

# AlGhanim Bilingual School

## Middle School Division Program Guide



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***“We want to keep children in charge of their learning and [for them] to become responsible for it. We want them to be responsible for their successes and failures, show them how engaging learning is, and that the motivations for learning should be The child’s intrinsic interests, not an external reward.” Dalton Miller-Jones***

## **Welcome to the Middle School**

The Middle School is a time of growth. As a Middle School student, you will be dealing with more complex intellectual tasks and social situations. You will gradually become more empowered in your own learning. You will be expected to behave in a more mature manner and will be held more accountable for your actions. You are expected to become more independent in your studies and assume the responsibility for organizing your work and study materials. You also learn to become a more responsible citizen and to develop your self-identity as part of the community.

As a young adolescent, you have more control over how you apply yourself to your schoolwork and on the kinds of friends you make. Use your energy, innate curiosity, imagination, and intelligence to make middle school an exciting learning experience. Your teachers, the school administrators, and the School Counselor, are there to help you. Whenever you have a problem or need questions answered, you can always talk to them.

This guide is intended to provide students and their parents with an overview of the GBS MS program. It will also provide basic information regarding middle school policies and procedures related to the day-to-day operation. Please share it with your parents, read it carefully, and keep it as a reference.

We look forward to working together with you and your parents, as a team, to help you do your very best and get the most out of the middle school years.

**"Coming together is a beginning, keeping together is progress, and working together is a success." –Henry Ford**

## **The Middle School Program**

The Middle School program recognizes the unique socio-emotional developmental needs of its students by integrating social and emotional issues, character, and multicultural education into the curriculum. MS teachers and administration work together to help students through this stage by developing strong relationships with students, creating safe classroom and school environments, and by creating opportunities to talk about emotions and issues that arise in the classroom or curriculum.

The program provides opportunities for students to develop leadership skills and to interact in social situations with peers and adults inside and outside the school. It also emphasizes multicultural education, which leads to the development of a strong acceptance of cultural diversity as a valuable resource in all societies. The MS program of multicultural education integrated into all subject areas promotes and fosters intergroup understanding, awareness, and appreciation by both students and staff of the diverse ethnic, racial, cultural, and linguistic groups around the world and those represented within Kuwait specifically. Students become culturally self-aware and develop more positive attitudes towards cultural diversity, dispelling misconceptions, stereotypes, and negative beliefs about themselves and others. Students also become better prepared for participatory citizenship by growing into more socially, environmentally, and ethically responsible individuals who actively engage in civic and community projects and are more globally aware and respectful of and engaged in the diverse community of GBS and Kuwait.

The middle school classroom is an active learning environment. Small groups of students often work together on specific learning tasks to increase achievement at all ability levels. The academic program emphasizes a standards-based educational approach that challenges students in all subject areas. Students are encouraged to be thoughtful learners through hands-on experiences that assist them in constructing knowledge; interdisciplinary connections enhance understanding in all subject areas. Appropriate technology is integrated into the teaching and learning process to increase student engagement and enhance learning, while at the same time developing the necessary skills for success in the economy of the future. Classrooms are fitted with interactive whiteboards and internet. Students will use technology (BYOD Program) to master the skills necessary for conducting research, evaluating information relevancy and accuracy, and use interactive and collaborative Web tools to both learn with and from others and present information. Students will also need a computer with internet access and a printer at home to complete assignments.

*Being well prepared is the key to success in school*

**School Hours:**

The school day starts with the morning routine at 7:20 a.m. You are expected to be on time and to participate in the morning assembly. The first period begins at 7:30 a.m. Dismissal is at 2:15 p.m. from Gate # 4 on Al Mutanabi Street. 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 they must leave during the day, a note from their parent explaining in details the reason must be provided to the middle school office. Their parent/guardian needs to sign an early dismissal form at the reception. They should not be pulled from class to attend an event held in one of the other divisions.

If a student arrives late (after 7:30 a.m), then he must register at the reception. With a valid excuse, he may obtain the permission of the MS principal to reschedule a missed test (with a limit of two tests per semester). Being late for a class will result in a zero for any missed work. The teacher will not re-explain any missed part of the lesson. Unexcused absences will result in a grade of zero on missed work including tests, quizzes, and assignments, with no possibility for make-up. In rare cases, tests may be deferred with a valid excuse and the Principal's approval. No tests can be taken ahead of time in case of pre-planned absence. MS teachers post all notices and assignments on Google Classroom. It is the responsibility of the student to check it out. If he will be absent, his parents may pick up needed material (textbook, practice book, handouts) to complete the work by sending a request by email to the school and calling at least three hours ahead to make sure it was received and acted upon.

**Absence:**

In coordination with the Ministry of Education's attendance policy, students who register 3 unexcused absences in a given period will receive a warning letter from the registrar. They will be given a "0" on any assigned work or assessment missed during this absence. 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 MS 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. You 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.

### **Supplies/Lockers:**

Students are responsible for bringing all needed supplies to school every day.

Lockers to store school material can be rented once students and their parent/guardian agree to the guidelines stated in the “Locker Agreement and Expectations”. Mobile phones are not permitted in school. Students can access the lockers during breaks, before the morning routine and at the end of the day.

### **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, students 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 students violate the uniform code, they will be asked to change into the proper uniform or you will be sent home.

### **Good Study Habits:**

Students are expected to bring needed books, papers, and homework. They should keep corrected papers in a file at home or in your binder unless the teacher requests a parent signature and/or that the paper is returned to be included in the student’s school file.

Homework assignments are a preview, reinforcement, or extension of classwork and you should be able to complete them independently. Tests will be announced at least three days ahead. Quizzes may be given without advance notice.

To be well prepared for summatives, it is important that students pay attention in class, complete homework and reading assignments independently, review classwork and corrected papers. It is also important that they organize and plan ahead. It is always a bad strategy to wait to prepare for summatives and/or complete larger projects and/or assignments until the last minute.

Parents can help students develop good study habits by providing a quiet study area, time, and the tools they need (computer, the internet, printer, material and stationary for projects, etc.) Students can ask their parents to help them organize their time more efficiently, to set up a schedule for studying or a plan for projects, and other long-term assignments. Parents may also be able to guide students towards additional resources (i.e. web pages, textbooks, public libraries, etc.). Good study habits and skills developed in middle school will help students succeed at the high school level and beyond. If they struggle with the content of a given assignment, students may ask their parents to contact your teacher.

### **Parent-Teacher Communication:**

Parents will receive a welcome letter from MS Administration explaining the steps they need to follow to share their emails with the school. These emails will be used to communicate messages, notification, etc. between the parents and the school. In addition, teachers' emails will be listed on the school website and parents can use these emails to communicate directly with teachers. It is always best to approach a teacher with concerns and/or questions before turning to administrators. If parents wish to meet with a teacher, they must make this request via email and set up an appointment. If teachers wish to meet with a parent, they will notify the parent via email or phone call.

### **Home Support:**

To further support their children's learning at home, parents need to:

- Speak positively about school and teachers.
- Encourage their children to develop a sense of responsibility.
- Communicate with teachers and follow their children's progress.
- Encourage their children to do their best and to ask for extra help when needed.
- Help their children to set school-related goals and work towards them.
- Encourage their children to find a study buddy in the same class who can collect missed work in case of absence.
- Encourage their children to practice good health habits (hygiene, nutrition, fitness, adequate sleep, etc)

### **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 will be calculated as 70% of the assessment 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 will be calculated as 30% of the assessment grade.

### **Student Evaluation:**

The end of year average for each subject is calculated based on the following percentages: 1<sup>st</sup> Semester (40%) + 2<sup>nd</sup> Semester (60%).

The semester average will be calculated based on the summative grades and formative grades. Subjects marked as Incomplete (I) or Non-Applicable (N.A.) are not computed as part of the total average. Each content area has a weight-value. The average grade is multiplied by the numerical weight-value of the subject, then, resulting values for all subjects are added up and a total average is calculated.

The weight values assigned for subjects are as follows:

**Grade 6:** English x1.6, Arabic x1.5, Math x 1.4, Sciences x1.4, Islam x 0.7, Quran x 0.3, French x 0.7, Social Studies x 0.7, Computer x 0.7, P.E. x 0.7, Art/Music x 0.3

**Grades 7-8:** English x1.5, Arabic x1.5, Math x 1.4, Sciences x1.4, Islam x 0.6, Quran x 0.3, French x 0.6, Social Studies x 0.6, Computer x 0.6, P.E. x 0.6, Geography x 0.6, Art/Music x 0.3

### **Honor Roll:**

Students who have an overall average of 90% and above are placed on the honor roll.

### **Academic Probation:**

Students who have an overall average of below 60%, and 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), meet 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.

### **Retests and Probational Promotion:**

A student who obtains a failing grade in one or two core subjects will take a retest. If the grade obtained on the retest is a passing grade, it will replace the end-of-year grade on the report and the overall yearly average recalculated. If the student obtains a failing grade on the retest, he/she will be promoted under the conditions that the final grade in the failed subject is above 45%, the final grade in at least 2 core subjects is above 60%, the yearly average is over 60%, met attendance requirements, and work habits and overall behavior are acceptable.

The student is then placed on probation in the failed subject and parents commit to home support until performance reaches an acceptable level.

A student can benefit from probationary promotion or be retained only one time in the middle school. If he/she fails a second time, the school will ask the parents to transfer their child to another school. Any re-registration that may have preceded the end-of-year results would be deemed canceled. If the student is absent during the last marking period including the end-of-year exams and there is no chance to schedule make-up tests before the summer vacation, the retest will be scheduled for early September, prior to the official school opening. If the student is absent for 30 days or more during the academic year, a committee consisting of the School Director, the Division Principal, and the School Counselor will study the case to decide upon giving a comprehensive test in the four core subjects before promoting him/her to the next grade level.

### **English:**

GBS English Language curriculum is aligned with current U.S.A. Common Core State Standards. The focus of the MS English curriculum is in the areas of reading, writing, speaking, and listening. Students are exposed to, and study, various genres of literature. These include multicultural literature, historical fiction, biographies, poetry, fantasy, etc. The diversity of reading material provides students with a deeper understanding of the world around them, as well as a greater appreciation of their own culture and its place in the world. Independent reading is an important part of the curriculum. The curriculum includes the study of standard grammar, vocabulary, and spelling. Writing instruction is based upon the writing process: planning, drafting, editing, revising, and publishing. Student work is often shared

through class readings and presentations. Current informational text, history, geography and cultural studies units are also part of the English program.

Students are expected to read for a minimum of fifteen minutes nightly. They will learn to apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to literary and expository reading texts. They will be able to participate in a broad variety of speaking and listening situations in an appropriate manner. They will have ample opportunity to practice expressing your ideas effectively in a coherent, well-organized written work for a variety of purposes and audiences.

### **Mathematics:**

Based on the Common Core State Standards, Mathematics focuses on helping students gain a deep understanding of mathematical concepts and become adept problem- solvers with improved reasoning skills. Students will be able to analyze and use proportional relationships, understand and apply the properties of exponents, compute with integers and rational numbers. They will be able to express quantitative relationships using algebraic terminology and to solve real-life and mathematical problems involving angle measure, area, surface area, and volume. They will be able to collect, organize, and represent data sets and solve probability problems.

### **Science:**

Based on the Next Generation Science Standards, science is interactive and student-centered, which enhances students' engagement and interest in the process of learning. The science curriculum integrates literacy instruction (e.g. reading, writing, information literacy) to strengthen students' literacy and ensure they are prepared for rigorous high school programs. Classroom activities integrate technology, math, and engineering with science to sharpen the students' critical thinking, problem solving, creativity, inquiry and hands-on skills. Students will also improve their analytical and experimental skills through laboratory work. In MS, students will continue to develop their understanding of the different branches of science, which include: Life science, Earth science, and Physical science.

### **English Social Studies:**

The Social Studies Program enables students to develop critical thinking abilities as concerned citizens and better understand developments that are taking place in their society and the world.

It concentrates on examining a variety of regions and cultures in the Western and non-Western world where students learn about different places and environments which enable them to understand the connections that people and cultures have to one another. In Grade 7 students examine the geography of specific regions in the United States and Canada, Latin America and Europe, while in Grade 8 students focus on the geography of specific regions in Africa, Southwest Asia/South Asia, Southeast Asia/East Asia and Oceania/Antarctica. Additionally, the Social studies program focuses on the history and human geography of these regions which enables students to better understand how society has evolved and developed over centuries. Students learn how lessons from the past can be used to make wise decisions for the present and the future.

The Social Studies program places a strong emphasis on important and enduring ideas, events and personalities that affect peoples' lives.

Special attention will be given to current events as they affect present day state, national, and world affairs.

### **Information Technology:**

In Middle School, students are expected to become proficient in the use of technology and to understand the nature and operation of technology systems. Access to technologies opens the door to the world beyond the classroom and increases the students' chances for success. It is the IT Department goal to develop lifelong learners who make informed decisions about the role of technology in their lives. Technology will be integrated in education, communication, problem-solving, analysis, and research in accordance with GBS Guiding Statements, and moral decision making.

The IT curriculum follows the ISTE standards to develop digital citizens aware of the importance of proper use of technology in the 21<sup>st</sup> century.

### **French:**

The French Language is introduced in Grade 6 with the aim to develop basic communication skills and an appreciation of the French culture. Students practice basic day-to-day French, expressing themselves and communicating in structured and open-ended situations, using most basic forms, grammar, language conventions, and vocabulary skills and knowledge. Skills and knowledge are developed in the context of oral communication, reading, and writing activities. Students are introduced to the cultural diversity of the French-speaking world.

You are encouraged to enrich your French experience by pursuing opportunities outside the classroom, such as reading restaurant menus, store labels, and comic books. Watching French TV programs and movies, attending cultural events such as French festivals, or visiting French learning websites are culturally enriching and help reinforce language acquisition. You will also have the opportunity to demonstrate your learning of French and appreciation of the French culture through activities celebrating the International Francophone Day “Journée Internationale de la Francophonie”.

### **Physical Education:**

The physical education program offers enjoyable activities and learning experiences that emphasize life-long healthy habits, good attitudes, sports skill and knowledge, and physical fitness. In PE we aim to maximize each student’s potential through building positive attitudes toward physical activities and through gauging each student’s level of physical fitness. You will acquire the motor skills and movement patterns needed to perform a variety of physical activities that would improve performance and general health. You will also gain knowledge of concepts, principles, and strategies that apply to the learning and performance of physical activities as well as physical fitness.

A full mark in participation is earned provided the following:

- You maintain a positive attitude and good sportsmanship.
- You follow instruction.
- You come to class well prepared: Non-compliance with GBS PE uniform (provided by the school) or refusal to participate will result in a zero grade for the lesson.

If you need to be excused from PE for health reasons, you must present a doctor’s report. If you become sick during school hours, the school nurse will be able to excuse you from class. Students with an unexcused absence from PE class will receive a zero for the daily grade.

### **Visual and Performing Arts:**

The Visual and Performing Arts curriculum integrates current U.S. educational standards and the requirements of the Ministry of Education curriculum that include Arabic and Islamic content components. It aims to enable students to become literate and expressive in the arts (visual arts, music, dance, and drama) as cultural manifestations of human development and allows them to grow as creative, intellectual, and spiritual human beings. The Arts nurture students’ artistic perception, creative expression, aesthetic appreciation, and historical and cultural knowledge.

Students learn to appreciate the historical contributions and cultural dimensions of the arts. They become proud of their own culture and foster respect for the multiplicity of cultures worldwide. Each student can work at a personalized pace to learn and develop self-expression and self-confidence.

**Music:**

You will learn to read and notate music, play various instruments, and sing songs from a variety of musical genres, and styles. You will come to appreciate diverse musical cultures in addition to local and Arabic music.

If you have the privilege to be part of the school band, you will perform in school events. Drama is integrated into the curriculum.

### **Developing Responsible Citizens Counseling:**

The focus of the counseling program is to help you balance the demands of school, family, and friends. The school counselor helps you, your parents, and your teachers establish and promote a positive learning environment. The School Counselor can work with you and other students on finding ways to get along with one another; dealing with problems outside the classroom, in school and at home; and looking for new and creative ways to keep practicing good citizenship at school and beyond. The School Counselor may visit your class to conduct 'Life Skills' classes on different topics such as anger management, good study skills, and respect, peer pressure, etc. The counselor may meet with you individually or small groups during break times. He/she leads you and other students in various community-based service projects and provides teachers and parents with suggestions and handouts to help you at school or at home.

When you have a more challenging, complex psychological or educational issue that requires attention, the counselor can provide your parents with a list of professional places in Kuwait (including confidential testing/evaluation and treatment sites) that may help you overcome your problem.

### **Student Management:**

All students are entitled to a safe learning environment every day. Any behavior threatening the safety of any member of the school community (children and adults) 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 a 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. The person responsible for damaging other's property must reimburse the owner of the damaged item, be it the school or another student or staff member. When fighting or inappropriate language or physical contact occurs, parents are requested to come to school and pick up their child to go home for immediate suspension.

**Bullying:**

GBS has 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 (pick on others, exclude them, or tease them) will be disciplined.

We encourage you to inform the Principal or a school staff member when you feel threatened or a victim of bullying or when you witness someone else being bullied. Bullies will face severe consequences for their actions, starting with suspension and reaching expulsion and denial of re- enrollment.

**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, wearing the school uniform, 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.

You 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.

## **Student life**

### **Student Council:**

The Student Council provides you an opportunity to exercise social responsibility and develop leadership skills. The goal of the council is to help students feel that their voice is heard and that they can make a difference.

Student representatives participate in organizing events throughout the year and bring to the attention of the school administration any concerns they might have or issues they wish to discuss. Each year, in October, middle school students go to the polls to elect their representatives. You are encouraged to get involved and run for election as your class representative to the council.

### **Character Education:**

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

### **Extra-Curricular Activities:**

The MS program provides countless opportunities to interact with people from the community, your teachers, and other students in social situations inside and outside the school. Participating in intermural sports and field trips, attending lectures given by guest speakers, volunteering as reading buddies to younger learners in the school, volunteering at environmental projects (e.g. beach- cleaning campaigns, recycling projects) and other community activities (concerts, plays, science fairs, stem activities, Helping Hand Campaign), enrolling in after-school clubs and activities, celebrating UN-Day, Math Day, and International Day, competing in Reading Campaigns and Math Olympiad, are some of the events and activities that will help further develop your social skills and your self- confidence.



## التربية الإسلامية :

المنهج المتبع بالنسبة للتربية الإسلامية هو منهج الوزارة يشرح بأسلوب سلس ومشوق مع الاستعانة بالوسائل السمعية والمرئية.

## القرآن الكريم:

المنهج المتبع في مادة القرآن الكريم هي المقرر من وزارة التربية. هذا وستكون طريقة تحفيظ القرآن الكريم من خلال الاستماع إلى الأشرطة وتدريب الطلاب على التلاوة الصحيحة. وللمساعدة على الحفظ والتجويد في البيت يمكنكم العودة إلى موقع برنامج المحفظ لتلاوة القرآن الكريم.

<http://www.salaamsoft.com/mohaffez/mohaffez.htm>

## المواد الاجتماعية:

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له ويعتمد على استخدام وسائل توضيحية وعلى البحث. ونسعى في تدريس المنهج إلى تعريف الطالب بالعالم الذي يعيش فيه وتمكينه من فهم طبيعته الفيزيولوجية والبشرية والثقافية وتقدير أوجه الاختلاف والنشابة بين المجتمعات بشكل موضوعي ونقدي. المهارات التي يكتسبها الطالب تتجاوز المادة إلى إعدادة ليكون إنساناً باحثاً، متأقلاً مع عالمه وناجحاً في المستقبل.

## اللغة العربية:

تؤكد فلسفة المدرسة وتعاليمها الالتزام بالثقافة 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 الأم أهمية أكبر في المدارس ذات المناهج الأجنبية 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 الحرّة باللغة الأم في تنمية الفكر وتعزيز روح الانتماء الثقافي والمواطنة.

نطبق المنهج الرسمي المعتمد من قبل وزارة التربية والكتاب المدرسي التابع له؛ كما نستعين بمواد مساندة خارجية تساعد في تطوير المهارات اللغوية عامة وتنمية الثروة اللغوية والتذوق الفني. ونستخدم الأسلوب المبسط في تعليم اللغة مستعينين بالوسائل الإيضاحية والتقنيات الحديثة. نعتد في المواد المساندة قصصاً ومؤلفات يقوم الطلبة بدراستها وتحليلها ويطبّقوا من خلالها المهارات المطلوبة ويقفوا عند الأساليب الفنية المستخدمة بهدف إثراء حصيلتهم اللغوية وتطوير أسلوبهم الأدبي.

المهم اليوم لطلاب القرن الحادي والعشرين، العصر الرقمي، ليس أن يحفظوا المعلومات وإنما أن يتعلموا الوصول إلى مصادرها والبحث فيها واختيار المناسب وتحليله مستخلصين المفيد منها لاستخدامه في التعبير عن أفكارهم بشكل واضح، كل ذلك بسرعة فائقة. ولتحقيق ذلك بنجاح مازالوا بحاجة للتمكن من المهارات الأساسية في القراءة والكتابة، سواء كانت على الورق أو باستخدام التقنيات الحديثة. يتدرب الطلاب على القراءة النقدية وتحليل المعلومات المختلفة النوع والمصدر على نحو فعّال، كما ننمي لديهم القدرة على البحث واستخراج المعنى من النص وعلى إنتاج نص مترابط معنوياً يؤدي هدفه التواصل. ونعمل على تشجيع الطلبة على المطالعة وقراءة الأنواع الأدبية والكتب المختلفة والصحف والمجلات والبحث في المصادر المتنوعة في المدرسة والبيت. ولتعريف الطلبة على تراثنا الفكري والأدبي تتضمن المواد المساندة مؤلفات لأعلام الأدب والفكر العربي كما ننظم حملة سنوية للمطالعة العربية يتبارى فيها الطلبة قراءةً وتأليفاً.

" إننا نريد أن يمك المتعلمون بخيوط عملية التعليم ليصبحوا مسؤولين عنها. نريدهم أن يكونوا مسؤولين عن النجاحات والإخفاقات، ونبين لهم كم أن التعلم مشوقاً، وأن الدافعية للتعلم ينبغي أن تنبع من اهتماماتهم الحقيقية، لا بدافع مكافأة خارجية. "

دالتون ميلر – جونز

## **Virtual Learning Guide**

### **GBS Commitment to Quality Learning**

Al-Ghanim Bilingual School has preference to face-to-face education compared to virtual school as the first leverages instruction, feedback, and social interaction. However, the school provides continuous support to staff members to integrate innovative tools and strategies to ensure student engagement and to improve personalized instruction.

### **Support and Communication**

Al-Ghanim Bilingual School is committed to provide adequate support for students and parents (parents have a main role during remote learning). The school adopted Zoom Education and Google Classroom platforms which all MHS parents and students are familiar with. Additional technical support is provided by the IT Department (Coordinator and teachers). Further guidance is offered by the subject teachers during their periods. Teachers have virtual office hours to discuss concerns/issues and to share mutual feedback. Every week, core subject teachers are available from 2:00 pm to 2:30 pm to support students in smaller groups (Sunday for Arabic, Tuesday for Math, Wednesday for English, and Thursday for Science). Virtual office hours are set by the MHS Principal to discuss concerns and to answer parents 'inquiries. These hours are held by grade level to leverage the efficiency of meeting time.

### **Schedule**

MHS students have a schedule of 7 periods as of regular one with 2 breaks built-in. All periods in MHS are synchronous (live sessions). First period starts at 8:00 am and the school day ends at 2:00 pm (Support starts from 2:00 pm to 2:30pm). Each period is 40 minutes long, and periods are separated by 10 minutes break to ensure enough time and smooth transition between periods. Registered students will be assigned a Google Classroom username and password to receive their class schedule, homework schedule and further information regarding school resources and materials needed. The schedule below shows the distribution of periods and breaks.

## Middle School Program Guide

Period	Time Interval
1 <sup>st</sup> Period	8:00-8:40
2 <sup>nd</sup> Period	8:50-9:30
3 <sup>rd</sup> Period	9:40-10:20
Break	10:20-10:35 (15 minutes break)
4 <sup>th</sup> Period	10:35-11:15
5 <sup>th</sup> Period	11:25-12:05
Prayer Break	12:05-12:30 (25 minutes break)
6 <sup>th</sup> Period	12:30-1:10
7 <sup>th</sup> Period	1:20-2:00

### **Resources/Supplies**

The student receives the list of supplies needed based on grade level, course selection (Art/Music in Middle School, elective in High School). E-resources are uploaded via Google Classroom while a special schedule is set and shared with parents to deliver the hard resources.

### **Additional Resources**

The school is using IXL from grade 3 to 12. Turnitin is used in high school for English subjects. More Apps and resources are utilized by teachers providing adequate guidance and support to students.

### **Academic Plans and Procedures**

Core subject teachers dedicate the first 4-5 weeks to review and reinforce previous essential skills. The goal is to ensure a smooth transition between the previous and the new academic year. A weekly plan is shared with parents every Thursday by 3:30 pm that includes the topics and the assignments for the following week. This gives parents and students enough time to prepare or seek help and guidance if needed. The Assignment Schedule is shared with parents and students the first week of school to ensure fair distribution of load and to reduce discrepancy and conflicts. Assignments are posted by 3:30 pm and they are not posted during the weekend. Teachers are available to answer questions/emails, and to provide feedback within 24 hours range.

### **Grading Policy and Virtual Assessments**

GBS leadership team created an amended grading policy and strategies for virtual assessments that are compatible with remote learning. Formative assessments count 70% and summative assessments count 30% of the total average per subject as in regular school. However, the assessments/assignments used are modified to be compatible with remote learning to ensure grades authenticity and quality feedback. As for HS semester exams, the weight on these exams is included in the semester percentage assuming the whole semester is fully a virtual school semester.

### **Online Etiquette and Virtual Classes Guidelines**

GBS faculty and parents have the same vision and expectations regarding students 'safety and well-being. For both parties, student's benefit and right to learn in a safe nurturing environment come first. Hence, a set of new guidelines regarding online etiquette are embedded in the "Technology Code of Conduct", to ensure a common understanding of school expectations and terms for virtual classes. Parents' role is essential in this topic to make this major transition smooth and compatible with school behavior policy, Kuwait norms, and parents' expectations. The school will apply GBS Discipline Policy consequences in case of any breach of the terms listed in the "Technology Code of Conduct".

### **Attendance**

Virtual Attendance is mandatory for all MHS students and in all subjects. Cameras should be on and teachers take attendance and record it every period. The 10 minutes between the periods and the 2 breaks built in the schedule aim to provide enough time and adequate accessibility to all sessions.

1. Tardiness: The student should join the live session within the first five minutes. If he/she joins between the fifth and the tenth minute, then he/she is recorded late. A student is not allowed to join a period after ten minutes of its beginning and he/she will be counted as absent (unless there is a proof of a technical issue). If a student is recorded absent for 3 times in two weeks interval, then he/she will have a Saturday detention at 8:00 am. During the Saturday detention, the student is supervised (virtually through Zoom) by a designated teacher to complete the missing assignments. The student, who fails to attend the detention on time, is suspended virtually (no online sessions) for a full day and a ZERO will be granted on all his/her assignments during this day.
2. If the student is absent from virtual classes for a full day, his/her parents should send the Division Principal an email explaining the reason to be counted as an excused absence. A parents' email will suffice if the child is absent for one day. If the

absence exceeds one day, then parents must complete the School Absence Form. This form can be found on the website.

### **Activities and Clubs**

Field trips are cancelled during the virtual period. As for other activities, curricular and student led activities, adjustments are made on the nature, outcomes, and expectations to accommodate virtual learning requirements.

### **Special Subjects**

As by the school's Mission, the school fosters the overall growth of students: academically, physically, psychologically... Hence, special subjects such as PE, Art, Music, and HS electives curriculum documents are modified to be compatible with online requirements. The school believes that especially during these circumstances, the students need to be exposed to other disciplines beside Math, Science, and languages.

### **HS Elective Courses**

The majority of elective courses are performance based; hence the need to make adequate modification is critical when shifting to remote learning. A clear description of these courses is introduced and shared with students to give them the opportunity to make choices based on the modification.

# مدرسة الغانم ثنائية اللغة



## النشرة التعريفية للمرحلة المتوسطة

"ليس ما تفعله لأولادك  
ولكن ما تعلمهم أن يقوموا به بأنفسهم  
هو ما يجعلهم من الناجحين". أن لاندرز