



PYP Curriculum Guide

Grade 3
2021 - 2022

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 offer a high-quality education in a safe and caring environment, with a commitment to life-long learning and digital citizenship, while inspiring students to become creative, compassionate, and analytical thinkers.

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

We welcome your child to third grade and look forward to a very exciting and productive year. Your Grade 3 teachers are Mrs. Saleh, Mrs. Saredidine and Mrs. Kabbara.

Mrs. Yamama Saleh has a Bachelor's degree in Education. This is her 21st year of teaching, and her 13th at ALS. Mrs. Saleh can be contacted at ysaleh@alsschools.com.

Mrs. Saredidine has a Bachelor of Arts in Sociology and is a certified life coach. She has been teaching core subjects for primary classes for 20 years and this is her sixth year at ALS. Mrs. Saredidine can be contacted at rsaredidine@alsschools.com.

Mrs. Karen Kabbara holds a Bachelor of Science in Nutrition and Dietetics from the American University of Beirut and a Master's degree in Education from Framingham State University, USA. This is her seventh year teaching in Riyadh at the primary level, and her third year at ALS. Mrs Karen can be contacted at kkabbara@alsschools.com.

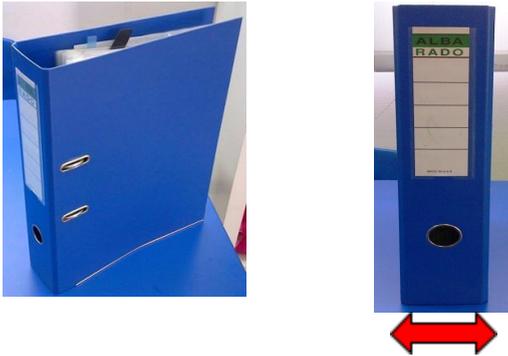
Virtual Supply list

- 1 box of pencils
- Colored pencils
- Water colors
- Erasers
- sharpeners
- 1 whiteboard
- pack of board markers
- board eraser
- Playdough
- 3 big UHU Glue Sticks
- Sticky notes
- 1 pack of colored and white paper
- 1 lined writing pad
- 1 inch/ cm ruler
- Colored paints
- 1 paintbrush
- 3 Pocket Files LA, Math, and UOI
- Paper plate
- A3 construction paper
- Black marker
- One large cardboard (A3 size or larger)

Supply List (upon re-opening of the school campus):

Please provide your child with the following:

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.



- 1 box of colored pencils
- 1 fully-supplied pencil case
- 1 pack of pencils
- 1 box of big UHU glue sticks
- 1 pad of A-4 lined sheets
- 1 pack of colored board makers (erasable)
- Labeled prayer outfit (girls only)
- 1 Labeled reusable water bottle
- 1 Labeled jacket for the class
- 1 pack of pocket sleeves/files for portfolio
- 1 pair of scissors

Units of Inquiry

ALS is authorized by the IBO to offer the PYP (Primary Years Programme).

#	4	2	3	5	1	6
Transdisciplinary Theme	Who We Are	Where We are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing The Planet
Description	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.
Title	Health and Well-being	Space	Expressing Ourselves	Changes in Landforms	Communities	Water
Central Idea	A balance between nutrition and exercise contribute to human health.	All bodies of the universe relate to each other.	People communicate feelings and ideas through the arts.	The natural features of the planet have been formed over time and are still changing.	Communities organize themselves in different ways.	People can make choices to support the sustainability of the Earth's resources.
Key Concepts	Form, Responsibility	Function, connection	Perspective, causation	Causation, change	Form, function	Function, responsibility
Related Concepts	Systems, safety	Solar system, exploration	Communication, energy	Physical change, geography	Cooperation, adaptation	Conservation, resources
Learner Profile	Balanced, reflective	Inquirer, knowledgeable	Communicator, risk taker	Inquirer, Thinker	Open minded, principled	Caring, thinker
Lines of Inquiry	<ul style="list-style-type: none"> - Healthy and balanced lifestyles -Connections of body systems to healthy lifestyles -Behaviours that affect the body 	<ul style="list-style-type: none"> -Objects and characteristics in our solar system -Movement of the planets and their satellites -The effect of the sun upon Earth and other planets 	<ul style="list-style-type: none"> -Identifying art in our lives -Diverse ways in which artists express themselves -Expression through poetry 	<ul style="list-style-type: none"> -Components that make up Earth -The effects of components on one another -Reasons behind the changes of Earth 	<ul style="list-style-type: none"> -Elements that make a community function -Organization within different communities -Problems faced with the organization of communities 	<ul style="list-style-type: none"> -Earth's finite and infinite resources -The impact of peoples' choices on the environment -The balance between meeting human needs and the use of limited resources
Subject Focus	Arabic, Islamic Studies, PE Science	ICT Science, Arabic	Art, PE Social Studies, Science, LA	Art, ICT Science, Social Studies	Islamic Studies Social Studies, Art	Arabic Science, Social Studies, ICT

1- Communities

Students will learn how communities organize themselves. They will learn about elements of a community, rights and responsibilities, services and goods, and how systems affect the development of our communities. Geometrical shapes will be integrated in this unit.

Field trip: Virtual trip to a special community (zoo, sea life.....)

Students will experience the setting and organization of different communities.

2- Space

Students will inquire into the relation among the objects in the solar system. They will learn about planets and their relation to the sun, the rotation and the revolution of the planets. They will also research important space explorations. Numbers and data handling will be integrated in this unit. Students will compare and order planets by the length of the day, year, and the diameter. They will also display the number of moons of the planets in a bar graph and reflect on it.

Field trip: Nasa Virtual Field trip

Students will explore the different planets/the life of astronauts in space.

3- Expressing Ourselves

Students will inquire into how poetry and art are used in our lives as ways to express our feelings. They will learn how to write different types of poetry like cinquains, acrostics, 5w's, and others. Students will look at famous artists' paintings and reflect on their style. Eg; Da Vinci's, Maunet's and Picasso's.

Field trip: Movie theatre in Riyadh Park

Students will reflect on a movie they watch.

4- Health and well being

Students will learn about balanced life styles, the food groups, and how to keep our body systems healthy. Students will be able to make good choices in terms of appropriate diet, hours of sleep and others. Addition and subtraction will be integrated in this unit. Students will learn the relation between these two operations and use them to calculate the number of calories consumed. Also students will conduct surveys to collect data about their health and draw conclusions accordingly.

Field Trip: Sky Zone

Students will do exercises and eat a healthy meal.

5- Changes in Landforms

Students will inquire into the rapid and slow changes that occur on Earth's surface. They will learn about movements of plate tectonics, weathering and erosion, and the effects of natural disasters on the planet. Students will be exposed to how to write a report. They will create a set of questions they are curious about, conduct research, and display their findings.

Field Trip: Aldiriyah Historical Sites

Students will explore weathering and erosion.

6- Water

Students will inquire into conserving the finite resources like fresh water and fossil fuels to make them last longer. They will also learn that their choices affect the sustainability of resources on earth. Numbers will be integrated with this unit. Students will be introduced to persuasive writing. They will write persuasive letters and paragraphs using convincing reasons and supportive details.

Field Trip: Wadi Haneefa

Students will explore the freshwater and have a picnic.

Language**Reading:**

Leveled Reading exemplifies how different forms of literature can all express a particular theme. Through various genres, children progressively deepen their understanding of the thematic learning units presented in our grade level.

In reading our third grade students will:

- Read different types of genres
- Read with fluency, accuracy, and expression
- Use different spelling patterns and apply grammar skills
- Use a dictionary and a thesaurus
- Make and confirm predictions
- Draw inferences and conclusions and summarize
- Understand story elements
- Apply compare and contrast
- Understand cause and effect
- Develop vocabulary

Writing:

In writing our third grade students will be exposed to different kinds of writing:

- Narrative, informative, descriptive, persuasive, letters, poems, and book reports...

Everyday Math:

Students will:

- Apply operations of addition, subtraction, multiplication and division that are related to each other and are used to process information to solve problems.
- Understand place value that will help develop good number sense
- Understand and use fractions in a variety of ways in real life situations
- Recognize measurable attributes that can be compared and described
- Compare and classify shapes according to their properties
- Identify different types of graphs, analyze, and conclude results

Virtual School

Live Class Essential Agreements:

- Turn on video
- Make eye contact with the camera (the camera is the class!)
- Mute mics unless the teacher calls your name and asks you to speak
- Make sure there is a light source in front of you, not behind
- Find a quiet place, free from distractions (pets, siblings, electronics, gum or food)
- Don't distract others from learning
- Be kind and respectful to others

Platforms and Tools:

- Class Dojo
- Zoom
- Jamboard
- Padlet
- Google Classroom
- Flipgrid
- Canvas
- Nearpod
- Kahoot
- Mathletics

Expectations:

- Arrive to live classes 3 minutes before start time - students will be marked as tardy if they arrive late
- Full attendance of all live classes is required - students will be marked as absent if they do not attend
- All tasks and assignments should be completed within the same day
- There will be no homework assigned to students during virtual learning

Assessment and Reporting:

Assessment is an ongoing process of gathering, analysing and reflecting on student learning. Teachers and students are actively engaged in assessing the learning process in Math, Language Arts and the Unit of Inquiry. Self-assessment, peer-feedback, 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 will be one parent teacher conference after the first report card is sent home. 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.

Homework:

Good communication between parent, teacher and student is very important for your child's academic growth. Please use Class Dojo or email for all school communication.

Once we report back to school, please, check Class Dojo at the beginning of every week for all homework assignments. Homework is assigned each day; Sunday through Thursday. Your child will have to study for spelling, comprehension, and math quizzes. Math and reading assessments will be given at the end of each unit of study.

Please set aside a time each night for your child to read silently or orally for at least 10-20 minutes. Your child will be assessed in reading at the beginning of the school year. This assessment identifies your child's level.

Upon the re-opening of the school, your child will be given a reading log to keep track of his/her reading. The log needs to be signed by the parent when the child finishes the reading assignment on a daily basis. A few times this year your child will be required to complete an outside research assignment. You will receive full information about the projects several days before they are due. If your child does not finish a class assignment, it may be sent home to be finished. Hopefully, these students will soon learn to manage their time more efficiently in class, so they won't have to spend time at home finishing school work.

Behavior Expectations:

In the beginning of the year, students will come up with class essential agreements. Students are expected to stay on task, arrive and leave the school platform/ campus on time, make good choices, use kind words, listen and speak at appropriate times, and show respect for adults, self, and others at all times.

Please note that coming late has both intellectual and social consequences. When students arrive/log in late, they distract their classmates' learning and interrupt the instructor's train of thought.

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 at 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 (after virtual learning)

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 write a note in your son's/daughter's homework diary, send us a message on Class Dojo or email us using the addresses provided above.

Thank you,

Mrs. Yamama Saleh, Mrs. Reema Saredidine, and Mrs. Karen Kabbara

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

أ.روان أبو سمعان :

معلمة لغة عربية حاصلة على درجة البكالوريوس مع مرتبة الشرف في اللغة العربية وأدائها خبرة 12 سنة في التعليم في المملكة العربية السعودية في عدة مدارس وهذه السنة الثالثة في مدارس التعليم المتطور . حاصلة على دورات كثيرة في مجال التربية والتعليم من أبرزها: استراتيجيات التعليم الحديثة والتعلم النشط، واستخدام التطبيقات الإلكترونية، التدريب على القدرات اللفظية، تعليم اللغة العربية للناطقين بغيرها، حاصلة على شهادة (ToT). قامت بإعداد عدة دورات في مجال تطوير التدريس، والإدارة الصفية، وأسلوب التقويم ومهارات التفكير ، وكيفية إعداد أوراق العمل، وتطوير الطلاقة في القراءة لدى الطلاب في الصفوف الأولية. مهتمة بالكتابة الأدبية و تأليف الشعر والقصص الممتعة و حاصلة على عدة جوائز في هذا المجال

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 العربية الفصحى.
- الإلمام بقواعد اللغة العربية التي تساعد الطالب على التعبير السليم والكتابة الصحيحة.

المنهاج:

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 لقرائنها لزيادة معرفتهم ومخزونهم اللغوي.

التقييم :

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

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 أدواته إلى الفصل.
- المحافظة على نظافة الصف
- التصرف بحكمة.
- الإنصات واحترام آراء الآخرين.

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

Rawan Abu Sameen	rabusameen@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 الإدارة.

وهذه سنتي الخامسة في مدارس التعليم المتطور.

أهداف تدريس مادة التربية الإسلامية

يهدف تدريس مادة التربية الإسلامية إلى

غرس الأخلاق

ضبط السلوك

الاهتمام 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 الثالث الابتدائي

التقييم

بعد انتهاء كل درس، يتم 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 وممتعة لطلابنا الأعزاء، بتواصلكم معنا سنثمر جهودنا. في حال وجود أي استفسار الرجاء عدم التردد في الاتصال على رقم المدارس أو على البريد الإلكتروني

Sarah Al Shuwayrid

salshuwayrid@alsschools.com

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.

Mrs. Debora Adam is the Physical Education (PE) teacher in the K-3 campus. She is a certified teacher for Primary Years from the Department of Teacher Training West University of Timisoara, Romania. She also has a Bachelor of Philology in English Language and Literature from the West University of Timisoara, Romania and a Masters of Sports from West University of Timisoara, Romania. Mrs. Debora has more than 10 years of experience in the field of Education in countries such as the United Arab Emirates, Romania and Saudi Arabia. She has been teaching PE for the past 6 years at ALS.

Physical activity is a key component of a healthy lifestyle and it is essential to the development of the body. Mrs. Debora's goal is to introduce students to a variety of life long skills, challenging games and various sports and teach them how to live a healthy and active life.

Please contact Mrs. Debora Adam via email: dadam@alsschools.com

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 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 will be utilizing all of these facilities and a range of other specialized physical education equipment during all Physical Education lessons to expose our students to as many learning situations as possible.

I look forward to working with your children this academic year and helping each of them reach their full potential. Please feel free to contact me if you have any questions.

Debra Adam	dadam@alsschools.com
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PYP Visual Arts

Mrs. Maie Helaly holds a Bachelor of Business Administration. This is her third year teaching in Riyadh and her second year teaching at ALS. Mrs. Maie can be contacted at mhelaly@alsschools.com.

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 in their best effort in making art projects and to have fun.

Discipline Policy

My 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. I expect that students have already been taught the following at home:

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, 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.

Maie Helaly	mhelaly@alsschools.com
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PYP ICT

Ms. Yemen Hamzeh will be teaching ICT to all students in Primary Years. She holds a Masters Degree and has been a teacher at ALS for the past 4 years. Her objective is to help the students improve their computer and technology skills and acquire new ones as well as becoming a responsible digital citizen. Throughout virtual school, we will be focusing mostly on Google suite applications and some lessons will be delivered through the NearPod app. Students will complete several assignments that expand their skills and knowledge with these tools.

Students will learn:

<p>Proper Procedures</p> <p>Students will learn to deal with computers safely and properly. Getting familiar with the use of mouse and keyboard. Recommended procedures and logging into his/her account. Save files and open them. More concepts:</p> <ul style="list-style-type: none"> * Intellectual property * copyright * IT real applications * safe online behavior 	<p>Understanding</p> <p>What technology is and identifying the parts of a computer.</p> <p>Drawing app</p> <p>Ms Paint for PC/Laptop users and Tayasui Sketches for iPad or Tablet users</p> <p>Create new pics</p> <p>Use different brushes and techniques</p> <p>Edit</p> <p>Crop</p> <p>Background and foreground pictures</p> <p>Shapes</p>	<p>Gmail</p> <p>Log In to school email account</p> <p>Google Docs</p> <p>Creating new document</p> <p>Writing letters</p> <p>Formatting options</p> <p>Lists</p> <p>Pictures</p> <p>Format</p> <p>Google Slides</p> <p>Creating a slideshow presentation</p> <p>types of slides</p> <p>inserting pictures/videos/links</p> <p>formatting</p> <p>transition</p>	<p>Coding</p> <p>Students will improve their coding skills and understand the concept of creating programs.</p> <p>Google Earth</p> <p>They will learn how to navigate Google Earth and create a project in it.</p>
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Assessment:

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

- Teacher observation
- Class assignment
- Peer-feedback
- Project-based assessment

Face to Face Class Essential Agreements:

1. Sitting in assigned places.
2. No food or drink in the IT lab.
3. Using the computer responsibly and as per teacher guidance.
4. Following directions.
5. Raising my hand and waiting for permission to speak. Showing classmates the same courtesy during class discussions.
6. The use of appropriate language.

Homework:

Students will complete their work in the classroom and may have homework occasionally.

Students are expected to submit their work on time.

Needed material:

Students are asked to come to the computer lab with a flash drive to save their work. It is recommended that students use a laptop or a desktop to practice typing on a keyboard at home.

Please feel free to contact Ms. Yemen if you have any questions by mail or via Class Dojo messages.

Yemen Hamzeh	yhamzeh@alsschools.com
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