

# KODAIKANAL INTERNATIONAL SCHOOL

Middle Years Program  
Information handbook for parents and students



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## Highlights of the MYP at KIS

The International Baccalaureate Middle Years Program (IBMYP) is an academically challenging five year course, designed to facilitate holistic learning and to promote international understanding. KIS is an authorized MYP school with the International Baccalaureate Organization. KIS got the authorization to follow the IBMYP as the curriculum framework in December 2006.

The IB MYP program is followed from grades 6 to 10. From grades 6 – 8 the MYP framework is followed with a few additional mandatory KIS courses (eg RE).

KIS is also unique in offering the IB MYP in parallel with the KIS Diploma since 2006 for grades 9 and 10. The IB programs (MYP and DP) are fully integrated with the KIS Diploma which is accredited by the Middle States Association of Schools and Colleges. The KIS Diploma must be taken by all students from grade 9 to 12. Students in grades 9 and 10 follow IB Middle Years Program courses for their program and IB Diploma courses for grades 11 and 12. KIS Diploma is fully recognized by universities worldwide (including the Association of Indian Universities) as a result of our accreditation by the Middle States Association of Schools and Colleges.

Apart from satisfying the rigorous MYP requirements of having the 8 core subject areas and personal project, the students in grade 9 – 10 will need to satisfy additional requirements for the KIS Diploma which are RE and Health.

- Computer Application (2.5 credits exempted if student has taken Computer Technology in grades 8 to 10))
- FAPA (20 credits)
- Social Experience (20 hours per year)
- Health (5 credits)
- Physical Education (3 credits per semester)
- Religious Education (10 credits)

The highlight of the program is that the KIS Diploma credit requirements of FAPA, PE and Computer Application are fulfilled automatically by taking MYP subjects such as Design, Arts and PE.

## IBO mission statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB learner profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## IB Middle Years Program at KIS

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The IB MYP program is followed from grades 6 to 10 with a few additional mandatory KIS courses (eg RE and Health). KIS is also unique in offering the IB MYP in parallel with the KIS Diploma since 2006 for grades 9 and 10. The IB programs (MYP and DP) are fully integrated with the KIS Diploma which is accredited by the Middle States Association of Schools and Colleges. The KIS Diploma must be taken by all students from grade 9 to 12. Students in grades 9 and 10 follow IB Middle Years Program courses for their program and IB Diploma courses for grades 11 and 12. KIS Diploma is fully recognized by universities worldwide (including the Association of Indian Universities) as a result of our accreditation by the Middle States Association of Schools and Colleges.

### Courses

The KIS Publications webpage has all the general documents related to the academic program in KIS. The detailed subject specific information is found on department web pages and the IBMYP web page on our intranet KISNET have all the required IBO documents and information necessary for the students.

Malpractice and plagiarism are serious offences by IB regulations, students are therefore strongly advised to acknowledge and reference all sources including the internet. At KIS there is a school wide written policy (Appendix 2) on academic honesty. In addition KIS has a Turnitin license, software offering a plagiarism prevention service. Students and teachers are issued a user name and password for use of this service.

The objectives of each subject group are skills based and broad enough to allow for a variety of teaching and learning approaches. Students involved in the MYP are eligible to receive the KIS Record of Achievement showing their attainment levels in each subject. Students, who complete all parts of the MYP experience including Community Service and the Personal Project, as well as success within their courses, are eligible for the KIS MYP Certificate. [Click here](#) to read the Personal Project Student Guide



### **MYP requirement - Personal Project**

The personal project is a piece of personal research supervised by a KIS teacher in accordance with the guidelines published by the IBO. At KIS the MYP Coordinator introduces the students to the PP in the second semester of the 9th Grade of the program. In order to help students complete this challenging task a planner is presented to students (student guide). Students are expected to find a suitable topic within a reasonable time window and to confirm this choice. At the introductory session students are given the Personal project student guide. Progress in the Personal project is monitored by the supervisor, the Personal project coordinator and the MYP Coordinator until submission of the project.

### **Award of the KIS MYP certificate**

While the IB MYP program commences in grade 6 in the Middle School students joining KIS at any point up to the start of grade 9 are normally eligible for the full KIS MYP Certificate and all students who have been in the program for the whole of grade 10 receive a record of achievement from KIS.

The school will issue a KIS MYP certificate to each student who satisfies the following conditions. The student must:

- Have gained at least a grade 3 in at least one subject per subject group of the MYP
- Have gained at least a grade 3 for the personal project
- Have participated in the program for at least the final two years
- Have met the expectations of community and service to the satisfaction of the school
- Have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63

The school will issue a KIS MYP record of achievement which gives a final grade for each subject studied and states, that the community and service requirements have been met.

## **KIS Middle School Academic Philosophy**

*The International Baccalaureate Organization (IBO) is a non-profit educational foundation based in Geneva, Switzerland with regional offices around the world. It is a recognized leader in the field of international education, encouraging students to be active learners, well-rounded individuals and engaged world citizens.*

The IBO is keenly interested in the development of ethics and values in young people. Not willing to prescribe to the moral code of any one group, the IBO nonetheless is concerned that students develop a personal value system to guide their lives as decent and thoughtful members of local communities and the world beyond.

The IB Middle Years Program (MYP) is designed for students between 11 and 16 years. This period encompasses early puberty and mid-adolescence and is a particularly critical phase of personal and intellectual development. This time of uncertainty, sensitivity, susceptibility, resistance and questioning requires an educational program that will help students develop the knowledge, attitudes and skills needed to participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and evaluate information critically is as important as subject content.

MYP aims to enable students to:

- Build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning independently and in cooperation with others
- Acquire knowledge and understanding in preparation for further learning
- Recognize the extent to which knowledge is interrelated
- Learn to communicate effectively in a variety of way
- Develop a sense of personal and cultural identity as well as respect for themselves and other
- Acquire insights into local and global concerns affecting health, the community and the environment
- Develop a sense of individual and collective responsibility and citizenship

## MYP fundamental concepts

Three fundamental concepts underpin MYP program development:

- Holistic learning**  
 The MYP accentuates the interrelatedness of traditional school subjects and so advances a holistic (whole person) view of learning. This perspective asks the student to consider issues and problems in their widest scope and to realize that good solutions often draw upon insights acquired from many sources. Students are helped to recognize relationships between school subjects and the world outside, and learn to combine relevant knowledge, experience and critical thinking to solve authentic problems.
- Intercultural awareness**  
 This concept aims to develop student attitudes, knowledge and skills as they learn about their own and other cultures, encouraging them to consider multiple perspectives, fostering tolerance, respect, empathy, understanding and acceptance of others' rights to be different.
- Communication**  
 Communication is fundamental to learning, supporting inquiry and understanding, and allowing student reflection and expression. Good command of one's own language enables clear expression of ideas, attitudes and feelings. Learning other languages extends that competence and teaches appreciation of different cultures and ways of thinking. Good communication is more than simply generating appropriate language. It is also about listening to what others have to say and being attuned to intentions, variations and nuance. The MYP encourages students to explore multiple forms of expression.

## Grading

### Grades 6 - 10:

Students are assessed against IB MYP criteria. Each subject has a number of different criteria which are scored anywhere from 0-4 to 0-10, depending upon the criteria. These criteria levels are then added together to give a total score and this score is converted to a number grade from 1 - 7 according to prescribed IBO grade boundaries. For each assessment criterion, a number of band descriptors are defined which describe a range of achievement levels with the lowest represented as 0. Criteria are equally weighted. Descriptors concentrate on positive achievement, although failure to achieve may be included in the description for lower levels.

*The table below gives a general description for each grade level*

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

## MYP reporting system

To facilitate student transfer to another school or for university entry, the table below shows some equivalencies. Indian mark sheets take the highest percentage equivalency.

MYP grade	Letter grade	Grade points*	12 point scale	Percentage range
7	A+	4.0	12	97 - 100
6	A	4.0	11	93 - 96
6	A-	3.7	10	90 - 92
5	B+	3.3	9	87 - 89
5	B	3.0	8	83 - 86
5	B-	2.7	7	80 - 82
4	C+	2.3	6	77 - 79
4	C	2.0	5	73 - 76
4	C-	1.7	4	70 - 72
3	D+	1.3	3	67 - 69
3	D	1.0	2	63 - 66
3	D-	0.7	1	60 - 62
2	F	0.0	0	50 - 59
1	F	0.0	0	40 - 49
0	F	0.0	0	0 - 39

\*GPA = Grade Points x Credits per course ÷ Total Credits

## Assessment

The IBO gives objectives and assessment criteria for each subject area so KIS has designed its own subject objectives to meet these aims. Student achievement levels are based upon their meeting the criteria for that level. There are no formal externally set or externally marked examinations. In order to maintain world-wide standards KIS participates in monitoring of assessment in order to validate internal student assessment. Subject assessment usually employs a variety of assessment tools, such as formal and informal oral work, written work such as objective tests, structured short answers, test, open book tests, stimulus/data response, essays, coursework and projects and practical work such as knowledge and use of apparatus identifying and solving problems, construction of a hypothesis, testing, evaluations and analysis.

Subject criteria are listed in each subject area's Subject Guide and the details of each criterion will be described in each of those documents.

KIS also informally assesses individual student Approaches to Learning (ATL) in a subject; these are included in the KIS MYP reports.

## Required courses

At KIS, Middle School students must complete courses from all eight subject areas plus various courses in Religious Education and Health. In the MYP most courses are compulsory as well lay the necessary foundations for greater choices in the final years of High School. Students with lower proficiency in English will be scheduled in the Intensive English course.

### Grade 6

	Subject area	Compulsory courses	Additional courses
<b>MYP requirements</b>	Language and Literature	Language and Literature 6 Intensive English 1 and 2	
	Language Acquisition	Choice from: Hindi – Foundation & Standard German – Foundation & Standard Tamil – Foundation & Standard French – Foundation & Standard Korean - Standard	Mother tongue support – Dzongkha
	Individuals and Societies	Individuals and Societies 6	
	Mathematics	Maths 6	
	Science	Science 6	
	Design	Design 6	

	Arts	Drama 6 Visual Arts 6 Classroom Music 6	Individual instrument or Voice lessons Intermediate band Intermediate choir Advanced band or choir by audition String chamber orchestra
	PE	PE 6	
<b>KIS requirements</b>	RE	RE 6	

## Grade 7

	Subject area	Compulsory courses	Additional courses
<b>MYP requirements</b>	Language and Literature	Language and Literature 7 Intensive English 1 Intensive English 2	
	Language Acquisition	Courses taken in previous year must be continued. Hindi – Foundation & Standard German – Foundation & Standard Tamil – Foundation & Standard French – Foundation & Standard Korean - Standard	Mother tongue Support – Dzongkha
	Individuals and Societies	Individuals and Societies 7	
	Mathematics	Maths 7	
	Science	Science 7	
	Design	Design 7	
	Arts	Visual Arts 7 Drama 7	Individual instrument or voice lessons Intermediate band Intermediate choir Advanced band or choir by audition String chamber orchestra
	PE	PE 7	
<b>KIS requirements</b>	RE	RE 7	

## Grade 8

	Subject area	Compulsory courses	Additional courses
	Language and Literature	Language and Literature 8 Intensive English 1 Intensive English 2	
	Language Acquisition	<b><i>Courses taken in previous year must be continued</i></b> Choice from: Hindi – Foundation & Standard German – Foundation & Standard Tamil – Foundation & Standard French – Foundation & Standard Korean - Standard	Mother tongue support – Dzongkha
	Individuals and Societies	Individuals and Societies 8	
	Mathematics	Maths 8	
	Science	Science 8	



	Design	Design 8	
	Arts	Visual Arts 8 Drama 8	Individual instrument or Voice lessons Intermediate band Intermediate choir Advanced band or choir by audition String chamber orchestra
	PE	PE 8	
<b>KIS requirements</b>	RE	RE 8	

## Grade 9

	Subject area	Compulsory courses	Additional courses
<b>MYP requirements</b>	Language and Literature	Language and Literature 9 Language and Literature 9 Advanced Intensive English 2	
	Language Acquisition	<b><i>It is recommended that the course taken in previous year be continued</i></b> Choice from: Hindi –Standard & Advanced German – Standard & Advanced Tamil – Standard & Advanced French – foundation, Standard & Advanced Korean - Standard & Advanced Dzonghka - Standard & Advanced	
	Individuals and Societies	Individuals and Societies 9	
	Mathematics	Maths 9 or Maths 9 Advanced	
	Science	Physical Science 9 Biological Science 9	
	Design	<b>Food technology</b> Design 9	<b>PC Applications</b>
	Arts	Visual Arts 9 Drama 9 Classroom music 9	Individual Instrument or Voice Lessons Intermediate Band Intermediate Choir Advanced Band or Choir by audition String Chamber Orchestra
	PE	PE 9	
<b>KIS requirements</b>	RE	Life and teachings of Jesus Christ	

## Grade 10

	Subject area	Compulsory courses	Additional courses
<b>MYP requirements</b>	Language and Literature	Language and Literature 10 Language and Literature 10 Adv.	
	Language Acquisition	<b><i>It is recommended that the course taken in previous year be continued</i></b> Choice from: Hindi –Standard & Advanced German – Standard & Advanced Tamil – Standard & Advanced French – foundation, Standard & Advanced	

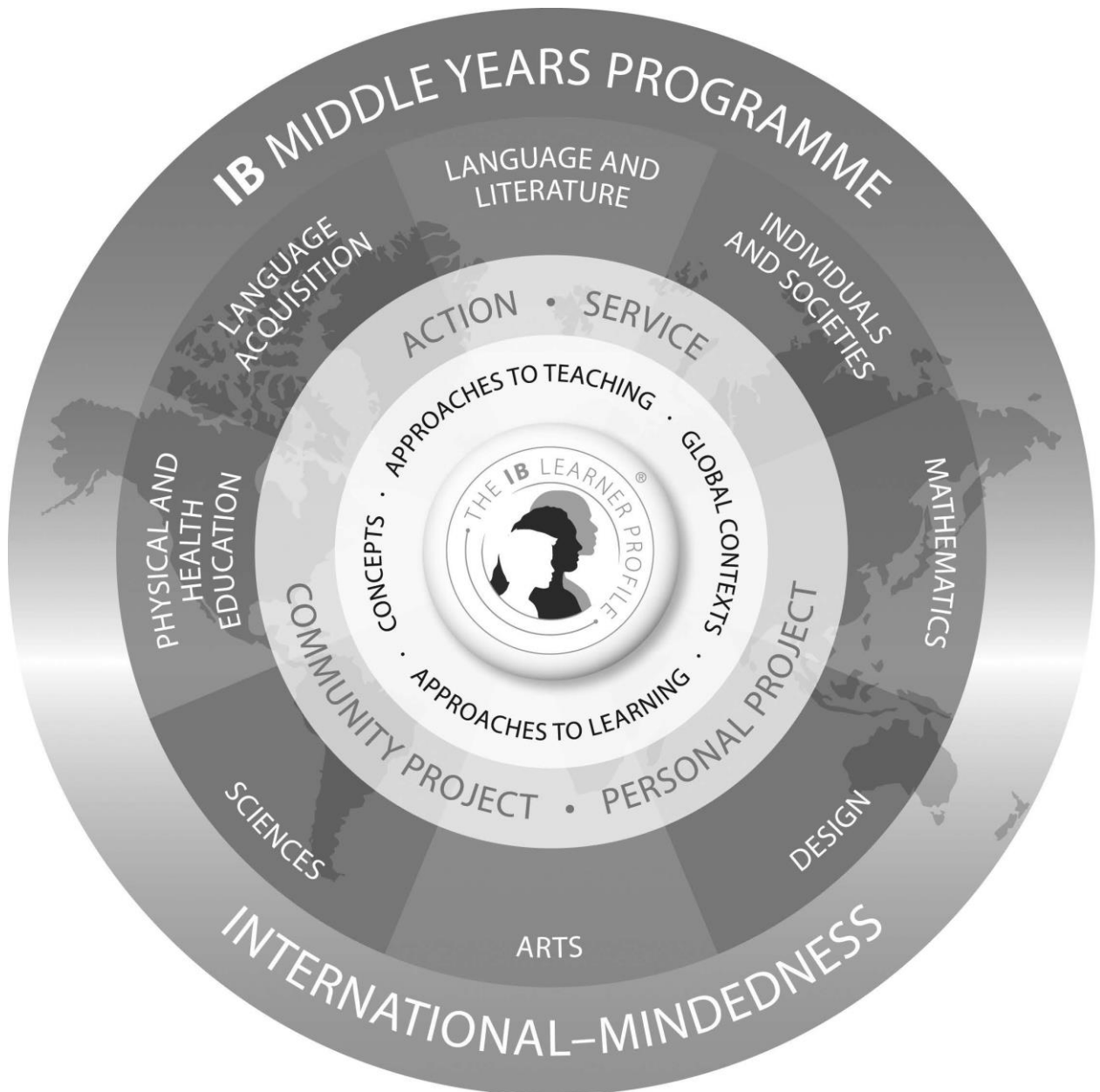
		Korean - Standard & Advanced Dzonghka - Standard & Advanced	
	Individuals & Societies	Individuals and Societies 10	
	Mathematics	Maths 10 or Maths 10 Advanced	
	Science	Science 10 integrated - 1 semester each of Biology, Chemistry, Physics and Environmental Science.	
	Design	<b>Food technology</b> Design 10 It is recommended that the course taken in previous year be continued	<b>PC Applications</b>
	Arts	Visual Arts 10 Drama 10 Classroom music 10 It is recommended that the course taken in previous year be continued	Individual Instrument or Voice Lessons Intermediate Band Intermediate Choir Advanced Band or Choir by audition String Chamber Orchestra
	PE	PE 10	
<b>KIS requirements</b>	RE	World Religion	

### Intensive English Program Grades 6 - 10

Subject area	Intensive English 1	Intensive English 2
Language and Literature	10 periods of class + 2 periods of extra help per cycle	10 periods of class + 2 periods of extra help per cycle
Language Acquisition	Korean 6 ) Korean 7 ) or any other second language Korean 8 )	Any second language of choice
Individuals and Societies	Individuals and Societies support or Individuals and Societies (grade appropriate)	Individuals and Societies (grade appropriate)
Mathematics	Math (grade appropriate)	Maths (grade appropriate)
Science	Science support or Science (grade appropriate)	Science (grade appropriate)
Design	Design (grade appropriate)	Design (grade appropriate)
Arts	Visual Arts Drama Classroom music (all grade appropriate)	Visual Arts Drama Classroom music (all grade appropriate)
PE	PE (grade appropriate)	PE (grade appropriate)
RE	RE (grade appropriate)	RE (grade appropriate)

## MYP curriculum model

The Middle Years Program curriculum model is illustrated by a circle with eight academic areas or subject groups surrounding the six Global Contexts. Students are required to choose options from each of the eight subject areas. In addition to these, KIS continues to offer Religious Education. Taken as a whole, the MYP curriculum provides a balanced education to equip young people for effective participation in today's world.



## Global Contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

There are six Global Contexts as outlined below:

- **Identities and relationships**

- Who am I?
- Who are we?

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Possible explorations to develop

- o Competition and cooperation; teams, affiliation and leadership
- o Identity formation; self-esteem; status; roles and role models
- o Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life
- o Physical, psychological and social development; transitions; health and well-being; lifestyle choices
- o Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind

- **Orientation in Space and Time**

- What is the meaning of “where” and “when”?

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Possible explorations to develop

- o Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
- o Epochs, eras, turning points and “big history”
- o Scale, duration, frequency and variability
- o Peoples, boundaries, exchange and interaction
- o Natural and human landscapes and resources
- o Evolution, constraints and adaptation

- **Personal and Cultural expression**

- What is the nature and purpose of creative expression?

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Possible explorations to develop

- o Artistry, craft, creation, beauty
- o Products, systems and institutions
- o Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- o Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument
- o Metacognition and abstract thinking
- o Entrepreneurship, practice and competency

- **Scientific and Technical Innovation**

- How do we understand the world in which we live?

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Possible explorations to develop

- o Systems, models, methods; products, processes and solutions
- o Adaptation, ingenuity and progress
- o Opportunity, risk, consequences and responsibility
- o Modernization, industrialization and engineering
- o Digital life, virtual environments and the Information Age
- o The biological revolution
- o Mathematical puzzles,

principles and discoveries

- **Globalisation and Sustainability**

- How is everything connected?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Possible explorations to develop

- o Markets, commodities and commercialization
- o Human impact on the environment
- o Commonality, diversity and interconnection
- o Consumption, conservation, natural resources and public goods
- o Population and demography
- o Urban planning, strategy and infrastructure

- **Fairness and Development**

- What are the consequences of our common humanity?

Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Possible explorations to develop

- o Democracy, politics, government and civil society
- o Inequality, difference and inclusion
- o Human capability and development; social entrepreneurs
- o Rights, law, civic responsibility and the public sphere
- o Justice, peace and conflict management
- o Power and privilege
- o Authority, security and freedom
- o Imagining a hopeful future

The selected global context will inform the questions that teachers and students ask throughout the unit. However, many explorations of global contexts are closely related and, in the course of the unit, questions that relate to other global contexts may also be encouraged, developed and considered. Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.



- **Personal Project**

The six Global Contexts are indirectly assessed through MYP Personal Project, an independent piece of work that is intended to be the culmination of student sustained involvement with these areas. MYP Personal Project allows students to complete a significant piece of work over an extended period of time, through a student-led, teacher-supervised process. Students choose project type and topic in consultation with one or more MYP teachers responsible for supervising project execution according to IBO published guidelines. MYP Personal Project must be accompanied by a document in which students describe their approach and method and provide a personal response to the issues concerned. KIS will use published assessment criteria to assess MYP Personal Project. Personal project is an additional requirement for KIS diploma.

# Language and Literature

## Introduction

Language and Literature is normally the mother tongue or the best language and the one that the student is most familiar with. In many schools Language and Literature is also the language of instruction. Each student studies language and literature within this subject group. At KIS, English is offered as MYP Language and Literature from grade 6 - 10. The best language of the students from South Korea is Korean and those students take Korean as MYP **Language and Literature**.

Language and Literature study has a double role:

1. *Basic communication tool by:*
  - Enabling efficient learning and practice of other school subjects
  - Developing social contacts
  - Encouraging self-expression
2. *Study of a broad variety of forms of expression through language by:*
  - Filling cultural and intercultural roles
  - Influencing students' personal, moral and spiritual development and literary work
  - Deepening the students' understanding of human nature and values

KIS Language and Literature course includes:

- Language acquisition in context
- The writing process
- Group and individual oral activities
- A wide range of literary, non-literary and visual materials
- Information technology
- Linguistic and literary terminology

## Characteristics

A variety of genres are studied within MYP Language and Literature including novels, short stories, plays, poetry, autobiographies and biographies. Non-literary and visual resources include essays, pamphlets, documentaries, posters, films, newspapers and periodicals.

Viewing skills involve the study of any of the following resources: newspaper and magazine articles, advertisements, leaflets, posters, propaganda, cartoons, comics, television, video, film, live theatrical performances, computer programs, the internet, multimedia presentations and include the following strands:

- *Text conventions:* codes and protocol are present in visual texts. Understanding these codes and protocol will allow students to construct meaning from them
- *Understanding text:* this concerns the ability of a student to interpret and explore the structure, form and content of a text
- *Communication and context:* this concerns recognizing that the way language is placed or spoken alongside visual texts varies according to context and audience
- *Critical awareness:* critical awareness strategies allow students to reflect upon and respond to visual texts
- 

## Aims & objectives

*Language A course aims to:*

- Use language as a vehicle for thought, creativity, reflection, learning and self-expression
- Use language as a tool for personal growth, social interaction and for developing relationships within the international community
- Comprehend more clearly aspects of their own culture and those of other cultures by exploring the interdependence of human beings through a variety of works
- Explore the many facets of the language through the use of media and information technology
- Develop the skills involved in speaking, listening, reading, writing and viewing in a variety of contexts
- Respond appropriately to a variety of texts
- Read widely to promote a lifelong interest in language and literature
- Develop a critical and creative approach to studying and analyzing literature
- Develop language skills through interdisciplinary work
- Consider the role of literature both culturally and historically
- Reflect on the learning process in various ways and at various stages

- Empathize with real people and fictional characters as and when appropriate

### *Language and Literature course objectives*

These deal with both language and literature and cover the various language skills – speaking, listening, reading, writing and viewing.

At the end of the course students should be able to:

- Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- Demonstrate a critical awareness of a range of written and visual texts
- Use language to narrate, describe, analyze, explain, argue, persuade, inform, entertain and express feelings in both oral and written communication
- Compare texts and connect themes to show similarities or differences across genres
- Express an informed personal response to literary and non-literary texts and demonstrate the ability to approach works independently
- Understand connotations within a language in order to interpret the author's or speaker's intentions
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples
- Distinguish the main ideas in a text from the secondary ideas
- Use and understand an appropriate and varied range of vocabulary and idiom
- Use correct grammar with appropriate and varied sentence structure
- Show awareness of the need for an effective choice of register suited to the audience in both oral and written communication

*Note: The term "register" refers to a mixture of appropriate tone, vocabulary, sentence structure and grammar.*

### **Assessment criteria**

Criterion A	Analysing	Maximum 8
Criterion B	Organizing	Maximum 8
Criterion C	Producing text	Maximum 8
Criterion D	Using language	Maximum 8

### **Courses**

<b>Language and Literature 6</b>	
Grade level	6
Length of course	1 year
Credits	
Prerequisite	None
Grade 6 English combines reading and writing about literature with learning about spelling, vocabulary and grammar. Each unit has a focus area of interaction. Literature foci are fiction, non-fiction, poetry and folktales. These are the topics through which analogies, plot, characterization, themes, setting, persuasive speech, outlining, brainstorming, writing for business and science, rhythm and rhyme, imagery, figurative language and reading comprehension are studied. There is an emphasis on learning to communicate both in writing and through oral presentation and interconnecting English with other disciplines for holistic learning. In addition to literature foci, all English grammar basics are taught and reviewed including parts of speech and punctuation. From the examples used to the expected outcomes, students are encouraged to share and are exposed to international perspectives.	

<b>Language and Literature 7</b>	
Grade level	7
Length of course	1 year
Credits	
Prerequisite	None
Grade 7 English takes a thematic approach to literature and focuses on several themes (learning from experience, relationships, flights of imagination, nothing stays the same and personal challenges) through	

a selection of fiction, non-fiction, poetry, drama, and fables. A detailed novel study is included. Students are assessed on the development of basic communication skills (reading, writing, speaking, listening, viewing and critical thinking) and through MYP criteria of content, organization and style and language use. Students make interdisciplinary connections through course material study and also to the five Areas of Interaction (AOI).

### Language and Literature 8

Grade level	8
Length of course	1 year
Credits	
Prerequisite	None

Grade 8 Language and Literature takes a thematic approach to literature and focuses on several themes (insights, rising to the challenge, the human spirit and strange goings-on) through a selection of fiction, non-fiction, poetry, drama, and fables. Detailed novel studies are included. Students are assessed on the development of basic communication skills (reading, writing, speaking, listening, viewing and critical thinking) and through the MYP criteria of content, organization and style and language use. Through the study of the course material, the students make interdisciplinary connections; they also make connections to the five Areas of Interaction (AOI).

### Language and Literature 9

Grade level	9
Length of course	1 year
Credits	10 in Language and Literature
Prerequisite	None

Grade 9 Language and Literature takes a "genre" approach to literature. Types of literature studied are: short stories, novels, non-fiction, poetry, Greek mythology, one of Shakespeare's plays and modern drama. This course evaluates student achievement in all basic communication skills (reading, research, writing, speaking, viewing, listening and critical thinking). MYP areas of interaction are a major focus with holistic and global perspectives kept in mind. Course learning outcomes match MYP objectives and assessment criteria and are modified for each level.

### Language and Literature 9 Advanced

Grade level	9
Length of course	1 year
Credits	10 in Language and Literature
Prerequisite	None

The standard and advanced courses in Language and Literature 9 are substantially the same; the only difference is one of emphasis: the advanced course for each grade will emphasize the study of literary texts and the standard level for each grade will focus a little more on the study of language.

### Language and Literature 10

Grade level	10
Length of course	1 year
Credits	10 in Language and Literature
Prerequisite	Language and Literature 9

The grade 10 program takes a "chronological" approach to literature. The major eras studied are: Anglo-Saxon, Medieval, Renaissance, 18th century, Romantic, Victorian and Modern. This course continues to assess and develop basic communication skills (reading, writing, speaking, listening, critical thinking and research) and to guide students in making appropriate choices for grade 11 and 12 college-preparatory courses. MYP areas of interaction are a major focus with holistic and global perspectives kept in mind. Course learning outcomes match MYP objectives and assessment criteria and are modified for each level.

### Language and Literature 10 Advanced

Grade level	10
Length of course	1 year
Credits	10 in Language and Literature
Prerequisite	None

The standard and advanced courses in Language and Literature 10 are substantially the same; the only difference is one of emphasis: the advanced course for each grade will emphasize the study of literary texts and the standard level for each grade will focus a little more on the study of language.

### Intensive English

Intensive English aims to help students gain competence in the use of the English language towards social and academic proficiency. This will allow students full access to a broader range of input, experiences and perspectives at an international level contributing both to current academic standards and success within the world at large. The study of Intensive English aims to encourage students to respect and understand English alongside other languages and cultures and to provide a skills base to facilitate further language learning. The goal of the department is to equip each student whose first language is not English with the language skills necessary to handle all core academic courses with maximum ease.

Intensive English 1	
Grade level	6 - 8
Length of course	10 periods per cycle per year
Credits	
Prerequisite	1 year exposure of English language
Objectives include: vocabulary building through visual, oral, reading, listening and writing tasks; basic social language for day to day communication, language building exercises such as content structured activities, small projects and reports, field trips, group and pair exercises, pronunciation patterns and rules to enhance fluency, practice in the assessment patterns followed in KIS, writing simple sentences and small paragraphs and an introduction and practice in basic grammar, language patterns, language nomenclature, e.g. parts of speech, tenses etc. The course concentrates on the study of literature, group discussion and personal response to the literature, the introduction of different genres, literary terms and expository writing.	

Intensive English 2	
Grade level	7-10
Length of course	10 periods per cycle per year
Credits	10 in Language and Literature per year
Prerequisite	3 or more years exposure of English language
The course includes: essay structure and paragraph links; register and tone in writing and speaking, sentence complexity and variation; active use of sophisticated vocabulary and language structures, appreciation of a range of genres including prose, poetry and fiction. The course also focuses on language structures, grammar, extension of vocabulary and writing skills.	

English Support	
Grade level	6 - 10
Length of course	2 periods per cycle per year
Credits	
Prerequisite	
This is an important aid to the students in Intensive English courses as it prepares and supports students who have been mainstreamed in Individuals and Societies, Science and other subjects but who need help and support. The support courses have four basis goals: help students build core area vocabulary and concepts; work on core area assignments when necessary, arrange assistance from core area teachers and give students an overall perspective of the course, assessment criteria and objectives.	

## Language Acquisition

### Introduction

The primary aim of MYP Language Acquisition is to encourage students to gain competence in a modern language other than their mother tongue. Learning additional languages greatly contributes to student holistic development. Second language proficiency gives students access to a broader range of input, experiences and perspectives and is believed to raise achievement in other subject areas, as well as giving students the enjoyment and confidence of being able to communicate in a language other than their own. MYP



Language Acquisition study aims to encourage students to respect and understand other languages and cultures as well as providing a skills base to facilitate further language learning.

### Language levels

There are four phases of achievement in MYP Language Acquisition:

1. *Phases 3 and 4 (Grades 9 and 10)* - students may have had prior exposure to the language, be able to access the language in the host community, or other special circumstances. This level provides students more challenge than the standard level.
2. *Phase 2 – (Grade 8)* students study the Language Acquisition during the five years of the MYP and typically will have had little or no formal previous instruction and will not be proficient in the language before starting the course.
3. *Phase 1 (Grades 6 and 7)* - students study the language for approximately two years and will have a basic level of competence in the language by the end of the MYP. This option is available for those students who have not studied the same Language Acquisition for the entire five years of the MYP, due to school transfer or other special circumstances.

### Aims & objectives

The aims of second language study are to:

- Enable students to use language(s) effectively to communicate, providing a sound base of skills necessary for future study, work and leisure
- Enable students to understand the nature of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- Enable students to develop an appreciation of a variety of literary and non-literary texts
- Offer insight into the cultural characteristics of different language communities
- Encourage awareness and understanding of the perspectives of people from other cultures
- Encourage positive attitudes towards speakers of other languages
- Promote involvement with different communities
- Provide access to varied sources of information
- Foster curiosity, a lifelong interest and enjoyment in language learning

### Characteristics

In order to achieve these aims, students will work on their language skills by:

- *Speaking* — communicating clearly, resourcefully and appropriately with other speakers
- *Listening* — understanding and interpreting spoken language from various sources on a variety of topics
- *Reading* — understanding and interpreting both factual and literary written texts illustrations and photographic information complementing texts. Students will be required to demonstrate specific reading comprehension skills
- *Writing* — communicating ideas clearly, resourcefully and appropriately in writing including letter writing, advertisements, essays, creative writing, presentations etc

At the same time, students will increase their language range, expand and consolidate their vocabulary and increase their understanding of grammar. Topics explored will allow students to relate to language work while reflecting on the areas of interaction. Students also pursue KIS goal of intercultural awareness by becoming aware of the variety of communities in which the Language Acquisition is spoken and may also have opportunities to experience these environments first hand through visits and trips.

Departmental methodology aims to stress:

- Language is used for communication
- Learner-centered application of the language
- Different students can learn in different ways
- Variety
- Authentic materials
- Creative materials
- Creative and open-ended activities to motivate and challenge a range of abilities

### Assessment criteria

Following MYP assessment format, there are three broad areas in which students are assessed for each level of achievement. The standard criteria are:

**Oral communication**

Criterion A	Comprehending spoken and visual text	Maximum 8
Criterion B	Comprehending written and visual text	Maximum 8
<b>Writing</b>		
Criterion C	Communicating response spoken, written visual text	Maximum 8
Criterion D	Using language in spoken and written form	Maximum 8

Oral skills, writing skills and reading comprehension / interpretive skills are intended to be equally weighted, hence doubling the final level for criterion E at each certification level.

**Courses**

KIS offers a choice of 3 Second Languages in grades 6-7: French, Hindi and Dzongkha; French, Hindi, Dzongkha, Tamil and German is offered in addition to these languages in grades 9&10. In order to facilitate the aims of proficiency in a second language students are encouraged to follow their second language choice for the five years of the MYP (Grades 6-10) and will only be permitted to change under exceptional circumstances. In order to receive MYP certification students must gain a minimum of two years study. Students for whom English is a second or other language are catered for by KIS ESL program and follow the objectives of Language Acquisition subject group.

**Foundation 6**

Grade level	6
Length of course	1 year: 5 periods per cycle
Credits	
Prerequisite	None

Students will build on early skills acquired in primary school, consolidate and expand elementary vocabulary and grammar. By the end of the year, they should be able to perform simple language acts such as describing themselves and their families, counting, expressing intentions, greeting and apologizing. Grade 6 topics include: clothes – target country clothes, regional variations in clothing, color selections etc.; special occasions – students can make model clothes representing some regions of India; endangered species (students will be involved in environment cleanliness and prepare an appeal to tourists suggesting healthy habits to keep Kodaikanal clean and beautiful.)

**Foundation 7**

Grade level	7
Length of course	1 year: 5 periods per cycle
Credits	
Prerequisite	Some previous language exposure

By the end of grade 7, students should be able to perform more demanding language acts such as: making proposals and arrangements, recounting and sequencing simple events, describing advantages and disadvantages and describing sensations. Students new to second languages can perform simple language acts such as: describing themselves and their families, counting, expressing intentions, greeting and apologizing. Examples of Grade 7 topics are: town and country (students produce charts, collages and a model village), holidays (students produce a holiday brochure with a poster about Kodaikanal or another Indian tourist town that they have visited), hobbies (students do a survey project involving interviews with the migrant traders and tourists and produce some art artworks depicting the places and people.)

**Foundation 8**

Grade level	8
Length of course	1 year: 5 periods per cycle
Credits	
Prerequisite	1-2 years exposure

By the end of grade 8, students should be able to perform more demanding language acts such as:

explaining purpose and function, expressing needs and wishes, advising, talking about the future and hypothesizing. Students new to second languages can perform simple language acts such as: describing themselves and their families, describing countries, expressing intentions, greeting and apologizing. Grade 8 topics include: environment (students produce charts, collages, suggestions for environmental improvements), food (students produce a recipe book and prepare a meal), careers (students do a survey project involving interviews and questionnaires looking to the future).

### Foundation 9

Grade level	9
Length of course	1 year: 5 periods per cycle
Credits	10
Prerequisite	1 year exposure

Objectives: to develop the ability to understand and to speak rudimentary second languages in practical communication as quickly as possible; and to offer a sympathetic approach to the culture and civilization of target language -speaking countries. Students will build on the early skills acquired in primary school in their language of instruction, create similar or equivalent competency in languages and consolidate and expand elementary vocabulary and grammar by using the same in second languages. By the end of the year, they should be able to perform simple acts in second languages such as describing / introducing themselves and their families / friends; counting; expressing intentions; greeting / apologizing; telling the time / expressing temporal information; requesting / commanding / ordering; making simple statements of career choices; making purchases; using public transportation (theoretically); using public facilities such as post offices; writing simple informative passages. Examples of year one topics are: family & community (possible comparison between social structures in Target country and India with a presentation of differences through research); special occasions / festivals celebrating the various festivals in India.

### Second Languages 7-8

Grade level	7-8 Standard
Length of course	1 year: 5 periods per cycle
Credits	
Prerequisite	1-2 years exposure

By the end of the year, students should be able to perform simple acts in second languages such as describing / introducing themselves and their families / friends; counting; expressing intentions; greeting / apologizing; telling the time / expressing temporal information; requesting / commanding / ordering; making simple statements of career choices; making purchases; using public transportation (theoretically); using public facilities such as post offices; writing simple informative passages. Examples of year one topics are: family & community (possible comparison between social structures in Target country and India with a presentation of differences through research); special occasions / festivals celebrating the various festivals in India.

### Second Languages 9 Standard

Grade level	9 Standard
Length of course	1 year: 5 periods per cycle
Credits	10 in Second Languages
Prerequisite	2-3 years exposure

By the end of grade 9, students should be able to perform demanding language acts such as: telling complex stories, hypothesizing about the future, asking indirect questions, complaining and persuading. Examples of Grade 9 topics are: friendship (students write a sketch about their best friends, an appreciation of some qualities, a guide to maintaining good friendships and role-play a broken friendship that is restored), movies (students write reviews, retell a film through collage, enact some interesting /touching scenes) and listening to film songs then writing an appreciation of the lyrics.

### Second Languages 9 Advanced

Grade level	9 Advanced
Length of course	1 year: 5 periods per cycle
Credits	10 in Second Languages
Prerequisite	2-3 years exposure

By the end of the grade 9 Advanced Level second languages, students should be able to perform language acts such as: explaining purpose and function, expressing needs and wishes, planning for the future, explaining events, basic conversation and simple text handling. Students will acquire moderate vocabulary to perform the above acts. Students will perform oral reflections about their friends, surroundings, celebrations etc.

### Second Languages 10 Standard

Grade level	10 standard
Length of course	1 year: 5 periods per cycle
Credits	10 in Second Languages
Prerequisite	3-4 years exposure

By the end of the grade 10 Standard Level second languages, students should be able to perform language acts such as: explaining purpose and function, expressing needs and wishes, planning for the future, explaining events, purposeful conversation and simple text handling. Students will acquire prescribed vocabulary to perform the above acts. Students will perform oral reflections about their friends, surroundings, celebrations etc.

### Second Languages 10 Advanced

Grade level	10 Advanced
Length of course	1 year: 5 periods per cycle
Credits	10 in Second Languages
Prerequisite	4 years exposure

By the end of the grade 10 Advanced Level second languages, students should be able to accurately perform spoken and written forms of the language, and understand and use a wide range of vocabulary. They should be able to continue to develop their fluency in the four communication skills: listening, speaking, reading and writing. They will also learn grammar concepts in order to compose essays, letters and responses to articles etc. In oral presentations, the course will enable students to talk, discuss and debate various relevant topics.

## Language Acquisition: Korean

Korean B– Grades 6 - 8 - Standard	
Grade level	6 or 7 or 8
Length of course	5 periods a cycle per year
Credits	
Prerequisite	2-3 years of exposure to the language
Students whose mother tongue is Korean will have the opportunity to meet with a native Korean speaker every cycle in order to help maintain and develop the Korean language. These classes will focus on reading and interpreting Korean literature. They will also study and appreciate Korean culture. The course begins with an introduction to writing skills and basic Korean grammar. Students study Korean short story novels and poems, through which they learn about various elements of literature and will have opportunities to comment and write essays. Korean language films and television may also be used as stimuli. Students will be expected to develop their understanding of the study of literature and will develop their reading, writing, speaking and viewing skills in a Korean context.	
Korean B– Grades 9 - 10 - Advanced	
Grade level	9 and 10
Length of course	5 periods a cycle per year
Credits	10 per year
Prerequisite	2-3 years of exposure to the language
Students learn Korean literature and learn to apply them. The subject deals with the understanding of literal elements. And also students can learn non literature area. In the area of non literature, opportunities are provided to learn through various texts, including visual materials, and in the area of literature, Korean classical literature and contemporary literature are dealt with. Students are taught and evaluated in 5 areas: speaking, listening, writing, reading and vocabulary. The aim is to make the students are developed more creative understanding, critical views of the Korean text and critical writing.	

## Mathematics

### Introduction

MYP Mathematics aims to give students an appreciation of the usefulness, power and beauty of the subject. The language of mathematics enables people to model events and situations and provides a key to understanding the world in which we live. A study of mathematics also provides the opportunity to study the language of mathematics for its own sake. With the rapid pace of technological development, it is difficult to envisage the different kinds of mathematical knowledge that students will need during their lifetime. It is essential that students are equipped with a solid base of related skills and attitudes to enable them to adapt as the need arises.

### Characteristics

Five branches of mathematics will be covered over five years: numbers, algebra, geometry and trigonometry, statistics and probability and discrete mathematics.

### Aims & objectives

MYP Mathematics intends that students will:

- Develop a positive attitude toward the continued learning of mathematics
- Appreciate the usefulness, power and beauty of mathematics and recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Gain knowledge and develop understanding of mathematical concepts
- Develop mathematical skills and apply them
- Develop the ability to communicate mathematics with appropriate symbols and language
- Develop the ability to reflect upon and evaluate the significance of their work and the work of others
- Develop patience and persistence when solving problems
- Develop and apply information and communication technology skills in the study of mathematics

Class activities will be designed to:

- Actively involve students in constructing and applying mathematical ideas
- Encourage student interaction, group work and exploration
- Enable students to develop their mechanical skills through practice
- Make effective use of calculators in classroom work
- Include alternative teaching methods – learning by doing, learning through exploration etc

### Assessment criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating patterns	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Applying mathematics in real-life contexts	Maximum 8

### Courses

Mathematics 6	
Grade level	6
Length of course	1 year
Credits	
Prerequisite	None
<p>Grade 6 Mathematics lays the foundations for Middle School students. It is a broad teaching course with the following core topics: place value (Indian and US systems), exponents, number lines, order of operations, fractions, decimals, ratios and percents, algebra, geometry and data analysis. Students learn how to take mathematical notes and document their work for each problem, to become consistent in doing mathematics homework and to immediately make corrections to their assignments, tests and quizzes. Good study skills form the basis of approaches to learning.</p>	



**Mathematics 7**

Grade level	7
Length of course	1 year
Credits	
Prerequisite	MYP level 3 and above in grade 6

Grade 7 students build upon grade 6 foundations. MYP year 2 emphasizes discovery, investigation and enjoying mathematics. The year begins with studying numbers of all kinds. Students learn to perform basic operations with fractions and decimals both positive and negative. They learn through Venn diagrams how sets of numbers are related. In algebra they learn how to write, evaluate and simplify expressions, ending up with solving equations and inequalities. In geometry there is a hands on approach with compass constructions and making models of solid figures. The study of transformations, symmetry and tessellation leads into an art-related project on the work of Escher, aspects of Islamic art and the unusual images produced with the use of fractals. In statistics students learn how to collect a sample and analyze the data using measures of spread and central tendency. Probability is the final unit of the year.

**Mathematics 8**

Grade level	8
Length of course	1 year
Credits	
Prerequisite	MYP level 3 and above in grade 7

In grade 8 students continue to build upon learned skills. By now they should be more adept at conducting investigations and able to explore mathematical problems independently. In the first quarter they consolidate their understanding of numbers, learning how to write numbers in scientific notation as well as real numbers written as ratios, decimals and percents. In algebra polynomials are simplified, added and subtracted; solving equations and inequalities follows with two-variable inequalities being graphed as a shaded region on the co-ordinate plane. Geometry looks at similar figures and plane geo-metric shapes; formulas are used to calculate perimeter and area. In trigonometry students learn to calculate unknown lengths of right-angled triangles using sin, cos and tan as well as the Pythagorean property. This is assessed with a major investigation to find the largest possible area enclosed by a fixed perimeter, statistics and probability, their understanding of collecting and analyzing grouped and ungrouped data is extended, along with the use of permutations and combinations to count all possible outcomes in a probability sample space.

**Mathematics 9 Standard / Advanced**

Grade level	9
Length of course	1 year
Credits	10 in Mathematics
Prerequisite	
Mathematics 9	MYP level 3 and above in grade 8
Mathematics 9 Advanced	MYP level 6 and above in grade 8

General review of the number system, number lines, fractions, decimals, percentages and basic sets is done at this level. Topics such as areas / perimeters of triangles, simple probability, percentages, compound and simple interests and identifying sequences are developed. Topics introduced for the first time are geometric / arithmetic sequences, word problems on Venn diagrams, algebraic expansions and factorizations, linear programming, equation of lines, types of triangles and their theorems, properties of quadrilaterals, area and perimeter of quadrilaterals and circles, basic trigonometry, vectors, matrices and grouped data analysis – mean, estimation of mode and median etc. The advanced class covers the same topics, but in greater detail.

**Mathematics 10**

Grade level	10
Length of course	1 year
Credits	10 in Mathematics
Prerequisite	MYP level 3 and above in grade 9

A course intended for students who have performed well at grade 9 level. Topics like number system, percentages (compound / simple interests), sequences, sets, linear equations in one variable are revisited. Topics such as permutation / combination, functions / mappings, indices / expansions / factors, quadratic

formulae, equations of a line, logarithms, polygon and its properties, circle and its properties, trigonometry including sine / cosine rules, grouped data analysis, dispersion measurement, vectors / matrices and their applications are introduced for the first time or developed further.

### Mathematics 10 Advanced

Grade level	10
Length of course	1 year
Credits	10 in Mathematics
Prerequisite	MYP level 6 or 7 in grade 9 MYP level 5 or above in Mathematics 9 Advanced

An advanced course for students with above average mathematical skills who enjoy the challenges of problem solving. The number system, significant figures and approximations, sequences, quadratic equations, linear programming, properties of parallelograms and circles, areas and volumes (of cuboids, cylinders and cones), statistics, probability and matrices will be revisited and developed further. Complex topics such as expansions / factorizations, linear and quadratic functions, permutations / combinations, arithmetic / geometric sequences, logarithms / inches, equation of a circle, partial fractions, polygons and their properties, transformations, perimeter / area of compound shapes, volumes (of cylinder, cones, pyramids, cuboids and spheres), trigonometry – including sine / cosine rules, graphs of t-ratios, measures of dispersion, probability, vectors and basic complex numbers will be introduced for the first time.

## Sciences

### Introduction

In this rapidly changing world, education should prepare students for life in the ever-changing twenty first century. The MYP holistic approach to teaching and learning, along with the perspectives of the areas of interaction, provides a structure for the development of thinking skills, attitudes and dispositions characteristic of independent, lifelong learners. The sciences and their methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP science emphasizes the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills. It provides opportunities to explore the role of science in historical and contemporary contexts and helps students to appreciate the links between science and everyday life, as well as the dynamic interactions between science and society. This helps students broaden their understanding of themselves as individuals and as collective members of society and the natural environment.

### Characteristics

MYP Science encourages the development of a scientific way of knowing that enables students to investigate, understand and explain the world they live in. This scientific way of knowing encompasses two types of understanding: conceptual understanding and procedural understanding.

1. *Conceptual understanding:*  
Development of scientific knowledge and an in depth understanding of the main scientific ideas and concepts of science
2. *Procedural understanding:*  
Skills and processes that students need to develop to understand how science and scientists work and to evaluate scientific evidence

Conceptual and procedural understanding cannot be developed independently. Student understanding of the skills and processes used in science enables them to construct their understanding of scientific concepts and this insight provides the driving force for the development of further scientific inquiries. MYP Science aims to help students develop personal opinions on wider world issues and have a sense of their responsibilities as individuals towards others and towards the natural and man-made environment.

### Aims & objectives

MYP science aims to enable students to:

- Develop inquiring minds and curiosity about science and the natural world
- Acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- Develop skills of scientific inquiry to design and carry out scientific investigations and to evaluate scientific evidence to draw conclusions
- Communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- Appreciate the benefits and limitations of science and its application in technological developments
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- Demonstrate attitudes and develop values of honesty and respect for themselves, others and their shared environment

### Assessment criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Inquiring and designing	Maximum 8
Criterion C	Processing and evaluating	Maximum 8
Criterion D	Reflecting on the impacts of science	Maximum 8

## Courses

### Science 6

Grade level	6
Length of course	1 year
Credits	
Prerequisite	None
<p>Grade 6 science aims to introduce scientific concepts and inculcate scientific skills in students. The students are also introduced to the MYP criteria. They learn to apply the criteria in the laboratory and in the lab reports. The students learn all the four sciences and the main topics in each science are as follows:</p> <p>Physics: measurements, energy, electricity, light, sound, magnetism and thermal energy</p> <p>Chemistry: matter, atoms and periodic table-introduction, solutions, acids and bases and introduction of chemical reactions.</p> <p>Biology: five kingdom classifications, animal kingdom</p> <p>Environmental Systems: food web, solar system and eclipse</p> <p>Emphasis is placed on familiar examples relevant to student surrounding and every day life. Students also learn how to communicate scientific knowledge effectively.</p>	

### Science 7

Grade level	7
Length of course	1 year
Credits	
Prerequisite	None
<p>Grade 7 science course builds on the skills acquired in grade 6. They learn to apply all the MYP criteria. Practical work is more complex in nature and students are expected to show independence and initiative. The students learn all the four sciences and the main topics in each science are as follows:</p> <p>Physics: motion, force, forces in fluids, work and machines, energy and power</p> <p>Chemistry: matter, solid liquid and gases, atoms and periodic table, chemical bonds, chemical reactions and acids and bases.</p> <p>Biology: cell, organisms</p> <p>Environmental systems: interactions, ecosystem, community, population, earths interior, minerals rocks</p> <p>Emphasis is placed on critical thinking, ability to solve problems and make decisions in scientific contexts.</p>	

### Science 8

Grade level	8
Length of course	1 year
Credits	
Prerequisite	None
<p>Grade 8 science course builds on the skills acquired in grade 7. Key concepts essential to further study should be fully understood by the end of grade 8. The students follow the MYP criteria in depth. Students plan their own practical work and are expected to think scientifically and express ideas using a variety of scientific terminology. The students learn all the four sciences and the main topics in each science are as follows:</p> <p>Physics: heat, characteristics of waves, sound, electricity and magnetism</p> <p>Chemistry: balancing chemical reactions, acids and bases in solutions, carbon chemistry and exploring materials.</p> <p>Biology: nutrients, respiration, cardio vascular system</p> <p>Environmental Systems — cycles of matter, atmosphere, weather and climate</p> <p>Emphasis is placed on scientific thinking and expressing ideas using a variety of scientific terminology</p>	

**Science 9**

Grade level	9
Length of course	1 year
Credits	10 in Science
Prerequisite	None

The science course is divided into Physical sciences and Biological sciences each to be studied for one semester.

The Physical sciences include Physics and Chemistry and the topics included are as follows:

**Physics:**

- What is Motion
- The Nature of Forces
- Work, Power, Energy
- What is Heat
- Characteristics of Waves
- Light and its uses

**Chemistry**

- Atoms and bonding
- Chemical reactions
- Families of chemical compounds
- Radio active elements

The Biological sciences include Biology and Environmental science and the topics included are as follows:

**Biology**

- Cells & Chemistry of cell: Organic compounds
- Cell processes
- Plant Physiology
- Nervous system & Sense Organs

**Environmental science**

- Energy Flow( review)
- Human impact on the environment
- Space pollution

**Science 10**

Grade level	10
Length of course	1 year – 10 periods a cycle
Credits	10 in Science
Prerequisite	Science 9

The science course is divided into an integrated science where two sciences, Physics and Biology, are studied in one semester followed by Chemistry and Environmental Science in the next semester. The topics are as follows:

**Physics:**

- Refraction of light
- Lenses
- Measurements
- Adding forces
- Energy transfer
- Speed, velocity and acceleration
- Force and acceleration
- Kinetic and potential energy
- Thermometers
- Specific heat capacity
- Static electricity



- Electric current
- Electricity in the home
- Magnetic fields
- Radioactivity

**Chemistry**

- Atomic theory and electron configuration
- Reaction rate and equilibrium
- Chemical quantities
- Stoichiometry
- Acids and bases
- Neutralization and salts
- Oxidation - reduction reactions

The Biological science includes Biology and Environmental science and the topics included are as follows:

**Biology**

- Cells
- Genetics
- Evolution
- Humans as organisms
- Plants

**Environmental science**

- Global environment issues
- Habitats and biomes
- Biodiversity and conservation
- Components of biosphere

## Arts

### Introduction

The arts are a form of human expression through activity and contribute to KIS curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile effective communication. Through the arts, students working both cooperatively and individually, have opportunities to research, identify and discuss issues, to provide insights, opinions, solutions and resolutions and to reflect on, appreciate and evaluate artwork. The arts are a powerful medium for the exploration of the human condition, our society and the world. In this respect, they are a powerful educational tool for exploration of different areas of the curriculum, the MYP areas of interaction and different cultures.

MYP Arts aims and objectives are designed to help students become developing artists, able to assess skill levels and target areas that need development. Teachers should provide opportunities for students to function as artists rather than simply as learners of the arts.

### Characteristics

MYP Arts is organized into three subjects:

1. **Visual arts:** Encompasses techniques such as drawing, painting, printmaking, sculpture and photography. Students use a combination of techniques and work in a variety of media to develop a knowledge and understanding of a range of observational, creative and interpretative works. Students reflect on and evaluate their own works as part of the learning process

2. **Performing arts:**

- (a) **Drama** involves more than just working towards an objective with a strong emphasis on the creative process and on reflection. The interdependent nature of many aspects of the performing arts requires a collaborative effort. Students are encouraged to foster attitudes of commitment and dependability. Performance can range from rehearsal and polished presentations to the sharing of work in progress and can be in a variety of settings for a range of audiences. In addition to written exercises, a variety of assessment tasks are used to demonstrate practical skills throughout the program

- (b) **Classroom music**

**Grade 6** – MYP grade 6 classroom music students are introduced to different styles of music and aesthetic values of music in other cultures as well as their own, and are helped to develop perceptions between ideas and music as art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

**Grade 9-10** - This course is designed to connect to IB music. The course contains important related units from Music Theory RSM grade 1-5, analyzing simple music scores, history of music, simple composition, music appreciation and other units connected to IB music curriculum. The main objective is to connect this course with the IB music program. The course is a 2 year one and is open only to music students of grade 3 RSM or equivalent level.

In addition the course:

- Organizes learning around the creative cycle – a dynamic, ongoing process of sensing, practicing, planning, creating and evaluating music and one in which all the senses are involved
- Encourages creative energy, communication, interaction and reflection
- Aims to help the student become a developing musician / artist – one who is able to assess the level of skill and target the areas that need development
- Seeks to acquaint young people with the creations of composers whose works have proven to be of enduring worth
- Prepares students for performance or presentation of their work

KIS Middle School offers visual arts and drama within this framework and is currently developing the Music MYP program for grades 6 - 8.

Throughout the five year program, students use a developmental workbook (DW) as a personal record of their ideas and their individual development through the creative process. The DW should demonstrate evidence of process, product, evaluation, awareness of the areas of interaction and other interdisciplinary activities. Emphasis must be placed on the “developmental” nature of the workbook rather than simply the evaluation of outcomes.

MYP DW should include:

- Students’ records of their development (in the form of their own work) and the influences the work of others has had on them
- Records of the process of creation, which could be recorded using videotape, audiotape or other media as a supplement
- Work which is meaningful to the student and which can be used as a source of dialogue between the student and others
- Evidence of research which has helped develop the students’ processes of creating art
- Application of approaches to learning (ATL) skills in its presentation, such as legibility, organization and referencing

### Aims & objectives

Participation in MYP arts should enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- Explore and create through the processes of visual and performing arts
- Acquire and develop skills needed for the creation of visual and performing art work
- Use the language, concepts and principles of visual and performing arts
- Communicate their thoughts and ideas through visual and performing arts
- Create visual and performing art work
- Reflect on, appreciate and evaluate their work and the work of others
- Develop receptiveness to visual and performing art forms across time, place and cultures and perceive the significance of these art forms as an integral part of life

### Assessment criteria

The following assessment criteria have been established by the IBO for MYP arts:

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Developing skills	Maximum 8
Criterion C	Thinking creatively	Maximum 8
Criterion D	Responding	Maximum 8

At KIS students study visual arts, music and drama in grades 6-8 for one semester. In grade 9, they have a choice between visual arts, performing arts and individual student-specific music programs. This is a one year course and students are generally expected to continue in grade 10 with the same choice as in grade 9, unless they have good reason for making a shift.

### Courses

Visual Arts 6	
Grade level	6
Length of course	1 semester: 2 periods per cycle or 1 year, 1 per cycle
Credits	
Prerequisite	None
The information below gives a core unit plan at this grade level	
One sample unit:	
<b>Focus question</b>	
Why do people feel the need to create (especially when it does not provide survival benefits)?	

**Link**

Prehistoric art and humanities and how does art impact our daily lives outside of the classroom?

- Questions are brainstormed
- A research project to communicate how a particular group / style or culture responds artistically to this question is assigned
- A poster or visual presentation is assigned to communicate and share knowledge
- Students think about how the artists communicated their beliefs and circumstances through available materials
- Students apply the concept of totem to themselves, by designing a clay totem that represents who they are in symbolic terms.
- Remainder of semester is exposure in small units to drawing, painting, simple printmaking techniques and design projects

**Visual Arts 7**

Grade level	7
Length of course	1 semester: 4 periods per cycle
Credits	
Prerequisite	None

**Focus question**

How is my culture important to me? What do I value in my culture? How does culture affect art?

- Brainstorming on how culture affects us
- Individual research on the art of culture, culminating in a visual presentation showing an artwork representative of the culture, explaining why
- Application : Islamic or Mughal design (related to humanities focus) using symmetry, geometrical shapes, tessellation to create a personal design that is appropriate to this cultures' concept of art based on its traditions and religion
- Design details using stencil, carbon transfer
- Color application, discussion of media choices appropriate to the design and to the students work styles and the desired visual effect (bold, strong – use of oil pastels or poster paints, soft, muted – use of water color or wc pencils)
- Display of work for public enjoyment
- Exposure to sculpture (wire and movement), batik (one color design), etc
- Additional units: Introduction to batik, print making, sculpture, wire and movement (Alexander Calder)

**Visual Arts 8**

Grade level	8
Length of course	1 semester: 3 periods per cycle
Credits	
Prerequisite	None

**Focus question**

How does my environment affect me? What do I appreciate in my environment? How have and do artists respond to the natural environment in their art work?

- Brainstorm on how environment impacts lifestyle
- Research presentation: approaches to art based on nature in western art: romantic, realist, expressionist and impressionist...reflect nature, use nature to communicate emotion (related to place or personal)
- Color media: oil, pastels, media exploration, application to a landscape (nature piece).
- Sculpture: Clay work: functional design using slab or coil to construct a functional object, use nature to decorate it – seals, modeled figures, stamps from nature etc
- Asian art: project with two step batik process, Field Trip
- Mini units as appropriate

**Visual Arts 9**

Grade level	9
Length of course	1 year: 3 periods per cycle
Credits	

Prerequisite	None
<p><b>Focus question</b> How can I learn from the art of others and yet still develop my own unique creative approach?</p> <p>Linked to humanities and African studies</p> <ul style="list-style-type: none"> <li>● Brainstorm</li> <li>● Research 3D art of a traditional African culture / tribe (pre- colonial or non western influenced)</li> <li>● Presentation through graphic design (poster) of what they learnt about this art</li> <li>● Application: mask making , incorporate <b>one</b> African feature from the visual used in the poster, to integrate into the mask, then be creative with other features, but allow them to link</li> <li>● Working with a limited palette : earth tones or neutrals for base color and metallics or primary colors for design and detail elements in painting the mask</li> </ul> <p><b>Part 2</b> How Cubism was inspired by the shapes and concepts of African art, to create a new art style. Research on Picasso, Les Femmes d'Alger (O.J. no. 119), analytic and synthetic Cubism (handout).</p> <ul style="list-style-type: none"> <li>● Brainstorm on what features were most influenced by African art (geometric cubic shapes, monochromatic earth tones)</li> <li>● Brainstorm and list most recognizable Cubist characteristics / features for analytic and synthetic cubism</li> <li>● Choice of <b>one</b> Cubist feature the student wants to incorporate into their still life painting project</li> <li>● Still life drawing: composition (zoom in, triangles, diagonals), contour drawing process reviewed</li> <li>● Color media application: choice of media based on students' preferences and the desired effect (bold, strong colors – use of medium)</li> <li>● Reflection / evaluation ongoing</li> <li>● Exhibition around school</li> </ul> <p><b>Part 3</b> Why do we have rules? When is it good to “break the rules?” Study Alexander Calder (video) and how he transformed the definition and look of sculpture.</p> <ul style="list-style-type: none"> <li>● Brainstorm</li> <li>● View movie, review and do a presentation on how Alexander Calder changed sculpture</li> <li>● Choose one concept he introduced to use in personal sculpture and plan three different approaches or test three different concepts (3 plans)</li> <li>● Concepts could include mobiles, moving sculpture, wire and line in space, stabiles, site specific, abstract forms, unusual materials etc.</li> <li>● Plan for materials, place etc.</li> <li>● Communicate, cooperate – if the project is large scale, will students make a small model or join with others who are also interested in a large piece (stabile, site specific) to combine elements of each person's design and execute it as a group?</li> <li>● Create the art work and assess</li> <li>● Exhibit</li> </ul> <p><b>Part 4</b></p> <p>How does art become a part of our daily lives?</p> <ul style="list-style-type: none"> <li>● Mini units: Batik for use: design a fabric, clothing item, table cloth, napkins etc, using a 2 step dye process. Combine tie dye and batik in the design process</li> </ul> <p>How can you create art for many to enjoy? (Printmaking) Why do artists re-examine themes over and over?</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Part 5</b></p> <ul style="list-style-type: none"> <li>● Printmaking: mastering a process</li> <li>● Learning a technical process and adapt it to particular traditional subject chosen as inspiration</li> <li>● Description and examples of various printing processes</li> <li>● Etching using the printing press, editions of 3</li> <li>● Designing to the requirements – choose your own theme / subject matter</li> <li>● Create the plate</li> <li>● Print a series at the press</li> <li>● Properly sign the series</li> </ul>	

**Part 6**

- Mini unit - Painting the Plate – how color changes / transforms an image

**Visual Arts 10**

Grade level	10
Length of course	1 year: 3 periods per cycle
Credits	
Prerequisite	None

**Focus question**

How can the past influence the present?

**Part 1**

Site specific art

How do artists use their environment to inspire, reflect and communicate? What are some contemporary approaches which interact with the environment?

- Research – DVD on Andy Goldsworthy and Environmental Art
- Summarize and review
- Research alternative approaches (Hard Art, Art Povera, Earth Art, Site Specific art)

Application: create a site specific art (main campus or Loch End) which features an aspect of the local environment by accenting or echoing it, to draw other peoples' attention to this. Plan, prepare, 2 periods to create the work. Photography / video the results and analyze for assessment

**Part 2**

Batik, a personal approach

- Design a 3 (or more) – step piece
- Tapestry / wall hangings concept
- Adapting and simplifying from a sketch or photograph – simplification from reality
- Working with a limited palette, using color sequences
- Personal pieces – your choice

**Part 3**

How do people communicate emotion? How do artists communicate emotion:

- Research Expressionism – use of color, distortion and texture to communicate emotion
- Formal essay style report with bibliography
- Interpretation and personal response

Application: choose an emotion and communicate it using the ideas from Expressionism

Color media: media exploration and samples to help determine the best choice for the effect (emotion) desired

Compose and create the piece assessing how the emotion is being communicated and how the piece is working as an art work. What would you change and why?

Display

**Part 4**

Mini unit: Plaster clay mold process

Vocabulary: Symbolism, personal motifs, relief, sculpture, Plaster of Paris, mold

Goal: to complete a relief sculpture using a mold process, with objects holding symbolism (universal symbols but also personal motifs, objects having meaning to you)

**Drama**

Grade level	6
Length of course	1 semester
Credits	
Prerequisite	None

This course is predominantly an experiential course which seeks to help students develop an understanding of the processes and elements involved in performing dramatic works of art. The course



will solidify basic drama vocabulary, speech and improvisation techniques and an understanding of the basic elements of theatre form: focus, tension, contrasts and symbols. Students will work together to read, audition for, rehearse and perform a short musical theatre piece. They will also participate in the design and implementation of necessary scenic crafts (ie painting backdrops, building props, choosing costumes). Oral and written self assessments and critical feedback will be required throughout the term. Confidence, experience and an understanding of theatre etiquette are the end goals.

### Drama

Grade level	7
Length of course	1 semester
Credits	
Prerequisite	None

Students will work cooperatively within dramatic situations to shape ideas toward collective creations and ultimately a scripted play. Basic theatre etiquette, speech and improvisation techniques, pantomime, story building and role playing will be reinforced and improved upon. The end goal is to see students demonstrate commitment to the dramatic situation and to roles assumed within it, along with an ability to assess objectively their work and the work of others.

### Drama

Grade level	8
Length of course	1 semester
Credits	5 in Fine and Practical Arts
Prerequisite	None

This course will affirm and extend previous drama experience by helping the students to create their own works of dramatic art. Special emphasis will be given to exploring myth and symbol in multicultural folklore and drama, including Ancient Greece, India, China and Europe. Students will use research, improvisation, character analysis, group brainstorming and storyboarding to develop, shape and refine their own contextual drama work. The goals of this course are to help students develop their abilities to express their ideas and feelings through dramatic art form and to deepen their understanding of human behavior.

### Drama

Grade level	9 and 10
Length of course	2 year
Credits	5 in Fine and Practical Arts
Prerequisite	None

This course will affirm and extend previous drama experience by helping the students to discover ways in which drama mirrors and influences individuals, societies and cultures, past and present. The course will include reading and researching various plays and playwrights throughout history, with a focus on discovering the ways that drama can influence and change human behavior. Students will perform monologues and scenes from dramatic works of various eras and attend at least one professional theatrical event. They will constantly describe, interpret and analyze the dramatic process as it relates to their own experience and their observation of those around them.

### Music

From the dawn of time, artistic expression has been common to all cultures as human beings make statements through a variety of non-verbal forms, which are aesthetically pleasing and meaningful. Beyond barriers of language the discovery of the cultural values of civilizations, through their artistic production, is one of the best ways to promote international understanding.

Through the MYP Music Program students are introduced to different styles of music and aesthetic values of music in other cultures, as well as their own and are helped to develop perceptions between ideas and music as art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

In addition, the course:

- Organizes learning around the creative cycle — a dynamic, ongoing process of sensing, practicing, planning, creating and evaluating music and one in which all the senses are involved
- Encourages creative energy, communication, interaction and reflection
- Aims to help the student become a developing musician / artist — one who is able to assess his / her level of accomplishment and target the areas that need development
- Seeks to acquaint young people with the creations of composers whose works have proven to be of enduring worth
- Finally prepares students for performance in concerts in school and outside school

### MYP courses

Performing Arts Classroom music	
Grade level	6
Length of course	1 year: 2 periods per cycle
Credits	
Prerequisite	None
<p><b>Objectives:</b> Aims to teach the ability to sing single, simple two parts and simple SA arrangements. It provides the ability to understand basic rudiments of music. The course will expose students to a variety of ethnic and western styles of music, encouraging students to research and prepare journals on composers and their own ability to learn and perform selected ethnic and western music instruments correctly and confidently.</p>	

Performing Arts Classroom music	
Grade level	9
Length of course	2 year: 3 periods per cycle
Credits	2.5 credits per semester
Prerequisite	Should be offered to KIS music students who have finished RSM grade 3 or equivalent on any instrument (or new admissions having fulfilled this pre requisite).
<p><b>Objectives:</b> Music Theory RSM grade 1-5, Analyzing simple music score, history of music, simple composition and other units connected to IB music curriculum. The course will also expose students to a variety of ethnic and western styles of music, encouraging students to research and prepare journals on composers and their own ability to learn and perform selected ethnic and western music instruments correctly and confidently. The main objective is to connect this course with IB music program.</p>	

Performing Arts Classroom music	
Grade level	10
Length of course	2 year: 3 single periods or single and 1 double period per cycle
Credits	
Prerequisite	Should be offered to KIS music students who have finished RSM grade 3 or equivalent on any instrument (or new admissions having fulfilled this pre requisite). No new students are to be added to this group.
<p><b>Objectives:</b> Music Theory RSM grade 1-5, Analyzing simple music score, history of music, simple composition and other units connected to IB music curriculum. The course will also expose students to a variety of ethnic and western styles of music, encouraging students to research and prepare journals on composers and their own ability to learn and perform selected ethnic and western music instruments correctly and confidently. The main objective is to connect this course with IB music program.</p>	

### Non MYP courses

Individual instrument lessons:	
Piano, Violin, Viola Cello, String Bass, Oboe, Clarinet, Bassoon, Flute, Bass Clarinet, Saxophone, Trumpet, Tuba Trombone, French horn, Baritone, Percussion, Voice, Indian dance and Indian music (Tabla, Veena, Karnatic Vocal)	
Grade level	4-12
Length of course	1 year: 1 lesson, 4 practices per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Prerequisite	None for beginners
<p><b>Objectives:</b> demonstrate knowledge and understanding of the theoretical and technical aspects of playing</p>	

an instrument

- Demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped this instrument's performance across time and cultures
- Perform confidently to express and communicate while demonstrating a range of technical skills
- Apply skills to elaborate an idea, interpret music and bring a work to completion
- Present work through formal or informal performances and exhibitions
- Assess and appraise work
- Show and incorporate views and feedback from others to further develop artistic potential
- Show self motivation and discipline in setting and meeting deadlines
- Show initiative, creativity and willingness to take risks
- Support and encourage peers towards a positive working environment
- Prepare students for performance in concerts both in school and outside

Music lessons are compulsory from grade 4 when students choose from a variety of instruments subject to availability and are encouraged to stick to that instrument (refer to department policies).

### Band – Intermediate

Grade level	6 - 12
Length of course	1 year: 3 periods per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Prerequisite	Appropriate skill; this is a mandatory course for all students taking band instruments (refer dept policies).

**Objectives:** Intermediate band provides an opportunity for students to supplement their individual lessons and enhance the ability to coordinate and become familiar with other instruments, as well as experience a variety of music forms. It also improves music reading skills, playing and reading simple and complex rhythm patterns, playing technique and listening skills. This course teaches students to work together to create a good ensemble sound and finally to prepare for performances in school and outside.

### Band – Advanced

Grade level	7 - 12
Length of course	1 year: 3 periods per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Prerequisite	Appropriate skill with auditions grade 6-10 students are mostly involved in the intermediate band. However, if students have the skills to play at the advanced level they can also try out for the advanced ensemble through the audition process). This is a mandatory course for all students taking band instruments (refer department policies)

**Objectives:** Advanced band provides an opportunity for students to supplement their individual lessons and enhance the ability to coordinate and become familiar with other instruments, as well as experience a variety of music forms. It also improves music reading skills, playing and reading simple and complex rhythm patterns, playing technique and listening skills. This course teaches students to work together to create a good ensemble sound and finally to prepare for performances in school and outside.

### Choir – Intermediate

Grade level	6 - 10
Length of course	1 year: 3 periods per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Prerequisite	None, this is a mandatory course for all students taking voice (refer department policies)

**Objectives:** For all who enjoy singing or want to learn to sing, the choir is an environment for building basic choral skills.

### Choir – Honor / HS Choir

Grade level	9 - 12
Length of course	1 year: 3 periods per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Number of students	20-30 singers
Prerequisite	1 year experience in a SATB choir and by Audition

	This is a mandatory course for all students taking voice (refer department policies)
<b>Objectives:</b> This ensemble will focus on developing skills needed for singing classical, jazz and other contemporary repertoire for a chamber group of advanced singers. It also improves music reading skills, singing and reading complex rhythm patterns, singing technique and listening skills. This course teaches students to work together to create a good ensemble sound and finally to prepare for performances in school and outside.	

### Strings Chambers Orchestra

Grade level	6 - 12
Length of course	1 year: 3 periods per cycle
Credits	5 in Fine & Practical Arts (2.5 per semester)
Prerequisite	Appropriate skill. This is a mandatory course for all students taking string instruments (refer department policies)

**Objectives:** The String Chamber orchestra will provide opportunities for students to supplement their lessons and enhance their ability to coordinate and become familiar with other string instruments, as well as experience with various music forms and styles. It also improves music reading skills, playing and reading simple and complex rhythm patterns, playing technique and listening skills. This course teaches students to work together to create a good ensemble sound and finally to prepare for performances in school and outside.

### Music theory

Grade level	7 – 8
Length of course	1 semester: 5 periods per cycle
Credits	2.5 in Fine & Practical Arts
Prerequisite	Must be a music student and should have attended Class Room Music at KIS or at least the grade 3 practical examination certificate from RSM or equivalent. This is a mandatory course for students appearing for grade 6 or above in the RSM (London) Examination.

1. Irregular time signatures of 5/4, 7/4, 5/8, 7/ 8 and the grouping of notes and rests within these times. Irregular divisions of simple time values.
2. Tenor clef (C clef centered on 4th line). The identification of notes in the four clefs in any of the keys set for this grade and the transposition at the octave of a simple melody from any clef to another. The writing at concert pitch of a melody notated for an instrument in Bb, A or F, and vice versa (the interval of transposition up or down will be given). The writing in open score, using treble and bass clefs, of a passage for SATB written on two staves, and vice versa.
3. Scales and key signatures of all major and minor keys up to and including six sharps and flats. All simple and compound intervals from any note.
4. The identification of the 5 3 6 3 and 6 4 forms of the tonic, supertonic, subdominant and dominant chords in any of the keys set for this grade. The identification of the progression 6 4
5. 3 (Ic-V) on the dominant note in any of the keys set for this grade. The choice of suitable chords, using any recognized method of notation, at cadential points of a simple melody in the major key of C, G, D or F.
6. The composition of a simple melody of not more than eight bars, using a given opening and writing for a specific instrument (some choice will be given) or (at candidate's choice) the composition of a melody to given words. Appropriate performing directions relating to tempo, dynamics and articulation will be required.
7. More terms and signs. The recognition of ornaments, including the replacement of written-out ornamentation with the appropriate signs, but not vice versa. Questions about a passage of music written for voices or instruments appropriate to the grade will include questions on the types of voice and names of instruments, the clefs they use, instrument family groups and the basic way by which they produce sound, as well as points of general musical observation designed to test the candidate's ability to apply theoretical knowledge to actual music.

### Music theory

Grade level	9 - 12
Length of course	1 semester (1 <sup>st</sup> semester): 5 periods per cycle
Credits	5 in Fine & Practical Arts
Prerequisite	Must be a music student and should have attended classroom music at KIS or completed the grade 3 practical examination certificate from RSM or equivalent.

	This is a mandatory course for students appearing for grade 6 or above in the RSM (London) examination.
<b>Objectives:</b> Music theory aims to give students the opportunity to acquire a knowledge of the notation of western music (including signs and terminology commonly employed), skill in constructing balanced rhythm patterns, giving melodic or harmonic structure and an understanding of the fundamental elements of western music, including the nature of intervals, keys, scales and chords.	

## Design

### Introduction

**Design and technological** developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems. The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the twenty-first century. MYP technology aims to provide the means and the context to help students become skillful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real life challenges.

### Characteristics

Technology exists as a single subject in the MYP in terms of its aims, objectives and assessment criteria. Inquiry and problem solving are at the heart of the MYP technology courses. MYP technology is structured into three main branches:

1. Information
2. Materials
3. Systems

Over the five years of the KIS technology courses, the range of outcomes which students design and create, contains a balance of information / materials and systems-based products / solutions.

### Aims & objectives

MYP Technology aspires to develop creative problem solvers who are caring and responsible individuals, able to respond critically and resourcefully to the demands of the increasingly technological society and to appreciate the importance of technology for life, society and the environment.

KIS MYP Technology courses aim to:

- Challenge all students by providing opportunities for different needs and learning styles
- Encourage students to explore the role of technology in both historical and contemporary contexts
- Contribute to raising students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues

### Assessment criteria

Criterion A	Inquiring and analysing	Maximum 8
Criterion B	Developing ideas	Maximum 8
Criterion C	Creating the solution	Maximum 8
Criterion D	Evaluating	Maximum 8

Each student will study **Computer Technology and Food Technology** every year during grade 6 to grade 8. In grade 9 each student must take Design Technology and / or Multimedia and Web Designing. Both of these courses continue for two years and students must follow the same course in both the years ie grade 9 and grade 10.

## Courses

<b>Design 6</b>	
Grade level	6
Length of course	1 year: 2 periods per cycle
Credits	
Prerequisite	None
<p>This course is designed to familiarize students with the fundamental concepts of computers, basic features of word processing, spreadsheets and presentation and use them appropriately in other areas of learning, while acquiring appropriate techniques and skills in keyboarding.</p>	

<b>Design 7</b>	
Grade level	7
Length of course	1 year: 2 periods per cycle
Credits	
Prerequisite	None
<p>This course provides avenues for the students to deepen their knowledge of the concepts and functions of computers, improve their application skills in the areas of word processing, spreadsheets and develop their proficiency in keyboarding. In addition, students will learn the basic concepts of web page creation.</p>	

<b>Design 8</b>	
Grade Level	8
Length of Course	1 year: 2 periods per cycle
Credits	
Prerequisite	None
<p>This course focuses on enabling students to enhance and widen the horizon of learning processes by using the computer technology skills they have acquired in previous grades and undertake interdisciplinary projects. In addition, the students will learn the basic concepts of HTML and a programming language.</p>	

<b>Design 9</b>	
Grade level	9
Length of course	1 year (3 periods per cycle)
Credits	5 in Computers
Prerequisite	None
<p>In this course students will review MS-office, HTML language and FrontPage features covered in grade 8. Flash, Photoshop, Dream Weaver software and Java programming will be introduced. Students will acquire advanced skills in HTML language and FrontPage. Various interdisciplinary units involving individual / group projects will be developed by students using the design cycle. Design with robotics will also be introduced.</p>	

<b>Design 10</b>	
Grade level	10
Length of course	1 year: 3 periods per cycle
Credits	5 in Computers
Prerequisite	None
<p>In this course students will review the software covered in grade 9. They will acquire advanced skills in Flash, Photoshop and Dream Weaver software. Windows Movie Maker will be introduced. Students will work on various interdisciplinary units and develop the individual / group projects using design. Design with robotics will be further studied.</p>	



**Food Technology 9**

Grade level	9
Length of course	1 year
Credits	5 in Fine and Practical Arts (Course is not offered)
Prerequisite	None

In this course the student will develop skills in food preparation in relation to healthy eating patterns. Recipe terminology, kitchen safety, sanitation principles and measurement accuracy will be stressed. Dietary patterns and sources of recipe ingredients from other cultures will be analyzed for their nutritive values. Other areas of emphasis include: sources and functions of nutrients in foods, methods of preserving vitamins and minerals in foods, weight management and activity patterns and wise consumer food choices. Management skill development is encouraged through use of the design cycle for food preparations and meal preparations.

**Food Technology 10**

Grade level	10
Length of course	1 year
Credits	5 in Fine and Practical Arts (Course is not offered)
Prerequisite	None

In this course the student will become well acquainted with a variety of cooking techniques, recipe interpretations and adjustments for improving nutrient content and practice consistent use of safety and sanitation principles. Personal and special needs diets will be examined based on a lifestyle approach. The function and source of food nutrients will be applied as diets are planned for healthy eating patterns. Best methods for preserving nutrients in the cooking process will be applied. Vegetarian and non-vegetarian diets will be examined and evaluated. Creativity in food presentation will be evaluated as foods are prepared and served by using the design cycle.

## Individuals and Societies

From K-10 Social Studies courses are offered. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. It provides a coordinated, systematic study drawing upon a broad range of otherwise traditionally separate subjects, such as history, geography, political science, economics, civics, sociology, anthropology and psychology. A blend of thematic and chronological approaches to Social Studies is followed from grade 6-8. In grades 9 and 10, a regional study approach is followed with the subtext being themes.

### Introduction

The aim of Individuals and Societies in the MYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical, interpretive skills, communication skills, contributing to the development of the student as a whole. Individuals and Societies aim to encourage students to respect and understand the world around them and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

### Characteristics

MYP Individuals and Societies are broken down into four areas: knowledge, concepts, skills and organization & presentation.

1. *Knowledge* is fundamental to studying **humanities** and forms the base from which to explore concepts and develop skills.
2. *Concepts* are powerful ideas that have relevance within and across the disciplines. They include time, place and space, change, systems and global awareness.
  - *Time* is not simply the measurement of years or time periods or eras, but a continuum of significant events of the past. Students can understand this through the study of people, issues, events, systems, cultures, societies and environments over designated periods.
  - *Place and space* refers to students' awareness of how place / space is categorized and the significance of place / space in humanities' disciplines.
  - *Change* necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people's perceptions. The concept of "change" addresses both the processes and results of change—natural and artificial, intentional and unintentional.
  - *Systems* refer to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.
  - *Global awareness* engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one's own culture in order to understand other's cultures.
3. *Skills* are the development of skills in humanities and are critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. These skills are technical, analytical, decision-making and investigative.
4. *Organization and presentation*: students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

### Aims & objectives

MYP Individuals and Societies enable students to develop:

- An inquiring mind
- The skills necessary for the effective study of humanities
- A sense of time and place
- A respect for, and understanding of, others' perspectives, values and attitudes
- Awareness and understanding of people, cultures and events in a variety of places at different times

- An understanding of the interactions and interdependence of individuals, societies and their environments
- An understanding of the causes and consequences of change through physical and human actions and processes
- An understanding of contemporary humanities' issues
- A sense of internationalism and a desire to be proactive as a responsible global citizen
- An awareness of the connections with other subjects
- A lifelong interest in and enjoyment of, humanities

### Assessment criteria

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

### Courses

Individuals and Societies 6	
Grade level	6
Length of course	1 year
Credits	
Prerequisite	None
<p>This course is a study of ancient civilizations. The first quarter focuses heavily on mapping skills, vocabulary and the methods that historians and archeologists use to uncover information about ancient peoples. The civilizations of ancient Mesopotamia, Egypt, the Near East, Greece, Rome and China are the foci for the rest of the year. In addition to looking at the civilizations separately, the MYP areas of interaction are used as themes to link the civilizations together in time and space. For example, the development of writing is an important <i>human ingenuity</i> theme and the process of how and why laws and governments are formed as seen through the lens of health and social education is pertinent to all of the ancient civilizations. The course also teaches basic geographic knowledge and understanding of Asia, Africa and Europe.</p>	

Individuals and Societies 7	
Grade level	7
Length of course	1 year
Credits	
Prerequisite	None
<p>Based on the theme of societies in development, the course focuses on the study of medieval Arabia, sub-Saharan Africa, East and South Asia and Europe. Geographical knowledge of these regions, historical developments and cultural highlights form the core content of the course. In addition the skills of note taking, group discussion and research are emphasized. Attitudes of understanding, empathy, tolerance and appreciation of cultures across time and space are developed.</p>	

Individuals and Societies 8	
Grade level	8
Length of course	1 year
Credits	
Prerequisite	None
<p>The first semester involves a study of Environmental Geography: rainforests, coral reefs, agriculture in temperate grasslands, changing ecosystems within an urban environment, human sustainability, climatic hazards and population growth and its impact on environment. The second semester is a survey of modern European history and is based on the theme of societies in change, with a focus on the Renaissance, Reformation, geographical exploration, the industrial revolution, the French and American Revolutions.</p>	

**Individuals and Societies 9**

Grade level	9
Length of course	1 year
Credits	10 in Individuals and Societies
Prerequisite	None

Humanities 9 is an integrated region-based course involving a study of the Middle East, Africa and Latin America. In the last quarter of the second semester, the course seeks to focus on preparation for a research paper in the areas which have been studied at this grade level.

**Individuals and Societies 10**

Grade level	10
Length of course	1 year
Credits	10 in Individuals and Societies
Prerequisite	None

This course involves a year long study of the geography, anthropology and history of South Asia. In all these areas, links are made with current events, ideas and issues which allow the student to develop an understanding of the region today with reference to its past. The skills of note taking, group discussions and research are emphasized. Since KIS is based in South Asia, this course provides a vital context from which students may understand our internationalism.

## Physical and Health Education

Physical Education is an integral part of KIS well-rounded curriculum. Full participation in the PE program is important for several reasons. Not only does PE help to develop cardiovascular fitness, muscular strength and endurance and flexibility, it also helps to develop social and cooperative team skills.

KIS PE department is working toward the following objectives in each of its classes. Students should:

- Exhibit a positive attitude toward physical activity, exertion and playing
- Understand how their bodies work and react to exercise
- Understand fitness as being an integral part of ones overall mental, social, spiritual and physical wellbeing
- Develop a satisfactory level of fitness
- Be exposed to a wide variety of skills, games, lifetime activities and problem-solving activities
- Be exposed to games and activities of different cultures and subject areas
- Have a knowledge and understanding of the rules and strategies of a variety of games and sports
- Develop critical thinking, creativity and the ability to practice and work independently
- Develop skills of social interaction, teamwork, leadership and sportsmanship
- Develop basic motor and neuromuscular coordination
- Develop a sense of responsibility for their actions, goals and learning

### **PE policy for alternative and adjusted PE programs for medical problems**

Students who have medical problems, which prevent full participation in any part of the PE program and would be dangerous to their condition, must bring a certificate from the school doctor which states:

- The diagnosis, when appropriate
- Outline of the extent of physical activity allowed
- Estimated duration of the restriction

### **Introduction**

Physical Education (PE) has a unique and significant contribution to make to education. It also plays a very important role within the MYP as it contributes to the integrated development of the individual. Physical Education in the MYP is concerned with more than sports and games. Its clear goal is to contribute to the development of a students' physical, intellectual, emotional and social maturity. Physical Education in the MYP aims to cultivate a healthy lifestyle for students and therefore, advocates activities that are enjoyable to the majority and that also contribute to healthy living.

### **Aims & objectives**

The aims of Physical Education are to enable the student to:

- Appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle
- Work to their optimal level of physical fitness
- Become aware of movement as a creative medium connected to communication, expression and aesthetic appreciation
- Develop the motor skills necessary to participate successfully in a variety of physical activities
- Experience enjoyment and satisfaction through physical activity
- Develop social skills that demonstrate the importance of teamwork and cooperation in group activities
- Demonstrate an appropriate level of interest and personal engagement showing initiative, enthusiasm and commitment
- Show knowledge and understanding in a variety of physical activities and evaluate their own and others' performances
- Demonstrate the ability to critically reflect upon physical activity in both a local and intercultural context
- Demonstrate the ability and enthusiasm to pass on to others in the community the knowledge, skills and techniques that have been learned

## Courses

PE	
Grade level	6-10
Length of course	1 year
Credits	6 in Physical Education per year in grades 9 and 10
Prerequisite	None
<p>Physical Education (PE) is required in all five years of the MYP. Students are instructed in various strategies, rules and skills, in a variety of different sports and games. Emphasis is given on imbining the following in each of the units covered:</p> <ul style="list-style-type: none"> <li>• learning teamwork and sportsmanship</li> <li>• developing physical fitness</li> <li>• providing recreational activities during school years</li> <li>• an interest in sports</li> </ul> <p>The games and sports taught include:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball</li> <li>• Dance</li> <li>• Table tennis</li> <li>• Field hockey</li> <li>• Cricket</li> <li>• Gymnastics</li> <li>• Racquetball</li> <li>• Soccer</li> <li>• Softball</li> <li>• Tennis</li> <li>• Track &amp; field</li> <li>• Volleyball</li> </ul> <p>Each class moves through the various units of sports during the course of the academic year, rather than specializing in a single sport, giving the student the opportunity to broaden their interests and skills.</p>	

## Assessment criteria

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Planning for performance	Maximum 8
Criterion C	Applying and performing	Maximum 8
Criterion D	Reflecting and improving performance	Maximum 8

## Religious Education

### Introduction

Religious Education is not part of the MYP program as prescribed by the IBO organization but, here in KIS, as a Christian school, we offer a RE program which we integrate following the aims and objectives of the IB.

### Characteristics

The aim of RE in the MYP is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills and communication skills, contributing to the development of the student as a whole. RE aims to encourage students to respect and understand the world around them and to provide a skills base to facilitate further study and possible implementation with their own lives. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

### Aims & objectives

The aims of the teaching and study of Religious Education are to encourage and enable the student to develop:

- An inquiring mind
- Skills necessary for the effective study of Religious Education
- A sense of time and place
- A respect for and understanding of others' perspectives, values and attitudes
- Awareness and understanding of people, cultures and events in a variety of places at different times
- An understanding of the interactions and interdependence of individuals, societies and their environments
- An understanding of the causes and consequences of change through physical and human actions and processes
- An understanding of contemporary religious and spiritual issues
- A sense of internationalism and a desire to be proactive as a responsible global citizen
- An awareness of religious education's connection with other subjects
- A developed interest in and exploration of their own spirituality

### Assessment criteria

Criterion A	Knowing and Understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Communicating	Maximum 8
Criterion D	Thinking critically	Maximum 8

RE classes are compulsory to all students in grades 6 - 10.

### Courses

Developmental skills for living	
Grade level	6
Length of course	2 semesters
Credits	None (required course)
Prerequisite	None
<p>This course looks at relevant personal, social and spiritual experiences, which students should learn to relate, analyze and reflect upon. This should enable them to gain a sound understanding of how religions (particularly Christianity, Hinduism, Buddhism and Judaism) reflect the mystery of life through rituals, sacred writings, prayer, worship and celebrations.</p>	



**Developmental skills for living**

Grade level	7
Length of course	2 semesters
Credits	None (required course)
Prerequisite	None

This course looks at roles and responsibilities of people in communities (particularly the Judaic and Christian communities but also those of other faiths). Students are challenged to look in depth at their own responsibilities towards themselves and others and to bring students to the realization that their contributions to community life (with their talents and heightened conscience) is vital for it to function positively.

**Developmental skills for living**

Grade level	8
Length of course	2 semesters
Credits	None (required course)
Prerequisite	None

This course looks at the nature of conflict and reconciliation at many levels (personal, social, global, religious, etc). Students will learn to evaluate the nature of conflict and reconciliation and come to an understanding of the Christian and Islamic messages regarding this theme. They will learn to apply their evaluative methods and understanding to their own life / spiritual development.

**Life & teachings of Jesus Christ**

Grade level	9
Length of course	2 semesters (2 periods per cycle)
Credits	5 in Religious Education
Prerequisite	None

This course looks at Christianity from the multicultural perspective that is part of the mission statement of KIS. It examines how great thinkers of various religions and cultures (eg, Mahatma Gandhi or Martin Luther King Jr) have been influenced by or made use of Jesus' teachings. It will help students better understand the KIS mission statement and to identify some universal values as depicted in the life and teachings of Jesus Christ.

**World religions**

Grade Level	10
Length of Course	2 semesters: 2 periods per cycle
Credits	5 in Religious Education
Prerequisite	None

An introduction to major world religions and the basic concepts of the study of religions. This course introduces the foundations and practices of Hinduism, Judaism, Buddhism, Christianity, Islam and Sikhism in two sections and aims to augment students' understanding of other religions and their own.

## Learning Resources

### Definitions

- A Learning Disability (LD) affects an individual's ability to process visual, written or spoken information
- Students with learning disabilities possess average or above average intelligence, but when evaluated by certified special educators and psychologists, administering formal and standardized achievement and aptitude assessments, there is a discrepancy between their levels of achievement and their innate aptitude (intelligence)
- Information processing difficulties may include collecting, sorting and expressing information and may affect reading, writing, spelling, math, memory and study skills, speaking and listening
- Students with academic *difficulties* may not have a learning disability, but may receive assistance in the Learning Resources department to support their academic achievement if such a need is advocated by teachers and agreed to in a staffing session
- KIS Learning Resource department is dedicated to enhancing the quality of education and life for students with mild to moderate learning difficulties, by providing them with an appropriate and beneficial range of services. It seeks to ensure a meaningful education for these students by assisting them, training teachers by advocating the program within the school community and working with other professionals concerned with learning difficulties and disabilities.

### Aims

KIS Learning Resources department helps students achieve their educational and personal potential and cope within the academic and social environment by teaching them:

- Time & task management strategies
- Organization skills
- Learning strategies
- Study skills
- Communication skills
- Develop and improve skills in reading, writing and mathematics
- Develop critical thinking skills

LRD staff, works collaboratively with colleagues within and across disciplines and grade levels by recommending:

- Modification of classroom programs
- Classroom accommodations
- Counseling support for students when necessary

### Referrals

Students are identified through referrals by class teachers, parents, previous documented history and other reliable sources. An outside evaluation is not necessary for students to qualify for the services of the department, but may be required if a specific learning disability (SLD) is suspected to be the cause of the students' inability to follow the normal progression of the class.

### Assessments

The purpose of assessment in special education is for screening, placement, program evaluation and evaluation of pupil progress. Assessment is a comprehensive process, of which testing is one component. Assessment in special education enables the teaching staff to employ the most appropriate and beneficial approaches to instruction and to diagnose and address the students' needs. No one test will be used to critically evaluate the students present level of performance. If the department is unable to undertake the required assessment, the student may be escorted to testing facilities in Chennai or Bangalore by a teacher, after receiving parental permission.

### Instruction

The results of the assessment will help develop an appropriate instructional program for students in an LR program. The program may include modifications of instruction methods or modifications of the classroom environment, accommodations for assignments, quizzes and tests, as well as assistance in the Learning Resources centre.

An Individualized Educational Plan (IEP) will be developed for students with an identified and certified Learning Disability. The students program will then be evaluated periodically to see if the methods used are effective or need to be changed.

# Library

## **KIS library program aims:**

- To encourage and develop recreational reading
- To ensure that students and staff are effective users of ideas and information ie they are information literate
- Information literacy is the ability to access, evaluate and use information from a variety of sources.

## **KIS library curriculum strands include:**

- Enjoyment and appreciation of reading and / or literature
- Information handling skills

KIS library curriculum is based on the following rationale:

### *Recreational reading:*

Students who read widely for pleasure benefit academically and developmentally. Direct benefits of developing reading habits are:

- Improved reading comprehension
- Improved use of written and spoken English and other languages
- Growth in maturity of outlook through access to experiences beyond students' immediate world

### *Information society:*

- We live in an information society
- Information is an infinite commodity with pervasive and essential needs
- As technology changes the modes and pace for creating and storing information, it also demands changes in information accessing strategies

### *Access:*

- The need for information, decision making and problem solving based on critical thinking are inherent in all areas of the curriculum
- Information literacy is essential to the functioning of a democracy

### *Research:*

- The need to enquire is the most significant motivation for research
- Research is a process that results in a product
- Information literacy instruction should be integral to the educational process and the student's need to enquire.

### *Instructional partnerships:*

- Students learn the information retrieval and handling skills best in a curriculum context:
  - Ideally teachers plan units in consultation with librarians, so that students learn to access and use information in learning situations where they have the guidance of subject teachers and librarians
  - Effective information handling skills require regular reinforcement and development, so students at all grade levels are encouraged to come to the library throughout the day
- An effective library program requires librarians to work closely with teachers to:
  - Coordinate reading development activities with classroom learning
  - Develop a balanced book stock that includes the best of children's literature and materials supporting the curriculum, as well as allowing for research and information gathering beyond the curriculum topics
  - Ensure that information handling skills are taught in a curriculum context and reinforced as necessary

## **Program objectives:**

- Students will be encouraged to enjoy and appreciate recreational reading of a variety of written materials and be able to:
  - Access the library regularly
  - Locate and select reading material
  - Be aware of new acquisitions in the library
- Students will be able to access information by:
  - Recognizing the need for information

- Recognizing that accurate and complete information is the basis for intelligent decision making
- Formulating questions based on information needs
- Identifying potential sources of information
- Developing successful search strategies
- Accessing print and technology based sources of information
- Becoming a competent reader
  
- Students will be able to evaluate information by:
  - Determining accuracy and relevance
  - Recognizing point of view and opinion versus factual knowledge
  - Rejecting inaccurate and misleading information
  - Creating new information to replace inaccurate or missing information as needed
  
- Students will be able to use information by:
  - Organizing information for practical application
  - Integrating new information into an existing body of knowledge
  - Applying information in critical thinking and problem solving
  
- Students will understand and be able to follow prescribed literacy rules and procedures.

**KIS library objectives:**

Students will develop the habit of reading widely for pleasure and demonstrate the following information literacy skills within the context of subject assignments:

- *Defining the task:*
  - Explore and identify the need for information
  - Formulate the central search question
  - Relate question to previous knowledge
  - Identify key words, concepts and names
  
- *Seeking and locating information:*
  - Identify potential resources
  - Develop general search strategies to organize the search
  - Locate and explore previously identified resources
  
- *Selecting relevant information:*
  - Selecting the most useful resources for further exploration and formulate specific strategies for using them
  - Searching for relevant information
  - Analysis of retrieved information: interpretation, inference and integration
  
- *Presenting information:*
  - Determining how to use / present / communicate and organize information for intended use
  
- *Evaluating the process and its results*

## Requirements for KIS High School Diploma

### Computer education

KIS requires 2.5 computer credits for graduation. These credits represent computer literacy skills taught in the PC applications course.

The technology department recognizes that new students transferring to KIS may already have a good foundation in computer skills either from their previous schooling or through computer courses offered by private institutions.

To graduate, students must demonstrate that they have learned the necessary computer skills (See below)

### New students entering KIS in grade 9 and above

New students may show proficiency in two ways: enroll in and pass the PC applications course, **or** pass the Computer Competency Test (CCT). Students who enroll in computer technology 9 or 10 are exempted from these requirements.

- The CCT will be available to students who have previously taken a computer course in school or from a private institution
- The CCT will be offered in the second week of each semester. Students must pass the test within their first year at KIS. Failing to do this, they must enroll in the PC applications course
- Students must pass the CCT with a minimum of 80% accuracy to be awarded the 2.5 computer credits
- Web based self-paced tutorial material will be available on KISNet to help students learn the software at KIS

Computer Applications	
Grade level	9-12
Length of course	1 quarter / semester
Credits	2.5 in Computers ( It is not an offered course for 9 & 10)
Prerequisite	None
The focus of this class will be on more advanced word processing skills, spreadsheet design, presentation quality charting, database design, self learning and internet training.	

## Form 1: Grade 6 course registration

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Mandatory courses

Language and Literature 6	Intensive English 1	Intensive English 2
Math 6		
Science 6		
Individuals and Societies 6		
Design 6		
PE boys 6	PE girls 6	
Performing Arts - Drama 6		
Visual Arts		
Classroom music		
Health 6		
RE 6		

### Student's choice - second language

Hindi foundation  
 French foundation  
 German foundation  
 Tamil foundation / standard  
 Korean standard

### Dzongkha – mother tongue support

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Coordinator: \_\_\_\_\_

## Form 2: Grade 7 course registration

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Mandatory courses

Language and Literature 7	Intensive English 1	Intensive English 2
Math 7		
Science 7		
Individuals and Societies 7		
Design 7		
PE boys 7	PE girls 7	
Visual Arts		
Performing Arts - Drama		
Health 7		
RE 7		

### Student's choice - second language

#### Department's choice – levels in second language

Hindi foundation / standard  
 French foundation  
 German foundation  
 Tamil foundation / standard  
 Korean standard

### Dzongkha – mother tongue support

Please sign below to show that you have understood your course choices as we will not encourage any changes once you have registered.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Coordinator: \_\_\_\_\_



## Form 3: Grade 8 course registration

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Mandatory courses

Language and Literature 8	Intensive English 1	Intensive English 2
Math 8		
Science 8		
Individuals and Societies 8		
Design 8		
PE boys 8	PE girls 8	
Visual Arts		
Performing Arts - Drama		
Health 8		
RE 8		

### Student's choice - second language

#### Department's choice – levels in second language

Hindi foundation / standard  
 French foundation  
 German foundation  
 Tamil foundation / standard  
 Korean standard

### Dzongkha – mother tongue support

Please sign below to show that you have understood your course choices as we will not encourage any changes once you have registered.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Coordinator: \_\_\_\_\_

## Form 4: Grade 9 course registration

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Mandatory courses for grade 9

<b>Physics / Biology / Chemistry / Environmental Systems</b>	one semester each	
<b>Individuals and Societies</b>		
<b>Life and teachings of Jesus Christ 9</b>		
<b>Physical Education</b>	PE boys 9	PE girls 9

### Courses with choice of level

<b>Language and Literature</b>	English 9	English 9 advanced	Intensive English 2
<b>Math</b>	Math 9	Math 9 advanced	

### Subject areas with choice in courses:

<b>Arts</b>	Classroom music 9	Visual arts 9	Drama 9
<p><i>You may choose to study one or two of these courses. You will continue with the same course in grade 10. If you would like to study two courses, please indicate your first preference.</i></p> <p><i>Students choosing classroom music should have finished RSM grade 3 or equivalent on any instrument (new students should also fulfill this pre-requisite). The students who are keen on taking IB music or music as a subject in college are encouraged to take this course.</i></p>			
<b>Design</b>	Computer technology 9	Food technology 9	You will continue with the same course in grade 10
<b>Language</b>	Hindi standard / advanced	Dzongkha standard / advanced	
<b>Acquisition</b>	French foundation / standard	Korean standard / advanced	
	Tamil standard / advanced		

Language students must be assigned to the appropriate level by the second language department. You will continue with the language that you have been studying unless exceptional circumstances pertain.

### Additional courses:

<b>Computer Applications – this course is necessary for students who are not registered for Computer Technology</b>
PSAT – you may choose either one or both of these classes
PSAT – Math prep
PSAT – English prep

Please sign below to show that you have understood your course choices as we will not encourage any changes once you have registered.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Coordinator: \_\_\_\_\_

## Form 5: Grade 10 course registration

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

### Mandatory courses for grade 10

<b>Physics / Biology / Chemistry / Environmental Systems</b>	one semester each	
<b>Individuals and Societies 10</b>		
<b>World Religion</b>		
<b>Physical Education</b>	PE boys 10	PE girls 10
<b>Health</b>		

### Courses with choice of level

<b>Language and Literature</b>	Lang & Lit 10	Lang & Lit 10 advanced
<b>Math</b>	Math 10	Math 10 advanced

### Subject areas with choice in courses:

<b>Arts</b>	Classroom music 10	Visual arts 10	Drama 10
<p>You may choose to study one or two of these courses.</p> <p>Students choosing classroom music should have finished RSM grade 3 or equivalent on any instrument (new students should also fulfill this prerequisite). The students who are keen on taking IB music or music as a subject in college are encouraged to take this course.</p>			
<b>Design</b>	<b>Computer technology 10</b>	<b>Food technology 10</b>	
<b>Language</b>	Hindi standard / advanced	Dzongkha standard / advanced	
<b>Acquisition</b>	French foundation / standard	Korean standard / advanced	
	Tamil standard / advanced		

Language students must be assigned to the appropriate level by the second language department. You will continue with the language that you have been studying unless exceptional circumstances pertain.

### Additional courses:

<b>Computer Applications – this course is necessary for students who are not registered for Computer Technology</b>
PSAT – you may choose either one or both of these classes
PSAT – Math prep
PSAT – English prep

Please sign below to show that you have understood your course choices as we will not encourage any changes once you have registered.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Coordinator: \_\_\_\_\_

## Appendix 1

### MYP time line:

One day MYP introductory workshop for new staff	late July
Show the holiday progress and plan more meetings if necessary, preliminary bibliography due	27 July
Orientation on Personal Project for new students	30 July
Care week	3 – 7 August
MYP Care day	7 August
Session on Personal Project and Areas of Interaction	18 August
Fill in Project Notification Form and submit to Personal Project Coordinator (all students) Preliminary bibliography due to supervisor (new students)	25 August
AoI justification meeting with MYPC and PP Coordinator	Last week of August
Session on how to write a bibliography and how to conduct effective research while working on PP	15 September
Work on product, revise plans, keep process journal	August to December
Submit PP end product to supervisor	14 January
Session of written report and PP	15 January
Draft of written report due to supervisor	22 January
Self assessment sheet to be filled in	Last week of January
Submit final draft of written report, process journal and final self-assessment to supervisor	20 February
Supervisor to complete assessment and submit process journal and written report to MYP office	25 February
Personal Project standardization	28 February
Display and present project at Personal Project Fair	07 March
Introduction to PP of grade 9	9 April
Earth day celebration	22 April
MYP certificates awarded	19 May

## Appendix 2

### Policy on academic honesty

The main objective of the policy on academic honesty at KIS is to create an intellectual climate in which sanctions and procedures which accompany academic dishonesty become superfluous.

#### Instances of academic dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behavior, but is by no means exhaustive:

- Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre arts or visual arts.
- Copying from another student or making information available to another student during a test or examination
- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (this is strictly forbidden by the IBO)
- Communicating with another student during examinations
- Bringing into the examination room materials which are not permitted
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials
- Altering grades awarded by a teacher
- Stealing examination papers
- Using an unauthorized calculator during a test or an examination
- Impersonating another student

#### Teacher responsibility

Teachers at KIS are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects
- Ensure that the words, ideas, works from sources are acknowledged appropriately
- Be vigilant enough to spot inexplicable changes in the style and quality of student work
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student
- Use a search engine / turnitin.com whenever possible to detect plagiarized work
- Authenticate student work whenever required. The IBO expects "each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate"
- Distinguish between collaboration and collusion to prevent allegations of collusion against students
- Be familiar with the IBO publication "Academic honesty: guidance for schools"
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- Not leave candidates unsupervised during examinations
- Not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Not permit a candidate additional time in an examination unless formal authorization has been granted
- Not start an examination before the scheduled time
- Not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB program. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO.

#### Student responsibility

Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (eg books, journals, internet sites, CD-Rom, magazines, photographs etc) using any standard citation style when writing assignments
- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- Paraphrased ideas of another person should also be acknowledged
- Review all work before submission to check that all sources have been acknowledged
- As far as possible work independently with the support of the subject teacher
- When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB program (eg your internal assessment and the extended essay)
- Listen to and follow all instructions given before an examination

### **Sanctions for academic dishonesty**

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. Turnitin.com is being used to detect cases of plagiarism.

The consequences are (but not limited by):

- 1st offence: A grade of F or a 0 will be given for the assignment or test and a warning letter will be sent to the parents
- 2<sup>nd</sup> offence: A grade of F or 0 will be given for the assignment or test and referral to the Academic Vice principal. Suspension is considered.
- 3rd offence: A grade of F or 0 and suspension or expulsion from school
- If a teacher or the IB Coordinator has reason to believe that a piece of work to be submitted to the IBO is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject.
- Proven cases of theft of examination / test materials will result in expulsion from school
- The set IB procedure will be followed in cases of any malpractices during IB examinations

## Appendix 3

### KIS - MYP teacher resources and tips

#### 1. Checklist of materials for teaching the IB program

- MYP subject guide
- Teacher support material for each subject
- Ares of Interaction guide
- Personal project guidelines
- Mother tongue acquisition guide
- Subject report after monitoring of assessment
- Get the previous teacher's semester plans and then make your own one.
- IB learner profile and grade descriptors
- Extended essay guidelines
- School policy on academic honesty
- Textbooks used in school
- Turnitin password

#### 2. Where to get the materials:

- OCC – IB password protected website
- KISNET – K drive – MYP
- IB MYP Coordinator's office
- KISNET – Department web pages
- The resources on KISNet, KIS Library, textbook room and department Library and former teachers resources in the department

#### 3. Some tips:

- Give details about the assessment criteria
- Provide feedback on assessment within a week
- Closely monitor student work so as to detect copying and plagiarism
- Collect & mark the assignments on a regular basis eg science labs reports & give prompt feedback
- Read the soft copies of Middle Years Program Coordinator notes and Asia-Pacific newsletter & the hardcopy of IB World placed in the Library and the staff lounge
- Give your semester plan to the students; upload it onto the subject web pages.
- The semester plans need to be put on Atlas Rubicon which provides for horizontal and vertical articulation, learning outcomes and aims and objectives of the curriculum
- In KISNet under My Portal in MYP reports the grades need to be put immediately after the assignment has been done and finalized so as to provide for better tracking of the students' academic progress



## Appendix 4

### MYP student resources and assistance

- Textbooks can be secured from the text book store attached to the school library
- The main school library and the Middle School library has reference books in all subject areas, exemplary extended essays, IB World magazine, subject specific CD Roms and audio visuals
- Department pages on KISNet have MYP subject specific documents, semester plans, resources, learning activities and guidance
- The MYP page on KISNet has all the general information
- KISNET also has book marks of the MYP resources on the net
- Check KISNet for all the announcements related to Middle Years Program
- The samples of monitoring assessments is sent in the last week of February
- You will receive a turnitin ID and secured password
- Familiarize yourself with the IB learner profile, IB academic honesty policy and the MYP general rules and regulations related to students and parents, all of which are on the IB webpage on KISNet
- Read the school diary for the academic policy, discipline policy and the student handbook
- Read Appendix 1 in the MYP Handbook pertaining to deadlines which need to be strictly adhered too
- The MYP Coordinator's office can be contacted concerning matters pertaining to the IB and KIS Diploma Program
- Scheduling issues and routine class room discipline are dealt through the Middle School Coordinator's office
- The personal project process begins in the beginning of April in grade 9 and finishes by January of grade 10

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