



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



### Curriculum

A planned curriculum is an essential element in a kindergarten program. The school follows the Common Core State Standards (CCSS) used in the United States to adapt to the needs of Early Learners. It is a strong curriculum designed around the standards and existing research on the best instructional practices for early learning. It provides a consistent, clear understanding of

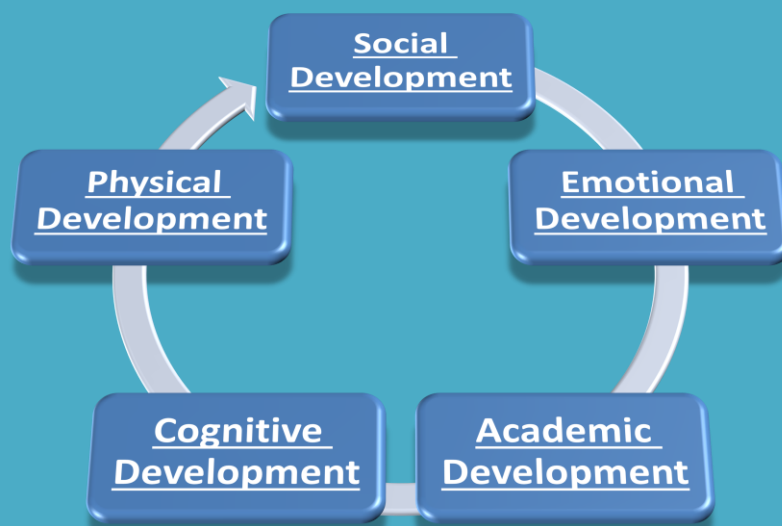
What students are expected to learn, so teachers and parents know what they need to do to help them?

- Throughout the years, from KG1 to KG3 Advance, Early Learners are introduced to skills that prepare them for discovering the world and to be socially aware.
- Students often work with letters of the alphabet to build their vocabulary, helping them begin to understand reading as a process of discerning meaning from print.
- Early Learners are involved in everyday life learning skills to help them become independent thinkers and to instill in them a sense of belonging to the school setting and community.
- They will be immersed in a print-rich, technical-rich, role-play rich environment that will help them develop an awareness and understanding of life-long learning.

Interactive Science is more than a typical science book. Our interactive science features- interactivities, science inquiries, online content, and complete coverage of science content. While your child learns about science, he or she will also apply reading skills to science texts and practice mathematical concepts.

He or she will practice good study skills by interacting with the text and images.

The curriculum is flexible and covers five major areas.





# KG Grade Level Expectations

## Learning Expectations KG2

### KG2

### Academic

### Social Emotional

### Physical Development

#### 4. English

- Child recognizes, sounds, and names given letters
- Child answers questions about stories such as, ("Who?" "What?" "Where?")
- Child retells or reenacts poems
- Child demonstrates understanding of new vocabulary
- Child can read given sight words
- Child recognizes his/her own name
- Child names the initial letter of his/her name
- Child recognizes the vocabulary given with the letters
- Child tells the vocabulary given during the units
- Child gives words with a given beginning sound
- Child participates in free drawing and writing activities to deliver information
- Child uses scribbles, shapes, pictures, symbols and letters to represent language
- Child practices and prints the given letters
- Child is able to write his/her name

#### 5. Math

- Child recognizes given numbers through 0-10
- Child counts numbers from 0-20
- Child recognizes two dimensional shapes
- Child manipulates (flips, rotates) and combines shapes
- Child sorts objects and explains how the sorting was done
- Child matches the number of objects according to the number
  - Child is able to follow and make simple patterns

#### 6. Science

- Child uses senses to observe
- Child follows basic health and safety rules
- Child recognizes healthy food
- Child can distinguish the plants and animals
- Child practices personal hygiene skills independently
  - Child demonstrates the skills of compare and contrast

#### 7. Fine motor skills

- Able to hold a pencil with proper grip
- Able to use scissors to cut with accuracy
- Able to color within the lines
- Develops small-muscle strength and control
- Able to perform fine motor tasks like coloring, pasting, small muscle activities
- Child expresses emotions or ideas through art

#### 8. Gross motor skills

- starting/stopping on cue; self-space/ shared space
- Walks, using proper technique, while traveling different directions (forward, backward, and sideways)
- Starts and stops, maintaining control in response to selected visual and auditory signals
- Jumps and lands with proper body alignment
- walks heel-to-toe on a line while maintaining dynamic balance
- catches a ball or an object with proper hand alignment
- kicks a stationary ball
- rolls underhand demonstrating opposition and follow-through
- can perform some movements of animal walks
- demonstrates movement concepts of space, directionality, levels, pathways, force, speed, and relationships, while performing simple activities
- recognizes own heart rate increasing during short bursts of physical activity

#### 1. Communication

- Child expresses feelings and gives examples of experiences
- Child asks and responds to questions
- Child expresses opinions (e.g., "I like.....", "I don't like....")
- Child responds to ideas and opinions of others
- Child responds to simple directions and instructions
- Child gives simple directions and instructions
- Child follows 1-2 steps oral directions in order
- Child demonstrates an understanding of oral language by responding appropriately
- Child speaks in a way that is understood by children and teachers
- Child builds listening and speaking vocabulary for common objects and phrases
- Child uses individual words and short phrases to communicate
- Child Engages effectively in a range of collaborative discussions such as daily routine
- Child exhibits an understanding of instructional terms used in the classroom

#### 2. Social & Emotional

- Applies eye contact with the teacher and others
- Understands and demonstrates the importance of classroom rules
- Can express himself/herself individually and with in a group
- Follows instructions inside and outside the classroom
- Child participates in variety of small and large group activities
- Child maintains concentration/ attention skills until a task is complete
- Child shows a greater ability to control intense feelings
- Child uses classroom materials carefully
- Child demonstrates positive social behavior, as modeled by the teacher
  - Child understands basic needs for food, clothing, and shelter

#### 3. Life Skills

- Child demonstrates responsibility
- Child shows enthusiasm to learn
- Child demonstrates sense of planning
- Child values time
- Child is always helpful and cooperative
- Child listens carefully
- Child expresses respect of others
- Child demonstrates team spirit

## KG3

### Academic

### Physical Development

### Social Emotional

#### 14. English

- Understands directionality ( left to right, front and back of book, top to bottom, return sweep and beginning to end )
- Actively gets engaged in-group reading activities with purpose and understanding of the main concepts
- Demonstrates the understanding of the main topic and can retell the story
- Able to recognize the major events in the story, ask and answer questions about the key details
- Demonstrates the understanding of new vocabulary
- Can read given sentences from the book
- Able to read and spell the given High-Frequency words
- Reads fluently and rapidly
- Reads with appropriate phrasing
- Follows print with eyes, occasionally using finger at points
- Notice and uses punctuation to assist smooth reading
- Recognizes most words quickly and automatically
- Uses visual information to figure out the words
- Uses pictures for information
- Understands that print carries a message
- Understands the difference between drawing and writing
- Distinguishes between numerals and letters when recording a message
- Writes letters from Aa-Zz
- Can sound the letters and demonstrates the knowledge of letter sound fluency by blending and segmentation
- Recognizes short vowels in the words
- Able to recognize nouns, and able to classify them into person, animal, place or thing
- Able to differentiate between naming words (nouns) and action words (verbs)
- Writes his / her name in a full sentence
- Writes short sentences of his / her own, using the high frequency words

#### 12. Fine motor skills

- Able to hold a pencil with proper grip
- Able to use scissors to cut with accuracy
- Able to color within the lines
- Develops small-muscle strength and control
- Able to perform fine motor tasks like coloring, pasting, small muscle activities
- Child expresses emotions or ideas through art

#### 13. Gross motor skills

- Starting/stopping on cue; self-space/ shared space
- Walks, using proper technique, while traveling different directions (forward, backward, and sideways)
- Starts and stops, maintaining control in response to selected visual and auditory signals
- Walks heel-to-toe on a line while maintaining dynamic balance
- Catches a ball or an object with proper hand alignment
- Kicks a stationary ball
- Rolls underhand demonstrating opposition and follow-through
- Can perform some movements of animal walks
- Demonstrates movement concepts of space, directionality, levels, pathways, force, speed, and relationships, while performing simple activities
- Recognizes own heart rate increasing during short bursts of physical activity

#### 9. Communication

- Demonstrates clear understanding of the language when spoken
- Communicates most of time in English with peers and teacher
- Uses the learnt vocabulary words in the conversations
- Expresses feelings and gives examples of experiences
- Begins to ask and respond to questions
- Expresses opinions (e.g., "I like.....", "I don't like....")
- Responds to ideas and opinions of others
- Responds to simple directions and instructions

#### 10. Social & Emotional

- Applies eye contact with the teacher and others
- Requests, or responds for help
- Child demonstrates the sign of self responsibility
- Understands and demonstrates the importance of classroom rules
- Can express him / her individually and within a group
- Follows instructions inside and outside the classroom
- Child maintains concentration/attention skills until a task is complete
- Gets engaged and cooperates in large and small group activities

#### 11. Life Skills

- Child demonstrates responsibility
- Child shows enthusiasm
- Child demonstrates sense of planning
- Child values time
- Child is always helpful and cooperative
- Child listens carefully
- Child expresses respect of others
- Child demonstrates team spirit
- Child is aware of hvæiene

- *Able to act out the problem using one to ten objects to demonstrate the problem*
- *Able to understand and make groups of objects to represent the numbers*
- *Able to count in groups of tens and write the numbers*
- *Able to model addition by putting groups together, and use concrete objects to represent and solve addition problems*
- *Able to use the (+) and (=) signs to show addition, and write an addition sentence to solve the problems*
- *Able to model subtraction and use the minus sign*
- *Able to write a subtraction number sentence, and find out how many are left when subtracted*
- *Able to describe and compare objects by length, height, and weight*
- *Able to recognize and describe the position of an object using the words (above, below, in front of, behind, next to, beside) to the position of the object*
- *Able to name, describe, and compare two dimensional shapes (square, triangle, circle, and rectangles)*



KG3

The diagram consists of two orange ovals, one at the top labeled 'KG3' and one at the bottom labeled 'Academic'. Two blue curved arrows connect them in a clockwise cycle: one arrow points from 'KG3' down to 'Academic', and the other points from 'Academic' up to 'KG3'.

Academic

## 16. SCIENCE

- *Uses 5 senses to observe objects*
- *Able to share their ideas, or thoughts*
- *Demonstrates the understanding of measuring tools*
- *Demonstrates the understanding of safety rules*
- *Able to demonstrate a solution to a given problem*
- *Demonstrates the understanding of Cause and Effect*
- *Able to classify living and non-living things*
- *Able to know the needs of living things*
- *Able to know the difference and similarities between the animals and between the plants (Compare & Contrast)*
- *Recognizes different stages of living things*
- *Able to give an example of plants and animals that live on land and in water*
- *Can describe what the earth is made up of*
- *Can recognize different landforms and water bodies*
- *Recognizes day and night and their differences*
- *Names different kinds of weather and recognizes their changes*
- *Names seasons*
- *Can tell about the different properties of the objects and can sort them*
- *Demonstrates the understanding of sounds*