



Najd National Schools
International Program

Curriculum Review Guide



Najd National School for Boys

International Program

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Vision

To promote global citizenship and learner autonomy within a secure and supportive school environment where students can achieve their utmost potential.

Mission

To expedite the implementation of student-centered learning by shifting our paradigm from teacher-centered instruction to learner-centered instruction. We will bring about change in our educational programs, instructional approaches, learning experience, and academic support strategies to serve the interests of our students.

Definition of Learning

Learning is a self-driven process that empowers students to set authentic goals, explore, make connections to key concepts, relate new information to prior knowledge, modify existing knowledge, develop new ideas, and reflect on academic progress in a secure equal-opportunity environment that respects diversity.

School Core Values

We believe that:

- Embracing cultural diversity helps us become globally aware and unbiased to bring about a positive change.
- Consolidating ethics and integrity in the classroom is fundamental to building ethical future generations.
- Consistency is a prerequisite to creating space for constructive learning environments.
- Learning by sharing builds positive relationships among students and helps improve academic performance.
- Curiosity stimulates the brain for learning and makes the learning process a more rewarding experience.
- Sincerity and empathy bring about positive social experiences.

Curriculum Review Guide

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.

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:

- 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
English Language Arts	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020	2021-2022	2021-2022	2021-2022	2021-2022
Mathematics	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022				
Science	2019-2020	2019-2020	2019-2020	2019-2020	2019-2020	2022-2023	2022-2023	2022-2023	2022-2023
Social Studies	2021-2022	2021-2022	2021-2022	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023	2022-2023
Physics						2021-2022	2021-2022	2021-2022	2021-2022
Chemistry						2021-2022	2021-2022	2021-2022	2021-2022
Biology						2021-2022	2021-2022	2021-2022	2021-2022

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 2021-2022