



High School Course Description Grades 9 - 12

@ IPS

Course Description

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ABOUT SCHOOL

OUR MISSION

In partnership with the school community, the mission of the International Programs School is to:

- Engage students from diverse cultural backgrounds in a comprehensive and an international college preparatory program that challenges and encourages high competency for success.
- Empower students to become independent, critical thinkers whilst sharing their skills at global scale.
- Promote understanding, tolerance, and compassion for others and develop citizens of integrity and Principle.

OUR BELIEFS

- Every child is a unique individual with potential for growth.
- The best learning and teaching environment is free of prejudice, violence, and bullying.
- A student's full potential comes forth under the guidance and care of a professional staff.
- The skills to utilize technology are essential to prepare students for the future.
- All students are responsible for active participation in their own learning.
- Development of the sense of responsibility and service to others by teaching ethical and moral Issues.
- High standards of excellence in teaching as an important tool in challenging our students.
- A respectful, honest, and constructive communication among all members of the school community.

GRADUATE PROFILE

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem solving. While expressing themselves intelligently and interestingly both orally and in writing, they possess the Necessary 21st century skills to advance to a higher level of education and be successful in the school of their choice.

Furthermore, they can adapt to change and are capable of thinking independently as well as working and Engaging in teams, a virtue that comes with being a part of a culturally diverse community.

IPS Mission, Beliefs and Graduate Profile

IB mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (© International Baccalaureate Organization)

IB Learner profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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IPS High School (grades 9-12) Graduation Requirements

An IPS graduate must meet the following requirements:

Course area	Total credits Sept. 10, 2018 revision
English	4
Language acquisition All students MUST take Arabic, regardless of nationality	4
Social Studies	4
Science	4
Mathematics	4
IBDP Visual Arts (or Group 3 or 4) DP subject (11/12)	2
Electives Comprised of student and mandated choices	3
Health & Physical Education	0.5
KSA Social Studies	1
Islamic Studies / Culture	2.5
Theory of Knowledge (TOK) DP subject (11/12)	1
Total credits	30

Starting with the 2019 graduating class:

- Theory of Knowledge (TOK) - 1 credits (0.5 credit in grades 11 and 12)
- Creativity, Activity, and Service (CAS): 150 hours total in grades 11 and 12; individually modified program for non-Diploma students as decided by the IB Coordinator and Administration.
- Extended Essay: 2500 - 4000 words essay in grades 11 and 12; individually modified program for non-Diploma students as decided by the IB Coordinator and Administration.

2018 and beyond: IPS will only accept admissions up to grade 11.
We will not accept grade 12 applications.

In Middle and High School, percentages should be converted to the appropriate letter grade for reporting to parents. Teachers should use the following grading system:

Letter range	IPS %
A+	96.5 - 100
A	92.5 - 96.4
A-	89.5 - 92.4
B+	86.5 - 89.4
B	82.5 - 86.4
B-	79.5 - 82.4
C+	76.5 - 79.4
C	72.5 - 76.4
C-	69.5 - 72.4
D+	66.5 - 69.4
D	62.5 - 66.4
D-	59.5 - 62.4
F	49.5 - 59.4
Round up to 49.5	0 - 49.4

Core Curriculum Courses

English	<p>English 9: Composition and Literature is concerned with helping students understand and appreciate the language, and to use it confidently and competently in a variety of situations for learning, communicating, work, life and personal satisfaction. Students learn to comprehend, respond, compose, create, assess and reflect during three themed units throughout the year. (1 credit)</p> <p>English 10: Composition and Literature covers a variety of prose and poetry by selected international writers. Students are expected to be keen observers of fictional characters to help them understand their own lives. They are expected to read widely and deeply, while writing and speaking to share their analysis of 'said' information. And they need to report on a novel each month. The course has a writing component with an emphasis on clear analysis. (1 credit)</p> <p>English 11/12: IB English Language and Literature is a Group 1 course of the IB Diploma Program, offered as a combined SL/HL course. These courses aim “to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text, is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.” (Language & Literature IBO guide) (1 credit per year)</p>
Arabic	<p>Arabic 9/10 is offered at the A level (first language) and at the B level (second language.) As per Ministry of Education expectations, it is compulsory for all students to attend Arabic classes. (1 credit per year)</p> <p>Arabic 11/12 are Group 2 courses of the IB Diploma Program, offered as a combined SL/HL course (with language experience) or ab initio (little or no language experience). “Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The two modern language courses—language ab initio and language B—develop students’ linguistic abilities through the development of receptive, productive and interactive skills (as defined in “Syllabus content”).” (Language IBO guide) (1 credit per year)</p> <p>IB Arabic B: Offered at SL and HL courses.</p> <p>IB Arabic ab initio: Offered as SL course.</p>

Social Studies

History 9, 1400-1750 is our first World History class covering the period from the Renaissance to the Enlightenment. During this year, students will be focusing their studies on the Renaissance and its effect on the Western World as well as the discovery of the Americas and the trade that this generated with the Columbian Exchange. We will then move on to discuss the Reformation and the upheaval this caused in Europe as well as the rise and rule of the Ottoman Empire. European Absolutism will be studied along with the ensuing challenges of the Enlightenment and the Scientific Revolution. Students will work on improving their skills in essay writing and they will be introduced to source analysis exercises, which are required at the IB level. (1 credit)

History 10, 1750-1918 is our second World History class covering the period from the Early Modern Era to the end of the First World War/Russian Revolution. The course is designed specifically to prepare students for the IB Diploma Programme in 11th Grade. Students will be focusing on the Enlightenment, the French Revolution and Napoleonic Europe and its outcomes through the Congress of Vienna. The new ideologies of nationalism and liberalism will be studied and their outcomes via the unification of Germany and Italy. The Industrial Revolution and life in 19th Century Russia, China and Japan. The course ends with a study of the First World War and the Russian Revolution. Students will work on improving their skills in essay writing and they will be introduced to source analysis exercises, which are required at the IB level. (1 credit)

IB History 11/12 is a Group 3 course of the IB Diploma Program, offered as a combined SL/HL course. “History is a dynamic, contested, evidence-based discipline that involves an exciting 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 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.” (History IBO guide) (1 credit per year)

IB Business Management 11 is a Group 3 course of the IB Diploma Program, offered as a combined SL/HL course. “Business management is a rigorous, challenging and dynamic discipline in the individuals and societies subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterize most business organizations.” (Business Management IBO guide) (1 credit per year)

Science

Integrated Science I, G9 is a college preparatory course with a multidisciplinary approach that describes our natural and physical world. The curriculum will introduce students to: chemical nomenclature for term 1; diversity and ecology for term 2; and finally waves & sound; electricity & magnetism in term 3. Students will be expected to work safely in a laboratory setting, cooperate with other students to work on projects, and assist fellow classmates in developing higher order thinking skills. (1 credit)

Integrated Science II, G10 is a college preparatory course with a multidisciplinary approach that describes our natural and physical world. The curriculum will introduce students to: cellular biology for term 1; stoichiometry for term 2; and finally kinematics & forces in term 3. Students will be expected to work safely in a laboratory setting, cooperate with other students to work on projects, and assist fellow classmates in developing higher order thinking skills. (1 credit)

IB Biology 11/12 is a Group 4 course of the IB Diploma Program, offered as a combined SL/HL course. “Biologists attempt to understand the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular

construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.” (Biology IBO guide) (1 credit per year)

IB Chemistry 11/12 is a Group 4 course of the IB Diploma Program, offered as a combined SL/HL course. “Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.” (Chemistry IBO guide) (1 credit per year)

IB Physics 11/12 is a Group 4 course of the IB Diploma Program, offered as a combined SL/HL course. “Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies.” (Physics IBO guide) (1 credit per year)

Mathematics (Algebra I) 9 is the foundation for high school mathematics courses. It teaches basic skills of manipulating, solving, graphing and applying algebraic equations and inequalities. It introduces students to basic algebraic concepts which are then explored in further depth and reinforced in Algebra 2. Real world applications are presented within the course content and a functional approach is emphasized. (1 credit)

Mathematics (Geometry/Algebra II) 10 enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (1 credit)

IB Math Studies 11/12 is a Group 5 course of the IB Diploma Program, offered as an SL course.

Math Studies SL “is available only at standard level, and is equivalent in status to mathematics SL, but addresses different needs. It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.” (Math Studies IBO guide) (1 credit per year)

Math SL “caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.” (Mathematics SL IBO guide) (1 credit per year).

Math HL “caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.” (Mathematics HL IBO guide) (1 credit per year)

Mathematics

<p>Physical Education & Health</p>	<p>Physical Education & Health offers students a range of individual and team sports including volleyball, basketball, badminton, football, and American football. There is an emphasis on establishing a good fitness base and developing skills that will be carried over into adult life. (0.25 credit)</p>
<p>Guidance</p>	<p>Approaches to Learning 9/10 addresses time management as an essential skill for academic success and aims to develop and focus these skills to pave the way for a successful IB career in grades 11 and 12. Guidance also incorporate SAT preparation, and college and career counseling sessions. (0.25 credit)</p> <p>Guidance 11/12 helps students prepare for life beyond high school. Skills learned in the class are transferable to other current situations. Using personality type inventories, students gain insight into careers that may fit into their characters. Students learn how to prepare for standardized exams such as the PSAT and SAT. Vocabulary and critical reading are emphasized throughout the course. The university application process and selection criteria is covered, as are practical experiences with writing university admissions essays (0.25 credit)</p>
<p>Theory of Knowledge</p>	<p>“Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between shared knowledge and personal knowledge is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.” (TOK guide, IBO)</p>
<p>Electives (yearlong)</p>	<p>French 9/10 is offered at the B level (second language) from B1 (first year on instruction) through B8 (8th year of instruction) encompassing beginners, intermediate, and advanced. New students take a placement examination during the first few days of classes to ensure appropriate placement. Important aspects of French culture are introduced along with all four language skills (reading, writing, speaking, and listening.) Many colleges and universities require a minimum of two consecutive years of one language for post-secondary admission.(0.5 credits/year)</p> <p>Business Studies 9 OR 10: introduces students to concepts that may be applied to various disciplines, including scarcity, wants, needs, resources, utility, supply, and demand. Students gain an understanding of macroeconomic issues such as inflation, unemployment, gross domestic product, gross national product and how these variables are used to measure a nation’s economic performance. Students work on projects throughout the course whereby they apply what they have learned to present-day economies of different nations. (0.5 credit)</p> <p>Art 9/10 is designed for students pursuing art as an elective for first-time exposure in the high school years while emphasizing technique. The class promotes visual arts literacy in the following four interrelated content areas: Artistic Perception, Creative Art Process, Art History, and Art Criticism. Our essential units are: Drawing, Painting, Printmaking, Sculpture, Graphic Design, and Careers in Art. These units are designed to be used separately, as per the individual instructor’s approach. (0.5 credit)</p>
<p>Visual Arts</p>	<p>IB Visual Arts 11/12 is a Group 6 course of the IB Diploma Program, offered as a combined SL/HL course. “The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional</p>

	forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.” (Visual Arts IBO guide) (1 credit per year)
Ministry of Education Requirements	<p>Islamic Studies is required of all Muslim students, helps students gain a better appreciation of Islam. It is concerned with helping students to have a good understanding of the Islamic concepts and values and the ways to apply them. Students are expected to recite Qur’an correctly, read deeply about prophet Muhammad’s (PBUH) biography and to study the main topics, about Fiqh, Hadeeth and Tawheed, from ministry of education books. The course focuses on increasing students’ knowledge and awareness of the importance of establishing healthy relationship with Muslims and Non-Muslims. (0.50 credit)</p> <p>Islamic Culture is required of all non-Muslim students, it helps students attain a better understanding of the contributions of Islam to the world while providing an introduction to the history of the Islamic world from the birth of the Prophet Muhammad (PBUH). It will focus on the origins and the tenets of Islam, then turn to the cultures and societies that emerged from the interactions of Islam and the Muslim community. (0.50 credit)</p> <p>KSA Social Studies helps students gain an appreciation of our host country and its impact in world religion, history, and international relations.</p>

Diploma candidate students

All grade 11 IPS students start as IB diploma candidates taking six IB classes (3 standard level and 3 higher level) and Theory of Knowledge, as well as completing all CAS and EE requirements.

Students’ final IBDP candidacy status will be determined by the Diploma Program Coordinator (DPC) in consultation with the school administration, teachers, parents, and student. Students will graduate with one of the following degree combinations.

IPS diploma + IBDP diploma
IPS diploma + IBDP individual subject certificates
IPS diploma

Graduation and Awards

IPS holds its annual Senior Graduation at the end of each academic year, toward the end of the third term. Senior students are given the opportunity to have input to the design and nature of celebrations at their ceremony. Guest speakers who introduce award recipients, are often chosen by senior students. Graduates are awarded their high school diploma, several small celebrations take place, and three special awards are presented to deserving students. IB Diploma final grades are released directly by the International Baccalaureate Organization (IBO) on July 6th after the students have graduated from IPS.

- **The Haifa Al Suwaiket Award** - is presented to a deserving graduate, for his or her academic growth and improvement. This award has been awarded to dual graduates in the past. Graduates receive a plaque presented by Ms. Haifa Al Suwaiket.

- **The Life at IPS Award** - is presented to the graduate who has significantly contributed to life at IPS. Graduate receives a plaque presented by a guest.
- **The Senior Academic Achievement Award** is presented to the graduate with the highest grade point average in their senior year, regardless of the number of years spent at IPS. Graduate receives a plaque presented by a guest.

Valedictorian and Salutatorian

- 1) Valedictorian and Salutatorian are determined by GPA's accumulated during the student's two semesters from grade 11 and the first semester from grade 12. Only students who have been in attendance for these years may be considered for these honors. This GPA is reported from the HS Guidance Counselor using records from Administrator Plus (data management system).
- 2) Each is given a speaking role - and receives a plaque when introduced by guests.
- 3) A third graduate speaker is invited on the following basis:
 - a) Should both Valedictorian and Salutatorian be of the same gender, then the highest GPA of the opposite gender speaks as a representative of their class.

The Senior Class (grade 12) advisers, school counselors, and Principals affirm the selections for these speaking assignments as well as any and all awards and these are approved by the Director.

The Key of Knowledge

As our graduating seniors (grade 12) leave us, moving on to pursue life's opportunities, it has become an IPS tradition since the 2006-2007 school year that they acknowledge the learning they have attained in these past twelve years by passing on the Key of Knowledge to the next graduating class, during the graduation ceremony. One male and one female junior student, who will each return to IPS as grade 12 students, are selected to receive the Key of Knowledge during the ceremony.

Academic Honesty

Our revised [Academic Honesty Policy](#) (effective February 1, 2017) is available in our school webpage and our Family Handbook. We encourage all members of our community to become very familiar with this document.

Student Support

Academic, Social and Emotional Support- IPS provides additional academic support to students who may be experiencing challenges in their learning. Teachers can provide assistance before, during or after school, in individual or group sessions. Principals and Counselors are available to students at all times to address any social or emotional concerns.

Other resources

[2017+ Family Handbook](#)

**IPS is an IB World School offering
The Primary Years Program (PYP) and
The Diploma Program (DP)**