

Shenzhen YuCai High School – International Department (YCID)

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2016 – 2017 SCHOOL PROFILE

YCID Contacts

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The YCID Motto: *Greatness through Knowledge, Integrity, and Innovation*

The YCID began in 2012 as a new academy within Shenzhen YuCai High following a mandate to assist faculty with internationalizing education pedagogy and to prepare students and families considering international universities for their college education while completing their diplomas in the Chinese public school. Our current 12th-grade students represent YCID's fourth graduating class. YCID commits to developing scholars to become Chinese leaders in the global community by building their proficiency in Western-style classroom discourse and increasing English fluency.

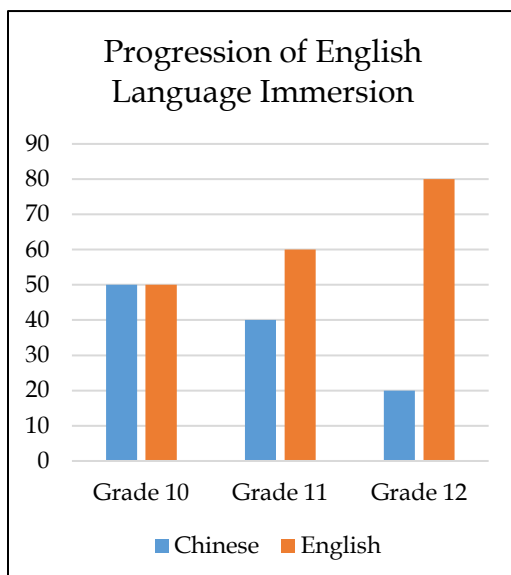
YCID provides college counseling assistance to our families to help them research and navigate the application process to attend international universities. The YCID embodies our core values of aiming to meet our public high school's mission: *To help all students to develop their knowledge, character, originality, and well-being.* The YCID student learns to innovate for change and improve the human condition, learning in environments ranging from our classrooms to student-maintained organic gardens and in our annual formal dialogues with peers from other nations around contemporary world issues. Thus students thrive in an environment designed to strengthen their Chinese identity while cultivating cross-cultural capabilities and experiences.

Academic Program

We promote knowledge through the Great Books/Shared Inquiry framework that uses only original texts to foster student development of authentic, original ideas. YCID students pursue a rigorous hybrid curriculum comprising standard Chinese national core courses and college preparatory courses taught entirely in English by Great Books-certified faculty and teachers with teaching credentials from accredited organizations abroad. Students complete the rigor of Chinese national courses concurrently with the highest levels of English language arts.

Great Books/Shared Inquiry Curriculum

Great Books offers western perspectives on the liberal arts in Humanities, Natural Sciences, Social Sciences, and Integrated Studies to YuCai High students who have already developed a wealth of solid knowledge in their outstanding Chinese national core curricula. Students learn to engage in and contribute to an active, creative process of shared inquiry using original texts and a Socratic method of classroom participation. The teacher is a skilled leader who guides the students to come up with their conclusions about the text in spirited, evidence-based group discussions.



Diplomas Offered

Chinese High School Diploma
Xueye Level Test-Huikao diploma; China Ministry of Education
YuCai High confers YCID English Honors Diploma

**Grade 12 in China is usually a full-year review of Grades 10 and 11; students can receive their diplomas at the end of junior year or the 1st semester of their senior year. YCID maintains the rigor of a western-style senior year with research papers, internships, and presentations.*

Student Body

YuCai High Students:

International Dept.

*Grade 12 – 397

Grade 12 - 25

Great Books Curriculum* (GBC) and Chinese Core Curriculum (CNC)

with corresponding Graduation Credit Unit Requirements

Courses	GBC	CNC	Units	Content**
Humanities (Honors English)	✓		3	Poetry, Short Fiction, Drama, and Novels Starting Off Strong - Intro to Shared Inquiry; Great Books Roundtables Level 1 - 3, Junior Great Books Series 3 - 5, and Great Books Roundtable Poetry are the foundational texts for this sequence of courses. <i>How to Think About Great Ideas</i> <u>Select excerpted texts:</u> Grade 10: <i>Aesop's Fables; The Norton Anthology of Poetry; Echoes from Mt. Olympus; Collected Short Stories</i> Grade 11: <i>Romeo and Juliet; The Negro Artists and the Racial Mountain; Putting Up a Good Front</i> Grade 12: <i>Macbeth; The Misanthrope; Antigone; Waiting for Godot; Egyptian Book of the Dead, Rig Veda</i>
Foreign Language		✓	2	English grammar, structure, and rhetoric; speaking analysis
Social Sciences	✓	✓	6	CNC: Chinese Politics, History, and Social Development; Micro and Macro Economics GBC: Western Political Tradition, Modern Theories of State and Society, History of Western Civilization, Society, Culture, Personality. <i>Citizens of the World: Readings in Human Rights</i> and Introduction to Great Books 2 & 3 are the foundational texts for this sequence of courses. It covers USA Early History, Immigration, Civil War, Age of Imperialism, WWI and II, Korean to Vietnam War <u>Select texts:</u> Grade 10: <i>The Republic; The Prince; U.S. Constitution; Politics; Vindication of the Rights of Women</i> Grade 11: <i>Commonwealth; On the Limits of Government; Habits and Will</i> Grade 12: <i>Politics, Conscience, Civilizations and its Discontents; Structure of Scientific Revolutions</i>
Mathematics		✓	3	Algebra I, II; Geometry I, II; Trigonometry, Statistics; Calculus AB, BC; Computer science
Natural Sciences	✓	✓	6	CNC: Physics; Chemistry; Biology; Laboratory Processes GBC: Evolution, Biology, Chemistry, Light & Motion, Genetics, Animal Behavior, Quantum Physics, and Molecular Biology Selections from the Science Fiction Omnibus are foundational texts for this sequence of courses <u>Main texts:</u> Grade 10: <i>Keeping Things Whole, The Nature of Life; Readings in Biology; Lucretius, Bacon, Darwin</i> Grade 11: <i>What's the Matter? Reading in Physics; Einstein, Feynman,</i> Grade 12: <i>What On Earth: An Ecological Reader; Thoreau, Commoner,</i>
Integrated Studies	✓		3	Logic, Rhetoric, Nature & Creation of Mathematics and History of Western Philosophy & Psychology An interdisciplinary, project-based course. Students will investigate the elements and forms of the literary, musical, and visual arts, emphasizing verbal communication and portfolio development. Students create a robust e-portfolio of essays, recommendations, interviews, and presentations.
Chinese		✓	2	Classical Chinese I, II, and III; Literature and essay writing, World Cultures, and Chinese Poetry
Media Studies	✓		2	Media; digital/visual arts; project-based course
Language Strategies	✓		3	Grammar, Writing Support; Pass/fail. Required course. Test preparation for ACT/SAT/TOEFL; SAT novels
College and Career Readiness	✓		3	College and Career awareness, exploration, and development Pass/fail. Required course. See below for details.
Fine Arts		✓	2	Chinese Music & Arts; Chinese & World Art History; Computer design arts
Physical Education		✓	3	American football, basketball, baseball, badminton, and track and field.

*In cooperation with the Great Books Foundation - Chicago

**For a complete YCID Great Books Course description, please visit the "[For Admissions Officers](http://www.ycid.org)" page on www.ycid.org

Course Instructed in English Grade Conversion Chart

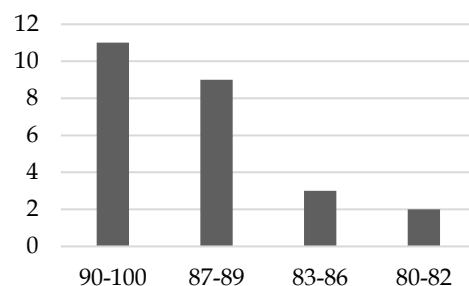
100-97 A+ 4.0	89-87 B+ 3.3	79-77 C+ 2.3	69-67 D+ 1.3	59-0 F 0.0
96-93 A 4.0	86-83 B 3	76-73 C 2.0	66-65 D 1	
92-90 A- 3.7	82-80 B- 2.7	72-70 C- 1.7	64-60 D- 0.7	

Course Instructed in Chinese Grade Conversion Chart

100-97 A+ 4.0	89-87 B+ 3.6-3.3	79-77 C+ 2.6-2.3	69-67 D+ 1.6-1.3	59-0 F 0.0
96-93 A 4.0	86-83 B 3.2-3.0	76-73 C 2.2-2.0	66-65 D 1.2-1.0	
92-90 A- 3.9-3.7	82-80 B- 2.9-2.7	72-70 C- 1.9-1.7	64-60 D- 0.9-0.7	

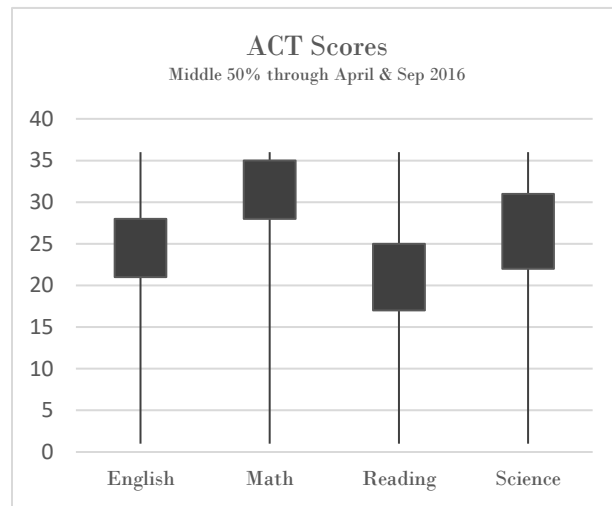
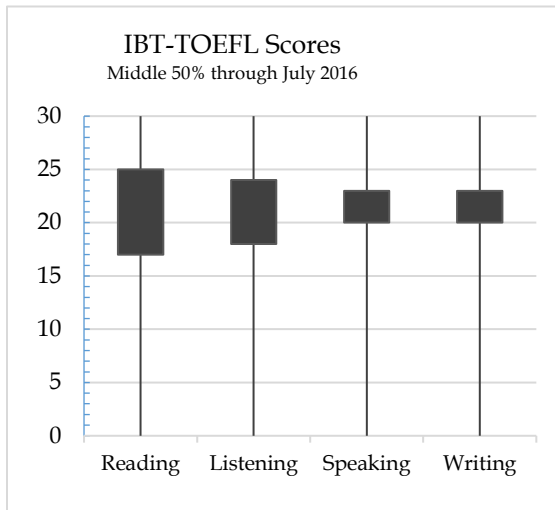
YCID-Only (25 students) GPA Distribution

GPA's Calculated through August 2016



Class of 2017 Self-Reported Standardized Test Results

Students personally present their official score reports to our college Counselor and Placement Director.



YCID Unique Programs

The Dragon & Eagles Dialogues – YCID’s Junior Capstone Integrated Studies Course – The purpose of these Dialogues is that peace will be seeded among our cultures when we all bring our ideas together to be creative and cooperative in addressing the issues that are of concern to all. Students use Shared Inquiry as a way for young people to learn from each other. Innovative “CultureHacks” set the stage for these youth dialogues and used Chinese social media to broadcast the event. Past topics include: 2012 – Student Leadership for the Environment, 2013 – *Sustainable Agriculture, Food Safety and Animal Ethics*, 2014 - *Our Sacred Resources: Restoring, Sustaining and Conserving Water* and in 2015 – *Are We Together as One? The Yin Yang of Gender in our History and Societies*, including a student writing contest. In 2016 the YCID dialogues were held district-wide and attended by students from China and Macau to engage in the topics on “*Outer Space: Sustainability and Cooperation in the Final Frontier,*” including a space arts and science fair for local middle and elementary students.

Senior Research – YCID’s Senior Capstone Integrated Studies Course – All students engage in a mandatory research paper including proposal, paper, and proper citations. The course includes a two-month internship in local business or community center in activities tied to their thesis. Finally, student present an oral defense of their research in a public presentation forum.

College and Career Readiness (C2C) – C2C is a weekly signature course developed at YCID to address the lack of career training in China’s high schools. We use USA career standard psychometric tests such Holland Codes and Canfield Learning Styles Inventories to promote self-awareness and analysis, career exploration and finally college applications, essay writing and submittal. YCID students write their personal statements and college essays and we encourage them not to use external agents. This course lasts all three years and fulfills requirements for western sex education and other vital campus life knowledge and cultural requirements.

YCID Job Shadow/Homestay USA - Includes an expanding job-shadow and home-stay program in the United States with an excellent internship program cooperating with the local government, business, and nonprofit groups in the Capital City - Sacramento. This program advances college and career readiness as well as language and cultural transfers. YCID works with faculty at both Inderkum, a model IB high school, and Berkeley High School to develop winter and exchange programs in the Bay Area/Sacramento.

ACTS - Action, Creativity, Training and Service (ACTS) – Modeled after IB CAS programs, students perform and monitor activities that round out our holistic approach to developing the “whole person” and uniquely prepare Chinese students for full engagement in American university life. ACTS asks students to complete a minimum of 120 hours of pre-approved, meaningful volunteer and extracurricular activities during their time at YCID.

Roots and Shoots International – Since 2012, YCID students became active participants in Jane Goodall’s worldwide, urban organic farming movement for students setting up Shenzhen’s first branch of the nonprofit.

Advisory – Equips Chinese students with the uniquely western tools of “highly effective” people, socio-emotional intelligence and support with faculty. We emphasize self-advocacy skills and practice in developing strong relationships within our communities.

Please see www.ycid.org for details on these unique experiential programs.

College Acceptances and Matriculations Graduated Classes of 2014 to 2016

The classes of 2014, 2015 and 2016 had a combined total of 69 students.

All listed institutions accepted a YCID student. Multiple acceptances are listed in parentheses (#).

Members of the classes of 2014, 2015 and 2016 enrolled in and attended the institutions in **bold** text.

Academy of Art University (1)	New School of the Art Institute of Chicago (1)	University of California, Riverside (1)
American University (1)	New York University (1)	University of California, Santa Barbara (3)
Arizona State University (3)	North Carolina State University (1)	University of California, Santa Cruz (2)
Bard College (2)	Northeastern University (1)	University of California, San Diego (2)
Beloit College (1)	Ohio State University (1)	University of Connecticut (5)
Birmingham-Southern College (1)	Otis College of Art and Design (1)	University of Dayton (2)
Boston University (1)	Purdue University (1)	University of Denver (2)
Brandeis University (1)	Portland State University (2)	University of Delaware (1)
Case Western Reserve University (2)	Redlands University (1)	University of Florida (1)
Clark University (1)	Rochester Institute of Technology (1)	University of Houston (1)
Colgate University (1)	Rutgers, The State University of New Jersey (1)	University of Illinois at Urbana-Champaign (6)
College of San Mateo (1)	Savannah College of Art and Design (1)	University of Iowa (7)
College of Wooster (1)	Saint Mary's College of California	University of Kansas (2)
Colorado School of Mines (2)	School of Visual Arts (2)	University of Miami (5)
Connecticut College (1)	Skidmore College (1)	University of Minnesota (3)
Cornell College (1)	Southern Methodist University (2)	University of Montana (1)
DePauw University (1)	State University of New York (2)	University of Oregon (1)
Dickinson College (1)	St. Loaf College (1)	University of Pacific (1)
Drexel University (1)	Syracuse University (2)	University of Pittsburgh (2)
Earlham College (2)	Stony Brook University (1)	University of Richmond (1)
Emory University (1)	Temple University (1)	University of San Francisco (1)
Emerson College (1)	The Art Institute of California (1)	University of Tulsa (1)
Fordham University (9)	The George Washington University (1)	University of Vermont (1)
Franklin & Marshall College (1)	The Pennsylvania State University (2)	University of Washington-Seattle (4)
Gettysburg College (4)	The University of Alabama (1)	University of Washington-Bothell (1)
Hobart and William Smith College (1)	The University of Sydney (1)	University of Wisconsin, Madison (2)
Holy Cross College	The University of Melbourne (1)	Vassar College (1)
Illinois Wesleyan University (1)	Transylvania University (1)	Virginia Polytechnic Institute State University (3)
Indiana University, Bloomington (1)	Tulane University (1)	Wake Forest University (2)
Iowa State University (2)	University of Andrews - Scotland, UK (1)	Washington & Jefferson College (1)
Kalamazoo College (1)	University of California, Davis (1)	Willamette University (1)
Kent State University (1)	University of California, Irvine (3)	
Lawrence College (1)		
Macalester College (1)		
Marquette University (1)		
Miami University (1)		
Michigan State University (6)		
Muhlenberg College (3)		

The YCID Learner Profile

Through learning, activities, and practices tied to five core Western values and five core, Chinese values make up our YCID Learner Profile. The profile inspires students and staff with a powerful guide for holistic academic, personal, and community development.

<p>YCID’s mission is “to help all students to develop their skills, knowledge, character and well-being to thrive in western universities and beyond as leaders in the global community.” by encouraging <u>students and staff</u> to be:</p>	
<p>Cross-cultural 跨文化的</p>	<p>We understand ourselves as part of a global community, redefining the concept of “the other.” We are accepting of all people, seeing commonalities before differences, and our differences as opportunities to learn and develop unique bonds and ideas together. We are adaptable to different cultures, bringing a spirit of curiosity and desire to connect and share wherever we go.</p>
<p>Loving 爱</p>	<p>We are individuals and a community that ask: “How can I help?” We practice compassion and empathy. We see love as a powerful force for good, and thus consider how to apply loving behavior and attitude toward positive change, growth and wellbeing for ourselves to the societal level.</p>
<p>Collaborative 团结协作</p>	<p>We recognize the essential value of working together to solve problems or to be cleverly inventive, and practice methods and strategies for effective teamwork. We support each other towards academic and life goals. Internationally, we understand complex challenges can only be solved when people of diverse ideas, skills, and backgrounds come together.</p>
<p>Honest 信</p>	<p>We practice integrity and ethical conduct. If we make mistakes in this effort, we take responsibility and reflect so that we might improve our character. We are transparent and trustworthy, knowing it is essential to healthy and strong human relationships.</p>
<p>Independent 独立</p>	<p>We formulate our ideas understanding a freethinking mind as fundamental to our personalities and human progress. We take on new responsibilities and leadership roles to best contribute to our personal growth and the local to global community. We self-advocate for our education, justice and towards our thoughtful definitions of success.</p>
<p>Critical thinkers 辩</p>	<p>We consider, discuss and understand our own and others' perspectives. We search, ask and argue for various ways to answer questions and solve problems. We maintain open minds to new information, valuing evolving opinions and thought processes rather than always drawing conclusions.</p>
<p>Communicators 交流</p>	<p>We communicate ideas skillfully as speakers or presenters, performance or visual artists. We also understand listening and inquiry as fundamental to learning and communication and practice giving careful attention and asking questions to connect, discover and effectively work with others.</p>
<p>Hard-working 勤</p>	<p>We believe that a diligent work ethic is essential to personal and social progress and that motivation for it should come from a sense of purpose towards worthy personal goals or organizational missions. We work hard while balancing with leisure, fun, and celebration to maintain our holistic health and motivation as individuals and community.</p>
<p>Creative 创新</p>	<p>We support creative endeavors of staff and students, providing opportunities for expression of unique ideas and talents. We encourage each other to find innovative solutions to problems to social, environmental or technical difficulties, and embrace and promote all forms of expression.</p>
<p>Mindful 思</p>	<p>We are mindful of our surroundings and ourselves. We are not reactionary but reflective before acting because we practice awareness, equanimity, and conscientiousness. We seek ways to be harmonious with our environment and those around us so that all beings’ lives might be more peaceful.</p>

Our YCID profile and principles were developed by the YCID students, staff and community in 2014; reviewed and revised each year.