked hamburgers and hot dogs for all the SCIS Green dragons, and PAFA gave back to our amazing community by supplying all the water activities. We had a massive water slide that landed you into a 10-meter pool, rock climbing wall, sumo suits big and small, and also a Velcro wall. Plus, with the help of our upper school boosters and their athletes, the committee organized face paint, tattoos and glitter tattoos! It was a day full of beautiful weather, laughter, old and new friends, music provided by our very own HS Jazz Band and Rock band, and overall a fantastic celebration that brought together our amazing SCIS community. It was a wonderful way to kick start the new year!!!

By *TRISH CASTILLO, PAFA President at SCIS Pudong*



## 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:

### HONGQIAO MAIN & ECE CAMPUSES

**PAFA President & Treasurer**  
Rhonda Mahs  
pafa\_hq\_pres@scis-his.org

**Secretary**  
Lonna Grady  
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**Upper School (US)**  
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Lisa Chu  
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Nina Han  
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### Events

Carolyne Pang, Flora Cheng & Shelly Huang  
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### PUDONG CAMPUS

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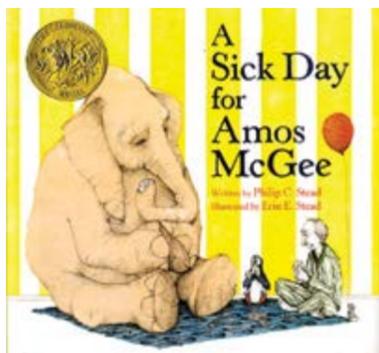
# Book Recommendations for All Ages

Emily Williams, Librarian at SCIS Pudong

## A Sick Day for Amos McGee by Phillip C. Stead

Ages 3-8

*A Sick Day for Amos McGee* by Phillip C. Stead, is a sweet story about dedicated friendship. Amos McGee is a zookeeper who has befriended the animals in his zoo by visiting them every day and attending to their unique needs. When Amos catches a cold and misses a day of work, his animal friends quickly begin to miss him. Together the animals set out to check on their friend. This gentle, amusing story uses a cast of animals to show how simple commitment and enduring compassion make a friendship strong. The beautiful illustrations will keep kids of all ages curious and engaged.



## Smile by Raina Telgemeier

Ages 10+

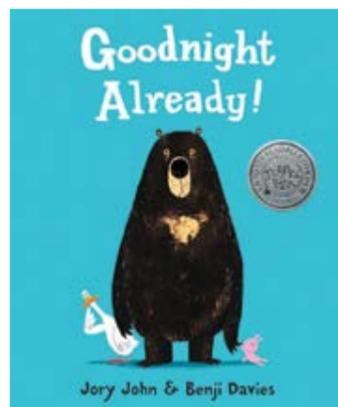
*Smile*, a graphic novel by Raina Telgemeier, is a perfect back to school read. It is an autobiographical story about a young girl's dental woes as she moves from middle school to high school. The story begins in the summer before Raina starts middle school when she accidentally knocks out her two front teeth. Raina's journey through the ups and downs of dental work, school, friends and young romance is both honest and funny. Kids will connect with both the amusing visual narrative and the authentic situations Raina faces. This fun book will resonate with anyone who has ever been to the dentist or struggled to find true friendship.

Joshua Balli, Librarian at SCIS ECE Campus

## Goodnight Already! by Jory John & Benji Davies

Ages 3+

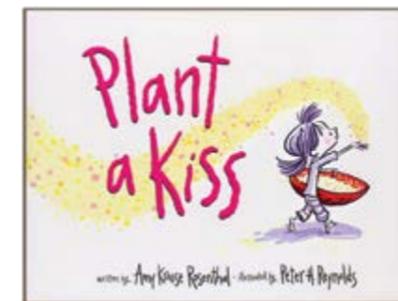
Ask just about any librarian what their favorite time of the year is and the day they get new books will likely be up there. I am ecstatic to announce that this year we received around 400 new books! One of these books is *Goodnight Already!* By Jory John & Benji Davies. In this book, Bear has never been more tired in his life! Unfortunately for him, his friend Duck has never been more awake! Duck does everything he can think of to get Bear to spend time with him driving Bear crazy in the process. It is a short, and simple book but it is also extremely humorous and has colorful, and fun illustrations. This book also won the 2015 E.B. White Read Aloud Honor Award and after reading this book to your child (or them reading it to you), you will see why!



## Plant a Kiss by Amy Krouse Rosenthal

Ages 4-8

Sometimes, it is the simplest, shortest books that make the biggest impact on children, or even adults! Another new book we received is *Plant a Kiss* Written by Amy Krouse Rosenthal and illustrated by Peter H. Reynolds. Rosenthal, who tragically passed away earlier this year, bring her simple, but powerful storytelling to this story about a girl who plants a kiss and watches it grow. Reynolds, who wrote such books as *Ish* and *The Dot*, brings his own unique illustrations to this book. The book is told in simple, one sentence rhymes, but it is the kiss that is planted that is most memorable. When it starts growing each page is filled with hard glitter that gets bigger with each page. I can only imagine the excitement that this book will cause for some of our ECE students and hope you get a chance to read it!

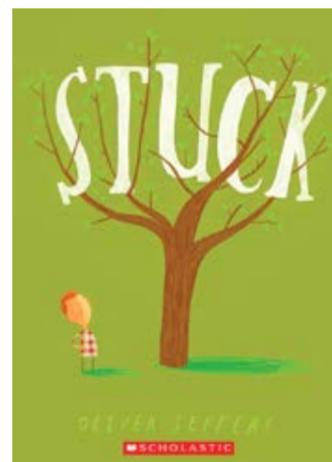


Daniel Zimmerman, Librarian at SCIS Hongqiao

## Stuck by Oliver Jeffers

Age 5-11

Floyd's kite is stuck in a tree. How will he get it down? By throwing his shoe at it, of course. When the shoe also gets stuck in the tree, that is where the trouble really starts. In Jeffers latest ridiculously hilarious tale, Floyd displays outrageous applications of the learner profile traits Thinker and Inquirer as he desperately tries to rescue his stuck kite from the tree. What will it take to dislodge the kite? An orangutan? The family car? A whale who is in the wrong place at the wrong time? Expect giggles as you join Floyd on his adventure to rescue his kite.

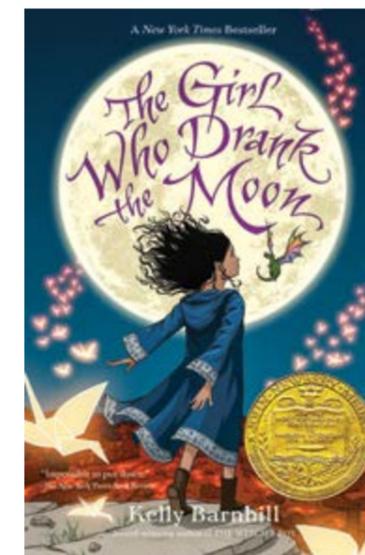


## The Girl Who Drank the Moon By Kelly Barnhill

Ages 10-14

Winner of the 2017 Newbery Medal

Each year the citizens of the Protectorate leave the youngest baby in their community as a sacrifice to the witch who lives in the woods. The witch, Xan, not being quite the kind of witch that they believe her to be, takes the babies and places them in caring families in the free cities on the other side of the impenetrable woods. One year, while transporting the latest sacrifice across the woods, she accidentally "enmajicks" the child by feeding her moonlight. Xan decides to raise the child, Luna, along with a tiny dragon and a giant swamp creature, until one day Luna is forced to protect her family from the people of the Protectorate who are determined to free their community from the the curse they mistakenly believe that Xan has put on them.



# Teenage Oral Health

Maintaining healthy teeth and gums is important for overall health. Braces, third molars, facial appearance and bad breath are just a few new things for your teenagers to worry about as they make the transition from childhood to adulthood.

Brushing twice a day, flossing, eating a healthy diet and visiting your dentist twice a year will help ensure a healthy and attractive smile. It's simple, but sometimes life gets busy and you might be tempted to skip it. Don't. A bright smile makes you feel good inside and out.

Poor dietary habits and frequent snacking on refined carbohydrates and acid-containing beverages combined with bacterial plaque contributes to tooth decay (cavities), which is the most common childhood disease among youth 6 to 19 years of age.

Sodas, sports drinks and other carbonated beverages typically contain an excessive amount of sugars and acidic flavorings that erode tooth enamel, leading to tooth decay. Sipping soda through a straw reduces the contact these beverages have with teeth, essentially minimizing the damage. To help keep teeth strong for a lifetime, limit intake of carbonated beverages and try to drink water instead.

There are some things that can prevent teeth decay, like dental sealants. Dental sealants are a type of special plastic coating usually applied to the chewing surfaces of back teeth, protecting cavity-prone areas. Nevertheless, remember: Sealants are not magic, and you will still need to brush and floss every day. Fluoride, such as that found in toothpastes and mouthwashes, is another protection against decay. Talk to your dentist about sealants and fluoride treatment.

Orthodontics is a specialty in dentistry which deals with correction, development and prevention of irregular teeth,

jaw and bite position. When you wear braces you have to take certain precautions to avoid any more oral health complications. Most important is to brush your teeth regularly after every meal and floss once a day between the braces and teeth. Foods which are sticky or hard, such as caramel, chewy candy, popcorn, and nuts should be avoided as they are very difficult to remove from braces. Regular cleaning at the dentist every six months is a must.

Mouth guards are essential if you play a contact sport like rugby or participate in activities like skateboarding or snowboarding. They cushion blows that would otherwise cause injuries to the lips and face and sometimes even jaw fractures. There are different kinds of mouth guards; ask your dentist which one is right for you.

The wisdom teeth, or third molars, grow from age fifteen to twenty five. Sometimes mouths are too small to adjust to new teeth and hence these need to be removed. If the wisdom tooth has place to grow, they can be left in the mouth. But if there is pain, facial swelling, mouth or gum swelling, then they should be extracted immediately.

There are different approaches to whitening teeth, and many at-home whitening kits are available at drugstores, teenagers are advised to see their dentist before trying any whitening products as they can cause erosion and sensitivity.

Remember if you are true to your teeth they will not be false to you.



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## Dr. Rouble RANA's Biography

Dr. Rouble Rana received her Bachelor of Dental Science from Kurukshetra University in India in 1997. After graduating, she completed her Master of Dental Science degree in Pediatric Dentistry at the University of Hong Kong. She has over 14 years of clinical experience as a dentist, most of those in the field of Pediatric Dentistry, and has published numerous research papers.

## Notes from Shanghai United Family Hospital:

Congratulations to SCIS on becoming a World IB School! SCIS has been a valuable partner with us and we are so glad to see that this school has been accredited by this international education organization.

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