

"Vitality shows in not only the ability to persist but the ability to start over."

October 19, 2007

Qingdao No.1 International School of Shandong

What Does Learning Look Like?

Lower School Principal: Tim Green

In-depth learning reflects strong instructional practices. But what do strong instructional practices look like? According to research by education specialists Fred Newmann and Gary Wehlage, optimum instruction involves teaching with an emphasis on the following 5 elements:

- Higher Order Thinking
- Depth of Knowledge
- Connectedness to the World
- Substantive Conversation
- Social Support and Student Achievement

Let's look at each of these elements. Higher Order Thinking requires students to manipulate information and ideas in

ways that transform their meaning and implications, such as when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation.

Depth of Knowledge investigates the central ideas of a topic or discipline. Students make clear distinctions, develop arguments, solve problems, and construct explanations for relatively complex understandings.

Connectedness to the world implies that students work on a problem or issue that the teacher and students see

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Big Secret: Good Writing is Good Writing

Upper School Principal: Peter Burnside

Many high school students have been asking how to prepare for the SAT and TOEFL tests, especially the reading and writing sections. What's the secret? What's the trick? Do you have a TOEFL or SAT prep class?

As for the writing section, here's the big secret: good writing is good writing. Whether you are writing a compare-contrast essay in social studies, a travel story for a magazine, or the writing section of the SAT or TOEFL, the same elements of good writing apply.

So what are the elements of good writing? At QISS, as at many American and international schools, we refer to these elements as the "Six Traits" of writing. The six traits are Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Presentation is sometimes added to evaluate the look of the piece. They are all important, and together

they add up to good writing. These traits are the things that SAT and TOEFL evaluators look for when scoring writing. They are also the same elements that magazine editors look for when selecting articles to publish.

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Jungle Gym

Pre K Teacher: Ms. Cynthia

Dashing through the streets
Of Qing in a truck
The Jungle gym is here
Hey! Jungle gym, Jungle gym,
We've been waiting for you
Hey Jungle gym, jungle gym,
You're finally here!

Promoting Vitality at Home

Counselor: David Addicott

"Focus on Expected School-wide Learning Results"

At QISS one of our ESLR's is "Students will demonstrate Vitality, Courage, Sensitivity, Intelligence and Compassion." **Vitality**, the first of these Core Character Traits, is the personal quality that energizes, motivates, and drives achievement, self-improvement, and the pursuit of goals. During the first quarter, QISS teachers have been encouraging students to develop and demonstrate **Vitality**. But, what exactly do we mean by **Vitality** and how can parents help their children to demonstrate more of it?

At QISS we define **Vitality** as being **Passionate, Persistent, and Positive**.

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Casey, Grade 9: Woodcut



Veronica, Grade 11: Woodcut

Counselor (continued)

Passionate students are curious, excited and involved in their own learning. We can encourage this at home by noticing when our kids are curious or interested in something new and giving them the time and space to explore further. We do this by responding to their questions, helping them to look for answers. Parents who continue to learn and grow themselves will, by example, encourage the same quality in their children.

Persistence is the ability to keep going, to continue trying, despite hardship or lack of success. It is often cited by those who have achieved greatly as their most important quality. Parents can nurture and encourage persistence by paying attention to their children's efforts and help them to connect efforts with achievement. When we believe

that our hard work led to some positive result, we are more likely to work even harder next time. When your children show you something they've done with pride, ask them how they were able to do it. This helps them connect their effort with the achievement.

Being **Positive**, having the capacity to view every situation optimistically, not only contributes to our ability to persist and reach our goals but also to our overall sense of happiness. In fact, optimism is a better predictor of success in college than SAT scores. At home parents can help to nurture positive thinking by modeling it (do it yourself) and by helping their kids see mistakes and problems as opportunities to learn and improve. People who view problems as challenges or opportunities are more likely to overcome the problem and improve their performance.



Woodcut Printmaking

Art Teacher: Daniel Gosnell

Of all the forms of printmaking, the woodcut is the most ancient and the most enduring print technique. In a woodcut (sometimes called woodblock), the raised surface containing the positive image is printed. The background area is carved away, creating the white, non-printing areas.

The students of QISS' High School Elective Art Class were introduced to the history and techniques of woodcut printmaking. Working from sanded wooden boards, students made relief carvings to be printed on our hand-powered printing press. After creating sketches, students transferred their images to their wooden boards, carefully noting the placement of the lights and darks. Using specialized woodcut carving knives, students were instructed to carve away the white areas, while learning how to create texture. Careful attention was given to the balance of values, pattern, and inking process to arrive at successful "hand-pulled" woodcut prints. The strong and stark qualities of woodcut give a sublime and timeless appearance to these successful works of art.



Dazhoni

Pre K Teacher: Ms. Cynthia

There are heroes everywhere

You see them on the silver screen

Staring at you from posters on the walls

Spiderman, Batman, Bruce Willis, Tom Cruise

Kate Moss and Will Smith and what have you

Looking deep in their eyes you can tell

They need to look up to someone, they need a hero too

They need to learn the art of living from someone like you...

I see you walking along the corridors

With a smile on your face and a swing in your step

Your shoulders carry a weight that none can see

Your soulful eyes belie the trysts of destiny

Your graciousness and simplicity of heart

Touches a chord within me

I have looked into too many souls to know

A hero when I see one...

I picture you in my mind's eyes

As the mountains that stand tall and proud

Against the stormy, cloudy sky

I picture you as the stream that gushes down the mountain path

Every rock in your way is a reason for a song

Like a falcon in the sky, I see you fly

Senen's favorite "Joni", Sweet Dazhoni, how blessed we are

To have someone as special as you in our lives...

Lower School Principal (continued)

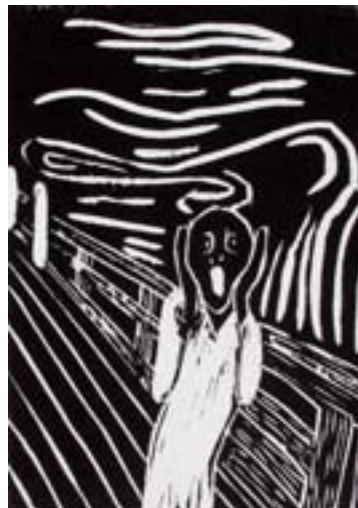
as connected to their personal experiences or contemporary public situations. They explore these connections in ways that create personal meaning. Students are involved in an effort to influence an audience beyond their classroom; for example, by communicating knowledge to others, advocating solutions to social problems, providing assistance to people, or creating performances or products with utilitarian or aesthetic value.

Substantive Conversations involve in-depth discussions between the teacher and students about a specific idea or topic. Topics center around subject matter that can be investigated from different points of view, and students apply ideas and form questions and generalizations through discourse.

Social Support and Student Achievement



Anna, Grade 11: Woodcut



Naoki, Grade 11: Woodcut

is demonstrated in a classroom where the teacher conveys high expectations for all students, including that it is necessary to take risks and try hard to master academic work, that all members of the class can learn important knowledge and skills, and that a climate of mutual respect among all members of the class contributes to achievement by all.

These 5 elements are referred to as "authentic instruction." We consider these standards the building blocks that make up our Key Assignments here at QISS. As you visit your child's classroom and watch Key Assignments being practiced or presented, you can be assured that in-depth learning is happening when the teacher's instruction focuses on these important elements.

ALB DIBIG

October & November

Oct.	1-5	National Day Holiday
	22	Inservice (1/2 Day School)
	26	End of First Quarter
	31	Halloween
Nov.	2	U.S. Report Cards #1
	8-9	Book Fair
	16	L.S. Report Cards #1
	17	Half Day of School (Afternoon Inservice)
	21	U.S. Progress Reports
	22-23	Thanksgiving Vacation



Andy, Grade 12: Woodcut



Jane, Grade 12: Woodcut

Upper School Principal (continued)

The Six Traits of Writing
Ideas —the heart of the message
Organization —the internal structure of the piece
Voice —the personal tone and flavor of the author's message
Word Choice —the vocabulary a writer chooses to convey meaning
Sentence Fluency —the rhythm and flow of the language
Conventions —the mechanical correctness

Yes. We do have a TOEFL and SAT class. Students are also taking practice tests this Saturday. It is important to become familiar

with the test format and experience a simulated test environment. However, writing is a skill that takes years to

practice and develop. To improve writing, all of our teachers teach and assess writing in relation to the six traits. By writing numerous assignments in a variety of classes and by repeatedly receiving corrective feedback on specific traits to improve, I believe our students will become better writers. When teachers give a writing assignment, they don't necessarily call it TOEFL or SAT prep. But since good writing is good writing, we're preparing for these tests each time we write.

For more information about the 6+1 Writing framework and to read sample papers, go to <http://www.nwrel.org/assessment/department.php?d=1>

ALB DIBIG

Chinese Newsletter

January 29, 2007
Chinese department
QISS

Class News

The HSK test was administered in China on October 14, 2007. We offer HSK preparation class for upper school students. Maria Vasquez and Rozen Lee took part in the test. We're expecting good results!.

You are welcome to watch our play!

Grade4-5 Play:
Oct31th,2007
Period 6
Chinese Room
The performance:
"San da bai guojing"

The Moon Festival Activities

Moon Festival Play

!!!!!!!!!!!!!!!!!!!!!!



In September, the Grade2—3 students in Chinese class put on a successful performance of "Chang'e Ben Yue," which is a beautiful legend of Chinese traditional Moon Festival. After two weeks of practicing, the students had learned a lot about Chinese culture and customs, and had greatly improved in their Chinese language skills.

Upperschool Presentation

Grade 9-12 beginning level Chinese class had a presentation about the Moon Festival. Students enjoyed the legends and were interested in learning Chinese culture.



The Grade 2-3 students in advanced level Chinese will have a presentation on Oct.23, The presentation is about how to describe a person. Through this kind of practice, they can improve their listening and oral skills. (Ms. Maggie)

Survival Chinese

Ordering Chinese Cuisine

Waiter!

Fú wù yuán !
服务员

Can we have the menu, please!

Qǐng gěi wǒ men cài dān !
请给我们菜单！

Can you please recommend some dishes?

Néng tuī jiàn jǐ \
gè cài ma ?
能推荐几个菜吗？

Is this dish very hot?

Zhè gè cài hěn là ma ?
这个菜很辣吗？

Four bottles of juice/water, please.

Qǐng gěi wǒ sì píng guo zhī / kuàng
quán shuǐ .
请给我四瓶果汁/矿泉水。

I'd like a cup of coffee.

Wǒ yào yì bēi kā fēi .
我要一杯咖啡。

Can we have some forks / knives, please?

Qǐng gěi wǒ men jǐ bǎ chā zi / dāo zi .
请给我们几把叉子/刀子。

That's all.

Jiù zhè xiē .
就这些。

The bill, please.

Mǎi dān .
买单。

Can I have a receipt ,please.

Qǐng gěi wǒ fā piào .
请给我发票。

The food is good.

Hěn hǎo chī .
很好吃。



Chinese Manners (1)

The Chinese used to cup one hand in the other and hold them to the chest as a salute. This tradition has a history of more than 2000 years and nowadays it is seldom used except during Spring Festival. Shaking hands is more popular and appropriate on some formal occasions. Bowing, as to convey respect to the higher level, is often used by lower subordinates, students, and attendants. But at present, Chinese youngsters tend to simply nod as a greeting. To some extent, this evolution reflects the ever-increasing paces of modern life.

以前，中国人行礼是双手抱团放在胸前，这个传统已有两千多年的历史。现今，已经很少有人使用，除非是在春节（Spring Festival）的时候。握手作为日常见面的礼仪已经越来越常用。鞠躬，通常是向长辈或是上级表示尊敬，比如，下属、学生和服务员。但是，现在的年轻人更倾向于简单的点头作为问候。从某种意义上说，这种变化反映出中国与时俱进的步伐。