

# Al Ghanim Bilingual School



## High School Division Program Guide

Accredited by

the Council of International Schools (CIS)



## High School Program Guide

“The goal of education is not to increase the amount of knowledge, but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things”.

**Jean Piaget**

## High School Program Guide

### Table of Contents

Welcome to High School.....	3
Al Ghanim Bilingual School Guiding Statements.....	4
Al Ghanim Bilingual School Teaching and Learning Policy .....	5
Admission Policy.....	7
Placing and Transferring Students Procedure.....	8
School-Home Communication .....	8
School Life .....	9
Resources and Activities .....	11
Grading System .....	12
Advanced Placement “AP” Courses.....	13
Graduation .....	15
Promotion/Retention/Re-sit Exams .....	15
Appraisal System.....	16
HS Diploma Graduation Requirements .....	16
Grade Level Requirements .....	17
English.....	19
Sciences .....	20
Mathematics .....	22
Humanities.....	23
Information Technology .....	25
Fine Arts .....	26
Foreign Languages .....	27
Physical Education .....	27
اللغة العربية .....	27
التربية الاسلامية.....	28
الاجتماعيات.....	29
Appendix A .....	30
Locker Agreement and Expectations.....	30
Appendix B.....	31
GBS Technology Code of Conduct .....	31

## **Welcome to High School**

High School at GBS is not just a phase, it is a life experience!

The High School program prepares the students for university and career life. The variety of courses in languages and sciences and the diversity of co-curricular and extracurricular activities constitute a strong foundation for students to develop critical thinking skills and to equip them with the tools needed to become global citizens in the 21<sup>st</sup> century.

Student well-being is the core interest of the school. Creating a positive, friendly and welcoming environment is essential to foster good citizenship and leadership skills. Students learn to appreciate the values and the ethics of their own culture and to embrace the diversity in other cultures.

GBS believes in the originality and the potential of each individual. Administration and staff members strive to meet the needs of each student, working collaboratively to allow him/her to reach their potential.

GBS sets high standards for both its staff and students to grow to their full potential as problem solvers and lifelong learners.

## **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:

- Promote the values of cooperation and solidarity among all participants in the educational process.
- Provide an enjoyable and healthy learning environment.
- Develop the values of respect, honesty, equality, integrity, tolerance, fairness and trust.
- Link theory to practice, adopting a rational attitude towards knowledge and valuing strong work ethics and high moral standards.
- Promote tolerance of individual differences and the free exchange of ideas and views.
- Embrace and promote the Arab and local culture, heritage, and values.
- Encourage our students to value and embrace cultural diversity.
- Provide a bilingual curriculum that promotes the intellectual, psychological, physical and social development of the children.
- 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**

- All homework assignments must be properly explained in class and in the application of recently covered material.
- New materials/lessons are not assigned as homework when not covered adequately in class.
- The average time a High School student spends on homework should not exceed 120 minutes.

## **Admission Policy**

### **1. Eligibility**

GBS has a non-discriminatory admission policy. GBS admits any student who satisfies the admission requirements. Staff children receive no preferential treatment at any level in the school. To be eligible for application to GBS, students should satisfy all requirements. Priority in admission is given to applicants with siblings currently enrolled at GBS.

### **2. Admission/Placement**

All applicants must sit for an entrance assessment and interview. The entrance assessments assess skills in English, Arabic and Mathematics. MAP is used to assess reading, language and Mathematics while a written assessment is used to assess English writing and Arabic skills. The entrance assessment is also a screening tool to ensure that all students have the ability to cope with the demands of the GBS program. Teachers are required to administer admission tests, mark them, and turn the tests to the register (or division). Members of the administration review the entrance assessment results and the student application file and make a decision on admission and placement. If an applicant's performance/behavior during the test gives any reason for concern, the School Counselor is notified. The Counselor interviews the applicant and requests further information from the parents. In those cases, the Student Counselor and her notes become part of the decision making process for admission. In the event that there are more applicants than space available, the priority of admission will be determined based on the most favorable result in the entrance assessment and the date of application. The Remaining applicants who meet GBS admission criteria will be placed on a waiting list. Confirmation of admission once an opening occurs will be subject to the same admission criteria.

### **3. HS Course Equivalence**

New students should provide a descriptive report that includes the courses and the credits they have completed in their previous school. A comparison with GBS HS courses and graduation requirements will be made to ensure the student has what is needed to join GBS and to select the courses needed for graduation.



## **Placing and Transferring Students Procedure**

### **1. Placing Students**

In May of each year core subject teachers gather to assist in the creation of class lists for the next academic school year. The criteria used by teachers include the following:

- Academic
- Behavioral
- Gender

Teachers are requested to divide current students based on their current academic standing. This is accomplished by having three levels, high, medium and low. The objective of academic grouping is to create classes with an equal number of high, medium and low. Once this has been accomplished, teachers then review behavior. The objective here is to ensure that no one class has an unequal number of students with behavioral issues. The final consideration is gender. The objective is to try and balance, when possible, the ratio of male and female students. Once the teachers have completed their work, the class lists are reviewed by the counselor and the principal. They will recommend a change if they believe it is best to move a student/s. Any movement of students from one list to another must always maintain a balance of academic, behavioral and gender considerations. When the lists are finalized by the above stakeholders, they are sent to the Principal for final consideration. Parents' requests will be considered as long as their request is made early in the process and adheres to the following restrictions:

- A particular teacher cannot be requested.
- A request that their child be placed in a particular class with a friend will not be granted.

### **2. Transferring Students**

Once class lists have been finalized and published, there should be No transfer between classes. The division Principal, however, can transfer a student if it is deemed in the best interest of the child.

## **School-Home Communication**

GBS utilizes several means of communication to keep parents informed of their children's education. The HSProgram Guide, Course Description Letters, Academic Reports, Progress Reports, Orientation sessions, and Parent-Teacher Conferences, are examples of regular communications with parents. In addition, the school operates a website, a Facebook and Instagram account, all of which are used to communicate with parents. Skoolee and Google Classroom will also provide a means of communication with parents. Teachers' emails are posted on the website for parents' reference.

## **School Life**

### **1- 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 # 5. Students participating in after -school activities must be picked up by 3:00 p.m. from the reception area.

### **2- 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 parents explaining in detail the reason must be provided to the High School office. The 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 the student arrives after 7:30 a.m. then he/she is recorded late. Students arriving after 7:45 will not be admitted for the first period. If students arrive later than the first period, they 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.

With a valid excuse, he/she may obtain the permission of the HS 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 a pre-planned absence. HS teachers post all notices and assignments on Skoolee and/or Google Classroom. It is the responsibility of the student to check it out. If the student 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.

### **3- Tardiness**

Students who are late to class for more than 4 minutes will be recorded late. Students who are recorded three times late within a school week will receive a Saturday detention from 7:00 am to 9:00 am. Being late for the detention will result in one day suspension.

### **4- 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 HS 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.

### **5- Breaks and Snacks**

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

## **6- Lockers/Mobiles**

Students are responsible for bringing all needed supplies to school every day. Lockers to store school material are accessed by students once students and their parents/guardians agree to the guidelines stated in the “Locker Agreement and Expectation”. Mobile phones are not permitted in school. Any mobile found or spotted with a student during school hours will be confiscated and returned to the parents only. Students can access the lockers during breaks, before the morning routine and at the end of the day. Check Appendix B.

## **7- 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, 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 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 they will be sent home.

## **8- Internet Use Policy**

Internet access is provided to all HS students. A “Technology Code of Conduct” document is distributed to all students with all rules and regulations that explain the use and the policy. All students are required to sign the agreement at the beginning of the school year. Check Appendix A.

## **9- Vandalism/ Posting of Papers Flyers**

Any act of vandalism of the school property, or of any member in the school community is prohibited. The student will be suspended for two days. Students will also be expected to pay to have any damage repaired. The school takes this issue seriously.

Posting flyers within the school, on walls, windows, and boards is banned unless with school permission and supervision.

## **10-School Deliveries/ Parties & Celebrations**

Deliveries, parties and celebrations are not permitted unless there is a written approval signed by the HS Principal.

## **11-Discipline**

High school students should follow the GBS Discipline Policy posted on the school website under “Student Life” tab.

## **12- Student Safety**

The school has developed a set of procedures to ensure students’ safety in case of emergencies. The school conducts regular emergency drills to ensure students are familiar with all health and safety procedures (fire drill, shelter in place, lockdown, etc.,).

## **Resources and Activities**

### **1. High School College Counselor**

The High School College Counselor provides college and career guidance to the High School students to prepare them for university.

The Counselor meets regularly during the school year with the students to check their performance and to offer guidance regarding course selection based on students' interests and achievements. The Counselor also provides orientation/information sessions to parents and students. She/he arranges to host college representatives and to conduct visits to college exhibitions and universities. She/he assists students in applying for exams needed for college applications (SAT, TOEFL, IELTS...).

### **2. School Guidance and Support Program**

Core subject teachers specify a day at the beginning of the academic year when they stay till 3:00 pm to support and guide students. It is not a tutoring program. It is an opportunity for the student to seek guidance and help individually. The school offers paid support for students who wish to improve their academic achievement.

### **3. Academic Support**

Students whose performance drops below 70% in a core course will be referred to the Academic Support Committee. The role of this committee is to develop a plan to support these students and ensure their progress improves.

### **4. Activities**

Different committees/teams are created to enhance students' experiences and to foster their leadership and global citizenship skills. HS students are provided with a wide range of activities as part of the preparation for college and career life in coordination with local and international agencies and organizations.

#### **4.1 HS Student Council**

The Student Council fosters active citizenship, the practice of democratic principles, and the promotion of positive behavior and leading by example. It encourages opportunities for volunteering work to serve within and outside the school community. Furthermore, it allows students to express their opinions and concerns, exchange ideas, and provide solutions through positive communication. It helps in increasing students' engagement in an inviting culture for all students. Two staff members are assigned as Student Council advisors to support and facilitate the work of the members.

#### **4.2 HS Graduation Committees**

The graduation committee includes a number of students selected from the same grade level and is supervised by a member of the HS staff. The selection process is made by the students and the members are selected for a period of time based on the advisor's agreement and the students' input. The purpose of these committees is to foster opportunities for community service and to raise funds for graduation purposes.

#### **4.3 Al Ghanim National Honor Society**

Al Ghanim Bilingual School is a member of the National Honor Society. Students in grades 10, 11, and 12 can apply for membership in the chapter. Al Ghanim NHS faculty council grants acceptance based on the terms and the criteria listed in the NHS Handbook. An induction ceremony is held at the beginning of the school year in recognition of the new members. NHS members are empowered to be transformative leaders in their community and beyond.

#### 4.4 Student Clubs

Students clubs (Debate Club, Chess Club, etc...) are student-led activities. Students seek approval to start a club from the HS Principal. This approval is granted based on the mission, criteria, and guidelines of the club proposed by the applicants. Such clubs enhance the students' organization and communication skills. The Principal will assign personnel to facilitate and supervise the students' meetings and activities. The clubs foster confidence, initiative, and creativity.

### Grading System

#### 1. 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 30% of the assessment grade.

#### 2. Summative Assessment:

Summative assessments are given periodically 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 70% of the assessment grade.

#### 3. Retake Option

The retake option provides GBS High School students the opportunity to redo two summative assessments within a semester period. Retaking a summative is recommended when the student performs lower than expected in a summative. The HS students should request the retake within two days of receiving the summative grade. Once the retake is approved, cancellation is not applicable on the same day of the retake. Failure to show up for or refusing to take the retake will result in receiving a zero, regardless of the original grade. The retake grade will replace the original grade, regardless of whether it is higher or lower.

#### 4. Credit Recovery Program

The Credit Recovery Program allows the HS students, who have a grade of 70% or below on a course, to improve their performance and achieve a higher grade. The program consists of extra support sessions, offered over a specific period of time, based on the recommendation of the corresponding teacher. The student and the parent are requested to sign and abide by the contract terms, shared before starting the sessions, to ensure eligibility to sit for the exam and to earn the new grade.

#### 5. Make-up Course Program

This program offers the students the opportunity to take an additional course individually based on their needs and /or university requirements. New students can use this program to make up for any missing credits from their previous schools.

## 6. 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 formative and summative grades count as 70% of the semester average and the end of semester exams count as 30% of the semester average. Subjects marked as Incomplete (I) or Non-Applicable (N.A.) are not computed as part of the total average. Each course has a credit value. The average grade is multiplied by the credit value of the course then resulting values for all courses are added up and a total average is calculated.

## 7. Grades Grievance Policy

Al Ghanim Bilingual School has a transparent and authentic grading policy in alignment with GBS Guiding Statements. Accordingly, parents have the right to question a report card grade within two working days of releasing the report cards. Parents and students weave their right to ask for re-grading/ re-checking exams after two working days of sending the report cards.

# Advanced Placement “AP” Courses

## 1. Introduction

Advanced Placement “AP” courses are college-level courses sponsored by the College Board. They are usually offered in grades 11 and 12. The courses will be built in the schedule and in parallel to regular courses. They are designed to expose the students to materials at a higher level which enriches their academic experience while providing them with the comfort of a familiar environment.

At the end of the school year, “AP” students will take a course’s “AP” exam. The exams are scored on a scale of 1-5, with 5 being the highest grade the student can earn.

In order to earn full college credit for the course, a student must score at least a GPA of 3 or higher on the exam. However, other colleges and universities might have different requirements to grant credit equivalence, with some asking for a minimum of a 4 on a given exam.

## 2. Benefits

Taking “AP” courses and exams can help students:

- Stand out on college applications.
- Highlight their willingness to take challenges and their potential to succeed at a university/college level.
- Earn college credit and/or skip introductory courses in college. Most four-year colleges and universities in the United States—as well as many institutions in more than 100 other countries—grant students credit, placement, or both for qualifying “AP” Exam scores. Search credit policies by the college of interest.

## 3. Eligibility to join “AP” courses

A student is eligible to join an “AP” course if he/she meets the following:

- A minimum of 3.7 GPA in the corresponding prerequisite course.
- A recommendation letter from the previous corresponding prerequisite teacher.
- Signing a contract that outlines the expectations and the requirements of the course and that highlights the commitment of the student to complete this course successfully.

The students will be given a two-week period at the beginning of the school year before finalizing their decision regarding joining the “AP” classes.

**If a student decides to withdraw from the “AP” courses after the two-week period:**

1. The exam fee is not refundable
2. The “AP” designation will be removed from the transcript.
3. The GPA will be calculated based on the regular courses. (“AP” weighting of grades will be removed from the report).
4. The student will join the courses that are offered in parallel with the “AP” course.

**If an “AP” student chooses not to take the “AP” exam, the following steps apply:**

1. The exam fee is not refundable and cancellation will incur an additional fee due to the AP regulations as specified by College Board guidelines.
2. “AP” designation will be removed from their transcript.
3. The colleges/universities the student applied for will be contacted.
4. The GPA will be calculated based on the regular courses.

**4. Course Resources**

“AP” courses resources will be available once a student is registered. The resources include “AP” daily videos, any assignments from their teacher, and they access the “AP” classroom on the College Board platform.

**GPA**

In High School, the percentage average will be assigned an equivalent GPA (Grade Point Average). At the end of grade 12, a cumulative GPA will be calculated as an average for the 4 high school years (25% for each year). AP Exams are scored on a scale of 1 to 5 following the schedule below:

<u>GBS (Skoollee) Grading system</u>	<u>GBS GPA</u>	<u>AP/GPA</u>
<u>% Grade</u>		
<b>93-100</b>	<b>4</b>	<b>5</b>
<b>90-92</b>	<b>3.7</b>	<b>4.7</b>
<b>85-89</b>	<b>3.3</b>	<b>4.3</b>
<b>80-84</b>	<b>3</b>	<b>4</b>
<b>75-79</b>	<b>2.7</b>	<b>3.7</b>
<b>70-74</b>	<b>2.3</b>	<b>3.3</b>
<b>65-69</b>	<b>1.7</b>	<b>2.7</b>
<b>60-64</b>	<b>1.3</b>	<b>2.3</b>
<b>0-59</b>	<b>0</b>	<b>0</b>

## Graduation

To graduate with a GBS American High School Diploma, a student must meet the following criteria:

- All graduation requirements (minimum of 28 credits-courses required as identified in the HS Guide) are met.
- An acceptable behavior record.
- Attendance requirements met.
- A total of 40 community service hours.

## Promotion/Retention/Re-sit Exams

### 1. Promotion:

To be promoted to another grade level, a student must meet the following criteria:

- Pass the required courses with a GPA of 1.3 or above.
- An acceptable behavior record.
- An acceptable attendance record.

### 2. Retention:

Students failing three or more required courses will be automatically retained in their current grade level without the re-sit exam option. A student may be retained only once during High School at GBS.

### 3. Failing one or two Required Courses:

At the end of the academic year, if a student fails one or two required courses, then two options will be possible:

- A. The student takes a summer course from a recognized institution. The grade on the course will be changed to “Pass “, and the credit will be awarded for the course if the student successfully completed and passed the course. There will be no modification on the end-of-year GPA.
- B. The student chooses to take the re-sit exam, which will result in the following:
  - Notification of the Re-Sit Exam: On the end-of-year report card, a note will be added to notify parents and students of any required re-sit exam. Re-sit exams will be scheduled immediately after the conclusion of the final exams. Students are expected to be present on the day of the re-sit exam. Travel schedules will need to be arranged accordingly. There will be no make-up days for re-sit exams.
  - If the student passes the exam, another report card will be issued showing the new course grade which will be calculated as follows: 40% as the year average and 60% as a re-sit exam grade. The GPA will be altered to reflect the new grade.
  - If the student fails the re-sit exam, then the course must be repeated and no credit will be awarded for the course.



## Appraisal System

1. Honor Roll and Principal List
2. Valedictorian and Salutatorian

GBS formally recognizes students' academic and behavioral achievements at the end of every semester. Advisors will submit ahead of time to the Principal a list of students who qualify for Middle/High School Awards as follows:

- Principal's list: Students must receive 4 as GPA and must have good attendance and disciplinary records.
- Honor Roll Certificate: Students must receive 3.7 GPA or above and must have good attendance and disciplinary records.
- Valedictorian is the academic title conferred upon the highest ranked student among those graduating from GBS, typically based upon the highest grade point average. In addition, to maintaining the highest GPA, the Valedictorian should have been a GBS student for the 4 High School years.
- Salutatorian is the academic title conferred upon the second-highest-ranking student in the class who has been at GBS for his/her 4 High School years.

## HS Diploma Graduation Requirements

English Language	4 credits
Arabic language	4 credits
Mathematics	3 (4*) credits
Sciences	3 credits
Humanities	3 credits +1 credit Kuwait Social Studies
Information Technology	1 credit
Physical Education	1 credit
Islamic Studies	2 credits
Quran	1 credit
Fine Arts	1 credit
Electives	4 credits
Total	28 credits/ 30 credits

- 4 Math credits are required if a student selects the scientific pathway as opposed to the international pathway.
- Students who plan to attend Kuwait University and/or plan to take part in the Ministry of Higher Education Scholarship Program must take a full-year credit course in the following in order to be eligible for the scientific track:
  - Sciences: Biology, Chemistry, and Physics.
  - Math: Algebra II, and Pre-Calculus/ Calculus.

**Grade Level Requirements****Grade 9**

<b>Course</b>	<b>Credit</b>
English 9	1.00
Arabic 9	1.00
Algebra 1/Geometry	1.00
Physical sciences	1.00
World History I	1.00
Kuwait Social Studies 9	0.50
Religion 9	0.50
Quran 9	0.25
Electives	1.50
<b>Total</b>	<b>7.75</b>

**Grade 10**

<b>Course</b>	<b>Credit</b>
English10	1.00
Arabic 10	1.00
Geometry	1.00
Algebra II/Elective	1.00
Biology	1.00
World History II	1.00
Kuwait Social Studies	0.50
Religion 10	0.50
Quran 10	0.25
Elective	0.50
<b>Total</b>	<b>7.75</b>

**Grade 11**

<b>Course</b>	<b>Credit</b>
English 11	1.00
Arabic 11	1.00
Algebra II /Pre-calculus	1.00
Chemistry	1.00
Religion	0.50
Quran	0.25
Electives	3.00
<b>Total</b>	<b>7.75</b>

**Grade 12**

<b>Course</b>	<b>Credit</b>
English 12	1.00
Arabic 12	1.00
Pre-calculus/Calculus/Elective	1.00
Physics	1.00
Religion	0.50
Quran	0.25
Electives	3.00
<b>Total</b>	<b>7.75</b>

## English

### **English 9 - Credit: 1**

Grade 9 English Language Art aims to develop the critical and analytical skills to communicate clearly and effectively orally and in writing. The curriculum focuses on reading, writing, listening, speaking, and language. Students will be introduced to a variety of activities such as discussions seminar, literature circles and oral presentations. The writing emphasizes on research skills and synthesis of sources and literary analysis. The reading/writing genres covered in this course include memoir, literary essay, research-based argument (persuasive essay), informational writing, poetry, science fiction, drama and others.

### **English 10 - Credit: 1**

Grade 10 English Language Art aims to develop the critical and analytical skills to communicate clearly and effectively orally and in writing. The curriculum focuses on reading, writing, listening, speaking, and language. Students will be introduced to a variety of activities such as discussions seminars, literature circles, and oral presentations. The writing emphasizes research skills, synthesis of sources, and literary analysis. The reading/writing genres covered in this course include memoir, literary essay, research-based argument (persuasive essay), informational writing, poetry, science fiction, drama, and others.

### **English 11 - Credit: 1**

English 11 Literature is an English course that incorporates the Common Core State Standards for English Language Arts into the curriculum. Students learn the general framework of literature, language, writing, and oral communication focusing on characterization across universal themes in a rich variety of genres. Students will make connections within and across different disciplines, experiences, and cultures using literary interpretation, analysis, comparison, and evaluation. A variety of e-resources will be used to support the learning and to provide rich assessment tools.

### **English 12 - Credit: 1**

Grade 12 English Language Art enables students to become skilled readers of a wide range of literature, including prose, poetry, and short stories. Students are expected to read and respond to a variety of literature, independently, in group discussion, and in writing. All facets of language arts - listening, speaking, reading, and writing will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this yearlong course as well. Test-taking skills are tackled as well.

### **AP English Language and Composition -Credit: 1**

The AP English Language and Composition course is an introductory college-level course. There are NO prerequisite courses for AP English Language and Composition. This course cultivates the reading and writing skills that students need for college success and for responsible civic engagement. It guides students in becoming curious, critical, and responsive *readers* of diverse texts and becoming flexible, reflective *writers* of texts addressed to diverse audiences. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

### **Public Speaking - Credit: 0.5**

This course is an introduction to speech communication that emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, and the use of visual aids to enhance speaker presentations. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches.

### **English Writing Lab -Credit: 0.5**

The English Writing Lab is an elective course that aims to enhance students' writing skills. This course enables learners to seek help on varied writing tasks and improve their overall writing skills. The writing lab services that will be provided are mainly as follows: One on one/group tutoring sessions, proofreading and editing, documentation and citation assistance, and developing students' understanding of writing purposes, audiences, genres, and styles.

### **Performing Arts-Drama - Credit: 0.5**

The theater plays an important role in education as an all-encompassing discipline, and drama performance provides the students with a unique experience provoking them to express their individuality, creativity, and inherent skills. The curriculum is aligned with the California State Standards, introducing the learners to significant acting techniques and instilling in them a high sense of theatrical appreciation. The aim, through this course, is to learn basic theater principles in stage movement, voice, diction, and pantomime. Students will practice techniques to overcome stage-fright; they will develop their self-confidence, and deliver monologues from remarkable plays. The class requires: teamwork, concentration, memorization, collaboration, proficiency in characterization, and creative expression. Students will realize the importance of using the performance space through movement and voice when communicating the meaning of narratives. Students will be ensured through this course that its objective is not about becoming great actors. Instead, "it is about finding out who we are and discovering who we could become". Augusto Boal

## **Sciences**

### **Physical Science 9 - Credit: 1**

Grade 9 Physical Science follows the Next Generation Science Standards (NGSS) which integrates 3 dimensions: science and engineering practices, disciplinary core ideas, and crosscutting concepts.

This course includes chemistry and physics topics such as properties of matter, chemical reactions, force interaction, energy and energy transfer, waves, and electromagnetic radiation. The teaching and learning strategies focus on developing inquiry, research, hands-on and mathematical skills. This course is a prerequisite for HS chemistry and physics.

### **Biology 10 - Credit: 1**

Grade 10 Biology deals with the unique properties of living organisms. Students will master fundamental concepts that carry through the entire course. Each lesson begins with a problem to solve or a discrepant event or phenomenon to explain, which lays the groundwork for students to explore science in the same way real-life scientists do, by starting with a question. This feature provides intrinsic motivation to spark curiosity and serves as the context for the three-dimensional learning and hands-on activities throughout the lessons. HMH Science Dimensions' three-dimensional learning approach arms students with the tools and habits of mind to apply scientific reasoning and solve STEM problems relevant to everyday life. As a result, students are motivated to critically think and contrast explanations of how and why.

Students will build a deeper understanding of the following topics: Living Systems, Chemistry in Living Systems, Matter and Energy in Living Systems, Ecosystems, The Cell, Structure, and Function of DNA, Genetics, and Heredity, and Ecology through instruction, hands-on activities, projects, and lab investigations.

### **Chemistry 11 - Credit: 1**

Chemistry is offered to grade 11 students. It is a well-structured, comprehensive, and rich course which provides learners with the foundation of chemistry and sparks their interest in science and science-related careers. The program is aligned with Next Generation Science Standards (NGSS) to ensure our students achieve a high level of science literacy. Chemistry is a dynamic course, where students are engaged in various challenging lab activities that help solve problems and explain natural phenomena. It integrates a set of practices that support our learners with 21st-century skills through engaging them in Engineering Design Processes and STEM activities.

### **Physics 12 - Credit: 1**

Physics course provides an understanding of the subtle, profound, and fundamental laws that govern the behavior of all matter. Students explore and analyze the laws of physics (mechanics, thermodynamics, electricity, waves, electromagnetism, and atomic physics) in microscopic and macroscopic systems. This course follows the Next Generation Science Standards (NGSS) which foster students' curiosity, problem-solving, and critical thinking skills. Throughout various investigations and simulations, the students will be motivated to ask questions, make predictions, conduct experiments, and interpret data to explain real-life phenomena.

### **AP Biology- Credit: 1**

AP Biology is an introductory college-level biology course. Students need to have completed one year of high school biology, have a good understanding of chemistry, and have some mathematical skills as prerequisites. Students cultivate their understanding of biology through inquiry-based investigations that focus on analyzing and understanding of biological concepts rather than memorizing. This course covers evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

### **Environmental Science - Credit: 1**

Environmental science course mainly focuses on project-based learning. The course surveys key topic areas including the application of the scientific process to environmental analysis; ecological structures, weather and climate, environmental concerns and problems, the impact of humans on our Earth, natural resources, and environmental resource management. Students explore the topic through varied active case studies, research activities, presentations, and projects, virtual field study, questioning and hypothesizing, analyzing data, community engagement, and reflection while building skills in teamwork and communication.

### **Nutrition- Credit: 1**

This year-long course offers students a comprehensive understanding of essential nutrition principles crucial for physical and mental well-being. Through project-based learning and practical applications, students engage in real-world scenarios, develop critical thinking skills, and explore the impact of dietary choices on individual health and societal well-being. Topics include healthy eating patterns, nutrition and disease prevention across the lifespan, food science and technology, eating disorders, nutrition advocacy, and mental health. This course encourages students to develop positive life habits, evaluate diverse food sources, and make informed decisions to shape a healthier future for themselves and others.

**Prerequisite: Biology, Fundamentals of Chemistry & Environmental science.**

### **Advanced Biology- Credit: 1**

Advanced Biology is a year-long course that offers an in-depth exploration of the intricate mechanisms governing life at the cellular level, providing a strong foundation for students interested in pursuing fields related to medicine. Through interactive discussions, laboratory investigations, simulations, and data analysis, students delve into essential topics for understanding the complexity of living organisms. The

emphasis is on comprehending biological concepts rather than accumulating facts, challenging students to apply this understanding to real-life scenarios. Topics include biochemistry, cell structure and function, cellular energetics and communication, genetics, and human anatomy.

**Prerequisite: Biology**

## Mathematics

### **Algebra I - Credit: 1**

In Algebra I, students will be able to recognize and expand patterns using tables, graphs, and equations. They will be able to model situations using equations and functions. They will use critical thinking skills and incorporate technology to investigate relationships between quantities: Linear/ Quadratic and Exponential relationships. The Algebra I Curriculum follows Common Core State Standards (CCSS) which gives the students the opportunity to understand real situations, interpret and model with mathematics, and use appropriate tools strategically seeking accuracy and precision.

**Prerequisite: Pre-Algebra**

### **Geometry - Credit: 1**

Geometry is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real- life situations. Geometry provides a review and extension of the geometric concepts taught in previous academic years and Algebra I. It develops advanced Geometric skills, including congruence, similarity, properties of triangles and quadrilaterals, circles, right triangles, and basics of trigonometry. Technology will be used to introduce most of the areas of study listed above. The use of devices and calculators will be incorporated into each chapter.

**Prerequisite: Algebra I**

### **Algebra II - Credit: 1**

Algebra II is designed to build on algebraic and geometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Algebra II provides a review and extension of the concepts taught in Algebra I. It develops advanced Algebra skills, including quadratic functions, quadratic inequalities, polynomial functions, rational functions, radical functions, conic sections, exponential and logarithmic functions, probability and statistics, trigonometric functions, and complex numbers. It is a prerequisite for HS Pre-Calculus.

### **Pre-calculus - Credit: 1**

Pre-calculus is designed to build on algebraic, geometric, and trigonometric concepts. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Pre-calculus provides a review and extension of the concepts taught in Algebra II and Geometry. It develops advanced Algebraic skills, including polynomial, rational and radical functions, analytic geometry, exponential and logarithmic functions, statistics and probability, trigonometric functions, graphs and equations, matrices, limits, and continuity. Technology will be used to introduce most of the areas of study listed above. The use of devices, scientific calculators, and graphing calculators will be incorporated into each chapter.

**Prerequisite: Algebra II**

### **Calculus - Credit: 1**

Calculus provides a review and extension of the Algebraic, Geometric, and Trigonometric concepts taught in Pre-calculus. Throughout the course, Common Core standards are taught and reinforced as the student learns how to apply the concepts in real-life situations. Calculus is the branch of mathematics that deals with the properties of derivatives and integrals of functions, by methods originally based on the summation of infinitesimal differences. It develops advanced Algebraic skills, rational and radical functions, analytic geometry, exponential and logarithmic functions, trigonometric functions, matrices, limits and continuity, derivatives, and integrals. Calculus is used in many different areas such as physics, astronomy, biology, engineering, economics, medicine, and sociology. Technology will be used to introduce most of the areas of study listed above. The use of devices, scientific calculators, and graphing calculators (or “Desmos”) will be incorporated into each chapter.

**Prerequisite: Algebra II – Geometry – Pre-calculus**

## **Humanities**

### **World History I - Credit: 1**

World History I is a required course for grade 9 students. It includes the study of the nations and people of the world, history, geography, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences, and their impact on the student’s own life. World History I centers on the early modern history of the 1500 and onwards. Starting off with the Enlightenment and Scientific Revolution and the how exploration, development of science and the philosophies people such as Hobbes, Locke and Montesquieu assisted in changing the course of societies, to revolution to democracy to the last unit of Imperialism and its policy of extending power and influence through colonization.

### **World History II - Credit: 1**

World History II is a required course for grade 10 students. It provides a comprehensive study of history, geography and cultures of selected civilizations from the Western and non-Western worlds. It will also emphasize on major turning points in the development of the modern world. The students will use maps that will help them understand the origins and evolution of many exciting changes that have shaped our modern history today. World History II will cover World War I and its lasting impacts on the world. It provides a look at the world over the last few decades, and how our understanding of world history shapes our views today.

### **Psychology -Credit: 1**

This course is an introduction to psychology. Students will learn through research about human behavior, self-motivation, emotions, attitudes, and other factors that impact their well-being. Students will also learn about the history of psychology where they will study the psychology of Ancient Greece and theories founded by famous psychologists and philosophers such as Plato, Socrates, Aristotle, and Sigmund Freud. The course is project and research based and students will be actively engaged in the learning process. They will use and apply technology and critical thinking skills to learn and research about:

- Development of Psychology as a Science
- Psychology of Ancient Greece and famous psychologists
- Personality Approaches
- Stress and Health Promotion
- Positive Psychology
- Effects of Motivation and Emotion
- Memory



### **Marketing 12- Credit: 1**

This course is designed to enable students to understand and apply marketing, management, and entrepreneurial principles. The topics covered include a wide range of traditional business topics with a particular focus on the basic principles of marketing. Students study marketing functions including purchasing, pricing, promotion, and distribution functions as well as marketing information management, product management, and career development. The marketable knowledge and skills acquired can be directly utilized in the workplace and will provide a solid foundation for advanced studies in a variety of disciplines/careers. More specifically, students will develop an awareness of careers related to the content of this course study and prepare for a job within the business community.

### **Global Studies I -Credit: 0.5**

Global Studies I is an introductory course designed to familiarize students with the fundamentals of global citizenship and understanding global goals. Through interactive activities such as debates, presentations, and research, students will explore how the world is interconnected and the importance of addressing global challenges. By the end of the course, students will have acquired a basic understanding of global issues and the skills needed to participate in global conversations.

### **Global Studies II -Credit: 0.5**

Global Studies II is an advanced course building upon the concepts introduced in Global Studies I. Students will deepen their understanding of global issues such as human rights, environmental sustainability, and cultural diversity. Through debates, presentations, and advanced research projects, students will critically analyze these issues and explore potential solutions. By the end of the course, students will have developed a more nuanced understanding of global challenges and will be equipped to engage in informed discussions about them.

#### **Prerequisite: Global Studies I**

### **Political Science - Credit: 1**

This course provides a general overview of the major political movements, ideologies, and regimes that have shaped the contemporary world. It is designed to introduce students to several areas of political science such as international relations, comparative politics, political philosophy, and research methods. Students will learn about important theories and models of politics and how political science study is conducted. This course addresses cultural diversity by giving students an introduction to different philosophies of government and how various political systems of the world may be organized. It is project and research-based to ensure students' engagement in the learning process. Students will use and apply technology and critical thinking skills to learn and research.

### **College and Career Readiness -Credit: 0.5**

This is an elective course designed to provide the students with the skills and the knowledge they need to pursue the college and/or career they aim for through the instruction and cultivation of organizational skills, decision-making, time management, citizenship, and ethical behavior. The latter are a few of the themes emphasized in this course. Among the varied activities in this course, students will research and present a project on a college or university, write a personal mission statement, research a potential career, learn to write resumes, fill out job applications, conduct interviews, manage personal finances, and a lot more.

#### **علم الاجتماع - الوحدات: 0.5**

مادة اختيارية تقدمها مدرسة الغانم ثنائية اللغة، هدفها زيادة الوعي الاجتماعي لدى الطلبة، من خلال تعزيز الانتماء إلى الهوية العربية عامة والكويتية خاصة، وغرس القيم النبيلة تجاه عناصر المجتمع ومؤسساته (الأسرة - الأفراد - الوطن)، كما أنها تتناول دراسات ميدانية حول الظواهر الاجتماعية المحلية منها والعالمية؛ والتي من شأنها التأثير في الحياة الإنسانية من جميع جوانبها (العادات والتقاليد - الاقتصاد والسياسة - التطور والتغير).

## Information Technology

### **IT-Graphic Design I - Credit: 0.5**

Adobe Photoshop

Students will learn the basic skills needed to create digital art work. They also will learn to manipulate images taken with digital cameras by using different tools offered by Photoshop. Finally, they can save it in an appropriate format. They will learn how to: differentiate between vector & raster image, start Photoshop, explore Photoshop window elements, work with drawing tools, edit objects, work with layers, work with selection tools, import images, enhance images by using retouching tools, apply mask skills, and save a Photoshop file. Students will use all skills in creating creative posters and advertisements.

### **IT-Graphic Design II - Credit: 0.5**

Adobe Illustrator

Students will learn the basic skills of Adobe Illustrator which offers tools they need to create scalable vector art for using projects for both print and web in a professional way. They will learn how to: Start Illustrator, Explore Illustrator window elements, locate tools, panels, bars, and windows in the workspace, create a new document in Illustrator, create and color basic shapes, learn how to use the pen, selection, line, pencil, eraser, and shape builder tools, create text by itself or on a path of an object, apply different effects on a text, add special effects on objects, define the mask, apply clipping mask on objects, save\save as the document. Students will use all skills in designing professional logos.

**Prerequisite: Graphic Design I**

### **Digital Media - Credit: 0.5**

Digital Media is offered as an elective course in high school. In this course students will learn basic principles of digital media and develop skills that include writing captions and headlines; digital photography; desktop publishing, and using appropriate technology tools.

Digital Media supports students' development as writers, photographers, editors, independent users of technology.

### **Digital Audio and Video Editing – Credit: 0.5**

The curriculum includes editing video clips, audio, image, translation, sound and light effects, from taking snapshots to presentation, passing through all stages in a professional manner, depending on specialized programs that allow the student to create presentations in a distinctive way in which the content is creatively expressed that keeps pace with the times in terms of technological progress on various platforms Educational, social media, as well as school, work and personal.

### **Cybersecurity I: Foundations and Applications– Credit: 0.5**

Cybersecurity I is a year-long course designed to equip students with foundational knowledge and skills in cybersecurity, network security, and Python programming. This course lays the groundwork for understanding the critical importance of cybersecurity and prepares students for advanced studies in the field. Students will explore cybersecurity principles, network security basics, and Python programming. Upon completion, students will have a solid understanding of cybersecurity principles, beginner-level network security, and foundational Python skills, preparing them for advanced topics.

### **Cybersecurity II: Advanced Security and Emerging Technologies– Credit: 0.5**

Cybersecurity II is a year-long course delving into network security, advanced programming, and cutting-edge Artificial Intelligence (AI) applications. Designed for students who completed Cybersecurity 1 or have equivalent knowledge, this course aims to advance their cybersecurity skills, introduce Java programming, and explore AI and Machine Learning (ML). Upon completion, students will possess advanced network security expertise, proficient Python and Java programming skills, and a foundational understanding of AI and ML technologies. This equips them to craft sophisticated cybersecurity solutions and ethically engage with AI technologies.

### **Robotics Fundamentals: A Beginner’s Guide – Credit: 0.5**

Robotics with LEGO Education SPIKE Prime is a year-long course designed to introduce students to the exciting world of robotics, and block-based programming. This course provides a hands-on learning experience, enabling students to program and interact with a variety of robotics projects. Using LEGO Education SPIKE Prime, they will learn to program Robotic models to perform specific tasks and challenges. Upon completion, students will have a fundamental understanding of robotics principles, basic engineering concepts, and block-based programming skills, preparing them for more advanced robotics courses or related studies in technology and engineering.

### **Yearbook - Credit: 0.5**

This is an elective course that provides students the opportunity to be responsible for the production, design, and publication of the school yearbook. Students are expected to work periodically afterschool due to the nature of publishing deadlines. Most importantly, students will gain skills in the following areas: page design, publishing techniques, copy writing, editing, photography, record keeping, time management, and teamwork, marketing, and leadership skills.

Creating the yearbook is a process that requires good communication and organizational skills.

## **Fine Arts**

### **Art and Design -Credit: 0.5**

Art and Design is an elective course that focuses on contemporary and historical art themes using digital platforms and tools, skills, and techniques. Projects include but are not limited to drawing, painting, printmaking, decoupage, collage, mixed media, pottery, and sculpture. Students will create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art in their work. They will be able to interpret the meaning and draw conclusions from their artwork on various artistic concepts, viewpoints, and themes.

### **Music Band Basics -Credit: 0.5**

This course provides a comprehensive experience in ensemble performance, emphasizing essential skills in instrument playing, collaboration, and performance techniques across diverse musical genres. Learning outcomes encompass developing instrument proficiency, enhancing musicianship, fostering teamwork, exploring musical styles, and preparing for performances.

Topics cover instrumental techniques, music theory, performance preparation, music history, repertoire, and ear training. Recommended prior instrument experience is suggested but open to all passionate learners.

## Foreign Languages

### French - Credit: 0.5

French is offered as an elective course in High School. This is a great opportunity for HS students to enhance their fluency in French as the course outcome will be mainly performance based. Diverse activities will be planned such as dialogue, short play, projects and educational trips.

## Physical Education

### Physical Education I- Credit: 0.5

This course offers students the chance to engage in a program featuring fitness activities, skill development, and an understanding of healthy lifestyle choices. Through participation in various sports, students enhance coordination, agility, and cardiovascular health. Assessments will include participation, skill demonstrations, written tests, and health-related projects.

### Physical Education II- Credit: 0.5

This course emphasizes foundational skills and concepts in a variety of physical activities, encompassing team sports, individual sports, and fitness. Students learn principles of exercise, proper technique, teamwork, sportsmanship, and injury prevention

### Body Conditioning I- Credit: 0.5

This course is tailored to improve overall fitness levels, strength, flexibility, and muscular endurance. Through a blend of resistance training, cardiovascular exercise, and flexibility training, students enhance physical conditioning and cultivate a balanced, functional physique. Emphasizing proper technique, progressive overload, and personalized programming, the course aims for optimal results.

### Body Conditioning II- Credit: 0.5

This course explores advanced fitness, strength training, and conditioning techniques, covering topics such as improving strength, flexibility, and endurance, specialized workouts, and injury prevention. Practical application is emphasized, with students designing their conditioning programs.

## اللغة العربية

### الصف التاسع

تعدّ اللغة العربية إحدى المواد الرئيسية التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنكليزية .  
كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة-المشاريع)  
يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..)

### الصف العاشر

تعدّ اللغة العربية إحدى المواد الرئيسية التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنكليزية .

كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة-المشاريع) يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

### الصف الحادي عشر

تعدّ اللغة العربية إحدى المواد الرئيسية التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنكليزية . كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة-المشاريع) يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

### الصف الثاني عشر

تعدّ اللغة العربية إحدى المواد الرئيسية التي تقدمها مدرسة الغانم ثنائية اللغة، ولأنها اللغة الرسمية للبلاد ولغة الدين والتاريخ الثقافي يركز منهج المدرسة على تطويرها وتمكينها لدى الطلبة على حد سواء مع اللغة الإنكليزية . كما أنّ اللغة العربية ليست فقط مادة تدرّس داخل الفصول الدراسية، بل توفر المدرسة الفرص المتنوعة لممارسة اللغة بجميع فنونها من خلال الأنشطة المختلفة التي يقوم بها طلابنا (أداء المسرحيات – فن الخطابة – الكتابة – حفظ الشعر – القراءة الحرة-المشاريع) يتبع منهج مادة اللغة العربية في مدرسة الغانم ثنائية اللغة للرسائل التوجيهية والخطط الدراسية التي تصدرها إدارة التعليم الخاص في وزارة التربية في دولة الكويت (الكتب الدراسية – خطط الأداء والتقييم – المعايير والأهداف المعرفية..).

### الصحافة العربية- الوحدات: 0.5

تهدف مادة الصحافة العربية إلى تمكين الطلبة من الاطلاع على فنون الصحافة وأنواعها وتعلّم كيفية كتابة المقالة أو الموضوع الصحفي ، وسوف يتم ذلك من خلال اعتماد عدد من الأنشطة والفعاليات التي سيكون للطلبة دور رئيسي في إعدادها مثل زيارات لمكتبات ، إستضافة رموز صحفية وأدبية، زيارات ميدانية ، وإجراء مقابلات مع شخصيات في مجالات متعدّدة.

### مادة " نادي المناظرة الطلابي " – الوحدات: 0.5

تتناول مادة "نادي المناظرة العربي" القضايا التي تعنى بالبيئات الاجتماعية والأدبية الثقافية والتعليمية من خلال استهداف موضوعات مثيرة للجدل تشدّ انتباه الجمهور، وتجذب اهتمامه حسب الفئة العمرية المستهدفة. إنّ أهم ما يميّز هذه المادة هو العمل الجماعي والتعاوني بين الطلاب أنفسهم؛ إن كانوا من أحد الفريقين (الموالاتة-المعارضة) أو من الجمهور؛ فمن خصائصها إتاحة الفرصة للجميع بالمشاركة في إبداء الرأي والدفاع عنه واتخاذ القرار. كما أنه من شأن هذه المادة بناء عقلية ديناميّة لطلابها تتشكل بفلسفة الحوار والمخاطبة، واحترام الرأي الآخر وتقبله بعيداً عن العصبية والتمسك بالرأي.

## التربية الاسلامية

### الصف التاسع

بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة (منهج الكفايات) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية : كتاب ( التربية الإسلامية ) مكون من جزئين أول وثانٍ .  
- ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة، وتنتهي بالثقافة الإسلامية مروراً بعلم القرآن الكريم والحديث الشريف وعلومه ، ثم السيرة والتراجم والفقه والتهديب .  
• المشروع : في نهاية كل فترة دراسية.

ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة

- كتاب القرآن الكريم: مكون من جزء واحد يتم تدريسه خلال العام الدراسي .  
ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

### الصف العاشر

بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة ( منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية :

**كتاب ( التربية الإسلامية ) مكون من جزئين أول وثان :**  
- ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلامية مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه ، ثم السيرة والتراجم والفقه والتهديب .  
• المشروع : في نهاية كل فترة دراسية.  
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

**كتاب القرآن الكريم :** مكون من جزء واحد يتم تدريسه خلال العام الدراسي.

ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد

### **الصف الحادي عشر**

بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة ( منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية :

**كتاب ( التربية الإسلامية ) مكون من جزئين أول وثان :**  
- ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلامية مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه ، ثم السيرة والتراجم والفقه والتهديب .  
• المشروع : في نهاية كل فترة دراسية.  
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

**كتاب القرآن الكريم :** مكون من جزء واحد يتم تدريسه خلال العام الدراسي.

ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد

### **الصف الثاني عشر**

بالنسبة لمنهج التربية الإسلامية سنتبع منهج الوزارة ( منهج الأهداف) من خلال الكتاب المدرسي لمادتي القرآن الكريم والتربية الإسلامية :

**كتاب ( التربية الإسلامية ) مكون من جزئين أول وثان :**  
- ويضم كل منها سبعة مجالات دراسية تبدأ بالعقيدة ، وتنتهي بالثقافة الإسلامية مروراً بعلوم القرآن الكريم والحديث الشريف وعلومه ، ثم السيرة والتراجم والفقه والتهديب .  
• المشروع : في نهاية كل فترة دراسية.  
ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

**كتاب القرآن الكريم :** مكون من جزء واحد يتم تدريسه خلال العام الدراسي.

ويتضمن بعض من السور القرآنية الكريمة – وبعض الدروس من أحكام التجويد.

## **الاجتماعيات**

### **الصف التاسع**

بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ الكويت والعالم: الكون من حولي - الإنسان والبيئة - سكان العالم - مفاهيم حياتية - العالم تحديات وتطلعات - الكويت والعلاقات الدولية –  
• المشروع : في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

### **الصف العاشر**

بالنسبة لمنهج الاجتماعيات سنتبع منهج الوزارة (منهج الكفايات) ويحتوي على دراسة تاريخ دولة الكويت : جغرافية الكويت ( التضاريس – الموقع-الجزر – المناخ) - حكام الكويت - التدرج على رسم الخرائط - أهم الأحداث في تاريخ دولة الكويت  
• المشروع : في نهاية كل فترة دراسية. ونستخدم مع الطلاب طريقة التعليم التعاوني والعمل ضمن مجموعات من خلال أنشطة صفية متنوعة.

## Appendix A

### Locker Agreement and Expectations

Carefully read the following guidelines as you rent a locker at GBS Middle/High School. Having a locker is a privilege and not a right. Lockers are assigned only if the student and the parent/guardian agree to the guidelines below:

- All lockers are the property of the school and assigned to students for their use for approved purposes only.
- The rental fee of the locker is 5KWD paid once at the beginning of the school year.
- Each student should bring his/her own lock. The school will not provide keys or locks.
- Students are recommended to put the keys in a chain attached to their bags. Forgetting the key at home will not be accepted as an excuse for not being prepared to class.
- The school assumes **NO RESPONSIBILITY** for loss or damage to personal or school items in an unlocked or locked locker.
- It is the responsibility of the students to keep the locker clean and orderly.
- **DO NOT DEFACE** damage or otherwise misuse the locker. Students are not to write, place stickers, or vandalize lockers in any manner. Students guilty of such infractions will be charged the full cost of replacement +10KWD fine.
- Nothing may be hung or posted on the outside of the locker.
- Money and jewelry shall **NOT** be kept in the lockers.
- The storage of food and drink in the locker is not allowed. Students should only keep the items necessary for school work in the lockers.
- Students are responsible for the content of their lockers and **should not share their lockers** with other students.
- Students will have access to the lockers during specific times (before beginning of classes, during breaks, end of the day). They may not visit the lockers during class time.
- Being tardy to class, due to going to the locker, is not acceptable.
- All lockers are subject to periodic inspection. The MS/HS Administration reserves the right to search the lockers at any time.
- If the key is lost, it is the students' responsibility to provide a solution.

**Please complete the slip below and return it to the class advisor.**

-----  
I understand the guidelines stated above and that failing to observe these guidelines may result in the immediate loss of locker privileges.

Student's Name \_\_\_\_\_ Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix B**

### **GBS Technology Code of Conduct**

#### **Underlying Principle**

GBS shall make effective use of technology to increase student engagement and enhance learning while at the same time developing the necessary skills for success in the economy of the future. Technology can be an important tool to improve the overall quality of education. Equal access to technology resources available at school should be provided to all staff and students.

#### **Technology Code of Conduct**

The Internet and related network activities have become part of the school's daily routine. GBS has adopted a *Bring your Own Device* (BYOD) program, whereby students bring their own iPad, tablet or laptop to school to further enrich their academic experience and improve their Information Technology skills. The use of these devices allows for additional resources in the classroom and supports GBS's commitment to 21<sup>ST</sup> century learning.

GBS Code of Conduct for Technology outlines the school's expectations that apply to all school activities, including the Internet use policy. When using the Internet, students need to be efficient, ethical, and aware of legal utilization of network resources. If a user violates any of these provisions, their access privileges at GBS may be terminated and future access could be denied. Students will be fully responsible for the security of their own devices.

All users are required to review the "Code of Conduct Technology" and agree to abide by it. Students and parents must sign the "Technology Use Contract" and agree that the student will be responsible before access will be granted.

If misconduct is suspected, the Principal will review the case and their decision is final. The teacher may deny access privilege at any time they feel users disregarded the code of conduct while in their room. The administration, faculty, and staff can request the School Director to deny, revoke, or suspend specific user access privileges.

#### **Use of Social Networking Sites**

When it comes to social networking, what is shared with friends or posted on social networking sites such as Facebook, twitter, blogs, and other chat sites isn't necessarily only accessed by friends, but in fact could be seen by millions worldwide.

GBS policy on the use of social networking sites aims to protect the individual's and the school's integrity and reputation. All GBS students must be made aware of the importance of responsible use of the internet. Students are prohibited from posting/disseminating any photos taken within the school campus. Posting comments about the school and/or community that may be deemed offensive, libelous, derogatory or indecent, and comments that divulge confidential information or damage someone's or the school reputation are grounds for disciplinary action and could result in expulsion.



## **GBS Guidelines for Electronic Social Networking Usage**

The following guidelines aim to help GBS students to avoid problems that might emerge with improper usage of social networking websites. “Inappropriate” content is defined as anything that is illegal as per Kuwait Laws or GBS regulations and rules and/or anything that the school community may deem as offensive, libelous, derogatory or indecent.

- 1- Post only appropriate (as defined above) personal information to their profile:
  - List appropriate e-mail addresses and nicknames.
  - Do not include any reference (pictures, comments, etc.) to events that could possibly be regarded as inappropriate in the general norms of the school community or Kuwait customs.
- 2- Monitor electronic photo albums.
  - Do not post photos (personal or general) that would be considered inappropriate by Kuwait norms.
  - If you find an inappropriate photo tagged to your name, then un-tag it and ask the person who posted it to delete the picture from their album.
  - Set all personal photo albums to “visible to friends only” to help protect yourself from potential embarrassment and limit the exposure of any doubtful photos that you may have unintentionally included in the posting process.
- 3- Monitor postings to ensure that all postings on your “wall” are appropriate.
- 4- Allow only friends and acquaintances to join your group of friends. Set parameters so that only friends may view your profile.
- 5- Monitor social network usage among friends to ensure that they do not make choices that could result in undesirable consequences affecting your standing with the school.
- 6- Join only appropriate groups. After joining an appropriate group, continually monitor it to ensure that the group name or focus does not become inappropriate.
- 7- Use social networking sites in a way that is non-malicious-- that will not harm or disrespect others, teachers, students, or the school as an entity.
- 8- The school has the right to use the students’ photos and pictures on the school’s social media to promote school events and display students’ achievements. If parents object using their children’s photos on the school’s social media, they must then indicate that in writing and share it with their child’s division principal at the time of signing this contract.

## Users Responsibilities

Anyone who accesses the Internet has the following responsibilities:

- Assume responsibility for all material received and sent.
- Obtain approval from the teacher before accessing a site or sending and receiving files.
- Monitor all material received via the Internet. Suspect material must be reported to the teacher.
- Respect copyright. All communication and information accessible via the network should be assumed to be private property and should be treated as copyrighted. All sources received on the Internet must be adequately acknowledged. Any violation is regarded as plagiarism.

## Maintain Complete Security

Security on any computer system is a high priority, especially when the system involves many users. This involves:

- Teachers will monitor students' use of technology to maintain the integrity of the system.
- Students must report all suspected violations of privacy. They are responsible for all mail received and/or sent during Internet use. Passwords are to be kept private. Students must not attempt to log in as any other user or as a system administrator. Note that electronic mail (e-mail) is not guaranteed to be private. Those who operate the system have access to all mail.
- Computer vandalism is forbidden. Computer vandalism is defined as any malicious attempt to harm or destroy data of another user. Creating and/or disseminating computer viruses and worms, sending chain emails, or tampering with the work of others, is viewed as inappropriate behavior and harms the integrity of the system.
- Tampering with any software or changing the settings of any software installed on any computer is not permitted.
- Theft or damage to the school equipment/devices or students' own devices will result in severe disciplinary consequences in addition to replacement and/or compensation.

## Observe Proper Etiquette

- Be polite. No abusive messages will be tolerated.
- Respect privacy. GBS does not allow the exchange of personal addresses and phone numbers or those of any other student.
- Maintain the integrity of the system. The network must not be used in such a way that would disrupt the use of the network by other users (e.g. Downloading huge files during prime time, sending mass e-mail messages, etc.).
- Respect the laws of Kuwait. All illegal activities are strictly forbidden. Messages related to or in support of illegal activities will be reported to the proper authorities.
- **Cyber-bullying:** utilizing technology such as e-mail, blogs, texting, social networking sites and chat sites to bully others (teachers, staff or students) or intimidate them or cause students and/or teachers to feel fear or intimidation is strictly forbidden. When **cyber-bullying** is reported, it is immediately investigated by the Principal. If the incident is outside the school, parents will be informed. If the incident results in conflicts among students inside the school it will be immediately dealt with as any behavior threatening the students' safety and the consequence will be suspension – number of days will depend on the incident.

**Disciplinary Actions for Violation of Acceptable User Policy**

- Confiscation of any inappropriate items.
- Denial of access to the Internet for a given period.
- Violator is required to seek assistance in learning the proper procedure before he/ she is allowed to re-use the Internet.
- Denial of participation in computer class and /or certain school activities.
- Denial of usage of all computer equipment, network and Internet.
- Consequences include reprimand from teacher or Principal / parent-student conference. This conference can also be attended by the Student Counselor, the computer teacher, or librarian, as applicable.
- Behavioral contract.
- Suspension from school.

**Technology Use Contract**

At the beginning of the school year the Information Technology teacher issues to all students the “Code of Conduct Technology” and require them to sign it, take it home to read with the parents, and return it with the parent signature. A copy of the contract is kept with the teacher.

**“Technology Code of Conduct”**

I have read the above "Technology Code of Conduct" and agree to abide by all the requirements and rules listed.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_