



CURRICULUM POLICY

2024-2025

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INTRODUCTION

Al Resalah American International School provides an American curriculum within a framework of traditional Islamic values. It is RAIS's overriding belief that students learn to their optimum in a caring, nurturing environment that recognizes the importance of the local culture and traditions. We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum. We have as our primary purpose the development of responsible and well-rounded bilingual students who will be able to meet the challenges of the 21st century with confidence and anticipation. We believe that children learn differently and that instruction must be geared to the various learning styles in each classroom wherever possible. Also, we recognize the importance of the parent in the learning process and seek ways to involve the parent in school life. Above all, we believe that school should be a satisfying and enriching experience for each student.

IMPORTANT DEFINITIONS

Curriculum:

The curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.

Grade-level Curriculum

Curriculum planned at each grade level to promote continuous progress toward high standards.

Curriculum Design

Curriculum design involves planning activities, lessons, and assessments that achieve educational goals.

Curriculum Planning

Curriculum planning is the process of identifying and organizing the instructional material that the course will follow.

Curriculum Implementation

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum.

Curriculum Review

A curriculum Review is a critical examination of the academic programs to make sure students have the best learning experiences possible.

Curriculum Adaptation

Curriculum adaptation involves differentiation to meet the needs of all students. It involves using different teaching strategies, assessment methods, and learning materials, in order to accommodate the diverse learning styles, abilities, interests, and cultural backgrounds of the students.

Curriculum Modification

Curriculum modification involves making significant changes to an existing curriculum to better align it with specific educational goals, learning outcomes, or contextual factors of a specific group of students. It goes beyond simple adaptations and involves substantial revisions to the curriculum's structure, content, sequencing, and instructional strategies.

Authorized/licensed curriculum:

The curriculum that the school has decided on or been given the authority to deliver as a condition for it to operate within the UAE.

Cross-curricular Integration

Cross-curricular integration refers to the intentional blending of multiple academic disciplines or subjects to create meaningful connections and deepen students' understanding of concepts.

Horizontal Alignment

Horizontal alignment is when teachers at the same grade level meet to coordinate learning activities.

Standardization of RAIS Curriculum:

As an American school, the RAIS curriculum is driven by California State Standards for the core subjects such as English Language Arts, Mathematics, and Science, as well as US Social Studies, Physical Education, and Visual and Performing Arts. The standards for Arabic A/B, Islamic A/B, UAE Social Studies A/B and Moral Education are from the UAE Ministry of Education.

Why California State Standards?

RAIS has chosen the California state standards to drive its curriculum for English subjects. The California State Standards are internationally benchmarked and evidence-based standards. These standards serve as a consistent set of expectations for what students should learn and be able to do so that we can ensure that every student is on track for college and career readiness. The state of California has an increasing number of English Language Learners (ELL) students, which mirrors our student population. We strive to ensure that all students' individual educational paths are met, leading them to college and career readiness.

RAIS Rationale

At RAIS, the curriculum is the key enabler for students to achieve international standards and the school's vision. We aim to provide a sustainable, healthy, and safe learning environment that maximizes every student's potential to become an informed decision-maker, a lifelong learner, and a responsible citizen in an ever-changing and diverse global society.

- The Curriculum is aligned with the California State Standards. (CA CCSS and NGSS)
- It meets the SPEA regulations for MOE subjects and US graduation requirements, incorporating initiatives to enhance and develop 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, innovative skills, 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 inquiry-based learning explicitly planned into the units and opportunities to develop the student's learning behaviors as directed in the School Inspection Framework by SPEA & the MOE.

Curriculum Design and Review

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

Curriculum Design: RAIS follows a Backward design model to design the curriculum. It encourages leaders to understand the desired end goals clearly from the start and ensures that all aspects of the curriculum

are aligned with those goals. This 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 curriculum's design, implementation, and assessment in a manner that fosters high-quality education and student achievement.

Curriculum Adaptation: Almost all RAIS students are English Language Learners and share some similarities with students in California; however, students at RAIS are confronted with some challenges that 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 priorities, and supporting standards.

- **Adaptation for Students of Determination:**

RAIS 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). RAIS 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 and support the classroom teacher on best practices of inclusion. Inclusion support accommodates students' needs and includes making IEPs, assessment/exam modifications, curriculum modifications, support sessions, and parental support.

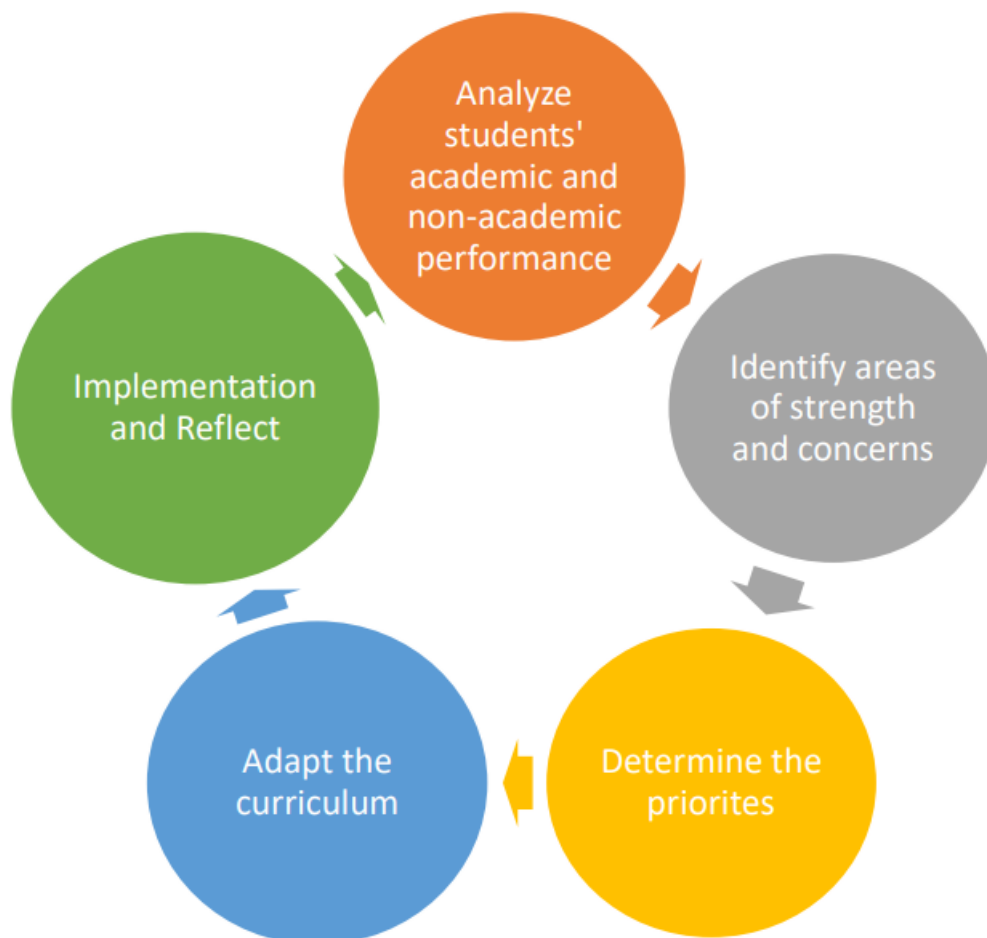
- **Adaptation for Gifted and Talented (G&T)**

RAIS curriculum is adapted for students who have been 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 RAIS, setting personalized education programs for gifted students includes curriculum adaptation, assessment adaptation, enrichment, and groupings.

Curriculum Review

At RAIS, leaders and teachers review the curriculum after every assessment cycle. Course syllabi and unit plans on Atlas are reviewed each semester to ensure that prioritized standards are taught and to evaluate curriculum implementation. The curriculum review aims to evaluate and improve teaching and learning in the school systematically. It begins with the analysis of students' academic and non-academic performance, delving into their achievements and challenges. This analysis identifies areas of strength and areas needing improvement, providing valuable insights into the curriculum's efficacy. Based on these findings, priorities are determined, guiding the curriculum's adaptation to meet learners' diverse needs better. Implementation of the revised curriculum follows, incorporating new strategies, resources, and instructional approaches. Finally, reflection on the implemented changes allows educators to assess their impact, refine practices, and inform future iterations of the curriculum, thus perpetuating a continuous cycle of improvement in educational outcomes.

RAIS Curriculum Review Cycle



RAIS curriculum policy is based on the following aims:

- Have students at heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalization.
- 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.
- Ensure that cross-curricular learning opportunities are highlighted and specifically planned to deepen and contextualize learning where possible and appropriate.

Curriculum Outcomes

RAIS curriculum will be focused on the California State Standards and MOE and will:

- Fulfill the requirements of the CCSS and NGSS and the requirements of SPEA and the MOE.
- Enable students to reach or exceed the grade standards.
- Meet the needs of students of all abilities.
- 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.
- Ensure continuity and progression within the school and between phases of education.
- Help students to use language and numbers effectively.
- Help students develop personal moral values, tolerance of other races' cultures, and respect for all.
- Develop a themed curriculum for KG till Grade 3, which will focus on the core skills of numeracy and literacy and develop all students' personal, learning, and thinking skills.
- Design a Middle and High school curriculum that meets students' needs and enables all our students to be college—and career-ready.

Roles of all Stakeholders

The Principal and Vice Principal will ensure that:

- The amount of time provided for teaching the curriculum is adequate and meets the requirements of SPEA and the MOE, as well as the needs of the students.
- Scope and sequence/ course syllabus/ unit plans are monitored and reviewed on a regular basis.
- The assessment procedures meet all legal requirements, and students and their parents receive information showing their progress and what is required to help them improve.
- The board is fully involved in decision-making processes relating to the curriculum's breadth and balance.
- The board is informed of progress towards the school's curriculum standards and any areas that require more input.

The Curriculum Coordinator will ensure that:

- The curriculum structure and delivery are grade-appropriate.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses across the school.
- The curriculum is adapted after every cycle of summative and external assessments.
- The curriculum is modified for students with special needs and disabilities.
- The assessment is appropriate to the grade and international expectations and in line with the curriculum standards.

The Heads of Sections/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 details.
- 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 courses are selected to best meet our students' learning needs.
- Assessment should be appropriate to the course and the students following particular courses. The approach to assessment should be consistent.
- Student performance data is reviewed regularly to ensure that any necessary changes in 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.

- The curriculum is 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 amongst their colleagues in order to utilize best practices and, through joint planning, ensure that they continually develop new ideas.
- Participate in high-quality professional development and training for curriculum, working with other teachers to develop their skills in understanding their student's learning needs and how best to address those needs and engage them.
- They collaboratively plan the curriculum horizontally at the grade level.

Students will ensure that:

- They are engaged with the curriculum by actively participating in class discussions, asking questions, and collaborating with peers.
- They contribute to their own learning by setting goals, making choices, and taking ownership of their learning.
- They are engaged in reflection, assessing their progress, identifying areas of growth, and setting goals for further development.
- They engage in project-based learning and problem-solving activities to deepen their understanding and connect their learning to the world around them.

The Parent 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.
- create a supportive home environment that values education and learning. They establish routines, provide resources, and encourage a positive attitude toward learning, which reinforces the curriculum's goals.
- support the curriculum by providing opportunities for their child to explore subjects beyond the classroom. This can include visits to museums, libraries, and educational events and engaging in educational activities, hobbies, or projects related to the curriculum.

School Policy Development

Schools are expected to act in accordance with the principles laid out by the SPEA and in accordance with the support of the United States Schools Curriculum Division. The US School division shall revise or develop policies that align with standard American Policy and Procedures. The school policy shall reflect the policy statements related to academic responsibility, honesty, and promotion/retention contained herein and

should be formalized in conjunction with the SPEA rules and regulations.

Review

The senior leadership team will review this policy annually, and any deficiencies or weaknesses in assessments will be remedied.



Signed:
Mohannad I Jayousi

Date: May 19, 2024

Policy review date: May 2025

