TKS High School Program of Studies 2026-2027

Table of Contents

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 and the TKS Values in Action

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 (TKS) offers a US accredited high school diploma upon graduation. Students earn the TKS diploma by meeting all requirements during grades 9-12. Students at TKS may also pursue the International Baccalaureate Diploma, an additional credential issued by the IBO after graduation to students who have met all the requirements. TKS offers a modified high school diploma to students with documented learning needs requiring a modified program of study.

The KAUST School Diploma: The KAUST school believes in the value of concurrency of learning, the principle being students continually engaging with a balanced curriculum in which the TKS-required subjects are studied simultaneously. We also value engagement outside the required subjects (Service as Action/CAS and Research Project). In order to graduate, students need to meet all the requirements below:

- earn 26 credits between Grade 9 and Grade 12 (see table below)
- meet the learning outcome for CAS (Creativity-Action-Service) or Service as Action each year of high school
- complete the TKS Research Project or an Extended Essay

The table below shows the minimum number of required credits. Normally, a credit is earned for each year a course is passed - see below for more information about transcription and credits.

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*

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. In instances when a student does not earn credit for the course and no grade is awarded, NC (no credit) will be recorded on the transcript.

The KAUST School Modified Diploma: The TKS modified diploma is available to students with significant documented learning needs. Specifically, this diploma is for students who receive support and accommodations but are unable to meet the academic requirements of the TKS high school diploma without modifications to their program of study. Students pursuing a modified diploma follow a personalized pathway through high school and must satisfy the requirements of the TKS diploma (stated above) with approved modifications.

Summary of High School Courses 2026-27

*All courses for grade 9 & 10 are MYP courses whether or not MYP prefix is affixed. No course with the MYP prefix is open to grades 11 & 12. All IBDP courses are only available to grade 11 & 12. Some courses may not be offered in a given year.

Studies in Language & Literature
MYP Arabic
IBDP Arabic Language & Literature SL / HL
Arabic Language & Literature 11 / 12
MYP English Language & Literature
IBDP English Language & Literature SL / HL
IBDP English Literature SL / HL
English 11 / 12

Language Acquisition
Arabic / French / Spanish
- Novice (Mid / High)
- Intermediate (Low / Mid I / Mid II / High)
- Advanced (Low / Mid / High)

IBDP French / Spanish ab Initio SL
IBDP Arabic / French / Spanish B SL / HL

Individuals & Societies
MYP Individuals & Societies
IBDP Business Management SL / HL
IBDP Economics SL / HL
IBDP Environmental Systems & Societies SL / HL
IBDP History SL / HL
Economics
Geography
History and Politics
Psychology
Entrepreneurship

Design (and Technology)
Engineering & Innovation
Computer Science / Advanced Computer Science
Robotic Systems Design
Advanced Robotic Systems Design
Media Production & Communication
Advanced Media Production & Communication
Product Design & Fabrication
Advanced Product Design & Fabrication
Electronics & Circuitry Design
Sustainable Food Design

Mathematics
MYP Mathematics Standard
MYP Mathematics Extended
IBDP Mathematics: Analysis & Approaches SL / HL
IBDP Mathematics: Applications & Interpretation SL / HL
Mathematical Modelling
Financial Mathematics

Sciences
MYP Sciences
IBDP Biology SL / HL
IBDP Chemistry SL / HL
IBDP Computer Science SL / HL
IBDP Design Technology SL / HL
IBDP Environmental Systems & Societies SL / HL
IBDP Physics SL / HL
Anatomy & Physiology
Environmental Science: Earth Systems & Geoengineering
Chemistry: Chemical & Environmental Systems
Physics
Marine Science

The Arts
Theatre Practices
Acting / Advanced Acting
Stagecraft / Advanced Stagecraft
Technical Theatre / Advanced Technical Theatre
Public Speaking
Drawing & Related Media / Advanced DRM
Painting & Related Media / Advanced PRM
Three Dimensional Art / Advanced TDA
Digital Arts / Advanced Digital Arts
Mixed Media Arts / Advanced Mixed Media Arts
Studio Art
Instrumental Ensemble / Advanced IE
Band
Vocal Ensemble / Advanced VE
IBDP Music SL / HL
IBDP Theatre SL / HL
IBDP Visual Arts SL / HL

Physical & Health Education
Lifeguarding
MYP Physical & Health Education
Outward Bound Skills
Community Sports Leadership
Advanced Community Sports Leadership
Team Sports / Advanced Team Sports
Personal Fitness / Advanced Personal Fitness

Other Courses & The Core
Learning Foundations
Personal Pathways
Theory of Knowledge
Professional Internship / Research Internship
MYP Service as Action / Creativity Activity Service
MYP Personal Project
Extended Essay / Research Project
Independent Study

General Course Selection Information

Timeline
The course selection process begins in December and concludes in February / March. The Counsellors, 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

- Course availability depends on student interest and a sufficient number of students registering for each course.
- Additionally, certain combinations of subject selections may not be available due to scheduling conflicts, in which case a student may need to make an alternative selection.
- The school will inform students as soon as possible after the subject selection closing date whether a course will be offered and/or if a scheduling conflict exists.
- In some special cases, such as TKS not offering an IB DP course of interest to a student, additional IB courses may be available via Pamoja (an online course provider that families pay for) - please consult with the TKS IBDP Coordinator for more information.

Criteria for course selection

- The school aims to provide clear guidance including indicators of success to assist students with the selection of courses that are an appropriate level of challenge for them as individuals at that time.
- 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.
- All IBDP Higher level courses have a prerequisite achievement of 5 from the MYP course that feeds to it for automatic entry into each course. The prerequisite is an indicator of success for the Higher Level course with students able to demonstrate the MYP outcomes: Generally producing high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
- 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.
- When a student requests a course for which they have not met the prerequisite, they will need to select an alternative course. After this happens, a student may still request a change to the original course at which point a committee will review all relevant data available to determine if a larger body of data supports the request. The committee aims to keep doors open for students and support personal aspirations, however the school will not approve student enrolment in a course where data indicate the student can not experience success.

Course Load
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 objectives and/or career aspirations.

- Students in Grades 9 and 10 must maintain a minimum of 8 courses all year, 6 courses being foundation courses and 2 courses open to selection.
- Students in Grades 11 and 12 select all their courses and must enroll in a minimum of 6 credit-bearing courses all year.

Course Prerequisites
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. If a student wishes to enrol in a course but has not performed at a level that guarantees automatic acceptance into a course, the student and parent is invited for a conversation about the best way forward. The school uses multiple data points when determining the best-fit for students and their courses, such as previous assessment data, MYP report grades, MAP Scores and PSAT scores.

Course Placement Decisions
Final decisions regarding course placement are made by the Principal, in conjunction with the Assistant Principal, the DP Coordinator (where relevant) and the student's counsellor.

Course Changes: The regulations below apply to course changes of courses selected by students. The opportunity for a change request applies to semester one only for one-year MYP or two-year DP courses. For semester two, change requests normally only apply to semester electives during the communicated window of opportunity only.

- Weeks 1-3: 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 if space is available and only after consultation and guidance from their counsellor and the relevant MYP or DP coordinator.
- Weeks 4-6: Students may withdraw or add a course only under exceptional circumstances. This process may be initiated by the student with their assigned counsellor.
    - As we have to consider both content missed as well as minimum attendance required, adding a course at this point in the year is rarely approved.
    - The withdrawal will normally be noted on the permanent transcript as a Withdraw Pass (WP) or Withdraw Fail (WF), depending on the circumstances and based on the performance in the course at that time.
    - DP students may need to sacrifice their full Diploma program.
    - A committee reviews all requests during this time period.
- After week 7: Students are not allowed to change or add any courses

Week 1 - 3	Week 4 - 6	Week 7 →
• No consequences for withdrawing for a course. • Added course: make up the work	• Students may request a withdrawal or addition of courses based on exceptional circumstances. This process must be initiated by the student with their assigned counsellor • The withdrawal from a subject will normally be noted on the permanent transcript as a Withdraw Pass (WP) or Withdraw Fail (WF), depending on circumstances and based on the performance of the student at that time. • A change from SL to HL or the other way round, within the same subject, will not be recorded as WP or WF	• Students are not allowed to change or add any courses

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

- Week 1-3: students can withdraw without any consequence
- Week 4-6: 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 may

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 7 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.

Changes from HL to SL and from SL to HL in the Diploma Programme: A change from HL to SL within the same IBDP course is sometimes possible at the end of a semester or school year. However, the Counselor and DP Coordinator have to carefully consider such a request - for example, this change would normally mean that the student is no longer a full IB Diploma candidate.

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

- What does the data say about you as a learner?
- 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?

Withdrawing from IB courses

Gr 12 Students withdrawing from an IB course, after the November IB exam registration, are liable for the costs involved in withdrawing from the registration.

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 and count towards the completion of the TKS Diploma, but they do not count towards the IB Diploma.

Student Support Programs

- English language support may be available for grade 9 and 10 students in the EAL program upon invitation of the TKS Student Support Director. Contact the Student Support Director for more information.
- Learning support is provided for students in the Learning Support program. Learning support may include in-class support, with co-teaching, placement in a learning support class such as Learning Foundations for grade 9 and 10 students, and/or placement in a modified program including personalised pathways. Contact the Student Support Director for information.

Academic Programs in Grade 9 and 10

In Grade 9 and 10 students will be enrolled in some International Baccalaureate (IB) Middle Years Program (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 *
2. MYP World Languages Grade 9 / 10 options include:
    a. Arabic Language and Literature
    b. Arabic Language Acquisition
    c. French Language Acquisition
    d. Spanish 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

All Electives are General High School Courses, and classes will normally include students from more than one grade level. Electives are normally offered as semester courses within a subject area each year, providing students with choice, leading to sufficient depth and mastery within a subject, and generating 0.5 credits per course per semester.

Studies in Language and Literature

Language is fundamental to learning, thinking and communicating; therefore it permeates the whole curriculum. 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. 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.

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.

MYP 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.

MYP English Language and Literature Grade 10

The Grade 10 (MYP 5) English Language and Literature course is the culminating year of MYP. 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.

MYP 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.

MYP Arabic Language and Literature Grade 10

The Grade 10 (MYP 5) Arabic Language and Literature course is the final year of MYP. 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.

Language Acquisition

The KAUST School's vision for language acquisition is to help develop inquisitive, globally-minded communicators. We strive to create an environment where students embrace the joy of language learning, exploring diverse linguistic and cultural landscapes. At TKS, students develop proficiency in an additional language while fostering an appreciation for their own and others' cultural identities. We empower students to become confident communicators, connecting with people from different backgrounds and expressing themselves effectively in various contexts. By fostering critical and creative thinking skills, we encourage students to analyze language, experiment with its expressive power, and develop their own unique voices. The ultimate goal is to foster communicative competence and intercultural understanding using their linguistic repertoire as a lens to see, experience and interpret the world.

> "Learners at TKS are curious and inspired to learn languages. We feel empowered to inquire into and appreciate other cultural identities and to embrace the uniqueness of our own languages and those of others. We are all language learners and we learn in a safe environment which intentionally fosters thinking and connections. By being open-minded and seeking to assimilate new languages, we build resilience, confidence and skills to communicate effectively in authentic contexts." *TKS Teaching and Learning Architecture: Language Acquisition*

At The KAUST School (TKS), we believe that language learning is a transformative journey that fosters curiosity, empathy, and a lifelong love for exploration. Our World Languages Program is a standards based course aligned with AERO World Language Standards under the IB Middle Years Programme (MYP) framework that empowers students to become confident, globally-minded communicators who embrace the richness of linguistic and cultural diversity. The aims of MYP language acquisition courses are to encourage and enable students 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 communication skills necessary for further language learning, and for study, work and leisure in a range of contexts
- develop multiliteracy skills through the use of a range of learning tools
- 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
- recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects
- understand the nature of language and the process of language learning
- gain insight into the cultural characteristics of the communities where the language is spoken
- gain an awareness and understanding of the perspectives of people from their own and other cultures
- develop curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Source: MYP Subject Brief: Language Acquisition

Point of Entry into the Program

Novice Level: Students who have very little or no previous experience in the language of their choice are automatically placed in a Novice course (MYP Phase 1, Emergent).
Placement Assessment: Students who have had previous experience in the language of choice undergo a placement examination to assess their level of proficiency in the target language. Placement is determined on language background and proficiency level. The result of the placement will determine the point of entry into the program.

Important Notes

- The availability of all language acquisition courses is contingent on resources, staffing, student interest, and scheduling. Some courses may not be available.
- All courses are year-long (2 semesters) courses (earning up to 1 credit per year)
- The descriptors indicate the skills students will have developed at the end of the year.

Description of Courses with Language Proficiency Levels

Arabic Novice Mid
A Novice Mid student is in the early stages of language acquisition and can communicate using limited, memorized language. In listening, they can recognize and begin to understand a number of high-frequency words and phrases in context, but typically understand little more than one phrase at a time. In speaking, they can complete basic social communication tasks using isolated words, rehearsed phrases, and short sentences. They may rely on stock answers and pause frequently. In reading, they can recognize letters or symbols of the writing system and identify some highly contextualized words and phrases, but rarely understand material beyond a single phrase. In writing, they can reproduce memorized words and phrases and provide basic biographical information.

Arabic / French / Spanish Novice High
Novice High students have the ability to understand and communicate basic information in familiar contexts. In listening, they can understand simple, rehearsed phrases and high-frequency commands, often relying on repetition and context clues. In speaking, they can manage uncomplicated communication tasks using short sentences and rehearsed phrases, primarily in the present tense. They can ask and answer simple questions on familiar topics. In reading, they can understand key words, cognates, and formulaic phrases in highly contextualized texts, such as signs and labels. They can get limited information from predictable texts on familiar topics. In writing, they can meet practical needs using lists, short messages, and simple notes, primarily relying on practiced material. They can create simple sentences on familiar topics but may not sustain sentence-level writing consistently. Overall, a Novice High student demonstrates emerging language skills that allow them to navigate basic communication tasks in predictable situations.

Arabic / French / Spanish Intermediate Low
An Intermediate Low student, demonstrates the ability to handle a limited number of uncomplicated communication tasks in straightforward situations. In listening, they can understand some information from simple, sentence-length speech in basic contexts, but their comprehension may be uneven. In speaking, they can create simple, predictable conversations on survival needs and personal information. They may hesitate and self-correct frequently. In reading, they can understand some information from the simplest connected texts related to personal and social needs but may have frequent misunderstandings. In writing, they can create simple statements and questions based on familiar material, primarily using short sentences and present tense. Their writing may contain errors in grammar and vocabulary. Overall, an Intermediate Low student shows emerging creative language use but still relies heavily on familiar contexts and structures.

Arabic / French / Spanish Intermediate Mid I
An Intermediate Mid I student demonstrates developing language skills that go beyond the foundational abilities of Intermediate Low but are not yet consistently secure at the Intermediate Mid II level. In listening, they can understand short, sentence-length speech in familiar contexts more consistently, although misunderstandings may still occur when vocabulary or structure becomes slightly more complex. In speaking, they can manage simple conversations and begin to show more confidence in expressing personal information and everyday needs. They may still hesitate and self-correct but can maintain slightly longer interactions on predictable topics. In reading, an Intermediate Mid I student can understand the main ideas and some details in simple connected texts, especially when the content is familiar. They may begin to grasp texts that include basic narrative or descriptive elements, though with occasional misunderstandings. In writing, they can create slightly longer statements and questions on familiar topics and start to experiment with simple descriptions or opinions. Their writing is generally limited to basic structures and present tense, with errors in grammar and vocabulary that may still impact clarity. Overall, an Intermediate Mid I student is building on foundational language skills, showing more consistency in comprehension and production, requiring familiar contexts and support to sustain communication.

Arabic / French / Spanish Intermediate Mid II
An Intermediate Mid student demonstrates the ability to handle a variety of uncomplicated communication tasks in straightforward social and transactional situations. In listening, they can understand simple, sentence-length speech on familiar topics in basic personal and social contexts, although occasional misunderstandings may occur. In speaking, they can create with the language to engage in predictable conversations, ask and answer a variety of simple questions, and handle straightforward survival situations. Their speech may contain pauses and self-corrections. In reading, they can understand short, non-complex texts on familiar topics and derive some meaning from short connected texts featuring description and narration. In writing, they can write short, simple communications and requests for information on personal preferences/daily routines. Their writing demonstrates control of basic sentence structures and verb forms, primarily in the present tense.

Arabic / French / Spanish Intermediate High
An Intermediate High student exhibits enhanced conversational fluency and the ability to navigate a wider range of everyday communication tasks. In listening, they can understand simple, sentence-length speech with ease and confidence in basic personal and social contexts. They can also derive substantial meaning from some connected passages on familiar topics. In speaking, they can converse comfortably in routine tasks and social situations, requiring an exchange of basic information. They demonstrate greater vocabulary breadth and language control, reducing the need for pauses and reformulations. In reading, they can understand short, non-complex texts on familiar topics with ease and can also understand some connected texts featuring description and narration. In writing, they can meet practical writing needs, including routine transactional tasks and social situations. They can write paragraph-length compositions and simple summaries, narrate and describe in different time frames, but may still face challenges in structure or vocabulary use.

Arabic / French / Spanish Advanced Low
An Advanced Low student is capable of handling a variety of communication tasks with emerging confidence. In listening, they can understand short, conventional oral texts with a clear structure, grasping the main facts and some supporting details. In speaking, they can participate in most informal conversations and some formal ones, narrating and describing in major time frames. They can handle unexpected complications in familiar situations. In reading, they can understand conventional narrative and descriptive texts with a clear structure and mostly high-frequency vocabulary. They can grasp the main ideas and some supporting details. In writing, they can meet basic work or academic writing needs, narrating and describing in major time frames and composing

simple summaries. They can write connected texts of paragraph length but may show some repetition or reliance on oral discourse patterns.

Arabic / French / Spanish Advanced Mid

An Advanced Mid student is a confident and capable communicator in a range of familiar contexts. In listening, they can understand conventional narrative and descriptive discourse, comprehending the main ideas and many supporting details. In speaking, they can handle a variety of communication tasks with ease, participating actively in informal and some formal conversations on concrete topics related to work, school, home, leisure, and current events. They can narrate and describe in all major time frames, and handle unexpected complications in routine situations. In reading, they can understand conventional descriptions and narrations about past, present, and future events, comprehending main ideas and many supporting details. They utilize their knowledge of language conventions to anticipate content. In writing, they can meet a range of work and/or academic writing needs, writing straightforward summaries and narrating and describing in all major time frames with good control of aspect. They demonstrate good control of frequently used structures and vocabulary, and their writing may still exhibit some oral discourse characteristics.

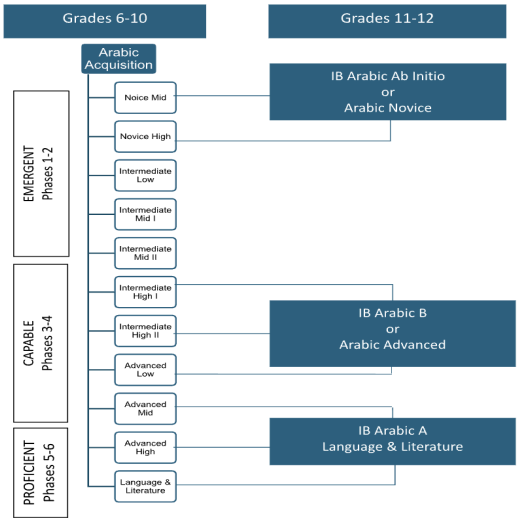
Arabic / French / Spanish Advanced High

An Advanced High student is a highly capable communicator who can navigate complex situations with linguistic ease and accuracy. In listening, they can understand conventional narrative and descriptive texts of any length, as well as complex factual material. They can comprehend the facts and often recognize speaker-intended inferences. In speaking, they can perform all Advanced-level tasks with fluency and precision. They can explain in detail, narrate fully and accurately, and express their viewpoints effectively. They may even demonstrate some Superior-level abilities when discussing abstract topics or constructing hypotheses. In reading, they can understand a wide variety of texts, including those with precise vocabulary and complex structures. They can go beyond basic comprehension to recognize author-intended inferences. In writing, they can write about diverse topics with precision and detail. They can handle informal and formal correspondence, write summaries and reports, and express themselves extensively on topics of interest. They may also demonstrate some Superior-level writing skills, such as developing arguments, but not consistently.

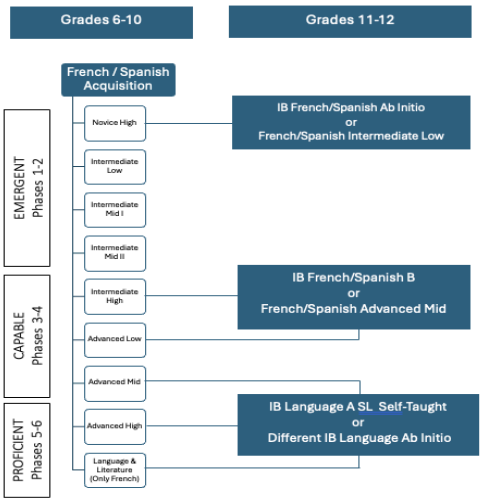
Overview of Language Acquisition Paths

The graphs below show the possible pathways in the Language Acquisition courses. It is important to note that course availability is contingent upon resources, staffing, student interest, and scheduling.

Level VI Languages: Arabic



Level I Languages: French & Spanish



Individuals and Societies

MYP individuals and societies, as an area of study, encourage learners to respect and understand the world around them. It 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 as a subject area 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 critically appreciate 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 integrate concepts in Economics, Geography, History and ESS. Through the studies of sustainable development goals, national opportunities for growth & development, global inequalities, and management of natural environments, students would develop their research and critical thinking, as well as source analysis skills.

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. Through units of inquiry that cover integrated core units that share fundamental understandings of History, Economics, Geography, Business, and Environmental Systems and Societies, students will further develop the critical thinking, research, writing, and communication skills they have acquired throughout the MYP program as they prepare for diploma level courses in grade 11.

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 (Energy), 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 gives a foundation for the Grade 11/12 Science courses. The year encompasses Physics (Electromagnetism), Chemistry (Bonding and Fuels), Biology (Systems and Evolution) and Ecology (Environmental Pathways). 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.

Students need to demonstrate the following minimum performance level in Grade 8 Mathematics to be automatically admitted to Grade 9 Extended Mathematics: the student must attain an overall level 5 or above with a level 5 or higher in Knowing and Understanding, and achieve a RIT score of 245 points and above on the MAP assessment. An overall attainment level of 6 is recommended.

Course changes in Mathematics

- Grade 9 and 10 students may switch from Standard to Extended Mathematics at the end of each semester based on attainment if their performance is at level 6 or above overall and in the area of Knowing and Understanding. In such cases, the teacher will inform the family that this option is available.
- Grade 9 and 10 students may switch from Extended to Standard Mathematics at the end of each semester. This can be student-initiated or school-recommended if performance is at level 3 or below. A student success plan will normally be created in collaboration with the teacher and family. After the plan's implementation, the teacher will use the available data to reassess the student's progress, and if no improvement is observed, the student will be moved to Standard Mathematics.

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 area 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 all 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 functions, modelling with functions
3. Spatial reasoning: circle geometry and circle theorems
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 all 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: one-to-one, composite and inverse functions, rational, exponential and logarithmic functions, use of network, edges and weighted paths
3. Spatial reasoning:trigonometric ratios with non-right angled triangles, ambiguous cases with sine rule.
4. Reading with data: conditional probability, dependent and independent events.

Physical and Health Education (PHE)

Physical and Health Education aims to empower students to understand and appreciate the importance of being physically active and to develop the motivation for making healthy life-choices. 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 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 develop approaches to learning (ATL) skills across the curriculum. Physical and health education provides 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 interpersonal skills. This subject area also offers many opportunities to build positive relationships that can help students 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 and healthy lifestyle.

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, whilst offering 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 explore 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 advanced concepts related to health, wellbeing and positive relationships, and link these to the activities to demonstrate a deeper understanding of them.

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. Students will explore a range of activities spanning 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 to demonstrate a deeper understanding of them.

The Arts

See course descriptions under General High School Courses

Design (and Technology)

See course descriptions under General High School Courses

Academic Programmes in Grade 11 and 12

I. The KAUST School DIPLOMA: The KAUST school believes in the value of concurrency of learning; the principle that students engage each year with a balanced curriculum in which the TKS-required subjects are studied simultaneously. All students should graduate with the TKS US accredited high school diploma as long as they have met the Graduation Requirements. At the end of Grade 12, students who are taking a TKS course sit internal examinations/assessments assessed by TKS teachers. Students completing any course with a final grade of 3 or above gain a credit (one-semester elective = .5 credit / one year course = 1 credit). 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

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 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 IB courses and external examinations of the International Baccalaureate Organization's Diploma Program (DP). 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/interest
- provides some advantages of taking some IB courses such as credits or advancement given in some systems

III. The KAUST School Diploma plus the Full IB Diploma: The most rigorous program offered at TKS is the full two-year International Baccalaureate (IB) Diploma Program (DP) 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 and 9 points for SL courses, while meeting all IB diploma requirements. IB Diploma students must also 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 a particularly rigorous academic approach to a subject and / or
- Students who will successfully complete 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 approaches to learning - such as time-management skills, perseverance and resilience - to deal with the demands of additional content in HL subjects.

All IBDP Higher level courses have a prerequisite achievement of a grade of 5 from the MYP course that feeds to it for automatic entry into each course. This prerequisite is applied for students requesting enrolment in IB Courses and IB Diploma. The prerequisite is the primary indicator of success for the Higher Level course. The prerequisite includes ATL skills and reflects MYP/Grade 10 outcomes: Generally producing high-quality work; Communicates secure understanding of concepts and contexts; Demonstrates critical and creative thinking, sometimes with sophistication; Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

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

Student Profiles for Different Pathways

TKS Diploma + IB Diploma Program (DP) + STEM/ENVC Credential
The student in this pathway is highly motivated to study academically demanding subjects. This is a student who is passionate about learning in STEM or Entrepreneurship fields. This student has excellent time management skills and the stamina to deal with the demands of HL subjects. The additional requirements for co-curriculars and university collaboration are viewed as positive opportunities rather than a burden or "box ticking". This is a highly focused academic pathway.

TKS Diploma + IB Diploma Program (DP) + Additional HS courses / Internship
The student in this pathway is highly motivated to study academically demanding subjects. This student has excellent approaches to learning, the stamina to deal with the demands of additional content in HL subjects and motivation for 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 internship. 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 Diploma Program (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. Each semester students are enrolled in either 6 or 7 blocks of direct instruction, allowing either one or two blocks as study periods for students to focus on all rigorous DP requirements. This pathway serves students who are academically motivated, work independently and want or need additional time 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).

TKS Modified Diploma
The TKS modified diploma is available to students with significant documented learning needs. Specifically, this diploma is for students who receive support and accommodations but are unable to meet the academic requirements of the TKS high school diploma without modifications to their program of study. Students pursuing a modified diploma follow a personalized pathway through high school and must satisfy the requirements of the TKS diploma (stated above) with approved modifications.

Course Descriptions

Some courses may not be offered every year. Scheduling restraints may mean that all combinations of subjects and/or levels are not possible. *Pamoja* online IBDP courses may be available for courses not offered at TKS. Pamoja and Internships have an application process, with specific selection criteria. No more than one Pamoja course can be taken as part of the IB diploma.

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 emphasise that all the courses engage with these areas. The development of skills and the study of language and literature in IB DP courses 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 DP courses focus on investigation while blending areas 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.

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 DP English Language and Literature SL / HL

- Grade: (11-12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in English Language and Literature Grade 10 (or equivalent) for HL
- 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. A final grade of 4 or above in English Language and Literature Grade 10 (or equivalent) is recommended for SL

IB DP English Literature SL / HL

- Grade: (11-12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite:
  - grade of 5 or above in English Language and Literature Grade 10 (or equivalent) for HL
  - grade of 4 or above in English Language and Literature Grade 10 (or equivalent) for SL
- Subject Category: English

IB English Literature 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 sevenworks and Higher-level (HL) includes the study of ten works. Both courses will study literary fiction and literary non-fiction. IB components include two written exams, 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 11

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

English 11 is designed to elevate students' literary abilities while nurturing their growth as proficient writers, astute analysts, and persuasive orators. This comprehensive curriculum covers a wide range of modes of expression and diverse genres, including fiction, nonfiction, poetry, visual arts, and audio compositions. Building upon previous language and literature studies, the course fosters a deep understanding of these competencies, emphasising their applicability in real-world contexts. A significant focus of English 11 is the refinement of writing skills. Through a series of assignments, students develop the ability to craft persuasive essays, creative narratives, and research-intensive reports. They also explore various writing styles and techniques. Beyond written communication, the course hones students' oral presentation abilities, helping them master the art of articulating ideas, captivating audiences, and delivering compelling speeches or narratives with grace and confidence.

English 11 encourages students to appreciate the subtleties of literature, engaging with themes, symbolism, character development, and literary devices. Recognizing the influence of visual media, the course delves into visual communication, teaching students to interpret visual texts such as advertisements, photographs, and infographics. Furthermore, students gain hands-on experience in creating visuals to effectively convey messages and narratives. Digital media literacy is also emphasised, with students exploring digital storytelling, understanding the impact of multimedia elements, and using digital tools to enhance their online writing and presentation skills. By the end of the academic year, students will have produced a diverse portfolio of refined compositions, showcasing the multifaceted literary skills they have cultivated during English 11.

English 12

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

English 12 builds upon the foundation of English 11 to further enhance students' literary acumen and practical skills. This course represents the culmination of their high school language and literature studies, with a particular focus on preparing them for post-secondary pursuits. In English 12, students continue to refine their writing prowess through advanced assignments, crafting sophisticated persuasive essays, imaginative narratives, and research-intensive reports. They explore nuanced writing styles and techniques, honing their ability to communicate effectively through the written word. The course also places a strong emphasis on the art of proficient verbal communication, with students mastering oral presentation skills, ensuring they can articulate their ideas, captivate audiences, and deliver compelling speeches or narratives.

As with English 11, students engage deeply with literature, analysing themes, symbolism, character development, and literary devices in detail. Moreover, in English 12 the focus extends to a profound understanding of how these literary elements relate to their future academic and professional endeavours. Expanding upon the digital literacy skills developed in the previous year, English 12 equips students with advanced digital media literacy tools, helping them navigate the digital landscape effectively. Students delve deeper into the world of digital storytelling, exploring the intricate interplay of multimedia elements and harnessing digital tools to create impactful narratives and presentations. By the end of English 12, students will have compiled an impressive collection of refined compositions and digital artefacts, showcasing their literary prowess while preparing them for success in post-secondary pursuits, whether in academia or the professional world.

IB DP Arabic Language and Literature SL / HL

- Grade: (11-12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: Grade of 5 or above in MYP Arabic 10 for HL
- Arabic 10
- Subject Category: Additional Language

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 Arabic A: Language and Literature is a two-year course that prepares students for the IB examination at the end of the second year. 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.

Arabic Language and Literature 11

- Grade: 11
- Course credit: 1.0 credit
- Prerequisite: Arabic Language and Literature 10
- Subject Category: Arabic Language and Literature

Arabic Language and Literature 11 is designed to elevate students' literary abilities while nurturing their growth as proficient writers, astute analysts, and persuasive orators. This comprehensive curriculum covers a wide range of modes of expression and diverse genres, including fiction, nonfiction, poetry, visual arts, and audio compositions. Building upon previous language and

literature studies, the course fosters a deep understanding of these competencies, emphasising their applicability in real-world contexts. A significant focus of Arabic Language and Literature 11 is the refinement of writing skills. Through a series of assignments, students develop the ability to craft persuasive essays, creative narratives, and research-intensive reports. They also explore various writing styles and techniques. Beyond written communication, the course hones students' oral presentation abilities, helping them master the art of articulating ideas, captivating audiences, and delivering compelling speeches or narratives with grace and confidence.

Additionally, Arabic Language and Literature 11 encourages students to appreciate the subtleties of literature, engaging with themes, symbolism, character development, and literary devices. Recognizing the influence of visual media, the course delves into visual communication, teaching students to interpret visual texts such as advertisements, photographs, and infographics. Furthermore, students gain hands-on experience in creating visuals to effectively convey messages and narratives. Digital media literacy is also emphasised, with students exploring digital storytelling, understanding the impact of multimedia elements, and using digital tools to enhance their online writing and presentation skills. By the end of the academic year, students will have produced a diverse portfolio of refined compositions, showcasing the multifaceted literary skills they have cultivated during Arabic Language and Literature 11.

Arabic Language and Literature 12

- Grade: 12
- Course credit: 1.0 credit
- Prerequisite: Arabic Language and Literature 11
- Subject Category: Arabic Language and Literature

Arabic Language and Literature 12 builds upon the foundation of Arabic Language and Literature 11, to further enhance students' literary acumen and practical skills. This course represents the culmination of their high school language and literature studies, with a particular focus on preparing them for post-secondary pursuits. In Arabic Language and Literature 12, students continue to refine their writing prowess through advanced assignments, crafting sophisticated persuasive essays, imaginative narratives, and research-intensive reports. They explore nuanced writing styles and techniques, honing their ability to communicate effectively through the written word. The course also places a strong emphasis on the art of proficient verbal communication, with students mastering oral presentation skills, ensuring they can articulate their ideas, captivate audiences, and deliver compelling speeches or narratives.

As with Arabic Language and Literature 11, students engage deeply with literature, analysing themes, symbolism, character development, and literary devices in detail. Moreover, in Arabic Language and Literature 12 the focus extends to a profound understanding of how these literary elements relate to their future academic and professional endeavours. Expanding upon the digital literacy skills developed in the previous year, Arabic Language and Literature 12 equips students with advanced digital media literacy tools, helping them navigate the digital landscape effectively. Students delve deeper into the world of digital storytelling, exploring the intricate interplay of multimedia elements and harnessing digital tools to create impactful narratives and presentations. By the end of Arabic Language and Literature 12, students will have compiled an impressive collection of refined compositions and digital artefacts, showcasing their literary prowess while preparing them for success in post-secondary pursuits, whether in academia or the professional world.

*In some cases, a school-supported Self-Taught Language A (Literature) SL may be possible upon application for courses not offered at TKS - check with the DP Coordinator.

Language Acquisition

The KAUST School's vision for language acquisition is to help develop inquisitive, globally-minded communicators. We strive to create an environment where students embrace the joy of language learning, exploring diverse linguistic and cultural landscapes. At TKS, students develop proficiency in an additional language while fostering an appreciation for their own and others' cultural identities. We empower students to become confident communicators, connecting with people from different backgrounds and expressing themselves effectively in various contexts. By fostering critical and creative thinking skills, we encourage students to analyze language, experiment with its expressive power, and develop their own unique voices. The ultimate goal is to foster communicative competence and intercultural understanding using their linguistic repertoire as a lens to see, experience and interpret the world.

At The KAUST School (TKS), we believe that language learning is a transformative journey that fosters curiosity, empathy, and a lifelong love for exploration. Our World Languages Program is a standards based course aligned with AERO World Language Standards under the IB framework that empowers students to become confident, globally-minded communicators who embrace the richness of linguistic and cultural diversity.

Language acquisition courses in grades 11 and 12 aim to help students develop skills to:

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

Point of Entry into the Program

- **Ab Initio and Novice Level:** Students who have very little or no previous experience in the language of their choice are automatically placed in an Ab Initio or Novice class.
- **Placement examination:** Students who have had previous experience in the language of choice undergo a placement examination to assess their level of proficiency in the target language. Placement is determined on language background and proficiency level. The result of the placement will determine the point of entry into the program.

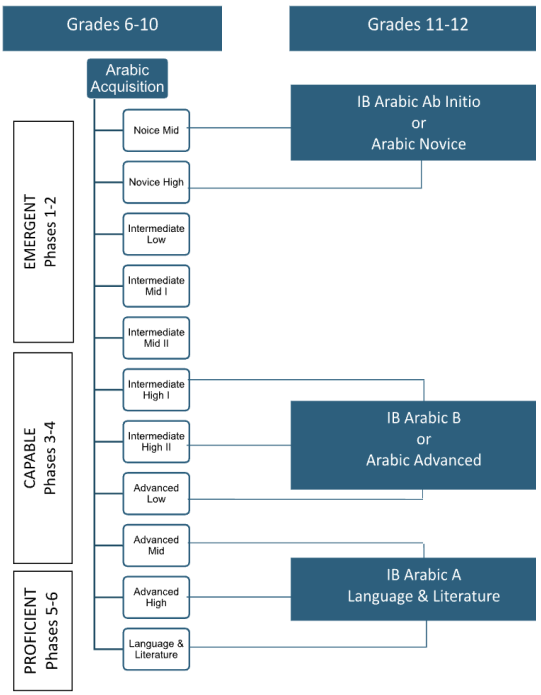
Important Notes for Language Acquisition Courses:

- Course availability is contingent on resources, staffing, student interest, and scheduling.
- Language B (Arabic, French, Spanish) is an additional language learning course designed for students with some previous experience of the language. It may be studied at either higher level (HL) or standard level (SL).
- Prerequisites for Language B: 4 or above is recommended in a Language Intermediate High course for SL and 5 or above is required in a Language Advanced Low course for HL.

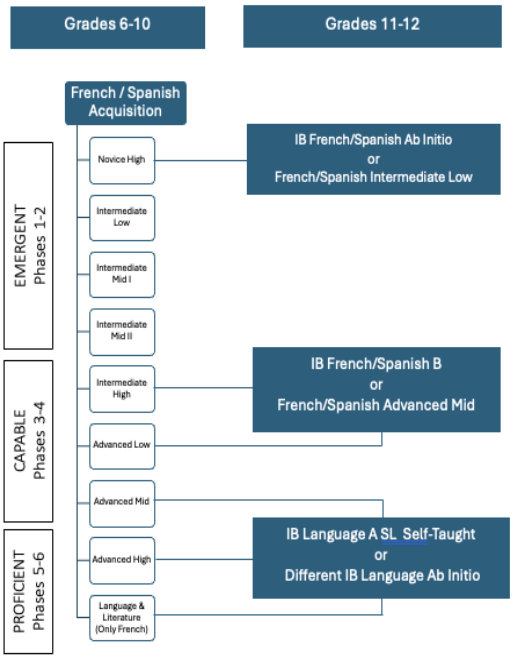
- The Language ab initio course (French or Spanish) is a language learning course designed for beginners, followed over two years by students with no or very little previous experience learning the target language. The Language ab initio course is only available at standard level.
- Prerequisites for Ab Initio: little or no previous study in the chosen language.
- The focus of all language acquisition courses is to develop effective communication skills. Throughout the course, students develop 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 with a focus on intercultural understanding. Successful communication is dependent upon the conceptual understandings of audience, context, purpose, meaning and variation.
- Students must choose a language course in which they are appropriately challenged. The school (and the IB Organization where relevant) provides guidance around placement in language courses. In grades 9 and 10 (MYP4 and 5), students normally continue in the same additional language taken in Middle School (Grade 6-8, MYP1-3). Students have a possibility of selecting a different language after grade 10, as long as they comply with the prerequisites outlined in the Language Acquisition section of this guide.
- Language acquisition courses other than IBDP courses are year-long courses and the name of the course indicates the language proficiency the students will reach at the end of the year. These courses are year-long (2 semesters) courses (earning up to 1 credit per year). In order to progress to the next language proficiency level course, students need to achieve a grade of 4 or above in the current course they are taking.

Overview of Language Acquisition Paths

Level VI Languages:Arabic



Level I Languages: French & Spanish



IB DP French / Spanish ab initio SL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: little or no previous study in the language
- 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. The course is for students who have little prior knowledge of the language and will provide them 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 tasks, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorised language), as well as respond to simple, direct questions or requests for information. The Language ab initio course is not limited to oral proficiency and will introduce students to approach appropriate texts to nurture their reading skills as well as grow their written production skills to fulfill everyday tasks in the target language.

IB DP Arabic / French / Spanish B SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: grade of 5 or above in Arabic / French / Spanish Advanced Low for HL (4 or above in Arabic / French / Spanish Intermediate High recommended for SL)
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB Arabic/French/Spanish B SL/HL exam at the end of the second year. This course helps students develop their reading, speaking, listening, and writing abilities in a wide variety of real life contexts. Emphasis is placed upon the effective use of language in speaking and writing. Students are challenged to express their opinions through debates and discussions. Learning engagements and tasks are based on a variety of authentic publications such as newspaper articles, official documents and documentaries. Particular emphasis is placed on the development of effective oral and written communication skills. HL students are required to use more sophisticated language and study additional literary works. This course is designed for students whose proficiency in the additional language is Intermediate High or above (MYP Phases 3-5).

Arabic / French / Spanish Acquisition (Novice / Intermediate / Advanced)

- Grade: 11 and/or 12
- Course credit: 1 credit per year
- Prerequisite: grade of 4 or above in the preceding language proficiency level as described in the Overview of Language Acquisition Paths graph above.
- Subject Category: Additional Language

These Language Acquisition courses are offered in Arabic, French and Spanish at different proficiency levels. The levels follow ACTFL Language Proficiency Guidelines and their availability is contingent on resources, staffing, and student interest. The levels range from Novice (Mid / High), Intermediate (Low /Mid I / Mid II / High), and Advanced (Low), see Overview of Language Acquisition Paths graph for a progression of language proficiency levels and courses. Language acquisition courses are year-long courses (2 semesters) and, in order to progress to the next language proficiency level course, students need to achieve a grade of 4 or above in the current course they are taking.

For a detailed description of each of the Language Acquisition courses, skills developed and language proficiency attained, please refer to the Description of Language Acquisition Courses with Language Proficiency Levels section on page 13.

Individuals and Societies

The aims of I&S courses are to:

- encourage the systematic and critical study of: human experience and behaviour; 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.

IB DP History SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in I&S 10 for HL
- Subject Category: Individuals & Societies

History is a dynamic, thought-provoking, evidence-based discipline that involves active engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing the opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. As the History course is driven by written narrative papers, a grade of “5” or higher in MYP English 10 is also highly recommended.

DP History is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. The course emphasises the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. Six key concepts have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The aims of the history course at SL and HL are to:

- develop an understanding of, and continuing 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.

IB DP Economics SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in Mathematics 10 for HL
- Subject Category: Individuals & Societies

This course is designed to introduce students to the vocabulary, theories, and tools of analysis in Economics. This syllabus is designed to foster student understanding of the assumptions of positive and normative elements within analyses in theoretical, historical, and empirical contexts. Students

apply economic concepts in analyses of historical and current events. This allows students to see economics in operation on a continuum from individual to international levels. 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 upon these ideas while learning macroeconomics, where 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 developing economies for building a sustainable future. The goal is to develop internationally minded individuals that will take on the challenges of tomorrow. An essential level of understanding is further facilitated by a good foundational level of logical reasoning and critical thinking, as well as good I&S ATL skills, as evidenced by a mark of “5” in the I&S 10 classes. As such, this is also a recommendation for success in IB Economics

The Aims of this course include:

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

IB DP Business Management SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in Mathematics 10 for HL
- Subject Category: Individuals and Societies

The business management course is designed to develop students’ knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the socio-cultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organisation and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six key concepts (change, culture, ethics, globalisation, innovation and strategy), the course allows students to develop a holistic understanding of today’s complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops

subject-specific skills, such as financial analysis. The aims of the business management course at HL and SL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organisational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
6. develop an understanding of the importance of innovation in a business environment.

An essential level of understanding is further facilitated by a good foundational level of logical reasoning and critical thinking, as well as good I&S ATL skills, as evidenced by a mark of "5" in the I&S 10 classes. As such, this is also a recommendation for success in IB Business Management.

IB DP Environmental Systems and Societies SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Science 10 for HL
- Subject Category: Individuals & 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 either 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 HL option has three HL only lenses: environmental law, environmental and ecological economics, and environmental ethics. The objectives of the course are to:

- 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, 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 & 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. We will use concepts as a lens to explore current affairs and the story behind them. For example:

- Cooperation: international cooperation through the twentieth century
- Causality: the causes and effects of current conflicts
- Human rights: the US Civil Rights Movement and the Campaign Against Apartheid

Geography

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

Our world is vast and its 8+ billion people are closely connected. This idea can be understood through the disciplines of human, physical and environmental geography. In this semester course, students will learn about key topics facing our world through a conceptual approach and using case studies from KAUST, our region and around the world. Students will learn essential geography skills to examine our world through key concepts and related case studies. For example:

- Patterns & trends: causes and effects of population distribution and changing populations using case studies from around the world
- Processes: freshwater, oceans and coastal margins, and extreme environments of the region
- Sustainability: the vulnerability and resilience of the global climate connected to human activities

Economics

- Grade: (11-12)
- Course credit: 0.5 credit
- Prerequisite: none
- Subject Category: Individuals & 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. Students will learn essential discipline skills to examine our world through key concepts, economic theory and relevant case studies. For example:

- Choice: demand, supply, and competitive market equilibrium
- Processes: measuring and illustrating economic activity, variations in economic activity, macroeconomic objectives, the economics of inequality and poverty
- Globalisation: the benefits of international trade, arguments for and against trade control/protection

Psychology

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

Psychology is the scientific study of the mind and behaviour. Psychologists are actively involved in studying and understanding mental processes, brain functions, and behaviour. During this semester course students will be introduced to the three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. They will study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

Students will learn essential discipline skills to examine our world through key concepts, psychology theory and related case studies. For example:

- Nature versus nurture: this debate is a crucial discussion running through all aspects of psychology in order to explain behaviour
- Ethics: the need for ethical research constrains the investigation of some topics or the use of some research techniques.
- Relevance today: Psychology is now used to underpin many aspects of our lives as it is used in organising businesses, in planning our shops and homes, treating medical conditions and improving how we learn.

Entrepreneurship

- Grade: 9-12
- Course credit 0.5 credit
- Prerequisite: none
- Subject Category: I&S (or Design)

This introduction to Business and Entrepreneurship explores how to develop and evaluate business opportunities, validate business ideas through customer interviews and market research, craft and present a business proposal, and locate resources for a new venture. Students engage in simulation activities and connect with workplaces at the university.

Sciences

The aims of the Sciences are to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire knowledge, methods and techniques that characterise science and technology
- apply and use knowledge, methods and techniques that characterise science and technology
- develop an ability to analyse, evaluate and synthesise 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 current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware 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.

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.

IB DP Chemistry SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Science and Mathematics for HL
- 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. A relevant and effective chemistry education needs to reflect societal change with a greater focus on skills and the interconnectedness of concepts, contexts and content, and facilitate deep learning and student understanding. Success in the Higher Level course requires significant ability in Mathematics.

The chemistry curriculum is built on two broad organising concepts: structure and reactivity. Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure. 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.

IB DP Physics SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Science and Mathematics for HL
- 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. Success in the Physics course will require significant application of math. 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. The physics curriculum is grouped into five broad organising themes, each of which are subdivided into several topics. The topics are:

1. Space, time, and motion
2. The particulate nature of matter
3. Wave behaviour
4. Fields
5. Nuclear and quantum physics

The syllabus structure incorporates key subject-specific concepts— energy, forces, particles—within a framework that focuses on models and concepts. Success in the Higher Level course requires significant ability in Mathematics.

IB DP Biology SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Science for HL
- 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 focuses on skills and the interconnectedness of concepts, contexts, and content. The biology curriculum is built on four broad organising themes:

1. Unity and Diversity
2. Form and Function
3. Interaction and Interdependence
4. Continuity and Change

Field study opportunities include local field trips to relevant departments at KAUST and also trips to the coral reefs in the Red Sea.

IB DP Environmental Systems and Societies SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Science for HL
- Subject Category: Individuals and Societies **or** Science
- ESS is an interdisciplinary course which means students can take it for group 3 and 4.

As an interdisciplinary subject, Environmental Systems and Societies (ESS) 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 either 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 HL option has three HL only lenses: environmental law, environmental and ecological economics, and environmental ethics. The objectives of the course are to:

- 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
- 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, 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

IB DP Design Technology SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: A final grade of 5 or above in all grade 9 & 10 Design courses for HL
- Subject Category: Science (Group 4) or Art & Design (Group 6)
- Required Equipment: Students are required to have a basic geometric drawing kit with colored markers/pencils, a two-button scrolling mouse, USB-C adaptor, and a memory storage device. Highly suggested to have crafting equipment at home including a glue gun, scissors, utility/exacto knife, tape, glue.

In the ever-evolving disciplines of technology, engineering and product development, design plays a pivotal role in addressing the needs of users and shaping our interactions and experiences with the environments around us. Students in DP DesignTechnology learn about topics such as: ergonomics, resource management and sustainable production, various types of modelling methods, production cycles, material science, strategies for innovation, aesthetics of design, marketing, and rapid and commercial manufacturing and prototyping techniques. Note that 60% of the final grade is based on content-based tests and assessments, and 40% is based on hands-on projects (Internal Assessment (IA) product design projects). Students should have proficient study and communication skills to succeed (suggested 5 or above in I&S or L&L classes in Grade 10). It is also highly recommended that students have previously taken design courses and have CAD skills and achieved a grade of 5 or above in I&S or L&L classes in Grade 10.

IB DP Computer Science SL / HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Subject Category: Science (Group 4) or Art & Design

- Prerequisite: For HL, a grade of 5 or above for TKS Computer Science course in grade 9 or 10

This 2-year College level introductory course is designed to prepare students for the IB examination in Computer Science. The course is designed to enable and empower innovation, exploration and the acquisition of further knowledge in Computer Science. The curriculum also raises ethical and social issues influenced by technology and prepares them to be better users and designers of technology. Topics studied in depth include system fundamentals, computer organisation, machine learning, and object-oriented programming. Development of computational thinking, problem-solving, and programming skills are given significant emphasis. Students programming skills are a key component to successfully build a project required for internal assessment in year two. It is also recommended that students have a performance of 5 or above in Math in Grade 10 and in criterion C of a TKS Computer Science course.

Physics

- Grade: (11-12)
- Course credit: 0.5 for Semester course
- Prerequisite: Grade 10/MYP Science
- Subject Category: Science

This NGSS-aligned high school physics course focuses on the principles of mechanics. Students explore motion and forces through inquiry, problem-solving and data analysis, applying mathematical concepts to describe and predict physical phenomena. After building a foundation in the key equations and relationships that govern motion, students will design and construct their own devices to investigate real-world applications and test the limits of their mechanics models.

Chemistry: Chemical and Environmental Systems

- Grade: (11-12)
- Course credit: 0.5 for Semester course
- Prerequisite: Grade 10/MYP Science
- Subject Category: Science

This lab-based Chemistry course provides students with the opportunity to learn about atomic and molecular structures, chemical reactions, and patterns in the periodic table. Students will uncover the principles of matter and its interactions, understanding the conservation of mass. Students will also investigate connections between chemistry and Earth sciences, focusing on natural resources. Aligned with Next Generation Science Standards (NGSS), the course uses immersive labs and emphasises project-based learning to foster the critical thinking, lab skills, and applied learning needed for success in the field of experimental science.

Environmental Science: Earth Systems & Geoengineering

- Grade: (11-12)
- Course credit: 0.5 for Semester course
- Prerequisite: Grade 10/MYP Science
- Subject Category: Science

This course provides students the opportunity to study environmental science with a focus on Earth Systems and Geoengineering. Through the Next Generation Science Standards (NGSS), students engage in labs and field study, exploring interactions between Earth's spheres, dynamic processes like plate tectonics, biotechnology and geoengineering solutions. The course also delves into energy transfer and the water cycle, giving students the opportunity to learn about important concepts related to Earth Systems while applying critical thinking through inquiry and innovative projects. This course develops critical skills and applies science - specifically geoengineering - to real-world challenges including university connections within KAUST.

Anatomy and Physiology

- Grade: (11-12)
- Course Credit: 0.5 for Semester Course
- Prerequisite: Grade 10 / MYP Science
- Subject Category: Science

This semester-long, project-based biology course introduces students to the structure and function of the human body, exploring how organ systems work together to maintain life. Aligned with the Next Generation Science Standards (NGSS), the course emphasizes the relationship between anatomical form and physiological function through inquiry-based projects, labs, and case studies. Students investigate major systems—including skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, and urinary—and learn how they contribute to homeostasis. Through modeling, experimentation, and applied problem-solving, students build scientific literacy, critical-thinking, and research skills while connecting biological principles to personal health, medicine, and human performance. This course provides an introductory foundation for future studies in biology, medicine, nursing, or health sciences and supports students interested in exploring careers in health and medical fields.

Marine Science

- Grade: (11-12)
- Course credit: 0.5 for Semester course
- Prerequisite: Grade 10 MYP Science
- Subject Category: Science

The Marine Science course dives into the wonders of our planet's most dynamic and essential ecosystems. It is designed to align with NGSS high school standards, exploring the physical, geological, and biological aspects of the ocean. Students will investigate oceanography and the intricate processes shaping Earth's ocean basins, including the unique geological features of the Red Sea. The course emphasizes marine ecosystems, their biodiversity, and the complex relationships that sustain them. Students will examine hydrodynamics, studying how ocean currents and waves influence marine environments and global climate systems. Real-world connections are made through an in-depth analysis of climate change's impact on marine ecosystems, focusing on local and global implications. Through field studies, laboratory experiments, and collaborative challenges, students will gain a comprehensive understanding of Earth's oceans and their critical role in sustaining life on our planet. Robotics and advanced technologies will be introduced, enabling students to design and deploy tools for marine exploration and research.

Mathematics

Learners at TKS use mathematics to make sense of the world we live in through exploration. Mathematics 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
- patience and persistence in problem solving to instil confidence in using mathematics

- employ and refine their powers of abstraction and generalisation

Course changes in Mathematics: In Grades 11 and 12, changes from IBDP Mathematics classes to TKS Mathematics courses can be student-initiated, or teacher recommended if overall grade performance is below a level 3. In such cases, a student success plan will normally be created in collaboration with the teacher, family, and counselor. After the plan's implementation, the teacher will reassess the student's progress using available data, and if no improvement is observed, the student will meet with their counselor (and the DP coordinator) to discuss their IB Diploma eligibility. A student who is not a full diploma candidate will normally be automatically assigned to a new TKS Math course at the appropriate time (either semester or year end).

IB DP Mathematics: Analysis and Approaches SL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisites:
    - Grade of 4 or above overall (and 4 or above in Criterion A) in MYP 10 Mathematics Extended
    - Or a grade of 5 or above overall (and 5 or above in Criterion A) in MYP 10 Mathematics Standard.
- Subject Category: Mathematics

DP 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, understanding the mathematical generalisation of these patterns. Students will complete an independent mathematical exploration on a topic of their choice.

IB DP Mathematics: Analysis and Approaches HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisites: grade 5 or above overall and 5 or above in Criterion A for MYP Grade 10 Extended Mathematics
- 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 generalisations 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 DP Mathematics: Applications and Interpretation SL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: A grade of 4 or above (and 4 or above in Criterion A) in MYP 10 Mathematics Standard is required for automatic entrance.
- Subject Category: Mathematics

DP Mathematics: Applications and Interpretation SL is a rigorous two-year integrated course designed to prepare students for the DP exam at the end of the second year. This course emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling (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, develop mathematical thinking in the context of practical problems, and justify conjectures. Students who choose this course should enjoy seeing the mathematics used in real-world contexts and solving real-world problems. Students will complete an independent mathematical exploration on a topic of their choice.

IB DP Mathematics: Applications and Interpretation HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisites: a grade 5 or above (and 5 or above in Criterion A) in MYP Grade 10 Extended is required for automatic entrance.
- Subject Category: Mathematics

This rigorous two-year course, designed to prepare students for the DP 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 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.

Mathematical Modelling

- Grade: 11
- Course credit: 1 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

Mathematical Modelling is a pre-university course intended to solidify the skills and concepts necessary to be successful in the University environment. This year-long course places a strong emphasis on cultivating logical thinking and problem-solving skills through key concepts and long term projects. Concepts covered include number and quantity, algebra, functions, modelling, geometry, statistics, and probability. This course furthers the development of mathematical practices developed in the MYP Grade 10 course. This course may also be taken by grade 12 students who have not already completed it. This course aims to develop skills and abilities in the following areas:

- recognize and use properties of real numbers
- solve linear, quadratic, and other types of equations
- solve word problems involving exponential functions
- understand the essence of mathematical modelling and its role in problem-solving
- recognize the significance of modelling in real-world applications
- use linear equations and their forms of representation
- apply linear modelling to analyse and interpret linear relationships in various contexts
- use quadratic equations and their properties
- use quadratic modelling to tackle problems involving quadratic relationships
- apply exponent rules and their practical applications

- use exponential modelling to analyse exponential growth and decay phenomena
- understand statistical concepts, including data collection, organisation, and summary
- develop and use statistical models and their vital role in data analysis and interpretation
- understand the principles of probability theory, encompassing probability distributions and outcomes.

Financial Mathematics

- Grade: 12
- Course credit: 1 credit
- Prerequisite: MYP Maths Grade 10
- Subject Category: Mathematics

Connecting practical mathematical concepts to personal and business settings, this year-long course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial mathematics. This course includes concepts such as personal financial planning, budgeting and wise spending, banking, paying taxes, insurance, long-term investing, buying a house, consumer loans, economic principles, travelling abroad, starting a business, and analysing statistics and business data. This course encourages mastery of mathematics skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions. In consultation with the school counselor, including a discussion about the plan for the grade 12 program of studies, a grade 11 student may also be able to enroll in this course. This course aims to develop students' ability to

- apply the basics of personal finance to real-world situations
- use statistics to make data-based financial decisions
- understand economics from a global and small-business standpoint
- distinguish between various forms of debt and credit, and analyse each
- calculate return on various forms of investments.

The Arts

The overarching aims of the arts program 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 DP Theatre SL / HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Grade 10 Drama for HL automatic entrance
- 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 DP Visual Arts SL / HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Grade 10 Art for HL automatic entrance
- 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 students are exempted from writing a Comparative Essay which is externally assessed for HL and SL students.

IB DP Music SL / HL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: grade of 5 or above in MYP Grade 10 Music for HL automatic entrance
- 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 through the lens 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.

Studio Art

- Grade: (11-12)
- Course credit: 1 credit
- Prerequisite: none
- Subject Category: The Arts

This year-long course can be taken in either grade 11 or 12. In the course, students explore a range of media, techniques, and artistic processes as they create a minimum of five resolved artworks across at least two distinct media, such as drawing, painting, sculpture, photography, mixed media, or digital art, allowing them to demonstrate both breadth and depth in their creative practice.

The course emphasizes sustained artistic inquiry, encouraging students to investigate personal themes, cultural influences, and contextual references while developing technical proficiency and conceptual clarity. Students maintain a personalized Process Portfolio that documents their experimentation, research, reflection, and refinement, capturing the evolution of their artistic thinking while fostering lifelong appreciation and engagement with the visual arts. Assessment is based on two major components: the final Exhibition, in which students curate, present, and justify their selection of artworks, and the Process Portfolio, which evidences their creative journey, problem-solving, critical analysis, and growth as developing artists. Through studio work, critiques, artist research, and reflective practice, students establish a solid foundation for future art studies or personal creative enrichment, while cultivating confidence, independence, and a deeper understanding of visual expression.

See the next section, *General High School Courses,* for more Arts courses at the high school level.

Electives and General High School Courses

TKS electives and general high school courses are normally semester-long courses that generate 0.5 credit. Some courses can be studied without prerequisites or previous experience. Some courses can be taken again at a higher level for credit. Some courses are advanced courses that require students to have successfully completed the introductory course.

The Arts

Stagecraft / Advanced Stagecraft

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

This elective course offers the opportunity to explore the collaborative realm of writing, adapting, and staging plays. Engage in hands-on experiences spanning lighting, design, directing, costuming, set design and makeup, all finely tuned for devised productions. Experience cutting-edge multimedia and stage management, culminating in project-based learning where your visions come to life in the thrilling world of theatrical devising.

Technical Theatre / Advanced Technical Theater

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

The purpose of this Drama 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.

Theatre Practices

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

This Drama course provides students with the opportunity to immerse yourself in the world of modern theatre by studying techniques from influential practitioners like Brecht, Piscator, Artaud, Le Page, Berkoff, and Boal. Engage in hands-on exploration of film, movement, social theatre, and innovative performance to craft cutting-edge theatrical experiences. Our dynamic course involves thrilling practical workshops leading to creative projects, allowing you to seamlessly blend diverse methodologies and shape your unique artistic expression.

Acting / Advanced Acting

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry

- Subject Category: The Arts

This Drama course embarks students on an exciting journey into the heart of acting where you explore and unlock the world-renowned acting techniques of Stanislavski, Strasberg, Adler, and Meisner. This dynamic course serves as your ticket to unlocking the secrets of authentic performance, effortlessly transitioning between the enchantment of live theatre and the intimacy of the screen. The elective includes hands-on scene studies, in-class live performances, and insights from industry professionals, ensuring you emerge as a versatile actor equipped to captivate audiences in any setting: poised, confident and ready.

Public Speaking

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

Public Speaking for Grades 9-12 is an engaging and transformative course designed to empower students with the essential skills needed for effective communication in diverse settings. This dynamic program goes beyond mere speech delivery, instilling confidence, and honing the art of persuasion. Students will master the principles of public speaking, overcome anxiety, and learn to captivate audiences through well-organized and compelling presentations. With a focus on ethical considerations, technology integration, and real-world applications, this course equips students with the tools to thrive in various personal and professional situations. Through interactive activities, group presentations, and constructive feedback, students will emerge as confident, articulate communicators prepared for success in the 21st century.

Drawing & Related Media / Advanced Drawing & Related Media

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

This Visual Arts course supports the development of perceptual and descriptive skills through an introduction to a variety of drawing media, techniques and subject matter.

Painting & Related Media / Advanced Painting & Related Media

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

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

Mixed Media Arts / Advanced Mixed Media Arts

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

This course introduces students to various mixed media techniques and crafts, including mosaic, collage, printmaking, jewelry making, and weaving. Through hands-on projects and exploration of

diverse materials, students will develop their artistic skills while fostering creativity and self-expression.

Three Dimensional Art / Advanced Three Dimensional Art

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

This Visual Arts course covers the fundamental context of three-dimensional art, using diverse sculpture methods, techniques, and media.

Digital Art / Advanced Digital Art

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

The focus of this course is how to creatively and effectively communicate using digital tools. Art theory concepts such as the elements of art, principles of design, composition, light, and colour theory as they relate to digital art creations will be learned. Software tools such as Adobe Photoshop, Illustrator, AutoDesk Mudbox will be used. Photography and image manipulation will also be topics covered. Students are required to have a two button scrolling mouse, a USB-C adaptor and a geometrical drawing kit with colored pencils/markers. Access to a digital camera that allows manual adjustments to advanced controls is also highly suggested (DSLR or newer smartphone camera). Note that some projects such as photography require effort outside of normal scheduled class time. The Advanced Digital Art course will allow students to learn about topics of personal interest related to Digital Art and Media. Students can choose and propose from different digital media to learn more about, including photography, graphic design, animation, video and physical art products which integrate electronic and digital elements.

Instrumental Ensemble / Advanced Instrumental Ensemble

- Grade: 9-12
- Course credit: 1.0 credit
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- Subject Category: The Arts

Instrumental Ensemble is designed for students who play keyboard, guitar, wind, brass, strings or percussion. 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 instrument groupings. 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.

Band

- Grade: 9-12
- Course credit: 1.0 credit
- Prerequisite: None
- Subject Category: The Arts

Band is a year-long course designed for students who play woodwind, brass, or percussion instruments. The primary goal of Band is to create and experience music as a cohesive ensemble while developing a clear understanding of each performer's role and responsibilities. This class focuses on working together to prepare works from a variety of genres, historical periods, and cultural traditions written specifically for a 'wind' band. Developing strong tone quality, intonation, technical facility, and ensemble awareness is an essential element of this course. Students participate in several performances throughout the year, showcasing musical growth and collaborative skills.

Vocal Ensemble / Advanced Vocal Ensemble

- Grade: 9-12
- Course credit: 1.0 credit
- Prerequisite: To access the advanced course, students must have completed the introductory version of the course with a minimum grade of 4 for automatic entry
- 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 utilising blend and projection are important aspects of this course. Students participate in several concerts throughout the year.

Design (and Technology)

Robotic Systems Design

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this introductory 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.

Advanced Robotic Systems Design

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisites: A grade of 5 or above in Computer Science or Robotics Systems Design, and/or Teacher Approval
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this advanced project based class, students will design and program Spike/Mindstorm robots using the Python programming language to solve various problems that the students propose. This course may be offered in the same classroom with the same teacher as the introductory Robotic Systems course. It is essential that students are highly motivated, skilled and proven to be independent to be successful in this course. Students may also be eligible for the course if they have demonstrated an aptitude through participating in MATE-ROV, FLL, Electronics courses, and other design and technology classes or programs. A grade of 5 or above in both Computer Science and Robotics Systems Design is

recommended.

Electronics & Circuitry Design

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisites: None
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this introductory project based class, students learn electrical, circuitry and programming theory and concepts. This is accomplished through learning how to program electronics such as Arduinos, Raspberry Pi's to interpret and control inputs and output commands from various electronic components, sensors, and machines. Students apply these skills to design products that solve problems. Students also design and fabricate the housing for the electronics using CAD software such as Fusion 360 and machines such as 3D printers, laser cutters, and CNC machines.

Product Design & Fabrication

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this project based class, students will learn processes to design and construct various products using a range of materials such as wood, acrylic, metal and plastic. Students will have access and learn to use machining and CAD software such as Fusion 360 and Adobe Illustrator to design, and how to use tools used to woodwork, laser cut, 3D print and CNC route.

Advanced Product Design and Fabrication

- Grade Levels: 10-12
- Credit: 0.5
- Prerequisite: A grade of 5 or above in Product Design and Fabrication or a Teacher Recommendation
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this advanced level class, students create proposals for products that they want to construct that solve problems and then follow the design cycle to create that product, with limited support from the teacher. Students will compile a portfolio of completed projects and assignments related to the course topic that demonstrate design process abilities. This course will be offered in the same classroom with the same teacher as the introductory Product Design course. It is essential that students are highly motivated, skilled and independent to be successful in this course.

Engineering and Innovation

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- Subject Category: Design ***or*** Science
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required.

In this rigorous project based class, students learn engineering design and concepts. They explore

concepts such as conceptual modelling techniques used in engineering, and learn and apply engineering skills through designing, building, racing and analysis of CO2-powered model F1 cars. AutoDesk Fusion 360, 3D printing, CNC machining, and other machining and CAD tools are used in this course.

Media Production and Communication

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite:None
- Subject Category: Design
- Equipment: Students are required to have a basic geometric drawing kit with colored markers/pencils, a two-button scrolling mouse, headphones with a microphone, a USB-C adaptor, and a memory storage device.

In this introductory project based course, students learn how to tell stories and communicate using industry-standard video production equipment and software. Projects may include investigative news packages, studio broadcasting, suspenseful movies, and student choice. Students may also be required to broadcast school events. Software such as Adobe Premiere, Photoshop, After Effects, Animation and Wirecast may be used in this course. Note for some video projects students will need to gather video footage outside of normal scheduled class hours.

Advanced Media Production and Communication

- Grade Levels: 10-12
- Credit: 0.5
- Prerequisite: A grade of 5 or above in the introductory Media Production and Communication course and/or teacher approval. Evidence of strong ATL's including ability to successfully complete work independently is highly recommended.
- Subject Category: Design
- Equipment: Students need a basic geometric drawing kit with colored markers/pencils. A two-button scrolling mouse, USB-C adaptor, and a memory storage device are required..

In this advanced level media production class, students propose media and or video products that they want to produce which communicate their ideas and tell stories in a creative and engaging manner. They then apply the production design cycle to produce that product, with limited support from the teacher. Software such as Adobe Premiere, Photoshop, After Effects, Animation and Wirecast may be used in this course. Students will compile a portfolio of completed media projects and assignments related to the course topic that demonstrate their media production design abilities. This course will be offered in the same classroom with the same teacher as the introductory Media and Production Communication course. It is essential that students are highly motivated, skilled and independent to be successful in this course. Note for some projects students will need to gather video footage outside of class.

Computer Science

- Grade: 9-12
- Course credit 0.5 credit
- Prerequisite: none
- Subject Category: Design

This introduction to Computer Science is designed for students to develop computational thinking skills and a foundational knowledge of the main areas of Computer Science. Students will explore topics related with data representation and manipulation, physical computing, networks and the Internet, impact of technology in our society, software design principles and artificial intelligence. Students will explore creative aspects of the field by learning the fundamentals of programming and designing their own algorithms to solve real-world problems. Languages such as Python and or Java

are used for instruction.

Advanced Computer Science

- Grade: 9-12
- Course credit 0.5 credit
- Prerequisite: A grade of 5 or above in introductory Computer Science and/or teacher recommendation
- Subject Category: Design

Advanced Computer Science is designed for students who have completed an initial Computer Science course and it is aimed to further develop computational thinking skills and a more specialised knowledge of the main areas of software development. Students will be guided into exploring additional aspects of software development of their preference. These may vary from advanced projects in Python programming, to exploring new programming languages or development technologies (web development, app development, GUI desktop development or others). Students will be expected to complete full design cycles for a variety of products to solve real-world problems, utilising the skills they will develop in the programming language of their preference.

Sustainable Food Design

- Grade: 9 -12
- Course credit 0.5 credit
- Prerequisite: none
- Subject Category: Design

This Farm-to-Table class empowers students to become food citizens, actively contributing to the creation of a new, healthy, and sustainable food culture. This semester-long program explores the history and science of food, diverse food cultures, resilient agriculture, and cooking. The student experience will culminate in the preparation of a Mindful Meal and production of a creative project to help spread the word about what it means to be a food-citizen. The innovative curriculum uses hands-on, project-based learning. Students will be immersed in engaging projects, lively discussions and meaningful interactions with farmers, chefs, educators, and creative storytellers. This course connects closely to research happening at the Center for Desert Agriculture, with a focus on Saudi Arabian Culture, food, and heritage.

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. Each PHE unit follows the Australian Curriculum Standards (ACARA) and MYP Criteria.

Community Sports Leadership

- Grade: 11-12
- Course credit: 0.5 credit
- Prerequisite: Commitment to voluntary service and enthusiasm for leading sporting sessions
- Subject Category: Physical and Health Education
- Assessed through Acara standards

The Sports Leadership course (Level 1 and Level 2 UK qualification) 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 requires some voluntary service and leads to the 'Advanced Community Sports Leadership. .

Advanced Community Sports Leadership

- Grade: 11-12
- Course credit: 0.5 credit
- Prerequisite: Satisfactory completion of the Community Sports Leadership course
- Subject Category: Physical and Health Education

The Advanced Sports Leadership course (Level 2 and Level 3 UK qualification) equips students with the knowledge and confidence to earn a nationally recognized qualification, opening doors to fulfilling careers. Design and deliver impactful sessions for all ages and abilities, contribute to community events, and become a trusted leader who fosters inclusion and inspires passion. Align your skills with industry standards and make a difference, through coaching, event-planning, within the community. Empowering students to empower others, and develop leadership skills to the next level, such as leading sport/physical activity sessions in the community or assisting in planning and leading a sports/physical activity event.

Lifeguarding

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

This Lifeguarding (LifeGuard Pro/Swim Fitness & Conditioning) course leads to an internationally recognised lifeguard qualification and certification. 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 Lifeguard Pro. The course is highly practical and a core aim is to develop the ability to practise health-enhancing behaviours and avoid or reduce health risks in the aquatic environment.

Outward Bound Skills

- Grade: 11-12
- Course Credit 0.5 credit
- Prerequisite: Commitment, enthusiasm to step out of comfort zone, and self-management.
- Subject Category: Physical and Health Education.

The Outward Bound Skills (Duke of Edinburgh Award) is an international youth awards programme. The awards recognise adolescents for completing a series of self-improvement exercises. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver, or Gold Duke of Edinburgh's Award. With assistance from adult Leaders, participants select and set objectives in each of the following areas:

- Volunteering: undertaking service to individuals or the community.
- Physical: improving in an area of sport, dance or fitness activities.
- Skills: developing practical and social skills and personal interests.
- Expedition: planning, training for, and completion of an adventurous journey in the KSA or abroad.

At Gold level, participants must do an additional fifth Residential section, which involves staying and working away from home for five days, doing a shared activity. To achieve an award, the participant must work on each section for a specific period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants.

Team Sports

- Grade: 11-12
- Course Credit 0.5 credit
- Prerequisite: Commitment, enthusiasm to step out of comfort zone, and self-management.
- Subject Category: Physical and Health Education.

This Team Sports (Sports for life) course will explore a variety of team sports through the lens of 'concepts' with a focus on skills and tactical strategies to improve the students overall understanding of 'Team Sports'. The concepts investigated are 'Defending', 'Attacking', 'Game Analysis' and 'Game Sense'. Each unit within the course combines two team sports, which complement one another providing a transfer of knowledge and understanding. Students apply this knowledge wisely and effectively to grow in familiar and unfamiliar game situations, whilst also exploring individual development through the application of the concepts. The units covered include two sports from each of the game categories:

- Net/Wall Games (including but not restricted to volleyball, badminton, squash, racquetball)
- Striking/Fielding Games (including but not restricted to softball, cricket)
- Invasion/Territory Games (including but not restricted to handball, lacrosse, touch rugby, ultimate frisbee)
- Opportunity for further study in Advanced Team Sports course, numbers permitting

Personal Fitness

- Grade: 11-12
- Course Credit 0.5 credit
- Prerequisite: Commitment, enthusiasm to step out of comfort zone, and self-management.
- Subject Category: Physical and Health Education.

This Personal Fitness (Strength for Life) course offers students the opportunity to pursue personal interests and support their health and wellbeing now and in the future. Students will learn about the benefits of functional fitness and will have access to experience and choose from a wide variety of fitness and individual activities that combine aerobic conditioning and muscular strength. This course will provide a platform for students to discover hidden talents and passions and find fun through physical activities. Students will be introduced to specific lifetime activities with a focus on individual development to find balance and joy, promoting a healthy body and a healthy mind.

- Methods of training
- Form and technique
- Planning
- Nutrition
- Opportunity for further study in Advanced Personal Fitness course, numbers permitting

Learning Foundations and Personal Pathways (modified courses)

Learning Foundations

- Grades: 9-10
- Course credit: 1.0 credit (up to one credit towards graduation) - the Student Support Services Director will determine if a student should be enrolled for one semester or the whole year
- Prerequisite: Learning Support Individual Growth Plan (IGP)-Tier 3
- Subject Category:

The Learning Foundations course is a unique and tailored program to assist high school students in grades 9 and 10 at a Tier 3 level of Learning Support. The course will focus on developing the foundations for academic success in an environment least restrictive to student learning. Unlike traditional support programs, the course will seamlessly integrate ATL skills into the core subject work, making learning practical and relevant. Critical thinking, problem-solving, research, communication, self-management, and social skills are integral to this program, fostering academic and personal triumph.

Personalized Pathways (PP): To meet the individual needs of each student, modifications can be made to many TKS courses to create a highly personalized course for students following the Personalized Pathways as part of the learning support program. Placement in any Personalised Pathways (PP) course - including modifications to the curriculum - is determined by the student support team based on the evaluation of a range of student performance data. The Principal and Student Support Services Director authorize placement and curriculum adjustments based on a range of data including recommendations made by the student support team. All modified courses at TKS are identified as such on the report card and student transcript. Most students following Personal Pathways are on track to earn a TKS Modified Diploma - contact the Principal or Student Support Services Director for more information.

Individuals and Societies PP

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

- understand the interactions and interdependence of individuals, societies and the 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 be integrated to cover four main topic areas: Geography, Weather, Economics, and History. 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 and work tasks. Methods for critical reading will be practised in class through background reading or contextual preloading. Most often, homework will be the completion of tasks started in class.

- Grade: (9-12)
- Course credit: 1.0 credit each year
- Course prerequisite: None
- Subject Category: Individuals and Societies

Students will study concepts including climate and weather, urban change and growth, food sources, and water sources, resources and scarcity, competition, and current affairs. Each of these topics is

studied at the students' own levels and assessments are modified to the needs of the students' learning level.

Sciences PP

The Modified Sciences Personalized Pathways Course utilises activities that develop students' scientific knowledge and understanding. The course is a foundational, integrated science course; the focus is on completing challenges and skills development at the level appropriate to your child. The aims of Modified Science Course are to encourage and enable students to:

- Develop a sense of environmental stewardship and personal responsibility
- Develop and test hypotheses with scientific experimentation
- Engage in learning that promotes inquiry, investigation, and the application of scientific concepts to real-world problems.
- To encourage students to take ownership of their learning, develop self-regulation skills, and set personal goals for academic growth within the sciences.

The Personal Pathways Science courses will cover four main topic areas: Biology, Chemistry, Physics and Environmental Systems & Societies. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

- Grade: (9-12)
- Course credit: 1.0 credit for each year
- Course prerequisite: None
- Subject Category: Science

This course covers foundational science topics starting from lab safety, experimental design, and data analysis; it expands into topics related to environmental studies, sustainability, ecology, energy and motion, light, sound, biology, nutrition, and chemistry. Coursework is tailored to the students enrolled in the course that year, in terms of areas of strength and support needed. This flexible program allows students to gain scientific foundational skills with high levels of support.

Mathematics PP

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

- Provide a specialized and personalized math program based on individual needs.
- Develop logical, critical, and creative thinking, as well as confidence, perseverance, and problem-solving skills.
- Apply mathematical knowledge to real-world situations
- Recognize the relationship between mathematics and technology, and how to use technology to solve real world problems.

Mathematics Personal Pathways

- Grade: (9-12)
- Course Credit: 1.0 credit for each year
- Course prerequisite: None
- Subject Category: Mathematics

This course offers a flexible and personalized learning approach, allowing students to progress at their own pace and engage with materials tailored to their individual needs. This course is designed to help students develop essential math skills that they can apply to real-world situations. Students will learn practical math skills like budgeting, measuring, data analysis, and geometric concepts. This course will help them make informed decisions and solve real-world problems.

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 focuses on building essential communication skills for success in both high school and professionally. Throughout their high school years, students will develop practical skills in reading, writing, speaking and critical thinking through real-world application. Emphasis will be placed on developing these skills through professional writing, public speaking, collaborative teamwork, problem-solving in real-world scenarios, as well as reading for both academic purposes and pleasure. 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.

- Grade: (9-12)
- Course credit: 1.0 credit for each year
- Course 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.

TOK, EE/RP, and CAS/Service as Action

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 IB Diploma candidate. It is an optional course for other grade 11-12 students. 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.

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 (the arts, mathematics, history, human and natural 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 and 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

The Extended Essay (EE) and the Research Project (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 complete a Research Project (RP). The RP is an essay or project that includes research and writing.

Both options 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 Project 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) / Service as Action

Creativity, activity, service (CAS) and Service as Action require that students in Grades 9-12 actively learn from engagement, experiences, and real tasks beyond the classroom. Service as Action is a requirement for all TKS students in Grades 9 and 10. CAS is a requirement for all TKS students in Grades 11 and 12 (not just IBDP candidates).

The three main areas of CAS are:

- **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.

All 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 emphasises **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.

Internships

The internship program is available as follows:

- Grade: 11-12
- Course credit: 0.5 for one semester or 1.0 credit for one year
- Prerequisite: successful selection process including possible interviews by outside mentors.

The internship program includes 3 options:

1. Internship experience - this option is meant to enrich the student's experience, can contribute to CAS hours but it is not credit bearing
2. Professional Internship - this option is credit bearing
3. Research Internship - this option is credit bearing

The assessment and the time involved in the three options in the program is different. TKS interns can be placed at a wide range of KAUST departments. Examples include KAUST IT, Kaust Health, Recreation, Kaust Security, Community Life. An internship can be credit bearing. The credit can be used in several subject groups. It can always be used in Individuals and Societies but depends on the placement. It could also be used in The Arts, Science or Studies in Language and Literature.

Purpose

The purpose of the 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

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

Process

Students who wish to pursue an internship at TKS need to follow the following steps:

- Students need to first pick up the Course Selection form from Counseling.
- Then, students need to set up an interview with the Internship Coordinator in order to assess their core internship interests, as well as to identify potential internship areas around the KAUST Community. Should this interview prove successful, the Internship Coordinator will then sign off on the Course Selection form.
- The Course Selection Form will then go back to Counseling, with the understanding that prospective interns need two (2) consecutive class periods scheduled together in order to accommodate the internship.
- The Internship Coordinator then arranges mentors who will best serve the intern's interests. Internships are not permitted with students' parents, nor can they be set up by parents.

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 a minimum of 5 hours per week in the internship. The internships will be scheduled during regular blocks. The internship could follow a WISER summer internship or the 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 remuneration for the internship or who want to use the internship for CAS, will not be able to receive course credit.

Special Credentials

The TKS credentialing program offers two options:

1. STEM

2. Entrepreneurship and New Venture Creation (ENVC)

The TKS credentialing program awards higher status for the greatest level of work and/or passion displayed toward a student's selected area of study. The levels of credentialing are listed as Gold, Silver and Bronze, and reflect two (2) primary foci. One is the level of academic courses undertaken, while the other is recognizing additional efforts and outreach the student took on to their respective extracurricular schedules.

STEM Credential. The STEM Credentials are a tool to express our appreciation of students' involvement in STEM related studies and co-curricular activities. It is also formalised evidence of this involvement which students may use when applying at Universities or workplaces. The STEM credentials will be issued as a certificate that indicates the level (Gold, Silver, Bronze). The certificate will also include an explanation of what these credentials mean.

	Research: IB Extended Essay or TKS research paper in the area of Science, Mathematics, or Technology **AND/OR** **Co-curricular:** A STEM related co-curricular during their grade 9-12 school years. E.g Robotics Team, MATE ROV, Frontiers for Young Minds, TKS Core Labs, EFFECT Club, Green Team (sustainability club) **AND/OR** **KAUST STEM links**: One STEM related KAUST outreach event or a semester long internship in a STEM related area at KAUST. Ex. Core Labs, Rea Sea Research, Desert Agriculture, Research Assistant, KAUST IT, KAUST Smart, SRSI summer participation. The KAUST STEM links may include WISER internships.		
IB subjects ↓	Time invested ＞80 units	Time invested ＞ 60 units	Time invested ＞ 40 units
3 IB courses: 1 Maths and 2 Sciences all at HL level, predicted total ＞ 15	**Gold**	**Silver**	**Silver**
3 IB courses: 1 Maths and 2 Sciences at least 2 of which must be at HL level, predicted total ＞ 15	**Silver**	**Silver**	**Bronze**
3 IB courses: 1 Maths and 2 Sciences of which at least 1 must be at HL level, predicted total ＞ 12	**Bronze**	**Bronze**	**Bronze**

Entrepreneurship and New Venture Creation (ENVC) Credential. The ENVC Credentials are a tool to express our appreciation of students' involvement in ENVC related studies and co-curricular activities. It is also formalised evidence of this involvement which students may use when applying at Universities or workplaces. Similar to the STEM credentials, the ENVC credentials will be issued as a certificate that indicates the level (Gold, Silver, Bronze). The certificate will also include an explanation of what these credentials mean.

	Co-curricular and Practical components **Research**: IB Extended Essay or TKS research paper in Entrepreneurship (RP only), IB Business Management, IB Economics, or World Studies that is inclusive of IB Economics or IB Business Management; **AND/OR** **Co-curricular:** An Entrepreneurship related co-curricular course/activity or the semester-long TKS Entrepreneurship Course and accompanying competition; **AND/OR** **KAUST Links:** One Entrepreneurship related KAUST outreach event or a WISER internship in an Entrepreneurship and/or Business related role at KAUST.		
IB subjects ↓	Time invested ＞80 units	Time invested ＞ 60 units	Time invested ＞ 40 units
3 HL IB courses: 2 from IB Business Management (BM); IB Economics; or IB Design Technology (DT) HL **and** IB Maths HL; best predicted total ＞ 15	**Gold**	**Silver**	**Silver**
3 IB courses; choose 2 from IB BM; IB Economics; IB ESS or IB DT **and** IB Maths; best predicted total ＞ 15 with 10 HL points.	**Silver**	**Silver**	**Bronze**
3 total courses; choose 3 from IB BM, IB Economics, IB DT, IB ESS, **or** IB Maths or TKS Financial Maths, 1 of which must be at HL, best IB predicted total > 12^	**Bronze**	**Bronze**	**Bronze**

^A minimum requirement of 12 predicted points for all IB courses together. *For the provost certificate signature, a KAUST link must be established as part of any status.

Specific Credential Issuance and Tracking

What do Gold, Silver, and Bronze mean?

The credentialing program awards higher status for the greatest level of work and/or passion displayed toward a student's selected area of study. The levels of credentialing are listed as Gold, Silver and Bronze, and reflect two (2) primary foci. One is the level of academic courses undertaken, while the other is recognizing additional efforts and outreach the student took on to their respective extracurricular schedules.

How does KAUST support the credentialing program?

At all 3 levels, a students' certification may be highlighted by a signature of commendation from the KAUST Provost's Office, provided that there is a specific KAUST-related link that has been satisfied. This link will be confirmed by WISER Coordinators from TKS and KAUST.

What are the core course requirements?

The first obvious qualifier for either the STEM or ENVC credential is the presence of the appropriate IB classes on the students' schedule. Most of these requirements are specific to the Grade 11-12 schedules, and a simple rule of thumb is to look for IB courses first, with the only exception to this rule being TKS Financial Math for the ENVC Bronze certification. Many students will be ruled out due to not meeting the minimum IB course requirements. The second qualifier is the presence of HL courses in a students' schedule. If a student has no HL courses, they are ineligible for either Credential program.

Regarding extracurricular efforts, how are the units towards certification calculated?

Internship mentors and/or club advisors will be contacted for credential units submission. For internships, the mentors' feedback regarding units successfully completed will be accepted as units credited towards certification, via the TKS WISER Coordinator, who will have been checking in throughout a students' period of internship. For clubs, the Activities Office will send full rosters of the relevant clubs to the Credentialing team, including their advisors, at which point the TKS credentialing team will follow up via Google Form with any names who have a reason to have units calculated by the club advisor. ***In the interest of promoting true commitment to STEM and/or ENVC, the maximum number of units for any one activity and/or internship is 40.***

Completed KAUST courses will include an units count provided by the KEY office, and successful completion of that course will be verified by the course instructor, via communication with the KEY office and/or the TKS credentialing team. In both certifications, there are 80 units required for Gold status, 60 units required for Silver status, and 40 units required for Bronze status.

Can the IB Extended Essay or TKS Research Paper contribute to certification?

Absolutely! The IB recommends that a student spend forty (40) units on their respective Extended Essays (EEs). Rather than policing every Extended Essay process, the certification team will use the students' final Predicted Grades to assist in the calculation of units spent. In the event that a student achieves an A, B, or C on their EE, then the credential program would recognize that the student did spend 40 units on their EE process. If a student achieves a D on their EE, the recognition would be for 20 units, then for an E, there would be no recognition. The TKS Research Paper (RP) would garner one-half the credit of the Extended Essay. As a result, a student predicted an A, B, or C earns 20 units towards their certification targets, a D earns 10 units, while an E earns no recognition.

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 enrol in an online course need to follow an application process led by the DP Coordinator. Only courses not offered by the school can be studied via Pamoja. Only one Pamoja course can be studied as a student at TKS.

Students need to have a record of high effort and self management skills. 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 the Pamoja website: www.pamojaeducation.com.

For an IB Pamoja course, independent study credit towards the TKS Diploma may be earned by students in Grades 11 and 12. Pamoja reporting timelines and terminology may differ from TKS, for example by reporting mid-semester and end-of-semester grades with the description "Term", nonetheless TKS records the grade and applies credit at the end of each TKS semester in line with standard TKS procedures.

Parents of students at TKS electing to take a Pamoja course will be responsible for all costs for any Pamoja courses. The annual fee from Pamoja is subject to change. A range of prices apply depending on the subject; more information can be sought through the DP Coordinator for specific subjects.

The cost of changing from one Pamoja course to another Pamoja course is dependent on the date of change and ranges up to the entire annual fee, and is the responsibility of families. Families of students also have to reimburse the school in the following cases:

- when students withdraw from the Pamoja course
- when students change to another Pamoja course
- when students obtain a failing grade at the end of the year.

In special circumstances, an independent study option other than Pamoja may be available in consultation with the TKS school counsellor.

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