

AlGhanim Bilingual School

2024- 2025

Elementary School Division Program Guide



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Elementary School Program Guide

Table of Contents

Welcome to Elementary School.....	
Al Ghanim Bilingual School Guiding Statements.....	3
Al Ghanim Bilingual School Teaching and Learning Policy.....	4
An Overview of the Elementary School Program.....	6
School Policies and Procedures.....	7
School Day and School Requirements.....	8
Assessment Policy and Procedures.....	9
School Home Communication.....	10
An Overview of the ES Curriculum.....	11
The English Language Arts Curriculum.....	11
The Arabic Language Subjects.....	13
Islamic Studies.....	14
The Mathematics Curriculum.....	15
The Science Curriculum.....	16
The Physical Education Curriculum.....	18
The Visual Arts Curriculum.....	18
The Music Curriculum.....	19
The Information Technology Curriculum.....	19
Health and Nutrition.....	20
ProtectED and the Well Being Program.....	20
The Role of the School Counselor.....	20
Bullying and Students' Expected Behavior.....	21
Character Traits.....	22
Student Council.....	22
Al Ghanim Bilingual School's Policies and Procedures on Virtual Learning.....	22

Al Ghanim Bilingual School Guiding Statements

Mission:

Al Ghanim Bilingual School inspires students to become national and global citizens by promoting a Kuwaiti identity and embracing multicultural values through a balanced bilingual curriculum and a safe and nurturing environment.

Vision:

To develop independent, confident, lifelong learners

Core Values:

- Develop students physically, emotionally, intellectually, and socially.
- Offer quality education based on a well-rounded bilingual curriculum that fosters twenty-first century and global citizenship skills.
- Leverage technology to support our students and improve their learning.
- Promote an enjoyable, healthy, and safe learning environment.
- Promote collaboration among all the members of the school community to fulfill the school's mission and vision.

Al Ghanim Bilingual School Teaching and Learning Policy

A. Aims of the Policy

This policy has been created by and agreed upon by the teaching staff, administrators, and Governing Body.

Al Ghanim Bilingual School is committed to quality teaching and learning to provide a well-rounded education for our students. All teaching staff, administrators, and governors were consulted when developing this policy. It summarizes expectations and common working practices and procedures and reflects what has been agreed in terms of approach and consistency. It also reflects the school's mission and vision.

B. Principles of Teaching and Learning

Al Ghanim Bilingual School believes that education is fundamental to the overall positive development of the child's personality and that the ultimate goal is to assist in the development of the child's ethical system, abilities and the cultivation of his/her creative and critical aptitudes. GBS believes that the learner is the central interest of the school; the school must help every child experience success in the learning process. Education involves children, parents, staff, and governors.

Therefore, we aim to:

1. Promote the values of cooperation and solidarity among all participants in the educational process.
2. Provide an enjoyable and healthy learning environment.
3. Develop the values of respect, honesty, equality, integrity, tolerance, fairness and trust.
4. Link theory to practice, adopting a rational attitude towards knowledge and valuing strong work ethics and high moral standards.
5. Promote tolerance of individual differences and free exchange of ideas and views.
6. Embrace and promote the Arab and local culture, heritage, and values.
7. Encourage our students to value and embrace cultural diversity.
8. Provide a bilingual curriculum which promotes the intellectual, psychological, physical and social development of the children.
9. Encourage our students to be active and responsible global citizens and effective participants in national and global development.

C. Roles and Responsibilities

Parents are encouraged to support their children's learning by:

1. Ensuring their child is well nourished and sleeps adequately.
2. Ensuring their child attends school regularly and punctually and wearing the school uniform.
3. Ensuring their child is well prepared with all the necessary supplies.
4. Ensuring their child completes the assigned homework as per school homework policy.
5. Supporting the school's discipline policy.
6. Attending school events and parent-teacher conferences.
7. Regularly communicating with the school regarding their child's progress, behavior, and well-being.

Students are expected to:

1. Attend school regularly and punctually.
2. Be prepared and organized with school supplies.
3. Bring healthy snacks.
4. Abide by the school policies and procedures such as homework policy, discipline policy, etc.
5. Engage, participate, and act appropriately.

D. Assessment:

Assessment, at GBS is an evaluation of students' acquisition and application of skills and knowledge and **plays an essential role in their learning. Assessment results are strategically used to drive the instructional** program. Assessment is an integral part of planning, teaching, and learning and is aligned with the curriculum. Assessment of students is based on ongoing informal observations and supervision of class work and homework, in addition to formative, summative, and standardized assessments (MAP). Standardized assessments are used in grades 3 through 10 and are used to help teachers develop the goals and objectives for students as well as teaching the next steps.

Using the processes of assessment, we:

- Use a variety of assessment tools including formative and summative assessments.
- Monitor progress and support learning
- Recognize the achievements of students
- Guide future planning, teaching and curriculum development
- Inform parents and students about student achievement

E. Homework:

1. A reasonable amount of homework is assigned for elementary (grades 1-5) students with clear objectives that reinforce classroom learning, promote good study habits, and

Elementary School Program Guide

encourage independent study. Parents are encouraged to review the work completed in class.

2. All homework assignments must be properly explained in class and in application of recently covered material.
3. Homework schedule is set at the beginning of the year for grades 2 to 5 allocating homework days for every teacher. Daily reading time of 15-30 minutes must be taken into consideration when assessing the amount of work assigned.
4. Grade 1-5 teachers must observe the homework schedule to ensure that students do not have too many assignments due on the same day.
5. The average time a student should spend on school days to complete his/her homework is: Grade 1: 10-15 minutes, Grade 2, 20-30 minutes; Grades 3- 4, 30-50 minutes; Grades 5, 60-90 minutes.

An Overview of the Elementary School Program

Grade one 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 grades 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 grade one to grade three and again from grade three 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.

Grade four and five 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 with parents acknowledging the importance of education and showing positive attitudes toward school by supporting school programs and policies.

GBS is committed to providing quality education to its students and is 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 skills between disciplines. All 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.

Elementary School Program Guide

Grades three to five students use the BYOD (Bring Your Own Device) program where they use digital technologies and programs to enhance and improve their learning. 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 Policies and Procedures

School hours:

The school day starts with the students' arrival at 7:00 a.m. Students are expected to be on time. The first period begins at 7:30 a.m. Dismissal is at 2:10 p.m.

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 a child has to 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.**

Students arriving after 7:30 a.m. will be recorded as tardy to school. Students arriving after 7:45 a.m. will not be admitted for the first period.

Parents will be notified at 8:00 a.m. through Skoolee if their child is not at school.

Students arriving after the first period will not be admitted to school unless they have a valid excuse (a traffic jam is not a valid reason for being consistently late to school). Parents will be asked to take the child home and he/she will be marked as absent without excuse which results in zero for missing work and no possibility to make up work.

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.

School Day and School Requirements

Breaks and snacks:

During the day, there will be two breaks. Students are encouraged to bring healthy snacks. Only water and juices in plastic or paper containers are allowed on campus. Metallic water bottles are strictly prohibited per the Ministry of Education regulations. Food deliveries are strictly prohibited. The school is a nut-free zone and products containing nuts are strictly prohibited.

Homework

Homework will be given during the week to help students prepare for short, simple tests. Students are encouraged to read at home daily and prepare for short, simple tests which are announced in the weekly newsletters, Google Classroom, and/or Skoolee. In addition to this, homework is recorded on Google Classroom and/or Skoolee daily. Parents are expected to check Google Classroom every day and monitor homework completion. They should also check any notification from Skoolee to stay up to date with their children's progress. 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 does not understand assignments or regularly struggles with homework, please make an appointment with the teacher.

Supplies

Students should ensure they have the proper supplies in their backpacks on a daily basis. The pencil case should be checked frequently for items that need to be replaced and any items seemed unsuitable for school should be removed.

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 workbooks; 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 the required materials and/or any paper requiring a parental signature. Metal water bottles are not allowed in school as per MOE guidelines. Your child's weekly schedule is posted on Google Classroom. 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 Google Classroom 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 including the school's jacket with the school's logo unless otherwise officially notified. On designated

Elementary School Program Guide

“free dress” days, they must not violate the 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 faces and, if long, tied.
- Make-up, non-prescription lenses, colored nail polish, and lipstick.
- Expensive jewelry, watches, or gadgets.
- Stud Shoes.

If a student violates the uniform code, he/she will be asked to change into the proper uniform or will be sent home.

Assessment Policy and Procedures

Assessment

GBS conducts formative and summative assessments. The major difference between formative and summative assessments is that the former is used to improve student learning and provide 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 outcome.

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 assessments 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 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

To be eligible for regular promotion, a student must have passing grades (50% or above

Elementary School Program Guide

in at least three core subjects), meet attendance requirements, and have an acceptable disciplinary record.

Retention Policy

Students who fail three or more core subjects will be subject to be denied re-enrollment.

School Home Communication

Parent–Teacher Communication

A definite key to the success of students at GBS is the consistent policy of open and meaningful home-school communication. Google Classroom and Skoolee are means of two-way communication between the teacher and the parents. Parents should check online for messages from teachers. If they have a concern that requires face-to-face communication, they schedule an appointment with their child's teacher. If parents are still concerned, then the next step would be scheduling an appointment with the Principal. Teachers will not be interrupted during class time to answer parental requests or concerns. Parents are encouraged to communicate with the school by email.

Parents have important perspectives on their children and can provide the teacher and/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 allow students to become more successful:

- Encourage your children to maintain a healthy diet and exercise on a regular basis.
- Make sure your children attend school regularly and always arrive on time to school.
- Talk with your children every day 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

Elementary School Program Guide

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.

An Overview of the ES Curriculum

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. Grades 1-5 students will be learning from the McGraw Hill Language Arts Program, Wonders, which 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 and spelling tests will be conducted weekly. Independent reading for a minimum of twenty minutes nightly is expected of all students. **We encourage parents to read with their children on a nightly basis.** Recent research shows those twenty minutes of reading per day lead to an increase of approximately 5000 new words to 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.
- The student will demonstrate appropriate handwriting practices.

Elementary School Program Guide

- The student will communicate information and ideas appropriately, respond to questions thoughtfully, and apply critical thinking skills effectively.

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 appropriately, respond to questions thoughtfully, and apply critical thinking skills effectively.

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 على الالتزام بالثقافة والتراث والقيم العربية والإسلامية، والاهتمام بتعزيز مستوى إتقان اللغة العربية، حيث أن هدفها الأسمى هو ترسيخ الانتماء إلى هوية ثقافية متميزة وتعزيز الشعور الوطني والقومي. ويكتسب تعليم اللغة العربية أهمية أكبر ليشعر التلاميذ بالفخر والاعتزاز بتراثهم ولغتهم ويحافظوا على اللغة العربية كوسيلة 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 التلميذ على المطالعة، ليشغل وقت فراغه ويتزود بثروة لغوية مفيدة، إحدى هذه الطرق هو الاشتراك بمكتبة الغانم الالكترونية التي تحتوي على الكثير من القصص والتدريبات والتي تسمح للأهل بالاطلاع على مستوى أبنائهم في القراءة يومياً.

نقوم في تعليم اللغة العربية بتطبيق المنهج الوطني الكويتي الجديد المعتمد من قبل وزارة التربية، حيث يقوم على أساس قرار وطني بتطوير وتطبيق منهج جديد قائم على المتعلم (التلميذ) على أساس مجموعة من الكفايات والمعايير المصممة بهدف تعزيز وتطوير كفاءات بشرية مدعمة بالكامل بالقيم والمبادئ لتتوافق مع تطورات القرن الحادي والعشرين. ونستخدم الأسلوب المبسط في تعليم اللغة ونستعين بالوسائل الإيضاحية، كما يتضمن برنامجنا مساراً خاصاً للتلاميذ القادمين من بلاد أجنبية والذين يكون مستوى إمامهم باللغة العربية بسيطاً. ولتيسير تعلمهم اللغة، يلتحقون بالبرنامج الخاص للغة العربية، حيث ينتقلون أثناء حصص اللغة العربية إلى معلم خاص يتابع معهم المنهج الرسمي وفق مستوى إتقانهم للغة، ومن ثم يتم تقييمهم على هذا الأساس، كما نعمل على تشجيع الطلاب على المطالعة من خلال زيارة المكتبة أسبوعياً وقراءة القصص المختارة وتحليلها لاستخلاص ثمرات القراءة التي تدرّب الطالب على التدنق الأدبي. وننظم حملة سنوية للمطالعة، حيث يتخللها العديد من الأنشطة الممتعة والمتميزة لتحفيز الطلاب وتشجيعهم على القراءة، ونعتمد أيضاً على دعمكم ومساندتكُم في تعزيز المطالعة العربية وإثراء المكتبة المنزلية بالمكتب المفيدة. كذلك وتشارك المدرسة في مسابقات القراءة والمحادثات والشعر التي تقام تحت رعاية التعليم الخاص باللغة العربية (سيتم إرسال التفاصيل لاحقاً حين ورودها).

و من الأهداف العامة لتعليم اللغة العربية :

- تنمية رصيد التلميذ لغوياً باختيار المفردات والتراكيب التي تعزز ذلك.
- الالتزام بصحة الضبط وسلامة النطق وحسن الأداء في كل موقف بما يناسبه.
- تحسين الكتابة، فكراً وصياغةً وسلامةً 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 نشاطاً لغوياً.

وتشمل الفنون اللغوية الآتية:

- الاستماع والتحدث: يكون باستخدام مجموعة نصوص بموجب استراتيجيات ضمن سياقات متنوعة.
- القراءة والمشاهدة: تكون من خلال مجموعة نصوص بموجب استراتيجيات ضمن سياقات متنوعة.
- الكتابة: كتابة نصوص متنوعة واستخدام نماذج مصورة أخرى بموجب استراتيجيات ضمن سياقات متنوعة.
- حفظ أبيات شعرية: يُطلب من الطالب في الصف الخامس حفظ أبيات شعرية محددة من نصوص مقررة حسب تعليمات وزارة التربية.
- المشروع: مطلوب من جميع المراحل ويكون في نهاية الوحدة ويتنوع بين مشروع جماعي وآخر فردي. يُحضر 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.

عناصر التقييم:

- اختبار إملائي يرسخ المهارات الإملائية التي تتم معالجتها أسبوعياً، واختبار قصير يختبر مدى إتقان التلميذ لمهارات الدرس.
- الامتحانات الدورية، حيث يتم إبلاغ الأهل مسبقاً من خلال برنامجي (Google Classroom and Skoolee) بتواريخها وبالدروس المطلوبة.

التربية الإسلامية :

المنهج المتبع بالنسبة للتربية الإسلامية هو أيضاً المنهج الوطني الكويتي الجديد، ويعتمد على الكفايات (مفهوم المعايير) ويتم 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. يُجري التلاميذ اختباراً قصيراً أسبوعياً بما تم شرحه في الأسبوع السابق. وسيتم إبلاغ التلاميذ عن طريق (Google Classroom and Skoolee) مسبقاً بتاريخ الاختبار الطويل وبالدروس المشمولة فيه، ليتم التحضير له 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: عادةً 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 الطلاب على التلاوة الصحيحة. وبفضل اجتهاد الطلاب 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.

المواد الاجتماعية:

يتم تدريس المواد الاجتماعية من الصفين الرابع والخامس وتعتمد المواد أيضاً على المنهج الوطني الكويتي الجديد، حيث يعتمد على الكفايات وعلى الشرح المبسط واستخدام وسائل توضيحية تساعد التلميذ على الفهم والاستيعاب. سيكون هناك اختبار قصير كل أسبوع في الدرس الذي تم شرحه، وسيتم إبلاغ التلاميذ مسبقاً بتاريخ الاختبارات الطويلة والدروس المطلوبة عن طريق (Google classroom and Skoolee)، وذلك ليتم التحضير للاختبارات 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

The math department has adopted the math curriculum based upon U.S. standards to ensure students have a clear understanding of mathematical concepts and become adept problem solvers. In addition to the math resource book, "Into Math", GBS applies a hands-on approach to learning making seemingly difficult skills easier to master. The math manipulative 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 such as IXL.

Grade One

Elementary School Program Guide

- 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 to or subtract from 10.
- Explain, justify, and apply properties used to solve addition and subtraction problems.
- Understand and apply the associative and the commutative properties of addition up to three addends.
- 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 and 3-dimensional shapes.
- Order objects according to length using nonstandard measures.
- Tell and write time in hours and to the half hour using analog and digital clocks.

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 to 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 and 3-dimensional shapes according to length and mass using unit measures.

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 using the metric unit measures.

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.

Elementary School Program Guide

- Find sums and differences of 5- and 6- digit numbers, and the product and the quotient of multi-digit numbers by a one-digit number.
- Apply commutative, associative, and distributive properties and use parentheses to group factors or addends and simplify expressions.
- Convert metric units of length, mass, and volume.
- Develop and use formulas 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, and classify triangles and polygons by the sides and the angles.

Science Curriculum

The Science Department has adopted HMH Science Dimensions from Grades 1-5. This program focuses on science literacy and the engineering design process to meet the requirements of NGSS (Next Generation Science Standards). HMH Science Dimensions creates a dynamic learning environment for students through exploration, analysis, application, and explanation. It is an interactive and student-centered program that enhances student engagement and interest in the process of learning. The books are rich with activities that encourage students' critical thinking, problem-solving, creativity, inquiry, and hands-on skills. The students will be exposed to a wide variety of topics from Engineering Design, Life Science, Physical Science, and Earth Science. Additionally, students will be able to showcase their learning through a variety of methods such as presenting, performing STEM activities, and building models and prototypes.

Grade 1

Grade 1 science curriculum includes the following topics:

- Engineering design unit which includes solving problems using technology.
- Life science unit which includes animal and plant structures and their behavioral patterns.
- Earth science unit which includes celestial objects and their patterns in the sky.
- Physical science unit which includes sound and light.

Grade 2

Grade 2 science curriculum includes the following topics:

Elementary School Program Guide

- Engineering design unit which includes design process, analyzing and comparing multiple design solutions.
- Life science unit which includes animals' and plants' needs and their habitat.
- Earth science unit which includes Earth's water and changes in the Earth's surface.
- Physical science unit which includes changes in matter and properties of matter.

Grade 3

Grade 3 science curriculum includes the following topics:

- Engineering design unit which includes defining, designing, and improving a design solution.
- Life science unit which includes animal and plant life cycles, organisms, and their environment.
- Earth science unit which includes fossils, weather impacts, types of climate, and their patterns.
- Physical science unit which includes forces and motion.

Grade 4

Grade 4 science curriculum includes the following topics:

- Engineering design unit which includes defining, designing, testing, and improving a prototype.
- Life science unit which includes the structure and function of plants and animals.
- Earth science unit which includes rocks, fossils, natural resources, and hazards.
- Physical science unit which includes energy and energy transfer, waves and their application.

Grade 5

Grade 5 science curriculum includes the following topics:

- Engineering design unit which includes steps of the design process, solving real-world problems.
- Life science unit which includes energy and matter in organisms, energy flow in the ecosystem, and human impact on the environment.
- Earth science unit which includes systems in space, Earth's water, natural resources, and human activity
- Physical science unit which includes change in matter and properties of matter.

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

Elementary School Program Guide

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 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, and 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 artworks 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-mâché) 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 the 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).

Elementary School Program Guide

- 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 will perform at school events.

Information Technology

Access to technology opens the door to the world beyond the classroom and increases 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 Guiding Statements, 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 an 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 with and fluent in using multidimensional computer features, more applications and programs are introduced such as coding.

All students and parents (Grades 3-5) are required to sign the Technology Code of Conduct.

Health and Nutrition

Elementary School Program Guide

The students in Grade 1 are offered nutritional cooking activities and health/hygiene classes once a week. Nutrition and cooking activity is very popular among the children. It is taught in English and aims to teach students to recognize healthy foods and explain why they are necessary for good health and, ultimately, encourage healthy eating. Students will prepare simple foods and eat them with their classmates. The health and hygiene class teaches children the importance of good personal hygiene as well as recognition of how certain illnesses are spread.

ProtectED and the Wellbeing Program

ProtectED is an international health and wellness program designed to provide effective, preventative, and innovative safety education, serving GBS's core values. It ensures raising children's awareness in six different aspects, emotional safety, physical safety, personal safety, internet safety, anti-bullying, and healthy living. This program is taught for grades 1-3. For grades 4 and 5, GBS has designed its own well-being program that serves its core values, ensuring students are aware of their physical and emotional well with connection to our monthly character traits.

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 assisting 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, meets with some students alone or in small groups during break times, provides teachers and parents with suggestions to use in the classroom or at home, and leads 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. GBS has ZERO tolerance for any type of bullying, including cyber bullying, such as 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

Elementary School Program Guide

reasonably believe that they are victims of bullying or when they are witness to someone else being bullied.

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 their 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.

Student Council

What is a Student Council?

A student council consists of members that are elected by students in each grade level. The goal of the student council is to represent each grade and the students as a whole and provide leadership for the student body. All members of the student council must be self-disciplined, highly motivated, and demonstrate excellent leadership skills.

What do student council members do?

- Serve as a positive role model
- Listen to other students and their ideas

Elementary School Program Guide

- Organize events and activities
- Participate in service projects
- Plan/coordinate fundraising activities.

Guidelines and Procedures on Virtual Learning

Virtual Learning

The virtual learning program at AlGhanim Bilingual School uses technology, to enable students and teachers to access educational curricula outside the classroom. It follows a regular timetable as it is a traditional classroom.

The success of this program requires cooperation between teachers, IT Dept., counselor, students, and parents. Our teachers are committed to plan their lessons carefully. Students need to participate in discussions and submit their work online. We expect parents to support virtual learning by following up on their children at home. The counselor will support the students during virtual learning through conducting regular meetings with them.

Methodology:

Virtual learning at GBS is based on synchronous and asynchronous sessions.

Synchronous learning will be via Zoom or Google Meet. The teacher meets with the students virtually to conduct the lessons. Teachers and students interact and engage in discussions. The teacher follows up on students learning and conducts a variety of assessments using different learning tools and applications.

Asynchronous learning: The teacher records a set of videos that focus on the important ideas and skills related to the lesson. These videos are shared via Google Classroom, to allow students access to watch and repeat as needed.

Virtual Learning Platforms:

- Google Meet or Zoom are the official platforms for broadcasting live sessions and meetings.
- Google Classroom is the official platform for posting materials and submitting assignments.
- Skoolee is used to communicate with students and parents.
- Other platforms can be used as activities to deepen the concept of the lesson.

GBS's Commitment to Quality Education:

Al-Ghanim Bilingual School prefers face-to-face education compared to virtual education as a primary method to enhance teaching, feedback, and social interaction and thereby the school is keen to provide full support to teachers in implementing new tools and strategies to ensure student participation and to develop unique learning experiences.

Support and Communication:

Al Ghanim Bilingual School is committed to support students and parents as parents play a major and important role during virtual learning. The school uses Google Classroom, Google Meet and/or Zoom platforms. The school provides training for students and parents on using these platforms. Subject teachers provide further guidance during their lessons, and virtual times are available for teachers to meet with parents to discuss any concerns.

Elementary School Program Guide

Academic Schedule: Academic schedules are sent prior to the start of the academic year.

Educational Resources/ Stationery:

The student receives a list of the required supplies for virtual learning. The educational resources are posted on Google Classroom. A special schedule is shared with parents and students for submitting assignments.

Additional Sources:

The school uses the "IXL" website from G3 to G12 as a source of educational resources. More educational applications and resources are also being used by teachers to provide adequate guidance and support to students.

Academic Plans and Procedures:

Core subject teachers devote the first few weeks of the school year for reviewing and reinforcing previous core skills. The aim of the review is to ensure a smooth transition between the previous academic year and the new one. The weekly plan is shared with parents every Thursday, which includes lessons and assignments for the following week. This gives parents and students ample time to prepare or seek help and guidance if needed. The homework schedule is shared with parents during the first week of school, to ensure a balanced distribution of tasks and to reduce conflict of assignments. Teachers respond to parents' questions and emails and provide their feedback within 24-48 hours.

Grading and Virtual Assessments Policy:

The academic leadership team at GBS established a modified assessment policy compatible with virtual learning and implemented assessments that suits the shift to virtual learning. The formative assessment is 30% and the summative assessment is 70% of the total average for each subject (as in normal school days). However, the mechanism for assessments and assignments is being adjusted to comply with virtual learning to ensure accurate grading.

General Guidelines During Virtual Lessons

The academic staff and parents at GBS share the vision and expectations regarding students' safety and well-being. The student's interest and his/ her right to learn is everyone's priority. There are a set of new guidelines for Netiquette that have been identified to ensure proper understanding of school expectations and requirements for virtual classes. Parents play a major role in making this transition smooth and consistent with the school behavior policy, the recognized standards in Kuwait, and parents' expectations. GBS will implement the "Discipline Policy of Al Ghanim Bilingual School" in the case a student violates the following guidelines:

- The student must attend classes on time.
- Writing the student's name, family, and class name clearly during the live broadcast via Zoom or Google Meet.
- The student must wear the school uniform.
- The student's hair must be brushed and properly arranged.
- The student's supplies, handouts, teacher's requirements should be ready for class.
- Not eating or drinking during class.
- The students should be seated in a suitable place (for example, it is forbidden to attend the class in the kitchen). It is preferable to use earphone in case the student shares the study place with others at home.
- The student should sit properly in an appropriate position during class time (no sleeping or playing...).

Elementary School Program Guide

- It is forbidden to put a background photo of cartoon characters that attract attention to avoid distracting other students.
- The students should not speak without teacher's permission.
- The students should be clam and attentive during the lessons.
- The students should be respectful to classmates (they should not interrupt others while talking)
- The students should participation during the lesson
- Cameras should be turned on during the lessons at all times. The students face should be visible to the teacher at all times during the lesson.
- The teacher has the right to ban the student from entering the class for a specific period of time or for the whole class if the student does not adhere to the guidelines mentioned above.
- It is forbidden to use a mobile phone to take photos of students or the screen during a live session.

Attendance and Absence During Virtual Learning:

Virtual attendance is mandatory in all subjects and cameras must be on. The teachers will take attendance and mark absences in each period.

1. Lateness: The student must join the live session within the first five minutes of the session. If he/she joins between the fifth and tenth minute, he/she will be recorded late. After ten minutes of the class, student will be prohibited to join and will be recorded as absent unless there is an evidence of a technical issue.

2. If the student is absent for the entire day, the parents must send an email to the Principal explaining the reason for the absence to be considered as excused. If the student is absent for one day, an email from the parents is sufficient, but if the absence exceeds more than a day, parents must bring a doctor's note. The doctor's note form is found on school's website.