



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



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Cognitive: Reading

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



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Cognitive: Writing

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



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Cognitive Development – Mathematics

KINDER

Content Strands

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



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Cognitive Development – Social Studies

Grade	Social Organization [Government] <i>How and why people are organized and rules and laws are created and implemented</i>	Culture and Heritage [Culture] <i>How and why communities reflect the actions, beliefs and traditions of their people</i>	Place and Environment [Geography] <i>How and why people and particular geographical environments are inter-related</i>	Time, Continuity & Change [History] <i>How and why the past is important to people and influences the present</i>	Resources and Economics [Economics] <i>How and why people view and use resources differently and the consequences of this</i>
K	<input type="checkbox"/> Understand that people belong to different groups for different reasons <input type="checkbox"/> Identify purposes for having rules <input type="checkbox"/> Identify rules that provide order and safety at home and at school	<input type="checkbox"/> Understand the unique customs and traditions of people in our school community <input type="checkbox"/> Identify customs associated with different holidays and festivals	<input type="checkbox"/> Identify a map as a representation of a real place. <input type="checkbox"/> Explain how the environment affects individuals	<input type="checkbox"/> Describe personal changes over time (life stages) <input type="checkbox"/> Distinguish between past, present and future	<input type="checkbox"/> Explain how basic needs can be met <input type="checkbox"/> Explain why people have jobs



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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