



PYP Curriculum Guide

Grade KG2

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 doing so, 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.

Teachers Introduction

The teachers for Kindergarten 2 this year are Ms. Helene Manning, Ms. Zeina El Baba and Ms. Rehanah Ebrahim Carrim. We're so excited to share this year of inquiry, exploration, discovery and endless possibilities with your children!

Ms. Helene Manning is from America. She has taught in IB schools in China and England. This is her sixth year at Advanced Learning Schools.

Ms. Zeina El Baba is from Lebanon but was raised in Saudi Arabia. This is her sixth year at Advanced Learning Schools.

Ms. Rehanah Ebrahim Carrim is from South Africa with twenty years teaching experience and is passionate about education. This is her first year at Advanced Learning Schools.

We look forward to getting to know both you and your children this year. You may contact us anytime via Class Dojo or at hmanning@alsschools.com, zelbaba@alsschools.com, rcarrim@alsschools.com or through the school 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)

For students new to ALS only please bring:

- ❑ 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	3	5	4	2
Transdisciplinary Theme	Who We Are	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 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	Getting to Know Me	Celebrate!	Materials	Transportation	It's Alive!
Central Idea	Understanding oneself and others helps people to shape and develop their identity.	Celebrations bring people together and express who we are.	Humans use materials for different purposes.	Communities create transportation systems that meet their needs.	Living things have certain requirements in order to grow and stay healthy.
Key Concepts	Form, Perspective	Function, form	Form, change	Form, connection	Responsibility, Causation
Related Concepts	Identity, growth, senses	Forms of energy, beliefs	Changes, properties and uses of materials	Transportation, pollution	Classification, living and non-living,
Learner Profile	Communicators, Risk Takers	Knowledgeable, Open-minded	Inquirers, Thinkers	Balanced, Reflective	Principled, Caring
Lines of Inquiry	<ul style="list-style-type: none"> -What it means to be me - How relationships are made and maintained - Similarities and differences between ourselves and others 	<ul style="list-style-type: none"> - What and why we celebrate - The characteristics of each celebration - The differences and similarities amongst celebrations 	<ul style="list-style-type: none"> - Materials used in daily life -The properties of different materials -The use of material depending upon its properties 	<ul style="list-style-type: none"> - Specific purposes of different transportation systems - Factors that affect the kinds of systems that can be developed - Relationship between transportation systems and the environment 	<ul style="list-style-type: none"> - Characteristics and classification of living things (animals) - Our needs and the needs of other living things - Our responsibility for the well-being of other living things
Subject Focus	PSPE, PE, Science, LA Social Studies,	Islamic Studies, PE Social Studies	Art Science	Arabic, Social Studies, Science	Islamic Studies, Science

1- Who We Are – Getting to Know Me

Students will make an inquiry into their world: their families, friends, likes, dislikes, discovering, similarities and differences. They will explore their environment using their five senses. Students will discuss how each individual is unique. They will express their feelings and uncover the causes behind a feeling. Students working with partners will explore their similarities and differences, recording their results using venn diagrams. Guest speakers will be invited to class to share particular talents and hobbies. In Language Arts, students will listen daily to read alouds of stories and information books. They will respond to comprehension questions. Students will focus on phonemes found at the beginning and end of words. Students will begin to develop a sight word vocabulary. In mathematics students will recognize numbers and practise making sets up to 10. They will measure themselves using non-standard forms of measurement. Students will explore patterns. Students will begin to develop an understanding of the concepts of addition and subtraction.

2- Sharing the Planet – It's Alive!

Students will inquire into what is needed by living animals in order to grow and stay healthy. They will classify objects into living or non-living creating a list of characteristics of living things. During Bring Your Pet to School Day, students will observe pet animals and record their observations. Students will view clips/short movies on people with animals. They will reflect on how humans are responsible for animals worldwide. In Language Arts students will continue to actively participate in daily read-alouds of information books and stories. They will acquire new vocabulary and read material about living things and discover their responsibility towards maintaining animals' environments. Students will record responses to what they read with drawings and begin using inventive spelling. In Language Arts, students will continue to focus on identifying phonemes at the beginning, middle and end of words. Their sight word vocabulary and rhyming word family knowledge will continue to develop. In Mathematics students will sort, classify, and graph living things. They will look at patterns and cycles in nature. Students will make sets to 20. They will continue developing an understanding of the concepts of addition and subtraction. Students will practice adding and subtracting sets to 10.

3- How We Express Ourselves – Celebrate!

Students will inquire into and discover how celebrations express people's ideas, feelings, beliefs and culture. They will share how their families celebrate birthdays, graduations, and weddings. The students will explore celebrations from around the world: Harvest Festivals, Cinco De Mayo, Chinese New Year, Eid. They will examine the characteristics of each celebration. The students will reflect on the similarities and differences between celebrations. In Language Arts students continue participating in daily read-alouds of information books about celebrations and story books. They record their ideas through drawings and inventive spelling, reflecting on what was read. In

Language Arts students will focus on identifying phonemes at the beginning, middle and end of words. They will begin to apply their phoneme and rhyming work family knowledge in their writing. Students continue to develop sight and rhyming word families vocabulary. In Mathematics, students will create a calendar, marking celebrations. They will practice addition and subtraction to 20. They will solve word problems choosing the operation needed. Students will tell time to the hour. They will practice counting to 100.

4- How We Organize Ourselves – Transport

Students will inquire into different transportation systems: how and why the transport system evolved. They will explore factors which affected the development (climate, geography). The students will compare and contrast the transport systems used in Riyadh, Paris and Amsterdam. They will explore the types of forces which move a vehicle (push or pull). Students will reflect on the effect transportation has on the world's climate. In Language Arts students will continue to participate in daily read-alouds of stories and information books. The students will respond to comprehension questions. They will express their ideas, thoughts and feelings combining drawings with sight words and inventive spelling. Students will learn the basics of speaking and presenting to an audience. In Mathematics students will sort, classify, and graph different means of transportation. They continue practicing addition and subtraction to 20. They will solve word problems choosing the operation needed. Students will skip count by 2's, 5's and 10's.

5- How the World Works – Materials

Students will inquire into materials and their properties (paper, metal, wood, plastic, fabric). They will investigate how and why different materials are used in daily life. The students will explore the properties of various materials, recording the results of their investigations. They will learn about fabric processes: from sheep to sweater, from cotton plant to jeans and from silk worm to silk. In Language Arts students will continue to participate in daily read-alouds of information books about materials. They will read about fabric processes in guided reading books. Students will record the steps of the process. Their sight word and rhyming word family knowledge will continue to develop. In Mathematics students will use graphing skills to graph materials according to properties and order the events in a process. They will practice adding and subtracting to 20. Students will solve work problems choosing the needed operation. They will begin to decompose numbers into tens and ones. Students will continue to practice skip counting by 2's, 5's and 10's.

These PYP Units of Inquiry will focus our studies in all areas of the curriculum. Science and Social Studies concepts are integrated within the context of the Units of Inquiry. In addition, class time is set aside for addressing specific content and skills in Language Arts and Mathematics.

Language Arts

In our Kg2 classrooms, each student actively participates in activities involving language. In addition to our daily “Language Arts” lesson time, the students also read, write and discuss concepts being explored during the Unit of Inquiry. We use Jolly Phonics texts, cards and books as our resources.

Speaking and Listening

Many opportunities are provided throughout the day to: listen for information (following directions), listen critically (main ideas, details), listen aesthetically (appreciate poetry/rhythms of language). Students join in discussions, expressing their views, relating their experiences. They participate in storytelling and imaginative role play.

Reading

We offer a rich and varied reading program. Several approaches are used to achieve a balanced reading program, taking into account individual interests and needs. Books are sent home on a regular basis for individualized reading. These books are chosen and selected by both your child and the class teacher. At times your child will choose either what appears to be a very easy or very difficult book. Whichever book your child chooses we encourage you to either listen as your child reads the story, or read the book aloud with your child.

Reading to children

Hearing good books read aloud builds student’s knowledge of how stories work. It introduces new ideas and language they can draw on later as they begin to read independently.

Shared reading

The teacher reads a big book with the students. They are encouraged to join in with repetitive sections or familiar refrains. Specific phonetic sounds are highlighted.

Guided group reading

The teacher introduces the book, initiates discussion about language and concepts, asks questions that encourage and support children through their reading of the text.

Through observation, areas of need can be identified and appropriate teaching given. Material for guided reading presents students with manageable challenges that encourage reading for meaning, developing and practicing reading strategies.

Independent reading

Students are encouraged to make their own choices. Reading quietly to themselves, or to the teacher or a friend gives students the opportunity to practice reading strategies. They are given a chance to reread favorite stories, read different stories by the same author and to process information independently.

Writing

Through the writing process, students develop phonics, vocabulary and the ability to construct meaning. We use Nelson Handwriting to practice forming legible letters.

Shared writing and modeling on texts

The teacher is the scribe and models known texts, retells stories, records children's versions of known stories and original stories. The teacher focuses on structure, grammar, punctuation and patterns. The student's writing reflects their developing knowledge of phonics and vocabulary.

Many times, when writing independently, they use partial phonetic representation for words known as inventive spelling. Students "publish" their work through big books made from share writing, individually made books (zig-zag, flap, pop-up). These books are places in the class library to be shared and enjoyed by all.

Mathematics

Students will read, write, count, compare and order numbers to 20+. They will model number relationships to 20. Children will sort objects according to attributes and compare quantities. They will learn to measure and compare using non-standard units of measurement and they will learn to read time to the hour. Students will also find, describe, and create simple patterns in their world. They will solve simple addition and subtraction problems. We use Everyday Mathematics as the core textbook. This is supplemented with hands-on manipulative activities and other resources to extend learning and understanding. The on-line program we use is Mathletics.

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:

1. Jolly Phonics
2. Everyday Mathematics
3. 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.

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 Practices and Expectations:

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

Your child will have a reading assignment to complete on a daily basis.

Behavior Expectations:

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

- Keep your hands and feet to yourself
- Clean up when you are done
- Listen to the speaker
- Use a quiet voice
- Raise your hand when you want to speak
- Be respectful

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.</p> <p>Apples and pears: sliced in wedges</p> <p>Oranges: wedges</p> <p>Grapes: cut in quarters or halves</p> <p>Plums, peaches and nectarines: pitted and cut in half</p> <p>Sugar snap peas: serve as is</p> <p>Broccoli: cut into small florets</p> <p>Cucumber: sliced</p> <p>Cherry tomatoes</p>	<p><u>Bread and Grains:</u></p> <p>Waffles with fruit syrup</p> <p>Pita bread</p> <p>Whole wheat crackers or pretzels</p> <p>Whole wheat bread</p> <p>Tortillas</p> <p>Fruit or vegetable muffin</p> <p>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</p> <p>Nut butters: almond butter on fruit, vegetables, bread or crackers.</p> <p>Beans: make bean dips like refried bean dip or hummus</p> <p>Yogurt: try using plain, low fat yogurt served with fruit or honey</p> <p>Cheese: slices of cheddar or white cheese</p> <p>Meat: preferably turkey</p>	<p><u>Drinks:</u></p> <p>Milk: preferably plain</p> <p>Natural 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 food comes to school for any special occasion, it must arrive with your child in the morning before 7:30.

If at any time you have any concerns regarding the progress of your child's education, please feel free to contact your child's KG2 teacher. You may request a conference with their teacher 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. Helene Manning

Ms. Zeina El Baba

Ms. Rehanah Ebrahim Carrim

KG 2 Homeroom Teachers

اللغة العربية

التعريف بالمعلمة: بشاير البريكان

حاصلة على بكالوريوس (مناهج وطرق تدريس- اللغة العربية) من كلية التربية بجامعة الأميرة نورة بنت عبدالرحمن

الخبرات العملية:

شاركت في برنامج المعايير الوطنية في مناهج التعليم العام، كما شاركت في عدة ورش منها (مراجعة مسودة معايير تعلم اللغة العربية للصفوف (1 - 12)، ورشة عمل (الإعداد والتهيئة لمراجعة معايير مناهج التعليم للمشرفين و المعلمين)، كما شاركت بمسرح الطفل، لديها عدة دورات (دورة رحلة مع القاعدة النورانية ، دورة التلاوة المجودة للقرآن الكريم ، دورة تدريبية للاختبارات - دورة التعلم النشط) ، لديها خبرة في تعليم الأطفال 7 سنوات وهذه السنة الأولى بمدارس التعليم المتطور والله موفق

أهداف تدريس اللغة العربية لمرحلة الروضة الثانية

الاستماع والمحادثة

يتوقع من الطفل أن :

- يشارك في الصف كمستمع ومتحدث.
- يفهم المعلومة التي يستمع إليها.
- يعبر شفويًا عن نفسه مستخدمًا جملاً مكونة من 4-5 كلمات.
- يحاول استخدام التركيب المناسب للجملة عندما يتحدث.
- يستخدم المفردات الجديدة.
- يستمع إلى قصة قصيرة من البداية حتى النهاية، ويعيد سرد جزء منها مثل: البداية أو العقدة أو الحل .
- يستمع بتركيز لمدة (7-10) دقائق .
- يعرف شكل الحرف في بداية ووسط ونهاية الكلمة .
- يطابق بين الكلمات الموزونة مقاطع مع حركات.
- يعرف الحروف الهجائية

القراءة

يتوقع من الطفل أن

- يقدر أهمية الكتب كمصدر للمتعة والفائدة
- يعرف أن المادة المطبوعة لها معنى
- يعرف أن الكلمة المنطوقة يقابلها كلمة مكتوبة
- يعرف أن الكلمة مكونة من مقاطع تسمى الحروف
- يعرف أن الجملة تتكون من كلمات
- يقرأ الحروف

الكتابة

يتوقع من الطالب أن

- يمسك القلم بالطريقة السليمة والصحيحة
- يكتب بالعربية من اليمين إلى اليسار مع مساعدة
- يكتب كل حرف باتجاهه الصحيح مع مساعدة
- يكتب مع وجود مسافة بين الكلمات مع المساعدة
- يكتب اسمه.
- ينسخ كلمات كتابة تصويرية
- يضع عنواناً لصورة بمساعدة المعلمة.
- يعبر عن نفسه / فكرة بالرسم.

التقييم

الملاحظة والمتابعة المستمرة للطفل أثناء الحوار والمناقشة، وأثناء الحفظ وحل أوراق العمل المطلوبة

وحدات البحث

نشارك في مواضيع البحث المختلفة بحيث نقوم ببعض الرحلات الميدانية المرتبطة بمواضيع البحث، وحل أوراق عمل متنوعة

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

Bashayr Alburaykan

balburaykan@alsschools.com

مادة التربية الإسلامية

التعريف بالمعلمين: بشاير البريكان

حاصلة على بكالوريوس (مناهج وطرق تدريس- اللغة العربية) من كلية التربية بجامعة الأميرة نورة بنت عبدالرحمن

أهداف تدريس مادة التربية الإسلامية

يهدف تدريس مادة التربية الإسلامية إلى :

غرس الأخلاق و ضبط السلوك

والاهتمام بالعقل والعلم سعياً لبناء الشخصية الإسلامية المتكاملة المتفهمة للعقيدة

السور القرآنية المطلوبة

لكل صف مجموعة من السور القرآنية يجب حفظها

التقييم

بعد انتهاء كل درس، 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

Bashayr Alburaykan

balburaykan@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:

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

Health-related fitness:

- Recognize the importance of a healthy lifestyle
- Awareness of exercising regularly
- Ability to make healthy choices

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, volley-ball court and a grass soccer field. We use all of these resources, plus a range of other specialized physical education equipment during Physical Education lessons. This exposes our students to as many learning situations as possible.

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	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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