



KEYSTONE ACADEMY PRIMARY SCHOOL CURRICULUM GUIDE

北京市鼎石学校小学课程指南
2024-2025

Keystone 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, justice, respect, wisdom and honesty.

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外
- 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。

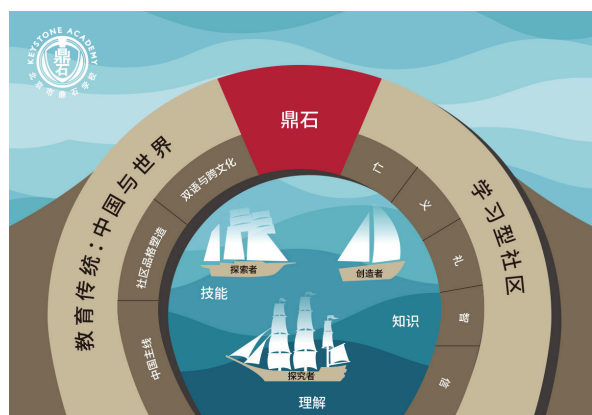
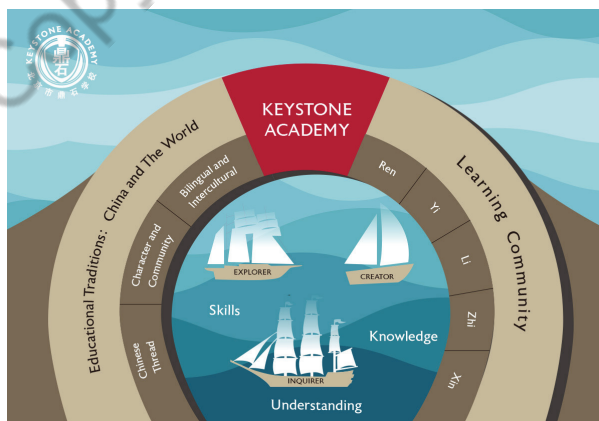
这一历程授予我校学习者塑造品格的机会，促进他们在课堂内外的体验中激发学习的乐趣。

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。



PRIMARY SCHOOL CURRICULUM GUIDE

小学课程指南

2024-2025

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This document offers a full summary of the curriculum of the Primary School at Keystone Academy for the academic year 2024/2025. 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, some details in this booklet may be altered.

本手册对鼎石2024-2025学年的小学课程进行了完整概述。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，因此一些细节可能会有所更新。



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, the Chinese is the main Thread in this weave. We want all our students, Chinese and international, to be knowledgeable and proud of China's powerful past and promising future. To achieve this, our Chinese Thread highlights China's language, history, culture, and identity throughout the grades. Our focus on China and its contribution to the world allows our teachers and students to deeply understand their own identity, their world, and 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 an integrated and interdisciplinary 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, innovative teaching pedagogies, and 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.

Keystone Academy Primary School implements the Chinese National Curriculum, and uses the International Primary Curriculum as a framework to deliver integrated studies from Foundation Year through Grade Five, in a bilingual immersion context. Meeting all the Chinese National Curriculum objectives and standards, we facilitate the integration of Chinese cultural history with the thematic learning approaches of the IPC. For instance, a primary school unit about 'Stories, Myths, Legends and Fables' is organized so that students read a number of legends from different parts of the world explaining the origin of the Milky Way. In reading the story of Qixi, students fulfill objectives of the Chinese National Curriculum and they learn about an important Chinese legend, traditional festivals, and holiday greetings. They fulfill other objectives as well. In Science they learn about the stars, in Art they learn to illustrate stories and make masks of fabled heroic characters, in Math they learn about numbering and calendric counting, in Geography they learn to locate the places from which the stories come, and in dance they use movement to tell a story. The Chinese Thread is developed in subject-specific courses, as well. In the Arts courses, students study ceramics, painting, and calligraphy in the context of Chinese artistic skills and traditions, and classes in music and dance reference Chinese performance in these domains.

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.

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 and 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，也表明了我们坚信：在世界舞台之上，中国的地位举足轻重。

鼎石小学部的课程，实施中国国家课程，借鉴IPC（国际小学课程）框架，学前班至五年级的学生在沉浸式双语教学环境中学习。在完成中国国家小学课程所设定的教学标准与目标的基础上，我们将中国的历史与文化轻松地融入以主题单元为学习方法的IPC之中。在每个单元中，学生都有机会把中国文化和其他文化放在一起进行真实有趣的对比。例如，在一个关于《故事、神话、传说和寓言》的课程单元内，学生们将阅读大量世界各地关于银河系起源的传说。通过阅读七夕的故事，学生们达到中国国家课程大纲的学习目标，并对重要的中国传说、传统节日和节日问候语有所了解。接下来，他们还要完成其他学习目标，比如在科学课上了解星辰；在美术课上学画故事插图，为寓言中的英雄人物制作面具；在数学课上学习编号方式和历法计算；在地理课上找到故事的起源地；并在舞蹈课上通过肢体语言来讲述故事。不仅如此，我们在其他的学科课程中也体现了“中国主线”。在美术课上，学生们运用中国传统的美术技巧，学习陶艺、绘画和书法。音乐课和舞蹈课也会涉及中国传统的表演艺术。

“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。

A full expression of the Chinese Thread occurs in the Diploma Programme of Grades 11 and 12. In the future, Keystone Academy may well develop its own school-based syllabus of Chinese Studies, to correspond to the Group 3 IBDP courses. The organization of this course would be chronological and topical, to help students approach the important transformations and significant points in Chinese history and culture. University scholars will be involved with the planning of this course, identifying the key points and required objectives of a survey of this magnitude. Topics include integrated study of history, geography, society, arts, and culture. Experiential learning and independent scholarship are key pedagogical devices for learning at this high-level of high school study. In these upper grades, the Chinese Language and Literature course will be closely aligned with the Chinese Studies class, as literary criticism, formal analysis of texts, and expressive writing are used to explore themes in the cultural history of China. Our focus on China and its contributions to world civilization allows our teachers and students to achieve a deep understanding of their own identity, of their world, and of the connections between the two. Since we anticipate all Keystone high school students will take this course, it will help to forge the identity of our graduates, helping them to define and appreciate the significance of Chinese culture as they prepare to move away to colleges, careers, and the world after school.

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.



“中国主线”在十一、十二年级的大学预科项目中将得到全面阐释。接下来，鼎石也将开发专用的“中国研究”课程教学大纲，与国际文凭大学预科项目的第3学科组课程相呼应。该课程体系将按年代与主题划分，学生将有机会深入学习中国历史与文化中的重要事件与转折点。大学学者参与了本课题的规划与设计，确立了研究的关键之处和学习目标。课程将涵盖历史、地理、社会、艺术和文化等多个领域。在鼎石提供的高中课程中，体验式学习和独立的学术研究是非常重要的教学手段。高年级的汉语语言与文学课程中，为配合“中国研究”课题的需要，教师将安排文学批评、文本分析以及表达性写作等内容，使学生探究中国文化历史中的各个主题。我们重视中国及其对世界文明的贡献，因此，我们的老师与学生都将深入体悟自我身份与所处世界的内涵，并理解两者之间的联系。由于我们希望“中国研究”成为鼎石高中部所有学生的必修课，因此，在他们为毕业升学、就业和走向世界做准备的过程中，这一课题将渗入他们的身份认知，帮助他们欣赏中国文化、明确中国文化的重要性。

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。



PRIMARY SCHOOL CURRICULUM OVERVIEW

Chinese National Curriculum

The Chinese National Curriculum covers a rich range of subject area knowledge and learning strategies, emphasizing the cultivation of scientific and cultural literacy, and identifying clear objectives in knowledge and skills, processes and methods, attitudes and values. As a school deeply rooted in China, Keystone Academy implements and prioritizes the Chinese National Curriculum, but also draws on global educational philosophies and traditions, uses international programs as a framework, and integrates diverse pedagogies and assessment systems. All this is done to design and develop a distinctive bilingual immersion model and interdisciplinary thematic inquiry approach for each learner. We aim actively to develop students' critical and creative thinking, research skills, problem-solving skills, communication and collaboration skills. Our students are lifelong learners who are determined in their actions and responsible citizens who help to create a better and more peaceful world through intercultural understanding and respect.

The primary school program fulfills the important learning goals of Keystone Academy by providing the social, emotional and intellectual building blocks that students need to flourish. The Keystone Academy model of integrated education develops students who show a passion for learning and are well prepared for a smooth and harmonious transition to secondary school. Each and every day of primary school is exciting; students are always confronting original ideas, meeting different kinds of challenges, cultivating new forms of knowledge, practicing different skills, and learning in new ways.

Keystone Academy primary school uses bilingual immersion program in which students study, play and learn throughout the school day using Chinese and English. Keystone education introduces the value of learning in two languages, building a foundation of linguistic competency and cultural understanding.

We employ a progressive model of language acquisition that is based on research and effective practice. Students from immersion programs demonstrate a high correlation between complex thinking skills and advanced linguistic abilities. They have excellent cognitive flexibility and problem-solving skills.

Academic disciplines are introduced in small classes of no more than 20 students through an integrated, experiential curriculum that fully explores international perspectives. The areas covered in each grade of primary school are:

- IPC: Global Studies
- Character and Values Education (Morality and Rule of Law)
- Language Arts, Chinese and English
- Sciences
- Mathematics
- Visual and Performing Arts
- Physical and Health Education
- Digital and Innovative Learning

Within the bilingual immersion model, the primary school uses the widely recognized International Primary Curriculum (IPC) to orient integrated learning from the foundation year through to grade 5. The strength of this program comes from the consistent and well-organized emphasis on student learning. Learning goals are linked to knowledge, skills and understanding, and are designed to orient teachers and students in their daily work. A unified and connected curriculum in the primary school is supported by decades of research into the brain and the development of brain-friendly learning. This type of curriculum makes learning fun and engaging for students as they confront challenging academic objectives.

小学部课程概览

中国国家课程

中国国家课程涵盖丰富的学科内容和学习方法，强调科学文化素养和人文素养的培养，并对知识与技能、过程与方法、情感态度与价值观提出清晰的目标。作为一所根生中国的学校，鼎石学校在实施中国国家课程的基础上，借鉴全球多元化教育理念、项目框架、教学法及评价体系，设计发展了适合每个学习者的沉浸式双语教学模式和跨学科的主题探究式教学方式，倡导学生主动参与、乐于探究、勤于实践；积极培养学生审辨性思维、自主学习能力、研究技能、分析和解决问题的能力，交流与合作的能力，使学生成为积极主动的终身学习者、全面发展的人和有社会责任感的公民，旨在通过他们创造一个更加美好、更加和平的世界。

北京市鼎石学校小学课程从智力、情感、社交三个方面悉心培养学生，实现学校的教学目标。我们的全方位教学模式将激发学生对学习的热忱，并为他们中学阶段的学习和生活打下坚实的基础。每天小学部的生活都充满乐趣：接触全新观点，应对各式挑战，发掘知识，训练技能，以新颖的方法进行学习。

北京市鼎石学校小学部采用沉浸式的中英双语教育模式。学生在校期间，不管是学习，还是活动，都将使用中英两种语言。鼎石强调学习两种语言的价值，重视打好语言能力和文化理解的基础。

沉浸式的中英双语教育模式是一种基于研究和有效练习的渐进式语言学习模式。研究表明，沉浸式双语教育模式的学生往往展现出复杂的思考能力、高超的语言技巧、认知上的灵活性，以及解决问题的才干。

北京市鼎石学校小学部采用小班教学，每个班级的人数不超过20人。在综合体验式的课程中，学生的国际视野得以培养和发展。鼎石小学部各年级教授的课程包括：

- IPC（国际小学课程）：全球研究
- 品德教育（道德与法治）
- 语言艺术：汉语和英语
- 科学
- 数学
- 视觉与表演艺术
- 体育与健康
- 数字化创新学习

在沉浸式中英双语教学模式之下，鼎石小学部借鉴受到广泛认可的IPC（国际小学课程）框架。该框架贯穿从学前班至五年级的学习课程，其优势在于强调以学生的学习为中心，精心设置每个单元，确保内容上的连贯；而且，它的学习目标与知识、技能和理解力紧密相连，引导教师和学生每日的学习进程。近几十年来，科学界针对脑部及大脑学习方式的研究也已经证实，这种运用学科之间的关联来理解复杂问题的教学方法，不仅能使学习过程充满乐趣，而且让学生在面对学业挑战时，仍然能够做到兴致勃勃、从容应对。

IPC: GLOBAL STUDIES

The International Primary Curriculum provides a framework for integrated learning. We have this century's global learner in mind, and through the IPC we have incorporated the very best Chinese and Western educational concepts and pedagogy. The key idea of 'national perspectives and international mindedness' underpins all areas of learning, while the program incorporates brain-friendly learning strategies based on sound research into how children learn.

This curriculum model starts with guiding questions that go to the heart of learning today, allowing us to consider the world for which we are preparing our students, and the kinds of students that will thrive in the future. The curriculum framework has its emphasis on creating a learning environment where outcomes are clearly defined and standards are explicitly described in terms of knowledge, skills, and understanding. The program addresses the development of these outcomes within subject areas and through grade-level themes. Learning is at the heart of the IPC and students engage with their learning so as to remain committed to learning throughout their school careers and adult lives. They also develop a sense of their own nationality and culture and a profound respect for other nationalities and cultures.

The IPC is divided into three age-leveled mileposts. In Milepost 1, units are designed for 5-7 year olds, in Milepost 2 for 7-9 year olds, and in Milepost 3 for 9-12 year olds. Each unit of work has a theme that children find interesting and relevant. The IPC units are the core curriculum, and they seek to integrate areas of Science, Physical Education, History, Geography, Global Studies, the Arts, and Digital and Innovative Learning. Year-by-year, our students build upon increasingly complex levels of knowledge, skills, and understanding. While Keystone Academy's integrated approach helps to highlight interconnections, we ensure that each domain is recognized and given integrity within the curriculum and the global context. Global Studies through the International Primary Curriculum at Keystone Academy seeks to place our students within the context of an ever-changing, ever-growing world.

Through in-depth study, analysis, and inquiry our students grapple with the complexities of globalization and the role China plays in a changing world. Students reflect upon the importance of language, culture, and perspective, always with an eye on action and service. While there is no formal integration of Language Arts (Chinese, English) or Mathematics, teachers anticipate making connections in these areas whenever the IPC units provide them opportunities for authentic integration. Integrating all key subject areas means that children can make many connections with their learning, and the more connections the brain makes, the better a child learns.

CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Among all the subjects in Chinese education system, moral education is extremely important. It has always been the fundamental task and the core concept in the Chinese education system to foster integrity and promote all-rounded development of people, as well as to develop evenly the five education dimensions - moral education, intellectual education, physical education, aesthetic education and labor education. The curriculum design of Chinese moral education follows the principles of being ideological, comprehensive, practical and open-minded, and is close to students' real life. It respects the reasonable pattern of student learning and development and is attentive to the needs of students' psychological growth. It integrates every aspect of students' social life and enhances students' literacy in humanities and social responsibility through experiential learning, which reflects fully the people-oriented scientific education concept. Additionally, the development of the rule of law education should also be promoted robustly so that teenagers' legal awareness can be bettered, and so that they are able to know the law, understand the law and use the law.

LANGUAGE ARTS

At Keystone, we view the Language Arts classes as important pathways for imagination, creativity, and critical thinking. In these classes, Chinese and English Language and Literature are taught to form the basis of a rich and comprehensive bilingual immersion program. Teachers encourage students to see language as a tool for communication as they work with reading and writing resources in all areas of the curriculum. Our goals for Language Arts is to develop and nourish a love for reading, give students the confidence they need to explore literature as life-long learners, and provide students with the skills they need for effective verbal and written communication. In Language Arts, students use practical approaches to Chinese and English Language and Literature to support listening, speaking,

IPC（国际小学课程）：全球研究

IPC（国际小学课程）为全方位学习提供了教学框架。本世纪的学生应是全球性的学习者，因此我们在IPC之中融合了中西方教育理念和教学法的精粹。IPC中的各个学习领域均基于“国家视角与国际视野”这一思想，并结合友善用脑（brain-friendly）的学习策略——该策略以儿童学习方法研究所取得的可靠结论为依据。

IPC开篇即对当今的学习重点提出了指导性的问题，引导我们思考应如何帮助学生准备应对世界的挑战，什么样的学生才能在未来茁壮成长。IPC框架的重点是明确教学目标，并详细说明达到教学标准所需的知识、技能和理解力，从而为学生营造出一个理想的学习环境。根据各年级的课程主题，IPC为各年级设置了相应的学习主题，以及各学科应该实现的教学成果。IPC的核心是学习，使学生在学生时代爱上学习，并终生对学习保有热情。通过IPC，学生还会形成对自己民族与文化的归属感，并由衷地尊重其他的民族与文化。

IPC按照三个年龄段划分为三个“阶段课程”。第一阶段的课程单元针对5-7岁的学生；第二阶段针对7-9岁的学生；第三阶段针对9-12岁的学生。每个课程单元都有一个让儿童感兴趣、并与儿童生活相关的主题。IPC的单元是课程的核心部分，旨在把科学、体育、历史、地理、社会学、国际问题、艺术、数字化创新学习等结合在一起。通过IPC的学习，学生的知识、技能和理解力会逐年提升。尽管鼎石采用的综合教学法重视各学科之间的内在联系，我们还要确保每个知识领域都能得到体现，从而在全球化背景下实现课程设置的整体性。鼎石IPC的“全球研究”则让学生置身于千变万化的全球背景之中。

通过深入的学习、分析和探索，我们的学生将有能力解决全球化过程中出现的复杂问题，并了解中国在日新月异的世界中所发挥的作用。他们既要注重语言、文化的学习，反思自己看待事物的角度，也要始终关注行动与服务。虽然语言课程（汉语、英语）或数学课程之间还未存在正式的、跨学科的教学融合模式，但是教师们会在IPC之中挑选适合跨学科学习的单元，不失时机地阐明这些学科之间存在的关联。对所有重点学科的教学内容进行整合，意味着学生能够在学习过程中触类旁通。我们相信，大脑对不同学科知识建立的联系越多，儿童的学习成绩就会越出色。

品德教育（道德与法治）

在中国教育学科体系中，品德教育学科占有极其重要的一席之地。立德树人、“五育并举”一直是中国教育体系的根本任务与核心理念。“中国德育课程设计遵循思想性、综合性、实践性、开放性等原则，贴近学生实际生活，尊重学生学习与发展规律，关注学生精神成长需要，涵盖学生社会生活的方方面面，以体验式的学习方法提升学生的人文素养和社会责任感，充分体现“以人为本”的科学教育观。同时，大力推动法治教育建设，提高青少年的法律意识，知法、懂法、用法。

语言艺术

在鼎石，我们视语言艺术课程为培养想象力、创造力和批判性思维的重要途径。语言艺术课程包括汉语语言文学和英语语言文学，旨在为丰富全面的沉浸式中英双语课程打好基础。鼎石的教师会鼓励学生在使用各学科的读写材料时，把语言视为一种沟通工具。两门语言艺术课的目标均为开发和培养学生对阅读的热爱，赋予学生畅游文学世界的自信，成为终身学习者，并使他们能够通过娴熟的口语和书面表达方式与他人进行有效的沟通。在课程中，学生采用分别适于学习汉语语言文学和英语语言文学的方法，锻炼两种语

reading, and writing. Students are introduced to a variety of different genres (e.g. poetry and prose) in both languages in ways that make learning fun. In doing this work, students gain deep understanding and empathy for their own and other cultural points of view. Students use drama, art and technology as important forms of creative expression and imaginative exploration. Working on their skills of presentation and performance, they gain experience and confidence while engaging in the exciting world of theater and stagecraft. Formal instruction in age-appropriate language mechanics helps students to develop literacy skills in both languages. Effective preparation in the Language Arts boosts student performance in all domains and follows the standards set in the Chinese National Curriculum as well as international curricula.

Chinese Language Acquisition program is part of Chinese Language Arts in Primary which is for the students in need from Grade 2-5. It provides opportunities for students to develop intercultural awareness through learning the Chinese language and culture. The program focuses on helping students develop their listening, speaking, reading and writing skills that they need for effective verbal and written communication. Students develop reading skills through regular reading of simple passages that suit their level, allowing them to build confidence, vocabulary, and knowledge about China in the world context. They develop writing skills through a process of guided writing on topics that are relevant to their life. While the writing tasks are usually slightly easier in Chinese Language Acquisition program than in Chinese Language Arts, students are expected, with proper guiding from teachers, to be able to organize their thoughts coherently and logically, select appropriate vocabulary, build effective sentence structures, and construct written pieces of a variety of genres. The program offers a broad range of vocabulary, topics and text to meet a wide range of different needs. It is designed to ensure that knowledge-based language learning is placed within a communicative context, resulting in the improvement of both linguistic knowledge and performance.

SCIENCES

Science is an important avenue for children's understanding of nature and the world around them. At Keystone Academy, Science is integrated into the IPC units to give coherence to students' experiences as they explore their world through observation and investigation. Science is also supplemented in Grades 2-5 through 2 additional stand-alone science classes. Here students access the labs and develop lab skills, familiarize themselves with the scientific method and conduct hands-on experimentation in preparation for the rigor of the secondary school science program. Science learning authentically engages students through observation, experiments, predictions, and hands-on learning. Experiences in Science class generate enthusiasm for this type of study in life, the earth, and the universe. Students learn about different ways of collecting and organizing scientific information, and investigate the links between scientific thinking, technological innovation and environmental sustainability.

MATHEMATICS

Mathematics curriculum is designed to make math relevant to the everyday lives of students and to build the foundational knowledge required by the rigorous math and science scholarship of middle and high school. Our math curriculum is grounded in the well-respected Chinese National Curriculum, and international standards reinforce the mathematics program. Our teachers combine concrete, pictorial, and abstract approaches to lead children to deep understanding of mathematical concepts, which include computational and problem-solving skills. Students become fluent in the language of mathematics, and learn to apply this language in their inquiry and experimentation with numbers, relationships, and patterns. Some of the learning areas developed through the primary school grades include number and algebraic reasoning, space and geometrical reasoning, statistics, probability and mental math. We encourage hands-on practical application at all stages of learning to engage students better with the learning experience. While math instruction is designed to make learning engaging and meaningful, students are also encouraged to memorize and understand important math facts and principles. There are various opportunities to enrich the IPC units with Mathematics, in addition to our regular math program. This holistic approach demonstrates the value of its application to logic and reasoning in the inquiry process in all other disciplines.

VISUAL AND PERFORMING ARTS

The Keystone Visual and Performing Arts program introduces students to the joy of creative expression. It engages primary students, makes learning visible, and generates real passion for learning in dance, drama, music, and visual art.

言的听说读写能力。中文老师和英文老师都将采用生动活泼的方式, 让学生学习不同的文学体裁(例如诗歌、散文等)。在学习过程中, 学生将对自身和他人的文化观念形成更为深刻的理解和共鸣。语言老师会把戏剧作为开发学生创造性表达和想象力的重要形式。当学生们置身于舞台表演的动人场景之中时, 他们不仅能锻炼自己的表达能力和表演能力, 而且还会收获经验和自信。语言教师还将根据学生的不同年龄段, 使用相应的口头和书面教学语言, 以培养学生的双语读写能力。鼎石完备的语言艺术课程, 将同时达到中国国家课程大纲和诸多国际课程体系所规定的标准, 并为学生学习其他学科奠定坚实的基础。

在小学, 中文语言习得课程是中文语言艺术课程的一部分, 针对于二至五年级有中文语言学习需要的学生, 它旨在培养学生的多元文化意识, 丰富他们的经历, 为学生接触汉语及中国文化提供各种各样的机会。课程着眼于提升学生中文听、说、读、写四项基本语言技能, 进而达到沟通与交际的目的。学生通过阅读适合自身水平的文本材料, 逐步养成良好的阅读习惯, 发展阅读技能, 树立阅读信心, 扩大词汇量, 增加对当代中国的了解, 并关注当下发生在中国与世界的热点时事。习作要求根据学生实际水平略低于年级要求, 但学生依然需要在老师的指导下, 学习根据主题组织想法, 发展遣词造句的能力, 按照体裁要求写出语句通顺的文章。课程提供大量词汇、话题及各式各样的文本, 满足不同水平学生的需要, 把语言知识的学习与语言技能的培养巧妙地结合在一起, 力求使学生在增加汉语知识的同时循序渐进地提高运用语言的能力。

科学

科学课是儿童认识和理解大自然与周围世界的重要途径。在鼎石小学, 科学课与IPC的主题单元紧密结合, 让学生通过观察与调查把自然现象和自己的经验联系起来。二至五年级还配有两节独立的科学课。学生在课上走进实验室, 发展实验技能, 熟练科学方法, 亲身实践科学实验, 为中学阶段高要求的科学课程做好准备。科学课实践性的特点让学生更加积极地参与课堂学习, 他们有更多机会亲身体验观察、实验、预测以及动手实践。学生在科学课上所经历的一切, 将激发他们探索生命、地球和宇宙奥秘的热情。学生还将学会收集、组织科学信息的不同方法, 研究科学思维、技术创新和可持续发展之间的联系。

数学

鼎石小学部的数学课程强调在数学和学生的日常生活之间建立联系, 为初、高中数学和科学课程打下基础。本校数学课程以备受推崇的中国国家课程大纲为基础, 并按照国际标准对教学内容进行了强化。鼎石的数学老师综合运用具体化、形象化和抽象化的教学手段, 加深学生对数学概念的理解, 提高学生的运算能力和解题能力。学生熟练掌握数学语言, 并将数学语言运用到数字、数量关系和规律之中。小学各个年级需要掌握的数学知识包括: 数字和代数推理、空间和几何推理、统计, 概率和心算。在每个学习阶段, 我们都鼓励学生学以致用, 以获得更好的学习体验。在数学课程的设计上, 我们不仅强调学习的趣味与意义, 也要求学生记住数学常识和原理。除常规数学课程外, 我们还提供各种其他机会, 丰富IPC单元中的数学内容。这种全方位的数学教学方法, 展示了数学知识在探究其他学科的过程中所具有的逻辑和推理价值。

视觉与表演艺术

鼎石的视觉与表演艺术课程让学生享受创造性表达的喜悦。本课程将通过清晰而具体的学习过程, 激发学生们对舞蹈、戏剧、音乐和视觉艺术的由衷热爱。

At Keystone we place great emphasis on all the Arts, linking them thematically to the integrated IPC units and to Chinese cultural history and language. In our music rooms and art studios, students work independently and collaboratively to explore and investigate music, dance, drama, art history, sculpture, painting and calligraphy. Visual arts courses stimulate students' interest in artistic creation by experiencing rich artistic modeling activities and diverse expressions, and enhance their understanding and love of traditional culture and world arts, so that they can master and skillfully use the knowledge and skills learned. These courses cultivate students' inherent qualities of optimism, confidence, independent thinking, willingness to innovate, tolerance and respect, tenacity and self-discipline, and enhance their ability to cooperate and the sense of collective honor, so that they will create beauty and spread it and become well-rounded lifelong learners of arts. Dancing is a way for students to use movement as creative expression and artistic performance. In each year of our program, teachers challenge students to express their feelings and use their imaginations to inspire their own creative expression. We encourage students to recognize the links between the Arts and daily life, emotional expression, cultural perspectives, and technological innovation. We provide opportunities for exhibitions and performances to showcase student work and engage the school community. Our Arts program is guided by the standards set by the Chinese National Curriculum and other international curricular programs, and is informed and inspired by the deep artistic traditions of China.

PHYSICAL AND HEALTH EDUCATION

Physical and Health Education is an essential component of the educational process for students at Keystone Academy. We offer a structured curricular program throughout primary school that runs alongside a broad selection of extra-curricular physical and sports activities. Students participate in a variety of indoor and outdoor activities and sports, which seek to develop both physical skills as well as positive attitudes towards an active lifestyle. Classes provide plenty of opportunities for students to be physically creative, cooperative, and competitive. The values of teamwork, participation, and inclusion are developed. Our Physical and Health Education program is integrated within the IPC and also runs independently, blending the best of the Eastern and Western fitness traditions where students participate in sports and fitness activities such as Handball, Track and Field, and Swimming.

Wushu is a traditional Chinese martial arts sport in China. It is a compulsory course in the PHE curriculum, and an important element in the Chinese Thread curriculum at Keystone. In the primary school at Keystone, all school students attend Wushu classes once a week. The content of the course is designed using textbooks that align with the 2022 Chinese National Curriculum standards for PHE, the Physical Education textbooks used in universities, primary and middle school Wushu curriculums across mainland China, International Wushu Federation Training Programs. Wushu courses allow students to learn traditional martial arts techniques and physical strength building, but also imparts in students the importance of traditional Chinese values and thought martial arts history and culture; in addition to the five shared Confucian values embedded in Keystone's mission and values. Students gain a solid foundation and a more intuitive understanding of Chinese Wushu and Chinese culture at large. From Foundation Year to Grade 5, students gradually learn various types of martial arts styles and practices. These styles include Shaolin boxing, Nanquan, and Changquan.

DIGITAL AND INNOVATIVE LEARNING

Innovation involves new ways of thinking, creativity, and approaches to problem solving. At Keystone, we encourage our students to be empowered learners who leverage technology and digital tools to enhance their learning experiences. Students learn responsible and creative use of digital technologies while engaging in individual and collaborative projects across the curriculum. They research and explore real-world problems and develop curiosity through hands-on experiential learning activities to design solutions. Teachers guide students through inquiry, incorporating various tools such as media, databases, mixed reality, simulations, robotics, 3D printing, AI and programming applications to support the learning process. All classrooms are well equipped with iPads, laptops, and other digital resources that enhance the learning experience, and allow learners to share their creations and ideas through various digital platforms and applications. Our students are engaged global citizens who are passionate about connecting with the world as they prepare for their future.

鼎石对所有的艺术表现形式都非常重视，并以主题的方式将它们与IPC单元、中国文化史和语言课程紧密结合在一起。在我们的音乐和艺术教室里，学生将以独立和团队合作的方式，探索和研究音乐、舞蹈、戏剧、艺术史、雕塑、绘画等艺术领域。视觉艺术课程通过体验丰富的艺术造型活动、多样的表现方式激发学生对艺术创作的兴趣，提升学生对传统文化和世界艺术的理解和热爱，掌握并且能够熟练使用所学知识和技能，培养学生乐观自信、独立思考、乐于创新、包容尊重、坚韧自律的内在品质，提升合作能力和集体荣誉感，成为传播美，创造美的践行者，全面发展融会贯通的终身艺术学习者。舞蹈是学生运用动作来传达创造力和艺术表现力的一种方式。在各年级的艺术课程中，教师都会要求学生抒发自己的感情并发挥想象力，启发他们独有的创造性表达。我们鼓励学生去挖掘艺术与日常生活、情感表达、文化观点和技术创新之间的内在联系。为了展示学生作品、并让家长尽可能地参与校园生活，我们会为各年级学生安排展览和演出的机会。我们的艺术课程会参照中国国家课程大纲和其他的国际课程体系，并从中国博大精深的艺术传统中汲取丰富的营养。

体育与健康

体育与健康是学生在鼎石学习过程中必须接受的基础教育。我们不仅在整个小学阶段为学生规划了完备的体育与健康课程，学生还可以选择参加学校组织的各类课外体育活动。通过参加各种室内外体育运动，学生不但可以强身健体，还能养成积极向上的生活方式。体育课程为学生提供大量机会，让他们在体育运动中发挥创造性，锻炼合作和竞争的能力，培养团队精神、参与意识和归属感。体育与健康课程与IPC既彼此独立，又紧密结合。该课程融合了东西方的健身传统，学生可以参加手球、田径及游泳等体育运动项目。

武术作为中国的一项传统的体育运动，既是体育与健康课程中的重要组成部分，也是中国主线条课程的重要元素。作为鼎石小学课程的必修课，小学全体学生每班每周都有一节武术课。课程是参照中国内地大、中、小学体育教材武术部分内容、体育与健康新课标内容、国际武术联合会教材内容，并根据鼎石学生的特点自编而成的校本课程。武术课的设立可以让学生在锻炼身体的同时，学习传统武术礼仪、武术历史文化、武德等内容，同时在课程中贯穿儒家“五常”的学习，让学生更直观地了解中国武术和传统文化。在武术技能发展方面，武术课从学前班至五年级将循序渐进地学习武术不同种类与流派风格的拳术和兵器套路，如少林拳、南拳、长拳、剑术、刀术等；给学生创造体验不同种类与风格的武术的机会。

数字化创新学习

创新包括了新的思维方式、创造力和解决问题的方法。在鼎石，我们鼓励学生成为有能力的学习者，并利用技术和数字工具来改善他们的学习体验。在各个学科参与个人和协作项目的同时，学生将学习如何负责任地、具有创造性地使用信息技术。他们研究和探索现实世界中的问题，并通过动手实践的体验式学习活动来培养好奇心，设计解决方案。教师指导学生探究学习，并通过实际使用多样的数字化工具与技术支持学生的学习过程，如多媒体、数据库、混合实景、模拟、机器人、3D打印、人工智能、编程程序等。所有教室都配备了平板电脑、笔记本电脑和其他数字资源，可以增强学习体验，并让学习者通过各种数字平台和应用程序共享自己的创作和想法。我们的学生是全球公民，他们不仅热衷于与世界建立联系，同时也为自己的未来做准备。

FOUNDATION YEAR

INTERNATIONAL PRIMARY CURRICULUM

Students will explore different themes in IPC including; imagination, how different people celebrate, growing food and staying healthy. Students will be observers, start to ask questions and reflect upon the importance of these themes in their individual lives.

IPC units for foundation year are as follows, although subject to change:

- The Magic Toymaker
- Let's Celebrate
- We Are What We Eat
- Green Fingers

LANGUAGE ARTS

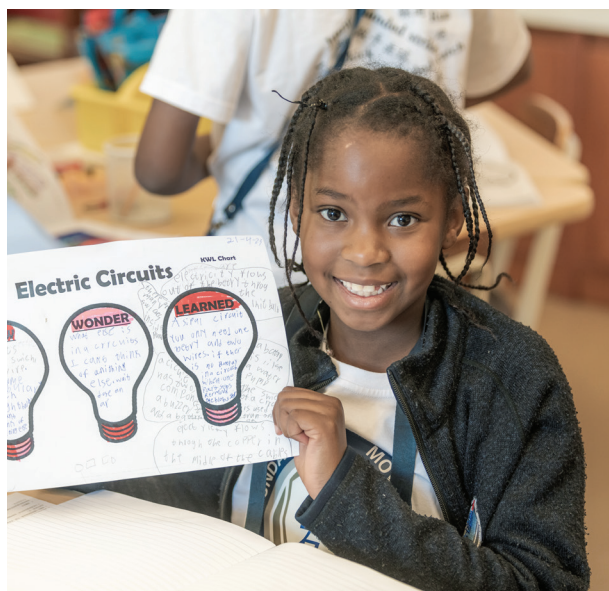
The introduction to Language Arts in the foundation year at Keystone Academy generates curiosity and develops basic communication skills including careful listening and clear speaking. Teachers encourage students to see language as a tool for communication as they work using teaching demonstrations, sharing stories, and playing games associated with curriculum goals. Students are coached to follow instructions, communicate with each other, label and identify information, and participate in conversations and group activities. They learn to distinguish and to switch between Chinese and English languages with ease. Identifying the sounds and rhythms of the languages and grasping the basic word order when speaking are essential components in foundation Language Arts. Drama time allows students to engage in the make-believe of their imaginations, encouraging creativity and expression. Students explore picture books and discuss their understanding of the stories and learn to write letters and characters, while practicing basic handwriting and stroke techniques, and keyboarding.

SCIENCES

Scientific inquiry is naturally woven with the foundation year themes. Students are introduced to scientific concepts related to the properties of materials, forces, health and plants. Topics include plants and the body as biological systems, the importance of exercise and proper diet, the uses of different materials and a range of forces, the uses of plants and how we can look after them.

MATHEMATICS

Mathematics in foundation year engages students in concepts associated with numbers, operations, measurement and geometry. Instructional techniques include demonstration and hands-on experience with concrete examples, pictorial representations, and abstract numerical symbols. Students learn to add and subtract and read, write, and compare whole numbers. They look at time with calendars and clocks, and chart out lines and spaces, comparing them as ordinal numbers. Geometry is introduced as students explore simple shapes and solid figures. Students record basic classroom information on wall charts and graphs, providing experience in collection, organization and the display of data. Through the IPC foundation year units, students explore patterns in nature in order to grasp basic facts about algebraic relationships.



学前班

IPC

学生将在学前班阶段探索IPC的不同主题，其中包括：想象力、世界各地的人们如何庆祝、种植食物和保持健康。学生们将开始学习观察周围的世界，提出问题，并思考这些主题在平时生活中的重要性。

学前班的IPC主题单元包括（可调整）：

- 小小玩具发明家
- 一起来庆祝
- 食物成就了我们
- 种植小能手



语言艺术

鼎石学前班开设的语言课程旨在激发学生对语言的好奇心，培养他们的基本沟通技巧，做到仔细倾听和口齿清晰。教师鼓励学生把语言看作一个交流工具，在演示教具、讲故事和围绕教学目的做游戏的过程中鼓励学生进行语言交流。学生在老师的指导下，学习遵循指示、彼此沟通、标记和识别信息、参与小组交谈和活动。学生学习区分汉语语言艺术和英语语言艺术这两种不同的语言，并在两种语言之间轻松自如地转换。学前班语言课程的重要组成部分包括：准确分辨汉语和英语的语音和韵律，在口语表达时掌握基本的语序。戏剧环节让学生在虚构的想象空间里进行表演，鼓励他们发挥自己的创造能力和表达能力。学生将大量地阅读图画书，分享自己的故事心得，学习书

写字母和汉字的同时，还要练习书写基础的英文和汉字笔画，以及打字。

科学

科学探究与学前班的课程主题相契合。学生们开始接触与材料、力学、健康与植物相关的科学概念。主题包括植物、身体的生物系统、运动与健康饮食的重要性，不同材料的使用，力学的应用，植物的用处与如何照顾植物等知识。

数学

学前班的数学课程让学生接触与数字、运算、计量和几何相关的概念。教学手段包括采用实例、图示和抽象的数字符号进行演示和练习。教学内容包括整数的加减法，以及整数的读、写和比较。学生将学会用日历和钟表计算时间，绘制线图，标注距离，并以序数为形式进行比较。学生还会学习简单的平面和立体几何图形。学生将在板报上绘制图表，记录课堂基本信息，积累数据收集、组织和展示方面的经验。此外，通过IPC的学前班单元，学生还要学习自然界中的各种规律，掌握代数关系的基本知识。

VISUAL AND PERFORMING ARTS

In Visual Arts, students learn about color, shape and texture as they use crayons, paints and clay, and get to know the basics of Chinese paintings. They also view visual art works from China and the rest of the world. Dancing and singing, clapping and playing percussion instruments in music all help to introduce students to the concepts of rhythm, movement and sound. Students also begin to learn the fundamentals of Chinese dance with a focus on the movements of the hands and waist, while enhancing their physical performance and coordination skills. They also learn group dances for performance of modern children's dance. During English Performing Arts, students will be introduced to various types of performing arts, learning basic skills and how to express themselves through music, dance and drama.

PHYSICAL AND HEALTH EDUCATION

Understanding the physical body is an extremely important element of foundation year education. Students explore physical movement and body control through school-wide programs including Wushu. They learn about proper body position and the fundamental movement skills needed for a variety of sporting and physical activities. Learning to swim and safety in the water are important elements of this program. All physical programs are carried out in a safe and structured environment. Students also begin to work together to achieve common goals and develop an understanding of the importance of physical exercise on growth and health.

GRADE ONE

INTERNATIONAL PRIMARY CURRICULUM

Students will explore the roles they play as individuals and as part of much wider communities, such as our school community. Teachers introduce students to thinking about time and place as well as the importance of history, culture, traditions and communication in China and around the world.

IPC units for grade one are as follows, although subject to change:

- Who Am I
- Media Magic
- Sensational
- Our World

LANGUAGE ARTS

In compliance with Chinese National Curriculum standards, Language Arts courses for grade one students develop curiosity about language learning by integrating stories, songs, poems, and other genres. Teachers introduce different skills in the study of language and literacy to develop all language domains, including listening, speaking, reading and writing. In addition to lessons in spelling and the basic conventions of language and phonology, we introduce more formal studies into how language works through guided listening, speaking, reading, and writing. Speaking and listening skills are supported through oral retelling and descriptions, discussions, poetry, and drama with an emphasis placed upon spoken articulation, pronunciation and fluency. In Chinese, handwriting study emphasizes radicals and correct stroke order. In English, the instructional focus is on writing in print with precision and neatness. It also demonstrates how to hold a pen correctly and sit properly during handwriting. We encourage students to develop good reading habits and to build a solid foundation in vocabulary in both Chinese and English.

CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone's pedagogic philosophy, the Grade 1 Morality and Rule of Law aims to build students' character through experiential learning in real-life contexts. Based on the physical and mental development of Grade 1 students, the course content is designed to be closely connected to their life, such as, "School Life", "Daily Routines", "Safety and Health", "Outdoor Education", "Family Life", etc. The units are based on children's lives and aim to cultivate them with good moral character, willingness to explore and love of life. In the classroom, we conduct scenario-

视觉与表演艺术

学前班在视觉艺术课上，学生用蜡笔、颜料和黏土等材料来学习颜色、形状和质感，并初步认识和了解中国画。他们将欣赏中国和世界其他国家和地区的美术作品。在音乐课上，学生采用律动、唱歌、拍手和打击乐器等方式了解节奏、动作和声音的概念。在舞蹈课上，学生学习中国舞蹈的基本组合，侧重手部、腰部的学习，学习肢体的表现力，提高学生身体的协调性。他们也学习集体舞，共同完成现代儿童舞蹈剧目。在英文表演艺术课程中，学生将了解各类表演艺术，学习基本技能以及如何通过音乐、舞蹈和戏剧来表达自己的。

体育与健康

了解身体是学前班课程至关重要的组成部分。学生可以通过武术及体育与健康课程训练身体动作，锻炼身体的平衡能力，掌握各种运动项目需要的基本姿势和技术动作。学前班体育课程的另一重要组成部分是学习游泳和水中安全常识。本校所有的体育运动项目都在安全、设施完善的环境中进行。同时，学生也需要学会与他人合作来实现共同的目标，认识到体育锻炼对于个人成长和身体健康的重要意义。

一年级

IPC

在一年级的IPC里，学生会探索他们作为独立个体，同时又作为学校社区中的一员，所带来的角色差异。教师会引导学生对时间和空间进行思考，并考虑中国与世界各国的历史、文化、传统和交流的重要性。

一年级的IPC主题单元包括（可调整）：

- 我是谁
- 媒介的魔力
- 感官世界
- 我们的世界

语言艺术

一年级语言艺术课程的教学满足中国国家课程标准，并融合故事、歌曲、诗词等和其他的文学体裁，培养学生对语言学习的好奇心。教学重点在于提高学生汉语和英语的听、说、读、写能力。除了开设拼写课程和常规的语言和语音课程以外，我们还会引入更加规范的语言分析课程，对学生全方位的语言能力进行指导。复述、描述、讨论、诗歌朗诵与戏剧表演将进一步提高他们的口语和听力，保证他们吐字发音的准确与清晰，同时使其表达也更加流畅。书写课程则指导学生习得正确的汉字笔顺、部首、正确地握笔姿势和坐姿以及规范的英文书写体，让这个年龄段的学生养成准确、整洁的书写习惯。我们还鼓励学生养成良好的阅读习惯，为日后的中英文学习打下坚实的词汇基础。

品德教育（道德与法治）

一年级《道德与法治》课程根植于国家课程，并与鼎石价值观紧密契合，着眼于在鼎石教学理念的引领下，通过真实情景下的体验式学习，来塑造学生的品格。根据一年级学生的身心发展特点，《道德与法治》课程内容主要围绕“入学教育”、“学习习惯”、“安全健康”、“亲近自然”、“家庭生活”等方面展开探索学习。主要学习内容以儿童的生活为基础，以培养品德良好、乐于探究、热爱生活的儿童为目

based experiences, share inquiries, and carry out interactive exchanges to help students adapt faster to school life and follow the school routines, and to initiate them into their responsibilities at home, develop their self-care skills and strengthen their awareness of safety and health at home. We encourage students to go into nature and actively observe and discover the characteristics of seasons. While gaining relevant knowledge, they experience the joy of outdoor time, become physically stronger and build better willpower.

SCIENCES

In grade one Science students investigate their own bodies and look at how the body works. They look at environmental science and the impact we have on the nature and life around us along with exploring the local natural environment. In the unit of “Sensational”, they find out about where light comes from and how important it is to life, along with the roles ears play in our world and the natural world for deciphering and understanding the world around us, observe and describe the properties of objects through different senses. Students will also be introduced to the scientific method, carry out related experiments and investigations and also begin to collect and interpret scientific data.

MATHEMATICS

Grade one Mathematics advances students’ knowledge of basic numbers, operations and mathematical relationships. Teachers use manipulatives, computer games, and hands-on activities to help students better grasp mathematical knowledge and solve mathematical problems. Students learn about currency, addition and subtraction of two digit numbers, and place value. They also explore patterns, sequences, and relationships among numbers. They continue to learn about measuring time through use of clocks. Students work with the relation between two- and three- dimensional shapes as geometrical concepts, and the ongoing development of tally charts in the classroom provides background knowledge in data collection and probability. Integrated studies of the IPC will involve mathematics productively; the unit on Our World gives students opportunities to take measurements and consider geographical distance.

VISUAL AND PERFORMING ARTS

In Visual Arts, students explore the three basic elements of art—line, shape, and color—as they practice their skills and develop ways of communicating using materials such as paints, crayons and clay. In Music, students work on reading basic notes and staff. They feel music by singing songs and playing Chinese drums, and appreciate the rhythm, tempo and tune of music, and gain a preliminary understanding of the development of music by listening to the stories of musicians from all over the world. We encourage students to appreciate the components of music, through activities such as dancing, singing, and the playing the Chinese drum. A focus on rhythm, tempo and tone provides a better understanding of musical concepts and assists them to better understand dance movements. In dance, students learn the basic rhythms and Chinese dance with a focus on the head, shoulder and chest, while enhancing their coordination skills. They also learn and practice modern children’s dance to improve the coherence of their movements. Students in drama will build on basic dramatic skills using face and gestures to tell stories as well as practice and learn a musical theater style dance which allows them the opportunity to perform for each other.

PHYSICAL AND HEALTH EDUCATION

The importance of Physical and Health Education is emphasized in grade one, as students learn to balance the physical and intellectual aspects of education. Physical and Health Education classes provide opportunities for structured learning in the school’s gymnasium, playing fields and swimming pool where students are introduced to activities and skills that require control and coordination and develop skills to improve performance, flexibility, and cardiovascular endurance. They learn about the relationship between exercise and health. Wushu also plays a role in the Grade one Physical and Health Education curriculum, helping to build discipline and perseverance while experiencing the fun of physical activity.

标。在课堂上，我们开展情景体验、分享探究和交流互动等形式，帮助学生更快地适应校园生活、遵守学校生活常规，让学生初步意识到自己在家庭中的责任，培养自理能力，加强家中的安全与健康意识。我们鼓励学生走进大自然，积极主动地观察、发现季节变化的特征。在获得相关知识的同时，欣赏大自然的美，乐于探索，体验不同季节的快乐，增强学生体质，锻炼学生意志。

科学

一年级的科学课中，学生探索自己身体的各个部分及其作用。他们研究环境科学，通过对周边自然环境的考察，了解人类活动对其产生的影响。在《感官世界》单元中，学生将研究光的来源以及光对生命的重要性；他们也将了解耳朵在日常生活与自然环境中起到的作用——耳朵帮助我们更好地了解所生活的世界；他们利用各种感知器官观察、描述不同物体的性质。学生也会接触科学方法，开展相关实验与调查，并开始收集、解读科学数据。

数学

一年级数学课程帮助学生增加基本数字、运算和数学关系方面的知识。教师利用教具、电脑游戏和动手操作等手段，帮助学生更好地掌握数学知识和提高解决数学问题的能力。教学内容包括：了解货币，进行两位数加减法运算，认识数位；学习数字的规律、顺序和数字间的关系。学生会继续学习如何使用时钟计算时间。学生还将通过二维、三维形体的关系来学习几何概念，利用课堂上的各种统计图来了解数据和概率方面的背景知识。IPC将让学生灵活地运用所学的数学知识，例如，在《我们的世界》这一单元里，学生将有机会测量和探讨地理位置之间的距离。

视觉与表演艺术

一年级的视觉艺术课上，学生探索美术的三个基本要素：线条、形体、颜色。随着动作技能的提高，他们将使用颜料、蜡笔和黏土等材料来进行创造性的表达。在音乐课上，学生要学习识读简谱和五线谱，通过演唱歌曲和演奏中国鼓等活动来感受音乐，欣赏音乐的韵律、节奏和曲调，通过聆听各国音乐家的故事，初步了解音乐的发展。学生通过律动、唱歌和演奏中国鼓等活动来欣赏音乐，重点在于欣赏音乐的韵律、节奏和曲调，从而更好地理解音乐概念。在舞蹈课上，学生将进一步学习舞蹈的基本动律及中国舞组合，侧重头部、肩部、胸部的学习，训练学生肢体协调性。学生共同完成现代儿童舞蹈剧目，加强表演的整体连贯性。在戏剧课上，学生将学会基本的戏剧技巧，使用面部及手势来讲述故事，练习及学习音乐剧风格的舞蹈，并有机会为同学们表演。

体育与健康

体育与健康在一年级的课程中仍然占据重要的地位，学生要开始学会平衡自己的体育活动时间和学习时间。在体育课上，我们为学生提供各种机会，让他们在体育馆、操场和游泳馆里学习运动技能。这一年龄段的学生开始练习对肢体的控制力和协调能力，以提高运动成绩、身体的灵活性和心肺的耐力，同时进一步了解运动与健康之间的关系。武术也在一年级的体育与健康课程中占据一席之地。武术训练既培养学生们严守纪律和坚韧不拔的优秀品质，又让他们体会到体育运动的乐趣。



GRADE TWO

INTERNATIONAL PRIMARY CURRICULUM

Students build on their learning from grade one and focus on how human beings live together and adapt to and transform their social and physical environments. They examine concepts of rights and responsibilities and learn about food, climate, social rules, and the importance of resources.

IPC units for grade two are as follows, although subject to change:

- Shaping Up—Health and Wellbeing
- Inventions that Changed the World
- Footprints from the Past
- Saving the World

LANGUAGE ARTS

In grade two, students focus on further enhancing their speaking and listening, reading and writing strategies. This includes learning necessary grammar, expanding vocabulary knowledge and strengthening punctuation and expression when reading and writing. We provide many opportunities for students to become familiar with the patterns of language, introducing such concepts as word order, verb agreement, tenses, and parts of speech. Students work on clear expression of their thoughts both orally and in writing. Students read and retell simple stories and fairytales and express opinion when writing book reports and other forms of written text. Students become more adept at presenting themselves publicly, through role-plays and public assemblies where they participate and independently present work created in class. Through the learning of various IPC units, students are exposed to fiction and non-fiction texts which provide further support for reading comprehension as well as introducing new and relevant contextual vocabulary. Finally, students learn to identify language patterns and start to distinguish important sounds as they explore their own listening, speaking, reading, and writing. They begin to recognize words and characters more easily and build upon their expanding written vocabulary. Grade 2 Language Arts provides a rigorous, yet fun and engaging curriculum.



CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by school's pedagogic philosophy, the Grade 2 Morality and Rule of Law aims to build students' character through experiential learning in real-life contexts. Based on the physical and psychological development of Grade 2 students, the course content is designed to be connected to their social and emotional life, such as, "Self-management", "Individuals and Community", "Public Life", "Games and Social Interactions", "Environmental Awareness", etc. The units are woven holistically by the thread "Individual Students - Classroom Community - Public Relations - Belonging and Identity in the Social Community", and the classes are mostly conducted through contextual experience, sharing, inquiries and interactive exchanges, etc. At the same time, our inquiry-based learning happens beyond classroom, extending to the real-world environments in the community: IT service areas, playgrounds, libraries, etc., are all part of the "classroom". In the interactions, we constantly encourage students to observe the environment, explore life, feel emotions and express themselves actively, etc. Under the Chinese Thread, students have also completed inquiry activities related to traditional Chinese festivals, such as mooncake design, class agreement tree, exploration of the public environment and hometown introduction, etc.

二年级

IPC

在一年级的学习基础上，二年级学生的学习重点是人类如何共同生存，如何适应、改变赖以生存的社会环境和自然环境。他们探讨权利和义务的概念，并学习食物、气候、社会规范和资源的重要性。

二年级的IPC主题单元包括（可调整）：

- 强身健体—健康与保健
- 改变世界的发明
- 历史的足迹
- 拯救世界

语言艺术

二年级学生的学习重点在于进一步提高自己的听说读写能力，包括学习必要的语法知识、扩大词汇量，并在阅读和写作中学会使用标点，磨练表达能力。二年级的语言课程为学生提供很多机会，让他们逐渐熟悉语言规律，并为他们介绍词序、主谓一致、时态和词性等概念。学生要练习用口语和书面语进行清晰表达，阅读和复述一些简单的故事与童话，并采用读书报告及其他书面形式表达自己的看法。通过参与戏剧表演与例会活动，学生能够展示在课堂中完成的作品，其公开演讲展示能力也会更加驾轻就熟。在学习不同IPC单元的过程中，学生阅读小说与非小说类书籍，这不仅能加强学生的阅读理解能力，同时也能帮助他们学习相关背景的词汇。最后，学生在锻炼听、说、读、写能力的过程中，还要学习分辨不同的语言规律，区分重要的读音。他们能够更轻松地辨别单词与汉字，逐渐充实自己的写作词汇。二年级的语言艺术课程严谨有序，缤纷多彩，引人入胜。我们将鼓励学生不断努力，充分开发自己的潜能。

品德教育（道德与法治）

二年级《道德与法治》课程根植于国家课程，并与鼎石价值观紧密契合，着眼于在鼎石教学理念的引领下，通过真实情景下的体验式学习，来塑造学生的品格。基于二年级学生的身心特点，《道德与法治》课程内容主要围绕“自我管理”、“个体与集体”、“公共关系”、“社交游戏”、“环保意识”等方面展开。单元内容从“学生个体——班级群体——公共关系——社会群体中的归属和认同”由小到大扩展社群范围，课堂教学多以情景体验、分享探究和交流互动的形式进行，同时突破教室的空间限制，走到社区真实的环境里去探究学习，如IT服务区、操场、图书馆等，都是“道德与法治”的课堂。在互动中，我们不断鼓励学生观察环境、发现生活、感受情绪、积极表达等。在“中国主线”的引领下，学生也完成了中国传统节日的相关探究活动，如月饼设计、班级约定树、公共环境探索、家乡介绍等。

科学

二年级的科学课程继续为学生开展多种多样的动手实践活动。科学课程单元旨在让学生了解科学、技术和历史之间的内在联系。科学概念和调查内容涵盖地质学、地球科学、植物学和生态学。我们利用世界热带雨林的调查报告引入环境生态学的概念。我们还会在其他单元里探索大气层、空气和航空物理学等内容。学生将正式接触科学实验室，了解如何使用科学方法进行探究。学生将使用简单的实验设备来完成一些科学项目，并用文字或图画的形式记录观察和实验结果。

SCIENCES

Students continue hands-on learning activities in the grade two Science curriculum. Units are designed to give students insight into the connections between science, technology, and history. Scientific concepts and investigations are related to geology and earth science, plant biology and ecology. Investigation of the world's rainforests presents concepts of environmental ecology. In other units, we explore atmosphere, air, and flight physics. Students are formally introduced to the science laboratory, the implementation of the scientific method and scientific inquiry. Students use simple laboratory equipment in science projects and document these projects by means of observational writing and drawing.

MATHEMATICS

Second grade students study computation, spatial relations, probability and problem solving. Through hands-on practice, students learn about the concepts and units in the measurement of length and mass. They continue to work on problem solving with addition and subtraction, and start to practice multiplication and division. Transformations of shapes are also taught. Probability exercises become more complex and students learn about the methods and simple data analysis. In second grade, math is delivered in both Chinese and English. While the core of the math curriculum is delivered in Chinese, math in English focuses on math specific language and understanding in English of problem solving and unit specific connections.

VISUAL AND PERFORMING ARTS

In grade two Visual Arts, students continue to study the basic art elements, while also focusing more intently on Chinese painting, brush techniques and more advanced clay work. Students begin to look at the significance of art in society, as well as looking at the many forms of art including sculpture, line drawing, graphic and basic models. In music, students work on reading the music scores of short notation and staff notation. They will sing songs and begin choral practice, continue playing the Chinese drum, the steel tongue drum and other instruments. They will also enjoy Chinese and foreign musical works, and learn about Chinese and foreign musicians and the development of music. Dance is also important, as students continue to learn Chinese dance with a focus on the shoulder, waist and legs as they enhance their coordination skills. They will also explore traditional folk dance and students can learn to express their emotions through eyes and body movements to the rhythm, fostering imagination and creativity. In drama, students learn basic performance skills as well as drama and dance techniques to further explore and inquire into their global studies.

PHYSICAL AND HEALTH EDUCATION

In second grade, students extend themselves physically in a planned program of instruction and activity that develops skills and attitudes towards a healthy active lifestyle. Through an integrated program of exercise, sport, and fitness students begin to challenge themselves and extend their range of activity. Classes include instruction in field sports such as soccer and track and field, and in swimming. Activities are aimed to help students learn about individual and group activities and understand the basic tenets of sportsmanship. Discipline and self-challenge are an important element of the Wushu program in grade two and many of the skills learned here help support academic growth.

数学

二年级学生的数学课内容包括运算、空间关系、统计学和问题解决，学生将在实际操作的过程中掌握长度、质量的概念和单位。学生将继续学习加减运算，开始学习乘除运算，并在运算中融入实际问题的解决。学生还将认识图形变换的不同方式。统计学方面将继续学习统计的方法和简单的数据分析。二年级的数学课为双语式教学。课程的核心内容以中文教授，而使用英语教授的内容则更注重专用数学术语、对英语数学问题的理解与解决，以及各单元之间的联系。

视觉与表演艺术

二年级学生在视觉艺术课上，继续学习基本美术要素的同时，重点加强中国画的学习和运笔技巧的练习，学习更为复杂的黏土工艺。学生开始了解艺术对社会的重要性，观察多种艺术形式，如色彩、雕塑、线描、图像艺术及简单的模型建构。在音乐课上，学生要练习识读简谱及五线谱记谱的乐谱、演唱歌曲以及开始进行合唱练习，继续演奏中国鼓、空灵鼓等乐器，欣赏中外音乐作品，了解中外音乐家以及音乐的发展历史。在舞蹈课上，学生将继续学习中国舞组合，侧重肩部、腰部、腿部的学习，同时加强肢体协调性的训练，完成民族舞蹈剧目。学生通过形体、动律、眼神来表达情绪，激发想像力和创造力。在戏剧课上，学生要学习基本的表演技能以及戏剧及舞蹈技巧，以进一步挖掘探索、拓展其全球研究。

体育与健康

二年级的学生要在完成体育教学大纲的基础上参与各种体育活动，训练运动技能，养成健康向上的生活方式。通过综合性的训练、运动和健身课程，学生将开始挑战自己，扩大体育活动的范围。学生在教师指导下参与足球、田径和游泳等运动。这些体育活动旨在帮助学生掌握个人和团体运动项目的技术要领，体会基本的运动员精神。严于律己和挑战自我依然是二年级武术课的重点内容——我们相信学生在武术课上学到的技能与精神会帮助他们在学业上取得长足的进步。



GRADE THREE

INTERNATIONAL PRIMARY CURRICULUM

Students will explore the qualities that humans possess as a species and look at the individual skills, strengths and talents of themselves and others. They also examine socially, and culturally constructed, systems that seek to organize and respond to basic human needs. Students will look at how different cultures value and preserve products and artifacts and take a close look at the importance of goods and service exchange as part of a growing global community.

IPC units for grade three are as follows, although subject to change:

- Paintings, Pictures and Photographs
- Bright Sparks
- Chocolate
- Young Entrepreneurs

LANGUAGE ARTS

In grade three, students further develop and extend the skills and knowledge needed for reading, writing, and speaking. Students are taught to use language correctly for communication with each other, and to participate in group discussions. In grammar, students work to apply the more formal aspects of language with a growing familiarity with writing mechanics, spelling, punctuation, and sentence structure. Students are also taught how to express themselves through a variety of purposeful writing genres, with special consideration given to note-taking and writing skills. Weekly journals help make the process of planning, brainstorming, and writing more cohesive. In reading they learn to identify key concepts and main ideas in texts and discuss evidence to support their thoughts. Students are also encouraged to express themselves through creative writing, and to share their written work with others. They have time to read independently and aloud, and there is emphasis on comprehension, skill development, and effective oral expression. Study of drama and poetry and traditional Chinese texts provide students different points of view as they explore meaning and analyze texts. Their growing fluency gives them the confidence to read and write with more independence and purpose, using more complex sentences and increasingly specific vocabulary.

CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone pedagogic philosophy, the Grade 3 Morality and Rule of Law aims to build students' character through experiential learning in real-life contexts. The Morality and Rule of Law of Grade 3, an important transitional grade in the early years of primary school, provides a crucial guide to the students' character development by building upon the curriculum of the lower grades and preparing students for future learning. The course content is designed to start from oneself to bigger community, such as "Personal Growth and Health", "School Life and Learning", "Family Life and Safety" and "Community and Public Life", etc. As students enter Grade 3 and grow up, they face new challenges and their need for physical and emotional safety education and emotional care goes up. The course is more supportive of student growth through interactive sharing, case studies, situational simulation and mini-speeches, etc. A number of learning tasks have been completed, including a



三年级

IPC

三年级的国际小学课上，学生会从生物物种的角度审视人类所拥有的特质，观察自己和他人拥有的个体技能、优势和才能。他们还需探讨人类为了满足自身基本需求所建设的社会和文化体系，审视不同文化对产品与文物的重视程度和保护方式，并了解商品和服务交易对全球化社区的重要性。

三年级的IPC主题单元包括（可调整）：

- 绘画、图片和照片
- 耀眼的火花
- 巧克力
- 年轻的企业家

语言艺术

三年级学生将进一步发展听说读写能力，拓展相关知识。学生在教师教导下正确地使用语言进行交流，参加小组讨论。在语法学习中，他们将运用更正规的语言，对写作技巧、拼写、标点符号和句子结构的运用也越来越娴熟。学生也将学习如何通过一系列应用文体进行表达，培养记笔记的能力并重点练习写作。每周一篇的周记会加强对写作的构思和文章、思绪的流畅性。在阅读中，他们要学会理解文章中的关键概念和主题思想，用证据来支持自己的想法。我们鼓励学生通过创造性写作抒发己见，并与他人分享。他们有专门的时段进行独立阅读和朗读，以培养阅读理解、阅读技巧和有效的口语表达能力。戏剧诗歌、与古文课为学生提供不同的角度，帮助其探索语言的含义、分析文本。他们的表达将越来越流利，能自信地使用更为复杂的句子和专业的词汇，独立地、更有针对性地进行阅读和写作。

品德教育（道德与法治）

三年级《道德与法治》课程根植于国家课程，并与鼎石价值观紧密契合，着眼于在鼎石教学理念的引领下，通过真实情景下的体验式学习，来塑造学生的品格。作为小学低龄段的重要过渡年级，三年级的《道德与法治》以“承上启下”的结构为学生的品德培养提供了重要引导。课程内容围绕学生的“自我成长与健康”、“学校生活与学习”、“家庭生活与安全”、“社区与公共生活”等多个方面从个体到集体循序渐进展开。升入三年级后，面对成长中新的挑战，同时学生身心安全教育与情感关怀需求的增加，



school relationship radar chart, a responsibility and feedback interview, a traffic safety scenario poster and a family inquiry, etc.

SCIENCES

The focus of third grade Science is experimentation, exploration and questioning. Through project-based learning, students explore the various natural science world of Earth Science, Life Science, and Physical Science through engaging laboratory activities. In the third grade, students become increasingly familiar with the processes of prediction, investigation, and experimentation in the science laboratory, setting up their own experiments and recording their observations and conclusions in lab notebooks and drawing journals. At this age, students explore developmentally appropriate links through projects to broaden scientific knowledge and understandings.

MATHEMATICS

Mathematics training in the third grade involves more advanced practice of numbers and operations, measurement, geometry, and probability. For numbers and operations, our students work on simple fractions, multiply and divide multi-digit numbers and use mixed operations to calculate and solve problems. Teachers instruct students to use appropriate equipment and units of measurement to determine length and explore the concepts of area by learning how to calculate circumference and area of rectangles and squares. Students read different directions and also analyze and draw basic maps. Learning about the basics of permutation and combination is also explored. Students will be building upon their knowledge of math language and understanding in English during dedicated English math classes. Third grade mathematics also requires the integrated linking of units in IPC and visual arts.

VISUAL AND PERFORMING ARTS

In Visual Arts, students appreciate artistic expressions and techniques as they learn to see the development and forms of arts in different historical times. They are guided in more complex explorations of line, shape, color and texture through the introduction of printing and sculpting techniques. In Chinese painting, they also feel and work with the effects brought about by the use of different shades of ink through exploring traditional themes of painting. In music, students learn vocal techniques to improve their singing skills while learning about Chinese and Western music and culture. They explore the basics of instrument playing in a wide variety of instruments and work on the skills associated with reading music. In dance, students will also have opportunities to learn folk and modern dances and study and experience emotional expression. Through stage performance, students enhance their flexibility and stamina and develop their confidence and collaboration skills. In Drama, students begin to learn the rules of stage performances and characterization. They apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories.

PHYSICAL AND HEALTH EDUCATION

Students in the third grade follow a Physical and Health Education program aimed to refine their coordination and performance skills and understand further the need to adopt a healthy lifestyle. As students progress in grade 3, the PHE course incorporates more experiences in team sports. Through a series of individual and group activities, students gain preliminary understanding and knowledge of the basic rules of team sports. Additionally, their cardiovascular endurance and muscle strength are enhanced. Swimming and water safety knowledge remain important components of the curriculum. Other content includes track and field, handball, floor hockey, and martial arts.

《道德与法治》课程通过互动分享、案例分析、情景模拟、小型演说等形式，在成长方面，给予学生更多的支持。完成了学校关系雷达图、责任与回馈采访、交通安全情景贴图、家庭探究等多个学习任务。

科学

三年级科学课教学重点聚焦于实验、探究与质疑，以及合理应用。以项目学习法为基础，学生通过趣味盎然的科学实验探索与了解地球科学、生命科学、物质科学等不同科学领域。三年级的学生将进一步熟悉科学实验中的假设、调查及实验环节，学会如何开展实验，并在实验笔记和绘图册上记录观察结果和结论。这个年龄段的学生心智日益成熟，能将个体的实验项目与广阔的科学知识联系起来，从而获得更深的理解。

数学

三年级的数学课程涵盖更高级的数字、运算、计量、几何和概率的知识。在数字和运算方面，我们的学生学习简单的分数，学习多位数的乘除法，使用混合运算方式来解题。学生在教师指导下使用恰当的工具和计量单位测量长度，并了解面积的概念，并学习长、正方形周长和面积的计算方法。学生将了解不同的方位，学会绘制简单的地图。学生还将了解简单的排列和组合的数学知识。同时，学生在英语数学课上扩展数学术语知识，加强理解英语数学问题的能力。三年级的数学课程往往会在这方面结合IPC的单元，以及视觉艺术课程中的内容。

视觉与表演艺术

三年级学生在视觉艺术课上将赏析艺术的表现风格与技巧，初步认识到艺术在不同历史时期的发展和表现形式。教师通过介绍绘画与雕塑技法，引导学生探索线条、形体、颜色和质感。他们也将通过传统绘画题材的学习体会中国画的墨色变化。在音乐课上，学习中西音乐文化的同时，学生们学习发声技巧提高演唱能力，学习乐器的基本演奏方法，发展和提升他们的识谱能力。在舞蹈课上，学生将学习传统民族舞蹈及现代舞，利用肢体动作进行情感的表达。通过舞台表演，学生将提升身体灵活性和耐力等方面的身体素质，增强自信心和团队合作的能力。在戏剧课程中，学生将逐步掌握舞台表演和人物塑造的原则。他们要在戏剧性扮演和过程戏剧中进行创意创作，学会用戏剧的元素和惯用手法表达情绪、传递思想、讲述故事。

体育与健康

三年级的体育与健康课程主要磨练学生的协调性和运动技巧，加深他们对健康生活方式的重视与理解。随着学生年龄的增长，三年级体育课程增加了更多团队运动项目的体验，通过参加一系列的个人与小组活动，学生对团队项目的基本规则有了初步的认识及了解，同时，心肺耐力和肌肉力量也得到加强。游泳和水中安全常识依旧课程的重要组成部分，其他内容也包括田径、手球、曲棍球及武术等。

GRADE FOUR

INTERNATIONAL PRIMARY CURRICULUM

Students will continue to develop their critical thinking skills as they study early settlement formations and make links and connections between different communities from the past, present, and not-too-distant future. Students build on their understanding of communities and begin to examine the interdependence of countries and cultures towards common goals.

IPC units for grade four are as follows, although subject to change:

- Build a Village
- Climate Control
- Myths and Legends
- They See the World Like This

LANGUAGE ARTS

In fourth grade, independent reasoning, inferential thinking, clear written reports and oral communication become special areas of attention. Students focus on vocabulary and are beginning to read and write with more clarity and precision. Writing courses for grade four students are created with the objective of writing narratives (including both scenery-themed and lyric narratives), expositions, letters, and fairy tales. Students' competence in writing mechanics provides the basics necessary to introduce persuasive and evaluative essay writing. At this point, they are able to establish the main ideas and place these ideas sequentially in their writing. They refine their skills in planning, note taking, editing, and are required to evaluate the work of their peers. Students are learning to rely on each other to improve their writing. Students are also being introduced to different styles and genres, as they are developing their range of skills to understand points of view, develop opinion pieces, and formulate debate arguments. They are challenged to write and tell stories, and to present to an audience by means of persuasive and effective communication.

CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone pedagogic philosophy, the Grade 4 Morality and Rule of Law aims to build students' character through experiential learning in real-life contexts. Based on the physical and mental development and learning needs of Grade 4 students, the content is about "Homeroom Life and Friendship", "Family responsibility and Spend Money Wisely", "Modern Media and Industry and Agriculture" and "Environmental Protection and Hometown Changes", etc. The curriculum focuses on developing students' critical thinking skills, expressive language skills and the spirit of exploration. Based on students' relationship with themselves, their families, the virtual environment and the natural environment, the four units lead students to actively explore the balance between themselves and the outside world. In the classroom, students are encouraged to express the results of abstract thinking through words and language. With reference to current affairs and hot topics, they have completed a number of learning tasks such as family system exploration, cyber safety posters and environmental protection initiatives, etc., through scenario interpretation and story reenactment.



四年级

IPC

四年级的IPC，学生有机会学习早期人类聚居的形式，了解不同社会之间在过去、现在和不远的将来存在的联系。学生通过学习探索进一步深入理解世界社区，开始研究不同国家、文化之间为实现共同目标而形成的相互依存的关系。

四年级IPC的主题单元包括（可调整）：

- 建立一个村庄
- 气候控制
- 神话与传说
- 他们眼中的世界

语言艺术

培养学生独立思考的能力、推理性的思维、清晰的书面报告和口语表达能力是四年级语言课程关注的重点。学生需要大幅度地增加词汇量，以培养出良好的阅读能力和表达清晰的写作能力。四年级的写作包括了记叙文（写景、抒情）说明文、信件的书写、格式和童话创作。写作能力得到提高后，他们将进一步尝试写作有理有据的议论文。在这个阶段，他们应有能力确定文章的主要观点，并在写作中有条不紊地表达自己的观点。他们需要练习构思、记笔记，对文章进行编辑，并在老师的指导下对同学的作品提供建设性的意见。学生们要从老师和同学身上学习提高自己写作能力的方法。老师们会为他们介绍不同的文学风格和体裁，以便学生们发展相关技能，理解他人的观点，从而形成自己的想法，并准备论点和论据用于辩论。同时，教师还会要求他们创作和讲述自己的原创故事，并使用有效的沟通方式说服他人，或把故事呈现给观众。

品德教育（道德与法治）

四年级《道德与法治》课程根植于国家课程，并与鼎石价值观紧密契合，着眼于在鼎石教学理念的引领下，通过真实情景下的体验式学习，来塑造学生的品格。基于四年级的学生身心特征和学习需求，《道德与法治》课程内容围绕“班级生活与同伴交往”、“家庭责任与理性消费”、“现代媒介与工农业生产”、“环境保护与家乡变化”等方面开展学习。四年级的课程注重培养学生的思辨能力、语言表达能力和探索精神，四个单元分别从个体与自我、与家庭、与虚拟环境、与自然环境的关系出发，引导学生积极探究自我与外界的平衡。在课堂上鼓励学生通过文字和语言表达抽象的思维结果，结合时政新闻、热门话题，并用情景演绎和故事还原的形式，完成了家庭系统探究、网络安全海报、环保倡议书等多个学习任务。



SCIENCES

Fourth grade Science offers exciting opportunities for active exploration and hands-on learning about scientific processes relevant to everyday life. Students have opportunities to apply scientific knowledge through active learning. In grade four, students continue to develop their laboratory skills in more complex and varied ways and practice working in groups as well as individually. Students are coached to check for validity and accuracy, as well as effective ways to link their findings to wider scientific ideas.

MATHEMATICS

By grade four, Keystone students are required to do relatively complex operations in Mathematics, as well as being able to work independently to solve problems and address applications of mathematics in other disciplines. In numbers and operations, student work involves the more complex multiplication and division of multi-digit numbers, and all four operations to decimals. They also learn common laws of operations. Students explore the characteristics associated with triangles, quadrilaterals, and polygons. They use bar graphs to carry out data analysis, and learn to represent and predict outcomes and analyze chance. Student will also build up their vocabulary and develop problem-solving skills during dedicated English math classes. Integration with IPC includes collection, measurement and interpretation of data relating to climate and weather as well as making predictions and analyses.

VISUAL AND PERFORMING ARTS

By the fourth grade, students in Visual Arts are prepared for the artistic creation in various media such as pastels and prints. They practice the painting skills associated with areal perspective, light and color, and also study Baimiao (plain drawing) through Chinese painting. In Music, students work on developing more advanced skills associated with singing (trying to perform in choirs), reading music, and listening to and appreciating music of different styles. They are gaining confidence in playing musical instruments. They are also investigating and learning some knowledge of traditional musical culture. Students compare and appreciate dances from around China and other parts of the world. Practicing and performing folk and modern dance enable them to better feel the styles of different dances, and improves their flexibility and expressivity. In Drama, students develop and extend their understanding and skills through participation in various drama projects for stage and film. They explore dramatic storytelling and analysis, formal public speaking, and recorded voice over and sound effects.

PHYSICAL AND HEALTH EDUCATION

In fourth grade students follow a planned Physical Education program that challenges and extends their abilities, while building on their skills and understanding of sport, exercise and athletics. There are opportunities for team sports and also inter-school competitions. Wushu and swimming remain integral parts of the physical education program, but students may also participate in competitive sports such as badminton and squash. Students are beginning to show physical promise in a number of sports and to appreciate the importance of team participation. By grade four, consideration and practice of good sporting behavior has become an important theme in all physical activities.



科学

四年级的科学课程将为学生们带来许多有意思的探索机会，让他们在实践中学习与日常生活密切相关的科学。通过生动有趣的学习，学生们将拥有更多自主的机会实践科学知识与概念。在四年级更加复杂多样的科学实验与实践过程中，学生的实验室技能将在小组与自主学习中得到进一步的提升与发展。学生在教师指导下检测实验的有效性和准确性，并学会把自己的发现与更广泛的科学理念联系起来。

数学

鼎石四年级数学课程要求学生有能力进行相对复杂的数学运算，独立解题，并把数学知识运用到其他学科。在数字和运算中，学生将接触到更复杂的多位数乘除运算和小数的四则运算，并学习常用的运算定律。学生将研究三角形、四边形和多边形的特性。通过绘制柱状图，学生能够进行数据分析，并学习如何展示数据、预测结果和概率分析。英文数学课程将继续加强词汇的积累，提高学生解决问题的能力。数学课程与IPC单元结合的内容包括与气候相关的数据的采集、测量、解读，以及作出预设和分析。

视觉与表演艺术

在四年级的视觉艺术课上，学生将进一步了解世界各地的艺术作品，学习运用绘画、雕塑以及粉印版画等多种综合媒介材料形式进行艺术创作。在绘画方面，他们会更多地训练对空间透视、光线和色彩的捕捉能力，也学习中国画的白描画法。在音乐课上，学生进一步提高识读乐谱能力，欣赏不同风格的音乐，掌握一定的演唱技巧，并尝试参与合唱表演。他们能使用乐器进行演奏，同时也将学习一些传统的音乐文化知识。学生将进行中外舞蹈的赏析对比。民族舞蹈和现代舞蹈的交互练习和表演，让学生更好地感受不同的舞蹈风格，提高肢体灵巧度与表现能力。在戏剧课程中，学生通过参与各种各样的舞台与影视体验形成并拓展自身对戏剧的理解与相关技能。他们将探索戏剧故事的讲述和分析、正式的公众演讲、以及配音和音效的录制。

体育与健康

四年级体育与健康课程旨在挑战和拓展学生的运动能力，训练他们的运动技巧，培养他们对体育、锻炼和竞技的理解。学生有机会参加团体运动和校际比赛。武术和游泳仍是体育课的主要内容，但是学生也可以参加羽毛球和壁球等竞技项目。在一系列的体育活动中，学生开始展现自身体能上的潜力，并乐于与队友合作。了解并践行运动员精神将是四年级所有体育活动的重要主题。



GRADE FIVE

INTERNATIONAL PRIMARY CURRICULUM

Students will explore global challenges and grapple with important issues of the day. They will have opportunities to study various topics based on the theme of social responsibility. Because this is the final year of Keystone's primary program, students will also look at how they are changing physically and developmentally and are starting to reflect on their own responsibilities and the roles they play in the wider community. As fifth graders, students face increasingly sophisticated challenges, and we encourage them to assume roles as student leaders of the primary school.

IPC units for grade five are as follows, although subject to change:

- Express Yourself
- Eco-Tourism
- Investigators
- Out of Africa

LANGUAGE ARTS

Fifth graders are challenged to apply more advanced skills in reading, writing, and communicating as they assume responsibility for sharing information. Areas of attention for fifth grade Language Arts involve independent reasoning, inferential thinking, and the clear written reports and oral communication of complex ideas. Fifth grade is also an ideal venue for creative writing. Students are working to incorporate elements such as voice, tone and point of view. Different projects encourage students to use effective grammar, punctuation, spelling, handwriting, and keyboarding skills. Projects in drama inform students in teamwork and collaboration as they perform for others. These dramatic presentations emphasize fluency, confidence and poise. They will be responsible for critiquing their own performances and that of others. Students refine their skills in critical thinking, auditory discrimination, and language patterns as they continue to revise their own writing and assess the work of their peers. Working with works of Chinese literature and English texts prepares students to enter Keystone Middle School with more fluency and effectiveness in Chinese and English.

CHARACTER AND VALUES EDUCATION (MORALITY AND RULE OF LAW)

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone pedagogic philosophy, the Grade 5 Morality and Rule of Law aims to build students' character through experiential learning in real-life contexts. The course content is designed to be closely connected to their social life and broaden their understanding of China, such as "Facing New Problems as We Grow Up", "China's Geography and Culture", "Family and Community Life", and "History and Development of New China", etc.

The curriculum focuses on topics such as making independent choices, active communication and learning to stay away from tobacco, alcohol and drugs that arise as students grow up, and gradually broadened the scope to lead students to further deepen their understanding and experience of individual healthy growth and school life, and guide them to cherish the history and culture of their own country. In the classroom, students have combined their real-life experiences and Keystone's five shared values, engaged in interactive learning through sharing, discussion and inquiry, and completed various activities such as camping review, science quiz, poster design and video making, etc.



五年级

IPC

五年级的IPC，学生将研究全球挑战，致力于解决当今世界的重大问题。他们将通过多种多样的主题学习，构建对人类社会责任感的研究。由于本学年是鼎石小学课程的最后一年，学生还会结合自身了解其生理和心理上的变化与成长，并学习如何在家庭和校园之外更广阔的世界中承担相应的责任与角色。我们鼓励五年级的学生直面更为复杂的挑战，在小学部中发挥领导和表率的作用。

五年级IPC的主题为单元包括（可调整）：

- 表达自我
- 假日旅行
- 调查研究
- 走出非洲

语言艺术

五年级的学生要学会分享信息，因此他们需要懂得运用更为高级的阅读、写作和沟通技巧。这个阶段语言艺术课程的重点是让学生们运用独立思考的能力、推理性的思维、清晰的书面报告和口语表达能力来阐述复杂的观点。五年级也是创造性写作的理想阶段，他们需要学习把声调、语气和观点等元素融入自己的作品之中。学生在不同的项目中运用正确的语法、标点、拼写，并展示自己的书写和打字能力。在戏剧课上，学生在表演过程中体会团队协作的精神，并掌握戏剧所需要的流利清晰的语言和自信放松的仪态。同时，他们也要品评自己与他人的表演作品。学生在修改自己文章、评价他人文章的过程中，提高批判性思维、辨识音调和语言规律方面的能力。通过大量学习中国文学作品、英语文章，学生们将打下坚实的中英文基础，为中学部的学习做好准备。

品德教育（道德与法治）

五年级《道德与法治》课程根植于国家课程，并与鼎石价值观紧密契合，着眼于在鼎石教学理念的引领下，通过真实情景下的体验式学习，来塑造学生的品格。五年级《道德与法治》课程内容围绕“成长新问题与校园生活”、“中国地理与文化”、“家庭生活与社区生活”、“中国现当代历史发展”等方面展开探索。课程聚焦和关注学生成长中面临的自主选择、主动沟通、学会拒绝烟酒毒品等问题，并逐步扩展到更广阔的层面，引导学生进一步深化对个人健康成长和学校生活的认识、体会，引导学生珍视祖国的历史与文化。课堂上学生们结合生活中的真实经历和体会，联系鼎石五常价值观，以分享、讨论和探究的互动形式展开学习，完成了露营回顾、科学问答、海报设计、视频制作等活动。



SCIENCES

Scientific investigation, as a way to understand a student's own rapidly changing world, becomes a central part of the fifth grade curriculum. Students will have the opportunity to explore scientific concepts deeply and to present their findings formally following the scientific method. Students in fifth grade Science approach the process of scientific inquiry systematically, taking logical and sequential steps in research, modeling, observations, identifying and classifying, pattern seeking, fair testing, and projects. Students achieve deeper understanding of physics, chemistry, and biology. Students make connections with other subjects such as IPC, Mathematics, Technology, to deepen and broaden their understanding of the world through project-based learning.

MATHEMATICS

Fifth grade Mathematics helps prepare students for the transition to middle school. Continuing studies in numbers and operations, measurement, geometry, algebra, and probability reach new levels, as students do advanced work in abstract and hands-on mathematics. Students become familiar with the multiplication and division of decimals, addition and subtraction of fractions, conversion of fractions and percentages, and basic number theories. In geometry, students learn more ways to calculate the area of geometric shapes, and acquire basic knowledge of volume. Students also experience simple random events, and are able to list all possible outcomes from the events and to make a definitive description about probability. Students also learn algebra and are able to use formulae to represent relationships. They are able to solve equations and apply this skill to solve basic real-life problems. The English Math classes encourage students to solve problems and to express themselves. In the IPC units, students also apply knowledge to solve real-life problems, such as making a family travel plan and a budget.





科学

五年级科学课程的核心是让学生们通过科学研究的方式，理解飞速变化的周遭世界。学生深入探索科学理念，并遵循更严谨的科学方法呈现自己的发现与成果。在五年级的科学课上，学生需要按照逻辑步骤来系统学习科学的探究过程：研究、建模、观察、识别、归类、寻找规律、测试、并提出质疑。学生将在物理、化学、生物等领域进一步深入学习与理解，同时，借助项目学习法理念，构建与其他学科的联系，如IPC、数学、技术等，从而深化与扩展他们对世界的理解与认识。

数学

五年级的数学课将为学生顺利过渡到中学做好准备。学生对数字、运算、计量、几何、代数和概率的学习将迈入新的阶段，开始学习更加抽象的数学知识。学生要熟练掌握小数的乘除运算和分数的加减运算，分数、小数的转换，以及基础数论的知识。在空间几何方面，学生将学习更多的平面图形面积计算方法，学习体积、容积的相关知识。学生还将感受简单的随机事件，能够列出简单随机事件中所有可能发生的结果，能对可能性大小作出定性描述。学生还将学习代数的相关知识，使用字母式来表示关系，会解方程，能用方程解决简单的实际问题。英文数学课程将加强学生解决问题的能力及表达自己想法的能力。在IPC的单元中，学生们还将尝试用学过的知识解决实际问题，比如设计家庭旅行计划和预算。



VISUAL AND PERFORMING ARTS

By the Fifth Grade, students in Visual Arts are prepared for creative work of both themselves and their groups in various forms such as woodblock print, oil painting, Chinese painting, construction modeling and digital video media. They experience the connections between arts and life, and develop a further understanding of the material, form and content of different artworks by analyzing the great pieces from all parts of the world. They also practice *Xieyi* (freehand brushwork) in Chinese painting. In Music, students develop more advanced skills associated with reading music, making creative pieces, singing and performing, and listening to music from China and abroad. In Dance, students learn and appreciate dances of different styles and cultures. Practicing and performing classical dances allows them to discover the aesthetic culture of classical art and cultivates an appreciation of dance and music and the role it plays in society. In Drama, students develop and extend their understanding and skills through participation in various drama projects for stage and film. They explore the fundamentals of stage performance through devising and directing student works and also expand their understanding of technology and performance on film and in voice overs.

PHYSICAL AND HEALTH EDUCATION

Physical and Health Education plays a very significant role in the lives of fifth graders as developmental changes in their bodies require an emphasis on health, cleanliness, and exercise. Students follow a physical program that taps into their unique and individual skills, while solidifying teamwork and cooperation. The school-wide Wushu program remains an important way for students to learn about the role traditional martial arts played in Chinese culture, and helps develop skills of balance, stance, and competitive strength. Students work on techniques in a wider range of sporting and physical options such as handball, squash and athletics. Students are challenged to model the qualities of leadership and sportsmanship for younger students and are better able to reflect on their own lifestyles and choices.





视觉与表演艺术

五年级的视觉艺术课上，学生将运用木版画、油画、中国画和建筑模型、数字影像媒体等多种艺术造型表现形式，创作自己以及小组独具个性的艺术作品。学生体验运用艺术创造与生活的联系，通过赏析世界各地美术作品，感受不同艺术作品的材料、形式与内容等特征。他们也学习中国画写意的表现形式。在音乐课上，学生在提高识谱能力的同时进行音乐创作练习，也进一步提高演唱、演奏能力，以及对中外音乐作品的赏析能力。在舞蹈方面，学生会了解和赏析不同类型舞蹈风格和文化，通过古典舞蹈的练习和表演，发现古典艺术的审美文化，感受中国古典舞的魅力。在戏剧课程中，学生通过参与各种各样的舞台与影视体验形成并拓展自身对戏剧的理解与相关技能。通过设计和导演作品，学生将探索舞台表演的基本原理，并进一步理解技术和表演在电影和配音中的运用。

体育与健康

在五年级学生的生活中，体育发挥着非常重要的作用，因为这个年龄段生理上的变化要求，他们更加 重视健康、卫生和锻炼。在参加符合自己个性和运动技能的体育活动时，他们同样要注重团队协作精神。武术课程仍然延续到五年级，学生在武术训练中了解武术在中国传统文化中的地位与作用，并进一步加强身体的平衡能力、协调性和力量。学生在手球、壁球和田径等各类体育项目中提升运动技巧。我们期望五年级学生向小学部的其他年级展示他们的领导力和运动员精神，并懂得深刻地审视自己的生活方式和选择。

KEYSTONE ACTIVITIES PROGRAM (KAP)

The educational program at Keystone Academy extends to our many KAP opportunities and these are a complement to 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. Successful participation means students are striving to learn new skills, enhancing their sense of self, cooperating with schoolmates, and testing their capacity for leadership.

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. KAP programs provide 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 have a profound effect on students. The realization that teachers are more than classroom instructors can be a novel concept for students, and is a foundation of our school's life.

Keystone Academy 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 about an hour.

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

- Wushu
- Badminton
- Football
- Art lessons
- Robotics
- Photography
- Music lessons (instrumental and choral)
- Swimming
- Table tennis
- Book club
- Drama/Theater
- Dance
- Service learning
- Chess club



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。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。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。

我们优秀的教职人员具备不同的专长，乐意与学生们分享他们的知识和爱好。KAP为学生们提供了一个难得的机会，让他们在课外与老师们互动，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。对学生们来说，了解老师们在实际生活中并不仅仅是授课者，无疑是新奇的，亦是我校生活的基础。

除特别标注的、由其他专业培训机构提供的收费项目外，大多数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活动。一般情况下，持续时间为一小时。

我校提供大量丰富的活动项目，其中可能包括：

- 武术
- 羽毛球
- 足球
- 艺术
- 机器人技术
- 摄影
- 音乐课程（乐器及合唱）
- 游泳
- 乒乓球
- 读书俱乐部
- 话剧/戏剧
- 舞蹈
- 服务学习
- 象棋

LIBRARY CURRICULUM AND ACTIVITIES

The mission of the Keystone Libraries is to cultivate a community of learners enriched by the joy of reading and the exploration of ideas.

With our professional library staff and extensive collections, the Libraries provide strong support for both “teaching” and “learning” for students, teachers, and the entire Keystone community.

Curriculum

Primary school students have two library classes per week. Under the careful guidance of the Chinese-speaking and English-speaking teacher librarians, the students enjoy reading, develop good reading habits, deepen their knowledge, develop independent learning skills, expand their imagination, gain inspiration through the collision of ideas, and improve their understanding of themselves and the world. Based on students’ ages, interests, reading levels, and subject needs, the PS library lessons include, but are not limited to, the following:

About the Library:

- Types and arrangement of library resources
- Classification and organization of information in the library
- How to use the various resources in the library
- Library rules and demonstration of Keystone’s shared values

Reading:

- Read for pleasure and advancement of independent reading
- How to choose reading material on the basis of language level
- Read in both Chinese and English
- Read books originating from different lingual and cultural backgrounds in order to build bridges of understanding across differences
- Get out of one’s comfort zone and try a variety of genres: picture books, poetry, history, biographies, mystery, science fiction, fantasy, non-fiction, audiobooks, etc.
- Share reading experiences and appreciate subtlety

Information Literacy:

- Types of information media and formats of information
- How information is organized in books, magazines, databases, etc.
- Identify the need for information and develop skills to locate it
- Evaluate information and effectively use the information needed
- Responsibilities required in the process of information collecting and communicating, e.g., academic integrity
- Use of multiple media and formats to express, communicate, and collaborate with others

Activities

In addition to regular library classes, teacher librarians organize author/illustrator/scholar visits, theme celebrations, parent workshops, storytelling sessions, book fairs, and other reading promotion activities for students, and the entire Keystone community. PS students also have the opportunity to participate in, and even lead, activities such as book recommendations, book sharing sessions, book cover design, poster design, reading challenges, and the Panda Book Award competition.

图书馆课程与活动

鼎石图书馆的使命是：致力于营造一个学习者社区，因热爱阅读、探求真知而日益丰富。

鼎石图书馆拥有专业的图书馆人才及丰富的馆藏，为学生、教师以及整个鼎石社区提供“教”与“学”双方面的有力支持。

课程

小学部学生们每周都有两节图书馆课。在中外方图书馆老师的悉心指导下，小学生们充分享受阅读的乐趣，培养良好的阅读习惯，加深知识储备，发展自主学习与探究能力，拓展想象与认知，在思想碰撞中获得更多的灵感与启迪，增进对自身与世界的认识。根据学生的年龄、兴趣、阅读水平、学科教学安排，小学图书馆课包括但不限于如下内容：

图书馆：

- 图书馆的馆藏资源分布
- 图书馆内信息的分类与组织
- 如何使用图书馆的各种资源
- 帮助学生理解图书馆规则，鼓励分享、爱护馆藏，在一言一行中体现鼎石的共同价值

阅读：

- 根据兴趣选择适合自身的读物，并长久保持阅读的兴趣
- 如何根据自己的水平，选择合适的读物
- 使用中文、英文两种语言进行阅读
- 尽可能阅读源自不同语言、文化背景的作品，在差异之间建立理解的桥梁
- 走出舒适区，尝试多种类型的读物：绘本、诗歌、历史、人物传记、推理小说、科幻小说、奇幻故事、非虚构类图书、有声读物等
- 分享阅读体验，进行作品赏析

信息素养：

- 不同类型的信息媒介及信息呈现形式
- 常用信息载体的构成要素
- 确定所需信息，并懂得如何搜索所需信息
- 有效地使用信息
- 信息搜集、传播过程中需要承担的责任，如：学术诚信
- 使用多种信息载体来表达、沟通，并与他人合作

活动

除常规的图书馆课之外，图书馆老师们还会组织作家/插画师/学者来访、主题庆祝、家长工作坊、故事会、书展等面向学生、乃至整个鼎石社区的阅读推广活动。小学生们还有机会参与、进而主导一些活动，如：好书推荐与分享，图书封面设计，海报设计，阅读挑战赛，熊猫图书奖评选等。

ASSESSMENT

At Keystone Academy we believe that assessment is an ongoing and fundamental part of all teaching and learning, not just something that happens at the conclusion of a particular course of work. In the Primary School, effective assessment is carried out to inform teaching practice and to help ensure that students achieve set objectives and outcomes. It involves identifying, gathering, and interpreting information about learning and allows teachers and the school to evaluate the effectiveness of teaching programs. We use assessment to make learning objectives explicit, to give immediate feedback and to engage students in their own academic development. We use assessment to measure, formally recognize, and communicate developmental levels of student achievement to teachers, students, and parents.

At Keystone Academy, in the primary division, we follow shared approaches to assessment and are in broad agreement that:

- Assessment is integral to all teaching and learning;
- Assessment is essential in all areas of the curriculum;
- Assessment must be varied, as well as developmentally and task appropriate;
- Assessment can play a critical role in the early identification of learning support;
- Assessment is recorded, reported and documented at both class and school levels.

Different types of assessment are used at Keystone Academy. Diagnostic assessment helps teachers evaluate the strengths and weaknesses in student knowledge and skills prior to instruction. National or International standardized tests allow comparison between Keystone students and students at other schools. These types of periodic assessments provide a broad view of progress across subject areas for teachers and students. They allow us to make use of Chinese national and international standards in the classroom and to help make improvements in curriculum planning.

Formative assessment (assessment for learning) is a powerful way of raising student achievement. It is based on the principle that students will improve most if they understand the aims of their learning and how they can achieve these aims through any course of study. It also helps to create a positive learning environment.

Summative assessment (assessment of learning) is an important way to inform parents and teachers of a student's attainment and progress. This kind of assessment also helps orient expectations and target setting for the whole school. Examples of summative assessment include unit tests, essays, presentations, reports, exams, and performances. Assessment is carefully structured to inform instruction and improve student performance.

评估

在北京市鼎石学校，我们认为评估是一个持续的过程，是教学过程的基本组成部分，而不是在某个特定课程结束时才进行的考核。在小学部开展有效的评估，其结果不仅能为教学实践提供指导，还能确保学生达到既定的学习目标和学习效果。评估过程包括识别、收集和解读与学习有关的各种信息，教师和学校根据这些信息来确定教学方案是否有效，并帮助学生明确学习目标，及时给予反馈，激发学生在学习上的主动性。我们采用评估的方式衡量、认可学生的学业进展，并把评估结果传达给教师、学生和家长。

我们在鼎石小学部采用统一的标准评估方式进行评估，并一致同意：

- 评估是“教”与“学”中的基本环节；
- 评估在所有学科中都是必需的；
- 评估必须多样化，适合该学科及该年龄段的儿童；
- 评估在学习障碍的早期识别中具有至关重要的作用；
- 评估结果将保存在班级和学校的记录、报告和档案之中。

鼎石开展的评估有以下几种类型：诊断性评估帮助教师在教学前评估学生在知识和技能方面的优势和劣势。我们将参照中国和国际化考试的标准化考试对学生进行评估，以便对鼎石的学生与其他学校的学生进行横向比较。这类定期评估，不仅有助于教师了解学生不同学科领域内的发展，而且便于我们在课堂上同时依照中国和国际化标准，进一步完善教学计划。

形成性评估（为学习评估）是提高学生成绩的有效方式。形成性评估基于的原则是：如果学生了解自己的学习目标及实现目标的方法，他们将在学习中取得显著的进步。形成性评估有助于营造积极的学习环境。

总结性评估（对学习评估）是向家长和教师汇报学生学习成果和学习进度的重要途径。这种评估也有助于调整期望值，设定全校的共同目标。总结性评估包括单元测试、作文、演讲展示、报告、考试和表演。经过认真规划的评估不仅能够指导教学，还能提升学生在各方面的表现。

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