



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



وزارة التعليم  
Ministry of Education

# IB CONTINUUM NEWSLETTER

## 1ST TERM



Designed By:  
**MARWAN SALLAM**  
DP Coordinator

**2025-2026**



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

# KING ABDULAZIZ SCHOOLS

KAS is the first and only IB Continuum school in Madinah, Saudi Arabia, offering the full range of IB programmes: PYP, MYP, and DP.

## OUR MISSION:

KAS prepares students to be open to other perspectives, values, and traditions whilst recognizing their own identity and taking pride in their cultural heritage. The school provides a dynamic and supportive environment where learners grow into well-rounded, confident, and socially responsible individuals.



## THE KAS COMMUNITY

At King Abdulaziz School, it's not just the **supportive learning environment and well-resourced classrooms** that make us unique it's our **close-knit, caring community**. Teachers, coordinators, and mentors work closely with students to foster academic excellence, personal growth, and meaningful contributions to society. Our ethos emphasizes inquiry, creativity, and holistic development, helping students thrive academically, socially, and emotionally.



Students at KAS actively engage in inquiry-based learning to understand diverse perspectives, analyze complex issues, and develop critical thinking skills. Beyond academics, students participate in field trips, guest speaker events, competitions, clubs, community service initiatives, and well-being activities.





في مدارس الملك عبدالعزيز النموذجية، نؤمن بأن التعليم رسالة متكاملة تهدف إلى بناء شخصية الطالب علميًا وقيميًا، وإعداده ليكون فردًا واعيًا وقادرًا على مواجهة تحديات المستقبل بثقة وكفاءة

نحرص على توفير بيئة تعليمية محفزة تضع الطالب في محور عملية التعلم، وتعزز مهارات التفكير الناقد، والإبداع، والعمل الجماعي، إلى جانب توظيف التقنيات الحديثة لدعم تجربة تعليمية تفاعلية وهادفة

كما نولي أهمية كبيرة للأنشطة التعليمية واللاصفية التي تسهم في صقل شخصية الطلبة، وتنمية مهاراتهم القيادية والاجتماعية، في إطار يعزز الهوية الوطنية والقيم الإسلامية إن ما نحققه من نجاح هو ثمرة تعاون مستمر بين الطلبة والمعلمين وأولياء الأمور والإدارة، ونتطلع معًا إلى مواصلة مسيرة التميز والإنجاز

At King Abdulaziz Schools, we believe that education is a holistic mission aimed at developing students academically and morally, preparing them to face future challenges with confidence and competence.

We are committed to providing a stimulating learning environment where students are at the center of the learning process, fostering critical thinking, creativity, collaboration, and the effective use of educational technology to enhance meaningful learning experiences.

We also value co-curricular activities as an essential part of student development, supporting leadership, social skills, national identity, and Islamic values.

Our achievements are the result of strong collaboration between students, teachers, parents, and school leadership. Together, we continue our journey toward excellence and a promising future.

**Mr. Hatem Waznah**  
**The General Manager**  
**King Abdulaziz School**



## Message from the IB Continuum Coordinator

**Dear Students, Parents, and the KAS Community,**

What an amazing start to the year! Our students across the IB Continuum have dived into learning with curiosity, creativity, and excitement. This term was full of inspiring experiences:

- **Clubs & Activities:** PYP students explored new passions and interests.
- **Public Speaking:** MYP and DP students wowed us with their confidence and skills.
- **Celebrations & Events:** Saudi National Day, Literacy week, Embracing the world with open minds-Culture Day, and other learning celebrations brought our community together.
- **Hands-On Learning:** Field trips, awareness campaigns, exhibitions, service projects, and the PYP Exhibition orientation made learning real and meaningful.

Our teachers have been busy too, attending IB workshops online and face-to-face, ensuring every classroom experience is engaging and impactful. To our parents, thank you for your continued support, encouragement, and partnership. Your involvement truly makes a difference in your child's learning journey.

It's inspiring to see our learners take initiative, grow, and shine every day. Here's to Term Two-full of curiosity, creativity, and countless moments of discovery. Together, let's continue to celebrate learning, inspire growth, and nurture the leaders of tomorrow!

Warm regards,  
**Raheela Akram**  
IB Continuum Coordinator  
King Abdulaziz Schools





## Primary Years Programme

At our IB Primary School, we are committed to providing a high-quality educational environment that nurtures the whole child and prepares learners for the future. We believe that meaningful education is built on strong partnerships and a shared commitment to excellence.

Within the International Baccalaureate Primary Years Programme (PYP), we place great emphasis on making learning an enjoyable and purposeful experience. Through a wide range of engaging activities and school events, we encourage curiosity, exploration, and active participation, allowing students to discover knowledge with enthusiasm and confidence.

Our approach focuses on developing strong research and inquiry skills that promote independent thinking and creativity. This not only supports academic achievement but also enables students to grow as confident, reflective learners with unique talents and innovative perspectives. These qualities distinguish our schools and allow our students to shine with excellence.

The activities and events showcased throughout the school year reflect the quality, depth, and refinement of the educational experience we offer. They stand as clear evidence of the high standards, innovation, and enriching learning environment that define our schools.

**Lama Badr**

**PYP Principal**





# Primary Years Programme

- For students aged **3-12**, spanning **KG to Grade 5**
- Focuses on **play-based, inquiry-driven learning**, conceptual understanding, and **interdisciplinary exploration**
- Develops foundational skills in **literacy, numeracy, research, communication, and collaboration**

## KEY FEATURES OF PYP AT KAS:

- **Transdisciplinary Learning:** Students explore six transdisciplinary themes, integrating knowledge across subjects for real-world understanding.
- **Inquiry-Based & Play-Based Approach:** Children are encouraged to explore, question, investigate, and reflect through both structured inquiry and play, fostering curiosity and critical thinking from an early age.
- **Student Agency:** Learners take responsibility for their learning, make choices, and develop independence.
- **Wellbeing & Life Skills:** Emphasis on social-emotional development, collaboration, empathy, and resilience.
- **Holistic Activities:** Includes science experiments, DEAR sessions, Big Write, technology integration, library research, and participation in competitions and school events.
- **Service & Action:** Students engage in meaningful local initiatives, developing a sense of community and social responsibility.
- **PYP Exhibition:** A culminating, student-led project in Grade 5 where learners demonstrate their understanding, skills, and agency through in-depth research, inquiry, and presentation.



# Primary Years Programme





**1 NO POVERTY**

**2 ZERO HUNGER**

**3 GOOD HEALTH AND WELL-BEING**

**4 QUALITY EDUCATION**

**5 GENDER EQUALITY**

**6 CLEAN WATER AND SANITATION**

**7 AFFORDABLE AND CLEAN ENERGY**

**8 DECENT WORK AND ECONOMIC GROWTH**

**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**

**10 REDUCED INEQUALITIES**

**11 SUSTAINABLE CITIES AND COMMUNITIES**

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**

**13 CLIMATE ACTION**

**14 LIFE BELOW WATER**

**15 LIFE ON LAND**

**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**

**17 PARTNERSHIPS FOR THE GOALS**

**SUSTAINABLE DEVELOPMENT GOALS**



# Primary Years Programme

## Color-Day Celebration in Kindergarten



The Color Day event was celebrated on 2nd October, 2025 with great joy and enthusiasm in the kindergarten. The learners came to school wearing bright and colorful clothes. They participated in color-based games, sang cheerful songs about colors, and performed simple actions and dances. They also enjoyed hands-on activities that encouraged creativity and active participation. The event helped develop the children’s color recognition, confidence, and social skills in a fun and engaging way.





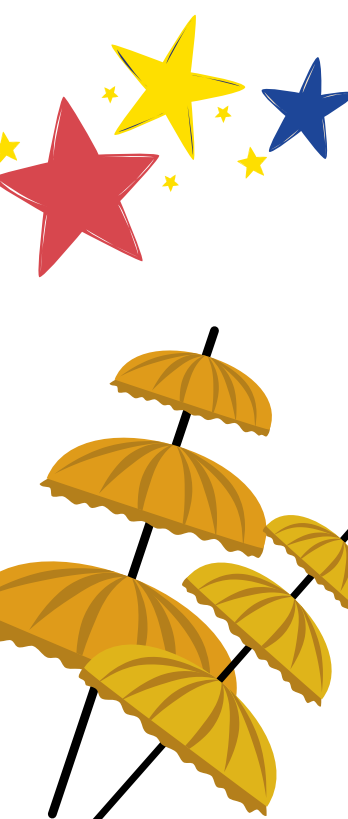
# Culture Day 2025: Embracing the World with Open Minds

KAS PYP STUDENTS TOOK US ON A COLORFUL JOURNEY AROUND THE WORLD, CELEBRATING THE CULTURES OF KOREA, ITALY, TURKEY, NIGERIA, CHINA, KUWAIT, HAWAII, INDIA, AND RUSSIA. THROUGH LIVELY PERFORMANCES, TRADITIONAL OUTFITS, AND CREATIVE DISPLAYS, OUR CHILDREN DEMONSTRATED CURIOSITY, CONFIDENCE, AND RESPECT, BRINGING THE IB LEARNER PROFILE TO LIFE. A JOYFUL DAY OF LEARNING, DIVERSITY, AND GLOBAL CONNECTIONS!





# Culture Day 2025





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# Culture Day 2025





**KG2 learners enjoyed a joyful and delicious Baking Day as part of a special activity initiated by a student's mother. The day began with freshly baked cookies prepared with love, and the children actively participated in decorating them with great excitement and creativity.**

**The experience was truly memorable for the students, especially when they had the chance to taste what they had made with their own hands. The atmosphere was filled with the sweet smell of cookies, happiness, love, cooperation, and a strong sense of independence.**

**The school would like to extend its sincere appreciation to Mrs. Anhar, the mother of Yusuf Mustafa, for her kind initiative and wonderful contribution in making this day a success. It was a delightful experience that combined learning, fun, and teamwork—one that will surely remain in the children's hearts (and taste buds!).**





# KG2 Summative Assessment Presentation

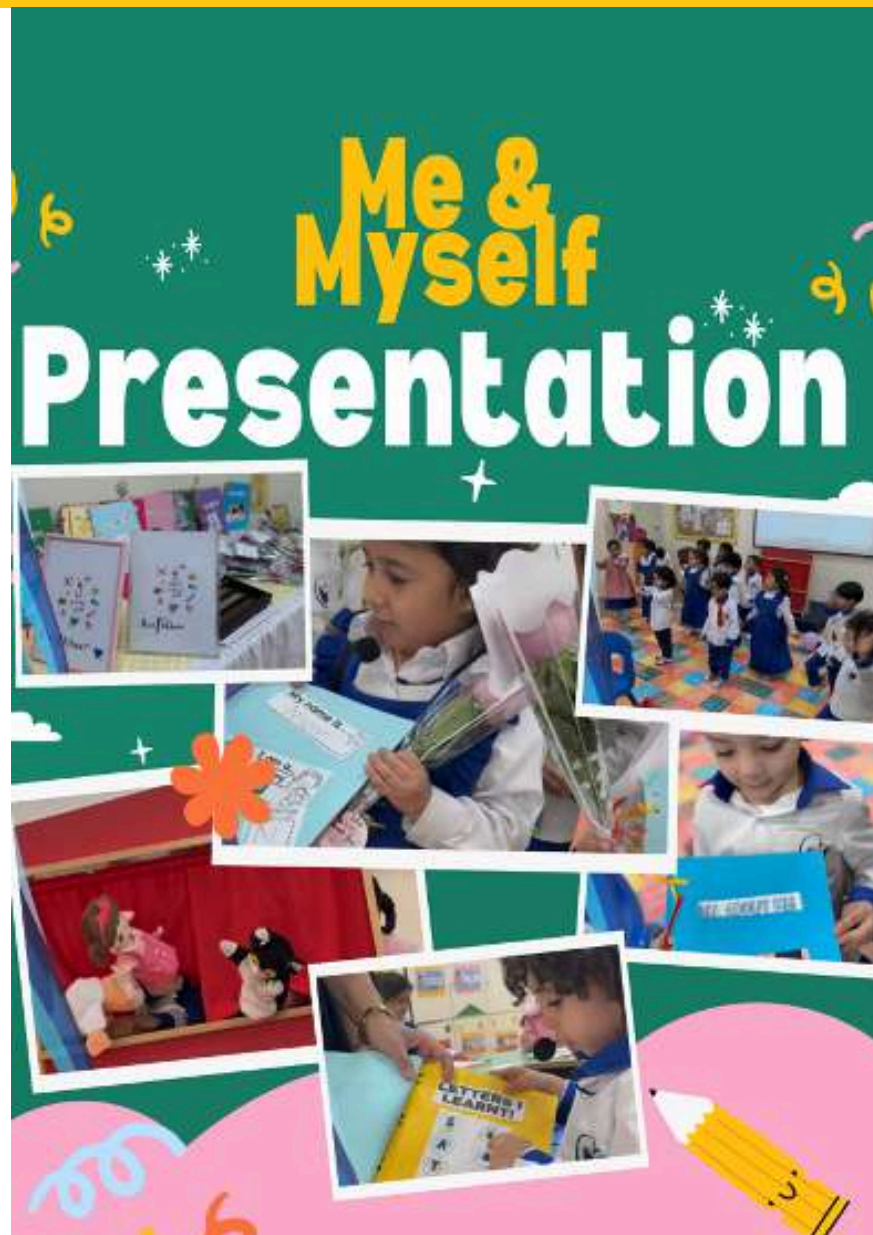
As part of the summative assessment for Unit 1 Me & Myself, KG2 students presented their work in front of their teachers during a special class presentation.

The presentation began with a puppet show followed by a joyful dance, creating an energetic and engaging atmosphere.

After that, each student confidently spoke about their own booklet, sharing personal details such as their favorite food, colors, family, and what makes them special.

To conclude the presentation, the students presented flowers to each teacher as a token of appreciation, and the event ended with group photos to celebrate the moment.

The activity highlighted students' growing confidence, communication skills, and creativity, while providing a meaningful and memorable learning experience.





# VISIT TO MYP SCIENCE LAB

On November 18, 2025, the **KG3** learners participated in an educational field trip to the MYP Science Lab as a tuning-in activity for their unit on Science and Experiments. The visit aimed to spark curiosity and introduce young learners to basic scientific concepts in a fun and engaging way.

During the visit, Grade 10 learners along with their teacher conducted simple and safe science experiments specially designed for kindergarten students. The activities helped the children observe, ask questions, and explore science through hands-on experiences. The older students guided the kindergarten learners with care and enthusiasm, making the learning experience enjoyable and meaningful.





## الحواس الخمسة - دراسات اسلاميه kg3

1-تم تنفيذ نشاط تعليمي تفاعلي ضمن وحدة الحواس الخمس مع طلاب KG3، بهدف تعريفهم بالحواس وتنمية إدراكهم الحسي بطريقة عملية وممتعة حيث تم استخدام نظارات شمسية لمساعدة الطلاب على ملاحظة الألوان من حولهم، ومناقشة ما يشاهدونه مما أسهم في تنمية حاسة البصر وتعزيز مهارة الملاحظة.

2-تم استخدام سماعات الرأس لتشغيل أصوات متنوعة، وطلب من الطلاب الاستماع إليها والتعرف على طبيعة هذه الأصوات بهدف تنمية حاسة السمع وتحفيز التركيز والانتباه لديهم وقد أبدى الطلاب تفاعلاً وحماساً واضحاً أثناء تنفيذ النشاط، مما ساعد على ترسيخ المفاهيم التعليمية بأسلوب تطبيقي يتناسب مع مرحلتهم العمرية.





# GUEST SPEAKER VISIT: UNDERSTANDING PARENTS' ROLES IN OUR SCHOOL COMMUNITY

Ghada's mother joined our **Grade 1** class as a guest speaker to help the learners understand how parents play an important role in our school community. She talked about the different ways parents support learning by helping children at home, joining school events, and working with teachers. She engaged the girls in a hands-on activity where they matched pictures of school jobs with how parents can help, which sparked great conversations. The learners also worked in small groups to share examples of how their own parents support them. Through her visit, the girls discovered that parents are active partners in their education and an essential part of our school community.





# DISCOVERING DIFFERENT LEARNING: STYLES OUR FIELD TRIP TO THE MYP SECTION

During our field trip to the MYP section, the Grade 1 girls were excited to discover how learning looks different as students grow. They observed older learners working independently, collaborating in groups, and using advanced tools and subjects. The girls were especially fascinated by the science experiment, where they watched cause and effect in action and compared it to the simple investigations they do in class. This visit helped them understand that our school community is connected, and that everyone learns in different ways. It also sparked curiosity and conversations about what they look forward to learning in the future





## Educational trip to Al-Bustan Al-Mustathal,

The Grade 2 boys and girls went on a meaningful educational trip to Al-Bustan Al-Mustathal, where they engaged in rich learning experiences connected to history, culture, and values. Learners explored the well, learned about its story and significance, and experienced drawing water and drinking from it, which deepened their understanding of its importance in the past. In addition, learners watched an educational movie about the Hijra of the Prophet ﷺ, which helped them develop a deeper appreciation of historical events, perseverance, and faith. This trip supported inquiry-based learning by connecting real-life experiences with knowledge, reflection, and understanding.





# GRADE 2 – BUILDING BRIDGES

## MADINAH REHABILITATION CENTRE

Grade 2 learners went on a field trip to a local rehabilitation center aimed at fostering connections with diverse groups of individuals. They were able to embody the learner profile attribute 'Caring.' Learners performed a song for their hosts and experienced first-hand how communication and small gestures can positively impact new relationships!





# UNIT OF INQUIRY: SHARING THE PLANET

## THE WATER FILTER

### WATER PURIFICATION

A science experiment like no other!  
Grade 2 learners explored water purification by working collaboratively to design and build their own basic filters to remove debris from water. Using critical thinking skills, they made predictions, tested their hypotheses, and shared observations with their peers.



Applying their knowledge in a practical and meaningful way is exactly what they had been anticipating. With more questions than answers emerging from the experiment, learners experienced the true heart of inquiry-based learning.





# GRADE 3 CLASS SPACE MUSEUM SUMMATIVE ASSESSMENT PROJECTS AND PRESENTATIONS

Our Grade 3 explorers successfully launched their Class Space Museum at the end of our unit into Space and Space technology. Our museum showcased the culmination of a deep inquiry where learners exercised their agency by choosing their own topics and formulating their personal research questions about our central idea.

From rockets to dwarf planets our learners investigated and explored a range of different topics and were able to conduct their own research to deepen their understanding. They beautifully demonstrated their knowledge of our central idea and applied their conceptual understanding to explain how scientists explore the unknown realm of space! It was a proud moment to watch them present their findings and share their learning with our PYP learning community. Thank you to Grade 3 for their efforts, our Dear Parents for their support and to the Grade 3 Teaching Team; Arabic teachers, Islamic Studies Teacher, French Teacher and Art Teacher for adding the transdisciplinary touch that helped our learners during this inquiry. It was truly a team effort!





# GRADE 3 GIRLS INQUIRED INTO DIFFERENT TYPES OF MEDIA

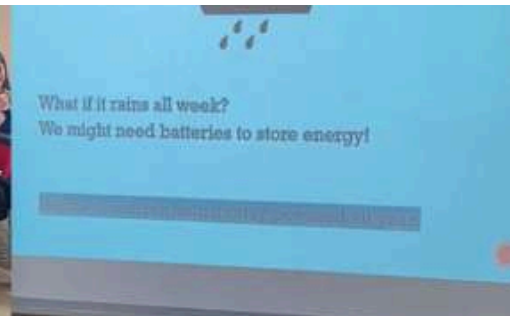
Grade 3 girls inquired into different types of media by researching and recording their understanding through a mind map. They explored print, digital, audio, and visual media, developing research, thinking, and communication skills as part of their Media Unit of Inquiry.





## GUEST SPEAKER SESSION – ENERGY UNIT

As part of the **Grade 4** Girls' IB PYP Unit of Inquiry into “Energy” (How the World Works), the students welcomed Mr. Mustafa Ibrahim, IB DP Physics Teacher and Assistant DP Coordinator in KAISM, for an engaging guest speaker session. Held on Wednesday, 12 November 2025, the session helped students explore real-life applications of energy, including different forms of energy, energy transformation, renewable and non-renewable sources, and sustainable practices. Students actively participated by asking thoughtful questions and making connections to their learning, deepening their understanding of how energy use impacts daily life and the environment.





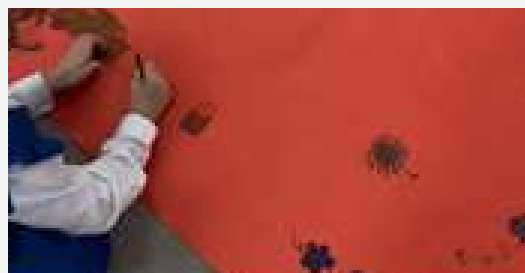
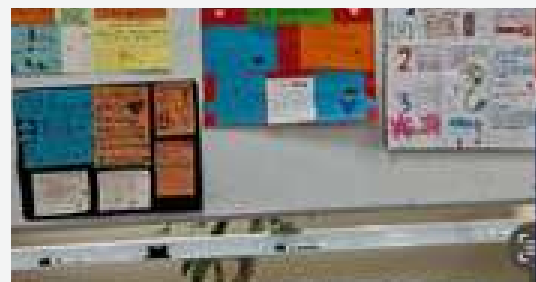
## GRADE 4 ENERGY UNIT: A CELEBRATION OF INQUIRY, CREATIVITY, AND STUDENT AGENCY

As part of the Grade 4 IB PYP Unit of Inquiry under the transdisciplinary theme How the World Works, students inquired into “Energy”, culminating in a summative assessment held on Tuesday, 18th November 2025.

Learners exercised strong agency by selecting how to present their learning, creating energy models, posters, mini booklets, presentations, and interactive games, which supported visual, verbal, hands-on, and written expressions.

The assessment featured multiple stations, including collaboratively built Energy City Models that showcased their understanding of energy systems and transformations, student-created energy games that strengthened problem-solving and communication skills, and a Question Station where learners demonstrated curiosity and deep inquiry through thoughtful energy-related questions.

Students confidently shared their learning with their younger peers, strengthening communication and reflection skills, while assessment criteria focused on content knowledge, creativity, collaboration, and IB Learner Profile attributes. Overall, the experience was a meaningful celebration of learning that highlighted students’ growth as inquirers, thinkers, communicators, and principled learners.





# GRADE 4 ENERGY UNIT

During the Energy unit under the transdisciplinary theme How the World Works, Grade 4 IB PYP students developed an understanding of how energy is transferred and transformed. Through strong student agency, students planned, designed, and built simple electric circuits, demonstrating how electrical energy transforms into light or motion. In doing so, students applied ATL skills such as thinking, communication, and self-management, showing clear understanding through hands-on, inquiry-based learning.





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# Primary Years Programme



## **PYP EXHIBITION 2025-2026**

## **ORIENTATION AND LAUNCH**



Grade 5 students at King Abdulaziz Schools recently kicked off their PYP Exhibition journey with enthusiasm and curiosity. This exciting orientation allows students to explore real-world issues, take ownership of their learning, and prepare for their meaningful projects. We thank all students and parents for their active participation and support in making this launch a successful and inspiring start to the PYP Exhibition.

The PYP Exhibition orientation is a wonderful way to start inquiry, spark creativity, and encourage student agency, setting the stage for an engaging and rewarding learning experience.



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# Primary Years Programme

## PYP EXHIBITION 2025-2026 ORIENTATION AND LAUNCH





# ICT integration across the PYP Grades

This term ICT lessons have been utilized for supporting inquiry and developing key research skills.

Units of inquiries from each grade have been integrated with ICT lessons to ensure transdisciplinary learning and deeper inquiry.

This has encouraged our learners to become responsible users of technology and understand how we can use ICT as a resource to enrich our learning.





# A Taste of France in the Classroom

As part of their ongoing French language learning, students participated in an immersive and engaging classroom experience where the learning space is transformed into a French restaurant. This creative activity provided students with an authentic context to practice real-life communication in French.

Students took on different roles as customers and servers, allowing them to practice ordering food in French using appropriate vocabulary and polite expressions. They explored a variety of French dishes, fruits, vegetables, and juices, expanding their vocabulary while developing confidence in speaking and listening skills.

Through this hands-on role-play, students strengthened their pronunciation, improved sentence structure, and gained a deeper understanding of French culture and daily life. The activity encouraged collaboration, creativity, and active participation.

The classroom atmosphere was lively and positive, with students showing great enthusiasm and enjoyment throughout the activity. Learning through experience made the language meaningful, memorable, and fun, reinforcing the idea that language learning is most effective when students are actively involved.

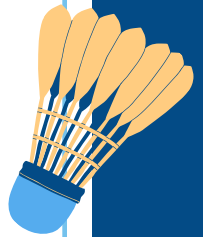
This engaging lesson not only supported language development but also fostered communication skills, cultural awareness, and learner confidence.





## PSPE IN THE PYP

Personal, Social and Physical Education (PSPE) plays an essential role in supporting students' well-being and personal development in the Primary Years Programme. Through engaging activities, cooperative games, and reflective discussions, students develop social skills, emotional awareness, self-management, and healthy physical habits. PSPE encourages students to build positive relationships, make responsible choices, and understand the importance of balance and well-being. These learning experiences help students grow into confident, caring, and active learners who are prepared to contribute positively to their community.





# GRADE 3

## UNIT OF INQUIRY: SPACE AND SPACE TECHNOLOGY

# VISUAL ART

As part of the Space and Space Technology unit, our Grade 3 learners explored Visual Art by creating their own imaginative planets. Learners designed unique planet shapes, selected creative color combinations, and invented original names, proudly expressing their ideas through art. The activity encouraged creativity, critical thinking, and personal expression while strengthening connections between art, science, and technology. During the summative learning experience, learners confidently displayed their artwork and shared their creative process with pride.

It was inspiring to see our young artists' enthusiasm, confidence, and ownership of learning as they celebrated their creativity with the school community.





# GRADE 4 PYP BOYS EXPLORED THE ART EXHIBITION

Our Grade 4 PYP boys enjoyed exploring the art exhibition, bringing color, creativity, and inspiration to the school year.





# وحدة البحث لمادة الدراسات الإسلامية

ضمن تفعيل وحدة الاختيارات الصحية في مادة الدراسات الإسلامية، تم تنفيذ نشاط توعوي داخل الفصول الدراسية يهدف إلى تعزيز مفهوم النظافة الشخصية والبيئية لدى الطلاب، وربطها بالقيم الإسلامية، حيث تمت زيارة الفصول وتوزيع معطرات الجو والمناديل المبللة على الفصول، مع توعيتهم بأهمية النظافة في حياتهم اليومية وبيان أن النظافة من الإيمان وأن الإسلام يحث على الطهارة والاعتناء بالجسم والمكان لما لذلك من أثر إيجابي على صحة الفرد والمجتمع كما تم توضيح دور النظافة في الوقاية من الأمراض، وخلق بيئة تعليمية صحية، وتشجيع الطلاب على تبني السلوكيات الصحية السليمة داخل المدرسة وخارجها وقد لاقى النشاط تفاعلاً إيجابياً من الطلاب، وأسهم في ترسيخ مفهوم الاختيارات الصحية وربطها بالسلوك العملي اليومي

## Grade 1





من خلال نشاط التعبير الفني ، احتفل الطلاب بيوم اللغة العربية ،  
سعيين عن معرفتهم واعتزازهم بلغتهم .





# اللغة العربية الصف الخامس

تم عمل الحصة النموذجية لمقرر اللغة العربية في الصف الخامس  
العنوان ( رفع المبتدأ والخبر بالعلامات الفرعية )

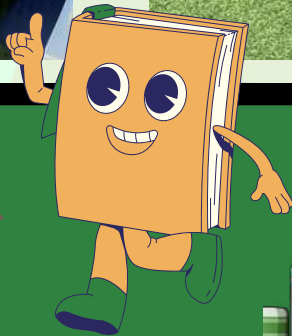




# DROP EVERYTHING AND READ (DEAR)

We have continued our weekly "Drop Everything and Read" (DEAR) activity as our whole-school initiative where all students, teachers, and staff members pause regular lessons for dedicated uninterrupted reading time!

Prioritizing DEAR this term has helped us to further support the development of reading fluency and key literacy skills, as it models the intrinsic value of reading and normalizes the practice across our entire learning community. This has in turn increased book borrowing rates and has helped to provoke interest in our school library as a central and essential resource hub for lifelong literacy and inquiry!



## PYP BIG WRITE TERM 1

This term we have also continued our monthly 'Big Write' activity designed to elevate the quality and consistency of student writing by simulating a more formal, sustained writing experience. All PYP students have written about a variety of different topics ranging from formulating their first term goals and reflecting on our culture day celebration.

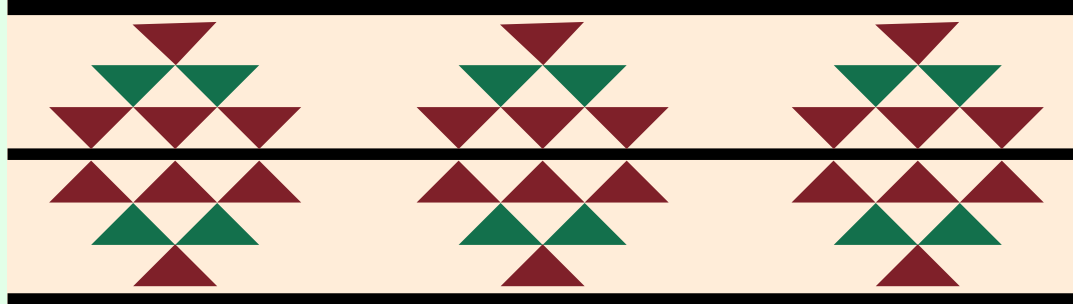
Big Write has been helpful in encouraging the development of writing skills by emphasizing key components such as planning, drafting, revising, and editing, encouraging a love of written expression amongst our young learners!



الله أكبر  
والله اعلم  
بما كنا نعبد  
والله اعلم  
بما كنا نعبد

الله أكبر  
والله اعلم  
بما كنا نعبد  
والله اعلم  
بما كنا نعبد

# Saudi National day





# IB In-School Workshop – Enhancing Approaches to Learning (ATL)



King Abdulaziz Schools recently hosted a two-day IB Category 3 workshop on Approaches to Learning (ATL), providing teachers with an enriching professional learning experience. The sessions focused on enhancing ATL skills to support student agency, critical thinking, and lifelong learning. We extend our sincere thanks to Ms. Rania Jibai for her inspiring leadership and practical strategies that made the workshop both impactful and engaging. Our heartfelt appreciation also goes to all KAS educators for their enthusiasm, commitment, and dedication to continuous growth and excellence in teaching and learning.





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# King Abdulaziz School Madina at the IB DAY Saudi Arabia 2025!



On 6th October 2025, our team including Mr. Turki Alotaibi and Mr. Ismail Kurek (MBA) proudly participated in the IB Day Saudi Arabia, hosted by King Faisal School in Riyadh. The event brought together IB team, IB educators and leaders from across Saudi Arabia to celebrate collaboration, innovation, and the shared vision of developing internationally minded learners.

It was an inspiring day filled with rich discussions, meaningful connections, and the exchange of impactful practices that strengthen IB education across the Kingdom.

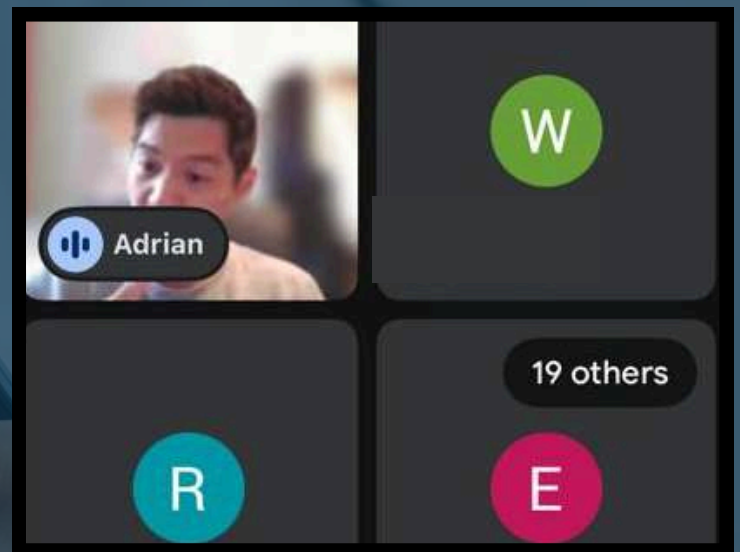
A heartfelt thank you to King Faisal School for their warm hospitality and for organizing such a purposeful and engaging event





# Britannica EDUCATION

## Britannica Empower Suite Professional Learning



Teachers participated in professional learning sessions focused on the Britannica Empower Suite, aimed at enhancing teaching and learning through high-quality digital resources. The training supported teachers to explore interactive tools, differentiated content, and curriculum-aligned materials that enrich classroom instruction across subject areas. Through hands-on practice and guided exploration, teachers learned how to effectively integrate Britannica resources to support inquiry, develop research skills, and promote critical thinking among students. This training reflects the school's ongoing commitment to empowering teachers with innovative educational technologies that enhance student engagement and deepen understanding.



# قسم اللغة العربية



جسد قسم اللغة العربية رؤية البكالوريا الدولية من خلال دمج وحدات البحث و السياقات العالمية في الأنشطة التعليمية القائمة على الاستراتيجيات والتقنيات المبنية على ملامح المتعلم ممّا مكنّ طلابنا من تطوير مهارات أساليب التعلم ليكونوا متأمّلين ومتسائلين و متعلمين مدى الحياة

رئيس قسم اللغة العربية  
أ.فؤاد علي بحري





# قسم اللغة العربية

أولاً: تابع قسم اللغة العربية برنامج التدريب الخاص بالمعلمين والمعلمات من خلال عقد جلسات تدريب وتطوير مختلفة وتنفيذها عمليا في دروس نموذجية وأبرز تلك

الجلسات:

المفاهيم والمهارات  
التعلم بالبحث  
تقنيات التعليم الحديثة



ثانياً: شارك قسم اللغة العربية بجميع منسوبيه بالاحتفاء  
باليوم الوطني السعودي



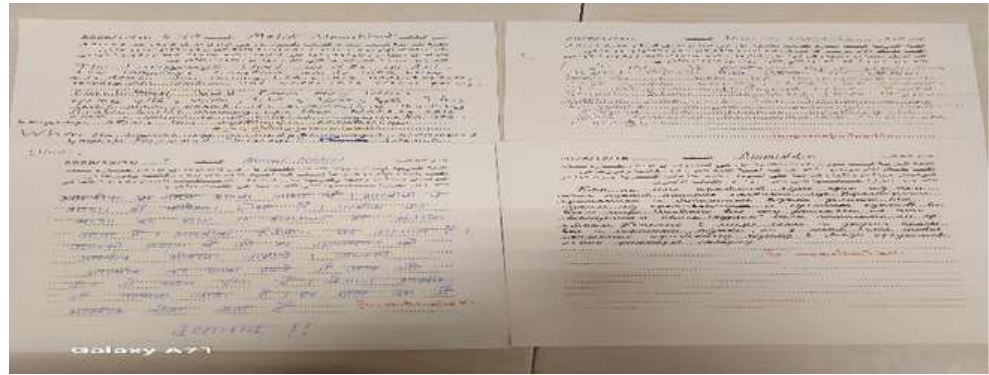


# قسم اللغة العربية

ثالثاً: نفذ قسم اللغة العربية مسابقات إبداع اللغة العربية حيث شارك فيها طلاب المرحلتين الابتدائية والمتوسطة وتنوعت بين (الخط والقصة وقصص القرآن والمناظرة الأدبية) وقدم فيها الطلاب مستويات جميلة جدا وقد تم تكريم الفائزين بكل قسم من قبل المدير العام للمدارس الأستاذ حاتم كمال وزنة



رابعا: نفذ قسم اللغة العربية على مستوى المدرسة يوم الكتابة الكبير عن اليوم العالمي للغة العربية بحيث يعبر كل طالب بلغته الأم عن اللغة العربية وأهميتها





# قسم اللغة العربية

خامساً: احتفل قسم اللغة العربية باليوم العالمي للغة العربية بحث تم تخصيص الإذاعة الصباحية للحديث عن اللغة العربية وأهميتها ودورها في تعزيز التواصل كما تم تخصيص حصة دراسية تم فيها تنفيذ مسابقات وتفاعلات إبداعية عن اللغة العربية وفنونها وأعلامها



سادساً: نظم قسم اللغة العربية حصصاً نموذجية وتبادلية بهدف تبادل الخبرات والاستفادة من تقنيات التعليم المستخدمة واستراتيجياته





# قسم اللغة العربية

سابعا : نظم قسم اللغة العربية فعالية بمناسبة يوم التسامح العالمي عبر من خلالها عن قيمة هذا المفهوم في نشر المحبة والتسامح والتعاون بين المجتمعات

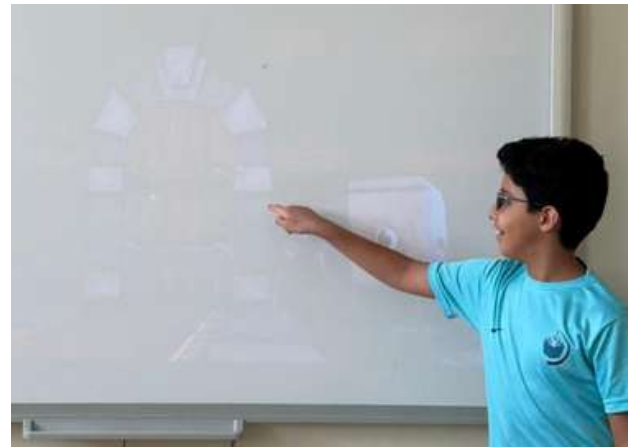


## ISLAMIC

تطبيق عملي لدرس صفة الصلاة



تفاعل الطلاب في استراتيجية التعلم باللعب



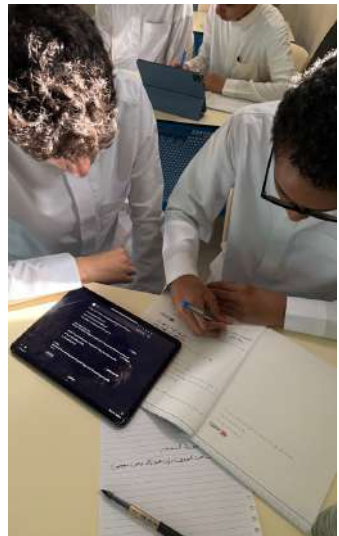


# ISLAMIC

مشاركة الطلاب في تصفيف  
سجاد المصلى



تكريم الطلاب المشاركين في مسابقة  
حفظ العشرة المبشرين بالجنة





# Head of English Language Department Message



Dear Students, Parents, and Guardians,

It is with great pride and privilege that I address you in this first term newsletter as the Head of the English Language Department at King Abdul Aziz IB School. Working within such a prestigious educational institution has been truly rewarding.

Our commitment to the IB learner profile remains at the heart of everything we do, as we strive to develop inquiring, knowledgeable, and caring young people who are prepared to succeed in an interconnected world.

This term, our dedicated team of Language and Literature educators has worked collaboratively to foster critical thinking, effective communication, and international-mindedness across all year levels. Through our inquiry-based approach, students have engaged meaningfully with diverse texts and perspectives, developing their skills as reflective learners and principled communicators.

I am fortunate to work alongside a group of highly respected professionals who demonstrate unwavering commitment to academic excellence and student wellbeing. Together, we continue to create a learning environment that encourages risk-taking, conceptual understanding, and the development of transferable skills essential for lifelong learning.

Thank you for your continued support and partnership in your child's educational journey. Wishing you all a restful break and a successful start to the new term.

Warm regards,

**Mr. Gamal Bekheet**  
Head of English Language Department  
King Abdul Aziz IB School, Madinah





# BIG WRITE



**Celebrating Linguistic Excellence: The Big Write Challenge.** This term, our MYP students tackled the "10-Sentence Cryptic Message" challenge, a rigorous task requiring precise grammatical control and imaginative flair. Using IB Language A criteria, we evaluated their ability to weave complex structural constraints into compelling narratives. Congratulations to our KAS Big Write Champion, Mahmoud Shoaib, and our KAS Creative Writing Stars for their exceptional performance!





## KAS ENGLISH CLUB

### Unleashing Creativity: A Whirlwind Term at the KAS English Club!

Term 1 has been nothing short of spectacular for our language enthusiasts! The KAS English Club has transformed into a hub of inquiry and excitement, bridging the gap between academic rigour and creative play. From analyzing the visual storytelling of animations and movies to the high-stakes thrill of our interactive quizzes, students have been immersed in English like never before.

We balanced the "fun" with the "functional" through focused Mock Tests and professional presentations, ensuring our students are as prepared as they are inspired. Whether it was the spirit of healthy competition, the discovery found on our field trips, or the joy of our end-of-term celebrations, every moment was a step toward mastery. At KAS, we don't just teach English –we live it!





# GAT CHAMPS

**Celebrating Excellence:**  
**Our GAT (General Aptitude Test) Top-Performing Students join School Director Mr. Hatem and their program coordinators to mark their outstanding achievements in the Term 1 GAT Course. Their dedication sets a high benchmark for academic success at KAS.**



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# Global Voices

Amplifying Excellence: The Inaugural KAS Global Voices Competition

This term, the English Language Department proudly hosted the first KAS Public Speaking and Global Voices Competition. Our MYP and DP students took to the stage to showcase their skills as IB Communicators and Risk-Takers. Contestants were evaluated through a rigorous rubric focusing on Composition—including the choice of unique material and effective structure—and Presentation, which assessed their audience bond, articulation, and delivery. This event serves as a foundational step toward our goal of hosting a future TEDxYouth event in Medina, in shaa Allah. A special thank you to our dedicated staff and parents for supporting these inspiring young voices!





# INQUIRY DEPTH READERS



**Our KAS PYP & MYP "Inquiry Depth Readers" enjoyed an inspiring visit to Jarir Bookstore! Seeing our PYP students this excited about books is what the KAS English Department is all about! Seeing our MYP students take such active ownership of their literature choices is exactly what the KAS English staff strives for. This trip celebrates their sophisticated engagement with our D.E.A.R. program and In-Class Libraries—proving that the love for a good book only grows deeper with age.**



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## MESSAGE FROM THE IB **MYP** & **DP** PRINCIPAL

As we conclude another meaningful term, I would like to take this opportunity to commend our MYP and DP students, teachers, and parents for their continued commitment to learning and growth.

Throughout this term, our students have engaged in rich, inquiry-based learning experiences that reflect the core values of the International Baccalaureate. In both the Middle Years Programme and the Diploma Programme, students have demonstrated resilience, responsibility, and a growing ability to think critically and act reflectively as they navigate academic and personal challenges.

Our teachers continue to play a vital role in creating supportive and challenging learning environments, guiding students to develop not only strong academic skills but also the attributes of the IB Learner Profile. I would also like to thank our parents for their ongoing partnership and support, which remains essential to student success.

As we move forward, we remain committed to nurturing confident, principled, and internationally minded learners who are well prepared for future pathways. I look forward to the continued collaboration of our school community as we strive for excellence together.

**Turki Alotaibi**

**IB MYP & DP Principal**

**King Abdulaziz International Schools**



# MESSAGE FROM THE MYP COORDINATOR

**Dear Parents and Students,**

As we approach the conclusion of Term 1, I wanted to take a moment to reflect on what has been an exciting and transformative period for our MYP programme.

## **Building Foundations for Future Success**

This term has marked a significant milestone in our commitment to preparing our students for academic excellence. I am delighted to share with you a major initiative we have successfully launched, as well as an exciting development coming in Term 2:

### **IB-Style Assessments from Grade 6**

We have introduced IB-style examinations beginning in MYP Grade 6. This strategic decision ensures that our students become thoroughly familiar with the assessment format, question styles, and expectations they will encounter in the Diploma Programme. Rather than facing these challenges for the first time in DP, our students will have years of experience and confidence built into their learning journey. Early feedback shows that students are rising to the challenge admirably, developing stronger analytical and time-management skills in the process.

### **Personal Project Programme – Coming in Term 2**

From the beginning of Term 2, we will be introducing the Personal Project across all MYP grades (6-9) in an age-appropriate format. The Personal Project, traditionally undertaken in Grade 10, will now have a dedicated lesson each week for students in grades 6 through 9. This means our students will learn the essential skills of independent inquiry, research, self-management, and reflection from an earlier age. This scaffolded approach ensures that by the time they reach their official Grade 10 Personal Project, students will be well-equipped with the methodologies and confidence needed to excel.

### **Looking Ahead**

These initiatives represent our commitment to not simply preparing students for the next assessment, but for long-term academic success and personal growth. We are building confident, capable learners who are well-prepared for the rigours and rewards of the IB Diploma Programme.

Thank you for your continued support as we take these important steps forward together.

**Warm regards,**

**Ismail Kurek**

**MYP Coordinator**

**King Abdulaziz International Schools**





# Middle Years Programme

## KEY FEATURES OF THE MYP:

- For students aged **12-16 (Grades 6–10)**
- Integrates eight subject groups, interdisciplinary learning, and service as action
- Prepares students for academic rigor in the Diploma Programme
- Emphasizes student agency, problem-solving, and real-world application
- **Language & Literature:** Developing advanced communication skills in English and Arabic.
- **Sciences & Mathematics:** Encouraging inquiry, experimentation, and analytical thinking.
- **Individuals & Societies:** Exploring history, geography, economics, and global perspectives.
- **Design & Technology:** Fostering innovation, creativity, and practical skills.
- **Arts & Physical Education:** Promoting self-expression, creativity, and wellbeing.
- **Service as Action:** Engaging students in meaningful community projects.
- **Personal Project:** Independent research fostering deep learning and reflection.



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



وزارة التعليم  
Ministry of Education



# Middle Years Programme





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Grades K-12 International Baccalaureate World School



وزارة التعليم  
Ministry of Education

# EDUTAINMENT WEEK

MAKING LEARNING FUN & ENGAGING

## MID-TERM EDUTAINMENT WEEK

26th-30th Oct 2025

GAMIFICATION  
IN LEARNING

LOOK FORWARD TO A UNIQUE AND

October 26-30, 2025 | Term 1

## WHAT WE DID

Every teacher integrated gamified elements into their lessons, creating an atmosphere of friendly competition and active learning throughout the school.

This October, our MYP program launched an exciting new initiative: **Edutainment Week**—where education meets entertainment! For five days, teachers across all subjects transformed traditional lessons into engaging, game-based learning experiences using platforms like Kahoot, team challenges, and interactive technology.





# EDUTAINMENT WEEK

MAKING LEARNING FUN & ENGAGING

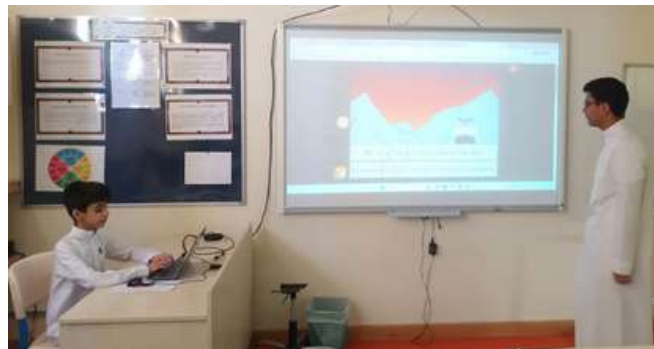


**Grade 6 students engaged in an exciting Kahoot math challenge**

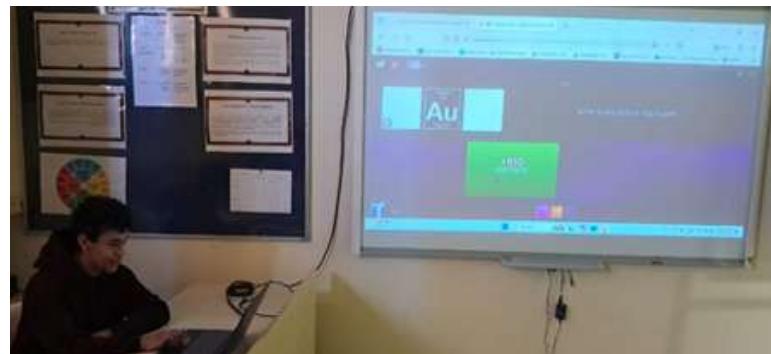


**Technology-enhanced learning with tablets and interactive games**

## ACTIVITIES ACROSS ALL GRADES



**Grade 9 students leading their own Kahoot presentations**



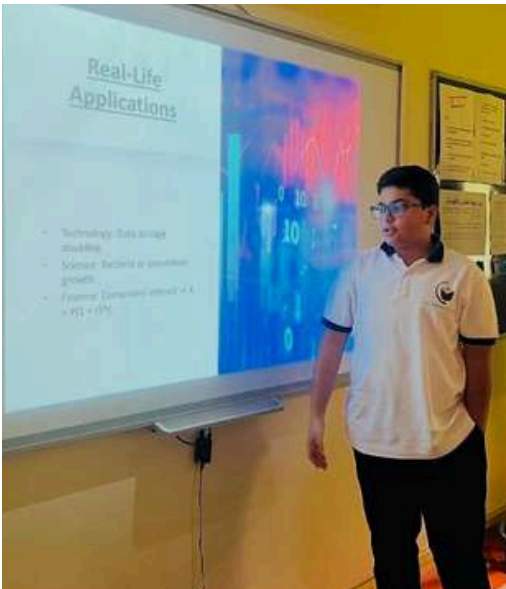
**Interactive chemistry challenges making science concepts come alive**



**Grade 10 students tackling the "Million Dollar Math Challenge"**



## MYP3 (Grade 8) – Mathematics

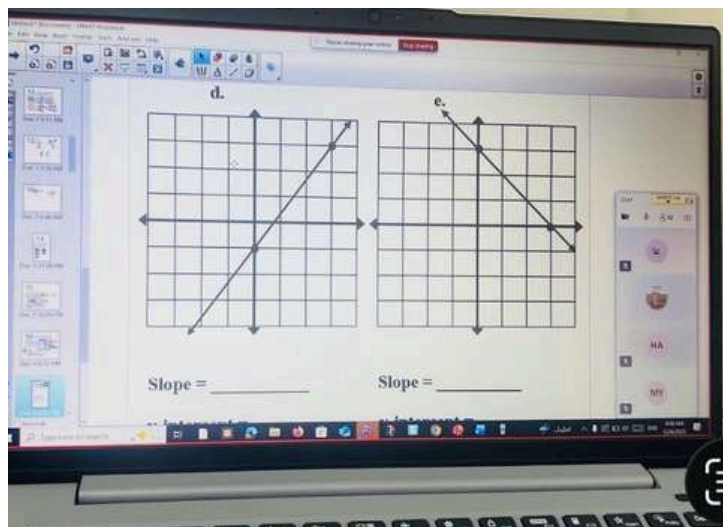


During our Mathematics lessons on Powers and Indices, students explored how abstract concepts apply to real-life situations. In this learning experience, a student confidently led a class discussion, explaining practical applications of powers and indices in everyday contexts such as scientific notation and technology. This activity promoted student agency, communication skills, and conceptual understanding. It also encouraged peers to make meaningful connections between mathematical theory and real-world use.

Students demonstrated their understanding of the laws of exponents by explaining key rules and examples to their peers during our Mathematics lesson. This peer-led activity strengthened mathematical communication, confidence, and student agency while deepening conceptual understanding.



During an online Math–Science IDU lesson on Linear Motion, Grade 8 students explored linear graphs to identify slope and y-intercept through inquiry-based learning. The session was conducted via Microsoft Teams due to school closure following ministry guidelines.



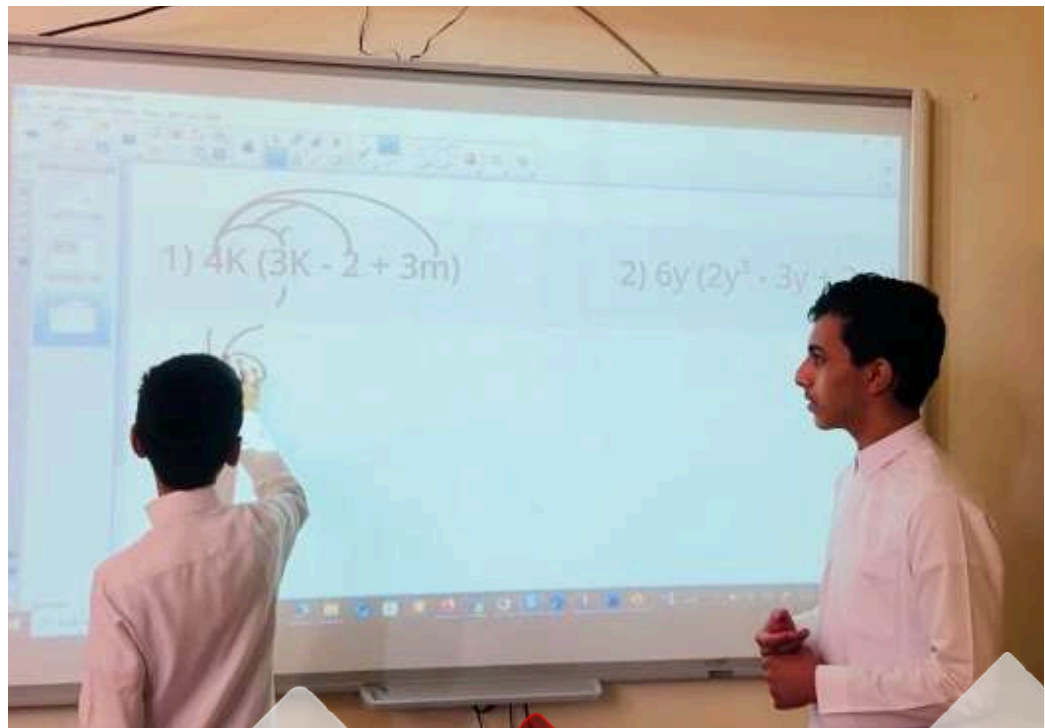


## MYP4 (Grade 9) – Mathematics



**A Grade 9 student shared how algebra simplifies real-life problem solving, highlighting its relevance in everyday situations. This brief presentation encouraged meaningful connections between mathematics and daily life while promoting student voice and confidence.**

**Two Grade 9 students explained the process of expanding brackets to the class, demonstrating clear understanding and confidence. This peer-led learning activity supported collaboration and strengthened algebraic skills.**





# MYP4

## EXPLORING THE HIDDEN WORLD OF STOMATA

*MYP 4 students prepared leaf epidermis slides to observe stomata under the microscope as part of their inquiry into plant systems. This hands-on activity supported MYP Sciences Criteria B and C and strengthened students' understanding of gas exchange. The practical experience also helped them develop accuracy, observation skills, and scientific confidence in the laboratory.*





## DESIGNING THE HUMAN BODY: MYP4 IDU SHOWCASE

*P 4 students completed an Interdisciplinary Unit between Biology and Design, where they collaboratively created posters and 3D models of the human skeletal system. They applied their understanding of structure and function while using the design cycle to plan, develop, and refine their models. The IDU supported ATL skills in research, collaboration, and creative thinking, allowing students to connect scientific knowledge with purposeful design. The final showcase highlighted how interdisciplinary learning strengthens inquiry and deepens conceptual understanding.*



## ENERGY IN MOTION: MYP 4 FIELD TRIP APPLICATION

*MYP 4 students visited the Bowling Wood Gaming Center to apply their understanding of energy and balance in a real-world context.*

*Through bowling and billiards activities, students investigated concepts such as force, motion, kinetic energy, and momentum. The experience supported ATL skills in data collection, collaboration, and reflection, helping learners connect classroom theory to authentic situations. This field trip strengthened conceptual understanding by showing how scientific principles operate beyond the lab.*





## UNDERSTANDING DIABETES: A STUDENT-LED AWARENESS CAMPAIGN

*MYP 4 students led an interactive awareness campaign focused on diabetes, exploring insulin resistance, Type 1 and Type 2 diabetes, and healthy lifestyle choices. Through hands-on activities, simulations, and real-life scenarios, students demonstrated how daily habits influence blood glucose regulation. The campaign promoted informed decision-making, empathy, and health literacy while strengthening ATL skills in communication, collaboration, and critical thinking. This initiative empowered students to apply scientific understanding to real-world health challenges and community well-being.*





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## FOAM REACTION LAB: EXPLORING ENZYME ACTIVITY IN MYP 5

*MYP 5 students investigated enzyme activity using a simple reaction between yeast and a soap solution, allowing them to visualize the release of oxygen through foam formation. Students identified variables, measured reaction changes, and recorded observations aligned with MYP Sciences Criteria B and C. The practical supported ATL skills in scientific investigation, accurate data recording, and collaborative work. This experiment helped learners connect the role of enzymes to real biological processes in an engaging and accessible way.*



### PROTEIN STRUCTURE & FUNCTION: MYP 5 EXHIBITION SHOWCASE



*MYP 5 students presented their summative projects on the relationship between protein structure and function in a live exhibition setting. Each group designed and delivered a scientific presentation supported by models, visuals, and QR-based digital evaluations from teachers. This experience strengthened ATL skills in communication, research, and self-management, while preparing students for the expectations of the Personal Project and future DP Biology coursework. The event highlighted students' growing confidence as they shared complex biological concepts with an authentic audience.*



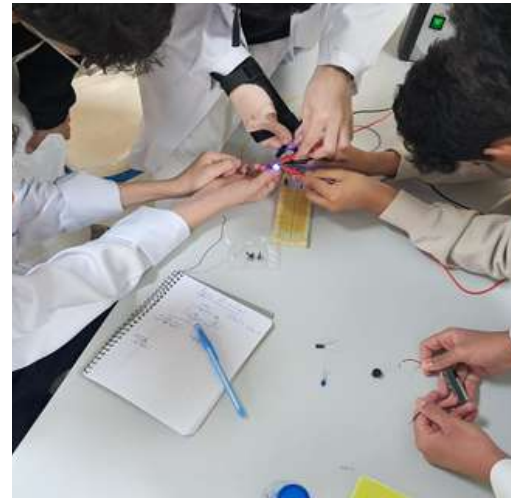


# PHYSICS GRADE 9

## ELECTRIC CIRCUIT CONNECTIONS

In our IB MYP Science classes, students have been exploring electric circuits and how electrical energy flows through different components. By building and testing series and parallel circuits, students developed a deeper understanding of how connections affect current, voltage, and the overall performance of a circuit. Through hands-on investigations, students learned how switches, bulbs, and power sources work together in a complete circuit, while also strengthening their problem-solving and analytical skills. This unit encourages curiosity, collaboration, and real-world application, helping students connect scientific concepts to everyday electrical devices.

### 1. Connecting electric circuit

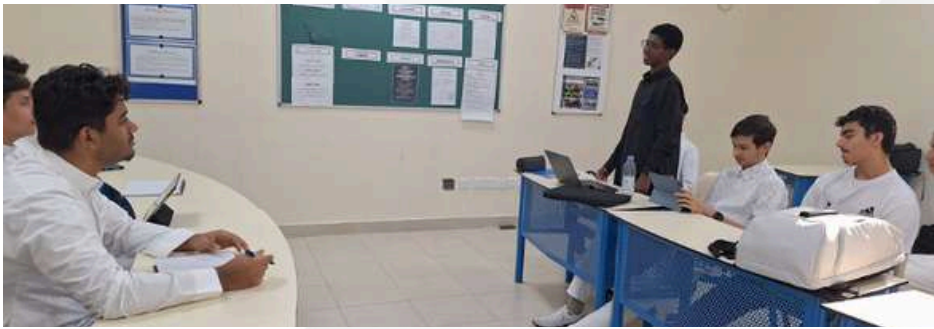


### 2. Parallel and series connection

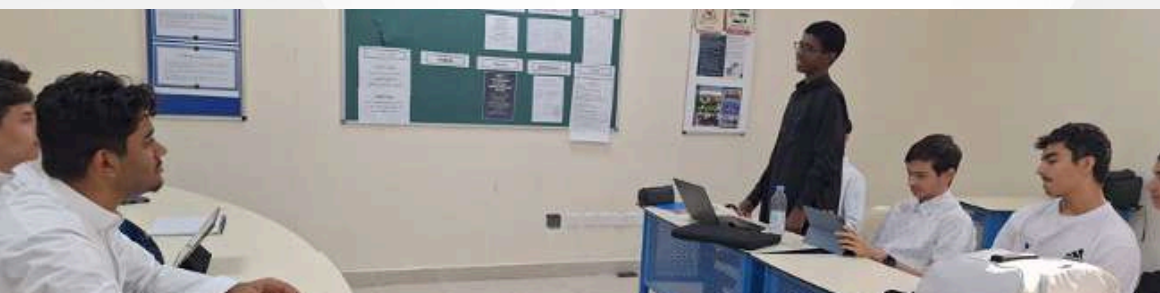
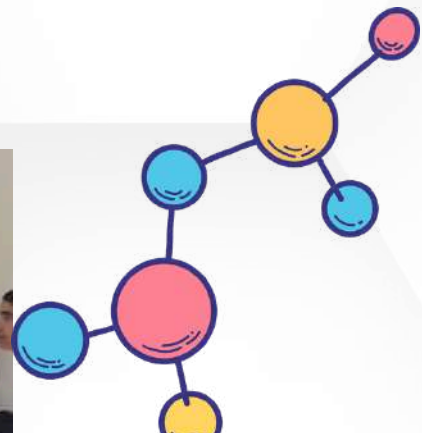
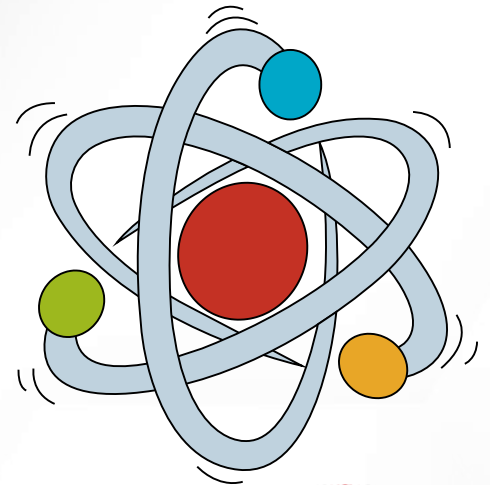




# PHYSICS CLASSROOM DEBATE EXPLORING




**Grade 10 students led an engaging classroom debate exploring the science of black holes, focusing on their formation, properties, and impact on the universe. Students looked into current scientific theories, made arguments based on evidence, and thought critically about other people's points of view. The activity emphasized scientific communication, critical thinking, and respectful discussion, while encouraging students to question assumptions and evaluate complex ideas. Through this student-led debate, learners demonstrated confidence, curiosity, and a growing ability to connect physics concepts to real scientific inquiry and modern astrophysics.**

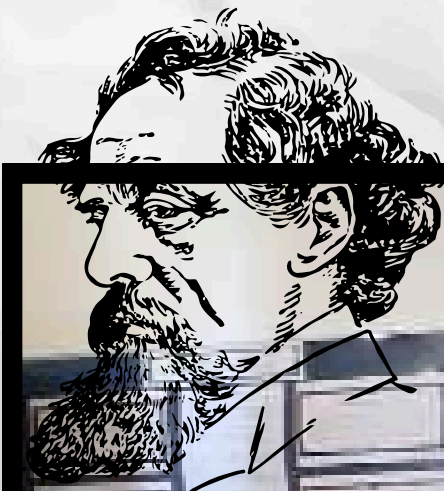
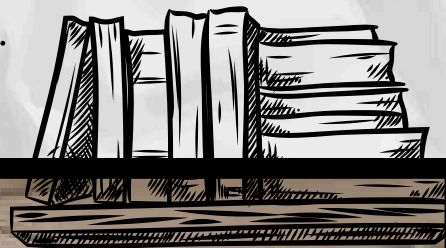


# POETRY PRESENTATION

## GRADE 9 – LANGUAGE & LITERATURE



The image shows a student confidently delivering a poetry presentation using the FDTM framework (Form, Devices, Tone, Meaning) in a classroom setting. Standing at the front, the student gestures toward the projected slide on “The Road Not Taken”, using visual support to explain ideas clearly to peers. The organised slide content and the student’s body language suggest a structured analysis, focusing on how poetic choices shape meaning and perspective. This moment captures active learning in action, highlighting the student’s ability to communicate interpretations, engage an audience, and apply analytical frameworks independently.

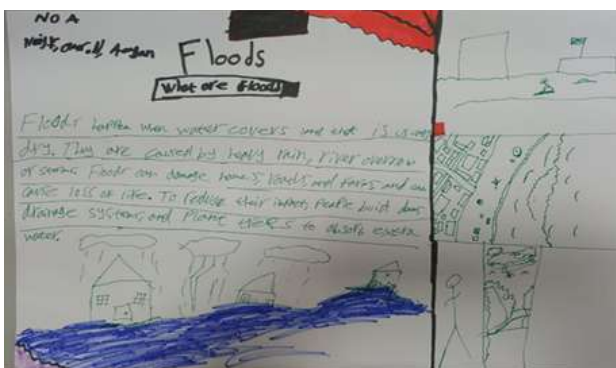




# INDIVIDUALS AND SOCIETIES

## Making Posters to Inform Others about natural disasters.

During the first term, our MYP students, Grade Eight, seemed curious and eager to produce posters regarding awareness of natural disasters. The posters they created were the product of their summative task that they completed by applying multiple skills, i.e. cognitive, collaboration, and critical-thinking skills. They suggested how to use safety measures during and after natural disasters, e.g. Tsunami and Volcanic Eruption. They shared their ideas and mentioned several precautions and safety measures on their posters. Later, they displayed the posters on bulletin boards to raise awareness of other students in the school. They enjoyed working in groups and showed enthusiasm.

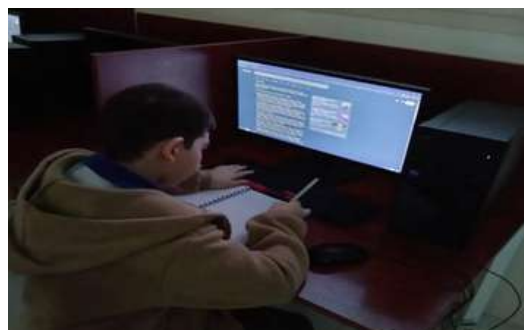
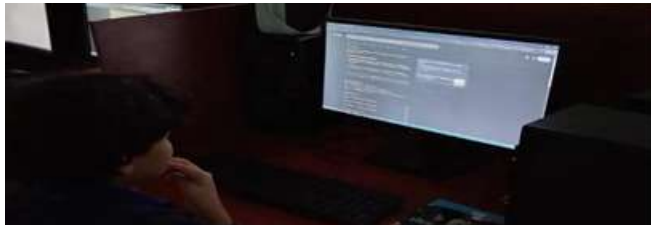




# RESEARCH SKILL G7

## Collecting information about technology

The students of grade 7 demonstrated strong engagement and curiosity while collecting data about different technology devices. They worked collaboratively to research, compare, and organize information, showing growing skills in inquiry, digital literacy, and critical thinking. Their thoughtful observations and clear presentation of data reflected a good understanding of how technology impacts everyday life, making this activity both meaningful and relevant to their learning.





# DESIGN TECHNOLOGY

## IB LEARNER PROFILE

As part of this unit, students explored the IB Learner Profile by designing creative and informative posters that communicate the meaning of the ten learner profile attributes. Through their projects, students transformed abstract concepts such as being caring, open-minded, and reflective into clear visual messages for the school community. Using Objective B: Developing Ideas, students generated and refined design ideas through sketches, layouts, and planning, carefully selecting colors, images, and typography to suit their intended audience. Through Objective C: Creating the Solution, they applied design skills and digital tools to produce high-quality final posters that effectively communicated their messages. These projects showcased students' creativity, communication skills, and growing confidence as young designers who can turn ideas into meaningful visual solutions





# DESIGN SUMMATIVE ASSESSMENT

**THIS SUMMATIVE ASSESSMENT FOCUSES ON OBJECTIVE A: INQUIRING AND ANALYSING AND OBJECTIVE D: EVALUATING.**

**Students began by identifying a clear need or problem, researching existing solutions, and analysing information to develop a well-informed design brief. At the end of the process, they reflected critically on their final product and design process, evaluating how successfully their solution met the identified criteria and user needs.**



**Through this summative, students demonstrated thoughtful inquiry, informed decision-making, and meaningful self-evaluation, highlighting their growth as reflective and purposeful designers.**





# PHYSICAL AND HEALTH EDUCATION (PHE) IN THE MYP

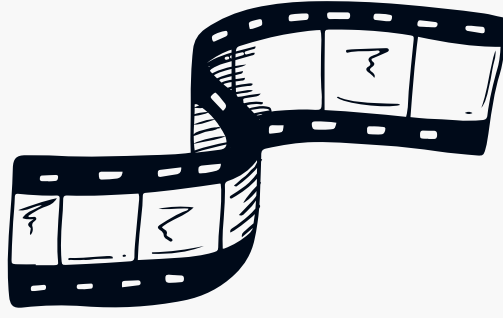
**Physical and Health Education (PHE) in the Middle Years Programme plays a vital role in supporting students' physical well-being, personal development, and lifelong healthy habits. Through a variety of physical activities, fitness challenges, and health-related learning experiences, students develop motor skills, teamwork, resilience, and self-management.**

**MYP PHE encourages students to set personal goals, reflect on their progress, and understand the importance of balanced lifestyles. By promoting cooperation, fair play, and responsible decision-making, PHE supports the development of confident, active, and health-conscious learners who are prepared to make positive choices both in and beyond school.**





# DRAMA IN ACTION: SILENT MOVIE



As part of their Drama summative assessment, students engaged in an exciting creative process to plan, rehearse, and produce a silent movie. Through this task, students explored physical storytelling, mime, facial expression, and movement to communicate meaning without the use of spoken dialogue.





# DRAMA IN ACTION: SILENT MOVIE SUMMATIVE ASSESSMENT

**Students worked collaboratively to develop storylines, characters, and visual sequences, demonstrating strong creativity, teamwork, and problem-solving skills. The project challenged them to think carefully about timing, body language, and visual clarity, reinforcing the importance of non-verbal communication in performance.**

**This summative assessment not only showcased students' dramatic skills but also highlighted their ability to plan, reflect, and bring ideas to life through creative expression, resulting in engaging and imaginative silent films.**

**ENJOY THE SHOW**

## HAPPY ENDING





# DRAMA IN ACTION: SILENT MOVIE SUMMATIVE ASSESSMENT





# SERVICE AS ACTION

**Our students proudly took part in a meaningful Service as Action activity at the Saudi Guard Hospital, contributing to a clean, organized, and caring environment.**

**Through teamwork, responsibility, and compassion, they helped promote patient well-being, support healthcare workers, and reinforce the importance of hygiene and respect in healthcare settings.**

**This experience reflects our students' commitment to making a positive difference in the community while living the values of service, empathy, and action.**

**Our student took the initiative to distribute water to visitors at the park, showing care and thoughtfulness for the community.**

**This simple act of service not only refreshed people but also reflected the values of compassion, responsibility, and making a positive impact in everyday life.**





# SERVICE AS ACTION

Our Grade 8 student brought the world of geography to life for 4th-grade learners through fun, interactive, and hands-on activities. By making complex concepts simple and engaging, they helped younger students discover continents, landforms, and the wonders of our planet, fostering curiosity, confidence, and a love for learning.



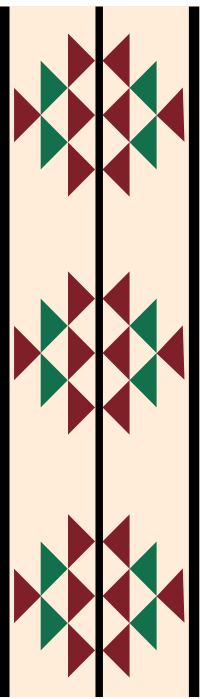
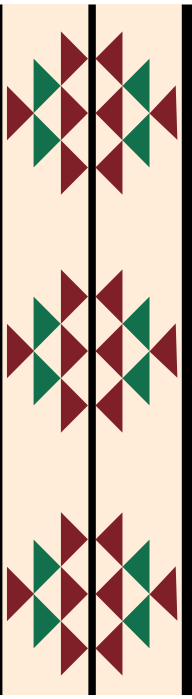




**King Abdulaziz Schools**  
INTERNATIONAL CURRICULUM  
Grades K-12 International Baccalaureate World School



وزارة التعليم  
Ministry of Education



# SAUDI NATIONAL DAY





# Makkah

**Students of King Abdulaziz Schools participated in a meaningful field trip to Makkah, where they had the opportunity to perform Umrah and engage in a spiritually enriching experience.**





# Educational Field Trip to Taibah University

جامعة طيبة  
TAIBAH UNIVERSITY

**An educational field trip was organized for high school students at King Abdulaziz Schools to Taibah University, with the aim of introducing students to the university environment and helping them explore their future academic pathways. The visit included an orientation tour of the university's facilities, an overview of the colleges and available majors, as well as information about admission requirements and university life. Students were also given the opportunity to ask questions and engage in discussions with university representatives, which helped broaden their understanding, encourage early academic planning, and connect their high school learning to the expectations of higher education.**





## Message from the DP Coordinator

As we progress through the academic year, I would like to commend our DP students and teachers for their continued commitment, resilience, and academic integrity.



The Diploma Programme is a demanding journey that requires strong time management, perseverance, and a genuine engagement with learning, and it is encouraging to see these qualities reflected across our classrooms.

Throughout this term, DP students have demonstrated thoughtful inquiry, creativity, and responsibility in their academic work, assessments, and co-curricular involvement. Our teachers continue to provide high-quality learning experiences that challenge students intellectually while supporting their personal growth and well-being.

As we move forward, I encourage all DP students to remain focused, reflective, and proactive in meeting programme requirements, particularly during assessment periods. With consistent effort, collaboration, and support from home and school, I am confident our students will continue to grow and succeed.

Thank you to our DP teachers, students, and parents for your ongoing partnership and commitment to excellence.

**Marwan Sallam**  
DP Coordinator

**King Abdulaziz International Schools**





# Diploma Programme

## PROGRAMME STRUCTURE AT KAS:

- For students aged **16-19 (Grades 11-12)**
  - Offers a rigorous, two-year curriculum with **six subject groups** and three core components: **Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity & Service (CAS)**
  - Prepares students for university, higher education, and lifelong learning
  - Develops academic depth, critical thinking, and global perspectives
- 
- Students study **six subjects**, three at higher level (HL) and three at standard level (SL), tailored to their interests and strengths.

### • **CORE COMPONENTS:**

- **Theory of Knowledge (TOK):** Encourages students to critically examine knowledge and explore how we know what we claim to know.
- **Extended Essay (EE):** An independent 4,000-word research project fostering academic writing, inquiry, and reflection.
- **Creativity, Activity & Service (CAS):** Students engage in artistic, physical, and community service experiences to develop character, responsibility, and social awareness.



# Diploma Programme





# DP1 Orientation: Diploma Programme & School Facilities

A DP1 orientation session was held to introduce students to the structure, expectations, and core components of the IB Diploma Programme. Students were also familiarized with key school facilities and learning spaces that support their academic journey. The session helped students start the programme with clarity, confidence, and readiness for success.





# HANDS-ON GENETICS: DP1 STRAWBERRY DNA EXTRACTION

*DP1 Biology students performed a DNA extraction using strawberries to explore the molecular structure of nucleic acids. Through each step of the procedure, they isolated visible DNA strands and connected the practical to key concepts of heredity and cell biology. The activity supported ATL skills in laboratory technique, observation, and scientific reasoning, while reinforcing foundational knowledge for DP assessments. This hands-on investigation transformed abstract molecular ideas into clear, observable evidence.*





## LEARNING THROUGH TEACHING: DP1-MYP4 MICROSCOPY COLLABORATION

*DP1 Biology students conducted a red onion plasmolysis investigation while simultaneously introducing basic microscopy skills to MYP 4 learners. Through this collaborative session, DP students modeled scientific procedures, explained plant cell behavior, and guided younger students in observing plasmolysis under the microscope. The experience strengthened ATL skills in communication, collaboration, and scientific observation for both grade levels. This peer-teaching approach enriched conceptual understanding and built a supportive learning community across the MYP and DP programmes.*



## SEPARATING MOLECULES: DP2 CHROMATOGRAPHY INVESTIGATION

*DP2 Biology students carried out a chromatography experiment to separate pigments and analyze molecular components found in plant extracts. By applying this analytical technique, they strengthened their understanding of pigment polarity, photosynthetic pathways, and separation principles. The practical supported ATL skills in data interpretation, precision, and scientific communication, while consolidating essential knowledge for their final DP assessments. This investigation allowed students to connect biochemical theory to observable laboratory results.*





# DP PHYSICS

DP 2 Physics students participated in a hands-on experimental activity focused on applying core physics concepts through practical investigation. Working collaboratively, students set up and tested experimental apparatus, recorded observations, and discussed sources of error and improvement in their methods. The activity emphasized scientific thinking, accurate measurement, and effective teamwork, reflecting the inquiry-based approach of the IB Diploma Programme. Through this practical experience, students strengthened their understanding of experimental design and data analysis while developing confidence in communicating scientific ideas and justifying conclusions based on evidence.





# BUSINESS STUDIES IN ACTION

## INNOVATIVE LEARNING APPROACHES AT KAS

### Grade 11: Student-Led Management Theory Presentations

*In an exciting demonstration of inquiry-based learning, our Grade 11 Business Studies students took ownership of their education by researching and presenting management theories that were entirely new to them. Rather than passively receiving instruction, students were challenged to investigate, understand, and teach their peers about foundational concepts in organisational behaviour and motivation.*

*The presentations covered a diverse range of influential theories, including Self-Determination Theory by Deci and Ryan, which explores intrinsic motivation through autonomy, competence, and relatedness; Vroom's Expectancy Theory, examining how anticipated outcomes drive individual motivation; and Adams' Equity Theory, focusing on fairness perceptions in workplace settings.*

*This approach not only deepened students' understanding of management principles but also developed crucial 21st-century skills including research capability, public speaking, and the ability to synthesise complex information for diverse audiences. The quality of presentations demonstrated remarkable academic growth and intellectual curiosity.*

A student explains the strengths and limitations of Self-Determination Theory



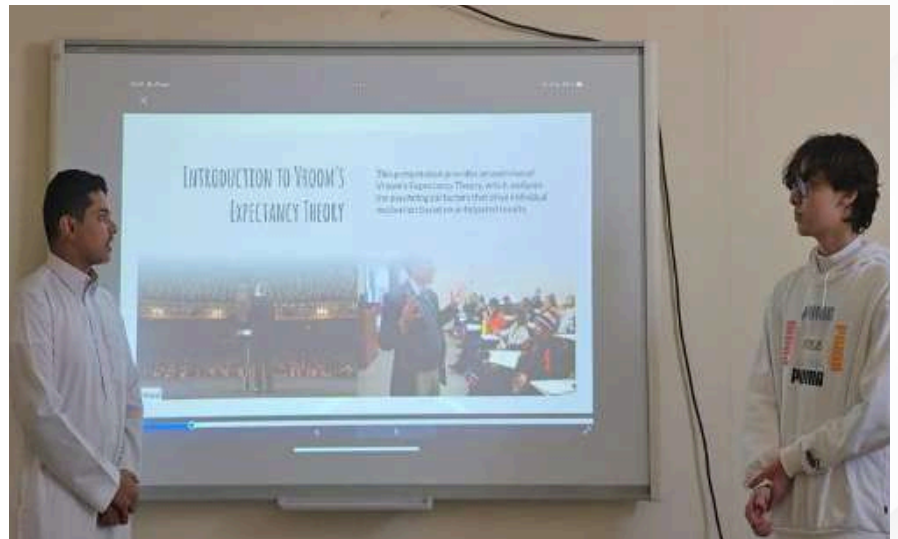


# BUSINESS STUDIES IN ACTION

INNOVATIVE LEARNING APPROACHES AT KAS

## Grade 11: Student-Led Management Theory Presentations

Collaborative presentation on Vroom's Expectancy Theory



Presenting Adams' Equity Theory on workplace fairness



Exploring why motivation fails and what Deci & Ryan got right



# BUSINESS STUDIES IN ACTION

INNOVATIVE LEARNING  
APPROACHES AT KAS

## Grade 12: Learning Beyond the Classroom

*Supporting Mental Wellbeing Through Environmental Change*

*As our Grade 12 students navigate the demanding journey of completing their Internal Assessments, we recognise that academic success extends far beyond subject knowledge. Research consistently demonstrates that student wellbeing directly impacts learning outcomes, creativity, and cognitive performance.*

*With this understanding, we organised a collaborative study session at a local café, providing students with a refreshing change of scenery while maintaining productive focus on their academic work. This initiative reflects our commitment to holistic education—acknowledging that the physical and social environment plays a crucial role in student engagement and mental health.*

*The informal setting fostered peer collaboration and reduced the anxiety often associated with high-stakes assessments. Students were able to support one another, share resources, and work alongside their teacher in a relaxed atmosphere that still maintained academic rigour. Such initiatives demonstrate that prioritising student wellbeing and academic excellence are not competing goals—they are complementary approaches to developing confident, capable learners.*

*These initiatives exemplify KAS's dedication to innovative pedagogy that develops the whole student—intellectually, socially, and emotionally. By empowering students to lead their learning and by creating supportive environments that nurture wellbeing, we are preparing young people not just for examinations, but for lifelong success.*



# BUSINESS STUDIES IN ACTION

INNOVATIVE LEARNING APPROACHES AT KAS

## Grade 12: Learning Beyond the Classroom

Grade 12 students collaborate on their Internal Assessments in a supportive environment



Teacher guidance in an informal setting promotes open dialogue and reduces assessment anxiety



# EDUTAINMENT WEEK

## MAKING LEARNING FUN & ENGAGING



**Grade 11 chemistry students competing in advanced concept challenges**



**Grade 12 students engaged in challenging stoichiometry problems**

### THE IMPACT

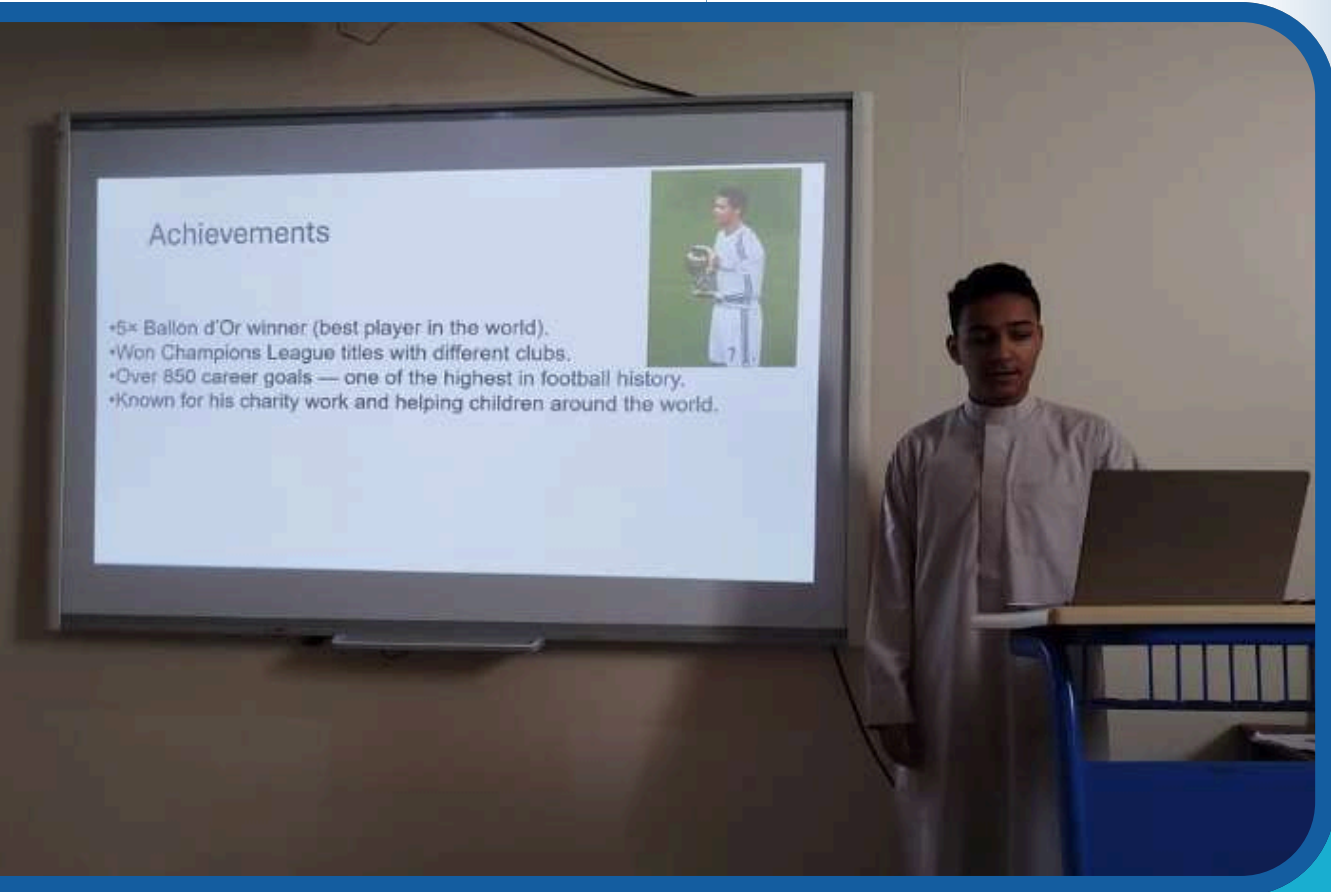
- ✓ **Record-breaking engagement:** Even typically reserved students actively participated
- ✓ **Enhanced learning:** Students applied concepts immediately through game-based activities
- ✓ **Student leadership:** Students created and hosted their own educational games
- ✓ **Community building:** Healthy competition created school-wide excitement
- ✓ **Parental appreciation:** Families praised our innovative approach to education

**"WHEN EDUCATION MEETS ENTERTAINMENT, STUDENTS THRIVE!"**

### LOOKING AHEAD

The overwhelming success of our first Edutainment Week has established it as an annual signature event. We're committed to continuing this innovative approach, demonstrating that rigorous academics and engaging, fun learning experiences go hand in hand. This initiative reinforces our identity as a forward-thinking IB school where student engagement and academic excellence work together to create an exceptional learning environment.

**THANK YOU TO ALL TEACHERS, STUDENTS, AND FAMILIES WHO MADE EDUTAINMENT WEEK A SUCCESS!**



## DP2 – PRESENTATIONS – ENGLISH B

The image shows a student delivering a presentation on role models, standing confidently beside a projected slide that highlights achievements and positive contributions. Using a clear visual layout and key points, the student explains why the chosen individual is admired, focusing not only on success but also on values such as hard work and helping others. The use of technology and structured bullet points supports clear communication, while the student's posture and focus suggest growing confidence in public speaking. This presentation reflects the student's ability to research, organise ideas, and present information thoughtfully to an audience.



# THE USE OF UNCONVENTIONAL METHOD TO TEACH MATH

In our Grade 12 IB Mathematics class, we explored probability through an unconventional but highly engaging tool: the game Buckshot Roulette. The game's mechanics naturally involve chance, risk assessment, and conditional outcomes, making it a surprisingly effective way to bring abstract probability concepts to life. By observing and predicting outcomes within the game, students were able to connect theoretical ideas—such as sample space, expected value, and likelihood—to concrete decisions made in real time. The lesson sparked strong engagement and thoughtful discussion, as students debated strategies and justified their reasoning using mathematical language. Using a game-based approach not only increased participation but also helped students see probability as a practical way of thinking rather than just a set of formulas. This activity demonstrated how creative teaching strategies can deepen conceptual understanding while keeping learning enjoyable and memorable.





# Theory of Knowledge (TOK) Exhibition

In September 2025, DP2 cohort (2026) students successfully conducted their Theory of Knowledge (TOK) Exhibition, showcasing their understanding of how knowledge is created, used, and evaluated in real-world contexts. Students selected one TOK prompt and explored it through carefully chosen real-life objects, presenting their ideas using well-structured posters that linked personal experiences to TOK concepts.

Throughout the exhibition, students demonstrated strong critical thinking and reflection by explaining how their objects connected to knowledge questions, assumptions, and perspectives. The poster format encouraged clarity, visual communication, and concise academic writing, while oral explanations allowed students to articulate and defend their ideas confidently.

The exhibition reflected key TOK skills, including analysis, justification, and evaluation of knowledge claims. It also provided an authentic opportunity for students to engage in meaningful dialogue with peers and teachers. Overall, the TOK Exhibition was a valuable milestone in the DP2 journey, highlighting students' growth as reflective and thoughtful learners within the IB Diploma Programme.

**IB DP2 ~ TOK Exhibition**

**Prompt:** How important are material tools in the production or acquisition of knowledge?

**Exploring the Role of Material Tools in Knowledge Production**

In our latest TOK Exhibition, DP2 students explored the significance of material tools in the acquisition of knowledge by examining three key instruments. Each tool illustrates how material tools help extend human perception and contribute to knowledge production.

<p><b>Light Microscope</b></p> <ul style="list-style-type: none"> <li>• Revolutionized biology's medicine</li> <li>• Enables observation of cells and microorganisms</li> <li>• Does our prior knowledge influence what we observe?</li> </ul>	<p><b>Telescope</b></p> <ul style="list-style-type: none"> <li>• Extends human vision beyond Earth's limits</li> <li>• Essential for studying "dark" planets and stars, making discoveries</li> </ul>	<p><b>X-Ray Machine</b></p> <ul style="list-style-type: none"> <li>• Allows non-invasive imaging of the human body</li> <li>• Crucial in medical diagnosis and for surgery</li> </ul>
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**Takeaways & Reflection:**

- Material tools create new knowledge, expand and extend human perception.
- These tools have limitations, e.g., microscopes face resolution limits and X-ray expose health risks.

**TOK EXHIBITION**

**How important are material tools in the production or acquisition of knowledge?**

DP2 students will showcase their understanding of how material tools like microscopes, telescopes, and X-ray machines help to expand our understanding of the world and acquire knowledge.

**JOIN US TO LEARN AND DISCUSS**

- Does prior knowledge influence observations?
- What are the limitations of telescopic evidence?
- What ethical questions arise from using X-rays in science?

YOUR LOGO | TIME | VENUE

**TOK EXHIBITION**

**Exploring the Nature and Knowledge**

DP2 students will present their TOK Exhibitions, showcasing their understanding of how knowledge is produced and evaluated in real-world contexts using carefully selected objects and thought-provoking prompts.

**JOIN US TO LEARN AND DISCUSS**

- Discuss real-life examples of knowledge-related issues.
- Explore how different object and prompts illuminate TOK concepts.
- Deepen your understanding of how knowledge is evaluated and limitations.

YOUR LOGO | DATE | TIME | VENUE

**TOK EXHIBITION**

**Examples of Prompts to be Explored:**

**Prompt: 20:**  
To what extent is usefulness a good way of evaluating knowledge?

**Prompt: 23:**  
How important are material tools in the production or acquisition of knowledge?

**Prompt: 7:**  
Are some types of knowledge less open to interpretation than others?

YOUR LOGO | DATE & TIME | VENUE



# DP2 STUDENTS ENGAGED IN THE EXTENDED ESSAY

DP2 students are actively engaged in the Extended Essay (EE), conducting independent research, refining research questions, and developing academic writing skills. This stage of the Diploma Programme highlights students' commitment, critical thinking, and perseverance as they work closely with supervisors to meet IB requirements and internal deadlines. The EE experience continues to strengthen students' research skills and academic independence in preparation for university-level study.





# DP1 Students Begin



## Their CAS Journey

DP1 students successfully completed their first Creativity, Activity, Service (CAS) experiences, engaging in meaningful volunteering and activity-based initiatives aligned with CAS learning outcomes. Through these experiences, students demonstrated commitment, reflection, and responsible participation, marking an important first step in their CAS journey and their development as active, caring members of the school community.





# DP2 STUDENTS LEAD CAS PREPARATION FOR KAS MUN



As part of their **CAS journey**, DP2 students took an active role in **orienting and preparing the school community** for the upcoming **KAS Model United Nations (KAS MUN) event**.



Through planning, collaboration, and service-oriented leadership, students supported participation across the KAS community and worked closely with peers and staff in preparation for this large-scale event involving schools from across Madinah.



This CAS experience highlights student leadership, initiative, and service in action, as the school prepares to host **KAS MUN at the end of January**.





# DP1 & DP2 STUDENTS DURING MOE AND IB MOCK EXAMINATIONS

**DP1 and DP2** students are currently engaged in **Ministry of Education (MOE) examinations and IB mock exams** as part of their academic preparation and assessment cycle. These examinations provide students with valuable opportunities to consolidate learning, apply exam strategies, and reflect on their readiness for official assessments.

The exam period highlights students' commitment, resilience, and responsibility as they balance programme expectations and demonstrate academic integrity. We commend our students for their focus and perseverance and wish them continued success throughout the examination period.

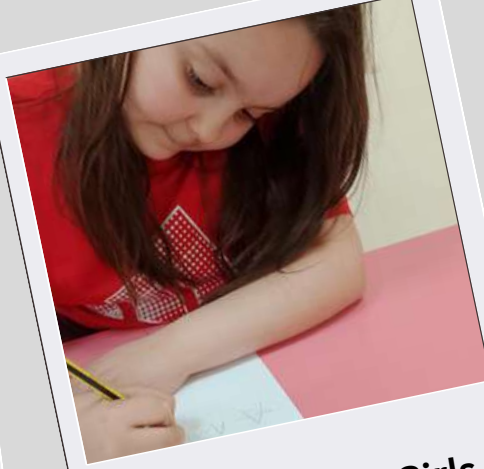




**Faisal reflection G1**

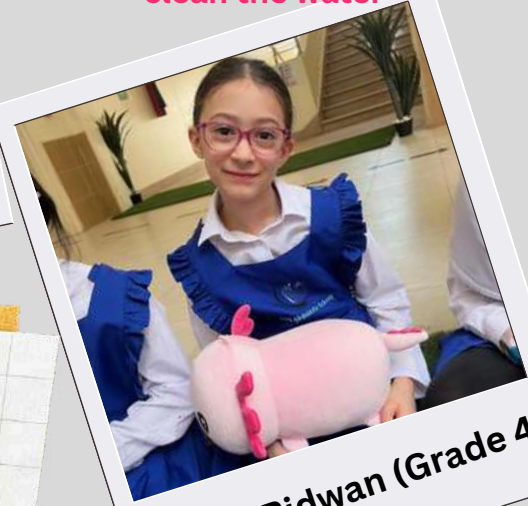
تأملي عن مدرستي

أنا فيصل في الصف الأول. أحب مدرستي كثيرًا. أتعلم كيف أفكر وأسأل الأسئلة. أعمل مع أصدقائي ونتعاون معًا. أستمتع لمعلمتي وأحاول أن أنظم عملي. أتعلم كل يوم و استمتع بالمجازفة في تجربة الاشياء الجديدة ، وهذا يجعلني سعيدًا في مدرستي.



**Amina- Grade 2 Girls**

One thing I learned was the water cycle  
One thing I loved, was the field .trip to the Ethiq Well  
One thing I would like to do is clean the water



**Tuleen Ridwan (Grade 4)**

I'm happy to be in King Abdulaziz International School. My first term in grade four was great! I love our Unit of Inquiry lessons because we get to think creatively and learn new things. Our teacher asks us questions that make us think hard and out of the box! I've also enjoyed learning about the IB learner profiles. Being a risk-taker helps me try new things, and being an inquirer helps me ask questions and find answers. I'm having fun learning and growing with my friends

# KAS STUDENTS REFLECTION



**Muhammad Faisal - MYP 1**

What I liked the most this first term and I thought it was amazing is the Math Club and the English Club. The clubs inspired students to learn extra information in the breaktime. I hope that they will continue for future plans



**Nayif Alotaibi - MYP 3**

A positive thing that happened in the school during the first term was that the administration launching an entertainment trip to Makkah to perform Umra with our teachers and schoolmates. Really, it was an amazing experience to support students .perform religious acts with friends and peers





**Jad Reflection - DP1**

As DP1 students, this term has been a new and .challenging experience We are learning how to manage our time, meet ,assessment deadlines and take responsibility for our learning. Through ,classes, CAS activities and exams, we are beginning to understand the expectations of the Diploma Programme and are developing ,confidence, organization and resilience as we .continue our journey



**Abdullah Reflection - DP1**

As DP1 students, this term has marked the beginning of a challenging yet rewarding academic journey. Adjusting to the expectations of the Diploma Programme has encouraged us to become more organized, independent, and reflective learners. Through our classes, assessments, CAS experiences, and exam preparation, we are learning how to manage our time effectively and take greater responsibility for our learning



**Omar Jaja - Reflection DP2**

As DP2 students, this term has required a high level of focus and commitment as we work on major components such as the Extended Essay, CAS, and examination preparation. We are applying the skills we developed in DP1 more independently, reflecting on our progress, and strengthening our readiness for final assessments and future academic pathways.



**Mohammed Hakeem - Reflection DP2**

,As DP2 students, this term has been a period of intense focus reflection, and commitment. Balancing major Diploma requirements such as the Extended Essay, CAS completion, internal assessments, and exam preparation has challenged us to apply the skills we developed in DP1 with greater independence and maturity



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