HKCCCU Logos Academy
香港華人基督教聯會真道書院

Globalized Whole-person Development *-The Logos Curriculum*

The HKCCCU Logos Academy has been an IB World School since April 2011.
Apart from the IB Diploma Programme, it also offers the HKDSE course.

Globalized Whole-person Development

-The Logos Curriculum

Core Curriculum

Academic Disciplines

Life Enriching Experiences

Core Curriculum

Founded on the truth of the Bible, HKCCCU Logos Academy aspires to become a unique school of character with the aims to provide quality education for our students and to nurture future leaders with a global outlook and a cheerful disposition. We aim at developing inquiring, knowledgeable, balanced, caring, morally autonomous and globally-minded whole persons who possess good values, positive attitude, international perspectives, self-directed learning capacity and a passion to excel.

These qualities are to be developed through balanced education in six important dimensions of human virtues, namely, spiritual, moral, intellectual, aesthetic, physical and social. The holistic education programme is implemented through a coherent and challenging eleven-year through-train integrated primary- secondary school curriculum.

The school believes that "the heart of education is education of the heart" and places significant emphasis on the recruitment and development of well-qualified and highly professional staff who all have a heart in education, love for children, a student-centred philosophy, a strong commitment in professional development and an international mindset.

Founded since 2002, HKCCCU Logos Academy operates as a "Direct Subsidy Scheme" school. Under this mode of operation, the Academy makes full use of the flexibility given and engineers a unique, broad and balanced eleven-year curriculum coherent with the students' psychological and cognitive development. The through-train system in Logos Academy establishes a long-term teacher and student relationship, which minimizes the disruption and readjustment that most Hong Kong students have to face in the transition from primary to secondary education. The Logos curriculum consists of three stages — the Foundation Stage (2 years), the Development Stage (5 years) and the Mastery Stage (4 years), each with its unique and complementary characteristics.

IB Diploma Programme

HKDSE Programme

Mastery Stage

Development Stage

Foundation Stage

Foundation Stage

The Foundation Stage (FS) is a two-year stage which aims to cultivate motivation for and pleasure in learning. The design of the curriculum takes full account of the development of students' multiple intelligences, which cover the linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, intra-personal, inter-personal and naturalistic aspects in terms of knowledge, skills and attitude. Students participate in activities that develop and strengthen their faculties of thinking, expressing, creating and organising. Taking departure from subject-based study in traditional schools, thematic learning activities encourage students to integrate knowledge and their own experience.

Our curriculum encourages curiosity and self-motivated learning — it stimulates students to take initiatives and explore the world. During the process of learning and teaching, continuous assessments of students' learning abilities and progresses will be conducted. The assessments will provide timely evaluation as well as informative feedback for students, teachers and parents. With this, the possible undesirable psychological impact of traditional tests and dictations could be minimized.

For some subjects, there are no traditional textbooks for students. Instead, carefully selected authentic and interesting materials will be used. The school has fully utilized telecommunication systems in learning, teaching and administration. In addition to conventional writing exercises, students will learn to complete assignments on the web. Students will also learn to access related reference materials in both Chinese and English. They will be using Putonghua and English as they participate in different learning sessions and activities. With Chinese culture as the basis, the school will systematically facilitate multicultural encounters for our students so as to increase their exposure to other cultures.

Development Stage

The Development Stage (DS) is a significant five-year stage in the eleven-year curriculum. The main purpose is to foster and strengthen students' abilities for life-long learning, to enable students to discover and develop their strengths and to prepare them for pre-university studies. The areas of study will include: Languages, Mathematics, Natural Sciences, Social Sciences, Information Technology, Art, Music, Media, Family Life Education, Religious Studies and Physical/Health Education. In these areas, students grasp related knowledge, cultivate different skills, acquire broad perspectives and establish the right value systems.

Learning and teaching will sometimes take place outside classrooms. This includes field trips as well as overseas study trips during long holidays. The course of study is more demanding at this stage. Some learning and teaching materials will be stored electronically for students' easy access, downloading and exchange. Working on different projects and assignments will help students handle pressure and learn time-management skills. Project-based learning and projects will require students to collaborate with team-mates, and to report their progress to teachers. The school will also provide opportunities for students to perform in public. Through their participation in debates, public speaking, choral speaking, dancing, musical performances and theatrical performances, students will acquire confidence in front of audience. Besides, the school will encourage students to take part in various public contests so that they can accumulate experiences and have their horizons broadened.

Mastery Stage

The Mastery Stage (MS) is a four-year stage. With rigorous training leading to this stage, students are expected to show the ability to consolidate and integrate what they have learned and make preparations for competitive university entrance examinations.

Concurrently, they have plenty opportunities to further develop their leadership skills in becoming executive members in clubs, societies or the student union. In the first two years of this stage, students will follow an integrated curriculum which bears the main overlapping features of the Hong Kong Diploma of Secondary Education (HKDSE) and International Baccalaureate Diploma Programme (IBDP) curricula. In the last two years, some students will follow the HKDSE curriculum with the aim to fulfil the matriculation requirements for entering the local universities in Hong Kong. Others will enrol in the highly esteemed IB Diploma Programme and prepare to participate in the IBDP examination. Students with outstanding results in these public examinations will enter local or overseas universities of their choices.

HKDSE Programme

Students following the Hong Kong Diploma of Secondary Education (HKDSE) curriculum will be required to study four core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) plus two to three electives from a great variety of subject choices including Physics, Chemistry, Biology, Economics, Geography, Information and Communication Technology, Music, Visual Arts, History, Chinese History, Chinese Literature, Literature in English, Business, Accounting and Financial Studies as well as the Extended Modules of Mathematics.

The Academy believes in all-rounded education and has always been encouraging students to participate in a wide range of extra-curricular activities so that they can learn beyond classroom settings and after formal school hours.

Apart from being an integral part of our school life, these activities will also contribute to the requirement of the "Other Learning Experiences" (OLE) in the HKDSE curriculum.

Internal continuous assessment strategies have been employed in the earlier stages of our curriculum as diagnostic tools to assess students' academic performance. The experiences and skills acquired are invaluable in fulfilling the requirement of "School Based Assessment" (SBA) in the HKDSE curriculum.

IB Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is the alternative curriculum of senior secondary education offered by Logos. It complies with the requirements of International Baccalaureate Organization (IBO), a recognized diploma examination well acclaimed by local and overseas universities.

The IBDP curriculum contains six subject groups together with the "Core", namely, the Extended Essay (EE); Theory of Knowledge (TOK); and Creativity, Action, Service (CAS). The six subject groups are:

Group 1: Studies in Language and Literature
Group 2: Language Acquisition
Group 3: Individuals and Societies
Group 4: Sciences
Group 5: Mathematics
Group 6: The Arts

To receive all-rounded education, students need to select one subject from each Group in principle (alternatively, an additional Group 3 or Group 4 subject may be chosen instead of selecting a Group 6 subject). In Logos, all students will study Chinese in Group 1, English in Group 2, and Mathematics in Group 5. Biology, Chemistry, Computer Science and Physics are offered as Sciences in Group 4. Group 3 subjects include Economics, Geography, Psychology as well as History. Music and Visual Arts are offered in Group 6. Normally three subjects are studied at higher level (240 teaching hours), and the remaining three subjects at standard level (150 teaching hours).

The core of the IBDP curriculum comprises CAS, EE and TOK. CAS requires students to initiate numerous projects and act. EE requires students to have an in-depth academic study in one subject, supervised by a teacher specialized in that area, of their academic interests.

TOK requires students to appreciate the richness and interconnection of knowledge in different disciplines through a lot of questions and reflections. Subjects from the six groups contain both External Assessment and Internal Assessment of various weighting. Students are required to write a lot of essays and express ideas in English. Good time management is a key to success.

The learning and teaching approaches in the IB programme in Logos Academy follow closely the missions stipulated by the IBO. Students in the IB stream strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The IBDP encourages students to ask challenging questions, learn how to learn, develop a strong sense of their own identity and culture, and develop the ability to communicate and understand people from other countries and cultures.

Language Provision

Language development is a very important aspect of students' education and is accorded to a high priority in the Academy. It is the basis for the acquisition of knowledge, development of high order thinking, as well as the construction and fine-tuning of an individual's personal knowledge, insights and values.

Language development should not be confined to simply the development of communicative skills such as listening, speaking, reading and writing, but should be perceived as a comprehensive development of a person's linguistic and literary competence in a three-level development framework; namely,

(1) the development of effective communication skills (language);
(2) the in-depth study of a culture in which that language is rooted (culture); and
(3) the artistic appreciation of the wonders and elegance of the language (literature).

The "cultural root" of a person firmly lies in its mother tongue. Given that nearly all students in Logos are of Chinese ethnic origin, students in the Academy should master the written form of Chinese, the mother tongue language. Students should also master in Putonghua, the national spoken language, as well as the local dialect of Cantonese, the most commonly verbal communication among Hong Kong people.

To broaden students' horizons in both language use and their knowledge of different cultures in the world, all Logos students should acquire proficiency in English as a second language. As future global citizens, students should master this international language for appropriate interactions with native speakers of the language to develop intercultural understanding and respect, for developing understanding of cultures of nations using the language, for expanding their understanding of the richness and elegance of languages as well as for comparing and contrasting the specific characteristics of at least two distinctly different languages.

As an international language, English also provides a gateway for students to expand their knowledge and to broaden their horizons to the international body of knowledge. An English-rich environment is established for students to learn the language effectively both in and outside the classroom.

With all these important rationales in mind, the Logos Language Policy requires students to be actively engaged in the study of these two languages from the very first year of the Foundation Stage, developing their capabilities to use them for self-directed learning throughout the course of study at different stages, and in particular utilizing English in the study of the IBDP or HKDSE programme in the latest years of the Logos curriculum.

Suitable resources and practices are established in Logos Academy in terms of language provisions. The gradual increase in the use of English and Putonghua in the primary years ensures that students can speak fluent English and Putonghua when they start their secondary education. In the secondary campus, the "English as the Medium of Instruction" (EMI) policy is implemented in order to furnish a natural language environment for students to communicate using the international language. A language laboratory stationed in the secondary campus is fully equipped with interactive instruments to facilitate the acquisition of spoken languages in a self-learning mode.

The more challenging "Language and Literature" options are offered in both Chinese and English for HKDSE as well as IBDP to offer interested students the opportunity of studying the artistic appreciation of language through the study of literature.

Through these provisions, the language development of students in Logos is catered for comprehensively.

Assessment Practices

Curriculum, learning, teaching and assessment are inter-related; assessment serves as an important measure to determine the effectiveness of the implementation of the curriculum and must be treated as an integral part of the learning and teaching cycle.

Assessment is the practice of collecting evidence of student learning and used as a mechanism of communication for providing feedback to students, teachers and parents. The purpose of assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Therefore, assessment has to be structured to align with the curriculum design, learning progression and specific learning objectives.

At Logos Academy, different modes are adopted to assess the various goals of learning in contemporary education. Assessment activities are designed with a comprehensive approach in mind. Students are assessed not only on the lower order cognitive abilities such as recall, comprehension and application but also on their higher order cognitive abilities such as analysis, synthesis and evaluation. Emphasis is also placed on the acquisition and assessment of generic skills of the 21st Century including problem-solving, creativity and critical thinking. Assessment data are collected and analyzed to identify patterns of student performance with the purpose of modifying teaching to better address the diversity of learning needs.

Formative assessment is regarded as an important strategy at Logos. It serves two major purposes, namely assessment for learning and assessment as learning.

Assessment for Learning: it integrates assessment into learning and teaching, and serves as a diagnostic tool to help students' learning. It enables students to understand what they are learning, what they have attained, and what is expected of them. It focuses more on developing, instead of only evaluating, students' knowledge and understanding in an ongoing and dynamic manner. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

Assessment as Learning: students have to play an active role by looking at their own work critically through discussions of assessment findings with teachers, and engage in meaningful self-assessments and reflections. Other proven effective formative assessment practices such as peer evaluation are also used in a regular way. The use of IT for classroom-based and home-based self-assessment is utilized.

Summative assessment is often referred to as Assessment of Learning. There are two formal summative assessments normally in the form of term-end examinations for each level in the Academy with the exception of Mastery Stage Year 4, the pre-university year. These assessments serve to determine the level of achievement of a student at certain important stages during a course of study. Students' holistic understanding of the course work is normally assessed in an integrated way.

Assessment marks in Logos Academy come from two major components referred to as "Continuous Assessment Mark" and "Summative Assessment Mark". Summative assessment marks for most subjects are obtained from the two formal summative assessments, one at the end of the Second Term and another at the end of the Forth Term of an academic year. These will amount to 40% of the year total score for the primary years of study. The weighting of the summative component increases from 50% to 75% as students progress through their secondary years. This reflects the increasing importance of summative assessments as students are moving closer towards the final stage of secondary education which ends with the high-stake public examination, which itself is a highly summative process.

The Academy believes that continuous effort is the key to success in any course of study. In order to recognize the importance of continuous effort in the pursuit of academic excellence throughout the five terms of each academic year, 60% of the year-total mark is allocated to continuous assessment for the primary years of study when students are building up their habits of and attitude towards study. Although the summative component is increasingly influential in the secondary years, the continuous component will remain with no less than 25% of the total weighting. For some subjects, continuous assessment may include relevant formative and regular summative assessments (quizzes and tests) conducted during term time.

Homework is an important component of the learning process. It serves to reinforce and consolidate the work covered in class, help teachers acquire a full understanding of the effectiveness of learning and form the basis of direct individualized feedback from teachers to students. Thus, it makes significant contribution to the enhancement of learning effectiveness. As such, homework assignments including long-term projects become effective formative assessment tools and often contribute towards the continuous marks in many subjects. More importantly, it helps students develop important values such as responsibility and habits of self-learning, self-discipline and self-management. It is an indispensible means of developing the student into an independent learner capable of learning to learn.

Through different effective means of assessment, the learning progress of students in Logos Academy can be closely monitored and their learning needs can be properly addressed.

Academic Disciplines


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ucation
Sciences
Religious Studies
Visual Arts
Physical Education
English Literature
中國文學
Music
Media Education
Humanities
中國語文
English Language
Information Technology
Mathematics

中 國 語 文

母語是最重要的溝通工具，也是民族文化的重要組成部分；作為學習母語的科目，中國語文科課程要均衡兼顧語文的工具性和人文性。本校秉持以學生為本的教學宗旨，配合多元化的學習活動，全面提高學生在讀、寫、聽、講四方面的語文素養，激勵學生通過自主探究，學會鑑賞各類古今中外文學作品，從而傳承中華民族文化，理解並尊重世界其他民族的多元文化，進而培養其成為勤學好問、慎思明辨、知識淵博、富有愛心、具有普世價值觀的年輕人，為開創更美好、更和平的世界貢獻力量。

課 程 概 覽

基礎階段

真道書院小學部自編的中國語文教材，以優質的文章為學生鋪墊語文基礎，輔以「三字經」和「弟子規」等中國傳統經典，在教導學生語文的同時，亦教導學生做人的本分，傳承中國傳統的美德。為培養語感，上中國語文課前朗讀課文，是真道基礎階段的特色。

在基礎階段，孩子們浸淫在粵語和普通話的學習環境中，閱讀、聆聽粵語和普通話的故事和詩文，學習用正確的筆順書寫漢字，用粵語有條理地表達意念，用標準的普通話朗誦詩文。本階段以培養學生良好的學習習慣為主，並樂於閱讀為目標。為了提高學習興趣，中文科更會舉辦不同的語文活動，例如：中文週、普通話天地、書展等，讓學生寓學習於遊戲中。

拓展階段

拓展階段一至三年級為初小至高小階段，教學語言由粵語過渡到完全使用普通話，讓學生循序漸進地運用粵語及普通話表情達意。課程方面，除了以中港台的名家名篇作為指定教材外，也加入了文言短文及論語精選，讓學生從中學習遣詞用字的精妙之處，體會中華文化的博大精深。在語文運用方面，本階段有意提高學生的創作能力，課堂中利用不同的互動教學策略，鼓勵學生進行舊曲新詞及小說創作等創意活動，讓學生樂於寫、認真寫。除此以外，透過跨學科探究式主題學習，擴闊學生在聽、說、讀、寫的應用層面，培養他們理解、分析及鑑賞的能力，建構語文知識，學會學習。

拓展階段四至五年級為小學課程過渡至初中課程的重要階段，本校自編校本銜接教材，提供程度適切而富有特色的學習材料，為學生日後語文學習打好學習基礎。另外，課程除了提高學生理解、賞析文意，更著重學生靈活運用語文的能力，同時提高學生自學語文的興趣，加強語文審美意趣等，均為此階段課程的特色。因此，本階段加強課外閱讀，以指定閱讀書目及不同型式的閱讀活動，培養學生良好的閱讀習慣。

為照顧不同學習需要的學生，本階段會按同學的學習需要，於特定班別進行小組形式教學，減少教師與學生的比例，使教師設計更具針對性的教學活動和富趣味的課業，有需要時以電子學習工具作輔助，讓同學樂於學習、易於吸收語文知識，提昇語文素養，為進入通達階段作好準備。

通達階段

通達階段共四年，一至二年級為高中課程的準備，課程以提昇語文能力為主，亦著重加強學生對中國文學及文化的認識，使學生具備修讀本地文憑課程或國際文憑課程的能力。

通達階段三年級、四年級同時開設本地課程（香港中學文憑課程）及海外課程（國際預科文憑課程）。

香港中學文憑課程

為協助學生應付公開試，著重提升學生的閱讀深度，培養學生以讀帶寫，多讀多寫，訓練學生建構閱讀生活，提昇高階思維與審美意趣，同時以選修單元、辯論活動、文學散步、語文講座及增潤課程等不同型式的教學活動，豐富學生的學習歷程。

此外，為提昇學生應試策略，本校邀請校外導師主持寫作班、參加「聯校小組討論活動」、針對不同能力學生的需要於課餘進行增潤課程，或邀請教育署有關人士及校外導師蒞校指導應試策略等。

學與教

國際預科文憑課程

國際預科文憑課程方面，目前開設有第一組語言A：語言及文學課程　。學生可按語文能力及興趣選讀高級程度或普通程度。

此課程著重培養學生創造力、交流能力，使學生能清晰地表達個人觀點及感受。我們以小組教學的模式，在兩年的文憑課程學習中，研讀古今中外經典文學作品以及各類型的篇章，並結合現實生活探討精彩的語言現象。務求使學生從多層面、多角度審視不同的文學、語言文本，進而了解、欣賞和接納不同時代、地域的文化, 成為具國際視野與開放襟懷的現代人才。

語文課程的學與教策略靈活多變，並適時更新以提高效能。以下數項為本校主要策略：

- 以學生為本：教學內容實用及趣味並重。低年級鼓勵學生多嘗試多參與，並會按學生的學習效能，進行小組式教學；高年級透過不同教學設計有系統地幫助學生面對公開試。
- 剪裁課程：按學生需要融合跨地域優秀課程，讓學生兼修並蓄，含英咀華。
- 啟發思考：課堂重視互動，鼓勵學生勤於思考，敢於發問，在培養創意的同時，也著重恰如其分地傳情達意，成為一個獨立思考的知識探究者。
- 培養閱讀興趣：老師在各級選定不同的中西名著，讓學生廣泛閱讀文學瑰寶，培養語文素養。
- 重視雙語教學：我們重視學生能靈活運用雙語（粵語、普通話），從初小即為雙語施教打穩基礎，加強學生競爭力。
- 電子學習：老師適時加入電子教學，讓學生體驗多元的學習模式，亦會在課堂外提供延伸學習材料，鼓勵學生建立自學習慣。
- 重視品德情意的培養：教學除訓練語文與思維能力外，同時亦美化心靈，以趣引情，以情促知，進而自我反思，培養積極的人生態度。

English Language

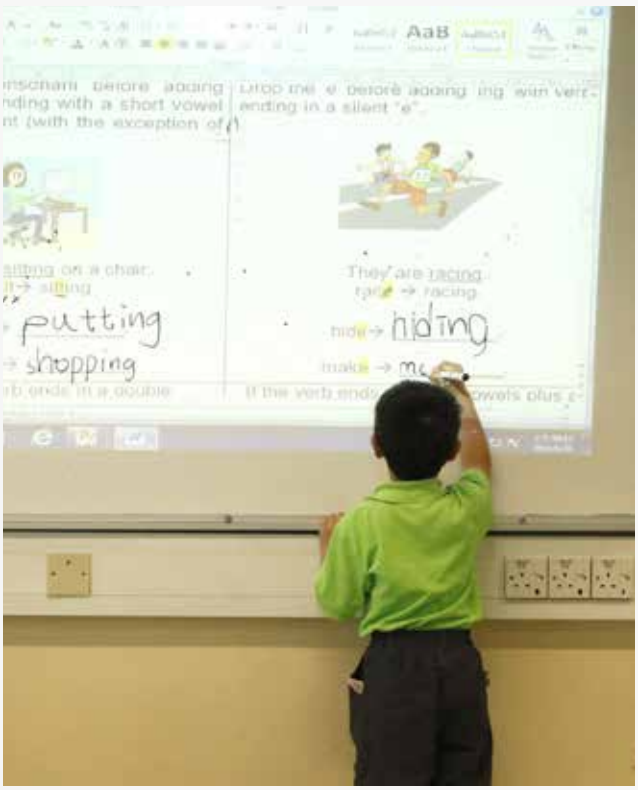
The English curriculum in Logos adopts a constructivist and student-centered learning approach. We nurture students to become passionate, positive and proactive language learners and encourage them to appreciate the beauty of language and the diversity of cultures. We also enable students to express themselves and communicate with others effectively and appropriately through the development of reading, writing, listening and speaking skills. We guide students to discover and acquire the knowledge of English, thereby facilitating them to build a strong foundation that enables them to become effective communicators for further study, work and pleasure.

Furthermore, our curriculum provides an integrated approach to the development of English language skills and appreciation of literature in English. These integrated components are learned best through comprehensive range of activities inside and outside the classroom. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. As students advance through the grades, they are also able to understand, enjoy and appreciate literary or creative works in English by writers from different cultures.

Curriculum Focus

Foundation Stage

In this stage, we focus on arousing students' interests and passion in their understanding of English language, as well as laying a solid foundation of phonics and vocabulary. Students are able to know basic rules and forms of the language and apply such knowledge to purposeful communication in real-life or simulated situations. They learn language skills to decode with messages and texts of different kinds on elementary English and carry out simple tasks successfully. We also encourage students to be actively engaged in the use of the four macro skills, reading, writing, listening and speaking under the strands of interpersonal, knowledge and experience.



Development Stage

In this stage, we focus on students' basic competency in using language to express ideas through spoken and written forms. Students' exposure to English is enriched through extensive reading of different text types. We develop students' independent learning ability, confidence, risk-taking and creativity in the use of English, as well as to manage and evaluate their own learning. They acquire higher level generic skills such as communication skills, creativity, critical thinking and problem solving skills in this stage. These prepare them for learning other subjects in English at the MS level.

Mastery Stage

In this stage, we focus on nurturing students' critical thinking skills and the ability to respond to a wide range of texts, both spoken and written, appropriately. Through a consistent engagement with a rich selection of the most appropriate literature to their stage of development, it provides them with unique and striking glimpses into aspects of the human experience, ultimately shaping our students to be literate and responsible global citizens.

HKDSE Curriculum

The curriculum framework for HKDSE English Language focuses on the learning and use of language skills (reading, writing, listening and speaking), grammar structures and communicative functions, vocabulary, and text-types through exploring different themes in different contexts by means of a wide variety of approaches and activities. The curriculum aims to broaden students' learning experience through providing a range of modules and contexts for students to reinforce and apply the English language skills and knowledge they have acquired. The curriculum provides learners with learning experiences to increase their language proficiency for study, work, leisure and personal enrichment and develop their knowledge, skills, values and attitudes so as to enhance their personal and intellectual development, cultural understanding and global competitiveness.

The assessment consists of a public examination component (Paper 1: Reading; Paper 2: Writing; Paper 3: Listening & Integrated Skills; and Paper 4: Speaking) and a school-based assessment component. The school-based assessment component comprises group interaction and individual presentation based on the texts students have read/viewed and the modules in the Elective Part of the curriculum.

IBDP Curriculum

Aligned with our education philosophy, the International Baccalaureate (IB) English B (Higher Level) program offered at our school enables students to develop mastery of language skills and intercultural understanding.

Students are engaged in the study of a range of written and spoken materials on various topics, ranging from everyday oral exchanges to literary texts. We hope to advance their receptive, productive and interactive skills, as well as to expand their linguistic resources. In addition to being a language acquisition curriculum, English B raises students' awareness of the cultures of the Anglophone world. Through the study of texts and through social interaction, it encourages students to appreciate the perspectives of people from the Anglophone world, which guides them to develop an understanding of cultural diversity and in turn to reflect on their own culture.

At the end of the IB English B course, students are expected to understand, express and respond to a range of complex ideas with accuracy and fluency. They will be able to communicate effectively in English, with strong linguistic competence and intercultural understanding, which paves the way for their becoming a truly global-minded person.

Learning and Teaching

Approaches to Teaching

1.TEACHING BASED ON INQUIRY

Teachers will engage students in problem-based learning where learners propose solutions to a real-world problem that is presented in an open-ended manner.

2.TEACHING FOCUSED ON CONCEPTUAL UNDERSTANDING

Through engagement with themes, it can help learners understand why they are exploring a language item.

3.TEACHING DEVELOPED IN LOCAL AND GLOBAL CONTEXTS

Learners engage in teaching that focuses on the link between English and them as Hong Kongers as well as how English can connect people all over the globe.

4.TEACHING FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION

Teachers will employ teaching techniques that promote teamwork and collaboration (Student to student AND teacher to student).

5.TEACHING DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS

Teachers will design learning experiences that allow students of a range of needs to meet their learning objectives.

6.TEACHING INFORMED BY ASSESSMENT (FORMATIVE AND SUMMATIVE)

Teachers acquire information that can be used as feedback to modify teaching and learning activities. Through summative assessments, teachers will measure the effectiveness of learning.

Approaches to Learning

1.THINKING SKILLS

Students will develop a body of thinking skills that could include, but is not limited to, metacognition, reflection, critical thinking, creative thinking etc.

2.RESEARCH SKILLS

Students will be given opportunities to research authentic sources to explore questions so they can expand their linguistic and intercultural knowledge.

3. COMMUNICATION SKILLS

Effective communication entails: interpretation and negotiation of meaning; coherent exchange of ideas; and the ability to inform, narrate, explain, persuade and argue to variety of audiences in different contexts.

4.SOCIAL SKILLS

Students will learn to be adept at both peer-related and adult-related social communication and behaviour.

5.SELF MANAGEMENT SKILLS

Students will set their own goals and reflect on their progress as they develop and improve their linguistic and cultural competence.

Mathematics

Mathematics is essential for everyone to become a responsible citizen in the modern age, a skillful worker in the dynamic society or a professional in a specific field. Modern information technology like computers has led to innovations in mathematics education in the past decade. The aims of the Mathematics curriculum in Logos are to develop our next generation's knowledge, skills, concepts, confidence and interest in mathematics and to enable them to master and further develop core competence, such as numeracy, logical reasoning, communication and problem solving throughout their lifetime. It is designed so that mathematics learning progresses from concrete to abstract with adequate prior experience preceding formal treatment.

Curriculum Focus

Foundation Stage

In this stage, the curriculum is designed to introduce to students the basic knowledge in mathematics according to their cognitive development, experiences and interests through various kinds of mathematical activities with a view to stimulate and cultivate their interest and motivation in learning mathematics. Basic mathematical terms, operations and basic properties of shapes are introduced using authentic materials and daily life examples. Through meticulously designed activities, students are provided with opportunities to expose themselves to the experience of learning mathematics, which would be beneficial to them in further learning.

Development Stage

In this stage, the curriculum is designed to foster and strengthen students' abilities in mathematics. Mathematical concepts, structures and properties are introduced to develop students' number sense, spatial sense, enabling students to appreciate intrinsic patterns and structures of numbers, space and shapes. Through more learning activities like projects and assignments, students will develop creativity, abilities to think, communicate and solve problems. In addition, group-based projects provide opportunities for students to work collaboratively with peers and appreciate the significance of cooperation through team work.

Mastery Stage

In this stage, the curriculum is designed to provide students a more rigourous treatment in mathematics. It aims to enable students to confidently cope with the mathematics required in their future studies, workplaces or daily life in a technological and information-rich society. In addition, the curriculum helps students develop the ability to conceptualize, inquire, reason and communicate mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts. Furthermore, students will acquire a positive attitude towards mathematics and the capability in appreciating the aesthetic nature and cultural aspect of mathematics.

The MS1-MS2 curriculum integrates the knowledge students have acquired in the previous stages to prepare for either the Hong Kong Diploma of Secondary Education (HKDSE) Examination or the International Baccalaureate Diploma Programme (IBDP) Examination.

HKDSE Curriculum

The HKDSE Mathematics Curriculum is a three-year (MS2-MS4) curriculum comprising a Compulsory Part and an Extended Part, the latter providing two modules, Module 1 (Calculus and Statistics) and Module 2 (Algebra and Calculus).

The Compulsory Part serves as a foundation for all students and at the same time provides the flexibility to cater for the diverse needs of individual students.

Module 1 (Calculus and Statistics) focuses on statistics and the applications of mathematics, and is designed for students who will be involved in study and work which demands a wider knowledge and deeper understanding of the applications of mathematics, in particular, statistics.

Module 2 (Algebra and Calculus) focuses on mathematics in depth and aims to cater for students who will be involved in a mathematics-related discipline or career.

Students may take one of the following in the HKDSE Mathematics Examination:

1. Compulsory Part only
2. Compulsory Part and Module 1
3. Compulsory Part and Module 2

Although each of the above options will be counted as ONE examination subject only, students' performances in the examination in the Compulsory Part, Module 1 and Module 2 will be separately reported for the reference of different users.

IBDP Curriculum

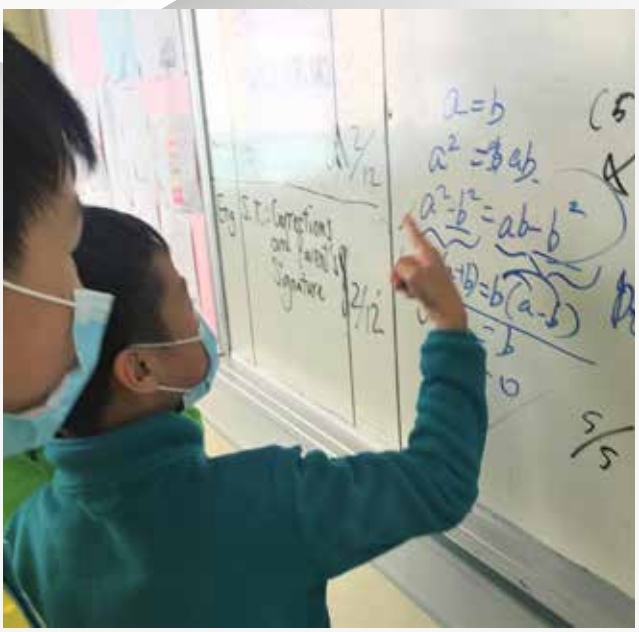
The IBDP Mathematics Curriculum is a two-year (MS3-MS4) curriculum. Logos Academy provides two options for students, namely Mathematics: analysis and approaches at Standard Level (SL) and Mathematics: analysis and approaches at Higher Level (HL).

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, this course has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Learning and Teaching

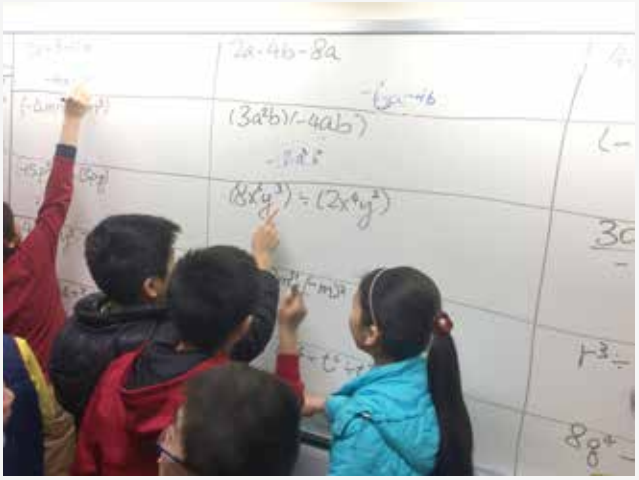
Mathematics is a creative activity in which students can be fully involved and display their imagination, initiative and flexibility of mind. Heuristic methods of teaching will be adopted to help students foster an interest in learning mathematics and develop an inquiry mind. To this end, students will be provided opportunities to explore, investigate, discover, conjecture and develop mathematical ideas and problem solving skills. Activities like mathematics clubs, quizzes, competitions, games and projects are organized to cultivate the interest of students and provide them with learning experiences through an informal curriculum. Importance is given to the process of learning mathematics rather than the outcomes of the activities.

Although mechanical drilling should be discouraged and avoided, adequate practice helps students consolidate their understanding in the concepts and skills learned as well as knowledge retention.



IT tools are appropriately employed to reduce some meaningless manual labour and facilitate the higher-order skills in investigation and exploration processes. However, it is not meant for superseding mathematical rigour. Hence, IT tools are used cautiously in the classroom without the negative effects of de-emphasizing of skills or the trimming down of important mental activity.

Assessment is an integral part of the teaching-learning cycle, and is a means to collect feedback from students to improve teaching and learning. Both formative and summative assessments are employed to provide a comprehensive profile of student performance. Written test is not the only mode of assessment, and will be complemented by other activities like project work.

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Sciences

Science is the study of phenomena and events around us through systematic observation and experimentation. Science education cultivates students' curiosity about the world and enhances scientific thinking. Through systematic inquiry, students will develop scientific knowledge and skills to help them evaluate the impact of scientific and technological development.

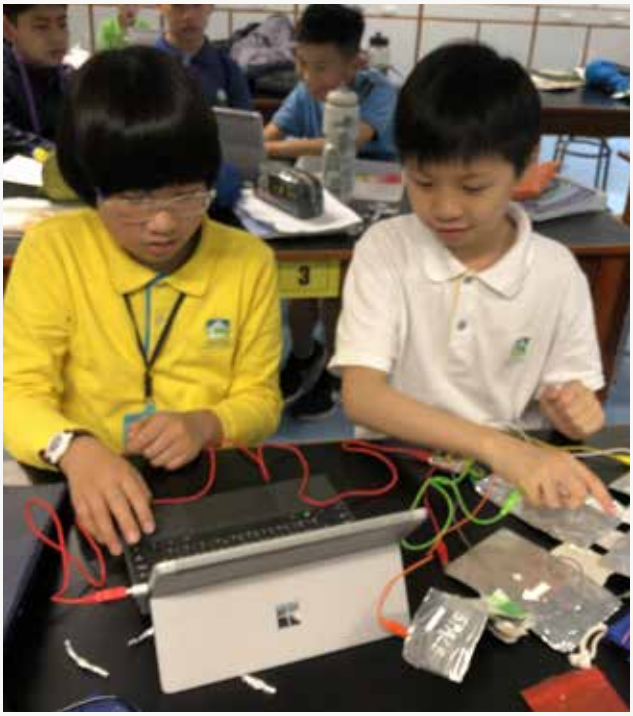
To lead a fulfilling and responsible life, our students need to be able to learn, reason, think creatively, make decisions, and solve problems. With an understanding of science and the processes of science, students should be able to acquire these skills. The broad aims of the science curriculum in Logos Academy are to enable students to:

- develop interest and maintain a sense of wonder and curiosity about science;
- acquire basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
- develop skills for making scientific inquires;
- develop the ability to think scientifically, critically and creatively, as well as to solve science-related problems individually and collaboratively;
- develop an attitude of responsible citizenship, including respect for the environment and commitment to the wise use of resources;
- become familiar with the language of science and be equipped with the skills to communicate ideas in science-related contexts;
- appreciate and understand the evolutionary nature of scientific knowledge;
- appreciate the relationship between science and other disciplines;
- develop awareness of the social, economic, environmental and technological implications of science, and be able to make informed decisions and judgments on science-related issues.

Curriculum Focus

Foundation Stage

Students use Chinese to learn science. They are widely exposed to the basic concepts and knowledge of science in general. A thematic approach to deliver the body of knowledge, complemented with enormous hands-on activities to enhance learning effectiveness. The body of knowledge is broadly arranged into subject disciplines of physics, chemistry, biology, technology and model of scientific investigation. To make good use of adopting Chinese as teaching and learning medium, students are expected to grasp the essentials of science knowledge and understanding pertinent to their cognitive development. School-based developed textbooks (including many activity sheets) are used to facilitate learning of science.



Development Stage

DS1-DS3

Students start using English to learn science. To mark the transition, we adopt a science textbook in compliance with content requirement of National Science Education Standards (USA). In this stage, the content is broadly arranged in the following strands: physical sciences, life science, earth and space science, and science and technology. Although students have come across some content (learned previously in Chinese), they have to master the learning in English and at a greater depth.

DS4-DS5

The program at this level serves to bridge the science curriculum towards the Mastery Stage. An investigative approach, which involves students in defining problems, designing experiments to find solutions, carrying out practical work and interpreting the results, is adopted. At this level, the content is broadly arranged in the strands of biology, chemistry and physics.

Summary of topics covered in this stage:

DS1 - DS3	The Nature of Science Plants and Animals Ecosystems Earth's Resources Planet Earth Matter Motion, Energy and Heat Electricity and Magnetism Technology and the Design Process
DS4 - DS5	Cells, Tissue, Organs and Systems Human Biology and Health Muscles and Bones Ecosystems Chemical Building Blocks Chemical Interactions Mixtures and Separation Combustion Breathing and Respiration The Particle Model Atoms, Elements and Molecules Metals and Their Uses Fluid Sound and Light Motion, Force, and Energy

Mastery Stage

MS1

The program at this level serves as the preparatory phase for the studies at MS2-MS4 levels that lead to Hong Kong Diploma of Secondary Education (HKDSE) and International Baccalaureate (IB) curricula. Students can choose among the science subjects to study for a year. This arrangement helps students better understand the nature and requirements of each subject before they are allowed to opt for any of the science subjects for study at HKDSE or IB level.

MS2-MS4

Students will follow either HKDSE or IB curriculum for studying science at this level. For the HKDSE curriculum, students are allowed to choose any combination of the science subjects - Biology, Chemistry and Physics for the study. Other than the public examination which is to be held at the end of their last year of study, students have to take part in the School-based Assessment (SBA) which is an integral part of the HKDSE Examination.

For those students choosing the IB curriculum, they need to migrate to the learning mode which fits in the requirement of the curriculum. In-depth study of new advanced topics is the characteristics of the curriculum. Skill-based tasks, project research and reading reports are to be supplemented with core learning tasks. Writing and researching in science context will be emphasized in this stage.

The following outlines the curriculum emphasis of the three science subjects:

Biology

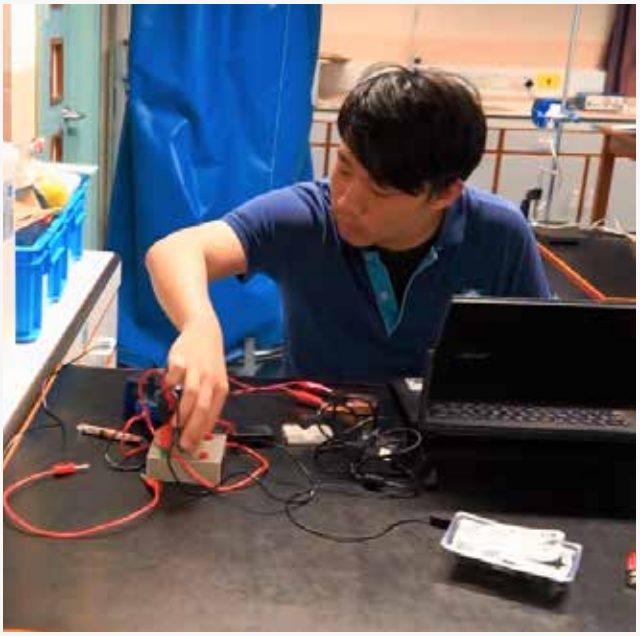
The biology curriculum aims to provide solid training in biological science. It covers cell biology, molecular biotechnology, human physiology, plant science, genetics, classification, evolution and conservation. Emphasis is put on nurturing critical thinking within scientific context acquired by scientific investigation and higher level thinking in lessons. Appreciation of wonders of nature is one of our important aims. In addition, students embrace international perspective within the curriculum. The biology curriculum prepares students well to pursue personal maturity and life-long learning in further education.

Chemistry

The chemistry curriculum aims to provide chemistry-related learning experiences for students to develop scientific literacy, so that they can participate actively in our rapidly changing knowledge-based society, prepare for further studies or careers in fields related to chemistry, and become lifelong learners in science and technology. Students are expected to apply the knowledge, concepts and skills to real-life contexts, to develop an understanding of how science, technology, society and environment are interrelated, and to analyze authentic problems they may encounter. The curriculum puts emphasis on practical work which nurtures science inquiry minds.

Physics

The physics curriculum aims to expose students to the most fundamental experimental science, which seeks to explain the universe itself. Students will develop practical skills and techniques through demonstrations and practical work; and improve their ability in the use of mathematics and the language of physics. Students will also develop their interpersonal skills which are essential in modern scientific endeavours. Throughout this challenging course, it is anticipated that students would become aware of how scientists work and communicate with one other. Furthermore, students will enjoy multiple opportunities for scientific study and creative inquiry within a global context.



Learning and Teaching

Our curriculum emphasizes a balanced approach towards the acquisition of scientific knowledge, skills and attitudes through carefully organized activities. Emphasis is placed on using the discovery approach, as well as interactions among students and between teachers and students. The main methods used include teacher-led discussions through questioning, group discussions, structured discussions, case studies, surveys, role-plays, student presentations, debates, projects, competitions, games, field trips, experiments and investigations.

Learning of science should centre on scientific investigation and move away from "recipe" approach. Through a variety of learning activities, students should be able to develop an understanding of scientific concepts and the interconnections between science, technology and society. Students are encouraged to participate actively in class discussion, work collaboratively with others during laboratory session. As a result , students should develop an inquiring mind by thinking and asking questions, and learn how to plan and take control of their own learning.

Humanities

The aim of the Humanities curriculum is to enable students to understand themselves, society and the world. Through acquiring knowledge and skills from various areas in humanities, students can learn to be responsible and contribute to their families and society. There are totally nine subjects under the umbrella of the Humanities Department.

Social Studies

Social studies is the study of human society. It aims at the maturation of the person as a human being and a citizen. Students are led to reflect upon behaviors, events, and issues in these contexts through the study of various disciplines in Personal, Social and Humanities Education KLA, including Social Studies, Chinese History, Economics, Geography, History and Liberal Studies. Therefore, Social Studies provides both the skills and knowledge for further studies in humanities subjects in Mastery Stage.

Upon the completion of the curriculum of Social Studies in Foundation and Development Stages, students are expected to acquire a basic understanding of oneself, family, community, society, nation and the world where they are living. They should be able to develop a clear and critical view, and apply reasonable judgment on human behavior and their value orientation. The course also aims at nurturing a commitment and developing the skills and knowledge for the improvement of the society, nation and the world.

Curriculum Focus

The curriculum starts from daily life and personal experience in FS1 and moves toward wider horizon and more academic discipline-based with years pass.

English is adopted as the medium of instruction for Social Studies in DS Levels, though language bridging strategy is applied in DS1&2. Also, Chinese History is treated as a separate component and taught throughout DS1 to DS5.

Learning and Teaching

The curriculum is designed in a spiral way to foster students' readiness to learn, through repeating the study of related issues at different levels, each time at a higher level of difficulty and in greater depth. This school-based curriculum is tailor-made with the advantages of strategic arrangement of teaching contents according to the cognitive development of our students. It integrates the knowledge and skills needed for both HKDSE and IB programmes, enabling students to choose either course in the Mastery Stage. Inbuilt in the curriculum is a high flexibility to accommodate additional contents and new knowledge from subject areas not normally included in the traditional curriculum. An inquiry approach is adopted to cultivate students to become active learners who can construct knowledge to cope with the needs of the ever changing world.

Media Education

Hong Kong, like other developed countries, connects all walks of lives with Media and information technologies after evolving from the era of industrial society to knowledge-based society.

Media Education started in North America in the 60s with the Defensive mode, and Critical Thinking mode follows in the 80s and 90s and evolved to the Media and Information Literacy mode in the recent decades. The three-tier theoretical model 'ACE' started with Awareness, Critical thinking and Expression.

The Media and Information Literacy (MIL) proposed by UNESCO constitutes a composite set of "transversal competencies" that enables media users and producers to effectively access, analyze, critically evaluate, interpret, use and create media products.

Logos Academy is the only local school in Hong Kong with Media Education in the regular curriculum. Our school-based curriculum starts from the Foundation Stage 1 to the Development Stage 3.

Curriculum Focus

Foundation Stage

With traditional ACE Media Education as the center of learning, students are introduced to different media genres for boosting their media awareness as media consumers. As to train up our students' competencies for the 21st century challenges as media producers, students are also encouraged to create media products, such as photographs and stop-motion animation, to express their critical thinking minds about daily life, i.e. interpersonal relationships.

Development Stage
DS1-DS3

Daily life of students nowadays are ineviatably influenced, both positively and negatively, by new media. Most students in DS Levels are familiar with various new media and digital devices.

In facing life being increasingly influenced – both positively and negatively – by new media, students in development stages one and three are more likely possessing their own digital devices. Our curriculum initiates students to reflect and share their digital habits and media literacy based on ACE Media Education framework; for instance, digital media weekly log and favourite YouTube video sharing.

"Critical thinking" and "Expression" aspects, however, are playing more roles in DS curriculum; students are more formally trained on encoding and decoding media messages in particular. New media literacy is especially highlighted from DS2 onwards; transversal competencies being taught are aimed to nurture tomorrow's considerate and concise digital citizens in Echoing UNESCO's MIL initiative.

Learning and Teaching

Logo's five-year Media Education curriculum is tailor-made to Hong Kong students and is aimed to raise students' MIL, particularly in their awareness, critical thinking and express of media, through on-hand projects and daily-life case studies. Not only learner-centered approach is used, but also "learned-spin" approach is applied to gear up students' self-reflection, self-management and self-learning. We foster whole-person education by encouraging positing thinking to build a healthy media environment.

Geography

Geography describes and helps to explain the similarities and differences between spaces and places. It is a dynamic subject that aims at striving students to be a sensible and responsible global citizen. We put focuses on the interaction between individuals, societies and the physical environment in both time and space.

Curriculum Focus

At Logos, Geography is both interesting and challenging. Students in the Foundation and Development Stages grasp fundamental geographic concepts in their Social Studies lessons. In the Mastery Stage, students are facilitated to seek and identify trends and patterns in man-land interactions. Students are also stimulated to investigate how people adapt and respond to changes, and evaluate management strategies associated with such changes.

HKDSE Curriculum

The study of senior secondary Geography provides students with a spatial perspective on socio-economic and environmental issues. It focuses on citizenship, national and global identity, and opportunities for developing generic skills such as the ability to analyze, to synthesize, to solve problems, to communicate and to use information technology. We also prepare students for a range of career choices in which a global perspective, environmental ethics and awareness, and a sound sense of space and region are needed.

IBDP Curriculum

A diverse range of countries is studied throughout the course in IB Geography curriculum. The course emphasizes the study of geographical change and disparities at a range of scales. It uses contemporary issues and examples to show the importance of the past to the present. The curriculum is designed to encourage the acquisition of a broad range of skills useful in future life.

With various issues and cases, students are strived to develop as internationally minded people who recognize their common humanity and shared guardianship of the planet so as to help create a better and more peaceful world.

Learning and Teaching

The focus of the Geography curriculum is not only on disciplinary knowledge, but also on generic skills and positive attitude to our dynamic world. To facilitate the delivery of the curriculum, we adopt a wide range of pedagogical approaches such as enquiry, issue-based analysis and case study. Other than the tradition learning, students learn geography through maps, photos, satellite images and statistical data. Field study and the use of information technology are also essential learning strategies in this subject.

Economics

The study of Economics helps students to understand the human world through inquiring into how resources are used to serve individuals and society. It also contributes to the development of critical thinking and decision-making skills, which are crucial for the all-round development of students and, in particular, their development as life-long learners and responsible citizens. Most importantly, economic models or theories are developed amid political arguments, historical facts, and culture differences. We enable students to consider economic theories from different cultural perspectives. This intercultural understanding and respect may inspire students to pursue economics in the future to help other countries to achieve a better quality of life.

Curriculum Focus

The Economics curriculum is a blend of rigorous academic courses and wide-ranging co-curricular programmes, designed to equip students with life-long learning capabilities to meet the challenges of the modern world. The academic training focuses on university preparation while co-curricular activities on leadership experiences. Our school encourages excellence through a balanced and holistic curriculum, which equips students with life-long learning skills, sound moral principles and broad global perspectives. Generic skills or the ability of learning to learn, such as critical thinking, creativity, problem solving and collaborative skills will be incorporated into the curriculum.

HKDSE Curriculum

It comprises Microeconomics and Macroeconomics, which has a strong tradition in positive economics. The curriculum provides students with core knowledge of economics which helps students to develop essential skills for "learning to learn". The analytical approach of the subject allows them to learn and to think logically. As students learn to apply theories and concepts to real-world issues, their problem-solving and critical thinking skills are enhanced. These skills are essential for life-long learning in a number of fields of study, and for preparing to live in a knowledge-based society. Students will also learn to master different tools and skills for effective communication of economic ideas and discussion of economic issues.

IBDP Curriculum

The 2-year IBDP curriculum, both Higher Level and Standard Level, comprises four sections: Microeconomics, Macroeconomics, International Economics and Development Economics. The syllabus provides students with core knowledge of economics and promotes the awareness and understanding of internationalism and globalization in Economics. Students are expected to apply economic concepts and theories to a range of circumstances, analyze information through the use of economic theories, and evaluate economic concepts and theories from different perspectives.

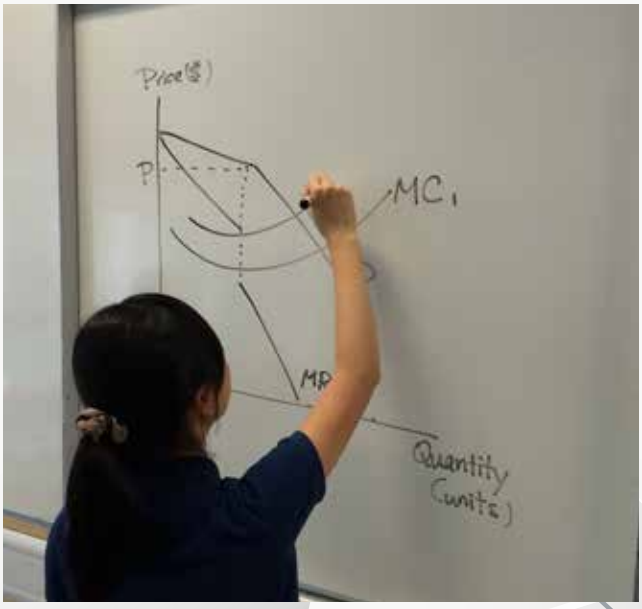
International mindedness is concerned with a deep understanding of the complexity and diversity of different cultures and nations. IB Economics emphasizes both local and global issues and therefore plays an important role in developing students' international understanding. Areas including internationalism and development are of great interest and will be addressed throughout the course.

International economics and development economics are two sections that specifically devoted for global awareness. We will explore how different developing countries deal with issues such as government intervention, trade barriers, sustainability, and related macroeconomic objectives.

Learning and Teaching

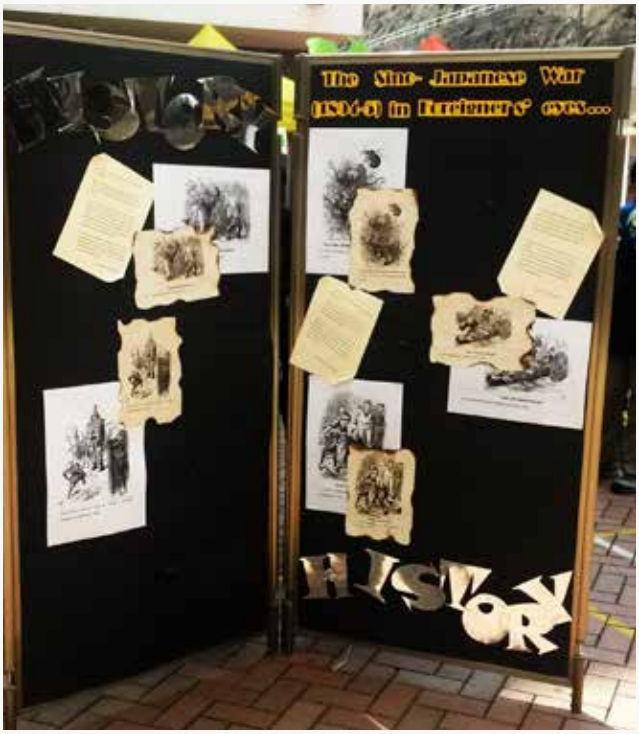
Although studying economics involves a collection of concepts, principles and theories, students will not be expected to regard it as a purely abstract and theoretical subject. They are required to apply economic theories to daily life and real-world situations. They are encouraged to inquire into economic issues and problems in local, national and global contexts so as to broaden and deepen their understanding of economic phenomena.

In order to provide a variety of learning experiences for students to develop knowledge, understanding, generic skills, positive values and attitudes, a wide range of learning strategies such as case study, problem-solving tasks and project learning are adopted. Students are also encouraged to make use of life-wide learning opportunities to enrich and extend learning in Economics.



History

History is the record of the past. On knowledge level, the study of history helps to develop a global perspective and an understanding of the processes of interaction, diversification and rapid change in modern world. Besides, students will be trained to master higher-order thinking skills, such as distinguishing facts from opinions, comparing and interpreting historical data, presenting logical and coherent argument, etc. It is hoped that this learning process will enable students to appreciate where they stand in the long flow of human history.



Curriculum Focus

There is no explicit history curriculum available before the Mastery Stage. Instead, elements of history studies, including skills and contents, are incorporated in the Social Studies curriculum in the Foundation and Development Stages so as to give students experience and background knowledge (selected historical events from the Ancient Times, Medieval Times and Modern Times) for further studies of history in the Mastery Stage.The history curricula in MS1 and MS2 provide the basic historical studies of the Twentieth Century World, focusing on the international conflicts and attempts of cooperation of the time.

Learning and Teaching

Studying history is more than memorizing historical events. It requires selection, analysis and application of events to tackle the designated tasks. Yet, mastering these skills is where most students find difficult and feel frustrated. In light of this, we apply the Scaffolding Strategy in cultivating students with the historical skills which are required in responding to both data-based and essay-typed questions. Various examination requirements are strategically taught and trained at different stages according to the level of difficulty and authentic learning paces of students.

HKDSE Curriculum

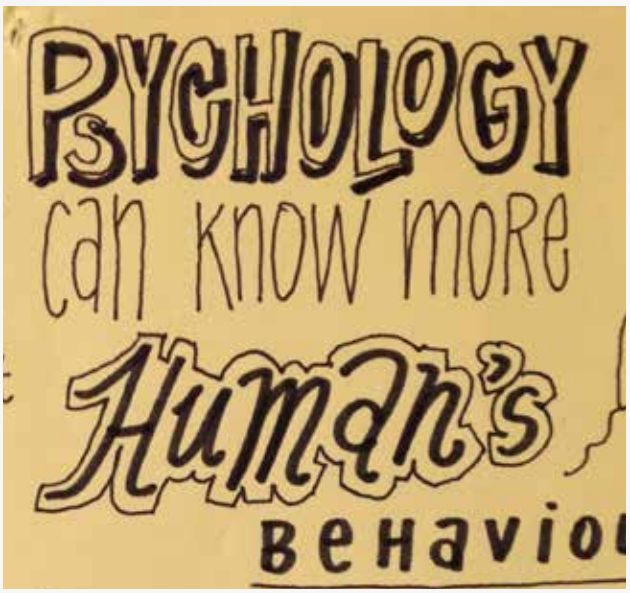
It covers the major developments in the Twentieth Century World, with the focus of International conflicts and attempts of cooperation (Theme B) and the modernization and transformation in Asia (Theme A).

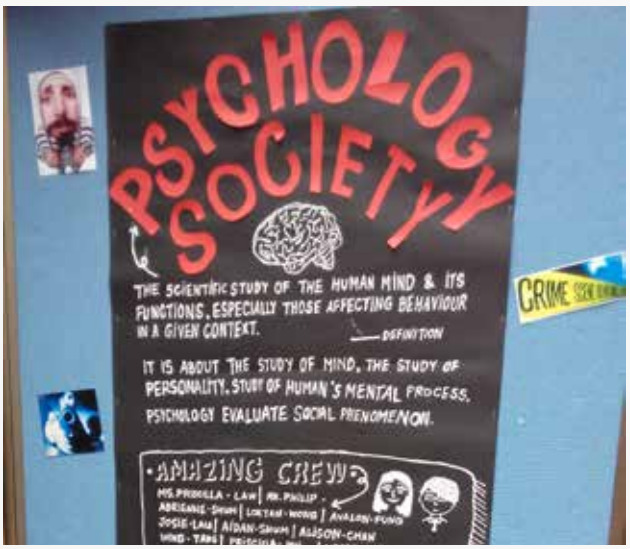
IBDP Curriculum

Both Standard Level and Higher Level History are offered, covering the move to global war [Paper 1], Authoritarian states (20th century), Causes and Effects of 20th Century Wars [Paper 2], Italy (1815–1871) and Germany (1815–1890), Imperial Russia, R evolution and the establishment of the Soviet Union (1855–1924) and Europe and the First World War (1871–1918) [Paper 3].

Psychology

Psychology takes a holistic approach that fosters intercultural understanding and respect. The overall aim of Psychology is to examine the interwoven of biological, cognitive and sociocultural influences on human behavior. Students at Logos will be given a platform to have better understanding of themselves and people around them, whereby learning to appreciate the diversity of human behavior.





Curriculum Focus

MS1 & MS2

We offer Psychology in MS1 and MS2 levels for preparing students who are considering taking IB Psychology in upper forms. Topics being covered in MS1 and MS2 include: Personality, Stress, Operant Conditioning, Classical Conditioning, Schema and stereotype, Highlights on Abnormal Psychology, Origins of Psychology, Brain and human behavior, Social Psychology, etc.

MS3 & MS4 (IBDP curriculum)

In the core of the IB Psychology course, the biological approach to behaviour demonstrates what all humans share, whereas the cognitive and sociocultural approach to behaviour reveal the immense diversity of influences that produce human behavior and mental processes. Cultural diversity is also being explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture.

In order to strike a balance between breadth and depth in different Psychology areas, the curriculum comprises a core section as well as five options for students to choose from (Standard Level students are required to completed ONE option; Higher Level students are required to complete TWO options). The options include Abnormal Psychology, Human Relationship, Health Psychology, and Developmental Psychology.

Learning and Teaching

In Psychology, students will be expected to apply, analyze, synthesize and evaluate psychological research, psychological theories and concepts. Students are also expected to demonstrate the acquisition of knowledge and skills required for experimental design, data collection and presentation, data analysis and interpretation.

Conducting and participating in psychological experiments play an important role in extended learning activities in the course. Besides, a wide range of learning strategies, including group discussion, experiment, presentation, role-play and viewing psychological documentaries are adopted in classroom learning.

Business, Accounting and Financial Studies

The importance of business and financial services in Hong Kong makes the study of Business, Accounting and Finance (BAFS) important for developing students to become valuable human beings with an entrepreneurial spirit in the future. The study of BAFS provides students with essential business knowledge and skills for higher education/tertiary studies in business and for various careers.

BAFS aims to nurture students' interest and talent in business by emphasizing the necessary knowledge and skills, positive values and attitudes to create value through identifying needs, generating ideas and transforming them into business opportunities. The curriculum enables students to acquire a common body of business knowledge, including accounting, to deal with the dynamic business environment.

Curriculum Focus

MS1 and MS2

The curriculum comprises a compulsory and an elective part to strike a balance between breadth and depth in different business areas. In MS1 and MS2 levels, we offer the compulsory part of the BAFS curriculum. This part covers four main areas namely: Business Environment, Introduction to Management, Introduction to Accounting and Basics of Personal Financial Management. They provide a threshold, in terms of knowledge and skills, for students' future studies or careers.

MS3 and MS4 (HKDSE curriculum)

We offer elective part of the BAFS curriculum for students who are taking HKDSE. The elective part, which builds upon the knowledge and skills in the compulsory part, provides students with an opportunity to pursue a more in-depth study in a focused area. Students can choose either Accounting or Business Management, according to their interests and inclinations.

Learning and Teaching

In BAFS, student learning should be viewed as an active, holistic and purposeful process of acquiring and constructing knowledge. BAFS emphasizes the development of students' ability to apply knowledge flexibly to tackle business or daily-life problems to meet future challenges. In the learning process, students need to construct their knowledge by reflection, exploration, analysis, evaluation and carrying out tasks, thereby nurturing their capacity for learning how to learn.

A wide range of learning strategies, including group discussion, case study, questioning, role-play and simulation games are adopted in classroom learning. Field visits and authentic business activities also play an important role in extended learning activities. Students have the opportunity to apply knowledge and skills they have learned to solve business problems.

Liberal Studies

Liberal Studies aims to broaden students' knowledge base and enhance their social awareness through the study of a wide range of contemporary issues that are closely related to their daily life at personal, community, national and global levels. The learning experiences are provided through discussions on various topics (e.g., cultural, social, economic, political, environmental, etc.). The curriculum aims at cultivating students' positive values, multi-perspective thinking ability, and broadening their horizon.

Curriculum Focus

Liberal Studies is one of the core subjects in Hong Kong's Senior Secondary Curriculum. Students in Logos acquire the subject knowledge in the Mastery Stage. There are six modules in the curriculum, including Personal Development and Interpersonal Relationship, Hong Kong Today, Modern China, Globalization, Public Health, Energy Technology and Environment.

The curriculum includes a school-based assessment which requires students to submit an Independent Enquiry Study (IES) project. under teachers' guidance and based on students' own interest, students can choose their own topics of the IES, which either be related to current issues or related to other subject themes.

Learning and Teaching

Liberal Studies emphasizes on "holistic" and "multi-perspective thinking" and understanding the current issues from a wide scope of knowledge. An issue inquiry approach will be adopted to explore and discuss current affairs. Lessons will be designed according to the competence of students, aiming to encourage students to develop self-learning habits, to pursue knowledge and to foster a receptive attitude towards various issues. Through studying the selected modules, students should be able to apply knowledge and perspectives they have acquired from different subjects, to make connections across different disciplines of knowledge, and to recognize the complexity and implications of knowledge.

Students studying Liberal Studies will be able to grasp the key concepts from perennial and contemporary issues, and think independently to analyze and evaluate issues relating to their daily life at personal, community, state and global levels. Students are trained to become independent thinkers and perceive more than one perspective.

In the IES project learning, teachers will provide individual guidance to students. Students should be able to develop generic skills on how to collect relevant information, organize and analyze data, develop their own views and stands based on authentic information, and present and share what they have acquired in the study. Through analyzing issues from multiple perspectives, students will be able to develop life-long learning skills, including critical thinking, creativity, problem solving, communication and information technology skills, etc. Apart from learning in the classroom, we provide experimental learning opportunities, such as organizing visits, interviews and services, to integrate their knowledge with daily life experiences.

In the learning of Liberal Studies, students will be able to appreciate and respect different cultures and opinions in a multi-cultural society. They will also learn how to understand diverse and conflicting values. They will be fostered with positive values and attitudes towards life, enabling them to become informed and responsible citizens of society, state and the world.

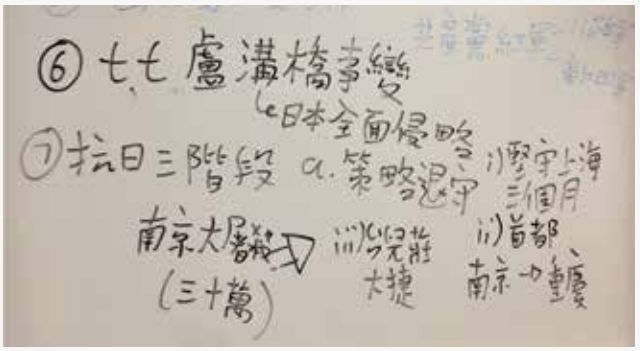
中國歷史

中國歷史科是香港中學文憑考試的選修科目之一，本校學生在通階一年級至通階四年級可選修本科。在知識層面上，本科期望學生能掌握中國古今歷史事件的由來、發展及相動關係，期望學生能掌握事物的變革軌跡及發展趨勢。在學習技能層面上，我們期望學生透過研習史事，讓學生學會運用各種歷史研習的方法，如整理資料，辨識觀點、比較史事等，以提升個人的思維能力，並培養自主學習的能力，為全方位學習作好準備。本科希望培養學生認同國家、民族、尊重和欣賞不同民族及文化，以及對社會的責任感，從而發展學生積極的人生態度和正面的價值觀。

課程概覽

中國歷史科課程分為必修和選修兩部分。必修部分包括甲部「上古至十九世紀中葉」和乙部「十九世紀中葉至二十世紀末」。選修部分包括六個專題，學生可選修其中一個。一般而言，本校學生會以「宗教傳播與文化交流」為選修單元。

本科透過整理、綜合及分析相關的歷史資料，運用探究歷史的方法，提升學生思辨及評價史事的能力。學生可從不同角度研習中國歷史，培養其解難、內省、批判及創意思維等能力，亦能提升學生處理日常生活事務及參與社會決策的意識。



本校中國歷史課程有兩大特色：

第一，高小至初中及初中至高中課程有著緊密的銜接。小學社會科於拓展階段已加入一些有中國歷史和文化元素的課題，讓學生透過認識中國傳統習俗與文化成就，結合他們日常生活上的經驗，誘發他們學習中國歷史的興趣。高小的課程著重歷史人物的介紹，希望以此讓學生初步了解人物所處時代的特色，同時讓學生效法有關歷史人物的成功之道。初中階段將採用校本課程用書，以朝代順序及更替的編排逐朝學習，形成具歷史線的時序脈絡。學習方法方面，重視以多角度思考歷史問題及處理資料能力的訓練，為通達階段的習史方法奠立基礎。

第二，課時的有效運用。通達階段一年級是學生開始學習選修科目的適應期，為銜接拓展階段五年級的中史課程，會先教授現代中國的各個課題，使學生有更充份的知識應付高中必修通識科的現代中國單元。同時本科於通達階段為期四年的課程設計，可為學生準備公開考試及完成校本評核提供更充裕的時間。

學與教

本科學習方法主要採用探究式學習，使學生透過資料的處理和運用，建立個人對史事的習得。

課堂教學多配以多元化的學　習活動如角色扮演、辯論、口述歷史等，讓學生能設身處地投入歷史研習的過程，從而消除或減少疏離感，以達更佳的習史效果。

伸延學習活動

本科亦十分注重課堂伸延學習，安排多樣化的學習活動，如參觀博物館、進行專題研習及校內問答比賽。本科每年會進行最少一次的內地交流活動，至今已完成到北京、西安、武漢、廈門和廣州的考察和交流，從而提供機會讓學生應用課堂知識，照顧不同學習者在能力、學習需要及興趣上的多樣性。

中國文學

文學是人生的寫照和時代的反映，用語言文字來書寫性靈的藝術結晶，是藝術形式之一。文學家藉文學創作來表現個人的志趣、感情和思想。因此，透過學習中國文學，可以了解中國文化，包括中國傳統思想、文學發展與社會的關係、文學體裁特質等。透過研習不同時代的文學作品，可以探求古今文學家的思想感情，達到陶冶性情，美化心靈的作用，更可把從文學吸收到的才識知見活用到日常生活中。

課程概覽

本課程學習內容以「文學賞析與評論」為主，「文學創作」為輔。文學賞析是對古今文學經典作品在內容和藝術形式的欣賞和分析，通過對作品的時代背景、作家生平際遇及文學體裁等理解，加深對作品內容、主題和作者思想感情的掌握，從而能夠賞析作品的內容美、形式美。至於文學創作方面，則培養和訓練寫作能力，包括了散文、詩歌、小說和戲劇四種文體，以發揮創意為主，開拓創作領域，鼓勵運用不同的文學技巧創作意涵深遠的作品。「賞析與評論」和「創作」二者可以互相促進。

學 與 教

中國文學科為有志趣研習本科的學生，提供各朝代的名篇佳作，課堂以探究的模式進行，通過自學、討論及匯報等形式進行，提高學生對理解、鑑賞和領悟文學作品的能力，並涵泳於文學氛圍之中。

本科的教學策略：

1. 採用多樣化教學方式帶動學習氣氛，培養學生對中國文學的興趣。
2. 鼓勵學生參加文學講座或文學營，觀賞戲劇或電影等，開　視野，促進交流。
3. 鼓勵學生參加校內外作文比賽，提高學生的創作能力。
4. 指導學生正確的閱讀方法，鼓勵學生多閱讀課外文藝讀物，積學儲寶。

English Literature

The Literature in English curriculum is offered to Mastery Stage level students with the interest of furthering the pursuit of human values through appreciation of literary texts in English. This subject aims to help learners develop a humanistic outlook on life and understand the interface between language and human thought. Through critical reading of literary texts and creative use of the English language, students are more aware of how humans work culturally and psychologically as beings in a community.

Curriculum Focus

We focus on enabling students to understand the methods and approaches to literary appreciation by reading different genres of texts (short stories, poems, plays, films, and novels). Through that, students should be able to critically think about the values in the texts and reflect upon the themes, as well as relate what they have read to their personal experience and what is happening in society. Attention is also put on letting students understand the beauty of the English language by examining the nuances and subtleties in its morphology, phonology, syntax, historical background and discursive use. Our ultimate goal is to shape our students to be individuals who are open to other cultures and value systems as well as adept at using the English language to minutely express their thoughts and emotions.

Learning and Teaching

Active Learning and Teaching

Students are encouraged to actively and critically think about elements in the texts by examining aspects such as plot, characterization, setting, structure, theme, diction, tone, etc. Students learn useful strategies and approaches to analyze texts so that they can independently appreciate novel texts.

Collaborative Learning and Teaching

Students engage in various group discussions that aim to stimulate their thinking by sharing ideas. In literature it is often the case that every student's attitudes and ideas towards the same subject are different. By sharing ideas, students learn to embrace and explore other possible ways of interpreting a text and understand that there is no right or wrong answers in literature, if the answers are supported well.

Creativity

Students engage in various creative tasks such as creative writing and performance. Students are asked to rewrite stories and compose poems, which reflect their knowledge of the texts covered and skills such as diction and style. Dramatic performance of the texts also enables students to actively become a character in the story, establishing empathy between them and characters.

Exploration and Reflection

Students are encouraged to explore texts that are not covered in the curriculum (even those in other languages) with the aim to understand that literary appreciation takes a holistic approach that can only be made complete by the cross-linkage of different texts. Students are also guided to reflect upon what they have read and draw relation between the stories and their personal experiences.

Information Technology

Since the 21St century, Information Technology (IT) has played a vital role during the Information Era. Citizens in regional and international perspectives need to develop a wide range of IT skills, critical thinking and problem-solving skills, which aim to cope with rapid technological changes so as to build a better caring and harmonious global world.

Curriculum Focus

Development Stage

The Information Technology (IT) curriculum helps students gain enriching experiences of using IT as a learning tool to facilitate learning in other subjects and brush up their technical skills to enhance their information literacy. It also helps equip students with problem-solving and communication skills, and encourage them to think critically and creatively. Throughout the course, students are provided with essential knowledge, concepts and applications of information, communication and computer systems. Every student should be capable to code through robotics, prepare and use AR and VR, present idea through use of multimedia with the lastest technologies and equipment.

Mastery Stage

The IT curriculum helps students become competent, effective, discriminating, ethical and confident users of ICT for their lifelong learning. Besides knowledge and skills, it also nurtures students with positive values and attitudes towards appreciating the impact of ICT on our knowledge-based society.

Throughout the course, students are guided to a body of essential knowledge, key concepts and daily applications of information, communication and computer systems in every sector of human lives. Significantly, some internationally recognized professional curricula like Cisco-CCNA and miscrosoft office specialist are incorporated into school-based curricula for further advancement.

Meanwhile, the curriculum trains students on their proficient uses of IT as a learning tool to support disciplinary learning and in future workforce. Notably, IBDP computer science at MS3 and MS4 levels) extends the fundamental concepts of computational thinking as knowledge of how computational thinking as well as knowledge of how computers and other digital devices operate. This course draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge.

The DSE ICT curriculum further equip students with multimedia production and web design skills and knowledge.

Learning and Teaching

As the aim of the subject is to provide an opportunity for students to self-construct and co-construct fundamental knowledge, inquiry and discovery learning approaches are adopted.

Firstly, we would like to motivate students to join various activities such as viewing video tapes, movies, slides and photographs, newspaper clippings, collections of relevant information and materials, board display, project works, etc.

Secondly, the curriculum lets students gain hands-on experience in using application programs. Afterwards, follow-up discussion will be conducted.

Thirdly, it would offer various visits to local IT firms. These activities may be held on non-school days. In the visits, students can understand multiple aspects of IT applications in local and global societies such as interviews with frontline IT practitioners like mobile game developers and network managers.

Fourthly, the curriculum provides students with golden opportunity to receive professional training undertaken by some local and international renowned education institutes in Hong Kong and take part in some related competitions. After training and / or competitions, they may obtain relevant professional qualifications or awards.

Notably, it offers valuable chances for students to participate into the activities organized by IT associations such as CISCO, HKU Space, IVE, Whart T&T, etc.

Music

Music is an important and fundamental way among human beings for communication, and for emotional and cultural expression. It also has a positive impact on developing aesthetic sensitivity, intelligence and the social skills.

In the school-based music curriculum, students gain rich and comprehensive music learning experiences through the integrated activities of creating, performing and listening. The curriculum helps develop students' music skills, creativity and imagination. Besides, cultivating critical responses in music and understanding the functions of music and the relationship between music and culture are also the essential components of the curriculum.

Apart from the above integrated activities, students also develop generic skills and cultivate positive values and attitudes through participating in different musical activities.

Curriculum Focus

Foundation Stage

Students learn basic music rudiments such as rhythm, sol-fa names, 5-line stave through singing, performing and different music activities in lessons. Besides, students gradually develop creativity, communication skills, collaboration skills and self-management skills through diversified classroom activities.

Development Stage

Not only can students learn music knowledge via integrated activities such as creating, performing and listening, they can also master composing and arranging their music by using music composing software in our school's high-tech MIDI laboratory. By doing so, technology skills can be developed, and hence aid students to adapt better when they enter the senior secondary music curriculum.

Learning and Teaching

Mastery Stage

By listening, performing and utilizing music technology, students can learn more about music theory, classical music from the west to the east, global music, Chinese instruments, Cantonese Opera music, as well as local and western pop music. Once students complete the first two-year course of study, they can decide if they would have the passion for further music study in the HKDSE or IBDP, according to their ability.

"Students" are the core of music teaching at Logos. In the objectives of letting students obtain enjoyment and be immersed in the sense of satisfaction, we are trying our best to guide students to acquire music knowledge through learning by exploration and adopt the teaching method proposed by two music educators, Zoltan Kodaly and Carl Orff. Furthermore, we focus on introducing one prestigious musician a year, giving students a better understanding of his music.

Our school regards extra-curriculum learning and experience as a crucial element of the curriculum. Our two choirs, winds ensemble, strings ensemble and orchestra have achieved outstanding results in Hong Kong music competitions for many years.

In terms of instrument training, there are also different instrument trainings after school every day, including Music recorder, Chinese drum, hand bell, hand chime, and more than 30 classes of winds, strings, and percussion instrument classes every week for students to learn music systematically. As well, students can participate in our orchestra.

Our school is trying our very best to make students' campus life filled with joyful music, such as the singing session in the morning assembly and in the music broadcast follow-on. Students can also bolster their critical responses to music in the lunch-time concerts. The singing contests can let students show their potential flair shown in front of an audience.

Visual Arts

The curriculum of visual arts aims to develop students' creativity and imagination in expressing ideas and emotions in different media. It enhances students' artistic knowledge and appreciation, develops critical thinking, and cultivates interest in artistic creation in various stages of learning. Our school-based curriculum is designed to cultivate students' creative spirit, enabling them to make safe and proper selection of the appropriate forms to express ideas; these include different media, performance practices, the use of visual elements and languages. Students are provided with opportunities for exposure to the arts so as to expand their artistic experiences. The curriculum also enhances students' ability in understanding the significance of visual arts in different societies, culture and age, and from all levels of understanding, including personal, social, cultural and values perspectives.

Curriculum Focus

Foundation Stage

In this stage, we mainly focus on students' creativity and imagination development. As students are exposed to a wide range of visual artwork, they will become familiar with the way of communication and the making processes of different media. We provide an open environment for students to express their own ideas.

Development Stage

Students learn to use the elements of art, design principles, visual language, different art forms and a variety of materials and techniques for visual arts production. Through the exposure to and the understanding of the characteristics of various forms and media, students can explore new alternatives for innovative and creative art activities and make appropriate selection of forms and media for their own art production.

Mastery Stage

This stage are designed for the student who wants to continue their study of the visual arts in the future, conclude their formal art training and prepare for visual arts' IB and DSE in MS3-4. Arts making is taught as a process comprised of visual analysis, skill development, intuitive discovery and critical thinking. The curriculum stresses perception and drawing, design concepts, problem solving, persistence and

informed risk-taking are celebrated. concepts, problem solving, persistence and craft. Inventiveness and informed risk-taking are celebrated.

HKDSE Curriculum

Students are required to experience art appreciation and to apply processes of art criticism by describing, analyzing, interpreting and judging artwork. Then, they are required to make personal and socio-cultural studio works through meaningful aesthetic experiences and understanding of art. The curriculum aims to enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

IB Curriculum

The curriculum enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The curriculum is designed to enable students to study visual arts in higher education and also to welcome those students who seek life enrichment through visual arts. Students are required to investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these. They are encouraged to develop an understanding of visual arts from local, national and international perspectives.

Learning and Teaching

We provide an open-minded learning environment and concern students' learning progress by establishing an artistic atmosphere and an inspiring campus full of artwork by teachers and students. Students are encouraged to experience the joy of art appreciation and to explore materials for visual arts production, learn to be sensitive to their surroundings, and to explore the concept development of artists' works and also to widen the possibilities of imagination. We also acquire a path of further education and career opportunities in the art and creative industries, by organizing excursions, like museums, galleries, related departments in universities, groups in Hong Kong and overseas, and exhibitions at open venues.

Religious EDUCATION

Oriented by Bible narratives, the biography and teachings of Jesus Christ, church history and Christianity ethics, this subject allows students to understand Christianity which students can integrate what they have learnt and put them into daily life. It raises spiritual qualities and nurture good personalities, like politeness, willingness to communicate with people, initiative to think, self-discipline on morality and ability to self-reflect. It is expected that students will be able to develop harmonious and healthy relationships with oneself, others the environment and God, in which they build positive values.

The curriculum helps students acquire the knowledge and understanding of:

- the narratives of major biblical figures and their teachings
- the importance of morality for individuals and society
- major contemporary perspectives on Christianity and ethics for different related issues

This curriculum is contributive to heightening students' capabilities in:

- self-reflecting and establishing personal beliefs and values
- being considerate and understand others' beliefs and conducts
- carrying out life introspection by exploring Christianity

This curriculum can help nurture students' values and attitudes as follows:

- to respect others and embrace their opinions
- to be considerate and understand others' needs, feelings and expectations
- to establish positive life values as learnt from Christianity, including perseverance, commitment, integrity, responsibility, care for others, respect life and eagerness for meaning and truth.

Curriculum Focus

Foundation Stage

With the emphasis on the Old Testament beginning from God's creation, students get to understand the mightiness of God and His love for human by reading the narratives of various biblical figures in the Old Testament. Students also learn how to nurture good personalities and become a good child of God.

Development Stage

By placing an emphasis on the narratives of different prophets in the Old Testament, this stage allows students to learn the right attitude when getting along with different people. By reading the biography of Jesus and his conducts, students will establish ethical criteria by imitating Jesus as a role model. Students will understand their relationship with God and construct right values. Students will be nurtured to develop critical thinking, self-reflection and independent thinking.

Mastery Stage

By exploring the work of Jesus, His death and resurrection, students grasp the purpose of Jesus coming to the earth, Of his work, and of our relationship with Him and His salvation. In the meantime, this stage covers early church history and ethical issues, where students learn the historical development of the early churches and how Christianity was first spread by the disciples so that they will be able to criticize and reflect on a variety of current challenging ethical issues from the perspective of Christianity. By adopting a student-oriented exploratory approach, this stage helps students reflect upon their own beliefs, values and experiences, and pursue a meaningful life.

Learning and Teaching

By adopting diversified teaching strategies, it meets the needs of students according to respective learning styles – visual, auditory and tactile; and will satisfy their needs for growth in terms of daily, physical and spiritual life.

Taking students' needs for growth, capability, development and consideration, our curriculum consolidates their learning and growth with a wide spectrum of innovative teaching methods and theme-based activities. Each theme is closely co- related to one or more moral values, which in turn guide students to build such values. Meanwhile, students also study the teachings of the Bible. Students will learn how to put faith into practice. It correlates, compares and self-reflects on life experience and religion. Over and above, the curriculum will nurture five correlated abilities introspection, communication, cooperation, problem-solving skills and creativity: it will provide students with all-round care from every aspect including religions, spiritual growth, life and morality. On top of the regular curriculum, we will make use of various gospel activities, group sharing and seasonal worships to motivate Christianity life education in an influential way.

Family Life Education

The school-based Family Life Education curriculum recognizes the family as the valuable basic unit of individual growth and development while exploring the complexities of family life in a changing society.

Family Life Education is a life-long learning experience. Our students begin their family life education in their daily lives at home, accompanied with the systematic and well-designed formal curriculum in school. We would like to equip our students with information, knowledge, skills and attitudes to meet life's challenges by making informed and responsible choices and decisions as a healthy individual and family member.

Our curriculum aims to promote the holistic development of our students through childhood to teenage by providing opportunities for them to develop competence and resilience which are conducive to positive youth development, showing affection towards others, and holding healthy beliefs so that they can become responsible and contributing members of family and society.

Curriculum Focus

Our curriculum covers 5 content areas that built on a spiral curriculum design throughout the 11-year-programme :

Content Area	Key Components
Sexuality Education	Sex education, Gender education, Life and death education
Human Growth and Development	Self-understanding , Emotion management, Health and wellness, Time and money management, Resilience
Interpersonal Relationships	Communication and conflict resolution skills, Appreciation of interpersonal relationships, Social competence
Families in Societal Contexts	Nature and Dynamics of families, Understanding Parenthood , Appreciation of diversities in Families
Family Resource Management	Resources management, Understanding roles and responsibilities in family

Foundation Stage

Students are able to understand the preliminary knowledge and skills related to the 5 content areas. They demonstrate the ability of increased self-understanding and self-management, as well as a harmonious peer relationship. Together with an optimistic attitude, they can cope with their journey of childhood.

Development Stage

Students are able to understand more in-depth knowledge and skills related to the 5 content areas. With increased self-acceptance and self-assurance, they can enjoy fruitful interpersonal relationships. Together with strengthened self respect and healthy attitude, they can cope with their journey from childhood to teenage.

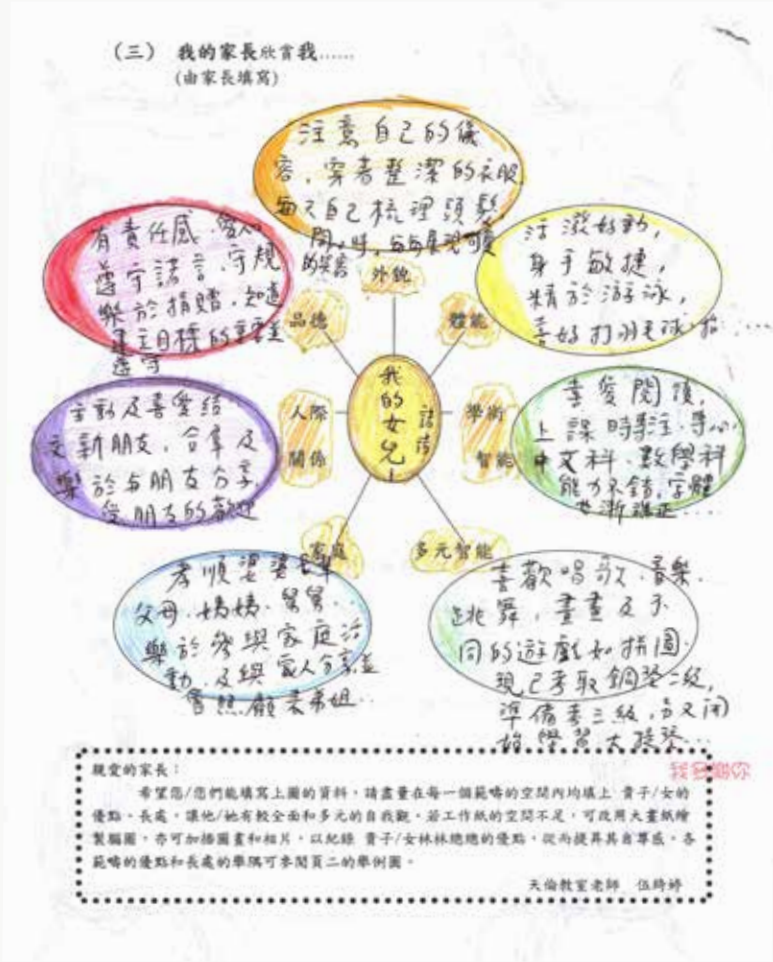
Mastery Stage

Students are able to handle the knowledge and skills related to the 5 content areas. They become teenagers with positive self image, who enjoy harmonious and intimate interpersonal relationships. They also develop the positive attitudes that accompany them in their journey from teenage to adulthood.

Learning and Teaching

The school-based curriculum is tailor-made for our students according to their developmental needs. Through practical sessions on student-centered interactive and experiential lessons and reflective assignments, we aim to help our students develop the ability to handle the related knowledge and skills, and to have a reflective mind and mature emotions.

Family Life Education also invites parents to join the students' learning activities and experiences. It is also our aim to provide a platform for parents and children to learn and communicate on the issues of concern so as to enhance the quality of learning efficacy as well as the parent-child relationship.


（三） 我的家長欣賞我……
（由家長填寫）
我的女兒上
外貌
品德
體能
人際關係
學術智能
多元智能
親愛的家長：
天倫教室老師 伍詩婷

Physical Education

Physical Education (PE) is "to educate students through physical activities". It aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students' lifelong and life-wide learning to face challenges in the Twenty First Century.

Our school-based PE curriculum is broad and balanced. It covers the six strands of learning topics relevant to health and fitness, sports-related values and attitudes, knowledge and practice of safety, knowledge of movement and aesthetic sensitivity. Factors including the school's traditions, environment, facilities, and teachers' experience are considered when designing and implementing the school-based curriculum. Teachers adopt student perspectives and choose appropriate learning content to suit their needs, interests, abilities and learning styles. The different key stages in primary, junior, and senior secondary levels have been redefined to provide a broad and balanced curriculum which aims to maintain progression and seamless continuity.

Curriculum Focus

Foundation Stage

By the end of the foundation stage, students should be able to develop locomotor movement skills, stability movement skills and manipulative movement skills. They should know the health benefits of physical activities and develop positive attitudes towards participation in physical activities, and perform sequences of skills with creativity and imagination through fundamental movement activities and physical play. The Foundation Stage is designed with various kinds of physical games to cultivate students' motivation and pleasure for learning.

Development stage

By the end of the development stage, students should be able to acquire and apply basic skills in at least eight different physical activities selected from not less than four areas which include games and competitions. They should participate actively and regularly in at least one PE-related co-curricular activity, acquire basic knowledge about physical activities and their contribution to health. They should be able to apply theories of physical activities and training principles in a health-related fitness programme, communicate effectively and cooperate with others. Students should think critically about current issues in PE and sport, follow rules and regulations and demonstrate fair play, and demonstrate appropriate etiquette and sportsmanship in physical activities. At this stage, the main purpose is to foster and strengthen students' basic concepts and physical skills with the provision of a wide range of sports such as shuttlecock, tag rugby, and swimming, etc.

Mastery Stage

By the end of the mastery stage, students should be able to master learnt skills and tactics from a range of diversified activities, participate actively and regularly in at least one PE-related co-curricular activity. They should be able to analyse physical movement and evaluate the effectiveness of a health-related fitness programme, apply problem-solving skills when facing problems in a PE learning context, take the role of sports leaders or junior coaches and demonstrate responsibility and leadership in the school and community. They should maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties and other personal qualities to daily life. Students' personal qualities and abilities can be developed through different physical activities. Therefore providing other programmes like archery, Frisbee, bowling, and basic first aid, etc. helps broaden students' knowledge and arouse the interest of students.

Learning and Teaching

We are aware of students' individual differences. To design good learning and teaching strategies to cater for students' diversified learning needs, students are grouped according to their potential and physique, and provide students with the opportunity and option of participating in a wide range of physical activities for talent identification. Our school has several school sports teams such as Athletics, Swimming, Basketball, Football, Volleyball, Table tennis, Badminton, and Rope skipping etc. They provide specified and systematic training for talented students to deepen knowledge and lead to progression. Our students are enthusiastic at sports and always strive for excellence. Students' participation rates in various inter-school competitions are high with many successes. The prizes and awards gained by our students have been growing steadily both in number and level of achievement.

Life Enriching Experiences

Logos Academy is devoted to create an environment conducive to students' whole person development. With the aims of enriching students' experience, developing their leadership potential and cultivating their serving spirit, different co-curricular and extra-curricular programmes are provided through both our formal and informal curricula.

FS1-DS3
(Primary Division)

A. Cross Curriculum Activities

Co-curricular Activities (CCA) in the Primary Division is one of the most popular programmes in the Academy. There are thirty-one courses offered and they are conducted during the 5th and 6th lessons on each school day. The courses of CCA are designed based on the cognitive, physiological and psychological development of students in different grades. A wide variety of choices are made available so that students may have a diverse learning experience during their years in the Primary Division. Briefings on the courses are given in the first week of each new school year. Approximately nine courses are offered for each level of students to choose from. Parents and students are free to nominate three courses that they like most and the school will select one out of the three for the students. Modifications in the programme are made based on annual reviews and according to students' surveys and teachers' advice.

Courses

Art Classes:	" little Painter ", Visual art, Dance (Chinese dance) (Folk dance) (Jazz dance), Drama (kun opera), Fashion And Image Design
Music Classes :	Percussion, Keyboard, Chinese musical instrument (xiaoruan), (pipa), (Bawu), (Dizi), (Hulusi), (Erhu), Djembe, Handchime, Violin, Wind music group, Chinese Drums
Language Classes :	French, Spanish, Japanese
Health Classes:	Gymnastics, Martial art, Table tennis, Futsal, Rope skipping, Badminton, Taekwondo
Others:	Chinese chess, Go

B. FS1 and FS2
Multiple Intelligences Classes

Howard Gardner's Theory of Multiple Intelligences (MI) acknowledges that people have strengths in different modalities. It suggests that children's varying intelligences cannot be recognized or accessed in traditional classroom settings. The MI approach supports the idea that children can and will reach their full potential in their particular area(s) of intelligence.

Starting from 2017, our school started to provide Multiple Intelligences Classes for FS1 and FS2 every Friday to further develop students musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic abilities. To adapt to a rapidly changing world, the school will start a new programme called STEM+ in 2020 in order to further enhance students' resilience, encourage teamwork and teach problem-solving and critical thinking skills.

C. DS1-DS3 Gifted Classes

Dr Howard Gardner, professor at the Harvard Graduate School of Education, introduced his Theory of Multiple Intelligences. There are eight intelligences embedded in the human mind: linguistic, logical/mathematical, visual/spatial, musical, bodily kinesthetic, intrapersonal, interpersonal, and naturalist intelligences.

The above-mentioned intelligences exist in every individual's mind, with only the degree of capacity being different in respective domains. Intelligences can be nurtured in particular educational settings using strategic pedagogical or facilitating teaching techniques.

The school-based gifted classes offer pull-out programs in disciplinary or interdisciplinary areas for the more able students within the school setting. Students will be selected to attend the gifted classes according to their multiple intelligences, skills, ability, previous experience or academic results.

The mission of gifted education is to fully explore and develop the potential of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment. Exploring students' thinking and creative abilities as well as social skills should be the focus of gifted education.

D. e-School Bag Scheme

Logos Academy has made great effort to develop a wireless network and good practices on e-learning. In the new phase of development for enhancing students' learning effectiveness, the school has an e-School Bag Scheme for DS1 to DS3 students. In this scheme, students bring their own mobile computing devices for learning in lessons. Teachers can make use of the most up-dated hardware and software of information technology to optimize and facilitate students' learning and collaboration in learning and teaching. Students can fully utilize IT to enhance their motivation and interest in learning and increase the interactions with peers and teachers.

E. STEM Education

STEM (acronym for Science, Technology, Engineering and Mathematics) education is promoted in alignment with the worldwide education trend of equipping students to meet the changes and challenges in our society and around the world with rapid economic, scientific and technological developments. The promotion of STEM education is introduced as a key emphasis under the ongoing renewal of the school curriculum to nurture students to become effective lifelong learners equipped with appropriate knowledge, generic skills as well as values and attitudes necessary for facing challenges in the 21st century. Through STEM day, Multiple Intelligence lessons, STEM elite class, Project-based learning week, various in-house activities, inter-school competitions, and overseas educational visits, we provide different learning experiences for our students. We also integrate STEM into the daily curriculum, in subjects such as Mathematics, Science and Information Technology.

F. Project-based learning

Project-based learning (PBL) is a style of active learning and inquiry-based learning. It includes a type of instruction where students work together to solve real-world problems.

The PBL framework is guided by six transdisciplinary themes of global significance, explored knowledge and skills derived from different subject areas and outside classroom activities like workshops, visits or seminars.

Students are given a "driving question" to respond to or answer, then directed to create an artifact to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations.

It is believed that Logos students will be equipped with 21st century skills to cater for their future needs through inquiring into the following transdisciplinary themes.

Level	Transdisciplinary theme
FS1	Who we are
FS2	Sharing the planet
DS1	How we express ourselves
DS2	How we organize ourselves
DS3	How the world works


Police officers help to
prevent

G. Student Exchange Program

For years, the student exchange programme to Mainland China has reaped considerable benefit not only to the participating students, but also to their family members. Every year, since 2009, more than 100 students from DS1 to DS5, together with their family members, apply and spend valuable time in campuses of primary and secondary schools in mainland China during Easter holidays. Schools in Shenzhen, Guangzhou and Foshan are carefully selected for these exchange programmes. Students are assigned into different classes and undergo the same learning and teaching experience with students there, experiencing student life in mainland China. They make friends and get to know more about the different lifestyles in the two areas. This helps broaden our students' horizon and give them a valuable experience on cultural exchange. Besides, as students are accompanied by their family members, they can arrange their own family activities after school. The programme also serves to provide a channel for family gathering, making it an enjoyable and meaningful activity during holidays.

H. Uniform Teams

Cub Scout Troop

Logos Academy's Cub Scout Troop (1594th East Kowloon Group) aims to operate an educational movement for junior students, providing them with challenging and progressive training programmes for their moral, intellectual, physical, social and aesthetic development.

To achieve this mission, we involve junior students throughout their formative years in a non-formal educational process. We employ the distinct scout method that makes each individual the principal agent in his/her development as a self-reliant, supportive, responsible and committed person. Through meaningful activities, junior students are assisted to establish a personal value system based on moral, social and ethical principles as expressed in the Scout Promise and Law.

As a Cub Scout, there will be plenty to do and learn about, in small groups and with the whole pack. The activities junior students participate in (including camping, hiking, group gatherings skills, outdoor cooking, etc.) are usually part of the Cub Scout Training Scheme. As students move through the scheme, they will be able to gain badges to wear on their Uniform Cub Scouts.

Junior Police Call Scheme (JPC)

Junior Police Call Scheme (JPC) was launched by the former Chief Superintendent of Police Public Relations Branch (PPRB), Mr. Rennie, in 1974. With its membership expanding rapidly over the years, JPC has become one of the largest youth organizations in the world with strong Police ties.

Junior Police Call of Logos Academy was established in 2018. Our mission is to develop our members to work in partnership with the community and other agencies to fight against crime. We are committed to train our members and to equip them with necessary abilities as future leaders in serving our community. We promote positive peer influence in tackling juvenile delinquency.

HKCCCU Logos Academy Panda Division

St. John Panda is a uniform team that both parents, teachers and students (aged between 8 and 12) can take part and share duties in different missions. The members' ability of self-management would be trained through a serious of trainings like basic first aid and nursing trainings, foot drill trainings, skills training courses and other activities. They are expected to become the first aiders in campuses.

Hong Kong Red Cross Junior

Hong Kong Red Cross Junior Unit 132 is officially established on 2nd July 2017, whilst the first cohort of members enrolled as Red Cross members on the same day after a series of proper Red Cross Training throughout the school year.

As members of the International Red Cross Movement, they are trained in the following aspects: protecting life and health, serving the community and putting the spirit of humanity in action. Our training will enable our members to become responsible citizens in the community.

Parents have played significant roles in helping us to create the whole person development environment, especially in this stage. Partnership takes the form of parent helpers in organizing programs, implementing activities, accompanying students in exchange programs, etc. They are definitely an important asset of our school.

DS4-MS4
(Secondary Division)

A. STEM Education

STEM (i.e. acronym for science, technology, engineering and mathematics) has increasingly become a focus of global education upon robust development of information technology over the past two decades. Unlike conventional subjects, STEM education emphasizes on the application of interdisciplinary knowledge, problem-solving and innovative skills. STEM projects have been introduced at MS1 level to enhance students' capabilities to integrate and apply their knowledge and skills learnt to solve daily life problems. Their creativity, collaboration, problem-solving skills and innovativeness are nurtured. Both mathematics and science curricula are arranged and adjusted to meet the needs of students in doing their projects. There are also STEM learning activities inside and outside school. Students learn to use Makey Makey to carry out their projects in lessons. There are STEM activities at DS level after summative assessments. Students also participate in various competitions such as Race for the Line competition, Solar Car competition, robotic competition, etc. and they have chances to have their competitions or presentation of their work in Hong Kong, the USA and the UK. Professional development programme in the form of training, seminars and workshops are organised to enhance teachers' capacity for cross-disciplinary teaching and their capabilities of leading STEM-related projects, so that the projects could become springboards for students to get to another higher plateau in learning.

B. Project-based learning

Project-based learning (PBL) is a mode of active learning and inquiry-based learning. It provides the opportunity where students work together to solve real-world problems.

The PBL framework is guided by six transdisciplinary themes of global significance. Students can acquires explored knowledge and skills derived from different subject areas and outside classroom activities like workshop visits or seminars.

Students are given a "driving question" to respond or to answer. Then they would be directed to create an artifact to present their gained knowledge. Artifacts may include a variety of media such as writings, art, drawings, three-dimensional representations, videos, photography, or technology-based presentations. etc.

Through PBL, Logos students will be equipped with 21st century skills to cater for their future needs through inquiring into different transdisciplinary themes.

C. Dreamstarter Programme

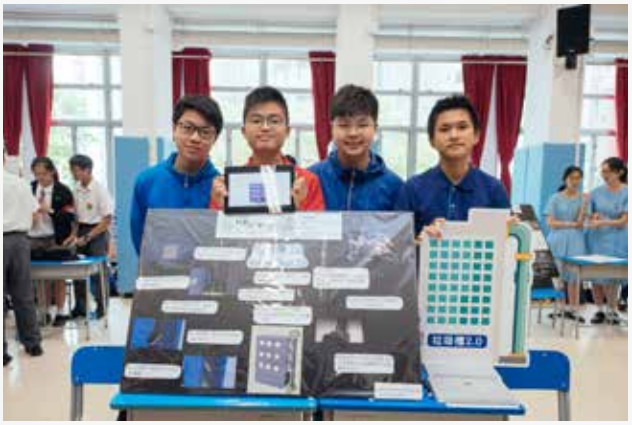
DreamStarter is a brand new social innovation programme. Through an experiential dream-seeking journey, students are trained to apply innovative thinking to bring changes to their community. They learn entrepreneurship and the 21st century essential skills, solve problems with confidence and meet the challenges of the future. The entire project requires students to actualize their dreams through online crowdfunding and the DreamBackers back them up by sharing their resources and experiences, so that students can work towards their goals step by step. Students are encouraged to walk into the community, to understand different cultures and to care for the community. Moreover, they learn to communicate with different stakeholders, have a better exposure of applying STEM, pursue their dreams by bringing new changes to the community and widen their perspectives to be more open to learning in the future.

D. The National Society of High School Scholars (NSHSS)

Logos Academy provides countless opportunities to train its students to become tomorrow's leaders. The National Society of High School Scholars (NSHSS) chapter is one of the significant pathways. NSHSS is an honor society founded by Mr. Claes Nobel and Mr. James Lewis, which values the importance of academic excellence and academic exchange among youth. It provides a great range of scholarships and exchange opportunities. In 2018, Logos Academy was one of the first 3 schools in Hong Kong and in Asia to be chosen by the NSHSS headquarters to have a chapter set up. In 2019, our chapter had been awarded the Key Chapter Award as well. Our chapter offers opportunities for students to not just become leaders within the school, but also to connect to other chapters and global partners. Our chapter has been highly active on campus, constantly organizing events for both members and non-members, including funfairs like Nobel Days and the Parents Mentorship Program where students are able to learn from our school's parents from many career fields. Outside of our own school, our chapter has been in constant contact with the headquarters located in Atlanta, USA, and have also been in frequent collaboration with other local chapters such as St. Paul's School (Lam Tin). From this point on, the NSHSS Chapter is a student body that will continue to strive to nurture students into leaders who are capable of serving the community and seek for academic exchange within their own community and furthermore around the globe.

E. CEL Activities

Logos participates in the J-WEL Initiative in collaboartion with five partner schools in Hong Kong, Catalyst Education Lab (CEL) and Massachusetts Institute of Technology (MIT) to promote excellence and transformation in learning and teaching at our school and prepare our students to meet the rapid changes and challenges in the world. We aim at engaging teachers from different aspects to learn and share ideas with other educators and technologists around the globe through different workshops and overseas visits organized by CEL and MIT. Students are also encouraged to take part in different activities, such as MIT STEAM Camp, MIT Innovation Node Student Bootcamp, inter-school competitions and Joint School Project Exhibition, to learn about the 21st century skills which are essential for the workforce in the future. In line with the development of our school, we will emphasize in equipping our students with the backpack skills, which include design thinking, system thinking, computational thinking and entrepreneurship.



F. Subject-related Extended Activities

Our school provides a wide range of Subject-based Extended Activities for students of the Secondary Division to achieve the aim of whole-person development and enables them to develop life-long learning capabilities.

These activities include: Elderly Visit, Organic Farming Day, "One Person, One Flower" Scheme, etc. Through these activities, we strive to enhance our students' potential in different areas and develop their problem-solving skills, ability to work with others, and self-confidence.

Other activities, e.g. Social Studies Week and Quiz competition, have been organized to meet the purpose of co-curricular activities to support students' formal learning. The school succeeds in broadening students' perspectives and heightening their social, national and global awareness through the Subject-based Extended Activities.

G. Authentic Learning Program

The Academy believes that Authentic Learning Programme is a way to develop and practice the skills and competences of students. Students are not just learning in classroom, they learn in an authentic environment or simulated situation. They are asked to work on the task which is connected with the real world. Students could access supporting resources and engage in collaboration and reflection to create meaningful and useful learning outcomes. Students are expected to explore the task and construct their knowledge in a self-directed mode, teachers are facilitators throughout the process.

H. Overseas Learning Program

Overseas Authentic Learning is a life changing experience. Authentic learning says that we should learn about what happens in the "real world", and become "cognitive apprentices" to the experts. That is to say, when we learn about maths, we learn to think like mathematicians. When we learn about the weather, we learn to use tools that a meteorologist would use. When we learn to draw, we are taught techniques that real artists use. How is this possible?

Overseas learning provides an opportunity for our MS level students to reinforce and develop general and specific skills, to provide the opportunity for experiential learning and the challenge of different environments, to permit text book derived knowledge to be sorted and clarified, to integrate the materials studied, and to encourage the development of tacit or intuitive knowledge. In addition to this, spending time in other countries will also allow students to gain respect for cultural diversity, improve their knowledge, stimulate their curiosity about the world and improve their second language skills.

I. Community Services

Our Social Services Team has been actively promoting and organizing various social services for students in order to create a society of love. MS2 to MS4 students in Logos Academy are expected to take part enthusiastically in the social services scheme. We believe that through serving the underprivileged, students should be able to gain insight into people from different classes of the community and the importance of unity to the well-being of society.

Our social service team aims at :

- providing students with various opportunities to serve the society and the needy
- arousing students' awareness towards the society
- broadening students' horizons through community services
- developing students skills in effective leadership, communication and cooperation, and boost their confidence.

Students joining the social services scheme are entitled to participate in extensive trainings and be able to acquire leadership, communication and management skills by involving in different social services projects, such as Visiting the elderly, Flag selling, Christmas caroling , Making cards or gifts for the needy and Big brother and sister program etc. Apart from the activities, students are encouraged to organize other activities on their own.

Record System and Special Recognition

Each student has a community service record sheet to record their experiences in serving the society. They need to submit the record sheets to the teachers for verification. At the end of the school year, students who have actively participated in social services will be awarded.

J. The Logos Student Union

The Logos Student Union (SU) is an active student body integrating people, services, and programmes that enrich the intellectual, cultural and social well-being of the Logos students in their campus life.

The Logos SU is one of the most influential student organizations in the secondary campus. It serves the students of the entire secondary school with the following objectives:

- To facilitate the communication among students, the SU and the school, playing an important role as a bridge between different parties.
- To cultivate team spirit of the students and the students' sense of belonging to the school through organizing all-rounded activities / class-based competitions sponsored by the school.
- To tap school or outside resources for the welfare and benefit of the students.
- To organize wide range of activities in fostering students' whole person development with the characteristics of "Logosian".

At Logos, democratic culture has been established in which the SU is formed by 'one student one vote' election. As a traditional practice, student leaders form their own teams as cabinets composing highly motivated members from different forms to run for the executive committee of the SU each school year. Leaders of the executive members are usually taken up by students from senior forms. Each student of the secondary school has the right to vote for their favorite cabinet. The cabinet that gets the highest number of votes will be commissioned to be the SU Executive Committee.

The Logos SU provides a precious chance of leadership training to the executive members in the course of planning, organizing, implementing and reviewing the programmes each school year. They will be supported by a team of teacher advisers to provide guidance throughout the implementation of their year plan.

K. Clubs and Societies

The Academy believes that interest clubs and societies are essential parts of students' school life. In order to enrich students' school life, students are encouraged to participate in the activities organized by different types of clubs and societies, like academics clubs, sports groups, interest groups and religious group.

Apart from joining the activities as a participant, students are encouraged to step foward to organize their own interest group. The clubs and societies are run by students alongside with their teacher advisors. Students are provided with the opportunity to develop organizational, communicative and social skills for the whole person development. More importantly, students could have fun. Finally, The Academy believes that clubs and societies can empower students to make changes in their school life.

L. Uniform Teams

Girl Guide

The Association organized training and activities to meet the needs and interests of today's girls. Girls from age 10-18 may join the Girl Guide Section. The varied activities are arranged under the Eight Point Programme. Different programmes aim to train and equip students with different knowledge, techniques and attitude. By following the Badge system, girls have the chance to follow their interests and set targets or challenges to improve their own standard. Different badge assessments cover different aspects such as service, character, skill and fitness in weekly Unit meetings. Girls can also join different workshops in the areas of environment, information technology, photography, career, etc. They are expected to self-direct their learning and learn with others; to join overseas exchange tour to explore different cultures; to join international camp to learn camping skills; to communicate with international members and take on challenges; to serve others to respect individuals and to develop empathy and get involved in our community. All programmes and events can develop their fullest potential as active citizens of the world. They are also encouraged to participant in service projects through which they developed a caring and positive attitude in life.

St. John

The CAS Cadet Corps of Logos Academy was established in 2013. The Cadet Corps has the mission to encourage young people to develop skills and leadership through participating in group activities and training which are beneficial to the development of their mind and body. It aims at nurturing them to become future leaders and responsible citizens, building up their confidence, sense of responsibility, self-discipline and the spirit to serve others.

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