



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

## SCHOOL POLICY

on

# CURRICULUM



### Introduction

All schools in Abu Dhabi must ensure that students have a right to a broad, balanced, creative, and inclusive curriculum which promotes learning and personal growth and development for all children. A school's curriculum needs to follow a formal learning pathway aligned to national and international standards supported by extracurricular activities and enrichment programs which nurture a holistic and balanced development of the student.

This policy sets out the requirements and standards to support schools in their delivery of a high-quality curriculum which strengthens students' knowledge and skills and strives for pedagogical excellence.

### Purpose

- Outline the curriculum requirements and their standards to provide students with a high-quality education, making them independent and collaborative learners to reach their full potential.
- Ensure curricular choices and cross-curricular links are provided for meaningful and authentic learning experiences required to achieve world-class standards.
- Define the requirements for the compulsory “core” subjects and the rationale behind the curriculum development of schools.
- Enable all students, throughout the curriculum, to develop broad understanding of and respect for the UAE culture and national identity to acquire necessary skills and values that will contribute to nation building and meeting national priorities.
- Specify structured progression within the curriculum to ensure a stimulating and challenging program of learning and development for all students.

## Definitions

<b>Academic Plan</b>	A plan which sets out the academic focus of the school including: the mission, vision, core values, goals, quality teaching and classroom instructional methods, materials, curriculum (content, concepts, and skills), timetables, policies, procedures, and accreditation, authorization and/or affiliation plans.
<b>Accreditation</b>	A quality assurance process, based on a time-bound cycle of continuous improvement against rigorous standards. Schools are evaluated and verified by an external body to determine whether defined standards are met.
<b>Additional Learning Needs</b>	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
<b>Affiliation</b>	A school's association with an external body whereby they are approved to offer specific external exams (e.g., Cambridge Education, CBSE, Kerala, etc.).
<b>Attainment</b>	The academic content standards that students reach on assessments and/or exams. It is typically recorded as grades, scores, or levels, and indicates a student's achievement result at a point in time in a grade/year level.
<b>Career and University (CU) Guidance Counselor</b>	An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counseling services to students.
<b>Compulsory Subjects/Courses</b>	Mandatory subjects/courses required for successful completion of a grade/year level.
<b>Core-related Elective Courses</b>	Elective course requirements for Cycle 3 students focused on core academic subjects including English (e.g., Creative Writing, Journalism, Speech/Debate), Science (e.g., Marine Biology, Astronomy), and Mathematics (e.g., Accounting, Financial Literacy, Programming).

<b>Course</b>	Organized units of study for a subject that is recognized by a school for meeting an educational requirement.
<b>Course Catalog</b>	An official publication that outlines all academic courses available to students for a given school year. It includes detailed descriptions of each course, including prerequisites, credit value, grade level eligibility, course duration (semester, term, or year-long), and how the course fulfills graduation requirements. The course catalog serves as a critical planning tool for students, parents, and academic advisors to make informed decisions about course selection and to ensure alignment with graduation pathways, college readiness, and career goals.
<b>Course Syllabus</b>	A detailed instructional guide provided by the teacher at the beginning of a course that outlines the expectations, content, structure, and policies for that specific course. It typically includes the course description, learning objectives, grading criteria, required materials, major assignments and assessments, classroom rules, and a timeline or pacing guide. The syllabus serves as a contract between the teacher and students, clearly communicating what students will learn, how they will be assessed, and what is required for academic success throughout the semester or year.
<b>Credit Recovery</b>	Educational strategies that allow Cycle 3 students to earn missed academic credit for a course they failed or did not take. Credit recovery can be offered during the regular school day, summer school, or after school. The goal is to provide students with a second chance to meet course requirements. Credit recovery is often tailored to individual student needs and may focus on specific skills or standards that were not previously met.
<b>Cross-Curricular</b>	Involves an intentional effort to apply knowledge, skills, and/or concepts to more than one academic subject simultaneously. The subjects may be related through a central theme, project, problem, process, topic, vocabulary, and/or experience. Cross-curricular learning recognizes multiple viewpoints and seeks to build more knowledgeable and transferable understanding of content and skills.
<b>Curricular</b>	Relates to all subjects comprising a course of study in a school.
<b>Curriculum</b>	The intended, enacted, assessed, and learned academic content based on national standards of the relevant Department/Ministry of Education facilitated in a school. Curriculum typically refers to the academic content, concepts, and skills students are expected to master. This includes the learning standards or learning objectives and the instructional materials used to deliver the academic content within a defined period of time.
<b>Curriculum Map</b>	A description of the horizontal and vertical plan for a subject's education standards/outcomes, skills, and concepts, and the resources that a teacher uses to address those standards in the classroom during the academic year for all grade/year levels. Curriculum mapping — the

	process of making a curriculum map — is a procedure for collecting and maintaining an operational database of the curriculum in the school.
<b>Cycle</b>	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
<b>Educational Program</b>	Teaching and learning framework organized to achieve pre-determined learning objectives/criteria or accomplish a specific set of educational tasks over a sustained period. A program may have major components not normally characterized as courses, units, or modules.
<b>Equivalency</b>	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
<b>Examination Center</b>	A location that provides the opportunity for students to undertake board/pre-collegiate exams (e.g., ACT, AP, CBSE, EmSAT, IB DP/IB CP, GCSE/IGCSE, AS/A Level, SAT).
<b>Extracurricular Activities (ECA)</b>	Organized activities that students can participate in that are usually external to the school curriculum (but may be connected to it). Activities can be scientific, athletic, cultural, intellectual, philanthropic, and/or social in nature, and include, but are not limited to sports teams, clubs, private sports lessons, competitions, performances, recreational activities, field trips and overseas travel, as well as activities hosted virtually.
<b>IB Authorization</b>	An extensive approval process to offer one or more of the four programs of the International Baccalaureate (IB) educational framework based on the IB standards, practices, and a commitment to the IB mission and philosophy based on a time-bound cycle.
<b>Integrated Mathematics</b>	A curriculum approach that combines mathematical disciplines like algebra, geometry, and statistics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Mathematics I for Grade 9 followed by Integrated Mathematics II for Grade 10).
<b>Integrated Science</b>	A curriculum approach that combines scientific disciplines like biology, chemistry, and physics into a single, unified course, ensuring alignment with curricular standards for each grade level (e.g., Integrated Science I for Grade 9 followed by Integrated Science II for Grade 10).

<b>Learning Pathways</b>	Specific courses/subjects and learning experiences tailored to meet individual student interests, abilities, and/or aspirations as they progress in their education toward graduation.
<b>MoE Subjects</b>	The mandatory subjects that all private and charter schools in the UAE are required to teach as per the Ministry of Education's requirements.
<b>Multilingual Learners</b>	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
<b>Pacing Guide</b>	A calendar-based subject or course planning tool that outlines the timeline for when specific content or standards should be taught to students during the academic year. It helps ensure that teachers stay on track to cover all required material in the allotted time and ensures instructional consistency, academic rigor, and student success across classrooms and grade levels.
<b>Progress</b>	The student's longitudinal achievement over a designated period of time which can be represented year-on-year, or within a term, curricular unit, or lesson in school. Progress marks the difference between a student's previous attainment and current attainment. When measuring a student's progress, the results take into account the progress made in comparison to a norm group with similar starting points over the designated time period.
<b>Progression of Learning</b>	An increase in the level of difficulty and acquisition of knowledge, skills, and competencies over time. The complexity in the learning increases with the level of skill and knowledge transfer.
<b>Scope and Sequence</b>	Scope is the breadth and depth of the curriculum of any course or grade level identified as topics, learning experiences, activities, organizing integrative threads, content, and skills which constitutes the scope of the curriculum for that course or grade level. Sequence is accomplished in a variety of ways, including arranging the order of the content and skills to ensure that prerequisite learning is mastered prior to the next level.
<b>Semester</b>	A semester is one of the two main academic terms in an American school year. Each semester divides the school year into two equal parts, commonly referred to as the Fall Semester and the Spring Semester.
<b>Subject</b>	A field or branch of study comprised of knowledge and skills within a specific discipline (e.g., Arabic, Mathematics, Science, English, Social Sciences, Arts)
<b>Transcript</b>	An official academic record issued by a school that documents a student's coursework, grades, credits earned, and cumulative Grade Point Average (GPA) over their Cycle 3 career. It typically includes the student's identifying information, dates of enrollment, graduation date,

	and, when applicable, standardized test scores or honors/distinctions. The transcript serves as a formal certification of a student's academic performance and progress toward graduation requirements and is often required for college admissions, scholarship applications, or employment verification.
<b>Units of Instruction</b>	A well-defined portion of an instructional course, centering on a single topic or cluster of learning outcomes and skills for the planned, taught, and assessed curriculum.
<b>Yearly Overview</b>	Represents a curriculum map for one subject, in one grade level, over one academic year.



### 1. Academic Plan

- 1.1 Requirements: Schools shall develop and implement their academic plan which should include the following at a minimum:
1. A clear rationale underpinning the school's ADEK-licensed curriculum that is aligned with the mission, vision, and values of the school, the Emirate, and the UAE.
  2. Details of the language(s) of instruction in which subjects/courses will be delivered.
  3. A commitment to the delivery of teaching and learning through high academic content standards/learning outcomes, with a focus on pedagogical excellence and innovation.
  4. Alignment of the educational program (e.g., Cambridge International Examinations, IB Program) to the licensed standards/learning outcomes.
  5. Implementation of internal and external assessments relevant to the curriculum, as per the [ADEK School Assessment Policy](#).
  6. Plans to academically prepare Cycle 3 students to meet equivalency requirements including:
    - a. Course Offerings: (e.g., program of study, catalog/description guide) with required core subjects and elective courses with associated credit hours (if applicable).
    - b. Course Syllabi: Each syllabus shall include course requirements, course description, course units (including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), other resources, learning outcomes/objectives, instructional time, grading criteria, and pre-requisites.
  7. Comprehensive curriculum pacing guides. These documents must ensure alignment with the school's adopted curriculum framework.
  8. A curriculum design and adaptations to meet the needs of students with a wide range of abilities, including students with additional learning needs and multilingual learners as per the [ADEK School Inclusion Policy](#).
  9. The provision of academic support, interventions, and guidance as appropriate for each student.
  10. Adherence to the compulsory UAE Ministry of Education (MoE) subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity.

## 2. Curriculum Requirements

- 2.1 **Licensed Curriculum:** Schools shall seek and obtain approval for their curriculum from ADEK, in line with the relevant UAE Ministry of Education requirements for curriculum adoption and equivalency (as issued in the relevant ministerial resolutions and amendments for the applicable year). The licensed curriculum shall fulfill all the requirements of the school's licensed curricula, their national statutory requirements, and applicable standards.
- 2.2 **Provision of Curricular Choices:** Schools shall adopt a curriculum, where appropriate and in line with the requirements of their licensed curriculum (see [Section 2.1 Licensed Curriculum](#)), that offers a wide range of curricular options that interest multidisciplinary groups of students of differing ages, cultures, and ability levels with extensive multidisciplinary choices and opportunities for students to benefit from learning experiences that nurture their talents, interests, and aspirations.
- 2.3 **Provision of Curricular Pathways Leading Towards Nationally and Internationally Recognized Qualifications:** Schools shall ensure that their curriculum programs, courses, syllabi, and activities promote challenge, relevance, opportunity, and choice for all students. The curriculum shall include creative, physical, and practical experiences to strengthen knowledge and skills relevant to the career choices of students, both nationally and internationally.

## 3. Curriculum Design and Implementation

- 3.1 **Curriculum Design:** Schools shall include the following when designing their curriculum:
  - 1. A vertically (across grade level) and horizontally (within grade level) aligned progression of learning with a set of learning outcomes clarifying what students are expected to know, understand, and be able to do in every cycle, aligned to standardized benchmark and international assessment frameworks. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map.
  - 2. Continuity, referring to a "spiral" curriculum with repetition of selected content at subsequent levels, each time at an increased level of complexity. This is evidenced by recurring and continuing opportunities for essential skills to be practiced, developed, and understood.
  - 3. A range of subjects, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes.
  - 4. A listing of learning resources (digital or textbook) and the rationale for how the resources will be utilized to support learning.
  - 5. Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded as learning outcomes are mastered.
  - 6. Minimum time requirements for the subjects/courses, and relevant activities.



7. Identification of compulsory subjects/courses and optional or elective subjects/ courses.
  8. Monitoring and evaluation of the school's planned, taught, and assessed curriculum.
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- 3.2 Integration of UAE National Priorities: Schools shall offer a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity. This shall be achieved through focusing on high-quality teaching that is mindful of cultural values and national identity and promotion of the Arabic curriculum, in line with MoE subjects.
  - 3.3 Breadth and Balance: Schools shall provide an inclusive learning environment encompassing a breadth and depth of study, with the flexibility of learning pathways, choice, and maximum opportunities for learners.
  - 3.4 Cross-Curricular Links: Schools shall ensure that the integration across subjects and cross-curricular links are meaningful, innovative, aligned, and planned purposefully.
  - 3.5 Enhancements: The curriculum shall enhance the development of future-ready skills, including collaboration, communication, analysis, synthesis, problem-solving, digital fluency, Artificial Intelligence (AI) literacy, financial literacy, innovation, and transferable life skills, to explore the curriculum across planned programs, including the adoption of a positive school environment as per the [ADEK School Student Behavior Policy](#) and values such as teamwork, integrity, transparency, innovation, etc., as per the [ADEK School Values and Ethics Policy](#) and the [ADEK School Cultural Consideration Policy](#).
  - 3.6 Promotion of Academic and Social and Emotional Learning Skills: The curriculum shall promote higher-level thinking and social emotional skills, such as critical thinking, mental flexibility, creativity, positive attitudes, ethical reasoning, self-management, growth mindset, and adaptability, as per the [ADEK School Wellbeing Policy](#).
  - 3.7 Promotion of Holistic Student Wellbeing: Schools shall promote awareness of their wellbeing strategy and associated wellbeing policies and integrate aspects of an overarching positive behavior model, safe and healthy eating practices, mindfulness, social and emotional learning, including emotional regulation and resilience, etc., as per the [ADEK School Wellbeing Policy](#).
  - 3.8 Sustainability Principles: Schools shall integrate sustainability principles into the curriculum across all grades that address the school's goals and vision to contribute to the UN Sustainable Development Goals, and those of the Abu Dhabi Environmental Agency and other relevant entities (e.g., Abu Dhabi Agricultural and Food Safety Authority, Department of Energy), as per the [ADEK School Sustainability Policy](#).
  - 3.9 Continuity, Transition, Review, and Equivalency: Schools shall ensure that:
    1. The curriculum prepares students through the provision of opportunities for success in their next level of education and future careers.

2. Where students are seeking to transfer between curricula, parents are aware of the impact of changing curricula and the potential challenges that may arise from a break in the continuity and progression of learning.
3. Seeking Equivalency (Al Thanawiya)/Qualifying for Graduation: In instances where UAE National students are enrolled in a curriculum or framework that relies heavily on high-stakes exams and should fail such exams, these students shall successfully complete a series of compulsory subjects and courses as measured by a continuous assessment system, to be able to qualify for graduation through seeking equivalency for the UAE's General Education Certificate (Al Thanawiya), subject to meeting the standards. The school shall communicate this, as appropriate, to both students and parents.
4. The curriculum shall be broad and balanced for structured progression of learning within and across all subjects so that students progress through a structured scope and sequence of learning outcomes.
5. The curriculum shall be evaluated annually and reviewed regularly to reflect the range, quality, and impact of the curriculum on students' academic outcomes and personal wellbeing. Adjustments shall be made as needed.

#### 3.10 Resources: Schools shall ensure that:

1. The Principal is responsible for making sure that a Resource Selection Committee has been established and that all textbooks and other learning resources in use have been vetted in line with the [ADEK School Cultural Consideration Policy](#).
2. High-quality materials are aligned to learning outcomes/standards at the targeted grade levels.
3. Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.

#### 3.11 Topics in the Licensed Curriculum: The school shall ensure that potentially controversial topics are addressed in the manner outlined in the [ADEK School Cultural Consideration Policy](#).

#### 3.12 Graduation Requirements: Schools shall meet the minimum expectations for graduation eligibility as per the licensed curriculum and MoE requirements for equivalency.

1. Schools offering an American curriculum shall meet the minimum expectations for graduation eligibility outlined in [Appendix A. Graduation Requirements for American Curriculum Schools](#).

## 4. Licensing and Declaration of Programs (e.g., BTEC, IBCP, MYP, PYP)

### 4.1 Initial Licensing and Adding/Amending/Canceling Curricula

1. For any new school completing the Temporary License application, ADEK requires the school's curriculum to clearly outline the academic plan with

details of student learning outcomes at every cycle of the educational process, as per the [ADEK School Licensing Policy](#).

2. ADEK reserves the right to:
  - a. Provide additional guidance to new school owners on changes to the proposed curriculum that ADEK will require before a Temporary License is granted.
  - b. Specify improvements to the curriculum that will be required for the school's continuing operation through the ongoing licensing and inspection processes for existing schools.
3. During the licensing evaluation process, for academic plans that are derived from curricula based on international curriculum, ADEK requires evidence that such curricula are in alignment with the curriculum standards and requirements applicable to those countries.
4. Schools shall provide evidence of curriculum or framework accreditation/affiliation/authorization by the relevant body. This evidence is considered when successfully granting and renewing a license.
5. Schools shall seek approval from ADEK through the licensing process when proposing significant changes to their curriculum.
  - a. The proposed changes must comply with the licensed curriculum and its requirements.
  - b. "Significant changes" include, but are not limited to, the addition, cancellation, or amendment of any subjects and/or courses, and changes to the syllabus and examinations.

## 5. Accreditation

- 5.1 Accreditation, Authorization, and Affiliation (AAA): Schools shall obtain the relevant accreditation, authorization, or affiliation as per the requirements of each curriculum, as indicated in Figure 1. AAA Requirements by Curriculum.

Figure 1. AAA Requirements by Curriculum

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

! Required

\* Board/country requirements may vary.

1. Exemption Criteria: The following types of schools are exempt from seeking accreditation, authorization, and affiliation:
  - a. Schools that report losses (<0% EBITDA) in the previous year (to be assessed on a case-by-case basis).
  - b. New schools or schools that switch to a new curriculum will be given a grace period of 2 years.
- 5.2 Enhanced Quality Assurance: Schools that have authorization and/or affiliation for a curriculum that does not require accreditation shall additionally seek accreditation from the relevant approved and/or recommended accreditation bodies as per [Figure 1. AAA Requirements by Curriculum](#).

## 6. Enrichment

- 6.1 Extracurricular Activities: Schools shall offer a wide and varied range of extra-curricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development, as per the [ADEK School Extracurricular Activities and Events Policy](#).
  1. Schools shall also ensure that the extracurricular activities include a wide range of social, cultural, scientific, athletic, intellectual, artistic, and/or philanthropic enrichment programs, in line with the [ADEK School Extracurricular Activities and Events Policy](#), across all cycles to ensure opportunity, access, and participation by all students.
- 6.2 Creativity, Innovation, and Enterprise: Schools shall ensure that the curriculum embeds opportunities and activities for enterprise, innovation (e.g., using Artificial Intelligence driven tools), social contribution, and creativity to motivate and inspire students to gain a well-rounded education and to aspire to contribute to the development of their society.

## 7. Adaptation for All Student Groups

- 7.1 Accommodations: Schools shall accommodate and cater to the educational needs of all students (see [Section 1.1.7](#)).
- 7.2 MoE Subjects: All schools, regardless of curriculum, shall teach the MoE subjects as per the MoE requirements.
- 7.3 Minimum Instruction Time for MoE Subjects: All schools shall teach the minimum time for the MoE subjects consistent with the MoE requirements.
- 7.4 Non-Exemption from MoE Subjects: Exemptions from the requirements of teaching MoE subjects are not authorized. Schools shall make adjustments and provide support and resources to accommodate all students' needs to meet the equivalency requirements of the UAE General Education Certificate (*Al Thanawiya*).

## 8. Compliance

- 8.1 This policy shall be effective as of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term). Schools shall be compliant with the updated requirements in version 1.2 of this policy by Academic Year 2026/27 (Fall term).
- 8.2 American curriculum schools are subject to the following additional compliance requirements:
1. [Table 1. Credit Requirements for American Curriculum Schools](#) is applicable to Grade 9 of Academic Year 2025/26 (graduating class of 2029) and subject to compliance by Academic Year 2025/26 (Fall term). In subsequent academic years, [Table 1. Credit Requirements for American Curriculum Schools](#) shall also be applicable to all future Grade 9 students (graduating class of 2030 onwards).
  2. All other requirements in [Appendix A. Graduation Requirements for American Curriculum Schools](#) are subject to compliance by 5 January 2026.
- 8.3 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. Concerning the Penal Code or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.



## APPENDICES

### Appendix A. Graduation Requirements for American Curriculum Schools

#### 1. Graduation Requirements

1.1 American curriculum schools shall meet the following graduation requirements:

1. **Medium of Instruction:** Schools shall ensure that the primary medium of instruction is English for all subjects and courses related to the American curriculum, with the exception of World Language and the MoE subjects.
2. **Academic Instructional Time Requirements:** Schools shall adhere to a credit system that meets the following instructional time requirements:
  - a. **Full Credit (1.0):** 120 to 180 clock hours of instructional time across the ADEK-approved academic year.
  - b. **Half Credit (0.5):** 60 to 90 clock hours of instructional time across the ADEK-approved semester or academic year.
3. **Credit Requirements:** Schools shall ensure that students in Grades 9-12 accrue a minimum of 6.0-7.0 credits every year to maintain steady progress toward graduation, for a minimum of 24-28 credits in total across the four years. The minimum credit requirements are outlined in [Table 1. Credit Requirements for American Curriculum Schools](#).

[Table 1. Credit Requirements for American Curriculum Schools](#)

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

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

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

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

- a. Schools shall:
  - 1) Ensure the following sequence of courses for mathematics (in order of increasing complexity):
    - a) Algebra I or Integrated Mathematics I
    - b) Geometry or Integrated Mathematics II
    - c) Algebra II or Integrated Mathematics III
    - d) Pre-Calculus, Calculus, AP Calculus, or Statistics
  - 2) Ensure completion of subject-specific or integrated Biology, Chemistry, and Physics courses. Schools shall also offer:
    - a) Advanced science courses, including, but not limited to Pre-AP/AP Sciences, in Grade 11 and/or 12.
5. Core-Related Electives: Schools shall:
  - a. Offer core-related electives to fulfill elective credit requirements outside of the core subject areas.
  - b. Align core-related electives to students' university and career aspirations by including explicit references to course sequencing across Cycle 3 to strengthen pathways and enhance post-secondary readiness planning.
6. Transcript Requirements: Schools shall issue annual transcripts for all students in Grades 9-12 that include:
  - a. Academic Records
    - 1) Courses taken by year and term.
    - 2) Grades received in percentage, as per the [ADEK School Assessment Policy](#).
    - 3) Credits earned.
    - 4) Grade Point Average (GPA), both weighted and unweighted, where applicable, as per the [ADEK School Assessment Policy](#).
  - b. Graduation Progress Summary
    - 1) Completion status of subject-area requirements.
    - 2) Total credits required versus earned.
7. Transfer Credit Review: Schools shall ensure that staff (e.g., administrators, Career and University Guidance Counselors) follow a standardized process to evaluate and document credit transfers for students entering Grades 9-12:
  - a. Collection and Verification
    - 1) Maintain official transcripts/report cards from Grade 8 onwards.
    - 2) Verify authenticity and course details (i.e., time allocation and timetables).
  - b. Documentation
    - 1) Maintain official records of transferred credits.
    - 2) Apply minimum credit hours per grade for placement (students with lower accumulated credit counts shall participate in credit recovery).
  - c. Stakeholder Communication
    - 1) Communicate with students and families about transfer decisions and graduation impact.
    - 2) Engage teachers and staff to support transition.
  - d. Resolution of Discrepancies
    - 1) Follow up on unclear or disputed records through official channels.
  - e. Graduation Planning
    - 1) Develop an Individual Career and Academic Plan (ICAP) for each student to ensure completion of required credits for diploma eligibility.

- 8. Credit Recovery:** Schools shall develop and implement a credit recovery program in line with the requirements of any ADEK publications (e.g., guides, circulars) regarding credit recovery:
  - a. Ensure that students who earn a final mark below 60% and/or miss any of the required graduation credits recover their credits through the school's credit recovery program.
  - b. Implement a structured, standards-aligned credit recovery program to support students who have not earned the necessary credits.
  - c. Ensure that the maximum number of missing credits from core courses does not exceed 2.0-3.0 credits in a given academic year.
  - d. Establish a comprehensive learning support system designed to assist students to address credit deficits by completing required coursework.
  - e. Deliver credit recovery programs exclusively on school premises by a qualified teacher/facilitator. The use of accredited online courseware is authorized as per the parameters set by the ADEK credit recovery requirements.
  - f. Communicate credit recovery program roles and responsibilities to staff, students, and parents.
- 9. Course Catalog:** Schools shall publish an annual course catalog that specifies all courses offered in Cycle 3 in alignment with the ADEK-approved courses on eSIS.
- 10. Course Syllabus:** Schools shall ensure that each course includes a detailed course syllabus with a course description and learning objectives/outcomes aligned with the curricular standards.





## References

Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments

### Publication

2025 (September) ADEK\_School\_Curriculum Policy\_v1.2

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Private and Charter Schools. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

### Current version:

*Updated to include a requirement for the development of pacing guides as part of the academic plan, addition of digital fluency, Artificial Intelligence (AI) literacy, and financial literacy in the list of future-ready skills, and additional graduation requirements and related definitions for American curriculum schools.*

### Past versions:

- 2024 (September) ADEK\_School\_Curriculum Policy\_v1.1  
*First published*
- 2024 (January) ADEK\_School\_Curriculum Policy\_v1.0  
*First circulated to schools*

