



**INTERNATIONAL**  
**ACADEMIC SCHOOL**

# **CURRICULUM POLICY**

**2023-24**

<div>  <div> INTERNATIONAL ACADEMIC SCHOOL المدرسة الأكاديمية الدولية </div> </div>		
CURRICULUM POLICY		
<b>DEPARTMENT:</b> <b>ADMIN</b>	<b>REVIEWED ANNUALLY</b>	<b>PUBLICATION DATE:</b> <b>JUNE 2, 2023</b>

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

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

#### **Rationale:**

The Curriculum is aligned to the California State Standards. (CA CCSS and GCSS) 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.

#### **International Academic School's curriculum policy is based on the following aims:**

- 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 school parent meetings.
- Be in a learning environment that reflects quality learning and celebrates the student's success

### The curriculum outcomes

International Academic 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.
- fulfil 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 number 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.

### 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.

**Academic Vice Principals 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.

**Instructional 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.

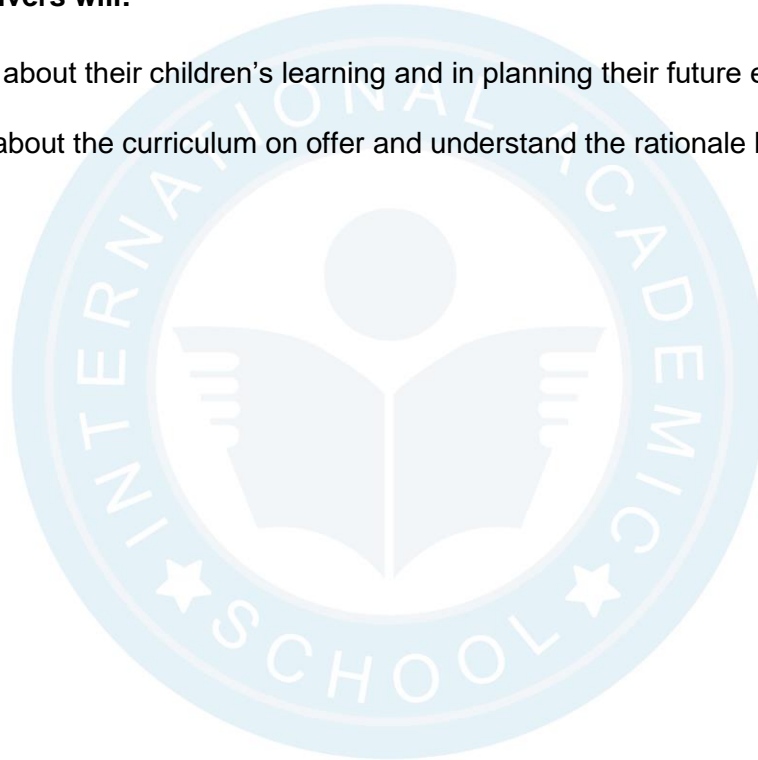
- work in partnership with other agencies to provide an appropriate range of extra-curricular opportunities. (e.g., visits etc.)

**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.





## 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
<b>Arab Muslim students</b> (Those who are registered in the school/KHDA under an Arab passport and as Muslims)	3 lessons per week			2 Lessons per week								
<b>Non-Arab Muslims</b> (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
<b>For all students (Arabs and non-Arabs)</b> 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 9	ENG9	1	9	
English 10	ENG10	1	10	
English 11	ENG11	1	11	
English 12	ENG12	1	12	
<u>AP English Language &amp; Composition</u>	<u>AP L&amp;L</u>	<u>1</u>	<u>11,12</u>	B+ 87% and above/Teacher Recommendation
<u>AP English Literature &amp; Composition</u>	<u>AP L&amp;C</u>	<u>1</u>	<u>11,12</u>	B+ 87% and above/Teacher Recommendation
<b>Electives</b>				
Creative Writing	WRT	0.5	9,10,11,12	C+ and below
Journalism	JRN	0.5	10,11,12	B- and above
Public Speaking	PS	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	ALG1	1	9	
Geometry	GEO	1	10	
Algebra 2	ALG2	1	11	
<b>Electives</b>				
Statistics	STAT	1	11,12	
AP Calculus AB	AP CALC	1	12	B+ 87% and above/Teacher Recommendation
Calculus	CALC	1	11,12	

Note: 3 Credits is required by KHDA. University admissions require 4 credits

## 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
Arabic B2	ARB2	1	10
Arabic B3	ARB3	1	11
Arabic B4	ARB4	1	12

**Electives**

French I	FRN 1	1	9,10,11
French II	FRN 2	1	10, 11, 12 B+ and above French I
French III	FRN 3	1	11, 12 B+ and above French II
AP French	AP FRN	1	12 B+ and above French III
Spanish I	SPAN 1	1	9,10,11,12
Spanish II	SPAN 2	1	10,11,12
Spanish II	SPAN 3	1	11,12

Note: 4 Credits is required (4 years) by KHDA for Arabic A, only 2 credits (2 years) required for World Language

## Physical Education

Course: Physical Education	Course Code	Credit	Grade
PHYSICAL EDUCATION 9	PE09	1	9
PHYSICAL EDUCATION 10	PE10	1	10
Electives			
Yoga & Aerobics (Girls Only)	YOG/AERB	0.5	11, 12
Team Sports (Boys Only)	TM SPRT	0.5	11, 12

Note: 2 Credits required (2 years)

## Science

Course: Science	Course Code	Credit	Grade	Prerequisite Criteria
Biology	BIO	1	9	
Chemistry	BIO	1	10	
Physics	PHY	1	11	
Electives				
Forensic Science	FRNS	1	10,11,12	
AP Biology	AP BIO	1	11, 12	B+ 87% and above/Teacher Recommendation
AP Chemistry	AP CHM	1	11, 12	B+ 87% and above/Teacher Recommendation
AP Physics C: Mechanics	AP PHY	1	12	B+ 87% and above/Teacher Recommendation





AP Physics C: Electricity	AP PHY	1	12	B+ 87% and above/Teacher Recommendation
Anatomy & Physiology	ANT&PHYS	1	10,11,12	
Organic Chemistry	O-Chem	1	11,12	

Note: 3 Credits required. University admission require 4 credits

### Islamic Education

Course: Religious Studies	Course Code	Credit	Grade
Islamic Studies A9	ISA09	0.5	9
Islamic Studies A10	ISA10	0.5	10
Islamic Studies A11	ISA11	0.5	11
Islamic Studies A12	ISA12	0.5	12
<b>(For Non-Native Arab Muslim)</b>			
Islamic Studies B9	ISB09	0.5	9
Islamic Studies B10	ISB10	0.5	10
Islamic Studies B11	ISB11	0.5	11
Islamic Studies B12	ISB12	0.5	12
<b>Electives- For Non-Muslims</b>			
Teacher Assistant Program	TA	0.5	9,10,11,12

Note: Islamic Education is the only exception for having 2 periods a week.

### Social Studies

Course: Social Studies	Course Code	Credit	Grade	Prerequisite Criteria
UAE Social Studies / Government	UAE SST/GOV	1	9	
Geography	GEO	1	10	
World History	WRLD HIS	1	11	
<b>Electives</b>				
International Relations	INT RLTN	1	11, 12	
Global Issues / Citizenship	GLI	0.5	9,10,11, 12	
Psychology	PSYCH	1	11,12	

Note: 2 Credits required (2 years). UAE SS does not account for a credit unless it follows the credit requirements (Carnegie units)



## Business

Course: Business	Course Code	Credit	Grade	09i
Introduction to Business	INTRO BUS	0.5	9, 10,11	
Business Studies	BUS	1	10,11,12	
Marketing	MRK	1	11,12	
Personal Finance	PRSL FIN	1	11, 12	

## ICT

Course: Information Technology	Course Code	Credit	Grade	Prerequisite Criteria
Graphic Design	GDN	0.5	9,10,11,12	
Web Design	WDN	1	9,10,11,12	
Introduction to Programming	INTR TO PRGM	1	9,10	
AP Computer Science	AP COM	1	12	B+ 87% and above
Programming	PRGM	1	11,12	C+; 77% and above Intro. to Programming

## Visual Arts and Performing Arts

Course: Visual Arts & Creative Arts	Course Code	Credit	Grade	Prerequisite Criteria
Performing Arts	PRFM ARTS	0.5	11	
<b>Electives</b>				
Painting & Sketching	PNT & SKT	0.5	9,10,11,12	
Visual Arts	VIS ARTS	0.5	11,12	

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

## UAE Statutory Guidance for US Curriculum Compliancy

### Curriculum

English must be the language of instruction\* in the school. (\*except where English is not applicable, for example Arabic and additional languages)

		Compliant	Not Compliant Yet
1	All subjects are taught in English.		
2	English is the primary language used to communicate with students in all phases (morning assembly, teacher-student interactions, and school announcements).		
3	Educational resources support students' development of proficiency in English.		

The curriculum must be compliant with KHDA requirements for the teaching and learning of Islamic education and Arabic.

4	The elementary school curriculum is compliant with KHDA requirements for the teaching and learning of Islamic education and Arabic.		
5	The middle school curriculum is compliant with KHDA requirements for the teaching and learning of Islamic education and Arabic.		
6	The high school curriculum is compliant with KHDA requirements for the teaching and learning of Islamic education and Arabic.		

Curriculum expectations must meet or exceed the US Common Core Standards for English language arts and mathematics; and NGSS for science.

7	The curriculum is aligned with the Next Generation Science Standards for science.		
8	The curriculum coordinator has appropriate experience in a US curriculum school.		
9	The curriculum is aligned with US Common Core Standards in mathematics.		
10	The curriculum is aligned with US Common Core Standards in English language arts.		

Curriculum expectations for other subjects must be aligned with the standards of a named state.

11	The curriculum is aligned with the curriculum standards of just ONE state.		
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The curriculum must include quality extra-curricular activities, which address the broad student interests in all phases of the school.

12	The curriculum includes quality extra-curricular activities, which address broad student interests.		
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## Assessment and Graduation Requirements

### Assessment:

Internal assessments in English language arts, mathematics and science must be aligned with the Next Generation Science Standards and the US Common Core Standards and expectations.

13	Teacher-created assessments or evaluations (such as skills' inventories) are aligned with the US Common Core Standards and expectations.		
14	Teacher-generated assessments are aligned with the Next Generation Science Standards and expectations.		

Internal assessments for other subjects must be aligned to the curriculum standards and expectations of the named state.

15	Teacher-created assessments, or evaluations (such as skills' inventories) are aligned with the curriculum standards of the school's chosen state.		
16	Textbook-generated assessments are aligned with the curriculum standards of the school's chosen US State.		

### Graduation Requirements:

Schools must use the KHDA standard conversion chart to convert high school percentage grades to letter grades. This chart must also be used to calculate cumulative grade point averages (GPA).

17	High school teachers award percentage grades on written work and examinations.		
18	High school teachers use the KHDA standard conversion chart to convert percentage grades to letter grades.		
19	High school teachers use the A-F grading scale.		
20	The high school uses the KHDA standard conversion chart to calculate grade point averages (GPA) for all students in Grades 9–12.		
21	High school report cards reflect the use of letter grades and GPAs.		
22	High school transcripts reflect the use of letter grades and GPAs.		
23	High school transcripts include course descriptions and grading scales.		

All high school students (those studying in Grades 9, 10, 11 and 12) must take recognized standardized\* tests as appropriate to their needs and grade level. Choices must also be linked to university and national equivalency requirements. (\*external)

24	Grade 10 students are required to take the PSAT.		
25	Grade 11 or 12 students are required to take either the ACT or SAT I examinations.		
26	Grade 11 or 12 students are required to take the SAT II examinations.		
27	Grade 11 or 12 students are required to take the TOEFL or IELTS.		
28	Students take the Measures of Academic Progress (MAP) examinations (grades 3-9).		



Any student seeking UAE equivalency status for his/ her High School Diploma must sit for SAT I mathematics component (minimum score of 400) and TOEFL (minimum score of 173 computer-based: minimum score of 61 internet-based), IELTS (Minimum 5.0), EMSAT (Minimum English score 1100, math score 500)

29	Students seeking further education in the UAE are required to take the SAT I, EMSAT and TOEFL or IELTS		
30	Emirati students are required to take the SAT I, EMSAT and IELTS or TOEFL		

Elective courses, including arts, must be available to high school students.

31	The high school curriculum includes a range of <b>electives</b> , including <b>creative</b> and <b>fine arts</b> .		
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Each school must have clear high school graduation requirements, which will be shared with the students and parents in the high school section.

32	Middle school students preparing for transition to high school are well aware of high school graduation requirements.		
33	High school graduation requirements are listed in the student handbook and/or the school website.		

Graduation requirements must be aligned with the KHDA minimum expectations spread over the four years of the high school phase (Grades 9, 10, 11 and 12).

34	Each high school credit carries equal weight (except AP courses).		
35	One high school credit is awarded for <b>120</b> classroom hours of instruction.		
36	High school graduation requirements include <b>four</b> credits of <b>English</b> .		
37	High school graduation requirements include <b>three</b> credits of <b>science</b> .		
38	High school graduation requirements include <b>three</b> credits of <b>mathematics</b> .		
39	Each high school <b>mathematics</b> and <b>science</b> credit is earned within one academic year (e.g. 120 classroom hours of biology in one academic year equals one biology credit).		
40	High school graduation requirements include <b>two</b> credits of <b>world language</b> .		
41	High school graduation requirements include <b>two</b> credits of <b>social studies</b> .		
42	High school graduation requirements include <b>two</b> credits of <b>physical education</b> .		
43	High school graduation requirements include <b>one-half</b> credit of <b>creative</b> and <b>fine arts</b> .		
44	High school graduation requirements include <b>five and a half</b> credits of <b>electives</b> .		
45	High school graduation requirements for Arab students include <b>four</b> credits of <b>Arabic</b> .		
46	High school graduation requirements for Muslim students include <b>two</b> credits of <b>Islamic education</b> .		



## Staffing and Personnel

At least one of the following senior management positions must be held by a person with appropriate experience in an accredited US school: superintendent, principal, vice-principal or curriculum coordinator.

47	Identify the administrator with experience in a school in the USA.		
48	Identify the administrator with experience in an accredited US Curriculum school outside the USA.		

Each school must have at least one full-time qualified guidance counsellor to assist students with college and university admissions.

49	The high school has at least <b>one full-time</b> qualified <b>guidance counselor</b> for all student needs.		
50	The high school has at least <b>one full-time</b> <b>careers/college counselor</b> qualified to help with the admission process to college or universities.		

Every teacher of a key subject taught in English must have proficiency level in English. It is the school's responsibility to provide evidence of such proficiency through valid assessments of language proficiency.

51	Every teacher has the required proficiency level in English.		
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## Additional Information:

### Best practice in High School in a US curriculum school

1.	One individual is charged with the ultimate responsibility for all aspects of Grades 9-12. In a large school, her/his title would be 'High School Principal'; in a smaller school he/she would have the title of 'Vice Principal for High School'.
2.	The High School Principal oversees the work of and works closely with the Curriculum Coordinator, Assessment Coordinator, Special Education Coordinator, Guidance Counselor(s), Librarian, and Department Heads.
3.	The high school is usually divided into departments by subject or area, and department heads or coordinators are selected to oversee the work of the department or area and to keep the High School Principal/Vice Principal of High School informed of students' progress
4.	High School Principal and High School Vice Principal are present in the hallways, break areas, cafeterias, and bus area to greet students and to assist with management, if needed.
5.	<b>Academic Calendar Structure</b> <ul style="list-style-type: none"> <li>• Number of instructional days in an academic year: 180</li> <li>• Terms in an academic year: 2 semesters of equal length</li> <li>• Length of school day: 6.5- 8 hours per day</li> <li>• Length of class periods per day: 45-50-55-60 minutes</li> <li>• Class periods should be of <b>equal length</b> the entire week (ex. Shorter Thursdays is not best practice)</li> <li>• Class periods in one day: varies from 6-9 periods</li> <li>• Include transition time between class periods</li> <li>• A credit is 120 classroom hours of instructions</li> </ul>



	<ul style="list-style-type: none"> <li>Islamic Education, UAE Social studies is the only subject that can be taught a minimum of 2 times per week. The rest of the subjects must follow the 120 hours requirements (usually about 4-5 times per week).</li> <li>UAE subjects (Moral Education, Arabic, Islamic Education, Moral Education) must follow the amount of lessons required per week set by KHDA/MOE. The rest of the subjects must follow the 120 hours requirements (usually about 4-5 times per week).</li> </ul>
6.	A variety of subjects or courses is offered in high school to allow for continued growth in a subject and for exploration of new subjects.
7.	US high schools award a diploma to Grade 12 students who have earned the minimum required number of credits in the required subjects.
8.	KHDA expects US curriculum schools in Dubai to require their high school students to earn a minimum of 22 credits before a high school diploma will be awarded.
9.	If a student does not earn at least a D- (60 percent) in a course, credit will not be awarded. The course must be retaken.
10.	There are NO re-sit examinations in US schools. US high schools are credit based not examination based.
11.	Schools should have a credit recovery program for students who have lost or missed credits in order to graduate.
12.	A US high school follows a credit program not a grade level program. For example, students in grade 10, 11 and 12 can be in the same biology class and earn the same biology credit.
13.	Offer AP courses (Ensure all courses are authorized and the school has an assigned AP Coordinator).
14.	Elective courses can follow the CTE Model Curriculum Standards

Subject	Required Credits*
English	4
Science	3
Math	3
World Language	2 (Arabic counts as a world language-1 credit or 2 credits)
Social Studies	2
Physical Education	2
Visual/ Performing Art	0.5
Electives	5.5 (Arabic-2 credits and Islamic Studies-2 credits counted as elective credits)
	<b>22 credits</b>
*A credit requires 120 classroom hours of instruction	

## KHDA Graduation Requirements

GPA Scale			
Letter Grade	Percent Grade	4.0 Scale	AP 5.0 Scale
A+	97 - 100	4.0	5.0
A	93 - 96	4.0	5.0
A-	90 - 92	3.7	4.7
B+	87 - 89	3.3	4.3
B	83 - 86	3.0	4.0
B-	80 - 82	2.7	3.7
C+	77 - 79	2.3	3.3
C	73 - 76	2.0	3.0
C-	70 - 72	1.7	2.7
D+	67 - 69	1.3	2.3
D	65 - 66	1.0	2.0
D-	Below 65	0.5	1.7
E/F	Below 60	0	0.0
AP Courses	An addition of 0.25 to the standard weighting		

## Grade and GPA Scale