

KAIS EMS Curriculum Overview Guide

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MATHEMATICS Curriculum Overview

Our Mathematics classes use the Math in Focus program, which provides an authentic Singapore math curriculum for our students, highlighting problem solving as the focus of mathematical learning. This complete program teaches concepts using a concrete-pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences. Each topic is approached with the expectation that students will understand both "how" it works, and also "why."

Math Fundamentals Kindergarten

In Kindergarten Math Fundamentals, students will learn all about numbers up to twenty. This includes recognizing numbers and number words, counting forward and backward, recognizing patterns, comparing, and ordering. They will order objects by number, size, length, and weight, as well as understand and be able to explain position. Students will develop their number sense, communication, and fine motor skills by keeping a math journal of their discoveries and performing daily hands-on activities.

Knowing and Understanding	A. Count to determine the number of objects in a set (up to 20) B. Count forwards and backwards (up to 20) C. Compare numbers in a set (more and fewer) D. Recognize groups of zero to five objects without counting
Investigating Patterns	A. Understand that patterns can be found in everyday situations (colors, shapes, sizes, seasons, etc.) B. Describe patterns in various ways (drawings and colors) C. Extend and create patterns
Communicating	A. Use appropriate mathematical language (symbols and terminology) B. Represent information in different ways (connecting cubes, pictographs, numbers) C. Effectively communicate mathematics verbally
Applying Mathematics	A. Understand that common language can be used to describe position and direction (inside, outside, above, below, up, down, etc.) B. Describe and sequence events in a daily routine (before, after, bedtime, breakfast, today, tomorrow, etc.)

Mathematics Grade 1

First grade mathematics students will be tasked with working with numbers up to 120. Through counting, manipulating, operating on, and applying these numbers to real-life, students can familiarize themselves with numbers in our everyday lives, such as length, weight, and time. First

grade students will continue to work on their written and verbal mathematics as well, getting to know the language of mathematics, and how to effectively communicate.

Knowing and Understanding	A. Count to determine the number of objects in a set B. Select appropriate mathematics when solving problems C. Apply the selected mathematics successfully when solving problems to arrive at an answer that makes sense
Investigating Patterns	A. Understand that patterns can be found in everyday situations (sounds, actions, objects, nature, etc.) B. Describe patterns in various ways (words, drawings, symbols, numbers, etc.) C. Extend and create patterns
Communicating	A. Use appropriate mathematical language (symbols and terminology). B. Represent information in different ways (pictographs, tally marks, etc.). C. Effectively communicate mathematics verbally.
Applying Mathematics	A. Understand and connect word problems to mathematics B. Identify, compare, and describe attributes of real objects (longer, shorter, heavier, empty, full, hotter, colder, etc.) C. Describe position and direction of real objects (inside, outside, above, below, behind, in front of, up, down, etc.) D. Correctly use units of measurement to describe objects

Mathematics Grade 2

Over the course of the school year, second-grade mathematics students will be working with numbers up to 1,000. They will be counting, manipulating, operating on, and applying these numbers to real-life, students can familiarize themselves with numbers in our everyday lives, such as mass, volume, and money. Second-grade students will continue to work on their written and verbal mathematics as well, getting to know the language of mathematics, and how to effectively communicate.

Knowing and Understanding	A. Read and write whole numbers up to hundreds B. Select appropriate mathematics when solving problems C. Apply the selected mathematics successfully when solving problems to arrive at an answer that makes sense
Investigating Patterns	A. Understand that patterns can be found in numbers (odd and even numbers, skip counting, etc.)

	<ul style="list-style-type: none"> B. Describe patterns in various ways (words, drawings, symbols, material, numbers, etc.) C. Extend and create number patterns
Communicating	<ul style="list-style-type: none"> A. Use appropriate mathematical language (symbols and terminology) B. Collect and represent data in different ways (Venn diagrams, pictographs, tally marks, bar graphs etc.) C. Effectively communicate mathematics verbally
Applying Mathematics	<ul style="list-style-type: none"> A. Understand and connect word problems to mathematics to correctly find solutions B. Estimate and measure objects using units of measurement (length, mass, capacity, money, temperature, etc.) C. Analyze and describe the relationships between 2D and 3D shapes (number of sides, number of angles, symmetry, etc) D. Represent the real world through drawings, models, and labels

Mathematics Grade 3

Third grade mathematics students will be challenged with numbers up to 10,000. Over the course of the school year, students will work up towards this figure. Through counting, manipulating, operating on, and applying these numbers to real-life, students can familiarize themselves with numbers in our everyday lives, such as metric units, temperature, area, and perimeter. Third grade students will continue to work on their written and verbal mathematics as well, getting to know the language of mathematics, and how to effectively communicate.

Knowing and Understanding	<ul style="list-style-type: none"> A. Read, write, compare and order whole numbers up to thousands or beyond B. Read, write, compare and order fractions C. Select appropriate mathematics when solving problems D. Apply the selected mathematics successfully when solving problems to arrive at an answer that makes sense
Investigating Patterns	<ul style="list-style-type: none"> A. Select appropriate methods for representing patterns (words, symbols, tables, etc.) B. Describe the rule for a pattern in a variety of ways, and use patterns to make predictions and solve problems C. Extend and create number patterns
Communicating	<ul style="list-style-type: none"> A. Use appropriate mathematical language (symbols and terminology)

	<ul style="list-style-type: none"> B. Collect, display, and interpret data in different ways (Venn diagrams, line graphs, bar graphs etc.) C. Effectively communicate mathematics verbally
Applying Mathematics	<ul style="list-style-type: none"> A. Understand and connect word problems to mathematics to correctly find solutions B. Estimate and measure quantities using units of measurement (perimeter, area, volume, etc.) C. Analyze and describe 2D geometric shapes, both regular and irregular (congruency, similarity, angles, symmetry, etc.) D. Represent and analyze the real world through patterns, drawings, models, and labels

Mathematics Grade 4

Fourth grade mathematics students will begin their year working on their mastery of numbers. They'll move on to their most vital subject of the school year in mathematics: fractions. Fractions are a huge hurdle for many fourth graders, and clearing this hurdle is a gateway to further mathematics. They'll round out the year with various topics on geometry and measurement.

A focus will be made towards real-life contexts, as well as overarching concepts, rather than simply calculation. Students will be practicing their mathematical communication on a daily basis with a mathematics journal, where they can create positive habits by organizing their work, and expressing their knowledge in various and logical ways.

Knowing and Understanding	<ul style="list-style-type: none"> A. Select appropriate mathematics when solving problems in familiar situations B. Apply the selected mathematics successfully when solving problems C. Solve problems correctly in a variety of contexts
Investigating Patterns	<ul style="list-style-type: none"> A. Apply mathematical problem-solving techniques to recognize patterns B. Describe patterns as relationships or general rules consistent with correct findings C. Verify whether the patterns works for other examples
Communicating	<ul style="list-style-type: none"> A. Use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations B. Use appropriate forms of mathematical representation to present information C. Communicate coherent mathematical lines of reasoning

Applying Mathematics	<ul style="list-style-type: none"> A. Identify relevant elements of real-life situations represented by word problems B. Select appropriate mathematical strategies when solving word problems C. Explain whether a solution makes sense in the context of a real-life situation
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Mathematics Grade 5

Students in fifth grade mathematics will be refining their arithmetic and continuing their studies of fractions and decimals. They will also begin their transition into new concept: algebra. Students will eventually be expressing their knowledge in a variety of ways, such as charts and graphs, drawings, and words. They will be expected to show all their work in order to effectively communicate their thinking.

A focus will be made towards real-life contexts, as well as overarching concepts, rather than simply calculation. Students will be practicing their mathematical communication on a daily basis with a mathematics journal, where they can create positive habits by organizing their work, and expressing their knowledge in various and logical ways.

Knowing and Understanding	<ul style="list-style-type: none"> A. Select appropriate mathematics when solving problems in both familiar and unfamiliar situations B. Apply the selected mathematics successfully when solving problems C. Solve problems correctly in a variety of contexts
Investigating Patterns	<ul style="list-style-type: none"> A. Select and apply mathematical problem-solving techniques to discover patterns B. Describe patterns as relationships and/or general rules consistent with findings C. Verify and justify relationships and general rules
Communicating	<ul style="list-style-type: none"> A. Use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations B. Communicate complete and coherent mathematical lines of reasoning C. Organize information using a logical structure, and in a comprehensive notebook
Applying Mathematics	<ul style="list-style-type: none"> A. Identify relevant elements for word problems in real-life situations B. Select appropriate mathematical strategies when solving word problems in real-life contexts

	C. Apply the selected mathematical strategies successfully to reach a correct solution
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Mathematics Grade 6

Sixth grade mathematics will begin with a survey of review topics ranging from place value to arithmetic. Students will continue their dive into the world of algebra, where they will learn to manipulate equations, and to express their results graphically. They'll round out the year with some geometry and statistics, including some algebraic applications.

A focus will be made towards real-life contexts, as well as overarching concepts, rather than simply calculation. Students will be practicing their mathematical communication on a daily basis with a mathematics journal, where they can create positive habits by organizing their work, and expressing their knowledge in various and logical ways.

Knowing and Understanding	A. Select appropriate mathematics when solving problems in both familiar and unfamiliar situations B. Apply the selected mathematics successfully when solving problems C. Solve problems correctly in a variety of contexts
Investigating Patterns	A. Select and apply mathematical problem-solving techniques to discover patterns B. Describe patterns as relationships and/or general rules consistent with findings C. Verify and justify relationships and general rules
Communicating	A. Use appropriate mathematical language (notation, symbols, and terminology) in both oral and written explanations B. Communicate complete and coherent mathematical lines of reasoning C. Organize information using a logical structure, and in a comprehensive notebook
Applying Mathematics	A. Identify relevant elements for word problems in real-life situations B. Select appropriate mathematical strategies when solving word problems in real-life contexts C. Apply the selected mathematical strategies successfully to reach a correct solution

Mathematics Grade 7

Seventh grade mathematics students will begin their year with a new topic: types of numbers. This is a more abstract look into the real-number system, and will test the students' critical thinking abilities. From here, there will be a heavy focus on honing their algebra skills, like refining their ability to solve equations, while showing their work in a logical and easy-to-read fashion. They'll finish their year with a survey of geometry, probability, and statistics, using algebra as a basis.

A focus will be made towards real-life contexts, as well as overarching concepts, rather than simply calculation. Students will be practicing their mathematical communication on a daily basis with a mathematics journal, where they can create positive habits by organizing their work, and expressing their knowledge in various and logical ways.

Knowing and Understanding	A. Select appropriate methods when solving problems in both familiar and unfamiliar situations B. Apply the selected methods successfully when solving problems, leading to correct solutions C. Solve problems correctly in a variety of ways and contexts
Investigating Patterns	A. Select and apply mathematical problem-solving techniques to recognize patterns in algebraic contexts B. Describe and use patterns as general rules; apply these rules to other situations C. Verify and justify general rules in algebra
Communicating	A. Use appropriate mathematical language such as equations, notation, symbols, terminology, graphs, tables, etc. B. Use appropriate forms of mathematical representation to present information C. Communicate complete, coherent, and concise mathematical lines of reasoning, using a logical structure, and in a comprehensive mathematics notebook
Applying Mathematics	A. Identify relevant elements of authentic real-life situations B. Select appropriate mathematical strategies when solving questions from real-life situations C. Apply the selected mathematical strategies successfully to reach correct solutions that make sense in their contexts

Mathematics Grade 8

Students will take an integrated approach to mathematics in their final year at KAIS EMS, with a heavy focus on Algebra. The year will start with algebraic fundamentals, where students will review and extend upon their knowledge of manipulating equations and expressions. They will then transition into more in-depth Algebra topics like systems of equations. The year will end with a survey of transformations, geometry, statistics, and probability.

A focus will be made towards real-life contexts, as well as overarching concepts, rather than simply calculation. Students will be practicing their mathematical communication on a daily basis with a mathematics journal, where they can create positive habits by organizing their work, and expressing their knowledge in various and logical ways.

Knowing and Understanding	A. Select appropriate methods when solving problems in both familiar and unfamiliar situations B. Apply the selected methods successfully when solving problems, leading to correct solutions C. Solve problems correctly in a variety of ways and contexts
Investigating Patterns	A. Select and apply mathematical problem-solving techniques to recognize patterns in algebraic contexts B. Describe and use patterns as general rules; apply these rules to other situations C. Verify and justify general rules in algebra
Communicating	A. Use appropriate mathematical language such as equations, notation, symbols, terminology, graphs, tables, etc. B. Use appropriate forms of mathematical representation to present information C. Communicate complete, coherent, and concise mathematical lines of reasoning, using a logical structure, and in a comprehensive mathematics notebook
Applying Mathematics	A. Identify relevant elements of authentic real-life situations B. Select appropriate mathematical strategies when solving questions from real-life situations C. Apply the selected mathematical strategies successfully to reach correct solutions that make sense in their contexts

LANGUAGE ARTS Curriculum Overview

Language Arts at KAIS EMS employs the Read Write Inc. program to improve student literacy skills in the Early Years, as well as the Right Track series for our Early to Middle Years students, which was originally developed by our affiliated after-school English language academy, Kikokushijo Academy, and based on over a decade of experience in the returnee education field. This Right Track series employs a skills-based approach to English, teaching the writing, reading, and communication abilities students need to know in order to succeed in their lives. The program includes the following:

- Famous readings from around the world
- Weekly vocabulary focus, with interactive tests
- Presentation skills practice
- Writing workshops
- Pair work and correction (learning from others)
- Exam skills training

Language Arts Kindergarten

The Language Arts course can be broken down into three main areas: Phonics, Reading, and Writing. During phonics, children will learn the sounds that letters make. They will learn how to blend and segment sounds to read and write simple three letter words. Children will also learn to read sight words. Children will be given the opportunity to read and write through the *Read Write Inc.* program on a daily basis. Once a week, children will also visit the school library. During these sessions we will explore basic features of books and different types of texts. Later on in the year, children will participate in grouped guided reading sessions.

Listening and Speaking	A. Listen and respond to the ideas of others in small and large groups while sticking to a main theme or intention B. Recall poems and songs C. Follow a story with no pictures or props D. Talk about personal experiences, and answer related “how” and “why” questions E. Extend vocabulary and explore the meaning and sounds of new words
Reading	A. Participate in shared reading and respond to questions by talking about what is happening in the story and making predictions about what will happen next B. Understand how to hold books and use them appropriately C. Make connections between personal experience and storybook characters D. Use phonetic knowledge to decode words and read simple sentences

	<p>E. Be able to read some words by sight, including a bank of non-decodable words</p>
Writing	<p>A. Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>B. Write using increasingly clear and definable letters</p> <p>C. Use knowledge of phonics to write words in ways that match their spoken sounds</p> <p>D. Write using a modeled example from the teacher</p> <p>E. Represent own thoughts and ideas through illustrations</p> <p>F. Demonstrate an awareness of basic grammar rules</p>

Language Arts Grade 1

Students will develop their reading skills using the *Read Write Inc.* Phonics and Reading programs, and respond to their reading with the *Get Writing* program. The students will use the 44 phonetic sounds to aid them in spelling, decoding text, and writing. Using the Writing Workshop model, students will explore all genres of writing through model texts and teacher-modeled activities. Students will be guided step-by-step to learn writing processes and allowed to work at their own pace. Once a week, spelling and grammar conventions will be covered, as well as poetry readings and discussions.

Listening and Speaking	<p>A. Listen and respond in small or large groups for an increasing period of time</p> <p>B. Memorize and join in with poems, rhymes, and songs</p> <p>C. Follow classroom instructions and show understanding</p> <p>D. Describe personal experiences</p> <p>E. Identify the middle and end sounds of words</p> <p>F. Talk about stories and predict likely outcomes when listening to texts read aloud</p>
Reading	<p>A. Participate in shared reading and respond to questions</p> <p>B. Listen attentively and respond actively to read aloud situations, making predictions and anticipating possible outcomes</p> <p>C. Make connections between personal experience and storybook characters</p> <p>D. Understand sound-symbol relationships and recognize familiar sounds, symbols, and words</p> <p>E. Instantly recognize an increasing bank of high-frequency and</p>

	high-interest words
Writing	<ul style="list-style-type: none"> A. Write an increasing number of frequently used words B. Read their own writing to the teacher and to classmates C. Participate in guided writing, observing the teacher's model D. Create illustrations to match their own written text E. Demonstrate an awareness of the conventions of written text F. Write simple sentence structures

Language Arts Grade 2

Students will develop their reading skills using the *Read Write Inc.* Phonics and Reading programs, and respond to their reading with the *Get Writing* program. The students will use the 44 phonetic sounds to aid them in spelling, decoding text, and writing. Using the Writing Workshop model, students will explore all genres of writing through model texts and teacher-modeled activities. Students will be guided step-by-step to learn writing processes and allowed to work at their own pace. Once a week, spelling and grammar conventions will be covered, as well as poetry readings and discussions. Towards the end of the year, students will begin a new pace in the reading section in preparation for a faster pace in third grade.

Listening and Speaking	<ul style="list-style-type: none"> A. Listen and speak appropriately in small and large groups B. Pick out main events and relevant points in oral texts C. Retell familiar stories in sequence D. Express thoughts, ideas, and opinions and discuss them E. Use increasingly accurate grammar F. Understand and use specific vocabulary to suit different purposes
Reading	<ul style="list-style-type: none"> A. Recognize a range of different text types: poetry, fiction, and nonfiction B. Identify and explain the basic structure of a story: beginning, middle, and end C. Understand sound-symbol relationships and apply reliable phonetic strategies when reading text D. Use a range of strategies to self-correct E. Discuss their own experiences and relate them to fiction and nonfiction texts F. Think about texts and ask questions to try to understand the author
Writing	<ul style="list-style-type: none"> A. Use graphic organizers to plan writing B. Write simple narratives with a beginning, middle, and end

	<ul style="list-style-type: none"> C. Use written language with increasing accuracy D. Use increasingly accurate grammatical structures E. Write legibly, and in a consistent style F. Proofread their own writing and make some corrections and improvements
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Language Arts Grade 3

The focus of the Language Arts class is to develop students' fundamental reading and writing skills and foster a love of reading. The curriculum offers a balanced approach between fiction and nonfiction. Reading for accuracy and reading for content and understanding will happen simultaneously. Using the *KA Right Track* series, students will work on reading stories from around the world that aim to develop their attention to detail and understanding of the reading process. In the writing component of the class, students will be introduced to a grammar/writing point and practice it through an in-class writing workshop. Additionally, students will develop essential vocabulary through a variety of performance-based tasks. For nonfiction, students will use *Nonfiction Reading Practice*, which will expose them to a variety of topics and vocabulary words. The reading will be followed by a writing assignment aligned with the reading topic that will also be completed through an in-class writing workshop.

Listening and Speaking	<ul style="list-style-type: none"> A. Listen attentively and respond with increasing confidence and detail B. Identify and expand on main ideas in familiar oral stories C. Work in pairs and groups to develop oral presentations D. Begin to paraphrase and summarize E. Organize thoughts and opinions before speaking F. Use a range of specific vocabulary in different situations
Reading	<ul style="list-style-type: none"> A. Understand and respond to the ideas, feelings, and attitudes expressed in various texts B. Identify the main idea(s) of a text, and discuss and outline the sequence of events C. Make predictions about a story based on previous knowledge and experience D. Discuss plot, setting, and theme, as well as the personality and behavior of story characters
Writing	<ul style="list-style-type: none"> A. Engage confidently with the process of writing B. Organize ideas in a logical sequence

	<ul style="list-style-type: none"> C. Reread, edit, and revise to improve their own writing D. Use correct grammar, spelling, and punctuation E. Use knowledge of written code patterns to accurately spell high-frequency and familiar words F. Work independently to produce written works that are legible
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Language Arts Grade 4

The focus of the Language Arts class is to develop students' fundamental reading and writing skills and foster a love of reading. The curriculum offers a balanced approach between fiction and nonfiction. Reading for accuracy and reading for content and understanding will happen simultaneously. Using the *KA Right Track* series, students will work on vocabulary building and reading stories from around the world that aim to develop their attention to detail and understanding of the reading process. In the writing component of the class, students will be introduced to a grammar/writing point and practice it through an in-class writing workshop. For nonfiction, we will be using *Nonfiction Reading Practice* which will expose students to a variety of topics and vocabulary words. The reading will be followed by a writing assignment aligned with the reading topic that will also be completed through an in-class writing workshop.

Reading	<ul style="list-style-type: none"> A. Determine the main idea of a text and summarize it, explaining how it is supported by key details B. Describe the overall structure of events, ideas, concepts, or information in a text C. Describe a character, setting, theme, or event in a story, drawing on specific details in the text D. Understand and respond to the ideas, opinions, and feelings expressed in various texts
Organizing	<ul style="list-style-type: none"> A. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience B. Introduce a topic or text clearly, and create an organizational structure in which related ideas are grouped effectively C. Show understanding of the elements and purpose of the introduction, body, and conclusion
Writing	<ul style="list-style-type: none"> A. Engage confidently with the process of writing B. Organize ideas in a logical sequence C. Write texts using effective technique, descriptive details, and clear event sequences D. Reread, edit, and revise to improve their own writing

Language and Style	<ul style="list-style-type: none"> A. Use concrete words/phrases and sensory details to convey ideas, experiences, and events precisely B. Demonstrate increased understanding of grammar, punctuation, and spelling
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Language Arts Grade 5

The focus of the Language Arts class is to develop students' fundamental reading and writing skills and foster a love of reading. The curriculum offers a balanced approach between fiction and nonfiction. Reading for accuracy and reading for content and understanding will happen simultaneously. Using the *KA Right Track* series, students will work on vocabulary building and reading stories from around the world that aim to develop their attention to detail and understanding of the reading process. In the writing component of the class, students will be introduced to a grammar/writing point and practice it through an in-class writing workshop. For nonfiction, we will be using *Nonfiction Reading Practice* which will expose students to a variety of topics and vocabulary words. The reading will be followed by a writing assignment aligned with the reading topic that will also be completed through an in-class writing workshop.

Reading	<ul style="list-style-type: none"> A. Determine the main ideas of a text and summarize them, explaining how they are supported by key details B. Support understanding of the text using evidence and drawing inferences C. Understand the structural and stylistic differences between fiction and nonfiction D. Use a range of strategies to solve comprehension problems and deepen understanding of a text E. Identify and discuss the characters, theme, setting, and plot of a story
Organizing	<ul style="list-style-type: none"> A. Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience B. Introduce a topic or text clearly, and create an organizational structure in which related ideas are grouped effectively C. Show understanding of the elements and purpose of the introduction, body, and conclusion
Writing	<ul style="list-style-type: none"> A. Write independently and with confidence, showing the development of own voice and style B. Select relevant details and examples to develop ideas C. Demonstrate understanding of the five-paragraph essay structure D. With some guidance, strengthen writing as needed by planning, revising, editing, and rewriting

Language and Style	<ul style="list-style-type: none"> A. Use concrete words/phrases and sensory details to convey ideas, experiences, and events precisely B. Demonstrate increased understanding of grammar, punctuation, and spelling
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Language Arts Grade 6

The Grade 6 Language Arts program offers a balance between language and literature. Students will continue to develop their skills in reading, writing, speaking, and listening, and develop their understanding of literature from different locations in the world through the interdisciplinary Humanities class. Students will learn to write various types of essays including: narrative essays, opinion essays, expository essays, for and against essays, film and book reviews, as well as research papers. They will be expected to demonstrate an understanding of academic honesty and learn how to use referencing tools. The texts they produce will show their ability to organize and express themselves, and communicate their thoughts and ideas effectively and in an engaging manner. Grade 6 students will use the KA *Taskmaster* textbook to work on fiction reading skills, test-taking skills, reading for accuracy, and vocabulary building. They will also use the KA *Right Track* series to work on the basic of essay and story writing. For nonfiction, students will also use *Nonfiction Reading Practice* to work on nonfiction reading and writing skills.

Reading	<ul style="list-style-type: none"> A. Determine the main ideas of a text and summarize them, explaining how they are supported by key details B. Support understanding of the text using evidence and drawing inferences C. Understand the structural and stylistic differences between fiction and nonfiction D. Use a range of strategies to solve comprehension problems and deepen understanding of a text E. Identify and discuss the characters, theme, setting, and plot of a story
Organizing	<ul style="list-style-type: none"> A. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience B. Organize opinions and ideas in a coherent and logical manner with ideas building on each other in a meaningful way C. Employ organizational structures that show understanding of the purpose of the introduction, body, and conclusion
Writing	<ul style="list-style-type: none"> A. Write independently and with confidence, showing the development of own voice and style B. Select relevant details and examples to develop ideas

	<ul style="list-style-type: none"> C. Demonstrate understanding of the five-paragraph essay structure D. Strengthen writing by planning, revising, editing, and rewriting E. Conduct research to effectively answer a question
Language and Style	<ul style="list-style-type: none"> A. Use appropriate and varied vocabulary, sentence structures, and forms of expression B. Write and speak in an appropriate register and style C. Use correct grammar, spelling, and punctuation

Language Arts Grade 7

The Grade 7 Language Arts program offers a balance between language and literature. Students will continue to develop their skills in reading, writing, speaking, and listening, and develop their understanding of literature and various genres of fiction through the interdisciplinary Humanities class. Students will learn to write various types of essays including: narrative essays, opinion essays, expository essays, for and against essays, film and book reviews, as well as research papers. They will be expected to demonstrate an understanding of academic honesty and learn how to use referencing tools. The texts they produce will show their ability to organize and express themselves, and communicate their thoughts and ideas effectively and in an engaging manner. Grade 7 students will use the KA *Zenith* program that alternates between fiction and nonfiction reading units. Through these lessons, students will work on reading skills, test-taking skills, reading for meaning and accuracy, and vocabulary building. The writing portion of the lesson will be done in the form of an in-class writing workshop where students learn a new writing strategy and practice it.

Reading	<ul style="list-style-type: none"> A. Determine the central idea of a text and analyze its development over the course of the text B. Justify opinions and ideas using relevant examples and explanations C. Interpret similarities and differences in features within and between genres and texts D. Use a range of strategies to solve comprehension problems and deepen understanding of a text E. Determine the meaning of words and phrases as they are used in a text, and analyze the impact of specific word choices on meaning and tone
Organizing	<ul style="list-style-type: none"> A. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience B. Organize opinions and ideas in a coherent and logical manner with ideas building on each other in a meaningful way

	C. Employ organizational structures that show understanding of the purpose of the introduction, body, and conclusion
Writing	A. Write independently and with confidence, showing the development of own voice and style B. Select relevant details and examples to develop ideas C. Demonstrate understanding of the five-paragraph essay structure D. Strengthen writing by planning, revising, editing, and rewriting E. Conduct research to effectively answer a question
Language and Style	A. Produce visual texts that demonstrate thought and imagination while exploring new ideas arising from engagement with the writing process B. Use appropriate and varied vocabulary, sentence structures, and forms of expression C. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience D. Use correct grammar, spelling, and punctuation

Language Arts Grade 8

The Grade 8 Language Arts program offers a balance between language and literature. Students will continue to develop their skills in reading, writing, speaking, and listening, and develop their understanding of literature and various genres of fiction through the interdisciplinary Humanities class. Students will learn to write various types of essays including: narrative essays, opinion essays, expository essays, for and against essays, film and book reviews, as well as research papers. They will be expected to demonstrate an understanding of academic honesty and learn how to use referencing tools. The texts they produce will show their ability to organize and express themselves, and communicate their thoughts and ideas effectively and in an engaging manner. Grade 8 students will use the KA Apex program that alternates between fiction and nonfiction reading units. Through these lessons, students will work on reading skills, test-taking skills, reading for meaning and accuracy, and vocabulary building. The writing portion of the lesson will be done in the form of an in-class writing workshop where students learn a new writing strategy and practice it. Grade 8 students can expect an increase in their homework load in order to get ready for high school.

	A. Determine the central idea of a text and analyze its development over the course of the text B. Justify opinions and ideas using relevant examples and explanations C. Interpret similarities and differences in features within and between genres and texts
Reading	

	<p>D. Use a range of strategies to solve comprehension problems and deepen understanding of a text</p> <p>E. Determine the meaning of words and phrases as they are used in a text, and analyze the impact of specific word choices on meaning and tone</p>
Organizing	<p>A. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</p> <p>B. Organize opinions and ideas in a coherent and logical manner with ideas building on each other in a meaningful way</p> <p>C. Employ organizational structures that show understanding of the purpose of the introduction, body, and conclusion</p>
Writing	<p>A. Write independently and with confidence, showing the development of own voice and style</p> <p>B. Select relevant details and examples to develop ideas</p> <p>C. Demonstrate understanding of the five-paragraph essay structure</p> <p>D. Strengthen writing by planning, revising, editing, and rewriting</p>
Language and Style	<p>A. Produce visual texts that demonstrate thought and imagination while exploring new ideas arising from engagement with the writing process</p> <p>B. Use appropriate and varied vocabulary, sentence structures, and forms of expression</p> <p>C. Make stylistic choices in terms of linguistic, literary, and visual devices, demonstrating awareness of impact on an audience</p> <p>D. Use correct grammar, spelling, and punctuation</p>

JAPANESE Curriculum Overview

Our Japanese program has three main levels: Nihongo 1 (beginner), Nihongo 2 (intermediate/advanced), and Kokugo (native). The Nihongo classes focus on the acquisition and review of the hiragana and katakana scripts (writing and reading), as well as fundamental vocabulary, kanji, and phrases useful in the classroom and other real-life situations through in-class activities and textbook work. Our Kokugo classes, on the other hand, focus on higher order skills and content: Reading and writing kanji, learning popular expressions and idioms, as well as short essay writing.

Nihongo Grades 1-2

The primary focus of the Japanese class for Grades 1 and 2 is placed on exposure to Japanese sounds and culture, as well as the development of basic vocabulary relevant to the students. This will be achieved through songs, games, and other in-class activities designed not only for learning but also for assessment. Beginning with greetings and phrases used in the classroom, students will also be introduced to other simple yet useful phrases throughout the term. Students will also aim to learn *hiragana* script.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own culture C. Use appropriate greetings for different settings D. Recognize the connection between language and culture E. Recognize English words in Japanese
Knowing and Understanding	A. Follow simple instructions given in Japanese
Producing Text	A. Write most hiragana letters B. Write one's name in hiragana C. Write simple words and phrases
Communicating	A. Use appropriate greetings B. Communicate likes and dislikes C. Communicate intention using gestures, vocabulary words, and phrases introduced in the course D. Make simple statements

Kokugo Grades 1-2

3領域構成「A：話すこと・聞くこと」、「B：書くこと」及び「C：読むこと」の基礎を学び、正しい日本語の特質について理解を深めます。二年間の授業を通して「正しい日本語」の基礎

を身に付け、大事なことを落とさないように聞く能力、話題に沿って話し合う abilities を構築し、読解力や、考察力、表現力を育んでいきます。一年生は、ひらがな・カタカナを確実に習得すると同時に、新出漢字を学習していきます。二年生は、音読を中心に読解力を鍛え、自分の考えを深めていきます。又、語や文のまとめ、句読点に注意しながら、文章を正しく書く力を身につけます。

日本文化の尊重及び、理解	A. 日本の風土や歴史に対する理解と関心を深める B. 昔話や伝統文化を通して日本文化へ親しむ
分析	A. 文章の大事な箇所に注意しながら読み、要点をとらえる B. 文章の内容と自分の経験とを結び付ける C. 好きな本や物語を自分で見つけ、好きな箇所を紹介する
作文	A. ひらがな・カタカナを確実に習得すると同時に、新出漢字を覚える B. 語と語・文と文との関係に注意して短い文章を書く C. 自分の考えが明確になるように、文章を書く
意思疎通	A. 身近なことや経験したことなどを正しい日本語で話す B. 丁寧語を意識して正しい言葉遣いをする C. 聞き手にとって分かりやすいように自分の考えをまとめて話す
漢字学習	A. 学習中の漢字の音読み・訓読みを正しく理解し、正確に読み書きができる

Nihongo Grades 3-4

The primary focus for the Nihongo course for Grades 3 and 4 is the acquisition/review of hiragana script writing and reading, as well as the building of fundamental vocabulary and phrases useful in the classroom and other real-life situations. These learning targets will be achieved through in-class activities and usage of the course textbook, *Japanese from Zero! 1*. In addition, through different reading materials, videos, discussions, and other activities, students will be exposed to the many aspects of Japanese society and culture.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own culture C. Use appropriate greetings for the setting D. Recognize the connection between language and culture E. Recognize English words in Japanese F. Understand the difference in usage between the three Japanese scripts (hiragana, katakana, kanji)
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Knowing and Understanding	A. Follow classroom instructions given in Japanese B. Recognize and read simple words written in hiragana C. Recognize key vocabulary and phrases
Producing Text	A. Write most of the hiragana letters B. Write one's own name in hiragana C. Write simple words and phrases
Communicating	A. Use appropriate greetings B. Communicate likes and dislikes C. Communicate intention using gestures and the vocabulary words and phrases introduced in the course D. Make simple statements about self, family, and items

Kokugo Grades 3-4

3領域構成「A：話すこと・聞くこと」、「B：書くこと」及び「C：読むこと」を基に日本語の特質について理解を深めます。二年間の授業を通して読む力・書く力の基礎を構築します。日本語の規則を意識し、その規則にしたがって文章を讀んだうえ、段落前後の関係や場面の移り変わりに注意し、内容を理解します。登場人物の性格や気持ちの変化、情景などについて文章全体を要約すると同時に、文章の敬体と常体との違いに注意しながら、正しい表現を用いて文章を書く力を身につけます。

日本文化の尊重及び、理解	A. 日本の風土や歴史に対する理解と関心を深める B. 伝統文化に親しみ、それらを継承・発展しようとする意欲を育む
分析	A. 集めた情報を整理し、要点をまとめる B. その情報から自分の伝えたいことを分かりやすく表現する C. 文章の要点に注意しながら読み取る D. 読んだことを通して自分の生活や経験との接点を見つける E. 色々な分野の本を自分から読み、自分の考えを広げる
作文	A. 自分の考えを明確に表現するため、文章全体の構成をしっかり考える B. 相手や目的に応じて自分の意見や気持ちが伝わるように書く
意思疎通	A. 目的に応じて筋道を立て、丁寧な言葉で話す B. 他人の意見を正しく聞き取り、互いの意見を尊重しながら建設的に話し合う
漢字学習	A. 学習中の漢字の音読み・訓読みを正しく理解し、正確に読み書きができる

Nihongo 1 Grades 5-6

This two-year Japanese course for beginner learners will focus on gaining fluency in reading and script writing (hiragana and katakana), as well as development of rudimentary conversation skills through the use of the course text, *Japanese for Young People I*. The students will be exposed to Japanese culture through readings, videos, discussions, and activities, and will complete mini-projects. Students are encouraged to attend the Japanese Conversation Lab for additional practice.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own and other cultures C. Recognize the connection between language and culture D. Recognize English and other foreign words in Japanese E. Understand the difference in usage between the three Japanese scripts (hiragana, katakana, kanji)
Knowing and Understanding	A. Follow classroom instructions given in Japanese B. Recognize and read simple words written in the learned script C. Recognize key vocabulary and phrases D. Understand texts that contain sentence structures introduced in the class
Producing Text	A. Write sentences using target sentence structures and acquired kanji and vocabulary B. Write one's own name in Japanese
Communicating	A. Use appropriate greetings B. Communicate using the key vocabulary and phrases C. Make simple statements about self, others, items, and events

Nihongo 2 Grades 5-6

This two-year Japanese course for intermediate learners will focus on gaining fluency in reading and script writing (including kanji), as well as development of effective conversation skills through the use of the course text, *Japanese for Young People II*. The students will be exposed to Japanese culture through readings, videos, discussions, and activities, and will complete mini-projects. Students are encouraged to attend the Japanese Conversation Lab for additional practice.

*Upon completion of the intermediate-level course, students will continue to a differentiated two-year upper intermediate-level course, in which *Japanese for Young People III* will be used.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own and other cultures C. Recognize the connection between language and culture D. Recognize English and other foreign words in Japanese E. Understand the difference in usage between the three Japanese scripts (hiragana, katakana, and kanji)
Knowing and Understanding	A. Follow classroom instructions given in Japanese B. Recognize and read simple words written in hiragana, katakana, and learned kanji C. Recognize key vocabulary and phrases D. Understand difference between on- and kun-readings of kanji E. Understand texts that contain sentence structures introduced in the class
Producing Text	A. Write sentences using target sentence structures and acquired kanji and vocabulary B. Use the kanji introduced in class accurately
Communicating	A. Use appropriate greetings B. Communicate using the key vocabulary and phrases C. Make simple statements about self, others, items, and events

Kokugo Grades 5-6

3領域構成「A：話すこと・聞くこと」、「B：書くこと」及び「C：読むこと」を基に日本語の特質について理解を深めます。討論会や発表会などを通し、自分の考えたことや伝えたいことなどについて、的確に話す能力、相手の意図を掴みながら聞く能力、分かりやすく話す能力を身に付けていきます。又、その考えたことなどを文章全体の効果を考えて、適切に表現できるよう、作文を書く練習をします。読書を通して自分の考えを広げ、感性を磨いていきます。

日本文化の尊重及び、理解	A. 日本の風土や歴史に対する理解と関心を深める B. 伝統文化に親しみ、それらを継承・発展しようとする意欲を育む C. 国際社会の一員として日本文化を発信する
分析	A. 目的や意図に応じ、様々な読み物の内容を的確に分析する B. 集めた情報を整理し、要点をまとめると C. その情報から自分の伝えたいことを明確に表現する

作文	A. 自分の考えを明確に表現するため、文章全体の構成をしっかり考 える B. 感想、意見などを区別すると共に、自分の意見を書き言葉で正 確に書く C. 図表やグラフなどを効果的に使い、自分の意見を説明する
意思疎通	A. 収集した情報や自分の知識を分かりやすく伝え、意思疎通を図る B. 聞き手や場面に留意した言葉遣いをする C. 発表の場では相手を尊重した助言をする
漢字学習	A. 学習中の漢字の音読み・訓読みを正しく理解し、正確に読み書き ができる

Nihongo 1 Grades 7-8

This two-year Japanese course for beginner learners will focus on gaining fluency in reading and script writing (hiragana and katakana), as well as development of rudimentary conversation skills through the use of the course text, *Japanese for Young People I*. The students will be exposed to Japanese culture through readings, videos, discussions, and activities, and will complete mini-projects. Students are encouraged to attend the Japanese Conversation Lab for additional practice.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own and other cultures C. Recognize the connection between language and culture D. Recognize English and other foreign words in Japanese E. Understand the difference in usage between the three Japanese scripts
Knowing and Understanding	A. Follow classroom instructions given in Japanese B. Recognize and read simple words written in the learned script C. Recognize key vocabulary and phrases D. Understand texts that contain sentence structures introduced in the class
Producing Text	A. Write sentences using target sentence structures and acquired kanji and vocabulary B. Use the kanji introduced in class accurately
Communicating	A. Use appropriate greetings B. Communicate using the key vocabulary and phrases

	C. Make simple statements about self, others, items, and events
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Nihongo 2 Grades 7-8

This two-year Japanese course for intermediate learners will focus on gaining fluency in reading and script writing (including kanji), as well as development of effective conversation skills through the use of the course text, *Japanese for Young People II*. The students will be exposed to Japanese culture through readings, videos, discussions, and activities, and will complete mini-projects. Students are encouraged to attend the Japanese Conversation Lab for additional practice.

*Upon completion of the intermediate-level course, students will continue to a differentiated two-year upper intermediate-level course, in which *Japanese for Young People III* will be used.

Knowing and Appreciating Culture	A. Become familiar with Japanese culture and practices B. Notice differences and similarities with own and other cultures C. Recognize the connection between language and culture D. Recognize English and other foreign words in Japanese E. Understand the difference in usage between the three Japanese scripts
Knowing and Understanding	A. Follow classroom instructions given in Japanese B. Recognize and read simple words written in hiragana, katakana, and learned kanji C. Recognize key vocabulary and phrases D. Understand difference between on- and kun-readings of kanji E. Understand texts that contain sentence structures introduced in the class
Producing Text	A. Write sentences using target sentence structures and acquired kanji and vocabulary B. Use the kanji introduced in class accurately
Communicating	A. Use appropriate greetings B. Communicate using the key vocabulary and phrases C. Make simple statements about self, others, items, and events

Kokugo Grades 7-8

3領域構成「A：話すこと・聞くこと」、「B：書くこと」及び「C：読むこと」を基に日本語の特質について理解を深めます。討論会や発表会などを通し、自分の考えたことや伝えたいこ

などについて、的確に話す能力、相手の意図を掴みながら聞く能力、分かりやすく話す能力を身に付けていきます。又、その考えしたことなどを文章全体の効果を考えて、適切に表現できるよう、作文を書く練習をします。読書を通して自分の考えを広げ、感性を磨いていきます。

日本文化の尊重及び、理解	A. 日本の風土や歴史に対する理解と関心を深める B. 伝統文化に親しみ、それらを継承・発展しようとする意欲を育む C. 国際社会の一員として日本文化を発信する
分析	A. 目的や意図に応じ、様々な読み物の内容を的確に分析する B. 集めた情報を整理し、要点をまとめ C. その情報から自分の伝えたいことを明確に表現する
作文	A. 自分の考えを明確に表現するため、文章全体の構成をしっかり考 える B. 感想、意見などを区別すると共に、自分の意見を書き言葉で正 確に書く C. 図表やグラフなどを効果的に使い、自分の意見を説明する
意思疎通	A. 収集した情報や自分の知識を分かりやすく伝え、意思疎通を図る B. 聞き手や場面に留意した言葉遣いをする C. 発表の場では相手を尊重した助言をする
漢字学習	A. 学習中の漢字を、音読み・訓読みを正しく理解し、正確に読み書 きができる

SCIENCE / STEM Curriculum Overview

Our STEM classes balance traditional science education with hands-on, group-based projects. We use ScienceFusion, a state-of-the-art science program designed for building inquiry and STEM skills, and developing important critical-thinking abilities that prepare students for success in future science courses and in the workplace.

Science Grades 1-2

All science courses at KAIS feature a discovery approach to classroom learning, using literature, lectures, and multimedia to reinforce and enhance hands-on experiences. The curriculum is inquiry based, providing students the opportunity to observe, experiment, and organize and present data. Students are encouraged to hypothesize, estimate, and make inferences as they participate in classroom experiments and activities in a cooperative environment.

Throughout this course, students will learn how to use their five senses, develop science skills, and use scientific tools to inquire, investigate and make observations about the world around them. They will build scientific vocabulary and communication through reading, songs and rhymes, creating an interactive science notebook, and hands-on projects and activities.

Knowing and Understanding	A. Gather information using senses and scientific tools B. Apply knowledge to solve new and unfamiliar problems C. Develop and use models to make connections
Investigating	A. Ask questions and identify a problem for scientific investigation B. Predict a reasonable outcome C. Demonstrate a step-by-step sequence of events D. Observe similarities and differences E. Use materials appropriately
Communicating	A. Use appropriate scientific vocabulary to explain experiences B. Practice turn-taking during discussions by commenting and asking questions C. Collaborate with peers during an experiment

Science Grades 1-2

All science courses at KAIS feature a discovery approach to classroom learning, using literature, lectures, and multimedia to reinforce and enhance hands-on experiences. The curriculum is inquiry based, providing students the opportunity to observe, experiment, and organize and present data.

Students are encouraged to hypothesize, estimate, and make inferences as they participate in classroom experiments and activities in a cooperative environment.

Each term, students will build upon the content and skills learned in Kindergarten by participating in an integrated curriculum involving Life, Earth, and Physical Science. The objectives of this course are for students to develop a love of learning science, think like a scientist, make connections among the disciplines, and connect science to their daily lives.

Knowing and Understanding	A. Obtain information using various grade-appropriate texts, visuals, and/or other media B. Apply knowledge of vocabulary to relevant activities and experiments C. Use models to describe and/or predict observable events
Investigating	A. Ask questions based on observations that can be investigated B. Guess or predict reasonable outcomes C. Follow an investigation with the support of a teacher while collaborating with peers D. Make observations and/or measurements to produce data
Communicating	A. Communicate predictions for investigations B. Present scientific information or ideas in oral and/or written formats appropriate to the audience and purpose C. Participate in class discussions by commenting and asking insightful questions relevant to the topic
Thinking Critically	A. Distinguish between opinions and facts/evidence gained by research B. Construct an argument with evidence and/or data to support a claim C. Recognize different perspectives

Science Grades 3-4

All science courses at KAIS feature a discovery approach to classroom learning, using literature, lectures, and multimedia to reinforce and enhance hands-on experiences. The curriculum is inquiry based, providing students the opportunity to observe, experiment, and organize and present data. Students are encouraged to hypothesize, estimate, and make inferences as they participate in classroom experiments and activities in a cooperative environment.

Each term, students will build upon the content and skills learned in Grade 1 & 2 by participating in an integrated curriculum involving Life, Earth, and Physical Science. The objectives of this course are for students to develop a love of learning science, think like a scientist, make connections among the disciplines, and connect science to their daily lives.

Knowing and Understanding	<ul style="list-style-type: none"> A. Obtain information using various grade-appropriate texts, visuals, and/or other media B. Apply knowledge of vocabulary to relevant activities and experiments C. Use models to describe and/or predict observable events
Investigating	<ul style="list-style-type: none"> A. Ask questions based on observations that can be investigated B. Predict reasonable outcomes C. Plan and/or follow an investigation while collaborating with peers D. Make observations and/or measurements to produce data, and use data to explain outcome of investigations
Communicating	<ul style="list-style-type: none"> A. Recall and restate predictions for investigations B. Present scientific information or ideas in oral and/or written formats, including various forms of media as well as tables, diagrams, and charts appropriate to the audience and purpose C. Participate in class discussions by commenting and asking insightful questions on a variety of topics
Thinking Critically	<ul style="list-style-type: none"> A. Distinguish among opinions, facts, evidence gained by research, and speculation B. Construct an argument with evidence, data, and/or a model to support a claim C. Recognize different perspectives

STEM A Grades 5-6

All science courses at KAIS feature a discovery approach to classroom learning, using literature, lectures, and multimedia to reinforce and enhance hands-on experiences. The curriculum is inquiry based, providing students the opportunity to observe, experiment, and organize and present data. Students are encouraged to hypothesize, estimate, and make inferences as they participate in classroom experiments and activities in a cooperative environment.

Each term, students will build upon the content and skills learned in Grade 3 & 4 by participating in an integrated curriculum involving Life, Earth, and Physical Science. The objectives of this course are for students to develop a love of learning science, think like a scientist, make connections among the disciplines, and connect science to their daily lives. In addition, students will be encouraged to think globally and participate in design thinking.

Knowing and Understanding	<ul style="list-style-type: none"> A. Obtain information using various grade-appropriate texts, visuals, and/or other media B. Apply knowledge of vocabulary to relevant activities and experiments C. Develop and/or use models to describe and/or predict observable events
Investigating	<ul style="list-style-type: none"> A. Ask questions based on observations that can be investigated B. Identify testable and untestable questions, and predict reasonable outcomes C. Plan and/or follow an investigation while collaborating with peers D. Make observations and/or measurements to produce data, and use data to explain outcome of investigations and identify the accuracy of predictions
Communicating	<ul style="list-style-type: none"> A. Recall and restate predictions for investigations B. Present scientific information or ideas in oral and/or written formats, including various forms of media as well as tables, diagrams, and charts appropriate to the audience and purpose C. Participate in class discussions by commenting and asking insightful questions on a variety of topics
Thinking Critically	<ul style="list-style-type: none"> A. Distinguish among opinions, facts, evidence gained by research, and speculation B. Construct, use, and/or present oral and written arguments or counter-arguments based on data and evidence to support a claim C. Provide reasoning for data and evidence used to support a claim D. Challenge ideas and conclusions while responding thoughtfully to diverse perspectives

STEM B Grades 7-8

All science courses at KAIS feature a discovery approach to classroom learning, using literature, lectures, and multimedia to reinforce and enhance hands-on experiences. The curriculum is inquiry based, providing students the opportunity to observe, experiment, and organize and present data. Students are encouraged to hypothesize, estimate, and make inferences as they participate in classroom experiments and activities in a cooperative environment.

Each term, students will build upon the content and skills learned in Grade 5 & 6 by participating in an integrated curriculum involving Life, Earth, and Physical Science. The objectives of this course are for students to develop a love of learning science, think like a scientist, make connections among the disciplines, and connect science to their daily lives. In addition, students will be encouraged to

think globally, participate in design thinking, and focus on skills necessary to be successful in high school science courses.

Knowing and Understanding	A. Obtain information using various grade-appropriate texts, visuals, and/or other media B. Apply knowledge of vocabulary to relevant activities and experiments C. Develop and/or use models to describe and/or predict observable events
Investigating	A. Ask questions based on observations that can be investigated B. Identify testable and untestable questions, and predict reasonable outcomes C. Plan and/or follow an investigation while collaborating with peers D. Make observations and/or measurements to produce data, and use data to explain outcome of investigations and identify the accuracy of predictions
Communicating	A. Recall and restate predictions for investigations B. Present scientific information or ideas in oral and/or written formats, including various forms of media as well as tables, diagrams, and charts appropriate to the audience and purpose C. Participate in class discussions by commenting and asking insightful questions on a variety of topics
Thinking Critically	A. Distinguish among opinions, facts, evidence gained by research, and speculation B. Construct, use, and/or present oral and written arguments or counter-arguments based on data and evidence to support a claim C. Provide reasoning for data and evidence used to support a claim D. Challenge ideas and conclusions while responding thoughtfully to diverse perspectives

SOCIAL STUDIES / HUMANITIES Curriculum Overview

A comprehensive Social Studies program is offered to students from Kindergarten to Grade 4. These classes focus on foundational themes in society, from family, friends, responsibilities, communities, jobs, technology, and much more.

From Grade 5 we offer an internationally-minded Humanities course, a dedicated 90-minute lesson, twice a week, which merges both Social Studies/History and Literature in order to more comprehensively teach the subject matter. Each term, our Grade 5-6 students study an entire region of the world, learning more about their history, food, climate, culture, music, minorities, and much more. Our Grade 7-8 students, on the other hand, follow a broad theme that changes every term, and investigate a number of inquiry questions related to the big lessons in history, with content extracted from award-winning non-fiction works. All Humanities lessons are further enhanced by related literature readings, from novels, short stories, poems, and graphic novels. This blended approach, which integrates engaging readings with historical content, seeks to reinforce what students uncover in their own research as well as introduce additional content beyond the traditional curriculum.

Social Studies Kindergarten

Throughout the year, Kindergarten students will make many new connections to people, places, and events. They will begin this year by focusing on their identities and expand outward to further develop an awareness of self and connection to others. They will learn about their immediate community as well as different communities and places around the world. Children will be provided a variety of opportunities to explore and experience Social Studies through personal experiences in their daily lives, literature, maps, photography, and learning activities.

Participating	A. Make relevant contributions to class discussions B. Use pictures and photographs to illustrate learning C. Make representations of learning through models and other creative responses D. Use roleplay to explore concepts and ideas E. Add captions and labels to work
Investigating	A. Show curiosity about topics through asking relevant questions B. Use own knowledge and given information to make predictions C. Employ speaking skills to identify problems when they arise and to come up with own solutions D. Identify characteristics of a group and sort items by a given property
Communicating	A. Share and discuss own experiences and discoveries B. Create relevant drawings and illustrations on a given topic

Social Studies Grades 1-2

The Social Studies course for grades 1 and 2 will offer a unique opportunity for students to explore a range of topics such as geography, history, economics, citizenship and culture. During this course students will be encouraged to think critically, and to analyse information and data to make connections with the intention of broadening their understanding of the world around them. Students will be encouraged to work collaboratively in order to research and present the information they uncover throughout the two-year program.

Knowing and Understanding	A. Use the proper vocabulary and keywords in context B. Demonstrate knowledge and understanding of subject-specific content through descriptions, explanations, and examples
Investigating	A. Investigate a research question or pursue a project with the assistance of a teacher B. Use basic research methods to collect and record relevant information C. Be productive during research times, and avoid distracting others from their tasks D. Contribute positively during group-based tasks
Communicating	A. Express helpful opinions and actively participate in classroom discussions B. Talk about own opinions with reasons for them, drawing on relevant information C. Communicate information and ideas respectfully while using an appropriate style for the audience D. With support, structure writing to communicate an idea or answer to a question
Thinking Critically	A. Discuss ideas, questions, concepts, and/or visual representations with partners or in larger groups B. Find the main idea from a text and supporting statements, and begin to independently compare, contrast, and summarize information C. Understand and talk about the different types of sources and their uses D. Join in with discussions that encourage students to explore different perspectives and opinions that may be different from their own

Social Studies Grades 3-4

The Social Studies course for grades 3 and 4 will take an inquiry-based approach to Geography and History. It will touch upon broad themes related to the students' immediate surroundings (family, community, school) and expand to encompass bigger issues and concepts, like the welfare of the planet, the environment, cultures around the world, and much more. Every class will begin with an inquiry question to discuss, as well as important keywords students should know to adequately navigate the topics. These discussions will be typically followed by an ongoing activity or project (with both individual and group work) that seeks to develop their research and critical thinking skills. The class will also feature occasional roleplaying classes in which the students team up to investigate a historical mystery and uncover its secrets.

Knowing and Understanding	A. Use the proper vocabulary and keywords in context B. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples
Investigating	A. Take and maintain accurate and useful notes during discussions and investigations B. Establish a basic action plan to investigate a research question or pursue a project C. Use basic research methods to collect and record relevant information D. Maintain an adequate degree of focus during research phases, and avoid distracting others from their tasks E. Contribute positively during group-based tasks
Communicating	A. Express opinions frequently and actively participate in classroom discussions B. Justify opinions with facts or otherwise carefully considered information C. Communicate information and ideas respectfully while using an appropriate style for the audience D. Structure information and ideas in a way that is easily understood
Thinking Critically	A. Discuss ideas, inquiry questions, concepts, issues, and/or visual representations B. Summarize information to make valid arguments or pose follow-up questions C. Analyse and evaluate sources in terms of origin and purpose D. Identify and tolerate different perspectives, and recognize their implications

Humanities A Grades 5-6

The Humanities (A) course merges both Social Studies and Literature in order to more comprehensively teach the subject matter. Each term, students will be studying an entire region of the world, learning more about their history, food, climate, culture, music, minorities, and much more. This social studies focus is further enhanced by related literature readings, from novels, short stories, poems, graphic novels, and so on. This blended approach which integrates engaging readings with historical content to reinforce what students uncover in their own research and introduce additional content beyond the traditional curriculum.

Knowing and Understanding	A. Use a range of subject-specific vocabulary and keywords in context B. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples
Investigating	A. Take and maintain accurate and useful notes during discussions and investigations B. Establish a detailed action plan to investigate a research question or pursue a project C. Use research methods to collect and record relevant information D. Maintain focus during research phases, and avoid distracting others from their tasks E. Contribute positively during group-based tasks
Communicating	A. Frequently express opinions, ask interesting questions on a variety of topics, and participate in classroom discussions B. Justify opinions with facts or otherwise carefully considered information C. Communicate information and ideas respectfully while using an appropriate style for the audience D. Structure information and ideas in a way that is easily understood E. Create a reference list and cite sources of information
Thinking Critically	A. Discuss complex ideas, inquiry questions, concepts, issues, visual representations, and theories B. Summarize information to make valid arguments or pose insightful follow-up questions C. Analyse and evaluate sources in terms of origin, validity, and purpose

	D. Interpret and tolerate different perspectives, and recognize their implications
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Humanities (ESL Support) Grades 5-8

The Humanities ESL Support class is a dedicated 90-minute lesson, twice a week, which merges both Social Studies and Literature in order to more comprehensively teach the subject matter. Each term, students will be studying an entire region of the world, learning more about their history, food, climate, culture, music, minorities, and much more. This social studies focus is further enhanced by related literature readings, from novels, short stories, poems, graphic novels, and so on. This blended approach which integrates engaging readings with historical content to reinforce what students uncover in their own research and introduce additional content beyond the traditional curriculum.

Knowing and Understanding	A. Use a wide range of subject-specific vocabulary and keywords in context B. Use a range of strategies to solve comprehension problems and deepen understanding of the language C. Use context clues to determine the meaning of words and phrases within a text D. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples
Investigating	A. Take and maintain accurate and useful notes during discussions and investigations B. Establish a detailed action plan to investigate a research question or pursue a project C. Use research methods to collect and record relevant information D. Maintain focus during research phases, and avoid distracting others from their tasks E. Contribute positively during group-based tasks
Communicating	A. Frequently express opinions using clear and level-appropriate language B. Justify opinions with facts or otherwise carefully considered information C. Communicate information and ideas respectfully while using an appropriate style for the audience D. Structure information and ideas in a way that is easily understood E. Create a reference list and cite sources of information

Thinking Critically	<ul style="list-style-type: none"> A. Discuss complex ideas, inquiry questions, concepts, issues, visual representations, and theories B. Summarize information to make valid arguments or pose insightful follow-up questions C. Analyse and evaluate sources in terms of origin, validity, and purpose D. Interpret and tolerate different perspectives, and recognize their implications
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Humanities B Grades 7-8

The Humanities (B) course merges both Social Studies and Literature in order to more comprehensively teach the subject matter. Following a broad theme that changes every term, students investigate a number of inquiry questions related to the big lessons history. These lessons - which focus mostly on 20th century history, human nature, and our psychology - are further enhanced by related literature readings, from short stories, poems, graphic novels, and so on. This blended approach which integrates engaging readings with historical content hopes to reinforce what students uncover in their own research and introduce additional content beyond the traditional curriculum.

Knowing and Understanding	<ul style="list-style-type: none"> A. Use a wide range of subject-specific vocabulary and keywords in context B. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples
Investigating	<ul style="list-style-type: none"> A. Independently take and maintain accurate and useful Cornell-style notes during discussions and investigations B. Establish a detailed action plan to investigate a research question or pursue a project C. Use a variety of research methods to collect and record relevant information D. Develop a productive workflow during research phases, and avoid distracting others from their tasks E. Contribute positively and proactively during group-based tasks
Communicating	<ul style="list-style-type: none"> A. Frequently express nuanced opinions, ask insightful questions on a variety of topics, and participate in classroom discussions B. Justify opinions with facts or otherwise carefully considered information C. Communicate information and ideas respectfully while using an appropriate style for the audience

	<p>D. Structure information and ideas in a way that is easily understood</p> <p>E. Create a reference list and cite trustworthy sources of information</p>
Thinking Critically	<p>A. Discuss complex and nuanced ideas, inquiry questions, concepts, issues, visual representations, and theories</p> <p>B. Synthesize information to make valid arguments or pose insightful follow-up questions</p> <p>C. Analyse and evaluate sources in terms of origin, validity, and purpose</p> <p>D. Interpret and tolerate different perspectives, and recognize their implications</p>