

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

FEB/MAR 2018

communitas



*Bridging the
World at SCIS*

@perbox
Subscribe, Discover, Enjoy

Convenient and fresh!

Find out more about delicious fruit, veggies and beautiful flowers delivered right to your doorstep!

Save up to 15% by subscribing!

Coming soon...



GREAT SELECTION



QUALITY GUARANTEE



CONVENIENT* DELIVERY



Better Quality, Better Life

Your Online Expat Supermarket
www.epermarket.com



*Free for orders above 190RMB



Active Kidz Shanghai

Shanghai's leading youth sport organization
上海青少年精英体育机构

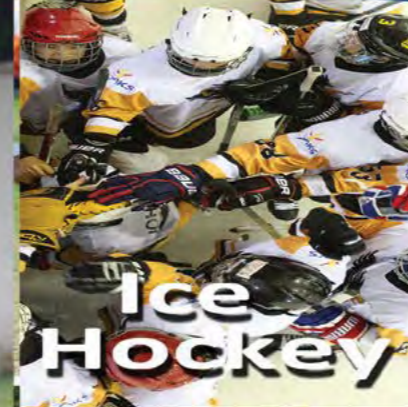
Puxi 浦西 Pudong 浦东



Baseball



Soccer



Ice Hockey



Basketball



Volleyball



For more information about the programs and registration, please visit our website: / 报名请登陆我们的网站: www.activekidz.org or contact us by email at: / 邮箱地址: info@activekidz.org Office tel: / 联系电话: 6406 6757(PX), 5422 4594(PD)



TABLE OF CONTENTS

Community

P. 22-25 // *Family & Teacher Spotlight*
The Feng Family: Unsung SCIS Historians

P. 26-27 // *Alumni Spotlight*
Kira Cat Hooks (Pudong Class of 2011)
Finding Sturdy Ground Through Music

P. 28-29 // *Sport Recap*
SCIS Dragons Rise to the Top

P. 30 // *Event*
ECE Charity Art Auction

P. 32-33 // *Student Spotlight*
The Abstract Art of Carpi Diem
Giacomo Carpinelli (PD Class of 2018)

P. 37 // *Favorite Spot in The City*
Recharging at Moka Bros

P. 38 // *Partner*
Plan Ahead. Travel Safely.

Features

P. 4 // *Director of Schools' Letter*

P. 5-7 // *IB Corner*
A Multilingual World at SCIS.
MYP's Approaches to Learning Skills

How SCIS Supports Access to the
IB Diploma Program

P. 8-10 // *Language Acquisition*
Home Language - A Springboard for
Student Success

Building Bridges and Tearing Down Walls

P. 12-15 // *Community Feature*

P. 34-36 // *Art Gallery*

Campus Highlights

P. 16-17 // *Hongqiao Campus Highlight*
The 2018 Personal Project Fair

P. 18-19 // *Hongqiao ECE Campus Highlight*
Family Fun Night at SCIS ECE Campus

P. 20-21 // *Pudong Campus Highlight*
Camaraderie and Coding with LEGO Robotics



28



12



18



Dear SCIS Community,

There are more ways than ever to connect with the world around us, from the various social media platforms to the speed of travel we are experiencing a world that is more interconnected than ever. While social media clips and messages may provide one element of our connection, they do not share the entire story. Thus we turn to *Communitas* Magazine once again to share another side of the incredible learning experiences that take place at SCIS every day. This edition of *Communitas* features highlights and stories by students, teachers, and staff. Throughout the pages, you will find images and articles that highlight the real-world connections made each day on every one of our campuses. It is these connections folded together that creates the community that represents the 'C' in SCIS; we build it together

through our shared moments of laughter, learning, and growth.

It is common for people to assume that the only gauge by which SCIS' value is determined comes through our grade 12 student's exemplary university acceptances each year. While we are incredibly proud of the quality and number of acceptances, we know that this is only one piece of the SCIS experience that makes our learning community so unique. While we ensure our students are well prepared for their post-SCIS academic endeavors we are equally proud of our accomplishments in building and nourishing a thriving international community throughout our campuses. While we do keep our eye on the future and how that supports our graduates, we recognize that our success comes from the daily experience we provide to each and every one of our students. SCIS remains committed to ensuring that every student joins our vibrant international learning community and achieves our mission of becoming an inquiring, knowledgeable and caring learner who contributes positively to their community.

I am confident that you will find the same thread of connected learning throughout the pages of this edition of *Communitas* as I observe in the classrooms and common spaces of our schools. SCIS is where international community thrives, and we continue to seek out opportunities to grow and develop our

community to further reflect the rich cultural diversity we have within our schools. I believe you will also be inspired by the shared learning experiences, the intercultural and international connections made, and the joy on the faces of our students, faculty, and staff as they share their journey throughout this publication.

I encourage you to take up the call to share more about your culture, your background, and your personal learning story with your family and here at school. We welcome the opportunity to celebrate cultural events as they provide opportunities for us to learn even more about one another. In my 15 years with SCIS I have repeatedly said, the thing that draws me back every year is the incredible international community we have created together. While there are more ways than ever to remain connected when physically apart in today's world, let us remember to take a moment to celebrate the connections we have right in front of us. Enjoy doing so as you move through the pages of this edition of *Communitas* and when you next come on campus at SCIS.

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School



SCIS has the privilege of serving over 60 countries and easily dozens of mother tongue languages, the first language a child learns. As an international family, many of you move with an employer to the countries that need your speciality skill. A typical international family may spend two years in one country, four years in another and then maybe even four years in another. This can be an exciting, dynamic and intriguing life for adults. What about the kids? Well, don't fear, having young children travel the world with their parents presents interesting challenges but also fantastic opportunities. Children, especially children under the age of thirteen, have an incredible ability to hear, organize, and implicitly understand

grammatical rules and eventually share their language development across multiple native languages, becoming bilingual or multilingual.

The SCIS ECE curriculum is steeped in oral language development, exchanges and builds an understanding of the world through concrete tools and experiences. So, our children learn new languages (English and Mandarin) at an accelerated rate. Furthermore, our play-based theory of learning, coupled with the framework and structure of the International Baccalaureate Primary Years Program (IBPYP), provide the framework for all students to safely and confidently navigate this world of so many languages. SCIS

embraces this philosophy not only in its curriculum commitment to IB but in the day to day interactions and commitments to honouring and valuing our Host Nation language and Chinese Culture. Starting with our youngest children; Chinese culture, symbols, traditions, and songs are shared daily and culminate in outreach programs that extend to our Upper School program.

Chinese New Year is here. SCIS celebrates in full glory through song, poems and performances on each school campus. We wish everyone a prosperous and healthy new year.

communitas

FEB/MAR 2018

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!



By MELANIE MCCLURE,
Principal at SCIS
Hongqiao ECE Campus



DIFFERENT ROLE ASSIGNMENT



Project Manager



Designer



Marketing Manager



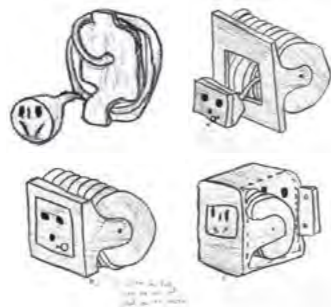
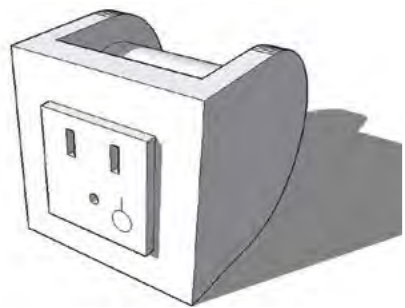
Researcher

RESEARCH
PROBLEMS
OR NEEDS



MYP's Approaches to Learning Skills

ANALYSE
EXISTING
PRODUCTS



Sleek Design Safe
Cheap
Internal Extension Cord
SPECIFICATION
Green Everyone
Small
Plastic, Metal and Rubber



Recently I had the opportunity to see a fantastic summative task from our grade 10 Design students. The task was to design a realistic product to solve a real life problem/need.

As I listened to the presentations and ideas it occurred to me how "much more" the students have learnt from this task. By more I don't mean about design specifications or logistics, what I mean is the skills they have learnt from the task.

This has to be one of my favourite elements of the MYP framework – skills-based education. Within the MYP these skills are called Approaches to Learning (ATL skills). Loosely ATL skills can be described as skills that assist students in learning how to learn. However, I believe the use of ATL skills goes far beyond MYP, DP and University – these are life-long skills.

A comprehensive list of these skills falls under 5 categories in the MYP. These categories are communication, social, self-management, research and thinking skills.

Let's take the example of the grade 10 students and their Design task. Within the task, they certainly had to communicate on many levels – within their group, with their teachers for clarification and questions and finally within the presentations. Socially their skills developed by their group work. Within the task, each group member was assigned a particular role, for example, project manager or researcher. Knowing the

requirements of a role and fulfilling the duties is an important group and social skill. Groups completed extensive research in designing their products. They were to research a problem or a need and identify existing solutions to this problem. Students also researched appropriate materials, models and final expenses. With this research, there were decisions to be made. Students were to think through their designs and provided 3 possible options within the presentation. However, they were to make a decision on their final design and justify this decision. Lastly, the students developed their self-management skills. The group was to manage their time, their designs and their final presentation. This work was created and managed by the students. The teachers provided guidance and assistance as students met short and long-term deadline leading up to the presentations.

Our Student Led Conferences in March will be based around these ATL skills. Students will reflect on their own development of these important skills. Students will provide evidence and pieces of work that display these skills and discuss the importance of their development. We look forward to some wonderful conversations about students ATL skill development.



By **MAREE COMERFORD**, MYP
Coordinator at SCIS Hongqiao



How SCIS Supports Access to the IB Diploma Program

Renowned inclusion expert, William Powell stated, "advanced learner programs such as the International Baccalaureate Diploma Program (IBDP) are sometimes characterized as elitist... We would argue that there is nothing that is inherently elitist in the IBDP. The question, in our mind, comes down to equity of access." SCIS is committed to supporting the individual needs of students in an academic environment, to the greatest extent possible. We believe that students should have the opportunity to grow and develop—emotionally, physically and intellectually—in order to recognize their full potential for success. As such, there are no additional admission requirements for the IBDP at SCIS, apart from meeting specific course prerequisites.

Students who are learning English, or who have diagnoses that impact their learning (such as Dyslexia, ADHD, Anxiety/Depression, etc.) are often at a disadvantage when it comes to formalized testing. The IBDP courses of study will have set content for the teacher to cover, and students must be prepared for the final exam. However, in accordance with IB policy, SCIS believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions may put some students at a disadvantage by preventing them from demonstrating their level of attainment, assessment accommodations may be authorized by the IB.

Parents who have a student with an identified learning need will want to contact the SCIS IB Coordinator to set up a

meeting. While there are some supports and accommodations that are available to all students, others must be approved, with documentation provided to the IB by the school. The IB coordinator will be able to discuss those options with students and parents. Once accommodations are approved, IB keeps student information confidential; student results are not flagged or annotated in any way when accommodations have been authorized.

SCIS IBDP teachers employ inclusive teaching techniques and strategies, and design learning experiences and opportunities that allow all students to meet rigorous standards of the IBDP. Students are exposed to a variety of differentiated teaching strategies designed to maximize students' potential and to access the curriculum and demonstrate mastery in different ways aligned with IB DP requirements. As William Powell noted, "Do we do students a favor by making learning easier for them? In a word, yes. There is no intrinsic value in difficulty for difficulty's sake... 'Making learning easier' means making it more stimulating, challenging and meaningful for students. It is one of the most fundamental obligations of every teacher."



By **BRENDA DEAN**, Director
of Student Support at SCIS

Home Language - A Springboard for Student Success

A child's home language, the first language they learn, is more than just the first language used to communicate and make meaning of the world around them. It's unique from additional languages in that it provides a child with their most foundational understanding of language while serving as a powerful connection to their heritage. It's an asset to students that can be harnessed and used as a springboard for success for multilingual learners.

Research consistently informs us that a strong first language helps develop a strong second language. We learn from Cummins' Common Underlying Proficiency Theory that knowledge and skills in one language transfer to other languages (Cummins, 2000). That means learning in any language is advantageous to other languages. For example, if a student has learned to make inferences in their home language, that skill will transfer to additional languages. How wonderful for our multilingual learners!

Why is it that the stronger home language a student has, the easier it is for them to acquire additional languages? This is because the foundational understandings of their home

language provide a basis for understanding how language works that transfers across languages. This includes everything from grammar, to word choice, to the nuances of language; and the foundation is laid in the first language.

What does this mean for parents of multilingual learners looking to support their children at home? It means one of the most important things you can do is spend time developing their first language at home. Use your home language to talk about what your children are discovering in their Units of Inquiry, to do read-alouds as a family, and to do model writing. Some parents worry they should only explore these ideas in English because it's the shared language of instruction at school; however, that's a common misconception. Allowing your child access to the content in both languages has been consistently proven to help them become stronger in both their first language and English! (WIDA Guiding Principles, 2010).

Furthermore, your child's home language provides an opportunity for your child's cultural and experiential assets to contribute to the learning in the classroom. For example, our



Students using home language to annotate academic content in their writing.



Students and teachers learning together and from one another as globally-minded citizens.



Multilingual students often utilize other languages as they analyze and evaluate their learning.



EAL students utilizing technology to facilitate the transfer of knowledge across languages.

fourth graders recently inquired into the effects of external influences on the function of habitats; the connections to their home countries brought valuable insight to the class. One girl spoke about why she and her parents feel strongly about the importance of orangutan rescue and habitat preservation efforts in her home country of Indonesia. Another student shared firsthand awareness and concerns about impacts of deforestation in the Amazon Rainforest through her connection with Suriname. Sharing these learning experiences and cultural perspectives enable our students to tackle real-life issues as globally-minded citizens. This valuable insight starts at home with parents and students spending time on these topics. By using home language to discuss, research and write about their learning, it develops a child's ability in both languages, which contributes to students that are not only multilingual, but that are multiliterate.

On top of it all, supporting your child's first language helps them to know their roots, shows value for their culture, and helps them develop as an individual. Home language builds a strong sense of personal identity, which can impact everything from socialization to academic achievement. As Tim Boals, Executive

Director of WIDA says of multilingual learners, "Home language is part of who they are, it's part of their identity."

Living in an international setting with a community as diverse as ours, it's common for students to be learning in languages other than their home language. Being mindful of the important role of home language can contribute to student achievement. Remember, home language is not a weight keeping students down, it's a springboard for success!

References:

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.

"WIDA's Guiding Principles of Language Development." WIDA: Academic Language, www.wida.us/aboutUs/AcademicLanguage/.



By JENNI MAROTTO, Lower School
EAL Teacher at SCIS Hongqiao

Building Bridges and Tearing Down Walls

The anticipation and excitement leading up to the Chinese New Year celebration is one that I look forward to every year, and it is wild to think that it is my fourth CNY to be a part of since my move to Shanghai in 2014; but to no surprise, it is just as exciting as the year before! When I was beginning my journey of searching for overseas teaching opportunities I can honestly say that China was never on my list of areas of interest...Ok, let's be real, it was never on my list at all! It was a country and culture I knew nothing about, but had been fed enough opinions that I naively chose to believe, and thus, was quick to judge that it was not a place for me...and WOW!, have I been proven wrong on so many levels!! China has now become my home, and my experiences here have bridged a gap

between my previous prejudices to a new, incredible mindset, and I am a better person for it!

I contribute much of my growth and learning to the amazing community that makes up Shanghai Community International School. Being a part of the SCIS community has been a beautiful growing process for me and my cultural awareness, respect, and open-mindedness towards each individual I encounter daily, and even my very own classroom has played a major role in this, as well. Though my name might be outside the door, my students are my teachers. Every day my students teach me incredible lessons of love and community. I have a classroom of 18 students that represent about 14 different nationalities. This vibrant mix of culture



and personalities brings to light how we are ONE world, ONE tribe – and it is POSSIBLE to respect one another and work together towards common goals no matter our religion, color, or background.

In our current unit, Where We Are in Place and Time, the students and I (along with our awesome student teacher, Mr. Paillet!), are discovering how traditions not only help us learn more about different cultures, but how they help us learn about the past. This unit could not have been planned at a more perfect time than around the Chinese New Year celebration. It was a great opportunity to honor the culture we live in here in China and make it a part of our personal

traditions that we will never forget no matter where life takes us. I can sincerely say, that if I was to ever move away from China, I would still choose to find a way to commemorate this wonderful tradition that has found a special place in my heart.

In a time where we hear more of building walls to keep people out, the culture and community of SCIS are tearing down those walls and building a new world of LOVE, RESPECT, and COMMUNITY!



By **TARA LAFFERTY**,
Grade Two Teacher
at SCIS Hongqiao

It's Time for RE-ENROLLMENT!

Re-enrollment for 2018-19

As a reminder, re-enrollment for the 2018-19 school year is well underway. Our re-enrollment process is designed to ensure all current families have first priority to register for the next school year. Thus, re-enrollment began on January 17. On this day, you should have received an email from the Admission Office containing a link to the re-enrollment survey, in addition to a reminder email that was sent on February 12.

To secure your child's enrollment for the 2018-19 school year, all families are required to complete this re-enrollment survey, in addition to submitting a seat guarantee deposit. This survey should take less than 5-minutes to complete. We ask that you complete the survey even if you will not be returning or are unsure at this time, both options are available for you to select

within the survey. **The re-enrollment deadline for all current SCIS families is Friday, March 16**, after which seats will no longer be guaranteed and open enrollment will begin for all incoming new applicant families.

The re-enrollment process is vital as we strive to effectively plan for yet another successful school year. As an incentive, SCIS does offer early payment discounts for those that complete the survey and make their tuition payment in full by the posted deadlines. We thank you again for your continued support and involvement in our school community and hope to welcome your family for yet another successful year at SCIS.

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

System Office

| Name | Job Title | Email | Ext |
|----------------|----------------------------|--|------|
| Jeffrey Ginter | Head of Admissions | jginter@scis-china.org | 5873 |
| Echo He | School Registrar | ehe@scis-china.org | 5876 |
| Grace Hu | Admissions Finance Officer | ghu@scis-china.org | 5877 |

Hongqiao ECE Campus: (Nursery-Grade 1)

| Name | Job Title | Email | Ext |
|-------------|-----------------------------|--|------|
| Maggie Yang | School Secretary/Admissions | maggie.yang@scis-china.org | 7004 |

Hongqiao Main Campus: (Grades 2-12)

| Name | Job Title | Email | Ext |
|--------------|-----------------------------|--|------|
| Jason Dwi | Community Relations Officer | jdwi@scis-china.org | 3113 |
| Sellen Zhang | Admissions Secretary | szhang@scis-china.org | 3100 |
| Rainy Jiang | Admissions Secretary | rjiang@scis-china.org | 3132 |

Pudong Campus: (Nursery-Grade 12)

| Name | Job Title | Email | Ext |
|---------------|-----------------------------|--|------|
| Laurie Luebbe | Community Relations Officer | lluebbe@scis-china.org | 6222 |
| Julia Qian | Admissions Secretary | jqian@scis-china.org | 6001 |

Would you like to enroll a non-SCIS sibling?

If you are interested in enrolling a non-SCIS sibling, please contact the Admissions Office as soon as possible so that a space can be reserved accordingly. Siblings of current SCIS students will receive priority status for enrollment, pending space availability.

Would you like to refer or recommend a friend?

As a community oriented school, SCIS values the referrals and recommendations provided by our current community. If you'd like to refer or recommend a friend for admission to SCIS, please feel free to contact our Admissions Office. Referrals will be handled separately from our standard new applicant pool.

Celebrating the 2018 Chinese New Year of the Dog at SCIS

The Chinese New Year, also known as the Spring Festival or '春节' (Chūn Jié), is the oldest and most important festival in China and is celebrated at the turn of the traditional Chinese lunar calendar. Celebrations typically start on the eve of the first day of the holidays and up until the Lantern Festival or '元宵节' (Yuán xiāo jié) on the 15th day of the first month of the new year.

This year, the first day of the Lunar New Year fell on Friday, February 16th, and ushered in the Year of the Dog. In the weeks leading up to the festival, the SCIS community had the opportunity to experience our host culture, both in and outside the classroom, through hands-on cultural activities and student performances.



We hope you will enjoy the following four pages as our wonderful mandarin educators share how we have been celebrating Chinese New Year across the different divisions of our campuses.

Lower School Assembly at SCIS Hongqiao

Chinese New Year is the most important holiday for the Chinese as it is a time of family bonding and an opportunity to enjoy authentic Chinese cuisine over dinner reunions. During the festival, people wear red clothes, hang up the character "福" (fú), set up firecrackers to show their happiness and wish good luck for the year to come.

The SCIS Lower School Mandarin Team celebrated the 2018 Chinese New Year festival through an assembly which involved students from Grade two to five at various language levels from Novice, Intermediate to Experienced. Altogether more than 360 Lower School students from different parts of the world came together to put on a fabulous performance during the assembly.

Students demonstrated their understanding of Chinese culture and showcased their Mandarin language skills through songs, dances, historical story renditions, Kungfu performances, Chinese rhymes & poems, artefacts introductions, etc. Here are some of the highlights.

First, the grade four and five Choir group sang a very pleasant song "Gongxi Gongxi" with their beautiful voices. A song about the winter coming to an end and making way for spring to come back to earth.

Grade two Novice Mandarin classes performed a Sanzi Jing, which is known as the Three Character Classic. It has been used to teach children history and Confucian values until recent times. Novice class students even connected their performance with our PYP Learner profile and attitudes, such as "Caring" and "Respect".

Our grade five Experienced class students performed a well-known Chinese historical story "Yanzi Shi Chu". Yanzi is a famous wise person in Chinese history. He lived in the country of Qi more than 2000 years ago. Once, Yanzi went to the neighbouring country of Chu as the ambassador of Qi. Emperor Chu knew that Yanzi was very short and unattractive, so he tried to insult him. How did Yanzi react to emperor Chu? The grade five performers showed us a wonderful answer.

It's great that we invited LanguageOne's Dutch students to celebrate the CNY festival together with us. The Dutch students performed a very popular Dutch



story "Jip and Janneke" together with a pleasant song.

The grade three Intermediate class did a Kungfu performance. Chinese Kung Fu is a series of fighting styles which has developed over a long historical period in China. Nowadays, it is regarded as a traditional sport gaining more and more popularity and stands as a great representative of Chinese culture. It's a great pleasure to see our SCIS grade three Intermediate Mandarin class practising Kungfu and demonstrating their skills to the audience.

Our lower school principal Mr. Haggith, painted the eyes of the lions using the golden paint. That implies the lions will awake soon with the coming spring.

Lastly, all the students and parents were excited when they heard the new year wishes in Mandarin from our principals, coordinators, teachers and local workers.

It took the Mandarin team over a month to brainstorm the ideas and prepare the show. When seeing our students proudly demonstrate their Mandarin language skills

and showcase their cultural understanding on the stage, all the hard work paid off.

A big thank you for the support from admins, all the teachers and parents. Last but not the least,

祝大家狗年行大运。
(Zhù dàjiǎ gǒu nián xíng dà yùn)
We wish everybody good luck in the year of the dog.

财运到、福运到。
(Cáiyùn dào, fú yùn dào)
Good fortune and good luck will be yours.

合家欢乐, 幸福美满。
(Héjiā huān lè, xìngfú měimǎn)
We wish that your family be happy and harmonious.

万事如意。(Wànshì rúyì.)
All the best.

- Tracy Huang, Mandarin Teacher & Mandarin Team Leader at SCIS Hongqiao



Upper School Cultural Activities at SCIS Hongqiao



Chinese New Year provides an excellent opportunity to have students know more about the country of China, and also to experience its culture. The Chinese Zodiac, known as 'Sheng Xiao', is based on a twelve-year cycle, with each year in that cycle corresponding to an animal sign. These animal signs are, in order: the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig, and is calculated according to the Chinese lunar calendar. 2018 is the year of dog, born under this sign you are honest and faithful to those you love.

animal says about them. As porcelain is representative of Chinese culture, some students chose to put these two unique pieces together and worked on using blue and white to create their own animal sign on paper plates. It is a quite creative way to showcase their understanding of Chinese culture.

- Jessica Deng, Upper School Mandarin Teacher at SCIS Hongqiao

This year in Mandarin class, students got to know the Chinese zodiac signs and were quite curious to find out what their



Upper school students completed different activities to celebrate Chinese New Year festival in our Mandarin classes. MYP Language Acquisition phase 2 and DP ab initio and Language and literature students made blue and white porcelain plates. They designed their own patterns and drew it on the plates, adding red Chinese knots as decoration. That can be a good gift for their friend or family. Phase 3 students have been learning Spring Festival traditions, so they had a mini food festival! They brought traditional food from their own county and ate Chinese New Year food dumplings and 'Tang yuan'. They all had a great time in class.

- Christina Wang, Upper School Mandarin Teacher at SCIS Hongqiao

Recently in our upper school phase two Mandarin class we have discussed Chinese New Year traditions in the context of our unit on Animals and Describing Appearances. We started the unit by having students recognize the 12 Chinese Zodiac animal signs. Once we understood what the different characteristics for each animal and sign were, we then discussed how to tell someone's age by knowing their Zodiac sign. We learned folk stories to explain how the zodiac animals are organized, and then paired these with a rhyme to help memorize the order. We then reviewed our knowledge by creating a lost pet poster and closed out the unit with a zoo design project.

- Kelly Huang, IB MYP & DP Mandarin Teacher at SCIS Hongqiao



Upper School Cultural Days at SCIS Pudong

In SCIS Pudong upper school, we celebrated CNY with Chinese Cultural Days and a whole school assembly. During those cultural days, students experienced traditional culture activities such as writing Chinese calligraphy, playing mahjong and Chinese chess, making dumplings, learning Kungfu and Chinese yo-yo. We invited professional performers and instructors to demonstrate and teach students the beauty of Chinese culture.

- Calligraphy is an important component of Chinese art. By writing calligraphy with a MaoBi (Chinese writing brush)



on rice paper, students got a profound understanding of Chinese characters and art.

- Mahjong and Chinese chess are traditional games with long histories and are still popular in China now. Both games need careful thinking and strategies to win which raised much interests in students.
- JiaoZi (dumpling) is the most common food that every family will have at CNY eve's dinner. Because the shape of the dumpling looks like a gold ingot, it always stands for good luck and fortune for the new year. Students made dumplings the traditional way, and some were creative enough to design their own. They all enjoyed it so

much when they were eating the JiaoZi of their own making.

- Kung fu (martial art) is one representative art of Chinese culture and is fascinating to many westerners. KongZhu (Chinese Yo Yo) is another popular activity among Chinese people, but to be professional in doing some fancy tricks still requires years of practice. So, students at SCIS PD had their first class and practice in this year's cultural days. They all loved these activities and some could even successfully do some small tricks after the class.

It was fantastic to have these series of celebrations for Chinese New Year. In SCIS Pudong, students not only learned the Chinese language but also experienced Chinese culture first-hand to truly understand and respect their host country's culture. Last but not least, everyone had so much FUN!

春节快乐! Chūn Jié kuài lè!
Happy Spring Festival!

- Amadea Chen, Upper School Mandarin Teacher at SCIS Pudong



The 2018 Personal Project Fair

In the final year of the Middle Years Programme (MYP), all of our grade 10 students work on a long-term research project focused on a chosen area. After months of work, students brought the products of their labor to display at our Personal Project Fair.



Alex Elwood – Custom Water-cooled Computer

The Personal Project has been a chance to create something original that would not have been possible otherwise. My project was to re-design a computer case, improving its functionality and performance. Computer cases have remained similar for years and they need to progress and be developed so there is a lot of room for innovation. I focused the innovation mainly on making the computer specialized just for water-cooling. Water-cooling is where, instead of using air to cool down the components, water pipes connect to them to move the heat away. This can remove more heat from the computer which increases performance since processors can run faster the cooler they are. In order to achieve my goal, I had to radically go against design norms when planning and designing to try untested concepts. Once the plan was set I built the case which was made out of wood as it was easiest to work with. First, it was 3D modeled in SketchUp so that some pieces could be cut with pinpoint accuracy on the laser cutter. Other pieces that held components needed even more precision so they were made using the 3D printers. This took me a lot more time than I thought it would, especially for the woodworking, but it was worth the effort to have a truly unique product. It also featured a new high tech side window design which has only been used in one case in the past. It works like a computer screen except for white shows up transparently, meaning that animations can be played on it creating a mesmerizing aesthetic. It is a feature that I would hope to see in the future of computer cases, which was the reason I chose scientific and technical innovation for the global context. I have learned a lot throughout the project such as how to create circuits for a fan speed controller and woodworking skills for making the case. Overall, it has been a fantastic opportunity that I would be excited about if I had the chance to do it again.

Annabella Li – Resin Jewelry

My name is Annabella Li and my personal project is about making resin jewelry and raising money for Shanghai Sunrise. Personal Project is an important part of being a Grade 10 student, and it offers the students time to explore a different area. The reason I chose my project is that I was really interested in making resin jewelry since I was a 7th grader. However, I never had the chance to experience it, and in the end, I decided that it was something I really wanted to do.

Personal Project gave me a chance to show my passion for making resin jewelry. Even though my future career might not be related to it, I can still make the jewelry as a hobby. I learned most of my technical knowledge from making the resin jewelry. Before I had my own designs, I made 5 samples of resin jewelry. At times, I faced lots of difficulties, but I always learned something during those processes. I always wrote reflections after I made the sample, so I would not make the mistakes twice. After the project, I think I became more organized, and I learned how to plan my schedule for long-term projects.

Also, as an English learner, the Personal Project fair improved my communication skill and my ability to sell products. Most importantly, I am also participating in Interact Club and NHS, so the skills I learned can benefit me in lots of different ways.

Overall, I believed the PP was a fantastic experience. I feel I have interacted and shared my project with a variety of people. Also, the knowledge I learned is very beneficial to myself. I think it is a meaningful and fun project to do during the school year. I am really glad that we were able to share our projects with everyone, and that is a reason why we should be MYP students.



Simon Vogel – Homemade Cookbook

For my personal project, I chose to design and create my very own cookbook. I knew from the beginning that I wanted to do everything myself, from coming up with recipes, the actual cooking, photographing of the food, designing the cookbook, and much more. Cooking is something I've always wanted to do, and when I switched to SCIS at the beginning of the 2017/2018 school year and was introduced to the MYP program, I knew that the personal project would be a perfect opportunity for me to explore an area I had always been interested in. For my cookbook, I interviewed 5 individuals from SCIS with a total of 8 different nationalities, to explore how individuals express themselves and their culture through cooking. I conducted my interviews on the 5 individuals from SCIS, in which I asked them about things such as; favorite dish, favorite cuisine, recurring themes/trends in the food they eat, and allergies, just to name a few. Then, according to the information I gathered from each person, I tailor-made a recipe specifically made for their preferences. After coming up with a dish for each individual, I then made the actual dish in a professional studio, which I had been given allowance to use from the owners, and shot, with my own iPhone, photos of each dish. I used natural daylight as my light source, which allowed me to use my phone for the photographing part. After taking all photos and finishing ingredient lists and method, I had all my fundamental parts ready for making the book. I designed my whole book myself and then went to a local copy shop to get my books printed. I printed 20 books after deciding I would be selling them at the personal project fair and set a price that would just exactly bring back the money I spent at the copy shop. The fair went very well – I sold 15 copies with the last hopefully soon gone too and received a lot of appraisal for my work. After switching to SCIS I have enjoyed the MYP program, and I am very happy that the MYP program involves students exploring personal projects, it truly allowed me to explore something I've always wanted to do.

Anna Thelin – Family Ancestry

For my personal project, I did ancestry in which I found out secrets and scandals about my family such as information about my adopted grandfather and murdered family members. The research was done with my beloved grandfather and the goal of the project was to learn more about my family ancestors. Since I wanted to understand how finding out more about my family would contribute to a better understanding of my own identity, the global context I chose was identities and relationships. Throughout the project, I thrived in the area of communication, organization, and most importantly time management. As I saw time running out, I became stressed. It led to me organizing my time by making a schedule and smaller goals, such as when to start my product and when to send it to print. The product I made was a book which contained information about my ancestors leading back to 400 years and their personal stories. I looked up old family photos in albums and spent months on the final book. When I started the book, I soon realized that it was harder than I thought and that it would take a lot more time. I quickly organized an hour each day in which I worked on the book. This led to less stress and better self-management over the project.

One of the most interesting findings was the DNA results from my grandfather. It stated that he was about 50% Jewish and Russian. It made the theory we had about his father being a famous Russian jazz musician much more reliable. He has known for several years that his mother was from Copenhagen. He has always had a special love for Copenhagen and has loved classical and jazz music. When he was younger, he did not have the same interests as his adopted family. But it was almost like the passion ran through his blood. This made me think that our physical appearance isn't the only trait that is passed on by genes, but the passion and interests we have in our daily lives.



Family Fun Night

at SCIS ECE Campus

Our Hongqiao ECE Campus is having a fantastic year filled with fun family events. On January 23rd, we kicked off the second semester with a Family Music Night, a first for SCIS. The curtain-raiser of the evening was a rocking performance by a Parent Junk Band led by Ms. Babb. The parents used anything from a pan with a rhythm stick, to an empty water jug to make four rhythmic patterns to be played together in a musically exciting way.

For the remainder of Family Music Night, students, parents, and friends had the opportunity to explore the school and enjoy many different musical activities that were set up with a focus on making, creating and inquiring into music. Classrooms were converted into musical wonderlands waiting to be delved into, each more diverse than the previous. There was a drum circle,

egg shaker making, karaoke, ribbon dancing, instrument playing, sing-alongs, colouring to classical music and many more!

The evening ended with dinner and treats from some delicious local restaurants and vendors such as Geneva, Paradiso Pizza, Vietnamese Homemade, and Cookie Dokie. Music is an important player in a child's development. ECE takes this to heart with its music department and its focus on creativity, exploration, and inquiry in music class.



By ERIN BABB, Music Specialist at SCIS Hongqiao ECE Campus & HALEY VAN OS, PAFA Hongqiao ECE Representative



ColorJam Art Test!

Guess whose art style it is?



Scan to get the key!

Camaraderie and Coding with LEGO Robotics



“3-2-1-LEGO!” was heard throughout the tournament as teams prepared to send their robot onto the competition mat. For an intense two and a half minutes, only two members of the team could be inside the ropes setting and starting their robot, trying to complete as many missions as possible before the timer ran out. But the competition didn't stop there. Four other activities kept our young team busy for the better portion of two days.

In one room, teams had five minutes to present their research and innovative solution before a panel of judges. In another room, judges would watch and interview teams to understand how well they knew the 'Core Values' of the tournament. Near the robot competition field, teams would have to explain their

robot design, show their code, and be able to explain some of the decisions they made building it. And finally, members of the team would interact with other students at their booth through the playing of games, exchanging of swag, or just talking about their school.

Recently, our SCIS Pudong 'Hydro Dragons' joined over 40 other teams from 18 different schools in the FIRST® LEGO League (FLL) tournament at Shanghai American School. FLL has been around since 1998, challenging student teams to research real-world scientific topics, come up with innovative solutions, and participate in regional competitions across the globe, and while many of the over 300 students attending have experienced this before, this was our team's first.



The acronym FIRST means “For Inspiration and Recognition of Science and Technology” and embodies a set of core values that students must live and breathe in all aspects of their FLL journey. Values like 'Coopertition', the intersection of cooperation and competition, and Gracious Professionalism, where students learn and compete like crazy, but treat one another with respect and kindness in the process.

Every year, FIRST LEGO League releases a Challenge, which is based on a real-world scientific topic. Each Challenge has three parts: the Robot Game, the Project, and the Core Values. This year's FLL theme was Hydrodynamics, and the two-day tournament was the pinnacle of our team's hard work and perseverance, giving them the chance to display the learning



and skills they have developed. Skills like critical thinking, team-building, and communication.

While we didn't win any trophies this year, our team did leave smiling, and with a deeper understanding of the core value, “What we discover is more important than what we win.”



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





The Feng Family: Unsung SCIS Historians

Helen & Lucy Feng have been a part of the SCIS family since 2006! Helen has been an invaluable member of our Mandarin teaching cohort, while Lucy is now a senior, soon completing her K-12 journey! I had the wonderful opportunity to sit down with both and discuss SCIS history, what it has been like living through over 12 years of change in Shanghai, and their opinions on working and studying in a truly international environment.

Can you tell us a little about the origins of the He/Feng family?

Helen: Basically, my husband and I went to the UK to study in the 80-90s, and then we started to work there. Our son, Victor, was born in the UK and a few months later we moved to Mol, Belgium (a small town near Antwerp) due to my husband's job.

Lucy: Which is where I was born.

Helen: Yes, and before Lucy turned one we moved to Zurich, Switzerland. During our five-year stay, we all had to learn German and Lucy used to be fluent in the language as a child. She attended kindergarten there and spoke Swiss-German, which is a variation of 'Hochdeutsch' or 'High German'. We then moved to China in 2006 where Lucy continued to study German after school for a while.

Lucy: Unfortunately, I have since forgotten a lot of it, but anytime I go back to visit Switzerland and see the street signs, for example, it all slowly comes back to me. I remember that for my first UN day at SCIS I actually marched for Switzerland. At that time, I didn't really know much about China or the UK and felt that Switzerland was the country that represented who I was most.

That's super interesting and incredible! So, how long have both of you been with us at SCIS then?

Helen: We've been here for 11 years



Lucy: Wait, actually almost 12 years.

Helen: Oh yes, next month will mark our twelfth year in China and at SCIS. When Lucy graduates, she will have done the whole K-12 system here! A lot of changes...

Lucy: I remember we used to have a sandpit where the bamboo trees are now, and the walls of the school used to be blue! There also used to be an outdoor basketball court and a whole other building before.

Helen: When I started teaching we did not have the Diploma Program at the time, so I taught Mandarin to grades 5-9. It wasn't until 2010 that SCIS Hongqiao had its first graduating class.

You mentioned a lot has changed over the past 12 years, how would you describe your experience living through it all?

Lucy: Seeing all the changes the school has experienced and being there since day one, I feel as if SCIS is my own somehow and that I've been there as it has continued to grow and attract new students.

Helen: I think a lot of people come to us to ask about the history and what it was like before. With the recent school closure due to snow, for example, so many people came to me to ask if something like this has ever happened before!

You should get a special "SCIS Historian" badge made!

Both: Haha yes, right!



Would you say you feel somewhat connected to SCIS having had such a long relationship with our Community?

Lucy: Absolutely. I'm so glad I went to SCIS. I notice it especially when I travel to other international schools for sports tournaments and realize how close of a community SCIS really is. Everyone is there for each other and we are all very supportive and close-knit. New students feel welcome right away and fall in love with the culture here.

Helen, how do you prepare a curriculum and manage a classroom of students of such diverse backgrounds and varying language ability?

Helen: It's always fun teaching students from diverse cultural backgrounds because of the views that they have towards certain issues. I teach DP students who already have strong opinions, so when we discuss world issues like globalization, for example, I try to provide a very open learning environment where everyone's point of view is encouraged and valued. I also work to tie in what we are learning to individual interests and provide students with opportunities to discuss these. It's challenging but also extremely rewarding to teach such a diverse group of individuals.

Lucy, how has it been growing up in an international environment? Has it influenced your views of the world?

Lucy: I actually constantly think about this and what would have happened if we hadn't moved to

China. Whenever I go back to Switzerland to visit I always contemplate on the fact that I would not have such strong opinions about things had I stayed there. I definitely wouldn't be aware of so many different cultures and my personality would be completely different.

I'm told you are quite involved in community service projects, care to elaborate a little about your involvements?

Lucy: The one that comes to mind is 'Free for Life', an organization that works to fight against human trafficking. They work to identify and help victims of human trafficking, especially young children, by providing shelters and monitoring borders for trafficking activities. Mr. Meldrum (Upper School VP) started the student-run enterprise recently, and through that, I've been able to fundraise and educate our community on the issues. I'm honored to have been able to fundraise enough to rescue five girls from human trafficking, and it's made me want to continue my efforts.

That's amazing! So why is that important to you?

Lucy: The ability to help those in need in a place far from home is something we should all strive to do. The only difference between us and them is that they were unfortunate to be born in poverty. I feel that our role in society is to help those who are less fortunate and not just focus on ourselves. In university, I want to study geography, and part of that is globalization and sustainable development and environmental sustainability. From there I would love to work for the UN in the environmental sector and hope that through that I can make a bigger impact on the world around me.



The best thing about teaching at an international school?

Helen: It's been a great experience working with educators from all over the world that bring in so many different teaching styles, backgrounds and knowledge to the table. We have outstanding teachers here and we learn so much from one another. This year, we've started this idea of going to other teachers' classrooms, not just within our department, and act as observers, which has been a wonderful learning experience as well. Working with kids is equally as rewarding. They are so open-minded and have traveled to so many different places at such a young age, hearing about their experiences is always interesting. Every day I teach kids but they also teach me, it's a two-way learning exchange!

I agree it's a more dynamic environment.

What about you Lucy, the best thing about learning at an international school?

Lucy: Being surrounded by so many different cultures, I feel like I am always learning something new about a country and its society. Not only that, but being immersed in a community that is so diverse yet caring, and willing to learn from one another, is something truly unique. I love talking to people and I believe that we are all living this life simultaneously and that every single person has experienced something unique that we can all learn from.

Helen have you ever taught Lucy in one of your classes? Did you give her preferential treatment?

Helen: Haha. Actually, we both just came from the same class just now. I teach mostly DP students in the Language B course. Basically, in the DP programme, we offer three levels where students range from having a very limited prior knowledge of the language to being native speakers and learning literature. A lot of students fall somewhere in the middle, which is what I teach and where Lucy falls under as well, and Victor as well, so I've actually taught both of my kids! I treat Lucy just like a normal student.

Lucy: Maybe she is a little harsher on me at times!

Helen: Haha yes, sometimes the mum side of me comes out unwillingly! But I think it's a good thing having your own children in your classroom because it means I receive honest feedback and opinion from a student's perspective on my teaching methods.

Will you continue teaching (at SCIS) once Lucy graduates?

Helen: Well, it has been a wonderful experience teaching at SCIS and I'm very happy that I will return next year.

Last question, favorite thing about SCIS?

Helen: At SCIS I have worked with students, teachers and parents from all over the world, so have had the opportunities to experience many different cultures. Therefore, diversity and the community spirit are certainly my favorite things at SCIS.

Lucy: People come and go all the time and that may seem like a negative thing. Having all these friends all over the world and then having to say goodbye to all your friends and not seeing them for a long time is difficult, but the feeling of pure joy when you do see them again is very hard to put into words. It's hard to have a home when you have all these different people that you love in different areas of the world because you feel as though you are always missing a part of your heart. That is the price I pay as an international student, but it's a price I would pay in the blink of an eye.



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

Kira Cat Hooks

(Pudong Class of 2011)

Finding Sturdy Ground Through Music



Kira Hooks (SCIS Pudong Class of 2011) was with us for just under two years, coming in at the last half of her junior year until graduation. In that brief but meaningful period she was able to hone in on her passion of healing and creating joy through music. I had the chance to chat with her about her admirable musical journey.

Hi Kira, so first of all, tell us a little about yourself.

Hi! I'm a Soul/Jazz/RnB singer/songwriter based out of Nashville, TN. I was born in Houston, TX, and raised in The Netherlands, Nigeria, Scotland, and China. I'm also half Filipino, half Caucasian (American) — You can imagine the confusion I had when somebody asked, "where's home/where are you from?". I'm sure many at SCIS can relate. While I was hopping the globe with my folks, I had to keep checking in with the question, "Where am I?"... Whether that

meant asking myself if I was physically or emotionally present. It's a question with a huge spectrum.

It was through music that I was able to really translate those emotions. Music was also sturdy ground with all the jumping I did. Growing up, I had been so fascinated by the Myspace (haha, I'm old)/early Youtube singer/songwriters, and I wanted to do exactly what they were doing. That was my focus all throughout high school. These artists introduced me to a lot of new music, as the ones I liked were not only doing originals but covering some of the greats from the 20th century. After graduating, I went to college at the LA College of Music in Pasadena, CA and it was there where I really had a well-rounded education in music... with mentors such as John Avila (Oingo Boingo), Dorian Holley (Michael Jackson), Kacey Clanton (Joe Cocker), and many more.

My education at LACM allowed me to be a versatile/humble musician. In the past few years, I've been able to perform at lots of house concerts, festivals, live shows, corporate/wedding gigs, sing BGVs for different artists, and record multiple records of my own. There are odd jobs in between with some support in the beginning stages involved, and that's okay. It is not an easy business because it's a lot about becoming my own boss, consistent practice, and having lots of discipline...

But I also come out of it respecting myself more and feeling stronger on my own.

How have those living experiences influenced the way you perceive the world?

If anything, my sense of empathy is a huge part of my perception. I choose to come from a place of love as best I can. We're all very different, but we're more so the same. The moment I have a view of divisiveness and putting others in a box... that's the moment I stop growing. Part of the reason I'm in the arts is because it's one of the things that bring us together, despite where we're coming from. We are all looking to have some sense of 'joy' in our lives, and by joy, I don't mean happy. It has a little more of a bittersweet tone to it... I feel it is more about allowing ourselves a space to feel that everything is okay and that we've made it this far... the inner knowing that there is more to be excited about, despite our obstacles.

Interesting, so seeing that you chose the musical path, do you see music as your means of expressing yourself?

Though music has been my main creative medium, I see myself as a healer/creative that uses music as a tool. Using vibration with intentions set in honesty is so powerful...and vibration is everything. We can heal each other. I've also been pursuing my love for photography and vegan cooking. Wellness and wearing many hats comes with being a musician.

My body/mind is my instrument, and I have to take care of it...why not be creative with it?

How many instruments can you play, and do you have a favorite one?

I sing and play guitar, piano, and ukulele. I connect with each one differently and feel like I'm a different writer with each one. I perform mostly with guitar because it's easier to bring around... But I have a more thorough understanding and very emotional connection with the piano.

Who were your biggest influencers growing up?

I grew up with a lot of classic soul/RnB around the house (thanks, Mom and Dad). I also watched a lot of musicals. Some of my favorite songwriters/musicians include (sorry, it's a long list): Stevie Wonder (my main guy), Antonio Carlos Jobim, Alan and Marilyn Bergman, Melody Gardot, Djavan, Corinne Bailey Rae, Lin-Manuel Miranda, Lianne La Havas, Sam Cooke, Nat King Cole, John Mayer, D'Angelo, Emily King, Emie Halter, and Nancy Wilson. All of my teachers, even outside of music, were also huge influencers. I've been guided to a place where I'm doing what I love to do, and I'm grateful for everyone in my path because of that.

Tips for aspiring artists?

1. Honour your feelings.
2. Act on your ideas in the moment with no judgement
3. Take time to look back at your work, and see what matters to you.

4. Your voice matters.
5. If you can, live in places where it's saturated with artists. If you take your ego out of it, you will be inspired, sharpen your knives, and get better. (LA, NY, Nashville, London, etc.)

Fondest memory of SCIS?

My fondest memory of SCIS was how the teachers were so supportive through my junior and senior year. I basically crafted my last year and a half of high school towards what I loved doing. I put on shows and chose topics on music when it came to making essays or final projects. Everyone at SCIS were so encouraging through all of it. (Thank you :))

Will you ever come tour in Shanghai, maybe stop by SCIS for an exclusive concert?

I've definitely kept this idea in mind for several years...same goes for the other international schools I've been to... It would, of course, have to be economical coming from the United States...but if there was any way, I would in a heartbeat!

We'll be there when you do come visit! In the meantime, good luck with everything Kira and thank you.

Thanks.



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. Its 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


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/>



SCIS Pudong Varsity Boys

"Coming off of an ACAMIS finals appearance last season, we set our goal high at winning that championship this year. From the very first day of practice, we knew that we were going to be a very competitive team. Throughout the season we kept growing as a team, day in and day out. Before winter break our team was looking very good in shape heading into ACAMIS; however, with a month-long break and injuries, it changed the look of our team. This was by far the biggest challenge of the season as a team. Players adapting to new roles and underclassmen stepping up to fill in big roles, it definitely challenged us. But we still fought through every single game showing no let down of competitiveness. Even though we ended the season with no trophies, we still gave everything we had which gave us a lot of memorable memories in return."

-Simon Wu (Varsity Captain, Grade 12)

SCIS Pudong Varsity Girls

The SCIS Pudong girls varsity basketball team had a season that players, fans, and coaches were very proud of. Over the course of the season, our team developed an impressive, perseverance mindset. This was especially true in the SISAC championship game when we played most of the second half with five total players and only two "starters". It will be exciting to see how these young athletes develop and compete through the rest of their varsity careers.

-Ethan Schultz, Varsity Girls Coach

"I could not be prouder of this team. We did so well in ACAMIS playing teams way out of our league and standing our ground. We played even better in SISAC and finished the season champions!"

- Isabelle Johnson (Grade 10)

"What a great season with a young, passionate, hardworking team under the training and guidance from our supportive and motivating coaches! Some learnings from the matches we lost, and some celebrations for the ones we won. Overall, an enriching and fulfilling experience with the SISAC trophy in our hands!"

- Anousha Singh (Grade 9)

SCIS Hongqiao Varsity Boys

The 2017-18 boys basketball season concluded February 1-3 with the ACAMIS tournament in Kaohsiung, Taiwan. The SCIS-HQ Dragons were well represented by 10 dedicated student-athletes. In pool play the boys raced out to an early victory by turning away an inspired NAIS-Pudong team. Keyed by a series of defensive stops by Joey Barnabee and Evan Grady, the Dragons held the opposition scoreless for the last six minutes of the game. Grade 9 players Kenny Barnabee and Jorge Chicot-Vina closed out a 15-0 run that erased a fourth-quarter deficit and delivered the victory.

Later in the afternoon the Dragons submitted their most complete game of the season, handing BCIS (Beijing City) a 47-40 defeat. Nathan Lin paced the offense by leading the fast break and finishing in traffic while Larry Tsui harassed primary ball handlers all game and provided a much needed spark off the bench. The victory placed an undefeated SCIS-HQ atop the table, along with host Kaohsiung American School (KAS), after Day 1.

Following a tough showing against Discovery College, in which senior leader William Ai was lost for the day to a toe injury, our boys rallied to give KAS their biggest scare of the tournament. The Dragons led for much of the game behind Shane Yu's timely shooting and Simon Renblad's superior post play. However, a rolled ankle and some tough makes allowed KAS to escape with their closest win in what was arguably the game of the tournament.

The final day saw our two senior leaders take control. The season's leading scorer, William Ai, returned from injury to battle in the post with DC's giants. Tim Ai, his brother and ACAMIS Tournament All-Star, provided leadership to a young team poised for a breakout campaign. Our young men competed valiantly and demonstrated perseverance that earned the respect of the opposition and officials. It was an exciting conclusion to a successful season, and I am proud of how they represented themselves and our school. It was an honor to be their coach.

- Scott Simmons, Varsity Boys Coach

SCIS Hongqiao Varsity Girls

This basketball season, the girls showed a lot of heart and commitment in developing their individual skills and growing as a team. As the season progressed, they continued to work together as the competition became more challenging, overcoming obstacles and pushing them further as athletes. The season culminated with a strong ending at ACAMIS with the girls' team bringing home first place! More importantly than the win, the team showed sportsmanship and support for one another on and off the court.

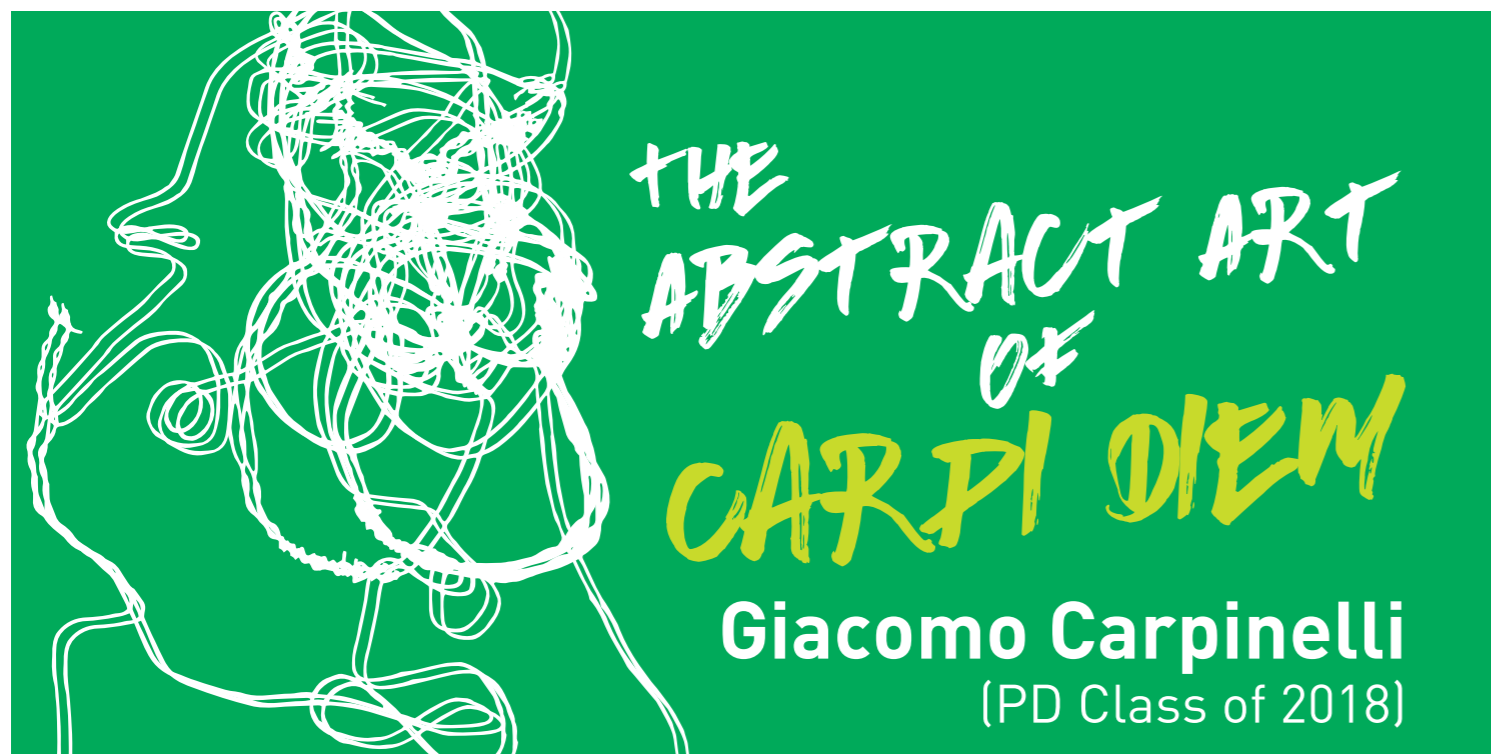
- Caitlyn Connolly, Varsity Girls Coach

"No one really knew what to expect with our basketball season this year, with new coaches and half a new team, but together we worked hard and formed relationships that allowed us to continue SCIS's ACAMIS Champions legacy. Having played basketball at SCIS for the last 7 years, I feel so fortunate to get to finish my time with such a hardworking and supportive team. I really feel like we formed a little family."

-Charlotte Gray (Grade 12)

"Starting off the season with a new team and new coaches is bound to be a challenge for everyone no matter what. Throughout the entire season everyone's individual skills, attitude and contribution to the team was truly something special to watch and be a part of. I am very grateful and thankful to everyone who was a part of the team this year as they helped me not only grow as a basketball player but as an individual. We got a chance to meet new people, bond together and learn as a team because of our shared interest in basketball. We ended ACAMIS with a great win to conclude our season. A lot of us are moving on next year but we will always cherish the memories and the great times we experienced all together as a team."

-Teya Athanasopoulos (Grade 11)



Hailing from a pocket-sized Italian village, Giacomo Carpinelli joined SCIS four years ago where he found his calling: creating bold and abstract art. Currently finishing up his senior year at our Pudong Campus, I joined Giacomo to discuss his transition from Italy to China and how he has been honing his art style ever since, with the goal of pursuing a career in the fashion industry.

Thanks Giacomo for being here today. So first of all, where are you from?

Glad to be here. I am from a little city called Fara In Sabina, near Rome, about 40 minutes away. It's actually quite the opposite from Shanghai, as there are around 150 people living there and it is very quiet. It's a very classical Italian place with ruins and Catholic churches.

Oh wow, a stark contrast for sure! And how long have you been with us at SCIS?

I've been here for four years, five in Shanghai and four with SCIS when I started in 9th grade. I graduate in a little over four months which is approaching really fast!

Where were you before Shanghai?

I was always in Italy, so moving here was a big change for me as it was my first ever international living experience abroad. The same goes for my mum and my sister, whereas, for my dad, he had already been living and working around the world in places like Germany, and New York.

So did you speak English prior to moving here?

No I never spoke English before. The first five to six months here I had a tutor, an Italian woman who taught me English. I then attended the Britannica International School in Hongqiao just as it opened. Because it was brand new, I remembered only having

four classmates in my classes and not making any friends. I met my current friends while playing soccer and it was through them that I found out about SCIS and decided to make the switch after a year. The community at SCIS quickly started growing on me and I've never looked back ever since.

How long have you been dabbling with visual arts?

Well, in all honesty, I only started seriously making art about two years ago, so fairly recently. I started drawing as a kid from the age of seven to eleven years old, but then stopped when I moved to China. The following two years or so I did not pick up a pencil or seemed interested in the arts. I think this was partly because my previous school's art department wasn't quite developed and my classes were so small. Fast forward to the beginning of last year, I decided to sign up for visual art classes to fulfill my IB requirements. Right around that time I started developing an interest in fashion and I figured I could try and combine this growing passion with the arts. I've been experimenting ever since, learning a lot on my own by watching online tutorials and just trial and error.

Nice. Would you say you are more comfortable with a pen and paper or working with a computer?

I've been trying to do more work digitally but I still prefer the more 'traditional' style of using pencils and pens, and sketching that way.

How would you describe your art style?

I don't really like traditional and realistic work, rather I prefer very bold and graphic drawings and also comic representations. Especially with my fashion designs, they tend to be quite bold in shapes or where the cloth folds, for example. I describe my style as very abstract and absurd, it follows a very cartoonish pattern and detaches from the realistic. Lately, my theme has

been around teenagers, growing up, and addiction, so my drawings tend to be a mixture of psychedelic interpretations and a satirizing of society. For example, being addicted to bad things such as smoking, drugs and fast food. I use a lot of markers on white paper, shading isn't really my thing because I like to have contrast in my work.

Do you have an idea in mind as to what you would you like to do for a living later on?

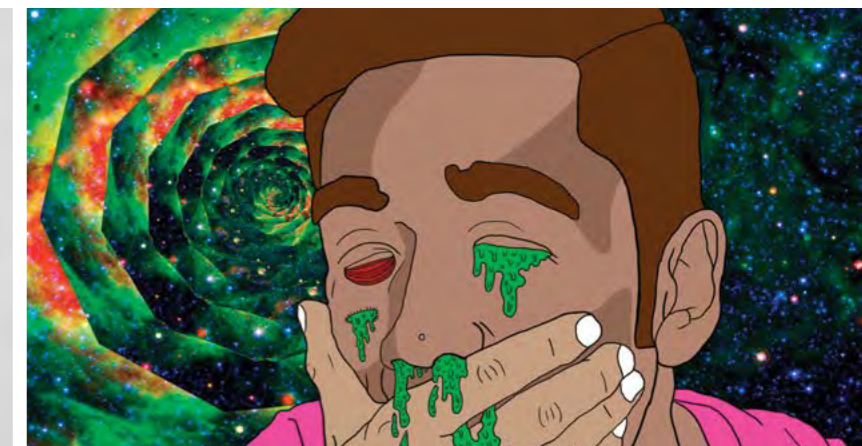
Growing up I dreamed of becoming a professional soccer player, but I quickly realised that this was not meant to be as I did not have the appropriate training early on. I put that dream aside and keep it as a hobby now. Two years ago I started getting very intrigued by fashion and the market behind it, getting more and more hypnotized by the amazing imagery that the industry is able to create. But, seeing a lack of clothing that appealed to me when shopping around, I decided that I will try to start making my own clothes. I created a brand called "Carpi Diem" which combines my surname, Carpinelli with the Latin proverb "Carpe Diem" or "Seize the Day".

How has your time at SCIS influenced you?

Living in such an international community with Koreans, Swedes, Americans, Japanese, Italians, and all kinds of nationalities have mainly influenced me as a person, I'm a much more open-minded individual. Also, moving from an Italian educational system to the IB where it is much more challenging and time-demanding has helped me develop and grow as a learner. I feel better prepared for what's to come after graduation and more confident in my ability to adapt to new environments.

Where would you say your main inspiration comes from when drawing?

I get asked this question a lot. I would say that my inspiration comes from looking at people and their personalities. Like I previously mentioned, I enjoy creating distorted personalities and views of the world so I really pay attention and observe everyday life. If I like a certain situation or interaction, I will remember it, keep in my mind and come back to it later. Music also influences me quite a bit, I listen to a lot of hip-hop and rap from artists such as Kendrick Lamar and A\$AP Rocky as I find them lyrically talented and they speak on topics of interests such as everyday struggle, social injustice, and spirituality.



Plans for post SCIS graduation?

I plan to attend a fashion design school. There are two main options I am looking at, one is Central Saint Martins in London, England and Polimoda university in Florence, Italy. My aim is to get educated in fashion design, tailoring, and marketing in the hopes of landing a job at a big fashion brand or developing my own business.

Any tips for aspiring visual artists?

Practice a lot. Never let yourself down. If something doesn't come out the way you want it at first, just keep going, persevere. We are young and have plenty of time to learn and improve. There are artists who are in their 40s and only now have they perfected their craft, some never will. Lastly, find your signature, find what makes you unique and develop your own style even if it means you copy a little of others but then add your own flavour to the final product.

Great advice, thanks Giacomo for your time and keep up the great work!

Thanks



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

Hongqiao



Stella Song, Sally Sohn & Rachel Shin, Grade 4



Puk Langenhof & Linn Hollander, Grade 4



Seojin Bae, Grade 4

Lower School Papier-mâché Art



Albert Erikson & Adam Latanik, Grade 4



Jia Kok, Grade 4



Vittoria Bordiga, Grade 4

“What if...?”
 Have you ever wondered what the future holds for mankind? Are you curious where this fragile thing called humanity is headed? Well feast your eyes on this miraculous display of fourth grade visionary talent, who were tasked with envisioning a sculpture that represent “The Future” then use papier-mâché to make these futuristic visions come to life. - Brent Blalock, Lower School Art Teacher at SCIS Hongqiao Campus.



Jacob Tao, Grade 4



Gabrielle Pok & Anjolie Bilodeau, Grade 4



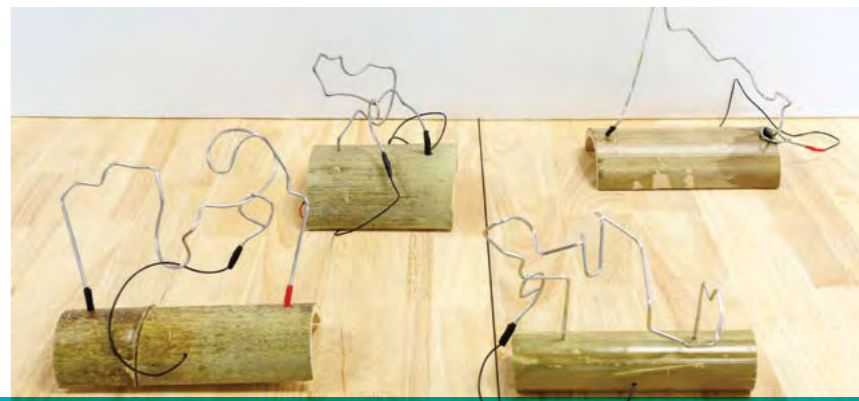
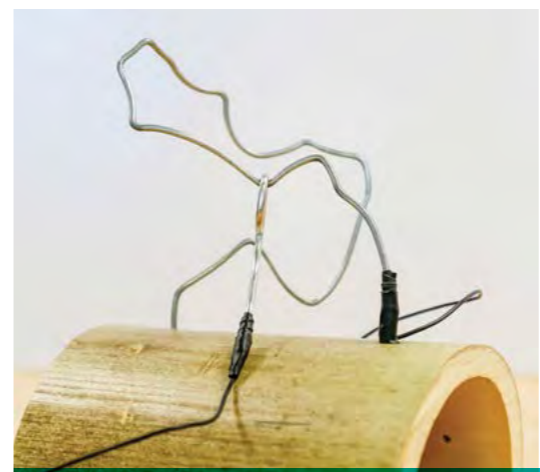
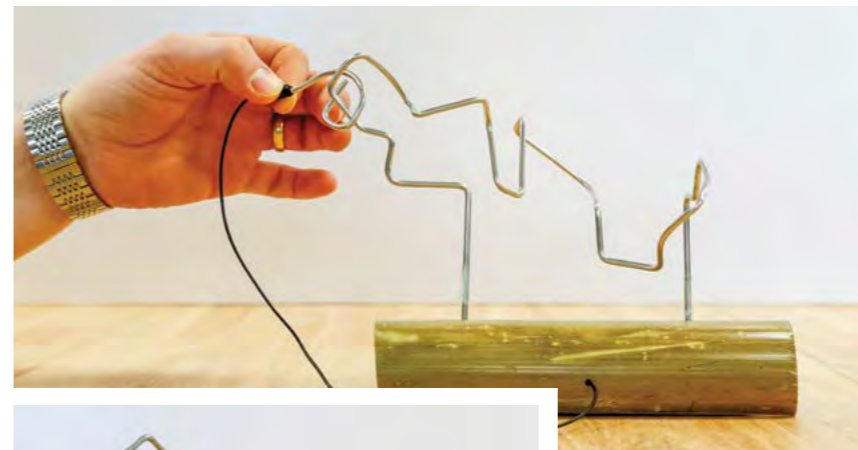
Hyeon Seong Kim, Grade 9



Zeke Juinio, Grade 9



Pius Yeah, Grade 9



Grade 6 MYP Product Design - Steady Hands Game



Grade 7 MYP Digital Design - Movie Games Cover

Pudong Art:

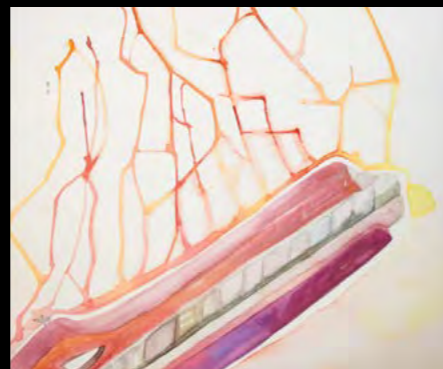


Frederikke Thomsen, Grade 11: Found Object Sculpture



Elise Luebbe, Grade 11:
Pulled Apart I and IV

Victor Veloso, Grade 11: Space, the Final Frontier: Digital Illustration



Da Yeon Ha, Grade 9: Expressionist Watercolor Painting Series



Wenyi Zhao, Grade 10: Toothbrush, Abstract Expressionist Watercolor



Recharging at Moka Bros



Last year when I was in Beijing for the Great Wall race, I happened upon a hip, fast-casual, health-conscious restaurant with outdoor seating. My companion and I were immediately drawn in by the fun music, elegant simplicity of the decor, and trendy bustle of the place. Midway into a kimchi power bowl, hearty grain and avocado salad, and shared beetroot brownie later, we were in absolute heaven. It happened to be my birthday, and I made a plaintive, yearning wish: "Whyyy isn't this place by my house?!!!"

Only a few weeks later, as I walked from my metro stop in the FFC to my high-rise Shanghai apartment, I saw all-too-familiar scaffolding marked with a sign announcing the beginning of construction of a local Moka Bros! It was my birthday wish come true!

During the several weeks of construction to follow, while stalking the location for an opening date, I met one of the owners, restaurateur Alex Molina. He graciously chatted with me and promised a Wechat message announcement of the impending opening. True to his word, I received an invitation to the soft opening in September last year. The whole place was buzzing with excitement over refreshing smoothies and cocktails and fresh, interesting dishes.

Since the opening of Moka Bros on Xiangyang North Road, near Huaihai Middle Road, it has served as one of my main sources of healthy, delicious food options. Furnished with sprawling booths, cozy bean bags, communal table seating, as well as outdoor



couches made winter-friendly by patio heaters and optional blankets, it is easy to spend at least half a day lounging with friends, sipping drinks, sampling appetizers, and chatting endlessly.

Beyond its appeal as a hip hangout, Moka Bros' convenient and reliable service allows me to rely on getting in a good meal amidst the inevitably hectic Shanghai lifestyle. My go-to dish is the Paleo Bowl: cauliflower rice with greens, vegetables, and pickles. As a vegetarian, I appreciate the flexibility of the staff in allowing me to substitute tofu so I can enjoy all the other varied menu options. I also often stop by for a carryout coffee on the weekend or a smoothie on the way home from a workout.

Moka Bros is open for breakfast, lunch, afternoon tea, happy hour, dinner, and late drinks, from 8 am to 10:30 pm Monday to Sunday.

MOKA Bros
KWah Centre, Shop 101C
108 Xiang Yang North Road
XuHui District, Shanghai



By NINA KELLER, Grade Two Teacher at SCIS Hongqiao



Plan Ahead. Travel Safely.

A third of people who travel abroad experience a travel-related illness, with stomach upsets and respiratory infections being the most common. Although these infections account for most travel-related morbidity, heart disease and road traffic accidents are common causes of mortality in travelers.

Plan ahead

1. Map out your travel itinerary, note down contact numbers of ambulance/police, hospitals, and your embassy.
2. Remember to bring along your insurance cards if you have any
3. Have a card in your wallet, detailing your medical information (allergies, current medications, blood group, etc.). Do include those of your family, if traveling together.

Safety on the road & during activities

This cannot be emphasized enough. Do remember safety belts, helmets, and appropriate protective gear. Try not to swim alone, drive according to safety regulations.

Chronic medical conditions and control

Schedule a visit with your family physician, preferably 4-6 weeks before your travel. Ensure medical conditions are stable, and medications adequate. Discuss your travel plans with your doctor, and assess specific risks to your health, e.g. altitude sickness if mountain climbing, allergies occurring while trekking through forests.

Preventative medications or vaccinations

Check that your vaccinations are up to date. Yellow fever immunization is compulsory for entry into certain countries in Africa and Latin America and should be taken at least 2 weeks before travel. Talk to your doctor about preventative medications against malaria if traveling to endemic countries.

Travel kit

It is always useful to have at hand some medications for pain/fever relief and allergies. Do bring along simple first aid materials, like a tube of antiseptic cream, sterile gauze, Band-Aids (waterproof dressings of various sizes would be more ideal), alcohol swabs and a roll of pressure bandages. Depending on your itinerary, consider packing oral rehydration salts, insect repellent (with DEET for effectiveness), masks, and rinse-free hand sanitizers.

During travel

1. Food & water safety
Try to drink only bottled water; boiling tap water may not be good enough in certain places. Avoid ice if possible.
2. Weather alerts
Do check the weather ahead, especially for boating, sea activities, trekking or mountain climbing. Be ready to re-schedule or cancel if needed.
3. Health alerts and news
Do read the news regularly, and be aware of any health alerts or disease outbreaks.
4. Besides apps for transport and sightseeing, check out and download phone apps for travel advisory and medical alerts. There are also apps, which will notify your family or designated contact, in emergencies.

Post travel

Studies have shown that on a typical 2-week trip, travelers "lost" an average of 3 days due to illness. Some studies show that as high as 20 percent remain or become ill after their return from holiday.

Do seek medical attention if you develop the following within days of your return. However, some conditions can take weeks to manifest.

1. Unexplained fever or headaches
2. Rash
3. Joint pains
4. Persistent abdominal pains or diarrhea
5. Nausea or vomiting
6. Shortness of breath, progressive or an unremitting cough.

Plan ahead. Travel safe and enjoy your holiday! Bon Voyage!



Dr. Eddi Tham Hock Guan

General Practitioner,
Shanghai DeltaHealth

Language: English, Malay, Mandarin, Cantonese, Hokkien

Expertise: Family Medicine, General Surgery, Paediatrics, Psychiatry with a keen interest in Pediatrics and Diving Medicine

Consultation Time & Location:

Monday to Friday (9am-5:30pm)
DeltaWest Clinic, Building B-5F, 2558
West Yan' an Road, Shanghai
For appointment: 4008-210-277

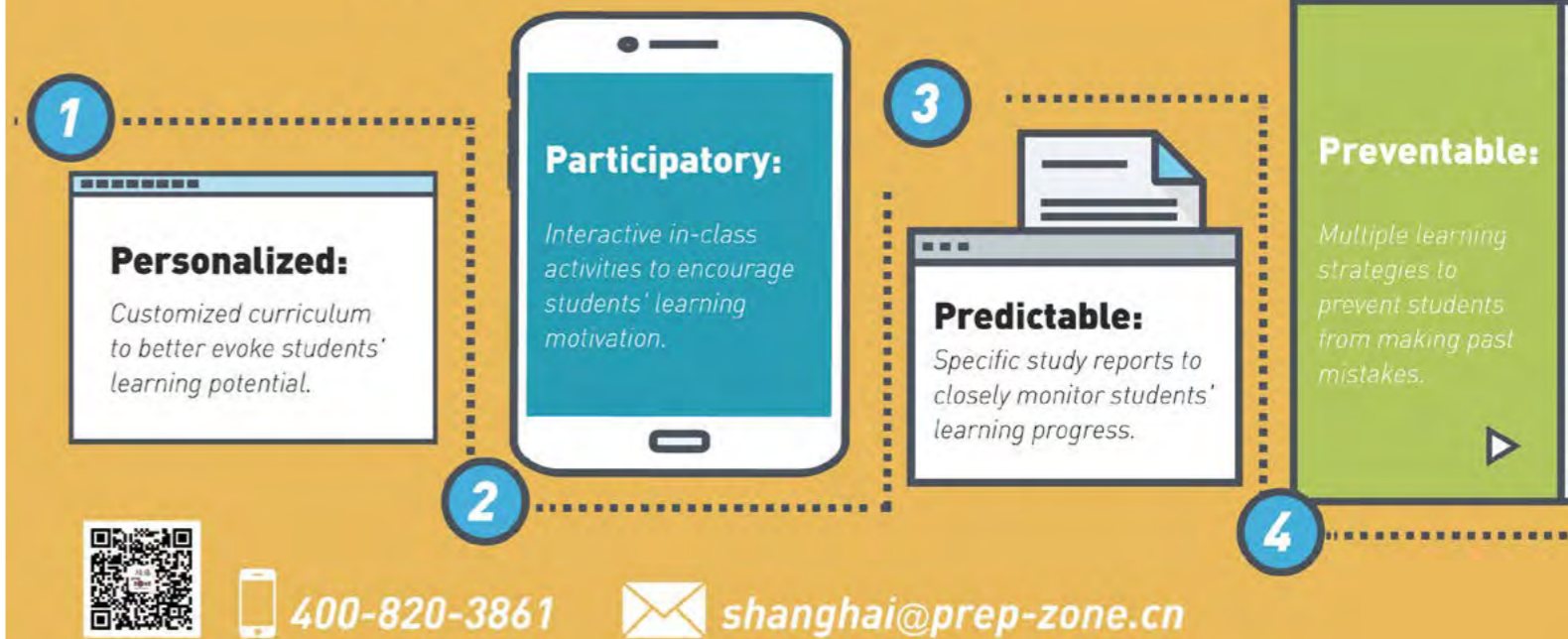
Background: Dr Tham has more than 12 years of practicing experience. During his early years, Dr Tham has undergone training in general medicine, general surgery, family medicine, obstetrics and gynaecology, emergency medicine, paediatrics, psychiatry and military medicine. Dr Eddi Tham graduated from the Melaka-Manipal Medical College of Malaysia in 2006, with a Bachelor degree in Medicine and Surgery (MBBS). He is also board certified in Advanced Cardiac Life Support and Advanced Trauma Life Support. Dr Tham also had served in Western Sahara as Military doctor under peacekeeping mission United Nations



SAT or ACT ?

That is the question!

Listen to no one but to find out the answer yourself by participating in our one-hour diagnostic test and sign up for our **P4 Learning-system** that designed specifically to help SCIS students:



MUAY THAI

- Coordinating your body
- Gaining a practical skill
- Becoming confident and brave
- Protecting yourself
- Having an awareness of competition



You can have an experience lesson first.

Tel: 62962189 or 64886029

Address: room 103, No.560, Hongxu Road.



WELL-ROUNDED

...the most precise word to describe SCIS students

SCIS provides academically challenging, student-centered, inquiry-based IB programmes with an emphasis on international mindedness, interdisciplinary knowledge, leadership development, and critical thinking.



Inquirers
Knowledgeable
Principled
Caring
Thinkers



Balanced
Communicators
Open-Minded
Reflective
Risk-Takers



Chloe, SCIS Grade 11 student



SCIS is a truly international IB world school in Shanghai. Our rigorous IB programmes and excellent co-curricular opportunities promote high achievement. Our culturally diverse community of over 50 nationalities and our caring environment nurture future success in every student. All SCIS Grade 11 and 12 students participate in the IB Diploma Programme which has gained recognition and respect from the world's leading universities. Visit us to discover for yourself the amazing SCIS community.



Tour our campuses by calling
86-21-6261-4338 ext. 1
www.scis-china.org
Nursery – Grade 12

