

Diploma Programme (DP) Programme of Study

DP SUBJECT SUMMARIES
AGES 16 - 19





Diploma
Programme

Diploma Programme at KIS

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.





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.





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.



The DP Curriculum

The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay.

Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

APPROACHES TO LEARNING



In the DP 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?

**Communication**

Communication skills

Social

Collaboration skills

Self-Management

Organization skills

Affective skills

Reflection skills

Add a Research

Information literacy skills

Media literacy skills

Thinking

Critical-thinking skills

Creative-thinking skills

Transfer skills

GROUP ONE

Language and Literature

English and Russian

The language A: language and literature course aims to develop textual analysis skills and an understanding that texts reflect culturally determined reading practices. It prompts students to **question language-generated meanings** and explores how formal elements and cultural contexts shape textual interpretation. Studying literature from diverse cultures fosters a global perspective.

The course introduces various texts for **detailed analysis**, enhances communication skills, emphasizes contextual understanding, appreciates cultural perspectives, and encourages an enjoyment of language and literature. Students learn how language, culture, and context construct meaning in texts, promoting critical thinking about text-audience interactions and **purposeful communication**.



OK

GROUP

Language Acquisition

English, French, Russian

Language acquisition in IB DP offers two courses: language ab initio and language B, focusing on communication skills and intercultural understanding. Language B builds on prior language experience, exploring themes like identities and social organization. Students practice communication in various contexts, with Higher Level students delving deeper into literary works and language complexity.

The aims include developing **international-mindedness, communication skills, cultural appreciation**, understanding language's role in knowledge, and fostering critical and creative thinking. It prepares students for further study, work, and leisure through language learning, promoting curiosity and lifelong language enjoyment.

Geography

Geography explores interactions between individuals, societies, and physical processes, analyzing trends, adaptation to change, and management strategies. It explains similarities and differences across places and scales, bridging social and natural sciences. The course integrates physical, environmental, and human geography, fostering critical thinking and socio-scientific methodologies. Students develop skills in evaluation; respecting diverse viewpoints and ideas. Geography aims to cultivate an understanding of interrelationships, promote complexity thinking, and advocate for sustainable development and resource management.

Economics

Economics delves into economic complexities, addressing scarcity-driven choices at micro, macro, and global levels. It explores economic theories, models, and key concepts through real-world issues, fostering critical understanding and application of economic tools. Students analyze data to engage with economic problems, understanding individual and societal economic choices, challenges, and consequences. The course emphasizes values like responsibility and encourages students to act as global citizens, developing skills, knowledge, and attitudes crucial for navigating economic dynamics and making informed decisions. Through inquiry and exploration, students grasp the nuances and limitations of economic models, preparing them for economic engagement in a changing world.

GROUP THREE

History

History adopts a comparative and multi-perspective approach, covering political, economic, social, and cultural history. It emphasizes historical thinking, critical analysis, and understanding multiple interpretations. Through teaching skills like comprehension and source analysis, students engage in a challenging exploration of the past. Key concepts like change, continuity, and perspectives are central, fostering an understanding of historical complexities. The course aims to cultivate a lasting interest in history, encourage engagement with diverse perspectives, promote international-mindedness, develop historical skills, and enhance self-awareness through reflection on historical contexts and contemporary society.



Biology

Biology delves into the study of life and living systems, promoting a comprehensive understanding through experimental work, scientific inquiry, and collaboration. It equips students with the skills to analyze, synthesize, and communicate scientific information effectively. Through thematic exploration and real-world applications, students engage with topical scientific issues, fostering curiosity and problem-solving abilities. The course aims to develop conceptual understanding, critical thinking, creativity, and technological skills while instilling awareness of the ethical, environmental, and social impacts of science. Ultimately, DP biology empowers students to navigate and contribute meaningfully to the evolving world of scientific knowledge and inquiry.

Chemistry

Chemistry focuses on understanding matter at microscopic levels to predict and control its behavior macroscopically. It emphasizes creative yet rational thinking in developing models and theories. Students engage with real-world scientific issues, fostering curiosity and skills applicable beyond their studies. Through scientific inquiry in classrooms and labs, students develop analytical, evaluative, and synthesizing abilities, enhancing problem-solving and technological skills. The course promotes connections between different scientific areas, encourages creative approaches to problem-solving, and instills awareness of science's impact on ethical, environmental, economic, cultural, and social aspects. Overall, DP chemistry equips students to navigate scientific complexities and contribute responsibly to society.



Physics

Physics delves into understanding the natural world, from atomic structures to cosmic patterns, addressing questions about the universe's origins and the nature of time. Observations form its foundation, leading to models and theories that explain phenomena. Beyond enriching our understanding, physics empowers us to transform our environments. Students engage with real-world scientific issues, honing analytical and problem-solving skills applicable in diverse contexts. Through scientific inquiry in classrooms and labs, students develop critical thinking and technological proficiency. The course fosters connections across scientific domains, encourages creativity, and instills awareness of science's impact on ethical, environmental, economic, cultural, and social realms.

Applications and Interpretations

The IB DP Mathematics: applications and interpretation course is tailored to the growing integration of mathematics and technology across various fields in today's data-rich environment. It emphasizes contextual understanding by focusing on topics applied in real-world scenarios or mathematical modeling, including calculus and statistics. Students engage in solving practical problems, articulating mathematical solutions, and interpreting outcomes. Strong technology skills are cultivated, enhancing connections between theoretical and practical mathematics. External assessments incorporate technology use, promoting adaptability in diverse learning settings. The course aims to foster curiosity, understanding, critical thinking, and collaborative skills, preparing students to navigate complex mathematical and technological challenges globally.



Analysis and Approaches

The IB DP Mathematics: analysis and approaches course is designed to cultivate analytical skills essential for innovation in today's math-dependent world. It focuses on developing fundamental mathematical concepts comprehensively and rigorously, encouraging students to apply them in diverse contexts. The course emphasizes constructing, communicating, and justifying mathematical arguments, fostering insight into mathematical structures and connections across topics. Through internally assessed explorations, students gain independence in learning and develop critical thinking, problem-solving, and communication skills. The course aims to nurture curiosity, understanding, and appreciation for mathematics' power, relevance, and ethical dimensions, preparing students for diverse challenges in local and global contexts.



GROUP SIX

Visual Arts cultivates students' abilities to challenge creative and cultural boundaries, fostering problem-solving skills, divergent thinking, and technical proficiency. It encourages exploration of diverse contemporary practices and media, aiming to prepare students for higher education in visual arts or lifelong enrichment through artistic expression.

Visual Arts teachers play a crucial role in organizing learning experiences to help students reach their potential and meet course demands, fostering autonomy and skill development. The course aims to promote lifelong engagement with the arts, critical reflection, understanding of artistic diversity, confident expression, and perceptual and analytical skills, with specific objectives for artwork creation, critical observation of visual culture, and effective communication of concepts

Visual Arts



Theory of Knowledge

The Theory of Knowledge (TOK) is a compulsory component of the DP which offers students a unique opportunity to ponder the nature, boundaries, and processes of knowledge acquisition. It prioritizes critical reflection over mere knowledge acquisition, aiming to unify their understanding across DP subjects. TOK encourages students to question how knowledge is acquired in various disciplines, fostering adaptability in novel situations and cultivating awareness of personal biases. It promotes open-mindedness, intercultural understanding, and ethical considerations in knowledge exploration. By delving into ambiguity, multiple perspectives, and underlying concepts across disciplines, TOK aims to equip students with the skills to navigate complex real-world scenarios effectively.

Extended Essay

The Extended Essay (EE) is a compulsory component of the DP, requiring students to conduct independent research on a focused topic of their choice, either from one of their six subjects or via an interdisciplinary approach. Guided by a supervisor, students produce a formal, structured piece of academic writing that demonstrates coherent and reasoned communication. The EE fosters academic research and writing skills, encouraging intellectual exploration, student-led inquiry, and reflection. Through the process, students develop key skills in research, critical thinking, self-management, and communication while engaging with a topic of personal interest.

Creativity, Activity and Service

Creativity, Activity, Service (CAS) is a compulsory component of the DP, engaging students in diverse activities alongside their academic studies. Though not formally assessed, students reflect on their CAS experiences and provide evidence of meeting seven learning outcomes. CAS is structured into three strands: Creativity (involving arts and creative thinking), Activity (physical exertion for a healthy lifestyle), and Service (voluntary, unpaid work benefiting both the student and others). Through a CAS project, students develop initiative, perseverance, and skills like collaboration and problem solving. CAS fosters personal growth and serves as a balance to academic pressures in the DP.



SECONDARY SCHOOL SCHEDULE

Prior to 9:30	Before School Activities
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)

EXTENDED HOMEROOM DAYS

Prior to 9:30	Before School Activities
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)

**MORE
THAN
ACADEMICS.**