



MIDDLE YEARS PROGRAMME

2019 – 2020



Authorised IB World School. Accredited by the New England Association of Schools & Colleges, Council of International Schools and the Jordanian Ministry of Education. Member of the European Council of International Schools, International School Services and the Middle East IB Association.

TABLE OF CONTENTS

1. [THE IAA MISSION AND VISION](#)
2. [THE IB MISSION STATEMENT](#)
3. [IB LEARNER PROFILE](#)
4. [WHY THE MYP?](#)
5. [DISTINCTIVE FEATURES OF THE MYP](#)
6. [TEACHING AND LEARNING IN CONTEXT](#)
7. [TEACHING AND LEARNING THROUGH CONCEPTS](#)
8. [MYP PROJECTS](#)
9. [SERVICE AS ACTION](#)
10. [HOW DOES MYP PREPARE STUDENTS FOR DP?](#)
11. [WHAT HAPPENS AT THE END OF MYP?](#)
12. [THE MYP CERTIFICATE](#)
13. [ASSESSMENTS IN THE MYP](#)
14. [GRADING IN THE MYP](#)
15. [SUBJECT AREA OVERVIEW](#)
 - 15.1 [ATLAS](#)
 - 15.2 [LANGUAGE AND LITERATURE: ARABIC AND ENGLISH](#)
 - 15.3 [LANGUAGE ACQUISITION: ARABIC AND SPANISH](#)
 - 15.4 [INDIVIDUALS AND SOCIETIES](#)
 - 15.5 [SCIENCES](#)
 - 15.6 [MATHEMATICS](#)
 - 15.7 [ARTS](#)
 - 15.8 [DESIGN](#)
 - 15.9 [PHYSICAL AND HEALTH EDUCATION](#)
 - 15.10 [INTERDISCIPLINARY LEARNING](#)
16. [RELIGION](#)
17. [IAA LANGUAGE POLICY](#)
 - 17.1 [PHILOSOPHY](#)
 - 17.2 [LANGUAGES AT IAA](#)

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.

The graphic features a silhouette of a human head in profile, facing right. The interior of the head is filled with various words and phrases related to the IB Learner Profile, such as 'INQUIRERS', 'KNOWLEDGEABLE', 'OPEN-MINDED', 'CARING', 'RISK-TAKERS', 'REFLECTIVE', 'PRINCIPLED', 'THINKERS', 'COMMUNICATORS', 'BALANCED', and 'KNOWLEDGEABLE'. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a silhouette of the head inside. Below the graphic is a dark blue section with white text.

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:

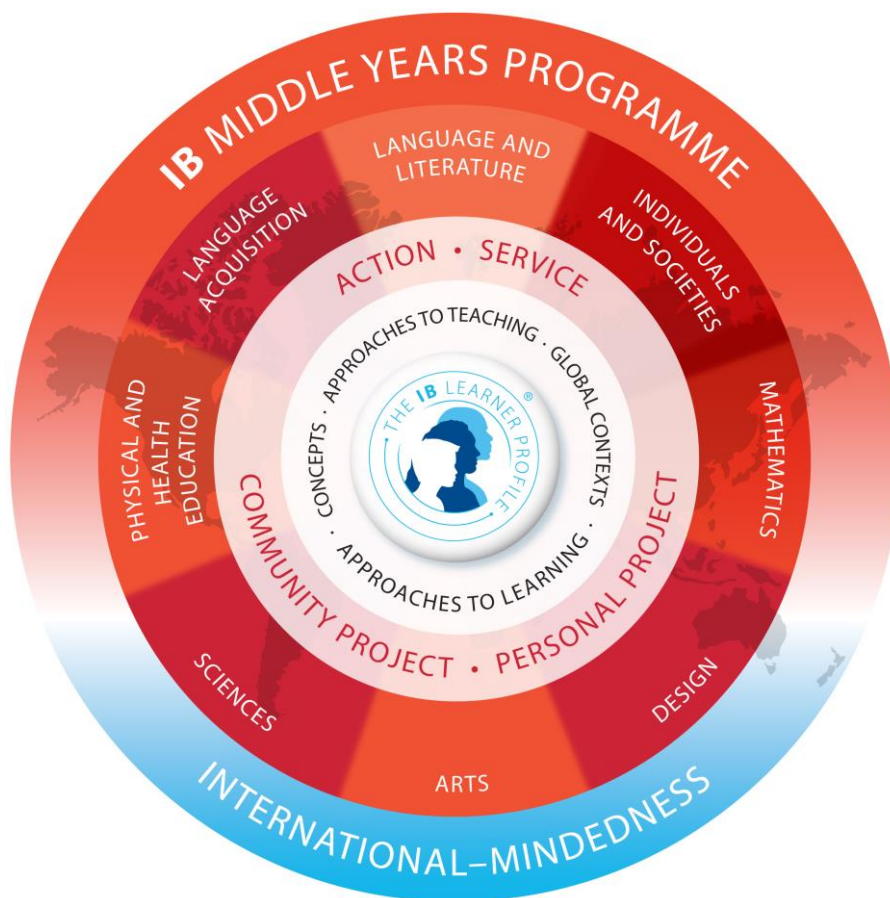
<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--	---

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.

 International Baccalaureate®
Baccalauréat International®
Bachillerato Internacional®

© International Baccalaureate Organization 2013
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

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:

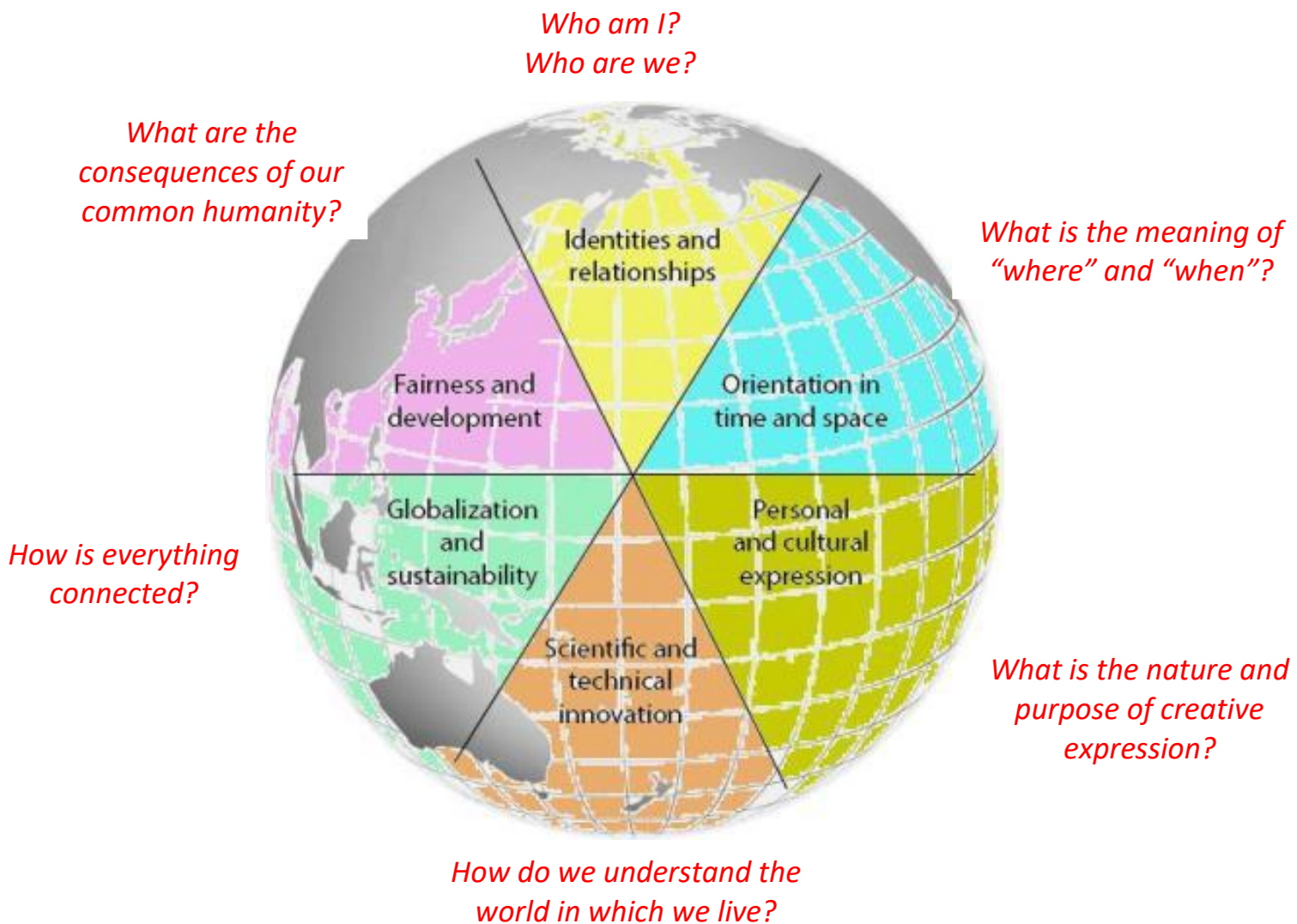
- **Key and Related Concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global Contexts** provide shared starting points for inquiry into what it means to 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.



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.

[Inquiry into the MYP](#)



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.

<p>Communities groups that exist in proximity defined by space, time or relationship</p> <p>groups sharing particular characteristics, beliefs or values</p> <p>groups of interdependent organisms living together in a specific habitat</p>	<p>Time, Space, and Place refers to the absolute or relative position of people, objects and ideas.</p> <p>focuses on how we construct and use our understanding of location (“where” and “when”)</p>	<p>Identity state or fact of being the same</p> <p>refers to the particular features that define individuals, groups, things, eras, places, symbols and styles</p>	<p>Creativity process of generating novel ideas and considering existing ideas from new perspectives</p> <p>ability to recognize the value of ideas when developing innovative responses to problems</p>
<p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste</p> <p>develops skills for the critical appreciation and analysis of art, culture and nature</p>	<p>Systems sets of interacting or interdependent components</p>	<p>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities</p>	<p>Change a conversion, transformation or movement from one form, state or value to another</p> <p>inquiry into the concept of change involves understanding and evaluating causes, processes and consequences</p>
<p>Relationships connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live</p>	<p>Global Interactions 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</p>	<p>Communication exchange or transfer of signals, facts, ideas and symbols.</p> <p>involves the activity of conveying information or meaning</p>	<p>Perspective position from which we observe situations, objects, facts, ideas and opinions</p>
<p>Connections links, bonds and relationships among people, objects, organisms or ideas</p>	<p>Logic method of reasoning and a system of principles used to build arguments and reach conclusions</p>	<p>Development act or process of growth, progress or evolution, sometimes through iterative improvements</p>	<p>Form shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance</p>

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.

Grade	Service As Action Unit (completed in 2018 – 2019)
6	Composting
7	Advocating for the rights of individuals with disabilities
8	"End Polio Now" Campaign
9	Jordanian Narrative Project
10	Community Forum - presenting action research findings on issues that include mental health, female empowerment, refugee crisis, substance abuse, child labour, environmentalism and social security, all explored within a Jordanian context



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.

Onscreen examination subjects	Mathematics Language and literature Sciences Individuals and societies Interdisciplinary	<i>individually, externally marked</i>
ePortfolio	Language acquisition	<i>individually, externally marked</i>
Course work ePortfolio	Physical and Health Education Design Arts	<i>internally marked, externally moderated (dynamic sampling)</i>
MYP personal project		<i>internally marked, externally moderated (dynamic sampling)</i>

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.

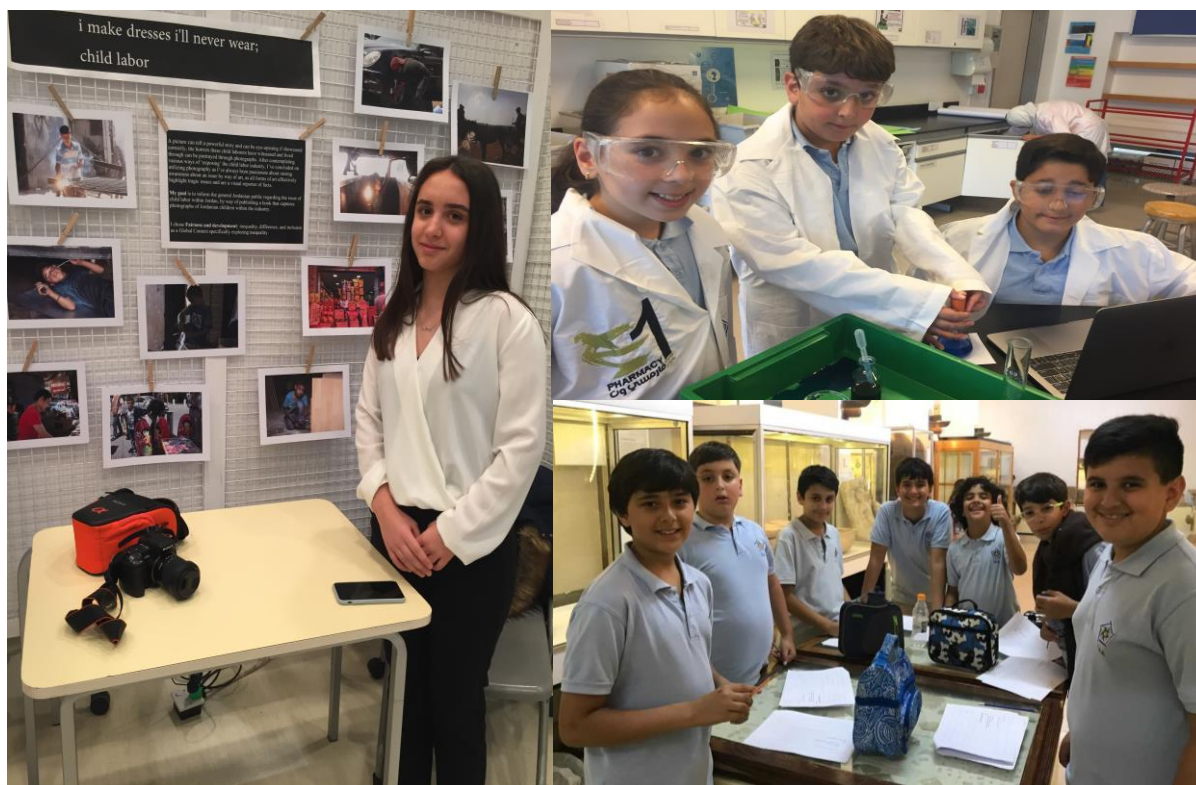
12. THE MYP CERTIFICATE

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

Subject	Criterion A	Criterion B	Criterion C	Criterion 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 design	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying maths 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
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

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.

Grade	Boundary Guidelines	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.

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

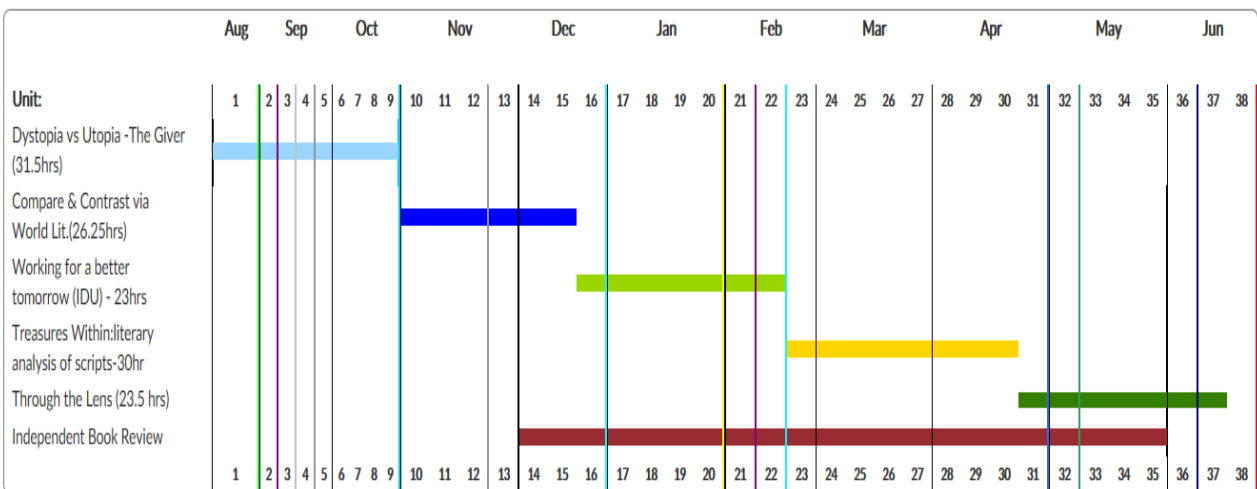
15.1 ATLAS

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 <https://iaa-jo-public.rubiconatlas.org/Atlas/Authentication/View/PublicLogin>
- Password is **iaaatlas**
- Click on “Browser” and select the subject that you want to access
- Find below the Unit Calendar and snapshot Curriculum Map for Grade 8 English Language and Literature (for 2018-2019).

Unit Calendar Curriculum Map



Unit Calendar Curriculum Map

Show all Columns and Rows

Unit	<input checked="" type="checkbox"/> Enduring Understandings/Statement of Inquiry	<input checked="" type="checkbox"/> Essential Questions/Inquiry Questions	<input checked="" type="checkbox"/> Content/Knowledge	<input checked="" type="checkbox"/> Skills
<input checked="" type="checkbox"/> Dystopia vs Utopia -The Giver (31.5hrs) (Week 1, 9 Weeks)	The dystopian genre explores themes of human nature and moral reasoning within communities that have grown out of catastrophic events.	•Factual: What are typical conventions and themes of the dystopian genre? •Conceptual: How does the author create a dystopian world, as opposed to a utopian world in the novel? What makes a "good" society? What happens when we lose or gain our individuality?	Week 1: • the dystopian genre has a number of common conventions • dystopian fiction tends to introduce utopian ideals that are then criticised or warned against via common themes • dystopian fiction often deals with ideas of identity in a community	Week 1: • identify the key and related concepts, and global context of the unit from the statement of inquiry and understand the focus of the unit's inquiry • consider their own identity - what makes them who they are? • identify key elements of dystopias and

15.2 LANGUAGE AND LITERATURE: ARABIC AND ENGLISH

KEY CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	PERSPECTIVES

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 on [Language and Literature](#)

Examples of texts covered in Language and Literature in 2018-19

English	Arabic
G6: <i>Holes</i>	الصف السادس: ست الكل ، زياد فوق جبل النورس
G7: <i>Frankenstein & The Cay</i>	الصف السابع: رجل من القارة المفقودة، لذلك
G8: <i>The Giver & Treasure Island</i>	جاءت الحيتان
G9: <i>Animal Farm & Fast Food Nation</i>	الصف الثامن: القنفذ، النورس
G10: <i>Of Mice and Men & I Saw Ramallah</i>	الصف التاسع: رحلة جبلية رحلة صعبة، بيت دميا
	الصف العاشر: عائد إلى حيفا



15.3 LANGUAGE ACQUISITION: ARABIC AND SPANISH

KEY CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	CULTURE

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.

Phases 1 / 2 Emergent Communicator	Phases 3 / 4 Capable Communicator	Phases 5 / 6 Emergent 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 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](#)

15.4 INDIVIDUALS AND SOCIETIES

KEY CONCEPTS			
GLOBAL INTERACTIONS	CHANGE	SYSTEMS	TIME, PLACE AND SPACE

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

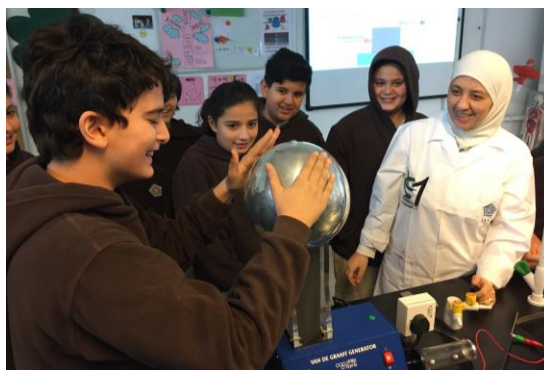
KEY CONCEPTS		
CHANGE	RELATIONSHIPS	SYSTEMS

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



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](#)

15.6 MATHEMATICS

KEY CONCEPTS		
FORM	RELATIONSHIPS	LOGIC

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.

Standard Mathematics	Extended Mathematics
Aims to give a sound knowledge of basic mathematical principles while allowing students to develop skills needed to meet the objectives of MYP mathematics	Includes the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth

For more information, access this link on [Mathematics](#)

15.7 ARTS

KEY CONCEPTS			
COMMUNICATION	CHANGE	IDENTITY	AESTHETICS

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](#)

15.8 DESIGN

KEY CONCEPTS			
COMMUNICATION	COMMUNITIES	SYSTEMS	DEVELOPMENT

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.

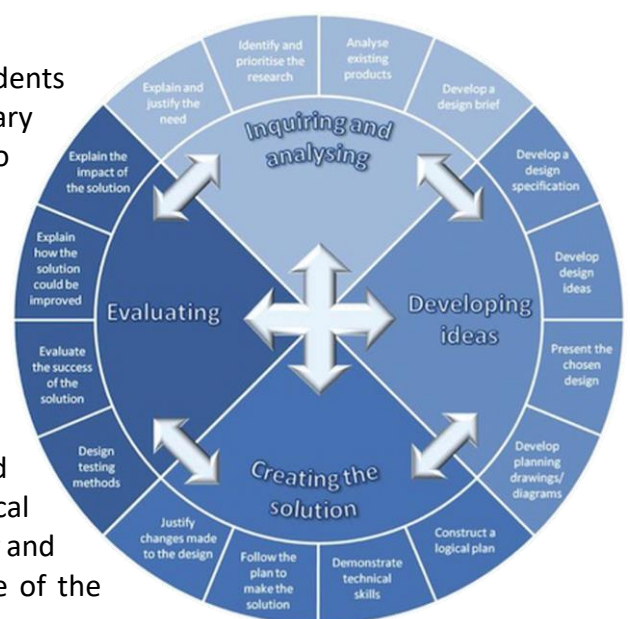
The IAA Design Continuum

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)

KEY CONCEPTS		
CHANGE	RELATIONSHIPS	COMMUNICATION

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 completed in 2018 – 2019.

Grade	Subjects	Description
6	Individuals and Societies and Arabic	Exploring Arab Nabataeans and archeological site of Petra, as an evidence of the existence of civilizations through time and space
7	Individuals and Societies and English English and the Arts	Investigating an unseen scenario to write either a persuasive speech or a formal persuasive letter that targets a specific audience Exploring how different art forms can be used and combined to express ideas about identity
8	Arabic and Physical and Health Education Individuals and Societies and English	Explaining the role of Scientific and Technical Innovation on health and fitness development "End Polio Now" campaign Presenting IAS research using one of the text types they learned in Language and Literature
9	Science and Maths Individuals and Societies and English	Linear and nonlinear relationships TEDx style presentation that documents social, historical, economic and political history of their chosen person
10	Individuals and Societies and English	Fairness and development through Mice and Men Issues related to topics about the mentally challenged, unemployment, social security IDU e-assessment – as prescribed by the IB every academic year

16. RELIGION

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

الرؤية:

تشكل الأفكار والمعتقدات والأيدولوجيات الدينية في أي ثقافة لأي مجتمع في العالم عنصراً أساسياً في التكوين الثقافي في الشخصية الإنسانية. ومن هذا المنطق يحرص مساق الدراسات الدينية وبرؤية واضحة ومحددة المساهمة في هذا التشكيل الثقافي للشخصية بروح العصر. إذ بنيت رؤية قسم الدراسات 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). يشجع الطلاب وتمكنهم من:

- استخدام مادة الدراسات الدينية كأداة للتفكير والإبداع والتأمل والتعلم والتعبير عن الذات والتواصل الاجتماعي.
- تطوير المهارات التي تتعلق بالمعارف والمهارات الدينية المتنوعة وأساليب التقديم والعرض المناسب لها.
- تطوير طرق نقدية ومبتكرة وشخصية لدراسة وتحليل وفهم النصوص الدينية بروح العصر الذي يعيشه الطلاب.
- احترام وتفهم وجهات نظر وقيم ومواقف الآخرين المنطلقة من أسس أديانهم الخاصة.
- الوعي والفهم للثقافات الدينية المتنوعة بالمناسبات الدينية في العديد من الأماكن وفي أوقات مختلفة.
- امتلاك 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 عملية مستمرة مدى الحياة.
- فهم التفاعل والترابط بين الأديان المختلفة في مجتمعاتهم وبيئاتهم.
- فهم القضايا والمشكلات الدينية المعاصرة التي يتبناها الفكر الديني الخاص والمشاركة الفاعلة في حلها.

أهداف تعليم الدراسات الدينية في IAA :

- أن يتعرف الطالب على المبادئ والقيم والاتجاهات الدينية.
- أن ننمي لدى الطالب الاتجاهات الايجابية نحو دينه ووطنه. ويعي تداعيات ذلك على بيئته وصحته ومجتمعه.
- أن يربط الطالب المعرفة والممارسات التي يتعلمها بحياته العملية سواء كمجتمع مصغر في المدرسة أو الوطن.

وتنص 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:

- 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 موضحة أدناه ارتباطاً مباشراً بمعايير التقييم أ-ج (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 ملماً بالمعارف التالية:

السيرة والقصص: وفي نهاية الدورة يجب على الطالب أن يكون قادراً 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 قادراً على:

- التعرف القيم والأخلاق بشكل واع.
- إدراك الأثر الإيجابي للقيم على الفرد والمجتمع.

العقائد : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً 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 في مفاهيم العقائد الدينية.

العبادات : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً 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 أمرٌ 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 تعقيداً.

المهارات الفنية مع نهاية دراسة الموضوع يستطيع الطالب:

- التمتع بالمعلومات ذات الصلة واختبارها وتسجيلها بعد استخراجها من مصادر متنوعة.
- استخدام عدة مصادر ووسائل تكنولوجيا للبحث عن المعلومات واختيارها وتفسيرها وإيصالها.
- استخدام مصادر كالخرائط والرسوم البيانية والجداول والصور والإحصائيات بطريقة تحليلية.
- إدراك أهمية الالتزام 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 والمشاكل والقضايا.
- اجراء مقارنة بين الأحداث و القضايا والأفكار والحجج ضمن مجموعة من السياقات.
- تنمية استراتيجيات الملائمة لمناقشة القضايا.
- صياغة مناقشات واضحة ومنطقية وثابتة كإصدار أحكام متوازنة. واستخلاص النتائج بما فيها التضمينات.
- اتخاذ قرارات حكيمة مبنية على أدلة قوية وربطها بواقع الحياة المختلفة.

مهارات التحقيق: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار الفرضيات 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 المثال لا الحصر مشكلات في الحياة الاجتماعية والأسرية بحلول ومقترحات ذات أبعاد دينية مشكلات حضارية وعلمية ودينية. وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار 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 مسودة ومن ثم تعديله.
- كتابة تقرير البحث بشكل نهائي.

د- (النتظيم والعرض)

ينبغي أن يشعر الطلبة بالارتياح 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 إبتداع منظور جديد لتعلم مادة الدراسات الدينية.

وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- إيصال المعلومات ذات الصلة بالموضوع.
- تنظيم المعلومات بطريقة متسلسلة منطقية ومناسبة 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.

17. IAA LANGUAGE POLICY

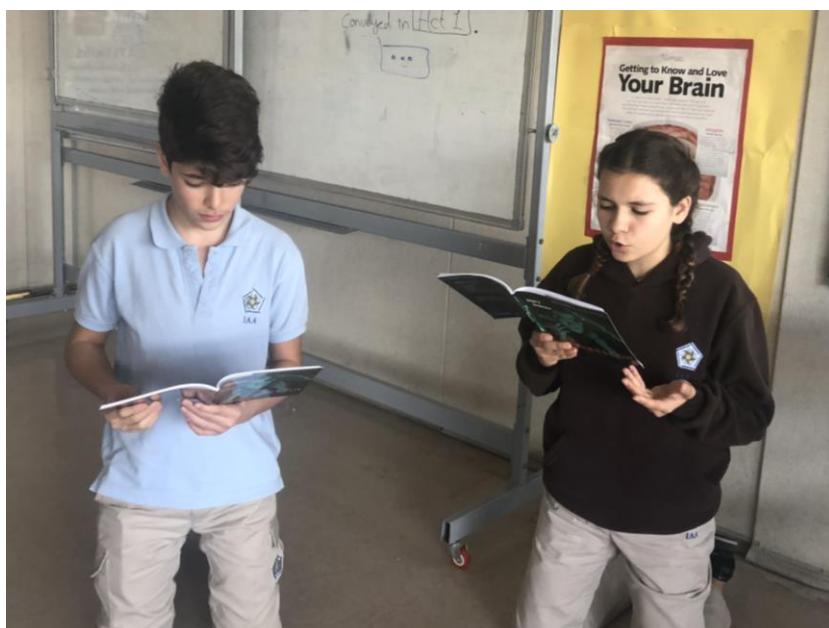
17.1 PHILOSOPHY

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.

