

US WEEKLY BULLETIN

Issue #25 | March 10, 2017 | Frank Volpe & Naomi Shanks

Important Dates

- **March 11th:** CISSA Badminton Tournament
- **March 14th- 15th:** Student led conferences
- **March 14th:** MYP Science Expo
- **March 15th:** College Fair and University of British Columbia
- **March 16th:** Boys Varsity Soccer @ YCIS
- **March 16th:** Girls Varsity Soccer vs. SMIC
- **March 17th:** end of 3rd quarter. Mid-Semester Progress Reports
- **March 17th:** Shanghai Student Film Festival (S2F2)
- **March 21st:** Middle School Basketball Season Starts
- **March 23rd:** IB Art Exhibition 3-4:30
- **April 3rd-7th:** Spring Break

Still asking, “How was school today?” Changing the question may result in a more interesting answer. Next time try:

“Who did you sit with at lunch today?”



MS Badminton team coached by Etienne Bilz. Photo by Rambo Qian

Principals' Message

Dear SCIS Families,

It was great to see the parents on Tuesday that made it to campus for the Principals' coffee, PAFA general meeting, and uniform swap. Tuesday's meeting provided an update to parents on SCIS's Middle Years Program (MYP) authorization process. We have successfully completed the consultant phase of the process and are scheduled for an authorization visit from the International Baccalaureate Organization (IBO) May 17th-19th. This visit will be a chance to showcase all of the hard work our students and teachers have put in this year in our transition to the MYP.

Another focus of Tuesday's meeting was introducing parents to the MYP Personal Project. Parents were led by Coach Vic through the process of evaluating a topic through the lenses of the MYP Global Contexts. MYP Global Contexts are the overarching themes that structure inquiry learning in the MYP. They provide relevance and connect learning across disciplines much like the Transdisciplinary Themes of the IB Primary Years Program (PYP). Everyone will have a chance to see the Personal Projects our students create at our exhibition which will be held May 15th.

Looking ahead to next week, we would like to remind everyone of Student-led Parent Conferences on March 14th and 15th. You should have received communications from your student's advisor regarding the scheduled time. We look forward to seeing you on campus.

Kind Regards,

Frank Volpe, PhD
Upper School Principal

Naomi Shanks
Upper School Vice Principal

International Baccalaureate Middle Years Programme Subject Brief

Personal project

From 2014

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning that emphasizes intellectual challenge and encourages connections between studies in traditional subjects and the real world. The MYP focuses on “learning how to learn” through the systematic development of approaches to learning (ATL) skills for communication, collaboration, organization, self-management, reflection, research, informational literacy, media literacy, creative and critical thinking, and transfer of learning. It also fosters intercultural understanding and global engagement—essential qualities for young people today.

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The MYP uses concepts and contexts as starting points for meaningful integration and transfer of knowledge across eight subject groups.

For students seeking a formal qualification at the end of the programme’s Year 5, the IB offers eAssessments that lead to the IB MYP certificate or course results for individual subject areas. To earn the MYP certificate, students must complete 2 hour on-screen examinations in each of the following: language and literature, individuals and society, sciences, mathematics and interdisciplinary learning; submit an ePortfolio in language acquisition and one of the following: design, arts or physical and health education; complete a moderated personal project; and complete school-based expectations for service as action (community service).



I. Project aims and objectives

II. Project components

III. Assessment criteria

IV. External moderation

I. Project aims and objectives

The MYP personal project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students’ ATL skills for self-management, research, communication, critical and creative thinking, and collaboration.

The personal project encourages students to practise and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Students who finish the MYP in year 3 or 4 must complete the MYP community project. MYP year 5 students must successfully complete the externally moderated personal project to be eligible for IB MYP course results and the IB MYP certificate. Students participating in MYP years 3, 4 and 5 may engage in both projects.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

Students must identify a global context for their MYP projects to establish their relevance and significance. The following **global contexts** direct learning towards independent inquiry.

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development.

MYP projects involve students in a wide range of student-planned learning activities that extend knowledge and understanding, and develop important academic and personal skills.

II. Project components

Students address personal project objectives through:

- the **process** they follow
- the **product or outcome** they create
- the **report or presentation** they make that explains what they have done and learned.

Students document their thinking, research process and development of their initial ideas by developing an outline of a challenging but manageable goal. Example goals include the development of original works of art, models, business plans, campaigns, blueprints, investigative studies, scientific experiments, performances, fieldwork, narrative essays, courses of study or learning engagements, films, computer programmes, and many other forms of work.

Students document their project work in the **process journal**. This learning strategy helps students record and learn from their work, and it promotes academic honesty. As a record of progress, journals can take many forms and can be recorded in a variety of media. They represent an evolving record of plans, ideas and accomplishments. The process journal provides a repository for essential reflections on learning and formative feedback on students' work.

Extracts from the journal, which demonstrate achievement in all criteria, are submitted as appendices of the report or presentation at the conclusion of the project.

The personal project report explains the project process in a concise and succinct form. The report contains a formal bibliography and a statement of academic honesty.

III. Assessment criteria

Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

Criterion A: Investigating

Students define a clear goal and global context for the project, based on personal interests. Students identify prior learning and subject-specific knowledge relevant to the project. Students demonstrate research skills.

Criterion B: Planning

Students develop criteria for the product/outcome. Students plan and record the development process of the project. Students demonstrate self-management skills.

Criterion C: Taking action

Students create a product/outcome in response to the goal, global context and criteria. Students demonstrate thinking skills.
Students demonstrate communication and social skills.

Criterion D: Reflecting

Students evaluate the quality of the product/outcome against their criteria. Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. Students reflect on their development as IB learners through the project.

IV. External moderation

In response to national or local requirements, schools may add criteria and use additional models of assessment.

Each student has a personal project supervisor who provides guidance and formative feedback. Projects are assessed by their supervisors against these published criteria, and schools conduct internal standardization to ensure consistent understanding of the criteria and student performance.

The external validation of personal project grades is mandatory for all MYP schools ending in year 5. In each exam session, the IB moderates a sample of personal projects from each school, adjusting grades as necessary to ensure the application of rigorous and reliable international standards.

MYP projects are usually developed and presented in the school's language of instruction. Personal project reports must be developed and presented in one of the MYP moderating languages, although the IB offers a special request procedure to support language learning in a broad range of students' mother tongues.

The IB MYP certificate requires a satisfactory level of achievement in the personal project.

About the IB: For over 45 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

For further information on the IB Middle Years Programme, and a complete list of MYP subject briefs, visit: www.ibo.org/myp/.

Complete subject guides can be accessed through the IB online curriculum centre (OCC) or purchased through the IB store: <http://store.ibo.org>.

IB ART EXHIBITION

**Reception on March 23rd
3:15 - 4:30 pm
Art Gallery 3rd Floor**

Exhibition Opens March 20th

SCIS Pudong

**Presenting works by Tanara Sahgal, Maayke
Vlas, HyunJin Kim and Emily Machan**

Notes

Student-led Parent Conferences (March 14th- 15th):

Advisors have been reaching out to families to schedule times and will continue to do so over the coming week. Advisors will work to schedule families with Lower School students on the same day at convenient times. Students are looking forward to sharing their work with families.

Mid-semester Progress Report (Published March 17th on ManageBac): Student reports will be published on ManageBac next Friday afternoon. These reports will include a narrative comment from each teacher and an evaluation of student progress so far this semester. There are three progress designations; “Progressing towards class expectations.”, “Limited progress toward class expectations.”, and “Insufficient evidence”. This final designation is only for students who have recently arrived at SCIS. As always, additional feedback can be found on ManageBac under each course and within specific tasks.

Re-enrollment:

Re-enrollment for the 2017-2018 school year is officially underway! If your family has not received a re-enrollment email from the SCIS Admissions Department, please contact them directly at admission@scis-his.org.

Volunteers Wanted:

As a reminder, Mr. Luebbe is seeking parent volunteers to serve on the Facility Enhancement Committee. To learn more, please contact Mr. Luebbe at dluebbe@scis-china.org.

2017-18 Calendar Change for the Class of 2018

Parents of current Grade 11 students, please make a note of planned changes in the calendar for Grade 12 during the 2017-18 school year. Beginning next year, the Grade 12 China Trip will be moved to the last week of May. During the former trip week in September, Grade 12 students will be on campus, benefiting from a carefully structured program focusing on the Extended Essay, Theory of Knowledge, CAS, and college counseling. This bonus week will greatly relieve the pressures on our senior students in the winter and spring, put them in a much stronger position to achieve their fullest potential in the DP Program, and raise the quality of their college applications. As an added bonus, taking a school sponsored trip together as a class in celebration of completing high school will provide a final opportunity for the class to share a unified experience before going their separate ways, and relieve financial pressures on families who in the past have borne the expense of similar trips. The China Trip program for Grades 6-11 will not be affected.

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.scishis.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