



PYP Curriculum Guide

KG1

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

The teachers for Kindergarten 1 this year are Ms. Rasha Osman and Ms. Sara Elshorafa.

We are so excited to share this year of inquiry, exploration, discovery and endless possibilities with your children! It's going to be a FABULOUS year!

Ms. Rasha Osman has been a teacher at ALS for 7 years, and is looking forward to getting to know both you and your child.

Ms Sara Elshorafa has joined ALS this year and is so excited to have fun learning together.

You may contact the KG1 teachers any time on Class Dojo or at rosman@alsschools.com selshorafa@alsschools.com or through the school's phone number: 011-207-0926.

Virtual supply list

Mini white board
Set of white board markers
Board eraser
1 Bottle liquid glue
2 Glue sticks
Colored craft paper
1 box of pencils
1 sharpener
Erasers
1 box of colored pencils
1 box of crayons
1 box of markers
1 pair safety scissors
White paper
Coloured paper
Playdough
Magnets
Dice
Small objects for counting to 20
Paintbrush
Watercolor paints

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

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 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.



3 inches

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.

#	1	4	5	3	2
Transdisciplinary Theme	Who We Are	Where We are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves
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 decisionmaking; economic activities and their impact on humankind and the environment.
Title	My World and Me	We're Going on a Journey	123 Rhyme with Me!	Let's Eat Healthy!	Patterns
Central Idea	Relationships contribute to shaping our identity.	Journeys create change and lead to new opportunities.	We express ourselves through rhythms and rhymes.	Foods come in different forms and can be changed.	Patterns change into different forms.
Key Concepts	Form, responsibility	Change, perspective	connection	Causation, change	function, connection
Related Concepts	Belonging, similarities & differences, roles	Geography, systems	Sequence, structures, plan	Transformation, opinion, cooperation	sequences, relationships
Learner Profile	Principled, caring	Knowledgeable, open-minded	Communicator, reflective	Balanced, risk-taker	thinkers, inquirers
Lines of Inquiry	<ul style="list-style-type: none"> - Diversity of relationships - Responsibility within the family and friendship groups - How relationships influence who we become 	<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 - Rhymes around us 	<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"> - Patterns found in nature - Patterns made by people - How patterns are created and used
Subject Focus	Islamic Studies PSPE, Social Studies	Islamic Studies, Social Studies	PE Language Arts	Arabic, PE Science	Math

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

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

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

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.

Classroom 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 (during face to face school):

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.

Please check Class Dojo at the beginning of every week for all homework assignments.

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 them 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> 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> 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> NO PEANUTS or products with peanuts or peanut by products allowed at ALS due to life threatening allergies 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> 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

Ms. Sara ElShorafa

KG1 Homeroom Teachers

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 لمدة 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 .

القراءة

يتوقع من الطفل أن

- يقدر أهمية الكتب كمصدر للمتعة والفائدة.
- يعرف أن المادة المطبوعة لها معنى .
- يعرف أن الكلمة المنطوقة يقابلها كلمة مكتوبة .
- يعي 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 باتباع 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 واثرافها

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

تمام الشيخ: حاصلة على بكالوريوس تربوي من جامعة الإمام محمد بن سعود الإسلامية / ثقافة إسلامية (فقه وأصوله).

الخبرات العملية:

في مدرسة الشاملة العالمية، ومدارس التعليم المتطور.
حضرت دورات تدريبية عدة في مجال في الإدارة والقيادة المدرسية وإستراتيجيات التدريس وفي مهارة الاتصال الفعال وأخلاقيات المهنة
وهذه سنتي الثانية 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

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

Tamam Elsheikh

telsheikh@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 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, volleyball 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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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, a drawing app called Tayasui sketches and delivering some lessons through the NearPod app. Students will complete several assignments that expand their skills and knowledge with these tools.

Students will learn:

Proper Procedures	Understanding	Drawing app	Toy Theater
Students will learn to deal with computers safely and properly. Getting familiar with the use of mouse and keyboard. More concepts: * IT real applications * safe online behavior	What technology is throughout history, where to find it and the purpose of using it. Identifying the parts of a computer.	Ms Paint for PC/Laptop users and Tayasui Sketches for iPad or Tablet users Create new pics Use different brushes and techniques Edit Crop Shapes Patterns	We will be using this website to do activities and games related to the UOI.

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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