

STUDENT HAND BOOK

2026-2027



ONE WORLD
INTERNATIONAL
SCHOOL

الهيئة الملكية لمدينة الرياض
ROYAL COMMISSION FOR RIYADH CITY



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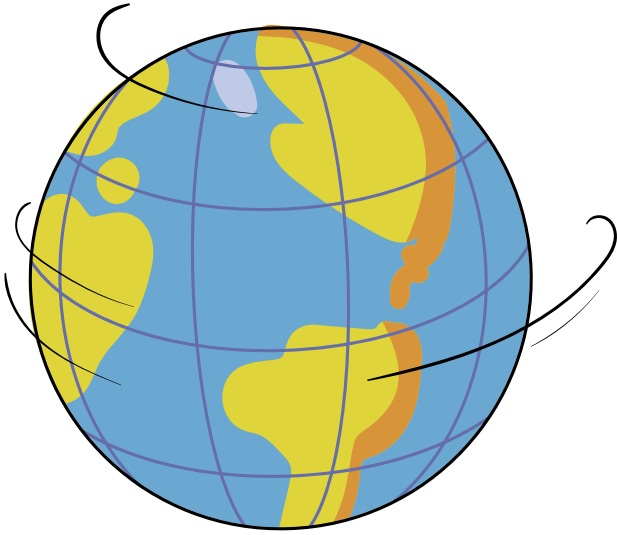
WELCOME TO



If you are new to OWIS, we want you to feel welcomed as a secure and valued part of our school community.

Starting a new school is probably one of the most important, and sometimes daunting, moments in a young person's life. Some children may be familiar with the experience if they have moved frequently. To others, it may possibly be the first time they have moved away from the familiar surroundings and people of their home country.

As a parent/guardian, we appreciate hearing from you as your family settles into the OWIS community and we would like to work together as a team to make sure that your children have the best possible experience at our school. With this in mind, please let the class teacher or tutor know if there are any concerns with settling in while your children are starting school. Likewise, we would love to hear from you and receive positive feedback if all goes smoothly and settling in is a happy and productive experience.



OUR VISION

We aspire to be leaders in providing world-class quality and affordable American education curriculum to all students with an emphasis on values, collaboration, creativity and service to others.

OUR MISSION

Our mission is to develop inquiring, compassionate, reflective lifelong learners who respect all cultures and care for our world. We believe every child should have equitable access to best-in-class future-proofed education.

OUR VALUES AND CULTURE

Our core value as a school is centered around kindness. This is demonstrated in many ways across the school, from our student elected Kindness Council Representatives to our School Kindness Houses. Our Kindness Houses encourage students to earn kindness points, allowing them to display their hands on our Kindness Trees. We also offer various kindness and community building events throughout the year.

- The IB Learner Profile is the center of our learning community along with the OWIS One World, One Community model promoting kindness and compassion.
- Our school is an internationally minded community of learners with responsibilities as global citizens.
- All individual members of our community are valued and have a right to be heard.
- We encourage respect and open communication from everyone within our community.
- We allow students to develop in a safe and caring learning environment.
- We encourage collaboration and cooperation within our community in an inquiring and reflective environment.
- We strive for personal growth and academic excellence for all members of our community.



OUR SCHOOL

Whether your child is new to One World International School or just transitioning to a new grade, we hope you find this Student Handbook helpful and that it will allow you to enjoy being part of our school community.

SCHOOL AUTHORIZATION

We are an IB PYP authorized school for Pre-KG to Grade 5 and the first Apple Distinguished School in Saudi Arabia. Our journey continues as MSA and ETEC accreditation candidates, with both expected within the next 12 months.

SCHOOL CONTACT INFORMATION

SCHOOL ADDRESS

Riyadh Campus

Al Muruj, Olaya Street, Maan Street, Riyadh, Saudi Arabia

SCHOOL TELEPHONE NUMBER

Admissions: +966 (0) 11 4426020

Campus: +966 (0) 11 4426021

SCHOOL WEBSITE

<https://owis.org/sa>

OWIS HELPDESK

OWIS Helpdesk on Smart Learn is designed to simplify and streamline communication for our parents. Through the platform, parents can easily share their concerns, queries, or requests. Each message is directed by our dedicated team to the appropriate department, ensuring prompt and accurate responses. This streamlined process helps us provide parents with timely support while keeping communication clear and organized.



THE ACADEMIC YEAR

TERM DATES AND HOLIDAYS

Our academic year for 2026-27 commences on August 23rd, 2026, with three terms. OWIS observes all KSA public holidays as well as a fall break and winter break. The academic calendar is also available on the school website.

WHOLE SCHOOL EVENTS

We host many school events to celebrate our diversity and values over the academic year. We celebrate International Day, showcase Grade Level Performances and Sports Days, host Art Exhibitions and Curriculum Information evenings.

REPORTING TO PARENTS

There are a number of planned opportunities to meet with the teachers to find out more about the curriculum, teaching and learning. There are regular opportunities for teachers and parents to discuss achievements, set targets and review learning. We report student progress to parents in the form of Parent Teacher Conferences (PTCs) and written school reports.

TERM 1	TERM 2	TERM 3
Parent Orientation (Whole School) An opportunity to hear from our Principal about the vision, mission, culture and values of the School and also be introduced to academic staff	School Reports (Whole School)	School Reports (Whole School)
Meet the Teacher Evening (Whole School) An opportunity to find out more about grade level curriculum, reports, routines, learning experiences and expectations	Student-led Conferences (Whole School) An opportunity for our students to guide their parents through their learning journeys and showcase their progress.	
Parent-Teacher Conferences (Whole School) An opportunity for an interview with your child's class and specialist teachers	Parent-Teacher Conferences (Whole School) An opportunity for an interview with your child's class and specialist teachers.	Parent-Teacher Conferences (Whole School)

SCHOOL REPORTS

All students receive a Progress Report at the end of Term 1, Term 2, and an End-of-Year Report in Term 3.

The Early Childhood and Primary School reports provide parents with clear academic achievement grades against age-related expectations as well as indicators for progress. The student and class teacher work in partnership to develop targets for next steps for learning which are shared with parents at the PTCs.

If a student has been at the school for six weeks or less before the report deadline, a letter or settling-in report will be generated. This contains similar information as a full report, but will not be as comprehensive. Likewise, if a student leaves school before reports are issued, then a leaver's report will be provided.

EDUCATIONAL VISITS AND RESIDENTIALS

Our educational visits are used to help the student's learning. These may be linked directly to promoting knowledge, understanding and skills linked to a particular unit of inquiry or to promoting the development of the attributes of the IB Learner Profile. We aim to expose children to new experiences and make the most of the rich local environment.

Students on a trip will be accompanied by the teacher leading the trip and at least one other responsible adult. The exact ratio of students to adults will be determined by:

- The age and needs of the students
- The place visited
- The activities planned

Educational Visits

The definition of Educational Visit is a trip that is directly linked to the learning and considered a necessary part of the learning outcomes. Every student will take two educational visits per academic year.

Recreational Visits

The definition of Recreational Visit is a trip that is complementary to the learning but not required to meet learning outcomes eg. theatre trips, cinema trips, days out at the zoo. There will be one recreational visit per academic year.

PARENTAL CONSENT REGARDING EDUCATIONAL VISITS

Parents/carers are provided with sufficient information to make an informed decision about whether their children should participate in any off-site activities.

Digital parental consent must be given before the commencement of any educational/recreational visit.



THE SCHOOL DAY

SCHOOL HOURS

Pre-KG - KG2	Sunday - Wednesday 7:30 am - 1:00 pm Thursday 7:30 am - 12:00 pm
Grade 1 - Grade 9	Sunday - Wednesday 7:30 am - 3:00 pm Thursday 7:30 am - 12:00 pm
Admission Inquiries	Sunday - Thursday 7:00 am - 4:00 pm Thursday 9:00 am - 3:00 pm

ATTENDANCE

There is an expectation that all students attend school and maintain 95% attendance across the academic year in order to successfully cover the learning objectives and program within each grade.

If a situation arises where there is an unavoidable absence during term time of 1 day or longer, parents are requested to write to the PRE and class teacher in advance, to seek authorization for such an absence.

The Principal will check the student's absence rate before authorization for leave. Continuous absences resulting in lower than 95% attendance will be closely monitored by the Senior Coordinator who will meet with the student and parents as necessary.

The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes head lice or eggs, fever, coughing, vomiting, diarrhea and other symptoms such as unusual spots and/or rash with the advice to consult a doctor immediately. If a child has been diagnosed with a contagious disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.

STUDENT/PARENT RESPONSIBILITIES

- Parents should advise the class teacher on the first morning of absence.
- The class teacher will inform the Office to notify them of the absence or forward the email from the parent.
- If there is no notification, the Office will contact Early Childhood and Primary parents following submission of registers and will subsequently notify the Sr Coordinator and class teacher of the outcome.
- Students who are absent from school for a week or longer due to illness are requested by the class PRE to provide a medical certificate on their return to school.

- For some contagious illnesses, the school may require a Fit-for-School note before re-admitting a student.
- Punctuality is also an expectation at OWIS. A timely arrival at school in the morning gives students important time to socialize with their friends and be ready to start learning in a positive way. In the unlikely event that a student will be late coming to school, the following procedures are in place.

LATE ARRIVAL



Students arriving after 7:45am should report to reception to collect a late-slip. This ensures that your child is registered as present after the class registers close. The late-slip should be given to the class teacher. If your child arrives late to class without this late-slip, they will be redirected to reception. Please note that parents will receive a phone call from the Office to request the reason for an unauthorized student absence.

LEAVING EARLY

If a parent would like to collect their child early from school, they should come to reception and complete the early dismissal form via the QR code available there. Without following this procedure, our security guards will not permit any child to leave the campus.

LATE PICK UP

Parents picking up their child at the end of the day should arrive at the pick-up area at their designated timeslots. In the event of a delay in the collection of your child, please inform the Office. Please be aware that there is no student supervision after 3:15 from Sunday to Wednesday and after 12:15 on Thursdays.

GETTING TO/FROM SCHOOL

For parents wishing to bring their child to school by private vehicle, you are more than welcome to drop off via the designated school drop off area.

EARLY CHILDHOOD

Pre-KG - KG2 students may arrive at school between **7:20am - 7:30am only** and all students must go directly to their respective classes. No parents will be allowed in the Early Childhood unit. At the end of the day, students who are being picked up by parents are accompanied by the class teacher to the pick-up area at the front of the school at **1:00pm**.

Students using the school bus will be escorted to and from their classrooms in the morning and afternoon by our teaching assistants. Students going home by school bus are directly escorted to the buses at **1:00pm**.

Please be aware that Early Childhood students must be accompanied to and from school by a parent or designated adult. No Early Childhood students will be permitted to leave school unattended.

PRIMARY SCHOOL

Primary students may arrive at school between **7:00am - 7:10am** and will attend the morning assembly between **7:15am - 7:25am**. They will then go to their classroom each morning in order to start the first session at **7:30am**. Students should arrive at the designated times for immediate entry.

No parents will be allowed beyond the drop off area.

At the end of the school day, all primary students leave the school in one of the following ways:

School buses

Grade 1 students are escorted to their bus by the teaching assistants.

Grade 2 and above board their bus independently with the assistance of the transport staff and their teacher.

Collection

Parents or a designated adult are requested to collect their child during the dedicated time slot from the parent collection point.

Students are not permitted to wait in the lobby or car parking area.

Please be aware that Primary students in Grades 1-2 must be accompanied to and from school by a parent, designated adult or by a secondary sibling at the parent's discretion. Students in Grades 3 to 5 may leave independently providing we have received a letter of consent with parental permission.

BUS SERVICE TO AND FROM SCHOOL

School buses serve various areas within Riyadh. Please contact our school accountant for information about booking a seat on the bus.

Should you need to contact the school regarding the school bus service, please email **operations.riyadh@owis.org**

If you use the bus service and for some reason your child is not traveling home from school on the bus, please inform the transport in charge and the school office as soon as possible before the deadline of 12:00pm.



SCHOOL ROUTINES

EARLY CHILDHOOD

The Early Childhood day consists of blocks of learning which may be whole class or focus group work within a play-based learning environment. These sessions vary in time between half an hour to forty-five minutes.

Children in Early Childhood should bring their own packed snacks and lunch from home.

All Early Childhood students eat in their classrooms and are supervised by the teaching assistants before being allowed to play. They are given an adequate amount of time to eat their food and are encouraged to do so.

PRIMARY SCHOOL

The Primary School day includes nine 45-minute classes from Sunday to Wednesday, accompanied by three breaks: a morning snack break, a lunch break and a 'drop-everything-and-read' break. On Thursdays, the school day consists of five 45-minute classes with a morning snack break

PACKED LUNCHES

All students opting for a packed lunch should bring in a healthy snack and lunch each day. We do not allow candy, chocolate, chips, cookies or sodas.

OWIS is a nut-free school.

Please ensure that the lunch is well packed and that lunch boxes, bags and water bottles are clearly named. It is advisable to put the lunch in an insulated bag, preferably with an ice pack. Lunch bags will be stored in air-conditioned classrooms.

In our endeavor to foster environmental awareness throughout the school, please minimize the use of disposable packaging. Please do not bring glass bottles or glass lunch boxes to school. Water bottles should contain plain water, not juice or fizzy drinks. Water fountains are available throughout the school.

ASSEMBLIES

There are a variety of assemblies celebrated across the School:

Whole School Assembly

These are usually led by the Principal at the beginning of a new term. The aim of these is to foster a sense of whole school membership, celebrate achievements, contributions and learning. They may include outside speakers.

Early Childhood/Primary School

Most assemblies are allocated into Early Childhood and Primary assemblies. These are usually led by the senior staff and students. Class teachers and specialist teachers will be responsible for coordination of, and input into, some of these assemblies.

CELEBRATIONS

OWIS understands the desire to celebrate special occasions in Early Childhood and Primary School. We prefer that parents do not bring in whole birthday cakes and candles are not permitted. However, children can bring individually packed birthday cupcakes to celebrate their birthday at break time. Please liaise with the class teacher beforehand.

Students may give out party invitations if the whole class is invited. If your child prefers to have a smaller party with only a few friends invited, then we kindly request that parents organize this separately outside of school.

PLAY & RECREATION AREAS

We are fortunate to have extensive grounds which are for authorized school use only.

To prevent accidents occurring as well as to ensure safe distancing measures are followed, the playground apparatus and bikes are not to be used before the start of school, after school, or during events.

All students and parents should leave the campus quickly and orderly at the end of the school day as per our pick-up arrangements.

The school campus **closes** at **3:30pm**.

ARTS, SPORTS AND ACTIVITIES PROGRAM

At One World International School, we pride ourselves on being able to offer many opportunities to students outside of the usual classroom setting. One such opportunity is our Arts, Sports and Activities program. This program offers a range of experiences and opportunities, from sports to drama, dance to robotics and more.

The program at a glance

Our Arts, Sports and Activities program is split into 3 sessions across the academic year. Each session has approximately 7-10 weeks of activities. Parents are encouraged to read the advertising, which informs them about each activity available that session, and choose up to 2 activities per child per week for the Primary School only. Parents are encouraged to discuss the activities with their children so that the student is happy with the choices made.





PROMOTING KINDNESS

Promoting kindness within our school is our core value and we have several initiatives that support and encourage kindness at OWIS.

KINDNESS COUNCIL

- The Student Kindness Council is a democratically elected student body that acts on behalf of the students of OWIS.
- Student Kindness Council members form an invaluable route of communication within the OWIS community, particularly between classes.
- The Student Kindness Council meets weekly and consists of a kindness representative from each primary class and a specially elected Grade 5 Council Administrator, to oversee the organization of tasks undertaken.
- The role of the Student Kindness Council is to represent the student body, to communicate with the wider school community, to uphold the values of the school and to promote kindness and compassion in line with the school's culture.

KINDNESS HOUSES

OWIS operates a House System to foster a sense of belonging and cooperation.

In this system students are assigned to one of the four Houses: Wisteria (purple); Willow (green); Flame (red); and Acacia (yellow). This is a pastoral system, and in the case of students who are family members, the same house allocation will be made to each student.

- Throughout the year, house competitions will be held to encourage healthy competition. Not all competitions will be sports based; house points will also be awarded for other activities and competitions.
- House points are awarded in Early Childhood, Primary, Middle and High School for outstanding academic work.
- House points are the main reward incentive for our 6 values of respect, responsibility, positive relationships, integrity, positivity and kindness. Each student gains house points for their entire House.
- At the end of each academic year, a House Cup is presented to the House with the largest number of house points.
- House Captains will be elected from the High School grades with Vice Captains elected from the Middle School grades.
- Their main role is to run House events and to take responsibility for the maintenance and growth of the Kindness Trees in the main reception area.



KINDNESS TREES

The Kindness Trees are a visual representation for each Kindness House, celebrating and honoring students who have made random acts of kindness in the course of their normal school week.

The Kindness Trees represent the four Houses: Wisteria (purple); Willow (green); Flame (red) and Acacia (yellow). Students are invited/nominated to print their hand onto their House tree each Thursday with their name and class.

KINDNESS LEADERS

Kindness Leaders are selected from our Grade 3 student body at the start of each academic year.

These students will apply to become a Kindness Leader by writing a letter or email to the Senior Coordinator explaining why they would like to become a Kindness Leader, and if successful, they will be interviewed.

Successful applicants will undergo a training program that encompasses how to implement conflict resolution strategies and playground games to promote kindness, collaboration and positivity with all students for Pre-KG to Grade 2.

They will be visible on the playground by wearing a yellow hat and will be introduced to everyone at an EC/Primary assembly each year.

Kindness Leaders are responsible for:

- Ensuring students are playing responsibly
- Including everyone in games/activities
- Initiating games/activities in the playground
- Solving small problems before students go to the teacher
- Promoting/modeling kindness in the playground and around school - Embodying the Learner Profile and being role-models for younger students - Helping other students in general
- Presenting aspects of the Learner Profile during class assemblies to promote awareness and action

ANTI-BULLYING

One World International School has an Anti-Bullying Policy that reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

Bullying can be defined as behavior by an individual or group, repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

It is worth noting that bullying is not:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

While these actions can cause great distress, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.



The School takes bullying very seriously and has an active policy to assist students and parents.

Staff are committed to:

- Consistently monitoring the behavior of all students in their care.
- Fostering self-esteem, self-respect and respect for others in all our students.
- Demonstrating by example the high standards of personal and social behavior we expect of our students.
- Being alert to signs of distress and other possible indications of bullying.
- Listening to children who have been bullied and taking what they say seriously.
- Reporting cases of bullying in accordance with specific procedures.
- Following up any complaint by a parent about bullying and reporting back promptly and fully on the action that has been taken.
- Adhering and promoting the school's Anti-Bullying Policy/procedures.
- Ensuring they undertake regular Training on Anti-Bullying Practice.

Students are encouraged to:

- Report all incidents of bullying to a staff member who can assist them to deal with the situation.
- Not bully other students.
- Help someone being bullied in an appropriate way.
- Implement strategies as taught by the teachers.
- Accompany them to report the incident.
- Ask the bullied student to join your group.
- Distract the student who is bullying.

Parents are encouraged to:

- Inform a teacher if they suspect bullying behavior.
- Advise their son/daughter to tell an adult/staff member if they are bullied or see bullying behavior, and not to retaliate.
- Be willing to work with the School if their son/daughter is involved in incidents of bullying (either as victim or bully) rather than take personal action.

PROCEDURES FOR INVESTIGATION

Staff will investigate and take seriously all reported incidents of bullying.

- A staff member noticing potential bullying incidents will speak to the children involved and immediately notify the class teacher or tutor.
- The Class teacher will use discretion when dealing with bullying incidents and individually interview each of the students involved, and suitable witnesses, to collect information from all parties, in the presence of another staff member.
- Teachers will take issues to the counselor when deemed necessary. The counselor will follow up and interview the students based on the teacher's advice.
- The teacher(s)/counselor investigating will decide whether the incident involved bullying behavior and the consequences/actions to be implemented in accordance with the School's Anti-Bullying Policy, Behavior Policy, E-Safety policy, Child Protection Policy and Code of Conduct.

- The counselor will keep an accurate log of all bullying incidents and determine the support needed for the victim as appropriate to their age and level of understanding. All confirmed incidents of bullying will be documented and an investigation report will be forwarded to the Senior Coordinator.
- Involved students will be supported by the class teacher or tutor to assist with strategies for resolution and personal growth.
- Those found to be bullying will be dealt with by the class teacher or counselor and support will be given to change this pattern of behavior.
- The class teacher in conjunction with the counselor will determine action and inform parents of both the victim and bully.
- Bullies will be reminded of the possible consequences and sanctions for repeated incidents will be clearly explained to them.
- Any final decision involving exclusion will rest with the Head of School.

SICKNESS AND ACCIDENT AT SCHOOL

In the event of a medical incident, the School Nurse will attend the Student and the parent will be contacted, if necessary. Parents may be asked to collect their child. If asked to do so, please do this as soon as possible. Rest assured, however, that we will care for your child until your arrival.

In the case of a medical emergency, the Nurse or School will make the decision to call an ambulance. The school will endeavor to contact you, the parent to inform you that an ambulance has been called and to advise you of the admitting hospital. Please ensure that your emergency contact details are accurate and up to date.

If students are on prescribed medicine from the doctor, and the course is not finished when students return to school, please contact the school nurse for advice.

If a student has any type of ailment, it is very important that you inform the class or homeroom teacher and nurse. Students who suffer from asthma and need to bring inhalers to school must give them to the nurse for safekeeping, together with instructions for use.

We take all allergies seriously and do our best to protect students with allergies. As we have students with serious nut allergies, we are currently a **NUT FREE SCHOOL**. Should your child have an allergy it is your responsibility to inform the school. If your child requires an EpiPen you will be asked to provide one along with a prescription letter from a Saudi Arabia registered medical doctor.

In the case of an individual outbreak of a highly contagious ailment in school, we will endeavor to inform all parents of students in that class. If your child has a contagious illness they can only return to school once you, the parents, have provided a medical note stamped by a doctor indicating that the child can attend school.

It is important that you monitor the health of your child and keep them at home if they are sick. The school also gives clear indicators to parents about when a child should remain at home for the protection of other students and teachers. This includes fever, coughing, vomiting, diarrhea and other symptoms such as unusual spots and/or rash with the advice to consult a doctor immediately. If a child has been diagnosed with a contagious disease, the school can request a medical note to confirm that he/she is given medical clearance to return to school.



MEDICAL AGREEMENTS

- Students who are unwell will be sent home if they have a fever or signs and symptoms of influenza, pinkeye, head lice, diarrhea, vomiting or any potential contagious illness.
- Students with head lice should be kept at home and treated until the hair is egg-free. The Nurse will check if the student is clear of infestation before the student is admitted back to school.
- The school is not responsible for the administration of any medicine except under strict and guided exceptions.
- Students should always seek permission from their tutor/ subject teacher or teacher on duty before going to the school clinic.
- In the case of any injury or illness in school, the student will be taken to the school clinic where first aid and care will be given.
- If the Nurse believes that the parents should be contacted, she will inform the Principal and contact the parent herself.
- Accidents in the playground - the staff member on duty is responsible for administering immediate First Aid for the student. The student is accompanied to the school clinic by the teacher on duty or the Nurse is called in an Emergency situation.
- In the case of an emergency, the Nurse or School will call an ambulance immediately and the School will contact the family as soon as possible.
- The Nurse will record all treatments for illness and injury for students in the Treatment Register. Details include the time, nature of illness/ injury, treatment given, actions eg. parent called, student sent home, etc.
- The Nurse is on-site from 7:30am until 3:30pm in line with school supervision timings.

NURTURING POSITIVE RELATIONSHIPS

PASTORAL CARE

At the very heart of our pastoral care policy are our core values.

We set out to ensure that our school community is a place where all are welcomed with compassion, kindness and respect. Pastoral care at OWIS is about ensuring that every student can reach their full potential and that everything that is possible is done to remove barriers from learning; to enable each child to flourish and to support students during points in their life when difficulties occur.

Our pastoral care covers students in all areas of OWIS and extends to the time the students are away from OWIS such as when in work placements, educational visits and sporting events. This includes periods when students are traveling to and from school (including on public transport) and are wearing school uniform in a public place.

Class/Form teachers provide pastoral care for their students and are responsible for their individual needs. Our behavior policy is outlined below:

Creating a Positive Culture

- We use positive reinforcement - Always link behavior to the Learner Profile.
- We use class Essential Agreements as a framework to modify student's behavior.

- We practice “Public Praise - Private Criticism” - praise student’s behavior in front of others and address behavioral issues with individual students privately.
- We promote Kindness to foster a community of respectful, caring students.

EXCLUSIONS

TEMPORARY EXCLUSION

Temporary exclusion is the removal of a child from school for violation of school policies and/or school rules. It is a warning sign of unacceptable behavior that needs to be addressed immediately. A temporary exclusion must be taken seriously as it is a serious disciplinary action in which a student is removed from school for a day or longer.

Only the Principal has the authority to temporarily exclude a student. A student can be temporarily excluded due to:

- a) exhibiting the following exceptional behaviors: Smoking/ Vaping or being found with a smoker, Fighting and intentional aggression, Vandalism, Consistent Bullying/cyber bullying, Activities that endanger others’ safety, misuse of School name or members of school staff via social media.

This list is not exhaustive and other serious behavior which is not detailed here will be sanctioned at the discretion of the Principal.

- b) continued disregard for the School’s agreed codes of behavior, despite internal interventions and/or parental/ school partnership and/or pastoral counseling and support

A temporary exclusion will result in the student not being allowed onto the campus with the exception of scheduled meetings with school officials. The School will at its discretion give a 1 day, 3 day or 5 day temporary exclusion depending on the severity of the incident or continued behavior.

The Senior Coordinator will telephone the parents to inform them of the intended temporary exclusion and the Principal will issue a letter clearly stating the period and reason for the temporary exclusion. Following the temporary exclusion, the parents and student will be requested to attend a meeting with the Principal to discuss strategies for support.

PERMANENT EXCLUSION

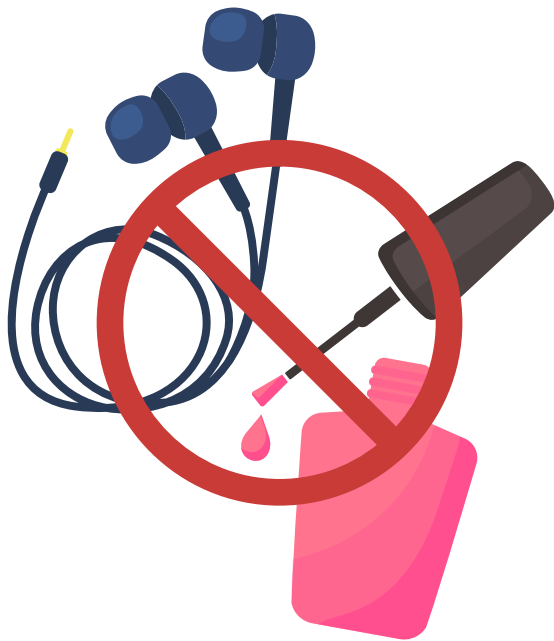
A permanent exclusion is the permanent removal of a student from school for violation of school policies and/or code of conduct. A permanent exclusion can follow, but is not limited to, a temporary suspension.

The school will permanently exclude a student as a last resort after trying to improve the student’s behavior through counseling, pastoral guidance and parental involvement. However, notwithstanding the aforesaid, the school will in cases of exceptional circumstances take action to permanently exclude a student for a breach of the school’s behavior policy, including but not limited to smoking/vaping or being found with a smoker, fighting and intentional aggression, possession of weapons, possession of drugs, possession of alcohol, possession of cigarettes, intentional vandalism, consistent bullying/cyberbullying, intentional actions to cause harm to others.

This list is not exhaustive and other serious behavior which is not detailed here may be sanctioned at the discretion of the Principal.

The decision to permanently exclude a student can only be taken by the Principal and the Management. Following this decision, the Principal will issue a letter of permanent exclusion clearly stating the reasons for the decision. The Principal will provide the student and the parent / guardian an opportunity to appear in person to challenge the reasons for the intended permanent exclusion. The Management will take the final decision after hearing any contentions.

There is no refund to the student for the course fees that are consumed during the period of temporary exclusion, or for the unutilized course fees in the case of permanent exclusion.



ITEMS NOT PERMITTED AT SCHOOL

- Chewing gum
- Alcohol
- Drugs
- Cigarettes
- Knives and anything else which could cause harm, e.g. metal corkscrews, laser pointers
- Pornographic material
- Lighters and matches
- Nail polish and remover
- Toys and electronic devices unless for 'Show and Tell'
- Headphones, airpods, smart watches, Apple watches.

ELECTRONIC DEVICES AND INFORMATION TECHNOLOGY

Information Technology is an integral part of the curriculum. We are an Apple powered school and thus all students have their own OWIS tablet; an Interactive screen and audio system is in every classroom.

All students are expected to sign an ICT Acceptable Use Agreement form.

OWIS expects all students to have access to their OWIS tablet at home and all parents to have sufficient technology at home to access the internet. If this is a problem, either in the short term or long term, please inform the class/form teacher.

Our No iPad Day encourages students to explore, create, and connect through meaningful learning experiences away from screens.

MOBILE TELEPHONES & DIGITAL DEVICES

The school accepts no responsibility for phones brought into school by students. Students are permitted to bring a Mobile Telephone to school under their parent's supervision and responsibility.

Please note: the use of mobile telephones or other personal devices is strictly not allowed on site while under our supervision. Video or audio recording of lessons, events, activities, other students and staff or any school business by personal device is strictly prohibited. There are notices in classrooms to remind students of this. Any breach of this will be considered Level 5 on the Secondary Behavior Policy.

The following agreements are in place -

All students are:

- obliged to switch off all mobile telephones while on the campus.
- permitted to switch them on as they leave the last period of the day so that taxis may be called and contact with parents can be established.
- able to request to use a school telephone via the Office if they need to make an emergency call.
- at risk of having their mobile phones confiscated if they are found using it against the School agreements.
- Parents are requested to telephone the Office if they need to contact their child while at school.

There is an escalation for misuse as below:

- First time confiscated, the student may collect it from their form tutor/ class teacher.
- Second time confiscated, the student will need to collect it from the Head of School.
- Any subsequent confiscation, the parent will be asked to collect it from the School on each occasion.



Please also note that students are expected to follow the OWIS behavior expectations on their Social Media accounts and any breaches will be investigated.

Students are strictly prohibited from opening any social media accounts with reference to the school, the school name or school staff. Smartwatches and airpods are not allowed and will be confiscated.

ADDITIONAL NEEDS

Our school values the abilities and achievements of all our students. We are committed to providing optimum learning conditions for every student. Every student enrolled at OWIS will be supported to ensure access to the full range of curriculum experiences through differentiation and a variety of teaching styles. We recognise that students learn at different rates and that there are many factors affecting achievement.

We are committed to working in partnership with parents and other professionals, where necessary, to provide appropriate support and intervention in order for each individual student to fulfill their potential. We accept students with Learning Support if we believe we can provide adequately for the student without detrimental impact on the education of that student and other students.

We accept students who have English as an Additional Language if we believe the students have sufficient English to access the school curriculum and support is provided at home. We accept students who are new to English up to Grade 6 if we believe they have the capacity to learn quickly either through immersion in normal class activities in Early Childhood, or if parents of children in Grade 1-6 are willing to support the learning of their child by payment of intensive English lessons together with general support at home.

There is an Additional Needs department led by the Inclusion Lead who works in liaison with the Principal and the Senior Coordinators along with the class teachers. The Inclusion Lead has responsibility for coordinating the School's Additional Needs Programmes, including diagnostic assessments and screening for English as an Additional Language, Learning Support and recommendations for Counseling.

PARENT INVOLVEMENT

There are many opportunities for parents to be involved at school. We always welcome parents to help in school on a voluntary basis in various areas.

There are class/form parent representatives who play an active role in developing the relationship between school and parents, supporting the class/form teacher in a number of ways.

COMMUNICATION WITH PARENTS

We encourage parents to be involved in their child's learning and activities at school. Parents are able to communicate with teachers through various means.

- **Face to face conversations:** Our teachers will not be available at the beginning and end of school for brief conversations. If you have a concern that needs addressing or would like to talk to a teacher please feel free to request an appointment.
- **Messages:** Parents are welcome to message teachers as on tattle as and when necessary. Our school policy is that we will respond within 24 hours.
- **Meet the Teacher Evenings** are held early during the first two weeks of term 1 to enable parents to find out more about the routines, learning experiences and expectations.
- **Parent Teacher Consultations:** These are planned across the academic year to provide regular feedback on attainment, progress and targets.
- **Toddle:** This student/teacher/parent portal for PreKG-KG2 and Primary students and teachers to share Home Learning, communication updates, events, student targets and student progress. There will be regular weekly updates for parents on these portals.



LOST PROPERTY

Please ensure all belongings are labeled with the name of the student. The school has a 'lost property' box which is located in the main reception area. After 1 month lost property is disposed of.

COMPLAINTS AND CONCERNS

If you have any concerns about the education of your child, please arrange to discuss these with your child's class teacher/form teacher. If there is need for more attention, the matter can be moved forward to the Middle Leadership Team followed by the Senior Leadership Team.

FEEDBACK

As a school, we strive to continually improve and provide the best education possible for all our students. Do not hesitate to contact us through our Helpdesk on the Smart Learn platform if you have any suggestions for improvement or commendations for what you like about our school.

APPENDIX 1: EARLY CHILDHOOD

BEING READY FOR SCHOOL

UNIFORM

All our students are required to wear the OWIS school uniform.

- House T-shirts are available and should be worn on Thursdays and any appropriate House competition day or event;
- Hair and nails should be of a natural color - no nail varnish allowed;
- Jewelry is limited to one watch and one pair of stud earrings;
- Long hair is to be neatly tied back in black, blue, grey or white headbands, ribbons or clips;
- Hats are to be worn during outdoor play or during excursions. This is compulsory for Early Childhood students and can be any appropriate hat for outdoor play.
- PE uniform should be worn on PE days for comfort and ease of movement around the environment.

ADDITIONAL CLOTHING

Parents are requested to keep a spare set of clothes in the child's bag in case of accidents. EC students should also have a pair of indoor shoes in school.



ARRIVING AT SCHOOL - MORNING ARRANGEMENTS

- Students must arrive during their dedicated time from 7 - 7:30 am.
- Upon arrival in school, all students will go directly to their respective classes.
- No parents or visitors will be allowed in the Early Childhood unit.
- Students arriving by bus will be met by the Teaching Assistants.

TRANSITIONS

All Early Childhood students are accompanied by the class teacher or teaching assistant when moving around school.

- Class teachers or teacher assistants take their class to single-subject classes and collect them at the end of the lesson.
- Classes are expected to walk and transition around the school quietly and calmly in an orderly manner at all times, walking in a straight line, together as a class with social distance maintained.
- When using the stairs, students should walk on the right hand side in a single, orderly line.

END OF DAY ARRANGEMENTS

- Students who are being picked up by parents/carers are accompanied by the class teacher to the pick-up area at the front of the school after school.
- Students are not allowed to leave school unattended or with a sibling. They may only leave with a designated adult.
- Students using the school bus will be escorted from their classrooms by our teaching assistants. Students going home by school bus are directly escorted to the buses as below:
Pre-KG - KG2: 1:00pm (Sunday - Wednesday) and 12:00pm (Thursday)
Grade 1 - Grade 5: 3:00pm (Sunday - Wednesday) and 12:00pm (Thursday)
- The Teaching Assistant will ensure that students board the correct designated bus and ensure that students are under the supervision of the Bus Monitor.
- All students should be seated at the front of the bus and close to the Bus Monitor.
- All students are expected to wear seat belts.

BEHAVIOR AGREEMENTS

At OWIS, we believe:

- Everyone needs to, and has the right to feel safe and secure.
- Behavior is the expression of how we feel and think.
- A respectful environment facilitates the rights of children and teachers to learn and teach.
- Partnership between staff, children and their families is vital.
- Early behavior intervention is effective in preventing and minimizing the development and long-term effects of ongoing challenging behaviors.
- Strategies must address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.
- We share the responsibility for modeling appropriate behaviors and sharing information with each other.

ENCOURAGED BEHAVIORS

Language that encourages others

Actions/words that include others

Giving, sharing and taking turns

Positive attitude

Caring and kindness

Safe / constructive play

Working together cooperatively

Taking responsibility for own behavior

Being polite / use manners

DISCOURAGED BEHAVIORS

Name calling, teasing

Excluding others

Threatening others

Hitting, kicking, punching, biting,
spitting, touching inappropriately

Throwing objects inappropriately

Disrespecting others work or property

Avoiding or disrespecting others

Deliberate withdrawal and refusal to participate

**OUTDOOR ENVIRONMENT
ESSENTIAL AGREEMENTS****Be Respectful**

Use kind words and actions

Use kind words to resolve conflicts

Play fair

Play by the rules

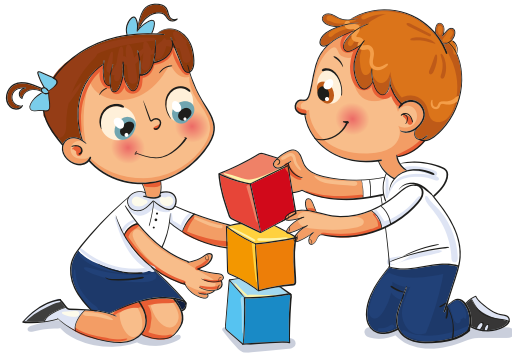
Take turns and use the equipment as designed

Look after the toys/ bikes and put them away at
the end of playtime**Be Responsible**

Share equipment and toys

Put equipment and toys back where they belong

Tell an adult about anything dangerous or broken



Be Safe

Use the equipment as designed

Stay below the monkey bar/climbing frame

Sit on swings facing forward

Walk up the ladder and slide down the slide, one at a time

Water play

Our teachers promote appropriate behavior by:

- Building trusting relationships with the children in our care and getting to know them.
- Acknowledging positive behavior.
- Providing choice for the children in their activities.
- Providing children with personal space.
- Having set daily routines.
- Modeling appropriate behavior (eg good manners).
- Sharing their attention among the children and making time to listen to them.
- Recognising and treating children as individuals and respecting them as such.
- Consistently engaging children in resolving their conflicts so the social skills they will need as they progress through life are practiced, such as problem solving, turn taking, sharing and seeing others' points of view.
- Ensuring correct staff: child ratios are implemented and organizing staff so all areas are supervised.
- Anticipating inappropriate behavior in the center and intervening before an incident may occur.
- Star of the Week - All classes in EC will celebrate excellent behavior/academic success linked directly to the IB Learner Profile. Certificates will be handed out in assembly every month.

Our teachers manage unacceptable behavior in the following ways:

- Children will be given the chance to resolve their own disputes with appropriate guidance and support. Give children a chance to negotiate.
- Calm intervention – this involves distracting the child and sometimes offering them an alternative activity.
- Children will be given the opportunity to calm down and talk quietly about what has happened. Helping children to cope with their emotions through naming them (eg 'you look sad, angry' etc).
- Reinforce boundaries: these should be clear and reasonable. Children, where possible, should be consulted regarding what rules or codes of behavior should be implemented.
- Never humiliate or attack a child's self-esteem.
- Use appropriate strategies. Allow a child time to respond to requests and for them to comply with any essential agreements or codes of behavior bearing in mind their age and stage of development. Positively reinforce a change in behavior using words and gestures and encourage positive behavior.

- Let children know that it is the behavior that is not liked and that they are still liked and cared for. Offering comfort to children throughout the process.
- Implementing the conflict resolution steps (see below).
- Explaining to children the “rules/essential agreements”
- Dealing with any incidents immediately by using active listening skills.
- Being respectful by not talking about the child in front of other adults or children.
- Giving children advance warnings that if behavior continues they may be removed from the situation and allowed to calm down with teacher supervision.
- Maintaining appropriate staff: child ratios to enable one to one attention at certain times.
- Observing persistent behavior over time to get an insight into possible triggers or patterns.
- Offering follow up support.

BITING

Biting happens in almost every early years setting where young children are together. It is a natural developmental stage that many children go through. The safety of the children at OWIS is our primary concern.

Our Early Childhood teachers understand:

- Children’s reasons for biting
- How to react appropriately
- How to take the proper measures to prevent further incidents

All biting incidents are upsetting for the children. Dealing with biting is challenging as each situation is unique because of the different personalities involved. Children bite for a variety of reasons.

It will be dealt with in a calm and clear manner making it known that biting is unacceptable behavior. The teacher will use clear language and be consistent in their approach.

Why do young children bite?



- Biting is a natural part of children’s development. Infants and toddlers put everything into their mouths. It feels good to bite and chew while they are teething.
- Toddlers and young preschoolers don’t have the verbal skills to fully express themselves.
- Biting brings about a quick and dramatic response.
- Children experience many emotions (positive and negative) that are difficult to express and, at times, control. These emotions may be caused by a number of things; over-excitement, frustration, fatigue, fear of being separated from people they love etc.
- Biting sometimes occurs for no apparent reason.

CLASSROOM ESSENTIAL AGREEMENTS

At the beginning of each academic year, each class – both students and class teacher - collaboratively agree to a set of rights and responsibilities. These are referred to as 'Essential Agreements'. These rights and responsibilities are created, reviewed and decided upon by the students and teacher within the classroom environment. They are displayed in the classroom as reminders of agreed behavioral expectations.

Essential Agreements use positive statements, are linked to the Learner Profile and act as a framework to promote kindness and foster a community of respectful, caring students.

House points are given out to students individually who demonstrate academic progress/attainment/effort and marbles are awarded for behavior embodying the Learner Profile and Attitudes.

For behavior that needs to be modified, a leveled behavior system will be used. Playground rules are agreed as a collaborative whole school approach.

WORKING WITH PARENTS

It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behavior.

Parents are encouraged to tell the teachers of any difficulties that they are experiencing at home and to inform them of any situation that might impact on a child's behavior such as bereavement, illness, relationship breakdown, a new baby etc.

WHAT TO KEEP AT HOME

Early Childhood students should not bring the following items to school unless specifically requested by their class teacher for a learning engagement:

- electronic devices
- toys
- games
- swapping cards
- games equipment including bats & balls, etc.



OUR CURRICULUM

Our school offers the IB Primary Years Programme. The PYP is a framework from which each school incorporates and develops their chosen international curriculum. It provides the school with a set of guidelines to assist in creating meaningful learning opportunities for students.

Each Early Childhood grade level has four units of inquiry that correlate to the PYP transdisciplinary themes.

At OWIS we also use national curricula guidance from the American Common Core and Next Generation Science Standards and our standards and expectations of learning are in line with this internationally recognised curriculum.



PROGRAMME OF INQUIRY

The Programme of Inquiry is the Programme outlines the agreed central ideas, lines of inquiry and conceptual understandings within each of the 4 transdisciplinary themes. The 4 transdisciplinary themes drive the Programme and are represented both within each grade (horizontal articulation) and across grades (vertical articulation).

The POI incorporates all related subject areas within the PYP including Language, Science, Social Studies and PSPE (Personal, Social, Physical Education). All learning through the Programme should have authentic connections and therefore, some identified areas of Mathematics are learned through the Units of Inquiry. These links are reflected on the Programme.

UNIT OF INQUIRY

A UOI is a specific Unit of Inquiry. There are 4 units of inquiry in each grade level each falling under one of the transdisciplinary themes. Each Unit of Inquiry is planned by the class teacher in collaboration with the students as they generate their own questions within the inquiry.

Each Unit of Inquiry is reflected on the Programme of Inquiry in the order of teaching sequence. This sequence allows students to make connections across the transdisciplinary themes as their learning progresses. Each UOI shows links to curriculum subject areas reflecting the PYP relevant strand, the focus of the study and the related concepts. These elements are carefully planned so that the inquiry answers the central idea but is open enough for student initiated learning. The lines of inquiry, key concepts and related concepts are designed to lead to enduring understandings across the programme.

SUGGESTED HOME LEARNING ENGAGEMENTS

All suggested home learning engagements are optional. The following agreements are in place for Early Childhood:

Pre-KG

Learning at home engagements will be shared by the teachers.

KG1 - KG2

Language:

- Learning at home should focus on reading.
- Students should have an on-going Raz4Kids account and make use of the platform.
- Students also have the option once a week to visit the school library to check out a physical book.

Math:

- A selection of mathematical engagements/ activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that requires no marking eg. measuring by following a recipe, tallying cars on a journey, etc.
- Learning at Home should not take longer than 15 minutes per day.
- IXL accounts can be used to support Math learning at home opportunities.

All Learning at Home is explained in the Thursday update that both parents and students can access on their Toddle account.

HOW WE ASSESS PROGRESS

In Early Childhood, we aim to keep marking meaningful, motivating and manageable.

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Manageable

The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating

Marking should help to motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. Early Childhood focuses on formative assessment opportunities during all learning engagements.

There are three assessment points during the academic year for summative assessments to take place. These can include quizzes, oral presentations, written reports, teacher observations or small group tasks. These assessment weeks provide opportunities for the teachers to complete summative assessments but also give students the chance to reflect upon their own learning and progress.

During each week, we assess reading, writing, math and the skills of the PYP through the unit of inquiry and students are awarded proficiency levels from our agreed criteria attainment and progress indicators.

All assessments are recorded and reported on associated tracking documents.

Progress indicators

1. Exceeding Expectations
2. Meeting Expectations
3. Approaching Expectations
4. Needing Support



KEEPING PARENTS INFORMED

GRADE OUTLINES

The Grade Outline is a comprehensive introduction for parents about each grade level. Each one includes:

- Welcome letter from the School
- Introductory letter from the Class Teacher
- Table of Contents
- Routines including timetable
- Learning at Home Agreements
- How Parents can Help
- Programme of Inquiry

The Grade Outlines are distributed to parents on the Parent Welcome Evening at the beginning of each academic year.

TODDLE AGREEMENTS

Toddle empowers students of any age to independently document what they are learning at school. Students capture learning with photos and videos of their work, or by adding digital creations. Everything gets organized in one place and is accessible from any device.

The student's work will be shared with classmates and parents. Toddle gives students a real audience for their work and offers parents a personalized window into their child's learning.

From PreKG, each student's Toddle account forms their school portfolio capturing assessment opportunities, points of reflection (dynamic pieces) as well as celebrating their ongoing achievements.

Every Thursday, class teachers send a weekly update to parents on Toddle.

PARENT OVERVIEW

At the beginning of each Unit of Inquiry, Grade teachers compile a Parent Overview to be uploaded to the school website.

The Parent Overview provides the parents with a summary of the Unit of Inquiry, including the central idea, the lines of inquiry, the conceptual understandings and how the unit is transdisciplinary across the primary subjects.

UNIT CELEBRATIONS

A Unit celebration is an opportunity for students to share their learning with an invited audience, usually the parents. A Unit Celebration can be presented in a variety of ways, including individual presentations, group presentations, a featured debate, a living museum, a science fair, a celebration (party), a 'live' TV programme, a judged competition.

Each grade presents two unit shares in each academic year.



APPENDIX 2:

PRIMARY SCHOOL

BEING READY FOR SCHOOL

UNIFORM

All our students are required to wear a school uniform.

STUDENT DRESS CODE - UNIFORM AGREEMENTS

- Students are to wear the correct school uniform at all times.
- Students will wear their PE uniform twice a week on PE days.
- The formal uniform will be worn twice a week.
- Students will wear their house t-shirts only on Thursdays, unless they have the PE class that day.
- Teachers do daily checks of uniform and discuss with parents if a student is continually out of uniform. This includes wearing jewelry outside of our agreements.
- Students must wear school or sports uniform whilst on excursions.

PRIMARY SCHOOL UNIFORM (GRADE 1 TO GRADE 5)

- Students are to wear the correct school uniform at all times.
- Students will wear their PE uniform twice a week on PE days.
- Students will wear their house t-shirt and PE pants twice a week.
- The formal uniform is only worn on formal events.
- Teachers do daily checks of uniform and discuss with parents if a student is continually out of uniform. This includes wearing jewelry outside of our agreements.
- Students must wear school or sports uniform whilst on excursions.

GIRLS	BOYS
Girls' shirt	Boys' shirt
Girls' trousers	Jnr. boys' trousers
PE shirt	PE shirt
PE pants	PE pants
Winter jacket	Winter jacket
White socks only	White socks only
Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colors	Covered training shoes (trainers) should be either plain white, blue, grey or black. No patterns or blocks of different colors

- Hair and nails should be of a natural color - no nail varnish allowed;
- Jewelry is limited to one watch and one pair of stud earrings; some religious jewelry eg. a Sikh bangle is permitted within the specified tenets of the religion. Necklaces, bracelets, anklets or rings are not permitted due to health and safety risks.
- Long hair is to be neatly tied back in black, blue, grey or white headbands, ribbons or clips;
- Hats are to be worn during outdoor play or during excursions. This is compulsory for Primary School students.

ARRIVING AT SCHOOL - MORNING ARRANGEMENTS

- Each morning, the Primary school will have a staggered entry into school.
- Students can walk-in or be dropped off from **7:00am**.
- All Primary students will attend the morning assembly between **7:15am-7:25am** and will then go directly to their classrooms. The first session in class will begin at **7:30am** as per the Primary timetable.
- Students should **not** be using the playground equipment.
- There will be no morning playground supervision.
- No parents will enter the school other than in special circumstances, in which case they will have to check in with security before proceeding to Reception.

TRANSITIONS

All students from Early Childhood to Grade 5 will be accompanied by the class teacher or teaching assistant when moving around the school.

END OF DAY ARRANGEMENTS

- There will be a staggered release time at the end of the school day.
- Pre-KG to KG1 parents are required to collect their children from inside the classroom. For all other grades, **drive-through** pickup applies.
- All grades will be required to line up in a pre-pick up area using safe distancing measures before moving to the final designated undercover pick up area next to the front office for parents/helpers.
- All classes must be demonstrating safe distancing measures during transitions and at pick up time - 1 arm span between each student in a line.
- Teachers will escort students to the undercover area next to the office. Grade 1 Students who take the bus will be escorted to the buses.
- Grade 2-5 students who take the bus or have permission to leave by themselves will walk with their teacher to the undercover area and then will be released to the bus area/walking lane when ready - students will transition independently.
- Parents/helpers who are picking up their child will be able to collect them from the undercover area where they will wait in the designated marked parent/helper area. No parents/helpers are allowed beyond this point.
- Class teachers must be on time with their class at the final pick up area and supervise them at all times.
- Teachers will then take students back to the classroom if not collected on time. If parents are late for collection, they will report to the office so the receptionist can call for the uncollected child.



- Security will stop any primary student trying to leave the campus unattended. The student will be accompanied to the Reception and the class teacher will be called to attend.
- Students in Grades 3 to 5 may leave independently providing the teachers have received a letter of consent with parental permission.
- Grade 3-5 students with permission to leave independently must be wearing a 'Permission to Leave' badge in order to leave the school premises.
- All bus students should have the bus label clearly visible on their school bags.
- The class teacher will wait for 5 minutes with their class ensuring direct pick up. If the parent is late, the teacher will escort the students back to class to wait in a socially distanced environment.

BEHAVIOR AGREEMENTS

At OWIS, we believe in creating a positive culture and we do this in the following ways:

- Using positive reinforcement - Always linking behavior to the Learner Profile.
- Using class Essential Agreements as a framework to modify a student's behavior.
- Students create this with their teacher and use positive statements only.
- Practicing "Public Praise - Private Criticism" - praising student's behavior in front of others and addressing behavioral issues with individual students privately.
- Promoting Kindness to foster a community of respectful, caring students

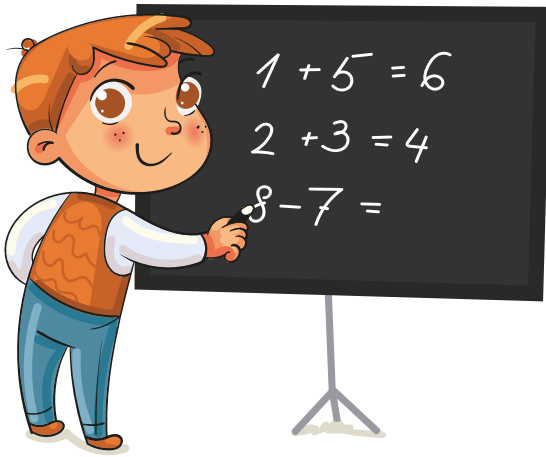
GENERAL BEHAVIOR MANAGEMENT

- We use different behavior management strategies to help students moderate their behavior.
- Teachers are the main personnel for the 'duty of care' of all students.
- Break duty teachers are responsible for 'duty of care' on the playground and follow up any incidents/accidents with the class teacher.
- Snr. Coordinator is contacted and involved for behavior concerns/incidents through the class teacher.

PRIMARY PLAY TIME ESSENTIAL AGREEMENTS

- Frequent handwashing shall be implemented, especially for the younger students.
- All students must wear a hat during break and lunch in all weather.
- Students need to stay in the allocated playground area. No students should go beyond this boundary during break times unless they are in the atrium or going to the bathroom.
- Teachers consistently remind students of safety expectations at the start and during play.
- Use of large play climbing equipment in the main playground for G3 and above: no pushing or swinging upside down from high bars.
- Small and Large equipment rotas for G1-3 should be followed accordingly
- Ball games should be played within the designated areas.
- Students will line up as a class after a whistle has been blown at the end of break.
- Students should not lift each other up to reach bars - they should play sensibly on bars at all times.





CLASSROOM ESSENTIAL AGREEMENTS

At the beginning of each academic year, each class - both students and class teacher - collaboratively agree to a set of rights and responsibilities. These are referred to as 'Essential Agreements'. These rights and responsibilities are created, reviewed and decided upon by the students and teacher. They are displayed in the classroom as reminders of agreed behavioral expectations.

Essential Agreements use positive statements, are linked to the Learner Profile and act as a framework to promote kindness and foster a community of respectful, caring students.

House points are given out to students individually who demonstrate academic progress/attainment/effort and marbles are awarded for behavior embodying the Learner Profile and Attitudes.

WORKING WITH PARENTS

It is our policy to work in close collaboration with parents. We recognise and value the role of parents in managing children's behavior.

Parents are encouraged to tell the teachers of any difficulties that they are experiencing at home and to inform them of any situation that might impact on a child's behavior such as bereavement, illness, relationship breakdown, a new baby, etc.

WHAT TO KEEP AT HOME

Primary students should not bring the following items to school unless specifically requested by their class teacher for a learning engagement: electronic devices, toys, games, swapping cards, games equipment including bats & balls, etc.

The following items are prohibited at school:

- Chewing gum
- Alcohol (including food which contains alcohol)
- Drugs
- Cigarettes
- Knives and anything else which could cause harm, for example metal corkscrews, crafting implements, woodworking instruments
- Pornographic material
- Lighters and matches
- Nail polish remover
- Headphones, airpods, Apple watches, smart watches

Primary students are permitted to bring a Mobile Telephone to school under their parent's sole supervision and responsibility.

Please note: the use of mobile telephones or other personal devices is strictly not allowed on site while under our supervision. Video or audio recording of lessons, events, activities, other students and staff or any school business by personal device is strictly prohibited. There are notices in classrooms to remind students of this.

The following agreements are in place -

All students are:

- obliged to switch off all mobile telephones while on the campus
- permitted to switch them on as they leave the last period of the day at 3:00pm so that taxis may be called and contact with parents can be established
- required to register their mobile telephone number with the School
- able to request to use a school telephone via the Office if they need to make an emergency call
- at risk of having their mobile phones confiscated if they are found using it against the School agreements.

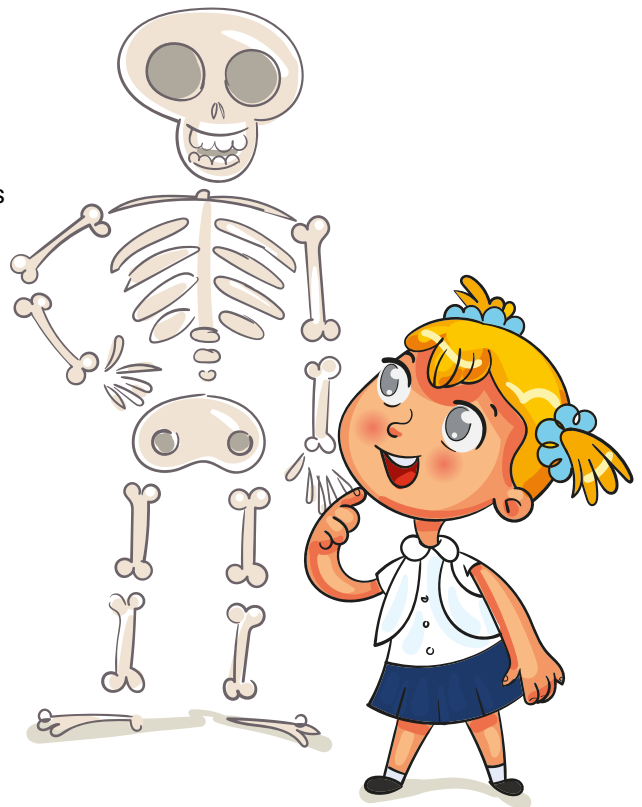
There is an escalation for misuse as below:

- First time confiscated, the student may collect it from their class teacher
- Second time confiscated, the student will need to collect it from the Head of School
- Any subsequent confiscation, the parent will be asked to collect it from the School on each occasion.
- Any student found using their device will have it immediately confiscated and parents will be asked to collect it.

OUR CURRICULUM

Our Primary School offers the IB Primary Years Programme. The PYP is a framework from which each school incorporates and develops their chosen international curriculum. It provides the school with a set of guidelines to assist in creating meaningful learning opportunities for students.

Each Primary School grade level has six units that correlate to the PYP transdisciplinary themes. At OWIS, we also use national curricula guidance from the American Common Core and Next Generation Science Standards and our standards and expectations of learning are in line with this internationally recognised curriculum.



PROGRAMME OF INQUIRY

The Programme of Inquiry is the Programme for the entire of the Primary School and outlines the agreed central ideas, lines of inquiry and conceptual understandings within each of the 6 transdisciplinary themes. The 6 transdisciplinary themes drive the Programme and are represented both within each grade (horizontal articulation) and across grades (vertical articulation).

The POI incorporates all related subject areas within the PYP including Language, Science, Social Studies and PSPE (Personal, Social, Physical Education). All learning through the Programme should have authentic connections and therefore some identified areas of Mathematics are learned through the Units of Inquiry. These links are reflected on the Programme.

UNIT OF INQUIRY

A UOI is a specific Unit of Inquiry. There are 6 units of inquiry in each grade level each falling under one of the transdisciplinary themes. Each Unit of Inquiry is planned by the class teacher in collaboration with the students as they generate their own questions within the inquiry.

Each Unit of Inquiry is reflected on the Programme of Inquiry in the order of teaching sequence. This sequence allows students to make connections across the transdisciplinary themes as their learning progresses. Each UOI shows links to curriculum subject areas reflecting the PYP relevant strand, the focus of the study and the related concepts. These elements are carefully planned so that the inquiry answers the central idea but is open enough for student initiated learning. The lines of inquiry, key concepts and related concepts are designed to lead to enduring understandings across the programme.

SUGGESTED HOME LEARNING ENGAGEMENTS

All suggested home learning engagements are optional. The following agreements are in place for the Primary School:

Grade 1

Language:

- Students are encouraged to read daily using their Raz-Kids accounts.
- They have a weekly spelling list to practice on a daily basis.

Math:

- A selection of mathematical engagements / activities should be provided to parents at the beginning of each UOI.
- The focus should be on practical home-based activities that requires no marking eg. measuring by following a recipe, tallying cars on a journey, etc.
- Learning at Home should not take longer than 15 minutes per day through student IXL Math accounts.

Grade 2 - Grade 5

Reading:

- All students are expected to spend 15 minutes per day on reading activities using their Raz4Kids accounts.

Math:

- All students are expected to spend 10 minutes per day on math activities using their IXL accounts.

Project-based learning:

- The class teacher sets an extended project linked to the UOI. The project clearly outlines the outcome with shared success criteria.
- The project must include reading, writing and mathematical learning and should be linked to the scientific or social studies focus of the UOI.
- Grade 2 and Grade 3 should have a heightened focus on reading skills, guided research and a timeline for organization.
- Grade 4 and Grade 5 are expected to take responsibility for the organization and time-management of their projects.

The project should aim to provide the following time allowances:

- Grade 2 - 30 minutes per week
- Grade 3 - 45 minutes per week
- Grade 4 - one hour per week
- Grade 5 - one hour per week

All Learning at Home is explained on the Thursday update on Toddle so that both parents and students can access information on their Toddle account.

HOW WE ASSESS PROGRESS

In Primary, we aim to keep marking meaningful, manageable and motivating .

Meaningful

Marking should serve a single purpose – to advance pupil progress and outcomes. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Manageable

The time taken to mark should correlate with successful pupil outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Motivating

Marking should help to motivate pupils to progress. The most important element of marking is to acknowledge the work a pupil has done, to value their efforts, achievements and to celebrate progress. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Assessment takes place in a variety of ways to ensure that all learning styles are recognised and rewarded. The Primary School focuses on formative assessment opportunities during all learning engagements.

There are three assessment points during the academic year for summative assessments to take place. These can include quizzes, oral presentations, written reports, teacher observations or small group tasks. These assessment weeks provide opportunities for the teachers to complete summative assessments but also give students the chance to reflect upon their own learning and progress.

During each week, we assess reading, writing, math and the skills of the PYP through the unit of inquiry and students are awarded grades from our agreed criteria attainment and progress indicators.

All assessments are recorded and reported on associated tracking documents.



Progress indicators

1. Exceeding Expectations
2. Meeting Expectations
3. Approaching Expectations
4. Needing Support

NWEA MAP TESTING

All students from Grade 3 and above will be assessed three times a year using the NWEA MAP test for Reading, Language, Math and Science.

APPENDIX 3: MIDDLE SCHOOL

Transitioning into Middle Grades is a crucial time for students, where they encounter new subjects, instructors, and social dynamics, while also taking up greater responsibility and independence.

Subjects		Assessments
Core Learning	English	Internal Assessments: Weekly quizzes, end-of-unit tests, mid-terms and final exams (aligned with Webb's Depth of Knowledge framework)
	Mathematics	
	Science	
Language Development	Arabic	External Assessments: NWEA MAP Testing: Math, Science, Language Use, Reading CAT4 Second Term: PASS Survey
Electives	French (Grade 6)	
	Coding (Grade 7)	
	Financial Literacy (Grade 8)	Key Focus Areas: - Transitioning to rigorous academic learning - Strengthening interdisciplinary problem-solving and inquiry - Expanding student leadership through National Junior Honor Society, Model UN and Shark Tank competitions
	Digital Literacy	
	Art	
	Music	
	Physical Education	
Ministry of Education Subjects	KSA Social Studies	
	Islamic Studies	

FAQs ABOUT MIDDLE SCHOOL

1. What are the school timings for Grade 6 - Grade 8?

Sunday - Wednesday: 7:30 AM to 3:00 PM (Morning assembly starts 7:15 AM)

Thursday: 7:30 AM to 12:00 PM

2. Are the classes co-ed?

Grade 6 is co-ed; Grade 7 and 8 will be gender segregated. However, they will have shared facilities, meaning they will use the same labs, library, etc. but at different times of the day.

3. Are the teachers co-ed?

Yes, we will have both male and female teachers teaching all students.

4. What curriculum do you teach in Grades 6-8?

Our curriculum is covered across the American Common Core from the state of California for English Language, Arts, Mathematics, Social Studies, Art, Music, PE, etc., the NGSS (Next Generation Science Standards) for Science classes, and MOE curriculum for Arabic and Islamic Studies.

5. Why the American curriculum?

The American curriculum is known for being academically rigorous in Grades 6 - 8 to set a strong foundation for students that will help them step into the high school levels of G9 - G12. Our teaching philosophy in the middle school focuses heavily on the 21st-century skills of critical thinking, citizenship, growth mindset, communication, creativity, and collaboration. Academically we place a significant emphasis on academic rigorous content being taught based on Webb's Depth of Knowledge content levels DOK1 (Recall), DOK 2 (Skills/Concepts), DOK 3 (Strategic Thinking), DOK 4 (Extended Thinking).

6. What classes will my child take?

In Grades 6 - Grade 8, all students will take English, Math, Science, Arabic A or B (native and non-native speakers), Islamic Studies (Muslim students) or Global Perspectives (non-Muslim students), Social Studies for Saudis and Non-Saudis, Digital Literacy, Art, Music, PE. In addition to these classes, Grade 6 will take French, Grade 7 will take S.T.E.A.M. coding and Grade 8 will take Financial Literacy.

7. Will you provide extra-curricular activities?

Yes, our activities and clubs will be built into our school timetable and take place twice a week.

8. Will my child earn marks for their classes?

Yes, we work with a grading scale system (see below)

Letter Grade	Percent Grade	4.0 Scale
A+	97 -100	4.0
A	93 - 96	4.0
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82	2.7
C+	77 - 79	2.3
C	73 - 76	2.0
C-	70 - 72	1.7
D+	67 - 69	1.3
D	63 - 66	1.0
D-	Below 63	0.5
E/F	Below 60	0.0

9. Will my child take internal and external assessments?

Yes, we firmly believe an important part of ensuring academic success is the monitoring and evaluation of student learning progress. For this reason, students will have both internal and external assessments.

10. What type of internal assessments will my child have?

Weekly quizzes, projects, etc. (divided across subjects so there's little overlap), End of unit tests, Mid-terms, and final exams (students receive study guide 3-2 weeks in advance for midterms and final exams so they can be fully prepared).

11. What type of external assessments will my child have?

Students in G6 - G8 will sit the NWEA MAP testing three times a year for English reading, language arts, math, and science. They will also take the CAT4 test (cognitive aptitude test) that allows us to identify the ways in which each individual student learns best.

12. What kind of programs take place each year for G6 - G8 students?

There are a wide range of activities and programs that will take place throughout the year including Spelling Bee, Science Fair, Extracurricular activities, OWIS Movie Night, MS Sports team external competitions, field trips, opportunities for overseas trips within the GSG network, National Junior Honor Society, Model United Nations, Winter, Spring, and End of Year concerts, Art Exhibition etc. to just name a few.

APPENDIX 4: HIGH SCHOOL

From Grades 9 to 12, students engage in academically challenging, college - preparatory courses that foster critical thinking, creativity, collaboration, and communication, all skills essential for success in higher education and beyond. To further elevate their academic journey, students also have the opportunity to enroll in Advanced Placement (AP) courses, experiencing university-level learning while still in high school.

Our academic pathways are personalized to reflect each student's:



**Academic
interests and
aspirations**

**Academic
performance
and strengths**

**Career and
higher education
goals**

**Unique skills,
talents and
passions**

At OWIS Riyadh, we believe education extends beyond the classroom. Students are encouraged to participate actively in a wide range of co-curricular and extracurricular programs designed to inspire leadership, service, and global citizenship. Universities recognize the value of well-rounded individuals, and our programs ensure students stand out as confident, engaged learners.

Throughout their journey, students are empowered to take ownership of their growth, supported by a close partnership between teachers, counselors, and families. Together, we nurture academic excellence, character development, and a lifelong love of learning.

At OWIS Riyadh, every student is prepared to thrive, wherever their future leads.

ADVANCED PLACEMENT (AP) PROGRAM

The Advanced Placement (AP) Program at One World International School (OWIS) Riyadh provides motivated high school students the opportunity to take rigorous, college-level courses while still in high school. Offered through the US College Board, AP courses challenge students to engage in complex discussions, apply critical thinking, collaborate with peers, and develop strong academic writing and analytical skills. Successful performance in AP courses can lead to college credit, advanced placement, and strengthened university applications.

Advanced Placement Eligibility

AP courses at OWIS Riyadh are designed for high-achieving students in Grades 10, 11 and 12 who are prepared for the demands of college-level study.

Eligibility and Enrollment Guidelines

- Students in Grade 10 may enroll in a maximum of one AP course with teacher recommendation which is AP Biology.
- Students pursuing the full American High School Diploma are eligible and encouraged to enroll in AP courses depending on prerequisite grades being met.
- AP courses require specific prerequisite knowledge to ensure students are well-prepared for the rigor and expectations of college-level coursework.
- Priority enrollment is given to students in Grades 10, 11, and 12 based on academic readiness and space availability.
- Students enrolled in multiple AP courses must demonstrate strong academic standing and time management skills to balance their course load successfully.

At OWIS Riyadh, AP offerings include AP Calculus AB, AP Biology, AP Chemistry, and AP Physics. Students are supported through structured guidance to ensure appropriate course selection aligned with their academic goals and future university pathways.

GRADUATION PATHWAYS

At One World International School (OWIS) Riyadh, AP courses are an optional component of the academic program and are not required for graduation under the American High School Diploma pathway.

American High School Diploma Pathway

- Students following the US High School Diploma pathway may choose to enroll in AP courses to enhance the rigor of their academic program and better prepare for university-level study.
- Although AP courses are not mandatory, they count towards graduation credit requirements in their respective subject areas.
- An AP course may replace a standard grade-level course (for example, AP Calculus AB in place of Grade 12 Math) or may be counted as an elective, depending on the subject and graduation requirements.
- Students are encouraged to select AP courses aligned with their academic strengths, future university plans, and career aspirations.

Notes on Enrollment

- Students must meet the prerequisite criteria and obtain teacher recommendation for AP course enrollment.
- Students may combine AP courses with their regular high school coursework, but they are advised to manage their course load carefully to maintain academic balance and success.

At OWIS Riyadh, we are committed to providing flexible academic pathways that allow students to challenge themselves, build their university profiles, and achieve their fullest potential.

ADVANCED PLACEMENT (AP) EXAMS AND EXAM FEES

AP Exam Fees

All AP courses at OWIS Riyadh culminate in an external Advanced Placement (AP) exam administered by the College Board. AP exams are subject to an annual fee set by the College Board.

- Families are responsible for paying the AP exam fee directly to OWIS Riyadh during the first semester of the academic year.
- Enrollment in an AP course at OWIS Riyadh automatically indicates the student's commitment to sit for the AP final exam.
- Any changes in exam registration made after the College Board's initial registration deadline may result in additional late fees, which are the responsibility of the family.

Enrollment in a Course Outside of OWIS Riyadh

- OWIS Riyadh strongly encourages students to enroll in AP courses offered within the school rather than pursuing self-study options.
- Students typically demonstrate higher achievement when guided by a qualified AP instructor.
- AP exams for courses not offered at OWIS Riyadh are not encouraged and require prior approval with a formal study plan.

Impact of Advanced Placement Courses on OWIS Transcripts and University Admissions

- A weighting of 0.25 is added to each AP course grade when calculating the GPA for students enrolled in AP classes.
- AP courses are internationally recognized, and universities view successful AP course completion as evidence of a student's ability to succeed in rigorous academic environments.
- Many universities offer college credit or advanced placement to students who achieve a score of 4 or 5 on AP exams, allowing students to save on tuition costs and progress more quickly through university studies.

AP International Diploma (APID)

The AP International Diploma (APID) is a prestigious, globally recognized certificate awarded by the College Board to students who demonstrate exceptional achievement across multiple academic disciplines. Designed for students applying to universities outside the United States, the APID recognizes outstanding academic excellence with a strong global perspective.

Important Notes

- The APID is not a substitute for a high school diploma; students must still meet all OWIS graduation requirements to receive their American High School Diploma.
- Students do not need to apply for the APID. It is automatically awarded by the College Board when all eligibility criteria are met.
- Students will be notified by email once the award has been conferred, and they can print the APID certificate directly from their AP Scores account.
- At OWIS Riyadh, the AP Coordinator monitors eligibility and identifies students who qualify for the APID based on official College Board AP Scholar Reports.
- Full details regarding the eligibility requirements and subject areas required for the APID can be found on the College Board website: AP International Diploma.

Advanced Placement (AP) Courses Offered at OWIS Riyadh

AP course offerings at OWIS Riyadh are reviewed annually and are subject to change based on student interest and staffing availability. While every effort is made to meet student course requests, inclusion of an AP course in the Program of Studies does not guarantee that it will be offered in a given academic year.

At OWIS Riyadh, students have access to a carefully curated selection of AP courses across multiple disciplines. These courses provide students with the opportunity to pursue rigorous academic challenges and prepare for college-level work.

Course	Grade Level(s)
AP Calculus AB	12
AP Biology	10, 11, 12
AP Chemistry	11, 12
AP Physics (Calculus-based)	12

Please note: Students must meet specific prerequisite and grade performance criteria to enroll in AP courses at OWIS Riyadh. Detailed course descriptions and prerequisites are available through the College Board website and the OWIS High School Academic Counseling Office.

At OWIS Riyadh, we encourage students who are prepared for the academic challenge to pursue AP courses, strengthening their college applications and developing skills for future success.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students at OWIS Riyadh enroll in courses aligned with the American High School Diploma graduation requirements, their academic abilities, interests, and future educational goals. Students earn credit upon successful completion of a course with a minimum passing grade of 60% (D) or higher.

At OWIS Riyadh, one full credit typically represents the successful completion of a full-year course, equivalent to approximately 120 instructional hours. Courses are divided into two distinct semesters for grading purposes, with each semester representing 0.5 credits.

A minimum of 27 credits (or 25 credits excluding Islamic Studies for non-Muslim students) is required for graduation.

It is the responsibility of students and families to conduct thorough research regarding university-specific entry requirements, including credit requirements for universities in the United States, Saudi Arabia, and internationally.

Subject	Required Credits	Notes
English	4	Core requirement
Mathematics	4	Integrated Math 1, 2, Pre-Calculus and Calculus/AP Calculus
Science	4	Biology, Chemistry, Physics, General Science (Lab Science designation)
World Language	4	Arabic A (Native), Arabic B (Non-Native), French, or Chinese
Social Studies	3	Geography, World History, Economics/ Psychology, Sociology/Psychology
Islamic Education	2	Mandatory for Muslim students (Non-Muslims enroll in TAP or Research Project)
Physical Education/Health	2	PE in Grades 9–12
Visual and Performing Arts	0.5	Music, Drama, or Art
Electives	3.5	Range of academic, career and technical courses

Total Required for Graduation: 27 credits (25 credits excluding Islamic Studies)

Special Notes:**Arabic and Islamic Studies:**

- Arabic A is mandatory for all Saudi and Arab Nationals.
- Islamic Studies is mandatory for Muslim students.
- Non-Arabic speakers and Non-Muslim students follow alternative pathways (Arabic B & TAP/Research).

Lab Science Definition:

- Laboratory science courses (Biology, Chemistry, Physics) must include significant lab components to qualify as Lab Science for university admissions purposes.

University Equivalency and Requirements:

- Students intending to pursue higher education in Saudi Arabia or other regions must ensure they meet any national or Ministry of Education-specific requirements for graduation, attestation and university equivalency.

Transfer Students:

- Students transferring into OWIS must ensure that all credits earned elsewhere meet OWIS standards for graduation and align with American diploma credit structures.

CLASS NAMES AT OWIS RIYADH

At One World International School (OWIS) Riyadh, the following terminology is used to refer to students by grade level:

Grade Level	Nomenclature
Grade 9	Freshman
Grade 10	Sophomore
Grade 11	Junior
Grade 12	Senior

COURSE SELECTION PROCESS

Each spring, OWIS Riyadh students participate in the course selection process for the following academic year. This process is guided by administrators, teachers, and school counselors who provide students with information about:

- Graduation requirements
- Available course offerings
- Strategies for making informed academic decisions
- College and career readiness planning

Students are encouraged to reflect carefully on their future goals, investigate course content, and seek advice from teachers and counselors. The completion of a Four-Year Academic Plan is highly recommended to help students map their progression through high school.

A well-developed academic plan allows students to:

- Set clear personal and academic goals
- Strategically select courses that align with university admission requirements
- Understand how their academic performance supports their future pathways
- Take ownership of their educational journey

Parental Involvement

Parents are expected to actively participate in the course selection and Four-Year Plan discussions with their children to ensure thoughtful and realistic academic planning.

Prerequisites

A prerequisite is required before a course can be taken. Examples of prerequisites may include a course, skill level, minimum grade, experience, or instructor approval. Prerequisites are listed in course descriptions, and students should be aware of them before making course selections.

Course Changes at OWIS Riyadh

At One World International School (OWIS) Riyadh, course changes are managed carefully to support student success, academic balance, and well-being.

Elective Courses: Once elective course selections have been made, changes are not permitted.

Course Change Policy: After the first ten days of the semester, no course changes will be considered under any circumstances.

In rare and exceptional cases, changes may be reviewed only if they are recommended by a teacher, counselor, or administrator due to one of the following:

- Serious student well-being or mental health concerns
- A significant change in the student's graduation pathway or academic goals
- Other exceptional factors that directly impact academic success

All requests must be discussed with the school Career and Wellbeing counselor and require approval from the academic administration team.

OWIS Riyadh is committed to ensuring that any course adjustments are made in the best interest of the student's long-term success and overall well-being.

PATHWAYS AND COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS DESCRIPTIONS

Credit: English		
Course Description	Credit	Grade Level(s)
English Grade 9	1.0	9
English Grade 10	1.0	10
English Grade 11	1.0	11
English Grade 12	1.0	12
Speech and Debate	0.5	9, 10, 11, 12
English Literature	0.5	9, 10, 11, 12
Journalism	0.5	10, 11, 12

English 9

Credit: 1.0 | Grade: 9**Prerequisite: None****Course Description:**

English 9 builds a strong foundation in reading, writing, speaking, and critical thinking skills. Students analyze a variety of literary and informational texts, including novels, plays, poetry, and nonfiction articles. They develop structured academic essays, practice narrative and argumentative writing, and build research skills aligned to CCSS W.9-10 standards. Emphasis is placed on citing textual evidence (RI.9-10.1), analyzing author's craft (RL.9-10.4), and developing coherent arguments (W.9-10.1). Speaking and listening activities promote collaboration and formal presentation skills.

English 10

Credit: 1.0 | Grade: 10**Prerequisite: English 9****Course Description:**

In English 10, students deepen their analytical reading and writing skills through the study of world literature, informational texts, and persuasive media. Focus areas include evaluating claims and arguments (RI.9-10.8), comparing themes across cultures (RL.9-10.2), and producing sustained research projects (W.9-10.7). Students refine writing techniques such as counter-argument, synthesis, and commentary development. Oral presentations and debates enhance communication and collaboration abilities. Instruction emphasizes preparation for more advanced academic reading and writing expectations.

English 11 (American Literature)

Credit: 1.0 | Grade: 11**Prerequisite: English 10****Course Description:**

English 11 explores major works of American literature from the colonial period to contemporary times, with a focus on thematic development, historical context, and authorial style (RL.11-12.2, RL.11-12.3). Writing instruction emphasizes argumentative essays, rhetorical analysis (RI.11-12.6), and synthesis writing aligned to college readiness expectations. Research skills include evaluating sources, integrating quotations, and applying MLA formatting (W.11-12.8). Students also engage in Socratic seminars, debates, and formal presentations to develop academic discourse skills. Additionally, one period per week is dedicated to TOEFL and IELTS preparation.

English 12 (Global Perspectives)

Credit: 1.0 | Grade: 12**Prerequisite: English 11****Course Description:**

English 12 prepares students for post-secondary success through the exploration of global literature and contemporary issues. Emphasis is placed on analyzing complex texts for nuanced meaning (RL.11-12.5), developing independent arguments (W.11-12.1), and conducting extended research projects. Students produce analytical essays, reflective writing, and argumentative pieces that demonstrate sophisticated reasoning and voice. This capstone English course also focuses on oral communication, project-based learning, and critical engagement with real-world issues. Additionally, one period per week is dedicated to TOEFL and IELTS preparation.

English Electives

Speech & Debate

Credit: 0.5 | Grade: 9-12**Prerequisite: None****Course Description:**

This elective sharpens students' public speaking, debate, and argumentation skills. Students learn techniques for persuasive and expository speaking, research methods, logical reasoning, and rhetorical strategies (SL.9-12.4). Through formal debates, extemporaneous speeches, structured presentations, and Model United Nations (MUN) simulations, students build confidence in speaking before audiences and crafting clear, compelling arguments.

English Literature (Honors Elective)

Credit: 0.5 | Grade: 9-12**Prerequisite: Strong performance in core English****Course Description:**

Students explore classical and modern works of British, American, and world literature. Emphasis is placed on critical literary analysis, thematic interpretation, and comparative literature (RL.11-12.7). Students produce analytical essays, engage in text-based discussions, and complete creative response projects. The course encourages students to deepen their appreciation for literary artistry and prepares them for higher-level English coursework.

Journalism

Credit: 0.5 | Grade: 10-12**Prerequisite: English 10 recommended****Course Description:**

Journalism introduces students to the fundamentals of news writing, investigative reporting, editorial writing, and media literacy. Students practice journalistic ethics, interview techniques, research, and AP (Associated Press) style writing (W.11-12.4). They create articles, opinion pieces, feature stories, and multimedia content for school publications. The course also explores the impact of journalism in a democratic society and prepares students for communication roles in university and beyond.

MATHEMATICS COURSE DESCRIPTIONS

Credit: Mathematics		
Course Description	Credit	Grade Level(s)
Integrated Mathematics I	1.0	9
Integrated Mathematics II	1.0	10
Statistics and Probability 1 & 2	1.0	11 - 12
Pre - Calculus	1.0	11 - 12
Calculus (non - AP)	1.0	12
AP Calculus AB	1.0	12

Integrated Mathematics I

Credit: 1.0 | **Grade:** 9

Prerequisite: None

Course Description:

Integrated Mathematics I introduces students to foundational algebraic concepts, linear relationships, basic geometry, and statistical reasoning. Students solve linear equations and inequalities (CCSS: A-REI.3), work with functions (CCSS: F-IF.1), explore properties of geometric figures (CCSS: G-CO.1), and analyze data sets (CCSS: S-ID.1). Emphasis is placed on real-world problem solving, mathematical modeling, and communication of mathematical ideas. This course builds essential skills for success in higher mathematics.

Integrated Mathematics II

Credit: 1.0 | **Grade:** 10

Prerequisite: Integrated Mathematics I

Course Description:

Integrated Mathematics II extends students' understanding of quadratic functions, complex numbers, coordinate geometry, and probability. Students work with quadratic expressions and solve systems of equations (CCSS: A-REI.7), study transformations and congruence (CCSS: G-CO.2), and apply probability rules to real-world situations (CCSS: S-CP.1). Emphasis is placed on deeper critical thinking and more complex multi-step problems to prepare for higher-level courses.

Statistics and Probability 1 & 2

Credit: 1.0 | **Grade:** 11–12

Prerequisite: Integrated Mathematics II

Course Description:

This course develops students' ability to collect, analyze, and interpret real-world data. Students explore concepts such as probability distributions, inference, and hypothesis testing (CCSS: S-ID.6, S-IC.2). Students design experiments and surveys, use simulations to model chance behavior, and interpret statistical findings in a real-world context. Emphasis is placed on project-based learning and preparing for careers in social sciences, business, and health sciences.

Pre-Calculus

Credit: 1.0 | **Grade:** 11–12

Prerequisite: Integrated Mathematics II

Course Description:

Pre-Calculus prepares students for advanced mathematics and AP Calculus AB. The course covers polynomial, rational, exponential, logarithmic, and trigonometric functions (CCSS: F-IF.7, F-TF.5). Students explore sequences, series, limits, and parametric equations. Emphasis is placed on graphing, transformations, solving complex equations, and mathematical reasoning. This course strengthens critical thinking and modeling skills needed for success in STEM fields.

Calculus (Non-AP)

Credit: 1.0 | **Grade:** 12

Prerequisite: Pre-Calculus

Course Description:

This introductory calculus course focuses on understanding limits, derivatives, and integrals conceptually and applying them to solve real-world problems. Students explore the Fundamental Theorem of Calculus (CCSS: Calculus Pathway Standards) without the depth or pace required by AP standards. The course is ideal for students pursuing science, economics, social sciences, or technical majors in college who require a strong, practical understanding of calculus.

AP Calculus AB

Credit: 1.0 | **Grade:** 12

Prerequisite: Pre-Calculus (Minimum B/83%)

Course Description:

AP Calculus AB offers students a rigorous, college-level foundation in differential and integral calculus. Topics include limits, continuity, derivatives, definite and indefinite integrals, and applications of integration (aligned to College Board AP Calculus AB standards). Students develop skills in graphical, numerical, and analytical representations of mathematical concepts. Successful completion of the AP Exam may earn students university credit and/or advanced placement in college mathematics courses.

SCIENCE COURSE DESCRIPTIONS

Credit: Science		
Course Description	Credit	Grade Level(s)
Biology	1.0	9
Chemistry	1.0	10
Physics (Calculus-based)	1.0	11 - 12
Geology/Earth Science OR General Science	1.0	11 - 12
AP Biology	1.0	10 - 12
AP Chemistry	1.0	11 - 12
AP Physics	1.0	12
Nutrition & Food Science	0.5	9 - 12
Genetics	0.5	9 - 12
Organic Chemistry	0.5	11 - 12

Biology

Credit: 1.0 | Grade: 9

Prerequisite: None

Course Description:

Biology is an NGSS-aligned laboratory science course that explores the study of life through inquiry and real-world applications. Major topics include cell biology, genetics, ecosystems, evolution, and human impact on the environment (NGSS: HS-LS1 to HS-LS4). Students conduct hands-on experiments, analyze data and construct scientific explanations using evidence. Scientific practices such as developing models, engaging in argument from evidence, and designing investigations are emphasized to build critical thinking and scientific literacy.

Chemistry

Credit: 1.0 | Grade: 10

Prerequisite: Biology

Course Description:

This standards-based course covers matter and its interactions, chemical reactions, atomic structure, periodicity, thermodynamics, and the role of chemistry in environmental systems (NGSS: HS-PS1). Students engage in lab experiments, construct mathematical models of chemical processes, and develop skills in scientific inquiry, communication, and problem solving. Chemistry at OWIS Riyadh emphasizes real-world applications and experimental design to prepare students for higher-level science study.

Physics (Calculus-Based)

Credit: 1.0 | Grade: 11

Prerequisite: Chemistry

Course Description:

Physics provides students with a rigorous, calculus-supported understanding of mechanics, energy, momentum, electricity, and magnetism (NGSS: HS-PS2, HS-PS3). Students apply mathematical reasoning to investigate physical phenomena, model systems, and predict outcomes. Labs, simulations, and engineering design challenges help students develop skills in inquiry, critical thinking, and scientific argumentation aligned to NGSS and college-level expectations.

Geology/Earth Science or General Science

Credit: 1.0 | Grade: 12

Prerequisite: Physics

Course Description:

This course examines Earth's systems, including geology, oceanography, atmospheric science, astronomy, and environmental science (NGSS: HS-ESS2, HS-ESS3). Students analyze Earth's dynamic processes, model geologic phenomena, and evaluate human impacts on the environment. Inquiry-based labs and case studies develop scientific practices such as data analysis, modeling, and systems thinking, preparing students for studies in environmental science and geoscience fields.

Advanced Placement (AP) Science Courses

AP Biology

Credit: 1.0 | Grade: 10–12

Prerequisite: A– (90% or higher) in Biology & Statistics

Course Description:

AP Biology offers a college-level curriculum emphasizing biological systems, energy dynamics, genetics, evolution, and ecological interactions. Students design and conduct experiments, apply quantitative analysis, and connect biological concepts across scales (aligned to College Board AP Biology and NGSS Life Science standards). Strong emphasis is placed on inquiry, argumentation, and interdisciplinary connections across biology and biotechnology.

AP Chemistry

Credit: 1.0 | Grade: 11 or 12**Prerequisite:** A– (90% or higher) in Chemistry & Pre-Calculus**Course Description:**

AP Chemistry provides in-depth study of chemical principles including atomic theory, chemical reactions, kinetics, equilibrium, and thermodynamics. Students engage in college-level lab investigations, modeling of chemical systems, and advanced data analysis (aligned to College Board AP Chemistry and NGSS HS-PS1 concepts). Emphasis is placed on scientific reasoning, communication, and collaborative problem-solving.

AP Physics (Calculus-Based)

Credit: 1.0 | Grade: 12**Prerequisite:** A– (90% or higher) in Physics & Pre-Calculus**Course Description:**

AP Physics offers a university-level exploration of mechanics, energy conservation, rotational motion, electricity, and magnetism through rigorous inquiry, calculus-based modeling, and experimental design (aligned to College Board AP Physics C and NGSS PS Standards). Students develop critical scientific practices such as designing investigations, interpreting data, and constructing mathematical models of physical systems.

Science Core Electives

Nutrition & Food Science

Credit: 0.5 | Grade: 9–12**Prerequisite:** None**Course Description:**

This elective explores the principles of human nutrition, biochemistry of food, health sciences, and food technology. Students evaluate the relationship between diet and disease, design meal plans, and investigate global nutrition issues. Emphasis is placed on evidence-based inquiry and critical evaluation of scientific information, aligned to health science practices.

Genetics

Credit: 0.5 | Grade: 9–12**Prerequisite:** None**Course Description:**

Students explore Mendelian genetics, DNA structure and replication, genetic engineering, and biotechnology ethics. Inquiry-based projects and case studies allow students to model inheritance patterns, solve genetic problems, and evaluate modern applications of genetics (NGSS: HS-LS3).

Organic Chemistry

Credit: 0.5 | Grade: 11–12**Prerequisite:** Chemistry**Course Description:**

Organic Chemistry introduces students to the structure, properties, and reactivity of organic molecules. Topics include hydrocarbon structures, functional groups, stereochemistry, and reaction mechanisms. Students engage in laboratory synthesis, modeling of molecules, and analysis of chemical behavior, preparing for pre-medical or chemical engineering pathways.

WORLD LANGUAGES COURSE DESCRIPTIONS

Credit: World Languages		
Course Description	Credit	Grade Level(s)
Arabic 9 (Native)	1.0	9
Arabic 10 (Native)	1.0	10
Arabic 11 (Native)	1.0	11
Arabic 12 (Native)	1.0	12
Arabic 9 (Non-Native)	1.0	9
Arabic 10 (Non-Native)	1.0	10
Arabic 11 (Non-Native)	1.0	11
Arabic 12 (Non-Native)	1.0	12
French – Beginner	0.5	9 - 11
French – Intermediate	0.5	10 - 12
Chinese – Beginner	0.5	9 - 11
Chinese – Intermediate	0.5	10 - 12

Arabic (A or B) – Required

Arabic is mandatory for all students. Based on proficiency, students will be placed in Arabic A (native speakers) or Arabic B (non-native speakers).

Note:

Some Middle Eastern universities require Arabic A for admission. Please consult the Career and Wellbeing Counselor before selecting your course.

Arabic A (Native Speakers)

Credit: 1.0 | **Grade:** 9–12 (Arabic A1 to A4)

Prerequisite: None

Curriculum: Saudi Ministry of Education (MOE)

Course Description:

Arabic A is designed for native speakers and follows the official curriculum prescribed by the Saudi Ministry of Education. The course focuses on the development of advanced language proficiency in reading, writing, grammar, listening, and speaking. Students analyze classical and modern texts, engage in expressive writing, and deepen their understanding of Arab heritage, Islamic values, and national identity. Assessments follow MOE guidelines, with an emphasis on comprehension, literary appreciation, and written fluency.

Arabic B (Non-Native Speakers)

Credit: 1.0 | **Grade:** 9–12 (Arabic A1 to A4)

Prerequisite: None

Curriculum: Saudi Ministry of Education (MOE)

Course Description:

Arabic B is intended for students who are not native Arabic speakers. This MOE-aligned course emphasizes foundational vocabulary, everyday conversational phrases, reading simple texts, and writing basic sentences. Students develop language skills through interactive speaking, listening, and cultural activities designed to support second language acquisition and regional communication.

French / Mandarin – World Languages Electives

French and Mandarin are elective courses open to all students interested in learning an additional language. These courses focus on building communication skills, vocabulary, and cultural understanding. Students are encouraged to choose based on interest and future academic or career goals.

French – Beginner

Credit: 0.5 | **Grade:** 9–11

Prerequisite: None

Course Description:

This entry-level course introduces students to the French language and culture. Students develop basic communication skills in listening, speaking, reading, and writing. Topics include greetings, self-introductions, numbers, daily routines, and simple conversations. Emphasis is placed on pronunciation, vocabulary acquisition, and intercultural understanding. Instruction integrates authentic materials, digital tools, and collaborative tasks aligned with ACTFL (American Council on the Teaching of Foreign Languages) and CCSS goals for language learners.

French – Intermediate

Credit: 0.5 | **Grade:** 10 – 11

Prerequisite: French Beginner or equivalent

Course Description:

French Intermediate expands students' ability to communicate and understand the language in more complex contexts. Students work with present, past, and future tenses and express opinions on familiar topics. Cultural topics are integrated to provide context for language use. Students engage in short written compositions, reading short texts, and interactive dialogues. Instruction promotes real-world application and prepares students for advanced French or standardized language testing.

Chinese – Beginner

Credit: 0.5 | **Grade:** 9 – 11

Prerequisite: None

Course Description:

Chinese Beginner introduces students to Mandarin Chinese using pinyin, simplified characters, and tonal pronunciation. Students build functional vocabulary, learn sentence structures, and practice communication in everyday scenarios such as greetings, school, family, and food. The course also introduces Chinese cultural elements and traditions. Lessons use multimedia tools and project-based learning to enhance engagement and retention.

Chinese – Intermediate

Credit: 0.5 | **Grade:** 10 – 11

Prerequisite: Chinese Beginner or equivalent

Course Description:

This course reinforces and expands Mandarin proficiency through deeper vocabulary, sentence construction, and listening comprehension. Students read short passages, write structured sentences and short paragraphs, and hold conversations on familiar topics. Grammar and writing conventions are introduced gradually, and students examine contemporary Chinese culture, values, and traditions. The course aligns with CCSS World Language Standards and ACTFL proficiency guidelines.

RELIGIOUS STUDIES COURSE DESCRIPTIONS

Credit: Religious Studies		
Course Description	Credit	Grade Level(s)
Islamic Studies 9	0.5	9
Islamic Studies 10	0.5	10
Islamic Studies 11	0.5	11
Islamic Studies 12	0.5	12
Teacher Assistance Program (non-Muslim students)	0.5	9 - 12
Independent Student Research Project (non-Muslim students)	0.5	9 - 12

VISUAL ARTS AND PERFORMING ARTS DESCRIPTIONS

Credit: Visual Arts and Performing Arts		
Course Description	Credit	Grade Level(s)
Music	0.5	10, 11, 12
Art	0.5	10, 11, 12

Visual and Performing Arts (VPA) – Grade 9

Credit: 1.0 | **Grade:** 9

Prerequisite: None

Course Description:

The Grade 9 Visual and Performing Arts (VPA) course provides students with a dynamic, year-long introduction to the arts through a rotating trimester model. In Term 1, students explore the fundamentals of music, including rhythm, melody, and basic composition. In Term 2, they develop visual literacy and artistic skills through art, working with various media and design principles. In Term 3, students engage in drama, building confidence through performance, improvisation, and stagecraft. This course fosters creativity, collaboration, and self-expression while aligning with the California State Standards for Visual and Performing Arts.

Art

Credit: 0.5 | **Grade:** 10 – 12

Prerequisite: None

Course Description:

The Art course allows students to explore various visual media, techniques, and creative processes. Students build a foundational understanding of the elements and principles of design while expressing themselves through drawing, painting, sculpture, and mixed media. Emphasis is placed on developing creativity, craftsmanship, and critical reflection. Projects are rooted in both individual and collaborative studio practice. The course is aligned with California State Standards for Visual Arts.

Music

Credit: 0.5 | **Grade:** 10 – 12

Prerequisite: None

Course Description:

This music course introduces students to the fundamentals of music theory, performance, and composition. Students explore rhythm, melody, harmony, and form through practical activities such as singing, playing instruments, and using digital tools for music creation. The program fosters self-expression and collaboration while helping students appreciate musical styles across cultures and time periods. Instruction aligns with California State Music Standards.

SOCIAL STUDIES COURSE DESCRIPTIONS

Credit: Social Studies		
Course Description	Credit	Grade Level(s)
Geography	0.5	9
KSA Social Studies / Social Studies	0.5	9 - 12
World History	1.0	10
Psychology OR Economics: Macroeconomics & Microeconomics	1.0	11
Sociology / Psychology OR Advanced Economics	1.0	12

Geography

Credit: 0.5 | **Grade:** 9

Prerequisite: None

Course Description:

This course explores physical and human geography with an emphasis on spatial relationships, environmental systems, and the interaction between people and their surroundings. Students use mapping tools, case studies, and data analysis to understand global patterns and regional differences. The course aims to build awareness of cultural diversity, sustainability, and geographic literacy.

KSA Social Studies

Credit: 0.5 | **Grade:** 9 - 12

Prerequisite: None

Course Description:

This course, aligned with the Ministry of Education (MOE) in Saudi Arabia, develops students' understanding of the Kingdom's history, geography, governance, and national identity. Delivered in Arabic, it promotes cultural appreciation and knowledge of Saudi heritage, with a focus on civic responsibility and national pride.

Social Studies

Credit: 0.5 | **Grade:** 9 - 12

Prerequisite: None

Course Description:

Social Studies introduces students to foundational concepts in history, geography, economics, and civics through a global lens. Students explore key themes such as migration, cultural identity, governance, and global interdependence. Using project-based learning, inquiry, and primary sources, students build skills in critical thinking, research, and evidence-based writing. The course prepares students for more specialized study in World History and the social sciences while fostering a deeper understanding of current global issues and their historical roots.

World History

Credit: 1.0 | Grade: 10

Prerequisite: None

Course Description:

Aligned with the Common Core State Standards (CCSS) for Literacy in History/Social Studies, World History guides Grade 10 students through a thematic and chronological exploration of global civilizations, from ancient times to the modern era. Students engage in analyzing primary and secondary sources, evaluating historical evidence, and constructing evidence-based arguments. Topics include the development of political systems, revolutions, industrialization, imperialism, global conflicts, and modern global interdependence. Emphasis is placed on developing critical reading, writing, speaking, and research skills essential for college and career readiness.

Psychology

Credit: 1.0 | Grade: 11 - 12

Prerequisite: None

Course Description:

Psychology is a comprehensive introduction to the scientific study of human behavior and mental processes. Students examine major psychological theories, foundational research studies, and real-world applications. Topics include brain function, learning and memory, developmental psychology, personality, and mental health. Emphasis is placed on inquiry, ethical research, and critical analysis. Aligned with CCSS for Literacy in History/Social Studies, this course supports the development of skills in reading comprehension, analytical writing, and evidence-based reasoning.

Economics: Macroeconomics & Microeconomics

Credit: 1.0 | Grade: 11

Prerequisite: None

Course Description:

This course introduces students to key economic principles through the lenses of both microeconomics and macroeconomics. Students explore market structures, supply and demand, fiscal and monetary policy, international trade, and economic indicators. Aligned with the Common Core State Standards (CCSS) for Literacy in History/Social Studies, students develop analytical reading, data interpretation, and persuasive writing skills. The course emphasizes practical applications of economic thinking, empowering students to understand the global economy and make informed personal and civic financial decisions and connect biological concepts across scales (aligned to College Board AP Biology and NGSS Life Science standards). Strong emphasis is placed on inquiry, argumentation, and interdisciplinary connections across biology and biotechnology.

Advanced Economics: Macroeconomics & Microeconomics

Credit: 1.0 | Grade: 11 - 12

Prerequisite: None (Recommended: Introductory Social Studies or Economics course)

Course Description:

This advanced course offers an in-depth study of economic theory and its real-world applications, focusing on both microeconomics and macroeconomics. Students critically examine topics such as market dynamics, the role of government in the economy, labor and capital markets, economic growth, inflation, unemployment, fiscal and monetary policy, and global trade. Emphasis is placed on analyzing current economic events, interpreting data and trends, and constructing evidence-based arguments.

Aligned with the Common Core State Standards (CCSS) for Literacy in History/Social Studies, this course enhances students' skills in critical reading, data analysis, and academic writing. Through case studies, simulations, and problem-solving tasks, students apply economic reasoning to complex issues, preparing them for future studies in economics, business, or political science. The course cultivates economically literate individuals capable of making informed decisions as global citizens.

Sociology

Credit: 1.0 | Grade: 12

Prerequisite: None

Course Description:

Sociology explores the structure and dynamics of human society and how social relationships shape behavior. Students examine topics such as culture, socialization, gender, race, class, deviance, institutions, and social change. Through analysis of case studies, real-world data, and contemporary issues, students develop sociological thinking and understand the impact of social forces on individuals and communities. The course is aligned with the CCSS for Literacy in History/Social Studies and emphasizes critical reading, discussion, and research skills.

PHYSICAL EDUCATION COURSE DESCRIPTIONS

Credit: Physical Education		
Course Description	Credit	Grade Level(s)
Physical Education 9	0.5	9
Physical Education 10	0.5	10
Physical Education 11	0.5	11
Physical Education 12	0.5	12

Physical Education 9 and 10

Credit: 0.5 | Grade: 9 - 10

Prerequisite: None

Course Description:

The Physical Education program in Grades 9 and 10 focuses on the development of fundamental movement skills, physical fitness, and cooperative gameplay. Students participate in team sports, individual activities, and fitness routines designed to enhance endurance, flexibility, strength, and coordination. Emphasis is placed on healthy lifestyle habits, goal setting, and personal responsibility. The course promotes a positive attitude toward lifelong physical activity and aligns with the California Physical Education Standards.

Physical Education 11 and 12

Credit: 0.5 | **Grade:** 11 – 12

Prerequisite: None

Course Description:

PE for Grades 11 and 12 focuses on advanced skill development, leadership, and personal fitness planning. Students explore a range of physical activities including sports, weight training, aerobics, and wellness education. Emphasis is placed on self-directed fitness, injury prevention, and lifelong health goals. The course supports social-emotional growth and the development of responsible decision-making in health-related behaviors, aligned with California Physical Education Standards.

CAREER AND COLLEGE READINESS ELECTIVES COURSE DESCRIPTIONS

Credit: Business		
Course Description	Credit	Grade Level(s)
Entrepreneurship	0.5	11, 12
Business Studies 1	0.5	11
Business Studies 2	0.5	12
Accounting	0.5	10, 11, 12
Advanced Accounting	0.5	12

Business Studies 1

Credit: 0.5 | **Grade:** 11

Prerequisite: None

Course Description:

Business Studies 1 introduces students to the foundational concepts of the business world. Topics include business organization, marketing, management, human resources, entrepreneurship, and financial literacy. Students explore real-world applications through case studies, simulations, and project-based learning. The course fosters critical thinking, decision-making, and communication skills essential for success in both higher education and the workplace. It also supports career readiness and aligns with 21st-century business competencies.

Business Studies 2

Credit: 0.5 | Grade: 10

Prerequisite: Business Studies 1

Course Description:

Business Studies 2 builds on the foundation established in Business Studies 1, offering students a deeper exploration into advanced business concepts and practices. The course covers strategic management, financial analysis, business law, global markets, and ethical decision-making. Students engage in case studies, simulations, and the development of a mini business plan. Emphasis is placed on analytical thinking, leadership, and effective communication to prepare students for post-secondary business education and real-world career paths.

Entrepreneurship

Credit: 0.5 | Grade: 10

Prerequisite: Business Studies 1

Course Description:

Entrepreneurship provides students with the knowledge and skills to develop, plan, and launch a business. Students explore innovation, opportunity recognition, business planning, marketing strategies, budgeting, and risk assessment. Through case studies, simulations, and hands-on projects, students gain insights into the entrepreneurial mindset and problem-solving in real-world business contexts. The course encourages creativity, resilience, and initiative - core competencies for 21st-century career success.

Accounting

Credit: 0.5 | Grade: 10, 11, 12

Prerequisite: None

Course Description:

Accounting introduces students to the fundamental principles and procedures of financial accounting. Topics include the accounting cycle, journalizing transactions, preparing financial statements, and basic bookkeeping techniques. Students learn how to apply accounting practices in personal and business contexts, enhancing their financial literacy and attention to detail. This course is ideal for students interested in business, finance, or entrepreneurship.

Advance Accounting

Credit: 0.5 | Grade: 12

Prerequisite: Accounting

Course Description:

Advanced Accounting builds on the foundational skills developed in Accounting. Students deepen their understanding of accounting concepts, focusing on topics such as payroll accounting, inventory management, partnership and corporate accounting, and financial statement analysis. Emphasis is placed on accuracy, ethics, and real-world applications. This course prepares students for advanced business studies and potential careers in finance or accounting.

INFORMATION TECHNOLOGY COURSE DESCRIPTIONS

Credit: Information Technology		
Course Description	Credit	Grade Level(s)
Coding and Robotics	0.5	9, 10
Computer Science	0.5	9, 10
Design and Technology	0.5	10, 11
Programming / Coding	0.5	11, 12

Coding and Robotics

Credit: 0.5 | **Grade:** 9, 10

Prerequisite: None

Course Description:

This course introduces students to the fundamentals of computer programming and robotics engineering. Students learn to write code using block-based and text-based programming languages such as Python or C++, and apply their knowledge to control and automate robotic systems. Topics include algorithms, loops, sensors, motors, and basic engineering design. Hands-on activities and real-world challenges encourage collaboration, logical thinking, and innovation. This course supports 21st-century skills in STEM and prepares students for more advanced study in computer science and engineering fields.

Computer Science

Credit: 0.5 | **Grade:** 9, 10

Prerequisite: None

Course Description:

Computer Science introduces students to the foundational concepts of computing and computational thinking. Students explore topics such as binary systems, algorithms, programming structures, data handling, and the ethical impacts of technology. Through interactive projects and coding tasks, they gain experience in problem-solving and logical reasoning using languages such as Python or JavaScript. This course builds digital fluency and prepares students for further study in programming, cybersecurity, and software development. Emphasis is placed on creativity, collaboration, and the responsible use of technology in a global society.

Design and Technology

Credit: 0.5 | **Grade:** 10, 11

Prerequisite: None

Course Description:

Design & Technology challenges students to think creatively and solve real-world problems through the design process. Students explore product design, prototyping, and fabrication using a range of materials and digital tools. Topics include user-centered design, sustainability, digital modeling (CAD), and iterative development. The course promotes hands-on learning and innovation while developing technical and collaborative skills. It prepares students for future studies in engineering, architecture, product development, and related design fields.

Programming

Credit: 0.5 | **Grade:** 11, 12

Prerequisite: Computer Science or Coding & Robotics recommended

Course Description:

Programming provides students with a deeper understanding of coding languages and software development principles. Students build functional programs and applications using Python, Java, or similar languages while learning about data structures, functions, debugging, and object-oriented programming. Through individual and group projects, students develop computational thinking and problem-solving skills in real-world contexts. This course is ideal for students interested in pursuing careers in computer science, app development, or technology innovation.

FAQs ABOUT HIGH SCHOOL

1. What are the daily timings for High School students?

High School students attend from 7:30 AM to 3:00 PM Sunday to Wednesday, and from 7:30 AM to 12:00 PM on Thursdays. Daily form time is from 7:15 AM to 7:30 AM.

2. Will boys and girls continue to have separate classes in High School?

Yes. In line with Ministry of Education (MOE) regulations, all classes remain gender-segregated.

3. Which curriculum and academic pathways are offered in High School?

OWIS follows the California Common Core State Standards and Next Generation Science Standards (NGSS). Students can follow one of two pathways:

- General American High School Diploma
- Advanced Placement (AP) High School Diploma Track

4. Are Advanced Placement (AP) or other advanced credit courses available for my child?

Yes. Students who meet the academic prerequisites may begin AP courses in Grade 10, continuing through Grade 12. Offerings include AP Biology, AP Chemistry, AP Physics, and AP Calculus AB.

5. What subjects and electives can students choose from in Grades 9–12?

Students have a wide selection of core subjects and electives, including English, Math, Science, Social Studies, World Languages, PE, Arts, Business, IT, and Religious Studies. A complete course list is available in the High School Course Description booklet.

6. How does OWIS support students with university preparation and career planning?

Starting in the 2026–2027 academic year, OWIS will have a full-time university and career guidance counselor. Additionally, the Global Schools Group University Office offers extended support for students and families.

7. What extracurricular, leadership and enrichment programs are available for High School students?

OWIS Riyadh offers a wide variety of opportunities beyond the classroom, including:

- Arts, Sports and Activities (ASA): Held twice a week, where students choose from interest-based options.
- Student Leadership: Student council, peer mentoring, and leadership roles.
- Enrichment Programs: Service learning, competitions, debate, and more.

8. What kinds of internal assessments and projects will High School students complete?

Students complete a variety of formative and summative assessments including projects, presentations, research assignments, performance tasks, and unit tests.

9. Which external or standardized tests will High School students sit for?

Students will sit for:

- MAP Growth Tests (Grades 9 to 11, twice yearly)
- PSAT (Grades 10 and 11)
- AP Exams (Grades 10 to 12, mandatory for enrolled students)
- MOE-Required Exams (Arabic, Islamic Studies, and National Identity as applicable)

Students may also independently register for SAT, ACT, IELTS or TOEFL, supported by the school counselor. OWIS Riyadh is not financially responsible for these external exams.

10. What are the graduation requirements for OWIS High School students?

A minimum of 27 credits is required (25 for non-Muslim students), including:

- 4 English, 4 Math, 4 Science, 4 World Language
- 3 Social Studies, 2 PE/Health, 0.5 Arts, 3.5 Electives
- 2 Islamic Studies (for Muslim students)

11. Will students receive guidance when selecting courses and planning their academic pathway?

Yes. Students receive support from their form teacher, curriculum coordinator, school counselor, and university/career counselor during course selection and pathway planning.

KEEPING PARENTS INFORMED

GRADE OUTLINES

The Grade Outline is a comprehensive introduction for parents about each grade level. Each one includes:

- Welcome letter from the School
- Introductory letter from the Class Teacher
- Table of Contents
- Routines including timetable
- Learning at Home Agreements
- How Parents can Help
- Programme of Inquiry

The Grade Outlines are distributed to parents on the Parent Welcome Evening at the beginning of each academic year.

TODDLE AGREEMENTS

Toddle empowers students of any age to independently document what they are learning at school. Students capture learning with photos and videos of their work, or by adding digital creations. Everything gets organized in one place and is accessible from any device.

The student's work will be shared with classmates and parents. Toddle gives students a real audience for their work and offers parents a personalized window into their child's learning.

From PreKG, each student's Toddle account forms their school portfolio capturing assessment opportunities, points of reflection (dynamic pieces) as well as celebrating their ongoing achievements.

Every Thursday, class teachers send a weekly update to parents on Toddle.

PARENT OVERVIEW

At the beginning of each Unit of Inquiry, Grade teachers compile a Parent Overview which is shared with parents.

The Parent Overview provides the parents with a summary of the Unit of Inquiry, including the central idea, the lines of inquiry, the conceptual understandings and how the unit is transdisciplinary across the primary subjects.

UNIT SHARES

A Unit Share is an opportunity for students to share their learning with an invited audience, usually the parents. A Unit Share can be presented in a variety of ways, including individual presentations, group presentations, a featured debate, a living museum, a science fair, a celebration (party), a 'live' TV programme, a judged competition.

DAMAGE OR LOSS OF SCHOOL PROPERTY

Some resources used by the student on a borrowed facility will be liable by the parent for damage or loss. School library books incur a replacement charge of 50 SAR for Library books. Non payment of the charge might result in borrowing privileges being suspended.

Damage to MacBooks in the ICT lab under the IT contract to students will be charged at the replacement cost. A copy of the IT contract can be obtained from the school office.

GRIEVANCES AND DISPUTE RESOLUTION

The School aims to resolve all disputes, whether financial or otherwise, involving the School and the students in a just and amicable manner. Due consideration would be given to all the facts before any solutions are recommended.

- A dispute is recognised as such if the School and a student or parent does not agree to a decision of the School
- The dispute resolution mechanism has three structural components which shall be followed sequentially:
 - Resolution by a staff member or a team appointed by the Principal
 - Resolution by the Principal
 - Resolution by reference to a third party
- All "disputes" shall be given by the parent to the School in writing, stating clearly the issue, the facts and the area of disagreement. Parents should submit their complaints through the OWIS Helpdesk, where they will be directed to the appropriate department for resolution within 24 hours.
- All written feedback shall be acknowledged by the School within 3 working days. All written complaints shall be acknowledged by the school within 3 working days. Some feedback may require additional steps subsequent to the first response which shall be communicated to the parents.
- In case of academic-related concerns, parents should first contact a relevant member of the Middle Leadership Team, then the Academic Senior Leadership Team and finally the Principal if needed.
- If necessary, parents may be invited for a face to face meeting with the Head of School to discuss the possible solutions and reach closure.
- In case of continued disagreement, the matter shall be taken up by the Principal who, in consultation with the Senior Leadership Team, shall explore the matter further.
- In the event of disagreement after this stage, the School shall advise the parents to refer the matter through third party mediation.
- Every effort will be made to resolve complaints within 21 days of having received written notification from a parent, provided no third-party intervention occurs.
- All feedback/complaints are considered resolved and closed by the school if the school does not receive any more correspondence from the parent relating to the feedback after 7 working days from the date of resolution (written reply from the school on its decision).
- Transport-related feedback cases are responded to by the transport contractor. The school shall, however, monitor the contractor's responsiveness to and resolution of all complaints.



**ONE WORLD,
ONE COMMUNITY**



Admissions: +966 (0) 11 4426020
Campus: +966 (0) 11 4426021



adm.owisruh@globalschools.com



Al Muruj, Olaya Street, Maan Street, Riyadh,
Saudi Arabia