



PYP Curriculum Guide

Grade KG1

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:

Inquirers	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.
Knowledgeable	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.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to pose and approach complex problems, and make reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	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.
Risk-takers	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.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Caring	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.
Reflective	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

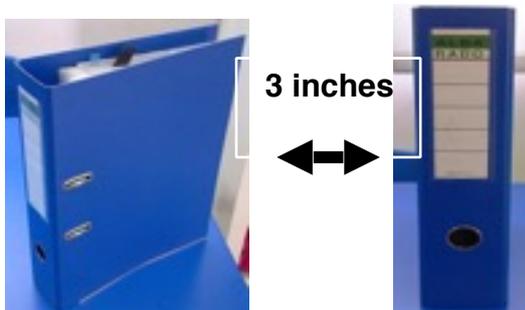
I would like to welcome our new students to KG1 this year. It is going to be a FABULOUS year! This year will be filled with excitement, fun and lots of learning. Your child will be given the tools and the opportunities to really explore knowledge. I believe that learning can be an enjoyable journey, where, in the end we can all grow and develop a true love of wisdom and discover our strengths and passions.

My name is Rasha Osman and I am looking forward to getting to know both you and your child. You may contact me anytime at rosman@alsschools.com or through the school's phone number: 011-207-0926.

Supply List

The following are the items that your child needs for school:

- 1 can of Faber Castell colored pencils (set of 36 colors)
- 1 box of Faber Castell wax crayons
- 1 bottle of white liquid glue
- 4 glue sticks (large size)
- One pack of 6 x A3 files(see picture)
- One pack of 12 A4 files (see picture)
- 1 pack of Dettol wipes and one pump bottle of hand sanitizer (*if more is needed an additional request will go out*)
- 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.



ALS is an authorized IBO PYP school so our curriculum follows the PYP framework and is divided into five units of inquiry. Science and Social Studies are integrated in our units as well as language and math, where applicable.

Title of Unit	My Family and Me	Patterns	Let's Eat Healthy	Let's Go on a Journey	1, 2, 3 Rhyme with me
Central Idea	<i>Family relationships contribute to shaping our identity.</i>	<i>Patterns come in different forms.</i>	<i>Foods come in different forms and can be changed.</i>	<i>Journeys create change and lead to new opportunities</i>	<i>We can express ourselves through rhythms and rhymes.</i>
Lines of inquiry	<ul style="list-style-type: none"> - Diversity of families - Responsibility within the family - How families influence who we become 	<ul style="list-style-type: none"> -Patterns found in nature. -Patterns made by people. - How patterns are created and used. 	<ul style="list-style-type: none"> - Different sources of food - How some foods are grown - The changes that occur when food is cooked 	<ul style="list-style-type: none"> - Types of journey people make - Choices and decisions that need to be made - Experience related changes 	<ul style="list-style-type: none"> Recognizing rhymes and rhythms. - Different versions of favorite nursery rhymes - Rhyming can be used everywhere.
Concepts	Form, responsibility	Function, connection	Causation, change	Change, perspective	Reflection, connection
Learning Engagements	Student will join in a variety of activities that will help them recognize the similarities and differences between families.	Students will observe and record patterns in their environment. They will have many opportunities to create repeating and growing patterns.	Students will participate in a variety of cooking activities to help develop healthy eating habits.	Students will prepare for a number of field trips in and out of the school.	Students will be introduced to a number of rhymes and will have a chance to create their own version of nursery rhymes.
Integrated Language Arts	Written Language- Reading. Oral & visual - Listening, speaking, viewing, presenting.				
Stand alone Language Arts	Written Language- Reading. Phonemic awareness.				
Integrated Mathematics	Numbers, shapes and space	Patterns and sequences	Measurement	Data handling	Shape and space
Stand alone Mathematics	Numbers, Patterns and function				

Resources: We use a variety of resources to support the unit of inquiry ranging from textbooks to readers, to library resources, manipulatives, people, field trips and internet websites.

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.

There are two parent teacher conferences; one after the first report card is sent home and one after the second report card. Student-Led Portfolio 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.

Behavior Expectations:

Students are expected to follow the following agreements throughout the year:

- Raise my hand if I want to talk
- Keep my class clean
- Push my chair in
- Keep my hands/legs to myself
- Listen to the speaker
- Straight and quiet lines
- Cross my legs on the carpet.

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 or information is sent home for your reference. Please remove the papers and send it back to the school the next day.

Every Thursday your child's books and/or class work will be sent home for you to see. Please remove all papers and send the books back to school along with the file.

Dietary Request:

Please make sure the lunch box contains two healthy meals; breakfast and lunch.

Below are suggested items you might consider.

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

Special Occasions:**BIRTHDAY POLICY AND GUIDELINES**

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!

Thank you,

Ms Rasha Osman

KG1 Homeroom Teacher

اللغة العربية

التعريف بالمعلمة

تمام الشيخ حاصلة على بكالوريوس تربوي من جامعة الإمام محمد بن سعود الإسلامية ثقافة إسلامية. أصول الدين لديها خبرة في عمل استراتيجيات التدريس وخبرة في التعامل مع الأطفال والتواصل معهم، عملت في مدارس الشاملة العالمية ثلاث سنوات

أهداف تدريس اللغة العربية لمرحلة الروضة الأولى

الاستماع والمحادثة

يتوقع من الطفل أن

- يشارك في الصف كمستمع ومتحدث
- يفهم المعلومة التي يستمع إليها
- يعبر شفويًا عن نفسه مستخدمًا جملاً مكونة من (3-4) كلمات
- يحاول استخدام التركيب المناسب للجملة بشكل يومي
- يستخدم المفردات الجديدة
- يستمع إلى قصة من البداية حتى النهاية ويعيد سرد الأجزاء الرئيسية منها
- يعرف صوت الحرف في بداية الكلمة

القرأة

يتوقع من الطفل أن

- يقدر أهمية الكتب كمصدر للمتعة والفائدة
- يعرف أن المادة المطبوعة لها معنى
- يعرف أن الكلمة المنطوقة يقابلها كلمة مكتوبة
- يعرف أن الجملة تتكون من كلمات
- يقرأ الحروف الأكثر تداولاً
- يقرأ من اليمين إلى اليسار
- يقرأ مجموعة من كلمات المنهج قراءة تصويرية

الكتابة

يتوقع من الطفل أن

- يبدأ بالتدرب على الكتابة بالعربية من اليمين إلى اليسار
- يتعرف على الكلمة مع وجود مسافة بين الكلمات
- يكتب الحروف باتتباع السهم
- يكتب اسمه بمساعدة المعلمة
- يرسم الحرف من خلال البطاقة
- يرسم الحرف من خلال صوته
- يرسم حروف كلمات شائعة
- يعبر عن نفسه بالرسم
- مسك القلم بالطريقة السليمة والصحيحة بمساعدة المعلمة وشرافها

التقييم

الملاحظة المستمرة للطلاب أثناء الحوار والمناقشة والحفظ ، وحل أوراق العمل

وحدات البحث

نشارك في مواضيع البحث المختلفة
بحيث نقوم ببعض الرحلات الميدانية المرتبطة بوحدات البحث

أرجو من الله تعالى أن يوفقنا ويجعل هذه السنة سنة خير ومتعة لطلابنا الأعزاء، بتواصلكم معنا ستثمر جهودنا. في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

Tamam ElSheikh	telsheikh@alsschools.com
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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 فهدي الشويرد

الخبرات العملية:

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

أهداف تدريس مادة التربية الإسلامية
يهدف تدريس مادة التربية الإسلامية إلى
غرس الأخلاق و ضبط السلوك -
والاهتمام بالعقل والعلم سعياً لبناء الشخصية الإسلامية المتكاملة المتفهمة للعقيدة-

السور القرآنية المطلوبة
لكل صف مجموعة من السور القرآنية يجب حفظها

التقييم

بعد انتهاء كل درس، يتم تقييم الطالب، لذا فمن الضروري القيام بالمراجعة البيتية وحل التدريبات المطلوبة

وحدات البحث

نشارك في مواضيع البحث المختلفة من وجهة متعلقة بمادة التربية الإسلامية واللغة العربية، بحيث نقوم ببعض الرحلات الميدانية المرتبطة بمواضيع البحث

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

Sarah Al Shuwarid

salshuwarid@alsschools.com

PYP PE

Once again I am at the start of a new academic year and I welcome all my students. I 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 my 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

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

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

Debora Adam	dadam@alsschools.com
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