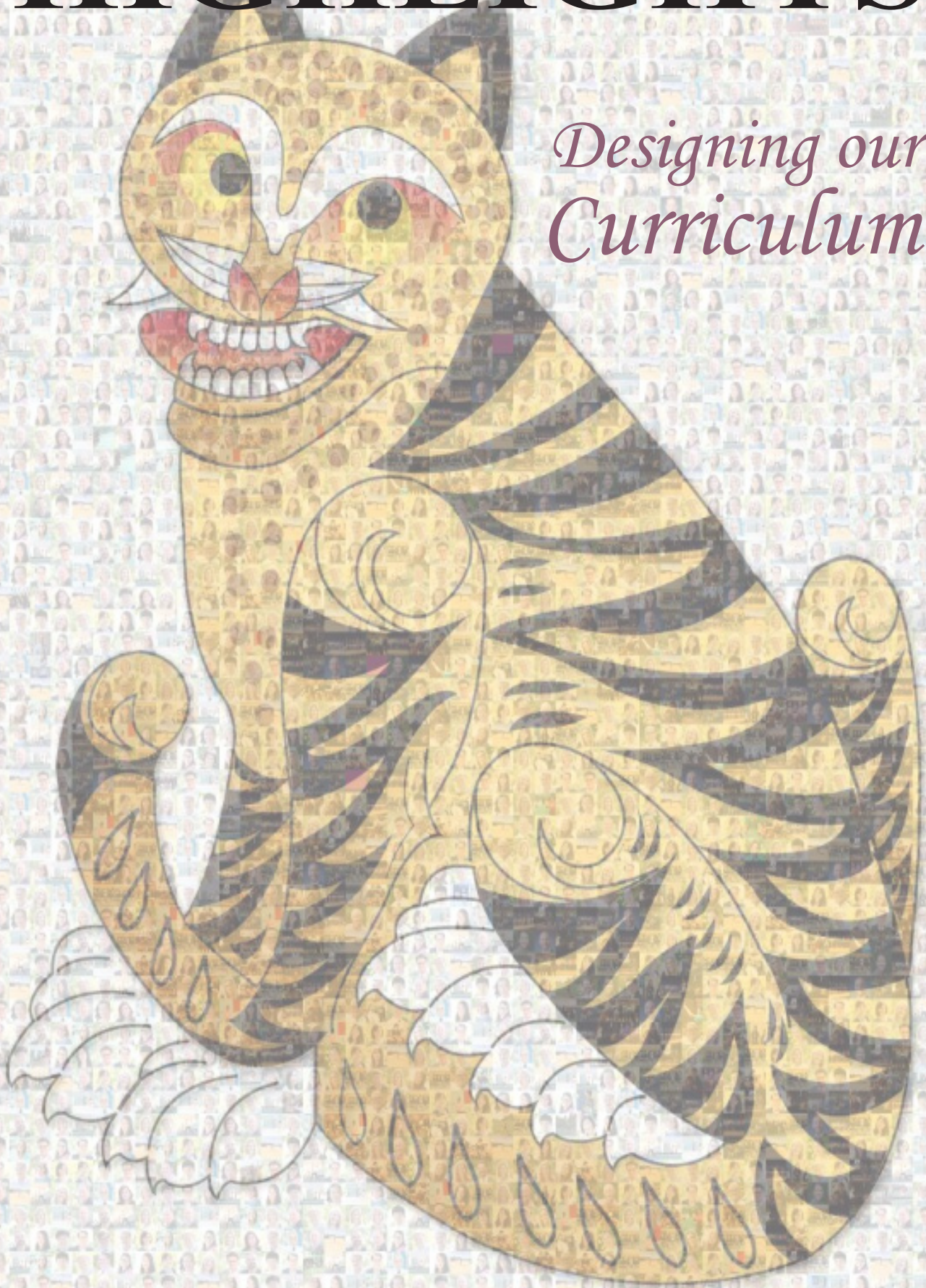


HIGHLIGHTS

*Designing our
Curriculum*



Seoul International School



Mission

Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them.

Vision

Seoul International School will foster an earnest passion for learning that inspires students to work with others in creating a better world for all.

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FROM THE HEADMASTER



Dr. Kim Hyung-Shik, Headmaster & Chairman

The year 2017 marks a very special year for me, my 40th one at the Seoul International School. It also welcomes the 40th graduating class of SIS, bringing to mind how our first graduation ceremony was held on the Yongsan U.S. military base officer's club because our first campus did not have an auditorium.

The next few graduations took place at the Walker Hill Hotel. I am filled with pride as I look upon our 40th graduation ceremony, taking place on the soccer field of our beautiful sprawling campus that I still call our 'new campus.' Visiting alumni who remember the old campus marvel with me as they look around.

During the early years of SIS, we began as a single building on the Konkuk University campus without a gym, cafeteria, auditorium, or even a library. Everyday, I am amazed when I look over our Bokjeong campus, which began from such humble beginnings. The newly renovated auditorium with a state of the art equipment, three indoor gyms on three different buildings, two libraries, cafeteria, and a beautiful mountain garden with two traditional Korean pagodas hugging our campus, are all a marvel to me. Our facilities are topped by staff apartment complexes Quad & Parkside, only 5 minutes' walk from the campus. SIS has grown exponentially over the past four decades.

On the curriculum side, we are strengthening our teacher evaluation model and process to ensure that we continue our tradition of excellent quality of teachers at SIS. The new

Evaluation Rubric will be enforced next school year. Our high school schedule was adjusted from 5 of 8 teaching blocks from the previous 6 of 8 system to allow more collaboration within teaching teams. In addition, three more faculty has been hired to accommodate our growing HS student population, ensuring that we continue to strive for better student to teacher ratio.

I'd like to especially thank our parent community whose enthusiasm and support are vital to our school. The support we see through various parent organizations at all levels, Elementary Parent Committee, Middle and High School Executive Parent Groups, and the Parent Advisory Council, are just few of the forums where our parents make our school shine. Our Counseling Office organizes Career Awareness Week and Parent Book Club and I am happy to see how generously our parents share their knowledge and wisdom with our community.

So, thank you all for a great school year. Over the summer, SIS will be as busy as ever with constructions all over the campus, including renovation of administrative offices and ceiling reconstructions. I wish you all a safe and happy summer.

Congratulations again to the 40th graduating class of 2017. Have a great summer!

Theme

in this issue *Designing our Curriculum*

Highlights is proud to present a featured theme to our magazine, Curriculum. In the educational landscape, curriculum refers to courses or programs taught at a school. Typically, it defines knowledge and skills students are expected to learn and includes learning standards and objectives. Our Mission and Vision statements exemplify our educational philosophy. Along with our T.I.G.E.R.S. values, our Mission is applied to all of our subject areas, creating a few long-term, overarching goals within each discipline. We call these "transfer" goals because they describe how students will apply, or transfer, the learning from their classes into authentic situations. We are proud to present an updated K-12 Transfer Goals, collaboratively developed by teachers, defining accomplishments

that teachers agree we want to see students master by the time they graduate from SIS. Detailed goals by level and subject can be viewed on our homepage, www.siskorea.org. To highlight our educational standards, the June 2017 issue of Highlights focuses on the curriculum side of things.



THE LEADERSHIP TEAM

Mr. Michael Colaianni Director of School



As the 2016-17 school year passes, we can take some time to reflect on two major initiatives that were undertaken since the start of the year. Teacher schedules throughout the three divisions of the school were developed to include regular time for teachers to collaborate with one another. This was no easy task, but through a concerted effort on the part of the principals and vice-principal, teachers were provided with scheduled time to discuss issues with colleagues that related to daily class assignments, common assessments, what worked well in their particular classrooms and curriculum development.

Additionally, time was scheduled for Monday afternoon meetings as well as throughout the year for teachers to work with one another and our Coordinator for Teaching and Learning to update and ensure that our documented curriculum was a reflection of what we wanted our children to learn. A well-documented and regularly updated curriculum allows for a smooth and confident transition as new teachers enter SIS. This updating required the coordination and cooperation of all teachers with an end result of which we are all proud.

Another focus of the school year was on assessment and techniques that ensured that the assessment of students was

not only fair, but also accurate. Tom Guskey of the University of Kentucky was invited to the school and spoke with teachers about his ideas on the importance of a fair and comprehensive student assessment plan and how to implement it. Dr. Guskey's words had a tremendous impact on our teachers and will be followed up next March with the visit of another specialist in student assessment, Tom Schimmer.

We have been indeed fortunate to enjoy such rich professional development opportunities at SIS. In addition to the visit from Mr. Schimmer, our teachers can look forward to a weekend in mid-September where they will participate in a Google Bootcamp, in which they will learn about how Google can be used in our educational setting and have an opportunity to become certified Google Educators.

Collaboration, cooperation and open discussion lead to positive change as SIS continues to move forward ensuring the best for all of our students.

Mr. Fredric Schneider Dean of Students



It seems like just days ago when the ninety-six members of the Class of 2017 began the process of applying to schools for their post high school studies. As has been the case for the last several years,

a large percentage of the Class applied to schools in binding Early Decision plans. Approximately 20% of those who applied in binding decision plans were admitted and received the good news before winter break. For the remaining members of the class, the long wait until April began. By mid-April, all members of the class who applied to schools for post high school study had choices to make. By May 1 each had committed to one school.

For many seniors deciding where their careers will be was a factor in where to apply. For those who see a career future in Korea, the focus was on a very short list of schools in the United States. When focusing on this short list of schools they became part of a very large applicant pool from Korea thus making the

chances of being admitted even smaller. For those seniors who did more diverse research, the range of schools to which they applied was greater and thus they were in a smaller applicant pool from Korea. Being in a smaller applicant pool made their accomplishments more obvious and therefore the results were more positive. For example, we have our first graduate going to the unique Columbia/Science Po program in which the first two years are in France and the second two years are at Columbia. We also have our first graduate who will attend the Yale/National University of Singapore program.

Since the cost of higher education in the United States is so high, I am pleased that several members of the class received extremely generous financial aid. In most cases those who received generous aid did so from schools where they were admitted from the regular decision pool which is another reason not to apply in Early Decision plans. It proved to be an advantage to several seniors to see the options they had before making a commitment to one school.

It is always a pleasure and relief to finally know that all seniors seeking post high school studies have that option. That is the case this year so I hope that all our members of the Class of 2017 make the most of their opportunities to prepare for a productive career.

THE LEADERSHIP TEAM



Dr. James Gerhard
High School Principal

One keen facet of the American style of education fostered by SIS is the implementation of ideals and concepts related to International Mindedness. Although perhaps Americans can sometimes get the short thrift on reporting of skills in this area, all indications point to clear evidence that

Americans are actually the most internationally-minded of all peoples, by far. Overseas American schools, where educational inspiration comes from the design and implementation of an American curriculum, are where students learn with a specific style, method and approach. At the same time, they are cultivating a more globally aware cognition to their learning, which makes for a distinctly prepared graduate. This more intercultural cognitive student is able to find success in future endeavors at university or around the world. The globally aware aspect that emerges, and is referenced here, is sometimes also called International Mindedness (IM).

Our definition of International Mindedness, which came out of an SIS all-school project a few years ago :

- Seeks to understand prior to sharing their own understandings
- Is open-minded, empathetic and reflective
- Has the ability to identify the effects of race, culture, religion, gender, sexual orientation and privilege on the thoughts of others and themselves
- Is able to communicate respectfully, clearly and with precision
- Recognizes and comprehends the clash and harmony between local and international
- Thoughtfully considers their impact on the environment they share with a local and international community...[sic] (SIS definition of International Mindedness, 2015)

The International Baccalaureate program, which seeks to promote “intercultural understanding and respect as an essential component of life in the 21st century,” (www.ibo.org) and not just as an alternative to a sense of culture on national identity, regards the theory of international mindedness as one of the strongest philosophical learning positions it espouses. An AP program such as we have at SIS, along with our own definition listed above, shows that both programs can be successful, yet markedly different, in delivering some of the same outcomes. This demonstrates the necessary means and structure of an international-minded platform of programming to be both a systematically implemented and systemically ingrained in any program that seeks to define itself as a hallmark in preparing students for future global readiness.

It is important to note that international mindedness is not quite the same as being intercultural aware, politically correct, pluralistic, or multi-cultural. In fact defining the lexiconical distinction can facilitate the conceptual clarity. Though, as such a multi-faceted concept, IM does for some remain very hard to define. Our SIS lucidity about what it means to us came through hard work. As SIS looked for their own workable definition of IM, “Teachers at Seoul International School identified

areas in which they could teach international mindedness and aspects of the curriculum that could foster growth for additional discussion. The main areas include: being able to think from different perspectives, being open-minded, empathetic and reflective, communicating respectfully, and considering your impact on the wider environment” (According to Dr. Amy Valerio, MS/HS Vice Principal at SIS, Expressing International Mindedness. Student Success, Thought Leadership, www.ibo.org, July 03, 2015)

With one of the strongest-outcome AP programs in the world, coupled with the best ideal of the IBO, our community benefits from this identity of IM. This distinctness also manifests itself in our school in many ways, especially through our curriculum. Throughout our course of studies it serves as one window through which teachers can empower students to see the world. If what students do in the school only mirrors their own world, then they are restricted in their perspective. Thusly, they remain not able to employ an appropriate empathic resonance, which would help them to be more able IM decision makers as they navigate the rest of their lives. A perspective of IM allows faculty to deliver instruction with more than just content and skills.

IM is an awareness and understanding of the complexities that exist between peoples, societies, political entities and regions of the world. It occurs on both micro and macro levels. It does not just deal with differences in political systems, languages, cultures, or societies from history. In the time since Ian Hill has produced his seminal view on international aspects of schools (Internationally Minded Schools, International Schools Journal, 2000), IM has grown to become the sin qua non of programs like ours at SIS. Globally engaged students more habitually frequent our hallways. This is evident in a cursory walk through the school and also from the standpoint of a check of our classrooms and activities.

You may ask, what are some ways that the HS program has changed this year to focus more on IM in our curriculum?

1. Our Grade 9 World History curriculum has been revised to focus more on a thematic, global approach to the study of history. We have emphasized the necessary measures of skills-based instruction and assessment.
2. We are using more technology (in the form of software and communications to better connect students throughout our programs.
3. We have increased activities in other areas, such as joining more international organizations such as the Association of Music in International Schools (AMIS)
4. We have started more international opportunities for our students such as our spring break trip to Spain and have extended our opportunities to others who might help influence us; such as our invitation to the ladies soccer team from Karachi, Pakistan to join our AISA tournament.
5. Our AP Seminar Program has become a hallmark of IM and global awareness. The implementation of this program, and its successful rollout thanks to faculty member Peter Beckway, has had an immediate positive effect on the role of IM at SIS.
6. TIGERS Values: We have worked to load the TIGERS Val-

(continued to page 07)

THE LEADERSHIP TEAM

Mr. Timothy Teiman
Middle School Principal



As our academic school year 2016-2017 winds down at Seoul International School, I would like to reflect on a number of unique events which helped to make this another wonderful year for our students and staff. The numerous activities and events that our middle school students are committed to in addition to their rigorous academic studies provide opportunities for them to showcase their talents and abilities in many different venues. From strings, band, and choir to “House” games, chess tournaments, drama productions, and other events, our middle school provides fantastic opportunities for our students to get involved and try their hand at different activities.

Our MSSC (Middle School Student Council) did a super job planning and organizing numerous fun occurrences for our students this year. Our MSSC meets on a regular weekly basis as they plan for exciting happenings for our middle school. They hosted a number of dances and events over the course of the year which our student body thoroughly enjoyed.

This year we were again very pleased to see the Middle School Science Olympics become a happening event at SIS in April. The Science Olympics occurred in the high school science classrooms after school and was highly successful. Students erupted in shouts of triumph or dismay as students from grades 6-8 competed in teams of four at our SIS Science Olympics.

In 2016-17 we witnessed numerous MS groups venture beyond our school walls to assist in a variety of volunteer activities. Money was raised by different groups to donate to orphanages, dog shelters and our GIN group delivered yantan (briquettes) to needy local, elderly residents. Students also hosted events and raised money to support the Hope for Nepal Project.

Our Fine and Performing Arts Department also enjoyed another highly successful year with our Strings, Band, Choir and Drama performances. All group performances were well received and extremely enjoyable. The Artwork that our students created and displayed this year was creative and beautiful to look at!

This year our MS Advisory Program provided our students



(continued from page 06)

ues onto our curriculum documents and use our HSSC to recognize students who demonstrate these attributes.

7. Our GIN, UNICEF, MUN and other clubs have extended their reach to be more involved with other groups, countries and places through virtual and actual visits.

8. Our Science curriculum has become more hands-on and focused on approaches to solving the problems presented in

with a many challenging ideas that allowed them to organize, design and participate in a variety of themed performances generated to enlighten our students and focus their thinking process about current topics and TIGER Values. Topics our students tackled in Advisory ranged from goal setting techniques to stress management and how to build cohesive team dynamics.

Read and Roar is another program we promote at the Middle School and will continue next year. Students have already selected their books for summer reading and upon returning in the fall, will be grouped with a staff member who has read their particular book and who is ready to discuss this book with them.

I am pleased that our first year introductory Spanish and Chinese classes in both Grades 6 and 7 were highly successful. These language programs will continue to grow and our students really enjoy these classes.

This year the Grade 6 and 7 classes joined the Grade 8's in experiencing overnight field trips. All class trips focus on team building skills and our students enjoy these trips enormously! They return to the school tired but full of stories about their time away from SIS.

Just before we wrap up our school year, our MS students following their final exam will be able to participate in a GIN Grassroots Soccer and/or an Activity Filled afternoon which will engage all our students and staff in a final fun filled afternoon.

In conclusion I want to wish our students, faculty and all our SIS Families a very enjoyable summer! As this is my final year at SIS, I want to thank the students, staff and parents for three wonderful years. I have enjoyed my time at this school and I want to wish the new incoming Principal-Mr. John Benavidez all the best.

the world and the curriculum and assessments are delivered in much more meaningful ways.

Plus, we have a lot of students who better understand what it means to be internationally minded and have a strong recognition that what we do with this mindset will help us be more successful, all the time, anywhere in the world.

THE LEADERSHIP TEAM



Mr. Gray Macklin
Incoming Secondary School Vice Principal

For me, the end of every school year can be most succinctly summarized with two words: continuity and change. In my 11 years at SIS, it is safe to say that I have witnessed a lot more change than continuity, but I am very proud to have been a part of the continuity that we have managed to preserve over the past decade. Though I have gone from teaching, to counseling, to being the incoming High School Vice Principal in 2017, I feel as though the core SIS experience has not changed. Our students are very ambitious and actively search for opportunities to excel. Our parents are very supportive and willingly dedicate their time to make sure that each year is a success. Our faculty is professionally committed and tirelessly works to promote student success both academically and personally. So while the members of the community may change over the years, what we stand for and strive to achieve remains consistent.

Fortunately those constants also allow for us to continue to grow and change as an organization. My hope is that while our students continue to excel, they begin to practice a more constructive form of competition, recognizing that success is

not a zero sum game. The SIS experience will only be enriched when we can celebrate the success of others while taking pride in our own personal accomplishments, regardless of how those accomplishments may be measured by society. I also hope to continue improving the trust and collaboration between the parents and the school when it comes to promoting the stated values of trustworthiness, responsibility, independence, citizenship, and lifelong learning. Together we can continue to find ways to ensure that academic achievement enriches our understanding and application of these values, taking special care that high achievement is not at the expense of these values. Why settle for short-term high achievement when we can assist our students to navigate their unique paths to lives of excellence and consequence?

Finally, I want to congratulate all of our families on completing yet another successful year. 2016-17 has been one of the most impressive years for SIS students in terms of our sports teams, the arts, academics, and college admissions. We have much to celebrate and even more to look forward to next year. Best of luck to our graduates as they prepare to move on to the next chapter of their lives. To those returning next year, I hope you all have an opportunity to rest and recharge. I look forward to seeing you again next year.



THE LEADERSHIP TEAM

Mr. Art DeFilippo
Elementary School Principal



As I look back this year, I remain amazed by the extraordinary level of dedication shown by every member of our school: students, parents, faculty, administrators, and the SIS support staff. I would like to acknowledge the efforts of each, and express my appreciation to every single member of this team for their commitment to make SIS a true Learning Community. Thank you to all our staff for your dedication in providing a supportive, caring, and safe environment for all children.

We are proud of the many accomplishments and successes throughout the year. Our ES students have demonstrated success through academic achievement as well as through extra-curricular involvement and leadership activities. These activities include Spirit Club, Boosters, Battle of the Books, 5th grade athletics, music productions, art displays, international fund raising events, and cross-grade level reading buddies. The students focused on three (3) Tiger Values this year. The first trimester focused on Trustworthy students who demonstrate personal integrity and honesty. The second trimester focused on Independent learners who took risks, embraced new experiences and made thoughtful decisions. And the last trimester focused on Global citizens who understand, respect and appreciate their culture and are open to other cultures.

At our last Tiger Spirit Assembly, we celebrated and thanked an amazing group of 5th grade students of the Spirit Club. The Spirit Club held many school-wide events that helped people all over the world and in our own neighborhood. They started by selling Halloween Candy Grams and raised money for the Yongin Pound Animal Shelter. They also collected supplies like blankets, pet food, and beds for the abandoned animals at Yongin Pound. Our Spirit Club students collected 5 boxes full of books for children around the world, and started another Book Drive for May. Students brought in their favorite Korean snacks and wrote birthday messages to a young girl named Ava Bright Lee who was fighting cancer. Sadly, Ava lost her battle in January. Students raised 300,000 Won selling Christmas Candy Grams for Anna's House the homeless shelter in Moran. Our ES students also raised money for the high school Unicef Club to be used for building homes in Cambodia. Our annual Heifer Read-a-thon started with a Character Day assembly, where students and teachers came dressed as their favorite book characters. The students also created a very cool video for the Kick off Assembly. We made over 8,000,000 won for Heifer Nepal. Every 1st and 3rd Friday of every month we all wore our school colors (black and orange) to school. We also want to thank the EPC parents who supported all of our bake sales, and events to

help others around the world. Thanks to Mrs. Andrea Goodrich, we are lucky to have the 5th Grade Spirit Club. Mrs. Goodrich is our ES Spirit Club advisor.

We are very excited about the successful and enriching field trips this year to Lotte World Aquarium and Lotte Skating Rink, Kidzania, SFS Chorus Festival, Seoul Forest, Olympic Park, Nongdowon Farms, Samsung Children's Museum, 5th Grade Sports Jamboree at the Chess Tournament, Ever-land Park and the Seoul Zoo.

Additionally, one huge milestone just occurred as we have begun our very much anticipated Chinese Language Class. Students are learning Chinese and the Chinese culture each week. Our After School Enrichment was a success. Students learned Chinese, Maker-space, Robotics, Coding, Cooking, Drama and other exciting activities. We are anticipating a repeat of this year's success with a larger participation starting in the fall of next year. Once again, hard work has made this a tremendous success. The enthusiasm of our faculty, staff and parents, has also allowed us to realize unprecedented achievements. I would like to thank Ms. Paula Scott for organizing the After School Enrichment program along with the After School Tutoring program.

Each year we experience changes to our staff. Next year will be an exciting year because we will have only a few changes. Ms. Sarah Seo will be leaving us and Mr. Tim Gardes will be our ES Librarian. Ms. Alejandra Cruz will be heading to China, as will be Mr. Poulsen. Ms. Emily Adams will be our ES Art Teacher. I am happy to announce that Ms. Agnes Schuppel will be the Middle School and Elementary School Vice Principal starting next year.

Thank you also to all the parents on school councils for your involvement and support. I would like to take this opportunity to express my sincere appreciation to our classroom volunteers for their time and commitment to our school! We couldn't do all the things we do without our Elementary Parents Committee (E.P.C.) and Room Moms - thank you for your tireless efforts and endless support for our children, teachers and school.

As you are about to get ready for the summer, whether you are traveling, taking courses, or just relaxing with friends and family, remember to have a safe and enjoyable time. Here's to a wonderful new school year, Hope to see you on Wednesday, August 16th for the First Day of School.



THE LEADERSHIP TEAM



Mrs. Irene De Shazo
Director of Admissions

Helping to Build Students' Wellbeing in Seoul International School

When we think of admissions and its responsibilities, we think of the office that keeps academic records, recommendation letters, and standardized scores of students old and new. It's the office that gives tours of the school, answers questions and gives the first impression of the school. We are the smiling faces!

There's another side to admissions that many may not realize. At SIS we strive to create a school environment that is welcoming, inclusive, respectful and safe. The admissions office is very much involved in creating that environment; an environment that fosters wellbeing. Where students feel a positive sense of self and belonging. In admissions, we believe that enhancing students' well being is a shared responsibility.

Transition to a new school can cause great anxiety for students and families. As the first point of contact, we become the family's first advocates at the school. This relationship continues beyond the first day of school. We aim to help enhance the school experience for students and families, hence our office has been involved in a number of partnerships with the different departments in school such as the Counseling department. Examples of these partnerships are the Culture Awareness Project for Middle School and Career Month for High School. For the Culture Awareness Project, parents and teachers were invited to do a short presentation about their country of origin. Most notable of these presentations were Australia, presented by Mr. John Arthars (Drama teacher) and Venezuela, presented

by Ms. Alejandra Cruz (Language Support Teacher). The goal of this project is for students to gain awareness and appreciation of cultural differences and the various viewpoints that emerge from these differences.

For Career Awareness Month, the high school counselors and the admissions office invited parents to present their careers to the high school student body. This was a fantastic way to provide students with first hand knowledge of potential career paths. Most importantly, Career Awareness Month was a great way for parents to inspire students with their personal stories, their challenges and their successes. At the end of each presentation, students were given the opportunity to ask questions such as: what do you like about your job? What are the benefits? How does your day look like? How do you balance work and family life? And of course the inevitable- how much do you earn?

Aside from the initiatives mentioned above, the admissions office is also very active in supporting student led organizations such as UNICEF, FREAD, KASA, Community Service Club and Hope for Nepal. Getting involved in these organizations is a powerful way for us to get to know students, watch them interact with other students with the similar interests, listen to them engage in meaningful conversations, and witness them dive deeper into a topic that means so much to them.

Fostering wellbeing is a long-term process and we in admissions are determined to look for more ways to be a part of creating that school environment that is welcoming, inclusive, respectful and safe.

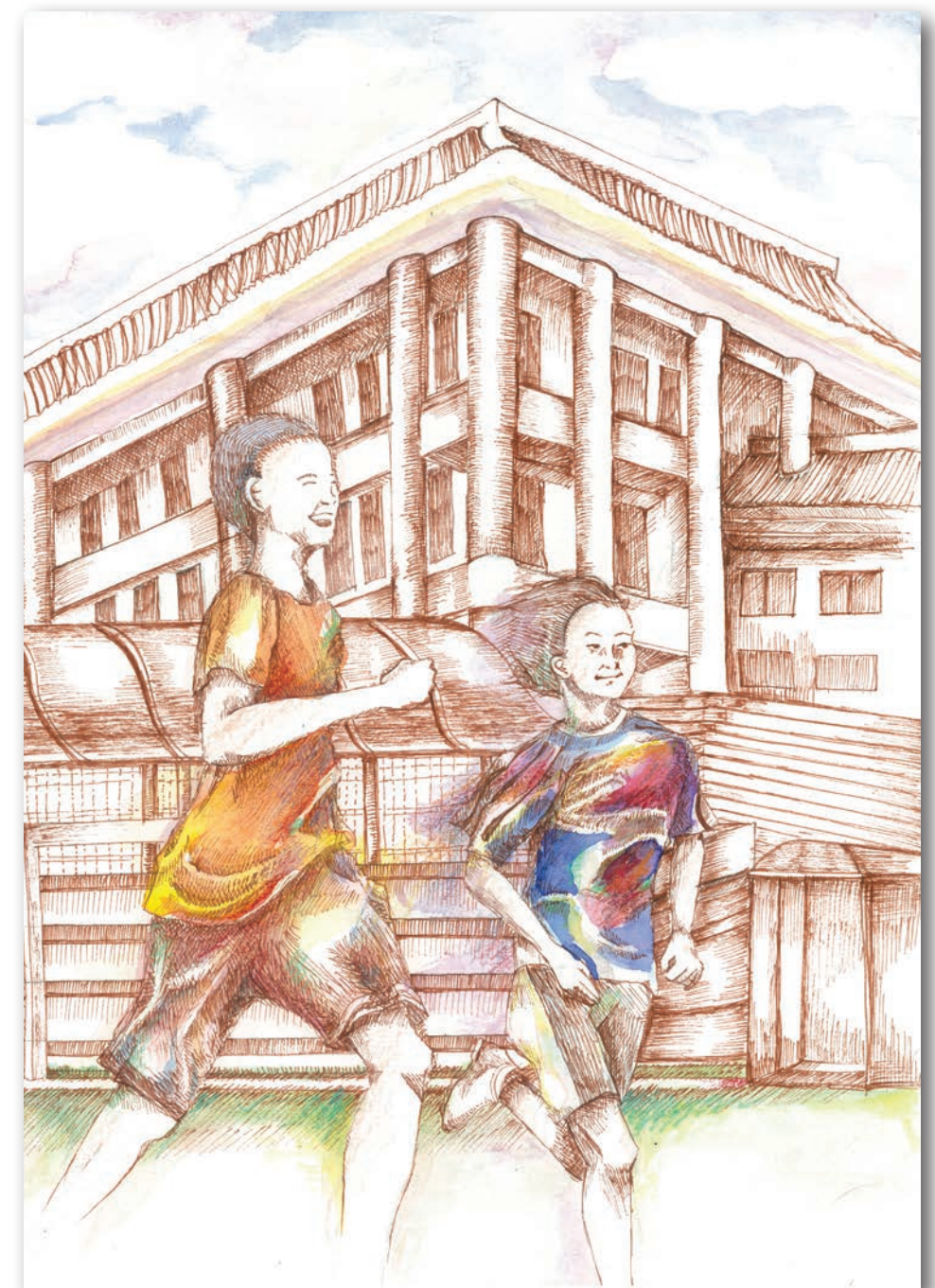


FEATURED ARTIST



The best part about the Seoul International School are our students. In this art piece, I was depicting how the students' colors are able to shine with the school's supportive curriculum and facilities.

Andie Kim 9G



BRIEFING: ALL SCHOOL



Ruth Poulsen
Coordinator for Teaching and Learning

Every student who graduates from SIS has, at some point, been faced with the huge task of writing a research paper. To complete it, they work through many steps: conceptualizing, researching, organizing, drafting, editing, and peer reviews, before they turn that paper in for a grade. We assign this project every year to teach our students the process of turning an unformed idea into a polished piece of writing, worthy of publication. Interestingly, the students are not the only ones at SIS going through this laborious process. Actually, this year the teachers at SIS have gone through a very similar undertaking with our curriculum design.

Our renewed focus on curriculum design started back in March 2016, when SIS brought in an expert, Elizabeth Rossini, to lead a workshop in this process. She led an all-day seminar for our teachers on how to purposefully design our curriculum from our most important goals. The most important idea she shared is the concept of backward design. No one says it better than Jay McTighe, in his book *Schooling by Design*: “Clarity about the ultimate performances desired [from our students] is the only way to ensure purposeful teaching as opposed to aimless and uncritical coverage of content” (p. 41). Educational experts all agree that thoughtful curriculum design is crucial for student success.

So what is curriculum design? Well, the word “curriculum” refers to everything that we want our students to learn, both content and skills. Designing curriculum has many aspects, including making sure that the learning goals are aligned to



standards (for instance, the Science department is aligned to the Next Generation Science Standards, and the English and Math departments to the Common Core). It also includes vertical alignment, which entails the teachers collaborating to look carefully at how each grade level prepares students for the next grade level. However, those two steps are just the beginning. Here at SIS, we use the Understanding By Design unit planning template, which comes out of the best educational research into how students learn. This unit template asks teachers to

Beginning with the End in Mind: Curriculum Design at SIS

consider transfer goals, essential questions, and enduring understandings as well as knowledge, skills, and standards. With all these big concepts, teachers have been engaging in ongoing learning this year during our weekly faculty meetings. We have been reading and discussing educational research around these topics, raising our capacity to write excellent curriculum.

Building on these faculty workshops, teachers have been working throughout this school year to improve our curriculum maps, going through many of those same steps that our stu-



dents go through when they write a big research paper. It has been quite a process this year: here are a few highlights of that journey.

First, in September, our teachers met in K-12 vertical teams by discipline. It was great to see elementary, middle, and high school teachers all together, discussing how a student would progress in learning their subject from age 4 to age 18! As you can imagine, teaching Science or English Language Arts or Math or Art is very different at different age levels. But though the instruction might be different, the big ideas of the discipline are actually the same. So in these meetings, teachers came to agreements on transfer goals--the most important goals for their discipline, the ways that students should be able to use their discipline once they graduate from SIS. You can find those goals on our SIS website under the “About Us” tab: click on the link called “K-12 Transfer Goals.” Since then, teachers have entered these transfer goals into their unit plans, ensuring that our most important objectives spiral throughout the curriculum.

After completing the K-12 transfer goals, teachers started working on their individual curriculum maps. We adopted a design rubric, which is a set of questions about the curriculum that all teachers used to make sure that the units that we wrote were high quality. So we started by doing a self-assessment, using that rubric. Then we worked for a few months, and in November, teachers did a peer review. This exercise would be very familiar to every middle and high school student. In that meeting, we had each teacher share one unit with another teacher. Then they looked at each other's work, and gave each other feedback on the strengths and growth areas that they noticed

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on the target unit. It is rather rare in most schools to subject teacher's curriculum to that level of detailed scrutiny, but because we have such a positive and constructive staff here at SIS, these meetings were immensely productive and helpful in improving our curriculum design.

Next, in January through March, the Leadership team reviewed teachers' curriculum maps. It was wonderful to see the principals reading unit plans for Math, English, PE, and every other subject. These meetings resulted in written feedback to the teachers on their curriculum maps, an encouraging way to show teachers that the principals appreciated their hard work and expertise. Throughout the rest of the spring, teachers have continued to meet to work on these curriculum maps, clarifying our most important student learning goals in each unit. SIS is a great school, and our students deserve a great curriculum.

Dr. Tom Guskey's Professional Development Workshop at SIS Teachers are Reflective Learners too!

Ruth Poulsen
Coordinator for Teaching and Learning

The Seoul International School T.I.G.E.R.S. values aren't only for our students: the teachers here also care about these values, and demonstrate them in many ways. The “R” is T.I.G.E.R.S. is “reflective learners,” and part of my role as Coordinator of Teaching and Learning is to facilitate the learning that the teachers continue to engage in even as adults, even though we aren't getting a grade for it!

Though it is easy to keep teaching the same way, year after year, great teachers don't let themselves stagnate. As John Dewey said, “We don't learn from experience. We learn from reflecting on experience.” Great teachers, like the teachers here at SIS, keep pushing themselves to be better this year than they were last year. That means continuing to grow and always thinking carefully about our practice, examining it for where we can improve.

This ongoing process of learning and improving is called professional development, and the teachers at SIS are passionate about this growth. Every year, I sign dozens of forms for SIS teachers to travel around the region to attend conferences and workshops where they will learn the latest in educational research, and exchange ideas with colleagues from international schools around the world. However, because SIS is a world-class school, we don't always have to leave in order to hear from some of the leading experts in education.

Every year on Samil day, while our students and their families are celebrating

Korean independence, the SIS teachers gather in Tiger Gym 2 for our annual professional development seminar. On this day, we invite an educational expert to lead a workshop for the entire faculty, sharing research into best practices and ideas for how to implement that research here at SIS.

Last year, in March 2016, we invited Elizabeth Rossini, who led a workshop in *Understanding by Design*, the model for curriculum development that we utilize here at SIS. Based on what we learned in this workshop, we worked in on updating and improving our curriculum maps.

This year, in March 2017, we invited Dr. Tom Guskey to lead a workshop for our teachers. Dr. Guskey is an expert in assessment design, analysis, and educational reform. He is a professor at the University of Kentucky, as well as an education consultant who has worked with educators in all 50 states, Europe, and Asia. His publications include 20 books, 38 book chapters, and over 200 journal articles and professional papers. He is the only person to have twice won the National Staff Development Council's prestigious Book of the Year Award. He has also won the NSDC's Article of the Year Award three times. Clearly, Dr. Guskey is one of the world's thought leaders in assessment, and we were privileged to host him at SIS.

Over the course of his time with us, Dr. Guskey helped the SIS teachers understand several big ideas and strategies related to assessment and reporting, and I'd like to share one of those big ideas

A great curriculum is based on having clarity as to the ultimate learning goals we want for each student. As Stephen Covey states in his book *The Seven Habits of Highly Effective People*, “If a ladder is not leaning against the right wall, every step we take just gets us to the wrong place faster. We may be busy, we may be very efficient, but we will also be truly effective only when we begin with the end in mind” (p. 98). This year's work has helped every department and every teacher do just this: begin with the end in mind, writing clear learning goals for each unit in each class. Just like we teach our students to take their ideas and refine them through the process of writing a research paper, so too our teachers have worked through a year-long journey of refining their curriculum. In the end, our ultimate goal is improving student learning throughout SIS.

that the SIS teachers have been discussing: the concept of mastery learning.

In our professional development day, Dr. Guskey shared his research into the importance of mastery learning. Mastery learning is the concept that we should make our goals for students very clear and explicit, and then check early to see if our students can meet those goals. That early check is called “formative assessment.” Sometimes students misunderstand formative assessment as any student work that doesn't receive a grade, but that's just the tip of the iceberg for formative assessment. Formative assessment is a way for teachers to gather information about who has understood the concepts and mastered the skills of the unit, and who still needs more help. This information might be gathered through conversations with the students, observations of the students' work in class, or “practice” problems or quizzes. The important part is that the teacher is able to see which students still need more help in mastering the material.

The next step in mastery learning is the teacher providing feedback to the students on what they got wrong in the formative assessment, and what exactly they need to do to correct their error. Dr. Guskey called this “corrective instruction.” This feedback might occur as comments on an assignment, or as a conversation in the classroom, or in other ways. Here, the teacher is making the learning goals clear to the students once again, and showing each student exactly what they need to improve to reach those

(continued to page 14)

(continued from page 13)

goals. In the high school, we find formative feedback so important, we have arranged the schedule to make space for it: meetings with teachers during office hours are often set so that teachers can reteach material to students who didn't meet expectations the first time.

The third step in mastery learning is the "summative assessment". This term refers to the assessment that counts for a grade, and if the teacher has done a formative assessment, and given formative feedback, and if the students have put their best effort in, then usually most students will be able to master the summative assessment. In mastery learning, if a student still does not show satisfactory understanding of the concepts or development of the skills, the teacher does not simply shrug, assign a low grade, and move on to the next unit. Rather, the teacher meets with that student one on one to try and teach that skill or those concepts in a different way, and then of-

fers the student another opportunity to demonstrate their learning.

Giving multiple opportunities for summative assessments can be controversial, and this controversy came up during the professional development day with Dr. Guskey. Some argue that formative assessment isn't preparing our students for the real world. A pilot, for instance, never gets a second opportunity to show their mastery of landing an airplane. If a pilot crashes the plane, there is no "do over." Shouldn't our students similarly have real consequences for failure?

However, Dr. Guskey responded that this analogy is incomplete without considering the following: that pilot spent many months or years in a simulator, practicing landing planes without any negative consequences for failure, before he stepped into the high-stakes "assessment" of the real plane. Dr. Guskey asserts that schools should operate in a similar manner-giving students oppor-

tunities to practice their learning with formative assessment before having a high-stakes (graded) summative assessment.

In order to apply our learning from our professional development day with Dr. Guskey, SIS teachers took one unit and analyzed their formative and summative assessments. This analysis and reflection will continue into the next school year.

Being a teacher who is a reflective learner is definitely much more challenging than simply continuing to teach the same way year after year. Those T.I.G.E.R.S. values are not easy for any of us to live up to! But the SIS teachers are passionate about their craft, and constantly reflecting and learning. This professional development not only helps them become better teachers, it also models for our SIS students how learning can be a lifelong endeavor.



Claudia Ribeyro
HS Spanish
Hye Yong Min
Chief of Communications



Cultural Sensitivity in the Classrooms

During the Mini-EARCOS last October, Ms. Hye Yong Min, Chief of Communications, and I presented a collaborative session on Cultural Sensitivity, 'To PC or Not to PC: Cross-Cultural Communication.' Mini-EARCOS is a professional development program, a day of sessions taught by faculty for faculty, modeled after continuing educational conferences of the East Asia Regional Council of Schools (www.earcos.org). The presentation included results from 149 responses to the student and faculty survey on the state of cultural sensitivity at SIS. The collaboration was the result of several years of discussions we had on the importance of cultural awareness in an international school community.

Every summer, hundreds of international teachers prepare to make the big move for the very first time or yet once again. Some of us start early, selling or donating our possessions and saying goodbye to our family and friends. We start to research our soon-to-be new home. Will I be able to get my favorite products abroad? Will my smart phone work overseas? Will the kids settle in their new school? Will I find a good vet for my pet? As the date approaches anxieties rise with a lot of self-reflection. Did I make the right decision? Am I ready to leave it all behind? Will I be able to socialize with new people? We get excited about the future and melancholic about what we are about to leave behind. But it is part of the process and this becomes the norm of our lives.

Three years ago, when I first moved to Korea from Baltimore, U.S., I was similarly nervous. I had been lucky, with 22 years of experience living abroad already, but Asia seemed so far away and so unknown. In order to get prepared for my new move, I spent countless hours learning about Korea and YouTube became my best intercultural trainer, hundreds of videos available with incredible insights. I read the "Korean Dude" book that at the time SIS had suggested. But while my personal life was an important aspect of this move, my professional new life was equally important. I started to learn about the educational system of my new host country. Books like 'The Smartest Kids in the World: And How They Got That Way' by Amanda Ripley, gave me a deeper insight in the Korean educational landscape where parents are highly involved and motivated about their children's education.

After three years at SIS, I understand that the Korean educational culture is very different from Hispanic or American cultures. Even though SIS is not a Korean school but an inter-

national one with an American style curriculum, many of my students are ethnically Korean who are passionate, driven, and intense. They love numbers, deeply worry about their grades, and care greatly about their education as a whole. They sleep very little and spend most of their youth studying! For some teachers, this sounds like a dream come true, but when you are not prepared to encounter and handle this intensity, the situation can easily turn challenging. During my first year at SIS as I came to know my kids and my new colleagues, I realized that there was a great disconnect between faculty and students. Teachers felt pressured by this intensity while students felt misunderstood. In a simple survey that asked our students and faculty what they wished their teachers and students knew about cultural sensitivity at SIS, common denominators in student responses touched on assumptions and generalizations by teachers such as labeling as 'hagwon dependents.' Many students asked for staff for more understanding about the local culture and it made me consider whether as international school teachers we need to try harder to look beyond our own cultural backgrounds.

When I was in college in the U.S., I learned the concept of 'Cultural Backpack' while learning about social inequality. Each individual has a different 'Cultural Backpack' which contains elements that allow them to work effectively in a different cultural setting. Some of these items are natural such as age and gender. Others, however, are developed or acquired through experiences and a degree of curiosity which leads to open mindedness, tolerance and understanding.

As teachers at SIS, we take pride to excel. That means we must take that extra step and compromise our values to learn about our students. We can become role models and intercultural trainers to students who, upon graduating and moving onto colleges all around the world, must inevitably face same anxiety ridden questions we faced when we moved to Korea. As global citizens, we have a duty to promote what we preach, and we need to look no further than our T.I.G.E.R.S. values to be a conscientious and culturally sensitive teachers. Communicate, learn Korean, talk to our kids, our parents, our staff, and to colleagues from different countries. Make it your responsibility to grow as a global citizen and benefit from our diversity by observing, learning & understanding with our environment. As our students like to say, ROAR!



BRIEFING: ALL SCHOOL



Ricky Green
HS Physical Education

Developing Physically Literate Youth

Cindy Pressé
Aquatics



Over the past few years there have been changes in the physical education (PE) department at SIS. There was a shift towards making our students improve their “game sense” while playing sports, increase their physical fitness/literacy and continue to develop as confident swimmers.

In the past, students were mostly assessed on their ability to perform isolated skills in a “non-game” situation. This helped students learn the biomechanics of the particular skills, but the majority of the students could not transfer these skills into the game situation. In the PE department, we felt it was more important to develop students who could play the games to an acceptable level, as opposed to students who could perform isolated skills.

At SIS, the students participate in three major game units every year: volleyball, soccer, and basketball. Soccer and basketball are invasion games, so are very similar in their tactics and overall aims. Volleyball is slightly different as it is categorized under net/wall games, similar to badminton and table tennis. Although volleyball is very different to basketball and soccer, there are definite similarities with regards to the tactics involved. To develop these similarities, with hope for seeing transference across the games, we developed “game sense” assessment rubrics that no longer tested the students on individual skills but on three key areas of the game:

- offensive skills - what you can do when in possession of the ball/shuttle
- movement off the ball/shuttle - your ability to create space for yourself and your teammates when they have the ball/shuttle
- defensive skills - your ability to close down space, thus limiting your opponent's options and ultimately regaining possession

The isolated skills they were assessed on in the past are still embedded into the rubrics, but now the students have to perform them in a game situation. This helps develop “thinking players” in our PE classes.

Students in the middle and high school divisions also participate in two other mandatory units: fitness and aquatics. In the last few years, fitness exercises and components have also been introduced at the elementary level. The department also decided to revamp how fitness is approached by focusing on functional fitness. Similar to “game sense”, functional fitness takes on a holistic approach instead of isolating individual muscles during exercise. For example, lying down on your back and performing a leg press on a machine does not mimic everyday activities like performing a squat on it's own or with equipment such as a bar or dumbbells. One would bend down to pick up a heavy object similar to the squat movement, but would not do this movement on an incline. Squats or other functional exercises train the students' muscles to work together and prepare them for daily tasks by simulating real-world activities that they might do at home, school or in sports. The goal is for our stu-

dents not only to be physically fit, but to become physically literate in order to feel confident to train outside of school.

New equipment, which reflected our new fitness curriculum, was ordered including TRX, sandbags, bosu balls, power ropes, pull up bars, kettlebells, rowing machines and stability balls just to name a few (TAKE PICTURE). This equipment helped focus are classes on core stability and a full body workout. What made our program even stronger was the focus on health-related fitness throughout the year and not only during fitness testing or the five week fitness unit that the MS and HS students partake.

As teachers, we feel we play an important role in the enjoyment of fitness. Students can learn the skills, but should also feel confident while performing the exercises in order to become physical literate adults who will continue to be active. We set goals with the students, teach them how to modify exercises to meet their needs, and most importantly, we keep encouraging our students to be the best they can be. In order for our students to be motivated to participate in fitness, we need to be enthusiastic and encouraging on a daily basis since, to some students, fitness can be a burden.

Fitness and producing good “games” players are related. Players need to be aerobically fit enough to meet the demands of the game. To help develop this we test the students twice every year for the mile run and multi-stage fitness test (also known as the Pacer or Beep test). In these two tests, students are graded on how well they can utilize their leg muscle endurance and aerobic fitness; two vital components of all games.

As for the aquatics unit, we want students to have positive experiences in class, in order to increase their confidence to try different water sports and activities outside of school, for example, kayaking, synchronized swimming, water polo, scuba diving, paddle board and water skiing. In order to achieve this goal, developing proper stroke technique by learning the most efficient way to push the maximum amount of water directly backwards is a key in the aquatics unit. The aquatics team encourages students to develop their own unique stroke style depending on their previous experience, body composition, fitness level and buoyancy. A variety of methods are used to help the students be “better” swimmers such as self-assessment, reflection, listening, observing others and staying focused while swimming.

Our vision is to provide all students with quality Health and Physical Education by teaching that is varied, well planned and delivered to a high standard. As PE teachers, we hope that by reinforcing the T.I.G.E.R.S. values and continually challenging our students to improve, students will leave our high school with the knowledge to be fit, confident participate in water activities and continue playing games into their adult life. By continuously improving the PE curriculum, we hope students will have a positive attitude and be physically literate students that enjoy being active.



Welcome to the School Nurse's office

Sungji Yoon
Nurse



The national Association of School Nurses defines school nursing as a specialized practice of professional nursing that advances the well-being, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services, and actively collaborate with others to build student and family capacity, and learning! At SIS, the Nurse's Office strives to meet these goals.

Some of the most important work of the Nurses' Office are operating a system for managing emergency care at SIS, ensuring compliance with all mandated health screening programs, verification of immunizations, and infectious disease reporting, and perhaps most importantly, identifying and managing students' chronic health care needs that affect educational achievement.

We begin every school year with health issue screenings to take care of students with special health care needs such as medication administration, and establish health care plans for all levels. The daily routines at SIS includes various physical activities including sports. Big and small emergencies from upset stomachs to fractures are dealt with calmly and efficiently.

As the school nurse, I would like our students to know that the Nurse's Office is a place of comfort and care. See you at the next school game!

BRIEFING: ALL SCHOOL



Samuel Hopper
MS/HS Librarian

Mr. Loomis Irish, former Director ABC News, once said, "Don't believe what you read in the newspaper. Read several newspapers, then decide for yourself what the truth is." Well, the truth is that these words are more relevant today than when they were first uttered over 50 years ago. The primary difference between now and then is not just how we get our information, but also how much more of it we get.

We live in a time where we are overwhelmed by information. We know this. It isn't just the TV, radio or newspaper anymore...if at all. The words app, link, post, tweet, etc., are such an integral part of our social norm that we never give them a second thought. Computers, tablets and phones deliver countless websites, programs, and applications. So much so, it is often difficult to discern which sources are accurate...again, if at all. Many times this information is shared, either socially or professionally, with accuracy taking a backseat to speed. At the same time, we are often too quick to believe what we read, and we seldom search for the truth, something that publishers of "Fake News" are all too quick to capitalize on.

At SIS we take this seriously. It is our intent to not only do our best to provide accurate information to students, but to teach them how to recognize the difference between what is real and what is not, and to learn to make up their own minds as to what to believe through using credible sources. Recently, we have been concentrating on getting students from middle school and high school registered, logged on to, trained and using information retrieval programs which will make research not only easily accessible, but more importantly, accurate. Students can still use their devices, but the information will be timely and credible.

It is quite easy to just "Google it" when we want information. This may be "okay" if we are looking for something quick or non-academic. This is certainly not "okay" if you are conducting research in which you want accuracy. Likewise, there is often just TOO MUCH information. As one teacher pointed out, looking for something on Google is like looking for a needle in a pile of needles. In the SIS library we tend to frown on the "G" word, hoping students lean more to the "R" word and realize that proper Research will yield much better results.

SIS currently subscribes to several campus-wide programs that provide useful, reviewed, and more importantly accurate information, which are designed to give the students the necessary tools to conduct their research. Likewise, these programs and ones similar are used in libraries, schools and universities around the world.

Here is a small sample of what we currently offer:

EBSCO HOST - Online Database

www.search.ebscohost.com

With over 1,700 digital newspapers, magazines and journals, dating back as far as 1910, EBSCO is one of the leaders in information retrieval, offering primary sources, eBooks and audio-books to tens of thousands of subscribers worldwide.

JSTOR - Online Database

www.jstor.org

Founded in 1995, JSTOR has over 9,500 subscribers globally. They currently provide over 2,300 academic and professional journals. They have digitized over 50 million pages of credible, reviewed and published documents, and continue to digitize approximately 3 million pages per year.

NoodleTools

www.noodletools.com

NoodleTools is not a database, but a user-friendly research management platform, which allows students to better organize and evaluate their research. While students have been using EasyBib for many of their projects, EasyBib is free and limited in use. NoodleTools provides many of the tools associated with EasyBib, and much more. Students can both collaborate on assignments with their classmates, as well as share their projects with teachers.

For login/password information, please contact the Secondary Library.

BEYOND THE RESEARCH

While we are concentrating on making

sure students understand the importance of accuracy in report writing, some things never change. We also have books...a lot of them. SIS Secondary Library has an extensive collection of print material, both fiction and nonfiction, to help students not only relax and enjoy a good story, but also assist in their research endeavors. Currently SIS Secondary Library houses 18,000+ titles, 42% being fiction and 58% nonfiction, averaging a little more than 22 sources per student...and still growing.

Beyond Books

Visiting Author: Kenneth Oppel

This past March, SIS had the honor of welcoming award-winning author Kenneth Oppel. Over two days, Mr. Oppel presented information on his novels to six different groups of elementary and middle school students, and instructed students from the elementary and middle school in a writing workshop. The middle school students were very familiar with his work and have read his previous books *The Boundless*, *Half Brother* and *The Nest*, while elementary students read *The King's Taster*, *Peg and the Whale*, and *Emma's Emu*.

Students and teachers alike were impressed with Mr. Oppel, not only for his imagination and writing style, but also for his charm and likeability. Prior to the presentations, Mr. Oppel was given a tour of the campus and delighted students when he entered their classrooms and talked with them and signed autographs. During the presentations, Mr. Oppel shared with students his life story, how he became interested in writing, where he gets his ideas, and he answered questions with heartfelt enthusiasm.

Sam Hopper
MS/HS Librarian

Parent Book Club at SIS

"How to Raise an Adult - Break Free of the Overparenting Trap and Prepare Your Kid for Success" by Julie Lythcott-Haims was the book selected for our second Annual Parent Book Club this spring. Sponsored by the SIS Counseling Department, the group met on three different occasions to discuss and share ideas about the challenges in preparing our kids for adulthood.

In her book, author Julie Lythcott-Haims, graduate of Harvard Law and previous dean of freshmen and undergraduate advising at Stanford University, provides insights into a phenomena that is being experienced across the United States by post-secondary institutions and employers; young adults who lack the confidence, resourcefulness, and resiliency to thrive in adult settings. Her book discusses how, as a society in the United States, we have grown into an overprotective culture when it comes to raising kids. Not allowing them to experience the consequences of choices, overcome disappointments and learn from their mistakes prevents learning how to problem solve and gain confidence in their decision making abilities. This over parenting and indulgence can impede them from becoming autonomous adults. From her viewpoint as an admissions dean, she discusses how the increasing competitive culture of college admissions feeds into the pressure on parents to over

Barbara Conant
HS Counselor



involve themselves with their children's lives in order for them to get into the highly selective colleges. Lythcott-Haims claims that this competitiveness has grown with the advent of the popular US News and World Report rankings, which, she contends, is a false ranking of the quality of education at US Colleges. She is a strong proponent of looking outside the highly touted schools and doing more research to find the best match.

Each meeting we discussed these topics and how they are directly relevant to the SIS community. Great discussions occurred about the pressures on students and parents to provide the best academic environment in order for the best post secondary outcomes. How sometimes these pressures lead to over involvement on the part of parents and high anxiety for the child. The counseling department truly enjoyed these opportunities to engage with parents on these important topics.

Next year we are tentatively proposing the book, "Why Zebras Don't Have Ulcers" by Stanford professor & primatologist Robert Sapolsky. We will keep you posted on the book selection so you can start your book club reading early this summer!

BRIEFING: ELEMENTARY SCHOOL



Andrea Goodrich
Literacy Specialist

The 5th Grade Spirit Club has been busy all year long raising funds for different organizations and people, promoting school spirit, and raising awareness to the elementary students about global issues.

Each year the 5th grade students have the opportunity to join Spirit Club, which has been led by Mrs. Andrea Goodrich for the past three years. Students meet about once a week during their recess time to plan fundraisers and different elementary school events. Mrs. Goodrich states, “Spirit Club gives the students an opportunity to get involved in something that involves helping others and lifting people’s spirits. The goal is to promote school spirit and to promote giving back to others, not only in Korea, but around the world.”

This year the students got involved in many different activities.

One event that Melissa Kim, a member of the 5th Grade Spirit Club, particularly enjoyed because of her love for animals was the Yongin Pound Animal Shelter Drive. “I enjoyed raising funds and collecting items for the dogs at the Yongin Pound Animal Shelter because it inspired me and my friends to make a new club that could help more animals.”

Inspiring students to care about others and to think about making the world a better place is the ultimate goal of the Spirit Club. When the students leave 5th grade, they will be motivated to join Middle School Clubs and Activities or to even start their own organizations like students in the past have done with FREAD and Hope for Nepal.

With ideas from the Spirit Club members, the students were able to do quite a few amazing things this year.

Here is a recap of the work that was done:

For Halloween, students sold candy grams and donated the money to the Yongin Pound Animal Shelter. They also collected items for the shelter such as dog food, treats, toys, and blankets

The Fifth Grade Spirit Club

for the strays and abandoned animals. One lucky dog was able to get a much needed operation thanks to the students’ donations!

Students also held two book drives for FREAD (Freedom to READ), which sends books to children around the world. More than 8 boxes of books were collected and distributed to students around the world!

In November, students sent a box of goodies to a girl named Ava Bright Lee from Chicago who was suffering from Leukemia. Students sent their favorite Korean snacks, small gifts and birthday cards to brighten up Ava’s day.

For Christmas, students sold more candy grams, but this time, the money raised was donated to Anna’s House, the homeless shelter in Moran. We also held a fun ugly sweater contest for the entire elementary school-and students and teachers loved it!

On Valentine’s Day students distributed candy grams. The money raised was donated to the high school UNICEF Club, who helped build a house in Cambodia. The students were able to raise over 1,000,000 Won with the addition of our Bake Sale funds.

Lastly, one of the Spirit Club’s most favorite events was the Heifer International Read-a-thon! The read-a-thon began with a kick off assembly where students could dress up as their favorite storybook characters. Justin Chang, founder of Hope for Nepal, came as a guest speaker and students were motivated to read with a fun music video to the re-written song, “I Love Reading!” The read-a-thon generated more than 8,000,000 Won in donations-more money than ever before!

What an amazing year for the 5th Grade Spirit Club! As these students move onto 6th grade, their dedication to making the world a better place will continue to change the lives of those around them. And for the incoming 5th graders, their impact on the world is just beginning.



Marie-Eve Gagnier
Grade 4

Elementary Sports Boosters

During eighteen weeks of the school year, several teachers, many of whom have taught sports all week, come to school early on Saturday morning to meet excited little faces from kindergarten to fifth grade. Elementary Sports Boosters is a rare opportunity for our Elementary students to participate in a sports program that is both instructional, non-competitive, and fun. Coaches teach small groups of students in the fundamentals

of soccer, swimming, and basketball through short drills and games. Students’ skill levels improve over the course of each sport’s six week season and they also get to make new friends along the way! We want to take this opportunity to thank the coaches who give up their Saturday mornings for the benefit of the Elementary community.

2017 ES Readathon Kickoff Music video

Lyrics by the Spirit Club to the original music ‘Cheap Thrills’ by Sia

Part 1: Students
Come on, Come on, turn your brain on
It’s a school day and the books are fun,
Gotta read my books and keep on reading on,
It’s a school day and the books are fun,

Part 2: Library
Til I hit the library
Hit the library
I got all I need
No I ain’t got games
I ain’t got games
But I got a few stories

Part 3: IT Office
Chorus
Hey, I don’t need technology to have fun to-night,
(I love reading)
Hey, I don’t need technology to have fun to-night,
(I love reading)
But I don’t need no phones,
As long as I can read my books,
I don’t need no cell phones
As long as I can read my books

Part 4:
Come on, come on, turn the lights on
It’s Saturday and I will read on

Gotta grab a book, so I won’t be bored
It’s Saturday and I will read on

Part 5: Library
Til I hit the library
Hit the library
I got all I need
No I ain’t got games
I ain’t got games
But I got a few stories

Part 6: Teachers
Chorus

Part 7: Admin Office
I love reading
I love reading

Part 8:
Chorus

Part 9:
Chorus

Part 10: Spirit Club on stage
La, la, la, la, la, la, (I love reading) x4

To view the music video:
<https://youtu.be/gNb6vrIFZ8g>
Video by David Richie, Technology Support

1:1 Laptop Initiative

Walk into a fourth or fifth grade classroom and you may find tech savvy students typing away, researching, or collaborating using their own laptops. Since January 2016, Elementary families at these grade levels were given the opportunity to participate in the 1:1 Laptop Initiative. The aim of the program is to provide students with access to a device to support their learning. Therefore, families are presented with three options: purchasing a new laptop, bringing a laptop from home, or borrowing a school-owned laptop. Regardless of the option chosen, access to devices in class allows for greater connection to the world, differentiation, and collaboration.

Providing each student access to a laptop connects each and everyone of them to the world. Our fourth and fifth graders can be seen reading about current events on a daily basis. This gives them access to age and developmentally appropriate news stories that relate to all units of study, thus making the curriculum meaningful in a way that would not be possible without technology.

The 1:1 Initiative also provides teachers with numerous differentiation opportunities. Educators can more easily tailor their instructions to the individual needs of students. The use of laptops supports teachers in both phases of differentiation:

data collection and intervention. During data collection, teachers can get a detailed picture of the knowledge and skills that each student has mastered, or needs to work on thanks to online diagnostic tools such as surveys, quizzes, or games. Students can then be grouped according to instructional needs.

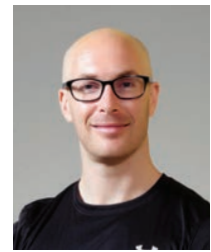
Perhaps most surprisingly, the use of laptops in our classrooms have increased collaboration, between students and also between the teacher and the students. Students can access and collaborate on shared documents in Google Drive. These same tools also allow the teacher to engage with students and provide real-time feedback.

The 1:1 laptop initiative in fourth and fifth grade was well-received by families and we currently have an 82% participation rate. We owe its success to the fact that all stakeholders have made online safety a cornerstone of the program. Students receive lessons in digital citizenship in their weekly Technology class. We look forward to greater success in the future as teachers continue to find additional ways to support and engage student learning.

Marie-Eve Gagnier
Grade 4



BRIEFING: ELEMENTARY SCHOOL



Dave Robinson
Elementary P.E.

Field Day Highlights

On May 12th of this year, it was time for the razz-a-matazz of the ES Field Day. But long before the students make the walk out to the field to participate in some of their favourite PE games, the planning bricks are put into place so that the day can be a lasting success. Firstly, students are divided up into small teams which will be their Field Day (FD) team for the entire day, 36 in total! Teams are made up of students from other grade groups and other classes. This is one of my favourite aspects of the day- watching students play and interact with other people that they may not necessarily work with on a daily basis. They form bonds that last the rest of the year and beyond.

Once teams are formed, I go about conducting an informal survey of some of the students favourite games in PE. Once I get a consensus of the popular activities, I try to incorporate them into FD. Every year we aim to add in new games to keep the day fresh and exciting for the pupils. This allows the students to take ownership of the day and really feel like they have played a part in organising the events.

Once the day draws ever closer, each ES teacher signs up to run one activity. Lower ES teachers facilitate in the morning session of FD while the upper grade teachers participate with their students in the afternoon. Without the help and support from the ES teachers, FD would not be the success that it has become today with many students stating that it's one of the highlights of the entire year.

The night before the festivities begin, the field starts to take on a new look. Soccer goals are moved to the back and are replaced with parachutes, ropes, basketball hoops, balls, mats, cones, buckets, hula hoops and much more. The aftermath looks like the result of a burst rainbow and the debris happened

to land on our SIS field!

Facilities and IT staff are also hard at work putting the finishing touches to the field in preparation for the following day.

Before activities get underway we often have a singalong to the pulsating music that is resonating from the speakers. This gets the students ready for a fun filled action packed afternoon of activities. Once the initial deliberations are over, it's time for the first games to begin! Each Black SIS shirted team plays a white one for a total of 10 minutes at each activity. Lots of energy, sweat and enthusiasm is poured into each game before they move onto the next. Every year I smile when I see teachers playing against our students, boys playing girls and sometimes Mr Robinson against everyone else! With shouts and screams from each and every player, the excitement and joy is palpable. It's what makes SIS a special place to work and shows our real community spirit.

Older students helping out younger ones, parents cheering from the beechers and even Dr kim making an appearance with his furry friends in support are always some highlights. Students also learn the value of playing hard but fair and realising that games can be played with people of all ages and abilities. Fireman's Carry, Yoshi and Swamp Ball are always real hits with our students and are games that drum up the most buzz on the day. Who doesn't like a water fight with your friends on a hot May afternoon?

At the end of a fun and exhausting day of frantic festivities, the students are dismissed back to the classrooms to gather their things and head off for the weekend with memories that they can cherish for a long time to come. FD is a real team effort from start to finish with many people contributing to one of the highlights of the elementary school calendar.



BRIEFING: MIDDLE SCHOOL

Field Day Highlights

Michelle Ganus
Grade 6 Social Studies



As teachers, we usually get to know the academic side of our students. We know how they perform on tasks in class, and we learn how they think. However, we see only pieces of their personality that shine above the rest. These are just mere glimpses into who our students truly are. Rarely do we get to spend time with our middle school students outside of the classroom and a way



from school.

In September, the 6th grade teachers and students were allowed to take an overnight trip. This was a new adventure for us. Planning for an extensive, overnight field trip brought about a lot of new responsibilities and obstacles for our teachers. We definitely wanted to plan a fun and memorable experience for our students, but their safety and security were unquestionably on our minds. Often the logistics of taking 75 people on an overnight trip can be staggering, but we knew this opportunity would be worth every second of preparation that we put into it.

For many of our students, this was their

first time away from their parents. We assured them that for two days and one night, we as teachers would also become their moms. Our students were overjoyed with the activities we had planned. As we shared our trip presentation with them, we often had to stop to allow time for cheering and excited chatter.

As the buses rolled away from school on Monday, September 26, 2017, you could feel and see the students' animated anticipation. Our first stop was ziplining in Yongin.

In groups of ten, teachers and students were taken high up the mountain to the first of 6 ziplining stations. We were told that the first station would start out at a slower, shorter distance, and we would work our way steadily down the mountain, increasing length and speed.

As I led my group to the first station, I could see the nervousness on many of their faces.

It was inspiring to watch and experience my group cheering each other on, encouraging each other to be brave. By the time we worked our way down the mountain, even our most timid and scared

students overcame their fear to enjoy the exhilaration of zipping through the air, high above the trees.

Afterwards, we loaded up the buses and headed to Boramwon Activity Center in Mungyeong, Goesan in Chungcheongbuk-do. This resort was created to house and entertain large groups of students. The staff was simply amazing! They had engaging, fun activities planned for every minute we were there.



Our students were led through a challenge course where they had to rely on not only their physical strength but also were encouraged to think strategically. Next, they suited up in lifejackets and went rafting in the reservoir. After dinner, the students went to an interactive Nanta drum concert. They certainly enjoyed banging loudly on those drums!

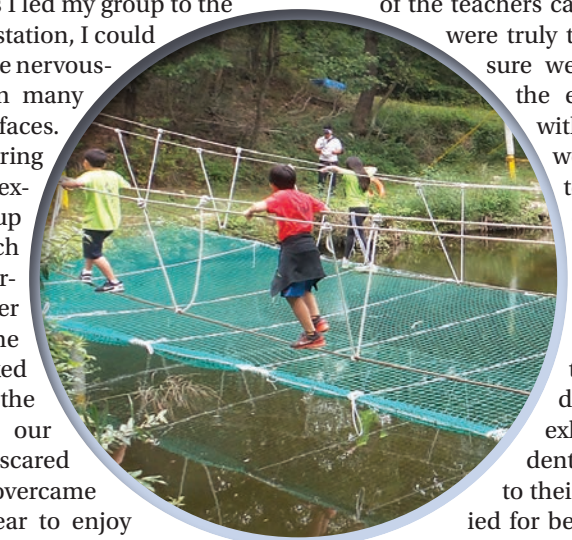
Our final event for the evening was the Night Maze. The maze was created by closely planted trees with clearly marked paths. Some of these paths led to new paths; some simply led to dead ends. Once the large light was turned off, we led our groups, in the dark, one at a time, to the entrance of the maze. Using only tiny flashlights (thank goodness for cell phones!), we worked our way through the maze as a small group. As all

of the teachers can attest, there were truly times we were sure we'd never find the exit! However, with great teamwork and strategic thinking, each group successfully completed the maze.

By this time, our students were exhausted! Students quickly went to their rooms, readied for bed, and then it was lights out.

The next morning, due to rain, our activities were restricted to indoors. Fortunately, due to such an amazing staff who obviously planned for such an event, our students were involved in some terrific, and at times, hilarious team-building games and activities. There was never a dull moment! After an early lunch, we loaded the buses and headed back to SIS.

In the days following our trip, we gave the students and teachers a chance to provide us with feedback. The overwhelming response was extremely positive. We look forward to repeating this wonderful experience in the years to come.



BRIEFING: MIDDLE SCHOOL



Jean Piscioneri
Grade 6 Science

The advisory program in the SIS Middle School has been very instrumental in helping teachers to promote the T.I.G.E.R.S. values beyond the subject areas. In addition to building relationships and providing academic support, the advisory program has given students opportunities to do service projects. In middle school, advisory classes meet for 20-minutes each day, and each class consists of between 12-15 students of the same grade level. The purpose of this program is to build connections between students and teachers, and to offer more individual support to students as well as the entire school community.

One of the good things about the advisory program in middle school is having that regular schedule to meet with our advisory classes. Because we have that 20-minute advisory time each day, my class this year which is called "Mrs. Piscioneri's Pink Fluffy Unicorns", was able to carry out its plan to support Project Hope for Nepal, which was founded by Justin Chang, a former middle school student who is currently enrolled in 11th grade here at SIS. Project Hope for Nepal was created to continue to raise relief funds for the Nepalese children and families who were affected by that sad and devastating earthquake in 2015. All funds will specifically be donated to the Khagendra New Life Secondary School in Nepal. Advisory time has provided us the venue to organize two major fundraising activities this year for Project Hope for Nepal. With the support of our MS Principal Mr. Timothy Teiman and our guidance counselor Mrs. De Mers, my advisory class was able to successfully spearhead these fundraising activities. These fundraising activities gave my students an opportunity to be of service to others without having to travel to Nepal, and to truly practice the T.I.G.E.R.S. values.

The first fundraising activity was the Fashion Show, which



MS Advisory Program

was held last February 3rd, 2017. I was elated to see how engaged my students were in the planning stage. Dividing the class into small committees was easy and it went smoothly. Alice Kim and Colin Kim immediately stepped in to be the Emcees for the Fashion Show. Bin Chiang, Jay Park, Amber Cheun and Sarah Yim happily volunteered to take care of the lights for the show. Bin Chiang, Daniel Lee and Richard Jung, who are pretty savvy with technology, enthusiastically offered to find songs to be used as background music for the fashion show. Hyeonseo Park, Chloe Lee, Lauren Kim and Lauren Hahn eagerly volunteered to do the make-up for the models. Amber Cheun, Andrew Park, Chloe Lee and Jay Lee were brave enough to be our models. We also had Mr. Kip De Shazo, Ms. Keeton Christian, Mr. Terence Tong and Mrs. Irene De Shazo who willingly accepted our invitation to be our teacher models. From the planning stage and up to the final event, every student was a champion at collaborating harmoniously with one another. They worked well with their partners. They visited MS classrooms during advisory time to sell tickets. Additionally, I was very impressed at how my students communicated openly and respectfully with each other during the entire process. The fashion show would not have been a success without the help of Mrs. Haewon Lee and Miss Seema, a Nepalese citizen currently living in Seoul, who provided us with the Nepalese outfits for our models.

The 2nd fundraising activity was the Fund Run, which happened last April 7th, 2017 during Advisory time. Before the event, students were given a pledge form where they wrote the number of laps they would willingly commit to run, and indicated how much their sponsors graciously pledged to donate. The 6th and 7th graders participated in the Fund Run. In all, we raised about 1,000,000 won which our headmaster Dr. Kim generously matched. We are very grateful for Dr. Kim's kindness and generosity.

Because we have that regular Advisory time each day, Pink Fluffy Unicorns advisory class was able to accomplish these successful fundraising events. As their advisory teacher, I could not be more proud of what they have achieved. Indeed, advisory time gives each student a chance to work on tasks that are outside the realm of academics, yet each task is an opportunity to demonstrate how they can transfer the skills they learn in every subject area. Advisory time is a great venue to promote the T.I.G.E.R.S. values and to provide leadership opportunities for our great middle school students.



BRIEFING: HIGH SCHOOL



Michael Ganus
MS/HS Band and Orchestra

The AMIS Experience 2017

The Association for Music in International Schools is a nonprofit organization founded by Richard and Georgia Bassett. Richard and Georgia were international teachers working in London and discovered a need for International Schools to collaborate and create memorable musical learning experiences for their students. They founded AMIS which in french means, "friend".

For the 2016-2017 school year, the SIS Music Department joined AMIS for the first time. In order to get acclimated to the AMIS festival system, we submitted auditions only for the 2017 Band and Orchestra Honor Festival held at the International School of Luxembourg.

To participate in an AMIS Festival, students are required to submit an audition recording through their director. The audition music includes basic technique items such as scales and arpeggios, and also includes one or two small sections of classical orchestral literature to learn. These excerpts are selected to demonstrate the technical and musical abilities of the performer.

SIS began our AMIS audition process by introducing the music to our students and challenging them all to learn these classical selections. Through a series of small group practices and recordings. Directors worked to guide students to mastery of technique and musical expression. All HS orchestra and band members submitted recordings of their work for review by our faculty. Through an internal audition process, students were selected to represent SIS in the AMIS Audition Process. Their recordings were uploaded to AMIS in late October and results were announced in early November. In our first year to participate in AMIS, 22 members of the SIS Music Department were selected for the festival.

We departed S. Korea for Luxembourg on March, 14, 2017. Students arrived in

Europe to find lovely weather and a beautiful city waiting to be explored. We spend our first evening in a classic hotel in the heart of Luxembourg City. We arrived a day earlier than we were required in order to spend some time seeing the city and to be well rested from our flight.

Day one was filled with taking in some of the local sites. Our first stop was Vianden Castle. This 10th century castle is one of the largest west of the Rhine and sits atop a hill overlooking a small village below. We continued our tour with a stop at the Casemates du Bock, a fortified castle in the heart of Luxembourg City. We had lunch in the downtown square and then took a short walkthrough of the Cathedrale Notre Dame. The students then had time to shop and eat dinner before checking into the festival hotel.

The first day of the festival found our students working hard with their new ensemble mates. Over the course of the next three days, our students collaborated with young musicians from all over the world to skilfully create music. Approximately 20 hours of rehearsals and small group practices were scheduled in order to prepare for our performance.

The Gala Festival was held at the Conservatoire Ville de Luxembourg. This beautiful concert hall sits adjacent to the International School of Luxembourg campus. Our students performed under the direction of Richard Dickins (orchestra) and Timothy Robblee (concert band). The music was quite incredible and the students felt a great sense of pride and accomplishment.

SIS will continue its relationship with AMIS in the SY2017-18 by participating in both the Band and Orchestra festival, held here in Seoul, and by starting our involvement with the AMIS Honor Choir, which will be held in Berlin, Germany. If you would like to know more about AMIS, please visit their website and see all of the things this great organization does to promote music around the globe at www.amis-online.org.



Dramatic Changes

The year began with the school play, an American comedy, and comedy isn't easy. It takes hard work and split-second timing to be effortlessly funny. "Get Smart," a stage version of the 1960s TV comedy by the legendary

ily issues. They finished the year with reworked versions of Act One of Shakespeare's "Macbeth." A large number of normally shy and well-behaved grade six, seven, and eights could be seen early in the year in the Black Box



humorist, Mel Brooks, featured go-go dancers, Chinese spies, a pint-sized evil mastermind, and secret agents in love. Although not written as a musical, the production was scored seamlessly by Mr. Michael Ganus and the Blue Note jazz combo, playing variations of the old TV theme tune. The performances of the lead actors and the supporting cast were well received and highly praised, and the crew worked together like a well-oiled machine to become the final unexpected members of the cast as they transformed the stage between scenes. The NAHS students worked diligently on the set pieces, Ms. Hye Yong Min sourced a string



of props and costumes, and Mrs. Tanya Gerhard and Mrs. Michelle Ganus gave up long hours to make a whole nightclub full of costumes. The impromptu Q & A session with cast, crew and the ES audience after the Wednesday show was priceless, and is sure to make a return next year. The young audience members asked some unexpected questions, and surprised the performers with their enthusiasm and adoration. Many of the young students in the audience have now signed up for next year's "Wizard of Oz."

This year's Middle School Drama students have worked through storytelling, scriptwriting, and character creation, in explorations of slapstick film and melodrama, and teenage peer and fam-

Theatre being unusually violent - beating each other up (safely) in their stage combat classes. Over the two semesters, small, quiet voices be-

came confident, classmates danced and improvised with each other for the first time, and under- and upper-classmen worked together in close cooperation to play all the characters and even all the physical objects in their scripts. In the final unit of the year, the first fearful looks at the Shakespearean dialogue in "Macbeth" gave way to impressive performances, in which the Elizabethan English came effortlessly, and students developed their abilities to use different levels and all parts of the performance space to tell their stories.

This unit was followed by group-devised projects that were sparked by visual images, songs, or quotes, and had to include arbitrary elements like a movement sequence or a crying baby. Students took the opportunity to explore themes close to their hearts: our public faces vs. our private selves; the potential in every person to be a force for good or evil; the real or imagined worlds in which we all live. It was in this work that the Black Box space was used in the most innovative and creative ways.

The Drama 1 and 2 and Advanced Drama students independently attended

John Arthars
MS and HS Drama & Director



live theatre events throughout second semester, and wrote thought-provoking reviews of either the whole production, or the work of one actor in the show they experienced. For some students, this was their first live theatre event outside school, and they chose a wide variety of venues, languages, and theatrical forms to explore.

All the high school classes completed the year with a round of monologues. With twenty speeches to choose from, some students chose to play characters they saw as very much like themselves, and others made widely different



choices. After the lines had been carefully learned, word-for-word, open rehearsals began. Each student worked honestly and truthfully in front of the class, going through a variety of exercises that unlocked new abilities and strong feelings. One of the most energizing and unexpected aspects of rehearsing a monologue is that it is possible to learn the lines, understand the actions, and rehearse the piece, before forgetting all the pre-planning, and simply becoming a character without any noticeable acting. It was this experience that produced the most change in the high school performers and their work. Students found



abilities they didn't know they had, and gained new insights into their own lives. Many showed sides of themselves they had never before had the courage to bring into the light. We're all looking forward to next year's challenges.

BRIEFING: HIGH SCHOOL



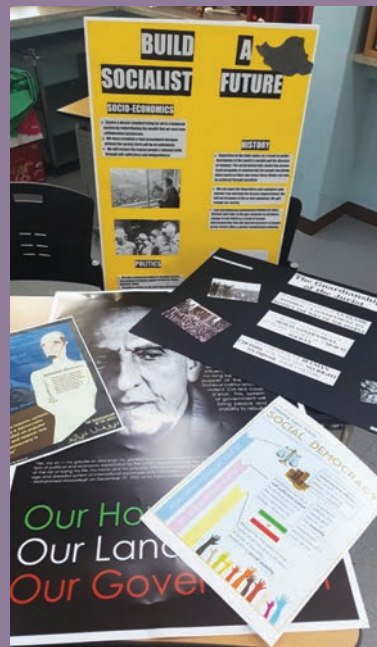
Jonathan Ames
HS Social Studies

As an incoming teacher approaching a new school there is always a feeling apprehension. Small doses of anxiety are not necessarily a debilitating factor as I grappled with how best my skill set could be utilized at a prestigious institution such as Seoul International School. SIS students are a rare breed; that impressive combination of intelligence, work ethic, a tradition of respect for teachers, let alone the elite university acceptances that become apparent each Spring. But what about inquiry? Were SIS students just as adept at seeking out their own answers to questions through research, collaboration, while placing a growing importance on seeking significance in their learning. Was the High School Social Studies curriculum meeting the needs of SIS students to take responsibility for their own learning, or merely seeking out a regurgitation of facts while rushing through a survey of history?

These questions are ones that I had to consider as I perused the curriculum maps for the two subjects I was slotted to teach, Government/Politics and World History 9. In addition, it was my responsibility, alongside Michael Silber, Jessica De La O, and Lee Piscioneri, to revise the grade 9 curriculum, vertically align it with the grade eight program, and build it as pre-AP preparation. Coming from inquiry based international schools that implemented the growing consensus of the skills over content approach, I felt well-equipped to write the curriculum to meet the needs of these 21st century learners. However, were the students ready?

Throughout the semester, in both classes that I taught, a balanced approach to traditional vs less traditional assessment methods was applied. Knowing that much of the student population was unfamiliar with extended research, mock trials, and summatively assessed simulations, I took a slow approach as I tried new techniques in the classroom, without completely altering the stated aims in the curriculum maps.

Some of the highlights to the Government/Politics class came in the form of the many elections that took place this current school year. During the the United States presidential election students were involved in a variety of interactive and inquiry based lessons and assessments. From debating the the referendums on Mr. Ames' Florida ballot, to creating their own political party, and constructing campaign advertisements. The success of the campaign ads even led to one 11th grade group placing 2nd place in a competition of over 100 schools in the U.S. One of the winning students, Seoyoung Lee (11), states "producing a political campaign video was rewarding in that we



Inquiry Through Simulation

were able to experience and demonstrate both the perspectives of a voter and a politician." Real world, experiential learning, along with other foundational knowledge on polling and the structure of American government helped transition nicely into the main summative assessment of the unit, a predictive analysis of the 2016 U.S. Presidential Election. Students used polls, varied news articles, and expert analysis to incorrectly predict Hillary Clinton to win the White House. The few students who predicted President Donald Trump exemplify the differing perspectives that are essential in the study of politics and history.

Other stimulating assessments that the grade 11 and 12 students encountered included a debate on modern Korean issues such as THAAD, Park Geun Hye, and the legacy of Park Chung



Hee, along with simulated role plays on the 1979 Iranian Revolution and the most recent 2017 Korean Presidential Election. Students represented the five main candidates and presented their vision for Korea to undecided voters, and then contributed in a mock election. These varied activities and assessments intimately allowed students to become more comfortable with the content all while forcing them to use skills that are more applicable in the real world.

Finally, as we progressed with the improvements enriching our grade nine curriculum, Mr. Silber and I guided students on a variety of exciting learning experiences such as putting Socrates and Christopher Columbus on trial, debating the merits and legacy of the French Revolution, and finally simulating the decision makers at the post WWI Paris Peace Conference at Versailles. Along with an essay inquiry into the Age of Exploration, students learned to construct research questions, and together these skill-based learning experiences demonstrated that SIS students are indeed already 21st century learners. Jaden Ha (9) said "traditional assessment is more knowledge based, whereas in the French Revolution debate we were able to apply that knowledge and use it to reach a higher level of conceptual understanding."

Activities are designed to challenge students capacities and enhance their learning. Teaching using simulation and roleplay helped students retain more knowledge or understand an issue in a more complex way. I am excited to see how our revised grade nine curriculum will push student learning to a new level next year.

Roles and Responsibilities of an SIS School Counselor

Christopher Thompson
HS Counselor



When people think of what a school counselor does, the answers can vary from a student, a parent, a teacher, and even an administrator. But what does a school counselor do? How about we answer this question by informing you of how we can help, because in a nutshell, we are helpers.

How can we help students? The life of a student is multipronged. They are friends, they are academics, and they are part of a family. We help students in every one of those areas if they require it. We all have conflicts in our lives and as students, they come across conflicts all the time. Some students are able to cope while others might need someone to listen to them. We help students when they have questions regarding all aspects of school. Students may come to us with questions ranging from AP's, scheduling, SAT's, summer programs, summer internships, time management, organization, stress, conflict resolution, teacher/student conflicts, peer conflicts, career exploration, and also the popular college talks. But it doesn't end right there. As counselors we go into the classrooms and we also teach. We teach on topics ranging from conflict resolution, stress, time management, how to navigate their

4 years in High School, and we also do college talks as well. Students have many people who they rely on for information. They listen to their parents, they listen to their siblings, they listen to their peers, and they listen to the upper classman. We'd like to say, that when we talk to the students, it's completely unbiased. We give information as it is without any tainting of the information. We try and look at the "whole" person and not just one prong. We listen and we also advocate at what is in the best interest of the person. Much of our job is advocating for the students to their teachers. Because we listen to the students so much, sometimes we see students in a different light as their teachers. We help everyone come to an understanding.

How can we help parents? The life of a parent is also multipronged. They are parents, they are employers/employees, they are friends, and also part of a family. We understand as students get older, sometimes the communication at home can decrease with a teenager. Parents frequently meet with counselors to discuss just about the same topics as students, but most of the time when we meet with parents the topics mostly include academics, SAT's, and college. As counselors

we conduct presentations on a number of topics which again, are the same as what we talk with the students. We present on topics ranging from stress, academics, AP's, SAT's, time management, how to navigate 4 years in High School and of course college. These presentations are usually part of Parent Coffee's and also during Parent Teacher Conferences. We even hold Book Talks annually. Last year we discussed a book about the college application frenzy that's happening all over the world, and this year we discussed a book about how to raise an adult. Next year we will hold another book talk and we invite parents to come to join us.

High School doesn't have to be a stressful time for families. The SIS School Counselors are here to help you and your family with whatever concerns you may have. We are here to help everyone. Have any questions? Please do not hesitate to contact one of the High School Counselors and let us you and your child. Let us help because that is what we are here to do.



BRIEFING: HIGH SCHOOL



Michael Silber
HS Social Studies

Re-Conceptualizing History Education

Nicholas Kim
Student, Grade 11



Using debate and mock trials to enhance historical understanding and thinking skills in the history classroom.

Teaching history is a difficult undertaking; unlike English, there is no novel to study and discuss; unlike math, there are no specified problems to solve. How are students in a history class able to make sense of the seemingly endless amount of content: dates, names, places, and events? History education has come a long way in the past decade, and generally it is no longer taught as an unrelenting march through content and dates, but rather as a medium through which students can explore the past, challenge narratives, and make their own connections among what may otherwise seem like disparate events and developments. To this end, the College Board has revamped its AP World History curriculum in order to focus on the development of historical thinking skills like causation, periodization, continuity and change, and comparison. In addition, there is now a greater emphasis on a thematic approach using 5 different lenses through which to view the past and make connections across geographic space and historical time periods: 1) interactions between humans and the environment, 2) development and interactions of cultures, 3) state-building, expansion, and conflict, 4) creation, expansion, and interaction of economic systems, 5) development and transformation of social structures.

My challenge as the AP World History teacher this year at SIS has been twofold: to ensure that the new curricular objectives are met, while simultaneously creating an engaging learning environment in which students become so involved in the process that they forget, even momentarily, that they are doing an assignment for a class. By no means has this meant doing away with essays and document analysis; these are and should remain staples of history education. However, in the search for more engaging activities that still demand intellectual rigor, I have introduced historical debates and mock trials. Through these activities students are required to develop arguments and defend them using historical evidence. Furthermore, students must also make connections to one or more of the five themes of the course. I have observed that through these activities that not only have students been more engaged, but also that the skills that they have acquired have translated into better essays that reflect a stronger level of argumentation and command of evidence.

I will now turn it over to Nicholas Kim, a grade 11 student in AP World History, who will reflect on his experiences doing debates and mock trials this year and how these experiences have helped him to develop his historical thinking skills.

Was Joan of Arc guilty of heresy? Was the Columbian Exchange a positive development for civilization? Did Simon Bolivar's liberation of Latin America from Spanish rule absolve him of the violence and brutality he enjoined in his "Decree of War

to the Death?" Questions like these are typically not considered in most history courses. However, over the past year, I had the opportunity in Mr. Silber's AP World History class to tackle these issues and many others through deliberation and discourse with biannual debates and mock trials, through which I either attempted to convince my peers of my arguments, or assessed my fellow classmates' viewpoints.

Throughout the year, Mr. Silber assigned each of us to one mock trial and two debates each on historical concepts. The mock trials were centered around the actions of controversial figures in world history like Chinese Emperor Shi Huangdi, while the debates focused on controversial historical arguments, such as whether the 20th Century was positive for Latin America's development. These mock trials and debates were instrumental in helping us understand the deeper nuances of history which cannot be delivered through instruction that only flows in one direction, as it is from teacher to student in most traditional lectures.

Such activities had several key impacts. First, we were able to focus on particular historical processes and delve into the subject matter very deeply. For instance, research into assessing the impacts of the Columbian Exchange (the biological exchange between the New World and Old World) following the expeditions of Christopher Columbus, involved using a multitude of school resources like the research database JSTOR and EBSCO, through which students created logical arguments that could appeal to the judges -- their fellow classmates. This approach was particularly significant because it also helped us to develop our ability to leverage specific statistics -- for instance, the fact that, after Columbus's journeys, over 90% of Native American populations died due to epidemic diseases like smallpox and measles -- which forced us to rely on empirical truths and research rather than generalized assertions and typical, assumed statements of "fact." We would further use the aid of research databases to uncover the first-hand accounts from figures like Bernal Diaz del Castillo from Alfred B. Crosby's *The Columbian Exchange*, whose vivid descriptions of the epidemic disease helped offer credence to our points.

Similarly, Mr. Silber's class gave us the ability to focus and organize our research effectively. In a more advanced history class, the ability not just to summarize past events but also to analyze and critique them is particularly important. In activities like mock trial, we enjoyed the ability to look for facts that would question the assumptions that are littered throughout history. Indeed, in academia, we learned, scholars do not present facts but review and pressure them, using them to support an argument or attack and disprove alternate claims. For example, instead of blindly accepting that the Mongols indis-

criminally destroyed the cities they entered, we argued that the destruction of a few choice cities led to the surrender and preservation of hundreds of other areas. In this way, we were not merely reciting the views of historians and accepting them as established truth, but choosing to critique them, and learned that our opinions about historical events and figures were valid as well, so long as we had appropriate support and the wherewithal to stand up to cross-examination and scrutiny from the other side. Through this, we learned that there truly were no single "answers" to historical questions.

In the context of this research, we also had to make sure that our arguments were founded on strong logical claims and corollary proofs. Indeed, the importance of the flow of logic was deeply impressed on us, as we were not arguing against some objective history text and for a faceless grader, but against a classmate who cross-examined us, for a true jury of our peers. In fact, even when confronted with information that we had not heard before, we had to use the research we had built upon to directly refute the arguments of the opposing side. Extemporizing historical arguments in order to respond to sudden facts and arguments from the opposite position, we realized we would have to use the principles from the arguments we had created to deal with such unexpected contentions. For instance, in a debate regarding the Mongol Empire, the unique assertion from the opposing side claimed that Genghis Khan inspired future totalitarian rulers like Hitler, requiring an immediate response that my partner and I pieced together in the short two minute preparatory period we had between speeches. Despite having no prior knowledge of this claim, I needed to create a logical response on the spot, and responded with a historical reference to the weakness in an argument that sought to connect two disparate events centuries ago. Indeed, this ability to defend my point under pressure would come to help me immensely during the actual AP exam. After all, if I was expected to respond to a well-reasoned opposition point in front of my classmates within two minutes, how difficult could it be to answer an open-ended question in 35 minutes?

As such, these debates and mock trials were crucial in preparing us for the AP exam. In contrast to exams like AP Calculus or Chemistry that rely on preordained answers, the AP World History exam is more flexible in its acceptance of responses. Therefore, possessing a deep understanding of 2-3 topics in

particular was an invaluable asset. Indeed, in the actual AP exam, the long essay topic asked for continuities and changes in labor migrations from 1450 CE to 1750 CE. Though there were multiple avenues I could have pursued, the extensive firsthand knowledge I had of the Columbian Exchange from my debate allowed me to tailor the answer to that area. Similarly, the AP's Document Based Questions (DBQ) ask the students to use a series of real historical documents and statistics to come up with a viable historical argument. This section deeply resembled our own debates and mock trials, in which we had to read and interpret a variety of primary sources to craft our arguments. After pouring through Kublai Khan's orders to his field commanders, and reading the testimony of Joan of Arc in all its arcane language, I became adept at distilling the writings of past figures into a clear and cogent historical argument. For instance, the prompt this year challenged students to analyze changes in state and religious responses to wealth accumulation from 600 BCE to 1500 CE. While those who relied solely on textbooks and rote memorization of subjects they had only encountered through lectures had difficulty in interpreting contradictory texts like Cicero's speeches and the Quran, my experience in using them directly as evidence in debates and mock trials would become indispensable. Instead of merely summarizing the sources, I began to analyze them within their historical contexts and biases, an important ability to demonstrate in the AP World History DBQ.

At the very beginning of the school year, Mr. Silber said, "Nothing in history is inevitable." Through this class, we were able look at history as a series of contingencies and understand that, beneath every historical moment and era that we now perceive to have been either inevitable or obvious, there were countless factors which, had they changed or been omitted, would have materially impacted how key historical events, such as the Industrial Revolution, the rise and fall of the Roman Empire, and the meteoric spread of the Mongol Empire, unfolded.

As such, by forcing us to critically review aspects of history from such a position, Mr. Silber has been instrumental in forcing us to question our assumptions about history, and to delve deeply into what judgments and conclusions we can draw from its lessons. And, of course, Joan of Arc was innocent.



Our first year in Yearbook:

"Through Yearbook, I was able to develop my writing skills. With the help of many editors, I learned several techniques on how to write features as well as sports articles. Although it was a pretty difficult and exhausting experience throughout the year to match due dates, get quotes, and edit articles, I think I was able to get through it because of my fellow staffers." - *Bonny Minn (10)*



Bonny Minn (10)

"Yearbook had a large impact on me this year in that it taught me about the importance of cooperation. The whole process of yearbook depends on everyone working as a unified body, not an individual. My favorite memory was simply being with the different staffers and editors while working on different spreads or coming up with new spread ideas. Being a part of yearbook this year was an unforgettable experience as a whole." - *Andrew Lee (11)*



Andrew Lee (11)

"Each and every one of the juniors and seniors in Yearbook were like role-models for sophomores like me. I have learned so much about how things work not just in Yearbook but also in high school in general. We all went through some ups and downs along the way but despite of all of the issues we've had this year, I'm looking forward to another exciting year with these amazing people." - *Eugene Song (10)*



Eugene Song (10)

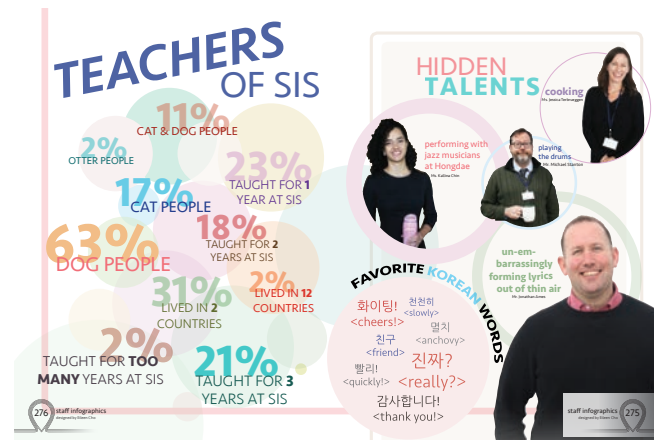


Standing on the stage and transitioning from one program to another, MCs Mr. David Coleman, his English teacher, and Ms. Kendall Sadler, his English teacher, witnessed many different aspects of the event, Jan. 21. "It was quite exciting to stand on the stage as an MC for Snowball," said Mr. Coleman. "I was also definitely able to feel the heat of the audience." *Sean Oh (11)*



In order to practice using acrylic paint on glass surfaces, Wanpil Choi (12) paints a piece of abstract art on a door in the first floor, Nov. 14. "Creating art is the most comfortable and enjoyable outlet to express a variety of interpretations," said Wanpil. *Seoyoung Lee (11)*

Best Spreads of WE WERE HERE



"The dominant photo for this year's orchestra&band spread is a snapshot of a timpani player tuning the instrument before the rehearsal. Although taking the photo did not take much time, it was a great experience for me to watch the rehearsal in action; as a 'non-musician,' I vicariously learned the expectations musicians need to live up to before, during, and after their rehearsals. Just like any other spread, this spread allowed me to learn more about the SIS community as a whole." *Sean Oh (11)*



"The staff infographics spread became one of my favorite spreads from this year's yearbook because it perfectly illustrates the purpose of yearbook: presenting information that deepens the reader's understanding of SIS in a visually appealing manner. The humorous statistics, crisp photos, and colorful layout all come together to form one product that demonstrates the team's creativity." *Seoyoung Lee (11)*

Designed by Yearbook Staff: Seoyoung Lee (11), Cin Ji Lee (11)



Tiger's Eye Volume 40: WE WERE HERE

Exhilarated by Jun Ki Yeo (12)'s successful block of the opponent's smash during a home game on Sep. 7, Haanbi Kim (10), Sung Bin Kim (12), Sabin Macklin (12) and Jun Ki Chant in unison, encouraging the crowd to join in. "Team spirit fuels me with a boost of adrenaline," said Sabin. "Whenever a teammate or I get a forceful clean kill, the team elevates to another level and it's one of the greatest feelings in the world." *Seoyoung Lee (11)*



"Even though there were conflicts with the initial layout for this spread and had to be redone last minute, the extra hassle of redoing it resulted in a significantly better layout design. Personally, my favorite part of the layout is the mod because the graphics give the spread a more age group appropriate aesthetic considering that this spread is about a younger group of students." *Irene Park (10)*

"In my ES profile, I wanted to emphasize the steps that these elementary schoolers took to get to their goal. I especially like how the curved lines go through the page. I like to think of it as symbolic for the journey the students are on to achieve their goals." *Eileen Cho (11)*



PEOPLE



Dave Hyung Joon Choe
Class of 2017 / HSSC President SY2016-17

Student Council Leadership

When I was four years old my family and I moved to Wellesley, Massachusetts, where I spent a majority of my childhood. It was a tough learning curve, thrown in the deep end with no English and nothing culturally in common with my classmates and neighbors, but within a couple of years, I was thriving. However, when we relocated back to Seoul, I had become a third culture kid; at an awkward intersection of two cultures, not fully belonging to either one. This can be difficult at times, but mainly advantageous, for I am able to choose the best of each. While it was daunting to realize that I did not feel at home in my native country, these moments did not distract me but only made me more determined to focus on my goals of helping people and making a difference, which meant being part of the student council.

The past four years have been full of cherished memories and valuable experiences accrued both within and outside of the classroom. While the impassioned lectures delivered by the instructors sparked seed of fervent intellectual stimulation, the various student activities designed and coordinated by my own efforts provided greater learning experiences for personal growth; the culmination of all my past endeavors flowered with my role as the executive president of the whole high school. Born and raised in a culture that prizes modesty and prudence over assertiveness, my natural tendency to assume a leadership role quite often labeled me as a misfit – a “non-conformist.” However, through my position as both junior class president and executive president, I was able to practice my talent as a leader to bring about positive changes within the school and the local community. Though many others would just opt for blatant and conspicuous spotlights as a leader, I promoted the importance of silent leadership coupled with passionate support and participation of the whole group. In fact, I worked hard to show everyone that true progress is obtained through lateral cooperation among all members of the community rather than through one-sided leadership supported by passive citizenry. Through my active participation in the affairs of school life and student body, I learned much that could not be imparted with just books and notes.

At a prestigious school like SIS, being part of a committee

composed of intuitive students and supportive teachers was a privilege. However, my years being part of the council were not always bread and butter. There were in fact times where we struggled to balance our rigorous academic schedules while keeping up a high level of communication and foresight. Through optimism and versatility, we were able to pull through; in the end, we could all be satisfied of the work we have accomplished and look ahead. This effort becomes a lot easier when the people you work with not only respect their responsibilities, but also enjoy a strong sense of connection to their peers. Especially this year, the council became a family – the sunbae and hoobae barrier did not hamper us from expressing our thoughts and having a good laugh in between discussions.

The student council is not a club but an organization that has and will continue to serve as the bridge between students, teachers, administrators, and parents, to create a community that everyone will enjoy being part of. The departure of more than half of HSSC advisors last year placed a heavier burden on us to start off on the right path. However, the tremendous amount of guidance from Ms. Sadler and Mr. Brodhead, our Executive Advisors, and especially Dr. Gerhard, a Junior class Advisor, allowed for an easier process of communication. In fact, many projects, such as Senior Privileges and KAIAC kick-off, were due to the help of administrators. While the HSSC is known for hosting large projects such as Snowball and Prom, we made changes to the structure of the council in order to channel our resources to make daily life at school unforgettable. The student council will undoubtedly continue to be a valuable experience for the members and an important asset to this school.

I can't believe how fast time has gone by since the first day I stepped foot on this campus seven years ago. Looking back, we all have grown and changed in a direction that is triumphant and we should be proud of who we've become. I will never forget the integral role this school has played in fueling my drive to become better every day. My role as president has solidified my goal to “change people's sense of what's possible,” in the words of World Bank President Kim Jim Yong. Nothing was possible without the help of my family, friends, and teachers. Thank you for your unwavering support and encouragement.

PEOPLE

CHESS: MORE THAN A BOARD GAME

JiWhan Moon
Class of 2017 / Salutatorian



If someone came up to me right now and asked, “Why should I play chess?” the answer is a simple, three-word response. “Chess is life.” I am proud to call myself a chess player and can confidently say that chess has allowed me to become who I am today. For me, chess is not just about defeating your opponent. It is about learning a valuable lesson – whether it be persevering in the hardest quandary, making an irreversible life-changing decision, or staying humble as you undergo a painful defeat.



I started playing chess when I was five years old. As much as I loved the game, I still remember my first tournament in Vancouver when I lost every single match. More focused on winning and losing, and being the competitive child I was, I burst into the loudest tears anyone could possibly imagine. My dad scolded me while everyone was watching, and from that day on, I vowed to become a better chess player.

By second grade, I trained myself to not only focus on the outcome, but also began to appreciate the enjoyment it could provide. After setting up my own chessboard in a public mall, I played with food court chefs and interested pedestrians. Through multiple occasions of playing chess in this type of environment, I realized that chess was more than chasing after victory. It was also a great chance make friends with people who were once strangers.

When I moved to Korea and started attending Seoul International School (SIS) in fourth grade, the first thing I looked for was a chess club. Luckily, Ms. Marilou P. Anderson, former high school chess club advisor, and Ms. Sue Choi, current advisor, provided me the opportunity to join the organization as a middle school student. By interacting with various talented upperclassmen through chess meetings, I was inspired to continue making chess

club the special group it was.

At SIS, I served as the high school chess club president for four years, from 2013 to 2017. For me, however, being given this title meant more than another line on my résumé. It served as a precious opportunity to make positive changes for the well being of chess club. Our main objective every year was to cultivate an enjoyable environment where members could make new friends and spread the benefits of playing chess to the community, both within and outside of SIS.

While many international students engaged in Korean-American Interscholastic Activities Conference (KAIAC) sports ranging from volleyball to swimming, there were not many opportunities for intellectuals who preferred to compete with brains not brawn. After chess was approved as a mind sport and incorporated into the Asian Games in 2010, I was motivated to create a platform for students to compete in chess games on this level.

In my sophomore year, I worked with Keonwoo Oh, former chess club co-president and SIS Class of 2015, to draft a 10-page KAIAC chess constitution and got chess approved as an official interschool sport. KAIAC Chess is a yearlong sport and is held three times every year. Since then, KAIAC Chess has only continued to grow, and two years ago, we even opened up an elementary division apart from the varsity and junior varsity divisions.

Apart from KAIAC, my executive team and I have strived to make chess club

memorable, implementing various events throughout the year. One of the biggest events we have held for the past three years now is the “Annual Simultaneous Matches with FIDE Masters,” where professional players from the Korean Chess Federation are invited to play chess matches with some selected members of our chess club. During my time at SIS, Jason Choi, this year's president, and I have also implemented an extended league in the chess club where members can play casual chess with one another, and we have also reached out to teach chess to nearby communities.

While chess may be an appealing sport on the outside, many rookies who actually play it may be unsure on how to improve. After all, as with any activity, chess is easy to learn, but hard to master. The best ways to improve are to watch professional chess games and online tutorials, to solve puzzles, but most importantly, to continue playing many chess matches, especially with those who have more experience.

When I come back to SIS in ten years, my dream is that chess has become a popular pastime of many more high school students. I have full faith that our passionate members will continue to carry the legacy of chess and develop a great community for both beginners and veterans to enjoy.



PEOPLE



Amy Valerio
MS/HS Vice Principal

In August of 2010, our family arrived in Seoul ready to learn and explore all that is Korea. We have not been disappointed! Over the last 7 years we have fallen in love with the Land of the Morning Calm. We will always value our time in Korea and at SIS where we have found outstanding colleagues and students who remind us why we work in education.

To reflect on our experiences after 7 years, we decided to do one last "road trip" as a family for Spring Break this year. It was our opportunity to see places we had only heard about and become even closer to a country we love and have called home. We identified several aspects of life in Korea that we value and these became even more clear after our journey.

The most striking aspect of Korea over the last seven years is the beauty of the landscape. Having enjoyed Jeju, Busan and Ganneung, we knew how varied the terrain is and how beautiful Korea is. Watching the sunset over Jindo and the coastline on Namhae Island enabled us to revel a bit

more in this natural beauty. Nothing prepared us for Haeinsa, however. The Temple surrounded by the gorgeous Gaya

Mountains took our breath away. As we got closer to the buildings that housed the Tripitaka, Koreana Woodblocks, the area became even more stunning. As a family we were revitalized by the nature, something we forget when living in Seoul and that we will surely miss.

Of course, our time in Korea has been so wonderful due in large part to the many people we meet on a daily basis. This trip was no exception. While in Daegu, Meadow wanted to go to the Raccoon Café. Before we were able to make a family decision, since it was getting late, Meadow disappeared. When we found her, she had befriended the owner of the Café and was petting and feeding the raccoons. The owner told us that she was just so excited, he couldn't say, "no". Given the time of year, there were not a large number of tourists on our route. So we found ourselves in many locations with many people who lived there and were more than excited to share their part of Korea with us.

After returning to our home at the end

One Last Trip!

of the week, we realized that we should have done this trip much earlier and more often. We were able to see and engage with so much more of Korea because of our trip. We also realized that

the two qualities that we have come to treasure about Korea are the same two qualities that make us so appreciative of our time at SIS. The beauty of the campus and commitment to improving facilities has certainly made it a pleasurable place in which to work. Additionally, the people who we have known during our time

at SIS have made this an experience like no other. We have been fortunate to engage with hard-working and bright students who make us want to be better educators. Our growth as educators has been due, in large part, to the desire to provide even better experiences for our students. Our colleagues are dedicated professionals who enjoy the SIS experience as much as we have.

It is hard to believe that our time in Korea and at SIS is coming to an end. Mikey and Meadow attended what will be more than half of their schooling at SIS. We have watched them mature into secure and happy young adolescents with a group of supportive people who have always ensured that they make good decisions and reflect on their actions. We have been able to work with so many people who, like us, value education. Peter and I, too, have grown into different people while living in Korea. We are older, wiser, and more worldly. We appreciate all that we have been given at SIS and will cherish the time we have spent in Korea and at SIS. We also know that we will be back!



Home Sweet Korea

There are many wonderful benefits of teaching at Seoul International School, and certainly much to be grateful for. One of the many perks is the quality of life outside of school responsibilities! Five years ago, I began my international teaching career, moving from the United States and taking a position at Seoul International School. Immersing into a different culture naturally comes with a few challenges for the new expat. My transition of acclimating to my new "Home Sweet Korea" was made easier by the amazing traditions available here at SIS. I've always appreciated the wonderful sense of community that is shared amongst colleagues due to the many activities and support available.

The many festivities include social events such as the back-to-school happy hour, spring clean-up and flower planting, Thanksgiving turkey dinner, celebrations for the soon-to-be married, and a staff triathlon/barbecue held with another international school. The end of May brings a potluck barbecue and also a dinner celebration after the last staff meeting of the school year.

It is not a secret that one of my favorite social gatherings usually happens once or twice per year when we get together to celebrate the upcoming arrival of a new baby! And, after the birth, a sign-up document immediately goes out and the new parents get to enjoy a homemade meal prepared by their colleagues and brought to their doorstep each evening for about a month! There are many of us that enjoy offering support by being honorary "aunties and uncles" to the young families at a time when they're far from family.

There are also several gathering opportunities that happen throughout the year and are unique to specific interest groups. These include book studies, building parties, craft nights, and a Christmas cookie exchange. Some people get together regularly for meals. Those of us from the Pacific Northwest area of the United States gather frequently wearing clothing from our rivaling alma maters and to enjoy our

favorite, nostalgic food dishes. There's a group that meets in honor of arriving at SIS together the same year, and another group that celebrates their maturity by being in the "Over 50" group! There really are many excuses to get together. All of these almost always involve delicious food and drinks, great conversation, and plenty of laughter.

"Teacher Field Trips" on an SIS school bus to places such as the pottery village, an antique store, a professional baseball game, and a Golf & Country Club for the staff Christmas party are thoroughly enjoyed each year, as well. We even have the opportunity once per month to go to Costco together! In the past we've also been fortunate to spend weekends in Gyeongju and Gangneung as special "cultural trips" to explore and learn more about the beautiful country of Korea.

Also helping to foster our special sense of community is the close proximity of our apartments. The majority of teachers live in one of four large apartment buildings (aptly named "The Quad") clustered around a shared, outdoor living space. The environment of the common space lends well to the feeling of a "backyard" as there are plenty of barbecues and picnic tables to use for socializing while children play and ride their bikes. Many exercising opportunities abound on campus or nearby and it is great to be able to have others to enjoy activities such as yoga, basketball, golf, frisbee, football, and use of the school's gym and swimming pool. There are trails that are great for excursions such as hiking, biking, running, and walking. An assortment of community bikes are available thanks to a few volunteers that maintain them.

Rounding out our caring sense of community is, without a doubt, the Administrative and Technical staff who work tirelessly in a variety of ways to perform the day to day operations of our school

and offer extra support to the teaching staff. Many of these colleagues have been with SIS for decades and their wisdom, expertise, and loyalty does not go unnoticed. Not only do these devoted colleagues perform their regular jobs extremely well, my colleagues and I are indebted for the many ways they go above and beyond the call of duty by helping with translating, purchasing, getting directions, ordering, scheduling, sightseeing, banking, mailing, apartment maintenance, automotive details, personal technical support, and generally keeping an eye out for our well-being! Although there is sometimes a language barrier, the kindness extended has no barrier, and is received with overwhelming gratitude. One time I accompanied a friend to the emergency room and we were joined by a director ready and willing to advocate for her! I've especially appreciated learning more about

Korean culture thanks to the friendships with colleagues native to Korea that have taken an interest in me having a good experience in Korea.

It is truly wonderful to be able to experience life's joys - and sometimes sorrows - together in community, since most of us are away from loved ones from our home country. The amount of support in times of celebration and in need is astounding, and is mentioned a lot from teachers that have left SIS as one of the things they miss the most.

"The bond that links your true family is not one of blood, but of respect and joy in each other's life. Rarely do members of one family grow up under the same roof." ~ Richard Bach

We truly become family that has "respect and joy in each other's life" thanks to all of the special traditions and wonderful opportunities we are able to experience as teachers at SIS. You just don't see these kinds of priceless items listed in a benefits package, but they are worth their weight in gold and appreciated beyond measure.

Diahn Boline
Grade 1



ALUMNI CORNER



David Kim
Class of 1983

David S. Kim attended the State University of New York at Albany and majored in English with a minor in Computer Science. He received an M.B.A. from City University of New York/Baruch College with a concentration in Accounting. Currently he is a Controller for a Hain Celestial Group plant in West Chester, PA.

As a member of the Class of 1983, it is astonishing to know thirty-four years have passed and yet the unique memories of attending SIS are still as fresh as ever. A miracle of sorts occurred in February of this year that involved not only some of the graduates of '83 but also folks from '82 and '84. An impromptu mini-reunion was organized with a very short lead-time of two weeks. Roughly fifteen friends living in Korea, Canada and the U.S. traveled to Santa Monica, California, to spend 48 hours with each other. Most had not contacted or seen one another in at least two decades and it was a sight to see. We all pretty much picked up where we left off in high school, reminisced about old times, got caught up in each other's lives and towards the end exchanged contact information to stay in touch and more importantly, to get ready for the next big reunion tentatively scheduled to take place in Seoul, a couple of years from now in 2019.

As I'm sure it is now, back then in the Eighties, SIS was such a wonderful, joyful, intriguing and unique place to grow and learn as a young student. It was a mix of nationalities brought together in a high school setting who had to embroil themselves in an English curriculum while enjoying the fruits of living in a fast-developing Korean nation. The school was like a microcosm of an American school but where most everyone was an international student with their own life stories (up to that point), cultures, tastes and backgrounds. While it's not as if we had any deep engagement in var-

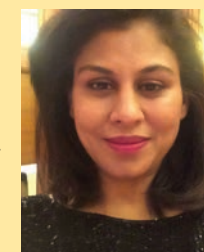
ious cultures we were aware of the differences and yet we united because we all knew we were inherently the same, young teenage students with aspirations and dreams.

In terms of how attending SIS at the time I did (and I can only really speak for myself) and how it affected my life afterwards, I can only list positive attributes. Without a doubt, the faculty, the international atmosphere, the intermingling with students from various parts of the globe, all helped me to uniquely become self-aware very quickly of how it is to be a citizen of not just one country but of the entire planet. Attending SIS gave me a global perspective very early on that enabled me to view practically all things in multiple points of view automatically, whether it be politics, world events, humor, literature, entertainment, you name it. Most of all, it has allowed me to easily relate and engage with people from many different histories and cultures. It's almost as if one develops an empathetic openness within one's personality that draws people in a universal sort of way. I can't imagine having developed this trait within any other educational setting outside of SIS. Sure, there are probably many equivalents to SIS in many different countries. But the rare mix of talent, compassion and people within a Korean cultural context would be hard if not impossible to replicate I suspect.

With all that said above, I'm sure my fellow classmates and I share the hope that current graduates know the rarity of their surroundings and the uniqueness of their "education". They certainly have a leg up on their peers in other countries we believe in terms of attitude, respect, the desire to achieve and overall hunger to win and accomplish. Apart from giving me a broad perspective of thoughtfulness, SIS and living in a country that is developing and is hungry for growth and achievement and yet so close to the ever-present wicked spectre of impending war thirty miles north of Seoul, gave my fellow classmates and I the respect for limited time that we have in this life, and the need to exploit all of our gifts, talents and opportunities while exploring the world after high school with wonderment, energy and excitement but with an ample supply of spicy skepticism.

COMMUNITY

Rashi Sharma
Parent



Breaking Barriers

Purity, Patience, Perseverance are the three essentials to success and above all Love- Bhagwad Gita, holy book of India.

I am Rashi Sharma, mother of three children studying at SIS. Our oldest son is in High School and younger children in Elementary.

We came to South Korea in 2004 as expatriates and since then Korea has been our home, workplace and Alma Mater to our children. It has been a journey of continuous and joyful learning. We chose Seoul over other global cities as Korea felt safer, friendlier and culturally richer to raise our trio. Over the years our faith and love for Korea has grown stronger. We have admired and learned a lot from its hardworking population. It is widely known that students in Korea have 220 school days in a year which is 30 days longer than schools in US. And the students in Korea invest longer hours after school in private study institutes.



It has been 14 years of education in international schools for our oldest son. And he has developed into an independent, dedicated, hard working learner. Korea has provided the perfect blend of lifestyle that we wished for our trio. Here they get educated in a "hands-on" way rather than "rote studying" which is so prevalent in local Indian and Korean schools. Our children learn to work with different cultures and nationalities. They are constantly exposed to at least 3 to 4 nationalities in a day. This exposure is training them to deal well with each person from different backgrounds and at the same time appreciate individual peculiarities and idiosyncrasies. We believe this will help our children launch themselves confidently into the big stage of independent adult life of colleges, universities and workplace. Our children will be comfortable and confident anywhere in the world. At home too our children are exposed to friends, food and conversations covering lot about the world and beyond. Everyday there are three languages floating in our family- Hindi, English and Korean. Sometimes we hear a bit of Sanskrit, French, Spanish and Chinese. As a parent it is our effort to raise children with a global mindset where no one is a foreigner. We know that the most successful entrepreneurs, scientist, lawyers, accountants, bankers, engineers, philosophers, players and artistes are the one's who are globally aware and capable of functioning in new and unknown situations, beyond the limits of their familiarity.

A juxtaposition, what if we isolate our children from the world? Do you think they will flourish and grow? I am sure they might face adjustment problems and might fall out or drop out!

Scary, right?

South Korea sends largest number of students to US after China and India, but the college drop out rate of students from South Korea is higher than China and India.

The adjustment problems reminds me of our first few days in when we had arrived in Korea, 13 years ago. Making a new home away from home was a tricky proposition. Especially with hurdles imposed at every step due to my lack of knowledge in Korean and Korea's lack of knowledge in English. I vividly remember the day when I was requesting my husband's secretary to help me get fresh milk delivered every alternate day at our doorstep. Somehow we could not understand each other and that milk never got delivered. But then I also remember times when I have received my lost wallet back from a complete stranger, or guidance from fellow passengers in subway when I found myself confused in the myriad of subway lines. Such is the country Korea and it never ceases to amaze me!

Just like myself one of our children also faced adjustment issues at school. This was normal, but soon we realised it was more than that. It was a form of Bullying, called isolation. Our child was intentionally kept out of all games which began to have harmful effect on his/her personality. The sad situation began to affect his/her learning at school and our environment at home too. It was becoming gloomier, but with the timely intervention of staff at SIS and pro-active approach of parents we could contain the situation. Today, learning is becoming a joy for our child, isolation is converting into inclusion and we hear more giggles at home. Our children and the school community is learning and exploring joy beyond boundaries.

This form of isolation can happen with anyone at any time, anyone of us can be on the other side or outside. To avoid such



Ms. Sharma presenting about cultural sensitivity on November 28, 2016, at the Elementary Parent Committee.

appalling situations we must learn to shelve our self imposed barriers. Create one world for our children and ourselves.

A world without boundaries for a successful survival of our offspring, for once they go off beyond our physical reach, they will have only their own devices to defend themselves. So let us equip them well and develop them into resilient, flexible and confident GLOBAL CITIZENS. Break all barriers and make one world where all belong!

FROM MR. A'S DESK



Ivan Atanaskovic
Athletics & Activities Coordinator

August	HS	Korean Classic Volleyball Tournament
Septemer	MS	KAIAC girls soccer jamboree
	HS	Freshmen Late Night
	MS	Grade 6 trip to Yongin Zip Line
October	HS	Choir Festival in Bangkok
	MS	Grade 7 trip to Daemyung resort
	ES	Soccer Boosters
	ES	Grade 4&5 soccer practice
	MS	Grade 8 trip to Namhansangsong
	HS	AISA boys volleyball at SIS
	HS	AISA tennis in Yokohama
	HS	AISA girls volleyball in Busan
	HS	Cross country meet in Guam
	HS	KASA trip to animal shelter
	HS	KAIAC Forensics at YISS
	HS	KAIAC JV boys tournament at KIS
	HS	KAIAC JV girls tournament at CI
	HS	KAIAC Fall Tournaments
	MS	KAIAC boys soccer jamboree
	MS/HS	GIN Haloween Carnival
November	MS	KAIAC Swim Jamboree
	HS	KAIAC Forensics at SIS
	MS	Talent show
	HS	Korean Classic Basketball Tournament
	HS	Korean National Math Competition
	HS	Korean National Public Speaking Championship
	HS	KAIAC Chess Tournament at GSIS
	HS	SEOMUN Conference
	HS	UNICEF Trip to Cambodia

2017

January	HS	KAIAC Forensics Tournament at KIS
	MS	KIMEA Choir Festival at GSIS
	HS	THIMUN Conference in Hague, Netherlands
	HS	AISA Boys Basketball in Osaka
	HS	AISA Girls Basketball in Yokohama
	HS	AISA Math and Leadership at KIS
	HS	KAIAC JV boys basketball tournament at GSIS
	HS	KAIAC JV girls basketball tournament at SFS
	HS	ASIS Drama Festival at YISS
	ES	Swimming Boosters
February	HS	KAIAC Cheer Competition
	HS	KAIAC Boys Basketball at KIS
	HS	KAIAC Girls Basketball at SIS
	MS	KIMEA Band Festival at KIS
	MS	KAIAC Orchestra Festival at YISS
	HS	KAIAC National Honor Festival at SFS
	MS/HS	KAIAC Chess Tournament at KIS
	MS	KAIAC Volleyball Jamboree
	HS	GIN Conference at CI
	HS	HFH Fashion Show
	HS	NHD Competition at KIS
	HS	Science Competition at Dwight
	HS	GIN Trip to Thailand

2018

March	HS	BEIMUN Conference in Beijing
	MS/HS	NEMAC Math Competition in Japan
	ES	KIMEA Choir Festival
	HS	KAIAC Strings Festival
	HS	KAIAC Band Festival
	HS	FBLA Competition at Cheongna Dalton School
	HS	Forensics Tournament at GSIS
	HS	Swim Meet at CI
	HS	AMIS Orchestra and Band Trip to Luxembourg
	MS	SKYMUN Conference at KIS
	HS	KAIAC Choir Festival
	HS	Spanish Language Trip to Spain
	HS	UNICEF Talent Show
	ES	Basketball Boosters
	ES	Grade 5 Basketball
April	ES	Battle of the Books
	MS	KAIAC Girls Basketbal Jamboree
	HS	AISA Girls Soccer Tournament at SIS
	HS	AISA Swimming in Osaka
	HS	AISA Boys Soccer in Busan
	MS/HS	KAIAC Chess Tournament at SIS
	HS	AP Art Show
	HS	KAIAC Swim Meet at YISS
	HS	KAIAC Girls Soccer Tournament at CI
	HS	KAIAC Boys Soccer Tournament at GSIS
	MS	KAIAC Boys Basketball Jamboree
	ES	Grade 5 swimming
May	MS	Grade 8 Trip to Gangwon-do
	MS/HS	GIN Guest Speaker Mr. Jackson Kaguri
	ES	Grade 5 Swimming Jamboree
	HS	NHD Trip to Maryland, USA

LETTER FROM EDITOR



Hye Yong Min
Chief of Communications

As part of the Executive Director’s Office since October of 2015, I’d like to introduce some exciting new changes for this office. Headed by the Executive Director of School Management Ms. Hannah Yoon, a new Chief of Public Relations, Ms. Kaye Ahn and an administrative staff, Ms. Eunjin Oh from the Accounting Department, joined us in April.

The Executive Director’s Office will launch SIS’s first ever participation in an exhibition in Korea at the upcoming EXPAT Fair 2017 at COEX, Seoul, in December of 2017. On May 23, 2017, SIS was invited by COEX to represent the educational cluster at the ‘Trade Promotion Seminar for EXPAT Fair 2017’. Director of School Mr. Michael Colaianni and Director of Admissions Mrs. Irene De Shazo made a presentation to approximately 100 embassy representatives. A special thanks to our resident video artist Mr. David Richie, Technology Support, whose video was the highlight of our presentation.

Finally, I am proud to present the new and improved Highlights, Volume 85 for June 2017. In particular, I’ve asked Mrs. Rashi Sharma, a parent of 3 students at SIS, and Ms. Claudia Ryberio, HS Spanish teacher, to write about the importance of cultural sensitivity in our community. As an alumni who has faced similar issues, I can guarantee that each and every one of our graduates will face the harsh realities of adjusting to a different culture the moment they step outside of SIS. My hope is to arm our students with a sense of awareness and pride that familiarizes them with the difference between right and wrong, with how they should treat others as well as the power to demand to be treated right for themselves.

Have a great summer and see you back in August!



CLASS OF 2017 COLLEGE LIST

Congratulations to member of the Class of 2017. As of May 24, the graduates of the class will be attending the following schools. Best of luck in your post high school studies.

Fredric M. Schneider
Dean of Students

American University	1	Northwestern University	1
Amherst College	1	Princeton University	1
Boston College	1	Purdue University	1
Boston University	2	Rhode Island School of Design	1
Brandeis University	1	Rice University	2
Brown University	1	Rutgers, The State University of New Jersey	1
Carnegie Mellon University	12	Swarthmore College	1
Claremont McKenna College	1	Tufts University	1
College of William & Mary	1	U.C. Berkeley	6
Columbia University	4	U.C. Davis	1
Columbia/Sciences Po	1	U.C. San Diego	1
Cooper Union	3	University of Chicago	2
Cornell University	4	University of Massachusetts, Amherst	1
Dartmouth College	2	University of Michigan	1
Duke University	1	University of Pennsylvania	1
Emory University	2	University of Southern California	6
Ewha Womans University	1	University of Virginia	1
Fashion Institute of Technology	1	University of Washington	2
Georgetown University	1	Vanderbilt University	1
Harvard University	1	Washington University in St. Louis	3
Howard Payne University	1	Wellesley College	1
Johns Hopkins University	3	Yale-NUS College	1
Keio University	1		
McGill University	1	University in Korea	1
New York University	9	University in U.S.A.	1



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