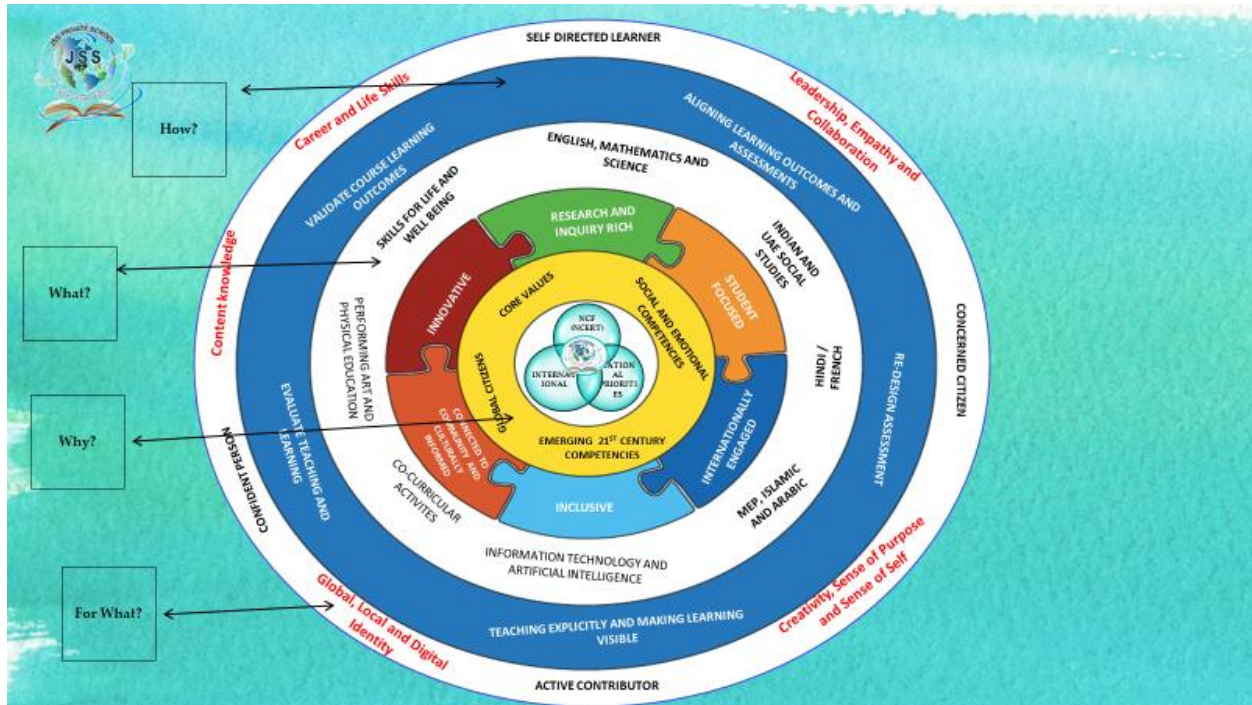




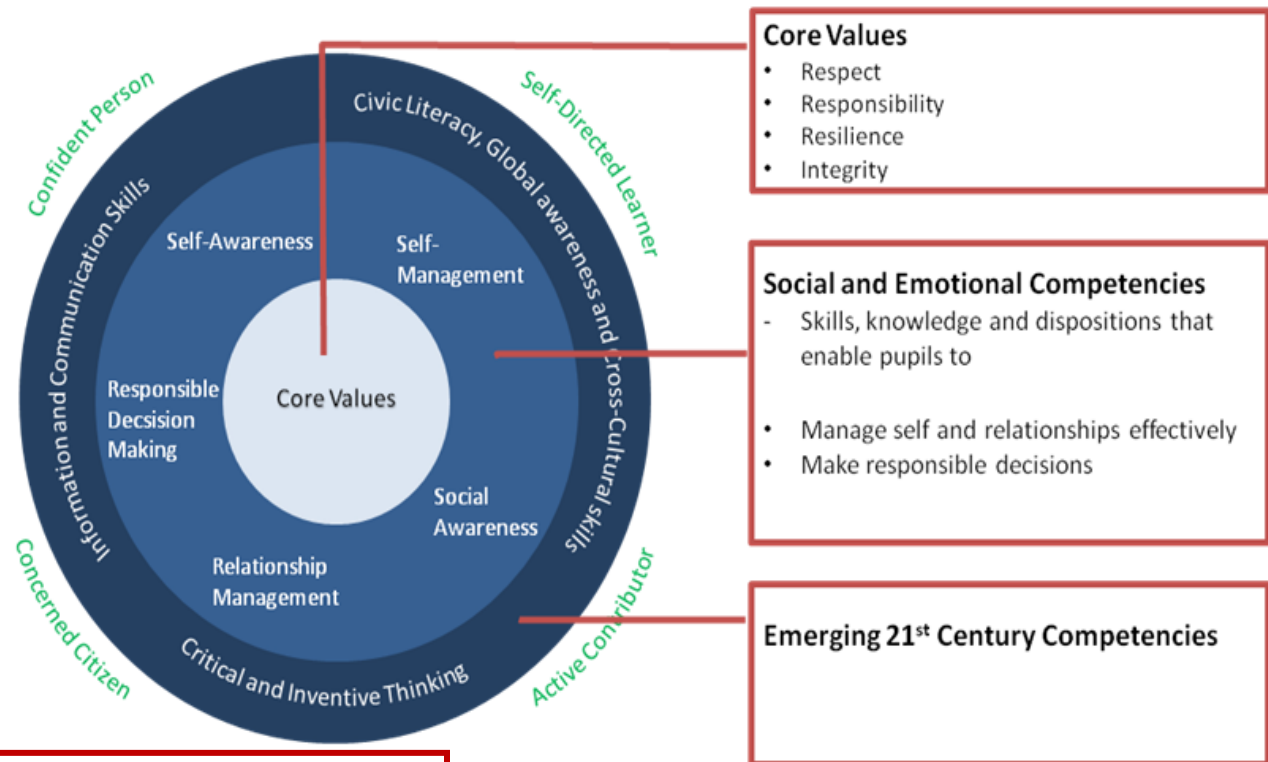
مدرسة جيه اس اس الخاصة JSS PRIVATE SCHOOL

JSSPS CURRICULUM DESIGN



The JSSPS Curriculum gets its lead from National Curriculum Framework (NCF 2005). The paramount guiding principles as proposed by NCF-2005

Curriculum is constructed with the aim of enabling children to make sense of life and develop their potential, to define and pursue a purpose and sensitivity to other's well-being and feelings together with knowledge and understanding of the world. Vision and Mission of the school define the broader aims of the curriculum. Our curriculum provides experiential learning which deals with more concrete issues related to the learning outcome "learning through reflection on doing."



Global Citizens who are

- Self-directed learners that contribute actively to the global upliftment.
- Confident persons that show concern towards their community and environment

Our curriculum is linked to our graduate profile.

Link :

https://jssdubai-my.sharepoint.com/:w:/g/personal/secretary_jsspsdubai_com/EW7shMD7x9pAIQ9p5ve2CrQBjKUHhr8-s51tnDuQs9_oNw?e=P4HXik

Grade profile

PHASE 1 - Kindergarten – The unique curriculum at Kindergarten is based on the best practices of the EYFS which is the early years foundation stage and the IB curriculum to provide a holistic development of the child. Curriculum caters to the needs and interest of every student and equips them with 21st century skills and the curricular objectives are mapped with the UN SDG goals to develop our students as global citizens. Curriculum expectations are met through

seven learning areas, namely “Physical Development”, “Expressive Art and Design”, “Mathematics”, “Understanding the World”, “Literacy”, “Physical, Emotional and Social Development” and “Language and Communication”.

PHASE 2 – Grades 1 to 5 Primary curriculum is planned carefully and progressively, so that there is coherence and full coverage of all aspects of the transition Stage of phase 1 to lower primary. The structure of CBSE Curriculum with best practices of International curriculum expectations is laid in upper primary. Making thinking visible at all levels in the school has been one of the key focus areas of our teaching and learning. Curriculum intends to nurture every child so that they become happy, healthy, positive, proactive, inquisitive, communicative, sociable, creative and imaginative. Personalized learning and self-paced learning is the key feature to meet students need.

PHASE 3 - Grades 6 to 8 - The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavor. The school has enriched the curriculum with the best International practices to provide quality education which promotes intellectual, social and cultural vivacity among its learners. The curriculum is designed to meet the UAE National Agenda Parameters. Teaching learning is embedded with action research, Critical Thinking, Values of UAE, Life Skills and community outreach programs. Curriculum aims at providing the best possible kind of education to grow up with positive attitude, with confidence and to acquire the necessary life skills at the appropriate time.

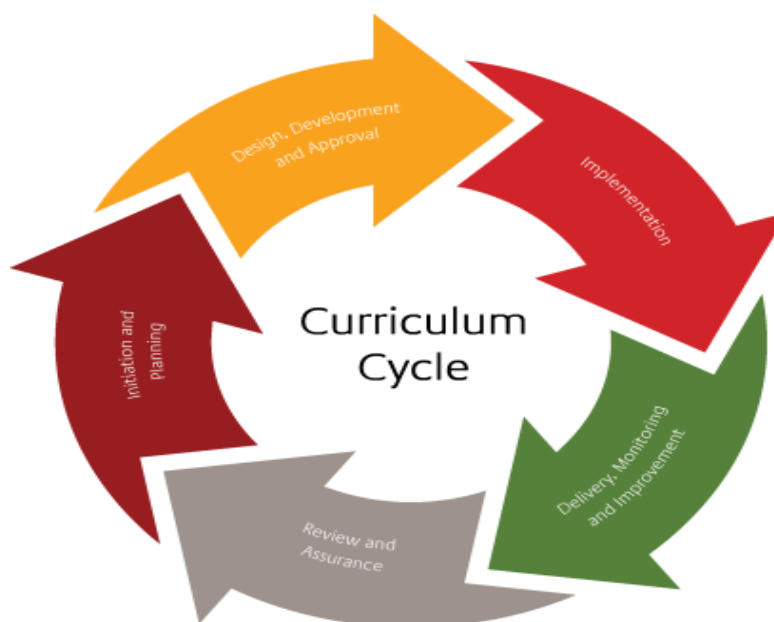
PHASE 4 – Secondary - Grades 9 & 10 - The CBSE Syllabus, designed to encourage higher order thinking, is the foundation of the curriculum at this stage as students prepare to write their first Board Examination at the end of Grade X. The objective is to enable students to communicate effectively, analyse information, take informed decisions, construct their worldview in alignment with the Graduate Profile and become industrious citizens. The social, emotional, cognitive, and physical needs of students are addressed at this critical period of transition. The subjects taught include: English, Hindi / French, Mathematics, Science, Social Science and Information Technology. The Ministry of Education, UAE requires all students to study the following subjects: Moral Education (IX-X), UAE Social Studies (Grade IX) and Arabic as an additional language (Grade IX). All Muslim students study Islamic Education. The **Skills for Life (S4L)** Programme focuses on Career Preparedness thus fostering 21st century skills.

Higher Secondary – Grades 11 & 12 - The curriculum in Higher Secondary envisages individualized learning acumen and seeks to explore the potential of students in acquiring extensive acknowledgement and skills through academic rigors. With greater academic orientation and research skills in core academic areas, students would evolve as judicious young adults with a sense of real self-appraisal having true values and principles. The preference based, rigorous CBSE syllabus caters to students in their final stages of school education. It intends to provide learners with the opportunity to delve into and identify the right career prospects, emulate firm values, and bolster life skills required for a successful career pathway. The enhancements offered by the school provide manifold opportunities to students to prepare them for life after school. Student Mentoring Programme, mandatory internships, career counselling, Skills for Life (S4L), Targeted Intervention are made available to

students to ensure an effortless transition to the real world. Personalized learning approach enable students to successfully appear for the Grade XII CBSE Board Examination. Leadership opportunities through student-led initiatives, MUN, seminars, projects and competitions (local and international) along with mandatory work experience and community outreach programmes create a rich portfolio for students. In Grades XI and XII a wide range of subjects are offered to facilitate career options in the future.

Science/Group 1	Science/Group 2	Commerce/Group 1	Commerce/Group 2
English Core	English Core	English Core	English Core
Physics	Physics	Business Studies	Business Studies
Chemistry	Chemistry	Economics/ Marketing	Marketing
Mathematics	Biology	Accountancy/ Entrepreneurship	Entrepreneurship
Psychology/Computer Science/ Entrepreneurship/Marketing/ Mass Media Studies/ Physical Education	Psychology/Computer Science/ Entrepreneurship/Marketing/ Mass Media Studies/Mathematics/ Physical Education	Applied Mathematics/Computer Science/ Physical Education/Psychology/ Entrepreneurship/Mass Media/Marketing	Applied Mathematics/Computer Science/ Physical Education/Psychology/ Mass Media
Students can also opt for 6 th Optional (Physical Education) apart from the above 5 subjects			

JSSPS CURRICULUM CYCLE



CURRIULCUM IMPEMETATION

Our school curriculum is learner centered, hence the design and development takes each individual's needs, interests, and goals into consideration. Learner-centered curriculum design is meant to empower learners and allow them to shape their education through choices of assignments, learning experiences and activities. This stage include the following steps.

1. Identify the needs of stakeholders (students): This is done through needs analysis, which involves the collection and analysis of data related to the learner. The Inclusion and Pastoral Care Dpt plays a key role in the collection of this data.
2. Create a list of learning goals and outcomes: The curriculum review process aims at enhancing the learning by raising the outcomes. Based on the learning progression document, teachers create a list of learning outcomes. This will help to focus on the intended purpose of the curriculum and allow teachers to plan instruction that can achieve the desired results.
3. Identify the instructional methods: The teachers adopt a variety of instructional methods as per the student learning styles that will be used throughout the course.
4. Establish evaluation methods: Appropriate evaluation methods that will be used at the end and during the school year to assess learners, instructors, and the curriculum.

In the development stage of the curriculum review process, through the above mentioned steps the Scheme of Work, Year Plan and Fortnightly plans are designed for each grade and shared with stakeholders. The school curriculum includes a strong focus on the development of cross curricular skills and attributes such as critical and creative thinking, Habits of Mind, Sustainable Development Goals and Intercultural understanding. Metacognition is a key aspect in the content delivery.

CURRICULUM MODIFICATION

Modifying existing general curriculum has been an effective way to create more accessible learning environments to support all students and their teachers in various educational contexts. For effective curriculum delivery, the curriculum is reviewed and modified in terms of

- Content
- Teaching strategies
- Assessment Strategies

The Inclusion and Pastoral Care Department supports teachers in planning the lesson to meet he needs of all as well as suit the curriculum needs of Students of Determination.

DIGITAL LITERACY

The JSS PS Digital Learning experience aligns with our Learning Principles. Our students are empowered to make choices about how they reach clearly defined learning at JSSPS; be engaged in [online] collaboration to solve authentic problems. We motivate students to feel safe to take intellectual risks while persevering through challenges; be supported with modelling, differentiation, specific feedback, and opportunities for reflection and revision. The success of our Digital Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement. We ensure student social and emotional well-being be it blended or hybrid model; students continue to be passionate, intrinsically motivated, and inspired to action. We engage students through *Asynchronous Learning Environment* as well as *Synchronous real-time engagements*.