

Hangzhou International School · Winter2018

DragonNews

Who is the
600th Student?

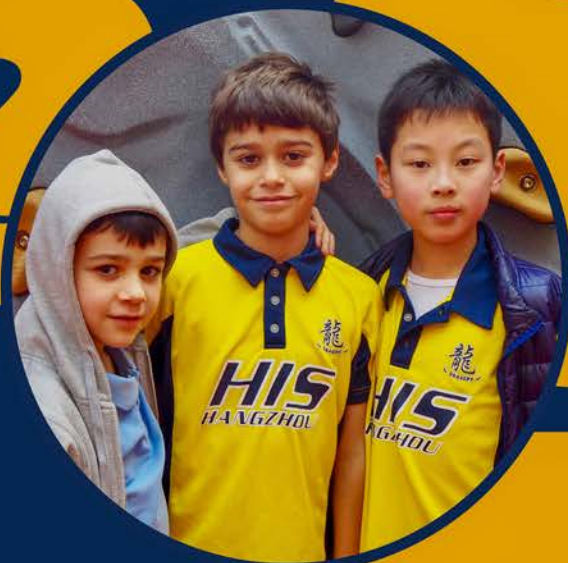




Table of Contents

From the Director

Celebrating the HIS Community

Admin Desk

Project Period/Inquiry Learning

School Highlights

PYP, MYP, IB Diploma

Winter Arts Night

Visual Arts, Drama, Music

Student Council

News and Upcoming Events

Dragon Moments

HIS Events

Library:

Research and Media Support

Destiny Portal

Tech Pagoda Wisdom

Save, Shutdown, and Reset WiFi

Counselor's Corner

Counseling and Guidance Program
Coping with Academic and Personal Stressors

PAFA

Parents and Friends Association



Hangzhou International School

78 Dongxin Road Binjiang District

Hangzhou 310053, China

Phone: (86-571) 8669-0045

FAX: (86-571) 8669-0044

Email: HISinfo@his-china.org

www.his-china.org

From the Director

Dear HIS Community and Friends,

For the past fifteen years, Hangzhou International School has been welcoming the smiles of new and returning students, parents and teachers, and fostering a community that values the traditions they bring with them, the traditions of China, and the traditions of HIS. Of all that we value most about our school, the people inside our buildings are our greatest treasure and the source and strength of our unique and vibrant school community. It is through program design, campus aesthetics, supportive families, and finding and keeping great staff that year after year we are able to maintain strong bonds within our community and celebrate the diversity and unique contributions of its members. In this winter edition of DragonNews, we celebrate the wonderful people within HIS, which now includes over 600 students, 67 faculty, 87 support staff, and hundreds of parents.



HIS is always engaged in finding the balance between celebrating diversity and developing our own common culture. Our students are confident that their nationality, religious background, and ethnicity contribute to what makes our school such a wonderful place to be, yet they also look forward to the times when we come together and share a common purpose and HIS identity. For those who have the privilege of spending a lot of time at school, you know that as much of this is happening during classtime as what goes on outside the walls of the classroom. During bus rides to and from school, on the playgrounds, through athletics and activities, and especially for our performances and productions, our students are constantly building that dragon spirit we have cherished since our humble beginnings in 2002.

During this time where many families have been celebrating their unique traditions at home, I would like to thank you all for sharing that which makes us so diverse and for supporting the development of such a wonderful place to learn and work. Together, with supportive parents, dedicated teachers, and motivated students, we honor the tradition we all value most... building community. In April, I look forward to welcoming all to our International Day, which will highlight the theme of 'Celebrating Diversity.'

I will conclude with one tradition with which all at HIS are familiar... celebrating our permanent experience and shared bond by declaring, 'Once a Dragon, Always a Dragon!'

Warm Regards,

Jeffrey R. Stubbs
HIS Director

A New Approach to Learning: the Project Period



*Patricia Long
Upper School
Vice Principal and
MYP Coordinator*



A key element of our provision at HIS is the attention we pay to the development of students as learners, in addition to their acquisition of information and subject specific skills. We strive to ensure that our young people are able to increasingly manage their own learning with confidence and assurance, and support them in developing essential skills that will enable them to learn successfully throughout their lives. Within the International Baccalaureate, these skills are called the Approaches to Learning, and they include communication, collaboration, organization, self-management, research, thinking, reflection, and creativity.

In the MYP, each subject area is responsible for developing ATLs through their lessons; this year, we also are investing in an additional lesson each week where these skills are taught explicitly: the Project Period. Every student in Grades 6- 10 has one lesson a week where they are taught the ATLs through a series of projects. In Grade



6 and 7, for example, students are embarking on a Reading Skills Project, in which they will learn techniques for engaging with texts in greater depth as they study and research. This unit will develop particularly the ATL of communication. Students in Grade 9 recently completed a group task in which they reflected on their recent China Trip; this self-directed project led to an Exhibition held in late

November, and addressed the collaboration, communication, and reflection ATLs. In Grades 8 and 10, the students have just begun their MYP Community and Personal Projects, respectively. Under the coordination of our Library and Media Specialist, Dr. Matthew Baxter, the students will be developing and evaluating a substantial study of a community service project (Grade 8) and an extended examination of a topic of personal interest (Grade 10). Both extended projects will address the whole range of ATLs. Through the Project Periods, as well as other lessons, the students will grow towards gaining the attributes of the IB Learner Profile, and to greater academic and personal success.



Inquiry Learning at HIS



The new semester is now well under way and it is good to see how well the children have settled back in to their learning. We are particularly pleased to have welcomed 20 new children since the winter break. They



are making friends and we really do appreciate the way that the new families have been welcomed by our community. We have also been pleased to welcome two new faculty members. Christi-Ann Moody is an experienced teacher who comes to us from Australia. She is teaching a Pre-School/Pre-K class. Liu Liping joins our Mandarin department. She has been working through the Confu-

cius Institute as a Mandarin Language Assistant in Tanzania.

You may have noticed your children coming home using words like inquirer, thinker, risk-taker and communicator. These come from the learner profile in PYP which is a model for inquiry learning. We have just begun our first year as a candidate school for

PYP and next year we will pursue authorization to become a PYP school. It seems timely to talk a little bit about what inquiry learning actually is.

Inquiry learning emerged in the 1960s and relies on the idea that children can learn by investigating various scenarios and problems. Rather than memorizing a lot of information that often seems remote and irrelevant, children's curiosity is aroused and they conduct investigations that help them broaden their knowledge base and develop the skills they need. Instead of the teacher imparting knowledge to the children, he/she facilitates the



Robert Hyndman
Lower School
Principal

inquiry process by stimulating their interest and providing them with a structure and framework on which they can build their learning. Because the process is student centered and student driven, they tend to become much more engaged in, and excited by, the learning process.

In this publication, some of our teachers will share with you what has been happening in their classrooms this school year. They will share the Central Idea for their units of inquiry and you will read about the variety of learning activities that this generates. I hope this gives you a sense of the excitement that this learning model can generate. We are equipping our learners with the skills to be able to think, problem solve, and be to learn through an inquiry process.



How We Organize Ourselves



Cassandra Franklin
Lower School
Pre-school



Veronica Jennner
Lower School
Pre-school

In Pre-school, we have been exploring 'Community Helpers' as part of our Unit of Inquiry "How We Organize Ourselves." Within this unit we have been focusing on the IB Attitude, "Cooperation." Through cooperative games and activities children are developing the skills to take turns and demonstrate tolerance. In a game of "keep the balloon up," children worked in small groups to keep a balloon from touching the ground. At



first, some children would take the balloon and run away with it. After playing a few times and discussing how we can play in a way that would be fun for all, the children began to play fairly. We also played a big game of "roll the ball." Children sat in a circle with their legs out wide and their toes touching. After mastering passing one ball back and forth, we added two balls and then three. Children needed to work together to keep the balls rolling. They exhibited patience as they waited for

the ball to come to them and demonstrated perspective development; knowing that everyone feels good to be included.

Pre-school children have also begun working together to make buildings out of boxes such as a fire station, police station, dance studio and house. After discussing what needed to be in each building, teachers drew pictures on the boxes. Children then worked side by side to paint the buildings. They have been using these buildings in their play inside the classroom and outside in Lóng Town (the new development outside our classrooms).



How the World Works



Eda Go
Lower School
Pre-Kindergarten

All aboard Pre-K's train of thoughts and ideas: a learning journey about different transportation. For our first stop, we begin our inquiry by visiting Xiang Hu Lake where the children ride a special traditional Chinese

wooden boat with their teachers, some parent volunteers, and their friends. Second stop, an observation drawing in front of the school of everything the children see around them. We spot people riding different kinds of transport: skateboard, bicycle, electric bike, car, delivery tricycle, and a van. The children discuss how they come to school and we create a graph to discover which modes of transport are commonly used. They also interview their family members to find out how they went to school

when they were young. During the holidays, the children complete their travel journal wherein they draw pictures of all transportations they use and their route. There are many opportunities for sharing and learning



from one another in Pre-K. We look forward to more stops along our way. We want to find out about how different transportation has evolved over the years to improve people's

lives. Students are going to use their wild imaginations to come up with their own designs for possible future transport.



How We Express Ourselves

In Kindergarten, we got right back into the swing of things after the Christmas holidays by launching into our next PYP unit – 'How We Express Ourselves'. As we started to think about traditions and celebrations we began by having our very own celebration 'Eat your veggies day'. Children shared their ideas and thoughts throughout the Kindergarten grade level which gave us plenty of ideas for different centers. In the end, we opted to include many different ways that we can celebrate an event



or special occasion. In Mr. Ruan's class, the students played a game to guess a vegetable whilst blindfolded. Over in the Mr. Ben's classroom, there was an activity to learn about cutting and preparing vegetables to eat. The students also got the chance to work in a juice center in Ms. Cook's class, where they made their own juice. Finally, in Jemma's room, there was an artifact lesson to explore different kitchen items and learn what they are and what they might be used for.



*Ben Milburn
Lower School
Kindergarten*

Now that we have started the 'tuning in' stage, we will be exploring many different celebrations from different cultures both nationally and internationally from around the world. Our hope is that we will be able to delve into traditions to find out their origins and eventually discover what cultural significance they have.

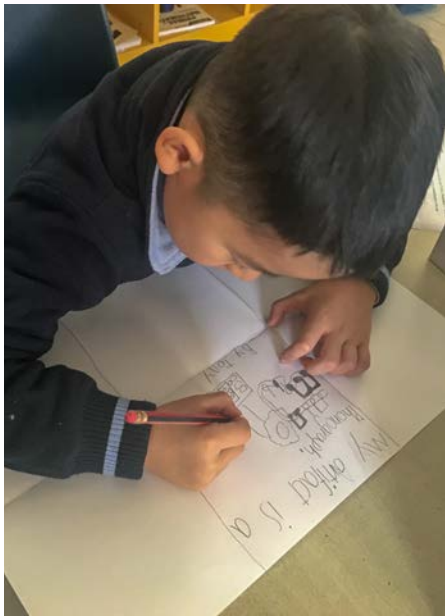


Where We Are in Place and Time



Heather Kappler
Lower School
Grade 1

In the Fall, Grade 1 students engaged in an inquiry unit called "Where We Are in Place and Time". To launch the unit, students asked questions about the central idea and lines of inquiry,



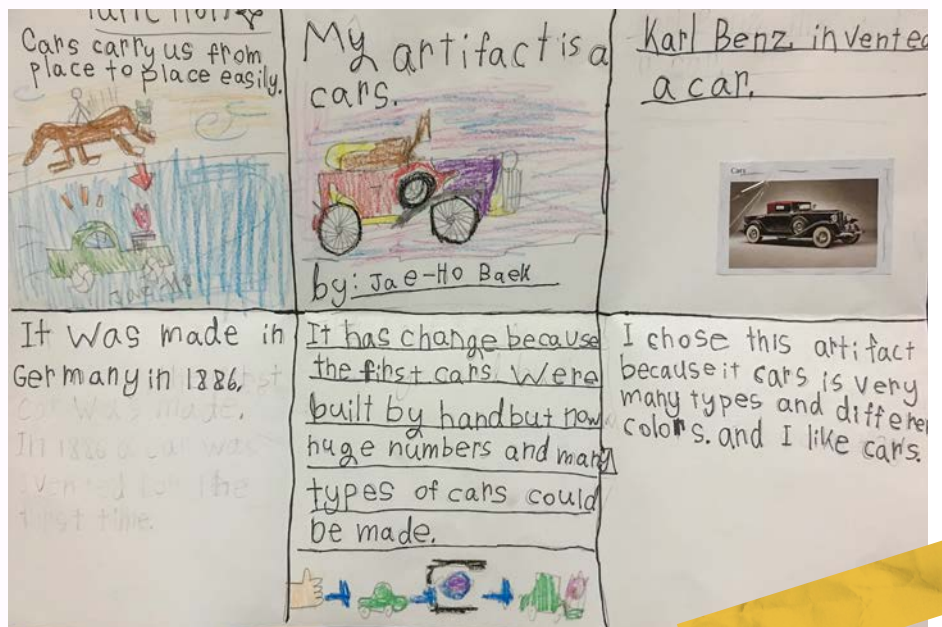
which included information about the past and present. They shared their thinking on the class "Wonder Wall". For example, Daphne Xu asked, "Why didn't the past have lamps or electricity?" and Benjamin Linthorst asked, "Why did people ride horses in the past?" Providing students with the opportunity to question and wonder allows them to develop into critical thinkers, which is a skill we are focused on in Grade 1. Students also brought artifacts from home and completed "I See, I Think, I Wonder"



charts in cooperative groups. They actively talked about the different items and were very excited to guess what the purpose of each one was. This was a great activity to help them progress through the inquiry process.

After becoming familiar with the past and present, observing different items, and learning how to ask and answer questions, students began independently researching about a chosen artifact from the past. These artifacts

included a sewing machine, cellphone, oven/stove, phonograph, television, and so on. Each student became an expert on their artifact, learning when and where it was invented, its purpose, how it has changed over time, and other interesting facts. After researching, students completed posters with the information they found and then presented it to their classmates. For example, Luke Palu-Schuhli informed the class that coals were used in clothes irons. He learned that the process was messy and could burn people. Jae-Ho Baek found out that a car's body is sometimes made by robots. All the students learned interesting facts about their artifacts, which furthered their excitement during the project. They enjoyed sharing their learning and artifact products with their peers. Overall, this unit was exciting and engaging for the students. Next, we will learn about expressing ourselves through images and different types of media.



How the World Works



Buildings and structures were the center focus for the Grade 2 Inquiry Unit, "How the World Works". Grade 2 students gained understanding of how buildings are built and the importance of using strong materials. We began our unit with several building challenges. The first challenge was based on the story of "The Three Little Pigs". Each group attempted to build the tallest tower using either straw, sticks, or bricks. Instead of actual straw the children used drinking straws and pipe cleaners, popsicle sticks were used for sticks, and Legos for bricks. The students were able to give each



material a try while learning about the importance of communication and teamwork.

Our class learned a lot about how different types of weather and natural disasters can affect a building. The next challenge used toothpicks and marshmallows. Each group needed to construct at least a two-story structure with a strong foundation. After building, the teams created a mock earthquake by pounding their hands on the table.

To learn about the inner workings of a building, Grade 2 went on a field trip to the InterContinental Hotel. They were greeted by hotel staff who led them in groups through a behind-the-scenes tour of the hotel. Students were amazed by the high-tech security system, linen ironing machines, secret



Brianna Riani
Lower School
Grade 2

hallways, and the yummy bread and cookies provided by the kitchen.

As a culminating task, each student chose a building on which to write a five-paragraph report detailing the design of their building, how it was built, and how it can withstand environmental factors. This was their first published non-fiction piece of the year, which commenced with great success. Last, each team chose one final method of showing what was learned. Some children made posters, others made models, and some chose to use their artistic abilities to paint a depiction of their building.

Through the inquiry process, students are acquiring the necessary skills to be successful critical thinkers.



Last November, Hangzhou International School sponsored two 5th grade teams to compete in a two-day primary math challenge against nine other schools at the British International School of Shanghai. The goal of the challenge was to allow students, who are some of the best mathematicians for their age in the area, to participate in activities they would not normally encounter in the regular classroom setting. The event started off with each student completing individual math computation, mental math, and logical thinking assessments. From here, students quickly found out that being a good mathematician is much more than being able to recall numbers and formulas.

The afternoon moved towards team activities, where being able to work together was a key component to completing tasks. For the first activity, each group was given tangrams and the students were required to find the solution to complicated shapes. The second group activity dealt with answering KenKen problems ranging from boxes using numbers 1-5 and 1-9. Their day ended with a

challenge to answer 25 countdown problems.

The second day opened with a team written test that required competitors to find a pattern in which different size boxes could be placed on a cargo ship. They had to create a poster with written requirements, design elements, pictures detailing their solution, their thought process, and the reasoning for their answer. This test was followed by moving to the gym and doing a variation of the game "Towers of Hanoi" and then the "Lock Box". In each, being able to work as a team separated the competitors as they were under a time limit.

The last morning activity involved calculating the height of a variety of structures around the school, including the school itself. Students were given compasses to measure angle degrees, and tape measures as they used a formula in calculating the distances. This test involved many components and again, demanded members of each team work as one to complete the tasks.

After lunch, the teams participated in a relay event. Competitors were given points for answering a variety of very advanced story problems that were often times filled with extra information. Not only did the team members have to work together, they also needed to understand what was being asked, and what they needed in order to answer the question.

The last event gave the chance for students to demonstrate their engineering skills. Each team was given a box. When the clock started, they opened it to find out what they would be allowed to use in constructing a skyscraper and a working crane that lifted weights. In this activity, it is always smart to remember that being practical and building for a purpose is better than building for beauty.

After two long days of competition, you couldn't stop the young HIS mathematicians from sharing their experiences of the event. The HIS teams represented themselves excellently.



Shanghai International Primary Maths Challenge



Chaddwick Plotz
Lower School
Grade 5





Danielle Bowers
Upper School
Language and
Literature

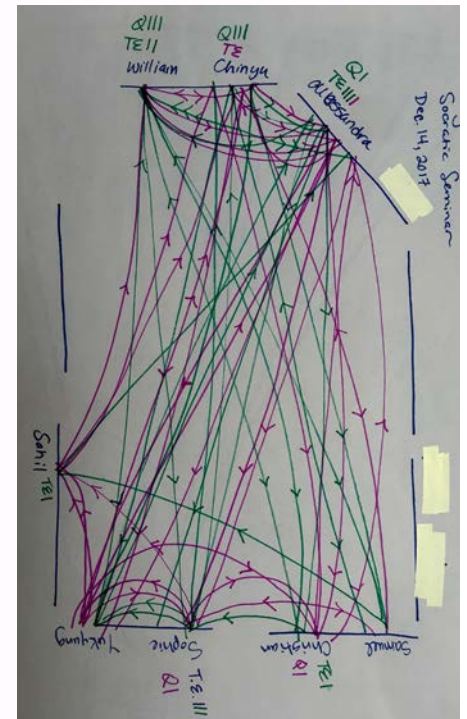
If you pop into my classroom on an average day, you might find this scenario: eleven students in a circle of desks, thirty-three post-it notes, and one teacher frantically scribbling notes while the students are talking – and calling on each other. This is a Socratic seminar, an entirely student-led discussion format.

The students prepare for the discussion by reading and taking notes on an article or chapters. In class, they share questions on post-it notes. Then comes the scary part – two students are chosen at random to lead the discussion. They collect the questions and take five minutes to arrange the questions into topics and the fun begins.

The discussion is entirely student-led and student-driven – and as hard as it is for me not to jump into the conversation, I try to keep my mouth shut and just take notes. We've had some remarkable conversations as a result. At the end of the semester, my grade 11s held an intense fifty-minute discussion on gendered language in the work place, exploring the impact of terms like “girl boss” and “man up.” I sat there trying to hold back my grin, but

I was buzzing with excitement at the thought-provoking ideas my students were exploring.

When I let myself step into the background, and let students take the lead, the best discussions and most thoughtful conversations emerge, driven by what is intriguing the students.



Individuals and Societies



Yolande du Plooy
Upper School
Social Studies

The first semester was kicked off with a unit on maps and “How maps can provide us with a sense of time, place and space”. In this first unit, students were introduced to the different map components and how each of these

map components are helpful in better understanding maps and the information they communicate. These newly acquired analytical and interpretational skills came in handy when students had to complete an inquiry assignment using a map of Hangzhou, and in a final summative assessment, designing a photo scavenger hunt activity pack pertaining to attractions around West Lake.

Currently, students are investigating how “The relationship between

living things in different environments can be viewed as a system and how sustainability can help these environments last into the future.” This is being explored through the lens of





biomes and ecosystems. In a final summative assessment students, in groups, will be creating magazine articles on the natural environments of certain countries or regions. In an individual writing piece, students will also be reflecting on how their environment can be sustained to ensure that it will remain intact into the future.



Chinese Youth Business League Competition

A HIS group of High School students traveled to Shanghai last November to take part in the China Youth Business League competition. Min Kim (Grade 11 student) was the coordinator of this event, and encouraged his classmates, Andrew Ho, Jenifer Hwang, TaeHyeon Kim, YuKyung Kim and Alessandro Livio to join. They formed two teams throughout the competition and completed modules to practice, prepare, and present on various topics surrounding Accounting, Finance, and Marketing concepts.

The teams tackled a difficult case study about whether to invest \$50,000,000 in bitcoins for Roth Capital Ventures. They all had the opportunity to discuss the pros and cons of investing in today's market, using recent data about bitcoin's prices. Ultimately, they chose to encourage the company NOT to invest because of the risk associated with such a large amount of money being invested in a volatile currency.

After a successful weekend, our HIS students returned home with trophies and certificates for their involvement, and have an opportunity to travel to Pennsylvania Wharton School of Business in February to compete in an international Case Study competition. Their recognition ranged from 2nd place in the overall case study presentation for Min and Ale's team to individual recognition for the Accounting test by Andrew, Min, and YuKyung.

As a whole, they all returned tired, but excited by their success as well as with the learning and growth that took place during the weekend. They enjoyed the opportunity



*Andrea Stubbs
Admissions and
Community
Relations*

and are already looking for how to recreate it for their peers at HIS.



Extended Essay



Terry Strombeck
Upper School
Social Studies and
Theory of Knowledge

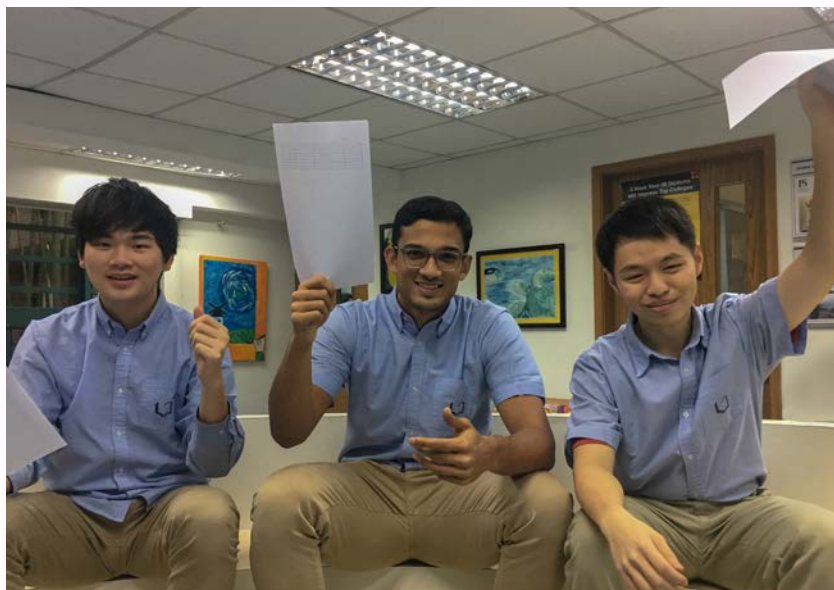
In February of last school year, the class of 2018 began one of the final projects required by the International Baccalaureate: the Extended Essay. According to the IB, "The extended essay (EE) is a mandatory core component of the IB Diploma Programme. It is a research paper of up to 4000 words [approximately twenty pages], giving students an opportunity to conduct independent research or investigation on a topic that interests them."

Students write research essays on a topic chosen from one of their subjects. This year, papers were written on topics in Biology, Chemistry, Chinese, Economics, English, History, Mathematics, Physics and the Visual Arts.

The essays are an investigation that responds to a research question posed by the student. Some example research questions include:

- Biology: Lung Capacity and Exercise. "What is the effect of anaerobic respiration on pulmonary function tests?"
- Chemistry: Chemistry of Oil Paints. "What differences can be noted between oil paints with an older manufacturing date and recently manufactured one?"
- English Language: "How does the use of language (structure, tone and mood, stylistic devices, and content) in specific advertisements appeal to young people?"
- English Literature: "How do the authors of "Beautiful Creatures" and "The Maze Runner" use various techniques to structure a fantasy world?"
- Mathematics: Calculus. "How effective are the Euler method and the Heun's method in solving different types of linear first-order ODEs?"
- Physics: Optics. "How does the impact of aperture on the depth of field compare between a DSLR and depth of field simulator based on optical equations?"
- Visual Arts- Architecture. "To what extent can the concept of Feng Shui be seen in the Forbidden City?"

Students submitted their essay on to the supervisor for final checking before submitting the essay to the IB examiners for final scoring.



Wheels Around Hangzhou



*Jessamine Koenig
Upper School
Principal*

From Semester two, we are adding in bicycles and hopefully the subway to allow us to visit new locations within Hangzhou. If parents or students are interested in joining the excursions, please contact Ms. Koenig for more information.

As part of the After School Activities at HIS, students are asked to join a variety of clubs to meet our mission of providing opportunities for students to achieve excellence. The list of activities is extensive and encourage students to take part in creative, active, and academic sessions.

The Wheels Around Hangzhou club seeks new and interesting locations for students to ride their bicycles and explore the environs of Hangzhou. The group takes various types of wheels including public buses and vans to get to West Lake, Nine Creeks, Xianghu Lake, White Horse Lake, and around our HIS Campus. From there, the students are able to rollerblade or bicycle around the public streets and sidewalks to explore the culture and natural sites available. While traffic and occasional hills or bumps can cause some difficulties, the students have grown in their abilities to rollerblade safely and to enjoy the beautiful landscapes that surround them.

However, perhaps the highlight of each trip is the snacks that we find. Students enjoy the opportunity to sample street foods, ice cream, and treats in shops we find along the way. At times the group becomes the Rolling Gourmet group when we hit the Food Alley shops and dine on kebabs, milk tea, and spiral potatoes.



On December 1st, the HIS community gathered together for the Winter Arts Night. It was a special exhibition of artistic skills presented by the Middle and High School Visual Arts, Music, and Drama students. The Visual Arts classes displayed colorful and expressive sculptures, paintings, and drawings in the cafeteria. The sketchbooks and journals highlighted the process and the learning the students achieved during the first semester. In the Performance Space, Upper School Music students performed a recital of popular and holiday music. The 8th Grade Ensemble presented their semester progress by performing a variety of popular songs in small, chamber group settings. The 9th and 10th Grade students presented an array of festive tunes that left everyone feeling the spirit of the holidays. The 8th Grade Drama students, having worked on character creation and realization proudly took to the stage and performed monologues they had prepared in class. The High School Drama students focused on working together on stage, making us laugh and gasp with their interpretations of pop culture scenes. On behalf of the Visual and Performing Arts Department, we would like to thank you for joining us that evening.



Winter Arts Night



Jamie Sanchez
Upper School
Visual Arts



Adventure Challenges and Health-Related Fitness



Danielle Kemp
Lower School
Physical Education

During the PYP PE unit, Adventure Challenges, students are participating in different fun challenges. The students have inquired into: "Effectively solving problems, requires communication, trust and an open mind." By the end of the unit, students should be able to know and understand different ways of communication, and what it means to be open-minded. The learning outcome is for students to be able to exhibit social skills by cooperating, demonstrating confidence to communicate in a group, and show the ability to be a risk-taker.

During the Health-Related Fitness unit, the students inquired into: "We must care for our body systems to be healthy". The focus was for students to deepen their knowledge and understanding about how the body systems (heart, lungs, muscles) react

to exercise; what is a healthy choice for the body and what is not; and how we can take care of our health. The students participated in a variety of fitness related games and activities, including the completion of a pre-and post-fitness test, to determine each individual's strengths and weaknesses, related to fitness. It is important for students to be able to recognize choices for exercise, and identify ways to live a healthy lifestyle.



Touch Rugby

On Saturday, 23 September 2017, two HIS Touch Rugby Teams, participated in the CISSA Touch Rugby tournament hosted by Shanghai American School, Pudong.

Touch Rugby is a fast paced game where students learn how to build up a run and ball-handling skills, with the primary object being to have fun.

Both teams demonstrated resilience, confidence and teamwork during the matches that they played. All the games were played in the rain making them more fast paced and intense. Their opponents were highly skilled. Despite these challenges, the HIS players were fully engaged and played their hearts out.



The HIS Dragons demonstrated the values of honesty and fair play throughout the event. These values are especially important in Touch Rugby. For example a touch/tag is much more discreet than a tackle and therefore players must be honest about when they have touched another player.

The coaches wish to congratulate the players for being outstanding ambassadors for the HIS Community. During the Touch Rugby season, it was observed how players grew, both physically and mentally. More experienced players took it upon themselves to mentor the younger



and newer players. The team was disciplined and all players practiced with a positive, enthusiastic attitude, ending the season on a superb high!

A huge Dragon Roar to the following students who successfully completed the Touch Rugby season on a high note, as being part of the HIS Touch Rugby Team of 2017:

Aryan Daswani, Raphael Barbier, Tommy Arditti, Mohanad Al-Awadhi, Henry Ni, James Tupper, Manya Jain, Jerry Zong, Chaewon Moon, Melissa Park, Eason Wan, Catarina Jin, Chloe Cho, Andy Wu, Flora Moon, Conor McCann, Eric Ji, Tiger Fan, Angely Roland, Mateo Del Valle Barrospaez.



Zachary Brooks
Athletics and
Activities
Coordinator



Lower School Chinese PYP Units



Samuel Bateman
Lower School
Chinese Language

It is always exciting to see our Lower school Mandarin lessons in action! Semester one saw students focusing on five aspects of the PYP learner profile during their learning. Here are some highlights:

“We are Communicators” (wǒmen shànyú jiāoliú)

Grade 1 Native Language students have been developing their reading and communication skills using a variety of story books. Students take the role of the teacher to present the story to the class, reading it aloud, then preparing activities and questions to share with the other students!

“We are Inquirers” (wǒmen jījí tànjiù)
Grade 2 have been inquiring into the environment around Hangzhou in both homeroom and Mandarin



classes. Students took a learning walk to the river and looked into the differences between the built and natural environments. Upon their return to class they designed maps and wrote reports about what they discovered during the inquiry process.



“We are Thinkers” (wǒmen qín yú sāi kǎo)

Grade 3 Native/Background students have been thinking about what makes a good role model. They collaboratively brainstormed their ideas and prepared their own posters to present. The depth of student ideas was impressive!

“We are Knowledgeable” (wǒmen zhīshì yuānbó)

Grade 4 Foreign Language students have been developing their knowledge of characters, focusing on correct stroke order. They have applied their knowledge in a variety of forms such as using large brushes outside, using light and sand, and electronic charac



ters with “skritter”. Their new character knowledge has assisted them in reading materials of increasing length and complexity!

“We are Risk-takers” (wǒmen yǒngyú chángshì)

Grade 5 Foreign Language students have been developing their confidence as risk-takers by using their oral Mandarin in real life situations. Having completed a unit on shopping and restaurant scenarios, students used their new vocabulary and sentence structures at the café, cafeteria and at the local vegetable market.



Upper School Chinese

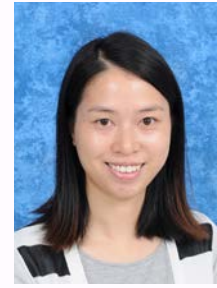
6/11/2017 科学助力保护海南珊瑚礁

珊瑚礁对海洋生态非常重要。虽然占据海不到0.25%，珊瑚礁底护和滋养了四分之一以上的海南有全球十大珊瑚礁重点保护区之一，但因全球捕鱼、旅游业发展等原因，使南海的珊瑚资源匮乏。一位海南南海热带海洋研究所的所长，把命设为保护珊瑚。他被人们称为“珊瑚爸爸”，在30年，修护和培育珊瑚。科学掌握了大种不同的培育技术，慢慢在珊瑚的领域处于世界领先地位。

中国对环境加重意识能够保护中国的美。在科学课上做了调查，发现如果世界持续的变都会面临绝种。如果中国的科学家们能继续研究，那可以保护海南的珊瑚。

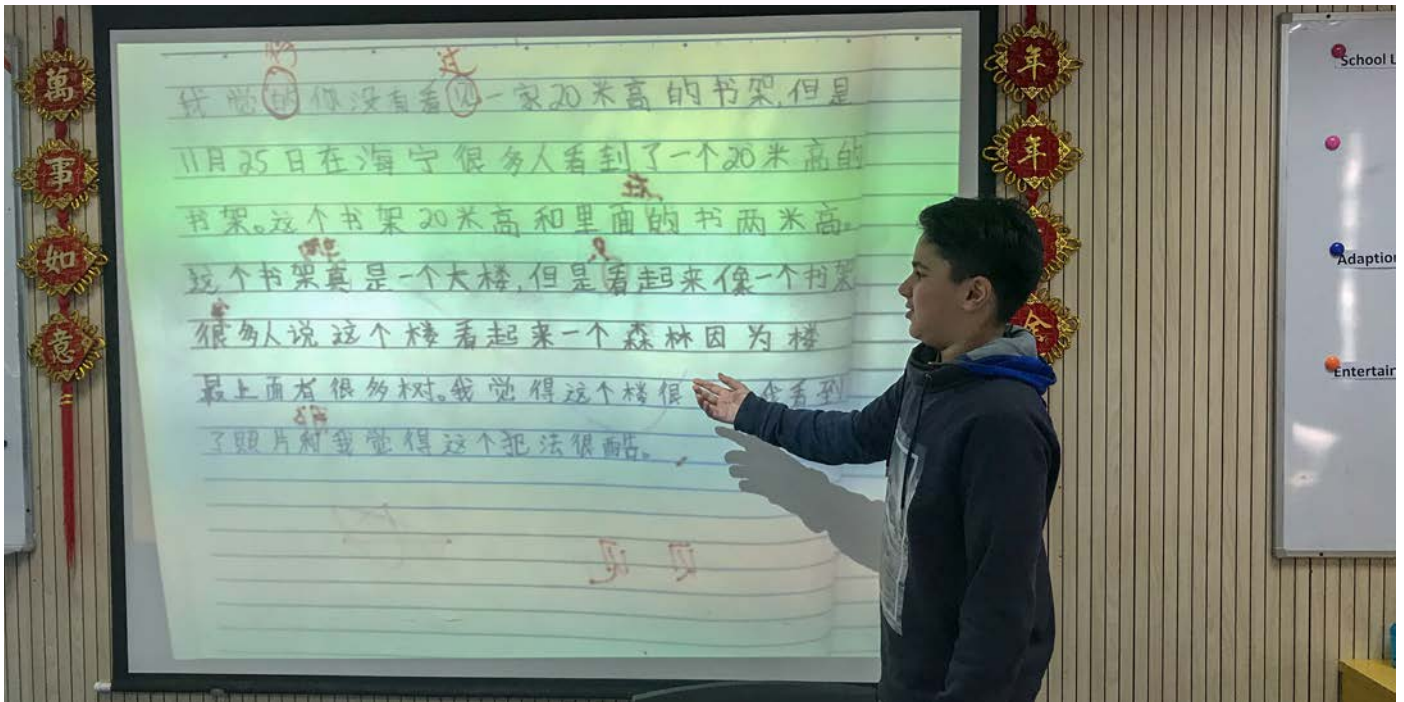
词语:

huī fù	lǐng yù	zhàn jù	bǐ hù	to shield to put under protection	滋
恢复	领域	占据	庇护		
zhǎng wò	shèn zhì	jiān cè	duō yàng xìng		
掌握	甚至	监测	多样性		
jī guāng	bó ruò	fán zhí	jiān xìn	lǚ	
激光	薄弱	繁殖	坚信	履	



Lily Lin
Upper School
Chinese Language

Reading is an important component of language learning, which enriches vocabulary and improves language sense. The students in Ms. Lin's Mandarin class have been involved in the weekly reading program since August. They have been requested to read Chinese articles from the recommended websites, and are encouraged to read news on a variety of topics, according to their Chinese level. They reflect on the content by writing a summary of the article and by giving their own opinions and comments. By the end of the winter break, students had read 20 Chinese articles. The students have showed great improvement in both reading skills and writing with more detailed information.



Twins day

The theme for this month's Spirit Day was Twins day. People were awarded house points if they dressed up with someone else. Thanks to everyone who participated! Student Council decides on a theme and tries to organize a spirit day every month.



Winter Chill-Out Evening

To end the semester, students were encouraged to come to the winter Chill out evening. There was a bonfire, Fifa tournament, movie room, karaoke room and a board games room. It was a cozy evening and people had a good time, with free drinks and snacks. Congratulations to Mohammed and Dev for winning the FIFA Tournament with an astonishing comeback after being 3-0 down at half time.



Student Council (StuCo)



Christian Engberg
Student
Grade 11

Winter Fair

The middle school reps of Student Council were able to organize and run a hot cocoa stand during the Winter Fair! They did a fantastic job, with all MS reps volunteering and helping out.

Finances

Expenses	Revenue
Babysitting Night+Winter Chill Out	Concessions (20RMB)
Evening + Winter Fair (700RMB)	Winter Fair (1100RMB)

Total Balance: 10000RMB

*Numbers are rounded to nearest hundred

Upcoming Upper School Events

- February 7-13 HIS Olympics (lunchtime)
- February 13-14 CNY Cultural Activities



▲ HIS Boys Varsity Basketball

HIS Varsity Boys Basketball team traveled to Ningbo for a Winter Tournament invitation organized by the HD Ningbo School. After being placed in the toughest division the boys knocked off GHC and the HD Ningbo School, which put them in the semi-finals. HIS then moved on to the championship game against HD Ningbo School, after a dominating 22-6 victory, where they were victorious with a final score of 35-24. HIS point guard, Christian Engberg took home the MVP award.



▲ HIS Lóng Town Inauguration!

Smiles, wheels, helmets, and joy! Our youngest students enjoy the opening of their new bicycle circuit at HIS just in time for the start of their Transportation Unit. HIS Lóng Town is a circuit painted on the rubberized road at the back of the school. Within the Lóng Town roads, the hospital, the police station, and various other amenities, the youngest students are having the opportunity to develop gross motor skills, a sense of direction and road safety manners while riding either one of the tricycles or one of the bikes to navigate their way around the town.



▲ Singapore Maths Parent Workshop

HIS Lower School Department, had the pleasure to bring Cassy Turner, an experienced Singapore Maths presenter, to conduct a workshop for parents. Singapore Maths is a teaching method based on the National Mathematics Curriculum used for Kindergarten through grade 5 to teach students to learn and master mathematical concepts at greater detail using a three-step learning process: concrete, pictorial, and abstract. At each session, Cassy explained and demonstrated some of the methods and techniques used and how parents can help the students at home.



▲ Additions to HIS Facilities

Winter holiday was a busy time for HIS maintenance staff. From new playground equipment designed by an international company to encourage the students to explore, take risks and to develop various skills including balance, strength, and agility, to a new Dragon Shop for purchasing HIS Dragon gear, we're excited about the opportunities we can provide to our community members.



▲ Jiang-Xi Library Project

The funds raised by the wonderful HIS community at last year's 5K Dragon Run 2017 gave four students from High School and two teachers the opportunity to participate in the Library Project. The Library Project aims to help local communities around China improve or build a new library. This year the funds helped set up a library at a rural village school in Jiang-Xi province called Qiaotou Primary School. With toys and games donated by our HIS families a few months ago, the students traveled by train to engage in different activities for two days at the Qiaotou Primary School.



▲ Grades 3 and 5 Music Performances

The Grade 3 and Grade 5 definitely displayed talent and rhythm when sharing with their parents what they have been learning in Music class. Parents were surprised not just with the performance but also with the opportunity to participate! You could see from the smiles, a great time was had by all!



▲ Christmas Tree-lighting Ceremonies

In a fine seasonal HIS tradition, our Lower School students, under the guidance of our Music teacher Ms. Stewart, were part of two wonderful performances at two the Hotel venues, Four Seasons West Lake and Hyatt Regency. They didn't just spread holiday joy and happiness but with their participation at the Four Seasons Hotel, the HIS choir students, administration, and families helped to raise money to support the local school for children with autism and learning disabilities: Hangzhou Carnation Autism School.



▲ Georgia Tech Team Visits HIS

Leading up to the season opener in Shanghai, Georgia Tech University and UCLA were in Hangzhou to get ready for their contest. While in Hangzhou, on Monday, November 6, the Georgia Tech men's varsity basketball team practiced at HIS. Even though it was a closed-door practice, the team players interacted with our HIS Varsity Basketball teams. It was an exciting and informative experience for our teams, as they were able to watch a high level of play up close.

After practice, the players and coaches from GT took time to share some laughs and tips about the game. A few of the boys were even able to shoot around with GT's starting point guard, and we were given a signed basketball from the entire team.

Library: Research and Media Support



Matthew Baxter
*Media Specialist
and Librarian*

The HIS library is your gateway to a wide range of print and online resources. This collection of resources and information is accessible to the entire HIS community for reference and borrowing. We provide both physical and digital access to material. With our new computer lab, it is easy to obtain information from virtual space. HIS students, faculty and community members have access to a world class collection of high-quality and trusted online and print resources. For questions, please visit or email us at HISlibrary@his-china.org

You can access our resources in a variety of ways:

- Navigate to our website and use Quick Links to find our Destiny portal
- Go to <http://destiny.his-china.info> and click on our school link
- Use our community computer lab and receive on-site support from our library staff



Once in our Destiny portal, you will find a list of trusted sites as well as a catalog of physical resources housed in our library and media center. These sites include academic databases, curriculum support, audiobook collections, safe search engines, current events, and research support, among others. Examples of some of these sites are listed under the appropriate categories in the graphic below.

Go to <http://destiny.his-china.info> and click on our school link

Academic Databases:

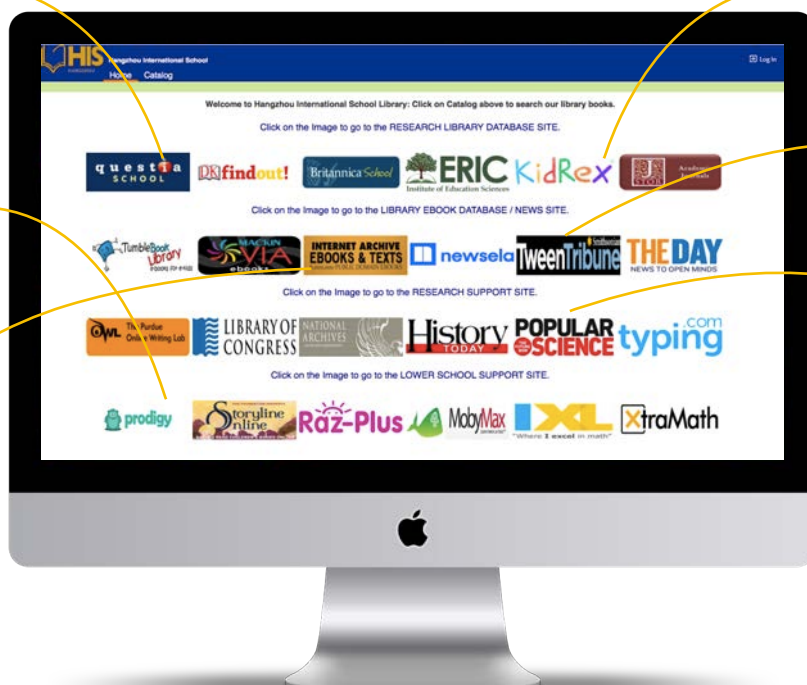
Jstor, Questia
Encyclopedia
Britannica
ERIC

Curriculum Support:

IXL Math, Raz-Plus
XtraMath, Prodigy
Typing.com, MobyMax

Audiobook Collections:

Internet Archives
TumbleBooks
MackinVia



Safe Search Engines:

DKfindout
RexKids

Current Events:

TweenTribune
IB The Day
Newsela

Research Support:

Purdue OWL Writing Lab
National Archives
Library of Congress
History Today
Popular Science



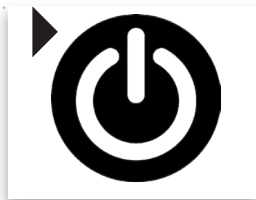
Karl Suits
Technology
Coordinator



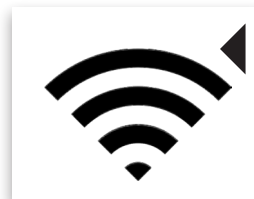
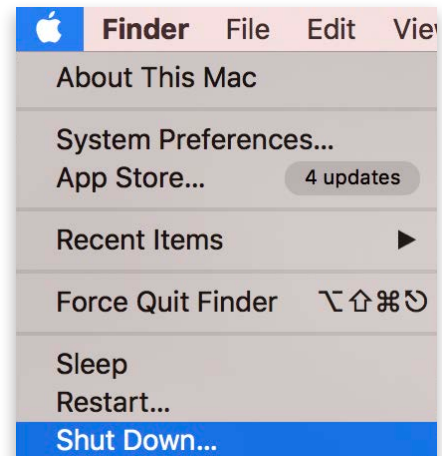
Save As

When you save a file for the first time, make sure you “Save As” by pressing **Command + Shift + S** and save it to an organized location that you recognize. Save every 5-10 minutes by pressing **Command + S**. If you are working on file for more than 1 hour, it is a good idea to Save As to a new file with an incremental number, example TechPagoda1.doc, TechPagoda2.doc, TechPagoda3.doc etc.. Remember that you can always copy your file to a USB stick, email it to yourself, or save it to a cloud such as One Drive.

Shutdown



It is a good idea to shut down your laptop at least 2 times a week, leave it powered off for 5 seconds, and then turn it back on. More often than not, restarting a computer will fix an issue that you are having. Just make sure to save first, if possible, before shutting down. If an application is not responding, you can click on Force Quit by pressing **Command + Option + Escape** and then clicking **Force Quit**. As a last resort, if Force Quit is not possible, **hold down the Power Button on the keyboard** for 3 seconds, to shutdown your computer.



Turn Off and
On Wi-Fi

If a website is saying “Cannot Find Page” or it is stuck loading, **Turn Wi-Fi Off** and then **Turn Wi-Fi On**. Sometimes Flash or Javascript hangs and turning the Wi-Fi off and on restarts the loading process. It is also important to check that you are connected to the correct Wi-Fi network. Sometimes clearing the History/Cache in the web browser will fix a page loading issue, but be careful to only clear browsing history/cache.

Counseling and Guidance Program



Debra Cantrell
Student Support

The purpose of any comprehensive counseling and guidance program is to enhance learning by creating healthy models for student growth while coping with challenges. Learning, when students are challenged to the level that moderately exceeds their current skill level, keeps them moving forward in the pursuit of a specific skill or greater understanding. Finding the student's correct target level that is just above, and yet not too far beyond their current skill level can be challenging. The student experience of attainment and growth can also be challenging in that reaching for something we don't already have, such as a new skill or comprehension of a complex idea, is challenging. This seeking and attainment is also gratifying and leads to a sense of well-being. In fact, well-being and learning go hand in hand. Finding a balance between well-being and academic success is the overarching goal of the HIS comprehensive counseling and guidance program.

Schools aiming to produce high performers without attending to the delicate balance between well-being and academic success may miss opportunities for growth due to an overly stressed population among students as well as faculty. Attempts that may not have this balance in mind can include adding more hours of classroom instruction, more homework, and repetition, or more frequent testing. It is commonly believed that happiness will come in a distant future when we have accumulated a certain amount of material possessions and secured favorable external circumstances. In addition, we can get caught up in similar thinking that students should accumulate an inordinate amount of knowledge and learning while postponing happiness and well-being for the future after attainment has been achieved. Competency in many interpersonal skills plays an important role in student academic success as well as the lofty goal of the attainment of well-being. These interpersonal skills are the focus of social and emotional learning programs such as ours at HIS at all grade levels: nursery through grade twelve.



At HIS, the aim of the comprehensive counseling and guidance program through our Student Support Services Team is to show that we can attain both academic excellence and happiness. We promote individual well-being and the drive for academic success, and both goals can work to reinforce the other. Although the work toward well-being is often not distinctly measurable—there are no tests, no scores to maintain or achieve, we believe in placing emphasis upon both these aspects of human development. The skills that all humans need for coping and wellbeing include but are not limited to: clear communication, stress management, safety, conflict resolution, goal-setting and attainment, self-esteem and mindfulness. The essence of our technique for ensuring this delicate balance of wellbeing and academic success boils down to this: does the HIS comprehensive guidance program promote caring and trusting relationships? Is there a relaxed and easy rapport among us in this environment? While knowledge and skill development are the very foundation of education, the mutual relationships between students, faculty, and parents ensure the delicate balance of well-being and academic success.

Coping with Academic and Personal Stressors



*Maneesha Maingot
Upper School
College Counselor
and Health Teacher*

Welcome Back, Dragons! The second semester has started and students are already feeling the demands of life. Below, you will find some helpful ways our students can cope with academic and personal stressors.

Stress is an integral part of adolescence; in fact, it is part of life in general. However, stress can have a negative impact on the developing mind when pressures become overwhelming. There are several causes of stress during the teenage years:

- Academic demands
- Peer relations
- Poor self-esteem or self-concept
- Environmental triggers

Students can become overwhelmed and shut-down as the result of stress. Some signs of difficulty may arise in the form of decreased participation in school activities, unusual level of fatigue, a difference in appetite, and changes in behavior. To combat the impact of stress, students need to be taught effective ways to handle stressors.

Identifying Stressors

First, students need to identify stressors in their lives to develop a plan to handle stress. Hence, adults should encourage teens to express their feelings. Expressing one's feelings can take shape in the form of talking to someone or writing in a journal. Teens should list all the things that create anxiety and fear. Some of these items may in fact be stressors in your teen's life.

After identifying the stressors, students should develop an action plan. The action plan may list steps the students will take when they are feeling stressed. For example, an action plan may include the following:

1. Take a break
2. Meditate or work-out
3. Speak to a trusted adult or peer

Despite having an action plan, students may continue to feel overwhelmed by stress. In this instance, students may benefit from developing a distraction plan. A distraction plan provides the student with possible activities that prevent the mind from thinking about the stress. Sample items in a distraction plan are the following:

1. Participating in a sport
2. Painting or drawing
3. Reading a book
4. Completing mental math problems

Outside of creating an action and distraction plan, developing a health self-concept is beneficial. Self-concept is the way someone views him/herself. Students should set realistic goals, come to recognize that no one is perfect, identify trusted adults and peers, and embrace their individual strengths. Help your teen set realistic goals when attempting to improve skills. Students can do this by developing small goals to reach their larger goals and identifying explicit steps that will support them. Take for instance the desire to increase grades for a semester. Students must first create an action plan detailing the steps required to improve their score. A specific action a student can then take would be attending office hours, getting a tutor for support, or joining a peer study group. Remember, smaller and more defined goals allow greater room for reaching larger goals. In other words, small goals—such as increasing performance on homework or acing that next quiz—serve as a ladder for reaching big goals.

HIS PAFA (Parents and friends association)

A semester full of great activities for all!

Last semester was full of fun activities for all the HIS community. Thank you to all the Parents who volunteered their time either organizing an activity or working during the activity. From the first Parents' Coffee Morning at the beginning of the school year, to the Winter Fair at the end

Remember: Together as parents, students, staff, faculty and friends, we will build a solid foundation that unites our diversity and fosters a positive, cohesive community. We provide support and resources to the school community through the coordination of activities and projects outside of the regular school provided curriculum.

If you have any questions please contact us:

✉ HISpafaevents@his-china.org

✉ HISpafacommunications@his-china.org

✉ HISpafatreasurer@his-china.org

Committee Liaisons

Patricia Tam

- Events Liaison (Internal)

Kathrine Kartach

- Treasurer

Matthew Brock

- Events Liaison (External)

Andrea Stubbs

- HIS Community Relations

Brian Speicher

- Communications



of the semester, our HIS community was able to enjoy a spooky Halloween celebration, a cozy movie night, delicious cultural Lunches, a social night ut, a magical Winter Fair, a geographical knowledge with the Passport Club and more importantly, the opportunity to get together and celebrate our cultural diversity. We are looking forward to another great semester, part 2!





Hangzhou International School

SEMESTER ONE

JULY				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

SEPTEMBER				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

OCTOBER				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Calendar 2018-2019

IMPORTANT DATES:

AUGUST

- 08-14 New Faculty Inservice
- 15-21 All Faculty Inservice
- 21 New Family Orientation / Open House
- 22 First Day of Semester One

SEPTEMBER

- 24 Mid-Autumn Festival Holiday (no school)

OCTOBER

- 01-05 National Holiday and October Break (no school)
- 19 Mid-Term Progress Reports
- 23 Parent-Student-Teacher Conferences

NOVEMBER

- 23 Professional Inservice (no school for students)

DECEMBER

- 14 End of Semester One

JANUARY

- 07 Professional Inservice / New Family Orientation (no school for students)
- 08 First Day of Semester Two

FEBRUARY

- 04-08 Chinese New Year Holiday

MARCH

- 19 Student-Led Conferences
- 22 Mid-Term Progress Reports
- 29 Professional Inservice (no school for students)

APRIL

- 01-05 Qingming "Tomb Sweeping" Festival Holiday and Spring Break

MAY

- 01 Labor Day Holiday

JUNE

- 05 HIS Graduation
- 07 Duanwu 'Dragon Boat' Festival Holiday
- 21 End of Semester Two
- 22 Professional Inservice (no school for students)

SEMESTER TWO

JANUARY				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

FEBRUARY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

MARCH				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

APRIL				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JUNE				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

LEGEND

- New Family Orientation Day / Open House
- Legal Holidays (no school)
- New Staff Inservice (no school for students)

- Professional Inservice (no school for students)
- School Holiday (no school)
- HIS Graduation

- Conferences
- Beginning / End of Semester
- Saturday Make Up Day (if needed)

Total Student Days: 180

v. Jan, 2018



Once a Dragon, Always a Dragon!

CONTACT US

Hangzhou International School
78 Dongxin Street, Binjiang District,
Hangzhou 310053, China.
Phone: (86-571) 8669-0045
Email: HISinfo@his-china.org
www.his-china.org

The HIS Mission

is to provide international learners with opportunities to pursue academic and personal excellence within a caring community.



Layout and Design: Andrea Stubbs, Twince Ma, and Karl Suits.
Articles and photographs are provided by the HIS Community: faculty, parents and students.
Edited by School Administration and Matthew Baxter.