



COUNCIL OF
INTERNATIONAL
SCHOOLS



PYP Curriculum Guide

Grade 2
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

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" Diploma. She has completed the IMA (International Mental Arithmetic) SMART course for KG1, KG2, and Grade 1. This is her twelfth year as a teacher of lower elementary grades, and her third year teaching at ALS. Mrs. Saadeh can be reached at ksaadeh@alsschools.com.

Mrs. Sally has a Bachelor's degree in Computer Science and a Teaching Diploma from the American University of Science and Technology in Beirut. This is her tenth year as a teacher of lower elementary grades, and the fifth 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. Ms. Sara also has a Diploma in Educational Management from Frisby's College. She taught kindergarten for two years and then moved up to elementary grades. She has been teaching in Riyadh for the past thirteen years. This is her fifth 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 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 their respective group of students.

Virtual School Supply:

- 1 box of pencils
- 1 pack of Faber Castell colored pencils
- Erasers
- 1 or 2 sharpeners
- 1 small whiteboard
- 1 pack of board markers
- 1 board eraser
- 1 pair of scissors
- 3 big UHU Glue Sticks
- Sticky notes
- 1 pack of colored paper
- 1 inch/ cm ruler
- Colored paints
- 1 paintbrush
- Zipper Pocket Files (a set of 5) in case students need to file their work per subject
- A4 construction paper
- Tape
- Black marker
- Magazine
- Tracing paper

School Supply (upon re-opening of the school campus):**Kindly label all**

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

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



3 inches

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

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

#	1	4	5	3	2	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	Heroes	Location and Climate	Expression Through Culture	Art of Construction	Signs and Symbols	Responsibility Towards Nature
Central Idea	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 and environmental factors influence the design and stability of structures.	Signs and symbols are part of human-made systems that facilitate local and global communication.	When interacting with nature, humans make choices that have an impact on other living things.
Key Concepts	Perspective, responsibility	Causation, connection	Connection, perspective	Function, form	Connection, function	Responsibility, Change
Related Concepts	Self fulfillment, influence	Regions, habitat	Differences, culture	Stability, design	Communication, systems	Interdependence, environments
Learner Profile	Principled, Risk Taker	Knowledgeable, inquirer	Communicator, open minded	Principled, thinker	Thinker, communicator	Caring, balanced
Lines of Inquiry	- Characteristics of a hero - Heroes from the past and present - The impact heroes have on the society	- Geography and climate - The diversity of life in different habitats - Shelters in different environments	- My culture - Cultures in different countries - Similarities and differences between cultures	- Different building materials and their properties - The structure and shapes of buildings and bridges - Environmental factors and structures	- Iconography - How visual language facilitates communication - Specialized systems of communication	- Balance between rights and responsibilities when interacting with nature - Human impact on nature - How living things respond to changing environmental conditions
Subject Focus	Islamic Studies, Arabic, PE Language Arts, Social Studies	ICT Social Studies, Science	Arabic, Art, PE, Language Arts, Social Studies	Art, ICT Science, Math	PE, Art 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, essays, 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 assignments, read and completed 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, Mathletics, 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
- Time

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
- Join your sessions on time
- Keep all your needed materials ready
- Remember your emails, usernames and passwords

Platforms and Tools:

- ClassDojo
- Zoom
- Google Classroom
- Google Forms
- Google Docs
- Google Slides
- Padlet
- Jamboard
- PearDeck
- Nearpod
- Edpuzzle
- Kahoot

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 or by the deadlines given
- There will be no homework assigned to students during virtual learning - except for Leveled Readers, Spelling practices, and Mathletics

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.

Behavior Expectations (upon re-opening of the school campus):

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 a 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 3 R's
 - a. Responsibility
 - b. Respectful
 - c. Reflective

Assignments:

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 Google Classroom for assignments.

Students will complete assignments 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. Students will also be asked to complete several activities on Mathletics. 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 regular reading assessments. Students also take regular spelling tests at the end of the week.

Resources:

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

- Write Source
- Words your way
- Leveled Readers
- Writing Folders
- Handwriting Workbooks
- Everyday Math
- Math Manipulative materials and Mathematics online learning activities
- Reading a-z
- Brainpopjr.com
- Khan academy for grade level mathematics
- Digital Tools

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 ksaadeh@alsschools.com

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

الصف الثاني

مادة اللغة العربية

التعريف بالمعلمة

ريمان ساري الخلف : معلمة لغة عربية. درست تربية وعلم نفس أطفال، ولديها عدة دورات في كيفية التعامل مع الأطفال ولغة الحوار. 28 سنة خبرة في السعودية، و4 سنوات في سوريا. عملت في عدة مدارس معلمة صف أول ابتدائي، وهذه السنة السابعة في مدارس التعليم المتطور لتدريس مادة اللغة العربية والله موفق

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 وتأليف الشعر والقصص الممتعة و حاصلة على عدة جوائز في هذا المجال

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 المنهج 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 لقراءتها لزيادة معرفتهم ومخزونه 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 ملاحظة الطالب 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.
- الإلمام بقواعد اللغة العربية التي تساعد الطالب على التعبير السليم والكتابة الصحيحة.

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 أدواتهم 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 وخبراتهم داخل الفصل، والواجبات المنزلية، ويشمل التقييم مهارات القراءة والكتابة والاستماع والتعبير 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 - Rawan Abu Sameen	rabusameen@alsschools.com
2B and 2C - Riman Al Khalaf	ralkhalaf@alsschools.com

مادة التربية الإسلامية

التعريف بالمعلمين

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

ساره فهيد 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 إدارة الوقت واستراتيجيات 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 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 ومتعة 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 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:

Proper Procedures	Understanding	Gmail	Coding
<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>what technology is and identifying the parts of a computer.</p> <p>Drawing app Ms Paint for PC/Laptop users and Tayasui Sketches for iPad or Tablet users</p> <p>Create new pics Use different brushes and techniques Edit Crop Background and foreground pictures Shapes</p>	<p>Log In to school email account</p> <p>Google Docs Creating new document Writing letters Formatting options Lists Pictures Format</p> <p>Google Slides Creating a slideshow presentation types of slides inserting pictures/videos/links formatting transition</p>	<p>Students will learn the basic coding through coding games</p>

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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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 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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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

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.

Maie Helaly	mhelaly@alsschools.com
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