



American International School
المدرسة الأمريكية الدولية

CURRICULUM POLICY

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Principal: Dr. Layne B. Hunt

AMERICAN INTERNATIONAL SCHOOL CURRICULUM POLICY

At American International School, the curriculum is the key enabler for students to achieve international standards and realize our mission.

The mission of American International School, (AIS) is to provide a sustainable, healthy, and safe learning environment that maximizes the potential of every AIS student to become an informed decision maker, a life-long learner, and a responsible citizen in an ever-changing and diverse global society.

1. Curriculum Design and Review

Vision: The curriculum is designed with the intention of achieving the school's vision. When designing the curriculum, AIS leaders and teachers align it with the school's vision. It reflects the school's priorities, guiding the teaching and learning processes towards the realization of the school's overarching goals.

Curriculum Design: AIS follows a backward design model to design the curriculum. It encourages leaders to have a clear understanding of the desired end goals from the start and ensures that all aspects of the curriculum are aligned with those goals. It helps create a more purposeful and coherent curriculum that focuses on meaningful learning and deep understanding, rather than simply covering content.

Curriculum Mapping: The CCSS, NGSS, and MOE standards are utilized to map the curriculum, ensuring a clear definition of lesson objectives and expectations. This mapping process guides the design, implementation, and assessment of the curriculum in a manner that fosters high-quality education and student achievement.

Curriculum Adaptation: Most of AIS students are English Language Learners and share some similarities with students in California; students at AIS are confronted with some challenges which make them uniquely different from students in California. Due to this, some provisions and adaptations have been made to accommodate students in terms of pacing, identifying priority, and supporting standards.

- **Adaptation for Students of Determination:**

AIS is an inclusive school that provides equal learning opportunities for all students of determination. Students who have been assessed by outside professionals and classified as having a learning disability are provided with an Individualized Education Program (IEP). AIS curriculum takes into consideration this important category of students and has established a department to support each individual student by creating IEPs and assigning them a specialist who provides in-class individualized support. The inclusion department works with students of determination on a 1:1 basis to provide them with the individualized support required, in addition to supporting the classroom teacher on best practices of inclusion. To accommodate students' needs, Inclusion support includes making IEP, assessment/exam modification, curriculum modification, support sessions, and parental support.

- **Adaptation for Gifted and Talented (G&T)**

AIS curriculum is adapted for students who have been assessed and classified as being gifted and talented. Academically, these students are challenged through Project-Based Learning, Inquiry-Based Learning, and STEM Activities, which provide rigor, relevance, and real-life application while at the same time requiring them to engage in critical thinking, collaboration, and system thinking. Another adaptation is differentiation in instructional strategies, the process of learning, what students are required to do, and the product of learning. At AIS, setting personalized education programs for gifted students includes curriculum adaptation, assessment adaptation, enrichment, and groupings.

Curriculum Review: AIS Leaders and teachers review the curriculum after every assessment cycle. Course syllabus and unit plans on Atlas guides are reviewed each semester to ensure the prioritized standards are taught. The annual plan is a working document, initially developed throughout the school year, added to the annual plan, and reviewed by teachers and school leaders. Weekly lesson plans are completed by teachers and reviewed by the instructional coaches on a weekly basis.

2. Rationale

- The Curriculum is aligned to the California State Standards. (CA CCSS and NGSS)
- It meets the KHDA regulations for MOE subjects, incorporating initiatives for the enhancement and development of the National Agenda and values.
- This provides the Framework for Learning as well as International Standardization for outcomes and breadth of study for the school.

- Through the curriculum we aim to help our students develop their creativity, innovational skills, their critical thinking and problem-solving abilities through well planned, high quality learning opportunities, collaboration, and communication.
- Units of work facilitate a child centered and active learning approach with opportunities for enquiry-based learning explicitly planned into the units along with the opportunities to develop the student's learning behaviors as directed in the Student Competence Framework by KHDA & the MOE.

American International School's curriculum policy is based on the following aims to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalization.
- Be a center of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Achieve and exceed National and International standards in achievement, attainment, and progression.
- Be committed to excellence and continuous improvement.
- Ensure that cross curricular learning opportunities are highlighted and specifically planned to deepen and contextualize learning where possible and appropriate.
- Inform and involve parents through newsletters and home projects, as well as schoolparent meetings.
- Be in a learning environment that reflects quality learning and celebrates the Students' success.

3. The curriculum outcomes

American International School's curriculum will be focused to the California State Standards and will:

- ☐ Lead to qualifications that are of worth for employers and for entry to higher education.
- ☐ Fulfill the requirements of the CCSS and NGSS and the requirements of KHDA and the MOE.
- ☐ Plan to enable students to reach or exceed the grade standards.
- ☐ Meet the needs of young people of all abilities at the school.
- ☐ Provide equal access for all students to a full range of learning experiences.
- ☐ Prepare students to make informed and appropriate choices at the end of their school career and be college and career ready students able to compete on a global level.
- ☐ help students develop:
 - lively, enquiring minds
 - an ability to question and argue rationally
 - an ability to apply themselves to tasks systematically and with stamina and determination
 - technological skills, interpersonal skills
- ☐ Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity, and coherence.
- ☐ Ensure continuity and progression within the school and between phases of education.
- ☐ Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- ☐ Help students to use language and numbers effectively.
- ☐ Help students develop:
 - personal moral values
 - tolerance of other races' cultures
 - respect for all

- The student's competences as expected by KHDA & the MOE.
- Develop a themed curriculum for KG and Primary which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- Design a Middle and High school curriculum which meets the needs of students, parents, and wider society, and enables all our students to be college and career ready.

4. Roles

The Principal will ensure that:

- The amount of time provided for teaching the curriculum is adequate and meets the requirements of KHDA and the MOE, as well as the needs of the students. (see appendix 1)
- The procedures for assessment meet all legal requirements and students and their parents/caregivers receive information to show how much progress the students are making and what is required to help them improve.
- The board is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The board is informed of progress towards the standards of the curriculum in the school and any areas that require more input.

The board will ensure that:

- It considers the advice of the principal when approving this curriculum policy.
- It contributes to decision making about the curriculum.

Section Heads will ensure that:

- They have an oversight of curriculum structure and delivery within their sections.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- Scope and sequence/ medium term/ unit plans are monitored and reviewed on a regular basis.
- Assessment is appropriate to the grade and international expectations and in line with the curriculum standards.

Teaching and Learning Coaches will ensure that:

- Long term planning is in place for all courses. Such schemes of learning will be designed using the school pro-forma and will contain curriculum detail.
- Schemes of learning encourage progression at least in line with grade standards.
- There is consistency in terms of curriculum delivery. Unit plans/ scope and sequence should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate key stage assistant principal informed of proposed changes to curriculum delivery.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

Teaching staff and learning support staff will:

- Ensure that the school's curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in order to utilize best practice and through joint planning ensure that they continually develop new ideas.
- Participate in high quality professional development and training for curriculum matters, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of extra- curricular opportunities. (e.g., visits etc.)

Students will:

- Have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support, and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive support to enable them to make the appropriate curriculum, college, or career choices at key points.

Parents and Caregivers will:

- Be consulted about their children's learning and in planning their future education at key points.
- Be informed about the curriculum on offer and understand the rationale behind it.

APPENDICES

Appendix 1:

Timetabling:

The school will comply with the KHDA regulations as shown below:



Curriculum Requirements for Private Schools in Dubai For the academic year 2020/2021

In accordance with Article (18) of the Executive Council Resolution (2) in 2017, concerning the regulation of the teaching of the mandatory subjects in private schools in the emirate of Dubai the following table shows the time allocation requirements for the subjects of Islamic Education, Arabic, UAE Social Studies and UAE Moral Education during the academic year 2020/2021.

All curriculum schools (non-MoE)

Guidelines on Islamic Education subject:

ISLAMIC EDUCATION												
Grade	1	2	3	4	5	6	7	8	9	10	11	12
Year	2	3	4	5	6	7	8	9	10	11	12	13
Arab Muslim students (Those who are registered in the school/KHDA under an Arab passport and as Muslims)	3 lessons per week			2 Lessons per week								
Non-Arab Muslims (Those who are registered in the school/KHDA under any other nationality and are Muslims)	2 lessons per week											

- All Muslim Students (Arab and Non-Arab) must follow the UAE Curriculum standards and must use the MoE prescribed textbooks for Islamic Education.
- The use of any other textbooks for the teaching of this subject is strictly prohibited.
- The offering of Islamic Education in the Early Years is not mandatory but encouraged. It is expected that schools that choose to do so will follow the standards, expectations and curriculum content of the MoE for Islamic education in or this phase of the school.

Guidelines on Arabic subject:

ARABIC													
Grade	1	2	3	4	5	6	7	8	9	10	11	12	
Year	2	3	4	5	6	7	8	9	10	11	12	13	
Arabic as a first language (For those who are registered in the school/KHDA under an Arab passport)	6 lessons per week			5 lessons per week			4 lessons per week						
Arabic as an Additional Language (For those who are registered in the school/KHDA under any other nationality)	4 lessons per week										Optional		

- Arab students are expected to follow the standards set in the National Curriculum Document for Arabic first language and use the MoE prescribed textbooks as the main resource in their curriculum.
- Non-Arab students are expected to follow the curriculum standards and expectations set in the updated MoE framework for Arabic as an additional language.
- Schools are advised to ensure that the curriculum expectations for Arabic as an additional language are linked to the number of years of study of Arabic'.
- The offering of Arabic in the Early Years is not mandatory but encouraged. It is expected that schools that choose to do so will follow the standards and expectations of the MoE for Arabic for this phase of the school.

Specific guidelines for UK/IB 13-year system schools for Islamic Education and Arabic

Please note that Arabic A and Islamic Education must be delivered through to Year 13 as this is a condition for Grade 12 equivalency except during the academic year 2020-2021 since it will be a transition year for the following:

Islamic Education / Arabic A students:

- These changes will not apply to students that will be moving to Year 13 in the academic year 2020-2021 only, as they have already completed 12 years of studying Arabic and Islamic Studies.

Arabic B students:

- These changes will not apply to students that will be moving to Year 10 in the academic year 2020-2021 only, as they have already completed 9 years of studying Arabic.

Guidelines on UAE Social Studies subject:

UAE SOCIAL STUDIES													
Grade	1	2	3	4	5	6	7	8	9	10	11	12	
Year	2	3	4	5	6	7	8	9	10	11	12	13	
For all students (Arabs and non-Arabs) Students in all private schools (other than those offering MoE curriculum)		1 lesson per week									Optional		

- The most recent curriculum standards that are published by the Ministry of Education are the reference document for students' intended outcomes in UAE Social Studies. Schools are expected to use the MoE-approved textbooks as the main resource for provision.
- Schools may integrate the teaching of the UAE Social Studies within other areas of learning in the school curriculum.
- Schools need to schedule a clear teaching time showing outcomes, links to curriculum standards and lesson units of UAE Social Studies and evidence of students' work. An integrated lesson cannot be limited to a couple of verbal questions: planning must show evidence of purposeful and meaningful integration of key concepts, and demonstrable learning for students.
- Schools need to provide explicit links in curriculum documents to evidence integrated UAE Social Studies concepts.
- Responsibility for the students' outcomes in integrated subjects should be assigned to a designated teacher (s). Schools should keep a student profile/cumulative work that represent students' achievements in UAE social studies.

UAE Moral Education Implementation requirements:

- Teaching the UAE Moral Education is mandatory for grades 1-12 (years 2-13).
- Moral education must be taught for at least 1 lesson per week (minimum of 40 minutes) either as standalone lesson or integrated.
- When schools choose to integrate concepts of UAE Moral Education into other areas of learning, the same guidelines specified for UAE Social Studies apply.

General Guidelines:

- Lessons, for all subjects, are expected to be a minimum of 40 minutes each, all running within the school's timetable. However, schools may adapt the length of lessons to meet the requirements of their curriculum provided that the total amount of time provided for each subject at least meets the MoE requirements.
- The use of any additional/enrichment learning resources must follow the MoE Guidelines for Cultural Adaptation, and must observe due diligence and sensitivity to the culture of the UAE, especially in Islamic and Moral Education, and UAE Social Studies.
- UAE Social Studies Moral Education Program are already being taught as per the most recent Guidance for Teaching of Arabic and Islamic Education in the 13-year system schools.
- Schools following the 13-year system who have not yet realigned their Moral Education and UAE Social Studies curriculum delivery, must apply the same alignment for these two subjects.

Private schools offering MoE curriculum:

Private schools offering the *UAE Ministry of Education curriculum* are expected to strictly follow the set time allocation requirements and curriculum guidelines by the *Ministry of Education*. This will include any future updates to the requirements/guidelines issued by the *Ministry of Education*.

International Academic School sessions are 50 minutes. The school reserves the right to allocate other subjects timetabled sessions in line with student needs and the recommendations of the curriculum of the California Common Core State Standards.

English

Course: English	Course Code	Credit	Grade	Prerequisite Criteria
English	ENG 09	1	9	Passing Grade 8
English	ENG 10	1	10	Passing Grade 9
English	ENG 11	1	11	Passing Grade 10
English	ENG 12	1	12	Passing Grade 11
Electives				
Creative Writing	CW	1	10, 11, 12	C+ and Below
Journalism	JRN	1	10, 11, 12	B and Above
AP English Language	AP Eng Lang	1	10, 11, 12	B+ and Above
AP English Literature	AP Eng Lit	1	10, 11, 12	B+ and Above

Note: 4 Credits is required (4 years)

Mathematics

Course: Mathematics	Course Code	Credit	Grade	Prerequisite Criteria
Algebra 1		1	9	Passing Grade 8
Geometry		1	10	Passing Grade 9
Algebra 2		1	11	Passing Grade 10
Electives				
Statistics		1	12	Passing Grade 11
Calculus		1	12	Passing Algebra 2
AP Calculus AB (Examinees)	AP CALC AB	1	12	90% and above

Note: 4 Credits is required (4 years)

World Languages

Course: World Languages	Course Code	Credit	Grade
Arabic A1	ARA1	1	9
Arabic A2	ARA2	1	10
Arabic A3	ARA3	1	11
Arabic A4	ARA4	1	12
(For Non-Native Speakers)			
Arabic B1	ARB1	1	9
Electives			
Arabic level 1	ARB2	1	10, 11, 12
Arabic level 2	ARB3	1	10, 11, 12
Electives			
French level 1	FRN 1	1	10, 11, 12
French level 2	FRN 2	1	10, 11, 12

Note: 4 Credits is required (4 years) by KHDA, only 2 credits (2 years) required by CA.

Physical Education

Course: Physical Education	Course Code	Credit	Grade
PHYSICAL EDUCATION 9	PE09	0.5	9
PHYSICAL EDUCATION 10	PE10	0.5	10
PHYSICAL EDUCATION 11	PE11	0.5	11
PHYSICAL EDUCATION 12	PE12	0.5	12

Note: 2 Credits required (2 years)

Science

Course: Science	Course Code	Credit	Grade	Prerequisite Criteria
Biology	BIO	1	9	Passing Grade 8
Chemistry	CHM	1	10	Passing Grade 9
Physics	PHY	1	11	Passing Grade 10
Health Science	HS	1	12	Passing Grade 11
Electives				
AP Biology	AP BIO	1	10,11,12	B+ 86% and above
AP Chemistry	AP CHM	1	11,12	B+ 86% and above
AP Physics C Electricity and Magnetism	AP PHY C EM	1	12	B+ 86% and above
AP Physics C Mechanics	AP PHY C M	1	12	B+ 86% and above
Organic Chemistry	O CHEM	1	11,12	Passing Grade 10
Analytical Chemistry	ANA CHEM	1	11,12	Passing Grade 10
Integrated Physics and Chemistry	IPC	1	10	Passing Grade 9
Anatomy & Physiology	ANT & PHYS	1	10,11,12	Passing Grade 9
Waves & Optics	WO	1	12	Passing Grade 9
Environmental Science	EVS	1	12	Passing Grade 9
Forensic	FSC	1	11,12	Passing Grade 9

Note: 4 Credits required (4 years)

Social Studies

Course: Social Studies	Course Code	Credit	Grade	Prerequisite Criteria
MSC	MSC	1	9	Passing Grade 8
Geography	Geo	1	10	Passing Grade 9
World History	WH	1	11	Passing Grade 10
BUSINESS ELECTIVES				
Business Management	Bus Ma	1	10,11	
ELECTIVES				
Marketing	Mark	1	11,12	
Psychology	PSY	1	11,12	

Note: 3 Credits required (3 years) for Social Studies

ICT

Course: Information Technology	Course Code	Credit	Grade
Web Development: Dreamweaver	WB DEV: DRMWVR	1	10,11
Media and Technology	MEDIA	1	10,11,12
Programming	PYTHON	1	11,12
AP Computer Sciences A	AP COMP A	1	11,12

Visual Arts and Performing Arts

Course: Visual Arts& Creative Arts	Course Code	Credit	Grade
Art	ART 09	0.5	9
Music	MUS 09	0.5	9
Visual Arts	VA	1	10,11,12
AP Art	AP	1	11,12

******NOTE: CTE courses can substitute for performing arts credits. Performing Arts (0.5 credit) required by KHDA. 1 credit (1 year) required by CA.**