

# GEMS American Academy Qatar

## A Parent’s Guide to KG1

GEMS prides itself on offering an outstanding educational program where highly effective classroom teachers use an engaging and challenging curriculum to help students meet or exceed grade-level standards. Academic progress is measured in two ways: by monitoring student learning to provide for ongoing dialog (formative assessment) and by evaluating student progress against standards and benchmarks using tests, assignments, and projects (summative assessment). The GAAQ report card is designed to show how well a student is doing in relation to grade-level standards, and also illustrates that by the completion of the academic year, the student will be equipped with the knowledge and skills to succeed at the next grade level.

This guide will help parents understand the concepts and skills that are the focus of instruction in the KG1 classroom, as well as the broader academic and thinking skills that will lead to college readiness and beyond. And because parental involvement is a key factor in a student’s academic success, this guide also offers suggestions about how parents can support their child’s learning at home. A concise overview cannot fully represent the comprehensive curriculum and all units of study in KG1, so parents are encouraged to contact the school if they have questions.

<b>Creative Curriculum Objectives for Development and Learning</b>	
<p><b>SOCIAL–EMOTIONAL</b></p> <ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors               <ol style="list-style-type: none"> <li>a. Manages feelings</li> <li>b. Follows limits and expectations</li> <li>c. Takes care of own needs appropriately</li> </ol> </li> <li>2. Establishes and sustains positive relationships               <ol style="list-style-type: none"> <li>a. Forms relationships with adults</li> <li>b. Responds to emotional cues</li> <li>c. Interacts with peers d. Makes friends</li> </ol> </li> <li>3. Participates cooperatively and constructively in group situations               <ol style="list-style-type: none"> <li>a. Balances needs and rights of self and others</li> <li>b. Solves social problems</li> </ol> </li> </ol>	<p><b>MATHEMATICS</b></p> <ol style="list-style-type: none"> <li>1. Uses number concepts and operations               <ol style="list-style-type: none"> <li>a. Counts</li> <li>b. Quantifies</li> <li>c. Connects numerals with their quantities</li> </ol> </li> <li>2. Explores and describes spatial relationships and shapes               <ol style="list-style-type: none"> <li>a. Understands spatial relationships</li> <li>b. Understands shapes</li> </ol> </li> <li>3. Compares and measures</li> <li>4. Demonstrates knowledge of patterns</li> </ol>
<p><b>PHYSICAL</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates traveling skills</li> <li>2. Demonstrates balancing skills</li> <li>3. Demonstrates gross-motor manipulative skills</li> <li>4. Demonstrates fine-motor strength and coordination               <ol style="list-style-type: none"> <li>a. Uses fingers and hands</li> <li>b. Uses writing and drawing tools</li> </ol> </li> </ol>	<p><b>SCIENCE AND TECHNOLOGY</b></p> <ol style="list-style-type: none"> <li>1. Uses scientific inquiry skills</li> <li>2. Demonstrates knowledge of the characteristics of living things</li> <li>3. Demonstrates knowledge of the physical properties of objects and materials</li> <li>4. Demonstrates knowledge of Earth’s environment</li> <li>5. Uses tools and other technology to perform tasks</li> </ol>

<p><b>LANGUAGE</b></p> <ol style="list-style-type: none"> <li>1. Listens to and understands increasingly complex language       <ol style="list-style-type: none"> <li>a. Comprehends language</li> <li>b. Follows directions</li> </ol> </li> <li>2. Uses language to express thoughts and needs       <ol style="list-style-type: none"> <li>a. Uses an expanding expressive vocabulary</li> <li>b. Speaks clearly</li> <li>c. Uses conventional grammar</li> <li>d. Tells about another time or place</li> </ol> </li> <li>3. Uses appropriate conversational and other communication skills       <ol style="list-style-type: none"> <li>a. Engages in conversations</li> <li>b. Uses social rules of language</li> </ol> </li> </ol>	<p><b>SOCIAL STUDIES</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates knowledge about self</li> <li>2. Shows basic understanding of people and how they live</li> <li>3. Explores change related to familiar people or places</li> <li>4. Demonstrates simple geographic knowledge</li> </ol>
<p><b>COGNITIVE</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates positive approaches to learning       <ol style="list-style-type: none"> <li>a. Attends and engages</li> <li>b. Persists</li> <li>c. Solves problems</li> <li>d. Shows curiosity and motivation</li> <li>e. Shows flexibility and inventiveness in thinking</li> </ol> </li> <li>2. Remembers and connects experiences       <ol style="list-style-type: none"> <li>a. Recognizes and recalls</li> <li>b. Makes connections</li> </ol> </li> <li>3. Uses classification skills</li> <li>4. Uses symbols and images to represent something not present       <ol style="list-style-type: none"> <li>a. Thinks symbolically</li> <li>b. Engages in sociodramatic play</li> </ol> </li> </ol>	<p><b>THE ARTS</b></p> <ol style="list-style-type: none"> <li>1. Explores the visual arts</li> <li>2. Explores musical concepts and expression</li> <li>3. Explores dance and movement concepts</li> <li>4. Explores drama through actions and language</li> </ol>
<p><b>LITERACY</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates phonological awareness       <ol style="list-style-type: none"> <li>a. Notices and discriminates rhyme</li> <li>b. Notices and discriminates alliteration</li> <li>c. Notices and discriminates smaller and smaller units of sound</li> </ol> </li> <li>2. Demonstrates knowledge of the alphabet       <ol style="list-style-type: none"> <li>a. Identifies and names letters</li> <li>b. Uses letter–sound knowledge</li> </ol> </li> <li>3. Demonstrates knowledge of print and its uses       <ol style="list-style-type: none"> <li>a. Uses and appreciates books</li> <li>b. Uses print concepts</li> </ol> </li> </ol>	<p><b>ENGLISH LANGUAGE ACQUISITION</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates progress in listening to and understanding English</li> <li>2. Demonstrates progress in speaking English</li> </ol>

<ul style="list-style-type: none"><li>4. Comprehends and responds to books and other texts<ul style="list-style-type: none"><li>a. Interacts during read-aloud time and book conversations</li><li>b. Uses emergent reading skills</li><li>c. Retells stories</li></ul></li><li>5. Demonstrates emergent writing skills<ul style="list-style-type: none"><li>a. Writes name</li><li>b. Writes to convey meaning</li></ul></li></ul>	
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**Talking to your child’s teacher:**

Parental involvement in a child’s education is crucial, so it’s important to build a healthy, collaborative relationship between home and school by establishing good communication with your child’s teacher. We encourage you to reach out to the teacher early in the year. Learn about the academic standards your child will be aiming for and discover ways you can support them in their studies. The first step in being able to follow the academic road map is to begin with a solid understanding of what your child will be expected to know by the end of the school year and keep the goal in sight.

Teachers monitor and evaluate student academic progress and achievement on an ongoing basis in many different ways, so parents are encouraged to stay in regular contact with their child’s teacher beyond parent-teacher conferences. As the school year progresses, ask to see samples of your child’s work to determine, in concert with the teacher, your child’s advancement toward grade-level standards. Discuss areas of strength your child exhibits in the classroom as well as areas that may be targeted for growth. Inquire about how you can best help your child at home, and ask the teacher for recommendations and resources. Find out details about specific classroom activities and discuss ways that you may be able to volunteer your time and talents to support classroom activities or units of study.

Growth and learning during the school year doesn’t end in the classroom—parents and teachers must work together all year long for the success of each student. We ask that you partner with us in creating an optimal learning experience for your child.