

# HIGHLIGHTS

*Differentiation*

*Seoul International School*





## Mission

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

## Vision

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

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# FROM THE FOUNDER



Mr. Edward B. Adams, Founder

As the founder of Seoul International School, it is my privilege to welcome you to the completion of another successful school year. Educational institutions are a steppingstone to our students to become better leaders in the global community. Seoul International School is comprised of dedicated educational professionals, devoted teachers and staff, willing to work together for the benefit of our students and families. Within this strong community, students learn from various experiences, attain greater insight and get continuous support. In this effort, this year has been a steppingstone for SIS to further advance as an international school.



Looking back on the years of SIS's history, I am still in awe of what great this community has become today. Seoul International School started with three Elementary School teachers, 45 students and myself with one purpose: to provide an international educational environment that is independent of any religious intent. I was once a foreign student in Korea myself as I was born in Taegu. My parents served Korea following my grandfather's path as a pioneer missionary to Korea back in 1895, and thus the Adams family's contribution to Education in Korea had begun.

So when I graduated with a Master's Degree in Educational Administration from Eastern Washington University, I applied for the DOD Overseas Program. My first appointment was in Taiwan, then Japan as an Assistant Principal, and I finally came back to Korea as a Principal of the DOD

Schools in 1965. Upon my return to Korea, I became even more appreciative of this country, and I began to aspire to establish SIS. I wrote letters to the President, searched in all direction to make my dream come true. Strong determination was awarded with an approval from the government, and SIS became the first international school to gain license from the Ministry of Education 1973. WASC accreditation followed in 1979 for a full term of six years, which is still continuing today.

Korea and Seoul International School means a great deal to who I am today; it has been my home ground as I truly found myself as an educator. Likewise, I believe this school has been a part of our student's lives seeing through their growth as independent thinkers, collaborative learners and global leaders. I intended to create an educational environment to enable global education done naturally; where students learn to appreciate the differences, as well as the similarities among different cultures. Differentiation begins with the idea of understanding how the other citizens of this global world think and comprehend various concepts and knowledge differently. SIS is a place where all the students are respected, and every unique individual is found with great potential. This is why educators are focusing on differentiated education in this fast.



I am pleased to see that Seoul International School has come this far. It is my greatest pleasure to approve of the School Board, which has been established to serve the school along with the leadership team and myself. With the cooperation of the board, faculty and staff, parents and students, I hope SIS will continue to advance through a more transparent and rational operation. I am proud to see the opportunities to develop further, and that we have opened our doors to continuous change and progress.

# THE SCHOOL BOARD

This past May, the SIS School Board, comprised of parents, leadership team members and appointees from the Founder, met for the first time in the school's history. This was a momentous event in the history of SIS and signaled a vast change towards soliciting and including parent input into the future strategic planning for the school and the oversight of its operations.

In early June, the new School Board went through board training with a well established consulting firm and will begin the coming year with a set of roles and responsibilities and a with a goal of creating a more transparent atmosphere among the school's constituents.

This initial Board has taken on the enormous responsibility of working with the leadership team in moving SIS ahead in the years to come. We are grateful for their service to the school as we look forward to the growth of SIS under the new School Board.



*Theme*  
*in this issue*  
*Differentiation*



# FROM THE LEADERSHIP TEAM



Mr. Michael Colaianni  
Head of School

## *From the Head of School*

Welcome to this edition of “Highlights” and I am pleased to report that during this transition year, SIS has been involved in a wide variety of events and circumstances that would fall under the highlights category.

It is typical for our students to excel in so many academic and non-academic areas and this year was no exception. From a record number of students qualifying for AMIS, the international music festivals, held in Salzburg and Shanghai this year, to our most successful basketball teams in many years, to our student academic successes leading to entry into many of the top universities in the world, we take great pride in their accomplishments.

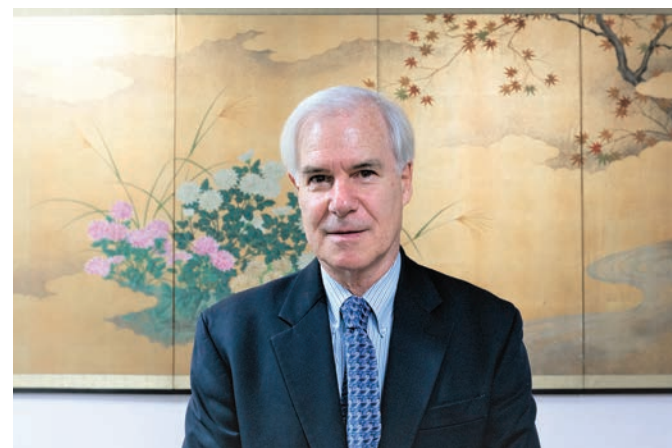
There have been some important changes to the buildings over the course of the year with many more planned this coming summer. We returned to school in August to the sight of a newly resurfaced playing field and later on added electronic scoreboards in our main gym and on the field. Students are now able to make use of a state of the art fitness/dance and yoga center completed over the last winter break.

Upcoming summer projects include the restructuring of the atrium to allow more seating and more audience space for those impromptu and scheduled performances that are so often held there. The interior of the high school building will be repainted with brightened hallways and reconstructed restrooms. The entryways to the school will be completely redone with new doorways with enhanced security systems. The

secondary library will also be renewed and will feature individual study spaces for our students. The air-conditioning and heating units will be made more efficient and up to date. Another new high school science lab will open this August.

It is an exciting time to be at SIS as the school seeks out and acts upon the input we have received regarding school improvements from our students, parents, members of the faculty and administrative staff. Through a cooperative effort, and with a goal of making SIS the best school possible, we envision sustained growth and a period of rapid development of our facilities.

We invite you to visit at any time and to see the positive direction the school has taken.



# FROM THE LEADERSHIP TEAM

Mr. Chang Youg Hong  
Business Manager



## *Crisis, opportunity for change*

In the midst of a beautiful spring, on May 24th, Seoul International School holds its 42nd graduation. Graduation is a point of an end and also a beginning. It is the day when the graduating class take their first step towards a new world with hopes and doubts, leaving this school. On the other hand, the rest of the students are busy studying for their upcoming final exams while willingly looking forward to prom and exciting summer plans. Each student takes in the same situation differently, and based on that experience, plans his or her own futures. The students naturally realize how life is a multi-dimensional creation that reflect different experiences and values of each individual.

Seoul International School has gone through a difficult time in the recent years, yet I believe there is another take to this situation. As our students do, we can see that different values always co-exist in one phenomenon, and that the current transition can also be seen as a new opportunity for growth.

Students are the core of our school's existence. I often consider teachers to be similar to saints; they have much higher sense of ethics, moral standards and sacrifice for the students, and the same goes to all staff working for a school. I believe that schools are the protective entities for justice and righteousness within the society. Unlike many businesses, we are a non-profit organization, and the school does not expect monetary profit from its operation. Teachers try to create a better educational program and continue to inspire our students to deeper knowledge. The staff try to provide the best administrative support to enhance the educational environment for our students and teachers. Through this coop-

eration, the school can reach higher towards our mission.

From my experience as an administrative staff in international schools for over 20 years, I have learned that school administration can bring positive and negative impacts on the whole school community. Weak administration can negatively affect the school environment and also let its competitiveness drop. This is why administration is important in international school management, and I firmly believe that strong, intricate and reasonable administration is the groundwork to the school's competitiveness.

Since last November, the staff have taken this opportunity to grow from the problems we had been facing. My colleagues have worked through the hard times to build a renewed administrative infrastructure for our school. They did not fear for new change, rather, they did their best to create a better operational system. Though this attempt may yet seem small, we are continuing to see progress in all corners of the school. So I send my sincerest admiration and appreciation to all staff that are taking part in this positive change.

“Crisis” in Korean is written as *wi-gi* (危機). If one knows the Chinese characters, it would be easy to understand that *gi* (機), which means “sudden change”, is also the same character used for the word “opportunity,” *gi-hwe* (機會). Everything is two-sided, and anything can turn into a good or bad outcome. Seoul International School is entering a new chapter in the upcoming school year of 2019-2020, and I hope for the best as we rebuild ourselves as the best international school.





# FROM THE LEADERSHIP TEAM



Mr. Fredric Schneider  
Dean of Students

## There Are Other Options

Historically, the vast majority of S. I. S. graduates plan to pursue higher education in the United States. However, in recent years there is increasing interest in applying to universities other than those in the United States. More students are considering options in Canada, Hong Kong, Japan, Singapore and the United Kingdom. There are factors which probably contribute to this trend.

One factor may be the cost of higher education in the U. S. The cost of attending a private college or university is in the \$70,000 per year range. Public universities charge approximately twice the tuition for students who are not legal residents of the state. That status normally requires that the student has completed high school in the state.

Financial aid is available for families of applicants who are U. S. citizens or permanent residents of the United States. Schools state that admission is “need blind.” The decision to admit a student does not take into consideration the application for financial aid. If a student who applied for aid is admitted the school will meet the demonstrated need. Parents must complete forms such as the CSS Profile and the FAFSA which

awards federal aid. A very small number of schools offer need blind financial for all applicants. Other schools offer financial aid for non-U. S. citizens but the aid is “need aware”. This means that if it is determined that the aid award is more than the school is able to offer, the student will be denied. Students who need a visa to study in the United States must document the ability to pay for their education in the United States. The fees for students who earn their degrees in Hong Kong, Singapore, the U. K. and Canada are significantly less than the fees in the United States. In addition, a degree is earned in the U. K. after three years of study.

Another factor which may discourage non-U. S. citizens from earning their degrees in the U. S. is the current immigration policy. Non U. S. citizens may stay in the U S. for one year in the Occupational Practical Training program and three years if they have a STEM degree. It is now very difficult for the employer to retain the graduate for a period longer than the O. P. T. period of time.

Our students have numerous opportunities to meet with admissions representatives from schools in the United States and from schools not in the U. S. Parents are welcome at these meetings and students are encouraged to attend.



# CLASS OF 2019 COLLEGE LIST

Congratulations to members of the class of 2019.  
This fall the members of the class will matriculate at the following schools.

Fredric M. Schneider  
Dean of Students

Amherst College	1	Parsons The New School for Design	1
Bard College	1	Pratt Institute	1
Bennington College	1	Rhode Island School of Design	2
Boston College	1	Rice University	1
Boston University	1	Smith College	1
Brandeis University	1	UC Berkeley	13
Carnegie Mellon University	7	UC Irvine	1
Case Western Reserve University	1	UC Santa Barbara	2
Colgate University	1	University of Hong Kong	1
Cooper Union	1	University of Illinois at Urbana-Champaign	4
Cornell University	6	University of Michigan	1
Drew University	1	University of North Carolina at Chapel Hill	1
Duke University	2	University of Notre Dame	1
Emerson College	1	University of Oxford, UK	2
Emory University	2	University of Pennsylvania	2
Georgetown University	2	University of Southern California	2
Hardin-Simmons University	1	Vanderbilt University	2
Harvard University	1	Waseda University, Japan	1
Hong Kong Univ. of Science & Technology	2	Washington University in St Louis	4
Johns Hopkins University	4	Wellesley College	2
London School of Economics & Politics, UK	1		
New York University	12		
Northeastern University	3	University in Japan	1
Northwestern University	3	University in Korea	2



# FROM THE LEADERSHIP TEAM



Dr. James Gerhard  
High School Principal

## *Differentiation in an International Schools Context*

At Seoul International School (SIS) our school learning community has a population with the number of learner types matching the number of students in the school.

How does one properly address the many teaching-learning styles for the maximum achievement of our academic program? One way is to focus on the learner and instructional delivery as we seek to increase what each student can achieve.

There is no exceptional archetype of student at SIS, no one attribute or individual who meets a perfect learner profile for the many teachers they might encounter over their school career. A typical SIS student could have an average of twenty different classroom teachers during their high school career alone. Diversity of student learning methods and approaches is one of the measures that demand the instrumentation of the school pedagogical approach to be varied and adaptable. One way we can discuss and ensure a fair and comprehensive approach is through differentiated instruction (DI).

Differentiated Instruction is actually a hallmark attribute of American education. Nineteenth century one-room school-houses are the classic example of how a teacher needed to attend to multiple levels of instruction in the same room. In more recent history, we see the December 1953 issue of Educational Leadership carrying the theme of “The Challenge of Individual Difference” showing that practices of the frontier school continued to have a remarkable effect on the machinations of modern American Education. On the contemporary stage, differentiation became modified for a pedagogical comeback in the 1990s with Carol Tomlinson’s research. By 2006, there was a subsequent development for overseas schools by practitioner Bill Powell, a long time international school teacher-leader. A professional regard for the benefits of focusing on differentiated approaches to meeting student needs is a practice that has been adopted by many international schools.

At its core, differentiation is simply responding constructively to what students know (Munro). Properly discerning this level of knowledge, as the teacher helps balance information about continuing instruction and assessment, allows the instructional specialist to engage each individual student’s strengths and weaknesses. One method that is key to discerning student levels about content, knowledge, or skills is the diagnostic test. This is typically a survey-type review of what students know before a new unit or area of study commences. With the results in hand, and previous knowledge of student learner styles, the teacher can then use their own experience to attempt differentiated methods.

There are two main steps that schools can focus on to provide an exemplary differentiated approach. At SIS we have been through these steps and also rely upon the talent and skill of our faculty as experienced practitioners with a keen set of the necessary approaches for meeting the needs of all learners.

A first step is to define a practical definition of differentiation. This needs to be specific to the population and also describe the corresponding actions that constitute employing that definition. To do this we have spent time using professional training on how differentiation works best in our three different schools. A key component of success is also hiring new teachers who already possess strong experiences that show high academic outcomes with differentiated populations.

It is true that differentiation can mean many things in different schools. The late Bill Powell posited that, “it means that there are as many ways to success as there are students.” A constant is that the teachers desire to recognize different learning patterns. By understanding the knowledge that students bring to the classroom or subject area, they can then act upon it. Although this can seem like a fuzzy definition, it shows that experiences with widely performing populations are one way to cultivate a strong differentiated approach. Most practitioners feel the same way. “The collective has still not generated a definition of differentiated instruction that is clear to all. Is it about support and inputs or expectations and outputs to and for student learning?” Authors Yacour, York, Welner, Valladares, Kelley (p. 5) have found that naturally attending to both ends of the teaching and learning spectrum makes for a more comprehensive definition and gives teachers more room to maneuver with various practices that all still fall under DI.

Step two is to make sure that faculty can follow the definition with practice. True differentiation comes as the result of the collective faculty capacity to meet student need. This is true of all teaching as well. Outside of scripted approaches, teaching is ultimately more art than science when you focus on the instructional role. “All teaching can be meticulously planned, but when delivered in the classroom it is varied and ad-hoc” (VanTassel-Baska and Stambaugh, p. 5) and the same is true for a differentiated approach. Discerning needs of students ‘in the moment’ is what makes for great teaching. Many times a lack of experience with a certain student population is a greater variable than definition or professional development in differentiation skills.

With over fifty faculty members the HS faculty has over seven-hundred years collective years of experience leveraged to meet student need in any situation proven from hundreds of thousands of student interaction during their varied careers. The true makeup of experience with differentiated population is staggering and this experience makes it an easier task to carry out the practices and definition. The need for differentiation training is usually not due to lack of PD but rather lack of experience. VanTassel-Baska and Stambaugh (2005) identify eight significant reasons for the lack of differentiation prowess of teachers, which are listed in short:

1. lack the content knowledge
2. lack the classroom management skills
3. lack the beliefs needed to implement differentiated teaching,
4. inability to accommodate students from different cultural groups or underachievers



5. find it hard to locate and use resources effectively
6. do not have the planning time need to adjust their practice
7. are not supported or encouraged by the school
8. lack the relevant pedagogical knowledge and teaching skills (found in Munro).

As you can see, there is a difference with those items that can be cultivated with experience rather than those instilled with short training. An experienced teacher is much likely to have success with a differentiated approach. And this shows that the most important part of the differentiated process is the learner actions. Regardless of other aspects of the differentiated functions the learner dictates all the resultant actions and

is the unknowing control for the approaches used and all later teacher provisions.

Regardless of how it is used, most research continues to show that DI affects learning in many positive ways. This is also proven by the fact that the number one most effective metric to improve student learning is a one-to-one tutor. The tutor scenario being the ultimate example of differentiated instruction where the teacher focuses exclusively on the learning style and frame of an individual student.

At SIS differentiated approaches are one more way we can try to address our unique learner needs to provide the best level of education we can for all.

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# FROM THE LEADERSHIP TEAM



Mr. John Nicholas Benavidez  
Middle School Principal

## *Second Year as Principal of SIS Middle School*

Looking back on my second year as principal of SIS Middle School, I can honestly say it was even better than last year. This year the MS staff committed to recognizing our students in the area of character as well as academics. We understand that the middle school years are a time for our students to begin to figure out who they are. Because of this, we strive to make sure we are meeting not only their academic needs, but their social and emotional needs as well. Our MS staff is a real joy to work with and we dedicate ourselves to be better each year, because that is what our students and families deserve.

We took the big step by incorporating our TIGERS Values into our everyday life of the Middle School. By focusing on character traits this year, we were able to reward our students

for displaying who they ARE, not simply what they know. At our first TIGERS Values awards assembly in December, students didn't really know what was happening, but caught on quickly as we started calling names selected by their teachers for "Trustworthy" students. The quiet, reserved atmosphere typical of most awards assemblies slowly grew to a buzz and the excitement started to increase as we progressed through each of the values. It was great to see the faces of students happy to be recognized for doing the right thing, being a role model and promoting character in our school. We became a better community by focusing on our TIGERS Values this year.

During the second quarter, we started a process titled "Drop in Your Bucket", where teachers visited the classroom of their peers with a focus of learning something from their colleagues. Teachers took the opportunity to see other contents and grade levels. Teachers initially seemed reluctant to leave their class for a 20 minute observation, but the benefits of seeing peers teaching greatly outweighed the time away from their classes. Additionally, being able to give a nugget of information or share a specific instructional strategy with a colleague is such an enriching practice. We will continue to build on this next year.

This year, Mr. Terence Tong coordinated our first ever MS ASE (After School Enrichment) program. We were proud to be able to offer additional classes and activities to our students and families. Wednesday afternoons became a time when our students were able to join National History Day, MS MUN, Forensics, Debate, Academic Quiz, MS Gazette, Math Games and Robotics. ASE was a great compliment to our MS athletics programs. Students were able to take classes that interested them and continue to be involved in the specials during the day and sports after the school day ended. Attendance and interest grew with each session and overall over 40 students participated in each session. The ASE program was a success by many measures!

On March 1, Mr. Tong and I were proud to present at the MS Leadership Conference in Jakarta, Indonesia. Our presentation, "The Answer Is In The Room" shared the many changes that have occurred at the MS over the past two years. The title comes from a belief I have that involves the teachers and students in the decision making process. Whether looking to solve a problem or considering changes to our practices that would enhance our school, we always go to the teachers or students for their input. They are the practitioners and they have a pulse on what is needed. "The Answer is in the Room" is one of our core values, one that we will continue to draw upon as we stay with our commitment to get better every year as a school.

All in all, it was another great year here at SIS. Our students continually shine with their academic ability and strength of character. We know there are many choices in schools and we are very thankful to have been chosen to work with such impressive students and families. We will continue to focus on educating the whole child and providing a memorable MS experience.





# FROM THE LEADERSHIP TEAM



Mr. Art DeFilippo  
Elementary School Principal

## *The Best Things About Being an ES Principal*

As I look back on my tenth year as the Elementary Principal at SIS, I remain amazed by the extraordinary level of dedication shown by every member of our school: our students, their parents, our teachers, the administrators, and the support staff. I would like to acknowledge the efforts of each and every one of them who have made my life here in Korea so wonderful, and express my appreciation to every single member of this SIS team for their commitment to make our school a true learning community. Thank you to all our staff, teachers, secretaries, educational assistants and caretakers for your dedication in providing a supportive, caring, and safe environment for all of us working at SIS.



We are proud of the many accomplishments and successes of all our staff and students throughout the year. Our students have demonstrated success through academic achievement as well as through extra-curricular involvement and leadership activities. These activities include the Reading and Writing Workshops, Saturday Boosters, After School Enrichment, After School Tutoring, Battle of the Books, 4th and 5th grade athletics, music productions, choirs, the award-winning author Richard Sobol's visit, beautiful art displays, the 5th grade Spirit Club with their international fund-raising events, and cross-grade level reading buddies.

We are very excited about the successful and enriching field trips to Aiins World, Samsung Children's Museum, Sejong Museum of Art, Gildong Ecological Park, Seodaemum Museum, Yoondang Art Hall, Suwon Folk Village, Adventure Land Skating Rink, Gwacheon Science Museum, The Korean National Assembly Hall, The Korean Supreme Court, The National Museum of Korea and the Flower Markets just to name a few.

Additionally, one huge milestone just occurred as we have begun busing students' home for the After-School Enrichment Program. Students are learning Chinese, chess, creative writing, Spanish, world art, coding, science, and anatomy af-

ter school. We are anticipating a repeat of this year's success with a larger participation starting in the fall of next year. Once again, hard work has made this program a tremendous success. The enthusiasm of our faculty, staff and parents, has allowed us to realize unprecedented achievements.

Along with the growing success of our programs, like the Reading and Writing Workshop, Chinese language, and our new Maker Space Program. We are in the process of creating a new Elementary School Science Lab for next year. I encourage you to explore our school calendar and website. By doing so, you will be able to stay up to date with the scheduled activities, and learn about the wonderful staff and programs at SIS Elementary.

Each year we experience changes to our staff. We say farewell and thank you to Ms. Emily Adams - Art teacher, and First Grade Teacher - Mr. Adam Call. We all thank them for their contributions to SIS and wish them the best.

Next year will be an exciting year because we will have a number of changes. New teachers joining us next year are: Ms. Christy Song-1st Grade, Mr. Kris Dunphy-3rd Grade, Ms. Jenny Sleeth-4th Grade, Mr. Thomas Boyle-5th Grade, and Mrs. Nikki Sandschaper-Art Teacher. Mr. Hardcastle will have a new assignment as our new Science Lab Teacher.

Thank you also to all the parents on the school council for your involvement and support. I would like to take this opportunity to express my sincere appreciation to our classroom volunteers for their time and commitment to our school! We couldn't do all the things we do without our Elementary Parents Committee (EPC) and Room Moms - thank you for your tireless efforts. And very special thanks go out to Mrs. Silvia Yoon and Mrs. Christina Lim, this year's PAC members, for their dedication and all their hard work.

As you get ready for the summer, whether you are traveling, taking courses, or just relaxing with friends and family, remember to have a safe and enjoyable time. Here's to another wonderful school year.



## *The Best Things About Being an ES Principal*





# FROM THE LEADERSHIP TEAM



Mr. Gray Macklin  
High School Vice Principal

## *The Student Voice*

The 2018-19 school-year has been remarkable for a number of reasons, but in the high school, one that stands out the most is the growing student voice in shaping the student experience at SIS. Of course we have had student input in previous years, but this year the school has made an effort to reach out to students and the result has been notable in a few high profile instances.

### **The Lunch Line**

Last school year SIS switched catering services which brought a redesigned lunchroom. While the creation of permanent salad bars increased the space efficiency, the size of the high school student body continued to pose significant challenges in getting students seated with their selected meals. Through the cooperation of the school administration and the student council, significant improvement in food availability and wait times has been made since October. The student council surveyed students from all 4 grades regarding the most popular menu items since Hanhwa has been serving lunch here. From those responses, the student council members recommended that popular items get 3 lines while the less popular items get only one line. Since the plan's introduction students have also requested improved menu screens at the entrance and an indication of menu choices that have 3 lines also displayed on the entrance screens. Hanhwa has been very responsive and implemented all student suggestions and the students have

responded by using the online menu and entrance screens to improve lunchroom traffic.

### **Student Spaces**

SIS is a purpose built facility, but the main building was completed in the 1980's when a very different mentality surrounded student spaces in school. SIS has provided several benches around the school for students to use, but the limited sofa space has often been claimed by seniors, leaving underclassmen to compete for the remaining benches. In response to student requests for more access to sofa space, the high school purchased a number of sofas to replace most of the benches on all 3 floors. Students of all grade levels now have a range of comfortable options to spend passing periods, office hours, and activity period. The sofas are more than just something given to the kids, they are an opportunity for them to learn how to care for and respect shared spaces.

If you look at the mission and vision of the school, it is easy to conclude that the high school administration and faculty are committed to promoting a positive experience and high degree of responsibility among our students. One of the best ways students can internalize a sense of personal responsibility is by learning to exercise their voices responsibly. Clearly there is an interest in our elected student representatives to increase that voice. We expect to increase that partnership but that increase will involve a commensurate increase in student responsibility for the decisions that are made.



# FROM THE LEADERSHIP TEAM

Ms. Agnes Schuppel  
Middle & Elementary School Vice Principal



Working in both the Elementary and Middle School is interesting and exciting each and every day. I am very thankful to work alongside two men who I like and admire very much, Mr. Art, the ES Principal and Mr. Benavidez, the MS Principal. Over the course of the past two years, as the ES and MS Assistant Principal, I have learned much from both of these experienced and insightful educators. Thanks in part to the open-mindedness and forward thinking of both of these leaders, there have been a number of changes and improvements have been made in both the ES and MS over the course of the past two years. It has been both rewarding and enjoyable to be a part of these new endeavors.

One new endeavor in both the Elementary and Middle School has been the introduction of the ES/MS Makerspace Program, which is currently in the middle of its first year with Ms. Jodi Ramos and Mrs. Choi at the helm. These two ladies have done an extraordinary job starting up this initiative from scratch. From the onset, they began working feverishly setting up the classroom, placing orders, planning with teachers, and learning the curriculum of each grade level. Ms. Ramos and Mrs. Choi have proactively continued to adapt and make changes, in order to meet the needs of the students, while at the same time ensuring the children are learning and having loads of fun.

Another new and exciting change to look forward to next school year in the Elementary School is Year 1 of implementing an ES Science Specialist class, with Mr. James Hardcastle leading the way. The ES students will be immersed in the curriculum known as Mystery Science, which provides ready-made science mysteries for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. We are beyond thrilled to introduce this new class and we feel confident this change will help deepen the students knowledge and understanding of our current curriculum, Next Generation Science Standards (NGSS).

Next school year, the entire Elementary School will also be adopting a new math program known as Eureka Math. The ES teachers have devoted countless hours researching the top math curriculums throughout the world. As the math curriculum leader, Mr. Adam Call helped lead the teachers through

the research stage, as well as the ordering stage. We fully believe this program will help strengthen our students understanding by working to ensure they not only know the process for solving a problem but understanding why that process works.

A wonderful new program that began this year in the Middle School was our MS After School Enrichment (ASE) Program, under the direction of Mr. Terry Tong. We are so grateful that the MS was able to imitate the Elementary School After School Enrichment (ASE) model that successfully began several years ago. We are very happy the MS is now offering more of our students a number of stimulating and engaging courses after school. Mr. Tong has worked diligently and has done a beautiful job rolling out this new program. Thankfully, all the hard work has paid off and this MS program had quite a successful first year. There has been great participation from the students with this new program and we look forward to the numbers increasing in the future.

One of the most rewarding new changes to be implemented in the Middle School this year was placing a new focus on our MS Awards Ceremony. In the past, we celebrated students who were extremely successful academically in each of their classes. This year we made a bold change and decided to highlight students who best exemplify the TIGERS traits (Trustworthy, Independent Thinkers, Global Citizens, Effective Communicators, Reflective Learners, Socially Responsible). According to Jeremiah Quinlan, dean of undergraduate admissions at Yale University, "we want students who have achieved in and out of the classroom, but we are also looking for things that are harder to quantify, [like] authentic intellectual engagement and a concern for others and the common good." The awards ceremony was truly engaging and invigorating for everyone in the room, students and teachers alike.

Overall, it's been an outstanding year in both the elementary and the middle schools. It is truly a blessing to work at SIS. I believe SIS is a dynamic place which continues to adapt, change, try new things and reinvent itself. I am both proud and honored to be a part of this school as it evolves and advances. I look forward to the many new changes that will come in the future.





# FROM THE LEADERSHIP TEAM



Mrs. Irene De Shazo  
Director of Admissions

## *This is what SIS Admissions looks for in an applicant*

There are many reasons why an international school such as SIS could be the best option for students. The academic challenges, the rigorous math program, art and music programs, sports program and the excellent qualities of teachers. International school admission is selective and competitive. The admissions process can be an eye-opening experience, especially to those coming from public schools.



To help distinguish applicants, those seeking admission go through a thorough process. The first step in the process is what we call the “file evaluation.” In this initial stage, the Director of Admissions reviews the applicant’s grades for the last three years; the comments made by teachers on the report cards, sample writing, and recommendation letters. Comments on the report cards and recommendation letters are all critical to consider. They provide essential information about the applicant that a letter grade or a number will not reveal. After the student has passed the file evaluation, the applicant is then allowed to take our entrance test. The day of the test is when the Director of Admissions meets the applicant in person. The applicant is tested in Math, English, essay writing, and an interview. Our entrance test is diagnostic – it reveals the strengths and weaknesses of the applicant, giving realistic feedback as to where there may be gaps in knowledge and skills.

A committee, comprising of the Level Principal, Counselors and the Director of Admissions, makes the final decision about an applicant. This committee takes a holistic approach to determine how well a prospective student might fit into our school. While the entrance test is only one aspect of the process, the committee, evaluates each student’s test results in the context of other applicants seeking admissions. It is vital that the test scores are high enough and consistent with the report cards. The committee also looks at extracurricular activities, character, and personal qualities of the student. These aspects

are most often reflected in recommendation letters.

Extra Curricular Activities. Whatever the reason, some students boast about their long list of extracurricular activities. True, they are rewarding. It shows commitment, responsibility, and aids with social development. However, when a student has too many, he or she might miss the intended benefits of the activities and may suffer from unnecessary stress. Too many extracurricular activities raise a concern. It is not the number of activities that are important but what the student has learned and how he or she has grown from participating in the activities.

Character and personal qualities. Character and personal qualities have been an integral part of our admissions process. We look closely at teacher comments on report cards, the recommendation letters and the interview with the student to assess overall potential. We value a student’s engagement in the community, critical thinking, curiosity, empathy, persistence, resilience, open-mindedness, supportive to peers, leadership skills and collaborative efforts to solve problems. “Far too many students are learning to do whatever it takes to get ahead even if that means sacrificing individuality, health, happiness, ethical principles, and behavior.” (The Atlantic). This year’s shameful admission scandals involving some of the most prestigious universities in the United States is a reminder of how important it is to look very closely on the fundamental character of applicants.

Overall, we want a mix of students to create a vibrant community. We are looking for students who are going to be involved and who are committed to contributing to our SIS community.



# BRIEFING: ALL SCHOOL

Mr. David Coleman  
Coordinator for Teaching and Learning



## *Stage 3, and Beyond: differentiated learning paths for students*

The end of the 2018-'19 school year marks a very special time for Seoul International School's four-year curriculum review and development initiative. What began as an ambitious and targeted schoolwide effort to review, rebuild, and revitalize SIS' K-12 curriculum now culminates with a visible and viable educational program; inspired by research and best practice, created in a transparent and collaborative way, and designed with fidelity and consistency in mind for the benefit every child.

In 2015, SIS initiated this deep-dive into its curriculum through a collaborative review process that has focused on many evolving programs, methods, and philosophies. Indeed, the goals we set and the work we have done to achieve these goals over the past four years has rendered a culture of professional cooperation and exciting, innovative teaching and assessment practices.

We knew a curriculum review would surely contribute to teacher and student success and help continue SIS' tradition of excellence in international education. Looking inward (and forward), asking important questions, such as “Why?; To what extent?; For what purpose?; When?; and How long?” is what quality schools do. To be sure, this is precisely what Seoul International School has done and we will continue to do as the future unfolds. Through creative professional development, scheduling, and a focus on shared leadership, we have engaged in many conversations that have led to the adoption of new strategies that SIS now uses to ensure that student learning meets expected academic and social/emotional outcomes. Through the hard work of our teachers, students, parents, and administrators, the prioritization of professional collaboration in the service of our focused review of curriculum has led to innovative instruction and assessment and improved student achievement.



SIS' unit development process is inspired by the 3-Stage, Understanding by Design (UbD) or “backward” design philosophy championed and popularized world-wide by the research of Grant Wiggins and Jay McTighe. Stage 1 of UbD is concerned with what is taught; big ideas, common understandings, and best practices associated with desired academic results. By looking at these critical components of learning first, we ensure a solid foundation of knowledge, skill, and eventual transfer of relevant and meaningful learning through standards, essential questions, and key understandings that drive each unit of study.

At the end of the 2015-'16 school year we completed Stage 1 and our focus shifted from what we teach and why we teach it, to how we measure student learning and when we know our students are making progress. In Stage 2, through the help of education researchers, such as Dr. Tom Guskey and Tom Schimmer, and a solid look at the needs of our student population, SIS has embraced the Mastery Learning approach to assessment, one that provides ample corrective feedback for students through reteaching and reassessment and is inextricably linked to favorable learning conditions for both teachers and students.



Over the past year, we have focused on the last stage in the curriculum revitalization process, Stage 3. Teachers have been working to develop a learning plan, or pathway, which ensures what is taught follows logically from, and aligns with, our articulated standards and assessment methods. Stage 3 is much more personal as teachers are now creating lessons that meet the individualized needs of students in their classes. Though we aim to ensure consistency and relevance of content leading toward meaningful assessment, it is paramount that we keep a watchful eye on differentiation and how we meet students' unique learning needs. Indeed, our professional conversations as of late have shifted from the Stage 1 “big picture” of learning and assessment to more specific, lesson-based strategizing in order to address the question of, How?... How will we provide students with the best materials, activities, and learning experiences? How do we present material in various ways to encourage understanding and transfer of knowledge? How will we diversify what we teach and assess? In what ways to will we provide meaningful feedback and enrichment opportunities for our students?

In this culminating stage of SIS' curriculum revamp journey, teachers have been working hard to document learning events that are differentiated, diverse, and dedicated to three specific and interrelated goals: the acquisition of knowledge, the making of meaning, and the transfer of knowledge and skill into useful understanding. To do this, teachers will continue to work individually and collaboratively to develop and document ways that provide students with numerous and varying opportunities to draw inferences and make generalizations for themselves.



TRUSTWORTHY INDIVIDUALS

INDEPENDENT THINKERS

GLOBAL CITIZENS

EFFECTIVE COMMUNICATORS

REFLECTIVE LEARNERS

SOCIALLY RESPONSIBLE

# TIGER VALUES



# CURRICULUM



Kaushal Patel  
Literacy and EAL Support

## *Differentiation in the Reader's and Writer's Workshop*

Carol Ann Tomlinson, one of the foremost experts on differentiation in education states, "Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike."

In other words, the goal of a differentiated classroom is maximum growth and success by tailoring instruction to meet individual student needs.

Here at Seoul International School, the Writer's Workshop was launched 9 years ago, with the Reader's Workshop following a year later. Both models encourage flexibility and differentiation in product, processes, content, and environment. The workshop model is a method of instruction that provides a specific routine for students, where the content of each daily mini-lesson changes, but the workshop structure remains the same. Each workshop model includes teacher-led explicit instruction and consists of:

- Mini-lesson (10-15 minutes)
- Conferring and Small Group Work (30 minutes)
- Mid-Workshop Teaching Point (1 minute)
- Share (5 minutes)

The Mini-lesson is done as a whole class and is comprised of four key elements. They include the Connection, Teaching, Active Engagement and Link. The Connection lets students know that they will be receiving important information, while simultaneously making the topic meaningful. The Teaching often uses a mentor text or the teacher's own writing. The teacher shows students through demonstration, guided practice, an explanation with example and through inquiry. After students are taught a new skill, they have the opportunity to practice on their own or by turning and talking with a partner. This is the Active Engagement portion of the workshop model. Lastly, the Link reminds students to employ the strategies they have learned up to that point. Students are then sent off to accomplish something concrete, whether it be writing about their reading or drafting an introduction.

According to Lucy Calkins, the author of the Reader's and Writer's Workshop Units of Study K-8, "Students need not only large stretches of time to read books of their own choice, but also explicit direct instruction in the skills, strategies and habits of proficient readers. That begins everyday with the mini-lesson."

During the Conferring and Small Group portion of the workshop model, differentiation truly takes center stage. The workshop model enables students to take control of their own learning by allowing them to make choices. Students are encouraged to choose books that are "Just Right," meaning that

they are able to read them independently. While the students are working independently, the teacher circulates around the classroom, conferring, or speaking with students one on one or in small strategy groups. This allows the teacher to work with students at their own individualized, differentiated level, giving feedback on how they are doing, providing next steps and encouraging further progress.

Mrs. Alice Cha has been an elementary teacher here at SIS for the past 6 years. Here are some of her thoughts about the conferring portion of the workshop model. "It gives teachers a flexibility to teach students at all different levels. During 1:1 and/or small group conferring sessions is when we can use mentor texts, and teacher and student work samples to give more explicit, differentiated direction. This allows us to guide students based on their individual needs." As you can see, every student has the opportunity for individual growth and success.

Next, the Mid-Workshop Teaching Point provides a reminder to students and offers a quick tip to further enhance the mini-lesson. It can be a good time to give students a short break and remind them about that day's teaching point.

Lastly, the Share portion of the workshop model is a wonderful way to come together as a whole class and remind students of what strategy they just worked on. Sharing is an effective way for students to turn and talk with their partners and discuss what may have worked for them and what they might need to try in the future.

Overall, the Reader's and Writer's Workshop model aims to provide every child with the same skills, but at their own level. It provides students with differentiated feedback, which allows them to understand what works well for them, as well as setting goals to work towards. This enables students to come to school everyday feeling confident, eager and positive about their own learning, which in essence, is what every educator strives towards.



# CURRICULUM

Jodi Ramos  
Makerspace



## *What is Makerspace?*

It can be argued that makerspaces have been around for many years, however, it wasn't until just recently, in the past 3 years, that the "maker movement" really picked up and became a driving change within the educational community. Schools and school districts all over the world are creating makerspaces and it is now becoming a normal part of many schools curriculum. The idea of a makerspace is to have a designated space or area in which students are able to create, engage, collaborate and explore using hands-on high tech and low tech materials. These include 3D printers, robots, laser cutters, arduino, LEGO, coding as well as traditional arts and craft supplies and recyclable materials. Here at SIS, we started the program with a vision, one that would focus on

collaboration within the homeroom classes to enhance the curriculum by giving the students more materials to show their learning through the design process. An emphasis was placed on the idea of creation

through collaboration, construction through tinkering, and making with a design in mind. In the fall of 2018, the makerspace program at SIS began with students from senior kindergarten up through grade 5 and also included a quarter long class offered to grades 6 and 7.

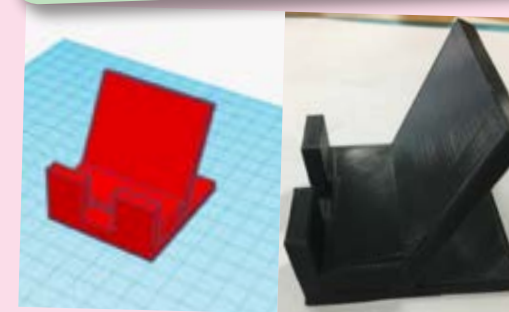
Here some examples of the materials we use in the maker-space....



Strawbees are great for building large 3D objects and gets students working collaboratively and build objects they can wear, learn shapes or build tall standing structures.



Laser cut cardboard - Can be used to make objects such as cars, movable animals, coasters, signs etc.



3D Printing has been some of the most fun and students have designed their own projects using an online program called Tinkercad to create various class projects and useful tools such as cell phone holders and key-chains. In 5th grade they used the 3D printers to build objects that represented historic explorers.



Dash robots are being used with all grade levels to learn about coding, the importance of teamwork, math concepts such as size and proportion, and problem solving skills through trial and error.



# CURRICULUM



Emily Adams  
ES/MS Art

## Addressing Social Issues Through Art

In eighth grade art this year, students have created several artworks related to society. They started by discussing the air quality in art class, which led to paintings on masks addressing concerns students were having with local air. They decided as a class to center their masks around the phrase, "Clean Air is Precious." Their works were displayed in the school with the intention of letting others know their feelings and concerns about the air quality in Korea.



Eight graders learned about the United Nation Sustainable Development Goals in their printmaking unit, which were created in 2015 by world leaders to help end extreme poverty, flight inequality & injustice and fix climate change. Each student created an art print about a global goal and discussed global concerns. Students then created a second print of their choosing around a topic related to social awareness. They did an amazing job discussing local and global concerns.



Quality Education  
Anna Kim



Global Warming  
Jasmine Kim



Loss of Individuality  
Rosa Suh

Finally, students participated in the Memory Project in collaboration with High School, where they created portraits of children in Pakistan. They received an image of a child in Pakistan and created a realistic image of the child using pencils, colored pencils, crayons and watercolor. Students learned about the hardships the children they depicted are experiencing. They sent their artwork to the child they drew along with a photo. Eight graders even attempted to write a sentence introducing who they are in Urdu.



by June Jeong



by Hannah Lee



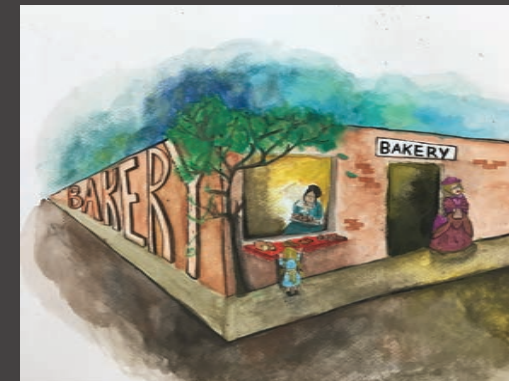
by Bona Suh



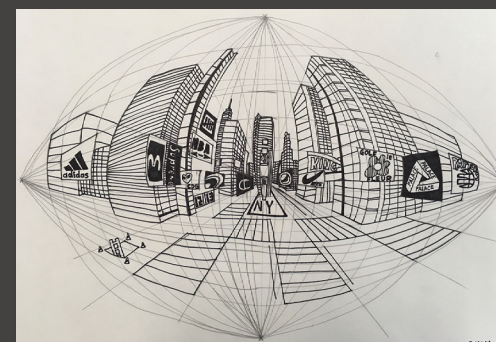
Art has the ability to address important topics in society and eight graders have done a wonderful job this year, not only improving their artistic skills, but also approaching local and global societal concerns.



Morphing Objects  
Anna Kim (8)



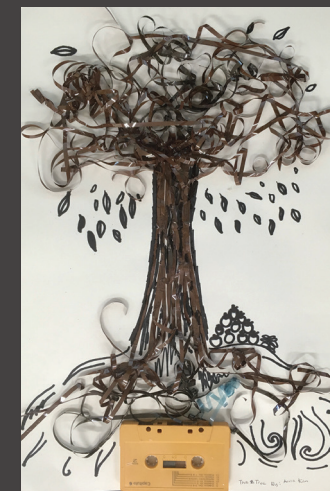
Perspective Watercolor  
June Jeong (8)



Perspective Drawing  
Colin Kim (8)



Coil Pot  
Hyeonseo Park (8)



Cassette Tape Art  
Anna Kim (8)



Girl Playing Baseball  
Hannah Lee (8)



Notan Design  
Rosa Suh (8)



# CURRICULUM



Terence Tong  
MS ASE Coordinator

## *MS After School Enrichment - Enriching The Middle School Student Experience*

For years, the only after-school activity available for middle schoolers were various MS sports on Tuesday and Thursday afternoons. There existed an opportunity to develop a co-curricular program to partner with and complement the existing MS sports program. The Middle School After School Enrichment (MS ASE) program was implemented this year to meet that need. Taking place Wednesday afternoons, MS ASE falls alongside our well established MS Athletics program, thus ensuring middle school students have a breadth of sports and activities to choose from three afternoons each week. In addition, MS ASE builds on a very successful ES ASE program, this allows students to access co-curricular, non-athletic activities throughout their middle school years. Model United Nations, Forensics, National History Day, Robotics, Debate and Academic Quiz Team are some MS ASE offerings that were well received by our students.

Parents cite their confidence in SIS as a primary reason to enrol their child in MS ASE. "From parents' perspective, we are very comfortable having our son join a program offered by the school we already have trust in." (Yoonkyung Choi, mother of Mingunn Kim, 8)

"Although Erin has joined SIS less than a year, we are impressed with the subject design and contents of the SIS ASE program is covering. Erin has joined the Winter ASE - MUN program for the first time and thus far she is very satisfied that she has started to take interest and broadened her view towards world affairs other than the contemporary school subjects. She has taken more interest in reading newspapers and try to understand the historical view of political and social matters worldwide." (Anna Jung Su-Jin, mother of Erin Choi, 8)

Students, on the other hand, appreciate the opportunity to learn and engage in new activities. "What I specifically like about MS ASE is that I get to, first of all, learn things that I did not know before, which is really helpful for me to do better in school, outside of school, or just gain more knowledge in gen-

eral. For example, with the Academic Quiz Team, we are practicing for an international history bee and bowl, and I got to learn new things regarding history, or any facts that I may need to know in the future. Another thing I enjoy is going to other schools, for example for the History Bee and Bowl, we got to go to DCSL and it was a great experience, knowing what other schools were like and also socializing with other kids from different schools." (Kelly Sung, 7, Academic Quiz Team)

"I also like how the teachers support you to try out different things in your activity. The MS ASE has lots of options to choose from but you don't feel pressured to choose a course and even when you go to the course, though it doesn't affect your grades, it makes you work hard because of the joy of it." (Ethan Shin, 6, Forensics & MS Gazette)

As MS ASE Coordinator, I am extremely pleased with the progress made this year. I hope to build on the initial momentum generated by increasing the variety of courses offered in the years to come. As always, an endeavor such as this would be impossible without significant contributions from the following people:

- Thank you to Mr. Atanaskovic and the Transportation Department for providing busing options to students enrolled in MS ASE.
- Thank you to Ms. Patel and Mr. DeFilippo for their guidance and insight in the early planning stages.
- Thank you to Ms. Yu (Accounting Office) for her accounting prowess and assistance.
- Thank you to Ms. Lee (MS Office) for her diligence and administrative assistance.
- Thank you to Mr. Benavidez and Mr. Colaianni for their leadership and unyielding support.
- And last but not least - our success this year rests squarely on the shoulders of the teachers who committed to share their interests with MS students. On behalf of our students - thank you for your time and energy!

As MS ASE continues to evolve, I encourage all SIS teachers to consider sharing their passion and expertise with our students through additional and varied course offerings.



# CURRICULUM

Jean Piscioneri  
Grade 7 Science



## *Introducing...the MS Tiger Gazette*

Providing students an avenue to express their voices through a school newspaper is one of the new after-school activities offered in middle school this year. Choosing a name of the newspaper was not easy. After a few attempts of scribbling and playing with words of what would be a good catchy name for the newspaper, Tiger Gazette was chosen.



Fortunately, there were six dedicated students who signed up for the Tiger Gazette. Sophia Cha (7th), Emma Kim (7th), Erica Lim (7th), Julia Kim (6th), JK Kim (6th) and Ethan Shin (6th). were all hardworking, and eager to put together feature articles and interactive graphics for our 1st issue. We met for eight consecutive Wednesdays after school from 3:30-5:00 p.m. The use of google docs paved the way for easy collaboration and clear communication among them. At our first session, these highly motivated students created different google docs for our feature articles, and they brainstormed appropriate questions for their interviews.

Our 1st issue featured topics such as student leadership, use of technology, community service and counseling in the middle school. Graphics such as Sudoku, memes and crossword puzzles were also created to add an interactive and fun element to the newspaper. A Literature section was added in our newspaper, and Julia Kim (6th), shared one of her own short stories.

Mr. Suh from the General Supplies Department was very helpful in printing our first issue. In an attempt to be environmentally sensitive, only 30 copies were printed. Our first issue can also be read online through this site :

<https://sites.google.com/siskorea.org/tigersgazette/MS-newspaper/home>

Promoting our TIGERS Values through this after-school enrichment activity is an important goal, and this ASE activity provided an opportunity for students to engage in the reflective thinking process. During our final ASE session, Tiger Gazette students had the chance to reflect on their achievements as they went over the print-out of our first issue and at the same time, they reflected on how to make it better. They made a list of suggestions of topics for the next issue. They were particularly excited about having an editorial and opinion section for the next issue. They also shared their thoughts and ideas on these possible topics - student spotlight, popular culture and self-help articles.

Starting a student newspaper Tiger Gazette in middle school was fun, and surprisingly easy with the help of the creative minds and tireless efforts of our students. The first issue would not have been possible without the support of the MS Teachers, Ms. Schuppel, Ms. Kurbel, and Mr. John Benavidez, our MS Principal.



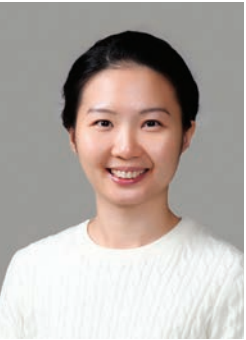


# CURRICULUM



Joanna Pan  
HS Chinese

Vanessa Cui  
HS Chinese



## Meeting Students' Needs

Greetings from Chinese teachers Ms Pan and Ms Cui. In this article there will be introductions of changes in differentiations in terms of assessment categories and insights of classroom practice this school year.

SIS World Language department this year are implementing the new grading categories to enhance the students study experience at SIS using three integrated categories:

Category	Definition	Assessment sample	Weight
Interpersonal Communication	Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Speaking and Writing E.g.: Student role play and ask basic information (Unit 2 Self-Introduction, Chinese I); Replying an email (Unit 3 Chinese food, Chinese III)	40%
Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Listening and Reading E.g.: Listening to dialogues and monologues (Unit 2 Self-Introduction I, Chinese I); Read diaries and letters, reply questions in short answer. (Unit 3 School Life, Chinese II) ; Listening to dialogues and monologues( Unit 1 Weather & Clothes, Chinese III)	30%
Presentational Communication	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	Speaking and Writing E.g. Introduce someone's appearance (Unit 4 Body Parts, Chinese I); Introduce a cuisine from a certain countries (Unit 3 Chinese Food, Chinese III)	30%

As the table shows, Interpersonal Communication weights higher than the other two communications skills as our focus are to communicate by listening, speaking and writing. During Presentational Speaking assessments students will be provided with themed-based options within certain preparation time which for them to jot down and organize their thoughts on paper before presenting in speech with a voice recorder. This enables the students to produce speech in target language, to choose the topic that they are interested, to self-monitor their flow of language, and eventually to perform better to their best potential in a near authentic skilled-based setting.

These three categories fully covers the language communication skills as well as embedded with culture elements. Students are strong in a certain category will also need to put more effort in other categories in order to be developed holistically in language learning.

Unit plans are given at the beginning of each units where students get the idea of what the expectations are in terms of vocabulary, sentence structures, skills and knowledge that are required to master the unit. Supplementary materials such as videos based on text dialogues, audios, YouTube clips, documentaries, PowerPoints as visual learning aids, topic-related reading packets are provided to enhance students' learning outcomes, which helps students to meet their needs in various aspects.

Cultural activities are embedded within the curriculum to enhance student's learning experiences. Different levels of Chinese classes are involved in various festive celebrations. Chinese I students were able to participate in writing spring couplets, fortune/spring calligraphy decorations; Chinese II students enjoyed playing traditional Chinese entertainment leisure board games and get to know local Chinese daily lifestyles; Being involved in cooking a Chinese dish in Chinese III, students were using learnt vocabulary such as cooking method, ingredients and seasonings in real lives, which will help bridge the culture gap and develop better knowledge and understanding for effective communication.

Students in different points of learning stages can move forward no matter how much prior knowledge they have started at the beginning of school year. Students are expected to strive to be well-organized who utilize time wisely and to maximize every minute to advance their language skills; We encourage students to be risk-takers who work independently and cooperatively and allow themselves to make mistakes during the learning process; to be open-minded who critically appreciate cultural differences and have a rounded understanding of their own culture through world language learning; We hope the language skills acquired in the Chinese classroom will help our students to be problem solvers and use the language for their enjoyment and enrichment.

# STUDENT VOICE

E Ju Ro  
Grade 11



## Community-focused, community-driven, and community-run

A few weeks before Thanksgiving 2016, two students gave teachers, K-12, a mission: to fill out a thank you card with what they were grateful for, and then to pass on the mission to their students. The two students expected a few hundred cards, maybe 500 at most; clearly, they had underestimated the school community.

By the end of the week, they were surprised with over 1,000 thank you cards. Some were paragraphs written in illegible scrawls, and others were neatly bulleted lists. Some were grateful for their favorite teachers, and yet another was grateful for their volleyball team. One was thankful for the fact that their mother had survived cancer. But all of them were invaluable pieces of gratitude that together comprised a heartwarming masterpiece made visible in the atrium.

This "Garden of Gratitude"—an atrium display of over 1,000 diverse thank you notes from students, teachers, and faculty—became the seed for the Random Acts of Kindness (RAK) that SIS has grown to know and love. The two students who planted and cultivated this seed were Junie Kah ('19) and Diana Lee ('18), my predecessors who founded RAK in the pursuit of transforming SIS student community and culture. In the suffocating hyper-competition here, after all, values like kindness and community often lose their ground. We like to think of high school as a race to college and of our peers as competitors, and rarely does kindness have room in that packed race. RAK was founded, therefore, as an attempt to squeeze that lost sense of community into the thick of this hectic, cutthroat racetrack. With a sense of activism and responsibility, my predecessors set out to make their permanent marks on the SIS community.

Last year, I joined RAK's executive team in its first active year as an official club. Curious, but frankly, skeptical, I set foot into a project that felt like a new, uncomfortable head-to-toe outfit. Unlike my two rather wholesome predecessors, I considered myself far from the sunshine and rainbows of "kindness." And although the Garden of Gratitude had been received impressively by the community, I could not picture the student body pausing in their busy lives to appreciate arguably cheesy abstracts like compassion.

Again, I was proven wrong. Over the past two years, the school was surprisingly receptive to our initiatives, and this positive feedback has been the fuel for the executive team. In addition to our annual Garden of Gratitude, we encourage our

members to plan, coordinate, and execute their own passion projects. Last year, RAK put up the "In this lifetime..." wall, which soon became a colorful collage of students' lifetime goals and inspirational messages. In the fall, we created a senior appreciation installation in the atrium, on which students left post-it notes filled with good-byes and hwaitings. As we approached holidays like Halloween and Christmas, we worked hours before and after school to ensure that walls were festive and windows were spooky. During AP season, we took breaks from our studies putting together a "Stress Relief Week"; members dressed as the tiger mascot gave out free hugs and candy and wholesome memes were taped on walls.

Looking back at my busy sophomore year and junior year, I wonder what had kept me going, taking hours—time I could have spent studying or relaxing—to cut out paper bats and transcribe teacher appreciation messages onto post-its. The only answer I have is that I was witnessing the manifestations of RAK's impact on SIS, and even the occasional "thank you" or "I love what you guys do" was enough to raise my doubtfully shrugged shoulders. When a WASC official visited our school and praised RAK's positivity post-it notes on lockers, for instance, we found excited to launch headfirst into our next project. Notes that expressed students' gratitude for the front guard that smiled and waved every day unearthed the often overshadowed ability of the student body to be warm and emotional. There is an incredible communicative power, I realized, to the sharing of positive attitudes, especially in an environment that can often lend itself to hostile competition.

As I prepare to enter the final stages of my high school career, I can't help but look back at my individual growth and RAK's development as two closely intertwined narratives. RAK has been a refuge from the rest of my stressful priorities (cutting out paper bats can be therapeutic, too). To witness my effort displayed around the building and appreciated by the community is a unique blessing. It's fulfilling and moving, at times, to realize that the student body and staff are capable of actively embracing positivity, whether it's through writing teacher appreciation notes or supportive messages on post-its. We like to say our student body is apathetic—but perhaps RAK has proven otherwise.





# STUDENT VOICE



You Young Kim  
Grade 11

## 1. When did you first become interested in art?

I lived in Vancouver, Canada as a child before moving to Seoul in sixth grade. On weekends, my family often went to eat lunch and do grocery shopping in Granville Island, the cultural hub of Vancouver. The district features many theatres, artisan workshops, and galleries situated in the old factory buildings of the early 1900s. The city's most renowned art school, Emily Carr University of Art and Design, was also located in the vicinity. The district was always filled with students and other locals alike drawing the scenery in their sketchbooks. I remember looking at them and thinking, "What are they all drawing? I want to draw too." At some point onwards, I was going to Granville Island no longer for the market's brownies and cookies, but to sit on grass with a sketchbook and pencil in hand, attempting to capture whatever came in sight.

## 2. What inspires you when making art?

Inspirations come to be randomly, but my biggest inspirations are books and travels. For example, many of the works for my AP Studio Art portfolio draw inspirations from George Orwell's *Animal Farm*. While reading the book, I was particularly impressed with Orwell's realistic and detailed, yet arguably humorous descriptions of the animals. Despite its underlying political messages, the book was easy to follow, as it captivated the readers with witty character descriptions. I attempted to do the same through my artworks, and tried to portray topics like gender discrimination and the human greed with playful twists.

## 3. What outside school art related projects have you taken part in to support your career choice in visual art and design? Do you see yourself as Fine-Art or Design orientated?

Outside of school, I devote a lot of time creating artworks to enter in art contests and to submit to various publications. The Scholastic Art & Writing Awards is a competition I have been participating in annually and have won several regional recognitions in. I have also been trying to engage with the bigger art community by publishing my artworks in well-known publications, such as *The Penn Review* and *The Adroit Journal*. Additionally, I volunteer at Jeon Young Il Workshop, a workshop that specializes in making Korean traditional lanterns. Since I mostly focus on developing Western art techniques at school, being exposed to a different art tradition through this volunteering experience has helped me expand my artistic capabilities and horizons. I enjoy being able to express myself in different, unconventional ways through art. Although I am currently unsure where these experiences will lead me to, or whether I will choose to focus on Fine-Art or Design later on, I hope that I can continue to feel the joy and freedom I do now making art.

## The Road to Art College

## 4. What kind of commitment does it take to get into art college?

Aside from a portfolio, art schools also look for students who demonstrate consistent commitments to the arts. These commitments, such as participating in art competitions and exhibitions, not only show the students' persistence and passion for the arts, but also reveal how much they have matured, both artistically and intellectually, through the process of making art. In addition, many students volunteer their artistic skills. I have recently started teaching Korean and English to a refugee child from Peru. Once his Korean and English reach a certain level, and if he is interested, I would be delighted to teach him to draw as well.

## 5. How did you choose which college to apply for?

One of the most important factors in choosing a college for me is its location and surrounding environment. As a student interested in pursuing Visual Arts and Art History, I want to be somewhere with a big diverse art scene. A school in a city with a wide range of art, from institutionalized museums to small galleries to even street art, would be ideal.

## 6. What are the general portfolio requirements for some of the top art colleges?

Top art colleges generally require portfolios to present anywhere between 10 to 20 artworks across various media. Featured works should showcase not only technical skills, but also creativity and intellectuality. In other words, a good portfolio should reflect your full range of ideas, interests, and experiences in addition to pure artistic abilities. Including a few developmental or preparatory works, such as design sketches, may be a nice addition to the portfolio to capture your process of thinking and development of ideas. Additionally, some schools require an artist statement to accompany the portfolio. As specific portfolio requirements vary for each school, it is essential to check a school's exact guidelines on its admissions website.

## 7. What theme/media have you chosen for your concentration (sustained investigation) for AP studio art?

The theme for my AP Studio Art concentration is human greed. I drew my inspirations mainly from George Orwell's novella *Animal Farm*, which depicts corruption and the ensuing demise of humanity by drawing parallels between animals and humans. The pigs enjoy luxurious lifestyles, while the other animals are exploited in labor. The pigs only become fatter, while the other animals starve and grow thinner. Inspired by the pigs' greed for dominance, my concentration pieces attempt to capture the human avarice and lust for power. Moreover, I also explored the issues of gender discrimination in the workplace that result partially from another human greed—the desire of men to maintain male supremacy in Korean corporate culture.



[1]



[2]

[1] Exodus / [2] A Mirror's Wager  
by You Young Kim (11)

## 8. Where do you see yourself in 5 years?

In 5 years, I hope that I would have become, or would be on my way to becoming, an artist and a writer. Making multiple artworks under a unified theme and writing an artist statement in AP Studio Art really pushed me to develop and express my own voice through my creations, be it art or writing. This process helped me gain confidence in my writing, and motivated me to write outside of school and participate in writing

contests. Fortunately, I was recently awarded first place in Carnegie Council's International Essay Contest and a runner-up in a contest by The New York Times. Whether through writing or art, one is telling a story, conveying an opinion, or making a statement. In this sense, making art and writing are very similar processes with similar results. I plan to continue pursuing my interests in art and writing to develop unique ways of expressing myself and telling my own story.



## STUDENT VOICE



Jiwon Lee  
Grade 10

### *The Journey of a Mathematician*

I discovered at a fairly young age that I was talented in mathematics, and that I was particularly good at playing around with numbers in my head. Realizing that I was good at something made my heart palpitate.

I was proud that I was better at doing something than my peers, that I had something that made me stand out. This self-asserted belief that I was above others was boasted by the myriad of trophies and prizes I received from various math competitions, and every time I was rewarded for my mathematical abilities, the imaginary pedestal that I placed myself upon kept on getting higher. I increasingly found myself doing math not for the sake of its enjoyment, but because of the honor I associated with it.

As time went on, however, I gradually became aware that my approach to mathematics was fallacious. Instead of enjoying mathematics for the sake of doing it, I was yearning after the supposed honor it bestowed on me. The motivation to do math came from the prizes I could get out of participating in tests and competitions, and if I wasn't able to attain the results I wanted, the incentive for me to study diminished. Every time I hit a barrier on my road as a mathematician, I would be knocked down, bit by bit, from the pedestal inside my head.

Arguably the biggest obstacle that I faced while studying math was my gender. In almost every school that I attended throughout my primary, middle, and high school life, the mathematics program and extracurricular math team were heavily geared toward boys. This likely wasn't intentional, just that more boys tended to be involved in the STEM department than girls and consequently more of them ended up participating in math. However, such an arrangement made it difficult for me to fit in, and I constantly found myself left alone to face the hardships I came across while studying math. I began wishing for an inclusive environment in which I wouldn't feel left out. That was when I discovered Math Prize for Girls

(MPFG), an annual all-girls competition held at MIT.

I first participated in the competition in September of last year, and through this experience I was able to build a close bond with the girls I met there. This was especially so because many of the girls at the competition had similar interests and issues with me; they were interested in mathematics, but often found the gender barrier to be a major hindrance in working with other students to learn math. However, by contacting each other through social media and forming online study groups to solve math problems together, I was able to somewhat mitigate the loneliness that I had been forced to endure as a female learning a male-dominated subject.

As I worked together with the girls that I met at MPFG to solve problems and share ideas with each other, learning math gradually became more enjoyable for me. For the first time in my life, I was learning math not for the awards that came out of participating in competitions, but for the pure exhilaration, satisfaction, and enjoyment that I got out of learning the subject.

My math teacher, Ms. Choi, likes to start off our Algebra 2 class by saying "math of beautiful." Only now do I fully understand this statement. Math indeed is beautiful, but unlike my earlier, erroneous assumption, this beauty comes not from trophies and prizes. The true definition of a mathematician is not just someone who practices math; it is someone who loves the subject with a passion. And I think that is where the journey of a mathematician should be headed – not toward awards and acclamations, but toward understanding the beauty of the subject itself.

I may not be the best mathematician, but I am successful in that I have understood an important aspect of mathematics; we will eventually forget what we won, but we will forever remember what we learned. This, I believe, is the true value of math. And I hope to be able to continue learning math in an environment in which I can cooperate with other students, share ideas with my peers, and enjoy the subject's true beauty.



## STUDENT VOICE

Yoojin Jung  
Class of 2019



### *Transfer Student*

I'm a chameleon who's been changing to adjust to different environments for as long as I can remember. I was born in Seoul, but moved to Changwon when I was five. Before I knew it, however, I was uprooted and moved back to Seoul in the 2nd grade. I was glad to come back home, but I still had a mission to adjust to a new school, make new friends, and meet new teachers. Then, I had to go through this process again on a much larger scale when I moved to the U.S. in the 5th grade.

After about 4 years in the States, I came back to Korea. I was faced with a completely new community: Seoul International School. Since this environment was a mixture of what I had experienced in Korea and the States, and I had grown accustomed to moving and adjusting, the transition was easier. Not only did I move to a completely different school but I was also faced with the transition from middle school to high school. I was able to find a common denominator amongst the then rising freshmen, which was the fact that high school was new to all of us.

I have always been so fortunate to have met welcoming groups of people in new places, which made adjusting to new environments much easier. I could also mysteriously conjure up the courage to talk to new people despite being nervous at first. This courage of mine helped me to quickly make friends in new environments, and it definitely helped when I came to SIS.

Although everything seemed to be going smoothly, there were some challenges along the way. When I applied to several different clubs in my freshmen year, the result wasn't very positive. I was only part of one club my first year. At the time, I was discouraged and worried that, for the rest of my high school years, I would not be able to join all the different clubs I wanted to be part of. However, I didn't have to worry about this since I was part of five different clubs in total throughout high school and served as president for the International Culture Club (ICC) in my junior year. By being part of different clubs from the International Culture Club to Aperture Club,

I was able to learn different lessons that I won't be able to learn in classrooms. Since ICC's events were often in collaboration with other clubs and our school's World Language Department, my main responsibility was facilitating and maintaining communication between ICC and teachers, sponsors, or club representatives to arrange the events. I also had to make split-second decisions and gather the club members together when things went awry. Through such experience as a club president, I was able to improve my leadership and communication skills. Moreover, through photography and the Aperture Club, I have discovered the various angles, meanings, and feelings in everyday objects and scenes, and I have had the pleasure of sharing special moments and memories with people around me.

As I moved up to higher grade levels, I was also faced with some challenges with academics. Since, I took math classes with upperclassmen during my freshmen and sophomore year, not only was the content challenging but also was I left with another mission of making new upper-grade level friends. Although they were very nice, for an underclassman it is always intimidating the first time. I was able to overcome such difficulties by learning that it is okay to ask for help sometimes. I did not hesitate to ask questions during class and out of class during office hours and activity period. Also, I overcame the "intimidation of upperclassmen" and reached out to them. It was a success since I was able to be friends with a lot of great upperclassmen. They always gave me a lot of helpful advice on high school life from academics to extracurricular activities.

There are great moments and memories of my high school life, but there definitely were challenging times throughout the transition. However, through these times, I was able to grow as a student and as a person.





# FROM THE STAFF



Juyoung Lee  
ES Office

## ES Beautification

I have had the pleasure of working with Mr. Art in the elementary since the 2015-2016 SY. From what I have learned about him is that he always wants to make the elementary classrooms and hallways look appealing and child friendly. Two years ago, a 3rd grade student, Hannah Lim, from Ms. Han's class, wrote an essay about the classroom environment. In her essay, she described how the ideal classroom would be a cozy place where elementary students would want to read more and enjoy their everyday lives attending school. As soon as Mr. Art read Hannah's essay, he knew he got new motivation to beautification changes in the elementary school. Mr. Art faced challenges along the way, however, he never gave up on this idea of a Beautification Project. Last winter, Mr. Art's proposal was finally accepted and the dream of an ES Beautification Project finally came true!

The process of the classroom beautification began with the teachers being given the task to design and draw diagrams of how they would want to beautify their own classrooms. The diagrams along with the teachers' supply requests and esti-

mated exact budget were delivered to the supply office, which they took on to proceed and made the final orders. During the three week winter break, all the supplies were delivered to each classroom. Each room was designed to match the original diagrams that had been submitted by the classroom teachers. Aside from the classrooms, the hallways were also redesigned to look a bit more engaging and the elementary school was able to also add nice, new cork boards and a photo wall.

Behind the whole purpose of this Beautification Project was the desire to motivate students and allow them to enjoy their everyday lives attending school feeling a sense of positivity and inspiration. The combined efforts of all the ES teachers, the ES TAs, Ms. Park and Mrs. Choi, the supply room staff, Mr. Suh and Mr. Kim, along with the entire elementary community made the whole process extremely efficient. The contributions of each member of the ES created a better environment for the students in a very short time. We truly believe the environment will have a beneficial impact on both students and staff members in the elementary facility. We are so thankful that the Beautification Project became a reality and we feel that the process was a tremendous success!!!



# FROM THE STAFF

Jong Bin Kim  
Monitors



## Bus Monitors

### 1. What do the monitors do?

Most of the time, our job responsibilities are required inside the bus. We consider the students' safety as our first priority from the moment they hop on and hop off the bus.

First, we delightfully greet the students every morning with our smiles while we also look around to check for bikes or vehicles that may be approaching. It only takes a glimpse of inattention that could lead to big and small accidents, so we tend to take extra care. Also, on rainy or snowy days, the stairs can be slippery, so we always caution the children when they get on and off the bus.

Second, we watch for inappropriate language and discourage students from swearing. I remember using bad language when I was a student with my friends, but I also realize how unstable I was then. The more I used offensive language, the more I became pessimistic about the world, and I think it led me to a very negative person. Now, I know how language can be positive, and respectful. I don't use swearwords anymore. Instead, I try to use encouraging words to lighten up the others. I hope our students would take advantage of the positive power of words and give strength to others as well.

Third, we advise the students to follow the school policies. There are certain policies that are hard to persuade the students. Some of them are there because we are a school; not allowing to eat or play games in the bus. Students don't understand it at first, but they learn that following rules is part of the community life. I believe the students mature by learning to abide by the law and know how to consider others over themselves through these experiences.



Fourth, we make sure everyone on the bus put on a seatbelt. We call seatbelts the lifebelts, and all the Monitors will agree to this. I remember attending one of the educational sessions by the Road Traffic Cooperation and watching a movie clip about vehicle safety. In the movie, a person driving at a speed of 50km/h was critically injured because he did not have his seatbelt on. This kind of accident cannot be avoided, but his inju-

ry could have been only if he had his seatbelt on. Since then, I got a habit of wearing a seatbelt in all seats in the car, even if it's for a short distance. I wish all our students become aware of the danger of unexpected accidents and always wear their lifebelts.



### 2. What do you do during recess?

Our work continues during recess, and since it's an outdoor activity time, we take special care for our student's safety as well. All the monitors take shifts in certain sectors in the field such as the basketball court or the playground. Each sector has a different safety guideline, and as some facilities or equipment can be dangerous. So we try to watch over the students to avoid any accidents ahead of time and make sure they are playing safely. In any case of injury, we immediately see what had happened, take the student to the nurse and communicate the situation to the teachers. Lastly, we also keep an eye on the buddy bench and encourage students to play together so no child is left behind. We take pride in the work we do during recess, and I believe we are crucial to their safety.

### 3. Is there anything you would like to share with the students?

Monitors take general responsibility on the safety of our students the moment they come to school and return home. So unfortunately, we tend to say 'not to do' much more than 'what to do' to our students, but I wish everyone understands that this is not because we don't like them or we want to harass them. Sometimes, we also understand and want to overlook the rules because the students are like our own little brother or sister at home. However, we are people at task. So I hope the students understand that we are trying to ensure the safety of everyone and don't mistake our actions at times.



# SPORTS



Timothy Munro  
MS/HS PE, MS Activities Coordinator

## *SIS Middle School Sports Program*

The Middle School Sports Program provides students at SIS the opportunity to participate in an active, healthy lifestyle while generating positive relationships among middle school population. Using commitment and teamwork, every student grades 6 through 8 has the chance to participate in a sport, learning how to work together to accomplish a common goal, regardless of the age or grade level. It enables students to meet others they may not normally spend time with and develop relationships among all MS grade levels.

There are 6 sports that students for which are able to register in Middle School: Soccer, which is further divided into Girls and Boys seasons; Cross-Country, which conditions students for long distance running; Swimming, which is co-ed for practice, but gender specific in competition; Volleyball, which has become Boys & Girls separate since SY-2017-2018; Table Tennis, also co-ed even in competitions because it is already leveled by skill and physical contact is not an issue; and finally Basketball, also gender specific like Soccer with Girls and Boys seasons.

The Middle School Sports Program's mantra is to provide all students, regardless of ability, the opportunity to practice and develop athletic skills in safe environment. There are no cuts, and no student can be withheld from participating based on skill alone. It is understood that middle-schoolers are still in their formative years, thus there is no expectation that sports skills should already have been acquired. The main purpose is to give all students who would like to give a particular sport a chance an equal opportunity to learn, practice, and develop skills and concepts in that sport. Upon learning how to play and how to perform skills, the prospective athletes can then use this knowledge in their own time and further develop themselves athletically.

Because SIS is a member school of the KAIAC (Korean-American Interscholastic Activities Conference) organization, athletes who play a sport will participate in Saturday jamborees, which are massive MS tournaments including many other international schools that are also bound by the participative and inclusive nature of MS Sports. At these jamborees, scores will be kept during the games, however, at the end of each game, the score will be erased in preparation for the next game. Results are not recorded, and the jamboree is not governed in any way by a Win-Loss record; participation

and enjoyment are paramount while trying to put into game play what has been developed through practice. Players will have the opportunity to play at least 3 games throughout the day, against 3 different opponents. This creates a positive web of friendly competition among all students in KAIAC. It is through these friendly games that positive relationships are forged not only within one's own school, but also among the many other international schools in Korea. It is always a pleasure to see students recognize their "opponents" from previous jamborees, from prior sports played, and even from the years passed!

Students learn many other valuable lessons aside from just skills and game concepts through participation in middle school sports; they learn about teamwork, and how to co-exist with others they would not normally spend time with; they understand what commitment means, not only to their own personal development, but also towards their teammates and coaches; they will realize that the effort put into an activity will often produce equivalent results, and those dedicating more of their time will see greater benefits and improvement. They will also understand that often the whole is greater than the sum of its parts. This means that just because a team has a number of highly skilled players, it doesn't mean that such a team will come out victorious. When players learn how to use their talents effectively, and how each individual player can bring out the best in his or her teammates, that is the team that will win more often than not. Learning how to work with one another is a life skill that students will become aware of through the MS Sports program.

Perhaps most importantly, athletes learn how to win with humility as well as how to accept defeat with grace and honor. It becomes a valuable life lesson that, while one is always trying to reach one's fullest potential, there is often a time when such effort does not always equate to victory. In life, one is going to face difficult challenges, setbacks, and failures below what one expected, and it is through sport and competition that one can learn how to deal with such hardships with a positive outlook and push on to achieve more positive results during the next opportunity.

Middle School Sports is a wonderful opportunity provided to SIS students during their formative years, not only physically and athletically, but also socially emotionally. It's a great forum to meet and interact with their peers outside of the classroom while also teaching the life skills that one can apply in all facets of life beyond the playing arena.





# A YEAR IN ACTIVITIES



Ivan Atanaskovic  
Athletics & Activities Coordinator

## 2018

August	HS	Ambassadors Choir Retreat at Nagan Folk Village	November	MS	Swimming Season
September	HS	KAIAC/KIMEA Jazz Festival at SFS		ES	Grade 4/5 Flag Football
	ES	Soccer Boosters		HS	SEOMUN Conference at COEX
	ES	Grade 4/5 Soccer		HS	KAIAC Forensics Tournament at YISS
	MS	Soccer and Cross Country Season		HS	KAIAC Music Judging Workshop at SIS
October	HS	NEAMC Math Competition in Tokyo		HS	HFH Trip to Cheonan
	HS	AISA Boys Volleyball Tournament in Busan		HS	National Public Speaking Championship at SIS
	HS	AISA Girls Volleyball Tournament at SIS	December	ES/MS/HS	Winter Concerts
	HS	AISA Cross COuntry Meet in Osaka		HS	Cheer Clinic at YISS
	HS	Dragon Cup Tennis Tournament in Beijing		HS	Ambassadors Concert at Grand Hyatt
	HS	KAIAC Forensics Tournament at KIS		HS	UNICEF Trip to Cambodia
	ES, MS, HS	KAIAC Chess Tournament at Dulwich			
	HS	KAIAC JV boys and Girls Tournaments			
	HS	KAIAC Cross COuntry Meet at GSIS			
	HS	KAIAC Tennis Tournament at SFS			
	HS	KAIAC Boys Volleyball Cup Tournament hosted by SIS			
	HS	KAIAC Girls Volleyball Cup Tournament at DSS			
	MS	Grade 7 Trip to Vivaldi Park			

## 2019

January	HS	KAIAC Forensics Tournament at APIS	March	MS	SKYMUN Conference at KIS
	HS	AISA Girls Basketball Tournament in Osaka		HS	KAIAC Band Festival at KIS
	HS	AISA Girls Basketball Tournament in Yokohama		ES	Basketball Boosters
	HS	AISA Math and Leadership at SIS		HS	Varsity Swim Meet in Bangkok
	HS	THIMUN Conference in Hague		HS	BEIMUN Conference in Beijing
	HS	KAIAC JV boys basketball tournament at CDS		HS	GIN Trip to Chiang Mai, Thailand
	HS	KAIAC JV girls basketball tournament at GSIS		HS	HFH Trip to Chiang Mai, Thailand
	HS	History Bee and Bowl Competition at Dulwich		MS	Overnight Trip to Chuncheon Camp
	HS	Physical Theatre Workshop and Performance		HS	KAIAC Swim Meet at YISS
	ES	Swimming Boosters	April	HS	KAIAC Forensics Tournament at SIS
	MS	KIMEA MS Orchestra Festival at YISS		HS	AISA Boys Soccer Tournament in Yokohama
	MS	KIMEA MS Band Festival at CI		ES	Battle of the Books
	HS	KAIAC Cheer Competition at SFS		HS	AISA Girls Soccer Tournament at KIS
	HS	KAIAC Boys Basketball Tournament at YISS		HS	Jeju Invitational Badminton Tournament
	HS	KAIAC Girls BAsketball Tournament at HHS		HS	KAIAC Badminton Tournament at CDS
February	HS	AMIS Band and Orchestra Trip to Salzburg, Austria	ES/MS/HS		KAIAC Chess Tournament at SIS
	MS	MS Table Tennis and Volleyball Season	MS		TASMUN Conference in Taiwan
	HS	National Honor Music Festival at CI	HS		KAIAC Girls Soccer Tournament at SFS
	HS	AMIS Choir Festival in Beijing	HS		KAIAC Boys Soccer Tournament in Osan
	ES	Grade 4/5 Basketball	HS		KAIAC Swim Meet at SIS
	HS	Science Olympics at CDS	HS		KAIAC Swim Meet at CI
	HS	KAIAC Orchestra Festival at TCIS	May	ES	Grade 4/5 Swimming
				MS	Grade 8 Trip to Gangwon-do
			June	HS	NHD Trip to Washington DC

# FROM MR. A'S DESK





**Seoul International School**

[www.siskorea.org](http://www.siskorea.org)