



# Virginia American School

ENGAGE  
INSPIRE INNOVATE

CREATING A BETTER WORLD THROUGH EDUCATION

## Curriculum Policy 2025-2026



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NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

### Rationale

At VAS, our curriculum is more than a framework of standards—it is the foundation of every learner's journey. Guided by our REACH values—Respect, Empathy, Aspiration, Courage, and Honesty—we view learning as a dynamic and inclusive process that prepares students to thrive in a rapidly evolving world.

Our curriculum cultivates the 5Cs—Creativity, Communication, Critical Thinking, Citizenship, and Collaboration—ensuring that all students develop the knowledge, skills, and dispositions required to lead purposeful, balanced, and meaningful lives.

### Framework and Standards

The VAS curriculum is anchored in the Virginia Standards of Learning (vsol) and the U.S. Common Core, enriched by the Next Generation Science Standards (NGSS). These frameworks provide clear academic expectations while supporting the development of transferable skills.

We comply fully with the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK), including mandated subjects in Arabic, Islamic Education, UAE Social Studies, and Moral Education, and we ensure that all programs reflect UAE cultural heritage and values.

The curriculum is accredited by the New England Association of Schools and Colleges (NEASC), ensuring international quality benchmarks, continuous school improvement, and alignment with global best practice.

## **Curriculum Design and Implementation**

Our curriculum is intentionally designed to be broad, balanced, and inclusive. It follows a coherent progression of concepts, skills, and knowledge across all phases of learning, ensuring age-appropriate challenge and continuity from Kindergarten through Grade 12.

- **Planning:** Teachers collaborate to design short, medium, and long-term plans, ensuring scope, sequence, and clear learning objectives. The curriculum intentionally spirals to ensure continuity and rigor across grades and phases. Lessons integrate inquiry, cross-disciplinary connections, and authentic applications. See appendix for sample curriculum map.
- **Resources:** A range of digital and physical resources are provided to enhance learning. We use Ministry and HMH texts across phases, as well as subscriptions such as Exactpath, RAZ Kids, and Oxford Owl. All textbooks/resources undergo review per ADEK Cultural Considerations Policy. Our staff ensures that all textbooks, digital tools, and supplementary materials uphold UAE cultural values and support curriculum objectives.
- **Academic support:** is embedded across all phases through a structured Response to Intervention (RTI) model. Teachers identify students requiring additional assistance based on formative and benchmark assessments. Targeted support, small-group instruction, and differentiated strategies are implemented to ensure every learner achieves expected progress.
- **Pedagogy:** Learning engagements balance teacher-directed instruction with project-based, inquiry-driven, and collaborative approaches, supporting creativity, critical thinking, and innovation.
- **Well-being:** Safe eating, SEL, resilience, and mindfulness are systematically embedded across the curriculum and celebrated in assemblies and awards ceremonies.

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- Assessment: In line with ADEK's assessment policy, internal assessment is a blend of formative and summative assessments—including portfolios, reflections, projects, and benchmark tests. VAS is compliant with all national agenda and ADEK-required benchmarking assessments, such as PISA, PIRLS, TIMSS, as well as annual MAP and ABT testing. Our comprehensive approach ensures rigor, informs instruction, and provides multiple pathways for students to demonstrate learning.

Through Universal Design for Learning (UDL) and differentiated strategies, all students—whether more able, multilingual learners, or People of Determination—are enabled to access, engage with, and succeed in the curriculum.

## Academic Plan

Timetabling & Instructional time are compliant with ADEK guidance for teaching core and ministry subjects. Phase by phase minimum minutes per course are shown in the table below:

| Minimum weekly minutes/hours at VAS     |             |  |   |
|---|-------------|--|---|
|   | KG          | Elementary   | Secondary   |
| Arabic A / B                            | 240 minutes | 275 minutes (Grades 1-3), 220 minutes (Grades 3-5) | 220 minutes (Grade 6-9)<br>Arabic A 220 minutes<br>Arabic B 110 minutes (Grade 10-12) |
| Islamic Education (for Muslim students) | 90 minutes  | 165 minutes (Grades 1-3), 110 minutes (Grades 3-5) | 110 minutes   |
| UAE Social Studies                      | N/A         | 55 minutes   | 110 minutes (Grade 6-9)   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
| Moral Education  |  | 55 minutes   | 55 minutes   | 55 minutes (Grade 6-8)   |
| English, Mathematics, Science, and other core subjects |  | English- 440 minutes<br><br>Mathematics- 275 minutes<br><br>Science- 220 minutes | English- 550 minutes<br><br>Mathematics- 440 minutes<br><br>Science- 220 minutes | English- 275 minutes<br><br>Mathematics- 220-330 minutes (varies by grade)<br><br>Science- 220 minutes<br><br>Core electives (Grade 11)- 165 minutes<br><br>Core electives (Grade 12)- 220 minutes |

Sample timetable below:



## 6B1

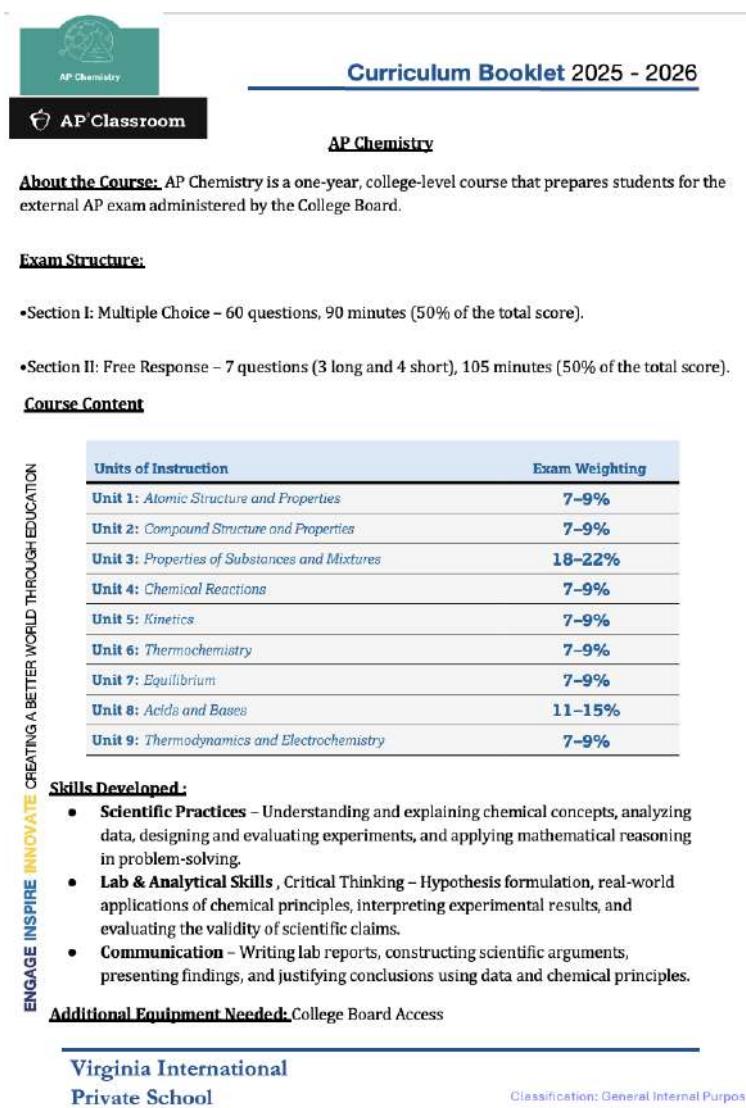
Virginia International Private School, Khalifa City B, Abu Dhabi, Shakboot

|           | Student Arrival<br>7:30 - 7:50 | Advisory<br>7:50 - 8:05      | 1<br>8:05 - 9:00   | 2<br>9:00 - 9:55   | 3<br>9:55 - 10:25 | 4<br>10:25 - 11:20                                       | 5<br>11:20 - 12:15                                       | 6<br>12:15 - 13:10   | 7<br>13:10 - 13:35 | 8<br>13:35 - 14:25                                       | 9<br>14:25 - 14:35 |
|-----------|--------------------------------|------------------------------|--------------------|--|-------------------|--|--|--|--------------------|--|--------------------|
| Monday    | Student Arrival                | Advisory /Assembly<br>Mirvat | English<br>Patrick | UAE SS<br>Arab Rasha A<br>UAE SS NA<br>Non Arab Sandra     | Break 1           | ICT<br>Duaa T  | Math<br>Rania  | Islamic<br>Arab Mohamed S<br>Islamic NA<br>Non Arab Nasira | Break 2            | Arabic<br>Arab Shireen T<br>Arabic NA<br>Non Arab Asma A | Dismissal          |
| Tuesday   | Student Arrival                | Advisory /Assembly<br>Mirvat | English<br>Patrick | Science<br>Reham   | Break 1           | Math<br>Rania  | UAE SS<br>Arab Rasha A<br>UAE SS NA<br>Non Arab Sandra   | Art<br>Walaa   | Break 2            | Arabic<br>Arab Shireen T<br>Arabic NA<br>Non Arab Asma A | Dismissal          |
| Wednesday | Student Arrival                | Advisory /Assembly<br>Mirvat | Math<br>Rania      | Islamic<br>Arab Mohamed S<br>Islamic NA<br>Non Arab Nasira | Break 1           | Arabic<br>Arab Shireen T<br>Arabic NA<br>Non Arab Asma A | English<br>Patrick                                       | Science<br>Reham   | Break 2            | PE<br>Mostafa  | Dismissal          |
| Thursday  | Student Arrival                | Advisory /Assembly<br>Mirvat | Science<br>Reham   | ICT<br>Duaa T  | Break 1           | PE<br>Mostafa  | Arabic<br>Arab Shireen T<br>Arabic NA<br>Non Arab Asma A | English<br>Patrick   | Break 2            | Math<br>Rania  | Dismissal          |
| Friday    | Student Arrival                | Advisory /Assembly<br>Mirvat | Science<br>Reham   | English<br>Patrick   | Assembly          | Break 1  | 10:20 - 11:00<br>Math<br>Rania                           | 11:00 - 11:40<br>Moral Education<br>Sandra                 | Dismissal          |  |                    |

## Course requirements-

Course booklets for Grades 9–12 act as syllabus, and provide an overview of key details such as course title and credit value (if applicable), course description (what students will study), assessment types (formative, summative, benchmark) etc.

Sample course requirement booklet below:



The image shows the cover of the 'Curriculum Booklet 2025 - 2026' for AP Chemistry. The cover features the College Board logo, the text 'AP Chemistry', and a 'AP Classroom' button. Below the title, there is a section titled 'About the Course' which describes the course as a one-year, college-level course preparing students for the AP exam. It also includes sections for 'Exam Structure' (multiple choice and free response sections), 'Course Content' (a table of units and their exam weightings), 'Skills Developed' (a list of three skills: Scientific Practices, Lab & Analytical Skills, and Communication), and 'Additional Equipment Needed' (College Board Access). The bottom of the cover includes the text 'ENGAGE INSPIRE INNOVATE CREATING A BETTER WORLD THROUGH EDUCATION' and the 'Virginia International Private School' logo.

| Units of Instruction                          | Exam Weighting |
|---|----------------|
| Unit 1: Atomic Structure and Properties       | 7–9%           |
| Unit 2: Compound Structure and Properties     | 7–9%           |
| Unit 3: Properties of Substances and Mixtures | 18–22%         |
| Unit 4: Chemical Reactions                    | 7–9%           |
| Unit 5: Kinetics                              | 7–9%           |
| Unit 6: Thermochemistry                       | 7–9%           |
| Unit 7: Equilibrium                           | 7–9%           |
| Unit 8: Acids and Bases                       | 11–15%         |
| Unit 9: Thermodynamics and Electrochemistry   | 7–9%           |

## **Learning Pathways**

- Learning pathways enable students to pursue rigorous core subjects alongside electives that reflect their talents and aspirations.
- Career guidance and counselling begin in the middle years, equipping students with the knowledge and confidence to make informed decisions about their future.

## **Inclusion**

We are committed to inclusion by design and responsive in practice. At VAS:

- Inclusion is embedded across the curriculum and supported by a dedicated team of specialists, ensuring that all learners feel respected, valued, and able to achieve at their highest potential.
- Differentiation and scaffolding ensure equitable access for students with diverse needs and abilities. Teachers must set high expectations for all students. They must use appropriate assessment to set ambitious targets and plan challenging work for all groups, including more-able students, students with low prior attainment, students who at the very early stages of English language acquisition, and people of determination.

## **National Identity and UAE Priorities**

As a school in the UAE, we are committed to promoting a deep respect for the nation's heritage, language, and values. Students engage with Arabic, Islamic Studies, Moral Education, and UAE Social Studies through dedicated lessons and integrated cross-curricular projects.

The curriculum fosters pride in UAE culture, encourages contributions to nation building, and ensures alignment with the UAE National Agenda. We integrate cross-curricular links to deepen students' understanding of the

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UAE's culture, history, and national identity. Our students are prepared to be both proud Emirati citizens and globally minded contributors.

### **Enrichment, Innovation, and Global Citizenship**

Our curriculum is enriched by a vibrant programme of enrichment, extra-curricular activities, and innovation initiatives. Opportunities include:

- STEAM projects, arts showcases, and sports programmes
- Service learning and sustainability projects aligned with the UN Sustainable Development Goals and are in line with ADEK's sustainability expectations.
- Leadership opportunities such as Student councils, World Scholars Cup, MUN, and student-led initiatives
- Sustainability principles are embedded across the curriculum in alignment with the ADEK School Sustainability Policy and the UN Sustainable Development Goals, ensuring environmental literacy and social responsibility.
- Community engagement through cultural events, school visitors and presentations, and national celebrations

These experiences inspire students to apply their learning in authentic contexts, develop Courage and Honesty in action, and nurture a sense of responsibility to the wider world.

## College and Career Readiness

We prepare students for success in higher education and beyond. By Grade 12, students:

- Complete SAT and EmSAT examinations as part of UAE equivalency requirements.
- Graduate with a minimum of 22 credits (Standard Diploma) or 26 credits (Advanced Studies Diploma) in line with Virginia requirements.
- Engage with structured career counselling, university fairs, and online planning tools such as Unifrog and iCAP.

Our goal is to ensure every graduate is college-ready, career-ready, and life-ready—equipped with the academic credentials, personal resilience, and REACH values to thrive in a global context.

## Curriculum Review and Evaluation

The curriculum is not static—it is a living framework subject to continuous reflection and renewal.

- Annual Review: The impact of the curriculum on student outcomes and wellbeing is reviewed annually in accordance with ADEK School Curriculum Policy §3.9 (5). Evidence from assessment data, stakeholder feedback, lesson observations, and inspection outcomes is analyzed and documented in the annual Curriculum Evaluation Report to inform improvements for the following academic year.
- Compliance Monitoring: Regular inspections by ADEK and accreditation bodies.
- Internal Reflection: Collaborative planning meetings, vertical and horizontal alignment reviews, moderation, lesson observations, and analysis of student outcomes.

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This cycle of review ensures that the VAS curriculum remains relevant, rigorous, culturally responsive, and future-focused

### Graduation

The VAS credit structure (24 credits) aligns to ADEK Table 1 for American curriculum schools, ensuring UAE MoE equivalency eligibility. A minimum of 24 credits is required to receive the high school diploma and graduate. A student who earns 24 credits in the required courses will earn a high school diploma. Credit is given for courses taken in Grades 9 – 12 only. The 24 credits must be distributed among subject areas as follows:

| Grade | Subject            | Number of lessons | Credits | Total Number of Credits |
|-------|--------------------|-------------------|---------|-------------------------|
| 9     | Arabic             | 4                 | 1       | 6.75                    |
|       | Islamic            | 2                 | 0.5     |                         |
|       | English            | 4                 | 1       |                         |
|       | Math               | 4                 | 1       |                         |
|       | Biology            | 4                 | 1       |                         |
|       | History            | 2                 | 0.5     |                         |
|       | UAE Social Studies | 2                 | 0.5     |                         |
|       | Art                | 1                 | 0.25    |                         |
|       | ICT                | 2                 | 0.5     |                         |
|       | PE                 | 2                 | 0.5     |                         |

| Grade | Subject   | Number of lessons | Credits | Total Number of Credits |
|-------|-----------|-------------------|---------|-------------------------|
| 10    | Arabic    | 4                 | 1       | 6.25                    |
|       | Islamic   | 2                 | 0.5     |                         |
|       | English   | 4                 | 1       |                         |
|       | Math      | 6                 | 1       |                         |
|       | Chemistry | 4                 | 1       |                         |
|       | Geography | 3                 | 0.75    |                         |
|       | ICT       | 2                 | 0.5     |                         |
|       | PE        | 2                 | 0.5     |                         |

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| Grade | Subject                          | Number of lessons | Credits | Total Number of Credits |
|-------|----------------------------------|-------------------|---------|-------------------------|
| 11    | Arabic                           | 4                 | 1       | 6.5                     |
|       | Islamic                          | 2                 | 0.5     |                         |
|       | English                          | 4                 | 1       |                         |
|       | Math                             | 4                 | 1       |                         |
|       | Physics                          | 4                 | 1       |                         |
|       | Health Science / Accounting      | 3                 | 0.75    |                         |
|       | AI /English Lit./ Macroeconomics | 3                 | 0.75    |                         |
|       | PE                               | 2                 | 0.5     |                         |

| Grade | Subject                                      | Number of lessons | Credits | Total Number of Credits |
|-------|--|-------------------|---------|-------------------------|
| 12    | Arabic                                       | 4                 | 1       | 6.25                    |
|       | Islamic                                      | 2                 | 0.5     |                         |
|       | English                                      | 4                 | 1       |                         |
|       | Math   | 4                 | 1       |                         |
|       | Biology / AP Chemistry / Nutrition           | 3                 | 0.75    |                         |
|       | Physics / AP Biology / AP English Literature | 3                 | 0.75    |                         |
|       | Chemistry / AP Physics /Business             | 3                 | 0.75    |                         |
|       | PE   | 2                 | 0.5     |                         |

**Total: 25.75**

The UAE Ministry requirements for the Certificate Equivalency for American Curriculum Schools are as follows:

**School Diploma**

- With a minimum of 24 credits · Meeting a credit requirements in each subject

**Student Transcript**

- Grades 9, 10, 11, 12

**Original Certificates/ Progress Reports** · Grades 10, 11, 12 containing scores in Arabic and Islamic Studies with a minimum 60%

**UAE Nationals must pass:**

- a. EmSAT Achieve – English with a minimum grade of at least 1100 grades.
- b. EmSAT Achieve – Mathematics with a minimum grade of at least 500 grades.

**The non-UAE Nationals must pass:**

- a. In English language one of the following tests:

TOEFL English with a minimum grade of at least 61 grades in the online test for the students (iBT).

Or the IELTS Academic with a minimum grade of at least 5.0 grades.

Or EmSAT Achieve – English with a minimum grade of at least 1100 grades.

- b. A Mathematic test in one of the following tests:

SAT I – Math Reasoning Test with a minimum grade of at least 450 grades.

Or EmSAT Achieve – Mathematics with a minimum grade of at least 500 grades.

## **Roles and Responsibilities**

### **The Strategic Governance Group (SGG)**

The SGG will monitor the effectiveness of this policy and hold the Principal to account for its implementation. The SGG will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Teaching time is allocated effectively and in line with ADEK requirements to provide for students to cover the Curriculum and other statutory requirements
- The school provides a broad, balanced and culturally relevant curriculum which includes English, math, the sciences, Arabic language, Islamic Education, moral and social studies
- The curriculum is underpinned by UAE cultural heritage and Islamic values
- Appropriate provision is made for students with different abilities and needs, including students with specific educational needs and designated as people of determination and the more- able students (Gifted or Talented)
- All courses provided for students below the age of 19 that lead to obtaining a high school diploma and MOE equivalency to enter into higher education institutions in the UAE and abroad
- The school implements the relevant ADEK assessment arrangements and international benchmarking tests
- It participates actively in decision-making about the breadth and balance of the curriculum
- The school offers careers guidance for all students: Students from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is in line with ADEK/MOE requirements\*

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- The school's procedures for assessment meet all ADEK and MOE requirements
- The SGG is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The SGG is advised on whole-school targets in order to make informed decisions
- Appropriate provision is made for students with different abilities and needs, including students with specific educational needs and designated as people of determination and the more- able students (Gifted or Talented)

### **Subject Leads:**

Subject Leads will:

- Ensure that the school curriculum is implemented in accordance with this policy and that regular review and revision of content and assessment practice is undertaken.
- Oversee the delivery and monitoring of the curriculum policy within their departments
- Hold regular planning and curriculum meetings with teachers in their departments and report to the Principal on progress made against agreed KPIs

### **Links with Other Policies**

This policy should be read in conjunction with ADEK School Curriculum Policy (v1.2), ADEK School Wellbeing Policy, ADEK School Sustainability Policy, and the ADEK Cultural Considerations Policy (2025).

### **Conclusion**

At Virginia American School, our curriculum reflects both the rigour of American academic standards and the aspirational spirit of the UAE. It is designed to empower every student to flourish—grounded in the REACH values of Respect, Empathy, Aspiration, Courage, and Honesty, and inspired to engage with the world as responsible, resilient, and reflective global citizens.

## **Policy Review**

### **ANNUAL REVIEW FORM**

Virginia American School and all schools will review their Curriculum Policy annually.

Approved by: The Principal

## Appendix

### Sample Curriculum map



| Term 1A  |                         |  |  |   |   |   |   |
|--|-------------------------|--|--|---|---|---|---|
| Unit 1: Place Value and Whole-Number Operations<br>Unit 2: Multiplication and Division Problems  |                         |  |  |   |   |   |   |
| Module 1: Place Value of Whole Numbers<br>Module 2: Addition and Subtraction of Whole Numbers<br>Module 3: Interpret and Solve Problem Situations<br>Module 4: Mental Math and Estimation Strategies |                         |  |  |   |   |   |   |
| MAP Data 2024 -2025 Grade 3<br><b>Highest Strand:</b> Geometry<br><b>Weakest Strand:</b> Operations and Algebraic Thinking; Number Operations; Measurement   |                         |  |  |   |   |   |   |
| MAP Data 2024 -2025 Grade 4<br><b>Highest Strand:</b> Measurement<br><b>Weakest Strand:</b> Operations and Algebraic Thinking; Number Operations; Measurement  |                         |  |  |   |   |   |   |
| Week   | Date                    | Unit Module Domain National Identity   | Standard (VSOL/Common Core)  | Learning Outcomes   | Learning Tasks / 5C's   | Real Life Link  | Resources   |
| 2  | 01 Sept. - 05 Sept. '25 | <b>Unit 1:</b> Place Value and Whole-Number Operations<br><br><b>Module 1:</b> Place Value of Whole Numbers<br><br><b>Domain:</b> Number and Operations in Base Ten<br><br><b>National Identity:</b> Domain 1: Culture 1.1 Arabic Language | <b>4.NBT.A.1 (4.NBT)</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.<br><br><b>4.NBT.A.2 (4.NS.1/4.NS.2)</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. | <b>Beginning Of Unit Assessment (Use HMH Module Test as Guide)</b><br><br>1.1 Describe the value of a digit.<br><br>1.2 Use place-value relationships to read and write multi-digit whole numbers to 1,000,000 in different forms.<br><br><b>Prophet Muhammad's Birthday (Public Holiday)</b><br><br>Exact Path | Period 1: Beginning of Unit Assessment<br><br>Period 2: Lesson 1.1 Understand Place Value Relationships (pg. 3-10)<br><br>Period 3: Lesson 1.2 Read and Write Numbers (pg. 11-14)<br><br>Period 4: Exact Path<br><br><b>VIPS 5C's:</b><br><br><b>Communication</b><br><br><b>Collaboration</b><br><br><b>Critical Thinking</b><br><br>Creativity<br><br>Citizenship | <b>Money and Shopping</b><br><br>Using place value to understand prices<br><br><b>Example:</b> If a toy costs \$234, students can break it down as 2 hundreds (200), 3 tens (30), and 4 ones (4).<br><br><b>Math Manipulatives</b><br><br><b>PowerPoint Presentation</b><br><br><b>YouTube</b><br><br><b>Blooket/Kahoot/Quizz</b> | HMH Resources<br><br>Study Island<br><br>Exact Path<br><br>TTRS<br><br>Math Manipulatives<br><br>PowerPoint Presentation<br><br>YouTube<br><br>Blooket/Kahoot/Quizz |