

AlGhanim Bilingual School

Elementary Division

Program Guide



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Being well prepared is the key to success in school

This guide is intended to provide you with a brief overview of the subject areas your child will study this year along with some basic information that will assist you in helping your child. To get current information on school news and events, please take time to visit our website Facebook page on a regular basis.

First grade is an exciting and important year for young children and their parents. Expectations from learners are distinctly different from what they have been up until this point, with increasingly more academics. With your continued emotional and academic support, your children will make the transition successfully and do well emotionally, socially, and academically as they transition to elementary school.

By grade two and three your children are more familiar with the regular routines associated with school and are becoming increasingly independent in their work efforts. Academic expectations increase substantially from first grade to third grade and again from third grade onwards. Students are expected to stay on task longer, follow multi-step directions, produce more detailed writing, and read increasingly complicated text while learning new content.

Fourth and fifth grade students are in a unique place in their physical, social, emotional, and intellectual development. While children at this age are developing increasing independence, parental involvement is still critical in facilitating children's development and achievement, as well as in preventing and remedying educational and developmental opportunities. Their involvement and encouragement can help a child excel in school, especially in demanding bilingual programs. Involvement should start by parents acknowledging the importance of education and by showing positive attitudes towards school by supporting school programs and policies.

GBS is committed to providing quality education to its students and dedicated to preparing students for successful futures in the changing world of the 21st century. Curricula in all subjects are aligned with current U.S. educational standards and strive to develop important skills through the integration of technology, collaboration, problem solving, creativity, and critical thinking skills. Teachers work collaboratively to ensure students experience connections across the content areas and transfer acquired knowledge and skill between disciplines.

All English classrooms have been fitted with interactive smart-boards and internet to increase student engagement and enhance learning while at the same time developing the necessary skills for success in the economy of the future.

Science, math, Arabic subjects, and special subject classes all have regular access to digital technologies (e.g. interactive smart-boards, internet, and computers.) Through these technologies, the lessons will be presented in an interactive, hands-on, and fun way that holds children's' attention, meets the needs of diverse learners, and enhances their engagement with content.

School hours:

The school day starts with the morning routine at 7:10 a.m. Students are expected to be on time and to participate in the morning assembly. The first period begins at 7:20 a.m. Dismissal begins at 2:05 p.m. (depending on the grade). Students participating in after school activities must be picked up by 3:00 p.m. from the reception area.

Attendance:

Students are expected to attend school for the entire school day and to arrive and leave on time. All medical appointments should be made after school hours. However, if you must leave during the day, a note explaining in detail the reason must be provided to the elementary school office. Parents/guardians need to sign an early dismissal form at the reception. Students will not be released during the last period of the school day. They cannot be pulled from class to attend an event held in one of the other divisions.

Absence:

In coordination with the Ministry of Education's attendance policy, students who register 10 or more unexcused absences in a given semester will not be permitted to write the semester exams. They will be given a "0". For an absence to be excused, the student must bring a signed and stamped doctor's note within 2 days of returning to school. An absence is considered excused if it is a personal illness, serious family illness or family death, or other extraordinary circumstances approved by the ES Principal. The term "excused" or "unexcused" is important to determine whether or not the student is entitled to do the missing work or to get support from the teachers.

Breaks and snacks:

During the day, there will be two outbreaks. Students are encouraged to bring healthy snacks, and the canteen will be accessible during both breaks. Only water and juices in plastic or paper containers are allowed on campus. Food deliveries are strictly prohibited.

Homework

Homework will be given during the week to help students prepare for these short, simple tests. First grade homework will be typed and glued into the homework diary each day for all subjects. Starting in grade two, students are responsible for writing homework assignments in their diary, which should be kept neat and organized. In addition to this, homework is recorded on Edmodo (Grade 2-5) on a daily basis. Parents are expected to check the diary and Edmodo on a daily basis and monitor homework completion. The time required to complete the homework varies according to your child's pace of work and level of performance. Should there be a valid reason for your child to fail to hand in homework on time, you must inform the teacher in writing. If your child doesn't understand assignments or regularly struggles with homework, please make an appointment with the teacher.

Supplies

Students should have the proper supplies in their backpacks on a daily basis. Check the pencil case often and refill items that need to be replaced. Students without the required supplies and materials are often unable to do class work and feel embarrassed that they are not prepared.

Workbooks, Notebooks, and Textbooks

When students bring workbooks, notebooks, or textbooks home take time to look through the completed work with your child. Please do not allow your son/daughter to work ahead in the book; only do those pages assigned by the teacher.

Each teacher will clearly mark the notebooks where students should complete homework. This will vary from class to class, but the copybook to be used for homework will always be marked “**Homework.**” Students are required to keep a separate plastic snap-file for each subject. Please help them to keep their books, papers, and homework organized in these files. Papers returned home after being marked by the teacher should be taken out of the file and kept at home.

School Bags

Students are responsible for preparing and organizing their school supplies and bags. Kindly remind them in the evening to prepare the bag for the next day, making sure they have all required books, homework, supplies, any paper requiring a parental signature, and **remove unnecessary items to keep the bag lighter.** Students without the required supplies and materials are often unable to do class work and lose marks.

Make-Up Work

If your child misses a day of school, please refer to Edmodo for missed work. Students will be able to make-up missed work if a medical note is provided.

Uniform

Students are required to wear the full school uniform when in school and on field trips unless otherwise officially notified. On designated “free dress” days, you must not violate acceptable GBS dress code. The following are strictly prohibited:

- Body hugging, tight, transparent, revealing, or torn clothing.
- Offensive pictures, symbols, or words printed on the clothing.
- Colored, gelled or spiked hairstyles. Boys’ hairstyles must be kept short and tidy. Girls must keep their hair away from their face and if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.

- Expensive jewelry, watches, or gadgets.

When you violate the uniform code, you will be asked to change into the proper uniform or you will be sent home

Assessment

GBS adopted formative and summative assessments. The major difference between formative and summative assessments is that the former is used to improve student learning, providing feedback to students who do not demonstrate proficiency so they keep working and learning until they do. The latter is used to assess what students have learned and quantifies it by assigning a grade that is final. The student then moves on to the next learning objective.

Formative Assessment:

Formative assessment is an integral part of teaching and learning. Evaluation is an ongoing process incorporated into classroom practice during instruction. It is an integration of performance and feedback using scoring rubrics and grading scales to delineate consistent criteria for grading. The criteria are shared between students and teachers. This provides a basis for self-evaluation, reflection, and peer review. It also ensures accurate and fair assessment, fosters understanding and allows for adjustments of subsequent learning/teaching. Formative assessment requires constant timely feedback. Formative assessment will be calculated as 30% of the overall grade.

Summative Assessment:

Summative assessments are given periodically to determine what students know and do not know at a particular point in time. The goal of summative assessment is to assess learning after teaching has taken place. Summative assessments serve as formal documentation of a student's progress and mastery of skills and content. Summative assessment will be calculated as 70% of the overall grade.

Academic Probation

Students who have an overall average of below 60%, and/or those who score below 60% in the core subjects (English, Arabic, math, and science), are placed on academic probation until their performance improves consistently over the 60% level.

Promotion

In order to be eligible for regular promotion, a student must have passing grades (50% or above in the yearly average and the four core subjects), met attendance requirements, and have an acceptable disciplinary record.

Retention Policy

Students who fail three or more core subjects will be automatically retained. They are not eligible for any retests.

Parent – Teacher Communication

A definite key to the success of students at GBS is the consistent policy of open, meaningful home-school communication. The Homework Diary is a daily means of two-way communication between the teacher and the parents. Please check the diary for messages from teachers and monitor your child's conduct sheet. When you find a message, please respond by commenting and/or signing the page. You can also reach your child's teacher by leaving a brief note in the diary. Ask your child to show it to the teacher. If you have a concern that requires face-to-face communication, your first step is to talk to the teacher. If that fails, your next step is to talk to the divisional administrator. If you need to speak directly to any staff member, please make an appointment with the receptionist. Teachers will not be interrupted during class time to answer parental requests or concerns.

Parents have important perspectives on their children and can provide the teacher or the Student Counselor with information about their child's relationships, interests, and experiences outside of the school that may affect his/her performance or behavior. This information may greatly enhance the school's understanding of your child and could contribute to more effective learning.

Supporting Your Children's Learning at Home

Parents play a crucial role in helping their children achieve school success. Research shows that the following steps help avoid school anxiety and become more successful:

- Encourage your children to maintain a healthy diet and exercise on a regular basis.
- Make sure children attend school regularly and always arrive on time to school.
- Talk with your children everyday about their school day, share your thoughts and ideas with them when appropriate, and listen to theirs.
- Speak positively about their school and teachers.
- Encourage your children to do their best and talk about setting school-related goals.
- Help them develop good study habits; explain to them that paying attention in class, completing homework, and reading assignments, and reviewing corrected papers on a regular basis will help them to have a more relaxed attitude towards assessments and they will perform better.
- Create and maintain a home environment that will help children be well rested during school days and during testing periods. Be sure your child goes to bed early and gets a minimum of 8-10 hours of sleep every night.
- Provide a quiet place to work, and the supplies and materials necessary to complete work.
- Provide homework support to your children when it is needed.
- Go over what children are learning in a non-pressured way and practice what they may need extra help with.

- Evaluate their academic progress over a period of time rather than on one single test score.
- Read to and with your child on a daily basis. Choose reading material they can enjoy and attempt reading on their own.
- Model good organizational and study skills. Let your children, with your help, prepare for their school day the night before. Teach them to check that all necessary files, folders, textbooks, homework, and supplies are in the bag. Doing so will set the stage for independence in later years.
- Provide ample free time at home for play and other school-unrelated activities.

The English Language Arts Curriculum

The English Program

Based upon U.S educational standards, the English curriculum aims to enable the students to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning. It focuses on the areas of reading, writing, speaking, and listening. Grade 1-5 students will be learning from the Houghton Mifflin Harcourt Language Arts Program, Journey that integrates the oral and the written forms of language development. Reading, listening, writing, speaking, spelling, and grammar skills, are all taught through the Reading/Language Arts textbook and practice books. Students practice writing in a variety of formats (journal entries, letters, personal narratives, descriptions, informational paragraphs, stories, etc.). Speaking and listening skills will be strengthened through frequent presentations and listening comprehension exercises. New spelling words will be introduced on a regular basis. Spelling tests will be on a regular basis. Independent reading for a minimum of twenty minutes nightly is expected of all students. **We encourage parents to reads with their child on a nightly basis.** Recent research shows those twenty minutes of reading per day leads to an increase of approximately 5000 new words of the reader's vocabulary over the span of one year.

The curriculum will guide students towards the following attainment of goals:

Grade One

- The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.
- The student will express ideas effectively in a variety of written modes for a variety of purposes and audiences.
- Students will demonstrate appropriate handwriting practices.
- The student will be able to communicate information and ideas effectively and clearly and to respond personally and critically.

Grade Two

- The student will use a variety of strategies to comprehend, analyze, appreciate and respond to various genres.
- The student will express ideas effectively in a variety of written modes for a variety of purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will communicate information and ideas effectively and clearly and to respond personally and critically.

Grade Three

- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will demonstrate thinking skills through speaking and listening.

Grade Four

- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will effectively express their ideas in a variety of written modes for specific audiences.
- The student will demonstrate thinking skills through speaking and listening.

Grade Five

- The student will use a variety of strategies to comprehend, analyze, appreciate, and respond to various genres.
- The student will write daily, employing a wide range of writing strategies to communicate effectively for different purposes and audiences.
- The student will apply grammar and language conventions to communicate effectively.
- The student will demonstrate thinking skills through speaking and listening.

Arabic Language Subjects

اللغة العربية:

تؤكد فلسفة المدرسة وتعاليمها الالتزام بالتقافة والتراث والقيم العربية والإسلامية. والاهتمام بتعزيز مستوى إتقان اللغة العربية هدفه الأسمى ترسيخ الانتماء إلى هوية ثقافية متميزة وتعزيز الشعور الوطني والقومي. ويكتسب تعليم اللغة العربية أهمية أكبر ليشعر الطلبة بالفخر والاعتزاز بتراثهم ولغتهم ويحافظوا على اللغة العربية وسيلة للتعبير والتواصل، لذا فإنه في رأس قائمة أهدافنا تعزيز مهارات التعبير الوظيفي والوجداني. ولا ننسى دور المطالعة الحرة باللغة الأم في تنمية الفكر وتعزيز روح الانتماء الثقافي والمواطنة فسوف نعمل بطرق تعزيزية مختلفة على تشجيع الطالب على المطالعة ليشغل وقت فراغه ويتزود بثروة لغوية مفيدة.

نطبق في تعليم اللغة العربية المنهج الوطني الكويتي الجديد المعتمد من قبل وزارة التربية الذي يقوم على أساس قرار وطني بتطوير وتطبيق منهج جديد قائم على المتعلم (الطالب) على أساس مجموعة من الكفايات والمعايير المصممة بهدف تعزيز وتطوير كفاءات بشرية مدعمة بالكامل بالقيم والمبادئ لتوافق مع تطورات القرن الحادي والعشرين. ونستخدم الأسلوب المبسط في تعليم اللغة ونستعين بالوسائل الإيضاحية. هذا ويتضمن برنامجنا مسارا خاصا للتلامذة الآتين من بلاد أجنبية والذين يكون مستوى إلمامهم باللغة العربية بسيطاً ولتيسير تعلمهم اللغة يلتحقون بالبرنامج الخاص للغة العربية فينتقلون أثناء حصص اللغة العربية إلى معلم خاص يتابع معهم المنهج الرسمي وفق مستوى إتقانهم للغة ويتم تقويمهم على هذا الأساس. ونعمل على تشجيع التلامذة على المطالعة من خلال ريادة المكتبة أسبوعياً وقراءة القصص المختارة و تحليلها لاستخلاص ثمرة القراءة التي تدرب التلميذ على التنوق الأدبي. كما ننظم حملة سنوية للمطالعة يتبارى فيها التلاميذ قراءة وتأليفاً. هذا ونعتمد على دعمكم ومساندكم في تعزيز المطالعة العربية وإثراء المكتبة المنزلية بالكتب المفيدة. كذلك وتشارك المدرسة في مسابقات القراءة والمحادثة والشعر التي تقام تحت رعاية التعليم الخاص للغة العربية (ترسل التفاصيل لاحقاً حين ورودها)

كما يقام خلال العام الدراسي مهرجان الشعر يتبارى فيه التلاميذ في حفظ قصائد شعرية وتتم التصفية الأولى من قبل المدرسين في الصفوف والتصفية الثانية أمام لجنة تحكيمية بوجود أولياء الأمور.

و من الأهداف العامة لتعليم اللغة العربية:

- تنمية رصيد التلميذ اللغوي باختيار المفردات والتراكيب التي تعزز ذلك.
- الالتزام بصحة الضبط وسلامة النطق وحسن الأداء في كل موقف بما يناسبه.

- تحسين كتابته، فكرا وصياغة وسلامة من الأخطاء الهجائية .
- التمكن من التعبير عن المشاعر والفكر بدقة ووضوح بما يكفل المشاركة الواعية التي تحقق الإمتاع والإقناع.

- إتاحة المشاركة الناجحة بما يتوافر له من مهارات لغوية في كل موقف يمارس فيه نشاطا لغويا.

_ **صفوف الأول والثاني والثالث** : هذه الصفوف تتبع المنهج الجديد الذي تم استحداثه فهو يقوم على التعليم المتمحور حول المتعلم ويعتمد على الكفايات (مفهوم المعايير) التي تحدد مستويات الجودة التي على المتعلمين تحقيقها في تطوير كفاياتهم في المراحل المختلفة من عملية التعلم. ويشمل الفنون اللغوية الآتية :

_ **الاستماع والتحدث** : يكون باستخدام مجموعة نصوص بموجب استراتيجيات ضمن سياقات متنوعة لاكتشاف الذات والعالم.

_ **القراءة والمشاهدة** : تكون من خلال مجموعة نصوص بموجب استراتيجيات ضمن سياقات متنوعة لاكتشاف الذات والعالم.

_ **الكتابة**: كتابة نصوص متنوعة واستخدام نماذج مصورة أخرى بموجب استراتيجيات ضمن سياقات متنوعة لاكتشاف الذات والعالم.

_ **الصفان الرابع والخامس**: يتبع هذان الصفان منهج الأهداف ولكن بطريقة تقترب من منهج الكفايات حتى يتم اعتماده في المستقبل القريب. من تناولاته (الفهم والاستيعاب- الثروة اللغوية الذي يبدأ من خلالها التعرف على المعنى السياقي والتصريف بصورة تدريجية- الرسم الهجائي - السلامة اللغوية - التذوق الفني- التعبير الشفهي والكتابي).

_ **حفظ النصوص الشعرية** : يطلب من المتعلم في الصفين الرابع والخامس حفظ أبيات شعرية ضمن مجال محدد على أن تكون من اختياره وأن يكون من خارج النصوص المقررة ثم يتم اعتمادها من قبل المعلم حيث يتابع المعلم حفظ المتعلمين لتقويمه في ألسنتهم إضافة إلى القدرة على كتابته بصورة صحيحة.

_ **المشروع** : مطلوب في جميع المراحل ويكون في نهاية الوحدة ويتنوع بين مشروع جماعي وآخر فردي. يحضر التلاميذ المطلوب لإعداد المشروع ليتم العمل فيه داخل الصف وعند عرض المشروع يتناوب المتعلمون على عرضه ويتم تقييم كل متعلم وفقا لدوره في بناء المشروع ودوره في عرض المشروع.

البرنامج الأسبوعي:

- اختبار إملائي يرسخ المهارات الإملائية التي تتم معالجتها أسبوعياً واختبار قصير يختبر مدى إتقان التلميذ لمهارات الدرس.
- الامتحانات الدورية يبلغ الأهل مسبقاً على المفكرة ومن خلال برنامج إدمودو بتواريخها وبالدروس المطلوبة.
- الواجب المنزلي يكلف التلامذة بواجب وفق الجدول المنسق للواجبات الملصق في مفكرة الطالب.

_ التربية الإسلامية :

المنهج المتبع بالنسبة للتربية الإسلامية أيضاً المنهج الوطني الكويتي الجديد يتم شرحه بأسلوب سلس ومشوق مع الاستعانة بالوسائل السمعية والمرئية حتى يفهم التلميذ أمور دينه. والمتوقع من المتعلمين الانتقال من مجرد التعلم إلى استخدام استراتيجيات لحل المشاكل ومواجهة الصعوبات. ينفذ التلامذة اختباراً قصيراً أسبوعياً بما تم شرحه في الأسبوع السابق. وسيتم إبلاغ التلاميذ على المفكرة مسبقاً بتاريخ الاختبار الطويل وبالدروس المشمولة فيه ليتم التحضير لها بشكل جيد.

هذا وتشارك المدرسة في مسابقة حفظ الحديث الشريف والمسابقة الثقافية الإسلامية التي يجريها التعليم الخاص على مستوى دولة الكويت وتحقق المراكز المرموقة فيها.

_ **المشروع** : عادة يكون في نهاية الوحدة ويتنوع بين مشروع جماعي وآخر فردي. يحضر التلاميذ المطلوب لإعداد المشروع ليتم العمل فيه داخل الصف وعند عرض المشروع يتناوب المتعلمون على عرضه ويتم تقييم كل متعلم وفقاً لدوره في بناء المشروع ودوره في عرض المشروع.

_ القرآن الكريم:

المنهج المتبع في مادة القرآن الكريم هو المقرر من وزارة التربية. ونستعين بالمواد المسجلة لتسهيل تحفيظ القرآن الكريم في الصف كما نقوم بتدريب التلامذة على التلاوة الصحيحة. وبفضل اجتهاد التلامذة وحفظهم للقرآن الكريم تشارك المدرسة في مسابقتي حفظ وتلاوة القرآن الكريم التي يجريها التعليم الخاص في دولة الكويت وتحقق المراكز المرموقة فيها. نرجو أن تحرصوا على حث أبنائكم على حفظ السور المقررة حيث سيتم تسميع الآيات في كل حصة.

المواد الاجتماعية:

يبدأ تدريس المواد الاجتماعية من الصفين الرابع والخامس ويعتمد على المنهج الوطني الكويتي الجديد وعلى الشرح المبسط واستخدام وسائل توضيحية تساعد التلميذ على الفهم والاستيعاب. سيكون هناك اختبار قصير كل أسبوع في الدرس الذي أعطي وسيتم إبلاغ التلاميذ مسبقاً بتاريخ الاختبارات الطويلة والدروس المطلوبة على المفكرة ليتم التحضير لها بشكل جيد. وبالإضافة إلى الأنشطة الدراسية العملية التي تجري في الصف فإن الأنشطة التطبيقية تشمل الرحلات الميدانية إلى الأماكن المتعلقة بمحتويات المنهج.

المشروع: يحضر التلاميذ المطلوب لإعداد المشروع ليتم العمل فيه داخل الصف وعند عرض المشروع يتناوب المتعلمون على عرضه ويتم تقييم كل متعلم وفقاً لدوره في بناء المشروع ودوره في عرض المشروع.

Mathematics Curriculum:

It is the goal of the GBS math department to help students have a clear understanding of mathematical concepts and to become adept problem solvers. A hands-on approach to learning makes seemingly difficult skills easier to master. The math manipulatives and activities help make learning fun all year long. All math classes have access to a variety of technology including interactive smart-boards, virtual manipulatives, and e-resources.

Grade One

- Count forward to 100 and backward from 100, skip count by 2's, 5s and 10s.
- Model, read, write, express numbers in terms of tens and ones, and compare and order numbers through 100.
- Fluently add up or subtract from 10
- Explain, justify and apply properties used to solve addition and subtraction problems
- Recognize, describe and find rules to extend patterns.
- Display, read and interpret data in tally charts, pictographs and bar graphs.
- Name, describe and identify 2-dimensional shapes.
- Order objects according to length

Grade Two

- Count forward to 1000 and backward from 1000.
- Model, read, write, express numbers in terms of hundreds, tens and ones, and compare and order numbers through 1000.
- Fluently add up or subtract from 20
- Explain, justify and apply properties used to solve addition and subtraction problems

- Recognize, describe and use rules to extend patterns to classify numbers.
- Display, read and interpret data in tally charts, pictographs and bar graphs.
- Name, describe and identify 2-dimensional shapes.
- Order objects according to length and mass.

Grade Three

- Model, read, write, round and use relationships of place-value positions to represent, compare and order whole numbers with 4-digit numbers.
- Use, read and write fractions to describe parts of a whole or more than one whole.
- Compare and order fractions and mixed numbers
- Find sums and differences of 3- and 4- digit numbers
- Model multiplication and division using different strategies, and relate multiplication and division as inverse operations to find an unknown number.
- Display, read and interpret data in tally tables, frequency tables and line plots.
- Identify and describe basic geometric shapes and classify 2-dimensional shapes.
- Select appropriate units for measuring length, mass or volume.

Grade Four

- Model, read, write, round and use relationships of place-value positions to represent, compare and order whole numbers to the millions, and decimals to the hundredths.
- Compare and order fractions and decimals.
- List factors and multiples to find LCM and GCF.
- Find sums and differences of 5- and 6- digit numbers, and the product and the quotient of multi-digit numbers by one digit number.
- Apply commutative, associative and distributive property and use parentheses to group factors or addends and to simplify expressions.
- Convert metric units of length, mass and volume.
- Develop and use formula to find the perimeter of rectangles and squares.

Grade Five

- Model, read, write, round and use relationships of place-value positions to represent, compare and order whole numbers to the billions, and decimals to the thousandths.
- Compare and order fractions, mixed numbers, and decimals.
- Use LCM and GCF to add and subtract fractions and mixed numbers with unlike denominators.
- Add, subtract, multiply and divide whole numbers and decimals.
- Add, subtract, multiply and divide fractions and mixed numbers.
- Determine a function rule from a table or a graph.
- Identify and name parallel/perpendicular lines, classify triangles and polygons by the sides and the angles.

Science Curriculum

The Science Department has adopted a new science program for grades 1-8 called 'Science Fusion '. Science Fusion is an interactive and student-centered program which enhances the students' engagement and interest in the process of learning. This program integrates technology and engineering with science topics. The new books are rich with activities that sharpen the students' critical thinking, problem-solving, creativity, inquiry and hands-on skills. The students will be exposed to a wide variety of science topics from the three science branches; Life, Physical, and Earth science.

Grade 1

In addition to health, grade 1 science curriculum includes the following topics:

- Life science unit which includes animals, plants, and their environment.
- Earth science unit which includes Earth's resources, weather and seasons, and objects in the sky.
- Physical science unit which includes matter properties and its states, forces, and energy.

Grade 2

Grade 2 science curriculum includes the following topics:

- Life science unit which includes animals' and plants' needs, types, and life cycles.
- Earth science unit which includes the solar system, weather changes, effect of seasons on living things, the changing Earth, and natural resources.
- Physical science unit which includes changes in matter, energy, and magnets.

Grade 3

Grade 3 science curriculum includes the following topics:

- Life science unit which includes changes and adaptations of living things, ecosystems and interactions.
- Earth science unit which includes Earth's landforms, conservation of resources, movement of the Earth and its moon.
- Physical science unit which includes physical properties of matter, physical and chemical changes, simple and compound machines.

Grade 4

Grade 4 science curriculum includes the following topics:

- Life science unit which includes structures of plants and animals, energy flow in ecosystems, the effect of human behavior on the environment.

- Earth science unit which includes types of weather, interactions among the sun, Earth, and the moon, moon phases, and the planets in the solar system.
- Physical science unit which includes physical and chemical changes, solutions and mixtures, different forms of energy, electricity, and motion.

Grade 5

Grade 5 science curriculum includes the following topics:

- Life science unit which includes cells, body system, growth and reproduction of living things, and ecosystems.
- Earth science unit which includes natural resources and their conservation, weathering and erosion, rock cycle, fossils, oceans, and the solar system.
- Physical science unit which includes states of matter, atomic theory, light and sound, and the effect of forces on motion.

Physical Education

“All students, regardless of physical ability, will be given the opportunity to succeed, and to find joy in physical activity.”

Physical education is an important part of a student’s comprehensive, well-rounded education program and a means of positively affecting life-long health and well-being. The goal of GBS’s physical education program is to foster a lifetime commitment to physical activity as part of a healthy lifestyle. The benefits of physical education extend beyond fitness. In the PE class, we aim to help each student reach his/her full potential through the acquisition of knowledge, skills, and attitudes for a healthy lifestyle. A student who needs to be excused from PE for health reasons must present a doctor’s report.

Aims:

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual Arts

The arts program in early elementary includes the traditional fine arts of drawing, painting, sculpting, printmaking, as well as crafts. The visual arts curriculum is intended to help students sharpen their observation skills, develop their creativity, as well as the ability to express their feelings and ideas through their work. Students will learn to describe, analyze, and appreciate (understand and enjoy) a wide variety of art works from different styles and cultures.

The student will:

- Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- Identify the elements of art in objects in nature, and in works of art, emphasizing line, color, shape/form, and texture.
- Use texture in two-dimensional and three-dimensional projects.
- Mix secondary colors from primary colors and describe the process.
- Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.
- Create a representational sculpture based on people, animals, or buildings.
- Draw or paint a still life, using secondary colors.
- Recognize and discuss the design of everyday objects from various cultures.
- Create artwork based on observations of actual objects and everyday scenes.
- Identify and describe subject matter in art (e.g., landscapes, seascapes, portraits, still life).
- Discuss works of art created in the classroom, focusing on (e.g., shape/form, texture, line, color).
- View and discuss art from various cultures (e.g., African masks, Arabic calligraphy, Sadu, Batik).
- Select something they like about their work of art and something they would change.
- Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Music

Students will learn to read and notate music, play various instruments, and sing songs from a variety of musical genres, and styles. They will come to appreciate diverse musical cultures in addition to local and Arabic music. Students who have the privilege to be part of the school band, you will perform in school events. Drama is integrated into the curriculum.

Information Technology

Access to technologies opens the door to the world beyond the classroom and increases the students' chances for success. It is our goal to prepare our students to be lifelong learners who make informed decisions about the role of technology in their lives. All GBS students are given the opportunity to develop technology skills that support learning, personal productivity, decision-making, and daily life. Students are instructed on the ways to utilize available technologies for education, communication, problem solving, analysis, and research, in

accordance with GBS philosophy, values, ethical principles, and moral decision making. Students have the opportunity to locate, process, and use information in order to learn, communicate, and work.

At the end of the Elementary school technology program, students are expected to have mastered the following basic operations and learned related concepts:

- Students are proficient in the use of technology and demonstrate understanding of the nature and operation of technology systems.
- Students understand the ethical, cultural, and societal issues related to technology.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use a variety of media and formats to communicate effectively with multiple audiences.
- Students use technology resources to locate, evaluate, and collect information from a variety of sources for solving problems and making informed decisions.
- Students use technology tools to process data and report results.

As students become familiar and fluent using multidimensional computer features, more applications are introduced.

All students and parents (Grade 5) are required to sign the Technology Code of Conduct

The Role of the School Counselor

The focus of the counseling program at Al Ghanim Bilingual School is to help students balance the demands of school, family and friends. The school counselor helps parents, teachers, and students establish and promote positive learning environments.

The School Counselor works with students on finding ways to get along with others, dealing with issues outside the classroom, at school, or at home and assist in character development by providing new and creative ways to keep practicing good citizenship at school and beyond.

The School Counselor comes into the classroom to conduct 'Life Skills' classes on different topics such as anger management, good study skills and respect, meet with some students alone or in small groups during break times, provide teachers and parents with suggestions and handouts to use in the classroom or at home, and lead students in various community-based service projects.

When a child has a more challenging, complex psychological or educational issue that requires attention, the School Counselor can provide the parents with a list of professional places in Kuwait that may prove helpful, including confidential testing/evaluation and treatment sites.

Bullying

Social identities and peer acceptance is perhaps the most important part in the mind of young students. GBS's goal is to provide each student with a safe educational experience every day. One of the deterrents to this goal is bullying, such as when students pick on, exclude, or tease another student. At GBS, we have adopted a ZERO tolerance for any type of bullying, including cyber bullying, or the use of the internet and social networking to harm other people, in a deliberate, repeated and hostile manner. Students who bully will be disciplined. We encourage students to inform a school staff member when they reasonably believe that they are victims of bullying or when they are witness to someone else being bullied.

The Role of the Student Manager: Developing Responsible Citizens

The GBS Student Manager's main responsibility is to provide students with a safe learning environment every day.

All students are expected to behave in a school-appropriate, socially acceptable manner, which includes but not limited to:

- Inappropriate behavior at school is defined as any behavior that interferes with the student's own or another student's academic progress and/or well-being.
- Any behavior threatening the safety of the student anywhere around the campus or on the school buses will not be tolerated.
- Any behavior causing the disruption of the learning process is also unacceptable (e.g. tardiness, non-compliance with class/school rules or teacher's directives, excessive illicit talk or movement, failure to complete assignments, etc.)
- Any item that might disrupt classes or represent a hazard to the health and safety of anyone is not allowed on school premises and will be immediately confiscated by any adult in the school to be returned only to parents.
- All students and adults at school must be respected. Insolence to adults, fighting, bullying, name-calling, use of profanities, showing lack of tolerance for others' physical attributes, intellectual abilities, racial or ethnic elements, social background, religious beliefs, or nationality, etc., are unacceptable behavior.
- Cheating, lying, forging signatures, stealing, and vandalism, are all serious offenses that will result in corrective measures.
- When damage to property occurs, the person responsible must reimburse the second party, be it the school or another student or staff member
- When fighting or inappropriate physical contact occurs, the student involved will not be eligible to re-enter the class and will be sent home for the remainder of the school day. Parents will be required to come to school to pick up their child immediately.

It is a GBS goal to promote positive behavior both in and outside the school and to teach students to manage their own behavior and to acquire self-discipline. However, at this age, they still need constant reminders and adult guidance and supervision. It is essential that parents monitor their children behavior to ensure that they exhibit appropriate behavior at all times. To help you and your child become more aware of school expectation and how well your child meets them,

kindly check the Conduct Sheet attached to the back of the homework diary. Kindly discuss any marked incidents with your child and encourage him/her to adopt more positive behavior. We count on your support in helping your children understand the expectations of the school and work up to them. We also depend upon your cooperation and support in helping your children to accept the consequences of their own actions and for them to make a conscious effort to conduct themselves in a school-approved, socially accepted manner.

In addition to preventing and deterring inappropriate behavior, we would like to work together with you to reinforce positive behavior. Good behavior awards are very important in developing self-discipline. A blank sheet (void of any markings whatsoever) is a constant positive feedback of the appropriate behavior of your child and a record that you can use to reward good conduct.

Encouraged and Expected Student Behavior

All staff and students are responsible for maintaining a school culture that is welcoming, nurturing and conducive to learning. GBS' ten golden rules that guide students' behavior are:

- Come to school daily, on time, and bring all necessary materials to class.
- Actively participate in all classes and produce quality work.
- Complete assignments on time and read daily.
- Know and follow all school and class rules.
- Think before acting and speaking.
- Respect others' rights, property, opinions, and differences.
- Show respect in everything one does: work, appearance, actions, and language.
- Take responsibility for one's actions.
- Avoid negative peer pressure and activities.
- Be a role model for the younger students.

Students can help promote a safe learning environment by behaving in a school-appropriate, socially acceptable manner. Avoid any behavior that interferes with your own or another student's learning and/or well-being.

Character Education:

In elementary school students will experience many physical, mental, emotional, and social changes. It is during this time that many students develop their own- identity and affirm that identity among peers and family. Character Education will help cultivate ethical, responsible, and caring attitudes with an emphasis on universal values. Students will come to recognize these values and understand how they affect one's actions and behaviors. Students will also have many opportunities to practice important core ethical and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self- discipline.

