



معمدة من هيئة الشمال الأوسط
للإعتماد وتحسين المدارس

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مدارس الظهران الأهلية
Dahran Ahliyya Schools

مجتمع تعليمي غير ربحي
A not-for-profit learning community



وزارة التعليم
Ministry of Education

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برنامج السنوات الابتدائية دليل المناهج الدراسية للصف الأول الابتدائي 2018-2017م

Primary Years Programme Grade 1 Curriculum Guide



"مدارس الظهران الأهلية مدرسة مرشحة لبرنامج السنوات الابتدائية PYP" تسعى المدرسة للحصول على ترخيص كمدرسة علمية من منظمة البكالوريا الدولية. تشارك المدارس منظمة البكالوريا الدولية فلسفة واحدة وهي الالتزام بالجودة العالية والتحدي في التعليم، وذلك ما تؤمن مدارس الظهران الأهلية بأهميته لطلابنا وطلابنا".

Dahran Ahliyya Schools is a candidate school for the Primary Years Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Dahran Ahliyya Schools believes is important for our students.*

قائمة المحتويات

الصفحة	الموضوع
8-2	برنامج السنوات الابتدائية في البكالوريا الدولية IB Primary Years Programme
12-9	برنامج البحث في الصف الأول
13	برنامج ثنائية اللغة
13	وحدة دعم الطالب
13	طرق التقييم
26-14	المواد الدراسية
28-27	معلومات عامة
29	طرق التواصل مع الأهل

The Primary Years Programme: preparing students to be active participants in a lifelong journey of learning

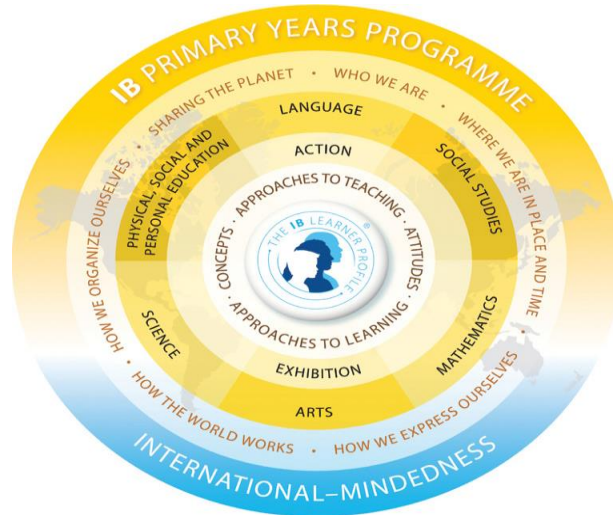
What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners – the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning – IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts – IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content – IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.



What is the IB Primary Years Programme (PYP)?

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

The IB Primary Years Programme

- addresses students' academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students' efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international-mindedness will develop and flourish.

The six subject areas identified within the IB Primary Years Programme:

- | | |
|---------------|---|
| • language | • social studies |
| • mathematics | • arts |
| • science | • personal, social and physical education |

The most significant and distinctive feature of the IB Primary Years Programme are the six transdisciplinary themes

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to “step up” beyond the confines of learning within subject areas.

• Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

• Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives

• How we express ourselves

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

• How the world works

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.

• How we organize ourselves

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.

*** Sharing the planet**

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

<p>Unit 1: Who we are</p>	<p><u>Central Idea:</u> Our beliefs and characteristics shape our identity. <u>Key Concepts:</u> Form/ Causation/Connection <u>Related Concepts:</u> identity / characteristics/ heredity/ beliefs <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. The similarities and differences in characteristics- Form 2. Factors shaping our identity - Causation 3. Human relationships Connection <p><u>Attitudes:</u> Self-confidence / Respect <u>Skills:</u> Social/ Self-management <u>Learner Profile :</u> Balanced/Open minded</p>
<p>Unit 2: How We Express Ourselves</p>	<p><u>Central Idea:</u> Individuals use their senses to appreciate and interact with the world <u>Key Concepts:</u> Form/ Causation/Perspective <u>Related Concepts:</u> senses/ internal-external cues <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. The effect of senses on the behavior of individuals-Causation 2. Different points of view- Perspective 3. Appreciating beauty-Form <p><u>Attitudes:</u> Form/ Causation/ Perspective <u>Skills:</u> Communication / Social <u>Learner Profile:</u> Caring/Communicators</p>
<p>Unit 3: Where We Are in Place and Time</p>	<p><u>Central Idea:</u> Living beings migrate to other environments based on needs. <u>Key Concepts:</u> Form/ Change/Connection <u>Related Concepts:</u> characteristics/ habitats/ migration <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. Habitats differ in their characteristics- Form 2. The relationship between habitat and stability Connection 3. The changes of behavioral patterns across time- Change <p><u>Attitudes:</u> Commitment / independence <u>Skills:</u> Social / Self-management <u>Learner Profile:</u> Inquirers/Knowledgeable</p>
<p>Unit 4: Sharing The Planet</p>	<p><u>Central Idea:</u> Living beings have specific needs to grow and co-exist. <u>Key Concepts:</u> Form/Function/Connection <u>Related Concepts:</u> resources / adaptation/ <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. The relationship between function and form in living beings- Connection 2. Living things differ in their characteristics- Form 3. Sharing resources (Connection) <p><u>Attitudes:</u> Tolerance / Cooperation <u>Skills:</u> Communication / Thinking <u>Learner Profile:</u> Balanced/Thinkers</p>

<p>Unit 5: How we Organize Ourselves</p>	<p><u>Central Idea:</u> People organize their daily life by creating systems. <u>Key Concepts:</u> Function/ Reflection/ Responsibility <u>Related Concepts:</u> systems/ organization / earth cycles <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. Creating daily systems-Reflection 2. Role of systems- Function 3. Our responsibility in different systems- Responsibility <p><u>Attitudes :</u> Integrity / Enthusiasm <u>Skills:</u> Research / Thinking <u>Learner Profile:</u> Reflective / Principled</p>
<p>Unit 6: How the word works</p>	<p><u>Central Idea:</u> Human beings discover forces around them and use them in their lives <u>Key Concepts:</u> Function/Change/ Form <u>Related Concepts:</u> forces/ push/ pull/ gravity <u>Lines of Inquiry:</u></p> <ol style="list-style-type: none"> 1. The change forces make- Change 2. Uses of forces in our lives- Function 3. Kinds of forces – Form <p><u>Attitudes:</u> Creativity / Curiosity <u>Skills:</u> Research / Thinking <u>Learner Profile:</u> Knowledgeable/Risk-Takers</p>

In grade one, English Language is fundamental to learning, thinking and communicating. Learning takes place overtime in authentic contexts, and literature plays a special role in enabling this to happen. English language instruction is an integral part of the total curriculum and is incorporated throughout the units of inquiry. Our PYP units allow students multiple opportunities to read, speak, write, view and listen to the English language. We provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning during class discussions, shared and guided reading, writing workshop and inquiry.

Our aim is to build a solid base for the English language at this early age and to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems to prepare the students for the challenges ahead in the following years.

Reading :

Ask and answer questions about key details in a text.
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Describe characters, settings, and major events in a story, using key details.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Identify who is telling the story at various points in a text.
Use illustrations and details in a story to describe its characters, setting, or events.
Compare and contrast the adventures and experiences of characters in stories.
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing :

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

Build on others' talk in conversations by responding to the comments of others through multiple exchanges

Ask questions to clear up any confusion about the topics and texts under discussion

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation.

Language:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Usage

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Viewing and Presenting:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- Produce complete sentences when appropriate to task and situation.

Assessments:

- Baseline Test
- Anecdotal Notes
- Students’ Journals & Reflections
- Common Formative & Summative Assessments
- DRA2: Developmental Reading Assessment 2 (DRA2) is used in Kindergarten and the elementary section to follow up with the students' progress in reading. The table below explains what is expected from the student at the end of each grading period:

A	1	2	3	4	6	8	10	12	14	16	18	20	24	28
KG Level					Succeeding Quarter 1	Succeeding Quarter 2	Succeeding Quarter 3	Succeeding Quarter 4	Succeeding Quarter 1	Succeeding Quarter 2	Succeeding Quarter 3	Succeeding Quarter 4	Succeeding Quarter 1	Succeeding Quarter 2
					Grade One Level					Grade 2 Level				

Homework:

With respect to the homework, it will be sent weekly. The students will receive their homework files every Sunday of each week to complete the homework and submit it every Thursday. In addition to the homework file, the students will have access to RazKids website for reading stories according to their DRA2 levels. The students are expected to enter their accounts and read daily as their teacher will be updated with their activity through the website.

Resources:

- Wonders by McGraw Hill
- Reading Street Kit by Scott Foresman
- Writers’ Workshop program by Lucy Calkins

- Raz kids website for leveled books: www.raz-kids.com
- Starfall www.starfall.com

المادة: تكنولوجيا المعلومات والاتصالات

الوحدات:

سيعمل الطلاب خلال العام على الوحدات التالية:

- حاسوبي: حيث سيتعرفون من خلالها على الأجزاء الأساسية في جهاز الحاسب الآلي وكيف يقومون بتشغيل وإغلاق جهاز الكمبيوتر والبرامج كما سيتعرفون إلى الواجهة الرئيسية (سطح المكتب) في جهاز الكمبيوتر وأجزائها.
- أنا أزور العالم: حيث سيتعرفون على مصطلح الإنترنت وكيفية استخدام المتصفح للبحث عن المعلومات، كما سيتعلمون أهمية الحفاظ على معلوماتهم الخاصة بعيداً عن العالم الافتراضي.
- لنبدأ: سيتعلمون على إنشاء قصص قصيرة على الكمبيوتر باستخدام برنامج (cartoon story maker)، ستحتوي هذه القصص على عدة شخصيات وعدة صفحات بالإضافة إلى النصوص.

التقييم:

سيتم تقييم الطلاب من خلال مهام ختامية على التوقعات التالية:

1. إتقان الطلاب مهارات الحاسوب الأساسية / التطبيقات في العالم الرقمي.
2. يستخدم الطلاب أدوات الاتصال / والإنترنت بفعالية.
3. يمارس الطلاب المواطنة الرقمية والسلامة عبر الإنترنت.
4. يستخدم الطلاب أدوات البرمجة لحل المشكلات.

المادة: التربية

الشخصية والاجتماعية والبدنية

الوحدات:

سيعمل الطلاب خلال العام الدراسي على الوحدات التالية: