

AAKPS AMERICAN AND MOE CURRICULUM POLICY



SENIOR LEADERSHIP TEAM:

PRINCIPAL: RAED AL QASRAWI

VICE PRINCIPAL: SAMAR ELHAMALAWY

HEAD OF SECTIONS: SUHAD SAMARA AND MARCIA HARKER

September 2025 | Version 1.2 | ADEK School Curriculum Policy
Last Updated: October 2025

Contents

INTRODUCTION AND PURPOSE.....	2
SECTION 1. CURRICULUM PLANNING AND DOCUMENTATION (ADEK COMPLIANCE)	2
SECTION 2. INSTRUCTIONAL RESPONSIBILITIES.....	2
SECTION 3. GRADUATION REQUIREMENTS (AMERICAN CURRICULUM COMPLIANCE).....	4
SECTION 4. ACCEDIATION (AMERICAN CURRICULUM COMPLIANCE)	6
SECTION 5. ENRICHMENT	6
SECTION 6. Compliance.....	7

INTRODUCTION AND PURPOSE

To support the implementation of the California Common Core, Ain AL Khaleej Private School will provide:

- A set of detailed learning expectations for all subjects.
- Instructional materials for every classroom, to ensure that all teachers have sufficient tools and resources to use in helping students to achieve their learning expectations.

SECTION 1. CURRICULUM PLANNING AND DOCUMENTATION (ADEK COMPLIANCE)

AAKPS ensures that all curriculum planning aligns with ADEK's requirements for detailed documentation and transparency, particularly in Cycle 3 (Grades 9-12).

1.1 ACADEMIC PLAN COMPONENTS:

- **Pacing Guides (New Mandate):** Teachers and Heads of Section (HoS) are required to develop and utilize comprehensive **Pacing/Scope and Sequence Guides** for all courses. These guides must clearly detail the scope and sequence of content delivery across the academic year to ensure curriculum coverage and compliance with instructional time requirements.
- **Course Syllabi:** Each course must include a detailed course syllabus with a course description and learning objectives/outcomes aligned with the CCSS curricular standards.
- **Cycle 3 Course Catalog (New Mandate):** The school shall publish an annual Course Catalog that specifies all courses offered in Cycle 3 (Grades 9-12) in alignment with ADEK-approved courses on eSIS.

Policy Purpose:

- **Student Expectations:**
 - Students are to demonstrate a specific set of attitudes, skills, and understanding in each grade. Students are expected to learn by doing, not just by listening and watching. While textbooks may form part of the learning resources, not all courses will have a textbook.
 - Future-Ready Skills Integration (ADEK Mandate):
 - The curriculum must actively promote the development of essential future-ready skills, including Critical Thinking, Creativity, Collaboration, Communication, Digital Fluency, Artificial Intelligence (AI) Literacy, and Financial Literacy.

SECTION 2. INSTRUCTIONAL RESPONSIBILITIES

- **Teacher Expectations:**
 - Be responsible for delivering instruction in a way that enables students to achieve the learning expectations.
 - Use a variety of materials and methods as a part of the curriculum.
 - Use instructional materials in a way that facilitates an active learning environment for students.
 - Each teacher will develop weekly lesson plans, PPT's and weekly overviews and submitted to HoS through OneDrive account.

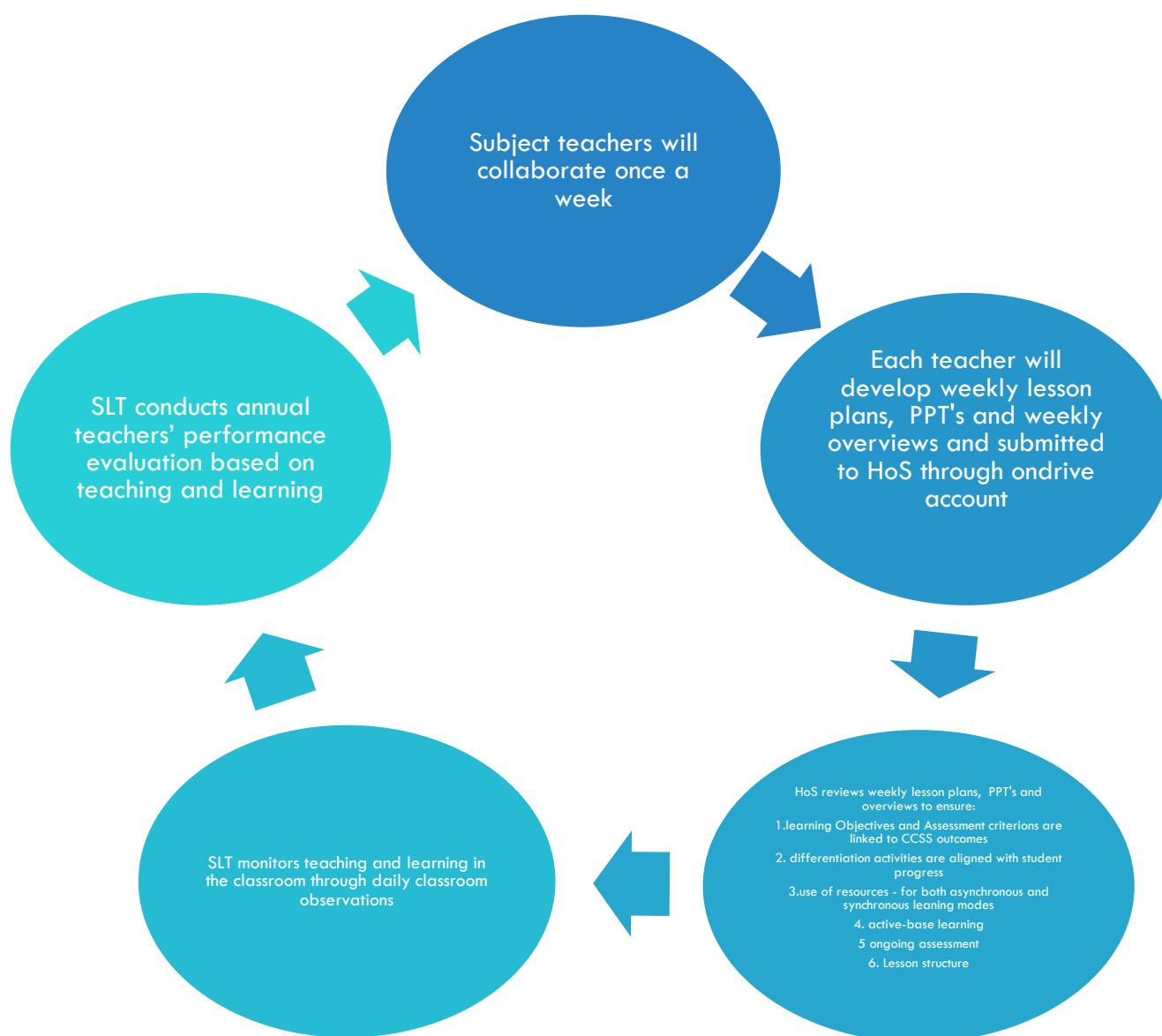
➤ **Heads of Section to:**

- Identify opportunities for cross-curricular planning and learning (English, Math and Science).
- Monitor all teachers created material to make sure they are all aligned with the CCSS and student learning.
- Reviews weekly lesson plans, PPT's and overviews to ensure:
 - 🔹 Learning Objectives and Assessment Criteria are linked to CCSS outcomes.
 - 🔹 Differentiation activities are aligned with student progress and needs.
 - 🔹 Use of resources - for both asynchronous and synchronous learning modes.
 - 🔹 Active-based learning during collaborative activities.
 - 🔹 Independent tasks are gathered to measure progress.
 - 🔹 Ongoing assessment.

➤ **Senior Leadership Team (SLT):**

- SLT monitors teaching and learning in the classroom through daily classroom observations.
- SLT conducts annual teachers' performance evaluation based on teaching and learning.

Procedure for Implementing American Curriculum



- Should teachers require support for teaching and learning, HoS will guide, model and coach as needed.

SECTION 3. GRADUATION REQUIREMENTS (AMERICAN CURRICULUM COMPLIANCE)

AAKPS shall ensure that all students following the American curriculum pathway adhere to the **additional graduation requirements and related definitions** for American curriculum schools as stipulated in the full ADEK School Curriculum Policy (v.1.2, September 2025).

3.1 Medium of Instruction:

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

3.2 Academic Instructional Time Requirements:

AAKPS adheres to a credit system that meets the following instructional time requirements:

- **Full Credit (1.0): 120 to 180 clock hours of instructional time across the ADEK-approved academic year.**
- **Half Credit (0.5): 60 to 90 clock hours of instructional time across the ADEK-approved semester or academic year.**

3.3 Credit Requirements:

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

Table 1:

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

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

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

3.4 Course Requirements:

AAKPS ensures that students move through increasingly complex levels of content and skills across grade levels, particularly in core subjects such as English, Mathematics, and Science. This supports the vertical alignment expectations and ensures coherence between course offerings, prerequisites, credit allocation, and graduation requirements.

a. AAKPS has:

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

- a) Algebra I or Integrated Mathematics I
- b) Geometry or Integrated Mathematics II
- c) Algebra II or Integrated Mathematics III
- d) Pre-Calculus, Calculus, AP Calculus, or Statistics

2) Ensure completion of subject-specific or integrated Biology, Chemistry, and Physics courses.

b. AAKPS offers:

a) advanced science courses and starting the 2026-2027 academic year AAKPS will also including Pré-AP/AP Sciences, in Grade 11 and/or 12.

3.5 Core-Related Electives:

AAKPS:

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

3.6 Transcript Requirements:

AAKPS issues annual transcripts for all students in Grades 9-12 that include:

- a. Academic Records
 - 1) Courses taken by year and term.
 - 2) Grades received in percentage, as per the *ADEK School Assessment Policy*.
 - 3) Credits earned.
 - 4) Grade Point Average (GPA), both weighted and unweighted, where applicable, as per the *AAKPS Student Assessment Policy (page 5)*.
- b. Graduation Progress Summary
 - 1) Completion status of subject-area requirements.
 - 2) Total credits required versus earned.

3.7 Transfer Credit Review:

AAKPS ensures that staff (e.g., administrators, Career and University Guidance Counsellors) follow a standardized process to evaluate and document credit transfers for students entering Grades 9-12:

- a. Collection and Verification
 - 1) Maintain official transcripts/report cards from Grade 8 onwards.
 - 2) Verify authenticity and course details (i.e., time allocation and timetables).
- b. Documentation
 - 1) Maintain official records of transferred credits.
 - 2) Apply minimum credit hours per grade for placement (students with lower accumulated credit counts shall participate in credit recovery).
- c. Stakeholder Communication
 - 1) Communicate with students and families about transfer decisions and graduation impact.
 - 2) Engage teachers and staff to support transition.
- d. Resolution of Discrepancies
 - 1) Follow up on unclear or disputed records through official channels.
- e. Graduation Planning
 - 1) Develop an Individual Career and Academic Plan (ICAP) for each student to ensure completion of required credits for diploma eligibility.

3.8 Credit Recovery:

AAKPS developed and implemented a **credit recovery program** in line with the requirements of any ADEK publications (e.g., guides, circulars) regarding credit recovery:

- a. Ensure that students who earn a final mark below 60% and/or miss any of the required graduation credits recover their credits through the school's credit recovery program.
- b. Implement a structured, standards-aligned credit recovery program to support students who have not earned the necessary credits.
- c. Ensure that the maximum number of missing credits from core courses does not exceed 2.0-3.0 credits in a given academic year.
- d. Establish a comprehensive learning support system designed to assist students to address credit deficits by completing required coursework.

e. Deliver credit recovery programs exclusively on school premises by a qualified teacher/facilitator. The use of accredited online courseware is authorized as per the parameters set by the ADEK credit recovery requirements.

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

3.9 Course Catalog:

AAKPS publishes an annual course catalog that specifies all courses offered in Cycle 3 in alignment with the ADEK-approved courses on eSIS, in the AAKPS Student Handbook.

3.10 Course Syllabus:

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

SECTION 4. ACCEDIATION (AMERICAN CURRICULUM COMPLIANCE)

Figure 1. AAA Requirements by Curriculum

Curriculum	Accreditation	Authorization	Affiliation*
	Cycles 1, 2, 3	Cycles 1/ 2/ 3	Cycle 3
American (PK-12)	!		!
British	!		!
Canadian – Alberta and Nova Scotia	!		!
International Baccalaureate Program	!	!	
MOE	!		
SABIS	!		!
Other (i.e., Indian, French etc.)			!

! Required

* Board/country requirements may vary.

Cognia Accreditation:

AAKPS has been officially accredited by Cognia through Grade 12. As detailed in the Accreditation Engagement Review Report conducted from May 26 to May 31, 2024, the school achieved an Index of Education Quality (IEQ) score of 294. This significantly exceeds Cognia's global network average of 253, positioning AAKPS more than 40 points above the benchmark for accredited institutions. [Find the accreditation certificate in Appendix 1.](#)

SECTION 5. ENRICHMENT

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

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

5.2 Creativity, Innovation, and Enterprise: AAKPS ensures that the curriculum embeds opportunities and activities for enterprise, innovation (e.g., using Artificial Intelligence driven tools), social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society. Refer to AAKPS Student Assessment Policy for our detailed assessment and entrepreneurship opportunities.

SECTION 6. Compliance

This policy shall be effective as of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term). Schools shall be compliant with the updated requirements in version 1.2 of this policy by Academic Year 2026/27 (Fall term).

6.1 American curriculum schools are subject to the following additional compliance requirements:

1. Table 1. Credit Requirements for American Curriculum Schools is applicable to Grade 9 of Academic Year 2025/26 (graduating class of 2029) and subject to compliance by Academic Year 2025/26 (Fall term). In subsequent academic years, Table 1. Credit Requirements for American Curriculum Schools shall also be applicable to all future Grade 9 students (graduating class of 2030 onwards).
2. All other requirements in Appendix A. Graduation Requirements for American Curriculum Schools are subject to compliance by 5 January 2026.

6.2 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. Concerning the Penal Code or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

Appendix 1:

THIS IS TO CERTIFY THAT

Ain Alkhaleej Private School - American Division

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Valid Through 6/30/2030



Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, Cognia