



AMICUS International School Educational Foundation

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Okinawa AMICUS International

Kindergarten / Elementary School / Junior High School

AMICUS
Okinawa AMICUS International

Developing
Global Citizens
who can think, learn and act
independently.

School Brochure

AMICUS International
School Educational Foundation



AMICUS International School
Educational Foundation

Educational Philosophy

Developing global citizens who can think, learn and act independently in a learning environment where students forge their own paths for the future.

To become independent, one must develop the ability to think for himself/herself. Every child is a unique, independent being, and each one of them will also have his/her unique set of issues to deal with in his/her life. Though some help may be available, each child still has to solve such issues on his/her own in the end. This is precisely the reason why one must have the ability to think independently. In other words, this ability to think for oneself is the foundation of an independent being, and it is the core of one's vitality.

One needs to learn to become independent. Learning gives knowledge, and based on this knowledge, children develop their own worldview. With rich, accurate knowledge, a child's worldview will likely be broader and more universal. AMICUS will guide children to a significant understanding of people and phenomena. Education at AMICUS aims to equip children with depth and breadth of knowledge, fostering the development of clever, healthy, self-sufficient children.

Cultivating such individuals require the ability to communicate effectively with others. Children need to have companions when developing their communication abilities in order to gain a sense of identity and a truer understanding of self. The AMICUS focus on educating children in English is rooted in the reality that English is a valuable tool for communicating with the people of the world. With a working knowledge of English, children will have the language resources to facilitate enriched contacts with the people and cultures of the world. In the process, children will gain a better understanding of themselves and their own country. Lively, flexible communication will help to develop a unique, creative persona. We anticipate that children will reap the benefits of expanding their communication through English and Japanese, through a greater sense of partnership with people, and with more appreciation and deeper respect for the people of this world. Such ability to communicate will become their strength to take actions.

In understanding and appreciating people's differences, we strongly affirm a policy of non-discrimination, in terms of ethnicity, national origin, religion, gender, and disability. We value the strength in diversity among the people of the world. We understand that by underlining people's differences, there can be difficulty in equitably assessing some of the world's most challenging issues. Children need awareness, intellect, and sensitivity to understand and to act on the facts of a matter. Children of diverse backgrounds gathering together to learn at AMICUS in the same space is the embodiment of the essence of globalized education.

A school is a highly socialized entity that is profoundly influenced by society at large. At the same time, a school nourishes and enriches society. A society builds schools, and schools provide the building blocks for a society. AMICUS aims to serve our community and the world by contributing to society through educating children to value their lives as thinkers, life-long learners, and doers.





AMICUS emblem



The emblem of AMICUS is modeled after the Okinawa Rail, which is the endemic Okinawan bird officially recognized as a new species in 1981. It has been well known among the people in Yanbaru, and the bird is called "Agachi" or "Yamadui." Scientific name: *Rallus okinawae*

What's AMICUS ?

AMICUS means "friend" in Latin. It is also the root of the Spanish word "amigo." The word "agodus" means "close friend / classmate" in the Miyako-jima dialect. A certain theory unveils the possibility that it reflects a Spanish influence via the Philippines.



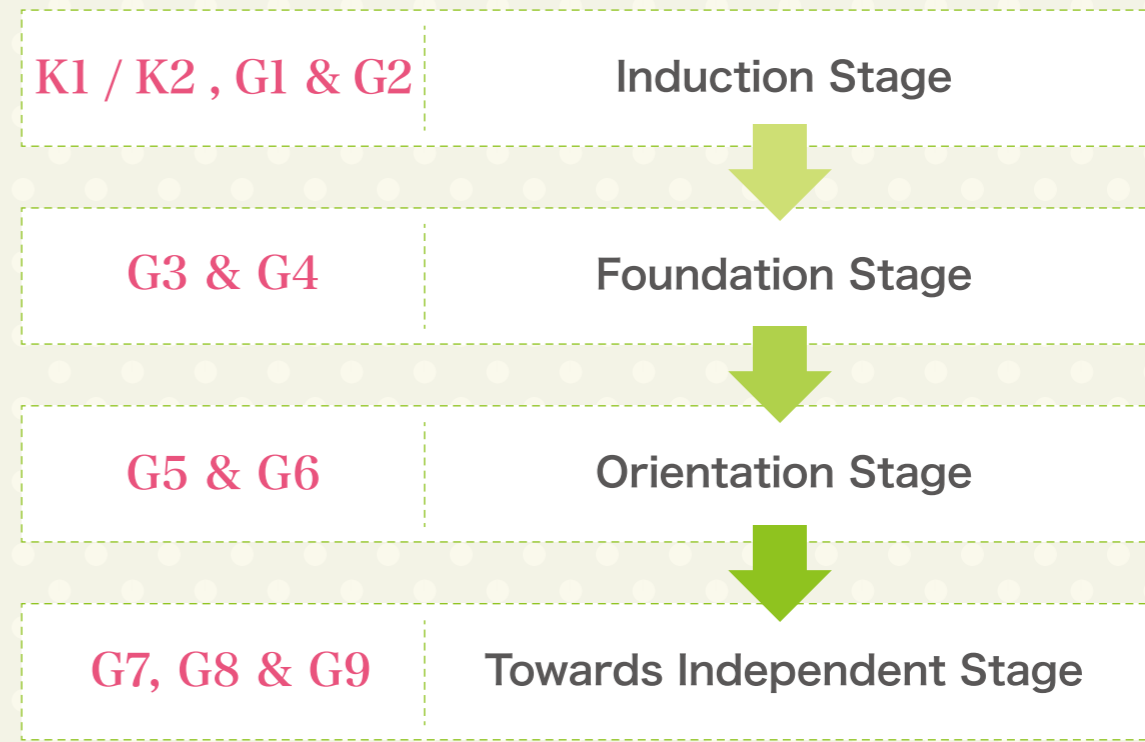


What is immersion education?

The term “immersion” has its origin in the word “to immerse,” such that this concept is generally understood to mean a “language bath” in which the children are immersed in a stimulating environment that is conducive to language acquisition. In a similar way, students are immersed in an English environment in the AMICUS’s Immersion Education. This is different from learning English in English classes. In AMICUS, students need to communicate in English from the start of the day in morning homeroom and learn the content of most of the subjects via English, because English is used as the medium of communication and instruction for daily activities. The aim of immersion education at AMICUS is the development of two languages, the native language and the second/foreign language, as well as the appropriate knowledge of the course content and intercultural competence. Both the English and Japanese languages and cultures are valued equally in the school. Various cultures including Japanese culture will be introduced to the students by our international staff. AMICUS wants students to develop an international perspective where they see cultural similarities before they see differences, while enjoying the intercultural communication and exchange. We believe the teaching of language cannot be separated from the teaching of culture if we aspire to nurture our students to be Glocal Citizens.



The Four Stages in K-9 Consecutive Education



The future vision of AMICUS students Think Global + Act Local = Glocal Citizens Nurturing Global Citizens with Local Relevance

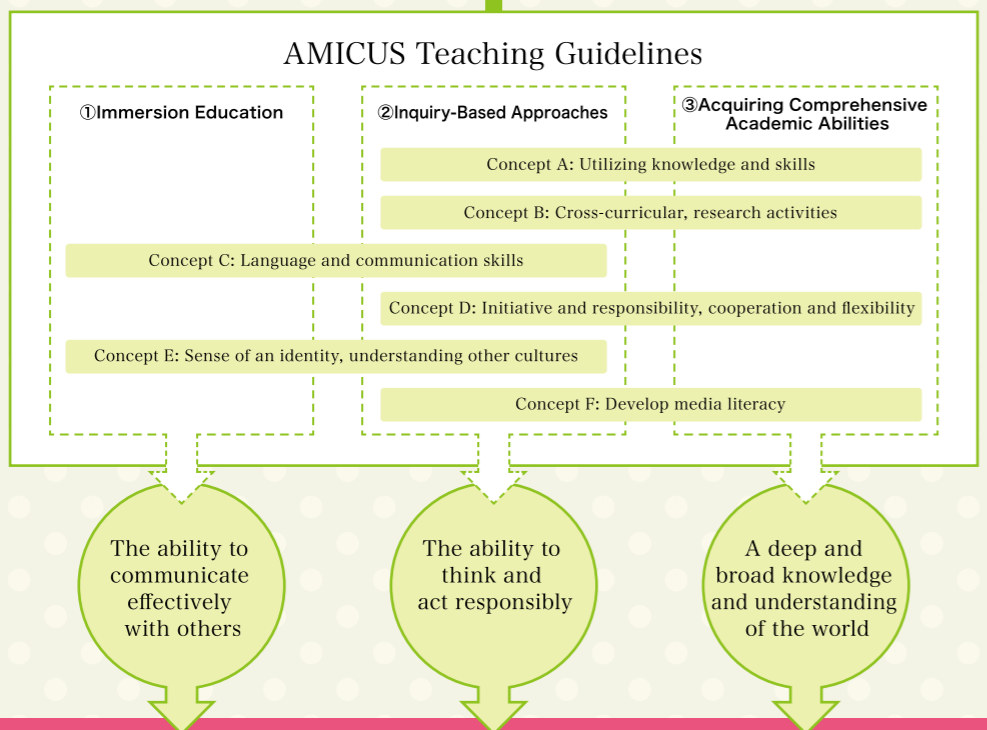
Characteristics of AMICUS “Glocal Citizens”

AMICUS provides a rich learning environment that helps develop in our young people a glocal mind-set. It employs a holistic approach to nurture our learners to be creative thinkers (THINK), independent learners (LEARN) and risk takers (ACT).

Creative Thinker (THINK)	Independent Learner (LEARN)	Risk Taker (ACT)
<ul style="list-style-type: none"> •Thinks globally and appreciates cultural diversity •Takes multiple perspectives on a problem •Communicates effectively and confidently in multi-cultural settings 	<ul style="list-style-type: none"> •Questions, reflects and perseveres •Takes responsibility for life-long learning •Uses technology adeptly 	<ul style="list-style-type: none"> •Exercises initiative, resilient and embraces change •Is adaptable, innovative and collaborative •Possesses socio-cultural sensitivity and awareness

AMICUS Teaching Guidelines

AMICUS Educational Philosophy
Developing global citizens who can think, learn and act independently in a learning environment where students forge their own paths for the future.



Global citizens with local relevance
Developing global citizens who can think, learn and act independently in a learning environment where students forge their own paths for the future.

Characteristic of Subjects in AMICUS

English

Cultivating the ability to lead the global society



The English program at Amicus is led by a team of licensed teaching professionals brought to Okinawa from around the world. These teachers, with diverse backgrounds, use the Ontario Language Arts curriculum from Canada to build our students language skills.

Amicus exposes students to a balance of 5 vital English language skills: listening, speaking, reading, writing and media literacy. Students begin their exposure to English from Kindergarten with the introduction of phonics, songs and the foundations for reading and writing.

Students learn to read from levelled reading texts and gradually move to novels. Students learn to write a wide variety of texts (essay, poetry, formal and casual letter) with



the lengths growing longer and more complex as they move through our language arts program. Media literacy skills include understanding the construction of and creating media like posters, brochures, movies and commercials. This critical 21st century skill is taught in depth at Amicus starting in Grade 1. Students prepare and present individual or group work during each language unit at Amicus to reinforce their speaking and listening skills.

The goal of the English program at Amicus is to instill students with the skills they need to be able to enter and succeed in an English speaking high school in the country of their choice.

Mathematics

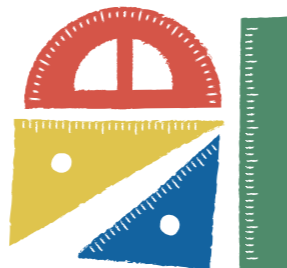
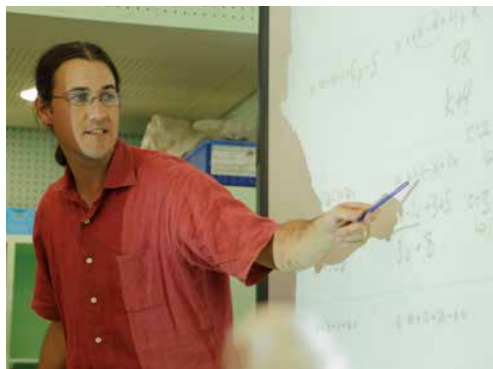
“Fun” mathematics which stimulates the curiosity of children



At AMICUS, mathematics emphasizes not only the content to be taught, but also the processes and daily relevance of learning mathematics. We use the English version of MEXT textbooks and supplement it with other resources, such as Singapore Math for the lower grades.

Students benefit from the close collaboration between the English and Japanese teachers, through team teaching, students are to gain a better grasp of the mathematical concepts from different perspectives. The class homeroom Japanese teachers work closely with the English teachers to support students who may encounter difficulty during math lesson due to a language barrier. To ensure that students understand their math content in both languages, Japanese worksheets are used on certain days for upper grades in the morning 15-minute homeroom.

Through our math program, our students become confident communicators with mathematical thinking skills, and grow to be Glocal Citizens who can investigate, express and make judgment in their personal and future lives.



Science

Uncovering the “Mysteries” in the World - Through Hands-on Learning



The Amicus science team emphasizes the hands on experiences of the five senses; seeing, touching, smelling, hearing and sometimes tasting. Students receive a balanced foundation through textbooks and deepen their scientific understanding by coming in contact with the many mysteries of the world and trying to uncover the secrets behind them. In addition to Japanese national textbooks, Science Fusion texts from the US and other digital resources are also utilized to enrich student learning. In class teachers place an importance on curiosity and the joy of discovering in a safe environment. The joyful noise of learning can be heard in and around the Amicus science rooms every day.



Japanese

Developing Children who Can Use “Communicative Words”



Japanese language study at AMICUS emphasizes three pillars of abilities, which are the abilities to “think”, “learn”, and “express.” Learning of Japanese is the learning of “language”, in the same way as for English study. Utilizing the unique international AMICUS environment, we are actively engaging in language activities of “communication.” Since 2014 school year, we took on a challenge of the Japanese Kanji Aptitude Test, “Kan-ken”, and received the “Excellent Group Award” for two consecutive years.

Social Studies

Developing the Glocal Citizens who “Think Independently”



Social studies at Amicus has an overall focus on students understanding and having the skills to become productive engaged members of society. The Japanese national social studies curriculum is taught with the support of a teaching staff that has

studied and traveled all over the world. Classes are mostly project based and cover a wide variety of topics ranging from basic community services in the younger grades to complex global issues in the junior high school. The social studies content is examined from the perspective of Okinawan, Japanese and global citizens giving students the ability to recognize bias and multiple perspectives about a single issue. The idea of understanding multiple perspectives for a single issue and bias are very difficult skills to learn in Japan and will give our students a strong foundation to live and work cohesively and proactively anywhere in the world. The social studies content at Amicus is specifically taught to promote the Amicus concept of Glocal citizen a major part of our school philosophy.



K-G2
Induction Stage

This stage marks the beginning of formal education where students gradually get used to learning through English and at the same time enjoy AMICUS' unique environment. Students develop basic literacy and numeracy skills and gain confidence as they acquire fundamental social skills in an international setting.

Beginning Stage to Exercise the Educational Philosophy of AMICUS

Kindergarten (K1 / K2)



Preschool is an important stage in gaining recognition to own behaviors and self-expression by others. At AMICUS Kindergarten, teachers support each child to blossom his or her to full potentials through hands on learning and out of school activities where children can freely express themselves, stimulate their learning which lead them to acquire abilities to solve own problems.

Daily Schedule (K1)

- 8:15~9:00 Arrival / Free Time
- 9:00~9:20 Bathroom Break
- 9:20~9:50 Circle Time
- 9:50~10:30 Activity Time
- 10:30~10:45 Snack Time
- 10:45~11:35 Station Time
- 11:35~11:55 Bathroom Break
- 11:55~12:45 Lunch
- 12:45~13:00 Clean Up
- 13:00~14:00 Story / Nap Time
- 14:00~14:50 Bathroom Break / Getting Ready to Go Home
- 14:50~15:10 Dismissal

Daily Schedule (K2)

- 8:15~9:00 Arrival / Free Time
- 9:00~9:20 Bathroom Break
- 9:20~9:50 Circle Time
- 9:50~10:30 Activity Time 1
- 10:30~10:45 Snack Time
- 10:45~11:35 Activity Time 2
- 11:35~11:55 Bathroom Break
- 11:55~12:35 Lunch
- 12:35~13:00 Clean Up / Free Play
- 13:00~14:20 Station Time
- 14:20~14:35 Bathroom Break
- 14:35~14:50 Story Time
- 14:50~15:10 Dismissal



First Grade

In the effort to make a smooth transition from preschool education to elementary school life, we set three educational objectives of "enjoy the school life", "try things without fearing failure", and "think before acting" for the first grade. Emphases are given especially to the mingling and exchange with the students from other grades, as well as making connections among various subjects in instructions. In this manner, the curriculum is structured in a comprehensive and associative way that the broader teaching unit which covers multiple subjects gradually differentiates into each subject unit.

Second Grade

The target for the second graders is, "Let's smile, try and work together." By this time, children became accustomed to the school life, and they increasingly favor mingling with their friends. To provide more opportunity to communicate with others, we are incorporating wide range of exchanging opportunity into classes and school activities with students from different grades. Through such exchanges, each student will face up to his/her goal and begin to support one another, building gentle and supportive spirit by giving helping hands to his/her neighbors.

To raise the children who are compassionate and full of smiles, teaching staff are also interacting with our students in the spirit of "Let's smile, try and work together."



Daily Schedule (Elem. School)

- 8:15~8:30 Arrival / Morning Work
- 8:30~8:55 Quiet Reading / Homeroom
- 8:55~10:35 1st & 2nd Periods
- 10:35~10:50 Snack Time
- 10:50~12:30 3rd & 4th Periods
- 12:30~13:40 Lunch / Recess / Cleaning
- 13:40~15:35 5th & 6th Periods / Homeroom
- 15:35 Dismissal / Pick-up





G3-G4
Foundation Stage

Students start building their foundation for learning as more academic subjects are introduced from grade three, such as Science and Social Studies. They would have also gained a greater confidence in using English as a tool for communication and learning. More cross-grade level activities are introduced here for students to build their social skills through collaborations between students of different grades.

With the Awareness of Being a Member of the Society, Nurture the Compassionate and Cooperative Spirit with the Neighbors.



G5-G6
Orientation Stage

Students deepen their language skills through Language Arts program. They also heighten their academic skills with more intense subject contents. Through various field trips, overnight camping and school trip to mainland Japan, they learn to think, learn and act independently. They are encouraged to explore their strengths and future goals at this stage.

With Becoming the Active Leaders of Elementary School, Develop the Abilities to Hold and Assert One's Opinions.





G7-G9
Towards Independent Stage

Students develop a higher level of autonomy as they form various student bodies such as student council and sub committees. They discover their potential through personal research activities and projects. Students start forming goals for their future as they prepare for higher education.

**Culminating the K-9 Consecutive Education
The Stage to Establish “Self”
for Independence.**

Learning Emphasizing the OUTPUT

In the classes of each subject in Junior High School, our students are asked to build up their knowledge through collaborative studies, and to logically compile and present their own opinions in the report assignments, discussions and debates. Throughout the ninth grade (senior year in Junior High School), students engage in “individual project,” where they set up their own themes, conduct surveys/research, and make presentations. Combining such “Dispatching” ability developed in this project with “Language fluency” which is accumulated throughout the elementary school years, will be the driving force to launch the students into the internationalized society.

High Level of Self-governance

In junior high school, students begin to engage and play a central role in high level of self-governance through the “Student Council / Sub Committees.” Students themselves think out the ideas for improving the school, and by planning and executing the activities they gain the skill to live autonomously in the society. The executive members are elected by democratic election and they begin to gain the capacity to act as leaders through training activities such as leadership training. Since such activities are conducted beyond the borders of the courses and grades, students can deepen the exchange among the students from other grades and courses.



Supporting the Voyage

AMICUS do not have high school. To assist our students to venture out from AMICUS to each of their future endeavors, we support them to find and take the first step toward each of their dreams. Through attending the career study session, lectures and classroom activities, students can listen in the stories of successful people from various fields, talk out their dreams with one another, and prepare for their future journeys. For the students advancing to Japanese senior high schools, we provide once a week supplementary mathematics and science classes that are taught in Japanese.



Daily Schedule (JHS)

8:15~8:30	Arrival / Morning Work
8:30~8:55	Short time learning / Homeroom
8:55~10:40	1st & 2nd Periods
10:40~10:50	Preparation / Transition
10:50~12:35	3rd & 4th Periods
12:35~13:40	Lunch / Recess / Cleaning
13:40~15:25	5th & 6th Periods
15:25~15:35	Homeroom
15:35	Dismissal

What comes after AMICUS? – AMICUS Sister Schools –

Based on the K-10 consecutive education, we give support to the students to make decision on the post-graduation directions leading to their future dreams.

Public High Schools in Okinawa

The memorandum of understanding on the collaboration between the Okinawa Prefectural Board of Education and AMICUS regarding the students advancing to prefectural high schools.

Private HS in Okinawa Okinawa Shogaku Senior High School

• Agreement on special admission and recommendation system

AMICUS

Public/Private High Schools Beyond Okinawa

Linden Hall High School
• Agreement on special admission and recommendation system

Sister Schools Abroad Australia

Eltham College (Melbourne)

Canada

Fieldstone School (Tronto)

U.S.A.

Ojai Valley School (California)

International School in Japan

Columbia International School
• Agreement on special admission and promoting educational exchanges



Short / Long Term Study Abroad Programs

Eltham College (Australia) URL: <http://elthamcollege.vic.edu.au/>

Driving out about 40 minutes from the artistic city of Melbourne, Eltham College is situated on a property as big as Tokyo Disneyland in a rich natural environment. Established in 1974, it is an integrated, coeducational private school from kindergarten through junior high school with approximately 900 students. Eltham College provides a broad range of extra-curricular activities especially in music, art and sports. Students indulge in jazz ensemble, chorus and string orchestra with topnotch equipment in a cutting-edge setting or enjoy hockey and cricket in vast and varied facilities. They often engage in active debates as well. Eltham College operates 'Swipers Gully', which is a fully-functional café and restaurant that is open to the public. It is where the students learn hospitality management. Students in Years 8 and 9 operate the College Coffee Shop within the restaurant, with particular focus on Year 9 students exploring employment and work experience opportunities. We established a sister school alliance agreement with Eltham in 2012, and Amicus students have a chance to join their 3-week summer program. During the program, our students attend Eltham College's regular classes together with local students and experience homestays in Australian families. Amicus students may also choose to go to Eltham College as preferred applicants.



Fieldstone School (Canada) URL: <http://fieldstonedayschool.org/>

Fieldstone School is located in a tranquil and peaceful neighborhood about 10 km northwest of the center of Toronto. Established in 1997, it is an integrated, coeducational private school from kindergarten through high school with approximately 300 students. Fieldstone School is known for its innovative curriculum, fully individualized care, excellent teachers and staff in a very homelike environment. It offers an enriching and unique blend of Cambridge-Ontario curricula with an average of 12 students per class. Many of the Fieldstone graduates are attending prestigious universities in Canada, the US,



Japan, and etc. With its student body being half foreign students, Fieldstone College provides a comprehensive and personalized after-school tutoring session for each student to meet their academic needs. There is a regular Japanese staff on campus to help foreign students from Japan with any problems. Periodic reports on school life are sent out to parents to keep them updated. We made a sister school alliance agreement in early 2016 and are expecting a long-lasting relationship among students, teachers and staff through various programs as well as a post-graduation school from Amicus.

Ojai Valley School (U.S.A.) URL: <http://www.ovs.org/>

Situated on the greenery of Ojai Valley hilltop about 100 km north of Los Angeles and 1 hour drive by car, Ojai Valley School was established in 1911 by Mr. Edward Yeomans, a Princeton University graduate. It is an integrated, coeducational private school from kindergarten through high school with approximately 300 students from more than 15 regions around the world, and about 40% of them stay in a dormitory. The school incorporates a WASC (Western Association of Schools and Colleges) curriculum with an average of 13 students per class. Many students graduate from Ojai Valley School with brilliant records, and they have attended Boston University, Brown University, Columbia University, Oxford University, University of California, Berkeley, and etc. in the past. Ojai Valley School provides excellent after-school tutoring sessions for international students, who are about 20% of the student body. Ojai Valley School's philosophy is contained in the words Integer Vitae – meaning wholeness of life, symmetry of life, soundness of life, and, therefore, poise and strength of life. The students are presented with a wide variety of experiences through college preparatory studies, campus life, educational field trips, student activities, athletic programs, community services, and outdoor education in the great nature within the campus. The Ojai Valley School especially focus its support on the equestrian program. It owns about 40 horses and is one of the few equestrian boarding schools in California with stables on campus, allowing students to walk from class to the barn to ride nearly every afternoon in place of sports or P.E. classes. Competitive riders can participate in competitions, regional shows, jumping and dressage clinics. In early 2016, we made a sister school alliance agreement with them. Ojai Valley School is a potential post-graduation school from Amicus students and we are expecting a long-lasting relationship with them through various programs





[First Term] April ~ September

[Second Term] October ~ March



April Kindergarten / Elementary School Entrance Ceremonies

Current students and teaching staff welcome new children by showing their performance.



June Peace Studies

Children think about peace and express it in pictures and writings on the occasion of Okinawa Memorial Day. Peace assembly will also be held.



June~Sept. Snorkeling (Elem. & JHS)

Children go snorkeling in the sea off Onna village under the guidance of instructors.



December Performance Day

Every year, a theme is decided and children perform songs and dances. Children experience the joy of performing what they have practiced.



February Sixth Grade School Trip

Students went on a two-night, three-day school trip to Nara, Kyoto, Osaka, and Kobe (in 2014 school year).



April School Commencement Ceremony (Elem. & JHS)

It is an exciting start to a new school year, with new classmates. Students are excited about the announcement of their class teacher.



June Sports Day

Together with family members, students enjoy sports.



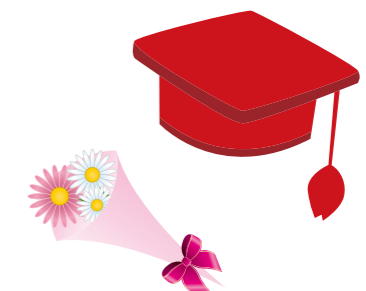
March Graduation / Gd Completion Ceremony (Elementary / JHS)

A graduation certificate is awarded to each graduating child. Every year, graduating students sing in a chorus and make presentations on their memories of the past school year. It is a joyful moment to see how they are growing.



March Kindergarten Graduation Ceremony

A graduation certificate is awarded to each graduating child, and each child will step forward to advancing into elementary school.



Excursions and Field Trips An excursion or field trips takes place at each grade level to experience natures and cultures.

Parent / Guardian Visiting Day
There are two parent/guardian visiting days a year for the kindergarten, while there are three such days for both the elementary and junior high schools. At some grade levels, an event with the participation of parents and guardians will be organized at the end of a semester.

Long School Holidays
Long school holidays include spring (approx. two weeks), summer (approx. one month), fall (approx. one week), and winter (approx. two weeks) breaks.



Facility Guidance

AMICUS has 27,000 m² (about 6.7 acre) of land area which is surrounded by rich natural environment. Its low-lying school buildings are designed and placed to suit the topography of the landscape. The corridors connect the lower, middle, and upper grades primary school buildings, media center, multipurpose hall, and administration building. The high-ceiling corridors and courtyard are always filled with children resting and playing.



Elementary School Classroom



Junior High School Classroom



Courtyard



Multipurpose Hall



Kindergarten

◀ **Media Center**
The Media Center is located in the center of the school. Children pass through the Media Center to go to their classrooms every day. We provide much opportunity for children to become familiar with books, and there is special classes called "Library Hour" for this purpose. Its two-story open ceiling space attracts people to gather in, and it is also used for showcasing the school projects and artworks done by our students.



Computer Room



Music Room



Annex



Science Laboratory

Kids / Junior Club

MUSIC

UMABU

Soccer

TRACK & FIELD

Pottery making

Eiken Support

BASKETBALL

Swimming, Calligraphy, Okinawan Traditional Dance etc.

After school extracurricular activity

AMICUS considers the extracurricular activity program to play an important role in the development of children. Such activity expands the children's world and helps children deepen their interests by themselves. AMICUS offers unique extracurricular activities both in arts and sports programs.

Speech Debate

EQUESTRIAN

Tech Kids School
Let's say Hello! to the world.

(SY 2016)

School Bus

The school bus service that covers the entire Okinawa Island is available for students to meet their commuting needs. Our school buses are designed to stand out in their Bougainvillea color, our school color, with the school logo painted on them. The school bus routes and bus stops are established to make the children's commuting shorter and safer to minimize their burdens. One morning service and two after-school bus services are being provided.



Uniform

Formal / Second / Sportswear

AMICUS has three types of uniforms. The formal uniform is used for everyday class including ceremonial events. The second uniform consisting of T-shirts and hoodies is comfortable even in hot Okinawan summer. The sportswear is used for physical education classes, etc.

The design of formal uniforms change as the children advances their grades from K to 9 to suit their growth. Since there are no specific requirements for jackets(except JH), coats, or shoes, students can have fun in coordinating these uniforms in any way they want it.



Q&A

● What is immersion?

The term "immersion" means "to immerse," and by having the children immersed in an English-based environment, they can naturally acquire the language. (See p.7)

● What is an Article 1 school?

The Article 1 school is a school that is specified in the article 1 of the School Education Act. AMICUS students will receive Japanese Elementary School and Junior High School Graduation Certificates.

● Is English proficiency required for admission?

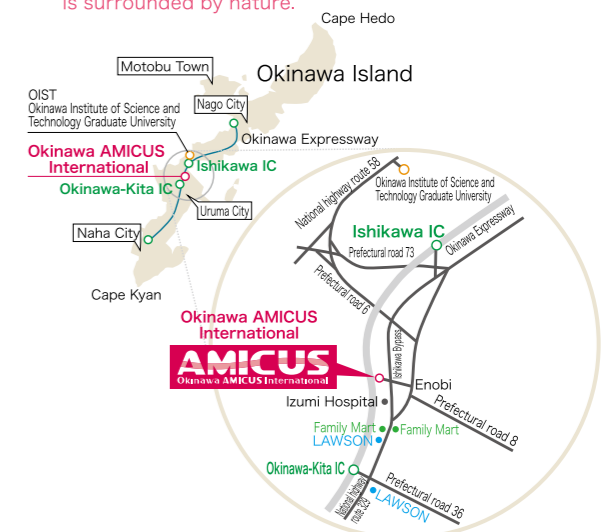
There is no screening for English proficiency for admission to our Elementary School or Immersion Course.

● Wouldn't the children's Japanese ability suffer?

It won't be an issue because Japanese skills will be developed through Japanese classes in both courses.

● Access

AMICUS is located in the middle of Okinawa Island and is surrounded by nature.



1212-1 Enobi, Uruma City, Okinawa

By Car Approximately 45-minute drive from Naha City (Naha IC - Okinawa Expressway - Exit at Exit #5 Okinawa Kita IC) Approximately 40-minute drive from Nago City (Kyoda IC - Okinawa Expressway - Exit at Exit #5 Okinawa Kita IC) Approximately 20-minute drive from Okinawa Institute of Science and Technology Graduate University (OIST)

By Bus Approximately 20 minutes on foot from the "Izumi Byon Iriguchi" bus stop