مدرسة رويال الأمريكية
ROYAL AMERICAN SCHOOL

CURRICULUM POLICY

Academic Year 2026-2027

This policy has been read and adopted by the Royal American School Board of Trustees and Principal:

Review date August 2026

PURPOSE

The purpose of this Curriculum Policy is to establish a clear framework for the design, delivery, monitoring, and evaluation of the curriculum at RAS. It ensures RAS's curriculum is fully aligned with the Abu Dhabi Department of Education and Knowledge (ADEK) School Curriculum Policy (Version 1.2, September 2025), the UAE Ministry of Education (MoE) requirements, UAE National Agenda priorities, and Cognia Performance Standards, while supporting students' holistic growth and preparing them for success in higher education, careers, and global citizenship.

This policy ensures that curriculum coverage, design, and delivery across RAS are consistent, broad, balanced, challenging, and culturally responsive for every student from KG1 to Grade 12, and that RAS's curriculum continues to meet and exceed ADEK's licensing, inspection, and equivalency requirements.

Scope

This policy applies to:

- All academic and non-academic programs, from Kindergarten (KG1) to Grade 12.
- Full planned, taught, and assessed curriculum, including core subjects, specialist subjects, cross-curricular learning, and enrichment and extracurricular programs.
- All teaching, learning, and assessment activities delivered inside and outside the classroom.
- All teaching staff, Heads of Department, the Academic Leadership Team, and the Principal, who share responsibility for curriculum planning, delivery, monitoring, and review.

Definitions

Term	Definition
Academic Plan	RAS's plan setting out the school's mission, vision, and core values; its licensed curriculum, content, and skills; timetables; policies and procedures; and its accreditation, authorization, and affiliation status.
Additional Learning Needs	Individual requirements for support, modification, or accommodation for students of determination, gifted and talented students, and students with additional barriers to learning, access, or interaction.
Artificial Intelligence (AI) Literacy	The knowledge, skills, and judgment students need to understand, use, and evaluate AI tools responsibly — including how AI works, its benefits and limitations, data privacy, and ethical use.
Cognia Standards	A set of performance standards focusing on leadership, learning, and resources, used by RAS to drive continuous school improvement and inform accreditation.
Cross-Curricular	An intentional effort to apply knowledge, skills, and/or concepts across more than one subject at once, connected through a shared theme, project, problem, or experience.
Curriculum	The total planned, taught, and assessed learning experience at RAS — academic content, concepts, and skills, together with enrichment, extracurricular programs, and character education.
Curriculum Map / Scope and Sequence	A description of what is taught, in what order, and to what depth in each subject at each grade level, including the standards, skills, and resources used to deliver it.
Cycle	A stage of schooling: Early Years / KG (KG1–KG2), Cycle 1 / Elementary (Grades 1–5), Cycle 2 / Middle School (Grades 6–8), and Cycle 3 / High School (Grades 9–12).
Elective / Core-Related Elective	An optional course, beyond the compulsory core subjects, that a student chooses within their pathway to broaden or deepen knowledge in a specific interest area.

Financial Literacy	The knowledge and skills needed to make informed decisions about money — budgeting, saving, credit, investing, and entrepreneurship.
Hybrid Curriculum Model	A delivery model that combines a dedicated, stand-alone course with planned reinforcement of the same content across other subjects — used at RAS for AI/Computer Science in Cycles 2 and 3.
Learning Pathways	Courses and learning experiences tailored to individual students' interests, abilities, and aspirations as they progress toward graduation, including RAS's Grade 11–12 streams.
Life Skills	Practical, age-appropriate skills — self-management, personal responsibility, health and safety, collaboration, and basic financial concepts — embedded across the curriculum in Cycle 1.
Multilingual Learners	Students who are acquiring English as an additional language and require structured English Academic Learner (EAL) support to access the curriculum and attain fully.
Pacing Guide	A calendar-based planning document for each subject and grade level that schedules when specific content and standards are taught, to keep delivery consistent and on track.
Progression of Learning	The increasing level of challenge, skill, and complexity that students experience as they move from one grade level to the next.
Stream	One of RAS's two Grade 11–12 academic pathways — Science/Medical or Technical/Business — selected at the end of Grade 10 and combining core subjects with pathway-aligned electives.
UAE National Agenda	The strategic framework guiding schools toward excellence in student achievement, innovation, identity, and wellbeing.
Values Education	The explicit teaching of ethical reasoning, integrity, respect, empathy, digital citizenship, and UAE national values, embedded across the curriculum in Cycle 2.

Alignment with ADEK Requirements

RAS's curriculum is explicitly designed to meet and exceed the standards of ADEK's inspection framework, particularly across the following domains:

Domain 1 **Students' Achievement**	**Domain 2** Students' Personal and Social Development	**Domain 3** Teaching and Assessment	**Domain 4** Curriculum
Curriculum ensures progression and challenges all students to achieve their potential.	Curriculum actively promotes innovation, entrepreneurship, environmental awareness, and moral education, including UAE values.	Curriculum provides the basis for effective teaching strategies and a variety of assessment methods.	The curriculum itself is broad, balanced, relevant, and adapted to meet students' needs.

Curriculum Rationale & Guiding Principles

- At RAS, we offer an adaptive, rigorous, and cohesive curriculum that is rooted in a clear rationale, aligning with our identity as an American International School and with the UAE's National Vision.
- Our comprehensive curriculum is broad and balanced, addressing the diverse needs of each child. It is innovative, relevant, and tailored to meet the individual needs of all learners through varied experiences that enhance their knowledge, understanding, and skills across subject areas.
- The culturally responsive curriculum is designed to nurture critical thinking, communication, social, research, and self-management skills, fostering lifelong independent learners.

- We emphasize conceptual and cross-curricular connections, ensuring the practical application of knowledge in real-world scenarios and promoting deeper understanding across disciplines.
- Our curriculum prepares students for success at the next grade level and beyond, with regular horizontal and vertical reviews to support their continuous progress, while also aligning with local and national priorities.

Curriculum Design

1. Licensed Curriculum & Medium of Instruction: RAS's American curriculum is licensed by ADEK. English is the primary medium of instruction for all subjects and courses, with the exception of World Language and the MoE subjects (Arabic Language, Islamic Education, and UAE Social Studies), consistent with ADEK's graduation requirements for American curriculum schools. Any significant change to the licensed curriculum — including the addition, cancellation, or amendment of subjects or courses, or changes to syllabi and examinations — is submitted to ADEK for approval through the licensing process before it is implemented (see Accreditation, Authorization & Licensing).

2. Core Instructional Model: RAS delivers an American curriculum based on:

- Common Core State Standards (CCSS) for English Language Arts and Mathematics.
- Next Generation Science Standards (NGSS) for science.
- AERO Standards (American Education Reaches Out) for Social Studies and other subjects, where applicable.
- A standards-based scope and sequence for all other subjects.

3. Mandatory MoE / ADEK Subjects:

In full compliance with ADEK and MoE regulations, the following subjects are mandatory for all eligible students, taught for the minimum instructional time prescribed by the MoE. No student or program at RAS is exempted from these subjects; where a student needs additional support to meet them, RAS provides adjustments and support rather than an exemption:

- Arabic Language: Provided for all students (Arabic speakers and non-Arabic speakers) as per the prescribed time allocation and MoE/ADEK guidelines.
- Islamic Education: Provided for all Muslim students as per the prescribed time allocation and MoE/ADEK guidelines.
- UAE Social Studies / Moral Education: Integrated into the curriculum at every grade level to foster understanding and appreciation of UAE heritage, culture, values, and national identity.

4. Curriculum Breadth, Cross-Curricular Priorities & Future-Ready Skills:

The curriculum at RAS includes:

- Core Subjects: English Language Arts, Mathematics, Science, and Social Studies.
- Specialist Subjects: Arabic Language, Islamic Education, Physical Education, Art, Music, Technology, and Library Skills.

Cross-Curricular Priorities:

- **STEAM Education:** Integrated projects combining Science, Technology, Engineering, Arts, and Mathematics — for example, the Grade 9 Foundations of Coding and Programming course and the Grade 11–12 Computer Science and Artificial Intelligence I & II courses.

- **Environmental Sustainability:** Education for sustainable development is woven into relevant subjects, including the Earth Science curriculum and RAS's Earth & Space Science program, in line with the UN Sustainable Development Goals (see Wellbeing, Values & Sustainability).
- **Innovation, Entrepreneurship & Financial Literacy:** Developed through Business Studies, Economics, and Digital Marketing electives in Cycle 3, and enrichment opportunities such as the school's Business Club, which build students' entrepreneurship, financial planning, and leadership skills (see Life Skills, Values & Financial Literacy).
- **Digital Fluency & Artificial Intelligence (AI) Literacy:** Embedded across every phase of the RAS curriculum, from KG through Grade 12, in line with ADEK's requirement to build AI literacy and digital fluency (see Artificial Intelligence (AI) Curriculum below for the full phase-by-phase model).
- **Wellbeing:** Programs that support students' social, emotional, and physical health, delivered in line with the RAS Wellbeing Policy.

Structured Progression & Curriculum Planning

- RAS's curriculum is vertically aligned (across grade levels) and horizontally aligned (within grade levels), with clear learning outcomes at every phase describing what students are expected to know, understand, and be able to do — mapped against CCSS, NGSS and MoE benchmarks.
- The curriculum is designed as a "spiral" curriculum: core knowledge and skills are revisited at each subsequent grade level with increasing complexity, giving students repeated, deepening opportunities to master essential concepts. For example, Algebra I in Grade 9 builds directly into Geometry, Algebra II, and Pre-Calculus in successive grades, and Chemistry, Biology, and Physics are each studied at increasing depth from Grade 9 through Grade 12.
- Every subject is supported by a scope and sequence, curriculum maps, and yearly overviews that set out the topics, learning outcomes, skills, and assessments for each grade level, and by pacing guides that schedule delivery across the academic year so that all teachers cover the required standards consistently and on time.
- Heads of Department and Curriculum Coordinators are responsible for maintaining and updating these planning documents at least annually, and for ensuring cross-curricular links between subjects are meaningful, purposeful, and planned rather than incidental.
- Monitoring and evaluation of the planned, taught, and assessed curriculum is carried out through lesson observations, book/work sampling, department reviews, and analysis of student outcomes (see Governance, Roles & Curriculum Review Cycle).

Artificial Intelligence (AI) Curriculum

In line with ADEK's requirement that schools build students' digital fluency and Artificial Intelligence (AI) literacy as a future-ready skill, RAS delivers a dedicated, progressive AI curriculum that grows in depth and independence as students move through each phase of school. The model is deliberately different at each phase: fully embedded in the early years, and hybrid — combining a dedicated course with cross-curricular reinforcement — from Middle School onward.

Phase	Delivery Model	What This Looks Like at RAS
Kindergarten (KG1–KG2)	Embedded	AI is not taught as through all subjects but woven into everyday play-based learning: age-appropriate discussions of "smart" devices and how machines "learn," simple pattern-recognition and sorting activities, and first exposure to the idea of using technology safely and kindly.
Cycle 1 (Grades 1–5)	Embedded	AI concepts and AI-aware digital tools are integrated directly into English, Mathematics, Science, Social Studies, and Technology lessons rather than taught as a stand-alone subject for example, using AI-supported reading

		and adaptive practice tools, exploring how recommendation and translation tools work, and building early habits of safe, honest, and responsible technology use.
Cycle 2 (Grades 6–8)	Hybrid	Students take a dedicated Technology/Computer Science course that introduces computational thinking, coding, and foundational AI concepts (how AI systems are trained, data and bias, and responsible use), while AI tools and discussions are also reinforced across Science, Design Technology, and Social Studies projects to prepare students for RAS's Cycle 3 Information Technology & Computer Science pathway.
Cycle 3 (Grades 9–12)	Hybrid	A dedicated four-year Information Technology & Computer Science sequence Programming & Coding I (Grade 9) and II (Grade 10), then Computer Science and Artificial Intelligence I (Grade 11) and II (Grade 12) builds from foundational programming and AI concepts to machine learning, responsible AI, and intelligent systems design. This is reinforced across other subjects, including AI and automation in Digital Marketing and Business Studies, precision medicine and AI in Health Science and Nutrition, and AI-driven tools used in Robotics and student innovation projects

Across every phase, RAS's AI curriculum emphasizes responsible and ethical use data privacy, recognizing bias, academic honesty, and understanding both the capability and the limitations of AI tools alongside the technical skills, so that students become confident, safe, and critical users and creators of AI-driven technology.

Life Skills, Values & Financial Literacy

Alongside academic content, RAS embeds a progressive strand of personal and social skill-building at every phase of school, so that students leave RAS not only academically prepared but equipped to manage themselves, act with integrity, and make sound personal and financial decisions.

Cycle	Strand	Focus
KG & Cycle 1 (Grades 1–5)	Life Skills	Practical, age-appropriate skills embedded across subjects: self-management and personal responsibility, organization and goal-setting, health, hygiene and safety, collaboration and communication, and first exposure to money concepts such as saving, spending, and sharing.
Cycle 2 (Grades 6–8)	Values Education	Explicit, embedded teaching of ethical reasoning, integrity, respect, empathy, and digital citizenship, alongside UAE national values and identity, in line with the RAS Values and Ethics Policy — preparing students for the increased independence and responsibility of High School.
Cycle 2 & 3 (Grades 6–8)	Financial Literacy/ Business subjects	Practical financial skills budgeting, saving, credit, investing, and entrepreneurship delivered through Business Studies, Economics, and Digital Marketing electives and reinforced through enrichment such as the Business Club, so that every student graduates with the financial confidence to guide their own future decisions (see Pathways & Electives).

These strands are reviewed as part of the annual curriculum review (see Governance, Roles & Curriculum Review Cycle) to ensure they remain age-appropriate, progressive, and consistent with RAS's Wellbeing Policy and Values and Ethics Policy.

Assessment, Learning Resources & Academic Support

Internal and external assessment of the curriculum is carried out as set out in the RAS Assessment Policy, which

governs how student progress and attainment are measured, monitored, and reported as learning outcomes are mastered. Academic achievement is determined through a combination of continuous formative assessment and summative benchmarks, reported on a 100-point scale. In Cycle 3, students must achieve a minimum overall average of 60% (Grade D) in each subject to receive credit and secure Ministry equivalency, with a minimum cumulative average of 60% in Grade 12 required for graduation.

Percentage	Letter Grade	Descriptor
100–97	A+	Excellent
96–93	A	Excellent
92–90	A-	Excellent
89–87	B+	Good
86–83	B	Good
82–80	B-	Good
79–75	C+	Satisfactory
74–73	C	Satisfactory
72–70	C-	Satisfactory
69–67	D+	Minimum Passing Standard
66–65	D	Minimum Passing Standard
64–60	D-	Minimum Passing Standard
Below 60	F	Below Standard

Learning Resources:

- The principal establishes and chairs a Resource Selection Committee
- \including the Head of Academics, Heads of Department, and the Librarian — responsible for vetting all textbooks and learning resources used at RAS in line with the RAS Cultural Consideration Policy.
- All learning materials, digital or textbook, are aligned to the learning outcomes and standards at the targeted grade level, and additional resources are used to enrich and extend the teaching of every subject.

Academic Support and Intervention:

- RAS provides targeted academic support, intervention, and guidance for every student, including English Academic Learner (EAL) support embedded within the English Department for students who are acquiring English as an additional language.
- Multi-Tiered Support Systems (MTSS) identify students who fall below expected progress (for example, below a 60% average at the mid-term mark) and trigger early academic intervention, tutoring, and structured study plans.
- Structured credit-recovery pathways support Cycle 3 students who need to recover missed or failed credit (see Graduation Requirements & Cycle 3 Equivalency).

Adaptation for All Student Groups

- The RAS curriculum is thoughtfully designed and continuously adapted to engage and challenge students based on their academic abilities, goals, and interests.
- Tailored modifications ensure that all students are provided with stimulating learning opportunities to help them achieve their personal and academic objectives. The curriculum empowers teachers to be innovative, flexible, and creative in meeting the diverse needs of students through engaging, varied, and collaborative lessons both in and outside the classroom.
- Students are offered multiple learning approaches, whether independently, in pairs, or in groups, and are encouraged to showcase their learning in a variety of ways.
- RAS is committed to inclusion. In line with the RAS Inclusion Policy, our curriculum is adapted to meet the needs of all learners, including:

- Students of Determination (students with additional learning needs): supported through Individualized Education Plans (IEPs) and classroom, curricular, and assessment accommodations.
- Gifted and Talented Students: supported through differentiation and enrichment opportunities.
- Multilingual Learners: supported through the RAS English Academic Learner (EAL) program, which embeds scaffolded instruction, structured questioning, and vocabulary support directly into core classes.

Wellbeing, Values & Sustainability

- The curriculum promotes higher-level thinking and social-emotional skills, including critical thinking, mental flexibility, creativity, positive attitudes, ethical reasoning, self-management, growth mindset, and adaptability, in line with the RAS Wellbeing Policy.
- RAS integrates aspects of a positive, safe school environment, including safe and healthy eating practices, mindfulness, and social and emotional regulation and resilience, as per the RAS Wellbeing Policy and the RAS Student Behavior Policy.
- The curriculum embeds values such as teamwork, integrity, transparency, and innovation, as per the RAS Values and Ethics Policy, and ensures potentially controversial topics are addressed appropriately, as per the RAS Cultural Consideration Policy.
- Sustainability principles are integrated into the curriculum across all grades, contributing to the UN Sustainable Development Goals and the priorities of the Abu Dhabi Environmental Agency and the Department of Energy. For example, environmental sustainability and Earth systems are studied within RAS's Earth & Space Science program and the Science curriculum across grade levels, in line with the RAS Sustainability Policy.

Curriculum by Phase

Early Years: KG1 & KG2

Our holistic, hands-on, and individualized curriculum is based on Common Core (CCSS) and NGSS Standards, modified to include links to UAE culture and heritage. The curriculum is designed to build children's confidence, creativity, and critical thinking skills through hands-on, project-based investigations. Units and lessons promote discovery and inquiry, with opportunities for children to develop academic and social-emotional skills through rich, interactive investigations of relevant and interesting topics both in the classroom and beyond. Teachers use student interests and questions to shape the curriculum and sustain high levels of engagement, and the curriculum is enhanced by special events, trips, and activities.

Elementary — Grades 1–5

Our transdisciplinary, inquiry-based, and conceptual curriculum is based on Common Core, NGSS, and MoE Standards, modified to include links to UAE culture and heritage. The curriculum provides broad and balanced lessons across subject areas and is designed to develop the foundational skills of reading, writing, and math while teaching students how to apply these skills to access knowledge across the curriculum. The student-centered approach takes into account students' prior learning, needs, interests, and wonderings, delivering engaging and challenging lessons for all students. Students are expected to become increasingly independent learners, developing thinking, communication, social, research, and self-management skills, with opportunities to learn beyond the classroom through special events, trips, and activities.

Middle School — Grades 6–8

Our comprehensive, inclusive, and well-rounded curriculum is grounded in Common Core, NGSS, and MoE Standards, while also incorporating connections to UAE culture and heritage. In Middle School, students are introduced to a wide range of subjects designed to help them discover their strengths, interests, and aspirations, while preparing them for the range of High School pathways available at RAS. Teachers consider the unique

needs, interests, and goals of each student, tailoring the curriculum to ensure it is both engaging and challenging. The curriculum offers hands-on, creative, and physical learning experiences, cross-curricular and conceptual learning within meaningful contexts, and a strong focus on developing independent learning, critical thinking, communication, social, research, and self-management skills, extended through special events, field trips, lectures, and activities.

High School — Grades 9–12

Our broad, balanced, and rigorous American curriculum is based on Common Core and NGSS Standards, with modifications to incorporate connections to UAE culture and heritage. The curriculum is designed to offer students choice and flexibility, supporting their academic and personal goals for High School, university, and beyond. At the end of Grade 10, students select between two specialized academic streams — Science/Medical and Technical/Business — which cannot be changed for the current or subsequent academic year, so students receive comprehensive aptitude guidance beforehand. Course development and recommended pathways ensure smooth progression of learning throughout the High School years. Students engage in cross-curricular learning within meaningful and engaging contexts, while developing independent learning through critical thinking, communication, social, research, and self-management skills, complemented by creative, physical, and practical experiences both inside and outside the classroom.

RAS's Earth & Space Science program is designed to align with the UAE National Space Program and Vision 2031, building students' knowledge of astronomy, planetary science, satellites, and climate science. It emphasizes critical thinking, hands-on experiments, and space-related projects, while encouraging careers in aerospace, engineering, and science. The program covers Earth systems and sustainability, space exploration, UAE space missions, satellite and aerospace technology, and student-led research and innovation, including participation in competitions and global science fairs.

To provide additional challenge and rigor within the American High School track, Advanced Placement (AP) courses are available to academically prepared students in Grades 11 and 12, modeled on comparable introductory university courses and culminating in a standardized AP Exam. RAS offers AP courses across Biology, Chemistry, Physics (AP Physics I and AP Physics II), and Mathematics (AP Calculus AB and AP Calculus BC); successful completion improves students' prospects for college admission and success. The full course catalog, elective pathways, and prerequisites for every grade are set out below (see Curriculum We Offer in Cycle 3 and Pathways & Electives) and published in the RAS High School Program of Studies & Course Catalog.

Curriculum We Offer in Cycle 3 (Grades 9–12)

The following sets out, in detail, the full curriculum RAS offers across Cycle 3 (Grades 9–12): the credit structure, the subjects and courses timetabled at each grade level, and a description of every elective course. This detail is drawn from, and kept in step with, the RAS High School Program of Studies & Course Catalog, which is republished each year and remains the authoritative, up-to-date source for course offerings, prerequisites, and syllabi.

Core Credit Distribution Matrix

Subject Area	Required High School Credits	Annual Progression
English Language Arts	4.0	1.0 credit per year (Grades 9–12)
Mathematics	4.0	1.0 credit per year (Grades 9–12)
Natural & Laboratory Science	4.0	1.0 credit per year (Grades 9–12)
Arabic Language	Mandatory yearly	1.0 credit per year (Ministry-required, non-US credit)
Islamic Education	Mandatory yearly	1.0 credit per year (Ministry-required, non-US credit)
UAE Social Studies	0.5	Grade 9 only
Physical Education	2.0	0.5-credit sequences across Grades 9–

		12
Business, Economics & Accounting	4.0	1.0 credit per year (Grades 10–12, elective pathway)
Information Technology & Computer Science	4.0	0.5–1.0 credit per year (Grades 9–12)
Community Service	Minimum 12 hours	Completed and documented before graduation

To be eligible for the RAS High School Diploma, students complete 12 years of formal schooling (Grades 1–12) and accumulate a minimum of 24 Carnegie Units of credit across Grades 9–12, made up of a minimum of 22 core-subject credits and a minimum of 6 elective/stream credits (see Graduation Requirements & Cycle 3 Equivalency for the full mandatory requirements).

Course Curriculum Planner, by Grade

Grade 9

Category	Subject	Credit
Languages	English 09	1.0
Languages	Arabic	1.0
Math	Algebra I / Geometry I	1.0
Sciences	Chemistry I	1.0
Sciences	Biology I	1.0
Sciences	Physics I	1.0
Other	Foundations of Coding and Programming	1.0
Other	UAE Social Studies	0.5
Other	Islamic Education	0.5
Other	Physical Education 09	0.5

Grade 10

Category	Subject	Credit
Languages	English 10	1.0
Languages	Arabic	1.0
Math	Algebra II / Geometry II	1.0
Sciences	Chemistry II	1.0
Sciences	Biology II	1.0
Sciences	Physics II	1.0
Electives	Business Studies I	1.0
Electives	Health Science I	1.0
Other	Programming & Coding II	1.0
Other	Islamic Education	0.5
Other	Physical Education 10	0.5

Grade 11

Category	Subject	Credit
Languages	English 11	1.0
Languages	Arabic	1.0
Math	Pre-Calculus	1.0
Sciences	Chemistry III	1.0
Other	Computer Science and Artificial Intelligence I	1.0
Other	Physical Education 11	0.5
Other	Islamic Education	0.5

Electives	Business Studies II	1.0
Electives	Digital Marketing I	1.0
Electives	Economics I	1.0
Electives	Robotics I	1.0
Electives	Design and Technology I	1.0
Electives	Introduction to Computer Programming I	1.0
Electives	Earth Science I	1.0
Electives	Health Science and Nutrition I	1.0
Electives	Genetics I	1.0

Grade 12

Category	Subject	Credit
Languages	English 12	1.0
Languages	Arabic	1.0
Math	Advanced Mathematics	1.0
Sciences	Chemistry IV	1.0
Sciences	Biology IV	1.0
Sciences	Physics IV	1.0
Other	Computer Science and Artificial Intelligence II	1.0
Other	Physical Education 12	0.5
Other	Islamic Education	0.5
Electives	Business Studies III	1.0
Electives	Digital Marketing II	1.0
Electives	Economics II	1.0
Electives	Robotics II	1.0
Electives	Design and Technology II	1.0
Electives	Introduction to Computer Programming II	1.0
Electives	Earth Science II	1.0
Electives	Health Science and Nutrition II	1.0
Electives	Genetics II	1.0

World Language & Ministry (MoE) Subjects

Course	Grades Offered	Notes
Arabic Native	9–12	For native Arabic speakers; 1.0 credit per year.
Arabic for Non-Native Speakers	9–12	For non-Arabic speakers; 1.0 credit per year.
Islamic Education	9–12	For Muslim students; 1.0 credit in Grade 9, 0.5 in Grades 10–12.
Islamic Education (Non-Muslim track)	9–12	Parallel course of study for non-Muslim students.
Social Studies for Arabs	9	0.5 credit; delivered in Arabic, covering UAE national identity.
Social Studies for Non-Arabs	9	0.5 credit; UAE history, culture, geography, and citizenship.

Core Academic Subjects

Subject	Course Sequence (Grades 9→12)	Credit
English Language Arts	English Language I → II → III → IV	1.0 / year
Mathematics	Algebra I / Geometry I → Geometry II / Algebra II → Pre-Calculus → Advanced Mathematics	1.0 / year
Biology	Biology I → II → III → IV	1.0 / year

Chemistry	Chemistry I → II → III → IV	1.0 / year
Physics	Physics I → II → III → IV	1.0 / year
Physical Education	Physical Education 09 → 10 → 11 → 12	0.5 / year

Information Technology & Computer Science (AI-Progressive Pathway)

Course	Grade	Credit	Overview
Programming & Coding I	9	1.0	Introduces computational thinking, algorithms, and coding fundamentals, alongside foundational AI concepts and responsible technology use.
Programming & Coding II	10	1.0	Advances to software development practices, data structures, and computational problem-solving, with an introduction to AI, machine learning, and cybersecurity awareness.
Computer Science and Artificial Intelligence I	11	1.0	Expands programming, AI, networking, cybersecurity, and physical computing through hands-on, real-world projects, with emphasis on responsible AI and digital citizenship.
Computer Science and Artificial Intelligence II	12	1.0	Advances to machine learning, data science, and intelligent-systems design, preparing students for university study and careers in computer science, AI, and related STEM fields.

Business, Economics & Marketing Electives

Course	Grade	Credit	Overview
Business Studies I	10	1.0	Introduces how businesses operate: entrepreneurship, ownership structures, ethics, and core management, marketing, human resources, and financial functions.
Business Studies II	11	1.0	Shifts from business operations to strategy: strategic decision-making, marketing strategy, financial planning, and performance analysis.
Business Studies III	12	1.0	Advanced strategic management, organizational leadership, financial analysis, and international business within a complex global economy.
Digital Marketing I	11	1.0	How businesses use digital platforms to reach customers: content, social media, SEO, email marketing, online advertising, and analytics.
Digital Marketing II	12	1.0	Deepens digital campaign planning, evaluation, and strategy, including the growing role of AI in the digital marketplace.
Economics I	11	1.0	Scarcity, supply and demand, market systems, and basic economic indicators such as GDP, inflation, and unemployment.
Economics II	12	1.0	Fiscal and monetary policy, market structures, international trade, and globalization.

STEM & Design Electives

Course	Grade	Credit	Overview
Robotics I	11	1.0	Introductory, project-based course on mechanical systems, sensors, actuators, and programmable controllers.
Robotics II	12	1.0	Advanced robotics: autonomous programming,

			sensor integration, automation, and applied AI concepts.
Design and Technology I	11	1.0	The engineering design process, CAD, prototyping, and creative problem-solving.
Design and Technology II	12	1.0	Complex product-development projects considering sustainability, accessibility, and emerging technologies.
Introduction to Computer Programming I	11	1.0	A beginner-friendly introduction to computational thinking and programming fundamentals.
Introduction to Computer Programming II	12	1.0	Advanced programming techniques, modular design, and larger, more sophisticated software projects.

Science & Health Electives

Course	Grade	Credit	Overview
Earth Science I	11	1.0	Earth and space science: astronomy, Earth's interacting systems, weather and climate, and human impact on climate change — aligned with the Earth & Space Science program.
Earth Science II	12	1.0	Astrophysics: stars, planetary motion, and the structure and evolution of celestial objects.
Health Science and Nutrition I	11	1.0	Human health, disease prevention, and healthcare systems across biology, anatomy, nutrition, and medical ethics.
Health Science and Nutrition II	12	1.0	Advanced pathophysiology, genetics, pharmacology, and emerging healthcare technologies, including AI in medicine, for students pursuing health careers.
Genetics I	11	1.0	Fundamentals of heredity and molecular genetics: DNA, genes, chromosomes, and patterns of inheritance.
Genetics II	12	1.0	Builds on Genetics I with advanced study of genetic variation, molecular applications, and biotechnology.

Advanced Placement (AP) Courses

Available to academically prepared students in Grades 11–12, modeled on introductory university courses and culminating in a standardized AP Exam:

- AP Biology
- AP Chemistry
- AP Physics I and AP Physics II
- AP Calculus AB and AP Calculus BC

Pathways & Electives

To fulfill ADEK's requirement for defined, structured student pathways, RAS organizes its upper-level curriculum (Grades 11 and 12) into two specialized academic streams. Students select their pathway at the end of Grade 10, following comprehensive aptitude guidance from the academic support team; once selected, a stream cannot be changed for the current or subsequent academic year, so guidance before the choice is critical.

Stream	Typically Aligned Electives	Prepares Students For
Science / Medical	Health Science and Nutrition I & II, Genetics I & II, Earth Science I & II, and advanced/AP Biology, Chemistry, and Physics.	University pathways in medicine, nursing, biomedical sciences, allied health, and other STEM/health fields.
Technical / Business	Business Studies I–III, Digital Marketing I & II, Economics I & II, Robotics I & II, Design and Technology I & II, and Introduction to Computer Programming I & II.	University pathways in business, entrepreneurship, finance, marketing, engineering, and computer science.

Every student, regardless of stream, continues the compulsory core (English, Mathematics, Science, Arabic Language, Islamic Education, and Physical Education) and the AI-progressive Computer Science and Artificial Intelligence I & II sequence (see Artificial Intelligence (AI) Curriculum), so that a stream broadens and specializes a student's electives without narrowing their core academic foundation.

Elective categories, in line with ADEK's requirements, are:

- **Core-Related Electives:** Elective courses that extend a core academic subject — for example, Digital Marketing and Economics extend English/Business literacy, and Genetics and Earth Science extend Science.
- **Core / Non-Core Electives:** The broader elective credit requirement that can be fulfilled through any RAS elective, allowing students to pursue a genuine area of interest or strength beyond their stream's typical alignment.

Students and parents review pathway and elective options each year with the Career and University Guidance Counselor and Academic Office as part of each student's Individual Career and Academic Plan (ICAP), to ensure course selections remain aligned to graduation requirements and each student's university and career goals (see Graduation Requirements & Cycle 3 Equivalency).

Graduation Requirements & Cycle 3 Equivalency

RAS's graduation and equivalency requirements for Grades 9–12 are fully aligned with ADEK's Appendix A: Graduation Requirements for American Curriculum Schools and Table 1: Credit Requirements for American Curriculum Schools, which require a minimum of 24–28 credits across Grades 9–12. The credit matrix, course sequencing, and elective pathways are detailed above (see Curriculum We Offer in Cycle 3 and Pathways & Electives); the grading scale, transcript requirements, transfer-credit review process, and credit-recovery program are set out below, and the complete, current version of all of this is maintained and published annually in the RAS High School Program of Studies & Course Catalog, available to students, parents, and staff through the Academic Office and the school website.

RAS's mandatory graduation requirements include:

- Completion of 12 years of formal schooling (Grades 1–12).
- A minimum overall average of 60% (Grade D) in Grade 12.
- A minimum of 5 subjects passed per year in Grades 10–12, at a minimum grade of D / 60% each, in addition to Arabic Language and Islamic Education.
- A minimum of 12 hours of documented community service before graduation.
- An Individual Career and Academic Plan (ICAP) developed for every Cycle 3 student to track progress toward diploma eligibility.

Students who earn a final mark below 60% and/or miss required graduation credits recover them through RAS's structured credit-recovery program, delivered on school premises by a qualified teacher, in line with ADEK's credit-recovery requirements. Students enrolled in a curriculum or framework that relies heavily on high-stakes exams who are at risk of not meeting equivalency are identified early and supported to qualify for the UAE

General Education Certificate (Al Thanawiya) through continuous assessment, as communicated to students and parents.

Continuity, Transition & Curriculum Change

- The curriculum is evaluated annually and reviewed regularly to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing, with adjustments made as needed (see Governance, Roles & Curriculum Review Cycle).
- Where a student is seeking to transfer between curricula, RAS ensures parents are made aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning.
- Any significant change to RAS's licensed curriculum — including the addition, cancellation, or amendment of subjects/courses, or changes to syllabi and examinations — requires prior approval from ADEK through the licensing process (see Accreditation, Authorization & Licensing).
- The curriculum is broad and balanced to ensure structured progression of learning within and across all subjects, so that students move through a coherent scope and sequence of learning outcomes from one phase to the next.

Accreditation, Authorization & Licensing

- As an American curriculum (PK–12) school, RAS obtains and maintains the accreditation and affiliation required by ADEK for its curriculum (Cycles 1–3 accreditation and Cycle 3 affiliation), pursuing accreditation through Cognia and maintaining alignment with Cognia Performance Standards.
- RAS arranges examination center access for board and pre-collegiate exams relevant to its curriculum, including AP Exams, so that students can sit these assessments on schedule.
- RAS seeks ADEK's approval, through the licensing process, for any new curriculum, significant curriculum change, or new program/qualification it wishes to offer, in line with the RAS Licensing Policy.
- Where an academic plan draws on standards from outside the UAE (for example CCSS, NGSS, and AERO), RAS maintains evidence that these standards remain aligned with the curriculum requirements applicable in their country of origin.

Enrichment & Extracurricular Activities

- RAS offers a wide and varied range of extracurricular activities (ECAs) that complement and enrich the formal curriculum to enhance students' academic and personal development, in line with the RAS Extracurricular Activities and Events Policy.
- ECAs span social, cultural, scientific, athletic, intellectual, artistic, and philanthropic activities across all cycles, to ensure opportunity, access, and participation for every student. For example, the Business Club develops entrepreneurship, financial literacy, and leadership skills, while the Health Sciences & Wellbeing Club promotes health awareness and supports student wellbeing.
- The curriculum embeds opportunities for enterprise, innovation (including the use of AI-driven tools), social contribution, and creativity, including student-led research, innovation projects, and participation in competitions and global science fairs through programs such as Earth & Space Science.

Governance, Roles & Curriculum Review Cycle

The ongoing and systematic review of the curriculum is crucial to student success. Throughout the year, teachers engage in reflective practice to assess the effectiveness and alignment of the curriculum both vertically and horizontally. RAS is committed to conducting a thorough, detailed review of each subject area's curriculum on a regular basis to ensure students receive the highest quality education. All members of the teaching and leadership

teams are actively involved in the review, development, implementation, refinement, and evaluation of the curriculum.

1. Review Cycle: The curriculum undergoes a formal review on an annual basis, led by the Academic Leadership Team and department heads. This review considers:

- Student achievement data.
- Teacher feedback.
- Updates to ADEK, MoE, and home-country standards.
- Emerging educational research and best practice.

2. Professional Development: Ongoing professional development is provided to ensure all teaching staff effectively implement the curriculum and are trained in relevant pedagogical approaches and ADEK expectations.

Roles and Responsibilities:

- **Principal / Head of Academics:** Overall responsibility for curriculum implementation and ADEK compliance.
- **Heads of Department / Curriculum Coordinators:** Lead the development, mapping, and review of their subject areas, including scope and sequence, curriculum maps, and pacing guides.
- **Teachers:** Responsible for the daily implementation of the curriculum, lesson planning, and assessment.

Parental & Community Partnership

RAS believes in a strong partnership with parents and the community. We communicate our curriculum through:

- Parent orientation sessions.
- The school website and handbook.
- Curriculum newsletters and workshops.
- Inviting community members to share expertise related to UAE culture and other learning areas.

Monitoring, Evaluation & Compliance

The effectiveness of this policy and the curriculum it governs is monitored through:

- ADEK Inspection Reports.
- Internal school performance data.
- Annual parent and student satisfaction surveys.

Compliance:

- This policy is effective from Academic Year 2026/27 (Fall Term) and reflects RAS's alignment with the ADEK School Curriculum Policy, Version 1.2 (September 2025).
- RAS acknowledges that non-compliance with ADEK's regulations, policies, and requirements may result in regulatory action by ADEK, including under Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments, and that ADEK reserves the right to intervene where a school is found to be in violation of its obligations.

Related RAS Policies

This policy is implemented alongside the following related RAS policies, which govern specific areas referenced throughout this document:

- ADEK Assessment Policy
- ADEK Inclusion Policy
- ADEK Student Behavior Policy
- ADEK Values and Ethics Policy
- ADEK Cultural Consideration Policy
- ADEK Wellbeing Policy
- ADEK Sustainability Policy
- ADEK Extracurricular Activities and Events Policy
- ADEK Licensing Policy
- ADEK High School Program of Studies & Course Catalog

This policy has been developed in full alignment with the guidelines and framework provided by the Abu Dhabi Department of Education and Knowledge (ADEK), including the ADEK School Curriculum Policy (Version 1.2, September 2025).