

Welcome to KG2 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 KG2

Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	How We Organize Ourselves	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 the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and 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	PSE (Personal Social Education)	Social Studies PSE (Personal Social Education)	Science Social Studies PSE (Personal Social Education)	PSE (Personal Social Education)	Science Social Studies PSE (Personal Social Education)
Central Idea	Increasing awareness of personal abilities allows people to challenge and improve themselves	Stories communicate ideas and beliefs that connect people to different cultures	Exploring light allows people to use it to meet their interests and needs	Play allows us to explore and express ourselves in different ways	Small creatures interact with their environments and make differences in the world around us
Lines of Inquiry	<ul style="list-style-type: none"> Identifying personal abilities Exploring strategies that help us set goals for personal improvement 	<ul style="list-style-type: none"> Why stories are created Stories stem from different cultures How people connect to 	<ul style="list-style-type: none"> Different sources of light Exploring the different uses of light The impact of light on our lives 	<ul style="list-style-type: none"> What is play How reflecting on our play helps us to improve How we share our ideas and interpretation 	<ul style="list-style-type: none"> Small creatures that live on our environment The role of small creatures in the environment

	<ul style="list-style-type: none"> • How my personal abilities develop over time 	and interpret stories		ns with others	<ul style="list-style-type: none"> • Human responsibility towards small creatures
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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 listening comprehension skills by engaging in some teacher-guided strategies. They identify sounds and rhymes in an oral message and use context and picture clues to make inferences and predictions. They begin to distinguish between genres (fiction, realistic fiction, information books, fairy tales, and poems). They use complete sentences, to communicate ideas and information, and to incorporate newly learned words in their oral expressions and communication. Learners attend to visual information, showing understanding through discussion, role play, illustrations. They develop appropriate presentation skills using clarity of voice, eye contact, and body language. Learners identify and explain the basic structure of a story using storyboards or comic strips to communicate. They match spoken words to print such as labels, calendar, plan of the day etc. They develop their knowledge of basic conventions of the language of instruction, and start to recognize and use the different parts of a book. Learners participate in shared and guided reading acquiring new reading strategies. Learners continue to develop their letter sound recognition and developing their writing abilities.

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 أنّ 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 الإنترنت والاشغال كولدج لا تعتمد اللغة العربية لغة تدريس، إلا أنها تقوم بتدريسها وفق منهج متكامل تركز حوله الأنشطة المتنوعة كطريقة للتعليم، بحيث يكون الطفل قادراً على استخدام لغته الأم للتعبير عن نفسه، والتواصل مع محيطه، ما يجعله فاعلاً ومنتفاعاً في آن.

يهدف برنامج تعليم اللغة العربية في الروضة الثالثة إلى تعلم حروف اللغة، واكتساب مهارة تمييز أصواتها وقراءتها، وصحة كتابتها منفصلة في كلمات مع مراعاة الأصوات الطويلة والقصيرة. كما يهدف البرنامج إلى إغناء مخزون الطفل بمفردات وتراكيب تمكنه من التعبير عن نفسه وأفكاره وحاجاته، والتواصل مع الآخرين. مع نهاية الروضة الثانية يكون الطفل قادراً على التواصل شفهيًا عبر استعمال جمل بسيطة، وقراءة كلمات وكتابتها، والإصغاء إلى قصص قصيرة وفهم مضمونها، وإعادة سردها.

Français langue étrangère (FLE)

L'objectif de ce programme est d'offrir aux élèves une expérience éducative qui leur donne la possibilité de développer une maîtrise de base du français. Cette entrée dans la langue française leur permettra de s'ouvrir sur toutes les perspectives scolaires, personnelles et professionnelles. Cet enseignement se fait dans le cadre Européen de l'enseignement des langues et sera valide durant tout le parcours scolaire, avec des attestations.

Durant les séances, les élèves écoutent la langue parlée, répètent un nouveau vocabulaire, expriment leur compréhension par une communication verbale et non verbale et répondent à des questions et instructions simples.

Mathematics

Preschool children 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

Learners organize objects into categories by one or more attributes. They collect and record information in different ways. They read and create a pictograph and sample bar graph of real objects. They interpret data by comparing quantities using mathematical terminology.

Measurement

Learners estimate, compare, and order objects using appropriate mathematical terminology. Learners use non-standard units to measure objects in their immediate environment.

Space and Shape

Learners describe the relative locations of objects using positional language and move in a certain place, or move something following specific instructions. They understand, describe, and compare some characteristics of 2D and 3D shapes.

Pattern and Function

Learners identify, describe, and represent patterns. They extend, create, identify the rule for a particular pattern and compare and contrast patterns.

Number

Learners identify, order, represent, and compare numbers. They are expected to connect numerals to sets, use the language of mathematics to compare quantities (more, less, the same), and use the concept of numbers in authentic situations.

Science

Preschool children explore scientific knowledge in their daily interactions and observations. (MPYPH, 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 KG2, two of our units, *How the World Works* and *Sharing the Planet* are science focused.

In the unit *How the World Works*, learners inquire into sources and behavior of light. They explore and construct an understanding of the ways humans use light to communicate.

In the unit *Sharing the Planet*, learners inquire into the characteristics of insects by distinguishing insect from other mini beasts. They also inquire into their responsibilities in preserving their immediate 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 KG2, three of our units *How We Express Ourselves*, *How the World Works* and *How We Organize Ourselves* are social studies focused.

Throughout the unit *How We Express Ourselves*, learners inquire into how stories stem from different cultures. They inquire into how stories can inform people about other cultures.

Throughout the unit *How We Organize Ourselves*, learners inquire into their roles, rights and responsibilities during play.

Throughout the unit *How the World Works*, learners explore the impact of light on our lives. They will identify how people’s activities are influenced by place and the abundance of light.

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 reflect on the development of their own personal and social well-being. They describe how they have grown and changed, reflect on their experiences, and explore strategies that help them cope with change. They are encouraged to ask questions, seek answers, and develop their sense of competency.

Physical Education

The 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

Preschool children 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 allow 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 KG2, learners describe similarities and differences between artworks based on their understanding of formal elements of art. They extend their curiosity by asking questions and seeking answers related to different artworks. Students make personal connections, express opinions, and create artwork in response to a variety of stimuli. They explore the works of several international and local artists, some of which are Henri Matisse, Vincent Van Gogh, Omar Onsi, Ihab Ahmad, Paul Klee, Georges Serhal and several others, depending on the units of inquiry, students' personal inquiries.

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 KG2, learners deepen their understanding that music is a means of communication and expression. They respond to and express themselves through music. They explore vocal sounds and use their voice to imitate sounds and communicate feelings. Moreover, they create sound effects to complement a story, rhyme, picture or song.

Information and Communication Technology (ICT)

Information and Communication Technology (ICT) plays a pivotal role in the development of the learners and their education. Technology is integrated throughout all curriculum areas to make learning more authentic. A balanced use of and exposure to technology is intentionally planned throughout the day. The teachers model digital citizenship using different technology resources and tools, such as computers, tablets, cameras, iPads. They also guide learners into how to access information from different resources. In KG2, learners use age-appropriate search engines to find information and conduct their own inquiries. They use a digital camera, a video camera, or camera on a hand held device to take pictures and videos. They create a series of slides and organize them to present their research and convey their ideas. Learners also engage in developing their coding skills during regular coding sessions.