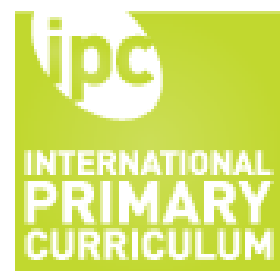


International School of Kigali, Rwanda

Engaging Individuals | Encouraging Success | Enriching Global Citizens



Parent Guide to the Grade 4 Curriculum



International School of Kigali, Rwanda

Guiding Statements

Mission

The International School of Kigali, Rwanda is a child centered community of learners which offers a university preparatory program from Pre-school through grade 12. Rooted in intercultural understanding, ISKR encourages critical thinking and promotes curiosity while offering transformative experiences within Rwanda.

Vision

The International School of Kigali, Rwanda aspires to be an innovative school that positively encourages individual growth. Our students will achieve their full potential and become lifelong learners ready to make a difference within their respective communities.

Educational Objectives

Students at ISK Rwanda will:

- have an international perspective that encourages them to celebrate the cultural diversity of our community of learners.
- demonstrate 21st Century skills and competencies characterizing global learners committed to social justice.
- have a firm foundation and demonstrate proficiency in science, mathematics, and technology.
- develop proficiency in the English language and at least one other language.
- be clear communicators, proficient in reading, writing, speaking and listening.
- demonstrate creativity and critical thinking skills that will enable them to be problem solvers.
- will develop awareness and respect for the environment, both globally and within Rwanda.
- involve themselves in a variety of extra-curricular activities including the arts, sports, and community service.
- acquire a knowledge of, and respect for, the Rwandan people, their history and culture.
- be fully prepared to successfully meet their next academic challenge.

Elementary School Overview

Core Curriculum

The Elementary School at ISKR includes grades 1 through 5. The program core includes four core subjects – Language Arts, Mathematics, Science, and Social Studies – that are taught by classroom teachers. In addition to these core subjects, students take a wide range of special classes in the World Languages and Co-curricular Program. Every elementary class takes French for two days per week; in Grade 1, this is a general Grade 1 introduction to French, but in grades 2-5, students are placed in combined grade-level French sections according to their language level. For students requiring additional assistance in English, English for Language Learners may take the place of French. Students also have Physical Education twice a week and take five additional classes once per week: Art, Drama, Health, Computers, and Library.

International Primary Curriculum

For the 2014-2015 academic year, ISKR is excited to begin the process of transitioning to the International Primary Curriculum (IPC), one of the fastest growing internationally-focused curricula designed to support student skills development and to prepare them as learners in the 21st Century. For the first semester of this year, elementary teachers are working with the Director and Curriculum Coordinator to plan for the transition to this program, which will include training and determining the themes and units to be piloted later this year and to be fully implemented in 2015-2016.

Between January and June 2015, each elementary class will pilot one or two IPC units. During pilot units, the existing Social Studies and Science curricula will be replaced by the IPC, which includes learning outcomes in both subject areas. In 2015-2016, the ISKR Elementary School will transition completely to the IPC, meaning that Social Studies and Science will be replaced entirely, and teachers will begin to use the Assessment for Learning program within the IPC to assess learning outcomes in Social Studies and Science, as well as other areas, such as Information Technology, Design Technology, Music, Physical Education, Art, and Society. While the IPC also has Language Arts and Mathematics learning outcomes, it is not designed to replace a school's literacy and numeracy program, so ISKR will maintain its existing Language Arts and Mathematics programs while working to make connections between these areas and the IPC units and assessments in order to offer a well-designed integrated elementary school program.

Assessment and Reporting

Assessment at ISKR is both formative (assessing the developmental progress) and summative (assessing the final outcome). A student's progress is evaluated and reported using a variety of assessments based upon in class work, projects, and other assignments. The following assessments are used across the elementary program:

Benchmark Assessments

Benchmark assessments are used in the elementary school several times per year in Reading and Mathematics as early diagnostic tools and to assess progress at key points throughout the year. These assessments are included in student portfolios (see below) and, along with MAP testing and other assessments, allow teachers to recognize specific student strengths and needs and to differentiate instruction within the classroom as appropriate.

Measures of Academic Progress

MAP determines a student's instructional level and measure academic growth throughout the school year, and from year to year, in the areas of Mathematics, Reading and Language Usage. MAP tests are unique in that they are adaptive tests your child will take on a computer. That means that the test becomes more difficult the more questions your child answers correctly. When your child incorrectly answers a question, the test becomes easier. Therefore, your child took a test specifically created for his or her learning level in the above mentioned subject areas.

Student Portfolios

Student portfolios have been implemented for the 2014-2015 academic year. Students will be responsible for maintaining and updating their portfolios – with teacher assistance in the younger grades – over the course of their time at ISKR. Portfolios are a tool used by students for self-assessment and for teachers to assess student mastery of AERO standards and to compile meaningful data and student work for communicating with parents about student progress over time and with other teachers to evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment. Portfolios also facilitate student goal setting and reflection in order to engage students in their own learning.

Report Cards

Report Cards are sent home at the end of each quarter. On the reports, each core subject is divided into learning outcomes based upon the AERO standards that form the core of the curriculum. Teachers use a 1-4 scale that indicates student progress toward grade-level learning outcomes at the time of each report. They also write comments about student progress. Dispositions are also reported separately from academic criteria on the reports.

ISKR Elementary School

Guiding Statements

Mission

The elementary section, grades 1-5, is a non-profit division of the International School of Kigali. We promote student centered learning, critical thinking, problem solving, intercultural experiences, and creativity through a diverse academic program taught in the English language. Our program includes the following core subjects taught by classroom teachers: English Language Arts, Mathematics, Science, and Social Studies. These core subjects are supported by non-core courses in Physical Education, French Language, Computer Science, and Visual Art.

Vision

The elementary section of the International School of Kigali strives to be an innovative, leading example to our school and to the community. Our teachers will guide all students to achieve their full potential through diverse teaching methods, leveled academic programs supported by extensive curriculum materials, and rooted in rich cultural experiences. Students will become respectful, thoughtful, global citizens ready to meet their next challenges.

Educational Objectives

Elementary students at ISK will:

- demonstrate proficiency in all academic core subjects: English Language Literacy, Mathematics, Science, and Social Studies.
- demonstrate proficiency in all non-core subjects: Visual Art, Physical Education, French Language, and Computer Science.
- learn through a variety of student-centered approaches including: collaborative learning, inquiry based learning, peer evaluation, self reflection, and small group instruction.
- show respect for themselves, each other, our school, and our community.
- have an intercultural understanding of themselves, each other, our school, the community, and the world.
- show respect for the Rwandan people by studying their history and culture in units within Social Studies and through local field trips.
- participate in extra-curricular activities in sports, the arts, and community service.
- demonstrate critical thinking, problem solving, and creativity within all academic subjects.
- develop an appreciation for the arts as a means of expression. Areas of the arts include visual art, dance, music, spoken word, and drama.
- be prepared to move between years of academic transition. Areas of transition include kindergarten into first grade and fifth grade into sixth grade.



The International Primary Curriculum

Learning Goals & Learning Process

The IPC Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through school. Well written learning goals guide teaching and learning and help to focus assessment and evaluation. We believe that the IPC Learning Goals are equal to or exceed those of any curriculum in the world.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time). There are subject Learning Goals for Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society.

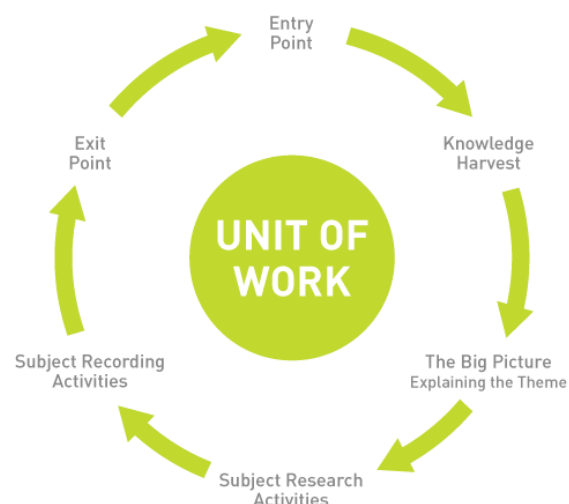
The personal goals refer to those individual qualities and dispositions we believe children will find essential in the 21st century. They help to develop those qualities that will enable children to be at ease with the continually changing context of their lives. There are personal goals for enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability.

The international goals The International Primary Curriculum is unique in defining learning goals that help young children begin the move towards an increasingly sophisticated national and international perspective.

Knowledge, skills and understanding All the IPC learning goals include the development of knowledge, skills and understanding; an essential combination to ensure the most effective learning experience. The learning tasks within each IPC unit guide teachers through the process of helping children develop their knowledge, skills and understanding.

The IPC Learning Process

There is a distinct learning process with every IPC unit, providing a structured approach to make sure that children's learning experiences are as stimulating and rigorous as possible.



Language Arts

In Grade 4 Language Arts, students will develop their oral and written communication skills, their reading comprehension and fluency, and learn a variety of writing strategies and strategies for reading a variety of fiction and nonfiction texts. They will use the writing process to write a variety of texts and will build their reading skills through leveled groups and a variety of activities. Word study activities will teach spelling, vocabulary, and phonics. Units throughout the year will be taught for diverse genres, and at the end of each unit, students will present their work with classmates and complete projects designed to assess their learning. The textbook series used for elementary Language Arts is *Journeys* by Houghton Mifflin.



Language Arts Standards

The Standards used in the elementary Language Arts program are based upon the American Education Reaches Out (AERO) Framework for English and Language Arts. Literacy skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning and provide a framework for the scope and sequence of the curriculum. There are six ELA Standards:

- Reading Literature
- Reading Informational Texts
- Reading Foundational Skills
- Writing
- Listening and Speaking
- Language Foundations

For each standard, there are grade-level benchmarks indicating the skills for which students should be working toward mastery.

Mathematics



In Grade 4 Mathematics, students will be building on topics such as, the concept of numbers, measurement, geometry, statistics, probability, and more. Each lesson taught will build on top of the previous one so students see their knowledge continue to grow. Students will be using a variety of ways to help them master each lesson. The lessons will be taught with a variety of methods including, small group work, songs, and hands-on projects. Materials used to help students master certain concepts will be computers, manipulatives, and individual dry-erase boards. At the end of every lesson there will be a test that will be one assessment tool to help determine how well each student has grasped the information taught. The textbook series used in elementary Mathematics is *Scott Foresman-Addison Wesley Mathematics*.

Mathematics Standards

The Standards used in the elementary Mathematics program are based upon the American Education Reaches Out (AERO) Framework for Mathematics. Numeracy skills targets articulated in the standards and grade-level benchmarks and indicators inform teaching and learning and provide a framework for the scope and sequence of the curriculum. There are nine Mathematics Standards:

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Numbers and Operations
- Measurement
- Patterns, Functions, and Algebra
- Geometry
- Data Analysis and Probability

For each standard, there are grade-level benchmarks indicating the skills for which students should be working toward mastery.



Science & Social Studies

During the 2014-2015 academic year, Science and Social Studies classes are aligned to American Education Reaches Out (AERO) standards, which emphasize skills development, problem solving, and critical thinking. In Science, students explore units on Life Science, Physical Science, Earth Science, and Astronomy. In Social Studies, a thematic approach is utilized, covering topics of social responsibility, geography and spatial awareness, the environment, Rwandan geography and culture, and selected societies of the past. In Grade 4, geographic literacy and the Rwandan environment are featured.

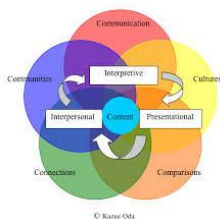
Science and Social Studies & The International Primary Curriculum

Beginning in January 2015, each elementary class will be piloting interdisciplinary IPC units with Learning Goals for Language Arts, Mathematics, Science, Information Technology, Design Technology, History, Geography, Music, Physical Education, Art and Society. Because these units will target a full range of Science, History, and Geography Learning Goals, the IPC units will take the place of the existing Science and Social Studies curriculum taught at ISKR. In the 2015-2016 academic year, the IPC will replace the Science and Social Studies program at ISKR altogether.

2014-2015 Grade 1 Pilot Units – coming soon

2015-2016 Grade 1 IPC Units – coming soon

Elementary World Languages & Co-Curricular Program



World Languages Elementary School students at ISKR take French or ESL two days per week. Grade 1 French provides an introduction to the language, while students in Grades 2-5 are placed in combined grade-level classes according to their French level, and those who have previously studied through French or speak French at home take a class designed for Francophone students.



Physical Education Elementary School students at ISK are required to participate in regular Physical Education. Students will develop their fine and gross motor skills and learn the rules, techniques, and team skills of a variety of different sports, including World Football, Basketball, Tae Kwon Do, and Volleyball, among others.



Computers Elementary Computers is a weekly class designed to expose students to the basics of computer use and care. Students will use the computers to access educational websites where they will practice skills related to their core subjects. Typing will be introduced at the upper elementary level.



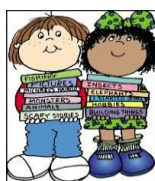
Art Elementary Art is a weekly class introducing students to the major art elements and principles of design, beginning with the introduction of the visual art elements together with the principles of design. Students will learn to use these elements to create art and will discover special skills and traditional techniques in art.



Drama Elementary Drama is a weekly class in which students develop and improve their creativity, self expression, and confidence through a variety of theatre experiences. They are introduced to the tools of the actor and to costuming and set design and learn about theatre and the arts in places around the world.



Personal Health & Safety Elementary Health is a weekly class that will help students gain awareness of and deal with important issues related to physical and emotional health. They learn to recognize and adopt healthy behaviors, to advocate for themselves and others, and to make good choices for their personal safety.



Library Elementary School students have regular, schedules access to the library. They are encouraged to read for pleasure and to develop a love of a variety of genres. They have opportunities to take part in reading activities and competitions throughout the year and can check out books on a regular basis.

Contact Information

International School of Kigali, Rwanda
BP 6217
Kigali, Rwanda

Web: www.iskr.org
Tel: +25 (0) 786725369
Email: info@iskr.org

Ms. Rosanne Cicanese
Grade 4 Teacher
rcicanese@iskr.org

Ms. Jennifer Feldhaus
Elementary Coordinator
jfeldhaus@iskr.org

Ms. Jessica Kalisa
Curriculum Coordinator
jkalisa@iskr.org

Ms. Bridget Davies, Coordinator of
World Languages & Co-Curricular
bdavies@iskr.org

Ms. Suzy Cheal
School Counselor
scheal@iskr.org

Curriculum Websites

ISKR Teaching & Learning:	www.iskr.org/teaching_learning
International Primary Curriculum:	www.greatlearning.com/ipc
Project AERO (Standards):	www.projectaero.org
ACTFL (World Language Standards):	www.actfl.org
NWEA (MAP Assessments):	www.nwea.org