Dubai International Private School
AL Qouz

Curriculum Policy
2023-2024

Vision:
DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.

Mission:
DIPS is committed to provide education following international standards yet adhering to local values and traditions.

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Date: 10/01/2023

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Curriculum Overview

Dubai International Private School Al Qouz offers an American Curriculum in core subjects aligned with the California Common Core State (CCSS) and the Next Generation Science Standards (NGSS) to students of all nationalities and abilities.
DIPS is fully accredited by NEASC and COGNIA.

In Arabic, Islamic, Social Studies and Moral education students are taught through the UAE Ministry of Education curriculum. Students graduate with the American High School Diploma.
A select few Advance Placement (AP) courses are available to students in high school.

At DIPS, each child's needs are met through a variety of methods, strategies, and instructional techniques and we understand their appropriate fit into the curriculum. We aim to look at curriculum, instruction, and assessment as an integrated whole. Our curriculum implementation is achieved through a combination of published curriculum materials, which include digital and physical resources, and with teacher created materials that are aligned with the California Common Core, the Next Generation Science Standards, and the UAE Ministry of Education standards. Teachers use best practices and approaches to meet the needs of all our learners and to ensure successful student outcomes in all subjects.

Curriculum Monitoring Process

- **Curriculum Alignment**

School leadership regularly monitors the curriculum for vertical and horizontal alignment using the Atlas Rubicon school management system. We ensure when and what type of skills, content and activities are covered during the school year at specific intervals. This ensures no overlaps or gaps around content and skills being taught, as well as make certain students are not assessed too frequently or infrequently, and that students are taught the required standards for each grade level throughout their school career.

- **Curriculum Monitoring and Review**

Curriculum materials and resources are reviewed bi- annually by the Senior Leadership Team to help make informed decisions about necessary changes or adaptations while remaining current with best educational practices.

- **Lesson Plans**

Our lesson plans always include Common Core, NGSS or MOE standards, an objective that is derived from the stated standard, a method of instructional steps to complete the objectives, and an effective measurement tool to assess students.

- **Lesson Plan Review**

Lesson plans are put through an ongoing, multi-tiered review by the instructional leadership team. Section leaders and Heads of Departments. After these review forms are completed, instructional leaders have the option to schedule a conference with the teacher if they believe that the lesson plan is in desperate need of an immediate fix or if they simply would like to improve upon the curriculum based on a noticeable missing link.

Assessment

Teachers at DIPS use formative assessments such as Exit tickets, CFU (thumbs up, verbal cues), Rubrics for writing, science and other project-based assignments, in addition to a wide array of strategies for differentiation during the lessons.

DIPS believes that 'Assessment for Learning' is a process of gathering information about students' knowledge, skills and understanding in order to inform teaching. It can be used as an ongoing part of the curriculum, or it may take place at key stages such as end-of-year exams.

The purpose of AFL is not just to test what a student knows but also to help teachers plan their lessons so that they are more effective. Moreover, frequent progress monitoring is done between benchmarks to determine the current instructional approaches, differentiation, and other necessary interventions to support the students' overall achievement.

In addition to tracking progress and attainment internal assessments, our formal assessments include criterion referenced and norm referenced assessments.
Some of the regularly implemented external exams include SAT, CAT4, TIMSS, PISA, CPAA, MAP and MAP Fluency. The data from these assessments help to measure the overall progress and attainment results to modify lessons and the curriculum in order to improve student outcomes.

About the Common Core State Standards

"The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders, including governors and state commissioners of education from 48 states, two territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). State school chiefs and governors recognized the value of consistent, real-world learning goals and launched this effort to ensure all students, regardless of where they live, are graduating high school prepared for college, career, and life.

The standards are informed by:

- The best state standards already in existence
- The experience of teachers, content experts, states, and leading thinkers
- Feedback from the public

State education standards have been around since the early 1990s. By the early 2000s, every state had developed and adopted its own learning standards that specify what students in grades 3-8 and high school should be able to do. Every state also had its own definition of proficiency, which is the level at which a student is determined to be educated at each grade level and upon graduation. This lack of standardization was one reason states decided to develop the Common Core State Standards in 2009. The development of the Common Core State Standards is a success story of meaningful, state-led change to help all students succeed.

During the development process, the standards were divided into two categories:

- First, the college- and career-readiness standards, which address what students are expected to know and understand by the time they graduate from high school.
- Second, the K-12 standards, which address expectations for elementary school through high school.

The college- and career-readiness standards were developed first and then incorporated into the K-12 standards in the definitive version of the Common Core we have today. The National Governors Association (NGA) and the Council Chief State School Officers (CCSSO) received 10,000 comments on the standards during two public comment periods. Many of the comments from

teachers, parents, school administrators, and other citizens concerned with education policy helped shape the definitive version of the standards.

Today's students are preparing to enter a world in which colleges and businesses are demanding more than ever before. To ensure all students are ready for success after high school, the Common Core State Standards establish clear, consistent guidelines for what every student should know and be able to do in Math and English/Language Arts from kindergarten through 12th grade. The standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. The Common Core Standards focus on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. They also provide a way for teachers to measure student progress throughout the school year and ensure that students are on the pathway to success in their academic careers."

Next Generation Science Standards (NGSS)

DIPS follows state of California's NGSS Science Standards. "The Next Generation Science Standards (NGSS) are designed from prior science standards in three essential ways. https://www.nextgenscience.org/

1) Performance. Prior standards documents listed what students should "know" or "understand."

These ideas needed to be translated into performances that could be assessed to determine whether students met the standard. Different interpretations sometimes resulted in assessments that were not aligned with curriculum and instruction. The NGSS has avoided this difficulty by developing performance expectations that state what students should be able to do to demonstrate that they have met the standard, thus providing the same clear and specific targets for curriculum, instruction, and assessment.

2) Foundations. Each performance expectation incorporates all three dimensions from the Framework— a science or engineering practice, a core disciplinary idea, and a crosscutting concept.

3) Coherence. Each set of performance expectations lists connections to other ideas within the disciplines of science and engineering, and with Common Core State Standards in Mathematics and English Language Arts." Performance Expectations Performance expectations are the assessable statements of what students should know and be able to do. Some states consider these performance expectations alone to be "the standards," while other states also include the content of the three foundation boxes and connections to be included in "the standard."

The writing team is neutral on that issue. The essential point is that all students should be held accountable for demonstrating their achievement of all PEs, which are written to allow for multiple means of assessment.

The NGSS is a framework of science standards for all students, and all students are expected to achieve proficiency with respect to all the performance expectations in the NGSS. A second essential point is that the NGSS performance expectations should not limit the curriculum. Students interested in pursuing science further (through Advanced Placement or other advanced courses) should have the opportunity to do so. The NGSS performance expectations provide a foundation for rigorous advanced courses in science or engineering that some students may choose to take. A third point is that the performance expectations are not a set of instructional or assessment tasks. They are statements of what students should be able to do after instruction.

Arabic, Islamic, Social Studies, Moral Education

Arabic, Islamic, and Social Studies are all taught in Arabic to first language speakers of Arabic. The subjects are taught in English to students for whom Arabic is not their first language. For non-Muslims, Civics is taught in English during the Islamic class period.

Every grade level's curriculum is guided by the mandated Ministry of Education Curriculum.
https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Curriculum_Requirements_for_Private_Schools_in_Dubai_Eng.pdf

Social Studies
https://globalsleepover.com/wp-content/uploads/2017/08/UAE-National-Education-and-Social-Studies-Standards.pdf

Moral Education is taught in English but is guided by the Ministry of Education Curriculum.
https://moraleducation.ae/curriculum/#pedagogy

The Moral Education Program (MEP) covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics. It was designed as a progressive series of units to be taught over twelve years of schooling from grade 1 to grade 12.
The foundation of the program commencing in grade 1, introduces students to the concepts of fairness, caring, and honesty, family, and friendship as well as heritage. Continuing

through to grade 4, students are taught interlinking units from the character and morality, individual and community and cultural studies pillars.

High School Graduation Requirements

DIPS meets all California High School Diploma Guidelines and includes credit requirements and personalized learning requirements. Students must pass all classes with a "D" or better to gain credit. Most international and local colleges require grades of "C" or better in all core content classes for academic admissions. Twenty-one (21) mandatory class credits, plus five and a half (5.5) elective credit classes, for a total of 26.5 credits are required for graduation. Most of the courses are one academic year in duration. **Arabic language is a required course for all 9th grade students. All students holding an Arab passport must take Arabic every semester throughout High School as per KHDA regulations. **All Muslim students are required to take Islamic Education every semester as per KHDA regulations. **Arab Nationals and/or Muslim students must take 4 credits of Arabic, and 2 credits of Islamic. KHDA Guidelines for High School Graduation.

Electives

Elective courses are mostly offered in the High School.
In Elementary and Middle School, students have the option to choose between the French language and ICT. All elective courses are taught according to the relevant adopted standards. For example, Honors Science elective courses follow the NGSS, while Calculus and Math-related courses follow the Common Core State Standards. Advanced placement courses follow the College Board standards. (See the PDF file on the DIPS Website).

The following Advanced Placement (AP) courses are offered at the high school level for the 2023-2024 Academic Year:

1. AP Biology
2. AP Calculus
3. AP Chemistry
4. AP Computer Science
5. AP Macroeconomics
6. AP Physics (Electricity/Magnetism/Mechanics)

STEM and Innovation across the Curriculum

DIPS defines Innovation as: the practical implementation of ideas to bring about new and useful projects, services, processes, and practices, usually designed to improve overall quality of life and work.

The approach to innovation in Grades K-12 is designed to enhance students' Innovative and creative skills across all phases to enhance students' achievement by building a practice of innovation and creativity across all phases and providing opportunities for students to generate their own ideas and develop their 21st-century skills so that they are future-ready.

The rationale of embedding Innovation into the curriculum is centered on:

- The UAE's Centennial Plan (2071) for excellence in education as a vital enabler for students aspiring to pursue the study of Artificial Intelligence, Space Science, Health Sciences and Digital Engineering.
- Dubai International Private School (DIPS) mission, vision, and priority goals.
- KHDA and NEASC recommendations during prior inspections.

By successfully embedding Innovation across the curriculum, as well as in the Teaching and Learning approaches, DIPS strives to enhance students learning skills such as collaboration, and exploratory learning allowing them to confidently apply Science, Technology, Math, and Engineering through experiential opportunities.

At DIPS, the implementation of STEM education was identified as a priority to support innovation and creativity across all subjects and phases. At the beginning of the academic year 2022-2023, DIPS launched a comprehensive Innovation program for phases 3 and 4 and afterschool STEM activities for phases 1 and 2.

Approaches to Teaching and Learning

Concept Based Conceptual Instruction

DIPS has adopted the Concept-Based Curriculum Instruction and believes that it is aligned with our Vision and Mission, is three dimensional and enables our students to transfer knowledge in order to make meaning in the real world. CBCI is an approach to the curriculum and lesson planning that moves away from subject-specific content and emphasizes “big ideas” that weave through multiple subject areas or disciplines. For example, in a CBCI classroom, students may study the big idea of “change” in a variety of areas, from patterns in mathematics, to civilizations in social studies, to life cycles in science. In a concept-based curriculum, students acquire and process information through the conceptual level of thinking, so that they acquire knowledge and develop skills but also understand and therefore transfer knowledge to real life applications.

CBCI prepares students for the 21st century by encouraging them to think at a higher level and understand the so what of what they are learning.

According to educational theorist, H. Lynn Erickson, conceptual thinking requires the ability to critically examine information; relate to prior knowledge; see patterns and connections; draw out significant understandings at the conceptual level; evaluate the truth of the understandings across time or situations; and, often, use the conceptual understanding to creatively solve a problem or create a new product, process, or idea.

Cross-Curricular Learning

DIPS believes that cross -curricular education is an approach to teaching and learning that integrates multiple subject areas into a single lesson. It encourages students to make connections between different disciplines and apply their knowledge in a meaningful way. It also helps to develop critical thinking skills, as students are required to analyze and synthesize information from different sources. Cross curricular education can be used to create engaging and meaningful learning experiences for students. This approach to learning goes hand in hand with the Concept Based Conceptual Instructional approach.

The Daily 5 Approach to Literacy

DIPS believes that the Daily 5 Approach to Literacy developed by American educators, Joan Moser and Gail Boucher is the most effective method of teaching Literacy for our Elementary students in Grades KG- 5. The system has five components- read to self, read to someone, listen to reading, work on writing and word work. Students are taught explicitly how to work within each component to achieve success. In addition to the five components, there is designated Teacher time where the teacher will do Guided Reading or work on prescribed phonics and other areas of literacy development with a group of students. The overarching aim is that students develop stamina and can work independently for up to 20 minutes in each area; thus, improving their learning and 21st Century skills. During this process students begin to have more choice in their learning, become independent readers, develop a love of reading, while teachers can differentiate instruction to meet the needs of all students while also diagnose, and track and monitor students' progress closely.

The Daily 3 Approach to Math

Math Daily 3 in Grades 1-6 is a center-based framework for structuring math time so students develop deep conceptual understanding, mathematical proficiency, and a true love of mathematics. This framework is adapted to the curriculum and state standards.

21st century skills

At DIPS developing student's 21st century skills are a priority. We aim to ensure our students are equipped to succeed beyond graduation in all areas of life with the set of skills needed in the information age. The three categories of skills are:

Learning Skills: Critical Thinking, Creative Thinking, Collaborating, Communicating

Literacy Skills: Cultural Literacy, Information Literacy, Media Literacy, Technology Literacy

Life Skills: Flexibility, Initiative, Social Skills, Productivity. Leadership

Social Emotional Learning

In addition to 21st Century skills and preparing our students for a successful life beyond graduation, DIPS teachers and leaders understand that Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotion management and more, SEL provides a foundation for positive, long-term effects on children, adults, and communities.

As such school life, events, activities, and lessons are embedded with SEL into the curriculum. In the Early years SEL is also a part of the Home Learning routine.

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Course Offerings

Phase 1 Kindergarten

In KG 1 and 2, DIPs prioritizes the child's personal development, healthy socialization, and establishing a positive self-concept. Fundamental skills are taught in a holistic discovery- based approach to learning, establishing a crucial foundation for a successful school experience.

Kindergarten (Language Arts)

Following the California Common Core State Standards for Kindergarten English, this class demonstrates grammatically correct speaking and writing, along with correct capitalization, spelling, and punctuation while writing. Students' vocabulary is improved upon by clarifying words with multiple meanings and how words in a sentence relate to each other. The students will learn phonics to sound out words while reading. The students will be exposed to emergent-reader books and asked to answer questions about the plot, key ideas, and details of story. Students will be able to explain relationships between texts and illustrations, compare two different books on the same topic, and participate in group reading activities. By the end of the class, students should be comfortable holding collaborative discussions about age-appropriate topics, be able to answer questions about a story read aloud to them, be comfortable asking for help or clarification on a topic and be able to tell a story through a combination of text, drawings, and spoken words.

Kindergarten (Mathematics)

This course is aligned with the California Common Core Standards for Kindergarten mathematics. The math course for this grade focuses on two main ideas. First, showing, relating, and using whole numbers. Second, describing shapes and spaces. To accomplish these two main goals students will learn to know number names, count objects, and compare numbers. They will focus on using the numbers 11-19 to build an understanding of place value. The students will understand that addition means putting together, and subtraction means taking from or apart. The students will practice describing and comparing measurable attributes such as height and weight. The students will also practice identifying, analyzing, comparing, and creating shapes. They will also use appropriate terms like below, and in front of to describe the relative location of an object.

Kindergarten (Science)

This course is aligned with Next Generation Science Standards for Kindergarten science. The class provides an overview of the senses, including describing the textures of different substances. The students will explore the Earth and space by learning what gravity is and its effect on objects. Students identify the moon, Sun, and stars, and they learn the differences between day and night. The students are taught how to describe and explain the differences between different objects using the properties of an object. Students practice using categories to organize different objects and learn that objects change in many ways over time. Pushes and pulls are discussed to introduce the idea of force to the students. Sound and the movements that cause it are also explained. Finally, the students will explore biology by determining if a living being is a plant or an animal. They will describe the parts of a plant and what plants and animals require to live.

Kindergarten (Social Studies)

Following the UAE Ministry of Education Standards for Kindergarten, the class focuses on several big ideas which cover History, Geography, UAE National Identity and Economics. The students will learn what it means to be a part of a family and why they are different from other family members. They will learn about why we celebrate holidays and what they mean. The students will learn how to be a good citizen and will learn about how different groups might have different rules. Money will be explained as well as the concept of work and the types of work that people might do. The students will learn about the concepts of time, today, yesterday, and tomorrow to describe events. They will start learning how to read maps, along with the common symbols and directions found on one. Finally, the students will learn about landforms, water, and weather.

Phase 2- Elementary

In Grades 1 through 5 the curriculum centers on the basic skills in all subject areas and introduces higher-level thinking skills to challenge students understanding and stimulate their interests through the Concept-Based Curriculum Instruction approach, and in literacy through the Daily 5 center-based approach to learning. At DIPS, our aim is that students to develop independent learning skills while also having a love of learning for life.

Grade 1 (Language Arts)

Following the Common Core Standards for first grade English, this class builds on the reading, writing, speaking, and listening skills for students. Students will practice retelling stories, answering questions about stories, and describing the major events within a story. Students will develop skills to identify words that suggest feelings, explain the differences between books that tell stories and those that give information, and identify who is telling a story at different times in a book. The students will demonstrate an understanding of words that are spoken, syllables within a word, and sounds. Through the application of appropriate phonics and the analysis of words, students will be able to read grade-level material well enough to understand the meaning. By the end of the course students should be able to write opinion, informative, or narrative works. They should also feel comfortable conducting collaborative writing projects that involve some research.

Grade 1 (Mathematics)

This course is aligned with the California Common Core Standards for 1st Grade mathematics. The course focuses on 4 critical areas. First, the students will work to understand addition and subtraction, and be able to perform addition and subtraction within 20. They will work with addition and subtraction equations and understand the relationship between addition and subtraction. Second, the students will begin to understand how numbers relate to each other, including grouping into tens and ones. Third, the students will develop an understanding of linear measurements and length units. They will also learn how to tell and write time. Fourth, the students will begin to understand the attributes of shapes and how to create them. They will understand how to put some shapes together to create a new shape, or how to recognize shapes at different orientations.

Grade 1 (Science)

This course follows Next Generation Science Standards for 1st Grade science. The students are provided an overview of many different types and aspects of science, including scientific inquiry, biology, physical science, and geology. The students will practice using their five senses to make observations of the world around them, as well as learn the scientific method.

Moreover, the students learn the difference between living and nonliving things based on their properties. For example, plants are discussed, including different types of plants, their parts, and how they develop. Next, the students learn about animals, what they eat, where they live, and how they are different from plants. The students study the functions of the organs in their body, including the brain, heart, lungs, skeleton, skin, and stomach. Students explore the Earth, from the inside out, and study how the Earth changes through weathering, erosion, and earthquakes. Students will learn why day and night occur and will learn about constellations in the night sky. The students will learn about what matters, how to describe its properties, and the three states of matter.

Grade 1 (Social Studies)

Social Studies centers on the themes of History, Geography, UAE National Identity, and Economics. Students will build on the big ideas taught in kindergarten social studies, bringing new ideas forward. Students learn about different types of families, how they can be similar and how they can be different. The students also learn about how families interact, and the rules that families follow. The students then hear about how learning happens, both at school and at home. Next the students learn about how both children and parents work, where they work, and how money is used in our culture. The differences between a want and a need are explained, along with how people get what they want and how needs and wants to have changed over time. The class then focuses on choices that are made by people, how to make good choices, and important choices made in history. The students will then learn how to read maps and will discuss the different places that families can live in the UAE and in other countries. The students will learn about our natural resources and how we must take care of our resources to protect the environment. The first UAE families are discussed, particularly Bedouin families and their stories. Finally, the students learn about the holidays we celebrate and observe.

Grade 2 (Language Arts)

This course follows the Common Core State Standards for 2nd grade English. Reading skills are developed and enhanced so that students can answer and ask questions such as who, what, where, why, and when about a story. Students will develop an understanding of how the rhythm, structure, and points of view add meaning to a story. Writing skills will also be improved, as students will be asked to state and support opinions, format, and explain how to complete a task, and tell a story in writing. A student's use of the English language will be improved upon by having the student practice using collective nouns, irregular plural nouns, adjectives, and adverbs. Students will be asked to remember conventions dealing with capitalization, comma usage, apostrophe usage, and spelling patterns when writing. By the end of the course students should have developed better speaking and listening skills, such as
building on others' comments in conversations, asking questions about what a speaker says, being able to tell a storyin front of others, and providing complete sentences when asked to clarify a thought or idea.

Grade 2 (Mathematics)

This class is aligned to the Common Core Standards for 2nd grade mathematics. The course focuses on four critical areas. First, the students will extend their understanding of base-ten notation. This includes the idea of counting in fives and tens. Students should understand multi-digit numbers by understanding that the digits in each place represent amounts of thousands, hundreds, tens, or ones. Second, the students will become proficient in addition and subtraction. They will now be able to add and subtract numbers up to 1000 by applying their understanding of addition and subtraction. The students should be able to mentally add or subtract numbers in tens or hundreds. Third, the students will learn to use standard units of measurement. They will learn to understand why standard units are important and will practice using rulers and other tools for measurement. Fourth, the students will become proficient at describing and analyzing shapes by counting their numbers of sides and angles. Analyzing two- and three-dimensional shapes provides a foundation for understanding area, volume, similarity, and symmetry.

Grade 2 (Science)

This class is aligned to Next Generation Science Standards for 2nd grade science. While it covers many of the same topics covered in the previous science classes, it expands on these ideas, adding a greater depth of knowledge. Students will learn the basics of force, will explore gravity, and will learn about magnets. They will review the states of matter, while adding an explanation of how a substance changes from one state to another. The students will learn new things about plants and animals, including how they move, how they get food, and what keeps them safe from harm. Students will review the function of key organs in the human body, such as the brain, heart, muscles, and digestive system. In addition, students will learn about how to keep their body healthy through proper food, exercise, and avoiding germs when possible.
Students will review the function and motion of the Earth, Moon, and stars. They will also learn about slow and fast land changes and fossils. Finally, the students will learn about weather,

including the water cycle, the four seasons, and the types of severe weather they may experience.

Grade 2 (Social Studies)

Social Studies centers on the themes of History, Geography, UAE National Identity, and Economics in the UAE. Students learn how significant figures, events, and developments have impacted and played a role in constituting other communities in the UAE and region over different eras and in different places. They will understand patterns of stability and transition over time and relationships between people and events along with explanations of such relationships. Students develop knowledge of the earth, its properties, and how such properties are related to human interactions. They learn how the impact human societies have on the physical surrounding environment.

Students gain a sense of belonging and loyalty to the UAE and adherence to its values and ethics through understanding the factors that have contributed to the formation of UAE identity. They learn the basis of different forms and duties of the government and the roles of society members. Students will learn about economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy.

Grade 3 (Language Arts)

This course follows the Common Core State Standards for 3rd grade English. For reading skills, the student will be able to tell the difference between literal and nonliteral language. Students will be able to talk about the chapters, scenes, and stanzas of written work and how these pieces fit together to produce a whole story. A student's writing skills will be developed by teaching them to use linking words and phrases, words and phrases that show event order, and be able to conduct short research projects to build knowledge. Students will be able to follow social rules for discussions, such as staying on topic, being respectful of other's turn to talk and point of view and linking their comments to others. While reading informational texts, students will be able to describe the main idea, determine the meaning of academic words and phrases, and use maps and photographs to understand the text. The students will then learn about rules and laws, why we need them in our world, and the leaders who make these laws. The students will learn what it means to be a citizen of UAE and what symbols we use to represent UAE. Finally, they will learn about how people solve problems and celebrate holidays together.

Grade 3 (Mathematics)

This class follows the Common Core Standards for 3rd-grade mathematics. The course focuses on four critical areas. First, the students will begin to develop an understanding of multiplication and division. They will learn these skills through activities and problems of equal- sized groups where multiplication finds an unknown product and division finds an unknown factor. The students will learn to solve multiplication and division problems involving single- digit numbers. Second, the students will begin to understand fractions, especially fractions with numerator 1. They will begin to see that fractions represent parts of a whole and that the fractional part is relative to the size of the whole. Third, the students will begin to understand area as a property used to describe two-dimensional shapes. They will learn to measure the

area of a shape by counting how many identical smaller shapes can fit inside of it. Fourth, students learn to describe and compare two-dimensional shapes. They connect their knowledge of shapes to their work with fractions by describing the area of part of a shape as a fraction of the whole shape.

Grade 3 (Science)

In accordance with California's Next Generation Science Standards this course covers many types of science including physical science, biology, and earth science. The students start by reviewing the parts of plants and how they grow and change. Then they learn some new information about cells, how materials move through plants, and how plants reproduce. The students then move onto studying animals, including how they are grouped, how they use life-supporting substances, and how animals grow and change. The students learn about their senses and how their eyes, ears, nose, and taste buds' work. Students will then learn about ecosystems; what they are, how they function, and how to protect them. Next the students expand on previous knowledge gained about how the Earth's surface changes and the major parts of our solar system. They are introduced to new information about comets, asteroids, meteoroids, and the contributions of Galileo Galilei to astronomy. The students will then explore different types of energy such as light, sound, heat, and electricity. Finally, the students learn about the scientific method and use their knowledge to design and conduct an experiment.

Grade 3 (Social Studies)

With a focus on UAE geography history, people and economy students will learn about significant figures, events and developments and their impact on other communities in the region. They will understand relationships between people and events and make connections between human societies and the physical environment. Students will gain a sense of belonging to the UAE and adherence to its values and ethics, while also learning about government forms, duties, and roles of society members. They will also understand the basic economic principles of markets and the government's role in the national/global economy.

Grade 4 (Language Arts)

This class follows the Common Core State Standards for 4th grade English. Students in this class are required to read at least twenty minutes every day and to turn in a reading log to show their time spent reading. They are also required to write ten different book reports to encourage reading and writing about stories. In each of the chapters, students will receive two vocabulary lessons, learn about grammar, practice reading different types of literature, and learn skills to be a good writer. To improve their reading skills students will learn how to link prior knowledge to what they are reading, how to determine if information is a first or secondhand account, will practice reading nonfiction, and will learn how to make predictions about what will happen next in a story. Through writing practice students will improve their abilities to paraphrase, write essays, construct a story from idea to finished product, write a play, and write a persuasive essay. Students will be encouraged to visualize what they are reading and writing about, to make connections between stories, and to ask questions about what they read.

Grade 4 (Mathematics)

This course follows the Common Core Standards for 4th grade mathematics with a focus on three critical areas. Using addition, subtraction, multiplication, and division to compute answers to solve real world problems. Students review the application of multiplication and division facts and strategies for mentally computing products and quotients. Use of variables to solve multiplication and division problems. In addition, students will expand their understanding of place value to 1,000,000 and the relative sizes of each place. They learn how to apply the correct methods to estimate or mentally calculate products or dividends.

They will find equivalent fractions; change mixed numbers to improper fractions, change improper fractions to mixed numbers and compare fractions. Understand the connection between decimals and fractions; compare and order decimals.

Use of place value and base-ten numerals to represent, compare, round, add, and subtract whole numbers. Review length, weight, mass, capacity, and time. Convert measurements from one unit to another with the same measurement system. Find the perimeter and area of rectangles. Students will understand that geometric figures can be analyzed and classified based on their properties. The students learn how to understand the properties of two- dimensional objects and use them to solve problems about symmetry.

Representation and interpretation of data by using plots. Identify angles, lines and polygons, symmetric figures, and lines of symmetry.

Grade 4 (Science)

This class is aligned with Next Generation Science Standards for 4th grade science. It covers a variety of scientific topics, some of which have been covered in previous classes and some of which is new material. The students will review matter and its states, atoms and elements, and properties of matter. Students will learn about the special properties of metals, acids, and bases. They will also learn the differences between molecules, compounds, and mixtures. The students will review the solar system, the movement of the Earth, and the contributions of Galileo Galilei to our knowledge of astronomy. The students will learn about minerals and the different types of rocks, as well as investigate the rock cycle. They will learn the differences between renewable and nonrenewable resources. The students will review the life cycles and characteristics of both plants and animals. The students will learn about energy and the energy that we can harvest from the world around us like solar, heat, wind, and water. The students will explore how you hear, talk, and see, including a study of colors and why we see them. The students will learn about electricity and magnetism, including how they are used and the relationship between the two. They will explore the differences between speed, velocity, and acceleration. They will also learn about the laws of motion and how they apply to the world around us. The purpose of, and types of, machines will be studied so that students can understand that compound machines they see in lives. The students will also explore the application of scientific knowledge and technology. Finally, the students will review the scientific method and design and conduct their own scientific investigation.

Grade 4 (Social Studies)

With a focus on UAE geography, history, people and economy, students will learn about the significant figures, events and developments and their impact on other communities in the region. They will understand relationships between people and events and make connections between human societies and the physical environment. Students will gain a sense of belonging to the UAE and adherence to its values and ethics, while also learning about government forms, duties, and roles of society members. They will also understand the basic principles of markets and the government's role in the national/ global economy.

Grade 5 (Language Arts)

This class follows the Common Core State Standards for 5th grade English. Students in this class are required to read at least 30 minutes every day and to turn in a reading log to show their time spent reading. They are also required to write 10 different book reports to encourage reading and writing about stories. In each of the 18 chapters students will receive two vocabulary lessons, learn about grammar, practice reading different types of literature, and learn skills to be a good writer. Students will learn how to make inferences, read context clues, and read to learn information. To improve their writing skills students will learn how to express opinions, compose letters, use literary devices, and use word relationships in poetry. Students will practice comparing similar texts. The goal of this class is to make each student a better reader and a better writer.

Grade 5 (Mathematics)

This course is aligned with the Common Core Standards for 5th grade mathematics and focuses on three critical areas. First the students will become skilled at the addition and subtraction of fractions. They will interpret numerical expressions; using the order of operations; using rules to create numerical patterns. Find equivalent fractions; change mixed numbers to improper fractions, change improper fractions to mixed numbers and compare fractions; multiply and divide fractions. They also develop an understanding of the relationship between fractions and decimals. The students will read, write, compare, order, and compute with decimals. They will learn how to add and subtract numbers with decimals to the hundredths. Second, the students will expand their knowledge of division to include 2-digit divisors and decimal operations. The students will have mastered multi-digit addition, subtraction, multiplication, and division.

Students will develop an understanding of volume as a property of three-dimensional space. They will learn how to approach and solve problems regarding the estimation and measurement of volume. Third, they will convert among customary units and metric units for length, weight, and capacity; read and interpret measurement data; use cubic units to find volume of rectangular prisms; find volumes of irregular solids. Moreover, students will review important terms in geometry and use them to name and compare different shapes; find and name a point on the coordinate plane; become familiar with two-dimensional shapes and learn to classify triangles and quadrilaterals.

Grade 5 (Science)

This course follows Next Generation Science Standards for 5th grade science. The students will receive a broad overview of many different types of science to better understand the world around them. They will begin by reviewing the scientific method and the steps to designing a good experiment. The students will learn about galaxies and will review information about our solar system and the planets within it. They will learn about the water cycle and the causes of

the weather we see around us. The students will learn that environmental changes can cause evolution in both plants and animals. They will review the major systems in the human body and then will learn about similarities between those systems and the parts of a plant. The students will learn about how the atomic theory has developed over time and will review the states of matter and the changes that matter can undergo. The law of conservation of energy will be learned, along with the types of energy transformations that commonly occur. The students will review electricity and will learn about its properties and uses in our lives. Finally, the students will review forces and Newton's laws of motion.

Grade 5 (Social Studies)

Students learn how significant figures, events, and developments have impact and play a role in constituting other communities in the region over different eras and in different places. They will understand patterns of stability and transition over time and the relationships between people and events. They learn how the earth, its properties, and how such properties are related to human interactions. They will develop an understanding of interrelations between human societies and the physical surrounding environment.

Students gain belonging and loyalty to the UAE country and society, and adherence to the values and ethics through understanding the factors that have contributed to the formation of UAE national identity. They will also learn the basis, different forms and duties of the government and the roles of society members. Students will learn about the economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy.

Phase 3 - Middle School

In grades 6-8 the curriculum continues to build on higher-level thinking skills to challenge students understanding and stimulate their interests through the Concept-Based Curriculum Instruction approach. There is an emphasis on making connections to real life by transferring knowledge, as well as developing the 21st century skills of creativity, collaboration, and communication. At DIPS, our aim is that Middle School students learn to take risks, are motivated to learn, and demonstrate responsibility and independence.

Language Arts 1 (Grade 6)

This course follows the Common Core Standards for 6th grade English. The course has goals for the areas of reading, writing, speaking, and listening, and language to make students able to read and write confidently in all subject areas. In the area of reading students will learn to see how text supports their analysis and how a story's plot can proceed in small steps conducted by the response of characters. They will learn how the meaning of words can change based off how they are used and to analyze how specific sentences add to the development of the theme or plot. The students will be able to describe how the experience of reading a text differs from that of listening to the text or watching a live performance based on the text. Throughout the course students will develop proficiency in writing argumentative, informative, and narrative texts. They will learn to clearly show and develop their topic or theme with proper language and grammar. Students will also learn more about the editing and revising process for their essays. The students will learn how to conduct research to answer a question, gathering

information from various but accurate sources. They will be able to support their writing using evidence found in other texts. To develop their speaking and listening skills students will practice presenting their own claims by giving their ideas in a logical order. They will also learn to use various multimedia components in their presentations and to give their presentations using strong speaking skills such as appropriate eye contact and clear pronunciation. The students will learn how to collaborate with others on grade level appropriate content by coming to discussions prepared and following rules for friendly discussions. In all aspects of their writing and speaking students will show an appropriate command of the English language, particularly in terms of pronoun usage. Students will focus on using appropriate punctuation and spelling throughout their A.C.E. formatted writing.

Language Arts 2 (Grade 7)

This course is aligned with the Common Core Standards for 7th grade English. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas. In the area of reading students will further develop their abilities to determine a text's main ideas and to analyze them based off textual evidence. They will learn to analyze how an author organizes their text and the purpose of the chosen point of view. The students will develop the skills to compare and contrast the written and multimedia versions of a text, and how different writers approach the same topic. In terms of writing, the students will continue to develop their skills in writing argumentative, informative, narrative, and research texts. They will be able to produce clear writing that has appropriate organization and style for the topic at hand. The students will learn to use technology to produce and publish their writing and to link and cite sources. The students will continue to develop their research skills by drawing evidence from different texts that support their own writing. To develop their speaking and listening skills students will learn to ask good questions that lead to group discussion and to modify their own views in accordance with new information and ideas expressed by those around them. The students will also practice speaking in front of a group while using relevant descriptions, facts, and details to support an opinion. Throughout their writing and speaking students will continue to show their command of the English language, particularly in the uses of phrases and clauses and varied types of sentences. While writing students will continue to practice conventions, specifically the uses of commas to separate coordinate adjectives.

Language Arts 3 (Grade 8)

This course adheres to the Common Core Standards for 8th grade English. The course has goals for the areas of reading, writing, speaking, and listening, and language to make students able to read and write confidently in all subject areas. In the area of reading students will be able to determine the main idea of a text and analyze the text using specific lines from the text and/or dialogue to add to the story and support their analysis. The students will continue to practice using context clues to determine the meanings of words but will also learn to use these clues to deduce figurative or connotative meanings. They will also learn to compare two different types of texts and discuss how those differences impact the meaning of the texts. Point of view will be understood to change the connotations of a text. After completing this course students should be able to read and understand various types of literature appropriate for their grade

level. In the area of writing the students will become adept at writing argumentative, informative, narrative, and research essays. They will learn to use clear and easy to understand writing with style and function appropriate to their topic. The students will learn how to revise and improve their writing using guidance from peers. The students will learn to research topics using valid and varied sources to gather important information. The proper use of citations and paraphrasing will be emphasized. The students will learn to use texts they have read to support their opinions and arguments in a logical way. To improve their speaking and listening skills students will learn to effectively engage in collaborative discussions and analyze information presented in various media and formats. They will learn to evaluate the soundness of reasoning in a speaker's argument and claims. Students will also learn to present their own claims and arguments in logical and coherent ways, using the A.C.E. (Answer, Cite, Explain) format. They will be able to show a command of formal English language to support their claims. Throughout their writing and speaking students will demonstrate their command of English grammar and writing conventions.

Mathematics 1 (Grade 6)

To satisfy the Common Core Standards for 6th grade mathematics this course focuses on four critical areas.

Statistics

Students should be able to Develop understanding of statistical variability, statistical questions. Summarize and describe distributions of numerical data. Display data in plots on a number line, including dot plots, and histograms. Giving quantitative measures of center

Geometry

Students should be able to find the area of parallelograms, triangles, trapezoids, and circles. Solve real- world and mathematical problems involving area, surface area, and volume.

Number Sequence

Students should be able to fluently divide multi-digit numbers, divide multi-digit decimals by whole numbers, and divide with decimals.

how to use positive and negative numbers to represent real-world quantities, and how to compare and order integers, how to plot rational numbers on a number line. how to compare and order rational numbers, how to find and interpret the absolute value of rational numbers, how to plot ordered pairs of rational numbers on a coordinate plane.

Algebra

Students should be able to know how to find the Greatest Common Factor of two whole numbers, and the Least Common Multiple of two whole numbers. Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole numbers with no common factor. how to interpret and compute quotients of fractions. And solve word problems involving fractions. They should know how to compare and order fractions and Decimals, multiply fractions, simplify factors, divide fractions, divide mixed numbers.

shift from reasoning a single quantity to reasoning about two quantities. Students need to recognize a ratio as a multiplicative comparison, not an additive comparison, of two quantities, or as a joining of two quantities in composed new unit that preserves the multiplicative relationship. To model percent and convert between Percent, fractions, and decimals. They will be able to find a percent of a quantity and find the whole from a percent. Students will know what Exponents is and will be able to write and evaluate expressions involving exponents.

Mathematics 2 (Grade 7)

This course follows the Common Core Standards for 7th grade mathematics and focuses on the following areas:

Statistics

Students will be able to use measures of center and measures of variability for numerical data from random samples. Investigate chance processes, and develop, use, and evaluate. probability models.

Number Sequence

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Ratios and Proportions

Analyze proportional relationships and use them to solve real-world and mathematical problems. Use proportions and percentages to solve real-world and mathematical problems.

Algebra

Model real world problems with equations then use algebraic rules to solve the equations.

Geometry

Make geometric constructions. Understand and apply theorems about circles. Translate between the geometric description and the equation for a conic section.

Mathematics 3 (Grade 8)

This course is aligned with the Common Core Standards for 8th grade mathematics and focuses on the following areas:

Statistics

Students should be able to learn about frequency, measure of center, outliers, histograms, box plots and line of best fit.

Geometry

Students will be able to learn about transformation, Similarity and Congruency, Reasoning and proofs of the diagrams given.

Functions

Students will be able to learn how to create, solve and graph the relationships between functions.

Algebra

Students will be able to find the slopes, intercepts involving linear equations involving one and two variables.

Earth Science (Grade 6)

In fulfillment of the Next Generation Science Standards for 6th grade science, this class covers several different types of science such as physical science, ecology, and climatology. The students will learn about what scientists do and the similarities and differences between theories and laws. After reviewing the steps of the scientific method, the students will design and conduct a scientific experiment. Students will discover what matter and atoms are made of and will learn how to read the periodic table. The class reviews the topics of force and motion, including Newton's laws of motion. The students will review the different types of energy and will learn about how energy is measured. Ecology is introduced to students as they learn about abiotic and biotic factors. The students will learn about how cells were discovered and will learn the basics of cell theory. Students will review major organ systems as they learn about how living things are organized. The students will learn about earth science, the water cycle, and the rock cycle. Finally, the students will learn about climate and how weather patterns are formed. They will also learn about the composition and function of the atmosphere. Students will practice writing using ELA standards as well as the A.C.E. (Answer, Cite, Explain) format.

Life Science (Grade 7)

This course is aligned with Next Generation Science Standards for 7th grade science. This class focuses mainly on life sciences, with additional discussions of scientific inquiry and energy. The students will review the nature of science and how to design an effective experiment. They will practice using the scientific method to answer a question about their lives. The students will then learn about sound and light, including why light reflects and why some materials allow light to pass through while others do not. They will then learn about energy transformations and the first and second laws of thermodynamics. The rock cycle and the types of rock, including what they tell us about the Earth's history, are then discussed. The students will learn how and why the Earth changes through events like earthquakes and volcanoes. They will then learn about ecosystems, how much they can support and why, and how they can be damaged. The students will also learn about how organisms can interact with each other in terms of biodiversity and symbiosis. The flow of energy in ecosystems is explained through the interpreting of food chains and food webs. The students will then learn about how organisms and species evolve over time through natural selection and in response to changes in the environment. Finally, the students will learn about heredity and reproduction, including how to use a Punnett square to predict the traits of offspring. Students will practice writing using ELA standards as well as the A.C.E. (Answer, Cite, Explain) format.

Physical Science (Grade 8)

This course follows Next Generation Science Standards for 8th grade science. This course offers a more in-depth look at physical sciences, such as chemistry, physics, and astronomy. The students will review the nature of science and the steps of the scientific method. The students will then learn what matters and will review its phases. They will learn about elements and atoms, including the structure of and organization of atoms. The students will then learn about how and why atoms join to form compounds and molecules. They will then learn the differences between mixtures and solutions and how a solution can be described. The students will then learn about the different types of chemical reactions that can occur. Radioactivity and radioactive isotopes will be explored so that the students will learn what they are and how radioactive exposure is changed by distance and time. The students will then learn about the different types of energy and how energy can be transformed from one type to another. They will explore work and simple machines, along with forces and motion. The students will learn about the properties of magnetism and electricity and how they are related to each other. The differences between temperature and heat will be explained while the students learn about how heat travels. Students will also learn about the nature of light and why some materials absorb light while others do not. They will review the process of photosynthesis, including how the process came to be understood by scientists. Finally, the students will learn about the universe, including the stars, the sun, and theories of the origin of the universe. Students will practice writing using ELA standards as well as the A.C.E. (Answer, Cite, Explain) format.

Social Studies (Grade 6)

Using an interdisciplinary approach, students will utilize technology and other sources to collect data and information on various topics. Students prepare explanations and opinions for discussion, reach conclusions and critique and transfer knowledge to the broader context. They will also develop an understanding of how different disciplines can interact in real-world situations. Additionally, students will work collaboratively with peers to investigate and discuss topics related to the curriculum. Through this process, they gain valuable skills in research and communication while fostering critical thinking. Ultimately, students will become more thoughtful citizens as they apply their knowledge and experience in the study of the UAE and the world around them. Students learn how significant figures, events, and developments have impact and play a role in constituting other communities in the region over different eras and in different places. I Grade 6 the central focus is Africa and Asia, and different beliefs, the rise of ancient civilizations; they will learn about geographical significance of neighboring societies such as Persian, Indian and Arabian, and learn about the achievements that ancient societies contributed to the region and the world. They will understand patterns of stability and transition over time and the relationships between people and events. They learn how the earth, its properties, and how such properties are related to human interactions. They will develop an understanding of interrelations between human societies and the physical surrounding environment. Students gain belonging and loyalty to the UAE country and society, and adherence to the values and ethics through understanding the factors that have contributed to the formation of UAE national identity. They will also learn the basis, different forms and duties of the government and the roles of society members. Students will learn about the economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy.

World History (Grade 6)

This course uses English Language Arts Standards to teach historical content. The course begins with a short review of geography and how to read maps correctly. The rest of the class focuses on ancient civilizations, their cultures, and their histories. The students first learn about the very first civilizations such as the Sumerians and the Babylonians. Next the students learn about ancient Egypt, including the old, middle, and new kingdoms. They will then learn about ancient Israelites, including the lost tribes of Israel. The students then learn about ancient Greece and its impact on architecture, athletics, and medicine. Ancient India will be discussed next along with the idea of caste as a cornerstone of a civilization. The students will also learn about ancient China and the various dynasties and their impact. Ancient Africa is also studied,

particularly the great cities of Timbuktu and Zimbabwe. Finally, the students will learn about ancient Rome. They will learn about the daily life of Romans, the culture of the time, and the fall of Rome. Students will practice writing using ELA standards as well as the A.C.E. (Answer, Cite, Explain) format in response to DBQ (Document Based Questions) prompts.

Social Studies (Grade 7)

Using an interdisciplinary approach, students will utilize technology and other sources to collect data and information on various topics. Students prepare explanations and opinions for discussion, reach conclusions and critique and transfer knowledge to the broader context. They will also develop an understanding of how different disciplines can interact in real-world situations. Additionally, students will work collaboratively with peers to investigate and discuss topics related to the curriculum. Through this process, they gain valuable skills in research and communication while fostering critical thinking. Ultimately, students will become more thoughtful citizens as they apply their knowledge and experience in the study of the UAE and the world around them. Students learn how significant figures, events, and developments have impact and play a role in constituting other communities in the region over different eras and in different places. The central focus will be the rise of Islam, the Rashidun Caliphate and how it evolved over time including the early Islamic conquests. They will understand patterns of stability and transition over time and the relationships between people and events. They learn how the earth, its properties, and how such properties are related to human interactions. They will develop an understanding of interrelations between human societies and the physical surrounding environment.

Students gain belonging and loyalty to the UAE country and society, and adherence to the values and ethics through understanding the factors that have contributed to the formation of UAE national identity. They will also learn the basis, different forms and duties of the government and the roles of society members. Students will learn about the economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy. They will be able to explain the leadership role of the Founder in strengthening cooperation links between the Arabian Peninsula countries and the world. Students learn the significance of the global consequences if countries do not respond to the international resolutions on environment protection.

U.S. History (Grade 8)

This course uses English Language Arts Standards to teach American History content. This course focuses on the history of the United States from exploration and colonization to reconstruction after the Civil War. It also covers an overview of economics and civics. The students will learn about the different European colonies formed in America and will compare the characteristics of different colonies. They will learn about the American Revolution and the founding principles of the United States. The students will study the westward expansion of the country and its national and international causes. They will learn about the causes of the Civil War, the major battles of the war, and its effect on the country. The students will then learn about the types of economy and what type of things will impact economies. Finally, the students will learn about what it means to be a citizen and the rights and responsibilities that come along with citizenship. Students will practice writing using ELA standards as well as the A.C.E. (Answer, Cite, Explain) format in response to DBQ (Document Based Questions) prompts.

Social Studies (Grade 8)

Using an interdisciplinary approach, students will utilize technology and other sources to collect data and information on various topics. Students prepare explanations and opinions for discussion, reach conclusions and critique and transfer knowledge to the broader context. They will also develop an understanding of how different disciplines can interact in real-world situations. Additionally, students will work collaboratively with peers to investigate and discuss topics related to the curriculum. Through this process, they gain valuable skills in research and communication while fostering critical thinking. Ultimately, students will become more thoughtful citizens as they apply their knowledge and experience in the study of the UAE and the world around them. Students learn how significant figures, events, and developments have impact and play a role in constituting other communities in the region over different eras and in different places. The central focus will be the rise of Islam, the Rashidun Caliphate and how it evolved over time including the early Islamic conquests. They will understand patterns of stability and transition over time and the relationships between people and events. They learn how the earth, its properties, and how such properties are related to human interactions. They will develop an understanding of interrelations between human societies and the physical surrounding environment.

Students gain belonging and loyalty to the UAE country and society, and adherence to the values and ethics through understanding the factors that have contributed to the formation of UAE national identity. They will also learn the basis, different forms and duties of the government and the roles of society members. Students will learn about the economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy. They will be able to explain the leadership role of the Founder in strengthening cooperation links between the Arabian Peninsula countries and the world. Students learn the significance of the global consequences if countries do not respond to the international resolutions on environment protection.

Phase 4 - High School Core Subjects

In Grades 9-12 our aim is to prepare students for university and beyond. Students are offered the 3 pathways in grades 11-12. Additionally, students are offered AP choices though The College Board's AP college-level classes in a wide variety of subjects. Students are encouraged to engage and participate in co- curricular activities, while also further developing their 21st century skills.

English I- Grade 9

The 9th grade English course establishes the foundation for the study of composition and literature. Ninth Graders are both tested on and expected to establish these habits for success not only in English but in their other classes. The study of composition begins with a focus on grammar (parts of speech, parts of sentence, phrases, and clauses) as well as punctuation and agreement rules. Students will practice writing in various sentence patterns; they will also write

letters, paragraphs, and multi-paragraph essays, practicing narrative, descriptive, expository, and argumentative modes of discourse. The study of vocabulary takes an etymological approach so that students learn to build meaning rather than memorize definitions. Literature samples each of these genres: short story, essay, poetry, drama, and novel.

English I (AP)

This course covers material in greater depth and at a faster pace than English I. Individuals increase their ability to interpret and communicate through writing and speaking, spelling, sentence composition, literary interpretation, library skills, and the development of the five-paragraph essay. Topics covered will be speech, novel and nonfiction, elements of research, and drama in alignment with the Common Core Standards. An emphasis will be placed on comprehension, analysis, evaluation, and discussion, skills stressed in an AP program.

English 2- Grade 10

This course emphasizes the use of world literature to be read widely and critically in alignment with the Common Core Standards. The world literature book is arranged into short stories, dramas, poetry and non-fiction from around the world and different time periods. 10th grade English builds upon the writing skills of grade 9 with the construction process of the well-wrought theme (3-5 paragraphs) as the major goal. Included are elements of unity, coherence, and emphasis; inductive and deductive reading; and four types of themes: exposition, narration, description, and argumentation. Vocabulary building continues with the study of roots, prefixes, and suffixes. Students also learn and apply to their own writing the Modern Language Association (MLA) requirements for documentation. Formal grammar instruction continues from ninth grade. American literature from the Colonial Period to the present is surveyed in chronological and/or thematic units.

English 2 (AP)

This course emphasizes the use of world literature to incite students to read widely, critically, and with greater depth using the Common Core Standards as a guide. The student is expected to think creatively and analytically and is also encouraged to regularly participate in class discussion. This environment is stimulating and challenges students to move beyond basic comprehension to a more sophisticated understanding of literature and its many
implications. The world literature book is arranged into short stories, drama, poetry, and nonfiction, and short novels from around the world and different time periods. There is also a review of literary terms and the application of those terms. Furthermore, the class works to continually enrich vocabulary, spelling, sentence structure, and essay writing. Writing assignments also include the five-paragraph essay. In addition, students will write a short research paper using the APA style of citations.

English 3(Grade 11)

The focus this year is on the history, culture, and major writers of different eras of American Literature. Students are expected to respond critically to written assignments and class discussions. Creative writing is examined this year and students will be expected to explore and develop crafting skills and strategies for writing various types of essays, character sketches,

poems, and short stories. In addition, there will be elements of research discussed and research writing developed. Emphasis will be placed on following the Common Core Standards, the writing process: pre-writing, drafting, revising, editing, and publishing. Students will also develop testing strategies to assist in preparation for the SAT.

English 4 (Grade 12)

With an early focus on preparation for the PSAT, students continue their study and application of grammar (specifically verb usage, parallel structure, effective coordination/subordination of ideas), and effective essay writing. Writing assignments demonstrate literary analysis as well as synthesis of multiple sources according to correct MLA documentation. Students practice not only strategies for timed writing but also steps to the writing process. Vocabulary study continues with a text different from that used in English 1 and English 2. A survey of British literature includes the earliest English epic Beowulf, readings from Chaucer's The Canterbury Tales, Shakespeare's Macbeth, as well as samplings from the works of Donne, Milton, Blake, Eliot, Yeats, and others at the teacher's discretion.

English 4 (AP) Grade 12

The objective of this course is to develop accurate, perceptive reading through a close study of major texts (focusing on British and World classics) representing various literary genres and to acquire a fluent, precise writing style through the preparation of literary analysis essays about the texts studied emphasizing the elements of research. Students will generate independent, thoughtful, and analytical discourse during class discussions and deliver oral reports with poise and clarity in alignment with Common Core Standards. Students will compile a portfolio of their work.

Algebra 1- (Grade 9)

This course offers students the opportunity to study Algebraic concepts, using Common Core Standards as a guide, to attain an increased level of mastery of the material. Topics covered include all Algebra 1 concepts such as addition, subtraction, multiplication, and division of real numbers, solving one and two-step equations in one and two variables, the laws of exponents, polynomials, factoring, algebraic fractions, graphing, problem solving, and rational numbers.

Students' skills continue to be developed through structured practice and consideration of concepts from a variety of perspectives. Study skills and increased student responsibility are developed as well as a deeper sense of mathematics and critical thinking through more one-on-one time with the instructor and a more concrete teaching style to learning the mathematical concepts taught.

Geometry (Grade 9)
In this course, students learn geometry concepts from Euclidean and algebraic perspectives using the Common Core Standards as a guide. Students engage in activities which require them to identify, analyze, and solve problems involving the following topics: segments, angles, triangles, quadrilaterals, polyhedral, circles, spheres, transformations, if-then statements, and proofs. Course work includes studying how geometry relates to algebra through an exploration of analytical geometry and its graphs. The course emphasizes the need for students to comprehend the abstract and symbolic nature of geometry.

Algebra 2 (Grade 10)
This course offers students the opportunity to study advanced algebraic concepts using Common Core Standards while further developing the student's understanding of algebraic & geometric methods. All concepts of Algebra 2 are emphasized including quadratic equations, polynomials, logarithms, exponential functions, analytical geometry and its graphs, and the complex number system. Problem solving skills, study skills, and student responsibility are also emphasized throughout the course.

Calculus (Grade 12)
This course provides students with one semester of differential calculus and one semester of integral calculus in alignment with Common Core Standards. Students who successfully complete this course will have studied the equivalent of a first semester of college calculus, less the proofs. In addition, they are challenged to develop time management skills, engage in critical thinking, and become mathematically literate. Functions, limits, derivatives and their applications, integrals and their applications, and related topics will be covered. Students are exposed to a variety of testing formats including short answers, multiple choice items, and free response questions. Emphasis is placed on critical thinking and not rote procedures or memorization. The course requires approximately four to eight hours per week of work outside of class.

Statistics and Probability (Grade 11) Not offered AY 2023-2024
Statistics acquaints students with the major concepts and tools for asking statistical questions, collecting, and analyzing data, and drawing conclusions from them. Using Common Core Standards as a guide, students will work on projects involving developing their own questions, gathering, and analyzing data they collect. Topics covered will include describing data numerically and graphically, simulating events with probability, observing distributions in outcomes, methods of inference, and correlation and regression of data. Computers and calculators will allow students to focus deeply on the concepts involved in statistics.

Biology (Grade 9)

Using the Next Generation Science Standards as a guide, this course is primarily centered around the study of life, exploring the major kingdoms and their interaction with each other, as well as the environment. Levels of development from simple to complex, ranging from cells to systems, will be studied. This course will include classifications, real life connections, and tips to remember content. Hands-on Laboratory and S.T.E.M. (Science Engineering Technology Math) projects will enhance the understanding of concepts through contact with the organisms being studied.

Biology -Honors (Grade 11 & 12) Elective

This course is designed for the student who may be interested in pursuing a career in the biological or medical field. This academically rigorous course, guided by the Next Generation Science Standards, will build upon topics covered in Biology. The course is an introductory anatomy and physiology course (cross-curricular link), covering all the organ systems, associated disorders, etc. This is a content heavy course, with a variety of lab demonstrations/activities, and students are expected to display excellent study habits and mature, involved classroom behavior in order to succeed. Students should be able to use high-level cognitive skills in order to connect content across the course as each unit builds on the previous units. This class will demonstrate some of the learning and assessment expectations of a 1st or 2nd year college biology program.

Chemistry (Grade 10)

This laboratory course is designed to develop a foundation of the science of chemistry in order to achieve a greater understanding of the world. Using the Next Generation Science Standards as a guide, students are introduced to the various processes, activities and concepts of chemistry with a cross-curricular mathematical approach. Current scientific developments will be examined along with their implication in today's world. The topics include but are not limited to the study of the atomic structure of matter, the periodic table, chemical bonding, and chemical equations.

Chemistry -Honors-Elective

This laboratory course will prepare the college bound student with a depth of understanding of the fundamentals of Chemistry, which is defined here as the study of the properties of matter as a consequence of its structure and behavior. The course encourages development of the student's abilities to think logically and clearly using a problem-based, computationally rigorous approach involving the use of both traditional and computer labs. The course is intended to be intense academic preparation for college level courses and the student should expect to spend at least four hours per week on individual study and review. Assessments in this course will use free-response, multiple-choice, and problem-solving questions to better prepare students to take the SAT subject test in Chemistry, and other college placement exams. This course will focus on applying chemical principles to predict and explain chemical behaviors observed in research, industry, and everyday life, which will lead students to a better understanding of how the physical world impacts their lives and values.

World Geography (Grade 9)

This course will introduce the student to the description, analysis, explanation and representation of natural phenomena such as: Earth- Sun relationships; Earth's representation on maps and in air photos; temperature, moisture, and pressure; air masses, fronts, and storms; and landform evolution by tectonic, erosion, and depositional forces This course is a systematic study of the elements of the physical environment (e.g. weather, climate, landforms, water, soil and vegetation), and an analysis of their interrelationships and patterns of world distribution

World History (Elective)

Students will study the fundamental cultures and events that have been particularly significant in the development of major civilizations from the first millennium on. The first semester will emphasize European Feudalism, the development of Islamic Empires, the dynastic traditions of China, Imperial Japan, and Native American societies. In the second semester, students concentrate on a thematic study of global history, highlighting the process of developing global economic systems, imperialism, industrialization, revolutions in politics, modern warfare, and 20th century society.

Sociology (Grade 10)

The objective of this course is to develop an understanding of human behavior and its role in society through the study of society, human social behavior, and social groups. Topics to be covered in this course include, but are not limited to: 1) deviance, crime, and social control; 2) population and aging; 3) economic/social stratification; 4) collective behavior; and 5) marriage and families. The content is taught using English/Language Arts Common Core Standards. The student will be expected to incorporate current events into the study of these issues. Consideration will be given throughout the course to the study of geography and its influence upon individuals and events.

Business (Elective) Grade 11

The course provides core content applicable to all aspects of business and encompasses the practical applications of management theory. Students will be introduced to fundamental management functions including planning, organizing, leading, and controlling from multiple perspectives. The course is designed with a skills-based approach and focuses on: the business environment, different types of business ownership, how to lead and manage a business, how to find, hire, and keep the best employees, how to use social media and technology to promote your business, how to manage your business financially. By the end of this course, students will be able to take courses such as finance and accounting having established a very sound background.

Microeconomics (Elective) Grade 11
Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy.

Macroeconomics (Elective) Grade 12
AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

Special Subjects and Electives

Accounting (Grade 12)

The accounting course provides students with a comprehensive introduction to the fundamental principles and practices of accounting. Students will develop a solid understanding of the role of accounting in business, finance, and personal financial management. Through engaging coursework and real-world applications, students will gain the knowledge and skills necessary to accurately record, analyze, and interpret financial data.

Design and Technology (High School) Elective Grade 12

This class is an introduction to the fundamental principles of two-dimensional design. Students will achieve an understanding of line, form, texture, pattern, space, value, and color. Students will be introduced to the unifying principles of design and how to utilize them to create a compelling, easily understandable, and memorable image. Problems dealing with spatial organization, measurement, and composition are emphasized in numerous two-dimensional projects. Students will develop basic design skills through hands-on, tactile, project-based artworks that explore positive and negative space, scale and form, patterns, color, and image reproduction. Assignments explore the manipulation of numerous two-dimensional media, printmaking techniques, manual image reproduction, and proper usage of manual design tools.

French (Grades 1-8 and Grade 10)

What Is Taught in an Exemplary Language and World Engagement Program? The 5 C's: Communication The ability to communicate effectively and respectfully, with meaningful content and awareness of the specific cultural context. Cultures The understanding of the practices, products, and perspectives of the languages and cultures studied. The connections to other subjects, to the overall school vision and curriculum, to daily life, and to real and virtual communities. Making connections involves critical thinking and problem solving in the context of diverse perspectives while engaging in a wide variety of content. 5 Comparisons The comparisons to one's own culture, one's own learning, and one's own language or languages.

It is in this context that the linguistic elements of grammar, vocabulary, syntax etc. become important, and where many deeper understandings that lead to global awareness and competence are explored. Communities The interaction and collaboration from local to global within the school curriculum, in the world community and in lifelong learning. When learning and teaching are centered on culture, connections, communities, and comparisons, the results include deep and powerful knowledge that informs and builds communication from the simplest survival interactions to complex international negotiations.

Health and Food (High School) Grade 12 Elective

This course is designed to cover fundamental and current topics in healthy habits and wellness. This semester course focuses on the six dimensions of health: mental, physical, emotional, spiritual, intellectual, and social. Throughout the term we will cover areas of conflict resolution, injury prevention, alcohol and other drugs, community and environmental health, family health and, mental and emotional health, nutrition, personal and consumer health, physical activity, and tobacco. This course provides a well-rounded exposure to a multitude of physical activities that prepare the student for a lifetime of good health.

Physical Education

An essential discipline, Physical education is an integral part of the educational program for all students. It teaches students how their bodies move, how to perform a variety of physical activities, the health-related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy lifestyle. It also provides learning experiences that meet the developmental needs of students. With physical education, students become confident, independent, self-controlled, and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others, and accept responsibility for their own behavior; and improve their academic performance.

Reviewed By: D.M.

Program and Coding (High School) Grade 12 Elective

Introduction to Coding covers a basic introduction to the principles of programming, including algorithms and logic. Students engage in hands-on programming tasks in the Python programming language as they write and test their own code using the approaches real programmers use in the field.

Visual Arts Grade 10

From Visual Art History to 3D designs, to digital integrating, this course will present a wide exposure to visual art approaches to make students have a wider understanding of all kinds of art that are presented worldwide. In a multi-cultural country, all kinds of art views are present in one place. Students will be able to understand and respect all cultural arts. Processing, analyzing, and responding to sensory information through the language and skills unique to Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
Students will use Common Core.

Date: 10/01/2023

Reviewed By: D.M.

ICT

Grade 1:

Techno Toon: In this project, students create a digital story in the style of a cartoon or animated comic strip using PowerPoint. To start, they learn about writing conventions and watch sample stories as a source of inspiration. Students then apply their creativity to construct their story with text boxes, images, callouts, starbursts, and shapes. Transitions are inserted between slides to divide the scenes. Animation is applied to objects to sequence the timing of events. Upon completion, the digital story is published as a link with the slides set to play automatically. Challenging extension activities support learning with optional assignments such as animation techniques, collaborative peer-editing, or screen casting. Discover the fun your students can have with PowerPoint for the web!

Grade 2:

Techno Scratch Junior: In this project, students become programmers and create their own interactive games, animations, and stories. Students snap together graphical programming blocks to make characters move, jump, dance, speak etc. Students can modify and create their own character in Paint editor and can add their own voices and sounds to the character–then use the programming blocks to make the characters come to life.

Grade 3:

Techno Code: Spark an interest in computer science! In this STEM project, students become coders that design a fun Activity Studio for kids using Scratch. Through discovery and exploration, they learn how to create a series of hands-on activities that children will enjoy playing. The young programmers apply computational thinking to build algorithms that sequence commands, events, loops, and conditions. They learn how to construct scripts to develop animated scenes, mazes, interactive stories, and games. Additional challenges extend coding skills to create artwork, compose music, produce a diorama, and more! After each project, students complete coding journal logs to help them to think like a programmer.

Grade 4:

Techno Budget: In this project, students develop financial literacy using a problem-solving model. The fun begins with a windfall and shopping spree. Students create a budget and spending plan. They use Excel to organize, calculate, and graph data. A report is written using Word to justify financial choices and share insights about money management. To start, students are introduced to budgeting and rate their money management style. Next, they practice basic spreadsheet skills. Once familiar with Excel, they determine a budget and allocate funds into categories with the assistance of a pie graph. Next, they design a spending table that calculates taxes and tracks totals. A bar graph is created from the spending plan. Once they have made their purchasing decisions, students use Word to write a summary report with graphs that support reasoning. Challenging enrichment activities extend learning. Students can comparison shop, use functions to analyze data, filter, and sort, calculate with if-then formulas, manipulate debt repayment, build consumer awareness, and draw money idioms.

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Grade 5:

Techno Game: In this project, students learn to build programming in a simple way. To start with students, learn the interface of SCRATCH. They learn and understand all the functionalities of the buttons and tabs. They get to know something about the SCRATCH Programming. Then, they learn about game designing with SCRATCH. The student animates the movement of the sprites in the game with scripts. They start creating a game with all the features by making variables. After that they moved to the next game creation, that is "Brick Breaker". After creating games, they start discussing on the game distribution and do presentations to market the game.

Grade 6:

Techno Budget: In this Project, students will create an Interior Design project which is a lounge decorated with different objects extracted from multiple images and created using GIMP. To start with, students are given the raw image resources which will be extracted by learning essential GIMP tools.

Grade 7:

Techno Game: In this project, students learn to build programming in a simple way. To start with students, learn the interface of SCRATCH. They learn and understand all the functionalities of the buttons and tabs. They get to know something about the SCRATCH Programming. Then, they learn about game designing with SCRATCH. The student animates the movement of the sprites in the game with scripts. They start creating a game with all the features by making variables. After that they moved to the next game creation, that is "Brick Breaker". After creating games, they start discussing on the game distribution and do presentations to market the game.

Grade 8:

Computer and Internet Essentials: Computer and Internet Essentials is an introductory course designed for students who have little or no prior experience with computers and the internet. The course covers the fundamental concepts and principles of computer science and technology, including computer hardware, software, the internet, and digital literacy.

Throughout the course, students will learn about the different components of a computer, including the central processing unit, memory, storage, and input/output devices. They will also learn about different types of software, including operating systems, application software, and basic programming concepts. Additionally, students will learn about the internet, including how it works, how to use it safely and responsibly, and the basics of web browsing and searching.

The course also covers the concepts of digital literacy, including how to use technology to communicate, collaborate, create, and share information. Students will learn about different types of digital media, including text, images, audio, and video, and how to use them to create and share content.

This course is intended for students who have little or no prior experience with computers and the internet and will provide them with the foundational knowledge and skills they need to use computers and the internet effectively and efficiently. Students will also learn about basic cybersecurity and safe online practices.

In this course, students will develop their problem-solving skills, learn to think abstractly and logically, and gain experience with the tools and techniques used by professional computer scientists and technology experts. The course is ideal for students who are interested in pursuing a career in computer science or related fields, or for those who simply enjoy the challenge and excitement of working with computers and technology.

In addition to the fundamental concepts and principles of computer science and technology, the course also covers the basics of Microsoft Office, a widely used set of productivity tools that includes Word, Excel, PowerPoint and Access. Students will learn how to create, edit, format and save documents in Word, how to work with spreadsheets, create charts and perform basic calculations in Excel, how to create presentations and slide shows in PowerPoint, and how to create and manage databases in Access. These tools are widely used in a variety of professional settings and mastering them will provide students with valuable skills that will be useful in their future academic and professional endeavors.

Grade 11:

Computer Science: Computer Science is an advanced course designed for students who are interested in pursuing a career in computer science or related fields. This course covers the fundamental concepts and principles of computer science, including algorithms, data structures, programming, and problem-solving.

Throughout the course, students will learn to design, write, and debug programs using a high-level programming language, such as Java. They will also learn about fundamental data structures such as arrays, linked lists, and trees, and how to use them to solve real-world problems. Additionally, students will learn about algorithms, including searching, sorting, and recursion, and will explore the concepts of computational complexity and the limits of computation.

In addition to the fundamental concepts and principles of computer science, this course also covers the basics of HTML and Python programming languages. In the HTML section, students will learn how to create and structure web pages using Hypertext Markup Language (HTML) and

Cascading Style Sheets (CSS). They will also learn how to create and structure web pages using HTML5 and CSS3. In the Python section, students will learn how to write scripts using the Python programming language and will be introduced to its data structures, control structures, and libraries. These languages are widely used for web development and scripting, mastering them will provide students with valuable skills that will be useful in their future academic and professional endeavors.

Grade 12:

Programming and coding: Visual Basic is a high-level programming language that is used to create Windows applications, web services, and other types of software. This course is designed to provide students with a comprehensive introduction to programming with Visual Basic, including the syntax and structure of the language, how to use various programming constructs such as loops and conditional statements, and how to design and implement user interfaces.

Throughout the course, students will learn how to create simple programs using Visual Basic, including console applications, forms-based applications, and web services. They will also learn how to work with data, including how to create and manipulate variables, how to use data types and data structures, and how to work with databases. In addition, the course will cover advanced topics such as error handling, debugging, and working with external libraries and APIs.

The course is designed to be hands-on and interactive, with a strong emphasis on practical, real-world examples and projects. Students will work on individual and group projects throughout the course, gaining valuable experience in designing, coding, and debugging programs using Visual Basic.

The course is suitable for students who are new to programming and want to learn the basics of Visual Basic, as well as for students who have experience with other programming languages and want to expand their knowledge and skills in the field of software development. Upon the completion of this course, students will have a solid foundation in Visual Basic and will be able to create their own programs and applications using this powerful programming language.

Extra- Curricular Activities

In order to develop the whole child, we offer extra-curricular activities that help them develop academically, socially, and physically. Below is a sample of our extra-curricular activities provided throughout the academic year.

- A variety of sports including (swimming, basketball, badminton, volleyball, and martial arts)
- Innovation Workshops and Competitions; Little Engineers
- Moral Education includes visits to Senior Citizen Centers and actual courtroom proceeds.
- University and Career Fairs to give our students voice and choice.
- International Campaigns, such as Breast Cancer Awareness, Marathons, and Walks for multiple causes.

Curriculum Resources

DIPS believes that high-quality curriculum resources support teaching and learning. We have selected a wide array of digital curriculum resources that track and monitor student learning, but also are interactive and current with best practices. DIPS has a BYOD (Bring your Own Device) Policy (See the PDF file on the DIPS Website) and each child is provided digital materials. You will find the link here (See the PDF file on the DIPS Website).

Reviewed By: D.M.

Date: 10/01/2023