



# International School of Kenya

Empowering students to create solutions for tomorrow's challenges

## Social / Emotional Development

Target 1	Target 2	Target 3	Target 4
<input type="checkbox"/> Becoming aware of the 3 R's – responsibility, respectfulness and resourcefulness <input type="checkbox"/> Plays cooperatively <input type="checkbox"/> Shares toys and allows a turn in response to another child's request <input type="checkbox"/> Maintains attention, concentration and sits quietly when appropriate <input type="checkbox"/> To dress and undress independently and manage their own personal hygiene <input type="checkbox"/> Shows awareness of self, others and the environment	<input type="checkbox"/> Aware of the 3R's <input type="checkbox"/> Increased attention and concentration <input type="checkbox"/> More aware of self, others and the environment <input type="checkbox"/> Begins to defend the rights of others to a turn <input type="checkbox"/> Works cooperatively with others in completing a task <input type="checkbox"/> Begins to use compromise and discussion to resolve a conflict <input type="checkbox"/> Initiates cooperative games <input type="checkbox"/> Begins to manage and express emotions appropriately	<input type="checkbox"/> Aware and knowingly practicing the 3R's <input type="checkbox"/> Aware of self, others and the environment and recognizing that there is a consequence to their actions <input type="checkbox"/> Can use compromise and discussion to resolve a conflict <input type="checkbox"/> Initiates self-directed learning	<input type="checkbox"/> Aware and knowingly practices the 3 R's consistently and independently <input type="checkbox"/> Demonstrates confidence in their own self worth and abilities <input type="checkbox"/> Can manage and express emotions appropriately



## Physical Development: Fine Motor Skills

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><li><input type="checkbox"/> Performs simple manipulations with increasing control</li><li><input type="checkbox"/> Manipulates a writing tool with increasing accuracy</li><li><input type="checkbox"/> Manipulates scissors with control</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Manipulates materials in a purposeful way</li><li><input type="checkbox"/> Demonstrates accurate hand-eye coordination</li><li><input type="checkbox"/> Uses writing and drawing tools with control and intent</li><li><input type="checkbox"/> Increasing control in self help skills</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Continuing refinement and dexterity of classroom tools</li><li><input type="checkbox"/> Refining self help skill (tie laces) Can there be another example: not even at the end of the year can</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrates personal self help skills consistently and independently</li></ul>



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## Cognitive: Reading

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses pictures to decode words in print</li> <li><input type="checkbox"/> Begins to blend and segment words with guidance</li> <li><input type="checkbox"/> Uses growing awareness of sound segments (phonemes, rhyming etc.)</li> <li><input type="checkbox"/> Reads at instructional level 'A'</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear and detailed story teller</li> <li><input type="checkbox"/> Begins to blend and segment simple words independently</li> <li><input type="checkbox"/> Makes meaningful predications and inferences with guidance using leveled readers</li> <li><input type="checkbox"/> Reflects with guidance using leveled readers</li> <li><input type="checkbox"/> Self corrects with guidance with leveled readers</li> <li><input type="checkbox"/> Recognizes grade level sight words</li> <li><input type="checkbox"/> Demonstrates knowledge of rhyming</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows all letters and sounds</li> <li><input type="checkbox"/> Blends and segments more complex words with guidance</li> <li><input type="checkbox"/> Makes meaningful predictions and inferences independently with leveled readers</li> <li><input type="checkbox"/> Reflects independently with leveled readers</li> <li><input type="checkbox"/> Self corrects independently with leveled readers</li> <li><input type="checkbox"/> Recognizes some grade level sight words</li> <li><input type="checkbox"/> Reads at independent level 'B'</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to read independently for short periods (5-10 minutes).</li> <li><input type="checkbox"/> Discusses favorite reading material with others.</li> <li><input type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to read words.</li> <li><input type="checkbox"/> Begins to self-correct</li> <li><input type="checkbox"/> Begins to make meaningful predictions.</li> <li><input type="checkbox"/> Identifies titles and authors in literature (text features).</li> <li><input type="checkbox"/> Reads at independent level 'C'</li> <li><input type="checkbox"/> Retells main event or idea in literature.</li> <li><input type="checkbox"/> Explains why literature is liked/disliked during class discussions with guidance.</li> </ul>



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## Cognitive: Writing

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells familiar stories</li> <li><input type="checkbox"/> Recognizes sequencing in books (beginning, middle and end)</li> <li><input type="checkbox"/> Tells stories about own pictures</li> <li><input type="checkbox"/> Holds pencil properly</li> <li><input type="checkbox"/> Follows lines with guidance</li> <li><input type="checkbox"/> Recognizes upper and lower case letters with guidance</li> <li><input type="checkbox"/> Uses simple punctuation with guidance (.)</li> <li><input type="checkbox"/> Recognizes spacing between words with guidance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relies primarily on pictures to convey meaning.</li> <li><input type="checkbox"/> Begins to label and add "words" to pictures.</li> <li><input type="checkbox"/> Writes first name recognizably.</li> <li><input type="checkbox"/> Demonstrates awareness that print conveys meaning.</li> <li><input type="checkbox"/> Makes marks other than drawing on paper (scribbles).</li> <li><input type="checkbox"/> Writes recognizable letters to represent words</li> <li><input type="checkbox"/> Tells about own pictures and writing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses pictures and print to convey meaning.</li> <li><input type="checkbox"/> Writes words to describe or support pictures.</li> <li><input type="checkbox"/> Copies signs, labels, names, and words (environmental print)</li> <li><input type="checkbox"/> Writes from top to bottom, left to right, and front to back.</li> <li><input type="checkbox"/> Uses spacing between words.</li> <li><input type="checkbox"/> Understands letter/sound relationships.</li> <li><input type="checkbox"/> Uses beginning and ending consonants to make words</li> <li><input type="checkbox"/> Uses upper case letters in names and at the beginning of a sentence</li> <li><input type="checkbox"/> Matches letters to sounds.</li> <li><input type="checkbox"/> Experiments with punctuation.</li> <li><input type="checkbox"/> Writes on the line.</li> <li><input type="checkbox"/> Writes legibly</li> <li><input type="checkbox"/> Writes names and familiar words without assistance</li> <li><input type="checkbox"/> Reads own writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates own ideas for writing.</li> <li><input type="checkbox"/> Writes about observations and experiences.</li> <li><input type="checkbox"/> Writes short nonfiction pieces (simple facts about a topic) with guidance</li> <li><input type="checkbox"/> Reads own writing and may begin to notice errors with guidance</li> <li><input type="checkbox"/> Demonstrates increasing ability to use upper and lower case letters correctly</li> <li><input type="checkbox"/> Uses correct spacing between words consistently</li> <li><input type="checkbox"/> Begins to use simple punctuation (. ? !)</li> <li><input type="checkbox"/> Writes 1 – 2 sentences</li> <li><input type="checkbox"/> Uses growing awareness of sound segments (e.g., phonemes, syllables, rhymes) to write words.</li> <li><input type="checkbox"/> Uses beginning, middle, and ending sounds to make words.</li> <li><input type="checkbox"/> Takes risks with writing.</li> </ul>



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## Cognitive Development – Mathematics

### KINDER

#### Content Strands

	Number & Operations	Algebra	Geometry	Measurement	Data Analysis & Probability
<b>K</b>	<input type="checkbox"/> Represent, compare and order whole numbers <input type="checkbox"/> Understand and use vocabulary of comparing and ordering numbers <input type="checkbox"/> Compose and decompose pairs of numbers <input type="checkbox"/> Develop an understanding of addition and subtraction	<input type="checkbox"/> Identify, duplicate and extend simple numerical and non-numerical patterns and sequential and growing patterns and 2 part patterns	<input type="checkbox"/> Identify and describe shapes and space (2 and 3-dimensional) <input type="checkbox"/> Integrate understanding of geometry, measurement and number <input type="checkbox"/> Develop an understanding of symmetry	<input type="checkbox"/> Order objects by measurable attributes (length, weight, capacity) <input type="checkbox"/> Develop an understanding of time	<input type="checkbox"/> Sort objects using 1 or more attribute <input type="checkbox"/> Resort objects using different attributes <input type="checkbox"/> Interpret and create pictographs <input type="checkbox"/> Develop an understanding of bar graphs to represent data

#### Process Strands

	Problem Solving	Reasoning & Proof	Communication
<b>K</b>	<input type="checkbox"/> Choose and use equipment and resources <input type="checkbox"/> Explore own interests <input type="checkbox"/> Develop flexible approaches to solve problems	<input type="checkbox"/> Categorize and sort objects and pictures	<input type="checkbox"/> Use concrete materials and pictures to explain mathematical ideas



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Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><li><input type="checkbox"/> Counts by 1's to 10</li><li><input type="checkbox"/> Counts back by 1's from 10</li><li><input type="checkbox"/> Counts 10 objects</li><li><input type="checkbox"/> Number reads to 10</li><li><input type="checkbox"/> Compares and orders numbers to 10</li><li><input type="checkbox"/> Compares sizes of objects (uses measurement vocabulary)</li><li><input type="checkbox"/> Recognizes 2-dimensions geometric shapes (circle, square, triangle and rectangle)</li><li><input type="checkbox"/> Recognizes shapes having line symmetry</li><li><input type="checkbox"/> Extends a pattern</li><li><input type="checkbox"/> Uses a rule to sort objects</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Counts by 1's to 15</li><li><input type="checkbox"/> Counts back by 1's from 15</li><li><input type="checkbox"/> Counts 15 objects</li><li><input type="checkbox"/> Number reads to 15</li><li><input type="checkbox"/> Compares and orders numbers to 15</li><li><input type="checkbox"/> Reads, writes or dictates 2 digit numbers (teen numbers)</li><li><input type="checkbox"/> Uses measurement vocabulary independently</li><li><input type="checkbox"/> Recognizes 2-dimensional objects (rhombus, trapezoid, hexagon)</li><li><input type="checkbox"/> Uses rules to sort objects and can express rule</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Counts forwards and backwards from 20</li><li><input type="checkbox"/> Counts by 10's to 100</li><li><input type="checkbox"/> Counts by 5's to 50</li><li><input type="checkbox"/> Counts 20 objects and corresponds with number</li><li><input type="checkbox"/> Estimates number of objects</li><li><input type="checkbox"/> Reads, writes or dictates 2 digit numbers (teen numbers onwards) independently</li><li><input type="checkbox"/> Compares and orders numbers to 20</li><li><input type="checkbox"/> Solves word problems to 10</li><li><input type="checkbox"/> Recognizes addition and subtraction situations</li><li><input type="checkbox"/> Describes events using basic probability terms</li><li><input type="checkbox"/> Uses non-standard tools for measurement</li><li><input type="checkbox"/> Identifies 2-dimensional shapes independently</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Exchanges 1's for 10's and 10's for 100's</li><li><input type="checkbox"/> Uses manipulatives to model half of a region or collection</li><li><input type="checkbox"/> Gives equivalent names for numbers</li><li><input type="checkbox"/> Read and write expressions and number sentences using the symbols '+', '-' and '='</li><li><input type="checkbox"/> Uses graphs to answer simple questions</li><li><input type="checkbox"/> Identifies standard measuring units</li><li><input type="checkbox"/> Describes and uses time periods relative to a day/week</li><li><input type="checkbox"/> Identifies 3-dimentional geometric solids (cube, sphere etc.)</li><li><input type="checkbox"/> Can make own rules and justify</li></ul>



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## Cognitive Development – Social Studies

Grade	<b>Social Organization [Government]</b>  <i>How and why people are organized and rules and laws are created and implemented</i>	<b>Culture and Heritage [Culture]</b>  <i>How and why communities reflect the actions, beliefs and traditions of their people</i>	<b>Place and Environment [Geography]</b>  <i>How and why people and particular geographical environments are inter-related</i>	<b>Time, Continuity &amp; Change [History]</b>  <i>How and why the past is important to people and influences the present</i>	<b>Resources and Economics [Economics]</b>  <i>How and why people view and use resources differently and the consequences of this</i>
K	<ul style="list-style-type: none"><li><input type="checkbox"/> Understand that people belong to different groups for different reasons</li><li><input type="checkbox"/> Identify purposes for having rules</li><li><input type="checkbox"/> Identify rules that provide order and safety at home and at school</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Understand the unique customs and traditions of people in our school community</li><li><input type="checkbox"/> Identify customs associated with different holidays and festivals</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify a map as a representation of a real place.</li><li><input type="checkbox"/> Explain how the environment affects individuals</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe personal changes over time (life stages)</li><li><input type="checkbox"/> Distinguish between past, present and future</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Explain how basic needs can be met</li><li><input type="checkbox"/> Explain why people have jobs</li></ul>



## Cognitive Development – Science

### **NATURE OF SCIENCE**

#### **Understand the nature of scientific inquiry (*Understand and use the scientific method*)**

- Understand what a prediction/hypothesis is
- Use the senses to make observations
- Conduct a simple experiment
- Draw conclusions

#### **Communicate scientific ideas and activities clearly**

- Ask questions about the world around them and exhibit willingness to seek answers by observing, experimenting and predicting the outcome of an investigations
- Record observations and data with pictures, numbers or written statements using a variety of methods

#### **Investigate using appropriate tools and instruments to conduct scientific activities**

- Know that tools can be used to gather information and extend the senses
- Understand that models are used to represent something real

#### **Understand the nature of scientific knowledge and enterprise (*Understand why science is important*)**

- Learn to see themselves as scientists

### **LIFE SCIENCES**

#### **Understand biological evolution and diversity (scientific comparisons)**

- Use classification for grouping living things

#### **Understand the structure and function of cells and organisms**

- Know that plants and animals need certain resources for energy and growth

### **PHYSICAL SCIENCES**

#### **Understand the structure and properties of matter**

- Know vocabulary used to describe some observable properties (e.g., color, shape, size) of objects
- Sort objects based on observable properties
- Know that the physical properties of things can change

#### **Understand forces and motion**

- Know that the position and motion of an object can be changed by pushing, pulling, sinking and floating by levers and inclines





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## **EARTH AND BEYOND**

**Understand the composition, structure and features of the geosphere, hydrosphere and atmosphere (Earth, Water and Air)**

- Observe that short-term weather conditions (e.g., temperature, rain, snow) can change daily, and weather patterns change over the months

**Understand the composition and structure of the universe and the Earth's place in it**

- Examine basic movements of the sun, moon and earth

## **ENVIRONMENTAL SCIENCES**

**Understand atmospheric processes and cycles**

- Understand how energy is used in daily lives

PASSION | CREATIVITY | AMBITION

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