International School of Kenya

Parent Guide to the ISK Curriculum

KINDERGARTEN

International School of Kenya

ISK Mission:

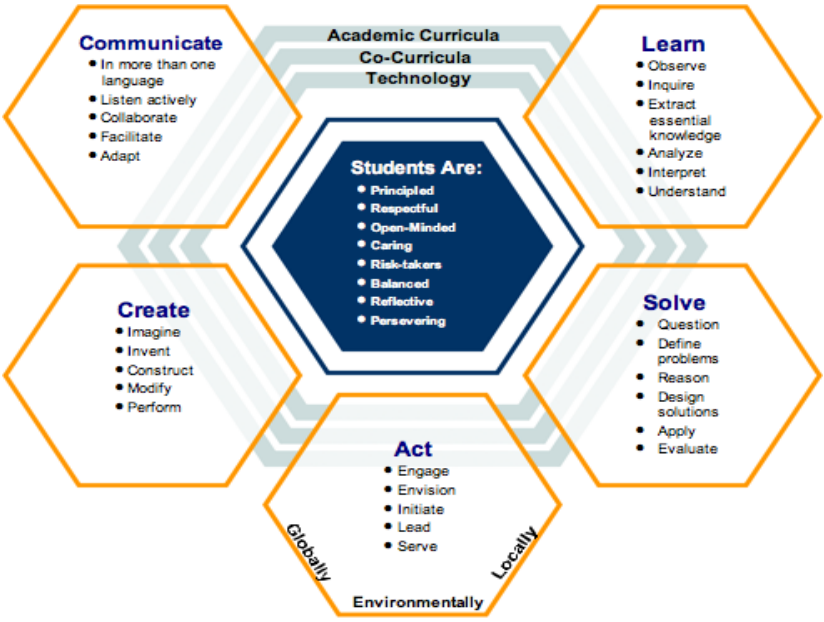
ISK inpsires and nurtures passion, creativity and ambition in pursuit of a better world.

ISK Vision:

“Empowering students to create solutions for tomorrow’s challenges”

Educational AIMS:

We strive to develop students of character who learn, create, act and solve in a collaborative and engaging environment.



Elementary School ISK Way:

- Be Respectful
- Be Responsible

Communication

The home-school connection is of vital importance to a student's success. Parents are welcome to contact their child's teachers or the elementary office at any time to set up an appointment.

The following publications will provide parents with information about what is happening at ISK:

- The Link: A monthly school wide publication outlining all the major events on campus
- ES Handbook: The handbook outlines all of the policies and procedures related to life in the elementary school (e.g. bus service, canteen service, behaviour expectations, absence policies, etc.)
- Class Moodle sites: Each teacher maintains a website with updated information about what is happening in the class. These pages are accessed via the ISK homepage. Your child's teacher will provide additional access information.
- Curriculum OnLine: Access to curriculum documents is availble on the ISK website (Homepage - Learning - Academics - Curriculum OnLine)
- Home-School folder: School work and notes are place in the folder and the student carries back and forth to school.

Contact Information:

International School of Kenya

PO Box 14103
00800 Nairobi, Kenya
+254-020-209-1309/8
(+254) 0720-639363
(+254) 0733-639343
www.isk.ac.ke

Director:	Extension 341
ES Principal:	Extension 111
ES Counselor:	Extension 115/116
Registrar:	Extension 323
Director of Teaching and Learning:	Extension 322

Elementary School Curriculum Overview

ISK's Elementary School is dedicated to providing a challenging learning environment which is child-centered and well-balanced in order to develop the whole child. Our school is a center of inquiry, creativity and joyful learning.

In KG, the **curriculum** consists of core subjects (Language Arts, Mathematics, Social Studies and Science) combined with a specialist program (PE, Art, TI, Music, Guidance and Library.) All curricular areas address the key strands of early childhood education: social/emotional, physical and cognitive development. Students with learning needs may receive additional assistance from Students Support Services. Any field trips are scheduled to coordinate with the curricular area being studied.

Assessment of student learning is a continuous process involving students, teachers and parents. Teachers provide frequent, specific feedback in order to help students meet those goals.

Student progress is reported to parents regularly throughout the year. Semester reports are sent to parents and scheduled parent/teacher conferences take place in the first semester. Student-led conferences occur in the second semester and your child will share his/her progress towards the learning goals through their portfolios. Each component of assessment should be viewed as part of a whole, which provides comprehensive information about your child's academic progress, personal and social skills and work/study habits.

The elementary school also features a growing age-appropriate **service learning program**. The aim of this program is to develop students who are confident and competent in contributing to and learning from their community. The program provides meaningful opportunities for students to cultivate both personal and community growth, while building recognition of human interdependence.

At ISK, parents join with caring, experienced professionals in forming a strong partnership that makes each child's learning – academic and social – the focus of everything that we do.

The Early Years Program

The Early Years Program at ISK includes the Pre-Kindergarten and Kindergarten program.

Early Years Philosophy

We believe that through a child's natural curiosity and an inquiry-based approach, the ISK Early Childhood program provides children with the building blocks for a lifelong love of learning.

Early Years Learning Strands

The following strands are woven throughout the Early Years program:

Social/Emotional Development: Children learn values and behaviors acceptable in society which include:

- Empathy
- Managing emotions
- Motivation
- Social skills
- Self awareness

Physical Development: Gross (large muscle) and fine (small muscle) motor skills

Gross motor objectives include:

- Developing and refining basic locomotor skills
- Developing spatial awareness in relation to self, others and the environment

Fine motor objectives include:

- Developing and refining fine muscle control
- Developing and refining basic eye-hand coordination

Cognitive Development: Children listen, inquire, think and apply what they learn.

Cognitive development includes:

- Language and literacy
- Numeracy
- Sciences
- Creative Arts

Literacy and Language

In Language Arts we offer a balanced approach to literacy. There is a strong literacy connection that is embedded in all areas of the curriculum. Students develop reading, writing, and communication skills within all areas of study. Within a language rich environment, students begin and continue to develop effective reading, writing, listening and speaking skills.

- **Reading** (shared reading, read alouds, guided reading, and independent reading)
- **Writing** (letter formation, invented spelling, sentence structure, journal writing)
- **Word Study** (spelling patterns, word structure, phonics, sight words)
- **Listening and Speaking**

Assessment of student progress includes:

- School wide reading assessment (twice a year)
- Regular running records to assess reading growth
- School wide writing prompt (end of year)

Mathematics

We focus on building a strong mathematical foundation for all students. The ISK mathematics program requires students to persevere as they engage in rich, authentic tasks where they must reason, make sense of, and apply mathematical concepts.

The major mathematical strands embedded in the program are:
** Counting and Cardinality* ** Numbers in the Base Ten System* ** Geometry*
** Operations and Algebraic Thinking* ** Measurement and Data*

<u>The critical areas in Kindergarten are:</u>
(1) Representing, relating, and operating on whole numbers, initially with sets of objects (such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling addition and substraction equations such as 5 + 2 = 7 and 7 – 2 = 5.)

(2) Describing shapes and space. They identify, name, describe and compare basic two-dimensional and three-dimensional shapes.

Special Classes

Physical Education PE classes focus on age appropriate activities, games, skills, and sports in order to enhance students' physical, social, and emotional development. Good sportsmanship, fair play, doing one's best, and respect for self and others are key components of the program. The swimming program focuses on comfort and safety in the water and stroke development. Students attend two classes of PE and one class of swimming each week. Students need: a PE uniform, sport shoes, hat, water bottle,

Art The ES Art program focuses on four areas: art history and artists, art elements and principles, art production, art criticism. Disciplines include drawing, painting, sculpture, textiles, printmaking, collage, crafts, design and mixed media. There are aprons provided for students to wear during art class. Students attend art class once per week.

Music The ES Music program provides students with a multitude of opportunities to experience the many forms of music. Classroom activities include: listening, singing alone and with others, playing tuned and untuned percussion instruments and creative movement/dance. The students get to experience music from all parts of the world. Students attend music class

Kiswahili Students will have a 30-minute period every week for Kiswahili. The primary objective is to introduce children to the host country language.

Technology Technology is regularly integrated into the curriculum as well as the learning process. Classroom teachers and the Tech Integration Facilitator plan ways to develop students' skills in using technology while also challenging their design thinking capacity and supporting their passions and creativity.

Library The goal in the library is to enable students to become lifelong readers and learners. In addition to choosing books, students learn about libraries (how they are organized and how they are used), are introduced to researching and listen to a variety of types of literature. Students attend library class once a week and need to bring a library bag, as well as their books, each time.

Guidance The ES counselor works with teachers, students and parents to address academic, social and behavioural needs of the students. The counselor works with individuals, small groups and entire classes.

Social Studies and Science

Our units in Social Studies and Science are designed to engage students' natural curiousity. Teachers begin by laying a foundation of knowledge, and then students' own interests and curiosity guide the learning. Units regularly integrate library skills, art, music and technology. Units of exploration foster students' ability to create their own learning and solutions. All units are centered around an "enduring understanding" or "big idea."

Social Studies units are designed to help children understand cultural diversity and their place in the global community. Units are centered around five general strands: *Social Organization, Culture and Heritage, Place and Environment, Time/Continuity and Change, and Resources and Economics*. Each grade level has a unit focusing on Kenya.

Science is best learned when students are engaged in practicing science through investigations and hands-on experiments. Units are designed around the major strands: *Life Sciences, Physical Sciences, Earth and Space, and Environmental Science.*

Kindergarten Enduring Understanding & Units of Study

Me, Myself and I

Different people, places and environments make me who I am.

- My self
- My School
- My family
- My body
- My feelings
- Nutrition
- My friends
- My senses
- Move it

Discovering Kenya

A country develops its natural resources to be shared.

- Animals
- Plants
- Communities
- Markets and Food
- Customs
- Living and non-Living

Celebrations: *Ongoing throughout the year*
Weather: *Ongoing throughout the year*

Assessment is based on students' participation in activities and their ability to commmunicate their understanding of new concepts.