



2008/2009

International Independent Schools



Parents-Students

Handbook

Integrated Academic Solutions

[Education is knowing where to go, to find out what you need to know; and it's knowing how to use the information you get.]

We are drowning in information but starved for knowledge.

IIS Steering Committee

KNOWLEDGE

DEDICATION

EXCELLENCE

CREATIVITY

تفسير الشعار:

الأوراق:

الصغيرة: تشير إلى مرحلة النمو لأطفال الروضة KG1& KG2، والحلم بمستقبل آمن تتعايش فيه الشعوب في مختلف بقاع الأرض (ويمكن إضافة الصف 1-5). (PYP).

المتوسطة: مرحلة التفاؤل لطلبة المرحلة الأساسية (1-10) والتأسيس لمشوار تحقيق الذات والأمل بمستقبل زاهر . (MYP)

الكبيرة: مرحلة النضوج والانطلاق لبناء مجتمع متكافل في حياته ومتكاملاً في توازنه، ويمثلون مرحلة الثانوية (11-12) (DP)

جذور الأوراق تخرج من موقع عمان على مسطح الكرة الأرضية باعتبارها عاصمة السلام والثقافة انطلاقاً من رسالة عمان.

الألوان:

اللون الأزرق من صفاء ال سماء ووسعها وزرقة مياه البحار وأرزاقها.

اللون الأبيض: السلام والأمان والتعايش بين الشعوب انطلاقاً من رسالة الإسلام السمحة.

اللون الأخضر: عروق الحياة، والنبات اليافع ومرحلة الشباب.

اللون الأحمر: نبض الحياة ورمز الدم الذي يحمل الأكسجين والغذاء لأنسجة وأعضاء الجسم، وبالتالي شباب يغذي مجتمعه ووطنه بعطاء لا ينضب.

الكرة الأرضية الشفافة:

الخطوط تشكل التقدم العلمي والتكنولوجي، والذي تبنت المدرسة أحدث ما توصلت إليه ثورة تكنولوجيا المعلومات والاتصالات، أما الشفافية فهي إزالة الحواجز بين الشعوب والأقطار فأصبح العالم القرية الصغيرة في كون يزداد اتساعاً ويسمح للتعايش بسلم واطمئنان.

(IIS):

رموز اسم المدرسة ورؤيتها الدولية والمستقلة برسالتها، وأجيال الطلبة الذين يتبنون ويحملون هذه الرؤية والرسالة جيل بعد جيل ، ويمثل الظلال نور وإشراق المدارس المستقلة بما توفره من علوم تساهم في رفع كفاية التعليم والتعلم في القرن الواحد والعشرين وصهر الفجوة الرقمية من خلال صنع علماء المستقبل.

** القوس واسم المدرسة يظل كل المعاني السابقة بحيث تشتق الرؤية والرسالة الخاصة بثقافة المدرسة من تلك المعاني.

International Independent Schools

The Meaning of the Motto

I. **Leaves**

A. Small Leaves: Refer to the child development stage in the Leaves.

K.G. dreaming of a secured future where different lives and reacts to the environment they live in.

B. Medium Leaves: The optimistic stage of the primary level (1-10) and establishing the path to self achievement and dreaming of a fruitful future.

C. Large Leaves: The stage of maturity and advancement to building a united balanced community portraying the secondary level.

- The roots of leaves spurt out from the center of Amman on the globe considered as the capital of peace and culture starting from Amman's mission.

II. **Colors**

1. Blue from the purity and wideness of the sky and the blue ocean water and its nutriments.
2. White from the peace security and interaction between the people starting from the
3. Green the veins of life, young sprouts and youth.

4. Red is the pulls of life and the symbol of blood carrying the oxygen and nutrients to the tissues and organs of the body us a result up bringing a generation contributing to their society with never ending contribution.

III. **The Transparent globe**

The lines forming the scientific and technological advancement and the School how taken up the development of the ICT, technological and communicative revolution. However, the transparency is eliminating the boundaries between countries so the world has become a small village in a universe increasing in width allowing a secure and peaceful interaction.

IV. **Iis:**

The School's symbols, its international vision, independent mission and an upcoming generation adopting and passing on this vision and mission from one generation to another. The shadow represents the light and brightness of the independent schools providing a scientific curriculum contributing to upgrading teaching and learning in the 21st century and overcoming the digital gapping through the making scientists of the future.

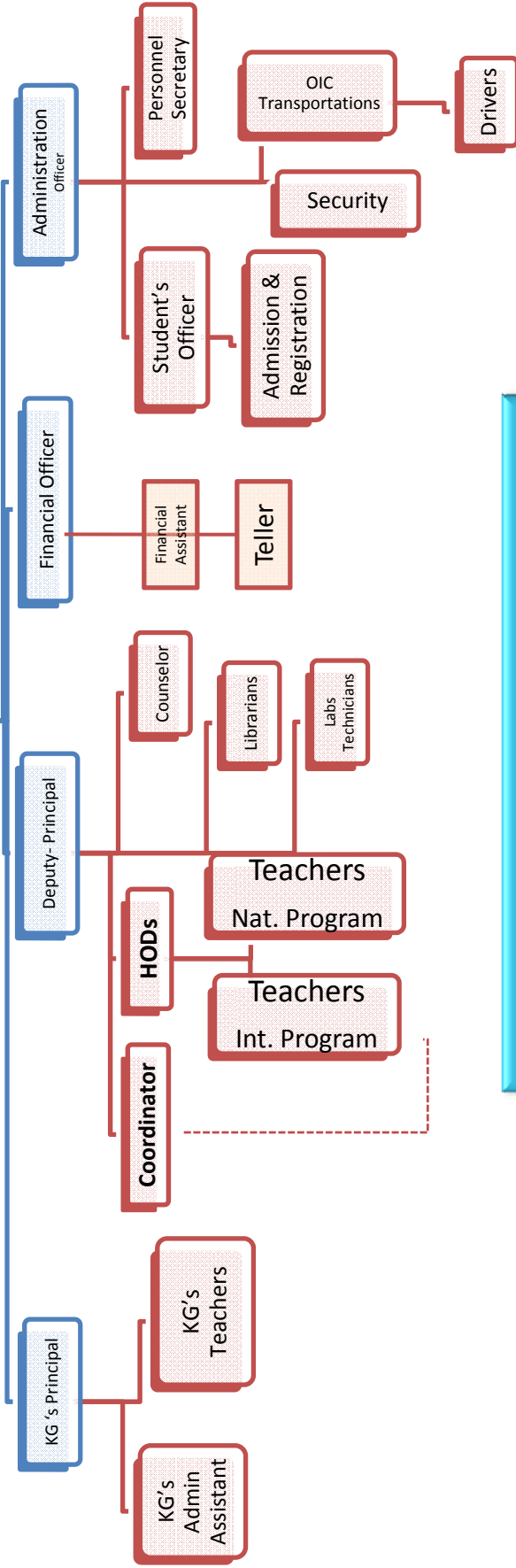
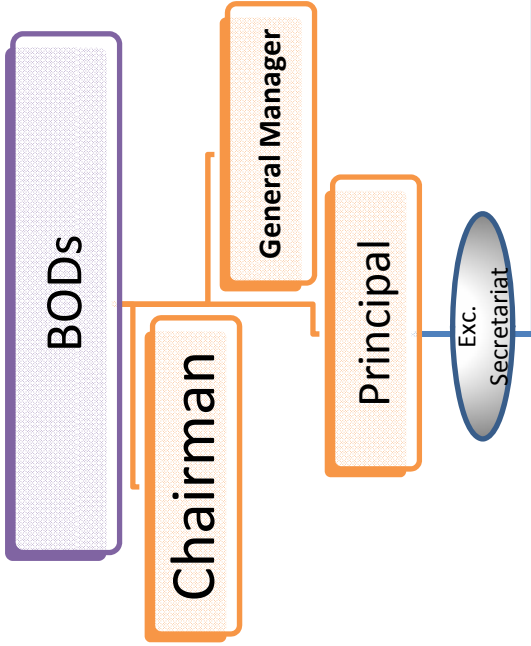
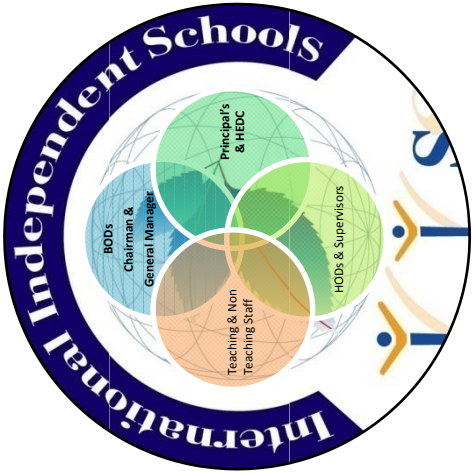
The Arch and the School's Name:

Shade the previous meaning that derives the specific mission and vision of the Schools.

IIS's Organizational Flow Chart

Knowledge
Dedication
Excellence
Creativity

Integrated Academic Solutions



Success is not an option, it's Required

ACADEMIC CALENDAR 2008-2009

| AUGUST 2008 | | | | | | |
|--------------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

* 12/8 New Teachers Arrive
 A Three Days Workshop for Teachers Supervised by The British Council
 * 15/8 Book Sale at School
 * 18/8 First Day of School (1st-10th grades)
 * 21/8 First Day of School (KG & Pre-KG)
 * 23/8 Students Orientation

| SEPTEMBER 2008 | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

* 1/9 The Holy Month of Ramadan
 * 30/9 – 4/10 Eid Al-Fitr

| OCTOBER 2008 | | | | | | |
|---------------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

* 12/10 – 23/10 Mid-term Exams
 * 31/10 Winter Time Starts

| NOVEMBER 2008 | | | | | | |
|----------------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

* 1/11 Parents' Meeting & the Distribution of the Report Cards

| DECEMBER 2008 | | | | | | |
|----------------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

* 7/12 – 11/12 Eid Al-Adha
 * 25/12 Christmas/New Year Holiday
 * 27/12 First Semester Final Exams Start
 * 29/12 Islamic New Year (Hijri) Holiday

| JANUARY 2009 | | | | | | |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| FEBRUARY 2009 | | | | | | |
| SUN | MON | TUE | WED | THU | FRI | SAT |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| MARCH 2009 | | | | | | |
| SUN | MON | TUE | WED | THU | FRI | SAT |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| APRIL 2009 | | | | | | |
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| MAY 2009 | | | | | | |
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| JUNE 2009 | | | | | | |
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | | | | | | |

* 1/1 New Year's Holiday
 * 10/1 Final Exams End
 * 11/1 – 31/1 Winter Holiday
 * 30/1 H.M King Abdullah's Birthday

* 1/2 Beginning of the Second Term
 * 7/2 Parents' Meeting & the Distribution of the Report Cards

* 9/3 Prophet's Birthday Holiday (Al- Mawled Al – Nabawi)
 * 27/3 Summer Time Starts
 * 29/3 – 9/4 Mid-term Exams

* 18/4 Parents' Meeting & the Distribution of the Report Cards

* 1/5 Labor Day
 * 25/5 Independence Day Holiday
 * 26/5 – 14/6 Second Semester Final Exams
 * 31/5 Kindergarten's Graduation Day

* 14/6 Last Day of School for Students
 * 15/6 – 17/8 Summer Vacation
 * 27/6 Report Cards Distribution

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نشيد المستقلة

أُنشدُ الروض وظلّه

ما رأَت عيناى مثله

قد عشقتُ المستقلة

نَحْتَفِي بِالْمَسْتَقْلَةِ

كبرياءً وإبـاء

كلُّ يومٍ في نَماء

عانقت رَحَبَ الفضاء

نَحْتَفِي بِالْمَسْتَقْلَةِ

كالثرىا في النجوم

ومن الكون العلوم

نحنُ بالعزم نَدوم

نَحْتَفِي بِالْمَسْتَقْلَةِ

حين ربّيت صيغارا

ترتدي منه إزارا

قد بنى في الفلك دارا

نَحْتَفِي بِالْمَسْتَقْلَةِ

أغتدي كالطير حراً

كلُّ ما فيها جميلٌ

إنّه روضي وداري

فَهَلِّمُوا يَا رِفاقي

في مغانبها شموخٌ

ونعيمٌ لا يُجـارى

وارتقت بالعلم حتى

فَهَلِّمُوا يَا رِفاقي

دُرّةً في الأرض تبدو

فمن الشرق تراث

نحنُ والعلم سباقٌ

فَهَلِّمُوا يَا رِفاقي

سَلِمَت رُوحك عَنّا

تنهل العلمَ زلالاً

إنّ من رام حمانا

فَهَلِّمُوا يَا رِفاقي

IIS ANTHEM

I learn as I grow

And fly towards tomorrow

Never lean or even bow

Whenever the wind will blow

At the International Independent School

I have all the motivation

I learn by illustration

Full of hope and inspiration

Provided with the best education

At the International Independent School

I learn honor and integrity

I'm full of respect and serenity

I am proud of my Arabic Identity

And ready for the challenges of modernity

At the International Independent School

With love and care I'm nurtured

With science and knowledge I'm watered

Like a strong olive tree

I will grow always to be

At the International Independent School

ABOUT I.I.S

The Independent International School (IIS) is a newly born, not mixed, bilingual school aiming to the best international standards.



IIS is located in the green hill of Amman suburbs, a quiet and calm atmosphere, which provides academic environment to contribute and raise the skills and qualifications of students from different levels as well as inspiring the nature of science and educational initiatives which required new ideas.

MOTTO

Integrity and honor.

Inspiration towards excellence

Success is not an option, it's required.



VISION

At I.I.S we perceive our students as olive trees that are watered by science & knowledge growing into success and honor. They don't lean against challenges, and are not beaten by difficulties. They will be a corner stone in modeling the future, nurtured with a sense of cultural and ethical awareness.

MISSION

- Instilling in our students the knowledge and skills necessary to thrive as life-long learners and responsible citizens, confident and cooperative.
- Preparing everyone to meet the challenges of the future through motivating them to learn with passion, serve with respect, and grow into their fullest potential.
- I.I.S students will work together as one to be able to shape a better future, loving community and well raised generations through participation and mutual responsibility.



STATEMENT OF PHILOSOPHY:

- IIS has a pioneer philosophy in the education field through our deepest beliefs that every student is a special individual and a separate interest and has abilities to learn according to his/her experience.
- We believe in working hand in hand as partners with the family and community in the augmentation of academic and social maturity of our students.



- We believe in providing distinguished and stimulating educational environment for the students to learn in better strategies based on the international standards supported with modern means of Information Communication Technology (ICT).



- We empower our students to recognize their strengths and talents, and to carry out their responsibilities.
- We offer a variety of opportunities for leadership, initiative-taking and decision-making.

- We foster in our students appreciation for art, music, drama and sports. We also promote their self-discipline and dedication to their goals.



- We commit to fostering the spiritual growth of our students in a loving and caring environment which embodies modernity while maintaining the spirit of our Arab and Islamic heritage.
- Reinforcing positive attitude, integrity, self-respect, and success as a result of honest hard work is a foundation stone of I.I.S philosophy.

LOCATION

IIS is located 6km south the 7th circle nearby Petra University.

IIS'S STAFF

The IIS's Management Leaders form one structure and decision-making unit for the best decisions which interest work and workers.

The IISs management team consists of the following titles:

Administration:

- **General Principal** : Mr. Ziad Jadallah (MA Educational Technology)
- **Principal of Primary Stage (Grades 1-6)** : Mrs. Sawsan Mesh'al (BA English)
- **Principal of Kindergarten** : Mrs. Monia (BA Education)
- **Administrative Officer:** Mr. Fa'eq AL-Hmouz (Dip. Physical Education)

Head of Departments

- **Mathematics** : Mr. Fu'ad Jadallah (MA Assessment & Measurement)
- **Science** : Mrs. Amal Shehadah (MA Education)
- **IT & Computer Studies** : Miss Dina AL-Khuffash (BA Computer Science)
- **Arabic** : Mr. Akram AL-Mughrabi (BA Arabic)
- **English** : Mrs. Kathy Zein Al Dein (BA English)
- **Humanities (Religion & Social Studies) :**

A: In Arabic : Mr. Moh'd AbdulWahhab (MA Islamic Studies) .

B: In English : Mrs. Rada (BA English)

- **P.E & Activity Department** : Mr. Wa'el Abu-Jarad (BA Physical Education)
- **Music, Art & Drama Department:** Mr. Khalil Harb.

Officers :

- **Counselor** : Mrs. Al'a Belbasi (OIC.)
- **Coordinator** : Miss Dina AL-Khuffash (BA Computer Studies)
- **Laboratories** : Mr. Hamzah Saleem (BA Chemistry)
- **Library** : Mrs. Shatha Arabani (BA English)
- **Book Store** : Mr. Mohammad Obaid (Dip. AVM)
- **IT Technician** : Mr. Rasem Brsiq (BSc Physics)
- **Doctor** : Dr. Mahmoud Hashem . (BA pediatrics)
- **Financial Officer** : Mrs. Olfat Hamada (Diploma Business Administration)
- **Student's Affairs Officer**: Mrs. Wafa' Al-Ashqar (BSc)

WHAT'S SO SPECIAL ABOUT US?

IIS is going to be the leading school in the implementation of Quality Assurance (Q.A) system in Education. In addition, IIS will establish an (Educational Development Centre) to be followed up by the Tuitions Scholastic System (the teacher / the student / the administration).



IIS is also proud to offer an (Assessment & Measurement Centre) at school to provide students as well as teachers with the best assessment follow up.

I.I.S EDUCATIONAL SYSTEM

"The direction in which education a man starts, will determine his future life."

Library

In order to raise a generation of lifelong learners and to encourage reading beyond the classroom, the IIS library is provided with a variety of useful books for all ages. In addition to educational and interesting movies to enhance classroom curriculum.

The library is open to all students every school day. As a result, the kindergarten students will visit the library everyday to borrow books and for a story time. Story time choices focus on the themes and letters they are learning in the classroom. The library will also invite various children's authors to read their stories to children.

Primary and secondary students will have a library lesson once a week in order to check out and borrow books. Moreover, they will be able to undertake specific projects by having access to our media center where they can use the internet.

LANGUAGES AT IIS

IIS is a bilingual school where both Arabic and English are taught comprehensively and used in all aspects of learning. French is also taught for students at the primary department of both the national and international programs.

READING CURRICULUM

Since reading is the cornerstone of learning all subjects, a phonetics – based approach is used at our kindergarten and primary school where students learn to **decode, analyze and read expressively**. Students also learn literary appreciation through exposure to a wide variety of fiction and non-fiction materials.

At the KG, students learn the **sounds of the letters**, followed by sounds combinations to make words. In addition to **sight reading** of High Frequency Words.

By the time students enter the first grade they are expected to be able to read three letter-words (CVC) and some other High Frequency Words.

At the kindergarten and lower primary, great emphasis will be on engaging students **in comprehension, listening and reading aloud activities in order to grow into fluent readers with a solid phonetic foundation**.

At this stage, homeroom teachers monitor our students growth in reading since they teach them most of the academic subjects *Intensive, classes* are prepared for students who need improvement in Arabic or English to enhance their language skills at grades (4-10). On the other hand, **enrichment reading program** is offered to our students who can excel in reading by exposing them to a wide variety of literature to be read in their classroom.

WRITING CURRICULUM

"The best way to learn how to write is to write." Writing is a major communication skill taught at the IIS starting from ***forming the letters correctly and writing words and simple sentences at the kindergarten, to composing persuasive paragraphs, essays, book reports and letters at the primary level.***

At our school, students are given the opportunity to become ***proficient writers***. They learn how to express their thoughts, reflect, persuade and use evidence in writing so that they grow to become better thinkers and writers as well.

SCIENCE

The purpose of IIS Science Program is to establish an awareness of the scientific world around us.

The courses we teach incorporate the life sciences, physical sciences & laboratory experiments with our practical life making -whenever possible- the abstract ideas & information become concrete.

The Science Program will incorporate the fields of chemistry, biology, physics as well as mathematics enabling the students to develop map skills; to use calculators to do problem solving, write laboratory reports & to feel & manipulate science in a Hands-on approach.

MATHEMATICS:

Our mathematics curriculum which is used in all Of grades empowers students to recognize the role of math in our everyday life. The content explores arithmetic, algebra, geometry, patterns, probability, investigation and problem- solving. Our math is integrated into other subject areas to become part of our classroom routine. Moreover, an ongoing assessment will be held to investigate our students progress.

Our curriculum concentrates on:

1. Enhancing the use of math in everyday life.
2. Linking past experiences to new concepts.
3. Applying new concepts to other situations.
4. Enhancing problem-solving skills.
5. Encouraging students to collect data, analyze and explain.
6. Providing ongoing use of technology effectively.
7. Realizing the great importance of math in different occupations.

Physical Education Department

- The teaching and coaching staff includes former national team players. The instructors are not only capable of providing word –class P.E and sports training but also focus on instilling discipline, teamwork, good sportsmanship, and other valuable life skills.
- Our brand new facilities and state-of-the-art fitness equipment enhance the students experience and give them opportunities to excel in our programs.
- The teachers and coaches ensure every student is included in activities and are sensitive to each student's skill level and special needs, imparting a positive attitude toward health and fitness is a part of every P.E class.

The P.E department creates the school's sports teams, such as Basketball, Volleyball, Soccer, and Track and Field, using professional and holistic techniques to make the school teams the front rumors in school-to-school competitions.

Visual Arts

In order to enhance our students artistic appreciation and to teach them the fundamentals of art, an art curriculum entitled "Art and Crafts" will be taught to our students from grade (1-6). At later stages, students will be given the chance to excel in their artistic work throughout learning how to draw, paint, using mosaics and making sculptures.

Students will also be exposed to different art schools in order to develop their creativity and to be able to produce different portraits.

The Visual Arts department will encourage the students to display their work in an art exhibition at school. It will also facilitate their participation in different competitions inside and outside Jordan.

Music

"Music expresses that which cannot be put into words and that which cannot remain silent."

At the IIS, music is taught with great passion. Students are exposed to different types of music and a variety of musical instruments.

A special electronic musical board is also used to enhance the student's sense of the musical notes. Our music teachers will be teaching our children a variety of songs to be performed later on the school theatre.

OUR CURRICULA

IIS is committed to teach both a national program & an International curricula starting from KG1 up to Grade 10 (only) in the academic year 2008/2009 to be followed by grade 11 & grade 12 at the years 2009/2010 & 2010\ 2011 consequently.



The national program would be corresponding & applying the Ministry of Education's syllabus & the students will graduate passing the Jordanian General Secondary Certification (known as Tawjihi) in either the scientific stream, the information management stream or the literary (Arabic) stream.

In the international program, on the other hand, IIS will be providing the students with 2 syllabi for the time being: the American (preparing them to take the SAT exams) **see appendix 1** & the British (through studying the Cambridge International Primary Program C.I.P.P) and the Cambridge International Examination (IGCSE &GCE) curriculum O–Level and A–Level **see appendix 2** .

In addition, IIS will provide optional evaluation exams given by the British council at the end of the 8th grade called the (Check Point) exams in the subjects of Chemistry, Biology, Physics, and Mathematics & English. These exams "check" the level of the student at one (or more) of these subjects to evaluate the level & progression of our students. This will be a leading step toward both the students' & school's success in future.

- ❖ For detailed information about the SAT & the IGCSE Programs, **see appendix-1 & 2** at the end of this handbook.

Can A Student Switch Between National & International Programs?

Generally yes, but this will be according to the following criteria:

- a- The student should not be in the high school grades (Grade 9th or above) unless he wants to switch from International to National program in which it will be extended to the 10th grade (but not more).
- b- A student wishing to switch from National to International should have very good knowledge & understanding of English & Mathematics skills.
- c- Students wishing to switch from the International to the National stream should be very good in Arabic language and should be aware of the consequences of losing a year of the International program and its effects on his/her later studying.
- d- The student should be able to accommodate to the program he/she switched into during a period of one school year and if he/she did not accommodate to the program, the school will switch him/her back to the original stream.
- e- Switching is not necessarily approved by the school, and the administration has the right to deny the switching according to the re-essay of the student.
- f- Switching is allowed only twice throughout the student's time at school.

**** For detailed information about what is best for your child's studying, we prefer to consult our counselors at school to decide before switching between the two programs.**

FACILITIES

1- CLASSROOMS:

Sixty classrooms each with the same proper space, bearing in mind that a single classroom will not accommodate more than 20 students, each classroom is air conditioned & is equipped with individual seats, data show device, interactive whiteboard with a desktop computer connected to the internet service to implement ICT learning multimedia in the educational process.



2- SCIENTIFIC LABORATORIES

IIS contain four scientific laboratories (**Chemistry, Physics, Biology, and General Science**) which have been designed to meet high standards specification supported by ICT to serve the teaching process paying special attention to the requirements of safety and security of the laboratories and scientific curricula with regard to the International Baccalaureate Organization (IBO). This will allow the students to work safely in chemical and physical testing and screening organisms, thus students will learn by doing and working as researchers in the field of academic specialization according to their wishes of the professional scientific community.



3- COMPUTER LABORATORIES

Within the IIS orientations toward implementing the latest techniques in the fields of modern ICT, IIS have established three computer labs furnished with high sophisticated technology and additional computer accessories.

The school seeks to take accreditation from Microsoft® to enable students by the end of the basic stage to obtain the license of mastering computer skills.

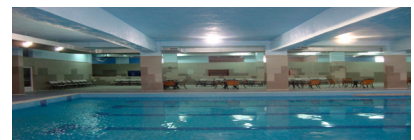
4- SCHOOL THEATER

The schools' theater can hold more than (400) people, it is integrated into the schools' educational message to crystallize the early stages of the literary and artistic gifts of the students, in addition to the extra-curricular activities and other competitions of cultural educational programs.



5- PLAYGROUNDS AND THE HEALTH CLUB

IIS sought from the outset to be distinguished in all particulars by providing a healthy, high-class sports supervised by specialists in various spheres of sports to refine the talents of students and feature them in the local and international competitions. There are Playgrounds of football, basketball and volleyball as well as **the multi- purpose sport halls** which include the (semi-Olympic Swimming Pool) and the health club (Jacuzzi, sauna and the gym) where students and **local community** alike can benefit from.



6- CAFETRIA & HEALTHY FOOD :

Each playground will have its own cafeteria providing students with healthy food only. Any item school finds out that it's not healthy, doesn't fulfill the regulations of the HACCP, or hasn't got the full approved of the W.H.O will not be allowed at our compass.



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7- LIBRARY AND LEARNING RESOURCES CENTER

The schools' library was designed in accordance with unique specifications supported by internal auxiliary facilities providing multimedia resources, scientific, educational research and models of historical manuscripts; this library will be furnished with books and references upon audience request. In addition, our school is keen to assist students consistently to enrich and diagnose examinations in various curricula and an **(English Linguistic Lab)** is being established to enhance and upgrade students and employees in the English language as a second language.

8- CLINIC & HEALTH SERVICE

To promote active and healthy students, The IIS is concerned with the children's vaccination, yearly comprehensive checkup, communicable disease control, first aid and accident prevention. Hence, a resident doctor assisted by a nurse will be always at school for our children. Moreover, a health insurance will cover for any accidents that might-unfortunately-happen to them at school or any school activity outside school boundaries.

(KG, Pre-KG and Nursery)

1. KG 1 & 2.

Our aim at the International Independent School Kindergarten is to create a joyful, safe and stimulating atmosphere in order to expand our children's love of learning, general knowledge, ability to get along with others, and their interest in reaching out to



the world. We aim at allowing our children to become motivated, persistent, self-disciplined, self-confident, goal-oriented and effective learners in order to shape their future personalities, social and cultural identities. ***"We hope to give our children roots and wings."***

For us the KG years form an important transitional period when children are allowed establish the foundation for the acquisition knowledge and skills that will affect their later learning and behavior. As a result, highly qualified teachers with a strong



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background in early childhood education and child development will provide for our children's physical, emotional, and intellectual needs by providing educational practices that help children develop creativity, problem solving, critical thinking and time-management skills using a highly hands-on approach to learning. It encourages children to develop their observation skills by doing many types of activities which include the use of the five senses, kinetic movement, spatial refinement, small and large motor skill coordination, and concrete knowledge that leads to later abstraction.

Our Objectives

- To implement an integrated curriculum which draws content and activities from art, music, drama and physical education.



- To respond to the unique needs/capabilities of each child by enhancing abilities through multilevel experiences, repetitive activities of varying degrees of complexity. Curriculum is also adapted for those who are ahead as well as those who need additional help.

- To help each child learn to take the initiative, to work independently and cooperatively, and to learn and follow the rules of the classroom and school.

- To recognize play as a child's work and as a viable means for learning about self, others, and the world.



- To allow children to have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, legos, and puzzles.

- To help each child grow in Practical Life (fine and gross motor skill development), Sensorial (sensory and brain development), Language, Math, Science and Art.

- To use the child's own language, experiences, and stages of development as the basis for reading and writing activities.

- To help each child use language as both a tool of learning and a means of communication.

- To help children grow in appreciation of literature and the process of reading through creative drama, an opportunity to hear rhyme (poetry) and songs, and a daily story time to become more exposed to Arabic and English as well.



- To use manipulative in their environment and real experiences to develop scientific curiosity and mathematical understanding.

- To encourage appropriate behavior through guidance techniques which include positive reinforcement, group and individual problem solving, redirection, logical consequences, verbal expression of feelings, and patience.



- To determine children's individual strengths, areas of need, and progress through on-going observations, formal assessment, and parent/teacher communication.

- To use evaluation of children's progress and achievement to plan curriculum to meet individual needs, communicate with parents, and evaluate the program's effectiveness.
- To involve parents as partners in the learning process through honest, consistent, and useful communication.
- To encourage children and their parents to look forward to school where parents feel safe sending their child to kindergarten and children are happy as well.

"Start your child's day with love and encouragement and end the day the same way."

"Learning is fun"

Kindergarten Daily Routine

(KG 1 Schedule)

| Time | Sunday | Monday | Tuesday | Wednesday | Thursday |
|--------------------|-----------|----------|---------|-----------|----------|
| 8:00-8:20 | BREAKFAST | | | | |
| 8:20-9:00 | English | Arabic | English | Arabic | Arabic |
| 9:00-9:50 | Arabic | Arabic | English | Arabic | Arabic |
| 9:50-10:30 | BREAK | | | | |
| 10:30-11:10 | PE | English | Arabic | English | English |
| 11:10-11:50 | PE | English | Arabic | English | English |
| 11:50-12:10 | SNACK | | | | |
| 12:10-12:50 | Music | Computer | Music | Computer | PE |
| 12:50-1:30 | Library | Library | Library | Library | Library |

(KG 2 Schedule)

| Time | Sunday | Monday | Tuesday | Wednesday | Thursday |
|--------------------|-----------|---------|----------|-----------|-------------------|
| 8:00-8:20 | BREAKFAST | | | | |
| 8:20-9:00 | Arabic | English | Arabic | English | English |
| 9:00-9:50 | Arabic | English | Arabic | English | Arabic |
| 9:50-10:30 | BREAK | | | | |
| 10:30-11:10 | English | Arabic | English | Arabic | PE |
| 11:10-11:50 | English | Arabic | English | Arabic | PE |
| 11:50-12:10 | SNACK | | | | |
| 12:10-12:50 | PE | Music | Computer | Music | Computer |
| 12:50-1:30 | Library | Library | Library | Library | Library (English) |

❖ Science, Math, Religion, Drama and Art are integrated in Arabic and English.

Books used in KG1

| Subject | Titles of Books | Publisher |
|---------|-----------------------|-----------|
| English | Phonics Activity Book | Harcourt |
| Science | Activity Pre-K | Harcourt |
| Math | Pioneers Math (1) | Pioneers |

| الناشر | عنوان الكتاب | المادة |
|------------|-------------------|-----------------|
| دار المنهل | نادي العربية(1) | اللغة العربية |
| دار المنهل | نادي الرياضيات(1) | الرياضيات |
| دار المنهل | واحة الإيمان(1) | التربية الدينية |

Books used in KG2

| Subject | Titles of Books | Publisher |
|---------|---------------------|-----------|
| English | Moving into English | Harcourt |
| Science | Activity Book-K | Harcourt |
| Math | Pioneers Math (2) | Pioneers |

| الناشر | عنوان الكتاب | المادة |
|------------|-------------------|-----------------|
| دار المنهل | نادي العربية(2) | اللغة العربية |
| دار المنهل | نادي الرياضيات(2) | الرياضيات |
| دار المنهل | واحة الإيمان(2) | التربية الدينية |

Notebooks required for KG1 & KG2

| Subject | Color | No. of Notebooks |
|---------|-----------|------------------|
| Arabic | Pink | 1 |
| English | Navy-blue | 1 |
| Math | Green | 1 |

**** All notebooks are obtained from the school.***

Please note the following:

1. *A variety of enrichment booklets and worksheets prepared by the teachers in Arabic, English, Math and Science will be given to our children throughout the year.*
2. *An appropriate snack will be provided by the school to our children daily according to the following criteria:*
 - a. *Healthy food* i.e. cereals and milk, fruits or vegetables.
 - b. *Food in correspondence with the letters taken each week in both Arabic and English*, for example -Apples for the letter A, Donuts for the letter D, Watermelon for the letter W....etc.
 - c. *Food in correspondence with the themes and occasions*, for example, making and eating Qatayef in Ramadan, eating (Mjadarah) when studying about Jordan etc.
3. *Our children will be provided by a variety of tools, materials and stationary for their hands on activities* such as paint, finger-paint, cardboards, crayons....etc.

Hence, an amount of (150) JDs per year will be paid at the beginning of the year to cover for the books and the above mentioned materials.

2. Pre-KG (Playgroup)

To help children adjust to being away from their parents without anxiety and to expose them to interaction with other children on a regular basis; the IIS provides a Pre-KG class for the age group of (3+) years old.

CODE OF CONDUCT

I. Values we believe & work for:

- | | |
|-------------------|------------------|
| * Integrity | * Heritage |
| * Honor | * Responsibility |
| * Pride | * Respect |
| * Traditions | * Caring |
| * Trustworthiness | * Honesty |
| * Citizenship | * Loyalty |
| * Teamwork | * Dignity |
| * Self-discipline | * Obedience |
| * Excellence | * Fairness |

II. The Climate of IIS

- A. IIS provides a place where students feel comfortable, safe and accepted.
- B. IIS promotes open communication between parents, teachers & students which encourages a sense of teamwork and cooperation.
- C. IIS acknowledges and celebrates the achievements of students and staff in learning and leadership.
- D. IIS develops the concept of community through academic and extracurricular activities with a focus on character development.

III. The Staff at IIS

- A. Supports the school's mission, vision, philosophy and goals in attitude and action.
- B. Focuses on increasing student achievement with instructional methods that reflect current research and proven effective classroom practices.
- C. Models the importance of lifelong learning through their commitment to ongoing professional development.
- D. Works to create conditions that promote student success.
- E. Encourages colleagues and students in an atmosphere of support and respect.

F. Models professionalism through personal integrity, commitment, and ethical behavior.

G. Collaborates to improve student learning (instructional strategies, methods, and assessments).

IV. Academic Excellence

A. The curriculum promotes intellectual curiosity, creative thinking, and challenges students to reach their full potential.

B. High levels of achievement are accomplished through measurable academic standards aligned with the major instructional goals.

C. Focus is placed on character development which incorporates respect, social skills, and moral integrity into academic concepts.

D. The concept of teamwork through academic and extracurricular activities is developed.

V. Students

We expect our students to:

A. Accept responsibility for their learning and their actions.

B. Set challenging goals and give their best effort to achieve high academic standards.

C. Behave toward other students and teachers in a manner consistent with good character (considerate, responsible, and committed).

D. Encourage each other in an atmosphere of support.

E. Become involved in school and community service.

F. Be attentive & cooperative in classes.

G. Demonstrate pride in their school.

H. See the relationship between the taught curriculum & the real world.

VI. Parents and Community Support - In IIS the parents and/or community:

A. Play an active role in the academic education and character development of the students.

B. Form partnerships with teachers to demonstrate the importance of education.

C. Monitor their student's academic progress.

D. Are involved with the school by volunteering their time and/or service.

E. Are supportive of the school's vision, goals, and mission.

IIS Student Council

As it's mentioned through our mission and philosophy statements, we at IIS believe that in order to prepare our students to meet challenges, enhance their leadership and decision making, and empower them to recognize their strengths and talents and to carry their responsibilities; they need to participate in the decision making process and express their needs and opinions through democratic elections to choose their representatives at the IIS-student council.

Our code of conduct shows that we expect our students to become involved in school, community service and activities, be cooperative in classes and attentive to the needs of other students and to raise funds for people in need. Hence; the IIS student council will play a major role in our school.

Rules of the student council:

There will be two student councils at our school, one for boys and the other for girls.

One representative of each class will be elected out of as many candidates.

The student council will choose its president and vice president who are usually from the 10th grade (for this year).

Elections will be held on November.

Students will elect their representatives in the school every year.

The major activities of the student council are:

- a. To choose committees to be responsible for:
 - Physical Education activities.
 - After school activities.
 - Trips.
 - Parties.
 - Social events like planning for Ramadan's breakfast, Teacher's Day, Mothers Day.... Etc.
 - Morning Assemblies.
 - Open Day.
- b. The Student Council's President will be a member of the Disciplinary Committee at school.

I.I.S REGULATIONS AND DISCIPLINARY RULES

School Day

Students are expected to be at school not later than 7:45 each morning. They will be supervised from 7:15 up till fifteen minutes after the end of their school day as follows:

| Grades | Days | Departure |
|--------|---------------------------|-----------|
| KG 1&2 | All days | 1:00 |
| 1- 3 | All days | 1:00 |
| 4 - 10 | All days EXCEPT Thursdays | 2:30 |
| | Only on Thursdays | 1:00 |

Our daily routine will be as follows:

| Lesson | Time |
|----------|---------------|
| 1 | 8-8:45 |
| 2 | 8:45-9:30 |
| 3 | 9:30 - 10:15 |
| Break -1 | 10:15 - 10:40 |
| 4 | 10:40 - 11:25 |
| 5 | 11:25 - 12:10 |
| 6 | 12:10 - 12:55 |
| Break -2 | 12:55 - 1:10 |
| 7 | 1:10 -1:50 |
| 8* | 1:50- 2:30 |

DISCIPLINE:

School discipline has two main goals: to ensure the safety of staff and students, and to create an environment conducive to learning. Student

misconduct defeats these goals and affects the learning environment negatively. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. For example, "Gottfredson and others (1989) calculated that in six middle schools in Charleston, South Carolina, students lost 7.932 instructional days which equals 44 year! -- to school and out-of-school suspensions in a single academic year."

As a result, we expect each student to work side by side with teachers and colleagues to get the highest benefit of learning by implementing our code of conduct.

The following rules would be conducted:

1-Uniform:

* All students are expected to wear school uniform and uniform checks are conducted at regular intervals during the school year. The school reserves the right to send a student home if he/she is not conforming to the school's uniform policy.

* No colored shirts are allowed even if they were worn beneath the shirt or jumper.

* Only black shoes are allowed ***except in P.E*** days in which the student may wear the sports uniform with any of the blue, black or white sports shoes.

2- Appearance:

* Female students with long hair must ensure that it is well groomed and tied back neatly away from face.

* Male students are not allowed to grow their hair & the school will cut the hair of a student that keeps it long after being asked to cut it.

3- Accessories:

* The wearing of the jewelry (necklaces, chains, & bracelets) is NOT ALLOWED in school.

* Students will ***not be permitted to attend school*** with make up or nail varnish, pierced body parts, temporary or permanent tattoos.

* Students are not allowed to wear coloring in their hair, over-causal presentation and extreme hairstyles.

* Students are not allowed to bring their mobiles to school, and the school reserves the right to compensate it.

4- Absences and Excuses:

Student absences shall be limited and make-up or remedial work shall be required from the student with excessive absences. Any student maybe excused for temporary absence resulting from personal sickness, sickness or death in the family, quarantine, weather or road conditions making travel dangerous, or any other unusual cause acceptable to the principal of the school. The reason for an excused absence must be stated in writing and signed by the parent or guardian.

* If a student is suspended, the absence shall be considered an excused absence if the student satisfactorily completes the assignments for the period of suspension.

* A student shall not be given credit for a class if the student has been absent from class more than **10 days** in a semester. An attendance committee

appointed by the board may give credit because of extenuating circumstances for the absences. The board will deal with requests on a case by case basis and will offer alternative ways for students to make up work or regain credit lost because of absences.

- The Board or its designee shall recommend disciplinary action for a student who has accrued more than five consecutive days of unexcused absence during a semester or ten consecutive days of unexcused absence during a school year. A student shall not be suspended for being truant or tardy.
- The IIS Board may offer a class for parents and guardians of students with unexcused absences that provides instruction designed to assist them in identifying problems that contribute to the student's unexcused absences and in developing strategies for resolving those problems.

* If any parent or guardian who is subject to the compulsory school attendance law and not lawfully exempted or properly excused from attendance willfully fails to require the child to attend schools, such case shall be reported in writing to the Ministry of Education.

- Parents/ guardians should not make appointments for their children with a doctor or a dentist during school hours.
- The school will not allow a student to leave the campus during school hours except for emergencies.

5- LIBRARY REGULATIONS:

Among all the facilities provided by our school, there is a wide room that welcomes all the students, teachers, administrators and parents. It is our unique library which is full of a variety of useful books for all ages. In order to benefit from our library, we hope that parents will cooperate with us by taking care of the borrowed books and return them to the library on time.

Please abide by the following rules:

1. Kindergarten Department:

- A student can borrow an Arabic or English book each time for not longer than a week.

2. Primary Department (1-3):

- A student can borrow an Arabic or English book each time for not longer than a week.

3. Primary Department (4-6):

- A student can borrow up to two books each time for not longer than a week.

4. Middle & Secondary School (7-10):

- A student can borrow up to three books each time for not longer than two weeks.

Consequences for breaking the library rules :

- Asking the student to look for the book and return it to the library.
- If the book is lost: a- The student is required to buy another one and give it to the library.
b- The student has to pay the price of the book and maybe not allowed to the library for a certain period of time.
- If the book is torn or ruined, students are required to buy a new one or to pay for it.
- Books are considered lost four weeks after their returning time.
- Students will not be given their report cards unless they have permission from the library.

Notes

- Students can read any book they choose during their library lessons.
- Students who always visit the library will be given achievement certificates.

6-COMPUTER LABS REGULATIONS :

1. No community member or student will be allowed to enter the computer lab without signed permission from authorized personnel.
2. No printing is allowed unless permission is given.
3. No food or drink allowed in computer rooms.
4. Every person using a computer must log in and log out off the computer he/she is using.

Consequences for breaking the rules:

- * **1st offense:** The student will have a verbal warring and later consequences will be explained to him/her.
 - * **2nd offense:** Written warring that should be signed by the parents / guardians will be given in addition to a 1 week off the computer punishment.
 - * **3rd offense:** 3 weeks off the computers
 - * **4th offense:** One semester off the computers and the student will be taking a (Zero) mark in the computer studies subject.
- The teachers and principal have the right to ban computer use for longer time periods, if the student does not comply to the rules.

7- Transportation :

School buses provide transportation for most students at IIS. Students are expected to use extreme caution when entering and leaving school ground with their vehicles.

(Students are not allowed to sit in private vehicles or leave school grounds in private vehicles during the normal school day).

School staff supervises students from 7:15 up till fifteen minutes after the end of their school day. Unless you make prior arrangements, your child will be left unsupervised if stayed at school outside these hours. To ride a bus other than the assigned one, the student needs a written note form a parent. The bus driver has discretion to allow or deny permission. Students who ride in other students private cars must also submit written permission from parents.

IIS expectations of students using school buses are listed below:

1. Students will arrive at the bus stop before the bus arrives.
2. Students will wait in a safe place, designated by the driver.
3. Students will wait in an orderly line and avoid horseplay.
4. Students will cross the road **in front** of the bus-only after the bus comes to a complete stop and upon direction of the bus driver.
5. Students will go directly to an available or assigned seat when entering the bus.
6. Students will remain seated and keep aisles and exits clear.
7. Students will obey the driver promptly and respectfully.
8. Students will refrain from throwing or passing objects on, from, or into buses.
9. Students will carry only objects that can be held on laps.
10. Students will refrain from the use of profane language.

PROHIBITED STUDENT CONDUCT:

We expect all students to conduct themselves in an appropriate and civil manner, and so it's **NOT ALLOWED** :

a- To run in hallways.

b- To make unreasonable noise.

c- To use language or gestures that are disrespectful, lewd, rude or abusive.

d- To obstruct vehicular traffic.

e- To engage in any willful act which disrupts the normal operation of the school's safety, morals, health or welfare of others.

F- Trespassing: students are not allowed to be in any school buildings rather than their section without permission from the principal.

g- Computer /Electronics / Communication misuse, including any unauthorized use of computer soft wares or internet account.

H- Being late for, missing or skipping classes without reasonable cause.

I- Cheating in any exam or quiz during classes.

J- Discrimination which includes the use of race, color, religion, national origin or genders as a basis for treating others in a negative manner.

K- Smoking.

L- Engagement in a violent conduct or action including hitting, kicking, punching, and scratching others.

M- Intentionally destroying or damaging personal property of a student, teacher, other school employee and any school property.

***P.S.:**

Students who violate school and/or classroom rules will receive disciplinary action which is appropriate for the particular offense.

Efforts will be made to communicate with parents to help prevent further misconduct by students.

Students may be subject to disciplinary action up to and including suspension from as well as the following:

1- Verbal warning.

2- A student disciplinary council.

3- Special duties/activities.

4- Class detention.

5- Loss of privilege to participate in rewards activities and/or P.E classes.

6- Parent contact.

7- In-school suspension and After-School Detention.

8- Saturday detention.

9- Suspension/Expulsion from school.

IIS highly recommends ***Saturday Curricular & Extra Curricular Activities*** in which both students & teachers (and sometimes parents) get involved.

We believe that extra curricular activities breaks the ice between students as well as teachers & parents and increase the pride, loyalty & teamwork as well as respect and caring between those three parties.

Hence; our Saturday School will include the following: -

I - Curricular Activities:

- **Extra classes for students in need:** We at IIS believe that each student is our major responsibility, hence we do not believe in private tutoring if we can give our student what he/she needs of extra classes and in any subject he /she wants.

Private tutoring is therefore not to be permitted throughout the school and no teacher is allowed to give private lessons to our students.

If even Saturday Classes do not meet all the students' needs, the parent /guardian could contact the school's administration to arrange for a private tutor that will give extra help to the student under school's supervision.

- **Teachers Training Courses:** Reaching the top is easy, but maintaining the lead is very hard. Consequently, our teachers will always have training workshops throughout the year to enhance their capabilities and promote the process of teaching as a whole.

- **Parents Teachers Meetings:** All our school meetings will be set **only** on Saturday on specific dates mentioned in our **Academic Calendar**. Please refer to the calendar to check the meetings dates.

II. Extra Curricular Activities:

Sports Teams Training: It will include teams of Basketball, Soccer, Volleyball as well as Swimming.

Parents-Students-Teachers Activity Days: To build a strong relationship between School & Home, IIS Activity department will arrange for one or more Saturday Extra Curricular Activities involving the students & their parents as well as teachers.

COMMENDATIONS & AWARDS

We at I.I.S believe that the Aims of commending a student are:

1. To represent as worthy and/or qualified.
2. To express appreciation of a students work and/or achievement.
3. Force students to reach the maximum level of their abilities.
4. Giving a student confidence to move on with his/her work.

The awards of excellence, major achievements, commendations and prizes are given for:

- * Continuous production of work at a high level
 - * An outstanding major piece of work
 - * Outstanding effort over a continuous period
 - * A major contribution to the school
 - * Pieces of work which show high standards for attitude Improvement.
 - * Outstanding coursework.
 - * Excellent service to school and for community
 - * Excellent achievement in a subject
 - * Excellent class work
 - * Improvement in subject
- A student will receive the commendations throughout the school year and at the end of each semester.

APPENDIX (1)

ALL YOU WANT TO KNOW ABOUT THE SCHOLASTIC APTITUDE TEST (SAT)

- The ***SAT Reasoning Test***, formerly called the Scholastic Aptitude Test, the Scholastic Assessment Test and the SAT I, is a standardized test for college admissions in the United States.
- ***I.I.S*** will prepare its students to take the SAT Reasoning Test at the end of grade (10). The test **will be a must** for all 10th grade students that wish to advance to the next grade in our school.
- **The SAT** is administered by The Private Educational Testing Service (ETS) in the U.S.A, and is developed, published and scored by the College Board.
- "***The SAT Subject Tests***" is the collective name for 20 multiple- choice standardized tests given on individual subjects. A student typically chooses which tests to take depending upon college entrance requirements for the school in which he or she is planning to apply. Until 1994, the SAT Subject Tests were known as Achievement Tests, and until January 2005, they were known as SAT IIs, they are still ***commonly*** known by these names, every test is a one-hour test.

* ***SAT Reasoning & SAT Subject Tests structures***:

The SAT consists of three major sections: Mathematics, Critical Reading, and Writing. Each section is scored on a scale of 200 to 800, with scores always being a multiple of 10. Total scores are calculated by adding up scores of the three sections.

Each major section is divided into three parts. There are a total of ten sub-sections, including an experimental section that may be in any of the three major sections. The experimental section is used to normalize questions for future administrations of the SAT and does not count toward the final score.

The test takes five hours to complete. The writing section of the SAT includes multiple-choice questions and a brief essay. The essay section, which is always administered first, is twenty-five minutes long. All essays must be in response to a given prompt. The prompts are broad philosophical questions. Test takers may be asked to explain their opinion on the value of work in human life, or whether democracy represents an ideal system of government etc.... While five-paragraph essays are not required, the College

Board recommends using a variety of examples drawn from the individual's life experience, from history or from literature.

Trained readers assign each essay a score between one and six. Blank essays or those which are considered off-topic are given a score of zero. In the complex process of scaling a test-taker's writing score, the essay score accounts for roughly thirty percent; the multiple choice component, seventy percent. In other words, the essay score represent roughly two hundred and forty points out of 2400; on most test administrations, it should be possible to obtain a score of 2160 or above while leaving the essay blank.

The SAT Subject Tests, on the other hand, are different. These tests are designed to measure what the student knows about specific discipline. Sure, critical reading and thinking skills provided by the

(SAT Reasoning Test) play a part but the main purpose of the subject test is to determine exactly what you know about math, history, chemistry, literature and so on.

How Are They Used?

Universities that require SATs feel that they're an important indicator of the student's ability to succeed in college. Specifically, they use their scores to help make admissions and placement decisions. Like the SAT Reasoning, the SAT Subject Test provides universities with a standard measure of academic performance, which they use to compare this student to applicants from different high schools and different educational backgrounds. This information helps them to decide whether he/she has the academic ability to handle their curriculum.

Scores may also be used to decide what course of study is appropriate for a student once he/ she have been admitted. A low score on the Math Level I test, for example, may require him/her to take a remedial Math course; conversely, a high score on the Chemistry Test may exempt him/her from an introductory science course.

- **Raw Scores, Scaled Scores & Percentiles:**

The scoring of the SAT Subject Test ranges from a minimum of 200 to a maximum score of 800 per each subject test.

In Jordan, the passing score of each subject test is (450) & 7 subject tests are needed to have the Tawjihi equivalency.

“(More details are found in the (Tawjihi equivalency section mentioned in appendix 3)) .

TAKING THE TEST

The SAT is offered seven times a year in the United States, in October, November, December, January, March (or April, alternating), May, and June. The test is typically offered on ***the first Saturday of the month*** for the November, December, May and June administrations. In other countries, the SAT is offered on the same dates as in the United States ***except for the first spring test date*** (i.e. March or April), which is not offered.

Candidates may either take the SAT Reasoning Test or up to three SAT Subject Tests ***on any given test date***, except the first spring test date, when only the SAT Reasoning Test is offered. Candidates wishing to take the test may register through I.I.S or online at the College Board's website www.collegeboard.com at least three weeks before the test date

When a student is seated for the SAT Subject Test, he/she receives a large booklet containing all of the subject tests available on that date along with an answer sheet. The student has the option of taking the tests in whatever order he/she prefers. Students receive a five-minute break between the first and second tests and a one-minute 'stretch break' between the second and third test, and are not permitted to look at any review material or discuss questions during these breaks.

Answer Sheet

The answer sheet has room for 115 answers. 1-100 are Standard Multiple choice questions and 101-115 for 'relationship analysis questions', which are only used for the chemistry exam. No test has more than 95 questions. The biology test is the only test to use 96-100 ; questions 1-60 are common to both E and M tests, the E uses 60-80, and the M uses 81-100.

Which Test Should A Student Take?

The simple answer: the student should take the ones that he/she do well on. High scores, after all can only help his/her chances for admission. Unfortunately, many colleges demand that a student takes particular tests, usually one of the Math tests. Some universities give the student some choice in the matter, especially if they want him/her to take a total of three subject tests. Before registering for any test a student should check with colleges in which he/she is interested to determine exactly which test(s) they require. This will save time in the long run.

In Jordan, a student should take (7) subject tests to be equivalent with the Tawjihi students (see more details in the Tawjihi Equivalency section later in III appendix) .

CURRENT SUBJECTS PROVIDED BY I.I.S

The following table shows the current subjects that I.I.S will provide its students with. It will also show the (Global) mean scores achieved by students that had taken the exams during the past years worldwide

(again, the score ranges between 200 & 800) .

| Test | Subject | Mean | Notes |
|--------------------------------|---------------|-------|--|
| SAT Subject Test in Literature | Literature | 583 | |
| SAT Subject Test in United | U.S. History | 601 | Formerly known as American History & Social |
| SAT Subject Test in World | World History | 585 | |
| SAT Subject Test in | Mathematics | 593 | Formerly Math I or IC. Consists of algebra, |
| SAT Subject Test in | Mathematics | 644 | Formerly Math II or IIC. Consists of algebra, |
| SAT Subject Test in Biology | Biology | E-591 | Student has a choice of taking either ecology or |
| SAT Subject Test in Chemistry | Chemistry | 629 | |
| SAT Subject Test in Physics | Physics | 643 | |

IGCSE PROGRAM

Preface:

CIE supports educational programmes, teachers and administrators in primary and secondary schools (see below) provides a route students can follow from the post – kindergarten stage to university entrance. Cambridge's provision also includes first class support for teachers through publications, online resources, training, workshops and professional development.

Primary (4-11 years) Cambridge International Primary Program (C.I.P.P)

Lower Secondary (11-14 years) Cambridge Lower Secondary Program

Cambridge Checkpoint

Middle Secondary (14-16) Cambridge IGCSE \ O level

Cambridge International Diplomas

Upper Secondary (16-18) A and AS Levels

Cambridge International Diplomas

OVERVIEW

The Cambridge International Primary Program gives us a framework to develop Mathematics, English and Science skills and Knowledge in young children. The Primary Programme provides guidance for curriculum development and classroom teaching, and allows teachers to assess children's learning as they progress.

((BENEFITS OF THE C.I.P.P))

1. Foundation for secondary education

The Primary Programme aids identification of a student's strengths and weaknesses and can be used to support learning and development. The Primary Programme progresses students seamlessly into middle years curricula, such as Cambridge Lower Secondary Program and IGCSE.

2. External benchmark

As an international program, it provides teachers with an external benchmark to inform their teaching and easily measure students' progress over time. It also allows detailed, structured reporting to parents.

3. International curriculum

Appropriate and relevant internationally, the primary program has been designed to be culturally sensitive. It includes top-quality teaching and assessment resources appropriate for teaching and learning in local and international schools.

4. Flexibility

The primary program complements a range of teaching methods and curricula. No part of the program is compulsory and centers are at liberty to choose the parts that best suit their situation.

5. Using the primary program with other curricula

The modular nature of the Cambridge International Primary Program means that it can either be used as the central teaching curriculum or to complement other curricula. Teachers may continue to follow a local curriculum, to meet the statutory requirements of their national system, whilst using the progression tests and the Analysis Tool to enhance their teaching and reporting. Similarly, the primary program can be used for teaching and tracking the core skills in Mathematics, English and science while another curriculum is used for any other subjects that may be taught.

Overview

The launch of Cambridge Checkpoint, an innovative new diagnostic testing service, marked a major landmark in the development of assessment services for the international school.

A unique service and an invaluable tool for schools and colleges, it enables access to standardized tests that provide feedback on a student's strengths and weaknesses in key curriculum areas. Feedback of this kind is an invaluable source of information. Schools and colleges will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built in to Cambridge Checkpoint. Students at international schools will have a transferable indication of their academic progress. Rapid turnaround of feedback, within four weeks of receipt, will ensure that the information returned can be put to immediate use.

We are going to use Cambridge checkpoint tests at the end of 8th grade as an optional examination for our students.

What are the options?

Cambridge Checkpoint tests are available in Mathematics, English and science and are to be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education. It is these topics \ skills and sub-topics \ skills that provide the framework for feedback on each student.

English**Reading:**

Explicit meaning

Select and summaries

Comment on character

Use of language

Mathematics**Number**

Properties

Problem solving

Data handling

Science**Biology**

Cells and organisms

Humans as organisms

Plants variation and classification

Ecosystems

| <u>Writing:</u> | <u>Algebra</u> | <u>Chemistry</u> |
|------------------------|-----------------------|--------------------------------------|
| Structure | Manipulation | Materials |
| Style | Graphs | States of matter and physical & |
| Change | | chemical changes |
| Audience | | Periodic table |
| Content | | |
| <u>Usage:</u> | <u>Space</u> | <u>Physics</u> |
| Sentence structure | Measure | Measurement and properties of matter |
| Punctuation | Geometry | Forces and motion |
| Vocabulary | Trigonometry | Energy |
| Spelling | | light |
| | | Sound |
| | | Magnetism |
| | | Electricity |

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

The International General Certificate of Secondary Education, or IGCSE, is an international qualification for school students. IGCSE was developed by University of Cambridge International Examinations (CIE) in 1988, and is currently offered as a qualification by CIE and London Examinations (Edexcel International).

The IGCSE is typically taken by 14 to 16-year-olds (Grade 10), and it prepares student for further academic work, including progression to A Level, As Level study and the IB Diploma Program. Cambridge IGCSE is recognized by academic institutions and employers around the world. UCAS recognizes IGCSE as equivalent to the UK GCSE.

Cambridge IGCSE provides a broad study program and covers subjects from a variety of areas: Languages, Humanities, Social Sciences, Mathematics, Creative, Technical and Vocational. With a choice of Core and Extended papers in most subjects, IGCSE is suitable for students of different ability levels and in some subjects, and can be taken with or without coursework, making it suitable for schools with less specialized staff.

The IGCSE allows teaching to be placed in a localized context, making it relevant in different regions. It is intended to be suitable for students whose first language may not be English and this is acknowledged throughout the examination progress.

There are five Subject Groups in IGCSE with several subjects to choose from, in each group:

- **Group 1:** Languages (First Language, Second Language, Foreign languages, etc)
- **Group 2:** Humanities and Social Sciences (Geography, English literature, History, etc)
- **Group 3:** Sciences (Biology, Chemistry, Physics, etc)
- **Group 4:** Mathematics(Mathematics, Additional Mathematics, etc)
- **Group5:** Creative, Technical & Vocational (Accounting, Business Studies, Computer studies Music, etc)

For each subject, the certificate merely indicates the grades scored, and not pass or fail.

Five scores of 'C' or higher indicates a student's readiness to pursue + 2 level qualifications, like the class 12 CBSE, IB Diploma, Advanced Placement Diploma (US), etc.

What is the international certificate of education (ICE) that is awarded to some IGCSE students?

The ICE is more prestigious than the standard IGCSE

Instead of the five papers needed to obtain the IGCSE, if a student attempts and passes seven or more papers, s/he is awarded the ICE.

The seven subjects must be as follows:

- two subjects from the language group
- one from each of the other four groups
- one more from any of the five groups

WHEN ARE THE EXAMS TAKEN ?

There are two examination sessions held yearly:

1. May / June exams for students wishing to take O-Level or A – Level exams.
 2. November re-sit for IGCSE & January re-sit for O-Level are opened to students wanting to improve their grades.
- A student should always ask the coordinator for advice on subjects chosen & the deadline dates for submitting entry forms.
 - The coordinator's job is to counsel the student & guide him/her through the process.



1. SAT EQUIVALENCY

The basic of equivalency and exams of the high school Diploma in comparison with SATII or ADVANCED PLACEMENT (AP) starting from the scholastic year 2002\2003

- 1- Students have to graduate from a school accredited by an American educational institution. Certificates have to be certified by the Amideast in Amman.
- 2- Students who have graduated from Jordanian schools have to succeed in all the subjects taught at the 11th and 12th grades, in addition to the American Curriculum Subjects: Arabic (communication skills), Islamic Religion (for Muslims) and General Knowledge for graduates of the year 2007\2008 and next.
- 3- Students have pass:
 - A. 7 (SAT II) subjects with a minimum of (450) marks for each subject.
 - B. OR 6 (AP) subjects with a minimum of (3).

* Arabic language is a must in these exams.

 - C. OR students can study 7 mixed (SATII + AP) subjects
- 4- Advanced Arabic is a selective (SATII) or (AP) subject if the student studied the following :
 - A- A-level.
 - B- IB-level A1
 - C- Jordanian curriculum of Arabic level 3 and 4 in Tawjihi or equivalent of Arabic language curricula in the Arab countries. The passing mark is as decided by the responsible committee
- 5- Students have to pass 3 scientific (SATII) or (AP) subjects including Math level IIC in (SATII)
- 6- Biology E of Biology M are not considered as two subjects where as Math level IC and Math level IIC are considered as two separate subjects.
- 7- Students will be given an equivalency for their H.S.D certificates without having a certificate of passing (SATII) if they prove that they have studied 10th and 11th grades. In addition to at least (6) subjects of the 12th grade a university outside Jordan is a must from 2003/2004 on.
- 8- The graduation year for all the certificates is the last year of having the request of the equivalency.
- 9- H.S.D associated with (SATII) or (AP) passing certificate will be equivalent to Tawjihi based on the rules in the graduation year of school. If students did not finish the entire request for the equivalency by the end of December they will follow the rules of equivalency of the next year.

NOTE: starting from 2008, the M.O.E decided to enroll the scores that students get from school in their final result for equivalency purposes. Thus, the school marks will have a percentage of the final mark which will be certified in the Diploma Equivalency Department in the Ministry of Education.

2- IGCSE EQUIVALENCY

Foreign secondary education programs such as IGCSE, SATs, and international Baccalaureate require have Tawjihi-equivalency so that the student could later work in Jordan.

- You should provide the Ministry with a proof that you have completed 12 years of schooling.
- You must pass six o-level and / or IGCSE / GCSE subjects and two A-level subjects.

Passing grades are as follows:

- IGCSE/GCSE: A,B,C, and D
- AS/A2:A,B,C,D, and E
- For Arab students one of the eight subjects should be Arabic language at either the O or A level.
The following Arabic subjects are accepted for the equivalency:
 - Modern Arabic
 - Classical Arabic
 - First Language Arabic
 - Arabic 9164

The Ministry of Education will not accept GCSE Arabic 1605 as one of the eight subjects for equivalency purposes for the Arab/Jordanian student studying in Jordan. The Ministry will consider acceptance if the student was enrolled in an English language medium school outside Jordan for the majority of his/her scholastic years. The Ministry will consider case by case whether to grant the equivalency.

- **Scientific stream:**

To gain Tawjihi equivalency the following is needed :-

I- Six subjects at the IGCSE or "O" level exams including:

A- two science subjects

B- one subject Arabic language

II- two subjects at the A-level including:

A- obligatory subject:

- one full A-level Math, OR
- 2 ASes mathematics, OR
- A-Level in physics

B- optional subject:

- a full A-level in any science, OR
- 2ASes in two sciences

- **Literary stream:**

To gain Tawjihi equivalency the following is needed:

I- Six passes in IGCSE or "O" level exams including:

A- One subject in Mathematics.

B- One subject in Computer Studies\ information Technology

II- two subjects at the A-level including:

A- An obligatory subject:

- one full A-level must be in Arabic

B- An optional subject:

- A full A-level (AS+ A2) in any literary subject **or**
- Two A'S in any two literary subjects **or**
- One AS in a literary subject and one AS in a scientific subject.

NOTES:

1. At the advanced level (Computing) is considered **a science subject**. At the ordinary level Computer studies and Information Technology are considered as science subjects.
2. Coordinated science: for Tawjihi equivalency purposes the Ministry of Education has agreed to equate the coordinated Science as two subjects. Students sitting for coordinated science should

not sit the exams for individual science subject (i.e. biology, chemistry and physics) as they will not be considered as additional subjects.

3. AS levels: The Ministry of Education has agreed that two AS subjects are equivalent to one A level for Tawjihi Equivalency purposes. To receive an equivalency for a science subject the two AS subjects should be science subjects (i.e. AS Biology + AS Chemistry). If one AS is a science subject and the other is a literary subject (i.e. AS Math +AS Arabic) then it equals one A level towards the literary stream. The student should check with the university they are applying to whether they require a full A level or not.
4. The Ministry of Education will consider the same subject in two levels as two separate subjects (O level Biology and A level Biology).
5. The candidate may re-sit the exam as many times as he/she needs before obtaining the equivalency. If the student wants to re-sit a subject **AFTER** obtaining the equivalency in order to improve his/her grade point average then the student has to re-sit **all eight subjects**.