



**King Abdulaziz Schools**  
INTERNATIONAL CURRICULUM  
Grades K-12 International Baccalaureate World School



وزارة التعليم  
Ministry of Education

# IB CONTINUUM NEWSLETTER

## 1st Term



We are the only school in Madinah and the 6th school in Saudi Arabia authorized by the IB to implement the: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). We are also accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

# 2024 - 2025

Designed By:  
Marwan Sallam  
IB Head of Arts Faculty

# WELCOME MESSAGE

نسعى في مدارس الملك عبدالعزيز النموذجية بناء بيئة تعليمية عالمية تواكب المعايير الدولية وتعزز من تجربة الطلاب الأكاديمية والشخصية، مما يتيح لهم تحقيق إمكاناتهم الكاملة ونسعى إلى تأسيس منهج تعليمي مبتكر وشامل يركز على تطوير مهارات التفكير النقدي والإبداعي، ويُبني روح الاستقلالية والمثابرة، ويشجع على التعاون والعمل الجماعي.

ونعمل على ترسيخ قيم الاحترام، والتفاهم المتبادل، والانفتاح الثقافي، مما يؤهل طلابنا ليصبحوا مواطنين عالميين قادرين على التفاعل الإيجابي مع مختلف الثقافات والمجتمعات. كما نهدف إلى توفير بيئة تعليمية داعمة ومتطورة تستخدم أحدث التقنيات وأساليب التعلم الحديثة، لتجهيز الطلاب لمواجهة تحديات المستقبل بنجاح والمساهمة في تطوير مجتمعاتهم المحلية والعالمية.

Our vision in the international department is to build a global educational environment that aligns with international standards and enriches students' academic and personal experiences, enabling them to reach their full potential. We strive to establish an innovative and comprehensive curriculum that focuses on developing critical and creative thinking skills, fostering independence and perseverance, and encouraging collaboration and teamwork.

We aim to instill values of respect, mutual understanding, and cultural openness, equipping our students to become global citizens capable of engaging positively with diverse cultures and communities.

Additionally, we are committed to providing a supportive and advanced learning environment that utilizes the latest technologies and modern learning methods, preparing students to successfully face future challenges and contribute to the development of their local and global communities.



**MR. HATEM WAZNAH**

**THE GENERAL MANAGER  
KING ABDULAZIZ SCHOOL**

✉ [HWAZNAH@KAISM.ORG](mailto:HWAZNAH@KAISM.ORG)



# MESSAGE FROM THE PYP PRINCIPAL

As we reflect on the first term of our school year, we celebrate a multitude of remarkable achievements that have enriched our learning environment and provided our students with exceptional educational experiences.

One of the highlights was the array of educational trips we organized, which allowed students to immerse themselves in new surroundings and apply their classroom knowledge in real-world contexts. Our "Morning Coffee Meetings" for mothers fostered open communication and strengthened the bond between the school and families, encouraging active participation in both school and community activities.

The engagement from our mothers has been inspiring, as they embraced various events with enthusiasm and support. A particularly noteworthy moment was the visit from a delegation of the Education Administration in Riyadh, which underscored our commitment to excellence in education.

We also celebrated a series of vibrant events, including "Color Day," "English Literature Week," and "Character Day," where students showcased their talents and creativity through various artistic endeavors. Additionally, our school's participation in the "National Day Celebration," organized by the Ministry of Education, was a proud moment for us, culminating in the receipt of certificates of appreciation for our outstanding contributions.

The success of these initiatives is a testament to our incredible team of dedicated teachers, proactive administrators, and students who embody the spirit of innovation and excellence. Together, we continue to cultivate an environment where our learners thrive and shine. Thank you for your ongoing support as we strive to provide the best possible educational experience for our students.

**Mrs. Lama Badr**





## MESSAGE FROM IB CONTINUUM COORDINATOR

Dear KAS Community,

What an incredible first term it has been!

We kicked off the year with successful orientations for the PYP, MYP, and DP, welcoming both new and returning families into our vibrant IB community. Our "Coffee Morning" sessions for PYP moms provided a warm and welcoming space for connection and conversation, allowing parents to engage meaningfully with each other and the school.

This term was also filled with engaging educational trips, including an exciting visit to Yanbu, where MYP students were able to connect classroom learning with real-world experiences. Our annual PYP Literacy Week was another standout event, filled with activities that celebrated the joy of reading and writing, fostering a love for literature among our students.

A highlight of the term was our students' outstanding participation in the Saudi National Day celebration. Their enthusiasm and spirit truly reflected the pride we have in our diverse community.

We recently wrapped up DP Career Week, which was a resounding success! Students explored various career paths through interactive sessions and workshops with professionals, gaining valuable insights into their future aspirations and the skills needed to achieve them.

As we move forward into the next term, we look forward to building on these successes and continuing to foster an environment of inquiry, creativity, and excellence. Thank you for your ongoing support and engagement in our IB journey!

**Raheela Akram Muhammad Akram**



## BACK TO SCHOOL



## GRADE 1 AND 2 VISITED THE OBEROI HOTEL TO LEARN ABOUT FRENCH CUISINE AND COMMUNICATION.



## GRADE 2 TRIP TO THE OASIS FARM



## LITERACY WEEK



# NATIONAL DAY



# NATIONAL DAY

أظهر المتعلمين استمتاعهم بالاحتفال باليوم الوطني السعودي ٩٤.



Our Grade 1 girls looked absolutely amazing and had a fantastic time celebrating Saudi National Day! Here are some photos to capture the joy and spirit of the occasion.



Our KG 2 learners started an exciting journey of self-discovery this term, diving into all that makes them unique!

They explored everything from their favorite colors, foods, and pets to the special ways they differ from each other.

As part of their "Taking Action" inquiry, they had a joyful "Show and Tell" experience featuring a live bird in the classroom.

Each child then shared a picture or toy of their favorite pet with friends, celebrating both their preferences and differences. This activity sparked curiosity, built confidence, and helped enhance their speaking skills as they eagerly shared and listened to each other's stories.



# KG3 SWIMMING POOL ACTIVITY

On October 23, 2024, our KG 3 students experienced their first Swimming Pool Activity, where they eagerly developed their gross motor skills, coordination, and balance. Dressed in vibrant swimwear and goggles, the children were thrilled to splash in the pool, play with water toys, and even attempt their own adorable swimming styles. Their excitement bubbled over as they jumped, splashed, and enjoyed water play with friends, promoting not only physical activity but also fostering a lifelong love of exercise. After their water fun, they relaxed under the sun, making it a memorable and joy-filled day for our little learners.



# GRADE 1 GIRLS DURING THE SCHOOL COMMUNITY UNIT OF INQUIRY

our Grade 1 girls during the School Community Unit of Inquiry. They enjoyed a meaningful field trip to a specialized learning center, where they discovered different ways of teaching and communicating, including learning some sign language. The girls were thrilled to acquire these new skills, making it an inspiring and memorable experience for all.



# FIELD TRIP

# GRADE 1 BOYS OUR HEALTH, OUR LIVES

During their exploration of "Our Health, Our Lives," the first graders had the wonderful opportunity to welcome a dentist and an optician into their classroom. These health experts shared essential tips on how to take care of their teeth and eyes. At the end of the visit, the students were excited to have their teeth and eyes examined, making it a fun and informative experience that helped them learn about healthy habits!



# GRADE 2 GIRLS: ORGANISMS

UNIT OF INQUIRY :  
WHO WE ARE



KAS Sweet Butterflies started the school year exploring living organisms.

They inquired on how organisms undergo changes as they grow and mature. Learners used their **critical thinking skills** to ask meaningful questions, that led to new discoveries on diverse life cycles.

The fieldtrip to the bird sanctuary was used as an opportunity to enhance the conceptual understanding of **causation connection** and **change**. They further displayed the learner profile **caring** as they fed and interacted with the animals.

Learners displayed agency on many occasions. At the top, Fatimah can be seen showcasing the life cycle of a snail that she decided to create using playdough. She further her learning by sharing the different steps her peer could take in order to create a similar cycle.

I am so proud of my Butterflies!

Ms. Amina Swaleh

# EMPOWERING YOUNG MINDS: THE JOY OF STUDENT-LED TEACHING

## GRADE 3 STUDENT-LED TEACHING: MINI MENTORS!

Grade 1 and Ms. Ayten invited Grade 3 to be mini mentors to support learners from Grade 1 during their Math class. This engagement was planned to encourage the development of good communication and social skills. Learners practiced being caring and principled. This experience was planned to:

- **Enhance Student Understanding:** by providing our learners with the opportunity to explain concepts to others to solidify their own understanding.
- **Increase Confidence:** taking on the role of a teacher boosts students' self-esteem and speaking skills.
- **Active Learning:** helped our learners to become more engaged and focused when they are actively involved in the learning process with other students. Overall, they enjoyed the experience and learned from each other.



# GRADE 4 SCINCE EXPERIMENT

Students of Grade 4 showed their understanding of Energy and transformation of energy by conducting an experiment . The learners were so excited to identify that energy can be transformed from one form to another. Learners practiced and designed their own model of energy transformation at home. They reflected on the experiment and shared their reflection with other mates in class.



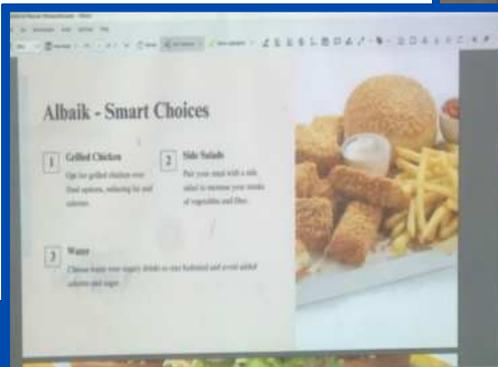


**GRADE 4 AND 5 STUDENTS EXPLORED WITH MR. MARWAN THE INTERDISCIPLINARY CONNECTIONS BY INTEGRATING CORE SUBJECTS INTO A CREATIVE ART SESSION, BLENDING SKILLS AND IMAGINATION.**



# GRADE 5 FOOD AND NUTRITION

Grade 5 students inquired into a science unit titled “Food and Nutrition” In this unit, they got to know about different classes of food, sources and functions in the body. At the end of the unit, they hosted a science expert (MYP science teacher) in a lesson about Nutri-smart orders in common restaurants around them. After the class, they reflected on their next visit to some restaurants and their proposed healthy orders. They decided to make some changes to their eating habits to reflect their understanding of food and nutrition. For instance, most of them now know that grilled chicken is healthier than fried chicken.



# اللغة العربية

في اليوم العالمي للخط قام رئيس قسم اللغة العربية باصطحاب مجموعة من الطلاب لزيارة خطاط المصحف الشريف في المدينة المنورة (عثمان طه ) في منزله حيث تم التعرف على أدواته المستخدمة ومكتبه الخاص والاطلاع على أعمال خاصة للشيخ عثمان طه.



قام منسوبي القسم بالإعداد للحفل مع رائد النشاط الأستاذ حسان الدهلوي وتدريب الطلاب على تنفيذ الفقرات والمهام بشكل احترافي مما ساعد على إخراج الحفلة بصورة مشرقة وجميلة نالت استحسان الحاضرين.

يتابع رئيس القسم مهامه الإشرافية والتطويرية من خلال عقد سلسلة اللقاءات مع المعلمين والطلاب ومتابعة سير العملية التعليمية ودعم الطلاب بمستوياتهم المختلفة ويحضر الحصص الدراسية معهم.

نفذ معلمو الدراسات الإسلامية دروسا عملية عن الموضوع والصلاة بغية بيان الحالة الصحيحة لهما وعدم ارتكاب الطلاب لأخطاء أثناءهما.



نفذ قسم اللغة العربية مسابقة بعنوان المؤلف الصغير هدفها أن يقدم الطالب كتيباً صغيراً من إعداده وتأليفه وإخراجه عن المملكة العربية السعودية أو أحد ملوكها وذلك احتفاء باليوم الوطني للمملكة العربية السعودية.



# VISUAL ART

In art class, our learners dive into an exciting world of techniques and mediums, finding joy in working with paints, clay, colored pencils, and more. Through hands-on projects, they explore colors, shapes, and textures, sparking their creativity and encouraging self-expression. The curriculum balances guided activities that teach specific skills with open-ended projects where imagination knows no bounds. Collaborative projects add to the fun, as students celebrate each other's work and build a sense of community, making art a source of joy and discovery for everyone involved.



# BONJOUR TO A NEW ADVENTURE IN FRENCH!

In French class, students are stepping into a whole new world! They're picking up essentials like greetings, numbers, colors, and even some playful phrases to start mini conversations in French. Bit by bit, they're building confidence and having fun doing it. It's not just language learning—it's a cultural adventure! Through French songs, stories, and traditions, students are experiencing France beyond the classroom. Role-play, language games, and catchy tunes turn each lesson into an engaging experience, sparking curiosity and excitement for the language.



Office on the web Frame



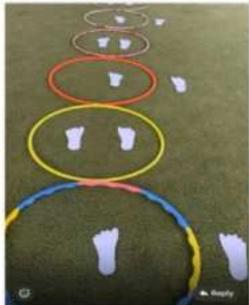
# FOOTBALL TOURNAMENT IN KAS

**BETWEEN THE CLASSES IN  
THE PYP AND GRADE 6  
AND THE WINNER CLASS IS  
GRADE 6**



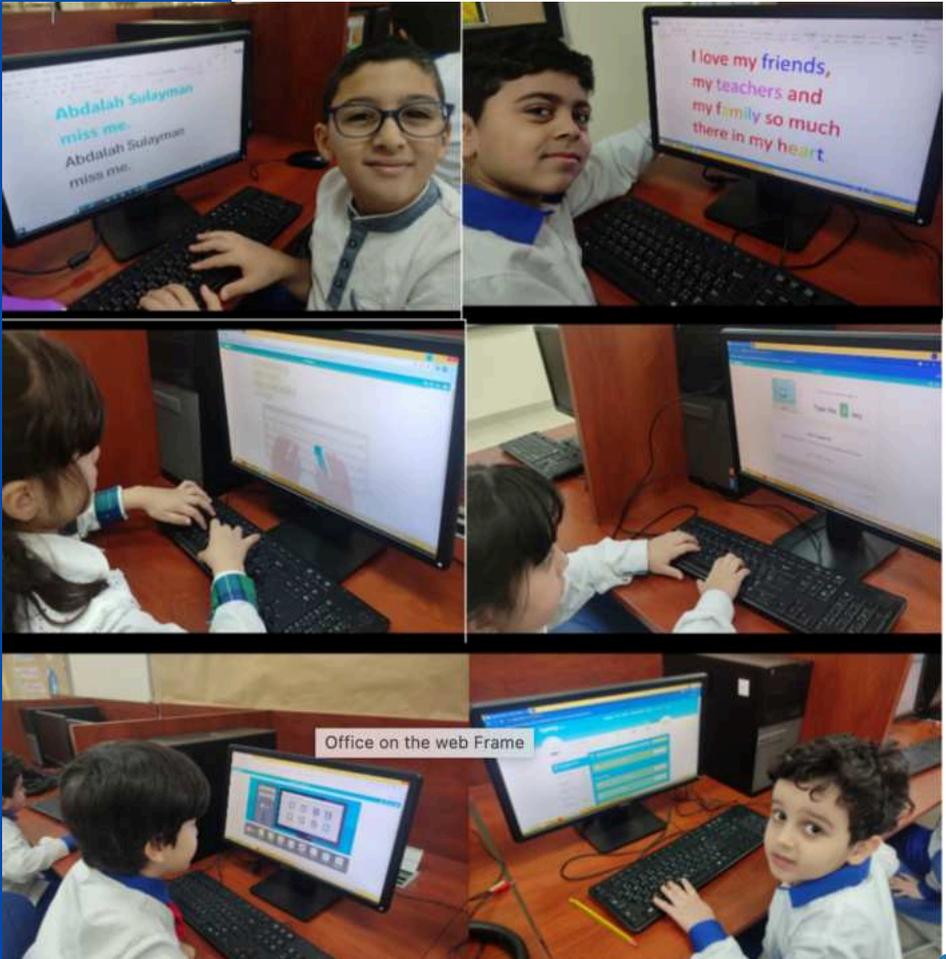
# PE CLASS: WHERE ENERGY MEETS FUN

In PE, students dive into active play, building strength, coordination, and endurance while enjoying friendly competitions and team games. Each class is a chance to move, release energy, and connect with friends, all while discovering the importance of health, fitness, and the basics of sports. Through these engaging activities, learners are not just getting fit—they're building teamwork skills and an appreciation for an active lifestyle!



# ICT LESSON

Our PYP students embarked on an exciting journey to become confident digital explorers! Through interactive activities such as typing practice, Word processing, and essential computer skills, they honed their research and digital literacy skills. These experiences not only strengthened their ICT knowledge but also empowered them to think critically and solve problems with creativity and confidence.



# LIBRARY

In the library, our PYP students immersed themselves in diverse activities to grow their reading and research skills. From independent reading and sequencing story events to bringing stories to life through puppetry and learning bibliographic referencing, they actively built their inquiry, critical thinking, and communication skills. These hands-on experiences ignited their curiosity and deepened their love for learning!



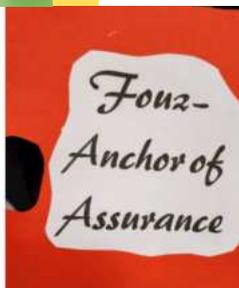
DROP EVERYTHING AND READ



# SCHOOL'S PARTICIPATION IN NATIONAL DAY WITH THE MINISTRY



## TEACHER'S DAY



## TRIP TO THE SPECIAL NEEDS SCHOOL FOR GRADE 2



## PRINCIPAL'S DAY



## GRADE 2 CELEBRATED GRANDMA'S DAY, SHARING LETTERS AND STORIES.



## SCHOOL'S TRIP TO OTHMAN TAHA'S HOUSE



# ATTENDANCE CERTIFICATE



## COLOR'S DAY



## GUEST SPEAKERS EYE DOCTOR FOR GRADE 1 DENTIST FOR GRADE 1 AND 3



# PROFESSIONAL DEVELOPMENT FOR IB AND NATIONAL SECTION IN KAISM.



# FOSTERING STUDENT AGENCY: A WORKSHOP ON PYP ACTION.



# A TRAINING ON EVALUATION AND ACADEMIC ACHIEVEMENT WAS HELD FOR IB TEACHERS.



# PYP, MYP, AND DP EDUCATORS JOINED TO STRENGTHEN OUR SCHOOL CULTURE AND ALIGN WITH IB VALUES.



**OUR PYP TEACHERS GAINED VALUABLE INSIGHTS ON CONCEPT-BASED LEARNING AND ARE EAGER TO APPLY THEM IN CLASS.**



**DP AND PYP PARENTS' ORIENTATION WITH THE SCHOOL PRINCIPAL, IB COORDINATOR, AND PYP PRINCIPAL.**



**DP AND PYP PARENTS' ORIENTATION WITH THE SCHOOL PRINCIPAL, IB COORDINATOR, AND PYP PRINCIPAL.**

**PARENTS' ORIENTATION FOR GRADES 4, 5, AND MYP HELD BY KAISM ADMINS AND STAFF.**



# THE KAS TEAM SPENT SATURDAY ON PROFESSIONAL DEVELOPMENT, FOCUSING ON INQUIRY-BASED LEARNING AND CLASSROOM MANAGEMENT.



## ANOTHER PRODUCTIVE SATURDAY FOCUSED ON KAS TEAM DEVELOPMENT IN INQUIRY-BASED LEARNING AND CLASSROOM MANAGEMENT.

## A PARENTS' ORIENTATION WAS HELD BY THE PYP PRINCIPAL AND IB CONTINUUM COORDINATOR.







# Middle Years Programme

## JOURNEY BEYOND YOUR IMAGINATION

A Grade 10 International Baccalaureate (IB) Travel Agency Project assignment allowed students to apply interdisciplinary skills from subjects like geography, business, and languages. The goal was to design a comprehensive plan for a fictional travel agency, focusing on aspects such as a website, marketing perspectives such as business cards and advertisement, destination planning, marketing, budgeting, and cultural considerations. This was initiated with an online survey taken by teachers, to give the students an idea of the preferred destinations. This project highlighted creativity, critical thinking, and cultural awareness as part of the unit theme.





**INTERNATIONAL STUDENTS VISITED THE ISLAMIC UNIVERSITY, TOURING THE COLLEGES OF COMPUTER SCIENCE, SCIENCE, AND ENGINEERING TO ENHANCE ACADEMIC KNOWLEDGE.**



# GRADE 8 COURT CASES SUMMATIVE PROJECT

Grade 8 Court Cases summative project aimed to introduce students to the judicial system by engaging them in mock trials based on real life court cases. The objective was to help students understand the structure of the court system, play out the roles within a courtroom, and the legal processes involved in resolving disputes. This project was designed to foster critical thinking, teamwork, and public speaking skills, while also encouraging a deeper understanding of law and justice. The court case summative project provided Grade 8 students with a hands-on experience of the legal system, combining theoretical knowledge with practical application. Students gained valuable skills in critical thinking, teamwork, and public speaking while gaining a deeper understanding of how courts function and the importance of justice in society. Students were also given an opportunity to reflect on the types of cases that they prosecuted other students and realised how cyber bullying was one of the major issues, fellow students were being prosecuted for.

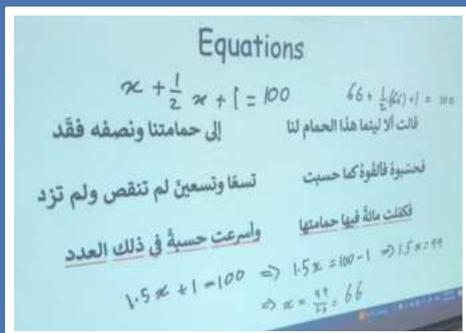


# EXPLORING PROBABILITY THROUGH REAL-LIFE SCENARIOS

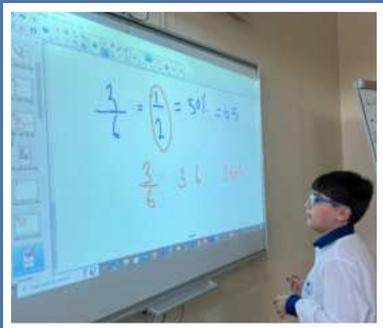
In preparation for introducing how to solve systems of linear equations to grade 10, we reviewed solutions of linear equations by using an old poem, dated back to (500 AD). This piece of the poem describing the eyesight of a famous blue-eyed women named Zarqa al-Yamama after seeing a group of doves:

She said: If only we had these doves  
 And half again their number together with  
 our single dove!  
 So, a group of men counted and found them  
 as she had counted  
 Ninety-nine, no more, no less.  
 Together with her dove that made a  
 hundred  
 She had counted them quickly to precisely  
 that number.

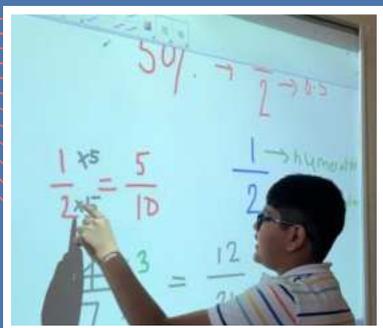
In the class we transformed this into a linear equation ( $x+0.5x+1=100$ ) and solved it.



Grade 7 (MYP 2) students to demonstrate their understanding of probability concepts by predicting the likelihood of events and explaining the outcomes using probability terms such as "likely," "unlikely," "certain," "impossible," and calculating probabilities in real-life scenarios.



Grade 6 students demonstrated their understanding of percentages and their ability to apply this knowledge in real-life situations. They have used percentages to make decisions and solve problems involving discounts, savings, and budgeting.



## CALCULATION OF AVERAGE SPEED

$$V_{av} = \text{distance} \div \text{time interval}$$



As Physics always related to everyday real-world activities, so the students in Grade 9 (MYP 4) showed their enthusiasm and deep interest in measuring distances, time intervals and ultimately average speed of moving objects. Initially, they hypothesized their learning after arranging lab equipment. Later, they started their work in groups with flexibility. They measured distance from one corner to another corner in physics lab by using measuring tape. They measured 6 meters distance. They calibrated stopwatch and calculated time intervals after rolling the rubber ball several times. Students collected the data for both variables, later they calculated average speed. They showed their work by using a graph paper which is a clear reflection of their lifelong learning. The skills which they earned will probably be applicable in all aspects of life related to estimation and measurement.

## INVESTIGATING PLANT AND ANIMAL CELLS UNDER THE MICROSCOPE

Grade 6 students engaged in an inquiry-based investigation, using microscopes to explore the differences between plant (onion) and animal (blood) cells. This hands-on experiment allowed students to observe cellular structures like the cell wall in plants and the distinct form of animal cells, reinforcing the key IB concepts of Form and Function. Through this activity, students demonstrated the IB Learner Profile attributes of being Inquirers and Thinkers, applying their understanding of biology while developing critical observation skills. The experiment deepened their appreciation for the complexities of life at the cellular level, fostering scientific curiosity.



## DNA EXTRACTION IN THE 'GENES AND REPRODUCTION' UNIT

As part of the 'Genes and Reproduction' unit, Grade 8 students conducted a DNA extraction experiment using strawberries and bananas. This hands-on activity enabled them to explore the molecular structure of DNA, reinforcing the key IB concepts of Form and Function. Throughout the inquiry-based experiment, students demonstrated the IB Learner Profile attributes of being Inquirers and Thinkers, applying scientific techniques to deepen their understanding of genetics. The activity sparked curiosity and provided a concrete connection to the core concepts of the unit.



## INVESTIGATING SUGAR AND STARCH IN BEVERAGES: FOOD TEST EXPERIMENT



In their exploration of nutrition, Grade 6 students conducted a food test experiment to analyze the sugar and starch content in beverages from the school canteen. Utilizing scientific methods to test for these nutrients, students connected their findings to the IB concepts of Change and Connection, examining how the nutritional content of drinks impacts health and well-being.

This inquiry-based activity allowed students to exemplify the IB Learner Profile attributes of being Knowledgeable and Reflective. They engaged in critical analysis of their results and reflected on the implications of their findings for making informed dietary choices.

## BUILDING A BALANCED SANDWICH: UNDERSTANDING NUTRITION AND ENERGY TRANSFORMATION

As part of their exploration of nutrition, Grade 6 students engaged in a summative task titled "Build a Balanced Sandwich." This activity aimed to demonstrate their understanding of how food choices impact nutrition and energy transformation.

Students visited Subway to create their own sandwiches, selecting ingredients from various food groups, including proteins, vegetables, grains, and healthy fats. This hands-on experience allowed them to apply the IB key concept of Change as they learned how different ingredients are transformed into energy by the body.

Throughout the task, students showcased critical thinking skills as Thinkers, evaluating the nutritional content of their sandwiches and making informed choices about their food selections. They also embodied the qualities of Inquirers by exploring the science behind nutrition and asking questions about how different nutrients impact health and energy levels.

The focus on creating a balanced sandwich emphasized the importance of incorporating all food groups while understanding the role of various nutrients. By reflecting on their food choices, students illustrated the concept of balance in both their dietary selections and overall lifestyle, reinforcing their understanding of maintaining a healthy diet.

This summative task not only fostered a deeper appreciation for nutrition but also encouraged students to think critically about the transformation of food into energy, preparing them for future inquiries in the field of health sciences.





# DRAMA

## BRINGING STORIES TO LIFE

### CRAFTING SCRIPTS AND PERFORMING IN DRAMA CLASS

In drama class, students collaborated with Mr. Marwan to create and perform original scripts, enhancing their creative expression.

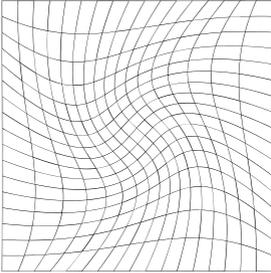
In drama class, students engage in the process of creating scripts and bringing them to life through performance. This involves developing characters, writing dialogue, and using acting techniques to convey emotions and stories, fostering creativity, collaboration, and communication skills.

In drama class, students dive into the world of storytelling by crafting their own scripts and bringing them to life through performance. This creative process involves brainstorming ideas, developing characters, writing compelling dialogue, and using acting techniques to express emotions and connect with an audience. By scripting and acting, students enhance their imagination, build confidence, and develop key skills like teamwork, effective communication, and empathy. Drama class not only teaches the technical aspects of theater but also nurtures a deeper understanding of human experiences and perspectives through the art of performance.

In drama class, students worked with Mr. Marwan to integrate storytelling and performance, crafting original scripts and bringing characters to life on stage.



**STUDENTS OF GRADE 8 USING THE THINK PAIR SHARE STRATEGY OF THE HEALTH WEBSITE DESIGN**



**STUDENTS OF GRADE 9 MAKING THE LAYOUT OF THE DESIGN WEBSITE**



**STUDENTS OF GRADE 7 CREATING THE FIRST DRAFT OF THE COVER MAGAZINE "DESIGN CLASS"**

# FOOTBALL TOURNAMENT IN KAS

**FOOTBALL TOURNAMENT IN KAS  
BETWEEN ALL CLASSES IN THE MYB  
AND THE WINNER CLASS IS GRADE 10  
MOST GOALS IN THE TOURNAMENT IS  
HAMZA ADEL ( G10 ) WITH TOTAL 8  
GOALS**



# SERVICE AS ACTION (SA)

**THIS IS A SERVICE AS ACTION (SA) PROJECT INVOLVING PROVIDING ONE-ON-ONE AND SMALL GROUP TUTORING SESSIONS FOR GRADE 4 (PYP4) STUDENTS IN MATHEMATICS BY GRADE 7 (MYP 2) STUDENTS**

The aim of this tutoring activity is to provide targeted support to Grade 4 (PYP 4) students in developing their mathematical skills and understanding. By creating engaging and interactive lessons, the goal is to help students master foundational concepts such as addition, subtraction, multiplication, and division. This activity will focus on building confidence, fostering a positive attitude toward math, and encouraging critical thinking and problem-solving skills. Ultimately, the aim is to create a supportive learning environment where students feel empowered to ask questions and explore mathematical ideas. By teaching Mathematics Grade 7 (MYP 2) students will be able to develop their teaching skills and become a good Mathematics teacher.



# PERSONAL PROJECT

## DESIGNING AN ECO-FRIENDLY INTERIOR DESIGN WEBSITE

With the mentorship of Mr. Marwan, Basim delved into a captivating exploration of previous exhibition projects by Grade 10 students, carefully analyzing each work for inspiration and learning. This experience proved invaluable as Basim set out to develop his own personal project a dynamic, user-friendly website dedicated to eco-friendly interior design. Guided by Mr. Marwan's insights and encouragement, Basim gained a deeper understanding of sustainable design principles, exploring ways to highlight innovative, environmentally responsible solutions within his platform. As they reviewed the projects, Basim envisioned his website as more than just a showcase of aesthetic interiors; he aspired to create a resource that educates others on sustainable living, offering practical tips, creative inspiration, and awareness around eco-conscious choices. This journey empowered Basim to design a meaningful project that reflects his dedication to both creativity and environmental stewardship, grounded in the legacy of thoughtful work from his peers.





# English Language & Literature

## **INTRODUCING ENGLISH A: LANGUAGE AND LITERATURE FOR THE FIRST TIME AT KING ABDULAZIZ IB SCHOOL**

Introducing English A: Language and Literature for the first time at King Abdulaziz IB School is a significant step toward enriching the curriculum and expanding students' global communication skills. English A is part of the International Baccalaureate (IB) program, focusing on both the language and cultural contexts of texts, providing students with critical thinking skills, an appreciation of literature, and the ability to analyze various forms of communication.

By introducing this subject, the school aims to develop students' understanding of how language shapes the world, enhances their literary knowledge, and equips them with the tools to succeed in both academic and real-world settings. This introduction would also prepare students for higher education where strong English proficiency and analytical skills are essential, making it a key addition to the IB curriculum.

Introducing English A: Language and Literature at King Abdulaziz IB School offers students a well-rounded education in both language and literary analysis. It not only prepares them for academic success but also for active, thoughtful participation in an increasingly interconnected world.

# EMPOWERING DP STUDENTS WITH KOGNITY'S INTERACTIVE LEARNING AT KING ABDULAZIZ INTERNATIONAL SCHOOL



At King Abdulaziz International School, we continuously seek innovative tools to enrich our students' educational experience and help them reach their fullest potential. This year, we have incorporated Kognity as the main resource for our Diploma Programme (DP), and the results have been encouraging. Kognity's interactive resources have played a pivotal role in building and sharpening students' skills across multiple subjects, allowing for deeper engagement with the curriculum.

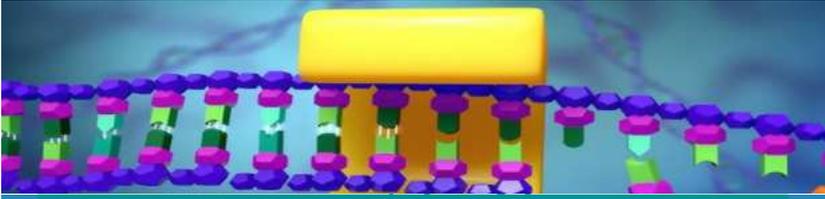
Kognity's resources offer an interactive approach to learning that goes beyond traditional textbooks. The platform presents complex topics in a structured, easy-to-understand manner, enabling students to explore challenging concepts at their own pace. Through engaging activities, self-assessment quizzes, and instant feedback, students gain a clear understanding of each topic, which helps them develop critical thinking and problem-solving skills essential for the DP.

The interactive nature of Kognity is particularly beneficial in subjects such as physics, where students can engage with simulations and visual aids to better understand difficult concepts like forces, motion, and energy. In addition to mastering content, students are prompted to reflect on their learning process, reinforcing the IB learner profile attributes of being reflective and inquiring. Kognity also supports self-directed learning, with tools for setting study goals, tracking progress, and practicing past paper questions, all of which contribute to student growth and preparation for exams.

Teachers at King Abdulaziz International School have also benefited from Kognity's resources. The platform allows educators to monitor student progress in real time, identify areas for improvement, and personalize instruction to meet each student's needs. Teachers can track engagement and see how students are progressing through the material, ensuring that each student receives the support and guidance they need to excel.

Overall, Kognity has transformed the learning experience at King Abdulaziz International School, helping our students build foundational skills and fostering a lifelong passion for learning. By embracing Kognity as a core resource in our DP, we are preparing our students to approach challenges with confidence and curiosity, ready to succeed in the DP and beyond.

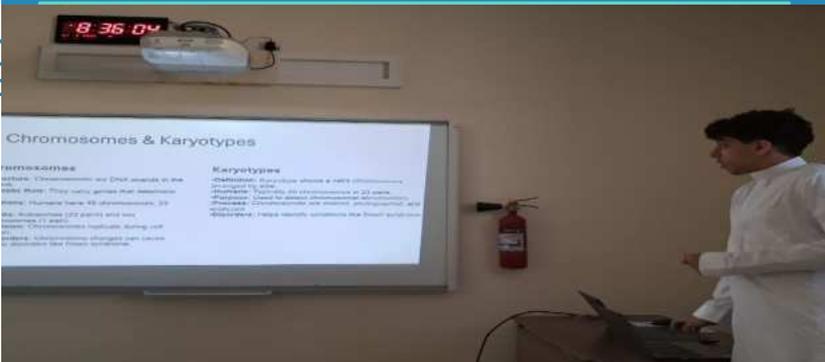
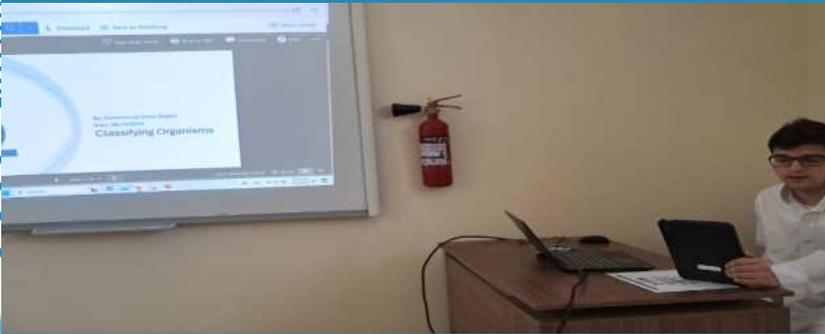
# GRADE 11.DPI. BIOLOGY PRESENTATION



Welcome to our latest newsletter, where we celebrate the incredible efforts and achievements of our students in the field of biology! This edition highlights the recent student presentations that showcased innovative research, creative projects, and a deep passion for understanding the complexities of life.

Our students have been working diligently to explore various topics, from cellular processes to ecological impacts, and their presentations reflect not only their knowledge but also their enthusiasm for biology. We invite you to dive into the details of these presentations, learn about the inspiring projects, and discover the young scientists shaping the future of biological research.

Join us as we recognize their hard work and creativity and encourage each student to continue pursuing their interests in biology!



# GRADE 12 BIOLOGY: INTERDISCIPLINARY LESSON IN ACTION

The topic was the function of the heart. This links with earlier lessons in the MYP on heart. We can recall that the heart has four chambers, two atria and two ventricles. In fact, the heart is really two pumps lying side to side.

However, this is DP2. To learn more is to do more, and inquiry questions are key. Who/what controls the heartbeat? What is the normal hear beat for a fit human? How long does one heartbeat last? Why does the heart muscle never get tired?

Answers to these great questions require heart dissection, identification of structures and their roles in heartbeat, blood circulation and transport.

Nayef Dahbour, grade 12 DP Biology student, to the rescue. A quick order for a lamb's heart from the butchers and the steady hands and keen observation of our "Resident Surgeon", Nayef!

Dissection complete. Now we can clearly identify the left and right atria, left and right ventricles of the heart. We can locate parts of the pulmonary artery and vein and aorta, the great artery. We think we have located the SAN, the hearts pacemaker, the source of electrical impulse that makes the heart myogenic, a capacity to generate its own electrical impulses. We have guessed where the AVN, the heart's relay zone for sending off impulses to the walls of the ventricles.

We were able to apply skills from Art to draw the diagram of parts of the dissected heart. We have applied mathematics to determine that the time taken for one heartbeat for a 75 heartbeats per minute is 0.8 seconds. We have applied Physics to make sense of ECG and its application in determining electrical activity in each part of the heart and to indicate irregularities in heartbeats.



**NAYEF: FINAL STAGE OF DISSECTION**



**NAYEF: GETTING READY  
TO DISSECT THE HEART**

# KAS CAREERS WEEK EVENTS

6th to 12th October 2024 saw the inaugural week-long event on Careers today, tomorrow and the future of jobs and professions. The theme of the event is raising careers awareness and trends for the future of jobs.

Events and activities included morning assemblies, careers talk, guest speakers, what careers and jobs school subjects can lead students into, and hands-on activities on career routes and jobs.

Key takeaway from the weeklong events is the keen interest expressed by students from grade 6 into 12, on careers and their desires to know more about careers, job, pay cheques and links to their school subjects.

Careers and Economic trends point to a huge impact on societal needs and on the economy due to technological changes from 2030 and beyond. Nevertheless, change is inevitable. Jobs will change, new skills will be required.

Our IB Education has ensured that our students are well prepared for the changes. The ATL skills, learner profiles and inquiry teaching and learning, and the numerous subject options are some of the best preparations that will support our students to negotiate the changes successfully.

Here are some new jobs on the horizon as researched by Nayef Dahbour, a 2nd year IB Diploma student and a Gen Z, and our Presenter at the Careers event assembly.



**(NAYEF DAHBOUR, GRADE 12 IB DIPLOMA STUDENT, KAS)**



**CAREERS GAMES AND SIMULATIONS**

# KAS CAREERS WEEK EVENTS

## Comments from Nayef:

While researching and planning my careers week assembly presentation, I was intrigued by the array of careers for the coming future.

Technology appears to be the driving force, centered around Artificial Intelligence (AI) and Machine Learning (ML). New professions and careers emerging include Data Science, Data Analytics and Cyber Security. New jobs and careers in renewal energy abound as well as Environmental Science and Conservation. The trend has also impacted on HealthCare and Food Production with a focus on Sustainable Agriculture. Gerontology is evolving in new careers and jobs for healthcare professionals, to cater for the global rise in the aging population.

So, as Louis Pasteur, the French Microbiologist and Chemist observed, "Fortune favours the prepared mind".



**JOB SEARCH,  
OCCUPATION, PAY!**



**JOBS, OCCUPATION, PAY, AND MORE!**



**CAREERS ASSEMBLY: RAPT  
ATTENTION!**

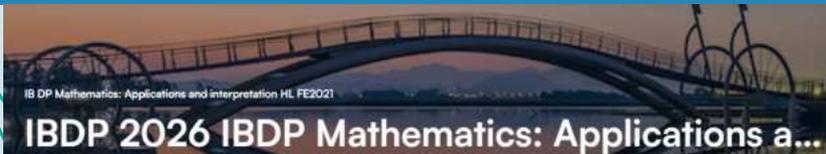


**WHERE VISUAL ARTS CAN TAKE!**

**CAREER CHOICES ... IT'S NEVER  
TOO EARLY!**



# MATHEMATICS APPLICATIONS AND INTERPRETATION HL



The introduction of Mathematics Applications and Interpretation HL for the first time to King Abdulaziz International School curriculum marks a significant step towards equipping students with the essential skills for navigating the complexities of the modern world. This subject offers a unique blend of theoretical knowledge and practical applications, empowering students to analyze real-world data, solve problems creatively, and communicate their findings effectively. By integrating technology into the learning process, students will gain a deeper understanding of mathematical concepts and their relevance to various fields, fostering a lifelong appreciation for the subject.

One of the key benefits of implementing this subject is its emphasis on developing critical thinking and problem-solving skills. Students will learn to analyze complex problems, identify patterns, and devise innovative solutions. Moreover, the subject will equip them with the ability to interpret and communicate mathematical information clearly and concisely, a skill that is invaluable in both academic and professional settings. By engaging in hands-on activities and projects, students will have the opportunity to apply their knowledge to real-world scenarios, making their learning experience more meaningful and engaging.

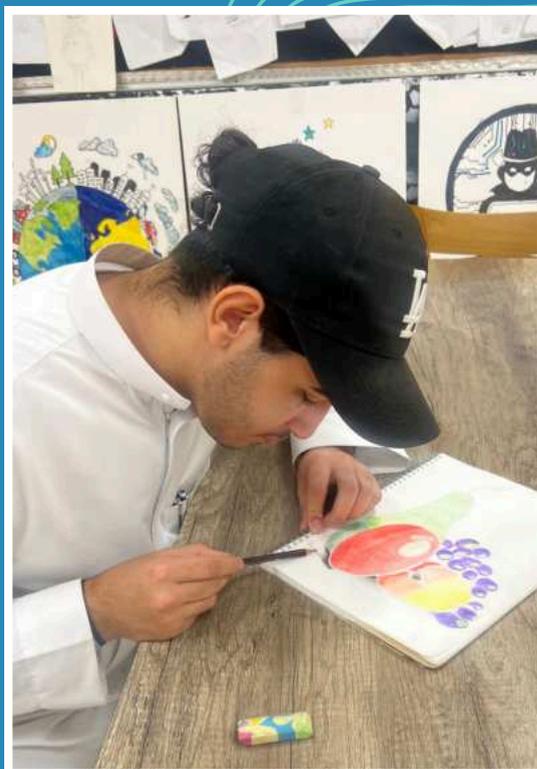
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# IB DP VISUAL ARTS SL: MASTERING CREATIVE EXPRESSION AND TECHNIQUE

Mohamed Omaer is fully engaged in an essential course objective, delving into a wide range of artistic techniques to broaden his creative expression and deepen his understanding of visual language. Through hands-on experimentation and critical reflection, he refines his skills, building a foundation that supports both his technical growth and personal artistic voice in Visual Arts.

He is immersing himself in one of the course objectives, exploring diverse artistic techniques to expand his creative expression and refine his skills.





## EMPOWERING LEADERSHIP: MR. HATEM WAZNAH EARNS IB CERTIFICATE IN "LEADING THE LEARNING" (CATEGORY 1) AT WORKSHOP IN DUBAI

We are proud to announce that Mr. Hatem Waznah recently earned his IB Certificate in "Leading the Learning" (Category 1) after attending a 3 day workshop in Dubai. His commitment to continuous learning and leadership at King Abdulaziz School sets a great example for our community. Congratulations, Mr. Hatem, and thank you for inspiring us all!



International Baccalaureate Organization  
Supplemental Program 18  
2018-20  
The Hague  
Netherlands  
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### CERTIFICATE OF ATTENDANCE

This is to certify that

**Hatem Waznah**

took part in the workshop

**MYP**

**Category 1**

**Leading the learning (ARABIC)**

Uptown International School from 20 to 22 September 2024.

The workshops were organized by Taaleem in cooperation with the IB Global Centre, The Hague, and were led by experienced practitioners of the IB.

Cynthia H. Farrar, Head of Professional Development Delivery

Henrietta Hansen, IB Event Manager, Taaleem

Attendance to this workshop delivered in collaboration with IB Africa, Europe, Middle East (IBAEM) is worth 15 hours of instruction.



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