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Dear SCIS Community,

At SCIS we strive to provide a rigorous academic program within a positive and nurturing environment. We believe in our ability to provide students with opportunities that combine their interests with their programs of study. With this at the heart of our program, SCIS students are able to become their best academic and social-emotional selves.

While the theme for this month's *Communitas* may not sound very exciting, it is in fact one of the main facets of our program that supports our students as they move forward on their individual learning paths. Authentic Assessment, outside the professional educator circle, may not sound all that engaging. Still, I challenge you to read through the pages of this edition of *Communitas* to learn more about the role authentic assessment plays throughout all our SCIS campuses and grade levels.

To start off, I'll provide a basic description of authentic assessment. An assessment is considered authentic when it engages students in working through 'real-life' tasks or problems. Students are asked to draw from their learning and make connections with the world in which they live while applying their knowledge and skills. It is different than what many of us may have experienced in our educational paths as it is not about simply recalling information in the isolation of a school setting. Rather, it extends learning and application to situations that might naturally occur in and out of a school setting. For example, an authentic writing assessment might require students to ask questions, do independent research, and formulate answers to their questions, just like a real-life journalist or author does as part of their writing process.

Recently our 5th grade students at Pudong and Hongqiao Main campus completed the PYP Exhibition. The exhibition takes place in the final year of the PYP and draws students through an extended, in-depth, collaborative project. Students are asked to inquire into real life issues or problems. Further, it provides a meaningful authentic process for assessing student understanding. Of course, beyond being a wonderful example

of learning, it also serves as an opportunity to celebrate the transition of our 5th grade students as they move on to the next stage of their learning as Upper School students. To learn more about the 5th grade exhibition and other ways in which the International Baccalaureate (IB) program supports our utilization of authentic assessment, please visit [www.ibo.org](http://www.ibo.org).



Another key part of the 5th grade exhibition is that it serves as a reminder that our school year is fast coming to a close. It has been another wonderful year for SCIS, much has been accomplished and we continue to look forward to what lies ahead. As we head into the final month of the 2016 – 2017 school year we will all likely take part in farewell parties, end of year events, and graduation ceremonies. My years at SCIS has taught me the value of taking the time, during this hectic period of our community life, to reflect and be present with those that have meant so much to you this past school year. That being said, we do still have time to celebrate all we have accomplished this school year, so I will save my farewells for the next edition of *Communitas*. In the meantime, please enjoy the following pages of this edition and, as always, Gooo Dragons!

Sincerely,

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



# Play

## Authentic Assessment at the ECE

Traditionally, assessment has been viewed as a paper and pencil test for students to demonstrate their understanding of new content that does not necessarily mimic the application to everyday life. Here at the Early Childhood campus, we approach assessment as a tool that supports teachers in setting up the learning environment to promote inquiry, creativity, exploration and of course, learning. The International Baccalaureate identifies the purpose of assessment as promoting learning and providing information about student learning (Assessed Curriculum, [IBO], n.d.). Assessment guides educators in determining if the experiences they are providing are effective in supporting student growth and development.

In the last two decades, there has been a move toward authentic assessment across all grade levels. Well-known educator, Grant Wiggins identified authentic assessment as, "...authentic work that big people actually do as opposed to fill-in-the-blanks, paper-and-pencil, multiple-choice, short-

answer quiz, school-based assessment. So it's authentic in the sense [that] it's real. It's realistic" (2002). This type of assessment may be newer to teachers of upper school students, but it very familiar to early childhood educators who have traditionally based their assessments of students on observations in everyday situations.

Teachers of young children are continuously observing and researching their students' interactions throughout the school day. Each experience is an opportunity for authentic assessment as teachers document student interactions and compare these to widely held expectations for development and learning. Few situations could allow for a more authentic assessment opportunity than observing children at play.

Students in Nursery, Preschool and Pre-Kindergarten spend much of their day playing. Play can be deceiving for those

## communitas

MAY 2017

Editor: Lili Shi

Art Director: Mun Yee Choo

Designer: Alles Zheng

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

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

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the *Communitas* editor via email at [lshi@scis-china.org](mailto:lshi@scis-china.org).

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

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Bookmaking



Math Game

that do not view this learning opportunity through the same lens as an early childhood educator. Early childhood teachers are careful observers of students, precisely noting how students are progressing along a continuum of development. Opportunities for authentic assessment abound in our Nursery, Preschool and Pre-Kindergarten classes. Consider the following examples.

A preschool child playing with a simple shape sorting game is an obvious opportunity for the teacher to assess her understanding of spatial relations and shape recognition. A close observation can also determine how the student is progressing in important cognitive skills such as flexibility, engagement and problem solving as well as language skills such as vocabulary development and conversational skills.

Students at the book making center display a variety of information about their literacy development. Does the child demonstrate awareness of print concepts such as the location of the front of the book? Does the child use scribbles, letter-like symbols or letters that correspond to sounds? Is the child able to manipulate a writing tool? While the literacy aspects of this observation are obvious, the skilled teacher also notes the child's motor development, their persistence and ability to cooperate with other students using the same materials, as well as how well they regulate their emotions should something not go as planned.

Authentic assessment opportunities prosper in outdoor play as well. Students working together to build a structure out of large waffle blocks demonstrates an understanding of important social studies concepts, depending on the intention of the play and the conversation. Teachers can determine how students are progressing in social development such as how well they participate in group situations or maintain positive relationships; on physical development such as traveling, balancing and gross motor manipulative skills; and language development such as how students use language to express thoughts or use appropriate communication skills.

Play is the ultimate authentic assessment. No opportunity is lost in an early childhood setting for educators to determine the most effective ways to support student learning. Teachers are continually looking at how students are progressing in four core areas of development: social-emotional, physical, cognitive, and language.

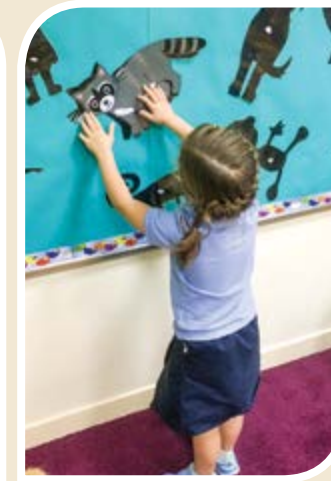
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Grant Wiggins: Defining Assessment. (2002, January 21). Retrieved April 25, 2017, from <https://www.edutopia.org/grant-wiggins-assessment>

I. (n.d.). Assessed Curriculum. Retrieved April 25, 2017, from <http://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum/>



**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.



## Assessment in the Pre-Kindergarten Classroom

Educators use the term authentic assessment to define the practice of realistic student involvement in evaluation of their own achievements. Authentic assessments are performance-based, realistic, and instructionally appropriate. One method of authentic assessment is to assemble and review a portfolio of the child's work (Grace, 1998). In the early years we compile a portfolio that shows growth and learning over time. It serves as a tool for the teachers to understand children's learning and as a lovely keepsake. This year, as we build our PYP units of inquiry we are including pictures and projects from each of the units along with letters, numbers, and information shared by the children.

In pre-kindergarten, we use formative and summative assessments to better understand our students' learning. Formative assessment happens through observations, conversation, and learning activities. They happen before and during the learning process so that teachers can understand what and how children are learning. Summative assessments are the larger culminating projects or performances that show the entire

learning process. PYP celebrations of learning have been a wonderful way to showcase the work of the children and the learning from the units. This year learning celebrations have taken the form of a gallery walk, a building party, and picnic, and a portfolio. The variety of summative assessments keeps the learning interesting for the children and gives them more experiences to grow from.

Assessment takes on many forms in a pre-kindergarten classroom. You might see a teacher talking with one child, or taking notes on a clipboard while a group of children play. You might see a teacher or assistant taking pictures to document student learning. To gather a whole picture of a child, we use many different tools and techniques. This supports differentiated learning in the classroom, individualized student support, and best practice for teachers. The better we understand how children learn, the better we can teach.



**Aleksa Moss** is in her second year at SCIS and teaches PK. She has been teaching for 11 years both in the US and internationally. She loves learning in all forms and is currently a doctoral candidate in International Educational Leadership.





# What is the Height of the

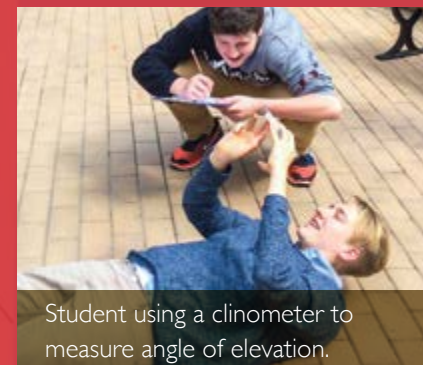
# Clock Tower?



Students in MYP 4 mathematics engage in inquiry-based learning in the content areas of expressions, equations, quadratics, probability, trigonometry, and circles. Each unit is grounded in content specific knowledge and skills, however, the lens through which the content is viewed and constructed is partially dependent upon the criteria that is chosen to assess that unit. MYP mathematics uses knowing and understanding (criterion A), investigating patterns (criterion B), communication (criterion C), and applying mathematics in real-life contexts (criterion D) to assess the mathematical abilities of students. These criteria provide an opportunity for students to study mathematics using the skills necessary to be a true mathematician.

## Why assess students in authentic situations?

Criterion D requires that students be given authentic assessment opportunities, in which they get to see how mathematics applies to the world around them. This can sometimes be the most challenging criterion, because this is when students learn that mathematics is

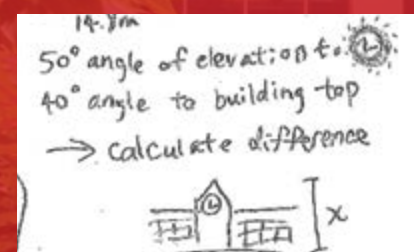


Student using a clinometer to measure angle of elevation.

imperfect. The only perfect problems are found in textbooks. When applying mathematical models to the real world, assumptions must be made in order for the models to depict the given situation. Evaluating and identifying assumptions and limitations is necessary when using mathematical models to describe the world around us, which ultimately allows us to discover new and innovative ideas.

## Collaboration is a key component of authentic assessment

In MYP 4, students develop their criterion D skills when they study quadratics and trigonometry. The MYP 4 trigonometry unit culminates with a project that requires students to find the height of the SCIS clock tower



Sample of student work from collaborative planning time.

found in the courtyard of the main campus. Students work in collaborative groups of 3-4 individuals in order to estimate the height of the clock tower using two different methods. During this time, groups develop a plan and then gather the measurements necessary to implement the approaches that they collaboratively developed to answer the question. In the following class, they worked independently to analyze their data and implement their plan. This structure allows students to develop collaboration and problem solving skills while also being accountable to demonstrating their own personal knowledge on the topics being evaluated by the summative assessment. This process mirrors the reality of how collaboration works in everyday life.

## Authentic assessment fosters creative thinking and perseverance

Students planning and gathering measurements.



This assessment allows students to work collaboratively to brainstorm, evaluate, and select two methods to answer the question. Along the way, students are faced with many challenges such as learning the strengths and weaknesses of using the clinometer they constructed during class as well as how to take

into consideration the stairs at the bottom of the building. Groups easily find one method, but finding a second method always proves to be quite challenging for them. This assessment allows students to clearly demonstrate to me the depth of their understanding of trigonometry and its application to the world around them while also requiring that they participate in collaborative problem solving. Authentic assessment gives students the opportunity to analyze the impact of their assumptions about the world while also evaluating the limitations and strengths of mathematical models.

By Jessica Dunbar, Head of High School Mathematics





# Taking Mathematics and Physics for a SPIN



## Mathematics & Physics Field Trip

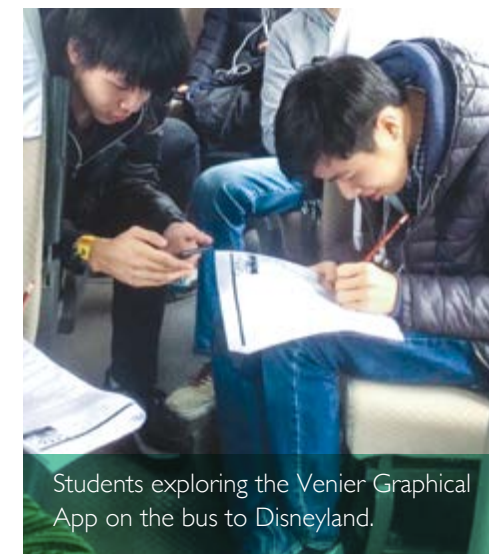
It all began over lunch when Mr. Clark and I started talking about kinematics (as teachers will do) and comparing what our different courses teach about it. It was from this unexpected conversation that we started planning and plotting how to get students to see the beauty in mathematics and physics through the lens of kinematics. It turns out there is no better way to do this than to hop onto a ride at Disneyland! So, after mock exams on Friday March 24th, the class of 2017 boarded a bus and began their journey to Disneyland to explore acceleration, vectors, and calculus!



## Motion, Sine Curves, Vectors, and Calculus

### Task:

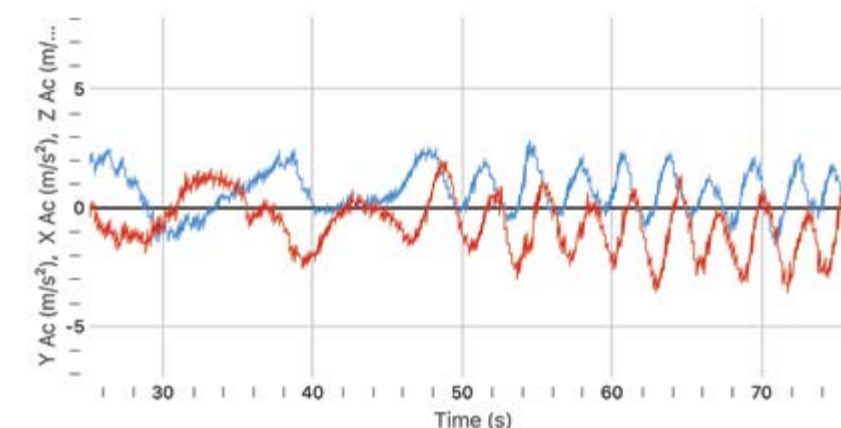
Students had to collect acceleration data while riding Dumbo the Flying Elephant, Jet Packs, or Hunny Pot Spin. They used the free Vernier Graphical App on their phones, which can collect three-dimensional data using the inbuilt accelerometer. Students used the Graphical App to collect data and produce graphs on acceleration and time, such as the one featured below that was collected on the Hunny Pot Spin. The phone was held flat, which eliminated acceleration on the z-axis. As can be seen from the graph, the group was able to get the Hunny Pot to spin faster as the ride progressed, hence the tighter and more uniform waves starting at 50 seconds. The goal was for students to explore uniform circular motion by collecting data, writing a vector equation to model the acceleration of the ride, and then using integral calculus to calculate models for velocity and displacement.



Students exploring the Vernier Graphical App on the bus to Disneyland.



Students analyzing their data after the ride.



Acceleration and time data on the x-axis and y-axis for the Hunny Pot Spin.

### Data Analysis:

Based on the results, the group decided to analyze their data when the graph became more uniform and was at its point of inflection at about 51 seconds. In order to find the period of rotation for the ride, they calculated the length of time between the maximum points on both the blue and red graphs. Next, they averaged their results, which gave them an approximate period of rotation of 3.1 seconds. The group also had to find the amplitude vector for each graph, calculate the magnitude of both vectors, and then average the results, which gave them a value of  $2.05 \text{ ms}^{-2}$ . Finally, they used this information to analytically create a vector model for acceleration.

$$\text{Acceleration: } a(t) = 2.05 \sin \frac{2\pi}{3.1} t$$

$$\text{Velocity: } v(t) = -2.05 \cos \frac{2\pi}{3.1} t$$

$$\text{Displacement: } s(t) = -2.05 \sin \frac{2\pi}{3.1} t$$

Vector Equation Models

*"I never knew that Math and Physics could be so fun." Andy Wong, Class of 2017*



**Jessica Dunbar** joined the SCIS community in 2014 along with her husband, Ben Dunbar, and now two children, Mackenzie and Skyer. She greatly enjoys sharing her love of mathematics with her students by bringing mathematics to life through authentic applications that focus on describing the mathematical patterns and relationships that happen in the world around us.



# Designing the Future

As a design teacher, it is important to convey to students the process the business world goes through to bring something to the market. Whether it is food, an article of clothing, a movie, or software app, a team could spend years developing the end product. The “design cycle” and its components are an effective real world tool that enables students to understand the effort that goes into developing a product. The more opportunities students have to master the design cycle, the better their chances to create and present their own innovations in the real world. Projects aimed at “authentic assessment” can hone design skills so students can gain confidence to take on the challenges of tomorrow and find solutions for those challenges.

For one of these projects, each class was asked to create a prototype (i.e., creating a smaller or preliminary version a solution) using newly acquired technical skills, while documenting the process from idea to solution. These projects have included team effort on building the solution, but each student was responsible for their own documentation, to ensure that students were focused on every aspect of the design cycle.

Over the year, students have been involved in working with resistant materials like stainless steel using cold forming tools. Here, students tested the strength of the material and learned how it can be shaped in intriguing ways to make useful creations with a little controlled force. Another class attempted to create a large transport machine using Lego pieces and utilizing the concept of modular building (i.e., smaller team responsible for one part of a larger machine).



This effort offered students the opportunity to attempt simultaneous collaboration of large and small teams to create a solution.

The environment and natural resources became a focus in another class as they attempted to design and make a sturdy chair using solely found cardboard. This gave them an understanding on overlooked, abandoned materials that deserve a second thought. Meanwhile, in digital design, modern communication and interaction was addressed by exploring the way people present themselves on the internet and assessing the positive and negative impacts of those examples. Students were then asked to design a solution that would have a positive online presence and explored ways to gather people who share a common interest.

Each of these projects were handled with consideration of audience or customer, and expected to be thoroughly planned before trying any tools. This is what all businesses do to succeed with the least amount of unnecessary risk. As each student concluded their project, I hope they gained an appreciation to take their time and research the best risk to take. And I hope they keep trying to make their dreams a reality until they succeed.



**Marty Lawless** is an MYP Design teacher at SCIS Hongqiao. He currently teaches years 2-5 in both product and digital design. Prior to joining SCIS, he worked for a Fortune 500 pharmaceutical company in the U.S.



## Scooping, Playing, and Baking in the Nursery Classroom

What does assessment look like in a nursery classroom at the ECE? Opportunities to assess in a nursery classroom look like a student scooping fruit on their tray at lunch, a student drawing circles on a chalk board, or students engaged in the dramatic play center. Although these scenarios might appear to be every day occurrences, they are opportunities for authentic assessment.

A child scooping fruit on to their lunch tray seems like a routine task, but it provides a teacher with the opportunity to assess the child's fine motor strength and control, focus, and self-help skills. Students playing in the dramatic play center is an opportunity to assess the child's social-emotional capabilities and language skills as the teacher observes how they respond to emotional cues, manage their emotions, communicate, and solve social problems. Observing a child kicking and throwing balls provides insight into the child's gross motor skills and coordination. A whole class baking project is an opportunity for the teacher to assess each child's ability to follow directions, work cooperatively, and compare and measure. By consistently viewing a child's actions through the lens of developmental objectives, teachers can form a whole picture of the child and their developmental needs.

Assessment is an on-going integrated process in the nursery classroom as students consistently demonstrate their understanding and learning through their play and every day interactions. Young learners develop rapidly across many different areas and teachers must observe and assess students consistently to help support them in their development. Teachers then use these observations to design classroom and play spaces to support and promote further inquiry and play from all of their students. This ongoing cycle of observation, assessment of skills and environmental planning ensure children are provided with unique opportunities for individual growth and exploration.



**Julia Cory** teaches Nursery at the ECE Hongqiao campus. She is originally from Washington State where she worked as a Nursery teacher in an Early Childhood Center before moving to Shanghai. This is her fourth year at SCIS.







# Showcasing Inquiry, Knowledge, and Teamwork at the PYP Exhibition

Grade 5 students at both the Hongqiao and Pudong campus recently presented their collaborative projects on real world issues. The Grade 5 PYP Exhibition is the concluding project of the PYP before students begin Grade 6 and the MYP. The project represents a culmination of the IB learner profile and the units of inquiry students delved into throughout the school year. The students worked in groups to thoroughly study a social issue such as poverty, human rights, racism, sexism, war,

and animal welfare. In addition to understanding the issue, students were tasked with coming up with possible solutions to the problem. It was evident how much every Grade 5 student learned during this project and throughout the school year as students engaged in lively discussions with their fellow classmates, teachers, and parents. Congratulations to all Grade 5 students who worked diligently for the past several weeks preparing for the exhibition.





# RE-ENROLLMENT Reminder!

This is a reminder regarding re-enrollment for the 2017-18 school year. Our re-enrollment window began on Monday, February 6th with email reminders being sent to all current SCIS families.

The re-enrollment process is vital as we strive to effectively plan for yet another successful school year. Additionally, SCIS offers early payment discounts for those who make their tuition payment in full by the posted deadlines. To find out more please see the 2017-2018 Tuition and Fees page on the Admissions

section of our school website at [www.scis-china.org](http://www.scis-china.org). Whether your family is coming back, is unsure, or will not be returning, please let the Admissions Office know of your intentions.

As always, we thank you for the opportunity to provide your children with a successful and rewarding educational experience. If you have any questions regarding re-enrollment or need any assistance, please contact our office at [admission@scis-china.org](mailto:admission@scis-china.org) or by calling us at 021-6261-4338 ext. 5876.

## Hongqiao ECE Campus: (Nursery-Grade 1)

Name	Job Title	Email	Ext
Maggie Yang	School Secretary/Admissions	<a href="mailto:maggie.yang@scis-china.org">maggie.yang@scis-china.org</a>	7004

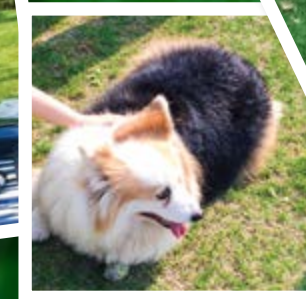
## Hongqiao Main Campus: (Grades 2-12)

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Sunny Jiang	Middle School (Grade 6- Grade 8)	<a href="mailto:sjiang@scis-china.org">sjiang@scis-china.org</a>	3155
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## Pudong Campus: (Nursery-Grade 12)

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Jelly Ling	Upper School Secretary (Grade 6- Grade 12)	<a href="mailto:jling@scis-china.org">jling@scis-china.org</a>	6015

# Going Green



This is the perfect time of year to pair my bookish cardigan with my ironic T-shirt. Socks, no socks, or socks with sandals are all acceptable in this weather. This is my favorite time of year –transitional weather or as I prefer to call it, picnic weather.

Armed with an SCIS picnic blanket, sunblock, and a smorgasbord of food and beverages, I make my way to our rendezvous point. This weekend, it is the riverside park located south of the Bund.

The main attraction this afternoon is the assortment of cold dishes, bread, and cheeses from City Shop. There is never a shortage of food on our excursions. We devour the food in mere minutes. Rather than play card games like we usually do, we simultaneously plop down, each taking a side of the SCIS picnic blanket and quickly fall asleep to the echoes of basketball dribbles, bicycle bells, and dogs frolicking.

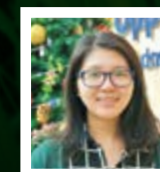
I awake rapidly to the heavy panting and drools of a bulldog that has taken a seat by my arm. Is there anything cuter than a bulldog drooling?

The picnic is over but we decide to take a leisurely stroll along the riverside promenade, petting anything fluffy we encounter, including two unenthusiastic, reluctant cats on leashes.

The sun is starting to set and the balmy night is starting to settle in. It's time to say goodbye as we go our separate ways. A perfect Sunday Funday.

While Shanghai has no shortage of excitement or skyscrapers, it does leave something to be desired when you get a craving for nature and I long for the days when I could drive from sandy beaches to rocky mountains within an hour.

Luckily, you only need a few ingredients to create a semblance of nature. A small patch of grass, good company, and good food – that's my favorite spot in the city. A little sunshine and chubby waddling corgis are a welcome bonus.



By LILI SHI  
SCIS Marketing &  
Communications Officer





# James and the Giant Peach Celebrates Imaginative Thinking



SCIS Pudong's spring production of James and the Giant Peach carried audiences away into the imagination of a young boy and his exciting tale of crossing the ocean in an enormous peach with five very large insect friends. David Wood's theatrical adaptation of the classic Roald Dahl book leaves plenty for the imagination of the actors, technical crew, and audience. The SCIS students have truly made this tale their own. The story celebrates the inventive solutions that children have for the trouble in their lives, be it terrible aunts like Sponge and Spiker, vicious sharks, monster octopuses, charging rhinos, or lassoing a flock of seagulls.

When drama animates our most treasured values, like the power of unconventional thinking and the determination of youth, it is an experience that makes an impact on our lives, just as the original book has made an impact on many of us. The production featured a talented ensemble of SCIS actors, whimsical, student-designed costumes and scenery, original choreography, not to mention a simply enormous peach on center stage. We hope you had a chance to join SCIS PD for the adventure, but if not, that you take time to wonder where you might go if you floated away on a giant peach.



By **KATHARINE ENOCH**,  
US Drama and Music  
teacher at Pudong Campus





# Gold

## at ACAMIS Again

This year SCIS represented strongly once again at our fourth annual ACAMIS Mathquest and Rubik's Cube Challenge. For the first time, fifth-grade students joined the tournament, and they performed extraordinarily well. Hosted by the Number One Qingdao International School of Shandong Province, this ACAMIS tournament is the only event geared towards students in fourth to sixth grade. Fifth grade teachers Melissa Kirwin, Warren Roma, Danielle Cote, and myself, as well as our veteran parent chaperone, Gayle Thams, accompanied the students. Ms. Thams has probably racked up more ACAMIS appearances than most students!

While it was a short trip, a great deal of enjoyment and accomplishments was had by all. We left Shanghai with one team of sixth graders and three teams of fifth graders and brought back several trophies. Once again, a SCIS sixth-grader, this time Woo-Jin Han, placed first overall; keeping our streak at four annual overall wins. The fifth graders stunned with their mental math capabilities and extraordinary Rubik's Cube skills. Fifth graders Ben Fox, Arnav Agarwal, and Hwaeun Lee took first, second, and third place, respectively, in the mental math

competition. Fifth-grader Jake Byun worked his way through an impressive field of Rubik's Cube solvers in a heart-pounding final round and took first place.

This ACAMIS event has always been a great avenue for our youngest middle school students, and now our graduating lower school students, to hone their math skills in a fun-filled, competitive environment. All the students prepared throughout the year by attending after school math enrichment programs. These programs provide lower and upper school students the opportunity to develop their mathematical skills; focusing on aspects of math not explicitly taught during the school day. Students increase their knowledge, but more importantly, they are able to do so in a nurturing environment that stresses deep thinking and collaboration.



By **ROBERT LA LONDE**, SCIS MYP  
Mathematics at Hongqiao Campus





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# Summer Kids Camp

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 Pudong Campus: [summeractivities.pd@scis-china.org](mailto:summeractivities.pd@scis-china.org)



Scan for applications,  
 more information,  
 and general policies



# Singin' and Twirlin'

The ECE has been moving and grooving. Our awesome kids have been rocking the house at their spring concerts "Move It!" and "Bunnies!" The kindergarten and grade one students sang, danced, and played instruments to songs about different ways to move, which they learned in music class. The prekindergarten students sang and danced to songs they learned in music class all about bunnies. Our nursery preschool students had a very fun interactive sing along with lots of songs they love to sing in their classrooms. All the children at the ECE had fun and worked hard preparing these concerts for their families!



By ERIN BABB, Music Specialist at Hongqiao ECE campus





# Chéngyǔ

## A Unique and Beautiful Chinese Expression



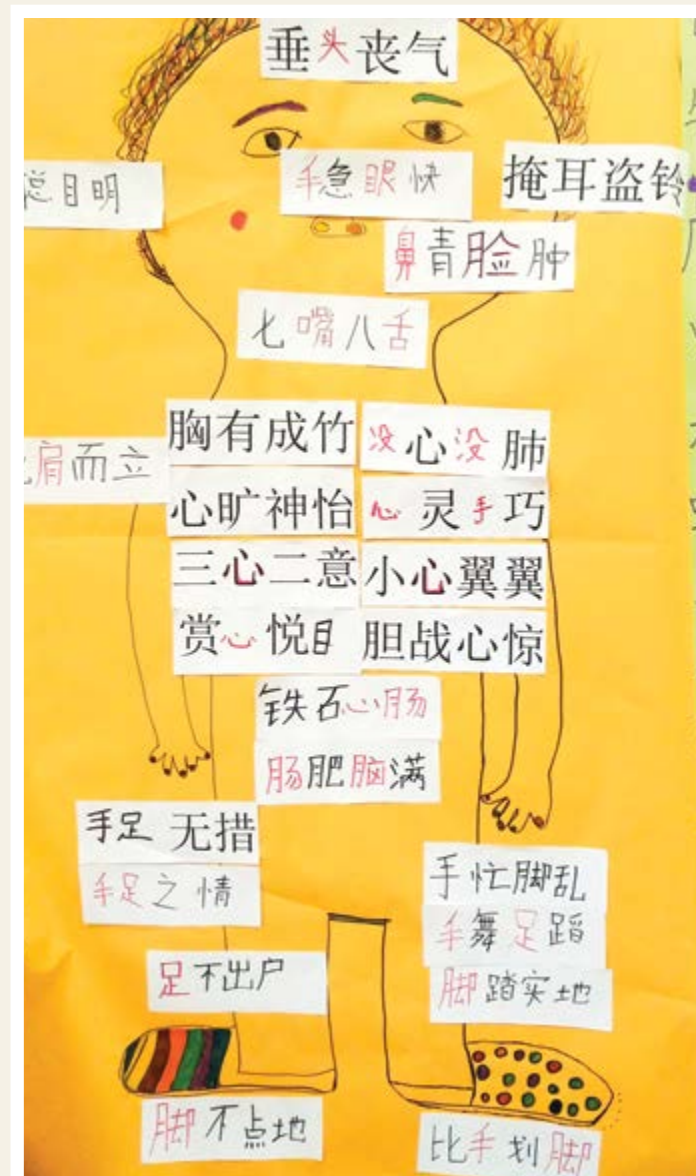
Grade 4 and Grade 5 Students in the Experienced Mandarin group studied an inquiry unit of Chengyu (Chinese idioms) last month. Chengyu are a rich and concise expression, most of which consist of four characters. They were widely used in Classical Chinese and are still commonly used in written and spoken language today.

Some chengyu are derived from ancient stories or historical facts, some are linked with animals, numbers, colors, or body parts, and some chengyu have a certain word pattern, containing opposites or synonyms. Students recalled the chengyu they learned before and had to sort them in different categories. They also learned more chengyu in small groups through traditional games and reading. Students were also challenged to use proper chengyu in their writing.

Students have shown great interest in this unit. Through the study of chengyu, they found the beauty of this unique language expression, in addition to improving their Mandarin skills.



By JEAN LI, Lower School Mandarin Teacher at Hongqiao Campus







# Teaching and Traveling with Rhea Andrews



From rural Michigan to Korea, to Venezuela, and now in the bustling metropolis of Shanghai, Rhea continues find new adventures while tackling the challenges of teaching abroad.

#### Tell us a bit about your background.

I was born and raised in Michigan and spent most of my childhood living on farmland. I didn't travel too far to go to university (Go GVSU Lakers!), it was only twenty minutes from home. While in university, I studied abroad for two semesters and discovered the wonderful world of traveling abroad. Since then, I've spent most of my time living around the globe.

#### Did you always want to be a teacher? Did you always want to teach younger kids?

I don't remember a specific time when I chose to be a teacher, it was a natural flow of events that seemed so ordinary. I've taught students from four years old to grade five. Grade one is such a pivotal year for elementary students. They are growing as readers, inquirers, learners, social beings, and writers. Supporting students through this transformation throughout the year is one of the reasons I look forward to work every day. That, and their ability to humor me!

#### Why did you choose Shanghai? Was there something about the school or the city that was particularly attractive?

When I was leaving Venezuela and year-round heat, one of my top priorities was a larger variety of seasonal change and Shanghai provides that for me. Although the August heat is a little much to handle! I also enjoy the international scene that Shanghai offers. People from all over the globe can be seen on the streets of the city and my grade one class of twenty-one students represents thirteen nationalities. I find it refreshing to be among a diverse set of learners!

#### You have taught in Korea, Venezuela, and now Shanghai. How does teaching differ in each of the countries and schools you've been taught at?

There are so many factors that go into shaping experiences of living and teaching in abroad. From a host country's politics to cultural beliefs in education, I have been fortunate to learn a lot about teaching. While in Korea I taught English at a local kindergarten. I quickly learned people of Korea take great pride in working hard and their studies. My Venezuelan colleagues taught me the value in truly getting to know each student and becoming part of a school community. SCIS has allowed me to grow professionally in the past two years that has changed my philosophy of teaching.

#### How do you prepare a curriculum and manage a classroom of students of such diverse backgrounds and varying language ability?

It's definitely a challenge. I often second guess my choices, wondering if what I am doing is in the best interest of the students. My grade one team is amazing and I rely on them for a lot of support. We are constantly asking each other questions or offering advice.

#### What is the best thing about living abroad?

Friends! I will always answer friends to this question. Whether they are here in Shanghai or across an ocean I keep in contact and travel with a lot of friends I have met abroad.

#### If you could live anywhere in the world, where would you live?

Michigan! Although I grew up there and have spent many years there, I do foresee myself moving back there. There is nothing better than spending a summer outdoors in Michigan! It might be sometime before I move back because I have so many more places I want to explore around the world!

#### You have lived in so many countries so I'm sure you have had a chance to travel a lot. Do you have any favorite destinations?

Yes, teaching abroad definitely allows me to take some amazing vacations. It is a big reason of why I am abroad. Some of my favorite locations have been the Maldives, Istanbul, Iceland, and Japan. I would love to visit all of these places again to explore some different areas. Now I'm thinking about a delicious Turkish breakfast!

#### Do you have any advice for people that want to teach internationally?

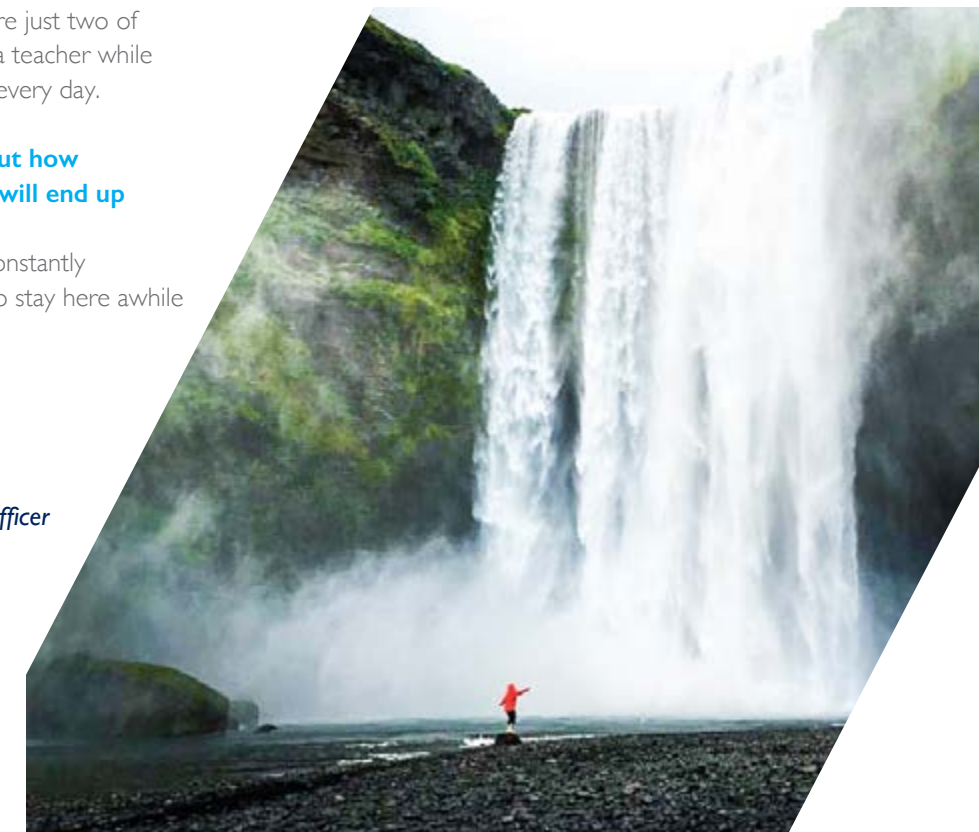
Do it! If you aren't even considering it, there is so much of the teaching career you are missing. Meeting people from all over the world and traveling to exciting destinations are just two of the fantastic benefits. I have learned so much as a teacher while teaching abroad and feel proud to do what I do every day.

#### What's next for you? Have you thought about how long you will stay in Shanghai or where you will end up after Shanghai?

This is such a tricky question and my answer is constantly changing. I really enjoy Shanghai and would like to stay here awhile longer, but the world is always calling.



Interviewed by LILI SHI SCIS  
Marketing & Communications Officer







# Writing to Win

Kamilah Wong recently participated in Little Star's Short Story Competition and took third place. She took some time out of her busy day to share her thoughts on her creative process and her future plans.

#### Tell us a bit about yourself (where you are from, how long you have been in Shanghai, family, etc.).

I am from Hong Kong but I was born in Seattle, Washington. I've been in Shanghai since I was four and have been studying at SCIS ever since. I've been at SCIS for about 13 years now. I am sixteen going on seventeen. My family is just me, my mom and my dad.

#### Can you tell us a bit more about the Little Star Short Story Competition? I understand you won last year as well!

Last year was my first time participating in a writing competition. My English teacher at that time recommended me to participate in the Little Star Short Story Competition. The theme last time was "If" and I won second place.

#### How did you get in writing?

When I was little, I would often staple pieces of paper together and make a little book. I would both write and illustrate my stories. I think it's something that I just do. When I get an idea, I just want to write it down. Right now, I write on websites like fanfiction.net and Tumblr.

#### Can you share a little behind the inspiration of your short story *What is Means to Be Home*? How do you usually find inspiration for your writing?

People who know me will agree that I can be pretty dark. I often write angst, so when I saw the theme "home," my first thought is of a child who lost his/her family and is struggling to find a new home. For this theme, I felt that a story that is a bit more depressing but also hopeful will be more touching to read. In general, I can find inspiration anywhere. Sometimes when I'm on long car rides or when I just stare at the sky I can suddenly get an idea. I think I get inspiration mostly from my experiences, surroundings, and other peoples' stories.

#### I just read your story *What It Means to be Home*. Why did you choose to write in the second person? It very uncommon in fiction.

I write in second person a lot lately because I write on Tumblr, and second person is the easiest point of view to engage the readers. I guess I got used to the style and it felt more natural writing in second person than any other point of view. I also wanted the main character in my story to be strong and a little rebellious, so second person fit the story better. (It was quite interesting to create the main character, because I initially imagined it to be a girl, but when my teacher and my mom read it, they thought it was a boy.)

#### How do you overcome writer's block?

I usually leave the story alone if I have no more ideas and continue writing or start another story. After a while, I go back to reread and I usually have new ideas. Otherwise, I would just start writing words, it doesn't have to be good or make sense, but eventually ideas will come to me.

#### What is your favorite genre to write?

I usually write about human relationships, such as families, friends, or couples. I think romance dominates most of my writing.



#### What are some of your favorite authors? Favorite books?

I enjoy Rick Riordan books such as The Kane Chronicles and the Heroes of Olympus. I also really admire JK Rowling, and aspire to be like her.

#### Is writing more of a hobby or is it something you can see yourself pursuing in the future?

Writing is more of a hobby for me, but my dream is to publish a book in the future. I think it will be more of a side job.

#### What are some of your other hobbies and interests?

My other main interest is drawing.

#### You are a junior this year, graduating next year. Have you started thinking about your future? University? Major? Career?

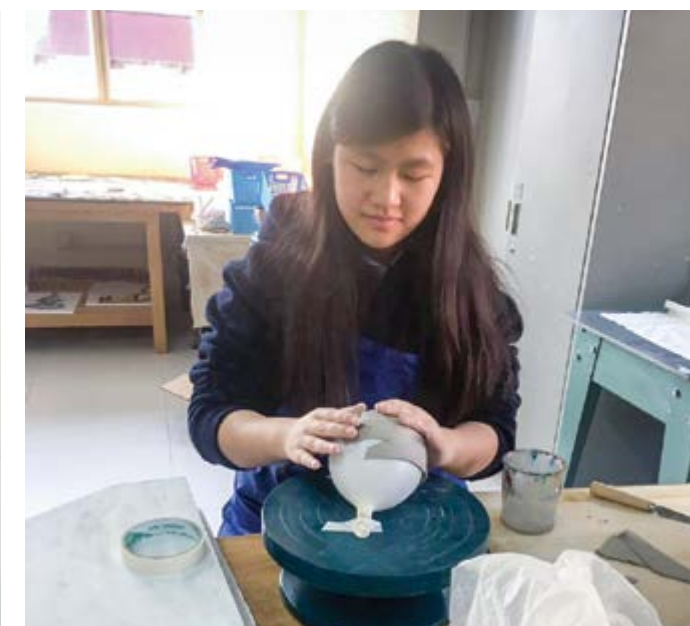
I have started thinking about my future a little. I want to pursue art and go to an art school. I want to major in Graphic Design and maybe design book covers to combine both my interests. I have thought of taking creative writing as a minor, and becoming an editor, but I think being a writer or editor are both very difficult.

#### What is something you will miss about SCIS or about Shanghai when you leave?

I think I will miss all my friends and teachers most when I leave. For me, SCIS has always been like a second home to me. Although there is a lot of work sometimes, I really enjoy my time at school.



Interviewed by LILI SHI  
SCIS Marketing &  
Communications Officer





Florian Wong, Hongqiao Class of 2016



# Steps to Success

Florian Wong is currently a freshman at McGill University majoring in Finance and Marketing. He recently competed and was a semi-finalist in the McGill Dobson Cup, an annual competition for startups.

## What is the Dobson Cup? Who competes in it? How to enter the competition?

The McGill Dobson Cup is an annual startup competition hosted by the McGill Dobson Centre for Entrepreneurship. To participate in the competition, each startup must at least have one founder who is affiliated to McGill University – someone who is currently enrolled in (or alumni) an undergraduate or graduate program, or someone who has sort of McGill faculty/staff affiliation. However, a lot of participants are already very well-versed in their industries, and it's not surprising to see people who are in their late twenties or even early thirties.

Startups that compete in the competition can win up to \$100,000 in cash prizes, awarded as seed funding to the most promising companies. Startups are divided into 4 tracks based on their nature— 1. Innovation Driven Enterprise, 2. Small & Medium Enterprise, 3. Social Enterprise, and 4. Health Sciences.

To enter the competition, each startup submits an elaborate application that includes relevant information on their company, in the form of a business plan. This includes information on the company, its products, its financial model, customer/beneficiaries, marketing considerations, existing competition, the product(s)' competitive advantage, social impact, etc.

## How does one “make the cut” for the team (that competes)?

Out of the startups that have submitted applications (there were over 130 this year), a number of them are selected to pitch to a board of judges in the semi-finals in their respective tracks.

From there, teams are selected to compete in the final round of the competition based on how the judges evaluated their pitches.

## So, what is your app all about?

The app that we are working on is called FoodPrint. Essentially, it's a transit app that intends to promote public transport (e.g. metro, bus, walking, biking, etc.) through incentivizing users by allowing them to acquire points, using which they can redeem discount coupons for usage at various shops and restaurants. Why? We had 3 things in mind when we created the app: 1. promoting efficient public transit, 2. a healthy lifestyle, and 3. environment protection.



The idea is that if people biked or walked more, they could live healthier. The FoodPrint app gathers data through one's phone and would keep track on the number of steps one has taken per day– and also keep track of the distance travelled through location services (if available). This data on steps can be converted to points through which users can exchange for discount coupons. Another function is that as students use more public transport, they also accumulate points – they are lowering their carbon emissions relative to if they were using cars. That's also where the app's name comes from “food coupons” and “ecological footprint”, so FoodPrint, ha get it? I know, it's a pretty bad pun.

## How far along are you in this competition? What's next?

Our team has made it to the semi-finals of the competition, under the Social Impact track.

We are planning to work on the app on a part-time basis and see where things go from there.



## You are the team captain. How does it feel to be in such an important role so early on in your university career?

Haha it's actually really cool to be given the title “CEO”. I'm still trying to get used to it to be honest. With that said, all of our other founders also have very professional titles, and they're also extremely competent in their fields as well (obviously).

And honestly, I actually don't see age as an important consideration in the startup community. I mean you look outside and see a bunch of young teens who are creating companies worth millions of dollars. I think that it's more about the products and ideas that one brings to the market, the team's ability to synergize and collaborate to create something bigger than themselves, and (to an extent) each founder's previous experience/expertise in their respective fields.

Fun fact: everyone on our team is a first-year student, except for our Chief Information Officer, Sean Wang, who is completing his Master's Degree in Information Systems. I mean, we all have to start somewhere right? And while the term “team captain” or “CEO” can be attributed to my position and responsibilities, I like to view every member of our team on the same level as I am.

This is reflective of our collective presence as a team and helps to emphasize cooperation. This is also the reason why I always refer to everyone on our team as co-founders.

To answer the question, being in my first year of university, I see this opportunity as a chance to learn, network, and deepen my understanding of the startup community.

## How has the overall experience been so far?

The experience has been incredible.

We have deepened our understanding on the creation of phone apps and how startups initially operate.

The initial planning took an enormous amount of time. I remember staying in the library late at night with our members deciding how we are going to proceed with the business plan.

The other part that posed a bit of a challenge was coming out with a working prototype of our application – it's working now.

## Is this something you would recommend for budding entrepreneurs or graduates going to university in general?

Definitely! It's a great way to get more experience in the startup world.



Interviewed 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:

Lili Shi  
lshi@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>





## PAFA Art Auction

As one of the biggest and adults-only PAFA events of the year at SCIS Pudong, the 2017 Art Auction did not disappoint! The annual Art Auction has become a highly anticipated event at our Pudong campus that only seems to be getting better year after year.

On a cordial Saturday evening, artworks of a large variety were made available in the black box to allow community members and parents to purchase student-made art.

It was an evening of auction, emceed by Mr. Luebbe, Mrs. Valenza and fast-talking auctioneer, Mr. Kelly (who knew?), tasty cuisine and bubbly cocktails, and dancing to the soundtrack of DJ Edu.

Additionally, this year's theme of "From Shanghai with Love" saw our community attend the event dressed in lovely Qipao dresses (旗袍 Traditional Chinese Women's dress) and wonderful mandarin-collar shirts.



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

Proceeds collected this year will go towards supporting our students, funding visiting artists/authors and identified charities in Shanghai, namely MaiTian, Healing Home, and Will Foundation.

- MaiTian's mission is to allow rural children in China have equal access to education.
- Healing Home provides pre and post-surgical care to abandoned Chinese orphan babies born with surgically correctable deformities.
- Will Foundation is a foundation for giving hope and a future for orphans in China.

The event was a resounding success and wouldn't have come to fruition without Katie Berkaw, our Art Auction Chair, and the entire AA committee.



## 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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# Book Recommendations for All Ages

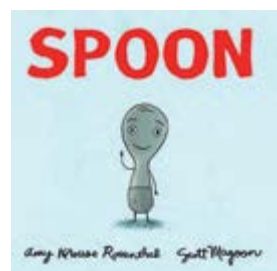
Emily Williams, Librarian at SCIS Pudong



## One Cool Friend by Toni Buzzeo Ages 4-8

*One Cool Friend* by Toni Buzzeo is a friendship story with a surprise ending. On a trip to the aquarium with his father, the always proper and polite Elliot asks for a penguin. Of course Elliot's father assumes the conscientious Elliot means a toy penguin. In reality, Elliot comes home with a real penguin and must quickly modify his life to accommodate his new, cold loving friend. This book is humorous and charming because the polite miscommunications between father and a son are completely at odds with the outrageous images of a boy turning his home into a penguin habitat.

Joshua Balli, Librarian at SCIS ECE Campus

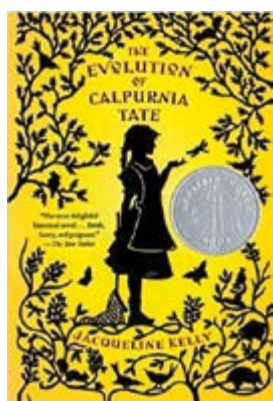


## Spoon by Amy Krouse Rosenthal Ages 2-6

On March 13 of this year, the literary world lost one of its best modern day authors.

Amy Krouse Rosenthal passed away at the age of 51. Ms. Rosenthal authored many great books including *Yes Day!*, *Chopsticks*, and *Duck! Rabbit!* My personal favorite is the book simply titled *Spoon*. In the book, a spoon starts to feel unhappy and unsatisfied with life. He would rather be a knife, fork, or a set of chopsticks. He feels they are much cooler utensils who can do more things. When Spoon is reminded about the special things he can do, he realizes how lucky and special he really is.

This book has a subtle way of reminding children (and adults) that they are each special and have their own unique talents and personality. It is a book that does not preach about it but rather passes on this message in a natural and easy going manner. Also, just like all of Ms. Rosenthal's books, it is beautifully illustrated and has fun supporting characters.



## The Evolution of Calpurnia Tate Ages 9+

*The Evolution of Calpurnia Tate* is a historical novel set in a sleepy, American town at the turn of the 19th century. Eleven-year old Callie is the only girl out of seven children and she is frustrated with the limitations put on her because she is a girl.

With the encouragement of her cantankerous grandfather, Callie discovers a passion for nature and science. Readers will cheer for this spunky tomboy as she makes both personal and scientific discoveries that forever change her ideas about who she can become. This is a fascinating coming-of-age story rich with historical detail and motivating messages.



## What If You Had Animal Teeth? by Sandra Markle Ages 4-8

When I was a kid I was always fascinated by "What If" questions. I would ask my family, my friends, and anyone else that would listen, a list of

endless What If questions that could never be answered. Many children have this same built in curiosity and that's what makes books like *What If You Had Animal Teeth?* so great.

The book is a perfect blend of interesting facts and hilarious illustrations. The illustrations really do a good job of showing just how silly you would look if you had the teeth of a beaver, a snake, and countless other animals. The author does a good job of providing many facts about each animal. Also in this series is *What If You Had Animal Hair?*, *What If You Had Animal Feet?*, and *What If You Had Animal Eyes?*

# Visiting Author

Francis Stone, IB Economics and Upper School Librarian at SCIS Hongqiao



## The Street of Eternal Happiness by Rob Schmitz Ages 13+

It was great fun to introduce Rob Schmitz to our audience of students, parents and faculty. I confessed that I had been carrying his business card around for years, waiting for an opportunity to invite him to come talk to our students, specifically the students in our IB economics classes. Why? For years he was the China correspondent for my (our?) favorite business podcast Marketplace.

Rob graciously agreed to come talk about

his most recent book, *The Street of Eternal Happiness* which tells stories from residents of nearby Changle Lu. I had heard some of the stories where they were part of his reporting on the marketplace podcast, but in person he adds detail and depth to many of those accounts.

Everyone who came was treated to the stories behind the stories, and an upbeat investigative reporter eager to answer questions and fantastic pizza from Joe's Pizza on Wujiang Lu.

You should read his book, but you don't have to take my word for it...

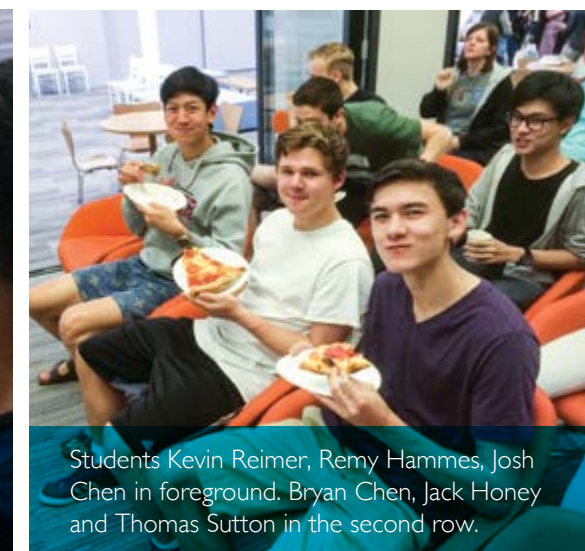
*"Rob Schmitz is a master storyteller who leads his readers into the heart and history of modern China. Street of Eternal Happiness is, in turn, funny, moving, tragic and—ultimately—emotionally satisfying. Nobody can pretend to understand Shanghai and contemporary China without reading it."*  
—Adam Minter, author of *Junkyard Planet*



Rob Schmitz, reporter and author of *The Street of Eternal Happiness* speaks in the SCIS Forum



Rob Schmitz speaks while student Kevin He looks on.



Students Kevin Reimer, Remy Hammes, Josh Chen in foreground. Bryan Chen, Jack Honey and Thomas Sutton in the second row.





# Shanghai Literary Festival

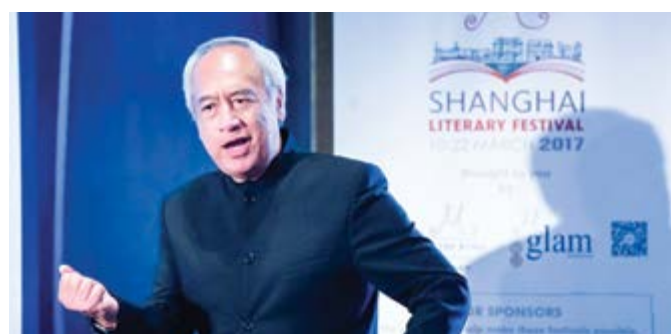
The 2017 Shanghai Literary Festival is the only English language literary festival currently running in China, and our students were a part of it! Several SCIS students volunteered and helped keep the whole program running smoothly. In addition, students got a chance to listen in on talks and discussions with renowned authors such as Amy Tan and Alec Ash.

We also offered three VIP passes to students and faculty which allowed them to enter any event on the program with a guest for a front-row experience.

We are already busily planning for next year. Look for an SCIS presence at next year's Shanghai Literary Festival from March 8th to 21st!



By FRANCIS STONE,  
IB Economics and Upper School  
Librarian at Hongqiao Campus



"Being in the presence of amazing speakers and authors was incredibly inspiring. Listening to their opinions and experiences encouraged me to think critically as well as to be thankful for living in our cozy community."

Lucy Feng, Grade 11 student at SCIS Hongqiao



"We just wanted to say thank you to all of your students for your help over the two weekends. There were comments all round how fantastic they were. Thanks to all of you and your students' hard work!"  
Naomi E., event organizer





# Girls Soccer Hongqiao



By **ALAN BREWER**, Middle School Physical Education and Health at Hongqiao Campus

We had a wonderful tournament with contributions from all twelve girls that traveled to Beijing. The team did a great job staying focused and improving with each game we played. We found ourselves as second seed going into the semifinals where we convincingly won 4 to 1 against the host school BCIS. We played NAIS in the finals and lost after going into half time up 1 to 0. We had Mikayla Kaptzan and Chloe Ng-Triquet represent SCIS on the all-tournament team. I am very proud of all of the girls and how they came together as a team throughout the season. I look forward to another great season next year!



# HQ Swim Recap

On Saturday April 22nd, the Hongqiao swim team traveled to Shanghai American School Puxi to compete in the EAST/WEST Swim Meet of 2017.

Our team did an amazing job achieving many personal bests, school records, and placed 2nd overall!

**Highlights of the meet:**

**Cato Vliegenberg** 11- 12 YO – 3rd overall high point trophy

**Kathryn Thams** 13-14 YO – 3rd overall high point trophy

**Alice Choi** 15 & over – 1st overall high point trophy PERFECT SCORE!

On Saturday May 6th, the team competed in the Rocket Science Sports Long Course Meet. 28 individual school records were broken!

This a great place to end our season and for the amount of swimmers we entered, half of the amount of entries compared

to the mighty SASX & SASD and 10-15 less than other highly competitive schools, we performed extraordinarily well!

**Particular congratulations to the following swimmers for breaking records in all 3 events they entered:**

**Harold du Bois de Vroylande** (50 FLY, 100 FLY & 200 FLY)

**Justin Lee** (50 BREAST, 100 BREAST & 200 BREAST)

**Sophie Vliegenberg** (100 FREE, 200 FREE & 200 FLY)

The coaches observed amazing team spirit, good energy and great sportsmanship throughout the season. Congratulations to our team for such an amazing performance at every event!



By **CHERYL PHILIP**, Head of Aquatics at Hongqiao Campus



# ACAMIS SOCCER PD

The Pudong Boys just wrapped up a weekend full of soccer and fun in Hong Kong. On the first day of competition, the Dragons were forced right into the action as their opening match kicked off ten minutes after arriving from the airport. Their opponent was a tough-defending ISB team, who were able to frustrate SCIS, holding them scoreless throughout and scoring a beautiful winner of their own with the final kick of the game. In Thursday's second match, the boys knew they needed a win to put them in position to qualify for the semifinals. Another tough defensive performance from the hosts, AISHK, saw the Dragons get a well-deserved winner from a low hard cross from Giacomo Carpinelli that resulted in an own-goal, and a 1-0 victory.

Day two would prove a challenge as the boys had three matches, the first two against extremely talented opponents. In the morning they had a great performance from goalkeeper Riccardo Cuda, combined with an excellent, organized team defense. They were able to keep Nanjing scoreless until five minutes from time, when the Lions put their noses in front and defeated the Dragons with a 2-1 victory. The second match of the day was a high-paced, entertaining game of football. The Dragons again came out on the losing end, 2-0 to YCIS Puxi. In the final match of round robin play,

the plan was simple: win and you're in, lose and you're out. The boys played well but were not able to score until a brilliant move in midfield by Noel Schmidt, who then fired a shot into the far corner. The Dragons then got a second half tap-in from "Johnny-on-the-spot" Frank Lee, making it a 2-0 final score for the boys.

Saturday morning began with an early morning semifinal against the #1 seeded Nanjing, who were perfect with five wins from five matches in round robin play. But the Dragons did not back down as they came out with ferocity and completely shut down the highly-favored Lions. In the fifth minute, Javier Castro-Sanchez sent a perfect through-ball behind the Nanjing defense as centerback Simon Wu charged forward from the backline. Wu gathered the ball with a deft touch and fired into the top corner, beating Nanjing's outstanding goalkeeper. Ten minutes later, the Dragons were at it again as Wu's throw to the back post was headed home by Julio Schneider. The second half saw defender Jason Larew lead the way as he frustrated and completely stymied Nanjing's best attacker. Final score: 2-0, and on to the final. Unfortunately, the boys final did not kickoff for another eight hours and the Dragons were not able to ride their momentum past YCIS. A tough effort indeed, but the boys came up short, settling for second place.

The tournament was a great way to wrap up a season of highs and lows for the Dragons. Congratulations to all of the boys for all of their hard work and especially to Wu and Larew, who were named to the ACAMIS All-Star team.



Despite a very young and inexperienced team, the Lady Dragons of Pudong have continued their trophy filled year with another good ACAMIS showing. Proving that with desire and hard work good things happen.

During the weekend of April 20-22 the SCIS Pudong Green Dragons traveled to Hong Kong to compete in the ACAMIS Soccer tournament hosted by the Australian International School of Hong Kong (AISHK) with games played at both Kings Park and at AISHK.

Day one of the tournament saw a lot of rain for all teams involved. Despite the weather the girls were able to finish the day with 1 win over the host AISHK and 1 loss to the International School of Beijing with goals scored by Denali Caban and Beatrice Maurilli.

Day two always promises to be both, the toughest, and the one that reveals the most character as teams play 3 games each and give it their all to finish in the top 4 and earn a semi-final berth. The girl's day started with a 1-1 draw against Nanjing International School with a late goal scored by Mariana Guerrero after having given up an early first half goal to NIS. In the second game versus YCIS Puxi the girls were able to once again find some late magic with Almida Jarlebratt's corner kick curling back into play and

hitting the goalkeeper and bouncing into the goal. The last game of the day was a very well-played and close affair against the International School of Tianjin. Both teams were exhausted and giving it everything they had. Heading into the final minute the Dragons' were down 1-2 and once again refused to give up. Wave after wave of attacking finally lead to another corner kick where once again, Almida Jarlebratt was able to place the ball perfectly into the box and Maria de Souza's knee found it and drove it into the goal to draw level and send the Dragons into the semi-final as the joint #2 seed where they would once again play IST.

The semi-final would prove to be epic. Both teams played tremendous defense and provided very little opportunities to their opponent. SCIS PD did not allow one shot on goal, but the offense only saw two good opportunities to score. Again, both opportunities came late in the game when Mei Lee Luebbe's shot hit off of the post and a great throw-in by Maayke Vlas could not find a teammate at a wide open back post. At the end of regulation, the score was 0-0 and would remain that way for the next two sessions of extra time which meant only one thing... a penalty shootout. In the end the Dragon's came up short in penalties losing 4-5, but each Dragon who stepped up to "the spot" did so with poise and confidence. All in all, a great learning moment.



As they had done so many times during the tournament and throughout the season the Lady Dragons bounced back in the third place game. Trying to avoid extra time and penalties for a second time in the same day, the girls found a goal with less than a minute left in regulation thanks to Mei Lee Luebbe's tap in off of Mariana Guerrero's throw-in to secure the third place trophy.

All in all, a great weekend to end a great season full of fun, growth, and a lifetime of memories. This 3rd place finish caps off a year that saw the girls program at SCIS-PD win the ACAMIS Volleyball championship, the ACAMIS Basketball championship, the Basketball Sportsmanship trophy, and now the ACAMIS Soccer 3rd place trophy. Mariana Guerrero and Almida Jarlebratt were awarded Girls All-Tournament Team. Congratulations to all of the girls who contributed and an extra big thank you to our Senior leaders Maayke Vlas and Gillian Rowland. Let's do it again next year!



By **VICTOR CABAN**,  
Athletics & Activities  
Coordinator at  
Pudong campus



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McGill  
University

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Economics and International  
Development Studies

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I am  
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*“Upon coming to McGill, I was anxious, but determined and eager to start a new life in a foreign city. Nine years at SCIS allowed me to develop leadership skills, proper time management, and the mindset to take on challenges and strive hard. What I love most about the school is the support of its small and international community. Teachers were always willing to help and it was easy to get involved. The school provided me with a strong foundation and guided me into becoming successful in my university life. That is something I will always be thankful for.”*

**– Ariane Chan**

*SCIS Class of 2013, attended SCIS Hongqiao Campus for nine years.*

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