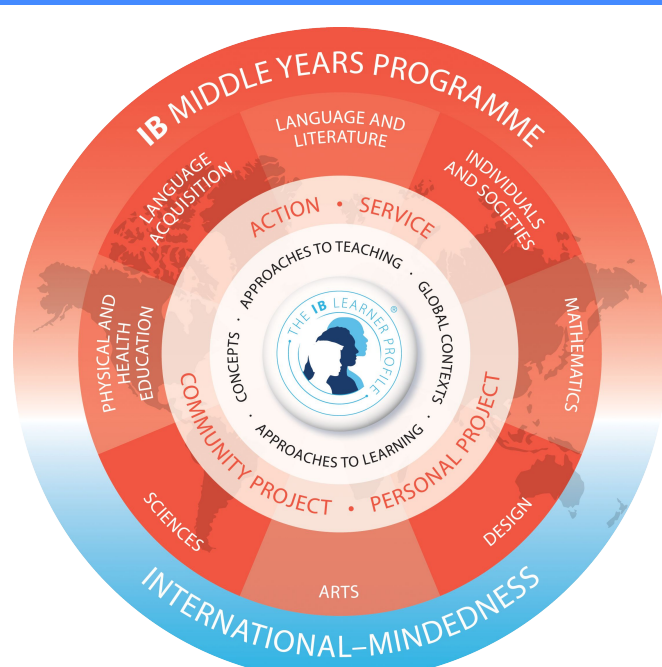
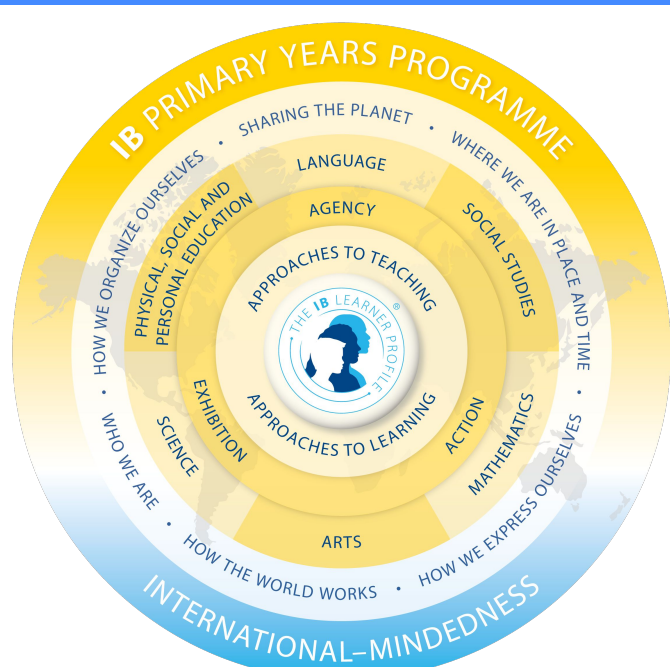


How does the PYP and MYP connect?



Transdisciplinary → Multidisciplinary & Interdisciplinary

Curriculum approach

PYP students develop knowledge, skills, and conceptual understanding while exploring six curricular areas through six transdisciplinary themes. Teachers plan collaboratively, exploiting the connections between subjects in order to effect learning transfer. The programme is designed to provoke and support student led action and culminates in the PYP exhibition.

MYP students continue to develop their knowledge, conceptual understanding and skills by studying eight subjects through the global contexts and participating in interdisciplinary learning at least once per MYP year. They are involved with service as action and their learning culminates in a personal project, a student-initiated independent inquiry project.

Curriculum content

PYP students inquire into, and learn about, globally significant issues in the context of six units of inquiry, in Grades 1 through 5 and four units in EY 1 through EY 3. Each unit of inquiry unpacks a central idea which addresses universal and enduring conceptual understandings. Lines of inquiry define the scope of the unit more specifically addressing curriculum objectives from the scope and sequence documents for each subject area.

At KIS, MYP students study four units of work per subject, except for two units in visual arts, drama, and design subjects. Each unit is explored through a particular global context with an exploration. Grade 10 students can choose to study visual arts, drama or design for one semester for two subjects or a year of one. The curriculum flexibility allows students to explore their interests and assists with their DP course choices.

Real life learning

PYP students explore six transdisciplinary themes of global significance. These themes are selected for their relevance to the real world and offer students the opportunity to explore the commonalities of human experience. They are described as transdisciplinary because they focus on issues that transfer across, and not confined by, traditional subject areas.

MYP students connect their learning with their lives and the world they have experienced through global contexts, which can be real-world problems, situations, events, and circumstances. The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP's transdisciplinary themes.

Six transdisciplinary themes

- Who we are →
- Where we are in place and time →
- How we express ourselves →
- How the world works →
- How we organize ourselves →
- Sharing the planet →

Six Global Contexts

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development

Assessment

In the PYP, the focus is on assessment for learning, which is used to inform and drive learning forward. Teachers identify core assessment outcomes for each unit of learning referring to scope and sequence documents, and all tasks are designed to provide opportunities to demonstrate growth. Students are assessed against the selected assessment outcomes throughout each unit, and teachers use assessment data to adjust learning plans. Peer assessment, self-assessment, and student self-reflection play an important role in the PYP. At KIS, students use Seesaw as their portfolio to record, share evidence of their thinking, and reflect on their thinking and growth in learning and share with others.

MYP assessment is internally assessed based on subject-specific criteria. Each MYP subject assesses students on **four equally weighted criteria**. Some of these criteria will have the same letter in each subject where that criteria are assessed. For example, knowing and understanding will always be criterion A, and Communicating will always be criterion C. Each criterion has eight possible achievement levels (1-8), divided into four bands with unique descriptors that teachers use to make judgments about students' work. The total marks for each subject are 32 points. Teachers use the IB published grade boundaries to award students an MYP 1-7 grade. KIS students use learning portfolios via google sites to record their learning.

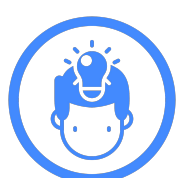
Approaches to learning skills

The PYP Approaches to learning (ATL) are five sets of interrelated skills, designed to support transfer of learning between curricular areas. These are thinking skills, research skills, communication skills, social skills and self-management skills, with associated sub-skills. Teachers work with students to raise cognition of the acquisition and application of these skills, using them purposefully to support goal setting.

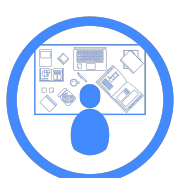
Approaches to learning (ATL) in the MYP focuses on helping students develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to meet the challenging objectives of MYP subject groups and prepare them for further success in the rigorous DP programme. These ATL skills help students "learn how to learn" and are transferable across curriculums and into their personal life.



Communication



Thinking



Research



Self-management



Social