

Shekou International School High School Program of Studies



Introduction

Shekou International School's High School offers a dynamic and comprehensive program for its students. We are proud to be an International Baccalaureate World School. Our program is designed to prepare young people for colleges and universities in North America, Europe, Hong Kong and all over the world. Our classes are rigorous and challenge students not only to learn content but to apply it. These courses are relevant to what students need to be successful lifelong learners. Focusing on communication, cooperation, collaboration, self-awareness, reflection and complex thinking, our high school students become true learners.

Through service to and appreciation of the local community and our host country of China, students develop and apply skills which make the world a better place. Few small schools can match the breadth and quality of the programs outlined in this booklet and offered at SIS.

Our beautiful Bayside facility is surely one of the most advanced high school designs to be found in China. We challenge students to take responsibility for their learning, capitalising on this amazing environment. The SIS High School fosters sophisticated use of technology, data projectors, electronic white boards, digital studios and more.

Finally, SIS has a family atmosphere where master teachers know their students, where students look after each other, and where there is a wonderful climate of concentrated but relaxed learning. The SIS High School is just one more reason why Shekou International School is Shenzhen's Leading School for Expatriates.

Michael Livingston
Secondary Principal



SIS Mission

Shekou International School provides a rigorous education in a caring community and inspires our students to become principled, innovative contributors in a transforming world.

We believe that...

1. A foundation in knowledge and skills is essential for continual learning, personal development and sound decision-making.
2. Integrity, humility, and respect are fundamental to successful relationships.
3. Learning to set goals and priorities is essential to the development of perseverance, critical thinking and confidence in students as well as staff.
4. Successful learning is fostered by an active, supportive partnership and consistent expectations within the child's school and home learning environments.
5. Active involvement in service learning and recognition of cultural diversity is critical in developing responsible, compassionate youth who can adjust to life in an ever changing world.
6. Technology is a conduit through which students learn, create, collaborate and share.

Expected School-wide Learning Results

The Expected School-wide Learning Results or ESLRs are also assessed and proficiency is reported on in the report card.

The SIS ESLRS are as follows.

SIS Learners are nurtured to become:

Communicators who...

- Listen, read, write, and speak effectively
- Express needs, knowledge, desires, and opinions appropriately
- Initiate reflective and meaningful conversations

Independent Learners who...

- Exhibit confidence, initiative, and personal management
- Apply appropriate strategies for producing and retaining information
- Develop habits that maintain responsibility along with mental and physical health

Collaborators who...

- Foster positive relationships in diverse settings
- Establish and accomplish goals within groups
- Ask questions for clarification and understanding

Complex Thinkers who...

- Evaluate the significance of diverse concepts
- Analyse, synthesise, and evaluate information
- Engage in a reflective process for continual improvement

Global Citizens who...

- Contribute to their immediate and extended communities



- Promote an ethos of care and empathy
- Model compassion for fellow human beings

The following qualifiers are used to assess the ESLRs:

- Exemplary: Exemplifies benchmark expectations.
- Proficient: Achieves benchmark expectations.
- Approaching: Approaches benchmark expectations.
- Concern: Does not meet benchmark expectations.

Support Services

As indicated in admissions documents, SIS may not be able to adequately provide for special needs students; specialised academic support or psychological support programs are not provided as a matter of course at SIS. If the school is not able to support a child's particular needs, the child may not be accepted into the program. Such exclusions may occur before enrolment, or at any time after enrolment.

English Language Learners (ELLs) in High School & IB

Shekou International School strongly believes in creating an inclusive environment for all learners. Students in the development stage of academic English language acquisition are supported within our Sheltered Immersion Model (SIM). The SIM allows for teachers to collaborate in order to provide support for ELLs in their core subject classes. Using co-teaching models, core and EAL (English and Additional Language) teacher/coaches support ELLs by establishing a differentiated learning environment to provide equal opportunities for ELLs to access our rigorous curriculum.

Counseling Program

The Bayside campus has a full time high school counselor. The services provided by the counselor include personal and small group counseling on social or emotional issues, academic advising and college/career guidance. Effective counselling programs are important to the school climate and crucial in improving student achievement. The counselor helps students identify challenges and assists them in scheduling their high school courses and developing post-secondary plans. The SIS school counselor consults with students, parents, teachers, university representatives and other school and community personnel to help students be successful in the academic and personal aspects of their lives.

Academic, College and Career Counselling

As students move into the upper grades at SIS, counselling support focuses more on university and career preparation. The counselling program assists students in looking at their future by building the foundation of academic preparedness, setting realistic goals. Activities include guided sessions on Naviance, online career inventories and personality tests. Guided sessions on using UCAS, the Common Application and other frequently used university application portals. Advice on writing and editing college essays along with creating a partnership with one or two faculty members in order to obtain well written, compelling recommendations is also facilitated. The PSAT is offered on-site to every Grade 10 student, and Grade 11 students by choice. Additionally,

SIS is authorised by the Educational Testing Service and the College Board as an official SAT test centre site.

The IB Coordinator supports students, parents and staff in learning about IB requirements for the full IB Diploma and IB subject certificates. The High School Counselor works closely with students in choosing IB subjects and levels that best meet students' goals.

Students agree to standards of practice when making applications to universities and colleges which include:

Applicant Integrity

Universities and SIS expect students to submit applications, including essays, they have completed themselves. Admissions officers have the authority to investigate the integrity of applications including to ask SIS to verify if an essay is similar to other samples of an applicant's written work. It is good practice to have someone proofread your essay; however, essays that are over-edited or written by someone else are not acceptable. Integrity is an important SIS value and a cornerstone of the university admissions process.

Student Responses to Recommendation Prompts

Transcripts and documents related to university admissions will not be processed until the responses to the recommendation prompts are turned in.

All SIS Recommendations are Confidential

Universities want recommendations to be honest and candid. They expect all recommendations they receive to be confidential. To meet this expectation, SIS does not give letters of recommendation or recommendation forms to students, their parents or third parties. Recommendations are sent directly from SIS to the university admissions office. If a hard copy is necessary, SIS will cover the cost of sending these using China Post. However, it is recommended that such important documents be sent by courier. The cost of the courier is covered by the student/parent and is arranged through Ms. Fannie Lee or Ms. Peggy Han. In cases where recommendations are uploaded, SIS provides the student with a letter explaining the policy and then sends the recommendation directly to the university as an email attachment. Students/Parents are also advised to waive their FERPA (Family Educational Rights and Privacy Act) rights on any online applications to U.S. universities and to complete and sign such waivers on recommendations to other universities before presenting them to the Counselor for a SIS faculty member to fill out. All recommendation requests go through the counselling office.

Procedure for Requesting and Timeline for Processing Recommendations

Once a student has turned in his/her responses to the Recommendation Prompts, (s)he may then fill out a recommendation request for a maximum of two teachers. The processing time for an initial recommendation is three weeks. Once a recommendation is on file a request to send it must be made three school days prior to the date it needs to be sent.

Transcripts

Students request transcripts from the Counselor. Students are expected to check their transcripts for accuracy during an Advisory lesson. Students must request official transcripts three school days prior to the day it needs to be sent.

Maximum Number of Transcripts/Applications

The maximum number of official transcripts and/or applications SIS will process is 10 per student, with the University of California system and UCAS each counting as one.

Predicted IB Grades

Predicted IB Grades will be available through the Counselor's office. Teachers provide predicted grades to the Counselor based on their educated experience; student semester grades may differ from predicted grades. Predicted grades are the expectation of how a student will perform on two years' worth of material in a timed assessment, based on their performance in class and study habits. Predicted IB Grades are sent to all universities that students apply. Specific Predicted IB Grades forms required by a university must be made available to the Counselor at least one week before needed for submission.

SIS Internal Deadline for Applications to Oxford, Cambridge and Medicine via UCAS

Applying to Oxford and Cambridge is extremely competitive and it is important for both the student and the reputation of SIS to submit well crafted applications. A student who intends to apply to Oxford or Cambridge must submit a draft of his/her Personal Statement and request Teacher recommendations before 7 September 2018.

Early Decision Obligations

If a student chooses to apply to a university as a binding Early Decision (ED) applicant, (s)he is indicating this is her/his institution of first choice for tertiary study. If one is admitted ED, (s)he must withdraw all other applications and enrol in that institution. SIS will not process additional requests for transcripts/recommendations after a student has been accepted ED.

SIS Counselor Responsibilities

Counselors are professionally obligated to report to universities any: intentional misrepresentations; lapses of integrity; academic dishonesty; significant changes in a student's course of study (i.e. changing a course from HL to SL); disciplinary infractions leading to suspension from SIS; and/or any criminal acts that take place outside of school.

Use of Outside Agents or Consultants

We strongly believe students are capable of navigating the university application process with the support of the HS Counselor at SIS who provides a comprehensive service. If you have chosen to pay someone for assistance, please remember that the student must comply with the timelines for document requests and policies as explained above, and that you and your student take full responsibility for adhering to the ethical guidelines that underpin the university admissions process.

Are you receiving help from an agent or have you paid for any guidance on university research or application completion?

_____ Yes

_____ No

If yes, we request you share the name of the individual or organization including contact information with our HS Counselor, Ms. Paula Brunning, via email: uniplacement@sis.org.cn

SIS Recommendation Process & Prompts

In order to help your teacher or counselor write a comprehensive and unique recommendation for you, follow the steps below:

1. Type out your responses to questions below in a separate pages document.
2. Copy and paste the questions into that document.
3. Use different fonts for questions (*italics*) and responses (normal).
4. You do not have to answer all the questions, but remember the more detailed you can be, the more your referee has to draw from.
5. Title your document: Family Name_Given Name_Recommendation_Responses.
6. Send it as an email attachment to uniplacement@sis.org.cn
7. Use this same format in the subject heading when returning your responses.
8. Schedule and hold a student-parent-counselor meeting in April or May.
9. Sign and initial the student-parent-university counseling agreement.

Once the above steps have been completed, you can then request Letters of Recommendation from your teachers or counselor. Keep in mind this needs to be completed for departing teachers by the first Wednesday in May, and for all other teachers by the first Wednesday in June.

1. The name you want your referee to use in your recommendation.
2. What type of program(s) will you be applying to?
3. In which country(ies) are the universities you will be applying to?
4. List the names of the specific universities, and programs within those universities, you will be applying to (include the city, province, state, etc. if that is not evident in the name)?
5. List the countries you have lived in for more than one year, and your age when you lived there?
6. What languages do you speak, read, write; and how well do you do that?
7. What do you hope to accomplish in university and after? Consider your career goals and your broader goals.*
8. What are your favorite courses and why?
9. What is the most difficult academic course you have taken? How did you overcome that difficulty?
10. Is your academic record an accurate measure of your ability? Why or why not?
11. What kind of learner are you? Which academic setting or assignments make you thrive? What interests you?*
12. Describe the academic accomplishment (major paper, science experiment, artistic project, etc.) you are most proud of in your referee's course, and tell why you take pride in it.*
13. List what you think are your three most distinguishing or most admirable qualities. Describe how you demonstrated these qualities.
14. What three adjectives would your friends use to describe you?
15. What has your presence at SIS added to our community? Be specific, with examples.*
16. What do you consider your most important activities outside of school? List jobs, paid or voluntary; religious activities; hobbies; travel; music; art; and drama. Include the number of years of your involvement, your role in the group, the amount of time you spent on the activity weekly, and explain why this activity was significant to you.*
17. In or out of school, which awards and honors have you received? Which elected offices have you held? Public performances you have taken part in?
18. What reading do you do outside of your required course work? If you regularly read any magazines (online or paper), blogs, etc. list them.
19. What book(s) have had the greatest impact on you? Why?
20. How did you spend the last two summers and do you intend to spend this one?
21. We all learn from our mistakes, setbacks and failures. What mistake(s), setback(s) or failure(s) have you learned the most from?*
22. Is there anything else about you, you would like your referee to be aware of as they write your recommendation?*

* Responses to these questions are most often referred to by referees and should not be skipped.

Recommendation Request Form

Student's Name: _____

Referee's Name: _____

DO NOT FILL IN THE DATES. To be completed *with* the counselor when this form is turned in.

Date of Request: _____ Date recommendation is needed: _____

SHEKOU INTERNATIONAL SCHOOL POLICIES REGARDING RECOMMENDATIONS

TIMING: At SIS, our faculty is busy educating students in a rigorous, caring, inspiring environment. Teachers need to be given a reasonable amount of time to write the best possible recommendation. To achieve this, the student must make an official request, by submitting this form, **3 weeks prior** to the date the recommendation is needed. It is highly recommended this form is turned in four weeks prior to any application deadline.

LIMITS: 2 Teacher recommendations and 1 Counselor/Principal recommendation.

CONFIDENTIALITY: Schools and universities want an honest evaluation of their applicants, and expect that recommendations they receive are a confidential communication between the referee and the institution to which the student is applying. To ensure such confidentiality, SIS does not give recommendations to students, parents, or third parties (agents) under any circumstances including in sealed envelopes. Recommendations are sent directly from SIS to the university, either via email or courier. If one must send documents via a courier, the student is responsible for the cost of that service.

How long (years and months) have this referee known you? _____

In what context? _____

Why are you asking this person to write a recommendation for you? _____

Describe what you contribute to the class (or activity) this referee teaches you. Think of specific assignments, matches, etc. that you would like the referee to refer to, which demonstrate your positive qualities as student, learner, participant. (Use the back if needed.)

What are some of the most important lessons this referee has taught you? These can be academic or life lessons. (You may continue on the back if necessary.)

The SIS High School Activities Program

In the pursuit of creating balanced lifestyles, SIS provides opportunities for high school students to participate in a range of co-curricular activities. The school believes that After School Activities (ASA), competitive sports, and cultural and performing arts opportunities are an integral part of the development of our students. Our program aims to provide all students with prospects to develop existing skills, cultivate new areas of interest, and to grow physically, socially, and cognitively. We seek to offer a broad range of ASAs over the course of the school year, in an effort to cater to the varied interests of our diverse student population. The program is structured in such a way that most athletic activities are offered on Tuesday and Thursday, while non-athletic activities are offered on Monday and Friday.

SIS is a member of the Association of China And Mongolia International Schools (ACAMIS) and Pearl River Conference (PRC) school sports conferences. Within these conferences, SIS participates in 3 core sporting seasons that include the following sports: Volleyball, Football and Basketball. Where possible, each season lasts approximately eight weeks and culminates in a tournament with other international schools within China. Although Badminton, Cross Country, Track and Field, Golf, Tennis, and Swimming are offered, these are more informal seasons.

Students have opportunities to attend performing arts conventions such as AMIS musical events or participate in cultural conferences and competitions that currently include: Knowledge Bowl, Model United Nations (MUN) and World Scholar's Cup.

During the course of the year there are three ASA cycles. Information about activities is provided to students and parents prior to each cycle. Registration for the ASA is a one-time process that occurs at the beginning of each trimester. In previous years, activities in this program have included: writing centre, digital photography club, book club, instrumental ensemble, table tennis club, environmental club, high school student council, aerial silks, chess club, and the school drama production. The specific activities offered will change slightly each year depending on expertise of teachers and student interest.

Most After School Activities (ASA) run from 3:30pm to 4:30pm. There are usually no fees for the activities unless specified (for special supplies that the school does not provide). Transportation for all regular SIS bus riders will be provided.

Learning Through Technology @ SIS

Learning innovation is about sparking creativity and improving personalized learning opportunities through the integral use of digital content, virtual spaces and specialized teaching practice. All students at Shekou International School use technology to achieve our Expected Student Learning Results (ESLRs).

At SIS we have high-speed wireless internet access across all campuses and a variety of physical and virtual learning spaces. All students from grade 9 to 12 participate in 1:1 learning programs.

We firmly believe that both school and home play an equal role in ensuring students have safe and positive experiences with technology. While at school, students participate in our THINK program which covers concepts such as digital footprints, online communication, and personal responsibilities. Students are also supported by the SafeChat features built into our network. All parents are encouraged to have open discussions with their child about the appropriate use of technology.

It's an exciting time to be a learner at SIS. For more information www.sis-shekou.org/innovation.

Advisory Program

The advisory program at SIS (sometimes known as homeroom or tutor groups in other schools) fosters a supportive learning environment where students can develop their individual potential and prepare for their role as productive global citizens, leaders, and life-long learners. Students will have the opportunity to create a meaningful connection with an adult at school as they develop as individuals within a small, caring community. Advisory groups are created to be small, intimate communities where students feel safe in expressing themselves. The advisory teacher often acts as the student's advocate and may be the first person a student approaches in a time of crisis.

Advisory at SIS is an integral part of our school, with a strong focus on pastoral care, communication and relationship building. Advisory groups meet on four of the eight days of the schedule for 40 minute periods. Our Advisory program is structured around three themes or purposes: Small Learning Community, Service Learning, and AMPed (Autonomous, Mastered, Purposeful Education). The school year starts with a focus on Small Learning Community. This is where members of an advisory group get to know each other. This culminates in the annual Beach Retreat. Advisory groups then go about the task of planning for the annual Week Without Walls (WWW) trip that typically takes place the last week in October.

Some of the Advisory time through the year will be dedicated to Service Learning and to AMPed. A Small Learning Community theme will continue throughout the year to maintain a cohesive tie within the Advisory group. Many topics will be covered that relate to student safety, international mindedness and international days of interest to our community. Typically, Service Learning takes place from November until the Chinese Lunar New Year Holiday and integrates students from different grades and Advisory groups. Service Learning coordinators will provide guidelines and resources.

Starting after the Chinese Lunar New Year Holiday, the advisory program will spend some of the time following AMPed, where students have an opportunity to work on their "passion project." Students will have a chance explore their passions and realize how to make their interests tangible culminating with a celebration of these projects with their peers at the end of April. Reflection and discussion are both an integral part of this program and students will record their progress, challenges and successes along the way. AMPed coordinators will provide resources for this.

To finish out the school year, students spend time in their Small Learning Communities where they reflect on the year, prepare for transitions and also develop skills for important end of year assessments.

Service Learning

At SIS we believe that Service Learning is an important personal and educational experience. Service learning at SIS involves active engagement by the students to develop an understanding of their role within the local and global community. SIS students understand that they can make a positive difference from learning about issues and acting in informed, intentional, and purposeful ways. To this end, students develop projects they are passionate about through the process of investigation, preparation, action, reflection, and demonstration. Special effort has been made to promote meaningful, lasting experiences of the students' design.

SIS Students in grades 6-10 participate in the internal SIS Service Learning Program while all grade 11 and 12 students participate in the International Baccalaureate Creativity, Activity, and Service (CAS) program.

In all grades students participate in service activities and reflect upon their experiences. Lessons learned from careful reflection are shared via blogs, digital portfolios, presentations, and other events. Time, mentoring and support for students' service learning is provided through the Advisory Program. Further specifics about the CAS program can be found in the IB section of this document.

Bayside Library Media

The SIS Bayside library media program supports the educational goals of the school by providing an organized collection of materials complemented by instruction in their use. The media collection offers a range of print and non-print formats including electronic databases and tools. Materials are selected to supplement curriculum areas and address varied student learning needs and interests. A key part of the library media program is the effective integration of media literacy, as well as informational and technology skills into the classroom learning experience. Library media instruction emphasizes locating and selecting material, applying research and critical thinking skills, retrieving and managing information, and developing life-long reading habits. Instruction also addresses such ethical issues as copyright, plagiarism, and acceptable uses of technology.

Student Council (SIS HS STUCO)

The purpose of the Student Council is to "improve the welfare of our school and our community by providing means for student expression in school affairs, giving opportunity for student experience in various skills of leadership, and making and interpreting policies concerning school events." Each enrolled SIS student is a member of the organisation. The President, Vice President, Treasurer, and Secretary are elected by all students at the end each school year. Each grade level elects two representatives who attend the Student Council meetings.

Goals for High School STUCO

- Promote opportunities for student cooperation in the management of high school life.
- Act as an intermediary representative between the student body and the administration
- Provide leadership
- Be self-supporting with HS STUCO sponsored activities

- Conduct yearly STUCO elections
- Class representative(s) serve as a liaison between STUCO and their respective grade level

Independent Study

Students in grades eleven and twelve may have an independent study period when they are engaged in a full IB Diploma or IB Diploma Courses subjects.

Independent study periods should be viewed as just that – study periods. Independent study periods are an opportunity for students to meet the additional demands of rigorous programs such as the Extended Essay (EE), CAS and higher level classes, and to work on the Personal Management ESLR by demonstrating superior time management skills and responsibility for their own learning.

Assessment and Reporting at SIS

The school year is divided into two semesters. Report cards are issued at the end of each semester after the semester examinations. Progress reports giving an assessment of the students current progress, are sent home at the mid point of each semester. Student involved conferences are held shortly after progress reports are issued. Reporting is based on the assessment of the curriculum benchmarks defined each semester.

SIS believes that assessment is important feedback for students and parents. High School formal assessments are issued by semester. The academic assessments in high school focus on attainment of the learner benchmarks and is reported out using the IB 1-7 grading scale. The benchmarks indicate student progress toward enduring understandings in each subject area.

Students are assessed with the following criteria relative to their progress. These descriptors are for general reference only throughout the High School. Subject specific descriptors are used in all IB classes:

SIS IB Generic Grade Descriptors

IB Score	Descriptor	Notes
7	<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills evident, as is the ability to analyse, evaluate and synthesise qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>	
6	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesise evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.</p>	
5	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p>	<p>Considered by SIS as meeting the standard</p>



IB Score	Descriptor	Notes
4	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding</p>	
3	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organisation of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.</p>	<p>SIS awards credit for a score of 3</p>
2	<p>The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organise work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.</p>	
1	<p>The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organisation is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.</p>	

Academic Honesty and Integrity Agreement

At the beginning of each academic year students and a parent or guardian will be asked to complete the following form to ensure clarity of understanding regarding academic honesty at SIS.



Shekou International School Academic Honesty Agreement

Dear SIS Student,

Academic honesty requires that students produce work that is their own. In contrast, academic dishonesty is a student's attempt to claim and show possession of knowledge and skills that they do not possess. The well being of the school community depends on each student accepting responsibility for their personal conduct in both social and academic endeavours. In this regard, students are expected to attend SIS ready to learn and in their learning demonstrate the ability to discern right from wrong. A student's moral awareness as it applies to the academic environment is the foundation of success at SIS and throughout life.

Personal integrity and academic honesty are the corner stones in achieving our ESLRs:

- **Communicators**— e.g. analysing, synthesising, and evaluating information.
Write your own ideas. Use your own 'voice'
- **Independent Learners** e.g. exhibiting confidence, initiative, and self-reliance.
Do your own analysis, hard work and research
- **Collaborators** e.g. actively contributing to their immediate and expanding communities.
Work with others and contribute your own ideas to the group.
- **Complex Thinkers** e.g. interpreting and evaluating significant concepts within various contexts.
Think about what you read, hear, learn and decide for yourself what it means.
- **Global Citizens** e.g. developing awareness & sense of responsibility to the global community
Even if you don't know the person, using their work as if it were your own is like theft or stealing.

Students must acknowledge all ideas and work of other people. Including;

- Renditions of another person’s words presented in a new style and integrated grammatically into the writing.
- Email messages, Web sites and electronic media.
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual.
- Verbatim (“word for word”) quotes.
- Works of art including music, film, dance, theatre arts, and visual arts.

The MLA guide to sourcing, can be found in the SIS Bayside Academic Writing Handbook.

Your work must be your own.

- Never copy another person’s ideas, or work. Do not allow a tutor, parent or student to do your work for you.
- After careful research, reading, and thinking, you should present your own thoughts, in your own words.
- Collaborating doesn’t mean that your work is identical to your partner. Work together but record your own ideas.
- If you suspect someone is copying, or you are not sure if what you are doing is cheating, then it is your responsibility to ask the teacher.
- If you give your work to someone else or know that someone is copying you, then you are guilty of academic dishonesty. Never give your work to someone else to copy.
- SIS teachers and students may use the Turnitin.com website to check that work is original.

Consequences

SIS takes Academic Honesty very seriously – plagiarism, cheating or any form of academic dishonesty are considered inappropriate at SIS. Procedures and consequences for dealing with plagiarism are outlined in the SIS Student-Parent Handbook. If you are involved in academic dishonesty, your work will be considered ‘Incomplete’ and you will not receive a proficiency level. You will be asked to repeat or do a new assignment. At the discretion of the Principal, consequences may include: a parent meeting, behaviour contract, suspension from school and reference on your school record (which may be disclosed to future schools if requested). Students who continue to cheat or plagiarise will receive escalating consequences.

I have read and understand the SIS Academic Honesty Agreement:

Student Name (print) _____

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

SIS Credit Table

Subject	Minimum Subject Requirements for Graduation	Recommended for University Admissions
English	4 credits	4 credits
Mathematics	3 credits	4 credits
Social Science	3 credits	4-6 credits
Laboratory Science	3 credits	4-6 credits
Physical Education/Life Skills	2.5 credits	2-3 credits
World/Acquired Language	2 credits	2-4 credits
Fine Arts	2 credits	2-4 credits
IB Core (includes Theory of Knowledge (ToK), Extended Essay (EE), Creativity, Activity and Service (CAS) and university application assistance	1.5 credits	1.5 credits
Electives	3 or more credits	can vary
Total Minimum \Recommended	24 credits	28 credits

Shekou International School - High School Academic Pathways

Grade 9

Math – Geometry
Science – Grade 9 Integrated Science: Biology, Physics, Chemistry
English – Literature and Composition
Social Studies – Modern World History 1
Fine Arts – Instrumental Music, or Choral Music, or Art I
Language – French or Mandarin Chinese
Physical Education
Literacy Development Course- Enrichment course for literacy
Health and Life Skills – *semester class*
STEAM- Science, Technology, Engineering, Arts and Mathematics



Grade 10

Math – Algebra II and Trigonometry
Science – Grade 10 Integrated Science: Biology, Physics, Chemistry
English – Literature and Composition
Social Studies – Modern World History 2
Fine Arts – Instrumental Music or Choral Music or Art II
Language – French or Mandarin Chinese
Literacy Development Course- Enrichment course for literacy
Physical Education
Health and Life Skills – *semester class*
STEAM- Science, Technology, Engineering, Arts and Mathematics



Grade 11 & 12 International Baccalaureate

Math – Studies SL, Standard Level or Higher Level
Science – Biology, Physics and/or Chemistry
Language A – English Language and Literature and/or Chinese Language and Literature or Language A Literature Self-Taught
Language B - English B or Mandarin B, Mandarin Ab Initio or Spanish Ab initio (*NB: ALL students must take a language A and B course, or two language A courses*)
Individuals and Societies – Business and Management and/ or Psychology and/or Economics
IB Art, IB Music or additional Science or Individuals and Societies course
TOK and IB Core – Theory of Knowledge, Extended Essay and Creativity, Activity and Service.

High School Humanities

English

English Grade Nine

This course focuses on the development of reading, writing, listening, speaking, and critical thinking skills, as well as how to extend commentary in written and verbal tasks. The course will explore a variety of text types, literary as well as non-literary. Students will also be introduced to various stylistic elements, their purpose, and their effects on the audience. In addition, students will learn and utilize basic research skills.

English Grade Ten

This course focuses on continued development and refinement of reading, writing, listening, speaking, and critical thinking skills, as well as extending commentary in written and verbal tasks. Students will analyze, discuss, and write about diverse pieces of literature by topic, theme and genre, both literary and non-literary. They will continue to identify and analyze writing styles that authors use to express their ideas and opinions, stylistic elements, their purpose, and their effects on the audience. Students will also refine their advanced research skills.

IB English A: Language and Literature SL or HL (Grade 11 and 12)

The language and literature course aims to develop students' critical thinking, reading, writing and presentation skills through examining various text types, both literary and non-literary. The course is designed with opportunities for students to explore their interests and concerns relevant to their own lives. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined.

The distinction between SL and HL is based on the number of teaching hours (HL: 240; SL: 150) as well as the number of literary texts studied in parts 3 and 4 (HL: 6; SL: 4). HL students also produce more written tasks and are required to do comparative study.

Prerequisites: English 9 and 10

IB Language A: Literature SL School Supported Self-Taught (Grade 11 and 12)

The IB Diploma Programme language A: literature course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translated texts from other cultural domains—is combined with a study of the way literary conventions shape responses to texts.

Prerequisites: English 9 and 10

In recognition of the added challenges of a school-supported self-taught class, additional considerations are necessary that may include a meeting between the IB Coordinator, the student and parents in order to ensure agreement and understanding is achieved regarding the following:



August 1, 2017

Dear Parents of Self Taught Students,

The nature of the IB Language A: Literature SL Self-Taught Language option requires that additional clarity is provided regarding the parameters of the course delivery to ensure that such a course of study provides an optimal learning environment for students. To this end, a number of expectations and recommendations have been set out below in order to ensure that all parties are fully aware of the expectations regarding the self-taught course of study.

Expectations:

- 1 The self-taught course will be scheduled to meet regularly in a classroom supervised by a trained IB Language A teacher.
- 2 Only students who have a clearly demonstrated track-record of being an independent learner will be permitted to take a self-taught language course.
- 3 It is strongly recommended that the student appoint a tutor in order to provide regular target language discussion and feedback. The name and email of the tutor must be given to SIS prior to approval to take the course.
- 4 Approval will be based on receiving a reply from the proposed tutor who will be asked to provide a CV.
- 5 SIS will provide tutor with IB materials (course guide, etc.) so the tutor understands current IB practices and expectations.
- 6 SIS will provide the tutor with the SIS reporting schedule. All parties: students, parents and tutors need to understand they are expected to meet the reporting deadlines.
- 7 The Self-taught Language A supervisor will be one who communicates regularly with the tutor.
- 8 The Self-taught Language A supervisor, in consultation with the tutor, will generate report card grades, comments and predicted IB scores, where necessary, and communicate these to the HS counsellor and IB coordinator.
- 9 The Self-taught Language A supervisor is responsible to keep the self-taught students on track with course work and assessment preparations.
- 10 The Self-taught Language A supervisor is responsible for arranging and conducting the Oral Commentary and Oral Presentation Internal Assessment audio recordings.
- 11 The IB coordinator will maintain a list of competent tutors for future reference.

In subscribing below, I indicate that I have read and understand the expectations of the self-taught course of study.

Signed:

Student: _____

Date: _____

Parent/ Guardian: _____

Date: _____

Tutor: _____

Date: _____

IB Coordinator: _____

Date: _____

Sincerely,
Daiju Vithayathil
IB Coordinator

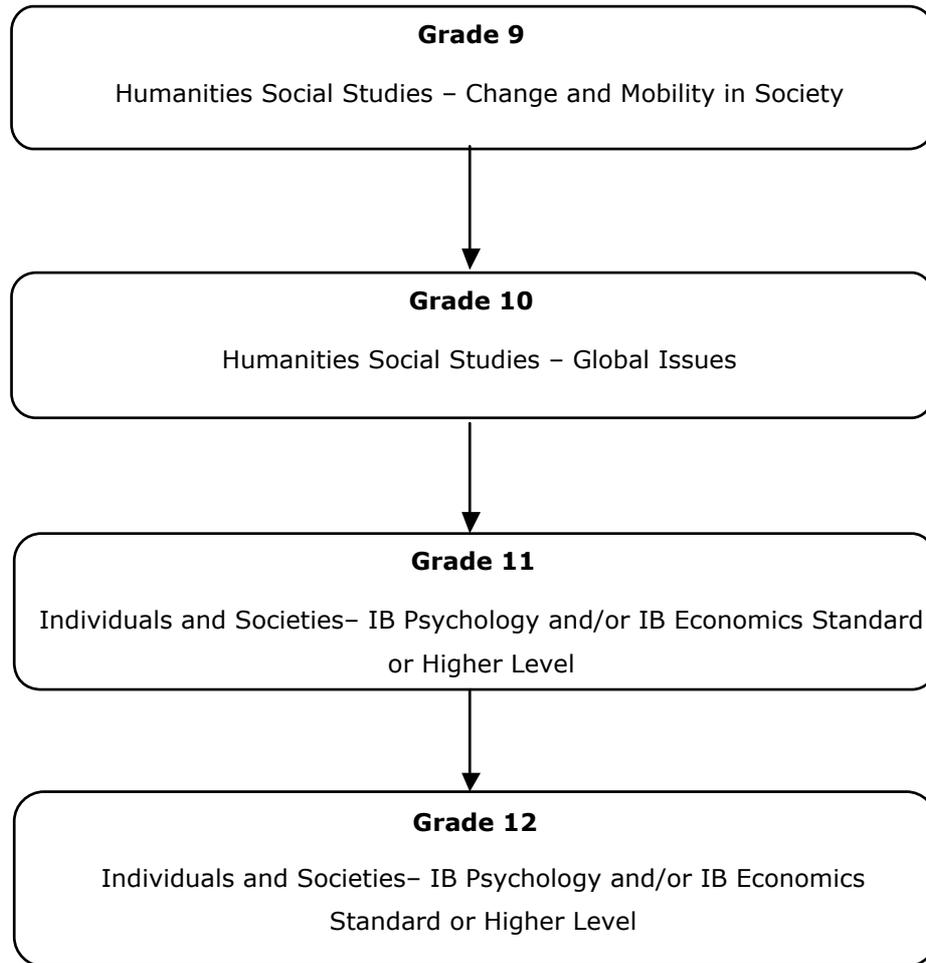
IB English Language B: SL or HL (Grade 11 and 12)

Language B is an additional language-learning course designed for students with previous learning of English. The main focus of the course is on language acquisition and development of language skills. These language skills are developed through the study and use of a wide range of written and spoken material. The materials include everyday oral exchanges, the study of literary and informational texts, as well as the use of technology. Materials are chosen to enable students to develop mastery of language skills and intercultural understanding. The difference between the HL and SL levels is based on the number of literary texts studied with a wider variety of written assignments and assessments.

Literacy Development

The literacy development course is designed to support students' literacy skills in the four domains of language: reading, writing, speaking and listening. Students will receive academic and literacy support through differentiated lessons designed to facilitate students' academic and language growth.

High School Social Studies



Social Studies Grade Nine - Modern World History I

The focus for the Grade 9 Social Studies program is 19th and early 20th century history. The course is structured around key themes and concepts, namely power and imperialism; identity and nationalism; and world conflict. These themes will provide areas of historical inquiry for investigation throughout the course. Students will learn to think like historians, most notably to analyse evidence about the past and to create persuasive historical arguments.

Social Studies Grade Ten - Modern World History II

The focus for the Grade 10 Social Studies program is 20th century history. Students will study the causes and effects of war as well as the changing landscape of international relations. The course demands that students think critically, analyze various sources, and hone the writing skills needed to make an effective argument. The course will culminate in an independent historical investigation which will help develop necessary research skills. Topics explored in this class will relate to many of the literature selections in grade 10 English. Required class

Social Studies Grade Eleven and Twelve - IB Psychology Standard Level

IB SL Psychology is a two year course that examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology. SL students are required to study three contemporary perspectives: biological level of analysis, cognitive level of analysis, and the sociocultural level of analysis. They are also required to study one option chosen from abnormal psychology, developmental psychology, human relationships, health psychology, and sport psychology. The internal assessment involves a simple experimental study.

Social Studies Grade Eleven and Twelve - IB Psychology Higher Level

In addition to the standard level description above, higher level students are also required to study two options chosen from abnormal psychology, developmental psychology, human relationships, health psychology, and sport psychology. Qualitative research methodology is investigated in this course, and the internal assessment involves a simple experimental study. Note: the use of inferential statistics will be required in HL internal assessment work.

Social Studies Grade Grade Eleven and Twelve - IB Economics Standard Level

Students in IB Economics will study the decisions humans are forced to make in an atmosphere of scarcity. Students in SL are expected to apply economic concepts to current real-world examples. The external assessment will cover topics in microeconomics, macroeconomics, international economics and development economics. All students will prepare a portfolio with three written commentaries connecting concepts learned in class to real-world situations. Prerequisites: Proficiency in Social Studies 10 and English 10

Social Studies Grade Eleven and Twelve - IB Economics Higher Level

Students in IB Economics will study the decisions humans are forced to make in an atmosphere of scarcity. In addition to the standard level requirements, students in HL will be expected to gain a deeper understanding of the covered syllabus as well as to perform relevant calculations. Students in HL are expected to apply economic concepts to current real-world examples. The external assessment will cover topics in microeconomics, macroeconomics, international economics and development economics. All students will prepare a portfolio with three written commentaries connecting concepts learned in class to real-world situations.

Social Studies Grade Eleven and Twelve - IB Business Management Higher and Standard Level

Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from

other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.

Although business management shares many skills and areas of knowledge with other humanities and social sciences, it is distinct in a number of ways. For example, business management is the study of decision-making within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Business management examines the use of information technology in business contexts, whereas information technology in a global society (ITGS) critically examines its impact on other fields, such as health and government.

Business management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organization, and how these decisions impact upon its stakeholders, both internally and externally. Business management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability. Business management is, therefore, perfectly placed within the individuals and societies subject area: aiming to develop in students an appreciation both for our individuality and our collective purposes.

The Diploma Programme business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course, as this integration promotes a holistic overview of business management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the business management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change;

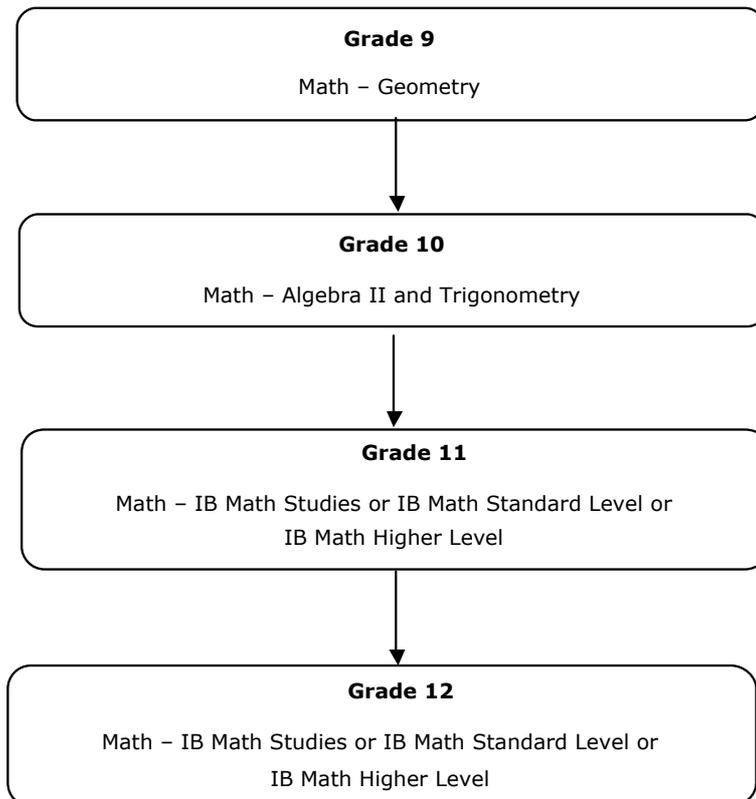
think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Distinction between SL & HL

The HL course in business management differs from the SL course in business management in terms of the:

- recommended hours devoted to teaching (240 hours for HL compared to 150 hours for SL)
- extra depth and breadth required (extension units for HL)
- nature of the internal assessment task
- nature of the examination questions.

High School Mathematics



High School Mathematics

In order to support current changes in the Diploma Programme and maximize student learning and success in IB mathematics, all High School math courses will require students to have a TI-Nspire CX (Non-CAS) calculator. Depending on availability, this model may be purchased at cost through SIS.*

Mathematics Grade Nine - Geometry

This course is based on the assumption that the student has achieved a level of proficiency in Algebra 1. Geometry is a course that explores the fundamentals of Euclidean Geometry. It is a one-year investigation and exploration of the major properties of circles, triangles, polygons, and geometric solids, and also includes an introduction to trigonometry. It helps the student develop skills necessary to prove or disprove mathematical statements, and focuses on relating topics to real-world problem solving.

Required class

Mathematics Grade Ten - Algebra 2 and Trigonometry

This course is an extension of Algebra 1 and Geometry. The focus is on covering advanced algebra topics and preparing students for a successful transition to one of the three math courses offered by the IB Diploma Program. The major

content areas for this course are Systems of Equations and Inequalities, Quadratic Functions, Polynomials, Exponential and Logarithmic Functions, Trigonometry, Sequences and Series, and an Introduction to Probability. Use of the Graphing Display Calculator (GDC) and other technologies will be used to complement and expand the conceptual understanding of course benchmarks.

Mathematics Grade Eleven and Twelve - IB Mathematical Studies Standard Level

This two-year course is available only at standard level and is equivalent in status to mathematics SL, but addresses different needs. It is designed to build confidence and encourage an appreciation of mathematics in students who may anticipate a need for only the foundational aspects of mathematics in their future university studies. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. Topic areas covered include: algebra, statistics, logic and probability, geometry and trigonometry, mathematical models, and introductory differential calculus.

All students are required to complete an internal assessment to be externally moderated by the IBO. The internal assessment, an individual math exploration, requires the students to research and investigate an area of math that excites and interests them. The exploration should display a level of math commensurate with the Studies Standard Level course.

Prerequisite: Proficiency in Algebra 2, recommended: TI-Nspire CX graphics calculator

Mathematics Grade Eleven and Twelve - IB Mathematics SL

This two-year course is designed for students who already have a general knowledge of basic mathematical concepts and who are equipped with the skills, commitment and understanding needed to apply mathematical techniques correctly.

The majority of these students will have a well-developed preparation in mathematics as they pursue future studies in areas such as psychology, medicine, business administration, economics, and chemistry. Topic areas include: advanced algebra, functions and equations, circular functions and trigonometry, exponential and logarithmic functions, 2/3D vectors, statistics and probability, sequences and series, and calculus.

All students are required to complete an internal assessment to be externally moderated by the IBO. The internal assessment, an individual math exploration, requires the students to research and investigate an area of math that excites and interests them. The exploration should display a level of math commensurate with the SL course. Students are expected to have working knowledge of a graphics display calculator (GDC).

Prerequisite: Proficiency in Algebra 2 and Trigonometry Strongly recommended: TI-Nspire CX graphics calculator

Mathematics Grade Eleven and Twelve - IB Mathematics HL

This course is designed for students who have demonstrated a high degree of mathematical insight and competence evidenced by exemplary work in previous math courses and/or standardized testing. Students entering this class usually do so with their teacher's recommendation. The expectation is that students enrolled in this course will have a strong background in mathematics and can apply it to extend their understanding to a greater depth. Students must have a genuine interest in mathematics and enjoy meeting its challenges, be driven to succeed and capable of meeting the demands of a rigorous workload.

Mathematics HL is a two-year course that prepares IB diploma candidates for future studies in areas such as physics, engineering, or similar fields where mathematics is a major or significant component of the degree program. Topic areas include: advanced algebra, mathematical induction and proofs, circular functions and trigonometry, exponential and logarithmic functions, 3D vectors, statistics and probability, sequences and series, and calculus.

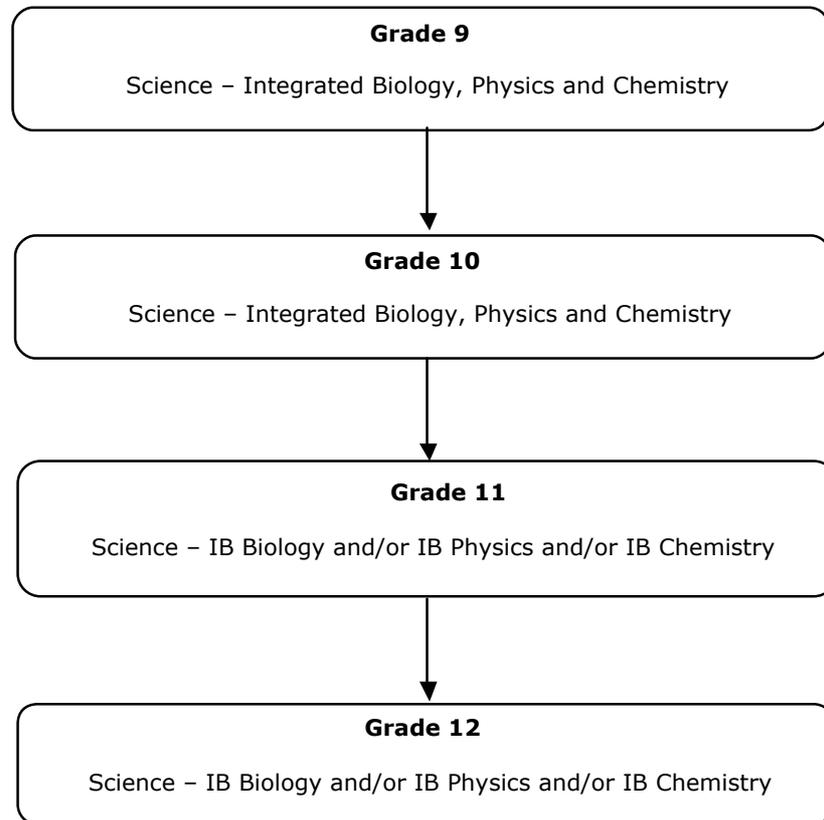
Additionally, one of the following options will be studied with significant independent work and responsibilities for the student: sets, relations and groups; discrete mathematics; series and differential equations or further statistics and probability.

All students are required to complete an internal assessment to be externally moderated by the IBO. The internal assessment, an individual math exploration, requires the students to research and investigate an area of math that excites and interests them. The exploration should display a level of math commensurate with the HL course. Students are expected to develop a high level of proficiency in the use of the graphics display calculator (GDC) to complement conceptual understanding of the major topics.

Prerequisite: High level of proficiency in Algebra 2

Strongly recommended: TI-Nspire CX graphics calculator (Can be purchased from Math Department for 810 RMB) - *As these are purchased at a lower cost from overseas sources, we can not be responsible for official tax receipts.*

High School Science



Science Grade Nine - Integrated Science (Biology, Chemistry and Physics)

Grade 9 Science is an integrated course designed to give students a strong background in biology, chemistry and physics to better prepare them for higher-level studies. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study. They learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. Units of study include: Wave Motion, Sound and Light, Atomic Structure and Bonding, Human Physiology and Homeostasis and Ecosystem Dynamics.

Science Grade Ten - Integrated Science (Biology, Chemistry and Physics)

Grade 10 Science builds upon the foundation of the integrated science course in 9th grade. Students will continue with hands-on experiments that deal with topics from biology, chemistry and physics. Students will understand how scientific models are constructed from empirical data, and how these models are used to help us understand our universe. Significant concepts include applying kinetic and collision theory to understand chemical reactions, how our understanding of genetics helps lead us to a deeper comprehension of heredity and variation, and how we can use information gathered from waves to make meaningful predictions about our expanding universe.

Science Grade Eleven and Twelve - IB Standard Level Chemistry

IB chemistry integrates theoretical, mathematical, and empirical approaches to chemistry, relating theory to equations and descriptions of chemical systems. A strong background in problem solving and mathematics is essential. The course develops manipulative and experimental skills necessary for laboratory investigations.

Prerequisites: Two years of high school science

Science Grade Eleven and Twelve - IB Higher Level Chemistry

IB chemistry integrates theoretical, mathematical, and empirical approaches to chemistry, relating theory to equations and descriptions of chemical systems. A strong background in problem solving and mathematics is essential. The course develops manipulative and experimental skills necessary to perform laboratory investigations. HL chemistry includes additional time spent on mathematical reasoning and laboratory investigations.

Prerequisites: Two years of high school science

Science Grade Eleven and Twelve - IB Standard Level Physics

IB Physics integrates theoretical, mathematical, and empirical approaches to physics, relating theory to equations and descriptions of physical systems. A strong background in problem solving and mathematics is essential. The course develops manipulative and experimental skills necessary to perform laboratory investigations. Students will study each area of physics in some detail, including mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic and nuclear physics, and energy production.

Science Grade Eleven and Twelve - IB Higher Level Physics

IB HL Physics is designed for students who plan to pursue university studies in science, engineering, or math. The curriculum integrates theoretical, mathematical, and empirical approaches to physics, relating theory to equations and descriptions of physical systems. A strong background in problem solving and mathematics is essential, including the ability to manipulate the variables in various formulae algebraically without values. It is also necessary to have the skill to reason abstractly. The course develops manipulative and experimental skills necessary to perform investigations. HL Physics includes mathematical reasoning, and explores the topics covered in standard level at a greater depth, including quantum physics, electromagnetic fields, and electromagnetic induction.

Science Grade Eleven and Twelve - IB Biology Standard Level

This course includes core biological concepts dealing with cellular theory, molecular biology, genetics, cellular respiration, photosynthesis, human physiology, evolution, ecology and conservation. This content will be taught alongside 40 hours of rigorous practical work designed to show competence in scientific problem solving and manipulations. In their senior year, students in both SL and HL IB science courses will complete one research project in which they will combine with students from other science disciplines.

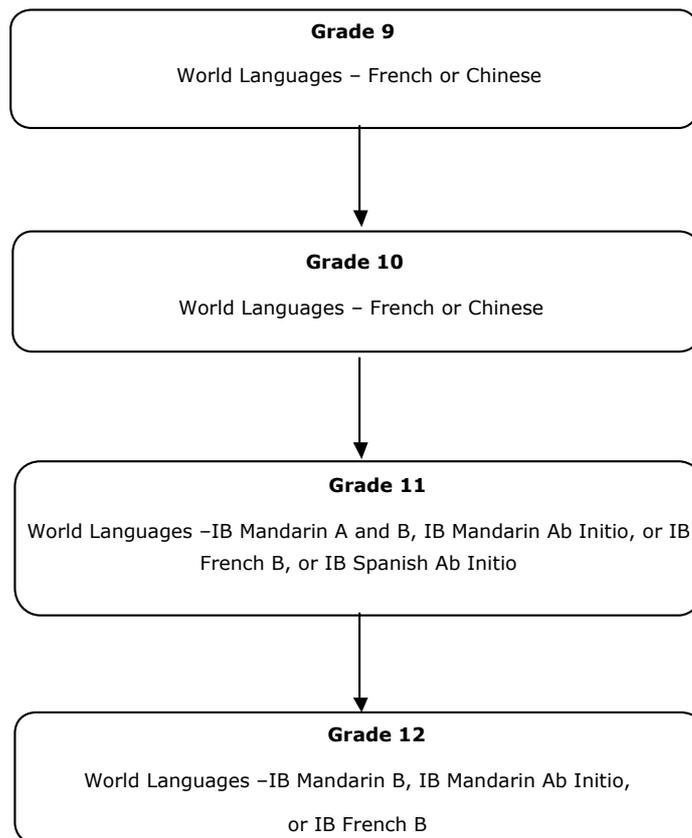
Prerequisites: Two years of high school science

Science Grade Eleven and Twelve - IB Biology Higher Level

This course includes biological concepts dealing with cellular theory, molecular biology, genetics, human physiology, nucleic acids, cellular respiration, photosynthesis, plants, evolution, ecology and conservation. Higher-level students will undergo a more in-depth treatment of the human physiology covered in the standard-level course. This content will be taught alongside 60 hours of rigorous practical work designed to show competence in scientific problem solving and manipulations. In their senior year, students in both SL and HL IB science courses will complete one research project in which they will combine with students from other science disciplines.

Prerequisites: Two years of high school science

High School World Languages



High School Chinese

The high school offers courses in Chinese for students from absolute beginners to native speakers. These courses are designed to prepare students for IBDP Chinese program in Grade 11.

The CAL program (Chinese as an Additional Language) is designed to focus on developing proficiency in the four skills of listening, speaking, reading and writing. As an academic subject, the four skills are equally important to lead the students to further academic study in Chinese. Nurturing an understanding of and appreciation for Chinese culture is also an integral feature of the program.

The Chinese Heritage B program is for students who have some proficiency in Chinese due to innate factors such as family background, previous formal school

programs, or other intensive experiences with Chinese. This program recognises the special features of this learning subgroup and caters instruction to round out their communicative and literary Chinese education.

The Chinese Language A program is designed for students who are native speakers, have full oral proficiency and maintain the cultural norms of their heritage. Courses at this level introduce reading, advanced forms of writing and Chinese literature. We aim to place students in classes with peers of like abilities in order to ensure that they are offered the most appropriate challenge.

Grade Eleven and Twelve - IB Chinese Ab Initio

Ab Initio Mandarin Chinese is an intensive two-year course designed for students with little to no experience in Mandarin Chinese and who are interested in studying Chinese language and culture. The study of the language through texts and themes serves as a platform to enhance the student's intercultural understanding, a key focus of the course. The course enables students to achieve communicative competence in a variety of everyday situations and provides them with increased familiarity with elements of Chinese culture. Reading and writing are the core requirement of the course, although listening and speaking are also assessed. All four of these communication skills are integrated into instruction and assessment within each unit. Written and spoken communication is assessed through internal assessment (in school) and external (IBO) assessment.

Grade Eleven and Twelve - IB Chinese B Standard Level

IB Chinese B SL is designed for students with some previous learning of Chinese language and culture. The course is conducted exclusively in Mandarin. Through discussion, analysis and comparison of social issues across cultures in the target language, students further enhance their communicative competence and intercultural understanding. Students will be exposed to a variety of writing styles such as narratives, journals, news reports, interviews, and advertisements. By the end of this course, students will be able to communicate their viewpoints and engage in deeper conversations. Students will also develop an awareness of, and sensitivity to, some elements of the Chinese culture.

Grade 11 and 12 - IB Chinese B Higher Level

IB Chinese B HL is designed for students with ample previous learning of Chinese language and culture. The course is conducted exclusively in Mandarin. Through discussion, analysis and comparison of social issues across cultures in the target language, students further enhance their communicative competence and intercultural understanding. Students will be exposed to a variety of writing styles such as narratives, journals, news reports, interviews, debates, speeches and advertisements, etc. The curriculum centres on topics in social studies, culture and literature. By the end of this course, students will be able to communicate their viewpoints and engage in deeper conversations with near native expressions. Students will also develop an awareness of, and sensitivity to, various elements of the Chinese culture.

Grade Eleven and Twelve - IB Chinese A Standard Level and Higher Level

IB Chinese A Language and Literature is designed for students who have experience using Chinese in an academic context. The emphasis of the course is

to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. Key aims of this course include encouraging students to question the meaning generated by language and texts, to help students focus closely on the language of the texts they study, and to become aware of the role of each text's wider context. By the end of the course, students will have developed skills in analysis applied to both literary and non-literary texts.

IB Spanish Ab initio

For the 2016-2017 academic year SIS will offer IB Spanish at the Ab Initio level, to students in grade 11 and 12, as an online Pamoja course. This course will incur no additional charges and will be placed in the time table as regularly scheduled class. They will receive additional onsite support from a qualified Spanish IB teacher.

Ab initio Spanish is a two-year course designed for students with little to no experience in Spanish and who are interested in studying Spanish language and culture. The study of the language through texts and themes serves as a platform to enhance the student's intercultural understanding, a key focus of the course. The course enables students to achieve competence in a variety of everyday situations and provides them with increased familiarity with elements of culture in Spanish speaking countries. Reading and writing are the core requirement of the course, although listening and speaking are also assessed. All four of these communication skills are integrated into instruction and assessment within each unit. Written and spoken communication is assessed through internal assessment and in external (IBO) assessment.

High School French

FAL (French Additional Language)

The high school offers courses in French designed to meet the needs of students with various backgrounds, and focus on developing proficiency in the five skills of presentational reading and speaking, Interpretive writing and listening and interpersonal communication. Nurturing an understanding of and appreciation for French and francophone culture is also an integral feature of the program. Students will be exposed to authentic tasks to help them learn the language in a practical way. The program culminates in Grade 11 and 12, where students may study IB French B at either standard or higher level. Courses at this level introduce more French literature, reading, and advanced forms of writing. Students are placed in French classes with peers of like abilities to ensure that they are offered the most appropriate challenge in order to reach the highest degree of fluency possible.

French Heritage B

The French Heritage B program is for students who have some proficiency in French due to innate factors such as family background, previous formal school programs, or other intensive experiences with French. This program recognizes the special features of this learning subgroup and caters instruction to round out their academic communicative and literary French education.

High School French Native Speaker Program (CNED)

The High school offers courses in French for native French speakers up to grade 10. French courses are designed to focus on further developing proficiency in the main skills of reading, writing and language conventions. The program is a complete course following the French National Curriculum. Students explore various pieces of classical and contemporary literature through a variety of text formats ranging from poetry to plays, novels and short stories. The main focus of the course is to learn and apply the techniques of written and oral text analysis.

Grade Eleven and Twelve - IB French B Standard Level

IB French B SL is designed for students with some previous learning of French language and culture. The course is conducted exclusively in French. Through discussion, analysis and comparison of social issues across cultures in the target language, students further enhance their communicative competence and intercultural understanding. Students will be exposed to a variety of writing styles such as narratives, journals, news reports, interviews, and advertisements. By the end of this course, students will be able to communicate their viewpoints and engage in deeper conversations. Students will also develop an awareness of, and sensitivity to, some elements of the French culture.

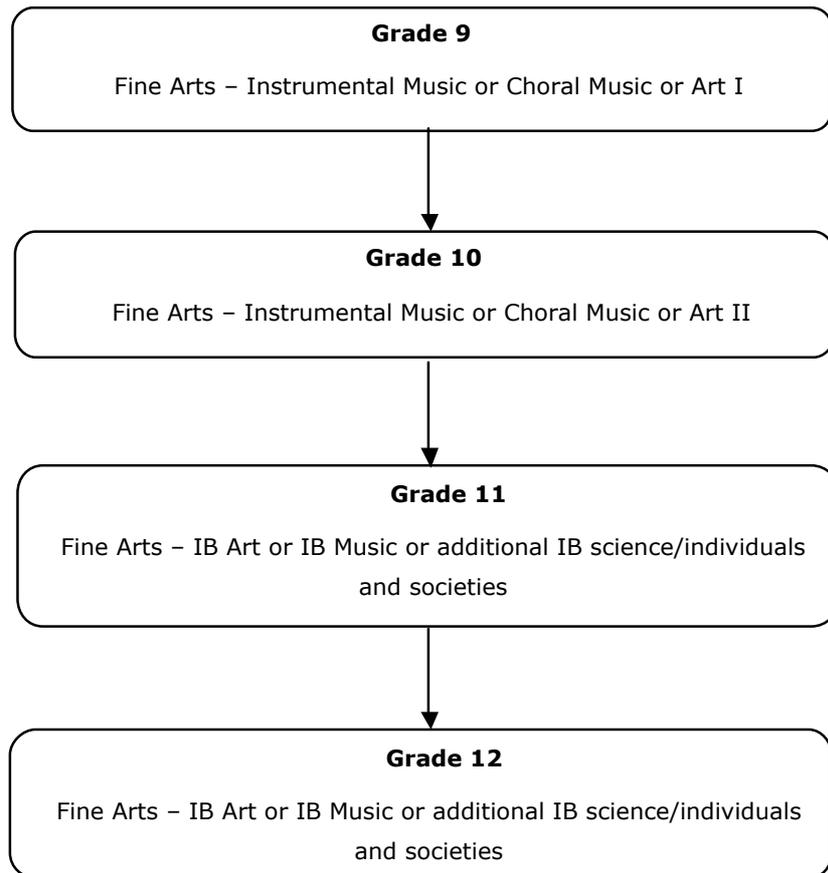
Grade 11 and 12 - IB French B Higher Level

IB French B HL is designed for students with ample previous learning of French language and culture. The course is conducted exclusively in French. Through discussion, analysis and comparison of social issues across cultures in the target language, students further enhance their communicative competence and intercultural understanding. Students will be exposed to a variety of writing styles such as narratives, journals, news reports, interviews, debates, speeches and advertisements, etc. The curriculum centres on topics in social studies, culture and literature. By the end of this course, students will be able to communicate their viewpoints and engage in deeper conversations with near native expressions. Students will also develop an awareness of, and sensitivity to, various elements of the French culture.

High School German

The high school offers after school courses in German for native German speakers. German courses are designed to focus on further developing proficiency in the main skills of listening, reading, writing, and speaking. Nurturing an understanding of and appreciation for German culture, history and society is also an integral feature of the program.

Fine Arts



Grade Nine – Art I Foundations

Art I is an introductory class for students to learn about the elements of art and the principles of design. The course focuses on design concepts and terminology, and provides technical skills in drawing, painting, sculpture, graphic design, and printmaking. Students will explore the work of major artists and art movements. In art I, students will complete projects in a variety of two and three dimensional media. Students will use a sketchbook and computer devices to document their art process and idea generation which will be worked on both inside and outside of class.

Grade Ten – Art II

Art II is a studio course which builds upon the knowledge acquired in art 1. Students will experiment further with a variety of media in both two and three

dimensional projects and will delve further into the study of art history and aesthetics. In art II, students will concentrate on drawing, design, advanced painting techniques, as well as sculptural projects. Students will use a sketchbook to follow the art process of investigation and idea generation which will be worked on both inside and outside of class. This class embraces a broad world view of art and prepares students for IB art.

Grade Eleven and Twelve - IB Art Standard Level

The IB Visual Arts curriculum is designed to empower students to be artists and to learn behaviors that encourage and challenge artistic growth. Students research and record their process using the visual art journal to spur individual inquiry and investigation. This course provides students to look at a range of artists and artwork within a cultural context. Through analysis, critique, and interpretation students deconstruct artworks from various cultures and eras. Students are introduced to explore and acquire skills, techniques, and processes in making 2D, 3D, lens-based, electronic and screen-based artwork.

This is a two-year endeavor that begins in year 11 and results in an extensive visual art journal, portfolio, and exhibition. There are three parts to the IB Art examination:

- The Comparative Study: 10-15 screens
- Process Portfolio: 9-18 pages/screens submitted
- The Exhibition with a written rationale: 4-7 artworks, exhibition text and a curatorial rationale of max 400 words.

Students enrolled in this course are required to spend a lot of time working independently and should have a strong background in art.

Grade Eleven and Twelve - IB Art Higher Level

The IB Visual Arts curriculum is designed to empower students to be artists and to learn behaviors that encourage and challenge artistic growth. Students research and record their process using the visual art journal to spur individual inquiry and investigation. This course provides students to look at a range of artists and artwork within a cultural context. Through analysis, critique, and interpretation students deconstruct artworks from various cultures and eras. Students are introduced to explore and acquire skills, techniques, and processes in making 2D, 3D, lens-based, electronic and screen-based artwork.

This is a two-year endeavor that begins in year 11 and results in an extensive visual art journal, portfolio, and exhibition. There are three parts to the IB Art examination:

- The Comparative Study: 10-15 screens & 3-5 screen comparing own work
- Process Portfolio: 13-25 pages/screens submitted
- The Exhibition with a written rationale: 8-11 artworks, exhibition text 500 characters with each art work and a curatorial rationale of max 700 words

Students enrolled in this course are required to spend a lot of time working independently and should have a strong background in art.

Grade Nine and Ten – Instrumental Music

The Instrumental music program at Shekou International School is a performance-based course for high intermediate and advanced musicians in 9th and 10th grades who have at least two years of experience on a band or string instrument. This course is designed to help students interested in instrumental music to enhance their skills in the areas of aural development, musical literacy, interpretation and appreciation of differing styles and genres with an emphasis on development of advanced instrumental technique. Music selections will explore a variety of musical styles to include classical, jazz to pop. Students are expected to practice and prepare music outside of class time using Smart Music.

Co-curricular participation in performances throughout the school year is an expectation and is an integral part of the music program. Students are encouraged to own their instruments. If a student does not own an instrument, instruments can be provided from school.

Note: Guitar and Piano are not taught in this course.

Grade Nine and Ten – Concert Choir

The Concert Choir is a mixed voice choir open to all grade nine and ten students who are interested in learning individual and ensemble vocal skills. Students do not need prior singing experience as the course is designed to provide students of any level skills and confidence in singing. However, students will learn music theory fundamentals, sight-reading, vocal health, and performance skills through vocal exercises and performance of music in many different styles. Assessment is based on in-class performance, written assessments, individual vocal assessments, SmartMusic assessments, and out-of-class performances at rehearsals and concerts. The HS Concert Choir will perform several times a year and attendance at performances and related rehearsals are a required component of the class.

Grade Eleven and Twelve - IB Music Standard Level

The IBO music program is designed to give students the opportunity to explore and enjoy the diversity of music throughout the world, encourage students to develop perceptual skills, enable students to develop their musical knowledge through performance, analysis of musical cultures and history, and assist them to develop their potential as musicians.

Musical Literacy

Students will develop a deep understanding of the fundamentals of music theory and apply this to the analysis of structural elements of music.

Music Perception

Students will learn to understand, appreciate, and analyze music from a wide variety of cultural and historical contexts. In addition, there is a listening paper exam at the end of the course of study which assesses the students overall knowledge of class concepts.

Creating and Reflection

Students at IB SL will reflect in writing and during in-class discussions. Composition is taught to SL students as a periphery skill to assist in music theory and form analysis.

Performance Skills

Students will perform to best of their ability on their specific instruments or voices. Solo performance is 50% of the students assessment at SL. Students will prepare 15 minutes of recorded recital pieces to be submitted to IB at the end of the program. Students at the standard level will choose to demonstrate music performance skills through either instrument or vocal performance. Consistent individual practice is integral to success in this component, and students are encouraged to seek private instruction on their voice or instrument.

Musical Investigation

Students will complete the wide variety of assessment components required by IBO, such as the Musical Investigation. Essay writing is an integral part of this course. Students will be required to complete individual research for a musical investigation. The IB Music Guide is to be used as a reference for further details about the MLI paper.

Grade Eleven and Twelve - IB Music Higher Level

IB Music HL is a course suitable for a student who is an advanced music student and/or may wish to pursue music at university level. The IBO music program is designed to give students the opportunity to explore and enjoy the diversity of music throughout the world, encourage students to develop perceptual skills, enable students to develop their musical knowledge through performance and composition, and assist them to develop their potential as musicians. Creating(composition) is an additional required component for HL students beyond the requirements for the standard level IB.

Musical Literacy

Students will develop a deep understanding of the fundamentals of music theory and apply this to the analysis of structural elements of music.

Music Perception

Students will learn to understand, appreciate, and analyze musical expression from a wide variety of cultural and historical contexts. In addition, on the listening paper exam at the end of the course of study, HL students are required to answer additional questions beyond those required of SL students.

Creating and Reflection

Students at IB HL will reflect in writing and during in-class discussions. In addition, composition is a required component for students at this level. The IB Music Guide provides more detail as to the requirements for composition submissions.

Performance Skills

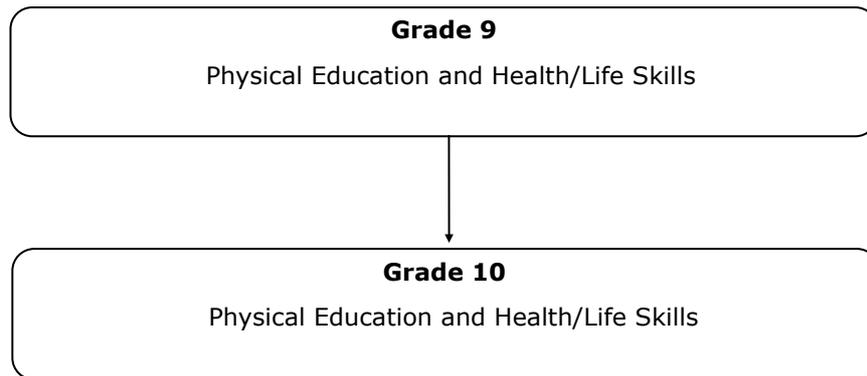
Students will perform with exemplary ability on their specific instruments or voices. Solo performance is a required component of HL. Students will prepare 20 minutes of recorded recital pieces to be submitted to IB at the end of the program. Students at Higher Level will choose to demonstrate music performance skills through either instrument or vocal performance. Consistent individual practice is integral to success in this component, and students are encouraged to seek private instruction on their voice or instrument.

Musical Investigation

Students will complete the wide variety of assessment components required by IBO, such as the Musical Investigation. Essay writing is an integral part of this course. Students will be required to complete individual research for a musical

investigation. The IB Music Guide is to be used as a reference for further details about the MLI paper.

High School Physical Education and Health/Life Skills



High School Physical Education

Grade nine and ten physical education courses are designed to encourage students to feel comfortable participating in a variety of lifetime physical activities. Students are trained to gauge their physical fitness by participating through a year long fitness evaluation. One quarter of HS PE is devoted to fitness workouts and assessment.

Over the course of the rest of the year, students learn a variety of physical pursuits that encompass more organized sports and activities, including team and individual sports. These areas allow students to focus on skill development and activity strategies. In turn these skills build confidence in any social setting that involves physical activity, leading to an active and healthy lifestyle.

The main learning objectives in HS PE are to inspire an enthusiastic attitude toward lifetime activity; increase the ability to work together cooperatively towards a common goal; foster social growth, sportsmanship, nurture individual confidence and to expand and refine knowledge of factors affecting personal activity.

HS Life Skills

The Life Skills curriculum is designed to enhance awareness, understanding, and knowledge of leading an overall healthy lifestyle. Students participate in a spiraling curriculum that concentrates on five major areas: self-awareness, stress management, nutrition, risky behaviors, and human growth and development. The curriculum challenges students by creating, practicing, and choosing positive habits as they continue to develop their emotional intelligence.

The key emphasis of life skills is on students leaving with the overall concept that making informed choices and decisions will benefit their life quality not only in the present but throughout their entire lives.

Grade 9 Life Skills

In ninth grade life skills, students continue to expand on their prior learning from grade eight. Students will explore in more depth the five health focused topics: self-awareness, stress management, nutrition, risky behaviors and human growth and development. This class stresses subject area content that applies to the relevance of the student's daily life, and the challenges associated with teens. Students will investigate health-enhancing behaviors by applying the concepts of effective communication, self-management, and decision making skills to current critical issues in health.

Grade Ten Life Skills

The grade ten life skills curriculum is designed to enhance awareness and knowledge of making healthy lifestyle choices. Students participate in a spiraling curriculum that concentrate on five reporting areas. Students receive instruction in self awareness, stress management, nutrition, risky behaviors, and human growth and development. The curriculum challenges students to develop their emotional intelligence by emphasizing healthy choices as well as encouraging them to practice positive habits. The key emphasis of the life skills class is that students leave with the enduring understanding that they will be responsible to make informed choices and decisions in their life. Additionally, students will understand that their actions will affect their life (and the lives of others) now and throughout their entire lives.

Other High School Classes

STEAM

Grade 9 and 10 students will engage in a project based applied science, math and arts course. In this course students will explore what it means to be an engineer and make use of the engineering design and iteration process to solve problems. The will explore engineering projects related to many fields of engineering such as: Mechanical, Computer, Electronics, Environmental, Architecture and Robotics. STEAM is a semester long course.



High School International Baccalaureate Diploma (IB) Programme

The international Baccalaureate Diploma Programme is portrayed in the shape of a sphere, with six academic areas surrounding the core. Over the course of the final two years of high school, students follow a liberal arts curriculum, with equal emphasis on the humanities and the sciences.

Diploma candidates are required to select 6 academic subjects. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses comprise 240 hours of instruction, and SL courses require 150 hours. In this way, students are able to explore some subjects in depth and some more broadly over the two-year period; this is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others.

The curriculum ensures that the science-oriented student is challenged to learn a world language and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing higher-level concentrations allows the student to pursue areas of personal interest and to meet the requirements for admission to the university of his or her choice.

SIS IB Courses:

Group	Subject Choices
1: Studies in Language and Literature	English Language and Literature; Mandarin Language and Literature Native Language Self-Study Literature
2: Language Acquisition	English; French; Mandarin; Spanish
3: Individuals and Societies	Business and Management; Economics; Psychology
4: Sciences	Biology; Chemistry; Physics
5: Mathematics	Math Studies; Math SL; Math HL
6: The Arts	Music, Visual Art

Course Selection

In consultation with their parents, teachers, IB coordinator and high school counsellor, students select a program of IB studies toward the end of their sophomore year. Most students select one course from each group. If, however, a student prefers to take a second course from groups 3 or 4, he or she may substitute this course for an arts course in group 6. Note that not all combinations may be possible under the current schedule. In addition to the above courses, all SIS juniors and seniors participate in the following IB core program:

IB Core

At the core of the IB Diploma Programme (IBDP) of Studies are Creativity, Activity and Service (CAS); the Extended Essay (EE) and Theory of Knowledge (TOK). In order to ensure that these fundamental pillars of the IBDP are sufficiently accomplished, SIS uses the IB Core Period. In addition, SIS also utilises this period to purposefully navigate the college applications process. Essentially, on a rotational basis across the entire two-years of the IBDP, students focus their time on each of these vitally important areas thereby ensuring quality outcomes in these components of the IBDP and the college application process. An overview of each IBDP component is given below.

Grade Eleven IB Core: Theory of Knowledge (TOK), Extended Essay and Creativity, Activity and Service

All SIS students are required to successfully complete the Theory of Knowledge (TOK) IB course. TOK attempts to make connections between all aspects of the programme: the six subject groups, CAS (Creativity, Activity, and Service) and the Extended Essay. Throughout the course, students explore what constitutes knowledge and truth, the various ways of knowing and examine areas of knowledge. Students will complete one of their formal IB assessments at the end of Year 1, the TOK presentation on a chosen knowledge question. The IB studies component revolves around preparing students for the extended essay and supporting their planning of CAS activities.

Grade Twelve IB Core: Theory of Knowledge (TOK), Extended Essay and Creativity, Activity and Service

The second year of TOK continues to explore all areas of knowledge (natural sciences, mathematics, human sciences, the arts, history, religious knowledge systems, indigenous knowledge systems and ethics). Students continue their evaluation of knowledge questions within real life situations. Students complete their TOK essay at the end of the first semester, responding to one of six prescribed titles. The second semester of the class is devoted to additional time needed for HL subjects.

Grade Eleven and Twelve - Extended Essay (EE)

The Extended Essay is a graduation requirement for all SIS IB Diploma students. For details, please refer to the Extended Essay section in the IB chapter of this document.

Creativity, Activity, Service (CAS)

Students in grade 11 and 12 are involved in the Creativity Activity Service (CAS) as part of the IB Diploma Programme. The CAS program emphasises the importance of life outside the world of scholarship, providing a counterbalance to the academic focus of a demanding school program. Participation in theatre productions, sports, community service, and other activities encourages young people to share their energies and special talents while developing awareness, empathy, and the ability to work cooperatively with others. Students are required not only to participate in a range of activities beyond the classroom but to demonstrate their learning in each of the eight CAS learner outcomes. The main way students demonstrate the eight learner outcomes is through a minimum of four projects of at least a semester in length and six - eight smaller projects/activities. One of the major projects/activities is to be a group activity that students initiate and implement. These activities/projects are to be balanced between the three main areas of CAS (creativity, activity and service). For more information on the CAS programme and requirements, please refer to the CAS Handbook and contact the CAS coordinator, Mr. Charles Tetreault (ctetreault@sis.org.cn).

Extended Essay (EE)

Diploma candidates and all SIS graduates, are required to undertake independent original research and write an extended essay of some 4000 words. This project offers the opportunity to investigate a topic of special interest within the six subject areas and to further develop independent research and writing skills. The essay is written under the supervision of a faculty member. Students

begin their research in the second semester of grade 11 and submit the final essay in the fall of their final year. Students will receive support for the Extended Essay in IB Studies class. IB diploma candidates will have their EE assessed by an external IB examiner. For those students sitting only for IB certificates or a HS diploma, the supervisor will determine pass/fail results based on the IB criteria.

Assessment

IB Diploma students receive two sets of grades, one from the school, and another one from IBO. IB students' school grades are determined wholly by their teachers and are issued in June, following SIS assessment practices. These grades are recorded on students' official school high school transcripts.

IB students are also awarded grades by the IBO. IBO grades are determined by external examiners and include both final exam grades and results of internal assessments made by their subject teachers. Final exams take place in May of the senior year. Final IB grades are issued on July the 6th. Students may obtain their IB grades online, using their personal IB PIN numbers. Their PIN is available from the IB coordinator after registration in their senior year. Students may also request that the IBO forward their IB grades directly to the universities of their choice by applying to the IB coordinator in advance.

Anticipated and Predicted Grades

Anticipated grades are generated and updated by subject teachers for the purpose of indicating a student's possible final IB score at key points during the IB Diploma Programme, based upon performance to date.

Anticipated grades will be generated and reported at the following times across the two years of the IB Diploma:

1. semester 2 report card of the Junior Year
2. semester 1 progress report of the Senior Year
3. semester 1 report card of the Senior Year
4. semester 2 progress report of the Senior Year

These anticipated scores may be reported to colleges and universities if required.

Predicted grades are generated by subject teachers for the purpose of informing the IB of a student's possible final IB score. These scores will be submitted to the IB in April of the Senior year.

For more detailed information regarding the IBDP, please refer to the SIS website, and to the International Baccalaureate Organization.

Sample High School Student Time tables

Grade 9

	08:00	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Mon	09 Band Ms V Coetzee 08:15 - 09:35		09A Science Mr. A Brice 09:40 - 11:00	09A Physical Eduaction Mr B III 11:15 - 12:35			09A Life Skills Mr B III 13:55 - 15:15	
Tue	09 Mandarin as an Additio Ms YT Cao 08:15 - 09:35	09A Geometry Ms. A Michaels 09:40 - 11:00		09A Social Studies Mr N Lill 11:15 - 12:35			09A English Ms C Dowty 13:55 - 15:15	
Wed	09A Science Mr. A Brice 08:15 - 09:35	09A Physical Eduaction Mr B III 09:40 - 11:00		09A Life Skills Mr B III 11:15 - 12:35			09 Band Ms V Coetzee 13:55 - 15:15	
Thu	09A Geometry Ms. A Michaels 08:15 - 09:35	09A Social Studies Mr N Lill 09:40 - 11:00		09A English Ms C Dowty 11:15 - 12:35			09 Mandarin as an Additio Ms YT Cao 13:55 - 15:15	
Fri	09A Physical Eduaction Mr B III 08:15 - 09:35	09A Life Skills Mr B III 09:40 - 11:00		09 Band Ms V Coetzee 11:15 - 12:35			09A Science Mr. A Brice 13:55 - 15:15	

Grade 10

	08:00	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Mon	10 Choir Mr R Krebs 08:15 - 09:35		10B Life Skills Mr B III 09:40 - 11:00	10B Social Studies Mr C Tetreault 11:15 - 12:35			10B Algebra Mr. A Gibson 13:55 - 15:15	
Tue	10 Mandarin as an Additio Ms YT Cao 08:15 - 09:35	10A Science Mr. A Brice 09:40 - 11:00		10B English Ms J Bacigalupo 11:15 - 12:35			10A Physical Education Mr B III 13:55 - 15:15	
Wed	10B Life Skills Mr B III 08:15 - 09:35	10B Social Studies Mr C Tetreault 09:40 - 11:00		10B Algebra Mr. A Gibson 11:15 - 12:35			10 Choir Mr R Krebs 13:55 - 15:15	
Thu	10A Science Mr. A Brice 08:15 - 09:35	10B English Ms J Bacigalupo 09:40 - 11:00		10A Physical Education Mr B III 11:15 - 12:35			10 Mandarin as an Additio Ms YT Cao 13:55 - 15:15	
Fri	10B Social Studies Mr C Tetreault 08:15 - 09:35	10B Algebra Mr. A Gibson 09:40 - 11:00		10 Choir Mr R Krebs 11:15 - 12:35			10B Life Skills Mr B III 13:55 - 15:15	

Grade 11

Grade 12

Shekou International School High School Program of Studies

	08:00	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Mon		IB2 Chemistry HLB Mr. A Brice 08:15 - 09:35	IB2 English A SL Ms J Bacigalupo 09:40 - 11:00	IB2 Mandarin Ab Initio A Ms YT Cao 11:15 - 12:35			IB2 Biology HLA Ms. A Michaels 13:55 - 15:15	
Tue		TOK2B Mr N Lill 08:15 - 09:35	IB2 Psychology HL Mr N Lill 09:40 - 11:00	IND2 H Mrs L Elliott 11:15 - 12:35			IB2 Mathematics SL Mr. A Gibson 13:55 - 15:15	
Wed		IB2 English A SL Ms J Bacigalupo 08:15 - 09:35	IB2 Mandarin Ab Initio A Ms YT Cao 09:40 - 11:00	IB2 Biology HLA Ms. A Michaels 11:15 - 12:35			IB2 Chemistry HLB Mr. A Brice 13:55 - 15:15	
Thu		IB2 Psychology HL Mr N Lill 08:15 - 09:35	IND2 H Mrs L Elliott 09:40 - 11:00	IB2 Mathematics SL Mr. A Gibson 11:15 - 12:35			TOK2B Mr N Lill 13:55 - 15:15	
Fri		IB2 Mandarin Ab Initio A Ms YT Cao 08:15 - 09:35	IB2 Biology HLA Ms. A Michaels 09:40 - 11:00	IB2 Chemistry HLB Mr. A Brice 11:15 - 12:35			IB2 English A SL Ms J Bacigalupo 13:55 - 15:15	
Fri		IB1 French B SL Ms S Delaporte 08:15 - 09:35 B2-107	IB1 Business HL Mr D Vithayathil 09:40 - 11:00	IB1 English A HL Ms C Dowty 11:15 - 12:35			IND1 G Mrs L Elliott 13:55 - 15:15	