



مدرسة دبي للتربية الحديثة

Dubai Modern Education School

# Curriculum Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

- ✚ Citizenship
- ✚ Respect
- ✚ Leadership
- ✚ Responsibility
- ✚ Tolerance
- ✚ Commitment
- ✚ Excellence
- ✚ High Expectation

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## Curriculum Policy

### 1.0 Primary Values

The fundamental values highlighted in this policy are: Balance, Rigor, Consistency, Coherence, Interdisciplinary Approach, Cross-Curricular Approach, Relevance, Progression

### 2.0 Rationale

A curriculum contributes to the achievement of the learner's maximum potential within the learning environment and serves as a solid foundation to promote lifelong learning. DMES curriculum is guided by the UAE Ministry of Education Curriculum for Arabic, Islamic Education, Social Studies, and Moral Education, and the California Curriculum (California Common Core State Standards). DMES addresses the local, national and global education requirements wherein it ensures that teaching and learning practices develop learner's personal and social responsibility, enhance innovation and entrepreneurial skills and promote environmental sustainability. DMES provides a wide range of academic and extra-curricular activities that accommodate the learners' diverse needs, abilities and interests. DMES acknowledges the demand to provide quality teaching and challenging learning opportunities through its rigorous curriculum revision and evaluation. DMES aims to go beyond academia by fostering the learners' aspirations, instilling the values of respect and tolerance, appreciating inter-cultural heritage, and developing a sense of global citizenship.

### 3.0 Values

DMES curriculum commits to and upholds the values of the school, the local and global communities.

- **Respect and Promotion of UAE Culture and Islamic Values.** We integrate the understanding and appreciation of UAE culture and heritage and inter-cultural relationships through various learning experiences and activities. We provide a stronghold wherein learners cultivate a strong sense and awareness of Islamic values and how these are reflected in their everyday life.



- **Environmental Sustainability Awareness.** We embrace the UAE leaders' vision which focuses on "improving the quality of air, preserving water resources, increasing the contribution of clean energy and implementing green growth plans".<sup>1</sup>  
We impart the importance of waste reduction and recycling, electrical and water conservation, and it propagates the preservation and protection of the country's resources.
- **Learner Accountability & Proactive Involvement.** We develop learners' positive work ethics, collaboration and independent learning. Our curriculum mapping design is structured to develop critical thinking and inquisitive skills. Curriculum modifications and adaptations are done to cater for the needs of individual students and to ensure a smooth transition across grade levels.
- **Holistic Wellbeing and Learner Diversity.** The curriculum provision allows learners to develop their academic, personal and social competencies. Cross-curricular links are carefully planned in order to safeguard the wellbeing of learners and to enhance their creative, innovative, and entrepreneurial skills.

#### 4.0 Aims

DMES curriculum aims to:

- Promote respect to self and to others, and practice tolerance and multi-cultural awareness.
- Support the local, national and international visions towards sustainable development by molding future-focused citizens.
- Enhance the learners' wellbeing and the school community to create and maintain stronger relationships among the stakeholders.
- Offer an innovative and flexible curriculum which caters to the learners' cognitive, physical, emotional, spiritual, social, and moral development
- Ensure effective learning provisions to improve learners' competencies in all subject areas.

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<sup>1</sup> UAE Vision 2021 National Agenda



- Integrate key pedagogical approaches and learning theories in enriching teaching and learning procedures
- Create a safe and a high-quality learning environment to optimize learning and provide equal and individualized/differentiated learning support and instruction
- Strengthen the delivery of teaching and learning experiences according to the highest local and international educational standards
- Employ interdisciplinary and cross-curricular approaches to ensure smooth progression, transitions and extended learning based on the learners' age levels and capacities.

## 5.0 Definitions

- 5.1 Curriculum<sup>2</sup>:** Everything a school deliberately organizes for students to experience.
- 5.2 Cross-curricular Approach<sup>3</sup>:** An approach to formulating a curriculum that favors the dynamic use of learning topics and themes to be covered and skills/competencies to be developed in a number of learning areas across the curriculum.
- 5.3 Differentiation<sup>4</sup>:** An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.
- 5.4 Diversity<sup>5</sup>:** The varied perspectives and approaches offered by members of different identity groups. It includes diversity in terms of fields of knowledge, skills, and experience as well as age, culture, race, and gender.
- 5.5 Inclusion<sup>6</sup>:** Access, support for learning and equal opportunities for all students, regardless of age, gender, ethnicity, ability or background.
- 5.6 Interdisciplinary Approach<sup>7</sup>:** An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the

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<sup>2</sup>UAE School Inspection Framework 2015-2016, page 123

<sup>3</sup><http://www.ibe.unesco.org> © UNESCO-IBE 1995-2019

<sup>4</sup>UAE School Inspection Framework 2015-2016, page 120

<sup>5</sup>The Gift of Good Governance, page 34

<sup>6</sup>UAE School Inspection Framework 2015-2016, page 124



connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.

**5.7 Internal Assessment<sup>8</sup>:** Formative and summative assessment tasks and tools created by the school and its teachers.

**5.8 External Assessment<sup>9</sup>:** Evaluative tests given by an independent organization other than the school, intended to measure students' achievement and to externally validate their performance levels.

**5.9 Learning Support Assistant (LSA)<sup>10</sup>:** A learning support assistant is a trained member of education support staff who works under the direction of a classroom teacher. Their primary role is to effectively support students of determination to access appropriate learning experiences within common learning environments alongside same-aged peers.

**5.10 Moral Education<sup>11</sup>:** An innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

**5.11 Scope and Sequence<sup>12</sup>:** Scope specifically refers to the breadth of the curriculum the organizing threads that constitute the skills and content that teachers are expected to include in their instruction. Sequence refers to how these skills and subject matter should be ordered.

**5.12 Stakeholders<sup>13</sup>:** Those who have an interest in a school, including the staff, students, parents, governors, owners/proprietors, and community members.

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<sup>7</sup><http://www.ibe.unesco.org> © UNESCO-IBE 1995-2019

<sup>8</sup>UAE School Inspection Framework 2015-2016, page 121

<sup>9</sup>UAE School Inspection Framework 2015-2016, page 121

<sup>10</sup>Implementing Inclusive Education: A Guide for Schools 2019, page 39

<sup>11</sup> <http://www.moraleducation.ae> © Moral Education 2017

<sup>12</sup>Craig Kridel, *Encyclopedia of Curriculum Studies* (California, SAGE, 2010), page 771

<sup>13</sup>UAE School Inspection Framework 2015-2016, page 127



**5.13 Student of Determination<sup>14</sup>:** A student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.

**5.14 Sustainability<sup>15</sup>:** Management and conservation of the natural resource base, and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations.

## 6.0 Organization of the Curriculum

DMES employs a systematic and comprehensive alignment process in improving the existing curriculum across the different grades and subject areas. An intensive review of the standards, knowledge, and skills is conducted based on California and the UAE MOE Curricula.

The standards that define the balance and scope of the curriculum include the California Common Core State Standards (English medium subjects) and the UAE MOE Curriculum Standards (Arabic medium subjects). At this point, curriculum mapping identifies pertinent standards, skills and cross-curriculum connections, which are then translated to various structured frameworks. An overview of the instructional pacing of skills and content is reflected in the scopes and sequences to ensure the depth and breadth of the curriculum. The instructional units, time allocation, assessment types, and relevant resources are organized into yearly and unit plans to provide a detailed outline of the curriculum according to the different subject areas and phases/cycles.

The mandatory Arabic medium subjects offered are: Arabic Language, Islamic Studies, Social Studies, and Moral Education. The core English medium subjects consist of English, Mathematics, and Science. Arts, ICT, Physical Education, and other elective subjects are taught at certain grade levels/phases.

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<sup>14</sup>Implementing Inclusive Education: A Guide for Schools 2019, page 9



The duration of each period or session is 45 minutes every school day. Internal and external assessments are planned out effectively to ensure the validity of the assessment data results and to strengthen the school's triangulation process.

Intervention sessions are provided for learners with attainment below the expected curriculum standards. Students of determination are provided with individualized support and instruction to meet their needs and abilities. All students have access to a wide range of classroom resources, including access to digital learning platforms.

Effective lesson planning and enriched teaching and differentiated learning activities empower all learners to have equal access to the curriculum. DMES supports teachers' continuing professional development/training and in pursuing their post-graduate qualifications and certifications to provide the highest quality education for all learners.

Cross-curricular connections are strengthened through the organization of extra-curricular activities and educational trips. DMES highly involves learners in various community programs and is affiliated with different social organizations in order to support the delivery of the curriculum. Student guidance counselors and social workers also play significant roles in promoting the wellbeing of learners and increasing levels of student success.

## 7.0 Curriculum Standards

### 7.1 Curriculum Standards Adapted from California State

Subject	California Standards
English Language Arts	<a href="#">California Common Core State Standards</a>
Mathematics	<a href="#">California Common Core States Standards for Mathematics</a>
Science	<a href="#">NGSS for California Public School K-12</a>
Physical Education	<a href="#">Physical Education Model Content Standards for California Public Schools K-12</a>
Visual and Performing Arts	<a href="#">Visual and Performing Arts Content Standards</a>
Information &	<a href="#">California Career Technical Education Model Curriculum</a>



Communication Technology	<a href="#">Standards</a>
Social Studies & History	<a href="#">History-Social Studies Content Standards</a>
World Languages	<a href="#">World Languages Content Standards for California Public School K-12</a>

## 7.2 Non-California State Standards

Subject	Standards
MOE Social Studies for Non-Arab	<a href="#">The general framework of curriculum Standards for Social Studies for Non-Arab</a>
MOE Social Studies	<a href="#">The general framework of curriculum Standards for Social Studies</a>
MOE Islamic Education	<a href="#">The general framework of curriculum Standards for Islamic Education</a>
MOE Arabic A	<a href="#">The general framework of curriculum Standards for Social Studies</a>
MOE Arabic B	<a href="#">The general framework of curriculum Standards for Social Studies</a>
ISTE	<a href="#">International Society for Technology in Education</a>
AASL	<a href="#">American Association of School Librarians</a>
ACTFL	<a href="#">American Council on the Teaching of Foreign Languages</a>

## 8.0 Curriculum Development

Dubai Modern Education School curriculum and curriculum documentation process is driven by three prevailing fundamental themes of 21st century education, which are accountability, relevance, and the 21st century context. At the heart of all of this is the school's Mission, Vision, and its Core Values. DMES ongoing curriculum documentation through the ATLAS Rubicon platform provides an opportunity to improve the school's



curriculum and to ensure it is aligned with the mission, vision, and core values of the school.

All materials related to the curriculum are maintained in both digital and hard copy content such as pacing documents, curriculum maps, lesson plans, curriculum follow-up forms, statistical data, audio, video students' assessment results, and analysis. These contents are available to different stakeholders such as teachers, heads of departments, school administration, school board, and parents to inform on curriculum improvement and data-driven decision making.

## 9.0 Curriculum Adaptation

The goal of DMES curriculum adaptations is not to change the academic expectations of students but, scaffold their learning requirements needed to achieve them with proficiency. DMES' specialized programs foster this way of thinking and increase students' opportunities for success through various forms of differentiation. We are nurturing well-rounded individuals to operate effectively in both their respective communities and the global marketplace. We are achieving this with our focus on literacy, project-based learning, and STEM integration.

### 8.1 Literacy Development

Literacy challenges every aspect of interdisciplinary student experience. Here at DMES, we believe that It is a fundamental right of our students to be included in quality education, no matter their literacy limitations. Our program strives to meet the needs of our students, where they are, and present a nurturing environment for literacy advancement. DMES literacy development programs consists of the following:

- a) Drop Everything and Read: This is a school-wide program. During the last 20 minutes of the first period every Thursday, teachers encourage their students to drop everything and read a book of their interest.
- b) Adventure Readers : Students are encouraged to read at home with their parents. The school librarian, in conjunction with the ELA teachers, students are encouraged to read at home and provide a weekly course summary or write a book report of their favorite book for that week.



- c) Literacy Champion Program: The school has created a literacy schedule that allows for focused literacy support inside students' classrooms; this allows for personalized focus on literacy building depending upon students' literacy levels .
- d) Mystery Readers: A program to encourage students to read with support from their parents. Inviting mystery readers in to the library is a great way to make families feel welcome and students feel important.

## 8.2 Project-Based Learning

Project-based learning is a curriculum integration that aims to contribute to the overall student experience. It goes beyond the scope of major academic success. With this type of learning philosophy, we also want our students to acquire and strengthen skills in communicating with professionals or within teams, problem-solving, data inquiry, leadership, and thinking beyond the confines of their personal experiences to that of the world at large. Our curriculum adaptation brings student independence and accountability to the forefront of their learning.

## 8.3 STEM Education

STEM education is a philosophy where teaching resembles real life. It is an integrated interdisciplinary teaching strategy, as life is an integrated experience. As we adapt our curriculum to embody this philosophy, we present a fuller, more in-depth, connected outlook to the world. Our STEM integration embraces many of the 21st Century skills that educators abound deem vital to overall success in our progressive world. Through creativity, collaboration, critical thinking, and communication, our curriculum makes expected learning accessible to ALL students and integrated thinking the mainstay of student empowerment. DMES integrates STEM through curricular components to help teachers easily assist students in reinforcing what they are presently learning.



## 10.0 Students of Determination & Talented and Gifted Students

DMES supports the nation's vision towards strengthening the quality of inclusion in the education system. His Highness Sheikh Mohammed Bin Rashid Al Maktoum, the Ruler of Dubai states "that persons with disabilities will now be referred to as 'people of determination'; emphasizing their valuable contribution to our society and highlighting their strength of character, perseverance, and courage." <sup>16</sup>

DMES has an Inclusion Department that serves to generate systems and procedures, along with the parents, learning support assistants (LSA), specialists and organizations for students of determination to have equal access to the curriculum. Modifications to the curriculum are done to provide meaningful and challenging learning experiences and promote learner success and lifelong learning. Intervention planning and developing Individual Education Plans (IEPs) are conducted collaboratively to ensure that teaching practices and procedures are continuously monitored, reviewed and refined for the learners' benefit.

DMES curriculum is also adapted for students who have been assessed and classified as being gifted and talented. Academically, these students are challenged through Project-Based Learning, Inquiry-Based Learning, and STEM Activities which provides rigor, relevance, and real-life application while at the same time requiring them to engage in critical thinking, collaboration, and system thinking. Another adaptation is differentiation in instructional strategies, the process of learning, what students are required to do, and the product of learning. At DMES, setting personalized education programs for gifted students includes: curriculum differentiation, assessment differentiation, enrichment, and groupings.

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<sup>16</sup>Implementing Inclusive Education: A Guide for Schools, page 8



## 11.0 Related Policies

The Curriculum Policy is linked to the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Hybrid & Distance Learning Policy
- Inclusion Policy
- Gifted and Talented Policy