

The TMS IB Advantage



The TMS Journey

jour-ney

/jərnē/

noun

1. An act of going from one place to another, especially at a long distance.
2. One's passage or process through life.

The TMS Journey

Founded in 1961, TMS has evolved into a leading independent school that combines the Montessori and International Baccalaureate (IB) frameworks to provide students the foundation for a life of goodness and excellence. Operating from two campuses, we bookend the Town of Richmond Hill with exceptional learning environments for children of all ages and stages.

Our Lower School offers a Montessori start for students from 18 months to Grade 6. Parents and students regularly comment on the small-school family feel of this campus while benefitting from the dynamic energy that is possible in a community of over 550 students. Our Upper School is the only independent school in York Region that offers the International Baccalaureate (IB) Programme. Over 230 students from Grades 7 to 12 attend this modern, bright and student-centred campus where every day offers new and exciting activities such as an exhibit of student art, an impromptu debate or a pop-up lab to facilitate group projects.

At TMS, we intentionally use the word “journey” to encompass the various partnerships and stages involved as a child navigates through their school years. TMS students travel at their own pace with their preferred end in mind. They have experienced guides in the form of their teachers, ongoing support from their peers and a connection to the larger TMS community to help them along.

TMS has shown itself to have a uniquely powerful journey for our students. At its best, the journey our students take at TMS produces a young adult who desires more than mere success. But rather, imbued with habits of excellence, they desire to contribute, to impact, to engage, to serve. In short, they desire to have **Significance**.

The IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



Significance

At TMS we believe strongly that **Significance** lives at the intersect of goodness and excellence. This is in evidence from our youngest students who are so open to learning to our graduates who find places in the world that balance their passions with doing good.

Significance is a strong word. It means being of a high quality. There is an innate sense of boldness and courage and belief in being worthy of attention. It implies something of meaning, of impact and of importance. Our work is to create an environment that allows our students to develop the skills, perspective and desire to constantly go beyond and aspire to **Significance** in all they do.



The TMS IB Advantage

TMS is an IB Continuum School offering both the Middle Years Programme (MYP) and Diploma Programme (DP) from Grades 7 to 12. Cultivating a full spectrum of human capabilities, the IB focuses on student-led inquiry, a balanced academic program and active citizenship. IB learners develop traits and skills essential for success in a complex and interconnected world, such as creative problem solving, open mindedness, commitment to others and the ability to adopt multiple perspectives. Students graduate with both an IB Diploma and an Ontario Secondary School Diploma, which prepares them exceptionally well for post-secondary studies. TMS has a strong history of graduates entering remarkable programs at prominent universities. Over the past few years, we have seen graduates focusing on health sciences with an eye to medical and veterinary studies, engineering sciences, commerce and finance, and design and architecture.

Around the world, the IB is widely regarded as one of the most renowned and respected programs in the world. Research indicates that IB graduates have a higher acceptance rate at university, perform better once they are there, and are more likely to advance to graduate school. Universities acknowledge the high academic standard of IB graduates. These findings are consistent with the ongoing evidence that TMS has created a highly effective learning environment, unique in its design of scaffolded support and concurrent learning.

Middle Years Programme (MYP)

All Upper School students from Grades 7 to 10 participate in the IB Middle Years Programme (MYP). This program is accessible and relevant for all students. It is neither content- nor curricular-based but is instead based on a pedagogical philosophy. This philosophy complements our Montessori approach for our younger students. It is an age appropriate, integrated program that focuses on the development of the whole student: physically, intellectually, emotionally and ethically. The program fosters the development of the whole student and encourages international-mindedness by exploring different perspectives, values, and traditions through the thoughtful and strategic development of the learner profile attributes within each of the subjects.

Diploma Programme (DP)

TMS offers the IB Diploma Programme (DP) as the final two years of study in Grades 11 and 12. Courses are designed to meet both the IB Diploma and Ontario Secondary School Diploma (OSSD) requirements. All students in Grade 11 and 12 at TMS are considered to be Diploma candidates and are counseled to choose a course of study that meets the Diploma requirements and to fulfill a competitive university profile. Part of the TMS Advantage is that Grade 11 and 12 students take the DP courses over two years so are well able to bridge their learning from high school to university as a result of this concurrent learning. For example, students will fully study math over the two years, able to enter university with that knowledge fresh in their minds, unlike students in a semester program where Grade 12 math could be taken in the first semester, almost a year before entering university.

What makes the IB DP so beneficial to secondary school students is its programmatic approach to learning. The DP provides the ideal educational experience for our students as they plan programs of study at the university level. Integrated and interwoven, the DP focuses on the individual learner who is expected to master the following approaches to learning in all areas and subjects of the program: thinking, communication, social, research, and self-management skills. In addition, teachers ensure that their approaches to course content embrace collaboration, differentiation, global contexts, formative and summative assessment, inquiry-based lessons, and conceptualization. In all of the core components and subjects of the program, students and teachers employ the same set of tools or approaches to learning and teaching. TMS students are already familiar with these *Approaches to Learning* and *Approaches to Teaching* as MYP graduates, and they continue to develop their ability to learn how to learn.

The TMS Pillars

TMS aims to guide and nurture the development of each student's potential to become a successful, informed, active, compassionate and lifelong learner who will make a positive contribution to our international community. In order to do this, we have created a program called the TMS Pillars which provides a framework and set of expectations for student achievement in the areas of Academics, Arts, Athletics, and Citizenship. Through the TMS Pillars, students set goals for involvement and improvement so they can strive and excel in each area. This initiative aims to:

- Promote the development of well-rounded individuals and active citizens;
- Encourage the development of new skills;
- Develop a sense of community;
- Provide new opportunities for learning and action;
- Provide meaningful activities to promote learning and action; and
- Scaffold age and stage-appropriate requirements.

TMS Program of Study Expectations

The following are required to ensure that students earn the TMS MYP Certificate and IB Diploma. As part of the IB MYP, all students will complete:

- A Personal Project in their Grade 10 year; and
- The outcomes as laid out in the TMS Pillars.

As part of the IB DP, all students will:

- Complete the Theory of Knowledge (TOK) course;
- Submit an Extended Essay (EE);
- Meet the outcomes as laid out for Creativity, Activity, Service (CAS); and
- Meet the outcomes as laid out by the TMS Pillars.

TMS students who take the MYP and DP meet and exceed the requirements set out by the Ministry of Education. This means that in addition to graduating with their IB Diploma, they also receive the Ontario Secondary Schools Diploma (OSSD). TMS is a university preparation school with 100% of our graduates going on to the university and program of their choice.

What is different about IB at TMS?

Every IB World School adapts the IB Programmes with its own particular strengths and characteristics, and TMS is no exception. As an IB Continuum School, all of our DP students are graduates of the MYP, and their learning skills of thinking, communication, research, socializing and self-management are well developed. Through our TMS Design, we have carefully devised our version of the IB Programme to include the following benefits:

- Our small classes encourage student interaction so that communication, socializing and collaboration are inextricably woven into every course.
- Our Learning Centre invites students to participate in self-guided and group-related learning activities outside of the classroom.
- Our Learning Strategies Team devotes itself to the success of every student.
- Our Advisory Program provides students with a dedicated teacher who functions as their advocate and champion, fostering personal and collaborative growth.
- The TMS Mission and Vision align with the IB Mission Statement such that we produce caring, knowledgeable and active agents of change for the better.
- We offer concurrent credits so all students finish their courses at the same time – at the end of Grade 12. This allows for learning at a certain maturity and ensures a shared experience for all, the opportunity to collaborate around specific teachings, and the ability to make connections through communal learning.
- Teachers have time in their timetables to review student work and provide on-going feedback. TMS places high value on this use of time and supports the appropriate professional development to sustain this component of the IB Programme.

Another part of the TMS IB Advantage is that our students start the IB Programme at Grade 7, which is done intentionally as these students are displaying readiness for the IB Programme as follows:

Curiosity

- The IB content captures their attention and provides many chances for hands-on experiential learning.

Emerging appreciation for world events and the differences between right and wrong

- IB provides an interdisciplinary focus, global connections and context. Grade 7 students are beginning to take action on causes that are important to them.

Developing the need for a focus on fundamental learning skills such as organization and managing technology

- Research tells us this is when students develop these lifelong skills and IB directly teaches these skills.

The IB is a broad program that exposes students to everything. Coupled with the unique support at TMS, the MYP leads our Grade 7 to 10 students feeling confident to try new things, being open minded, inspired and feeling able to challenge themselves.

Q & A

If my son/daughter goes to another school, will they get higher marks in the same subject?

TMS offers a full regular school-day program for the MYP and DP and not a series of isolated courses, certificates or credits (as could be earned at summer school, on-line or through AP). The IB Schools of Ontario Organization (IBSO) has worked in conjunction with universities and the Ontario Ministry of Education to create a table of equivalence chart that translates IB marks to Ontario marks. This recognizes the great value of the IB international benchmark and acknowledges student performances accordingly. There is no way that an independent school such as TMS would put our students at a disadvantage applying to university.

What is the value of an IB education to universities?

Universities state that high school program reputation matters. For example, universities in Ontario track all programs and schools and indicate that IB students are most likely to graduate from university and go into graduate school. In research studies conducted by the International Baccalaureate Organization (IBO), they found that feedback collected from a wide range of IB graduates suggests that IB students have an easier time adjusting to university studies*.

Universities around the globe recognize the standard of an IB Diploma and welcome IB students, in many cases offering advanced standing or university credits. When students apply to universities – in Ontario and beyond – there is an IB code attached to their transcript that is recognized by university admissions offices as being distinct from other schools.

* <http://www.ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/ib-diploma-compared-with-other-national-exams>

Is “Pre-IB” the same as MYP?

There is no such thing as “pre-IB”. Any program that calls itself “pre-IB” is not the same as MYP as it just does not prepare students in the same way. In the MYP, students build the foundation of support needed to complete the Extended Essay, the Theory of Knowledge course and their Creativity, Activity, Service project – all of which are large and important requirements for the IB DP. The MYP is a unique concurrent learning approach, relevant for today’s global society. Its core features six contexts for learning that provide powerful opportunities to engage in the study of issues that affect students today. Using a common language, teachers organize the curriculum through the MYP curriculum framework which includes:

Approaches to Learning (ATL)

Helping students to learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management.

Key and Related Concepts

Helping students explore big ideas that matter.

Global Contexts

Helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.

What is the difference between IB at TMS and a public school offering IB?

The goal of TMS is university preparation. All of our resources, programs, philosophy and focus create a climate of university preparation and academic excellence, thus all students have the same academic mindset. TMS teachers contribute fully to the whole life of the student, which research has shown has a direct correlation to academic success. We dedicate a very significant amount of resources to student success. In larger schools, guidance counsellors have between 300-500 students to support whereas TMS guidance counsellors each look after 100 students in conjunction with our Advisors. Additionally, we have developed a specific program to facilitate individualized student success for university through guidance classes which have a huge focus on preparing students and educating families. TMS has a structured explicit support for the CAS, EE and TOK projects. Unlike some IB public schools, where IB students can feel socially isolated with few social opportunities, all TMS students fully participate in the academic, athletic, co-curricular and social aspects of the school. Our clubs and leadership opportunities are aligned with the IB Mission. All students share in the same common experience as all students have the same commitment to the IB Programme.

Comparison of Course Requirements and Course Pathways

	Public IB / Non-IB Independent School	TMS
Timing of Credits	Start in Grade 9	When appropriate, credits start to be earned in Grade 8
Number of Credits	30 is the average 6 Grade 12 credits, completed in last year	36-38 is the average (more Grade 12 credits) 8-10 Grade 12 credits, completed over Grade 11 and 12. This provides students with a significant advantage as they consider the top 6 Ontario marks they submit for university entrance Extra credits through the Extended Essay (EE) (EWC4U) and Theory of Knowledge (TOK) (HZT4U)
Number of Qualifications	Ontario Secondary School Diploma (OSSD) Note: AP is not considered a qualification, only a credit	OSSD TMS MYP Certificate DP Diploma
Community Service Hours	40 hours required at end of Grade 12	Average between 200-400 hours by end of Grade 12
Types of Credits	Varied range of Grade 12 courses (university guidance)	Specifically tailored for university requirements
Course Offerings	May not lead to university entrance	Offer ALL courses that are required for university entrance

Why doesn't TMS offer more IB courses such as business management?

TMS is very familiar with the university admissions process and the types of courses needed for acceptance into specific programs. These are typically traditional and core subjects such as English and Math. The range of IB courses TMS offers is intentionally designed as we know the courses our students require to be successful into gaining admission to the programs of their choice. For example:

If we look at four competitive programs at leading universities, TMS offers all of the University-level courses that are required for admissions.



Waterloo Engineering requires Grade 12 U English, Advanced Functions, Calculus, Chemistry & Physics

Ryerson University

Ryerson Journalism requires Grade 12 U English



McMaster Health Sciences requires Grade 12 U Biology, Chemistry, Math & English



Rotman Commerce requires Grade 12 U English & Advanced Functions

The IB Middle Years Programme (MYP)

At TMS, students start Year 2 of the MYP, which begins in Grade 7. Whether students continue the TMS Journey from Grade 6 or join us from another school, this is the start of an exciting new phase in learning. TMS offers a full MYP experience with all students taking all eight subjects to ensure a well-rounded understanding. The MYP promotes design thinking which has been recognized through top results by our students in a number of external competitions such as the MaRS Future Design Competition and the Sears DX High School Design Competition.

In Year 5 (Grade 10) of the MYP, each student completes a Personal Project (PP), a significant piece of work that is the product of his/her own initiative and creativity. The PP reflects the student's interests and his/her understanding of a global context. It also give students an opportunity to apply their understanding and skills acquired during the program; to engage in the planning, research and reflection of a topic of interest; and to share their knowledge, views, and opinions with the school community.

We have seen our students develop innovative Personal Projects on a range of topics including:

- 3D Printed Prosthetic Finger
- Asian and Western Architecture Artwork
- Designing a Playground for Children with Learning Disabilities
- Developing a Poetry Compilation on Equality and Justice

A profile of these Personal Projects can be found on the TMS website*

* <http://www.tmsschool.ca/academics/upper-school-ib/middle-years-program-grades-7-10>

Program of Study – Grade 7

MYP Subject Groups	Course Code	Course Name / Ministry Course Title
Language & Literature	ENG7	English 7
Language Acquisition	FRE7	French 7
Individuals & Societies	HUM7	Humanities 7 (History and Geography)
Sciences	SCI7	Science 7
Mathematics	MTH7	Mathematics 7
Arts	ART7	Visual Arts 7
	DRA7	Drama 7
Health & Physical Education	HPE7	Health and Physical Education 7
Design	DES7	Design 7

Program of Study - Grade 8

MYP Subject Groups	Course Code	Course Name / Ministry Course Title
Language & Literature	ENG8	English 8
Language Acquisition	FRE8	French 8
Individuals & Societies	HUM8	Humanities 8 (History and Geography)
Sciences	SCI8	Science 8
Mathematics	MTH8	Mathematics 8
Arts	ADA101	Dramatic Arts, Grade 9, open
	AMU101	Music, Grade 9, open
	AVI101	Visual Arts, Grade 9, open
Health & Physical Education	HPE8	Health and Physical Education 8
Design	TGJ10	Exploring Communications Technology, Grade 9, open

Program of Study – Grade 9

MYP Subject Groups	Ministry Course Code	Ministry Course Title
Language & Literature	ENG1D	English, Grade 9, academic
Language Acquisition	FSF1DS/ FSF1DH	Core French, Grade 9, academic
Individuals & Societies	CGC1D	Issues in Canadian Geography, Grade 9, academic
Sciences	SNC1D	Science, Grade 9, academic
Mathematics	MPM1D	Principles of Mathematics, Grade 9, academic
Arts	ADA1O2	Dramatic Arts, Grade 9, open
	AMU1O2	Music, Grade 9, open
	AVI1O2	Visual Arts, Grade 9, open
Health & Physical Education	PPL1O	Healthy Active Living Education, Grade 9, open
Design	TGJ2O	Communications Technology, Grade 10, open
OSSD Graduate Requirement	CHV2O	Civics and Citizenship, Grade 10, open

Program of Study – Grade 10

MYP Subject Groups	Ministry Course Code	Ministry Course Title
Language & Literature	ENG2D	English, Grade 10, academic
Language Acquisition	FSF2DS/ FSF2DH	Core French, Grade 10, academic
Individuals & Societies	CHC2D	Canadian History Since World War I, Grade 10, academic
Sciences	SNC2D	Science, Grade 10, academic
Mathematics	MPM2D	Principles of Mathematics, Grade 10, academic
Arts (Choice of 1)	ALC2O	Integrated Arts (Music/Drama) Grade 10, open
	AVI2O	Visual Arts, Grade 10, open
Health & Physical Education	PPL2O	Healthy Active Living Education, Grade 10, open
Design	TGJ3O	Communications Technology, Grade 11, open
OSSD Graduate Requirement	GLC 2O5	Career Studies, Grade 10, open
OSSD Graduate Requirement	CHV2O	Civics and Citizenship, Grade 10, open



The IB Diploma Programme (DP)

The Diploma Programme (DP) fosters an internationally minded outlook. Throughout their Grade 11 and 12 years, students are exposed to diverse scenarios, varied real-life situations, and alternative contexts all of which nurture their appreciation for different applications of concepts and practices. The DP encourages students to consider the many ways in which their learning can construct meaning. TMS also supports students in their desire to complete a bilingual DP. Three subjects are studied in depth at the Higher Level (HL). HL subjects provide students with 240 hours of instruction over two years. Many universities recognize the depth of the higher level courses by granting first year credits to those students who achieve high grades in the final Diploma exams.

Program of Study – Grades 11 and 12

All DP courses in Grades 11 and 12 are offered at the “university prep” level. These courses meet or exceed the admission requirements of Ontario universities, as well as most universities in other Canadian provinces, the United States and overseas.

Grades 11 and 12-DP Years 1 and 2

Subject Groups	Course Code for Year 1 Grade 11	Course Code for Year 2 Grade 12	DP Outcome
Group 1 Studies in Language and Literature (Choice of 1)	ENG3ULLS ENG3ULLH ENG3U	ENG4ULLS ENG4ULLH ENG4U	English Language and Literature SL English Language and Literature HL SSST Literature SL
Group 2 Language Acquisition (Choice of 1)	FSF3US FSF3UH LWSBDS	FSF4US FSF4UH LWSCU5	French B SL French B HL Spanish ab initio (SL)
Group 3 Individuals and Societies (Choice of at Least 1)	CIE3MS CIE3MH CHY4US CHY4UH	CIA4US CIA4UH CPW4US CPW4UH	Economics SL Economics HL History SL History HL
Group 4 Sciences (Choice of at Least 1)	SBI3US SBI 3UH SCH3US SCH3UH SPH3US SPH3UH	SBI4US SBI4UH SCH4US SCH4UH SPH4US SPH4UH	Biology SL Biology HL Chemistry SL Chemistry HL Physics SL Physics HL
Group 5 Mathematics (Choice of 1)	MCR3U MCR3U	MDM4US MHF4US + MCV4US	Math Studies SL Math SL
Group 6 Arts (Choice of 1)	AV13M	AV14M	Visual Arts

The DP demands that all candidates undertake the three core components of Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). These three mandatory aspects of the programme give students who have selected different subjects a shared foundation whereby they explore the frameworks that construct knowledge, plan and produce an independent research paper, and experience learning outside of the formal setting of a school schedule. These components envelop the program in three strands that encourage independent thought and action.

Theory of Knowledge (TOK)

This interdisciplinary course encourages critical reflection on the knowledge and experience gained both inside and outside the classroom. The course challenges students to question the foundations of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyze evidence expressed in a rational argument. Students submit a major essay (maximum 1600 words) for external assessment along with a presentation for their internal assessment. TOK also encourages students to understand other cultural perspectives while at the same time maintaining the focus on building the student's own understanding of the world. TMS sees this as the core of our students' work and a unique opportunity to provide a unique "shine" to our students' university profiles. The TOK is done over two years with scaffolded support and is a predictor of success at university.

Upon completion of the TOK course, TMS Grade 12 students get an additional Ontario Ministry of Education credit - Philosophy: HZT4U.

Creativity, Activity, Service (CAS)

Building on both Montessori and IB philosophies, the CAS project educates the whole person in order to facilitate the development of responsible, compassionate citizens. CAS encourages students to share their energy and special talents with others. Students may participate in theatre or musical productions, sports and community

service activities. Students develop a greater awareness of themselves, concern for others and the ability to work cooperatively with other people. The focus for CAS has shifted away from counting hours and now focuses on the development of significant activities that will develop lifelong interests for the student. The CAS project involves students in a range of activities that complement their academic studies. CAS is a way to challenge DP students to take initiative and helps develop skills such as collaboration, problem solving and decision making. TMS students have chosen to focus their CAS Projects on topics such as:

- Raising awareness about scoliosis through guest speakers, research and activities
- Leading and teaching art lessons to seniors
- Developing tools and opportunities to connect new Canadians through video and workshops
- Raising awareness about hearing impairment through presentations and a day to “dress loud” and challenge activities

Extended Essay (EE)

Each student will conduct an independent inquiry into a topic of personal interest in a specific discipline. Completing the essay provides DP candidates with the opportunity to solidify the independent research and writing skills taught at TMS and expected by universities. The IB recommends that a student devote a total of approximately 40 hours of private study and writing time to the essay. Each student works with a faculty supervisor who provides guidance and support to the student throughout the process. At TMS, we provide additional support for the DP students by linking the EE preparation and writing to an Ontario Ministry of Education course - The Writer's Craft, EWC4U. The EE is a required component of the DP and is an independent, self-directed piece of research, finishing with a 4000 word paper. The EE provides practical preparation for university research and

helps cultivate students' ability to develop an argument in support of an area of great interest to them. Some of the topics TMS students have explored for their EE include:

- How does Margaret Atwood use walls as a fear-provoking motif to develop themes in *Oryx and Crake*?
- How do luxury fashion houses determine the premiums that they charge for their handbags and are the premiums justified on the basis of costs differentials?
- Through a psychoanalysis of his actions and desires, how can we discover the unconscious intentions of the protagonist in *Rumble*?
- Using a comparative analysis, what technique for dental implants, delayed placement implants, or immediate loading plants, is better in terms of pain, infection, and bone loss?

Glossary of Terms

CAS - Creativity, Activity, Service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme (DP).

EE - The Extended Essay (EE) is a required component of the International Baccalaureate (IB) Diploma Programme (DP). It is an independent, self-directed piece of research, finishing with a 4,000-word paper.

PP - The MYP Personal Project is a student-centred and age-appropriate practical exploration in which students consolidate their learning throughout the programme. This long-term project is designed as an independent learning experience of approximately 25 hours.

SL and HL Courses - Standard Level (SL) courses ensure students are exposed to a range of disciplines that they might otherwise opt out of, and Higher Level (HL) courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum. In this sense, all DP courses, regardless of whether they are SL or Higher Level (HL), are integral to the programme.

TOK - Theory of Knowledge (TOK) is assessed through an oral presentation and a 1,600 word essay. It asks students to reflect on the nature of knowledge, and on how we know what we claim to know. TOK is part of the Diploma Programme (DP) core, and is mandatory for all students.





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