



KEYSTONE ACADEMY
MIDDLE YEARS
PROGRAMME
— GRADES 6 TO 10

鼎石中学项目课程指南
— 六至十年级

2020-2021



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School Mission

学校使命

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a new world school with a liberal arts program that is academically outstanding. All our endeavors are framed by five shared Confucian values: compassion, honesty, justice, respect, and wisdom.

At Keystone, we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global, and diverse community.

Our keystones are:

- bilingual immersion in Chinese and English;
- building character and community throughout our residential setting;
- promoting Chinese culture and identity in a world context.

Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully the colleges, careers, and communities of their choice. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

北京市鼎石学校为中国带来一种全新的教育模式。它致力于融合东方、西方及国际教育的精粹，所拥有的通识教育项目追求卓越的学术精神，是一所真正的世界学校。我们日常行为的准则秉承中国儒家的“五常”：“仁”、“义”、“礼”、“智”和“信”。

在鼎石，我们热情地拥抱这个充满活力、瞬息万变的世界，从奋发进取而又丰富多彩的人类社会中汲取营养，并为未来的世界做出贡献。

我们的三座基石为：

- 沉浸式的中英双语课程
- 塑造学生品德和社区归属感于寄宿生活之内
- 在世界背景下培养学生对中国文化的热爱和对

中国身份的认同

我们的理想是慷慨地与他人分享成功，勇敢地

从失败中学习，向所有孩子敞开大门，参与与教育有关的一切，并投身于校园之外更广阔的世界。

我们的学生渴求机遇、大胆思考、充满创意。在

我们所创造的学习和生活环境中，他们将勇敢地追寻梦想，谦逊地面对成功，擅于在团队中合作，锤炼出坚毅的品格。他们懂得守护生态环境，更懂得包容差异、与他人和谐相处。

我们的教师对学习抱有无比的热诚，既按严格的教学标准授课，又采用生动而富有启发的教学方法。他们既是尊重学生的倾听者，又是给予关爱的看护人；既是充满质疑精神的思考者，又是富有同情心的精神导师；既是本国语言与文化的传承者，又是具有国际视野的世界公民。

我们的毕业生将因自己出众的才学、坚实的文化、敏锐的环保意识，在自己所选择的大学、行业以及社区中游刃有余。他们将运用自己的情商、品德、以及对学习矢志不渝的热情，为所处的社区带来积极的影响。

Schoolwide Definition of Learning

鼎石学习的定义

At Keystone Academy, learning is a life-long journey rooted in heritage, outward in perspective and framed by our five shared values.

Learning encompasses the discovery of new knowledge, skills and understanding, allowing for inquiry, creativity and connections in a local and global context.

This journey empowers our learners to develop character and fosters a joy of learning in experiences that occur both inside and outside the classroom.

Effective learning in Primary takes place when:

- I am excited about my learning
- I feel secure and supported in my learning journey
- I have goals and feel challenged
- I learn from my mistakes and I can take risks
- I know how I am learning
- I work with others to reach my goals
- I take ownership of my learning
- I make connections between learning, myself and the world

Effective learning in Secondary is:

- Dynamic and challenging
- Holistic and balanced
- Inclusive and personalized
- An individual pursuit as well as a collaborative process
- Varied and contains different approaches
- Focused on process, as much as outcomes
- Experiential, where connections are made to real life
- Committed to character and community

在鼎石，学习是一次终生的历程，它扎根于传承、放眼于未来、塑造于我校的五项共同价值观。

学习涵盖对新的知识、技能和理解的发现与探索，为当地和全球背景下的探究、创造及各种联系提供机遇。

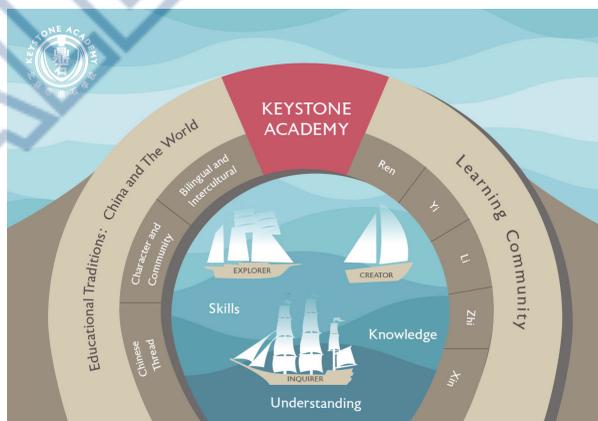
这一历程授予我校学习者塑造品格的机会，促进他们在课堂内外的体验中激发学习的乐趣。

小学阶段的有效学习发生于如下时刻：

- 我的学习体验让我感到很兴奋；
- 在我的学习过程中，我感到安心，并得到帮助；
- 我有学习目标，也应对挑战；
- 我从错误中汲取学习经验，并能够勇于冒险；
- 我了解自己如何进行学习；
- 我和他人通力合作以实现我的学习目标；
- 我的学习我做主；
- 我在学习、我自己和世界之间建立联系。

中学阶段的有效学习：

- 充满活力且具有挑战；
- 整体全面且平衡发展；
- 兼具包容性和个性化；
- 既是对个人追求的努力，也是相互协作的过程；
- 丰富多样，可采取不同方式；
- 学习成果与学习过程等量齐观；
- 是体验式的，与现实生活息息相关；
- 致力于品格塑造和社区发展。



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GRADES 6 TO 10

中学项目课程指南（六至十年级）

2020-2021

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This document offers a full summary of the curriculum of the Middle Years Programme (MYP) at Keystone Academy for the academic year 2020/2021. It includes descriptions of courses for Grades 6-10 for the Middle Years Programme. The IB Diploma Curriculum Handbook is for Grades of 11 and 12. The substance of our curriculum has been considered in great depth, with reference to our three keystones, the Chinese National Curriculum, and other international curricular models. We know that it offers many challenging, enjoyable, and creative learning opportunities to our students. However, it is a living framework that will be enhanced and developed further by our teachers. As a result of this process, a few details may change.

本手册对鼎石2020-21学年的中学项目(MYP)课程进行了完整概述,包括六至十年级。而我校的《国际文凭大学预科项目(IBDP)课程手册》则概述了高中部十一、十二年级的IBDP课程。我们结合鼎石三座“基石”的教育理念,汲取中国国家课程大纲及其他国际课程的精华,对课程内容设计进行了深入的探讨,旨在为学生提供许多充满挑战、乐趣和创造性的学习机会。但是,本课程指南仅作为一个教学框架性文件,具体课程将由我们的老师不断地进行修改和完善,因此少许细节可能会有所更新。

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CURRICULUM OVERVIEW

The Middle Years Programme at Keystone Academy is exciting, challenging and full of new academic opportunities and joys for our students. It provides them with the intellectual, emotional, social, and physical building blocks they need to flourish. Keystone Academy offers a model of integrated education that develops foundations for success in the Diploma Programme and at college. Learning in the Middle Years Programme is engaging and demanding: students confront increasingly original and sophisticated ideas, learn through inquiry, challenge conventional approaches, cultivate new forms of knowledge and master the skills that lead to real breakthroughs in their own knowledge. It is also a time when students focus their studies in order to build on the concepts and skills introduced in Primary School.

Keystone Academy Middle Years Programme continues to support the Chinese-English bilingualism started in the earlier grades. By employing a progressive model of language acquisition, affirmed by research and effective practice, students build true linguistic competency and cultural understanding in Chinese and English. Students use both languages throughout the school day in all their activities. The language program in the Middle Years Programme is designed as a gradual transition of emphasis between the two languages. Students from programs such as ours demonstrate a high correlation between complex thinking skills and advanced linguistic abilities. They have excellent cognitive flexibility and problem-solving skills.

Small class sizes of no more than 18 students allow students to explore a wide range of academic disciplines in depth. We ask our students to make interdisciplinary connections as a way to understand and participate effectively in their natural, social, and cultural worlds. The curriculum is designed to promote students' intellectual advancement as well as the emotional, social, and physical development so important during the years of adolescence. The Middle Years Programme is a most effective preparation for success in the Diploma Programme.

The subjects taught in each grade at Keystone Academy Middle Years Programme are:

- Language and Literature (Chinese and/or English)
- Language Acquisition (Chinese and/or English)
- Individuals and Societies (China and the World)
- Chinese Arts (China and the World): Chinese Performing Arts and Chinese Visual Arts
- Sciences
- Mathematics
- The Arts
 - Drama/Theatre
 - Music
 - Visual Arts
- Design
- Physical and Health Education





课程概览

北京市鼎石学校的中学项目令人兴奋、充满挑战，为学生提供形式多样的学术探索机会，让他们快乐学习和成长。中学项目开发学生的智商和情商，提升他们的社交能力，强健他们的体魄。北京市鼎石学校使用一体化的教育模式，帮助中学项目阶段的学生打好学术基础，为应对未来的国际文凭大学预科项目和大学的学业挑战做好充分准备。该阶段的学习难度高，要求严，需要学生全身心投入到学业当中。学生在这个阶段逐渐开始接触到新颖的观点，进行探究式学习，挑战陈规，培育新知，掌握突破创新的必要技能。该阶段还是学生专注学习、夯实小学期间所学知识和技能的重要时期。

北京市鼎石学校中学项目将继续支持小学阶段开始实施的中英双语教学模式。通过这样一个渐进式的语言学习模式（这一模式已经研究和教学实践证明有效），学生将熟练运用中英文，并真正理解中国和英语国家的文化。学生在学校所有活动中都将使用两种语言。并且，在该阶段的语言项目中，中英文的教学比重将逐步改变。我校教育项目中的学生将展现出复杂的思考能力、高超的语言技巧、认知上的灵活性、以及卓越的解决问题的能力。

鼎石的中学项目阶段采用小班教学，每个班级不超过 18 名学生，给予学生广泛涉猎、深入研究不同学科的机会。我们要求中学生懂得在学习中联系不同学科，深入理解、有效参与到社会生活的方方面面。课程将关注对于学生成长而言十分关键的青少年时期，促进他们在智力上的发展，积极培养他们的情商和社交能力，同时强健他们的体魄。中学项目将为大学预科项目学业上的成功打好基础。

鼎石中学项目课程包括：

- 语言与文学（汉语和/或英语）
- 语言习得（汉语和/或英语）
- 个体与社会（“中国与世界”）
- 中国艺术（“中国与世界”）：中国表演艺术与中国视觉艺术
- 科学
- 数学
- 艺术
 - 戏剧
 - 音乐
 - 视觉艺术
- 设计
- 体育和健康教育

The strength of the Keystone program is the consistent and well-organized emphasis on rigorous student learning in the context of both Chinese and international perspectives. Students have many occasions to develop their skills in research, communication, collaboration, organization, and critical thinking – all crucial ingredients of success for the rigors of the High School academic program, university and beyond. International perspectives and intercultural competency are supported throughout the Middle Years Programme, as students refine their skills in two languages, and learn about the rest of the world’s cultures and traditions in all disciplines. Our unique initiative of the Keystone Chinese Thread finds full expression in the Middle Years Programme, as students learn about the cultural history of China in the context of World Civilization, and they learn to appreciate and express themselves in the traditional Chinese Arts. Independent study and individual presentations, begun in the later years of the Middle Years Programme, give students the opportunity to explore their passions and demonstrate their learning skills as they conduct research and write in-depth essays. Service learning is also a central part of the educational process at Keystone Academy, and is supported by the Middle Years Programme experience. Students learn not only about others but also participate in active ways to improve the lives of those around them.

The Language courses, which are Language and Literature and Language Acquisition, serve as important pathways for communication, imagination, creativity and critical thinking. As a Chinese-English dual language immersion school, Keystone Academy expects all students to enroll in Language and Literature courses in Chinese and/or English. For students who enter Keystone with a dominant language in either Chinese or English, the study of Language and Literature occurs in a student’s native (or stronger) language. The focus of Language and Literature is on the comprehensive analysis and deep understanding of both elements. The study of Language Acquisition occurs in a student’s second language, and incorporates the cultural traditions associated with this language. Our students gain competence in communicating and operating in all bilingual contexts. The Chinese National Curriculum standards form the backbone of Chinese study.

The Individuals and Societies program in the Middle Years Programme is designed to help students achieve intercultural knowledge and competency to understand their world and act responsibly in it. Our courses in the Chinese Thread and Individuals and Societies are combined throughout Grades 6 - 10, using the historical context of World Civilization and Chinese Civilization to serve as the foundation of a rich interdisciplinary approach that addresses issues in geography, society, economics, politics, and civics guided by the Chinese National Curriculum standards. An important objective in the study of Individuals and Societies is learning how to apply the concepts and skills of social science methodology and synthesize information in order to make valid and well-reasoned arguments that lead to justifiable and defensible conclusions.

The Sciences offered in the Keystone’s Middle Years Programme include Biology, Chemistry, and Physics in an integrated model. Students learn how to solve problems using scientific methods, which include generating hypotheses, gathering evidence, analyzing results, and formulating conclusions. Our campus is specially designed with advanced technology and outstanding laboratories to support hands-on science learning. Our science program produces high-level critical thinkers with the skills and knowledge base needed to confront the sustained academic demands of the Diploma Programme with enthusiasm and success.

At Keystone, we understand Mathematics to be a universal language, and our program helps students gain fluency in the different methods one can use to understand this language. Taking the best from Chinese and international standards, courses at Keystone Middle Years Programme address major approaches to mathematical reasoning, including problem solving, reasoning and proof, communication, and connections. Students in the Middle Years Programme study numbers and operations, patterns, functions and algebra, geometry, logic and trigonometry, measurement, and data analysis. In our Mathematics courses, we aim to help students understand and appreciate the complexity of mathematical reasoning, to be able to apply this reasoning to solve problems, and to develop the intuition necessary to develop mathematical strategies independently.

The Visual and Performing Arts are central to Middle Years Programme education. At Keystone we place great emphasis on all the Arts, linking them thematically to the other disciplines and to the rich cultural history of China. We approach the Arts in the Middle Years Programme as dynamic processes aimed at encouraging creative energy and the expression of ideas with clarity of communication and purpose. In the Chinese Thread, students focus on Chinese Performing Arts and Chinese Visual Arts. We also offer other Arts courses – Drama, Music, and the Visual Arts – within the context of global understanding, considering the traditions and contributions of different

北京市鼎石学校的优势即在中国背景和国际化视野之下，以学生为核心，精心安排课程，强调严谨学习。学生有大量机会培养其研究技能、沟通技能、团队协作能力、组织能力和批判性思维能力——这些能力都将是通往高中和大学阶段学业成功不可或缺的因素。国际化视野和跨文化交际能力将贯穿整个中学阶段。学生精研中英双语，通过不同学科的学习，了解世界各国的文化和传统。鼎石独具特色的“中国主线”在中学项目中得以详尽诠释：学生以世界文明史为背景，学习中国文化史，同时也学会欣赏中国传统艺术，并进行相应创作。在中学项目后期，学生将展开独立研究，准备个人作品展，撰写论文。这些活动将激发学生的探索热情，并给予他们展示个人技能的机会。服务式学习也是北京市鼎石学校教学过程中的关键一环，学生在中学阶段将会有丰富的相关体验。通过服务式学习，学生不仅能够了解他人，还将积极参与到改善他人生活的行动当中。

鼎石的语言课程包括语言与文学课程及语言习得课程，是培养中学生沟通能力、想象力、创造力和批判性思维的重要途径。基于鼎石所倡导的沉浸式中英双语的教学模式，汉语语言与文学和/或英语语言与文学将是所有学生的必修课程。不过，若某位学生在中学项目阶段进入鼎石，且他/她的主导语言是汉语或英语，那么他/她将使用母语（或主导语言）进行语言与文学课程的学习。语言与文学课程的重点在于培养学生对语言、文学的综合分析能力和深刻理解能力。语言习得课程则适用于学生的第二语言，教授语言及其所对应的文化。鼎石的学生将在英汉两种世界性的语言和文化背景中自如交流、自信发展。中国国家课程大纲是我校语文课程的依据标准。

中学项目阶段的个体与社会学科传授多元文化的知识，增进学生对世界的理解，并培养他们的责任心。鼎石六至十年级的个体与社会课程与“中国主线”相结合，它以世界文明史课程与中国文明史课程为背景基础，以中国国家课程标准为指引，是一套融入了地理、社会、经济、政治和公民教育的跨学科课程体系。个体与社会学科的重要目的是让学生学习如何掌握社会科学中的概念、如何综合信息，并运用相关技能推导出合乎情理的结论。

科学课程包括生物、化学、物理三门课程，互相交叉结合，形成教学体系。学生需要运用假设、收集证据、分析结果，及阐述结论等科学方法解决问题。鼎石校园中的高科技设备及精心设计的实验室为科学学习的实际操作提供了硬件支持。科学课程将提高学生的批判思维能力，激发学生的学习热情，并为他们在大学预科项目阶段的学业成功奠定坚实的知识与技能基础。

鼎石认为数学是一种通用的语言，而鼎石数学课程将通过多种方式帮助学生理解这种语言。中学项目的数学课程汲取了中国与国际课程标准的精粹，关注数学推理的主要方式，包括解题、推导和求证、交流与联系。学生需要学习数与运算、规律、函数与代数、几何、逻辑与三角学、测量及数据分析等。我们希望帮助学生理解并欣赏数学推理的复杂性，懂得把这种推理过程应用于解决问题，并在实际生活中能够独立地使用数学方法。

对鼎石中学项目的教育而言，视觉和表演艺术课程的地位相当重要。我们注重所有的艺术表现形式，并把他们与其他学科及中国文化历史相结合。我们鼓励学生大胆地使用艺术手段，清楚而有目的地表达



cultures at important historical periods. Middle school developmental elements of exploration and choice allow students to taste all the arts, and then focus on one in which to develop competency.

Students approach the study of Design through Product Design and Digital Design. While technology is woven through all disciplines, the approach in this course regards creativity and communication through technology. Students also consider the issues and implications of the digital world, and are guided in appropriate uses of technology.

Physical and Health Education in the Middle Years Programme supports the comprehensive development of students as they undergo the changes of the adolescent years. Students learn about fitness and wellness through swimming, *wushu*, team sports, and games. Questions of fair play and sportsmanship, preparation, discipline, and team communication orient many activities in the Physical Education curriculum. Keystone students balance intellectual, emotional, and physical pursuits to assure wellness in their lives in school and beyond.

Keystone believes that significant learning can happen beyond the classroom walls. The Experiential Learning Program, and within it, the Outdoor Education Program, are linked directly to our Three keystones, Five Shared Confucian Values and the Keystone Academy Definition of Learning.

Students in grades 6 through 10 travel as a grade group to another part of China each May. These trips are characterised by visits to nationally regarded cultural or natural sites that are linked into our curriculum and to the third Keystone - Chinese Thread. These may include ancient civilisations, Silk Road trade routes, spiritual or religious temples and monasteries, areas of outstanding natural beauty, Chinese philosophers' homes and areas of their inspiration, geology, science, architecture, language and others. In addition, these trips contain a community service activity.

They also participate in an outdoor education program each fall. Students get opportunities for challenge and adventure in a natural environment. These may involve team building, leadership, communication, problem solving, confidence and self-esteem. In order for our students to excel in a changing world that is increasingly difficult to define, they need the strong character and self-confidence that comes from these extramural experiences. The Experiential Learning Program is key to Keystone's work.

Our Middle Years Programme teachers are caring and compassionate guides to their students as they develop intellectually, emotionally, socially, and physically, both in the classroom and outside it. The Middle Years Programme is designed to prepare students for an auspicious and harmonious transition to the Diploma Programme and for confident participation in the academic challenges they face.

CHINA: THE THREAD FROM WHICH OUR CURRICULUM IS WOVEN

Keystone Academy is a Chinese school with an international program and a global flavor. We are honored to be located in Beijing, our capital city, a place of vibrant political, cultural, and historical significance. Our mission as a school is to bring together the best of three rich, deep educational traditions: the Chinese, the American, and the international. What we do inside and outside the classroom is like a brilliant cloth of three colors: however, it is the Chinese that is the main thread in this weave. We want all our students, Chinese and international, to be knowledgeable and proud of the powerful past and promising future of China. To achieve this, our Chinese Thread brings out the pattern, in every grade of the school, of the language, history, culture, and identity of China. Our focus on China and its contribution to the world allows our teachers and students to achieve a deep understanding of their own identity, of their world, and of the connections between the two. It imparts to students the critical thinking skills that will make them leaders in the world of global finance, politics, and culture. It inspires in them a love for learning, a respect for their own traditions and cultural differences, and a passion for high-level scholarship.

Contemporary instructional philosophy, reinforced by recent research in neuroscience, indicates that integrated and interdisciplinary

自己的创意。在“中国与世界”课程中，学生将重点学习中国表演艺术与视觉艺术。同时，我们也提供了其他艺术类课程——戏剧、音乐及视觉艺术，使学生了解各个重大历史时期中世界各地的文化传统与主要艺术成就。在中学阶段，学生能够在自我发展的过程中探索、选择不同艺术元素，尝试各种艺术形式的课程，然后则可以其中一项为重点，发展相关技能。

同时，学生学习产品与数字设计。虽然科技已融入鼎石课程的方方面面，但在此课程中，学生需要使用科技手段、发挥创意去沟通并解决问题。学生也会考虑数字化世界的重要问题及相关影响。教师将引导学生合理使用信息技术。

中学阶段的体育和健康教育课程将特别关注青少年时期学生的成长与发育。这个年龄段的学生将要学习游泳、武术、团体项目及参与相关比赛。体育课将帮助学生领会公平竞赛与运动员精神、以及纪律和团队协作的重要性。鼎石学生需要达到情、智、体三方面的平衡，以保证他们在校期间的健康成长，并促进他们未来的发展。

鼎石坚信，有意义的学习也可以发生在课堂之外。体验式学习项目，以及包含于其中的户外教育项目，与鼎石的三大教育基石、五项共同价值观及学习的定义有着密切联系。

每年五月，六到十年的学生以年级为单位，在中国各地展开体验式学习之旅。学生参观国家知名文化或自然景观，这些地点与我们的课程体系和第三座教育基石“中国主线”密切相关。其中可能包括古代文明风光、“丝绸之路”的贸易路线、寺庙和寺院、风景名胜、中国思想家故居和他们的灵感起源之地、以及与地质学、科学、建筑、语言和其他领域相关的地点。并且，每个体验式学习之旅都包含一项社区服务活动。

每年秋季，学生参加户外教育项目。学生在自然环境中获得挑战和冒险的机会，包括团队建设、领导力、沟通能力、解决问题的能力、自信和自尊的意识。为了让我校的学生在一个瞬息万变的世界中脱颖而出，他们需要由这些校外经历锤炼而的坚强品格和自信心。体验式学习项目是鼎石教育的重心。

无论课内课外，鼎石的中学项目教师都将在智力、情感、社交及体育等各个方面给予学生热情而悉心的指导，保证他们顺利过渡到大学预科项目，并为迎接该阶段的学业挑战做好充分的准备。

中国：鼎石课程的主线

北京市鼎石学校是一所属于中国的学校，借鉴国际课程框架，拥有全球视野。鼎石位于中国的首都北京，这里不仅是活跃的政治文化中心，也具有深厚的历史底蕴。作为一所世界学校，我们的使命是融合中国、美国、国际三种教育传统的精粹。这三种丰富而深厚的教育传统，就像三股颜色各异的丝线。鼎石教育则是一匹由三股丝线交织而成的锦缎。然而，中国，作为三股丝线之一，是锦缎的主线。我们希望鼎石所有的中国学生和外国学生都能了解中国辉煌的过去和光明的未来，并引以为豪。为了实现这个目标，我们会以中国为主线设计教学，把中国的语言、历史、文化和身份认同等内容融入各个年级的教学活动中。我们聚焦中国和中国对世界的贡献，从而帮助师生更加深刻地认识自身，理解世界，以及两者之间的密切联系。围绕“中国主线”开展的各项教学活动也将提升学生的批判性思维能力，让他们在全球金融、政治和文化领域的竞争中领先一步；并能激发他们对学习的热爱，对本国传统的尊重，对文化差异的包容，以及对学术卓越的追求。

现代教学理论表明，综合性的跨学科课程是达成全面而深入学习的途径，这一观点近期也得到了

curriculum provides a powerful way to achieve deep, global learning. We have designed just this for the Keystone curriculum, consistently linking elements of Chinese language and cultural history through all the divisions and all the disciplines. We do this through coherent, methodical curriculum planning, through innovative teaching pedagogies, and through experiential learning opportunities for students in and outside the classroom, in the residential halls, and on the fields. The mere fact that all our students study the Chinese and English languages to a high level indicates our commitment to the significance of China in the world.

The approach to the Chinese Thread is more focused in different disciplines in the Middle Years Programme. The Chinese National Curriculum is central to the Chinese Language and Literature course: students study the classics in literature and poetry, and become skilled in the reading and writing of Chinese. In the Middle Years Programme, the Chinese Thread is a curriculum specially designed to link World Civilization and Chinese Civilization in a Humanities-oriented program called China and the World. Students enroll in either the traditional Chinese Performing Arts or Chinese Visual Arts. By Grade Ten, students are prepared to engage in the Keystone Capstone Project. This involves independent research in a topic of Chinese cultural history that students identify as their own particular interest. They conduct research, produce a creative project, write an analytical essay, and present their product to a school audience. This kind of focused study and project-based learning at the conclusion of the Middle Years Programme gives students the opportunity to delve into Chinese culture while simultaneously preparing for the rigors of independent work required in Diploma.

However, our Chinese Thread is not limited to the classroom. It is fully articulated in the extracurricular and residential components of the school as well. Our house system reaches throughout all the grades, and finds inspiration from the shared and traditional Chinese values that guide the Keystone emphasis on moral and character education – compassion, justice, wisdom, respect, and honesty. The houses themselves are named for the Chinese “Five Elements” – metal, wood, water, fire, and earth – and like these core elements, the houses sustain each other through expression of their individuality and their oneness as Keystone Academy. The healthy food served in the cafeteria reflects culinary traditions of China and the rest of the world, becoming another avenue for cultural learning and exchange. Field trips and speakers help students and teachers learn about Beijing as a locus of learning and the arts, the center of government, and a substantial economic power in the world. Even our school uniforms reflect the coming together of international and Chinese perspectives: our stylish attire is designed to reflect both the traditional Chinese and the international. In myriad ways, Keystone Academy students graduate with deep knowledge of the school's home country and a profound appreciation for the contributions of Chinese culture and history. This foundation will give our students formidable opportunities and advantages as they prepare to assume their roles as global citizens.



神经科学研究的证实。在鼎石的课程设计过程中，我们不断把中国的语言、文化和历史整合在各个学部和学科的教学活动之中。我们通过一以贯之、井然有序的课程规划，结合创新的教学方法，在课堂内外、宿舍区和操场上为学生提供体验式学习机会。我们要求所有学生都精通中英两种语言，也表明了我们的坚信：在世界舞台之上，中国的地位举足轻重。

“中国主线”在中学项目阶段的各个学科中所占比重更大。在汉语语言与文学的课程中，学生依照中国国家课程大纲要求，学习古典文学与诗歌，磨练阅读与写作技能。中学项目阶段的“中国主线”是一套名为“中国与世界”的人文课程体系，将世界文明史与中国文明史紧密相连。学生也将选修中国表演艺术或中国视觉艺术课程。升入十年级，学生将具备参与“鼎石综合设计项目”（Keystone Capstone Project）的能力，可以选择自己感兴趣的中国文化历史课题开展独立研究。他们进行调查研究，制作具有创意的课题项目，撰写分析论文，并将其研究成果向全校进行介绍。中学项目这种需要高度专注力的研究过程，以及课题研究式的学习方式，加深了学生对中国文化的认识与理解，强化了他们独立研究的能力，使他们为充满挑战的大学预科课程做好了准备。

然而，“中国主线”在鼎石教育中所发挥的作用并不局限于课堂之内，而是渗透在课外活动和寄宿生活的方方面面。本校的所有年级都实行院舍制度。五大院舍，遵循中国文化中的“五行”，分别命名为“金”、“木”、“水”、“火”、“土”。而且，正如“五行”一样，五大院舍彼此独立、互相竞争，同时又构成一个和谐的整体——我们共同的鼎石社区。鼎石社区中所有成员共同分享的价值观念及日常行为的准则是中国儒家的“五常”，即：“仁”、“义”、“礼”、“智”和“信”。同时，餐厅的食品将体现中国和世界其他国家和地区的烹饪传统，成为学生文化学习和交流的另一场所。北京是文化和艺术之都，也是中国政治的中心，在全球经济中占据重要地位，本校师生将通过实地考察、嘉宾演讲等形式深入了解北京及中国。此外，我们的校服也体现了国际和中国共同的审美取向，兼具中国传统与国际风尚。鼎石的学生毕业之时，将



对学校所在的国家——中国认识深刻，欣赏并自豪于中国文化历史对世界的贡献。在我们的学生成长为世界公民的过程中，因“中国主线”而积累起来的丰富的学识，将给他们带来无与伦比的机遇和优势。

MIDDLE YEARS SUBJECT AREAS

Keystone offers a program that is highly relevant to our students, their learning needs, and the needs of the world. Keystone provides students a curriculum that blends distinctive traditions in eastern, western, and international education, in order to provide an outstanding educational experience. It is a curriculum, too, which incorporates our three particular keystones of providing bilingual immersion in Chinese and English; building character and community throughout our residential setting; and promoting Chinese culture and identity in a world context.

The subjects taught in each grade at Keystone Academy Middle Years Programme are:

1. Language and Literature (Chinese and/or English)
2. Language Acquisition (Chinese and/or English)
3. Individuals and Societies (China and the World)
4. Chinese Arts (China and the World): Chinese Performing Arts and Chinese Visual Arts
5. Sciences
6. Mathematics
7. The Arts
 - Drama/Theatre
 - Music
 - Visual Arts
8. Design
9. Physical and Health Education

1. LANGUAGE AND LITERATURE (CHINESE AND/OR ENGLISH)

CHINESE LANGUAGE AND LITERATURE

The study of Putonghua (Mandarin) is a subject area shared by all students of Keystone Academy. Effective preparation in the Language courses boosts students' performance in all their academic subjects. We teach Putonghua as a tool for communication, critical thinking, and creative expression, and our students achieve a profound appreciation for the language and culture of China. The facility and fluency in Chinese language is a foundational principle of the Keystone Academy educational philosophy. We guide our students in exploration and understanding of the language, art, literature, and culture. Our students gain competency in Putonghua so that they can operate effectively in the Chinese-speaking world, communicate with others, and evaluate literature and media critically. They are exposed to traditions of classical, philosophical, modern and contemporary literature, as well as movements in world literature.

Students are introduced to the different literary genres, including creative writing, fiction, non-fiction, poetry, and rhetoric. Grammar and vocabulary are topics of serious study throughout the years in the Middle Years Programme. Students study different essay formats, and get experience with argumentative, expository, and narrative essays. Students are taught about the writing process, with outlining, drafting, revising, and formulating final compositions to obtain language fluency and effective writing habits. They become familiar with the canon of famous Chinese writers for this age level.

The Chinese Language and Literature class follows guidelines set by the Chinese National Curriculum, and has connections to the AERO standards and international middle school curriculum models. Topics and themes from the Chinese National Curriculum include literary techniques, interpretative analysis, and deep understanding of authors' language and purpose in all different styles of writing. Students develop rich terminology in Chinese literary concepts and analytical tools in preparation for the writing and reading challenges for the Diploma Programme and beyond. The language learning and the global perspectives of the Keystone students help them develop the skills for advanced literary analysis and high level critical thinking.

中学项目的学科领域

鼎石将根据学生特点、他们的学习需求以及环境要求做出适当的课程安排。鼎石的课程融合了东方、西方以及国际教育的精粹，为学生提供一流的教育体验。我们的课程以三座基石为基础：沉浸式的中英双语课程；塑造学生品德和社区归属感于寄宿生活之内外；以及在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

鼎石中学项目学科具体如下：

1. 语言与文学（汉语和/或英语）
2. 语言习得（汉语和/或英语）
3. 个体与社会（“中国与世界”）
4. 中国艺术（“中国与世界”）：中国表演艺术与中国视觉艺术
5. 科学
6. 数学
7. 艺术
 - 戏剧
 - 音乐
 - 视觉艺术
8. 设计
9. 体育和健康教育

1.语言与文学（汉语和/或英语）

汉语语言与文学

汉语（普通话）课程是北京市鼎石学校所有学生的必修课。对语言艺术的熟练掌握会促进学生在所有科目上的表现。汉语课程的教学目的是：学生以汉语为工具，与他人沟通，进行批判性思考和创造性表达，从而加深对中国语言、文化的理解与欣赏。学生具备流利、准确的汉语表达能力，是鼎石教育最重要的目标之一。我们引导学生深入探究和理解中国的语言、艺术、文学和文化，使学生具备汉语竞争力，在华语世界中做到游刃有余、从容沟通，并对文学作品和媒体报道形成自己独立的见解。通过汉语语言与文学课程，学生将了解中国古代的文学经典、哲学思想、现当代文学、以及世界文学（包括海外华人文学）的发展情况。

在汉语语言与文学课程中，在夯实语法与词汇知识的同时，学生不仅需要学习议论文、说明文、记叙文等不同的写作结构和技巧，而且需要研究创造性写作、小说、非小说类文学、诗歌和演说辞等文学体裁。经由列提纲、写草稿、修改和完善一系列的写作步骤，学生将形成良好的写作习惯，做到行文语言流畅。同时，学生还将了解符合他们年龄段兴趣的中国知名作家的作品。

鼎石的汉语语言与文学课程根据中国国家课程大纲制定，并结合参考了“美国教育项目延伸”（AERO）的教学标准和国际上的中学课程体系。中国国家课程大纲的要求包括：深入理解不同作家的写作风格、学习文学技巧，并对文学作品进行剖析和解读。学生将掌握大量有关中国文学概念和分析手法的术语，为大学预科项目和未来的写作及阅读挑战做好准备。鼎石学生所拥有的语言学习技能和全球化的视野，将促进他们的文学分析水平和批判性思考的能力。

GRADE 6

Students start studying and enjoying Chinese literary works. Students explore and examine the conceptions, interpretations, and experiences of the world through literature. Students will understand and explore a series of Chinese and global texts, and form their own beliefs and values from different concepts. Reading and writing with increased complexity will prepare students fully for creative writing. Students will also develop the skills of identifying visual texts. In their spare time, students will read relevant supporting Chinese books according to the contents of different units. Meanwhile, students are encouraged to choose their own reading for pleasure. This will help them to further improve their understanding of literary works learned in class.

GRADE 7

Students continue studying and enjoying Chinese literary works. They work to achieve a more sophisticated understanding of the Chinese language and increasing knowledge of literary canon. Students will gain the experience of inquiry-based learning. With the concept as the core, through studying a series of classic and diverse literary and non-literary texts, students will further improve their oral communication skills, reading tactics (e.g. reading aloud, silent reading, intensive reading, and skimming), and strategies (perceiving the whole text, appreciating words and sentences, summarizing, extracting the logic, identifying the audience, analyzing the materials selected, etc.) to enhance Chinese language skills. Students work to express ideas with clarity, coherence, conciseness, precision, and fluency, in both written and oral communication. At the same time, while developing an interest in writing and good writing habits, students will have preliminary writing practice on people and events, scenery and emotions, modern poetry, and fairy tales and stories. They will also practice analyzing the basic elements and significance of texts.

GRADE 8

Students will learn a wider range of literary and audio-visual texts, including texts of different times and regions. Students continue to work to achieve a more sophisticated understanding of the Chinese language and increasing knowledge of literary canon. Students also learn to explore their own emotional responses to literature, to comprehend the content of the work, and to gain useful insights from this into nature and society. In terms of understanding and analysis, students pay more attention to details and techniques; in terms of expression and creation, students will explore how to form their own style. In this grade, students will read different kinds of literary works according to the unit theme, and learn to use mind maps to organize reading reports.

GRADE 9

By Grade Nine, students enjoy sophisticated understanding of the language and literature to enable them high level analysis and communication. They are able to read for deeper levels of meaning and identify and analyze different points of view embedded in a variety of texts. Students continue to read extensively from a list of novels, poetry, and philosophy to achieve a more sophisticated understanding of the Chinese language and increasing knowledge of literary canon. Students are equipped to work independently on essays; all stages of research, note taking, outlining and drafting, as well as revising, are by now familiar skills for the ninth graders. They also learn to pay close attention to grammar and choice of words. They write narrative essays, creative plays, and coherent arguments supported by facts. Extensive reading requirements are central to Chinese Language and Literature.

六年级

六年级的学生开始学习和赏析中国文学作品。学生可以从文学作品中学习看待事物的方式，解读周围的世界，检验已有的经验。在此阶段，学生将了解和探究一系列中国作家以及全球性的文本，同时从不同的概念出发，去形成自己的信念和价值观。学生也会开始发展和增加书面阅读和写作的复杂性，来为文学创意写作做好充分的准备。视觉文本的识别能力也会在这个时期得到提高。学生会在课余时间根据不同单元的内容，阅读相关的配套中文书籍，同时也鼓励学生选择自己的阅读兴趣书目。这将有助于他们进一步提高对课堂上学习的文学作品的理解。

七年级

七年级的学生将继续学习和欣赏中国文学作品。他们将加深对汉语语言的理解，积累文学知识。学生将获得探究式学习的体验，以概念为核心，通过研读一系列经典的、多样的文学类文本和非文学类文本，进一步提升口头交流技能、阅读方法（如朗读、默读、精读和略读等）和阅读策略（整体感知、品味语句、概括中心、理清思路、识别受众、分析选材等），积累语文能力。学生还将学习如何使用通顺、连贯、清晰、简洁、得体的书面及口头语言表达自己的见解。同时，在提高写作兴趣和养成良好的写作习惯的基础上，学生将获得在写人记事、写景抒情、创作现代诗、创作童话和故事、简析文本基本要素和意义的初步锻炼。

八年级

八年级的学生将会学习更广泛的文学文本和视听文本，包括不同时代和不同地域的文本。他们将继续加深对汉语语言的理解，积累文学知识。他们还会探究自己对文学的情感反映，理解作品的内容，对自然与社会产生深刻的领悟。在理解和分析方面，学生更注重细节分析和手法分析；在表达和创作方面，学生将会探索如何形成自己的风格。学生在本年级会根据单元主题阅读不同种类的文学作品，并学习使用思维导图的学习方法整理读书报告。

九年级

九年级的学生将更为深刻地理解语言与文学，并因此具备高层次的分析和交流能力。他们将学会发掘作品中隐含的深层意义，辨别、分析不同的观点。他们将继续广泛阅读小说、诗歌与哲学作品，加深对汉语语言的理解，积累文学知识。学生将拥有独立撰写各类作文的能力（分阶段研究、做笔记、列提纲、修改文稿），并注意语法和措辞。他们可以创作出富有想象力的散文、剧本，以及有理有据的议论文。与此同时，语言与文学课程还要求学生在课外进行拓展阅读。



GRADE 10

Students study important literary works from China and the world, and explore a variety of genres including poetry, essay, drama, fiction, and non-literary text. Students continue to read extensively from a list of novels, poetry, literature theory, and philosophy to achieve an ever more sophisticated understanding of the Chinese language and deeper knowledge of the Chinese literary canon. Students' familiarity with different kinds of literature helps them to enhance their expression and multi-media communication skills in oral and written forms, and to develop skills for independent learning, creative thinking, and critical thinking. Students also sharpen their skills of inquiry and problem solving, achieving higher levels of attainment in the study of Chinese language and literature. Tenth Grade students acquire a solid foundation for lifelong learning and for success in the IB Diploma Programme.

ENGLISH LANGUAGE AND LITERATURE

The English Language and Literature courses at Keystone give students access to a world of thought, creativity, self-expression, and beauty in a sophisticated English language medium. Students read and analyze works in various genres – fiction, non-fiction, poetry, drama, graphic novels, and so on – as well as produce their own writing in English. Students in our courses use reading, reflection, discussion, writing, and presenting as vehicles for understanding themselves and their communities. In doing so, they develop their aesthetic sensibilities, their own distinctive voices, and their analytical skills while they explore the pleasures and challenges of reading and writing in English. The key concepts investigated in this course are communication, creativity, connections, and perspectives.

The overall aims of the English Language and Literature program are multiple. With respect to analysis, students learn to consider the effects and purposes of different text types as well as their cultural contexts and levels of reception. This helps them to justify their interpretations, using appropriate examples and terminology, and to more effectively compare and contrast literary works. In terms of organizing and producing their own writing, teachers instruct students in various organizational structures and writing styles, working with them to produce and revise drafts of writing which, in the end, capably express the students' insights, imagination, and sensitivities. Indeed, our ambitions for student writing go beyond utility: we want our students to produce writing that is clear and expressive, every bit as much as it is serviceable.

A variety of different units make up the courses at each grade level, and include a balance of study in language and literature from different time periods and different genres. A world literature component is central to each course, and students read examples of world literature in English translation at the different grade levels.

When English is not the student's mother tongue and the student is unable to fully engage in the English Language and Literature program initially, English Language Acquisition courses can provide a progressive pathway into the English Language and Literature program.

GRADE 6

Students in this course begin to explore a variety of different genres and forms of literary expression, including short stories, visual and informational text, and poetry. Close readings and analysis help students understand why we can and do write in different ways. Students are given a range of opportunities to develop their writing skills through study and practice of various forms of writing. An introduction to figurative language is offered both through creative and expository writing and supported in the analytical reading of course texts. Students read for understanding and begin to analyze elements of plot, theme, setting, and characterization, and also appreciate visual language.

GRADE 7

The English Language and Literature course curriculum is designed to develop a range of essential skills in written, oral, and visual language. This includes a solid foundation in grammatical conventions, an appreciation of literature and the ability to respond to it, and skills in using oral language effectively and accurately. Students are also taught how to further their critical and analytical skills to respond to a variety of media. Students in Grade 7 continue to review the basic elements of fiction—those of setting, character, theme, conflict, and plot – and expand their understanding of literary elements such as irony, symbolism, foreshadowing, and motivation. Texts studied

十年级

十年级的学生将学习古今中外诗歌、散文、戏剧、小说各种体裁的著名文学作品及非文学文本。他们将继续广泛阅读小说、诗歌、文学理论与哲学作品，进一步加深对汉语语言的理解，积累中国文学知识。他们将了解不同的文学作品，发展口头与书面的表达及多媒体交流能力，并养成自学语文的习惯，培养创造性和批判性思维。同时，他们将强化探究、解决问题的技能，进一步提高语文素养。课程亦将为国际文凭大学预科项目的相关课程及终身学习奠定良好基础。

英语语言与文学

鼎石的英语语言与文学课程将学生带入一个充满思想、创意、多种表达方式的英文世界，展示英语独有的魅力。学生将阅读、分析各种体裁的文学作品——小说、非小说类作品、诗歌、戏剧、漫画小说等等——同时，他们将以英语为工具，通过阅读、思考、讨论、写作和演示，深入探寻自己及所处的环境，创作出自己的英语作品。在体会英语阅读与写作过程的酸甜苦辣时，学生也提升了审美能力，形成了自己独特的观点，并掌握了分析、评价文学作品的技能。本课程的重大概念为交流、创造、联系与观点。

通过英语语言与文学课程，我们希望能够实现多个目标。在分析能力方面，我们希望学生了解不同文学技巧及风格的效果及意图，可以佐证自己对作品的解读，举出恰当的例子和术语，更有效地比较分析不同的文学作品。就构思和创作而言，教师将引导学生掌握多种文章结构及创作风格，协助学生创作及完善草稿，使其最终能准确地表达自己的见解、想象力及对事物的感受。实际上，我们对学生写作能力的期望超越了“应用”这一层次：我们希望他们能写出优美的文章，言之有物，且于行文之中避免使用烦言赘语。

每个年级的课程都由多个单元组成，包括不同体裁与时期的语言文学作品，各部分保持均衡。世界文学作品也是本课程的重要组成部分，每个年级的学生将会读到与自己水平相对应的世界文学作品的英译本。

如果英语不是某位学生的母语，且该学生无法达到英语语言与文学课程的语言要求，我们将向他/她提供英语语言习得课程，以便其过渡到英语语言与文学课程。

六年级

六年级的学生将开始接触到不同体裁的文学作品及多样化的文学表达方式，包括短篇小说、视觉和信息文本及诗歌。精读并分析作品旨在帮助学生理解为什么人们可以、而且使用了不同的方式进行写作。学生将会有足够的机会分析、练习撰写不同类型的作文，提升写作水平。他们练习创造性写作与说明文写作、分析课文，从而接触到富含比喻的形象化语言。他们还会通过阅读加深理解，学习分析文学作品的基本要素——情节、题材、场景及人物，并学会欣赏视觉语言。

七年级

英语语言与文学课程旨在培养书面、口头和视觉语言方面的一系列基本技能。内容包括语法习惯方面的坚实基础、文学鉴赏和回应能力，以及有效、准确地运用口头语言的技巧。学生还将学习如何进一步提高批判性和分析能力，以回应各种媒体文本。七年级的学生将继续加深对小说基本元素的认识——场景、人物、题材、冲突及情节——并拓展他们对文学要素的认知，诸如讽刺、象征、伏笔及创作意图等。本课程所研究的文本来自不同作者，这样，学生可形成一个更全球化的视角。学生还将了解莎士比

are written by an array of authors in order to give students a more global perspective. Students will also be introduced to the works of William Shakespeare and the basic elements of a play. Throughout the year, student writing will focus on the use of persuasive argument and evidence, the practice of written research and annotation skills, and the use of literary elements in creative writing.

GRADE 8

In addition to continued grammar and literature studies, students in Grade 8 have the opportunity to relate themes and issues arising from the texts they read to the world around them. Relevant topics such as growing up, social relations, and environmental change allow students to study both fiction and non-fiction subject content in the wider contexts. Observation and presentation skills, and the techniques of listening, speaking, reading, and writing are further developed at a more complex level in Grade 8. The focus in persuasive and analytical writing is on the specific techniques writers employ to create well-supported critical analysis, logical thinking, and a strong sense of voice.

GRADE 9

Students in Grade 9 deepen their approach to novels, non-fiction, poetry, and drama. In increasingly sophisticated ways, they evaluate literary qualities and effects in relation to purpose and audience. Students are required to debate, discuss, and write on complex issues that arise in their reading, both with respect to formal aspects of writing as well as to the social, emotional, ethical, and other issues that great writing poses. Literature is connected with relevant topics in other subject areas in order to maximize the benefits to student learning that arise from interdisciplinary thinking.

GRADE 10

The English Language and Literature course in Grade 10 serves as a strong transition to the rigor and demands of the IB Diploma course of the same name. Students deepen their understanding of various text types and analyze how these are shaped both by context and reception. Poetry from around the world, articles, essays, and opinion pieces enrich the Language and Literature curriculum of Grade 10. Students refine their ability to respond to and critique literary texts with insight and sensitivity. Conceptually, the course addresses the ways language is shaped and developed in different cultural contexts, and there are opportunities to explore the interdependent nature of language and culture. Students sharpen their skills of literary analysis and practice writing for purpose in different types of prose.

2. LANGUAGE ACQUISITION (CHINESE AND/OR ENGLISH)

The Second Language Acquisition program in the Middle Years Programme is based on Keystone's core principle of bilingual immersion; we aim to help our students to be fully bilingual in Chinese and English by graduation. Our teachers carefully design courses to guide students through the appropriate stages of linguistic development. The program corresponds closely to the aims of the IB Middle Years Programme, to develop in students a respect for and understanding of the school's languages, both Chinese and English. The course of study is planned with the consideration of a student's progression into the IB Diploma Programme and higher education. In our Language Acquisition classes, students learn the skills to facilitate their own further language learning, and enable them to move effectively into global economies and international business. Among key concepts explored in this course are communication, connections, creativity, and culture.

Students are grouped in six levels, or phases, within their grade levels, in the Language Acquisition program. Teachers use specific methods to focus on each of the skills associated with language development; these include listening, speaking, reading, writing, observing, and interpreting. As students reach Phase 6 of the Language Acquisition course, they are considered for advancement into Language and Literature courses in the target language to further their competency in that language.

亚的作品和戏剧的基本元素。全年的写作学习重点是：论点和论据的运用、书面研究和注释的技能，以及文学元素在创意写作中的运用。

八年级

八年级的学生除继续研修语法、研读文学作品外，将有机会把他们正在阅读的文学作品中的主题/话题与周围世界联系起来。相关话题包括成长、社会关系、环境变化等。这些话题使学生可以从更广阔的背景出发，研读小说与非小说类作品。八年级的学生将进一步提升观察与演讲展示能力，以及语言的听、说、读、写能力。就议论文写作与分析写作而言，学生重点学习作家们会使用哪些特定的写作技巧来撰写有理有据的批判性分析文章，发展逻辑思维，建构强有力的观点。

九年级

九年级的学生将进一步对小说、非小说类作品、诗歌及戏剧进行深入的学习和研究。他们将掌握更精熟的分析手法，从作品目的和读者的角度出发，分析作品的文学价值及影响。他们将就阅读时遇到的问题展开辩论、讨论，并撰写评论，他们不但要考查作品的文体，还要研究伟大作品所反映的社会、情感、伦理及其他主题。教师将把文学作品与其他学科的相关话题联系起来，最大化地挖掘跨学科学习的益处。

十年级

十年级的学生将在本课程中为其修读国际文凭大学预科项目奠定坚实的基础，为满足下一阶段英语语言与文学课程的严格要求做好准备。他们将加深对不同类型文学作品的理解，分析从创作背景与读者的角度解读作品的方式。十年级的课程内容也将囊括世界诗歌、杂志/报纸刊文、散文及评论文。学生将以独具见解、措辞严谨的方式对文学作品做出回应与评论，并在本课程中进一步完善此方面的能力。本课程的核心概念在于：讨论语言是如何在不同的文化环境下成型与发展的，并提供机会使学生探索语言与文化的相互依存性。他们还将磨练文学分析的技能，具体练习不同文体的写作。

2.语言习得（汉语和/或英语）

中学项目的语言习得课程基于鼎石沉浸式双语教学模式的核心原则。我们希望鼎石的学生在毕业时将精通中英两种语言。我们的教师精心设计课程，引导学生进入合适的阶段学习，持续地发展语言能力。本课程目标与中学项目的目标严格对应，帮助学生提升对学校所使用的两种语言——汉语与英语的理解能力。本课程的设计旨在帮助学生顺利过渡到国际文凭大学预科项目及大学阶段的学习。在我们的语言习得课程中，学生学习一系列促进自己语言学习的技能，从而使其能够在讨论全球经济与国际事务时交流畅通无阻。本课程的重大概念为交流、联系、创造与文化。

在语言习得课程中，学生将会在各年级内部被分为六个阶段水平。教师将采用特定教学方法，注重对学生语言发展具体能力的培养；这些能力包括：听、说、读、写、观察及诠释能力。一旦学生的语言能力达到本课程的第六阶段水平，我们就会考虑将其升至该语言的语言与文学课程，从而促进其语言能力的进一步提升。

In the Middle Years Programme Language Acquisition program, students can be placed in one of the phases below:

EMERGENT COMMUNICATORS (PHASES 1 AND 2)

Students who are emergent communicators can understand and respond to simple spoken and written texts. Interaction and communication are confined to familiar situations, using basic language that is appropriate in a limited range of social contexts. Classroom instruction is active and lessons focus mainly on basic grammar, vocabulary, and language functions such as introductions, giving directions, and expressing needs and interests. Keystone Academy secondary division does not have students at this level of English in its program, due to the English demands placed on students in their other academic English-medium classes.

CAPABLE COMMUNICATORS (PHASES 3 AND 4)

Students who are capable communicators are focused on building a solid foundation of language skills that will enable them to communicate clearly and effectively.

Phase 3 students understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas, and some detail presented in oral, visual and written language. Phase 3 students engage in conversation and write structured texts to express their ideas, opinions, and experiences in a limited range of interpersonal and cultural context. They will understand that they can speak and write in different ways for different purposes and audiences.

In Phase 4, students understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas, and some details presented in complex oral, visual, and written language, drawing conclusions and recognizing implied opinions and attitudes in texts read and viewed. Phase 4 students engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance. They identify aspects of format and style and speak and write with a clear sense of audience and purpose.

PROFICIENT COMMUNICATORS (PHASES 5 AND 6)

Students who are proficient communicators have arrived at an advanced level of language acquisition. At this stage, students begin to read literature in the language with the goal to develop analytical and, in Phase 6, evaluation skills.

Phase 5 students analyze specific information, ideas, opinions, and attitudes presented in increasingly complex oral, visual, and written language. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They interpret and are able to adapt aspects of format, register, and style of language.





中学项目中的学生如修读语言习得课程，将可能被分到以下阶段水平：

“成长中的交流者”（第一与第二阶段水平）

处于“成长中的交流者”阶段水平的学生能够理解简单的口头与书面语言，并作出回应。他们能够在日常情形中传达、交流基本的信息，在有限范围的社交情境中使用适当的简单语言。该阶段的课堂形式活跃，主要包括基本语法词汇的学习，以及语言功能的使用训练，如介绍、描述方位、表达需求和爱好。由于学生需要具备一定的英语能力修读其他由英语教授的课程，鼎石学校中学项目的英语语言习得课程中没有处于此阶段水平的学生。

“有能力的交流者”（第三与第四阶段水平）

处于“有能力的交流者”阶段水平的学生在此课程中建立坚实的语言基础，使他们能够清晰、有效地交流。

处于第三阶段水平的学生理解并回应有限的一系列口头和书面文本。他们理解具体的信息、主要思想，以及口头、视觉和书面语言中的一些细节。第三阶段水平的学生在有限的一系列人际环境和文化背景下开展对话，撰写结构清晰的文本，以表达他们的想法、观点和经验。他们将理解，他们可以用不同的方式为不同目的和受众进行口头表达和写作。

在第四阶段水平，学生理解并回应一系列口头和书面文本。他们解释复杂的口头、视觉和书面语言中呈现的具体信息、主要思想和一些细节，得出结论，并在所阅读和观看的文本中识别作者隐含的观点和态度。第四阶段水平的学生参与对话，撰写结构清晰的文本，以分享有关个人兴趣和全球意义主题的信息和有组织的想法。学生识别文本形式和风格，口头表达和写作都有明确的受众和目的。

“熟练的交流者”（第五与第六阶段水平）

处于“熟练的交流者”阶段水平的学生已达到语言习得过程的高级阶段水平，在这一阶段，学生开始用此语言阅读文学作品，目标是培养分析技能，在第六阶段水平，学生则还将培养评估技能。

第五阶段水平的学生分析逐渐复杂的口头、视觉和书面语言中呈现的具体信息、想法、观点和态度。他们积极参与社交场合和一些学术场合的对话，提供大量的信息，其中包含相关的、有重点的想法，并辅以实例和说明。他们能够解释并适应语言的形式、语域和风格。

At Phase 6, students evaluate the important information, details, and ideas presented. They analyze the information, draw conclusions, and make inferences about ideas, opinions, and attitudes implied in a wide range of authentic texts. They engage actively in conversations in social and academic situations to give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions, and perspectives to a wide range of audiences.

3. INDIVIDUALS AND SOCIETIES (CHINA AND THE WORLD)

“China and the World” combines Chinese civilization and World civilization in grades 6-8. It is an integrated course designed by Keystone Chinese and international teachers under the framework of the MYP Individual and Societies course. According to the MYP I&S Guide (2015), “The MYP Individuals and Societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences such as economics, business management, geography, sociology, and political science.”

In this course, students are immersed in a bilingual and multi-cultural environment. The course is taught by two teachers in different languages and from different cultural backgrounds. In each unit, the content of both Chinese civilization and world civilizations share a common goal: to understand key concepts in the same global context. Students will learn different content in the two classes using both languages, but ultimately achieve the same objectives. In order to evaluate student understanding, the students complete the same summative for each unit in the two classes. For both planning and assessment, Chinese and international teachers are in constant communication about pedagogical strategies and about student performance. In the end, students share an understanding of what it means to be human and how that affects their place in China and the World.

GRADE 6: CHINA AND THE WORLD 1

Students study early human evolution and migration, focusing on prehistoric China. The study of archaeological artifacts helps students to demonstrate evidence and understanding. They then learn about where we come from through different origin stories and explanatory myths. During the second half of the year, students complete a comparative study of the Early River Valley societies including the Indus, Mesopotamia, Nile and Yellow River civilizations. At the end of the year, students examine the four great inventions of China through a lens that focuses on their global impact. Assignments that require close reading and frequent writing about history give students opportunities to write in structured ways, present orally, work collaboratively, and develop the foundation for the critical thinking needed for the MYP Program.

GRADE 7: CHINA AND THE WORLD 2

Grade 7 China and the World builds on the content students have learned and the skills they have developed in G6 China and the World classes. The course begins with the Belief Systems originated and developed throughout the world. Students inquire into how beliefs influence practices and shape cultural perspectives and explore ancient Chinese beliefs such as Confucianism, Taoism, Legalism and Mohism. In a second unit, students investigate the relationship between the geography of a place and the social and economic practices that take place. Students later explore the lasting influences of ancient Greece and Rome and the Tang dynasty on China and our world, as well as the Silk Road. They learn about the sweeping changes in cultural, technological, economic, and religious life of the many different cultures linked together by this important trade network with its lasting impact on all those along its path.

GRADE 8: CHINA AND THE WORLD 3

China and the World in Grade 8 covers the societal, economic, and political changes from the Middle Ages through the Modern Era. Students study the ways in which changes in philosophical thinking can lead to changes in personal and cultural expression in a community. They then learn about the historical impact of exploration on traditional communities around the world. and compare Zheng He’s voyages and the foreign policy of the Ming Dynasty to current Belt and Road initiatives to show how exploration impacts traditional communities along the way. Later, students explore how ideas of the Scientific Revolution and missionaries to China in the late Ming to mid Qing dynasties developed new ways of understanding the natural world leading to eventual development of technologies. They also learn about the impact of increasing interdependence and the need for equity among nations in an increasingly globalized economy.

在第六阶段水平，学生评估重要信息、细节和所呈现的想法。他们分析信息，得出结论，并对大量真实文本中隐含的想法、观点和态度做出推论。他们积极参与社交和学术场合的对话，给出详细的分析和解释。他们以逻辑清晰、有效的方式组织信息和想法，以便向广泛的受众传达他们的理解、意见和观点。

3.个体与社会（“中国与世界”）

“中国与世界”在六至八年级融合了中国文明史与世界文明史课程。它借鉴了中学项目个体与社会学科的框架，是由鼎石中外教师共同设计的融合课程。根据中学项目个体与社会指南（2015年出版），“中学项目个体与社会学科组整合了传统上所学的‘人文学科’（例如历史和哲学）以及社会科学中的各个学科（例如经济学、商业管理、地理学、社会学和政治科学）。”

“中国与世界”课程由两位来自不同文化背景的老师使用中文和英文两种语言教授，学生沉浸在双语和多文化的学习环境中。每一单元，中文与英文的“中国与世界”课程都有一个共同的目标，即在相同的全球背景下理解一些重大概念。学生会在两个课堂中使用不同的语言，学习不同的内容，但最终达到相同的目标。为了评估学生的理解程度，学生会在两个课堂中完成相同的单元总结性评估。备课和评估方面，中外教师持续就教学策略与学生表现进行沟通。学生将最终理解人文的内涵及其对自身在中国与世界所产生的影响。

六年级：中国与世界（一）

学生学习早期人类的进化和迁徙，关注中国史前史。对考古文物的研究有助于学生展示证据和理解。然后，他们将通过不同的起源故事和神话来学习人类来自何方。在下半年，学生将完成对早期河谷文明社会的比较研究，包括印度河、美索不达米亚、尼罗河和黄河文明。学年底，学生将聚焦中国“四大发明”的全球影响力，审视中国的“四大发明”。作业包括精读与撰写历史有关的内容，学生因而有机会按要求的结构写作，口头展示，小组合作，并为中学项目学习所需的批判性思维奠定基础。

七年级：中国与世界（二）

七年级的“中国和世界”课程建立在学生六年级所学内容与技能的基础上。课程以世界各地起源和发展的思想体系开始。学生探究信仰如何影响实践、塑造文化视角，并探索中国古代思想流派，如儒家、道家、法家和墨家。在第二个单元中，学生调查某地地理位置与其社会经济实践之间的关系。之后，学生探索古希腊、古罗马和唐朝对中国与世界的持久影响。他们学习“丝绸之路”，了解这一重要的贸易网络将许多不同文化的文化、技术、经济与宗教生活联系在一起，带来了巨大变化，并对其产生持久的影响。

八年级：中国与世界（三）

八年级的“中国和世界”课程涵盖了从中世纪到现代的社会、经济和政治变化。学生学习哲学思维的变化导致社会中个人和文化表达变化的不同方式。然后，他们学习探索活动对世界各地传统社会的历史影响。并将郑和下西洋和明朝的外交政策与当前的“一带一路”倡议进行比较，展示探索活动对沿途传统社会的影响。接下去，学生将探索明末清初科学革命的观点和传教士如何发展新认识自然世界的新方式，促使技术发展。他们还将学习，在日益全球化的经济体系中，各国之间日益相互依存的影响和对公平的需要。

GRADE 9: WORLD CIVILIZATION 4

This course explores the enormous transformations in politics, economics, technology, and social life characterized by the periods following the European Enlightenment. Students consider the impact of imperialism and independence movements, and the transformative power of revolutions. They examine the rise of different government systems and the development of political-economic superpowers, and analyze these events and ideas through research, writing, and in presentations using different media.

GRADE 9: CHINESE CIVILIZATION 4

The 9th grade Chinese Civilization course aims to help students understand the changes of modern Chinese society through different dimensions such as politics, ideology, economy, and social customs. Through the changes in Modern China, students conduct in-depth research and discussion on topics such as the pursuit and exploration of democracy, the conflict and integration of Chinese and Western cultures, trade freedom and protection, and social customs and trends. Chinese Civilization teachers guide and help students to develop critical thinking skills, such as summarizing information to make arguments, thinking about issues from different perspectives, and understanding the implication of events.

GRADE 10: WORLD CIVILIZATION 5

This course explores a variety of topics in the 20th century through concepts and global contexts that unite the entire Middle Years Programme. The course is structured to help students foster research skills, encourage critical thinking, develop perspectives on issues, and communicate their understandings by various means. Students study the era of World War I through World War II and continue on to the Cold War. During this course, an interdisciplinary unit is taught with Mathematics. This exciting activity has students present issues in a global conference called, "The Keystone United Nations." Students research issues concerning development, microfinance, health on a global scale. The skills in this unit that are targeted are research, communication, and thinking. Students also learn about the idea of how to initiate change. Students will have the opportunity to improve their skills related to self-management, thinking, and research.

GRADE 10: CHINESE CIVILIZATION 5

The course is based on a historical overview of Chinese Civilization, so that students can recapitulate the major threads in Chinese culture and history studied at Middle School. Students learn that the causality behind conflicts may bring about changes in the process of equity and development through wars and peace in China in the 20th century. Through the common development of New China and the world, students will understand that the perspectives generated by ideology in the process of global interaction may affect the development over time. In Grade 10, students participate in the important Capstone Project. Students select a topic associated with China's history, geography, literature, philosophy, or current issues to conduct research, draft and write an essay, and present their findings to their colleagues in a public forum. Teachers serve as mentors and guide students as they fulfill the requirements of this research project. Students graduate 10th Grade with deep knowledge of Chinese history and culture, and the preparation necessary to face the challenges of the Extended Essay of the IBDP.

4. CHINESE ARTS (CHINA AND THE WORLD)

The Chinese Performing Arts and Visual Arts together form an important component of the Keystone Chinese Thread in the Middle Years Programme. These courses offer students the skills and theoretical background to appreciate and create traditional Chinese Arts demonstrating quality and competency at high levels.

In grades 6 and 7, students have an exploratory experience where they rotate through one semester each of Dance, Music, Visual Arts, and Wushu. This allows students to get a taste of what each area has to offer before they commit to full-year study in one area in grades 8-10.

九年级：世界文明史（四）

本课程探讨欧洲启蒙运动后政治、经济、科技和社会生活的巨大转变。学生思考帝国主义和独立运动的影响，以及革命的变革力量。他们研究不同政府体系的崛起，以及政治经济超级大国的发展，并通过研究、写作和不同媒体形式的展示来分析这些事件和观点。

九年级：中国文明史（四）

九年级中国文明史课程旨在通过政治、思想、经济、社会风俗等不同维度帮助学生理解近代中国社会的变迁。学生透过中国近代的变革，将对民主的追求与探索，新旧、中西文化的冲突与融合，贸易自由与保护、社会风尚和潮流的等话题进行深入的探究和讨论。中国文明史教师指导和帮助他们发展批判性思考技能，例举事实论证观点、从不同角度思考问题，认识观点背后的含义等。

十年级：世界文明史（五）

本课程通过中学项目的各个概念和全球背景探讨20世纪的一系列主题，旨在帮助学生培养研究技能，鼓励批判性思维，发展其对问题的看法，并使他们通过各种方式交流他们的理解。学生学习的时期包括一战、二战与冷战。此课程还含有一个与数学学科共同教授的跨学科单元。这个精彩的活动让学生在—一个名为“鼎石联合国”的全球会议上提出问题。学生研究在全球范围内与发展、微观金融及卫生有关的问题。本单元的目标技能是研究、交流和思考。学生还将学习如何发起变革的理念。学生将有机会提高自我管理、思考和研究方面的技能。

十年级：中国文明史（五）

十年级的中国文明史的学习建立在学生九年级的学习基础之上。学生回顾在初中阶段所学习的中国历史文化要点。学生学习20世纪中国的战争与和平，将会理解冲突背后的因果关系可能会为公平与发展的进程带来变化。通过新中国与世界的共同发展，学生也将会理解意识形态在全球互动的进程中产生的观点可能会影响时代的发展。学生还将独立完成一个研究型课题项目——“鼎石综合设计项目”，作为十年级中国文明史课程的期末作品。学生着重关注中国历史、地理、文学、哲学或当今社会的问题，设立课题，开展研究，撰写论文，而有些学生也会最终在一个公共平台上向所有同学展示其研究成果。教师在此过程中辅导学生，指引其完成课题研究并满足此作业的相关要求。十年级的学生在结业时将会对中国历史文化有深刻的理解，并为国际文凭大学预科项目专题论文的撰写做好充分准备。

4.中国艺术（“中国与世界”）

中国表演艺术与中国视觉艺术课程是鼎石中学项目“中国主线”课程体系的重要组成部分。这些课程教授理论背景知识，培养相关技能，使学生学会欣赏并创造高水平、高质量的中国传统艺术作品。

六、七年级的学生能够在一学期的时间内轮流体验舞蹈、音乐、视觉艺术及武术课程。如此，他们能感受每门艺术的魅力所在，随之在八至十年级选择某一艺术领域进行全年的修读。

CHINESE PERFORMING ARTS (GRADE 6): DANCE

In the course of Dance 1, students will learn about the culture and history of dance and the appreciation of dance works. They will focus on Chinese folk dances and traditional dances, and study the dynamic rhythms, styles, and features of these expressive forms. At the same time, they also learn about pieces or complete works of Chinese dance, and study the artistic styles that characterize performance through this dance form.

CHINESE PERFORMING ARTS (GRADES 8-10): DANCE

In the second phase of the course, Dance 2, students will fully strengthen basic training and physical control focusing on improving their own dance skills. The training content includes the style expression of the action, choreography, improvisation, and emotional expression. At this stage, students are expected to integrate their skills and knowledge of dance on the stage through individual and group performances.

CHINESE PERFORMING ARTS (GRADE 7): MUSIC

In the course of Music 1, students learn about the cultural exchange of Chinese music in the Sui and Tang Dynasties, and to play a Chinese musical instrument: Ruan. They study the historical and social contexts, development, and significance of Chinese traditional music and World folk music. Students learn the differences between numbered musical notation and musical notation, and they learn to distinguish rhythmic patterns, modes, and intervals. For the Chinese musical instrument, students learn to play scales, and perform and compose basic music pieces on the Ruan.

CHINESE PERFORMING ARTS (GRADES 8-10): MUSIC

In the second phase of this course, Music 2, students have the opportunity to deepen their knowledge and improve their techniques of playing the Chinese classical instrument. They continue to foster their appreciation in music, and learn how to compose music. They create works in Chinese musical modes, investigate the regional origins of the instruments and musical styles, and compose and perform original songs. Additionally, they explore the traditional Chinese music styles associated with different eras and dynasties, then combine Chinese and Western instruments to compose and play in groups or bands.

CHINESE PERFORMING ARTS (GRADE 7): WUSHU

In the course of Wushu 1, students learn about the history of martial arts, and the position of the sport in the context of China and the world. Students learn the history of wushu, the different types of the practice, and the lifeways of wushu masters. They not only study the basic knowledge of martial arts, but also learn the cultural value and routine of martial arts short instruments, as well as the movement methods and characteristics of martial arts moves in actual combat.

CHINESE PERFORMING ARTS (GRADES 8-10): WUSHU

In the second phase of the course, Wushu 2, students learn about the further development of schools of wushu, and delve deeper into the history of the different branches of this martial art form. Practical exercises will cover the content of martial arts equipment and Tai Chi, including more cultural knowledge study of martial arts long equipment and Tai Chi as well as the discussion about Tai Chi philosophy. At the same time, students practice some professional movements of martial arts long equipment and further understand the deep meaning and purpose of long equipment in the martial arts system. In addition, students will experience more about the changes in yin and yang, imaginary and real, fast and slow, and deepen the thinking and understanding of Tai Chi philosophy.

CHINESE VISUAL ARTS (GRADE 6)

Students will use the Shang and Zhou bronzes as a clue to understand the history and ornamentation characteristics of the Shang and Zhou Dynasties, and use paper sculpture to showcase their research results. In the process of learning, students will explore the relationship between bronze art and the social culture of the Shang and Zhou Dynasties, and deepen their understanding of Chinese culture in the world context.

中国表演艺术（六年级）：舞蹈

舞蹈课的第一部分中，学生将全面学习舞蹈的历史文化及舞蹈作品赏析。他们将重点了解中国的各种民族舞以及传统舞蹈，观察这些具有表现力的舞蹈形式，研究其多样的节奏、风格与特点。他们同时学习中国舞片段或作品，研究其典型的表演艺术风格。

中国表演艺术（八至十年级）：舞蹈

舞蹈课的第二部分中，学生将全面加强基础训练和身体控制力，重点提升舞蹈动作运用的技巧。训练内容包括动作的风格表达、舞蹈编创、即兴表演及情感表现力。在此阶段，我们希望学生能够结合自己的技巧与所学的舞蹈知识，进行个人与团体舞台演出。

中国表演艺术（七年级）：音乐文化

音乐课的第一部分中，学生将学习隋唐时期的中国音乐文化交流并学习演奏中国乐器：阮咸。他们将研究中国传统音乐与世界民族音乐的历史社会背景、发展及影响。课程内容还包括学习简谱与五线谱的差异，学习区分不同的节奏、调式及音程的运用。中国乐器演奏方面，学生学习运用阮咸演奏音阶、乐曲，并进行简单的创作。

中国表演艺术（八至十年级）：音乐创作

音乐课的第二部分中，学生将有机会深化自己对所学音乐知识的领悟，提升中国古典乐器的演奏技巧，继续培养对音乐的感受与审美，同时进行音乐创作。课程的知识内容将包括创作中国调式的音乐作品；研究不同乐器与音乐风格的地域起源；创作原创歌曲并演绎。此外，他们还将探索与各个朝代有关的不同中国传统音乐风格，同时结合中西方乐器进行二度创作并以小组或乐队形式进行演奏。

中国表演艺术（七年级）：武术

武术课的第一部分中，学生将学习武术史，以及体育运动在中国与世界背景下的地位。学生学习中国武术史，了解不同的武术类型以及一些武术大师的生平。他们不仅研究武术的基本知识，也会学习武术短器械的文化价值及其套路，以及武术招式在实战中的运动方法与特点。

中国表演艺术（八至十年级）：武术

武术课的第二部分中，学生将学习武术流派的进一步发展，深入发掘不同派系的历史。实践操练将涵盖武术器械与太极等内容，其中包括更多的武术长器械文化知识学习、太极文化知识学习以及和太极有关的哲学思想讨论。学生同时练习武术长器械的一些专业动作，并进一步了解长器械在武术体系中的深层含义与目的。并且，他们还将更多地体会阴阳、虚实、快慢的变化，加深对太极哲理的思考与领悟。

中国视觉艺术（六年级）

学生将以商、周青铜器为线索，了解商周时期的历史和纹饰特点，并使用纸雕塑展示他们的研究成果。在学习的过程中，学生将探索青铜艺术与商周时期社会文化之间的关系，加深在世界背景下对中国文化的理解。

CHINESE VISUAL ARTS (GRADES 8-10)

Students will understand, appreciate and reflect on the aesthetics and manifestation of traditional Chinese visual art. From G8 to G10, students will experience themes of calligraphy, Chinese painting, engraving, Chinese architecture, ceramic art, etc., to cultivate the ability of modeling, color expression, and the use of different materials, to explore the relationship between art forms and social forms, customs, and culture; compare it with similar art forms in other cultures and deepen the understanding of Chinese culture in the world context in the process of learning.

5. SCIENCES

The Science curriculum at Keystone encourages all students to inquire, explore, and investigate issues and occurrences related to observable phenomena and to their own lives. Skills and knowledge learned in classes enhance and augment this. Students are guided in scientific inquiry both individually and collaboratively through observation, research, and experimentation. By investigating real examples, students discover the tensions and dependencies between science and factors such as culture, the environment, ethics, and politics. Students study content in integrative ways, which emphasize the big ideas across the disciplines, such as change, systems, and relationships.

The courses offered in the Sciences, guided by the Ontario curriculum standards, also enable students to access, use, and communicate scientific knowledge accurately and with confidence in oral, written, and visual modes. Learning science and the scientific method involves much more than mere terminology. It is an approach to knowledge, a special way of seeing, questioning, analyzing, and describing the world. Students in our Science courses learn how to identify issues, make assumptions, explore related facts, and then draw preliminary conclusions to be proven by experimentation, evidence, and further research. They learn to appreciate and respect the ideas and discoveries of others.

GRADES 6, 7, and 8: INTEGRATED SCIENCES

The Science courses for Keystone's Grades 6, 7 and 8 students offer an integrated approach to scientific learning. This approach allows all students to experience and to develop interests in the wonderful and diverse fields of science. Students learn about scientific knowledge and the scientific method, and use these insights for analytical thinking and problem solving. Students learn to design their own research projects based on their inquiries. They also learn to collect, process, and interpret evidence, individually and in collaboration with others. They conduct experiments and observations to form hypotheses, perform investigations, analyze the collected data, and draw conclusions. Students are required to communicate their findings in various ways.

Topics of study during these three years include units in Space Science including the Sun, Moon, Earth, solar system, astronomical distances, nature of celestial bodies, observation of astronomical data, and missions to other parts of the solar system. Life Sciences topics cover diversity of life, classification, natural selection, mass extinctions, threats to biodiversity, conservation efforts, interaction in environments, ecosystems, cells theory, characteristics of plants and animal cells, osmosis, bacteria, antibiotic resistance, food webs, flow of energy, and human impacts. Physical Science includes the fluids, flight, atoms, periodic table, physical chemical properties, static electricity, current electricity, density, kinetic particle theory, buoyancy, heat transfer, lift, force, Bernoulli's principle, conservation of matter, conservation of energy, phases of matter, pressure, form and function, and natural disasters.

The integrated nature of the Sciences in the Middle Years Programme enables students to investigate real life applied science and to appreciate the contributions of science to invention and human endeavor. The practice of scientific thinking and methods helps students improve critical thinking and problem solving skills. There is a strong emphasis on the scientific terminology and how to communicate understanding in English in these early years. The integrated Science curriculum increases in complexity and academic rigor each year.

中国视觉艺术（八至十年级）

学生将了解、欣赏并反思中国传统视觉艺术的审美及其表现形式。在八至十年级，学生将体验书法、国画、篆刻、中式建筑、陶艺等主题，培养造型、色彩表现以及运用不同材料的能力，探索艺术形式与社会形态、风俗及文化之间的关系。他们将之与其他文化中类似的艺术形式进行比较，在学习的过程中加深在世界背景下对中国文化的理解。

5.科学

鼎石的科学课程鼓励所有学生研究、探索、调查与生活或观察到的现象相关的事件和问题。课堂上所学的技能 and 知识又可以进一步加强这些能力。教师将指导学生以个人或团体合作的形式进行科学探究，包括观察、研究和实验。通过调查实际生活中的例子，学生将会发现科学与文化、环境、道德规范、政治之间相互矛盾、相互依赖的关系。学生将综合学习课程内容。本课程强调跨学科的宏观概念，如变化、系统与关系。

科学学科课程借鉴了加拿大安大略省的课程标准，也同时培养学生能够准确地、有信心地以口头、书面和视觉等方式获得、运用和交流科学知识。学习科学与科学方法远不止于学习专业术语，而是学习获取知识的一种手段，一种看待、质疑、分析和描述世界的特殊方式。在科学课上，学生学习如何确定问题、作出假设、探索相关事实，以及得出初步结论，使结论通过实验、证据及进一步研究得到证明。他们还会学习欣赏、尊重他人的观点与发现。

六至八年级：综合科学

鼎石六至八年级的科学课程将教授学生学习科学的综合方法。学生将有机会探索奇妙多彩的科学领域，并培养对理科学习的兴趣。学生将学习科学知识，领悟科学方法，并运用科学方法进行分析思考，解决实际问题。学生根据自己的探究问题设计研究课题。同时，每个学生还将学会（独立或者与其他同学合作）收集证据，并对数据进行处理和解释。他们进行实验与观察，从而形成假设，开展调查，分析所得数据，最后得出结论。教师将要求学生以各种方式与其他同学交流课题成果。

此三年的研究课题涵盖空间科学中的单元，包括太阳、月球、地球、太阳系、天文距离、天体性质、天文数据观测和太阳系其他部分的探测任务。生命科学主题涵盖生命多样性、分类、自然选择、大规模灭绝、生物多样性遭受的威胁、资源保护工作、环境中的相互作用、生态系统、细胞理论、动植物细胞特性、渗透作用、细菌、抗生素的抗性、食物网、能量流动和人类影响。物理科学包括流体、飞行、原子、周期表、物理化学性质、静电、电流、密度、动能粒子理论、浮力、热的传导、升力、力、伯努利原理、物质守恒、能量守恒、物体的形态、压力、形式和功能，以及自然灾害。

中学项目科学课程的综合性使学生能够探索实际生活中应用科学的事例，认识到科学对人类的努力发明与探索作出的贡献。科学性思维与方法帮助学生提升批判性思维与解决问题的能力。作为本课程的起步阶段，教师将会重点教学科学术语，以及用英语交流课程知识、增强沟通理解的方法。综合科学课程的复杂性与学术严谨性将会逐年递增。

GRADES 9 & 10: INTEGRATED SCIENCES

The courses offered in the Sciences for Grades 9 and 10 cover the content of four core subjects in the area of Science: Physics, Chemistry, and Biology and Earth Science. Each subject area has its own unique content area, but they all share a common inquiry-based methodology. These courses are a continuation of the scientific concepts explored in the lower grades at Keystone and they lay a foundation of the Group 4 Experimental Sciences in the IB Diploma Programme. The entire course is divided into eight units over the course of two years and some of the main concepts covered are: Kinematics, mechanics, static and current electricity, chemical bonding, chemical reactions, rate of reactions, acids and bases, cell biology and biochemistry, climate change concepts.

In each unit, student learning is based on inquiry, conceptual understanding, and practice. Teachers use a variety of student-centered approaches to engage students, including experiments, group projects amongst others integrating technology where appropriate. Students are provided with ample opportunities to develop their investigative and inquiry skills in lab designing, data analysis and evaluating data. Critical thinking, curiosity, creativity, cooperation, and independent learning are fostered as a result of these practices in the science classes. Through this course students are constantly encouraged to reflect upon the impact of science on the current world and on their everyday lives.

6. MATHEMATICS

The study of mathematics has a central place in the intellectual development of all students at Keystone. Mathematics helps students to connect their own lives with the world around them, and to interpret abstract events and occurrences with precise quantitative methods. As the Keystone Math Curriculum Vision Statement says, we 'hold ambitious expectations for all within a carefully structured, spiraled, and supportive learning environment' for all our math students. Our approach to mathematics is to enable students to communicate using precise mathematical reasoning, to employ mathematical techniques effectively, and to apply mathematics in real-life contexts. As a consequence, they develop higher order critical and creative thinking skills, and advanced problem-solving capabilities.

The four branches of mathematical study covered throughout all the courses in Keystone's Middle Years Programme are:

- Number
- Algebra
- Geometry and Trigonometry
- Probability and Statistics

These four strands are woven into all our courses by using a variety of pedagogical modes to meet the specific needs of our students. Students are encouraged to use technology tools appropriately as they work through problems and achieve new and deeper understandings in Mathematics.

GRADE 6

The Grade 6 Mathematics course explores topics including numeracy, statistics and graphing, fractions, decimals, and percentages, algebra, and geometry. Students discover how math is seen and used in the real world. In the numbers unit, students will study ancient number systems. In the statistics unit students learn how to collect and display various descriptive statistics. In the algebra unit students extend their knowledge of fractions to complex problems. Finally, in the geometry unit students explore 2-D shapes, and the relationships between angles and lines.

GRADE 7

The Grade 7 Mathematics course covers topics from numbers, linear algebra, geometry, and statistics. The course is designed to help students transition from prealgebra to linear algebra. Students are introduced to the world of patterns in mathematics, and see their relationships to linear equations. In the number unit, students study percentages and their relationships with fractions and decimals. In the geometry unit students study coordinate geometry and connect it to their knowledge of linear functions. In the statistics unit, students learn tools to make sense of data, analyze it, and make connections to real-world situations.

九年级和十年级：综合科学

鼎石九至十年级的科学课程将涵盖科学领域四门核心学科的内容，即物理、化学、生物与地球科学。每个学科都有其独特的内容领域，但运用共同的探究式方法。这些课程是学生在低年级探索的科学概念的延续，它们为国际文凭大学预科项目中的第4学科组——实验科学奠定了基础。整个课程在两年的时间里分为八个单元，涉及的主要概念有：运动学、力学、静电和电流、化学键、化学反应、化学反应速率、酸和碱、细胞生物学和生物化学，以及气候变化的概念。

在每个单元中，学生的学习都以问题探究、概念理解与实际操练为基础。教师使用一系列以学生为中心的方法来使学生积极参与到课堂中，包括实验、小组项目以及其他合适的整合技术方法。学生有充分的机会在实验设计、数据分析和评估方面发展他们的调查和探究技能。科学课的这些实践培养了学生的批判性思维、好奇心、创造力、合作和独立学习的能力。通过这门课程，教师不断鼓励学生反思科学对当今世界和日常生活的影响。

6. 数学

数学在鼎石所有学生的智力发展中占据举足轻重的地位。数学将学生的生活与周围的世界联系起来，用精确量化的方式抽象地解释生活中的事件与现象。如鼎石数学课程愿景陈述所写，“在精心搭建的、不断螺旋上升和具有支持性的学习环境中，我们对每一名学生都怀有坚定热切的期许”。学习数学是为了让学生能够进行精确的数学推理、有效地使用数学方法，并将数学运用在实际生活中。因此，数学培养的是一种更高层次的创新批判性思维，以及先进的问题解决能力。

中学项目中的数学学习包括以下四个部分：

- 算数学
- 代数学
- 几何学和三角学
- 概率和统计学

这四个部分贯穿于所有的数学课程中。我们的教学模式多样化，能够满足学生的不同需求。在数学课上，我们鼓励学生合理地使用信息与通信技术工具，以帮助他们获得更多且更深刻的理解。

六年级

六年级的数学课程探讨的主题包括数字计算、统计和绘图、分数、小数、百分比、代数和几何学。学生探索数学是如何在现实世界中被看待和使用的。在数字单元中，学生将学习古代的数字系统。在统计单元，学生学习如何收集和展示各种描述性统计数据。在代数单元里，学生把分数的知识拓展到复杂的问题中。最后，在几何单元中，学生探索二维形状，以及角度和线之间的关系。

七年级

七年级的数学课程探讨的主题包括数字、线性代数、几何和统计学。本课程旨在帮助学生从前代数阶段过渡到线性代数的学习。学生了解数学中的各种范式，并了解它们与线性方程的关系。在数字单元中，学生学习百分比及其与分数和小数的关系。在几何单元中，学生学习解析几何，并将其与线性函数的知识联系起来。在统计学单元中，学生学习使用一些工具来理解数据、分析数据并将其与现实世界建立联系。

GRADE 8

The focus of the Grade 8 mathematics course is the consolidation and expansion of our student's knowledge base intended to prepare them for the challenges they will encounter in either the Standard or Extended Level Mathematics in 9th grade. Topics in the number unit include real number systems, exponents, and radicals. In the algebra unit students deepen their knowledge of linear equations and begin to explore quadratics. In the geometry unit students construct deductive proofs about congruent triangles and are introduced to trigonometry. Finally students study basic probability including dependent and independent events in the probability unit.

GRADES 9 & 10 STANDARD AND EXTENDED LEVELS

The MYP mathematics program in grades 9 and 10 offers two levels of challenge which support mathematics in the DP Programme. Students are placed in levels based on course performance, assessments results, and teacher recommendations. Levels can be adjusted when appropriate. For students who enter Keystone Academy as new students, a placement test in combination with the student's previous school records help to inform decisions on course placement. Standard Level Mathematics provides students with sound knowledge of fundamental mathematical principles and strategies. In Extended Level Mathematics student explore the content in greater depth and study topics in more depth and at a quicker pace. In both levels, we have carefully adjusted our approaches to prepare students for the challenge of the new IB Diploma Programme courses. Students are required to have their own TI-84 series graphing calculator for all grade 9 and 10 mathematics courses.

GRADE 9: STANDARD (SL) AND EXTENDED (EL) LEVEL MATHEMATICS

The Grade 9 Standard (SL) and Extended (EL) courses are designed to extend students' understanding of linear functions through a study of linear programming. Students also explore quadratic functions in depth, including numerous quadratic application problems. In the geometry unit students study circles and further their understanding of trigonometry. Students also further their study of probability, including conditional probability.

In the EL course students cover topics in more depth and at a faster pace. In addition, there is greater emphasis on analytical mathematics.

GRADE 10: STANDARD (SL) AND EXTENDED (EL) LEVEL MATHEMATICS

The Grade 10 Standard (SL) and Extended (EL) courses are the final MYP math courses before the DP program. The courses cover topics from algebra, geometry, and statistics. Students begin the year with a study of functions and transformations. This is followed by a unit of advanced trigonometry including trigonometric graphs, equations, and identities. A unit on statistics explores ways to describe and analyze data, including statistical distributions. Students are also introduced to calculus.

In the EL course students cover topics in more depth and at a faster pace. In addition, there is greater emphasis on analytical mathematics. The EL course also covers additional topics in vectors and rational functions.

Students who take Math Standard Level courses in Grade 10, typically take Standard Level math courses in the DP program. Students who are successful in Extended Level Math in Grade 10 will be prepared to take either Diploma Programme mathematics course at the HL Level.

7. THE ARTS

Creativity and collaboration are qualities required for success, both in education and in a future career. Creative thinking in the Arts engages students, develops confidence and aesthetic sensibilities, and makes learning visible in ways that generate real passion. In the Middle Years Programme, there is great emphasis placed on all the Arts, which are central to the Chinese Thread at Keystone Academy.

Students follow rich curricula located in state of the art spaces uniquely designed for each of the arts fields. Whether playing a lead role in a school theater production, or making a Bach Cello Suite come alive, Keystone students in the Arts program benefit from a truly top level facility and teaching. Keystone also has extensive visual and digital arts spaces with purpose-built studios for painting, ceramics, sculpture, and multimedia work.

八年级

八年级数学课程的重点是巩固和扩充学生的知识基础，使他们能应对九年级数学普通或扩展性课程所面临的挑战。数字单元中的主题包括实数体系、指数和根。在代数单元，学生们加深了对线性方程的知识，开始探索二次方程。在几何单元中，学生进行全等三角形的演绎证明，并开始学习三角学。最后，学生学习基本的概率知识，包括概率单元中的相依事件和独立事件。

九、十年级普通数学课程与扩展性数学课程

九年级和十年级的MYP数学课程提供了两种水平的挑战，支持大学预科项目中的数学课程。根据课程表现、评估结果和教师建议，学生将会被分到不同水平的课程。学生所属的水平可以适时调整。对于进入鼎石的新生，分班测试将与学生之前学校的成绩记录相结合，为学生的课程安排提供信息。普通水平的数学课程中，学生学习基础数学原理和策略，获得扎实的知识。在扩展性数学课程中，学生更深入地探索内容，更深入、更快节奏地研究各个主题。在这两个水平的课程中，我们都谨慎地调整教学方法，使学生准备好迎接新的大学文凭项目课程的挑战。所有九年级和十年级的数学课程都要求学生携带自己的TI-84系列图形计算器。

九年级普通数学课程与扩展性数学课程

九年级普通（SL）和扩展性（EL）课程旨在通过线性规划来扩展学生对线性函数的理解。学生们还将深入探讨二次函数，包括许多二次函数的应用问题。在几何单元中，学生学习圆并进一步理解三角学。学生还将进一步研究概率，包括条件概率。

在EL课程中，学生以更快的速度更深入地讨论各个主题。此外，分析数学是课程的侧重点。

十年级普通数学课程与扩展性数学课程

十年级普通（SL）和扩展性（EL）课程是大学预科项目之前的最后一门中学项目数学课程。课程主题包括代数、几何和统计学。学生先学习函数与函数转换。之后，他们学习高级三角学的单元，包括三角函数图形、方程和性质。统计学单元探索描述和分析数据的方法，包括统计分布。学生还将开始学习微积分。

在EL课程中，学生以更快的速度更深入地讨论主题。此外，分析数学是课程的侧重点。EL课程的主题还包括向量和有理函数。

十年级修读数学普通水平课程的学生，通常在大学预科项目中修读普通水平的数学课程。十年级在数学扩展性课程中表现良好的学生，则可在大学预科项目中修读任一高级水平的数学课程。

7. 艺术

在学生时代以及学生今后的职业生涯中，创造性和协作能力都是成功的重要因素。在进行艺术的创造性思维中，学生加强了参与意识，建立了信心，培养了美学感受力，切身感受到艺术的魅力，从而对艺术产生真正的热情。中学项目的课程非常重视各类艺术，这也是鼎石“中国主线”的重要一脉。

学生将在为各类艺术课程特别设计的空间中进行丰富多彩的课程学习。不论是在校园剧中担任主角，还是现场演奏巴赫大提琴独奏组曲，修读艺术课程的鼎石学生都将得益于学校一流的设施与教学。鼎石还提供各种视觉和数字艺术空间，包括绘画、制陶、雕刻和多媒体工作室等。

Students are encouraged to work both independently and collaboratively to explore and investigate Drama, Music, and the Visual Arts. Students study the history of the different arts forms, as well as the techniques that allow them to express themselves and create through these genres. The Arts courses relate to and support the courses in the Chinese Visual Arts and Chinese Performing Arts. Some of the key concepts explored in the Arts courses are aesthetics, change, communication, and identity. These concepts help students to analyze issues and solve problems that have an impact on their communities and the wider world. In Grades 6, 7, and 8, all students participate in the Visual and Performing Arts (Drama and Music). In Grades 9 and 10, students choose one of the Arts to pursue in more depth.

DRAMA/THEATRE

Drama/theatre is a key component of the Performing Arts program at Keystone. Through practical exploration, students learn about the theatre-making processes in a collaborative environment. It gives students the opportunity to make theatre as creators, designers, directors and performers. At Keystone, we expose students to a range of theatrical contexts from Asia, Europe, Africa and the Americas.

The Drama program at Keystone encourages students to appreciate that through the processes of investigation, creating, planning, presenting and reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Students learn through experimentation, performance elements (body and voice) and production elements (scenic elements-lighting, costume, set design, etc.) and how they work together to create meaning in different contexts.

MUSIC

Keystone's music program emphasizes experiential learning in composition and performance, built through the MYP Arts inquiry-based framework. Music students are exposed to a variety of instructional and teaching methods, with a major emphasis placed on student directed learning and collaboration with others in understanding and making music. Students engage in critical listening, and develop a strong awareness of the different cultural, historical, and social contexts from which music emerges. They become acquainted with music traditions of past centuries and other cultures, and with the music technology of today's changing world. Students have the opportunity to work individually and in small groups to compose, produce, and perform their own work, using their voices, instruments, and a variety of music technologies. Through creative engagement with the material, they develop their knowledge, abilities, and understanding of various types of music. They discover how knowledge and skills acquired in performance are interrelated with other courses and areas of learning. Students are taught the basic elements of music such as notes, rhythm, form, dynamics and articulation, meter, tone quality, and the aesthetic values of music. Students become critical thinkers as they apply these basic musical concepts to all performance opportunities. MYP and Chinese Thread music units are collaboratively planned for students to apply the learned concepts in both a Chinese and Western context. The Keystone music courses are scaffolded to build a solid foundation for the IB Diploma Music program.

VISUAL ARTS

The Visual Arts program combines the development of creative thinking strategies with the acquisition of arts techniques in a variety of media such as painting, drawing, fashion design, digital media, and photography. Students investigate art forms from different cultures, time periods, and movements, and explore various types of media. Students are encouraged to experiment and to embrace the process of making art in order to develop different approaches to visual problem-solving and creative expression. They are challenged to analyze the role of artists in the world and the relationship between artistic expression and its historical and cultural context. As they construct their own meanings and understandings, students develop critical thinking skills that in turn inform their own artistic intentions. Key concepts that are further explored in the Visual Arts are composition, innovation, interpretation, style, and representation. In Grades 9-10, this program equips students with the skill base, conceptual understanding, critical thinking, and creative aptitudes needed for success in the program for IB Diploma Arts Programme.

我们鼓励学生（独立或者与他人协作）探索戏剧、音乐和视觉艺术。学生将学习不同艺术形式的历史，并通过这些艺术形式表达自己的创造力。艺术类课程均涉及中国视觉艺术与中国表演艺术的内容，并支持其相关文化课程。艺术课程的一些重大概念为审美、变化、交流与特征/认同。这些概念将帮助学生分析并解决一些对其社区以及更广阔的世界产生影响的问题。六至八年级的所有学生都将修读视觉艺术课程与表演艺术课程（戏剧与音乐）。九、十年级的学生可选一项艺术课程进行更深层次的探索。

戏剧

通过实践探索，学生学习合作制作戏剧的过程。创作戏剧时，学生有机会成为创作者、设计者、导演和表演者。在鼎石，学生接触了解亚洲、欧洲、非洲和美洲的各种戏剧背景。

鼎石的戏剧项目鼓励学生认识到：利用调查、创作、规划、呈现和反思戏剧的过程，作为参与者和观众，他们对自己、社区和世界有了更丰富的了解。

学生学习实验戏剧、表演元素（身体和声音）和制作元素（舞台元素——照明、服装、布景设计等），以及如何在不同的背景下共同创造意义。

音乐

鼎石的音乐课程项目强调通过中学项目的艺术学科探究式课程框架，进行体验式学习。教师将采用一系列的教学指导方法，重点帮助学生独立学习或与他人合作，进行音乐理解与创作。学生同时进行批判式倾听，深入了解各种音乐的不同文化、历史和社会背景。他们渐渐熟知来自过去几百年的、或是其他文化的音乐传统，也会了解现今日新月异的音乐技术。学生有机会以个人或小组的形式，用他们的声音、乐器和音乐技术编曲、制作并表演他们自己的作品。通过对音乐材料的创造性处理，他们学习、理解各种音乐类型，并磨练了相应的能力。在探索的过程中，他们会了解表演中习得的知识与技能是如何与其他学科领域及课程紧密相连的。教师将会教授学生音乐的基本知识，如音符、节奏、曲式、力度与衔接、节拍、音色，以及音乐的美学价值。学生将这些基本音乐概念运用在各种表演之中，进行批判性思考。中学项目和“中国主线”音乐单元由教师合作设计而成，学生可在中国和世界的背景下运用所学概念。渐进式的音乐课程体系将为国际文凭大学预科项目的音乐课程奠定良好基础。

视觉艺术

视觉艺术课程将创造性思维发展结合于一系列艺术技能的习得过程之中，此过程包括绘画、时装设计、数字媒体，以及摄影。学生将探究来自不同文化、不同时期以及不同艺术运动的艺术形式，并探索不同形式的艺术媒介。我们将鼓励学生大胆试验，尽情享受制作艺术的过程，从而领悟解决问题与创造性表达的不同方法。学生同时也会深度学习分析一些世界知名的艺术家的地位，以及艺术性表达与其历史文化背景的联系。在构建自己作品的意义、形成个人独特见解的同时，学生逐渐发展批判性思维，从而反映自己创作的意图。视觉艺术课程的重大概念为创作、创新、解读、风格与表现。九、十年级的课程将培养学生的艺术技能、对艺术概念的理解、批判性思维，以及创造能力。此课程将为国际文凭大学预科项目的艺术课程奠定良好基础。

8. DESIGN

The Design course in grades 6-10 is divided between Product Design and Digital Design. Students learn about the design process, which is applicable in many fields outside the design classroom. Our students learn how to use a wide range of tools to design and create two and three-dimensional creations as well as software and virtual products. Teachers actively engage students in all aspects of digital and product design. Projects introduce skills in furniture and architectural design, video recording and editing. The key concepts investigated in this course are communication, communities, development, and systems. Students examine the role of technology in different cultural contexts over time. They consider crucial contemporary issues of technology and the digital world as these relate to new models of sustainability and global citizenship. Technology is integrated into every course of study at Keystone. Competent and responsible use of digital technology is expected from all our students and therefore training in the use of computers and other digital devices forms part of the Keystone curriculum, culminating in an opportunity to study design at the Diploma level.

9. PHYSICAL AND HEALTH EDUCATION

The study of Physical and Health Education at Keystone's Middle Years Programme fosters in students an understanding and appreciation of physical activity and the necessity of making healthy lifestyle choices. The curriculum in Physical and Health Education (PHE) does much more than get our students up and moving; it explores connections between Chinese and other cultures' approaches to physical and mental fitness, it allows students to experience team building as well as the challenge of individual activity, and it makes room in the Keystone experience for the sheer joy of play and moving one's body.

In addition to the active elements of the Physical and Health Education curriculum, there are classroom-based and theoretical elements as well. Students consider topics of physiology and health, including the structures of the body that allow for movement and ways in which performance in *Wushu* and other athletic endeavors may be enhanced or diminished. Students also reflect on more subtle elements of physical activity, such as strategy and the use of space in games, aesthetic qualities of sport and movement, and the continuum and relationship of body and mind. Among key concepts explored throughout this course are change, communication, and relationships.

Physical and Health Education is compulsory for all students in the Middle Years Programme. The program seeks to foster knowledge, skills, and attitudes that will help students enjoy a healthy and balanced life during their time at the Academy and beyond into adulthood.

GRADE 6

In the first year of PHE, students engage in a variety of team and individual physical activities and sports. The program takes advantage of Keystone's superb athletic facilities to provide opportunities for students to develop their fundamental movement skills and adapt them to different aspects of physical activity, including game situations, aesthetic movements and aquatic activities. Throughout the grade 6 program, students will be engaged in the sports of dodgeball, benchball, striking and fielding sports, swimming and gymnastics.

GRADE 7

The grade 7 program focuses on further progressing and refining students' fundamental movement skills and adapting them into more complex sports and movements through team, aesthetic and aquatic sports. Students will build upon the basic team strategy skills learnt in grade 6, by learning to analyse and adapt to different situations, by creating and applying appropriate strategies to solve complex problems presented to them. Students will do this through engaging in the sports of floor hockey, water polo, badminton, ultimate Frisbee and sports aerobics.

GRADE 8

Students in Grade 8 continue to develop physical and interpersonal skills through planning and implementing their own tournaments and fitness programs using the team sports of handball, cricket and soccer. Students also progress their teamwork skills through units of water safety and acrobatic gymnastics. Wellbeing topics appropriate to Grade 8 include puberty, physical activity choices, first aid, smoking, and mental health.

8.设计

六至十年的设计课分为产品设计与数字设计。学生将学习在课堂之外也有广泛应用的设计流程。他们还将学习如何使用一系列工具设计并创造二维、三维作品，以及软件和虚拟产品。教师将鼓励学生积极参与数字与产品设计的方方面面。学生设计并制作项目时，会学习一系列技能，如博客写作、家具与建筑设计、网页开发、影片录制与编辑，以及游戏编程等。本课程的重大概念为交流、社区、发展与系统。学生将观察技术在不同文化背景下的长期作用。他们对当今以技术为主导的数字世界中产生的重要问题进行思考，因为这些问题与新一代的可持续发展及全球公民意识息息相关。在鼎石，技术渗入每个课程的教学之中。我们希望所有学生都有能力使用好数字技术，并对自己的使用负责。因此，鼎石课程的一部分便是训练学生如何使用电脑及其他数字设备。通过此课程，学生将有基础在大学预科项目中修读设计课程。

9.体育和健康教育

鼎石中学项目将提供体育和健康教育课程，帮助学生欣赏体育运动并了解健康生活的必要性。体育和健康教育课程不只是让学生动起来，而是引领学生去亲身体验中西方不同的生理、心理调适方式，以及探寻两者间的关联之处。学生在课程之中会经历团体以及个人项目的挑战，并享受运动和游戏之中的纯粹乐趣。

除运动之外，体育和健康教育课程也需要学生在课堂中学习相关的理论知识，比如生理学与健康——包括人体结构、可提高武术技巧或运动成绩的方式，以及可带来负面影响的因素。学生还需思考体育运动中的比赛策略、空间利用、运动和动作美学，以及身心的关联与协调。本课程的重大概念为变化、交流与关系。

在中学项目阶段，体育和健康教育是所有学生的必修课。本课程旨在培养学生的知识、技能和态度，帮助学生在求学阶段乃至成年以后都能享受健康、平衡的生活。

六年级

六年级的学生将在中学项目的第一年参与各种个人和团队体育活动和运动项目。课程利用鼎石一流的运动设施，为学生提供发展基础运动技能的机会，使他们学习体育活动的不同方面，包括游戏情境、舞美运动和水上活动。在整个六年级的课程中，学生参与的运动有：躲避球、板凳球、击打防守运动、游泳和体操。

七年级

七年级的课程重点是进一步提高和完善学生的基础运动技能，并通过运动队、舞美和水上运动，使他们学习更复杂的运动和动作。学生通过学习分析和适应不同的情况，通过创造和应用适当的策略来解决向他们面临的复杂问题，将在六年级学习的基本团队策略技能的基础上进一步提升。学生们将通过曲棍球、水球、羽毛球、极限飞盘和有氧运动来实现这一目标。

八年级

八年级的学生通过计划和实施他们自己的比赛和健身计划，参与手球、板球和足球的团队运动，继续发展身体技能和人际交往能力。学生还将通过水上安全和杂技体操单元提高他们的团队合作技能。适合八年级的身心健康话题包括青春期、体育活动的选择、急救、吸烟的危害和心理健康。

GRADE 9

Grade 9 Physical and Health Education takes advantage of students' growing self-awareness, where they learn to adapt physical skills and movement concepts learned from previous sports into new team, aesthetic and aquatic sports, including lacrosse, synchronized swimming and netball. Students will also investigate the use of their musculoskeletal system in physical activity and develop their leadership skills through the leadership in sport unit. As students move toward their Diploma years, in Wellbeing classes emphasis is placed on maintaining physical and emotional health through nutrition, healthy relationships, mental health and mindfulness.

GRADE 10

Students in Grade 10 Physical Education and Health Grade focus on developing habits for life long physical activity. Students investigate their own fitness component's strengths and weaknesses and learn to develop fitness plans to improve their health and identified weaknesses. Students also continue to further their interpersonal skills by creating dance routines for different genres and audiences and developing team plays in touch rugby that increase participation for all members in their team.

MYP PERSONAL PROJECT

The MYP Personal Project is a consolidation of knowledge, skills and concepts that are learned throughout the course of a student's MYP studies.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

(IB 2019)

The Personal Project supports students in making authentic and meaningful connections to their own areas of interest and inquiry; however, it goes beyond simply learning something new. It is about developing a passion for investigating, exploring and creating solutions for the problems that may exist in our world today. The Personal Project combines real-world applications with inspiration and passion. It is a celebration of a student's journey throughout the MYP and allows them to showcase the commitment that they have made to learning and connecting to the world around them. Finally, the Personal Project is designed to prepare students for the next phase in their growth - the Diploma Programme. The Personal Project allows students to gain the skills needed to meet the challenges of the Extended Essay and to ready them for the deep thinking that is essential for the Theory of Knowledge course. The student's final project is externally moderated by the IB.

九年级

九年级的课程基于学生日益增强的自我意识。学生学习将从以前的运动中学到的体育技能和运动概念拓展到新的运动队、舞美和水上运动之中，包括曲棍球、花样游泳和英式篮球。学生还将研究肌肉骨骼系统在体育活动中的使用，并通过体育单元培养他们的领导力。随着学生进入高中阶段，身心健康课程的重点是通过营养、健康关系、心理健康和正念来维持身心健康。

十年级

十年级的学生注重培养终身体育锻炼的习惯。学生研究自己身体素质方面的强项和弱项，并学习制定健身计划，以改善自己的健康状况，确定自己的弱项。学生还将继续为不同的体裁和观众创作舞蹈，在接触式橄榄球中发展团队精神，提高团队所有成员的参与度，从而进一步提高他们的人际交往能力。

中学项目的“个人设计”

中学项目的“个人设计”是学生在中学项目学习过程中所学到的知识、技能和概念的综合。

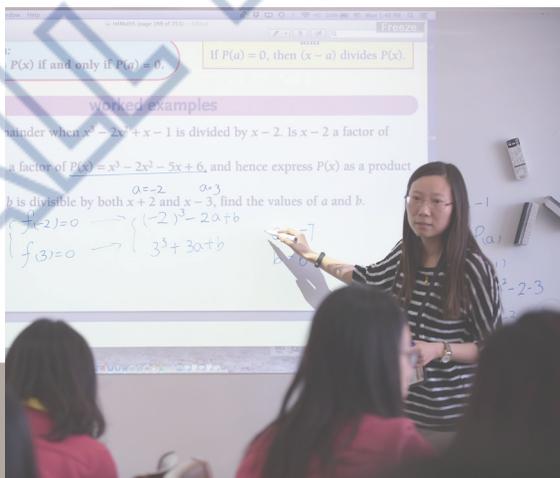
“个人设计”旨在鼓励和使学生能够：

- 参与一项在全球背景下的持续自主的探究活动；
- 通过深入调查，产生创造性的新见解，并加深理解；
- 展示在较长一段时间内完成一个项目所需的技能、态度和知识；
- 在一系列不同的情况下有效沟通；
- 通过或作为学习的结果，展示负责任的行动；
- 欣赏学习的过程，为自己的成果感到自豪。

(国际文凭组织，2019年)

“个人设计”支持学生对自己感兴趣和希望探究的领域建立真实和有意义的联系；然而，它不仅仅是指学习新的东西，而是指培养一种热情，来研究、探索和创造解决我们当今世界可能存在的问题的方法。

“个人设计”将灵感与热情和现实世界中的应用结合在一起。这是一个庆祝学生完成整个中学项目的机会，他们可以展示出对学习、对与周遭世界建立联系所拥有的持之以恒的精神。最后，“个人设计”也旨在为学生的下一个成长阶段——大学预科项目做好准备。“个人设计”可以让学生获得所需的技能，以应对专题论文的挑战，并使他们为认识论课程所必需的深入思考做好准备。学生的最终设计成果由IB进行校外评审。



ASSESSMENT OF STUDENT LEARNING

The most important aim of assessment in the Middle Years Programme is to support and encourage student learning. This is achieved through regular formative assessments, which give students information on how and where to improve. This ‘assessment for learning’ approach takes into account that the learning process is a journey, with assessment being used to play an important role in guiding students and their teachers forward towards the next stages of progress.

Keystone teachers must also make judgments on the level of attainment students have gained in a particular subject, and part of the formal grade in courses is made up of summative assessments, where student performance is measured against specific criteria for knowledge, concepts, and skills in each subject. The criteria for each summative assessment or task are communicated to students in advance of the assessment, so students know exactly what they need to do to prepare and succeed. Teachers give feedback on both the level of attainment and areas of needed improvement.

Assessment methods used in the course of teaching and learning within the Middle Years Programme are many and varied, and include written, oral, group, peer, or self-assessments. The process is considered, as equally as important as the end result. Assessment feedback may be qualitative as well as quantitative, comprising comments and advice. Focusing on the process as much as on the final result or product helps students further develop strategies for learning.

Some of the key features of MYP assessment are:

1. Each of the MYP subject areas has different assessment criteria. These criteria have been designed to assess the specific knowledge, skills, attitudes and conceptual understanding required for success in each subject area.
2. Teachers organize continuous assessments over an entire year or semester depending on the course’s length. This provides students with ongoing feedback about progress and focuses on how performance can be improved.
3. The MYP criteria require teachers to create a variety of different assessment methods. We know that students learn in different ways and this gives students the opportunity to develop and demonstrate different strengths. For example, some students have excellent written skills but find it more difficult to express themselves in class discussions or presentations.



学生学习评估

中学项目的评估最重要的目标是支持、鼓励学习。教师定期开展形成性评估，而学生将从评估结果中了解自己该如何取得进步，以及哪些方面需要进步。这种“为学习而进行的评估”的形式，将学习过程视为一段长期旅程。这样的评估至关重要，将引导学生和老师不断前行，使学生取得更大的进步。

鼎石的教师还必须对学生在特定科目所取得的成就作出评价。学生正式课程成绩的一部分由总结性评估的结果得来。在此类评估中，教师参照每一科目的知识、概念和技能评估标准来评估学生的表现。在每一次总结性评估之前，教师将明确告知学生评估标准或具体任务，因此学生会清楚该如何进行准备，取得成功。评估之后，教师会和学生交流其取得的成绩和需要改进的地方。

中学项目教学过程中的评估方法变化多样，包括书面、口头、小组、同学或自我评估。过程与结果同样重要。评估的反馈意见可质化也可量化，包括评论与建议。这样的评估方式对学习过程与最终结果同等重视，可以帮助学生进一步制定学习策略。

理解中学项目评估的关键点：

- 1.每个中学项目的学科都有不同的评估标准，每一个标准可能会检验特定知识点、技能、学习态度、概念等与该学科成功有关的标准。
- 2.各科老师会根据课程安排持续性的评估。这让学生们随时都能收到学习反馈，掌握自己的学习进度，并且在不足之处做出调整。
- 3.中学项目的评估标准要求老师们创造出形式各不相同的评估。每个学生的学习方法都有所不同，我们希望学生能够通过各种各样不同的形式，展示自己在各个方面的不同技能。比如，有的学生的写作能力很强，但是在课堂上自由自信地发表自己的意见则比较困难。



4. Each criterion is assessed more than once, giving students multiple opportunities to demonstrate their knowledge and skills. This gives a better overall indication of performance and balances an occasional poor result or a bad day.

5. End-of-unit tests are used as one of many kinds of assessment.

A Final MYP Grade is calculated out of 7.

Each criterion in a subject is out of 8.

Criterion A - 8

Criterion B - 8

Criterion C - 8

Criterion D - 8

A student's final grade is then calculated using the chart below: MYP Grade Boundaries. Schools determine final grades in each year of the MYP using the grade boundary guidelines table. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. An attainment level of 4 means a student is 'meeting the required standard'. Boundaries show the levels of criteria combined.

Example: if a student scores the highest level for all four criteria, a student will score four times 8 points is 32 points. A 32 will give an attainment grade of 7, based on the boundaries below. Or if a student scored: $5 + 4 + 5 + 6 = 20$ an attainment grade of 5.

MYP Grade Boundaries:

Grade	Boundary	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

4. 每一项评估标准都会有两次及以上的评估，让每一位学生都有多次展示的机会，这样能让學生有全面地展示自己所学水平，不会因一两次的失常发挥而过多影响成绩。

5. 每个单元末开展的测试是众多类型的评估中的一类。

中学项目的最终成绩满分为7分。

每项评估标准的满分为8分。

评估标准A - 8

评估标准B - 8

评估标准C - 8

评估标准D - 8

每一位学生的最终成绩是按下表所示计算的：中学项目成绩等级界限指导。学校根据此界限决定学生的最终成绩。此表清晰的展示了评估标准的总分是如何计算成为1-7分的最终成绩的。一般来说，4分表示学生：“达到要求线”。成绩界限是评估标准综合考量得到总分的标准。

举例：一个学生如果在每一项评估标准中都得到最高分，他/她会得到4个8分（总分32分）。根据下表，这个学生最终成绩将会得到7分。如果这个学生的各项评估标准的分是： $5 + 4 + 5 + 6 = 20$ ，这个学生的最终成绩将会得到5分。

中学项目成绩等级界限指导：

成绩	界限	描述
1	1—5	完成的作业质量非常有限。表达中存在许多重大误解，或对大多数概念和情境缺乏理解。很少展示出批判性思考或创造性思考。非常不灵活，很少运用知识或技能。
2	6—9	完成的作业质量有限。表达中存在误解，或对于许多概念和情境的理解有重大缺陷。很少表现出批判性思考或创造性思考。在运用知识和技能方面通常不够灵活，很少应用知识和技能。
3	10—14	完成的作业的质量尚可接受。能够传达对许多概念和情境的基本理解，偶尔有重大误解或缺陷。开始展示出一些基本的批判性思考和创造性思考。在运用知识和技能方面往往不够灵活，即使在熟悉的课堂情形中也需要帮助。
4	15—18	完成的作业质量较好。能够传达对大多数概念和情境的基本理解，虽然偶有误解和小的缺陷。经常展示出基本的批判性思考和创造性思考。在熟悉的课堂情形中能够比较灵活地运用知识和技能，但是在不熟悉的情形中需要帮助。
5	19—23	完成的作业通常质量高。能够传达对概念和情境的确切理解。展示出批判性思考和创造性思考，有时是复杂的思考。能够在熟悉的课堂和课外真实情形中运用知识和技能，但在一些不熟悉的课外真实情形中则需要帮助。
6	14—27	完成的作业质量高，偶尔具有创意。能够传达对概念和情境的广泛理解。展示出批判性思考和创造性思考，通常是复杂的思考。能够在熟悉的和不熟悉的课堂和课外真实情形中运用知识和技能，通常是独立地加以运用。
7	28—32	完成的作业质量高，通常具有创意。能够传达对概念和情境综合全面、细致入微的理解。一贯展示出复杂的批判性思考和创造性思考。在各种复杂的课堂和课外真实情形中，经常能够独立和熟练地转移运用知识和技能。

REPORTING PERIODS

Based on teachers' ongoing formative and summative assessments in classes, our reporting process provides useful and personalized information to students and parents about individual academic development and areas of growth and challenge. While formal written reports are both useful and necessary in traditional educational settings, we want to emphasize that it is our daily interaction and connection with students that best enhances the learning that takes place in and out of the classrooms at Keystone Academy.

The Keystone academic year is divided into two semesters. Personal and detailed Progress Reports for each Keystone student take the form of a written summary of student work and areas for growth. End of Semester Reports include achievement levels in each subject criteria and a detailed comment from the advisors. All of these reports are communicated to parents through the student information system in a confidential manner.

Conferences are scheduled in the week following release of the progress reports in the Fall and Spring, and are part of the ongoing student development and assessment process at Keystone. Parent/teacher conferences take place in the fall, and student-led conferences occur in the spring. These meetings serve as an important link between home and school, allowing adults to communicate openly and to understand how best to assist with their child's development and growth.



成绩报告的时段

基于教师日常在课堂上开展的形成性与总结性评估，我们的成绩报告将为学生和家长提供有用的、个性化的信息，学生和家长可借此了解该学生的学业发展、个人成长，以及目前所面临的挑战。尽管正式书面报告在传统教育中十分有用，也很有必要，但我们想要强调的是：我们与学生之间的日常交流和互动，才是促进学习和成长的最佳方式。

鼎石的一个学年分为两个学期。我们将为鼎石每位学生出具详细的个人进度报告，总结学生的表现和有待提高之处。期末报告包括学生对应每个学科标准的成绩水平，以及每位指导教师的详细评语。所有这些报告将通过学生信息系统以保密的形式发送给各位家长。

学校每年将举办两次家长会，时间为秋季和春季学期进度报告发送之后的第一周。家长会也是鼎石支持学生发展、持续评估学生过程中的一部分。家长会有两种形式：秋季为家长教师见面会，而春季则为学生主导的家长会。家长会是学校与家庭之间的重要交流方式。与会家长可与教师坦率交流，了解如何更好地帮助其孩子发展和成长。



PROMOTION, CERTIFICATES & GRADUATION

Students at Keystone Academy are held to high academic and personal standards.

The Secondary School at Keystone Academy offers the Middle Years Program (MYP) and the Diploma Program (DP) of the International Baccalaureate (IB). In addition, the Academy also offers Chinese Thread compulsory courses that promote Chinese culture and identity in a world context.

PROMOTION

Grades 6 to 8

In grades 6, 7 and 8, judgments on promotion, repeating, or even leaving the school are based on academic achievement as well as other considerations, and are resolved through conversation with families. In the case of promotion from grade 8 to 9, students with grades of 1 or 2 in College Required Courses (CRCs) may be required to complete compensatory work, paid for by the parents, before beginning grade 9.

Grades 9 to 12

In grades 9 to 12, judgments on promotion, repeating, or even leaving the school are influenced by, but not limited to, academic achievement and meeting the expectations of our three keystones. Starting in grade 9, course results are recorded on the student's transcript that is sent to colleges. Courses with scores of 1 or 2 are considered failing and will receive no credit. Credit is awarded for courses with final grades of 3 to 7.

Academic Requirements for Promotion in Grades 9 and 10

In order to support student preparation for university, grade 9 and 10 students must earn a passing grade in all CRCs and a grade of 4 or better in at least two CRCs. In addition, students cannot have more than one failing grade (1 or 2) in a non-CRC. In the event that students do not achieve this, they may be required to repeat a grade, exit the program or enter into a support program, paid for by the parents. Consultation with teachers, counselor, advisor, IB Coordinator and Heads of Division will form part of the decision-making process.

Academic Requirements for Promotion in Grade 11

Students in grade 11 must pass at least five IBDP courses and earn at least a final grade of 4 in two CRCs. Students must also be "meeting expectations" or "exceeding expectations" in the Theory of Knowledge (TOK) course and the Creativity, Activity, Service (CAS) program, and making satisfactory progress towards completing the Extended Essay (EE). In the event that students do not achieve this, they may be required to repeat grade 11, exit the program or enter into a support program, paid for by the parents at the discretion of the Head of High School in consultation with the Assistant Head of High School and the Head of School.

Additional Requirements for Promotion in Grades 9 to 11

Students must demonstrate appropriate proficiency in the three keystones in order to be promoted in grades 9 to 11. Students who do not demonstrate appropriate proficiency may be required to complete summer activities to demonstrate growth in these areas. Students who do not make sufficient progress may not be able to continue at Keystone Academy.

Requirements to Continue as an IB Diploma Candidate

Generally, students in grade 11 will begin by pursuing both the Keystone Diploma and the IB Diploma. Continuation as an IB Diploma Candidate over the two-year period of 11th and 12th grade requires that the student show satisfactory progress in all courses and components of the program. The following outlines cases where students may be required to drop their status as an IB Diploma Candidate. Decisions on continuation as an IB Diploma Candidate will be discussed with the student and parent, but will be decided by the Head of the High School in conjunction with the IB DP Coordinator.

升级、证书及毕业

北京市鼎石学校的学生需秉持高水平的学术与品德标准。

北京市鼎石学校中学部提供国际文凭（IB）中学项目（MYP）与大学预科项目（DP）。此外，鼎石亦提供“中国主线”必修课程，在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

升级

6至8年级

6、7、8年级的升级、留级，甚至是离校决定都将基于学生的学业成绩及一些其他考量因素，并将在与学生家庭商议后作出最终决定。从8年级升入9年级的学生如在大学必修课程（以下简称为“CRC课程”）1中的成绩为1或2分，将可能被要求在就读9年级之前完成一些补充性课程内容，此部分费用由家长承担。

9至12年级

9至12年级的升级、留级，甚至是离校决定将取决于学生学业成绩及其是否达到学校三座基石的要求，但不仅限于此。学生自9年级开始的课业成绩将记录在其今后发送至各所大学的成绩单中。成绩为1或2分的课程视为不及格，不计入学分。最终成绩为3至7分的课程将计入学分。

9、10年级升级的学业要求

为了支持学生为升入大学做好准备，9、10年级的学生必须在所有CRC课程中取得及格及以上的成绩，并在至少两门CRC课程中取得4分及以上的成绩。此外，在非CRC课程中，学生取得不及格的成绩（1或2分）不得超过一门。如学生未能达到此要求，他们将可能被要求留级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。任课教师、心理辅导教师、指导教师、IB协调员及学部校长都将参与到此决定的制定过程中。

11年级升级的学业要求

11年级的学生必须在至少五门IBDP课程中取得及格及以上的成绩，并在两门CRC课程中取得至少4分的最终成绩。同时，学生必须在认识论（TOK）课程、创造、活动与服务（CAS）项目中“达到期望”或“超过期望”，并在撰写专题论文（EE）的过程中有令人满意的成果。如学生未能达到此要求，他们将可能被要求重读11年级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。此决定由高中部校长与高中部副校长、鼎石校长商议后作出。

9至11年级升级的附加要求

9至11年级的学生必须展示其在三座基石方面的良好能力，方可顺利升入下一年级。如学生未能达到此要求，将可能被要求完成一些暑期活动，以展示其在这些方面的成长。如学生未能取得足够的进步，将可能无法继续在鼎石学校就读。

继续攻读IBDP文凭的要求

一般来说，11年级的学生都将以攻读鼎石毕业证书与IBDP文凭为起始目标。在11、12年级的两年中，如学生希望继续攻读IBDP文凭，他/她必须在所有课程及课程项目的所有要素中展现出令人满意的进步成果。以下列出了一些学生可能被要求不再攻读IBDP文凭的情况。学校将会与学生及其家长商议，但高中部校长与IBDP课程协调员将联合作出最终决定。

- If any Higher Level (HL) IB semester grade is 2 or less, the class will be changed to Standard Level (SL). This usually means that the student will not be able to continue as an IB Diploma candidate as they won't have the requisite combination of HL and SL classes.
- If any IB HL semester grade is equal to 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be changed to SL. This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of HL and SL classes.
- If the 3 HL semester grades add to 10 or less, the student will be changed to SL courses.
- If the 3 HL semester grades add to 11, the student will be given one semester to get the total to a minimum of 12 (and all HL courses to a minimum of 4).
- If the 3 SL semester grades add to less than 9, the student must drop from Diploma to separate IB Courses.
- EE, TOK and CAS are crucial core components of the Diploma. If a student fails to meet published milestones and deadlines, they may be required to drop from the IB Diploma to IB Courses. Students are reminded that the EE, TOK and CAS are also components of the Keystone Diploma and they must complete these requirements satisfactorily in order to graduate with a Keystone Diploma.
- Students who fail the first year of an IBDP course may not continue to the second year of that course.

Special Education Needs

Students with Individual Education Plans (IEP's) and that fall under the School's Special Educational Needs (SEN) program are accommodated according to the SEN policy and according to the accommodations outlined by the IB. These students have the same expectations to fulfill the promotion and graduation requirements outlined in this document.

CERTIFICATES AND DIPLOMAS

Keystone Academy's Secondary School is divided into Middle School (Grades 6 to 9) and High School (Grades 10-12). The following certificates and diplomas are awarded in the Secondary School.

Certificate of Completion of Mandatory Schooling

Students from grade 6-9 complete eight MYP courses and two Chinese Thread courses. At the end of grade 9, Chinese national students who successfully complete grade 9 and are promoted to grade 10 will earn a Certificate of Completion of Mandatory Schooling.

Grade 10 (Final year of MYP)

Keystone IB MYP Full Certificate

At the end of grade 10, each student who has participated in grade 9 and 10 of the MYP program and who has achieved an overall minimum standard in all aspects of the Keystone Academy MYP will be awarded a Keystone IB MYP Full Certificate. There are no exit exams required for the Keystone IB MYP Full Certificates and in the case of semester courses, the final grades will be averaged and then calculated into the final point total. Please refer to Table 1 below for examples of course calculations.

- 如果任一IB高级课程（HL）的学期成绩为2分或更低，其修读课程将更换为普通课程（SL）。这往往意味着学生将无法继续攻读IBDP文凭，因为他们无法满足高级课程与普通课程的数量组合要求。
- 如果任一IB高级课程的学期成绩为3分，学生有一学期的时间争取得到4分的成绩。如果这一学期后，该科目成绩依然为3分，或者甚至更低，其修读课程将更换为普通课程。这往往意味着学生将无法继续攻读IBDP文凭，因为他们无法满足高级课程与普通课程的数量组合要求。
- 如果三门高级课程的学期成绩总和为10分或更低，学生将转而修读这些科目的普通课程。
- 如果三门高级课程的学期成绩总和为11，学生有一学期的时间争取得到总和至少12分的成绩（并且，每门高级课程成绩必须至少为4分）。
- 如果三门普通课程的学期成绩总和低于9分，学生必须放弃攻读IBDP文凭，转而修读一些独立的IB课程。
- EE、TOK和CAS是IBDP文凭的核心要素。如果学生未能完成指定任务，或未能在指定期限前完成任务，他们将可能被要求放弃攻读IBDP文凭，转而修读一些独立的IB课程。并且，EE、TOK和CAS同样也是鼎石毕业证书的要素，学生必须以令人满意的成绩达到这些要求，在毕业时方可获得鼎石毕业证书。
- 在IBDP的第一年中，在某门课程不及格的学生将无法在第二年继续修读该课程。

特殊教育需要

对于执行个人教育计划（IEP）的学生、或在学校特殊教育需要（SEN）项目中的学生，学校将按照SEN政策及IB给出的调整方案对其学业计划进行调整。这些学生同样需要满足此文件中列出的所有升级与毕业要求。

证书与文凭

北京市鼎石学校的中学部分为初中部（6至9年级）与高中部（10至12年级）。中学部将颁发以下证书与文凭。

初中义务教育结业证书

6—9年级的学生需完成八门MYP课程与两门“中国主线”课程。9年级结束时，顺利完成9年级学业、持有中国国籍的学生将升入10年级，取得初中义务教育结业证书。

10年级（中学项目最后一年）

鼎石IBMYP毕业证书

10年级结束时，每名9、10年级均修读了MYP项目、并已满足鼎石MYP项目各个方面最低要求的学生，将会被授予鼎石IBMYP毕业证书。获取鼎石IBMYP毕业证书无需参加任何毕业考试。仅开设一学期的课程最终成绩将按比例换算，计入最终总分。请参考下方表1的课程成绩计算示例。

Minimum standards at the end of grades 9 and 10 are defined as:

- Successfully completing all eight MYP subject groups including 2 consecutive years in Language Acquisition or two courses of Language and Literature.
- Having earned a total of at least 36 from the eight MYP subject groups and the MYP Personal Project combined, out of a possible maximum of 63;
- Having earned a minimum grade of 3 (maximum 7) in every IB MYP CRC with at least two of them having a grade of 4. One grade of 2 is allowed in non-CRC courses. All other non-CRC courses should be 3 or higher.
- Having earned a minimum grade 3 (maximum 7) for the Personal Project;
- Having met the expectations of Service as Action to the satisfaction of the school.

Keystone IB MYP Certificate of Participation

Students entering Keystone in grade 10 and who have only completed one year of the program at Keystone, may earn a one year Keystone IB MYP Certificate of Participation. The student must meet all the requirements as listed in the section above, with the exception of completing 2 years in the same Language Acquisition course (or two years of two Language A courses).

Keystone IB MYP Certificate of Recognition

Students who do not meet the requirements of the Keystone IB MYP Full Certificate in grade 10, but fulfill the requirements for promotion to the next grade, are eligible to earn the Keystone IB MYP Certificate of Recognition. These students may be required to complete a program of academic consolidation and reinforcement before commencing the IB Diploma Program (IBDP) i.e. summer courses, required tutor program, etc.

MYP Subjects	Maximum	Successful	Unsuccessful	Unsuccessful	Unsuccessful	Unsuccessful
Language and Literature	7	4	3	4	5	3
Language Acquisition	7	4	3	3	3	3
Individuals and Societies	7	4	4	4	4	3
Science	7	3	3	3	2	3
Mathematics	7	3	3	3	5	3
Design	7	5	6	3	3	1
Arts	7	6	6	3	3	2
Physical and Health Education	7	5	6	6	3	3
Personal Project	7	4	5	5	3	3
Total	63	38	39	34	31	24
Minimum	36					

Table 1. MYP promotion samples for grade 9 and 10 students

9、10年级结束时的最低学业要求为：

- 成功地完成了所有八个MYP学科组的修读，其中包括连续两年修读语言习得课程（或两门语言与文学课程）；
- 在八个MYP学科组与MYP“个人设计”中共计取得至少36分（满分为63分）；
- 在每门IBMYP CRC课程中取得至少3分的成绩（满分为7分）——其中两门至少为4分。非CRC课程中，成绩为2分的不得超过一门；其他所有非CRC课程成绩应至少为3分。
- 在“个人设计”中取得至少3分的成绩（满分为7分）；
- 满足学校所设定的服务性行动的期望。

鼎石IBMYP修读证书

在10年级加入鼎石，即在鼎石只修读了一年MYP项目的学生，可获取一年期的鼎石IBMYP修读证书。除“连续两年修读同一门语言习得课程（或两门语言与文学课程）”不必满足外，学生必须满足以上列出的所有要求。

鼎石IBMYP结业证书

如学生在10年级未能满足鼎石IBMYP毕业证书的要求，但满足了升入下一年级的要求，他/她依然能取得鼎石IBMYP结业证书。这些学生可能需要在开始IBDP项目之前修读一项巩固增强学术能力的项目，如暑期课程、学校要求的辅导课程等等。

学科	满分	满足要求	不满足要求	不满足要求	不满足要求	不满足要求
语言与文学	7	4	3	4	5	3
语言习得	7	4	3	3	3	3
个体与社会	7	4	4	4	4	3
科学	7	3	3	3	2	3
数学	7	3	3	3	5	3
设计	7	5	6	3	3	1
艺术	7	6	6	3	3	2
体育与健康教育	7	5	6	6	3	3
个人设计	7	4	5	5	3	3
总分	63	38	39	34	31	24
最低总分	36					

表1： 9、10年级的MYP升级学生成绩示例

Successful: Student will be promoted and earn an MYP Certificate.

Unsuccessful: Students may or may not be promoted and will not earn an MYP Certificate.

Explanation of examples in Table 1

Student 1. Successfully met all the requirements.

Student 2. Earned one final grade of 4 in a CRC; must earn at least two final grades of 4.

Student 3. Earned minimum grades of 3 in CRC; however the total is below 36.

Student 4. Earned a final grade of 2 in a CRC and the total is below 36.

Student 5. Earned two failing grades in non- CRC and the total is below 36.

High School – Grade 12

Keystone High School Diploma

At the end of grade 12, each student who has achieved an overall minimum standard in various aspects of Keystone Academy will be awarded a Keystone High School Diploma.

The precise and detailed requirements of the Keystone Diploma are in Appendix 1 below. Exceptions to the graduation requirements are rare and address the needs of students transferring from other school systems. Such exceptions will be approved at the time of admission.

IB DP Diploma and DP Course Results

Grade 12 students in the IBDP may also earn an IBDP Diploma if they fulfill all the requirements set by the IBO. Students not pursuing the IBDP Diploma can choose to receive DP Course Results for individual courses. The IBDP Diploma and the IB DP Course Results are awarded by the International Baccalaureate and not by Keystone Academy.

The IBDP Diploma and the DP Course Results have external examination requirements, IB moderated internal assessment requirements, as well as other externally assessed or moderated components. For more details refer to the Keystone IB Diploma Curriculum Handbook.

KEYSTONE ACTIVITIES PROGRAM (KAP)

The educational program at Keystone Academy extends to our KAP - Keystone Activities Program that runs from 3:20–6:30pm Monday to Friday and on weekends. These activities complement what our students learn in the classroom. Gaining knowledge, learning life skills, and nurturing body and mind are fundamental to the life of our school community. To meet this goal, we provide a range of interscholastic and intramural sports, recreational clubs, service learning opportunities, and performing and visual arts programming, all of which allow students the opportunity to try new activities or continue mastery of acquired skills. Activities are designed to meet the varied interests and developmental skill levels of our students and provide them with additional opportunities for meaningful social, intellectual, and physical growth.

Students in the Middle Years Programme are required to participate in the co-curricular or after-school program in each KAP Semester and are expected to commit fully to their chosen activities. Successful participation means students are striving to learn new skills, enhancing their sense of self, cooperating with schoolmates, and testing their capacity for leadership.

Supervision of these activities is the responsibility of the teachers and administrators at the Academy. We have a gifted faculty with unique and varied areas of expertise and talents outside the classroom. They are eager to share their knowledge and hobbies with our students. The KAP program provides special opportunities for students to interact with their teachers outside the classroom, thus enhancing the connection students and adults share at Keystone. Mentoring relationships grounded in a sense of shared interests can, and do, have

满足要求：学生将升入下一年级，取得MYP证书。

不满足要求：学生可能无法升入下一年级，不能取得MYP证书。

表1示例说明

学生1：满足所有要求。

学生2：仅有一门CRC课程中的最终成绩为4分；应至少两门为4分。

学生3：尽管每门CRC课程的最低成绩为3分，然而总分低于36分。

学生4：不仅有一门CRC课程的最终成绩为2分，且总分低于36分。

学生5：有两门非CRC课程的成绩不及格，且总分低于36分。

高中部——12年级

鼎石高中毕业文凭

12年级结束时，每名达到了北京市鼎石学校各个方面总体最低标准的学生都将被授予鼎石高中毕业文凭。

鼎石毕业文凭的具体要求详见下方附录1。未满足此毕业要求而获得毕业文凭的特例极少。如果存在这样的特例，主要是针对从其他学校系统中转来的学生的需要。如存在此类特殊情况，在招生阶段将予以说明并批准。

IBDP文凭与DP课程成绩

修读IBDP项目的12年级学生如满足国际文凭组织设定的所有要求，亦可取得IBDP文凭。选择不攻读IBDP文凭的学生可选择获取单项课程的DP课程成绩。IBDP文凭与DP课程成绩由国际文凭组织颁授，而非北京市鼎石学校。

获取IBDP文凭与DP课程成绩，学生需满足校外考试要求、经IB评审的校内考试要求，以及其他校外评估或评审的课程要素。请参考《北京市鼎石学校国际文凭大学预科项目（IBDP）课程手册》了解详情。

鼎石活动项目（KAP）

鼎石活动项目（KAP）是鼎石教育的延伸，也是课堂教学的必要补充。KAP通常在周一至周五下午3:20-6:30及周末进行。对鼎石社区成员来说，获取新知识、新技能、强健身心是生活的基础。为达成这一目标，学校会举办形式多样的校际及校内体育活动，组建休闲娱乐社团，提供服务学习机会，组织表演艺术和视觉艺术的培训课程。学生可自由选择，既有机会尝试新活动，也有机会强化已有的技能。这些课程与活动旨在满足学生的不同兴趣，适应学生不同的技能发展水平，并促进他们的社交能力、智力及身心方面的成长。

鼎石要求每位中学生在每个KAP学期参加活动。与此同时，鼎石希望他们选定后，就能够全身心参与其中。积极参与这些课程或活动，意味着学生渴望学习新技能，提升自己，愿意与同学通力合作，并检验自己的领导能力。

鼎石教师及管理人员的职责之一便是监督这些课程与活动的执行情况。我们优秀的教职人员具备不同的专长，乐意与学生分享他们的知识和爱好。KAP活动为学生提供了难得的机会，让他们在课外与老师们

a profound effect on students. Providing an opportunity for adults and students to connect over photography, table tennis, running, dramatics, poetry, or any number of other activities is one of the keystones of boarding school life. The realization that teachers are more than classroom instructors can be a novel concept for teenagers.

KAP Requirements

At Keystone, KAP is part of the curriculum, not something we add on. It is equally important to a student's growth and character. Our students are hungry, passionate and eager to get involved; therefore, we offer a variety of activities each afternoon. Interests and offerings might vary from session to session, but we believe every student can find a way to get involved or try something new. The expectation is that the Middle Years Programme students will participate in Afternoon Programs on at least two afternoons per week.

Keystone offers an array of activities to choose from at no additional cost, unless so stated in course registration materials. Activities begin shortly after school ends, and usually last an hour. Middle School students are encouraged to take 2-5 KAPs each term.

Examples of activities, drawn from many, many others, might include:

- Archery
- Badminton
- 53 different sports teams
- Art lessons
- Robotics
- Photography
- Running Club
- Squash
- Music lessons (instrumental and choral)
- Swimming
- Table tennis
- Book club
- Drama / Theatre
- Service learning
- Video/film making
- *Wushu*

互动，加深师生之间的情谊。从某种意义上来说，建立在共同兴趣基础上的师生关系可以、也一定会对学生产生深远的影响。摄影、乒乓球、跑步、戏剧、诗歌创作等活动可以让教职员工和学生的寄宿生活变得丰富多彩。对青少年来说，看到、甚至参与老师们在课堂之外的生活，无疑是新奇的。

鼎石活动项目要求

在鼎石学校，鼎石活动项目是课程的一部分，而非附加内容，对学生身心发展同样重要。我们的学生渴望参加各类活动；因此，我们在每个下午为学生提供了丰富多彩的活动选择。不同学期，学生的兴趣和提供的活动都有变化，但我们相信每个学生都能找到喜欢的活动或有机会尝试新鲜事物。鼎石活动项目在中学项目阶段对学生的要求是，每个学生都需要在一周内参加至少两项课后活动。

除特别标注的收费项目外，大多数辅助课程与课外活动将不收取额外费用。学生在放学后便可立即参加这些课程与活动。一般情况下，持续时间为一小时。我们鼓励中学项目的学生每学期报名参与2-5项KAP活动。

我校提供大量丰富的活动项目，其中可能包括：

- 射箭
- 羽毛球
- 53支不同的运动队伍
- 艺术课
- 机器人技术
- 摄影
- 跑步社团
- 壁球
- 音乐课程（乐器及合唱）
- 游泳
- 乒乓球
- 读书俱乐部
- 戏剧
- 服务学习
- 视频/电影制作
- 武术

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