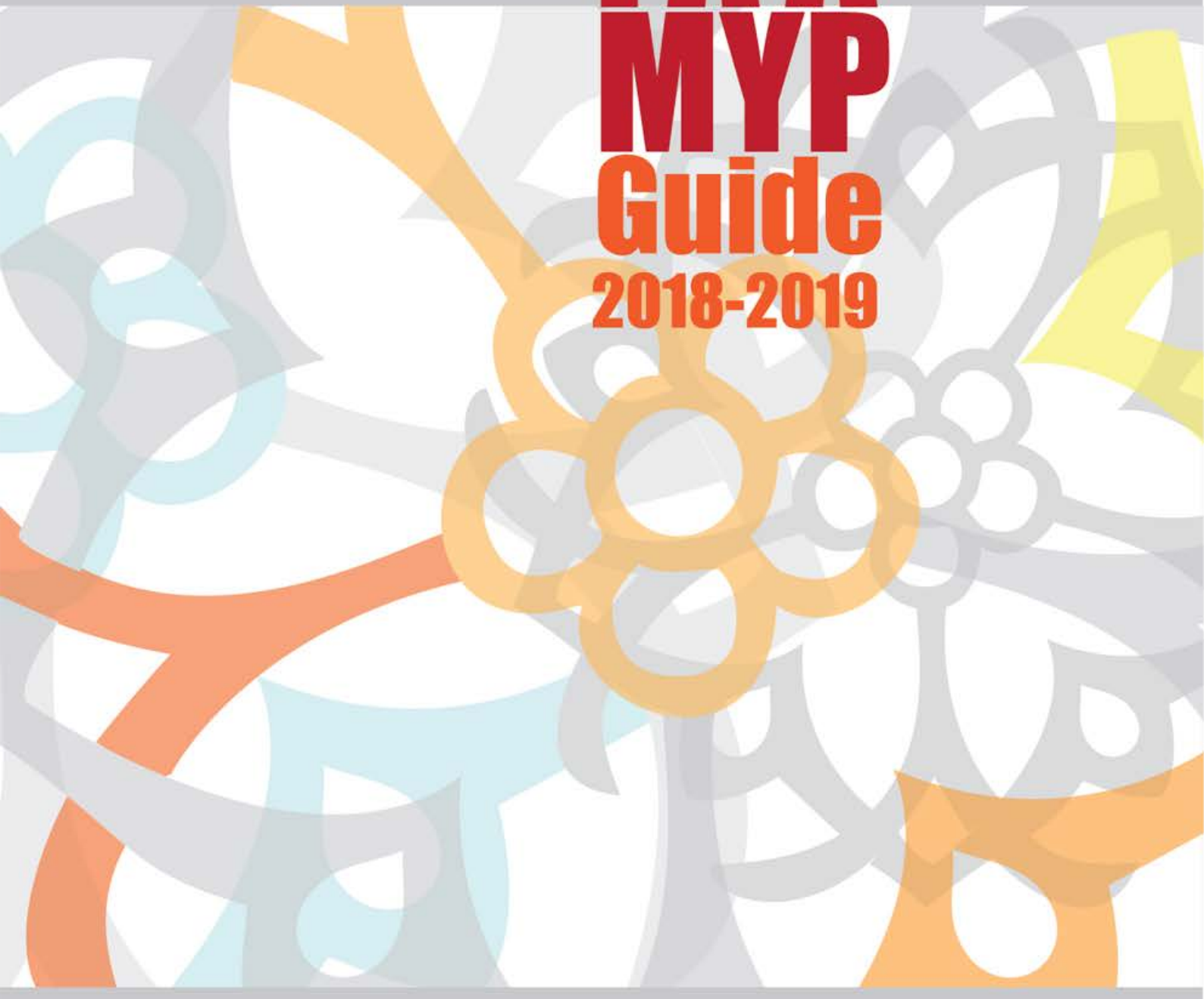
الأكاديمية الدولية - عمان

THE INTERNATIONAL ACADEMY - AMMAN

Learners of Today - Leaders of Tomorrow

IAA MYP Guide 2018-2019



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VISION

To be recognised as providing a unique educational experience that inspires, nourishes, and celebrates the individual; one in which staff, students, and parents are proud partners.

MISSION

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.
IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions, and promoting a sustainable future.
IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal, and social potential.
IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

THE IB MISSION STATEMENT

The IB 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 IB works with schools, governments and international organisations 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.

IB Learner Profile

At the core of all IB Programmes is the Learner Profile. These are 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. IB learners strive to be:

- **Inquirers**
- **Knowledgeable**
- **Thinkers**
- **Communicators**
- **Principled**
- **Open-minded**
- **Caring**
- **Risk-takers**
- **Balanced**
- **Reflective**

Key concepts

The MYP identifies 16 key concepts to be explored across the curriculum. These key concepts, listed in the table below, represent understandings that are used to plan disciplinary and interdisciplinary units of work. Teachers identify one key concept that drives the unit's development.

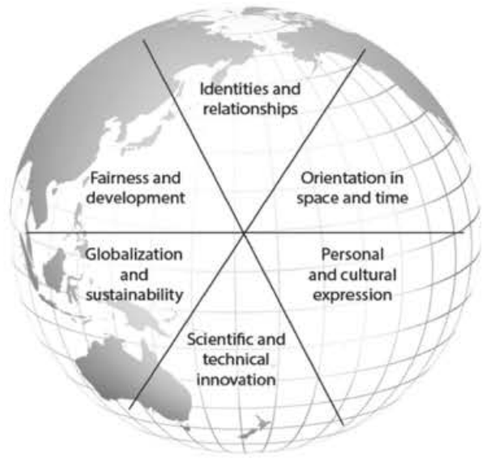
Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

Global contexts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. They inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11- to 16-year-old students.

MYP global contexts, illustrated below, provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning.



Adapted from MYP: From principles into practice (2014)

Why the MYP?

The IAA implements the Middle Years Programme (MYP) in (Grades 6-10) and the Diploma Programme (DP) (Grades 11- 12) offered by the International Baccalaureate. Both programmes are based on the premise that, to allow students to become fully-informed and contributive citizens of an increasingly globalized world, schools must teach them to be excellent communicators, to be aware of multiple cultures, including their own, and to make connections between their learning and their lives.

The IAA believes that the MYP ensures that our students will develop a broad knowledge base, strong academic and intellectual skills and the ability to apply their knowledge and skills to the world beyond school.

The MYP has been designed specifically to meet the needs of students in Grades 6 through 10. Students at this age are not yet adults, but are no longer young children, so the programme provides structure and support as students develop independence, responsibility and intellectual curiosity.

The MYP includes eight subject areas, Key and Related Concepts, Global Contexts, Interdisciplinary Learning, the IB Learner Profile, Approaches to Teaching and Learning skills, Service as Action and the Community and Personal Projects. The MYP strives to develop students' capabilities through carefully considered learning experiences in all of these areas. Information about each of these elements is included in subsequent sections.

Distinctive Features of the MYP

In the MYP, students study different subject groups, with a minimum of 50 teaching hours per subject group each year. Distinctive features of the MYP include:

• Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.

• Global contexts provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

• Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

• Service As Action involves clear learning outcomes that grow from students' participation in local and global communities.

• The Community Project gives students in year 3 (Grade 8) the opportunity to develop awareness of needs in various communities and to address those needs through service learning. It engages them in a sustained and in-depth inquiry, leading to service as action in the community

• The Personal Project, for students completing the programme in year 5 (Grade 10), is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.

• Interdisciplinary Learning takes place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

MYP Projects

MYP projects are informed by respected models of service learning and provide stepping stones toward the DP's core requirements for Creativity, Action and Service (CAS).

Supervisors meet with students on a regular basis to share information about requirements and deadlines and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will achieve it.

A detailed Personal Project booklet is given to each student in Grade 9 and a Community Project booklet is given to students in Grade 8, when they first begin to decide on their topics. The booklet is also placed on Moodle. It lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods, MYP requirements and assessment.

Additional support is provided in some of the PSHE classes. For more information about the Community and Personal Project, parents should contact the Coordinators through the Secretary of the Secondary School.

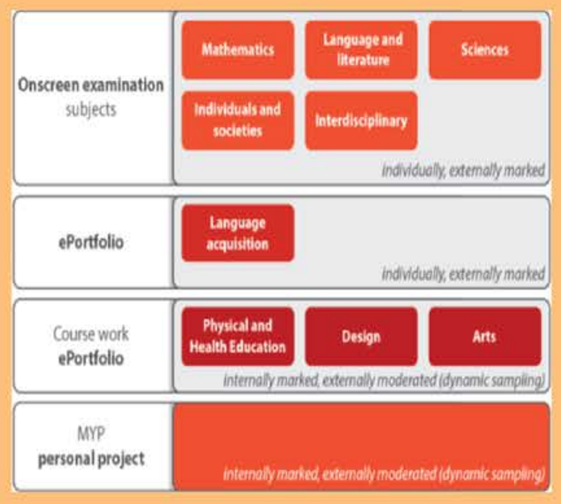
Both projects culminate in an exhibition of the students' products, where they present to an audience of fellow students, parents, staff and the general public.

How does the MYP prepare students for the IB Diploma Programme?

The MYP develops skills and knowledge necessary for success in the DP. By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas.
In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. These knowledge and skills help to prepare students for the greater challenges of the DP. Given that both are IB models, there is a natural continuum between the two.

What happens at the end of the MYP in Grade 10?

To be eligible for an IB validated MYP certificate, Grade 10 students are required to successfully complete the Personal Project and e-assessments. The e-assessments include onscreen examinations for a range of subjects, including the interdisciplinary exam, that take place in May. In addition, ePortfolios are required for more practical subjects as shown in the diagram below. These portfolios are moderated to international standards.



These innovative e-assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the MYP.

Grade 10 -11 Transition Support

During Grade 10, students receive significant support when making choices for Grade 11. The DP Coordinator holds an information session event that all Grade 10 students and parents attend. Later that year, separate meetings are held for families with the DP Coordinator and the University Counsellor in order to choose subjects for Grades 11 and 12.

Assessment Principles for MYP Students

How does MYP assessment work?

• Teachers use various types of assessments (e.g. tests, projects, oral presentations, paragraphs, essays and lab reports).

• Work is assessed using subject-specific criteria, which gives students very clear descriptions of quality work.

• Student achievement in each criterion is an ongoing goal throughout the year, with each semester grade providing an idea about the student's progress at that time. Please refer to IAA's Assessment Policy for more information.

• It is important to note each criterion level represents a concrete skill or content area. Descriptors are available on the student-parent tab in Moodle for parents to utilize in helping guide their son or daughter towards higher attainment.

• Teachers assess what students submit. If students do not submit work, teachers can not give an accurate assessment.

• Teachers give frequent feedback, through formative and summative assessments, to help students reach their goals

• The school uses MYP grades, from 1-7, to report on each subject at the end of each semester. A description of each grade is included in Chart 1.

• To determine semester grades, teachers first review a student's achievement on the subject-specific criteria (see Chart 2). This is done by looking holistically at everything students have done over the semester, taking into account factors such as the difficulty and importance of specific tasks and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart, taken from the MYP Coordinator's Handbook, is used to determine the overall 1-7 grade for the semester.

MYP Subjects & Personal/Community Project		
Grade	**Boundaries**	**Descriptor**
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Chart 1

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Chart 2

For more information about assessment, please contact either the relevant teacher or the MYP Coordinator, depending on the question, through the School Secretary.

Subject Area Overviews

English and Arabic A: Language and Literature Introduction and Aims of MYP English and Arabic Language and Literature

As language is fundamental to learning, thinking and communicating, English Language and Literature study can help students in subjects across the entire curriculum.

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.

أهداف تعليم الدراسات الدراسات الدينية في IAA :

- أن يتعرف الطالب على المبادئ والقيم والاتجاهات الدينية.

- أن تنمي لدى الطالب الاتجاهات الايجابية نحو دينة ووطنه، وبعي تداعيات ذلك على بيئته وصحته ومجتمعه.

- أن يربط الطالب المعرفة والممارسات التي يتعلمها بحياته العملية سواً أو كمجتمع مصغر في المدرسة أو الوطن.

وتتص أهداف أي موضوع من مواضيع برنامج السنوات المتوسطة على غايات محددة موضوعة لتحقيق التعلم في هذا الموضوع. وتحدد هذه الأهداف ما سيستطيع المتعلم القيام به، أو القيام به على نحو أفضل، نتيجة لدراسته لهذا الموضوع.

ومن أجل تحقيق أهداف مادة الدراسات الدينية في برنامج السنوات المتوسطة بمستوى عالٍ من الجودة، كان من الضروري التركيز على مهارات متنوعة تخدم خصوصية هذه المادة الدراسية، وأهم هذه المهارات الآتي:

- المهارات الفنية.

- المهارات التحليلية.

- مهارات صنع القرار.

- مهارات التحقيق.

- التنظيم والعرض.

يمكن استخدام هذه المهارات كمهارات مستقلة وكمهارات يعتمد بعضها على بعض . يستطيع الطلاب تطوير هذه المهارات من خلال دراسة مادة الدراسات الدينية.

وترتبط أهداف مادة الدراسات الدينية الموضحة أدناه إرتباطاً مباشراً بمعايير التقييم أ - ج (انظر "معايير التقييم لمواضيع مادة الدراسات الدينية")

أ) المعرفة والفهم: تُعد المعرفة أمرٍ أساسي لدراسة العلوم الإنسانية، وتشكل قاعدة تنطلق منها لاستكشاف المفاهيم وتنمية المهارات. وفي نهاية دراسة هذه المادة، يكون الطالب ملماً بالمعارف التالية:

السير والقصص: وفي نهاية الدورة ، يجب على الطالب أن يكون قادرا على:

• التعرف على أحداث السير والقصص الدينية مما ينشئ لديه الشعور بالهوية الدينية.

• فهم الوقائع الدينية المختلفة عبر المسيرة الزمنية.

• زيادة الوعي بالتسلسل الزمني للوقائع الدينية الذي يربط بين الأحداث عبر الزمن.

القيم والأخلاق: وفي نهاية الدورة ، ينبغي على الطالب أن يكون قادرا على:

• التعرف القيم والأخلاق بشكل واعٍ.

• إدراك الأثر الإيجابي للقيم على الفرد والمجتمع.

العقائد: وفي نهاية الدورة ، ينبغي على الطالب أن يكون قادرا على:

• إدراك المفاهيم المتعلقة بموضوع العقائد.

• إدراك أهمية الإيمان من خلال إظهار أثره على حياة الفرد والجماعة.

• القدرة على الاستدلال بالنصوص الدينية فيما يخص مختلف الموضوعات.

• القدرة على الإجابة عن التساؤلات المحتواة في مفاهيم العقائد الدينية.

العبادات: وفي نهاية الدورة، ينبغي على الطالب أن يكون قادرا على:

• التعرف على المصطلحات والمفردات المتعلقة بمفهوم العبادات.

• بيان الأثر الإيجابي لتطبيق العبادات على الفرد والمجتمع.

ب) المهارات: بناء المهارات في مادة الدراسات الدينية هو أمرغاية في الأهمية لتمكين الطلبة من القيام بالأبحاث وإظهار فهم للمعرفة والمفاهيم. وينبغي على الطلبة أن يكونوا قادرين على إظهار المهارات التالية خلال دراستهم لموضع مادة الدراسات الدينية، وحتى مستويات أكثر تعقيداً.

المهارات الفنية : مع نهاية دراسة الموضوع، يستطيع الطالب:

• التمعن بالمعلومات ذات الصلة واختيارها وتسجيلها بعد استخراجها من مصادر متنوعة.

• استخدام عدة مصادر ووسائل تكنولوجية للبحث عن المعلومات، واختيارها، وتفسيرها وإيصالها.

• استخدام مصادر كالخرائط، والرسوم البيانية، والجداول، والصور، والإحصائيات بطريقة تحليلية.

• ادراك أهمية الالتزام بالتعليمات، مثل : العمل ضمن فرق، إدارة الوقت، احترام خصوصية مادة الدرسات الدينية.

المهارات التحليلية : وفي نهاية الدورة ، يجب على الطالب أن يكون قادرا على:

• تحليل وتفسير المعلومات من مجموعة واسعة من المصادر.

• تحديد المسائل الرئيسية والمشاكل والقضايا .

• إجراء مقارنة بين الأحداث، القضايا والأفكار والحجج ضمن مجموعة من السياقات.

مهارات صنع القرار : مع نهاية دراسة الموضوع، يستطيع الطالب:

• تنمية الإستراتيجيات الملائمة لمناقشة القضايا

• صياغة مناقشات واضحة، ومنطقية وثابتة، وإصدار أحكام متوازنة حول الأحداث، واستخلاص النتائج بما فيها التضمينات.

• اتخاذ قرارات حكيمة مبنية على أدلة قوية، وربطها بوقائع الحياة المختلفة.

مهارات التحقيق: وفي نهاية الدورة، يجب على الطلاب أن يكون قادرا على :

• اختبار الفرضيات و/ أو الأفكار وتعديلها عند الضرورة .

• تخطيط وتنفيذ وعرض التحقيقات الفردية والجماعية .

• الانخراط في العمل الميداني من أجل استكمال التحقيق.

ج) البحث العلمي: ينبغي أن تتيح مهام التقييم الملائمة للمعيار (ج) الفرصة الحقيقية للطلبة لتصميم التحقيقات العلمية وتنفيذها باستقلالية، والتي تتضمن بعض المقترحات الممكنة لمشكلات حياتية، على سبيل المثل لا الحصر، مشكلات في الحياة الاجتماعية والأسرية بحلول ومقترحات ذات أبعاد دينية، مشكلات حضارية وعلمية ودينية.

في نهاية الدورة، يجب على الطالب أن يكون قادرا على :

• اختيار وتحديد المشكلة بشكل واضحة ومحددة أو سؤال بحث ليتم فحصه من قبل الطالب من خلال استقصاء علمي.

• صياغة فرضية قابلة للاختبار من منطلق مشكلة الدراسة وشرحها باستخدام المنطلق العلمي.

• تصميم وتنفيذ خطة البحث العلمي بحيث تتضمن متغيرات وضوابط وأسلوب يتمّ اتباعه.

• جمع المعلومات والمعلومات ومعالجتها.

• كتابة تقرير البحث بشكل مسودة، ومن ثم تعديلها.

• كتابة تقرير البحث بشكل نهائي.

د) التنظيم والعرض : ينبغي أن يشعر الطلبة بالارتياح باستخدام صيغ متنوعة لتنظيم وعرض أعمالهم (بما في ذلك العروض الشفوية، العروض المفصلة) وباستخدام وسائل تكنولوجية مختلفة. عليهم أن يدركوا أن عرضهم ما هو إلا إبتداع منظور جديد لعلم مادة الدراسات الدينية.

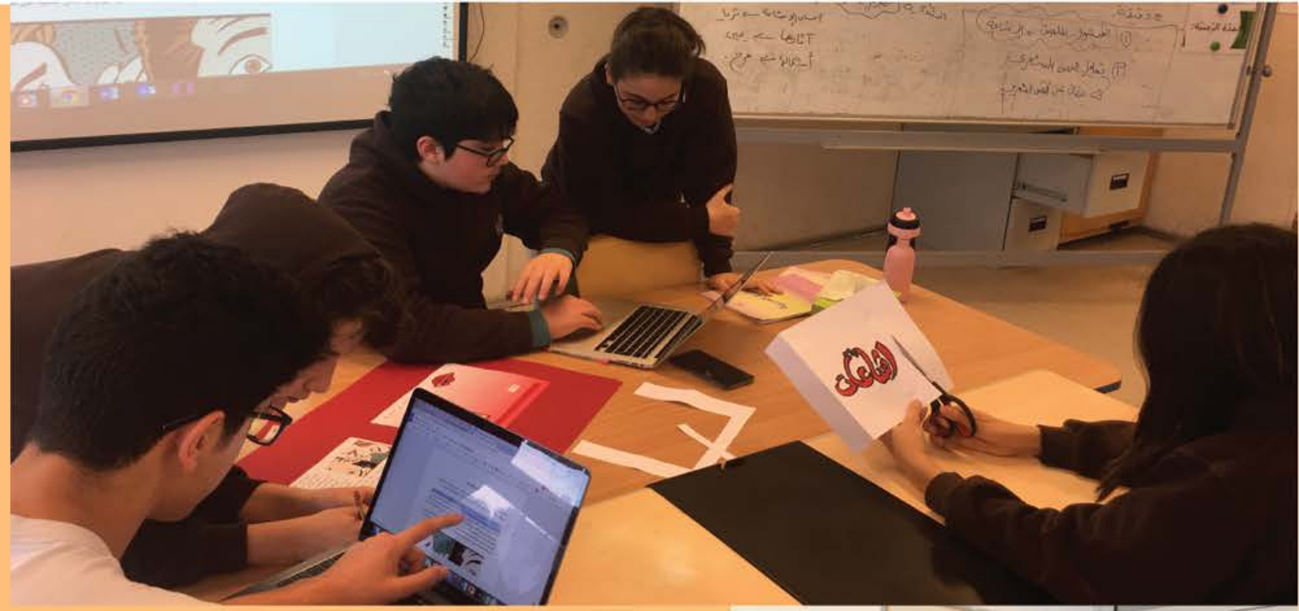
في نهاية الدورة، يجب على الطالب أن يكون قادرا على :

• إيصال المعلومات ذات الصلة بهذا الموضوع.

• تنظيم المعلومات بطريقة متسلسلة منطقيا، ومتناسبة مع وسائل الإيضاح المستخدمة.

• العرض والتعبير عن المعلومات والأفكار بطريقة واضحة وموجزة، وذلك باستخدام اللغة المناسبة والأسلوب والتمثيل البصري

• توثيق المراجع والمصادر المستخدمة في المادة المعروضة.



مادة الدراسات الدينية في برنامج السنوات المتوسطة
MYP

الرؤية :

تُشكل الأفكار والمعتقدات والأيدولوجيات الدينية في إي ثقافة لأي مجتمع في العالم عنصراً اساسياً في التكوين الثقافي في الشخصية الإنسانية. ومن هذا المنطلق يحرص مساق الدراسات الدينية وبرؤية واضحة ومحددة المساهمة في هذا التشكيل الثقافي للشخصية بروح العصر، إذ بُنيت رؤية قسم الدرسات الدينية على تخصيص مساحة كبيرة من الانفتاح على الثقافات الدينية في العالم بوعي حضاري وتاريخي، مع مراعاة الخصوصية الدينية لدى الطلبة، كما ويساهم مساق الدراسات الدينية في زرع روح المحبة والافتخار والاحترام المتبادل بين الأديان المتعددة في المجتمع الواحد.

الأغراض:

إن أغراض تدريس مادة الدراسات الدينية في برنامج السنوات المتوسطة (MYP)، ويشجع الطلاب وتمكنهم من:

- استخدام مادة الدراسات الدينية كاداة للتفكير والابداع والتأمل والتعلّم والتعبير عن الذات والتواصل الاجتماعي.

- تطوير المهارات التي تتعلق بالمعارف والمهارت الدينية المتنوعة وأساليب التقديم والعرض المناسب لها.

- تطوير طرق نقدية ومبتكرة وشخصية لدراسة وتحليل وفهم النصوص الدينية بروح العصر الذي يعيشه الطلاب.

- إحترام وتفهّم وجهات نظر وقيم ومواقف الآخرين المنطلقة من أسس أديانهم الخاصة.

- الوعي والفهم للثقافات الدينية المتنوعة، بالمناسبات الدينية في العديد من الأماكن وفي أوقات مختلفة.

- إمتلاك حس الوعي الديني، والرغبة في أن تكون سباقاً ومواطناً ذو مسؤولية عالية من خلال فهم الدين وتطبيقه في الحياة اليومية بطريقة راقية وعصرية.

- الاهتمام بجعل مادة الدراسات الدينية اسلوب في جعل عملية التعلّم عملية مستمرة مدى الحياة.

فهم التفاعل والترابط بين أفراد الأديان المختلفة في مجتمعاتهم وبيناتهم.

- فهم القضايا والمشكلات الدينية المعاصرة التي يتبنها الفكر الديني الخاص والمشاركة الفاعلة في حلها.

Language Acquisition: Spanish and Arabic

Arabic and Spanish are offered according to school-identified needs (Grades 6-10).

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 one's own and other cultures, leading to involvement and action in one's own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

Sciences

Introduction and Aims of MYP Science

The objective of the Sciences programme is to draw together the skills and attributes that will enable a student to make sense of our rapidly changing world.

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.

The IB Science Continuum

MYP Science builds on experiences in Science background from the Primary grades and prepares students for the different Sciences in the DP that include:

• Physics
• Chemistry
• Biology
• Environmental Systems and Societies
• Design Technology

Grades 6-8 students: All students in Grades 6-8 take Integrated Science.
Grades 9-10 students: At the end of Grade 8, students are given the option of either taking Integrated Science, or they can choose to study all 3 Sciences as separate subjects. This is referred to as Discrete Sciences.

Individuals and Societies

Introduction and Aims of MYP Individuals and Societies

IAA has created a unique IAS programme. The content of the course is both rich in Geography and History and is designed over a five-year period. Moreover, there is a balance between Arab and Western history of the Mediterranean/Middle Eastern regions and topics chosen from world history. There are also themes in geography from Asia, South and North America and Europe. In addition, there are modern global studies in both geography and history that help prepare students for their chosen DP areas of interest. IAS instruction is given in Arabic and English.

The aims of the teaching and study of MYP IAS 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

The IB Individuals and Societies Continuum

The aims and objectives of MYP IAS provide a bridge to the Diploma Programme Group 3 - Individuals and Societies. One of the Diploma Programme Group 3 aims is 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.

MYP IAS prepares students for DP subjects offered at IAA, which are:

- **History**
- **Economics**
- **Business Management**
- **Environmental Systems and Societies**
- **Global Politics**
- **Psychology**

Physical and Health Education

MYP Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. It fosters 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.

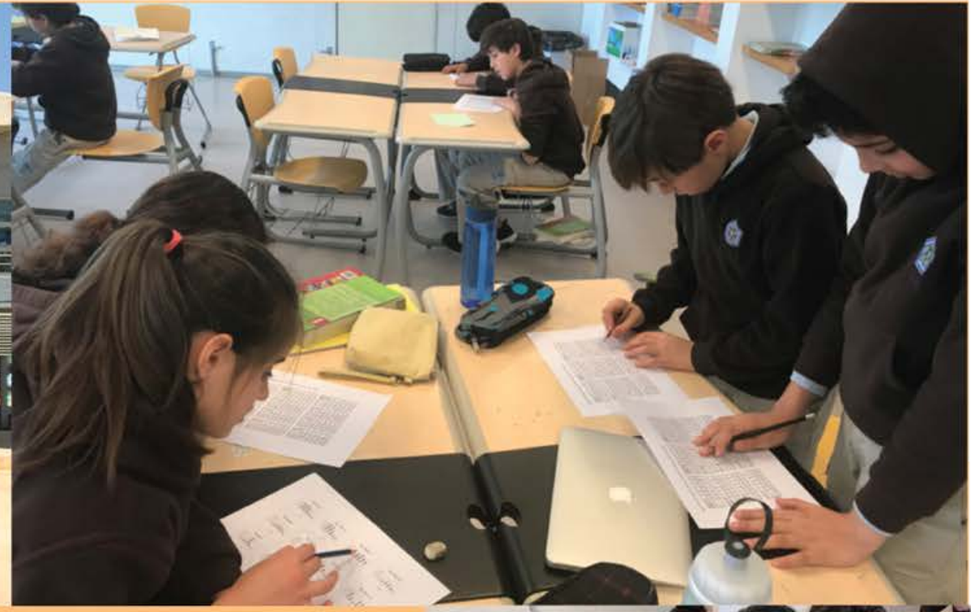
Students engaged in Physical and Health Education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

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

The IB Physical and Health Education Continuum

MYP Physical and Health Education builds on learning that students have experienced during their time in the Primary school. It is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being in order to make healthy lifestyles choices.



Mathematics

Introduction and Aims of MYP Mathematics

Mathematics plays an essential role both within the school and in society. Understanding and being able to use mathematics with confidence is not only an advantage in school, but also a skill for problem-solving and decision-making in everyday life.

The aims of MYP mathematics 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 generalization 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

• appreciate 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

• appreciate 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 IB Mathematics Continuum

MYP Mathematics builds on experiences in mathematics learning that students have gained in the Primary years and prepares students for Mathematics in the DP.

Arts

Introduction and Aims of MYP Arts

The Arts promote distinctive and unique ways of understanding and developing individual abilities. Positive experiences in the Arts develop communication and imagination, making students more sensitive and responsive to the natural and man-made world. It also enhances self-esteem and builds confidence in problem-solving and the logic of developing sequences of ideas. The Arts provide insight and understanding into the values and attitudes of other cultures and historical times.

At IAA there are three disciplines that combine to make up the Arts Department (Music, Drama and the Visual Arts). The rationale and aims are consistent across them even though they use their own discrete methods to achieve this commonality.

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

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

The IB Arts Continuum

The Arts builds on experiences that students have gained in the Arts during their time in MYP. Students continuing onto the DP will have a foundation in at least one art form and will have developed an inquiring, reflective approach to their work as well as a deeper understanding of the role of the arts in society, the world and in their own lives. Reflection, evaluation, artistic self-expression, collaboration and communication are intrinsic to the beliefs and values held by MYP and DP Arts.

Design

Introduction and Aims of MYP Design

The Design course enables each student to utilize technology and, importantly, to adapt it and apply it to solving problems. It addresses the issue of the uses of technology in a rapidly changing world that raises students' awareness of their responsibilities when making decisions and taking actions on important matters.

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

• enjoy the design process and develop an appreciation of its elegance and power

• develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle

• use and apply technology effectively as a means to access, process and communicate

• information, model and create solutions, and to solve problems

• develop an appreciation of the impact of design innovations for life, global society and environments

• appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts

• develop respect for others' viewpoints and appreciate alternative solutions to problems

• act with integrity and honesty, and take responsibility for their own actions developing effective working practices

The IB Continuum as it relates to Design

The Middle Years Design programme builds on experiences of inquiry that students have gained in their time in their primary years. The primary teaching and learning experiences challenge students to be curious, ask questions, explore and interact with the environment physically, socially and intellectually to construct meaning and refine their understanding.

Students continuing onto the DP will have experienced the use of the 'Design Cycle' and will have developed critical thinking and design skills, which they will be able to apply and extend in DP Design Technology. This DP course is one of the Group 4 subjects – the Experimental Sciences.

IAA Language Policy

Philosophy

Language is first and foremost the means of communication between individuals, groups and nations. Through the acquisition of language, students are enabled to access the necessary learning tools for their continued and future development and success, thereby enabling them to meet the challenges and opportunities of a rapidly changing world.

IAA, therefore, believes that language and learning are inextricably linked. Through the languages spoken and taught at the school, students can develop attitudes and skills as well as knowledge about their own and others' social and national cultures thereby encouraging multiple perspectives, understandings and international awareness.

IAA further believes that:

- All teachers are language teachers regardless of discipline or grade level

- Mother-tongue development (Arabic) is vital in order to maintain culture, heritage and community links

- Whilst all languages are equally valuable, the language of instruction and mother-tongue should receive additional support in order to further fulfil each student's educational and social potential

- All members of the school community have an important role in a student's language development, either through use of language and/or promotion of language learning

- The school community should be encouraged to acquire and develop additional language(s)

- Students of other mother tongues should also receive additional support (where practicable)

Languages at IAA

IAA delivers an international programme to a predominantly Jordanian school population. All students must study Arabic regardless of nationality. The language of instruction is English, with Arabic taught at all Grade levels and Spanish offered as a third language (Language Acquisition) in Secondary. It is intended that all graduating IAA students will be bilingual in English and Arabic. Mother- tongue (Arabic) is used in Religion and in some Individuals and Societies classes.

At the Primary level, the emphasis is on continuing acquisition of English language skills and refinement of Arabic. Core (English, Maths and Science) and Foundation subjects are delivered in English with Arabic as the language of instruction for Arabic Language, Social Studies and Religion (as required by the Ministry of Education).

In Secondary, all subjects are delivered in English with the exception of Arabic, Spanish, Religion and in Individuals and Societies-Arabic classes.
Spanish is offered as an additional language in the MYP and DP. All students will be encouraged to use the language of instruction in the corresponding class.

As language is the key to all learning, appropriate linguistic strategies will be taught throughout all subjects regardless of language of instruction.

Through curriculum and language instruction students will be able to:

- Acquire knowledge to help them make sense of their surroundings

- Critically express thoughts with clarity and confidence

- Develop communication and critical thinking skills

- Confidently communicate, either orally and/or in writing

- Understand the power of language and apply it appropriately

- Choose appropriate registers according to audience, situation and need

- Find a balance between listening and speaking

- Reflect on how they use language.