



Najd National Schools  
International Program

# Curriculum Review Guide

**Najd National School for Boys**

**International Program**

**Curriculum Review Guide**

## Curriculum Review Guide

2019-2020

The curriculum at Najd National Schools for Boys-international Program is the formal plan to fulfill its mission statement. The curriculum must ensure that learning is student centered and aligned with the beliefs and the definition of learning adopted by the school. To achieve these goals, this curriculum has to be adequately developed and documented to guarantee stability of the taught curriculum year after year, despite teacher rotation, as a foundation for teaching and learning across disciplines and grade levels, and to make systematic review feasible.


The development of the current curriculum started in 2012 and continued till 2016 using the Common Core State Standards (CCSS) and the Next generation Science Standards (NGSS). The curriculum was developed in a traditional manner based on textbooks and available resources. The current curriculum contains Yearly Plans (pacing guides) and scope and sequence documents prepared by teachers and sent annually and stored in soft and hard copy by the Heads of Department and International Program Section Head. This Curriculum Review Guide will assist in building an overarching curriculum adequately documented for analysis for vertical or horizontal articulation.

### **Vision Statement**

We aspire to be pioneers in raising creative leaders and lifelong learners.

### **Mission Statement**

Najd National Schools for Boys and Girls is an educational institution that cultivates all facets of a genuine personality via distinguished and balanced quality



programs based on 21st century skills, in accordance to our Islamic faith. We develop an effective individual who is equipped with technology skills, accepts the other and takes part in building a bright future for the nation

### **Definition of learning**


A lifelong change in a person's disposition or capability achieved through actively acquiring, developing, and constructing knowledge, skills, behaviors, and attitudes; and supported by self-reflection to adjust prior and new understanding.

### **Twenty First Century Learning Expectations**

1. Read and write actively for a variety of purposes
2. Work collaboratively
3. Use technology effectively
4. Research, analyze, synthesize and solve problems
5. Respect diversity
6. Demonstrate leadership
7. Develop skills and qualities to succeed personally and professionally
8. Develop global awareness
9. Develop global citizenship

### **Learning Goals**

NNS adheres to the learning outcomes specified by the Ministry of Education. In the same token, NNS has developed new learning outcomes that observe the learning outcomes of the Ministry of Education, as well as reflect the new mission and vision of the school. The coordination committee between the boys and girls sections suggested a




list of learning outcomes. By the time they graduate from our school, they are expected to be:

- a) Critical thinkers and problem solvers who are able to reflect on and synthesize information to find practical solutions to emerging problems.
- b) Life-long learners who can set goals for life-long learning and acquire new knowledge.
- c) Effective communicators who develop the skills that enable them to build strong and effective social relationships with various individuals from diverse backgrounds and cultures.
- d) Global citizens who are contributing members of society, able to identify community concerns, and recognize critical issues that challenge the world in which they live. Citizens who are committed to protecting the environment, preventing social inequities, and advocating for peace and social justice.
- e) Leaders and decision makers who are independent, self-directed, and fully equipped to create their own opportunities and critical life choices.

### **The New Curriculum**

The new curriculum will rely on the Understanding by Design (UbD) philosophy. Curriculum writers should build a viable curriculum based on the needs of the learners and the school's beliefs. Starting from the academic year 2019-2020, NNS will be implementing Rubicon Atlas for curriculum mapping to achieve the required goals.

The new curriculum will:

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- Implement the school's guiding statements
  - Be standard-based
  - Offer courses suitable for the needs of the students
  - Be broad and balanced and inclusive
  - Incorporate suitable assessment

The review of the curriculum is the responsibility of academic departments.

Committees for each grade level will be formed within the department; these committees will report to the head of the department who in turn will report to the leadership team. The review of the curriculum will rely on the notes of the teachers, their discussions, results of exams (internal and external), results of the MAP tests, the feedback of students and graduates. The written curriculum will be guided by the learning definition adopted by the school. The curriculum writers will have access to the curriculum of all the subjects and grade levels through the Rubicon Atlas Platform. Reports that can be generated by the platform will be used to carry out curriculum analyses for vertical and horizontal alignment, as well as alignment between teaching and assessment.

Professional development is crucial for the process of reviewing and writing the curriculum. Curriculum writers have to embrace the schools guiding statements, understand the standards and know how to use them. The curriculum writers have to know that daily lesson planning is not part of the written curriculum, but it is a way to implement it. Alignment of lessons to the standards ensures the implemented curriculum and written curriculum align. The curriculum should have a strong

influence over the resources selected and developed for both the instructional programs and assessments. The alignment of assessment to the standards indicates successful implementation of the curriculum.

### Implementation Timeline

Course Area	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>English Language Arts</b>	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020	2020-2021	2020-2021	2020-2021	2020-2021
<b>Mathematics</b>	2019-2020	2019-2020	2020-2021	2020-2021	2020-2021	2021-2022	2021-2022	2021-2022	2021-2022
<b>Science</b>	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020				
<b>Social Studies</b>	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2021-2022	2021-2022	2021-2022	2021-2022
<b>Physics</b>						2020-2021	2020-2021	2020-2021	2020-2021
<b>Chemistry</b>						2020-2021	2020-2021	2020-2021	2020-2021
<b>Biology</b>						2020-2021	2020-2021	2020-2021	2020-2021

This schedule will be modified and edited on needs basis

This guide will be reviewed by the leadership team by the end of the academic year 2020-2021