# Middle Years Program of Study

AGES 11 - 16

KIS ALMATY KAZAKHSTAN
MORE THAN ACADEMICS

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SECONDARY SCHOOL

**KIS Vision:** To be a caring, impactful community that excels in learning and in life.

**KIS Mission:** The KIS community nurtures a growth mindset through a holistic education that connects cultures.

# AT KIS WE HOLD THESE CORE BELIEFS ABOUT LEARNING:

## WE VALUE LEARNING.

KNOWING HOW TO LEARN IS KEY TO SUCCESS IN ONE'S LIFE; LEARNING TAKES PLACE NOT ONLY IN ACADEMICS, BUT ALSO IN RELATIONSHIPS, SELF-DEVELOPMENT AND GENERAL WELLNESS.

## WE VALUE SAFETY.

IN ORDER TO LEARN, PEOPLE MUST BE IN A PHYSICALLY AND PSYCHOLOGICALLY SAFE ENVIRONMENT.

## WE VALUE DIGNITY.

ALL PEOPLE HAVE DIGNITY AND ARE DESERVE TO BE TREATED WITH RESPECT.

**WE VALUE DIVERSITY.**

ALL PEOPLE CAN LEARN AND ALL LEARNERS LEARN DIFFERENTLY. WE BELIEVE THERE ARE DIFFERENT WAYS TO BE “RIGHT”.

**WE VALUE RESILIENCE.**

SETBACKS AND MISTAKES ARE LEARNING OPPORTUNITIES IN ALL AREAS OF LEARNING.

**WE VALUE RESILIENCE.**

WHEN TRUST IS BROKEN, IT MUST BE REPAIRED.

# WHAT IS THE INTERNATIONAL BACCALAUREATE?

The International Baccalaureate (IB) is a global leader in international education—developing inquiring, knowledgeable, confident, and caring young people.

Our programmes empower school-aged students to take ownership in their own learning and help them develop future-ready skills to make a difference and thrive in a world that changes quickly.

# THE LEARNER PROFILE FOSTERS INTERNATIONAL-MINDEDNESS

**Inquirer** - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinker** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicator** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

# IB LEARNER PROFILE

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

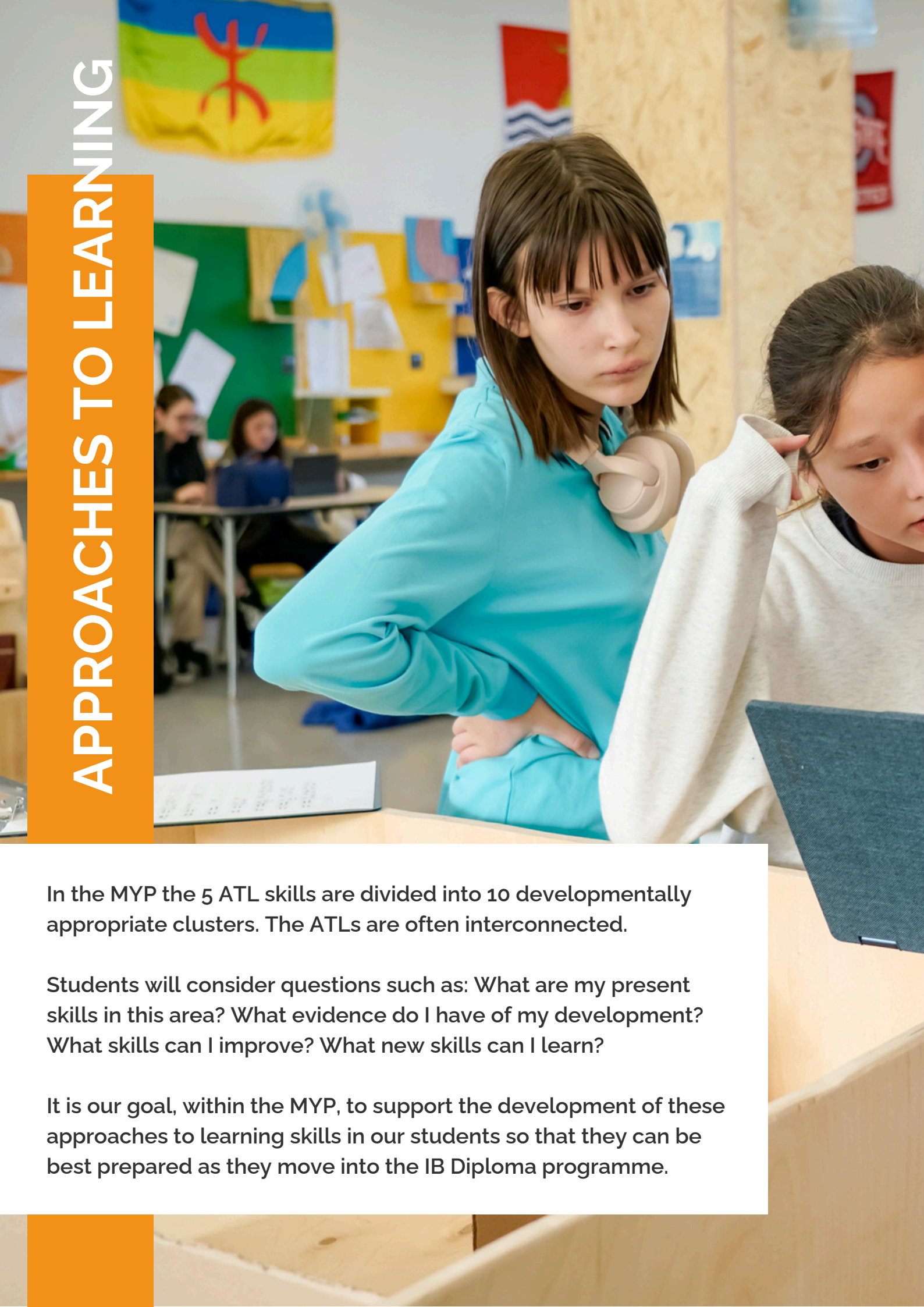
**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-taker** - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balance in different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# APPROACHES TO LEARNING



In the MYP the 5 ATL skills are divided into 10 developmentally appropriate clusters. The ATLs are often interconnected.

Students will consider questions such as: What are my present skills in this area? What evidence do I have of my development? What skills can I improve? What new skills can I learn?

It is our goal, within the MYP, to support the development of these approaches to learning skills in our students so that they can be best prepared as they move into the IB Diploma programme.

**Communication**
Communication skills

**Social**
Collaboration skills

**Self-Management**
Organization skills
Affective skills
Reflection skills

**Research**
Information literacy skills
Media literacy skills

**Thinking**
Critical-thinking skills
Creative-thinking skills
Transfer skills

# MYP OVERVIEW

The IB Middle Years Programme (MYP) is designed for students aged 11 to 16, emphasizing intellectual challenge and real-world connections. It focuses on "learning how to learn" by developing approaches to learning (ATL) skills, including communication, collaboration, organization, self-management, reflection, research, literacy, and critical thinking.

The MYP fosters intercultural understanding and global engagement, preparing students for academic and life challenges. It uses concepts and contexts for knowledge integration across eight subject groups. Students complete externally marked eAssessments, complete the MYP Personal Project, and meet service requirements to complete the MYP at Grade 10.

# SUBJECTSSU

## Language and Literature

*English and Russian*

Language is fundamental to learning, thinking, and communicating, providing an intellectual framework for conceptual development. It fosters critical thinking, international-mindedness, personal development, cultural identity, and responsible participation in communities. MYP language and literature courses equip students with linguistic, analytical, and communicative skills, developing interdisciplinary understanding. Students enhance skills in listening, speaking, reading, writing, viewing, and presenting. The curriculum includes a balanced study of genres and world literature, generating moral, social, economic, political, cultural, and environmental insights. Students learn to form opinions, make decisions, and engage in ethical reasoning, promoting a lifelong interest in reading and diverse media engagement.

In Grade 10, students taking English are preparing for the MYP eAssessment.

### Assessment Criteria for Language and Literature

Criterion A

- Analysing

Criterion B

- Organizing

Criterion C

- Producing text

Criterion D

- Using language

# LANGUAGE

## Language Acquisition

*English, French, Kazakh, Russian*

The ability to communicate in multiple languages is crucial for promoting intercultural understanding and aligns with the IB's mission. MYP language acquisition offers students insights into language and culture, revealing diverse ways of living and thinking. Learning additional languages enhances critical thinking and international-mindedness, supports personal development and cultural identity, and contributes to holistic growth and lifelong learning skills. It equips students with multiliteracy skills for global communication. MYP language acquisition aims to help students gain proficiency in additional languages, respect diverse linguistic heritages, develop communication skills, appreciate various texts, and foster curiosity and enjoyment in language learning.

In the MYP, students are placed into different phases based on their language level. Students progress from one phase to the next when objectives are met. In turn, they are expected to develop their ability in communicating in an increasing range of contexts, and for a variety of audiences and purposes.

In Grade 10, students taking English are preparing for the MYP eAssessment.

| | |
|---|---|
| Phase 1 | **EMERGENT** |
| Phase 2 | |
| Phase 3 | **CAPABLE** |
| Phase 4 | |
| Phase 5 | **PROFICIENT** |
| Phase 6 | |

**Assessment Criteria for Language Acquisition**

Criterion A
- Listening

Criterion B
- Reading

Criterion C
- Speaking

Criterion D
- Writing

# INDIVIDUALS & SOCIETIES

The MYP individuals and societies subject group encompasses humanities and social sciences, fostering respect and understanding of the world. It equips students with skills to explore historical, geographical, political, social, economic, and cultural factors impacting individuals, societies, and environments. Students critically appreciate human diversity, culture, attitudes, and beliefs, recognizing the debatable nature of content and methodology. Emphasizing inquiry and investigation, students collect, describe, analyze data, test hypotheses, and interpret complex information. The subject encourages understanding of human and environmental systems, concern for communities and the environment, and responsible citizenship, developing inquiry skills to comprehend relationships between individuals, societies, and their environments.

In Grade 10, students are preparing for the MYP eAssessment.

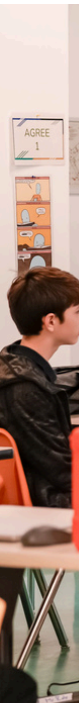
**Assessment Criteria for Individuals and Societies**

Criterion A
- Knowing and understanding

Criterion B
- Investigating

Criterion C
- Communicating

Criterion D
- Thinking critically



# SCIENCE

The MYP sciences framework emphasizes inquiry-based learning, encouraging students to investigate through research, observation, and experimentation. It connects science with everyday life, exploring the interplay between science, ethics, culture, economics, politics, and the environment. The program fosters critical and creative thinking, ethical reasoning, and a sense of global responsibility. Students learn to appreciate science, develop analytical skills, and perform investigations while effectively collaborating and communicating. The curriculum includes biology, chemistry, physics, and other disciplines, promoting conceptual understanding within global contexts.

In Grade 10, students are preparing for the MYP eAssessment.

**Assessment Criteria for Sciences**

Criterion A
- Knowing and understanding

Criterion B
- Inquiring and designing

Criterion C
- Processing and evaluating

Criterion D
- Reflecting on the impacts of science

# MATHEMATICS

The MYP mathematics framework includes four branches: Number, Algebra, Geometry and Trigonometry, and Statistics and Probability. Mathematics is essential for a balanced education, promoting analytical reasoning, problem-solving skills, and logical, abstract, and critical thinking. MYP mathematics and extended mathematics courses encourage inquiry and application, helping students develop techniques useful beyond school. The curriculum aims to intrigue and motivate students, showing the real-life relevance of mathematics. Students are encouraged to enjoy mathematics, develop curiosity, and appreciate its power. They learn to communicate confidently, think critically and creatively, apply skills in various contexts, and understand the broader impact and future of mathematics.

In Grade 10, students are preparing for the MYP eAssessment.

**Assessment Criteria for Mathematics**

Criterion A
- Knowing and understanding

Criterion B
- Investigating patterns

Criterion C
- Communicating

Criterion D
- Applying mathematics in real-world contexts

# INTERDISCIPLINARY

## TEACHING APPROACH

Interdisciplinary teaching and learning occurs throughout our MYP. While it is grounded in individual subject areas and disciplines, it extends students' disciplinary understanding in integrative and purposeful ways. An Interdisciplinary unit (IDU) allows students to make holistic connections between disciplines, develop new understandings, and create products or address real-world issues, ideas and challenges. It develops their mental flexibility and pushes students to be lifelong learners.

Criterion A

- Evaluating

Criterion B

- Synthesizing

Criterion C

- Reflecting

## THE ARTS
# DRAMA, MUSIC AND VISUAL ARTS

In MYP arts, students function as both artists and learners, fostering curiosity about themselves, others, and the world. They create, perform, and present art to convey feelings, experiences, and ideas, acquiring and mastering new skills. Artistic development is dynamic, with students freely navigating the creative process to deepen their understanding. Creating artwork demonstrates their learning and expression. MYP arts stimulate imagination, challenge perceptions, and develop creative and analytical skills. The course emphasizes understanding the context and cultural history of art, fostering an empathetic worldview. It enriches personal identity and awareness of aesthetics in real-world contexts.

## Assessment Criteria for Arts

Criterion A
- Investigating

Criterion B
- Developing

Criterion C
- Creating / performing

Criterion D
- Evaluating

# ARTS.

# PHYSICAL & HEALTH EDUCATION

MYP Physical and Health Education empowers students to appreciate physical activity and make informed health choices. The course develops knowledge, skills, and attitudes for a balanced lifestyle. Students explore concepts in physical development, health, and social interaction, recognizing their importance globally. Through this education, students learn to respect others' ideas, collaborate effectively, and build positive relationships, fostering social responsibility and intercultural understanding. The curriculum encourages inquiry, effective participation, understanding the value of physical activity, maintaining a healthy lifestyle, and reflecting on learning experiences, promoting holistic well-being and interpersonal skills essential for life.

**Assessment Criteria for Physical and Health Education**

Criterion A
- Knowing and understanding

Criterion B
- Planning for performance

Criterion C
- Applying and performing

Criterion D
- Reflecting and improving performance

# DESIGN

KIS SECONDARY

Design and the development of new technologies have profoundly transformed society, affecting how we access information, adapt environments, communicate, solve problems, and live. MYP Design challenges students to apply practical and creative-thinking skills to design problems, exploring design's historical and contemporary roles, and emphasizing responsibility in design decisions. Central to MYP Design are inquiry and problem-solving, structured by the design cycle: inquiry, problem analysis, solution development, creation, and evaluation. Solutions can be models, prototypes, products, or systems. MYP Design fosters practical skills and strategies for creative and critical thinking, appreciating design's impact and integrating knowledge from various disciplines to create innovative solutions.

**Assessment Criteria for Design**

Criterion A

- Inquiring and analysing

Criterion B

- Developing ideas

Criterion C

- Creating the solution

Criterion D

- Evaluating

# PERSONAL PROJECT

The Personal Project is a student-centered passion project focused on a learning goal. Students take ownership of their learning to create a product which is shared with the whole school community. The process highlights the exploration of student-led inquiry, action and reflection. The Personal Project is a culmination of student learning in the MYP. While working on their product, students develop and showcase their MYP ATL skills and knowledge.

Criterion A
- Planning

Criterion B
- Applying Skills

Criterion C
- Reflecting

# MYP ASSESSMENT

Assessment is integral to all learning and teaching.
In the MYP, assessment supports student learning by providing feedback on the learning process, promotes a deep understanding of subject content by supporting students in their inquiries set in real-world contexts, develops critical- and creative-thinking skills, and ultimately, encourages positive student attitudes towards learning.

When it comes to the Personal Project or Interdisciplinary Units, these assessments provide opportunities for students to exhibit transfer of skills across the different subject areas.

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies. During the learning process, there will be a range of formative assessments which allow teachers to give feedback and modify teaching and learning activities to improve student achievement. Students are encouraged to apply this feedback as they prepare for the summative assessment (usually at the end of a learning process).

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are known in advance, ensuring that assessment is transparent. MYP assessment supports and encourages student learning. There is an emphasis on gathering and analysing information about student performance, as well as providing timely feedback to students. The ATL skills play a significant role in MYP assessment. A student in the MYP is not only being assessed on the final product, but also on the process of learning.

MYP ASSESSMENT

| | A | B | C | D |
|---|---|---|---|---|
| **Language and Literature** | Analysing | Organizing | Producing text | Using language |
| **Language Acquisition** | Listening | Reading | Speaking | Writing |
| **Individuals and Societies** | Knowing and understanding | Investigating | Commu-nicating | Thinking critically |
| **Sciences** | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| **Mathematics** | Knowing and understanding | Investigating patterns | Commu-nicating | Applying mathematics in real-world contexts |
| **Arts** | Investigating | Developing | Creating / Performing | Evaluating |
| **Physical and Health Education** | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| **Design** | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| **Inter-disciplinary** | Evaluating | Synthesizing | Reflecting | |
| **Personal Project** | Planning | Applying skills | Reflecting | |

| | Boundary guideline | Descriptor |
|---|---|---|
| **1** | **1-5** | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| **2** | **6-9** | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| **3** | **10-14** | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |

| | Boundary guideline | Descriptor |
|---|---|---|
| 4 | 15 - 18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19 - 23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24 - 27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |

| | Boundary guideline | Descriptor |
|---|---|---|
| 7 | 28 - 32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

## SECONDARY STUDENT SCHOOL DAY: MONDAY THROUGH THURSDAY

PRIOR TO 9:30
BEFORE SCHOOL ACTIVITIES (BSA)

9:40 - 9:50
HOMEROOM (10 MINS)

9:55 - 11:15
PERIOD 1 (80 MINS)

11:20 - 12:40
PERIOD 2 (80 MINS)

12:40 - 1:40
LUNCH (60 MINS)

1:40 - 2:55
PERIOD 3 (75 MINS)

3:00 - 4:15
PERIOD 4 (75 MINS)

# Secondary student school day:

## Friday - Extended Homeroom

**Prior to 9:30**
**Before School Activities (BSA)**

**9:40 - 10:25**
**Extended Homeroom (45 mins)**

**10:30 - 11:40**
**Period 1 (70 mins)**

**11:45 - 12:55**
**Period 2 (70 mins)**

**12:55 - 1:50**
**Lunch (55 mins)**
**1:50 - 3:00**
**Period 3 (70 mins)**

**3:05 - 4:15**
**Period 4 (70 mins)**

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