

YAA Curriculum Policy K-12

ACADEMIC YEAR 2024-25



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Yas American Academy K-12 Curriculum Policy

1.0 Curriculum at Yas American Academy

Our curriculum follows the American Massachusetts State Curriculum, covering the common core, Next Generation Science Standards (NGSS), and Society of Health and Physical Educators (SHAPE) frameworks. The Massachusetts approach is well-organized with clear expectations at each grade level. From our Pre-Kindergarten Creative Curriculum to our Advanced Placement (AP) Courses in high school, we strive to provide many possibilities for all students to develop into confident learners with the skills, knowledge, and passion to contribute to a diverse and more sustainable global society.

Students work towards the American High School Diploma, which is the standard qualification to enter leading US and International universities and colleges. Additionally, in our upper-grade levels, we offer two distinct course pathways, which are 'General' and 'Advanced' where high school students can select from a plethora of compulsory, elective, and AP courses to study.

Throughout the school, we have a strong commitment to thematic curricula including STEAM (Science, Technology, Engineering, Arts, and Mathematics), service learning, UAE National Identity, and sustainability. Additionally, we place a robust emphasis on sports and physical education as integral components of a well-rounded education. Our state-of-the-art facilities and expert staff provide students with the opportunity to excel in a variety of sports while promoting teamwork, resilience, and sportsmanship.

1.1 Curriculum Aims

Our school curriculum is based on our school vision, values, and mission statements, which are designed to enable our students to:

- Have high levels of competency in native and additional languages and fluency in other core subjects
- Grow and transform themselves as continuous learners
- Communicate and collaborate well with others, in a range of ways
- Have enquiring minds, think critically, process information, reason, question, evaluate, and solve problems
- Be confident individuals who can live happy, healthy, and constructive lives
- Can self-regulate, relate well to others, and have good relationships
- Make healthy lifestyle choices
- Be responsible global citizens who take account of the needs of present and future generations in the choices they make
- Able to balance local, regional, and global perspectives with empathy
- Respect others and act with integrity
- Committed to environmental sustainability and making a positive difference to the world
- Show tolerance of other cultures and appreciate diversity
- Become future shapers who can manage complexity with authenticity as leaders and change-makers
- Be creative, enterprising, and innovative

1.2 School Vision

To holistically develop confident learners with the skills, knowledge, and passion to contribute to a diverse and more sustainable global society.

1.3 School Mission

- To encourage and support outstanding academic and sporting performance, with all students maximizing their potential.
- To provide a high-quality, focused curriculum that embeds the skills and knowledge required for an ever-changing world.
- To foster a positive learning community founded on the values of respect, collaboration, innovation, determination, and integrity.

1.4 Values

- Collaboration
- Determination
- Innovation
- Integrity
- Respect

1.5 Curriculum Offerings

Grade Level	Core Curriculum Frameworks	Elective Curriculum Frameworks
Pre-Kindergarten	Creative Curriculum	SHAPE (PE), Sustainable Development Goals: (SDG) (Sustainability)
Elementary	Massachusetts and NGSS	SHAPE (PE), SDG (Sustainability)
Middle School	Massachusetts and NGSS	SHAPE (PE), SDG (Sustainability)
High School	Massachusetts, NGSS, Advanced Placement	SHAPE (PE), SDG (Sustainability)

2.0 Accreditations

2.1 New England Association of Schools and Colleges (NEASC)

The New England Association of Schools and Colleges (NEASC) is a United States regional accreditation association providing educational accreditation to US curriculum schools and colleges based within and outside the US. NEASC serves over 1500 public and/or private schools in the six New England states, plus international schools in more than 65 nations worldwide. NEASC Accreditation is a system of accountability that is ongoing, voluntary, and comprehensive in scope. It is based on a rigorous set of standards that encompass all aspects of a school's operation.

2.2 The Jubilee Centre for Character and Virtues

YAA is accredited as a 'School of Character' due to our focus on excellence in developing good character and virtues within students to bring to society. Values such as Collaboration, Determination, Integrity, Innovation, and Respect are integrated into our academic curriculum, equipping students with the traits to succeed and become responsible global citizens.

3.0 Curriculum Organization

3.1 KG and Elementary Curriculum

In Pre-KG we use 'The Creative Curriculum for Preschool' which reflects the latest thinking in the field of early childhood education. It incorporates several elements that are of particular importance in providing comprehensive support for the whole child and expands support for teachers who work with English-language learners (ELL). The Creative Curriculum for Preschool is based on 38 objectives throughout the year for development and learning that focus on all the areas that are most important for school

success: social-emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts. These objectives are built into every activity that happens in the classroom, enabling the teacher to assist your child in building skills and knowledge in these important areas.

Within KG-5 our students are learning from the Massachusetts State Standards within many of our core subjects. The science curriculum is delivered from the Next Generation Science Standards (NGSS) which allows for inquiry-based learning through real-life experiences. The US approach combines student-centered planning with interactive teaching methods to produce a broad and balanced education. Inquiry is an effective and dynamic process where students make connections across the subject groups of Physical Science, Social Science, History, Numeracy, Literacy, Arabic Dimension, The Arts, and Physical Education, to know and understand the world. Inquiry allows the student to engage, think, create, and be active in their learning and actions, providing opportunities for students to investigate, pose, and solve problems, and determine and test these discoveries.

3.2 Secondary Curriculum

Within our secondary school, our curriculum combines student-centered planning with research-driven teaching methods to provide a broad and balanced education. As a school located within the UAE, we place a strong emphasis on ensuring students are connected to the UAE vision through encouraging culture, citizenship, and values to all through National Identity initiatives and Arabic and Islamic core lessons. In addition to adhering to the MOE curriculum within the UAE, as an International American School, our academic program is founded on the Massachusetts Curriculum, based on common core standards.

The curriculum is delivered through the 'Inquiry Approach to Learning' which allows students to engage, think, create, research, and be active in their learning. Furthermore, this approach provides opportunities for students to investigate, pose, and solve problems, and discover, and test these discoveries.

We provide students with 'General' and 'Advanced' pathways, including Advanced Placement (AP) classes during the high school years, which are courses taught using university-level content that can later be accredited towards a degree program in the US and other worldwide universities. In addition to core subjects such as English, Math, Science, Arabic, Islamic Studies, and Social Studies, our students can explore other interests outside of the core subjects including engineering, food technology, robotics, coding, performing arts, plus much more. The curriculum provides students with guidance and preparation for taking the SAT (the standardized examination required by US university admissions), EMSAT, IELTS, and/ or TOEFL.

The curriculum is supported by a robust emphasis on co-curricular and extra-curricular pursuits which helps provide students with learning opportunities both within and outside the classroom.

3.3

Balance

Our curriculum offering provides breadth and depth to students' learning opportunities, where content is tailored to ensure this is responsive to the UAE culture and national initiatives, as well as being aligned to international standards.

There is a wide range of subjects on offer at all phases that encompass creative, physical, and practical subjects through project-based learning and integrated studies. These strengthen both knowledge and skills development which relate directly to the YAA vision

College readiness is prioritized from KG onwards. The curriculum is tailored to our inclusive intake to ensure that they can benefit from the learning experiences that are right for them.

Enrichment and enhancement opportunities (ELL, SEN, MAGT) are reviewed regularly and responsive to student needs through universal and targeted intervention. The timetable is flexible and adaptable, striving to meet student needs and aspirational goals.

3.4 Continuity and Progression

The curriculum is comprehensively structured to ensure that there is seamless continuity and progression through each phase and across all schools which is evidenced through vertical scope and sequence planning. This ensures a smooth transition of students through school phases, in addition to mapping out mastery of common core standards.

Vertical Alignment and Progression Process

- Teachers use a vertical alignment (curriculum progression) document to support planning while outlining expected standards in all subjects throughout K-12.
- Teachers observe lessons in the grade levels above and below the one they teach to review the alignment and progression of concepts and topics.
- Monthly meetings between various departments occur to review ongoing curriculum progression and identify where there are additional opportunities to provide cross-curriculum learning activities for students.
- Detailed curriculum plans are displayed within the classrooms in all subjects and sent home to parents for review. These allow students and their parents to understand progression.

Middle and High School

- There are multiple transition days throughout the school year to allow Grade 5 students to visit their new classrooms, participate in activities that align with Grade 6 learning content, and an opportunity to meet staff in the middle school. Transition records and student profiles are utilized throughout a student's learning journey within the school to ensure smooth transitions from grade to grade.
- Transition into Grade 6 is carefully managed by a Transition Committee including SLT, Dean of Students, school counselor, grade level teachers (5/6), and others as needed.
- The options process in Grade 8 is extensively planned and adapted yearly to suit the cohort. All stakeholders (parents, students, staff) are coherently and professionally informed over several platforms and individual needs are meticulously managed.
- Students transitioning to Grade 12 spend a day in June with all Grade 8 students to participate in a student-led 'Welcome to High School Boot Camp' where soon-to-be high school students participate in activities and discussions around the experiences of a Grade 9 and beyond student. This time is devoted to the senior high students providing valuable insight into Grade Point Averages (GPA), AP courses, the importance of prioritizing daily workloads, plus much more.
- Our College and Career Counselor prepares students for their chosen careers and provides networking opportunities and advice through a wide range of weekly events including talks, newsletters, and coaching starting from Grade 9.
- Our students refine their academic and personal development through a stimulating and extensive extra-curricular program. Opportunities to excel are inspired by clubs that promote digital technologies, enterprise, innovation,

creativity, social contribution, and leadership. These encompass social, cultural, scientific, and athletic opportunities for students with a wide range of interests.

- Student aspiration is raised through numerous opportunities to perform and compete on local, national, and international stages and the extensive network of professional visitors to the school who coach or inspire our students. Our students are fully supported in nurturing their talents and passions.
- Opportunities are provided for students to obtain real-world skills relevant to future fluencies and future readiness. At an age-appropriate stage, students work on meaningful projects.
- Extensive opportunities are provided for students to participate in internal and external events and competitions.

3.5 Curriculum Modification

- Experiences are personalized and students have access to a variety of appropriate learning pathways, focused on the unique needs of each learner.
- Modification and the removal of barriers to learning is an intrinsic part of curriculum planning at the Senior Leader, Middle Leader, and Teacher level.
- The Head of Inclusion (HoI) and the Inclusion team support students with Additional Learning Needs (ALN).
- Stimulating schemes of work and cross-curricular projects ensure that students develop both personally and academically.
- Our pastoral team works alongside the academic team to monitor the progress of all students.
- A yearly rigorous review of the curriculum at all phases is undertaken at the SLT level to investigate any other necessary modifications to ensure full engagement and challenge.

4.0 Roles and Responsibilities

Aldar HQ Curriculum Lead(s) for English Medium and MoE subjects

- To monitor that the policy is known, used, and in place twice a year through QA visits by the Curriculum Team, where the Director for Curriculum will share evidence of quality assurance and compliance regarding appropriate materials in learning across all subjects.
- To meet with and review all contracts between the schools and third parties for resources to ensure they are quality-assuring the materials sent to schools.
- To hold schools accountable and leaders within schools to ensure regular reviews of planning and resources at the school level.

Principal/CEO

- To ensure that this policy is adhered to and regularly reviewed and evaluated with all key stakeholders.
- To safeguard that systems are in place at the school level to highlight concerns and items to be removed.
- To maintain that the school curriculum is fully compliant with ADEK and MoE regulations alongside the school-compliant lead.
- To provide resources that are targeted toward the school instructional framework and goals
- Working with the Curriculum Director to ensure that the curriculum includes essential content and skills for all students to learn at each grade level, and is mapped across the year with adequate instructional time allocated to teach it
- In collaboration with the Curriculum Director, ensure that all required elements of the curriculum have schemes of learning in place which reflect the vision of the school

- In collaboration with SLT curriculum, ensure that PD aligns to Massachusetts and NGSS standards, organizational goals, the school improvement plan, and school curriculum.
- To provide staff with allocated time to analyze assessment data and know how to act on the results.
- To conduct regular curriculum reviews, and suggest revisions are made where necessary.

Senior Leader Curriculum

- The AP Curriculum Director is responsible for ensuring that this policy is adhered to across all areas of the curriculum
- Ensure that curriculum, instruction, and assessments are aligned with Massachusetts and NGSS standards, aligned with each other, and coordinated both within and across grade levels and phases.
- To coach, monitor and quality assure Heads of Department (HoD's) and teaching staff, to effectively implement and monitor all aspects of the curriculum.
- To provide regular, timely, and meaningful feedback on the quality of lesson/unit plans
- Observe teacher performance to ensure effectiveness in curriculum implementation.
- To assist and advise in the development of the curriculum elements such as assessment, relevant resources, lesson plans, and others, in collaboration with the SLT team.
- To collaborate with the Head of School and SLT to ensure that the school has high-quality, professional development concerning curriculum.
- To support the school's assessment program, including collecting and analyzing student achievement data; leading teachers and staff in the analysis of student performance on formative and summative assessments to adjust curriculum and instruction to meet student needs; and coordinating and administering assessments, including external testing and school summative and formative assessments.
- To report any issues of non-compliance to the principal.

Head of Department (HOD)

- To ensure that this policy is adhered to within their subject area
- To provide a strategic improvement plan for their department's curriculum, in line with the School Development Plan (SDP) and the strategic aims.
- Ensure that instructional materials are selected and/or developed following a school-wide instructional framework and aligned with established curriculum standards.
- To monitor, quality assure and take accountability for their teacher's planning and lesson delivery. Give regular, timely, and meaningful feedback on lesson and unit planning.
- To support and offer advice to teachers on issues related to the subject.
- To stay up to date with international developments in their subject area at both local and international levels, staying abreast with current research-driven practices.
- Lead subject-specific and whole school CPD regularly.
- To recommend efficient resources to support the delivery of content for the subject.
- To plan and model improvement strategies in teaching pedagogies and assessment tools.
- Communicate regularly with all stakeholders to share instructional plans, ensuring that their department's planning is up-to-date.
- To plan, implement, and evaluate instructional programs with teachers, including learning objectives, instructional strategies, and assessment techniques
- To collate their department's data relating to student achievement (attainment and progress) to examine curriculum and instruction program effectiveness, whilst taking accountability for their department's results.
- To observe teacher performance weekly to ensure effectiveness in curriculum implementation.

Teachers

- To ensure that the school curriculum is implemented across their lessons, per this policy
- To provide an environment for learning that develops skills and knowledge through an

inquiry-based approach to learning, in line with the school’s vision.

- Ensure daily plans are informed by students’ prior knowledge, current skills, and learning needs.
- Ensure that instructional materials are selected and/or developed in a school-wide instructional framework and aligned with established curriculum standards.
- To consistently demonstrate a profound knowledge of the subject matter and the curriculum.
- To adapt the curriculum to students’ needs, ensuring all students make better than expected progress in all lessons.
- To collaborate with school colleagues on aspects of curriculum planning
- To plan and deliver lessons that have clear learning objectives, success criteria, and real-world connections.
- Where required, develop links to thematic curricula including; service learning, STEAM, National Identity, Character, and others.

5.0 YAA Curriculum Models

5.1 KG/Elementary Curriculum Model

The tables below provide an example breakdown of subject allocations through a schedule based on 50-minute blocks of instruction in KG and Elementary.

KG 1 & 2 LESSON ALLOCATION	
SUBJECT	PERIODS PER WEEK
Social Studies	1
ELA	5
Math	5
Science	3
Arabic	3
P.E.	2
(Art, Music, Drama)	1
TOTAL	21 periods in total

ELEMENTARY LESSON ALLOCATION (Grade 1-3)	
SUBJECT	PERIODS PER WEEK
Social Studies	1
ELA	5
Math	5
Science	3
Arabic	5
UAE Social Studies & Moral Ed.	1
Islamic Studies	3
<i>Quran recitation 1 period during non-class contact K-5</i>	
P.E.	2
(Art, Music, IT, Drama)	1
STEAM / PBL / Intervention	1
TOTAL	26 periods in total

ELEMENTARY LESSON ALLOCATION (Grade 4 & 5)	
SUBJECT	PERIODS PER WEEK
Social Studies	1
ELA	5
Math	5
Science	3
Arabic	5
UAE Social Studies & Moral Ed.	1
Islamic Studies	3
<i>Quran recitation 1 period during non-class contact K-5</i>	
P.E.	2
Specialists (Art, Music, IT, Drama)	1
STEAM / PBL / Intervention	1
TOTAL	26 periods in total

5.2 Middle School and High School Curriculum Model

The table below provides an example breakdown of subject allocations through a 28-period week schedule based on 50-minute blocks of instruction in middle school.

Middle School Lesson Allocation	
SUBJECT	PERIODS PER WEEK
English (ELA)	4
Math	4
Science	4
Arabic	3
Islamic	2
Humanities	3
Electives	3
Social Studies - UAE	1
PE	1
Moral Education	1
Social Studies - UAE	1
TOTAL	28 periods in total
High School Lesson Allocation	
SUBJECT	PERIODS PER WEEK
English (General 6-12)	4
AP Language and Composition	5
AP Literature and Composition	5
Math (General 6-12)	4
Honors Math I	4
Honors Math II	4
AP Precalculus	5
AP Calculus AB	5
Science (General 6-12)	
Honors Biology	
AP Physics 1	
AP Physics 2	
AP Biology	
AP Chemistry	4

Arabic	3
Islamic	2
Humanities (General 6-12) AP Human Geography AP World History: Modern AP Macroeconomics	3
Electives #1 (9-12)	3
Electives #2 (Grades 10-12)	3
PE	1
Social Studies - UAE (Grade 9)	1
Moral Education	1
TOTAL	28 periods in total

6. School-wide Grade Boundaries

Grade	Min %	Max %	Descriptor	Grade Point Value	AP GPV
A	95	100	Sig Above	4.00	5.00
A-	90	94	Sig Above	3.70	4.70
B+	85	89	Above	3.30	4.30
B	80	84	Above	3.00	4.00
B-	75	79	Above	2.70	3.70
C+	72	75	Meeting	2.30	3.30
C	68	71	Meeting	2.00	3.00
C-	65	67	Meeting	1.70	2.70
D	62	64	Working Towards	1.30	2.30
D	60	61	Working Towards	1.00	2.00
F	0	59	Fail	0.00	0.70

7. American Curriculum High School Course Requirements

7.1 Course Credits

- Credit Requirements: To graduate from YAA High School, students must earn a total of 25 credits.
- Each year-long course completed earns students 1.0 credit.
- Credits are awarded for courses taken from Grades 9-12.
- Transfer Students: Students transferring into our high school will have their eligible classes credited towards graduation requirements, provided there is alignment with our course offerings.
- Transfer credits will be granted for classes in which students have earned a grade of D or higher.
- However, the grades from these transfer classes will NOT be listed on the YAA transcript nor included in the calculation of the YAA Grade Point Average (GPA).

- Only courses enrolled at YAA will go towards the final GPA calculations.

Yas American Academy Diploma Requirements Grades 9-12 Credit Requirements	
English	4 Credits
World Language	3 Credits
Humanities	3 Credits
Science	4 Credits
Math	4 Credits
Physical Education	1 Credit
Electives (Including Arts and Business)	8 + Credits
Total Credits	25 Credits (minimum)
**Service Learning: Mandatory 100 hours: 25 per academic year from Grades 9 – 12	

7.2 Yas American Academy High School Grading System

We are unwavering in our commitment to maintaining a rigorous and comprehensive traditional grading system, seamlessly aligned with the highest American educational standards. This commitment extends across both General and Advanced Placement (AP) classes, contributing to a holistic assessment of each student's unique academic journey.

Key Features of the Traditional Grading System at YAA:

- 1. Percentage Scale:** Within our traditional grading system, we evaluate student performance through a nuanced percentage scale. This scale provides an extensive and detailed breakdown of assessments, examinations, and projects. Each percentage serves as a distinct measure of a student's comprehension and mastery of the subject matter, facilitating a granular and insightful assessment tailored to the YAA learning environment.
- 2. Cumulative Grade Point Average (GPA):** At the heart of our grading framework is the GPA, a pivotal indicator of each student's overall academic performance. Calculated on a 4.0 scale for General and Elective Courses, and on a 5.0 scale for Honors and AP courses, the GPA synthesizes the diverse academic achievements of our students, offering a standardized measure of their educational journey. It uniquely incorporates the weighted contributions of both General and Honor/AP classes, acknowledging the increased rigor and challenges presented by the Advanced coursework.
- 3. Weighted GPA for AP Classes:** Recognizing the elevated difficulty of AP classes, our traditional grading system at YAA applies a weighted scale for these courses. This ensures that students courageously undertaking the challenge of AP coursework receive due acknowledgment for their academic dedication, allowing them to earn a GPA based on a 5.0 scale.

- 4. Transparent Evaluation:** Students, educators, and parents can delve into specific assessments, gaining insights into strengths and areas for improvement. This fosters a collaborative approach to academic growth, ensuring that each student is fully supported on their educational journey.

7.3 Diploma Equivalency (MOE/ADEK)

Students of all nationalities who graduate from a high school in the UAE may have their high school diploma (certification) attested by the Abu Dhabi Department of Education and Knowledge (ADEK). Equivalency is granted by the Ministry of Education (MOE).

This attestation and equivalency are required for many students – regardless of nationality – to apply to university. Those applying to institutions in the UAE and other Arab countries will be required to submit attested documents with equivalence. These documents will also be required for graduates to be eligible to work in the UAE and other Arab countries. Arab national students are highly advised to have their diplomas attested and to seek the UAE high school equivalency.

Students graduating from a UAE-based school must meet the below requirements set by ADEK:

Course Requirements for Equivalency of American Diploma

- Category 1 students must complete both their Islamic and Arabic courses every year in Grades 9, 10, 11, and 12.
- All students holding passports from the below mentioned Arabic speaking countries must take native Arabic courses in Grades 9, 10, 11, and 12.
- Non-Muslim students are not required to take Islamic courses.
- Students holding passports from non-Arabic-speaking countries are expected to take non-native Arabic courses.
- Complete five of the following ADEK approved courses each year in Grades 10, 11, and 12: English, Mathematics, Physics, Chemistry, Biology, Geography, Physiology and Sports Science, Economics, Social Studies, Psychology, Business, Arts and Design, Information Technology, Computer Science, Environmental Studies. These offerings may vary from year to year.

Arabic And Islamic Unified Exams

- Students seeking equivalency must pass both the Islamic Studies and Arabic Ministry Unified exams in native or non-native Arabic. (Non-Muslim students are not required to sit for the Islamic Ministry exam.)
- These examinations are offered and scheduled by ADEK to students in Grade 12 on two separate days during May.
- All students holding passports from Arabic speaking countries are expected to take the appropriate Ministry of Education examination(s) in their native (first) language Arabic.

Other Requirements for Equivalency

- Copy of graduation diploma
- Copy of transcripts for Grades 10, 11 & 12
- Students are required to pass (D or higher) 5 approved subjects successfully (note: Arabic and Islamic Studies are excluded from these subjects)

Emirati students: The Emirates Standardized Test

- EmSAT English (minimum score: 1100)
- EmSAT Math (minimum score: 500)

Resident students:

- English: EmSAT English (minimum score: 1100) OR Academic IELTS (minimum score: 5.0) OR TOEFL IBT (minimum score: 61)
- Math: EmSAT Math (minimum score: 500) OR SAT1 Math (minimum score: 450)

emSAT Requirements

- Some students will be required to take the EmSAT exams. This requirement is contingent on the decision of the student on where they would like to continue their future studies and if equivalency of the high school certification is required.
- We recommend contacting MOE with details of the student’s future study plans to receive full advice on which exams are required.
- All UAE nationals are obligated to attend EmSAT exams regardless of the location of future study.
- Full details of EmSAT requirements are on the website mentioned below.
 - MOE website: <https://www.moe.gov.ae/En/Pages/Home.aspx>
 - EmSAT website: <https://emsat.moe.gov.ae/emsat/default.aspx>

ADEK requirements for Ministry Subjects (Grades 6-10)

	Category 1	Category 2	Category 3	Category 4
Arabic	Native	Native	Non-Native	Non-Native
Islamic Studies	✓ in Arabic		✓ in English	
UAE Social Studies (6 – 9 only)	✓	✓	✓ in English	✓ in English
Moral Education*	✓	✓	✓	✓
Moral, Social, Cultural Studies		✓		✓

7.4 Advanced Placement (AP) Courses for 2024-2025

The Advanced Placement Program enables willing and academically prepared students around the world to pursue university-level studies while still in high school, with the possibility of earning university credit(s):

Grade 10

- | |
|---|
| <ul style="list-style-type: none"> • AP Human Geography • AP Seminar (English Credit) |
|---|

Grade 11

- | |
|--|
| <ul style="list-style-type: none"> • AP World History: Modern • AP 3D Art • AP Physics 1 • AP Language and Composition • AP Precalculus |
|--|

Grade 12

- | | |
|--|--|
| <ul style="list-style-type: none"> • AP Macroeconomics • AP Literature and Composition • AP Physics 2 | <ul style="list-style-type: none"> • AP Computer Science and Principles • AP Art and Design: 2D, 3D, and Drawing • AP Calculus AB |
|--|--|

<ul style="list-style-type: none"> • AP Biology 	<ul style="list-style-type: none"> • AP Psychology
<ul style="list-style-type: none"> • AP Chemistry 	<ul style="list-style-type: none"> • AP Precalculus

8. Inclusion within the Curriculum

Students are provided an appropriate curriculum pathway that enables them to achieve appropriate outcomes, based on their individual strengths and support needs. At YAA we:

- Ensure all students with additional learning needs have access to a broad and balanced school curriculum that includes access to the full range of extracurricular activities, which shall be adapted to meet their needs, where appropriate.
- Ensure Technical and Vocational Education (TVET) pathways are aligned with UAE MOE guidance on pathways to equivalency, where appropriate.
- Ensure that where any agreed modified curriculum pathway may not fulfill equivalency requirements, parents are made aware of this and sign an undertaking of acknowledgment.
- Ensure that eSIS is updated to indicate when the student is following a modified curriculum.
- Ensure parents sign an agreement to a personalized or alternate curriculum.

9. Assessments in the YAA American Curriculum

9.1 Measure of Academic Progress (MAP) Assessments

MAP assessments are carried out in Term 1 and Term 3 from KG2 to G10. Students identified as requiring support will be identified by the team before the MAP assessment window. Students will then be timetabled to complete their tests in a separate location either in a small group or with one-to-one support based on their needs and normal way of working in class.

If it is felt that, even with exam accommodations, a student would still be disadvantaged by sitting the exam, an exemption can be requested with ADEK. Exemption is only granted in exceptional cases and a medical report detailing the students' diagnosis is needed.

9.2 College Board Exams Offered at YAA

Our school offers two externally assessed examinations through the College Board, Advanced Placement (AP) and SAT assessments. The AP Exams are completed once annually in May of each academic year and are administered at the YAA Campus during the school day. The costs of these AP Exams are covered by the students and are between AED500 and AED550 with payments due before November 15th. Our AP Coordinator, Dr. Chrisdelin Traylor, and our Examinations Officer, Mrs. Aida Hourani will register all students for their chosen AP exams.

Additionally, the school offers two SAT examinations in October and March of each year. The SAT exams are standardized tests widely used for college admissions in the United States. Administered by the College Board, the SAT assesses students' readiness for college by evaluating their skills in reading, writing, and mathematics. Scores from the SAT are used by colleges and universities to make admissions decisions, often in conjunction with other factors such as high school GPA, extracurricular activities, and personal essays. The SAT is designed to measure critical thinking, problem-solving, and the ability to apply knowledge in practical scenarios, making it an essential component of the college application process. Students are responsible for registering and paying for all SAT exams.

9.3 EmSAT Tests

For students looking for UAE High School Equivalency through taking EmSAT tests, an exemption can be requested when registering. For any student who requires accommodations to sit exams, when registering for EmSATs, students will need to apply for exemption by submitting a medical report from an approved center and

providing their POD number. Once submitted, the relevant authority will decide if the student is exempt or can sit the EmSATs with accommodations.

9.4 Internal Assessments

For internal formative and summative assessments, students who are identified as requiring exam accommodations should receive these same accommodations as standard practice in class. Teachers will be made aware of any exam accommodations and classroom accommodations students should be receiving. Where teachers need support from the inclusion team to administer the accommodations, a request to the inclusion team needs to be placed at least two weeks in advance to ensure the team can adjust their intervention timetable having the least impact on other student support.

10. Curriculum Resources for Students

10.1 Pre-K and KG

- Exact Path
- UFLI Phonics
- Raz Kids
- Phonics' Play

10.2 Elementary

- Exact Path
- Raz Kids
- Gizmos
- Science A-Z
- Study Island (G5)

10.3 Middle School

- Study Island
- Mathswatch
- Seneca
- Gizmos

10.4 High School

- Study Island
- Mathswatch
- Seneca
- Gizmos