

Primary Years Program of Study

AGES 6 - 11





Welcome to **KIS** Elementary

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.

KIS — VALUES

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".

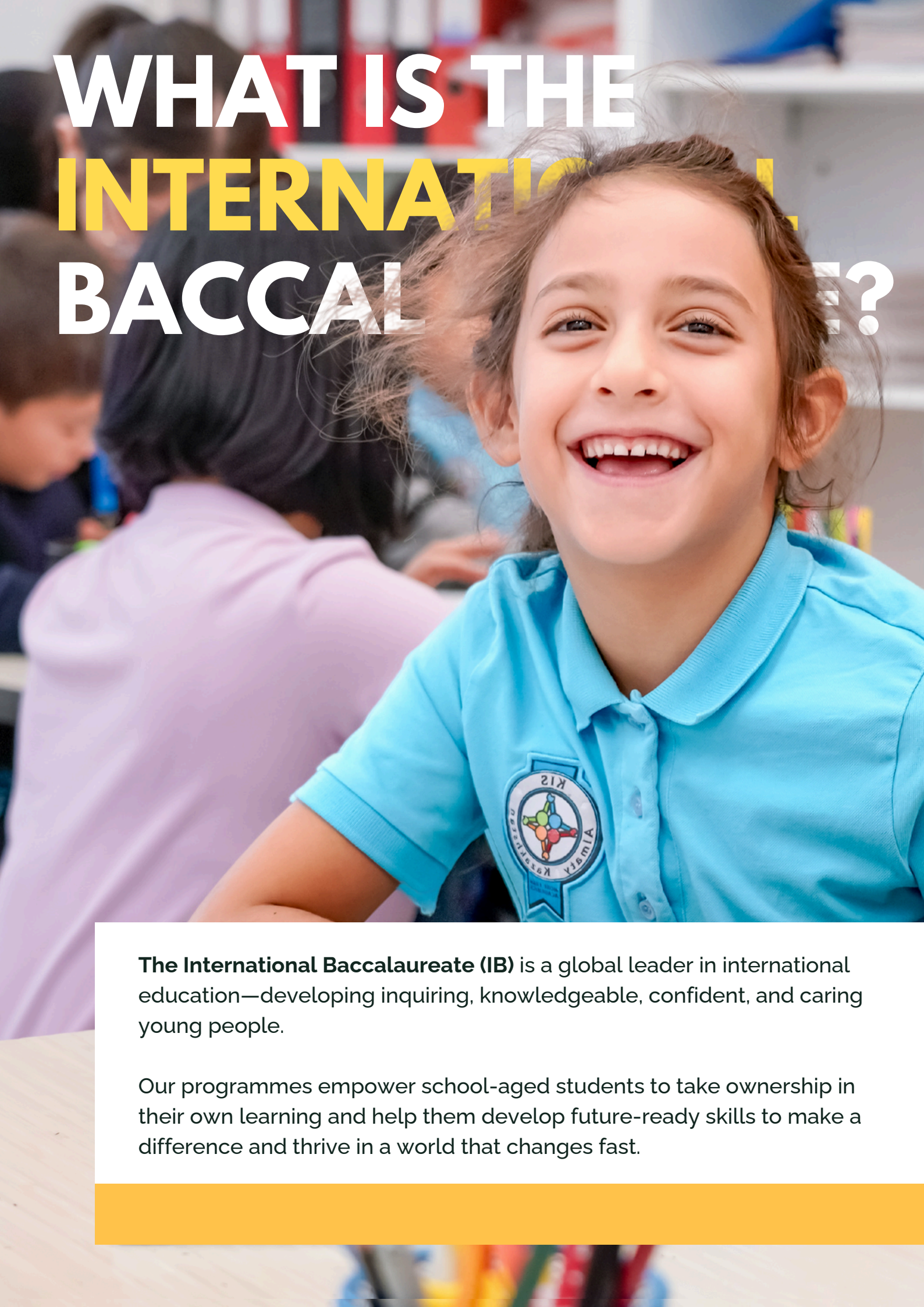
WE VALUE RESILIENCE

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

WE VALUE RELATIONSHIPS

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 fast.

The Learner Profile fosters internationally-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.

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 (ATL)

In the PYP the 5 ATL skills are divided into 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 PYP, to support the development of these approaches to learning skills in our students so that they can be best prepared as they move further through the school.

Communication

Exchange of information
Literacy
ICT

Social

Interpersonal skills

Self-Management

Organization skills
States of Mind

Research

Information literacy skills
Media literacy skills
Ethical Use

Thinking

Critical-thinking skills
Creative-thinking skills
Transfer skills
Reflection skills

KIS Elementary School Program Overview:

The KIS Elementary school program consists of Grades 1 - 5. We focus on providing an engaging learning environment nurturing not only the student's academic success, but their social, emotional, and physical growth and well-being. Through the IB PYP philosophy, we foster the student's learning through the inquiry approach, tapping into their curiosity and joy of discovery.

What is the PYP (Primary Years Program)

The PYP is a concept-based inquiry curriculum that builds on the foundation of skills, knowledge and understanding in a variety of different subjects. Students explore and inquire through transdisciplinary units which use a variety of subjects to help students understand the world around them. Each unit addresses the grade-appropriate learning objectives from the PYP and AERO curriculum, as well as learning skills such as communication, research, self-management, social and thinking skills. This ensures students' academic success as they move through the Elementary program. This learning approach allows for connections to be made fostering deeper conceptual understanding.



ASSESSMENT

We use a variety of tools to understand where the students are at in their learning and development. These tools inform teachers of what the students understand and know. The teachers use this information to inform their teaching and to create learning opportunities to help students to master and develop the knowledge further.

We send an **interim report** in November to give parents an idea of how their child is settling into their new grade level. The parents are then invited to attend a two way conference where they will be able to discuss with the homeroom teacher the students and how they are settling in.

Twice a year, **reports** are sent home to parents that share where their child is at in their development and mastery of different skills and knowledge from different Subjects. These subjects include, English Language Arts, Mathematics, Russian Language Arts, Kazakh Language, Social Studies, Science, Physical Education, Visual and Performing Arts. These reports are followed by opportunities for the parents to come to the school and see the goals that the students have set for themselves.

Measure current understanding and needs	Goal Setting	Document
Formal pre-assessment - Discussions - Skills checks - Writing samples - Experiential Learning - Mind maps - Know/Wonder/Learn - Question writing	- Develop strong questions to focus the inquiry - Unpack examples of what success looks like - Reflect on perceived areas of strength, growth and interest	- Thinking routines - Action plan - Conferencing - Reflection - Portfolios - Self assessment - Peer assessment - Photos with explanations

Three Way Conferences are held in February and look at the goals the students have set for themselves and how they will achieve those goals.

Student Led Conferences are held in April. This is an opportunity for students to show their learning, understanding and skills that they have been working on for the year.

During this conference the students will share with their parents their Portfolio of work. This portfolio shows a variety of work in different stages of completion from different subjects and units. Students and teachers have chosen work that shows different skills and their development as well as successful achievements. Students reflect on their successes throughout the portfolio.



A DAY IN THE ELEMENTARY SCHOOL

The day in the Elementary program consists of homeroom time where much of the unit learning occurs. Homeroom classes consist of a homeroom teacher, a teacher assistant, and the EAL teacher (at scheduled times). Single subject classes are dispersed throughout the week and include Art, Music, PE, Library and Languages (Russian and Kazakh). EAL (English as an Additional Language) services are also available for students that require additional English language support in a push in / pull out format.

Single subject classes are taught by teachers specialized in their respective subject areas. Additional support for students include counseling and learning support services.

There are snack, lunch, and recess breaks throughout the day allowing for social interactions and building on physical activity.

08:00 - 08:20	Morning Meeting
08:20 - 09:00	UOI Literacy Focus
09:00 - 09:20	Recess
09:20 - 09:40	Snack
09:40 - 10:20	UOI Literacy Focus / Russian (1 x a week)
10:20 - 11:00	PE / UOI
11:00 - 11:40	UOI / Library (1 x a week)
11:40 - 12:10	Recess
12:10 - 12:40	Lunch
12:40 - 13:20	UOI Numeracy Focus / Art (2 x a week)
13:20 - 14:00	UOI Numeracy Focus / Music (2 x a week)
14:00 - 14:40	Kazakh (2 x a week) / Russian (2 x a week) / UOI Numeracy Focus
14:40 - 15:00	Snack & Pack
15:00 - 16:15	Dismissal & ASA Programmes

Student Support

Academic Support

KIS follows the educational framework laid out in the Multi-Tiered Support Services (MTSS) which aims to recognize students encountering academic or behavioral challenges and provide them with interventions and support services across different tiers of intensity. These tiers span from universal support for all students (Tier 1) to targeted interventions for those requiring extra assistance (Tier 2) to intensive, personalized interventions for students with substantial needs (Tier 3).

EAL

The English as an Additional Language (EAL) Department operates in the PYP to help students new to English access the curriculum and gain the necessary skills to communicate in English. Teachers work on an integrated and designated support where the students are supported either in class or withdrawn for intensive instruction.

WIDA Framework

Students are assessed using the WIDA framework to determine the level of support. WIDA (World-Class Instructional Design and Assessment) is an organization that provides language development standards, assessments, and resources to support English language learners in K-12 education.

Learning Support

The Learning Support Team works with students, families, administration, and teachers to ensure that a child's learning needs are being met. These needs are determined based on the Learning Support Specialist's interpretation of past evaluations, observations of the student, and data gathered from the school. All of this information is then compiled into an Individual Learning Plan (ILP) that the Learning Support Specialist manages.

The Learning Support Team role is to ensure that students receive the support they need to succeed academically. By collaborating with families, teachers, and administrators, they create a comprehensive understanding of a student's learning needs. The process of an **Individual Learning Plan (ILP)** involves careful analysis of past evaluations, observations, and data from the school environment. This plan, overseen by the Learning Support Specialist, serves as a tailored guide to help the student reach their full potential.

Social/Emotional Support

The Social/Emotional counselor works closely with students, families, and teachers to create a positive school environment that fosters emotional intelligence and resilience. They often conduct one-on-one sessions, group counseling, and classroom lessons to promote skills such as coping with stress, building positive relationships, and improving self-esteem.



Units of Inquiry

Science ([K-2](#)) ([3-5](#)) and [Social Studies](#)

In Elementary school, students engage in a rich, interdisciplinary conceptual-based inquiry model that encourages them to explore and understand the world around them. This model is anchored by six transdisciplinary themes, which guide students' inquiries into various aspects of human life and the natural world. Through themes such as "Who We Are," students delve into concepts of identity, health, and relationships; "Where We Are in Place and Time" prompts them to explore history, culture, and environmental influences; and "How We Express Ourselves" encourages them to investigate the diversity of communication and expression. Other themes, like "How We Organize Ourselves," explore patterns, systems, and innovation; "How the World Works" examines the interactions within social and ecological systems; and "Sharing the Planet" emphasizes the interconnectedness of human and natural worlds, focusing on rights, responsibilities, and the pursuit of a peaceful and just future. This inquiry-based approach is further enriched by the integration of social studies, science, and the arts, allowing students to make connections across disciplines.

Mathematics

In Mathematics, students delve into key mathematical concepts that form the foundation of their understanding of numbers and the world around them, guided by the [AERO](#) (American Education Reaches Out) standards. By using Illustrative Math, students are given a structured inquiry into the many Mathematical concepts throughout the year. They explore data handling, learning how to collect, organize, and interpret information in alignment with standards that emphasize statistical reasoning and data literacy. In measurement, students develop an understanding of dimensions, units, and precision, consistent with AERO's focus on applying measurement techniques in real-world contexts. Shape and space introduces them to geometry and spatial reasoning, following standards that highlight the relationships between shapes and the properties of space. Pattern and function help students recognize and predict relationships and sequences, supporting AERO's emphasis on algebraic thinking and the understanding of functions. Finally, in number, students deepen their knowledge of numeracy, arithmetic, and the structure of mathematical systems, adhering to AERO's rigorous standards for number sense and operations. This comprehensive, standards-aligned approach equips students with the skills they need to navigate and make sense of the quantitative aspects of their everyday lives.

Illustrative Mathematics [Gr1](#), [Gr2](#), [Gr3](#), [Gr4](#), [Gr5](#)

Literacy

For Literacy, students engage with a broad range of concepts that enhance their communication and comprehension skills, guided by the [AERO](#) (**American Education Reaches Out**) standards. They explore reading, developing strategies to understand and analyze text in alignment with AERO standards that emphasize critical thinking and comprehension across a variety of texts.

In **writing**, students practice expressing their ideas clearly and creatively, following standards that highlight the importance of coherent, structured, and purposeful writing. **Listening and speaking** focus on effective verbal communication and active engagement in conversations, consistent with AERO's emphasis on collaboration, discussion, and the development of oral language skills.

Viewing and presenting involve interpreting visual media and conveying information to an audience, supporting AERO's focus on media literacy and the ability to present ideas effectively using various modes of communication.

Throughout the year, students work with **various genres**, including narratives that tell stories, informational pieces that convey facts and knowledge, and opinion pieces that allow them to express their viewpoints, all aligned with AERO standards that encourage a deep engagement with diverse types of texts and writing forms. This well-rounded, standards-aligned approach to literacy fosters a deep understanding of language and its many forms, preparing students to be thoughtful and articulate communicators.

Russian A PYP (Gr KG - 5)

The Russian A program is designed for students whose native language is Russian. In developing this program, we relied on the **State Educational Standards of the Republic of Kazakhstan** and integrated elements of IB PYP into the program. Russian A is attached to the school-wide Unit of Inquiry Program through the integration of one of the Units. In Russian A lessons, students learn Russian grammar, including spelling, punctuation, and the rules for using different parts of speech.

Students develop skills in **meaningful reading and analyzing text** using a variety of strategies. An important skill is the ability to write essays and other types of creative writing, which promotes the development of creative and critical thinking, the ability to express their thoughts and argue their point of view. Students also work on **dialog skills and develop monologic speech**. Thus, going through the whole program of study from Reception to 5th grade students develop all speech skills gradually moving from simple to complex on the way to mastery of the Russian language.

Russian B (Gr KG - 5)

Russian B program is a Russian as a **foreign language program** designed for international students. The program in each class consists of separate topics (lexical and grammatical) that cover different areas of students' lives. Each class studies one of the units of the school-wide **Program of Units of Inquiry through Russian**. Students learn how to speak about a variety of topics, namely maintaining dialog, asking questions, and expressing their thoughts. By reading various texts in Russian students expand their vocabulary and gradually increase their level of comprehension. We teach students to express themselves through writing, including essay-description and storytelling.

All students in this program are **divided into phases of Russian** language proficiency, which are determined at the beginning and end of the year through tests and summative assessments. Thus, each student learns Russian at a level that is comfortable for him or her, gradually moving toward progress.



KAZAKH (GR 1-5)

The Kazakh language program is designed for students who are **citizens of the Republic of Kazakhstan**. This program is based on the State Educational Standards of the Republic of Kazakhstan, which means that we use Kazakh language programs, assessment systems and textbooks.

To integrate this program with the school-wide IB PYP program, we implement one of the **Units of Inquiry** and study it through the **Kazakh language**. In Kazakh language classes students develop speaking skills through participation in dialogues, presentations, and projects; they learn to speak on various everyday and academic topics. To develop reading skills and increase comprehension, students read texts using different strategies. Students develop writing skills through writing descriptive, narrative, and argumentative essays, and learn to apply grammatical rules of the language in practice.

Thus, by completing the **Kazakh language program**, students acquire communicative skills that help them in their studies and life. At the end of the program, 5th grade students take a state exam that includes Listening, Speaking, Writing and Reading.



THE ARTS

In the Arts, with a focus on music and visual art, students engage in a dynamic learning process that emphasizes both creating and responding, guided by the **AERO (American Education Reaches Out) standards**. Through creating, students explore their imagination and creativity by experimenting with different mediums, techniques, and styles in visual art, and by composing, performing, and improvising in music.

This hands-on approach allows them to express their ideas and emotions while developing technical skills and an appreciation for the artistic process. By responding **students analyze, interpret, and evaluate works of art and music**, both their own, those of others and of renowned artists in different fields. This reflective practice helps students understand the context, meaning, and impact of the arts, fostering critical thinking and cultural awareness. Our program ensures that students achieve a ***balanced and comprehensive arts education***, promoting not only artistic proficiency but also a deep appreciation for the role of the arts in society.

Physical Education

In Physical Education, students develop essential skills and knowledge that promote active living, guided by the [SHAPE](#) (Society of Health and Physical Educators) standards. Learning in this area is centered around three key components: locomotor skills, movement and performance, and fitness knowledge. Through locomotor skills, students practice fundamental movements such as running, jumping, and skipping, which form the basis for more complex physical activities.

Movement and performance focus on the ability to control and coordinate the body in various activities, including sports, dance, and gymnastics, helping students refine their technique and enhance their overall physical abilities. Fitness knowledge empowers students with an understanding of the principles of physical fitness, including cardiovascular health, strength, flexibility, and endurance, enabling them to make informed choices for a healthy lifestyle. Our program ensures that students develop physical competence and a lifelong appreciation for fitness and wellness, encouraging them to embrace active living with a positive attitude.

Devices:

Devices are required for grades 4 - 5 at the beginning of the year, and the last semester for grades 3. They are used with intent to support academics. Students are taught digital citizenship to ensure their safety when online through the [Common Sense Media](#) approaches. Students are only permitted to use them during class time when specified by the teacher. Digital competency is an important skill and we continue to update our approaches with the ever changing technology.



MORE THAN ACADEMICS

AN ACADEMICS

After School Activities

Students are offered a variety of after school activities to be able to either learn a new skill or pursue their passions. After school activities take place 3:30pm - 4:15pm from Monday to Friday. They incorporate sports, languages, arts and academics.

Experiential Learning

Opportunities for learning outside of the classroom will be held throughout the year. These can take the form of field trips, guest speakers, visiting other areas of the school, or collaborating with other divisions of the school. These are purposeful and support the learning that occurs in class. Risk assessments are conducted prior to the trip, and information is shared with families well in advance.



Events and Celebrations:

Events and celebrations are also a big part of our elementary school program, fostering a sense of community and belonging. Assemblies are held monthly as well to bring the students together and build on school spirit.

Here are examples of some of the events that KIS hosts:

International Day

Nauryz

Assemblies

Drama Productions

Musical Performances

Exhibitions

Spirit Week

Book Week

Talent show and more

Through having a supportive learning community, we aspire to the following:

Students feel safe to make mistakes and learn from them.

Students feel accepted

Students feel heard.

Students feel celebrated and appreciated

KIS COMMUNITY



**MORE
THAN
ACADEMICS.**