



# NEWS@KIST★

*Learning for Life*

THE NEWSLETTER OF K. INTERNATIONAL  
SCHOOL TOKYO

## ➔ In This Issue...

- ▶ Secondary News
- ▶ Miscellaneous Updates
- ▶ Nihongo Notes
- ▶ Lower School News
- ▶ Cyber Culture Survey & Other School News
- ▶ Student Representative Council
- ▶ PYP Coordinator News
- ▶ New Entrance & ID Cards

## A Letter From the Principal's Desk

Dear KIST Community,

Writing this message for the last newsletter of the year provides me with an opportunity to reflect on not only the year that has passed but also the years that I have been part of the KIST Community. The experiences and memories that I have gained during my time here have been tremendous and something that I will hold dear to my heart for many years. I would like to thank all of you for being a part of this experience and memory and for providing me with the support that you have given me over the years. Despite being very sad at the thought of leaving the school, and in particular the students that I have had the opportunity to work with, I am excited about the possibilities and adventures that lie ahead for me.

Although I plan to work with children for years to come, I doubt that I will have an opportunity to work again with such a unique and caring group of students and such a committed and supportive group of parents.

In some of my recent discussions with parents I have had the opportunity to hear from parents the success that they have seen their children have and the growth of their child within the years past. To hear comments about improved critical thinking and creativity as well as comments about changes in attitude, empathy and cooperation, is a genuine reminder of the quality of the educational programmes offered at the school, the professionalism of our staff and the open-mindedness of our students.

Thank you once again for allowing me to be a part of your community over the last nine years and I wish you all success and happiness in the years ahead. I hope to stay in touch with the school community over the coming years and look forward to hearing about the continued success of K. International students in the years to come.

Sasha Marshall

### Looking for Librarian!

KIST is looking for a full-time librarian to start immediately. Candidates need to be qualified in library science or equivalent. Fluent in English (Japanese ability preferred). Experience working in schools is not necessary but is desirable. Please contact the school office on 03-3642-9993 for an interview. Please let members outside the school community know of this opportunity too. *Thank you.*



"Don't cry because it's over, smile because it happened"

### DATES TO REMEMBER



**June 26th (5:30pm-9:15pm):**  
Secondary End of Year Event

**June 29th–July 1st:**  
School Clean Up

**August 17th–25th:**  
Summer School

**August 27th:**  
K1 Parent Welcome Night

**August 31st:**  
First Day of School

**September 8th:**  
K2, K3, G1 Parent Welcome Night

**September 9th:**  
G2-G5 Parent Welcome Night

**September 10th:**  
G6-G12 Parent Welcome Night

**September 21st:**  
Clubs & ESL start

**September 23rd:**  
Public Holiday

## Secondary School News

The end of the school year has come upon us very quickly. It has certainly been a very productive term for the secondary school. I wish to congratulate our Grade 12 graduates on a successful completion to their two year diploma studies and wish them all the best in their future endeavors. I also hope to see them visit us here at KIST when they have the chance. It is always great to hear what students have moved on to do.

The Grade 11 students have also been extremely busy with their end of year exams and CAS Habitat for Humanity trip, or CAS Community Service Activities. It is these opportunities that really give students a chance to shine outside of the academic arena and help develop other skills.

I would like to thank everyone for their support of the school on Family Day. It was a truly enjoyable day and I look forward to sharing another one with you next school year. I would also like to thank everyone who has signed up to help out with the moving bee. Sharing events like this helps build community and gives a sense of satisfaction to see the improvements when finished. I know that the changes this little working bee will bring will be appreciated by parents, students and staff.

Reports have gone home today. I ask that you sit down with your child and go through their report and note their successes over the last two terms. It is also a great opportunity to discuss areas to focus on in the future.

Finally I would like wish everyone a safe and happy summer break. Rest up well because I am sure that 09/10 will bring many more challenges our way! **Anne Grahame Upper School Principal**

## Miscellaneous Updates

### New Building

We are all excited about the upcoming move into our new school building. From August K1-G3 students will enjoy a new space in the 'West Building'. We are using the move as an opportunity to give our school an aesthetic face lift. Thank you to all families who have volunteered, as requested in a recent letter, to help us with both the cleaning and moving process. From August 2009 the 'West Building' will become the new entrance way for our school and we are looking forward to setting up our new parents lounge within this entrance area. This space will be available for parents as well as visitors to our school.



### New school entrance

From the beginning of the new school year, the location of the main school entrance gate will change to the west side of the school beside the new west school building. Both Student and Parent ID Cards will continue to operate the gate in the same way as the existing system. All visitors to the school (including students travelling to school by bicycle) will be required to use the new gate from the new school year. From that time, the existing entrance gate on the south side of the school will be closed permanently to visitors. Only school buses will be able to enter from here.

### Staff Farewells

This year we have a number of staff leaving K. International School. We would like to take this opportunity to thank them for the contribution that they have made to our school and to wish them well for their new adventures.

Jessica Anderson, Priyanga Shimada, Jessica Larson, Clair Wain, Pauline Bockner, Paul Fleuren, Joanna Richards, Adam McGuigan, Brenna McNeil, Jordi Casas, Terry Weston, Russell Ash, David Vinegrad, Anne Conrick, John Fortin, Mihoko Brunton, Alison Cox, Sasha Marshall, Svetlana Klyuyeva, Katinka Van Biljon, Paul Langtree, Katrina Morris and Ligia Lopez.

Thank You, Good Bye and Good Luck

### Reminder about Parent ID Cards

Please ensure that you bring your Parent ID Card with you every time you visit the school. If you forget to bring your card, please use the intercom at the entrance gate to state your name. Please do not enter the grounds without using the intercom, even if the gate is open. Once inside the grounds, please hang your card around your neck or attach it to your clothing so that it is visible at all times. *If you have lost or damaged your card, please apply for a replacement at the office.* The use of ID cards allows us to know that the holder is authorized to be within the school grounds. This is for the safety of your children and we ask for your cooperation and support in this matter.

**Amanda Cooke**  
**Lower School Principal**

## *Lower School News*

### **Departmental Changes**

As you know, we have appointed Greg Brunton to the position of Primary School Principal for the 2009-2010 school year. Along with this appointment, we have made some changes to the structure of the Primary and ECE departments. As you may have noticed on the 2009-2010 school calendar, the ECE department will now be known as the Lower School and will include students from K1 - G1.

This change has been made in line with educational thinking from around the world that suggests that the inclusion of 6-7 year olds in an early years department is developmentally appropriate. As you are probably aware through experiences with your own family, as children develop in age they progress in their ability to construct meaning from concrete hands on experiences to more abstract experiences. This is a gradual progression that is addressed through a gradual change in the preparation of the environment and experiences provided in each year of schooling. We believe that through the inclusion of Grade 1 in our Lower School department, we are best able to provide our G1 teachers with the support, guidance and professional dialogue necessary to provide our 6-7 year old students with a developmentally appropriate program. Please keep this change in mind when reading school documentation regarding procedures and events; Lower School K1-G1, Primary School G2-G5. In line with this change there will no longer be a K3 graduation at the end of the school year. In alignment with the IB programme, students will graduate at the end of each section of the programme PYP- Grade 5, MYP- Grade 10 and DP- Grade 12.

I am looking forward to working closely with Greg to ensure smooth transition between my current and new role and the transition of students between the Lower and Primary school. For families in the Lower school, I am excited about working with you to develop strong home school partnerships and guide your children through the important formative years of their education.

### **Lower School**

In order to provide the very best for our students in these formative years we are making some slight adjustments to the learning program for K1, K2 and K3 students.

### **Specialist Classes**

In acknowledgement of the developmental needs of young learners, where their thinking and learning is not compartmentalized, we will be taking a more integrated approach with subject areas. Class teachers will incorporate subjects previously taught by single-subject teachers, into the general class day. All students will continue to have experiences in music, art, physical education and Japanese as they will be integrated into literacy, math, unit and play based experiences. Incorporated in these changes will be the implementation of a new physical education program called PMP (Perceptual Motor Program). This program supports students with developing the physical and coordination skills that will assist them in both academic learning and ongoing physical development. This program has been run successfully in Australia for many years and requires the assistance of parents to implement it. We will be asking for volunteers for this through our parent support program. Please keep your eyes open for more information about this in the new school year.

### **ESL Support**

In recognition of the importance of early intervention, we have adjusted the ESL support for our youngest learners. An ESL teacher will now work in a consultative role with K1 and K2 teachers in order to help them plan and implement effective support structures for students in the early stages of language learning. Through this support we will increase the communication with parents about the development of your child's language skills so that together we can offer the students the support they need to be successful. When children enter the K3 year, they will continue to be tested during the first term and may need to officially enter the ESL program. We recognize that there may be some families who would like some additional support for their child even though they are not officially part of the ESL program. The K3 afterschool ESL program will now be open and optional for all K3 students (maximum 20 students). After school ESL classes will run as part of the clubs program on Wednesdays and Fridays and will be called 'K3 Language Club'. If you are interested in your child being part of this club, please look out for it in clubs information at the beginning of the school year.

## Habitat for Humanity



*"It has been an unforgettable experience..."*

*there was definitely something special...*

*seeing a whole new side to life"*

Leveling the flooring, shoveling sand, mixing bucket loads of cement, laying bricks and repeating the cycle for a week. Sounds like hard work? Of course! But imagine that this hard work can be a lifetime's reward for a family who will be able to acquire a decent place for living...Doesn't sound so bad after all, does it?

The long awaited Habitat for Humanity Trip to Chiang Mai Thailand came to an end on 16th June, after several weeks of preparation leading up to it. We would like to take this opportunity to thank every person who supported us in our endeavor through all the generous donations and participation in all our fundraisers.

It was truly a rewarding experience to be able to give back to the community by directly contributing to build a house for a family in need. The true sense of achievement was felt by all at the house handover ceremony where the house we built over our week's stay there transformed into a home for the lovely homeowners. It has been an unforgettable experience as each member of our team brought back different memories, but there was definitely something special for all through meeting many different people, seeing a whole new side to life, and getting exposure to a beautiful culture.

Thank you once again to everyone for their kind support.

**Disha Parikh**  
Grade 11—on behalf of HFH 2009



**Stacey Isomura**  
**IB Japanese Teacher/ESL**

## *Nihongo Notes*

Nihongo notes are a way for Japanese teachers at KIST to communicate with parents. The following is an example of some ideas which could be sent either to parents of a particular class or included in the KIST newsletter. The theme of this "issue" is how parents can help their child in beginning and intermediate Japanese in the primary years.

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How can I help my child continue learning Japanese during the summer?

Some questions parents may ask about language learning and their children.

"How can I help my child in Japanese when I don't speak it myself?"

"Why isn't my child progressing faster in the language? We live here after all!"

"What resources are available in English?"

It takes time and motivation to learn a foreign language. The Japanese classes at KIST give students the structures and vocabulary to access the language, but it is up to the individual students to use the language in their daily lives. Students who truly progress in their understanding of Japanese language and culture are those who take the tools they have acquired in class and use them regularly. Some learners will try to speak to shopkeepers right away while others will listen for several months before speaking on their own. Each child is different and should not be pressured to perform before he or she is ready. So how can parents encourage language learning outside of the classroom without pressuring their child?

Parents do not have to speak Japanese to help their children. First of all, parents and children can learn together. Ask your child to teach you what he or she has learned in class. Your questions will provide your child with the opportunity to review the language in order to explain it to you. It can also motivate some children to study more so they can teach their new skills to you. You can do Japanese homework together and you will both progress while motivating each other.

One popular way of providing more opportunities for interaction in Japanese is a language exchange. There may be a parent in your child's class who is interested in learning your native language. You can help the parent with your language in exchange for an hour of natural Japanese (through play, cooking or games in Japanese). This could be done as a parent/child exchange too. You and your child "teach" the Japanese parent/child pair your language for an hour and they teach you both their language for an hour.

Record a Japanese television program and have your child listen for key words. Write them down and look them up later to ask a Japanese speaker later. Try to find a show that is of interest to your child, so that he or she will be naturally motivated to want to understand the program.

The most important thing is for you and your child to enjoy using Japanese. Show them that you are willing to make mistakes in the language, that you may have to say things a few times before it is understood. These are opportunities for you to encourage risk taking which is so important in language learning. If you can try and make mistakes, your child will too and you will see progress in no time!

Some useful web-sites

<http://web-japan.org/kidsweb/index.html>

Kids Web Japan is a website that introduces Japan to children aged between 10 and 14 who are new to Japan or who live in other countries. The site has quizzes, games, and language learning activities.

It is sponsored by the Japanese Ministry of Foreign Affairs (MOFA) and operated by a Japanese non-governmental organization.  
<http://www.hellonavi.com/foldera/index.html>

This site is for Japanese language learners at local Japanese schools. There are small skits with characters speaking while the Japanese text appears in cartoon bubbles. You can click on the question mark icon and have the dialogue translated into one of seven languages.  
<http://www.travelforkids.com/Funtodo/Japan/japan.htm>

This site suggests kid friendly places to visit in different parts of Japan. There are also reviews of English picture books about the places mentioned. This is not a language-learning site, but it can give you some ideas of where to go to practice Japanese learned in the classroom.

## **PYP Coordinator Notes**

### **June 2009**

#### *In brief:*

**PYP Parent Survey results**  
**Programme of Inquiry 2009-2010**  
**New report format next year**  
**PYP Evaluation – May 2010**  
**New PYP Coordinator for 2009-2011**

#### **Results of the PYP Parent Survey**

Thank you to all the parents who took the time to respond and submit their preferences for parent information sessions for the next school year. Below are the results:

**Session types:** the most popular sessions were **Assessment Tasks** (75%) and **Research Techniques** (62.5%), followed by Internationalism (50%) and The Exhibition (50%) – multiple selections were possible for this part of the survey.

**Session Times:** the most popular time slot was from **9am-12pm** (62.5%) followed by 12pm-3pm (37.5%)

**Session Frequency:** Most parents would prefer that sessions were offered **once per term** (62.5%)

The data from this survey will be used when considering future planning and scheduling of parent information sessions.

#### **Review of Programme of Inquiry**

PYP teaching staff have completed the process of reflecting on our Programme of Inquiry (POI) – the matrix of transdisciplinary units taught from K1 up to Grade 5. Included in this news letter is the 'draft' version of unit timeline taken from next year's Programme of Inquiry. Please keep in mind that the teaching order of these units of inquiry may change before Term 1 commences, but overall, this should give you a general idea of your child's units of inquiry into for next year.

#### **New Report Format**

For several months, we have been redeveloping the Primary School Report format. Our aim is to create a report that clearly demonstrates your child's growth in all areas of the PYP. Our goal has been to produce a report that allows for discussion between reporting periods. More details about the new report format will be revealed in the new school year.

#### **PYP Evaluation**

It is hard to believe that five years have passed since the school was last evaluated by the *International Baccalaureate*. As part of the lead up to our school's *Primary Years Programme* evaluation, staff, parents and students, will be asked to reflect and comment on the school's progress toward achieving the standards and practices outlined by the International Baccalaureate.

The self-study is comprised of four key sections: philosophy, organization, curriculum and students. In the months leading up to the evaluation visit, the school is required to rate its performance in terms of each standard and practice. In order to make this whole process smooth and manageable, the self-study will commence very early on in the next school year – probably around September or October 2009.

Following the evaluation team visit in May 2010, our school will receive a report from the International Baccalaureate outlining our achievements as well as suggestions for making our Primary Years Programme even better. The evaluation report will feed directly into our school's ongoing Strategic Development Plan.

#### **New PYP Coordinator**

This year, marks the end of my time here at KIST. Replacing me will be Ms Emma Homerlein. Emma has been working in Hong Kong, is an experienced PYP coordinator and is also a workshop leader for the IB. Ms Cooke and I have been in regular contact with Emma to facilitate a smooth transition from her current school to K. International School.

*Paul Langtree*

PYP Coordinator

|         | 1 <sup>st</sup> Unit of Inquiry   | 2 <sup>nd</sup> Unit of Inquiry   | 3 <sup>rd</sup> Unit of Inquiry  | 4 <sup>th</sup> Unit of Inquiry   | 5 <sup>th</sup> Unit of Inquiry  | 6 <sup>th</sup> Unit of Inquiry  |
|---------|---|---|--|---|--|--|
| K1      | <p><b>Who we are</b><br/> <b>Central Idea:</b> With the support of those around me I can learn to make sense of the world.<br/> <b>Key Concepts:</b> Connection, Responsibility<br/> <b>Related Concepts:</b> Relationships, Initiative<br/> <b>Lines of Inquiry:</b><br/>                     The need to cooperate in order to achieve some tasks<br/>                     How other people help us to meet our needs<br/>                     How we use our bodies to explore the world<br/>                     Ways of understanding the world through senses</p>                                   | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> Families have routines and celebrations that make them unique.<br/> <b>Key Concepts:</b> Form, Function<br/> <b>Related Concepts:</b> Similarities, Differences, Roles<br/> <b>Lines of Inquiry:</b><br/>                     Different types of families<br/>                     The roles and responsibilities that families develop<br/>                     The uniqueness of individuals within a family<br/>                     Unique and shared traditions and celebrations</p>  | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> We can communicate our thoughts and feelings through the arts.<br/> <b>Key Concepts:</b> Perspective, Reflection<br/> <b>Related Concepts:</b> Perceptions, Communication<br/> <b>Lines of Inquiry:</b><br/>                     How emotions are expressed<br/>                     Exploring art forms and associated materials<br/>                     The properties of materials and how they change<br/>                     Communicating our ideas and emotions through the arts</p>   | <p><b>How the world works</b><br/> <b>Central Idea:</b> Living things have certain requirements in order to grow and stay healthy.<br/> <b>Key Concepts:</b> Function, Responsibility<br/> <b>Related Concepts:</b> Classification, Living and non-living, Initiative<br/> <b>Lines of Inquiry:</b><br/>                     Observable characteristics of living things<br/>                     Our needs and the needs of other living things<br/>                     Our responsibility for the wellbeing of other living things</p>                 | <p>K1 and K2 are only required to complete four units per year.</p> <p>These units can usually run for longer periods of time and can have transition units placed between them.</p>   |  |
| K2      | <p><b>Who we are</b><br/> <b>Central Idea:</b> Human growth depends on a number of important factors.<br/> <b>Key Concepts:</b> Function, Change, Connection<br/> <b>Related Concepts:</b> Pattern, Growth, Transformation, Relationships, Interdependence<br/> <b>Lines of Inquiry:</b><br/>                     The constants and fluctuations of life<br/>                     The factors that affect physical, social and cognitive development<br/>                     Types of diet, exercise and rest<br/>                     The changes students have already experienced in their lives.</p> | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> Stories inform and inspire us; they give us pleasure and help our imaginations grow.<br/> <b>Key Concepts:</b> Form, Perspective<br/> <b>Related Concepts:</b> Structure, Pattern, Subjectivity, Truth, Beliefs, Opinions<br/> <b>Lines of Inquiry:</b><br/>                     The different types of information that books provide<br/>                     The function of stories within cultures<br/>                     How stories can provoke our emotions<br/>                     The ways that stories help us meet our needs and wants<br/>                     How we are story makers</p> | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> Our activity is usually connected to the Earth's natural cycles.<br/> <b>Key Concepts:</b> Causation, Connection, Change<br/> <b>Related Concepts:</b> Consequences, Sequences, Cycles, Adaptation<br/> <b>Lines of Inquiry:</b><br/>                     Features and cycles of the Earth and sky (day, night, seasons)<br/>                     How we use the non-living environment (snow, water, air, land)<br/>                     Human-made systems (health and safety) that help us cope with environmental change (seasons / climate)<br/>                     Constants and changes in the environment<br/>                     Activities influenced by the environment</p> | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> Plants are a life-sustaining resource for humans and for other living things.<br/> <b>Key Concepts:</b> Form, Connection, Responsibility<br/> <b>Related Concepts:</b> Structure, Growth, Interdependence<br/> <b>Lines of Inquiry:</b><br/>                     How plants help us and other living things meet our needs<br/>                     The structure of a plant<br/>                     Caring for plant life<br/>                     Different environments and their features</p> | <p>K1 and K2 are only required to complete four units per year.</p> <p>These units can usually run for longer periods of time and can have transition units placed between them.</p>   |  |
| K3      | <p><b>Who we are</b><br/> <b>Central Idea:</b> People recognize important events through celebrations and traditions.<br/> <b>Key Concepts:</b> Form, Perspective<br/> <b>Related Concepts:</b> Beliefs, Culture, Value<br/> <b>Lines of Inquiry:</b><br/>                     What traditions are<br/>                     How and why people celebrate<br/>                     Similarities and differences between various celebrations</p>   | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> By exploring and creating we are able to find alternative ways of expressing ourselves.<br/> <b>Key Concepts:</b> Form, Function<br/> <b>Related Concepts:</b> Pattern, Structure, Communication, Sequences<br/> <b>Lines of Inquiry:</b><br/>                     Patterns around us<br/>                     How people use patterns<br/>                     Creating and modifying patterns</p>  | <p><b>How the world works</b><br/> <b>Central Idea:</b> Forces and simple machines change the movement of objects.<br/> <b>Key Concepts:</b> Form, Causation<br/> <b>Related Concepts:</b> Properties, Structure, Consequences, Impact<br/> <b>Lines of Inquiry:</b><br/>                     Types of simple machines<br/>                     Types of force<br/>                     How simple machines can be modified<br/>                     Sources of energy<br/>                     Uses of energy in our daily lives</p>  | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> Goods are produced through a variety of systems.<br/> <b>Key Concepts:</b> Function, Change, Connection<br/> <b>Related Concepts:</b> Systems, Sequences, Transformation, Relationships, Networks<br/> <b>Lines of Inquiry:</b><br/>                     The origin of different products<br/>                     The process a product goes through<br/>                     The different processing options for raw materials</p>   | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> People interact with, use and value the natural environment in different ways.<br/> <b>Key Concepts:</b> Causation, Responsibility, Reflection<br/> <b>Related Concepts:</b> Conservation, Interdependence, Order<br/> <b>Lines of Inquiry:</b><br/>                     Local natural environments<br/>                     Human use of local environment<br/>                     Actions that benefit or harm the local environment<br/>                     Significant features on the earth and in the sky</p> | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> We record our discoveries, explorations and journeys in order to share our experiences with the world.<br/> <b>Key Concepts:</b> Change, Connection<br/> <b>Related Concepts:</b> Growth, Transformation, Relationships, Interdependence<br/> <b>Lines of Inquiry:</b><br/>                     Exploring different ways of documenting explorations and journeys<br/>                     The changes and continuity of our planet<br/>                     Interpreting the information we gather</p>   |
| GRADE 1 | <p><b>Who we are</b><br/> <b>Central Idea:</b> We all have responsibilities that make home and school a caring and safe place.<br/> <b>Key Concepts:</b> Form, Responsibility<br/> <b>Related Concepts:</b> Similarities, Differences, Rights, Initiative<br/> <b>Lines of Inquiry:</b><br/>                     The responsibilities and jobs at home and school<br/>                     Actions and behaviors that help us stay safe and show that we care<br/>                     Choices and their effects</p>  | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> Communities provide interconnected services designed to meet people's needs.<br/> <b>Key Concepts:</b> Function, Causation, Connection<br/> <b>Related Concepts:</b> Networks, Systems, Relationships<br/> <b>Lines of Inquiry:</b><br/>                     Reasons people live in a local community<br/>                     Services needed to support a community<br/>                     Planning services for a community</p>  | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> Natural resources are essential to life and are a limited resource for many people.<br/> <b>Key Concepts:</b> Function, Responsibility<br/> <b>Related Concepts:</b> Processes, Conservation, Equity<br/> <b>Lines of Inquiry:</b><br/>                     Natural resources (water, air, minerals, land) and how they are used<br/>                     What happens to resources after we have used them<br/>                     Distribution and availability of usable resources<br/>                     Responsible use of natural resources</p>  | <p><b>How the world works</b><br/> <b>Central Idea:</b> Materials change depending on the environment.<br/> <b>Key Concepts:</b> Causation, Change<br/> <b>Related Concepts:</b> Impact, Transformation<br/> <b>Lines of Inquiry:</b><br/>                     The states of matter<br/>                     How matter can change states<br/>                     How environments affect materials<br/>                     The properties of materials<br/>                     The different ways materials can be used</p>                           | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> We can communicate our ideas and emotions through expressive movement.<br/> <b>Key Concepts:</b> Function, Reflection<br/> <b>Related Concepts:</b> Pattern, Communication, Interpretation, Behavior<br/> <b>Lines of Inquiry:</b><br/>                     Forms of expressive movement<br/>                     Reasons for expressive movement<br/>                     How we can demonstrate our creativity through movement<br/>                     The value of expressive movement</p>                 | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> Documenting history allows us to reflect and celebrate who we are and where we've come from.<br/> <b>Key Concepts:</b> Causation, Change, Perspective<br/> <b>Related Concepts:</b> Development, Growth, Family, Beliefs<br/> <b>Lines of Inquiry:</b><br/>                     Ways of documenting personal and family histories<br/>                     Personal changes from birth to present; self and family<br/>                     Reflecting on past experience; generation to generation<br/>                     Other changes that we experience (migration etc)</p> |

|   | 1 <sup>st</sup> Unit of Inquiry   | 2 <sup>nd</sup> Unit of Inquiry   | 3 <sup>rd</sup> Unit of Inquiry  | 4 <sup>th</sup> Unit of Inquiry  | 5 <sup>th</sup> Unit of Inquiry  | 6 <sup>th</sup> Unit of Inquiry  |
|---|---|---|--|--|--|--|
| K. INTERNATIONAL SCHOOL – UNIT TIMELINE FOR AUGUST 2009 – JUNE 2010 | <p><b>GRADE 2</b></p> <p><b>Who we are</b><br/> <b>Central Idea:</b> Listening to other people’s perspectives and communicating our own points of view help us to live together more harmoniously.<br/> <b>Key Concepts:</b> Causation, Responsibility<br/> <b>Related Concepts:</b> Conflict, Cooperation, Interdependence, Initiative<br/> <b>Lines of Inquiry:</b><br/>           Why people feel and think differently and how this can lead to conflict<br/>           Appreciation of others perspectives<br/>           How differences can be resolved<br/>           Conflict resolution strategies</p>                              | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> Stories are a means of sharing people’s perspectives and understanding about the world.<br/> <b>Key Concepts:</b> Connection, Perspective, Reflection<br/> <b>Related Concepts:</b> Relationships, Communication, Beliefs, Interpretation<br/> <b>Lines of Inquiry:</b><br/>           Modes of storytelling<br/>           Structure of narratives<br/>           How and why people create stories<br/>           Feelings and emotions that stories evoke</p>   | <p><b>How the world works</b><br/> <b>Central Idea:</b> Humans have developed ways to transform, use and conserve energy.<br/> <b>Key Concepts:</b> Form, Causation, Change<br/> <b>Related Concepts:</b> Properties, Impact, Transformation<br/> <b>Lines of Inquiry:</b><br/>           Different forms of energy<br/>           How humans use, store and conserve energy<br/>           Energy transformations</p>   | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> The things people do and use change over time.<br/> <b>Key Concepts:</b> Change, Connection<br/> <b>Related Concepts:</b> Chronology, History, Progress<br/> <b>Lines of Inquiry:</b><br/>           How things have and will continue to change<br/>           Similarities between then, now and the future<br/>           Historical changes within Tokyo and Japan</p>  | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> To meet their needs, humans have developed ways to record and modify features of the natural environment and adapt their lifestyle to survive.<br/> <b>Key Concepts:</b> Form, Connection, Responsibility<br/> <b>Related Concepts:</b> Pattern, Networks, Rights,, Values, Initiative<br/> <b>Lines of Inquiry:</b><br/>           The information that maps provide<br/>           How landscapes affect the way we live<br/>           Ways that humans modify and impact on environments over time<br/>           Valuing and caring for the environment</p> | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> People can establish practices in order to sustain and maintain the Earth’s resources.<br/> <b>Key Concepts:</b> Function , Responsibility<br/> <b>Related Concepts:</b> Conservation, Equity, Processes<br/> <b>Lines of Inquiry:</b><br/>           Limited nature of Earth’s resources<br/>           Personal choices that can help sustain the environment<br/>           Reusing and recycling different materials<br/>           Reducing waste</p>  |
|   | <p><b>GRADE 3</b></p> <p><b>Who we are</b><br/> <b>Central Idea:</b> Making balanced choices about daily routines enables us to have a healthy lifestyle.<br/> <b>Key Concepts:</b> Function, Causation, Reflection<br/> <b>Related Concepts:</b> Systems, Balance, Consequences, Well-being, Behavior<br/> <b>Lines of Inquiry:</b><br/>           Behaviors that benefit or harm our bodies<br/>           How our body systems are integrated and contribute to the whole<br/>           Balanced choices<br/>           Consequences of choices</p>   | <p><b>How the world works</b><br/> <b>Central Idea:</b> Ecosystems are a delicate balance of living and non-living things, all interconnected and powered by the sun.<br/> <b>Key Concepts:</b> Function, Connection<br/> <b>Related Concepts:</b> Systems, Balance, Consequences, Homeostasis, Interdependence<br/> <b>Lines of Inquiry:</b><br/>           Features that change during lifecycles<br/>           The aspects of ecosystems<br/>           How plants, animals and non-living things are interconnected</p>  | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> Communities are enriched by their members and the different perspectives they bring.<br/> <b>Key Concepts:</b> Function, Connection<br/> <b>Related Concepts:</b> Role, Systems, Networks<br/> <b>Lines of Inquiry:</b><br/>           Why communities exist<br/>           The difference between needs and wants<br/>           The personal stories of community members<br/>           Expressing group and cultural identity through customs, structures, symbols, rituals and places</p>              | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> We study the Earth’s natural changes to find ways to live with, predict and prepare for them.<br/> <b>Key Concepts:</b> Causation, Change, Responsibility<br/> <b>Related Concepts:</b> Consequences, Pattern, Impact, Adaptation, Initiative<br/> <b>Lines of Inquiry:</b><br/>           The regular patterned changes on Earth and in the sky<br/>           How the earth and sky are used as resources for predicting patterns<br/>           The resources that different environments provide</p>   | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> Artists choose and manipulate materials to create representations of their imagination.<br/> <b>Key Concepts:</b> Causation, Change, Perspective<br/> <b>Related Concepts:</b> Impact, Transformation, Application<br/> <b>Lines of Inquiry:</b><br/>           Ways in which we use tools and materials to express ourselves creatively<br/>           How our imaginings can be explored in a variety of artistic ways.<br/>           How people explore and express their ideas through the Arts</p>  | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> Finding peaceful solutions to conflict leads to a better quality of human life.<br/> <b>Key Concepts:</b> Causation, Perspective, Responsibility<br/> <b>Related Concepts:</b> Conflict, Diversity, Justice<br/> <b>Lines of Inquiry:</b><br/>           Causes of conflict<br/>           Conflict resolution and management<br/>           Living and working together peacefully<br/>           Democratic process<br/>           Different roles in different contexts</p>  |
|   | <p><b>GRADE 4</b></p> <p><b>How the world works</b><br/> <b>Central Idea:</b> The properties of materials are affected by their process of production which influences their effectiveness.<br/> <b>Key Concepts:</b> Form, Function, Change<br/> <b>Related Concepts:</b> Properties, Structure, Behavior, Transformation<br/> <b>Lines of Inquiry:</b><br/>           Properties of materials<br/>           The uses of materials<br/>           Types of materials<br/>           The causes of changes in materials<br/>           How changes in materials affect their properties<br/>           The process of scientific inquiry</p> | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> Dramatic expression can be used as a device to explore and express our own identity<br/> <b>Key Concepts:</b> Function, Connection, Reflection<br/> <b>Related Concepts:</b> Communication, Role, Relationships, Interpretation, Responsibility<br/> <b>Lines of Inquiry:</b><br/>           Drama as a vehicle for social comment<br/>           How drama can be used to convey political, religious and social messages<br/>           Audience interpretations of dramatic performances<br/>           Dramatic tools – gesture, voice, props, language.</p> | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> Human impacts, as well as natural change, have affected our planet.<br/> <b>Key Concepts:</b> Causation, Connection, Responsibility<br/> <b>Related Concepts:</b> Consequences, Impact, Homeostasis, Citizenship, Initiative<br/> <b>Lines of Inquiry:</b><br/>           The intricate balance of ecosystems<br/>           How living things adapt in response to changes<br/>           The interaction between living and non-living things<br/>           The role humans play in the balance of our planet</p>    | <p><b>Who we are</b><br/> <b>Central Idea:</b> What we believe is part of who we are.<br/> <b>Key Concepts:</b> Perspective, Reflection<br/> <b>Related Concepts:</b> Diversity, Perception, Responsibility<br/> <b>Lines of Inquiry:</b><br/>           What we believe<br/>           How beliefs influence the way we behave<br/>           The impact of religion and spiritual traditions on society</p>  | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> Exploration of Earth and space allows us to further our understanding of natural phenomenon and their impact on our world.<br/> <b>Key Concepts:</b> Causation, Connection, Perspective<br/> <b>Related Concepts:</b> Pattern, Impact, Systems, Opinion<br/> <b>Lines of Inquiry:</b><br/>           The natural curiosity of humans<br/>           The impacts of exploration<br/>           Interactions and patterns within systems</p>  | <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> Societies are governed by a variety of systems which impact on the lives of individuals.<br/> <b>Key Concepts:</b> Function, Responsibility<br/> <b>Related Concepts:</b> Role, Behavior, Citizenship, Rights, Justice<br/> <b>Lines of Inquiry:</b><br/>           Types of leadership<br/>           Structure and functions of organizations<br/>           The connections between rules / laws and our responsibilities</p>   |
|   | <p><b>GRADE 5</b></p> <p><b>How we organize ourselves</b><br/> <b>Central Idea:</b> Communities depend on their ability to produce goods and services.<br/> <b>Key Concepts:</b> Function, Connection<br/> <b>Related Concepts:</b> Interdependence, Supply and demand<br/> <b>Lines of Inquiry:</b><br/>           Medium of exchange in various communities<br/>           Ethics of exchange<br/>           How and in what ways we depend on other people in other places<br/>           How global movement and communication affect the availability of goods and services</p>  | <p><b>Where we are in place and time</b><br/> <b>Central Idea:</b> Perceptions shaped by circumstances, lead to the movement of people throughout the world.<br/> <b>Key Concepts:</b> Causation, Perspective, Reflection<br/> <b>Related Concepts:</b> Consequences, Impact, Subjectivity, Prejudice, Citizenship, Justice<br/> <b>Lines of Inquiry:</b><br/>           Causes of migration<br/>           The effects of migration<br/>           Causes of prejudice<br/>           Conflict resolution<br/>           Perception of difference<br/>           Diversity of cultures</p>                                   | <p><b>How we express ourselves</b><br/> <b>Central Idea:</b> Through the arts people use different forms of expression to convey their uniqueness as human beings.<br/> <b>Key Concepts:</b> Function, Perspective, Reflection<br/> <b>Related Concepts:</b> Perception, Self expression, Interpretation<br/> <b>Lines of Inquiry:</b><br/>           The diverse ways in which people express themselves<br/>           How everyone can express their uniqueness through the arts<br/>           The role of art in culture and society<br/>           Arts appreciation</p> | <p><b>How the world works</b><br/> <b>Central Idea:</b> For their own advancement, humans rely on energy, creating impact on societies and environments.<br/> <b>Key Concepts:</b> Causation, Change, Responsibility<br/> <b>Related Concepts:</b> Consequences, Sequences, Transformation, Initiative<br/> <b>Lines of Inquiry:</b><br/>           Human use of energy<br/>           Energy transformations<br/>           Methods of scientific investigation<br/>           Responsible use of energy<br/>           Energy sources in the environment<br/>           The impacts of technological advancement</p> | <p><b>Sharing the planet</b><br/> <b>Central Idea:</b> The Exhibition<br/> <b>Key Concepts:</b> Perspective, Responsibility, Reflection<br/> <b>Related Concepts:</b> Truth, Opinions, Citizenship, Initiative, Evidence, Behavior, Action<br/> <b>Lines of Inquiry:</b><br/>           Our rights and responsibilities as custodians on this planet<br/>           Sharing finite resources with all inhabitants on this planet<br/>           Relationships between all living and non-living things on this planet.</p>   | <p><b>Who we are</b><br/> <b>Central Idea:</b> Responsibilities and expectations change as we grow older.<br/> <b>Key Concepts:</b> Change, Responsibility, Reflection<br/> <b>Related Concepts:</b> Growth, Transition, Rights, Citizenship, Values, Initiative, Evidence<br/> <b>Lines of Inquiry:</b><br/>           Responsibilities within different groups of people (student cultures, family, community)<br/>           Strategies for coping with change<br/>           Roles within different groups of people<br/>           Personal life skills (including organizational strategies)</p> |



## School News

### Cyber Culture Survey

On the basis of the results from the Cyber Culture survey that was recently completed by our students we will run a further series of parent information sessions related to Cyber Safety early next year.

We will also be preparing a document outlining the skills and knowledge related to cyber safety which is an important part of developing information literacy as well as developing critical thinking skills. We would like to make this document available to parents when it is completed in order to support the development of your information literacy at home.

**ISA** This is the second year that our school has participated in the International Schools Assessment (ISA) for students in Grades 3, 5, 7 and 9. Families of the students tested and teachers have access to these results and it is an important source of data for us to monitor the performance of our students' as well as that of our IB programmes. As the results are benchmarked against a range of other international schools it is an excellent source of data to support our internal assessments. We will be running the ISA each year with these grades in order to monitor our programmes. For more information on ISA you can access their website at: <http://www.acer.edu.au/isa/>.

### New KIST Website

KIST has been developing a new website. Although the process has taken longer than expected we hope to have it launched ready for the start of the new school year.

One of the functions that we are very excited about will be password protected access for staff and parents to view documents and access specific areas not open to the public. We hope to include reporting information in this facility and will send out more details when the website becomes available. You will be able to get a sense of what it will look like from the image above although we are now compiling a range of suitable images to represent our school. A link will be sent out as soon as it is ready.

### Inquiry System Information System

The school is currently waiting for the last stages in the development of an information system called Inquiry System which will link planning, assessment and reporting functions in the Middle Years Programme and it is this facility that will provide a link to the new webpage. After the MYP module is launched we will investigate the PYP and DP modules. Our goal is to increase access for the school community to documentation linked to our units of inquiry including assessment and reporting information. Ultimately we would like parents to be able to access student assessment data and reports online in real time. Inquiry System will take us closer to reaching this goal.

### Curriculum Advisory Team

A number of parents volunteered to participate in a Curriculum Advisory Team looking at some of our curriculum documentation. A range of questions were initially posed by the team who met once at the beginning of the term and have been posting comments and questions on an online document shared by the group. We would like to thank all of the parents who have been involved in this group. We appreciate very much the time that you have spent and the valuable input that you have provided. We will send this information out to the whole school community as we recognize that many of the questions that were raised may be relevant to other families as well. We look forward to working with you next year.

### Damian Rentoule Vice Principal

## School News

We are now ready to introduce the Student Representative Council (SRC) and proudly announce the role of the SRC as a functioning body for voicing student opinions. As of now, we are comprised of four members, but from the next academic year (2009-2010), we will hold elections for representatives per grade, so as to further extend our aim for incorporating student opinions. As of now, the SRC includes:

President: James Ha, Grade 11

Co-Vice President & Secretary: Disha Parikh & Carmina Mancenon, Grade 11

Treasurer: Soomin Hwang, Grade 11

The SRC hopes to play a key role in not just voicing opinions, but also bridging the gap between students of different grade levels and encourage communication between all. We realize the need to build a sense of community within our school first, and then working towards extending this to the outer community upon establishment.

We hope to hold several interactive and fun ideas for all students in the months to come, and strengthen the student body in positive ways. We will keep you tuned about updates!

**Disha Parikh– on behalf of the SRC Grade 11**