



PYP Curriculum Guide

Grade 2

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

Welcome to 2nd grade at the Advanced Learning Schools. We are looking forward to a dynamic school year. Our names are Ms. Khadija, Ms. Sally and Ms. Sara. We are the Homeroom teachers for Grade 2. We will be working closely with your child for the school year 2019-2020.

Mrs. Khadija Saadeh has a Bachelor's degree in Biology and a Master's degree in Educational Administration from Beirut. She still continues her summer courses in "Coordinators and Head divisions". This is her tenth year as a teacher of lower elementary grades, and her first year teaching at ALS. Mrs. Saadeh can be reached at ksaadeh@alsschools.com.

Mrs. Sally has a Bachelor's degree in Computer Science from Beirut. This is her ninth year as a teacher of lower elementary grades, and the third at ALS. Moreover, Mrs. Sally has a certificate from the British Council on Special Educational Needs, and she is completing a Masters degree in Educational Technology. Mrs. Sally can be contacted at sghalayini@alsschools.com.

Ms. Sara Dib has a Bachelor's degree in Information Technology and Computing. She has a Montessori Certificate and has worked at a Montessori center for one year. She taught kindergarten for two years and then moved up to elementary grades. She has been teaching in Riyadh for the past eleven years. This is her third year teaching at ALS. Ms. Dib can be reached at sdib@alsschools.com.

Through the PYP program, we are going to provide opportunities for the students in developing and understanding of essential concepts, skills, knowledge and attitudes enabling them to be lifelong learners. We aim for students to develop confidence in their own abilities, think for themselves, question and express their opinions, and respect the opinions of others. We place a strong emphasis on how students learn as well as what they learn. Students will adapt to reflect on their learning, becoming critical thinkers and develop an ability to take action. Our program is designed to prepare students to become active, caring and thinking participants of a wonderful classroom.

In order to provide more opportunities for collaborative planning, Ms. Khadija, Ms. Sally and Ms. Sara will teach very closely to respective group of students.

The School Supply for the school year: (All supplies must be labeled)

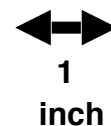
- Pencil case (Pencil sharpener, 5 big UHU Glue Sticks, Scissors and Erasers)
- 1 box of Faber Castell Pencils (12 pencils)
- 1 can of Faber Castell colored pencils (set of 36 colors)
- Permanent Markers Set
- A4 Punched Sheet Protector (1 box)
- Colored Paper (1-packet)
- Small white boards with board markers
- Sticky notes
- Zipper Pocket Files (a set of 10)
- One Water bottle
- 1 pack of Dettol wipes
- Prayer set for girls
- 3 cm or 1 inch spine binder for portfolio documents (only for the New students to ALS)



Zipper Pocket Files



Binder



1
inch

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.

Jackets:

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.

Units of Inquiry

Since our school is following the PYP (Primary Years Programme) framework, our curriculum is divided into six units of inquiry.

#	2	3	4	6	1	5
	Who We Are	Where We are in Place & 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, 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.
TD Theme						
Title	Heroes	Location and Climate	Expressions Through Culture	Art of Construction	Signs and Symbols	Responsibility Towards Nature
					Signs and	When

CI	The values and beliefs of heroic figures impact society.	Location and climate determine how humans live.	People around the world express their culture in different ways.	The properties of construction materials influence the design and stability of structures.	Signs and symbols are part of human-made systems that facilitate local and global communication.	Humans interacting with nature, humans make choices that have an impact on other living things.
KC	Perspective, responsibility	Causation, connection	Reflection, perspective	Function, form	Connection, function	Responsibility, change
RC	Self fulfillment, influence	Regions, habitat	Differences, culture	Stability, design	Communication, systems	Interdependence, environments
LP	Principled, Risk Taker	Knowledgeable, inquirer	Communicator, open minded	Reflective, thinker	Thinker, communicator	Caring, balanced
Lines of Inquiry	<ul style="list-style-type: none"> - Characteristics of a hero -Heroes from the past and present -The impact heroes have on the society 	<ul style="list-style-type: none"> -Geography and climate -The diversity of life in different habitats -Shelters in different environments 	<ul style="list-style-type: none"> - My culture - Cultures in different countries - Similarities and differences between cultures 	<ul style="list-style-type: none"> -Different building materials and their properties -The structure and shapes of buildings and bridges - Environmental factors and structures 	<ul style="list-style-type: none"> - Iconography -How visual language facilitates communication -Specialized systems of communication 	<ul style="list-style-type: none"> -Balance between rights and responsibilities when interacting with nature -Human impact on nature -How living things respond to changing environmental conditions
SF	Arabic, Language Arts, Social Studies	ICT Social Studies, Science	Arabic, Art, PE Language Arts, Social Studies	Science, Math, Art	PE, Language Arts, Social Studies	Islamic Studies, ICT Science

Language Arts

The students will be involved in a variety of learning experiences. These will include:

- Communicate with the whole class and in small groups
- Developing listening skills
- Reading strategies, comprehension and enjoyment of literature (shared, guided, independent reading)
- Sight words and vocabulary development
- Developing spelling skills
- Writing for different purposes (journals, diaries, letters, lists, etc)
- The Writing Process (planning, drafting, editing and publishing)
- Handwriting

You can support these areas at home by ensuring your child is prepared for the class. They should have completed their spelling practice homework, read and completed responses for their Home Reading assignments regularly.

Math

The students will be exposed to a variety of mathematical activities. The aim is to provide students with the chance to develop their skills and apply those skills properly. This will be done by lots of practice. The students will be focusing on the following topics:

- Mental arithmetic skills and games (using counters, cubes, dice, playing cards, flashcards, Internet sites, etc)
- Small-group work
- Hands-on practical applications
- Computation
- Estimation
- Place Value
- Pattern and Function (students will be able to study the relationship between the pattern and function)
- Shape and Space (they will understand the inter-relationships of shapes and impacts of changes to the shape)
- Measurement
- Data Handling

Assessments

- Tests
- Quizzes
- Projects
- Formative assessment
- Summative assessment
- Rubrics
- Anecdotal Records
- Checklists
- Collecting evidence of student's understanding and thinking
- Engaging students in reflection on their learning

Behavior Expectations

1. Homework assignments need to be completed whenever assigned.
2. Students should follow and exhibit classroom rules and routines
3. Tardiness in the morning without proper excuse is not acceptable. Students are required to be in class on time and they should be prepared and ready to learn.
4. Make informed choices in class daily.
5. Everyday students are expected to read for 20 minutes, practice basic math skills and practice mental math for at least 10 minutes.
6. Students should contribute to a positive climate
7. Listen while others are speaking.
8. Give 100% effort to their class work and homework.
9. They should follow the rule of the 3R's
 - a. Responsibility
 - b. Respectful
 - c. Reflective

Homework

Homework will be given to all students every day from Sunday to Thursday. They will receive homework in the subjects of Language Arts and Math every day. They will be tested on Math topics after the completion of the chapter in class. In the UOI's, they will receive multiple formative assessments to work on during class time, and there will also be one summative assessment at the end of each UOI. Kindly spend 20-30 minutes with your child each evening, and help them improve their reading skills as they will be given reading assessments at the beginning of each school week. If a student does not finish their class work, it will be sent home along with them and should be returned the next day along with the homework. All the homework assignments will be written in the homework diaries, and students are expected to bring that work on the next school day

Resources

A wide variety of resources are used to support the UOI's and present a variety of perspectives to differentiate learning.

- Write Source
- Words your way
- Leveled Readers
- Everyday Math
- Math Manipulative materials and Mathematics online learning activities
- Reading a-z
- Brainpopjr.com
- www.eduplace.com/math/mw/practice/lp_2.html [?] can be used for leveled math practice
- Khan academy for grade level mathematics
- Treasures
- Various other materials present in the classroom, the school library, the community (novels, classroom reading sets, non-fiction reference material and field trips)

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 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 Natural Juice</p>

Special Occasions

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.

We would like to reiterate that we are looking forward to a great school year and working with all the students! Thank you in advance for your support!!! If at any time you have any concerns regarding the progress of your child, please feel free to write a note in your child's homework diary or email us:

Ms. Sara Dib – Grade 2A sdib@alsschools.com

Mrs. Khadija Saadeh – Grade 2B @alsschools.com

Mrs. Sally Ghalayini - Grade 2C sghalayini@alsschools.com

الصف الثاني
مادة اللغة العربية

التعريف بالمعلمة

نرحب بكم في العام الدراسي الجديد ، وإنه لمن دواعي سرورنا أن يكون ابنكم / ابنتكم في صفنا هذا العام مدرسة المادة هي

زيينات المدور : حاصلة على إجازة في اللغة العربية وآدابها . خبرتي العملية عشر سنوات في مدارس المقاصد الإسلامية في لبنان ، سنة واحدة في مدارس غينيا العالمية في الرياض ، وست عشرة سنة في مدارس نجد الأهلية في المملكة العربية السعودية ، وهذه سنتي الخامسة في مدارس التعليم المتطور

قمت بعدة دورات في مجال تطوير التدريس والإدارة الصفية وأساليب التقويم ومهارات التفكير (الكورت)

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 موفق

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 بوحدة 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 قصة في نهاية كل أسبوع لقرائها لزيادة معرفتهم و مخزونه اللغوي

أهداف تدريس اللغة العربية

- تنمية القدرة اللغوية لدى التلميذ وتعويدته على القراءة الصحيحة الخالية من الأخطاء
- تنمية الذوق الأدبي لدى التلميذ في الفهم والتحليل وحسن الأداء
- تدريب التلميذ على جودة إلقاء النص الشعري
- كتابة الكلمات بصورة صحيحة وتقوية ملاحظته للفروق بين الحروف المتشابهة في الرسم
- حسن الاستماع وإدراك الفروق الدقيقة بين مخارج الحروف
- اكتساب مهارات مسك القلم والسرعة في الكتابة وصحة الخط ووضوحه
- اكتساب العادات الكتابية السليمة مثل الدقة والنظافة والتنسيق
- زيادة الثروة اللغوية لدى التلاميذ
- التحدث بجرأة وثقة أمام الآخرين
- القدرة على الحوار والتواصل باللغة الفصحى
- على التعبير السليم والكتابة الصحيحة تساعد الطالب الإمام بقواعد اللغة العربية التي

القوانين والأنظمة الصفية

- على الطلبة الالتزام بالقواعد السلوكية التالية التي يتم الاتفاق عليها معهم ، وهي
- الحضور إلى الحصة في الوقت المحدد
- الجلوس في المكان المحدد

- إحضار جميع ادواته إلى الفصل
- المحافظة على نظافة الصف
- التصرف بحكمة
- الإنصات واحترام آراء الآخرين

طرق التقييم

يتم تقييم الطلبة عن طريق الاختبارات الكتابية في نهاية كل وحدة بالإضافة إلى التقييم المستمر حيث يعتمد على الملاحظة والمتابعة لأعمال الطلبة ونشاطاتهم و خبراتهم داخل الفصل، والواجبات المنزلية ويشمل التقييم مهارات القراءة والكتابة والاستماع والتعبير والمهارات النحوية، وكتابة الإملاء في نهاية كل أسبوع . بالإضافة إلى تقديم مشروع يخدم وحدات بحث برنامج السنوات الابتدائية.

الواجبات المنزلية

ينبغي القيام بها في المنزل من قبل الطالب وتسليمها في الوقت المحدد
في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

2A - Zeenat Abdulaziz	zabdulaziz@alsschools.com
2B and 2C - Riman Al Khalaf	ralkhalaf@alsschools.com

Information Technology

Welcome to computer class! My objective is to help you improve your computer skills. Most assignments will utilize the internet, Microsoft Word, or PowerPoint. You will complete several assignments that expand your skills and knowledge with these tools.

Students will learn how to deal with computers safely and properly; the recommended procedures to switch the computer on/off, logging on to his/her account, searching for information, citation of information, searching the web, and the design of presentations.

We also will study each of the following:

Unit 5	Unit 4	Unit 3	Unit 2	Unit 1
<p>Microsoft word:</p> <ul style="list-style-type: none"> ● Starting ● Main interface elements ● Creating new document ● Writing letters ● Writing flyers ● Formatting options ● Lists: ● Pictures ● Format ● Background ● Borders ● Text box ● Word art <p>Recommended procedures and Logging onto his/her account.</p> <p>Save files and open them.</p>	<p>PowerPoint:</p> <ul style="list-style-type: none"> ● Main interface elements ● Creating new presentation ● Formatting options ● Lists ● Charts ● Shapes ● Pictures ● Format ● Slide effects ● Animation: Text and Slide ● Design: Adding and changing ● Background ● Text box ● Word art 	<p>Internet explorer</p> <p>Main elements:</p> <ul style="list-style-type: none"> ● Icons ● Back ● Forward ● Refresh ● Address bar ● Title bar ● Save page ● Save picture ● Home page ● Favorite 	<p>Ms Paint:</p> <ul style="list-style-type: none"> ● Create new pics ● Edit ● Crop ● Background and foreground pictures ● Shapes ● create ● save as project ● save as a movie ● importing pictures ● using clips ● using stamps ● using animation ● save ● adding pictures ● adding titles ● Save in different types. 	<p>Proper procedures:</p> <ul style="list-style-type: none"> ● Students will learn how to deal with computer safely and properly. ● The recommended procedures to switch his/her computer on and off. Logging onto his/her account. ● Getting familiar with the use of mouse and keyboard. ● Save files and open them.

Assessment

Student's progress and achievement will be determined in various ways including:

- Teacher observation
- Class assignment

Class Rules

I have several rules that will contribute to the classroom running smoothly and will allow everyone to maximize their learning.

1. Please sit in assigned seats unless you have permission to do otherwise.
2. Do not do anything on your computer, or go anywhere on the internet, that I have not given permission for.
3. Never tease or use inappropriate language.
4. Follow directions the first time they are given.
5. Please don't talk while I am providing instruction to the class. If you have a contribution, raise your hand and wait for permission to speak. Show your fellow students this same courtesy during class discussions.

Homework:

The students will finish their work in the class and we may have homework occasionally which needs to be submitted on time.

Resources:

We have access to computer lab that includes needed tools to study and apply the new computer concepts. We utilize all of the existing resources during computer classes to expose our students to as much as possible.

Needed material:

Students are required to have a flash disk every time they come to the computer lab to save their work on it.

Welcome to the 2019 – 2020 school year! I am so excited to be teaching Technology classes this year and look forward to the opportunity to get to know your child. Please feel free to contact me if you have any questions.

May BinShaiq	mbinshaiq@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

ساره فهد الشويرد

حاصلة على بكالوريوس تربوي من جامعة الملك سعود /ثقافة إسلامية (فقه وأصوله)

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 وضبط السلوك -

والاهتمام بالعقل والعلم سعياً لبناء الشخصية الإسلامية المتكاملة المتفهمة للعقيدة-

السور القرآنية المطلوبة

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

التقييم

بعد انتهاء كل درس ، سيتم تقييم الطالب بورقة عمل يتم حلها في الصف واختبارات قصيرة وطويلة كتابية ، 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، 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

أرجو من الله تعالى أن يوفقنا ويجعل هذه السنة سنة خير و متعة لطلابنا الأعزاء، بتواصلكم معنا سنثمر جهودنا. في حال وجود أي

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

PYP PE

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, a 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

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, we 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

The 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 either of me if you have any questions or concerns. I look forward to a great year.

Jennifer Pickering	jpickering@alsschools.com
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