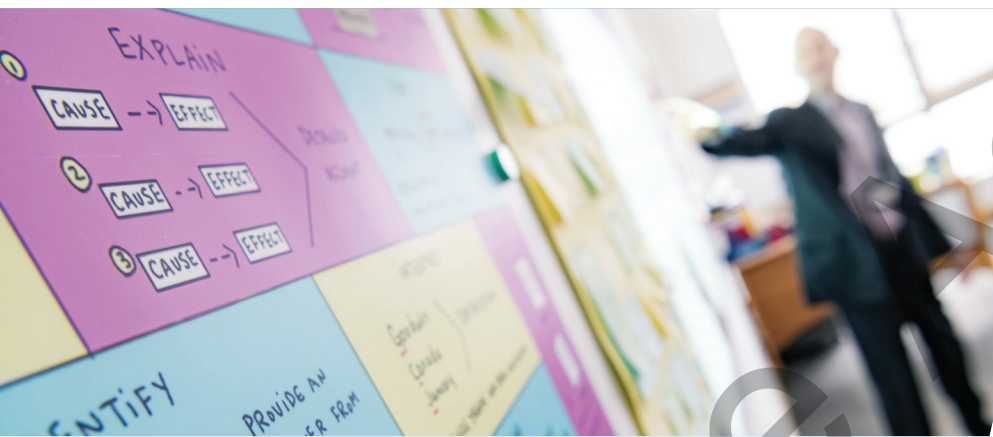




KEYSTONE ACADEMY
MIDDLE YEARS PROGRAMME — GRADES 6 TO 10
鼎石中学项目课程指南——六至十年级
2026-2027

School Mission

学校使命

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

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

Our keystones are:

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

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

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

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

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

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

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

我们的三座基石为：

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

我们的理想是慷慨地与他人分享成功，勇敢地从失败中学习，向所有孩子敞开大门，参与与教育有关的一切，并投身于校园之外更广阔的世界。

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

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

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

Schoolwide Definition of Learning

鼎石学习的定义

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

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

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

Effective learning in Primary takes place when:

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

Effective learning in Secondary is:

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

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

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

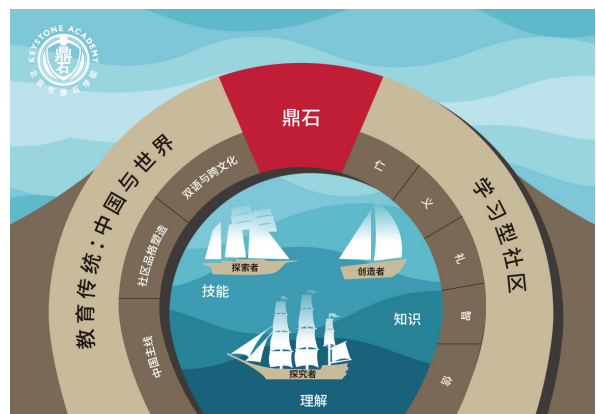
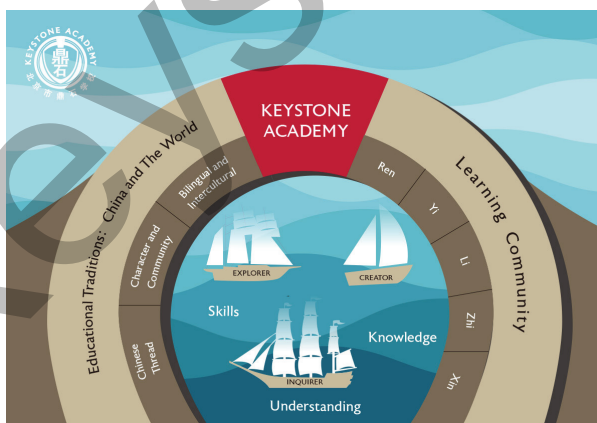
这一历程授予我校学习者塑造品格的机会，促进他们在课堂内外的体验中激发学习的乐趣。

小学阶段的有效学习发生于如下时刻：

- 我的学习体验让我感到很兴奋；
- 在我的学习过程中，我感到安心，并得到帮助；
- 我有目标，会受到正向挑战；
- 我从错误中汲取经验，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目标；
- 我为我的学习负责，我的学习我做主；
- 我在学习、我自身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。



KEYSTONE ACADEMY MIDDLE YEARS PROGRAMME

GRADES 6 TO 10

中学项目课程指南（六至十年级） 2026-2027

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This document offers a full summary of the curriculum of the Middle Years Programme (MYP) at Keystone

Academy for the academic year 2026/2027. It includes descriptions of courses for Grades 6-10 for the Middle Years Programme. The IB Diploma Curriculum Handbook is for Grades of 11 and 12. The substance of our curriculum has been considered in great depth, with reference to our three keystones, the Chinese National Curriculum, and other international curricular models. We know that it offers many challenging, enjoyable, and creative learning opportunities to our students. However, it is a living framework that will be enhanced and developed further by our teachers. As a result of this process, a few details in this booklet may be altered.

本手册对鼎石2026-27学年的中学项目 (MYP) 课程进行了完整概述, 包括六至十年级。而我校的《国际文凭大学预科项目 (IB DP) 课程手册》则概述了高中部十一、十二年级的国际文凭大学预科项目课程。我们结合鼎石三座“基石”的教育理念, 汲取中国国家课程大纲及其他国际课程的精华, 对课程内容设计进行了深入的探讨, 旨在为学生提供许多充满挑战、乐趣和创造性的学习机会。但是, 本课程指南仅作为一个教学框架性文件, 具体课程将由我们的老师不断地进行修改和完善, 因此本手册的少许细节可能会有所不同。

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

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

Small class sizes allow students to explore a wide range of academic disciplines in depth. We ask our students to make interdisciplinary connections as a way to understand and participate effectively in their natural, social, and cultural worlds. The curriculum is designed to promote students' intellectual advancement as well as the emotional, social, and physical development so important during the years of adolescence. The Middle Years Programme is a most effective preparation for success in the Diploma Programme.

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

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





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。

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

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

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

鼎石中学项目课程包括：

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

- Physical and Health Education
- Characters & Values Education (Morality & the Rule of Law)

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

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

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

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

At Keystone, we understand Mathematics to be a universal language, and our program helps students gain fluency in the different methods one can use to understand this language. Adopting the Chinese national standards and referring to the best of international standards and taking the best of international standards, courses in the Keystone Middle Years Programme address major approaches to mathematical reasoning, including problem solving, reasoning and proof, communication,

- 艺术
 - 戏剧
 - 音乐
 - 视觉艺术
- 设计
- 体育和健康教育
- 品德教育（道德与法治）

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

鼎石的语言课程包括语言与文学课程及语言习得课程，是培养中学生沟通能力、想象力、创造力和批判性思维的重要途径。基于鼎石所倡导的沉浸式中英双语的教学模式，汉语语言与文学和/或英语语言与文学将是所有学生的必修课程。不过，若某位学生在中学项目阶段进入鼎石，且他/她的主导语言是汉语或英语，那么他/她将使用母语（或主导语言）进行语言与文学课程的学习。语言与文学课程的重点在于培养学生对语言、文学的综合分析能力和深刻理解能力。语言习得课程则适用于学生除母语外所掌握的一门语言，教授语言及其所对应的文化。鼎石的学生将在英汉两种世界性的语言和文化背景中自如交流、自信发展。中国国家课程大纲是我校语文课程的依据标准。

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

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



and connections. Students in the Middle Years Programme study numbers and operations, patterns, functions and algebra, geometry, logic and trigonometry, measurement, and data analysis. In our Mathematics courses, we aim to help students understand and appreciate the complexity of mathematical reasoning, to be able to apply this reasoning to solve problems, and to develop the intuition necessary to develop mathematical strategies independently as students prepare for the rigors of the Diploma Programme.

The Visual and Performing Arts are central to Middle Years Programme education. At Keystone we place great emphasis on all the Arts, linking them thematically to the other disciplines and to the rich cultural history of China. We approach the Arts in the Middle Years Programme as dynamic processes aimed at encouraging creative energy and the expression of ideas with clarity of communication and purpose. In the Chinese Thread, students focus on Chinese Performing Arts and Chinese Visual Arts. We also offer other Arts courses – Theatre, Music, and the Visual Arts – within the context of global understanding, considering the traditions and contributions of different cultures at important historical periods. Middle school developmental elements of exploration and choice allow students to taste all the arts, and then focus on one in which to develop competency.

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

Physical and Health Education in the Middle Years Programme supports the comprehensive development of students as they undergo the changes of the adolescent years. Students learn about fitness and wellness through swimming, *Wushu*, team sports, and games. Questions of fair play and sportsmanship, preparation, discipline, and team communication orient many activities in the Physical Education curriculum. Keystone students work to understand and appreciate the value of being physically active and are motivated to make healthy life choices.

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

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

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

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

鼎石认为数学是一种通用的语言，而鼎石数学课程将通过多种方式帮助学生理解这种语言。中学项目的数学课程采用中国国家课程大纲标准，也参考了国际课程标准的精粹，关注数学推理的主要方式，包括解题、推导和求证、交流与联系。学生需要学习数与运算、规律、函数与代数、几何、逻辑与三角学、测量及数据分析等。我们希望在学生为国际文凭大学预科项目的严谨学术要求做准备的同时，帮助学生理解并欣赏数学推理的复杂性，懂得把这种推理过程应用于解决问题，并在实际生活中能够独立地使用数学方法。

对鼎石中学项目的教育而言，视觉和表演艺术课程的地位相当重要。我们注重所有的艺术表现形式，并把他们与其他学科及中国文化历史相结合。我们鼓励学生大胆地使用艺术手段，清楚而有目的地表达自己的创意。在“中国与世界”课程中，学生将重点学习中国表演艺术与视觉艺术。同时，我们也提供了其他艺术类课程——戏剧、音乐及视觉艺术，使学生了解各个重大历史时期中世界各地的文化传统与主要艺术成就。在中学阶段，学生能够在自我发展的过程中探索、选择不同艺术元素，尝试各种艺术形式的课程，然后则可以其中一项为重点，发展相关技能。

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

中学阶段的体育和健康教育课程将特别关注青少年时期学生的成长与发育。这个年龄段的学生将要学习游泳、武术、团体项目及参与相关比赛。体育课将帮助学生领会公平竞赛与运动员精神、以及纪律和团队协作的重要性。鼎石学生努力理解与欣赏体育运动的价值，并积极做出有关健康生活的决策。

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

每年四月，六到十年的学生以年级为单位，在中国各地展开体验式学习之旅。学生参观国家知名文化或自然景点，这些地点与我们的课程体系和第三座教育基石“中国主线”密切相关。其中可能包括古代文明风光、“丝绸之路”的贸易路线、寺庙和寺院、自然风景名胜、中国思想家故居和他们的灵感起源之地、以及与地质学、科学、建筑、语言和其他领域相关的地点。

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

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

CHINA: THE THREAD FROM WHICH OUR CURRICULUM IS WOVEN

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

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

The approach to the Chinese Thread is more focused in different disciplines in the Middle Years Programme. The Chinese National Curriculum is central to the Chinese Language and Literature course: students study the classics in literature and poetry, and become skilled in the reading and writing of Chinese. In the Middle Years Programme, the Chinese Thread is a curriculum specially designed to link World Civilization and Chinese Civilization in a Humanities-oriented program called China and the World. Students enroll in either the traditional Chinese Performing Arts or Chinese Visual Arts. By Grade 10, students are prepared to engage in the Keystone Capstone Project. This involves independent research in a topic of Chinese culture and/or 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



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国际学生都能了解中国辉煌的过去和光明的未来，并引以为豪。为了实现这个目标，我们会以中国为主线设计教学，把中国的语言、历史、文化和身份认同等内容融入各个年级的教学活动中。我们聚焦中国和中国对世界的贡献，从而帮助师生更加深刻地认识自身，理解世界，以及两者之间的密切联系。围绕“中国主线”开展的各项教学活动也将提升学生的批判性思考能力，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。

“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。升入九年级，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和/或文化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。

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

study and project-based learning at the conclusion of the Middle Years Programme gives students the opportunity to delve into Chinese culture while simultaneously preparing for the rigors of independent work required in Diploma.

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

MIDDLE YEARS SUBJECT AREAS

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

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

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

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

CHINESE LANGUAGE AND LITERATURE

The study of Putonghua (Mandarin) is a subject area shared by all students of Keystone Academy. Effective preparation in the Language courses boosts students’ performance in all their academic subjects. We teach Putonghua as a tool for communication, critical thinking, and creative expression, and our students achieve a profound appreciation for the

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，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。

中学项目的学科领域

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

鼎石中学项目学科具体如下：

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

1.语言与文学（汉语和/或英语）

汉语语言与文学

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

language and culture of China. The facility and fluency in Chinese language is a foundational principle of the Keystone Academy educational philosophy. We guide our students in exploration and understanding of the language, art, literature, and culture. Our students gain competency in Putonghua so that they can operate effectively in the Chinese-speaking world, communicate with others, and evaluate literature and media critically. They are exposed to traditions of classical, philosophical, modern and contemporary literature, as well as movements in world literature.

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

The Chinese Language and Literature class follows guidelines set by the Chinese National Curriculum, and has connections to international middle school curriculum models. Topics and themes from the Chinese national standards include further development in several areas including language construction and application, the development and enhancement of thinking, aesthetic appreciation and creation, and cultural inheritance and understanding through language learning activities such as reading and appreciation, expression and communication, and sorting and inquiry. Students develop rich terminology in Chinese literary concepts and analytical tools in preparation for the writing and reading challenges for the Diploma Programme and beyond. The language learning and the global perspectives of the Keystone students help them develop the skills for advanced literary analysis and high level critical thinking.

GRADE 6

Students will study a wide range of literary and audiovisual texts. Students explore and examine the conceptions, interpretations, and experiences of the world through literature. Students will understand and explore a series of Chinese and global texts, and form their own beliefs and values from different concepts. Understanding the complexity of reading and writing will prepare students fully for creative writing. The recognition of visual text will also be improved during this period. In their spare time, students will read relevant supporting Chinese books according to the contents of different units. Meanwhile, students are encouraged to choose their own reading for pleasure. This will help them to further improve their understanding of literary works learned in class and gradually become lifelong learners.

GRADE 7

Students continue studying a broad range of literary and audiovisual texts. They work to achieve a more sophisticated understanding of the Chinese language and increasing knowledge of literary canon through concept-driven inquiry. With a conceptual focus and a balance of “humanistic themes” and “Chinese language elements”, this course develops and demonstrates students’ language and literary skills through the study of a range of classic and diverse literary and non-literary texts. Particular emphasis is placed on the development of reading skills and writing habits. For reading, the main focus is on the study of texts in each unit, supplemented by the “reading of masterpieces” and “recitation of ancient poems outside the classroom”, which together build a continuum including “teaching and reading texts”, “reading texts on students’ own” and “reading outside the classroom” with the focus on reading methods and strategies that are generally applicable. For writing, students will improve their awareness of the genres of landscape prose, narrative prose, narrative essays, biographies, argumentation, expository essays, novels, poems, and fables, as well as develop their creative and analytical skills in these genres.

GRADE 8

Students will continue deepening their ability to appreciate and analyze a broader range of literary and audiovisual texts. Students will learn to explore their own emotional responses to literature, to comprehend the in-depth content of the work, and to gain useful insights from this into nature and society. In terms of understanding and analysis, students will pay more

在汉语语言与文学课程中，在夯实语法与词汇知识的同时，学生不仅需要学习议论文、说明文、记叙文等不同的写作结构和技巧，而且需要探究创造性写作，包括小说、散文、诗歌、戏剧等文学文本类型以及一系列非文学文本类型。经由列提纲、写草稿、修改和完善一系列的写作步骤，学生将形成良好的写作习惯，做到行文语言流畅。同时，学生还将了解符合他们年龄段兴趣和水平的中国及世界知名作家的作品。

鼎石的汉语语言与文学课程根据中国国家课程标准制定，其与国际上的中学课程体系有相应的联系。中国国家课程标准的要求包括：通过阅读与鉴赏、表达与交流、梳理与探究等语文学习活动，在语言建构与运用、思维发展与提升、审美鉴赏与创造、文化传承与理解几个方面都获得进一步的发展。学生将掌握大量有关中国文学概念和分析手法的术语，为大学预科项目和未来的写作及阅读挑战做好准备。鼎石学生所拥有的语言学习技能和全球化的视野，将促进他们的文学分析水平和批判性思考的能力的提升。

六年级

六年级的学生将学习广泛的文学文本和视听文本。学生可以从文学作品中学习看待事物的方式，解读周围的世界，检验已有的经验。在此阶段，学生将了解和探究一系列中国作家以及全球性的文本，同时从不同的概念出发，去形成自己的信念和价值观。学生也会开始理解分析书面阅读和写作的复杂性，为写作做好充分的准备。视觉文本的识别能力也会在这个时期进行提高。学生会在课余时间根据不同单元的内容，阅读相关的配套中文书籍，同时也鼓励学生选择自己的阅读兴趣书目。这将有助于他们进一步提高对课堂上学习的文学作品的理解，并培养终身学习者的属性。

七年级

七年级的学生将继续学习广泛的文学文本和视听文本。学生将通过概念驱动的探究，加深对汉语语言的理解，积累文学知识。课程以概念为核心，兼顾“人文主题”和“语文要素”两条线索，通过研读一系列经典、多样的文学类文本和非文学类文本，来发展和展示学生的语言与文学技能。其中，尤其重视阅读能力与写作习惯的培养。在阅读方面，以各单元课文学习为主，辅之以“名著阅读”和“课外古诗词诵读”，共同构建一个从“教读课文”到“自读课文”再到“课外阅读”的“三位一体”的阅读体系，关注具有普遍意义的阅读方法和阅读策略。写作方面，提高学生写景散文、写人叙事散文、记叙文、传记、议论文、说明文、小说、诗歌和寓言的文体意识，并初步锻炼以上文体的创作、分析能力。

八年级

八年级的学生将继续深化对更广泛、更复杂的文学文本和视听文本的阅读鉴赏和分析能力。学生将探究自己对文学的情感反映，理解作品的深层内容，对自然与社会产生深刻的领悟。在理解和分析方面，学生将更注重细节分析和手法分析，包括修辞手法和文学技巧；在表达和创作方面，学生将初步探索如何形成自己的个人风格。学生在本年级会根据单元主题阅读不同种类的课内文学作品，同时根据全球性背景和单元主题完成探究性的读书报告。



attention to details and techniques, including rhetorical devices and literary techniques. In terms of expression and creation, students will start to explore how to form their own style. In this grade, students will read different kinds of literary works on the syllabus according to the unit theme, and complete inquiry-based reading reports grounded in global contexts and thematic connections.

GRADE 9

The Grade 9 Chinese Language and Literature curriculum builds upon Grades 6-8, using complex classical literary works and diverse practical texts as vehicles. It guides students to systematically explore how creative intent, audience, style, language, culture, and medium influence textual content and expression. Students gain deep understanding of core literary themes such as “belief”, “dignity”, “fairness”, “development”, and “changes of times”, thereby enhancing their analytical skills and creative expression abilities. Through supplementary reading beyond the classroom, students will broaden their cultural horizons, strengthening their ability to appreciate texts across diverse genres, eras, and cultures. This prepares them to communicate effectively with varied audiences in diverse social, cultural, and academic contexts. Through ongoing reflection, students will refine their literary sensibilities and language skills, building a solid foundation in literacy and lifelong learning.

GRADE 10

The Grade 10 Chinese Language and Literature course builds upon Grades 6–9 by further focusing on the development of core subject competencies—comprehension, analysis, and creativity. The curriculum creates an inquiry-based learning environment, guiding students to deeply study classic literary genres such as poetry, fiction, drama, and prose. By integrating a series of non-literary texts, it broadens cognition and deepens understanding. Throughout this process, students compare similarities and differences in expression and reader impact between literary works and non-literary texts addressing the same topic or theme. They also explore diverse interpretations of the same theme across different eras and authors within the same genre. Through these comparative explorations, students deepen their understanding of textual content, temporal-spatial characteristics, and intertextual relationships within language and literature. They enhance their analytical and creative abilities regarding classic literary works and multimodal materials, sharpen their sensitivity to the quality of formally rigorous or aesthetically rich texts, and gain a more comprehensive appreciation of the diverse ways language and literature represent the world. This fosters a profound understanding of the discipline’s unique nature and value.

ENGLISH LANGUAGE AND LITERATURE

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

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

九年级

九年级中文语言与文学课程，在六至八年级的基础上，以复杂的经典文学作品与多样的实用性文本为载体，引导学生系统探究创作意图、受众、风格、语言、文化及媒介对文本内容与表达的影响，深入理解“信念”“尊严”“公平”“发展”“时代变迁”等多个文学核心母题，从而提升对作品的分析能力与创造性表达能力。通过课外相关的补充阅读，学生将进一步拓宽其文化视野，从而增强对多元题材、跨时代及跨文化文本的品读能力，使其能够在多样化的社交、文化与学术情境中，根据不同受众进行有效沟通，并在持续反思中提升文学感知与语言运用能力，构建坚实的学科素养与终身学习基础。

十年级

十年级的中文语言与文学课程，在六至九年级的基础上，进一步聚焦于学科核心能力的培养——理解、分析与创造。课程创设探究式学习环境，引导学生深入研读诗歌、小说、戏剧、散文等经典文学体裁作品，并结合一系列相关非文学文本，拓宽认知视野与理解维度。在此过程中，学生将比较同一话题或主题下文学作品与非文学文本在表达方式与读者效果上的异同，并探究同一体裁中不同时代、不同作者对同一主题的多元诠释。通过这一系列的比较与探究，学生得以深化对语言与文学中文本内容、时空特性及互文关系的理解，提高对经典文学作品及多模态材料的分析与创作能力，增强对形式严谨或富有美感的文本质量的敏感度，进而更全面地认识语言与文学表现世界的多样途径，深入理解本学科的独特性质与价值。

英语语言与文学

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

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

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

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

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

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

GRADE 6

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

GRADE 7

The English Language and Literature course curriculum is designed to develop a range of essential skills in written, oral, and visual language. This includes a solid foundation in grammatical conventions, an appreciation of literature and the ability to respond to it, and skills in using oral language effectively and accurately. Students are also taught how to further their critical and analytical skills to respond to a variety of media. Students in Grade 7 continue to review the basic elements of fiction—those of setting, character, theme, conflict, and plot – and expand their understanding of literary elements such as irony, symbolism, foreshadowing, and motivation. Texts studied are written by an array of authors in order to give students a more global perspective. Students will also be introduced to the works of William Shakespeare and the basic elements of a play. Throughout the year, student writing will focus on the use of persuasive argument and evidence, the practice of written research and annotation skills, and the use of literary elements in creative writing.

GRADE 8

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

GRADE 9

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

GRADE 10

The English Language and Literature course in Grade 10 serves as a strong transition to the rigor and demands of the IB Diploma course of the same name. Students deepen their understanding of various text types and analyze how these are shaped both by context and reception. Literature form around the world, articles, essays, and opinion pieces enrich the Language and Literature curriculum of Grade 10. Students refine their ability to respond to and critique literary texts with

六年级

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

七年级

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

八年级

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

九年级

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

十年级

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

2.语言习得（汉语和/或英语）

中学项目的语言习得课程基于鼎石沉浸式双语教学模式的核心原则。我们希望鼎石的学生在毕业时将精通中英两种语言。我们的教师精心设计课程，引导学生进入合适的阶段学习，持续地发展语言能力。本课程目标与中学项目的目标严格对应，帮助学生提升对学校所使用的两种语言——汉语与英语的理解能力。本课程的设计旨在帮助学生顺利过渡到国际文凭大学预科项目及大学阶段的学习。在我们的语言习

insight and sensitivity. Conceptually, the course addresses the ways language is shaped and developed in different cultural contexts, and there are opportunities to explore the interdependent nature of language and culture. Students sharpen their skills of literary analysis and practice writing for purpose in different types of prose.

2. LANGUAGE ACQUISITION (CHINESE AND/OR ENGLISH)

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

Students are grouped into levels or phases, within their grade levels, in the Language Acquisition program. Teachers use specific methods to focus on each of the skills associated with language development; these include listening, speaking, reading, writing, analysing, and interpreting. As students reach Phase 5 of the Language Acquisition course, they are considered for advancement into Language and Literature courses in the target language to further their competency in that language.

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

EMERGENT COMMUNICATORS (PHASES 1 AND 2)

In Phase 1 and 2, students work to become emergent communicators. For Phase 1, students aim to understand and respond to simple phrases, statements, and questions. They identify basic messages, facts, opinions, feelings, and ideas presented in oral, visual, and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience. For Phase 2, students aim to understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.





得课程中，学生学习一系列促进自己语言学习的技能，从而使其能够在讨论全球经济与国际事务时交流畅通无阻。本课程的重大概念为交流、联系、创造与文化。

在语言习得课程中，学生将会在各年级内部被分为不同阶段水平。教师将采用特定教学方法，注重对学生语言发展具体能力的培养；这些能力包括：听、说、读、写、分析及诠释能力。一旦学生的语言能力达到本课程的第五阶段水平，我们会考虑将其升至该语言的语言与文学课程，从而促进其语言能力的进一步提升。

中学项目中的学生如修读语言习得课程，将可能被分到以下阶段水平：

成长中的交流者（第 1 和第 2 阶段）

第 1 和第 2 阶段，学生努力成为成长中的交流者。

第 1 阶段，学生旨在理解和回应简单的短语、陈述和问题。他们会识别以口语、视觉和书面语言呈现的基本讯息、事实、意见、感受和思想观点，并以简单的口头和书面短语展示他们的理解。他们在日常生活中有限的情境下传达基本信息，使用适用于非常有限的人际和文化语境的口头和书面语言。他们开始意识到语言的使用与目的和受众相关。

第 2 阶段，学生旨在理解和回应简单的口头和书面文本。他们识别以口语、视觉和书面语言呈现的讯息、事实、意见、感受和思想观点，并以简短的口头和书面形式展示他们的理解。他们在有限的熟悉情境中进行互动以分享信息，使用适合于有限的人际和文化情境的基础语言。他们会意识到语言会根据目的和受众而变化。

“有能力的交流者”（第三与第四阶段水平）

处于“有能力的交流者”阶段水平的学生在此课程中建立坚实的语言基础，使他们能够清晰、有效地交流。在能力允许的水平上，学生将在一定程度上接触分析文学。

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

CAPABLE COMMUNICATORS (PHASES 3 AND 4)

Students who are capable communicators are focused on building a solid foundation of language skills that will enable them to communicate clearly and effectively. At the capable level, students will have some exposure to analyzing literature.

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

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

PROFICIENT COMMUNICATORS (PHASE 5)

Phase 5 aims to sharpen students' language skills so they begin to be effective, precise, and sophisticated communicators. Students analyse specific information, ideas, opinions and attitudes presented in a variety of complex, authentic multimodal texts; they also analyse conventions and connections presented in texts to draw conclusions. Moreover, students produce a range of rather complex spoken and written language organized in an appropriate format with a sense of audience and purpose to suit the context, including opinions and perspectives on topics of personal, academic and global significance exploring multiple cultural contexts. Lastly, they begin demonstrating sophisticated analytical skill, start evaluating texts and use literary and technical vocabulary. Phase 5 students are being equipped for transitioning into Language & Literature courses.

3. INDIVIDUALS AND SOCIETIES (CHINA AND THE WORLD)

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

In this course, students are immersed in a bilingual and multi-cultural environment. The course is taught by two teachers in different languages and from different cultural backgrounds. In each unit, the content of both Chinese civilization and world civilizations share a common goal: to understand key concepts in the same global context. Students acquire different content in the two classes using both languages, but the concepts and inquiries are always linked, and usually the skills are developed and transferred within the unit as well. There is at least one common formative or summative assessment per unit in each course. The integration of CNC standards has also created an even more uniquely complex curriculum for the students. For both planning and assessment, Chinese and international teachers are in constant communication about pedagogical strategies and about student performance. In the end, students share an understanding of what it means to be human and how that affects their place in China and the World.

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

“熟练的交流者”（第五阶段水平）

第五阶段旨在打磨学生的语言技能, 使其开始成为有效、准确且成熟的交流者。学生会分析各种复杂、真实的多模式文本中呈现的特定信息、思想观点、意见和态度; 他们还会分析文本中呈现的惯用手法和各种联系以得出结论。此外, 学生会产出一系列相对复杂的口头和书面语言, 这些语言以恰当的形式组织, 并具有清楚的受众感和目的, 以适应具体语境, 其中包括对具有个人、学术和全球重要性的话题的意见和观点, 并探索多重文化背景。最后, 他们开始展示成熟的分析技能, 着手评价文本, 并使用文学和技术词汇。第五阶段的学生正在为衔接语言与文学课程做准备。

3.个体与社会（“中国与世界”）

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

“中国与世界”课程由两位来自不同文化背景的老师使用中文和英文两种语言教授, 学生沉浸在双语和多文化的学习环境中。每一单元, 中文与英文的“中国与世界”课程都有一个共同的目标, 即在相同的全球背景下理解一些重大概念。学生会两个课堂中使用不同的语言, 学习不同的内容, 但概念与探究始终相互联系, 且通常情况下, 所学技能会在同一单元内培养并转移。每门课程的每个单元都至少有一个共同的形成性或总结性评估。课程还结合了中国国家课程标准, 为学生打造出一门更加独特而复杂课程。备课和评估方面, 中外教师持续就教学策略与学生表现进行沟通。学生将最终理解人文的内涵及其对自身在中国与世界所产生的影响。

六年级：中国与世界（一）

学生们通过在历史里不同时间维度的探索中学习从宇宙缘起至人类进化的历史, 从而构建对历史的概念理解。他们会探索通过世界不同地区智人的缘起来理解人类史前文明和早期历史。他们也通过对比中国的商周时代和世界文明中的米索不达米亚文明、古埃及文明和雅玛文明来增进对历史的理解。不仅如此, 学生还探索不同地理条件下发展出的独特文化、贸易和互动的机会, 他们也会通过参与鼎石的文化万花筒主题活动来体会文化的多样性。在学年的最后, 学生们会研究人类与环境的互动, 他们会重点讨论地区发展对当地环境和社区健康的影响。学生在不同的课堂任务中进行探究学习, 在写作、口头展示、小组活动等不同形式的学习体验中培养中学项目所需的批判性思维能力。

GRADE 6: CHINA AND THE WORLD 1

Students study various scales of time, from the history of the universe to hominid evolution, to gain a contextual understanding of history. They examine the origins of Homo sapiens, explore the concepts of human prehistory and history, and refine their investigation skills by comparing the Shang and Zhou dynasties in China with other early civilizations like Mesopotamia, ancient Egypt, and the Maya. Additionally, students explore the development of unique cultures based on geography, examine relationships through trade and diplomacy, and participate in activities like Keystone's World Mosaic Day to learn about different cultures. During the last part of the year, students study the impact of human actions on the environment, with a focus on regional developments and its effects on local environments and community health. Through various in-class projects, including research, students have opportunities to write in structured ways, present orally, work collaboratively, and develop the foundation for the critical thinking needed for the MYP Program.

GRADE 7: CHINA AND THE WORLD 2

Grade 7 China and the World builds on the content students have learned and the skills they have developed in Grade 6 China and the World classes. The course begins with belief systems that originated and developed throughout the world. Students inquire into how beliefs influence practices and shape cultural perspectives and explore ancient Chinese beliefs such as Confucianism, Taoism, Legalism and Mohism. In the second unit, Students explore the lasting influences of ancient Greece, Rome and China on our world. As students dive deeper into key concepts like systems and change, they are presented with real world local and global challenges related to evolution of trade, the Silk Road, Globalization and Sustainability. At the end of the year, students explore how the interactions between humans and the environment influence the diversity and development of various global systems.

GRADE 8: CHINA AND THE WORLD 3

China and the World in Grade 8 explores various historical units that shed light on important themes and concepts. Students will delve into the transformative period of the Renaissance, alongside the influential Song and Yuan dynasties, to understand how changes in philosophies can shape perspectives and cultural expressions. Then impact of exploration will be examined, revealing how interactions between different communities can lead to relationships, inequalities, and far-reaching consequences. Students will also analyze the challenges of managing migration and the sustainability issues that arise from resource utilization within communities. Lastly, students will delve into the development of systems of thinking, revolutions in thought, societal innovations, and challenges to authority, highlighting how collective learning gives rise to new ideas and societal transformations.

GRADE 9: WORLD CIVILIZATION 4

In Grade 9 students explore government systems in the present day, using real-life case studies to better understand different types of government systems and where they fall on the political quadrant. Students will apply their understandings to Keystone where students will explore school systems with the intention to propose innovative policies that would be efficient and fair for the whole community. In the second semester, students will also explore the concepts of consumption as a main driver of economic growth which began with the first Industrial Revolution. Using Keystone as a case study, students will collect data, identify challenges, and suggest solutions related to consumption patterns, specifically related to online purchasing and delivery. Throughout the grade 9 year, students will engage in various research methods, including media, interviews, surveys, and observations, to collect, interpret, analyze, and draw conclusions that inform their actions.

GRADE 9: CHINESE CIVILIZATION 4

The units of study in Grade 9 focus on China's reforms and development from the late 19th century to the early 21st century. Turbulent world situations and globalization had a great impact on the Qing Dynasty and challenged the traditional knowledge system and economic structure. Topics in this course include: the pursuit of democracy in modern China, war and peace in China in the 20th century, the development of new China and the world, and the changes in modern Chinese customs. Students examine concepts including globalization, change, identity, and conflict up through the People's Republic of China and understand the transformational process, disconnection, and revival from tradition to modernity. The class

七年级：中国与世界（二）

七年级的“中国与世界”课程建立在学生六年级所学内容与技能的基础上。课程以世界各地起源和发展的思想体系开始。学生探究信仰如何影响实践、塑造文化视角，并探索中国古代思想流派，如儒家、道家、法家和墨家。在第二单元中，学生们将探索古希腊、古罗马和古中国对当今世界的深远影响。随着学生们深入学习系统和变革等关键概念，他们将面临与贸易发展、丝绸之路、全球化和可持续性相关的现实挑战。这些挑战既有本地层面的，也有全球层面的。在学年结束时，学生们将探究人类与环境的互动如何影响各种全球系统的多样性和发展。

八年级：中国与世界（三）

八年级“中国与世界”课程将探索多样的历史单元，各个单元反映了不同的重要主题与概念。首先，学生将深入研究文艺复兴变革时期，以及具有影响力的宋朝和元朝，来了解哲学的变化如何塑造人们的观点和文化表达。然后学生将考察人类探索的影响，揭示不同社群之间的互动如何导致社群关系发展、不平等关系与深远的影响。学生还将分析管理迁徙的挑战和社群内资源利用所产生的可持续发展问题。最后，学生将深入研究思维系统的发展、思想革命、社会创新和对权威的挑战，来发现集体学习如何推进新思想的产生与社会变革。

九年级：世界文明史（四）

在九年级，学生们将利用现实生活中的案例研究来探索当今的政府体系，从而更好地理解不同类型的政府体系以及它们在政治象限中的位置。学生将把他们的理解应用到鼎石，努力重新规划学校社区系统、创新政策、使其更加高效且公平。在第二学期中，学生们还将探索消费作为经济增长主要驱动力的概念，这一概念始于第一次工业革命。学生将以鼎石为案例，收集数据，确定问题，并提出与消费模式——尤其是在线购买与交付——相关的解决方案。九年级期间，学生将采用媒体、访谈、调查和观察等各种研究方法，以收集、解释、分析问题并得出结论，为自己的行动提供依据。

九年级：中国文明史（四）

九年级中国文明史学习建立在八年级课程的学习基础之上，其核心研究课题为十九世纪下半叶至二十世纪初的中国改革与发展。诡谲多变的世界格局随着全球化的进程冲击了清王朝，也挑战了中国传统知识体系与经济结构。本学年的主题包括近代中国的民主追求，20世纪的战争与和平，新中国与世界的共同发展和近代中国习俗的变迁等。学生将在此课程中对晚清、民国以及新中国的发展进行深入的探究与总结，理解传统走向现代的断裂与复兴。同时，九年级中国文明史课程将采用与MYP项目计划框架相一致的方法与评估来指导学生的学习。

十年级：世界文明史（五）

本课程通过中学项目的各个概念和全球背景探讨20世纪的一系列主题，旨在帮助学生培养研究技能，鼓励批判性思维，发展其对问题的看法，并使他们通过各种媒介交流自己的理解。学生学习的内容包括一战、二战、冷战及20世纪国家间签署的各项条约、社会运动以及政治意识形态。此课程还包含一个跨学科单元，该单元中，学生将使用英语、历史学和经济学、地理学、心理学及政治科学的知识来探索当代及未来社会中的错误信息问题。学生将学习20世纪的重大事件。之后，学生将探索21世纪的问题，并研究这些问题与当地、区域和全球利益相关者的关系。学生研究的问题将包括但不限于：气候变化、全球化、资源管理和可持续性。课程结束时，学生将综合他们对中学项目中所涉概念和全球背景的理解，打造并呈现一个理想社会，即乌托邦。最终，学生将有机会提高自我管理、思考和研究能力，并提出解决各种社会问题的建议。

builds links in historical context at points in unit 2 with World Civilizations. Assessments are conducted according to the MYP framework and students cultivate essential skills to align with the IB.

GRADE 10: WORLD CIVILIZATION 5

This course explores a variety of topics in the 20th century through concepts and global contexts that unite the entire Middle Years Programme. The course is structured to help students foster research skills, encourage critical and creative thinking, develop perspectives on issues, and communicate their understanding using various mediums. Students study the era of World War I through World War II and continue to the Cold War through treaties, social movements and political ideologies in the 20th century. During this course, an interdisciplinary unit is taught where students use the disciplines of English, History, Economics, Geography, Psychology, and Political Science to explore misinformation in our current and future societies. After studying 20th Century events, students will examine 21st century issues and look at how these issues involve local, regional and global stakeholders. Some of the issues students will study include but are limited to climate change, globalization, resource management and sustainability. By the end of course, students will synthesize their understanding of concepts and global contexts of Middle Years Programme to develop and present an ideal society, that is a Utopia. Ultimately, students will have the opportunity to improve their skills related to self-management, thinking, and research as well as recommending solutions to these various societal issues.

GRADE 10: CHINESE CIVILIZATION 5

G10 Chinese Civilization builds on the knowledge gained in G9. Study of the development of China at 20th Century and the road of China at 21st Century is the course of this course, and students gain a good understanding of the major development clues of modern China, and understand the common development of China and the world. The themes of this course include the major wars and international cooperation in the 20th century, as well as the role played by China, and it explores the impact of the choices made by some important historical figures during this period. At the same time, it will also explore the development of China's port cities in modern times, and realize the take-off of China's economy after the reform and opening up. On this basis, students will independently complete a research project- Keystone Capstone Project. In response to the course "China and the World", Keystone Capstone Project encourages students to choose China's history, geography, literature, philosophy, economics, or current issues to conduct research, draft and write an essay, and present their findings to their colleagues before the end of the project. Teachers serve as mentors and guide students as they fulfill the requirements of this research project. This kind of concentrated and project-based learning gives students the opportunity to delve into Chinese Civilization development while simultaneously preparing for the rigors of independent work required in Diploma Programme. A conceptual approach to align with the MYP framework is encouraged to guide student learning.

4. CHINESE ARTS (CHINA AND THE WORLD)

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

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

Chinese Dance Course 6 – 8

In this course, students begin with practical movement training, exploring the rhythm, style, and expressive detail of selected Chinese dance excerpts. Through guided physical practice, they develop an understanding of the distinctive movement vocabulary and aesthetic qualities of Chinese dance.

十年级：中国文明史（五）

十年级的中国文明史学习建立在九年级课程的学习基础之上，核心研究课题为二十世纪的中国发展与二十一世纪的中国道路。中国地域辽阔、体制复杂、历史内涵丰富，本课程的主题包括二十世纪世界上的重要战争与国际合作，以及中国所扮演的角色，并探讨该时期一些重要历史人物的选择所带来的影响。同时也会探究近代以来中国口岸城市的发展，认识到改革开放后的中国经济的腾飞。在此基础上，学生将独立完成一个研究型课题项目- 鼎石综合设计项目。作为对“中国与世界”课程的回应，鼎石综合设计项目鼓励学生选择自己感兴趣的中国历史、地理、文学、哲学、经济或当今社会问题，设立课题，开展研究，撰写论文，同时在结项时向全校师生展示其研究成果。教师在此过程中辅导学生，指引其完成课题研究并满足此项目的相关要求。这种高度集中的课题研究式学习加深了学生对中国文明发展的认识与理解，强化了他们独立研究的能力，帮助他们为充满挑战的大学预科课程做好准备。同时，十年级中国文明史课程将采用与MYP项目计划框架相一致的方法与评估来指导学生的学习。

4. 中国艺术（“中国与世界”）

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

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

中国表演艺术（六年级）：舞蹈

在中国舞课程中，学生将从身体实践出发，通过亲身体验不同风格舞蹈片段的节奏、风格与韵味，深入感受中国舞独特的动作语汇与审美表达。在此基础上，课程将引导学生探索这些肢体语言背后所承载的文化脉络，理解舞蹈艺术与社会形态、历史演进之间的深刻联系，逐步把握中国民族民间舞与传统舞蹈的起源、发展及审美变迁。学生将进一步建立跨文化的舞蹈分析与欣赏方法，学会将舞蹈视为文化载体、时代记录与美学符号，形成对中国舞蹈艺术立体而动态的认知。最终，学生将融汇所学所感，将肢体语汇与情感体验转化为个人创作的基础，挖掘并发展自身在舞蹈艺术领域的创造性表达潜能。

中国表演艺术（九至十年级）：舞蹈

九至十年级的舞蹈课程中，学生在不断丰富动作语汇的同时，重点训练舞蹈技术与技巧的应用，进一步提升舞蹈表演的感染力与表现力。通过研究中国舞蹈及世界舞蹈艺术的历史、文化与发展等背景知识，学生将加深对舞蹈作为艺术形式的理解，并认识其所承载的社会功能与创作理念。

课程内容涵盖中国古典舞、民族民间舞与现代舞作品学习，使学生在体验中积累多元风格的动作语汇。同时，学生将学习舞蹈编创的方法与技巧。在此基础上，通过观察生活、思考与反思可能产生的艺术灵感，编创具有思想内涵、情感表达与艺术创意的舞蹈作品，并进行排练、表演与展示。

中国表演艺术（六至七年级）：中国音乐

在中国音乐课程中，将引领学生通过聆听不同时代与风格的代表作品，亲身感受其独特的旋律、节奏与审美韵味，体会其中蕴含的情感与文化表达。学生将追溯中国音乐从古代宫廷雅乐到近现代民间音乐，以及世界不同国家音乐的历史脉络，理解音乐与社会、文化变迁的深刻联系。课程结合视唱练耳与乐理，并通过乐器演奏及小组电声乐队合作，帮助学生掌握音乐的表现特点与协作精神。学生将学习以跨文化视角分析与鉴赏音乐，将其视为鲜活的文化载体，从而建立对中国音乐以及世界音乐立体而动态

Building on this foundation, students investigate the cultural and historical contexts that shape these embodied forms of expression. They examine how dance both reflects and influences social life, and how Chinese ethnic folk and traditional dance have evolved over time. This supports students in understanding the origins, development, and changing aesthetic characteristics of Chinese dance traditions. Students also strengthen their ability to analyze and appreciate dance through a cross-cultural lens, learning to view dance as a cultural carrier, a record of its time, and an artistic symbol. By combining practice, research, and reflection, students develop a richer and more dynamic understanding of Chinese dance.

By the end of the course, students synthesize their learning by transforming movement knowledge and emotional insight into personal creative expression, building confidence and exploring their potential as developing dance artists.

CHINESE PERFORMING ARTS (GRADES 9–10): DANCE

In the Dance courses in Grades 9 and 10, students focus on applying dance techniques and skills while expanding the richness of their movement vocabulary, developing stronger expressive power and stage presence. Through the study of the history, culture, and development of Chinese dance, alongside key ideas from dance traditions worldwide, students deepen their understanding of dance as an art form and explore the social functions and creative intentions that sit behind performance-making.

The course includes focused study of classical Chinese dance, Chinese folk dance, and modern dance works, enabling students to experience and accumulate movement vocabulary across a range of styles. Students also learn core methods and techniques of choreography. Building on these skills, they observe and reflect on artistic inspiration drawn from everyday life, and use this to create original dance works with clear ideas, emotional resonance, and creative intent, which they then rehearse, perform, and present.

CHINESE PERFORMING ARTS (GRADES 6-7): CHINESE MUSIC

In the Chinese Music curriculum, students will start a journey of sonic exploration, immersing themselves in representative works from diverse eras and styles. Through active listening, they will experience the unique melodies, rhythms, and aesthetic nuances, gaining insight into the emotions and cultural expressions within. Students will trace the historical trajectory of Chinese music, from the ancient courtly music to modern folk traditions and international musical landscapes. This exploration will illuminate the deep connections between music and societal and cultural transformations. Integrating sight-singing, ear training, and music theory, the curriculum enhances musical understanding through instrumental performance and collaborative small electronic ensembles, fostering both musical expressiveness and teamwork. Students will cultivate a cross-cultural perspective to analyze and appreciate music, recognizing it as a vibrant cultural artifact. Ultimately, this course aims to foster a comprehensive and dynamic understanding of Chinese and global music, encouraging students to synthesize knowledge, expression, and emotion in practice, thereby igniting their creativity and performance abilities, and developing their holistic aesthetic literacy in musical perception, expression, and creation.

CHINESE PERFORMING ARTS (GRADES 9-10): CHINESE MUSIC

This Chinese Music curriculum is designed to deepen students' musical comprehension, enhance their individual performance skills, and cultivate their aesthetic perception and collaborative abilities. The course content includes a cultural understanding of students' "local music", the performance and appreciation of Chinese opera ensembles, the composition of poetry into songs, music arrangement, the interpretation of film scores, and the creation of original musical works. Through a rich array of artistic forms, students will systematically and deeply learn to employ musical vocabulary, texture, emotion, and technique, exploring musical expression and interpretation from aural, perceptual and visual perspectives. The curriculum emphasizes experiencing the allure of music through collaboration and integrating traditional, classical, and contemporary elements in practice. This holistic approach aims to comprehensively elevate students' musical literacy, cultural identity, and capacity for creative expression.

的认知。最终，引导学生结合知识、表达与情感，在实践中激发个人创造力与表现力，发展其音乐感知、表达与创作的综合审美素养。

中国表演艺术（九至十年级）：中国音乐

在中国音乐课程中，将引导学生深化对音乐的理解，在持续提升个人演奏技能的同时，着重培养对音乐的审美感知与团队协作能力。课程内容涵盖对我的“乡音”的文化认知、中国戏曲乐队表演与赏析、诗词歌曲创作、编曲、电影音乐解读以及个人原创的音乐作品。学生将通过丰富多元的艺术形式，系统深入学习运用音乐语汇、织体、情感与技巧，从听觉、感觉与视觉多维度探索音乐的表达与诠释。课程强调在合作中感受音乐魅力，在实践中融合传统、古典与现代，从而全面提升学生的音乐素养、文化认同与创造性表达能力。

中国表演艺术（初中部）：武术

在本课程中，通过武术这一载体，展开一段跨越文化、历史与身体实践的探索之旅。课程将聚焦于武术中独具特色的兵器，引导学生不仅学习其技术动作，更深入理解其背后的文化渊源与象征意义。学生将从历史与比较文化的视角，认识中国乃至世界范围内武术的发展脉络，探究传统习武者的生活方式与哲学理念，并亲身体验兵器使用的基本技艺，包括礼仪、力量控制、专注力以及实战中的应用智慧等等，在持续而精确的练习中促进学生身心协调发展。课程“由器及道”，不仅在于技能传授，培养学生的身体协调、反应能力与意志品质，更致力于培养具有责任感、专注力与文化包容性的全球公民，使每一位学生都能在武术学习中强健体魄、锤炼心志，成为身心均衡发展的终身学习者。

中国表演艺术（高中部）：武术

九至十年级的武术课上，学生将探究武术流派的发展脉络，深入挖掘不同武术派系的历史渊源，从中华传统武学视角建立文化认知，同时结合世界多元武道文化视野，理解中华武术在世界体育文化中的独特价值。实践操练涵盖武术兵器、太极等内容，学生将系统学习武术兵器的基础技法，熟练掌握招式动作，通过一招一式的练习提升身体的协调性与力量感，进一步理解兵器在武术体系中的深层内涵与运用目的。通过研习太极文化知识、探讨太极相关的哲学思想，学生能在学习中体会中华传统哲学与世界多元哲学思想的相通与差异，培养跨文化视野与思辨能力。同时在太极动作的习练中体会阴阳、虚实、快慢的变化规律，加深对太极哲理的领悟，并学会以辩证思维看待多元文化中的运动与哲学智慧，让中华武术的学习成为连接传统与现代、本土与世界的桥梁，进一步拓宽国际视野，涵养包容开放的文化格局。

中国视觉艺术（六年级）

学生将以中国传统书法史为线索，了解整个中国文字的起源发展以及特点，并通过不同的书法形式来展示他们所学习的成果。在学习的过程中，学生将探索书法艺术与各朝代文化之间的关系，加深在世界背景下对中国传统文化的理解。

中国视觉艺术（八至十年级）

学生将了解、欣赏并反思中国传统视觉艺术的审美及其表现形式。在八至十年级，学生将体验书法、篆刻、中国传统水墨画、中国瓷器釉下五彩、中国传统壁画、中国传统建筑、中国传统雕塑、陶艺等主题，培养学生的造型能力、艺术表现以及运用不同材料的能力，探索艺术形式与社会形态、风俗及文化之间的关系。他们将之与其他文化中类似的艺术形式进行比较，在学习的过程中加深在世界背景下对中国文化的理解。

CHINESE PERFORMING ARTS (MIDDLE SCHOOL): WUSHU

In this course, we start an exploratory journey across culture, history, and physical practice through the lens of Wushu. The curriculum will focus on the unique weaponry in Wushu, guiding students not only to learn their technical movements but also to deeply understand their underlying cultural origins and symbolic meanings. Students will examine the developmental trajectory of Wushu in China and globally from historical and comparative cultural perspectives, explore the lifestyles and philosophical principles of traditional Wushu practitioners, and experience the fundamental techniques of weapon usage, including etiquette, control of force, concentration, and the wisdom of practical application. Through continuous and precise practice, students will foster the harmonious development of body and mind. The course progresses “from tool to philosophy”, not only imparting skills and cultivating students’ physical coordination, reaction abilities, and willpower but also dedicating itself to nurturing responsible, focused, and culturally inclusive global citizens. This ensures that each student can strengthen their physique, refine their spirit, and become a lifelong learner with balanced physical and mental development through the study of Wushu.

CHINESE PERFORMING ARTS (HIGH SCHOOL): WUSHU

In the Wushu classes for Grades 9 and 10, students will explore the developmental lineage of Wushu styles, digging into the historical origins of different Wushu factions, and establishing cultural understanding from the perspective of traditional Chinese Wushu studies. Concurrently, they will integrate a global perspective of diverse Wushu cultures to comprehend the unique value of Chinese Wushu within the world’s sports and cultural landscape. Practical training will include Wushu weaponry and Tai Chi, among other elements. Students will systematically learn the fundamental techniques of Wushu weaponry, master the stances and movements proficiently, and enhance their physical coordination and sense of power through the practice of each move. This will further deepen their understanding of the deep connotations and objectives behind weapon deployment within the Wushu system. By studying the cultural knowledge of Tai Chi and discussing related philosophical ideas, students will experience the commonalities and differences between traditional Chinese philosophy and diverse global philosophical thoughts, thereby cultivating a cross-cultural perspective and critical thinking skills. Simultaneously, through practicing Tai Chi movements, they will perceive the principles of change involving yin and yang, emptiness and fullness, and speed and slowness, deepening their comprehension of Tai Chi philosophy and learning to view the movement and philosophical wisdom within diverse cultures with dialectical thinking. This approach will transform the study of Chinese Wushu into a bridge connecting tradition and modernity, the local and the global, broadening students’ international horizons and fostering an inclusive and open mindset regarding different cultures.

CHINESE VISUAL ARTS (GRADE 6)

Students will use the history of traditional Chinese calligraphy as a clue to understand the origins, development and characteristics of Chinese writing as a whole, and demonstrate what they have learned through different forms of calligraphy. In the process of learning, students will explore the relationship between the art of calligraphy and the cultures of various dynasties, and deepen their understanding of traditional Chinese culture in the world context.

CHINESE VISUAL ARTS (GRADES 8-10)

Students will understand, appreciate and reflect on the aesthetics and manifestation of traditional Chinese visual art. In Grades 8-10, students will experience themes of calligraphy, engraving, traditional Chinese Ink wash painting, the “Five Colors under Glaze” in Chinese porcelain articles, traditional Chinese murals, architecture and sculptures, ceramic art, etc., to cultivate the ability of modeling, artistic expression, and the use of different materials, to explore the relationship between art forms and social forms, customs, and culture; compare it with similar art forms in other cultures and deepen the understanding of Chinese culture in the world context in the process of learning.

5. SCIENCES

The Science curriculum at Keystone encourages all students to inquire, explore, and investigate issues and occurrences related to observable phenomena and to their own lives. Skills and knowledge learned in classes enhance and augment this. Students are guided in scientific inquiry both individually and collaboratively through observation, research, and



5.科学

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

experimentation. By investigating real examples, students discover the tensions and dependencies between science and factors such as culture, the environment, ethics, and politics. Students study content in integrative ways, which emphasize the big ideas across the disciplines, such as change, systems, and relationships.

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

GRADES 6, 7, and 8: INTEGRATED SCIENCES

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

The topic of study includes units in Space Science, the vastness of the Universe, the Sun, Moon, Earth, Solar system, seasons, impacts of space explorations from the science factors perspectives, and the technologies used in space exploration.

Life Sciences topics cover diversity of life, classification, natural selection, extinctions, threats to biodiversity, finding solutions to biodiversity issues, conservation efforts, interaction in environments, ecosystems, heat and energy flow in ecosystems, food chain and food webs, food webs, human impacts on the ecosystem, cell theory, characteristics of plants and animal cells, osmosis, single-celled organisms like bacteria, antibiotic resistance.

Physical Sciences topics include fluids, flight, atoms, the periodic table, physical and chemical properties, static and current electricity, density, kinetic theory of particles, buoyancy, heat transfer, lift, force, conservation of matter, conservation of energy, phases of matter, pressure, structure: form and function, structural designs that failed and resisted natural disasters, and Earth Sciences focusing on the Lithosphere and biosphere.

The integrated nature of the Sciences in the Middle Years program enables students to investigate and appreciate the real-world application of science and the impact of science to improve human endeavor through scientific inventions. The inquiry-based practice of scientific thinking and methods helps students develop and improve critical, problem-solving, and transfer thinking skills. There is a strong emphasis on scientific terminology and communicating understanding in English in these early years. The integrated Science curriculum increases in complexity and academic rigor each year.

Furthermore, the curriculum is intentionally designed to develop the whole student, extending beyond scientific content to cultivate essential 21st-century competencies. Guided by Keystone Academy's five shared values, the program strengthens students' resiliency, adaptability, and collaborative spirit. This focus ensures that the mastery of scientific processes and conceptual understanding is paired with the growth of future ready skills —such as critical thinking, ethical problem-solving, and articulate communication—that empower students to succeed in complex, real-world contexts.

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

六至八年级：综合科学

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

学生的研究课题包括空间科学中的单元、宇宙的浩瀚、太阳、月球、地球、太阳系、季节、从科学因素的角度看太空探索的影响以及太空探索中使用的技术。

生命科学的主题涵盖生命多样性、分类、自然选择、物种灭绝、生物多样性面临的威胁、寻找生物多样性问题的解决方案、资源保护工作、环境中的相互作用、生态系统、生态系统中的热量和能量流动、食物链和食物网、食物网、人类对生态系统的影响、细胞理论、植物和动物细胞的特征、渗透作用、细菌等单细胞生物、抗生素的抗性。

物理科学的主题涵盖流体、飞行、原子、元素周期表、物理化学性质、静电和电流、密度、粒子动力学理论、浮力、热传导、升力、力、物质守恒、能量守恒、物质的形态、压力、结构：形式和功能、成功或未能抵御自然灾害的结构设计，以及侧重于岩石圈和生物圈的地球科学。

中学项目科学课程的综合性使学生能够探索并了解科学在实际生活中的应用，并通过科学发明了解科学对改善人类生活所带来的影响。以探究为基础的科学思维和方法实践有助于学生培养并提高批判性思维、解决问题和迁移思维能力。作为本课程的起步阶段，教师将会重点教学科学术语，以及用英语交流课程知识、增强沟通理解的方法。综合科学课程的复杂性与学术严谨性将会逐年递增。

此外，本课程体系旨在实现学生的全面发展，不仅限于科学知识的传授，更致力于培养21世纪的核心能力。在鼎石五项共同价值的指引下，课程着力增强学生的韧性、适应力与协作精神，确保学生在掌握科学方法与概念理解的同时，也能发展面向未来的关键素养——包括批判性思维、伦理问题的解决能力以及清晰表达的能力，从而帮助他们在复杂的现实环境中取得成功。

GRADES 9 & 10: MYP Sciences

(Chemistry; Physics; Biology)

The courses offered in the Sciences for Grades 9 and 10 cover the content of three core subjects in Science: Physics, Chemistry and Biology. Each subject area has specific content, but they all share a common inquiry-based methodology. These courses are a continuation of the scientific concepts explored in the lower grades at Keystone and they lay the foundation for the Group 4 Experimental Sciences in the IB Diploma Programme. The entire course is divided into eight units over the course of two years and some of the main concepts covered are: kinematics, mechanics, static and current electricity, wave properties (light and sound), chemical bonding, chemical reactions, rate of reactions, acids and bases, stoichiometry, cell biology and biochemistry, evolution, reproduction and genetics.

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

6. MATHEMATICS

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

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

- Numerical and Abstract Reasoning
- Thinking with Models
- Spatial Reasoning
- Probability and Statistics

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

GRADE 6

The grade six mathematics course explores topics including numeracy, statistics, algebra and geometry. The class begins with the study of problem-solving strategies, which builds a foundation and will continue applying those strategies throughout the year. Students discover how math is seen and used in the real world. In the numeracy unit, students will continue exploring fractions such as multiplying and dividing fractions and applications of fractions. Then students build understanding of ratio, percentage based on understanding of fractions. They will experience these skills in authentic tasks such as “Making dumplings” and “Making cookies”. In Geometry, students will learn about the circle, find the formula of circumference, area of circle, arc length, area of sector and surface area of cylinder with digital explorations. In terms of algebra, students will study how to combine like terms and solve one-variable equations. Also, they will apply this skill to solve more complex questions. Students will also have opportunities to develop their abstract thinking through visual geometric pattern investigation. In statistics, students will understand different types of data and how it is represented using

九年级和十年级：中学项目科学

（化学、物理、生物）

鼎石九至十年级的科学课程将涵盖科学领域三门核心学科的内容，即物理、化学与生物。每个学科都有其具体内容，但运用共同的探究式方法。这些课程是学生在低年级探索的科学概念的延续，它们为国际文凭大学预科项目中的第4学科组——实验科学奠定了基础。整个课程在两年的时间里分为八个单元，涉及的主要概念有：运动学、力学、静电和电流、波的特性（光波与声波）、化学键、化学反应、化学反应速率、酸和碱、化学计量、细胞生物学和生物化学、进化、繁殖和遗传学。

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

6. 数学

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

中学项目中的数学学习包括以下四个部分：

- 数字推理与抽象推理
- 模型思考
- 空间推理
- 概率和统计学

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

六年级

六年级数学课程探讨了算术、统计、代数和几何等多个主题。课程从学习解决问题的策略入手，奠定基础，并在整个学年中持续应用这些策略。学生将发现数学在现实生活的应用实例。在算术单元，学生将继续探索分数运算，如分数的乘除法及其应用，并基于此建立对比例和百分比的理解。学生将通过如“包饺子”和“做饼干”等实际任务来体验这些数学技能。在几何方面，学生将学习有关圆的知识，包括圆周长、面积、弧长、扇形面积和圆柱体表面积的计算公式。在代数部分，学生将学会合并同类项并求解一元一次方程，进而解决更复杂的问题。此外，他们还将通过探究直观的几何图形来培养抽象思维能力。在统计方面，学生将学习不同类型的数据，并学习如何利用条形图、折线图和饼图来呈现数据，以及将统计知识应用于体育课上，以提升游泳成绩。

bar graphs, line graphs, and pie charts. They will apply the statistical knowledge to improve their swimming performance in PE class.

GRADE 7

The grade seven mathematics course includes topics from numeracy, linear algebra, geometry and statistics. The course is designed to help students transition from prealgebra to linear algebra. Students are introduced to the world of patterns in mathematics and see their relationship to linear equations. They will also learn how to solve systems of linear equations and inequalities. In the numeracy unit, students will use the knowledge of rational numbers and their operations to solve a variety of problems. In the geometry unit students begin their journey of writing proofs by learning the relationships between angles and lines. In the statistics unit, students learn how to make sense of data, analyze it and make connections to real-world situations. The Probability unit explores the difference between theoretical and experimental probability and teaches students how to use probability lines and Venn diagrams to visualize and solve probability problems.

GRADE 8

The grade eight mathematics course is a journey of growth and exploration for our students. It aims to empower them with the knowledge and skills necessary to tackle the challenges of 9th grade mathematics, be it at the standard or extended level. Throughout the course, students will immerse themselves in a diverse range of essential topics. In the numeracy unit, they will discover the intricacies of real number systems, exponents, and simplification of radical expressions. As they progress to the algebra unit, students will deepen their understanding of algebraic expressions, including mastering factoring techniques and rational expressions, while also delving into the concepts and characteristics of linear functions. The geometry unit will provide students with the platform to construct basic deductive proofs using triangle congruence postulates and the properties of parallelograms. To conclude the course, students will solidify their understanding of fundamental statistical concepts and explore new chart types like scatter plots and cumulative frequency graphs.

GRADES 9 & 10 STANDARD AND EXTENDED LEVELS

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

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

The Grade 9 Standard (SL) and Extended (EL) courses are designed to extend students' understanding of quadratics functions with many in-depth application problems. In the geometry unit students study circles and similar triangles. This knowledge is extended to give students a basic understanding of right triangle trigonometry. In further geometric study students will also learn about rotations and projections. Finally, students will further their study of probability, including conditional probability.

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

七年级

七年级的数学课程涵盖了算术、线性代数、几何及统计等内容，旨在助力学生从前代数阶段过渡到线性代数的学习。学生们将了解数学中的范式，探究其与线性方程之间的关联，并掌握求解线性方程组和不等式的方法。在算术单元，学生将运用有理数及其运算的知识来解决各种问题。而在几何单元中，学生将开始学习角和直线之间的关系，并初步接触编写证明的过程。统计单元则着重教导学生如何理解、分析数据，并将其与实际情况相结合。概率单元主要探讨理论概率与实验概率的差异，并指导学生运用概率线和韦恩图来可视化呈现并解决概率问题。

八年级

八年级数学课程是学生学术成长和个人探索的重要旅程，旨在为迎接九年级数学的挑战（普通数学课程或扩展性数学课程）做好准备。整个课程涵盖了一系列基础主题。在算术单元，学生将探索实数体系、指数及根式表达式化简等复杂概念。进入代数单元后，学生将进一步深化对代数表达式的理解，掌握因式分解技巧和有理表达式的应用，并深入研究线性函数的概念及特征。几何单元则为学生提供了一个利用三角形全等公设和平行四边形性质构建基本演绎证明的平台。课程结束时，学生将巩固对基本统计概念的理解，并探索散点图和累积频率图等新图表类型。

九、十年级普通数学课程与扩展性数学课程

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

九年级普通数学课程与扩展性数学课程

九年级普通（SL）和扩展性（EL）课程旨在以大量深入的应用问题来扩展学生对二次函数的理解。在几何单元，学生将学习圆和相似三角形，之后还将进一步扩展，直至学生对直角三角形有基本了解。在进一步的几何学习中，学生还将学习旋转与投影。最后，学生将进一步研究概率，包括条件概率。

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

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

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

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

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

7. THE ARTS

MYP Arts is compulsory for all students in Grades 6 to 9 and optional in Grade 10, where students choose either MYP Arts or MYP Design.

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

Keystone offers a rich curriculum in state-of-the-art spaces that are specifically designed for each art form. Whether students are taking a leading role in a school theatre production or bringing a Bach Cello Suite to life, the Arts programme at Keystone provides exceptional facilities and expert teaching. Our school is equipped with extensive visual and digital arts spaces, including purpose-built studios for painting, ceramics, sculpture, and multimedia work.

Students are encouraged to work both independently and collaboratively as they explore Theatre, Music, and the Visual Arts. They study the history of these art forms, as well as the techniques that enable them to express themselves creatively. The Arts curriculum is closely connected to the Chinese Visual Arts and Chinese Performing Arts, providing students with a well-rounded artistic education. Key concepts explored in the Arts courses include aesthetics, change, communication, and identity. These concepts help students analyse issues and solve problems that impact their communities and the wider world.

In Grades 6, 7, and 8, all students participate in Visual and Performing Arts (Theatre and Music). In Grades 9 and 10, students choose one art form to pursue in greater depth.

THEATRE

Theatre is a central component of Keystone's Performing Arts programme. Through practical exploration, students engage in the theatre-making process in a collaborative environment. This provides them with the opportunity to contribute as creators, designers, directors, and performers. At Keystone, students are exposed to a diverse range of theatrical traditions from Asia, Europe, Africa, and the Americas.

十年级普通数学课程与扩展性数学课程

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

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

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

7. 艺术

中学项目艺术课程是六至九年级所有学生的必修课，是十年级的选修课。十年级的学生可选中学项目艺术课或中学项目设计课。

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

鼎石学生将在为各类艺术形式特别设计的顶级教学环境中进行丰富多彩的课程学习。不论是在校园剧中担任主角，还是现场演奏巴赫大提琴独奏组曲，鼎石的艺术课程都为学生提供了一流的设施与教学。鼎石还设有各种视觉和数字艺术空间，包括绘画、制陶、雕刻和多媒体工作室等。

我们鼓励学生（独立或者与他人协作）探索戏剧、音乐和视觉艺术。学生将学习这些艺术形式的历史，并创造性地通过这些艺术形式来表达自我。艺术类课程与中国视觉艺术和中国表演艺术的内容紧密相关，为学生提供全方位的艺术教育。艺术课程的重大概念包括审美、变化、交流与特征/认同。这些概念将帮助学生分析并解决一些对其社区以及更广阔的世界产生影响的问题。

六至八年级的所有学生都将修读视觉艺术课程与表演艺术课程（戏剧与音乐）。九、十年级的学生可选一项艺术形式进行更深层次的探索。

戏剧

戏剧是鼎石表演艺术课程的核心要素。通过实践探索，学生将参与到合作制作戏剧的过程当中。创作戏剧时，学生有机会成为创作者、设计者、导演和表演者。在鼎石，学生将接触解亚洲、欧洲、非洲和美洲的多种戏剧传统。



The Theatre programme encourages students to appreciate the importance of Investigation, development, creation, performance and evaluation—both as participants and as audience members. These processes help students gain a deeper understanding of themselves, their community, and the world. Students explore performance elements (such as body and voice) and production elements (such as lighting, costume, and set design) to understand how these work together to create meaning in various contexts.

MUSIC

Keystone's music programme focuses on experiential learning in composition and performance, following the MYP Arts inquiry-based framework. Students are exposed to a variety of instructional methods, with a strong emphasis on student-directed learning and collaboration in music creation. They engage in critical listening and develop an awareness of the cultural, historical, and social contexts from which music originates. Students also explore music traditions from different cultures and eras, as well as the contemporary music technologies that are shaping today's world.

Students have opportunities to work individually and in small groups to compose, produce, and perform their own music using voices, instruments, and various music technologies. Through creative engagement, they develop their knowledge and skills in different types of music, while recognising how their musical learning connects to other academic subjects. Students are taught the basic elements of music—such as notes, rhythm, form, dynamics, and articulation—and learn to apply these concepts to their performance. The music programme is designed to prepare students for the MYP and Chinese Thread music units, which support their growth in both Chinese and Western music contexts. The Keystone music courses are carefully scaffolded to provide a strong foundation for the IB Diploma Music programme.

VISUAL ARTS

The Visual Arts programme at Keystone fosters creative thinking alongside the development of technical skills in various media, such as painting, drawing, fashion design, digital media, and photography. Students explore art from different cultures, time periods, and movements, while experimenting with different techniques and materials. They are encouraged to embrace the artistic process, developing creative approaches to visual problem-solving and self-expression.

In addition to developing practical skills, students critically analyse the role of artists and the relationship between artistic expression and its historical and cultural context. As they engage in their own art-making, students develop the critical thinking skills necessary to inform their creative choices. Key concepts explored in the Visual Arts include composition, innovation, interpretation, style, and representation. In Grades 9-10, the programme equips students with the necessary skills, conceptual understanding, and creative aptitude to succeed in the IB Diploma Arts Programme.



戏剧课程鼓励学生体会调查、发展、创作、表演和评估的重要性。作为参与者和观众，这些过程都有助于学生更深入地了解自己、社区和世界。学生探索表演元素（身体和声音）和制作元素（比如照明、服装以及布景设计），以此理解这些元素如何在不同的背景下共同创造意义。

音乐

鼎石的音乐课程聚焦于遵循中学项目的艺术学科探究式课程框架，进行体验式学习。教师将采用一系列的教学指导方法，重点帮助学生在音乐创作中的自主学习与合作。学生同时进行批判式倾听，培养对音乐起源的文化、历史和社会背景的认识。学生还将探索不同文化和时代的音乐传统，以及塑造当今世界的当代音乐技术。

学生有机会以个人或小组的形式，使用声乐、乐器和各种音乐技术来编曲、制作并表演自己的音乐作品。通过创造性的参与，他们发展了各种类型音乐的知识和技能，同时认识到音乐学习与其他学科的联系。学生将学习到音乐的基本要素，如音符、节奏、曲式、力度和衔接，并学会将这些概念应用到表演之中。音乐课程旨在帮助学生为中学项目阶段和“中国主线”的音乐单元做好准备，以支持他们在中西方音乐环境中的成长。鼎石的音乐课程经过精心设计，将为国际文凭大学预科项目的音乐课程奠定坚实基础。

视觉艺术

鼎石的视觉艺术课程在培养学生创造性思维的同时，还培养学生在绘画、时装设计、数字媒体和摄影等各种媒体方面的技术与技能。学生将探索不同文化、不同时期以及不同艺术运动的艺术形式，同时尝试不同的技术与材料。我们鼓励学生尽情享受艺术创作的过程，从而领悟以视觉手段解决问题和自我表达的创造性方法。

除了锻炼实践技能，学生们还会批判性地分析艺术家的地位，以及艺术性表达与其历史和文化背景之间的关系。在进行自己的艺术创作过程中，学生将培养必要的批判性思维能力，为自己的创作选择提供依据。视觉艺术探索的主要概念包括创作、创新、解读、风格与表现。九、十年级的课程将培养学生的艺术技能、对艺术概念的理解以及创造能力，为国际文凭大学预科项目的艺术课程奠定良好基础。



8. DESIGN

The Design course, which encompasses Product Design, Digital Design, Robotics, and Coding, is compulsory for all students in Grades 6-9 and optional in Grade 10. Students learn about design thinking and the design process, which is applicable in many fields outside the design classroom. Our students learn how to use a wide range of tools to design and create two and three-dimensional creations as well as digital and virtual products. Teachers actively engage students in aspects of digital and product design. Projects introduce skills in graphical and physical modeling, computer aided design (CAD), prototype making and the use of a range of resistant materials and digital tools. The key concepts investigated in this course are communication, communities, development, and systems. Students examine the role of technology in different cultural contexts over time. They consider crucial contemporary issues of technology and the digital world as these relate to new models of sustainability and global citizenship. Technology is integrated into every course of study at Keystone. Competent and responsible use of digital technology is expected from all our students and therefore training in the use of computers and other digital devices forms part of the Keystone curriculum, culminating in an opportunity to study Design Technology and Computer Science at the Diploma level.

9. PHYSICAL AND HEALTH EDUCATION

Physical and Health Education (PHE) in Keystone's Middle Years Programme empowers students to understand and appreciate the value of being physically active and motivated to make healthy life choices. Through active learning, students explore a variety of concepts that help foster an awareness of physical development and health perspectives. Students are supported to become leaders, collaborators and communicators who are humble in achievement and graceful in defeat. The PHE curriculum allows students to explore a variety of sports and physical activities to support them to find a love of movement and develop their movement skills.

Physical and Health Education classes combine both practical and theoretical elements. Through participating in a variety of sports and physical activities, students explore the theoretical concepts of coaching, aesthetic movement, fitness and human physiology, aquatics and skill acquisition. In PHE classes, students inquire into the key concepts of communication, development, change and relationships and are assessed on both their practical abilities as well as theoretical understanding in four different criteria:

- Knowledge and understanding
- Planning for performance
- Applying and performing
- Reflecting and improving performance

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

GRADE 6

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

8.设计

设计课程包含产品设计、数字设计、机器人技术和编程，是六至九年级所有学生的必修课，是十年级学生的选修课。学生将学习在课堂之外也有广泛应用的设计思维与设计流程。他们还将学习如何使用一系列工具设计并创造二维、三维作品，以及数字和虚拟产品。教师将鼓励学生积极参与数字与产品设计的方方面面。学生设计并制作项目时，会学习一系列技能，如图形和物理建模、计算机辅助设计（CAD）、原型制作以及使用一系列抗性材料和数字工具等。本课程的重大概念为交流、社区、发展与系统。学生将观察技术在不同文化背景下的长期作用。他们对当今以技术为主导的数字世界中产生的重要问题进行思考，因为这些问题与新一代的可持续发展及全球公民意识息息相关。在鼎石，技术渗入每个课程的教学之中。我们希望所有学生都有能力使用好数字技术，并对自己的使用负责。因此，鼎石课程的一部分便是训练学生如何使用电脑及其他数字设备。通过此课程，学生将有基础在大学预科项目中修读设计技术和计算机科学课程。

9.体育和健康教育

鼎石中学项目将提供体育和健康教育（PHE）课程，帮助学生理解并欣赏体育运动的价值，并乐于做出健康的生活选择。学生将积极学习，探索各种概念，帮助培养对身体发育和健康观点的认识。我们支持学生成为领导者、合作者与沟通者，在成就中谦逊，在失败时优雅。PHE课程使学生得以探索各种运动和体育活动，支持学生找到对运动的热爱并发展自己的运动技能。

体育和健康教育课程将实践和理论元素相结合。通过参与各种运动与体育活动，学生们将能探索担任教练、美学运动、健身和人体生理学、水上运动和技能获得的相关理论概念。在体育和健康教育课程中，学生将探究沟通、发展、变化和关系等关键概念，并以四个标准对其实践能力以及理论理解加以评估：

- 知识与理解
- 规划表现
- 应用与执行
- 反思与改进

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

六年级

六年级的学生将参与各种个人和团队体育活动和运动项目。课程利用鼎石一流的运动设施，为学生提供发展基础运动技能的机会，使他们学习体育活动的不同方面，包括游戏情境、舞美运动和水上活动。在整个六年级的课程中，学生参与的单元有：躲避球、板凳球中与健身相关的部分、击打防守运动、游泳和篮球。

GRADE 7

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

GRADE 8

Students in Grade 8 continue to develop physical and interpersonal skills through planning and implementing their own tournaments and fitness programs using the team sports of handball, softball and volleyball. Students also progress their teamwork skills through units of water safety and soccer.

GRADE 9

Grade 9 Physical and Health Education takes advantage of students' growing self-awareness, where they learn to adapt physical skills and movement concepts learned from previous sports into new team, aesthetic and aquatic sports including lacrosse, synchronized swimming and netball. Students will explore the musculoskeletal system and how to use equipment in the fitness center safely through the muscles in the gym unit and develop their cooperative skills through the double badminton unit.

GRADE 10

The Grade 10 PHE curriculum focuses on developing habits for lifelong physical activity and expanding students' knowledge and understanding beyond PHE classes. Students combine and build upon a variety of concepts learnt in previous years to analyse their own fitness ability and performance in Korfbal, develop a plan to improve their performance and reflect on the effectiveness of their plan. Students continue to develop their interpersonal and self-management skills through that unit. Students also engage in the sports of touch rugby and dance.

10. Characters & Values Education (Morality & the 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.

GRADE 6

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone's pedagogic philosophy, the Grade 6 Morality & the Rule of Law builds students' character through experiential learning.

In the first semester of Grade 6, we've inquired into many topics at various levels including national, societal and individual levels. For instance, we've learned about at the national level the significant role of the Constitution, and some major state institutions, including the National People's Congress, the administrative and judicial authorities, etc., and their powers and

七年级

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

八年级

八年级的学生通过计划和实施他们自己的比赛和健身计划，参与手球、垒球和排球的团队运动，继续发展身体技能和人际交往能力。学生还将通过水上安全和足球提高他们的团队合作技能。

九年级

九年级的课程基于学生日益增强的自我意识。学生学习将从以前的运动中学到的体育技能和运动概念拓展到新的运动队、舞美和水上运动之中，包括曲棍球、花样游泳和英式篮球。学生还将研究肌肉骨骼系统在体育活动中的使用，以及如何在健身房单元中利用肌肉安全地使用健身中心的设备。学生还将在羽毛球双打单元培养自己与他人合作的能力。

十年级

十年级的体育和健康教育课程注重培养学生终身进行体育锻炼的习惯，并将学生的知识和理解扩展到体育和健康教育课程之外。学生将前几年所学的各种概念加以结合，并在此基础上分析自己的体能能力和在合球场上的表现。学生还将制定计划来提高自己的表现，并反思自己计划的有效性，并在单元学习中继续发展自己的人际交往和自我管理技能。学生们还将参与到触式橄榄球和舞蹈运动中。

10. 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。

六年级

鼎石六年级《道德与法治》课程根植于中国国家课程，紧密契合鼎石价值观，在鼎石教学理念引领下，通过体验式学习，塑造学生的品格。

六年级在第一学期的道德与法治课堂上对不同层面的话题进行了探究，从国家到社会再到个人。在国家层面，学生们一起了解了我国《宪法》的重要地位，和我国的主要国家机构及其职权，包括全国人民代表大会、行政机构、和司法机构等。另外，作为一名国家的公民，学生们共同探讨和学习了在社会中享

functions in China. In addition, as citizens, we've discussed and learned about our rights and obligations in society. In the meanwhile, cultivating students' legal awareness is also one of the main tasks of this semester. Through analyzing real-life cases as part of the learning process, students gradually understand the laws and regulations in their life, especially those that are relevant to minors, such as *Law of the People's Republic of China on Protection of Minors*, *Law of the People's Republic of China on the Prevention of Juvenile Delinquency*, etc.

The curriculum of the second semester of Grade 6, which is the same as that of last semester, has four units. It covers a wide range of interesting topics with authentic contexts. At the beginning of this semester, students discussed the significance of "Respect," "Forgiveness," and "Reflection," by participating in various individual and group activities. The two following units are closely related to Humanities, including history and geography. It integrates contents including the basic knowledge about the earth, natural disasters, human and nature, ancient civilization, multiculturalism, etc., so that students can enhance their understanding of subject terminologies and concepts in the process of interdisciplinary learning. In the end of this semester, students explored how to make the world a better place. On the one hand, students have analyzed the development of technological innovation and pictured the future based on the current development trend. On the other hand, cultivating open-mindedness and taking the impact of international organizations into account have been touched upon.

GRADE 7

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone's pedagogic philosophy, the Grade 7 Morality & the Rule of Law builds students' character through experiential learning.

In the first semester of Grade 7, we've inquired into many topics that are closely related to students as they grow up. In September, students analyzed their learning habits and explored learning styles working for them. Besides, we've discussed deeply how to deal with and maintain important relationships in school life and beyond, such as relationships between friends, teachers and students, and family members. We've also done a series of fun and interactive classroom activities to help students to discover who they are, their strengths and weaknesses. We have also encouraged students to keep exploring and bettering themselves whilst guiding them to embrace who they are. In the last unit, students were given opportunities to inquire into life. Through the process of inquiry, they've gained a deeper understanding about the preciousness and resilience of life so they can be risk takers, unafraid of setbacks and difficulties, and live life to the fullest.

The curriculum of the second semester of Grade 7, which is the same as that of last semester, has four units. The first two units revolve around two key topics – growth and puberty. Through case analysis, role-play, group discussion and the like, students reflect on their physical and psychological changes that have taken place or are taking place during their growth, especially in the current phase of puberty. In the meanwhile, how to confront and handle those changes and challenges caused by the changes is also one of the important topics to be discussed. Along with the process where the young of society learn the values, outlook and practices and roles of that society, the concepts "individual" and "group" have been brought up and debated about with passion and insights. We end this semester with an introduction to basic legal knowledge, juvenile protection laws included. While cultivating students' legal awareness, it will, as a warm-up, unveil the new Grade 8 chapters in next school year.



有的权利和义务。与此同时，树立和培养学生的法律意识也是本学期的重要任务之一。在学习过程中，学生们通过对真实案例的分析，逐步认识了解生活中的法律，特别是与未成年人息息相关的法律法规，例如《中华人和国未成年保护法》、《中华人民共和国预防未成年人犯罪法》等。

六年级下半年的课程安排与上半年一致，共划分为四个单元。涉及的话题广泛，且内容丰富。开学初，学生通过参与多样的课堂活动，深入探讨了在学习成长过程中，学会“尊重”，“宽容”，和“反思”的意义。紧随其后的两个单元，与人文学科，包括历史和地理，有着紧密的联系。它将关于地球的基本知识、自然灾害、人与自然、古代文明和多元文化等内容巧妙的融合起来，从而让学生在跨学科学习过程中，有机会进一步加深对学科术语和概念的理解。学期末，学生针对如何让世界更美好展开了探究。一方面，学生基于当下社会发展的步伐，对科技革新历程进行了分析和展望。同时，浅析了开放、多元的文化意识的培养和对国际组织影响的重视。

七年级

鼎石七年级《道德与法治》课程根植于中国国家课程，紧密契合鼎石价值观，在鼎石教学理念引领下，通过体验式学习，塑造学生的品格。

七年级在第一学期的道德与法治课堂上探究了很多与学生成长密切相关的话题。开学初，学生们共同分析了自身的学习特点，并探究了适合自己的学习方式。同时，对如何对待和处理学习及生活中的一些重要关系也进行了深度探讨，包括朋友、师生、和亲人之间的关系。与此同时，学生们通过课堂活动深入地做了自我分析，例如自己的长处和不足，鼓励学生接纳自己，并努力成为更好的自己。另外，学习期间，也开展了对生命思考的相关活动，帮助学生们认识到生命的珍贵和顽强韧性，从而激励学生去大胆尝试，不惧挫折和困难，活出生命的精彩。

七年级下半年的课程安排与上半年一致，共划分为四个单元。前两个单元的内容围绕着成长和青春期为切入点展开。学生通过分析案例、角色扮演和小组讨论等方式，分析在其成长过程中，特别是目前所处的青春期阶段，自己的身体和心理已经发生的或是正在发生的变化。与此同时，如何面对和解决因变化带来的困扰和烦恼也是重要探讨的话题之一。伴着学生愈加社会化的脚步，个人与集体的相关话题也在课堂中进行了趣味且深刻的讨论。学期末，将法律的基本常识和针对青少年特殊保护的相关法律法规作为压轴内容。培养学生法律意识的同时，也为以法律法规为主线的八年级课程的开启埋下伏笔。



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

GRADE 8

Rooted in the Chinese National Curriculum, closely aligned with Keystone’s five shared values and led by Keystone’s pedagogic philosophy, the Grade 8 Morality & the Rule of Law builds students’ character through experiential learning.

In the first semester of Grade 8, students have discussed socialization in different settings, such as schools, society and beyond, so that students can further expand their cognitive horizons, deepen their understanding of society, and understand the basic rules and requirements for participation in social life. In class, we have carried out contextual discussions and case studies to help students understand the necessity and value of following social rules and taking social responsibility. Moreover, students have developed an awareness of the need to safeguard national interests and security, which in turn makes them concerned about national development and enhances their confidence in participating in building our nation.

The G8 second semester course of Character and Values Education (Morality & the Rule of Law) focuses on the spirit of the Constitution and emphasizes the exploration of the relationship between citizens and the state. The aim is to guide students in enhancing their awareness of the rule of law and cultivating their sense of citizenship. Throughout this semester, we studied four units: “Upholding the Supremacy of the Constitution,” “Understanding Rights and Obligations,” “People as Masters of the Country,” and “Respecting Freedom and Equality.” In the classroom, we employed teaching methods such as scenario discussion and case analysis to help students gain a deep understanding of the thematic content. Also, we conducted several extension activities, including simulating proposals in the National People’s Congress, debates, mock court sessions, and story creation, to stimulate students’ enthusiasm and interest in participation.

中学项目成绩等级界限指导：

成绩	界限	描述
1	1—5	完成的作业质量非常有限。表达中存在许多重大误解，或对大多数概念和情境缺乏理解。很少展示出批判性思考或创造性思考。非常不灵活，很少运用知识或技能。
2	6—9	完成的作业质量有限。表达中存在误解，或对于许多概念和情境的理解有重大缺陷。很少表现出批判性思考或创造性思考。在运用知识和技能方面通常不够灵活，很少应用知识和技能。
3	10—14	完成的作业的质量尚可接受。能够传达对许多概念和情境的基本理解，偶尔有重大误解或缺陷。开始展示出一些基本的批判性思考和创造性思考。在运用知识和技能方面往往不够灵活，即使在熟悉的课堂情形中也需要帮助。
4	15—18	完成的作业质量较好。能够传达对大多数概念和情境的基本理解，虽然偶有误解和小的缺陷。经常展示出基本的批判性思考和创造性思考。在熟悉的课堂情形中能够比较灵活地运用知识和技能，但是在不熟悉的情形中需要帮助。
5	19—23	完成的作业通常质量高。能够传达对概念和情境的深切理解。展示出批判性思考和创造性思考，有时是复杂的思考。能够在熟悉的课堂和课外真实情形中运用知识和技能，但在一些不熟悉的课外真实情形中则需要帮助。
6	24—27	完成的作业质量高，偶尔具有创意。能够传达对概念和情境的广泛理解。展示出批判性思考和创造性思考，通常是复杂的思考。能够在熟悉的和不熟悉的课堂和课外真实情形中运用知识和技能，通常是独立地加以运用。
7	28—32	完成的作业质量高，通常具有创意。能够传达对概念和情境综合全面、细致入微的理解。一贯展示出复杂的批判性思考和创造性思考。在各种复杂的课堂和课外真实情形中，经常能够独立和熟练地转移运用知识和技能。

八年级

鼎石八年级《道德与法治》课程根植于中国国家课程，紧密契合鼎石价值观，在鼎石教学理念引领下，通过体验式学习，塑造学生的品格。

八年级第一学期的道德与法治课，以学生生活空间和范围的进一步扩展为起点，在家庭和学校生活的基础上，引导学生进一步扩大自己的认识视野，加深对社会的理解，进而让学生了解参与社会生活的基本规则和要求。课堂上我们以情境讨论和案例分析的方式，让学生理解遵守社会规则和承担社会责任的必要性和价值，树立基本的法治观念，形成对维护国家利益和安全的意识，进而树立学生关心国家发展，投身国家建设的信心。

八年级第二学期的《道德与法治》课程以宪法精神为主线，着重探讨公民与国家的关系，旨在引导学生增强法治意识和培养公民意识。本学期我们学习了四个单元，分别是“坚持宪法至上”、“理解权利义务”、“人民当家作主”和“尊重自由平等”。在课堂上，我们采用情境讨论和案例分析等教学方法，帮助学生深入理解主题内容。此外，我们还进行了一系列拓展活动，如模拟两会提案、辩论赛、模拟法庭和故事创编等，以激发学生的参与热情和兴趣。

GRADE 9

Rooted in the Chinese National Curriculum, closely aligned with Keystone's five shared values and led by Keystone's pedagogic philosophy, the Grade 9 Morality & the Rule of Law builds students' character through experiential learning.

In the first semester of Grade 9, we've inquired into some core Chinese values which are "prosperity", "democracy", "civility" and "harmony". Through contextual discussion and inquiry, students have learned about the great achievements of reform and opening up, the historical process of China's rise, and the development of democracy and rule of law in China. In the meanwhile, we have also explored the challenges of our times facing China's development and the positive responses it has made, guiding students to concern themselves with their mother country, feel and carry forward the spirit of China, listen to and tell the story of China, pool and pass on the power of China, pursue their dreams and excel, so that they can enjoy and create together opportunities to grow and progress with their mother country and our times, and be confident as Chinese people.

The G9 second semester course of Character and Values Education (Morality & the Rule of Law) consists of three units: "Our Shared World," "China on the World Stage," and "Towards the Future of Youth." In the first unit, we focus on starting from students' prior experiences and guiding them to discover the connections between various aspects of their lives and the world. Building upon what has been learned, the second unit leads students to develop a global perspective and dialectical understanding to correctly comprehend and fulfill China's responsibilities and contributions in the world. The third unit, based on an understanding of the opportunities and challenges faced by China and the world, explores the responsibilities that future-oriented youth should shoulder and the missions that they should fulfil. In the classroom, we employ teaching methods such as scenario discussion and case analysis to help students deepen their understanding of the thematic content. Additionally, we organize a diverse range of activities, including simulating the United Nations, debates, newspaper design, radio recordings, and roundtables, to enhance students' enthusiasm and interest in participation.

Transdisciplinary Studies in Engineering Technology (TSET)

In the TSET program students will receive credit in multiple subjects (I&S and Design for grades 6, 7 and 10; I&S, Design and ART in grade 9). This program is an opportunity for students to work with multiple teachers and technical experts as they take on project-based challenges connected to UN global sustainability goals. The program is focused on service to the community, acting in the present and solving problems using learnings from many different traditional subject areas. Students will learn and apply design, engineering, and emergent technology skills. They will also be led by our CSD counseling team as they explore social- emotional and ethical learning. This process will help foster self-awareness and effective teamwork, enabling them to understand themselves better in the context of building successful teams. INS will be incorporated as students learn history, research skills, communication skills and the foundational infrastructure of societies with special emphasis on deep areas of research related to their projects. In the 9th grade course Art instruction will focus on topics which support industrial design and engineering, as well as specialized skills related to individual project choices. This class is portfolio-based and will be offered as a complimentary and parallel but separate experience to the usual MYP framework. Students who successfully complete this pilot program in either 6th or 9th grade can resume the normal Keystone MYP progression the following year or opt to stay in this program for part of their studies. Space is limited for this program and entry will be via lottery or application depending on grade level.

In the 26-27 School Year, the TSET program is offered in the following grade levels:

Grade 6 (Admission by lottery of interested students.)

Grade 7 (Priority to students enrolled in TSET in 6th grade, lottery for additional spots based on attrition.)

Grade 9 (Admission by application.)

Grade 10 (Admission by application with priority to students enrolled in TSET in 9th grade.)

九年级

鼎石九年级《道德与法治》课程根植于中国国家课程，紧密契合鼎石价值观，在鼎石教学理念的引领下，通过体验式学习，塑造学生的品格。

九年级第一学期的道德与法治课，我们以富强、民主、文明、和谐为价值追求，通过情境讨论与探究，学习了解了改革开放取得的伟大成就，中国腾飞的历史进程，中国民主与法治的发展历程。同时，我们也探究了中国发展过程中面临的时代挑战和作出的积极应对，引导学生心怀祖国，感受与弘扬中国精神，倾听与讲述中国故事，凝聚与传递中国力量，追梦出彩，共享、共创同祖国和时代一起成长与进步的机会，做自信中国人。

九年级第二学期的《道德与法治》课程共分为三个单元，分别是“我们共同的世界”、“世界舞台上的中国”和“走向未来的少年”。在第一单元中，我们注重从学生已有的经验出发，引导他们发现自己生活的各个方面与世界的联系。第二单元在前面学习的基础上，引导学生以全球视野和辩证的眼光认识并正确对待中国在世界上的责任与担当。第三单元基于对中国与世界面临的机遇与挑战的认识，探究了走向未来的少年应具备的担当与使命。在课堂上，我们采用情境讨论和案例分析等教学方法，帮助学生加深对主题内容的理解。此外，我们还开展了模拟联合国、辩论赛、报纸设计、广播站录音和圆桌会议等丰富多样的活动，以提高学生的参与热情和兴趣。

工程技术超学科课程 (TSET)

在工程技术超学科 (TSET) 课程中，学生将获得多个学科的学分（六、七及九年级涵盖个体与社会课程及设计课程；九年级涵盖个体与社会、设计及艺术课程）。在本课程中，学生能与多位教师及技术专家协作，通过参与和联合国全球可持续发展目标相关的项目来开展学习。课程的核心在于服务社区、立足当下，运用多元传统学科知识解决现实问题。学生将学习并应用设计、工程及新兴技术技能，同时在学生发展中心 (CSD) 心理辅导教师团队引领下，探索社会情感与道德学习。在学习过程中，学生的自我认知与高效协作能力将得以提升，得以构建起成功的团队，并由此深化自我理解。在学生历史、研究技能、沟通技巧及社会基础架构时，将融入个体与社会课程中的内容，特别强调与学生正在开展的项目相关的深度研究领域。九年级艺术方面的内容将聚焦工业设计与工程相关主题，并培养与学生个人项目选择相关的专项技能。工程技术超学科课程将为学生带来与国际文凭项目中学项目 (MYP) 框架互补且并行开展的独立体验，课程评估将以作品集的形式进行。顺利完成本项目六年级或九年级试点课程的学生，可于下一学年回归鼎石所设的常规中学项目 (MYP) 体系，或继续参与本课程学习。本项目名额有限，具体录取方式将在不同年级组通过抽签或申请决定。

2026-2027学年，工程技术超学科项目将在以下年级开设：

六年级（通过抽签录取意向学生）

七年级（优先录取六年级工程技术超学科课程在读生，剩余名额按学生人数抽签增补）

九年级（通过申请录取）

十年级（通过申请录取，优先录取九年级工程技术超学科课程在读生）

MYP PERSONAL PROJECT

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

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

inquire

- explore an interest that is personally meaningful
- take ownership of their learning by undertaking a self-directed inquiry

act

- transfer and apply skills in pursuit of a learning goal and the creation of a product

reflect

- recognize and evidence personal growth and development

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

ASSESSMENT OF STUDENT LEARNING

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

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

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

Some of the key features of MYP assessment are:

1. Each of the MYP subject areas has four different assessment criteria. These criteria have been designed to assess the specific knowledge, skills, attitudes and conceptual understanding required for success in each subject area.

中学项目的“个人设计”

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

“个人设计”让学生有机会：

探究

- 探索对个人有意义的兴趣爱好
- 通过自主探究，掌握自己的学习情况

行动

- 在追求学习目标和创造作品的过程中转移并应用技能

反思

- 认识并证明个人的成长与发展

“个人设计”支持学生对自己感兴趣和希望探究的领域建立真实和有意义的联系；然而，它不仅是指学习新的东西，而是指培养一种热情，来研究、探索和创造解决我们当今世界可能存在的问题的方法。“个人设计”将灵感与热情和现实世界中的应用结合在一起。这是一个庆祝学生完成整个中学项目的机会，他们可以展示出对学习、对与周遭世界建立联系所拥有的持之以恒的精神。这项庆祝活动以展览的方式进行，对全和和全体社区成员开放，展示每个学生的学习历程。最后，“个人设计”也旨在为学生的下一个成长阶段——大学预科项目做好准备。“个人设计”可以让学生获得所需的技能，以应对专题论文的挑战，并使他们为认识论课程所必需的深入思考做好准备。学生的最终设计成果由IB进行校外评审。

学生学习评估

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

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

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

理解中学项目评估的关键点：

1. 每个中学项目的学科都有不同的评估标准，每一个标准可能会检验特定知识点、技能、学习态度、概念等与该学科成功有关的标准。

2. Teachers organize continuous formative assessments over an entire year or semester depending on the course's length. This provides students with ongoing feedback about progress and focuses on how performance can be improved.
3. The MYP criteria require teachers to create a variety of different assessment methods. We know that students learn in different ways and this gives students the opportunity to develop and demonstrate different strengths. For example, some students have excellent written skills but find it more difficult to express themselves in class discussions or presentations.
4. Each criterion is assessed more than once, giving students multiple opportunities to demonstrate their knowledge and skills. This gives a better overall indication of performance and balances an occasional poor result or a bad day.
5. Formatives and Summatives are the assessment types that are used at Keystone Academy.

A Final MYP Grade is calculated out of 7.

Each criterion in a subject is out of 8.

Criterion A - 8

Criterion B - 8

Criterion C - 8

Criterion D - 8

A student's final grade is then calculated using the chart below: MYP Grade Boundaries. Schools determine final grades in each year of the MYP using the grade boundary guidelines table. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. An attainment level of 3 means a student is 'meeting the required standard' in Grade 6, Grade 7 and Grade 8. An attainment level of 4 means a student is 'meeting the required standard' in Grade 9 and Grade 10. Boundaries show the levels of criteria combined.

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

MYP Grade Boundaries:

REPORTING PERIODS

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

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

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

2.各科老师会根据课程安排持续性的评估。这让学生们随时都能收到学习反馈，掌握自己的学习进度，并且在不足之处做出调整。

3.中学项目的评估标准要求老师们创建形式各不相同的评估。每个学生的学习方法都有所不同，我们希望学生能够通过各种各样不同的形式，展示自己在各个方面的不同技能。比如，有的学生的写作能力很强，但是在课堂上自由自信地发表自己的意见则比较困难。

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

5.总结性评估是各类评估中的一类。

中学项目的最终成绩满分为7分。

每项评估标准的满分为8分。

评估标准A - 8

评估标准B - 8

评估标准C - 8

评估标准D - 8

每一位学生的最终成绩是按下表所示计算的：中学项目成绩等级界限指导。学校根据此界限决定学生的最终成绩。此表清晰的展示了评估标准的总分是如何计算成为1-7分的最终成绩的。一般来说，3分表示学生在六至八年级“达到要求线”，4分表示学生在九年级和十年级“达到要求线”。成绩界限是评估标准综合考量得到总分的标准。

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

成绩报告的时段

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

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

学校每年将举办两次家长会，时间为秋季和春季学期进度报告发送之后的第一周。家长会也是鼎石支持学生发展、持续评估学生过程中的一部分。家长会会有两种形式：秋季为家长/学生/教师见面会，而春季则为学生主导的家长会。家长会是学校与家庭之间的重要交流方式。与会家长可与教师坦率交流，了解如何更好地帮助孩子发展和成长。在所有的中学家长会中，学生都在沟通其学业进展时扮演着重要的角色。

PROMOTION, CERTIFICATES & GRADUATION

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

The Secondary School at Keystone Academy offers the Middle Years Program (MYP) and the Diploma Program (DP) of the International Baccalaureate (IB). At the Academy, our Chinese Thread is woven through all our courses. In addition, we offer compulsory courses that specifically promote Chinese culture and identity in a world context, such as Chinese Civilizations and Chinese Arts.

PROMOTION

Grades 6 to 8

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

Grades 9 to 12

In Grades 9 to 12, judgments on promotion, repeating, or even leaving the school are influenced by, but not limited to, academic achievement and meeting the expectations of our three keystones. Starting in Grade 9, course results are recorded on the student's transcript that is sent to colleges. Courses with scores of 1 or 2 are considered failing and will receive no credit. Credit is awarded for courses with final grades of 3 to 7. Satisfactory participation in Service as Action (Grades 9 and 10), or Creativity, Activity & Service (Grades 11 and 12) is required for promotion to the next grade level.

Academic Requirements for Promotion in Grades 9 and 10

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

Academic Requirements for Promotion in Grade 11

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

Additional Requirements for Promotion in Grades 9 to 11

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

¹ Courses in the following subject areas are designated as College Required Courses:

1. Language and Literature 2. Language Acquisition 3. Individuals & Societies 4. Sciences 5. Mathematics.

升级、证书及毕业

北京市鼎石学校的学生需秉持高水平的学术与品德标准。

北京市鼎石学校中学部提供国际文凭（IB）中学项目（MYP）与大学预科项目（DP）。鼎石的“中国主线”贯穿于所有课程之中。此外，我们还开设有中国文明史与中国艺术等必修课程，在世界背景下培养学生对中国文化的热爱和对中国身份的认同。

升级

六至八年级

六至八年级的升级、留级，甚至是离校决定都将基于学生的学业成绩及一些其他考量因素，并将在与学生家庭商议后作出最终决定。从八年级升入九年级的学生如在大学必修课程¹中的成绩为1或2分，将可能被要求在就读九年级之前完成一些补充性课程内容，此部分费用由家长承担。同时，学生还需参加服务行动。

九至十二年级

九至十二年级的升级、留级，甚至是离校决定将取决于学生学业成绩及其是否达到学校三座基石的要求，但不仅限于此。学生自九年级开始的课业成绩将记录在其今后发送至各所大学的成绩单中。成绩为1或2分的课程视为不及格，不计入学分。最终成绩为3至7分的课程将计入学分。学生需在九年级和十年级参加服务行动或在十一年级和十二年级参加创造、活动与服务（CAS），并取得令人满意的成果，才能升至下一个年级。

九、十年级升级的学业要求

为了支持学生为升入大学做好准备，九、十年级的学生必须在所有大学必修课程课程中取得及格及以上的成绩，并在至少两门大学必修课程课程中取得4分及以上的成绩。此外，在非大学必修课程课程中，学生取得不及格的成绩（1或2分）不得超过一门。如学生未能达到此要求，他们将可能被要求留级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。任课教师、心理辅导教师、指导教师、IB协调员及学部校长都将参与到此决定的制定过程中。

十一年级升级的学术要求

十一年级学生必须通过至少5门国际文凭大学预科项目课程，并在两门大学必修课程课程中取得至少4分的最终成绩。学生还必须在认识论（TOK）课程和创造、活动与服务（CAS）中“达到预期”或“超出预期”，并在专题论文（EE）上取得令人满意的进展。未能达到此要求的学生可能会被要求留级，退出此课程项目或进入一项支持项目，此部分费用由家长承担。此项决定将由高中校长、高中副校长及鼎石校长共同协商后作出。

九至十一年级升级的附加要求

九至十一年的学生必须展示其在三座基石方面的良好能力，方可顺利升入下一年级。如学生未能达到此要求，将可能被要求完成一些暑期活动，以展示其在这些方面的成长。如学生未能取得足够的进步，将可能无法继续在鼎石学校就读。

十年级学生需在“鼎石综合设计项目”及中学项目“个人设计”项目（内部评估）中取得合格分数，方可升入十一年级。

¹ 以下学科领域的课程被指定为大学必修课程。

1. 语言与文学 2. 语言习得 3. 个体与社会 4. 科学 5. 数学。

For students to be promoted from grade 10 to 11 they need to receive passing marks in the Keystone Capstone Project and in the MYP Personal Project (assessed externally).

Requirements to Continue as an IB Diploma Candidate

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

- If any Higher Level (HL) IB semester grade is 2 or less by the end of quarter 3 in Grade 11, the class will be changed to Standard Level (SL). This usually means that the student will not be able to continue as an IB Diploma candidate as they won't have the requisite combination of HL and SL classes.
- If any IB HL semester grade is equal to 3, the student will have one semester to get it to a 4. If, after one semester, the grade is still 3 or less, the class will be changed to SL. This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of HL classes.
- If the 3 HL semester grades add to 10 or less, the student will have one semester to achieve a sum of 12. Otherwise, the student schedule will be modified with changes from HL to SL depending on the circumstances. This will usually mean that the student cannot continue as a Diploma candidate as they won't have the requisite number of HL classes.
- If the 3 SL semester grades add to less than 9, the student must drop from Diploma to separate IB Courses.
- Students who fail the first year of an IBDP course (End-of-Year grade of 1 or 2), may not continue to the second year of that course*.
- EE, TOK and CAS are crucial core components of the Diploma. If a student fails to meet published milestones and deadlines, they may be required to drop from the IB Diploma to IB Courses. Students are reminded that the EE, TOK and CAS are also components of the Keystone Diploma and they must complete these requirements satisfactorily in order to graduate with a Keystone Diploma.

*Compensatory credit courses may be offered during the summer, at the expense of the family, to allow students with failed courses in grade 11 an opportunity to obtain a passing grade and continue in the course in grade 12.

Special Education Needs & Individual Differences

Students with additional needs, such as those with a Learning Support Plan are supported by both the academic division and CSD in accordance with IB guidelines. These students have the same expectations to fulfill the promotion and graduation requirements outlined in this document.

IB Anticipated Grades

When needed for university, teachers will provide IB anticipated grades to our school's College Counselors for the purpose of the college application process.

Prior to the final IB exams, teachers will submit formal predicted grades to be sent to the IB as required by the organization.

CERTIFICATES AND DIPLOMAS

Keystone Academy's Secondary School is divided into Middle School (Grades 6 to 8) and High School (Grades 9-12). The following certificates and diplomas are awarded in the Secondary School.

继续攻读国际文凭大学预科项目文凭的要求

一般来说，十一年级的学生都将以攻读鼎石毕业文凭与国际文凭大学预科项目文凭为起始目标。在十一、十二年级的两年中，如学生希望继续攻读国际文凭大学预科项目文凭，他/她必须在所有课程及课程项目的所有要素中展现出令人满意的进步成果。若学生出现了以下几种情况，则可能无法继续攻读国际文凭大学预科项目文凭。学校将于学生及家长共同讨论学生是否能继续攻读国际文凭大学预科项目文凭，但最终决定将由高中校长和国际文凭大学预科项目协调员共同作出。

- 十一年级第3季度末，若任何高级课程（HL）的IB学期成绩为2分或更低，此门课程将被改为标准级课程（SL）。这种情况通常意味着该生将会没有继续攻读国际文凭大学预科项目文凭所必需的HL和SL课程组合，不能继续攻读此文凭。
- 若任一IB HL课程的学期成绩为3分，学生将有1学期的时间将其提高至4分。若1学期后成绩仍为3分或以下，此门课程将被改为SL。这通常意味着该生的HL课程数量将无法满足继续攻读国际文凭大学预科项目文凭的要求，不能继续攻读此文凭。
- 若有3门HL课程总成绩为10分或以下，学生将有1学期的时间将总成绩提高到12分，否则其课程表将被酌情从HL改为SL。这通常意味着该生的HL课程数量将无法满足继续攻读国际文凭大学预科项目文凭的要求，不能继续攻读此文凭。
- 若有3门SL课程总成绩低于9分，学生将被要求退出国际文凭大学预科项目项目，转修单独的IB课程。
- 未能通过国际文凭大学预科项目课程第一年学习（年终成绩为1分或2分）的学生，不得继续攻读该课程的第二年*。
- 专题论文、认识论和创造、活动与服务是国际文凭大学预科项目文凭课程的核心部分。若学生未能达到公布的阶段性目标和最后期限，将可能被要求退出国际文凭大学预科项目项目，转修单独的IB课程。学生知晓专题论文、认识论和创造、活动与服务也是鼎石毕业文凭的组成部分，必须在这些项目上取得令人满意的表现，方能在毕业时获得鼎石毕业证书。

*暑假期间可提供补偿性学分课程，使十一年级未通过课程的学生有机会取得合格成绩，并在十二年级继续攻读该课程。此部分费用由家长承担。

特殊教育需要与个体差异

有特殊需求的学生（如执行学习支持计划的学生）将根据IB指南，同时获得学部和学生发展中心的支持。这些学生同样需要满足此文件中列出的所有升级与毕业要求。

IB预估成绩

学生需要申请大学时，教师将向我校的升学辅导教师提供IB预估成绩，以供大学申请之用。

最终的IB考试之前，教师将根据IB组织的要求，向其提交正式的预期成绩。

证书与文凭

北京市鼎石学校的中学部分为初中部（六至八年级）与高中部（九至十二年级）。中学部将颁发以下证书与文凭。

六至九年级的学生需完成八门中学项目课程与两门“中国主线”课程。九年级结束时，顺利完成九年级学业、持有中国国籍的学生将升入十年级，取得初中义务教育结业证书。

Chinese Middle School Diploma

Students from grade 6-9 complete eight MYP courses and two Chinese Thread courses. At the end of grade 9, students who successfully complete grade 9 and are promoted to grade 10, will earn a Chinese Middle School Diploma.

High School – Grade 10

Keystone IB MYP Full Certificate

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

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

- a. Successfully completing all eight MYP subject groups including 2 consecutive years in Language Acquisition or two courses of Language and Literature (Grades 9 & 10).
- b. Having earned a total of at least 32 from the seven MYP subject groups and the MYP Personal Project combined, out of possible maximum of 56
- c. Having earned a minimum grade of 3 (maximum 7) in every IB MYP CRC with at least two of them having a grade of 4. One grade of 2 is allowed in non-CRC courses. All other non-CRC courses should be 3 or higher.
- d. Having earned a minimum grade 3 (maximum 7) for the Personal Project.
- e. Having met the expectations of Service as Action to the satisfaction of the school.

Keystone IB MYP Certificate of Participation

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

Keystone IB MYP Certificate of Recognition

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

初中义务教育结业证书

六至九年级的学生需完成八门中学项目课程与两门“中国主线”课程。九年级结束时，顺利完成九年级学业的学生将升入十年级，取得初中义务教育结业证书。

高中部—十年级

鼎石中学项目毕业证书

十年级结束时，每名九、十年级均修读了中学项目项目、并满足鼎石中学项目项目各个方面最低要求的学生，将会被授予鼎石中学项目毕业证书。获取鼎石中学项目毕业证书无需参加任何毕业考试。仅开设一学期的课程最终成绩将按比例换算，计入最终总分。请参考下方表1的课程成绩计算示例。

9、十年级结束时的最低学业要求为：

- a. 成功地完成了七个中学项目学科组的修读，其中包括连续两年修读语言习得课程（或两门语言与文学课程）；
- b. 在七个中学项目学科组与中学项目“个人设计”中共计取得至少32分（满分为56分）。
- c. 在每门中学项目大学必修课程课程中取得至少3分的成绩（满分为7分）—其中两门至少为4分。非大学必修课程课程中，成绩为2分的不得超过一门；其他所有非大学必修课程课程成绩应至少为3分。
- d. 在“个人设计”中取得至少3分的成绩（满分为7分）；
- e. 满足学校所设定的服务行动的期望。

鼎石中学项目修读证书

在十年级加入鼎石，即在鼎石只修读了一年中学项目项目的学生，可获取一年期的鼎石中学项目修读证书。除“连续两年修读同一门语言习得课程（或两门语言与文学课程）”不必满足外，学生必须满足以上列出的所有要求。

鼎石中学项目结业证书

如学生在十年级未能满足鼎石中学项目毕业证书的要求，但满足了升入下一年级的要求，他/她依然能取得鼎石中学项目结业证书。这些学生可能需要在开始国际文凭大学预科项目项目之前修读一项巩固增强学术能力的项目，如暑期课程、学校要求的辅导课程等等。

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

Table 1. MYP promotion samples for grade 9 students

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

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

Explanation of examples in Table 1

Student 1. Successfully met all the requirements.

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

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

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

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

High School – Grade 12

Keystone High School Diploma

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

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

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

表1：九年级的中学项目升级学生成绩示例

满足要求：学生将升入下一年级，取得中学项目证书。

不满足要求：学生可能无法升入下一年级，不能取得中学项目证书。

表1示例说明

学生1：满足所有要求。

学生2：仅有一门大学必修课程课程中的最终成绩为4分；应至少两门为4分。

学生3：尽管每门大学必修课程课程的最低成绩为3分，但总分低于36分。

学生4：有一门大学必修课程课程中的最终成绩为2分，且总分低于36分。

学生5：有两门非大学必修课程课程不及格，且总分低于36分。

高中部—十二年级 鼎石高中毕业文凭

十二年级结束时，每名达到了北京市鼎石学校各个方面总体最低标准的学生都将被授予鼎石高中毕业文凭。

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

IB DP Diploma and DP Course Results

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

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

Appendix 1

The Keystone Diploma: Definition and Assessment

Introduction

This document refers to students who complete grade 12 at Keystone Academy, and who have been enrolled at Keystone for four, three, two, or one years prior to graduation.

All students successfully completing the graduation requirements at Keystone are awarded the Keystone Diploma. This award is separate from but overlaps with some aspects of the IB Diploma. It is an internal Keystone Academy award, reviewed by Keystone Faculty and voted by the Board of Trustees for each student, and presented at commencement celebrations in May or June of each year.

General

The Keystone Diploma graduate requirements for Keystone students derive from the school's mission and its three keystones.

The 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.

Graduates of Keystone are described in the mission in this way:

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully in universities, cities, and their chosen professions. 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.

Keystone graduates will be ready to launch into university study and demanding careers. They will be able to conceptualize complex interdependence between people and ideas. They will be able to operate effectively in different cultures and regions. They will be able to assume responsibility for themselves and their communities, and take action to improve the world for future generations.

The Keystone Diploma

The Keystone Diploma will be awarded to students who complete successfully the following. Any exception to the requirements below be adjusted by the Head of High School in consultation with Assistant Heads of High School and Head of School.:

Entering Grade 9, and through Grade 9

- IB MYP passing and promotion requirements.
- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

国际文凭大学预科项目文凭与大学预科项目课程成绩

修读国际文凭大学预科项目项目的十二年级学生如满足国际文凭组织设定的所有要求，亦可取得国际文凭大学预科项目文凭。选择不攻读国际文凭大学预科项目文凭的学生可选择获取单项课程的大大学预科项目课程成绩。国际文凭大学预科项目文凭与大学预科项目课程成绩由国际文凭组织颁授，而非北京市鼎石学校。

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

附件1 鼎石毕业文凭：定义与评估

介绍

本文件适用范围是在北京市鼎石学校完成十二年级学习并在毕业前已经于鼎石就读1至4年的学生。

每一位达到鼎石毕业要求的学生都将被授予鼎石毕业文凭。此文凭与IB文凭有一定重合之处，但并不相同。鼎石毕业文凭是鼎石学校自己授予学生的文凭，在每年5月或6月的毕业典礼上颁发。学校教师会进行审核，董事会也会为对每个学生进行投票。

概述

鼎石毕业文凭的对毕业生的要求源自于鼎石的使命和其三座基石。

鼎石的三座基石分别为

- 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。

鼎石的使命中是这样描述学校毕业生的：

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。

鼎石的毕业生将为大学学习和高要求的职业做好准备。他们将能够从概念上理解人与观点之间复杂的相互依存关系。他们将能够在不同的文化和地区之中高效工作，还将能够承担起对自己和社区的责任，并采取行动，改善世界，造福后人。

鼎石文凭

完成以下内容学生将被授予鼎石文凭。有任一条件不满足，则将由高中部校长与高中部副校长及校长协商后裁定：

升入并通过九年级

- 通过IB 中学项目的升级要求。
- 鼎石的中国与世界项目。
- 在三座基石方面展现出良好能力，并通过评估。

Entering Grade 10, and through Grade 10

- IB MYP passing and promotion requirements.
- Keystone's China and the World program.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 11, and through Grade 11

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades, and with at least a grade of 4 in two College Required Courses (CRCs).
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Entering Grade 12, and through Grade 12

- No fewer than five IBDP Courses, usually including Chinese, English, and Mathematics, all at passing grades, and with at least a grade of 4 in two College Required Courses (CRCs).
- Appropriate proficiency in the IBDP core elements of CAS, TOK, and the EE.
- Assessed and appropriate proficiency in the three keystones.

Assessment and Award of the Keystone Diploma

Requirements for the Keystone Diploma will be assessed every year from grade 9 to grade 12.

The 'academic' aspect of this assessment was established from May/June 2015.

The process of assessing the three keystones started in May/June 2017 for the grade 11 class.

The following year, again at the end of the academic year (that is May/June 2018), all 4 grades from 9 through 12 were assessed in proficiency of the three keystones. This then continued as is in following years.

As outlined above, our three 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.

For learners of Chinese as another language, proficiency in the first keystone will be demonstrated by passing grades in Chinese Language Acquisition in grades 9 and 10, and passing grades in Chinese ab initio in grades 11 and 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing Chinese as described in the previous sentence, may petition to do a language other than Chinese for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

For learners of English as another language, proficiency in the first keystone will be demonstrated by obtaining passing grades in English Acquisition or English Language and Literature in grades 9 to 12. In special cases, a student who has completed grades 9 and 10 at Keystone, passing English as described in the previous sentence, may petition to do a language other than English for the IB Diploma and, if granted, still qualify for the Keystone Diploma.

Proficiency in the second keystone will be demonstrated through assessment as outlined in the table called Keystone Academy Character and Community Assessment.

Proficiency in the third keystone will be demonstrated by passing grades in China in the World courses in grades 9 and 10, and the bicultural Theory of Knowledge course in grades 11 and 12.

升入并通过十年级

- 通过IB 中学项目的升级要求。
- 鼎石的中国与世界项目。
- 在三座基石方面展现出良好能力，并通过评估。

升入并通过十一年级

- 通过至少五门国际文凭大学预科项目课程，通常包括中文、英文与数学，且两门大学必修课程课程成绩为4分及以上。
- 熟练掌握国际文凭大学预科项目的核心元素，即创造、活动与服务、认识论和专题论文。
- 在三座基石方面展现出良好能力，并通过评估。

升入并通过十二年级

- 通过至少五门国际文凭大学预科项目课程，通常包括中文、英文与数学，且两门大学必修课程课程成绩为4分及以上。
- 熟练掌握国际文凭大学预科项目的核心元素，即创造、活动与服务、认识论和专题论文。
- 在三座基石方面展现出良好能力，并通过评估。

鼎石文凭的评估和授予

学生从九年级开始直至十二年级，我们每年都会评估其是否达到鼎石文凭的要求。

本项评估的“学术”方面于2015年5/6月开始确立。

2017年5/6月，开始评估十一年级的学生是否达到了三座基石的要求。

第二年学年结束时（即2018年5/6月），对九至十二年级的全部4个班级进行了三个基石的相关评估。这一举措在接下来的几年里一直坚持实行。

正如前文提到，鼎石的三座基石为：

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

对于汉语作为另一种语言的学习者，如果九年级和十年级的汉语语言习得课程以及十一年级和十二年级的汉语入门课程成绩合格，则证明已达到第一座基石的要求。如遇特殊情形，在鼎石完成九年级与十年级学业的学生，如上句所述，通过中文考试，可以申请学习中文以外的语言来获得IB文凭，如果获得批准，则仍有资格获得鼎石文凭。

对于汉语作为另一种语言的学习者，如果九至十二年级取得英语习得或英语语言文学课程合格成绩，则证明已达到第一座基石的要求。如遇特殊情形，在鼎石完成九年级与十年级学业的学生，如上句所述，通过英文考试，可以申请学习英文以外的语言来获得IB文凭，如果获得批准，则仍有资格获得鼎石文凭。

针对第二座基石的评估将通过名为“鼎石学校品德与社区评估”的表格来进行。

如果能在九至十年级的“世界上的中国”课程及十一和十二年级涉及两种文化的“认识论”课程上取得合格成绩，则证明已达到第三座基石的要求。

KEYSTONE ACTIVITIES PROGRAM (KAP)

The educational program at Keystone Academy extends to our KAP - Keystone Activities Program that runs from 3:20–6:30pm Monday to Friday and on weekends. These activities are designed to enhance student learning that extends beyond the classroom and is mapped out to have no impact on academics. Gaining knowledge, learning life skills, and nurturing body and mind are fundamental to the life of our school community. To meet this goal, we provide a range of interscholastic and intramural sports, recreational clubs, service learning opportunities, and performing and visual arts programming, all of which allow students the opportunity to try new activities or continue mastery of acquired skills. Activities are designed to meet the varied interests and developmental skill levels of our students and provide them with additional opportunities for meaningful social, intellectual, and physical growth.

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

Supervision of these activities is the responsibility of the teachers and administrators at the Academy. We have a gifted faculty with unique and varied areas of expertise and talents outside the classroom. They are eager to share their knowledge and hobbies with our students. The KAP program provides special opportunities for students to interact with their teachers outside the classroom, thus enhancing the connection students and adults share at Keystone. Mentoring relationships grounded in a sense of shared interests can, and do, have a profound effect on students. Providing an opportunity for adults and students to connect over photography, table tennis, running, dramatics, poetry, or any number of other activities is one of the keystones of boarding school life. The realization that teachers are more than classroom instructors can be a novel concept for teenagers.

KAP Requirements

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

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

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

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

鼎石活动项目（KAP）

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

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

鼎石教师及管理人员的职责之一便是监督这些课程与活动的执行情况。我们优秀的教职人员具备不同的专长，乐意与学生分享他们的知识和爱好。KAP活动为学生提供了难得的机会，让他们在课外与老师们互动，加深师生之间的情谊。从某种意义上来说，建立在共同兴趣基础上的师生关系可以、也一定会对学生产生深远的影响。摄影、乒乓球、跑步、戏剧、诗歌创作等活动可以让教职员工的寄宿生活变得丰富多彩。对青少年来说，看到、甚至参与老师们在课堂之外的生活，无疑是新奇的。

鼎石活动项目要求

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

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

我校提供大量丰富的活动项目，其中包括：

- 射箭
- 羽毛球
- 数十支不同的运动队伍
- 艺术课
- 机器人技术
- 摄影
- 跑步社团
- 壁球
- 音乐课程（乐器及合唱）
- 游泳
- 乒乓球
- 读书俱乐部
- 戏剧
- 服务学习
- 视频/电影制作
- 武术

NOTES

Keystone Academy



A new WORLD SCHOOL
真正的世界学校

A new MODEL OF EDUCATION IN CHINA
全新的教育模式

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