



**Secondary  
School:  
Grades 7 to 10**



## Secondary School: Grades 7 to 10

CIS Secondary School provides a challenging and supportive environment, resulting in students who are confident, passionate and driven to succeed. In secondary, students in grades 7 to 10 follow the IB Middle Years Programme (MYP), while students in grades 11 and 12 follow the IB Diploma programme (DP).

Our teachers are experts in their field, and they teach and lead by example. They support students as they assume increasing responsibility for the decisions that will shape their future, and ensure each child has a successful school experience.

Outstanding curricular and co-curricular programmes nurture a sense of capability and develop the knowledge and skills students need to be successful to achieve their goals - anywhere, anytime.

CIS students are able to make practical connections between their learning and the real world. They develop understanding and knowledge in traditional subject areas and can see the relationships between them.

Secondary school is organised into subject areas to foster discussion and group collaboration. The school day runs from 8.30am to 3.30pm, and many students take part in a range of activities either before or after school. Secondary students start the day in advisory, and then move about the campus for subject specific classes.

University planning is a key component of our secondary school programme, and through our university advisors and teacher advisor programme, students graduate as informed and responsive citizens, ready to take their next step in their life journey.





## The CIS curriculum.

CIS is one of the few international schools in Singapore to offer all three International Baccalaureate (IB) programmes, from Primary Years through to the Diploma Programme. Our curriculum is benchmarked against national curricula globally, allowing students to transition to another school if and when required, or graduate and be admitted to leading universities around the world.

The CIS curriculum is represented through learning standards and conceptual understandings. These are developmentally appropriate and provide guidance regarding expectations for students at each grade level. Their purpose is to ensure robust progression for students as they move throughout the grade levels.

### A CONCEPT-BASED CURRICULUM

Offering a concept-based curriculum allows for the necessary portability many of our families desire. Students are able to transfer knowledge and understanding not only between subject areas, but also between schools at which they may study in the future.

### LEARNING STANDARDS

CIS has aligned its standards with the United Kingdom, Canada, the United States of America and Australia. These curriculum standards support the framework of our teaching and learning programme.

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage throughout their education. Standards apply to all grade levels from nursery to grade 12 and have been carefully selected to ensure a sequential and carefully guided development of concepts, knowledge and skills.

Because of the global nature of our learning standards, students who join us from different countries can access the curriculum regardless of their educational background or programme. This also applies to students repatriating or transitioning to another international school.





## The CIS curriculum.

### CONCEPTUAL UNDERSTANDINGS

Our learning programme is concept-based. Concept-based instruction is driven by 'big ideas' rather than subject specific content. It promotes in-depth thinking, understanding and the application of knowledge. By having students consider the context in which they will use their understanding, concept-based learning brings 'real world' meaning to content, knowledge and skills.

### APPROACHES TO LEARNING SKILLS (ATLs)

The approaches to learning (ATLs) are a set of skills essential for success in the 21st century. They include communication, social, self management, research and thinking skills.

ATLs are common across all three IB programmes. They provide a common language used by students and teachers to reflect on, and articulate, the process of learning. ATLs help students 'learn how to learn'. In Secondary school they are developed in subject specific courses as well as in our secondary advisory programme.





## The school day.

In Secondary school, we have an eight day rotating schedule designed to maximise teaching and learning time, and minimise disruptions. Subjects are offered at different times of the day across the eight-day schedule, ensuring the same subjects do not always occur on the same day or at the same time.

Every Monday begins with a 50-minute advisory period followed by four 70-minute instructional periods. Tuesday through to Friday, the instructional day begins with a 10-minute advisory period followed by four 75-80 minute periods.

School hours are 8.30am to 3.30pm.







## Secondary school timetable.

### Monday (advisory day)

|              |               |                            |
|--------------|---------------|----------------------------|
| Advisory     | 8:30 - 9:20   | 50 minutes                 |
|              | 9:20 - 9:25   | Passing time - 5 minutes   |
| Period 1     | 9:25 - 10:35  | 70 minutes                 |
|              | 10:35 - 10:50 | Morning break - 15 minutes |
| Period 2     | 10:50 - 12:00 | 70 minutes                 |
|              | 12:00 - 12:05 | Passing time - 5 minutes   |
| Period 3     | 12:05 - 1:15  | 70 minutes                 |
|              | 1:15 - 1:45   | Lunch - 30 minutes         |
| SMART        | 1:45 - 2:20   | SMART - 35 minutes         |
| Period 4     | 2:20 - 3:30   | 70 minutes                 |
| After school | 3:30 - 4:30   | Activities*                |

### Tuesday to Friday

|              |               |                            |
|--------------|---------------|----------------------------|
| Registration | 8:30 - 8:40   | 10 minutes                 |
|              | 8:40 - 8:45   | Passing time - 5 minutes   |
| Period 1     | 8:45 - 10:05  | 80 minutes                 |
|              | 10:05 - 10:25 | Morning break - 20 minutes |
| Period 2     | 10:25 - 11:40 | 75 minutes                 |
|              | 11:40 - 11:45 | Passing time - 5 minutes   |
| Period 3     | 11:45 - 1:05  | 80 minutes                 |
|              | 1:05 - 1:35   | Lunch - 30 minutes         |
| SMART        | 1:35 - 2:15   | SMART - 40 minutes         |
| Period 4     | 2:15 - 3:30   | 75 minutes                 |
| After school | 3:30 - 4:30   | Activities*                |

\*The school day ends at 3.30pm. Participation in activities is encouraged, but not compulsory.



## Academic programme.

Our grades 7 to 10 curriculum draws from the best curricula globally and is delivered within the IB Middle Years Programme (MYP) framework. The MYP is rigorous, highly demanding and the best preparation for the academic challenges of the Diploma Programme in grades 11 and 12.

The MYP consists of eight core subjects:

1. Language and Literature (in English, Chinese and/or French)
2. Mathematics (in English in all grades and either English or Chinese in grades 7 to 10)
3. Science
4. Individuals and Societies (in English in all grades and either English or Chinese in grades 7 to 9)
5. Language Acquisition in French, Chinese, Spanish or English
6. Design
7. Arts: Music, Theatre, Visual Arts or Film\*
8. Physical and Health Education

In every grade level of the MYP, students are required to participate in a range of Service as Action activities.

*\*Film is offered in grades 9 and 10 only.*

### INQUIRY-BASED LEARNING

Our inquiry-based approach encourages students to take ownership and responsibility of their learning. Inquiry-based instruction is not just about asking a student what he or she wants to know. It's about triggering a student's curiosity and having them want to learn about a topic. Our teachers ask students to:

1. develop the questions they want to find answers for
2. research the topic collaboratively
3. present what they've learned
4. reflect on the process - what worked, what didn't

Through this process, our students are challenged to think deeply about an issue, work collaboratively, solve problems creatively, and communicate effectively using a wide range of media.





## Subjects and learning areas.

### LANGUAGE AND LITERATURE

Our **language and literature** curriculum equips students with the linguistic, analytical and communication skills that help them to develop understanding. Students develop these skills in six domains, both independently and with others:

- listening
- speaking
- reading
- writing
- viewing and presenting

Language and Literature is available in English, French and Chinese.

### LANGUAGE ACQUISITION

All students have the opportunity to learn an **additional language** at CIS. French, Chinese, and Spanish are offered in a range of phases - from beginner (phase 1) to more proficient language speakers (phase 5), depending on enrolment. Students new to English will take English as their second language.





## Subjects and learning areas.

### SCIENCES

Through the application of biology, chemistry, earth sciences and physics, our **sciences** curriculum explores the connections between science and everyday life. Students use scientific inquiry to develop and apply critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain solid ethical reasoning skills and establish a sense of responsibility as members of local and global communities.

### MATHEMATICS

The framework for **MYP mathematics** outlines four branches of mathematical study:

- Numerical and abstract reasoning
- Thinking with models
- Spatial reasoning
- Reasoning with data

The courses promote both inquiry and application, helping students to develop problem-solving techniques, and motivating them to learn its principles by applying theory to authentic examples of how mathematics is useful and relevant to their lives. Mathematics is offered in English in all grades and as Chinese-English bilingual subject in grades 9 to 10.

### INDIVIDUALS AND SOCIETIES

CIS' **individuals and societies** curriculum incorporates disciplines traditionally studied under humanities and social sciences. The subject encourages students to respect and understand the world around them through a focus on inquiring into the historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments. Individuals in societies is available in English in all grades and as a Chinese-English bilingual subject in grades 7 to 9.





# Subjects and learning areas.

## PHYSICAL AND HEALTH EDUCATION

CIS' **physical and health education (PHE)** curriculum empowers students to understand and appreciate the value of being physically active, while developing the motivation for making healthy and informed life choices. It fosters the development of knowledge, skills and attitudes that contribute to a balanced and healthy lifestyle. Across the course of a school year, students engage in a number of different activities, including fitness and personal training, dance, yoga, team and sports such as basketball, badminton, softball, and swimming.

## DESIGN

Our **design** curriculum is driven by the design cycle and encompasses physical design and digital design. Design challenges students to:

1. Apply practical and creative-thinking skills to solve design problems.
2. Explore the role of design in historical and contemporary contexts.
3. Raise their awareness of responsibilities when making design decisions and taking action.

Students have access to a wide variety of up to date equipment, materials and resources to creatively solve design challenges.

## ARTS

In our **arts** curriculum, each student functions as an artist as well as a learner of the arts. Students create, perform and present in ways that engage and convey feeling, experiences and ideas. They acquire new skills and master those developed in prior learning. Students use process journals in all three subject areas to record and reflect on their learning.

In grades 7 and 8, students study three arts subject areas: theatre, music and visual arts; while in grades 9 and 10, students will select two electives from the following options (theatre, music, visual arts, film, design).





## Subjects and learning areas.

### LIBRARY

The library is a dynamic place and an intrinsic part of daily life at CIS. Our teacher librarians support a lifelong love of reading and writing by offering a vast selection of books and digital media, as well as a range of online educational resources.

Our libraries contain a wide variety of curriculum-related resources which are appropriate for students' ages, cultural backgrounds, and language abilities. Our teacher librarians support classroom instruction and collaborate with teachers in fostering students' research, information literacy, technology, communication, and critical thinking skills.

### DIGITAL LITERACY

Technology at CIS is integrated into classroom activities and the curriculum to provide productive and meaningful 21st-century learning experiences.

Our 'One to World' programme ensures our students learn how to think critically and ethically as they harness technology in their learning; behave safely and appropriately online; identify what information is essential online, and use technology as a tool to showcase their skills and talents.





# Subjects and learning areas.

## ACTIVITIES AND SERVICE

**Activities** are an integral part of school life and student learning at CIS. Opportunities are broad in scope, and allow students to discover, develop or extend individual talents and passions - whether sporting, intellectual, creative or service related.

## COMPETITIVE SPORTS

A range of **competitive sports** are offered across three terms each school year. Through the Athletic Conference of Singapore International Schools (ACSIS), students represent CIS against other international schools in age-based competitions. Competitive sport requires team trials and player selection, and competitive teams will run based on adequate student numbers.

The following competitive sports, which are seasonal, make up the ACSIS programme:

- Badminton
- Basketball
- Cross country
- Football (soccer)
- Netball
- Rugby
- Touch Rugby
- Swimming
- Tennis
- Track & field
- Volleyball

## EXTRA CURRICULAR ACTIVITIES (ECAs)

A range of after-school language classes are offered as **extra curricular activities (ECAs)**. ECAs are a paid service, and classes are delivered by independent providers. ECA languages provide students with an opportunity to support their mother tongue skills, or to learn an additional language that is not included in the regular curriculum.

## CO-CURRICULAR ACTIVITIES (CCAs)

**Co-curricular activities (CCAs)** are purposefully designed to extend and enhance the curricular learning that takes place during the school day. CCAs in secondary are arts focused, and provide students with opportunities for creative expression through traditional theatre productions, slam poetry, fine art studio sessions and a wide variety of musical performances.





## Subjects and learning areas.

### FIELD TRIPS

Field trips connect the local community and support or extend what is being learnt in class. This hands-on learning develops an excellent understanding of the real world and real world applications.

### EXCURSIONS

Excursion week provides students with unique experiential learning opportunities and to make a positive contribution in the world. Our students develop independence, and take positive action to address global issues, and improve the lives of people living within our region.

With a focus on community outreach and service, excursions allow students to participate in a range of activities including reef reconstruction in Bali, educational initiatives in Telunas or working with NGOs and local charities to help those in need.

Students in grades 7 to 10 have three excursion locations to choose from: Indonesia, Thailand and Cambodia.\* Additional excursions may be offered to France, Spain and/or China to support language language learners.

*\*Locations are subject to change.*

### SERVICE AS ACTION

At CIS, we value the connections we have with one another as a school community, as well as those we build locally, regionally and globally.

Students participate in local service, where they connect with members of the school and Singapore community; as well as global service, where they work with regional NGOs and partner organisations. Service experiences can be one-time events, year-long or multi-year commitments. Students are often involved in leading activities that focus on improving some aspect of school life, or in raising awareness of issues facing the community. Students must satisfy the MYP service as action requirements in order to complete the course.





## Student guidance, support and wellbeing.

In secondary school, the academic, social and emotional well-being of our students is paramount. Our experienced team of counsellors, advisors, school administrators and teachers work collaboratively to support a range of developmental issues related to academics, conflict resolution, crisis management, transition planning and peer interactions.

### ADVISORY PROGRAMME

Each student is assigned an advisor who they meet with each morning. The advisor will be your child's first point of contact. Our advisors provide each student with ongoing interpersonal and academic support throughout the school year.

In addition to delivering the well-being curriculum at each grade level, advisors will be instrumental in assisting students with approaches to learning, goal setting, time management, exam practice and study skills.

### SOCIAL AND EMOTIONAL GUIDANCE

As and when needed, there are opportunities for our students to receive support from our highly trained secondary counsellors, vice principals and school psychologist.





# Student guidance, support and wellbeing.

## UNIVERSITY ADVISORY SERVICES

The goal of our university guidance programme is to ensure that each student:

- Finds a university (or universities) that are the best possible strategic fit for them.
- Maximises their chance of acceptance at their university of choice.

Students (and families) are supported by advisory teachers and university advisors as personal goals and career aspirations grow in clarity.

Our advisory teachers and university advisors provide support and advice as students:

- develop interests and strengths
- identify future studies and possible career paths
- select grade 11 Diploma Programme courses
- decide on university pathways
- submit university applications

In addition to individual meetings, our university advisors offer presentations and workshops for students and parents, to help in planning and making decisions around university choice.

Universities from around the world visit CIS each year to speak with our students.





## Communication and reporting.

We encourage parents to be involved in their child's school experience. We encourage face to face communication, and parents are welcome to schedule a meeting with their children's teachers at a mutually convenient time to discuss their child's progress and well-being.

### ASSESSMENT

The primary purpose of assessment and evaluation is to improve student learning by determining prior knowledge, developing student understanding and measuring achievement. The IB sets assessment standards that all IB students worldwide are consistently measured against. This process ensures that assessments are valid, reliable and promote learning.

Assessment feedback from teachers to students is structured to support continual growth and improvement.

To provide the best possible feedback and ensure the best learning outcomes for each child, we:

- Have consistently high expectations of all students.
- Regularly assess and report on each child's growth.
- Provide consistent feedback on children's work.
- Include students in the assessment and reporting process.
- Participate in standardised testing (Measures of Academic Progress).

### REPORTING TO PARENTS

In secondary school, there are a number of opportunities to learn about the programme, and to discuss your child's growth and progress. These include:

1. Back to school night.
2. A phone call home in the first two weeks of school.
3. Progress report cards (November and March).
4. End of semester report cards (January and June).
5. Parent-teacher conferences (one in the first semester following the Term 1 progress reports).
6. Student-led conference (one in the second semester following the Term 3 progress reports).





## Communication and reporting.

### MANAGEBAC

ManageBac is the teaching and learning platform at CIS. It is used for curriculum planning and reporting. Students use ManageBac daily to access course information and resources, assessments and feedback. Parents can view their child's courses and units, assessment schedules, and follow academic progress as assessment feedback is added to the progress tab. Report cards are available electronically through ManageBac.





# Graduation requirements.

While the majority of students pursue the IB Diploma in grades 11 and 12, all students have the opportunity to graduate with a CIS High School Diploma. The CIS High School Diploma is awarded at the end of grade 12 to students who earn the minimum number of academic credits through grades 9 - 12, by achieving a grade of 3 or above in their courses each academic year.

The CIS High School Diploma is accredited by Western Association of Schools and Colleges (WASC) and is a credit based post secondary entry qualification.



## CIS High School Diploma requirements

|                             | Credits   |
|-----------------------------|-----------|
| English                     | 4         |
| Mathematics                 | 3         |
| Language Acquisition        | 3         |
| Sciences                    | 3         |
| Individuals & Societies     | 3         |
| Physical & Health Education | 1         |
| The Arts                    | 1         |
| Design                      | 1         |
| Discretionary credits       | 6         |
| <b>Total credits</b>        | <b>25</b> |

## IB core requirements

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



## Who to contact.

We understand that selecting a school for your child is a big decision. Our school administrators, counsellors and teachers would be happy to answer any questions you might have.

Whether you are looking for more information, or if you just want to talk to someone about your child and how they will fit into school life, we are here to help.

### SECONDARY SCHOOL

|                    |   |
|--------------------|---|
| Daniel Smith       | Secondary Principal                         |
| Nicholas Kolenste  | Vice-Principal (grades 7-9)                 |
| Julie Milligan     | Vice-Principal (grades 10-12)               |
| Yongkai Ni         | Chinese-English<br>Bilingual Vice Principal |
| Rebecca Hosick     | Middle Years Programme Coordinator          |
| Elsa Baptista      | Diploma Programme Coordinator               |
| Rachel Duce        | University Advisor                          |
| Aaron Mayo         | University Advisor                          |
| Alexander Ross     | University Advisor                          |
| Christopher Joslin | University Advisor                          |

 Admissions hotline  
**+65 6734 8088**

 Inquire  
**admissions@cis.edu.sg**





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# Notes.




## Contact us

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 [www.cis.edu.sg/inquire](http://www.cis.edu.sg/inquire)

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**CIS** Canadian  
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School

