



The International School  
OF MACAO | 澳門國際學校

# Curriculum Guide

**In a safe, caring and welcoming environment, we develop socially responsible, lifelong learners able to problem solve, think critically and make positive changes in our global community.**



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# Welcome to TIS Macao



## **Our graduates receive a high school diploma that is recognized by universities around the world.**

At The International School of Macao (TIS), we offer a challenging curriculum with both international and multicultural elements. Our school is accredited by the Education Ministry of Alberta and follows the Alberta curriculum from kindergarten to high school.

In addition to the Alberta Diploma, the International Baccalaureate (IB) Diploma is offered as an alternative/additional program of choice for our high school students.

The quality of our academic and extra curricular programs resides in the range and depth of study offerings, and in the personal and professional strength and commitment of our faculty.

We are a positive and supportive school that recognizes that student well-being is of utmost importance when developing socially responsible, independent and positive lifelong learners.

Whether engaged in learning in the classroom or through service activities, our students achieve top results and develop into compassionate young people with strong values who have a desire to make a positive difference in the world.

It is our belief that school staff, parents, guardians and volunteers must collaborate as an effective team to create a nurturing environment for our students. We strongly encourage open communication between home and school at all times.

**We warmly invite you to join our school open day or arrange a private school tour to learn more about the exceptional education offered at The International School of Macao.**



**TIS develops socially responsible, lifelong learners able to problem solve, think critically and make positive changes in our global community.**



The International School of Macao (TIS) is an independent international school catering to students from Pre-Kindergarten to Grade 12.

At TIS, we provide many opportunities and support for students to explore and enhance their individuality and creativity in a truly international learning environment. We offer an outstanding and comprehensive academic program for students from kindergarten through to high school.

Our range of academic and extra-curricular programs allow boys and girls to nurture their emerging talents and prepare themselves for a future of learning and responsible citizenship.

TIS was established in 2002 to provide a Canadian curriculum and accreditation to local and expatriate students. The School opened with an initial local enrollment of 58 students on the campus of Macau University of Science and Technology (MUST).

By 2006, TIS had grown to over 500 students and the School moved into the first phase of its new, purpose-built facility on the MUST campus.

Currently, the TIS campus can accommodate a total enrollment of 1600 students with facilities spread across two buildings in two wings, as well as multiple outdoor areas for sports and recreation.

Accredited with the Ministry of Education in Alberta, Canada since 2006, TIS earned the highest level of accreditation - Level 4 - in 2017 and is the only school to achieve this standing.

Students graduate from TIS with an Alberta High School diploma and the International Baccalaureate (IB) Diploma recognized by universities worldwide.



**TIS recruits and maintains high quality teachers who are deeply committed to encourage students to develop a love of learning and a desire to succeed.**



It is important to us that teachers have experience with the Alberta curriculum. Our highly skilled faculty from a variety of countries are required to maintain the necessary Canadian experience and expertise to meet our curricular demands.

Teachers (SK - Grade 12) must be certified by Alberta Education which involves a rigorous process that ensures our faculty have the necessary training and experience to deliver the curriculum. The process also includes professional and security checks.

Teachers are hired based on their ability to teach effectively, their familiarity with the curriculum and their ability to develop relationships with students, parents and the community. As student enrollments increase, so do the number of teachers employed at the school.



Our large, modern campus with its progressive, world-class learning environment allows students to take full advantage of their academic goals.



In addition to the facilities below, TIS is fortunate to have a football stadium, tennis courts and gymnasium adjacent to our campus.

- Purpose-built Classrooms for all Students
- Science Laboratories
- Computer & Robotics Labs
- Discovery Centre
- 3 Multi-Purpose Halls/Gymnasiums
- Covered Playgrounds
- Visual Arts, Drama & Music Studios
- Television & Film Studio
- Black Box Theatre
- Two-Story Library
- Administration Centres
- Student Services Hub
- Learning Lab



There is plenty of outdoor and indoor space at TIS, including open common areas and spacious athletic fields that are intended to encourage students to socialize and take part in recreational activities.

Indoor and outdoor playgrounds with soft surfaces are located within the North and South wings. There are two basketball courts and a large playing field next to the school.

Swimming pools, cross country trails, a skating rink and beach volleyball courts are all within a reasonable distance from the school.



# School Facilities

**Digital technologies have been fully integrated into teaching and learning at TIS.**

With access to technology, there comes a level of responsibility that is needed. One of our primary goals is to help students be socially responsible, digitally literate lifelong learners.

Being digitally literate means that our students will have the knowledge and ability to use technology to competently and safely connect, collaborate with others, produce and share original content, and to use the Internet and technology to achieve both academic and personal goals.



CURRICULUM GUIDE

TIS MACAO



**Our secondary students participate in the “Think Digital” laptop program and use their personal laptop to access course materials, create content and collaborate with others.**

**STUDENT ACCESS**

Primary students have access to laptop carts and iPads so that they can utilize G-Suite apps (Docs, Slides, Drive and Sites) as well as apps such as iMovie and DoInk (Green screen technology).

**TEACHER ACCESS**

Teachers use interactive whiteboards, Google Classroom, Google Sites and online platforms such as Kahoot! and Quizlet (to name a few) to make learning more interactive and engaging for students.

**PARENT ACCESS**

Parents have access to a number of platforms that allow them to keep track of their child’s progress at school. Gibbon is our Student Information System and parents can use it to access academic results and register their child for teams and after-school activities (JK - Grade 12).

Parents can choose to receive weekly summaries from Google Classroom so that they are aware of what is happening in their child’s classes. Seesaw (Kindergarten to Grade 3) is a mobile app that allows parents to receive updates about their child’s class activities.

# Curriculum Overview



**As an Alberta accredited offshore school, TIS must meet rigorous requirements in order to offer this world-class curriculum.**

Our progressive curriculum ensures that students are best prepared for the future by cultivating skills and attitudes that enable lifelong learning and caring for the community.

By aligning pedagogy, curriculum and core values, our mission is to develop socially responsible lifelong learners able to problem solve, think critically and make positive changes in our global community within a safe and caring environment.

The International School of Macao (TIS) offers the Alberta, Canada provincial curriculum for Senior Kindergarten to Grade 12, which is the cornerstone of our successful educational program.

Pre Kindergarten and Junior Kindergarten use the Alberta FLIGHT curriculum for early childhood development.



**TIS's excellent results in the most recent PISA tests (Programme for International Student Assessment) show the effectiveness of the Alberta curriculum and the teaching strategies that are used at our school.**

Our Grade 6 and Grade 9 students are required to write standardized Alberta provincial achievement tests in English Language Arts, Social Studies, Mathematics and Science. When compared to provincial results, TIS students perform better than the norm.

Our Grade 12 students are required to write standardized Alberta provincial examinations for their core diploma courses, which account for 30% of the final grade in any given course.

When compared to provincial results for Grade 6, 9 and 12, TIS students perform better than the norm. One hundred percent of our graduates have received direct admission offers to more than 300 universities and colleges worldwide. This attests to the quality of the school's programs and its growing global reputation in the university world.

## **International Baccalaureate® (IB) Diploma Programme (DP)**

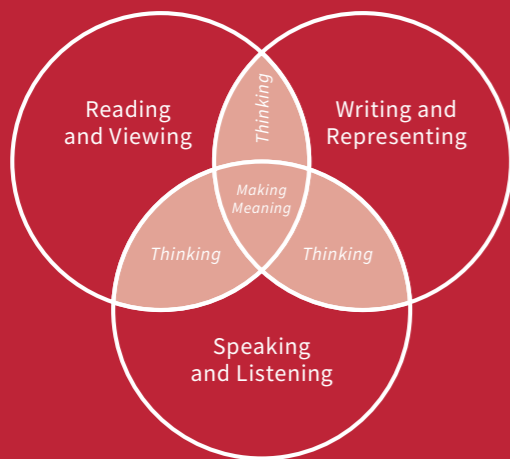
On July 1st, 2017, TIS became authorized to offer the International Baccalaureate® (IB) Diploma Programme (DP) as an option to its curriculum for Grades 11 to 12. The two-year IB DP is a challenging and balanced pre-university educational program that is recognized around the world.

The similarity between the Alberta and IB programs allows students selecting this option to graduate with dual diplomas.



# English Language Arts

The TIS English Language Arts program of studies is fully integrated across the curriculum to ensure that students have a strong grasp of the written and spoken word.



Alberta’s commitment to developmentally appropriate pacing, emphasis on English language arts as a foundation for all learning, the development of fair and consistent assessment practices, the integration of technology and the use of certified teachers in the development of curriculum at all levels ensures that Alberta has one of the best education systems in the world.

The main aim of the English Language Arts program is to equip students with the necessary tools to become reflective, articulate, critically literate individuals who are capable of using language successfully to learn, interact and communicate in both personal and public contexts.

English language arts encompass the experience, study and appreciation of language, literature, media and communication. Students build confidence and enhance their linguistic competence by engaging in all six language arts through many opportunities to listen and speak, read and write, and view and represent in a variety of combinations and relevant contexts.

The application of these interrelated language processes is key to the development of language abilities, socio-cultural understanding, and creative and critical thinking.

LEARNING OUTCOMES	ENGLISH LANGUAGE ARTS (GRADES 1-9)
Listening & Speaking	Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge.
Viewing & Representing	These skills allow students to understand the ways in which images and language may be used to interpret and convey ideas, values and beliefs through various channels.
Reading & Writing	Reading provides students with the means to access the ideas, views and experiences of others to extend their knowledge and use of language. Writing provides students with the opportunity to explore, shape and clarify their thoughts and communicate them to others.

# Mathematics

To realize the objectives of mathematical education, the mathematics program of study incorporates seven interrelated mathematical processes.



Alberta’s Mathematics program helps students to develop their mathematical reasoning and problem-solving skills and make connections between mathematics and its applications.

The program requires that students learn how to reason and solve problems in real-life situations in addition to understanding the mathematical operations of: addition, subtraction, multiplication and division.

LEARNING OUTCOMES	MATHEMATICS (GRADES 1-9)
<ul style="list-style-type: none"> <li>• Connections between mathematical ideas to other mathematical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Development and application of new mathematical knowledge through problem solving</li> </ul>
<ul style="list-style-type: none"> <li>• Communication of mathematical ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Selection and use of technologies as tools for learning and for solving problems</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstration of fluency with mental mathematics and estimation</li> </ul>	<ul style="list-style-type: none"> <li>• Development of visualization skills to assist in processing information, making connections and solving problems</li> </ul>
<ul style="list-style-type: none"> <li>• Development of mathematical reasoning</li> </ul>	



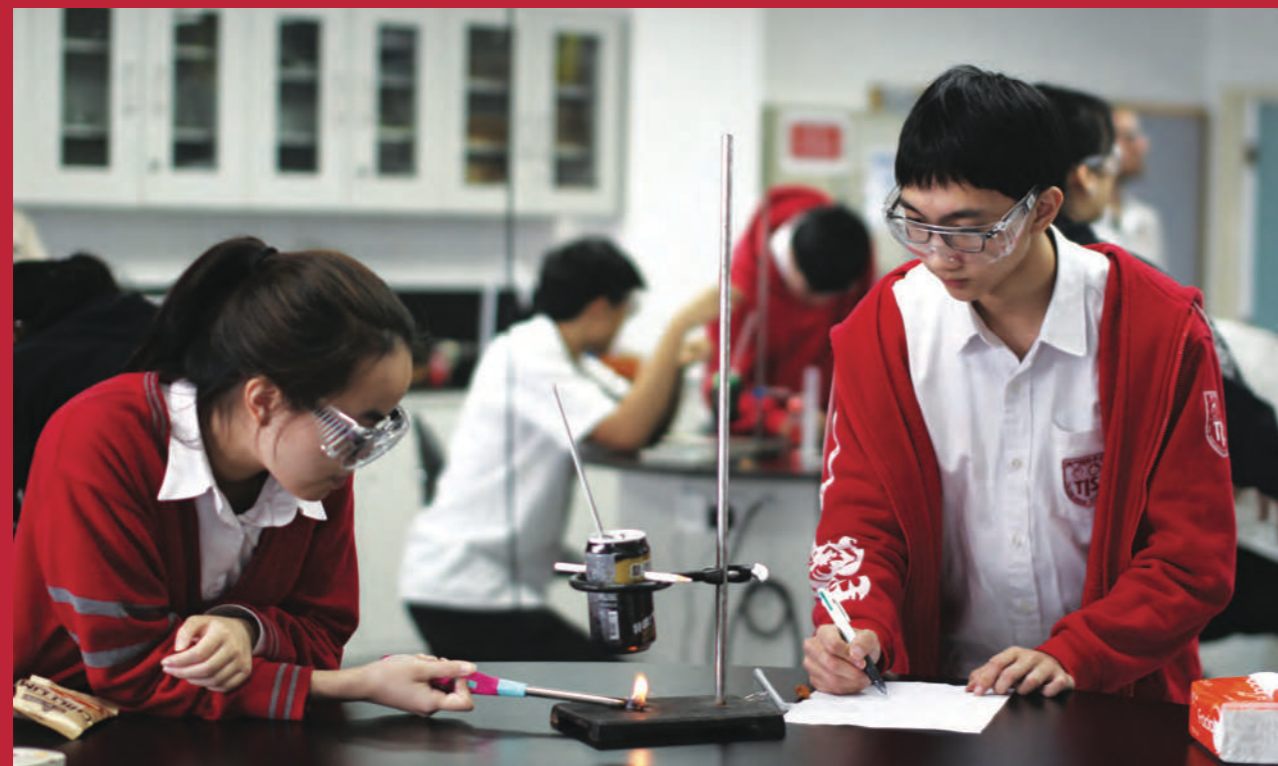
# Science

**Students in the Science program benefit from the diverse learning experiences that enable them to explore the physical world, ecology and technology, analyze issues, and explain and interpret the interrelationships among sciences, technology, society and the environment.**

Students who are scientifically literate possess a thorough knowledge of science and its relationship to technologies and society and are able to engage in analytical discourse about science and technology-related issues.

The Alberta Science program is guided by the principle that children are naturally inclined to explore, investigate and ask questions about their surroundings. They are curious about how things work, how things are made and want to find answers to their questions. The goal of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing their investigative skills of their surroundings and by building a foundation of experience and understanding upon which later learning can be based.

The TIS Science program helps prepare students for life in a rapidly developing and changing world. Globalization has intensified the need to address complex questions and issues. Future global citizens will need to have an expansive knowledge and awareness of their environment as well as the ability to ask relevant questions, seek answers, define problems and find solutions, as well as a heightened awareness of the role of science in responding to technological, social and cultural advances in a dynamic world.



# Social Studies

**The Alberta Social Studies program addresses the study of political, economic, social, environmental and cultural aspects of societies in the past, present and future.**



The program is designed for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible global citizens.

At TIS, students explore multiple perspectives and concepts in relation to their role in society, other people and their world. The approach is issues-focused and inquiry-based and draws from several social sciences disciplines that include: history, geography, philosophy, political science, economics and ecology.

The program concentrates on the importance of diversity and respect for differences as well as the need for social cohesion and effective functioning of society.

Social Studies aims to promote a sense of belonging and acceptance in students so that they may affirm their place as thoughtful and participative citizens of the twenty-first century.



# Physical Education and Health

**The Alberta Physical Education and Health programs aim to develop students' knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.**

The Health Program enables students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

The Physical Education program helps students develop a set of life skills to not only manage their own health but also incorporate physical activity into their daily life and to foster a willingness to participate in lifelong physical activity. In addition, students are encouraged to develop the ability to collaborate with others as a team.

The units Life Learning Choices, Relationship Choices and Wellness Choices are covered in the Health program with each year's learning outcomes being a progression from the last. TIS prepares students to become physically literate and therefore approach health and wellbeing activities with confidence throughout their time at the school and beyond. The units covered during this course include: Activity, Benefits Health, Cooperation, and Do it Daily for Life. Students are assessed based on their knowledge and understanding, and ability to apply and perform certain skills.



# Mandarin

**At TIS, we support students with different language backgrounds to develop their language proficiency in Chinese Mandarin and to promote their understanding of Chinese culture.**

## KINDERGARTEN MANDARIN PROGRAMME

Students attend daily Chinese Mandarin classes from PK to SK. Students learn Mandarin in a play-based class setting which supports students' early language development and maintains their interest in Mandarin.

## PRIMARY SCHOOL MANDARIN PROGRAMME (GRADE 1 TO GRADE 6):

Students attend daily Chinese Mandarin classes and are placed into one of two groups:

### 1. Chinese Mandarin as a foreign language/second language course

This course is for students who have a limited background of Chinese learning experience. We aim to develop students' conversational skills so that they are able to use Chinese Mandarin to communicate in daily situations. Students also practice their Chinese reading and writing skills and learn Chinese culture through a series of grade level or school wide culture events and activities.

### 2. Chinese Mandarin as a first language course

For students who are Mandarin native speakers, or those whose Mandarin communication is at a near-native proficiency level, we provide strong support to further develop their literacy skills and deepen their understanding of Chinese culture. Students must be able to understand a class delivered in Mandarin and express themselves in a classroom setting. We aim to support students to become independent learners and cultivate students' passion for Chinese literature.

## SECONDARY SCHOOL MANDARIN PROGRAMME

Chinese Mandarin is mandatory for students from Grade 7 to Grade 9. Classes are offered in five 80-minute blocks every two weeks. Similar to the primary school Mandarin programme, students are placed into different groups based on their language proficiency levels. Starting from Grade 10, Mandarin becomes an elective course. We offer IB (Diploma Programme) Chinese courses to interested students.

# Elementary School



## Welcome from our Elementary School Principal

At TIS, our diverse student population includes children from Macau and many other countries who bring a wide variety of linguistic and cultural backgrounds to our school.

In addition, they bring unique educational experiences, personal strengths, needs and talents that combine to make TIS a very distinct and exciting school.

We offer a full range of learning experiences for our kindergarten and elementary students, designed to build strong foundations in reading, writing, listening and speaking, and to further develop their ability to understand and interact with others and with their world.

As our students continuously develop thinking and problem solving skills, they become increasingly independent, co-constructors of their own learning with the support and guidance of their parents and teachers. Together we strive to develop socially aware and responsible citizens who are lifelong learners.

This guide provides a snapshot of who we are and what we do; the parents and students who join us every day tell a more complete story of our ongoing learning journey.

We are very proud of our students and our program, and are always happy to welcome new families here at TIS. I look forward to seeing you and your children when you join our TIS community.

**Mary-Anne Jasinski**  
Elementary Principal

# Kindergarten Curriculum

Our early years program includes Pre Kindergarten (PK), Junior Kindergarten (JK) and Senior Kindergarten (SK).

We recognize the diverse backgrounds and language experiences that children bring to our program. Children arrive curious, creative and eager to learn.

In a supported play-based program, teachers intentionally plan and create learning opportunities which support language and social skills development, encourage exploration and investigation, inspire curiosity, develop imagination and creativity, and provide opportunities for children to make choices, to lead, and to follow.

Kindergarten children are active learners who learn to become more independent, make decisions for themselves and begin to ask questions to make sense of the world around them. They need varied opportunities to explore their world, take risks and gain first hand experiences. Teachers guide children in their learning through the inquiry process.

Children are given many opportunities to interact with their peers in fun and creative ways in order to be actively engaged in acquiring language, numeracy and social skills.

TIS follows the Alberta Kindergarten Program Statement and FLIGHT curriculum to create a three-year developmentally appropriate, play-based program for young learners based on contemporary education research.

## PLACEMENT PROCEDURE IN KINDERGARTEN

In Kindergarten, we place children according to their year of birth. All classrooms include children with a wide range of ability levels and English proficiency levels. TIS provides inclusive, heterogeneous classes.

Each year, class lists are developed with the following ratio considerations:

- Male to female
- Native English speakers to English language learners
- Diverse academic abilities
- Relationships between children

## KINDERGARTEN ASSESSMENT & REPORTING

At TIS, Kindergarten children receive three report cards per year and there are two scheduled times in the school year when parents visit the classroom to learn more about their child's learning. One is a parent-teacher interview in the fall when parents and teachers exchange information and parents learn about their child's progress and achievements.

The other is a student-led conference which is held in the spring when the children have the opportunity to interact with their parents and demonstrate their learning.

## Early Literacy

The foundation of all communication is language. Early literacy focuses on children's engagement in the acquisition of language and the construction of their own understandings of how oral and written language works.

## Citizenship and Identity

Citizenship and identity concentrates on the development of a strong sense of identity, self-esteem and belonging. In Kindergarten, children explore who they are in relation to others in their world.

## Personal and Social Responsibility

This learning area encompasses the development of personal and social management skills that are necessary for effective learning across all subject areas. In Kindergarten, children start to acquire and practice the skills that they will continue to enhance throughout their lives.

## Creative Expression (Arts, Music and Drama)

Children can express, explore and present their thoughts and feelings through visual arts, music, drama and movement. Children become aware of their own imagination and creativity and that of others as they interact with a variety of materials and respond to various forms of expression.



## Early Numeracy

An awareness of numeracy and mathematical concepts begins even before children enter Kindergarten. Positive early years experiences in mathematics are instrumental in numeracy development, which can then be built upon through lifelong learning. In Early Numeracy, learning centers on the development of numbers and spatial sense in children.

## Environment and Community Awareness

Children become aware of the five senses and use them to explore, investigate and describe the world around them, their environment and community.

## Physical Skills and Well-Being (Physical Education)

In formative years, children need assistance with the development of the requisite knowledge, skills and attitudes that lead to continual involvement in physical activity. Physical activity is important to all aspects of normal growth and development. The aim of physical education is to enable children to make informed healthy choices and to develop behaviors that contribute to the well being of self and others.

\* With the addition of the FLIGHT curriculum, the above sections are connected to SK. PJ/JK have changes to their outcomes and focus.

## Mandarin

In addition to the core subjects stipulated by the Alberta curriculum, all TIS Kindergarten students take Mandarin lessons as part of our Chinese Language program to help students develop their linguistic abilities. The program aims to cultivate students' communication, intercultural and strategic skill as well as enhance their cultural understanding and awareness.

# Elementary School Curriculum

The elementary school follows the Canadian Alberta curriculum and consists of Grades 1 to 6.



Our student-focused and inclusive learning programs have been designed to ensure the academic, social and emotional development of our students. Students thrive and excel when this curriculum is combined with the multicultural richness at TIS. The latest in educational resources and our many extra-curricular activities all enhance our students' love of learning.

At TIS, our elementary curriculum framework is designed to support the development and growth of our students emotionally, physically, socially and intellectually. We encourage and motivate students to view learning as a lifelong and exciting process.

A range of levels in development and learning styles are recognized and used to plan lessons. Students engage in a multilevel balanced literacy program that incorporates authentic reading and writing experiences in our child-centered classrooms. The balanced literacy framework is designed to help all students learn to read and write effectively through shared and independent activities. Through the guided inquiry process, they learn skills and knowledge and are able to apply them in an authentic setting to help them develop a clear understanding of what they are learning and why.

We deliver our program through carefully planned and intensively discussed Units of Inquiry. These are based on the school-wide identified standards and indicators patterned after the Canadian Alberta Curriculum in English Language Arts, Mathematics, Science and Social Studies. We also focus on local (Macao) relevant resources, the world at large, and significant issues in the community. Along with these core subject areas, students receive lessons in Physical Education and Health, Art, Music, Mandarin, and also make use of Information Technology throughout all of their learning experiences. As a rule, class sizes are limited to 25 students to better accommodate their needs.

Students in the higher grades take an active role in their learning. An emphasis on balanced literacy aids students in further developing their language skills. They have opportunities to improve their reading, writing and communication skills through the focus on different comprehension strategies each month. These strategies help them become aware of the essential skills necessary to access and interpret information both within the classroom and the world outside.

Numeracy is also a strong focus within our school. Students learn to understand math as a process rather than just an operation. In the higher grades, emphasis on the use of different strategies to solve a problem is highlighted to help encourage development of logic and reasoning. An inquiry-based learning approach is utilized throughout the various subjects with careful guidance given by the teachers. Through the inquiry process, students learn how to plan, retrieve, interpret and communicate their learning in unique ways.

Field trips into the community are also taken to help students better understand the relevance of their learning and make real world connections. Throughout the school, the educators aim to inspire self-directed, lifelong learners who are able to think critically as caring, global citizens.



## ELEMENTARY SCHOOL PLACEMENT

### Grade Level

TIS strives to place students with age-appropriate peers. Since new students come from a variety of academic systems, the principal uses the following criteria to determine the appropriate grade level for a student:

- The age of the student
- The student's CAT (Canadian Achievement Test) score and/or Admissions Test results and/or interview results;
- The student's past educational performance & experiences;
- The potential for the student to be successful in his/her future studies at TIS; and the grade in which the student is applying to enter;
- Students will not be accepted into a grade more than 1 year above/below their age-appropriate level

### Promotion

When the learning progress of a student does not meet the requirements for success in the subsequent grade, the teacher shall alert the principal. The principal, in consultation with the teacher and parents, shall determine which grade placement will provide the most benefit for the student's learning.

### Class Lists

TIS provides inclusive, heterogeneous classes. Students are not placed in classes by ability, commonly referred to as 'streaming'. Every attempt is made to make each homeroom in a grade level as similar to other classes at the same grade level. Each year, class lists are developed with the following considerations:

- Male and female ratio
- Ratio of native English speakers and English learners
- Diverse academic abilities
- Relationships between children

The school develops homeroom class lists. Parental requests for preferred teachers are not considered.

# Elementary School Curriculum



## Social Studies \*

Children learn to develop their sense of self and community to become engaged and active global citizens.



## English Language Arts \*

Children learn to understand and appreciate and use language effectively.



## Health and Life Skills \*

Children acquire knowledge and develop skills, attitudes and habits that contribute to their physical, mental and social well-being.



## Mathematics \*

Children are able to appreciate and value mathematics and to make connections between mathematics and its applications.



## Physical Education \*

Children develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



## Science \*

Children learn to understand and interpret the world around them.

\* Denotes core subjects - see pp. 6-8

## Information Technology

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact on self and society.

As technology is best learned within the context of applications, activities, projects, and problems that replicate real-life situations, the ICT program of studies is structured as a 'curriculum within a curriculum', infused across the core subjects of English Language Arts, Math, Science and Social Studies.

## Field Trips and International Trips

Throughout the year, students will go on numerous field trips. These trips are selected based upon their curricular relevance, feasibility, opportunity and developmental level.

In addition to local field trips, the students in Grade 4 will go to Hong Kong and students in Grade 5 and 6 will travel further afield to China or other parts of Asia. It is important that all students participate in the local and international trips.

## Art

In the elementary visual arts program, through the four components of reflection, depiction, composition and expression, children learn to see, interpret and make sense of visual stimuli through a whole set of experiences: individual, visual, learning, communication, creative, cultural and environmental.

## Music

Music education encourages students' creative and self-expression through performance, listening and composition and enhances their appreciation and awareness of a variety of music.

## Drama

Drama is a learning medium where students can improve their self-concepts by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills.

## Mandarin

Students develop their Mandarin fluency in writing, speaking, listening and reading.

## ELEMENTARY ASSESSMENT AND REPORTING

TIS uses an outcome based system in each grade to assess and report on student learning. Elementary students are assessed using clearly defined learning outcomes reporting the most recent, consistent levels of performance.

The learning outcomes are reported according to the child's recent ability to consistently meet the specific learning goals in the curriculum using the following scale:

- Excelling
- Meeting
- Approaching
- Not Yet

# Secondary School



## Welcome from our Secondary School Principal

My first introduction to Secondary School at TIS came in 2010 when we first arrived in Macao, and our daughter entered tenth grade. I was immediately impressed with the Secondary School's commitment to helping foster well-rounded students. Not only are our students introduced to a rigorous curriculum that prepares them for university, but they are taught to be good human beings. Our students are polite. They think critically. They care for their community and for our Earth. They create. They collaborate. And they treat each other with compassion and respect.

In Secondary School, we are committed to academic success and helping to prepare our students for the rigours of life after high school. Every student needs guidance in finding the right path for them, and it is our responsibility to help them find that path and give them the tools they need to be successful for what comes next.

The Alberta curriculum (used in grades 7-12) challenges our students, and our grade 11 and 12 students also have the opportunity to participate in classes offered by the International Baccalaureate (IB) Diploma Programme. Our students consistently receive offers from highly recognized tertiary institutes upon graduation. We are committed to helping students gain acceptance to their top-choice universities and help them discover opportunities that leverage their numerous strengths and talents.

With an extensive extra-curricular programme consisting of almost 100 clubs and athletic teams, as well as experiential learning opportunities offered during our yearly Experience Week, our students have abundant opportunities to discover new passions and build new skills as they journey through Secondary School.

We celebrate all students who have graduated and will graduate from TIS in the future. They have been and will continue to be socially responsible, lifelong learners who can problem solve, think critically and make positive changes in our global community. What a gift to the world!

Amanda Kiat  
Secondary School Principal

# Secondary School Curriculum

TIS is committed to providing a comprehensive educational system that aims to develop a high level of academic skills as well as positive social and cultural values that will equip our students to succeed in the twenty-first century.



As students emerge into young adults, TIS provides an environment where they are free to expand their horizons and stretch themselves mentally, physically and emotionally. The secondary school follows the Canadian Alberta curriculum from Grades 7 to 12. Our student-focused and inclusive learning programs have been designed to ensure the academic, social and emotional development of our students.

Students thrive and excel when this curriculum is combined with the multicultural richness at TIS, the latest in educational resources, many extra-curricular activities and creative and talented staff.

Each year, all TIS secondary students partake in Experience Week where they will spend time with their peers exploring and experiencing meaningful learning outside the boundaries of the classroom. This helps students on their journey to becoming informed, purposeful and active global citizens. Being outside the traditional boundaries of the classroom gives students the opportunity to use inquiry – an integral learning process at TIS – to further their understanding of people, community and global issues.

Experience Week options are chosen based on a diversity of locations to support international-mindedness, activities in line with the IB strands of Creativity, Activity and Service, and a variety of prices so that all students can participate.

# Middle School Grades 7-9

For many students, this will be their first experience with moving from class to class and taking instruction from subject specialists. Following the middle school philosophy, students are carefully transitioned from elementary school and prepared for high school. Students are grouped into homerooms and will often have one English/Social Studies teacher in addition to their option teachers.

At TIS, we recognise the importance of using technology responsibly and when students enter Grade 7, they become a part of the 1 to 1 laptop program. Through this program, students will develop the skills and knowledge required to perform in an ever-changing technological environment and in doing so will promote the philosophy of digital citizenship.

At the end of each grade level, students will sit end of year exams in their core subjects (excluding PE). In Grade 9, they will sit their Provincial Achievement Tests (PATs) which are written by students across Canada.

As the depth of content increases from elementary to secondary school, classes are extended to 80 minutes. Students will have 8 different subjects over 2 days, including full year subjects (English Language Arts, Mathematics, Social Studies, Science, PE/Health) and semestered subjects (Music, Art, Drama, Career Technology Foundations). Students also have the opportunity to study Mandarin or additional English, depending on their language proficiency.





# Secondary School Curriculum

Middle School Curriculum



## English Language Arts \*

Students learn to appreciate the uses of language, develop understanding of language conventions and use language confidently and competently in a variety of communication settings.



## Social Studies \*

Students learn about various social systems and approaches and become engaged and active global citizens.



## Physical Education \*

Students develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.



## Mathematics \*

Students learn mathematical principles, develop mathematical reasoning & problem solving skills and make connections between mathematics and its applications.



## Science \*

Students learn scientific approaches, develop scientific inquiry skills and attitudes and apply these skills to understanding and explaining the world around them.



## Mandarin \*

Students develop their Mandarin fluency in writing, speaking, listening and reading.



## English Language Learner Program

We also offer classes for those new to English during and after school to support their content learning in the classroom.



## Teacher Advisory Program

Children acquire knowledge and develop skills, attitudes and habits that contribute to their physical, mental and social well-being.

*\* Denotes core subjects - see pp. 6-8*

Students will attend all four courses by the end of the year. Two option courses are taken per semester.

## Drama

Drama is a learning and teaching medium where students can express themselves emotionally, intellectually, physically, imaginatively, aesthetically and socially by giving form and meaning to experience through “acting out”.

Drama can help nurture positive self-concepts in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills.

## Career & Technology Foundations

Career & Technology Foundations (CTF) curriculum provides a broad exposure to a variety of technologies and developing problem solving skills while also allowing students to explore potential career possibilities.

Occupational safety, environmental stewardship, meeting technological solutions to real-world problems, and collaboration are key themes within this course.

## Art

The art program at TIS aims to enhance students’ understanding and appreciation of art. Students acquire proficiency in the understanding and interpretation of visual stimuli by using traditional and contemporary tools, materials and media.

## Music

Music education encourages students’ creative and self-expression through performance, listening and composition and enhances their appreciation and awareness of a variety of music.

Music education at TIS concentrates on the cultivation of musical skills, knowledge and perception. Studies have shown that music education can contribute to the total development of the individual.

# High School Grades 10-12

At TIS, we believe that a student who is encouraged and motivated to view learning as a lifelong and exciting process will be equipped to meet the future educational challenges they will face.



Our upper secondary faculty understands and supports the development and growth during this crucial stage in our students' lives before they step out into the wider world.

Our curricular and extra-curricular programs are designed to accommodate individual interests and abilities. By the time our young adults are ready to leave TIS they are socially responsible, life-long learners ready to make positive changes in their local and global communities.

TIS students garner remarkable university acceptances worldwide and are highly sought after on the international stage. One hundred percent of our graduates have received direct admission offers to more than 300 universities and colleges around the globe, including highly ranked schools such as University of Oxford, Purdue, University of Washington, University of Michigan, Kings College London, Imperial College London and Hong Kong University of Science & Technology. This attests to the quality of the school's challenging programs and its growing global reputation in the university world.

## ONE SCHOOL, TWO DIPLOMAS

### Options for TIS Students

All students who attend TIS are enrolled in the Alberta High School Diploma programme. Every TIS student graduates with an Alberta High School Diploma, including IB students. With this in mind, three high school options are available to TIS students:

- Alberta Diploma only with no IB Diploma or IB courses
- Alberta Diploma with selected IB courses
- Alberta Diploma and the full IB Diploma

Both the Alberta and IB courses are delivered concurrently, so students who choose one of the IB options earn credit towards both diplomas.



## STUDENT ELIGIBILITY AND PREREQUISITES FOR THE IB DIPLOMA

Since the IB Diploma Programme (IBDP) is a rigorous academic programme, students must meet certain eligibility requirements in their Grade 10 year before they can enroll.

The goal is student success, so TIS strives to assist students in choosing the option that provides the greatest opportunity for them. Students must demonstrate the aptitude, work ethic and previous academic results before they will be considered for admission into the IBDP. These requirements are listed below.

### Grade 10 students who are interested in the IBDP must:

- Complete Math 10C and Math 20-1 (or equivalents) before enrolling in the IBDP
- Complete all Dash 1 (or equivalent) courses
- Earn a final overall academic average of 70% (Alberta grading scale)
- Earn a minimum grade of 65% in all of the prerequisite courses for each of their IBDP Standard Level course selections (Alberta grading scale)



- Earn a minimum grade of 75% in all of the prerequisite courses for each of the IBDP Higher Level courses (Alberta grading scale)

Students make the decision to enroll in the IB Diploma when registering for their Grade 11 courses. This usually takes place in January of their Grade 10 academic year.

# High School

## TIS and the Alberta High School Diploma

TIS is proud to offer the Alberta High School Diploma program for students in Grades 10 to 12.

High standards are expected of all graduating students and the curriculum requires students to develop higher order thinking and learning skills.



Our high school program prepares students for success in post secondary education and life as an adult. The rigorous curriculum offers opportunities to explore subjects in depth in preparation for success in universities and colleges. A strong emphasis is placed on critical thinking and developing the ability to appropriately question established norms while developing and questioning their own positions as well.

### ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

Alberta has requirements that students must meet in order to earn their high school diploma. In addition, students who are planning on attending university will need to take additional courses in order to meet university and specific postsecondary program entrance requirements for Alberta students (for admission, all TIS students are considered Alberta students).

The Alberta High School Program has two levels for some core subjects - Dash 1 and Dash 2, with Dash 1 being the more rigorous of the two options. Some universities require Dash 1, while others do not. It is important to enroll in the most challenging program and achieve the highest possible results at TIS for top universities.

Students must successfully complete certain courses and earn a minimum of 100 credits. Of the 100 credits needed to obtain a diploma, approximately 58 credits will be earned through mandatory courses which are: English Language Arts, Mathematics, Science, Social Studies, Physical Education and Career & Life Management.

Students will choose additional core and/or optional courses needed to earn the remaining credits. At TIS, we offer a variety of optional courses, including Mandarin, Music, Art, Psychology, Business, Geography, International Politics, Economics, Robotics, Design and French.



### MANDATORY COURSES (ALONG WITH THEIR PREREQUISITES):

- English 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Mathematics 20-1 or 20-2 or 20-3
- Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- Physical Education 10
- Career and Life Management (CALM)

### 10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, Fine Arts, Second Languages or Knowledge and Employability occupational courses

### 10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

These courses may include:

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

# High School

## TIS and the International Baccalaureate (IB) Diploma Programme

TIS offers the IB Diploma Programme (IBDP) as an option to our Grade 11 and 12 students.



The IBDP is an intensive 2-year academic programme that is offered concurrently with the Alberta Diploma programme. Students have the option of completing the full IB Diploma Programme or IB Courses in specific subject areas.

The IBDP is a rigorous, internationally recognised programme that enhances our students' preparation for post secondary studies and, in some cases, may improve matriculation options available to them after Grade 12. All successful students will earn an Alberta Diploma along with either the IB certificates or the full IB Diploma. The IBDP requires students to take courses in a wide variety of subject disciplines.

### STUDENTS MUST CHOOSE ONE COURSE IN EACH OF SIX SUBJECT GROUPS:

- Group 1 – Studies in Language and Literature
- Group 2 – Language Acquisition
- Group 3 – Individuals and Society
- Group 4 – Experimental Sciences
- Group 5 – Mathematics
- Group 6 – The Arts

Of their six courses, students are required to select three at the Higher Level (HL) and three at the Standard Level (SL). Higher Level courses require 240 hours of instruction over two years, while the Standard Level courses require 150 hours of instruction.

### STUDENTS ALSO PARTICIPATE IN THE IB CORE, WHICH INCLUDES THREE COMPONENTS:

- Theory of Knowledge (TOK)
- Extended Essay
- Creativity, Activity, Service (CAS)

For more detailed information about the IB Diploma Programme, go to:  
<http://www.ibo.org/programmes/diploma-programme/>

### IBDP STUDENT FEES

There are additional costs associated with offering the IB Diploma Programme at TIS. For this reason, students must pay additional fees on top of their regular TIS annual tuition payments. All amounts must be paid annually in both years of the programme.

If you are interested in the IB Diploma programme at TIS, please direct your inquiries to our IB DP Coordinator, Ms Jody Hubert:  
[jody.hubert@tis.edu.mo](mailto:jody.hubert@tis.edu.mo)



# Secondary School Assessment & Reporting



TIS uses an outcome based system in each grade to assess and report on student learning. Secondary students are assessed using clearly defined learning outcomes set out in course guides from Alberta Education and the IB.

The learning outcomes are reported according to the student's ability to consistently meet the specific learning goals using a 1-7 grading scale. The 1-7 grade scale is converted to a percentage score equivalent for reporting results to Alberta Education at the end of each academic year.

## HONOUR ROLLS AND SCHOLARS

Secondary students whose course average is above 80% (Alberta grading scale) are placed on the Honour Roll. Students with averages above 90% (Alberta grading scale) are designated Honours with Distinction. High school students whose average is above 95% (Alberta grading scale) are designated as Scholars.

## Awards

Each year, TIS sponsors an awards ceremony. This ceremony is to honour our outstanding students. Awards are given for excellence in academics, citizenship, leadership, athletics and fine arts.

## PLACEMENT IN SECONDARY SCHOOL

### Grade Level

TIS strives to place students with age-appropriate peers. Since new students come from a variety of academic systems, the principal uses the following criteria to determine the appropriate grade level for a student:

- The age of the student
- The student's Admissions Test results and/or interview results
- The student's level of English proficiency
- The student's past educational performance and experiences
- The potential for the student to be successful in his/her future studies at TIS; and the grade in which the student is applying to enter
- Students will not be accepted into a grade beyond 1 year above/below their age-appropriate level.

### Class Lists

TIS provides inclusive, heterogeneous classes. Students are not placed in classes by ability, commonly referred to as 'streaming'. Every attempt is made to make each homeroom in a grade level as similar to other classes at the same grade level. Each year, class lists are developed with the following considerations:

- Male and female ratio
- Ratio of native English speakers and English learners
- Diverse academic abilities; and
- Relationships between children

The school develops homeroom class lists. Parental requests for preferred teachers are not considered.

### Promotion

Teachers shall advise students of appropriate course levels to help students be successful. Students in Grades 9 to 12 should consult with their academic counsellor to determine appropriate courses based on postsecondary options.

Students who do not receive a passing mark in a course (or a passing blended mark for courses with diploma exams) shall not receive credits for that course and will need to re-take that course to earn the credit. Students must earn a 65% in order to continue to the next level of the course. If a student does not earn 65% (Alberta grading scale) in Dash 1 courses (eg. 10-1), they will need to enroll in the Dash 2 courses (eg. 20-2) for the following year.





JOIN US!

# Join Us!

We encourage you to explore the TIS website at [www.tis.edu.mo](http://www.tis.edu.mo) to learn more about our school and its programs.

If you would like help with the admissions process or would like to book a campus tour, please contact our Admissions Team.

**Phone:** (853) 2853 3700

**Email:** [admission@tis.edu.mo](mailto:admission@tis.edu.mo)

We look forward to welcoming you to TIS!

