

GIIS-AD-Policy-26-27-037

## CURRICULUM POLICY

<b>Last Review</b>	April 2026
<b>Revised on</b>	11 April 2026
<b>Reviewed by</b>	Principal, Vice Principal, SLT and Learning Resource Committee
<b>Next Review</b>	April 2027

### Introduction

GIIS Abu Dhabi ensures that students have the right to a **broad, balanced, creative, and inclusive** curriculum which promotes learning, personal growth and development for all. Our curriculum follows a formal learning pathway aligned to national and international standards supported by extracurricular activities and enrichment programs which nurtures a holistic and balanced development of the student. This policy sets out the requirements and standards to support our 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 a 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.

## Policy

### 1. Academic Plan

1.1 Requirements: GIIS Abu Dhabi develops and implements its academic plan, which includes the following at a minimum:

1.1.1 School has a clear rationale underpinning the school's licensed curriculum that is aligned with the mission, vision, and values of the school, CBSE, the Emirate, and the UAE.

1.1.2 The language of instruction is English in which subjects/ courses will be delivered.

1.1.3 School commits to the delivery of teaching and learning through high academic content standards/ learning outcomes, with a focus on pedagogical excellence and innovation.

1.1.4. School's Curriculum is aligned with the educational program of CBSE (Central Board of Secondary Education) to the licensed standards/ learning outcomes.

1.1.5 School implements internal and external assessments relevant to the curriculum, as per the ADEK and CBSE Assessment Policy/guidelines.

1.1.6 Plans to academically prepare Cycle 3 students to meet equivalency requirements including:

a. School Offers: Program of study, catalogue/description guide with required core subjects and elective courses with associated credit hours.

b. Course Syllabi: School follows CBSE curriculum which includes course requirements, course description, course units (including learning outcomes/objectives, principles, concepts, skills, activities, assessments, and digital/textbook resources), other resources, instructional time, grading criteria, and prerequisites.

1.1.7. School has 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 Inclusion Policy.

1.1.8. The school has provision of academic support, interventions, and guidance as appropriate for each student (ALN and G&T).

1.1.9. School is adhered to the UAE Ministry of Education (MoE) compulsory subjects with details pertaining to the promotion of the Arabic language and UAE culture and national identity.

## 2. Curriculum Requirements

2.1 Approved Curriculum: The School has obtained approval for the curriculum from ADEK as well as necessary affiliation from the CBSE, 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 approved curriculum shall fulfil all 7 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 approved curriculum (Section 2.1 Approved Curriculum), which 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.

### Kindergarten

Scholastic – General	Scholastic – UAE Specific (Under NIM)	Co-Scholastic
English	Arabic (Beginner)	Music
Mathematics	Islamic Studies (Beginner)	Dance
EVS	Moral Social and Cultural Studies (Beginner)	Art / Craft
Hindi Basic		
Reading: ORT		

## Grades 1 and 2

Scholastic – General	Scholastic – UAE Specific	Co-Scholastic
English	Arabic	STEAM/STEM/Robotics
Mathematics	Islamic Studies	Music
EVS	Moral Social and Cultural Studies	Dance
Hindi / French		Art / Craft
ICT		Library

## Grades 3 to 8

Scholastic – General	Scholastic – UAE Specific	Co-Scholastic
English	Arabic	STEAM/STEM/Robotics
Mathematics	Islamic Studies	Music
Science	Moral Social and Cultural Studies	Dance
Hindi / French		Art / Craft
ICT		Library
Social Studies		PE-Swimming/yoga/life skills

Grades 9 and 10

Scholastic – General	Scholastic – UAE Specific	Co-Scholastic
English	Arabic	PE-Swimming
Mathematics (Basic/Standard Grade 10)	Islamic Studies	Music
Science	Moral Social and Cultural Studies	Dance
Hindi / French/CBSE Arabic		Art / Craft
ICT		Library
Social Studies		

**Science Stream**

<b>Combination 1</b>	English	Physics	Chemistry	Mathematics	Biology
<b>Combination 2</b>	English	Physics	Chemistry	Mathematics	Computer Science
<b>Combination 3</b>	English	Physics	Chemistry	Mathematics	Economics
<b>Combination 4</b>	English	Physics	Chemistry	Mathematics	Physical Education
<b>Combination 5</b>	English	Physics	Chemistry	Biology	Psychology
<b>Combination 6</b>	English	Physics	Chemistry	Biology	Physical Education

## Commerce Stream

<b>Combination 1</b>	English	Accountancy	Business Studies	Economics	Mathematics
<b>Combination 2</b>	English	Accountancy	Business Studies	Economics	Psychology
<b>Combination 3</b>	English	Accountancy	Business Studies	Economics	Physical Education

## Humanities Stream

<b>Combination 1</b>	English	Sociology	Political Science	Psychology	Economics
<b>Combination 2</b>	English	Sociology	Political Science	Psychology	History

\* For Humanities the combination will depend on the number of students enrolled in each combination. The school reserves the right to finalize the combinations.

2.3 Provision of Curricular Pathways Leading Towards Nationally and Internationally Recognised Qualifications: GIIS ensures that its curriculum programs, courses, syllabi, and activities promote challenge, relevance, opportunity, and choice for all students. The curriculum includes 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: School includes the following in designing the curriculum:

3.1.1. 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 standardised benchmark and international assessment frameworks. This is evidenced by the school's scope and sequence, yearly overviews, and/or curriculum map. (Linear Progression, Curriculum maps)

3.1.2. 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.

3.1.3. A range of subjects, specific educational units of instruction with rigorous, coherent, and relevant assessments aligned to grade level learning outcomes.

3.1.4. A listing of learning resources (digital or textbook) and the rationale for how the resources will be utilized to support learning (ORT Program for Reading in KG, Raz Plus reading Program for grades 1 to 5, Mindspark platform for Science and Math for grades 3 to 8 and ABT for Arabic for grades 1 to 9.

<b>GIIS, ABU DHABI ACADEMIC YEAR(25-26)</b>							
<b>GRADE 1</b>		<b>GRADE 2</b>		<b>GRADE 3</b>		<b>GRADE 4</b>	
ENGLISH	6	ENGLISH	6	ENGLISH	6	ENGLISH	6
MATH	7	MATH	7	MATH	6	MATH	6
EVS	7	EVS	7	SST	4	SST	4
HINDI	6	HINDI	6	HINDI/FRENCH	5	HINDI/FRENCH	5
ARABIC	4	ARABIC	4	ARABIC	4	ARABIC	4
ISLAMIC/GK	2	ISLAMIC/GK	2	SCIENCE	6	SCIENCE	6
				MEP	0	MEP	0
ART & CRAFT	2	ART & CRAFT	2	ISLAMIC/YOGA	2	ISLAMIC/YOGA	2
PE	2	PE	2	ART & CRAFT	1	ART & CRAFT	1
STEM(MT)	1	STEM	1	PE/SWIMMING	2	PE/SWIMMING	2
MSCS	2	MSCS	2				
IT	1	IT	1	MSCS	2	MSCS	2
MUSIC	1	MUSIC	1	IT	2	IT	2
DANCE	1	DANCE	1	MUSIC	1	MUSIC	1
EP	1	EP	1				
BAGLESS ON FRIDAY				HOUSE ACTIVITY	1	HOUSE ACTIVITY	1

ASSEMBLY	1	ASSEMBLY	1	ASSEMBLY	1	ASSEMBLY	1
LIBRARY	1	LIBRARY	1	DANCE	1	DANCE/DRAMA	1
				LIB	1	LIB	1
<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>

3.1.5. Identification of how academic progress and attainment will be assessed, monitored, supported, and recorded as learning outcomes are mastered. (Assessment Policy: Baseline, Periodic Tests, Term Examinations. Skills: Portfolio, Multi Assessments and Subject Enrichment, Target Setting and Result analysis).

3.1.6. Minimum time requirements for the subjects/ courses, and relevant activities (Subject wise weekly time allocation as given in the table)

GRADE 5		GRADE 6		GRADE 7		GRADE 8	
ENGLISH	6	ENGLISH	6	ENGLISH	6	ENGLISH	6
MATH	6	MATH	6	MATH	6	MATH	6
SST	4	SST	4	SST	4	SST	4
HINDI/FRENCH	5	HINDI/FRENCH	5	HINDI/FRENCH	5	HINDI/FRENCH	5
ARABIC	4	ARABIC	4	ARABIC	4	ARABIC	4
SCIENCE	7	SCIENCE	7	SCIENCE	7	SCIENCE	7
HOUSE ACTIVITY	1	HOUSE ACTIVITY	1	HOUSE ACTIVITY	1	HOUSE ACTIVITY	1
ISLAMIC/YOGA/ LIFE SKILLS	2	ISLAMIC/YOGA/L IFE SKILLS	2	ISLAMIC/YOGA/L IFESKILL	2	ISLAMIC/YOGA/L IFESKILL	2
PE/SWIMMING	2	PE/SWIMMING	2	PE/SWIMMING	2	PE/SWIMMING	2
MSCS	2	MSCS	2	MSCS	2	MSCS	2
IT	2	IT	2	ASSEMBLY	1	ASSEMBLY	1
DANCE/MUSIC/ ART	2	DANCE/MUSIC/A RT	2	IT	2	IT	2
				ART	1	ART	1
ASSEMBLY	1	ASSEMBLY	1	DANCE/MUSIC	1	DANCE/MUSIC	1
LIBRARY	1	LIBRARY	1	LIBRARY	1	LIBRARY	1
<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>

GRADE 9		GRADE 10		GRADE 11/12(science)		GRADE 11/12(COMM)		GRADE11/12 (HUM)	
ENGLISH	6	ENGLISH	6	ENGLISH	6	ENGLISH	6	ENGLISH	6
MATH	8	MATH	8	MATH	8	MATH	8	ECO	8
SST	4	SST	6	ARABIC /PE/YOGA	3	ARABIC /PE/YOGA	3	ARABIC /PE/YOGA	3
HINDI /FRENCH	5	HINDI /FRENCH	5	PHY	8	ACC	8	PSYCHOLOGY	8
ARABIC	4	ARABIC	4	CHEM	8	BS	8	HIS	8
SCIENCE	7	SCIENCE	7	BIO/CS	8	ECO/CS	8	GEO/SOCIO	8
				ISLAMIC /GENERAL STUDIES	2	ISLAMIC /GENERAL STUDIES	2	ISLAMIC /GENERAL STUDIES	2
ISLAMIC/ GENERAL STUDIES	2	ISLAMIC /GENERAL STUDIES	2	ASSEMBLY	1	ASSEMBLY	1	ASSEMBLY	1
PE/SWIMMING	2	PE/SWIMMING	2	PE	1	PE	1	PE	1
MSCS	2								
ASSEMBLY	1	ASSEMBLY	1						
AI /IT	2	AI /IT	2						
LIBRARY	1	LIBRARY	1						
ART/MUSIC	1	ART/MUSIC	1						
<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>	<b>TOTAL</b>	<b>45</b>

3.1.7. Identification of compulsory subjects/ courses and optional or elective subjects/ courses.

3.1.8. Monitoring and evaluation of the school's planned, taught, and assessed curriculum (Action Plan includes Student Improvement Plan, Subject Improvement Plan and Curriculum Review).

3.2 Integration of UAE National Priorities: GIIS offers a curriculum that provides students with world-class standards in education while fostering UAE culture and national identity (NIM as part of Instructional Plans). This is 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 compulsory subjects.

3.3 Breadth and Balance: The School provides 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: School ensures that the integration across subjects and Cross-curricular links is meaningful, innovative, aligned, and planned purposefully (Curriculum map and Instructional Plans).

3.5 Enhancements: The school curriculum enhances 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 School curriculum promotes 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: School promotes awareness of student wellbeing strategy and associated wellbeing policies and integrate aspects of an overarching positive behaviour model, safe and healthy eating practices, mindfulness, social and emotional learning, including emotional regulation and resilience etc., as per the ADEK Wellbeing Policy.

3.8 Sustainability Principles: School integrates 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 Sustainability Policy.

3.9 Continuity, Transition, Review, and Equivalency: School ensures that:

3.9.1. The curriculum prepares students through the provision of opportunities for success in their next level of education and future careers.

3.9.2. 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.

3.9.3 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.

3.9.4. The curriculum is 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.

3.9.5. The curriculum shall be evaluated annually and reviewed 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: School ensures that:

3.10.1. 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 Cultural Consideration Policy (School has a Resource Selection Committee).

3.10.2. High-quality materials are aligned to learning outcomes/ standards at the targeted grade levels.

3.10.3. Additional teaching and learning resources are utilized to support and enrich the teaching of all subjects.

3.11 Topics in the Approved Curriculum: The school ensures that potentially controversial topics are addressed in the manner outlined in the ADEK Cultural Consideration Policy (Masked/Covered/Topics omitted)

3.12 Addition (New)

Included a requirement for schools to meet the minimum expectations for graduation eligibility as per their licensed curriculum and MoE requirements for equivalency

Graduation Requirements: Schools shall meet the minimum expectations for graduation eligibility as per the licensed curriculum and MoE requirements for equivalency. (Passing criteria as per CBSE and Ministry for MOE Subjects for core and MOE subjects respectively)

#### **4. Initial Licensing and Adding/ Amending/ Cancelling Curricula**

4.1. 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 Licensing Policy.

4.2. GIIS Abu Dhabi: Shall provide evidence of curriculum or framework accreditation/ affiliation/ authorization by the CBSE, New Delhi.

4.3. School shall seek approval from ADEK through the licensing process when proposing significant changes to their curriculum.

- a. The proposed changes must comply with the approved 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, Authorisation, and Affiliation (AAA): Schools shall obtain the relevant accreditation, authorisation, or affiliation as per the requirements of each curriculum, as indicated in Requirements by Curriculum as per CBSE guidelines.

#### **6. Enrichment**

6.1 Extracurricular Activities: School offers a wide and varied range of extracurricular activities that complement and enrich the formal curriculum to enhance the students' academic and personal development, as per the ADEK Extracurricular Activities and Events Policy (Annual Days, Educational Visits, Leadership Lecture Series etc )

6.2. School also ensures 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 Extracurricular Activities and Events Policy, across all cycles to ensure opportunity, access, and participation by all students (Gold Squad, Al Tasamuh, GOAL, Big Pitch, TedEx, Students exchange Program with sister campuses across the UAE and the schools located in other countries)

6.3 Creativity, Innovation, and Enterprise: School ensures 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 (GCIE, school clubs, MUN, STEAM lab activities)

