



# TKS High School Program of Studies 2022–2023

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# Table of Contents

<b>TKS Mission Statement</b>	<b>2</b>
<b>TKS Values</b>	<b>2</b>
<b>Graduation Requirements</b>	<b>2</b>
<b>General Course Selection Information</b>	<b>3</b>
<b>Academic Programmes in Grade 9 and 10</b>	<b>7</b>
<b>Academic Programmes in Grade 11 and 12</b>	<b>17</b>
<b>Difference between TKS courses and the IB SL and HL courses</b>	<b>19</b>
<b>Assessment for the TKS Diploma and for the IB Diploma</b>	<b>19</b>
<b>Student Profiles for the different Pathways</b>	<b>20</b>
<b>Course Offerings for 2022-2023</b>	<b>22</b>
<b>Course Descriptions</b>	<b>26</b>
<b>Theory Of Knowledge (TOK)</b>	<b>48</b>
<b>The Extended Essay (EE) and the Research Paper (RP)</b>	<b>49</b>
<b>Creativity, Activity and Service (CAS)</b>	<b>50</b>

# TKS Mission Statement

Together we ignite curiosity, inspire creativity and investigate solutions. Within a nurturing environment, we empower learners to skillfully and confidently leverage opportunities to thrive and contribute in a complex world.

## TKS Values

### Adaptability

- We face change confidently as global citizens.
- We promote resilience and growth to adapt to ever-changing conditions.
- We engage in a reflective thought process to promote change.

### Inclusivity

- We create a sense of belonging within our community.
- We provide equitable access to opportunities and resources.
- We encourage the pursuit of personal aspirations.

### Innovation

- We diversify our thinking as we engage in problem solving.
- We cultivate a spirit of inquiry to guide learning and discovery.
- We play with endless curiosity.

### Responsibility

- We contribute to and benefit from our collective learning.
- We rise to challenges, own decisions and overcome failures.
- We recognize our impact on the world and act sustainably.

### Diversity

- We embrace uniqueness in people, cultures, languages and beliefs.
- We seek multiple perspectives to deepen our understanding.
- We draw upon our differences to strengthen collaboration.

## Graduation Requirements

The KAUST school believes in the value of concurrency of learning: the principle under which students deal each year with a balanced curriculum in which the TKS-required subjects are studied simultaneously. We also believe in the value of engagement outside the required subjects ( TOK, CAS, Research Paper).

In order to graduate, students need to meet all the requirements below:

- earn 26 credits between Grade 9 and Grade 12 (see table below)
- demonstrate sustained effort in all required subjects from Grade 9 - 12
- complete a Theory of Knowledge course
- meet the learning outcome requirements for CAS (Creativity – Action – Service)

- complete the TKS Research Paper (2000 words) or an Extended Essay
- a minimum attendance of 90% to ensure continued enrolment (or 85% in the case the student participated in co-curricular trips during school days)
- returning all school materials (laptop and school books) in good condition
- participation in annual and end-of-year routines

The table below shows the minimum number of required credits. A credit is earned for each year a course is passed.

Subject Category	Minimum credits*
English	4
Mathematics	3
Science	3
Individuals and Societies	3
Additional Language(s)	2
Arts and Design	2
Physical Education	2
Electives (Accumulated Additional Credit)	7
Total (Minimum)	26

\*The minimum grade required to earn a credit is a 3 or a *met* for TOK

All courses in this guide include a code that indicates toward which subject category the course counts. When a student has accumulated the minimum required credits for a subject according to the table above, then additional credits in the same subject group will be recorded in the category “electives”.

If a student withdraws from a subject, the withdrawal will be recorded on the transcript as a WP (withdraw-pass) or WF (withdraw-fail), depending on their performance level at the point of withdrawal. For semester courses, we encourage students to complete the semester so that no withdrawal is recorded on the transcript. A withdrawal should not be taken lightly as it will not look favourably on transcripts when applying for universities.

## General Course Selection Information

### Timeline

The course selection process begins in December and concludes in February / March. The Counselors, the Assistant Principal, IB Coordinator, parents and faculty members assist students in the selection of appropriate courses.

### **Limitations to the choices of courses on offer**

Whether or not a course in this guide will be delivered depends on whether there is a minimum number of students registering for this course and whether this course can be included in the schedule. The school will inform students as soon as possible after the subject selection closing date whether a course will be offered.

### **Criteria for course selection**

- For the IB Diploma, students must choose one subject from each subject group. There is one exception: students may opt to study an additional sciences course, individuals and societies course, or languages course, instead of a course in the arts.
- For the TKS Diploma, the course selection is guided by the Graduation Requirements, specifically the number of credits required for each subject or subject group.

### **Course Load**

Grade 9 and 10 students are required to enroll in eight courses, Grade 11 and 12 students are required to enroll in a minimum of six credit-bearing courses. Students are encouraged to select a program of study that meets their ability-level, matches their interest, fulfills diploma requirements, and furthers their university admission and/or career objectives.

### **Course Prerequisites for Mathematics and Sciences**

In order to be successful in high school, some courses require prerequisite knowledge or a sufficient performance level in preceding years. The school will assist students in the process of making the right course selection decisions and assist them in being prepared for the level selected.

Students need to demonstrate a minimum performance level:

- in Gr 8 Mathematics to be automatically admitted to Grade 9 Extended Mathematics
- in Gr 10 Extended Mathematics to be admitted in Gr 11 Maths HL
- in Gr 10 Science to be admitted in Gr 11 Physics HL or Chemistry HL

The school uses multiple data points when determining “best fit” for students and their courses. The data used are: MYP report grades, MAP Scores and PSAT scores. If a student does not perform at a level that guarantees automatic acceptance into a course, students and parents will be invited for a conversation and the student will have to engage in a program to increase their performance level with an assessment at the end of the programme.

### **Course Prerequisites for Languages**

Students must choose a language course in which they are appropriately challenged.

### **Course placement decisions**

Final decisions regarding course placement are made by the Principal, in conjunction with the Assistant Principal, the DP Coordinator and the student’s counsellor.

### **Course Changes**

Students in Grades 9 and 10

- must maintain a minimum of 8 courses all year
- select 2 out of the 8 courses

Students in Grades 11 and 12 students

- must maintain a minimum of 6 courses all year and TOK for one semester per year
- select all their courses

The regulations below apply to course changes of courses selected by students

- Week 1 - 4: students can initiate a withdrawal without any consequence and they can add a different course if they agree to make up the missed work. This is done only after consultation and guidance from their counsellor.
- Week 5-8: Students can withdraw and add a different course only when recommended by the teacher, counsellor, or program coordinator.
- After week 9: Students are not allowed to add any courses
- After week 9: The withdrawal from a subject will be noted on the permanent transcript as a Withdraw Pass (WP) or Withdraw Fail (WF) based on the performance of the student at that time.

The regulations below apply to course changes in Grade 11 and 12 when a student has selected more than 6 subjects (plus TOK).

- Week 1 - 4: students can withdraw without any consequence
- Week 5 - 8
  - students may withdraw at the end of week 8 and the work done can count towards CAS requirements
  - students will be given the option to remain enrolled in the course for the remainder of the semester without participating in the assessments ; this option would contribute to CAS requirements but not to a credit. No WP or WF would be recorded in this instance as long as it was agreed before week 9 of the course.

\* Exceptions – For students enrolling in an Internship, the commitment is for a minimum of one semester. Due to the advanced nature of the selection process, students are not allowed to withdraw from their placement before completing one semester. If a student fails to meet the demands of the internship within the first 9 weeks of the placement, the school reserves the right to remove the student from the internship and record a WF on the transcript for failure to meet the expectations.

Course changes in Mathematics

- In Grade 9 and 10, students can change from Extended Mathematics to Standard Mathematics at the end of each semester. A change from Standard Mathematics to Extended Mathematics is highly unusual and can only be considered if the student demonstrates exceptional motivation to engage in this challenge.
- In Grade 11, students can change from Analysis and Approaches to Applications and Interpretation before the end of Gr 11 Semester 1. Requests for changes after Semester 1 are not recommended and will be considered on a case-to-case basis.

Changes from HL to SL and from SL to HL in the Diploma Programme

- Generally a change from SL to HL within the same subject is acceptable. However, if the student is doing the full DP, any change from HL to SL must be compensated by a change from SL into HL in another subject. This is a highly exceptional situation and requires the approval of the Principal, who will consider the recommendation of the DP coordinator and the College Counsellor.

Choosing Courses - when deciding which courses to take a number of factors should be considered:

- Which subjects do you enjoy?
- Which subjects are you good at?
- What does the course involve?
- What types of careers are you interested in?
- What are the requirements you need for universities?

### **External Students**

Due to the nature of the IB Diploma Programme, it is very difficult to accommodate the needs of students coming to TKS in Grade 12, especially from a non-IB school. Students who are transferring from another IB School may be eligible depending on whether TKS offers the same courses as the former school.

### **General High School Courses**

General High School Courses courses are credit bearing. The credits count towards the TKS Diploma, but they do not count towards the IB Diploma and are aimed at the following students:

- non-DP students who prefer a rigorous but more practical course
- DP students who want to follow their passion and expand their portfolio
- DP students who want to fulfil their CAS requirements

General High School Courses include:

- Design courses for Grade 9 - 12 students
- Music: Instrumental Ensemble and Vocal Ensemble courses for Grade 9 - 12 students
- Visual Arts courses for Grade 9 - 12 students
- Drama courses for Grade 9 - 12 students
- PHE courses for Grade 11 and 12 students
- TKS - IP courses for Grade 11 and 12 students

Details about each of these courses can be found under the section Course Offerings.

## Academic Programmes in Grade 9 and 10

In Grade 9 and 10 students will be enrolled in some *MYP courses* and some *General High School Courses* that follow the MYP framework but can be elected by Grade 11 and 12 students, as well.

In Grade 9 and 10 students must be enrolled in:

1. MYP English Language and Literature Grade 9 / 10 *OR* English Language and Literature - **EAL\***
2. MYP World Languages Grade 9 / 10 ; options include:
  - a. Arabic Language and Literature
  - b. Arabic Language Acquisition
  - c. French Language and Literature
  - d. French Language Acquisition
3. MYP Mathematics Gr 9 / 10 (Standard Mathematics or Extended Mathematics)
4. MYP Integrated Science Gr 9 / 10
5. MYP Individuals and Societies Gr 9 / 10
6. MYP Physical and Health Education Gr 9 / 10
7. Elective 1
8. Elective 2

Elective options include:

- a. MYP Drama semester courses
- b. MYP Visual Art semester courses
- c. MYP / HS Music Instrumental Ensemble
- d. MYP / HS Music Choir
- e. MYP / HS Design semester courses

All Electives are General High School Courses, offered to all Gr 9 - 12 students and classes will include a mix of students from these grade levels. These courses will be modular, meaning that they can be studied independently and will be offered as semester courses, which will generate 0.5 credits per semester.

\*English Language and Literature - **EAL** (English as an Additional Language) can only be studied upon invitation of the Student Support Director who will consider the WIDA score of the students.

### Studies in Language and Literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. Indeed, all teachers are language teachers, continually expanding the boundaries of what students are thinking about. Mastery of one or more languages enables each student to achieve their full linguistic potential.

Students need to develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty. They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies. Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.

All IB programmes value language as central to developing critical thinking, which is essential for the cultivation of intercultural understanding, as well as for becoming internationally minded and responsible members of local, national and global communities. Language is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development. The six skill areas in the MYP language and literature subject group—listening, speaking, reading, writing, viewing and presenting—develop as both independent

and interdependent skills. They are centred within an inquiry-based learning environment. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. Students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner. To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language and literature, as well as details of internal assessment requirements.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

### **English Language and Literature Grade 9**

The Grade 9 (MYP 4) English Language and Literature course establishes the foundation for a student's experiences in language and literature in high school. Throughout the year, students analyse and respond to a variety of literary genres, including novels, short stories, poetry, and a play. Other text types, including non-fiction and media, supplement learning in each unit. Through engagement with independent reading choices, time in class to read, and conferencing with the teacher about reading, students develop reading volume, stamina, and complexity. Students write for different audiences and purposes, implement the writing process, and build their subject-specific vocabulary. By working both independently and collaboratively, students develop as writers, readers, speakers, and thinkers.

### **English Language and Literature Grade 10**

The Grade 10 (MYP 5) English Language and Literature course is the culminating year of MYP and functions as an MYP E-assessment and IB Diploma preparatory course. In this course, students will read, analyse, and respond to a variety of literary and nonfiction genres. They are encouraged to develop stamina as a reader, reading independently for pleasure and sharing reactions to texts. During the course, they will develop the ability to analyse both seen and unseen texts in terms of stylistic features and literary devices. Students also further their skills in reading comprehension, vocabulary development, oral communication, and writing. Students produce a variety of text types, developing awareness of audience and purpose.

### **Arabic Language and Literature Grade 9**

The Grade 9 (MYP 4) Arabic Language and Literature course is designed to expand students' knowledge and understanding of the core element of the subject. Throughout the year, students analyse and respond to a variety of literary genres, including a novel, short stories, and a play. Other text types include non-fictional genres such as news articles, short essays, and advertisements.

Students are encouraged to work more independently, and develop their ability to read more complex texts. Students engage in short projects such as designing their own advertisement, presentations, and group discussions. They develop their ability to write for different audiences and purposes, implement the writing process, and build their subject-specific vocabulary.

### **Arabic Language and Literature Grade 10**

The Grade 10 (MYP 5) Arabic Language and Literature course is the final year of MYP and students will get the chance to demonstrate their level of language competency through MYP E-assessment. Naturally, the level of performance is an expressive indicator of how well they are prepared for IB Diploma. In this course, students will read, analyse, and respond to a variety of literary and nonfiction genres such as novels, short stories, Media opinion columns. They are encouraged to develop stamina as a reader, reading independently for pleasure and sharing reactions to texts. During the course, they will develop the ability to analyse both seen and unseen texts in terms of stylistic features and literary devices. Students also further their skills in reading comprehension, vocabulary development, oral communication, and writing. Students produce a variety of text types, developing awareness of audience and purpose.

### **French Language and Literature Grade 9**

The French language and literature course offers students the opportunity to explore and analyse several literary genres, such as poetry, drama and novels from the 18th to the 21th century, and non-literary genres. The aims of MYP Grade 9 French language and literature are to encourage and enable students to: use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction. There is an emphasis on developing their linguistic skills (grammar, syntax, vocabulary).

### **French Language and Literature Grade 10**

The French language and literature course provides students with the opportunity to explore and analyse several literary genres, such as poetry, drama, and novels from the 18th through 21th centuries and non-literary genres. The aims of MYP Grade 10 French language and literature are to encourage and enable students to use language as a vehicle for thought, develop their creativity, reflection, and personal expression. They also develop their analytical and social interaction skills. Emphasis is placed on developing their language skills (grammar, syntax, vocabulary).

## **Language Acquisition**

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world. The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- are valued as central to developing critical thinking, and are considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities
- are integral to exploring and sustaining personal development and cultural identity, and provide an intellectual framework to support conceptual development
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

To assist in achieving these broader goals, this guide provides both teachers and students with clear aims and objectives for MYP language acquisition, as well as details of internal assessment requirements.

The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student's multi-literacy skills, conceptual and intercultural understandings may be developed through the learning experience. An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator. The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

### **Arabic Language Acquisition Phase 1 & 2**

The Arabic Language MYP Phase 1 & 2 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, learning visual and written text, communicating and using language while creating a cultural awareness of the Arabic-speaking world. The course revolves around four units designed by teachers, embodied with the IB learner profile and ATLs'. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **Arabic Language Acquisition Phase 3 & 4**

The Arabic Language MYP Phase 3 & 4 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the francophone world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. Students are encouraged to structure, refine

and develop their ideas, both in writing and speaking. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **Arabic Language Acquisition Phase 5**

The Arabic Language MYP Phase 5 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the Arabic-speaking world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core.

Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. The texts studied (oral or written) come from authentic Arabic newspapers, shows or magazines. Students will also discover some excerpts from French-language literary works. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **French Language Acquisition Phase 1 & 2**

The French Language MYP Phase 1 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, learning visual and written text, communicating and using language while creating a cultural awareness of the french-speaking world. The course revolves around four units designed by teachers, embodied with the IB learner profile and ATLs. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **French Language Acquisition Phase 3 & 4**

The French Language MYP Phase 3- 4 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the francophone world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. Students are encouraged to structure, refine and develop their ideas, both in writing and speaking. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **French Language Acquisition Phase 5**

The French Language MYP Phase 5 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the French-speaking world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. The texts studied (oral or written) come from

authentic French newspapers, shows or magazines. Students will also discover some excerpts from French-language literary works. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **Spanish Language Acquisition Phase 1 & 2**

The Spanish Language MYP Phase 1 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, learning visual and written text, communicating and using language while creating a cultural awareness of the Spanish- Speaking world. The course revolves around four units designed by teachers, embodied with the IB learner profile and ATIs'. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **Spanish Language Acquisition Phase 3 & 4**

The Spanish Language MYP Phase 3- 4 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the Spanish-speaking world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATIs at its core.

Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

### **Spanish Language Acquisition Phase 5**

The Spanish Language MYP Phase 5 course aims to provide students with opportunities to interact in the target language through comprehending spoken and visual text, understanding visual and written text, communicating and using language while creating a cultural awareness of the Spanish-speaking world. The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATIs at its core.

Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

## **Individuals and Societies**

MYP individuals and societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

In this subject group, students can engage with exciting, stimulating and personally relevant topics and issues. Many sensitive and personally challenging topics require careful consideration in the context of a safe and responsible learning environment characterised by respect and open-mindedness. The study of individuals and societies helps students to appreciate critically the diversity of human culture, attitudes and beliefs. Courses in this subject group are important for helping students to recognize that content and methodology can be debatable and controversial, and for practising the tolerance of uncertainty.

The IB's approach to individuals and societies includes a strong focus on inquiry and investigation. Students collect, describe and analyse data used in studies of societies; test hypotheses; and learn how to interpret increasingly complex information, including original source material. This focus on real-world examples, research and analysis is an essential aspect of the subject group.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with "the human story" as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that "other people, with their differences, can also be right" (IB mission statement).

The aims of MYP individuals and societies are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

### **Individuals and Societies Grade 9**

The grade 9 course is designed to balance concepts in Economics, Geography, History and ESS as well as start preparing students for their eAssessment at the end of grade 10. Through the studies of the industrial revolution, national opportunities for growth & development, international conflicts, and civil rights & protest movements, students would develop their research and critical thinking skills as well as source analysis.

### **Individuals and Societies Grade 10**

The grade 10 course is designed to prepare students for the content and concepts found in the various group 3 subjects taught at TKS. Additionally, there is a strong focus on providing opportunities for students to prepare for the eAssessments at the end of the year. Through units of study that cover independence movements, economic systems, environmental development, and international alliances and tensions, students will hone the critical thinking, research, and communication skills they have developed throughout the MYP program.

## Sciences

With inquiry at the core, the MYP sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum must explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Learning science involves more than simply learning technical terminology. The MYP considers all teachers to be language teachers and, thus, MYP sciences should enable students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavour with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

### Science Grade 9

The Grade 9 Science course builds on knowledge from prior grades, with a balance of content from Physics (Forces and Motion), Chemistry (Atoms and the Periodic Table), Biology (Cells and Metabolism) and Ecology (Systems and Flows). All units involve practical work - deepening students' understanding of concepts and increasing manipulative skills.

### Science Grade 10

Grade 10 Science prepares students thoroughly for the e-assessment tests at the end of the year, as well as giving a foundation for the Grade 11/12 Science courses. The year encompasses Physics (Waves and Electromagnetism), Chemistry (Bonding and Fuels), Biology (Systems and Evolution) and Ecology (Measurements and Evaluations of the Environment). Practical work is present in each unit and builds to provide students with the skills needed for the Grade 11/12 courses.

## Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. The MYP mathematics and extended mathematics courses promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

The aims of MYP mathematics courses are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance and independence in mathematical thinking and problem-solving
- develop powers of generalisation and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other; the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics; the international dimension in mathematics; and the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

Standard mathematics aims to provide a sound knowledge of basic mathematical principles. Extended mathematics supplements the standard curriculum with additional topics and skills, providing greater breadth and depth of study. The MYP promotes sustained inquiry in mathematics by developing conceptual understanding within global contexts.

### **Mathematics Standard Grade 9**

The Grade 9 MYP standard mathematics course includes four branches of mathematical study.

1. Numerical and abstract reasoning: absolute value, graphing and solving linear equalities, solving exponential equations, factoring and solving quadratic equations
2. Thinking with models: linear functions, parallel and perpendicular lines, system of equations
3. Spatial reasoning: metric conversions, volume and surface of polyhedra, coordinate geometry (mid-point, distance between points, Pythagoras theorem in 2D and 3D, trigonometric ratios and triangle properties)
4. Reasoning with data: measure of centre, measure of dispersion (interquartile range), percentiles, box and whisker plots, cumulative frequency graphs, bivariate data, line of best fit and correlation.

### **Mathematics Extended Grade 9**

The Grade 9 Extended Mathematics course comprises of the Grade 9 Mathematics Standard course and the following additional concepts:

1. Numerical and abstract reasoning: using rational exponents, using logarithms, arithmetic and geometric sequences
2. Thinking with models: system of linear inequalities and linear programming
3. Spatial reasoning: rotation and enlargement of shapes by a ratio or around a point
4. Reasoning with data: standard deviation, regression and correlation, sampling techniques, histogram for continuous data

## Mathematics Standard Grade 10

Grade 10 MYP standard mathematics includes four branches of mathematical study.

1. Numerical and abstract reasoning: number sequences (arithmetic and geometric)
2. Thinking with models: function notation, mappings, domain and range of functions, transformation of functions including quadratic. Modelling with such functions
3. Spatial reasoning: circle geometry
4. Reasoning with data: set notation and operations, probability using sample space, venn diagrams, tree diagrams. Combined and mutually exclusive events.

## Mathematics Extended Grade 10

The Grade 10 extended mathematics course comprises of the Grade 10 Mathematics Standard course and the following additional concepts:

1. Numerical and abstract reasoning: trigonometric equations and reinforcing logarithmic equations
2. Thinking with models: 1-to-1, composite and inverse functions, rational, exponential and logarithmic functions, use of network, edges and weighted paths
3. Spatial reasoning: use trigonometric ratio with non-right angles triangles, ambiguous cases with sine rule, vectors
4. Reading with data: conditional probability, dependent and independent events.

## Physical and Health Education (PHE)

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

Physical and health education focuses on both learning about and learning through physical activity. Both dimensions help students to develop approaches to learning (ATL) skills across the curriculum. Physical and health education contributes a unique perspective to the development of the attributes of the IB learner profile, promoting the health of individuals and communities.

Through physical and health education, students can learn to appreciate and respect the ideas of others, and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. At their best, physical and health education courses develop the enjoyment, engagement and confidence in physical activity that students need in order to achieve and maintain a balanced, healthy life.

Physical activity and health are of central importance to human identity and global communities. They create meaningful connections among people, nations, cultures and the natural world, and they offer a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle

- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

### **PHE Grade 9**

The Grade 9 PHE course prepares students to demonstrate an understanding of complex skills and concepts through planning, performance, analysis and descriptions of familiar and unfamiliar situations. They will be exposed to a range of activities covering team sports (invasion-, net- and striking-games), aquatics (life-saving and waterpolo), creative movement and fitness. They will also explore topics related to health, wellbeing and positive relationships, and link these to the activities visited to gain a deeper understanding of the concepts.

### **PHE Grade 10**

The Grade 10 PHE course prepares students to refine their understanding of complex skills and concepts through accurate planning, effective performance, deep analysis and detailed descriptions of familiar and unfamiliar situations. They will be exposed to a range of activities covering team sports (invasion-, net- and striking-games), aquatics (review of swimming, scuba-diving, kayaking, snorkelling and sailing), cultural expression through movement, and fitness. They will also explore advanced concepts related to health, wellbeing and positive relationships, and link these to the activities visited demonstrating a deeper understanding of them.

## **The Arts**

See course descriptions under General High School Courses

## **Design**

See course descriptions under General High School Courses

## **Academic Programmes in Grade 11 and 12**

TKS offers three pathways for Gr 11 and 12:

**I. The KAUST School DIPLOMA:** The KAUST school believes in the value of concurrency of learning; the principle that students deal each year with a balanced curriculum in which the TKS-required subjects are studied simultaneously. We also believe in the value of holistic development and therefore require the Core subjects ( TOK, CAS, Research Paper).

All students graduate with a TKS Diploma as long as they have met the Graduation Requirements. The Core courses are TOK and CAS, with a research paper (TKS or EE). At the end of Grade 12, students who are taking a TKS Diploma subject sit internal examinations/assessments written and assessed by the teachers. Students completing any course with at least a pass gain a credit (one year course = 1 credit). Students completing the TKS Diploma receive a credit for each course they pass.

The TKS Diploma:

- requires students to meet all Graduation Requirements
- provides access to a number of courses that are more practical and focus on specific skill development
- can offer more flexibility of choices than IB DP
- provides the option but doesn't require students to study HL courses

Most Grade 11 & 12 TKS courses broadly follow the IB DP syllabus but there are differences with the DP courses.

- The content of the TKS courses is similar to DP courses but not identical. TKS courses cover the same topics but fewer subtopics.
- IB Diploma courses span two years while the TKS Diploma courses cover one year.
- IB Diploma course assessment is cumulative while TKS course assessment is based on a series of smaller semester based assessments taken throughout the year.
- Assessment tasks in TKS courses may be different.
- Resources studied in TKS courses may be different.

The TKS Diploma without the full IB DP is suitable for:

- students who have a specific interest that they can follow through a General High School Course *and / or*
- students who are inclined to more practical courses *and / or*
- students who perform better in an environment with multiple shorter assessments with a choice of ways to express themselves rather than externally assessed written exams evaluating progress in a 2-year course *and / or*
- students who plan to apply for studies that do not require the full IB Diploma

**II. The KAUST School Diploma plus IB subject specific courses:** Students may also opt to sit for the external examinations of the International Baccalaureate Organization. Successful students would then be awarded IB subject-specific certificates in addition to their TKS Diploma. IB Diploma courses students can choose to sit from 1-6 subjects and any component of the DP Core.

Students taking the IB Diploma Programme Courses sit external examinations at the end of Grade 12.

The TKS Diploma with IB subject specific courses:

- requires students to meet all graduation requirements
- is suitable for the same students who study for the TKS Diploma
- offers the opportunity to gain externally validated certificates as per choice
- provides some advantages of taking some IB courses
  - some credits or advancement given in some universities
  - some courses do not need to be taken, e.g. ESOLT

**III. The KAUST School Diploma plus the Full IB Diploma:** The most rigorous program offered at TKS is the full two-year IB Diploma for eligible Grade 11 and Grade 12 students who sit for, and pass, each required external examination, accumulating at least 24 points, including at least 12 points for HL courses. IB Diploma students must pass a Theory of Knowledge course (TOK), complete an Extended Essay and meet the learning outcome requirements for CAS (Creativity – Action – Service). The Extended Essay is a 4000-word research paper.

IB Diploma candidates are required to select one subject from each of the six groups. Most IB subjects can be studied at two levels, Higher Level and Standard Level. Three of the six subjects are taken at Higher Level and three at Standard Level. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The total number of points required for an IB Diploma pass is 24, assuming certain conditions are met. The maximum number of points available is 45. A maximum of 7 points is available for each subject taken, with an additional 3 points available for the Extended Essay (EE) and Theory of Knowledge (TOK). Creativity, Activity, Service (CAS) is also compulsory.

Students in the full IB Diploma Programme sit external examinations at the end of Grade 12.

The IB Diploma is suitable for:

- Students who prefer an academic approach to a subject and / or
- Students who feel comfortable with external exams that evaluate learning over a 2-year period.
- Students who want to study a subject at university that requires the IB Diploma.
- Students who have good time-management skills and the perseverance and resilience to deal with the demands of additional content in HL subjects.

The IB Diploma is the most rigorous course offered by TKS. The choice of the most rigorous course at their school will give students a competitive edge in their university applications.

## Difference between TKS courses and the IB SL and HL courses

### Course Content and Resources

Sometimes TKS subjects are taught in the same classroom as the SL and HL courses. These TKS courses broadly follow the same content as the IB SL courses. In some cases there will be differences in content. Certain IB SL topics are not taught in the TKS courses just like some topics are taught in HL courses but not in SL courses. The difference between TKS courses and SL courses can also mean that different resources or fewer resources are used. Teachers will look for resources that facilitate access to the TKS course content. This may include shorter texts, videos etc.

### Teaching and Learning

As some TKS courses are taught in the same class as IB SL and HL courses, the need for differentiation is important. Differentiation strategies include:

- Providing extra vocabulary support
- Enabling one-on-one guidance
- Scaffolding of the learning
- Simplifying instructions
- Breaking up of tasks both formative and summative into smaller, scalable steps
- Making contextual connections for the students
- Additional feedback
- Supplemental instructional resources (texts, videos etc.)
- Varying methods of demonstrating the learning
- Additional or differing amounts of time

## Assessment for the TKS Diploma and for the IB Diploma

Students in Grade 9 - 12 are graded on a 1-7 scale. Both in the MYP and the DP and the TKS Diploma the overall subject grades are based on a number of well defined aspects of performance within the subject, described in mark bands and mark schemes.

In Grade 9 and 10 we use the MYP Assessment Criteria. Each subject has 4 different assessment criteria. The performance levels for each assessment criteria together generate an overall grade through the grade boundaries determined by the IB.

In Grade 11 and 12 we use the [DP Grade descriptors](#). Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors.

Differences in assessment between TKS courses and SL courses include the following

- The TKS courses are assessed internally while the IB SL courses are assessed externally. Internal Assessments are assessed internally and moderated externally.
- The TKS courses are assessed per unit with the final grade being determined by a best fit approach considering all unit assessments in Grade 12, while the IB SL courses are assessed by a final examination based on course content covered over 2 years with part of the grade based on externally marked or moderated coursework.
- The TKS courses allow for a wide range of assessment strategies which may be adjusted for individual students, including the use of oral examinations, video recordings and breaking up bigger assessments into smaller assessments.

### **Assessment Timeline**

We have two semesters and reporting is undertaken twice a year in January and June.

Students take End-of-year examinations in Grade 11 and Mid-year examinations in February and Final examinations in May of Grade 12. At the end of Grade 11, students in the full IB Diploma Programme who are scoring less than a 3 in a subject will be given an action plan to work for credit recovery and to ensure they are ready for registration of the IB Diploma in November of Grade 12.

IB Diploma students receive their IB results in July of Grade 12 by accessing the [candidates.ibo.org](https://candidates.ibo.org) site with a username and password given by the IB Coordinator before the students graduate. Diplomas are sent by the IB toward the end of August and students have the option to have it posted or picked up from the school.

### **Credit Recovery**

Students who obtain a failing grade can recover their credit through the University of Nebraska, an accredited online external provider. Details must be arranged through the College Counsellor and the costs of the course will be paid by the student. When a student recovers a credit through an external course provider, the school will keep the original grade on the transcript. The school then adds an asterisk that the credit was recovered through an external credit recovery course and refers to the certificate from the provider which will be attached to the transcript.

In exceptional cases when an external credit recovery course is not suitable or available, a credit can be recovered internally, through an additional task. In that case the highest possible grade will be a 3.

If the school and the student collaboratively decide that the student will repeat the whole course, the initial grade and the subsequent grade will both be reflected on the transcript.

## **Student Profiles for the different Pathways**

### **TKS Diploma + IB DP + STEM Credential**

The student in this pathway is highly motivated to study academically demanding subjects. This is a student who is passionate about learning and specifically in STEM related fields. This student has excellent time management skills and the stamina to deal with the demands of additional content in HL subjects. As STEM is a passion, the additional requirements for co-curriculars and university collaboration are viewed as positive opportunities rather than a burden or “box ticking” exercise. This option honours a highly focused academic pathway.

### **TKS Diploma + IB DP + Additional HS courses / Internship**

The student in this pathway is highly motivated to study academically demanding subjects. This student has excellent time management skills, the stamina to deal with the demands of additional

content in HL subjects and holds passions in addition to what is offered in the IB DP Programme. This student may wish to engage in an additional course or courses in an area of passion such as music, design, physical education or an area of internship interest. This pathway could be considered by students wishing to study two or more courses in two disciplines, such as two sciences and two arts. Students can opt for additional courses in one year of the program and not the other, but the DP subjects must be taken for the full two years. This option honours a balanced and enhanced highly academic pathway.

### **TKS Diploma + IB DP**

The student in the IB DP pathway is a motivated student looking for a rigorous academic program. The IB DP is a holistic balanced program where coursework consists of 6 disciplines plus TOK, an Extended Essay, and Creativity/Action/Service. This program serves a wide range of students and interests. Each semester students will be enrolled in either 6 or 7 blocks of direct instruction, allowing either one or two blocks as study periods for students to focus on the rigorous requirements of this program. This pathway best serves students who are academically motivated, good at working independently and want or need additional time in school to focus on the IB Diploma requirements. This option honors a balanced and highly academic pathway.

### **TKS Diploma + IB Courses**

The student in the TKS Diploma pathway seeking IB Certificates is a student seeking a rigorous program of studies in a mix of disciplines that do not adhere to the full IB DP requirements of 3 Higher Level subjects and 3 Standard Level subjects. This pathway best serves the student who wants to build a program to match their strengths. Examples of this could include 6 Standard Level courses, or it could include 2 Higher Level courses, 2 Standard Level courses, and two Non-IB courses. This option honours choice and flexibility around balance and academic rigour.

### **TKS Diploma**

The student earning the TKS Diploma is interested in rigorous courses in disciplines of their choosing. The TKS Diploma is an accredited US High School Diploma and all graduation requirements must be met to earn this diploma. Credits towards the TKS Diploma are earned over four years across all discipline areas. Flexibility in course choices increases each year. This option honours choice and flexibility especially in the final year (grade 12).

### **Personalised Diploma**

This diploma can be developed for students on an individualised basis through collaboration with the Director of Student Services, Secondary School Principal, and High School Counsellor. This option honours students who receive support services and are working with an Individualised Education Plan (IEP).

## Course Offerings for 2022-2023

- Some courses may not be offered every year. According to scheduling restraints not all combinations of subjects and/or levels might be possible
- Pamoja online courses and Internships have an application process, with specific selection criteria, as these courses demand self-management and drive. One Pamoja course can be taken as part of the IB diploma.

### Studies in Language and Literature

TKS	IB SL	IB HL
English Communication	English Literature SL	English Literature HL
	English Language & Literature SL	English Language & Literature HL
Arabic Language & Literature	Arabic Language & Literature SL	Arabic Language & Literature HL
English Personalised Pathways <sup>1</sup>	School-supported Self-Taught Language A (Literature) SL <sup>2</sup>	

<sup>1</sup> Placement in a Personalised Pathways course is determined by the principal based on the evaluation of a range of student performance data

<sup>2</sup> Please check with the DP Coordinator. This is the student's dominant language or the language in which the student works best.

### Language Acquisition

TKS	IB SL	IB HL
Arabic B <sup>1</sup>	Arabic B <sup>1</sup> SL	Arabic B <sup>1</sup> HL
French B <sup>1</sup>	French B <sup>1</sup> SL	French B <sup>1</sup> HL
Arabic (beginners)	Arabic ab initio SL <sup>2</sup> (beginners)	
French (beginners)	French ab initio SL <sup>2</sup> (beginners)	
Spanish (beginners)	Spanish ab initio SL <sup>2</sup> (beginners)	
	Spanish B <sup>1</sup> (Pamoja)	
	Mandarin ab initio SL <sup>2</sup> (beginners -Pamoja)	

<sup>1</sup> Prerequisites for Language B: MYP Phase 2-4

<sup>2</sup> Prerequisites for Ab Initio: MYP maximum phase 1 or 2

## Individuals and Societies

TKS	IB SL	IB HL
History and Politics (semester course)	History SL	History HL
Economics (semester course)	Economics SL	Economics HL
Psychology (semester course)	Environmental Systems and Societies (ESS) SL	
Geography (semester course)	Psychology SL (Pamoja)	Psychology HL (Pamoja)
Environmental Systems and Societies (ESS) <sup>2</sup>	Business Management SL (Pamoja)	Business Management HL (Pamoja)
Individuals and Societies Personalised Pathways <sup>1</sup>	Digital Society (formerly ITGS) SL(Pamoja)	Digital Society (formerly ITGS) HL (Pamoja)

<sup>1</sup> Placement in a Personalised Pathways course is determined by the principal based on the evaluation of a range of student performance data

<sup>2</sup> ESS is an interdisciplinary course which means students can take it for group 3 and 4. This would then enable students to take Visual Arts and Theatre or take another Science or Individuals & Societies.

## Sciences

TKS	IB SL	IB HL
	Biology SL	Biology HL
	Chemistry SL	Chemistry HL <sup>2</sup>
	Physics SL	Physics HL <sup>2</sup>
Design High School Courses (DT)	Design Technology (DT) SL	Design Technology HL <sup>4</sup>
Environmental Systems and Societies <sup>3</sup>	Environmental Systems and Societies SL <sup>3</sup>	
Physical and Health Education <sup>5</sup>		
Science Personalised Pathways <sup>1</sup>		

<sup>1</sup> Placement in a Personalised Pathways course is determined by the principal based on the evaluation of a range of student performance data

<sup>2</sup> Chemistry HL and Physics HL require minimum performance levels in MYP subjects and MAP and PSAT tests. If students do not achieve this performance level by the end of S1 in Grade 10, they are required to undertake additional work and an assessment to gain access to these courses.

<sup>3</sup> ESS is an interdisciplinary course which means students can take it for group 3 and 4. This would then enable students to take Visual Arts and Theatre or take another Science or Individuals & Societies.

<sup>4</sup>Design HL requires a 5 in Design in Grade 10

<sup>5</sup>TKS Physical and Health Education (semester long courses for 0.5 credit each)

## Mathematics

TKS	IB SL	IB HL
Measurement (semester course)	Mathematics Analysis and Approaches SL	Mathematics Analysis and Approaches HL <sup>2</sup>
Mathematical Modeling (semester course)	Mathematical Applications and Interpretation SL	Mathematical Applications and Interpretation HL <sup>2</sup>
Statistics (semester course)		
Financial mathematics (semester course)		
Mathematics Personalised Pathways <sup>1</sup>		

<sup>1</sup> Placement in a Personalised Pathways course is determined by the principal based on the evaluation of a range of student performance data

<sup>2</sup> Mathematics AA and AI HL require minimum performance levels in MYP subjects and MAP and PSAT tests. If students do not achieve this by the end of S1 in Grade 10, they are required to undertake additional work and an assessment to gain access to this course

## The Arts

TKS	IB SL	IB HL
	Visual Arts SL	Visual Arts HL
	Theatre SL	Theatre HL
Visual Arts High School Courses	Music SL	Music HL
Drama High School Courses		
Instrumental Ensemble (General High School Courses)		
Vocal Ensemble (General High School Courses)	Film SL ( Pamoja)	

As an alternative to an Arts subject, a student may take another subject from Sciences, Individuals & Societies or Studies in language & Literature. This does depend on subject combinations available in the block schedule.

## TKS High School Courses

Visual Arts	Music	Drama	Design	PE
Drawing	Instrumental Ensemble	Stagecraft	Woodworking Form and Function: Intro	Community Leadership
Painting	Vocal Ensemble	Technical Theatre	Robotic Systems Design: Intro	Lifeguarding
Sculpture / Ceramics		Performance Studies	Engineering and Innovation Intro	
Digital media/Photography		Theatre History	Media Production and Communication Intro	
TKS Internship in various KAUST departments				

# Course Descriptions

## Studies in Language and Literature

The *Studies in Language and Literature* courses are built on the notion of conceptual learning. Students engage with key concepts of the discipline to become flexible, critical readers. At the heart of the study of all the courses are the disciplines of language and literature, to emphasize that all the courses engage with these areas. The development of skills and the study of language and literature is divided into three areas of exploration

- the interactions between readers, writers and texts,
- texts across space and time,
- and the interconnections between texts.

The three parts of the course focus for investigation while blending together in interesting ways. The parts of the course are also clearly linked to concepts that shape or capture the nature of the discipline. There are ample opportunities to make connections with theory of knowledge, approaches to teaching and learning and international-mindedness.

The courses will be divided into three parts common to language A: literature, and language A: language and literature. The parts of the course allow students to explore different aspects of language and literature:

- Readers, writers and texts aim to introduce students to the notion and purpose of literature and the ways in which texts can be read, interpreted and responded to.
- Time and space draws attention to the fact that texts are not isolated entities, but are connected to space and time.
- Intertextuality: connecting texts focuses on the connections between and among diverse texts, traditions, creators and ideas.

Each part of the course is accompanied by six questions, linked to the course concepts, that provide a guide to the learning in each part of the course.

Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. While there is a significant difference in the texts presented for study in the two courses, they will clearly overlap somewhat. The main difference lies in the different areas of focus each course takes. In the Language A: Literature course, the focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. The focus of the Language A: Language and Literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process.

### IB English Language and Literature SL / HL

- Grade: (11-12)
- Course credit: 1.0 credit
- Prerequisite: English 10
- Subject Category: English

IB English : Language and Literature is a two-year course designed to prepare students for the IB examination at the end of the second year. In this course, students study a wide range of literary and non-literary texts in a variety of media and they will explore the nature of language and the ways in which it is influenced by identity and culture. Students will view all texts thoughtfully and critically. Thus, students will study several 'bodies of work,' which range from editorials to advertisements, from satire to video. Throughout the two-year course, students will write a wide range of authentic

texts that allow for individual voice and passions. IB components include two key written assessments, as well as an Individual Oral which connects two works to a global issue. HL students have an additional external assessment, a 1200 – 1500 word essay.

### **IB English Literature SL / HL**

- Grade: (11-12)
- Course credit: 1.0 credit
- Prerequisite: English 10
- Subject Category: English

IB English Literature SL/HL is a two-year course designed to prepare students for the IB examination in the second year. This course develops a student's understanding of the techniques involved in literary analysis and criticism, and it promotes independent literary judgments. Through reading a variety of works, students will learn to speak and write confidently and articulately about ideas and develop valuable writing and thinking skills necessary for university-level writing. Standard-level (SL) includes the study of nine works and Higher-level (HL) includes the study of thirteen works. Both courses will study literary fiction and literary non-fiction. IB components include two key written assessments, as well as an Individual Oral which connects two works to a global issue. HL students have an additional external assessment, a 1,200-1,500 word analytical essay.

### **English Communication**

- Grade: (11-12)
- Course credit: 1.0 credit
- Prerequisite: English 10
- Subject Category: English

The English Communication course is designed for students with previous experience in English language studies. Students further develop their ability to communicate through the study of language, themes, and texts. There are three prescribed topics: Communication and Media, Social Relationships, and Global Issues.

### **IB Arabic Language and Literature SL / HL**

- Grade: (11-12)
- Course credit: 1.0 credit
- Prerequisite: Arabic 10
- Subject Category: Additional Language

IB Arabic A: Language and Literature is a two-year course designed to prepare students for the IB examination at the end of the second year. In this course, students study a wide range of literary and non-literary texts in a variety of media and they will explore the nature of language and the ways in which it is influenced by identity and culture. Students will view all texts thoughtfully and critically. Thus, students will study several 'bodies of work,' which range from editorials to advertisements, from satire to video. Throughout the two-year course, students will write a wide range of authentic texts that allow for individual voice and passions. IB components include two key written assessments, as well as an Individual Oral which connects two works to a global issue. HL students have an additional external assessment, a 1200 – 1500 word essay.

## Language Acquisition

The assessment objectives for Language B/Language ab initio are:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy
4. Identify, organise and present ideas on a range of topics
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

Language B (Arabic, French, Spanish) is a foreign language-learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level.

The Language ab initio course (Arabic, French, Spanish \**Mandarin*) is a language learning course for beginners, designed to be followed over two years by students who have no previous or very little experience of learning the target language. Language ab initio course is only available at standard level.

The basis of language B and language ab initio will be communication: the curriculum model develops the ability to communicate in the target language through the study of language, themes and texts. Communication is evidenced through receptive, productive and interactive skills. Successful communication is dependent upon the conceptual understandings of audience, context, purpose, meaning and variation.

### TKS / IB Arabic ab initio SL

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: less than 2 years of exposure to the language or phase 1 exposure only or phase 2 with a 3 or below
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. IB Arabic ab initio SL is for students who have little prior knowledge of the Arabic language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information. Arabic ab initio is not limited to oral proficiency and will introduce students to appropriate text to nurture their reading skills as well as grow their written production skills.

### TKS / IB Arabic B SL / HL

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: Arabic MYP Phase 2 - 5
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB Arabic B SL exam at the end of the second year. IB Arabic B SL helps students develop their speaking and writing abilities in a wide

variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Arabic. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works. This course is designed for students who are in phase 3 - 5.

#### **TKS/ IB French B SL/HL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: French MYP Phase 2 - 4
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB French B SL exam at the end of the second year. IB French B SL/ HL helps students develop their speaking and writing abilities in a wide variety of contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through debates and discussions. Investigations are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of oral skills. HL students are required to use more sophisticated language and read additional literary works. This course is designed for students who are in phase 2 - 4.

#### **TKS / IB Spanish ab initio SL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. IB Spanish ab initio SL is for students who have little prior knowledge of the Spanish language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information. Spanish ab initio is not limited to oral proficiency and will introduce students to appropriate text to nurture their reading skills as well as grow their written production skills.

#### **TKS / IB French ab initio SL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. IB French ab initio SL is for students who have little prior knowledge of the Spanish language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal

meaning by relying heavily on learned phrases (memorized language), as well as respond to simple, direct questions or requests for information. French ab initio is not limited to oral proficiency and will introduce students to appropriate text to nurture their reading skills as well as grow their written production skills.

## Individuals and Societies

The aims of all subjects in group 3 are to:

- encourage the systematic and critical study of: human experience and behavior; physical, economic and social environments; and the history and development of social and cultural institutions
- develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature of society and individuals
- enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- enable the student to recognize that content of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

### DP History SL / HL

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

This is a two-year course designed to prepare students to take the IB exam at the end of the second year. In addition to the group 3 aims the aims of the History syllabus at SL and HL are to enable students to:

- develop understanding and continued interest in the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

### DP Economics SL / HL

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

This course is designed to introduce students to the vocabulary, theories, and tools of analysis in Economics. This syllabus is designed to develop student understanding of the assumptions of positive and normative elements within analyses in theoretical, historical, and empirical contexts. Students apply economic concepts in empirical analyses of historical and current events. This allows students to see economics in operation from an individual to an international level.

There are nine key concepts in the course (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention).

The integrated subtopics of Economics of the environment, Economics of inequality and poverty help to bring to light the main global challenges facing the planet today and how these can be addressed using an Economics lens.

By applying and examining methodologies and assumptions of the traditional model, they develop a fuller understanding of the complexities of economics decision-making by individuals, firms and governments. Establishing the basic concepts in microeconomics in the first half of the course allows students to build on ideas in macroeconomics. They can then extend their analyses to national and international institutions and the issues surrounding them. Lastly, a focus on the global economy examines the challenge of liberal economics in producing wealth for all through cooperation in economic matters. Students examine the successes and challenges of traditional and new ways of developing sustainable economies in the future. The goal is to develop internationally minded individuals that will take on the challenges of tomorrow.

#### Aims

- Develop a critical understanding of a range of economic theories, models, ideas and tools in the areas of microeconomics, macroeconomics and the global economy.
- Apply economic theories, models, ideas and tools and analyze economic data to better understand and engage with real-world economic issues and problems facing individuals and societies.
- Develop a conceptual understanding of individuals and societies' choices, interactions and challenges through the lens of economics

#### TKS / DP Environmental Systems and Societies SL

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies **or** Science

As an interdisciplinary subject, environmental systems and societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study an interdisciplinary course students are able to satisfy the requirements for both groups 3 and 4 of the DP model, thus allowing them to choose another subject from any subject group (including another group 3 or 4 subject). Interdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. The environmental systems and societies course is offered at SL only.

#### Aims

- acquire the knowledge and understandings of environmental systems at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues

- create innovative solutions to environmental issues by engaging actively in local and global contexts

### **History and Politics**

- Grade: (11- 12)
- Course credit: 0.5 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

Contemporary History and Politics have been crucial in shaping relationships between individuals and societies in our world today. During this semester course, students will learn about current affairs and international relations and how we got here through recent historical and political events.

### **Geography**

- Grade: (11- 12)
- Course credit: 0.5 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

We all live in a world combined and closely linked by Human, Physical and Environmental Geography. In this semester course, students will learn about international development, natural environments and global climate change to understand just how close these links are.

### **Economics**

- Grade: (11- 12)
- Course credit: 0.5 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

Economics is the study of how resources are allocated to satisfy the demands of individuals, governments and industries in national or international economies. During this semester course, students will learn how the behaviour of individuals and societies can generate positive and negative outcomes.

### **Psychology**

- Grade: (11- 12)
- Course credit: 0.5 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

Psychology is the scientific study of mental processes and behaviour and how these are affected by processes and the environment. In this semester course, students will learn about Health Psychology, Human relationships and Sport Psychology in order to understand this important discipline.

## **Sciences**

The aims of this subject group are to

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities

- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### **DP Chemistry SL / HL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: HL students must have a minimum of a 6 for Gr 10 Integrated Science and a 5 for Gr 10 Extended Mathematics for automatic acceptance.
- Subject Category: Science

The focus of this course is to provide a solid foundation of knowledge and skills for any student that wishes to continue studying chemistry after high school in a science or engineering faculty, or for students that wish to carry this set of knowledge and skills through their life as part of their scientific literacy. The course syllabus covers ten main topics in Chemistry, each with "Core" content studied by both Standard and High Level students, and advanced content studied only by the High Level Students. The HL students pursue more advanced topics such as atomic spectra, ionization energies, 3-dimensional orbitals, and some advanced organic chemistry and analytical techniques.

This course develops and prepares students for independent scientific thinking and analysis. Emphasis is placed on how to think when solving complex problems, over memorization of specific problem-solving sequences.

### **DP Physics SL / HL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: HL students must have a minimum of a 6 for Grade 10 Integrated Science and a 5 for Gr 10 Extended Mathematics for automatic acceptance.
- Subject Category: Science

The study of Physics builds a capacity in students to approach problems they do not know how to solve, and through an alchemical synthesis of imagination, experience, confidence and a can-do attitude, solve them regardless. It is also a gateway to a better appreciation of the building blocks of our limited comprehension of the physical universe we find ourselves in. Through this, a deeper and richer understanding of our place in the cosmos may be approached.

Topics are structured according to the IB syllabus. Where possible, contextualized applications of the concepts are used. Many of these contexts center around the research and applied science being conducted at KAUST and beyond, most notably energy conversion techniques, environmental impact minimization technologies and alternative process designs.

### **DP Biology SL / HL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

The focus of this course is to provide a solid foundation of knowledge and laboratory skills for any student that wishes to continue studying biology after high school in a science or the health field, or for students that wish to carry this set of knowledge and skills through their life as part of their scientific literacy. The course syllabus covers 6 core Units in Biology studied by all, and 5 units studied only by the High Level Students. Students will also complete one Option Topic, usually Ecology and Conservation..

We also have some local field trips to relevant departments at the university, the KAUST mangroves and also snorkel trips on the reefs in the Red Sea.

### **TKS / DP Environmental Systems and Societies SL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science **or** Individuals and Societies

As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study an interdisciplinary course students are able to satisfy the requirements for both groups 3 and 4 of the DP model, thus allowing them to choose another subject from any subject group (including another group 3 or 4 subject). Interdisciplinary subjects therefore introduce more flexibility into the IB Diploma Programme. The environmental systems and societies course is offered at SL only.

### **DP Design Technology SL / HL**

- Grade: (11- 12)
- Course credit: 1.0 credit
- Prerequisite: Grade 10 Design
- Subject Category: Arts and Design **or** Science

Designing requires an individual to be imaginative and creative, while having a substantial knowledge base of important factors that will aid or constrain the process.

Both the ideas of design and the process of design can only occur in a human context. Design involves multidisciplinary teams and stakeholders with different backgrounds and traditions. It is important to understand, however, that to design is to be involved in a community of inquiry with certain common beliefs, methodologies, understandings and processes. Design is multidisciplinary and draws from many areas including the natural and social sciences, mathematics and arts.

Diploma Programme design technology focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme sciences group.

Inquiry and problem-solving are at the heart of the subject. Diploma Programme design technology requires the use of the design cycle as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solution. In Diploma Programme design technology, a solution can be defined as a model, prototype, product or system that students have developed independently.

Diploma Programme design technology achieves a high level of design literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

## Mathematics

Learners at TKS use mathematics to make sense of the world we live in through exploration. Math is a language and a tool that develops problem-solving skills that are transferable to other disciplines and life beyond school.

We think creatively, critically and logically to investigate and solve authentic problems.

All students see themselves as mathematicians. They actively engage in challenging and accessible learning experiences.

The aims of these mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization

### **IB Mathematics: Analysis and Approaches SL**

- Grade: 11-12
- Course credit: 1.0 credit
- Prerequisite: Math 10 or equivalent and teacher recommendation.
- Subject Category: Mathematics

IB Mathematics: Analysis and Approaches SL is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year.

This course includes topics that are both traditionally part of a pre-university mathematics course (functions, trigonometry, statistics, calculus) as well as topics of investigation, such as conjecture and proof, sequences and series. The course requires the use of technology, including mathematical software and graphic display calculators. Students should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students will complete an independent mathematical exploration on a topic of their choice.

### **IB Mathematics: Analysis and Approaches HL**

- Grade: 11-12
- Subject Area / Course credit: Math, 1.0 credit
- Prerequisite: MYP Grade 10 Extended grade 5 or equivalent is required for automatic acceptance.
- Subject Category: Mathematics

IB Mathematics: Analysis and Approaches HL is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year. This course includes all of the topics from Mathematics Analysis and Approaches SL with the addition of more formal techniques of proof and advanced mathematical concepts. This course best suits students who have demonstrated consistent proficiency in the manipulation of algebraic expressions, recognition of patterns, and in

expressing mathematical generalizations of these patterns. The course requires the use of technology, including mathematical software and graphic display calculators. Students should enjoy spending time with problems and find pleasure and satisfaction from solving challenging problems. Students will complete an independent mathematical exploration on a topic of their choice.

#### **IB Mathematics: Applications and Interpretations SL**

- Grade: 11-12
- Course credit 1.0 credit
- Prerequisite: Math 10 or equivalent and teacher recommendation.
- Subject Category: Mathematics

IB Mathematics: Applications and Approaches SL is a rigorous two-year integrated course designed to prepare students for the IB exam at the end of the second year. This course emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling (for example, statistics, trigonometry, geometry, and mapping). To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as functions and calculus. The course makes extensive use of technology, including software and graphic display calculators, to allow students to explore and construct mathematical models, to develop mathematical thinking in the context of practical problems, and to use technology to justify conjecture. Students will complete an independent mathematical exploration on a topic of their choice.

Students who choose this course should enjoy seeing the mathematics used in real-world contexts and solving real-world problems.

#### **IB Mathematics: Applications and Interpretations HL**

- Grade: 11-12
- Course credit 1.0 credit
- Prerequisite: MYP Maths Grade 10 Extended: grade 5 or equivalent is required for automatic acceptance.
- Subject Category: Mathematics

This rigorous two-year course, designed to prepare students for the IB exam at the end of the second year, includes all of the topics from Standard Level Mathematics Applications and Interpretation with the addition of matrices, vectors, statistical tests, and more advanced mathematical concepts. This course best suits students who have demonstrated consistent proficiency in the manipulation of algebraic expressions, recognition of patterns, and in expressing mathematical meaning in the context of real-world problems. The course requires the use of technology, including mathematical software and graphic display calculators. Students will complete an independent mathematical exploration on a topic of their choice. Students should enjoy spending time with problems and find pleasure and satisfaction from solving challenging problems.

#### **Measurement**

- Grade: 11-12
- Course credit 0.5 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

This course provides ways to answer questions about “how many,” “how much,” “how far,” and “how long.” Using components of business, manufacturing, art, medicine and many other aspects of daily life, students learn to describe the sizes, capacities, and values of many things, from the large

distances involved in space travel to the very small quantities in computer design and microbiology, to the varying values of currencies in international monetary exchange.

#### **Mathematical Modeling** (linear, exponential and periodic)

- Grade: 11-12
- Course credit 0.5 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

This course introduces students to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and effective communication of quantitative concepts and results

#### **Financial mathematics** (banking, credit, bookkeeping)

- Grade: 11-12
- Course credit 0.5 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

By connecting mathematical concepts to personal and business settings, this course encourages students to gain a deeper understanding of financial math. Topics of study include knowledge useful for financial planning, budgeting and spending, banking, taxes, long-term investing, home purchases, consumer loans, traveling abroad, starting a business, and analyzing business data.

#### **Statistics** (probability, interpretation data)

- Grade: 11-12
- Course credit 0.5 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

In this course, students will develop an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data and make inferences or predictions. Students will also learn to present convincing arguments using statistical evidence. They will learn to model mathematical situations to determine probabilities and make decisions accordingly.

## **The Arts**

Aims:

The aims of the arts course at HL and SL are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

#### **IB Theatre SL / HL**

- Grade: 11-12
- Course credit 1.0 credit

- Prerequisite: none
- Subject Category: The Arts

IB Theatre SL/HL is a two-year course designed to explore all aspects and facets of theatre and improve performance knowledge and skills. Students develop personal, academic, aesthetic and practical theatre skills and learn to understand the holistic nature of theatre. Students will actively engage in the creative process, transforming ideas into action as inquisitive and productive artists. The course emphasizes the importance of working both individually and collaboratively as part of an ensemble. Students will be immersed in directing, designing, performing, and ensemble performances as well as viewing an abundance of theatre through video or on site. HL students must present a solo theatre piece for assessment. All students involved in IB Theatre work toward taking the IB exam at the end of the second year.

#### **IB Visual Arts SL / HL**

- Grade: (11-12)
- Course credit: 1.0 credit
- Prerequisite: MYP Gr 10 Art
- Subject Category: The Arts

The Visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. All students are required to submit a Process portfolio and to curate an exhibition of their own art at the end of the course. The TKS course follows the Standard Level course requirements but are exempted from writing a Comparative Essay which is externally assessed for HL and SL students.

#### **IB Music SL / HL**

- Grade: 11, 12
- Course credit: 1.0 credit
- Prerequisite: Participation in MYP Music in Grade 10
- Subject Category: The Arts

Throughout this two-year course, students embody three roles: the researcher, the creator, and the performer. In these roles, they inquire, create, perform and reflect on the course's three musical processes: exploring music in context, experimenting with music, and presenting music. Students have the agency to personalize unique approaches to musical forms, genres, and pieces. The exploration of diverse musical material is focused through the lenses of four Areas of Inquiry:

- Music for sociocultural and political expression: protest songs, liturgical music, national anthems
- Music for listening and performance: chamber music of the Western art tradition, cool jazz, experimental music
- Music for dramatic impact, movement, and entertainment: music for film, ballet or musical theatre
- Music technology in the electronic and digital age: electronic dance music, technology in popular music production.

This program is centered around forging deep, life-long connections between students' passions and interests and the wider world of music and music-making.

## TKS General High School Courses

The TKS General High School Courses are semester courses that generate 0.5 credit. Most courses are modular, which means that they can be studied as a separate course without prerequisites. Some of the TKS General High School Courses are intermediate or advanced courses that require students to have successfully completed the introductory course.

### The Arts

#### Drama: Stagecraft

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

Through exposure, exploration, and project-based learning, students identify and understand various areas of technical theatre including the design and construction of scenic elements, properties, costumes, and makeup. The course culminates with a project where students work in groups to design and implement technical elements as they would for a production.

#### Drama: Technical Theatre

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

The purpose of the course is to give students an overview of technical theatre, with a focus on digital design, lighting and sound. Through exposure, exploration, and project-based learning, students identify and understand the various areas of technical theatre including lighting, sound, and digital backgrounds. The course culminates with a project where students work in groups to design and implement technical elements as they would for a production.

#### Drama: Theatre History

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

This course is performance-based. The theatre history curriculum starts with Ancient Greek theatre, travels through naturalism and ends with modern surrealism. Units will follow a process of learning information and applying knowledge through exploring the theoretical, cultural, and historical contexts. Students will be learning about practitioners and their theater theories and conventions. Throughout the course, students experience transforming theory into practice by presenting performances using the theater conventions studied.

#### Drama: Performance Studies

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5

- Prerequisite: None
- Subject Category: The Arts

This course is performance-based. The course expands and deepens the students' skills as artists. Units of study include stage movement, physical theater, voice, improvisation, script analysis, and playwriting. The super objective of this course is to have the students "bring it all together" at the end in a culminating devised performance.

#### **Visual Arts: Drawing**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

The development of perceptual and descriptive skills through an introduction to a variety of drawing media, techniques and subject matter.

#### **Visual Arts: Painting**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

This course introduces students to general painting, techniques and concepts, with emphasis on the understanding of its formal language and the fundamentals of artistic expression.

#### **Visual Arts: Sculpture/ceramics**

This course covers the fundamental context of three-dimensional art. Different sculpture methods and techniques, and media will be used.

#### **Visual Arts: Digital media/Photography**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: The Arts

This course covers art theory concepts such as the elements of art, principles of design, typography, composition, and color theory. Software tools used to create digital art for print such as Adobe Photoshop and Illustrator will be used.

#### **Instrumental Ensemble**

- Grade: 9, 10, 11, 12
- Course credit: 1.0 credit
- Prerequisite: Previous instrumental experience
- Subject Category: The Arts

Instrumental Ensemble is designed for the experienced instrumental student who plays keyboard, guitar, wind, brass, strings, percussion or lead singers. The primary goal of the Instrumental Ensemble is to create and experience music in a group while understanding the role and responsibilities of the individual. This class focuses on working together as an Instrumental Ensemble to prepare works from a variety of genres, periods in music and instrumentation formations. Developing good

intonation and technique as an Instrumental Ensemble member is an important element of this course. Students participate in several concerts throughout the year.

### **Vocal Ensemble - General High School course**

- Grade: 9, 10, 11, 12
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: The Arts

Vocal Ensemble is a music making course, focused on group vocal performance. The primary goal of the vocal ensemble is to create and experience music in a group while understanding the role and responsibilities of the individual. This class focuses on working together as an ensemble to prepare works from a variety of genres and periods in music. There will be opportunities for students who want to take on the role of soloists. Developing breath control and phrasing, extending vocal range, understanding music notation, and utilizing blend and projection are important aspects of this course. Students participate in several concerts throughout the year.

## **Design Technology**

### **Robotic Systems Design: Intro**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design Technology **or** Science

Max Number: 20 due to limitations of kits and space

In this project based class, students learn basic block coding and robotic construction skills to design, program and build robotics to solve various problems. EV3 systems are currently used in this class.

### **Woodworking - Form and Function: Intro**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design Technology **or** Science

In this project based class, students learn the basics of technical drawing to design wood products. Students will use a range of woodworking tools including drill presses, saws, planers and lathes to manufacture components. Students use joining techniques to assemble their products. Finally the students will use finishing techniques to sand and paint their product.

### **Engineering and Innovation: Intro**

- Grade Levels: 9, 10, 11, 12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design Technology **or** Science

In this project based class, students learn engineering design and concepts through designing, building, racing and analysis of CO2-powered F1 cars. AutoDesk Fusion 360, 3D printing, CNC machining, and other tools are used in this course.

### **Media Production and Communication: Intro**

- Grade Levels: 9, 10, 11, 12

- Credit: 0.5
- Prerequisite: None
- Subject Category: Design Technology **or** Science

In this project based course, students learn and apply advanced videography, cinematography, and storytelling techniques, and learn how to use video production equipment and software to develop video news packages and shows for TKS, and also broadcast events. Adobe Premiere, Photoshop and Aftereffects are used in this course as well as the Broadcasting Studio software and equipment.

## Physical and Health Education (PHE)

The PHE electives include courses catering for physical interests within our student population. The aim of the courses is to enable students to continue to enjoy physical activity whilst building on existing knowledge, skills and depth of understanding in the physical arena for lifelong engagement.

**Community Sports Leadership** (leads to 'Community Sports Leader Award', Level 2, UK qualification)

- Grade: 11-12
- Course credit: 0.5 credit
- Prerequisite: Commitment and enthusiasm to leading sporting sessions, will require some voluntary service time
- Subject Category: Physical and Health Education

The Sports Leadership course is designed to build the skills to plan and lead purposeful and enjoyable sport/physical activity sessions to peers and other students at TKS. Leadership skills such as effective communication skills, organisational strategies and motivational methods will be developed through active participation. This course leads to the 'Community Sports Leader Award', Level 2, a UK qualification.

**Lifeguard Certification (American Red Cross or RLSS)/ Swim Fitness & Conditioning**

- Grade: 11-12
- Course credit: 0.5 credit
- Prerequisite: Teacher pre-assessment of continuous 300m swim
- Subject Category: Physical and Health Education

This course leads to an internationally recognised lifeguard qualification. Through basic first aid classes the student will learn how to respond to specific water-based life threatening situations, which will help them care for people in crisis as they wait for medical professionals to arrive and could lead to certification through the American Red Cross. The course is highly practical and a core aim is to develop the ability to practice health-enhancing behaviours and avoid or reduce health risks in the aquatic environment.

## Personal Pathways - modified courses

### Individuals and Societies PP

**The aims of Modified Individuals and Societies are to encourage and enable students to:**

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment

- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships

The Personal Pathways Individuals and Societies courses will cover four main topic areas. The identified topic areas are: Geography, Economics, Psychological and History. Although all topics will be covered throughout the school year, some topics may have a longer focus than others, as guided by the student's understanding and personal connections.

Students will be required to prepare for regular discussions related to the unit or classroom topic. As a result of the conversational nature of the course, homework in Modified Individuals & Societies may regularly need parent or adult supervision or involvement; this will also be the case with regards to reading tasks. Methods for critical reading will be practiced in class through background reading or contextual preloading. Most often, homework will be the completion of tasks started in class.

### **Geography Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

In Geography Personal Pathways, students study geography concepts like Climate and Weather, Climate Change Geography: urban and rural landscapes, Landforms, Field Work, Geological processes, Public spaces, Urban Change and growth, Food sources, Water sources, Population. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Economics Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

In Economics Personal Pathways, students study Economy concepts like Resources and Scarcity, Market forces, Economic Systems and Daily Life, Competition and Free Enterprise, Technology and Economics. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Psychology Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

In Psychology Personal Pathways, students study Psychology concepts like Health and Wellbeing, conflict resolution, group dynamics, classification of personalities, research methods, classification

and treatment of disorders. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **History Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Individuals and Societies

In History Personal Pathways, students study the historical aspects of current affairs. Students study current local affairs as well as current affairs of their interest through the lens of conflict, harmony, community, identity, resources. Each of these topics is studied at the students' own levels and assessment strategies may be tailored to the needs of the students.

## **Sciences PP**

The Modified Sciences Course accredits activities that develop student's scientific knowledge and understanding. The course is multi-level; the focus is on completing challenges and skills development at the level appropriate to your child. These skills are an everyday part of Further and Higher Education.

### **The aims of Modified Science Course are to encourage and enable students to:**

- understand and appreciate science and its implications
- develop and demonstrate a range of skills through Science activities and studies
- build an awareness of the need to effectively collaborate and communicate
- apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

The Personal Pathways Science courses will cover four main topic areas. The identified topic areas are: Geography, Biology, Chemistry, Physics and Environmental Systems & Societies. Although all topics will be covered throughout the school year, some topics may have a longer focus than others, as guided by the student's understanding and personal connections. Each Pathways course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Biology Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

In Biology Personal Pathways, students study biological concepts through practical applications like Horticulture, Agriculture, Animal Husbandry, Disease, medicine, The Health Care sector, Physical and mental Health, exercise and nutrition.

### **Chemistry Personal Pathways**

- Grade: (9-12)

- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

In Chemistry Personal Pathways, students study chemical concepts through practical applications like food technology and home economics.

### **Physics Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

In Physics Personal Pathways, students study physical concepts through practical applications like automotive technology, transport, sport and exercise.

### **Environmental Systems and Societies Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

In Environmental Systems and Societies Personal Pathways, students study ESS concepts like sustainability, biodiversity, stewardship and justice in different contexts, including the KAUST context.

## **Mathematics PP**

**The aims of Modified Mathematics are to encourage and enable students to:**

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power through an understanding of the principles and nature of mathematics
- develop logical, critical and creative thinking as well as confidence, perseverance, powers of generalization, abstraction and independence in mathematical thinking and problem-solving
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other as well as the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives as well as the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

The Personal Pathways Mathematics course will cover four main topic areas. The identified topic areas are: Financial Mathematics, Algebra, Statistics and Accounting and Geometry. Although all topics will be covered throughout the school year, some topics may have a longer focus than others, as guided by the student's understanding and personal connections.

### **Financial Mathematics Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Mathematics

In Financial Mathematics Personal Pathways, students study financial mathematics topics like personal finance, prudent financial behaviour, interest rates, annuities, accounting strategies, banking and investment financial models. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Accounting Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Mathematics

In Accounting Personal Pathways, students study accounting concepts like Accounting Principles, Accounting Cycles, Financial Statements, Financial Ratios, Assets, Current Assets, Cash and Cash Equivalents. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Statistics Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Mathematics

In Statistics Personal Pathways, students study statistics topics like standard deviation, combinations and permutations, probability, sampling, and various distributions through data from our environment (school, KAUST, Saudi Arabia) or data referred to in current publications. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Geometry Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Mathematics

In Geometry Personal Pathways, students study geometry concepts like measurements, dimension, area, volume in practical applications including maps and visualisations of their own environment, for example, the school, KAUST and Saudi Arabia. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

## English PP

**The aims of Modified language and literature are to encourage and enable students to:**

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with texts from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts and experiences
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

The Personal Pathways English course will cover four main topic areas. The identified topic areas are: Professional, Media, Public Speaking and Advertising. Although all topics will be covered throughout the school year, some topics may have a longer focus than others, as guided by the student's understanding and personal connections.

### **Professional English Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: English

In Professional English Personal Pathways, students study how to use English in professional settings. They learn how to read and write professional letters, professional emails and professional reports. They also learn how to find online resources that support businesses. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Media Studies Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: English

In Media Studies Personal Pathways, students study traditional and social media. They learn to distinguish persuasive, informative and literary texts. The texts include written, oral and visual texts, including film, video and audio. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **Public Speaking and Debate Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: English

In Public Speaking and Debate Personal Pathways, students learn how to speak for an audience. They learn how to build up a speech, how to support it with visuals and how to target their presentations to different audiences. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

### **The World of Advertising Personal Pathways**

- Grade: (9-12)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: English

In The World of Advertising Personal Pathways, students study advertising in traditional and social media. They learn to combine visuals and text to inform, persuade. The course is based on AERO standards. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

## **Core**

The core elements of the Diploma Programme (DP) are Theory Of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS). These elements are available as individually recognized stand-alone offerings. Therefore, IB Diploma course students are now able to take individual courses from the six groups of the DP model **and** benefit from the unique elements at the core of the Programme. The IB decision to allow DP course students to experience these core elements of the Diploma supports the IB's continued dedication to its "access agenda".

### **Theory Of Knowledge (TOK)**

Theory of Knowledge (TOK) is an interdisciplinary requirement unique to the IB and is mandatory for every TKS student.

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the Diploma Programme, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities, and an awareness of personal and ideological assumptions, including participants' own encourage consideration of the responsibilities originating from the relationship between knowledge, the community and the individual as citizens of the world.

### **Theory of Knowledge**

- Grade: (11-12)
- Course credit: 0.5 credit in Grade 11 ; 0.5 credit in Grade 12
- Prerequisite: none
- Subject Category: Theory of Knowledge

TOK challenges students to question the basis of knowledge, to reflect critically on how they know what they believe to be facts & when they are being manipulated. Students will explore questions of different areas of knowledge (scientific, artistic, mathematical, historical, human sciences) and 2 optional knowledge themes (technology, language, indigenous societies, politics, religion). Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research.

TOK aims to embody many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

The grade for TOK contributes to the overall diploma core through the award of points in conjunction with the Extended Essay. A maximum of three points are awarded according to the candidates' combined performance in both the Theory of Knowledge and the Extended Essay. Grading system: A = Excellent, B = Good, C=Satisfactory, D = Mediocre, E= Failing Condition.

DP students must

- participate in TOK classes (1 semester in Gr 11 and 1 semester in Gr 12)
- obtain a MET for the TOK Exhibition in Gr 11 and submit the TOK Essay in Gr 12

TKS Students, to fulfil the graduation requirements, must

- participate in TOK classes (1 semester in Gr 11)
- obtain a MET for the TOK Exhibition in Gr 11

## **The Extended Essay (EE) and the Research Paper (RP)**

Students who are in the full IB Diploma Programme are required to undertake original research and write an extended essay of 4,000 words (maximum).

Students studying for the TKS Diploma (without being in the full IB Diploma Programme) are required to write a Research Paper (RP). The RP is an essay with a maximum of 2000 words. All students will attend the sessions from the EE coordinator on the skills for essays.

Both essays offer the student the opportunity to investigate a topic of special interest and to become acquainted with the kind of independent research and writing skills expected at the university level. It is recommended that the student devote a total of about 40 hours of private study and writing time to the essay.

### **Aims:**

- Pursue independent research on a focused topic
- Develop research and communication skills
- Develop the skills of creative and critical thinking
- Engage in a systematic process of research appropriate to the subject
- Experience the excitement of intellectual discovery

The student works with a teacher who acts as a supervisor during the time taken. The Extended Essay and the Research Paper are started in Grade 11 and completed by the end of the first semester of Grade 12.

The grade for the Extended Essay contributes to the overall diploma score through the award of points in conjunction with Theory of Knowledge (TOK). A maximum of three points are awarded

according to the candidate's combined performance in both TOK and the Extended Essay. Grading system: A = Excellent, B = Good, C=Satisfactory, D = Mediocre, E= Failing Condition

## Creativity, Activity and Service (CAS)

Creativity, activity, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

- **Creativity:** arts, and other experiences that involve creative thinking
- **Activity:** physical exertion contributing to a healthy lifestyle
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student

### Aims

To develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in **CAS experiences** involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. Further, students undertake a **CAS project** of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the **CAS stages** (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project. CAS emphasizes **reflection**, which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Successful completion of CAS is a requirement for the award of the IB Diploma and KAUST School graduation. For further information about CAS, please see the Secondary School Parent/Student Handbook

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative and reciprocal engagement with the community in response to an authentic need

## TKS Internships

- Grade: 11, 12
- Course credit: 0.5 or 1.0 credit
- Prerequisite: successful interview process conducted by the workplace

TKS interns can be placed at a wide range of KAUST departments. Examples include KAUST IT, Government Affairs, Community Life etcetera. A TKS internship can be credit bearing. The credit can be used in several subject groups. It can always be used in Individuals and Societies but depending on the placement, it could also be used in The Arts, Science or Studies in Language and Literature.

### Purpose

The purpose of the TKS internship is to offer students:

- a wider range of choices in Grade 11 and 12, acknowledging the different interests and abilities of students
- the opportunity to broaden their Portfolio and support them in applications for Universities
- another opportunity to fulfil CAS requirements

This internship will also strengthen the connections within the community and develop a deeper understanding and mutual appreciation of the different components of the community.

### Internship Description

The internship will include a practical as well as a theoretical component. The theoretical component will be managed by the school.

### Timing

On average, students will invest approximately 6 hours per week in the internship. This could be concentrated in certain weeks or spread equally across the weeks. As the students will also have to study other subjects in the school, we will have to consider what times in the week would work for the students as well as the workplaces. It could be after school (3:30 - 5:00) or for single hours every day.

The internship could follow a WISE summer internship or the TKS internship can stand on its own without a preceding summer internship. It could be for one semester or for two semesters.

## Assessment

TKS will provide the assessment strategies and criteria and will visit the workplace to support the intern and the supervisor. We would expect the workplace supervisor to assist the school with the supervision and assessment of the student.

Students who will receive a credit for the internship or who want to use the internship for CAS, will not be able to receive remuneration as well.

## Islamic Studies

The aims of MYP Islamic Studies course is to help each Muslim student develop Islamic concepts, disciplines, and principles relative to their unique Islamic identity as well as to develop an understanding and appreciation of the core ethical Islamic and human values. Students examine what they are studying to participate actively in group discussions, work productively in cooperative learning activities, and come to understand controversial issues. Through inquiry, students build on their abilities and become more creative, critical thinkers. The Islamic Studies content is arranged into four strands; Quran, Islamic Beliefs, Stories and lessons, and Islamic Practices. These strands are linked to each other. They also provide links to other subject areas of the MYP curriculum models.

### Grade 9 Islamic Studies

- Grade: 9
- Course credit: none
- Prerequisite: none
- Subject Category: Islamic Studies

Students will study the following units: Scientific Knowledge in the Quran, Islam in the Media and Values like Righteousness, Piety, Honesty and Perfection.

### Grade 10 Islamic Studies

- Grade: 10
- Course credit: none
- Prerequisite: none
- Subject Category: Islamic Studies

Students will study the following units: The Role of Women in the Islam - Past and Present, Personal qualities like Resilience, Time-Management, Dealing with Pressure and Criticism, and Maintaining my identity as a Muslim while living in other cultures.

## Online Learning/Independent Study

### Pamoja Education

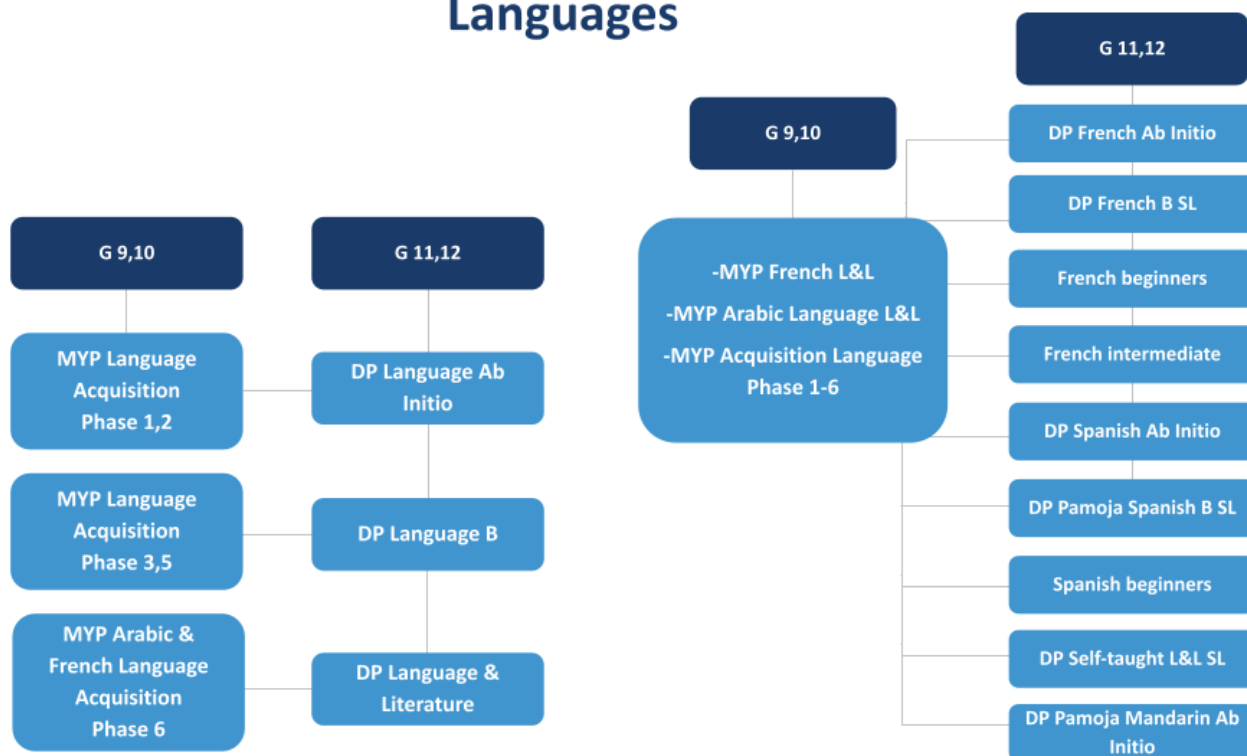
Pamoja Education is the only online course provider that has been licensed by IB to offer IB courses online. Pamoja online IB courses provide students with a global learning experience, preparing them for an internet-enabled world. Over 450 schools around the world currently work with Pamoja in order to provide additional course choices for students; build more flexibility into student timetables; provide students with broader educational experience, and accommodate students who transfer from another school.

Students wishing to enroll in an online course need to follow an application process led by the DP Coordinator. Students need to have a record of high effort. Although students will be working primarily with an IB-trained online teacher, a site-based coordinator for Pamoja students will monitor the student's progress in the subject area in school. An up to date list of courses offered by Pamoja can be found on their website. [www.pamojaeducation.com](http://www.pamojaeducation.com). Independent study credit may be earned by students in Grades 11 and 12 under the following conditions

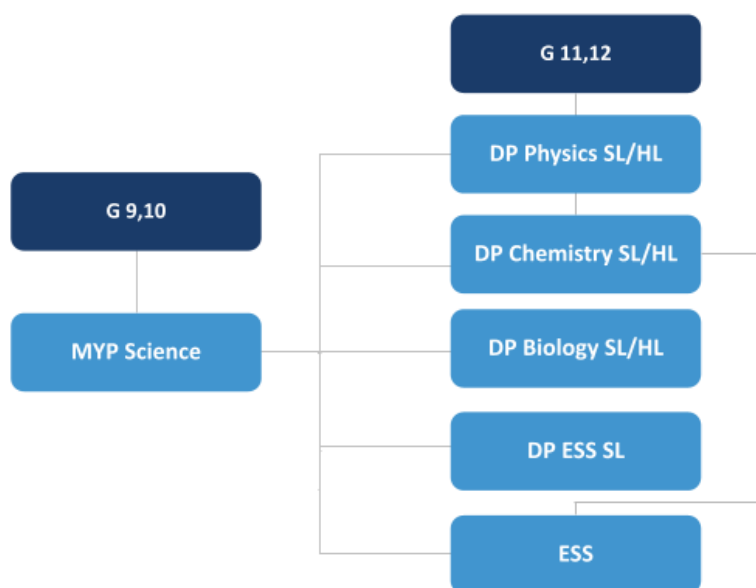
- Only courses not offered by the school can be studied
- Only one independent study course can be studied

## Subject Flow Charts

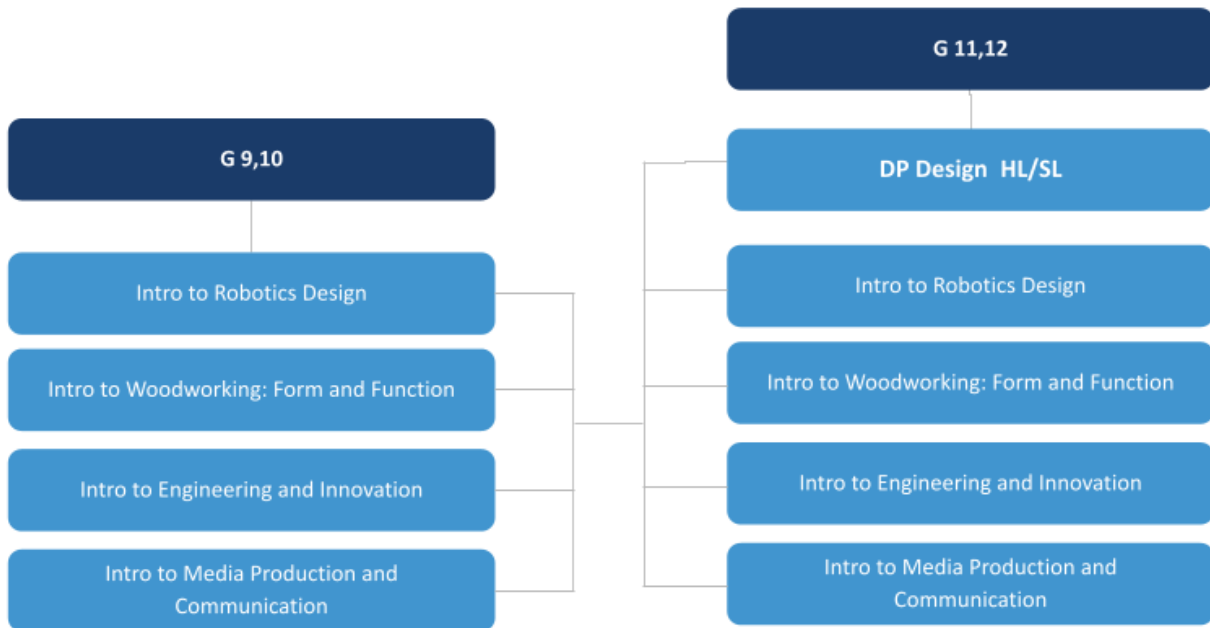
### Languages



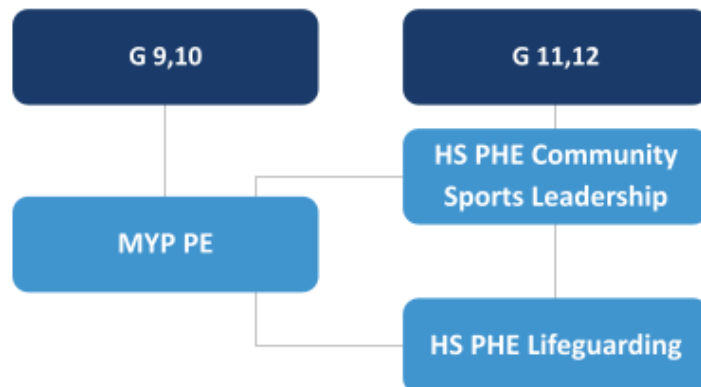
### Science



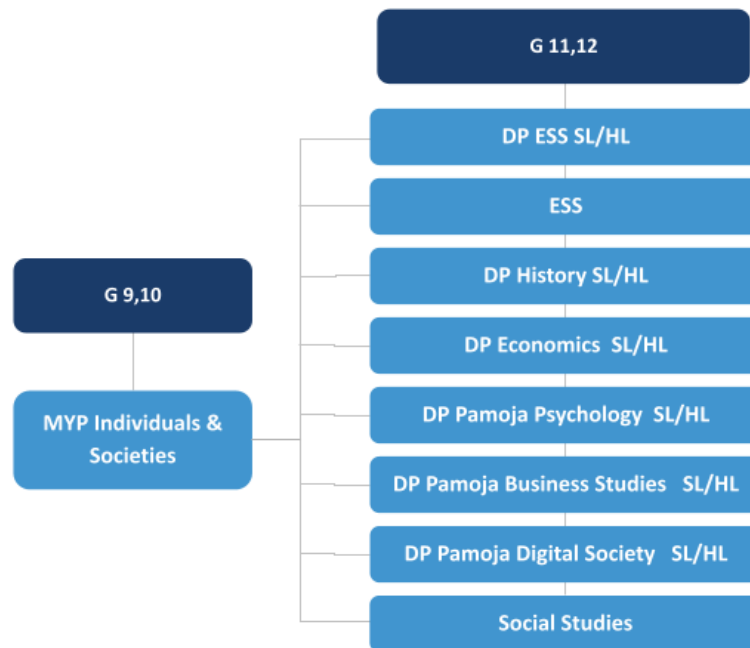
# Design



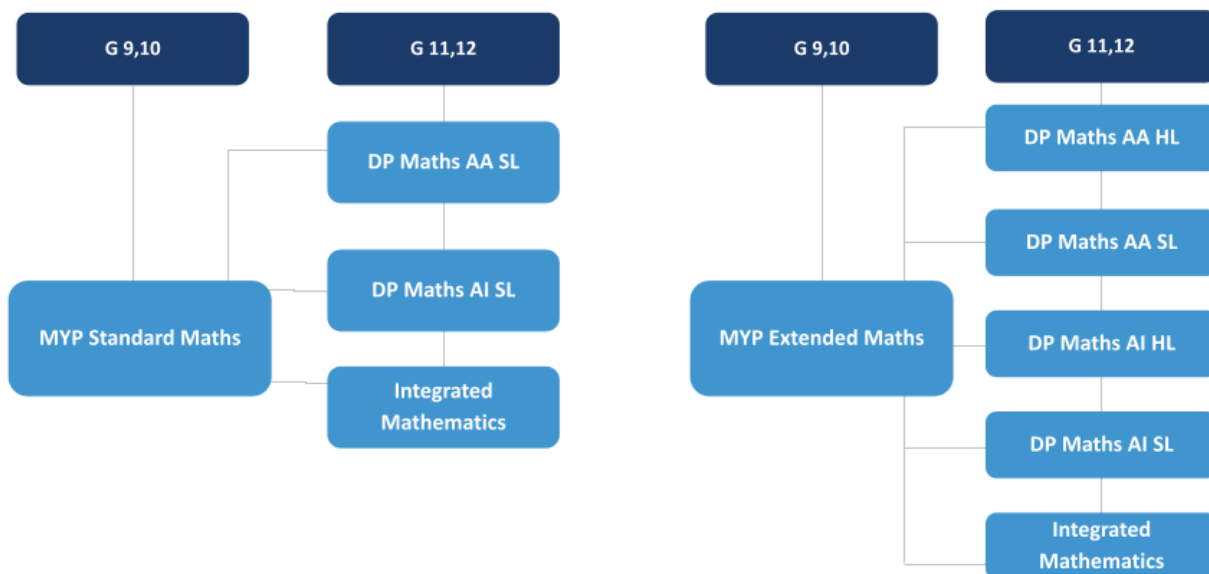
# PE



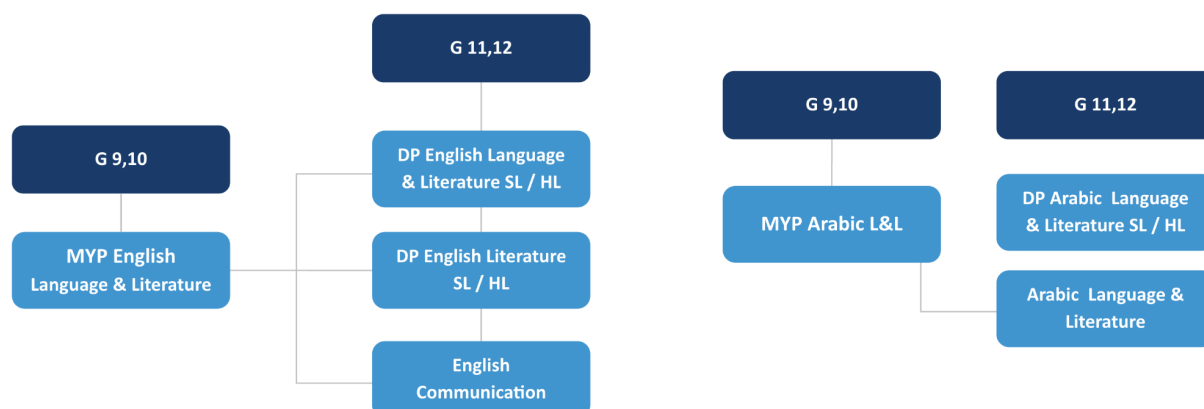
## Individuals & Societies



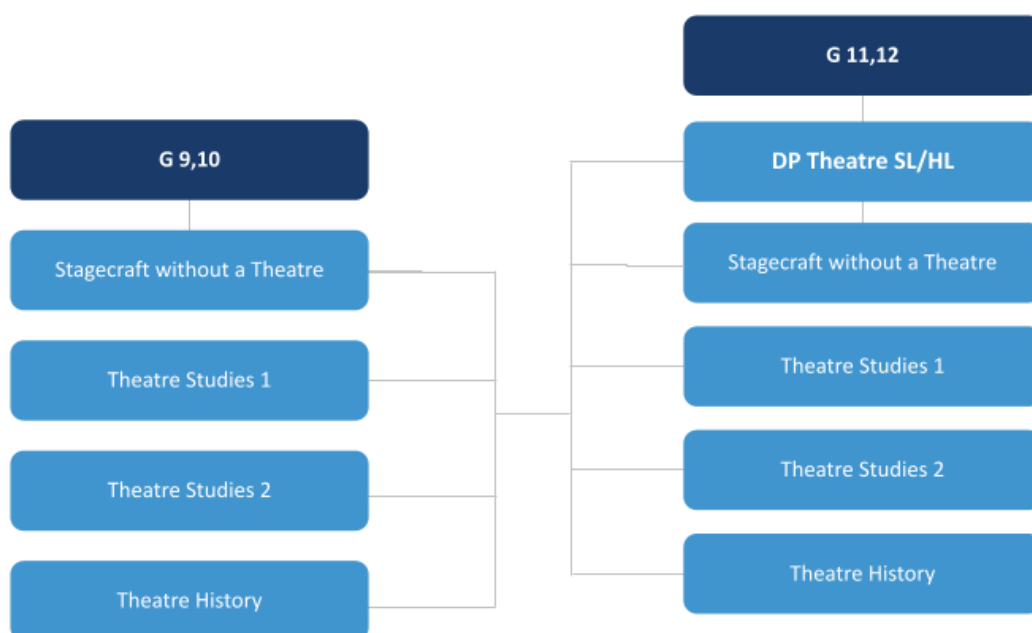
## Mathematics



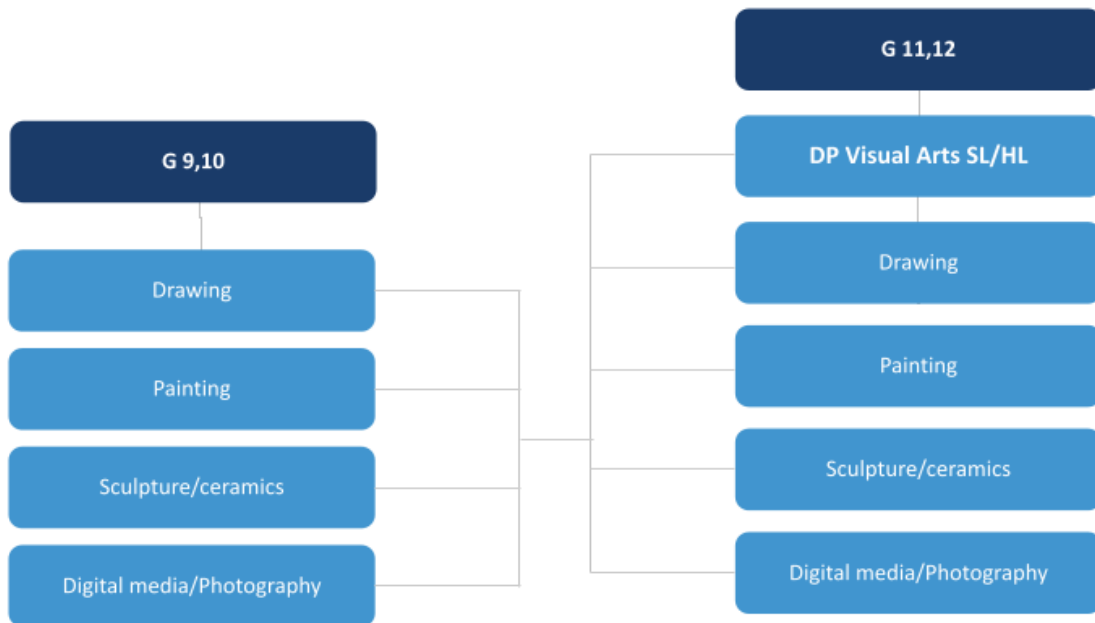
# Language & Literature



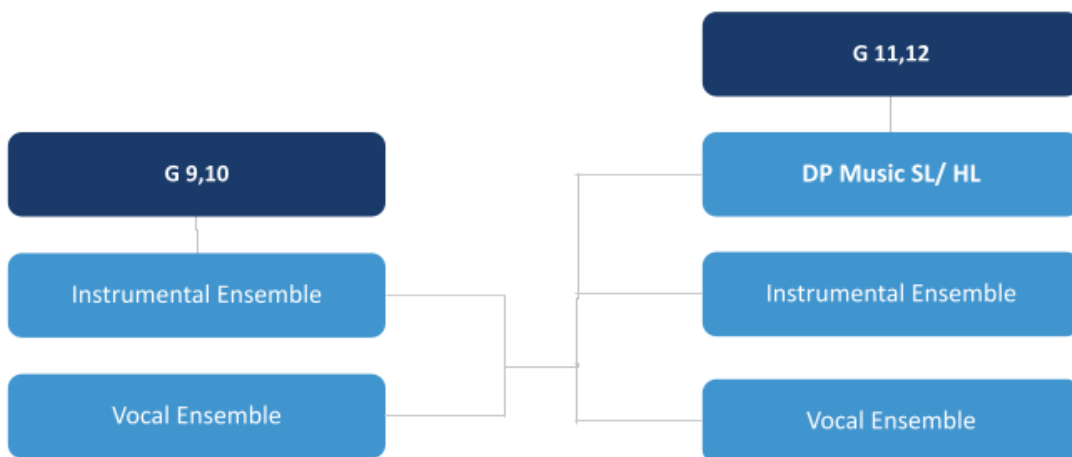
# Drama



## Visual Arts



## Music



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