

Curriculum Policy

AY 2025-2026



Table of Contents

I.	Introduction.....	9
II.	Policy Statement, Purpose, Rationale & Scope	10
2.1	Policy Statement	10
2.2	Purpose.....	11
2.3	Rationale	11
2.4	Scope.....	12
III.	Definitions.....	13
IV.	Academic Plan	16
4.1	Purpose of the Academic Plan	16
4.2	Components of the Academic Plan.....	17
4.3	Academic Plan Framework.....	18
4.4	Integration with Curriculum Mapping and Pacing	18
4.5	Linkages to Other Policy Components	19
4.6	Quality Assurance and Documentation	19
4.7	Academic Plan Expected Outcome.....	19
V.	Curriculum Requirements.....	20
5.1	Licensed Curriculum.....	20
5.2	Provision of Curricular Choices.....	20
5.3	Pathways to National and International Qualifications	21
5.4	Curriculum Design and Implementation.....	21
5.5	Cross-Curricular Integration and Innovation	21
5.6	Cross-Curricular Integration and Innovation	22
5.7	Resource Selection and Cultural Consideration	22
5.8	Curriculum Evaluation and Review.....	22
5.9	Curriculum Requirements Outcome	22
VI.	Curriculum Design and Implementation.....	23
6.1	Curriculum Design Framework	23
6.2	Instructional Design and Planning.....	24
6.3	Curriculum Implementation Process.....	24
6.4	Standards-based Grading Rubrics.....	25
6.5	Curriculum Monitoring and Quality Assurance	27
6.6	Integration of Assessment in Curriculum Implementation.....	27

6.7	Professional Development and Capacity Building	27
6.8	Curriculum Design & Implementation Outcome.....	28
VII.	Licensing and Declaration of Programs (American Curriculum).....	29
7.1	Licensed American Curriculum Framework	29
7.2	Advanced Placement (AP) Program Declaration	30
7.3	Scholastic Aptitude Test (SAT) Program	31
7.4	Program Licensing, Documentation, and Declaration Protocols.....	32
7.5	Integration with Academic and Compliance Frameworks.....	33
7.6	Reporting, Equivalency, and Verification	33
7.7	Licensing & Declaration Program Outcome.....	34
VIII.	Accreditation.....	35
8.1	Purpose of Accreditation.....	35
8.2	Accreditation Bodies and Frameworks.....	35
8.3	Accreditation Standards and Compliance Integration	36
8.4	Self-Evaluation and Evidence-Based Practice.....	37
8.5	Continuous Improvement and Reaccreditation.....	37
8.6	Documentation and Evidence of Compliance.....	38
8.7	Accreditation Outcome	38
IX.	Enrichment.....	39
9.1	Purpose of Enrichment.....	39
9.2	Types of Enrichment Opportunities.....	39
9.3	Cross-Curricular Enrichment Integration	40
9.4	Inclusive Enrichment and Differentiation.....	40
9.5	Student Leadership and Voice in Enrichment	40
9.6	Monitoring, Evaluation, and Impact	40
9.7	Documentation and Reporting	41
9.8	Enrichment Outcome	41
X.	Adaptation for All Student Groups.....	42
10.1	Policy Alignment and Commitment	42
10.2	Adaptation for Students with Additional Learning Needs.....	42
10.3	Adaptation for Gifted and Talented Students	43
10.4	Adaptation for English Language Learners (ELLs).....	43
10.5	Adaptation for Students at Educational Risk	43
10.6	Adaptation in Assessment and Reporting.....	44

10.7	Collaboration, Professional Learning, and Capacity Building	44
10.8	Monitoring and Quality Assurance	44
10.9	Adaptation for All Student Groups Outcome	45
XI.	Curriculum Mapping and Alignment.....	46
11.1	Structure and Components.....	46
11.2	Development and Review Cycle.....	47
11.3	Integration of Cross-Curricular and UAE National Identity Links	47
11.4	Quality Assurance and Evidence	47
11.5	Curriculum Mapping & Alignment Outcome.....	48
XII.	Curriculum Pacing Guides.....	49
12.1	Structure and Components.....	49
12.2	Development and Review Process.....	49
12.3	Implementation and Monitoring	50
12.4	Inclusion, Flexibility, and Differentiation	50
12.5	Quality Assurance and Compliance Evidence.....	51
12.6	Curriculum Pacing Guides Outcome	51
XIII.	Graduation Requirements	52
13.1	Graduation Credit Distribution	52
13.2	Grade Point Average (GPA)	53
13.3	Minimum Grade Required to Earn Credit	53
13.4	Advanced Placement (AP) Courses	53
13.5	Elements of a High School Grade Transcript	54
13.6	Promotion and Credit Accumulation	54
13.7	Graduation Readiness Verification	55
13.8	High School Diploma	55
13.9	Graduation Requirements Outcome.....	55
XIV.	Credit Recovery Program	56
XV.	Compliance	58
15.1	Alignment and Scope.....	58
15.2	Compliance Framework Integration	58
15.3	Compliance Review Cycle.....	59
15.4	ADEK Evidence and Documentation Requirements	59
15.5	Internal Auditing and Continuous Monitoring	59
15.6	Non-Compliance Management and Corrective Action.....	60

15.7	Compliance Outcome.....	60
XVI.	Conclusion	61
XVII.	Disclaimer	62
❖	Appendices.....	63
•	Appendix 1 – Offered Electives.....	63
•	Appendix 2 – Lesson Plan Template	64
•	Appendix 3(a) – Depth of Knowledge (DOK): <i>Description</i>	72
•	Appendix 3(b) – Depth of Knowledge (DOK): <i>Suggested Activities</i>	73
•	Appendix 3(c) – Depth of Knowledge (DOK): <i>Action Verbs</i>	74
•	Appendix 3(d) – Depth of Knowledge (DOK): <i>Prompt Samples</i>	75
•	Appendix 3(e) – Depth of Knowledge (DOK): <i>Levels</i>	76

List of Tables

Table 1: List of Definitions for the ADEK Curriculum Policy v1.2 (Source: Adek.gov.ae, 2024)	15
Table 2: Academic Plan Requirements (Source: Adek.gov.ae, 2024).....	17
Table 3: Five-Phase Implementation Cycle (Source: Adek.gov.ae, 2024).....	18
Table 4: Linkage of Curriculum Policy to Other Policy Elements	19
Table 5: Instructional Design & Planning (Source: Adek.gov.ae, 2024)	24
Table 6: Pre-KG-KG2 MoE Subjects Four Performance Levels.....	25
Table 7: Pre-KG-KG2 (Non-MoE Subjects) & Grades 1-5 (All Subjects) Six Performance Levels	26
Table 8: AP Score Scale Table (Source: apstudents.collegeboard.org, 2025).....	30
Table 9: Program Licensing, Documentation, and Declaration Protocols.....	33
Table 10: Integration with Academic & Compliance Framework (Source: Adek.gov.ae, 2024)	33
Table 11: Accreditation Standards & Compliance Integration	36
Table 12: Four Dimensions of Enrichment Activities	39
Table 13: Multi-Tiered Systems of Support (MTSS)	44
Table 14: ATLAS Rubicon Curriculum Map	46
Table 15: Curriculum Review Cycle & Curriculum Development	47
Table 16: Pacing Guide Structure & Components.....	49
Table 17: Pacing Guide Development & Review Process.....	50
Table 18: Graduation Credit Distribution	53
Table 19: Credit Recovery Program Stages.....	57
Table 20: Compliance Framework Integration	58
Table 21: Compliance Review Cycle	59

List of Figures

Figure 1: Equivalency of a general Education Certificate within the UAE (Grade 12) (Source: MOE Website, 2025)	31
Figure 2: MoE Equivalency Requirements for American Curriculum (Source: MOE Website, 2025)	34

List of Acronyms

ADEK	Abu Dhabi Department of Education and Knowledge The Local Regulatory Authority in the Emirates of Abu Dhabi
AI	Artificial Intelligence
ALN	Additional Learning Needs
CA-CCSS	California Common Core State Standards
DOK	Depth of Knowledge
ELL ELLs	English Language Learner English Language Learners
G&T	Gifted & Talented
GPA	Grade Point Average
IEP IEPs	Individual Education Plan Individual Education Plans
ILP	Individual Learning Plan
IPG	Instructional Pacing Guide
MoE	Ministry of Education
MTSS	Multi-tiered Systems of Support
MUN	Model United Nation
NGSS	Next Generation Science Standards
PD	Professional Development
SDG	Sustainable Development Goal
SDP	School Development Plan
SEF	Self-Evaluation Form
STREAM	Science, Technology, Reading, English, Arts, and Mathematics
UAE	United Arab Emirates
UDL	Universal Design for Learning
USIF	UAE School Inspection Framework

Mission



At Al Ittihad Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21st-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

Vision



A Generation of Heritage Guardians and Global Thinkers.

Values



- Respect
- Integrity
- Empathy
- Tolerance
- Loyalty
- Resilience
- Innovation
- Global Citizenship
- Environmental Stewardship
- Sustainability

I. Introduction

The Curriculum Policy (AY 2025–2026) outlines the educational philosophy, organizational structure, and quality assurance mechanisms that guide the design, delivery, and evaluation of teaching and learning across all grade levels (Pre-KG–G12) at the Al Ittihad Private Schools – Arabian Education Development Company.

The Curriculum Policy reflects the organization’s unwavering commitment to providing a rigorous, inclusive, and future-ready education that is aligned with the Department of Education and Knowledge (ADEK) Curriculum Policy v1.2, the UAE Ministry of Education (MoE) standards, and the UAE Vision 2031 for world-class education.

The curriculum framework ensures that every student develops academic excellence, personal growth, and social responsibility, grounded in the values of the UAE and informed by international benchmarks such as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the California Computer Science and AI Education Standards. Through a student-centered approach, the curriculum equips students with the knowledge, skills, and competencies required to succeed in higher education, the global workforce, and an increasingly digital and interconnected world.

This policy serves as a comprehensive guide for all stakeholders; leaders, teachers, students, and parents, by defining the principles, structures, and expectations for curriculum planning, implementation, assessment, and continuous improvement. It integrates the essential components of the Curriculum Improvement model (2025), which emphasizes alignment, accountability, and innovation through a systematic cycle of analysis, action, and review. The policy emphasizes alignment, accountability, and innovation through a systematic cycle of analysis, action, and review.

In alignment with ADEK Compliance Review Standards (1.01–3.03), this policy establishes clear procedures for ensuring that the curriculum:

- Meets all statutory and equivalency requirements of the MoE and ADEK.
- Embeds national identity, moral education, and UAE cultural values across all subjects.
- Provides coherent progression and continuity of learning from Kindergarten to Grade 12.
- Incorporates inclusive and adaptive teaching to meet the needs of every learner.
- Integrates innovation, artificial intelligence, and STREAM education to develop 21st-century competencies.
- Uses systematic monitoring, evaluation, and reporting to sustain educational excellence.

By articulating these principles, the Curriculum Policy reinforces the School’s mission to foster a learning culture of excellence, equity, and innovation, ensuring that each student achieves their highest potential and contributes positively to the UAE’s vision of becoming a global leader in education and innovation.

II. Policy Statement, Purpose, Rationale & Scope

This section establishes the policy foundation that governs curriculum provision, implementation, and evaluation across all Al Ittihad Private Schools. It defines the philosophical and regulatory underpinnings that ensure every curriculum decision aligns with the ADEK Curriculum Policy v1.2 (2025), the MoE national standards, and the Compliance Review Framework (Elements 1.01–1.09 & 3.01–3.03). Through the integration of international benchmarks and UAE-specific priorities, this policy framework ensures that the curriculum remains structured, inclusive, future-focused, and compliant with all educational mandates.

The section clarifies the policy intent (2.1), articulates its purpose (2.2), explains the rationale (2.3) for maintaining a standards-based and value-driven curriculum, and defines its scope of application (2.4) across all grade levels and subject domains. Collectively, these components reinforce the schools' commitment to delivering a coherent, equitable, and innovation-oriented curriculum that nurtures lifelong students, prepares students for higher education, and contributes to the UAE's vision of educational excellence and global competitiveness.

2.1 Policy Statement

(In alignment with ADEK Compliance Review Checklist Elements 1.03 & 1.04)

This Curriculum Policy defines the framework and processes that govern curriculum design, implementation, assessment, and continuous improvement at the Al Ittihad Private Schools. It provides the guiding principles through which the schools ensure alignment with ADEK's Curriculum Policy v1.2, as well as the requirements of the Ministry of Education (MoE) and international accreditation bodies.

The policy serves as the foundation for ensuring that all curriculum activities are structured, purposeful, and compliant with regulatory standards. It guarantees that the curriculum provides a coherent progression of knowledge, skills, and values across Kindergarten to Grade 12, preparing students for higher education, professional careers, and active citizenship.

The policy ensures that the curriculum is vertically and horizontally aligned, supported by standards-based resources and materials that enrich learning across all subjects and grade levels. By adopting this policy, the schools commit to providing a balanced, inclusive, and innovative-driven curriculum that fosters the intellectual, emotional, social, and moral development of every student. This policy articulates the systems and standards that guarantee coherence, equity, and excellence in learning outcomes, ensuring that every student attains mastery of knowledge, skills, and values consistent with the UAE Vision 2031 and ADEK's strategic educational framework.

2.2 Purpose

(In alignment with ADEK Compliance Review Checklist Elements 1.01-1.03)

The purpose of this policy is to ensure that every school implements a curriculum that is structured, relevant, inclusive, and continuously reviewed for quality and impact.

The purpose of the policy is to:

- *Ensure Compliance:* Establish a unified K–12 curriculum that fulfills all ADEK and MoE regulations, including standards, subject requirements, and equivalency criteria.
- *Guarantee Curriculum Quality:* Maintain a structured and standards-based system that ensures consistency, coherence, and vertical progression across all subjects and grade levels.
- *Support Holistic Development:* Promote balanced intellectual, moral, social, and creative growth in line with UAE national values and international best practices.
- *Embed Continuous Improvement:* Facilitate evidence-based evaluation and adaptation through annual curriculum audits and the Curriculum Improvement Framework (V4).
- *Promote Innovation and Future Readiness:* Integrate STREAM, Artificial Intelligence, and digital learning competencies as mandated under ADEK’s innovation and skills-based education priorities.

2.3 Rationale

(In alignment with ADEK Compliance Review Checklist Elements 1.02-1.04 & 3.01-3.03)

The rationale of this policy is to affirm the school’s accountability in meeting ADEK’s requirements for curriculum alignment, inclusion, innovation, and student achievement. Through this policy, the school reinforces ADEK’s central principle that curriculum implementation must be “*intentional, coherent, and impactful*,” as outlined in Clause 1.2 of the ADEK Curriculum Policy v1.2.

This policy is grounded in the belief that curriculum quality directly influences school performance and inspection outcomes. It ensures that:

- The curriculum fulfils all mandatory national subject requirements (Arabic Language, Islamic Education, UAE Social Studies, and Moral Education).
- Vertical and horizontal alignment guarantees continuity and progression of learning across all phases.
- Curriculum breadth and balance address the cognitive, physical, social, and emotional dimensions of student learning.
- Instructional planning and assessment are directly linked to mapped standards and intended learning outcomes.
- All provisions support inclusive education, educational risk mitigation, and differentiated pathways in accordance with ADEK standards.

2.4 Scope

(In alignment with ADEK Compliance Review Checklist Elements 1.01-1.04, 1.08 & 1.09)

The policy is binding on all school leadership, academic staff, inclusion teams, and students, ensuring shared responsibility for maintaining curriculum integrity.

This policy applies to all educational phases, subjects, and programs implemented within the schools, including:

- *Early Childhood (Pre-KG–KG2)*: Guided by the MoE Early Learning Framework and ADEK KG MoE Subjects Policy (2025).
- *Elementary and Middle School (G1–G8)*: Aligned with CCSS, NGSS, and MoE requirements.
- *High School (G9–G12)*: Structured around the American Curriculum credit system, fulfilling ADEK and MoE equivalency standards.
- *National Subjects*: Delivered per MoE syllabi under ADEK supervision.
- *Electives and Career Pathways*: Developed in line with ADEK 1.08–1.09 and the UAE Advanced Skills Strategy.
- *Inclusion and Educational Risk*: All policies apply equally to Students of Determination and students at educational risk.

III. Definitions

(In alignment with ADEK Curriculum Policy v1.2 & ADEK Compliance Review Checklist Element 1.10)

To maintain consistency in implementation and compliance, the following definitions are adopted from ADEK's Curriculum Policy v1.2 (September 2025) and referenced throughout this document:

Academic Plan	A plan which sets out the academic focus of the school including: the mission, vision, core values, goals, quality teaching and classroom instructional methods, materials, curriculum (content, concepts, and skills), timetables, policies, procedures, and accreditation, authorization and/or affiliation plans.
Accreditation	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards. Schools are evaluated and verified by an external body to determine whether defined standards are met.
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Affiliation	A school's association with an external body whereby they are approved to offer specific external exams (e.g., Cambridge Education, CBSE, Kerala, etc.).
Attainment	The academic content standards that students reach on assessments and/or exams. It is typically recorded as grades, scores, or levels, and indicates a student's achievement result at a point in time in a grade/year level.
Career and University (CU) Guidance Counselor	An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counseling services to students.
Compulsory Subjects/Courses	Mandatory subjects/courses required for successful completion of a grade/year level.
Core-related Elective Courses	Elective course requirements for Cycle 3 students focused on core academic subjects including English (e.g., Creative Writing, Journalism, Speech/Debate), Science (e.g., Marine Biology, Astronomy), and Mathematics (e.g., Accounting, Financial Literacy, Programming).
Course	Organized units of study for a subject that is recognized by a school for meeting an educational requirement.
Course Catalog	An official publication that outlines all academic courses available to students for a given school year. It includes detailed descriptions of each course, including prerequisites, credit value, grade level eligibility, course duration (semester, term, or year-long), and how the course fulfills graduation requirements. The course catalog serves as a critical planning tool for students, parents, and academic advisors to make informed decisions about course selection and to ensure alignment with graduation pathways, college readiness, and career goals.
Course Syllabus	A detailed instructional guide provided by the teacher at the beginning of a course that outlines the expectations, content, structure, and policies for that specific course. It typically includes the course description, learning objectives, grading criteria, required materials, major assignments and assessments, classroom rules, and a timeline or pacing guide. The syllabus serves as a contract between the teacher and students, clearly communicating what students will learn, how

	they will be assessed, and what is required for academic success throughout the semester or year.
Credit Recovery	Educational strategies that allow Cycle 3 students to earn missed academic credit for a course they failed or did not take. Credit recovery can be offered during the regular school day, summer school, or after school. The goal is to provide students with a second chance to meet course requirements. Credit recovery is often tailored to individual student needs and may focus on specific skills or standards that were not previously met.
Cross-Curricular	Involves an intentional effort to apply knowledge, skills, and/or concepts to more than one academic subject simultaneously. The subjects may be related through a central theme, project, problem, process, topic, vocabulary, and/or experience. Cross-curricular learning recognizes multiple viewpoints and seeks to build more knowledgeable and transferable understanding of content and skills.
Curricular	Relates to all subjects comprising a course of study in a school.
Curriculum	The intended, enacted, assessed, and learned academic content based on national standards of the relevant Department/Ministry of Education facilitated in a school. Curriculum typically refers to the academic content, concepts, and skills students are expected to master. This includes the learning standards or learning objectives and the instructional materials used to deliver the academic content within a defined period of time.
Curriculum Map	A description of the horizontal and vertical plan for a subject's education standards/outcomes, skills, and concepts, and the resources that a teacher uses to address those standards in the classroom during the academic year for all grade/year levels. Curriculum mapping — the process of making a curriculum map — is a procedure for collecting and maintaining an operational database of the curriculum in the school.
Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
Educational Program	Teaching and learning framework organized to achieve pre-determined learning objectives/criteria or accomplish a specific set of educational tasks over a sustained period. A program may have major components not normally characterized as courses, units, or modules.
Equivalency	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
Examination Center	A location that provides the opportunity for students to undertake board/pre-collegiate exams (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS/A Level, SAT).
Extracurricular Activities (ECA)	Organized activities that students can participate in that are usually external to the school curriculum (but may be connected to it). Activities can be scientific, athletic, cultural, intellectual, philanthropic, and/or social in nature, and include, but are not limited to sports teams, clubs, private sports lessons, competitions, performances, recreational activities, field trips and overseas travel, as well as activities hosted virtually.
Horizontal Alignment	The consistency of learning outcomes and assessments across subjects and classes within the same grade level.
Integrated Mathematics	A curriculum approach that combines mathematical disciplines like algebra, geometry, and statistics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Mathematics I for Grade 9 followed by Integrated Mathematics II for Grade 10).
Integrated Science	A curriculum approach that combines scientific disciplines like biology, chemistry, and physics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Science I for Grade 9 followed by Integrated Science II for Grade 10).

Learning Pathways	Specific courses/subjects and learning experiences tailored to meet individual student interests, abilities, and/or aspirations as they progress in their education toward graduation.
MoE Subjects	The mandatory subjects that all private and charter schools in the UAE are required to teach as per the Ministry of Education's requirements.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Pacing Guide	A calendar-based subject or course planning tool that outlines the timeline for when specific content or standards should be taught to students during the academic year. It helps ensure that teachers stay on track to cover all required material in the allotted time and ensures instructional consistency, academic rigor, and student success across classrooms and grade levels.
Progress	The student's longitudinal achievement over a designated period of time which can be represented year-on-year, or within a term, curricular unit, or lesson in school. Progress marks the difference between a student's previous attainment and current attainment. When measuring a student's progress, the results take into account the progress made in comparison to a norm group with similar starting points over the designated time period.
Progression of Learning	An increase in the level of difficulty and acquisition of knowledge, skills, and competencies over time. The complexity in the learning increases with the level of skill and knowledge transfer.
Scope and Sequence	Scope is the breadth and depth of the curriculum of any course or grade level identified as topics, learning experiences, activities, organizing integrative threads, content, and skills which constitutes the scope of the curriculum for that course or grade level. Sequence is accomplished in a variety of ways, including arranging the order of the content and skills to ensure that prerequisite learning is mastered prior to the next level.
Semester	A semester is one of the two main academic terms in an American school year. Each semester divides the school year into two equal parts, commonly referred to as the Fall Semester and the Spring Semester.
Subject	A field or branch of study comprised of knowledge and skills within a specific discipline (e.g., Arabic, Mathematics, Science, English, Social Sciences, Arts)
Transcript	An official academic record issued by a school that documents a student's coursework, grades, credits earned, and cumulative Grade Point Average (GPA) over their Cycle 3 career. It typically includes the student's identifying information, dates of enrollment, graduation date, and, when applicable, standardized test scores or honors/distinctions. The transcript serves as a formal certification of a student's academic performance and progress toward graduation requirements and is often required for college admissions, scholarship applications, or employment verification.
Units of Instruction	A well-defined portion of an instructional course, centering on a single topic or cluster of learning outcomes and skills for the planned, taught, and assessed curriculum.
Vertical Alignment	The deliberate sequencing of standards and skills from one grade to the next to ensure continuity of learning and mastery progression.
Yearly Overview	Represents a curriculum map for one subject, in one grade level, over one academic year.

Table 1: List of Definitions for the ADEK Curriculum Policy v1.2 (Source: Adek.gov.ae, 2024)

IV. Academic Plan

(In alignment with ADEK Curriculum Policy v1.2 Section 1 & ADEK Compliance Review Checklist Elements 1.01-1.10)

The Academic Plan is the foundational document that operationalizes the vision, mission, and strategic priorities of Al Ittihad Private Schools into a structured system of curriculum design, delivery, assessment, and continuous improvement. It translates the guiding principles of the Curriculum Policy (AY 2025–26) into concrete, actionable procedures that ensure educational coherence and accountability across all campuses.

In alignment with the ADEK Curriculum Policy v1.2 (2025), the Academic Plan defines how the curriculum is designed, implemented, and monitored to guarantee full compliance with national and international expectations. It functions as the school’s blueprint for academic excellence, detailing the standards, instructional models, and evaluation systems that ensure students experience a balanced, inclusive, and future-ready education from Pre-KG through Grade 12.

The Academic Plan reinforces the school’s commitment to providing a high-quality American curriculum that embeds UAE national identity, MoE statutory subjects, and ADEK innovation priorities while meeting the graduation and equivalency requirements of the UAE. It integrates key quality-assurance components; curriculum mapping, pacing guides, assessment systems, inclusion frameworks, and monitoring mechanisms, within a unified structure that promotes transparency, consistency, and impact.

Ultimately, the Academic Plan embodies the school’s mission to prepare students who are academically accomplished, ethically grounded, and globally competent, supporting the UAE’s goal of becoming a world leader in education and innovation under Vision 2031.

4.1 Purpose of the Academic Plan

The Academic Plan serves as the strategic blueprint that integrates the school’s vision, mission, and core values with the implementation of a high-quality curriculum that meets ADEK licensing and compliance standards. It provides a unified framework for curriculum delivery, assessment, and improvement, ensuring that the curriculum fulfils the licensed American program requirements, MoE statutory obligations, and the ADEK Curriculum Policy v1.2 expectations for compliance effective AY 2025–2026.

This plan ensures that:

- The curriculum is designed to develop academic excellence and personal growth, aligned with UAE Vision 2031.
- All phases (Pre-KG to Grade 12) are connected through vertical and horizontal alignment, promoting continuity and structured progression.
- Pedagogical practices, assessment systems, and learning support mechanisms operate within a quality-assured cycle of planning, implementation, and review, as established in the Curriculum Improvement.

4.2 Components of the Academic Plan

As mandated by ADEK Curriculum Policy v1.2, Section 1.1, the Academic Plan includes the following ten key components:

Component	Description	Link to Existing Policy Sections
1. Rationale and Alignment	A rationale explaining how the licensed American curriculum reflects the school's mission and the UAE's educational priorities.	Refer to Introduction & Policy Statement
2. Language of Instruction	English is the primary medium for academic subjects, with Arabic used for MoE subjects.	Refer to Curriculum Framework and Structure Section
3. High Standards and Innovation	A commitment to delivering learning outcomes focused on 21 st -century skills, digital fluency, and innovation.	Refer to Teaching & Learning and AI Integration Section
4. Alignment to Licensed Curriculum	Ensures all instructional programs meet the American curriculum and ADEK equivalency standards.	Refer to Credit System & Graduation Requirements Section
5. Internal and External Assessment Plans	Inclusion of formative, summative, and standardized assessments (MAP, AP, IBT, SAT, EmSAT).	Refer to Assessment Policy Section
6. Cycle 3 Equivalency and Graduation Planning	Course offerings, syllabi, and credits are structured for MoE equivalency and graduation eligibility.	Refer to Credit System & Recovery Section
7. Curriculum Pacing Guides	Comprehensive pacing guides developed from curriculum maps to ensure consistent standards coverage.	Refer to Pacing Guide Section
8. Inclusion and Differentiation	Adaptations for multilingual learners and Students of Determination as per ADEK Inclusion Policy.	Refer to Inclusion & Educational Risk
9. Academic Support and Intervention	Structured tiered intervention system to address learning gaps and educational risk.	Refer to Educational Risk Section
10. MoE Compulsory Subjects	Integration of Arabic Language, Islamic Education, UAE Social Studies, and Moral Education in all grade levels.	Refer to MoE Subjects & National Identity Section

Table 2: Academic Plan Requirements (Source: Adek.gov.ae, 2024)

4.3 Academic Plan Framework

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9)

The Academic Plan operates through a *five-phase implementation cycle*, ensuring that each academic process; from curriculum design to reporting, is monitored, reviewed, and improved on continuity and evaluation:

Phase	Focus	Key Deliverables	Related ADEK Elements
1. Planning	Development of curriculum frameworks, course catalogues, pacing guides, and lesson plan templates.	Annual Academic Plan, Course Catalogue	1.01–1.04
2. Implementation	Execution of standards-based instruction and assessment.	Lesson Plans, Unit Maps, Assessments	1.03, 2.02
3. Monitoring	Ongoing data collection through classroom walkthroughs and ATLAS tracking.	Termly Monitoring Reports	3.9
4. Evaluation	Internal curriculum audits and alignment reviews.	SEF, Curriculum Improvement Report	3.9.5
5. Reporting	Submission of SEF, compliance evidence, and improvement plan to ADEK.	SEF & Curriculum Dashboard	8.1–8.3

Table 3: Five-Phase Implementation Cycle (Source: Adek.gov.ae, 2024)

4.4 Integration with Curriculum Mapping and Pacing

(In alignment with ADEK Compliance Review Checklist Elements 1.03-1.04)

The Curriculum Map and Pacing Guide form the operational core of the Academic Plan where they collectively ensure vertical and horizontal progression across the school’s educational cycles.

They ensure that the school’s intended curriculum (as outlined in the policy) is implemented consistently through:

- *Curriculum Mapping*: Defines “what” is taught—learning outcomes, concepts, and skills across grade levels.
- *Pacing Guides*: Define “when” and “how long” each unit or standard is taught.

4.5 Linkages to Other Policy Components

The Academic Plan interconnects various policy elements and ensures a cohesive system where planning, teaching, assessment, and improvement are unified under a single strategic plan that meets ADEK's standards of quality and accountability.

The Academic Plan interconnects all other core policy elements as follows:

Linked Policy Component	Integration with Academic Plan
Curriculum Implementation & Teaching	Informs instructional strategies and lesson plan expectations.
Assessment Policy	Aligns the teaching timeline with benchmark testing and formative assessment cycles.
Inclusion & Educational Risk	Embeds individualized learning adaptations within curriculum plans.
Credit System & Recovery	Guides student course load planning and eligibility monitoring.
Monitoring & Reporting	Ensures compliance evidence is systematically documented for ADEK review.

Table 4: Linkage of Curriculum Policy to Other Policy Elements

4.6 Quality Assurance and Documentation

(In alignment with ADEK Compliance Review Checklist Elements 1.01-1.10)

To maintain compliance and readiness for inspection, all schools under the Al Ittihad Private Schools network must maintain the following Academic Plan evidence artifacts:

- Approved Academic Plan (AY 2025–26) document aligned with ADEK v1.2.
- Annual Course Catalogues (KG–G12) reflecting course sequencing and credits.
- Published Curriculum Maps and Pacing Guides uploaded to ATLAS Rubicon.
- Annual Curriculum Improvement summarizing achievements and next steps.
- Evidence of internal curriculum reviews and leadership sign-offs confirming implementation.

These artifacts directly satisfy demonstrate adherence to the ADEK Academic Plan definition “*a plan which sets out the academic focus of the school including mission, vision, core values, goals, curriculum, timetables, and instructional procedures*”.

4.7 Academic Plan Expected Outcome

Through this Academic Plan, Al Ittihad Private Schools ensure:

- A unified, structured, and documented system of curriculum management.
- Alignment with ADEK's Curriculum, Assessment, and Educational Risk standards.
- Clear progression of learning aligned with curriculum mapping, pacing, assessment, and improvement cycles.
- Full readiness for ADEK compliance verification for AY 2025–26.

V. Curriculum Requirements

(In alignment with ADEK Curriculum Policy v1.2 Policy#1 & ADEK Compliance Review Checklist Elements 1.01-1.10)

The Curriculum Requirements section defines the mandatory provisions, structures, and standards governing curriculum design, content, and delivery across all grade levels (Pre-KG to Grade 12). It outlines the expectations set by ADEK Curriculum Policy v1.2 (2025) and ensures full compliance with for the 2025–26 academic cycle.

This section translates the Academic Plan into clear operational requirements that guarantee the curriculum:

- Meets licensed American curriculum and MoE statutory standards.
- Offers diverse and inclusive pathways for all learners.
- Promotes progression, balance, and innovation across academic and non-academic areas.
- Embeds AI literacy, STREAM integration, digital fluency, UAE national identity, and wellbeing in accordance with ADEK’s Quality Education Framework.

Together, these requirements form the foundation for a coherent, future-ready curriculum that connects planning, implementation, and evaluation — ensuring every student attains knowledge and skills aligned with UAE Vision 2031.

5.1 Licensed Curriculum

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.1 & ADEK Compliance Review Checklist Element 1.01)

Al Ittihad Private Schools operate under a licensed American curriculum approved by ADEK and recognized by the UAE Ministry of Education for equivalency purposes. The curriculum fulfills all national statutory requirements, ensuring that:

- The core structure (English, Mathematics, Science, Social Studies, and MoE subjects) adheres to CCSS, NGSS, and MoE frameworks.
- The licensed framework reflects pedagogical rigor, relevance, and compliance with ADEK licensing and authorization standards.
- All adaptations, modifications, or additions are approved through the ADEK licensing process prior to implementation.
- The curriculum is annually internally reviewed to maintain both academic integrity and equivalency eligibility.

5.2 Provision of Curricular Choices

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.2 & ADEK Compliance Review Checklist Elements 1.02 & 1.08)

The school provides a broad range of subjects, pathways, and electives that reflect students’ interests, abilities, and aspirations. The curriculum ensures:

- Multidisciplinary opportunities across core and elective subjects.
- Electives designed to foster creativity, global awareness, and career readiness, as outlined in the High School Course Catalogue (AY 2025–2026). The offerings ensure that electives meaningfully contribute to credit attainment and future career pathways.
- Integration of AI, STREAM, and project-based learning to enhance innovation and critical thinking.

- Differentiated learning experiences for multilingual learners, Students of Determination, and high-achieving students.

5.3 Pathways to National and International Qualifications

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.3 & ADEK Compliance Review Checklist Elements 1.05-1.07)

The curriculum provides structured academic pathways leading to nationally and internationally recognized qualifications, where:

- Cycle 3 programs (Grades 9–12) are designed to meet MoE equivalency requirements for the UAE General Education Certificate (Al Thanawiya).
- All students complete 24–28 credits across core and elective subjects (Appendix 1), following ADEK’s American Curriculum credit structure.
- Academic counseling ensures each student follows an individualized Career and Academic Plan (ICAP) aligned with university and career aspirations.

The Credit System and Graduation Requirements section operationalizes these expectations, addressing credit fulfillment and graduation eligibility.

5.4 Curriculum Design and Implementation

(In alignment with ADEK Curriculum Policy v1.2 Sections 3.1-3.9 & ADEK Compliance Review Checklist Elements 1.03-1.04)

Curriculum design across all Al Ittihad Private Schools is grounded in vertical and horizontal alignment principles. Every subject follows a structured Scope and Sequence supported by detailed Curriculum Maps and Pacing Guides, ensuring that:

- Learning outcomes are clearly defined and measurable per grade and cycle.
- The curriculum demonstrates continuity and progression, incorporating a spiral design that revisits key skills with increasing complexity.
- Cross-curricular connections promote conceptual transfer and deeper learning.
- Instructional resources (textbooks, digital tools, and digital platforms) are approved and mapped to learning outcomes and grade-level standards.

5.5 Cross-Curricular Integration and Innovation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.4-3.5 & ADEK Compliance Review Checklist Elements 1.02 & 1.04)

Al Ittihad Private Schools embed cross-curricular projects that link science, technology, engineering, arts, and mathematics (STREAM) with moral, cultural, and environmental learning. Through integrated units:

- AI Literacy and Digital Fluency are taught across subjects, reflecting ADEK’s new requirement for future-ready competencies (2025 update).
- National Identity and UAE Heritage are integrated into lessons in Arabic Language, Islamic Education, and UAE Social Studies.
- Sustainability principles align with the UN Sustainable Development Goals and the ADEK School Sustainability Policy.

5.6 Cross-Curricular Integration and Innovation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.3 & 3.6-3.7)

The curriculum provides a balanced program that develops students intellectually, socially, and emotionally.

- *Breadth*: Incorporates core academic disciplines, electives, physical education, arts, and extracurricular enrichment.
- *Balance*: Ensures equal access for all learners to cognitive and creative domains.
- *Wellbeing*: Promotes social-emotional learning, mental health awareness, resilience, and character development per the ADEK Wellbeing Policy.

5.7 Resource Selection and Cultural Consideration

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.10 & ADEK Compliance Review Checklist Element 1.04)

The school maintains a Resource Selection Committee chaired by the Principal to vet and approve all instructional materials.

- All textbooks and e-resources undergo cultural review under the ADEK School Cultural Consideration Policy.
- Learning resources must directly support mapped standards and enhance student engagement.
- Supplementary resources (digital tools, AI applications, STEM kits) are approved to foster innovation and inclusivity.

5.8 Curriculum Evaluation and Review

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9.5 & ADEK Compliance Review Checklist Element 3.03)

An annual Curriculum Evaluation Cycle ensures continuous improvement and compliance readiness, where the findings are to be shared with ADEK during inspection as evidence of compliance, as follows:

- *Termly Internal Reviews*: Evaluate pacing adherence, standards coverage, and resource relevance.
- *Mid-Year Curriculum Audits*: Monitor the impact of teaching strategies on attainment and progress.
- *End-of-Year Reflection*: Identify strengths, gaps, and areas for refinement in the Curriculum Improvement.

5.9 Curriculum Requirements Outcome

Through strict adherence to the above Curriculum Requirements, Al Ittihad Private Schools ensure that:

- The curriculum is licensed, comprehensive, inclusive, and future-oriented.
- Implementation is fully mapped, paced, and monitored across all campuses.
- Students receive broad, balanced learning experiences aligned with UAE and global benchmarks.
- The school remains in full compliance with ADEK Policy v1.2 and inspection expectations for AY 2025–26.

VI. Curriculum Design and Implementation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.1-3.9 & ADEK Compliance Review Checklist Elements 1.03-3.03)

The Curriculum Design and Implementation section defines how the curriculum framework is translated into structured teaching, learning, and assessment practices across all phases (Pre-KG–G12). It operationalizes the Academic Plan and Curriculum Requirements by establishing the principles, methodologies, and quality assurance systems that ensure every curriculum area is effectively planned, taught, assessed, and reviewed.

In alignment with ADEK Curriculum Policy v1.2, the school adopts a systematic model that connects:

- Curriculum design (planning and mapping),
- Curriculum implementation (teaching, learning, and differentiation), and
- Curriculum evaluation (assessment, monitoring, and review).

This model ensures the curriculum remains coherent, inclusive, innovative, and data-driven, with all teaching practices reflecting ADEK’s standards of quality, national identity integration, and innovation in learning.

6.1 Curriculum Design Framework

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.1-3.2 & ADEK Compliance Review Checklist Elements 1.01-1.04)

Curriculum design at Al Ittihad Private Schools is guided by the principles of alignment, progression, and inclusivity. It ensures every student experiences a consistent learning journey that reflects both national and international standards. Each subject area maintains a Curriculum Map and Pacing Guide that define the structure and sequence of content delivery, ensuring design integrity and curriculum cohesion.

Key design features include:

- *Vertical and Horizontal Alignment:* Learning outcomes progress systematically from grade to grade while maintaining coherence within each grade level.
- *Standards-Based Learning:* The curriculum is anchored in CCSS, NGSS, MoE, and California Computer Science Standards, with explicit outcomes defining what students should *know, understand, and do*.
- *UAE National Identity Integration:* UAE heritage, language, and moral values are embedded across all learning experiences.
- *Differentiation and Inclusion:* Curriculum design incorporates accessibility for Students of Determination, English Language Learners, and students at educational risk.
- *Innovation and AI Integration:* Design processes intentionally embed digital fluency, computational thinking, and AI awareness consistent with UAE’s National AI Strategy 2031.

6.2 Instructional Design and Planning

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.3-3.4 & ADEK Compliance Review Checklist Elements 1.03-1.04)

Instructional design transforms curriculum plans into actionable teaching and learning experiences.

Teachers are required to prepare weekly Lesson Plans via the Lesson Plan Template (Appendix 2). Weekly plans are reviewed by Lead Teachers and Section Principals to verify consistency with the curriculum maps and pacing timelines.

Lesson plans are to be uploaded through ATLAS Rubicon and Schoology platforms, following the principles below:

Aspect	Description	Alignment with ADEK Policy
Backward Design Approach	Lessons start with clear learning outcomes, success criteria, and assessment methods before planning activities.	ADEK 3.3 – Curriculum must ensure structured progression and purposeful delivery.
Inquiry-Based and Experiential Learning	Activities encourage exploration, critical thinking, and student ownership of learning.	ADEK 3.4 – Curriculum must promote creativity and innovation.
Cross-Curricular Integration	Connections are made between subjects through STREAM and project-based learning.	Compliance Element 1.02 – Cross-disciplinary planning.
Differentiation	Lesson tasks and materials are adapted for diverse learner needs.	Compliance Elements 3.01–3.03 – Inclusion and educational risk support.
AI and Digital Learning Integration	Lessons incorporate digital tools, simulations, and AI literacy aligned with ADEK innovation mandates.	ADEK 3.5 – Innovation and technology integration.

Table 5: Instructional Design & Planning (Source: Adek.gov.ae, 2024)

6.3 Curriculum Implementation Process

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.5-3.9 & ADEK Compliance Review Checklist Elements 2.01-2.07)

Curriculum implementation follows a structured and data-driven process to ensure fidelity and impact. The following stages define how the curriculum is enacted across classrooms and campuses:

- *Stage 1 – Pre-Implementation*
 - Annual teacher orientation sessions introduce curriculum expectations and ADEK compliance standards.
 - Pacing guides, course outlines, and lesson plan templates are distributed.
 - Teachers receive professional development in instructional strategies, AI integration, and assessment design.
- *Stage 2 – Implementation and Monitoring*
 - Teachers deliver the curriculum through active, inclusive, and engaging lessons.
 - Section Principals and Lead Teachers conduct classroom walkthroughs, formal observations, and curriculum coverage audits.
 - Weekly monitoring ensures alignment with pacing guides, standards coverage, and differentiation records.

- Teaching practices are evaluated using ADEK-aligned indicators for lesson delivery, engagement, and learning outcomes.
- *Stage 3 – Evaluation and Review*
 - At the end of each term, Teachers and Lead Teachers analyze student performance data (MAP, AP, and summative assessments).
 - Findings are shared and reviewed by the Assessment Manager.
 - Adjustments to pacing, resources, or instructional strategies are made for continuous improvement and future enhancements.

6.4 Standards-based Grading Rubrics

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.1 & 3.5)

Al Ittihad Private Schools implement standards-based rubrics as a fundamental tool for assessing student attainment, progress, and mastery of learning outcomes for Pre-KG to Grade 5. These rubrics operationalize the principle of *standards-driven education* as mentioned by the ADEK policy, ensuring that assessment practices directly measure the intended curriculum standards.

Standards-based rubrics ensure consistency, transparency, and fairness in evaluating student performance across subjects, cycles, and schools. They serve as a bridge between the intended curriculum (standards) and the assessed curriculum (student outcomes), promoting accurate judgments about mastery and supporting differentiated instruction.

- *Standards-based Grading Framework:*
 - *Rubric Design:* Each rubric defines clear performance descriptors aligned with the learning standards and depth of knowledge levels (DOK 1–4).
 - *Cycle Alignment:*
 - (a) Pre-KG to KG2 (MoE Subjects): Four performance levels are used, consistent with ADEK and MoE Early Childhood expectations as shown below.

Pre-KG to KG2 (MoE Subjects) Four Performance Levels		
	1. Emerging	This is the level at which the child demonstrates basic or initial understanding of the competency.
	2. Developing	This is the level at which the child has a partial grasp of the competency without being able to achieve it fully.
	3. Proficient	This is the level at which the child consistently demonstrates the competency and meets age-appropriate expectations.
	4. Mastering	This is the level at which the child confidently applies the competency and can apply it in contexts beyond the words they have learned.

Table 6: Pre-KG-KG2 MoE Subjects Four Performance Levels

(b) Pre-KG to KG2 (Non-MoE Subjects) & Grades 1-5 (All Subjects): Six levels of performance are used as shown below.

Pre-KG to KG2 (Non MoE Subjects) & Grades 1-5 (All Subjects) Six Performance Levels			
YM	Yet to Meet Expectations	49 and below	The student is struggling to meet the basic standard expectations, indicating a significant need for improvement in understanding and application.
BE	Below Expectations	50 – 59	The student is in the early stages of understanding the basic standard expectations, beginning to show progress but still requires further development of basic skills.
WT	Working Towards	60 – 69	The student is making satisfactory progress and is working towards achieving the expected level but still needs additional support to meet the standard expectations.
D	Developing	70 – 79	The student has achieved a good level of understanding and application of the standard but still needs improvement to fully meet the standard expectations.
DD	Developed	80 – 89	The student consistently meets the standard expectations, demonstrating an ability to understand and apply the required knowledge and skills being assessed.
WD	Well Developed	90 – 100	The student has mastered the standard, showcasing a high level of understanding and application that meets and / or exceeds the expected proficiency level.

Table 7: Pre-KG-KG2 (Non-MoE Subjects) & Grades 1-5 (All Subjects) Six Performance Levels

- *Integration with Assessment:* Rubrics are embedded in lesson planning, formative assessment, and summative evaluation tools. Teachers use them to record attainment, identify learning gaps, and plan targeted interventions.
- *Consistency Across Schools:* The rubrics are standardized across the IPS network to maintain reliability and comparability of results.
- *Teacher Training:* Teachers are trained annually on rubric calibration and moderation to ensure scoring consistency. These rubrics are reviewed as part of the curriculum review cycle and the needed updates are implemented and reported in the ADEK updates.

6.5 Curriculum Monitoring and Quality Assurance

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.9.4-3.9.5 & ADEK Compliance Review Checklist Elements 1.03-3.03)

Monitoring and quality assurance ensure the integrity of curriculum delivery. The school's Curriculum Quality Cycle includes the following mechanisms:

- *Weekly Plan Checks:* Lead Teachers and Section Principals review lesson plans for standards alignment and differentiation evidence.
- *Termly Curriculum Audits:* Evaluate pacing guide adherence, coverage completion, and student outcomes.
- *Cross-Campus Moderation:* Standardization of teaching expectations and grading practices across the five IPS campuses.
- *Data Analytics:* MAP, IBT, and AP results are triangulated with internal data to assess teaching effectiveness.
- *Reporting:* Findings are summarized and integrated into the School Evaluation Form (SEF) for ADEK review.

6.6 Integration of Assessment in Curriculum Implementation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 1.2-2.07 & ADEK Compliance Review Checklist Elements 2.02-2.07)

Assessment is embedded as an integral component of curriculum implementation. Teachers utilize formative, summative, and benchmark assessments aligned with learning outcomes and Depth of Knowledge (DOK) levels (Appendix 3). Assessments results are analyzed regularly to guide instruction and needed intervention to support student learning.

The type of assessments include:

- *Formative Assessment:* Ongoing evaluation of student understanding through questioning, exit tickets, and observations.
- *Summative Assessment:* Termly exams measuring mastery of standards and content taught, weighted at 60% as per ADEK Policy Clause 2.07.
- *Diagnostic Assessment:* Used at the start of each term to inform differentiation and support plans.
- *Performance-Based Assessment:* Integrated in STREAM and project work to measure applied learning.

6.7 Professional Development and Capacity Building

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.5)

Teachers receive continuous professional learning through structured Professional Development (PD) programs focused on:

- Standards-based planning and assessment design.
- Inclusive education and adaptive teaching strategies.
- AI literacy and integration of digital tools in lesson delivery.
- Data-informed instruction and feedback practices.

PD sessions are documented in the Annual Professional Development Plan, ensuring continuous alignment with ADEK's expectations for teacher competency and instructional innovation.

6.8 Curriculum Design & Implementation Outcome

Through systematic curriculum design and effective implementation:

- Every student experiences a standards-based, inclusive, and innovation-driven curriculum.
- Teachers deliver lessons that are aligned, engaging, and adaptable to learner diversity.
- Curriculum delivery is continuously monitored, evaluated, and improved in line with ADEK and MoE standards.
- The school maintains full compliance with ADEK Curriculum Policy v1.2 and Compliance Elements 1.01–3.03, ensuring readiness for inspection and sustaining excellence in education for AY 2025–26.

VII. Licensing and Declaration of Programs (American Curriculum)

(In alignment with ADEK Curriculum Policy v1.2 Clauses 1.01-1.09, 2.01-2.07, 4.01 & ADEK Compliance Review Checklist Elements 1.01-1.10)

Licensing and program declaration form the regulatory backbone of curriculum authorization under the ADEK. This section outlines the processes through which Al Ittihad Private Schools maintain official approval for the American Curriculum, ensure transparent declaration of external programs such as Advanced Placement (AP), and prepare students for internationally recognized examinations including the Scholastic Aptitude Test (SAT).

The school's program licensing structure reflects compliance with ADEK Curriculum Policy v1.2 Clauses 1.01–1.09, which mandate that all educational institutions must operate under an approved curriculum license issued by ADEK, with all additional programs declared and authorized prior to implementation.

Al Ittihad Private Schools is fully accredited under ADEK's licensing requirements for the American Curriculum, recognized by the UAE MoE for equivalency certification, and authorized by the College Board to offer AP courses and serve as an AP & SAT testing center.

These authorizations affirm the schools' status as a compliant and globally competitive institution providing a rigorous academic program that aligns with UAE Vision 2031 and ADEK's strategic goal of "high-quality, internationally benchmarked education."

7.1 Licensed American Curriculum Framework

(In alignment with ADEK Curriculum Policy v1.2 Clauses 1.01-1.09 & ADEK Compliance Review Checklist Elements 1.01-1.04)

The Al Ittihad Private Schools' American Curriculum license is approved by ADEK and adheres to the standards of the California Common Core State Standards (CA-CCSS), Next Generation Science Standards (NGSS), and California Computer Science Standards.

Key licensed components include:

- *Curriculum Phases:* KG–G12 continuum ensuring vertical progression and equivalency eligibility.
- *Standards-Based Design:* Each subject aligns with recognized U.S. academic frameworks and ADEK requirements.
- *National Subjects Integration:* Arabic Language, Islamic Education, UAE Social Studies, and Moral Education embedded in compliance with MoE mandates.
- *Credit System Authorization:* Approved credit allocation (Grades 9–12) meeting the MoE's American Curriculum equivalency criteria.
- *Accreditation Status:* Maintained through the relevant accreditation body, confirming the curriculum's integrity and alignment with ADEK's international quality assurance standards.

7.2 Advanced Placement (AP) Program Declaration

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.05, ADEK Compliance Review Checklist Elements 1.06-1.09 & MoE Equivalency Requirements)

The Advanced Placement (AP) Program, administered by the College Board, is officially declared under ADEK's program authorization for American Curriculum schools. Al Ittihad Private Schools is an approved AP provider and adheres to the College Board's implementation standards and ADEK's compliance protocols for external program declaration.

- **Program Overview**
 - **Purpose:** To offer rigorous, college-level coursework in high school and strengthen university readiness.
 - **Authorization:** Al Ittihad Private Schools hold valid College Board AP School Code and operates under ADEK approval.
 - **Courses Offered:**
 - Math & Computer Science: AP Calculus AB, AP Calculus BC, AP Precalculus, AP Statistics, AP Computer Science Principles, and AP Computer Science A
 - Sciences: AP Biology, AP Chemistry, AP Environmental Science, AP Physics C: Mechanics, and AP Physics C: Electricity & Magnetism.
 - History & Social Sciences: AP Macroeconomics, AP Microeconomics, and AP Psychology
 - English: AP English Language & Composition, and AP English Literature & Composition
 - **Readiness for Standardized Assessment:** All internal summative assessments (Mid-semester and End of Semester Exams) are prepared via the AP College Board Platform; The AP Classroom, to support the students in readiness for the actual exams and be able to provide the needed intervention to enhance their learning.
 - **College Board Assessment:** External standardized exams administered each May in alignment with College Board guidelines.
AP Exams are scored on a scale of 1 to 5. Many U.S. colleges grant credit and/or advanced placement (that means they let you skip the equivalent course once you get to college) for scores of 3 and above.

The following table shows the recommendation that each AP score offers about how qualified the student is to receive college credit and placement if the student earns that score. It also shows the equivalent college course grade for each score:

AP Exam Score	Recommendation	College Course Grade Equivalent
5	Extremely well qualified	A+ or A
4	Very well qualified	A-, B+, or B
3	Qualified	B-, C+, or C
2	Possibly qualified	----
1	No recommendation	----

Table 8: AP Score Scale Table (Source: apstudents.collegeboard.org, 2025)

- **Credit Recognition:** AP courses earn weighted GPA points and enhance MoE equivalency documentation.

- **ADEK and MoE Alignment**
 - AP courses are recognized under MoE Equivalency Category C for advanced studies within the American Curriculum.
 - The Curriculum Manager ensures that all AP curriculum documents, pacing guides, and instructional materials are submitted to ADEK for approval before the start of the academic year.
 - AP performance data is always compared to the internal student's performance data to be able to reflect on the needed enhancements to better support the students in their educational journey.
- **AP Enhancement Program**
The Advanced Placement (AP) Enhancement Program is an initiative designed to optimize student performance in AP examinations across Al Ittihad Private schools. Developed in alignment with the College Board's AP Program standards, this plan sets out a structured approach for curriculum delivery, assessment preparation, and teacher–student engagement. It addresses both in-class and self-study AP candidates, ensuring all students receive equitable access to resources and the academic support required to excel. Implementation will begin at the start of the academic year, with progress tracking and targeted interventions embedded throughout.

The AP Enhancement Program is structured into three sequential phases:

- **Foundation Phase (September–January):** Focus on building strong subject knowledge, completing unit lessons, and integrating AP Classroom topic questions for continuous formative assessment.
- **Integration Phase (February–March):** Connect content across units, conduct cumulative AP Classroom progress checks, and implement targeted interventions for students demonstrating gaps.
- **Mastery Phase (April):** Focus exclusively on full-length practice exams, timed conditions, and AP scoring rubrics to ensure students are fully prepared for the exam format and time constraints.

This model ensures that students not only master course content but also develop the skills and stamina required for success in the high-pressure AP exam environment.

7.3 Scholastic Aptitude Test (SAT) Program

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.06, ADEK Compliance Review Checklist Elements 1.07 & MoE Equivalency Requirements)

The UAE MoE mandates that students must meet specific academic criteria for equivalency, including attaining a minimum SAT Math score of 450. Meeting this benchmark is crucial not only for graduation but also for securing admission to competitive universities both within the UAE and internationally.

6. Math test requirement

You can fulfill this requirement with an EmSAT Math score of 500. If it is not available to you, please provide evidence of your passing score of 450 or above on the SAT 1 Math.

Figure 1: Equivalency of a general Education Certificate within the UAE (Grade 12) (Source: MOE Website, 2025)

As the digital SAT becomes a core measure for university admission and equivalency in the UAE, it is imperative for schools to provide structured, personalized, and data-informed support to ensure all students achieve the expected benchmark. Some of Al Ittihad Private Schools are an authorized College Board SAT Testing Center (INPS-Al Ain), ensuring access to internationally recognized college entrance examinations.

The SAT Program aligns with ADEK's mandate that schools offering the American Curriculum must support students in meeting the MoE's university admission and equivalency benchmarks.

In response to the equivalency demands, Al Ittihad Private Schools implemented the *SAT Math Enhancement Program* across all the five schools. The program is structured to provide a systematic 8-week support cycle prior to each official SAT testing session. It incorporates digital tools, in-class practices, targeted interventions, and accountability measures. Students are guided through specific domains tested in the SAT Math section: *Algebra, Advanced Math, Problem Solving and Data Analysis*, and *Geometry*. Through the integration of Khan Academy and in-school support structures, the program ensures continuous tracking of progress and timely remediation.

This program is designed for Grade 10 to 12 students and runs in tandem with the school academic calendar and SAT testing cycles. It integrates the official College Board–endorsed Khan Academy platform for personalized SAT Math practice and is aligned with the current digital SAT structure. The program emphasizes:

- Progressive mastery of core math domains
- Weekly tasks and feedback loops
- Regular digital SAT practice simulations
- School-wide tracking of performance data
- *Program Objectives*
The main objectives of the SAT Math Enhancement Program are to:
 - Prepare students to confidently attempt the digital SAT Math test
 - Build conceptual fluency in core SAT Math domains
 - Monitor and support student readiness through personalized learning tools (Khan Academy)
 - Align school-based practices with College Board deadlines and UAE MoE benchmarks
 - Support teachers and academic leads with tools to monitor student progress and provide timely intervention

The SAT Math Enhancement Program reflects the commitment to educational excellence and student success. By leveraging a systematic support structure, digital learning tools, and targeted instructional leadership, the program aims to ensure all students are well-equipped to meet the equivalency requirements and achieve competitive scores on the SAT Math test. Ongoing collaboration, accountability, and review are essential to realizing the goals of the program and raising overall performance.

7.4 Program Licensing, Documentation, and Declaration Protocols

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9)

All academic programs and external certifications must be formally declared and licensed through ADEK. Al Ittihad Private Schools follow a transparent declaration and reporting protocol:

Step	Action	Responsibility	Evidence/Documentation
1. Annual Program Review	Review all offered programs (AP, SAT, electives) for relevance and compliance.	Curriculum Manager CEO	Annual Academic Plan

2. ADEK Declaration	Submit updated program list via ADEK portal for authorization.	School Principal	ADEK Declaration Form
3. Documentation Upload	Provide teacher credentials, and accreditation evidence.	School System	ADEK Relevant Platform
4. Implementation Monitoring	Ensure programs are taught by qualified staff using approved resources.	Lead Teachers Section Principals School Principal	Lesson Observation
5. Annual Report Submission	Provide evidence of outcomes, enrollment, and student performance.	School Principal	ADEK Annual School Report

Table 9: Program Licensing, Documentation, and Declaration Protocols

7.5 Integration with Academic and Compliance Frameworks

Licensing and program declaration are embedded into the school's Academic Plan, Compliance Framework, and Accreditation Systems, ensuring seamless alignment across all quality assurance domains, and this includes:

Linked Framework	Integration Mechanism
Academic Plan	Defines program scope and course offerings per ADEK license.
Curriculum Framework	Aligns AP and SAT objectives with American standards.
Assessment Policy	Integrates SAT benchmarks and AP exam data into student evaluation.
Compliance Review	Provides evidence of licensed programs for ADEK inspection.
Accreditation	Confirms dual compliance with ADEK and Cognia accreditation requirements.

Table 10: Integration with Academic & Compliance Framework (Source: Adek.gov.ae, 2024)

This integration guarantees that all offered programs are authorized, strategically implemented, and monitored under unified governance.

7.6 Reporting, Equivalency, and Verification

(In alignment with ADEK Curriculum Policy v1.2 Clause 2.07 & MoE Equivalency Requirements)

To maintain MoE equivalency and higher education readiness:

- Student transcript meets the Equivalency Requirements (2025 Update) as shown in figure 2.
- Student academic transcripts explicitly list all AP courses and credits earned.
- SAT scores and English proficiency results are attached to the Equivalency Application Portfolio.
- Reports are reviewed annually by ADEK inspectors under Compliance Element 2.07, ensuring all students meet both curriculum and graduation standards.

Degree details	
What is curriculum did you study?	American Curriculum
Required Documents	
1. Graduation diploma	This is a copy of your original graduation diploma. If you do not have the original copy, you will need to request this from your school.
2. Grade 12 transcript	An attested, signed and stamped transcript (or marksheet) for Grade 12. If you do not have the original copy, you will need to request this from your school and ensure it is attested by your local educational authority (i.e., Abu Dhabi - ADEK, Dubai - KHDA, Sharjah - SPEA, Northern Emirates - Ministry of Education)
3. Grade 11 transcript	A signed and stamped transcript (or marksheet) your Grade 11. If you do not have the original copy, you will need to request this from your school.
4. Grade 10 transcript	A signed and stamped transcript (or marksheet) your Grade 10. If you do not have the original copy, you will need to request this from your school.
5. English test requirement	You can fulfill this requirement with an EmSAT English score of 1100. If it is not available to you, please provide evidence of your passing score for either an Academic IELTS test (minimum score: 5.0) or a TOEFL iBT test (minimum score: 81).
6. Math test requirement	You can fulfill this requirement with an EmSAT Math score of 500. If it is not available to you, please provide evidence of your passing score of 450 or above on the SAT 1 Math.
• Muslim students are required to have taken Islamic Studies in their last three years of study. • Students of Arab nationality are required to have taken Arabic in their last three years of study.	
In case the transcripts within your Required Document list do not include the school-administered examination results for Islamic and/or Arabic, please ensure you attach your school transcripts for the required period.	
You can also fulfill your English or Math test requirements with the EmSAT. In order to fulfill the English test requirement, you will need to achieve a score 1100 or higher on the EmSAT English test. To fulfill the Math test requirement, you will need to achieve a score of 500 or higher on the EmSAT Math test.	

Figure 2: MoE Equivalency Requirements for American Curriculum (Source: MOE Website, 2025)

7.7 Licensing & Declaration Program Outcome

(In alignment with ADEK Curriculum Policy v1.2 Clauses 1.01-2.07 & ADEK Compliance Review Checklist Elements 1.01-1.10)

Through strict adherence to ADEK licensing protocols and transparent program declaration, Al Ittihad Private Schools ensure that:

- All educational programs operate within approved licensing parameters.
- AP and SAT initiatives are seamlessly integrated into the American Curriculum, enhancing global competitiveness and academic excellence.
- The school remains fully compliant with ADEK and MoE regulations, sustaining eligibility for equivalency and accreditation.
- Students graduate with the academic qualifications, competencies, and credentials required for university admission in the UAE and abroad.

VIII. Accreditation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 5.1-5.2 & ADEK Compliance Review Checklist Elements 1.01-1.10)

Accreditation serves as the formal recognition that the school's educational program meets the academic, organizational, and quality assurance standards required by both ADEK and international accrediting bodies.

This section defines the framework through which Al Ittihad Private Schools ensure continued compliance, credibility, and excellence in curriculum provision, consistent with ADEK Curriculum Policy v1.2.

Accreditation is not viewed as a procedural formality but as a strategic driver of continuous improvement that ensures the curriculum remains relevant, inclusive, and aligned with both UAE Vision 2031 and the ADEK Quality Education Framework. Through accreditation, the school demonstrates accountability to ADEK, transparency to parents, and a sustained commitment to academic rigor, innovation, and learner achievement.

8.1 Purpose of Accreditation

(In alignment with ADEK Curriculum Policy v1.2 Clauses 5.1-5.2 & ADEK Compliance Review Checklist Elements 1.01-1.04)

The purpose of maintaining accreditation is to ensure that the school's educational program:

- Meets international benchmarks of quality, rigor, and effectiveness.
- Fulfills ADEK licensing and curriculum policy requirements, ensuring legal authorization and equivalency recognition.
- Promotes continuous self-evaluation and improvement across all academic and operational domains.
- Strengthens the credibility of the school's American curriculum, supporting student admission to global higher education institutions.
- Validates the school's alignment with national priorities such as inclusion, innovation, and UAE national identity integration.

Accreditation affirms that the school operates in full compliance with ADEK Clause 5.1, which mandates schools to maintain accreditation with a recognized body as a condition for license renewal and curriculum approval.

8.2 Accreditation Bodies and Frameworks

(In alignment with ADEK Curriculum Policy v1.2 Clauses 5.1-5.2 & ADEK Compliance Review Checklist Elements 1.01-1.04)

The Al Ittihad Private Schools are registered to operate in the UAE by the local regulatory authorities. For the two schools operating in Dubai, they are licensed by the local regulatory authority in Dubai – the Knowledge and Human Development Authority (KHDA), and the three schools operating in Abu Dhabi are licensed by the local regulatory authority operating in the Emirate of Abu Dhabi – the Abu Dhabi Department of Education and Knowledge (ADEK).

The Al Ittihad Private schools are accredited by different accreditation bodies: The New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS), Cognia (formerly known as AdvancED), and the American International Accreditation Association of Schools and Colleges (AIAASC). The two schools in Dubai are accredited by NEASC and CIS, the school in Khalifa

City A is accredited by NEASC and Cognia, the school in Shakhbout is accredited by AIAASC, and the school in Al Ain is accredited by Cognia.

The accreditation of the schools ensures that the curriculum adheres to the various domains of school quality, including:

- *Leadership Capacity*: Governance and vision alignment.
- *Learning Capacity*: Student engagement and instructional effectiveness.
- *Resource Capacity*: Adequacy and deployment of resources.
- *Data-Informed Decision Making*: Using evidence for improvement.
- *Continuous Improvement*: Sustained progress through measurable goals.

The schools also align its internal monitoring and self-review processes with ADEK's Irtiqaa Inspection Framework, ensuring that both internal and external standards operate in harmony. The schools also ensure to operate within the expectations of the UAE School Inspection Framework (USIF). This triangulation: among ADEK Compliance, Accreditation Body & USIF, ensures that the school's quality assurance mechanisms are comprehensive, credible, and internationally validated.

8.3 Accreditation Standards and Compliance Integration

(In alignment with ADEK Curriculum Policy v1.2 Clauses 5.1-5.2 & ADEK Compliance Review Checklist Elements 1.01-1.10 & 3.01-3.03)

The accreditation process is integrated into the school's Curriculum Improvement Cycle and Academic Plan.

Each domain of the accreditation framework directly supports the ADEK Compliance Review elements:

Accreditation Domain	Corresponding ADEK Compliance Elements	Integration Mechanism
Governance & Leadership	1.01–1.02	Ensures alignment between ADEK-mandated vision, mission, and leadership accountability.
Curriculum Design & Delivery	1.03–1.04	Verified through curriculum maps, pacing guides, and instructional audits.
Assessment & Achievement	2.01–2.07	Benchmarking of student performance data (MAP, AP, IBT, SAT, EmSAT).
Inclusion & Student Support	3.01–3.03	Evidence of inclusion, differentiation, and educational risk monitoring.
Continuous Improvement	8.1–8.3	Annual self-evaluation, accreditation reporting, and ADEK submission of action plans.

Table 11: Accreditation Standards & Compliance Integration

Through this alignment, accreditation functions as both a quality assurance tool and a compliance validation mechanism, ensuring full readiness for ADEK inspection and reauthorization.

8.4 Self-Evaluation and Evidence-Based Practice

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.9.5 & 8.2 & ADEK Compliance Review Checklist Elements 11.03, 2.06 & 3.03)

The school conducts a structured Self-Evaluation Form (SEF) review annually, modelled on both ADEK Irtiqaa standards. This self-evaluation measures:

- *Student Outcomes:* Attainment, progress, and skill mastery.
- *Curriculum Effectiveness:* Vertical and horizontal alignment validation.
- *Teaching Quality:* Lesson observations, walkthroughs, and student feedback.
- *Assessment Reliability:* Moderation, data accuracy, and benchmarking.
- *Leadership Impact:* Decision-making, accountability, and school-wide improvement actions.

8.5 Continuous Improvement and Reaccreditation

(In alignment with ADEK Curriculum Policy v1.2 Section 5 & ADEK Compliance Review Checklist Elements 1.01-1.10)

Accreditation serves as a cornerstone of educational quality assurance across all Al Ittihad Private Schools. It confirms that each school's curriculum, instructional practices, and assessment systems meet rigorous international and national standards as mandated by ADEK's Curriculum Policy v1.2. The accreditation process ensures continuous school improvement, accountability, and alignment with global best practices while reaffirming adherence to the UAE's educational vision and ADEK compliance expectations.

All Al Ittihad Private Schools operate under the American Curriculum framework and maintain valid accreditation from various accreditation bodies. Accreditation guarantees that the curriculum and all associated instructional and assessment processes are periodically reviewed and externally validated to ensure consistency, quality, and comparability with international benchmarks. This continuous validation process demonstrates the school's commitment to excellence and accountability, both in governance and educational delivery.

Accreditation is not a procedural requirement but a strategic mechanism that sustains the culture of ongoing improvement. Through self-evaluation, stakeholder engagement, and external review, accreditation ensures that all academic programs, teaching practices, and assessment models remain aligned with ADEK's standards and international best practices. The process also reinforces adherence to the ADEK Compliance Review Framework, ensuring that all licensed schools maintain a structured and standards-based curriculum, qualified teaching staff, valid graduation and credit systems, and continuous evidence of quality assurance.

Each school embeds accreditation principles within regular operations, which includes annual internal audits, curriculum mapping reviews, professional development initiatives, and standards-based evaluation processes. This ensures that accreditation is a living process of reflection, validation, and enhancement that drives the quality of teaching, learning, and student outcomes. Evidence of curriculum coherence, assessment reliability, and instructional rigor is documented and reviewed as required by the accreditation bodies and ADEK's Inspection and Compliance Framework, confirming the school's readiness for both national and international verification.

Through sustained accreditation and regular compliance reviews, Al Ittihad Private Schools uphold a robust culture of accountability, equity, and excellence. Accreditation validates the schools' commitment to maintaining a high-quality, inclusive, and future-ready education that equips all students with the

competencies, values, and qualifications required for success in higher education and beyond. This ensures that IPS continues to deliver an internationally benchmarked learning experience fully aligned with ADEK’s vision for innovation and continuous educational improvement.

8.6 Documentation and Evidence of Compliance

The following documentation is maintained as evidence for both ADEK and accreditation bodies verification:

- Accreditation Certificates and Annual Reports.
- Curriculum termly review findings and curriculum enhancement.
- Self-Evaluation Form (SEF) and School Development Plan (SDP) as aligned with ADEK requirements.
- Academic Plan and Course Catalogues reflecting curriculum alignment.
- Monitoring Dashboards and PD Logs.
- Accreditation Action Plans with SMART goals linked to ADEK compliance outcomes.

8.7 Accreditation Outcome

(In alignment with ADEK Curriculum Policy v1.2 Section 5 & ADEK Compliance Review Checklist Elements 1.01-1.10)

Through this robust accreditation system, Al Ittihad Private Schools ensure that:

- The adopted American Curriculum remains internationally recognized, relevant, and rigorous.
- The school sustains dual alignment with ADEK and relevant accreditation body.
- Curriculum quality, assessment reliability, and instructional excellence are continuously validated and improved.

IX. Enrichment

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.3-3.7 & ADEK Compliance Review Checklist Elements 1.02, 1.04, and 3.01-3.03)

Enrichment at Al Ittihad Private Schools represents a core dimension of the educational experience, extending learning beyond the boundaries of the formal curriculum. It ensures that students have diverse opportunities to explore personal interests, develop 21st-century competencies, and apply knowledge creatively across real-world contexts. Enrichment supports holistic education, providing students with academic, social, cultural, and emotional growth opportunities. It complements classroom instruction and reinforces the school's mission of nurturing innovative, responsible, and globally competent learners prepared to contribute meaningfully to the UAE and the world.

9.1 Purpose of Enrichment

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.3)

Enrichment ensures that the curriculum addresses cognitive, physical, artistic, social, and moral dimensions of development. The purpose of enrichment is to enhance the quality and depth of learning by:

- Promoting extended inquiry and creativity across all subjects.
- Supporting personalized learning pathways that recognize diverse talents and abilities.
- Cultivating AI literacy, innovation, and problem-solving as future-ready competencies.
- Providing access to extracurricular programs that complement core academics, consistent with ADEK's emphasis on whole-child education.

9.2 Types of Enrichment Opportunities

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.4-3.5 & ADEK Compliance Review Checklist Elements 1.02, and 3.01-3.03)

All enrichment activities are planned annually, reviewed termly, and documented in the School Activities Calendar. The school's enrichment program offers structured opportunities within and beyond the classroom across four dimensions:

Dimension	Description	Examples of Enrichment Activities	Linked ADEK Elements
Academic Enrichment	Extends classroom learning through higher-order inquiry, cross-curricular projects, and competitions.	STREAM projects, AI & Robotics Clubs, Debate Clubs, Reading Challenges, Science Olympiad.	1.02, 3.01
Creative and Performing Arts	Develops expression, collaboration, and cultural appreciation through visual and performing arts.	Art Exhibitions, Drama Productions, Music Ensembles, Photography & Film Club.	3.02
Physical and Wellbeing Enrichment	Promotes healthy lifestyles and resilience through sport and fitness programs.	Athletics, Swimming, Fitness Programs, School Sports Day, Yoga & Mindfulness sessions.	3.02, 3.03
Service Learning & Leadership	Cultivates social responsibility and leadership through community involvement.	Model United Nations (MUN), Community Service, Student Council, Sustainability Campaigns.	1.04, 3.03

Table 12: Four Dimensions of Enrichment Activities

9.3 Cross-Curricular Enrichment Integration

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.4 & ADEK Compliance Review Checklist Element 1.02)

Enrichment is embedded into the curriculum via cross-curricular integration that encourages creativity and innovation across disciplines. Teachers collaborate through ATLAS Rubicon to design interdisciplinary activities linking as:

- STREAM Fair addressing UAE sustainability goals.
- AI-integrated coding projects aligned with UAE AI Strategy 2031.
- Art and social studies collaborations showcasing Emirati culture and heritage.

9.4 Inclusive Enrichment and Differentiation

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.7, ADEK Compliance Review Checklist Elements 3.01-3.03 & ADEK Inclusive Education Policy 2025)

Enrichment opportunities are inclusive and equitable, ensuring that all students, including Students with Additional Learning Needs (ALN), Gifted & Talented students, and those at educational risk, participate fully. Examples include, but are not limited to:

- Students with Additional Learning Needs access enrichment through adapted programs, supported by Learning Support Assistants and Individual Education Plans (IEPs).
- High-achieving students engage in extension projects, AP program participation, or mentorship initiatives.
- Targeted support, such as the Educational Risk Intervention Plan, ensures participation without academic exclusion.

9.5 Student Leadership and Voice in Enrichment

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.5-3.6 & ADEK Compliance Review Checklist Element 1.04)

Students play an active role in shaping the enrichment landscape. This participatory approach emphasizes student's agency, leadership, and engagement in policy implementation. Each school maintains a Student Council chaired by the Student Council President and overseen by the Vice Principal, where:

- Students propose clubs, events, and projects aligned with ADEK priorities (innovation, wellbeing, UAE values).
- Feedback from students informs program renewal and curriculum relevance.
- Student voice is documented in Student Council Reports and actions are recorded to be used as an example for future student council.

9.6 Monitoring, Evaluation, and Impact

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9.3)

The enrichment program is monitored, evaluated, and reviewed by the school principal and vice principal. Evaluation focuses on:

- *Participation Rates:* Monitoring inclusion across gender, phase, and ability.
- *Student Achievement:* Measuring how enrichment enhances attainment, attendance, and engagement.
- *Quality of Provision:* Observations, feedback, and satisfaction surveys.
- *Impact Reporting:* Findings recorded in the Termly Enrichment Report and included in the Annual SEF.

9.7 Documentation and Reporting

(In alignment with ADEK Compliance Review Checklist Elements 1.02, 3.01-3.03)

The following documents are maintained for compliance and quality assurance:

- Annual Activities Plan and Academic Calendar.
- Club Proposals and Approval Forms verified by school leadership.
- Participation Logs disaggregated by gender, phase, and inclusion category.
- Student Voice Reports and Feedback Surveys.

9.8 Enrichment Outcome

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.3-3.7)

Through its structured and inclusive enrichment program, Al Ittihad Private Schools ensure that:

- Students experience a balanced education integrating academics, arts, wellbeing, and innovation.
- Enrichment activities enhance motivation, engagement, and real-world learning.
- Every student develops creative confidence, leadership, and civic responsibility.

X. Adaptation for All Student Groups

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.6-3.9, ADEK Compliance Review Checklist Elements 3.01-3.03 & ADEK Inclusion Policy 2025)

Al Ittihad Private Schools are committed to ensuring that every student, regardless of background, language, ability, or educational need, has equitable access to a high-quality, inclusive, and future-oriented education. This section outlines how the curriculum is intentionally designed, delivered, and differentiated to meet the diverse needs of all students, including Students with Additional Learning Needs (ALN), Gifted and Talented Students, English Language Learners (ELLs), and Students at Educational Risk. Through adaptation, each schools ensures that the curriculum not only complies with ADEK and MoE requirements but also reflects the principles of equity, personalization, and empowerment, aligning with UAE Vision 2031 and the national agenda for inclusive education.

10.1 Policy Alignment and Commitment

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.6-3.9 & ADEK Compliance Review Checklist Elements 3.01-3.03)

The holistic alignment of the curriculum ensures that the school maintains the ADEK's standard that *curriculum must be adaptive, equitable, and accessible to all student groups*. The school's inclusive philosophy is grounded in the following commitments:

- Every student is entitled to a broad, balanced, and differentiated curriculum that supports personal and academic growth.
- Adaptations are made to ensure students reach their maximum potential regardless of barriers to learning.
- Curriculum design, instruction, and assessment practices integrate Universal Design for Learning (UDL) principles, ensuring multiple means of engagement, representation, and expression.
- Regular monitoring ensures adaptations meet the policy expectations, confirming that inclusion is embedded within curriculum delivery, assessment, and improvement.

10.2 Adaptation for Students with Additional Learning Needs

(In alignment with ADEK Inclusion Policy 2025 & ADEK Compliance Review Checklist Element 3.01)

Students with Additional Learning Needs (ALN) are fully integrated into regular classes, supported by differentiated instruction, specialized resources, and individualized learning plans. The school's Inclusion Support Team, comprising the Inclusion Coordinator, and Learning Support Assistants, oversees planning and delivery.

Adaptation practices include:

- *Individual Education Plans (IEPs)*: Tailored learning goals, accommodations, and progress indicators co-created with parents and specialists.
- *Differentiated Instruction*: Modified tasks, simplified content, and flexible groupings within the regular classroom.
- *Assistive Technology*: Digital readers, visual supports, and AI-based personalized learning tools.
- *Assessment Modification*: Alternative assessment formats and extended time based on IEP recommendations.
- *Progress Monitoring*: Termly review meetings documenting achievement and next steps.

10.3 Adaptation for Gifted and Talented Students

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.7 & ADEK Compliance Review Checklist Element 3.02)

At Al Ittihad Private Schools, high achievers are supported via adaptive and aspirational curriculum opportunities. Gifted and Talented students are identified through a combination of achievement data, teacher observation, and standardized testing (CAT4, MAP, and internal benchmarks). Curriculum adaptations for this group emphasize extension and acceleration, ensuring they remain challenged and engaged.

Key enrichment and differentiation strategies include:

- *Curriculum Compacting*: Allowing students to progress rapidly through mastered content.
- *Tiered Assignments*: Increasing task complexity for advanced learners.
- *Project-Based Learning*: Independent research aligned with STREAM and AI innovation projects.
- *Leadership Opportunities*: Roles in MUN, peer mentoring, and innovation fairs.
- *Advanced Placement (AP) Courses*: Providing university-level academic rigor and credit opportunities.

10.4 Adaptation for English Language Learners (ELLs)

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.6 & ADEK Compliance Review Checklist Element 3.03)

English Language Learners (ELLs) receive structured linguistic and academic support that facilitates gradual proficiency while maintaining access to mainstream content. This affirms that the curriculum supports multilingual students effectively and inclusively.

The school employs a Whole-School ELL Framework, which includes:

- *Differentiated Lesson Plans*: Simplified texts, vocabulary scaffolds, and visuals to aid comprehension.
- *Co-Teaching Model*: ELL support teachers collaborate with subject teachers to deliver language-integrated lessons.
- *Targeted English Support*: Pull-out and in-class interventions based on WIDA proficiency levels.
- *Language-Embedded Assessment*: Evaluation through performance-based tasks, oral responses, and modified rubrics.
- *Professional Development*: Teacher training in linguistic scaffolding, sheltered instruction (SIOP model), and culturally responsive pedagogy.

10.5 Adaptation for Students at Educational Risk

(In alignment with ADEK Educational Risk Policy & ADEK Compliance Review Checklist Element 3.03)

Students at educational risk are identified through continuous monitoring of academic, behavioural, and emotional indicators. The school's Educational Risk Committee, chaired by the Vice Principal, ensures targeted intervention and curriculum adaptation through a Multi-Tiered Systems of Support (MTSS) demonstrating structured intervention and documentation for at-risk students:

Tier	Description	Curriculum Adaptation	Responsibility
Tier 1: Universal Support	Regular classroom instruction and formative assessment.	Differentiated lessons & formative feedback.	Teachers Lead Teachers
Tier 2: Targeted Support	Small group instruction for students below expected progress.	Additional practice tasks & modified materials.	Inclusion Team
Tier 3: Intensive Intervention	Individualized support through IEPs or learning contracts.	Personalized learning programs & flexible pacing.	Inclusion Team Vice Principal

Table 13: Multi-Tiered Systems of Support (MTSS)

10.6 Adaptation in Assessment and Reporting

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9.5 & ADEK Inclusion Policy 2025)

Assessment is adapted to reflect fairness and validity for diverse students to ensure that all student groups are evaluated equitably while maintaining the rigor and comparability of assessment standards. Practices include:

- Modified question formats, assistive devices, and alternate testing environments.
- Use of formative feedback to guide learning progress rather than penalize language or ability gaps.
- Reporting aligned with Individual Education Plan (IEP), Individual Learning Plan (ILP) objectives for ALN and ELLs.
- Inclusion of narrative reports and parent feedback to capture holistic progress.

10.7 Collaboration, Professional Learning, and Capacity Building

(In alignment with ADEK Inclusion Policy 2025 & ADEK Compliance Review Checklist Element 3.03)

Teachers and school leaders engage in continuous professional learning on inclusive practices and adaptive pedagogy.

Key initiatives that help build school's capacity for sustained inclusive excellence include:

- *Annual Inclusion PD Calendar*: Sessions on UDL, differentiation, and adaptive assessment.
- *Peer Coaching Cycles*: Collaboration between teachers and ALN specialists to refine inclusive strategies.
- *ADEK Inclusion Framework Workshops*: Participation in ADEK-led training and policy familiarization.
- *Community Engagement*: Partnerships with parent associations and external specialists for holistic support.

10.8 Monitoring and Quality Assurance

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9.5 & ADEK Compliance Review Checklist Elements 3.01-3.03)

Adaptation practices are systematically monitored via:

- IEP/ILP Review Meetings (per semester).
- Lesson Observations with Inclusion Focus.
- Data Review Meetings to analyze the progress and attainment trends for adapted learners.
- Inclusion and educational risk documentation in SEF portfolios.

10.9 Adaptation for All Student Groups Outcome

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.6-3.9 & ADEK Compliance Review Checklist Elements 3.01-3.03)

Al Ittihad Private Schools ensure that:

- Every student experiences equitable access to a differentiated, inclusive, and challenging curriculum.
- Adaptation practices are intentional, evidence-based, and sustainable.
- All adaptation processes strengthen the school's performance in ADEK inspections and its broader commitment to inclusive excellence and continuous improvement.

XI. Curriculum Mapping and Alignment

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.1)

The purpose of curriculum mapping is to provide a comprehensive, transparent, and standards-based overview of what is taught, how it is taught, and how student learning is assessed across all grade levels and subjects. Curriculum Instructional Pacing Guides (IPGs) at Al Ittihad Private Schools serve as the central operational tool for ensuring coherence between intended, enacted, and assessed curricula. They reflect the principles of spiral progression, integration, and outcome-based design mandated under ADEK standards, ensuring that each unit contributes to the cumulative development of student competencies. Every school must maintain a structured, vertically and horizontally aligned curriculum that clearly defines learning outcomes, instructional standards, and progression of skills from Kindergarten to Grade 12.

According to the ADEK Curriculum Policy v1.2, a Curriculum Map is *a description of the horizontal and vertical plan for a subject's education standards/outcomes, skills, and concepts, and the resources that a teacher uses to address those standards in the classroom during the academic year for all grade/year levels.*

This process involves systematically collecting, reviewing, and updating the school's operational database of curriculum content, ensuring that the curriculum is:

- Vertically sequenced (progression across grade levels).
- Horizontally aligned (consistency within the same grade across subjects).
- Reflective of expected standards, teaching strategies, and resources.

11.1 Structure and Components

Each curriculum map is developed, maintained, and reviewed through *ATLAS Rubicon*, ensuring digital consistency across all campuses.

Every map includes the following components:

Component	Description	Alignment to ADEK Policy
Course Overview	Defines the course description, grade level, and duration.	Clause 3.1(1): Curriculum must include vertically/horizontally aligned progression.
Standards and Outcomes	Specifies learning outcomes per semester/unit linked to international and MoE standards.	Compliance Element 1.03: Defines <i>what students should know, understand, and do</i> .
Scope and Sequence	Details the breadth and order of content, skills, and concepts across units.	ADEK Definitions, p.5: Ensures prerequisite mastery and structured sequencing.
Learning Experiences	Lists inquiry tasks, projects, and cross-curricular links that embed UAE national values and STREAM approaches.	Clause 3.4: Cross-curricular links must be meaningful and innovative.
Assessment Strategies	Aligns formative and summative assessments with mapped learning outcomes and DOK levels.	Assessment Policy 2.02: Ensures coverage of standards and cognitive demand.
Resources and References	Aligns textbooks, digital tools, and AI platforms with grade-level outcomes.	Compliance Element 1.04: Materials must support and enrich learning.

Table 14: ATLAS Rubicon Curriculum Map

11.2 Development and Review Cycle

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9)

Curriculum maps are developed collaboratively by subject lead teachers, and teachers under the supervision of the section principal, vice principal, and principal. The mapping cycle follows ADEK's mandated annual evaluation and review model to enhance quality and impact:

Phase	Timeline	Action	Responsibility
Initial Mapping	Semester 2 of prior Academic Year	Review standards, design units, and update pacing guides	Teachers Lead teachers
Implementation Monitoring	Semester 1	Review coverage through lesson plans, Class Observation, Schoology uploads, and observation notes	Section Principals Vice Principal
Mid-Year Review	End of Semester 1	Evaluate curriculum alignment, and pacing accuracy	Lead Teachers Section Principals Vice Principals Curriculum Manager
End-of-Year Evaluation	End of Semester 2	Analyze learning data, curriculum review surveys, and revise scope for next year	Lead Teachers Section Principals Vice Principals Curriculum Manager

Table 15: Curriculum Review Cycle & Curriculum Development

11.3 Integration of Cross-Curricular and UAE National Identity Links

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.2, 3.7-3.8 & ADEK Compliance Review Checklist Elements 3.2)

Curriculum maps explicitly integrate cross-curricular elements such as:

- UAE National Identity and Arabic Language Connections (MoE Subject Integration).
- STREAM and AI Literacy Projects aligning with ADEK's Innovation and Skills Framework.
- Moral and Social Education Elements per MoE Moral Education Framework.
- Global Competency and Wellbeing Themes under the ADEK Wellbeing Policy and Sustainable Development Goal (SDG) integration.
- Each unit plan includes *Link to National Identity* item to document the connections.

11.4 Quality Assurance and Evidence

(In alignment with ADEK Compliance Review Checklist Elements 1.01 and 1.03)

Every school is to ensure that the curriculum mapping and alignment is being evaluated via:

- *Lesson Plan Alignment Checks:* Conducted biweekly by Section Principals and on weekly by lead teachers to verify consistency between mapped outcomes and classroom delivery.
- *Cross-Campus Moderation:* Ensures parity of content, assessment, and instructional depth across all IPS campuses.
- *Audit Evidence:* Curriculum maps, pacing guides, and sample unit plans are maintained as inspection-ready evidence for inspection.
- *Monitoring Reports:* Findings from curriculum review is to be prepared for readiness for the curriculum updates.

11.5 Curriculum Mapping & Alignment Outcome

(In alignment with ADEK Curriculum Policy v1.2 Section 3)

Through curriculum mapping, the school guarantees that every course and unit taught is purposeful, measurable, and ADEK-compliant, supporting the school's vision for academic excellence and alignment with UAE Vision 2031 and ADEK Strategic Quality of Education.

This mapping process ensures:

- Full vertical and horizontal alignment of the K–12 curriculum.
- Continuity and transition between grade levels and subject areas.
- Evidence-based planning for inspection and accreditation.
- Transparent articulation of expected learning outcomes for teachers, students, and parents.

XII. Curriculum Pacing Guides

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.1 & 3.9 & ADEK Compliance Review Checklist Elements 1.03, 1.04, 2.02 & 3.02)

Pacing Guides serve as the operational roadmap for curriculum implementation, ensuring that learning standards, content, and assessments are delivered systematically within each semester and academic year. Every school is to maintain detailed pacing guides for all subjects and grade levels to secure vertical continuity, horizontal coherence, and compliance with ADEK and MoE curricular expectations.

The pacing guides operationalize the school's Curriculum Maps by translating long-term standards into short-term instructional plans. They ensure a balanced distribution of instructional time, adherence to ADEK-mandated contact hours, and consistent coverage across all Al Ittihad Private Schools.

A Pacing Guide is a term-by-term or week-by-week plan that ensures the delivery of standards and outcomes within the prescribed instructional time while maintaining alignment across grades and subjects. The pacing guide acts as a living document, updated as part of the annual curriculum review cycle to reflect changes in standards, content, or instructional priorities.

12.1 Structure and Components

(In alignment with ADEK Compliance Review Checklist Elements 1.03, 1.04, 2.02 & 3.02)

Each Pacing Guide is organized around ADEK-aligned learning outcomes and includes:

Component	Description	Alignment to ADEK Compliance
Learning Outcomes & Standards	Specific outcomes derived from CCSS, NGSS, MoE, and AP frameworks.	1.03
Units or Topics or Chapters	Thematic units or modules identified in the Curriculum Map.	1.04
Instructional Time Allocation	Number of periods/weeks assigned per topic or standard.	2.02
Core & Supplementary Resources	Textbooks, e-resources, and project materials supporting the unit.	1.04
Assessment Schedule	Formative, summative, and benchmark assessment dates.	2.02
Differentiation & Inclusion Notes	Adaptations for ALN and educational risk.	3.02

Table 16: Pacing Guide Structure & Components

12.2 Development and Review Process

(In alignment with ADEK Curriculum Policy v1.2 Clause 3.9.5)

The development of pacing guides is a collaborative and systematic process led by the lead teachers, sections principals, and vice principal in coordination with the Curriculum Manager. The process follows the following cycle:

Phase	Action	Frequency	Responsibility
Design Phase	Convert Curriculum Maps into week-by-week instructional timelines.	Annually (Semester 2 of prior AY)	Teachers Lead teachers
Implementation Monitoring	Review pacing adherence through lesson plan audits and ATLAS uploads.	Weekly / Monthly	Section Principals Vice Principal
Mid-Year Adjustment	Revise pacing to accommodate student performance data and assessment results.	Semester 1	Lead Teachers Section Principals Vice Principals Curriculum Manager
End-of-Year Review	Evaluate effectiveness of pacing guide and update next year's plan.	Semester 2	Lead Teachers Section Principals Vice Principals Curriculum Manager

Table 17: Pacing Guide Development & Review Process

12.3 Implementation and Monitoring

(In alignment with ADEK Compliance Review Checklist Element 2.02)

Monitoring outcomes are discussed during the weekly School Senior Leadership Meetings, where adjustments are made to maintain instructional balance and compliance with contact-hour requirements to ensure:

- *Consistency Across Campuses:* All Al Ittihad Private Schools implement a unified pacing structure to ensure equitable learning experiences and standardization of coverage.
- *Weekly Lesson Plan Checks:* Section Principals and Lead Teachers monitor adherence through lesson plan submissions and classroom walkthroughs.
- *Curriculum Dashboards:* Pacing adherence and completion rates are tracked through the ATLAS Rubicon dashboard and reported to the school vice principal and principal.
- *Alignment with Assessment Calendar:* The pacing guide ensures that formative and summative assessments are appropriately spaced and reflective of covered content.

12.4 Inclusion, Flexibility, and Differentiation

(In alignment with ADEK Compliance Review Checklist Element 3.01-3.03)

Pacing Guides are designed to accommodate diverse learning needs by embedding inclusion and intervention strategies directly within curriculum planning, particularly:

- *Students with Additional Learning Needs:* Adjusted timelines and differentiated learning tasks as per IEPs.
- *High-Ability Students:* Extended learning and enrichment opportunities integrated into the pacing guide.
- *Educational Risk Cases:* Additional instructional support time or remediation sessions integrated within the pacing plan.

12.5 Quality Assurance and Compliance Evidence

(In alignment with ADEK Curriculum Policy v1.2 Clauses 2.05-2.07 & ADEK Compliance Review Checklist Elements 1.03, 1.04, & 1.09)

All evidence is maintained for ADEK inspection compliance purposes. Evidence of effective pacing implementation includes:

- Completed and signed pacing guide checklists validated each term by the principal.
- Cross-campus pacing comparison reports ensuring alignment.
- End of Semester Curriculum Progress Reports verifying lesson delivery timelines.
- Documented adjustments linked to assessment results and student achievement data.

12.6 Curriculum Pacing Guides Outcome

The curriculum pacing guides ensure that the curriculum is not only well-designed but also consistently executed, reflecting the school's commitment to academic excellence, ADEK compliance, and continuous improvement in line with UAE Vision 2031.

The use of structured pacing guides ensures that the school:

- Timely and equitable coverage of all standards across subjects and grade levels.
- Instructional coherence and predictability that supports teacher planning and student progression.
- Data-driven curriculum adjustments enhancing quality and compliance readiness.

XIII. Graduation Requirements

(In alignment with ADEK Curriculum Policy v1.2 Clauses 2.03-2.07 & ADEK Compliance Review Checklist Elements 1.05-1.09)

The Graduation Requirements define the academic expectations that all students must meet to successfully complete the American Curriculum program and earn a high school diploma recognized by both the ADEK and the UAE MoE for equivalency. This outlines the distribution of credits, mandatory subjects, and performance criteria necessary for student graduation and equivalency approval.

The Al Ittihad Private Schools' graduation requirements reflect international best practices and ensures that each graduate demonstrates:

- Mastery of core academic competencies in alignment with CCSS and NGSS.
- Achievement of a minimum of 24 credits distributed across core and elective subjects.
- Completion of national subjects (Arabic Language, Islamic Education, UAE Social Studies, and Moral Education) as required by the MoE.
- Readiness for university entry demonstrated through SAT and English proficiency benchmarks.
- Engagement in innovation, service learning, and STREAM projects as per ADEK's skills-based education agenda.

13.1 Graduation Credit Distribution

All students must complete a minimum of 24 academic credits in Grades 9–12 to qualify for the Al Ittihad Private School American High School Diploma. Each credit represents a year-long course completed with a passing grade (minimum 60%).

To earn a high school diploma, students must fulfill specific credit requirements across a range of academic subjects. These credits reflect the completion of courses that meet the required instructional hours and are essential for demonstrating a well-rounded education. The table below outlines the minimum credit requirements for each subject area, ensuring students are prepared for both academic and personal success.

Each credit represents *120 hours of classroom instruction*, and students must complete a minimum of 27 *credits* to graduate. In addition to core subjects like English, Mathematics, Science, and Arabic Language, students are required to take courses in Visual/Performing Arts, Physical Education, and Electives, including Humanities. Certain courses, such as Moral Education, are mandatory but do not count toward the overall credit total.

All Arab students are required to take Arabic Language every semester, and all Muslim students are required to take Islamic Studies every semester as per the local regulatory authority regulations.

The breakdown of the required credits is as follows:

Subject	Required Credits
English	4
Science	4
Mathematics	4
Arabic Language	4
Islamic Studies	2

Social Studies	2 (Including 0.5 UAE Social Studies-Gr9)
Physical Education	2
Visual/Performing Arts	1
Electives	4 (Three of which are Humanities)
Moral Education	0 (Mandatory – No Credit)
<i>Total</i>	<i>27 Credits (Minimum)</i>
<i>A credit requires 120 classroom hours of instruction</i>	

Table 18: Graduation Credit Distribution

13.2 Grade Point Average (GPA)

The Grade Point Average (GPA) is an important academic metric used in American high schools to represent a student's overall academic performance. It provides a cumulative measure of the final grades earned across all completed courses over time.

- The GPA is calculated by *adding all final grades received in completed courses and then dividing the total by the number of credits awarded.*
- This numerical average reflects a student's academic progress and is often a key factor in determining eligibility for academic honors, college admissions, and scholarship opportunities.

13.3 Minimum Grade Required to Earn Credit

In American high schools, the academic system is primarily credit-based rather than examination-based. Students earn credits by successfully completing courses which are required for graduation. The following guidelines outline the key policies regarding course credits and assessments:

- Students must achieve a minimum grade of *D- (60%)* in a course to be awarded credit. If a student does not meet this requirement, they will not receive credit for the course, and it must be retaken to fulfill graduation requirements.
- *Re-sit examinations are not offered* in U.S. high schools. Unlike some other education systems, U.S. high schools do not rely on final examinations as the primary basis for awarding credit. Instead, students earn credits through consistent course participation, performance, and completion of assignments throughout the academic term.

13.4 Advanced Placement (AP) Courses

Al Ittihad Private Schools offer the Advanced Placement (AP) Program by the College Board in the United States. These courses are designed to provide students with a rigorous academic experience equivalent to first-year college courses. AP courses provide a rigorous academic experience equivalent to first-year college courses and are intended for students with proven academic ability, interest, and motivation to manage the additional workload and study requirements. Below are the key details and policies regarding AP courses:

- AP courses are designed for students who demonstrate the ability to handle advanced-level coursework. These courses require significant self-directed study, organizational skills, and time management.
- The decision to enroll in an AP course should not be taken lightly. It is strongly recommended that students seek advice from parents, the course teacher, current students enrolled in the AP course of interest, and their counselor before making a final decision.

- Students enrolled in AP courses are offered the opportunity to complete the corresponding College Board external exam in May. The exams are graded on a scale of 1 to 5, and many colleges and universities offer credit, course exemptions, or advanced standing for scores of 3, 4 or 5, depending on their policies. Students are encouraged to research individual colleges to understand their specific AP credit policies.
- There is a fee for each AP exam, which is to be included in the school fees.
- AP courses are weighted to reflect their difficulty level. When calculating the Grade Point Average (GPA), AP courses carry a weight of 1.25 credits.
- Students who wish to take an AP exam in a subject not offered at IPS High School may prepare for the exam independently and register for the test through the school.
- If a student wishes to register for an AP course without receiving a teacher's recommendation due to their current academic performance, parents will be required to sign a consent form acknowledging that the course may not be suitable for the student. If the waiver form is not signed, the student will not be permitted to enroll in the requested AP course.

13.5 Elements of a High School Grade Transcript

A high school transcript serves as an essential document that provides a comprehensive record of a student's academic achievements throughout their high school journey. This official report is frequently requested by colleges, universities, and employers to assess a student's academic performance and readiness for future opportunities.

- The transcript details the student's academic accomplishments by listing all courses completed during high school.
- It specifies when each course was taken, along with the corresponding grades received. Additionally, it includes the school's grading scale and an academic summary.
- Transcripts may also feature supplementary information, such as standardized test scores, honors or awards received, and other notable achievements. In some cases, course descriptions are attached to provide further context.
- Maintaining an updated transcript is mandatory for all high school students. The transcript must be regularly revised to reflect newly completed courses and updated academic records.

13.6 Promotion and Credit Accumulation

To ensure that Al Ittihad Private Schools students have completed their graduation requirements, they are provided with transcripts that reflect the courses covered throughout the high school (Cycle 3 or Grades 9 – 12). In accordance with the MoE and ADEK requirements, the school must complete the Credit Review Process via the Credit Review System to ensure that every student is fulfilling the graduation requirements and is adhering to the ADEK compliance requirements.

Schools are to ensure that:

- Students must pass all required courses in a given grade level to advance.
- Credit is awarded upon successful completion of each semester and final exam.
- Failing a core subject results in credit deficiency, requiring credit recovery or summer school as outlined according to the Credit Recovery mandates.
- All credit adjustments are tracked in the Student Academic Record System and verified by the school.

13.7 Graduation Readiness Verification

Prior to graduation, the section principal, vice principal and principal must ensure that each student has:

- Met all credit and course completion requirements (24 credits minimum).
- Achieved the required SAT and English proficiency scores.
- Completed national subject requirements (Arabic Language, Islamic Education, Moral Education, UAE Social Studies).
- Fulfilled all school community service hours.
- Maintained attendance above 90%.

13.8 High School Diploma

Upon meeting all graduation requirements:

- The student is awarded the Al Ittihad Private School American High School Diploma signed by the Principal.
- The school issues an official transcript reflecting GPA, and credits earned.
- The Equivalency File is prepared by the school and shared with the student to be able to apply for the UAE MoE Equivalency Department for certification.

13.9 Graduation Requirements Outcome

Through these comprehensive graduation requirements, Al Ittihad Private Schools ensure:

- Full compliance with ADEK Policy v1.2 & MoE Equivalency Requirements.
- Clear pathways for student progression, credit recovery, and equivalency attainment.
- Alignment of the American Curriculum with UAE national expectations for higher education and career readiness.
- Recognition of student achievement through globally benchmarked qualifications (AP, SAT, and IELTS).

XIV. Credit Recovery Program

(In alignment with ADEK Curriculum Policy v1.2 Appendix A Section 8 & ADEK Compliance Review Checklist Elements 1.09)

Credit Recovery is an essential component of academic accountability and student support within Al Ittihad Private Schools. It ensures that students who have not met the required academic standards or who have fallen short of the minimum credit requirements are provided with structured opportunities to regain academic standing.

The Credit Recovery Program serves as a formal mechanism to uphold equity, retention, and progression while safeguarding the integrity of graduation and equivalency standards, where:

- The Credit Recovery Program is structured around ADEK's guiding principles of inclusivity, standards alignment, and academic rigor.
- The program ensures that any student earning a final mark below 60%, or who misses graduation credit requirements, engages in a systematic recovery process to achieve competency in the missed standards.
- A maximum of two to three core course credits may be recovered per academic year, as stipulated by ADEK. This threshold guarantees that recovery remains focused, measurable, and pedagogically sound, ensuring that academic expectations are not compromised.
- The Credit Recovery Program at IPS adopts a standards-based approach, where learning targets are directly linked to the course standards, ensuring mastery of essential concepts and skills. The program includes targeted instruction, formative assessment checkpoints, and teacher-led remediation to monitor improvement.
- Recovery courses are facilitated exclusively on school premises under the supervision of qualified teachers, ensuring that instruction and assessment remain aligned with approved curriculum standards and ADEK quality assurance expectations.
- Accredited online courseware may be used only under ADEK's authorization parameters, ensuring that such digital platforms meet the equivalency and standards-alignment requirements.
- The adopted curriculum supports the credit recovery process by integrating continuous monitoring, data analysis, and feedback loops that identify students in need of intervention early in the semester.
- Clear communication protocols ensure that all stakeholders; teachers, students, parents, and school leaders, understand their roles and responsibilities. Students and families are informed in writing about eligibility, program requirements, assessment criteria, and progress monitoring. This transparency fosters shared accountability and active engagement in the recovery process.

The program must be monitored by: Section Principal, Career & University Counselor, Vice Principal & Principal to ensure that clear communication is conveyed to students and parents.

Through consistent implementation, the schools maintain a structured, standards-aligned, and inclusive credit recovery system that promotes academic continuity, student success, and equitable access to graduation pathways. This approach reinforces the school's mission of supporting every student to meet or exceed the expected learning outcomes and to graduate with the competencies required for higher education and lifelong learning.

The table below outlines the procedural steps, timelines, and required evidence to ensure systematic implementation and documentation of the Credit Recovery Program across all Al Ittihad Private Schools:

Stage	Procedure Description	Timeline	Required Documentation / Evidence
1. Identification of Credit Deficit	Review of student transcripts and academic performance to identify students with final marks below 60% or missing required credits.	End of each semester	- Student Grade Reports - Academic Deficiency List
2. Notification and Parent Communication	Inform students and parents about the credit shortfall, eligibility criteria, and required actions to recover the credit. Written communication & acknowledgement are documented.	Within 5 working days of report issuance	- Parent Notification Form - Student Acknowledgment Letter
3. Credit Recovery Planning	Develop an individualized Credit Recovery Plan outlining subject, standards to be re-taught, instructional hours, and mode of delivery.	Within 10 working days of identification	- Individual Credit Recovery Plan - Standards Alignment Sheet
4. Instructional Delivery	Conduct recovery sessions using standards-based instruction delivered by a qualified teacher on school premises or through ADEK-approved online programs.	During designated recovery period (minimum 15 instructional hours per 0.5 credit)	- Attendance Records - Lesson Logs - Assessment Samples
5. Formative Assessment and Monitoring	Implement formative assessments to measure progress and mastery of identified standards. Provide ongoing feedback to students and parents.	Continuous	- Formative Assessment Results - Feedback Logs
6. Final Evaluation and Credit Validation	Conduct summative assessment to determine competency and final grade. Submit evidence for validation and update student transcript.	At completion of recovery period	- Final Assessment Results - Updated Transcript - Verification Report
7. Reporting and Record Keeping	Maintain full documentation of credit recovery activities, student outcomes, and supporting evidence for ADEK review.	End of Academic Year	- Credit Recovery Register - ADEK Evidence File
8. Review and Improvement	Conduct annual review of credit recovery effectiveness, identifying trends, causes, and interventions for curriculum improvement.	Annual (June–July)	- Credit Recovery Review Report - Updated Policy Actions

Table 19: Credit Recovery Program Stages

XV. Compliance

(In alignment with ADEK Curriculum Policy v1.2, ADEK Assessment Policy v1.2, ADEK Inclusion Policy 2025 & ADEK Compliance Review Checklist Elements 1.01-3.03)

Compliance forms the cornerstone of educational accountability at Al Ittihad Private Schools. It ensures that every aspect of curriculum design, implementation, assessment, and improvement is aligned with ADEK’s policies, licensing requirements, and national education priorities. It outlines systematic procedures to ensure that all curricular, instructional, and assessment practices meet the standards set forth by ADEK’s Quality Education and Irtiqaa Frameworks, as well as the UAE MoE equivalency requirements. Through compliance, every school safeguards academic integrity, ensures the credibility of its American curriculum, and upholds the national vision of excellence, inclusion, and innovation in education.

15.1 Alignment and Scope

(In alignment with ADEK Curriculum Policy v1.2 Clauses 1.01-1.04 & ADEK Compliance Review Checklist Elements 1.01-1.10)

The compliance applies to all Al Ittihad Private Schools and covers the entire K–12 spectrum, ensuring that:

- The curriculum, assessment, and reporting systems are fully aligned with ADEK-approved policies and mandates.
- The school’s license and curriculum authorization remain current and valid.
- All internal documents (Academic Plan, Curriculum Maps, Pacing Guides, Assessment Policies) are periodically reviewed for alignment with ADEK updates.
- National subjects (Arabic Language, Islamic Education, UAE Social Studies, Moral Education) strictly follow MoE syllabi and timetables.
- Elective courses comply with ADEK requirements, supporting student career pathways and skill development.

15.2 Compliance Framework Integration

(In alignment with ADEK Curriculum Policy v1.2 Clauses 3.8-3.9 & ADEK Compliance Review Checklist Elements 1.03-3.03)

Al Ittihad Private Schools integrate ADEK’s Compliance Review Framework directly into its operational and academic systems. The integration focuses on four interdependent areas that guarantees that all practices, documentation, and evaluation support students learning:

Domain	Description	Evidence of Implementation
Curriculum & Assessment	All courses, standards, and assessments align with ADEK policies.	Curriculum Maps, Pacing Guides, and Assessment Blueprints.
Inclusion & Educational Risk	All adaptations meet Inclusion and Educational Risk Policies.	IEPs, ILPs, and MTSS documentation.
Teaching & Learning Quality	Instructional delivery aligns with ADEK’s pedagogical standards.	Lesson Observation Reports, and Teacher Appraisal Evidence.
Leadership & Governance	Leadership ensures accountability and monitoring of compliance.	Policy Review Logs, SEF, and Compliance Checklists.

Table 20: Compliance Framework Integration

15.3 Compliance Review Cycle

The Compliance Review Cycle is conducted annually across all campuses to validate readiness for ADEK inspections and maintain institutional accreditation. The cycle includes five distinct stages where each stage ensures that the school remains inspection-ready throughout the academic year and maintains continuous quality improvement:

Stage	Timeline	Key Deliverables	Responsibility
1. Policy Review	Semester 1	Review and update curriculum, assessment, and inclusion policies based on ADEK updates.	Section Principals Vice Principal Principal
2. Compliance Mapping	Semester 1	Align all documents with ADEK Compliance Checklist.	Section Principals Vice Principal Principal
3. Internal Audit	Semester 1	Conduct internal compliance audits per ADEK evidence list.	Section Principals Vice Principal Principal
4. Corrective Action Planning	Semester 2	Identify gaps and implement targeted improvement actions.	Section Principals Vice Principal Principal
5. Final Reporting	End of Year	Submit consolidated Curriculum Compliance Report to ADEK.	Section Principals Vice Principal Principal

Table 21: Compliance Review Cycle

15.4 ADEK Evidence and Documentation Requirements

Each school maintains a *Compliance Portfolio* containing all verified documentation required by ADEK inspectors. All documents are stored in the ADEK Compliance Repository and updated every semester to demonstrate ongoing policy alignment and regulatory adherence.

Mandatory documents include:

- Approved Curriculum Policy (for the relevant Academic Year).
- Course Catalogues (KG–G12) per phase and per grade.
- Curriculum Maps and Pacing Guides uploaded to ATLAS Rubicon.
- Assessment Policy and standardization evidence.
- Inclusion and Educational Risk documentation (IEPs, ILPs, MTSS).
- SEF and inspection readiness folders.

15.5 Internal Auditing and Continuous Monitoring

To ensure transparency and accountability, every school is to conduct *internal compliance audits* every semester. These audits evaluate alignment between school practices and ADEK standards, focusing on:

- Curriculum Coverage and Standards Mapping.
- Assessment Validity and Moderation Procedures.
- Teacher Appraisal and Lesson Observation Evidence.
- Inclusion and Educational Risk Compliance.
- Documentation Accuracy and Version Control.

Findings from each audit are to be reviewed by the school principal, forming the basis for the Annual Compliance Review Report required to be submitted to ADEK.

15.6 Non-Compliance Management and Corrective Action

If areas of non-compliance are identified during internal reviews or ADEK inspections, the following corrective protocol is activated:

- *Root Cause Analysis*: Conducted within 10 working days of identification.
- *Corrective Action Plan*: Developed and approved by the school principal.
- *Implementation Timeline*: Set for completion within 30 – 45 days.
- *Follow-Up Audit*: Conducted by the school principal.
- *Verification*: Final sign-off by the school principal confirming resolution.

15.7 Compliance Outcome

Through this structured compliance framework, Al Ittihad Private Schools ensure:

- Continuous alignment with ADEK policies, standards, and inspection indicators.
- Evidence-based accountability across all curriculum and operational domains.
- Readiness for ADEK inspections, relevant accreditation reviews, and MoE equivalency verification.
- Sustained delivery of a high-quality, compliant, and future-ready education system.

XVI. Conclusion

The Curriculum Policy (AY 2025–26) for Al Ittihad Private Schools represents a unified, strategic framework that consolidates the vision, mission, and academic direction of the schools into a single, coherent guide for educational excellence.

Developed in full alignment with ADEK Curriculum Policy v1.2 (2025), the Compliance Review Framework, and the UAE MoE equivalency requirements, this policy defines not only what our schools teach but how learning is structured, delivered, monitored, and continuously improved.

From the Academic Plan that sets the strategic intent, through the detailed sections on Curriculum Requirements, Design and Implementation, Accreditation, Enrichment, Adaptation for All Student Groups, and Compliance, to the appendices outlining Licensing, Program Declaration, and Graduation Requirements, the document provides a comprehensive roadmap for high-quality curriculum governance. Each section builds on the previous one, creating a seamless progression from planning to practice ensuring that teaching and learning are purposeful, inclusive, and evidence driven.

The policy embeds monitoring and evaluation cycles, data-driven review processes, and performance indicators that allow our schools to measure progress and maintain continuous readiness for inspection and accreditation.

Most importantly, this policy is designed to guide curriculum implementation in a way that supports every student’s educational pathway, from early learning through high school graduation and equivalency certification. It ensures that:

- Students experience a balanced and inclusive curriculum aligned with international standards and national identity.
- Learning outcomes are achieved through structured mapping, pacing, assessment, and targeted intervention and enrichment.
- Advanced Placement (AP) and SAT programs provide pathways for university readiness and global competitiveness.
- Curriculum decisions are informed by continuous review, reflection, and innovation, in line with UAE Vision 2031 and ADEK’s commitment to quality education.

Finally, this Curriculum Policy serves as both a compliance manual and a living framework; one that evolves through feedback, innovation, and data. It reaffirms Al Ittihad Private Schools’ unwavering dedication to cultivating students who are academically proficient, ethically grounded, and future-ready, ensuring that every graduate embodies the values, skills, and aspirations of the UAE.

XVII. Disclaimer

Disclaimer

This policy was developed by Arabian Education Development Company. It is intended for use exclusively by Al Ittihad Private School staff and/or students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Date created: July 2025

Date reviewed: October 2025

❖ Appendices

• Appendix 1 – Offered Electives

Elective Courses			
Category	Course	Grade	Credit
Arts & Media	Art	09	1.0
	Visual Arts & Media	10, 11, or 12	1.0
Sciences	Physics II / AP Physics C: Electricity & Magnetism	11 or 12	1.0/1.25
	Advanced Chemistry / AP Chemistry	11 or 12	1.0/1.25
	Advanced Biology / AP Biology	11 or 12	1.0/1.25
	Food & Technology	11 or 12	1.0
	Forensic Science	11 or 12	1.0
	Environmental Science	11 or 12	1.0
	Earth & Space	11 or 12	1.0
	Health & Nutrition	11 or 12	1.0
Social Studies	Business Management	10, 11, or 12	1.0
	Accounting	10, 11, or 12	1.0
	Financial Services	10, 11, or 12	1.0
	Marketing	10, 11, or 12	1.0
	Economics I / AP Microeconomics	11 or 12	1.0/1.25
	Economics II / AP Macroeconomics	11 or 12	1.0/1.25
	Entrepreneurship	10, 11, or 12	1.0
	Mass communication	10, 11, or 12	1.0
	Global Awareness	10, 11, or 12	1.0
	Organizational Behavior	10, 11, or 12	1.0
	Sociology	10, 11, or 12	1.0
	World History	9, 10, 11, or 12	1.0
	Human Geography	9, 10, 11, or 12	1.0
Computer Science & Technology	Artificial Intelligence	10, 11, or 12	1.0
	AP Computer Science Principles	10, 11, or 12	1.0/1.25
	Networking	10, 11, or 12	1.0
	Cybersecurity	10, 11, or 12	1.0
	Creative Design & Innovation	10, 11, or 12	1.0
Foreign Language	French I	11 or 12	1.0
	French II	12	1.0
English	Journalism	10, 11, or 12	1.0

• Appendix 2 – Lesson Plan Template

General Information							
Subject			Grade/ Section				
Teacher			Number of Students				
Week beginning (Date)			Number of Students ALN/ SOD				
Lesson Title			Number of Students Gifted & Talented				
Lesson Duration (Minutes)			Number of Students Online				
Lesson Timing							
Grades	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7

Resources and Assessment Usage							
Resources				Use of Assessment Data			
Books		I Read Arabic		CAT 4		Diagnostic Results	
Ebooks (HMH. StudySync)		RAZ		MAP		Internal Assessment	
IXL		Achieve3000		IBT		IEP/ ILP/ BIP	
Others:				Others:			

Standardized Assessment- Practice Questions	
MAP	
TIMSS	
IBT	
EmSAT	

LESSON PLAN			PERIOD 1
STANDARDS		LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?			
ACADEMIC VOCABULARY			
Making connections to National Identity &/ or Global citizens			
TIME	Phases	Teacher and Students role	
00 MINS	Warm Up		
00 MINS	Direct Instructional Strategies/Activities		
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria	
		ALN/ SOD	
		Below Expectations	
		Meet Expectations	
		Exceed Expectations	
		Gifted & Talented	
00 MIN	Closure Wrap Up and /or Assessment of Learning		
REFLECTION			

LESSON PLAN			PERIOD 2
STANDARDS		LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?			
ACADEMIC VOCABULARY			
Making connections to National Identity &/ or Global citizens			
TIME	Phases	Teacher and Students role	
00 MINS	Warm Up		
00 MINS	Direct Instructional Strategies/Activities		
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria	
		ALN/ SOD	
		Below Expectations	
		Meet Expectations	
		Exceed Expectations	
		Gifted & Talented	
00 MIN	Closure Wrap Up and /or Assessment of Learning		
REFLECTION			

LESSON PLAN			PERIOD 3
STANDARDS		LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?			
ACADEMIC VOCABULARY			
Making connections to National Identity &/ or Global citizens			
TIME	Phases	Teacher and Students role	
00 MINS	Warm Up		
00 MINS	Direct Instructional Strategies/Activities		
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria	
		ALN/ SOD	
		Below Expectations	
		Meet Expectations	
		Exceed Expectations	
		Gifted & Talented	
00 MIN	Closure Wrap Up and /or Assessment of Learning		
REFLECTION			

LESSON PLAN			PERIOD 4
STANDARDS		LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?			
ACADEMIC VOCABULARY			
Making connections to National Identity &/ or Global citizens			
TIME	Phases	Teacher and Students role	
00 MINS	Warm Up		
00 MINS	Direct Instructional Strategies/Activities		
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria	
		ALN/ SOD	
		Below Expectations	
		Meet Expectations	
		Exceed Expectations	
		Gifted & Talented	
00 MIN	Closure Wrap Up and /or Assessment of Learning		
REFLECTION			

LESSON PLAN				PERIOD 5
STANDARDS			LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?				
ACADEMIC VOCABULARY				
Making connections to National Identity &/ or Global citizens				
TIME	Phases	Teacher and Students role		
00 MINS	Warm Up			
00 MINS	Direct Instructional Strategies/Activities			
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria		
		ALN/ SOD		
		Below Expectations		
		Meet Expectations		
		Exceed Expectations		
		Gifted & Talented		
00 MIN	Closure Wrap Up and /or Assessment of Learning			
REFLECTION				

LESSON PLAN				PERIOD 6
STANDARDS			LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?				
ACADEMIC VOCABULARY				
Making connections to National Identity &/ or Global citizens				
TIME	Phases	Teacher and Students role		
00 MINS	Warm Up			
00 MINS	Direct Instructional Strategies/Activities			
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria		
		ALN/ SOD		
		Below Expectations		
		Meet Expectations		
		Exceed Expectations		
		Gifted & Talented		
00 MIN	Closure Wrap Up and /or Assessment of Learning			
REFLECTION				

LESSON PLAN			PERIOD 7
STANDARDS		LEARNING OBJECTIVE	
HOW DOES THE LESSON ENHANCE LITERACY &/OR NUMERACY?			
ACADEMIC VOCABULARY			
Making connections to National Identity &/ or Global citizens			
TIME	Phases	Teacher and Students role	
00 MINS	Warm Up		
00 MINS	Direct Instructional Strategies/Activities		
00 MINS	Learning Activity Strategy/Activity Extended Practice and/ or Assessment of/for Learning	Differentiation by Success Criteria	
		ALN/ SOD	
		Below Expectations	
		Meet Expectations	
		Exceed Expectations	
		Gifted & Talented	
00 MIN	Closure Wrap Up and /or Assessment of Learning		
REFLECTION			

• Appendix 3(a) – Depth of Knowledge (DOK): *Description*

Level	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
DOK	<i>Recall and Reproduction</i>	<i>Skills and Concepts</i>	<i>Strategic Thinking</i>	<i>Extended Thinking</i>
Description	- Involves basic recall of facts, definitions, or simple procedures - Requires minimal cognitive effort beyond memorization - Tasks at this level typically have a single correct answer	- Requires students to apply skills and concepts in a specific context - Involves decision-making, classifying, organizing, or comparing - May include multi-step procedures but with limited complexity	- Involves reasoning, planning, and using evidence to justify responses - Requires students to solve problems with more than one possible answer - Often involves abstract thinking and making connections between ideas	- Requires complex reasoning, planning, and synthesis of information - Involves integrating knowledge across multiple disciplines or concepts - Often requires students to conduct research, design a project, or create an original work
Examples	- Identify the capital of a country - Solve basic arithmetic equation - List the steps in a scientific process	- Compare and contrast two characters from a novel - Solve a math word problem requiring multiple steps - Explain the function of a body organ in a biological system	- Analyze the causes and effects of a historical event - Justify a solution to a mathematical problem with reasoning - Develop a hypothesis and design an experiment to test it	- Develop a business plan for a startup and present it - Create a scientific model to explain an environmental phenomenon - Write and perform a play that explores a social issue
Suggested Question Types	- Multiple Choice (MCQ) - Fill in the Blank (FIB) - True/False (T/F) - Matching - Labeling	- Short answer - Multi-step problems - Sorting/classification tasks - Correct False Items & More complex - T/F - More complex Fill in the Blank	- Open-ended short response - Calculation Questions - Graphing Questions - Relationship Questions - Justification-based questions	- Extended Response Questions - Problem Solving Questions - Essays - Performance-based assessments - Research projects / Portfolios
Grades 6-8	20%	35%	30%	15%
Grades 9-10	20%	35%	30%	15%
Grades 11-12	20%	35%	30%	15%

• Appendix 3(b) – Depth of Knowledge (DOK): *Suggested Activities*

Level	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
DOK	<i>Recall and Reproduction</i>	<i>Skills and Concepts</i>	<i>Strategic Thinking</i>	<i>Extended Thinking</i>
Suggested Activities	- Recall elements and details of story structure, such as sequence of events, character, plot and setting. - Conduct basic mathematical calculations. - Label locations on a map. - Represent in words or diagrams a scientific concept or relationship. - Perform routine procedures like measuring length or using punctuation marks correctly. - Describe the features of a place or people.	- Identify and summarize the major events in a narrative. - Use context cues to identify the meaning of unfamiliar words. - Solve routine multiple-step problems. - Describe the cause/effect of a particular event. - Identify patterns in events or behavior. - Formulate a routine problem given data and conditions. - Organize, represent and interpret data.	- Support ideas with details and examples. - Use voice appropriate to the purpose and audience. - Identify research questions and design investigations for a scientific problem. - Develop a scientific model for a complex situation. - Determine the author's purpose and describe how it affects the interpretation of a reading selection. - Apply a concept in other contexts.	- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. - Apply mathematical model to illuminate a problem or situation. - Analyze and synthesize information from multiple sources. - Describe and illustrate how common themes are found across texts from different cultures. - Design a mathematical model to inform and solve a practical or abstract situation.

• Appendix 3(c) – Depth of Knowledge (DOK): *Action Verbs*

Level	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
DOK	<i>Recall and Reproduction</i>	<i>Skills and Concepts</i>	<i>Strategic Thinking</i>	<i>Extended Thinking</i>
Action Verbs	Draw, Identify, List, Label, Illustrate, Define, Memorize, Calculate, Arrange, Measure, Report, Quote, Match, Repeat, Recall, Recite, Use, State, Tell, Tabulate, Who, What, When, Where, Why, Recognize, Name	Infer, Graph, Organize, Classify, Construct, Separate, Cause/Effect, Modify, Estimate, Compare, Interpret, Distinguish, Summarize, Show, Categorize, Predict, Relate, Use Context Cues, Identify Patterns, Collect and Display, Make Observations	Revise, Assess, Develop a Logical Argument, Appraise, Construct, Critique, Compare, Use concepts to solve non routine problems, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Investigate, Hypothesize, Cite Evidence, Differentiate	Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

• Appendix 3(d) – Depth of Knowledge (DOK): Prompt Samples

Level	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
DOK	Recall and Reproduction	Skills and Concepts	Strategic Thinking	Extended Thinking
Action Verbs	- Can you recall ____? - When did ____ happen? - Who was ____? - How can you recognize ____? - What is ____? - How can you find the meaning of ____? - Can you select ____? - How would you write ____? - What might you include on a list about ____? - Who discovered ____? - What is the formula for ____? - Can you identify ____? - How would you describe ____?	- Can you explain how ____ affected ____? - How would you apply what you learned to develop ____? - How would you compare ____? - Contrast ____? - How would you classify ____? - How are ____ alike? Different? - How would you classify the type of ____? - What can you say about ____? - How would you summarize ____? - What steps are needed to edit ____? - When would you use an outline to ____? - How would you estimate ____? - How could you organize ____? - What would you use to classify ____? - What do you notice about ____?	- How is ____ related to ____? - What conclusions can you draw ____? - How would you adapt ____ to create a different ____? - How would you test ____? - Can you predict the outcome if ____? - What is the best answer? Why? - What conclusion can be drawn from these three texts? - What is your interpretation of this text? Support your rationale. - How would you describe the sequence of ____? - What facts would you select to support ____? - Can you elaborate on the reason ____? - What would happen if ____? - Can you formulate a theory for ____? - How would you test ____? - Can you elaborate on the reason ____? - What makes ____ better than/superior to ____? - Explain or connect ideas using supporting evidence to ____. - Analyze/synthesize information within one data source or text. - What is the recurring theme in ____? - Provide supporting details. Support your rationale. Evaluate and provide rationale. Verify the reasonableness of ____. - What is your interpretation of ____? - Cite evidence and develop a logical argument for ____. - How is ____ related to ____? - How would you adapt ____ to ____? - How would your test ____? - What would happen if ____?	- Write a thesis, drawing conclusions from multiple sources. - Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. - Write a research paper on a topic. - Apply information from one text to another text to develop a persuasive argument. - What information can you gather to support your idea about ____? - Investigate and draw conclusions about how ____ impacts the world today. - How would you adapt ____ to create ____ that would be applicable in the real world? - Analyze and explain multiple perspectives/issues within or across time periods, events, or cultures. - Analyze how similar themes or ideas are developed in multiple texts. - Evaluate for real-world occurrence. - Design ____ to improve ____. - Justify your choice. - Gather, organize, and interpret information from multiple sources. - Write a research report. - DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. <i>DOK Level 4 requires complex reasoning and time to research, plan, problem solve, and think. Tasks involve investigation or application to the real world and include none-routine manipulations or connections with and across discipline, content areas, and multiple sources. Students select one approach among many alternatives. Tasks usually occur over an extended period of time</i>

• Appendix 3(e) – Depth of Knowledge (DOK): *Levels*

