

CURRICULUM POLICY

Introduction

At APS, our American Curriculum is broad, balanced, and designed to foster academic excellence while equipping students with essential 21st-century skills. We provide a strong foundation across all subjects, enriched by a diverse range of co-curricular and extracurricular activities that prepare students for success beyond the classroom.

Students begin their educational journey in Kindergarten and graduate in Grade 12 with an American High School Diploma, which is widely recognized by universities and colleges in the United States and around the world.

Our curriculum is dynamic and engaging, incorporating hands-on, inquiry-based learning and individualized instruction to cater to diverse learning needs. Additionally, we emphasize the importance of international standardized assessments, ensuring alignment with the UAE's educational vision and global benchmarks (**Standards-aligned Assessment**).

The curriculum at APS integrates cross-curricular links, promoting interdisciplinary learning and providing meaningful and authentic experiences that foster deeper understanding across subjects.

Purpose:

- Outline the curriculum requirements and their standards to provide students with a high-quality education, making them independent and collaborative learners to reach their full potential.
- Ensure curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards.
- Define the requirements for the compulsory “core” subjects and the rationale behind the curriculum development of schools.
- Enable all students, throughout the curriculum, to develop broad understanding of and respect for the UAE culture and national identity to acquire necessary skills and values that will contribute to nation building and meeting national priorities.
- Specify structured progression within the curriculum to ensure a stimulating and challenging program of learning and development for all students.

Definition of Curriculum

Our curriculum consists of four key elements:

1. Content

- Clearly defined aims, core values, and learning objectives.
- A structured program ensuring continuous and progressive learning.
- A variety of subjects, instructional units, and relevant activities.
- Learning strategies are supported by appropriate resources, with instructional materials including textbooks and digital resource vetted by the Resource Selection Committee to ensure cultural appropriateness and alignment with ADEK standards.

- Specification of the language(s) of instruction.

2. Expected Learning Outcomes and Assessment

- Clear expectations of knowledge, skills, and understanding at each stage.
- A structured assessment framework to track student progress.
- Monitoring and supporting student achievement through assessments.
- Emphasis on Arabic language and UAE national identity.

3. Curriculum Organization

- Includes a clear structure of compulsory and optional courses with defined time allocation for core and elective subjects.
- Outlines detailed components such as learning outcomes, instructional time, course units, assessment methods, grading criteria, resources, and prerequisites to ensure structured progression of learning.

4. Curriculum Governance and Management

- Alignment with the school's vision and mission.
- Effective implementation and continuous monitoring.
- Commitment to curriculum integrity and continuous improvement.

1. Academic Plan

1.1 Requirements: Our school curriculum implements the academic plan which includes the following:

1. A clear rationale underpinning the school's ADEK-licensed curriculum that is aligned with the mission, vision, and values of the school, the Emirate, and the UAE.
2. Details of the language(s) of instruction in which subjects/courses will be delivered.
3. A commitment to the delivery of teaching and learning through high academic content standards/learning outcomes, with a focus on pedagogical excellence and innovation.
4. Alignment of the educational program to the licensed standards/learning outcomes.
5. Implementation of internal and external assessments relevant to the curriculum, as per the **ADEK School Assessment Policy**.
6. **Plans to academically prepare Cycle 3 students to meet equivalency requirements including:**
 - a. **Course Offerings:** (e.g., program of study, catalog/description guide) with required core subjects and elective courses with associated credit hours (if applicable).
 - b. **Course Syllabi:** Each syllabus shall include course requirements, course description, course units (including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), other resources, learning outcomes/objectives, instructional time, grading criteria, and pre-requisites.
7. **Comprehensive curriculum pacing guides.** These documents must ensure alignment with the school's adopted curriculum framework.

8. **A curriculum design and adaptations** to meet the needs of students with a wide range of abilities, including students with additional learning needs and multilingual learners as per the **ADEK School Inclusion Policy**.
9. **The provision of academic support, interventions, and guidance** as appropriate for each student.
10. Adherence to the compulsory UAE Ministry of Education (MoE) subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity.

2. Curriculum Requirements

2.1 Licensed Curriculum:

APS curriculum is approved, in line with the relevant UAE Ministry of Education requirements for curriculum adoption and equivalency. The licensed curriculum shall fulfill all the requirements of the school's licensed curricula, their national statutory requirements, and applicable standards.

2.2 Provision of Curricular Choices:

APS offers a wide range of curricular options that interest multidisciplinary groups of students of differing ages, cultures, and ability levels with extensive multidisciplinary choices and opportunities for students to benefit from learning experiences that nurture their talents, interests, and aspirations.

2.3 Provision of Curricular Pathways Leading Towards Nationally and Internationally Recognized Qualifications:

APS ensureS that their curriculum programs, courses, syllabi, and activities promote challenge, relevance, opportunity, and choice for all students. The curriculum shall include creative, physical, and practical experiences to strengthen knowledge and skills relevant to the career choices of students, both nationally and internationally.

Curriculum Design and Implementation

3.1 Curriculum Design:

aps includes the following when designing their curriculum:

1. **A vertically (across grade level) and horizontally (within grade level) aligned progression of learning** with a set of learning outcomes clarifying what students are expected to know, understand, and be able to do in every cycle, aligned to standardized benchmark and international assessment frameworks. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map.
2. **Continuity, referring to a "spiral" curriculum** with repetition of selected content at subsequent levels, each time at an increased level of complexity. This is evidenced by recurring and continuing opportunities for essential skills to be practiced, developed, and understood.
3. **A range of subjects**, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes.
4. **A listing of learning resources** (digital or textbook) and the rationale for how the resources will be utilized to support learning.
5. **Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded** as learning outcomes are mastered.

6. **Minimum time requirements** for the subjects/courses, and relevant activities.
7. **Identification of compulsory subjects/courses** and optional or elective subjects/courses.
8. **Monitoring and evaluation of the school's** planned, taught, and assessed curriculum.

3.2 Integration of UAE National Values and Identity

APS provides a curriculum that meets world-class educational standards while strengthening students' understanding and appreciation of UAE culture and national identity. We ensure high-quality teaching that reflects UAE values and promotes the Arabic language and MoE-mandated subjects.

3.3 Curriculum Breadth and Balance

We offer a broad and balanced curriculum that supports inclusive learning pathways. Students have access to varied and flexible subject options, allowing them to explore interests, develop talents, and maximize learning opportunities.

3.4 Meaningful Cross-Curricular Links

We ensure purposeful connections across subjects. Cross-curricular learning experiences are strategically planned to be innovative, meaningful, and aligned with learning outcomes, enriching student understanding and application of knowledge and skills.

3.5 Future-Ready Skills and Curriculum Enhancements

APS integrates essential future-ready competencies throughout the curriculum, including:

- Collaboration & communication
- Critical thinking, analysis, and creative problem-solving
- Digital literacy and AI literacy
- Financial literacy and innovation
- Transferable life skills

These are embedded across programs and supported through a positive school culture guided by the APS Behavior Policy, APS Values and Ethics framework, and APS Cultural Appreciation practices.

3.6 Academic, Social, and Emotional Development

APS promotes higher-order thinking and strong social-emotional competencies such as:

- Creativity and innovation
- Self-management and resilience
- Ethical reasoning and responsibility
- Growth mindset and adaptability

This is aligned with APS Wellbeing Framework and ADEK Wellbeing expectations.

3.7 Holistic Wellbeing and Positive School Culture

APS integrates wellbeing across all learning programs. Students are supported through wellbeing initiatives, healthy-lifestyle practices, mindfulness activities, emotional regulation strategies, and behavior support models, in line with the APS Whole-School Wellbeing Policy.

3.8 Sustainability Principles

APS embeds sustainability principles across all grade levels to support our school mission and the UAE's vision for a sustainable future. Through teaching, learning, and whole-school initiatives, students are encouraged to understand and act on global and national sustainability priorities, including the United Nations Sustainable Development Goals and Abu Dhabi sustainability frameworks.

Our curriculum promotes environmental stewardship, responsible resource use, and community awareness in alignment with guidance from relevant national entities (e.g., Abu Dhabi Environmental Agency, Abu Dhabi Agriculture and Food Safety Authority, Department of Energy) and in accordance with the APS Sustainability Policy.

3.9 Continuity, Transition, Review, and Equivalency: APS ensureS that:

1. The curriculum prepares students through the provision of opportunities for success in their next level of education and future careers.
2. **Where students are seeking to transfer between curricula, parents are aware of the impact of changing curricula and** the potential challenges that may arise from a break in the continuity and progression of learning.
3. **Seeking Equivalency (Al Thanawiya)/Qualifying for Graduation:** In instances where UAE National students are enrolled in a curriculum or framework that relies heavily on high-stakes exams and should fail such exams, these students shall successfully complete a series of compulsory subjects and courses as measured by a continuous assessment system, to be able to qualify for graduation through seeking equivalency for the UAE's General Education Certificate (Al Thanawiya), subject to meeting the standards. The school shall communicate this, as appropriate, to both students and parents.
4. **The curriculum shall be broad and balanced for structured progression of learning within and across all subjects** so that students progress through a structured scope and sequence of learning outcomes.
5. **The curriculum shall be evaluated annually and reviewed regularly to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing.** Adjustments shall be made as needed.

3.10 Resources:

The school ensure that:

1. The school has a resource selection committee headed by the Principal which is responsible for making sure that a Resource Selection Committee has been established and that all textbooks and other learning resources in use have been vetted in line with the **ADEK School Cultural Consideration Policy**.
2. High-quality materials are aligned to learning outcomes/standards at the targeted grade levels.
3. Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.

3.11 Topics in the Licensed Curriculum:

The school ensures that potentially controversial topics are addressed in the manner outlined in the **ADEK School Cultural Consideration Policy**.

3.12 School Graduation Requirements:

APS meets the minimum expectations for graduation eligibility as per the licensed curriculum and MoE requirements for equivalency.

1. American curriculum requirements as outlined in **Appendix**
 - A. Graduation Requirements for American Curriculum Schools.

5. Accreditation

5.1 Accreditation, Authorization, and Affiliation (AAA)

The school obtains the relevant accreditation as per the requirements of the curriculum, as indicated in Figure 1. AAA Requirements by Curriculum. Our school is accredited by COGNIA.

Figure 1. AAA Requirements by Curriculum

Curriculum	Accreditation	Authorization	Affiliation*
American (K–12)	✓ Cycles 1, 2, 3	✓ Cycles 1 / 2 / 3	✓ Cycle 3

Required

*Board/country requirements may vary.

Enrichment

6.1 Extracurricular Activities:

The school offers a wide and varied range of extra-curricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development, as per the **ADEK School Extracurricular Activities and Events Policy**.

1. We ensure that the extracurricular activities include a wide range of social, cultural, scientific, athletic, intellectual, artistic, and/or philanthropic enrichment programs, in line with the **ADEK School Extracurricular Activities and Events Policy**, across all cycles to ensure opportunity, access, and participation by all students.

6.2 Creativity, Innovation, and Enterprise:

The curriculum embeds opportunities and activities for enterprise, innovation (e.g., using Artificial Intelligence driven tools), social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society.

Adaptation for All Student Groups

7.1 Accommodations:

The accommodates and caters to the educational needs of all students.

7.2 MoE Subjects:

We teach the MoE subjects as per the MoE requirements.

7.3 Minimum Instruction Time for MoE Subjects:

We teach the required time for the MoE subjects as per requirements.

7.4 Non-Exemption from MoE Subjects

8.2 Requirements for American curriculum schools

Table 1. Credit Requirements for American Curriculum Schools is applicable to Grade 9 of Academic Year 2025/26 (graduating class of 2029) and subject to compliance by Academic Year 2025/26 (Fall term). In subsequent academic years, **Table 1. Credit Requirements for American Curriculum Schools** shall also be applicable to all future Grade 9 students (graduating class of 2030 onwards).

1. Graduation Requirements

1.1. American curriculum schools shall meet the following graduation requirements:

1. **Medium of Instruction:**

Schools shall ensure that the primary medium of instruction is English for all subjects and courses related to the American curriculum, with the exception of World Language and the MoE subjects.

2. **Academic Instructional Time Requirements:**

Schools shall adhere to a credit system that meets the following instructional time requirements:

a. **Full Credit (1.0):** 120 to 180 clock hours of instructional time across the ADEK-approved academic year.

b. **Half Credit (0.5):** 60 to 90 clock hours of instructional time across the ADEK-approved semester or academic year.

3. Credit Requirements:

Schools shall ensure that students in Grades 9-12 accrue a minimum of **6.0-7.0 credits every year** to maintain steady progress toward graduation, for a minimum of **24-28 credits in total** across the four years. The minimum credit requirements are outlined in **Table 1. Credit Requirements for American Curriculum Schools.**

Subject	Minimum Credits	Additional MoE Subjects Credits
English	4.0	
Science	4.0	
Mathematics	4.0	
World Language (including Arabic Language)	2.0	2.0 for Arabic Language - Arabs
Social Studies (Including 0.5 UAE Social Studies)	2.0*	
Islamic Education	-	2.0 for Muslims
Physical and Health Education	2.0	
Visual and Performing Arts	0.5	
Core-related Electives	2.0	
Core/Non-Core-related Electives	3.5**	
Total Required Credits	24	28

*Or as per the school's adopted state course credit requirements.

**Or 2.5 if the school's adopted state course credit requirement for social studies is 3.0 credits.

4. Course requirements:

a. The school shall:

1. Ensure the following sequence of courses for mathematics (in order of increasing complexity):

- Algebra I or Integrated Mathematics I
- Geometry or Integrated Mathematics II
- Algebra II or Integrated Mathematics III
- Pre-Calculus, Calculus, AP Calculus, or Statistics

2. Ensure completion of subject-specific or integrated Biology, Chemistry, and Physics courses. Schools shall also offer:

- Advanced science courses, including, but not limited to Pre-AP/AP Sciences, in Grade 11 and/or 12.

*Homework Policy

Homework is an essential part of learning, designed to reinforce classroom instruction and build independent learning skills.

- Homework supports curriculum goals and is assigned in balance with students' personal time.
- Workload increases gradually with each grade level.

- Homework and tasks may include (Projects, assignments, performance tasks, Experiments, etc), these tasks are part of the students learning.

5. Core-Related Electives: Schools shall:

- a. Offer core-related electives to fulfill elective credit requirements outside of the core subject areas.
- b. Align core-related electives to students' university and career aspirations by including explicit references to course sequencing across Cycle 3 to strengthen pathways and enhance post-secondary readiness planning.

***Career Guidance:** To support students in making informed decisions about their future, APS offers a dedicated career guidance period each week. This session helps students explore various career options, understand their strengths, and plan for their post-secondary education and beyond.

6. Transcript Requirements:

Schools shall issue annual transcripts for all students in Grades 9-12 that include:

a. Academic Records

1. Courses taken by year and term.
2. Grades received in percentage, as per the **ADEK School Assessment Policy**.
3. Credits earned.
4. Grade Point Average (GPA), both weighted and unweighted, where applicable, as per the **ADEK School Assessment Policy**.

b. Graduation Progress Summary

1. Completion status of subject-area requirements.
2. Total credits required versus earned.

9. Credit Recovery:

Schools shall develop and implement a credit recovery program in line with the requirements of any ADEK publications (e.g., guides, circulars) regarding credit recovery:

- a. Ensure that students who earn a final mark below 60% and/or miss any of the required graduation credits recover their credits through the school's credit recovery program.
- b. Implement a structured, standards-aligned credit recovery program to support students who have not earned the necessary credits.
- c. Ensure that the maximum number of missing credits from core courses does not exceed 2.0–3.0 credits in a given academic year.
- d. Establish a comprehensive learning support system designed to assist students to address credit deficits by completing required coursework.
- e. Deliver credit recovery programs exclusively on school premises by a qualified teacher/facilitator. The use of accredited online courseware is authorized as per the parameters set by the ADEK credit recovery

requirements.

f. Communicate credit recovery program roles and responsibilities to staff, students, and parents.

10. Course Catalog:

Schools shall publish an annual course catalog that specifies all courses offered in Cycle 3 in alignment with the ADEK-approved courses on eSIS.

11. Course Syllabus:

Schools shall ensure that each course includes a detailed course syllabus with a course description and learning objectives/outcomes aligned with the curricular standards.

Approved By:

MS. AMIRA GAFER GORAISH
APS Principal

