

Welcome to KG1 Information Guide

"Empowering Learners of today to be global citizen leaders of tomorrow" IC

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" IB



2019-2020 School Year

Programme of Inquiry in KGI

Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Subject Focus	Social Studies PSE (Personal Social Education)	PSE (Personal Social Education)	Science PSE (Personal Social Education)	Science PSE (Personal Social Education)
Central Idea	Developing relationships require mindful interactions	Arts are modes of expression that promote creativity	Understanding the way the materials behave and interact determines how people use them to meet their needs	Plants are living things that have a role in our lives
Lines of Inquiry	<ul style="list-style-type: none"> • How relationships develop • Behaviors that define a relationship • My responsibility in maintaining healthy relationships 	<ul style="list-style-type: none"> • Different forms of arts • Using the arts as a means of expression • Sharing and responding to arts 	<ul style="list-style-type: none"> • Properties of materials determine their usage • manipulation of materials • choices in reusing material 	<ul style="list-style-type: none"> • Characteristics of plants • The different uses of plants • Our responsibility towards plants in our environment

Key Concepts	Causation, Connection, Responsibility	Form, Function, Perspective	Causation, Change, Connection	Form, Function,, Responsibility
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Languages

English

Language is an essential element for constructing meaning. "It empowers the learners and provides an intellectual framework to support conceptual development and critical thinking" (MPYPH, 2009, p.68). The strands of language are: listening and speaking, viewing and presenting, reading and writing.

Learners develop their communication skills, express their ideas and thoughts, and join actively in classroom discussions, dramatic activities, and storytelling. They ask questions that would help them gain information and respond to inquiries. They will listen attentively and respond actively to oral texts, make predictions, and anticipate possible outcomes.

Learners attend to visual information through discussions and illustrations and connect visual information to their own experiences. Though child initiated play and teacher initiated learning experiences, learners demonstrate an awareness of the use of body language in communicating ideas and feelings. Learners' global reading abilities are developed where they become more aware of the print used in their immediate environment.

اللغة العربية

اللغة العربية، لغتنا الأم، هي جزء لا يتجزأ من هويتنا الشخصية والاجتماعية والثقافية. واستخدامها كلغة تفكير وتواصل، يساهم في تنمية مهارات المتعلم الذهنية والعاطفية والتفاعلية واللغوية، ويرسم ملامحه كفرد مؤثر في محيطه، ومواطن فاعل في مجتمعه. وقد أثبتت الدراسات أن القوة في تعلم اللغة الأم تكمن في اكتساب القيم والمبادئ والعادات والمعتقدات، كما في تعزيز التواصل والاندماج الاجتماعي، وزيادة الإنجاز على المستوى الأكاديمي.

على الرغم من أن الانترنتاشونال كولدج لا تعتمد اللغة العربية لغة تدريس، إلا أنها تقوم بتدريسها وفق منهج متكامل تركز حوله الأنشطة المتنوعة كطريقة للتعلم، بحيث يكون الطفل قادراً على استخدام لغته الأم للتعبير عن نفسه، والتواصل مع محيطه، ما يجعله فاعلاً ومتفاعلاً في آن.

يتم تعليم اللغة العربية إما من خلال اعتماد مبدأ الوحدة التعليمية، أو من خارجها، وذلك لتحقيق أهداف تنمية قدرات الطفل ومهاراته الفكرية والعاطفية والاجتماعية واللغوية.

التعلم من خلال اللعب وسيلة تربوية مهمة في هذه المرحلة، يُضاف إليها التفاعل الحسي المباشر مع محيطه، والاستكشاف والحوار والمحادثة، واختيار القصص والأغاني والعديات والأشعار والدمى، والارتقاء بمستوى تحصيل الطفل بالتحفيز والتشجيع.

Mathematics

Preschools show an interest in the everyday math that is naturally part of their world. Students acquire mathematical concepts by constructing meaning and by moving from concrete manipulation to more abstract representations. Mathematical knowledge is arranged into five strands: data handling, measurement, shape and space, pattern and function, and number.

Data Handling

By the end of KGI, learners organize data and information in groups according to a chosen criteria. They create, read and interpret pictographs using correct mathematical terminology.

Measurement

Learners estimate, compare and order objects by length and height. They identify, compare and describe attributes of real objects using appropriate mathematical terminology. Moreover, learners measure and record data to compare the length, height, capacity of objects using non-standard units. They identify, describe and sequence up to five events in their daily routine.

Space and Shape

Learners engage in authentic learning experiences that allow them to describe the relative position of an object (above, below inside...). They construct and represent models and structures which helps them identify, describe and compare geometric shapes.

Pattern and Function

Learners understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature. They identify, reproduce, and extend and create patterns.

Number

Learners identify, order, represent, and compare numbers to 10. They connect numerals to sets (till 10) and use the language of mathematics to compare quantities (more, less, the same).

Science

Preschool children explore scientific knowledge in their daily interactions and observations (MPYYPH, 2009, p.93). Learners' scientific knowledge is constructed through active exploration of their surroundings. Their curiosity is promoted through numerous learning opportunities that help them develop a caring and respectful attitude towards the natural world. Their exploration of scientific principles allows them to develop science specific skills that are embedded in our units of inquiry.

In KGI, two of our units, *How the World Works* and *Sharing the Planet* are science focused.

Throughout the *How the World Work* unit, learners demonstrate an understanding of how objects are made of different materials. They explore the characteristics and properties of different materials and how these materials can be recycled and reused.

Throughout the unit *Sharing the Planet*, learners demonstrate an understanding of different parts of plants, their needs and their characteristics. They will explore how people use these parts for different purposes and our responsibility towards the plants in our environment.

Science Skills

Our curriculum and units of inquiry allow the development of science directed skills. It provides rich opportunities for students to:

- observe carefully in order to gather data
 - use a variety of instruments and tools to measure data accurately
 - use scientific vocabulary to explain their observations and experiences
 - identify or generate a question or problem to be explored
 - plan and carry out systematic investigations, manipulating variables as necessary
 - make and test predictions
 - interpret and evaluate data gathered in order to draw conclusions
 - consider scientific models and applications of these models (including their limitations)
- (MPYPH, 2009, p.93)

Social Studies

“In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity, and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their community, and the world and to understand themselves in relation to their communities” (MPYPH, 2009, p.103).

In KG1, three of our units, *Who We Are*, *How We Express Ourselves*, and *Sharing the Planet* are social studies focused.

Throughout the unit, *Who We Are* learners develop their understanding of how individuals and groups interact with each other. They explore how relationships develop among members in a community. They will inquire into their roles and responsibilities as members of a classroom community.

Throughout the unit, *How we express ourselves*, learners develop their understanding how people communicate and use arts to interact with each other.

Throughout the unit *Sharing the Planet*, learners reflect on their responsibilities for conserving plants in their environment. They explore the concepts of interdependence between humans and plants.

Social Studies Skills

Our curriculum and units of inquiry allow the development of social studies directed skills which are either addressed explicitly or implicitly. It provides rich opportunities for students to:

- formulate and ask questions about the past, the future, places and society
- use and analyze evidence from a variety of historical, geographical and societal sources
- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity, and possible bias of sources (MPYPH, 2009, p.106)

Personal Social and Physical Education

Preschool children need learning environments that promote their personal social education thus developing their overall wellbeing. "Wellbeing is intrinsically linked to all aspects of a students' development at school and beyond" (MPYPH, 2009, p.112).

Personal Social Education

At preschool, learners start developing their identity as individuals. They recognize their characteristics, strengths, limitations and challenges. They are guided to cope successfully with their emotions, and to recognize their own feelings and self-worth. Learners develop their abilities to interact with others, build relationships, recognize similarities and differences between themselves and others, and appreciate diversity.

Learners are encouraged to reflect on the development of their own personal and social well-being. They identify and develop different strategies to help manage situations of change and adversity. In KG1 learners are encouraged to set personal goals and work towards achieving them. They are encouraged to promote their cooperative behaviors in order to function as part of a group or team. They develop their abilities to reflect on and interact with other people, other living things, and the wider world.

Physical Education

Preschool homeroom teachers are also the physical education teachers. Throughout the year, learners engage in physical education activities that allow learners to develop their gross motor skills and observe changes in their own bodies. They become more aware of their physical capacities and how their bodies can move creatively in response to different stimuli. Various individual and group games allow learners to recognize the importance of rules and procedures in defining the nature of a game.

Arts

Preschools respond to the world and create their own expressions using different modes of communication. The Arts encompass dance, drama, music, and visual arts. They are languages that allows the children to respond to their environment and express themselves through creative processes.

Visual Arts

At preschool, students are exposed to a wide range of learning experiences in their classrooms that develop their abilities to respond to and create their own paintings, photos, crafts, sculptures, architectural structures etc.

In KG1, the students observe different paintings. They are encouraged and guided to express opinions regarding different artwork. They develop their abilities to identify the formal elements of an artwork (color, lines and shapes). They use different media, produce 2D and 3D works of art, and manipulate sculptural materials such as playdough, papier mache, and clay. KG1 students explore the works of Pablo Picasso, Georgia O’Keeffe, Gustav Klimt, and Jean Du Buffet, James Rizzi, Raouf Rifai... They also explore the works of local Lebanese artists by either visiting their galleries or having them as key speakers at their classrooms.

Music

At preschool, students are exposed to music through songs, chants, rhymes etc. Their experiences extend to the music class where they develop their abilities to sing in harmony, explore body music, play musical instruments, and experiment with a beat.

In KG1, learners listen to various musical pieces with growing attention and appreciation. They explore music as another language for expression and communication of ideas.

Information and Communication Technology (ICT)

Information and Communication Technology (ICT) plays a pivotal role in the development of our children and their education. Most of the time, technology is integrated throughout all curriculum areas to make learning more authentic. A balanced use of and exposure to technology is intentionally planned throughout our day. The teachers model digital citizenship using different technology resources, such as computers, tablets, cameras, iPads. They also guide learners into how to access information from different resources. At preschool, the learners are provided with several opportunities to develop their media literacy skills by using different applications to get

information and watching documentaries, videos, and animated songs and stories. Recently, we have also added explicit coding sessions at this level.