MIDDLE YEARS PROGRAMME

2020 – 2021

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1. IAA MISSION AND VISION

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.

VISION

To provide a unique educational experience that inspires, nourishes and celebrates the individual; one in which staff, students and parents are proud partners.
2. 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 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.

3. 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.
4. 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. 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.
5. 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.

![Image of students engaged in activities.](image_url)
6. TEACHING AND LEARNING IN CONTEXT

Students learn best when their learning experiences have context and are connected to their lives. Global Contexts allow students to develop an understanding of their common humanity and shared guardianship of the planet through appropriate explorations. They invite reflection on local, national and global communities, as well as the real-life issues and concerns. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education.

Who am I?
Who are we?

What are the consequences of our common humanity?

How is everything connected?

What is the meaning of “where” and “when”?

What is the nature and purpose of creative expression?

How do we understand the world in which we live?

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7. TEACHING AND LEARNING THROUGH CONCEPTS

The MYP identifies 16 key concepts to be explored across the curriculum. These concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn. They provide a way into a body of knowledge through structured and sustained inquiry.

<table>
<thead>
<tr>
<th>Communities</th>
<th>Identity</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>groups that exist in proximity defined by space, time or relationship</td>
<td>state or fact of being the same</td>
<td>process of generating novel ideas and considering existing ideas from new perspectives</td>
</tr>
<tr>
<td>groups sharing particular characteristics, beliefs or values</td>
<td>refers to the particular features that define individuals, groups, things, eras, places, symbols and styles</td>
<td>ability to recognize the value of ideas when developing innovative responses to problems</td>
</tr>
<tr>
<td>groups of interdependent organisms living together in a specific habitat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time, Space, and Place</th>
<th>Identity</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>refers to the absolute or relative position of people, objects and ideas.</td>
<td>refers to the particular features that define individuals, groups, things, eras, places, symbols and styles</td>
<td>process of generating novel ideas and considering existing ideas from new perspectives</td>
</tr>
<tr>
<td>focuses on how we construct and use our understanding of location (“where” and “when”)</td>
<td></td>
<td>ability to recognize the value of ideas when developing innovative responses to problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>Systems</th>
<th>Culture</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>deals with the characteristics, creation, meaning and perception of beauty and taste</td>
<td>sets of interacting or interdependent components</td>
<td>encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities</td>
<td>a conversion, transformation or movement from one form, state or value to another</td>
</tr>
<tr>
<td>develops skills for the critical appreciation and analysis of art, culture and nature</td>
<td></td>
<td>inquiry into the concept of change involves understanding and evaluating causes, processes and consequences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Global Interactions</th>
<th>Communication</th>
<th>Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live</td>
<td>focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole</td>
<td>exchange or transfer of signals, facts, ideas and symbols.</td>
<td>position from which we observe situations, objects, facts, ideas and opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>involves the activity of conveying information or meaning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connections</th>
<th>Logic</th>
<th>Development</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>links, bonds and relationships among people, objects, organisms or ideas</td>
<td>method of reasoning and a system of principles used to build arguments and reach conclusions</td>
<td>act or process of growth, progress or evolution, sometimes through iterative improvements</td>
<td>shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance</td>
</tr>
</tbody>
</table>

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8. 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. 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.

Community Project
Done in Grade 8, this project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth enquiry leading to service as action in the community.

Personal Project
From the second semester of Grade 9 until December of Grade 10, all students will complete the MYP Personal Project; a year-long project on a topic of the student’s choice. This project gives students the opportunity to showcase their talents in unique and creative ways.

A detailed Personal Project booklet is given to each student in the second semester of Grade 9, when they start to decide on their topics. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods and assessment criteria.

For more information, access this link on Projects
9. SERVICE AS ACTION (SAA)

SAA at IAA is an important aspect of the IB philosophy and curriculum where students engage in experiential opportunities and apply what they learn in the classroom by working on service projects within their multiple communities (local, city, national, regional, and international). IAA approaches SAA with a service-learning framework, which is where genuine and sustainable service opportunities are developed in direct and explicit connection with an academic subject/s and unit.

Students have to meet the school’s SAA requirements in order to obtain their MYP Certificate in the final year of the MYP. Student reflections must indicate that these requirements have been met. The classroom teacher (carrying out the SAA activity) and the SAA Coordinator will monitor the student’s progress.

- Grades 6, 7 and 8 students work on and complete one SAA activity per year in subjects where service projects are firmly established. Teachers will guide students throughout the unit.

- Grades 9 and 10 students also complete one SAA activity per year derived from the curriculum, but projects are more individual in nature.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Service as Action Units (2020 – 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Recycling</strong></td>
</tr>
<tr>
<td></td>
<td>Students learn about their role in preserving the environment and how they can affect change by learning how to recycle</td>
</tr>
<tr>
<td>7</td>
<td><strong>Exploring Human Rights</strong></td>
</tr>
<tr>
<td></td>
<td>Students learn about human rights and the role of the UN; they then work on different projects to express their views on these issues and perhaps offer solutions</td>
</tr>
<tr>
<td>8</td>
<td><strong>“End Polio Now” Campaign</strong></td>
</tr>
<tr>
<td></td>
<td>Students use language to affect change by creating campaigns and initiatives that support patients</td>
</tr>
<tr>
<td>9</td>
<td><strong>Jordanian Narrative Project</strong></td>
</tr>
<tr>
<td></td>
<td>Students investigate the journey of migrants, immigrants and locals who constitute the Jordanian society and learn how to tell their narratives</td>
</tr>
<tr>
<td>10</td>
<td><strong>Civil Society Research and Advocacy</strong></td>
</tr>
<tr>
<td></td>
<td>Students learn about global social issues and relate them to local issues.</td>
</tr>
</tbody>
</table>
10. HOW DOES MYP PREPARE STUDENTS FOR 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.

11. WHAT HAPPENS AT THE END OF MYP?

To be eligible for an IB validated MYP certificate, Grade 10 students are required to successfully complete the Personal Project and e-assessments. 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.

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.

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. Separate meetings are also held for families with the DP Coordinator and the University Counsellor in order to choose subjects for Grades 11/12.
12. THE MYP CERTIFICATE

The MYP certificate results in official recognition and IB-validated grades. It requires participation in the final year of the programme, with recommended participation for two years, and successful results from:

- Five on-screen examinations (one from each of four required subject groups, plus an interdisciplinary assessment)
- One ePortfolio from a course of study in Language Acquisition (Note: Students who are enrolled in two different Language and Literature courses and who are not enrolled in a Language Acquisition course are instead eligible for the MYP bilingual certificate - see below)
- One ePortfolio from a course in Physical and Health Education, Arts or Design
- The Personal Project
- Students must meet the school’s expectations for Service As Action.

The MYP bilingual certificate additionally requires successful results from on-screen examinations for one of the following.
- A second Language and Literature course (instead of a course in Language acquisition)
- One (or more) Science, Individual and Societies, or interdisciplinary examination(s) in a language other than the student’s chosen Language and Literature course. In the case of our students, the language for these examinations will be in English.
13. ASSESSMENTS IN THE MYP

Teachers use various types of formative and summative assessments (e.g. tests, projects, oral presentations, paragraphs, essays and lab reports). Work is assessed using subject-specific criteria, which gives students clear descriptions of quality work. Each criterion level represents a concrete skill or content area.

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

MYP Assessment Criteria

<table>
<thead>
<tr>
<th>Subject</th>
<th>Criterion A</th>
<th>Criterion B</th>
<th>Criterion C</th>
<th>Criterion D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Listening</td>
<td>Reading</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and design</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying maths in real-life contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>MYP Projects</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking Action</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
14. GRADING IN THE MYP

To determine semester grades, teachers first review a student’s achievement on the subject-specific criteria. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary Guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6–9</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>10–14</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>15–18</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>19–23</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>24–27</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>28–32</td>
<td>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.</td>
</tr>
</tbody>
</table>

For more information about assessment, please contact either the Head or Department or the MYP Coordinator, depending on the question, through the School Secretary.
15. SUBJECT AREA OVERVIEW

15.1 ATLAS

IAA uses Rubicon Atlas, a curriculum mapping system which allows parents and staff to review the entire academic programme from Pre-K all the way to Grade 12. This allows parents to support their children with comprehensive knowledge of learning concepts and topics as they move through their years at IAA.

Parents can use Atlas....

- Go to Atlas
- Password is iaaatlas
- Click on “Browse” and select the subject that you want to access
- Find below the Unit Calendar and snapshot Curriculum Map for Grade 9 English Language and Literature (for 2020-2021).
15.2 LANGUAGE AND LITERATURE: ARABIC AND ENGLISH

As language is fundamental to learning, thinking and communicating, 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.

For more information, access this link Language and Literature
Examples of texts covered in Language and Literature in 2019-20

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>G6: <em>Holes</em></td>
<td>الصف السادس: سل الكل، زاد فوق جبل النورس</td>
</tr>
<tr>
<td>G7: <em>Frankenstein &amp; The Cay</em></td>
<td>الصف السابع: رجل من القارة المفقودة، لذلك</td>
</tr>
<tr>
<td>G8: <em>The Giver &amp; Treasure Island</em></td>
<td>جاءت الحينان</td>
</tr>
<tr>
<td>G9: <em>Animal Farm &amp; Fast Food Nation</em></td>
<td>الصف الثامن: الفنذذ، النورس</td>
</tr>
<tr>
<td>G10: <em>Of Mice and Men &amp; Macbeth</em></td>
<td>الصف التاسع: رحلة جبلية رحلة صعبة بيت دمية</td>
</tr>
<tr>
<td></td>
<td>الصف العاشر: عائد إلى حيفا</td>
</tr>
</tbody>
</table>

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15.3 LANGUAGE ACQUISITION: ARABIC AND SPANISH

An overarching aim of teaching and learning languages is to enable students to become critical and competent communicators. Arabic and Spanish are offered according to school-identified needs.

In Language Acquisition, teaching and learning is organized into six phases, which represent a developmental continuum of additional language learning. Depending on their prior language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

<table>
<thead>
<tr>
<th>Phases 1 / 2</th>
<th>Phases 3 / 4</th>
<th>Phases 5 / 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Communicator</td>
<td>Capable Communicator</td>
<td>Emergent Communicator</td>
</tr>
</tbody>
</table>

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 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.

All IAA students must take Arabic (either Language and Literature or Language Acquisition – depending on their background). As for Spanish,

Grade 6: A semester of Spanish – Phase 1 (Complete Beginners)

Grades 7-10: Students can choose Spanish (but not mandatory)

For more information, access this link on [Language Acquisition](#)
The content of the course is both rich in Geography and History and is designed over a five-year period. 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

**IAA Individuals and Societies Continuum**

The aims and objectives of MYP IAS provide a bridge to DP Group 3 - Individuals and Societies. DP Group 3 aims 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 (Route 2)
- Economics
- Business Studies
- Environmental Systems and Societies
- Global Politics
- Psychology

For more information, access this link on [Individuals and Societies](#)
15.5 SCIENCES

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 endeavor 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.

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
- Sports Science
- Computer Science

IAA Sciences Continuum

Grades 6-8 students:
All students take Integrated Science, which includes Physics, Biology, Chemistry and Earth and Space units.

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 (Biology, Chemistry, Physics as separate subjects). This is referred to as Discrete Sciences.

For more information, access this link on Sciences

Click on page number to return to Table of Contents
15.6 MATHEMATICS

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.

In Grade 10, students are allocated in Standard Mathematics or Extended Mathematics. Decision is made by Head of Maths and Head of Middle School and is based on work ethics, performance in Grade 9 and International Standardized Assessments.

<table>
<thead>
<tr>
<th><strong>Standard Mathematics</strong></th>
<th><strong>Extended Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims to give a sound knowledge of basic mathematical principles while allowing students to develop skills needed to meet the objectives of MYP mathematics</td>
<td>Includes the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth</td>
</tr>
</tbody>
</table>

For more information, access this link on Mathematics
15.7 ARTS

The Arts promote 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 make up the Arts Department (Music, Drama and the Visual Arts). The 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 IAA Arts Continuum

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 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.

Students will take the following Arts subjects:
Grade 6: Visual Arts and Drama
Grade 7: Visual Arts and Music
Grade 8: Drama and Music
Grades 9/10: 1 or more from Visual Arts, Drama and Music (but not mandatory to do Arts in G9/10)

For more information, access this link on Arts

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15.8 DESIGN

Design enables students to utilize technology and, importantly, to adapt 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 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 IAA Design Continuum

MYP Design 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.

Grade 6: A semester of Design

Grades 7-10: Can choose Design (but not mandatory)

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.

For more information, access this link on Design.
15.9 PHYSICAL AND HEALTH EDUCATION (PHE)

<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHANGE</strong></td>
</tr>
<tr>
<td><strong>RELATIONSHIPS</strong></td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
</tr>
</tbody>
</table>

MYP PHE builds on learning that students have experienced in the Primary school. It is concerned with the development of knowledge, attitudes and skills related to personal, social and physical well-being, enabling them to make informed decisions and promoting positive social interaction.

MYP PHE 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.

The aims of MYP PHE 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 IAA PHE Continuum

Grades 6 -8: All students are enrolled in PHE

Grades 9 – 10: All students, except those who take Spanish as an additional subject, are enrolled in Sports and Games. The purpose of this non-MYP subject is to enhance physical abilities, endurance and performance. Students also take part in either group games and team building exercises

Students have the option to enroll in PHE, but it is not mandatory.

For more information, access this link on PHE
15.10 INTERDISCIPLINARY LEARNING

Interdisciplinary learning takes place between different subject groups to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. It is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

For more information, access this link on Interdisciplinary Learning

Examples of the Interdisciplinary Units.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subjects</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Individuals and Societies and Arabic</td>
<td>Students learn how to use language in order to promote and preserve the cultural heritage of Petra.</td>
</tr>
<tr>
<td>7</td>
<td>Science and Physical and Health Education and English Language and literature and Individuals and Societies</td>
<td>Students learn a sport and use it in order to complete a scientific investigation into the impact of intensity on the human body. Students write persuasively to explore and present their views on the human impact on the environment.</td>
</tr>
<tr>
<td>8</td>
<td>Arabic and Physical and Health Education and Individuals and Societies and English Language and literature</td>
<td>Students learn about health programmes and the importance of making healthy choices. They then translate that into an informative booklet. Students learn how to write a variety of text types to affect change and to support Polio patients.</td>
</tr>
<tr>
<td>9</td>
<td>Science and Maths</td>
<td>Students apply mathematical concepts to investigate and determine the relationship between two different scientific variables. Students learn how to create a narrative style presentation that documents social, historical, economic and political history of their chosen person.</td>
</tr>
<tr>
<td>10</td>
<td>Individuals and Societies and English</td>
<td>Students will explore how in order to advance fairness and development, organisations can utilize a variety of mediums for the purpose of connecting with the public. IDU e-assessment – as prescribed by the IB every academic year.</td>
</tr>
</tbody>
</table>
16. RELIGIOUS STUDIES

Please note that Religious Studies is not an MYP Subject. It is a requirement of the Ministry of Education.

The aim: to develop a sense of wonder about the diversity of human beliefs.

The objectives of the program are:

- To develop a sense of respect and understanding for the diversity of beliefs.
- To develop critical thinking and analytical skills.
- To develop the ability to communicate ideas and arguments effectively.
- To develop the ability to work collaboratively.

The course is structured around four key themes:

1. The Nature of Religions
2. The Functions of Religions
3. The Personal Experience of Religion
4. The Study of Religions

Each theme is explored through a series of units, each focusing on a different aspect of religious studies.

Implementation:

- The course is delivered in the classroom through a combination of lectures, discussions, and practical exercises.
- Students are encouraged to engage in independent research and to develop their own projects.

Assessment:

- The course is assessed through a combination of continuous assessment and end-of-year examination.
- Students are expected to demonstrate their understanding of religious studies through a variety of assessment tasks.

Conclusion:

Religious Studies is a course that challenges students to think critically about the nature of belief and its impact on human lives. It provides students with the opportunity to develop a deeper understanding of the world around them and to engage with the diversity of human beliefs in a meaningful way.
ومن أجل تحقيق أهداف مادة الدراسات الدينية في برامج السنوات المتوسطة بمستوى عالٍ من الجودة، كان من الضروري التركيز على مهارات متنوعة تخدم خصوصية هذه المادة الدراسية. وأهم هذه المهارات:

- المهارات الفنية
- المهارات التحليلية
- مهارات صنع القرار
- مهارات التحقيق
- التنظيم والعرض

يمكن استخدام هذه المهارات كمهارات مستقلة ومكالمات يعتمد بعضها على بعض.

 يستطيع الطلاب تطوير هذه المهارات من خلال دراسة مادة الدراسات الدينية وترتب أهداف مادة الدراسات الدينية موضحة أداها ارتباطًا مباشرًا بمعايير التقييم (انظر معايير التقييم لمواضيع مادة الدراسات الدينية)

أ. المعرفة والفهم: تعد المعرفة أمراً أساسياً لدراسة العلوم الإنسانية وتشكل قاعدة تنطلق منها لاستكشاف المفاهيم وتنمية المهارات في نهاية دراسة هذه المادة يكون الطالب ملقاً بالمعارف.

السيرة والقصص: وفي نهاية الدورة يجب على الطالب أن يكون قادرًا 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 قادرًا على:
- التعرف القيم والأخلاق بشكل واسع.
- إدراك الأثر الإيجابي للقيم على الفرد والمجتمع.

المفاهيم: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- إدراك المفاهيم المتعلقة بموضوع المفاهيم.
- إدراك أهمية الإيمان من خلال إظهار أثر على حياة الفرد والجماعة.
- القدرة على الاستدلال بالتصورات الدينية فيما يخص مختلف الموضوعات.
- القدرة على الإجابة عن التساؤلات في مفاهيم العقائد الدينية.

العبادات: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- التعرف على المصطلحات والمفردات المتعلقة بمفهوم العبادات.
- بيان الأثر الإيجابي لتطبيق العبادات على الفرد والمجتمع.

ب. المهارات: ببناء المهارات في مادة الدراسات الدينية هو أمرًا غاية في الأهمية لتمكين الطلبة من القيام بالأبحاث وإظهار الفهم للمعرفة، وينبغي على الطلبة أن يكونوا قادرين على إظهار المهارات التالية خلال دراستهم لموضوع مادة الدراسات الدينية وحتى مستويات أكثر تعقيدًا.

المهارات الفنية مع نهاية دراسة الموضوع يستطيع الطلاب:
- التمعن بالمعلومات ذات الصلة واختبارها وتسجيلها بعد استخراجها من مصادر متنوعة.
استخدام عدة مصادر ووسائل تكنولوجيا للبحث عن المعلومات واختيارها وتفسيرها وإيصالها.

استخدام مصادر كالخريطة والرسوم البيانية والجدول والصور والإحصائيات بطريقة تحليلية.

إدراك أهمية الإنتماء بالتعليمات، مثل: العمل ضمن فرق إدارة الوقت واحترام خصوصية مادة الدراسات الدينية.

المهارات التحليلية: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- تحليل وتفسير المعلومات من مجموعة واسعة من المصادر.
- تحديد المسائل الرئيسية والمشكلات والقضايا.
- اجراء مقارنة بين الأحداث والقضايا والأفكار والحجج ضمن مجموعة من السياقات.
- تنمية استراتيجيات الملائمة لمناقشة القضايا.
- صياغة مناقشات واضحة ومنطقية وثابتة كإصدار أحكام متوازنة. واستخلاص النتائج بما فيها التفسيرات.
- اتخاذ قرارات حكيمة مبنية على أدلة قوية وربطها بواعظ الحياة المختلفة.

مهارات التحقق: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- اختيار الفرضيات أو الأفكار وتعديلها عند الضرورة.
- تخطيط وتنفيذ وعرض التحقيقات الفردية والجماعية.
- الانخراط في العمل الميداني من أجل استكمال التحقق.

ج- البحث العلمي: ينبغي أن تتيح مهام التقييم الممتازة للмир (ج) الفرصة الحقيقية للطلبة لتصميم التحقيقات العلمية وتنفيذها باستقلالية، والتي تتضمن بعض المقترحات الممكنة لمشكلات حياتية على سبيل المثال لا الحصر مشكلات في الحياة الاجتماعية والخاصة بحلول ومقترحات ذات أبعاد دينية مشكلات حضارية وعربية.

وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- اختيار وتحديد المشكلة بشكل واضح ومحدد أو سؤال بحث ليتم فحصه من قبل الطالب من خلال استقصاء علمي.
- صياغة فرضية قابلة للاختبار من منطلق مشكلة الدراسة وشرحها لاستخدام المنطلق العلمي.
- تصميم وتنفيذ خطة البحث العلمي بحيث تتضمن متغيرات وضوابط وأسلوب يتم اتباعه.
- جمع المعلومات ومعالجتها.
- كتابة تقرير البحث بشكل مسود ومن ثم تعديله.
- كتابة تقرير البحث بشكل نهائي.

د- (التنظيم والعرض)

ينبغي أن يشير الطلب بالرجوع باستخدام صيغ متنوعة لتنظيم وعرض أعمالهم (بما في ذلك العروض الشفوية، العروض المفصلة) باستخدام وسائل تكنولوجيا مختلفة وعليهم أن يدركوا أن عرضهم ما هو الا إبداع منظور جديد لتعليم مادة الدراسات الدينية.

وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:
- إصال المعلومات ذات الصلة بالموضوع.
- تنظيم المعلومات بطريقة متسلسلة منطقية ومتناوبة مع وسائل الإيضاح المستخدمة.

27
• العرض والتعبير عن المعلومات والأفكار بطريقة واضحة وموجزة وذلك باستخدام اللغة المناسبة والأسلوب والتمثيل البصري.
• توثيق المراجع والمصادر المستخدمة في المادة المعروضة.
17. IAA LANGUAGE POLICY

17.1 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
- 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
- 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
- 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).
17.2 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 Arabic - 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. Arabic is 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.