

Shenzhen YuCai High School – International Department (YCID)

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2015 – 2016 SCHOOL PROFILE

Member of National Association for College Admissions Counseling

YCID Contacts

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The YCID motto: Greatness through Knowledge, Integrity and Innovation

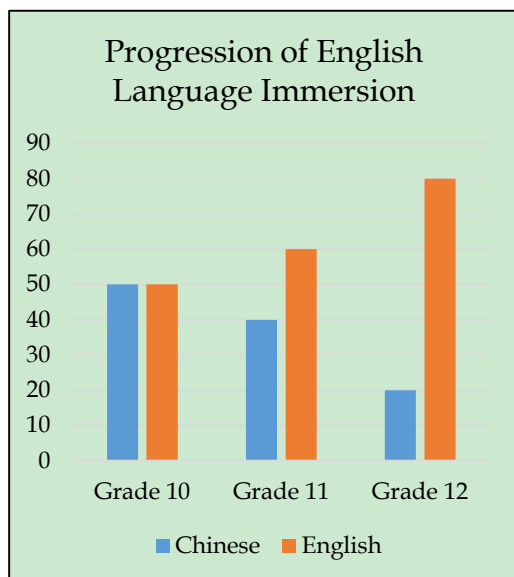
YCID began in 2012 as a new academy within Shenzhen YuCai High following a mandate to assist faculty with international education pedagogy and to prepare students and families considering international universities for their college education while completing their diplomas in the Chinese public school. Our current 12th grade students represent YCID's third graduating class. YCID is committed 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 research and navigate the application process to attend international universities. The motto of 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 the purpose of change and improving the human condition; learning in environments ranging from our classrooms, to student-maintained organic gardens, and in our annual formal dialogues with peer students from other nations around contemporary world issues. Thus students are provided an environment to strengthen Chinese identity while simultaneously 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 comprised of standard Chinese national core courses and college preparatory courses taught completely in English by Great Books-certified faculty and teachers holding 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 concrete knowledge in their outstanding Chinese national core curricula. Students learn to engage in and contribute to a lively, creative process of shared inquiry using original texts and a Socratic method of classroom participation. The teacher acts as a skilled leader who guides the students to their own individual conclusions about the text in the process of 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 Grade 10 and 11 and students can receive their diplomas at the end of junior year or the 1st semester of the senior year.

Student Body

YuCai High Students:

Grade 10 – 419

Grade 11 – 413

Grade 12 – 318

International Dept.

Grade 10 – 60 *

Grade 11 – 25

Grade 12 – 26

**Grade 10 is a newly integrated teaching model within YuCai High School, located in Shenzhen's Free Trade Zone (FTZ).*

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. 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 with an emphasis on 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	Pass/fail. Required course. Test preparation for ACT/SAT/TOEFL; SAT novels
College and Career Readiness	✓		3	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

*In cooperation with the Great Books Foundation - Chicago

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

Course Instructed in English Grade Conversion Chart

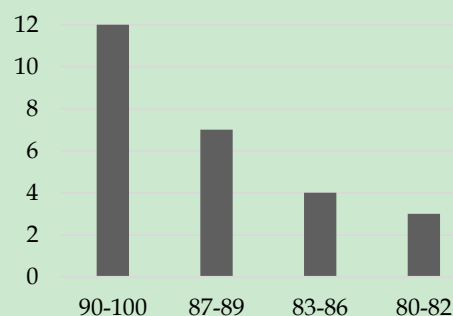
100-97 A+ 4.0	89-87 B+ 3.3	79-77 C+ 2.3	69-67 D+ 1.3	59-0 F 0.0
96-93 A 4.0	86-83 B 3	76-73 C 2.0	66-65 D 1	
92-90 A- 3.7	82-80 B- 2.7	72-70 C- 1.7	64-60 D- 0.7	

Course Instructed in Chinese Grade Conversion Chart

100-97 A+ 4.0	89-87 B+ 3.6-3.3	79-77 C+ 2.8-2.3	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	

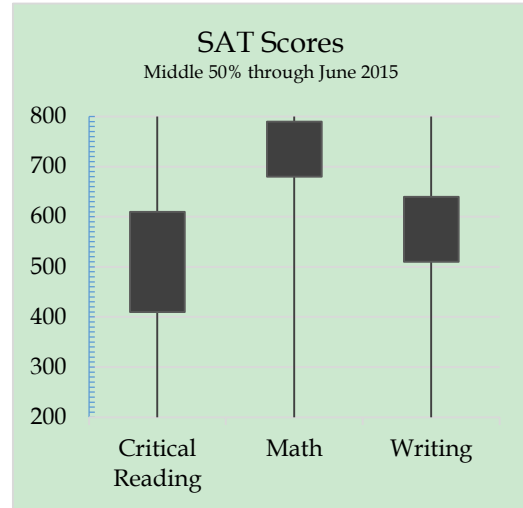
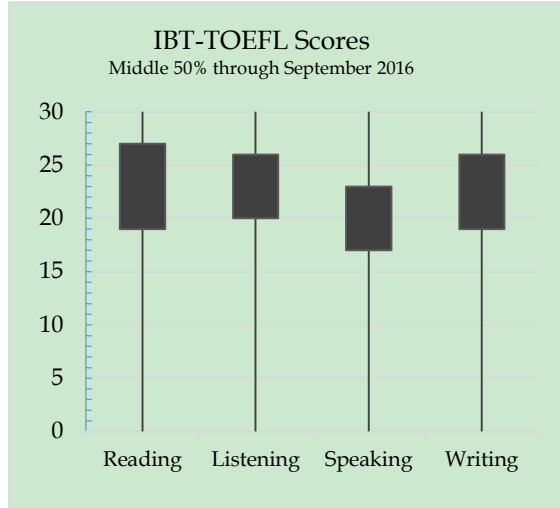
YCID-Only (26 students) GPA Distribution

GPAs Calculated through June 2015



Class of 2016 Self-Reported Standardized Test Results

YCID is applying for a CEEB code and cannot receive scores directly from the College Board. Students personally present their official score reports to our college Counselor and Placement Director.



YCID Unique Programs

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 as 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 own personal statements and college essays and we encourage them not to use outside agents. This course lasts all three years and fulfills requirements for western sex education and other important 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 extraordinary internship program cooperating with 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.

The Dragon & Eagles Dialogues - YCID's 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.

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 world-wide, 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 relationships with strong commitment in the communities.

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

College Acceptances and Matriculations Graduated Classes of 2014 and 2015

The classes of 2014 and 2015 had a combined total of 43 students. All listed institutions accepted a YCID student. Multiple acceptances are listed in parentheses (#). Members of the classes of 2014 and 2015 attended the bold-faced institutions.

American University (1)	Skidmore College (1)
Arizona State University (1)	State University of New York (1)
Bard College (1)	Syracuse University (2)
Beloit College (1)	The George Washington University (1)
Birmingham-Southern College (1)	The Pennsylvania State University (1)
Boston University (1)	The University of Sydney (1)
Case Western Reserve University (2)	The University of Melbourne (1)
College of San Mateo (1)	University of Andrews – Scotland, UK (1)
Colorado School of Mines (1)	University of California, Davis (1)
Connecticut College (1)	University of California, Irvine (2)
Cornell College (1)	University of California, Riverside (1)
DePauw University (1)	University of California, Santa Cruz (1)
Drexel University (2)	University of California, San Diego (2)
Emory University (1)	University of Connecticut (3)
Emerson College (1)	University of Dayton (2)
Fordham University (5)	University of Denver (1)
Gettysburg College (3)	University of Delaware (1)
Hobart and William Smith College (1)	University of Houston (1)
Illinois Wesleyan University (1)	University of Illinois at Urbana-Champaign (4)
Indiana University, Bloomington (4)	University of Iowa (4)
Iowa State University (1)	University of Kansas (2)
Kalamazoo College (1)	University of Miami (4)
Kent State University (1)	University of Minnesota (1)
Michigan State University (2)	University of Montana (1)
Muhlenberg College (1)	University of Oregon (2)
New School of the Art Institute of Chicago (1)	University of Pittsburgh (2)
North Carolina State University (2)	University of Tulsa (1)
Northeastern University (1)	University of Washington-Seattle (3)
Ohio State University (3)	University of Wisconsin, Madison (2)
Otis College of Art and Design (1)	Virginia Polytechnic Institute State University (3)
Purdue University (1)	Wake Forest University (2)
Portland State University (1)	Washington and Jefferson College (1)
Redlands University (1)	
Rochester Institute of Technology (1)	
Rutgers, The State University of New Jersey (1)	

The YCID Learner Profile

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

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 students and staff to be:

Cross-cultural 跨文化的	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.
Loving 爱	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.
Collaborative 团结协作	We recognize the 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.
Honest 信	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.
Independent 独立	We formulate our own 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 own growth and the local to global community. We self-advocate for our own education, justice and towards our own definitions of success.
Critical thinkers 辩	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 over drawing conclusions.
Communicators 交流	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.
Hard-working 勤	We believe working diligently is essential to personal and social progress, and that motivation for it should come from a sense of purpose towards respectable 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 a community.
Creative 创新	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 problems, and embrace and encourage all forms of expression.
Mindful 思	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.