



SUIS Pudong offers an opportunity for students to enter a continuum of education from Primary through to the end of Secondary to prepare them to become Global's citizens for the 21st century.

Dear Parents,

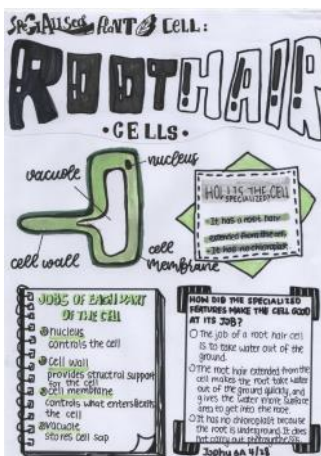
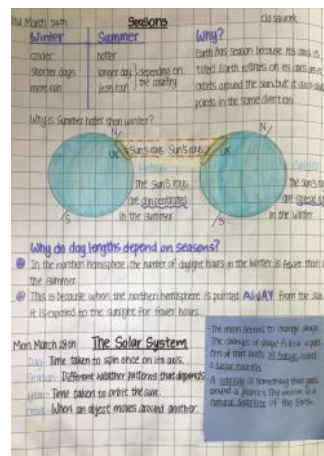
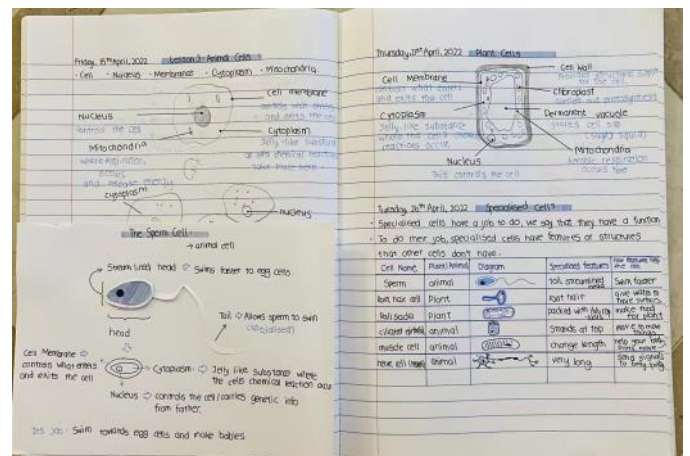
This afternoon was our very first online music concert. We hope you enjoyed it with your families and we hope the musical performances brought warmth and a feel good atmosphere. Thank you to everyone who contributed. We especially liked the family performances - something that wouldn't have happened if we were in school! We would like to thank Ms Yoyo for all of her work and effort to put this together.

Science Online Learning

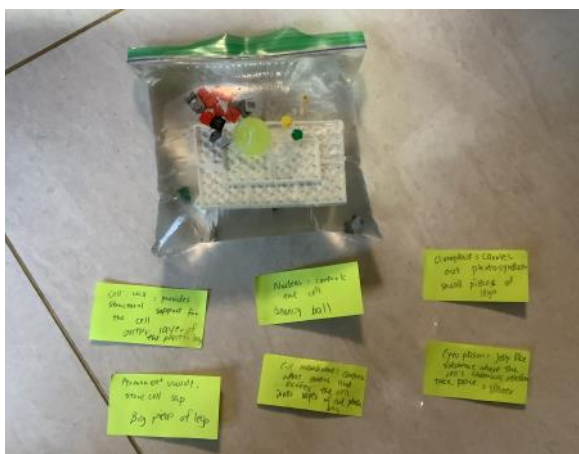
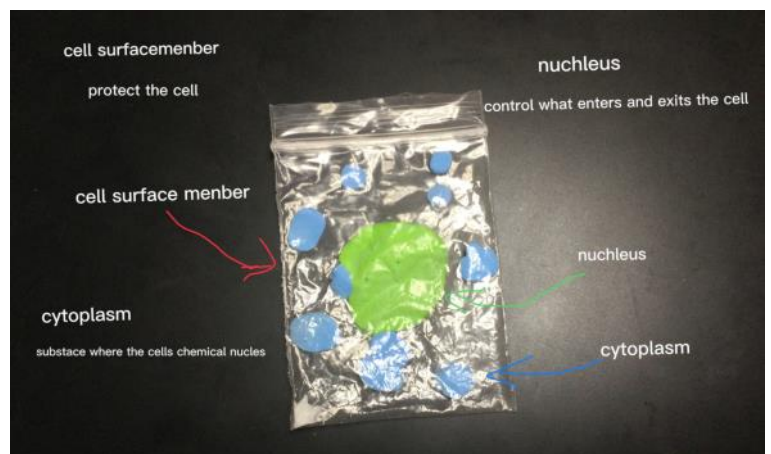
It's been a productive and exciting semester in the science department at SUIS Pudong. Luckily, before we made the move to online teaching, we had some time in the school to do some hands-on practical work together face-to-face. Grades 6 investigated forces and friction and learned to calculate density. They also visualised variations in density by creating beautiful rainbow columns. Grade 7 trapped magnetic fields in wax with iron filings, made electromagnets, and calculated speed and acceleration. Grade 8 observed displacement reactions between acids and metals to determine the reactivity series and were also amazed by a brilliant thermite demonstration.

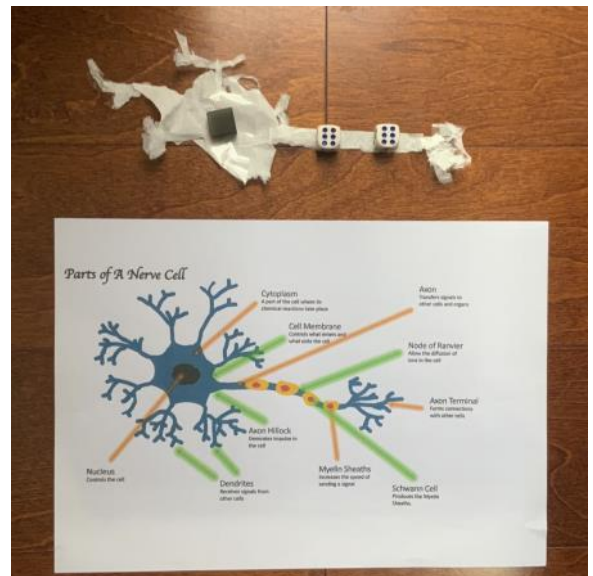


Since the move online, adjustments were made to ensure that students continue to receive the same rich and engaging science education they expect. High-quality videos and interactive simulations have been used in place of hands-on experiments to thoroughly cover the practical aspects of the syllabus and meet the learning objectives. When possible and safe, practicals have also been carried out online, for example a Grade 8 investigation on finding the centre of mass.



Students have also been assigned multiple projects to work on from home as a part of their science courses. Grade 6 students had to make models of specialized cells using materials around their homes and came up with some very creative ideas. Students have also made vibrant posters and infographics.





The project could be a traditional science experiment where they test a hypothesis and draw conclusions, an innovation project where they invent a new device or method to do something, or a data analysis project involving statistics or mathematical modeling. Computer science and robotics-based projects were also welcome. Students had to produce five-minute videos which are currently being judged across all the SUIS campuses. Prizes for first, second, and third place will be awarded.



G8 SCIENCE PROJECT- VEGETABLES IN DIFFERENT KINDS OF LIQUID

Materials: 3 bowls, Vinegar, water, salt water, vegetable
How to do: put vegetable in the 3 bottles of liquid and see what will happen to the vegetable.

What happened the first time: the vegetable in vinegar changed the most.
What happened the second time: the vegetable in vinegar still changed the most.
The vegetable that's in water changed the least, it's smooth and did not change in colour.
The vegetable that's in vinegar gets a bit soft and get yellowish.
The vegetable in salt water gets a bit yellowish.

Question: How do different kinds of liquid affect plants

The second time
(with more of each)

Vinegar: it's more yellowish and dark.
Salt: it's more yellowish.
Water: Same as first time

Vinegar: CH_3COOH
Saltwater: NaCl and H_2O
Water: H_2O

GSA Eric Chang (made the ppt), Victor Cui(made the video)



Falling, Gravity & Air Resistance

1. Questions
Which one in each group will fall faster from the same height?
1. Two identical cups, one with a marble in, an empty cup.
2. A cup with a marble in, a lighter and smaller rubber.
3. Two identical cups, one with a parachute in, an empty cup.

2. Introduction/Purpose
We are learning about forces. In our science class, I designed these experiments to help you find out the forces about the time when the objects fall and answer the question: does gravity or air resistance is more?

3. Hypothesis
I think the parachute will fall slower than the cup because it has a larger surface area.

4. Variables
Dependent ones: weight, volume, height
Independent one: time

5. Materials
Two cups, marble, plastic bag
A string of same length, measuring tape, great rubber, ruler, timer

6. Methods for Experiment 1
1. Take out 1 cup with marble, rubber, ruler, timer.
2. Use the ruler to measure 100 cm and mark the ground, and hold the cup with your hand at the top of the ruler.
3. Repeat this step 5 times each one to get the average time.

7. Data and Results
Cup with marble: 1.2s
Cup with rubber: 1.5s

8. Methods for Experiment 2
1. Take out 1 cup with rubber, plastic bag, ruler, timer.
2. Use the ruler to measure 100 cm and mark the ground, and hold the cup with your hand at the top of the ruler.
3. Repeat this step 5 times each one to get the average time.

9. Data and Results
Cup with rubber: 1.5s
Cup with plastic bag: 2.5s

10. Methods for Experiment 3
1. Take out 1 cup with rubber, plastic bag, ruler, timer.
2. Use the ruler to measure 100 cm and mark the ground, and hold the cup with your hand at the top of the ruler.
3. Repeat this step 5 times each one to get the average time.

11. Data and Results
Cup with rubber: 1.5s
Cup with plastic bag: 2.5s

12. Conclusions
In the 1st and 2nd experiments, the two cups in each group landed on the playground almost at the same time. In the 3rd experiment, the cup with the parachute landed a bit slower than the other one.

13. Air Resistance (G)
Gravity (G)
 $G = G_1 - G_2$

Reflection

• Three ways to illustrate the image

1. Put a mirror straight on a piece of paper. Put a pin (the object) in front of it. Look at the position of the pin in the mirror.

2. Use one edge of a ruler with the image of the pin. Draw a line along the ruler to mark the position. Then repeat with the ruler in a different position.

3. Take away the mirror, pin, and ruler. Extend the two lines to find out where they meet. This is the position of the image.

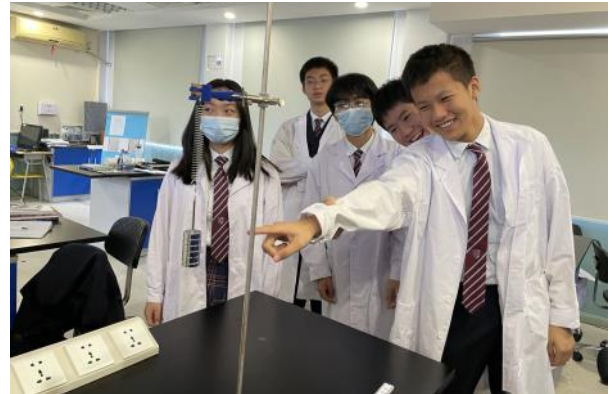
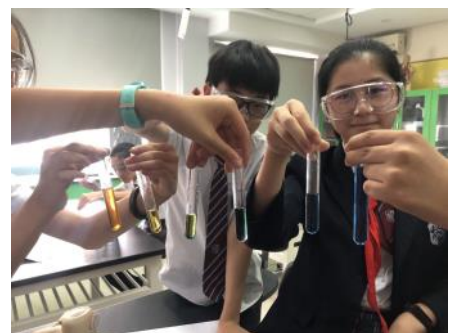
4. Draw a line from the object to the image. This line is perpendicular to the mirror.

5. The distance from the object to the mirror is equal to the distance from the image to the mirror.

6. The image is the same size as the object.

7. The image is upright.

8. The image is virtual.



The science department wishes to remind everyone about staying healthy during this period of online learning. Students should give themselves adequate time away from the screen and be sure to get some exercise every day. We hope we will be able see everyone healthy and happy together in the classroom soon!

喜报

Congratulations

CTD 美国西北大学
少年天才营 (中国站)

Northwestern Center for Talent Development (China)

热烈祝贺
Congratulations on

上海浦东新区民办协和双语学校
Shanghai United International
School Pudong Campus

郑书林 同学
SHULAM ZHENG

李迦璘 同学
JIALU LI

杜蔚南 同学
MUYAN DU

翁之羽 同学
ZHIYU WENG

王悦晨 同学
YUECHEN WANG

· 喜报 ·

CTD 美国西北大学天才营
录取 Offer

CTD OFFERS

Northwestern | CTD 阿斯丹 ASDAN

ASDAN Northwestern University Center for Talent Development Program

Congratulations to Denil Zheng (6D), Anabelle Du (7A), Johnny Li (6A) and Wendy Weng (6B) who have been accepted to the ASDAN Northwestern University Center for Talent Development Program.

Since 1982, the CTD has evolved from a single focus on talent identification to a multi-faceted research and service organization with four central goals: **Talent identification, Talent development, Research, and Advocacy**. By continually assessing programs, conducting new research, and surveying participants, the CTD remains at the forefront of gifted education and talent development.

Today, the CTD offers hundreds of enrichment and accelerated courses for students age 3 to grade 12, parent and educator learning communities, and program development for schools. The CTD has a wide array of high-quality, captivating courses for students from age 3 through grade 12, which includes Science, Technology & Engineering, Mathematics, Social Science and Humanities, English & Language Art.

The summer of 2022 will be the first year that this program has been made available to students in China, and we wish Denil, Anabelle, Johnny and Wendy all the best and look forward to hearing of their achievements!

Purdue University Gifted Education Research and Resource Institute (GER I) online talent program.

We are proud to announce that the top academic program for talents in the United States has finally come to China and will be held this summer by ASDAN China. The goal of this program is to provide academic help to talented students to realize their full potential.

Founded in 1977, the Gifted Education Research and Resource Institute (GER²I) at Purdue University is an innovative center dedicated to the discovery, study, and development of human potential. GER²I as engaged gifted, creative, and talented students from across the country and around the world in residential camps designed to stimulate their imagination and expand their abilities. Students take challenging courses, and participate in engaging recreational activities. GER²I offers on a wide range of topics in computer programming, railroad engineering, rocketry, and aerospace, as well as courses in physics, math, science, social studies, art, and language arts.

We would like to invite our students to attend the Purdue University Gifted Education Research and Resource Institute (GER²I) online talent program. The program is open to students in grades 7-9. SUIS Pudong students will be exempted from the Math assessment and if they do not have the required English language qualifications they will be invited to participate in the English assessment for free. After passing the exam, they will be eligible to enroll in the program. If you would like your student to join this program, please email your expression of interest to Mr. Ogden at paulogden.pd@suis.com.cn **by 9AM Wednesday 1st of June**. Mr. Ogden will then organize a short meeting with you and your child to discuss and organize the documentation to register. Places on each course are extremely limited, so if you are interested in your child participating in the program, please pay attention to the expression of interest deadline.

For more information about the project, please visit the website (<http://www.seedasdan.org/geri/>) or scan the QR codes below for more details.

【Program Information】

Date: 19 July - 30 July 2022

Quota: No more than 18 seats per course

Grade: 7-9

Language: English

【6 Courses to choose from】

Brain Games: Messing with Your Mind

STEAM LABSTM

Science Fiction or Reality?

Python Programming for the Future

High-Speed Global Problem Solving



Brochure QR



Registration Requirements

Love Oneself, Love Life---- May 25 Mental Health Day

May 25 is designated as a mental health day that advocates people to care for themselves in China, due to the homophonic effect of 525 and “I love me” in Chinese.

Loving oneself is the beginning of loving life. Currently during the epidemic, people are faced with lots of external uncertainties, it is particularly important to return to their own hearts and care for their minds.

Love Yourself By Knowing Yourself

Knowing yourself objectively is the first step to loving yourself. Assessing your own strengths and weaknesses based on facts can prevent you from feeling inferior and constantly being critical of yourself, or being blindly confident and not moving forward. The Johari window can help you organize your self-knowledge, reduce the area of blind self, and encourage you to explore the unknown self.



	Known to self	Unknown to self
Known to others	PUBLIC SELF <i>Information about me that I know and so do others</i>	BLIND SELF <i>Information about me that I don't know but others do</i>
Unknown to others	PRIVATE SELF <i>Information about me that I know but others don't</i>	UNKNOWN SELF <i>Information about me that neither I nor others know</i>

Love Yourself By Accepting Yourself

Sometimes you may feel that you are not good enough. You notice that your weaknesses are difficult to eliminate, that you have to encounter pressure and difficulties from time to time, and that there will always be people around you who are smarter, harder-working, luckier, more excellent, more popular, or more fortunate than you. At this time, you may blame yourselves, complain about the outside environment, feel down, and fall into the trap of self-denying.



To walk out of it, you need to accept yourself, accept your weaknesses, accept pressure and difficulties, and accept the limits of oneself. Accepting oneself is not easy to do, but it is never impossible. Accepting yourself starts with being aware of yourself.

Love Yourself By Taking Good Care of Yourself

There will always be things in life that do not meet your expectations, making you feel frustrated, disappointed, sad, angry, anxious... At this time, we need to take good care of ourselves.

By creating a self-care calendar and doing one thing each day to take care of yourself, we can experience the happiness that comes from self-care. By recognizing emotions, being aware of them, and exploring multiple ways to feel better in each emotion, you can avoid being overwhelmed when faced with them. By gathering positive resources in daily life, you can be comforted and encouraged when you are in a downturn, such as a comforting song, an impressive painting, an object or character that is meaningful to us, a warm memory of the past, and so on.



love Yourself By Asking for Help When You Are In Need

Loving yourself includes not only knowing, accepting, and caring for yourself, but also having the courage to seek help from others when you are in need, including family, friends, classmates, teachers, professionals, etc. Asking for help is never a sign of weakness. Everyone needs help at some point in their life. Asking for help offers you an additional way of gaining strength.

Love Yourself A Little More Every day

Loving oneself is an ability, which needs constant practicing with awareness. When you know how to love yourself fully, you will find that your well-being is greatly increased, and that life is enjoyable.



Finally, here's a poem *I am me* by Virginia Satir for you, and I hope everyone can take good care of oneself.

I am me.

In all the world, there is no one exactly like me.

*There are persons who have some parts like me,
but no one adds up exactly like me.*

.....

I own my fantasies, my dreams, my hopes, my fears.

*I own all my triumphs and successes,
all my failures and mistakes.*

Because I own all of me, I can become intimately acquainted with me.

By doing so I can love me and be friendly with me in all parts.

I am me, and I am okay.

Key Dates

Please note below the upcoming key dates:

- **Friday 3rd June to Sunday 5th June:** Dragon Boat Festival Holiday
- **Monday 6th June:** Back to online learning

We hope you stay safe and enjoy the upcoming Dragon Boat Festival Holiday with your family.

Kind regards,



Ms. Kim Sahi
Co-Principal



Ms. Bonnie Cai
Assistant Principal and Head of Secondary