

US WEEKLY BULLETIN

Issue #19 | January 20th, 2017 | Frank Volpe & Naomi Shanks

Important Dates

- **January 19-22:**
ACAMIS Basketball
Tournament Nanjing
- **January 26:**
Whole School Chinese
New Year Performance.
1pm
- **January 27 –
February 5:** Chinese
New Year Holiday
- **February 6**
Classes resume.
- **February 7**
PAFA General Meeting
10am
- **February 14**
Class Photo Day
- **February 16**
DP Coffee Morning
Orientation for Grade 10
Parents 10:30am
- **February 17**
Winter Formal

Principals’ Message

Dear SCIS Families,

This has been another busy and exciting week at SCIS. Students and parents gathered in the theater to hear from a special guest, Ms. Genevieve Judson-Jourdain of the U.S. Consulate, who spoke to her experience as a diplomat, the services provided by the consulate, and shared with students important information regarding Chinese law and how it applies to them. Thursday morning our varsity athletes departed for the ACAMIS tournament in Nanjing. Both the boys’ and the girls’ teams will be competitive in the tournament, we wish them luck! The ACAMIS tournament will include international school teams from across China.

Looking forward, there are a number activities and events on the horizon. Thursday, January 26th will mark our annual Chinese New Year celebration. Students have been preparing for their performances since first semester and are eager to show off. In addition to providing an excellent venue for students to showcase their knowledge and skills, our Chinese New Year celebration also provides a great opportunity for students to connect to and learn more about our host culture.

Parents are encouraged to attend the Chinese New Year celebration. It is an excellent opportunity to see our students shine as well as a chance to connect with our rich host culture.

Kind Regards,

Frank Volpe, PhD
Upper School Principal

Naomi Shanks
Upper School Vice Principal



Personal Projects Unpacked!

One of the most exciting developments as we move forward in the our implementation of the MYP is the introduction of the **Personal Project** to our first cohort of MYP 10 students. Students got started brainstorming ideas back in November, and by now are well underway in the implementation of their projects. The Personal Project, or “PP”, is the capstone of the five-year program, and calls for students in the final year of the MYP to apply the knowledge, understanding, and skills developed through the Middle Years to their own passion, going through an individualized process to create something new and personal. A student may choose to write and perform original music, coordinate an environmental campaign, design a website celebrating a significant historical event, ...the options are literally endless!

The Personal Project is in many ways a microcosm of the entire MYP program. Through the process, product, and reporting of the PP, we bring together the varied elements of the MYP into a unified whole, in celebration and practice of student learning.

Approaches to Learning

In all eight subject groups, from Grade 6 to Grade 10, students practice and apply a wide range of Approaches to Learning (ATLs) every day. These ATL skills, from purposeful notetaking to emotional resilience, are the building blocks of academic and professional success, and the Personal Project allows students to draw on their developing skills and apply them in the field of their choosing. They use communication skills to interview experts on their topic. Information literacy skills to carry out background research and identify authoritative information. As obstacles arise in the implementation of the project, critical thinking skills are the key to problem solving. Perhaps the most essential skill set for the successful completion of the PP is time-management. Students must set their own

benchmarks and deadlines, and systematically approach what may be the most significant project they have ever attempted.

Global Contexts

The requirement that students contextualize their PP brings their projects fit in to the larger patterns of human knowledge and understanding. Identifying one of the six MYP Global Contexts as gives them a focus and direction, and lends meaning to their projects. A student with a passion for golf must choose the angle that makes sense for them. If they are interested in “scientific and technical innovation”, they might decide to design a golf club from a new material. If the focus is on “fairness and development”, they might look at the connections between the rise of golf and economic development, perhaps with a case study about China. The same golf lover might also look at golf in the context of “globalization and sustainability” and address the environmental implications of maintaining a golf course, creating a blueprint for a sustainable approach. The global context applies the topic to something tangible, making the project real and relevant.

IB Learner Profile

The act of planning and carrying out a project is also a great opportunity for Grade 10 students to celebrate who they are as human beings, and demonstrate how far they have developed as international learners who embody the IB Learner Profile. They are Inquirers who seek out information and explore ideas. They are Thinkers who look at information and ideas critically, synthesizing them into something new. Perhaps most important in their final reports, they are Reflective learners, who apply the metacognitive skills to learn about themselves and their own development.

–Naomi Shanks

Congratulations

IB Learner Profile

Award Winners Semester I

The following students were selected by their teachers for consistently demonstrating the attributes of the **IB Learner Profile** throughout the first semester.

IB Learner Profile	Middle School (6-8)	High School (9-12)
Balanced	Mei Lee Luebbe	Julio Schneider
Caring	Helaine Van Eyk	Gillian Rowland
Communicators	Keira Berkaw	Julio Schneider
Inquirers	Leo Ronot	Anush Anand
Knowledgeable	Jin Myoung Hyun	Dong-Kyu Shin
Open-minded	Hyo In Kim	Tanara Sahgal
Principled	Anousha Singh	Jung-Min Kim
Reflective	Zoya Cassidy	Beatrice Maurilli
Risk-Takers	Lea Mladan	Hye-Seung Lee
Thinkers	Jeffery Leung	Maayke Vlas

Notes

Winter Uniforms

Winter is here! We encourage Upper School students to dress for the weather, while continuing to support the school identity and community-mindedness represented by the SCIS uniform. Long sleeve shirts and long pants are available in the uniform shop, as well as SCIS hoodies, cardigans, and blazers. Sweatshirts and jackets distributed through ASAs are also acceptable as long as the SCIS logo appears.

SCIS Parent Email:

Official school communications are only sent to @scis-parent.org email accounts that are provided to all SCIS parents. If you have not yet set up your SCIS parent email account, please head to <http://schoolid.scis-his.net/> to create your email address, set your recovery email, and connect your children to your account. Once finished, you will receive a confirmation message with your new School ID and begin to receive school communications. If you have any questions about this process, please contact Barry Johnson at pd-technology@scis-china.org.

ManageBac:

Use ManageBac to check in with your child's classes and observe their progress throughout the year. To log in for the first time, follow the link in the welcome email sent to your parent email address. If you haven't seen it, contact Barry Johnson at pd-technology@scis-china.org and a new welcome email will be sent to you. ManageBac is a web-based software, widely used by IB schools worldwide, that is specifically designed to facilitate IB planning and assessment.

Attendance:

Please use ManageBac, email, or call the Upper School Secretary if your student will be absent. Jelly can be reached at jling@scis-china.org