



## Upper School Programs Grade 6 to Grade 12



## MIDDLE YEARS PROGRAMME (MYP) – GRADE 6 TO GRADE 10

The middle school journey at Shanghai Community International School begins in Grade 6, where students begin the Middle Years Programme (MYP). The MYP is a dynamic and challenging framework designed so that students apply their learning to real-world contexts. Introduced over 30 years ago by the International Baccalaureate (IB), the five-year program spans Grades 6 to 10 and prepares students for success in the IB Diploma Programme (DP). Our MYP curriculum covers eight subject groups, offering a well-rounded and comprehensive education tailored to early adolescents.



### Courses covered in the MYP

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
<b>Language and Literature</b>	English Lang & Lit Mandarin Lang & Lit				
<b>Language Acquisition*</b>	English Phases 1–5 Mandarin Phases 1–5		Spanish Phases 1–5* French Phases 1–5*		
<b>Individuals and Societies**</b>	Individuals and Societies				
<b>Sciences***</b>	Sciences				
<b>Mathematics</b>	Mathematics		Standard Mathematics / Extended Mathematics		
<b>The Arts</b>	Drama, Music and Visual Arts (one course rotating through all three disciplines)	Music, Drama, Visual Arts and Media (one course rotating through all four disciplines)		A choice of: Drama Media Music Visual Arts	
<b>Design</b>	Design (Product Design & Digital Design)				
<b>Physical &amp; Health Education</b>	Physical and Health Education				

\*\* availability of languages and their phases may differ across campuses.

\* **Individuals & Societies** – Incorporates disciplines traditionally studied under humanities and social sciences, equipping students with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

\*\*\* **Sciences** incorporates disciplines of Chemistry, Biology, Physics and Earth Sciences

## What does 'Rigor' mean within the MYP?

- **Active learning:** The MYP is designed for active learning. It engages the student across all eight subject offerings and encourages them to build on their strengths.
- **Inquiry and Reflection:** The MYP empowers students to inquire and reflect into a wide range of issues and ideas of significance – locally, nationally and globally.



## What does 'Holistic' mean within the MYP?

MYP offers myriad opportunities for students to engage in activities that in turn build strong leadership skills and the value of service.



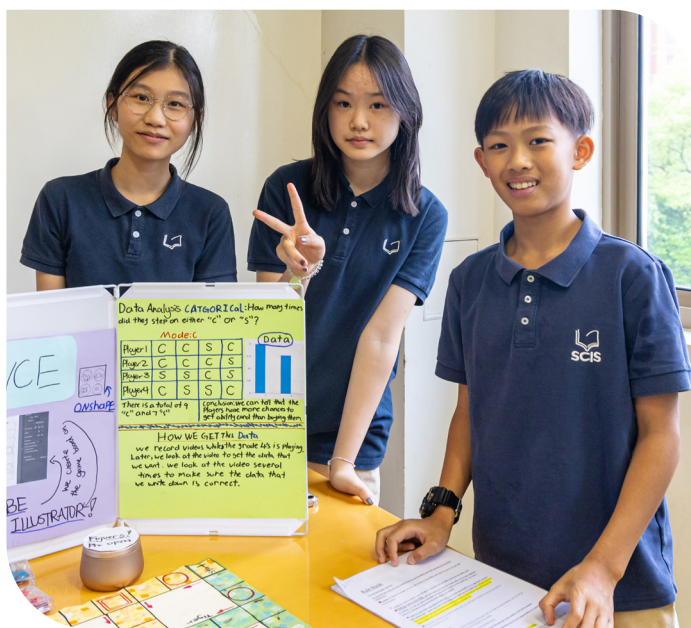
## WHY MYP at SCIS?

Studying the Middle Years Programme (Grades 6-10) at SCIS offers these 6 key benefits to students:

- We emphasize the importance of holistic learning; building academic acumen along with personal and emotional development
- We encourage students to make practical connections between their studies and the real world, ensuring a more integrated understanding of subjects
- We develop skills that will benefit students in the Diploma Programme (DP), university, and beyond
- We promote international mindedness, helping students understand and thrive in different cultures and appreciate diverse viewpoints
- We emphasize inquiry-based learning, encouraging students to be curious, ask questions, and seek answers
- We design our academic program to promote critical thinking and reflection-skills that are vital for future success



## FEEDBACK AND ASSESSMENTS IN THE MYP



MYP assessments are designed and evaluated by our experienced teachers, who are highly skilled in assessing student progress. These assessments are varied, rigorous, and reflective of real-world learning. In addition to formal summatives, each teacher spends time providing feedback to each student on the various facets of their learning. With regular feedback, students can

- Build their confidence in seeking answers during the learning process
- Take ownership of their educational journey and engage with academics
- Develop the ability to go beyond and challenge their comfort zone.
- The cycle of formative and summative feedback in the MYP allows individualized support to each student consistently.



In the MYP years, students are evaluated on four key criteria for each of the eight subjects that they study. While these criteria differ across each subject area, in general they follow the following four general criteria outline.

- Thinking and Knowledge Skills
- Organizing Skills
- Application and Communication Skills
- Evaluating Skills



In their final year of MYP, Grade 10 students undertake an independent personal project, a significant piece of work that showcases their ability to think originally, apply problem solving skills and work independently. This project is externally validated by the IB to ensure its integrity.

# UPPER SCHOOL SAMPLE TIMETABLE – GRADE 6 TO GRADE 10

## Grades 6-10 8-day schedule

Time	MON (Day 1)	TUE (Day 2)	WED (Day 3)	THU (Day 4)v	FRI (Day 5)	MON (Day 6)	TUE (day7)	WED (Day 8)
8:00	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4
9:20	Short Break							
9:40	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1
11:05	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2
12:25	Lunch Break (30 minutes) and Dragon / Advisory Time (30 minutes)							
13:40	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3



## THE IB DIPLOMA PROGRAMME – GRADE 11 AND GRADE 12



The majority of SCIS students pursue the IB Diploma in Grades 11–12. In addition, all students at SCIS work toward the SCIS High School Diploma, an accredited American diploma which certifies completion of a four-year high school education. Students who prefer to pursue only the SCIS Diploma may opt out of the IB Diploma in consultation with their parents, the college counselor, and the DP coordinator.

The Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life.



# THE DIPLOMA PROGRAMME STRUCTURE

In order to prepare students for the future, an IB education equips students with the depth of discipline-specific knowledge and skills that they will need to follow their chosen university course and for use later in their professional lives. Specialization is encouraged in the Diploma Programme by expecting students to study three subjects at a higher level (HL). This is balanced with a requirement for breadth by expecting students to study three subjects at standard level (SL).

Students in the DP programme, then, choose subjects from six groups and complete three other core requirements. All six courses and core requirements are completed over a two-year period.

Course offerings may vary year to year based on student demand.

## GROUP 1: LANGUAGE AND LITERATURE

- English A: Language and Literature SL/HL
- English A: Literature SL/HL
- Korean A: Literature SL/HL
- Chinese A: Literature SL/HL
- Student Support Language A SL\*

## GROUP 2: LANGUAGE ACQUISITION

- English B SL/HL
- Chinese B SL/HL
- French B SL/HL
- Spanish B SL/HL
- Mandarin ab initio SL
- Spanish ab initio SL

## GROUP 3: INDIVIDUALS AND SOCIETIES

- Economics SL/HL
- Psychology SL/HL
- Business Management SL/HL
- Global Politics SL/HL\*

## GROUP 4: SCIENCES

- Biology SL/HL
- Chemistry SL/HL
- Physics SL/HL
- Environmental Systems and Societies SL/HL
- Design Technology SL/HL\*

## GROUP 5: MATHEMATICS

- Mathematics: Applications and Interpretations SL/HL
- Mathematics: Analysis and Approaches SL/HL

## GROUP 6: THE ARTS

- Film SL/HL
- Theatre SL/HL
- Visual Arts SL/HL
- Music SL/HL

\* Availability of certain courses may differ across campuses



## CORE REQUIREMENTS

Both the IB Diploma and the SCIS High School Diploma have core requirements that must be met in addition to the subject requirements. The timetable is designed to support all students in meeting these requirements.

### Theory Of Knowledge (TOK)

All students will meet a Theory of Knowledge requirement for graduation.

IBDP candidates are required to take Theory of Knowledge as an interdisciplinary two-semester course during their Grade 11–12 years. Theory of Knowledge calls for students to look critically at the nature of knowledge, and examine the knowledge questions implicit in real life situations. How do we know what we know? How is knowledge generated and disseminated in different disciplines? The requirements of the course include an oral presentation and essay. For IB Diploma students, these assessment tasks will be externally assessed and moderated.

### Extended Essay (EE)

Each student will complete an independent research project in a discipline of their choosing, leading to an original scholarly essay. The extended essay is an in-depth study of a focused topic. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. For IB Diploma students, Extended Essay will be submitted to the IBO for assessment.

For SCIS Diploma students, the Extended Essay may be completed for credit through enrollment and completion of the “Core Research Project” course. Assessment for SCIS Diploma candidates is internal only.

### Creativity, Activity, Service (CAS)

All students are expected to be engaged in ongoing meaningful experiences outside of the classroom. At SCIS students have many opportunities to engage with the creative arts, with physically demanding activity, and with service to the community both within the school and beyond, and each student is responsible to build a program that reflects their interests and allows them to grow as a thinker and learner. Over the two-year program, students collect a range of reflective evidence showing their ongoing process of learning through experience. Please see the CAS handbook for details.





## ASSESSMENT IN THE DP



IB Diploma courses at SCIS are designed to prepare students for success on the assessments required by the International Baccalaureate Organization (IBO).

Each subject has specific required assessment components. These assessment components include a combination of the following:

- **Internal assessments (IAs):** Individual projects completed by students over time under the supervision of their teachers. These projects are assessed by the teacher, and the marks for the cohort are moderated by the IBO. IAs include Explorations in Math, Oral Presentations in languages, Investigations in Science, etc.
- **External assessments (EAs):** Individual projects completed by students over time under teachers' supervision, assessed by IB examiners only. These EAs include Written Tasks in language subjects, portfolios in arts subjects, the TOK essay, and the Extended Essay.
- **Papers:** Formal written examinations to be taken in May of the second year of the program. Group 1–5 subjects all have two-three Papers, each with format and requirements specific to the subject, level, and Paper.

All assessment tasks set by teachers throughout the two-year programs are preparation for the formal IB assessments. Summative assessments are designed to be graded according to IB markschemes, and grades are issued according to average IB Boundaries for the subject. In Grade 11, these expectations are modified to address only content and skills covered thus far in the course. In Grade 12, assessments increasingly mirror final IB expectations.

In March of Grade 12, students will sit the “Mock IB Exams” which function as both the final summative assessment for the school-based course, and a formal practice session for all Papers. These exams will be considered in grade calculations, along with all other teacher set summative assessments.

Students may earn grades of 1–7 on semester reports, based on the IB Grade Descriptors and the work completed during the semester.

### IB Diploma Points

The final IB Diploma earned by full IB Diploma candidates is scored based on the external assessments submitted to the IBO in May of Grade 12. SCIS Reports do not affect the final score.

Students can achieve a maximum score of seven points per course, for maximum subject score of 42 for their six courses.

Achievement in TOK and the Extended Essay can add a maximum of a further three points to a student's overall Diploma score. TOK and the Extended Essay are graded on A–E scales, and the two grades are combined on a matrix to generate the extra points. The highest score possible for all components of the programme, then, is 45 points.

Grades for Extended Essay and Theory of Knowledge

A Excellent performance

B Good performance

C Satisfactory performance

D Mediocre performance

E Elementary performance

### The Core Points Matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

# UPPER SCHOOL SAMPLE TIMETABLE – GRADE 11 AND GRADE 12

## Grades 11-12 8-day schedule

Time	MON (Day 1)	TUE (Day 2)	WED (Day 3)	THU (Day 4)	FRI (Day 5)	MON (Day 6)	TUE (Day 7)	WED (Day 8)
8:00	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4
9:20	Short Break							
9:40	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1
11:05	Day 1 Block 3	Day 2 Block 3	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2
13:00	Lunch Break							
13:40	Day 1 Block 4	Day 2 Block 4	Day 1 Block 1	Day 2 Block 1	Day 1 Block 2	Day 2 Block 2	Day 1 Block 3	Day 2 Block 3



# PASTORAL PROGRAM

The mission of our Pastoral Program is to develop the relationships, attitudes, and skills that contribute to a positive community.

The Pastoral Program at SCIS is developed to ensure that each student:



Is known by at least one adult on campus



Has a community within the community with whom they meet regularly.



Has time during the day to review their progress and prepare for upcoming events



Has an opportunity to engage with their classmates and be a leader in areas of interest

## The Pastoral Program at SCIS

- Check and Connect
- Extended Learning Time (ELT)
- Learner Led Clubs
- Pastoral/Guidance Lessons
- Assemblies
- House Games (Grades 6-8)

## Additional Pastoral Led Programs

### China Trips

All students in grades 6 -12 participate in annual China Trip experiences. These are approximately weeklong trips to various locations in China. In addition to enhancing students' understanding of culture and geography, this unique learning experience affords students an opportunity to develop more interpersonal and team-building skills that lead to greater self-reliance and independence.

### Student-Led Conferences (SLC)

Students in grades 6 – 9 work with their subject teachers and advisors to prepare for our semester two student-led conferences. These conferences are a way for students to reflect on their Approaches to Learning (ATL) skills and to set goals for themselves. Students share their progress with their families at a selected time on the SLC day.



Our Pastoral Team uses a number of methods to ensure the goals of the program are being met. These include various feedback opportunities from students, counselors, advisors, faculty and grade-level leaders.

## PERSONALIZED UNIVERSITY GUIDANCE



Shanghai Community International School's university counseling program provides personalized guidance to help students identify and apply to universities that align with their academic interests and personal goals. The program emphasizes individualized support through regular one-on-one meetings with counselors who assist with application strategies and final decisions. Counselors also organize career day, inviting outside professionals to share insight with the high school student body. They stay connected with university admissions offices from around the world and host a global university fair, to ensure SCIS students have access to the most updated information related to university admissions.

The college counseling offices use the most trusted and most exhaustive college and career organizational and guidance tech tool to help students with the application process.

At SCIS, our comprehensive university guidance program begins with helping students discover their personal interests and strengths to inform future academic and career pathways. Through a tailored approach, each student receives individualized support.

### Exploring Future Pathways

From the early years, students engage with our career education framework, exploring various fields and setting personal academic, extracurricular, and community service goals. By Grades 9 and 10, students on both campuses actively plan for their future, whether through hands-on career exploration activities like job shadowing or career expos or engaging with our college and career counseling team for university preparation.

### Focused Guidance in Grades 11 and Grade 12

Throughout Grades 11 and 12, students receive focused, personalized support to help them navigate the complexities of university applications, from identifying best-fit universities to preparing standardized test materials and securing strong letters of recommendation. Both campuses offer opportunities for college tours, university sessions, and one-on-one meetings with dedicated counselors who provide guidance through every step of the application process.

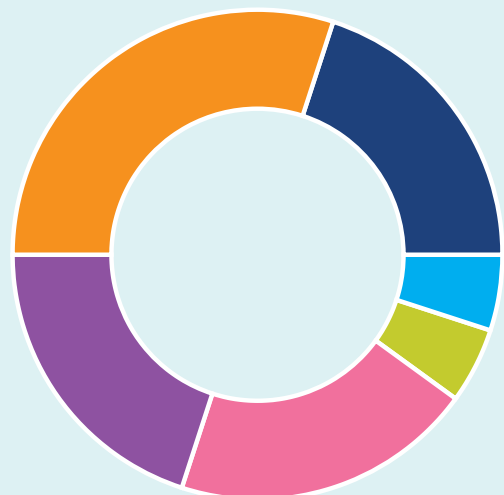
Whether on our Pudong or Hongqiao campus, SCIS students graduate well-prepared to embark on the next chapter of their academic careers with confidence, equipped with the knowledge and skills to make informed decisions about their university choices.

# LEADING DRAGON DESTINATIONS



## The different countries our students go to

- USA 20%
- Canada 20%
- Asia 30%
- UK 20%
- Australia 5%
- Europe (Non UK) 5%



# SAMPLE LUNCH MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN COURSE	Cajun Chicken	Japanese Beef Bowl	Chicken Taco	Baked Fish with Tarragon Sauce	Chinese BBQ Pork
Allergen Content		L	G	S D	L
STAPLE FOOD	Baked Macaroni & Cheese	Steamed Rice	Mexican Rice	Penne with Garlic & Olive	Shanghai Fried Noodles
Allergen Content	G D			G	G E L
VEGETABLES	Steamed Broccoli & Carrot	Sauteed Chinese Green Vegetables	Sauteed Mixed Vegetables (Carrot, Bell Pepper, Zucchini)	Steamed Corn, Carrot & Green Peas	Oriental Cooked Vegetables (Chinese Asparagus, Carrot, Mushroom)
Allergen Content				L	
SPECIALTIES	Vegetable & Bean Quesadilla	Kanto Tofu	Vegetable Quiche	Corn Fritters	Steamed Vegetable Dumpling
Allergen Content	G D L	L S	E D	G	G
SANDWICH BAR	Ham	Egg Salad	Guacamole	Bacon	Tuna Salad
Allergen Content		E			S E
VEGETARIAN DISH (On request)	Cajun Vegetables	Japanese Vegetable Bowl	Vegetable Tacos	Baked Mushroom with Tarragon Sauce	Chinese BBQ Tofu
Allergen Content		L	G	D	L
SALAD BAR	Salad Bar	Salad Bar	Salad Bar	Salad Bar	Salad Bar
DRINKS	Milk, Plain Yogurt, Apple Juice, Orange Juice	Milk, Fruit Yogurt, Apple Juice, Lemonade	Milk, Plain Yogurt, Apple Juice, Grape Juice	Milk, Fruit Yogurt, Apple Juice, Lemonade	Milk, Plain Yogurt, Apple Juice, Orange Juice
FRUITS	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit

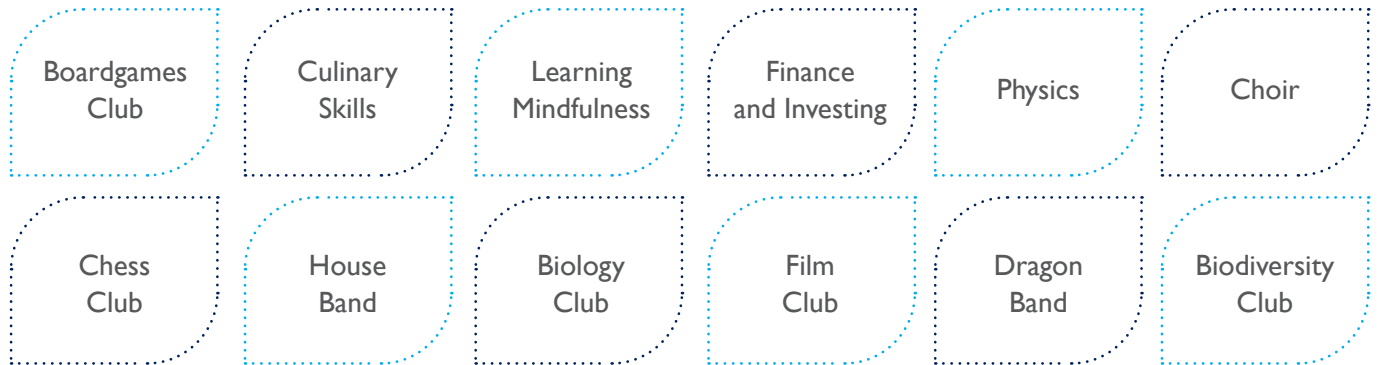
\*Allergen Content: D Dairy E Egg G Gluten L Legumes N Nuts S Seafood



## UPPER SCHOOL AFTER SCHOOL ACTIVITIES

SCIS provides a range of enrichment opportunities for middle school students through student-led clubs and co-curricular programs. These initiatives allow students to refine their leadership skills, enhance their social abilities, and develop other key competencies. The skills gained through these activities are invaluable in preparing students for future career success, boosting their confidence and self-esteem, and nurturing responsible and well-rounded adulthood.

### Sample of student-led clubs



### Co-curricular Opportunities Available\*



SCIS is also the charter school for the Scouting America Cub Scouts, Girls Troop and Boys Troop, and the USAGSO Girl Scouts.

\*Availability of certain activities may vary across campuses





#### **HONGQIAO CAMPUS**

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#### **PUDONG CAMPUS**

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