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Dear SCIS Community,

Students in the 21st century are faced with the incredible challenge of learning within an ever evolving world. The nature of this interconnected world also delivers opportunities like never before for students to extend their learning beyond the classroom. At SCIS, we strive to harness this opportunity for our students to experience authentic real-world learning. By doing so, we will ensure all our students will have an abundance of ways in which they can make the world a better, more meaningful place, thus upholding our SCIS mission of developing learners who will, "contribute positively to their communities."

Our vision is to prepare our students for not only the real world of today, but, more importantly, tomorrow. This means our students are taught why we should know something as well as how it connects to other subjects and its real-life application. SCIS provides high quality learning opportunities that challenge our students by delivering a world of knowledge through a student's interest. As such, learning is organized around activities which are themselves built on multiple themes and extend throughout a variety of academic disciplines. This learning process challenges our students and encourages them to continue to make practical connections between their studies and the real world.

Although it is important to acquire new knowledge and skills, our additional focus on higher order thinking also provides the means for our students to engage more meaningfully within real world learning experiences. This is done through teaching skills such as judging the credibility of a source; identifying the impact of generalization or bias, understanding the purpose of written or spoken text, and making critical judgments about the relative effectiveness of various strategies used to meet the purpose of a text or communication. Our students are exposed to a meaningful blend of instructional methods and experiences that includes the integration of attaining both traditional academic knowledge and higher order thinking skills. With this background, SCIS students are able to meaningfully apply their knowledge and skills by analyzing and problem solving within authentic real-world (or simulated real world) contexts and presenting to audiences that extend beyond their classroom peers and teacher.

Because the learning we expose our students to provides real-world challenges and unknowns, our students work within

an ever evolving environment. One that requires and constantly refines their ability to both structure and ultimately solve problems. From the first stages of literacy development through to the final day of Grade 12, we challenge our students to operate in a manner that differs from the traditional 'school work' of old. We guide them to plan their tasks in advance, determine a sequence for their work, consistently and meaningfully check on their progress, and, in the end produce a product, exhibition, performance, or some other method through which their learning is demonstrated. This process reflects the very same methodology they will utilize in the real world throughout both workplace and personal contexts.

As a community of teachers, administrators, parents, and students we must all welcome and engage head on the challenge that is supporting the many demands that 21st century learning presents. We are capable of meeting this demand through our commitment to authentic instruction and assessment, maintaining a focus on higher order thinking skills, and providing instruction designed to support the varied intellectual pursuits, interests, life experiences, and readiness levels of all our students. You, as parents and community partners play an integral part in this by supporting through volunteering for field trips/site visits, joining our various learning celebrations and exhibitions, and engaging with your child's teachers and administration to provide additional opportunities for hands-on or real world learning experiences through your place of work or local community. In so doing, we know that we, as a community of learners, will be doing what is possible and necessary to ensure our students aren't just prepared for, but are, in fact, already engaged in the real world.

Sincerely,



Daniel D. Eschtruth
Director of Schools
Shanghai Community International School



Real-World Learning in the Middle Years



The mission of SCIS is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities. One important part of this is creating authentic opportunities for real-world learning.

Every unit that students participate in within the IB Middle Years Program is framed around a global context which allows students to see the application of concepts studied in a real-world context. This also creates a natural bridge between subjects as they explore the same global contexts. Watching and listening to our energetic middle school learners, you can quickly see how teachers are using real life to bring concepts to life.

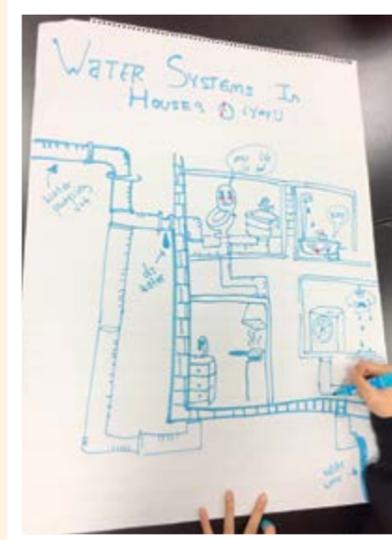
In Grade 7 Math class, students were asked to analyze patterns in cell-phone bills to determine the terms of each of the data plans. Given the receipts of four different data plans that shared the cost and megabytes used over time, students were asked to determine the price per megabyte for each plan and if each plan included a flat rate. Students applied what they were learning in class about writing equations, unit rates, slope, and graphing equations to represent each pattern with a graph and equation. Students then determined which cell phone plan would be most appropriate for each customer since some plans were definitely better suited for heavy data users while others for those who rarely use their phone. In today's connected world, what a great way to see math at work.



In Grade 8 Individuals and Societies class, students have been studying urbanization and what urbanization looks like. Their backdrop for studying such an important and relevant topic? Shanghai. Students were challenged to use a new lens to carefully examine their daily

surroundings. In looking around their own neighborhood, they have found examples of how a city adjusts to accommodate a growing population. They have noticed the expanding metro line and increase in public transportation options, the garbage disposal and recycling centers created in response to a growing population, as well as the increase in parks, schools, health care facilities, and shops. Students are discovering through interviews with local residents, as well as through reflecting on changes in infrastructure, that as a city changes, so does our quality of life.

A final example of this real-world connectedness is in Grade 8 Science as students have been working to understand water systems. As part of this unit, students are learning about the



global water cycle as well as investigating water use in industries. Would you have guessed that some of the top water consuming industries are agriculture, construction, manufacturing, the service industry, and mining? By understanding how water is used in different industries as well as in our own households,

students can better understand how we as individuals and as a society can better protect this limited resource. Students are challenged to think about how their own choices have a great impact and how they can reduce their water footprint.



Amy Bowley has been an international educator for 16 years, working in schools in Mexico, South Korea, Brazil, Paraguay, and currently as the Middle School Vice Principal at the SCIS Hongqiao Campus. This is her fifth year at SCIS.

communitas

JAN/FEB 2017

Editor: Lili Shi
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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 lshi@scis-china.org.

Communitas is published eight 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!





Transdisciplinary Learning in the Primary Years Programme

What is transdisciplinary learning? What does it look like? Most importantly, how does it benefit students? The International Baccalaureate Organization states that, "...the PYP is transdisciplinary and in this context the meaning of the prefix "trans" is two-fold: to convey learning that has relevance across the subject areas and more importantly, learning that transcends the confines of the subject areas to connect what is in the real world." (IBO, 2010).

As Shanghai Community International School moves toward the full implementation of the International Baccalaureate's Primary Years Program (PYP), educators are diving into transdisciplinary learning; thinking and discussing opportunities to provide students with engaging, relevant, challenging, and significant learning opportunities that support our students' in making connections across subject areas and to the real world. Teachers meet frequently in grade level teams, often with the PYP coordinator, to plan units that will provide opportunities for students to develop and apply content area knowledge while developing critical transdisciplinary skills. Planning revolves around concepts and skills for areas of focus, as well as learning engagements that will provide students opportunities to further develop content specific knowledge and skills.

Earlier this year, the grade 1 students at the ECE campus inquired into how transportation systems impact and connect communities. Key concepts of function, causation, and connection were determined to be the most effective to support students in growing their understanding of systems, organization, and geography. It was recognized that this unit

would support students in developing and applying content knowledge in language, math and social studies allowing students to experience the connections between these subject areas as well connections to their everyday lives.

Through this inquiry into transportation systems, students were able to further develop their understanding of concepts and skills through authentic experiences, supporting the following grade 1 standards:

Math:

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Compose two-dimensional shapes or three dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

Language:

- Use the illustrations and details in a text to describe its key ideas.
- Know and use various text features to locate key facts or information in a text.
- Participate in shared research and writing projects.
- Follow agreed-upon rules for discussions.

- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask and answer questions about what a speaker says in order to gather additional information.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Social Studies:

- Understand the interactions and relationship between human societies and their physical environment.

Each carefully planned inquiry through the PYP provides students with engaging, relevant, challenging and significant learning experiences that are appropriate for their age and stage of development. Students are encouraged to generate their own questions in order to further their engagement. Through transdisciplinary learning, students develop an understanding of content standards as well as gain a greater understanding of concepts and their application to their everyday lives. If you are

interested in learning more about the transdisciplinary nature of the PYP, talk to your child's teacher, the PYP coordinator or campus administration.

International Baccalaureate. (2010). The Primary Years Programme as a model of transdisciplinary learning. Cardiff: Peterson House.



Heather Knight is currently serving her fourth year as ECE Vice Principal. Beginning her educational career in the United States, Heather has worked in international schools in Venezuela, Austria, Romania and the United Arab Emirates for the last 18 years. She is passionate about literacy and developmentally appropriate practice in the early years.



Language and Interdisciplinary Learning

As you walk in the classroom you see some students playing Enrique Iglesias with guitar and drums. Others are making a green screen film where they appear talking in Spanish while climbing to Machu Picchu. One student is researching about geographical surroundings in South America and another one about the history of the Incas. At the end they put it all together in a project. What exactly is going on in this class? What subject is this? It is actually Spanish and it is called interdisciplinary learning. The students are learning the language but they are integrating it with other subjects: technology, humanities, music, etc.



The reality is that when our students leave school they are not going to have a job in a “math” or “French” office. Most jobs require people have to combine lots of different skills at the same time, and our school is the place to prepare them for that. Traditionally we taught subjects in isolation but in IB we are encouraging this combination of skills because it helps people to think out of the box and to combine both brain hemispheres. People who can do that are much more likely to be successful.

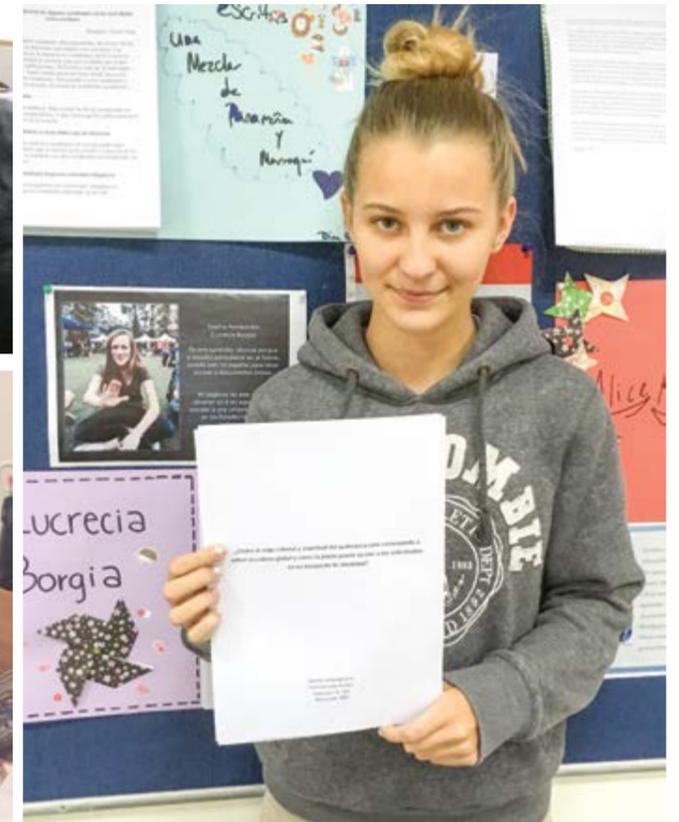
We are constantly seeing cases of highly successful people who suddenly became multimillionaires with the strangest ideas, and we wonder “Where do all these ideas come from?” Often these people are divergent thinkers. They are able to make connections with different things and they are creative and intuitive. Sometimes they are not even academics. They are people who seem to have an ability to go beyond the boundaries of normal human thinking. How do we enable students to merge that ability?

There is a part of the brain where unlimited connections can take place. When we are exploring the IB Learner Profile Attributes we are automatically experiencing that mental or spiritual activity that brings us to a higher thinking. Once we are in that dimension, we naturally make intuitive connections “out of the box” and connect different subjects and topics. I find that when I start a unit exploring aspects of the IB Learner Profile, the students often come up with fascinating ideas for interdisciplinary projects.



Andres Lopez is a Spanish and French teacher at SCIS Pudong. He has 20 years of international experience, mainly in the UK, Peru, Vietnam and China. He has a degree Spanish with French Studies at the University of Salamanca (Spain). He has a passion for education and he loves integrating the latest trends in pedagogy in his lessons.

Independent Inquiry Diploma Extended Essay



This year, I had the pleasure of supervising Miss Alice Hasselgren's Extended Essay in Grade 12. She has written a 4000-word essay completely in Spanish about the Peruvian medicinal and spiritual ritual called Ayahuasca. In this essay, she successfully discussed this mysterious and controversial ritual in a logical and inspiring way. I would like to share her experience of writing and completing the essay.

Why did you choose to write an extended essay for Spanish B course?

I am always curious about how people from different countries communicate with each other and I felt this was the right subject for me to write an essay for.

How did you choose the topic?

When I saw the video about Ayahuasca in class, I got so curious and inspired and that's how I chose this topic. I regretted about choosing this topic many times. But since my topic was so unusual, every time I talked about my research, people were really interested and it kept motivating me to focus on this topic.

What was the most challenging part?

It was my first time to write a 4000-word essay in Spanish and writing this long essay was a real challenge.

Did your daily lessons help you complete this task apart from Spanish B course work?

Essay writing skills from English class and research skills from psychology class were helpful. The “Treatment” topic from Psychology was also closely related to my research.

Any advice for students who are writing an Extended Essay?

Start early and don't put it off! Also, it is important to choose what you want to do and not somebody else wants you to do.

Thank you Alice and congratulations on your achievement!



Tetsuo Ishii teaches MYP and DP Spanish at Hongqiao campus. He is originally from Hiroshima, Japan and is trained and experienced in teaching Spanish, Japanese and English language acquisition to students from kindergarten to university level. He has also directly worked with the IB organization as a MYP workshop leader and DP examiner.



Thermometer

How ECE Students Learn About Weather

Real World Learning in the classroom is an effective and intriguing way to spark interest and imagination of young learners. When students can immediately relate to the learning and explore the realities of the subject first-hand, the learning becomes alive and exciting and therefore much more meaningful. This is never more true than for our ECE students who are experiencing the “Real World” in their study of weather. Grade 1 students are in the midst of a unit of inquiry about the weather and how it effects people's choices and actions. As part of their inquiry, students are exploring the different types of weather, the associated vocabulary terms, the changes that occur during the weather cycle, and the actions people take as a result of the weather.

There are various ways to make real world connections within a classroom according to ASCD (http://www.ascd.org/publications/books/102112/chapters/Making_a_Real-World_Connection.aspx). Making connections incorporate some or all of the following: connecting through student experiences, student's interests, significant issues, and interaction in support of improving the real world. The Grade 1 unit of inquiry on weather certainly connects students to the “Real World” of weather through its incorporation of the aforementioned strategies.

Students get to experience first-hand the changes in weather here in Shanghai as the city's weather provides sufficient variability in weather to experience and reflect upon weekly, if not daily. It can be sunny one day, rainy and windy the next, then near freezing all within a seven-day cycle. Weather is a common experience for all and can often be a topic of discussion both in class and on the playground. Student's learn experientially about being meteorologists who study weather and climate. They learn about weather by exploring “real” weather equipment such as, barometers, weather vanes, rain gauges, and thermometers both in and outside the classroom. Students are studying the water cycle and in one experiment they are able to observe evaporation, precipitation, and condensation in real time and then incorporate the use of media to report their findings.

Students find it interesting to share how their fellow classmates from different cultures and countries experience different types of weather. This is never more evident than the students multi-array of clothing choices. It is interesting to see how varied the student dress can be in response to cold weather from shorts and flip flops to four layers of clothing.

Our Grade 1 students also experience and are impacted by the effects of climate when their ability to play outside is dependent on the air quality on any given day. Climate change is a significant issue in their “real world” and experiencing poor air quality can definitely inspire some young learners to begin to ponder how to solve this important issue.

Relating lessons and activities to the real world will increase student motivation, increase interest in subject matter, and maximize learning. Another benefit to real world learning according to Candace Astad-Davies, a professional educator for over 30 years, “Using a real-life connection into lessons will dramatically reduce classroom management challenges because engagement will increase.” Due to the many efforts, creativity, and hard work, of Rhea Andrews, Heather Dryden, Karen Miller, Cathy Morris, and Alexa Stamatyades (the Grade 1 team)

student engagement is up. Kudos for their creativity and hard work for bringing real world learning to their students. It has made all the difference in their study of weather.



Dr. Cathy Drew is the new student support counselor at Hongqiao ECE campus. She has over 20 years of experience counseling and teaching. She has a M.A in Counseling, and an Ed.D. in Counseling Psychology. Prior to her moving to Shanghai, she worked in Beijing, China, Doha, Qatar, Riyadh, Saudi Arabia, and was a high school counselor for 8 years in California. Cathy is currently in her first year with SCIS and is passionate about supporting students, parents and teachers.



Barometer



Anemometer



Vocabulary words



Condensation

A Multifaceted PYP Curriculum

The PYP endorses a belief that students learn best when the learning is authentic and transdisciplinary—relevant to the real world—where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them (Making the PYP happen: A curriculum framework for international primary education 2009).

SCIS PYP teachers meet collaboratively to thoughtfully plan concept-based, transdisciplinary units with strong central ideas, lines of inquiry and teacher questions that include opportunities for students to inquire into real world issues in authentic ways.

As a result of these excellent units of inquiry, SCIS students explore relevant issues that integrate multiple disciplines which enables them to connect new knowledge and deeper understanding to real life experiences. One example of this is a favorite Grade 3 How the World Works unit on Structures. This unit provides opportunities for math to be authentically embedded in the unit of inquiry. Measurement and geometry standards are met during the multiple building tasks as students measure the height of their structures, determine how much weight their

structure will hold and use their knowledge of 3-D shapes when designing their own structures to build.

Another example of a successful transdisciplinary unit is the Kindergarten How We Express Ourselves unit about Games. Instead of compartmentalizing each subject area, this unit provides ways to incorporate literacy, math, physical education, and music. Students read instructions before playing games and write their own instructions for the games they create. Math standards such as counting and data collection are used when keeping score. During classroom inquiry and in physical education and music, students apply self-management and social skills when they create new games and when they change the rules of popular games and reflect on the changes. Students are thoroughly engaged during this unit and are able to make connections to their central idea – people learn and express themselves through games.

Similarly, the novel, *The One and Only Ivan* provides Grade 4 students with many ways to connect



to their Sharing the Planet unit about Habitats through literacy. Students develop inferring skills during class discussions about the novel and write letters to the author as they reflect on the book. Students also question their peers about their opinions on habitats such as the zoo and the circus, and then research and debate the importance of protecting habitats. Providing students with these rich authentic literacy opportunities motivates them to use their skills to deepen their understanding of the central idea – external influences affect the function of habitats.

As a candidate PYP school, SCIS continues to move forward in planning authentic, challenging, and concept-based transdisciplinary units of inquiry. Student engagement is high and students are developing skills to prepare them for life-long learning.



Janette Haggith is the PYP Coordinator at SCIS Hongqiao and works at both the ECE and Lower School Campuses. She has been in education for over 25 years, many of those in Canada. Janette has worked internationally in Hong Kong and Kuwait and has PYP experience as a classroom teacher, literacy coach and PYP Coordinator. She is a strong advocate of student-led inquiry and transdisciplinary learning.

What Is Happening in Level One Mandarin Classroom

The real world learning is an instructional strategy that organizes learning around complex activities built on multiple themes and academic disciplines.

In my Mandarin class, I focus on the development and implementation of differentiated teaching strategies and guidance to match different needs of students. There are a few different levels in one class. I use different centers to ensure each student is involved in Mandarin learning. I like to set different learning goals and formative assessments so that students can experience their own improvements. For example, some students go shopping by using words or phrases while some students can use simple sentences to buy what they need.

In my teaching procedures, I put more attention on speaking, listening, and reading to improve students' ability to

actually live and speak in China. Every day, students need to pick a question to ask their friends from the wall to form simple conversations.

Instead of test and quizzes, their work becomes the evidence of the learning. I focus on the development and implementation of differentiated learning goals to have students do their own self-reflections and adjust my teaching practice. There is reading, but only in support of learning by doing and working on gaining the skills for the real world. Students get vocabulary from different books. They help to make Mandarin posters so that they can see those words around the classroom.

Chinese characters are actually pictograms which were used to record thoughts and deeds by drawing pictures. I like to have students draw characters on different

materials in different ways. Students like to write characters on Chinese writing paper for calligraphy with a Chinese writing brush.

Chinese culture immersion helps students understand their living environment better. I like to have students help to decorate the classroom to celebrate different festivals. We had a big show for the Spring Festival and the students worked hard to practice for the Chinese New Year Assembly.



Olive Sun is a LS Mandarin teacher through Pre-k to Grade 5 at Pudong Campus. This is the sixth year for her with SCIS.

She worked in ECE for the first five years.



My Favorite Places in Shanghai

Shanghai is an excellent place to explore all things, from random to wonderful to weird to entertaining.

Although I love food and drink, I also love exploring the random places that make cities unique. When I first came to Shanghai on vacation from my job up in NE China around seven years ago, I spent hours wandering the Bund, the back alleys of the French Concession, and the concrete jungle of Lujiazui. My favorite part of such rambling adventures was seeing the diversity in neighborhoods. I love stumbling across makeshift wet markets full of snakes and crawfish in back alleys, or watching intense games of xiàngqí in parks, or taking in the views of the massive high rises that make the Shanghai skyline so unique. When friends come to visit, I love to take them through the claustrophobic markets in Pudong's Zhoupu town center, the Bird & Fish Market near Yuyuan Gardens, or the winding tree-lined streets of the French

Concession, especially when we know we'll be rewarded with some great food or a cold pint along the way. I've had some of my most memorable experiences in these moments, including an offer of marriage while wandering through the Sunday marriage market in People's Square. However, when I mentioned to the woman that I wasn't, in fact, Russian, she seemed disappointed and let me go on my way.

I'm also one who likes to try new things and a few years ago I went with a few friends to check out the puzzle house called "Mr. X". There are now two locations in Puxi and both have unique rooms that you have to crack convoluted codes within a certain time frame in order to get out. After having our attempts foiled last year, I tagged along again with some colleagues and we bent our brains trying to make sense of rusty stationary bikes and cryptic, wrought-iron symbols and hidden doors, only to be foiled in our attempts when the time ran out.

Barry Johnson (our tech coordinator in Pudong) and I have vowed to return and find success. The owners of Mr. X have clearly found a way to help us part ways with our money. Next time, we will emerge victorious! My wife and I also did a "tourist in your town" weekend here in Shanghai. We checked the SUPER weird 3D "museum" in Lujiazui and took the somewhat psychedelic Bund Tunnel "ride" over to Puxi before testing out a cornucopia of street food around Tianzifang.

It's often the unplanned and spontaneous moments of foot-based exploration that yield the best moments we get in any given year.



By TREVOR MRAK, DP Psychology; Theory of Knowledge; MYP Individuals & Societies; MYP Language and Literature at Pudong campus



Celebrating the Year of the Rooster at SCIS






Confronting Real World Issues in the SCIS Classroom

At SCIS, we recognize that students today are modern learners. They want to be challenged, inspired, and motivated in a way that capitalizes on their unique experiences and technological skill set. They want to be in an environment that encourages collaboration and multiple forms of communication. They want to be provided with opportunities to pursue their passions and interests without worrying about the right answer or someone passing judgement on their work.

Decades of research has shown, that regardless of age, student learning is done best when it is situated in an authentic and real-world context. A context that encourages students to build upon their prior knowledge as a way to access new and interesting information; that not only helps prepare students for life outside of the school walls, but actually allows them to utilize their skills in problem-solving, creativity, analytical thinking, collaboration, and communication to actively engage with real-world issues.

Throughout the SCIS-Pudong Lower School, teachers are consistently working to provide learning experiences for students that are connected to current local and global issues.

During the month of January, Grade 4 students

delved into the PYP transdisciplinary theme of Sharing the Planet and inquired into various ecosystems and the impact humans have had on the Earth's many natural environments, including our local Shanghai surroundings. At the onset of the unit, in an effort to peak their interest and curiosity, students were shown a variety of photographs of ecosystems around the world. The pictures depicted ecosystems that were thriving, as well as those that have been virtually destroyed by mankind. Certain images were from student's home countries or places they have visited. Students were asked to record directly onto the photograph what they saw, thought, and wondered. After discussing each of the photographs and the students' observations and questions, each child was asked to select a picture representing an ecosystem they would be passionate about understanding and improving.

Once all students had made their selection, they worked together in groups to gather research from online sources and library materials. Following days of

organizing, analyzing, synthesizing, and evaluating their research findings, students learned that ecosystems around the world are grossly imbalanced and this is having a disastrous impact on the organisms and living things within those environments.

As a way to take action and educate the greater community, students built 3D dioramas depicting both a balanced and imbalanced ecosystem. Their creative and unique displays were showcased in the front entry way of the school for parents and other students to interact with. Included in their exhibit was information on the components of their selected ecosystem, how the living things within the ecosystem are interdependent and the consequences the world faces as a result of the imbalance. Additionally, students developed a real-world action plan that would assist with reestablishing balance to the ecosystem. As students shared their learnings during a formal learning celebration on January 26th, it was evident that the grade four students acquired more than just knowledge during their inquiry. They developed a passion

for a real-world issue and an intense desire to be part of the solution to this problem generated by mankind.

Therefore, it is imperative that as educators and parents we need to make a conscious and continued effort to engage students in meaningful, real-world issues and allow them an opportunity to apply the skills of problem-solving, creativity, thinking, collaboration, and communication in authentic and significant ways. Doing this, will undoubtedly result in the formation of knowledgeable global citizens who will not only be equipped with knowledge, but also the skills and competencies necessary to contribute successfully to society in the 21st century.



By LIZ GALE, Lower School Principal at Pudong campus

SALTY WATER



SCIS student, singer, and songwriter, Sevillana Ettinger, releases her first song "Salty Water" on iTunes and over 150 digital platforms

The recording process just started one day in my bedroom. After reading an article about Aleppo and the conflict that has killed so many people, I became angry, wishing for a change, but I knew nothing would change any time soon and that really aggravated me. Without much more thought, I took out my phone and browsed a website called Allihooop. The website contains thousands of singers, songwriters and musicians who essentially share their lyrics, backing tracks and instrumentals publicly. Users collaborate with others by downloading their song/instrumental and add it to an application called "Take" which allows you to use your phone as a microphone. Considering my passion and love for singing, I used this website for a while, frequently looking into musical creations people made with their own hearts and minds. By the way, I do recommend this website to anyone who wants to collaborate with other songwriters and musicians - the inspirations are endless!

I was inspired by my passion for someone to write a song, any song that would portray my desire for change. I then stumbled across an artist named Nate McCray (Allihooop username: Chillynate). Nate wrote a backing track during the 90s called, "I Wish That You'd Come Home." As I played the instrumental, a whole chorus of lyrics and words echoed through my head. Initially, I wrote the lyrics out on paper. However, I soon realized that thinking before singing is not really where true words come from. I began to improvise with my verses, which was surprisingly, an easier process than I thought. I do recommend this strategy, not only to songwriters and singers, but to writers as well. Having a true feeling that matched with the song's story made it a lot easier for me to sing from the heart, as opposed to preparing words prior to singing them. Before I knew it, I had completed my song, Salty Water, in under one hour. I had to admit, I really thought it was beautiful. It was full of passion and it exploded with hope. I couldn't stop listening to it. On the bus, on the way to school, on a speaker, in my room. I decided to post the song on Allihooop. Why not? I thought it was worth a try. Besides, why not receive a few tips and likes?

Two weeks later, my thinking that a "few" would respond was well underestimated. I received over 400 views, along with a comment coming from the artist, Nate, who created the instrumental. He couldn't believe what I had done to his song. Many musicians sent him different versions of his song, but when he heard what I did to it, he was overcome with such positive feelings and emotions. After all of these reactions, I knew it was time to start telling people, face to face. When I played the song for my family, my dad was practically in tears. He couldn't believe what I had created. When I showed my friends, they would not stop singing the chorus. I soon realized that, what started from my bedroom, was becoming a beautiful, memorable song that people were really responding to! My song was spreading and comments on the website were going viral. People were asking to interview me and others were taking my song and making remixes and various acoustic versions. After getting such positive feedback, I decided to perform the song for the SCIS Hongqiao Winter Concert. It was a thrilling experience knowing that my friends and family were watching and listening to my creation and development of a piece that I made in my bedroom! This inspired me to put the song on iTunes, Spotify, YouTube, Youku, and over one hundred other digital music websites. The ability to process what I had done took a while because the digital music industry is not easy for me to understand. One morning, however, I saw my picture, along with my song title on iTunes! I couldn't believe it, my song was out there!

Since that time, people have been purchasing my song from over 10 different countries and I have received over 5,000 views and streams in just over one month! It's amazing to know that inspiration and passion can be such a powerful tool. I feel like



my voice and feelings have been heard, not through talking, but through music and songwriting. I don't know what and where I would be without the great support of my friends and family. My father and I continue to communicate with Nate and, even from 7,000 miles away, I collaborate with him. In fact, we just finished our second song, which I look forward to releasing soon! I also am enjoying expanding my writing and creativity, as these

aspects are what have pushed me to pursue my great passion for singing and songwriting. I am very thankful to be able to share my music and thankful to all who listen and enjoy it!

By SEVILLANA ETTINGER, student at Hongqiao campus

It's Almost Time for RE-ENROLLMENT!

As we come to the end of semester one, it is important to celebrate and reflect on all that we have accomplished as a school community. While difficult to believe, it is also time to set our plans for the 2017-2018 school year. We do this through our annual re-enrollment process which allows families to confirm a student will be enrolling for the coming school year.

Our re-enrollment process is designed to ensure all current families have first priority to register. Thus, re-enrollment will commence on Monday, January 16, 2017. On that day,

all families will receive an email from our Admissions Department notifying parents that re-enrollment is open. Should you have any questions about this process, please let the admissions office know and we will be glad to support you.

SCIS looks forward to your continued support and involvement in our school community. We hope to welcome your family back for yet another successful school year and we wish you a restful winter break and happy new year!

Hongqiao ECE Campus: (Nursery-Grade 1)

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

Hongqiao Main Campus: (Grades 2-12)

Name	Job Title	Email	Ext
Sarah Jin Lisa Ni	Lower School (Grade 2-Grade 5)	sarah_jin@scis-china.org lni@scis-china.org	3103 3153
Sunny Jiang	Middle School (Grade 6- Grade 8)	sjiang@scis-china.org	3155
Sabrina Sun Elaine Lim	High School (Grade 9-Grade 12)	ssun@scis-china.org elim@scis-china.org	3183 3115

Pudong Campus: (Nursery-Grade 12)

Name	Job Title	Email	Ext
Vicky Xu	Lower School Secretary (Nursery-Grade 5)	vxu@scis-china.org	6502
Jelly Ling	Upper School Secretary (Grade 6- Grade 12)	jling@scis-china.org	6015

Chinese Culture Day took place at ECE on Friday January 13th. The Pre-K, Kindergarten, and Grade 1 students were treated to a fun lesson about the history and culture of Chinese New Year. The students watched short videos, sang songs, made chuanghua (窗花, window paper-cuts), paper roosters and paper dragons, and learned Chinese New Year phrases and about the delicious food eaten during the new year.

Happy Year of the Rooster!



Chinese Culture Day at ECE





Chinese New Year Celebration

Chinese Lunar New Year, also known as Spring Festival, lasts 15 days, starting from the New Year's Eve (除夕 chūxī) until the Lantern Festival (元宵 yuánxiāo). It is the most important event of the year in China. SCIS presents the host country culture by hosting annual Chinese New Year celebrations for the school community along with many culture lessons in Mandarin classes.

There are a lot of traditional Chinese New Year activities that have been around since ancient times. Dragon and Lion dance is the most widely performed activity. Chinese people believe that the dragon will bring good luck, therefore, the longer the dragon, the more luck it will bring to the community. Our students have a chance to learn and perform this well-known traditional dance every year at the community-wide Chinese New Year Celebration.

Jiaozi (dumplings) is one of the most widely eaten foods during Chinese New Year. It is also a popular food in other parts of

Asia and Western countries. Making dumplings is our students' favorite culture lesson at SCIS. Under the teacher's guidance, students wrap the meat and vegetable filling into a rolled piece of dough then seal it by pressing the edges together. With repeated practice, a dumpling feast is served!

Paper lanterns are seen everywhere during the Chinese New Year. They are often hung outside of houses, businesses, and all over the streets to attract attention. It is made with collapsible bamboos and rice paper with a candle inside. Students are encouraged to cut a variety of traditional patterns as well as creative patterns. Hanging up lanterns in the classroom increases the Spring Festival atmosphere at school.



By ERIN LU, IB MYP/DP Mandarin teacher at Pudong campus



Sean Dennison

From SMALL TOWN to METROPOLIS

Growing up in a small town in Kentucky, Sean could not imagine a life abroad. A chance meeting brought Sean and his wife from Arizona to the bustling streets of Shanghai where they have lived and taught for the past five years.

Tell me about yourself.

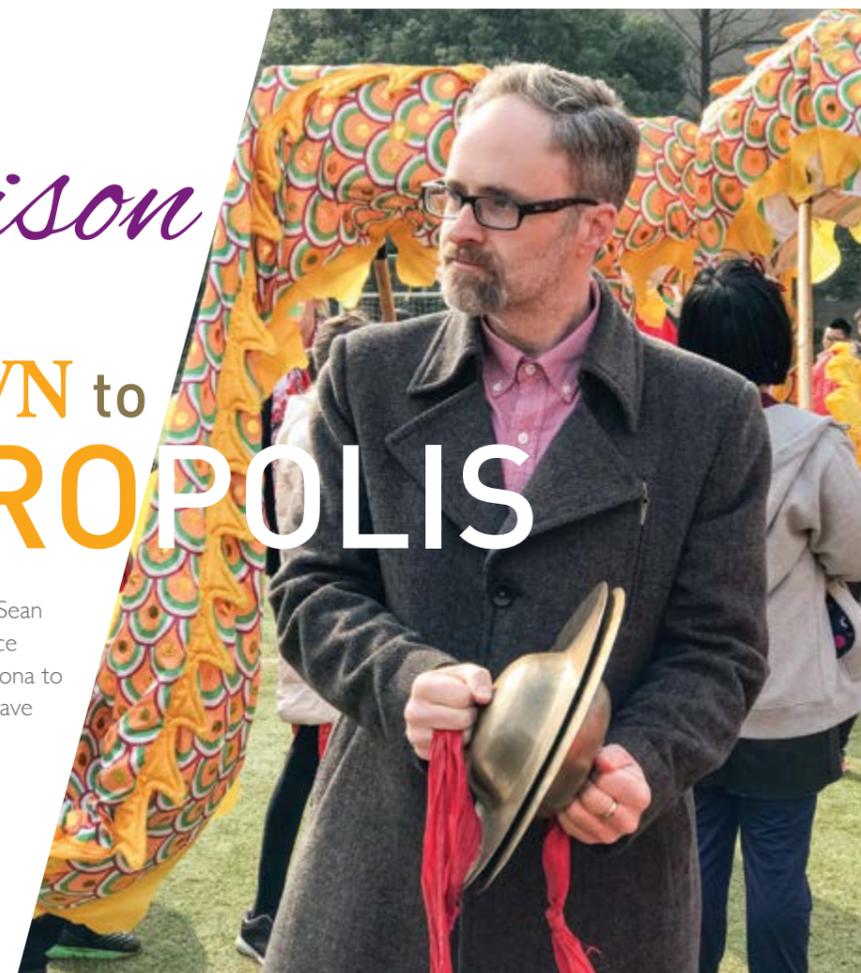
I grew up in a small town in Maysville, Kentucky, only 9000 people. Moved to Arizona. Lived there for 10 years before I came here. My wife and I met somebody who had taught overseas. We were interested in finding out more. We went to a job fair in Boston and we met Jeff Stubbs. We had a job interview and he offered us a job here. This is our first job overseas. We previously taught in the US for about 10 years. I taught upper school music. I was the band director and then made the switch to elementary school here.

What's the difference between teaching older kids and younger kids? Is it harder teaching younger kids?

I would say it is more difficult in some ways. It's a very different set of skills. Teaching little kids is scary for people who usually teach older kids. I was very nervous when I first started. I had taught lower school for one year, one time. So I was kind of familiar with it, but doing it full time... I hadn't done that before I came here.

How was the adjustment?

Everyone here is very accepting. Kids are accepting. But it was a lot to handle. I had couple hundred students all at once, a lot



of names, kids from all over the world. A lot of different languages. It was a lot to get used to. It was challenging to get a lot of little kids to pay attention for 45 minutes.

How long have you been here? And what has made you stay so long?

This is our 5th year. We like Shanghai a lot and we've really grown to like the school. Especially since the PYP. I really like the PYP. I think that really suits my teaching style. I really like the faculty. We have been very fortunate that things have only been getting better for us here. And on top of that, the benefits are way better what you would ever get in the States and we really appreciate that!

Did you always know that you wanted to teach music? What is your background?

My dad is a doctor, my sister is a doctor, my mother is a nurse so it's a very science-oriented family, but they have a real love of the arts and for music. We

were always going to concerts, always had to be in musical groups, always in church choir. It was like another job, being in musical groups, so I had a lot of musical training. So in college, I thought about studying music because I was very interested in music so I thought I could either be a performer in a symphony because my instrument is a clarinet. Or I could be a teacher because I thought that would suit me and it would be a safer choice for a profession so that's how it ended up and I ended up really liking it.

Do you regret not taking the symphony route?

What's good about being a music teacher is that I have had a lot of awesome opportunities. I've gotten to play in professional symphonies in a lot of different places. I went to graduate school and got to study with really great teachers and I've played with my instrument with lots of people so I don't feel like I gave that up at all. And I've gotten to perform in Shanghai which is pretty cool.



What has been your favorite thing about Shanghai or China?

The magnitude of China is amazing. How big Shanghai is. The big city, the big buildings, the amounts of people. Stuff everywhere. It's crazy. But at the same time, you can access everything, you can get from one place to another. In America, a smaller city, it's hard to get across the city. You have to have a car and you have to drive for two hours. Here you don't need a car and you just ride the subway for 20 minutes. I love that we can get on an airplane and fly 2-3 hours to anywhere in Asia. It's a dream come true. I never thought I would go to Ho Chi Minh City, Tokyo, and even Shanghai. That's so exotic to me. It's like 10000 miles across the ocean! They speak other languages! It's magical but really attainable.

What is your favorite place that you have been to?

My wife and I got married almost 3 years ago. We've been together for more than 10 years. A couple years ago, we went to

the Maldives for our honeymoon. The Maldives was the most beautiful thing. I couldn't believe what I was looking at. I don't even know how to describe how beautiful it was. It was what a computer screensaver should look like. It was nothing like you could ever imagine.

What is the worst thing about Shanghai or China?

I like China. There are lots of things I still don't understand about China. You're in the metro and people are going up the escalator and then get to the top and they just stand at the top and check their phone. It's like "Get out of the way!"

Could you ever move back to a small city after this experience?

Small city, yes. But, not my hometown. Depends on jobs and a lot of factors. I do like living in a big city, it's so convenient, nice to have an airport that's so close. It's hard to give that up.



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer

A Basketball *Dynasty*

5th Straight ACAMIS Win for Girls Varsity Basketball



The SCIS Hongqiao varsity girls' basketball team had an incredible season! The team underwent a lot of change this year, and was comprised of an eclectic mix of 9th-12th graders. The mix of ages and experience levels worked to their advantage, as the girls worked hard to bond and keep improving as a unit. In order to foster the growth of all 11 players, the team ran their substitutions like a hockey team- changing the full five every set number of minutes. This gamble paid dividends as every girl had ample opportunity to develop her skills, take risks and learn from her mistakes on the court. The growth was astronomical!

The team went undefeated during league

play, often winning by a convincing margin and entered the SISAC tournament feeling positive and ready to tackle the East teams. The girls showed incredible determination and grit throughout the day, and finished 2nd in the tournament. After an intense semi-final against Dulwich and a second ankle injury, the girls simply didn't have enough left in their tanks to take on a very strong SAS Pudong team.

Four days after the SISAC championship, the girls were on their way to Discovery Bay, Hong Kong for the ACAMIS tournament. The girls went 4-1 during round robin play and ended up the 2nd seed going into the playoffs. The semi-final match between SCIS and DC was

loud and intense; the home crowd doing their best to motivate the other team. The level of competition was fierce, but it was only fitting that SCIS and RCHK would meet yet again in another final. RCHK came out ready to play and the girls got behind by 8 points right from the start. Despite getting open looks at the basket, they just could not get it to fall. In what would become a defensive battle, SCIS held RCHK to one basket in the second half, and gave themselves a chance to crawl back into the game one step at a time. Senior Greta Delfino was able to bury a basket with less than 30 seconds left in the fourth quarter, giving SCIS the first and only lead of the game. The dynamic duo of sophomores Chloe Ng-Triquet and Teya Athanasopoulos took it from there, making two defensive stops and maintaining possession on three inbound plays whilst being fouled respectively. Game over. SCIS 20 - RCHK 19.

This group of outstanding girls are funny, hard-working, supportive and demonstrate sportsmanship in all situations. This will go down as the best basketball season I have ever been a part of. Congratulations ladies!



The Team

Seniors

Greta Delfino
Marta Delfino
Katie Li
Mikayla Kaptzan
Sophie Nettesheim

Juniors

Nele Kortemeyer
Sonja Mattson

Sophomores

Teya Athanasopoulos
Chloe Ng-Triquet

Freshmen

My Andersson
Olivia Nettesheim

The Coach

Kat Clouthier & Ben Dunbar

Recognitions

Captains: The Senior Squad

ACAMIS Fun Fact: Seniors Mikayla Kaptzan, Greta Delfino and Marta Delfino have won ACAMIS basketball all four years...that's amazing!!

ACAMIS All-Tournament Team:

Greta Delfino, Mikayla Kaptzan, Teya Athanasopoulos

Coach's Choice for SISAC:

Sophie Nettesheim

Coach's Choice for ACAMIS Final:

Chloe Ng-Triquet

Coach's Favorite Basketball Moment:

Katie Li's breakaway against YCIS

Coach's Favorite Non-Basketball

Moment: all things WeChat related

Girls Basketball

ACAMIS Champions



The SCIS-Pudong Girls' Basketball team traveled to Nanjing to participate in the ACAMIS tournament hosted by Nanjing International School. The team was led by Coaches Bill Kern, Marin Dobson, and Ella Luebbe with the help of team captains Maayke Vlas and Gillian Rowland. After an up and down, injury filled season, the girls peaked at the right time. The girls battled through the round-robin portion of the tournament winning all of their games by double

figures and securing the #1 seed going into bracket play. The girls played well in the semifinals and were primed for the championship. In the championship game against YCIS-Puxi, the girls faced their first true test of the tournament and fell behind quickly 4-0. The girls clawed back and took a slim 9-8 lead into halftime. The second half was back and forth with YCIS claiming a 2-point lead with just over one minute left in the game. The Dragons were able to tie the game with a basket

by Elise Luebbe in the final minute. With six seconds left on the clock the Dragons took the lead on a driving layup by Nagi Fujita. They then played tough defense to secure the championship. Along with taking home the ACAMIS Championship, the Lady Dragons also brought home the coveted Sportsmanship Trophy. Maayke Vlas, Gillian Rowland, and Nagi Fujita were voted by their teammates to the ACAMIS All-Tournament team.



Boys Basketball

ACAMIS Runner-Up (2nd place)

The 2016-2017 SCIS-PD varsity boys' basketball season was a year to remember as the boys developed their skills, played as a team, and became a very competitive force leading up to the ACAMIS tournament in Nanjing. It was an amazing effort by all 10 members of the team. Having built on the hard work established at the beginning of the season, the boys came together and exceeded pre-season expectations, culminating in a big overtime win in the semifinals over YCIS-PX, after trailing by 8 points with 90 seconds left in the 4th quarter. The ACAMIS tournament was all about close finishes for our boys, having played in four

games where margins of victory were by 7 points or less, including a last-second-buzzer-beater from behind the arc to secure a 2 vs 3 seed in the semifinals. With the boys earning a second place finish at SISAC the weekend before, our Dragons took this positive momentum into Nanjing, finding a way to scrap out another 2nd place finish.

All 10 student athletes competed for us and contributed in their specific way at Nanjing. Julio Schneider and Alex Castillo were rebounding machines, with well over 50 rebounds over the course of the tournament. Jonas Schwantzer, Stevie

Shin and Javier Castro helped us extend the defense with their incredible speed and defensive pressure, and kept our opponents shooters at bay. Eaton Huang was a Renaissance Man, playing the 2, 3, 4, and even 5 positions at different points throughout the tournament. Ethian Chiu, Riccardo Cuda, and Jason Larew were all solid off the bench, while Simon Wu was our go-to player when we needed a quick score.

The season began with some major hurdles, as injuries had plagued our team early on. Nevertheless, the boys did not lose heart, and competed hard, playing their best basketball of the end of the season in Nanjing, a feat each player should be proud of.

The boys should also feel a great sense of pride for how well the team represented our school both on, and off the court, as many of our players participated in more than one extracurricular activity, while still taking on the academic rigors of the IB programme. An accomplishment that extends far beyond the win and loss column of basketball.

Getting to Know the Li Family



Chi-Hang Li, graduated from SCIS in 2014 and currently attending Louisiana State University



From left to right: Chi-Lok Li, Mike Li, Cathy Li, Chi-Fei Li

Having been in Shanghai for 13 years and at SCIS for 12, the Li family has found home sweet home in Shanghai.

Tell me about yourselves (where is the Li family from, how long have you been here, etc...).

Mike: My company sent me here. We are originally from Hong Kong. Before Shanghai, we were in Guangdong, in the southern part of China. We have been in Shanghai for 13 years.

How does life in Shanghai compare to life in Guangdong?

Mike: Shanghai is a more modernized city. Guangzhou is a more traditional, large city. The dialect is the same as Hong Kong so it's easier for me. Here, the dialect is Mandarin so I am still learning.

How long have you guys been at SCIS? What grade are you in now?

Mike: We have been at SCIS for 12 years now. My eldest son transferred here and the younger ones started at SCIS from the beginning.

Chi-Lok: I'm in Grade 10

Chi-Fei: I'm in Grade 8

Do you have any favorite memories at SCIS?

Chi-Lok: Spending time with our friends!

Do you have any favorite activities or subjects?

Chi-Lok: I'm in jazz band. We usually play off-campus but sometimes we play during school games. I play alto sax. I've been playing since 6th grade. I learned piano before and I'm also learning violin. My favorite subjects are math and band.

Chi-Fei: I play badminton and my favorite subjects are math and PE.

Mike: They both got very high scores in math. The school asked me if they can move a grade up for math.

What's the best thing about living in Shanghai?

Mike: I once asked my wife if we should move

back to Hong Kong and she said no!

Cathy: I have a lot of friends here, the atmosphere is nice and it's comfortable living here.

Mike: Also, I think changing schools often is not a good thing for the kids. They also have their own friends, their own community. My eldest son, Chi-Hang, changed a few schools because of my job and every time he changed, he needed time to adjust and he missed his old friends.

What's the worst thing about living in Shanghai or China?

Cathy: There is nothing too bad about Shanghai!

Chi-Lok & Chi-Fei: Bad drivers!

Mike: The driving behavior is part of the culture. People here are very "flexible"

compared to other countries where there is more discipline. Sometimes, it makes it difficult to adjust yourself because I don't want to adjust. For the first 2-3 years, it was very difficult.

Do you guys see yourself returning to Shanghai after you graduate from university?

Chi-Lok: I don't know. It's still too far away!

Mike: I think Chi-Fei will come back! I think if you live in China, the first choice is Shanghai.



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer



At Home Around the World Nicklas Vang



Nicklas Vang, Hongqiao Class of 2012

A true third-culture kid, Nicklas shares his thoughts on what it means to be a world citizen and how that has impacted his life.

Tell us a little bit about yourself.

This question is always super confusing being a third culture kid (TCK). I was born in Copenhagen and since I was three months old I have lived in Athens, Singapore, Malaysia, back to Singapore, Shanghai, Switzerland, Hong Kong, New York City, Kuwait and am now currently

in Dubai. When someone ask me where's home I reply wherever my friends and family are. Which makes it great as anywhere can be home to me!

As TCKs, we all dread the "Where's home?" questions don't we? How much would you say your life was impacted from living in all of these places?

My life was definitely impacted by moving around constantly especially in the last five years with university, internships and

my current job. Moving with your family is pretty straightforward as everything is prepared for you. I just had to focus on school. Moving on your own is a totally different feeling. I've been lucky to have friends or mutual friends in the places I've moved to, however, finding accommodation, friends, adapting to the work environment, new job, new cultures, language barrier, setting up accounts, etc. is a lot more challenging on your own. But after all the struggles and challenges I have faced I still love it! It's a constant thrill!

How long did you study at SCIS?

Just two and a half years...way too short!

You mentioned that you are currently living in Dubai, what exactly are you up to there?

I moved to Dubai four months ago and I am now a Sales Executive, specializing in wholesale and leisure markets, at Shangri-La Hotels & Resorts. I take care of four properties in the Indian Ocean including Maldives, Mauritius, and two in Sri Lanka.

Sounds exciting, did you picture yourself working in this industry?

Now that I look back to SCIS, I didn't really picture myself being so far ahead at this stage. With all the traveling I had done since I was born, I was always fascinated how the traveling industry functioned behind the scenes and I must say it's a lot complicated than it seems. I went to Glion Institute of Higher Education studying Hospitality Management after SCIS as I preferred more practical studies rather than theoretical and it was a perfect mix. When I finally realized what subject interested me and saw how I could use it in the working environment, it motivated me!

Going to university, how well prepared did you feel coming from SCIS? Was the transition difficult?

I definitely had a huge advantage coming from an IB background compared to other students. Cramming 1000+ words a night became a lot easier. Apart from this, SCIS was a great community having



friends from all over the world. This was one thing SCIS was excellent at—bringing the best people together! Also, being introduced to so many different nationalities was a great transition to an international university.

What was the hardest thing growing up as an expat?

Constantly having friends leaving and adapting to new environments.

And the easiest/best?

Meeting new friends and trying new local cuisines.

What was (or maybe still is) your approach to cross-cultural (multi-cultural) life?

Cross-culture has always been a part of my life and I love getting to meet new cultures. Traveling becomes much more exciting when you have local friends that can show you things you would never experience as a tourist.

What was your favorite subject in school?

My favorite subject was economics as it's a must know in university and later on.

Most memorable moment at SCIS?

The friends and get-togethers!

Lastly, if you had a superpower, what would it be and why?

Teleportation so I can keep traveling and stay connected to everyone.



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

THE ALUMNI ASSOCIATION

Alumni Mission:

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

Alumni Contact:

Mikael Masson Perez
mmasson@scis-china.org

Alumni Requirements:

1. Graduated from a SCIS Campus

OR

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

Social Media



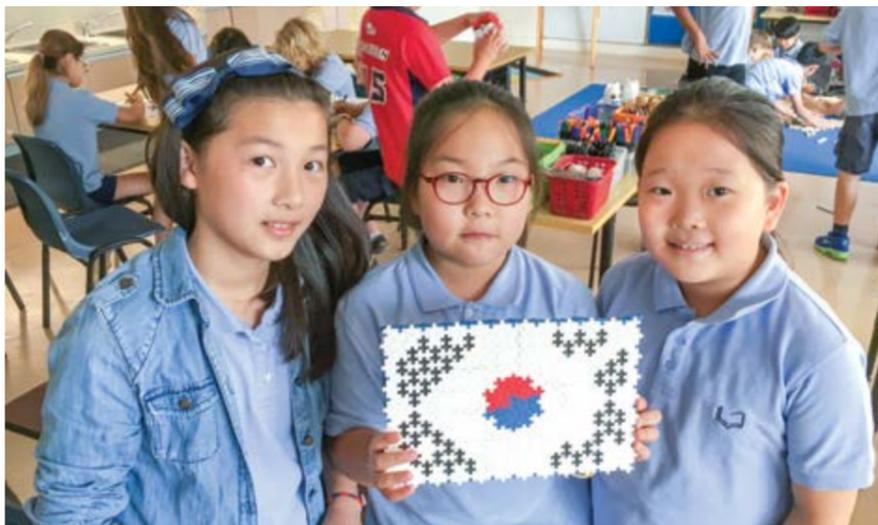
Facebook site:
<https://www.facebook.com/alumniSCIS/>



Linkedin site:
<http://www.linkedin.com/groups/SCISHIS-Alumni-4757677>



Carla Juarez Sanchez-Bustos Grade 4 Sketching a draft for a self-portrait.



Jenny Sao, Hwa Eun Lee, and Chae Won Kim Grade 5, they are holding a Korean flag they made out of Plus Plus blocks on an Art Choice day.



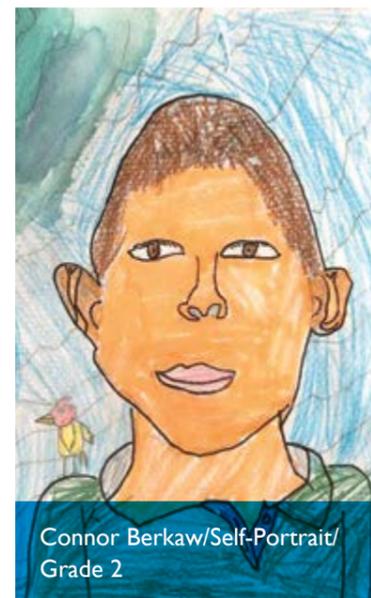
Harry Yeo Grade 3 holding his scratchboard project



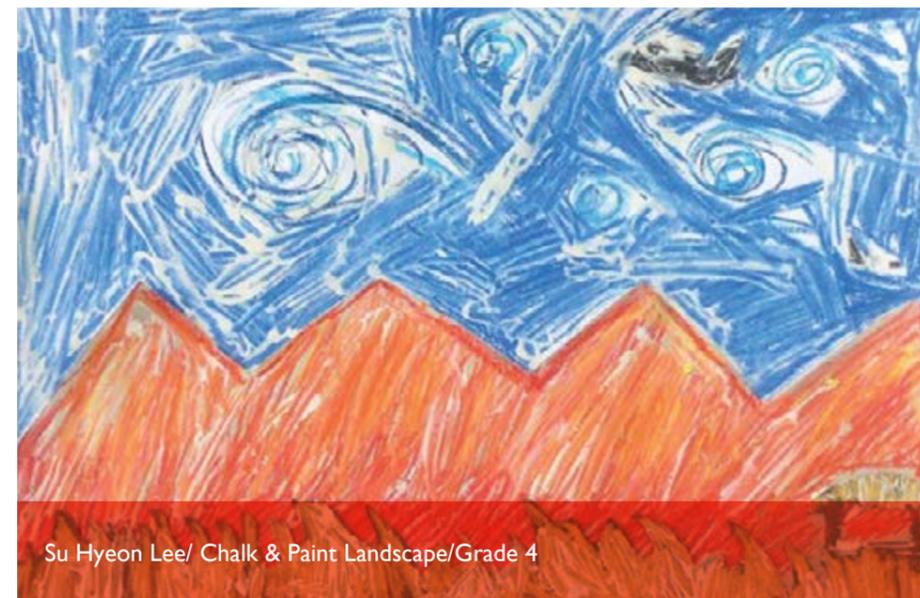
Zeynep Yavuz Grade 5 She's holding her Hand-sewn Doll she made.



The middle school students are currently working on a collaborative mosaic. This mosaic is entitled 'Shanghai'. It will depict Shanghai, with a dragon coming out of the river. Most the tiles are bespoke and have been created in the art room. The final work will have about 3,500 tiles.



Connor Berkaw/Self-Portrait/Grade 2



Su Hyeon Lee/ Chalk & Paint Landscape/Grade 4



Louisa Touil/Van Gogh Sunflowers/Grade 2



Malva Ihrskog/Self-Portrait/Grade 4

At SCIS Pudong, students in Grades 2-5 studied Vincent van Gogh and the various techniques that he used in his artwork. Grade 2 students focused on line and color as they painted sunflowers in vases. Students in Grade 3 created landscapes using oil pastels and a watercolor resist, while students in Grades 4 and 5 layered multiple colors of paper to show the parts of a landscape and added texture with chalk pastels mixed in white paint.

The students also learned about facial proportion, emotion, and observation, and applied this knowledge to their own self-portraits. Students chose whether to make their portraits realistic or to add imaginary details, which allowed their personalities to shine through in their final products.

Bagels Fundraiser for Graduates



“Bagels are back! Get your morning bagel!”

Students and teachers alike line up before school starts to purchase a bagel for 20RMB. Some students know exactly what they want and others seem to agonize over choosing between a plain, parmesan cheese, or cinnamon-raisin bagel – provided by a Shanghai favorite, Spread the Bagel. Juggling backpacks and bagels, satisfied customers head off to class, ready to face the day ahead.

A group of SCIS Pudong PAFA parents started the bagel fundraiser a couple of years ago to raise money for the 2015 graduation Boat Party on the Huangpu River. All proceeds from the fundraiser were used to purchase party tickets for teachers and administrators.

And now, the bagels are back! PAFA mothers of this year's graduating seniors arrive bright and early once a month on a Friday morning to sell bagels. As in previous years, profits from the bagel sales will be used to purchase tickets for teachers and administrators to attend the end-of-year graduation party.

Congratulations to the Class of 2017!



PAFA NEWS

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

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

We are always welcoming new members!

For more information about PAFA, please contact us at:

HONGQIAO MAIN & ECE CAMPUSES

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Ask the Doctor – Dr. Lee Clears up Queries on Children's Health

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Dr. Jane Lee MD, MRCGP is a General Practitioner at the Global HealthCare Medical & Dental Center (GHC) in Shanghai. She completed her Clinical Medicine at Oxford University in the UK and is a board-certified GP with a special interest in Child Health. She's a mom of a toddler who's a self-claimed eco eating fanatic. For more info about GHC, please check: www.ghchina.com

Is there a general suggestion of when to take a child to see the doctor if they have a common cold or fever?

There is no special set of rules, as each child deals with sickness differently. As a general guideline, if your child is sick and something about her/him makes you worried, even in the absence of warning signs like fever or rash, you are advised to take her/him to see a doctor. On the other hand, if the child shows symptoms of common cold, but is happily playing and tolerating food and drinks, self-managing at home is perfectly reasonable. As fever is body's reaction to fight infections, it is actually a positive thing. However, high temperature in small children can cause fits which can be frightening to parents. This almost never leaves permanent damage but it is best to avoid it by lowering the temperature promptly. Infants younger than 3 months should be seen by doctors regardless if the fever is higher than 38C (100.4F). If child looks uncomfortable, caregivers are advised to give pain relievers and ensure the child is not over-dressed or over-bundled. It is also recommended that the child is kept well-hydrated as fever tends to bum up the fluids in the body.

If a child is coughing, how early or when should they have a check for respiratory conditions?

Most colds or coughing will not require a visit to a doctor. It is however important to detect any unusual breathing patterns such as barking cough, night time cough that disturbs child's sleep, exercise induced cough, or cough that triggers vomiting. Such symptoms warrant the trip to a GP for further review. If coughing lasts longer than two weeks or keeps coming back, allergies, sinusitis, asthma, or other secondary infection may be the reason. Parents tend to worry excessively when their children cough and wish to stop the cough immediately,

without realizing that sometimes the best treatment may be to let cough run its course. Coughing is usually a healthy reflex and can sometimes help expectorating mucus.

What are the things that parents don't know that they can see you for, but they really should? Such as bedwetting, ADHD etc.

ALL parents have a degree of doubt about certain behavior in their children. In the vast majority cases, a standard check-up is enough to reassure parents that what they see is a variation of normal development. Other times, it may be a sign of a more serious disorder that needs further investigation. There may be an underlying condition that is manifested in an odd behavior, hence it is worthwhile to pay a visit to your GP.

For instance, although bedwetting is completely normal in childhood even after a successful toilet training, it may also be a sign of conditions such as urinary tract infection, diabetes, constipation, or severe stress. More often than not, it is just transient and the child needs bit of support to get through it. Doctors can help suggesting various methods, and more importantly to reduce the stress level in children. This sometimes means a short term medication prior to a camping trip or sleep-over.

In cases of ADHD (Attention Deficit and Hyperactivity Disorder), one of the difficulties in making the diagnosis is that there is no blood test or a scan that can confirm the diagnosis. Hence, it requires a comprehensive assessment by an experienced developmental psychiatrist. An early diagnosis is the key in order to make a treatment plan that can help the child in both personal and academic development.

Has there been any recent changes in vaccination situations? Such as certain vaccinations being restricted for

importing, or advice that you have for which vaccinations can be local and which should be imported?

As most parents may already be aware, the China CDC has tightened regulations regarding imported vaccines after the big scandal occurred last year. This inevitably created a huge wave of anxiety amongst expat families. I heard of some horror stories of children being vaccinated illegitimately with hand-carried vaccines from abroad. This is a dangerous and highly unsafe practice because vaccines are extremely temperature sensitive and they should be stored between 2 to 8 degrees Celsius in order to maintain effectiveness. China is one of the most vaccination compliant countries in the world and local vaccines, despite the rumors, are safe. At least, far safer than the vaccines that travelled in a suitcase (please refer to the current CDC vaccine list). Some are still allowed to be imported and you should consult your doctor regarding specific vaccination schedule.

Another recent change is that according to the latest report of American Academy of Pediatrics (published on September 6th 2016), nasal spray flu vaccine is no longer recommended due to poor effectiveness. On that note, getting a flu vaccination is a must for all family members as long as they don't have contraindications or are younger than 6 months old. Young infants can't get vaccinated for flu, but, if their parents and older siblings get it, that will significantly reduce the chance of them contracting the infection because small babies are at higher risk for serious complications from the flu.



How to Prepare for Your Next Move



Wherever the new destination may be, this new stage of your life can cause many apprehensions. Josh, from C2C MOVERS shares some advice on how to prepare for your next move.

1. Planning in advance:

There are no secrets; the easiest way to relieve stress is TO PLAN YOUR MOVE AHEAD OF TIME. You don't want to be tied up last minute thinking about where to even start. Beside the customs, visa, and legal requirements for your move, there are many things to think about for your overall relocation: school for the children, legal, housing, banking, medical, etc.

C2C advises: Depending on the destination, we usually recommend starting the administration process 3 to 6 months in advance. We can provide you a detailed check-list of all steps so that you do not forget any.

2. Arrange for a volume estimation:

A moving advisor will come at your home and detail the different steps and timing of the move. He will then assess the volume noting the fragile, bulky, or heavy objects requiring special attention and determine the best means of transportation according to the point of departure and arrival. Depending on the nature of your goods and the choice of transport, your advisor will determine the most suitable type of packaging. He will also explain to you all the document requirements for customs at origin and destination, the transit time, door-to-door-timing, and administrative, medical, and legal preparations for your pets.

C2C advises: Do not hesitate to ask all questions during this first appointment. In general, several solutions and options are possible and it is important to analyze in detail with your advisor to be able to find which one will best suit your needs.

3. Home packaging and follow up of your move:

Your moving day has finally arrived! Be sure to plan with your advisor the exact moving and arrival dates. If you can not move into your destination house or country directly then storage solutions can be considered. Different types of special packaging can and must be provided for the most fragile or delicate objects (wooden crates, anti-humidity system, etc.).

C2C advises: Warning! During the high season which is from June to July, the time slots are quickly filled, so make sure you reserve your movers up to 2 months in advance.

4. Delivery and Unpacking:

During the unpacking at your new home, check with your movers, before they leave, that all services have been rendered. Make sure none of your belongings are damaged and that no damages have been done inside your home.

C2C advises: It is very important to check, when selecting your mover, their experience and knowledge to the destination you are moving to (customs processes, partners at arrival if it's not the same company).

For more information about your next move, or take an appointment for a volume estimation:

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Adam was awarded the Jaeger Mathematics Prize in his first year at Pomona College. He was also named Pomona College Scholar, which is awarded to the top quarter students in each class, each semester.

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