



**Taipei Kuei Shan School**

# **High School Handbook**

For use for Class of 2020 and onwards



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

**2017-  
2018**

## Disclaimer

Taipei Kuei Shan School is an authorized IB Continuum School for the International Baccalaureate (IB) Middle Years Programme, the IB Primary Years Programme and Diploma Programme.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

### \*\*Mission Statement from the IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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# Taipei Kuei Shan School Foundations

## Mission Statement

Taipei Kuei Shan School is a Christ-centered community where students have opportunities to know God, follow Him and strive to live uprightly in a way He would approve. Our mission is to educate the whole person and develop life-long learners who are equipped to become knowledgeable and critical thinkers, effective communicators, responsible and engaged world citizens, virtuous servant-leaders, and enthusiastic stewards to serve one another, their community, Taiwan, and the world.

## Expected Learning Outcomes

### 1. Scholars

- who are knowledgeable, critical thinkers, and independent learners
- who are skilled questioners: able to define problems, determine what information to seek, and where do find it
- who use technology appropriately to help solve problems

### 2. Effective Communicators

- who are skilled collaborative workers able to express ideas clearly in the target language
- who understand that communicators have a responsibility to send and receive clear messages
- who are able to use technology to communicate effectively

### 3. Reflective Thinkers

- who develop attitudes, skills, and habits to succeed as life long learners
- who analyze and apply new information
- who are able to reflectively evaluate the strengths and weaknesses of efforts, processes, and results
- who are motivated and goal oriented

### 4. Virtuous Servant-Leaders

- who display positive ethical and moral behavior
- who are multi-culturally sensitive accepting and respecting the worth of each individual

### 5. Enthusiastic Stewards

- who provide service to others
- who are socially interactive with both the school and community in a meaningful fashion
- who serve one another, their community, Taiwan, and the world



The IB learner profile is the IB mission statement in action. It provides a long term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.

*MYP: From Principles into Practice.* Cardiff: Peterson House, 2014. Print.

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***Our Vision is to inspire students to impact the world to reach their greatest promise.***

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# The International Baccalaureate Organization

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate® (IB) is a recognized leader in the field of international education. It is a nonprofit, mission-driven foundation that offers three challenging programs for students aged 3 to 19:

- **The Primary Years Program (PYP)** for students aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.
- **The Middle Years Program (MYP)** for students aged 11 to 16 provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.
- **The Diploma Program (DP)** for students aged 16 to 19 is a demanding two year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world.

## How long has each program been established?

The PYP was developed through the vision and effort, sustained over ten years, of the former International Schools Curriculum Project (ISCP). Its purpose was to produce a common international curriculum and to develop international-mindedness on the part of children. It has been offered by the IB since 1997, and continues to promote inquiry as the leading pedagogical approach.

The MYP began as an initiative of the International Schools Association. The aim was to develop a curriculum encouraging international awareness with emphasis on the skills, attitudes, knowledge and understanding needed to participate in a global society. From 1994 it has been one of the four IB programs and has continued to grow in the same spirit of collaboration with and among schools.

The Diploma Program was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility and to promote international understanding. Since then, innovative and committed teachers and examiners from around the world have played a significant role in the development of the program (“Four Programmes at a Glance”).

## The IB Learner Profile

As stated in the IB's mission statement, the aim of all IB programs is to develop internationally-minded people who help to create a better and more peaceful world. This aim is reflected through the IB Learner Profile, which is the core of all IB programs.

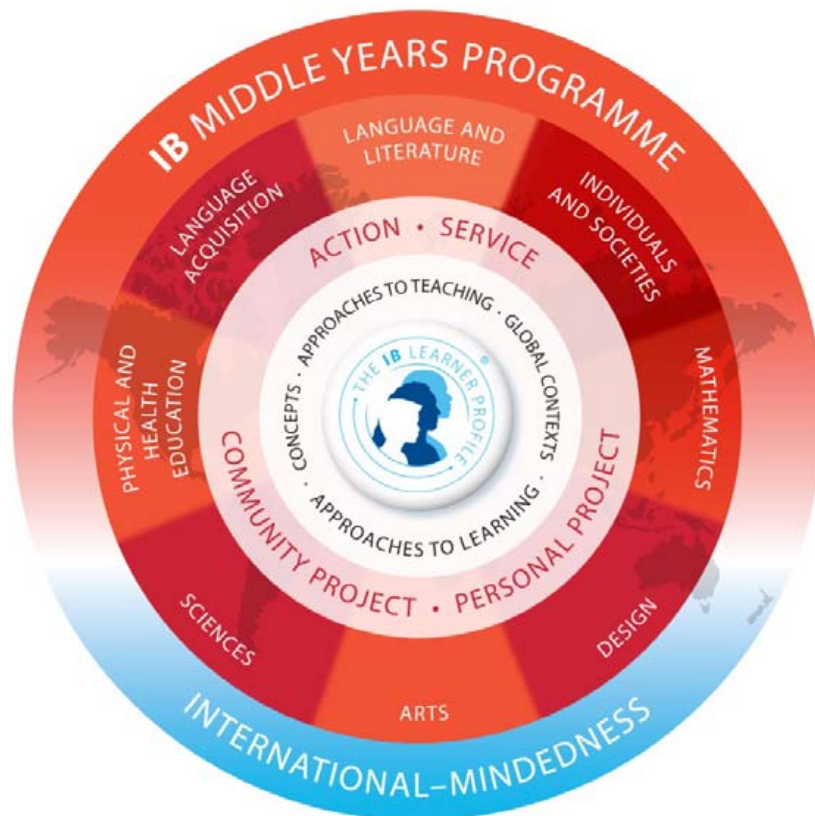
IB learners strive to be:

Attribute	Description
<b>Inquirers</b>	Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
<b>Communicators</b>	Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
<b>Caring</b>	Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## The Middle Years Program

The Middle Years Program (MYP) of the International Baccalaureate Organization (IBO) is a course of study designed to meet the educational requirements of students aged between 11 and 16 years. The curriculum may be taught as an entity in itself, but it is flexible enough to allow the demands of national, regional or local legislation to be met.

The MYP has been devised to guide students in their search for a sense of belonging in the world around them. Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The MYP is designed to help them find a sense of belonging in the ever changing and increasingly interrelated world around them and to foster a positive attitude to learning.



*MYP: From Principles into Practice. Cardiff: Peterson House, 2014. Print.*

## Aims of the Middle Years Program

The MYP aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means teaching them to become independent learners who can recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.

The eight subject groups provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between subjects. Students are encouraged to question and evaluate information critically, to seek out and explore the links between subjects, and to develop an awareness of their own place in the world.

The MYP aims to develop in students:

- The disposition and capacity to be lifelong learners
- The capacity to adapt to a rapidly changing reality
- Problem-solving and practical skills and intellectual rigor
- The capacity and self-confidence to act individually and collaboratively
- An awareness of global issues and the willingness to act responsibly
- The ability to engage in effective communication across frontiers
- Respect for others and an appreciation of similarities and differences

## Middle Years Program Description

In the program model for the MYP, the first ring around the student at the centre describes the features of the program that help students develop disciplinary (and interdisciplinary) understanding.

- Approaches to learning (ATL)—demonstrating a commitment to approaches to learning as a key component of the MYP for developing skills for learning.
- Approaches to teaching—emphasizing MYP pedagogy, including collaborative learning through inquiry
- Concepts—highlighting a concept-driven curriculum.
- Global contexts—showing how learning best takes place in context.

The second ring describes some important outcomes of the program.

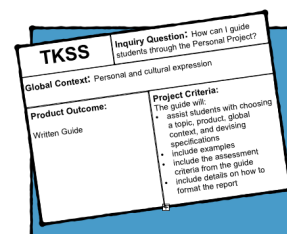
- Inquiry-based learning may result in student-initiated action, which may involve service within the community.
- The MYP culminates in the personal project (for students in MYP year 5)

The third ring describes the MYP’s broad and balanced curriculum.

- The MYP organizes teaching and learning through eight subject groups: language and literature, language acquisition, individuals and societies, sciences, mathematics, arts, physical and health education, and design.
- In many cases, discrete or integrated disciplines may be taught and assessed within a subject group: for example, history or geography within the individuals and societies subject group; biology, chemistry or physics within the sciences subject group.
- The distinction between subject groups blurs to indicate the interdisciplinary nature of the MYP. The subject groups are connected through global contexts and key concepts (“MYP: From Principles” 6).

## The Personal Project

All students in grade 10 (MYP Year 5) are required to complete the personal project. The personal project help students to develop the attributes of the IB learner profile. The project allows students to demonstrate the ATL skills they’ve developed through the MYP and encourages the development of independent, lifelong learners. In addition, the project gives students the opportunity to “practice and strengthen their ATL skills, consolidate prior and subject-specific learning, and develop an area of personal interest” (“MYP: From Principles” 6). Personal projects are based on topics that are challenging and which motivates and interests individual students. (For more information, please consult the “TKSS Personal Project Guide.”)





# The IB Diploma Program



The IB Diploma is a comprehensive two-year pre-university course of study aimed at students aged 16-19 leading to the IB Diploma or to separate subject certificates. The IB offers a flexible curriculum and external examinations each May all around the world and it is widely recognized by the leading universities.



DP: *From Principles into Practice*. Cardiff: Peterson House, 2014. Print.

## Aims of the IB Diploma Program

The IB aims to provide a balanced program, which stimulates thought and creativity and enhances the international outlook of students. Students who satisfy the demands of the program demonstrate a strong commitment to learning in terms of knowledge and skills.

The purpose of the IB curriculum is to:

- Educate young people to act intelligently and responsibly in a complex society.
- Equip students with a genuine understanding of themselves and others, heightening the capacity for tolerance and respect for different point of views.
- Ensure knowledge and skills that will make the student succeed in college.
- Develop critical-thinking and reflective skills through an academically demanding program of study that fosters research skills and independent learning, therefore creating lifelong learners.
- Provide students with a globally recognized university entrance qualification.

## IB Diploma Program Description and Requirements

There are six subject groups in the IB curriculum. Candidates for the diploma study six subjects selected from the subject groups. This allows for students to be engaged in a breadth and depth of knowledge and skills. The sixth subject may be one of their choice but offered within the IB groups. Normally, three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core--extended essay, theory of knowledge and creativity, action, service--are compulsory and are central to the philosophy of the Diploma Program.



In order to obtain the full diploma, students must complete a combination of three HL and three SL subjects and fulfill the Core Requirements of the program.

Each of the six subjects is graded on a 7 point scale. The maximum score for students for their subjects is 42 points. There are three additional points available for the results from the Extended Essay and Theory of Knowledge courses which are graded on a scale of A to E. Creativity, Activity and Service is not graded, and students either pass or fail based on whether students have achieved specific learning outcomes. The minimum point requirement to obtain the Diploma is 24 points but other stipulations apply.

### **The Core requirements are:**

- The Extended Essay (EE): students engage in independent research through in-depth study of a question relating to one of the subjects they are studying. Students are assigned a teacher supervisor to assist them throughout the process. It offers the opportunity to acquaint students with the independent research and writing skills expected at university. Refer to the EE guide for more information.
- Theory of Knowledge course (TOK): students reflect upon the nature of knowledge by examining the four ways of knowing (perception, emotion, language and reason) and the different kinds of knowledge (scientific, artistic, historical and mathematical).
- Creativity, Activity and Service (CAS): students will actively learn and reflect from experience by performing real tasks beyond the academic requirements of the classroom.

All higher level courses, the core and at least one standard level subject must be taught over the two years of the program.

***Please refer to [www.ibo.org](http://www.ibo.org) for further information about the Diploma Program.***

## IB Diploma Subjects Offered at TKSS

### Group 1: English/Chinese A: Language and Literature SL/HL

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible —teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

### Group 2: English/Chinese B SL/HL

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

### Group 2: Spanish ab initio SL

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus (see the Language ab initio guide “Syllabus content”) that is used in conjunction with the guide. Language ab initio is available at SL only.

### Group 3: History SL/HL

The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

## IB Diploma Subjects Offered at TKSS

### **Group 3/4 Environmental Systems and Societies SL**

This course will offer students a sound grasp of the scientific principles that lie behind the high profile environmental issues facing human populations worldwide. It is a fine preparation for many who intend pursuing a scientific career in some fields but, perhaps more importantly, it will provide all students with a clear perspective on the environmental impacts of their own choices and activities, whatever their walk in life. Environmental Systems and Societies is available as either a Group 3 or a Group 4 subject and can satisfy IB Diploma requirements for both groups.

### **Group 4: Chemistry SL/HL**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment. The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not.

### **Group 5: Mathematics SL**

This course caters for students who already possess a knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. Students who choose this course will be able mathematicians who may be preparing for future studies in subjects such as chemistry, economics, or psychology.

### **Group 5: Mathematics HL**

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

## IB Diploma Subjects Offered at TKSS

### **Group 6: Visual Arts SL/HL**

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

### **Group 6: Music SL/HL**

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

### **Group 6: Substitute Course SL/HL**

Pamoja Online courses can be used as an alternative to a group 6 course. The course needs to be approved by the Diploma Program Coordinator and additional fees apply.

## The Course Selection Process



In the second semester of each year, 7th through 10th grade students are asked to choose courses for the next school year. Students will meet individually with their academic advisor by grade level to learn about which courses to choose. The academic advisor will advise students which courses are best for individual students, based on ability, achievement, and future plans. Students should read course descriptions and discuss their options with their parents, who will sign the course selection verification before the student submits course requests to the academic advisor.

### Add/Drop Procedures-MYP

Considering that student, parent and teacher input are taken into account during the course selection process; we expect that students will make suitable choices when selecting courses. Even with careful planning, however, we understand that sometimes a schedule change is warranted. At the beginning of each academic year, there is a 15 day period where students may, with parental approval, drop/add courses for sound educational reasons. Students should request this change by speaking directly to the academic advisor.

### Add/Drop Procedures-DP

For DP students, at the beginning of each academic year, there is a 60 day period where students may, with parental approval, drop/add courses for sound educational reasons. Students should request this change by speaking directly to the Diploma Program Coordinator.

## Graduation Requirements

High school students in grades 9-12 work towards earning a specific number of graduation credits each year. A passing grade in a course for a year's work generally earns one credit towards high school graduation. A 9th grader begins with no credits. In order for a student to be considered a 10th grader, he/she must have earned at least 5 credits; to become an 11th grader, 10 credits; and a 12th grader, 15 credits. In order to graduate, a student must have earned a total of at least 18.5 credits, distributed across the subject areas as shown in the chart on the next page. Students who follow the recommended courses will be well-prepared for most colleges.

Students missing the required credits due to being a transfer student or failing a course may apply to attain the missing credits through independent study. Students attaining credits through this route can only receive a maximum of an IB score of 3 for grade 9 and 10 and an IB score of 4 for grade 11 and 12. Students that are receiving an IB score of below 2 in a subject will not get credit for the course and may be required to attend pullout classes to improve their performance in the subject.

## TKSS High School Credit Allocation

	Content Area	IB Subject Group	Grade 9		Grade 10		Grade 11		Grade 12		Minimum Credits to Graduate	Maximum Credits Possible
			S1	S2	S1	S2	S1	S2	S1	S2		
Compulsory	English	Group 1: Studies in Language and Literature Group 2: Language Acquisition	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3	4
	Chinese	Group 1: Studies in Language and Literature Group 2: Language Acquisition	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3	4
	Social Science	Group 3: Individuals and Societies	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3	4
	Natural Science	Group 4: Sciences	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3	4
	Mathematics	Group 5: Mathematics	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	3	4
	Arts	Group 6: The Arts / Group 7: Design	0.25	0.25	0.25	0.25					0.5	1
	Physical and Health Education	Group 8: Physical and Health Education	0.25	0.25	0.25	0.25					1	1
Electives	Student Choice	6 <sup>th</sup> DP Subject					0.5	0.5	0.5	0.5	1	2
	Foreign Language (Beginner)					0.5	0.5	0.5	0.5	0	2	
	English Academic Writing		0.25	0.25	0.25	0.25					1	1
	Theory of Knowledge					0.25	0.25	0.25	0.25	0	1	
No Credit Compulsory	Service and Action/Creativity, Activity Service		⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙		
	Personal Project/Extended Essay				⊙	⊙	⊙	⊙	⊙	⊙		
	Christian Education		⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙		
	MOE Compulsory Courses				⊙	⊙	⊙	⊙	⊙	⊙		
<b>TOTAL CREDITS</b>											<b>18.5</b>	<b>28</b>

## Subject Course Progression Requirement

As stated previously, individual students should choose the courses based on their ability, achievement, and future plans. However, many of the courses have prerequisites. Therefore, it is imperative for students to plan carefully in order to meet the prerequisites of the courses they want to take. Please refer to the table below.

	Content Area	IB Subject Group	Course			
			Grade 9	Grade 10	Grade 11	Grade 12
Compulsory	English	English Studies in Language and Literature (Group 1)	IB MYP Language & Literature: English	IB MYP Language & Literature: English	IB DP English A: Language and Literature SL/HL	
		English Language Acquisition (Group 2)	IB MYP Language Acquisition: English	IB MYP Language Acquisition: English	IB DP English B SL/HL	
	Chinese	Chinese Language and Literature (Group 1)	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese	IB DP Chinese A: Language and Literature SL/HL	
		Chinese Language Acquisition (Group 2)	IB MYP Language Acquisition: Chinese	IB MYP Language Acquisition: Chinese	IB DP Chinese B SL/HL	
	Social Science	Individuals and Societies (Group 3)	IB MYP Individuals & Societies: World Physical and Human Geography II	IB MYP Individuals & Societies: Modern World History	IB DP History SL/HL	
	Natural Science	Natural Science (Group 4)	IB MYP Sciences: Physics	IB MYP Sciences: Biology	IB DP Chemistry SL/HL	
	Mathematics	Mathematics (Group 5)	IB MYP Mathematics: Standard/Extended	IB MYP Mathematics: Standard/Extended	IB DP Mathematics SL/HL	
	Arts	Arts (Group 6)*	IB MYP Arts: Visual Arts	IB MYP Arts: Visual Arts	IB DP Visual Arts SL/HL	
			IB MYP Arts: Music	IB MYP Arts: Music	IB DP Music SL/HL	
		Design (Group 7)*	IB MYP Design	IB MYP Design	IB DP Visual Arts SL/HL	
Physical and Health Education	Physical and Health Education (Group 8)	IB MYP Physical & Health Education	IB MYP Physical & Health Education			
Electives	Student Choice	6 <sup>th</sup> DP Subject			DP Group 6 Arts or Pamoja Online Course for DP Group 1 to 5	
	Academic Writing		Academic Writing	Academic Writing		
	Theory of Knowledge				Theory of Knowledge	
No Credit Compulsory	Creativity, Activity, Service		Service and Action	Service and Action	Creativity, Activity, Service	
	Personal Project/ Extended Essay		Personal Project		Extended Essay	
	Christian Education					
	MOE Compulsory Courses					
External Exams		TerraNova 3/TOEFL Jr.		PSAT	PSAT ACT/SAT	

\*Students are only required to take either an Arts course or a Design course in G9 and G10



## Sample Course Loads

A typical course load for a student enrolled in TKSS wanting to receive an IB Diploma would have a four-year plan similar to the examples below:

### Example 1:

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	IB MYP Language & Literature: English	IB MYP Language & Literature: English		IB DP English A HL
2	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese		IB DP Chinese A SL
3	IB MYP Mathematics: Extended	IB MYP Mathematics: Extended		IB DP Math HL
4	IB MYP Individuals & Societies: World Physical and Human Geography II	IB MYP Individuals & Societies: Modern World History		IB DP History HL
5	IB MYP Sciences: Physics	IB MYP Sciences: Biology		IB DP Chemistry SL
6	IB MYP Arts: Visual Arts	IB MYP Arts: Visual Arts		IB DP Visual Arts SL
7	IB MYP Physical & Health Education	IB MYP Physical & Health Education		Theory of Knowledge
8		Service and Action		Creativity, Activity, Service
9		Personal Project		Extended Essay
10		Christian Education		Christian Education
11		MOE Compulsory Courses		MOE Compulsory Courses

### Example 2:

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1	IB MYP Language Acquisition: English	IB MYP Language Acquisition: English		IB DP English B SL
2	IB MYP Language & Literature: Chinese	IB MYP Language & Literature: Chinese		IB DP Chinese A HL
3	IB MYP Mathematics: Standard	IB MYP Mathematics: Standard		IB DP Mathematics SL
4	IB MYP Individuals & Societies: World Physical and Human Geography II	IB MYP Individuals & Societies: Modern World History		IB DP History SL
5	IB MYP Sciences: Physics	IB MYP Sciences: Biology		IB DP Chemistry HL
6	MYP Design	MYP Design		IB DP Business Management (Pamoja)
7	IB MYP Physical & Health Education	IB MYP Physical & Health Education		Theory of Knowledge
8		Service and Action		Creativity, Activity, Service
9		Personal Project		Extended Essay
10		Christian Education		Christian Education
11		MOE Compulsory Courses		MOE Compulsory Courses

## Grade Conversions for Transcripts

In order to cater to the various needs of our students, we have developed grade conversion tables that converts IB grades into Taiwan's Ministry of Education (MOE) grades and US grades. This conversion table will ONLY be used for students transferring to MOE schools and to schools abroad. The conversion tables are listed below:

### IB Grade 7 to 10 to MOE Grade Conversion:

MYP Grade	MYP Criteria Level Sum	MOE Percentage Grade %	MOE Letter Grade
7	32	100	優 (You)
	31	99	
	30	98	
	29	98	
	28	97	
6	27	95	
	26	94	
	25	92	
	24	90	
5	23	89	
	22	88	
	21	86	
	20	85	
	19	84	
4	18	83	
	17	82	
	16	81	
	15	80	
	14	78	
3	13	76	乙 (Yi)
	12	74	
	11	72	
	10	70	
2	9	68	丙 (Bing)
	8	65	
	7	63	
	6	60	
1	5	50	丁 (Ding)

**IB MYP Grade 9 to US Grade Conversion:**

MYP Grade	MYP Criteria Level Sum	US Grade Equivalent	US GPA
7	32	A	4.0
	31		
	30		
	29		
	28		
6	27	A-	3.7
	26		
	25		
	24		
5	23	B	3.0
	22		
	21		
	20		
	19		
4	18	B-	2.7
	17		
	16		
	15		
	14		
3	13	C	2.0
	12	C-	1.7
	11		
	10		
2	9	D	1.0
	8		
	7		
	6		
1	5	F	0
	4		
	3		
	2		
	1		

**IB MYP Grade 10 to US Grade Conversion:**

MYP Grade	MYP Criteria Level Sum	US Grade Equivalent	US GPA
7	32	A	4.5
	31		
	30		
	29		
	28		
6	27	A-	4.2
	26		
	25		
	24		
5	23	B	3.5
	22		
	21		
	20		
	19		
4	18	B-	3.2
	17		
	16		
	15		
	14		
3	13	C	2.5
	12		
	11		
	10		
2	9	D	1.5
	8		
	7		
	6		
1	5	F	0
	4		
	3		
	2		
	1		

***MYP Grade 10 courses are considered to be honor level courses at Kuei Shan, additional credit is added to the US GPA.***

**IB DP Grade 11-12 to MOE and US Grade Conversion:**

DP Percentage Grade %	DP Grade	MOE Grade %	US Grade Equivalent	Standard Level US GPA	Higher Level US GPA
85+	7	100	A+	4.3	4.8
75+	6	96	A	4.0	4.5
65+	5	92	B	3.0	3.5
55+	4	89	C	2.0	2.5
45+	3	79	C-	1.7	2.3
35+	2	69	D	1.0	1.5
25+	1	59	F	0	0

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***DP Grade 11-12 courses are considered to be advanced level courses at Kuei Shan, additional credit is added to the US GPA for HL courses.***

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*Note: The above conversions are based on data from best practices in Northern American universities and IB schools around the world.*

"International School Moshi » US Grade Equivalents." US Grade Equivalents. International School Moshi, n.d. Web. 26 Jan. 2014.

**MOE Grade 11-12 to US Grade Conversion:**

MOE Grade %	MOE Grade	US Grade Equivalent	US GPA
96+	7	A	4.0
92	6	A-	3.7
89	5	B+	3.3
79	4	C+	2.3
69	3	D	1.0
59	2	F	0
0+	1	F	0

*Note: The above conversions are based on data from best practices in Northern American universities and IB schools around the world.*

## Student Life

### Code of Conduct

In conjunction with this High School Handbook it is important that you also read the TKSS Code of Conduct Handbook for a full description of procedures and the school's expectations on behavior.

### Dress Code

Students are not required to wear a uniform during the Grade 9 to 10 MYP and Diploma Years, but are expected to dress in a way that does not distract from learning. As school ambassadors and community servants, certain standards of dress are to be adhered to on campus and at any school sponsored events. Clothing should be clean, modest and neat in appearance. Shirts must be tucked in so that no skin or underclothing is showing. Clothing should not be excessively revealing (see through), low, or suggestively tight nor should it be excessively baggy or loose. Shoes must be worn at all times.



Clothing that is deemed inappropriate includes, but is not limited to:

- short shorts, cut-off shorts, and gym or beach shorts;
- T-shirts, spaghetti straps, halter tops, tank tops, and tube tops;
- sandals such as flip flops open and close-toed sandals
- jewelry and accessories such as earrings, necklaces, bracelets, hats and caps.

### Mobile Devices

Students are allowed to bring mobile phones to school, although these should be switched off in lessons unless permission has been given by the class teacher i.e. to take pictures, to use certain educational apps, or use music/video programs. Students are required to bring their own device (BYOD) for doing word processing and research. For more information, please refer to our BYOD and Internet Use Policy.

### Being a Role Model

Students in Years 11 and 12 are visible role models for the rest of the school. They are expected to be responsible students who set a fine example for younger students. This means they should behave in a way that is in line with our school mission statement and meet the SERVE learning outcomes.

### Attendance and Tardiness

Students are expected to arrive at school on time. Notices for the day are given first thing in the morning and it is important that students do not miss this. Morning Meeting is compulsory even if a student has an independent study period (ISP) first lesson. Classes start promptly at 7:30 am. However, if a student does arrive late, they should sign in at the General Affairs Office.

### Absence

If you are absent because of illness, ask your parents to inform the school first thing in the morning. The General Affairs Office needs some form of communication from home to explain your absence; an email, a phone call, or a note from your parents. You need to know that lateness (after 7:30 am) and absences will be recorded on a report, kept on file, and included in any grade transcript the school is asked to make. All students are required to attend at least 85% of each course per semester to receive credit for the course. For 1 credit courses, students will not receive credit for the course if they miss more than 15 periods per semester. For 0.5 credit courses, students will not receive credit for the course if they miss more than 8 periods per semester.

### **Early Holidays**

Please strongly discourage your parents from organizing holidays which involve you missing classes, as you will miss important work and it could have a detrimental effect on your grades. In particular, please note that the DP Group 4 Project is scheduled for the final week of school in June of Year 11. This is an essential component of science internal assessment. The school does not look favorably on students who miss the beginning of a term or who are withdrawn from school before the end of a term. Repeated absences will be viewed seriously and entered into your file. Such absences are likely to have an effect on your academic performance and may well be reflected in your semester report.

### **Personal Organisation**

Every student has a locker. Unfortunately they are not large enough to keep all your school materials so you will need to develop your personal filing system and utilize your backpack. It is a good idea to keep most files at home, and have a file of current work in school. Keep YOUR stuff in YOUR locker. Rather than having piles of files and books in the lounge, please develop the habit of using your locker. However, we do ask you to avoid going to lockers if it is likely to make you late for class. Please keep your locker clean and tidy, and do not deface it in any way. You should lock your locker at all times when you are not there. If you need a safe place for some oversized object, please ask one of your teachers. Please take the time to ensure the door of your locker closes properly. The lockers are the property of the school, and as such, the school reserves the right to access any student locker, with or without the permission of the student it has been assigned to.

As it is useful for your academic work, IB diploma students may have access to the photocopier and printer. Remember that the use of the photocopier and printer is a privilege. Please leave the area tidy and inform the General Affairs Office immediately should any problems arise. Please do not photocopy or print unnecessarily.

### **Study time**

You should make good use of your study time and plan all activities well. All students are welcome to use the library on the first floor or any other free room on the first floor for study purposes at any time. It is important to work quietly and have respect for others. You need to check out books with the librarian before they are allowed to leave the library. Please leave the library and study rooms tidy when you leave. After school it is possible to work in the library or study area until the last staff member leaves. This is usually around 7:00 pm. Teachers often work in school after lessons are over and students are very welcome to stay at school to work alongside their teachers. If you need extra help or clarification, set up a time to meet with your teachers! They are all very willing to help. Similarly, let us know if you are stressed; it will probably happen to all of you sooner or later. So, ask for help if you need it.

### **Homework**

Homework assigned, including reading, should be completed by the date specified on ManageBac. If you experience problems with any assignment, please go directly to the teacher for clarification. All assignments are communicated through ManageBac and writing assignments need to be uploaded to ManageBac in the task title to run through Turnitin for any plagiarism. If you find a subject particularly challenging, ensure you are allowing yourself ample time to do the assignments; start as soon as the work is assigned, and ensure that you first spend time working on it yourself before asking for help. Once you have attempted the work, seek out the teacher for any additional explanations you need. If you are continually finding a course too difficult, you may be advised to switch from HL to SL, or to another course.



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