



# **PYP Curriculum Guide**

**Grade 1**

**2019 - 2020**

## **IB MISSION STATEMENT**

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **ADVANCED LEARNING SCHOOLS MISSION STATEMENT**

Advanced Learning Schools provides students with an opportunity to acquire and demonstrate knowledge, appreciation and respect for their own cultural heritage, integrated with an understanding of, curiosity about, compassion and tolerance toward other cultures of the world.

It provides an environment that encourages moral development, active and independent learning, analytical thinking, life-long learning, and respect for individual differences and sensitivity to the moral, social and environmental requirements of the global community.

### IB Learner Profile

The PYP IB program aims to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

|                      |   |
|----------------------|---|
| <b>Inquirers</b>     | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.   |
| <b>Knowledgeable</b> | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.   |
| <b>Thinkers</b>      | They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.   |
| <b>Communicators</b> | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.  |
| <b>Principled</b>    | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.   |
| <b>Open-minded</b>   | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| <b>Risk-takers</b>   | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.   |
| <b>Balanced</b>      | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.  |
| <b>Caring</b>        | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.   |
| <b>Reflective</b>    | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.  |

**Teacher Introduction:**

Welcome to Grade 1. This is an exciting time for you and for your child. By working together, we can make it a happy experience. We are eager to get to know your children. We hope that the children are as excited as we are to have a wonderful year.

I am Mrs. Rana Atallah. I am grade 1A homeroom teacher. I have a teaching diploma, and a Bachelors of Arts. I have twelve years experience in teaching grades one and two. I believe that every child has the right to enjoy his childhood, to be well educated, and to be given a chance to shine from within. I like to meet those expectations in my class. I can be reached via email [ratallah@alsschoos.com](mailto:ratallah@alsschoos.com)

I am Mrs. Eman Abou Ammo and I am the grade 1B homeroom teacher. I have a Bachelors of Arts from the Lebanese American University in Lebanon. I have been living in Riyadh, Saudi Arabia for the past twelve years. I have been teaching Grade 1 for 9 years now and working at ALS for the past 9 years. I will strive to make learning fun, and to make my classroom a happy, loving and nurturing environment for your child to blossom in. Please don't hesitate to contact me for any concern. I can be reached via email at [iammo@alsschools.com](mailto:iammo@alsschools.com).

I am Mrs. Iris Velarde. This will be my second year at Advanced Learning Schools and in Riyadh. My husband, three children, and I have made the move from Brooklyn, New York. I have a Bachelors of Arts from the University of Washington in Seattle, Washington and a Masters of Science in Education from The City College of New York. I have been teaching various grades from Pre-K to 12th grade for over 11 years. As an educator I strive to instill a true love and passion for learning that goes beyond the classroom for each and every one of my students. I am a firm believer in open communication between school and home, therefore I will be openly available to all parents who wish to discuss any facet of their child's education and academic progress. Please do not hesitate to contact me if any questions or concerns arise. I can be reached via email at [ivelarde@alsschools.com](mailto:ivelarde@alsschools.com)

**Clothes:**

When the weather gets cooler and the students have to wear jackets to school please make sure that they are labeled clearly with your child's name.

**School bags:**

Please make sure that your child's school bag is an appropriate size that can fit into our classroom cubbies (30cm \* 30 cm). Bags that are too big, create a problem in our class.

**School supplies:**

- 1 box of Faber Castell Pencils (12 pencils)
- 1 can of Faber Castell colored pencils (set of 36 colors)
- 1 box of Faber Castell wax crayons
- 1 bottle of white liquid glue
- 5 glue sticks (large size)
- Set of white-board markers
- 2 erasers
- 1 pack of Dettol wipes
- My Clear Bag (a set of 6)
- Girls: prayer outfit
- Water bottle (labeled with child's name)

**NEW Students Only**

If your child is new to ALS please provide your child with:

1 Blue **Alba Rado** Binder (file) as shown below. The binder must be **3 inches** in depth as displayed below. You can find this binder at all Jarir Bookstores.



**Units of Inquiry:**

ALS is authorized by IBO and offers PYP (Primary Years Programme).

Grade 1 students will center their learning on these six PYP units of inquiry.

| #               | 1  | 6   | 5   | 2  | 3   | 4   |
|-----------------|--|---|---|--|---|---|
|                 | <b>Who We Are</b><br>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, communities and cultures; rights and responsibilities; what it means to be human | <b>Where We are in Place &amp; Time</b><br>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. | <b>How We Express Ourselves</b><br>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. | <b>How the World Works</b><br>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. | <b>How We Organize Ourselves</b><br>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. | <b>Sharing The Planet</b><br>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. |
| <b>TD Theme</b> |  |   |   |  |   |   |
| <b>Title</b>    | <b>It's All About Me</b>   | <b>Let's Play</b>   | <b>Tell Me a Story</b>  | <b>What's the Weather?</b>   | <b>From Farm to Table</b>   | <b>Let's Plant It!</b>  |
| <b>CI</b>       | Many people teach us how to be healthy   | Toys are a source of entertainment  | People express themselves through stories   | The weather affects our lives and our  | Food goes through many stages   | Plants are a life-sustaining resource   |

|                         |   |  |   |  |   |  |
|-------------------------|---|--|---|--|---|--|
|                         | to be healthy and safe.   | that have changed over time.   | through stories.  | environment.   | of production before reaching us.   | for other living things.   |
| <b>KC</b>               | Responsibility reflection   | Form, function   | Form, perspective   | Form, causation, change  | Function, change  | Change, connection   |
| <b>RC</b>               | Communication, identity   | Forms of energy, traditions.   | Imagination, genre  | Season, weather  | Components, process   | Interdependence, systems   |
| <b>LP</b>               | Balanced, knowledgeable   | Thinker, inquirer  | Communicator, open-minded   | Thinker, reflective  | Balanced, principled  | Inquirer, caring   |
| <b>Lines of Inquiry</b> | <ul style="list-style-type: none"> <li>-The things we do to keep ourselves healthy and safe</li> <li>-Personal, physical and social health</li> <li>-The many organizations and people that keep us healthy and safe</li> </ul> | Entertainment value of toys<br>- Toys then and now<br>-Mechanical elements that make toys work | <ul style="list-style-type: none"> <li>-The way stories are told</li> <li>-The reasons people write stories</li> <li>-The way we explore cultures, beliefs, and values through stories</li> </ul> | <ul style="list-style-type: none"> <li>- The meaning of weather</li> <li>-The way the weather affects the way we live (global impact)</li> <li>-Changes in weather patterns</li> </ul> | <ul style="list-style-type: none"> <li>-Differences between processed and unprocessed foods</li> <li>-The stages food products go through from origin to production</li> <li>-Resources and their management</li> </ul> | <ul style="list-style-type: none"> <li>-What plants provide for us and for other living things</li> <li>-Structure of plants</li> <li>-How plants contribute to life on Earth</li> </ul> |
| <b>SF</b>               | PE, Islamic Studies<br>Social Studies<br>Trip: speaker  | PE (no reporting)<br>Science,<br>Social Studies<br>Trip: Bricks 4 Kids                         | Islamic Studies, PE,<br>Arabic Language Arts<br>Trip: Kan Ya Makan  | Art, Arabic (no reporting)<br>Science, Math<br>Trip: Snow City   | Art<br>Language Arts, Science<br>Trip: Danube?/<br>Bread Making?  | Arabic Science, Math<br>Trip: Enessi Farm  |

These PYP Units of Inquiry will focus our studies in all areas of the curriculum. Science and Social Studies concepts are integrated within the context of the Units of Inquiry. In addition, class time is set aside for addressing specific content and skills in Language Arts and Mathematics.

**Language Arts:** Learn the correct formation of lower and uppercase letters and use these neatly in their written work. Revise all the letter sounds and use this knowledge to help with spelling and writing. Develop a bank of sight words to read and write independently. Recognize the different types of sentences. Students will read leveled books everyday and take home books to read each night.

Writing: Identify the different the different types of sentences telling, asking, and exclamatory. Recognize parts of a sentence. Identify nouns, adjectives and verbs. Begin to use some punctuation correctly in writing.

**Mathematics:** Count numbers in sequence from 1-100. Learn to locate numbers on a 100 board. Identify numbers that come before or after a given number. Learn to count in different intervals e.g. 5's, 10's and 2's. Identify odd and even numbers. Look for patterns in numbers.

Solve simple problems for addition and subtraction. Learn mental strategies which assist in recall of number facts e.g. count on 1 or count back 2.

Model tens and units to understand place value of two digit numbers.. Use estimation as a strategy to understand number.

**Resources:**

1. Everyday Math
2. Delta Foss Science
3. Authentic materials
4. Themed boxes related to the units of inquiry
5. Guided reading books
6. Jolly Phonics

[www.startfall.com](http://www.startfall.com)

[www.literacycenter.net](http://www.literacycenter.net)

[www.toonuniversity.com/kids/hmm/](http://www.toonuniversity.com/kids/hmm/)

[www.coolmath.com](http://www.coolmath.com)

[www.figurethis.org/](http://www.figurethis.org/)

[www.actionmath.com/wordproblemsamples/newwordproblems.htm](http://www.actionmath.com/wordproblemsamples/newwordproblems.htm)

[www.brainpopjr.com](http://www.brainpopjr.com)

[www.readinga-z.com](http://www.readinga-z.com)

**Assessment:**

- \* Collecting evidence of students understanding and thinking
- \* Engaging students in reflecting on their learning
- \* Rubrics
- \* Anecdotal notes
- \* Checklists
- \* Peer/self
- \* Quizzes

**Assessment and Reporting:**

Students are continually assessed throughout the year in math and language arts. Anecdotal notes, checklists, rubrics and written forms of assessment are used. Formative assessments occur during units of inquiry and each unit ends with a summative assessment.

You will have a chance to witness your child's development and learning twice during the school year at our end of unit events. There is 1 parent teacher conference after the first report card is sent home .Student led conferences will occur after the fifth unit of inquiry. This conference will be led by your child and his/her knowledge will be shared through the work in your child's portfolio.

**Homework Practices and Expectations:**

Good communication between parent, teacher, and student is very important for your child's academic growth.

We use a diary that will go home daily. It contains important information about what's going on in class and at school. Please be sure to check it daily. The diary will contain anything assigned to your child.

A class information file will go home with your child when an important letter is sent home for your reference. Please remove the papers and send it back to the school the next day.

Your child will receive the homework for the week every Sunday. This will contain work from the homeroom teacher and the specialists. Please make sure these homework tasks as well as home-reading are completed each night.

**Essential Agreements:**

After teacher and student discussion; students will decide on the classroom rules which will be our Essential Agreement.

**Dietary Request**

Please make sure your child's lunch box contains two healthy meals; breakfast and lunch.

Below are suggested items you might consider.

|  |  |
|--|--|
| <p><b><u>Fruits and vegetables:</u></b></p> <p>Bananas: cut into quarters or halves with peel on for convenience.</p> <p>Apples and pears: sliced in wedges</p> <p>Oranges: wedges</p> <p>Grapes: cut in quarters or halves</p> <p>Plums, peaches and nectarines: pitted and cut in half</p> <p>Sugar snap peas: serve as is</p> <p>Broccoli: cut into small florets</p> <p>Cucumber: sliced</p> <p>Cherry tomatoes</p>  | <p><b><u>Bread and Grains:</u></b></p> <p>Waffles with fruit syrup</p> <p>Pita bread</p> <p>Whole wheat crackers or pretzels</p> <p>Whole wheat bread</p> <p>Tortillas</p> <p>Fruit or vegetable muffin</p> <p>Cookies and granola bars- choose lower sugar, whole wheat versions.</p> |
| <p><b><u>Meat and meat supplements:</u></b></p> <p><b>NO PEANUTS or products with peanuts or peanut by products allowed at ALS due to life threatening allergies</b></p> <p>Nuts: chop into pieces</p> <p>Nut butters: almond butter on fruit, vegetables, bread or crackers.</p> <p>Beans: make bean dips like refried bean dip or hummus</p> <p>Yogurt: try using plain, low fat yogurt served with fruit or honey</p> <p>Cheese: slices of cheddar or white cheese</p> <p>Meat: preferably turkey</p> | <p><b><u>Drinks:</u></b></p> <p>Milk: preferably plain</p> <p>Natural Juice.</p> <p>A labeled refillable water bottle.</p>   |

**BIRTHDAY POLICY AND GUIDELINES for K-5**

The staff of Advanced Learning Schools recognize that, on occasion, it is appropriate for our classroom communities to celebrate together as a class to mark a special event or the birthday of a classmate. While these events do provide a social learning opportunity, they do impede upon precious academic learning time. The following guidelines are designed to allow for classroom parties and birthday recognitions, without unnecessarily infringing upon academic time.

**Student Birthday Celebrations**

If you would like to have a class birthday for your child, please speak with your child's teacher in advance. These birthday celebrations are limited to the classroom community and will take place during lunch time. Parents are asked to drop off only cupcakes in the K-3 office, and these treats will be delivered to the classroom. Parents should be mindful that nuts are not allowed to be in any of the cupcakes provided.

Goody bags are not allowed. The school will not permit bouquets of balloons and other celebratory decorations to be sent to the classrooms. These can be distracting to students' learning. Please do not send these items to avoid embarrassment.

If at any time you have any concerns regarding the progress of your child's education, please feel free to contact me. You may request a conference with me at anytime. Feel free to call the school and book an appointment.

**With your cooperation we can create a very rewarding year for your child!**

الصف الأول  
مادة اللغة العربية

التعريف بالمعلمة

ريمان ساري الخلف معلمة لغة عربية. درست تربية وعلم نفس أطفال ولدي عدة دورات في كيفية التعامل مع الأطفال ولغة الحوار. 24 سنة خبرة في السعودية و4 سنوات في سوريا. عملت في عدة مدارس معلمة صف أول ابتدائي وهذه السنة الخامسة في مدارس التعليم المتطور لتدريس مادة اللغة العربية والله الموفق .

التعريف بالمنهج

تتعدد المصادر المستخدمة في اللغة العربية، وهي جميعها تساعد الطلاب على التفكير المنطقي والعمل الجماعي ، كما تعمل على زيادة معرفتهم العلمية وإكسابهم مهارات لغوية ونحوية عديدة. ويتم التوازن بين محاور الكتاب ومحاور بحث برنامج السنوات الابتدائية ، حيث يتم دعم المنهاج بوحدات إضافية - تخدم وحدات البحث- وبأوراق نشاط تهدف إلى تثبيت المهارة لدى الطلبة، وتدريبهم على الكتابة بطريقة صحيحة، وزيادة الثروة اللغوية لديهم. بالإضافة إلى إعطاء الطلاب قصص في نهاية كل أسبوع لقرائنها لزيادة معرفتهم ومخزونهم اللغوي

أهداف تدريس اللغة العربية:

- إدراك قيمة اللغة وأهميتها في حياة كل طالب
- تنمية ثقة الطالب بنفسه ، واعتزازه بقيمه وانتمائه ولغته
- القدرة على الحوار باللغة العربية الفصحى
- إثراء المخزون اللغوي لدى الطالب ليصبح قادراً على الكتابة والتعبير بلغة سليمة
- الكتابة بخط واضح جميل

المواد المطلوبة

- كتاب لغتي في القراءة
- كتاب لغتي نشاط في القراءة /كتاب حل التدريبات
- دفتر إملاء

طرق التقييم

تقييم الطلاب في الصف الأول هو تقييم مستمر حيث يعتمد على الملاحظة والمتابعة لأعمال الطلبة ونشاطاتهم وخبراتهم داخل الفصل، والواجبات المنزلية ويشمل التقييم مهارات القراءة والكتابة والتعبير الشفهي ، وكتابة الإملاء في نهاية كل أسبوع. بالإضافة إلى تقديم مشروع يخدم وحدات بحث برنامج السنوات الابتدائية

في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

Riman Al Khalaf

ralkhalaf@alschools.com

## مادة التربية الإسلامية

## التعريف بالمعلمين

نرحب بكم في العام الدراسي الجديد ، وإنه لمن دواعي سرورنا أن يكون ابنكم / ابنتكم في صفنا هذا العام مدرسة المادة هي  
 حاصلة على بكالوريوس تربوي من جامعة الملك سعود /ثقافة إسلامية (فقه وأصوله) : ساره فهيد الشويرد

## الخبرات العملية:

في مدرسة الخمسون الثانوية في الرياض , ومدارس التعليم المتطور  
 خضعت لدورات تدريبية عدة في مجال في إدارة الوقت وإستراتيجيات التدريس وتحديد الأولويات وفي مهارة الاتصال الفعال  
 وأخلاقيات المهنة  
 كما قمت بدورات عدة في مجال الادارة  
 وهذه سنتي الخامسة في مدارس التعليم المتطور

أهداف تدريس مادة التربية الإسلامية  
 يهدف تدريس مادة التربية الإسلامية إلى:  
 غرس الأخلاق الإسلامية  
 وضبط السلوك  
 والاهتمام بالعقل والعلم سعياً لبناء الشخصية الإسلامية المتكاملة المتفهممة للعقيدة -

## السور القرآنية المطلوبة

لكل صف مجموعة من السور القرآنية يجب حفظها وذلك بالرجوع إلى كتاب التربية الإسلامية للصف الأول الابتدائي

## التقييم

بعد انتهاء كل درس ، يتم تقييم الطالب بورقة عمل يتم حلها في الصف ، لذا فمن الضروري القيام بالمراجعة البيتية وحل التدريبات المطلوبة

## وحدات البحث

نشترك في مواضيع البحث المختلفة من وجهة متعلقة بمادة التربية الإسلامية واللغة العربية، بحيث نقوم ببعض الرحلات الميدانية المرتبطة بمواضيع البحث، كما يقوم الطلاب بالبحث عبر الشبكة العنكبوتية (الإنترنت)، ثم عرض المواضيع أمام الطلاب، حيث يتم البحث والعرض واختيار المواد في المدرسة، للتأكد من أن العمل نتيجة جهد الطالب نفسه

في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس

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**PYP PE**

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Once again we are at the start of a new academic year and we welcome back all our students. We would like to extend a very special welcome to those students and their parents that are joining our ALS family for the first time.

**In accordance with the IB mission statement, we encourage our students to become active and compassionate lifelong learners.** It is our responsibility to produce learners that are Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Curriculum**

To assist our students in achieving the above qualities our Physical Education Curriculum must consist of the following strands:

**Health-related fitness:**

- Recognize the importance of a healthy lifestyle
- Awareness of exercising regularly
- Ability to make healthy choices

**Individual Pursuits:**

- Shows development of gross motor skills
- Shows development of fine motor skills
- Movement through manipulative skills

**Games:**

- Recognizing the challenges presented by games
- Importance of manipulating space
- Development of appropriate skills
- Applies rules effectively

**Movement Composition:**

- Can effectively follow a sequence of movements
- Express movement through feelings, emotions and ideas

**Adventure Challenges:**

- Can effectively work as part of a team
- Shows critical thinking
- Shows ability to solve problems

**Assessment**

Progress during Physical Education will be determined by various ways including:

- Teacher's observation
- Rubrics
- Peer assessments
- Checklists
- Projects

**Resources**

We have access to an indoor area, volleyball court and a grass soccer field. We utilize all of these resources and a range of other specialized physical education equipment during Physical Education lessons to expose our students to as many learning situations as we possibly can.

We look forward to working with your children this academic year. We are very excited to assist your children in helping each of them reach their full potential. We are also fully aware that you entrust us with your most valuable asset; your children. Please feel free to contact us if you have any questions.

|             |                      |
|-------------|----------------------|
| Debora Adam | dadam@alsschools.com |
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**PYP Visual Arts**

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It is my pleasure to be able to teach your children visual art in the PYP program. Since the beginnings of human history, artists have recorded the human experience in their work. The PYP program provides a wonderful opportunity for students to learn art techniques and processes while considering topics related to science, history, mathematics, communication and the human condition. Art within the context of the PYP program will prepare your child for their MYP years by encouraging curiosity and establishing a foundation of problem-solving skills.

**Projects:**

PYP art classes introduce students to drawing, painting, printmaking, clay, collage, and mixed media. For at least two Units of Inquiry per grade, I work with homeroom teachers to relate the concepts they are learning in their regular classrooms to the world of art and art-making.

**Student Expectations:**

Students are expected to participate in classroom discussions and activities, to put forth their best effort in making art projects, and to have fun.

**Discipline Policy**

Our classroom follows the expectations described in the ALS Student Handbook. I am happy to meet with parents by appointment to discuss any areas of concern.

- 1. Do not interrupt when an adult is busy with someone else or addressing the class.**
- 2. Do not move out of your seat without specific permission.**
- 3. Do not interrupt your classmates with touching or off-task conversation.**
- 4. Use an indoor voice when indoors.**
- 5. Do not play with or damage the Art supplies.**
- 6. Follow the simple passing out materials and cleaning up procedures.**

**Assessment Policy**

Students are assessed on effort, as well as, their age appropriate development in fine motor development, conceptual understandings and the learner outcomes.

**Homework Expectations**

Homework is not generally assigned unless they are asked to bring in a specified visual reference. Students will be expected to do work in class, and thus regular attendance is vital.

**Supplies**

For each class, each student should bring a water bottle, a pencil, pencil sharpener ruler, pencil crayons and an eraser.

Please feel free to contact me if you have any questions or concerns. I look forward to a great year.

|                    |                           |
|--------------------|---------------------------|
| Jennifer Pickering | jpickering@alsschools.com |
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