



**Kazakhstan International School**

**Parent Information Brochure**

**Grade 5**





# Kazakhstan International School

## *More than Academics*

### **Mission**

At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

### **Vision**

We are a diverse community which aspires to:

- Learn enthusiastically.
- Inquire creatively and critically.
- Follow our passions.

### **Objectives**

We accomplish our Vision by:

- Being an IB World School offering an international curriculum.
- Welcoming and celebrating a multicultural community where each individual is valued and honoured.
- Using English as the principal language of instruction while other languages are taught and promoted.
- Providing excellent English language support for every student in order to participate fully in all aspects of school life.
- Recruiting, training and retaining well-qualified faculty and staff who are dedicated, caring, and experienced professionals helping each student achieve their potential.
- Providing essential Information and Communication Technology (ICT) skills suitable for the learning process at each grade level.
- Being self-sustainable, fiscally honest, transparent, responsible and accountable to each KIS stakeholder.
- Ensuring we provide learning experiences that encourage our students to exemplify the Learner Profile.

## What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

**The Primary Years Programme (PYP) for 3–11 year olds.**

**The Middle Years Programme (MYP) for 12–15 year olds.**

**The Diploma Programme (DP) for 16–19 year olds.**

**The Career-related Programme (CP), also for 16–19 year olds.**

## What are these “Learner Profiles” that produce internationally-minded students?

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

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

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

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

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

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

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

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

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

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

## **International Mindedness at KIS**

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.

## **What will my child learn at KIS?**

KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through his process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

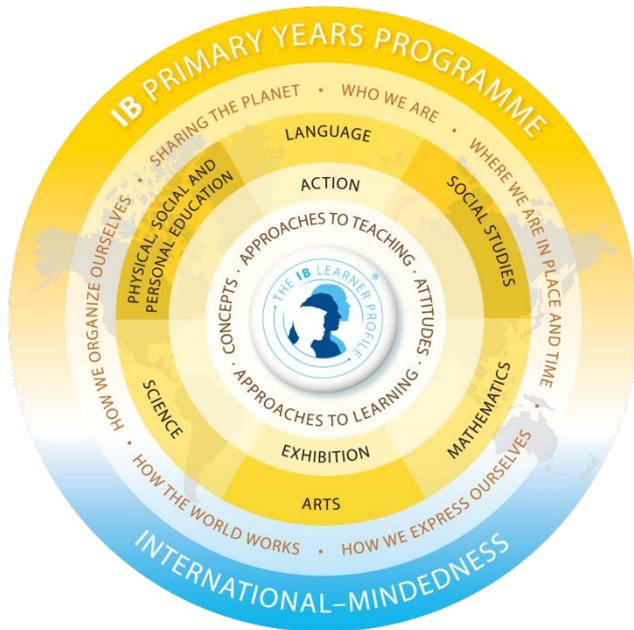
We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

## What does “transdisciplinary” mean?



The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

## What are the five elements of PYP?

The PYP has identified themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from Nursery through Year Six. These Units of Inquiry provide the framework for a wide variety of resources to be explored.

**Knowledge**  
**Concepts**  
**Skills**  
**Attitudes**  
**Action**

### Knowledge

The PYP recognizes that it is inappropriate to dictate what every child should know in an international community.

### Six Transdisciplinary Themes:

#### Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

#### Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

### **How We Express Ourselves**

An inquiry into 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.

### **How the World Works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### **How We Organize Ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### **Sharing the Planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## **Concepts**

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

**Form:** What is it like?

**Function :** How does it work?

**Causation :** Why is it like it is?

**Change:** How is it changing?

**Connection :** How is it connected to other things?

**Perspective :** What are the points of view?

**Reflection :** How do we know?

**Responsibility:** What is our responsibility?

## **Skills**

There are five sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

**Thinking**

**Communication**

**Social**

**Research**

**Self-Management**

## Attitudes

The PYP promotes twelve attitudes that we want our students to feel, value, and demonstrate. They are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning.

**Appreciation** - Appreciating the wonder and beauty of the world and its people.

**Commitment** - Being committed to my learning, persevering and showing self-discipline and responsibility.

**Confidence** - Feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned, and making appropriate decisions and choices.

**Cooperation** - Being able to work with others.

**Creativity** - Being creative and imaginative in my thinking and in my approach.

**Curiosity** - Being curious about the world around us, its people and cultures.

**Empathy** - Being able to put myself in someone else’s place.

**Enthusiasm** - Being excited about learning and life.

**Independence** - Taking ownership of my learning.

**Integrity** - Being fair and honest in all I do.

**Respect** - Showing respect for our world, others, and myself.

**Tolerance** - Understanding and celebrating differences in each other.

## Action

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

## PYP Exhibition – What is it all about?

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate course of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.

- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

## **Want to find out more?**

For more information on the International Baccalaureate Organization, please visit [www.ibo.org](http://www.ibo.org)

Please see the PYP Regulations for Parents at

<http://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-pyp-en.pdf>

## **Home-School Communication**

### **Responsibilities**

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Therefore, the school has put into place a number of procedures and events to foster this communication. Parents are encouraged to contact the school staff and administration on a regular basis in order to be well- informed regarding their child's progress.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

### **Written Communication with School**

KIS recognizes the need for clear communication channels between parents and the school.

We particularly support the opportunity for parents and teachers to communicate directly via e-mail.

E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year.

Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some e-mails only being answered the next day but we will try to answer all e-mails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

## **Meetings with Teachers**

Good communication between parents and school is essential in providing quality education for all students. It is highly encouraged that all staff members contact parents and have good communication with them. The school schedules two parent conference sessions during the school year plus the Back to school evenings in September. It is imperative that if a student is having problems, the teacher consult with the guidance counselor and contact the parents as soon as possible members can readily access phone numbers and email addresses of parents from our registrar While we promote and use a Parent-Student Journal to help in communication, direct contact is always best when a student is having difficulties. Teachers are encouraged to use email to advise parents of student progress.

Parent-teacher meetings are scheduled for two afternoons a year, usually following interim report cards. All teachers are expected to be present for appointments. Parents are to make appointments with teachers through the school receptionist. Appointments are usually 15 minutes for Primary parents and 10 minutes per subject teacher in Secondary.

## **Procedure for Parental Concerns**

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

**Step One:** The parents should confer with the subject or homeroom teacher.

**Step Two:** The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

**Step Three:** If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

**Step Four:** If the parents feel the issue is not addressed, they may bring the matter to the Principal whose decision is final. Once again an appointment must be made through the school Registrar. The Principal will respond within two (2) working days.

## **Monthly Newsletter**

KIS Buzz, our school newsletter is uploaded on to the school website monthly and each family is advised by email. The newsletter is intended to provide a variety of information about school activities and events. It is very important that parents take the time to read the newsletter, as this is a major source of communication.

## **Parent Conduct Policy**

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The KIS governing body is responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Principal
2. Referral to the board which may result in a parent being temporarily suspended from campus
3. Referral to the Board which may result in expulsion of the student from the School.

## GRADE 5

## Programme of Inquiry

<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	<b>Where we are in place &amp; time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How we express ourselves</b> An inquiry into 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	<b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central Idea:</b> Children worldwide respond to a range of challenges, risks and opportunities	<b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings	<b>Central Idea:</b> We use a variety of media to provoke emotions and persuade others to take action	<b>Central Idea:</b> Energy may be converted, transformed and used to support human progress	<b>Central Idea:</b> <b>Exhibition</b> Individuals and groups can be catalysts for change	<b>Central Idea:</b> The distribution of wealth affects communities' and individuals' access to equal opportunities
<b>Key concepts:</b> form, perspective, reflection	<b>Key concepts:</b> causation, change, connection	<b>Key concepts:</b> function, perspective, reflection	<b>Key concepts:</b> change, form, responsibility	<b>Key concepts:</b> change, responsibility	<b>Key concepts:</b> causation, perspective, reflection
<b>Related Concepts:</b> equality, rights, health	<b>Related Concepts:</b> discovery, exploration	<b>Related Concepts:</b> media, advertising, propaganda	<b>Related Concepts:</b> conservation, transformation	<b>Related Concepts:</b> needs, resources, cooperation	<b>Related Concepts:</b> wealth, power
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Challenges, risks and opportunities that children encounter (local and global)</li> <li>How children respond to challenges, risks and opportunities</li> <li>Ways in which individuals and organizations work to protect children from risk</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Reasons for exploration</li> <li>Results of exploration</li> <li>How explorations have taken place over time</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How images, text and music are used to influence behavior of target audiences</li> <li>Critical evaluation of messages presented in the media</li> <li>Peoples response to messages</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Forms of energy sources (renewable and non-renewable)</li> <li>The storage and transformation of energy</li> <li>The impacts of energy on human life</li> <li>Sustainable energy practices</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Identifying the need for change</li> <li>Accessing resources to implement change</li> <li>Reflecting on the impact of change</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Relationship between wealth and power</li> <li>The impact of the distribution of wealth on communities and individuals</li> <li>Equitable access to resources and opportunities</li> </ul>
<b>Transdisciplinary skills:</b> Research skills: <ul style="list-style-type: none"> <li>Observing, Collecting</li> </ul> Interpreting Thinking skills: <ul style="list-style-type: none"> <li>Comprehension, Analysis</li> <li>Synthesis, Evaluation</li> </ul> Dialectical thought <ul style="list-style-type: none"> <li>Metacognition</li> </ul>	<b>Transdisciplinary skills:</b> Research skills <ul style="list-style-type: none"> <li>Planning, Collecting</li> <li>Recording</li> <li>Organizing</li> <li>Presenting</li> </ul> Self-management <ul style="list-style-type: none"> <li>Organization</li> <li>Time management</li> </ul>	<b>Transdisciplinary skills:</b> Communication skills <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Viewing</li> </ul> Non-verbal Self-management <ul style="list-style-type: none"> <li>Informed choices</li> </ul>	<b>Transdisciplinary skills:</b> Research skills - all <ul style="list-style-type: none"> <li>Formulating questions</li> <li>Observing, Planning, Collecting</li> <li>Recording, Organizing, Interpreting</li> <li>Presenting</li> </ul> Social skills - all <ul style="list-style-type: none"> <li>Accepting responsibility, Respecting others</li> <li>Cooperating, Resolving conflict</li> <li>Group decision-making</li> <li>Adopting a variety of group roles</li> </ul>	<b>Transdisciplinary skills:</b> Social skills <ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Respecting others</li> <li>Cooperating</li> <li>Resolving conflict</li> <li>Group decision-making</li> <li>Adopting a variety of group roles</li> </ul>	<b>Transdisciplinary skills:</b> Social skills <ul style="list-style-type: none"> <li>Accepting responsibility</li> <li>Respecting others</li> <li>Cooperating</li> <li>Resolving conflict</li> <li>Group decision-making</li> <li>Adopting a variety of group roles</li> </ul>
<b>Learner Profile:</b> caring, thinker	<b>Learner Profile:</b> inquirer, knowledgeable, risk-taker	<b>Learner Profile:</b> communicator, open-minded, reflective	<b>Learner Profile:</b> inquirers, knowledgeable, thinker	<b>Learner Profile:</b> balanced, caring, communicator	<b>Learner Profile:</b> balanced, caring, principled
<b>Attitudes:</b> cooperation, empathy, tolerance	<b>Attitudes:</b> appreciation, curiosity, enthusiasm	<b>Attitudes:</b> enthusiasm, independence, integrity	<b>Attitudes:</b> appreciation, commitment, creativity	<b>Attitudes:</b> confidence, cooperation, independence	<b>Attitudes:</b> confidence, empathy, respect
<b>Genre: Report</b>	<b>Explain</b>	<b>Poetry</b>	<b>Exposition</b>	<b>Report Exposition - Persuasive Procedure</b>	<b>Recount</b>
<b>Order: 1<sup>st</sup></b>	<b>Order: 2<sup>nd</sup></b>	<b>Order: 4<sup>th</sup></b>	<b>Order: 3<sup>rd</sup></b>	<b>Order: 5<sup>th</sup> Exhibition</b>	<b>Order: 6<sup>th</sup></b>

# Language Arts

## **Use a range of speaking and listening skills for communication and learning.**

Provides a logical sequence of events when describing a process or explaining a phenomenon

Engages in, respond to, and evaluate oral presentations

Uses their mother tongue (with translation) to express their needs and explain ideas

Listens critically to others' ideas or opinions and points of view

Gives and follows precise instructions and responds to questions and directions

Begins to listen to and identify persuasive messages

Asks and responds to interpretive and evaluative questions to seek clarification or explanation of ideas and concepts

Explains and supports personal ideas and opinions

Contributes to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen

Understands that speakers can adopt

Demonstrates the understanding that language used is influenced by its purpose and the audience

Uses language appropriately for its intended purpose

## **Apply general skills and strategies of the reading process.**

Uses and integrates the pragmatic, semantic, syntactic, and graphophonic cueing systems (context clues; word order; structural analysis to identify roots, prefixes and suffixes) and a variety of strategies to construct meaning

Selects, independently, texts appropriate to their interests and learning needs

Reads widely and experience a variety of children's literature with an emphasis in genre and authors

Applies aspects of the reading process including previewing texts, establishing a purpose for reading, and making and confirming and revising predictions

Reads narrative and expository text aloud with fluency, accuracy and appropriate pacing, intonation and expression (F&P = P – W)

Monitors and adjusts own reading process and make modifications as needed

Independently states and explains the author's purpose

Uses a glossary, dictionary and thesaurus to find meaning, spelling and appropriate synonyms of words independently

## **Read, understand, analyze and respond to a variety of literary texts.**

Knows basic characteristics of a variety of genres (biographies, autobiographies, science fiction, realistic fiction, fantasy)

Demonstrates the understanding of a variety of text by summarizing important ideas and citing supporting details

Makes inferences about texts and is able to justify them

Uses strategies to comprehend text (skimming, scanning, paraphrasing)

Reads and writes poetry types: free verse, haiku, limerick, narrative

## **Read, understand, analyze and respond to a variety of informational texts.**

Uses skimming and scanning to locate information

Sees the purpose of various structural features and create similar patterns

Recognizes and uses the different part of a book (appendices, bibliographies)

Selects pieces of information for a specific purpose

Locates and organizes information from a variety of primary and secondary sources including the internet independently

### **Use the general skills and strategies of the writing process.**

Confidently uses pre-writing strategies including graphic organizers, story maps, webs, notes, and brainstorming to plan written work.

Uses strategies for paragraph development to elaborate on a central idea

Writes with attention to audience and receives audience feedback

Uses knowledge of grammar, spelling, punctuation, formatting and reference materials to edit work

Writes multiple drafts and revises writing individually, with teacher and peers to improve writing

Produces a final product for a specific audience, selected a presentation format, using oral, written and electronic means

Writes sequentially and includes setting, main characters, supporting characters, problems, solutions, climax and points of view in narrative text

Develops cursive writing skills

### **Write a variety of narrative, descriptive, expository and persuasive compositions.**

Writes expressive compositions that express ideas, reflections, and observations and enables the reader to imagine the world of events or experiences

Writes narrative accounts, such as poems and stories with clearly developed settings, characters and plots that utilize techniques such as dialogue, tension and themes

Independently writes a variety of written genre including letters, directions, recount, recipes, instructions, etc. for formal and informal purposes

Effectively writes fact and opinion pieces of prose

Write with distinct form, clear ideas, organization, creative word choice, sentence fluency and voice

Writes persuasive essays on a given topics

### **Use grammatical and mechanical conventions in written compositions and oral presentations.**

Uses a variety of strategies to spell words correctly

Writing makes use of correct capitalization standards

Punctuates sentences correctly using periods, question marks, exclamation points, quotation marks, commas and colons

Writes simple, compound, complex sentences

Writes well developed paragraphs with supporting details: narrative, expository, persuasive

Uses conventional structures e.g. chronological order, similarity and difference, cause and effect; persuasive

Uses a wide variety of strategies to edit and revise writing

Is well versed with using word choice and ideas

### **Conduct research by gathering, evaluating, synthesizing, and presenting information from a variety of sources.**

Selects and uses with ease appropriate information from multiple sources (text and visual)

Distinguishes between primary and secondary sources

Distinguishes between reliable and unreliable sources

Uses strategies to gather information for research topics such as notes, charts, graphs, table, and graphic organizers and gathers information through direct quotes, paraphrases and narrative descriptions

Compiles a bibliography of sources using a standard format

### **Use visual language (viewing and presenting) to construct and interpret visuals for a variety of situations and a range of purposes and audiences.**

Creates audio and visual presentations dependent on the audience and purpose

Uses a range of resources to develop subject matter and focus a viewers' attention, including visual (shot types, color, size, graphic layout, and links), non-verbal (facial expressions, proximity), spoken resources (volume and tone) and auditory resources (music and sound effects, silence)

\*\*\*identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

Applies knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects

Creates visual resources effectively

Shows how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning

Uses appropriate terminology to identify a range of visual effects/formats

## Mathematics

### Number

#### Students know:

Know multiplication and division facts to  $12 \times 12$ .

Know how many tenths, tens, hundreds, and thousands are in whole numbers.

Know fractions and percentages in everyday use.

#### Students understand:

Place value and basic number facts together allow us to calculate with any whole or decimal numbers.

Dividing numbers is useful when we:

- share or group a quantity into a given number of portions
- share or group a quantity into portions of a given size
- need the inverse of multiplication.

We can think of a number as a multiplication or division in different ways. We can rearrange the factors of a multiplication without changing the quantity.

Rounding, imagining a number line, and using properties of numbers and operations help us to estimate calculations. Thinking of a problem as a number sentence often helps us to solve it. Sometimes we need to rewrite the number sentence in a different but equivalent way.

Thinking about what makes sense helps us to check and interpret the results of calculations.

The same fractional quantity can be represented with a lot of different fractions. We say fractions are equivalent when they represent the same number or quantity

#### Students can:

Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

### Pattern & Function

#### Students understand:

We can think of a number as a multiplication or division in different ways. We can rearrange the factors of a multiplication without changing the quantity.

Representing aspects of a situation with numbers can make it easier to see patterns in the situation.

There are strategies that help us become better at recognising common types of patterns.

#### Students can:

Record and interpret additive and simple multiplicative strategies, using words, diagrams, and symbols, with an understanding of equality.

Generalise the properties of addition and subtraction with whole numbers.

Connect members of sequential patterns with their ordinal position and use tables, graphs, and diagrams to find relationships between successive elements of number and spatial patterns.

### Measurement

#### Students know:

Standard units of measurement for length, area, volume and capacity, weight, turn (angle), temperature and time.

**Students understand:**

Measurements of continuous quantities are always approximate. Measurements can be made more accurate by choosing smaller units, subdividing units and other strategies.

Standard units help us to interpret, communicate and calculate measurements.

The relationships between standard units in the metric system help us to judge size, move between units and do calculations.

For certain types of shapes we can describe the relationship between the lengths of its edges and its perimeter, its area and its volume.

**Students can:**

Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.

Find areas of rectangles and volumes of cuboids by applying multiplication.

Choose and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.

Partition and/or combine like measures and communicate them, using numbers and units.

## Shape & Space

**Students understand:**

We can move things around in space by reflecting, translating and rotating. These do not change size or shape.

People have developed useful ways to classify shapes. Knowing that a shape is one of the standard types can tell us a lot about it.

The net of an object has to have the same component parts as the object and the parts have to be in the right relationship to each other.

**Students can:**

Describe the transformations (reflection, rotation, translation, or enlargement) that have mapped one object on to another.

## Data Handling – Chance & Data

**Students understand:**

We use tables and diagrams to organise and summarise data in a systematic way.

Organizing data in different ways may tell us different things.

Graphs, tables and diagrams display data about the real world, although they are not pictures of the real world. We need to learn how to read them.

We can compare and order things by whether they are more or less likely to happen.

We say things have an equal chance of happening when we think they will happen equally often in the long run.

**Students can:**

Conduct investigations using the statistical enquiry cycle:

- gathering, sorting, and displaying multivariate category and whole number data and simple time-series data to answer questions;
- identifying patterns and trends in context, within and between data sets;
- communicating findings, using data displays

Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others.

- Investigate situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary.

# Visual Arts

## **Understands the visual arts in relation to history and cultures**

Sequences works of art, artists, and historical events on a timeline

Uses various resources to determine how visual languages and symbol systems are used by artists

Analyzes the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists

Describes how local and national art galleries and museums contribute to the conservation of art

Identifies and describes various fine, traditional, and folk arts from Kazakhstan and historical periods worldwide

Identifies and compares works of art from various regions of Kazakhstan

Views selected works of art from a major culture and observe changes in materials and styles over a period of time

## **Understands and applies media techniques and processes related to the visual arts**

Becomes increasingly independent in the realization of the creative process

Uses sketchbooks as an everyday tool to reflect, discover and develop personal interests.

Combines and uses a range of media, including IT, to explore and express ideas

Integrates visual arts (2D and 3D) into the PYP exhibition

Uses one-point perspective to create the illusion of space.

Creates gesture and contour observational drawings

Demonstrates emergent skill in the manipulation of digital imagery (e.g., computer generated art, digital photography, or videography)

Creates an expressive abstract composition based on real objects

Uses perspective in an original work of art to create a real or imaginary scene

Communicates values, opinions, or personal insights through an original work of art

## **Reflects on the characteristics and merits of one's own artwork and the artwork of others.**

Compares the different purposes of a specific culture for creating art

Develops and applies specific criteria as individuals and in groups to assess works of art

Assesses own works of art, using specific criteria

Describes changes that would improve the artwork

## **Makes connections between the visual arts, other disciplines and daily life**

Understands the influence of artists with the quality of everyday life

Knows the types of tasks performed by various artists and some of the required training

Understands the similarities and differences and the various contributions of galleries, studios, and museums

# Music

## **Students will sing, alone and with others, a varied repertoire of music.**

Performs independent instrumental parts while other students sing or play contrasting parts

Students in grades 5 will have the opportunity to study a string, wind, or percussion instrument & may have the opportunity to perform in an ensemble with an emphasis on basic skills.

## **Students will play, alone and with others, a varied repertoire of instrumental music.**

Performs independent instrumental parts while other students sing or play contrasting parts

Students in grade 5 will have the opportunity to study a string, wind, or percussion instrument & may have the opportunity to performing an ensemble with an emphasis on basic skills.

## **Students will improvise and/or compose melodies, variations and accompaniments.**

Composes simple melodies within specified guidelines

Creates a musical composition expressing their own ideas and feelings on a social issue

Expresses themselves as individuals through musical composition

**Students will read and notate music.**

Reads and performs all solfege syllables

Reads and performs rhythmic symbols (add sixteenth notes)

Reads in 6/8 meter

Uses standard notation to record their musical ideas and the musical ideas of others

**Students will listen to, describe and analyze music.**

Recognizes rondo form

Describes specific music events in a given aural example using appropriate terminology.

Brings music from home to share

Shares and compares their experiences as audience members at various performances

**Students will evaluate music and music performances.**

Monitors a composition and/or performance using provided criteria

Devises simple criteria for evaluating performances and compositions

Demonstrates audience behavior appropriate for the content and style of the music performed

Explains personal musical preferences using appropriate music terminology

Creates and performs a movement sequence using known musical elements (for example, rhythm, melody, contrast)

**Students will make connections between music, other disciplines and daily life.**

Identifies a variety of music related careers

Listens to music and create their own work in response (drawing, games, songs, dance, oral discussion)

Creates and performs a movement sequence accompanied by music that they have create

**Students will understand music in relation to history and culture.**

Relates significant compositions and composers to historical and cultural events and musical periods

Explains the role and relevance of music in their own culture, its uses and associations through place and time

## **Physical Education**

### **Individual Pursuits**

Practice specific techniques for jumping, throwing and running events

Apply the rules of various events

Apply the safety rules in these events

Evaluate their athletic performance and understand how they can improve their performances

### **Movement Composition**

Demonstrate controlled combinations of movement, changing speed and direction

Demonstrate locomotor and non-locomotor skills in order to refine rhythmic responses

Respond through movement to a range of stimuli

Express feelings and moods using imagination and original ideas

Create and demonstrate more complex movement sequences

Be exposed to a range of dances containing more complex step patterns

Begin to recognize techniques and forms of dance

Be aware of the different purposes and types of dance

Appreciate the dances of different countries and cultures

Combine movements to create sequences

Refine the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
Interpret and answer movement tasks in their own way, and at their own level, on the floor  
Interpret and answer movement tasks in their own way, and at their own level, using apparatus  
Combine locomotor and non locomotor skills while manipulating small equipment

### **Games**

Develop coordination, manipulation, balance and spatial awareness  
Participate in activities that refine locomotor skills  
Become competent in handling different apparatus and small equipment  
Participate in modified games  
Participate in scaled down or adapted versions of recognized sports, for example invasion games, fielding and striking games, net games, target games

### **Adventure Challenges**

Solve challenging problems in small or large groups  
Participate in small and large group activities to accomplish a common goal

### **Health-related Fitness**

Identify and recognize the elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)  
Identify and recognize the benefits of a healthy lifestyle  
Be aware of the importance of physical activity in daily life  
Recognize and explain the physical changes that occur to their bodies when exercising  
Demonstrate and apply safety when exercising

## **Information Technology**

### **Defining the Problem**

Identify keywords and main ideas of a topic and use them in investigations.  
Reinforce/Master the steps of the inquiry learning process with assistance.  
Individually demonstrate the ability to set priorities, achieve, and evaluate realistic goals  
Plan research with specific questions and outcomes  
Formulate open and realistic research questions.  
Identify and appreciate needs of an audience.  
Cooperate with peers in planning work.

### **Selecting the Resources**

Use numerical order to two decimal points.  
Confidently use basic resource selection skills.  
Explain the relationship between 'general' and 'specific' and use independently  
Explain the use of alphabetical order in fiction and nonfiction.  
Identify synonyms for searching.  
Create and use a database & spreadsheet/timeline through class content.  
Use and interpret information from an online database.  
Use an email program to send and receive messages to someone outside of the school.  
Store and retrieve a file from the network.  
Print a select number of pages and not just the entire document  
Move work placed in incorrect folder and place it in proper folder  
Use advanced computer skills.  
Use range of resources to locate and process information.  
Recognize hyperlinks in the Library catalogue and their purposes.

### **Using the Resources**

Use of keyboard

Effectively use a resource (including electronic resources)

Continue the use of various genres of writing depending on the purpose and audience.

Explains copyright and trademark and why it is important.

Apply the use of new information and communication technologies.

Actively use the Internet as a research resource.

Work with two or more applications at the same time

Demonstrate ability to use information effectively.

Review and abide by the KIS Acceptable Use Policy.

Draw graphs, diagrams, pie charts for information gathered

Effectively use essential reference resources.

### **Recording the Information**

Use appropriate medium to record information

Take a digital photograph and view images independently

Write a full bibliography for print and electronic sources

Demonstrate note taking methods without plagiarizing.

Listen and observe for specific purposes.

### **Presenting the Findings**

Use a variety of presentation techniques.

Present findings clearly, logically, and accurately.

Choose an appropriate medium for presentation.

Match a presentation to an audience and the purpose.

### **Assessing the Process and Outcomes**

Demonstrate the skills of self-appraisal

Review what has been learnt.