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APR/MAY 2018

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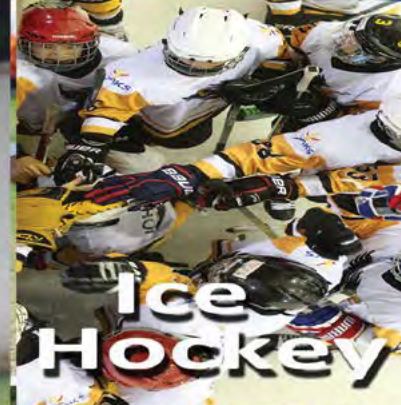
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Dear SCIS Community,

Shanghai Community International School was founded with a belief that we should endeavor to establish an environment where caring and support is expected and modeled by all community members. The founding Board and community members felt this was a vital part of what should be considered our SCIS ethos as it would drive toward our shared goal of establishing a sense of mindfulness in our students which would inspire them to take action in service to others. They understood that students within a community with a culture of service are generally going to be more open-minded and caring, thus they will, in turn, make a greater impact on both their school and future communities.

When SCIS adopted the IB as a framework for learning at SCIS we did so because of the significant amount of

shared beliefs our school and community had with those of the IB organization. The importance of building a culture of service-minded learners was a key commonality identified in our review of the IB. The IB states that as an organization they are also, "committed to developing students who will make a meaningful contribution to the world, both during and after their education." (<http://www.ibo.org/>) It was this shared belief, as well as others, that brought about our refining of the SCIS Mission which now makes clear our commitment to establishing a service mindset within our students as we seek, "To develop inquiring, knowledgeable and caring learners who contribute positively to their communities."

SCIS provides our students with opportunities for firsthand experience in what it means to contribute to their community and the world. We guide them to consider the ethical implications of their actions and support their understanding that acting locally can have a global impact. This is where our various campus' service groups, communities and our upper school CAS programs provide guidance and support. These groups provide opportunities for students to step outside of their world to practice sympathy and empathy. Getting out and lending a helping hand provides students with opportunities to make connections between the classroom and what exists outside the school walls. Language, cultural understanding, and life experiences can be difficult barriers to overcome. However, our students gain an understanding of how to break down these barriers from each opportunity to serve others that

they might not otherwise meet. As such, our students gain self-confidence and are supported in developing a nature that thrives in a culture that brings different people together. Therefore, a by-product of our culture of service is the supportive and caring international school community our students participate in each day.

In this edition of our *Communitas* magazine, you will find stories and images that share our collective effort toward developing this culture of service. You will find students taking the lead in developing and supporting service learning projects both in and outside of our school community. You will see how our students have developed an ethic of care and interest in the life and culture of others as they become involved in contributing to the school and wider community. While it will serve as a wonderful reminder of the incredible culture of service we seek to engender within our community, I do not believe it will come as a surprise to anyone who has visited or been a part of SCIS. Since our founding we have and will continue to be a school that contributes positively to our community by fostering a culture of service. Enjoy the examples of this culture in the pages ahead and, as always, **Gooooo Dragons!**

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

The Curriculum at SCIS:

More »» than Just Recall



According to Robert Marzano, the number one factor that determines the effectiveness of schools and impacts student achievement is having a guaranteed and viable curriculum. In a broad sense, a school's curriculum can be defined as what students are expected to know, understand, and demonstrate in each subject area across grade levels. The curriculum can essentially be broken into three parts including the written, taught and assessed components. Successful schools in which students consistently demonstrate high levels of achievement have systematic practices in place to ensure all aspects of the curriculum are sustainable, research-based and provide students, teachers and administrators with opportunities to collaborate, reflect upon and improve the teaching and learning that is taking place within the school.

However, it is rare for a parent to ask a teacher or administrator about the curriculum of the school and the procedures and processes that are in place to ensure that the curriculum is designed in a way that meets the needs of all learners. It is often assumed that schools inherently operate under the premise of having a guaranteed and viable curriculum, which unfortunately is far from the reality. Similarly, numerous parents whom I've encountered over the years envision that schools today should naturally mirror their own educational experiences, many of which tend to resemble a traditional teacher-directed approach to learning. Such examples

of traditional forms of learning include students using the same textbooks, completing the same worksheets, solving the same problem in the exact same way, reading the same book and ultimately following a methodical and didactic approach that requires very little thinking on the part of the student. It is unsurprising that this approach to teaching and learning often demotivates students and deters them from developing a passion for learning. Traditional teaching typically revolves around a one-size-fits-all curriculum and certainly doesn't provide opportunities for all students to experience success and enjoyment in the learning process.

Fortunately, as an IB school, implementing all three IB programs (PYP, MYP and DP), SCIS believes that students learn best when given opportunities to ask questions and construct their own understanding of the curriculum. We place the learner at the center of all instruction, and teachers and administrators work together to determine how to best help students make connections between their prior knowledge while capitalizing on their individual learning styles in the context of new learning experiences. In IB schools, teachers strive to plan experiences for students that are meaningful, significant, relevant and engaging and are based upon the standards, skills, and dispositions deemed necessary for students to know, understand and demonstrate. These inquiry-based learning experiences often require extensive planning, as we aim to

provide students with opportunities to develop their understanding of standards, content, as well as abstract concepts that can be applied to their life outside of school. Teachers use ongoing formative assessments to gauge students' level of understanding and plan future instruction that is targeted at working within students' zone of proximal development. Through this naturally differentiated approach students are consistently challenged to learn and apply new knowledge and skills, thereby enabling them to experience ongoing growth and achievement. Teachers are required to document and reflect upon these learning experiences as a means to improve teaching practice and future instruction.

As such, the approach to curriculum within an IB school is one in which all components of the curriculum are deeply intertwined and at SCIS we are proud of the fact that we can clearly articulate what makes our curriculum guaranteed and viable. Additionally, we are confident that our curricular program constantly challenges students by providing them with daily opportunities to acquire both knowledge and skills in a way that is differentiated, personalized and absolutely non-traditional!



By LIZ GALE,
Lower School Principal
at SCIS Pudong

communitas

APR/MAY 2018

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.

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!



NILIM Do Not Define a Child BERS



The most significant measurement of your child's progress towards achieving the standards they are expected to learn at their grade level is acquired and analyzed by the classroom teacher. Through daily interactions and regular assessment opportunities, the teacher is able to compose an accurate picture of a student's progress. So, if the picture is clearly developed, why do we do standardized assessments such as the NWEA MAP assessment, Fountas and Pinnell, and WIDA?

There are many reasons for having your child complete standardized or common assessments. For the classroom teachers, it provides multiple points of reference in an area of learning and allows us to be sure that where we are focusing instruction is efficient and most beneficial to the student. In the school, teams examine the data and take the details apart to see if we can be doing better in our practice and to ensure that we are not offering our best in units of instruction. The details that the MAP data can provide to us is very beneficial in planning for class instruction.

As a parent, this gives you the assurance that we are measuring our school's performance against the wider international community. We do very well. Looking at our school with tools

provided by the international community keeps us accountable and challenges us to maintain a rigorous and challenging program. We know that your child learns best with timely descriptive feedback from a variety of sources including their peers, family and the teacher.

When you receive your child's MAP, WIDA or F&P scores, see them as another window or data point that we use to move your child's learning forward. Talk with your teacher or administration if you are unclear as to what it tells you or to see how you can help. The scores should never be seen as the sole indicator of who your child is or their abilities. Your child's development is complicated and looking at several reference points is useful if you keep the whole picture in view.

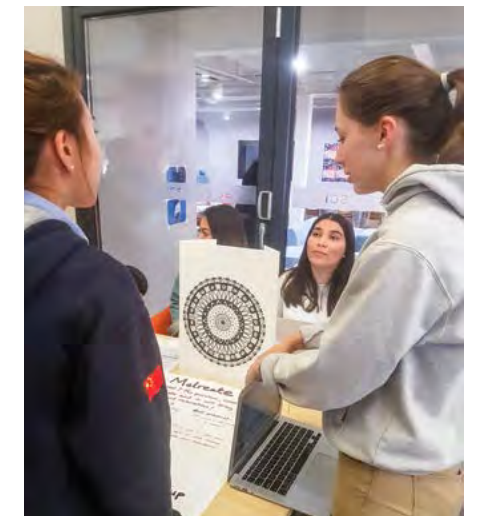
Look at your child with all the sources of information the school, your interactions and the child themselves tell you. Alfie Kohn, a well-known contributor to the discussion on educating children says it best with, "a number cannot define a child".



By **KEVIN HAGGITH**,
Lower School Principal
at SCIS Hongqiao



Math AND T.O.K. Really 'Add Up' with Grade 11



A tech service that helps create the perfect study plan for your personality? An app that can crowd-source a solution to your ethical dilemma? A board game that awards you for using math as a language? All of these unique ideas and more were on display at a unique job fair recently.

The "Math And +" Job Fair is a project-based assessment for Grade 11 students of Theory of Knowledge (T.O.K.), a class central to the IB Diploma Programme. The goal of the job fair is to create corporations that are based on concepts that combine knowledge of Mathematics and one other Area of Knowledge. T.O.K. students showcase their imagined products or services and offer fictitious jobs and positions within their company. Grades 9, 10, and 11 are invited to learn about these companies and, of course, the knowledge issues behind the math as well. All grades participate by filling out "applications" to their favorite groups, and a select few might even be chosen to be "hired" by their peers.

A favorite of the "Math And +" corporations this year was 'Bloobal', a service for hospitals and paramedics that uses the math behind the science of blood types to better map the availability of types around the world. It's imaginative, certainly, but not as unique as 'Delicious Afloat', which uses the math of physics to serve food to customers in an anti-gravity restaurant!

The Theory of Knowledge component of the Diploma Programme is a wonderful opportunity to play with ideas, as a key aspect of the class is to show how knowledge from one area interacts with another. Much like a philosophy course, T.O.K. focuses on Knowledge Claims and Questions. The "Math And +" Job Fair is a project that can take such abstract concepts and illustrate them in a creative and concrete way. Project-based assessments such as these further allow students to develop important skills and Approaches to Learning, such as collaboration, management, and public speaking. It's even good practice for real job fairs that our students may be experiencing before too long!

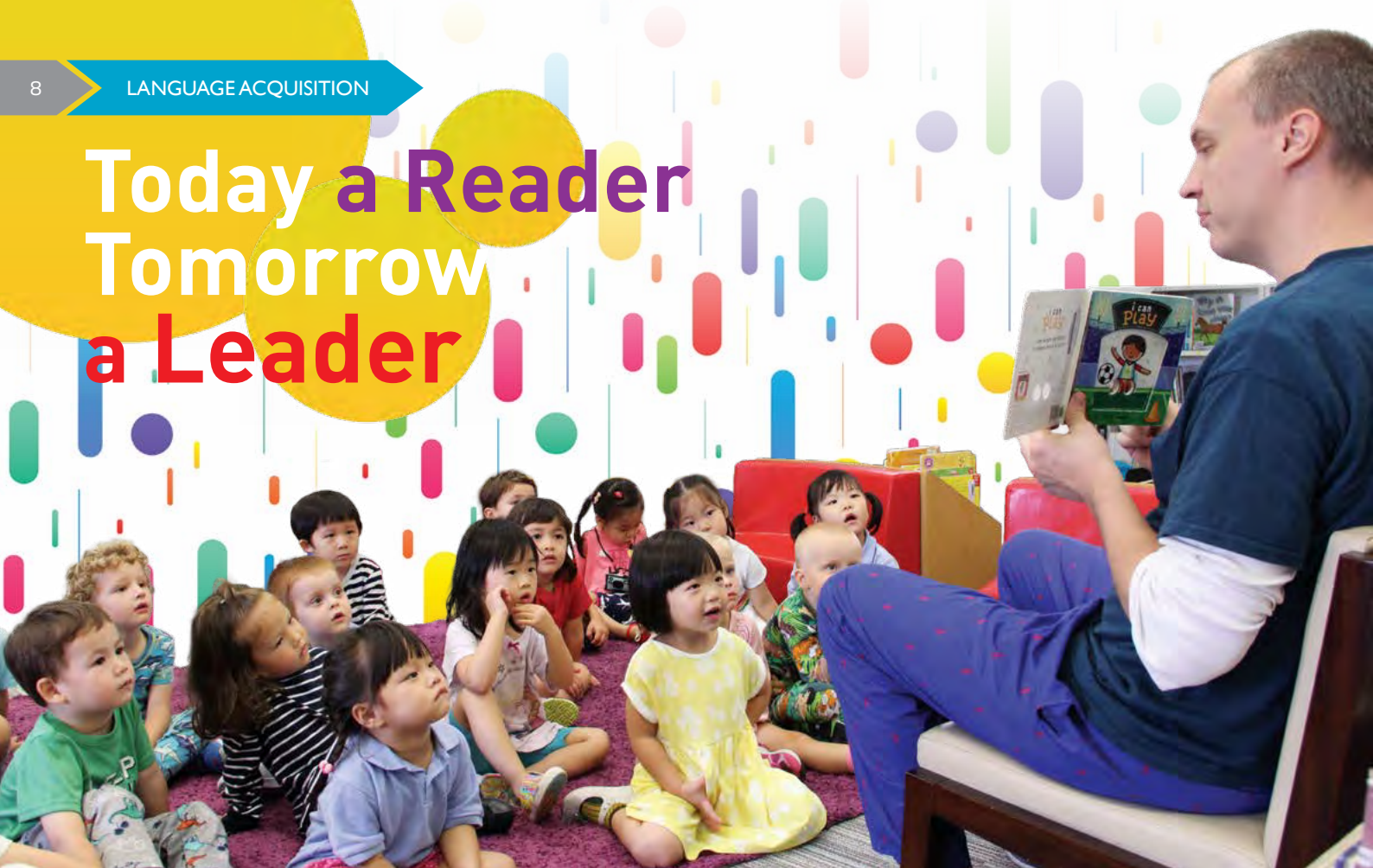
Special thanks to the T.O.K. teaching team of Mr. Clark, Mr. St. Pierre, and Mr. Wall. This year's job fair was one of the biggest ever, with helpful support from the Advisory teachers of Grades 9 and 10.



By **DANNY WALL**, Upper School
English Teacher at SCIS Hongqiao



Today a Reader Tomorrow a Leader



It goes without saying that as parents we want what's best for our children. This includes everything from emotional to educational development. One of the many worries parents face is monitoring their child's reading development. Parents will often use everything from phonics to improve word recognition to mobile applications to help them advance their literacy ability. While there are no doubts parents are doing what they think is best, it has been proven that one of the best things you can do is simply reading to your child. Here are some tips to make reading time a fun and educational experience for both child and adult.

1. Read yourself:

Most children look up to their parents and want to emulate their behavior. If dad likes basketball, chances are his child will too, if mom likes art and drawing, her child likely will too. This goes the same for reading. If your child sees you reading books, they will likely want to pick one up and start reading.

2. Have plenty of books in the house.

Studies have shown that having a couple of shelves full of books does a lot more than make you look smarter, they have shown a direct correlation between the

number of books in the house and the likelihood of that child going to university.

3. Read in your home language:

While it is understandable parents of children who are non-native speakers want their children to improve their English, studies show it is best to start in their home language. This is because reading in their native tongue gives children confidence and a stronger cultural and personal identity while improving their language skills. Once they master and feel comfortable reading in their home language, then reading in English is encouraged as an addition.

4. Have your child describe what is happening in an image:

Reading to children is so much more than reading a story from beginning to end. For younger children who still cannot read many words, encourage them to "read" the pictures. Ask them what is happening. Also, don't hesitate to stop the story and have your child make a prediction as to what he/she thinks will happen next. Don't be afraid to make your own predictions as well.

5. Eliminate unnecessary distractions and have a set reading time:

Try and take at least 20 minutes out of the day where your kids DEAR (Drop Everything and Read.) That means turning off the television, cellphones, tablets and any other piece of technology. Also, that means YOU as parents should join in and read too!

6. Invest in an e-reader for kids

This one may be a bit of a controversial one but let me explain. When I was a child, I loved traveling with books. Even if we were going for a twenty-minute car ride I wanted to bring all of my books. I would even try and sneak extra books into my suitcase after my parents told me I had a certain book limit! With an e-reader, you wouldn't have to worry about that or any other space issues. All of your books can be put in one place. While I am still a fan of traditional books, the convenience of an e-reader is hard to beat. Besides, if your child is going to use technology, what better way to use it to help facilitate their love of reading?



By **JOSHUA BALLI**,
Librarian at SCIS
Hongqiao ECE Campus

Social vs. Academic English in an International School Environment

The difference between social and academic language in English is the difference between lightning and a lightning bug. There are many English language development models in academia that give their version of how an additional language is acquired in a classroom setting. But all models will always stress how important it is for a classroom teacher to understand the differences between social and academic proficiency in the target language.

The Sheltered Instruction Observation Protocol, or SIOP, refers to the differences with the aptly named acronyms, BICS and CALP. Basic Interpersonal Communication Skills for social language proficiency, and Cognitive Academic Language Proficiency for academic language proficiency. Social

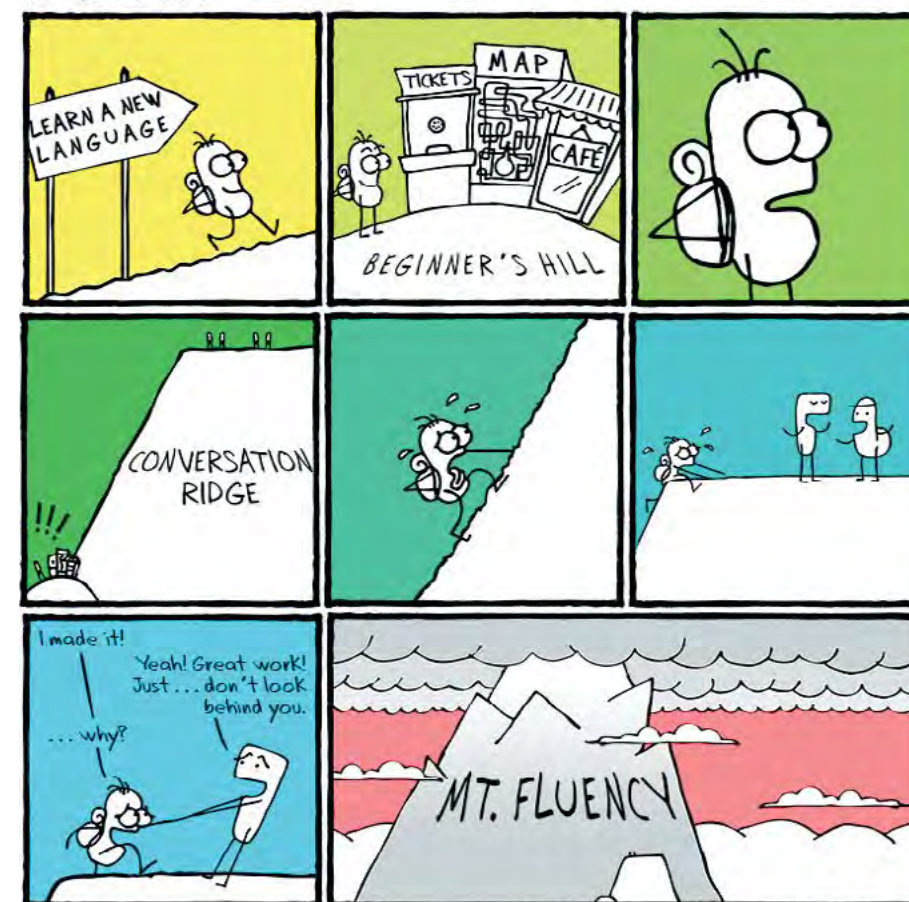
English can be defined as the everyday language students use to communicate with each other and their teachers. Playground English. Hello, how are you? I am just fine, thank you...English. Please put away your smartphone...English. Academic English is the language necessary for a student to learn in order to succeed in the classroom, and the language rooted in school's subject curriculum. Hydrologic Cycle...English. The Golden Age of China...English. Factoring polynomials...English.

One of the most rewarding aspects of working with English language learners in the classroom is witnessing just how much students learn in such a short time. Mr. Barclay recently paid a visit to my grade, beginner level classroom, and was astounded by the students' fluency in English compared with when they first

enrolled at SCIS back in August. Language teachers bear witness to this kind of progress every year. On one occasion, I had the honor to work with a student who went from beginner to proficient in English, over the course of one school year. She is now studying medicine at Harvard University. However, the leaps and bounds made by English language learners may be more indicative of their social language development, while their academic language development lags behind. It is imperative that teachers and parents alike understand, proficiency in social English usually takes a very short period of time to develop, especially if the student is in an English language immersion environment, such as the one at SCIS.

Academic proficiency in English takes many years longer to develop in a student. Most studies have revealed that, on average and in an immersion learning environment, it will take five to seven years for a student new to the English language to be able to read, write, speak and listen with the same proficiency as a native English speaker. Perhaps the comic strip by Itchy Feet says it best. Here at SCIS, we understand that our students will get to Beginner's Hill and Conversation Ridge with some guidance from teachers and students. But the prize for which we want our students to strive, and our goal as an institution of higher learning, is to get our English language learners to the mountaintop, to climb Mt. Fluency. To get to Mt. Fluency takes commitment, time and best practice.

ITCHY FEET



By **MATTHEW BEENEN**,
Upper School EAL Teacher
at SCIS Hongqiao



"A community grows great when old people plant trees whose shade they know they will never sit in." – Greek proverb



One Love, Five Hearts: Coming Together to Make a Difference

During the week of April 16th – 20th, the Hongqiao Main Campus ran a weeklong fundraiser with the goal of raising ¥90,000 RMB (\$14,250 USD) to provide the funds for three life-saving heart surgeries for children served by Heart to Heart Shanghai. The first of its kind event was extremely successful, as the goal was not only met but greatly exceeded. The grand total raised was ¥157,602 RMB (\$24,875 USD), which was enough to provide funding for five children in desperate need of heart surgeries.

The fundraising week began with a rousing kickoff assembly that was attended by the entire student body and all faculty members. A positive mood was set early by the heartwarming music provided by a teacher band who played Bob Marley's "One Love" as an entry

song. The song was immediately followed by a spirited cheer led by the lower school students. Director of Schools Dan Eschtruth officially opened the fundraising week and shared some of the history between SCIS and Heart to Heart. Karen Carrington, the Executive Director of Heart to Heart, then gave insight into the mission of her organization. Lower School PE Teacher Michael Barrs, who organized the fundraising week, next spoke with motivating words for the success of the fundraiser and the importance of giving thanks and living thanks. Marcus Tan, the President of the Upper School Interact Club then detailed the earlier efforts of his club to support Heart to Heart through the Heart of Stars talent show. He introduced the winner of the Heart of Stars talent show, Upper School Student Sevillana Ettinger,

who performed a beautiful rendition of John Mayer's "Waiting on the World to Change". Lower School Students Annie Tran, Matilda Glitterstam, Charlie Chen, and Payton Kinsella then discussed the function and the importance of the heart through a knowledgeable, caring, and clearly communicated inquiry into the cardiovascular system. As a conclusion to the kickoff assembly, the events of the fundraising week were detailed through a description of the donation envelopes, T-shirt sales, student-run market day, teddy bear sales, and family-centered Screen Free Night, which was organized by Athletics Coordinator Mathias O'Brien. The kickoff assembly was a passionate way to focus on altruism towards others and an inspirational start to the fundraising week.

The tremendous success of the Heart to

Heart Fundraising Week showcased the generosity of the SCIS Dragon Family and provided an opportunity to come together to renew bonds and celebrate community for the benefit of others. As promised as a fun motivating tactic, Michael Barrs shaved his flowing locks of hair into a mohawk during a celebration assembly on May 2nd. The hope is that the Heart to Heart Fundraising Week will become an annual event and a brand new Dragon tradition!

Voices from the Community

How and why did SCIS choose to support Heart to Heart?

Dan Eschtruth: SCIS has worked with Heart to Heart for over 5 years now, in large part because their mission aligns with that of SCIS. They reach out and contribute to our broader community in incredible ways to support life-saving and changing surgeries for children in China that could not otherwise afford it. The organization is 100% volunteer-led, which also means we know that all of our donated funds go directly to the worthy children in need. Further, it supports the advancement of education as the hospital that provides the surgeries at cost allows surgeons-in-training to observe expert practitioners during the surgeries. Knowing our financial and voluntary support is going directly toward life-saving efforts, led by volunteers who are in charge of a recognized charitable organization here in China makes our ongoing relationship with Heart to Heart an obvious choice.

Did you have any doubts that the SCIS community would reach the lofty goal of ¥90,000 RMB or even consider that the grand total would reach nearly 160,000 RMB in only one week of fundraising efforts?

Katherine Brewer: "Absolutely not. SCIS is known as a caring and supportive community – I had no doubt we'd meet our goal. I was, however, surprised we surpassed our goal by so much! I'm so proud of our students, and so thankful to their parents and teachers for the example they are setting."

How did you get involved with organizing the Heart to Heart Fundraising Week? And why the Mohawk as a motivating tactic?

Michael Barrs: My family taught me that life is an amazing adventure, but that it is also full of challenges that compel us to help each other whenever we can. The Heart to Heart Fundraising Week gave us the chance to do exactly that. It was actually the fourth time that I have organized a fundraiser to benefit children in need of heart surgeries. In total, we have raised over \$66,000 USD and provided funding for 28 heart surgeries in three countries. Each time we run one of these events, I am impressed by the positive energy and kind generosity displayed by the school communities, as we have always exceeded our goals and had a lot of fun in the process! The mohawk was just part of the fun to get the conversation started and to motivate our students to take ownership of the fundraiser while learning

the value of altruism. It helps put the "fun" into fundraising!

Why did the Interact Club decide to run the Heart of Stars talent show to support Heart to Heart?

Marcus Tan: "We decided to start Heart of Stars because we wanted to give back to the society. As extremely privileged students receiving one of the world's best education, we believe it is up to us to spark the change. We wanted to start something big to make an impact."

How did it feel to win the Heart of Stars talent show and perform at the Heart to Heart Fundraising Week kickoff assembly?

Sevillana Ettinger: It was definitely an honor to be one of the participants of the SCIS Hongqiao Interact Heart of Stars event. It felt great to both support the school as well as the beloved Heart to Heart Foundation. Additionally, I'm extremely proud of the first annual SCIS Heart to Heart Fundraising Week, as the school was able to come together and raise enough money for five heart surgeries for children in rural China.

How did you learn so much about the function of the heart? And were you nervous speaking at the kickoff assembly in front of such a large audience?

Annie Tran: During our Human Body Unit of Inquiry, both in Science and PE classes, we researched the different organs, including the heart. I thought that speaking





in front of a large crowd was much scarier than I expected, but I think that throughout the kick-off assembly, I not only got the opportunity to share my knowledge about the heart, but I also got the chance to be a risk taker and improve my public speaking skills in front of a large audience.

What was the concept of the Screen-Free Night? And how did you come up with the idea of including this as an event for the Heart to Heart Fundraising Week?

Mathias O'Brien: The Screen-Free Night was something that I have done at other schools where I have worked. It's a great opportunity for us to pause and reflect on our relationship with technology and the role it plays in our everyday lives. The

Heart to Heart fundraiser provided the platform to launch this event and it was a perfect way for us to be present and build community here at SCIS.

Would you please provide us with your reflections on the SCIS Heart to Heart Fundraising Week? How will these funds impact the children served by Heart to Heart?

Karen Carrington: It is always wonderful to see young people working to help others. During the SCIS Heart to Heart Fundraising Week, the students seem to have taken the helping of others to a new level. The results were spectacular - not only monetarily, but in the enthusiasm with which the students went about the project. The students and faculty

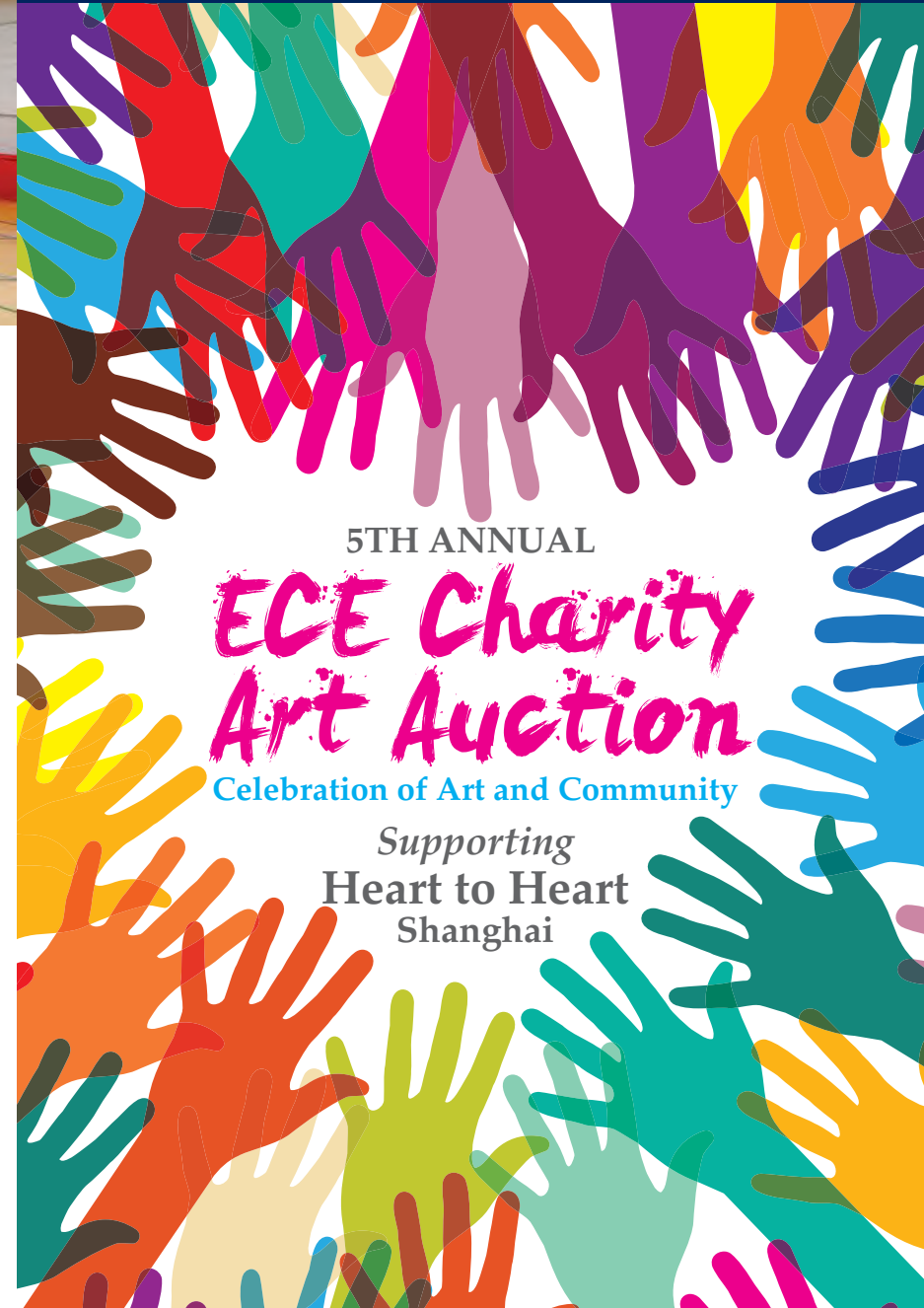
of SCIS all need to be commended for a result above and beyond everyone's expectations. Amazing! Saving 5+ lives is something that has no price. The children who benefit from these surgeries and their extended families will never forget what has been done for them. SCIS has given them all new lives and hope for the future - something that they probably never had before. It is a gift beyond compare. Thank you SCIS!

For more information about the great work done by Heart to Heart Shanghai, please visit their website at <http://www.h2hsh.com/>.

*One Love, One Heart,
Let's Get Together and Feel All Right!*



We would like to thank all of our generous community sponsors and donors



5TH ANNUAL
ECE Charity Art Auction
Celebration of Art and Community

Supporting
Heart to Heart Shanghai

SCIS | ECE Campus
HONGQIAO



The major beneficiary of the ECE Art Auction is Heart to Heart Shanghai, a locally based non-profit community outreach organization supporting children who are undergoing heart surgery at various Shanghai hospitals.

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Thank you for your support and dedication to community service

Enabling Mandarin Communication and Connection

One of the powers that we unlock by learning another language is to be able to communicate our viewpoints and share what we know about problems and their solutions. Applying language to our real life is always one of our focus points when we are designing teaching and learning in our language classes. What we are working on in Mandarin class now is a three-step process that will result in taking actions towards solving social issues. First we have a dialog about problems, then we brainstorm solutions, and finally, we present our thoughts in a public forum – all in Mandarin. The Student Enterprise Bazaar in May will enable students to help fund projects and solutions that they feel most connected with.

Recently in our Grade 9/10 Chinese phase 5/Language & Literature class, we are exploring “The power of speech” and we are using this to have a dialog about the community and world issues that matter to us. To develop this topic using our Mandarin language skills, we are focusing on the key concepts of “Communication” and “Connection”.



For “Communication”, students are exploring and sorting news articles from worldwide media, and we wrote our own newspaper articles taking aim at different global issues that we are concerned about. Though sharing and reading each others’ newspaper stories, we realize all of the work that is still left to be done. To name a few, we have students proposing to curb the air pollution in China, find shelters for homeless animals, improve accessibility for disabled people in Shanghai, stopping human trafficking, and helping refugee populations resettle.

For “Connection”, students formed small groups to discuss the solutions to various global issues. We held a class debate to brainstorm more ideas and understand what we can do to as students to generate a change in the world.

In late April, students learned speech writing skills and presentation skills, then we will present our take on issues and run the Student Enterprise Bazaar to get the funds to put our plans into action.

It is exciting to watch students learn a language and then use it to make us more humane to each other and to bridge communities across the globe. Please ask your son or daughter what issues they’ve taken up, and consider coming to the Student Enterprise Bazaar in May!



By KELLY HUANG, Upper School IB MYP & DP Mandarin Teacher at SCIS Hongqiao



Second Annual IBDP Disneyland Field Trip for Grade 12

On Friday 23 March at 8:30 AM, the Class of 2018 boarded four buses bound for Disneyland. They were ready for a day of experiential learning with tasks related to Mathematics, Physics, and Business Management.

Task #1: to calculate the height of the tallest tower of the Disney castle using trigonometric methods.

Students used handmade clinometers and 1-meter measuring tape to estimate the height of the Disney castle. Only a small handful of students were able to estimate an accurate measure of the castle. When asked in class why their measures were not accurate, students demonstrated their ability to reflect and think critically by recognizing that they gathered measurements on an incline in addition to not being at the base of the castle. They were able to suggest a better

location for gathering measurements for the graduating class of 2019 in addition to suggestions on how to create better measuring tools.

Task #2: to investigate circular motion using acceleration data and Calculus to write vector equations for acceleration, velocity, and displacement.

Students rode the Hunny Pot Spin and

used the Graphical APP on their phones to gather acceleration data using their phone's accelerometer. Upon exiting the ride, Brynn Algstam looked at her phone and immediately recognized that her data was sinusoidal and demonstrated that she is an inquirer by asking, "I wonder why?",



which prompted her group to have a brief discussion about the circular nature of the ride. In class, students worked collaboratively to write a vector equation to model the acceleration data that they collected at Disneyland. Next, they used integration to find an equation for velocity and displacement. The task culminated with them using their displacement equation to attempt to estimate the total distance they traveled while on the ride – a task which required them to use their critical and creative thinking skills. One group estimated they traveled 35.1 meters, which they identified as being a reasonable estimate. Other groups had estimates as low as 5.32 meters and as high as 1,456 meters. In both cases, the students determined that these values were unreasonable estimates.

uses innovative technology and processes to improve visitors' experiences as well as for ways in which Disney has incorporated Chinese cultural elements into the park. Everyone immediately noticed that Disney was managing the scent of the park with a sweet, cotton candy like smell, but were unable to emulate Disney by coming up with an innovative method of recording our findings. Hopefully the next iPhone update will include an electronic nose. The best examples of Chinese cultural influences included the Garden of the Twelve Friends, which is a Disney themed Chinese zodiac with Pluto in pride of place during the Year of the Dog. In class, students shared their experiences and reflections with the class on how the field trip related to the Business Management course.



Task #3: to record and analyze examples of how Shanghai Disney manages physical evidence in an innovative and/or culturally appropriate way.

Throughout the Business Management diploma course students have examined the impact of culture and innovation on a range of businesses. Shanghai Disneyland was an excellent opportunity to see these forces in action. Students were on the lookout for evidence of how Disneyland



By **JESSICA DUNBAR**,
Head of Upper School
Mathematics and IBDP
SL Mathematics Teacher
at SCIS Hongqiao



ANDREW SHEARER,
IBDP Business
Management and IBDP
Economics Teacher at
SCIS Hongqiao





Creativity in Mathematics

at Family Inquiry Night



We were excited to celebrate a love for math learning at the ECE Campus on April 24th, 2018.

Family Math Inquiry Night provided an opportunity for families to engage in many different math activities with their child. These activities reinforce the learning that takes place inside and outside the classroom. Learning through inquiry and games generated a lot of excitement and an understanding of math concepts. Students acquired mathematical understanding by engaging in different guided and open-ended math activities. This provides them with the opportunity to showcase their knowledge and understanding of mathematical concepts, in a supportive, fun and positive environment. The activities were based on the five math strands – Counting & Cardinality, Operations & Algebraic Thinking, Number & Operations in

Base Ten, Measurement & Data, and Geometry. Examples of these activities included creating patterns with colored bells and flashlights, 3D shapes stamping, number bond bracelets, subtraction bowling, and hopscotch. Our intent is as always, to provide real-life situations that are relevant and realistic. The activities took into consideration the learner's previous experiences and understanding. Giving them opportunities to transfer and apply their knowledge, relative to their zone of proximal development. Observation of families and children spending time together while learning, made this night especially special.



By HANNA SPRING-PEERS,
Pre-Kindergarten Teacher at
SCIS Hongqiao ECE Campus



*ColorJam Kids 儿童艺术工作坊拥有配置极高且简单易用的厨房，创新的将美食融入艺术，让艺术融入生活，在我们的summer camp里孩子们可以自己烹饪美食。



*真正国际化视野的艺术课程是大家在一起工作和创造，一起享受灵感迸发的自由和快乐。来自国际学校的艺术老师，与小艺术家平等对话，最大程度保有童真和真实的视角！小班制工作坊，数百种有趣的艺术活动，多种多样的艺术媒介，将美食，文化，时尚融入艺术。

2018 SUMMER CAMP

"The noblest art is that of making others happy"
"最好的艺术就是给他人带来快乐"

ColorJam培养的不是画匠，而是有艺术修养的有趣灵魂。

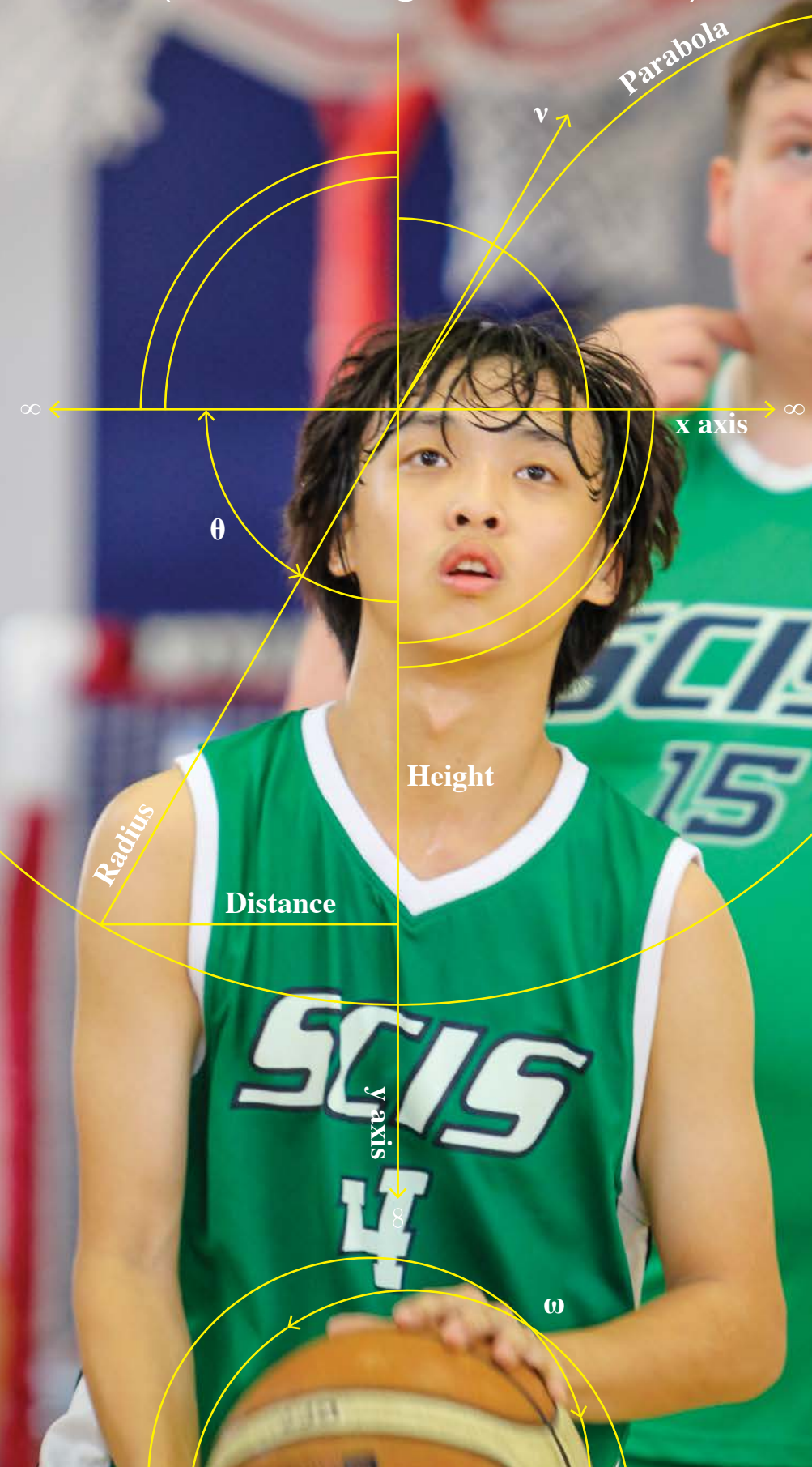
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Steven Shin

(SCIS Pudong Class of 2018)



QUALIFIES for the AIME

Twelfth-grade SCIS student, Steven Shin, has had quite a year of success in mathematics competitions. Back in November, he earned the highest score for SCIS-Pudong participants at the University of Waterloo's Canadian Senior Mathematics Competition. Steven received further recognition during this competition for scoring in the top 25% worldwide.

In February, Steven became the first SCIS-Pudong student to qualify for the American Invitational Mathematics Examination (AIME). He accomplished this by scoring in the top 5% worldwide of students participating in the American Mathematics Competition. The AIME is the next step in the qualification process for the world's most prestigious mathematics competition, the International Mathematics Olympiad.

Tell us a little about yourself?

"My name is Steven Shin and I am a senior this year. I am originally from Seoul, South Korea. I am involved in many sports with my favorite being basketball. You can always find me up in the gym or on the court outside, shooting a ball around during my free time. I am also very interested in the field of mathematics and solving problems, which is why I am part of the math club here at SCIS. We actually just came back from a mathematics competition in Suzhou over the weekend."

You most recently participated in a mathematics competition in Suzhou, how did it go?

"I have been participating in the Suzhou competition since grade 10. I am very happy with this competition even though we did not get a podium finish as a school; together with my teammates, I placed third out of 30 teams in something called the 'Buddy Group' category. Essentially, the Buddy Group pairs together six

competitors from different international schools to compete against other teams."

That's fantastic!

"Yes, I'm pretty proud of being able to place in the top three! Although our school wasn't able to be as competitive as other schools due to our size, I think it was an amazing opportunity to go together with my classmates, as well as juniors, and collaborate as a team."

How long have you been a part of the math club?

"I joined back in grade 10. That's when I started participating in the American Math Competition (AMC) and Canadian Math Competition (CMC)"

You've recently been invited to take part in the American Invitational Mathematics Examination (AIME), how did you qualify?

"The AIME tournament is an opportunity giving to students who have performed exceptionally well in the AMC 10 or AMC 12 tests. The AMC 10 allows for anyone in grade 10 and below to participate and the AMC 12 allows students from grades 11-12. The top 5% in the AMC 12 and the top 2.5% in the AMC 10 qualify to compete in the AIME."

What kind of math problems do you typically encounter on these tests?

"At first glance, the problems asked may look fairly complicated but in reality; they don't require so much high level of math, but rather they require the ability to solve questions creatively. It tests you on your approach to problem-solving rather than simply your capability to memorize mathematical formulas."

Interesting, would you say being able to be creative is one of your strong points?

"Absolutely, I am always challenging myself to think of different approaches to solving the same problem. I enjoy the challenge of problem-solving."

How do you prepare for these types of competition?

Well, I never really prepare only for competitions. On a daily basis, whether that's during class time or my free time,

I like to solve difficult math problems. I think the constant challenge is what prepares me.

Why is solving problems important to you?

"Ever since I was young, I have been attracted to engineering and I am hoping to pursue a career in that field after graduation. This means I have to be good at math and I need to be constantly practicing. I also feel highly satisfied when I am able to find the solutions to extremely difficult questions. It may take me several hours but it is all worth it when I finally discover a simple solution to a difficult problem."

Who were the people in your life who have influenced and helped you to pursue your passion for mathematics?

"From SCIS, Mr. Newell stands out as someone who has had a big impact on my life. He has been my teacher since grade 10 and has always motivated me with good feedback, encouraged me to participate in all these competitions and is always challenging me to do better. Also Mr. Biltz, who is in charge of the math

club and is my physics teacher. He is always willing to hear me out and gives me advice and suggestions when I need them. He also pushes me to try my best, for example, this year he gave me the 2014 Cambridge math examination questions for me to try and solve by myself!"

Nice. Final question, do you have any advice for others seeking a similar path?

"Actually, there are a fair amount of juniors in the math club who look up to me and come to me with any questions they have. A lot of them take the AMC, CMC, and AIME and all I hope for is that they continue to take part in these competitions. There is a special SCIS tradition that has to continue to grow! I would love to see students come together to create a physics club at SCIS."



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





Portrait of an **Art** Teacher

From Georgia to Shanghai, lower school's very own Brent Blalock has had quite the adventures. I had the pleasure to hear all about his journey to SCIS, from selling Schlotsky's sandwiches to starting a family in one of the world's greatest metropolises.

Where are you from?

"I am originally from Mississippi in the United State but my wife, Emily, and I claim Georgia to be where we are from. We lived in Athens, Georgia for twelve years where I was a teacher at a public school while she was working at the University of Georgia (UGA). We really became ourselves there which is why I say that's where we are from."

I see, so how did you and Emily meet?

"We met in high school, at a place called Brandon High School. Emily's mom was a middle school social studies teacher, I was (still am) two years older than Emily but her sister, Nan, and I were in the same grade. So I always knew Emily but it wasn't until she became a freshman in High school that I started paying attention to her! She was dating some extreme dork at the time and after I graduated, I found out she and he had broken up. So I remember calling up

Nan and asking if I could ask her sister out. This was in 1998. Nan was really supportive of it, as a good friend of mine she gave me the green light. So I asked Emily out and to my surprise, she actually said yes! We dated a long time until we got married in 2005. We already lived in Georgia at that point and came back to Mississippi for the wedding because of all of our family members."

Wow, so you are High School sweethearts!

"Haha yes! It's crazy to think someone like Emily would end up with a goofball like me, but I guess I won her over somehow. "

So you recently had your first child together, a daughter. Is she technically Chinese?

"Our daughter Rosemary was born on December 29th, 2016, so almost 2017. She was born here, technically she's an American citizen but she is definitely Chinese! She's learned quite a few words already and probably 80% of her vocabulary is Mandarin. For instance, the other day I was feeding her, we both had a cup and was like "cheers", she thought that was really funny, clinging our cups together. So I got her to say "cheers", until when our ayi showed up and said "gan bei" and now she won't say anything but "gan bei"."

A true bilingual baby!

"Absolutely, she prefers to speak in Chinese so she knows all the family pronouns like "meimei" (younger sister) "jiejie" (older sister) "didi" (younger brother). A pear isn't a pear it's a "li". Good thing we keep up with her or else we wouldn't know what she would be talking about. She definitely seems bilingual right now, as far as a baby could be!"

So how did you end up at SCIS?

"We had some neighbors move in next to where we lived who repatriated from Japan. They were originally from Georgia but had moved to Japan to teach, and at first, that whole idea seemed crazy to us. So we talked to them and they explained to us the concept of international teaching. We had always known about teaching English overseas, but as something one does fresh out of college for a year, not as a career option. Once we looked into and saw that the only downside was being away from family, we figured it would be worth a shot. So we took the jump, started looking for jobs and we eventually were contacted by Katherine Brewer, Head of School at SCIS Hongqiao. She got in touch as we were on our way to a job fair so it was perfect timing because there we met up with Dan E and Daniel Jubert. The rest is history."

How did you get into teaching? Did you always want to be an art teacher?

"I've always enjoyed the creative arts. I've always been equally busy with playing music in bands and making art. In High school, I didn't know what career to pursue, so after graduation I attended the University of Southern Mississippi and got an arts degree. From there it was kind of like "what do you do with a degree in art", I wasn't in a position nor had the desire to become a full-time artist. I was a lot more active with playing in bands at that time of my life, and so I had an art degree and was playing gigs part-time and making sandwiches at Schlotsky's full-time. So here I am at a sandwich shop having a conversation with six other people who all also work at a sandwich shop and also have art degrees, thinking to myself "what?!" So, I've always enjoyed working with kids and started wondering what it would be like teaching to children. After looking into it, I first worked with orthopedics impaired learners for about a year and a half. I really enjoyed being in an environment with these kids who were all seeking out knowledge. That eventually led me to get an alternate certification that enabled me to teach art specifically. The first year teaching my very own classroom was difficult, I learned a lot about classroom management, what things worked and what didn't and I also realized that I could stick with this as a career and really enjoy it. I ended up being an art teacher at Winterville Elementary for nine years."

Favorite thing about teaching lower school art at SCIS?

"When I first arrived at this school, it was my first international teaching and living experience, so everything was very new and I came here very excited. Also, it was nice having little to no pre-conceived idea about teaching internationally as it enabled me to come and attempt what it was I wanted to do. I quickly realized that the environment in SCIS is one where I could bounce ideas off of students and get honest responses in return. Students are very responsive to that kind of teaching where we learn together based on what it is they would be interested in doing and what the learning objective is. The sewing project for instance is a great example of that, we learned together how to sew these neat little creations and it's since become one of my favorite things to teach and student's favorite things to learn. Another example is the recent 5th grade project where we are using 'Sketchup' to design houses that can withstand natural disasters, which ties into their recent learning of inquiry unit that they are currently learning in other classes. We knew what the end goal was, but I wasn't very familiar with the features of the program so it was a reciprocal learning process where they would tackle it on their own under my guidance as I was learning the program myself. I really appreciate working with students that way and the fact that they are able to rise to whatever expectations I have."

Rumor has it you know every lower school kid's name by heart, is that true?

"Haha, I know more than I think I do! But it really comes down to context. When I go out to recess I can probably call out fifty kid's names out of one hundred, but in class, I usually remember kids by association. So for example, if I know that these three students always work in groups I will automatically recall two of the three names by remembering one name. However, I am guilty of calling some kids by their siblings' name."

Where can we find you outside of the classroom?

"95% of the time I'm hanging out with Rosemary and Emily. That's just my happy place these days, being able to watch my daughter grow up. We'll either play at home or at the park or go out to eat as a family. It was an adjustment period moving to Shanghai, before China I wrote songs, published small comic books, but since I've been here I haven't really had the time to do that anymore. Now with our daughter in the picture, all I want to do is spend time with her and be an awesome dad and a husband. It's funny how your life's priorities change over time!"



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





From left to right: Vic, RiAnn, Denali and Elias



Meet the Caban Family

Tell us a little about yourself: Where in the world did it all begin?

Vic: I'm is a TCK (Third Culture Kid) and grew up moving every few years up until high school, where my dad decided to retire and settle in Orlando, Florida.

RiAnn: And I am a native to Florida where I was born and raised in South Florida. Vic and I met during our time at the University of North Florida.

Vic: Upon graduating, we decided to make Orlando our home. We began

working in the public-school system, where we remained for the next seven years. In 2008, I started to get the itch to move. Seven years was a long time to be in one place when being used to moving every three or four years. So, then we began to look at job opportunities in other areas, primarily the west coast (Oregon, Washington, Colorado).

RiAnn: I remember having a conversation with Vic about a move that would be nearly 4,000 miles and having two small children and saying something along the

lines of: "If we are going to move this far away from friends and family, we might as well move to another country. At least when people come to visit, they will get to see a different country." From that moment, Vic began to research and look into overseas jobs. Our family has now been abroad for 9 years and has never looked back.

How long have you lived in China?

RiAnn: Our family is nearing the end of our second year living in Shanghai, but this is our fifth year living in China. These five years have not been consecutive though. The beginning of our overseas journey began in Cairo, Egypt where we spent two years in the ancient city. From one historical civilization to another and bringing along their newest family member, Stoli, our Rhodesian pup, the next move landed us in Beijing, China.

Vic: We spent the next three years there and we loved our jobs, school, and community that it offered. Looking to continue the journey abroad, we quickly said yes to an opportunity to live and work in the beautiful country of Costa Rica



where we spent another two years before returning back to China and adding yet another member to their family, Nahla, a Bengal cat. The Caban's are now nearing the end of their second year here in Shanghai, with no plans to leave any time soon!

Why did you come to Shanghai? What do you do here?

Vic: First and foremost, we moved to Shanghai for the chance to work with Laurie Luebbe.

Vic: We came to Shanghai for various reasons. We already knew the culture and were familiar with Shanghai, having visited before, and knew it would be an easy transition for our family. As parents, we wanted the kids to be back in an environment that was culturally diverse and that offered the I.B. framework. As professionals, we also wanted to be back working with the I.B. as well as a high quality, high functioning school that we could both contribute to and continue to grow with.

RiAnn: Vic is the Athletic Director and I am the Upper School Support Specialist. We also both coach. Vic is the Head Coach for the Girls' VB team and Girls' Soccer team and I am the Assistant Varsity Coach for the Girls' VB team and Head Coach for the Girls' MS VB team.

Was it a hard decision to move to Shanghai?

Elias: It was not hard. We had already lived in China before so I knew it would not be difficult.

Denali: Yes, because I was leaving all my friends.

Vic and RiAnn: Not at all! We had no reservations about leaving Costa Rica to return to China. After speaking with Derek while he was in Hungary and us being in the middle of coffee fields in Guatemala, we knew that SCIS was THAT place. We were so excited that the opportunity had presented itself and that we were going to be Dragons.

Now that you have been here for a while, what have you learned?

Elias: At school, I've learned how to work

together in groups and communicate better. I know how to be a better partner. I've also realized how difficult learning Mandarin is.

Denali: I have got much better with my Mandarin. I have learned more about different cultures through diverse friends and classmates.

Vic & RiAnn: That we most definitely made the right choice for our kids and ourselves, and that learning Mandarin is just as hard to learn as it was when we were here before ☺

What are your favorite memories so far?

Elias: Getting to go to Shanghai, Disney and meeting so many different friends/classmates from different countries.

Denali: Getting to travel with the different sports teams (volleyball, basketball, and soccer) to different cities for ACAMIS and the homestays. Also, International Day, getting to experience the different foods and seeing everyone dressed in their traditional clothes and/or colors.

Vic & RiAnn: Winning our first ACAMIS during the VB season. We had only been in Shanghai for 3 months and jumped right into coaching the 1st ACAMIS season (VB). Vic and I were coaching, Denali was playing, and Elias was with us by default since no one was home to watch him. ☺ We definitely won that first ACAMIS together.

What is the biggest difference between Shanghai and say, Costa

Rica, Beijing, or Cairo?

Elias: Having better friends and teachers

Denali: Our school here is small in comparison. It definitely helps everyone feel connected. It is such an accepting environment where we are able to learn, have fun, and experience new things together.

Vic & RiAnn: Shanghai is a leading world city where there is something for everybody. It provides tons of opportunities to do things that may interest you (sports, arts, music, food, etc.) while providing opportunities to meet people from all over the world. Shanghai is by far one of our favorite places and without a doubt one of the best cities to live in, which is why we have no intentions of leaving any time soon.

Have you set goals for yourselves for your future in Shanghai?

Elias: To be more open-minded as a learner and person.

Denali: To graduate from SCIS. Once a Dragon, Always a Dragon!

Vic & RiAnn: To not get fired so Denali can graduate a Dragon and continue traveling and be experiencing more of what China and Asia have to offer us as a family!



By LAURIE LUEBBE,
Community Relations
Officer/Lower School
Counselor at SCIS Pudong



Creating a Positive Social Impact in the World

Jeni Lin
SCIS Pudong
Class of 2014



Jeni Lin is currently a senior at New York University double majoring in Economics Honors and Philosophy and double minoring in Finance and Social Entrepreneurship. After graduation, she will attend Harvard University to pursue a degree in Finance.

During her 4 years at NYU, Jeni has spoken at Yale University as a guest speaker on modern-day utilitarianism, started her own non-profit social impact consulting team, initiated and passed a law in NYC on anti-air pollution from car idling, and advised Warren Buffet's grandson on sustainable investing.

Can you tell us a little more about yourself?

"I grew up in Vancouver, Canada prior to moving to Shanghai at the age of 14. Since a young age, I've always had a passion for the arts and began drawing my own manga in third grade. I then published the manga as part of Shanghai Family Magazine while at SCIS and have continued to write and digitally illustrate it in Manhattan. I've also practiced TaeKwonDo for 13 years and am an internationally certified black belt instructor."

Can you walk us through some of your latest projects?

Starting a pro bono consulting service

"I started a pro bono consulting service based in New York in August 2016 named

N.I.C.E. Consulting. N.I.C.E. stands for Net Impact Collaborative Experience and is the social impact consulting branch of NYU Net Impact, the largest social impact organization in NYU and an international organization for which I am currently President. I started N.I.C.E. Consulting in hopes of bridging the gap between passionate students eager to help companies generate solutions and social impact companies that don't have the money to spare for paid consulting services."

N.I.C.E. Consulting:
<https://www.facebook.com/pg/NYUnice/>
photos
<https://nyunetimpact.weebly.com/nice-consulting.html>

Net Impact at large:
<https://nyunetimpact.weebly.com/>
https://www.facebook.com/pg/nyunetimpact/photos/?ref=page_internal

Passing the anti-air pollution law

"In 2015, I joined a team of two professors and one student to draft a law that allows regular civilians to report and testify for car idling, the second largest source of air pollution in the United States. The law we drafted was in discussion for two years and was finally passed in New York State in

November 2017. During this time, we initiated several movements in NYC to raise awareness of the issue of car idling, inclusive of two TV interviews regarding idling in school districts causing children to develop early onset respiratory issues."

What helped you to develop these interests?

a. Social impact consulting

"As part of a SCIS volunteer trip, I went to a village in Guilin, China in 2012 and was baffled by the poverty I witnessed. What stood out to me even more was the fact that the children that had to hike for two hours one-way from home to school had an unshakable attitude to learn English and math to work towards their goal of one day leaving the village (mountains) and generate income from a high paying job in the city to provide for their parents. That experience reminded me of my privilege and inspired me to make the most out of my resources for personal growth and to add value to society. I thought to myself, "if these children who have almost no materialistic resources can push themselves every day to be so driven, how can someone as privileged as me let my resources go to waste?" I knew then that I wanted to help these underserved communities."

b. Public policy

"During middle school and high school, I was in Model United Nations for seven years and have always had a

passion for MUN's Economic and Social Council (ECOSOC). Through attending over 30 MUN conferences nationally and internationally, I eventually became President and Chair of the ECOSOC of West Lake MUN. These experiences have helped me develop my knowledge, understanding, and passion for generating solutions to alleviate economic and social issues, and I plan to continuously be active in the public policy realm in New York state in my free time."

You mentioned being driven and focused to create positive change in the world, how do you hope to inspire others to do the same?

"I think the biggest part of inspiring others is by being genuine about my passions and motivations. There doesn't need to be hype or public recognition, but rather, deeply-rooted and sincere reason for wanting to achieve a goal, namely, creating positive change in the world. I think that the times where I really inspired others to use their resources to generate value to society at large, it was through my actions – leading by example."



With all the club commitments and organizations, you are involved in, how do you manage your work-life balance?

"Time management is always a challenge when juggling a lot of different things at once. I think that the key to balancing work and my personal life is to always keep a mental map of how much time I've committed to each activity so I know exactly how much flexibility I have for my upcoming free time and the urgency of my upcoming tasks."

How has your time at SCIS influenced you?

"My time at SCIS pushed me to become self-reliant and determined as a young adult. During my senior year at SCIS, I started the Community Entrepreneur club at SCIS Pudong to help students get exposure to business and entrepreneurship early on, in addition to being President of SCIS' National Arts Honor Society, a member of Student Council, Co-Captain of JV Volleyball, and a member of Varsity Basketball. All of these activities were very time consuming but the hardest part was taking college applications into my own hands and really leveraging all the resources SCIS offered and committing enough time to conduct my own research and really developing a holistic understanding of the psychology of a

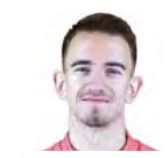
college admissions officer – and how that varies by college."

With Harvard on the horizon, are you excited for what's to come next?

"I am very excited for what's next, especially since I had a taste of the full-time professional's life in Investment Banking at Goldman Sachs last summer. Private Equity is the natural extension of Investment Banking and I am ecstatic to see what that entails. Learning for me is no longer just a societal requirement to advance in life, but rather, something that I'm genuinely passionate about and by extension, eager to pursue."

What advice can you give to our current students to be the change they want to see in the world?

"My best piece of advice for current SCIS students is to take initiative and take things into your own hands. Don't be afraid to pursue what you think is right and what you find interesting, even if nobody around you is doing it. Don't ever let the urge to fit in and go with the flow get in the way of taking the time to explore your options and really think for yourself. At the end of the day, it's your life and only you can reflect on it well because only you know all the facts."



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>



Ending the Year with **BANG!**

During the weekend of April 12-15th, the SCIS Pudong Green Dragons Soccer team traveled to Beijing for the ACAMIS Orange Division Soccer Championship hosted by the International School of Beijing. The weekend was definitely exciting, with great soccer, unpredictable weather, and memories for a lifetime!

On the boys' side of the tournament, after a stellar season here in Shanghai, and led by 3 experienced Seniors, the Green Dragons won 5, drew 1, and lost 2. One loss came in the first game of the tournament to a very good Nanjing team, but after the initial set back the boys were able to get on a roll and went undefeated the rest of the way to reach the Finals. In the Finals, they were once

again matched up with Nanjing, but were unable to get revenge and settled for second place for the second year in a row. The team showed great skill, spirit, heart, and determination throughout the entire weekend.

***ACAMIS All-Tournament Selections from SCIS-Pudong included Yusuke Matsueda (Grade 10) and Victor Veloso (Grade 11).**

In their own words:

Best team moment...

"The best team moment was after the game against ISB because we realized that we have the skill and mindset to beat any school or APAC team." – Jason Larew Gr10

"The second ACAMIS game that ended up 7-0. All starting players scored and everyone was happy with everything."

–Victor Veloso Gr11

Best individual moment...

"The entire ISB game because I had a very good defensive game and I ended up stopping multiple counter attacks in a game where we dominated." –Jason Larew Gr10

"Being able to come back from injury and be named an ACAMIS MVP."

–Victor Veloso Gr11

The girls' side of the tournament was one for the ages in SCIS-Pudong history. This team had no juniors or seniors, while 4 of the eleven girls on the team had no soccer experience. Needless to say, the Shanghai-based season was rough but provided lots of opportunities for growth and learning. The beginning of the ACAMIS tournament saw the girls win 1, draw 1, and then lose 1 before watching the girls run off 3 wins in a row to reach the ACAMIS Final. The Final was a back and forth affair with the host, the International School of Beijing, that saw the game go into extra time and then a 3-person penalty shootout. When the dust settled, the SCIS-Pudong girls were the ACAMIS Orange Division Champions, after a 2-0 penalty shootout win.

****ACAMIS All-Tournament Selections from SCIS-Pudong included Mei Lee Luebbe (Grade 8), Denali Caban (Grade 9), and Izzy Johnson (Grade 10).**

In their own words:

Best team moment...

"The best team moment was definitely when we were in our huddle. It wasn't anything serious that was talked about, but it was fun. We talked about what we should do and how we are going to play to get ourselves in the headspace. We always had a laugh during the huddle and just had fun with it. At the end of the huddle instead of breaking it down with a "dragons" or "Shanghai" we ended it with "ice." It was just something fun that we did to lighten the mood, but we felt that it worked so that's what we did."

–Denali Caban Gr9

"Our most memorable team moment would be having those small talks before each match, always enjoying ourselves at the moment with our motivating cheers and just playing the soccer we had practiced for. These huddles created the comfort and motivation."

–Anousha Singh Gr9

"Was before the games started, we would all go and high-five one another, do a handshake, give words of advice and good luck. We never really did that during the season and doing it at ACAMIS really made us feel united." –Izzy Johnson Gr10

"The best team moment was definitely our huddles. During these huddles, we all came together as a team and motivated one another. We helped each other."

– Yas Hosseini Gr8

"When Izzy (our goalie) blocked the last penalty kick in the finals. I was sitting on the sidelines with 2 of my other teammates and we were just hugging each other because we were so nervous. I remember screaming and running to the rest of the team after the shot was blocked. We all came together crying and screaming. I don't think I have ever been more excited in my life."

–Sarah Castillo Gr7

Best individual moment...

"The best personal moment was scoring the penalty in the final against ISB. I was super nervous especially being the first one, but I had to do it. We rehearsed

them every day at practice and have done them over and over and it helped because I made it and it felt great. I was so glad that I didn't let my team down after all the hard work."

–Denali Caban Gr9



"My best personal moment was my goal in the match with Nanjing. It was raining heavily, while I was positioned at the right post during the corner kicks when I put a foot on the ball and it went in. It just did not strike me at that moment, but I did it and I could see my improvement in soccer through that goal."

–Anousha Singh Gr9

"Was the penalty shootout. I knew that those who were here last year (when we lost in the semi-final penalty shootout) had to put a lot of faith in me to stop the ball. It was wonderful to be able to represent my team in the goal."

–Izzy Johnson Gr10

"During one of our hardest games against ISB, their best player took a shot. I dived to the ground, both hands out and blocked it. I actually felt very professional and I think it was one of the best saves I've ever made."

– Yas Hosseini Gr8

"Was when my coach and teammates entrusted me to "man mark" the opponents' best player during the group stage and again in the final."

–Lexi Hui Gr10

Most shocking/surprising moment...

"The most surprising moment was for sure making it to the finals. We went in with the goal being to make it to the semifinals and we came out as ACAMIS Champions. It is something I didn't expect going into it. We were there to do our best and have fun and our best got us to the finals."

–Denali Caban Gr9

"The most surprising moment was when we reached the finals with almost a new team. With our immense hard work, dedication to get better every day, and trust from our coach, we became the ACAMIS Champions and learned that was that we should never underestimate what we are capable of!"

–Anousha Singh Gr9

"Was when I realized that we had won the tournament. I thought I had to stop another penalty until I looked around and the team was celebrating"

–Izzy Johnson Gr10

"The most surprising moment was definitely winning."

–Yas Hosseini Gr8



BY VICTOR CABAN,
Athletics and Activities
Coordinator at
SCIS Pudong



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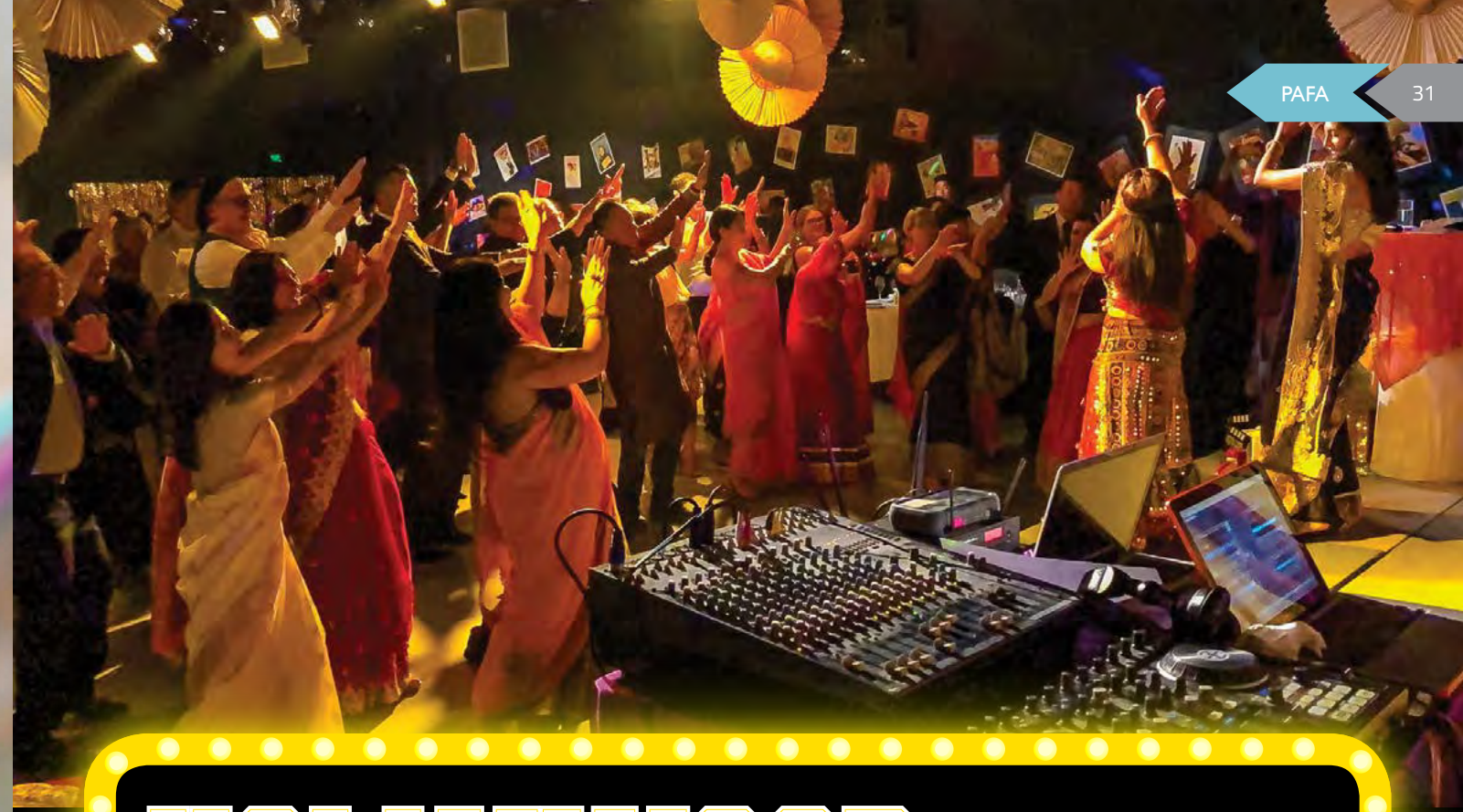
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HOLLYWOOD *meets* BOLLYWOOD at 2018 PAFA Art Auction

As one of the biggest Pudong PAFA events of the year, the 2018 Art Auction was full of glamour and burst of colors! This year's theme was 'Hollywood Meets Bollywood'. The annual Art Auction has become a highly anticipated parent event that only seems to get better every year.

Students from Pre-Kindergarten to our IB Diploma students contributed to this year's colorful display of beautifully handmade authentic artworks. We took advantage of our campus Black Box to transform the evening into an elegant community-building event in order to show off our students' talented work.

The evening was full of excitement as our auctioneers, Mr. Luebbe, Ms. Valenza, and fast-talking Mr. Kelly got the crowd amped up to bid on the artwork. PAFA had also put together an amazing selection of donated silent auction offerings ranging from Mr. Willis, Peddlers Gin, Dea Kudibal, and DTL Furniture to just name a few. We also had creative fun class parties, champagne, tennis tournament, and cooking classes generously donated by the schools' faculty.

Sticking to this year's theme of "Hollywood Meets Bollywood", our community attended the event dressed in gorgeous sarees

and glamorous Hollywood-style clothing. All the guest were dressed to impress! Kebabs On the Grill served up its delicious Indian food and our own Matt Walsh was pouring beautiful Peddlers Gin cocktails.

Proceeds collected this year will go towards supporting our students, funding visiting artist/ authors, and long tradition of supporting the Maitian. Maitian's mission is to allow rural children in China to have equal access to education.

This event was a resounding success and wouldn't have happened without Katie Berkaw, our Art Auction Chair, and the entire handwork of the AA committee.



By **TRISH CASTILLO**, PAFA President
 at SCIS Pudong Campus



PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board.

SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike.

We are always welcoming new members! For more information about PAFA, please contact us at:

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Following graduation this year, Simon Wu, (SCIS Pudong Class of 2018) will participate in an NCAA athletics program. After a tedious and determined two-year-long process, Simon was offered a spot on the soccer team at North Park University in Chicago, an NCAA Division III college in the United States.

Following the signing ceremony, I had the distinct pleasure to talk to Simon and his family about the whole process and their thoughts on what lays ahead.

Thanks everyone for being here on this exciting day. So to kick things off, Simon why did you choose to attend North Park University?

Simon: Apart from North Park I was also accepted into a few different schools around the US, but it was the location and size of that university that ultimately made up my mind. To be honest, when I first received an e-mail back from North Park, I did not know much about them. I had been sending out thousands of e-mails to hundreds of schools across North America and this was one of the ones that replied. It wasn't until Coach Vic mentioned them being a nationally ranked school that I realized how great it was that they took an interest in me. That was the other big factor in my decision as I knew I wanted to play in a strong soccer program to further develop as an athlete.

So how do you feel about playing at a college level next year? Are you excited?

Simon: It's very exciting! During my

sophomore year, there was a period of time where I wanted to give up playing the sport and I remember sitting myself down one day to really think about what it was I wanted to do with my future and whether soccer would play a part in it. That day I decided that it was time to take things to the next level and that playing for a university would be my goal for the next two years. From then on I told myself to keep at it and be the best player I could be. Now my next goal is to perform my best at the college level.

How long have you been playing soccer?

Dad: We lived in Singapore from 2006-2008 and Simon was in first grade at the Canadian International School. He started playing a lot after school and we noticed that he was getting very passionate about the sport. He was also playing more and more on the weekends and started closely following professional leagues such as the English Premier League. I believe that was the beginning of his strong interest towards the sport and I can now say that I am very happy with the way he has persevered and committed himself to get to where he is today.

I see, would you say that it was important for you to see a certain level of commitment from Simon?

Dad: Absolutely. You know, much like professional teams have ups and downs throughout various seasons, the same goes for our lives. We are big Liverpool FC fans and I remember at the beginning

whenever the team had a great season Simon would be ecstatic, but then when they had a poor season he wouldn't want to support them further. That's when I told Simon that once you commit to a team you need to stick by them, support them no matter what and help them, especially during the tough times because that's when they need you most. The same applies to life, to careers or whatever endeavors you want to take on, there will always be ups and downs.

There are thousands of universities with NCAA soccer; what criteria were used when selecting which schools to reach out to?

Simon: At first we sent out a bunch of e-mails to as many schools as possible, and as we narrowed it down it all came down to location and academic program. The biggest reason why we chose North Park was because of its community and location, and because it offered athletics training as a major, which is what I had intended to study post graduation. Having top-class facilities was another major criteria and again, North Park delivered. I think ultimately, the decision was made based on how closely the community resembled that of SCIS and how that would mean a natural transition.

Have you visited the campus already?

Simon: Yes, my mum and I went over Christmas break last year. They were more eager to have me on campus than any other schools I visited and I

felt welcomed right away. The coaches treated us to a dinner, we met some of the other players and had a tour of the campus and sports facilities. It was a very nice experience and first impression.

Mum: I remember having a conversation with the head coach and him mentioning that he had seen many talented and skillful players over the years, but often they would only think of themselves and not collaborate well with team members. These players would rarely get selected. Instead, the coach told us how important it was for players to be able to cooperate and that he saw that in Simon, it was at that moment that we knew this would be the right place for him.

That's fantastic, and are you happy with that decision?

Dad: Very much. Actually, Simon had already been to Chicago on two separate occasions in the past, having participated in two soccer camps at EXACT Soccer College ID Camp. I could tell the city was growing on him and that he was enjoying his time there. It is very important to feel comfortable in the area you live in and so we were all very happy when Simon received the invitation from North Park. It's not easy coming from a non-sporting family but we supported Simon the whole way and are both very happy to see him pursue his dreams. We also recognize that SCIS has had a profound influence on this dream becoming a reality. Without the continued guidance and support from Coach Vic, Coach Newell and the school I don't know that Simon could have made it this far on his own.

To follow up on that, what would you say was the most challenging part of the process?

Dad: First of all, you need to convince yourself that it is ok for your son or daughter to go to university and play sports, especially if you compare your situation to relatives and friends who have never done anything like this. Second, you need to debate a little about what's best for your children and how bad they want something. We would often question Simon by asking: "are you serious about playing soccer?" to determine his level of commitment. Also with sports, he would

often get injured and as parents, that's something that gets us worried. Mum: Yes, I would always ask Simon: "How come you are injured everywhere? Why don't you take a rest for a while and recover?" to which he would reply: "I must go through, I'm letting my team down by not being on the field with them".

Dad: We could tell he was truly passionate about the sport. We once came back from a family trip and the next morning at 4 AM he had to leave to get on a plane and compete in an ACAMIS tournament in Beijing, not having slept at all. Those are the moments you realize how much belief there is and we realized, ok, going through with this is the right decision. It is very important for the family to believe in your children's ability to do something and to do it right.

What does it mean for you to get signed by a university?

Simon: The biggest part of being signed as a college athlete representing SCIS is being able to really put the school on the map. I really wanted to give back to a community where I've been provided with such great opportunities growing up here since fifth grade. There are so many people who have influenced me, past coaches from soccer, volleyball, and basketball. It's different parts of the components of these sports that made me who I am and a big part of it is SCIS and the commitment to the sports. Without playing basketball or volleyball and the learning experiences I've had, I wouldn't be who I am today.

Passion was mentioned a lot, has it been your dream to become a professional soccer player?

Simon: Every since I can remember I've been wanting to play soccer professionally. Back in first grade, I distinctly remember watching a Liverpool game on TV and being asked if I wanted to be a professional soccer player to which I quickly replied: "Hell yeah I want to be a professional soccer player!" It's always a dream as a child, and now it all depends on how well I grow as an athlete and develop at the university level. My focus is still on athletic training education and learning as much as I can in that area.

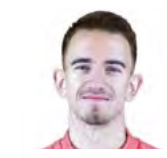
I personally hate being injured and on the sideline, so my goal is to be able to help athletes get back on the field and get back to their best.

What do you know now that you wish you would have known at the beginning?

Simon: I would say start the recruiting process in the states because ultimately it's easier as you get more exposure to the clubs and universities. At the same time, I can't imagine leaving Shanghai, as it's where I grew up and my home. I take great pride being one of the few international students coming from Asia to play at North Park, and I'm even more proud to be able to represent SCIS all the way.

What advice would you give to someone interested in pursuing NCAA athletic opportunities?

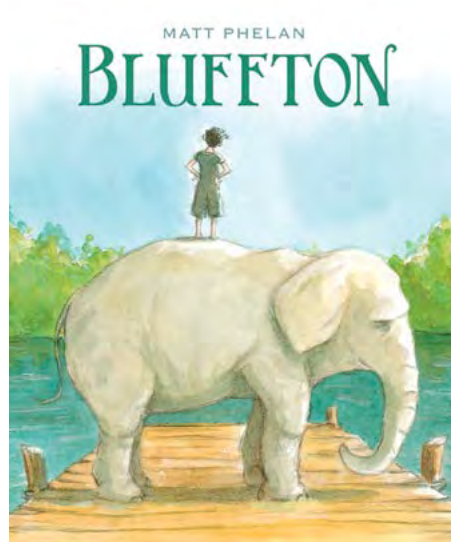
Simon: Be commitment to what you want to do, never have somebody say no to you and prove the doubters wrong. If you want something, you have to persevere and push through the ups and downs.



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



Book Recommendations for All Ages

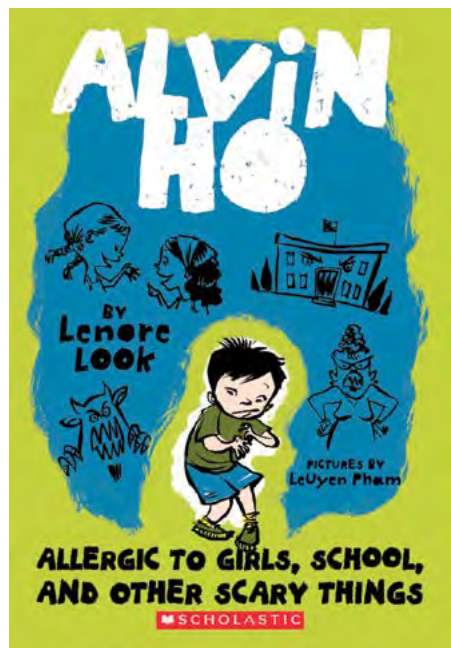


Daniel Zimmerman, Librarian at SCIS Hongqiao

Bluffton

Ages 8+

Bluffton is a graphic novel that tells the story of Henry Harrison, a young boy growing up in the sleepy town of Muskegon, Michigan. His life becomes enormously more exciting when he discovers that a troupe of vaudeville performers has decided to spend the summer months in a town near Bluffton and he forms a friendship with one of the performers, a young Buster Keaton. This coming of age tale is told through watercolors and is a beautifully painted example of a graphic novel that is very much a novel and not a comic.



Alvin Ho: Allergic to Girls, School, and Other Scary Things

Ages 7+

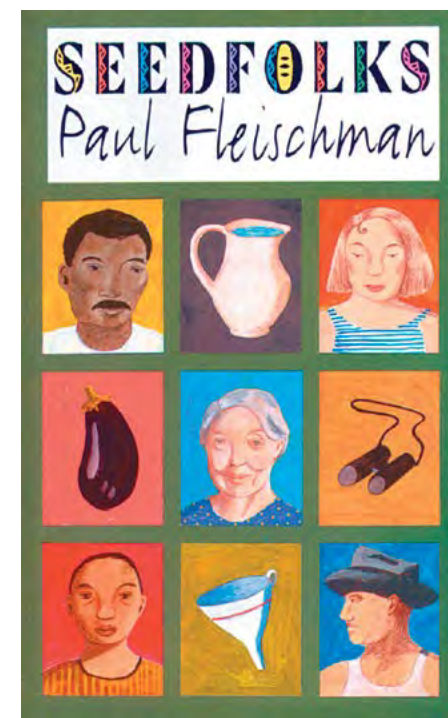
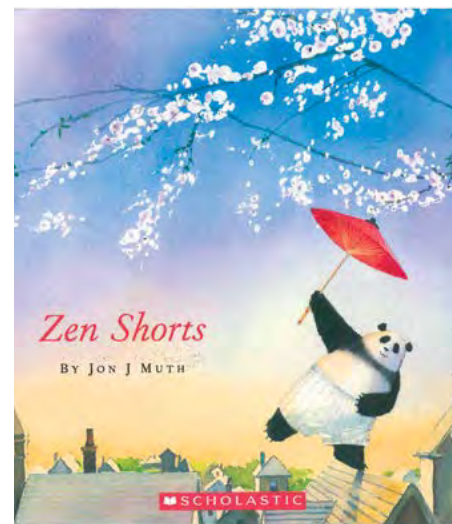
Alvin Ho: Allergic to Girls, School, and Other Scary things is the first book in the Alvin Ho series, which feature the hilarious and neurotic protagonist, Alvin, as he negotiates life as a second grader. Frequently I get asked by teachers and parents about a good series to follow up for fans of Diary of a Wimpy Kid and Big Nate, and I have found that this series is an excellent way to move from those somewhat more heavily illustrated, but well-loved series towards more text-heavy novels. The Alvin Ho books have the same lighthearted appeal but extend the reader a little further.

Emily Williams, Librarian at SCIS Pudong

Zen Shorts

Ages 3+

In Zen Shorts, author Jon J. Muth delivers elegant, thought-provoking lessons that can be read again and again. Addy, Karl, and Michael are kids experiencing everyday challenges when a giant, friendly panda named Stillwater moves into the house next door. Stillwater speaks with "a slight panda accent" and is full of philosophical tales. He befriends each child and uses simple, engaging stories to explain powerful themes such as unselfish giving, happiness and the ability to forgive. Both kids and adults will be charmed by this book's graceful images and Stillwater's wise and humorous stories.

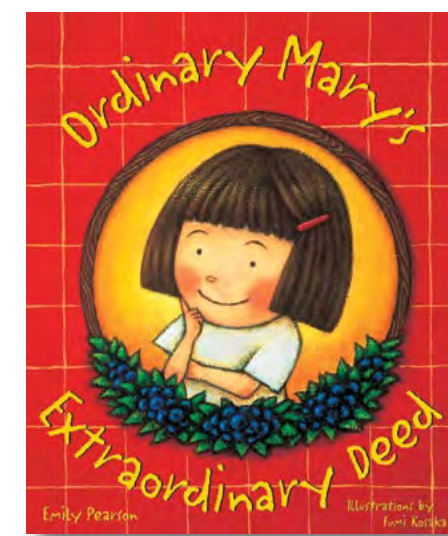


Seedfolks

Ages 11+

Seedfolks is a brief, but moving novel about human connectivity and the power of nature to heal and unite. Author Paul Fleischman tells the story of a community garden through the experiences and thoughts of thirteen very different characters. The story begins when a young girl clears a small part of an abandoned city lot to grow a few beans in memory of her father. Her action sparks others in her neighborhood to clean up the lot and join in the gardening. The garden quickly becomes a place of beauty and life where neighbors are willing to help and encourage each other. The novel's thirteen unique perspectives on how the garden has transformed life in the neighborhood make this a book that is sure to resonate with everyone.

Joshua Balli, Librarian at SCIS Hongqiao ECE Campus



Ordinary Mary's

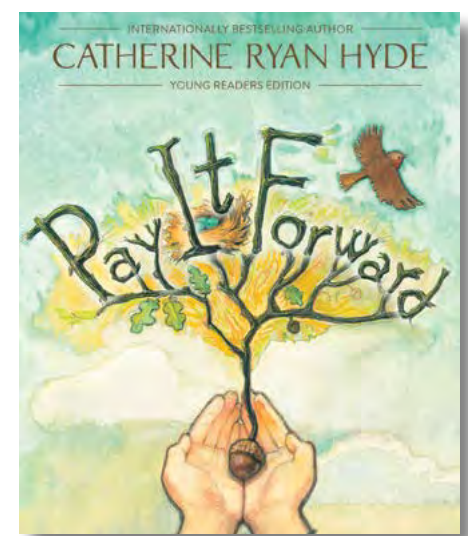
Ages 5+

While it is indeed a great movie (and book) it is not really appropriate for early childhood students. Still, it has such a powerful message that it made me think of trying to find a similar theme for early childhood learners. For that, you need to look no further than Ordinary Mary's Extraordinary Deed. In this book, Mary is an ordinary girl who stumbles upon a batch of delicious blueberries on her way home from school. After picking the blueberries, Mary leaves the berries on

her neighbors' front door. The neighbor then uses the blueberries to bake muffins and gives them to someone else. That someone else, being in such a good mood from the blueberry muffins helps another person, and thus a chain reaction is started from one simple act of kindness.

I recently used this book as a teaching tool where I created a chain of students. Student A had to talk about how they would help student B and student B would in return have to help student C until it went all around the class and back to student A. The students were excited to come up with the ways they could help each other. Likewise, it can be a great teaching method at home too. Feel free to have a talk with your child about what they can do to help people who are not always able to help themselves.

This book is available in both the ECE and LS library. It is available in the ECE library's Learner Profile Books under Thinker. Please feel free to come see our other wonderful Learner Profile books!



Pay it Forward

Ages 10+

One of my favorite movies is Pay it Forward, a movie about how one simple act of helping someone can make literally a world of difference. In the movie, (which was based on a fantastic book,) a boy named Trevor is challenged by his teacher to come up with a way to change the world. Trevor comes up with the idea to help three people with a task they cannot do themselves. After helping that person their sole obligation is to help or "pay it forward" to someone else who also cannot do a thing on their own.



Swedish School of Shanghai, Giving Back to the Community at SCIS

Every Tuesday and Wednesday, the children of the Swedish Community at SCIS Hongqiao and Pudong Campuses gather to learn their mother tongue.

The first classes were held in the home of a teacher who became the founder in 2001. The School grew quickly as the Swedish Community grew in Shanghai and had 90 students at SCIS in 2010- 2012. Today, there are around 50 students in Shanghai as the Community became smaller.

Swedish School in Shanghai is a non-profit organization, supported by the Swedish government and operated by a voluntary based Board of four people and seven employed teachers. SCIS Puxi and Pudong Campuses host the Swedish school. Due to Government support and voluntary work of Board members, only a small admissions fee is needed to cover costs of educational materials and teachers. Teachers work for the Swedish school part-time and, to ensure high standards, they are all qualified instructors.

"Keeping up with the mother tongue is so important and we are so lucky to have this opportunity for our children here in Shanghai. Our children, now 15 and 17, have done Swedish School from the very beginning. For me, it was natural to engage and volunteer in the Swedish School in order to support our children's mother tongue. Especially since we have been in Shanghai many years, we believe our children would have forgotten their Swedish if they hadn't attended classes. Instead, today our daughter is able to do Swedish as her second IB language in the DP program, and she is doing very well" comments Alexandra Köhring, Head of the Board at Swedish School of Shanghai.



The Swedish School follows guidelines from the National Curriculum of Sweden. In addition to 90 minutes class time, children are assigned weekly homework in order to work with their mother tongue at least one more time every week. Parent support is an integral part of the children's learning and families are encouraged to keep up with the mother tongue in the home environment. Embracing the Swedish culture and traditions are also important parts of the curriculum, so the school makes sure to celebrate these either during lesson time or by organizing festive celebrations and inviting parents to join and volunteer. For example, there is Lucia at Christmas time, the Swedish Midsummer at the year-end in June, and so on.

"When we came to Shanghai and chose SCIS as the school for our six-year-old daughter, we were so happy she could join Swedish classes as well. She really loves it, says its so much fun, and we feel that for her to be able to meet with other Swedish children in her age makes her feel safe and at home. I also decided to engage in the Swedish School and it is really nice for me to be part of the community and giving back this way", says Magnus Linderang, Coordinator at SCIS Hongqiao and member of the Board.



Wandering Wellman

When I first moved to Shanghai, I was antsy for a thriving metropolis. After three years in the Kuwaiti desert, Shanghai was a cold drink of water in contrast to the car-centered, mall-filled heat. Even though I would walk around Kuwait City to go grocery shopping or go to the beach club, my pedestrian lifestyle was definitely not the norm. Moving to a city with an affordable, timely, and fast metro system was a dream. Add in winding, charismatic plane tree-lined streets filled with coffee shops, restaurants, historic buildings, and the energy of Chinese life, and you have a happy Mr. Wellman.

During my first year in Shanghai, a big group of friends got together and went on our first of many UnTour food tours. Kyle Long, one of the owners of UnTour, happened to be our guide. We even ate the famous garlic-covered snake in the once-thriving old town neighborhood near Laoximen (sadly, this neighborhood is now being ripped down... go see it while you can!). I walked away from my UnTour experience with two things- a picture of me walking a chicken on a leash, and a new friend in the owner, Kyle.

On my wanders around the city, I started to notice the historic houses that line the lanes and twisting roads around Fuxing Lu. Architecture has always been a favorite subject of mine. When I was the age of my students (4th grade), I would sit and doodle elevations and floor plans of houses. This made for a fun hobby and I even studied architecture for a year at the University of



Minnesota before exploring my interest in teaching. I thought it might be cool to learn about who built those extravagant old houses in Shanghai. What were their lives like in the 1920's and 1930's? How did this city form? Were there really kids living like Christian Bale's wealthy character in Empire of the Sun?

Since that epic tour a few years ago, I've become Kyle's unofficial "guinea pig" for new tour routes and experiences. He jokes that while he is a touring professional, I am a professional tourist. It's true- I really do love to go on tours. One day, he told me about another tour experience, but this time with historic buildings around Shanghai. Historic Shanghai takes architecture minded individuals on historic walks around the city. Some of my favorite experiences have included their art deco walk behind the bund and the historic church tour of the city. Hearing the co-founders share their knowledge on the growth of the city has been fascinating!

One of my very favorite buildings to go inside is the Peace Hotel on the Bund. I'd encourage you to go on a little adventure if you've never been inside. Did you know that there are two greyhounds on the facade of the building, representing Victor Sassoon's love of greyhound racing? Did you know that there is a piano that was once played by Charlie Chaplin in the front stairwell? Did you know that the original name of the property was the Cathay Hotel, and the original name can still be found in the stained glass above the north entrance? On your adventure, do yourself a favor and find the Peace Hall ballroom upstairs and escape to 1920's Shanghai.

If you are interested in learning more about UnTour, visit their website at untourfoodtours.com. If interested in learning more about Shanghai history through walks and speaking events, visit www.historic-shanghai.com.

Get out there and get to know your city! Happy adventuring!



By AUSTIN WELLMAN, Grade Four Teacher at SCIS Hongqiao

How to Keep our TEETH Healthy



How can we prevent tooth decay (cavities) and keep our teeth healthy?

It is generally understood that keeping healthy teeth requires brushing two to three times a day after meals, flossing at least once a day, and getting regular dental check-ups and teeth cleaning every 6 months. Beyond these habits, there are additional protective treatments such as sealants and topical fluoride, which reduce the chances of tooth decay from forming.

What is the most appropriate kind of toothbrush and toothpaste to choose?

Choose a toothbrush which is soft and has good elasticity. It's better to use small head one to brush small corners effectively. Choose a toothpaste containing fluoride. (Using toothpaste products with high fluoride level for kids under 6 years old is not recommended)

What exactly is a sealant?

Sealants are protective coatings applied to the chewing surfaces of back teeth such as molars and pre-molars to prevent bacteria and food debris from being trapped in pits and grooves of those teeth. Both milk teeth and permanent teeth can be done. Sealant wouldn't stop tooth getting decay 100%, but it's reported to reduce 70-90% chance of getting decay.

How can sealants be done?

1. Removing food or plaque on the tooth surfaces.
2. Etching on the spots to be sealed for better attachment.
3. Applying sealant liquid on fissures on the tooth.
4. Hardening the sealant material with UV cure light.
5. Adjusting the bite relationship and smoothening the sealant.

When should sealants be done?

Sealants are recommended for children as soon as their first permanent back molars erupt, between 6 and 7 years of age. The second molars are usually sealed as soon as they appear between 11 and 14 years of age. Adults can also benefit from sealant treatment.

How long can these sealants last?

A sealant is not a permanent treatment. It usually lasts from a few months to a few

years, depending on one's eating/chewing habit. Hence, it is important to go for regular dental check-ups and get sealants replaced when necessary.

What is Fluoride?

Fluoride is a naturally occurring ion found in food and water, as well as dental products such as toothpaste and mouth rinses. Fluoride helps prevent tooth decay by making the tooth more resistant to acid attacks caused by bacteria in the mouth.

Besides getting fluoride from food and drinking water, children can reduce their chance of tooth decay with the application of fluoride to the teeth in the form of a gel, foam or varnish in a dental clinic. These treatments contain a much higher level of fluoride than those found in toothpaste and mouth rinses, therefore topical fluoride needs to be done under a dentist's instructions.



Dr Yee-Jae Yoon
General Dentist

RafflesMedical

Dr. Yoon is general dentist at Raffles dental clinic. She obtained her BDS in Shanghai Jiaotong University. She treats adults and kids. She is fluent in English, Mandarin and Korean.

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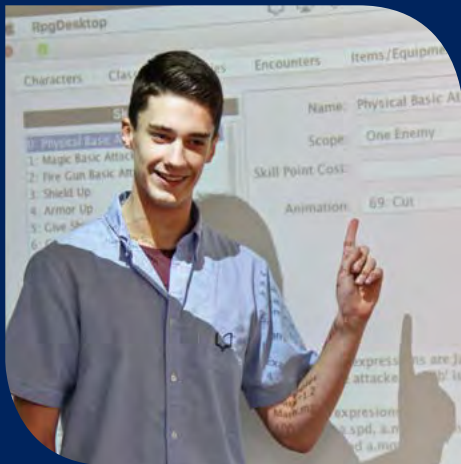
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