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KS 2023 - 24 Admission Policy

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Admission Policy

Rationale

The Kingdom School (KS) admission policy and procedures are in place to safeguard that students are appropriately placed in the most conducive learning environment. Proper placement ensures that students admitted to KS benefit fully from our educational programs and have a positive school experience.

Beliefs

KS believes:

- A clear admission policy is paramount to ensuring applicants are fully aware of the expected high standards for all students.
- Appropriate assessment is critical to confirming proper student placement while enhancing student opportunity to experience educational success.
- Inclusivity is paramount to a successful school environment. However, to best support our students, it is critical that honest assessment of special learning needs and our ability to adequately support these needs is determined prior to student acceptance.

Standards

- For information regarding the enrollment process, enquiries are directed to the Admission Officer/s (AO).
- It is the exclusive responsibility of the AO to provide enrollment information to interested parents. This includes new enrollment inquiries, confirmation, and completion.
- The AO maintains an up-to-date electronic register of student numbers in each grade and campus.
- The school designee may authorize acceptance of a student. All placement offers remain provisional until the school designee signs off on the official enrollment form.
- KS maintains a clear schedule of current fees.
- As per the admission policy, a student completes academic assessments prior to admission.
- KS endeavors to maintain maximum class-size limits as per KS School Policy.

Guidelines

- Initial inquiries are directed to the AO, who provides official forms and enrollment procedures.
- The AO coordinates tours, appointments, and assessment dates with relevant site designees.
- The AO has a complete record of inquiries and enrollments under process. Therefore, he/she indicates placement on the KS waiting list for the prospective students.
- Site Admission Committee returns admission assessment results to the AO within 48 hours.
- The school designee has the authority to approve or decline a pending application. All applications are provisional until authorized by the school designee.
- Placement cannot be offered until the AO is satisfied that sufficient documentation is provided and the appropriate fees are paid.
- The initial inquiry phase to the admission completion phase (see admission procedures) should take no longer than five (5) days. KS reserves the right to rescind any offers of placement.

Admission Procedures

Admission Team		
Responsible Individual(s)	Action	
Admission Officer (AO)	Provides enrollment information	
	Coordinates school tour	
AO, Administrative VP, or PR Officer	Conducts school tour	
Admission Committee	Establishes assessment appointment	
	Administers admission assessment	
School Designee	Approves final decision	
Admission Officer	Transfers certificate & coordinates w/MoE	
	Obtains documents & records	
Finance Officer	Provides bill & collects fees	

Admission Criteria

Student acceptance is based ஓடிக்கு நேரு முரியிர்கு முறிக்கிரு நிரியாக criteria:

- Age appropriateness for require the second Althorson Officer (AO)
- Successful completion refiths parevirus to choologisate stage radechedule appointment

Inquiry Phase meet studentmends does not mean school acceptance or placement on the KS waiting list. This

- Admission assessmeoturessolthy affteqtimedssessment phase.
- Previous school records (academic transcripts, transfer certificate, recommendation letters, standardized assessment results, as applicable)
- School interview with Academic Consultant and/or Administrative Vice Principal
- Admission procedutes prevides in the Reference and a second procedures of the Requirements)

Admission Phases

Enrollment Phase

- AO provides enrollment packet which includes enrollment form, procedures, student handbook, and promotional material
- If not already completed, Administrative Vice Principal organizes school/stage tour
- Admission Committee schedules interview and admission assessment

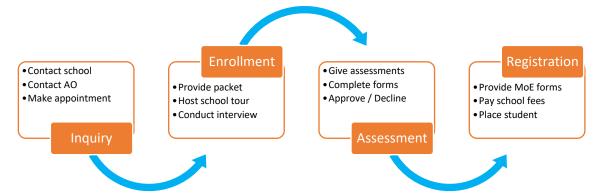
Assessment

- Student completes admission assessments and interview, as required
- Parent completes and submits enrollment form and provides necessary documents (previous school reports, principal's recommendation, passport copies, etc.)
- Admission Committee collects assessment results
- School designee approves/declines enrollment on the school information system (SIS)

Phase

- Parent provides all Ministry of Education paperwork (as directed by AO)
- Parent pays registration fees as per regulations directly to Finance Department
- Finance Department confirms fee payment
- AO provides offer placement or places student on waiting list

Registration & Admission Phase



Additional Admission Information

KS adheres to the following admission criteria:

- School administration collaborates with the AO to prepare required MoE documentation
- Accepted students transferring outside KSA must have MoE approval before they are fully confirmed as enrolled
- Accepted students in grade 9-12 transferring from other programs i.e. National, British, IB, etc. must have MoE approval before they are fully confirmed as enrolled
- Students may not begin classes without first being enrolled in SIS
- Generally, class size is limited to:
 - 20 for Kindergarten
 - 22 for grades 1-3
 - 25 for grades 4-12
- Enrollment of additional students in any class is at the discretion of the Executive Director

Waiting Lists

- New applications are reviewed in the order in which received; priority is given to siblings of current KS students
- If space is unavailable, the applicant is added to a waiting list
- An applicant is either offered a placement or not (communicated by way of text message, email, or phone call)
- If placement is not offered, all registration deposits are refunded

K-12 Admission Requirements

The following requirements must be submitted prior to admission:

- Enrollment form
- Tuition Agreement
- Child Information Form
- Parental Statement/Child's Health (required by school and placed in student file w/counselor)
- Immunization Certificate
- Previous educational records and transcripts (Grades 2- 12)
- Admission Assessment Results
- One full term payment prior to the commencement of the term

Kindergarten

- Students seeking a KG placement are interviewed with their mother/female guardian and are required to take a KG readiness assessment
- KG1 Enrollment: Child must be 2 years and 9 months on or before the first day of the academic year
- KG2 Enrollment: Child must be 3 years and 9 months on or before the first day of the academic year
- KG3 Enrollment: Child must be 4 years and 9 months on or before the first day of the academic year

Grade 1

- Child must be five years and nine months on or before the first day of the academic year
- Admission is based on an Admission Committee interview and an admission assessment

Priority is given to students already attending KS KG and to those students who have currently enrolled siblings

Grade 2-8

- Admission is based on an Admission Committee interview and an admission assessment
- Priority is given to those students who have currently enrolled siblings

Grade 9-12

Students from Other Accredited International Schools: Students wishing to transfer to the Kingdom School American Diploma Program (ADP) from another accredited international school are required to provide complete transcripts for all courses – Grade 9 to current grade. If transcripts are complete and demonstrate an acceptable Grade Point Average (GPA or equivalent), the student may sit for the admission assessment.

For the student to be accepted into the American Diploma Program he/she should:

- Provide current and up-to-date school transcripts showing an acceptable GPA
- Achieve an appropriate placement score on the admission assessment
- Be interviewed by the Administrative Vice Principals and/or Academic Consultant or the Admission Committee
- Accepted students in grade 9-12 transferring from other programs i.e. National, British, IB, etc. must have MoE
 approval before they are fully confirmed as enrolled

Admission Assessment

Admission assessment results, along with previous student school records, are carefully reviewed. Before a final decision is determined, the student and parent/guardian are invited to an interview with the Administrative Vice Principal and/or Academic Consultant.

Kindergarten

There is no placement test for students entering KG. However, students should be in a position of school readiness and will be assessed on basic skills. Parent/Guardian and the Administrative Vice Principal and/or Academic Consultant should discuss during an interview if the student would benefit from a delay in commencement of schooling.

Grades 1-6

Candidates complete an English and Arabic one-on-one interview. Appropriate results (determined by the site Admission Committee) are a prerequisite for acceptance into KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the **New Student Admission Form (Grades 1-9)** (See Appendix). The purpose of this form is to create an accurate record of the student's admission results.

Grades 7-9

Candidates complete an English and Arabic one-on-one interview. If a prospective student is transferring from another international school, he/she will also complete an Arabic assessment. Appropriate results (determined by the site Admission Committee) are a prerequisite for acceptance into KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the **New Student Admission Form (Grades 1-9)** (See Appendix). The purpose of this form is to create an accurate record of the student's admission results.

Grades 10-12

Candidates meet with the Administrative Vice Principals and/or Academic Consultant. Student transcripts and previously-earned credits are reviewed, and the candidate completes an English and Arabic one-on-one interview. If a prospective student is transferring from another international school, he/she will also complete an Arabic assessment. Appropriate results (determined by the site Admission Committee) are a prerequisite for KS. Upon reviewing the results and in conjunction with previous school records, the Administrative Vice Principal approves or declines the application.

Once all admission assessments are completed, the Administrative Vice Principal completes the *Admission & Transcript Analysis Form (Grades 10, 11, & 12)* (See Appendix). The purpose of this form is to create an accurate record of the student's admission results and credit summary results. The credit summary is imperative to provide accurate transcripts at the end of grade 12.

If a student is admitted to KS but is missing credits, the **Missing Credit Parent Contract** must be completed and signed by the parent, student, and KS Administrative Vice Principal or Academic Consultant prior to final admission.

Registration and Admission Testing During Distance Learning or Outside KSA Assessment Procedures by Stage

Kindergarten

- Parentis is sent Parent Data Collection Form (KG1-KG2 & KG3) to complete and return through email to Administrative Vice Principal or Academic Consultant
- Parent Data Collection Form is returned to Administrative Vice Principal
- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - o Meeting includes Administrative Vice Principal, Academic Consultant, Parent and Student
 - O Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - o KG Application and Data Collection Form is administered by the Academic Consultant to the student
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 1-6

- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - o Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 7-8

- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - o Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made
- Parents are contacted by Admission Office

Grades 9-12

- Administrative VP analyzes student transcripts to determine if all credits are in place.
- Administrative VP arranges TEAMS/Zoom meeting with parent and student
 - Meeting includes Administrative Vice Principal, Academic Consultant, Arabic Coordinator, Parent and Student
 - Purpose of the meeting is to assess student's English and Arabic language and comprehension level
- TEAMS/Zoom meeting is conducted
 - Assess students reading comprehension skills in English and Arabic using KS Intro, Passages and Questions tool
- Final admission decision is made, which includes transcript and assessment analysis

- Grades 10-12: If a student is admitted to KS but is missing credits, the Missing Credit Parent Contract
 must be completed and signed by the parent, student, and KS Administrative Vice Principal or
 Academic Consultant prior to final admission.
- Parents are contacted by Admission Office

Additional Assessment Information

- Any declined student admission will be discussed with and approved by the Executive Director.
- Any concerns arising from the interviews/ tests should be documented and discussed with parents.
- Students re-entering KS may be exempt from re-assessment if they have been absent for no more than one school year. This decision is at the discretion of the Administrative Vice Principal and must be supported with documentation of continued education during the absence.
- The Administrative Vice Principal reserves the right to waive the placement assessment if satisfied with the academic records provided during application.

Appendix





بيانات أولياء الأمور KG 1 & KG 2 Parent Data Collection / (المستوى الأول – المستوى الثاني) KG 1 & KG 2 Parent Data Collection /

ي الأمر / Parent Name	اسم ولم	_ Cell Phone / رقم الهاتف:	
الطفل/ Student Name	: اسم	_ Birth Date / تاريخ الميلاد:	
Gender /الجنس: 🗆 Ma	نکر / Female 🗆 اُنٹی/ sle	مستوى الطفل/ Grade Level	: □ KG1 □ KG2
Primary Language Sp	: لغة الطفل المستخدمة في المنزل / oken at Home	العربية / Arabic □	الإنجليزية / English □
Preschool Experience	: هل لدى الطفل خبرات في روضات سابقة ؟ / ب	□ Yes / ソ	□ No / نعم
If yes, list other schoo	ol experiences below. Please provide any a إرفاق أي سجلات أكاديمية مثل التقارير .		
Name of So	اسم المدرسة / hool Program:	Dates of Attendance	e / تاريخ الالتحاق بها
	7 11100		
☐ Yes ☐ No	English & Ara Wash hands independently	ibic	
نعم□ لا □	wash hands independently		يعتمد على نفسه في غسل يديه
☐ Yes ☐ No	Use a tissue and cough/sneeze in elbow		, -
نعم□ لا □		معال	يستخدم المنديل عند العطاس / الس
☐ Yes ☐ No	Use the bathroom independently	1	time at at a size of the com-
نعم الا	The above independently	ىياه	يعتمد على نفسه في دخوله لدورة الم
Yes □ No □ نعم □ لا □	Tie shoes independently		يعتمد على نفسه في ربط حذاءه
☐ Yes ☐ No	Adjust clothing independently – Check ☑	☐ Pants ☐ Belt ☐ But	•
نعم□ لا □	حزام 🗆 بنطال 🗆		يعتمد على نفسه في لبسه له الجااد
☐ Yes ☐ No	Open food containers independently		
نعم□ لا □			يعتمد على نفسه في فتح الطعام
☐ Yes ☐ No	Clean-up after him/herself		To the street of
نعم الا	Mait in line or weit turne		يقوم بالتنظيف بعد الوجبة
Yes □ No □ نعم □ لا □	Wait in line or wait turns		ينتظر دوره و يصف في الطابور
☐ Yes ☐ No	Share, not only toys but also adult attent	ion	ينتصر درره و يدمت ي مصابور
نعم□ لا□	Share, not only toys but also duale attent		يشارك ألعابه
☐ Yes ☐ No	Asks for help		
نعم□ لا □			يطلب المساعدة
☐ Yes ☐ No	Understand the word, 'No' and accept it		
نعم□ لا □			يتقبل كلمة (لا) و يفهمها
☐ Yes ☐ No	Experience quiet time, for example listen	ing while a book is read	يشارك ألعابه
نعم \	Has an at home daily souther including a	oing to had at an early ar	
Yes □ No □ ا □ ا □ ا □ ا	Has an at-home daily routine, including g		nd regular time يستمتع بوقت الهدوء / مثال الاصغا
☐ Yes ☐ No	Speaks Arabic fluently	<u> </u>	
نعم□ لا□	,		يتحدث العربية بطلاقة
☐ Yes ☐ No	Speaks English fluently		
			33NI 3 l - : NI





بيانات أولياء الأمور 3 KG (المستوى الثالث) / KG 3 Parent Data Collection

الأمر/ Parent Name	اسم ولي :	Cell Phone / رقم الهاتف:
Gender / الجنس Female / ذكر Female / الجنس		
		الإنجليزية / English 🗆 العربية / Arabic
	. هل لدى الطفل خبرات في روضات سابقة ؟ / ec.	
r rescribor Experienc	. س دی است خبر ات کي روست سب	
If yes, list other scho	pol experiences below. Please provide any	
	ِفَاقَ اي سجلات اكاديمية مثل التقارير.	إذا كان الجواب نعم أرجو منكم إدراج أسماء الروضات . فضلاً أرجو إر
Name of	اسم المدرسة / School Program	تاريخ الالتحاق بها / Dates of Attendance
	English & Ar	rabic
☐ Yes ☐ No	Wash hands independently	
نعم□ لا □		يعتمد على نفسه في غسل يديه
☐ Yes ☐ No	Use a tissue and cough/sneeze in elbow	يستخدم المنديل عند العطاس / السعال
نعم□ لا□	Use the bathroom independently	المعتدين فتعالمها المعتدين
☐ Yes ☐ No	ose the bathroom independently	يعتمد على نفسه في دخوله لدورة المياه
نعم□ لا □ □ Yes □ No	Tie shoes independently	
نعم□ لا □	The shoes independently	يعتمد على نفسه في ربط حذاءه
☐ Yes ☐ No	Adjust clothing independently – Check 🗹 🗆	☐ Pants ☐ Belt ☐ Buttons ☐ Snaps ☐ Jacket
نعم□ لا□		يعتمد على نفسه في لبسه لـ الجااكت □ أزارير □ حزام □
☐ Yes ☐ No	Open food containers independently	1,3
نعم□ لا □		يعتمد على نفسه في فتح الطعام
☐ Yes ☐ No	Share, not only toys but also adult attention	_
نعم□ لا □		يشارك ألعابه
☐ Yes ☐ No	Recognize own name in print	
نعم□ لا □		يعرف شكل اسمه
☐ Yes ☐ No	Write first name	
نعم□ لا □	Hold a book and turn nages one at a time	يكتب اسمه الأول
☐ Yes ☐ No	Hold a book and turn pages one at a time	يستطيع أن يمسك الكتاب و يقلب صفحاته
نعم□ لا □ □ Yes □ No	Recognize English uppercase letters (A, B, C.	
نعم□ لا □	Recognize English apperease letters (7, 8, 6,	, يعرف الحروف الهجائية
☐ Yes ☐ No	Say English letter sounds	
نعم□ لا□	, ,	يسمي أصوات الحروف
☐ Yes ☐ No	Count objects up to ten	
نعم□ لا □		يستطيع العد من واحد إلى عشرة
☐ Yes ☐ No	Use scissor to cut paper	
نعم□ لا□		يستخدم المقص لقص الأوراق
⊠ Yes □ No	Speak in sentences of more than four words	_
نعم□ لا □		يستطيع تكوين جملة مكونة من أربعة كلمات - 🛘 بالعربية 🗎 بالإنجليزي
☐ Yes ☐ No	Listen and follow directions	- 1 11
نعم□ لا □	Hos on at home daily residue including a sin	يستمع و يتبع التوجيهات
☐ Yes ☐ No	Has an at-home daily routine, including goir	ng to bed at an early and regular time يستمتع بوقت الهدوء / مثال الاصغاء عند قراءة كتاب معين
نعم□ لا □ □ Yes □ No	Speaks Arabic fluently	يستمنع بوتت الهدوء رسال ارجيعة عند فرود عدب تحيل
Yes ⊔ No نعم□ لا □	Speaks Alabic Huelling	يتحدث العربية بطلاقة
☐ Yes ☐ No	Speaks English fluently	,, <u></u>
نعم⊓ لا ⊓		يتحدث الإنجليزية بطلاقة



New Student Admission Form (Grades 1-6)

	General Ir	nformation	
Date			
Student Name			
Date of Birth			
Next Year's Grade			
Previous School			
Parent Name			
Phone Number			
Email Address			
	Siblings /	Enrollment	
Name & Grade		Name & Grade	
Name & Grade		Name & Grade	
How old are you?	Introductor	ry Questions	
,			
Do you have brother or s	isters? Tell me about them.		
Tell me about your school. What is your favorite subject?			
,			
Do you like to read stories? What is your favorite book?			
What is your favorite thing to do after school?			
Tell me about your best friend.			
Do you have a pet? What is your favorite animal?			
What is your favorite sport or game?			

I'm an old bear, and I know how to find food. When I saw the blue box with the white top, I knew it would have some good food in it. If the car was locked, I could put my hand in the open windows to grab the food. I walked over to the car. Then, a loud sound came from the tent: "Mom, look at that huge bear!" I ran away to get breakfast somewhere safer. Kids, with their loud voices, have scared me ever since I was a cub. Where did the beat think he could find food? Who is telling the story? Why did the bear run away? Look at the picture. Tell me what is happening in your own words.

Grade 3-4 English Passage & Questions (Non-Fiction Level J) Fossils
Fossils are very special kinds of rocks.
They can teach us about the things that lived long ago.
Fossils can teach us that some dinosaurs ate meat and others ate plants.
Fossils can tell us how insects moved around. We can learn what life in the ocean was like from fossils.
Some fossils can show us where different kinds of plants lived.
We can build a dinosaur skeleton out of fossils.
Certain fossils can even help us learn about our past.
There are many different kinds of fossils.
Every fossil has something to teach us.
What is this passage about?
What are fossils?
what are rossils?
What are 2 things that we can learn from fossils?
Look at the picture. What type of fossils do you see?

Grade 5-6 English Passage & Questions (Fiction Level X)

The Green Town of Greensburg

Before May 4, 2007, Greensburg, Kansas, was a typical farming town of about 1,400 people. That evening, a funnel of winds spinning at more than two hundred miles per hour blasted through the town. The tornado took eleven lives and demolished more than 95 percent of the town.

The destruction became an opportunity for the residents of Greensburg. After the storm, the town came together and proposed a radical plan to rebuild. Greensburg would come back to life as the first entirely "green" U.S. city.

The Greensburg GreenTown program started helping the town's residents and businesses "go green," or live with less environmental impact. Homeowners built new houses that met the Leadership in Energy and Environmental Design, or LEED, platinum standard (the highest LEED standard). The city made plans to rebuild a bank, hospital, school, and other sites using energy-saving materials. Tall, spinning wind turbines were proposed to generate all the town's power using the very force that destroyed the town. The people in Greensburg didn't just want to rebuild—they wanted to transform their town in order to set an example for other communities around the world.

energy-saving materials. Tall, spinning wind turbines were proposed to generate all the town's power using the very force that
destroyed the town. The people in Greensburg didn't just want to rebuild—they wanted to transform their town in order to set
an example for other communities around the world.
What is this passage mostly about?
How many people died in the tornado?
How was Greensburg different before and after the tornado?
What opportunity did the tornado create for the people of Greensburg?
What did the people do for their community after the tornado?

قالت دومة ما أختال منزستها. ولي السلمة نفراً وتخلف. ولي السلمة نفراً وتخلف. ولي السلمة نفراً وتخلف. ولي السلمة نفراً وتخلف. مناذا قالت بيبة والمنتف المنزسة؟ ليدا المنتف بالمنتف المنزسة؟ ليدا المنتف المنزسة؟ ليدا المنزسة المنزسة المنزسة المنزسة المنتف المنزسة المنتف	
في الصنعة وقرأ وتعلقه المنترسة والمنتربة المنترسة المنترسة المنترسة والمنترسة المنترسة والمنترسة والمنترس	
وفي السائد فرخس ونامعب المنزسة؟ لماذا للقديد الشهيد فرخس ونامعب المنزسة؟ لماذا للقديد المنزسة؟ الإن فرخص ونامعب في المغزسة؟ الإن فرخص ونامعب في المغزسة؟ الإن فرخس ونامعب في المغزسة؟ الإن فرخس ونامعب في المغزسة المنزسة؟ الإن فرخس ونامعب في المغزسة المنزسة؟ الإن المنزسة	
وقي الشافة تركفين وتلفيه . إليان تركفين وتلفي في المتزسة؟ المنا قلمت بين المتزسة؟ Grade 3-4 Arabic Passage & Questions	
لماذا قالت بينة؟ المنزسة؟ المنزسة؟ المنزسة؟ المنزسة؟ المنزسة؟ المنزسة؟ المنزسة؟ المنزسة المنز	ع وَفِي السَّاَحَةِ نَرْكُصُ وَنَلْعَبُ
النا نزگمن و تلعب في المنزست؟ مشكل فلاخ يجيثل في قرية جبيلة، يغشق الأرض غلا حبياة، يذهب النها كل حنياء، ويؤد تها تاركا قلية بين أشخار ها علا المناه. يستقيها مشكل فلاخ يجيث المستراء، فقطمة من غيراتها الطيتية، ما نخواتها الطيتية، ما نخواتها الطيتية، ما نجل توما عليها، فأغنفت عليه بالمخصول الوفير، ورث الأرض من والبه منها في فرية جبيلة المستراء فيضاء من غرق جبيته المستراء في المناور المنوعة عليه المنافرة المنافرة المنافرة من في المنافرة المنافرة المنافرة والوفاء. حكاك الله با ورفز المجدور المعلم، والبقائم المنفر والوفاء. حكاك الله با ورفز المجدور المعلم، والبقائم المنفر والوفاء. ما الذيل على خدي مشغل للارض؟ المنافر من صفات مشغل ورنث في آخر اللمن؟ أخذا المنافرة من أخم المنهاد المنافرة التي تحقق القباح والمنافرة المنافرة وهي منفاخ إليها المنافرة على المنافرة المنافرة المنافرة وهي منفاخ المنافرة والمنافرة على المنافرة على المنافرة	مَاذًا قَالَتُ دِيمَةُ؟
مشطًا فلاخ بيوش في قرية جميلة، ينشق الأرض نف سناه، يذهب إليها كل صبّاح، ويُودّ عليها فرك الله بين الشخارها عقد المسناه. يستيها من عرق جنهية السندراء، فقطعه من خفراتها الطبقة، ما بخل يوما عليها، فاغنفت عليه بالمخصول الوفير، ورث الأرض من واليه فخلها خلة خضاراء تليصل بالخير والتركة. حيّاك أو سندم طبقة بنه الخير والتركة. حيّاك الله يستكن مشمل؟ حيّاك الله يستكن مشمل؟ منا الذليل على خبّ مشعل للأرض؟ أي المناف المنهوب المناف الم	لِمَاذَا نَذْهَبُ إِلَى الْمَدْرَسَةِ؟
مِشْعَلُ فَلِاحٌ يَبِيشُ فِي قَرَيَة حِبِلِهُ، يَعْشُقُ الأرضِ مُلَّذُ صِبَاهُ، يَدْهَبُ إلَيْهَا كُلُّ صَنَاحٍ، وَيُوْوَعُهَا ثَارِ كَا لِلَّهُ مِنْ وَالِدِهِ مِنْ وَلَيْهِ الْمَسْطَى وَ الْمُوْمِنِ المُنْفِرِ وَالْمِرْوَةِ الْمَلَاقِيةِ مَا الْمُؤْمِنِ المُنْفِرِ وَالْمِرْوَةِ الْمُلْكِمِ وَالْمِرْوَةَ مِنْهُ الْوَلِمُ حِمْمَةُ وَنَشَاطًا. حَلَّكُ الله مِنْ مَنْ مُنْ مُنْ الْمَحْلُونَ وَالْمُعْلَى، وَابْقُكُ عُنُوا لَا لِلْحَيْرِ وَالْوَاهِ. حَلَّكُ الله مِنْ الْمَهْ لِمَا رَمِزُ الْجَدْ وَالْحَطَاءِ، وَابْقُكُ عُنُوا لَا لِلْحَيْرِ وَالْوَاءِ. مَا الذَّلِلُ عَلَى حَبِّ مِشْعُلُ لِلْرَحْنِ ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ لِوْرَدَتُ فِي الْجَرِ اللَّصِ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ وَرَدَتُ فِي الْجَرِ اللَّصِ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ لِلْرَحْقِ الْمُعَلِّى الْمُنْفِقِينَ اللهُ وَوَلِمُ الْمُخْلِقَةِ وَلِمُعْمُ الْمُؤْمِنِ الْمُنْفِقِينَ اللهُ وَلَا الْمُورِ الْمُعْلَى المَنْعِحِ وَالْمُعْمُ الْفُرْوِيقِ وَلِمُ مَشَعْلُ وَرَدَتُ فِي الْجَرِ اللّهُ وَلَيْقِيلًا اللّهِ وَهِي مَشْعُلُ لِمُورِ الْمُعْلَى المَدْورِ اللهُ الْمُورِ الْمُعْلَى الْمُورِ الْمُؤْمِ الْمُعْلِقِيقِ الْمُعْلِقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلَى الْمُؤْمِلِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِ الْمُلْمِلِقِ الْمُعْلِقِ الْمُعْلِقِ ال	أَيْنَ نَرْكُضُ وَنَلْعَبُ فِي الْمَدْرَسَةِ؟
مِشْعَلُ فَلِاحٌ يَبِيشُ فِي قَرَيَة حِبِلِهُ، يَعْشُقُ الأرضِ مُلَّذُ صِبَاهُ، يَدْهَبُ إلَيْهَا كُلُّ صَنَاحٍ، وَيُوْوَعُهَا ثَارِ كَا لِلَّهُ مِنْ وَالِدِهِ مِنْ وَلَيْهِ الْمَسْطَى وَ الْمُوْمِنِ المُنْفِرِ وَالْمِرْوَةِ الْمَلَاقِيةِ مَا الْمُؤْمِنِ المُنْفِرِ وَالْمِرْوَةِ الْمُلْكِمِ وَالْمِرْوَةَ مِنْهُ الْوَلِمُ حِمْمَةُ وَنَشَاطًا. حَلَّكُ الله مِنْ مَنْ مُنْ مُنْ الْمَحْلُونَ وَالْمُعْلَى، وَابْقُكُ عُنُوا لَا لِلْحَيْرِ وَالْوَاهِ. حَلَّكُ الله مِنْ الْمَهْ لِمَا رَمِزُ الْجَدْ وَالْحَطَاءِ، وَابْقُكُ عُنُوا لَا لِلْحَيْرِ وَالْوَاءِ. مَا الذَّلِلُ عَلَى حَبِّ مِشْعُلُ لِلْرَحْنِ ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ لِوْرَدَتُ فِي الْجَرِ اللَّصِ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ وَرَدَتُ فِي الْجَرِ اللَّصِ؟ مَا الذَّلِلَ عَلَى حَبِّ مِشْعُلُ لِلْرَحْقِ الْمُعَلِّى الْمُنْفِقِينَ اللهُ وَوَلِمُ الْمُخْلِقَةِ وَلِمُعْمُ الْمُؤْمِنِ الْمُنْفِقِينَ اللهُ وَلَا الْمُورِ الْمُعْلَى المَنْعِحِ وَالْمُعْمُ الْفُرْوِيقِ وَلِمُ مَشَعْلُ وَرَدَتُ فِي الْجَرِ اللّهُ وَلَيْقِيلًا اللّهِ وَهِي مَشْعُلُ لِمُورِ الْمُعْلَى المَدْورِ اللهُ الْمُورِ الْمُعْلَى الْمُورِ الْمُؤْمِ الْمُعْلِقِيقِ الْمُعْلِقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلَى الْمُؤْمِلِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِيقِ الْمُعْلِقِ الْمُلْمِلِقِ الْمُعْلِقِ الْمُعْلِقِ ال	Grade 3-4 Arabic Passage & Questions
ما الدَّلِيلُ عَلَى حُبَ مِشْعَلَ لِلْأَرْضِ؟ الْكُوْرُ ثَلَاثًا مِنْ صِفْلَتَ مِشْعَلِ وَرَدَتُ فِي آخِرِ النَّصَّ؟ الْخَتْلُرُ الْلَاثُ مِنْ الْمَعْنَى الصَّحِيحَ لِكَلِمَةِ (الْوَفِيرِ): أَخْتُلُرُ الْلَاقِ الْمُعْنَى الصَّحِيحَ لِكَلِمَةِ (الْوَفِيرِ): أَخْتُلُرُ الْمُعْنَى الصَّحِيحَ لِكَلِمَةِ (الْوَفِيرِ): أَخْتُلُ الْقَرَاءَةُ مِنْ الْمَعْ المَهْارِاتِ المُكْتَسَبَةِ النِي تُحقِقُ النَّجَاحُ والمُنْعَةُ لِلْفَرْدِ، وَهِي مَفْتَاحُ الْوَالِي الْمُلْوِلِيقِ النَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهُ اللَّهِ اللَّهُ اللَّهُ وَمِنْ الْمُعْلِيقِةِ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ وَمِنْ الْمُعْلِقِيقِةِ اللَّهُ اللَّه	مِشْعَلٌ فَلاَّحٌ يَعِيشُ فِي قَرْيَةٍ جَمِلاًةٍ، يَعْشَقُ الأَرْضَ مُنْذُ صِبَاهُ، يَذَّهَبُ إِلَيْهَا كُلَّ صَبَاحٍ، وَيُوَدِّعُهَا تَارِكَا قَلْبَهُ بَيْنَ أَشْجَارِهَا عِنْدَ الْمَسَاءِ. يَسْقِيهَا مِنْ عَرَقِ جَبْهَتِهِ السَّمْرَاءِ، فَتُطْعِمُهُ مِنْ خَيْرَاتِهَا الطَّيِّبَةِ، مَا بَخِلَ يَومًا عَلَيْهَا، فَأَعْدَقَتْ عَلَيْهِ بِالْمَحْصُولِ الْوَفِيرِ، وَرِثَ الأَرْضَ مِنْ وَالِدِهِ فَحَوَّلَهَا جَنَّةً خَضْرَاءَ تَفِيضُ بِالْخَيرِ وَالْبَرَكَةِ. مِشْعَلٌ ذُو سُمْعَةٍ طَيْبَةٍ، لاَ يَنْطِقُ إلَّا بِالْكَلَامِ الْحَسَنِ، وَهَبَتْهُ الْأَيَّامُ حِكْمَةً وَنَشَاطًا. حَيَّاكَ اللَّهُ يَا رَمْزَ الْجِدِّ وَالْعَطَاءِ، وَأَبْقَاكَ عُلْوَانًا لِلخَيْرِ وَالْوَفَاءِ.
آخُدُنُ ثَلَاثًا مِنْ صِفَاتِ مِشْعُلِ وَرَدَتُ فِي آخِرِ النَّصْ؟ آخُدُنُ الْمَعْنَى الصَّحِيحَ لِكُلِمَةِ (الْوَفِيرِ): أَ. الْبَعِيد ب. الْكَثِيرِ ثَمِّ الْمَعْنَى الصَّحِيحَ لِكُلِمَةِ (الْوَفِيرِ): أَ. الْبَعِيد ب. الْكَثِيرِ تُحْمَ مُثَنَّحُ الْفَرِيءَ وَهِي مُثَنَّحُ أَبُوابِ الْمُعْلَمِ وَالمَعْرَفَ الْمُثَنَّةِ النِّي تُحْقَقُ النَّجَاءَ وَالمُثْعَةُ لِلْفُرْدِ، وَهِي مُثَنَّحُ أَبُوابِ الْمُعْلَمِ المُثَنِّتُ اللَّهِ الْبَيْقَالِي النَّقَافِلَةِ وَاللَّهُ الْمُؤْمِ وَمَلْمُ وَهِي وَالْمُؤْمِّ الْمُعْلِقِيةِ الْقَالِي وَاللَّهُ وَاللَّهُ اللَّهُ وَهِي وَمَلِلهِ وَمَلِيلةً وَاللَّهُ وَلَيْكُومُ وَاللَّهُ وَمِي اللَّهُ وَمِي اللَّهُ وَمِي وَمَلِلهِ وَمَا اللَّهُ وَاللَّهُ وَاللَّهُ وَمِي وَمِيلةً وَالْعَلَمِ الْمُؤْمِقُ اللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَمِي وَمِيلةً وَالْمُومِ اللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَالْمُومِ اللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَالْمُومِ اللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَاللَّهُ وَالْمُ اللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَاللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَاللَّهُ وَمِي وَمِيلةً وَمِي وَمِيلةً وَمِي وَالْمُورِ اللَّهُ وَاللَّهُ وَمِي وَالْمُؤْمُ اللَّهُ وَاللَّهُ وَمِي وَالْمُؤْمِ وَالْمُورِ اللَّهُ وَلَا اللَّهُ وَاللَّهُ وَمِي مُمُثَمِّةً وَمِي الْمُؤْمُ اللَّهُ وَاللَّهُ وَمِي مُومِلًا وَمُؤَلِقُ وَمِي مُؤْمِلُول وَالْمُؤْمُ اللَّهُ وَاللَّهُ وَمِي مُؤْمِولُ وَاللَّهُ وَمِي الْمُؤْمُ اللَّهُ وَالْمُؤْمِ اللَّهُ وَاللْمُ اللَّهُ وَالْمُؤْمِ اللَّهُ وَاللَّهُ وَالْمُؤْمِ اللَّهُ الْمُؤْمِ اللَّهُ وَالْمُومِ اللَّالِمُ اللَّهُ وَالْمُومِ اللَّامُ اللَّهُ وَالْمُؤْمِ اللَّهُ وَاللَّهُ وَمِي الْمُؤْمُ الْمُؤْمِ اللَّهُ وَالْمُومِ اللَّهُ وَالْمُومِ اللَّهُ وَالْمُومِ اللَّهُ اللَّهُ وَالْمُومِ اللَّامُ اللَّهُ وَالْمُومِ اللَّهُ وَالْمُومُ اللَّهُ وَالْمُومِ اللَّهُ وَالْمُومِ اللَّهُ اللَّهُ وَالْمُومِ اللَّهُ اللَّهُ وَاللَّهُ اللَّهُ وَاللَّهُ اللَّهُ وَالْمُ	
آخْتَارُ الْمَعْنَى الصَّحِيحَ لِكَلِمَةَ (الْوَفِير): أَ. الْبَعِيد بِ الْكَثِيرِ وَتَعُو يَحْهُ الْمَعْنَى الصَّحِيحَ لِكَلِمَةَ (الْوَفِير): أَن الْبَعِيد بِ الْكَثِيرِ تُعْمَّ الْمَقَارَاتِ الْمُكْتَمَنَةِ التِي تُحَقِّقُ النَّجَاحَ وَالْمُتَعَةَ لِلْفُرْدِ، وَهِيَ مِفْتَاحُ أَبُوابِ الْعُلُومِ وَالْمَعَارِفَ الْمُثَنَّوَ عَلَى رَسُولِنَا الكَرِيمِ مُحَمِّدٍ صَلَى اللهُ عَلَيْهِ وَسَلَّمَ وَهِيَ (الْوَرَا). الْمُكْتَمِنَةُ مِنْهَا: التَّعْرُفُ عَلَى النَّقَافَاتِ والعُلُومِ المُخْتَلِقَةِ، وَهِيَ مَصْنَدُرُ لِلنَّمُو اللَّعْويَ، وَتَقُويَهُ شَخْصِيّةِ القَارِي، كَمَا أَنْهَا تَمْنَحُ الْقَرَاءَةِ عَلَى الثَّقَافَاتِ والعُلُومِ المُخْتَلِقَةِ، وَهِيَ مَصْنَدُرُ لِللَّمُو اللَّعْويَ، وَتَقُويَهُ شَخْصِيّةِ القَارِي، كَمَا أَنْهَا تَمْنِعُ اللَّهَا اللَّاتِي التِي أَسْتَعْلَى الْقُواعِ النَّواصِلُ الْعَلَيْنَ وَ الْعَلَومِ الْمُعْلِقِةِ السِّتِعْلَالُ الْوَقَاتِ القَرَاءَةِ بِعَرْفَ الْمَعْلِيقِ الْمُعْلِقِ الْمَعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُواعِ اللهِ السَّتَعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُواعِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ الْمُعْلِقِ وَاعْقِ الْمُواعِ الْمُعْلِقِ الْمُعْلِقُ الْمُعْلِقِ الْمُعْلِ	مَا الدَّلِيلُ عَلَى حُبِّ مِشْعَلَ لِلأَرْضِ؟
تُعَدُّ القِرَاءَةُ مِنْ أَهْمَ المَهْتَرَاتِ المُكْتَسَبَةِ التِي تُحَقِّقُ النَّجَاحَ والمُثْعَةَ لِلْفَرِد، وَهِيَ مِقْتَاحُ أَبُوابِ الْعُلُومِ وَالمَعَارِفَ المُثَنَّوَ عَةِ، دَعَا إِلَيْهَا دِينُثَا الْحُنِيفِ فِي أَوِّلِ آيَةٍ نَزَلَتْ عَلَى رَسُولِنَا الكَرِيمِ مُحَمَّدٍ صَلَى الله عَلْيهِ وَمِلْمَ وَهِي مِقْتَاحُ أَبُوابِ الْعُلُومِ وَالْمُحْتَلِقَةِ، وَهِي مَصْدَرَ لِللَّمُو الْمُورِيَّةِ فَوْائِدُ كَثِيرَةٌ مِنْهَا: التَّعَرُفُ عَلَى رَسُولِنَا الكَرِيمِ مُحَمَّدٍ صَلَى الله عَلْيهِ وَمِللَّمُ اللَّغُومِ، وَتَقُويَةُ شَخْصِيَّةِ القَالِي، كَمَا أَنَّهَا تَمْنَحُ القَارِيَّ الْمُدْرَةَ عَلَى الْقَرَاءَةِ عَلَى الْقَوَاءَةِ عَلَى النَّقَالِقِ اللَّهِ اللَّهِ اللَّهُ اللَّهِ عَلَى مَوَاقِع اللَّهُ عَلَى مَوَاقِع اللَّهُ اللهُ الللهُ اللهُ ال	أَذْكُرُ تَلَاثًا مِنْ صِفَاتِ مِشْعَلٍ وَرَدَتْ فِي آخِرِ النَّصِّ؟
تُعَدُّ القِرَاءَةُ مِنْ أَهُمَ المُهَارَاتِ الْمُكْتَسَبَةِ التِي تُحَقِّقُ النَّجَاحُ وَالْمُتْعَةُ لِلْقُرْدِ، وَهِيَ مِفْتَاحُ أَبُوابِ الْغُلُومِ وَالمُعَارِفَ الْمُتَنَّةِ التَّا عَلَى رَسُولِنَا الكَرِيمِ مُحَمَّدٍ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ وَهِيَ (افْرَا). لِلْقِرَاءَةِ فَوَائِذُ كَثِيْرَةٌ مِنْهَا: التَّعَرُفُ عَلَى النَّقَافَاتِ والعُلْومِ المُخْتَلِقَةِ، وَهِي مَصْدَرٌ لِللهُمْوِ اللَّعَوْيَ، وَتَقُويَةُ شَخْصِيَّةِ القَارِي، كَمَا أَنَّهَا تَمْنَحُ اللّهَ القَارَعَ عَلَى اكْتِسَابِ مَهارةِ التَّعلَم الدَّاتِيِّ التِي أَصْبَحَتُ صَرُورَةً مِنْ صَرُورَاتِ الْحَيَاةِ، وَهِي وَسِيلَةٌ رَائِعَةٌ لِمَاءٍ وَلَقَاتِ القَرَاعَ عَلَى الْقَرَاعَ عَلَى الْقَرَاءَةِ وَاللّهِ اللّهَ اللّهِ اللّهَ اللّهِ اللّهُ لِكُنْ اللّهُ اللّهِ اللّهُ اللّهُ اللّهُ اللّهُ لِكُنْ اللّهُ اللهُ الللهُ اللهُ الله	أَخْتَارُ الْمَعْنَى الصَّحِيحَ لِكَلِمَةِ (الْوَفِير): أ. الْبَعِيد ب. الْكَثِير
ثُعَدُّ القَرَاءَةُ مِنْ أَمْمَ المُهَارَاتِ المُكْتَسَبَةِ التِي تُحَقِّقُ النَّجَاحُ وَالمُثْعَةُ لِلْقُرْدِ، وَهِيَ مِفْتَاحُ أَبُوابِ الْغُلُومِ وَالمُعَارِفَ المُثَنَّةِ التَّي تَرَلَتُ عَلَى رَسُولِنَا الكَرِيمِ مُحَمَّدٍ صَلَى اللهُ عَلَيْهِ وَسَلَمَ وَهِيَ (اِقْرَا). لِلْقِرَاءَةِ فَوَائِذُ كَثِيرَةٌ مِنْهَا: التَّعَرُفُ عَلَى النَّقَافَاتِ والغُلُومِ المُخْتَلِقَةِ، وَهِي مَصْدَرٌ لِلثَمُو اللَّغَويِ، وَتَقُويَةُ شَخْصِيَّةِ القَارِي، كَمَا أَنَّهَا تَمْنَحُ القَارِيَ القَدْرَةَ عَلَى الْمُعْورِةِ النَّعَلِم الدَّاتِيّ التَّي أَصْبُحَتُ صَرُورَةً مِنْ صَرُورَاتِ المَعْيَّةِ، وَهِي وَسِيلَةٌ رَائِعَةٌ لِمَانَّ القَرَاءَةِ بَعْزِفُ النَّعْلِم الدَّاتِيّ التَّي أَصْبُحَتُ صَرُورَةً مِنْ سُرَورَاتِ الْحَيَاةِ، وَهِي وَسِيلَةٌ رَائِعَةٌ لِمَانَّةُ لِهُ لِكُنْ القَالِي الشَّرَاعِ لِمُعْتَلِمِ، أَوْ لِانْشِغَلِهِمْ بِكُثْرَةِ أَعْمَلِهِم، وَأَخِيرُ النَّاسِ الشَيدِيدةِ بِقَصْنَاءِ مُعْظَم أَوْقَاتِهِمْ عَلَى مَوْاقِعِ التَّوَاصَلُ الأَجْتِمَ عَرْدًا بِلا فَايَدَةِ القَاسِ الشَيدِيدةِ بِقَصْنَاءِ مُعْظَم أَوْقَاتِهِمْ عَلَى مَوْلِقِ التَّوَاصَلُ الأَجْتِمَاعِيِّ التِي يَضِيعُ هَرُوا بِلا فَايَدَةٍ. وَمِمَا أَنَّ الْوَرَاءَةَ عَادَةً مُكْتَسَبَةُ فَإِنَّذَا يُمْكِنُ أَنْ نَعْتَادَ عَلَيْهَا، وَمِنَ الأَمُورِ التِي تُسَاعِدُ عَلَى ذَلِكَ: أَوْلًا إِذْرَاكُ أَمْورَ اللَّهُ عَلَى ذَلِكَ الْوَلَاءَةِ فَوْمِي، قُويَةُ فَالْمَابُومِ النَّهُ فِي الْمَثْرَاةِ فَوْرَا لِللْعُورِ بِالرَّغْبَةِ فِي الْقَرَاءَةِ فَوْمَى، قُويَةُ لِقَرَاءَة عَلَى الْمَوْرِ بِالرَّعْبَةِ فِي الْقَرْاءَةِ القَرْاءَةِ وَقَائِدَةٍ فَلَ الْمَورِ الشَّعُورِ بِالرَّعْبَةِ فِي الْقَرْاءَةِ الْقَرْبُونِ النَّالِقُلُ النَّولُ اللَّهُ لِيَا الْمَعْرِ الللْمُورُ الشَّعْلِهِ فَي الْقِرَاءَةِ الْوَلِيمَةُ فِي عُرْولِهِ النَّاسِ عَنِ الْفَلَورُ الشَّعُورِ الشَّعْرِةِ فِي الْقَرَاءُ النَّالِيَةُ فِي الْفِرْدُ الشَّامِ الْمَانِي اللَّهُ الْمَالِي اللَّهُ الْمَالِقُ الْمُؤْمِ النَّالِي اللَّهُ الْمَالِقُومُ النَّالِي اللْمَالِقُ اللْمَلِي الْفَوْرَةِ النَّلُومُ النَّالِي اللَّالِي اللَّهُ الْمَالِي اللْفَالِقُ الْفَالِقُومُ اللَّهُ الْمَالِقُومِ اللْمَالِ	Grade 5-6 Arabic Passage & Questions
وَلَكِنْ لِمَاذَا يَعْزِفُ البَعْضُ عَنِ القِرَاءَةِ؟ يَعْزِفُ أَكْثَرُ النَّاسِ عَنِ القِرَاءَةِ إِمَّا لِأَنْهُمْ لا يُدْرِكُونَ أَهْمِيَّتَهَا، أَوْ لِعَدَم مَعْرِفَةِ كَيْفِيَّةِ اِسْتَغْلَلِ أَوْقَاتِهِمْ عَلَى مَوَاقِعِ النَّوَاصُلُ الإَجْيَمَاعِيِّ التِي السَّتَزَقَتِ التَّي السَّتَزَقَتِ التِي تَضِيعُ هَدْرًا بِلاَ فَائِدَةٍ. وَمِمَا أَنَّ القِرَاءَةَ عَادَةٌ مُكْتَسَبَةُ فَائِنَا يُمْكِنُ أَنْ تَعْتَادَ عَلَيْهَا، وَمِنَ الأُمُورِ التِي تُسَاعِدُ عَلَى ذَلِكَ: أَوَّلًا إِدْرَاكُ أَهْمِيَّةِ القِرَاءَةِ وَفَائِدَتِهَا، ثُمَّ البَدْءُ لِتَمَاسَبَةُ فَائِدَةٍ لِقِرَاءَةٍ كُتُب تَنَنَاسَبُ مَعَ مُيُولِنَا وَرَغَيَاتِنَا، وَوَضْع هَذِهِ الْكُتُبَةُ فِي مَكْتَبَةٍ صَغِيرَةٍ فِي المَنْزلِ، ويُغَضَّلُ أَنْ تَكُونَ المَكْتَبَةُ فِي عُرْفَةٍ نَوْمِي، قَرِينَةٍ مِنِي لِأَتَنَاقِلَ الكِتَابَ فَوْرَ الشَّعُورِ بِالرَّعْبَةِ فِي الْقِرَاءَةِ. السُّوَالُ الأَوْلُ: مَا الْفِكْرَةُ الرَّابِسَةَ الَّتِي يَتَحَدَّثُ عَنْهَا النَّصُّ؟ السُّوَالُ النَّانِي: - مَا عَكْسُ كَلِمَةِ (المُتَشَابِهَة) فِي الْفِقْرَةِ الأُولَى؟ - مَا الْكَلِمَةُ التِي بِمَعْنَى (تُعْطِي) فِي الْفِقْرَةِ النَّابِينِ مِنْ أَسْبِابِ عُزُوفِ النَّاسِ عَنِ القِرَاءَةِ. السُّوَالُ النَّالِثُ: أَذْكُرُ سَبَبَيْنِ مِنْ أَسْبِابِ عُزُوفِ النَّاسِ عَنِ الْقِرَاءَةِ.	
وَيِمَا أَنَّ القِرَاءَةَ عَادَةٌ مُكْتَسَبَةُ فَإِنَّنَا يُمْكِنُ أَنْ نَعْتَادَ عَلَيْهَا، وَمِنَ الأُمُورِ التِي تُسَاعِدُ عَلَى ذَلِكَ: أَوَّ لَا إِدْرَاكُ أَهْمِيَّةِ القِرَاءَةِ وَقَائِدَتِهَا، ثُمَّ البَدْءُ لِتَخْصِيصٍ أَوْقَاتٍ مُحَدَّدَةٍ لِقِرَاءَةِ كُتُب تَتَنَاسَبُ مَعَ مُيُولِنَا وَرَ عَبَاتِنَا، وَوَضْعِ هَذِهِ الْكُتُب فِي مَكْتَبَةٍ صَغِيرَةٍ فِي المَنْزِلِ، وَيُفَضَّلُ أَنْ تَكُونَ المَكْتَبَةُ فِي غُرْفَةِ نَوْمِي، قَرِيبَةٍ مِنِي لِأَتَنَاوَلَ الكِتَابَ فَوْرَ الشُّعُورِ بِالرَّغْبَةِ فِي القِرَاءَةِ. السُّوَالُ الأُوَّلُ: مَا الْفِكْرَةُ الرَّئِيسَةُ التِي يَتَحَدَّثُ عَنْهَا النَّصُّ؟ السُّوَالُ الأُوَّلُ: مَا الْفِكْرَةُ الرَّئِيسَةُ التِي يَتَحَدَّثُ عَنْهَا النَّصُّ؟ السُّوَالُ الثَّانِيَةِ: - مَا عَكْسُ كَلِمَةِ (المُتَشَابِهَة) فِي الْفِقْرَةِ الأُولَى؟ - مَا الْكَلِمَةُ التِي بِمَعْنَى (تُعْطِي) فِي الْفِقْرَةِ الثَّانِيَةِ؟ السُّوَالُ الثَّالِثُ: أَذْكُرُ سَبَبَيْنِ مِنْ أَسْبِابِ عُرُوفِ النَّاسِ عَنِ القِرَاءَةِ.	لِلْقِرَاءَةِ فَوَائِدُ كَثِيرَةٌ مِنْهَا: النَّعَرُّفُ عَلَى الثَّقَافَاتِ والعُلُومِ المُخْتَلِفَةِ، وَهِيَ مَصْدَرٌ لِلنَّمُوِّ اللَّغَويِّ، وَتَقْوِيَةُ شَخْصِيَّةِ القَارِئِ، كَمَا أَنَّهَا تَمْنَحُ القَارِئَ القُدْرَةَ عَلَى اِكْتِسَابِ مَهَارِةِ التَّعَلِّمِ الذَّاتِيِّ التِي أَصْبَحَتْ ضَرُورَةً مِنْ ضَرُورَاتِ الحَيَاةِ، وَهِيَ وَسِيلَةٌ رَائِعَةٌ لِمَلْءِ أَوْقَاتِ الفَرَاعِ بِهَا.
السُّوَالُ الثَّانِي: - مَا عَكْسُ كَلِمَةِ (المُتَشَابِهَة) فِي الْفِقْرَةِ الأُولَى؟ - مَا الكَلِمَةُ النِي بِمَعْنَى (تُعْطِي) فِي الْفِقْرةِ الثَّانِيَةِ؟ السُّوَالُ الثَّالِثُ: أَذْكُرُ سَبَبَيْنِ مِنْ أَسْبِابِ عُزُوفِ النَّاسِ عَنِ القِرَاءَةِ.	وَلَكِنْ لِمَاذَا يَعْزِفُ الْبَعْضُ عَنِ القِرَاءَةِ؟ يَعْزِفُ أَكْثَرُ النَّاسِ عَنِ القِرَاءَةِ إِمَّا لِأَنَّهُمْ لا يُدْرِكُونَ أَهَمِّيَّتَهَا، أَوْ لِعَدَمِ مَعْرِفَةِ كَيْفِيَّةِ اِسْتِغْلَلِ أَوْقَاتِهِمْ فَرَاغِهِم، أَوْ لِانْشِغَالِهِمْ بِكَثْرَةِ أَعْمَالِهِم، وَأَخِيرًا رَغْبَةِ النَّاسِ الشَّدِيدَةِ بِقَضَاءِ مُعْظَمِ أَوْقَاتِهِمْ عَلَى مَوَاقِعِ النَّوَاصُلِ الْإَجْتِمَاعِيِّ التِي اِسْتَثْزَقَتِ النَّوَاصُلِ الْإَجْتِمَاعِيِّ التِي اِسْتَثْزَقَتِ النَّوَاصُلِ الْإَجْتِمَاعِيِّ التِي اسْتَثْزَقَتِ النَّوَاصُلِ الْإَجْتِمَاعِيِّ التِي اسْتَثْزَقَ اللَّوْمَاعِيُّ التِي السَّتَوْقَاتِ اللَّهُ اللَّوْمَاتِ اللَّهُ الْهَالِمِ السَّدِيدَةِ بِقَضَاءِ مُعْظَمِ أَوْقَاتِهُمْ عَلَى مَوَاقِعِ النَّوَاصُلِ الْإَجْتِمَاعِيِّ التِي السَّتَعْدَالِهِمْ الْمُؤْمِنَ الْمُؤْمِّقِيْقِ السِّالِيَّةُ اللَّهُ اللَّهُ اللَّوْمَاتِهِمْ عَلَى الْقَوْاتِ الْوَلَامِ اللْهُ الْمُؤْمِّقِيْقِ السَّوْمِيْقَ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّوْمَاتِي اللَّوْمُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللْهُ اللَّهُ اللَّهُ اللْمُثَلِّقُولُ اللَّهُ اللَّوْمَاتِ اللَّهُ الْعَلَمْ الْمُثَالِقُولُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ الْعُلْمُ اللَّهُ الْمُعْلَى اللْعُلْمِلُولُ اللَّهُ الْمُثَمِّعِيْ اللْعَلْمُ اللْوَلَامِ اللْمُلْولِي اللْمُعْلِيْقِ اللْمُلْمِلُولُولُولُولُولُولُولُولُولُولُولُولُول
السُّوَالُ الثَّانِي: - مَا عَكْسُ كَلِمَةِ (المُتَشَابِهَة) فِي الْفِقْرَةِ الأُولَى؟ - مَا الكَلِمَةُ النِي بِمَعْنَى (تُعْطِي) فِي الْفِقْرةِ الثَّانِيَةِ؟ السُّوَالُ الثَّالِثُ: أَذْكُرُ سَبَبَيْنِ مِنْ أَسْبِابِ عُزُوفِ النَّاسِ عَنِ القِرَاءَةِ.	وَبِمَا أَنَّ القِرَاءَةَ عَادَةٌ مُكْتَسَبَةُ فَإِنَّنَا يُمْكِنُ أَنْ نَعْتَادَ عَلَيْهَا، وَمِنَ الأُمُورِ التِي تُسَاعِدُ عَلَى ذَلِكَ: أَوَّلًا إِدْرَاكُ أَهَمِّيَّةِ القِرَاءَةِ كُثُب تَتَنَاسَبُ مَعَ مُيُولِنَا وَرَعَبَاتِنَا، وَوَضْعِ هَذِهِ الكُتُب فِي مَكْتَبَةٍ صَنغِيرَةٍ فِي المَنْزِلِ، وَيُفَضَّلُ أَنْ تَكُونَ الْمَكْتَبَةُ فِي غُرْقَةٍ نَوْمِي، قَرِيبَةٍ مِنِّي لِأَتَنَاوَلَ الكِتَابَ فَوْرَ الشَّعُورِ بِالرَّعْبَةِ فِي القِرَاءَةِ. المَكْتَبَةُ فِي غُرْقَةٍ نَوْمِي، قَرِيبَةٍ مِنِّي لِأَتَنَاوَلَ الكِتَابَ فَوْرَ الشَّعُورِ بِالرَّعْبَةِ فِي القِرَاءَةِ. السُّوَالُ الأُوّلُ: مَا الفِكْرَةُ الرَّئِيسَةَ التِي يَتَحَدَّثُ عَنْهَا النَّصُّ؟
السُّوَّالُ الثَّالِثُ: أَذْكُرُ سَبَبَيْنِ مِنْ أَسْبِابِ عُرُوفِ النَّاسِ عَنِ القِرَاءَةِ.	
	السُّوَالُ الرَّابِعُ: كَيْفَ أَجْعَلُ مِنَ القِرَاءَةِ عَادَةً عِنْدِي؟

السُّوَّ اللَّ الخَامِسُ: فِي ضَوْءِ فَهْمِي للنَّصِّ، أَضَعُ عُنْوَانًا مُنَاسِبًا لَهُ.

Academic Information			
Reading MAP Results		Grade Equivalent	
English Language Interview			
Interviewer			
Arabic Language Interview			
Interviewer			
Other Information			
	De	cision	
Acceptance	☐ Yes	☐ Yes / Conditional	□ No
VP Signature			
VP Signature			



New Student Admission Form (Grades 7-8)

	General In	formation	
Date			
Student Name			
Date of Birth			
Next Year's Grade			
Previous School			
Parent Name			
Phone Number			
Email Address			
	Siblings / E	Enrollment	
Name & Grade		Name & Grade	
Name & Grade		Name & Grade	
		y Questions	
Why do you want to join	Kingdom School? What do you think it	t can offer you?	
What's your favorite subject? Least favorite? Possible future career interests?			
What do you do for fun? How would your friends describe you?			
what do you do for full?	now would your menus describe you	:	
Describe 2 of your strengths and 2 of your weaknesses. How do you intend to work on your weaknesses?			

Grade 7-8 English Passage & Questions

SAVING THE ELEPHANTS by Robert Gray

A few thousand years ago, there were many different kinds of elephants roaming the earth throughout Africa, Asia, and even North America. Today all but two species are extinct.

What made them disappear everywhere but in Africa and Asia? Great changes in climate, perhaps. Experts do not know for sure. But they do know what dangers the elephants face today. People are competing with the elephants for land and are shooting the elephants who invade their farms. And people have long hunted elephants for ivory.

In some African and Asian nations, it is now illegal to shoot elephants or to trade in ivory. But there are still people who hunt illegally and smuggle ivory.

Young people in African wildlife clubs are urging stricter enforcement of the laws and are also asking that more land be set aside for wildlife.

But how much land is enough for a herd of elephants? Some of Africa's young people want to help find out. To do this they will study Wildlife Management and then go out to the savanna to see if their ideas work. Let's hope that these young scientists succeed, so there will still be elephants tomorrow.

On what continents do elephants live today?

What dangers do elephants face today?

What two things are wildlife clubs asking to be done to help protect elephants?

How will people decide what amount of land is necessary for a herd of elephants to live on?

Grade 7-8 Introductory Question

سؤال شفهى: أتَحَدَّثُ عنْ تَجْرُبْتِي فِي دِراسَة العَرَبيَّةِ في السَّنَواتِ المَاضِيةِ، ومَا الَّذي أُحِبَّهُ مِنْ مَهارَاتِهَا؟

Grade 7-8 Arabic Passage & Questions

َحَتَّي يَسْتَمْثِعَ الْإِنْسَانُ بِحَيَاتِهِ، وَيَسْتَوْفِيَ غَلَيَاتِّهِ، وَيُحَقِّقَ أَحْلاَمَهُ وَطَمَوحَاتِهِ، فَقَدْ كَانَ لِزَامًا عَلَيْهِ أَنْ يَهْتَمَّ بِالْعَدِيدِ مِنَ الْجَوَانِبِ الاجْتِمَاعِيَّةِ وَأَنْ يُرَاعِيَهَا، وَإِلاَ فَإِنَّهُ مُعَرَّضٌ لأَنْ يَحْيَا حَيَاةً بَائِسَةً ذُونَ فَائِدَةٍ، يُقَلِّدُ فِيهَا مِنْ حَوْلِهِ وَيَكُونُ نُسْخَةً مُطَابِقَةً عَنْهُ، فَالحَيَاةُ مِنْ أَهْمِّ سُبُلِ الْعَيْشِ الَّتِي شَرَّعَهَا الله سُبْحَانَهُ وتَعَالَى لَنَا، وَمِنَ الْوَاحِبِ عَلَيْنَا الاسْتَثِمْتَاعُ بِهَا مِمَا يُرْضِي الله وَيَعْمُرُ الأَرْضَ وَيُحَقِّقُ النَّفْعَ لِلْجَمِيعِ.

وَتُعَدُّ الأُسْرَةُ العُنْصُرَ الأَسَاسِيَّ فِي تَكُوينِ أَيِّ مُجْتَمَع مِنَ المُجْتَمَعَاتِ، وَاللَّينَةَ الأَسَاسِيَّةَ لِتَحْقِيقِ التَّرَابُطِ المُجْتَمَعِيّ، فَالحَيَاةُ الاجْتِمَاعِيَّةُ وَتَفَاصِيلُهَا المُخْتَلِفَةُ مِنَ الْمُحْتَمَعَاتِ، وَاللَّينَةَ الْأَسُورَ عَرْسُهَا فِي أَبْنَائِهَا مُنْذُ طُفُولَتِهِمْ، كَيْ يَتَعَلَّمَ الطِّفْلُ كَيْفِيَّةَ اخْبَيَارُ المُجْتَمَعِ النَّذِي يَخْتَلِطْ بِهِ، وَكَيْفَ يَبْنِي مَعَدُ المُسْرَوِ وَالمُصُوصِيَّاتِ وَدُخُولِ البُيُوتِ، وَلاَبُدَّ مِنْ بِنَاءِ العَلاقاتِ الاَجْتِمَاعِيَّةِ مَعَ الذِينَ يَصُونُونَ المُعْرَفَةِ الْأَسْرَارِ وَالخُصُوصِيَّاتِ وَدُخُولِ البُيُوتِ، وَلاَبُدَّ مِنْ بِنَاءِ العَلاقاتِ الاَجْتِمَاعِيَّةِ مَعَ الذِينَ يَصُونُونَ السَّالِيمَةَ، فَهِي تَرْتَبِطُ بِمَعْرِفَةِ الأَسْرَارِ وَالخُصُوصِيَّاتِ وَدُخُولِ البُيُوتِ، وَلاَبُدَّ مِنْ بِنَاءِ العَلاقاتِ الاَجْتِمَاعِيَّةِ مَعَ الذِينَ يَصُونُونَ وَالْمَرْارِ اللْعَلَاقَاتِ الجَيِّرَةَ وَالسَّلِيمَةَ، فَهِي تَرْتَبِطُ بِمَعْرِفَةِ الأَسْرَارِ وَالخُصُوطِيَّاتِ وَدُخُولِ البُيُوتِ، وَلاَبُو مِنْ بِنَاءِ العَلاقاتِ الجَيِّرَةُ وَالسَّلِيمَةَ، فَهِي تَرْتَبِطُ بِمَعْرِفَةِ الْأَسْرَارِ وَالخُصُوطِيَّاتِ وَدُخُولِ النَّيُوتِ، وَلاَبُدَّ مِنْ بِنَاءِ العَلاقاتِ الجَيْرَةُ وَالسَّلِيمَةَ، فَهِي تَرْتَبِطُ بِمَعْرِفَةِ الأَسْرَارِ وَالخُصُولِ النَّيُوتِ وَالْعَلْقِيَةِ مِنْ بَنَاءِ الْعَلَاقَاتِ الْقَالِقِيقِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَقَ الْعَلَاقَاتِ الْعَلَوْلِيقِيقَ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَاقَاتِ الْعَلَوْنَ

مَا الفِكْرَةُ العَامَّةُ مِنَ النَّصِّ؟

أُبَيِّنُ أَهَمِّيَةَ الأَسْرَةِ فِي الْمُجْتَمَعِ؟

هَاتِ مِنَ الْفِقْرَةِ الأُولَى مَا يَأْتِي:

أ) مُرَادِفَ (مُهَيَّأٌ):

وَ أَن أَهُمِّيَّةَ الْعَلَاقَاتِ الاجْتِمَاعِيَّةِ:

ب) تَرَكِيبًا ذَا عَلَاقَةٍ بِالْمُجْتَمَعِ:

أَسْتَخْدِمُ (العُنْصُرُ الأَسْاسِيَّ) فِي جُمْلَةٍ مُفِيدَةٍ

18

Academic Information			
Reading MAP Results		Grade Equivalent	
English Language Interview			
Interviewer			
Arabic Language Interview			
Interviewer			
Other Information			
	De	cision	
Acceptance	☐ Yes	☐ Yes / Conditional	□ No
	Li les	Lifes / Collultional	
VP Signature			
VP Signature			



High School Transfer Students (Grades 9-12) Admission & Transcript Analysis Form (Grades 10, 11 & 12)

	Academic Admission Information
Date	
Student Name	
Date of Birth	
Student Grade Level	
Previous School	
Parent Name	
Phone Number	
	Introductory Questions
Why do you want to join	Kingdom School? What do you think it can offer you?
What's your favorite subj	ect? Least favorite? Possible future career interests?
What do you do for fun?	How would your friends describe you?
Describe 2 of your streng	ths and 2 of your weaknesses. How do you intend to work on your weaknesses?

Grade 9-12 English Passage & Questions

Three major movements in the history of art are Medieval, Renaissance and Modern. The Medieval period, which encompasses the time from around 600 AD into the 14th century, is predominately religious in nature. Objects are not portrayed realistically, but as simple flat images. During the Renaissance period, beginning in the late 14th century and continuing into the 16th century, artists developed a more realistic style. Renaissance artists also discovered the use of perspective, which brought a three-dimensional feeling to two-dimensional artwork. Prominent artists of this time were Leonardo da Vinci and Jan van Eyck. Modern art, which encompasses the Impressionist and Cubist movements, began in the late 19th century and through the 20th century. Rather than focusing on realism, artists explored the use of light, movement and color. Modern artists include Pablo Picasso, Claude Monet and Vincent van Gogh.

century. Rather than focusing on realism, artists explored the use of light, movement and color. Modern artists include Pablo
Picasso, Claude Monet and Vincent van Gogh.
Identify the main idea of this passage
When was the Medieval period according to the passage?
Describe the nature of art during the Medieval Period
Explain perspective in art and describe the period in which it was established.
Describe the main differences between the Renaissance and Modern art period.
Identify the author's purpose of this passage. Explain your response.

Grade 9-12 Introductory Question

سؤال شفهي: أَتَحَدَّثُ عنْ تَجْرُبْتِي فِي دِراسَةِ العَرَبِيَّةِ في السَّنُواتِ المَاضِيَةِ، ومَا الْمَهارَات الَّتي أَطْمَحُ أَنْ أَمْتَلِكَهَا في العَرَبِيَّةِ؟

Grade 9-12 Arabic Passage & Questions

فِي سِنِّ الشَّبَابِ يَنْعَقِدُ الإِنْسَانُ، وَيَتَحَدَّدُ قَالَبُهُ، وَيَرْسُمُ خُطَّةً نَجَاحِهِ وَفَشَلِهِ، وَلَيْسَ لَهُ بَعْدَ الشَّبَابِ إِلَّا تَنْفِيذُ مَا رُسِمَ، وَاسْتِقْبَالِ مَا قُضِيَ وَقُدِّرَ. وَإِذَا كُتِبَ لِكُلِّ إِنْسَانِ تَارِيخٌ فَكَتُبُ النَّاسِ مُتَشَابِهَةٌ فِي أَنَّ أَهَمَّ فُصُولِهَا فُصُولُ شَبَابِهِ، وَلَيْسَ بَعْدَ فَصْلِ الشَّبَابِ إِلَّا فَصْلُ النَّتَائِجُ؟ أَوْ بَعْدَ انْتِهَاءِ الفُصُولِ إِلَّا الْخَاتِمَةُ. وَلَكِنْ يُخْطِئُ كَثِيرٌ مِنَ الشَّبَابِ فَيَصُبُ نَفْسَهُ فِي قَالِبٍ غَيْرِ القَالِبِ الَّذِي الشَّبَابِ فَيَصُبُ نَفْسَهُ فِي قَالِبٍ غَيْرِ القَالِبِ الَّذِي يُنْسَبُهُ أَوْ بَعْدَ انْتِهَاءِ الفُصُولِ إِلَّا الْخَاتِمَةُ. وَلَكِنْ يُخْطِئُ كَثِيرٌ مِنَ الشَّبَابِ فَيَصُبُ نَفْسَهُ فِي قَالِبٍ عَيْرِ القَالِبِ الَّذِي يُنْسَلُهُ أَوْ يُولِ كِثَابَ تَأْمِي عَيْرِ الْقَالِبِ اللَّهِ الْذَي عَلَى عَلَى غَيْرِ مَا خُلِقَ لَهُ وَكُثِيرٌ مِنْ رِجَالِ الأَعْمَالِ أَضَاعُوا شَبَابَهُمْ فِي دِرَاسَةِ نَظَرِيَّةٍ بَحْتَةٍ، وَكَثِيرٌ مِنْ رَجَالُ الأَعْمَالُ أَضَاعُوا شَبَابَهُمْ فِي عَمَلٍ يَدُويٌّ، فَقَقَدَتِ الأُمَّةُ نُبُوعَ هَؤُلَاءٍ وَهَؤُلَاءٍ جَمِيعًا، وَكُنَّا كَأَنَّا فِي مَصْنَعٍ يَكْسِلُ الْمُهَدُّالِ الْمُهَنِيلُ مَلَ لَكُنَّا مُلْكَابُهُمْ فِي عَمَلٍ فِيهِ مَنْ لَا يُحْبِلُهُ مُ لِكُنَّا كَأَنَّا فِي مَصْنَعٍ يَكْسِلُ الْمُهُمُّ لِيُعَلِي وَالنَّظُرِيَّامِ الْكَنَّاسُ، وَيُقُومُ لِكُلِّ عَمَلٍ فِيهِ مَنْ لَا يُحْسِلُهُ.

وَهَذَا أَكْبَرُ سَبَبٍ فِي ضَيَاعِ الشُّبَّانِ، وَفَسَادِ الأَعْمَالِ؛ فَفُقْطَةُ البَدْءِ فِي حَيَاةِ الشَّبَابِ يَجِبُ أَنْ تَكُونَ هِيَ دِرَاسَةُ نَفْسِهِ، وَتَعَرُّفُهُ مَوْضِعَ نُبُو غِهِ، وَمَوَاضِعَ ضَعْفِهِ، وَاخْتِيَارَ العَمَلِ الَّذِي يَعْمَلُهُ، وَنَوْعَ الدِّرَاسَةِ الَّتِي تُنَاسِبُهُ، وَتَحْدِيدَ الغَايَةِ الَّتِي يَنْشُدُهَا. وَلَيْسَ يَسْتَطِيعُ أَقْ مُرْشِدٍ، أَوْ وَلِيّ أَمْرٍ أَنْ يَسْتَكْشِفَ مَوْضِعَ النَّبُوغ فِي الشَّابِ كَمَا يَسْتَطِيعُ الشَّابُ نَفْسَهُ.

أَضَعُ عُنْوَانًا مُنَاسِبًا للنَّصِّ؟

أُوَضِّحُ الْفِكْرَةَ التَّالِيَةَ:" فَنُقْطَةُ البَدْءِ فِي حَيَاةِ الشَّبَابِ هِيَ دِرَاسَةُ نَفْسِهِ"؟

أَتَحَدَّثُ في سَطِّرَينِ عَن خُطَّةِ نَجَاحِي المُسْتَقْبَليَّةِ كَمَا أَرْسِمُهَا في ذِهنِي.

أَسْتَخْرِجُ مِنَ النَّصِّ عِبَارَةً تَدُلُّ عَلَى أَهَتِيَّةِ مَرْحَلَةِ الشَّبَابِ في حَيَاةِ الإِنْسَانِ.

Academic Information							
Reading MAP Results			Grade Equival	ent			
English Language							
Interview Notes							
Arabic Language							
Interview Notes							
Other Information							
		Transcript A	nalysis Informa	tion			
		Cre	dit Hours	_			
Courses	Grade 9	Grade 10	Grade	11 G	rade 12	Subtotal Credits by Subject	
Islamic							
Arabic							
English							
Mathematics							
Science							
Social St English KSA History & Geo.							
Physical Education							
Fine Arts							
ICT							
Electives							
Total							
Credits by Year							
Decision							
Accontance							
Acceptance		☐ Yes			□ No		
VP Signature							
VP Signature							



Grade 9-12 High School Transfer Students Missing Credit Parent Contract

	General Information					
Date						
Student Name						
Date of Birth						
Student Grade Level						
Previous School						
Parent Name						
	Missing Credit					
Missing Grade Level						
(i.e. missing G9 credit)						
Subject(s)						
(i.e. missing G9 Art)						
Action Plan						
(How will the student						
make-up the credits?)						
Completion Date						
(When will missing credits						
be completed?)						
Signatures						
Credit Plan Acceptance	☐ Yes		□ No			
Parent Signature		Date				
VP Signature		Date				
VP Signature		Date				