

Welcome to Grade 1 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

Program of Inquiry in Grade 1

Grade One						
Age: 6-7 years old						
Transdisciplinary Theme	Who we are	Where we are in place and time	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 orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	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
Central Idea	Friendships are developed through our choices and behavior	Celebrations are a reflection of various cultures	Exploring simple machines enables humans to innovate	Investigating matter helps people understand the world	School communities may be enriched by their members	Living things interact within their habitats to meet their needs
An inquiry into	<ul style="list-style-type: none"> The importance of developing social skills How attributes of the Learner Profile enrich our friendships Maintaining good friendships 	<ul style="list-style-type: none"> Characteristics of celebrations Why People Celebrate Similarities and differences of celebrations around the world 	<ul style="list-style-type: none"> Different types of simple machines How the use of simple machines depends on force How creativity leads to the development of machines 	<ul style="list-style-type: none"> Properties and changes in matter Our senses as tools to investigate How understanding matter helps us to meet our needs 	<ul style="list-style-type: none"> The roles and responsibilities of different members of a school community How members of a school community work together How a school community capitalizes on the strengths of its individual members 	<ul style="list-style-type: none"> What makes living things living How living things meet their needs within their habitats Our responsibility in maintaining healthy habitats

Languages

English

English is our shared language of instruction and communication. In a PYP school, the focus is not just on learning language in isolation, but also on the application of language skills across the subject areas and throughout the Programme of Inquiry. Some language skills are taught as 'stand-alone', while other aspects of language are taught within the context of our Units of Inquiry.

Students develop skills in the following strands of language learning:

- **Written Language:** Reading and Writing
- **Oral Language:** Listening and Speaking
- **Visual Language:** Viewing and Presenting

Students develop skills and understandings across the three strands of language.

Writing Units of Study in Grade 1:

- Narrative Writing - writing personal narratives
- Procedural Writing – writing steps in a procedure “how to”
- Recount Writing– writing for retelling a story or an event
- Poetry– writing their own variation of a poem or rhyme
- Persuasive Writing – writing a proposal or a letter

Reading Units of Study in Grade 1:

- Fiction- Non Fiction books
- Reading Strategies
- Reading Fluency
- Beginning - Ending sounds- short vowels

Spelling:

- Spell high frequency words using the Dolch Lists
- Spell short and long vowels.

Arabic

- مع نهاية العام الدراسي، سيكون المتعلم قادراً على:
- الإصغاء إلى التعليمات وتطبيقها.
- قراءة وكتابة الأحرف في بداية، وسط ونهاية الكلمة، وصولاً إلى قراءة نصّ وفهمه فهماً مجملاً ومفصلاً. وقراءة قصص حرّة والاستماع إليها بهدف الاستمتاع.
- التعبير شفهيّاً بلغة فصحة مبسّطة وكتابة جمل بسيطة.
- تطبيق القواعد اللغوية والإملائية المقرّرة للصفّ الأوّل.

French as an Additional Language

The aim of the program is to offer students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people.

The students will repeat new vocabulary, talk in simple phrases, respond to simple questions and commands, and demonstrate an understanding of simple oral texts.

Their learning will be assessed through different forms of evaluation.

Mathematics

The aim of our Mathematics Programme is to develop students into confident mathematical thinkers, who demonstrate a sound knowledge of the subject and show the ability to creatively apply it to solve problems in many ways.

Mathematics lessons are usually differentiated, with students working on a variety of tasks in various different flexible groupings, in order to challenge and support all students, regardless of their level of competency or experience.

The different strands of Mathematics are:

- Data Handling
 - Graph Interpretation (Bar Graph, Pictograph, Tally Charts...)
- Measurement
 - Non Standard units of measurement.
 - Estimation (quantities and length)
 - Time Recognition (Digital and Analog clocks)
- Shape and Space
 - Attributes of Two / Three dimensional Shapes
- Pattern and Function
 - Number Patterns (Skip counting, by 2s,5s and 10s)
 - Odd and Even
- Number

- o Place Value (ones and tens)
- o Number representation in different forms
- o Addition and Subtraction
- o Authentic problem solving

Science

“In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationship between them....It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world.” (Making the PYP Happen, 2009, p. 93).

Science does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **science** in the **PYP** is arranged into four elements: living things, Earth and space, materials and matter, and forces and energy.

Unit of Inquiry	Science Strand
Who we are	
Where we are in place and time	
How we express ourselves	Forces and energy (physics, forces and push /pull)
How the world works	Materials and Matter (change of state, liquid and solids)
How we organize ourselves	
Sharing the Planet	Living things (living things and their habitats)

To ensure that students are well informed and confident, the following science skills are tackled throughout the academic year. Students will be able 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.

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: to understand themselves in relation to their communities.” (Making the PYP Happen, 2009, p.103).

Social studies does not appear as a standalone on the student’s timetable; rather, it is embedded within the units of inquiry. The **knowledge** component of **social studies** in the **PYP** is arranged into five elements: human systems and economic activities, social organizations and culture, continuity and change through time, human and natural environments, and resources and the environment.

Unit of Inquiry	Social Studies Strand
Who we are	
Where we are in place and time	Social Organization and Culture (traditions and identify) Continuity and Change through Time (focus on history)
How we express ourselves	Continuity and Change through Time (innovation)
How the world works	
How we organize ourselves	Human systems and economic activities (communication and education)
Sharing the Planet	Resources and the environment (interdependence) Human and the natural world (impact)

To ensure that students are well informed and confident, the following social studies skills are tackled throughout the academic year. Students will be able 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

Arts

One way to foster the development of the whole child is by learning about and through the Arts. It promotes creativity, critical thinking, problem-solving skills and social interactions. Through our Arts Programme, students develop appreciation, empathy and Learner Profile attributes such as being a communicator and a risk-taker.

Visual Art units in Grade 1 include:

- Engage students in making 2D and 3D art projects for the "ART Festival".
- Represent self-portrait using oil pastel
- Create art work using simple and complex machines
- Explore the art work of prominent Lebanese and international artists
- Identify the elements and principles of art (line, shapes, color, balance ...).
- Experience the change in matter.

Music units in Grade 1 include:

- Explore the concept of Beat\No Beat.
- Identify the sounds of the orchestra instruments by name
- Understand the rhythm patterns
- Explore concepts of rhythm and steady beat.
- Respond to different music by body movements.

Personal Social and Physical Education

Personal and Social Education

As twenty-first century learners, students need to develop as autonomous and responsible people who take responsibility for their learning and their wellbeing be it physical, emotional, spiritual or social. All areas of the PYP curriculum address personal and social education and hence it is the shared responsibility of *all* teachers at the Elementary School to develop this aspect of the learner's education. Students are encouraged to develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices, and become lifelong learners.

Physical Education

The purpose of the Physical Education Program at the Elementary School is to promote the development of physical, intellectual, emotional and social skills.

PE units in Grade 1 include:

- Individual Pursuits (Motor Skills, Manipulative Skills, Track And Field Running, Throwing and Jumping)
- Health Related Fitness (Healthy Lifestyle)
- Racket Games (Short Tennis, Scoop Game)
- Movement Composition (Gymnastics, Rhythmic Movement Skills: Line Dance, Musical Game, Creative Rhythmic)
- Adventure Challenge/Swimming (Group Challenges Game)
- Games (Ball Games, Mini Basketball, Soccer, Dodgeball)

Information and Communication Technology (ICT)

We recognize the pivotal role that information and communication technology (ICT) plays in the educational process. Most of the time, technology is integrated through all curriculum areas to make learning more authentic. A variety of multimedia resources such as laptops, tablets ... is used to equip students with the necessary skills and knowledge that they need as twenty- first century learners. To provide more student support, the grade level teachers work together with the Technology Coordinator in integrating technology into the curriculum

The ICT skills and knowledge are evaluated using the following NETS Standards for students:

- Basic Operations
- Keyboarding
- Painting & Drawing Programs
- Word Processing
- Multimodalities