



TKS High School
Program of Studies
2024–2025

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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 Code of Conduct

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 personalised pathway through high school and must satisfy the requirements of the TKS diploma (stated above) with approved modifications.

Summary of High School Courses 2024-25

*Some courses may not be offered in a given year

Studies in Language and Literature

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

Language Acquisition

MYP Arabic Language Acquisition (Phases 1-5)
 MYP French Language Acquisition (Phases 1-5)
 MYP Spanish Language Acquisition (Phases 1-5)
 IBDP Arabic ab initio SL
 IBDP Arabic B Language Acquisition SL / HL
 IBDP French ab initio SL
 IBDP French B Language Acquisition SL / HL
 IBDP Spanish ab initio SL
 IBDP Spanish B Language Acquisition SL / HL
 Arabic Language Acquisition
 French Language Acquisition
 Spanish Language Acquisition
 Arabic ab initio
 French ab initio
 Spanish ab initio

Individuals and Societies

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

Design

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 Integrated 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
 Biological Science: Ecology
 Environmental Science: Earth Systems &
 Geoengineering
 Chemistry: Chemical & Environmental Systems
 Physics: Electrical Systems

The Arts

Contemporary Theatre Practice
 Drawing & Related Media
 Instrumental Ensemble
 Painting & Related Media
 Acting Unleashed: From Stage to Screen
 Stagecraft
 Technical Theatre
 Three Dimensional Art
 Vocal Ensemble
 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

Other Courses & The Core

Theory of Knowledge
 Internship
 MYP Service as Action
 MYP Personal Project
 Creativity Action Service
 Extended Essay / Research Project
 IBDP School Supported Self-Taught Literature SL

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

- Whether or not a course in this guide will be delivered at TKS depends on whether there is a minimum number of students registering for this course and whether this course can be included in the schedule. 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) - please consult with the TKS IBDP Coordinator for more information.

Criteria for course selection

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

Course Load

Students are encouraged to select a program of study that meets their ability-level, matches their interest, fulfils diploma requirements, and furthers their university admission and/or career objectives.

- 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 enrol in a minimum of 6 credit-bearing courses all year

Course Prerequisites for Mathematics and Sciences

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

Students need to demonstrate a minimum performance level:

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

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

Course Prerequisites for Languages

Students must choose a language course in which they are appropriately challenged. The school (and the IB Organization where relevant) provides guidance around placement in language courses. In the Language Acquisition section of this guide, you will find details about the critical role of prerequisites and teacher recommendation in the enrolment process for language courses.

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

- Week 1-4: students can initiate a withdrawal without any consequence and they can add a different course if they agree to make up the missed work. This is done only after consultation and guidance from their counsellor and the relevant MYP or DP coordinator.
- Week 5-8: Students can withdraw and add a different course only when recommended by the teacher, counsellor, or program coordinator and the student has to commit to a make-up plan for the course that is being added.
 - 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 be noted on the permanent transcript as a Withdraw Pass (WP) or Withdraw Fail (WF) based on the performance in the course at that time.
 - DP students may need to sacrifice their full Diploma program.
- After week 9: Students are not allowed to add any courses

| Week 1 - 4 | Week 5 - 8 | Week 9 → |
|---|---|---|
| <ul style="list-style-type: none"> ● No consequences for withdrawing for a course. ● Added course: make up the work | <ul style="list-style-type: none"> ● Students can withdraw and add a different course only when recommended by the teacher, counsellor, or program coordinator. ● The withdrawal from a subject will be noted on the permanent transcript as a Withdraw Pass (WP) or Withdraw Fail (WF) based on the performance of the student at that time. ● A change from SL to HL or the other way round, within the same subject, will not be recorded as WP or WF | <ul style="list-style-type: none"> ● Students are not allowed to 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 1-4: students can withdraw without any consequence
- Week 5-8: 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 9 of the course.

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

Course changes in Mathematics

- In Grade 9 and 10, students can change from Extended Mathematics to Standard Mathematics at the end of each semester. A change from Standard Mathematics to Extended Mathematics is highly unusual and can only be considered if the student demonstrates exceptional motivation to engage in this challenge.
- In Grade 11, students can change from Mathematics Analysis and Approaches to Mathematics Applications and Interpretation before week 9 of Semester 1.

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

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

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

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

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

- An English language learning class may be available for 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, and/or placement in a modified program including personalised pathways. Contact the Student Support Director for more information.

Academic Programmes 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 and Literature
 - d. French Language Acquisition
 - e. 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, which will generate 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.

English Language and Literature Grade 9

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

English Language and Literature Grade 10

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

Arabic Language and Literature Grade 9

The Grade 9 (MYP 4) Arabic Language and Literature course is designed to expand students' knowledge and understanding of the core element of the subject. Throughout the year, students analyse and respond to a variety of literary genres, including a novel, short stories, and a play. Other text types include non-fictional genres such as news articles, short essays, and advertisements. Students are encouraged to work more independently, and develop their ability to read more complex texts. Students engage in short projects such as designing their own advertisement, presentations, and group discussions. They develop their ability to write for different audiences and purposes, implement the writing process, and build their subject-specific vocabulary.

Arabic Language and Literature Grade 10

The Grade 10 (MYP 5) Arabic Language and Literature course is the final year of MYP. In this course, students will read, analyse, and respond to a variety of literary and nonfiction genres such as novels, short stories, Media opinion columns. They are encouraged to develop stamina as a reader, reading independently for pleasure and sharing reactions to texts. During the course, they will develop the ability to analyse both seen and unseen texts in terms of stylistic features and literary devices. Students also further their skills in reading comprehension, vocabulary development, oral

communication, and writing. Students produce a variety of text types, developing awareness of audience and purpose.

French Language and Literature Grade 9

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

French Language and Literature Grade 10

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

Language Acquisition

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

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

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

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

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

These language Acquisition courses aim to provide students with opportunities to interact in the target language through comprehending spoken and visual text, learning visual and written text, communicating and using language.

Arabic Language Acquisition Phase 1 & 2

The course revolves around four units designed by teachers, embodied with the IB learner profile and ATIs'. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Arabic Language Acquisition Phase 3 & 4

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATIs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. Students are encouraged to structure, refine and develop their ideas, both in writing and speaking. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Arabic Language Acquisition Phase 5

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATIs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. The texts studied (oral or written) come from authentic Arabic newspapers, shows or magazines. Students will also discover some excerpts from French-language literary works. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

French Language Acquisition Phase 1 & 2

The course revolves around four units designed by teachers, embodied with the IB learner profile and ATIs. Students will learn through various research-based instruction methods, including

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

French Language Acquisition Phase 3 & 4

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. Students are encouraged to structure, refine and develop their ideas, both in writing and speaking. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

French Language Acquisition Phase 5

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. The texts studied (oral or written) come from authentic French newspapers, shows or magazines. Students will also discover some excerpts from French-language literary works. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Spanish Language Acquisition Phase 1 & 2

The course revolves around four units designed by teachers, embodied with the IB learner profile and ATLs. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Spanish Language Acquisition Phase 3 & 4

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Spanish Language Acquisition Phase 5

The course revolves around four units designed by teachers, embodied with guided questions and a global context. The course integrates the IB learner profile and ATLs at its core. Students will learn through various research-based instruction methods, including participating in classroom discussions and activities, following examples, taking notes, completing vocabulary and grammar exercises, participating in reading and writing activities/listening and speaking activities, and observing and participating in cultural activities. In addition, students will be involved in individual, partner and whole-group activities that accommodate different learning styles.

Individuals and Societies

MYP individuals and societies encourages learners to respect and understand the world around them. 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 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 balance 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 regional environmental studies, economic systems, personal finance, and ideology (political, economic & cultural), students will hone the critical thinking, research, and communication skills they have developed 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 (Forces and Motion), Chemistry (Atoms and the Periodic Table), Biology (Cells and Metabolism) and Ecology (Systems and Flows). All units involve practical work - deepening students' understanding of concepts and increasing manipulative skills.

Science Grade 10

Grade 10 gives a foundation for the Grade 11/12 Science courses. The year encompasses Physics (Waves and Electromagnetism), Chemistry (Bonding and Fuels), Biology (Systems and Evolution) and Ecology (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.

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)

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

Physical and health education focuses on both *learning about* and *learning through* physical activity. Both dimensions help students 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 a range of opportunities to build intercultural understanding and greater appreciation for our common humanity.

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

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

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

PHE Grade 9

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

PHE Grade 10

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

The Arts

See course descriptions under General High School Courses

Design

See course descriptions under General High School Courses

Academic Programmes in Grade 11 and 12

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. 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.

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

Assessment for the TKS Diploma and for the IB Diploma

Students in Grade 9 - 12 are graded on a 1-7 scale, with 7 being the highest level. High school students must achieve a grade of 3 or higher to pass and receive credit for a course. A grade of 2 or below represents limited progress in the course and is not counted as credit towards high school graduation requirements.

MYP, DP and TKS course grades are based on a number of well defined aspects of performance within the subject, described in mark bands and mark schemes. Teachers determine performance levels for each assessment criteria based on the results of assessments during the course according to the outcomes set for each course. In the case where the criterion assessments do not produce clear evidence for a particular achievement level, teachers use their judgement to select the level that best matches the student's demonstrated overall learning.

In Grade 9 and 10

- MYP courses use the MYP Assessment Criteria. Each subject has 4 different assessment criteria. The performance levels for each assessment criteria together generate an overall grade through the grade boundaries determined by the IB.
- HS courses use assessment criteria that are similar to the MYP assessment criteria

In Grade 11 and 12

- IB DP courses use the DP Grade descriptors. Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors.
- HS courses use assessment criteria that are similar to the MYP assessment criteria
- The TKS courses are assessed internally while the IB courses are assessed externally (internal assessments for IB courses are assessed internally and moderated externally).
- The TKS courses are assessed per unit with the final grade being determined by a best fit approach considering all unit assessments, while the IB DP courses are ultimately assessed by a final examination based on course content covered over 2 years with part of the grade based on externally marked or moderated coursework.
- The TKS courses allow for a wide range of assessment strategies which may be adjusted for individual students, including the use of oral examinations, video recordings and breaking up bigger assessments into smaller assessments.

Assessment Timeline

Assessment and feedback is designed to be a continuous process. We have two semesters each academic year and reporting is undertaken twice a year. For each semester, the course grade achieved becomes part of the student's academic record and is included on the TKS transcript. Students receive a grade for each course attempted. After determining the performance level for the assessment criteria in a course, an overall grade is determined.

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

Recording of courses on the Transcript

- The courses studied in Semester 1 and Semester 2 will be recorded separately on the transcript.

- If a student obtains a failing grade for the progress report at the end of Semester 1 but a passing grade for the end of year report at the end of Semester 2, the final grade obtained at the end of the year, is the grade for the whole year.
- If a student obtains a passing grade for Semester 1 but a failing grade at the end of Semester 2, the student will receive 0.5 credit for S1 and no credit for semester 2.
- For semester courses, separate 0.5 credits will be awarded.

Credit Recovery

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

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

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

Resitting and Remarking DP Exams

After writing DP exams, students can decide to resit a DP exam in the November session or in May of the next year. In this case, the family will have to pay

- the IB exam registration fees for each exam and 500 USD for administration fees per exam in the November session OR
- the IB exam registration fees for each exam and 200 USD administration fees per exam in the May session.

Students can request the school for an exam to be remarked by the IB. The school will consider this request before sending the request to the IB. When an exam is re-marked, the IB can raise the grade, the grade can stay the same or the grade can go down. The school recommends asking for an exam to be remarked only when the achieved score is close to the top end of the grade boundary.

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

TKS Diploma + IB Diploma Program (DP) + Additional HS courses / Internship

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

TKS Diploma + IB 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 and interests. Each semester students will be enrolled in either 6 or 7 blocks of direct instruction, allowing either one or two blocks as study periods for students to focus on the rigorous requirements of this program. This pathway best serves students who are academically motivated, good at working independently and want or need additional time in school to focus on the IB Diploma requirements. This option honors a balanced and highly academic pathway.

TKS Diploma + IB Courses

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

TKS Diploma

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

Personalised Diploma

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

Course 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:
 - English 10
 - Final grade of 4 in MYP 5 (or equivalent) or above for SL

- Final grade of 6 or above in MYP 5 (or equivalent) for HL or final grade of 5 with teacher's recommendation and demonstrated strong ATLs.
- Subject Category: English

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

IB DP English Literature SL / HL

- Grade: (11-12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite:
 - English 10
 - Final grade of 4 in MYP 5 (or equivalent) or above for SL
 - Final grade of 6 or above in MYP 5 (or equivalent) for HL or final grade of 5 with teacher's recommendation and demonstrated strong ATLs.
- Subject Category: English

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

English 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, emphasizing 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.

Additionally, 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.

TKS / IB Arabic Language and Literature SL / HL

- Grade: (11-12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: Arabic 10
- Subject Category: Additional Language

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

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

Language Acquisition

The aims for Language courses are:

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

Notes:

- Language B (Arabic, French, Spanish) is a foreign language-learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. Prerequisites for Language B: MYP Phase 3-4 and teacher recommendation
- Prerequisites for Ab Initio: little or no previous study in the chosen language
- The Language ab initio course (Arabic, French, Spanish **Mandarin*) 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. Language ab initio course is only available at standard level.
- The basis of language B and language ab initio will be communication. The curriculum model develops the ability to communicate in the target language through the study of language, themes and texts. Communication is evidenced through receptive, productive and interactive skills. Successful communication is dependent upon the conceptual understandings of audience, context, purpose, meaning and variation.

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

TKS / IB DP Arabic B SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: Arabic MYP Phase 3 and up with teacher recommendation
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB Arabic B SL exam at the end of the second year. IB Arabic B SL helps students develop their speaking and writing abilities in a wide variety of real life contexts. Emphasis is placed upon the correct use of grammar and syntax in

speaking and writing Arabic. Students are challenged to express their opinions through debates and discussions. 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 read additional literary works. This course is designed for students who are in phase 3 - 5.

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

TKS / IB DP French B SL/HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: French MYP Phase 3 and up with teacher recommendation
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB French B SL/HL exam at the end of the second year. IB French B SL/HL helps students develop their speaking and writing abilities in a wide variety of real life contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing French. Students are challenged to express their opinions through debates and discussions. 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 read additional literary works. This course is designed for students who are in phase 3 - 4 or above.

TKS / IB DP 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. IB Spanish ab initio SL is for students who have little prior knowledge of the Spanish language and will provide students with the necessary skills to understand and engage in meaningful communication in a supportive and rich environment. The course focuses on the development of listening and speaking through interpersonal communication, where students can manage many uncomplicated communicative tasks in straightforward social situations. They can express personal meaning by relying heavily on learned phrases (memorised language), as well as respond to simple, direct questions or requests for information. Spanish ab initio is not limited to oral proficiency and

will introduce students to appropriate text to nurture their reading skills as well as grow their written production skills.

TKS / IB DP Spanish B SL/HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year IB course
- Prerequisite: Spanish MYP Phase 3 and up with teacher recommendation
- Subject Category: Additional Language

This is a two-year course designed to prepare students to take the IB Spanish B SL/HL exam at the end of the second year. IB Spanish B SL/HL helps students develop their speaking and writing abilities in a wide variety of real life contexts. Emphasis is placed upon the correct use of grammar and syntax in speaking and writing Spanish. 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 and magazine 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 read 2 literary works upon which the internal assessment is based. This course is designed for students who are in phase 3-4 or above.

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: none
- Subject Category: Individuals and 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.

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 Geography SL/HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: none
- Subject Category: Individuals and Societies

This course is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas. The objectives of this course include:

- develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including:
 - acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
 - synthesising diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- understand and evaluate the need for planning and sustainable development through the management of resources at varying scales

IB DP Economics SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: none
- Subject Category: Individuals and Societies

This course is designed to introduce students to the vocabulary, theories, and tools of analysis in Economics. This syllabus is designed to 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.

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: none
- 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.

IB DP Environmental Systems and Societies SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: MYP Science in Gr 10
- Subject Category: Individuals and Societies *or* Science

As an interdisciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). By choosing to study an interdisciplinary course students are able to satisfy the requirements for 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 and Societies

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

Economics is the study of how resources are allocated to satisfy the demands of individuals, governments and industries in national or international economies. During this semester course, students will learn how the behaviour of individuals and societies can generate positive and negative outcomes. 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 and 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. As with all four subjects, students will explore topics and case studies of their own choice, from all over the world, whilst learning essential approaches to learning will transfer to other disciplines.

Entrepreneurship

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

This introduction to 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 for automatic acceptance into HL
 - MYP Mathematics Extended Grade 10 Ext $\geq 5 + \geq 5$ for Criteria A
 - MYP Mathematics Standard Grade 10 ≥ 6
 - MYP Science Grade 10 ≥ 6
 - MAP Science ≥ 231
- 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.

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 for for automatic acceptance into HL:
 - MYP Mathematics Extended Grade 10 Ext $\geq 5 + \geq 5$ for Criteria A
 - MYP Mathematics Standard Grade 10 ≥ 6
 - MYP Science Grade 10 ≥ 6
 - MAP Science ≥ 231

- Subject Category: Science

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

IB DP Biology SL / HL

- Grade: (11- 12)
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite: none
- Subject Category: Science

The focus of this course is to provide a solid foundation of knowledge and laboratory skills for any student that wishes to continue studying biology after high school in a science or the health field, or for students that wish to carry this set of knowledge and skills through their life as part of their scientific literacy. The course 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: MYP Science in Gr 10
- 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 higher in design, science and I&S classes in grade 10.
 - Demonstrated strong ATLs.
- Subject Category: Arts and Design *or* Science

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 Design 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. It is also highly suggested to have previously taken design courses and have CAD skills.

IB DP Computer Science SL / HL

- Subject Category: Science (Group 4) or Art and Design (Group 6)
- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisite:
 - A final grade of 5 or higher in Mathematics and L&L classes in grade 10
 - A final grade of 5 or higher in a TKS Computer Science course in grade 9 or 10
 - Note: Students who did not complete a TKS Comp Sci course may complete the prerequisite with an external programming course and teacher interview

This 2-year course is designed to prepare students for the IB examination in Computer Science. Topics studied in depth include system fundamentals, computer organisation, networks, 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. Prior programming experience is required.

Physics: Electrical Systems

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

This course is an NGSS-aligned high school Physics course that focuses on the specific area of electrical systems. Students in this Physics course explore motion, forces, energy, and use mathematical skills and concepts to analyse data. Through labs, inquiry and designing real-world solutions to modelling electromagnetic phenomena, students enhance their understanding of the science of matter and gain practical experience developing critical thinking and scientific problem-solving essential to being successful in the field of experimental science.

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.

Biological Science: Ecology

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

This lab-based Biology course focuses on the specific area of Ecology. Through inquiry, hands-on labs, field study, and innovative projects, students in this course delve into the dynamics of ecosystems, emphasising interactions between organisms and their environments. In addition to equipping students with a deep understanding of the characteristics of living things, the course will explore the interdependence of organisms, their adaptations, and the flow of energy within ecosystems. They will examine genetic variations, natural selection, the role of photosynthesis and cellular respiration, and the impact of human activities on biodiversity and climate change. The overall aim is for students to build a robust understanding of biological and ecological concepts, develop critical skills, and learn how to apply critical content and concepts to real-world challenges including university connections within KAUST.

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

IB DP Mathematics: Analysis and Approaches SL

- Grade: 11-12
- Course credit: up to 2.0 credits for 2-year course
- Prerequisites recommended:
 - MYP 10 Maths Standard ≥ 6
 - MAP RIT ≥ 220
 - PSAT ≥ 40 percentile
- 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 required for automatic acceptance:
 - MYP Grade 10 Extended: \geq grade 6 or MYP Grade 10 Standard ≥ 7 + additional work
 - MAP RIT ≥ 240
 - PSAT Maths section score = 500
- 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
- Prerequisites recommended:
 - MYP Grade 10: Standard ≥ 4
 - MAP RIT ≥ 220
 - PSAT ≥ 30 percentile
- 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 required for automatic acceptance:
 - MYP Maths Grade 10 Extended: $\geq 6 + \geq 6$ for Criteria A
 - MYP Maths Grade 10 Standard $\geq 7 +$ additional work
 - Grade 9 MAP RIT ≥ 240
 - Maths section score = 500
- 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 level course intended to solidify the skills and concepts necessary to be successful in the University environment. This 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 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 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. 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: none
- Subject Category: The Arts

IB Theatre SL/HL is a two-year course designed to explore all aspects and facets of theatre and improve performance knowledge and skills. Students develop personal, academic, aesthetic and practical theatre skills and learn to understand the holistic nature of theatre. Students will actively engage in the creative process, transforming ideas into action as inquisitive and productive artists. The course emphasises 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: MYP Gr 10 Art
- Subject Category: The Arts

The Visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. All students are required to submit a Process portfolio and to curate an exhibition of their own art at the end of the course. The TKS course follows the Standard Level course requirements but 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: Participation in MYP Music in Grade 10
- Subject Category: The Arts

Throughout this two-year course, students embody three roles: the researcher, the creator, and the performer. In these roles, they inquire, create, perform and reflect on the course's three musical processes: exploring music in context, experimenting with music, and presenting music. Students have the agency to personalise unique approaches to musical forms, genres, and

pieces. The exploration of diverse musical material is focused through the lenses of four Areas of Inquiry:

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

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

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 semester-long courses that generate 0.5 credit. Some courses can be studied without prerequisites or previous experience. Some courses are advanced courses that require students to have successfully completed the introductory course.

The Arts

Stagecraft

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- 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

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- 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.

Contemporary Theatre Practice

- 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 Unleashed: From Stage to Screen

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- 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.

Drawing & Related Media

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- 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

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisite: None
- 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.

Three Dimensional Art

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

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

Digital media/Photography

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

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

Instrumental Ensemble

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

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

Vocal Ensemble

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

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

Design Technology

Robotic Systems Design

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

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: 5 or better in both Computer Science *and* Robotics Systems Design, and or Teacher Approval
- Subject Category: Design *or* Science

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.

Electronics & Circuitry Design

- Grade Levels: 9-12
- Credit: 0.5
- Prerequisites: None
- Subject Category: Design *or* Science

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

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:
 - 5 or better in Product Design and Fabrication and or a Teacher Recommendation
- Subject Category: Design **or** Science

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 woodworking 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

In this 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: teacher recommendation
- Subject Category: Design

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.

Advanced Media Production and Communication

- Grade Levels: 10-12
- Credit: 0.5
- Prerequisite: 5 or better in the introductory Media Production and Communication course and or teacher approval; Evidence of strong ATL's including ability to successfully complete work independently
- Subject Category: Design

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.

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: 5 or better in introductory Computer Science and or Teacher Approval
- 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.

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

- 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

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

Advanced Community Sports Leadership (Leads to 'Community Sports Leader Award', Level 3)

- 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 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 (American Red Cross or RLSS)/ Swim Fitness & Conditioning

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

This course leads to an internationally recognised lifeguard qualification 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 the American Red Cross. 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 (through The Duke of Edinburgh Award)

- 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 Duke of Edinburgh Award (DofE) 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.

Personal Pathways - modified courses

Placement in any Personalised Pathways course is determined by the principal based on the evaluation of a range of student performance data.

Individuals and Societies PP

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

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships

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

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

Geography Personal Pathways

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

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

Economics Personal Pathways

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

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

Psychology Personal Pathways

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

In Psychology Personal Pathways, students study Psychology concepts like Health and Wellbeing, conflict resolution, group dynamics, classification of personalities, research methods, classification and treatment of disorders. Students study each of these topics at their own levels and assessment strategies may be tailored to the needs of the students.

History Personal Pathways

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

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

Sciences Personal Pathways

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

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

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

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

Biology and Environmental systems Personal Pathways

- Grade: (9-10)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

In Biology Personal Pathways, students study biological concepts through practical applications like horticulture, agriculture, animal husbandry, disease, medicine, the health care sector, physical and mental health, exercise and nutrition.

Chemistry Personal Pathways

- Grade: (9-10)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

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

Physics Personal Pathways

- Grade: (9-10)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

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

Environmental Systems and Societies Personal Pathways

- Grade: (9-10)
- Course credit: 1.0 credit
- Prerequisite: none
- Subject Category: Science

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

Mathematics PP

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

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

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

Financial Mathematics Personal Pathways

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

- Subject Category: Mathematics

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

Accounting Personal Pathways

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

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

Statistics Personal Pathways

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

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

Geometry Personal Pathways

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

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

English PP

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

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

- apply linguistic and literary concepts and skills in a variety of authentic contexts.

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

Professional English Personal Pathways

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

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

Media Studies Personal Pathways

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

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

Public Speaking and Debate Personal Pathways

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

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

The World of Advertising Personal Pathways

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

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

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 TKS student.

The aims of the TOK course are to:

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

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

TKS Students, to fulfil the graduation requirements, must

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

The Extended Essay (EE) and the Research 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

- Grade: 11-12
- Course credit: 0.5 for one semester or 1.0 credit for one year
- Prerequisite: successful selection process including an interview KAUST Health conducted by the workplace

The internship programme includes 2 options

- The internship experience - this option is meant to enrich the student's experience, can contribute to CAS hours but it is not credit bearing
- The professional internship - this option is credit bearing

The assessment and the time involved in the two options in the programme 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 etcetera. 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 depending 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 the connections within the community and develop a deeper understanding and mutual appreciation of the different components of the community.

Internship Description

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

Timing

On average, students will invest approximately 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 a credit as well.

Special Credentials

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 (Introduced in 2021-22). 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 hours | Time invested > 60 hours | Time invested > 40 hours |
| 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 | Silver | Bronze | Bronze |

Entrepreneurship and New Venture Creation (ENVC) Credential (Introduced in 2022-23). 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 hours | Time invested > 60 hours | Time invested > 40 hours |
| 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 $\geq 12^{\wedge}$ | Silver | 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.

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 Pamoja/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.

Pamoja courses for seniors in the Class of 2024 already enrolled in this option are funded by the school. Beginning with the Class of 2025 and continuing for the class of 2026, 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, however, the current fee is approximately \$1575 USD per academic year. The cost of changing from one Pamoja course to another Pamoja course is dependent on the date of change. The cost ranges from 500 USD 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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