



It's the Principal of the Thing

Vivianne Liang Feature Writer

So he said, "You've got to have a dream."

The big dream speech by new principal, Principal Winston Hsu, sewed the word "dream" and the principal tightly together.

Since his arrival in February, he has participated in two school events: cycling around Taiwan and the He Huan Mountain hiking.

The principal, a man pursuing his dream adamantly, serves as a role model for all.

Principal Hsu was born in Hsing Zhu, Taiwan, to a family long engaged in the farming business.



Regarding this, he said, "In my concept, this farming family of ours has been through three waves of reformation. The first is my father, who went into the city, Taipei, in aspiration of finding a better working opportunity. He took me with him as well and thus I had the opportunity to receive a formal education. That brings us to the second one, which is myself. Since the point when I received an education and realized my chance of getting a better life, I altered my own fate as well as my family's. Now, the third would be my sons, who aim at receiving an education abroad."

That is also the reason why the principal has endeavored to become a principal since primary school.

Almost all primary school teachers ask students to write an essay on what they want to be in the future.

Principal Hsu was not an exception. He said he wanted to

write: I want to be a principal, but was too shy. So instead of principal, he wrote teacher.

Since then, he has understood how education can help people like him grasp a brighter future: a future of diversity and choices. Because he understands, he wants to be the one in the education system to help students. Thus, he began

his long journey of pursuing his dream of being a school principal.

After graduating from National Taiwan Normal University in Taipei, Principal Hsu dived into the field of education.

In total, he has served for thirty years. He started out as a psychological counselor, then went into administration.

Finally, when he had gained enough administrative experience, he was able to step towards the occupation of principal. Assessments and election were not at all easy; yet, Principal Hsu was not discouraged by his nine failures.

"I understand that there's challenges which reality imposes on all of us between us and our dreams, but we have to look further over the challenges to our dreams," Principal Hsu said.

As he comprehends the adversities students may face when pursuing their dreams, he wishes and believes all students need to be resolute in accomplishing their goals.

His perspective on dreams gives Hsu his own beliefs about the doctrines of education.

"Hope, affirmation, and toleration are what I believe

would make an effective learning environment for students," the principal said.

"Hope is to hold on to a dream that would keep you moving forward. Affirmation is what we, who teach, should render students to shape their ideas and actions into a positive direction. Lastly, to be tolerant is one thing we all should remember. Everyone makes mistakes and I believe they will learn and grow from them. Therefore, we should not overly scold them but should let them understand they do, in fact, make mistakes. But they can become better from overcoming their mistakes," Hsu said.

Principal Hsu's educational beliefs lead him to approve more of the educational methods from abroad, rather than local ones. He encourages children to go abroad to see more and to expand their knowledge of the world.

He noticed the discouraging reality for most Taiwanese students; that is, they are stuck inside a closed learning system. The tedious learning and repeated practice are forced

on the students, which they must endure, because that tiny rise of 0.5 or 1 point may determine their college.

He believes through these types of processes, students' interest and enthusiasm for learning are ground up into smaller and smaller remnants. He supports a more open-minded, diverse, and positive method of education.

In particular, Hsu supports the "Phenomenon Based Learning" from Finland. Through this method, like IBDP and MYP, knowledge of different subjects combine to understand a common theme, encouraging students to acquire higher level thinking skills. This will pave the way for the students to develop the ability to conquer obstacles in real life.

Principal Hsu is also planning on implementing learning courses aimed at different occupations. He hopes this program helps students find the direction of their future, and for the ones who already have, to better prepare them for their dreams.

"I truly believe that people should all embrace a dream. It helps them find who they are," the principal said.



News
2



Features
5



Sports
11

7	2	3				1	5	
6			3		2			
8				1				
	7		6	5	4		2	
		4	2		7	3		
	5		9	3	1		4	
5				7				
4			1		3			
9	3	2				7	1	

Puzzles
12

Mother Earth's Eco-Warriors in Training

Sydney Wong News Writer

Students from grades 9-11 went to the Operation Wallacea Indonesia Camp in July.

Fourteen students attended both the forest camp and the marine camp for seven days each, not including travel days. Three schools from Australia and Scotland attended as well. In total, 60 students attended this camp.

"I think the best part of this trip is to meet friends who have a different culture and different personality," Bob Lee (10E) said.

According to the Operation Wallacea website: "Students have the opportunity to work alongside a range of different field scientists and learn about the survey techniques and species encountered."

The first week, students attended the forest camp on Buton Island in Sulawesi. There were transects, or areas, set up to collect data and conduct surveys.

"I like the butterfly survey the best which is an activity of counting butterflies in different transects," Kiwi Lee (10E) said.

Students also learned some

jungle survival skills as well as how to identify animals' tracks and sounds.

For the second week, students attended the marine camp at the Wakatobi Marine National Park on Hoga Island. In this park, many scientists and volunteers do academic research.

Students took an open water diving course to learn about the ecosystem of a coral reef.

"I like the underwater diving the most. We can examine the species and the ecosystem closely and identify the organism," Bryan Ye (10E) said.

In this camp, students need to cooperate and learn how to communicate with others.

"I felt proud of my students because they completed the tasks assigned to them. Students become informed and responsible citizens. I hope because of what they've learned from the expedition, they will be one of Mother Earth's Eco-warriors," Ms. Jay Billones, the science teacher who accompanied the students to Indonesia, said.



KCIS Scouts: Chopsticks, Cooking, Culture

Calvin Chou and Jeremy Yang
News Writers

On July 8-15, Scout Leader Kent Lu took the Kang Chiao Scouts to the Canadian Scout Jamboree.

The Scout Jamboree is a global event for Scouts from different countries to meet and do activities together like cooking and building tents.

Mr. Lu decided to take the Scouts because the Jamboree helps them with survival skills they can't learn from school.

"The most interesting part of the Canadian Scout Jamboree is the interaction and activities with other countries," Mr. Lu said.

Students who enroll can learn about nature, visit famous companies, or even historical aircraft carriers. They also practice new skills like cooperating with Scouts from all over the world.

"I think the most fun part is you can play with other people from other countries. Of course, they live in different places than you, so you can know what they normally do in their hometowns," Sheldon Huang (8B) said.

The Jamboree is also a good chance to learn survival skills and self-management.

"I think in Taiwan we only learn our own culture, but not

others. In Canada, we can meet people from many different places. So that's why I think learning in Taiwan and Canada is different," Huang said.

For Mr. Lu, the Jamboree was a brand new experience for him. He got to experience the cooperation and enthusiasm of the Canadian Scouts.

"One night, we presented our Taiwanese culture to the Scouts. We taught them how to use chopsticks, write Chinese words. We cooked Taiwanese foods for them. Other Scout leaders gave us stamps when they saw us," Lu said.





ENO's Adventure in Finland

Angela Tsai News Writer

On June 11-20, a group of 14 students from the Environmental Online Club went to Finland to visit some schools to learn about the education system there. The trip was mainly about visiting different science exhibitions.

"Lots of us actually thought this whole trip would be like a competition, but it's actually more like people from different places sharing different ideas," Chang said.

They went to the Act New Conference where they made a project of plastic.

"We got the opportunity to discuss the project with other countries. We shared about the project of plastic," Ginny Chang (11D), student leader, said.

The exhibition has become an international success, with participants from 157 countries.

"We met people from Turkey, Egypt, Finland, and just international people," said Ryan Wong, the science teacher responsible for the trip.

The goal for the students was to develop their understanding about science exhibitions.

"Most of them did reach

the expectations. I was expecting more from them, but they are quite young and they provided a lot of good research," Mr. Wong said.

Trips usually have conflicts, but surprisingly, there weren't any.

"Students had no conflicts. They were pretty well behaved. Only minor problems like going to bed. Otherwise, they did follow the rules," Wong said, with a smile on his face.

Injuries during a trip can happen, but when they were in Finland, no one got hurt. Only a few minor problems occurred, like instead of walking carefully, they ran because they were excited to go to the park.

"Hopefully we can go again because it helps promote our students to become a globally and knowledgeable people," Mr. Wong said. "It was very fun and the kids didn't want to come back. Even though it was a long trip, it was worthwhile."

The students will miss hanging out with each other after the trip. But even though they are all in different grades, they still use social media to keep in touch.

"It's definitely worth it. The trip was very successful," Chang said.

Summer Volunteers Learn from Teaching

Jessie Wu News Writer

During summer vacation, a group of volunteers went to Hsinchu to teach and take care of elementary school students.

During the school year, volunteers join the Hsin Chu Sharing Education Volunteer Service club, then attend training during their lunch break to prepare for the six-day journey.

Volunteers try their best to befriend the kids during the days in Hsinchu. They woke up early to teach the kids English, tell them

stories and prepare fun activities. Then they discuss and review what happened during the evening.

"What I enjoyed the most during the leadership service is to see the children there trust us and laugh and play with us. It heartwarming to see them viewing us as big brothers and sisters instead of strangers or simply as teachers. It's also fun planning activities with the other members and spending time together, working as a team," Kelly Chang (12B) said.

Not every child has the

chance to live in a good family, as the volunteers and teachers observed during their stay.

"The students there lack care. Once I saw a kid who is skinny wearing clothes that are too big and looked very loose," Mia Lee, head of the leadership program, said.

The students live on a mountain and often don't get enough care and supplies from parents.

"I once saw a kid wearing the same clothes for a whole week," Ms. Lee said.

Before the group returned, the children gave them cards. The cards, though written in simple words, were worth much more.

"They cried so hard and shared hugs during the farewell," Ms. Lee said.

After the trip, the memories of the new experiences and emotions they felt during those six days, remain in their minds.

"What I enjoyed the most is that I could get rid of all pressure from daily life, such as tests and homework, and put all my effort into being with kids and teaching. That is very fun and relaxing, but I learned a lot," Howard Lee (11C) said.

The volunteers still write

letters to the kids every Friday, just to stay in touch with their former students.



"We don't want the kids to think we are just people who stayed with them for six days then just left," Ms. Lee said.

Students are busy during the summer. However, the students volunteer, not only because of the service hours, but because of themselves.

"I joined the leadership service because I'm really interested in this kind of volunteer work, teaching children and communicating with teammates. It's also my second year participating in the activity and I really think that it is meaningful to do so," Chang said.



Four Friendly Houses All Alike in Dignity

Vanessa Lee News Writer

In 2013, KCIS started working on the House system, which was then established in 2014.

A color and an animal represent each House. The black tortoise represents the Northern House, so their color is black. The firebird is red like a burning fire for the Southern House. The azure dragon represents the Eastern House, making their color blue. The white tiger represents the Western House, so their color is white.

At the beginning of this year, the sportswear uniform changed to represent each House.

Although Western House should be white, the school decided on purple instead. If the sportswear is white, when students sweat, the clothes become transparent.

Beginning October 6, a new system for awarding House points

was implemented.

Students got a QR Code sticker for their ID card. For good behavior, teachers now use the House point app to scan the QR Code. Then, the House is awarded 10 points each time

“I think that is a very good idea because then the students can know about their House points and may want to participate in class to earn points,” Coco Chao (7A) said.

So far Northern House has won the most. Grace Yeh, the Northern House Master, wants them to continue to be the best.

“I am sure that we can do it,” Ms. Yeh said.

Every year the school chooses the House Masters. Also, since every year new students and new teachers arrive, the school divides them among the Houses to keep them equal in size.



The purpose of these Houses is to let students and teachers work together as a team.

“I think that something that our Houses need to work on would be all communications, communication with our own House members, with the school, and with the students,” Melody Ho (12A) said.

The House system should

include some friendly competition.

“Since the Eastern House won Sports Day this year, we can finally be proud of our accomplishments,” Monica Lee (12C) said.

To improve teamwork, “I think our House needs to strengthen communications, communication between the school and the master,” Annabelle Pan (12B) said.

Animals, and People, Befriend the Disabled

Last year, students learned about kindness by asking strangers to donate to the Taiwan Guide Dog Association and the Lee Ming Animal-Assisted Therapy Center.

Both of those organizations' main purpose is to improve the lives of the disabled and mentally ill.

For more than 40 years, The Lee Ming Therapy Center has actively stepped into the community to implement their service system.

The Taiwan Guide Dog Association was founded on March 3, 2002, and also helps the disabled.

This organization trains guide dogs for the blind and the visually impaired.

There are about 60,000

visually impaired Taiwanese citizens and Taiwan Guide Dog Association is dedicated to help them all.

So, on a sunny weekend morning, groups of students arrived in public places to ask citizens to donate to these two organizations.

It might sound like a hard task to get random people to donate, yet students didn't go back to school empty-handed.

“We asked them as politely as possible and told them about the Taiwan Guide Dog Association and Lee Ming. That was already enough to make them donate, so we ended up with almost \$6000NTD,” Anderson Lo (9A) said.

Some students decided to

perform on the street to attract people and get more donations.

“I saw some kid playing the violin and about 20 meters away from him was another group of students doing a dance performance,” Henrick Lee (9A) said.

Even though the students spent their weekend outside in the hot sun asking random people to donate, they did not count that weekend as wasted.

“It was fun and besides, we all got service hours and house points, so we don't need to worry about it,” Anderson Lo (9A) said.

This event helped the disabled of Taiwan, but more importantly, helped students learn more about caring and giving.



All the KCMUN World's a Stage

Will Peng and Bim-Ray Yau
Feature Writers

Front-stage:

"I was shy, afraid to speak up, and didn't know what was going on. I went up to the podium, my legs were shivering, my face looked pale and awful," Samson Tu (10C) said.

Tu, chair of the United Nations Office on Drugs and Crime (UNODC), could well recall his fear in his first Model United Nations (MUN) conference.

Chairs manage councils and control how they operate. Whether main or assisting, all chairs start as inexperienced delegates, persevering through stress, fear, and obstacles to reach this advanced status.

"We went through ... a written test, interview, and actual chairing," Jennifer Tsai (10B), chair of the UNODC, said.

The written test examines basic knowledge of rules and procedures. The interview, conducted with Ms. Frankie Tsui, director of KCMUN, explores students' preferences on how his/her council will operate.

The selected chairs then receive training sessions twice per week. They group and brainstorm on committees and topics.

"I chose animal abuse because not a lot of people are focusing on this topic, and we hope that more people ... can be aware of this issue," Karen Ho (10B), chair of the UN Animal Council, said.

While training chairs, as well as delegates, Ms. Tsui shows a balance of seriousness and humor.

"She treats us like actual chairs instead of students, so we could engage ourselves," Ho said.

The UNODC is the junior council primarily for beginners.

"[We] talk[ed] about drug trafficking in Latin America," Tu said. "They are interested in it, but they might not know what it is. So

by proposing this topic, they could do research."

Chairing requires organization, cooperation, and patience, problems beyond what delegates face. Managing delegates takes experience, which chairs this year lack.

"The hardest part is to be able to make decisions. This is because not everything is black and white, especially when it comes to diplomacy," Tsai said.

KCMUN VI took place Nov. 11-12 here. Chairs demonstrated their expertise when encountering various diplomatic and surprising situations.

"This is the first time a draft resolution has no main submitter. The first time delegates were able to finish their resolutions before the deadline. The first time I have to go through 10 amendments within 10 minutes, and the first time delegates voted against each other's resolutions, even the resolutions exceeded the chairs' expectations," Tu said.

By giving students a different perspective, chairing displays leadership and management. Because of the conference, chairs improve as students.

As Tu said, "You could identify logical fallacies and manipulations the delegates are playing with, how they affect other delegates, and how other delegates react to that."

Backstage:

To set a grand stage requires a sophisticated organizational effort equal to that of the delegates. Behind the grandeur lies the effort of organizers who ensure the conference will run without problems.

Six teachers manage the organizational affairs.

Frankie Tsui, head administrator for academic affairs in DAA, leads the group. She helps organize conferences, coordinate delegates, trains chairs and takes students to

overseas conferences.

Vicky Fu, who teaches English and AP Psychology, handles conference logistics, IT affairs, and accompanies Ms. Tsui in taking students

Yovela Hong, Gina Liu, and Jessica Chen, all from the DAA, help organize logistics with Ms. Fu, manage the costs of taking students overseas, and answer MUN-related questions from concerned parents.

Vanessa Magnotte and Carol Chen help to train delegates and organize conferences.

"It's like a puzzle. You have to put different components together and have them match up," Ms. Fu added. "Once you get the hang of it, though, it becomes simpler, but it's still time consuming."

The amount of work requires a professional team that can cope with the intricacies of logistics, which makes the fact that KCMUN started with just one teacher unimaginable.

"I was the only social studies teacher in the school who had MUN experience," Ms. Tsui said, who joined the club years ago. "The school didn't know what MUN was at first."

For each conference, the organizers and chairs aim to gather enough delegates to form six councils. To create interest, the organizers and chairs spend their summer holidays deciding possible councils and topics interesting to potential delegates yet promote discussion and content depth.

"I select the groups of chairs, and they work together to choose a council," Ms. Tsui said. "I give them suggestions. Sometimes I ask them to change topics because it doesn't fit their council's theme, or modify their council to fit with their topic."

While organizing, the administrators face problems in promotion and choosing the right candidates to fill in conference roles.

"Getting the right people... a lot of people felt only students with good grades should participate," Ms. Tsui said.

This problem caused numerous students to hesitate to join, reducing the number of potential delegates. She also encountered problems choosing chairs.

"This year was the first time I had to recruit chairs from two grades because the current grade 11 isn't that strong or enthusiastic," Ms. Tsui said.

However, she stresses the lack of maturity isn't their fault.

"The stress, the experience might be a bit tough for them," Ms. Tsui added.

A lesser-known role of the team involves taking the delegates to international conferences. The organizers have high standards for choosing the events. They judge an event through checking the quality of the local facilities, the local environment, and the level of competition.

"If possible, we go see the quality of the conferences ourselves," Ms. Fu said. "If we're satisfied with the quality, we will continue to go there."

These international conferences also help the organizers to see how to improve KCMUN through emulating their strong points. Based on their international experience, the organizers want to help increase the role students play in the organization.

"We could have more student involvement in planning, because ideally KCMUN should be run as a student activity," Ms. Fu said, "but the teachers still play a role. It will be great if more students can participate in these planning roles."

The organizers feel proud of how KCMUN transformed from a small club with only Ms. Tsui and a few students to a cross-school activity led by dozens of dedicated chairs, supported by a team of hard-working teachers and administrators.

"I'm very happy with our reputation and how people in general at the school know about MUN. They know it's a challenging academic activity," Ms. Tsui said.

In particular, Ms. Frankie appreciates the support the school gives in supporting KCMUN.

"I'm also happy with the support the school has given, from teachers to DSA to the IT department for affairs like promoting and general facility support," she said.

The organizers feel proud of the role students played in helping KCMUN to reach its current scale as well. "The chairs all put in a lot of effort and are self-motivated," Ms. Fu said.

American football player and coach, Vince Lombardi, once said: "The achievements of an organization are the results of the combined efforts of each individual."

Even though the chairs and organizers may encounter differences, one aspect they all share, the passion for KCMUN, defines their effort to organize a competitive, constructive MUN experience for all delegates.

Their steadfast dedication and continued effort ensures a bright future for diplomacy, not just at Kang Chiao, but in Taiwan as well.



TEDx + KCIS = UNITY

Ashley Chang Feature Writer

“What identifies you as a Kang Chiao student?” Henry Kuang (11F), the organizer of TEDxKang Chiao, asked.

The TEDx program supports independent organizers in creating TED-like events in their own communities.

TEDx officials appointed Kuang to organize the KCIS chapter, so Kuang formed an after-school club to implement TEDx.

Kuang and the club members have a clear vision: to create a platform for students to share the difficulties they experience in both academic and nonacademic areas.

“Through speeches, people can learn about what one had been through. It influences people as a caution or an encouragement.” Austin Chang (7B) said.

Striving to unite students with common obstacles, the TEDx Club went through a burdensome approval process to get a license.

“It took two months to fill out all the forms in order to get the license,” Kuang said. “However, my

teammates’ encouragement helped.”

Through TED events, students further enrich their experiences in becoming effective leaders who can bring unity to the school, to include students, teachers, and staff.

“I learned how to organize and instruct a team as a leader,” Kuang said. “I hope I can learn how to communicate better and to become a better organizer.”

The students hope their commitment can help all students gain valuable insights into their strengths, tendencies, and weaknesses by learning from their peers.

“It’s a great opportunity for students to speak out and develop a more active character,” Anna Wang (12C) said.

To these students, TEDx-KangChiao is more than lectures. It should bring discussion, and even inspiration, to KCIS students.

The organizers of TEDx-KangChiao share the prospect of giving guidance to students struggling with expectations.

“We’re looking for people with stories,” said Kuang.



Making a Choice: Hi-Tech or Traditional

Nick Lin Feature Writer

Students argue about whether the online textbook or a traditional textbook is best for studying.

The online textbook is cheaper. Using online textbooks help students reduce heavy backpacks, but using online textbooks can be hazardous to eyesight.

Feedback provided by an anonymous source to Anne Sutcliffe, Associate Principal, said, “I do not like the online textbook system. I prefer to learn with a textbook because using an online textbook is bad for my eyes and I cannot take notes the online textbook.”

According to a survey sent

to all OP students, 69% buy both the online version and the textbook, 28.1% buy textbooks only, while 2.9% buy the online book only. For studying, 64.1% prefer using the textbook, 23.7%

prefer both the online book and textbook, while 12.2% prefer using the online textbooks.

“There are some reasons that we moved to the online textbook system. We wish to be as green as possible and we kept seeing an enormous number of books just thrown away,” Ms. Sutcliffe said.

According to Rainforest Action Network, about 3.5 billion to 7 billion trees are cut down each year. In order to reduce the number of the trees cut down, the school introduced the online textbook.

“Saving paper is essential because we are wasting too much paper and trees which causes the environment to become worse,”

Tim Yau (7D) said. Ms. Sutcliffe also noted

the substantial costs a student spends on paper textbooks.

“When students move up

or down a level, they feel upset they wasted about \$6000 NT on a book they can’t use. The online version is much cheaper,” she said.

Also, it can take a long time when students order a new book.

“Students lose books often. Each time a book is lost, parents need to pay another \$6000 NT. This gets very expensive. Also, the school may not have stock to replace the book. Ordering a new book can take a long time,” Ms. Sutcliffe said.

Fourth, students have a number of heavy books to carry back and forth to home and class.

“The textbook, too heavy for me,” Samson Tu (10C) said.

He has to carry four textbooks home to study every day, which is uncomfortable.

Although there are many advantages of using the online textbook, there are, however, concerns over students’ use of online textbooks in class.

When students use online textbooks in class, the teachers must monitor every student’s screen to check if they are on task all the time. They are concerned whether or not

the students will use the online textbook properly without being distracted by online games or videos.

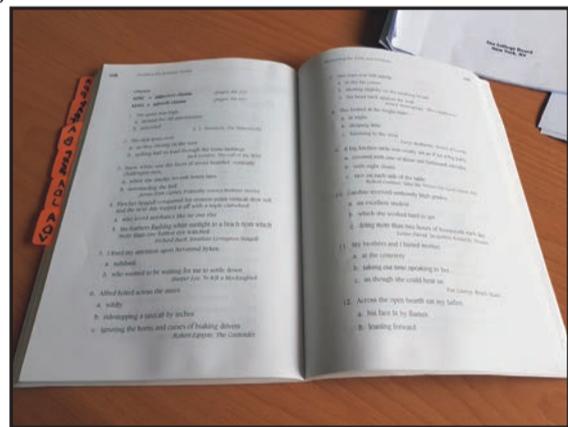
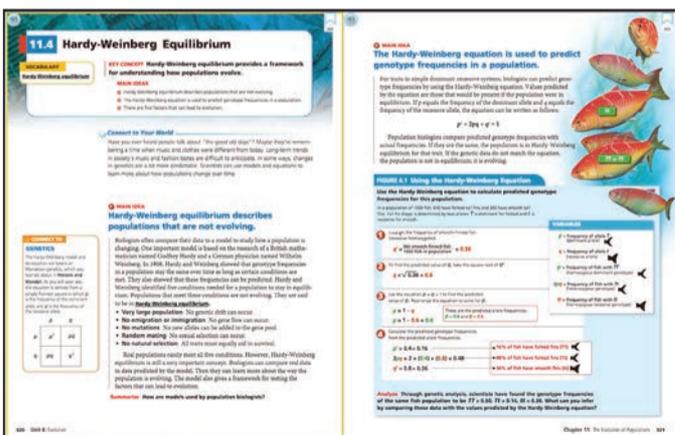
“I am concerned about my students’ learning with

the online textbook. They are not able to take notes and are easily distracted by online social platforms,” Ms. Sutcliffe, quoting an anonymous teacher, said.

If students use a traditional textbook in class, they can be easily monitored by the teacher.

According to the 64.1% of those preferring the textbook to study, it is easier to stay focused on what they are reading without any distraction..

“The traditional textbook allows students to take notes easier compared to an online textbook,” James Chuang (10D) said.



Cozy Cafeteria Combines OP, SP

Ian Chen Feature Writer

The school decided to make a huge change: expand the cafeteria so the SP and OP can have lunch together. Three old classrooms, including a dance room, an English room, and an art space, were incorporated to add seating space.

A survey about the cafeteria sent through Google Forms shows more SP students admire the new program than OP students.

Before this decision, the SP and OP had lunch in different areas, so



the DAA believed the students would like this policy.

“Although the cafeteria has been better than previous weeks, it is still too crowded,” Hazel An (11B) said. “After this decision, I would like to eat in my own classroom more than the cafeteria.”

According to the survey, 60.8% of OP students dislike the idea because the cafeteria has become too crowded.

“I have no opinion about this decision because even after the cafeteria expanded, I still have lunch with my classmates so it actually doesn’t matter at all,” Michael Chen (11B) said.

Another group, however, believes the new policy is a good idea. There are 58.6% of SP student who like, or have no opinion.

“I really like the new program for several reasons. First, there are more choice of courses than in the past. The courses have been much more delicious than the past,” Aaron Chen (1101) said.

Gina Wang (1102) said, “I have more of a chance to communicate with friends in OP”

The director of DSA, Jiang Yulin, said the school has a special purpose regarding the change.

“All SP and OP students are part of Kang Chiao’s student body so they should have lunch together. Moreover, this saves resources for the school, too. We can pay more attention to the quality of lunch,” Mr. Yulin said. “Maybe some students think the cafeteria has become crowded, but after a period of time, they will be used to this and will feel better about it.”

The Good, the Bad, the Uncertain

Betty Hsia Feature Writer

This semester, Kang Chiao adopted a new system which changes the grading system and the way assessments are given.

As explained on the official website of International Baccalaureate Organisation, IB MYP is short for International Baccalaureate Middle Year Programme and is for students ages 11 to 16. The MYP is a challenging programme that encourages students to make practical connections between their subject studies and the real world.

“The main focus for the whole IB programme is to move students away from learning the facts,” Ms. Sherry Lee, MYP Coordinator, said. “The focus is on how you learn things and your own improvements.”

First, some students believe this just puts more pressure on them.

“It’s harder to get full marks compared to the old testing system,” Joanna Chang (9A) said. “I can’t get an eight on the subject that I usually get 100% on.”

Though it might make it harder to get good grades, MYP

uses a scale of one to eight to grade students so they aren’t comparing themselves with others.

“This programme helps the students not to stress about their grade,” Ariana Huang (9A) said, “but to learn the actual things.”

Kang Chiao chose to adopt this programme because IB is becoming a trend in education, as people start to value the importance of independence.

There are about 5,000 IB schools all around the world. Japan is also implementing MYP. MYP is for sixth to 10th grade.

Since sixth grade counts as elementary school in Taiwan, Kang Chiao starts with the second year.

The school believes students can benefit through this programme because, according to Ms. Lee, students can become more open-minded and able to embrace challenges.

Second, it changes the way students are taught. This programme helps students learn to be more independent, leading to an-

other advantage: students are more adaptable to the world.

Students learn through constructionism, where they learn to take responsibility, do inquiry-based learning, think critically, be more efficient, and to really be the owner of knowledge.

Constructionism is a learning theory where learners construct mental models to understand the world around them. It advocates student-centered, discovery learning where students use the information they already know to acquire more knowledge.

Students do projects to help them make connections between ideas in a unit. Teachers coach rather than instruct step by step.

Furthermore, constructionism holds that learning can happen most effectively when students are active in making connection to the real world.

IB MYP features the personal project the students do in their last year, which is tenth grade. The personal project helps students to discover who they want to be, to explore personal interests. In the personal project, students get to focus on the subjects they want to.

Students have to decide which topic they want to explore, then create their own criteria against which the final product will be graded. Students do their research, work on different processes, and finally form an actual product which can be a video, a board game, a poster, a

website, or a show.

“You can spend more time to do research on the things you’ve like,” Amanda Huang (10G) said, “and also understand your own interests even more deeply.”

In a survey KC Times sent out, 21 out of 30 people believe MYP will affect their future.

“This programme will definitely affect students’ future. They will be able to take more responsibility, to use various resources, and know how to connect subjects,” Ms. Lee said.

However, there are some problems that need to be fixed. Since this programme is new to most students and teachers, they are not used to it.

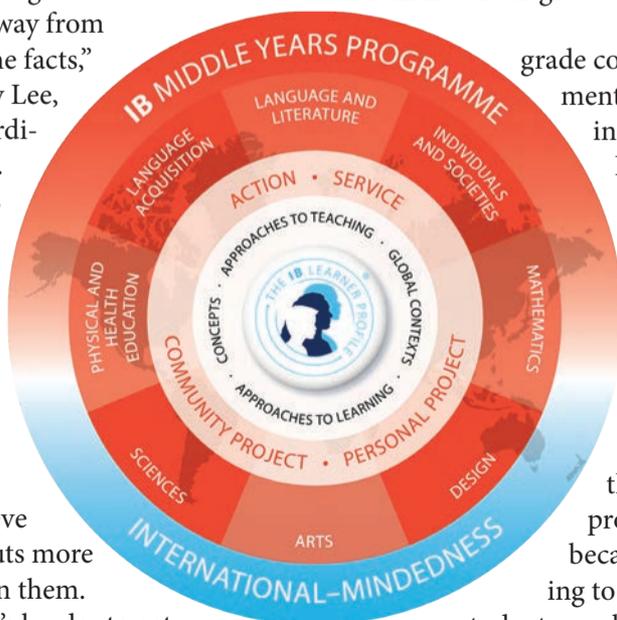
For example, both students and teachers aren’t familiar with the new grading system. Some teachers are still used to converting the one to eight scale to a percentage.

“Since we used to use the percentage way of grading, when we suddenly change into a new grading system, the teachers are not sure how to give grades to students,” Eva Chen, Chinese teacher, said.

But this problem will be resolved with time.

After finishing MYP, students will be better prepared to go into the Diploma Programme or the Career-related Programme.

As explained on the official website, “The MYP prepares students for DP and CP by reflecting the depth, breadth, and balance that is characteristic of all IB programmes.”



No Lock On Lucky Locker Locations

Sisley Wang Feature Writer

“Ugh, my locker location sucks. Why did the school make this arrangement?”

Criticism about locker locations emerges at the beginning of every year. The locations never seem to satisfy everyone.

While homerooms might be fixed, the locker locations for each student change every year. The school provides lockers to allow students to store any and all items for convenience.

Some students have lockers right outside the homerooms, while others have lockers in the most quirky places on campus.

“Exciting,” Thomas Hu (7D) said, who didn’t care where his locker was because maybe this was the first time Hu gets to have a locker.

However, Sunny Ko (9A)

wasn’t so thrilled about her locker. On the first day of school, Ko’s homeroom teacher, Ms. Eliza Chung, had to tell the class where the lockers are since finding them might be a tedious task cause they were nowhere near 9A.

“Every time I have to get something, I have to walk up the stairs,” Ko said. “It’s too far from some of my classes.”

Iris Su (11C) also feels the same way. Her locker is in a really weird place at the very edge of the school building. Su does not use the locker at all because it is inconvenient.

“This year my locker is located really far away from my homeroom,” Su said. “I have to leave my textbook in my homeroom cabinet.”

Even though Su dislikes where the lockers are located, she still thinks lockers are great.

“The school locker system is a great idea for the students to keep their belongings safe,” Su said.

Despite the funky and inconvenient locations, the effort and thought the DSA puts into distributing lockers to each student is undoubtable.

“The lower grades’ lockers are closer to their homerooms because they are not as familiar to

the campus, while the upper grades could have lockers located relatively far from their homerooms and classes depending on the situation,” Ms. Han Chen, DSA Discipline Section Specialist, who arranges locker locations, said.

With that in mind, locker locations are not something to vent about, really. Whether the lockers are close or far depends mostly on luck.



Merry, Merry

Ermei Shefflin Feature Writer

Only 5% of Taiwan’s population is Christian. However, that doesn’t mean that Christmas isn’t celebrated.



Other schools in Taiwan may not let kids wear Santa hats or have a gift exchange, but at Kang Chiao, they let the students have a little fun.

One such tradition is holding a dance on Christmas Day.

The students get Christmas

Day off. Then that night, there is a Christmas dance usually held at a nice hotel. Students look forward to this dance as one of their favorite parts of the school holiday.

“There many traditions, but I like having the Christmas dance,” Fiona Chen (10F) said.

Since much of the population in Taiwan does not celebrate Christmas, the local teachers do not do provide much in the way of Christmas spirit for their students around the holidays.

However, many foreign teachers do celebrate Christmas.

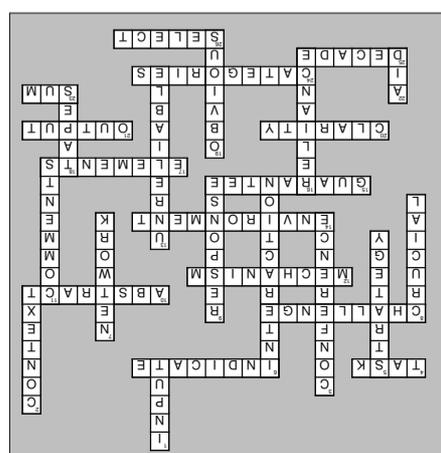
“Since Taiwan doesn’t celebrate Christmas, many teachers don’t do anything, but some of the foreign teachers do secret Santa with their students,” Peggy Wang, English teacher, said.

Christmas isn’t only about receiving, it’s also about giving.

This year, students are going to be exchanging Christmas cards with kids from around the world.

PUZZLE ANSWERS

9	3	2	5	6	8	7	1	4
4	8	7	1	2	3	5	9	6
3	8	2	9	4	7	6	1	4
2	5	6	9	3	1	8	4	7
1	9	4	2	8	7	3	6	5
3	7	8	6	5	4	9	2	1
8	4	9	7	1	5	6	3	2
6	1	5	3	9	2	4	7	8
7	2	3	8	4	6	1	5	9



Kang Chiao International School

EXPECTED STUDENT LEARNING RESULTS (ESLRs)

KCIS STUDENTS ARE GREAT!



Global Participants

Global Participants, who ...

- understand, respect and appreciate their own culture, as well as those of other individuals and communities
- explore concepts, ideas and issues that have local and global significance
- propose thoughtful solutions to local, national, and world problems.



Responsible Citizens

Responsible Citizens, who ...

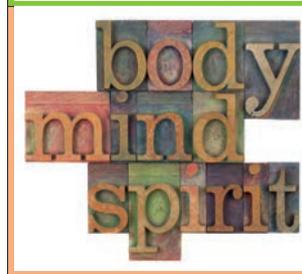
- act to make a positive difference to the lives of others and to the environment
- take responsibility for their actions and the consequences that accompany them
- model proactive behaviors, and lead by example



Effective Communicators

Effective Communicators, who ...

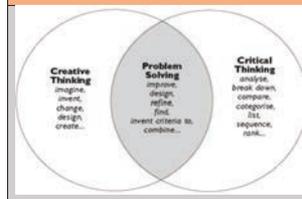
- understand and express ideas and information confidently in English and Chinese
- collaborate effectively and respectfully in diverse environments while valuing individual contributions
- use technology and networking tools to access, evaluate, synthesize, and share information



Active Achievers

Active Achievers, who ...

- understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others
- assess and understand their strengths and limitations to support their learning and personal development
- aspire to be the best they can be
- are college and career ready and committed to high academic and personal standards
- are lifelong learners by understanding the importance of new experiences and continual education



True Critical and Creative Thinkers

True Critical and Creative Thinkers, who ...

- analyze, organize and apply information
- develop and express creative ideas and solutions
- apply problem-solving skills in a variety of situations
- be willing to take risks and to learn from mistakes and failures
- demonstrate continued growth in higher-level thinking skills

Carly Chen, an English and history teacher, teaches seventh and eighth grade. She was born and raised in the United States, though her parents are from Taiwan.



This is her second year teaching at Kang Chiao, but she has been teaching in Taiwan for a few years. She enjoys teaching here; albeit, KCIS isn't a perfect school, it suits her.

"Overall, I've had a really good experience with the students here. Students here are pretty awesome, even amazing at times. The students' levels are pretty high and the environment is also nice," Ms. Chen said.

She has taught at other schools, but she describes them as not as good as KCIS.

"It was also a bilingual school, but more Taiwanese, so I didn't like it as much. It wasn't exactly an international school like Kang Chiao. Also, I was teaching elementary school, so I was co-homeroom teacher with another Chinese teacher. I had to take care of everything, including eating with the kids, and making sure they behaved. It was tough," Ms. Chen said.

Her teaching style is deliberate and studied.

"I'm somebody who's a thinker, who plans what she's going to do before she takes action," she said.

Ms. Chen hopes she can see her students become positive adults when they grow up.

"I hope in the future I will hear something about my students using things that I've taught them. I wish for them to be good human beings. It would be terrible if they were in the news for something bad," Ms. Chen said.

Ashley Chang Feature Writer

Meet the Teachers

Sherry Chiang teaches grade eight honors math as well as ninth and tenth grade regular classes. She previously taught in Shinchu County and has stayed in Australia.



Although she has been teaching at KCIS for several years, this is her first experience with an honors class.

"I think it is really challenging for me to teach honors class this year. I've been teaching regular classes for many years and keep thinking what I can bring to my honor students with more in-depth

knowledge," Ms. Chiang said.

If she could teach another subject, she would chose to teach how to make desserts. Her dream career was to establish a bakery café.

"I lived in New Zealand before, and the desserts were too sweet, so I decided to read more recipes about low-fat cake and make it myself," Ms. Chiang said.

When asked the common question of a math teacher, "Were you good at math when you were little?" Ms. Chiang smiled mysteriously.

"No, definitely not. I used my fingers when I was counting. It was really bad," Ms. Chiang said.

In her opinion, responsibility is really important for both students and teachers. She describes herself as a thorough, organized, caring and responsible teacher. Also, she said students have to be responsible for their own work and putting in effort on every task.

"Being responsible, diligent, good at managing time, and a humble heart" are essential qualities she thinks the students of honors class must have.

"Honor students aren't different to others, they have to have a humble heart and put in effort," Ms. Chiang said.

"Attitude is altitude," she said.

Kita Hu Feature Writer

Road to University: AP, IB

Meng Yu Wu Feature Writer

Both AP and IB courses offer college-level content, but there is a difference.

In Advanced Placement (AP), students choose to take specific one-year course subjects with an external exam upon completion.

IB stands for International Baccalaureate. In the Diploma Program, a two-year course, students choose subjects from six different groups, plus complete three other core requirements, Theory of Knowledge (ToK), Extended Essay (EE), and CAS (Creativity, Activity, Service).

There are multiple exams for all subjects at the end of the two year course. There are two levels per subject: standard and higher level, where students must choose at least three higher level courses. Students write multiple essays each week as practice for their internal assessments.

The biggest difference between the two courses is AP focuses on only one subject, while IB integrates the subjects.

For example, students who are studying history, connect their lesson to ToK, which allows them to question the historical information.

For students who are strong in a specific subject, AP might be a better choice, as AP focuses on specific subjects. For students who want to show their abilities to be well-rounded, IB would be a better choice.

"I think AP is very challenging. You have to do extra work outside of class. AP Physics is not like math. You have to learn the question and apply it to the test," Anjie Shih (11C) said.

Both courses are demanding, in intensity and the difficulty level of the courses. According to a survey of four IB and 20 AP students, both courses are as difficult as the college level.

"IB actually isn't as bad as it sounds, it might be a bit more work, but it really isn't that bad. IB will open up your perspective more to the world and it's all going to be

worth it," Amy Chou (11F) said.

Since IB is a two year course, there is more time for students to hone their skills.

But for AP, there is only nine months for students to improve their skills, making AP an intensive course.

"AP is more intensive than IB because students have only nine months to develop their skills. In IB, students can choose the best work to send out for examination," Michelle Toerien, AP English and IB English A teacher, said.

As for the stress level of the courses, three out of four IB students say IB is very stressful.

"During tests, it is very stressful," Harry Lin (11F) said.

For AP, there are students who consider AP a very stressful course, but some think AP is not stressful.

"At first it is very stressful, but after a while and doing many practices, it is okay," Wendy Huang (11C) said.

For the workload and study time, IB has more of a workload and takes more time per day. On a scale of one to five with five being the biggest workload, all IB students choose five for the workload, while AP students vary between three to five.

"If a student only wants to focus on one subject and wants to have a social life or time to do other things, then AP will be a better choice," Ms. Toerien said.

Nearly all universities in the United States accept AP with an extremely small minority which does not. Also, in the United States, 1663 universities recognize the IB diploma with official qualification policies for acceptance, but there are many schools that officially recognize the IB diploma without having official qualification policies.

For AP, most universities will give credit for a four or five, but for IB, universities don't always give credit for subjects at SL, even for full points.

Since all universities have different requirements and standards for qualification, choosing either AP or IB depends on which university the student chooses.



Don't Hesitate, Go See a Counselor

Jennifer Jung Feature Writer

The KCIS counselors try their very best to develop a connection between each student and the school.

The main goal of the college counseling team is to find the right career path for students.

"Kang Chiao provides both international and domestic college bound counseling," James Chen, Chief College Counselor, said.

In order to meet with a counselor, students can make a reservation through email. Even if the student does not make a reservation, the school arranges individual counseling sessions once per semester. The system is designed to assign one counselor per grade.

"Counselors recommend the path that fits my ability. Their help is essential for college preparations," Ewan Li (11E) said.

According to Mr. Chen, students normally ask for information about the SAT, the ACT, extracurricular activities, as well as information about careers and college admissions.

The college counseling department tries its best to collect information, like brochures from specific schools, and by inviting representatives from colleges and

different kinds of jobs to lecture here at school.

"All counselors need to keep the privacy of the students, and keep the student file confidential," Mr. Chen said.

He mentioned this rule goes for the school's psychological counseling team, too.

"Since I am new to this school, at first I felt very nervous. However, with the help of the psychological counseling department, now I am able to fit in perfectly," Tiffany Jung (7C) said.

The main goal for the psychological counseling team is to listen to the students talk about personal issues, in order to help with their learning process.

"The psychological counselors mostly talk about my life and my feelings towards the school. I felt comfortable talking to them because the counselors felt more like a friend than a teacher," Lewis Liu (10A) said.

There are 15 counselors including Tracy Chen, chief director of psychological counseling; Demian Liu; Galileo Liu; Wei Hsu; and Henry Lin in the school psychology team.

Anita Hu, Clement Chan, and Chun Chen specialize in domestic college counseling.

James Chen, Casey Lin, Ting Tsai, and Frances Fan offer guidance in the overseas college area. Yu, Janet Chiu, Will Yang, Chanel



Returning to Home Sweet Home

Hazel An Feature Writer

Kang Chiao is a preparatory institution offering an overseas program for those who wish to study abroad. The majority of students will therefore face a tough decision after receiving their degrees for higher education -- whether to return to Taiwan after graduating or build a life of their own abroad.

According to Research Center for Taiwan Economic Development, 44.97 % of international students who decide to stay abroad express their deep concern about the scarcity of job opportunities in their home countries.

"I would very much love to come back to Taiwan. It is my home and where my heart belongs. However, I will still choose to stay abroad, at least for the first few years after graduation. It is sad to say, but opportunities are simply more abundant abroad," alumnus Timothy Lin, who is currently studying at University of California San Diego, said.

Among those who wish to stay abroad, approximately 10% reveal another side of the problem.

"I want to build up some international working experience before coming back," alumnus Joyce Chow said. "However, because of my foreign passport, I might face the threat of deportation even with my American diploma."

Acquiring a working visa can be difficult, which adds pressure to international students who must seek a full-time job even before receiving their university diploma. Those who are not employed upon graduation will likely be forced to return to their home countries by the restrictive immigration policies in whichever country they studied.

On the other hand, those who wish to return to Taiwan right after graduation are not sure adjusting will be an easy task.

Current student, Ian Chen (11B), believes "having to adjust back to Taiwanese society while handling the pressure of my first job may be too overwhelming."

Nonetheless, he expresses that "Taiwan is where my family is; even though adjusting might be



hard, I will overcome the difficulties and become the person I set out to be."

According to edu.People.com., over 57,000 international students call Taiwan home despite several pull factors abroad, such as jobs and cultural diversity which might temporarily attract international students, most of the those who study abroad are still willing to

return to Taiwan to contribute to the society that has nourished them for the past eighteen years.

As alumnus Eric Lin said, "No matter how good the living conditions are, no matter how amazing the people there can be, no matter how many times better the working environments are, a place without family will never be able to compete with our home sweet home."

Eighth Graders Clamber Up Five Peaks

Ethan Chang Sports Writer

In late October, all eighth graders climbed the He Huan mountain range. The He Huan range consists of five mountains: Main Peak, Eastern Peak, Northern Peak, Western Peak, and Shimen. This event teaches students determination

and teamwork.

“We learned to never give up and to cooperate with others,” Winston Liao (8B) said.

On the first day, the eighth graders climbed Shimen Mountain, which is the lowest mountain of the five at 3237 meters.

“Shimen Mountain was the first 3000 m + mountain I’ve ever climbed. When I got to the top, I felt speechless and so was excited to climb the other mountains,” Jerry Lee (8B) said.

The second day was for climbing the Eastern Peak, 3421

meters, and the Main Peak at 3417 meters. According to 10-20 students, climbing these mountains was not hard at all.

“It was easy and also was not a challenge for me. The good thing is, we stayed at a five-star hotel,” Liao said. “When I got to the peak of both mountains, I felt super proud.”

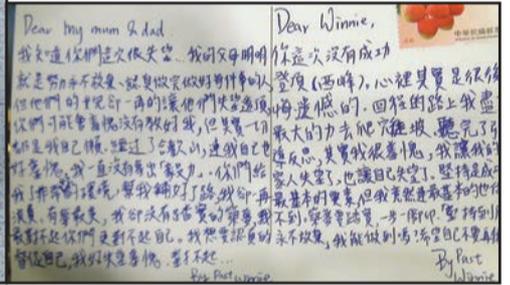
The third day was the toughest of all. The eighth graders were to climb the Western Peak, 3145 meters, and the Northern Peak, 3422 meters. This climb took up to 13 hours just to clamber up these two mountain peaks.

According to most eighth graders, the Western Peak was the hardest of all since there were a bunch of “up and downs.”

“I felt tired. I was sweating and my feet hurt,” Michelle Lee (8B) said.

Jerry Lee and Liao would love to conquer these peaks again.

Michelle Lee though, said, “If the school ask me if I would like to do it again, I probably wouldn’t accept it because I want to challenge myself and do harder things.”



Sun Moon Lake vs. Ninth Graders for the Gold

Janna Lee and Yingli Lu Sports Writers

Every September, students from ninth grade make the journey across Sun-Moon Lake. This year, approximately 400 students attended.

To prepare them for this experience, all were required to attend weekend training sessions at XiaoBitan.

The swim across SunMoon Lake, along with He Huan hiking in

eighth grade and cycling around Taiwan in tenth, is just one of the activities Kang Chiao has organized for students to participate in.

“I used to think that those weekend trainings were very tiring, but through this experience I felt like it was totally worth it,” Joanna Chung (9E) said.

Although students had varying opinions and experiences regarding the trip, many learned life-long skills along the way.

“My advice for anybody else swimming across Sun Moon Lake is to imagine a place you like and try to bring yourself in it when you’re feeling tired. Also, try to have more conversations with your friends or teammates while swimming because it makes it more fun and it’s less likely for you to feel exhausted.” Ricky Huang (9G) said.

This was not only a memorable experience for the ninth graders, but provided an opportunity for students to share the process, purpose, and advice to the lower-grades. Furthermore, students have learned ways to keep themselves awake as well as energized.

“It was awesome spending time with friends, but it was still tough swimming for so long under the sun. Also, you would get really tanned, that’s probably the less favorable part of the whole trip.” Cindy Chung (9B) said.

Even though students had fun swimming across Sun-Moon Lake, there were still parts of the plan which weren’t as ideal for them.

“Before the trip I felt very excited, but not really prepared because we’ve only been through four practices. Most of the students from last year told me it was easy and not to worry, though. So I was a bit nervous, but also excited to complete the journey with my classmates,” Nicole Wang (9C) said.

Although the swim across the lake felt never-ending, the previous training days grueling, in the end the majority of the students believed the trip was worthwhile.

“The best part of this activity is the feeling of accomplishment. It’s always amazing to complete what you have always been working hard on.” Sunny Ko (9A) said.



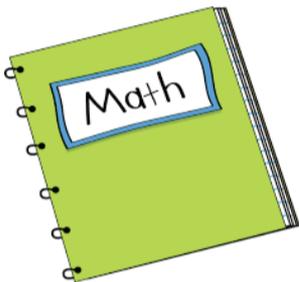
QR RIDDLES

Check the answer by QR Code

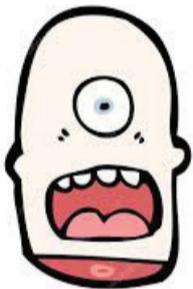
Why does Ms. Chen always wear sunglasses?



Why was the math book sad?



Why did the cyclops quit teaching?

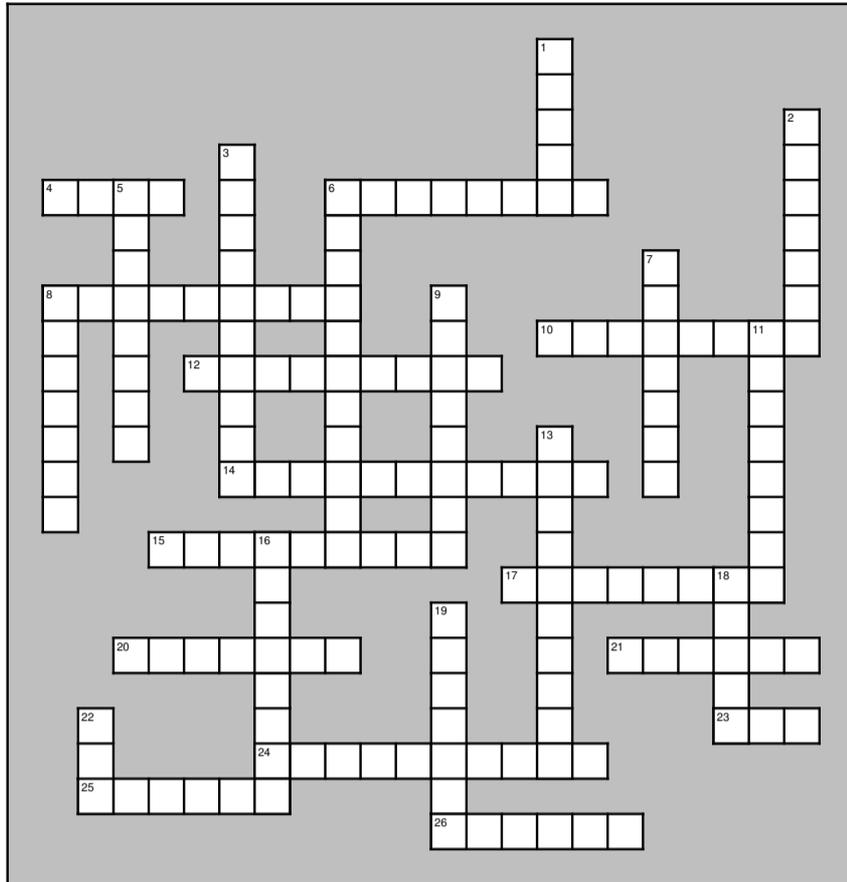


SUDOKU

7	2	3				1	5	9
6			3		2			8
8				1				2
	7		6	5	4		2	
		4	2		7	3		
	5		9	3	1		4	
5				7				3
4			1		3			6
9	3	2				7	1	4

Collaborative Thinking Crossword

Solve the crossword using the list of words and the clues.



- comments
- environment
- response
- elements
- categories
- unreliable
- sum
- abstract
- tapes
- crucial
- mechanism
- strategy
- challenge
- input
- task
- reliance
- conference
- context
- select
- interaction
- network
- obvious
- decade
- guarantee
- clarity
- aid
- indicate
- output

Across

- 4. a job; work that needs doing
- 6. to point out or show
- 8. a call to compete or to special effort;
- 10. not physical; a concept like time or justice
- 12. a mechanical device or group of moving parts.
Also, a method for making something work
- 14. the conditions in which people or other species live-- everything around them
- 15. a promise that something will work (or else will be replaced at no extra charge)
- 17. the parts of something (also, the most basic parts substances can be broken into using chemistry.)
- 20. the quality of being clear or easy to understand
- 21. the product (or information) produced
- 23. the total of things added together
- 24. groups of related things
- 25. a period of ten years
- 26. to choose

Down

- 1. information provided to start a process (often the data put into a machine)
- 2. the surroundings that make a word or situation understandable
- 3. a meeting to discuss a problem or issue
- 5. a plan of action to reach a goal
- 6. connected actions and responses between two people or groups
- 7. a set of related connections
- 8. extremely important
- 9. an answer or reaction to someone else's words or actions
- 11. casual remarks or talk
- 13. undependable
- 16. depending on and trusting someone or something
- 18. a form of sound recording
- 19. the opposite of hidden; something easy to see or understand
- 22. help

©2013 by www.EnglishHints.com All rights reserved. This may be copied but only with the copyright notice. It may not be sold.

Basketball Teams Word Search

Find and circle all of the hidden words listed. Words may be horizontal or vertical.

S P U R S O T Z K M I Y
 U K D O L P I I N R M I
 J C L W G A M H I H S U
 V K Y K R C B P C A I C
 I A C V N E E M K W B C
 F J A Z Z R R K S K L L
 S U N S D S W I J S A I
 H T J E D B O N H F Z P
 M A G I C U L G E Z E P
 Y Z J K L C V S A A R E
 M V M G K K E Z T W S R
 U T I Y C S S N E T S S

- TIMBERWOLVES
- CLIPPERS
- SPURS
- BLAZERS
- MAGIC
- JAZZ
- HAWKS
- SUNS
- KINGS
- HEAT
- BUCKS
- PACERS
- NETS
- KNICKS



KANG CHIAO
INTERNATIONAL SCHOOL

Publishing Staff:

Managing Editor Dana Strong Assistant Managing Editor Tiana Sexton
 Editor Yingli Lu

Writers Kita Hu, Vanessa Lee, Sydney Wang, Angela Tsai, Calvin Chao, Jeremy Yang, Ethan Chang, Jessie Wu, Janna Lee, Ashley Chang, Sisley Wang, Will Peng, Jennifer Jung, Bim-Ray Yau, Nick Lin, Betty Hsia, Yvonne You, Ian Chen, Vivianne Liang, Hazel An, Meng Yu Wu, Ashley Chang (12C)