

# **BBS HIGH SCHOOL GUIDE**

## **2019-2020**

### **INTRODUCTION**

The purpose of this handbook is to provide a greater understanding of Al-Bayan Bilingual High School. It serves as a reference for students and parents throughout the school year.

#### **1. Founder’s Vision:**

Al-Bayan was founded by the late Mrs. Fawzia Al-Sultan Al-Essa (*God bless her soul*) supported by fourteen women. The purpose was to establish a school that bridges, the progress of the west and the traditional values of the Arab culture. Thus, the bilingual program of the school came into existence, a program that prepares the students for the world of today and the challenges of tomorrow, a program that constitute a happy marriage between the “Modern” and the “Traditional”. With this clear vision, Al-Bayan Bilingual School was established in 1977, as the first bilingual school in Kuwait.

#### **2. School Mission:**

Al-Bayan Bilingual School is an Arabic and English learning community nurturing compassionate and innovative students, leading sustainable change and progress in Kuwait and the global environment.

##### **1. Al-Bayan Bilingual School Objectives**

BBS prepares and inspires its students to be:

- Fluent in Arabic and English
- Critical thinkers and lifelong learners
- Independent and collaborative
- Innovative and creative
- Ethical and compassionate
- Civically engaged locally and globally
- Environmentally conscious

#### 4. Complaint Procedures

In any organization where so many people work together it is inevitable that misunderstandings, disagreements and complaints among personnel may arise. In order to resolve the problem as quickly as possible, the following steps should be taken by Al Bayan staff members when a problem arises in any of the situations listed below:

Parents about a teacher

- Teachers about a teacher

- Students about a teacher

- Students, Parents, and Teachers

concerning a teacher or classroom issue

- a) Discuss with the teacher involved first
  - b) If unresolved, discuss with the Head of Department/Assistant Principal or the individual's direct supervisor.
  - c) If still unresolved the concern must be placed in writing and addressed to a member of the administration in accordance with protocol; e.g. Assistant Principal then Principal.
  - d) Failing a resolution of the matter, the problem may be brought to the Deputy Director or Director's attention.
  - e) Failing a resolution of the matter, the problem may be brought to the attention of the Deputy CEO.
2. Issues regarding an Administrator:
- a) Should be taken by the teacher/fellow administrator, student or parent directly to that administrator.
  - b) If no satisfaction is found regarding the issue of concern, follow steps (c) and (d).

3. If a parent of a student is concerned about the actions of another student - issues of a serious nature - the parent, teacher or student should bring the issue or concern to the Principal. Any person attempting to resolve a concern who has skipped a step in this procedure will be asked to follow the proper procedure. Parents who feel more comfortable speaking in Arabic may request an Arabic speaking Administrator to sit in on the conference.

# ADMISSIONS

## 1. Admission to the High School:

**Students entering BBS must have sufficient knowledge of English and Arabic in order to meet the instructional demands of the grade level to which they apply.** In addition, they need to demonstrate the potential to contribute positively to our academic and social environment while they are enrolled in the school.

BBS only admits students for whom we can provide an education. Parents of all newly admitted students sign a special acceptance contract that does not guarantee future enrollment. Student progress is closely monitored at BBS. Should it appear that the school's program is not appropriate for the abilities and/or interests of a student or does not meet his/her educational needs, the school will consult with parents to determine if the student could be better served in another school.

In line with Al-Bayan's nondiscriminatory policy, admission is conditional only upon successful entrance assessment results and the availability of places; regardless of gender, nationality, religion, or race. Academic and social developments are the principal selection criteria. Within these general criteria, priority for available vacancies is given to siblings of current students first, then to children of alumni and finally to children of new families.

In the admission assessments, which become more formal as the grade level advances, the school attempts to determine that the student is developmentally ready for school, that he/she has the basic skills required to enter the grade level in question and that the student will be able to successfully cope with the heavy demands imposed by a bilingual educational program.

## 2. Enrollment Process:

Students who want to enroll in Al-Bayan Bilingual School must submit an admission application to the Registrar's office with the required documents and assessment fees within the set registration period that commences in February of every year. Applications that are

submitted before or after this period will not be accepted. Applicants will be asked to provide up-to-date school records, including current report cards. Applicants who meet the criteria for age and academic record will then be invited to take an entrance assessment.

Arabic Admissions Tests for grades 1- 12 have been designed by the school to assess Arabic language skills. The Measure of Academic Progress (MAP) Online Tests are used to assess skills in English language and Math. The English and Arabic exams assess reading, writing and oral language skills. The Math exam assesses basic grade level mathematical skills. These tests are usually administered 3-4 times per year. A student must meet grade level expectations in all three areas in order to be considered for admission.

Admission to the School will be determined by the Principal in each division after careful review of the results of the admissions test, recommendations made by the examining teachers, and the previous school academic and behavior records. Credits from the previous accredited school are simply attached to the current BBS transcript—they are not transferred. Minimum graduation requirements must be met during the time the student is at BBS

Once a child has been assessed, the Registration office will contact parents to inform them of the outcome of the admission assessment, and the status of the student's pending application. If assessment results are satisfactory and places are available, parents will be invited to register their children. During the admission process the school will consult with prospective parents to ensure that they support the school's mission and policies.

Registration is only complete after submission of all the required documents, provision of health records, official previous school transcripts, and payment of non-refundable/non-transferable deposit of KD100.

### **3. Class Selection:**

BBS' professionals carry out the time consuming and difficult task of preparing class lists with great care because it is among the most important challenges we face each year. The school's staff considers every possible variable while composing class lists. We consider the opportunities children need to make new friends; balancing student genders across sections within a grade; the learning styles and instructional needs of students; the teaching styles and teaching abilities of our instructors; distributing students with special behavioral characteristics and/or learning abilities evenly among the sections; balancing class numbers; separating siblings and students who do not get along, and a great many other factors.

Each year parents make hundreds of requests to place students in specific classes, and the number grows each year. In fact, it is now simply impossible to satisfy even a small fraction of these requests. Therefore, because Al-Bayan Bilingual School's objective is to create the BEST possible learning environment for EVERY child in EVERY class, school management will NOT accept any requests to place students in specific classes. Instead, the school will continue to do everything in its power to create the best, appropriately balanced classes possible in each grade, keeping all students' academic interests, and generally, the best interests of all students in mind. The school reserves the exclusive right to make necessary adjustments to the students' class sections.

# **CHARACTER EDUCATION AT BBS**

## **AL-BAYAN CHARACTER ETHOS**

Al-Bayan Bilingual School community members take responsibility for themselves, act with honesty, treat themselves and others with respect, and model the behavior they expect from others.

## **AL-BAYAN CHARACTER BELIEFS**

- I am responsible for myself.
- I choose to act with honesty.
- I treat myself and others with respect.
- I model the behavior I expect from others.
- We are all part of one community.

As our school philosophy states, we expect all of our stakeholders (students, teachers, administrators, support staff, Board of Trustees and parents) to embody and express a well-defined code of ethics, values, and standards on a daily basis, in and out of school. At BBS we strive to develop a spirit of independence, responsibility, empathy, respect, and acceptance.

These values have always been close to BBS's heart. As our school grows and evolves we must continually renew and recommit ourselves to maintaining and developing these qualities that are the center of the BBS ethos.

As you have entrusted us to develop your child in all ways, we ask you to trust our efforts in accomplishing this goal.

## **OUR COMMUNITY POLICY**

- Members of the BBS community include students, parents, faculty, staff members, and school employees.
- The right to an education means that teachers are free to teach and students are free to learn without being interrupted by inconsiderate and unruly behavior.
- Members of the BBS community have the right to develop their own individuality without criticism or pressure from others, so long as it does not interfere with the rights of others.
- Members of the BBS community have the right to privacy.
- Members of the BBS community have freedom from being set apart or mocked because of race, sex, religion, culture, disability, classroom performance, etc.
- Members of the BBS community have the right to have personal and school property respected and safeguarded.
- All stakeholders are expected to treat each other with dignity and respect; this includes all faculty, support staff, maids, guards, students, and parents. All members of the BBS community are afforded this right.
- The school owners, the BOT and the divisional school administration will work to ensure that the school's rules, policies, and procedures, for all BBS stakeholders, must be consistently and fairly enforced.
- Faculty and staff must enforce and follow all school rules, policies, and procedures with consistency, fairness and respect and are expected to model these values in their interactions with peers, students, and parents.
- Students and parents are expected to follow all school rules, policies, and procedures; by reinforcing these, parents and students join the school in modeling these values. Rules, policies, and procedures are available for parents through divisional school guides, the school website, through information detailed at "Back to School" nights and through other available communication.
- Consequences for breaking rules or policies must be accepted in a mature and respectful manner by teachers, students, and parents.

- Students and parents must communicate their concerns respectfully and promptly following school protocol, as outlined in the divisional guides.
- The parent, hereby, declares and agrees that under no circumstances, whatever the reasons or motives, will he/she intimidate/threaten, or physically, verbally or mentally abuse any BBS community member for any matter relating to his/her son or daughter whether inside or outside the school campus.
- If a parent breaches the above agreement the school administration reserves the right to immediately expel the student from the school without notification or warning, and to take appropriate legal action against the parent.

## **TRIBES AT BBS**

Al-Bayan is proud to be a **TRIBES** school where all teachers, from Pre-N to Grade 12 are trained to use the **TRIBES** process, which strongly supports the character education goals at BBS. **TRIBES** engages all teachers, administrators, support staff, students, and families in working together to create a supportive learning community through the daily use of the four **TRIBES** Agreements:

- |                                       |                        |
|---------------------------------------|------------------------|
| 1. Right to Participate/Right to Pass | 2. Attentive Listening |
| 3. Appreciation/No Put Downs          | 4. Mutual Respect      |

**TRIBES** encourages student collaboration, independent learning, and self-reflection through targeted **TRIBES** strategies and techniques. More information on the **TRIBES** process can be found on the BBS website under “Parent Resources.”

# **SCHOOL LIFE: GENERAL**

**1. School Hours:**

School hours start at 7:20 AM and end at 2:40 PM. Students are expected to arrive at school before classes begin. The school is not responsible for students remaining after 2:50 PM unless they are in a school sponsored event.

**2. Bell Schedules:**

	Regular Days			Early Release Days			Early Release Days 2019-2020
	Start	End		Start	End		17-Sep
Period 1	7:20	8:35		7:20	8:05		15-Oct
Period 2	8:40	9:55		8:10	8:55		6 & 7 & 19-Nov
Recess	9:55	10:20		8:55	9:10		10-Dec
Period 3	10:25	11:40		9:15	10:00		14-Jan
Period 4	11:45	1:00		10:05	10:50		12 & 13 & 18-Feb
Recess	1:00	1:20					17-Mar
Period 5	1:25	2:40		10:55	11:30		14-Apr
	75-minute periods			45-minute periods			

**3. School Expectations:**

Students are expected to observe the following:

- a) Arrive to school and classes on time
- b) Wear proper school uniform
- c) Come prepared for all classes
- d) Speak respectfully to adults and fellow students

- e) Take proper care of school property
- f) Have a hall pass to be in corridors during lesson time
- g) Not to eat or chew gum during lesson time
- h) Adhere to the school ban on mobiles on school property
- i) Walk (not run) in the building
- j) Leave school with written authorization from the Nurse or Student Services Office
- k) Not to enter the theater and storage areas without an accompanying teacher or written authorization
- l) Keep the school environment clean and free of litter
- m) Line up when buying food from the canteen
- n) Follow all the rules of any special area such as the mosque, the media center, the gym, the science labs, the theater, the clinic
- o) Follow exam rules
- p) Follow classroom rules set by the teachers
- q) Adhere to the no smoking policy
- r) Male students are expected to maintain an acceptable hair length which does not touch the collar of their shirt.

#### **4. Emergency Procedures:**

Al-Bayan Bilingual School has evacuation, fire drill, and safe-haven procedures in place in case of emergency.

# **ACTIVITIES & RESOURCES**

BBS is proud to be able to offer a range of activities and resources to our students. This includes academic activities as well as extracurricular after school opportunities. Students should be aware of the requirements to participate in school activities and sports.

1. **Activities:** In order to participate in any school activity, students must meet the guidelines listed under “Activity Participation Guidelines.”
  - **Student Council:** The Student Council has a faculty advisor. Student Council serves as a vehicle for students to exercise effective leadership, address concerns coherently, sponsor school activities and service projects, and accomplish tasks efficiently.
  - **Al-Bayan National Honor Society:** Al-Bayan is proud to have an active chapter of the National Honor Society. The NHS faculty council of the high school grants membership to this society. Students in grades ten, eleven and twelve can qualify for membership. Selection of new members takes place every year in October. Selected members are inducted in a special ceremony. Criteria and process of selection is based on the NHS constitution.
  - **Activities and Clubs:** The goal of participating in activities and clubs is to help students develop interests beyond academic studies, broaden their perspectives, and provide them with opportunities for effective and enjoyable use of leisure time.
    - **Publications:** Students are encouraged to volunteer in helping to develop the yearbook, school newspaper and other school magazines.
    - **Field Experiences:** Educational trips provide students and teachers with opportunities for learning and teaching beyond the classroom. A letter is sent to parents to secure their written approval for their children to participate in every trip.
    - **Sports Teams:** BBS offers a range of athletic teams for both our male and female students.

## 2. **Resources:**

### · **The High School Media Center:**

The purpose of the High School Media Center is to ensure that students are effective information users. The center offers the student an open access atmosphere that promotes inquiry, creativity, self-direction and ability to find and use information. It provides supplementary material to support classroom instruction and encourages reading and enjoyment of literature. Technology has been effectively integrated with the use of networked personal computers for user access to the Online Public Access Catalog (OPAC), materials circulation, multimedia resources and Internet. Please find more about the Media Center at <http://library.bbs.edu.kw>

### **BBS Makerspace:**

A Makerspace is a physical place where students can make creative projects through different types of tools and materials. There are dedicated areas where soft-skills (collaboration, critical thinking, and problem solving) can be cultivated. They align with the constructionist approach because they give an opportunity for students to construct the knowledge through experience, rather than only being developed through transmission of information from teachers to students. Additionally, they provide learners with opportunities to develop and represent understanding through the process of producing a meaningful artifact. The first section in our makerspace is a 3D section which includes 3D printers and laser cutters. The second section is a technology section which includes Robotics, microcircuits, drones, Little Bits and iPads. The third section includes sewing machines and woodwork, as well as four rooms for video recording.

For more information, kindly visit our website: <http://bbsmakerspace.ml/>

**Counseling:** Services provided by the Counselors at the High School include individual, academic and personal counseling. The Counselors are in close touch with parents. He/she provides special assistance for students in academic difficulty. The Counselors supervise external tests including PSAT (required for all 11 graders), SAT I/II, ACT and Advanced Placement. The Counselors work with all grade levels in seeking to provide a comprehensive counseling and awareness program in areas such as careers, study skills, university application process, personal and social awareness of issues. Students in grade 9 and 10 are provided information about successful study habits, goal setting, course selection, time management, graduation requirements and career information. The grade 11 and 12 students are guided through the university admissions process. Counselors seek to meet with academically at-risk students to work on study skills, goal setting and behavior changes. Personal counseling is also available should students need to speak with someone. One hundred percent of our graduates continue their studies at a university, whether in the Gulf States, Kuwait or abroad.

### **Instructional Coaches at BBS:**

BBS has Instructional Coaches (IC) in order to support teachers to transform how students are taught and, by extension, how they learn.

We must create classroom environments where our students become ‘partners in the learning’.

We need to be sure that we are educating our students in such a manner as to not only prepare them for what we know they will encounter but the skills to handle the unknown; luminaries are constantly ‘warning us’ that many of the jobs that today’s elementary children will have, have yet to be identified. It therefore becomes critical that our students are able to critically think, to appreciate how to solve ‘real world problems’ and to be responsible, with their teachers, for the learning which takes place (of course, at age appropriate levels).

We want to create a school of ‘master teachers’, where they are working as partners with our students. Instructional Coaches are the bridge in this process. We will have, to start, ICs in

every division of the school. Their mandate is to work with all our teachers, as ‘mentors’ and ‘coaches’ to help them reflect on their practice and to ‘model’ best practice as we move our teachers along the continuum. As a school we will be investing professional development funds to prepare our ICs to take on this challenge and will ensure that there are ongoing opportunities for them to continue to improve and hone their skills while supporting our faculty to enhance theirs!

BBS is blessed with a team of educators who are committed to being their best, and working collaboratively with the ICs, they will be able to expand their repertoire of teaching strategies while having a colleague there to support them and give them the invaluable feedback necessary to be successful.

# HONOR ROLL AND AWARDS

Students may be eligible for the following awards should they meet the requirements. Some awards require that students complete an application process, while others allow for automatic consideration if requirements are met. Eligible students are notified of any awards that may require applications and students are responsible for completing process. Please note that some awards may not be offered on a regular annual basis.

## 1. Honor Roll and Graduation Recognition:

At the end of each semester and upon graduation, students with honors will be recognized in the following way:

- Students with a **4.0 cumulative GPA** and above will receive **High Honors with Distinction recognition**.
- Students with a **3.75-3.99 cumulative GPA** will receive **High Honors** recognition.
- Students with a **3.5-3.74 cumulative GPA** will receive **Honors** recognition.
- To be placed on the Honor Roll a student must have a good behavior record.

## 2. Al-Muffarej Award of Distinction:

The Al-Muffarej family, in memory of their son, Al-Bayan student Bader, presents this award. The Al-Muffarej Award of Distinction is designed to annually honor a distinguished student in grades 10, 11 or 12. The award is designed for those students who have a **cumulative GPA of 3.75 and above**, and a **current semester I GPA of 3.70**. The student must be active in extracurricular activities and has assumed a leadership role during his/her High School years. The nominee must have a distinguished discipline record and good relations with both teachers and students. This award is presented during the commencement ceremony.

## 3. PTA Community Service Award:

This award is designed by the Al-Bayan PTA to honor one student from the graduating class. A special committee from the PTA is in charge of this award. This award is based upon the active participation of the student in community service activities during his/her High School career. This is awarded during the commencement ceremony.

## 4. Athletic Awards:

This award is given to one male student and female student in grade twelve who have, throughout their high school years, demonstrated outstanding sportsmanship, represented

Al-Bayan with pride through their active participation in team sports, and promoted a healthy lifestyle.

#### **5. Student Council Award:**

This award is given to a senior who has demonstrated a commitment to student leadership during his/her 4 years at Al-Bayan Bilingual School. He/She has either been a member of the senate, executive or both during the 4 years and has worked hard on behalf of all students.

#### **6. Principal's Award:**

The Principal's Award is given to an outstanding BBS senior who has gone above and beyond in contributing to the school community in his or her time here at BBS. This student is one who constantly seeks to give of himself or herself to others, to BBS and to teachers without the expectation of recognition in return. He or she is often a "behind-the-scenes" participant in events and works additional time and hours beyond what others do. They are a leader in the school through actions and attitude. This award is only presented if such a student exists in a graduating class, not on an automatic annual basis.

#### **7. CIS Award**

The CIS award is presented by the Council of International Schools. It is given to a student or a group of students who have demonstrated a clear commitment to sustained interaction with students of other nationalities, languages or ethnic backgrounds and who do so in a spirit of understanding and cooperation.

# SCHOOL RULES & EXPECTATIONS

The following are the BBS school rules:

## GENERAL RULES

### 1. Dress Code:

**School uniforms need to be clean, neat and ironed. Tight clothing is unacceptable.**

- BBS short sleeve or long sleeve shirt, BBS pants or shorts, sweater or jacket or approved class/group shirts or High School BBS jacket. BBS shirts must be worn with the zip-up BBS hoodies. Nothing else is acceptable.
- Shoes or sneakers of any color are acceptable. For safety purposes, bedroom slippers, sandals, or Crocs™ of any kind are not allowed. All shoes must have backs.
- Appropriate hair length for boys is required to be a length that does not touch the collar of their shirt.
- Hats are not part of the school uniform and therefore should not be worn in the classrooms. However, they may be worn outside the classrooms.
- Students should always be in their school uniform. If they have a PE class or they are participating in any sports activity during or after school, they should change before and after that activity. No excuse will be given for being late to any class because of changing or showering after any sports activity or PE class.

Violations of the uniform code will be logged in the student's Skoolee Discipline File. Consequences will apply. (Please refer to CONSEQUENCES CHART on pages 23-24)

Please be aware that students must be in complete uniform (**BBS SHIRT AND PANTS**). If a student arrives to school out of uniform he or she will be asked to have their proper uniform delivered to school immediately and consequences for being out of uniform will apply. Students who are not in full compliance with the uniform requirements will face consequences. (Please refer to CONSEQUENCES CHART on pages 23-24)

### 2. Free Dress Days

Students are expected to comply with school rules on appropriate dress even during school free dress days or Spirit Week/Theme Dress Days. Any students wearing inappropriate clothing will be asked to have proper clothing delivered to the school.. Any student dressed in free dress on a Spirit Week/Theme Dress Day will face the same consequence. Determination of whether or not an outfit is inappropriate is decided by administration. This includes, but is not limited to,

*inappropriate slogans/images on shirts/pants, pants or tops that are too tight or show too much, including shoulders and cleavage, short skirts/shorts, or see-through clothing.*

### **3. Gifts:**

Gifts to school staff are not to be made. Parents and students are requested to abide by this. The school maintains a gift-giving policy. In relation to students and parents, staff members may not give/accept gifts to/from students or parents with the exception of perishable items such as flowers and food items. Furthermore, recipients of unauthorized gifts have an obligation to hand such gifts over to division principals to be returned to the parents or students.

### **4. Lockers:**

Lockers are the property of the school, and students will be held financially responsible for any damage. Students must use their assigned locker and keep their belongings secure in their locker. Students are responsible to buy a lock for their locker and keep their personal items secure in their assigned locker.[1]

*The school does not accept any responsibility in the event of any damage or loss.*

### **5. Parties and Celebrations/Food related activities:**

Food related activities during the school day and/or birthday parties or other celebrations are not permitted on campus. No events, including food, are permitted without **administration approval.**

### **6. School Deliveries:**

Parents and Students should be aware that deliveries to the school will not be accepted unless they are one of the following:

School Uniform  
Medicine

Eyeglasses

All other deliveries will be refused and asked to be returned. Anything left in the office will be discarded. The school will not assume responsibility for the safety of any items delivered for students.

### **7. Use of School Telephone:**

Students may use the school telephone for EMERGENCY calls, before school, during lunch, and after school. Calling to ask for authorization to go to a friend's house is not an emergency.

## 8. Communication between Home and School:

Communication between school and family is of utmost importance. Students are expected to deliver school letters and circulars to their parents on the day of distribution. Parents are expected to refer to the [BBS website](#), the BBS app, [Skoolee](#), and other school social media sites to stay current on school announcements.

**Parents and students are expected to also use Skoolee to keep up-to-date on students' academic progress and attendance.**

## 9. Jewelry and Valuables:

Students must not wear valuable jewelry or bring valuables to campus. *The school does not accept any responsibility in the event of any damage or loss.*

## 10. Identification of Belongings:

Student belongings ( laptops, books, copybooks, jackets, PE uniforms, bags, etc.) must be clearly marked with the student's name. *The school does not accept any responsibility in the event of any damage or loss.*

## 11. Smart Watches:

Students are discouraged from bringing smart watches to school and it is up to the teacher's discretion as to whether smart watches are allowed in the classroom. However, they are not allowed during quizzes/tests/exams. They will be confiscated.

## 12. Mobiles:

**According the ministry rule, mobile phones are not allowed on campus.** Students found with a mobile, during class time or passing time, whether in class, homeroom, hallway or bathroom, etc. will have their mobile turned into the office, with the SIM card intact. Students who do not adhere to this policy face. (Please refer to CONSEQUENCES CHART on pages 23-24)

Parents will be notified on each offense through the Skoolee app and/or phone call.

The use of any and all electronics fall under the rules of the school's Acceptable Use Policy.

Family nannies may not use their own mobile phones on campus/inside the school's premises.

### **13. Smoking:**

Students and Parents should be aware that BBS is a smoke-free campus.

*Any student found to be smoking or vaping on school property or found with tobacco products or related materials (lighters, matches, cigarette papers, pipes, tobacco, vapes or vape cartridges, etc...) will face serious consequences that may include suspension. (Please refer to CONSEQUENCES CHART on pages 23-24.)*

Parents of students who are suspected of smoking on campus will be notified.

### **14. Signing In and Out:**

Students who arrive late to school (after missing the first or second period, or signing back into school after a doctor's appointment) must sign into the office. Students who sign-out and then return to school must sign back into school at the office.

### **15. Vandalism:**

Students found destroying/damaging school property or invading the personal space of another student will be face consequences outline on the Consequence Chart on page.... Vandalism includes any destructive behavior that results in damage to school property. This includes but is not limited to drawing on walls in hallways, bathrooms or classrooms, placing stickers on school property, ripping or writing on school bulletin boards, invading the personal space or another student (this includes throwing food or drinks on another student, for any reason). Students will also be expected to pay to have any damage repaired. Parents and students need to understand that the school takes this issue very seriously and will take firm and appropriate action against any student who who defaces or destroys school property or invades the personal space of another student. (Please refer to CONSEQUENCES CHART on pages 23-24)

### **16. Posting of Paper Flyers:**

Posting of any outside advertising flyers within the school on walls, lockers and windows is banned. Message boards and bulletin boards have been placed throughout the school. Any school organization wishing to post information flyers must use these to do so. Any student found to be posting materials on walls; lockers or windows will be subject to a 2-hour Saturday detention.

### **17. Bullying:**

BBS has a zero tolerance policy on bullying. This includes but is not limited to racial remarks or unwanted touching or name calling. Any student found to be engaging in this sort of behavior will be subject to up to a 3 day out-of-school suspension . Repeated offenses would result in the student not being invited back to BBS. (Please refer to CONSEQUENCES CHART on pages 23-24)

## 18. End of Year Procedures:

Students must comply with the end of year procedures. These include returning all media center books and other reference material and textbooks, clearing their lockers, desks, etc. Charges will apply to lost or damaged items.

## 19. Exam Exemptions (Grades 11 and 12 only):

### Grade 11 Exam Exemption

The exam exemptions are a **PRIVILEGE, NOT A RIGHT**. At any time, the high school **ADMINISTRATION** has the right to retract exam exemptions due to behavior/character issues of an individual or the class as a whole.

*Grade 11 students will be permitted to apply for exemptions in **two subjects**, assuming all conditions are met and the below guidelines are followed. Those include:*

§ The teacher, first and foremost, has the right to approve or deny an exam exemption due to issues with a student's behavior/character in their class.

§ Any student who misses more than 6 classes, in any subject, in the year, will not be permitted to apply for an exemption in that subject. **This is a combination of both excused and unexcused absences.** (Exception: 3 absences in Islamic Studies/Quran) There may be exceptions for extraordinary circumstances, for example, an extended hospitalization.

§ Any student absent more than **4 times in a year** (excused or unexcused) from any **non-exam** course (ex: Chorus, Drama, Art, etc.), **including homeroom**, will not be granted exemptions.

§ Any student has **registered more than 6 lates per class per semester** (3 in a non-one credit course)

§ Any student that engages in behavior unbecoming a BBS student will not be permitted to apply for any exemptions. This includes any academic integrity issues or BBS rule violations that occur during the school year. 3 or more behavior log entries in **Skooler**.

§ Any student **suspended for any reason** will **not** be permitted to apply for any exemptions.

§ Students must obtain an overall end of year, before the final exam, average of **no less than 87%** in order to apply for exemptions.

### Grade 12 Exam Exemption

The exam exemptions/senior trip are **PRIVILEGES, NOT RIGHTS**. At any time, the high school **ADMINISTRATION** has the right to retract exam exemptions/senior trip approval/participation in privileges due to behavior/character issues of an individual or the class as a whole. Grade 12 students will be permitted to apply for exemptions in all subjects/attend senior trip, and partake in approved privileges assuming all conditions are met and guidelines followed. Those include:

§ The teacher, first and foremost, has the right to approve or deny an exam exemption due to issues with a student's behavior/character in their class.

§ Any student who misses more than 6 classes, in any subject, in the year, will not be permitted to apply for an exemption in that subject. **This is a combination of both excused and unexcused absences. (Exception: 3 absences in Islamic Studies/Quran)** There may be exceptions for extraordinary circumstances, for example, an extended hospitalization.

§ Any student **absent more than 4 times in a semester** (excused and/or unexcused) from any **non-exam** course (ex: Music, Drama, Art, etc.), **including homeroom**, will not be granted exemptions.

§ Any student has **registered more than 6 lates per class per semester** (3 in a non-one credit course) will not be approved for exam exemptions in that class.

§ Any student that engages in behavior unbecoming a BBS student will not be permitted to apply for any exemptions/attend the senior trip/partake in privileges. This includes any academic integrity issues or BBS rule violations that occur during the school year. 3 or more behavior log entries in **Skoolee**.

§ Any student **suspended for any reason** will not be permitted to apply for any **exemptions** or **possibly attend the senior trip**.

§ Students must obtain an overall end of year, before the final exam, average of **no less than 87%** in order to apply for exemptions.

*\*Absences are counted as a total of excused and unexcused absences for exam exemptions.*

## **20. Bring Your Own Device Program (BYOD):**

BBS students in grades 5-12 are expected to bring a laptop with them to school, and to each class, every day. The following guidelines frame the BYOD program:

- Students must bring devices fully charged each school day.
- Devices will be used in class only when the teacher permits.
- Accessing the school Wi-Fi with more than one device at a time is prohibited.
- Sharing usernames and passwords and loaning devices are prohibited.
- Students are responsible for the safety and condition of their devices.
- Students must tape their name and homeroom number to their device.
- **Devices should be locked in lockers when not in use. The school is not responsible in the event of any damage or loss.**

Consequences for violating these guidelines could range from a warning to expulsion depending on the severity of the violation of the Acceptable Use Policy and the BYOD guidelines. Consequences will also be in accordance with the High School Guide of Al-Bayan Bilingual School.

## **21. Information Technology: Acceptable Use Policy:**

BBS' information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the school policy is necessary for continued access to the school's technological resources.

1. Student must adhere to the following while accessing the school's technological resources:
  - respect and protect the privacy of others.
  - Use only assigned accounts.
  - Not use, or copy passwords, data, or networks that are not authorized.
  - Not distribute private information about others or themselves.
2. Respect and protect the integrity, availability, and security of all electronic resources, this requires:
  - Observe all network security practices, as posted.
  - Report security risks or violations to a teacher or network administrator.
  - Not destroys or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
  - Positive and effective contribution with other students and internet users in accordance with school's acceptable use policy of Information Technology resources.
3. Respect and protect the intellectual property of others.
  - Not infringe copyrights, not plagiarize (no making illegal copies of music, games, or movies!).
4. Respect and practice the principles of community.
  - Communicate only in ways that are kind and respectful, observing the principles of community.
  - Report threatening or discomfoting materials to a teacher.

### **Users may, if in accord with the policy above:**

1. Design and post web pages and other material from school resources.
2. Use direct communications such as online chat or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose.

**Users may not, in accord to the policy above:**

1. Transmit, copy, or create material that violates the school's code of conduct, such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass, or any action violating school's code of conduct.
2. Transmit, copy, or create material that is illegal such as obscenity, stolen materials, or illegal copies of copyrighted works, or any action violating school's code of conduct.
3. Not use the resources to further other acts that are criminal or directly violate the school's code of conduct.
4. Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project

**Consequences:** Violations of these rules may result in:

1. Disciplinary action, according to school's policy.
2. Loss of user's privileges to use the school's information technology resources.
3. School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any user, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

**22. Eligibility to Participate in School Activities Policy:**

Al-Bayan Bilingual School considers participation in school activities as an important part of developing the whole student. However, participation in these events should not be a hindrance to a student's academic success.

Participation in school activities, including travel, is subject to a student's behavior, work and attitude record at school. It should be noted that the administration has the final say with regards to permission for student participation an activity.

If a student cannot travel due to a behavior, work or attitude deficit, the school may not be able to refund the trip fees already paid.

# BEHAVIOR RULES

## 1. Improvement of Behavior:

- In the event a student does not demonstrate appropriate self-discipline regarding the school policies, procedures and regulations, a variety of sources are available to help the student improve his/her behavior.
- Initially the teacher and/or homeroom advisor concerned interacts with the student.
- The student may then be referred to the Counselor, or to the appropriate school administrator.
- Parents are invited to help solve recurring misbehavior before it leads to suspension or expulsion.

## 2. Consequences of Misbehavior/Consequence Chart:

It is the desire of the staff of BBS to instill in students a sense of responsibility. Part of this lesson involves the concept of consequences for actions, both positive and negative. There are consequences for inappropriate behavior. The seriousness of any misbehavior will determine the consequences applied. In general, the following steps will be implemented for inappropriate behavior:

- Warning by classroom teacher
- Repeated warning
- Phone call to parents

Teacher may notify the counselor to bring them into the student intervention process, if relevant.

Student will be referred to the Dean of Student's Office.

Student will face either mediation/counseling, Saturday detention, suspension or consequences as outlined below:

## CONSEQUENCE CHART<sup>[2]</sup>

<b>Behavior:</b>	<b>1st offense</b>	<b>2nd offense</b>	<b>3rd offense</b>
<b>Tardies (per semester)</b>	3x late to same class-notification on Skoolee	6 lates to a class=Saturday Detention	7+ lates= Saturday Detention and Commitment Letter  10+ lates= 1 day suspension
<b>Uniform Violation</b>	Parent Notification through Skoolee; uniform delivered to school	Saturday Detention;uniform delivered to school	Saturday Detention and Commitment Letter; uniform delivered to school
<b>Skipping Class</b>	Saturday Detention and Commitment Letter.	May result in suspension from school.	May result in suspension from school. Student may not be invited back to BBS.
<b>Academic Dishonesty (Cumulative)</b>	Commitment Letter; retakes cannot exceed 80%	possible 2 day suspension; retakes cannot exceed 80%	possible 3 day suspension; Warning Letter; retakes cannot exceed 80%; Student may not be invited back to BBS.
<b>**Vandalism</b>	possible 2 day suspension; pay for damages.	possible 2 day suspension; pay for damages.	possible 2 day suspension; pay for damages;Student may not be invited back to BBS.

<b>Mobiles/Smart Watches/Wireless or Bluetooth headphones, AirPods, etc</b>	Logged in Skoolee; parents must come to pick up.	Mobile/SIM Card /device held for one week.	Mobile/SIM Card /device held until end of semester.
<b>**Smoking or Vaping</b>	2 day suspension; Commitment Letter; student may not be asked back to BBS.	3 day suspension; student may not be asked back to BBS	3 day suspension; Warning Letter; student may not be asked back to BBS.
<b>**Possession of Tobacco or Vaping related products</b>	up to 2 day suspension possible; Commitment Letter	up to 3 day suspension possible; student may not be asked back to BBS.	up to 3 day suspension possible; student may not be asked back to BBS.
<b>**Weapon at school</b>	up to 2 day suspension possible; Warning Letter; possibly immediate expulsion	Consequences will be determined by the situation.	Consequences will be determined by the situation.
<b>**Bullying</b>	up to 2 day suspension possible; student may not be invited back to BBS.	up to 3 day suspension possible; student may not be invited back to BBS.	up to 3 day suspension possible; student may not be invited back to BBS.
<b>**Inappropriate Behavior</b>	Possible Saturday detention; Consequence determined by administration	Possible Saturday detention; Consequence determined by administration	Consequence determined by administration; could include suspension and/or student may not be invited back to BBS.

<p align="center"><b>**Direct disrespect/insubordination (such as refusing to take an assessment, refusing to hand over mobile, etc)</b></p>	<p>Up to 3 day suspension possible; Commitment Letter</p>	<p>Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS.</p>	<p>Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS.</p>
<p align="center"><b>**Fighting/Hitting</b></p>	<p>Up to 3 day suspension possible; Commitment Letter</p>	<p>Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS</p>	<p>Up to 3 day suspension possible; Commitment Letter; student may not be invited back to BBS.</p>
<p align="center"><b>**Other specific behavior incidents</b></p>	<p>Possible Saturday detention</p>	<p>Possible Saturday detention</p>	<p>Consequence to be determined by school administration.</p>

**Note:** It is understood that some very serious discipline situations may demand the immediate removal of the student from the class environment and that he or she could be sent to the Dean of Student’s Office without going through the steps listed above. The appropriate consequences will be discussed and assigned by school administration.

Smoking, Bullying, and Possession of Weapons infractions may result in a student directly be uninvited to return to BBS, regardless of the number of infractions.

\*\*Indicates that the consequences applied may depend on the specifics and seriousness of a situation; to be determined by school administration.

It should be noted that: serious or repeated behavior concerns in Skoolee could result in a student not being permitted to participate on teams/clubs and/or not allowed to travel on trips inside or outside of Kuwait.

Infractions will be entered into Skoolee to enable record keeping and accurate data.

In extreme or serious cases the school may decide that a student will stay home to finish the year and will not be invited back to BBS.

**3.Commitment Letters:** This is a letter of agreement signalling that the student commits to following the rules of the school and will do their best to not repeat the behavior that made the letter necessary. This letter is reviewed and signed at a meeting between the Dean of Students/Assistant Principal, the student, and a parent.

#### **4. Detentions**

Detentions will be served on Saturdays depending on the infraction. The Saturday detention time will be from 9:00AM until 11:00AM. and will be monitored by a teacher.

**Students who do not attend an assigned Saturday detention may be suspended for one day.**

#### **5. Suspensions:**

When a student is suspended from school, a parental conference will be requested. The student will not be allowed to attend classes until that conference has taken place.

All relevant staff will be notified of a student's suspension.

*Parents and Students should be aware that all suspensions become part of a student's permanent record. Students will not be academically penalized during a period of suspension from school; however the school will reserve the right to inform universities of a student's record.*

# ATTENDANCE RULES

It is very important that students miss as few days as possible so that they do not miss classroom instruction and activities that cannot be made up; colleges/universities are particularly interested in a student's motivation, focus, and work habits, which is, in part, reflected by a student's attendance.

## 1. ABSENCE POLICY

Absences will be labeled as either Excused or Unexcused. An absence will be defined as all types of non-school related absences including: Illness, doctor visits, travel/vacations, etc.

**Excused Absences (Absent 1):** For an absence to be deemed **EXCUSED** it must meet the following criteria:

- Documentation from official source (parental note or verbal notification will not be excused) within 2 school days of absence
- Prior written parental notification with administration approval

**Excused Absences (Absent 0):** For an Absent 0 to be recorded (not counted into the absence total) the absence must meet one of the following requirements and have the proper official documentation.

- TOEFL/ILETS Test (with documented appointment emails)
- Driving License Appointment
- Funeral (Immediate Family)- Parent must speak with admin
- Gencia Ministry Appointment
- Senior Trip Visa Appointments
- School Trips

**Excused Absence (Absent 1) Documentation Procedures:**

*The school has the right to question the authenticity of any medical note. According to Article Thirteen of the Ministry of Education Absence Policy: The Principal will decide if the absence of the student is excused or unexcused.*

- a. In case of a student's absence, parents are requested to inform the school by 8:30 A.M.
- b. Students must be in a class for a full half of the period to be considered present.

In order to excuse an absence, the student must have an official, medical leave note from the clinic or hospital, on the clinic/hospital's letterhead; alternatively, parents may pick up a medical note from the school to be filled, signed, and stamped by the clinic/hospital. **The official clinic/hospital medical note MUST include the signature and stamp of the doctor AND the clinic stamp.** (The school has the right to ask for additional verification of the validity of the health form. If there is any reason to doubt the health form, the school may ask the parents to

take the form to the Ministry of Health Authentication Department to confirm the doctor and clinic stamps.)

c. This form must be returned within 2 school days of the absence, to the Student Services office. DO NOT submit these reports to the nurse.

***EXCEPTION: The administration will only accept medical excuses for students who are unfit to attend school. Medical notes will not be accepted for a partial day attendance/absence, unless the school nurse has sent the student home sick.***

If a student has to leave school prior to the end of the day, a **parent or guardian** must check him/her out through the High School Office or Nurse's Office. If the student is returning to school after leaving, the **parent or guardian** must check him/her back in through the High School Office. Parents picking up students are to go to the reception area. Al-Bayan does not have an open campus. Students may not leave school during the day (e.g. for lunch) and then return to school.

All students leaving school early will be considered unexcused unless the school nurse has sent the student home sick.

### **Expectations of School Personnel, Students, and Parents regarding attendance:**

- School personnel will support parents in helping students fulfill their attendance obligations.
- Students will only be absent when it is impossible for them to be in attendance.
- Students will remind their parents that contact with the school must occur *prior to, or on the day of the student absence from school by 8:30 a.m.*
- Parents will support their children with responsible attendance at school and check their children's attendance on Skoolee on a regular basis.

Parents must, *prior to, or on the day of absence by 8:30 a.m.*, account for their child by making a phone call to the school that the student is under the supervision of the parent.

### **2.ATTENDANCE INTERVENTION PROBATION**

- If a student reaches 10 absences (excused + unexcused) or 7 lates in any course, the student will be placed on Attendance Intervention Probation. Parents and students will be required to meet with the Dean of Students. The meeting will entail a discussion and the signing of a Commitment Letter.

Students who continue to accumulate absences or lates after being placed on Attendance Intervention Probation may be prevented from re-enrolling at Al-Bayan for the following school year.

***At 15 unexcused absences, students will receive an 'F' in the course. (8 absences in a non-one credit course class.)***

**Cases of extraordinary circumstances in regards to attendance should be presented to the high school administration for consideration *in writing* by a parent or legal guardian.**

### 3. Unexcused Absence- Ministry Policy

In coordination with the Ministry of Education's attendance policy, students who register 15 or more unexcused absences in a course in a year will fail that course for the year.. They will be assigned a grade of "0".

Parents and Students are responsible for checking student attendance regularly on Skoolee.

*Parents will be notified once a month if their child has reached or gone beyond 3, 6, 9, and/or 14 unexcused absences in a course. As always, parents are able to check their child's attendance on Skoolee and are encouraged to do so frequently*[4].

### 4. Skipping Class or Homeroom:

Students are expected to be in each class on time and attend each class fully. Students who are on campus, but not in class are considered skipping.

Students who skip a period of class or homeroom will be assigned consequences (Please refer to CONSEQUENCES CHART on pages 23-24)

### 5. Late to Class:

Students are considered late to class if they are not in their classrooms when the bell signifying the beginning of class rings. **A student is not late to class if he/she has a note from the Deputy Principal or Principal excusing the tardiness.** Students may not present notes from other teachers to excuse their late arrival to class. Teachers are not allowed to accept excuses from other teachers to excuse late arrivals.

Consequences for lates are outlined in the Consequence Chart (Please refer to CONSEQUENCES CHART on pages 23-24)

*Students cannot come to school later than morning recess if they have a test that day. Students need to provide a doctor's note and take a make-up test if they are not in school on time.*

### **Lates to First Period:**

- *The administration will not accept any medical reports to excuse a student's late entrance to 1<sup>st</sup> period class.*
- *Classes begin promptly at 7:20 a.m. Students should be on campus by 7:15 a.m. for the first bell.*
- *High School Students entering campus between 7:20 and 7:45 must enter via Gate 1 or Gate 5.*
- *Students entering school after 7:20 must sign in at the HS Reception and receive a late pass to class; students will not be admitted to 1st period class late without a late pass.[5]*

# ACADEMIC RULES

## 1. Academic Integrity:

Students are expected to complete and submit their own work. Occasionally some students will need assistance from parents or classmates, but it is important that all students learn to work independently.

Cheating is unacceptable under any circumstances and will result in progressively more severe consequences. Cheating is defined as participating in any of the following:

- Claiming as your own, work that is the product of another student or another source (plagiarizing). Teachers utilize [www.turnitin.com](http://www.turnitin.com) for students to submit work to detect any potential plagiarism.
- Communicating verbally or non-verbally with another student during an exam/test/quiz.
- Being in possession of, or having access to, any unauthorized materials during an exam/test/quiz.
- Enabling another student to claim as his/her own, work that is yours, or the product of another source.
- Looking at another student's paper during an exam, test, or quiz.
- Found to be in possession of a mobile/smart watch or any other helping device, regardless if it's on or off.

**Consequences for academic dishonesty are cumulative and will be applied during the course of the student's academic career at BBS.**

**The final grades that the students will attain at the end of the semester will strictly reflect the skills and knowledge that they have attained. Students who have broken the code of Academic Integrity will be penalized by different consequences per the number of offenses.**

### **First Offense**

1. The student will not be allowed to complete the exam/assessment. The test paper/exam/assignment will be taken away from the student.
2. The student will take a make-up assessment after the incident, on a date assigned by the teacher.
3. The incident will be formally noted in the student's behavior school records.
4. Student may retake the assessment; grade cannot exceed 80%.
5. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

### **Second Offense**

1. The student will not be allowed to complete the exam/assessment.

2. The student will take a make-up assessment after the incident, on a date assigned by the teacher.
3. The incident will be formally noted in the student's behavior school records.
4. Student may retake the assessment; grade cannot exceed 80%. The student may be suspended for two days.
5. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

### **Third Offense**

1. The student will not be allowed to complete the exam/assessment.
2. The student will take a make-up assessment after the incident, on a date assigned by the teacher.
3. The incident will be noted in the student's behavior school records.
4. The student may not be invited back to Al-Bayan for the following school year. The universities that the student is applying to may be notified.
5. The student may be suspended for three days and will receive a warning letter.
6. Student may retake the assessment; grade cannot exceed 80%.
7. The parents will be informed through a meeting with the Assistant Principal.

The Assistant Principal is informed and provided with documentation to support the offense. A meeting with parents will be set informing them of the consequences.

## **2. HS Late Work Policy and Re-Do Assessment Policy**

**Providing students with opportunities to turn in late work, retake assessments and redo activities is sound educational practice that is in the best interest of our students. We recognize that all students learn at different rates and should be granted opportunities to correct mistakes.**

### **Late Work Policy (formative)**

Any late work should be submitted no more than one week past the original assigned due date. Should students wish to submit any formative assignment past that extra week, the student must arrange to meet with their teacher and complete the *Late Work Submission Form* and *meet all requirements and deadlines* in order to submit.

#### **Example:**

- Assignment is due Sunday, September 8<sup>th</sup>
- Late Work will be accepted through Sunday, September 15<sup>th</sup>
- If a student needs more time, they must complete the **Late Work Submission Form** by Sunday, September 15<sup>th</sup>
- **If a form is not submitted by the one week extension, than no late work will be accepted**

If the student doesn't submit the late work by the deadline agreed upon on the *Late Work Submission Form*, the student will receive a '0'.

### **Re-Do Assessment (Summative Only)**

- All students are afforded one summative assessment reteach and reassess opportunity per quarter. Students who consistently require multiple attempts should be considered for a more intense intervention.
- Any plan to reassess through extended learning (reteach) in order to have to opportunity to retake/redo is determined by the teacher and their professional expertise. This will be clearly communicated to students and parents.

<b>Retake/Redo Guidelines</b>
<b>All students attempting a redo must complete the Summative Redo Form. This includes a student reflection and plan, including completing any and all formative work/practice as outlined by teacher.</b>
<b>The purpose of retakes is not to simply keep trying the same strategies and relying on hope for improvement. The purpose is to have students reflect on their learning strategies and develop more efficient methods that will benefit them in the future.</b>
<b>Assessments are focused on the standards being assessed. Students may not have to retake an entire assessment. Generally, students will complete the sections in which they did not achieve proficiency.</b>
<b>Redos should always assess the same skills as on the original assessment. They may take a different format.</b>
<b>The teacher will replace the original assessment score with the new score in the gradebook if the new score is greater than the original. Teachers always have the flexibility to change a score if a student does a retake and the score improves (within the marking period time frames).</b>
<b>Retake/redos are initiated by the student, who partners with the teacher.</b>
<b>The recommended school-wide window for first redo/retake is within two weeks from the assessment return date. Teachers have the discretion to extend this for projects or individual student situations. Teachers will not shorten the window less than two weeks.</b>
<b>This policy only pertains to assessments that are created by or under the control of the BBS staff, and does not apply to AP Courses, MAP testing, or end of semester or end of year final exams.</b>

*Any and all Late Work (Formative Assessments) and Re-Do Assessments (Summative Assessments) must be completed one week prior to the end of each marking period. No late work will be accepted (for the marking period) after the following dates:*

October 17, 2019

January 9, 2020

March 12, 2020

May 28, 2020 **Seniors: May 7th**

### **3. Make-Up Tests:**

Students are required to sit for scheduled tests. If a student refuses to take an assessment, they may be assigned a suspension from school. . The student will be allowed to re-do the assessment at a different time but may not receive full credit.

In case of an absence, the student is required to take a make-up test. All make-up tests must receive prior approval from the Assistant Principal or Principal. All make-up tests will be scheduled by the teacher. Student who missed their re-scheduled make-up test...

Students are required to make up a missed test on the date assigned by their teacher.

### **4. Private Tutoring:**

BBS will not participate in any way with finding tutors for students unless the counseling department identifies a student as being at risk. Only the counseling office can recommend additional assistance. Such recommendations cannot come from a teacher.

It is considered unethical and poor professional practice for a teacher to tutor one of his/her own regular students for pay; it is the policy of the Board not to permit a teacher to serve as tutor for his/her own students or for any other student at BBS if the employee has personal knowledge of the assessments that will be used to evaluate that student's achievement by any other teacher.

The BBS bilingual curriculum is very demanding. As a result, some parents may choose to have a tutor for their children; this is a personal choice. The school will not insist on or require parents to provide tutoring. **In addition, BBS administration and teachers will not suggest or participate in finding tutors for students.**

### **5. Promotion:**

To be eligible for grade promotion the student must have:

- Met attendance requirements
- Met graduation requirements
- An acceptable behavior record

The school retains the right to not invite a student to return to BBS for any of the above reasons.

## 6. Failure of an Academic Year (Failing 3 or more courses):

Students who fail to meet all the promotion requirements may be permitted to repeat their grade level. Any student failing three or more courses will automatically be retained in their current grade without the re-sit exam option. A student may be retained only once during high school. If at any other point in high school a student fails 3 courses in one year again, they will be asked not to return to BBS.

## 7. Re-sit Exams:

The following guidelines apply for determining who takes re-sit exams:

1. The re-sit exam policy applies to any student who fails **one or two required courses** (classes a student must have to graduate). Students who fail any of the following courses are required to take the re-sit exam. Additionally, students who take and fail any of the re-sit exams listed below will be retained in their current grade:

English  
-Arabic  
-Islamic  
Studies  
-Quran

Arabic Social Studies (gr 9 & 10)

**- Or any class failed which will not allow a student to meet graduation requirements**

**\*\* No student can be retained more than once and remain at BBS. \*\***

2. A student who wishes to remove an F off their transcript in a non-required course may take the re-sit exam. If a course is not required for graduation credit, students may opt to keep the "F" grade.
3. Since every student is required to pass 3 math and 3 science credits to graduate, any student with a second F in math or science in high school will automatically take the re-sit. Failing either of these re-sit exams, in math or science, will result in automatic retention in their current grade.
4. Students who fail the first semester of a year-long course will continue the course. Should their second semester scores bring their final grade to passing, they will be given full credit for the course. Students failing in the first semester will work with the counseling office during second semester while on credit recovery.
5. The grade a student is required to receive on the re-sit examination will be determined by counseling office and administration.

6. The re-sit exam grade will not be placed onto the final report card. Instead that report will be changed to reflect a year average of 60% in the failed course. That is the highest grade a student may achieve for a failed course. During the course of the year, the counseling office and teachers will work with any student failing a class. After the at-risk students have been identified, the parents will be contacted via letters, phone calls or emails periodically to explain the nature of their at-risk status. BBS will put into place a follow-up procedure to assist these at-risk students. The Counseling Office will initiate the procedures with the assistance of the subject teachers. The subject teachers will offer after school and before school extra help for the at-risk students. Subject teachers will continue to be in regular contact with parents of at-risk students to solidify the home-school connection for the students. The counseling office will hold meetings throughout the semester with the students to discuss steps the student could take to improve their grades.

### **8. Notification of Re-Sit Exam Procedure:**

The following procedures will be followed for notification of re-sit exams:

1. Upon reviewing final report cards each year, students and parents will be notified of any needed re-sits. Re-sit exams will be scheduled for 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 deemed necessary, the course teacher will provide the student study materials for the re-sit exam before the school year ends.
2. If a student takes and passes the re-sit exam with the required grade (determined by BBS), their final grade in the course will be adjusted accordingly. (See above)
3. If a student does not successfully pass the re-sit exam the counselors will meet with the student and parents to discuss the steps that their child must take in order to fulfill requirements for replacing the failing grade. (This does not apply for Ministry required courses: Arabic, Islamic/Quran, or Arabic Social Studies.) **One or any combination** of these steps may be required for a student to complete:
  - a. During the summer, the student will have to attend an **approved** summer program or online course.\*
4. Parents or designated family member will sign the appropriate agreement forms. Students will also sign, if present. Counselors will make copies for the parents and retain the original forms for student records.

\*A student may decide to take a summer course for credit to replace the course he/she failed. This option **MUST** be discussed in the meeting with the counselor and the student must receive approval of the course from the School Counselor and Principal (appropriate documentation and proof of enrollment in the course must be completed before school closes for the summer).

**NOTE: Any changes to the agreed upon plan without contacting and receiving approval from the counseling office will result in the F grade remaining on the transcript.**

**It is highly recommended that travel plans be made for dates AFTER which final report cards are picked up from the school each year. Appointments for students with failing grades are made before report cards are released. If appointments and study material are not discussed due to a choice to travel, notification is given in final report cards. The student will still be expected to fulfill the summer school and re-sit requirements.**

# CURRICULUM & GRADUATION REQUIREMENTS

Al-Bayan Bilingual School was founded on a basic principle. The Al-Bayan faculty, as well as the curriculum and instructional model have been designed to give the support and information to empower each student to find success, achievement and mastery of the skills, attitudes and objectives in order to move on to the next grade level. As a bilingual school, mastery of Arabic and English is required from all students. The High School programs foster the development of confident, capable and responsible students. We achieve our goals collaboratively, by establishing rigorous standards, which engage learners in the thoughtful application of knowledge. Al-Bayan Bilingual High School hopes to instill the necessity of lifelong learning in all of its students.

## **1. Advanced Placement Courses:**

Al-Bayan High School participates in the Advanced Placement (AP) Program sponsored by the College Board in the United States. These AP courses are equivalent to freshman year, one semester, university courses and are intended for students who have proven themselves able to handle the extra workload and study requirements.

AP Students are required to take the AP exam from the College Board at the end of the year. These exams are scored with a 1-5 mark. Scores of three or higher can result in the American universities awarding credit, exemption from courses, or advanced standing. Students will be required to pay a fee for this exam.

When selecting AP courses, students must carefully consider the extra time commitment to these courses. They are very demanding and may involve extensive homework and self-directed study. AP courses are offered based upon student interest. To enter an AP course, students must meet the requirement of a grade of B in the prerequisite course.

If a student chooses not to take the AP exam, the following steps apply:

- They are still required to pay for the exam as it was ordered for them.
- “AP” designation will be removed from their transcript.
- The AP weighting of grades will be removed from their transcript.
- The student will contact all universities they applied to and inform the school of their withdrawal from an AP course.
- BBS will contact all schools the student applied to and inform the schools of the student’s withdrawal from AP course.

## 2. Prerequisites:

A prerequisite involves information required before a course can be taken. This may involve a course, skill level, minimum grade, experience, or teacher recommendation. Prerequisites are listed under the title of each course and should be noted by students when they select courses.

Prerequisites are typically required in AP-level or accelerated, higher level courses. Some courses require that a student meet a certain grade requirement in courses from grades 9 and 10. It is important to be aware of these requirements in order to plan ahead.

## 3. Grading System:

Grades are reported using letter grade system based on the following conversion tables:

PERCENTAGE	LETTER GRADE	GPA	HONORS/PRE-AP GPA	AP GPA
97 – 100	A+	4.0	4.5	5.0
93 – 96	A	4.0	4.5	5.0
90 – 92	A-	3.7	4.2	4.7
87 – 89	B+	3.3	3.8	4.3
83 – 86	B	3.0	3.5	4.0
80 – 82	B-	2.7	3.2	3.7
77 – 79	C+	2.3	2.8	3.3
73 – 76	C	2.0	2.5	3.0
70 – 72	C-	1.7	2.2	2.7
67 – 69	D+	1.3	1.8	2.3
63 – 66	D	1.0	1.5	2.0
60 – 62	D-	1.0	1.5	2.0
59 and below	F	0.0	0.0	0.0

The letter grade **(I)** is assigned to the student not completing all the requirements of the course due to extra-ordinary reasons acceptable by the administration. A student must complete the missing requirements within the deadlines set by the administration. If the student fails to complete these requirements within the set deadline, the students may receive an F for the course.

#### 4. Computation of Averages:

Semester grades are computed as follows: 75% of the semester grade is based on course work, 25% is based on the semester exam results. 50% percent of the final annual grade is based on the first semester grade and 50% percent is based on the second semester grade.

#### 5. Evaluation and Reports:

Assessments of student achievement are based on informal observation and supervision of class work and homework. In addition, formal assessments may include oral recitations, presentations, quizzes, announced tests, project and performance based assessments, reports, and semester examinations.

Students will receive a progress report/Report Card three times per year (fall midterm, end of first semester, and second semester). These reports give the results of the continuous assessment and help diagnose the student's progress. Work ethic and attitude categories will be reflected on the report card as well to give parents and students additional information on their progress. Parents are invited to meet their son's/daughter's teachers to find ways to help improve the student's performance.

The final promotion decision recorded on the final report card is issued in June.

#### 6. Course Work:

Grades are based on student participation, quizzes, projects, reports, tests, observations, and other forms of assessment.

#### 7. High School Diploma Requirements:

To earn the Al-Bayan High School Diploma, students must achieve the following:

- a. A record of regular attendance
- b. An acceptable behavior record
- c. The minimum number of credits required for graduation as explained below:

#### **CLASS OF 2014 AND BEYOND<sup>[6]</sup> :**

English	4 Credits
Arabic	4 Credits
Islamic studies	2 Credits
Quran Studies	1 Credit

Math*	3 Credits
Humanities/Business*	3 Credits
Arabic Social Studies	1 Credit
Science	3 Credits
Fine Arts	1 Credits
Information Technology	1 Credits
Physical Education	1 Credits
Elective Choices	4 Credits
<b>TOTAL REQUIRED CREDITS TO GRADUATE:</b>	28 Credits

\***ONE** of the Humanities' credits must be from the following courses to graduate:

**World History I**  
**World History II**  
**Political Science**  
**20<sup>th</sup> Century History**  
**World Geography**

\***Algebra II** is a required course for graduation.

**8. Course Electives (1 credit courses meeting the whole year)**

Algebra I	Environmental Science	Honors English 9 & 10
Geometry	Earth Science	AP English Language
<b>Algebra II***</b>	Pre-AP Chemistry	AP English Literature
Pre-Calculus	AP Chemistry	<i>Drama I: Introduction to Theater *</i>

Calculus	AP Biology	<i>Public Speaking *</i>
AP Calculus	Physics	<i>Elements of Art *</i>
Integrated Mathematics	AP Environmental Science	<i>Drawing &amp; Painting I *</i>
Statistics	AP Physics 1	<i>Drawing &amp; Painting II *</i>
Arabic Sociology	Physical Science	<i>Art &amp; Design *</i>
Psychology	Accounting	<i>Ceramics *</i>
AP Psychology	Marketing	<i>Studio Art *</i>
Economics	French I	<i>AP Studio Art *</i>
AP Macroeconomics	French II	<i>Fashion Design*</i>
AP Microeconomics	French III	<i>Drama II: Theater Production *</i>
<b>World History I **</b>	Introduction to Business	<i>Woodwind *</i>
<b>World History II **</b>	Spanish I	<i>Instrumental Music *</i>
<b>World Geography **</b>	Spanish II	<i>Graphic Design *</i>
<b>20<sup>th</sup> Century History **</b>	Spanish III	<i>Arabic Journalism*</i>
<b>Political Science **</b>	IT Language Programming	<i>Advanced Public Speaking*</i>
World Cultures	Rhythmic Body Movement	<i>Percussion*</i>
AP World History	Physical Education 3 (Boys)	Visual Basics
Personal Finance	Conceptual Physics	Computer Applications
		Health

**Students who want to qualify for a Ministry of Higher Education scholarship in science fields are counseled to take Biology, Chemistry, Physics and math up to Pre-Calculus. The same applies to students planning to enter Kuwait University science faculties.**

\* Each of these courses is considered a **Fine Art Course**.

\*\* Students MUST take and pass **ONE** from this group classes to graduate from BBS.

\*\*\* **Algebra II** is a required course for graduation.

## Grade 9 – 12 Curriculum

The curriculum of Al-Bayan Bilingual High School comprises a required program of studies to adequately prepare students for university studies. In addition, students select courses designed to enhance student readiness and response to various personal needs and interests. The school year consists of two semesters. All of our courses are yearlong courses.

### Grade 9 (Freshman Class)

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Islamic Studies 9	0.5 credit	
Quran Studies 9	0.25 credit	
Arabic 9	1.0 credit	
English 9	1.0 credit	
Geometry or Algebra I	1.0 credit	
Biology	1.0 credit	
Social Studies I (Arabic)	0.5 credit	
Physical Education 9	0.5 credit	
1 Elective Courses selected by student	1.0 credit	
	<b>Total:</b>	<b>6.75 credits</b>

**Grade 10 (Sophomore Class)**

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Islamic Studies 10	0.5 credit
Quran Studies 10	0.25 credit
Arabic 10	1.0 credit
English 10	1.0 credit
Algebra II or Geometry	1.0 credit
Chemistry	1.0 credit
Social Studies II (Arabic)	0.5 credit
Physical Education 10	0.5 credit
1 Elective courses selected by student	1.0 credit

**Total: 6.75 credits**

**Grade 11 (Junior Class)**

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Islamic Studies 11	0.5 credit
Quran Studies 11	0.25 credits
Arabic 11	1.0 credit
English 11 or AP English	1.0 credit
Algebra II or Pre-Calculus or Integrated Math	1.0 credit
3 Elective Courses	3.0 credits

**Total: 6.75 credits**

**Grade 12 (Senior Class)**

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Islamic Studies 12	0.5 credit
Quran Studies 12	0.25 credit
Arabic 12	1.0 credit
English 12 or AP English	1.0 credit
4 Elective Courses	4.0 credits

**Total:**

**6.75  
credits**

## COURSE DESCRIPTIONS

### وصف المناهج

### التربية الإسلامية Islamic Studies

مدة المقرر: سنة واحدة

عدد الوحدات: نصف ساعة معتمدة

لينضم الطالب إلى هذه المادة: عليه إتمام مادة التربية الإسلامية بنجاح في الصف الثامن.

هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتحضر الطالب للدراسة الجامعية، وتهدف إلى خلق الوازع الديني في نفسه وتقويم سلوكه بما ينسجم مع القيم الإسلامية والإنسانية، وتزويده بمعلومات وخبرات ومهارات ومعرفة شاملة بأصول الإسلام في مجالات العقائد والعبادات وعلوم القرآن الكريم والحديث النبوي الشريف والسيرة النبوية العطرة وميدان الأخلاق والآداب والثقافة الإسلامية والقضايا المعاصرة.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب التربية الإسلامية للصف التاسع: الجزء الأول والجزء الثاني

### التربية الإسلامية للصف العاشر

مدة المقرر: سنة واحدة

عدد الوحدات: نصف ساعة معتمدة

لينضم الطالب لهذه المادة: عليه إتمام مادة التربية الإسلامية بنجاح في الصف التاسع.

هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتحضر الطالب للدراسة الجامعية ، وتهدف إلى خلق الوازع الديني في نفسه ، وتقويم سلوكه ، بما ينسجم مع القيم الإسلامية والإنسانية ، من خلال المفاهيم التالية: الاعتقاد بوحداية هلا تعالى أساس الإسلام، العبادة طهارة وتهذيب للنفس، القرآن الكريم رسالة ومعجزة، السنة النبوية ومكانتها في التشريع، تشريع الحلال والحرام حماية لحقوق الإنسان، الإسلام يحدد وينظم مسؤولية الأفراد في المجتمع، توثيق الحقوق في الإسلام وواجبات المسلمين نحوها.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب التربية الإسلامية للصف العاشر

### التربية الإسلامية للصف الحادي عشر

مدة المقرر: سنة واحدة

عدد الوحدات: نصف ساعة معتمدة

لينضم الطالب لهذه المادة: عليه إتمام مادة التربية الإسلامية بنجاح في الصف العاشر.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب التربية الإسلامية للصف الحادي عشر

### التربية الإسلامية للصف الثاني عشر

مدة المقرر: سنة واحدة

عدد الوحدات: نصف ساعة معتمدة

لينضم الطالب لهذه المادة: عليه إتمام مادة التربية الإسلامية بنجاح في الصف الحادي عشر.

هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتحضر الطالب للدراسة الجامعية، وتهدف إلى خلق الوازع الديني في نفسه، وتقويم سلوكه، بما ينسجم مع القيم الإسلامية والإنسانية، من خلال المفاهيم

التالية: التفكير الصحي في الكون سبيل الإيمان بالله تعالى، الابتكار والاختراع والتجديد طريق المجتمع إلى الري والتقدم، المسلم متمسك بشرع الله تعالى يجتنب الحرام ويمارس ما طاب من الحلال، المشكلات الفكرية والسلوكية التي يعاني منها المجتمع المسلم اليوم.  
من خصائص التشريع الإسلامي: التوازن والاعتدال، المسلم يقبل على كتاب الله تعالى وسنة نبيه بارنا ومتعبداً، الحضارة الإسلامية أسسها وخصائصها، العالم الإسلامي بين أمس واليوم.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب التربية الإسلامية للصف الثاني عشر  
القرآن الكريم للصف التاسع:

مدة المقرر: سنة واحدة  
عدد الوحدات: ربع ساعة معتمدة

لينضم الطالب إلى هذا المقرر عليه إتمام مادة القرآن الكريم بنجاح في الصف الثامن.

إن هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتهدف إلى تحفيظ الطالب عدد من آيات القرآن الكريم وإجادة تلاوتها ومعرفة بعض أحكام التلاوة وفق المنهج المقرر من وزارة التربية، كذلك الاطلاع على تفسير سور محددة من القرآن الكريم.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب مادة القرآن الكريم للصف التاسع.

القرآن الكريم للصف العاشر:

مدة المقرر: سنة واحدة  
عدد الوحدات: ربع ساعة معتمدة

لينضم الطالب إلى هذا المقرر عليه إتمام مادة القرآن الكريم في الصف التاسع بنجاح.

إن هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتهدف إلى تحفيظ الطلبة عدد محدد من آيات القرآن الكريم واطلاعهم على تفسيرها ومعرفة المزيد من أحكام التلاوة وإجادتها من خلال النصوص القرآنية الكريمة المدروسة.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب مادة القرآن الكريم للصف العاشر.

القرآن الكريم للصف الحادي عشر:

مدة المقرر: سنة واحدة  
عدد الوحدات: ربع ساعة معتمدة

لينضم الطالب إلى هذا المقرر عليه إتمام مادة القرآن الكريم في الصف الحادي عشر بنجاح.

إن هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتهدف إلى تحفيظ الطلبة عدد محدد من آيات القرآن الكريم واطلاعهم على تفسيرها ومعرفة المزيد من أحكام التلاوة وإجادتها من خلال النصوص القرآنية الكريمة المدروسة.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب مادة القرآن الكريم للصف الحادي عشر.

## القرآن الكريم للصف الثاني عشر:

عدد الوحدات: ربع ساعة معتمدة

مدة المقرر: سنة واحدة

لينضم الطالب إلى هذا المقرر عليه إتمام مادة القرآن الكريم في الصف الحادي عشر بنجاح.

إن هذه المادة مقررة من وزارة التربية والتعليم في دولة الكويت على الطلبة المسلمين وتهدف إلى تحفيظ الطلبة عدد محدد من آيات القرآن الكريم واطلاعهم على تفسيرها ومعرفتها المزيد من أحكام التلاوة وإجادتها من خلال النصوص القرآنية الكريمة المدروسة.

الكتب: مقرر وزارة التربية في دولة الكويت: كتاب مادة القرآن الكريم للصف الثاني عشر.

## ARABIC

## اللغة العربية

عدد الوحدات: 1 ساعة معتمدة

مدة المقرر: سنة واحدة

لينضم الطالب لهذه المادة: عليه إتمام اللغة العربية بنجاح في الصف الثامن.

هذا المقرر إجباري لطالب الصف التاسع وهو مكمل لما سبقه في المرحلة المتوسطة مراعيًا النمو النفسي والأدبي والعاطفي للطلاب، هو يعرق مجالات متعددة من: قرآن كريم، ومظاهر للحياة السياسية والاجتماعية، وتعبير عن المشاعر الذاتية، وحل مشكلة، واكتساب معلومات وحقائق، ومتعة.. إجمالاً يعتمد زيادة الحصيلة الثقافية، مراعيًا فنون اللغة وفروعها في القراءة والكتابة والمحادثة والاستماع لزيادة الحصيلة اللغوية وهو الأسلوب المطلوبة لهذا المستوى.

الكتب: مقرر وزارة التربية في الكويت: كتاب اللغة العربية وكتاب واعد اللغة ونصوص خارجية مختارة

## اللغة العربية للصف العاشر

عدد الوحدات: 1 ساعة معتمدة

مدة المقرر : سنة واحدة

لينضم الطالب لهذه المادة: عليه إتمام اللغة العربية بنجاح في الصف التاسع.

هذا المقرر إجباري لطالب الصف العاشر وهو مكمل لما سبقه في سنوات سابقة متضمنًا مهارات وفنون اللغة من: فهم واستيعاب، وثروة لغوية، وسالمة لغوية، وتدقيق فني، وتعبير. ويتم ذلك بممارسة القراءة والكتابة والاستماع من خلال عرق للمجالات المتنوعة في الأدب: قرآن كريم – حياة المجتمعات – خبرات إنسانية – تنمية الفكر – سمو الاتجاهات العاطفية – زيادة الحصيلة الثقافية.. (فهو يشدد على زيادة الحصيلة اللغوية وسالمة الأسلوب الشفهي والتحريري).

الكتب: مقرر وزارة التربية في الكويت: كتاب اللغة العربية وكتاب واعد اللغة العربية، وكتاب البلاغة، ونصوص خارجية مختارة

## اللغة العربية للصف الحادي عشر

عدد الوحدات:

: سنة واحدة

مدة المقرر

1 ساعة معتمدة

لينضم الطالب لهذه المادة: عليه إتمام اللغة العربية بنجاح في الصف العاشر

هذا المقرر إجباري لطالب الصف الحادي عشر ويهدف إلى الارتقاء بلغة الطالب اليومية وقدرته. والمقرر يراعى الموازنة بين مهارتي الحفظ والفهم ويوظف كل منهما في خدمة الأخرى، معتمداً على الجهد الذاتي للطلاب من خلال المطالعة الخارجية والبحث العلمي. ويتناول المقرر المواضيع الرئيسية التالية: قرآن كريم، المجالات الإبداعية، مجالات القراءة لزيادة المعلومات، ومجالات الرد على فكر كاتب معين

الكتب:  
الكويت: كتاب اللغة العربية للصف الثالث الثانوي وكتاب النحو وكتاب النقد والبال ة، وكتاب  
تاريخ الأدب، ونصوص خارجية مختارة.  
مقرر وزارة التربية في

اللغة العربية للصف الثاني عشر  
مدة المقرر  
الوحدات: 1 ساعة معتمدة  
: سنة واحدة عدد

لينضم الطالب لهذه المادة: عليه إتقان اللغة العربية بنجاح في الصف الحادي عشر.

هذا المقرر إجباري لطالب الصف الثاني عشر ويهدف إلى الارتقاء بلغة الطالب اليومية والتعبيرية، موازنا بين مهارتي الحفظ والفهم وتوظيف كل  
منهما في خدمة الأخرى، ويركز هذا المقرر على الأدب المعاصر والمدارس الأدبية المختلفة على الساحتين العربية والكويتية، معتمدا على الجهد الذاتي  
للطالب من خلال المطالعة الخارجية والبحث العلمي.

الكتب:  
العربية وكتاب النحو، وتاريخ الأدب، والبلاغة والنقد ونصوص خارجية مختارة.  
مقرر وزارة التربية في الكويت: كتاب اللغة

## LANGUAGES

## اللغات

The High School Languages courses are designed to develop a love and critical understanding of literature and to equip students with language skills needed for academic life after BBS. Students will acquire the skills to read for research, understanding and enjoyment, to write with fluency, and to speak with purpose and effectiveness. Teachers present a wide range of activities to enable students to develop these essential language skills

### English 9

**Length of Course: One Year**

**Credit Value: 1.0**

Ninth grade English covers the standard topics of written English with a focus on reading and writing skills. Students learn how to critically read literature and write in a variety of forms with a focus on analysis. An on line vocabulary program, Membean, will reinforce student understanding of the course readings and facilitate skill development. Students will be introduced to discussion seminars and engage in other oral presentation activities. Shakespeare, his language and times, is introduced in a *Macbeth* unit of study. Skills needed for writing research papers (using the MLA format) are introduced as well as in-text citation (using MLA) for literary analysis

TEXTS: The Theban Plays, *The Watch*, *Macbeth*, *Of Mice and Men*, *Curious Incident of the Dog in the Nighttime*, poetry, and short stories





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**Prerequisites:**

**Completion of English 10**

Grade 11 English continues to develop the skills and techniques introduced in grades 9 and 10. Students will more closely examine literary devices such as mood, tone, figurative language, allusion, etc. by reading poetry, short stories, drama, and novels. Attention will be focused throughout the year on the theme of prejudice and the persuasive/argumentative essay format. Writing skills will focus on continued literary analysis and the argumentative essay, but students will also be introduced to the synthesis essay and will be challenged with more technical material and topics. Vocabulary development continues. The media studies unit expands to include the effects of media images on our societies.

TEXTS            The Great Gatsby, Hamlet, short stories and various media selections.  
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**AP English Language**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisites:**

**Student must receive a grade of B or better in English 10 Honors and obtain**

**a letter of recommendation from their English teacher**

This course is for grade 11 students who wish to challenge themselves with an AP course during their grade 11 year. This course focuses on nonfiction content with extended work in language and writing in preparation for the AP demands. Taking the AP English Language Exam in May is mandatory.

Students will be exposed to a wider range of genres and texts and will be trained in the techniques of thematic and rhetorical analysis. Vocabulary development continues.

TEXTS:            Everything's An Argument, The Essay Connection, A World of Essays, Heart of Darkness, The Omnivore's Dilemma, and various nonfiction selections, essays and speeches.

**English 12**

**Length of Course:**

**One Year**

**Credit Value:**

**1.0**

**Prerequisites:**

**Completion of English 11**

English 12 has a strong focus on the skills necessary for university level work. More in-depth development of various forms of writing and research skills will be addressed. Refinement of writing mechanics and techniques to produce clear and concise work is a central focus of the senior year. Literature and analysis will focus on the relationship between the outsider and society. Additionally, more technical reading is presented through articles from international magazines/journals and newspapers. Vocabulary development continues.

TEXTS Outliers, Romeo and Juliet, other selected novel excerpts, various non-fiction essays,  
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poetry and selected texts.

### **AP English Literature**

**Length of Course:** One Year **Credit Value: 1.0**

**Prerequisites:** Student must receive a grade of B or better in AP English Language and obtain a letter of recommendation from their English teacher

The AP course is designed to give the student an overview of world literature in preparation for taking the AP exam in late spring. Students will examine a variety of literature including poetry, essays, drama, short stories, and novels. In addition, AP students will continue to build their vocabulary skills and to explore literary devices and themes. Students are expected to engage in detailed analysis of selected works. Timed, in-class essays are frequent and mandatory. Taking the AP English exam in May is mandatory.

TEXTS King Lear, Wuthering Heights, Notes From the Underground , The Great Gatsby, A  
TS:



Doll's House, The Importance of Being Earnest, A Raisin in the Sun and various



selected readings.

## **Drama 1: Introduction to Theater**

(GRADES 10 & 11)

**Length of Course:**

**THIS COURSE IS FOR BLOCK 3**

**One Year**

**Credit Value: 1.0**

This is an introductory course into various aspects of theater arts. Students will be exposed to different areas of theater to include, theater history, the fundamentals of acting: pantomime, voice and diction, play reading and learning to memorize. They will also be introduced to some design elements such as costume and makeup. Students will not only gain a foundational knowledge in dramatic practices, but will also develop skills and confidence in public speaking, listening, reading, writing, and group cooperation for practical application outside of theater. This course requires students to see one theatrical performance outside of school per semester.

## **Drama 2: Theater Production** THIS COURSE IS FOR BLOCK 5 (GRADE 12)

**Length of Course:**

**One Year**

**Credit Value 1.0**

**Prerequisites: None. Introduction to Theater is recommended for this course.**

This course is for students who are interested in developing their acting, directing, and production skills. This course will focus on techniques, aspects, and theories of acting through various activities including script analysis, monologues and scene work. Students will study design theory, scenery, lighting, sound, costumes, and props. This class will also explore playwriting, and various production jobs such as stage management and backstage operations. Students will be assessed in a variety of ways in this project-based to include: journals, teamwork, memorization, and performance. Students will also have the opportunity to analyze performances outside of school (one per semester).

## **French I**

**Length of Course: One Year**

**Credit Value: 1.0**

In this course students will acquire basic skills in French reading, writing, speaking and listening. The course features an immersion format whereby most instruction and conversation with the instructor occurs in French. Students will gradually build a sound working vocabulary as well as an introductory acquaintance with French grammar. Students will also learn about French culture, including attitudes, monuments, celebrities, cuisine and customs. Students enrolling in French I should expect to continue into French II.

TEXT Allez Viens 1! Holt, 2006

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**Length of Course: One Year**

**Credit Value: 1.0**

## **French II**

**Prerequisite: Passing grade in French**

**I**

This course builds upon the foundation skills they learned in French I. Students will further expand their vocabulary, as well as their listening, reading and writing skills. Conversation will be an integral part of the course. French culture, including attitudes, customs, habits and beliefs will be studied.

TEXT Allez Viens 2! Holt, 2006

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**French III**

**Length of Course: One Year**

**Credit Value: 1.0**

**Prerequisite: Passing grade in French II**

This higher-level French course will consolidate and expand upon the skills learned in French I and French II. Students will broaden their vocabulary base and enhance their capabilities in writing, reading, speaking, and listening. Students will compose longer paragraphs, read novels and poetry, and take part in discussions in French concerning a wide variety of subjects

TEXT: Allez Viens 3! Holt, 2006

**Spanish I**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

In this course students will acquire basic skills in Spanish reading, writing, speaking and listening. The course features an immersion format whereby most instruction and conversation with the instructor occurs in Spanish. Students will gradually build a working vocabulary as well as an introductory acquaintance with Spanish grammar. Students will also learn about Spanish culture, including attitudes and customs. Students enrolling in Spanish I should expect to continue into Spanish II.

TEXT:

Avancemos. McDougal, 2007.

**Spanish II**



## **Business and Humanities**

دراسات الأعمال و العلوم الانسانية

### **Humanities**

#### **Psychology**

**Length of Course: One Year**                      **Credit Value: 1.0**

Psychology is designed to expose students to a variety of topics in the subject area. These topics include biological, cognitive, developmental, behavioral, psychodynamic and humanistic perspectives. Although there are a number of approaches to psychology, the emphasis in this course is on scientific methodology and empirical methods. The purpose of the course is to give an appreciation of psychology as a social science and as a body of knowledge that is relevant to the student's life.

TEXT: Thinking About Psychology. (C.T. Blair & R.M. Ernst) Broeker and Worth Publishing, 2008

#### **AP Psychology**

**Length of Course: One Year**                      **Credit Value: 1.0**

**Prerequisite: Grade B+ or better in Psychology and a Teacher Recommendation**

Advanced Placement Psychology is a university level course that requires students to read and study daily as is expected at any university. The course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Taking the AP exam in May will be mandatory.

TEXT    Psychology: AP Edition. (Zimbaro, Johnson, Weber, Gruber).  
:            Pearson-Prentice Hall,

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2007.

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## **World History I: Ancient Civilizations**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

World History I is an introductory course about human history around the globe from the origins of humankind to approximately the year 1500 CE. Throughout the course, students will become familiar with the development of, and interactions between, peoples, states, civilizations, and empires. Among the topics we will examine are the rise of cities, the evolution of technology and navigation, the development of means of communication, the importance of agriculture, the rise and fall of empires, the evolving conduct of warfare, and the emergence of intellectual thought in local and world religions.

TEXT: World History: Human Legacy. Holt McDougal, 2008

## **World History II: The Modern Era**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This course covers the global changes that created the modern world in the five centuries from the Renaissance to the Age of Imperialism. Students will learn about politics, economies, and culture of the period on a global scale. They will see how people and events have affected our lives in the world today. In addition to this, students will learn how to analyze the importance of people's actions and decisions by reading selected primary resources and engaging in independent research.

TEXT:  
McDougal, 2008.

World History: Human Legacy. Holt

## **20th Century History**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This course will pursue an understanding of how events that occurred from 1900 to the present day have shaped our modern world and its current events. Students will tackle questions such as: What is globalization and why should I care? Are there universal human rights and is it our responsibility to protect the rights of people in other countries? Will technology save or destroy us? Students will analyze various moments in history by reading selected primary resources and engaging in independent research.

TEXT: World History, Human Legacy. Holt McDougal. 2008

## **Political Science**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This course will look at countries around the world using a lens of power, politics, and privilege. Students will learn about the main political ideas and forms of government in the world today. Students will analyze different government structures from around the world in addition to critiquing laws. Students will read primary and secondary source documents, including current-day newspaper articles. Besides acquiring basic information, students will learn more about the world in which they live.

TEXT:  
Countries and Concepts: Politics, Geography, Culture. 9<sup>th</sup> Ed. (G.M. Roskin) Pearson Education, 2007

## World Geography

Length of Course:

**One Year**

**Credit Value: 1.0**

The objective of this course is to provide students with an overview of human and physical geography. Students will know the five themes of geography and be able to apply them to various locations and circumstances in the world. They will also be exposed to concepts involving maps, the earth's atmosphere and climates, water, global landforms, cultures, population, resources, and environmental change. Emphasis is placed on aspects of human-environmental interactions, such as art, economy, politics, and religion.

TEXT World Geography Today. (R.J. Sager and D.M. Helgren). Holt, Rinehart and Winston,  
:

2008.

### Philosophy (Arabic)

الفلسفة

الصف: الحادي عشر / الثاني عشر

عدد الوحدات: 1

مدة المقرر: سنة دراسية  
ساعة معتمدة

هذه المادة اختيارية لطلاب الصفين الحادي عشر والثاني عشر.

يتناول المقرر الدراسي لهذه المادة المواضيع التالية: مقدمة مبسطة لمفهوم الفلسفة وأهميتها في حياتنا،

مباحث الفلسفة وأهم اتجاهاتها، التفكير والتفكير النقدي، مفهوم الأخلاق، الأخلاق التطبيقية، بالإضافة إلى

عرض آراء بعض الفلاسفة في الموضوعات السابقة.

اسم الكتاب: علم الفلسفة

### **Grade 11 & 12**

Length of Course: One Semester

Credit Value: 0.5

This course is optional for students in grades 11 and 12.

The course covers the following topics: A simplified introduction to the concept of philosophy and its importance in our lives, the topics of philosophy and the most important trends, and critical thinking, the concept of ethics, applied ethics, and the views of some philosophers in the previous topics.

Book Name: Basics Philosophy

## Sociology (Arabic)

علم الاجتماع

الصف: الحادي عشر / الثاني عشر

هذه المادة اختيارية لطلاب الصفين الحادي عشر والثاني عشر.  
يتناول المقرر الدراسي لهذه المادة المواضيع التالية: البدايات الأولى لعلم الاجتماع وفروعه، تطور المجتمعات وتنوع الثقافات فيها , بالإضافة الى دراسة العوامل التي تساعد على ترابط وتفكك المجتمعات.  
ملاحظة: يقوم طلاب علم الاجتماع بمشاريع خيرية متنوعة داخل المدرسة وخارجها .

اسم الكتاب : مبادئ علم الاجتماع

## Grade 11 & 12

**Length of Course: One Semester**

**Credit Value: 0.5**

This course is optional for students in grades 11 and 12.

The course covers the following topics: the beginnings of the Social Science and its branches, Development of societies and cultures, studying the factors of interdependence, and dissolution of societies.

**NOTE:** The sociology students make charitable projects inside and outside the school.

**Book Name: Basics Sociology**

## BUSINESS STUDIES

### **Introduction to Business**

**Length of Course: One Year**

**Credit Value: 1.0**

This introductory course is geared towards students desiring to learn the basics of business.

Students will learn and work with such topics as the function of business, entrepreneurship and business enterprise, the role of business in society, the ethics of business, securities and investment, money and banking, human resource management and marketing. To be successful in this course, students should possess skills in effective note-taking, critical thinking, writing and speaking clearly in English, and conducting research.

**TEXT:** Introduction to Business. Glencoe/McGraw-Hill, 2012

### **Marketing**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

In this course, students will learn about the basic components of marketing, its methods and uses to businesses. Marketing focuses on the promotion of various products offered by

businesses. Products may include either goods or services. There are many specific characteristics students will study that involve the marketing of goods and services; the process of marketing, the strategies of marketing, the marketing plan, the disadvantages and benefits of specific marketing techniques, the four P's and more. Students will gain an idea of the effective analyses used in marketing to determine the most effective ways to sell a product. To be successful in this course, students should possess skills in effective note-taking, critical thinking, writing and speaking clearly in English, as well as conducting research.

TEXT Marketing Essentials. Glencoe, 2016.

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Supplemental materials: Glencoe problems, student portfolios and other readings.

### **Economics**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

The introductory economics course offers students an economic way of viewing the world as a set of scarce resources and the choices people must make. Students will learn about microeconomics and macroeconomics. Students will learn how economic concepts can explain the effects of governmental and private decisions. The course will introduce such topics as supply and demand, elasticity, government interference in the marketplace, consumer choice, and market structures. This course will particularly emphasize the economics of every-day decision-making. Students who can apply concepts to real life scenarios, through critical thinking, would enjoy this course. The course serves as a prerequisite for Advanced Placement Economics. Calculators are not allowed.

TEXT Economics: Today and Tomorrow. Glencoe/McGraw-Hill, 2008.

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Supplemental materials: Additional material handed out in classroom

### **AP Microeconomics**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisite:**

**Grade B or better in Economics**



Advanced Placement microeconomics is a college course designed to provide students with a thorough understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. Students taking the course will spend time examining the theory consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. They will evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. Students will have an opportunity to examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. Students will also consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

TEXT: Principles of Economics. (N.G.  
Mankiw), 2003.

### **AP Macroeconomics**

**Length of Course:** **One Year** **Credit Value: 1.0**

**Prerequisite:** **Economics Grade B or better in Economics**



Advanced Placement macroeconomics is a college course designed to provide students with a thorough understanding of the principles of economics in examining aggregate economic behavior. Students taking this course can expect to learn how the measure of economic performance, such as GDP, inflation and unemployment, are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. Students will also learn the basic analytical tools of macroeconomics, primarily the aggregate demand and aggregate supply model and its application in the analysis and determination of national income, as well as evaluating the effectiveness of fiscal policy and monetary policy in promoting economic growth and stability. Recognizing the global nature of economics, students will also have ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as solutions to economic problems are considered.

TEXT: Principles of Economics. (N.G.  
Mankiw), 2003.

### **Arabic Social Studies**

مادة الاجتماعيات

الصف التاسع

عدد الوحدات: 0.5 ساعة معتمدة

مدة المقرر: سنة دراسية

هذه المادة إجبارية لطالب الصف التاسع وهي مقررة من وزارة التربية والتعليم في دولة الكويت.

يتناول المقرر الدراسي للصف التاسع دراسة الكون والفضاء وعلاقة الانسان بالبيئة بالإضافة الى دراسة سكان العالم ووسائل الإتصال المعاصرة كما يركز المقرر على دراسة تحديات العالم (الحروب ) ودور الكويت في المنظمات العالمية.

اسم الكتاب : الكويت والعالم

## Grade 9

**Length of Course: One Year**

**Credit Value: 0.5**

This is a required course for all grade 9 students from the Ministry of Education in the State of Kuwait.

The ninth-grade course that includes the following subjects: the universe, space, the relationship between human and environment, the world population, and the course focuses on studying the challenges of the world (wars) and the role of Kuwait in international organizations.

**Book Name:** Kuwait and the World

الصف العاشر

عدد الوحدات: 0.5 ساعة معتمدة

مدة المقرر: سنة دراسية

هذه المادة إجبارية لطالب الصف العاشر وهي مقررة من وزارة التربية والتعليم في دولة الكويت.

يتناول المقرر الدراسي للصف العاشر تاريخ الحياة في دولة الكويت انطلاقاً من الموقع الجغرافي والمعالم الحضارية مروراً بالتغيرات التاريخية والسياسية والإقتصادية والإجتماعية التي شهدتها دولة الكويت منذ النشأة حتى وقتنا الحاضر.

اسم الكتاب : تاريخ دولة الكويت

## Grade 10

**Length of Course: One Year**

**Credit Value: 0.5**

This is a required course for all grade 10 students from the Ministry of Education in the State of Kuwait.

The tenth-grade course that includes the following subjects: the history of the State of Kuwait, the geographical location, the cultural ,The historical, political, economic and social changes that Kuwait has witnessed since its inception until the present.

**Book Name:** History of the State of Kuwait

## FINE ARTS *الفنون الجميلة*

The Art Program consists of courses that develop students' creative abilities and visual communication skills. Students will participate in project that will explore the use of a wide variety of two-dimensional and three-dimensional arts materials. Through individualized and group instruction, art teachers stress the importance of experimentation and balance this with the more guided development of technical skills with specific art materials. The courses currently being offered by the Art Department have been designed to sharpen students' critical and creative thinking skills and to increase students' confidence in their own creativity.

### **Elements of Art**

**Length of Course:**

**One Semester Credit Value: 0.5**

Realistic drawing skills are not necessary to achieve success in this course. It allows students to develop and expand skills in art and continue the exploration of art as a means of visual expression. Students will be introduced to the elements and principles of art through classroom assignments and studio projects. Students will work with a variety of art materials. In addition to improving drawing and design skills, students will be encouraged to communicate their own ideas. Concentrations include drawing, painting, printmaking, sculpture, and mixed media. Upon completion of this course students should: 1) have developed drawing and design skills, 2) have developed a broader understanding of how artists combine skill with art materials with the creative process in order to communicate ideas and feelings. The course includes art school presentations and participation in year-end Art Exhibition.

Exploring Visual Design. Davis Publications,

TEXT:

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*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm))  
is required.*

### **Drawing and Painting I**

**Length of Course:**

**One Semester Credit Value: 0.5**

Students explore a variety of media providing a foundation in the elements and principles of art with an emphasis on drawing and painting. This course, students learn to draw and paint through direct observation. Students learn to apply a variety of techniques and media to create compositions that incorporate the elements and principles of design. The study of art history, cultures, and artists will provide vocabulary skills and a foundation for students to discuss and evaluate their own work in a supportive atmosphere. The course includes art school presentations and participation in a year-end Art Exhibition.

TEXT Exploring Visual Design. Davis Publications,

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***A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.***

## **Drawing and Painting II**

**Length of Course:** One Semester                      **Credit Value: 0.5**

**Prerequisite:** Elements of Art or Drawing and Painting 1

Each drawing and painting unit extends and refines the skills taught in the beginning Drawing and Painting course. Units should continue to build student confidence in drawing from life as well as challenge students with developing their own “voice” through individual choices in composition and the elements and principles of design. Addressing conceptual ideas through the media and considering diverse “points of view” in compositions should also be included in units. Students continue to refine a variety of techniques to create compositions that incorporate the principles of color and design. The course includes art school presentations and participation in a year-end Art Exhibition.

TEXT Exploring Visual Design. Davis Publications,

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***Sketchbook is required.***

## **Advanced Drawing**

**Length of Course:** One Semester                      **Credit Value: 0.5**

An advanced drawing course built on the knowledge and skills learned in Drawing I & II and designed to help the students find their personal voice. We explore a variety of approaches and aspects in drawing that reveal the subjective in the objective, personal expression, as we search, destroy, and start again. While working from observation we go beyond representation to explore conceptual and pictorial issues and investigate a wide range of contemporary issues and themes. Studio activities, home projects, lectures, critiques, and demonstrations are designed to help the students expand their visual understanding and develop their critical, verbal, and technical skills necessary for the creative process.

TEXT Exploring Visual Design. Davis Publications,

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Art and the Human Experience: A Global Pursuit. (Katter & Stewart) Davis.  
Publications, 20

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*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

## **Foundation Art & Design**

**Length of Course:**

**One Semester**

**Credit Value: 0.5**

This course is designed to insure the elements of art knowledge our students have and to enforce using these elements in the progress of learning the fundamentals of creating a design based on the principles of design in which they should be able to understand and achieve during the one semester course, Students will get to know the type of balances they should always use when creating a design, how to emphasize and draw our focal point purposely to a particular part of their art piece, It's amazing to see the look on their eyes when succeeding in adding Unity and Harmony to their creative full of Variety designs.

TEXT Exploring Visual Design.  
: Davis Publications,

Art and the Human Experience: A Global Pursuit. (Katter & Stewart)  
Davis

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Publications, 20

*A4 Hardbound Sketchbook holds minimum 32 sheets (110  
lb. (180 gsm)) is required.*

## **Art and Design 1**

**Length of Course:**

**One Semester**

**Credit**

**Value: 0.5**

This course is Designed for those who wish to improve their designing abilities and skills in more depth, therefore a prerequisite Elements of Art or Foundation of Art & Design plus good knowledge in Geometrical math would be great to have, emphasizing on the principles of Design and focusing on using 3 dimensional illusion artwork which provides insight and detailed views of the object being designed using 1 point perspective and sometimes 2 point perspective techniques, this course is great for students who wish to become Interior designers, Architects and object designers.

At the end of this course, students will be challenged to think critically to improve human lives in their community and globally by designing an object that provides more confines and reliability to our day to day life.

**These skills include (Good knowledge of Geometrical math, The Line, Value and form in the elements of Art):**

TEXT Exploring Visual Design. Davis Publications,

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Art and the Human Experience: A Global Pursuit. (Katter & Stewart) Davis. Publications, 20

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*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

## **Art & Design II**

**Length of Course: One Semester**

**Credit Value: 0.5**

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### **Prerequisite:**

**Elements of Art or Drawing and Painting I, Foundation Art & Design**

Art teachers often say that art is all around us; actually, they mean that “design” is all around us. Design Defined: The development of a wide range of artistic, creative product distinct from fine art, visual communication, and visual culture. It is a noun (product) and a verb (process). As a noun, it is both the plan and the final solution. As a verb it is a cyclic routine of planning, decision making and evaluation applied to the making of an object. I believe students should’ve experienced in school what; 1. Enables them to understand the role of design in the built environment; 2. Gives them the knowledge, skills, and attitudes to improve the quality of our lives through design. Because the design process concerns itself with that which does not yet exist; 3. Encourages learning behaviors that prepare students for an environment for change. Therefore this course requires a prerequisite Art & Design I or Drawing and painting I or Studio Art and a good knowledge of geometrical math.

**These skills include (Art & Design I - Geometrical math)**

TEXT Exploring Visual Design. Davis Publications,

:



Art and the Human Experience: A Global Pursuit. (Katter & Stewart) Davis. Publications, 20

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*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

## **Introduction to Storyboard & Cartoons**

**Length of course: Semester Credit value: 0.5**

**Prerequisite: Elements of Art or Drawing and Painting I or II, Foundation Art & Design**

This course is designed to introduce students to the art form of story boarding and cartooning. Students will get to know the building blocks of Human Proportion, Character Design, Scene Design and Storytelling. This course is beneficial for students who wish to become Producers, Directors and

Advertising Marketers. At the end of this course, students will be able to effectively share ideas, concepts and stories in visual form.

TEXT Exploring Visual Design. Davis Publications,  
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Art and the Human Experience: A Global Pursuit. (Katter & Stewart) Davis. Publications, 20

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*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

### **Ceramics**

**Length of course:**

**One Semester Credit value: 0.5**

This is an introductory Ceramics course that will cover the making of ceramic objects (both pottery and sculptural forms) using a variety of clay working techniques both hand-building and wheel thrown. Strong emphasis will be put on the three hand-building techniques of pinch, slab, and coil methods. Application of surface design and glazing will be covered with all assignments. Students will be challenged to develop their sense of design and level of craftsmanship as the year progresses. An appreciation of the ceramics of the past and present will be included in the presentation of assignments. Students will have a solid introduction to the craft of ceramics, the proper use of its equipment and tools and the basics of studio safety in their use.

TEXT:

*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

### **Studio Art**

**Length of course:**

**One Semester**

**Credit value: 0.5**

**Prerequisite:**

**Elements of Art or Drawing and Painting I or II, Foundation Art & Design**



Studio Art is designed for the serious student, who is highly motivated to be challenged in an exploration of all media and interested in seriously developing their creative skills. It develops the skills, aesthetic learning and artistic vocabulary needed to be successful in art. Expanding on basic design theory and foundation skills, students will work in drawing, painting, sculpture, printmaking and mixed media. Students will build upon concepts, principles and skills learned in previous art courses. Units should specifically engage students with the challenge of creating a "breadth" (variety of media approaches) or "concentration" (theme for a body of work) of work as part of the class. A wide range of 2-dimensional and 3-dimensional art materials will be explored in a structured studio setting. Students should know the rubrics for the Advanced

Placement portfolios (Drawing & 2D Design) and use the rubrics as part of assessment strategies for individual reflection or group critiques. The course includes art school presentations and participation in a year-end Art Exhibition.

TEXT Exploring Visual Design. Davis Publications,

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Art and the Human Experience: A Global Pursuit. (Katter & Stewart)  
Davis

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Publications, 2005

*A4 Hardbound Sketchbook holds minimum 32 sheets (110 lb. (180 gsm)) is required.*

### **AP Studio Art**

**Length of Course: One Year Credit Value: 1.0**

**Prerequisite: Grade B or better in Studio Art**



The course provides an opportunity for grade 12 students to develop aesthetic and creative faculties. It provides experience in a variety of art media and art criticism skills. It is intended for students who have successfully completed two or more years of high school art. The nature of the class and the work will provide opportunities for personal growth and exploration. This is a continuation of Studio Art class. The two primary goals of this course are to (1) prepare a portfolio of 29 pieces of work for the AP exam by the end of April, and (2) develop your art and yourself as an artist. This class is a highly independent course requiring organization, motivation and completion of specific deadlines. All students will maintain and expand their portfolio for critique and grading. Students will choose one of the following portfolios subjects: Drawing, 2D Design, or 3D Design. The course includes art school presentations and participation in an end-of-the-year Art Exhibition.

TEXT: Art and the Human Experience: A Global Pursuit. (Katter & Stewart) Davis  
Publications, 2005

A4 Hardbound Sketchbook holds

minimum 32 sheets (110 lb. (180 gsm)) is required.

### **Instrumental Music**

**Length of Course: One Semester Credit Value:  
0.5**



This class is designed for beginners on the guitar or players who would like to fill in the gaps in their basic overall knowledge of the instrument. The idea is to get the students playing right away. This course will cover the fingerboard knowledge, basic techniques, some chords, strumming, basic improvisation, reading music (standard notation/), and basic concepts in music theory that can be used to read & write music. This class will provide an overview of the many different styles of music.

## MATHEMATICS

## الرياضيات

### MATHEMATICS الرياضيات

The High School mathematics department is dedicated to providing a comprehensive and solid background in mathematics. We offer the students a variety of courses: Algebra I & II, Geometry, Pre-Calculus, Calculus, AP Calculus, Integrated Math and Statistics. Students are required to pass 3 courses in order to graduate. Our goals are to improve student's problem solving skills and prepare them for university studies. Students follow a sequence of courses, of which they must pass before proceeding onto the next course. Ninth graders entering the High School will be placed in either Algebra I or Geometry, and the students will follow a sequence of Geometry, Algebra II, then they may choose Pre-Calculus or Integrated Math in grade 11 followed by Calculus, AP Calculus in grade 12. They also have the option to take a Statistics course in grade 11, or 12.

The department uses a variety of methods for assessment and evaluation such as: tests, quizzes, activities, Project-based assessment and homework. We believe that if students participate in class, do their homework, and study on a daily basis, they will achieve very good results and better problem solving skills.

There will be a digital approach in the instruction of Math starting 2014-2015, where we will switch to e-books in the courses of Algebra 1, Geometry, Algebra 2, and Integrated Math 2.

### Algebra I

**Length of Course: One Year**

**Credit Value: 1.0**

This course covers linear equation, word problems such as "rate, time, distance problems, area, cost-income problems," polynomials, factoring, algebraic functions, ratios and proportion, lines and their slopes, graphing lines, and solving system of linear equation.

Students are allowed to use calculators. This course prepares students for taking Geometry and Algebra II.

**TEXT:** envision Algebra 1 common core @2018

### **Geometry**

**Length of Course: One Year**

**Credit Value: 1.0**

This course is based mainly on plane geometry. It helps students use logic in analyzing problems and in organizing their thoughts. Students should be able to use facts and givens to reach conclusions. The core topics of this course are deductive reasoning and writing proofs, lines and planes, congruent and similar triangles, metric relations in right triangles, quadrilaterals, areas of plane figures, and circles. There is one project per semester composed of a powerpoint presentation that highlights a certain topic or area in geometry discussing definitions, features and real life applications.

**TEXT:** Envision Geometry @2018

### **Algebra II** – This is a required course for graduation starting with the class of 2014.

**Length of Course: One Year**

**Credit Value: 1.0**

This course is a continuation of Algebra I and prepares the students for Pre-Calculus. It covers: inequalities, linear equations and functions, products and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, analytic geometry, exponential and logarithmic functions, sequences and series, triangle trigonometry and matrices and determinants. Throughout this course, students will learn how to analyze and interpret data to solve problems in preparation for Pre-Calculus.

**TEXT:** envision Algebra 2 @2018

### **Pre-Calculus**

<b><u>Length of Course:</u></b>	<b><u>One Year</u></b>	<b><u>Credit Value:</u></b>
		<b><u>1.0</u></b>

**Prerequisites:** **Grade C or better in Algebra II**

This university preparatory course prepares students for Calculus and AP Calculus. Sources in college-level mathematics begin with a good understanding of Algebra. The goal of Pre-Calculus is to help students develop this understanding. It is designed for students planning to major in science fields at the university level. The core topics of this course are functions and graphs, polynomial and rational functions, exponential and logarithms, trigonometry, analytic

trigonometry, sequences, counting principles, probability, and statistics. Graphing calculators are used in this course.

**TEXT:**

Pre-Calculus: Graphical, Numeric, and

Algebraic, 7<sup>th</sup> Ed. Pearson-Prentice

**Calculus**

**Length of Course:**

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**One Year**

**Credit Value: 1.0**

**Prerequisite:**

**Grade C+ or better in Pre-Calculus**



This course is a university level course based on functions and their limits, derivatives and antiderivatives and their application. Students taking this course should be informed that this course is not an alternative to the university course, and they are advised to take it again in their freshman year. Graphing calculators are required.

**TEXT:**

Calculus of a Single Variable, 9<sup>th</sup> Ed.

Holt McDougal, 2010.

**AP Calculus**

**Length of Course:**

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**One Year**

**Credit Value: 1.0**

**Prerequisites:**

**Grade B or better in Pre-Calculus**



AP Calculus is an advanced placement course that is comparable to a calculus course in university. It gives hard working and motivated students the opportunity to get ahead by earning advanced placement and/or university credit while still in High School, provided they get a score of at least 3 out of 5 on their AP Exam. The content of the course is based on functions, graphs and limits,

derivatives and their applications, anti-derivatives and their applications. Applying Calculus in real life situations is the main objective of this course. Thus, there will be an emphasis on developing and improving analysis and problem solving skills. Graphing calculators are used extensively.

**TEXT:** Calculus: Graphical, Numerical, Algebraic. (Kennedy). Scott Foresman.

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Calculus: 6<sup>th</sup> Edition. Houghton Mifflin.

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### **Integrated Mathematics**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisites:**

**Algebra I, Geometry and Algebra II**

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This course is designed for students who will not major in science or mathematics at university level. The emphasis of this course is to study many topics covered in Algebra I, Geometry and Algebra II. It involves students in explorations and activities. It also helps students make cross-curricular and life connections.

**TEXT:**

Mathematics 2 @ 2014

Pearson Integrated High School

### **Statistics**

**Length of Course: One Year**

**Credit Value: 1.0**

The objective of this course is to reinforce statistical literacy among our students, and make statistics accessible to every student, including those who do not have a strong math background. Students will learn how and where statistics is applied. They will learn the correct terminology that will help them decide and focus on correct analysis and process. There will be emphasis on critical thinking, and how to apply and interpret statistical results. Computers and calculators are used to provide the numerical results of statistical processes.

**TEXT:** Understanding Basic Statistics. Brase/ Brase Fifth Edition, 2010

## **PHYSICAL EDUCATION**

التربية البدنية

### **Physical Education 9**

**Length of Course : One Year**

**Credit Value: 0.5**

Physical Education is a required course in grade 9. Male and female classes are similar in nature but are separate. The curriculum is focused on increasing levels of fitness and conditioning, which includes fitness assessments, individual and team sports. Active class work, skill development, and sportsmanship, are important components integrated within the class. Independent learning and collaboration are also part of 21st century skills that will be focused on as components of daily lessons. Specific units include volleyball, basketball, football, recreational activities, physical conditioning, and strength training.

### **Physical Education 10**

**Length of Course: One Year**

**Credit Value: 0.5**

Physical Education 10 is a continuation of Physical Education 9 and is a required course in grade 10. Male and female classes are similar in nature but are separate. The curriculum is focused on increasing levels of fitness and conditioning, which includes fitness assessments, individual and team sports. Active class work, skill development, and sportsmanship, are important components integrated within the class. Independent learning and collaboration are also part of 21st century skills that will be focused on as components of daily lessons. Specific units include volleyball, basketball, football, recreational activities, physical conditioning, and strength training.

### **11/12 Physical Education**

**Length of Course: One Semester**

**Credit Value: 0.5**

The Physical Education 11 and 12 curriculum focuses on promoting healthy attitudes and regular physical activity as important parts of each student's lifestyle. It emphasizes analyzing and improving physical competence, maintaining personal fitness, developing effective leadership and sports management skills. Team sports and fitness will be a main focus. Skill development, teamwork, and knowledge of the sport will be a priority. Fitness activities will include aerobics, team activities, weight training, and other group exercises. Sport units will include badminton, basketball, soccer, and volleyball. Sport education and fitness components will be discussed and reviewed in detail. Students will be evaluated by demonstrating a knowledge of the rules and strategies of the activities through skills testing, personal fitness assessment and teacher observations.

### **Health**

**Length of Course: Semester Course**

**Credit Value: 0.5**

Health is an elective course offered to students in grades 11 and 12. In this class, students will explore the different dimensions that constitute health and wellness, which include Social Health, Emotional Health, Spiritual Health, Mental Health, Physical Health, and Environmental Health. Students will discover how all of these components work together to help create "Good Health and Wellness." They will learn to assess these areas and make realistic proposals for change that will influence their personal health. Special emphasis will be placed on Nutritional Health.

# SCIENCE AND INFORMATION TECHNOLOGY

العلوم وتكنولوجيا المعلومات

The objective of the teaching of science to students is to enhance scientific thinking, i.e. analytical and critical thinking to acquire the required practical skills including the application of technology to solve problems by following the scientific method; to become independent learners; to work effectively as a member of a team; to lead by taking individual initiatives; to relate science to the environment and to appreciate the significant role of scientists in improving the quality of life.

## **Biology**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This course is a required grade nine science course. Grade 9 biology is an introductory life science course, exploring life in both the plant and animal kingdoms. Providing students with a solid, basic biology foundation, which will prepare them for future biology or life science courses in their high school and college careers. Students will begin the year studying about the scientific method and basic chemistry of life. They will then go on to study ecology, cells and their functions, genetics, taxonomy, and the six kingdoms of classification. This course will be enhanced with hands-on activities and labs to help students obtain a greater understanding of the course.

TEXT: Biology. Holt McDougal, 2015.

## **AP Biology**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisite:**

**Grade B or better in Biology and Chemistry**

This course is the equivalent of an introductory Biology course taken by biology majors during first semester of university. Students need to have completed one year of High School Biology. They also need a good command of English, a good understanding of chemistry, and some mathematical skills. It is strongly advised to take Environmental Science as a prerequisite. The course includes 12 quantitative lab exercises recommended by the AP Biology curriculum. The major emphasis is on understanding biological concepts rather than an accumulation of facts. The course covers:

- 1) Molecules and cells
- 2) Heredity and evolution

### 3) Organisms and populations

TEXT: Biology, 4<sup>th</sup> edition. (Campbell). Benjamin Cummings Publishing Company, 1998.

### **Chemistry**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This course is a required science course for all grade ten students. Chemistry is preparatory for the Pre-AP Chemistry course. Topics include electronic structure of atoms, the periodic table and trends, chemical bonding, chemical equations, and stoichiometry. This course is designed in such a way that students are encouraged to be independent learners and to be able to solve problems by applying scientific methods. Experiments performed in the lab provide students with data collection opportunities to reinforce concepts covered in class.

TEXT: Chemistry. Prentice Hall, 2008.

### **Pre-AP Chemistry**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisite:**

**Grade B or better in Chemistry**

This is a university preparatory course that prepares students for AP Chemistry, and is a prerequisite for AP Chemistry. This course is aimed to help students develop their conceptual, analytical and practical skills in Chemistry. The core topics are physical characteristics of gases, liquids, solids and solutions; understanding of acids and bases theories and acid-base titration; chemical equilibrium, oxidation reduction, organic compounds; and the study of representative metals and non-metals.

TEXT Chemistry: Principals & Reactions, 4<sup>th</sup> edition. HBJ College Publishers, 2001.

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Supplemented with: Modern Chemistry. (Tzimopoulos, Metcalfe, William & Castka).

Holt Rinehart Winston, 1993.

### **AP Chemistry**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisite: Grade B or better in Chemistry**

This course is designed to be equivalent to a general chemistry course usually taken during the first university semester. The topics covered emphasize chemical calculations and mathematical formulation of principles and the kind of laboratory work done by students at the university level. It covers the standard topics of Chemistry:

1. Structure of matter, including atomic theory and atomic structure, chemical bonding and nuclear chemistry
2. State of matter, which includes, gas, liquid, solid, and solutions
3. Reactions, reaction types, stoichiometry, equilibrium kinetics, and thermodynamics. The laboratory work is designed to enable the students to make observations of chemical reactions and substances to record data to calculate and interpreting results based on the quantitative data obtained, and to communicate effectively the results of experimental work

TEXT: Chemistry: Principles & Reactions, 4<sup>th</sup> edition. HBJ College Publishers, 2001.

### **Physical Science**

**Length of Course: One Year**

**Credit Value: 1.0**

This course is designed for students who would like to build upon his/her knowledge of Physics and Chemistry. It is considered as an ideal bridge between the Physical Science taught in Middle School and Chemistry and Physics courses taught in High school.

TEXT: Physical Science – Concepts in Action. Pearson, 2011

### **Physics**

**Length of Course: One Year      Credit Value: 1.0**

**Prerequisites:      Grade B or better in Algebra II**



This course is a college preparatory course for students who will major in science or mathematics. It covers the standard topics of physics: mechanics and electromagnetism. This course is aimed at encouraging students to be independent learners, to enable them to solve problems and to apply solutions to the problems faced by society. Laboratory exercises provide students with hands on opportunities for understanding physical concepts through direct observation.

TEXT: Physics. Holt, Rinehart and Winston, 2006.

### **AP Physics 1**

**Length of Course: One      Credit  
Year      Value:  
1.0**

**Prerequisites:      B or better in Physics**



This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding, problem-solving ability and practical experiments.

TEXT Giancoli, Douglas C. 2005. Physics: Principles with Applications, 6th edition.

Upper Saddle River, N.J.: Prentice Hall.

### **Environmental Science**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This is a general environmental science course. It covers the subject on a global perspective with emphasis on living things in our ecosystem, how our ecosystem works, kinds of ecosystems, water, air, atmosphere, climate, land, food, biodiversity, energy, waste and population growth. This course helps the students to understand the environment and its problems, to recognize the global perspective of the environment, to be able to make environmental decisions based on sound scientific methods of thinking and to recognize the effective role of scientists and ordinary people in protecting the environment. The students are asked to carry out a variety of assignments, including research papers. Practical work is included.

TEXT: Environmental Science. Holt, Rinehart and Winston, 1996.

### **AP Environmental Science**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

**Prerequisite:**

**Grade of B or better in Biology and Chemistry**

This course is the equivalent of an introductory college course in Environmental Science. Students need to have completed High School Biology, Chemistry, and Environmental Science. Students who have not taken Environmental Science, but have a B or higher in Biology and Chemistry, may apply with Teacher approval or recommendation). They also need a good command of English and mathematics to the Algebra II level. This is an interdisciplinary science course which encompasses the rigors of scientific experimentation and theory as well as the sociological, ecological and political aspects which affect our world both today and in the future. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

The major unifying themes of this course include:

1. Ecology
2. Biodiversity
3. Populations
4. Sustainability
5. Energy

TEXT Environmental Science for AP®, 10<sup>th</sup>. Friedland and  
: Relyea.

W.H. Freeman and Company, New York. 2012.

## **Earth Science**

**Length of Course:**

**One Year**

**Credit Value: 1.0**

This is a general course that studies the Earth and space. The standard topics of this course are: The Earth in space, plate tectonics, deformation of the crust, earthquakes, volcanoes, composition of earth, erosion, atmospheric forces, water in the atmosphere, stars and galaxies, the sun, moon and rings, and the solar system. Studying Earth Science helps students to understand and discover facts about the planet on which we live and the universe around it. Laboratory exercises, researches and field experiences are designed to provide students with hands on opportunities for understanding the concept of earth science through direct observation.

TEXT:  
and Winston, 1998.

Modern Earth Science. Holt, Rinehart

## **Information Technology**

Al-Bayan Bilingual School is committed to preparing its students to meet the challenges of a technologically changing world. We believe that meeting this challenge requires us to empower students with a practical, flexible education in technology, enabling them to think independently and analytically in solving substantive problems. Furthermore, we envision computers and technology, which must be recognized and used as interdisciplinary tools, as essentials of all curricular areas. The courses offered by the Information Technology Department are designed to reflect those beliefs. Assessment of student progress will test the student's ability to apply the skills

TEXT Learning Media Design with Adobe CS5, Pearson Prentice Hall Publisher, Catherine  
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Skintik, 2010

presented in each course. The student's ability to grasp cognitive aspects of the subject areas will also be assessed. In this way, the strengths and weaknesses of each individual will be addressed and developed.

## **Graphic Design 1 &2**

**Length of Course: One Semester**

**Credit Value: 0.5**

This course builds understanding of computer-generated graphics, the principles of design, and the creation of a graphic design product from concept to presentation. Students in this course will learn about creating high-quality illustrations, images, and documents for print, web, and devices by using three major Adobe applications, so they will learn to design and create attention-getting products for a wide variety of media needs. Students will work with Adobe Illustrator, Photoshop and InDesign. Projects will be assigned periodically to reinforce the material. Different challenging and critical thinking assignments in addition to hands-on tests will be assigned periodically.

## **Computer Architecture**

**Length of Course: One Semester**

**Credit Value: 0.5**

This course provides help for using a computer algebra system to do a wide range of computations in discrete mathematics. Each chapter provides a description of relevant functions in the computer algebra system and how they are used, programs to carry out computations in discrete mathematics, examples, and exercises that can be worked using this computer algebra system.

Discrete mathematics or computer architecture provides the mathematical foundations for many computer science courses including data structures, algorithms, database theory, automata theory, formal languages, compiler theory, computer security, and operating systems.

TEXT: Discrete-mathematics-and-its-applications-7th-edition-kenneth-h-rosen.

## **Introduction to Programming (Visual Basic)**

**Length of Course: One Semester**

**Credit Value: 0.5**

This course is an introductory course that orients students to programming concepts and logic without assuming any previous programming experience. Students will learn the basics that can be applied on any programming language. Students will be introduced to the basics of problem solving skills.

Fundamental topics will be covered such as data types, control structures, modules, functions and libraries as well as object - oriented concepts and event-driven programming. Students will learn to write codes using Visual Basic to design simple programs using Visual Studio.

TEXT: Starting Out with Visual Basic 2008.  
Updated Fourth Edition. Tony Gaddis, Kip Irvine. Pearson Education, 2010

## **Web Design**

**Length of Course: One Semester**

**Credit Value: 0.5**

This course provides essential knowledge and skills for designing, publishing and maintaining websites for personal or professional use. No prior knowledge of web design, HTML or CSS is required for this course. The students will learn how to design page layout, building web page with HTML and styling pages.

TEXT: Learning Web Design. Jennifer Niederst Robbins

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# Faculty

## Administration

### **Ms. Laura Divine, High School Principal**

M.Ed., Secondary Education, College of New Jersey, USA, 2007

B.A., Anthropology, Michigan State University, USA, 1997

B.A., Religious Studies, Michigan State University, USA, 1997

### **Mr. Manaad Safrani, High School Assistant Principal**

Master Of Professional Education and Training, Deakin University, Australia, 2016

Post-graduate diploma in Secondary Education, Victoria University, Australia, 2016

B.S. Computer Science, Victoria University, Australia, 2009

### **Mr. Moutasem Al-Shoul**

B.S. Applied Chemistry, Jordan University of Science and Technology, Jordan 2006

### **Mr. Thomas P. Delain, School Counselor**

M.Ed., School Counseling, Georgia State University, Atlanta, Georgia, USA, 2016

B.A., Journalism, Pennsylvania State University, USA, 2014 Minor: Rehabilitation & Human Services

### **Ms. Ifrecak Miller, School Counselor**

M.S., Professional School Counseling, Sage Graduate School, USA, 2012

B.A., Fine Arts, State University of New York, USA, 2001

### **Ms. Stephanie Hatten, School Counselor**

M.Ed., Counseling Psychology, Simon Fraser University (SFU), BC.,Canada, 2004

Post Grad., Secondary Teaching Certification, SFU, BC., Canada, 2002

BA History/English, University of the Fraser Valley, BC.,Canada 2001

### **Ms. Shanda Edwards, Inclusion Specialist**

MS Multidisciplinary Studies Educational Leadership, SUNY Buffalo, In Progress

BA Communications, Texas Southern University, 2002

Special Education Certification

### **Mr. Ashraf Al Rabah (HS Tech Integration Specialist)**

B.A, Computer Engineering, Jordan University of Science and Technology, Jordan, 1996

## **Arabic Department**

### **Mr. Ahmed Al Faqi, Head of Department**

M.A. Islamic Philosophy, University Faculty of Dar Al Alum.  
Diploma of High Studies, Special Needs, Ain Shams University, Faculty of Education, 2002  
Diploma of High Studies, Islamic Studies, Cairo University, 2000 B.A., Arabic & Islamic Studies, Faculty of Darl Al Alum 1998

### **Dr. Ahmed Al-Hameed**

Ph.D., Modern Arab Literature, Aleppo University, Syria 2010  
M.A., University of Damascus, Syria, 1996  
B.A., University of Damascus, Syria, 1988

### **Mr. Nasser Helles**

B.A., Beirut Arab University, Lebanon, 1976

### **Ms. Salwa Al Awak**

Teaching Diploma, Aleppo University, Syria, 1999  
License: Arabic Language & Literature, Aleppo University, Syria, 1998

### **Ms. Rehab Ghousha**

B.A., Arabic Literature, Kuwait University, Kuwait, 1981

### **Ms. Sawsan Marwa**

B.A., Arabic Literature, Damascus University, Syria

### **Ms. Asma Barakat**

B.A. Arabic Literature, Al-Baath University, Syria

## **Islamic Studies Department**

### **Mr. Ameen Al-Dolat, Head of Department**

M.Ed., Education Technology, Yarmouk University, Jordan, 2005  
B.S., Islamic Studies, Baghdad University, Iraq, 1996

### **Dr. Mohammad Al-Choukairy**

B.A., Sociology, Lebanese University, 1996  
M.A. Islamic Jurisprudence, Al-Jinan University, 2006  
Ph.D Islamic Jurisprudence, Al-Jinan University, 2010

### **Mr. Hussain Zakaria Isa**

B.A., Islamic Studies & Religion, Al-Azhar University, Egypt, 1997

### **Mr. Mohammad Yousef**

B.A., Islamic Religion, University of Damascus, Syria, 1990

## **Languages Department**

**Ms. Kathy Jo Young, Head of Department**

B.A., English, Glen Cullen University, USA, 1992

**Mr. DeWayne Stevens**

B.S., English/Secondary Education, Southwest Baptist University, USA, 1979

**Ms. Angelique Davidson**

B.Ed Language and Literacy, Mico University College, Jamaica, 2010

Diploma Education (English Language and Literature), English First Class

Honours, Church Teacher's College, 2007

**Ms. Abrar Ebrahim**

B.A., English Education, Gulf University for Science & Technology, Kuwait, 2014

**Mr. Darrian Bryan**

B.A. Literatures in English, University of the West Indies, 2014

**Ms. Angella M. Bennett**

B.A., English Literature, University of the West Indies, Kingston, Jamaica, 1995

Postgraduate Diploma in Education, Shortwood Teachers' College, 1989

**Mr. Caleb Anderson**

B.A. English Education, Oklahoma Wesleyan University, USA, 2015

**Ms. Ashely Vasquez**

B.A. Middle Grade Education; concentration in Language Arts, University of North Carolina, 2019

**Ms. Farah Abu Diak**

B.A., Spanish & English Language and Literature, Jordanian University, Jordan, 2008

**Ms. Eman Abdel-Latif**

B.A., French, Ain Shams University, Egypt, 1989

## **Humanities and Business Department**

**Ms. Fatima Kamali, Head of Department**

M.A., International Leadership, Framingham State College, USA 2009

Teaching Certification, American University of Beirut, Lebanon, 1988

B.A., Social and Behavioral Studies, American University of Beirut, Lebanon, 1988

**Mr. Justin Dupuis**

B.A. Integrated Studies, Brock University, Canada, 2009

B.Ed, Brock University, Canada, 2009

**Ms. Laurel Parr**

B.S. Biology and History, University of Western Ontario, Canada, 2010

B.Ed, University of Western Ontario, Canada, 2011

**Mr. Salah Al –Sharif**

B.A., University of Alexandria, Egypt, 1969

**Ms. Sajeda Risq Al-Attar**

B.A., Geography, Mu'ta University, Jordan, 2004

**Ms. Shahira Radwan**

B.A. Political Science, The American University of Cairo, 2013

**Mr. Rajeh Mahmoud**

B.A. History, Lindenwood University, 2014

**Ms. Heba Mobarak**

B.A. Hotel Management, The Arab Academy for Science and Technology and Maritime Transport, School of Business Studies, Egypt, 2000

MBA, The Arab Academy for Science and Technology and Maritime Transport, School of Business Studies, Egypt, 2003

## **Fine Arts Department**

**Ms. Rihab Al-Assadi, Head of Department K-12**

B.A., Painting and Drawing, Concordia University, Canada, 2002

**Ms. Shwikar Shawky**

B.A. Art Education, Ain Shams, Egypt, 1996

International General Certificate of Secondary Education, University of Cambridge, 2011

**Mr. Hany Soliman**

M.S., Multidisciplinary Studies: Certificate in Educational Leadership, Buffalo State, USA 2013

B.Ed., Music, Tanta University, Egypt, 1995

**Ms. Yvette Ohanian**

B.A. Fine Arts, Lebanese University, Lebanon, 2016

B.A. Graphic Design, Notre Dame University, Lebanon, 2012

## **Mathematics Department**

### **Mr. Khaldoon A.M. Al Abadneh, Head of Department**

Advanced Diploma in Information & Communication tools in Education (ICT), Yarmouk University, Jordan, 2007

Bachelor degree in Applied Mathematics and Statistics, Jordan University of Science & Technology, Jordan, 2004

### **Mr. Ahmad Al-Hamar**

M.S. Mathematics, Institut Camille Jordan, Universite Claude Bernard Lyon, 2014

B.Sc., Management Information Systems, Oregon State University 2006

### **Mr. Oduor Omondi**

B.Ed., Business Studies & Math, Kenyatta University, Kenya, 1996

### **Mr. Hassan Hassoun**

Master 2 Research Degree in Pure Mathematics- Differential Geometry, Lebanese University, 2015

Master 2 Professional Degree in Mathematics Education, Lebanese University, 2017

### **Ms. Hadil Ghayad**

B.S. Mathematics, Lebanese American University, Lebanon, 2017

### **Ms. Maha Saleh**

B.Sc., Math Science, University of Ottawa, Canada, 1992.

### **Mr. Hatem Al Omari**

M.A., Information System , Arab Academy for Banking & Financial Sciences, Jordan

B.S., Mathematics, Jordan University, Jordan, 2003

## **Physical Education Department**

### **Mr. Joseph Chacko**

M.S., State University of New York, New York, USA, 2010

Certificate in Teaching Special Education, Buffalo State University, Buffalo New York, USA, 2009

Bachelor of Physical Education, University of Mysore, Mysore India, 1994

Bachelor of Arts, University of Calicut, Calicut, India, 1993

### **Ms. Balsam Abdel Fattah**

B.A., Physical Education, University of Essef, Tunisia, 1996

### **Mr. Haytham El Tonsy**

B.S. Physical Education, Track & Field, Alexandria University, Egypt, 1995

## **Science and Technology Department**

### **Mr. Mahmoud Negm, Head of Department**

M. Ed., Teaching in International Schools, Framingham State University, 2008  
B.S. Physics/Chemistry, Alexandria University, Egypt 1995

### **Ms. Sadjia Droueche**

M.S., University of Akron, Ohio, USA, 1987  
B.S., Algerian University, Algeria, 1980

### **Ms. Marcie Jones**

M.S. Multidisciplinary Studies, Certification in Educational Leadership, Buffalo State University, 2013  
B.S., Science Education, University of Southern Mississippi, USA, 1989  
A.A., Jones County Junior College, USA, 1987

### **Mr. Hosni Showike**

M.S., Molecular Biology & Biotechnology, University of Brussels, Belgium, 2003 B.S., Biochemistry, 2000  
International Educator Certificate, New Jersey, USA, 2013

### **Ms. Fay Charafeddine**

BSC, General Science, Biology, University of Windsor, Canada, 2012  
M.S. in Multidisciplinary Studies with a concentration in Educational Leadership, Buffalo State University, USA 2017

### **Mr. Ibrahim Yassine**

M.S. Clinical Laboratory Sciences, University of Balamand, Lebanon, 2011  
B.S. Biology, Lebanese University, Lebanon, 2006

### **Mr. Issam AlBitar**

B.S. Physics, Lebanese University, Lebanon, 2006  
M.S. Applied Physics, University of Bahrain, 2017

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M.S. Biology, Texas A&M University, USA, 2016

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B.A., Math & Computer Science, Lebanese University, Lebanon, 2008

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M.A., Arab Linguistics, University of Jordan, Jordan, 2008

B.A., Arab Language and Literature, Petra University, Jordan, 2005

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Ph.D., E-Research and Technology Enhanced Learning, Lancaster University, 2020-expected

M.A., Library and Information Studies, University College London, 2017

M.A., ICT and Digital Learning, University of Newcastle, 2014

Post Graduate Diploma, E-learning, Egyptian E-learning University, 2013

B.A., Teaching English as a Second Language, Cairo University, 1997

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### **Ms. Marwa Ali, Counseling Office Secretary**

B.A. English Literature, Zagazek University, Egypt, 2000

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This is similar to MS Handbook (page 26).

Updated 18/8. Please review.

Needs to be reviewed and aligned with MS and approved by Upper Admin.

Must discuss with Manaad and Moutasem

Review with Manaad and Moutasem

This must be updated by the counselors ASAP with the new requirements.

