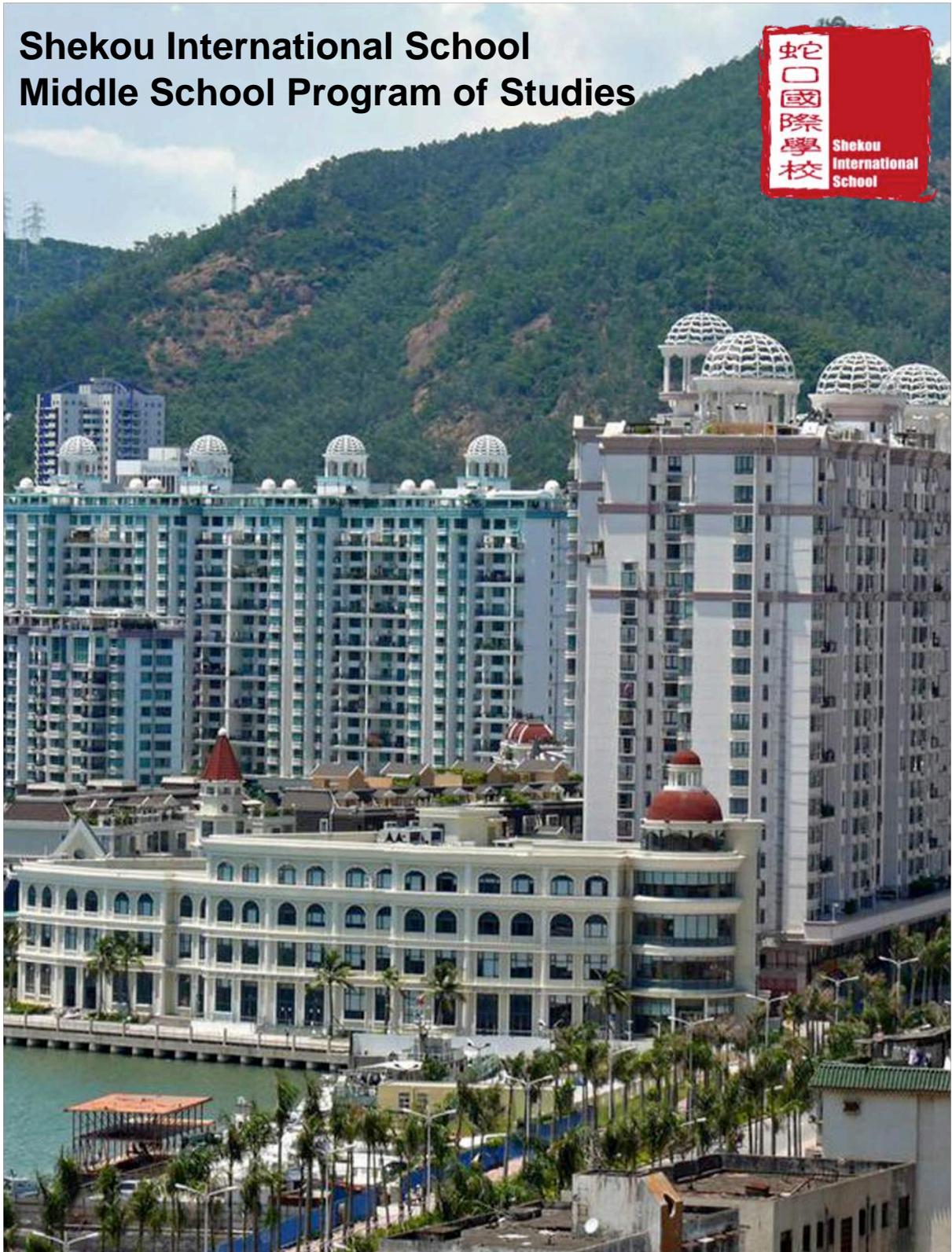


Shekou International School Middle School Program of Studies



Introduction

At Shekou International School's (SIS) Middle School, we are proud to share with you some of the teaching and learning taking place at our Bayside campus every day.

Students in the Middle School enjoy a challenging academic curriculum, fostering a love of learning, and enhancing a feeling of self-worth. Middle school students have the opportunity to explore a variety of core subjects and follow their interests through electives, as well as the rich after school activity and 'Classrooms Without Walls' programs. SIS Middle Schoolers use technology as a learning tool to work collaboratively, think critically about the world around them and to communicate effectively with others.

The middle years are a time of great growth, and the talented and dedicated SIS staff work in partnership with parents to ensure that our students maximize their potential in both their academic and social/emotional development at this crucial time.

I hope that through this document, you will get a sense of the increasingly sophisticated thinking and learning our students are involved in at the SIS Middle School.

Michael Livingston
Middle and High School 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.



SIS Expected School-Wide Learning Results (ESLRS)

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
- Analyze, synthesize, 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

Support Services

As indicated in admissions documents, SIS may not be able to adequately provide for special needs students; specialized 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 enrollment, or at any time after enrollment.

English Language Learners (ELLs) in Middle School

SIS follows the Sheltered Immersion Method (SIM) with regard to English language development. All students in MS attend all core subject classes; an EAL (English as an Additional Language) teacher comes into these classes to give extra, targeted language support.

EAL support teachers collaborate with subject area teachers and each other to plan and support language acquisition. In this way, teaching is differentiated for ELLs and student learning is maximized.

ELLs receive language support differently at each grade level; however, an intermediate to high level of English language proficiency is required before a student is admitted to grades 6-8.

EAP (English for Academic Purposes) Class

In grades seven and eight, ELLs attend an EAP class. This class is for ELLs who require a high level of language support to develop their English literacy needs. It also focuses on learning and using the academic language needed for the different core subjects. The EAP class is delivered in the context of core subject standards and benchmarks with a focus on building and reinforcing reading, writing, listening, speaking, research, and other essential skills that support student learning within SIS' rigorous curriculum. Placement in EAP is through teacher referral or it is decided upon admittance to SIS and may replace an elective class for the year. ELLs also receive support in their core subject classes within a sheltered immersion model.

Counseling Program

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Through a comprehensive developmental school counseling program, counselors work as a team with school staff, parents and the community to create a caring, supportive climate and atmosphere whereby young adolescents can achieve academic success. The SIS Middle School counselor enhances the learning process and promotes academic achievement. Middle school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community.

The SIS Middle School Activities Program

In the pursuit of creating balanced lifestyles, SIS provides opportunities for middle 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 two middle school sports conferences in our local region: Southern Delta Regional Conference (SDRC) and Pearl River Conference (PRC). Within these two conferences, SIS participates in four core sporting seasons: soccer, touch rugby, volleyball, and basketball. Where possible, each season lasts approximately eight weeks and culminates in a tournament with other international schools in close proximity to Shekou. Although badminton, cross country, tennis, and swimming are offered, these are more informal seasons. Middle school students also have the opportunity to participate in the golf tournament that is currently hosted by SIS each year.

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 Math Olympiad.

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 center, digital photography club, book club, instrumental ensemble, table tennis club, environmental club, middle school student council, aerial silks, chess club, and the middle 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 up to grade 3 have access to shared devices in their classrooms while students from grade 4 onwards 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 visit www.sis-shekou.org/innovation.

Advisory Program

The advisory program at SIS fosters a rigorous and supportive learning environment where each and every student 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 socially, emotionally, and academically as individuals and within a small, caring learning community.

Advisory groups meet on four of the eight days of the schedule for 40 minute periods. Our Advisory program (sometimes known as homeroom or tutor groups in other schools) is structured around four learning blocks; Global Citizenship,

Small Learning Community, the Innovative learner (AMPed) and an Assembly period. Advisory at SIS is an integral part of our school, with a strong focus on pastoral care, communication and relationship building.

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 persona a student approaches with an issue.

This year SIS is excited to introduce a new program into our advisory curriculum, as the MS will implement Learning Innovation Day as one day in the advisory cycle. Students will embark on a project that demonstrates Autonomy, Mastery and Purposeful Education (AMPed). During AMPed Project hour 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 Bayside. Reflection and discussion are both an integral part of this program and students will record their progress, challenges and successes along the way.



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.



Assessment and Reporting at SIS

The school year is divided into two semesters. Report cards are issued at the end of each semester. 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. Middle school formal assessments are issued by semester. The academic assessments in middle school focus on attainment of the learner benchmarks. The benchmarks indicate student progress toward enduring understandings in each subject area.

Students are assessed with the following criteria relative to their progress:

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

Middle School Homework Philosophy

The Purpose of Homework is to:

- consolidate, reinforce, and apply skills and concepts taught in class,
- foster independent study skills,
- serve as a vital information link between the school and the family,
- foster positive attitudes, and develop initiative, self-discipline, and responsibility towards learning.

The Nature of Homework is to:

- be developmentally appropriate and structured to meet the unique needs of each individual student,
- be achievable by all students,
- reinforce concepts taught in class and not be new material to the student,
- prepare students for subsequent instruction and begin in a teacher-assisted classroom setting and be clearly explained.

The Teacher's Responsibility for Homework is to:

- communicate the expectations and purpose of the homework, and adapt it to the individual needs and abilities of the student,
- communicate to the parents the expectations and rationale of homework as well as their role in supporting their child,
- establish a routine for organizing homework and along with the MS advisors, address and reinforce positive study habits,

- coordinate across grade levels concerning the amount of homework on a weekly basis, so that specific grades will not be over the maximum range of time,
- provide consistent assessment methods relating to homework, including specific checklists, rubrics and other forms of feedback,
- assign homework equal to approximately 10 minutes per night per grade(grade 6 x 10 minutes = 60 minutes, grade 7 x 10 = 70 minutes, grade 8 x 10 = 80 minutes).

The Student's Responsibility for Homework is to:

- communicate with teachers about homework concerns,
- record homework on a daily basis in a well-organized assignment book,
- complete homework to the best of his or her ability in a timely fashion, aware of the consequences for late work,
- with the help of parents, limit their working time to 90 minutes per night.

The Parents'/Guardians' Responsibility for Homework is to:

- provide a suitable study atmosphere that is quiet and well-lighted,
- maintain the connection between home and school through phone calls, or emails, and conferences.
- provide resources, assistance, and encouragement as needed.

Student Council (SIS MS 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 organization. The President, Vice President, Treasurer, and Secretary are elected by all students at the beginning of each school year. Each classroom will elect its own representatives who attend the Student Council meetings.

Goals for middle school STUCO

- Promote opportunities for student cooperation in the management of middle school affair.
- Act as an intermediate representative between the student body and the administration
- Provide leadership
- Be self-supporting with MS STUCO activities (dances, Spirit Week, etc.)
- Conduct yearly STUCO officer and student council elections
- Class representative(s) to serve as a liaison for class activities
- Exercise responsible decision-making

Shekou International School - Middle School Academic Pathways

Grade 6

- Math and Science - Math and Earth Science
- Humanities (language arts and social studies) Cultural Differences, Values and Beliefs
- Fine Arts - Music and Art
- Language - Chinese
- Physical Education
- Life Skills for a semester, Literacy for the other semester



Grade 7

- Math and Science - Pre Algebra and Life Science
- Humanities (language arts and social studies) Human Interactions
- Fine Arts - Music and Art
- Language - Chinese or French
- Physical Education
- Life Skills for a semester, 2 x Electives for the other semester



Grade 8

- Math and Science - Algebra 1 and Physical Science
- Humanities (language arts and social studies) Social Control and Justice
- Fine Arts - Music and Art
- Language - Chinese or French
- Physical Education
- Life Skills for a semester, 2 x Electives for the other semester

Middle School Core Subjects

Middle school students are required to take both humanities and math/science as their core subjects. Students take a humanities and a math/science class every day of the eight day cycle.

Middle School Humanities

Grade Six Humanities (Language Arts and Social Studies)

The central theme of grade six humanities is Culture: Values and Beliefs. The year begins with an examination of cultural values and beliefs and how these affect one's perspective of the world. The course explores how culture is affected by geographic features and governmental structures, as well as how it spreads through trade and personal interactions.

Language Arts

Students read and interact with a variety of texts including mythology, historical fiction, poetry and non-fiction as well as self-selected books. Effective writing styles are analyzed and practiced through the use of Reader's and Writer's Workshops. Students will write narrative, information and opinion pieces in a variety of ways. Students participate in a range of speaking and listening activities such as small group discussions, multimedia presentations, literature circles and dramatizations.

Social Studies

In social studies, students will identify and analyze the role of beliefs and values in organized societies. Through inquiry, students gather and organize relevant information in order to focus research. Students develop the skills of analyzing maps, charts and primary resources to better understand their world.

Grade Seven Humanities (Language Arts and Social Studies)

The central theme in grade seven is Human Interaction. The year begins with a look at modern identity issues and one's role in a greater society. Next, we explore historical and contemporary economic interactions and the impact they have had on cultures. The second half of the year is dedicated to examining the patterns of decay and renewal of societies in history. We end the year analyzing point of view through the study of pivotal cultural encounters.

Language Arts

Students continue to develop skills in reading comprehension as well as reading fluency. They hone written skills through a variety of genres including creative, persuasive, expository, literary analysis and research assignments. Students participate in a range of speaking and listening activities such as small group discussions, multimedia presentations, literature circles and dramatizations.

Social Studies

Students investigate the connections between the past and the present in order to understand the role that the Middle Ages has played in the development of

modern society. Students develop the skills of analyzing visual media, geographic representations and primary resources to better understand history and their world as it exists today... especially the movement of goods, ideas and cultures through trade--and the positive and negative outcomes of these interactions.

Grade Eight Humanities

Grade Eight Humanities is an integrated language arts and social studies course. Students work diligently to improve verbal and written communication skills, develop their ability to question and think critically and analytically, and examine issues that define our way of life and core beliefs. The overarching themes for the year are social justice and social control. Unit themes include knowledge and power, revolutions, man's quest for an ordered society, and the inhumanity of man.

Grade Eight Language Arts

In language arts, students practice advanced reading comprehension skills and literary analysis. The focus of writing is expository/informational, cause and effect, persuasive, research and literary analysis. During the course of the year students will read and comprehend complex literary and informational texts independently and proficiently. They will also engage in writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grade Eight Social Studies

In social studies, students develop and refine advanced research skills through various inquiry projects based on the social studies themes mentioned above. Specifically, units of study include the enlightenment, revolutions, political & economic systems and the inhumanity of man. Areas of skill development include: analyzing how governments gain, maintain, lose and transition power and understand connections between past and present events and ideas and how they impact the future.



Middle School Math/Science

The math and science program at SIS is integrated where possible, to enable students to make connections in their learning and explore the natural links between math and science.

Grade Six Earth Science

Sixth grade science introduces students to basic scientific concepts with an emphasis on earth science. Students will explore the sciences through reading, writing, discussion, activities, models, projects and laboratories. Students learn how to use basic science lab equipment followed by units on: Earth's Structure; Plate Tectonics; Thermal Heat and Energy; Weather and Climate; Ecology; Oceanography; and Astronomy.

Grade Six Big Ideas Mathematics

The sixth grade Big Ideas Mathematics program is aligned with the Common Core standards and emphasizes the following content strands: Numerical Expressions and Factors; Fractions and Decimals; Algebraic Expressions and Properties; Geometry; Ratios and Rates; Integers and the Coordinate Plane; Equations and Inequalities; Statistical Measures; and Data Collection and Analysis. By the end of grade six, students will have performed the four basic mathematical operations with whole numbers, positive fractions, positive decimals, and integers. They will also begin to solve linear equations and inequalities and calculate volume and surface area of 3D figures. During this course, students will apply their knowledge in problem solving situations and mathematical reasoning.

Grade Seven Life Science

Grade Seven students study a broad range of science curriculum with a particular emphasis on life science. Units include cell structure and function, cell processes, genetics, evolution, geological time, and the body as a machine. In addition to science concepts, students will enhance critical thinking skills, learn safe laboratory procedures and appreciate the relationship between science and health. To promote active and cooperative learning, students use a team-based approach to assimilate concepts through a variety of readings and other media, laboratory investigations, structured research and reflection tasks.

Grade Seven Mathematics

This course implements the shift in perspective from manipulative skills to a more representational curriculum that is integrated and reflects the vital nature of mathematics. Students will explore the language of algebra, geometry, and other areas of mathematics in verbal, graphical, and symbolic form. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions and to construct, draw, measure, and classify geometric figures.

Grade Eight Physical Science

The eighth grade science program focuses on physical science. Students will study fundamental topics in both chemistry and physics. The units covered include structure of matter, chemical interactions, scientific method, motion, and forces. Through these units, students will have opportunities to gain experience in carrying out a variety of laboratory exercises while developing important investigative skills in science. Grade eight science is a project based course and students will have the chance to learn important concepts by completing a variety of long term projects that will help develop students' skills in critical and analytical thinking.

Grade Eight Mathematics

This course is designed to help students learn fundamental concepts in algebra and apply them when solving problems involving real world situations. This is an algebra 1 course that prepares students for algebra II and higher level math. The topics covered include review of pre-algebra concepts such as integers and the language of algebra, expressions and equations, solving linear equations and linear inequalities, absolute values, polynomials, rational expressions, and quadratic functions. Students will also explore the application of the above topics, including solving problems involving physical models.



Middle School Languages

Each student at SIS takes a language class in middle school. Grade six students take Chinese and grade seven and eight students can choose from either French or Chinese.

Middle School Chinese

The middle school offers courses in Chinese for students from absolute beginners to those who are already fluent in the language. 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, reading and writing are important parts of the curriculum 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 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 recognizes the special features of this learning subgroup and caters instruction to round out their communicative and literary Chinese education. The Heritage A (HA) 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 involve reading advanced forms of writing and Chinese literature. Students are placed in classes with peers of like abilities in order to ensure that they are offered the most appropriate challenge.

Middle School French

The middle school offers courses in French for students who are absolute beginners to those who have already completed a year or two of study. In this course students learn the basics of practical conversation to help them communicate effectively when immersed in francophone environment. The French courses are designed to meet the needs of students with various backgrounds, and focus on developing proficiency in the four skills of reading, writing, speaking, and listening. Nurturing an understanding of and appreciation for French and Francophone culture is also an integral feature of the program.

Middle School French Native Speaker Program (CNED)

The middle school offers courses in French for native French speakers. 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 many themes through a variety of text format ranging from mythology, poetry to plays, novels and short stories.

Middle School German

The middle school offers courses in German for native German speakers as an after school option. 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.

Physical Education

Grade Six

Students in grade six will be introduced to the five common fitness components. Their knowledge will continue to develop as they use the FITT principle to assess levels of fitness, and create goals for improvement. Students will begin to be introduced to the concepts of nutrition. During the elementary years students have developed their isolated manipulative and locomotor skills. In sixth grade they will start to develop sport specific skills and team sport strategies.

Grade Seven

In grade seven physical education students demonstrate the FITT principle through a series of assessments. They continue displaying fitness components through physical experiments and activities. Students develop an enriched understanding of nutrition through connections to physical fitness. Students begin transferring sport specific skills into modified games and demonstrate a comprehensive understanding of team sport strategies through a variety of physical activities.

Grade 8

Through a personal fitness plan, grade eight physical education students utilize the FITT principle to incorporate fitness components. This plan also requires students to monitor and analyze their nutritional intake and the effect a person's diet has on activity. Students display a complete understanding of sport specific skills demonstrated through strategic decisions during modified games.



Grade Six Elective Classes

In grade six all students take a course in each of the following; life skills and literacy.

Grade Six Life Skills

The focus of the life skills courses in middle school is health and well-being. Students explore many of the changes they will experience at this stage of their development in terms of emotional, social, physical and cognitive issues. With the knowledge they gain in life skills lessons, the students are empowered to make healthy choices in their lives now and in the future.

As students transition from elementary school to middle school, life skills aims to support and equip our grade six students with further skills to be successful middle school students. Units covered in this course include, self-awareness, stress, risky behaviors and sexual health. Life skills lessons include a number of different activities to enable the students to gain knowledge and understanding of these concepts. Activities include group work, discussion, skits, written work, and self-reflection.

Grade Six Literacy Class

The grade six literacy class provides students transitioning from elementary school to the middle school, with enhanced strategies for reading comprehension and critical thinking skills. The class also aims to move each student forward and continue their development of writing skills in different genres and seeks to make connections with other subject areas and student interests.



Grade Six Fine Arts Classes

Grade six students will take both art and music for the year.

Grade Six General Art

In grade six art, students play an active role in learning color theory, drawing from life, and basic design. Students work in a variety of art materials and techniques such as painting, drawing, sculpture, printmaking, and ceramics. Emerging media and cultural contexts are also investigated, as well as art appreciation and self reflection. Students will be responsible for keeping a sketchbook that they work on during class.

Grade 6 Music

In grade six, students will have the opportunity to experience what it is like to sing in a three-part choir or learn to play a band or string instrument. Students who choose band will select an instrument to play for the whole academic year. Instrument options for band class include: flute, clarinet, alto saxophone, French horn, trumpet, trombone, baritone, or percussion. Students who choose orchestra will select one of the following to play: violin, viola, cello, or bass. Students will learn basic music fundamentals, and the technical requirements necessary to develop a quality foundation on their selected instrument. School concerts are an integral part of this course.



Grade Seven Fine Arts, Specialty and Elective Classes

Students may choose two short-course electives for one semester which focus on literacy development, STEM (science, technology, engineering and math) and/or the arts. Benchmarks for these courses are pulled from the established SIS curriculums for these subject areas.

Elective courses allow students to make a guided choice and to explore something new and interesting to them. These classes are 40 minutes in duration and focus on fewer benchmarks than core or specialty classes. Current choices include, Global Issues Network, The Stall Times, Book club, E-Motion, Art Remix and Engineering.

Grade Seven Life Skills

The life skills course continues to develop the five strands that were covered in sixth grade. Grade seven students will develop knowledge of their own self-awareness. They will continue to practice skills that result in positive stress management. Nutritional knowledge is an important skill that will be emphasized in order to enhance the wellbeing of students.. Students will continue to identify signs of risky behaviors and be coached on making positive and safe life choices. There will also be guided discussion that will focus on human growth and development.

Grade Seven Art

In grade seven, students build upon skills learned in sixth grade. This class emphasizes techniques and mediums such as basic design, color theory, perspective drawing, three-dimensional sculpture, as well as the development of the student's voice as an artist. Students are expected to keep a school provided sketchbook using the art and design process. Emerging media and cultural contexts will be explored through projects. Students will measure their progress and describe their process in reflections on their artwork.

Grade Seven Music (Band, Orchestra, and Choir)

In grade seven, students have the opportunity to sing in the choir or play in the band or the orchestra. These courses combine seventh and eighth graders, and school concerts are an integral part of the program.

Grade Seven Choir

Students in the choir enjoy singing music from diverse genres including multi-cultural folk songs, pop music, classical music as well as show tunes from Broadway or movies. The students are featured in at least three concerts throughout the year including a solo and ensemble concert, a winter holiday concert, and a spring concert. There are also opportunities throughout the year for students to perform solos or in small groups. Students also learn how to sing with improved vocal tone, good diction and to sing expressively.

Grade Seven Band

Students who love to play their woodwind, brass, or percussion instrument are encouraged to join the seventh grade band. Students are recommended to have one year playing experience prior to the beginning of this class. In this class, students will have the opportunity to collaborate as a large ensemble and perform increasingly complex and exciting music, as well as work towards highly-rewarding personal growth on students' instrument of choice.

Grade Seven Orchestra

This class is for all seventh graders who love playing the violin, viola, cello, or string bass in an orchestra. Students are recommended to have one year playing experience prior to the beginning of this class. Students with additional experience are also encouraged to enroll and will be challenged appropriately. Students will solidify their technical ability and note reading skills, learn and perform exciting syncopated rhythms, master new bow strokes, and learn to play with fuller tone. They will perform increasingly complex music in a wide variety of styles and will be challenged to play with a sense of feeling and expression.



Grade Eight Fine Arts, Specialty and Elective Classes

In grade eight students' take both visual art and music.

All grade eight students take a semester class in life skills and for a semester they may choose from short-course electives which focus on literacy development, STEM (science, technology, engineering and math) and/or the arts. Benchmarks for these courses are pulled from the established SIS curriculums for these subject areas.

Elective courses allow students to make a guided choice and to explore something new and interesting to them. These classes are 40 minutes in duration and focus on fewer benchmarks than core or specialty classes. Current choices include, Global Issues Network, The Stall Times, Book club, E-Motion, Art Remix and Engineering.

Grade Eight Art

In grade eight, students build upon what they learned in seventh grade art. This class takes an in depth approach to drawing, design principles and three-dimensional sculpture. There will be a strong emphasis on the development of ideas using a sketchbook to document the art process, build sketches, and investigate media and artists. Students will participate in class critiques and become more comfortable using art vocabulary and terms. This class prepares students for Art 1 in high school.

Grade Eight Music (Choir, Orchestra, and Band)

In grade eight, students have the opportunity to sing in the choir or play in the band or the orchestra. These courses combine seventh and eighth graders, and school concerts are an integral part of the program.

Grade Eight Choir

This is an opportunity for students who love singing and performing in a three to four part choir and are keen to further develop their vocal and performance skills. Students perform a wide range of repertoire ranging from popular, folk songs, show tunes, and classical music. It is an advantage to be able to read music, but this is not required as students have the opportunity to further develop music-reading skills. School concerts are an integral part of this course. The students are featured in at least three concerts throughout the year including a solo and ensemble concert, a winter holiday concert, and a spring concert. There are also opportunities throughout the year for students to perform solos or in small groups. Students also learn how to sing with improved vocal tone, good diction and to sing expressively.

Grade Eight Band

All students who love playing their woodwind, brass, or percussion instrument are welcome and encouraged to join the eighth grade band. Students are recommended to have two years playing experience prior to the beginning of this class. In this class, students have the opportunity to collaborate as a large ensemble and perform increasingly complex and exciting music, as well as work

towards highly-rewarding personal growth on students' instrument of choice. School concerts are an integral part of this course.

Grade Eight Orchestra

This class is for all eighth graders who love playing the violin, viola, cello, or string bass in an orchestra. Students are recommended to have two years playing experience prior to the beginning of this class, and are encouraged to enroll in supplementary private lessons outside of school. Students with additional experience are also encouraged to enroll and will be challenged appropriately. Students will learn to shift to several different positions on their fingerboard, develop a natural and warm vibrato, learn how to tune their own instruments, learn and perform exciting complex sixteenth and compound meter rhythms, master new bow strokes, and learn to play with an even fuller tone. Students will perform increasingly complex music in a wide variety of styles and will be challenged to perform with a high level of feeling and expression. School concerts are an integral part of this course.

Grade Eight Life Skills

The life skills course supports and equips our students with further skills as they face the transition from middle school to high school. Students undertake units on emotional intelligence, self-concept, risk taking, keeping safe, interpersonal skills and relationships. Students will also focus on study skills as they move into the next phase of their educational journey.





Shekou International School Student Time Table

Advisory: 000 06Metal

Grade 6

Advisory Teacher :

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
P 1	6LifeSkill Mr Knudsen	6Art Mr Gutierrez	6Humanities 2-102 Ms Jarr	6Humanities 2-102 Ms Jarr	6MathSci 2-209 Mr Scott	6MathSci 2-209 Mr Scott	6PE Ms Wilson	Chinese 2-208 Ms Li
P 2	6Humanities 2-102 Ms Jarr	6Humanities 2-102 Ms Jarr	6MathSci 2-209 Mr Scott	6MathSci 2-209 Mr Scott	6PE Ms Wilson	Chinese 2-208 Ms Li	6LifeSkill Mr Knudsen	6Springs Ms Jimenez
P 3	6MathSci 2-209 Mr Scott	6MathSci 2-209 Mr Scott	6PE Ms Wilson	Chinese 2-208 Ms Li	6LifeSkill Mr Knudsen	6Art Mr Gutierrez	6Humanities 2-102 Ms Jarr	6Humanities 2-102 Ms Jarr
P 4	6PE Ms Wilson	Chinese 2-208 Ms Li	6LifeSkill Mr Knudsen	6Springs Ms Jimenez	6Humanities 2-102 Ms Jarr	6Humanities 2-102 Ms Jarr	6MathSci 2-209 Mr Scott	6MathSci 2-209 Mr Scott

Middle School Schedule Times

Day 1/4/5/8 – Advisory Day
 Period 1 8:18 – 8:35 (90 mins)
 Period 2 9:40 – 11:00 (80 mins)
 Period 3 11:05 – 12:25 (80 mins)
 Lunch 12:30 – 1:10 (40 mins)
 Advisory 1:15 – 1:30 (40 mins)
 Period 4 1:35 – 3:15 (90 mins)

Day 2/3/6/7 – Extended Period Day
 Period 1 8:18 – 8:45 (90 mins)
 Break 9:45 – 9:55 (10 mins)
 Period 2 9:55 – 11:25 (90 mins)
 Lunch MS 11:25 – 12:05 (40 mins)
 Period 3 12:05 – 1:35 (90 mins)
 Period 4 1:40 – 3:15 (90 mins)

High School Schedule Times

Day 1/4/5/8 – Advisory Day
 Period 1 8:15 – 8:25 (90 mins)
 Period 2 9:40 – 11:00 (80 mins)
 Period 3 11:15 – 12:35 (80 mins)
 Advisory 12:40 – 1:15 (40 mins)
 Lunch 1:15 – 1:55 (40 mins)
 Period 4 1:55 – 3:15 (90 mins)

Day 2/3/6/7 – Extended Period Day
 Period 1 8:15 – 8:45 (90 mins)
 Period 2 9:50 – 11:20 (90 mins)
 Break 11:25 – 11:35 (15 mins)
 Period 3 11:35 – 1:25 (90 mins)
 Lunch 1:25 – 1:45 (40 mins)
 Period 4 1:45 – 3:15 (90 mins)

Please refer to the academic pathways for this grade to see what other classes may be taken each semester.



Shekou International School Student Time Table

Grade 7	Advisory: 000 07Fire
Advisory Teacher:	

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
P 1	LifeSkills Ms Wilson	Chinese 3-111 Ms Liu	7Humanities 2-101 Ms O'Brien	TPE Mr Knudsen	7Art Mrs Yung	7Humanities 2-101 Ms O'Brien	7Science 2-205 Mrs Kurth	7Math 2-210 Ms Penny
P 2	7Humanities 2-101 Ms O'Brien	TPE Mr Knudsen	7BBBand Mr Krebs	7Humanities 2-101 Ms O'Brien	7Science 2-205 Mrs Kurth	7Math 2-210 Ms Penny	LifeSkills Ms Wilson	Chinese 3-111 Ms Liu
P 3	7Art Mrs Yung	7Humanities 2-101 Ms O'Brien	7Science 2-205 Mrs Kurth	7Math 2-210 Ms Penny	LifeSkills Ms Wilson	Chinese 3-111 Ms Liu	7Humanities 2-101 Ms O'Brien	TPE Mr Knudsen
P 4	7Science 2-205 Mrs Kurth	7Math 2-210 Ms Penny	LifeSkills Ms Wilson	Chinese 3-111 Ms Liu	7Humanities 2-101 Ms O'Brien	TPE Mr Knudsen	7BBBand Mr Krebs	7Humanities 2-101 Ms O'Brien

Middle School Schedule Times

Day 1: US/8 - Advisory Day
 Period 1: 8:15 - 8:35 (20 mins)
 Period 2: 8:40 - 11:00 (90 mins)
 Period 3: 11:05 - 12:25 (80 mins)
 Lunch: 12:30 - 1:15 (45 mins)
 Advisory: 1:20 - 1:50 (30 mins)
 Period 4: 1:55 - 3:15 (80 mins)

Day 2: 2-101 - Extended Period Day
 Period 1: 8:15 - 8:45 (30 mins)
 Break: 8:45 - 8:55 (10 mins)
 Period 2: 9:00 - 11:25 (90 mins)
 Lunch MS: 11:25 - 12:05 (40 mins)
 Period 3: 12:05 - 1:35 (30 mins)
 Period 4: 1:40 - 3:15 (90 mins)

High School Schedule Times

Day 1: US/8 - Advisory Day
 Period 1: 8:15 - 8:35 (20 mins)
 Period 2: 8:40 - 11:00 (90 mins)
 Period 3: 11:05 - 12:25 (80 mins)
 Advisory: 12:45 - 1:15 (45 mins)
 Lunch: 1:15 - 1:55 (40 mins)
 Period 4: 1:55 - 3:15 (80 mins)

Day 2: 2-101 - Extended Period Day
 Period 1: 8:15 - 8:45 (30 mins)
 Period 2: 8:50 - 11:25 (90 mins)
 Break: 11:25 - 11:35 (10 mins)
 Period 3: 11:35 - 1:05 (50 mins)
 Lunch: 1:05 - 1:45 (40 mins)
 Period 4: 1:45 - 3:15 (90 mins)

Please refer to the academic pathways for this grade to see what other classes may be taken each semester.



Shekou International School Student Time Table

Advisory: 000 08Earth

Grade 8

Advisory Teacher :

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
P 1	Clash : 78EMOB vs 78MIXA	Chinese 2-207 Ms Wang	8Humanities 2-104 Mr Lili	8Humanities 2-104 Mr Lili	8Art Mr Gutierrez	8PE Ms Wilson	8Science 2-203 Ms Qavi	8Math 2-203 Ms Qavi
P 2	8Humanities 2-104 Mr Lili	8Humanities 2-104 Mr Lili	78ABand Ms Jimenez	8PE Ms Wilson	8Science 2-203 Ms Qavi	8Math 2-203 Ms Qavi	Clash : 78EMOB vs 78MIXA	Chinese 2-207 Ms Wang
P 3	8Art Mr Gutierrez	8PE Ms Wilson	8Science 2-203 Ms Qavi	8Math 2-203 Ms Qavi	Clash : 78EMOB vs 78MIXA	Chinese 2-207 Ms Wang	8Humanities 2-104 Mr Lili	8Humanities 2-104 Mr Lili
P 4	8Science 2-203 Ms Qavi	8Math 2-203 Ms Qavi	Clash : 78EMOB vs 78MIXA	Chinese 2-207 Ms Wang	8Humanities 2-104 Mr Lili	8Humanities 2-104 Mr Lili	78ABand Ms Jimenez	8PE Ms Wilson

Middle School Schedule Times

Day 2/3/6/7 – Advisory Day
 Period 1 8:15 – 9:25 (60 mins)
 Period 2 9:40 – 11:00 (80 mins)
 Period 3 11:05 – 12:25 (80 mins)
 Lunch 12:30 – 1:15 (45 mins)
 Advisory 1:15 – 1:50 (45 mins)
 Period 4 1:55 – 3:15 (80 mins)

Day 2/3/6/7 – Extended Period Day
 Period 1 8:15 – 9:45 (90 mins)
 Break 9:45 – 9:55 (10 mins)
 Period 2 9:55 – 11:25 (90 mins)
 Lunch MS 11:25 – 12:05 (40 mins)
 Period 3 12:05 – 1:35 (90 mins)
 Period 4 1:45 – 3:15 (90 mins)

High School Schedule Times

Day 1/4/5/8 – Advisory Day
 Period 1 8:15 – 9:35 (80 mins)
 Period 2 9:40 – 11:00 (80 mins)
 Period 3 11:05 – 12:35 (80 mins)
 Advisory 12:40 – 1:15 (45 mins)
 Lunch 1:15 – 1:50 (45 mins)
 Period 4 1:55 – 3:15 (90 mins)

Day 2/3/6/7 – Extended Period Day
 Period 1 8:15 – 9:45 (90 mins)
 Period 2 9:40 – 11:20 (90 mins)
 Break 11:20 – 11:35 (15 mins)
 Period 3 11:35 – 1:05 (90 mins)
 Lunch 1:05 – 1:40 (40 mins)
 Period 4 1:45 – 3:15 (90 mins)

Please refer to the academic pathways for this grade to see what other classes may be taken each semester.